5

DepED
DEPARTMENT OF EDUCATION

Worksheet for

Physical Education and Health

Quarter 1

4

GOVERNMENT PROPERTY
NOT FOR SALE

PILOT IMPLEMENTATION OF THE MATATAG K TO 10 CURRICULUM

SY 2023-2024

This material is intended exclusively for the use of teachers participating in the pilot implementation of the MATATAG K to 10 Curriculum during the School Year 2023-2024. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

Development Team

Writer:

Ms. Kris L. Tayag (Angeles University Foundation)

Validators:

Mr. Rolly Balbutin (Philippine Normal University Mindanao)

Management Team

Philippine Normal University
Research Center for Teacher Quality
SiMERR National Research Centre

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at blr.od@deped.gov.ph.

LEARNING ACTIVITY SHEET

Learning Area:	Physical Education and Health	**Quarter:**	1st Quarter
Lesson No.:	4	**Date:**	
Lesson Title/ Topic:	**Stress-reduction Activities**		
Name:		**Grade & Section:**	

I. Activity No.3: *Discover Your Stress-Reducing Activity* (10 Minutes)

II. Objective(s): At the end of the lesson, you are expected to:

- Recognize your own stress-reducing activities.
- Identify the benefits you can get in doing stress-reducing activities.
- Practice stress management by applying stress-reducing activities.

III. Materials Needed: Paper, Worksheet and Pen

IV. Instructions:

- Step-by-step guide for the following suggested activities
  - Think about activities that make you feel calm, happy, and relaxed.
  - Write down those activities in the list provided.
  - Next to each activity, write down why you think it helps you feel less stressed.
  - Write down the benefits you can get in doing the activity.
  - Rank each activity based on how much it helps you reduce stress, using a scale of 1 to 5 (1 = a little, 5 = a lot).
  - Keep this worksheet somewhere handy, so you can refer to it whenever you need to feel less stressed.

Physical Activity	Why does it help you reduce your stress?	Health benefits you can get in doing this activity	Rank 1-5
1.			
2.			
3.			
4.			
5.			

V. Synthesis/Extended Practice/Differentiation (if needed):

- Did you discover any new activities while completing this worksheet? If so, what are they, and why do you think they might be helpful in reducing stress?
- How do you think ranking your stress-reducing activities on a scale of 1 to 5 helped you understand which ones are most effective for you? Do you think this ranking system will be useful in the future?
- Reflecting on your completed worksheet, do you notice any patterns or similarities among the activities that help you reduce stress? How might understanding these patterns help you manage stress more effectively in the future?

LEARNING ACTIVITY SHEET

Learning Area:	Physical Education and Health	**Quarter:**	1st Quarter
Lesson No.:	4	**Date:**	
Lesson Title/ Topic:	**Stress-reduction Activities**		
Name:		**Grade & Section:**	

I. Activity No.5: Tumbang Preso (20 Minutes)

II. **Objective(s):** At the end of the lesson, you are expected to:

- Understand the basic rules and mechanics of playing tumbang preso as a stress-reducing activity.
- Recognize the physical and mental benefits of engaging in tumbang preso as a means to alleviate stress.
- Demonstrate effective techniques and strategies for playing tumbang preso to reduce stress levels and promote relaxation.

III. **Materials Needed:**

- An empty can (soda can, soup can, etc.)
- Chalk (tape or a rock works as well, just something that can be used to mark areas)
- Slipper/Sandal/Flip-Flops (any of these options work)

VI. Instructions:

- Step-by-step guide for the following suggested activities
  - Identify who is "It," players can stand by the can and toss their slippers as close to the toe-line as possible. The person with the farthest slipper is "it" (this can also be determined using other methods such as rock, paper, scissors).
  - Hitters will line up behind the toe-line once the "it" player has been identified.
  - The hitters will attempt to knock down the can with their slippers.
  - To retrieve their tossed slippers, they must cross the toe line.

VII. Synthesis/Extended Practice/Differentiation (if needed):

- How did playing tumbang preso make you feel? Did you experience any changes in your mood or stress levels after playing?
- What specific aspects of playing tumbang preso do you think contributed to reducing your stress? For example, was it the physical activity, the social interaction, or something else?
- Did you notice any differences in how you felt before and after playing tumbang preso? If so, can you describe these differences?

- How did you feel about working as a team or competing with others while playing tumbang preso? Did this aspect of the game influence your stress levels in any way?
- Reflecting on your experience playing tumbang preso, do you think this activity could be helpful for managing stress in the future? Why or why not?

LEARNING ACTIVITY SHEET

Learning Area:	Physical Education and Health	**Quarter:**	1st Quarter
Lesson No.:	4	**Date:**	
Lesson Title/ Topic:	**Stress-reduction Activities**		
Name:		**Grade & Section:**	

I. Activity No.5: Silent Ball Game (20 Minutes)

II. **Objective(s):** At the end of the lesson, you are expected to:

- Understand the rules and guidelines of playing silent ball as a stress-reducing activity, including the importance of maintaining silence during gameplay.
- Recognize the physical and mental benefits of participating in silent ball as a means to alleviate stress, such as improved focus, relaxation, and mindfulness.
- Demonstrate effective communication and cooperation skills while engaging in silent ball, contributing to a positive and stress-free environment for all participants.

III. Materials Needed:

- Light weight ball

IV. Instructions:

- Step-by-step guide for the following suggested activities
  - Rules: The teacher is the only referee for faulty passes and missed catches. Talking or making sounds is out. A missed catch or bad pass is an out. A "good" throw comes within arm's reach of the target catcher and does not include "fast balls" (model good throws for students). Students who are out must be quiet at their workstations and not disturb the game in any way.
  - The object of the game is that no one can speak or make a sound.
  - Students can stand at their workstations or arrange themselves in an arrangement to ease passing the ball to each other around the classroom.
  - Make an excellent throw to a classmate. Explain that kids cannot toss Back to the person who threw them.
  - If a student misses the ball or makes a bad pass, they are out and must sit at his or her desk until the following round.
  - Play until every student is seated; the final two are the champions!

V. Synthesis/Extended Practice/Differentiation (if needed):

- How did playing silent ball make you feel? Did you notice any changes in your stress levels or mood after participating in the activity?
- What aspects of playing silent ball do you think contributed to reducing stress? Was it the focus required to stay quiet, the physical movement, or something else?
- Did you find it challenging to remain silent during the game? How did you manage any impulses to speak or make noise? Did this aspect of the game affect your stress levels in any way?
- How did you feel about working cooperatively with your classmates while playing silent ball? Did collaborating as a team influence your stress levels positively?
- Reflecting on your experience playing silent ball, do you think this activity could be helpful for managing stress in the future? Why or why not?