

## Scope and Sequence

<b>Quarter / Learning Area / Grade Level</b>	<b>Q1 PE &amp; Health 5</b>	
<b>Content Standards</b>	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</b>	The learners participate in stress-reduction activities and striking/fielding games in promoting personal wellness for active and healthy living.	
<b>Content</b>		<b>Learning Competencies</b>
<b>1. Nature of Stress</b> <ul style="list-style-type: none"> <li>Stress and Stressors</li> <li>Physical Responses of the Body to Stress</li> </ul> <b>2. Importance of Coping Strategies</b> <ul style="list-style-type: none"> <li>Examples of Unhealthy Coping Strategies to Be Avoided (Use of Alcohol and Other Drugs, Comfort Eating, Avoidance, And Blame)</li> <li>Examples Of Recommended Healthful Coping Strategies (Visualization, Positive Self-Talk, Managing Time and Energy, Gratitude Journal, Talking to a Responsible Adult, Seeking Support And Professional Help, Nurturing Resiliency through Grounding Exercises and Other Mindfulness Activities)</li> </ul>		Week 1: Lesson 1-2 1. apply various healthy coping strategies to manage stress;
<b>1. Bullying and Other Violent-Related Behaviors as Stressors</b> <ul style="list-style-type: none"> <li>Negative Effects of Bullying, Harassment, Discrimination, and Other Violent Behaviors on Well-Being</li> <li>Life Skills and Assertive Behavior to Prevent and Deal with Bullying, Harassment, Discrimination, and Other Violent Behaviors</li> </ul>		Week 2: Lesson 3 1. demonstrate assertive behavior to prevent and deal with bullying, harassment, discrimination, and violence;
<b>1. Stress-reduction Activities</b> <ul style="list-style-type: none"> <li>Stress-reducing Benefits of Physical Activity</li> <li>Various Physical Activities That Can Help in Reducing Stress (Exercise, Hobbies, and Indoor and Outdoor Activities)</li> </ul>		Week 3: Lesson 4 3. analyze stress-reducing benefits of physical activities; and
<b>1. Physical Activity Participation: Striking/Fielding Games</b>		Week 4-8: Lesson 5

<ul style="list-style-type: none"> <li>● Focus Foundational Skills</li> </ul> <ol style="list-style-type: none"> <li>1. Movement Concept <ul style="list-style-type: none"> <li>- Relationship with People and Object</li> </ul> </li> <li>2. Movement Skills <ul style="list-style-type: none"> <li>- Locomotor, Non-Locomotor Manipulative</li> </ul> </li> <li>3. Fitness Concepts <ul style="list-style-type: none"> <li>- Agility, Balance, Coordination, Speed</li> <li>- Intensity: Moderate to Vigorous Physical Activities (MVPA)</li> </ul> </li> <li>4. Game Concepts <ul style="list-style-type: none"> <li>- Positioning (People and Location in Space)</li> <li>- Relationship to Object: Sending Away (Throw and Strike)</li> </ul> </li> </ol> <p><i>Suggested Activities: <b>Philippine Traditional Games</b> (Kickball, Syato, Bati-Cobra, Tupa, and/or other variations of unpublished games in the locality)</i></p>	<ol style="list-style-type: none"> <li>4. perform physical activities using striking/fielding game concepts with agility, balance, coordination, and speed for active living: <ol style="list-style-type: none"> <li>a. locomotor skills by avoiding an object or obstacles, and</li> <li>b. manipulative skills by sending or propelling an object to an intended area.</li> </ol> </li> </ol>
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## PE AND HEALTH 5

WRITERS: Teresita D. Ignacio (SLU)

VALIDATOR: Rolly R. Balbutin (PNU Mindanao)

WEEK NO.	Week 1	WEEK 2	WEEK 3	WE EK 4	WE EK 5	WE EK 6	WE EK 7	W EE K 8	WEE K 9
SESSIONS	2	2	2	10					
LESSON NO.	1-2	3	4	5					
COMPETENCY	1. apply various healthy coping strategies to manage stress;	1. demonstrate assertive behavior to prevent and deal with bullying, harassment, discrimination, and violence;	1. analyze stress-reducing benefits of physical activities; and	1. perform physical activities using striking/fielding game concepts with agility, balance, coordination, and speed for active living: a. locomotor skills by avoiding an object or					

					obstacles, and b. manipulative skills by sending or propelling an object to an intended area.
TOPICS	<b>Nature of Stress</b>	<b>Importan ce of Coping Strategie s</b>	<b>Bullying and Other Violent-Related Behaviors as Stressors</b>	<b>Stress-reduction Activities</b>	<b>Physical Activity Participation: Striking/Fielding Games</b>
SUB-TOPICS	<ul style="list-style-type: none"> <li>• Stress and Stressors</li> <li>• Physical Responses of the Body to Stress</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of Unhealthy Coping Strategies to Be Avoided (Use of Alcohol and Other Drugs, Comfort Eating, Avoidance , And Blame)</li> <li>• Examples Of Recommended Healthful Coping Strategies (Visualizat</li> </ul>	<ul style="list-style-type: none"> <li>• Negative Effects of Bullying, Harassment, Discrimination, and Other Violent Behaviors on Well-Being</li> <li>• Life Skills and Assertive Behavior to Prevent and Deal with Bullying, Harassment, Discrimination, and Other Violent Behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Stress-reducing Benefits of Physical Activity</li> <li>• Various Physical Activities That Can Help in Reducing Stress (Exercise, Hobbies, and Indoor and Outdoor Activities)</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Foundational Skills               <ol style="list-style-type: none"> <li>1. Movement Concept                   <ul style="list-style-type: none"> <li>- Relationship with People and Object</li> </ul> </li> <li>2. Movement Skills                   <ul style="list-style-type: none"> <li>- Locomotor, Non-Locomotor Manipulative</li> </ul> </li> <li>3. Fitness Concepts                   <ul style="list-style-type: none"> <li>- Agility, Balance, Coordination, Speed</li> <li>- Intensity: Moderate to Vigorous Physical Activities (MVPA)</li> </ul> </li> <li>4. Game Concepts                   <ul style="list-style-type: none"> <li>- Positioning (People and Location in Space)</li> <li>- Relationship to Object: Sending Away (Throw and Strike)</li> </ul> </li> </ol> </li> </ul> <p><i>Suggested Activities: <b>Philippine Traditional Games</b> (Kickball, Syato, Bati-Cobra, Tupa, and/or other variations of unpublished games in the locality)</i></p>

		ion, Positive Self-Talk, Managing Time and Energy, Gratitude Journal, Talking to a Responsib le Adult, Seeking Support And Profession al Help, Nurturing Resiliency through Grounding Exercises and Other Mindfulne ss Activities)				
Theme Integration	SDG 3: Good Health and Well-being; Inclusion; Equality					
Prerequisite Concepts/Skill s	Types of emotions	Concept of respect, empathy, and diversity	Types of physical activities	<ul style="list-style-type: none"> <li>• Game Safety Guidelines</li> <li>• Proper stance, swing, and grip mechanics</li> </ul>		