 <p>MATATAG K to 10 Curriculum Weekly Lesson Log</p>	School:	Visit DepEdResources.com for More	Grade Level:	7
	Name of Teacher		Learning Area:	PE and Health
	Teaching Dates and Time:	SEPT. 30 – OCT. 4, 2024 (WEEK 1)	Quarter:	Second
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content Standards	The learners demonstrate understanding of family roles in managing concerns and conflicts and invasion games in promoting family wellness for active and healthy living.			
B. Performance Standards	The learners participate in invasion games and other physical activities in promoting family wellness for active and healthy living.			
C. Learning Competencies and Objectives	<p>Learning Competencies</p> <ol style="list-style-type: none"> 1. Acknowledge that adolescents are prone to different health concerns; 2. Identify and assess health concerns based on personal experience; and 3. Discuss the important role of the family in managing adolescents' health concerns. 			

D. Content	<ul style="list-style-type: none"> • Significant Role of a Family in managing Adolescent Concerns 	
E. Integration	SDG 3 Good Health and Wellbeing and Ethics	


II. LEARNING RESOURCES

Elkind, D. (2007). *The Power of Play : Learning What Comes Naturally*. Da Capo Lifelong Books.

Furlong, G. T. (2020). *The Conflict Resolution Toolbox: Models & Maps for Analyzing, Diagnosing, and Resolving Conflict* (2nd ed.). J. Wiley & Sons Inc.

Get Parenting Tips. (2021, July 30). Teens talk about their struggles and what parents can do to help them thrive | GetParentingTips.com [Video]. YouTube.

<https://www.youtube.com/watch?v=rn9-rWs6wl>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<p>A. Activating Prior Knowledge</p>	<p>DAY 1</p> <p>1. Short Review</p> <p>Activity 1: Adolescent’s Health Concerns Inventory</p> <p>Introduction</p> <p>The goal of this activity is to gain a deeper understanding and personal assessment of the varied health concerns experienced by adolescents. Students will reflect, assess, and share this health inventory to the class.</p> <p>Adolescent’s Health Concerns Inventory</p> <p>Instructions:</p> 	<p>For enrichment, the teacher may consider giving assignments to students to do research about health concerns and let them present the findings of the study in the class.</p> <p>Furthermore, the teacher may ask the students to create their bubble maps as their assignment and use the class time for the triad and class discussions. Also, the students may have an option to create visual representations (e.g., posters or infographics) of their health concerns instead of bubble maps.</p> <p>Lastly, for theme integration, the teacher may consider using a relevant text or video resource that discusses adolescents' challenges and use it as a discussion starter.</p>

1. Students will create a comprehensive list of health concerns using a bubble map provided in the worksheet.

2. Students must emphasize the importance of considering the following health concerns namely: physical, emotional, social, emotional, environmental, spiritual, financial, and relational health aspects of a person.

3. Students must think deeply and be honest when listing their health concerns.

4. Through a triad activity, students will share their responses in the group within 5 minutes. Thus, fostering trust and

collaboration within the age-appropriate in describing a young adult today.

	<p>Triad Activity Guidelines:</p> <ul style="list-style-type: none"> ● Group Formation: <ul style="list-style-type: none"> ● The group will be composed of three members to form a triad. ● In a triad, there will be one (1) speaker, one (1) listener, and one (1) timekeeper. ● Every after discussion, the members of the triad will change roles. ● Discussion Rounds: <ul style="list-style-type: none"> ● The group is given 5 minutes for each round of discussion. There will be 3 rounds of discussions among the group. ● Each round of discussion, 2 minutes will be allocated for sharing of thoughts or experiences about the adolescents’ health concerns. Another 2 minutes will be given for clarifications or questions as a form of active engagement of the listener. Lastly, 1 minute will be given to wrap up the sharing which the timekeeper signals for the end of the first round of discussion. ● Confidentiality and Sensitivity: <ul style="list-style-type: none"> ● The group must emphasize the importance of confidentiality of information shared during the triad activity. ● The group must observe sensitivity and respect on personal topics discussed within the group. Be considerate of each other's feelings and experiences. ● Synthesizing <ul style="list-style-type: none"> ● After the triad activity, allow the students to go back to their original arrangement in the class. ● Then, call 2-3 volunteers to share insights about the activity without revealing specific personal details. ● Identify common themes and observations from the sharing and discussion as a form of synthesis and/or summation of the activity. 	
<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose</p> <p>TOPIC: Adolescents’ Health Concerns Inventory</p> <p>Guide Questions:</p>	

	<ol style="list-style-type: none"> 1. Why is it important to learn about the health concerns of adolescents? 2. Are these concerns different from what adults' experience? 3. What are the ways in addressing these health concerns? <p>2. Unlocking Content Area Vocabulary</p> <ul style="list-style-type: none"> ● Health Concerns - Issues or problems related to a person's physical and emotional well-being can affect their overall health. ● Adolescents - The stage of development between childhood and adulthood, typically referring to individuals aged 10 to 19 years. ● Reflect - To think deeply or carefully about something, in this context, to consider one's own thoughts and experiences related to health concerns. ● Assess - To evaluate or analyze the nature and extent of something, in this case, to examine and understand health concerns. ● Bubble Map - A visual organizer or diagram used to brainstorm and represent information in a structured manner. ● Triad Activity - A small group activity involving three participants, designed for sharing and collaboration. 	
<p>C. Developing and Deepening Understanding</p>	<p>SUB-TOPIC 1: Significant Role of a Family in managing Adolescent Concerns</p> <p>1. Explication</p> <p>In this part of the lesson, the teacher will guide the students through the short video presentation that features teenagers' struggles and what their parents can do to help them thrive.</p> <p>Teens Talk About Their Struggles and What Parents Can Do to Help Them Thrive GetParentingTips.com - YouTube</p> <p>Mechanics:</p> <ol style="list-style-type: none"> 1. To start, the teacher will inform the students of the topic, which is the significant role of a family in managing adolescent concerns. The teacher will mention that the Video they are about to watch will provide real-life examples of teenagers facing these concerns and how their parents have supported them. 	<p>Consider breaking the video into shorter segments with pauses for discussion, especially if the video is lengthy.</p> <p>For students with limited internet access, provide printed transcripts of the teenagers' interviews or summaries of their experiences.</p> <p>Offer a choice of video presentations that cover a variety of adolescent concerns to cater to different interests and needs</p>

2. The teachers will provide some context for the video. They will mention that it features interviews with real teenagers sharing their experiences and the role of their families, especially their parents, have played in helping them through adolescence.
3. The teachers will also explain that students should actively watch and listen, as the teacher will discuss the Video after each example.
4. As the video plays, students are encouraged to take notes on key points, struggles mentioned, and teenagers' advice presented in the video.

Guide Questions:

1. What is the content/topic presented in the video? How did the video address the significant role of a family in managing adolescent concerns?
2. Can you share specific examples or scenarios from the Video where teenagers discussed their struggles during adolescence? What were some common concerns they mentioned?
3. How did the teenagers in the Video describe the support they received from their parents or families during their adolescent years?
4. What are the common strategies or approaches that were highlighted in the video?

DAY 2

2. Worked Example

Activity 2: Family Support Role-Play

Objective: Develop empathy and understanding of adolescents' challenges and how family support can make a difference.

Needed Materials:

- Scenario cards with descriptions of the adolescent roles and the support roles (prepared by the teacher).
- Space for students to perform the role-play.
- Whiteboard and markers for a debriefing session.

Explain that this activity will allow students to provide more in-depth insights about empathy and family support based on their role-play experiences.

Instructions:

1. The teacher will explain the objective of the activity, which is to develop empathy and a deeper understanding of adolescent challenges and the role of family support.
2. Discuss the importance of putting themselves in someone else's shoes to see the situation from their perspective.
3. Instruct students to gather in pairs or small groups, with one student taking on the adolescent role and the other(s) taking on the family member role.
4. Encourage them to act out a short scene where the adolescent discusses their concerns with the family member(s). The family members should offer support and guidance.

Scenario Card 1: Adolescent Role (Bullying)

You are a 14-year-old named Alex. You have been experiencing bullying at school for the past few weeks. You feel anxious, stressed, and have trouble sleeping. You don't know how to handle the situation and feel alone.

Scenario Card 2: Support Role (Parent)

You are Alex's parent, Sarah. You have noticed that Alex has been acting differently lately, but they have not shared what is going on. You want to provide emotional support and guidance to help Alex cope with the bullying. Your goal is to make Alex feel safe and understood.

Scenario Card 3: Adolescent Role (Peer Pressure)

Clearly define the roles and objectives of each scenario card, such as the adolescent's challenges and the goals of the supporting family member.

	<p><i>You are a 15-year-old named Jordan. You've been feeling pressured by your friends to engage in risky behaviors, like trying drugs. You're torn between wanting to fit in with your friends and the fear of making the wrong choices.</i></p> <p>Scenario Card 4: Adolescent Role (Academic Challenges) <i>You are a 13-year-old named Mia. You've been struggling with your schoolwork, and your grades have been slipping. You feel overwhelmed and don't know how to ask for help or how to catch up with your studies.</i></p> <p>3. Lesson Activity</p> <p>Padlet Reflection: Unpacking Empathy and Family Support</p> <ul style="list-style-type: none"> • The teacher will ask the students to share what they've learned about adolescents' challenges. • Encourage students to discuss the role of family support in addressing those challenges. • Explore the impact of empathy in fostering stronger family bonds. <p>Activity: Digital Reflection: Empathy and Family Support Insights</p> <ul style="list-style-type: none"> • Using the Padlet app in shelves format, the teacher will ask each student to write a brief reflection on what they've learned from the role-play. • Encourage students to reflect on the importance of empathy and consider the significance of family support for adolescents. • Discuss how the role-play deepened their understanding of the topic. • Click this link to access: https://padlet.com/montanotapanan/family-support-role-play-reflection-pa49fgr4qv89jjny 	<p>Guide students on how to use the Padlet app in a shelves format for their reflections.</p>
<p>D. Making Generalizations</p>	<p>1. Learners' Takeaways</p> <p>1. What health concerns do you think teenagers often deal with, and how might these affect their day-to-day lives?</p>	

	<p>2. Have you heard of any common myths or misunderstandings about teenagers' health? What have you learned that debunks these myths?</p> <p>3. How do eating well, staying active, and caring for your mental health contribute to feeling good during your teenage years?</p>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
<p>A. Evaluating Learning</p>	<p>1. Formative Assessment</p> <p>Advocacy material</p> <p>Create a poster or publication material capturing the importance of dealing with problems and challenges experienced by adolescents. The material should contain an original slogan capturing any concept discussed in the lesson.</p>			<p>Provide specific mechanics for the students to follow.</p>
<p>B. Teacher's Remarks</p>	<p><i>Note observations on any of the following areas:</i></p>	<p>Effective Practices</p>	<p>Problems Encountered</p>	<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.</p>
	<p><i>strategies explored</i></p>			
	<p><i>materials used</i></p>			
	<p><i>learner engagement/ interaction</i></p>			
	<p><i>others</i></p>			

C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none">▪ <u><i>principles behind the teaching</i></u> <i>Why did I teach the lesson the way I did?</i> ▪ <u><i>students</i></u> <i>What roles did my students play in my lesson? What did my students learn? How did they learn?</i> <i>Did my pupils actively participate in all the class activities that I prepared? Were the instructions in the class activities clear to the pupils?</i> ▪ <u><i>ways forward</i></u> <i>What could I have done differently? What could I have done differently? What can I explore in the next lesson?</i>	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.
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