

Republic of the Philippines
Department of Education
REGION _____
SCHOOLS DIVISION OF _____
_____ SCHOOL

MATATAG WEEKLY LESSON PLAN (ILAW FRAMEWORK)

Lesson Title	Physical Activity Participation: Target Games
Learning Area	PE and Health 4 (MATATAG Curriculum)
Grade Level & Section	Grade 4
Quarter & Week	Quarter 1, Week 5 (2026 Curriculum Cycle)
References	DepEd MATATAG PE and Health 4 Gabay Pangkurikulum, Learning Activity Sheets
Declaration of AI Use	Consistent with the policy guidelines on the use of AI in basic education, I, [full name of teacher], hereby declare that I have used AI tools to assist in the preparation and delivery of teaching and learning materials. I used ChatGPT to develop Learning Objectives for the purpose of lesson planning. The prompt used was: 'Provide the learning objectives for the topic.' I affirm that the use of AI tools was intended solely to enhance the quality of instructional materials, align with curriculum standards, and support the teaching and learning process. All outputs have been reviewed, adapted, edited, and validated using my professional expertise and judgment to ensure accuracy, appropriateness, and alignment with learners' developmental needs and levels. Likewise, I affirm that no confidential learner information or sensitive institutional data was shared with the AI platform identified above in the process.

ILAW Framework Parts	DAY 1	DAY 2	DAY 3	DAY 4
1. INTENTIONS Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.				
Content Standard: The learners demonstrate understanding of hygiene practices, basic health appraisals, and target games in promoting personal wellness for active and healthy living. Performance Standard: The learners participate in health practices and target games in promoting personal wellness for active and healthy living. Learning Competency: Perform physical activities using target game concepts with agility, balance, coordination, and speed for active and healthy living: a. locomotor skills by avoiding an object or obstacles, and b. manipulative skills by sending or propelling an object to an intended area. Lesson Objectives Overview: C- Explain the background of the games; A- Develop accuracy and control; and P- Learn how to focus and aim.				
Learning Objectives	Cognitive (C): Explain the background, history, and mechanics of traditional local target games (e.g., Tumbang Preso).	Psychomotor (P): Execute proper locomotor skills (running, dodging, skipping) to successfully avoid an object or obstacle with agility and speed.	Psychomotor (P): Demonstrate manipulative skills by accurately sending or propelling an object (throwing, striking, rolling) toward an intended area.	Affective (A): Develop focus, aim, accuracy, and emotional control during game situations while adhering to hygiene and safety practices.
Learner Context	Students show high enthusiasm for traditional games but possess varying levels of understanding regarding specific rules and historical background.	Most learners demonstrate good basic speed but struggle with sudden changes in direction (agility), leading to occasional accidental collisions.	Hand-eye coordination and spatial judgment are still developing; several students overshoot or undershoot when throwing at targets.	Students are highly collaborative but require strict reminders about positive sportsmanship, emotional control under pressure, and post-activity personal hygiene.

2. LEARNING EXPERIENCE

A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.

Pre-Lesson	• Dynamic Warm-Up: 5 mins of full-body mobility exercises. • Stance Check: Introduction to the basic athletic ready position.	• Agility Prep: 'Red Light, Green Light' drill incorporating sudden lateral movements and quick direction changes.	• Coordination Prep: Light tossing and catching exercises using soft foam balls to calibrate arm swing and release points.	• Mental Focus Prep: A short 'breath-and-aim' visual tracking game to stabilize heart rate and maximize physical concentration.
Flow	• Teacher presents the background and cultural history of traditional target games. • Group discussion on the roles of the thrower and defender. • Station Practice: Practicing the basic underhand throwing motion at broad targets.	• Discussion on defensive strategies and safety when moving around constraints. • Main Drill: 'Dodge the Boulder' where students maneuver through a corridor while dodging soft rolling obstacles. • Review of spatial safety rules.	• Discussion on how force, balance, and release angle determine hitting accuracy. • Main Drill: 'Target Strike' where students take turns aiming, controlling force, and throwing beanbags into graduated floor hoops.	• Culminating Mini-Tournament: Application of both locomotor dodging and manipulative throwing skills in structured game scenarios. • Integration discussion on cool-down methods and standard personal hygiene practices.
Learning Resources	Whistle, whiteboard, chalk for court markings, illustrations of local traditional target games.	Soft foam balls, plastic boundary cones, safety mats, stopwatch. (Alternative: Rolled socks instead of foam balls).	Colored beanbags, hula hoops, plastic bottles or stacked plastic cups for targets. (Alternative: Paper balls wrapped in tape).	Scorecards, complete target game prop sets, first-aid kit, towels, water bottles, soap and water for hygiene integration.

Opportunities for Integration	Araling Panlipunan: Connecting local target games to Filipino community culture, community history, and shared heritage.	Science: Integrating concepts of force, motion, speed, and spatial mechanics during physical movement.	Mathematics: Calculating game points, measuring distances to targets, and tracking individual/team accuracy scores.	Health: Direct correlation between intense physical activity and crucial post-game hygiene practices (proper handwashing, hydration).
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3. ASSESSMENT

Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction.

Formative Assessment Tasks	• Peer Check: Students pair up and verbally explain 2 key rules of the target game. • Teacher checks general understanding via a quick thumbs up/down response method.	• Observational Rubric: Teacher assesses agility and safety awareness using a standard checklist during the dodging drill (Excellent, Satisfactory, Needs Practice).	• Accuracy Challenge: Students get 5 attempts to hit a 3-meter target, recording successful hits on a simple personal tracker card to measure progress.	• Performance & Hybrid Integration Check: Assessment of team alignment, safety compliance, sportsmanship, and an exit slip detailing how they will perform personal post-game hygiene.
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4. WAYS FORWARD

Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.

Extended Learning Opportunities	Ask parents or older family relatives about the traditional target games they used to play during their childhood and write down notes.	Practice simple lateral jumping and safe foot agility drills at home using floor tile grids or safe backyard line markings.	Set up a safe DIY target system at home using empty plastic bottles and a rolled pair of socks to continue practicing accuracy.	Keep a weekly personal health and physical activity journal tracking at least 15 minutes of safe, active playtime each day.
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Reflections	Did students successfully connect with the historical background of the target game? How many required supplementary rules explanation?	Were the dodging boundaries safe enough? Did any student experience difficulty adjusting their agility and speed to avoid obstacles?	Did the hand-eye calibration drills improve their accuracy? How can I better assist students struggling with mechanical control?	Did the mini-tournament boost collaboration and fair play? How effectively did the students execute their post-game hygiene routine?
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Prepared by: _____ Teacher / Position Date:	Checked and Reviewed by: _____ Master Teacher / Designee Date:	Approved by: _____ School Head / Principal Date:
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