

5

Lesson Exemplar for P.E and Health

Quarter 1

Week

2

Lesson Exemplar for Physical Education and Health Grade 5
Quarter 1: Week 2 Lesson 3
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:	
•	Judy Ann L. Pastor (Catmon Integrated School)
Validator:	
•	Rolly Balbutin (Philippine Normal University Mindanao)
Management Team	
Juan Dela Cruz, Juan Dela Cruz, and Juan Dela Cruz	

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

LEARNING AREA/QUARTER/ GRADE LEVEL

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> <i>demonstrate assertive behavior to prevent and deal with bullying, harassment, discrimination, and violence.</i> Learning Objectives: 1. <i>Identify Negative Effects of Bullying, Harassment, Discrimination, and Other Violent Behaviors on Well-Being.</i> 2. <i>Demonstrate Life Skills and Assertive Behavior to Prevent and Deal with Bullying, Harassment, Discrimination, and Other Violent Behaviors.</i> 3. <i>Appreciate on how to deal bullying, harassment, and discrimination, and Other Violent Behaviors on Well-Being.</i>
D. Content	Bullying and Other Violent-Related Behaviors as Stressors Sub-Topic: • Negative Effects of Bullying, Harassment, Discrimination, and Other Violent Behaviors on Well-Being • Life Skills and Assertive Behavior to Prevent and Deal with Bullying, Harassment, Discrimination, and Other Violent Behaviors
E. Integration	Values: SDG 3: Good Health and Well-being; Inclusion; Equality

II. LEARNING RESOURCES

Anti-Bullying Pro. (n.d.). Exclusionary bullying behaviour.

<https://www.antibullyingpro.com/support-and-advice-articles/exclusionary-bullying-behaviour#:~:text=Exclusionary%20bullying%20behaviour%20is%20when,Fortnite%20or%20Call%20of%20Duty.>

Collins Dictionaries. (2024, March 10). CRITICISM definition and meaning. Collins English Dictionary.

<https://www.collinsdictionary.com/dictionary/english/criticism#:~:text=Criticism%20is%20the%20action%20of,strong%20criticism%20on%20Capitol%20Hill.>

McLean Hospital. (2024, March 6). The mental health impact of bullying on kids and teens. <https://www.mcleanhospital.org/essential/bullying-kids-teens>

Lcsw, A. M. (2022, September 21). 7 social skills you can start teaching your child now [Photograph]. Verywell Family.

<https://www.verywellfamily.com/seven-social-skills-for-kids-4589865>

Evelyne, C. (2022, September 17). สื่อประกอบการสอน [Photograph]. Pinterest. <https://www.pinterest.ph/pin/1759287345609532/>

Kids Helpline. (2024, January 29). Bullying: How to deal with being bullied. <https://kidshelpline.com.au/teens/issues/bullying>

Robinson, L. (2024, February 5). Deal with a bully and overcome bullying. HelpGuide.org. <https://www.helpguide.org/articles/abuse/bullying.htm>

Preventing Bullying. (n.d.). Assertiveness activities. <http://preventingbullying.promoteprevent.org/9-assertiveness-activities>

Depositphotos. (n.d.). Bloc notes images vectorielles, Bloc notes vecteurs libres de droits. <https://depositphotos.com/fr/vectors/bloc-notes.html>

Holt, K. (2024, January 24). 10 ways to stop & prevent bullying at school [Photograph]. Mom Loves Best. <https://momlovesbest.com/bullying-prevention>

Depositphotos. (n.d.). Stop bullying text cartoon character illustration [Photograph].

<https://depositphotos.com/vector/stop-bullying-text-cartoon-character-illustration-614387278.html>

Trainers Warehouse. (2024, February 15). Assertiveness exercises | Fun training [Photograph]. <https://blog.trainerswarehouse.com/assertiveness-games-activities>

Pngtree. (n.d.). The Lord S Prayer Clipart Boy Praying With Book Vector Ilustração Ilustração Cartoon Vector and PNG [Photograph].

https://pngtree.com/freepng/the-lord-s-prayer-clipart-boy-praying-with-book-vector-ilustra%C3%A7o-ilustra%C3%A7%C3%A3o-cartoon_11091290.html

iStock. (2020, December 27). Rebel teenager blocking communication ignoring and misbehaving [Photograph].

<https://www.istockphoto.com/vector/indifferent-teen-boy-covering-his-ears-gm1293273398-387741451>

YouTube. (2020, May 3). Yes No Questions [Photograph]. https://www.youtube.com/watch?v=oYr_GwABefs

iStock. (2023, February 18). Outline and silhouette style of people stop bullying. Upstander and. . . [Photograph].

<https://www.istockphoto.com/vector/outline-and-silhouette-style-of-people-stop-bullying-upstander-and-standing-up-to-gm1462396252-495887169>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	1. Short Review (2 minutes) Let us Recall Direction: In a notebook, the students will list down all the things they have learned from the previous topic for only 1 minute. The students who write down the most and correctly will have a reward from the teacher. 2. Feedback (Optional)	Note to teacher: The reward for students may be varied. Depending on the teacher, it can be a candy, plus point or etc.
B. Establishing Lesson Purpose	1. Lesson Purpose (5 minutes) <i>What are the examples of Bullying?</i> Activity 1: WORD SEARCH Procedure: - Divide the class into five groups. - The teacher will give the following instructions to the students: - Prepare 1 whole sheet of paper. - Write down all the words you will see inside the box related to bullying. - You only have 2 minutes to finish it. - The group with the highest number of correct words will be declared winner.	Note to teacher: - The grouping of the students may be modified depending on the number of students in the class. - The teacher needs to prepare a timer or stopwatch. It can be on the phone or video countdown. Answer to the Word Search:

S	G	N	I	H	S	U	P	A	B
E	H	C	N	D	E	F	G	H	M
X	K	O	S	I	J	K	L	M	S
C	I	H	U	R	T	I	N	G	I
L	C	N	L	T	O	P	Q	R	C
U	K	S	T	H	I	T	U	V	I
S	I	W	I	R	X	N	Y	Z	T
I	N	A	N	E	B	C	G	D	I
O	G	E	G	A	F	G	H	I	R
N	J	K	L	T	M	N	O	P	C

2. Unlocking Content Area Vocabulary (3 minutes)

- Exclusion- When someone is intentionally and recurrently excluded and isolated, this can occur both offline and online.
- Criticism- The act of expressing displeasure of something or someone.
- Threat- is the possibility that something bad could happen to an individual or object.
- Insulting- is something impolite or disrespectful.

S	G	N	I	H	S	U	P		
E	H		N						M
X	K	O	S						S
C	I	H	U	R	T	I	N	G	I
L	C		L	T					C
U	K		T	H	I				I
S	I		I	R		N			T
I	N		N	E			G		I
O	G		G	A					R
N				T					C

SHOUTING
HURTING
THREAT
CRITICISM
INSULTING
EXCLUSION
PUSHING
KICKING

C. Developing and Deepening Understanding

SUB-TOPIC 1: Negative Effects of Bullying, Harassment, Discrimination, and Other Violent Behaviors on Well-Being

STOP BULLYING
PHYSICAL • VERBAL • SOCIAL • CYBER



	1. Explicitation Questions: (5 minutes) • What do you think are the negative effects of bullying? • Do you have ideas about different effects of harassment? • What do you think are the impacts of discrimination to a person? • What are the other violent behaviors on well-being? 2. Worked Example (10 minutes) Negative Effects of Bullying, Harassment, Discrimination, and Other Violent Behaviors on Well-Being □ In fact, there might be a lot of tension associated with bullying and other violent actions. They can have long-term emotional and psychological repercussions in addition to having an immediate negative effect on people’s wellbeing. Taking care of and stopping these kinds of activities is essential to creating a safe and encouraging atmosphere. Bullying and other violent actions have the potential to increase stress levels, which can have an impact on one’s mental and emotional well-being. These acts foster a climate of fear and worry, underscoring how crucial it is to confront and stop these behaviors for the general wellbeing of those engaged. Negative effects of Bullying 1. Impact of Bullying on Mental Health • develop depression. • develop anxiety. 2. Loss of Self-Confidence 3. Increased Self-Criticism 4. Increased Self-Isolation Different effects of Harassment Harassment can result in various negative effects, such as: • heightened stress • anxiety • decline in mental well-being. • decreased productivity. • damaged relationships	Note to teacher: • Ask the questions to the students first before the discussion.
--	---	--

- physical health issues

Impacts of Discrimination

- ☐ Discrimination can have profound negative effects on individuals and society, leading to psychological, emotional, and economic consequences.
- ☐ It fosters inequality, hinders personal development, and undermines social cohesion, ultimately impeding progress toward a fair and just community.

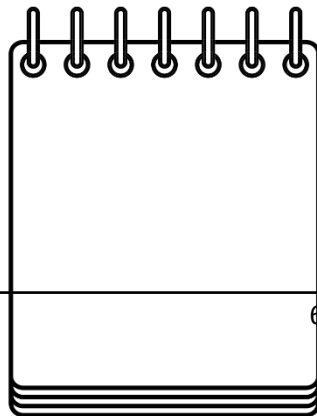
Other violent behaviors on well-being

- ☐ A person's general well-being can be greatly impacted by a variety of violent actions, including physical aggressiveness, domestic abuse, and bullying.
- ☐ They could result in emotional anguish, mental health problems, and physical injury.

Activity 2: Think and Reflect (5 minutes)

This activity will help you think and reflect on your day-to-day battle with uncomfortable situations.

Directions: Copy this illustration below in a bond paper and write a short reflection citing one bullying, harassment or discrimination situation at home, in school or in the community. Describe how you dealt with it.





3. Lesson Activity (3 minutes)

Activity 3: Appropriate or Not

Now that you have understood the concept of the effects of bullying, harassment, and discrimination, let's have another activity. This will help you visualize the difference between the do's and don'ts in socializing.

Directions: Analyze each of the illustrations below. Mark the box with (/) if you believe it exhibits positive social behavior and (x) if not.

☐☐

Note to teacher:

- | | | |
|--|--|--|
| | | <ol style="list-style-type: none">1. Sharing - /2. using manners- /3. fighting- x4. bullying- x5. cooperating- /6. insulting- x |
|--|--|--|

SUB-TOPIC 2: Life Skills and Assertive Behavior to Prevent and Deal with Bullying, Harassment, Discrimination, and Other Violent Behaviors



	1. Explicitation (5 minutes) Deal with a Bully and Overcome Bullying You may experience helplessness, humiliation, depression, or even suicide thoughts after being bullied. However, there are strategies for dealing with bullies and defending yourself in public and at school. I'm being bullied – what should I do? • Stay calm – don't react emotionally (people who bully usually want you to get angry or upset) • Report it – tell trustworthy adults and keep talking to them until the bullying stops; reporting it helps keep people safe (and isn't the same as 'dobbing' which is about getting someone in trouble over nothing) • Get support – bullying can affect your mental health and self-worth – having the support of family, friends, teachers and/or professionals can make a big difference. How to deal with a bully • Don't blame yourself. It is not your fault. No matter what a bully says or does, you should not be ashamed of who you are or what you feel. The bully is the person with the problem, not you. • Don't beat yourself up. Don't make a bullying incident worse by dwelling on it or replaying it over and over in your head. Instead, focus on the positive experiences in your life. • Be proud of who you are. Despite what a bully says, there are many wonderful things about you. Remind yourself of all the special, unique qualities that make you. • Learn to manage stress. Finding healthy ways to relieve the stress generated by bullying can make you more resilient so you won't feel overwhelmed by negative experiences. Exercise, meditation, positive self-talk, muscle relaxation, and breathing exercises are all good ways to cope with the stress of bullying.	Teacher may ask this question for class discussion. I'm being bullied – what should I do?
--	---	--

- **Spend time doing things you enjoy.** The more time you spend with activities that bring you pleasure—sports, hobbies, hanging out with friends who don't participate in bullying, for example—the less significance bullying will have on your life.

Activity 4: Write Me In (5 minutes)

Direction: Write a slogan inside the box about how to get rid of the bully.



2. Worked Example (2 minutes)

Note to teacher:

Assertiveness Activities

Knowing assertiveness techniques entails knowing how to stand up for one's rights and communicate one's feelings in a way that respects the rights and feelings of others.



Activities for Teaching Assertiveness Skills

Activity 1: Keeping Cool (3 minutes)

Teaching assertiveness begins with teaching simple relaxation and self-calming techniques to deal with strong negative feelings.

- Close your eyes and take several slow deep breaths.
- Count to 10
- Stand tall.
- Relax the muscles in your face and body.
- Talk silently to yourself and repeat a soothing phrase, such as “Keep calm” or “I control my feelings.”
- Get a drink of water.
- Go sit by a person you trust.



Activity 2: Ignoring (2 minutes)



Students' answers may vary.

Note to teacher:

- Have the group choose what they think are the best techniques and

- Children who attempt to bully other children are often seeking a reaction.
- Stop playing.
 - Walk away.
 - Turn your body away.
 - Turn your eyes away.
 - Don't answer a question.
 - Keep talking to the other person you're with

Activity 3: "Yes" or "No" (5 minutes)

In this activity, learners practice deciding to politely say no or yes to a request or a demand, as well as to accept either a no or a yes from others.



Begin by asking the learners what they would like to say to a child who is demanding a particular toy. If the learners say they would like to say no, ask what they think they should say. Children may well think that they're supposed to say yes. Explain the difference between a bullying demand and a polite request by using a rude voice to say, "Give me that!" and then a pleasant voice to say, "May I have that toy, please?" Assure them that it is always okay to refuse a bullying request, but when a child is politely asking, they can choose whether to say yes or no.

Have the learners form pairs and give a toy to one child in each pair. Have the child without the toy demand the toy. Have the other child keep cool and assertively say, "No, I'm playing with it now. You can have it when I'm done." Next, ask the child without the toy to politely ask for the toy. The other child can choose to politely say either, "No, I'm playing with it now, but you can have it as soon as I'm done" or "Yes, you can play with it now." Have the child without the toy respond by saying, "Okay, I'll wait until you're done" or "Okay, thanks for letting me play with it."

then practice using them together.

Note to teacher:
Conduct the role-play with each child playing the opposite part.

Activity 4: Standing Up to Bullying (15 minutes)

It is important for children to learn an assertive style of responding to bullying situations. Knowing how to stand up for themselves and to speak up assertively on another's behalf gives children a sense of control and an air of self-confidence that can deter others from bullying them.

Begin this activity by talking about the best way to respond to a bullying situation. Ask the children what they think will happen if they provoke the bullying child by retaliating, or if they reward the bullying child by submitting. Elicit that the bullying is likely to continue. Explain to the children that the best way to get the bullying behavior to stop is to respond assertively to bullying by standing up and speaking up, whether you are the one being bullied or whether you see it happening to someone else. Remind them that they can also ask for help from an adult.

A note about tattling: Children may have been told not to be a tattle-tale or that it's wrong to "tell on" somebody else. Remind children of the difference between bullying (involving a power imbalance) and conflict (involving disagreement among children of equal power). Explain that it is never wrong to ask for adult help in a situation that involves bullying.

3. Lesson Activity**Activity 5: Interview**

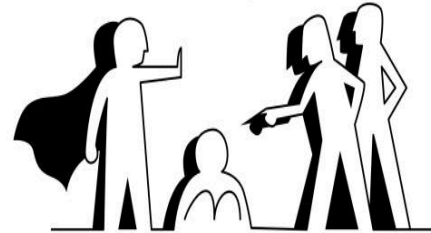
Aside from the learning you had in the previous lesson, this task will give you more information on dealing the bullies by interviewing people in the community.

The following are the questions that you may ask:

1. Have you ever been bullied by someone? _____

STOP BULLYING

be an upstander



Note to teacher:

- Make up some short bullying situations to role-play.
- Be sure that some of the role-played responses include asking an adult for help.
- Conclude the activity by reminding children how important it is to stop bullying by standing up, speaking up assertively, and/or asking an adult for help in bullying situations.

	2. Which type of bully did you encounter? _____ 3. How did you handle that situation? _____ 4. Are you happy with the result? Why? _____ 5. What did you learn from that experience? _____	Note to teacher: Students' answers may vary.
D. Making Generalizations	1. Learners' Takeaways Activity 6: Coping Continuum (5 minutes) Directions: The next task will sum up you're understanding about the topic. In the Coping Continuum below, write down the possible stages of experiences that you will undergo in using Assertiveness skills as compared to the experiences and effect of bullying, harassment, or discrimination. How will you describe yourself at the end of the coping process? Draw your caricature in the end box. Do this in your activity notebook. 	Note to teacher: Students' answers may vary.

	2. Reflection on Learning (5 minutes) Essay. Write an essay guided by the following questions. 1. Can you recognize when you're sad, or do you usually keep it to yourself? 2. How do you handle being angry? Do you often forget about things? Do you handle them later or do you try to identify the source of the issue and resolve it immediately?	
--	---	--

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment (5 minutes) QUIZ 1. What should you consider when you are tempted to say or do something to someone else? a. Think about how your words or actions will make them feel. b. Think about how impressed your friends will be. c. Think about how funny it will be if other people laugh at the person. d. Think about how popular you will be for being a bully. 2. Standing up to a bully requires ____ or bravery. a. Frustration b. Courage c. Anger d. Sadness 3. What is a bully? a. Someone who does not talk to you. b. Someone who won't help you in class.	Note to teacher: Answer 1. A 2. B 3. C 4. D 5. D

	c. Someone who uses their power to hurt others. d. Someone who possesses cow-like traits. 4. Who is at risk for being bullied? a. Students b. Teachers c. Principal d. Everyone 5. What do you do if you are being bullied? a. Tell a teacher. b. Tell the Principal c. Tell your parents. d. All the above 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> • Did I attain all my lesson objectives?			

	• <i>How did I encourage my students to participate in the class discussions and activities?</i> • <i>What challenges did I encounter in implementing the class activities?</i> • <i>Did my pupils actively participate in all the class activities that I prepared?</i> • <i>Were the instructions in the class activities clear to the pupils?</i> • <i>Was the time allotted to each activity enough for the class to accomplish the assigned tasks?</i>	
--	---	--

<i>Prepared by: Judy Ann L. Pastor</i>	<i>Validated by: Rolly R. Balbutin</i>
<i>Institution: Catmon Integrated School</i>	<i>Institution: Philippine Normal University Mindanao</i>