

5

Lesson Exemplar for PE and Health

Quarter 1

Lesson

4

Lesson Exemplar for PE and Health Grade 5
Quarter 1: Week 3 Lesson 4
SY 2023-2024

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 2023-2024. 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/s:	Ms. Kris L. Tayag (Angeles University Foundation)
Validator/s	Mr. Rolly Balbutin (Philippine Normal University Mindanao)
Management Team	
Philippine Normal Univeristy Research Center 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

PHYSICAL EDUCATION and HEALTH/QUARTER 1/ GRADE LEVEL 5

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of stress, coping strategies, bullying effects, stress-reduction activities, and striking/fielding games in promoting personal wellness for active and healthy living.
B. Performance Standards	The learners participate in stress-reduction activities and striking/fielding games in promoting personal wellness for active and healthy living.
C. Learning Competencies and Objectives	<i>Learning Competency</i> 1. analyze stress-reducing benefits of physical activities.
D. Content	Stress-reduction Activities <ul style="list-style-type: none">• Stress-reducing Benefits of Physical Activity• Various Physical Activities That Can Help in Reducing Stress (Exercise, Hobbies, and Indoor and Outdoor Activities)
E. Integration	SGD 3: Good health and well-being

II. LEARNING RESOURCES
<p>Ahn, S., & Fedewa, A. L. (2011). A meta-analysis of the relationship between children's physical activity and mental health. <i>Journal of Pediatric Psychology</i>, 36(4), 385-397. https://doi.org/10.1093/jpepsy/jsq107</p> <p>Bailey, A. P., Hetrick, S. E., Rosenbaum, S., et al. (2017, October 10). Treating depression with physical activity in adolescents and young adults: A systematic review and meta-analysis of randomized controlled trials. <i>Psychological Medicine</i>. https://doi.org/10.1017/S0033291717002653</p> <p>Biddle, S. J. H., Ciacconni, S., Göen, T., & Vergeer, I. (2019, May 1). Physical activity and mental health in children and adolescents: An updated review of reviews and an analysis of causality. <i>Psychology of Sport and Exercise</i>. https://doi.org/10.1016/j.psychsport.2018.08.011</p>

- Brown, H. E., Pearson, N., Braithwaite, R. E., et al. (2013). Physical activity interventions and depression in children and adolescents. *Sports Medicine*, 43(3), 195-206. <https://doi.org/10.1007/s40279-012-0015-8>
- Choi, P. H. N., & Cheung, S. Y. (2016). Effects of an 8-week structured physical activity program on psychosocial behaviors of children with intellectual disabilities. *Adapted Physical Activity Quarterly*, 33(1), 1-14. <https://doi.org/10.1123/APAQ.2014-0213>
- Exercise Right. (2020, August 13). Exercise Right for Kids: Mental Health. <https://exerciseright.com.au/exercise-right-kids-mental-health/>
- Expert Statement on Physical Activity and Brain Health in Children. (n.d.). https://education.msu.edu/kin/hbcl/articles/Tremblay_2018_ExpertStatementOnPhysical.pdf
- Food and Nutrition Research Institute-Department of Science and Technology. (2019). Expanded National Nutrition Survey: 2019 Results (Nutritional Status of Filipino Adolescents). http://enutrition.fnri.dost.gov.ph/site/uploads/2018-2019%20ENNS%20Results%20%20Dissemination_Adolescents%20and%20WRA.pdf
- Food and Nutrition Research Institute-Department of Science and Technology. (2018). Expanded National Nutrition Survey (ENNS) 2020.
- Korczak, D. J., Madigan, S., & Colasanto, M. (2017). Children's physical activity and depression: A meta-analysis. *Pediatrics*, 139(4), e20162266. <https://doi.org/10.1542/peds.2016-2266>
- Martikainen, S., Pesonen, A-K., Lahti, J., et al. (2013). Higher levels of physical activity are associated with lower hypothalamic-pituitary-adrenocortical axis reactivity to psychosocial stress in children. *Journal of Clinical Endocrinology & Metabolism*, 98(4), E619-E627. <https://doi.org/10.1210/jc.2012-3745>
- World Health Organization. (2022, October 5). Physical activity. <https://www.who.int/news-room/fact-sheets/detail/physical-activity>
- Roemmich, J. N., Lambiase, M. J., Balantekin, K. N., et al. (2014). Stress, behavior, and biology. *Exercise and Sport Sciences Reviews*, 42(4), 145-152. <https://doi.org/10.1249/JES.0000000000000027>
- Sallis, J. F., Prochaska, J. J., & Taylor, W. C. (2000). A review of correlates of physical activity of children and adolescents. *Medicine & Science in Sports & Exercise*, 32(5), 963-975. <https://doi.org/10.1097/00005768-200005000-00014>
- Stress Reduction Activities for Students. (2014). <https://www.edutopia.org/sites/default/files/resources/stw-glenview-stress-reduction-activities.pdf>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	Day 1 1. Short Review Activity 1: Stressor or Not? Directions: Read each scenario carefully. Decide if the situation can cause you stress or not. Be ready to explain your answers. <ul style="list-style-type: none"> • Scenario 1: You have a big test coming next week, and you haven't had much time to study because of other school activities. • Scenario 2: You're playing your favorite game with your friends during the weekend. • Scenario 3: You're excited about performing in the school talent show but nervous about forgetting your lines. • Scenario 4. You have a disagreement with a friend during lunch time. • Scenario 5: Your parents tell you that you're going on a surprise family vacation to your favorite amusement park. 2. Feedback (Optional) It's interesting to hear that some of you feel that certain situations could be stressors for some people but not for others. We all experience stress differently, and what may cause stress for one person might not have the same effect on someone else.	Teachers may also use similar scenarios related to the previous discussion.
	B. Establishing Lesson Purpose 1. Lesson Purpose <ul style="list-style-type: none"> A. Recognize the role and value of physical activities in reducing stress. B. Explore the benefits of physical activity for stress reduction. C. Practice stress reduction techniques through physical activities 2. Unlocking Content Vocabulary <ul style="list-style-type: none"> A. Sedentary. Involving little exercise and physical activity. 	Teachers may introduce the objectives and terminologies of the lesson.

	<p>B. Anxiety. Is an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure.</p> <p>C. Dopamine. Is a chemical messenger that is naturally released from nerve cells in your brain. One of its functions is to create a good feeling after you do something enjoyable.</p> <p>D. Serotonin. Send signals between your nerve cells. It may help regulate many body functions, including mood, bowel movements, and sleep, among others.</p>	
C. Developing and Deepening Understanding	<p>SUB-TOPIC 1: Stress-reducing Benefits of Physical Activity</p> <p>1. Explicitation</p> <p>The World Health Organization (WHO) established standards and guidelines regarding physical activity for kids and teenagers (ages 5 to 17):</p> <ul style="list-style-type: none"> • should do at least an average of 60 minutes per day of moderate-to-vigorous intensity, mostly aerobic, physical activity, across the week. • should incorporate vigorous-intensity aerobic activities, as well as those that strengthen muscle and bone, at least 3 days a week. • should limit the amount of time spent being sedentary, particularly the amount of recreational screen time. <p>However According to a 2019 study by the Philippine Food and Nutrition Research Institute (FNRI), 84.6% of teenagers in the Philippines between the ages of 10 and 17 are not meeting the recommended amount of PA for health. Young Filipinos are very likely to be physically inactive, which presents a public health concern that requires careful consideration from regional public health authorities and stakeholders. Higher levels of physical activity in children and youth are linked to lower levels of stress and reduced stress reactivity, or the body's response to stress. Children and youth with high levels of stress also tend to spend more time sedentary. The mechanisms behind this relationship remain mainly unclear. On the other hand, young people who engage in different forms of physical activity appear to be more resilient and capable of handling stress.</p>	<p>Teacher will present the standards and guidelines regarding PA for kids. This will provide information before the activity 2.</p>

Activity 2: Physical Activity Stress Buster Challenge

Directions: In this activity, students will decide whether each activity is a stress-reducing physical activity (YES) or not (NO) based on their understanding of stress-reduction techniques. The activities are varied to prompt students to think critically about what constitutes a stress-reducing activity for them. They encourage students to think about the benefits of physical activity for stress reduction and promote a healthy and active lifestyle.

Activity 1: Taking a short walk at the park.

Activity 2: sleeping all day long.

Activity 3: Playing a fast-paced game of ball games with friends.

Activity 4: Riding a bike around a nearby park for 15 minutes.

Activity 5: Sitting and watching for 30 minutes.

Activity 6: Playing video games for two hours straight.

Activity 7: Participating in a dance class with friends after school.

Activity 8: Watching YouTube videos on your phone for an hour after dinner.

Activity 9: Participating in a dance class with friends after school.

Activity 10: Playing Patintero with friends at the park on the weekend.

2. Worked Example

Let's examine the difference between physical activity and exercise. Movement that uses energy and is performed by the muscles is called physical activity. To put it another way, movement itself indicates physical activity. Exercise is intentional, repetitive, systematic movement with the goal of enhancing or maintaining physical fitness. Being physically active at a young age has been shown to lower anxiety and depression rates in children and adolescents. Their mood may be lifted by exercise since it strengthens the brain's ability to handle stress.

Children who exercise or participate in physical activity benefit from the following:

- Improves mental well-being and promotes relaxation in kids.

	<ul style="list-style-type: none">• Improves self-esteem and confidence.• Increased energy, focus, sleep, and academic performance• Better social interactions, relationships, and body image.• Decreases in pain, loneliness, anxiety, and signs of depression.• A higher capacity for handling stress and resilience. <p>Childhood physical and mental health are not the only advantages of being active; there are several social advantages as well. Playing outside with other kids is a great way to encourage socialization and vigorous play (such as riding a bike or throwing a ball).</p> <p>In children physical activity helps reduce symptoms of stress. Two of the best known explanations for why physical activity helps kids and young adults experience less stress symptoms are their feelings of control and the social aspects of it. Furthermore, studies indicate that the surge in neurotransmitters or "feel-good" chemicals released during physical activity, such as dopamine and serotonin, may also contribute to children's and young people's emotions of happiness.</p> <p>3. Lesson Activity</p> <p><i>Activity 3: Discover Your Stress-Reducing Activity</i></p> <p>Directions: Think about activities that make you feel calm, happy, and relaxed. Write down those activities in the list provided. Next to each activity, write down why you think it helps you feel less stressed. Write down the benefits you can get in doing the activity. Then, rank each activity based on how much it helps you reduce stress, using a scale of 1 to 5 (1 = a little, 5 = a lot). Keep this worksheet somewhere handy, so you can refer to it whenever you need to feel less stressed.</p>	<p>Note to teacher: answers of the student may vary.</p>
--	---	--

Physical Activity List	Why it helps reduce stress	Health benefits you can get in doing this	Rank (1-5)
1			
2			
3			
4			
5			

Engaging in physical activity is an effective way to reduce stress and enhance our general wellbeing. We can live a happier, healthier life and manage stress more effectively if we figure out what physical activities suit you the best and include them into your daily routine.

SUB-TOPIC 2: Various Physical Activities That Can Help in Reducing Stress (Exercise, Hobbies, and Indoor and Outdoor Activities)

1. Explicitation

In today's fast-paced world, stress is something that affects people of all ages, including children. Navigating through school, friendships, and other responsibilities can sometimes feel overwhelming. However, there are numerous ways to combat stress and promote a sense of well-being, and one effective approach is through physical activity. Engaging in various physical activities not only helps keep the body healthy but also has profound benefits for mental and emotional health. In this guide, we'll explore a range of activities suitable for children that can help reduce stress levels, boost mood, and promote overall

happiness. From outdoor sports to creative hobbies, there's something for everyone to enjoy while finding relief from the pressures of daily life.

Physical activity can also provide children a sense of success as their skills improve and they reach milestones they did not realize they could achieve. Whether children participate in team sports or less competitive activities such as running or hiking, shared physical activity with other young people can provide them with a sense of community and belonging while also reducing social anxiety. After all, it's often easier to connect with others around a common topic or goal.

Activity 4: 4 Pic 1 Word

Directions: Identify the physical activity using the four pictures shown. Share with the class how the activity or game is being played, or do you have experience doing this activity?



1.

The teacher may use or create her own pictures.

Answers:

1. Tumbang Preso
2. Cycling/Biking
3. Badminton
4. Dance Exercise/Aerobic Dance
5. Patintero



2.

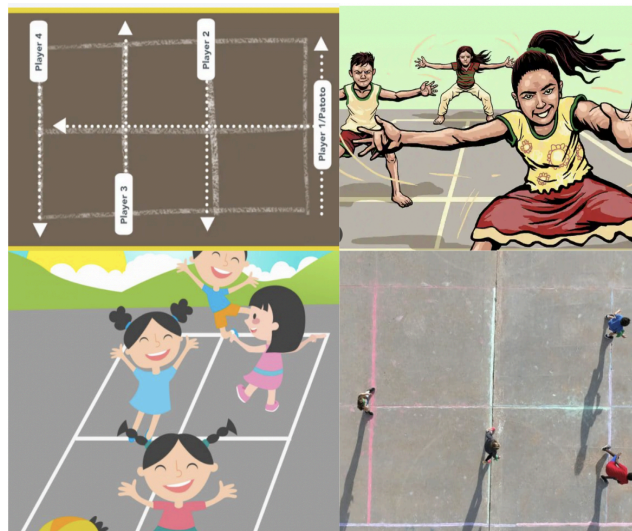


3.

4.



5.



	<p>2. Worked Example</p> <p>Why is it necessary for children to get active while they are young?</p> <p>Because active children learn physical literacy! Physical literacy refers to the knowledge and awareness of how to move your body, the confidence and motivation to exercise, and the social skills required to participate in activities with others.</p> <p>According to research, physical activity as children predicts adult physical activity and exercise. This ensures that the advantages of physical activity last from childhood to adulthood, lowering the likelihood of anxiety, depression, and stress while also improving stress coping abilities. Those who do not engage in physical activity as children are less likely to be active as adolescents and adults because they lack the necessary competence, confidence, and motivation to move.</p> <p>Types of Physical Activity recommended:</p> <p>It is recommended that children participate in 60 minutes of physical activity every day.</p> <ul style="list-style-type: none">• Simple activities, such as blowing bubbles, will teach children deep breathing skills and get the child to go outside.• Playing ball is a fun way to involve children. This can include throwing a baseball, kicking a football, playing a game of tennis or badminton.• Zumba or dance activity is an excellent way for children to channel his or her energy. Dancing is a fun exercise. It feels more like a party than a workout. So, it is undeniably appropriate for children. This Latin-inspired workout is popular among all age groups, including children, teenagers, and adults. Zumba for Kids has just emerged as a popular fad.• The Philippines is rich with traditional games that have left an impression on the hearts of Filipino children from the 1990s, when electronic gadgets were not prevalent. For children, it has made great strides in making playtime enjoyable. Larong Pinoy is all about providing kids enjoyment in their communities while also promoting healthy outdoor activities through play.	<p>Teachers may ask the students specific examples of physical activity that they are actively doing.</p>
--	---	---

- Walkathon is a fun activity to make walking a game. It is encouraged that children walk an average of 12,000 steps each day.

3. Lesson Activity

Activity 5: Tumbang Preso

Tumbang Preso is a unique traditional game in the Philippines that is popular with Filipino children. This sport's name is derived from the Filipino terms Tumba, which means 'to fall', and preso, which means 'prisoner', resulting in 'falling prisoner'. The game is played in backyards, streets, and open spaces. It uses aspects from Tag and Dodge-ball to teach players strategic thinking and agility.

What you need:

- An empty can (soda can, soup can, etc.)
- Chalk (tape or a rock works as well, just something that can be used to mark areas)
- Slipper/Sandal/Flip-Flops (any of these options work)
- At least 2 players

How to setup the game

1. First, create the "playing field" by placing your empty can wherever you want and drawing a circle around it, which is known as the "can zone".
2. Then step about 7ft (2 meters) away from the circle and draw a straight line, this is called the "toe-line"
3. In Tumbang Preso, there are hitters (those who wait behind the toe-line and try to knock the can down with their slipper) and "It" (people who stay by the can zone and try to tag the hitters as they cross the toe-line to retrieve their slipper).

How to play:

1. To identify who is "It," players can stand by the can and toss their slippers as close to the toe-line as possible. The person with the farthest slipper is "it" (this can also be determined using other methods such as rock, paper, scissors).
2. Hitters will line up behind the toe-line once the "it" player has been identified.

The teacher may use other larong lahi or physical activity that is more suited to the available place and area of the school.

	<p>3. The hitters will attempt to knock down the can with their slippers. 4. To retrieve their tossed slippers, they must cross the toe line.</p> <p>Activity 5: Silent Ball</p> <p>Students engage in an enjoyable, safe, and peaceful physical education activity to relieve tension/stress.</p> <p>What you need:</p> <p>Light weight ball</p> <p>Rules:</p> <ol style="list-style-type: none"> 1. The teacher is the only referee for faulty passes and missed catches. 2. Talking or making sounds is out. 3. A missed catch or bad pass is an out. 4. A "good" throw comes within arm's reach of the target catcher and does not include "fast balls" (model good throws for students). 5 Students who are out must be quiet at their workstations and should not disturb the game in any way. <p>How to play:</p> <ol style="list-style-type: none"> 1. The object of the game is that no one can speak or make a sound. 2. Students can stand at their workstations or arrange themselves in any arrangement to ease passing the ball to each other around the classroom. 3. Make an excellent throw to a classmate. Explain that kids cannot toss Back to the person who threw them. 4. If a student misses the ball or makes a bad pass, they are out and must sit at his or her desk until the following round. 5. Play until every student is seated; the final two are the champions! 	
C. Making Generalizations	<p>1. Learners' Takeaways</p> <ul style="list-style-type: none"> • How did playing or engagement to physical activities make you feel? 	The following guide questions will be asked to the students.

	<ul style="list-style-type: none"> • Did you notice any changes in your stress levels or mood after participating in the activity? • What aspects of playing or engagement to physical activities do you think contributed to reducing stress? • How did you feel about working cooperatively with your classmates while playing or engaging in physical activities? Did collaborating as a team influence your stress levels positively? <p>2. Reflection on Learning</p> <p>Reflect on a time when you felt stressed. What physical activity or stress-reduction technique did you find most helpful in managing your stress? Why?</p>	
--	--	--

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>1. Formative Assessment</p> <ul style="list-style-type: none"> • Think back on what you've learned about stress and its reduction strategies, such as the advantages of physical activity. • Please provide your best response to the following questions. Since there are no right or incorrect answers, please respond truthfully based on what you understand. • Take your time, and don't hesitate to review your notes again or seek clarification if necessary. <p>Questions:</p> <ol style="list-style-type: none"> 1.What is stress, and why is it important to find ways to reduce it? 2. Name at least two benefits of physical activity in reducing stress. 	<p>Note to teacher: Students' answers may vary.</p>

	3.Can you list three different physical activities that can help reduce stress for 5th graders? Provide a brief explanation of each activity. 4. How do you think engaging in physical activities can positively impact your overall well-being, including your mental and emotional health? 2. Homework (Optional)			
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	<i>Reflection guide:</i> <ul style="list-style-type: none"> • Did I attain all my lesson objectives? • How did I encourage my students to participate in the class discussions and activities? • What challenges did I encounter in implementing the class activities? • Did my pupils actively participate in all the class activities that I prepared? • Were the instructions in the class activities clear to the pupils? <p>Was the time allotted to each activity enough for the class to accomplish the assigned tasks?</p>			

Prepared by: Kris L. Tayag	Validated by: Rolly R. Balbutin
Institution: Angeles University Foundation	Institution: Philippine Normal University Mindanao