MATATAG K to 10 Curriculum Weekly Lesson Log	School:		Grade Level:	7
	Name of Teacher		Learning Area:	PE AND HEALTH
	Teaching Dates and Time:	SEPTEMBER 8 - 12, 2025 (WEEK 3)	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	**Learning Competency** 1. apply effective strategies in preventing and managing conflicts in the family; 2. analyze how physical activities can strengthen relationships with family members; 3. explain the characteristics and importance of promoting a healthy family; 4. demonstrate one's roles and responsibilities in promoting family health.
D. Content	● Family Conflict Management ● Physical Activities to Strengthen Relationship with Family Members
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-rWs6wI

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**WEEK 1: DAY 1** **1. Short Review** **Activity 1: Exploring Family Dynamics: Identifying Family Conflicts using Padlet** Instructions: Using a collaborative technology Padlet, the students will explore the dynamics of family conflicts in this activity. For active engagement, all students must adhere to these guidelines: 1. Access the Padlet platform by visiting [insert the Padlet link] 2. Click on the provided Padlet board titled **"Family Conflict Exploration**" to access the application. 3. Click the + button to type, share your observations about various family conflicts you've either experienced, witnessed, or heard about. 4. Students will be given time to add details, examples, or insights that provide a deeper understanding of the conflicts. 5. Interact with peers by responding to their posted observations and comments. Then, students will be asked to share their thoughts, experiences, or they may ask questions. 6. This part encourages discussion and helps gain different perspectives on family conflicts. **Activity 2: Family Talk: The Importance of Open Communication** Instructions: In this activity, students will be engaged in the profound importance of open communication within the family. They will understand how it is pivotal in resolving issues, nurturing empathy, honing active listening skills, and realizing the significance of setting boundaries to cultivate a healthier family dynamic and conflict resolution.	Instructions for Using Padlet: 1. Provide a clear introduction to Padlet, including its purpose and functionality. Show students how to access the platform and navigate to the specified Padlet board. 2. Offer a step-by-step demonstration of how to use the Padlet board, including accessing the + button to post observations and comments. 3. Mention the importance of respecting privacy and confidentiality, encouraging students to use pseudonyms if they prefer not to reveal their identities.

	1. The teacher will initiate the activity by emphasizing the significance of open communication within the family. Using real-life scenarios, the teacher will vividly illustrate how effective communication leads to improved problem- solving, understanding, and a harmonious family environment. 2. The class will be divided into 3 groups, each will have a specific topic to discuss and share: Group 1 - Open Communication in Problem-Solving Group 2 - Nurturing Empathy and Active Listening Group 3- Establishing Healthy Boundaries 3. Within the group, students will share and discuss related topics. Then, they are asked to answer the given questions: ● Group 1: A. Why is open communication important in the context of solving family problems? B. What are the possible strategies that can be employed by the family in attaining effective communication? C. As a student and a member of a family, how will you apply or teach open communication in your own family? ● Group 2 A. When can you be considered a good or active listener? B. How will you show empathy within your family? C. Is listening a form of open communication? Prove your answer. ● Group 3 A. How will you establish a healthy boundary within your family? B. Is having boundaries in the family a good way of communicating and understanding within the family? Provide scenarios. C. What are possible boundaries in the family that creates positive results? 4. Each group will designate a discussant to present the output of their sharing within the group. During the presentation of outputs, the teacher will highlight the important concepts and themes presented for further elaboration and discussion with the end goal of letting the students understand and appreciate the importance of open communication in solving problems within the family.	Consider using relevant articles, case studies, or videos about the importance of open communication within the family. These resources can be shared with students before or after the activity to provide additional perspectives and insights. To save time, the teacher may ask the students to prepare their group discussions as homework and use class time for presentations and a more extensive class discussion. To enhance the activity, the teacher can assign students to research and create practical guides or tip sheets on each of the three aspects of open communication within families. To foster creativity, the students can make use of multimedia presentations, such as slideshows or short videos, to convey their group's findings to the class.

B. Establishing Lesson Purpose	**DAY 2** **1. Lesson Purpose** **TOPIC: Exploring Family Dynamics: Identifying Family Conflicts using Padlet** a. Why should we explore the dynamics of family conflicts? b. Why do conflicts arise in the family? c. How do these conflicts affect the members of the family? **TOPIC: Family Talk: The Importance of Open Communication Visual Presentation of Lesson Purpose:** ● Show the graphical interconnectedness of family members and asked this question: "Why is open communication within the family so important?" ● Zoom in on a speech bubble with a question: "Think about your own family or families you're familiar with. Have you ever had a situation where open communication could resolve a conflict or strengthen your family relationship?" ● Add speech bubbles connecting family members with discussions. "Understanding this is crucial because it can help us build healthier " family dynamics." ● Show a graphical presentation of family members using communication to solve the problems. "Today, we're going to explore the profound importance of open communication in families." **2. Unlocking Content Area Vocabulary** ● **Family Dynamics** - the patterns and interactions within a family, including relationships, roles, and communication. ● **Collaborative Technology** - tools and platforms that enable individuals to work together or share information in a virtual or online environment. ● **Padlet** - an online collaborative tool that allows users to create digital boards for sharing and collecting information. ● **Conflict** - a disagreement or dispute between individuals or groups with differing perspectives or interests. **Family Talk: The Importance of Open Communication:**	Visual Tool: A graphic showing interconnected family members with speech bubbles.

	1. **Open Communication** - a type of communication characterized by honesty, transparency, and the free exchange of thoughts and feelings. 2. **Conflict Resolution -** the process of addressing and finding solutions to disagreements or conflicts. 3. **Empathy** - the ability to understand and share the feelings of another person. 4. **Setting Boundaries** - defining and communicating personal limits and expectations within relationships. 5. **Inclusive** - emphasizing the involvement and participation of all individuals, ensuring that no one is excluded.	
C. Developing and Deepening Understanding	**SUB-TOPIC 1: Family Conflict Management** **1. Explication** **Activity 3: Exploring Family Conflict Resolution** Objective: To engage students in discussing family conflict management and elicit an initial understanding of the topic. ● The teacher will ask the following guide questions in class and prompt students to talk about family conflict management based on their knowledge and experiences: 1. Can you recall a scenario wherein there was a conflict in your family? How did your family resolve it? 2. What is "conflict management" in a family context? 3. Why is it important to address conflicts within a family? ● The teacher will engage students in a class discussion based on their responses to the given questions. ● Encourage the students to share their thoughts and experiences, and create an open and inclusive environment for discussion. **WEEK 2: DAY 1** **2. Worked Example** **Activity 4: Conflict Resolution Showdown - Family Game Show**	Begin the lesson with a clear introduction to the sub-topic, "Family Conflict Management. Describe the objectives of the lesson, which are to engage students in discussing family conflict management and elicit an initial understanding of the topic.

	Objective: The "Conflict Resolution Showdown - Family Game Show" is an engaging and competitive platform to reinforce their understanding of conflict resolution skills in the context of family dynamics. Through this interactive game show, students will enhance their critical thinking, teamwork, and communication abilities while exploring effective strategies for addressing family conflicts. **Instructions:** 1. The teacher will introduce an activity called the **"Conflict Resolution Showdown - Family Game Show"** to the students which will be creating a fun and engaging atmosphere in the classroom. 2. Divide the class into 3 – 4 teams, ensuring that each team has an equal number of students. 3. Explain the rules and scoring system, emphasizing the competitive yet educational nature of the game show. 4. The teachers will distribute scenario cards showing different conflicts within the family that need to be addressed by each team and ensuring that the scenarios vary in complexity in terms of family conflicts. 5. The students will be given 10 minutes for each team to brainstorm and to discuss their conflict resolution strategy. Encourage them to consider the principles of conflict resolution. 6. Emphasize that the goal is to develop an effective strategy to resolve the conflict within the time limit. **Activity Procedure:** ● Turn the activity into a game show by using visual props like buzzers and scoreboard. ● Each team takes turns presenting their conflict resolution strategy for their assigned scenario. ● Use buzzers for the other teams to signal when they have feedback or questions for the presenting team. ● Keep score on the scoreboard, assigning points based on the effectiveness of the strategies and the quality of the presentations. ● After the activity, the teacher will conclude the game show by facilitating a class discussion where students share their insights on effective conflict resolution strategies they observed during the competition.	Explain that this activity will allow students to provide more in-depth insights about empathy and family support based on their role-play experiences. Conclude the game show activity with a class discussion where students share insights about effective conflict resolution strategies observed during the competition. Clearly define the roles and objectives of each scenario card, such as the adolescent's challenges and the goals of the supporting family member.

Worksheets: Scenario

Scenario 1: The Shared Bedroom Dilemma
Situation: Two siblings, Emily (12) and Ethan (10), share a bedroom. They have been arguing over how to divide the space and personal belongings.
Conflict: Emily wants more space for herself, while Ethan feels that his interests and belongings are being ignored.

Scenario 2: The Family Vacation Disagreement
Situation: The Adams family is planning a vacation. The parents, Mr. and Mrs. Adams, have different ideas about the destination.
Conflict: Mr. Adams prefers a relaxing beach vacation, while Mrs. Adams wants an adventurous mountain trip.

Scenario 3: The Homework vs. Hobbies Challenge
Situation: Michael (14) is struggling to balance his homework load with his passion for playing the guitar and soccer practice.
Conflict: Michael's parents want him to prioritize his schoolwork, but he also values his hobbies and social life.

Scenario 4: The Sibling Borrowing Issue
Situation: Clara (15) often borrows her older sister Lily's (17) clothes without asking, leading to tension between them.
Conflict: Clara wants to continue borrowing clothes freely, while Lily feels her boundaries are being violated.

DAY 4

	3. Lesson Activity Reflective questions will be asked to deepen understanding and mastery of skill concepts and application. 1. What was the most interesting thing you have learned in this lesson or activity? 2. How did this lesson help you better understand the topic or concept? 3. Were there any challenges you encountered during this lesson? How did you overcome them? 4. Can you think of real-life situations where the knowledge or skills you gained in this lesson could be applied? **SUB-TOPIC 2: Physical Activities to Strengthen Relationship with Family Members** **1. Explication** Show a short video clip of a family enjoying a day out together or engaged in physical activities like hiking, playing, or picnicking: The Benefits of Family Fitness - YouTube 1. After the video, initiate a discussion: ● Teacher: What did you notice in the video? How did the family members seem to feel while engaging in these activities? ● Students: Discuss and share their observations. Encourage them to use descriptive words like "happy," "connected," and "excited." ● Teacher: How do you think physical activities like these can contribute to a sense of togetherness and bonding within a family? ● Students: Share your thoughts on how engaging in physical activities as a family might make you feel. Do you think it can improve relationships within a family? ● Teacher: Were there any moments in the video that particularly stood out to you regarding the family's interactions or emotions? ● Students: Discuss any specific moments, gestures, or expressions that caught your attention. What do you think about those moments?	Guide students on how to use the Padlet app in a shelves format for their reflections. After the video, initiate a discussion to encourage students to share their observations and feelings about the family's interactions during these activities.

	2. Worked Example ● The teacher will initiate the lesson by emphasizing the fundamental value of family relationships and the pivotal role of physical activities in nurturing these bonds. ● Subsequently, the teacher will introduce the **"Capturing Family Bonds Through Photos"** activity, explaining that students will collaboratively create an interactive family photo wall to illustrate the profound importance of physical activities within their lives. Photo Selection Instructions: 1. Each student will be tasked with bringing a minimum of four family photos from home that depict moments of shared physical activities or adventures. 2. In the classroom, students will lay their photos on tables, carefully selecting their most cherished image representing a significant family bonding experience. **WEEK 3: DAY 1** **Activity 5: Crafting the Interactive Family Photo Wall Creating Descriptions** 1. Distribute blank sheets of paper, markers, and colored pencils to each student. 2. Students will embark on the task of crafting brief yet expressive descriptions of the activities featured in their selected family photos. These descriptions should illuminate the significance of these activities in strengthening family bonds. **Assembling the Photo Wall** 1. Designate a wall space in the classroom where students will construct the interactive family photo wall. 2. In an orderly manner, students will mount or post their family photos to the wall with descriptions on family bonding 3. Encourage students to read and appreciate the descriptions provided by their peers as they attach their photos. **Sharing and Reflection:**	Start the activity by emphasizing the value of family relationships and the role of physical activities in strengthening these bonds. Describe the activity, which involves students bringing family photos that depict moments of shared physical activities and adventures. **Suggested Modifications and Alternatives:** For students who may not have access to family photos, allow them to create artwork or descriptions that represent family bonding during physical activities. Consider incorporating technology by using a digital platform to showcase the family photos and descriptions, making it more accessible for students who prefer this format. To address privacy concerns, allow students to describe

	● Once the interactive family photo wall is complete, the teacher gathers the class around this visual representation of family memories and shared activities. ● The teacher will create an atmosphere of open sharing as students take turns presenting their family photos, reading their descriptions, and delving into the significance of these activities on the importance of family bonding. ● Foster group discussion and collective reflection on the role of physical activities in deepening the bonds within their own families. **3. Lesson Activity** Students will critically analyze how sharing family photos and descriptions within the classroom can contribute to a deeper understanding of how physical activities strengthen relationships with family members. The teacher will ask the following guide questions: 1. Why is sharing your family photos with descriptions to your classmates important? 2. How do photo wall and video presentation deepen your understanding of family bonds and physical activities? 3. How do peers' reactions to your family photos with descriptions affect your reflection and learning on the topic?	family activities without displaying actual photos, focusing on the narratives. Remember, this activity is about understanding each other and appreciating the unique experiences that make our families special. Be respectful and empathetic during the discussions and presentations.
D. Making Generalizations	**DAY 2** **1. Learners' Takeaways** **TOPIC: Significant Role of a Family in Managing Adolescent Concerns** 1. The teacher will instruct the students to think about the health concerns that teenagers commonly dealt with. Encourage them to consider physical, emotional, and social aspects of health. 2. Ask the students to individually **write down at least three health concerns** they believe teenagers might face and how these concerns affect their day- to-day lives. **TOPIC: Physical Activities to Strengthen Relationships with Family Members**	

	1. What fun activities did you explore to strengthen your bond with your family members? 2. How do these activities help create stronger connections and better communication within the family? 3. Can you describe an activity you found most enjoyable for bringing your family closer together?	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	**1. Formative Assessment** **Activity 6: Output: Academic Vlog on Family Physical Activity** **Objective:** Create an academic vlog that documents their family's engagement in physical activities and illustrates the impact of these activities on family bonding **Purpose:** ● Document the family's engagement in physical activities. ● Illustrate the impact of these activities on family bonding. **Mechanics:** ● Students are instructed to select two or more physical activities from their brainstormed list. This allows students to choose meaningful activities to their family and provide a diverse range of content for their vlog. ● Students must record their family's engagement in the chosen activities. They can use either recordings or short video clips to showcase these activities. This hands-on approach encourages them to participate in the chosen activities and document the experiences actively. ● Students are advised to organize their content by creating a dedicated folder on their device or physically. ● The teacher will guide students in creating multimedia presentations using PowerPoint or Google Slides. The suggested structure includes: ● **Title Slide**. This slide should introduce the vlog, including the title, the student's name, and a brief introduction. ● **Introduction**. In this section, students need to explain the purpose of their presentation. They should outline what the vlog is about and what they aim to achieve.	Provide guidance on selecting two or more physical activities from their brainstormed list that their family frequently participates in. These activities will be the focus of their documentation. Instruct students to record their family's engagement in the chosen activities, allowing them to use recording or short video clips to showcase the activities and family interactions. **Suggested Modifications and Alternatives:** For students who may not have access to recording equipment

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- **Activities.** This part of the presentation should describe the chosen physical activities. Visual evidence, such as photos and videos, should be included to showcase the activities. This allows the audience to see what the family did regarding physical activities.
- **Family Bonding.** In this section, students should discuss how these activities impact family bonding. Visual elements like photos and videos can be used to illustrate these points, and journal entries can add a personal touch to the narrative. This part helps the audience understand the connection between physical activities and family bonding.

</td><td>or technology, allow them to create written documentation with photos or illustrations.

Consider offering alternative presentation formats, such as creating a poster board, a digital photo album, or a narrated video presentation.</td></tr>
<tr><td rowspan="5">B. Teacher's Remarks</td><td>Note observations on any of the following areas:</td><td>Effective Practices</td><td>Problems Encountered</td><td rowspan="5">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.

Teachers may also suggest ways to improve the different activities explored.</td></tr>
<tr><td>strategies explored</td><td></td><td></td></tr>
<tr><td>materials used</td><td></td><td></td></tr>
<tr><td>learner engagement/ interaction</td><td></td><td></td></tr>
<tr><td>others</td><td></td><td></td></tr>
<tr><td>C. Teacher's Reflection</td><td colspan="3">Reflection guide or prompt can be on:
▪ <u>principles behind the teaching</u>
Why did I teach the lesson the way I did?

▪ <u>students</u>
What roles did my students play in my lesson? What did my students learn? How did they learn?
Did my pupils actively participate in all the class activities that I prepared?
Were the instructions in the class activities clear to the pupils?
<u>ways forward</u>
What could I have done differently?
What could I have done differently?
What can I explore in the next lesson?</td><td>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.</td></tr>
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