MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	7
	Name of Teacher		Learning Area:	PE AND HEALTH
	Teaching Dates and Time:	SEPTEMBER 2 - 6, 2024 (WEEK 6)	Quarter:	First

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of mental health and target games in promoting personal wellness for active and healthy living.
B. Performance Standards	The learners participate in target games and other physical activities to promote personal wellness for active and healthy living.
C. Learning Competencies and Objectives	**Learning Competency** ● Perform physical activities by applying principles and concepts of target games to solve tactical problems for active living **Learning Objective** 1. Understand the objectives and analyze the game concepts of target games. 2. Apply principles and concepts from target games to enhance performance. 3. Promote personal wellness through the principles of target games, considering both unopposed and opposed formats.
D. Content	Physical Activity Participation Target Games
E. Integration	SDG 3: Good Health and Wellbeing

II. LEARNING RESOURCES

Borsoto, A.T., Hagonob, J.A.B., & Sambayan, M.O. (2020). Physical Education Quarter 1 – Module 1:Target Games. https://depedtambayan.net/wp-content/uploads/2021/10/PE6_Q1_MODULE1_Target-Games_v2.pdf

Fernandez, R.K. (2017). MAPEH grade 6: Target games. *SlideShare.* https://www.slideshare.net/slideshow/mapeh-grade-6-target-games- 77327066/77327066

Ovens, A. Smith, W., & Bowes, M. (2021). 5: Target Games in *MoveWell: Supporting children's learning and enjoyment of movement*. Sport New Zealand. https://sportnz.org.nz/media/3892/movewell-booklet-web.pdf

What I know	What I Want to Know	What I want to Learn

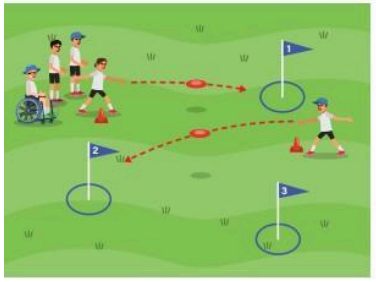
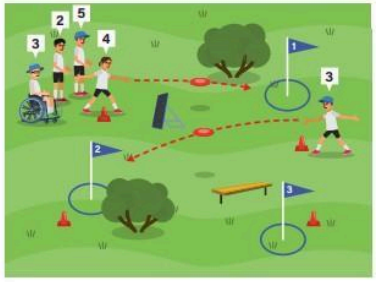
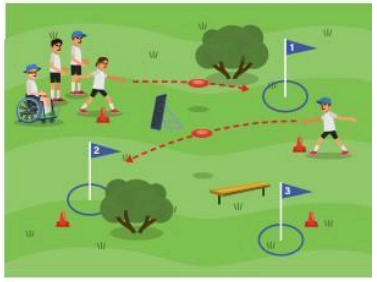
III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** **1. Short Review** **Activity 1: Know-Want-Learn (KWL) Chart** Let the students write down everything they already learned in the past lesson and the concept they want to know about target games. **2. Feedback (Optional)** Let the students share their answers from activity 1 with the class.	
B. Establishing Lesson Purpose	**1. Lesson Purpose** The teacher gives an opening question to the students to get their interest and motivate them. a. What are the exciting activities you enjoy playing when you were kids?" b. Name some of the target activities you enjoy playing. Why? **2. Unlocking Content Vocabulary** Games that require players to place objects in or close to targets in order to score as high as possible are known as **target games.** A target game can be played indoors or outdoors. In an **unopposed game**, the opponent aims only to hit the target, while in an **opposed game**, offensive or defensive tactics are used.	The teacher facilitates a short discussion of the target game concept.

C. Developing and Deepening Understanding	**DAY 2** **SUB-TOPIC 1: Target Games** **1. Explicitation** **Target games:** the item (dart, ball, etc.) must be launched at the designated target area. Preventing the opponent's item from scoring might also involve guarding it, avoiding obstructions, or blocking its route. Target games use a variety of manipulating abilities, including rolling, catching, leaping, hopping, and stretching in addition to throwing and tossing.	For more details about target games, the teacher may refer to this video - https://www.youtube.com/watch?v=iiho7rGr_48

Selected Individual Target Games		**Selected Team Target Games**	
1. Palo Sebo 2. Sipa (Kick Game) 3. Billiards	4. Shooting Range 5. Golf 6. Bowling	1. Bati-cobra 2. Calahayo (Hole-in) 3. Tumbang Preso 4. Siyato or tiato	5. Football/soccer 6. Baseball 7. Frisbee

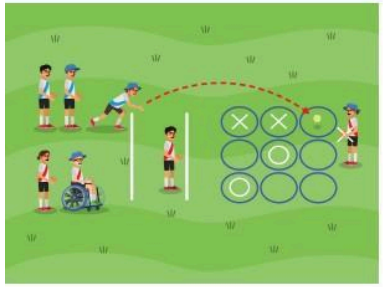
	Target Game Categories **Individual Target Games** are competitive activities that require strategy, accuracy, and occasionally physical dexterity or mental focus. Players employ these skills and tactics to hit specified targets or achieve goals. **Team Target Games** emphasize collaboration, communication, and individual responsibilities while putting teams together to coordinate tactics and skills in order to strike targets or accomplish goals. **DAY 3** **2. Worked Example** **Activity 2: Target the Target Games** Preparation - Let the students create a hand-made dart that is made from sticky-based material and not point-based material (for safety purposes). - Prepare flashcards of all Target Games listed in the table. - Paste scatter all the prepared flashcards on a wall or floor. - Divide the class into three to four teams. The number hand-made darts are based on the number of teams and students. The teacher may use two different colors to differentiate individual and team target games. **3. Lesson Activity** **Activity 3: Bowling Target Game** The objective is to score points by knocking down as many pins as possible using a softball or tennis ball. Students will practice their aim, coordination, and teamwork skills while having fun. **Procedure** 1. Set up the bowling pins in a designated area and arrange them in triangle formation. 2. Mark the throwing line using tape or chalk with appropriate distance.	See the learning activity sheet for the detailed instruction. After the activity, the teacher presents the correct answer by category, accompanied by a photo corresponding to the appropriate target game. Modify the activity based on the available resources and space. See the learning activity sheet for the detailed instruction. The teacher can also modify the activity. Choose from the pool of Target Games (individual or team) for the lesson activity

	3. Divide the Students into teams. Each team member will take turns in playing or they can have individual play. 4. Demonstrate to the students the throwing technique in bowling. Emphasize the importance of aiming, following through, and maintaining balance. 5. Each team takes turns rolling the soft bowling ball towards the pins from behind the throwing line. 6. Continue playing until all teams have completed an equal number of turns. **DAY 4** **SUB-TOPIC 2: Unopposed Target Games** **1. Explicitation** **Unopposed Target games** the objective of the game is to hit or reach the target without opposition and interference from other players of obstacles. The opponent aims only to hit the target. These games are not dependent on where the opponent places their object. **Skills and Principles Developed from Target Games** **Hand-Eye coordination** refers to the ability to synchronize visual perception with motor control specifically the coordination between the eyes and the hands. **Focus** refers to the ability to concentrate attention and direct it towards a specific task, objective or stimulus while filtering out distractions. **Precision** ability to perform actions with accuracy, exactness, and consistency. **Accuracy** refers to the degree of correctness or closeness to the intended target or desired outcome. **Sports Strategy** refers to the planned approach or tactics employed by teams or individuals to achieve a competitive advantage and maximize their chance of winning in a sport. **Technical skills** refer to the specific abilities and techniques required to perform the fundamental actions or movements related to a particular sport or activity. **Tactical Skills** pertains to the understanding and application of strategies, plans, and decision-making during a game or activity. **Flexibility.** When you have to block and defend an object, you react to an opponent's attack or hit faster, which helps you win.	based on the availability of resources and space. The teacher may recall the skills and principles of Target Games to connect with the unopposed target games.

	2. Worked Example **Activity 4: Application of concept and principles** Applying unopposed target games principles and concept in developing essential skills, habit, and mindset that contribute to our day-to-day activities. **3. Lesson Activity** **Activity 5: Frisbee Golf** The aim of this game is for teams to get around a golf course set up with cones, flags, and hoops by throwing a Frisbee the least number of shots. **Preparation** ● Set up a nine-hole golf course in the available space. ● Set up a 'tee' for each hole, using cones, and a 'green' a distance away, using a flag or marker in a hoop. ● Set out a tee and a green for nine different holes at the same time and start everyone at a different hole. **PROGRESSIONS** *Using the following progressions, think about simplifying, shaping, focusing, and enhancing.*  **Step One:** Round 1: Take turns as a team to throw the bean bag or Frisbee towards and into the nine hoops. Set out each hole together as you go.  **Step Two:** Round 2: Count the number of throws that the team takes to get around the golf course. Play again and see if the team can get around the course in fewer throws.  **Step Three:** Vary the difficulty of the course by including some obstacles to go around or avoid. Trees and buildings are good to navigate around. Zones defined by cones make great sand traps. https://sportnz.org.nz/media/3890/movewell-booklet-5-target-games.pdf	See the learning activity sheet that students will accomplish. See the learning activity sheet for the detailed instruction.

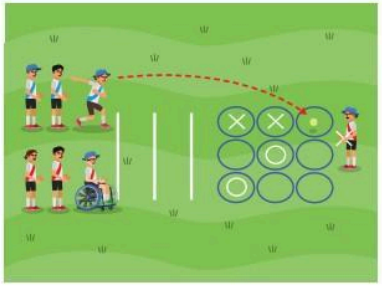
	SUB-TOPIC 3: Opposed Target Games **1. Explicitation** **Opposed games** considers offensive or defensive tactics. Opposed target games are dependent on where the opponents place the object. **Safety Precautions in Playing Target Games** **Stretching.** To prevent injury you should stretch your muscles before an activity. **Attire.** In order to move around freely and comfortably, you must wear the appropriate clothing. **Equipment.** It is necessary to verify that these are free of wear and remain safe for usage. **Weather.** See whether the weather has any bearing on the event. It is best to do it inside if it is pouring. Apply anti-ultraviolet cream to your skin if the sun is too bright. Apply insect repellent cream. **Health Condition.** You need to get your doctor's approval before engaging in any rigorous exercise. Engaging in physical activity might cause injuries more quickly than over time. health benefit in the event that you are ill. **2. Worked Example** **Activity 6: Noughts and Crosses** The aim is to get three bean bags into different hoops to make a straight line before the other team does. Preparation ● Set up nine hoops in three rows of three. ● Set the throwing or bowling distance to suit the skill level. ● Two teams of 2–5. ● Give each team three coloured bean bags and a tennis ball. ● One player from each team stands by the cones.	The teacher may recall the skills and principles of Target Games to connect with the opposed target games. See the learning activity sheet for the detailed instruction.

PROGRESSIONS *Using the following progressions, think about simplifying, shaping, focusing, and enhancing.*



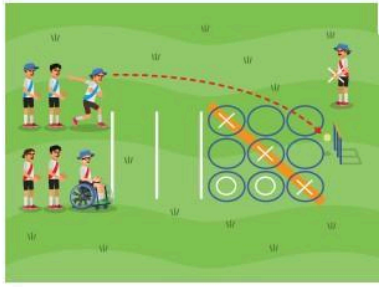
Step One: Throwing

Use variable throwing or bowling distances based on the skill level of the children and let them select the distance. The distance can differ for different members of the team, that is, one line for some players and lines further back so others are challenged.



Step Two: Overarm bowling

Once the children are successful and enjoying the game, encourage them to try bowling overarm at the target hoop. They should stand side-on and release the ball with a straight arm. The non-throwing hand should be pointing at the hoop. Introduce the game skill of opposed target games, using accuracy and blocking strategies to prevent the other team from achieving a line first.



Step Three: Overarm bowling at wickets

Place a cricket wicket behind the nine hoops. Children can learn to bowl with increased speed and accuracy. Players must now hit the wicket to place a bean bag in a chosen hoop. Encourage children to give each other specific feedback on what is working and why.

For older children, offer the three versions of this game at one time and let them choose the game that challenges them best.

https://sportnz.org.nz/media/3890/movewell-booklet-5-target-games.pdf

After the activity, the teacher may ask this question “What are the key factors that contribute to the mastery of tactical unopposed target games, and how do these factors influence overall performance and outcomes?” This may be conducted via discussion format.

DAY 6

3. Lesson Activity Activity 7:
Batuhang Bola

Explain the concept of the game: Batuhang Bola is a fast-paced and energetic game that promotes physical activity, hand-eye coordination, and strategic thinking. It provides opportunities for friendly competition,
teamwork, and improving targeting skills.



https://depedtambayan.net/wp-content/uploads/2021/10/PE6_Q1_MODULE1_Target-Games_v2.pdf

See the learning activity sheet for the detailed instruction.

A. Making Generalizations	**1. Learners' Takeaways** Have an open discussion with the students revolving around this question: In what way do the principles and concepts of unopposed and opposed target games contribute to reducing stress, enhancing focus, and improving mental well- being? **2. Reflection on Learning** **Activity 8: Tactical Self-assessment Checklist** Here's a tactical self-assessment checklist for rating your performance (on a scale of 1-10) in understanding the concept and principles of target games and recognizing its value on mental health: 1. Understanding of Target Games Concept and Principles: • How well do you understand the concept and principles of target games? (Rate yourself: 1-10) • Are you familiar with the rules and strategies of target games? (Rate yourself: 1-10) • Can you explain how the concept and principles of target games impact gameplay? (Rate yourself: 1-10) 2. Application of Concept and Principles in Gameplay: • How effectively do you apply the concept and principles of target games during gameplay? (Rate yourself: 1-10) • Do you make strategic decisions based on the principles of target games? (Rate yourself: 1-10) • Are you able to adapt your tactics and strategies based on the specific scenario or opponent in target games? (Rate yourself: 1-10) 3. Recognition of Value on Mental Health: • How much do you believe that target games contribute to mental health and overall well-being? (Rate yourself: 1-10) • Have you experienced any positive effects on mental health, such as reduced stress or improved focus, while participating in target games? (Rate yourself: 1-10) • Do you actively utilize target games as a form of stress relief or mental relaxation? (Rate yourself: 1-10)	

<table>
<tr><th colspan="3">IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION</th><th>NOTES TO TEACHERS</th></tr>
<tr><td>A. Evaluating Learning</td><td colspan="2">1. Formative Assessment
True or False: Carefully read each question. Write T if the statement is True and F if the statement is False.

_____ 1. In target games, the item (dart, ball, etc.) must be launched randomly.
_____ 2. Tactical skills refer to the specific abilities and techniques required to perform the fundamental actions or movements related to a particular sport or activity.
_____ 3. Opposed target games are dependent on where the opponents place the object.
_____ 4. Unopposed Target games the objective of the game is to hit or reach the target with interference from other players of obstacles.
_____ 5. Hand-Eye coordination refers to the ability to synchronize visual perception with motor control specifically the coordination between the eyes and the hands.

6. Homework (Optional)</td><td>Answer Key:
1. F
2. F
3. T
4. F
5. T

The teacher may use other statements based from the concepts, skills, or principles raised from the discussion.</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/ lesson exemplar.</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>
</table>

C. Teacher's Reflection	*Reflection guide or prompt can be on:* ▪ *principles behind the teaching* *What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?* ▪ *students* *What roles did my students play in my lesson? What did my students learn? How did they learn?* ▪ *ways forward* *What could I have done differently? What can I explore in the next lesson?*	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.