Republic of the Philippines
Department of Education
DepEd Complex, Meralco Avenue, Pasig City

MATATAG K TO 10 CURRICULUM OF THE K TO 12 PROGRAM

PHYSICAL EDUCATION & HEALTH GRADES 4 - 10

PHYSICAL EDUCATION & HEALTH SHAPING PAPER

Rationale

In the recent review of the intended curriculum for MAPEH, it was noted that almost half of the learning competencies in each of the MAPEH components have implicit skills. In general, this means that not all the prerequisite skills were taught as necessary. Some Learning Competencies (LCs) found in the Curriculum Guides of Music and Arts Curriculum were structurally flawed (e.g., double-barreled objectives). Some were inconsistent in the use of the verb form whether it should be in the present tense or imperative mood. Several LCs were redundant because they were found in two or more grade levels. Finally, many of the LCs were not developmentally appropriate for the intended learners.

In responding to the challenges aforementioned, it is critical to think of solutions that would allow the teachers to be more responsive in the task of instructional delivery. Through knowledge, comprehension, and application of sustainable creative practices within the community and for the environment, the Music and Arts curriculum will ultimately enable learners to be flexible and resilient. On the other hand, because good health is essential for effective learning and academic achievement, the Physical Education and Health curriculum will instill habits of lifelong, healthy, and active living based on an integration of cognitive, psychomotor, and affective skills.

Through movement-based learning experiences and challenging but enjoyable physical activities in Physical Education and Health, learners will acquire both the mindset and the skills for lifelong physical activity participation as a means to optimize their health. Through Music and Arts, the learners will understand the process of preserving history and critically reflecting on culture, through the continuous creation of various art practices that are neither tied to nor confined to tradition. Thus, the MAPEH curriculum would not only be relevant but would also be meaningful in achieving a holistic kind of education.

Revisions made in the Physical Education and Health curriculum are deemed necessary to adapt to current educational demands and challenges as well as to respond to the needs of the learners while anticipating current realities and future scenarios. Thus, this revision of the curriculum is essential to ensure up-to-date information and trends on maintaining good health, adapting to changing health needs, incorporating new technologies, and developing health habits that will last a lifetime.

One of the features of the revised curriculum is the merging of concepts of Physical Education (P.E.) and Health which is becoming increasingly popular, especially in other countries including Australia, Japan, Canada, China, Germany, and the United Kingdom. This is due to the recognition that these two subjects are interconnected and that a holistic approach to wellness is necessary for students to develop healthy habits and lifestyles. The following are the justifications for merging these two fields:

1. It helps students understand the interconnectedness between their physical health and overall well-being. By learning about physical fitness, nutrition, mental health, and other aspects of health, students can develop a holistic understanding of how to maintain a healthy lifestyle (Jones and Kim, 2020).
2. It provides a more comprehensive educational experience. Students can learn practical skills for exercise and sports while also learning how to make healthy choices in their daily lives.
3. It helps schools maximize their resources and time. Rather than teaching physical education and health education as separate subjects, teachers can integrate the two and cover more materials in each period. Also, combining physical education and health education can help address public health issues, such as rising rates of obesity and chronic disease. By educating students about healthy habits and lifestyles, schools can help promote healthier communities overall (Hossain, Kawar, & Nahas, 2007; Lobstein, 2011).
4. It promotes a holistic approach to wellness. Physical education and health education are complementary subjects that address different aspects of wellness. Physical education focuses on developing physical fitness and motor skills, while health education covers various topics, including nutrition, disease prevention, mental health, and personal safety. By combining the two subjects, students can develop a more comprehensive understanding of what it means to be healthy and how to achieve optimal wellness (Chandler McKean, 2019).
5. Combining physical education and health education also provides opportunities for interdisciplinary learning. For example, students can learn about the relationship between physical activity and mental health or the importance of nutrition for physical performance. (Kim and Martinez, 2018).
6. A study on implementing wellness in physical education showed a new approach to curricula and combined previously separated health and wellness and physical education to create a wellness education (Chandler McKean, 2019).
7. Health and physical education (HPE) can and has proven to promote health in children and youth and provide students with the ability to know how to be well in all aspects - emotionally, physically, intellectually, spiritually, and socially (Kilborn, 2016).
8. In health and physical education, students develop the knowledge, understanding, and skills to support them to be resilient, develop a strong sense of self, build and maintain satisfying relationships, make health-enhancing decisions in relation to

their health and physical activity participation, and to develop health literacy competencies to enhance their own and others' health and well-being. (Australian Curriculum, Assessment & Reporting Authority, 2012, p. 2).

9. Research suggests that "HPE should be embraced in all schools for its ability to offer opportunities in a holistic manner" (Lynch, 2015c).
10. Health, physical education, and recreation are allied and closely interrelated fields and should be coordinated in the best interests of the community (The International Council for Health, Physical Education, & Recreation, 1971).
11. Interdisciplinary learning, the educational process where two or more subject areas are integrated together, enhances what students learn and allows teachers to make the curriculum more relevant (Chandler McKean, 2019).
12. Integrating physical activity and health and wellness in P.E. will create a fun, engaging environment where educators want to teach and students want to learn (Cone, Citation1998).
13. In 1994, the nomenclature of the key learning area was officially changed from "Physical Education" to "Health and Physical Education," and a holistic sociocultural approach was adopted. Thorpe (2003) describes this period as influenced by "crisis" discourse, which was believed to have had a cultural meaning (Tinning & Fitzclarence, 1992).
14. Literature recommends connecting the curriculum (Cliff et al., 2009), and recent research findings in primary schools advise that HPE implementation is achievable through HPE leadership, adopting clear communication and underpinned by a "whole school" approach. (Lynch, 2015a).

MAPEH in Key Stage 1

In Makabansa, learners will demonstrate an understanding of the basic concepts of personal and cultural awareness, as well as skills in maintaining a healthy body, in order to fulfill their responsibilities as members of the community. This learning area seamlessly integrates the foundational knowledge and skills of Music, Arts, PE, and Health.

Basic concepts and understanding on the properties of sound and elements and principles of arts are explored which will serve as the foundation for Key Stage 2 where learners are expected to understand the acquired concepts from KS1.

Furthermore, learners will be exposed to physical activities centered on movement skills and movement concepts, which will serve as the foundation for learning game and dance concepts in Grade 4.

Curriculum Goals

The MATATAG Physical Education and Health curriculum is geared towards the development and attainment of physical and health literacy as well as 21st-century skills that contribute to the well-being of the individual, family, community, improve the quality of life in society, and motivate them to take responsibility for their lifelong holistic health and well-being in a varied and rapidly changing society.

This vision is anchored on the reality of our Filipino learners, who constantly face challenges that seriously impact their well-being and transcend their selves and their immediate environment. It also considers the increasing role of technology and media in transforming how Filipino learners communicate, learn, and interact with the world.

In physical education & health, Filipino learners will acquire the skill set and mindset to navigate their paths forward effectively. They will have the strength of character to cope with difficult circumstances and maintain a positive outlook as they ask, "What can I do about this problem?" They will realize growth opportunities, find meaning in their experiences, make informed and sound decisions, and improve their and others' lives. Since improving, maintaining, and optimizing one's health is an ongoing and lifelong process, they will influence others, starting with their own family, relatives, and friends, eventually expanding to broader spheres such as the school, community, and society.

Objectives of the Physical and Health Curriculum

1. Develop physically literate and health-literate 21st-century learners.
2. Enhance students with knowledge, skills, and attitudes to make informed decisions about their health.
3. Promote healthy and risk-preventive behaviors.
4. Empower students to take responsibility for their health by teaching them to access reliable health information and resources.
5. Develop fundamental movement skills and concepts to move confidently, competently, creatively, and safely in play, games, exercise, sports, dance, and in different settings for lifelong physical activity participation.
6. Advocate for healthy lifestyles and strive to influence others positively.

Theoretical/Philosophical Bases for the Physical Education & Health Curriculum

Physical education contributes to individual wellness through the innate "experience of the moment" and is reinforced daily through the knowledge, skills, and feelings of enhanced self-esteem and wellness that develop over time. Physical education is an

area where physical activity is valued and integrated into daily living. It is anchored in three fundamental axioms that lead to these guiding principles: (a.) An individual who recognizes that people are active for all sorts of reasons like work, play, challenge and achievement, health and personal development, contemplation and relaxation, creative and cultural expression, and social interaction; (b.) Social where it focuses on the individual, but it also recognizes that social norms and values, available resources, influential learners, and other factors affect our choices and opportunities for participation, and most of the time, choices, in turn, affect these factors; and, (c.) Inclusive where it provides essential ways to express who we are as individuals or groups. It is a right of all, regardless of ability, age, gender, race, ethnic background, religion, socio-economic status, or educational achievement.

Health education is anchored on theories that focus on behavior change. These theories explain why individuals behave the way they do and how they are influenced by factors such as their intrapersonal characteristics (knowledge, skills, beliefs, values, attitudes, self-concept), interpersonal interactions, and their social environment (e.g., institutions, public policy). Furthermore, these theories describe the process or stages of behavior change individuals undergo to achieve desirable, appropriate actions and healthy decisions. The individuals' readiness levels are considered to make and sustain behavior changes.

Below are explanations of the theoretical anchors for the Physical Education & Health Curriculum:

A. Physical Education

a. **Laban Theory of Movement** is based on the application of movement concepts and their use in solving simple as well as complex movement problems (e.g., movements in a variety of physical activities and settings). These concepts are: (1) body (as an instrument of action, what it is doing), (2) space (where the body is moving), (3) effort (how the body is moving or the quality with which the movement is executed) and (4) relationships (the connections that occur as the body moves---with objects, people, and the environment.

b. **Fitness Education Model** emphasizes the strong connection between regular physical activity participation and overall health, the skills required for the different activities, and the importance of adherence to an exercise program/plan.

c. **Teaching Games for Understanding or TGfU Model (Bunker and Thorpe, 1982)** is a pedagogical model aimed at promoting learning in sports. It prioritizes understanding tactics and gameplay by focusing on decision-making processes (i.e., what to do) before addressing 'how to do it.' The approach starts with game-practice skills instead of skills-practice-game that traditionally precede any gameplay. Games are tactically categorized into invasion, net/wall, striking/fielding, and target based on similar tactics and strategies used in playing.

B. Health

a. **Fisher and Fisher's Motivational and Behavioral (IMB) Skills Model** includes three primary constructs that influence changes: information and knowledge about the behavior, the individual's motivation to perform the behavior, and the

behavioral skills necessary to perform the behavior. For example, teaching learners about the positive outcomes of eating healthy, encouraging them to increase their physical activity and enhancing their critical skills to make healthy decisions that will help them prevent obesity.

b. **Ajzen's Theory of Planned Behavior** links beliefs to behavior. Attitude, subjective norms, and perceived behavioral control shape an individual's behavioral intentions. One specific illustration is the positive predictive behavioral intentions of recognizing hazards at home, in the school, and in the community.
c. **Hochbaum and Rosenstock's Health Belief Model** explains that an individual's willingness to change his/her health behaviors is based on his/her health perceptions and susceptibility or vulnerability (perceived severity, perceived susceptibility, perceived benefits, perceived barriers, cues to action, and self-efficacy)-for instance, the belief about the potential positive aspects of health action.
d. **Prochaska and DiClemente's Transtheoretical Model of Change** explains the individual's readiness to change or act on a new healthier behavior. A straightforward example of how this will be executed is the commitment to change behavior based on the belief that achieving healthy behavior is possible.
e. **Bronfenbrenner's Ecological Systems Theory** identifies five systems (microsystem, mesosystem, ecosystem, macro system, and chronosystem) within which children exist that would combine to impact how they grow and develop and how these systems influence their health behavior and well-being. This can assist the curriculum by providing a complete perspective of the factors that affect specific health behaviors, including the social determinants of health.

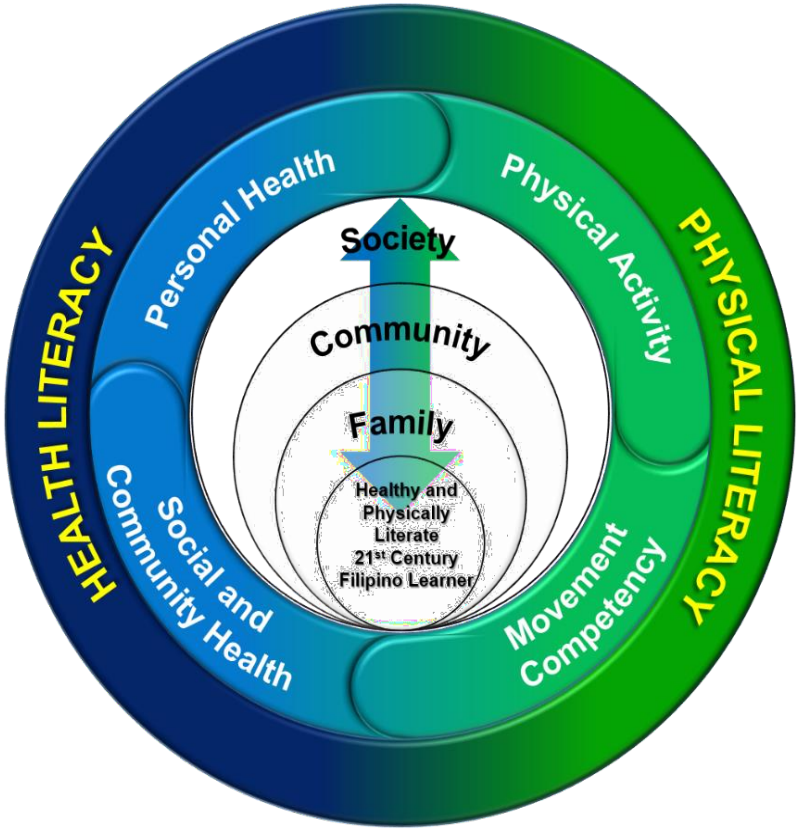
Physical Education & Health Curriculum Framework

The Physical Education & Health Curriculum Framework displays a set of interlocking components that include the key learning areas and their specific strands, the impact (e.g., influence) of the learner on others vis-à-vis the context in which learning takes place (i.e., family, community, society), and the intended learning outcomes (i.e., physical literacy, health literacy, and 21st-century skills). Each component moves in sync with the other components to highlight the articulation between the two learning areas and how they contribute to achieving a common goal. The framework is anchored on the philosophical underpinning that drives the curriculum, that is, health is a fundamental right of all, and movement is a powerful means for learning, thereby guiding the provision of essential learning experiences to achieve the common goal of lifelong healthy, active living.

The framework's core signifies the learning area's end goal, characterizing a holistically developed learner. Physical education and health is geared towards the development and attainment of health and physical literacy dispositions as well as 21st-century skills, which contribute to the well-being of the individual, family, and community and improve the quality of life in society, and

motivate them to take responsibility for their lifelong holistic health and well-being in varied and rapidly changing "glocal" contexts. The double-headed arrow symbolizes the directional relationship of learning from self to society and vice versa. The light and semi-transparent color on the bottom of the double-headed arrow indicates a blank canvas absorbing different and multifaceted learning approaches. As learning progresses into higher and larger contexts, its color becomes more vivid, showing holistic learning.

Curriculum Framework of the Physical Education and Health Curriculum



STRUCTURE OF THE LEARNING AREA

Big Ideas

The "Big Ideas" for Physical Education & Health are the following:

1. Good health habits are an investment in life.
2. Life skills are essential to attain holistic wellness.
    a. *Maka-Diyos – spiritual and moral (self-awareness, empathy, cognitive adaptation)*
    b. *Makatao – psychosocial (problem-solving, decision-making, help-seeking behaviors (refusal and assertiveness), and socioemotional (empathy, self-efficacy)*
    c. *Makakalikasan – pro-activeness, advocacy, participation*
    d. *Makabansa – sense of community and nationhood*
3. Accessibility, synthesis, evaluation, and utilization of information are significant factors in making choices about one's health, safety, and well-being.
4. Analysis is crucial as regards how personal, social, cultural, and environmental factors influence one's understanding of health and physical activity practices as well as outcomes.
5. Participation in lifelong physical activities improves, maintains, and optimizes one's health.
6. Competent, confident movements in multiple and wide ranges of physical activities (play, games, exercise, sports, and dance) and settings (home,
7. school, community) are indispensable to a healthy mind and body.
8. Advocacy for healthy lifestyles paves the way to constant endeavor to positively influence others to maintain a healthy and holistic lifestyle.

The "Big Ideas" were identified to establish the core concepts, principles, theories, and processes that should serve as the focal point of the curriculum, instruction, and assessment. The different content and performance standards from the current curriculum guides were unpacked to identify these big ideas.

For each "big idea", the identification began with the small and contextualized concepts, principles, theories, and processes that learners in the early stage, through appropriate activities and with support, will be able to grasp. These were followed by concepts,

principles, theories, and processes that Key Stage 2 students can develop as their increasing capacity for abstract thinking enables them to see connections between events. As the exploration of the natural world extends in Key Stage 3, the continuation of finding patterns and links enables students to understand relationships and actions that can be used in making sense of a wide range of new and previous experiences. Moreover, these "big ideas" were selected and mapped subsequent from a conceptual stance, guided by the following criteria consistent with generative topics: (a.) centrality to the Physical Education and Health discipline; (b.) provide purposes for learning activities; (c.) richness of linking real-world experiences; (d.) offer ways to resolve the barriers to learning the competencies in the learning area through meaningful activities; and (e.) accessibility to the learners.

Identified "big ideas" provide a basis for setting the Physical Education and Health curriculum priorities to focus on the most meaningful content. These concepts ensure a strategic, sequential, and comprehensive curriculum that provides cognitive content that allows students to develop and demonstrate increasingly sophisticated physical and health-related knowledge, attitudes, skills, and practices.

Physical Education & Health Standards

Learning Area Standards

A learning area standard is a set of expectations and benchmarks outlining what learners should know and be able to do in a particular learning area. This standard serves as a guide for teachers, schools, and curriculum developers to ensure educational consistency and quality. The standard defines the core knowledge, skills, and competencies that students should have at different grade levels within a specific learning area. A learning area standard assists in the establishment of clear learning objectives as well as the provision of a framework for teaching, assessing, and monitoring student progress. It plays an important role in promoting educational equity by ensuring that all students receive a comprehensive and well-rounded education in all areas of learning.

PE & Health Curriculum Learning Area Standard
The learners develop fundamental health and physical literacies in promoting personal, family, community, and societal wellness using concepts, processes, behaviors, and practices for active and healthy living.

Key Stage Standard

The Key Stage Standard will be culled from the Big Ideas indicated in the shaping paper of the curriculum review. Education program specialists should provide summaries of what learners can be expected to master in each key stage. Each summary must have described levels of increasing competence and explained what learners should be able to do by the end of the key stage. Furthermore, the team will ensure that prerequisites for one stage are present in the earlier stages and the standards are achievable by most learners.

KEY STAGE 2	KEY STAGE 3
The learners demonstrate fundamental and complex practices and movements in - promoting personal, family, community, and societal wellness for active and healthy living.	The learners integrate health and physical literacies in promoting personal, family, community, and societal wellness for active and healthy living.

The Grade Level descriptions will provide an overview of the core content being studied at each grade level. Same with the Key Stage Standards, they will also be delineated from the Big Ideas that address the key cognitive, manipulative, and affective content expectations for the Physical Education and Health program. Also, the conceptualization of the Grade Level Standards will emphasize the interrelated nature of the four strands and the expectation that planning will involve the integration of content from across the strands.

The following characteristics will be considered in crafting the Grade Level Standards:

- Each standard is broadly conceived to provide for continuous growth.
- Each standard grows logically out of the Key Stage Standard of Physical Education and Health, and the linkage is clear.
- The standards are comprehensive enough to provide the basis for a quality Physical Education and Health program for all learners at all places on the learning continuum.
- The standards include each of the outcomes suggested by the learning area and key stage standards.

- Each standard is realistic.
- Each goal lends itself to developing one or more learning components based on the described focus content areas.

Grade Level	Grade Level Standard
4	The learners demonstrate fundamental health practices, movements, and fitness skills in promoting personal, family, community, and societal wellness for active and healthy living.
5	The learners analyze varied health practices, movements, and fitness skills in promoting personal, family, community, and societal wellness for active and healthy living.
6	The learners evaluate complex health practices, movements, and fitness skills in promoting personal, family, community, and societal wellness for active and healthy living.
7	The learners apply functional health practices, game, and dance principles in promoting personal, family, community, and societal wellness for active and healthy living.
8	The learners evaluate interactive health practices, game, and dance principles in promoting personal, family, community, and societal wellness for active and healthy living.
9	The learners formulate health practices, game, and dance in promoting personal, family, community, and societal wellness for active and healthy living.
10	The learners integrate health and physical literacies by managing activities in personal, family, community, and societal wellness for active and healthy living.

If the learning strands, big ideas, and standards represent the guiding principles of the Physical Education and Health Curriculum, then the content standards and performance standards represent the core of the curriculum. The specific content and performance standards include clear expectations for what each learner is expected to know and can do and how it will be measured. The Physical Education and Health Team considered several key questions to identify, select, write, and sequence the focus content areas, content standards, and performance standards, as follows:

- Is the content standard and performance standard measurable, and how will it be measured?
- Is the content standard and performance standard sufficiently specific to give the reader a clear understanding of what the student should be able to do without being so detailed as to make the statement labored or the standard trivial?

- Is the content standard and performance standard compatible with the learning area standard, key stage standard, and grade level standards of the Physical Education and Health program and the real and emerging needs of students?
- Is the content standard and performance standard realistic and attainable by students?
- Are appropriate materials and other resources available to make the objective achievable?

Content standards, performance standards, and learning competencies should be revised to optimize the cognitive demand of tasks so that students engage deeply and productively with the learning area standard. Following the revised Key Stage Standards, these domains should be adjusted to actively support students in individual work, group work, and whole class discussions by asking clarifying questions and providing scaffolds instead of moving directly to suggesting overly specific ways to go about assigned learning tasks in Physical Education and Health lessons. These standards suggest a wide range of techniques to support learners in "getting their ideas on the table" and working through them and expect learners to relate what they have read to their own lives.

Physical Education and Health standards specify what students should know and be able to do as it relates to a physically active lifestyle. Students can be asked to give evidence of meeting each standard. In the case of health and physical education, students may be asked to demonstrate skill attainment as well. In designing and selecting tasks, crafters should avoid providing detailed step-by-step instructions for solving problems, repetitive exercises, or detailed "recipes" for completing tasks that allow little room for students to build on their current understandings. Moreover, prioritization of the most critical prerequisite skills and knowledge for each subject area and grade level should now be considered to ensure that learning experiences that are appropriate will vary based on grade band and content area.

Learning standards of the revised Physical Education and Health curriculum should be organized by defining the core ideas and strands. The goal is to support typical lesson plans and unit development. For each core idea and strand, the standards and outcomes are presented by grade level. Many topics are consistent across grade levels, whereas other topics change between Key Stages 2 to 3 as more complex skills and abilities replace more basic skills and concepts. In most cases, the topics represent one or more grade-level outcomes for each standard.

Content Standards should be revised considering the following:

- It should follow the revised Key Stage Standards.
- It should explicitly show the content.
- It should be developmentally appropriate.
- The content should reflect relevant and applicable practices in the field.

Performance Standards should be revised considering the following:

- It should exemplify the content standards.
- It should be aligned with the content standards.
- It should be developmentally appropriate.
- It should explicitly state the output that needs to be performed or produced.

Learning Competencies should be revised considering the following:

- It should be aligned with content and performance standards.
- Verb form should be consistent.
- Avoid double-barreled verbs.
- Should there be repetitive competencies, the progression or level of difficulty should be explicitly stated.
- Skills to be attained in each topic/standard should be explicitly stated as competencies that are manifestations and in coherence with the Content, Content Standards and Performance Standards.
- It should explicitly show prerequisite skills.

Learning Progression

Music and Arts Education and Health and Physical Education (MAPEH) would ensure the progression of the skills that would be learned and achieved in each key stage in attaining the curriculum goals. It is also ensured that the concepts are developed in greater depth and breadth through time, which would also build on the learner's prior knowledge and skills, anchored on "glocal" contexts.

Physical Education and Health envisioned designing a structured curriculum guide that delineates the philosophy, goals, vision, mission, objectives, learning experiences, instructional resources, and assessments. Additionally, it will represent an articulation of what students should know and be able to do and support teachers in knowing how to achieve these goals.

To give select writers a clear direction in writing the Physical Education and Health curriculum, specialists and resource persons agreed to have a set of criteria and indicators that will guide the team in crafting as well as assessing the intended curriculum outputs. Accordingly, the exemplary guide will assist in planning and crafting a high-quality instructional program for Physical

Education and Health. Below are the criteria for developing the Physical Education and Health Curriculum Guide:

- ✓ Scope - Curriculum designers must consider a curriculum's breadth and depth of content, that is, its scope. When considering scope, the writers must consider learning's cognitive, affective, and psychomotor domains.
- ✓ Sequence - Curriculum writers seek a curriculum that fosters cumulative and continuous learning. Specifically, they must decide how content and experiences can build on what came before. Curricularists faced with sequencing content have drawn on some well-accepted learning principles. In 1957, Othanel Smith, William Stanley, and Harlan Shores introduced four such principles: simple-to-complex learning, prerequisite learning, whole-to-part learning, and chronological learning.
- ✓ Continuity - Continuity is the vertical repetition of curriculum components. Ideas and skills that educators believe students should develop over time reappear over the length of the curriculum. This continuity ensures that students revisit crucial concepts and skills.
- ✓ Integration - Integration refers to linking all types of knowledge and experiences contained within the curriculum plan. Integration emphasizes horizontal relationships among topics and themes from all knowledge domains. Possible integration would involve great social problems. Some would stress the integration of attitudes, values, and social skills.
- ✓ Articulation - Articulation refers to the vertical and horizontal interrelatedness of various aspects of the curriculum, that is, to the ways in which curriculum components occurring later in a program's sequence relate to those occurring earlier.
- ✓ Balance - When designing a curriculum, educators strive to give appropriate weight to each aspect of the design. In a balanced curriculum, students can acquire and use knowledge in ways that advance their personal, social, and intellectual goals.

The formulation of such a guide will be viewed as an essential step in the process of ongoing Physical Education & Health curriculum development. This will aid education program specialists and writers to:

- establish a clear learning area standard and set of key level standards, grade level standards, focus content areas, content and performance standards that guide the entire Physical Education & Health program and the decisions that affect each aspect of the learning area;
- establish sequences both within and between levels and assure a coherent and articulated progression from Grade 4 to Grade 10;
- outline a basic framework for what should learners know, what they can do, and what they will value for the things they achieve;
- promote interdisciplinary approaches and the integration of curricula when appropriate;

- be consistent with what is known about child physical and health literacy;
- compatible with the general aim of the learning area;
- be based upon clear convictions about teaching and learning;
- be representative of instructional activities to meet the needs of students with varying abilities and needs; and
- be easy to use by all educators.

Development of 21st Century Skills

DepEd has developed a detailed 21st Century Skills framework to guide and ensure the inclusion of these skills across all governance levels of DepEd. The detailed framework specifies terminology and descriptions of these skills to be used, thus promoting a shared vocabulary to support clear and consistent communication and implementation. Most importantly, the framework shall guide all governance levels of DepEd as they work together to enhance the development of these 21st Century Skills by all Filipino learners.

Physical Education and Health respond to the changing contexts and the advent of new technologies. Thus, beyond physical and health literacy, it also focuses on eHealth literacy, or the ability to seek, find, understand, and appraise health information from electronic sources and apply the knowledge gained to addressing or solving a health problem in various situations and contexts.

Physical Education and Health combines facets of different literacy skills: traditional literacy, health literacy, information literacy, scientific literacy, media literacy, and technology literacy. Embedded in these various literacies are 21st-century skills in communication, critical thinking, creativity, and collaboration. These include the cognitive skills in critical thinking, problem-solving, and creative thinking; the social or interpersonal skills of communication, collaboration, leadership, and cross-global cultural skills; self-management skills of self-monitoring and self-direction, as well as task or project management skills, and other life skills, which are part of ethics, civic, and global citizenship responsibility, and accountability. However, these 21st-century skills will be more explicit in the delivery of the curriculum.

Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movements in the glocal context. They can confidently, competently, creatively, and strategically demonstrate a variety of movements across a wide range of health-related

physical activities in the glocal context. These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.

Assessment

Assessment is a process that is used to keep track of learners' progress in relation to learning standards and in the development of 21st-century skills; to promote self-reflection and motivate them to keep on learning, and to provide bases for profiling students' performance on the curriculum's learning competencies and standards on whatever learning delivery modalities the learners are accommodated.

Formative and summative assessments are used in the classroom. Formative assessments are to be dominantly used in the classroom, and learners undertake the assessment by themselves with the teacher's guidance. Formative assessment may be viewed as an assessment for learning, allowing teachers to make changes to their lessons. Summative assessment is the evaluation of learning that occurs at the end of a unit. It assesses whether students have satisfied content and performance criteria. (*Reference: DepEd Order no. 8 s. of 2015, "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program")*

Physical Education and Health assessment is aligned with national standards and established grade-level outcomes and is included in the written Physical Education and Health curriculum, along with the different department orders, i.e., DO 8, s. 2015 and DO 31, s. 2020, and assessment practices set in the general assessment guidelines. It utilizes different assessment practices relevant to Physical Education and Health, like developmental and age-appropriate assessment. It includes evidence-based practices that measure student achievement in all areas of instruction, including physical fitness.

Grading is related directly to the student learning objectives identified in the written Physical Education and Health curriculum, and teachers should follow protocols for reporting and communicating student progress to students and parents. Prior to these communications, they should collect and track assessment data to make decisions about instruction and to measure student learning continually throughout the learning sequence. Evidence of student learning can include portfolios, checklists, rating scales, tangible student products that demonstrate student learning, results of an observed demonstration of health and physical skills, and traditional constructed-response assessments. Assessment in health and physical education includes conducting: (a.) diagnostic assessments to learn where students are at the beginning of a learning sequence and to determine where the students are in their learning, where they need to go, and how they can get there; (b.) formative assessments that are ongoing during

instruction to check for understanding, provide information of how well students are learning and give teachers the opportunity to redirect students; and (c) summative assessments at the close of the instructional sequence to provide a comprehensive summary of each student's progress.

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both an "assessment for learning" and an "assessment as learning." As part of an assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who can set individual goals, monitor their progress, determine the next steps, and reflect on their thinking and learning.

As essential steps in assessment for learning and as learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students;
- monitor their progress toward achieving their learning goals;
- analyze and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning; and,
- help students to develop skills in peer assessment and self-assessment.

Three Methods of Assessment

1. **Performance Assessment**

Performance assessment is a method of documenting and evaluating the work that pupils have completed over a specific period. It usually takes the form of long, interdisciplinary problem-solving sessions. Expert panels regularly assess the outcomes, which are commonly utilized for promotion, distinctions, and graduation.

Performance task refers to an assessment task that "allows learners to show what they know and are able to do in diverse ways (DepEd, 2015, pp.7-8)." It must be designed to provide opportunities for learners to apply what they are learning to real-life situations. The use of Integrative Performance Tasks is highly encouraged. Integration in assessment involves a sequence of linked assessments over several tasks. This is an interdisciplinary approach to assessment based on combining, interpreting, and communicating knowledge from two or more competencies and or disciplines. The diploma should be given after a successful final display of expertise for graduation – an "exhibition." The school's program follows no rigorous age grading because the diploma is granted when obtained. The pupils' ability to demonstrate that they can perform significant things is emphasized. Performance evaluations can be either short-answer or extended-answer. Oral questions, conventional quizzes, tests, and open-ended suggestions are all examples.

2. Projects

Projects are intended to develop and harness a variety of abilities in students, who may work independently or in groups to achieve the goals that have been established. Students can work independently or in groups to fulfill the objectives provided. An example is to design a wellness program with an exercise and diet regimen.

3. Portfolios

In a portfolio assessment, students typically collect and curate samples of their work, which may include projects, essays, artwork, presentations, or any other artifacts that highlight their learning. The purpose of portfolio assessment is to provide a holistic view of learners' performance, showcasing their abilities, creativity, critical thinking, and problem-solving skills.

Computation of Grades of the revised MAPEH curriculum from Grade 4 to Grade 10.

MAPEH will be computed as two (2) components (e.g., Music and Arts will have a separate grade from P.E. and Health) and not anymore as four (4) separate components. This will enable the teacher to focus more on teaching, learning, and assessment processes since they will no longer be computing grades for four (4) components. At the end of each quarter, the two components will be averaged to compute the total grade for MAPEH. The average of the total grades for each quarter will be the final grade for the learning area.

Example:

	Q1	Q2	Q3	Q4	Final Grade for MAPEH
Music & Arts	90	91	92	95	-
Physical Education & Health	91	90	93	96	-
Average	91	91	93	96	93

Example of Assessment Strategies

The "ways of assessing" complement "ways of teaching" and aim to support teachers in developing effective assessment practices in both Music and Education and Physical Education and Health. The key to selecting the most appropriate assessment relies on the establishment of the clear purpose of the assessment itself, the identification of students 'misconceptions or gaps in their learning, and the usage of observations of students during the course of learning activities, assignments, and tests, to determine how learning can be improved. Below are specific examples of assessment strategies that can enable teachers to understand where students are in their learning. Assessments should also be based on the integration of a range of types and sources of evidence.

- **Self-Assessment and Evaluation and Student Journals** - The self-reflection of achievement and progression towards goals. It allows for metacognitive thinking about their learning and personal reflection upon their strengths and weaknesses. Student journals provide personal accounts of student responses to learning activities, experiences, and understanding.
- **Peer Assessments** - Individuals, peers, or a group of peers, provide evaluative feedback on performance or activity.
- **Group Activities** - Cooperative activities that provide opportunities for individual and peer learning. During group work, teachers should stop at key points to check individual students' understanding.
- **Authentic Performance Tasks** - The demonstration of learning through activities using virtual or actual settings, such as improvising appropriate sounds, music, visual components, and artistic concepts and ideas using media and technology for

a selected part of a musical play in Arts and Music Education and community fitness and wellness assessments for Health and Physical Education.

- **Tests or Quizzes** - These may include verbal questioning, multiple-choice, short-answer responses, or open-ended questions that require longer, structured written responses.
- **Written Work** - This includes short and extended written tasks. These may take the form of short responses, such as worksheets with sentence or paragraph answers. Longer responses may include essays, information reports, or imaginative texts, such as journal entries. Learners may also conduct inquiry tasks in which they develop questions; gather, analyze, and evaluate information; communicate findings; and reflect upon their conclusions.
- **Graphic Organizers** - The demonstration of learning through making connections, showing relationships, and concept-mapping of student knowledge.
- **Visual Representations** - The demonstration of learning through digital media and the like.
- **Oral Performance Tasks** - The demonstration of learning in practical performance, role-play, simulations, creating original musical and artistic works, and even structured discussions. Learner performance is assessed using checklists, rubrics, or anecdotal records in the context of the activities, which provide learners with the opportunity to develop skills and awareness, with an increase in complexity as determined by learners' ability and level progression.
- **Conferences** - Discussions or interviews that are conducted either face-to-face or via audio and video recordings.
- **Checklists** - These are assessment tools that provide precise criteria that instructors and students can use to measure skill development or advancement. Checklists can help students study more effectively. These tools allow students to participate actively, not just in their evaluations but also in the learning process. Checklists can be used with students from Kindergarten to Grade 12 on any topic. Checklists define abilities, attitudes, methods, and behaviors for evaluation and provide a method for methodically organizing information on a student or group of pupils. Checklists can also be used to inform a student's parents about his or her progress. The simple act of making and using a checklist may bring a level of order into a student's life that was lacking before. Executive functions, which are the many cognitive processes that students use to manage their own behavior, may be a problem for children with learning disabilities and Attention-Deficit Hyperactivity Disorder (ADHD). Thus, equipping them with techniques to overcome these shortcomings is critical.

Appropriate assessments provide concrete evidence of whether students have achieved grade-level outcomes, allow teachers to reflect on the effectiveness of instruction, and provide evidence of program success. Physical Education & Health teachers should track student progress across grade levels using assessment data, demonstrating that students are meeting standards and outcomes. Teachers should also provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill

development and competency. They should not, however, use the standards to compare students. The standards and outcomes consider differences in cultural norms and access to resources outside of school and include alternative activities to engage students. The standards include modifications and adaptations for students with disabilities. Physical Education & Health teachers may modify terminology when implementing the standards to ensure that students understand the concepts.

Assessment strategies in the Key Stage 2 (Grade 4-6), the assessment shall strive to reinforce fundamental skills to a higher level and mastery through active participation in various physical activities and a critical analysis of health-related information. While Key Stage 3 (Grade 7-10) shall concentrate on assessing higher-order thinking skills on physical activity behaviors, dynamic interaction of personal and social factors, active lifestyle, and proactive actions in various health and physical contexts.

Considering the developmental and age-appropriate learning episodes, utilization of assessments such as checklists and rubrics must be the focus of foundational competencies to master levels of personal health, as well as basic and essential movement skills as prerequisites of learning higher levels of skills. In Key Stage 2, learned skills are deepened in preparation for high application in Key Stage 3. Moreover, formative assessment in written form, performative and other appropriate assessment strategies, peer assessment, and group assessment may also be utilized to train learners in assessing other learners' works and performances. On the other hand, assessment in Key Stage 3 should focus on the application of knowledge, skills, and attitude learned in the lower key stages. Hence, the use of portfolio assessment, observation, writing of essays, performing the learned skills in another context, and projects, among others, may be employed. Hence, the development of higher-order thinking skills, higher-order psychomotor skills, and higher-order affective skills are ensured.

PHYSICAL EDUCATION & HEALTH CURRICULUM GUIDE

Learning Area Standard: The learners develop fundamental health and physical literacies in promoting personal, family, community, and societal wellness using concepts, processes, behaviors, and practices for active and healthy living.

Key Stage	Key Stage Standard
2 (G4-G6)	The learners demonstrate fundamental and complex practices and movements in promoting personal, family, community, and societal health wellness for active and healthy living.
3 (G7-10)	The learners integrate health and physical literacies in promoting personal, family, community, and societal wellness for active and healthy living.

Grade Level	Grade Level Standard
4	The learners demonstrate fundamental health practices, movements, and fitness skills in promoting personal, family, community, and societal wellness for active and healthy living.
5	The learners analyze varied health practices, movements, and fitness skills in promoting personal, family, community, and societal wellness for active and healthy living.
6	The learners evaluate complex health practices, movements, and fitness skills in promoting personal, family, community, and societal wellness for active and healthy living.
7	The learners apply functional health practices, game, and dance principles in promoting personal, family, community, and societal wellness for active and healthy living.
8	The learners evaluate interactive health practices, game, and dance principles in promoting personal, family, community, and societal wellness for active and healthy living.
9	The learners formulate health practices, game, and dance in promoting personal, family, community, and societal wellness for active and healthy living.
10	The learners integrate health and physical literacies by managing activities in personal, family, community, and societal wellness for active and healthy living.

GRADE 4 – QUARTER 1

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.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Introduction to Personal Health ● Concept of Personal Health ● Importance of Personal Health for Active Living	1. explain the concept and importance of personal health for active living;
Personal Hygiene Practices ● Objective: To Keep Body Clean, Healthy, And Disease-Free ● Examples: Proper Handwashing, Care of the Sense Organs, Oral Care, Body Care, and Genital Care	2. demonstrate proper personal hygiene practices;
Current Health Status and Body Awareness ● Conduct of Health Appraisal Procedures (Height and Weight Measurement (BMI), Hearing Test, Vision Screening, Scoliosis Test, Health Examination (Skin, Hair, And Nail), and Dental Examination ● Identification of Health Concerns and Corrective Action	3. relate current health status to body awareness; and
Physical Activity Participation: Target Games ● Focus Foundational Skills 1. Movement Concept - Relationship with People and Object 2. Movement Skills - Locomotor, Manipulative 3. Fitness Concepts - Agility, Balance, Coordination, Speed - Intensity: Moderate to Vigorous Physical Activities (MVPA) 4. Game Concepts - Positioning (People and Location in Space) - Relationship to Objects: Sending Away (Throw and Strike)	4. 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.

Suggested Activities: **Philippine Traditional Games** (Tatsing, Calahoyo, Tumbang Preso, Tamaang-Tao, Batuhang Bola, Bati-Cobra, Pata, and/or Other Variations of Unpublished Games in the Locality)	

GRADE 4 – QUARTER 2

Content Standard	The learners demonstrate understanding of healthy family, roles and responsibilities of family members, and invasion games in promoting family wellness for active and healthy living.
Performance Standard	The learners participate in daily life activities and invasion games in promoting family wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Characteristics of a Healthy Family ● Examples: Respects Members' Opinions and Healthy Boundaries, Enforces Clear, Fair, And Age-Appropriate Rules; And Communicates Openly and Manages Conflict Effectively **Importance of Promoting a Healthy Family** ● develops positive self-concept of members, makes members feel secured and loved, and helps in the healthy development of children	1. explain the characteristics and importance of promoting a healthy family;
Roles And Responsibilities Of Family Members In Promoting Family Health ● Parent/S Or Guardian/S ● Child/Children ● Other Family Members	2. demonstrate one's roles and responsibilities in promoting family health;
Physical Activity Participation in Improving Family Health ● Examples of Physical Activities for Families (Dance, Zumba, Exercise, Cooking Together, Gardening, Etc.) **Benefits of Physical Activities on Family Health** ● Examples: prevents diseases among family members, strengthens bond and overall relationship	3. participate in various physical and daily life activities to improve family health; and
Physical Activity Participation: Invasion Games **● Focus Foundational Skills** 1. Movement Concept - Relationship with People and Object 2. Movement Skills - Locomotor, Manipulative 3. Fitness Concepts - Agility, Balance, Coordination, Speed - Intensity: Moderate to Vigorous Physical Activities (MVPA)	4. perform physical activities using invasion game concepts with agility, balance, coordination, and speed for active living: a. locomotor skills by attacking to create space and denying and covering space or goal; and b. manipulative skills by sending away and receiving objects.

4. Game Concepts - Positioning (Attacking by Creating and Moving into Space and Defending by Denying Space) *Suggested Activities:* **Philippine Traditional Games** (*Agawan Base, Agawan Sulok, Lawin at Sisiw, Ubusang Lahi, Agawan Panyo, Patintero, Langit-Lupa, Araw-Lilim, Kawat-Kawat, and/or other variations of unpublished games in the locality*)	

GRADE 4 – QUARTER 3

Content Standard	The learners demonstrate understanding of healthy eating, and rhythmic activities and dances in promoting community wellness for active and healthy living.
Performance Standard	The learners participate in rhythmic activities and dances in promoting community wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Concept of Safe and Healthy Eating ● Right to Food (Right of the Child to Nutrition) ● Examples of Healthy and Less Healthy Foods ● Food Safety **Importance of Safe and Healthy Eating** (especially among children) ● Supports healthy growth and development into adulthood	1. discuss the concept and importance of eating safe and healthy food;
Essential Nutrients and their Functions ● Macronutrients (Carbohydrates, Proteins, and Fats) ● Micronutrients (Vitamins and Minerals) ● Water	2. demonstrate healthy and balanced food choices to include essential nutrients;
Balanced Meal and Balanced Diet ● Principles of Healthy Eating ● Nutritional Guidelines for Filipinos ● Food Plate and Food Pyramid for Filipino Children ● Benefits of Eating a Balanced Meal on (shouldn't it be Before instead of on Physical Activity Participation	3. describe the benefits of eating a balanced meal when engaging in physical activities; and
Physical Activity Participation: Rhythmic Activities and Dances ● Focus Foundational Skills 1. Dance Elements Body, Action, Space, Time, Energy 2. Movement Skills Locomotor, Non-locomotor, Manipulative 3. Fitness Concepts - Agility, Balance, Coordination, Cardiovascular Endurance - Intensity: Moderate to Vigorous Physical Activities (MVPA)	4. engage actively in different rhythmic activities and dances for improving one's movement competence and physical activity participation.

Suggested Activities: **Dance Exercise** (i.e., DepEd Galaw Pilipinas), **Movement Exploration**, **Fundamental Dance Movements** (local context), **Fundamental Dance Steps** ($^{2}\ _{4}$-time), and/or **Social Dance Mixers** ($^{2}\ _{4}$-time)	

GRADE 4 – QUARTER 4

Content Standard	The learners demonstrate understanding of basic health rights, consumer rights and responsibilities, health facts, fitness fads, and rhythmic activities and dances in promoting societal wellness for active and healthy living.
Performance Standard	The learners participate in rhythmic activities and dances in promoting societal wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Child's Basic Health Rights ● Healthcare Needs and Rights ● Sexual and Reproductive Health Rights	1. discuss child's basic health rights for active living;
Filipino Consumer Rights ● Right to Basic Needs, Safety, Information, Right to Choose, Representation, Redress, Consumer Education, And Right to a Healthy Environment **Filipino Consumer Responsibilities** ● Critical Awareness, Action, Social Concern, Environmental Awareness, and Solidarity **Skills to be an Informed, Critical and Responsible Filipino Consumer** ● Decision-Making Skills ● Assertiveness Skills ● Critical Thinking Skills	2. demonstrate ways to be an informed, critical, and responsible Filipino consumer;
Health and Fitness Facts and Fads ● Example: Weight Loss and Fad Diets ● Effects of Fitness Fads in Physical Activity Participation	3. describe the effects of health and fitness facts and fads in physical activity participations; and
Physical Activity Participation: Rhythmic Activities and Dances ● Focus Foundational Skills 1. Dance Elements - Body, Action, Space, Time, Energy 2. Movement Skills - Locomotor, Non-locomotor, Manipulative 3. Fitness Concepts - Agility, Balance, Coordination, Cardiovascular Endurance - Intensity: Moderate to Vigorous Physical Activities (MVPA)	4. engage actively in different rhythmic activities and dances for improving their movement competence and physical activity participation.

Suggested Activities: **Dance Exercise** (i.e., DepEd Galaw Pilipinas), **Movement Exploration**, **Fundamental Dance Movements** (local context), **Fundamental Dance Steps** (^{3} $_{4}$-time), and/or **Social Dance Mixers** (^{3} $_{4}$-time)	

GRADE 5 – QUARTER 1

Content Standard:	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.
Performance Standard:	The learners participate in stress-reduction activities and striking/fielding games in promoting personal wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners...*
Nature of Stress ● Stress and Stressors ● Physical Responses of the Body to Stress **Importance of Coping Strategies** ● Examples of Unhealthy Coping Strategies to Be Avoided (Use of Alcohol and Other Drugs, Comfort Eating, Avoidance, And Blame) ● 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)	1. apply various healthy coping strategies to manage stress;
Bullying and Other Violent-Related Behaviors as Stressors ● Negative Effects of Bullying, Harassment, Discrimination, and Other Violent Behaviors on Well-Being ● Life Skills and Assertive Behavior to Prevent and Deal with Bullying, Harassment, Discrimination, and Other Violent Behaviors	2. demonstrate assertive behavior to prevent and deal with bullying, harassment, discrimination, and violence;
Stress-reduction Activities ● Stress-reducing Benefits of Physical Activity ● Various Physical Activities That Can Help In Reducing Stress (Exercise, Hobbies, and Indoor and Outdoor Activities)	3. analyze stress-reducing benefits of physical activities; and
Physical Activity Participation: Striking/Fielding Games ● Focus Foundational Skills 1. Movement Concept - Relationship with People and Object 2. Movement Skills - Locomotor, Non-Locomotor Manipulative 3. Fitness Concepts	4. performs physical activities using striking/fielding game concepts with agility, balance, coordination, and speed for active living: a. locomotor skills by creating, moving, denying, and covering space

- Agility, Balance, Coordination, Speed - Intensity: Moderate to Vigorous Physical Activities (MVPA) 4. Game Concepts - Positioning (People and Location in Space) - Relationship to Object: Sending Away (Throw and Strike) *Suggested Activities:* **Philippine Traditional Games** (*Kickball, Syato, Bati-Cobra, Tupa, and/or other variations of unpublished games in the locality*)	b. manipulative skills by striking, receiving, sending or propelling an object to an intended area.

GRADE 5 – QUARTER 2

Content Standard:	The learners demonstrate understanding of changes during puberty, family roles and dynamics, puberty-related myths and misconceptions, and net/wall games in promoting family wellness for active and healthy living.
Performance Standard:	The learners participate in net/wall games in promoting family wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Changes During Puberty ● Physical (Growth Spurt; Primary and Secondary Sexual Characteristics; Menstruation and Wet Dreams, Etc.) ● Social, Emotional, and Mental/Intellectual Changes ● Impact of Changes During Puberty **Management of Changes During Puberty** ● With Emphasis on Skin, Body, and Genital Care; Menstrual Hygiene Management and Sleep Hygiene	1. describe concepts, effects, and ways to manage changes during puberty; .
Family Roles in Managing Changes During Puberty ● Puberty-related Issues, Concerns, and the Need for Support and Understanding of the Family ● Different Roles to Support and Guide Children in Managing Changes During Puberty	2. analyze various family roles in managing changes during puberty;
Puberty-related Myths and Misconceptions and Effects on Physical Activity Participations ● Common Puberty-Related Myths and Misconceptions ● Puberty-related Myths and Misconceptions That can Affect Physical Activity Participation	3. discuss common puberty-related myths and misconceptions that can affect physical activity participation; and
Physical Activity Participation: Net/Wall Games ● Focus Foundational Skills 1. Movement Concept - Relationship with People and Object 2. Movement Skills - Locomotor, Non-Locomotor, Manipulative 3. Fitness Concepts - Agility, Balance, Coordination, Speed	4. perform physical activities using net/wall game concepts with agility, balance, and coordination for active living: a. locomotor skill by attacking to create and move into space and denying and covering space; and

- Intensity: Moderate to Vigorous Physical Activities (MVPA) 4. Game Concepts - Positioning (People and Location in Space) - Relationship to Objects: Striking (Attack), Blocking/ Receiving (Defend) *Suggested Activities:* ***Games*** (*Pickle Ball, Wall Ball, Ringo*)	b. manipulative skills by serving and hitting the ball to an open space.

GRADE 5 – QUARTER 3

Content Standard	The learners demonstrate understanding of medicines, gateway substances, and rhythmic activities and dances in promoting community wellness for active and healthy living.
Performance Standard	The learners participate in rhythmic activities and dances in promoting community wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Medicines as Health Products ● Uses of Medicines (Protection, Prevention, and Cure) ● Types of Medicines (Over-The-Counter, Prescription, and Complementary Medicines) ● Prevention of Medicine Misuse and Abuse ● Proper Use of Medicines	1. explain the proper use of medicines as health products to prevent misuse and harm to the body;
Dangers of Gateway Drugs ● Concepts and Nature of Gateway Drugs (Caffeine, Tobacco, E-Cigarette, and Alcohol) ● Negative Effects of Gateway Drugs (Individual, Family, and Community) ● Prevention and Control of Use and Abuse of Gateway Drugs	2. analyze the negative effects of gateway drugs on the individual, family, and the community;
Effects of Medicine Misuse and Use of Gateway Drugs to Physical Activity and Fitness ● Negative Effects (Examples: Impaired Physical Performance, Increased Risk of Injuries, and Musculoskeletal Problems) ● Physical Activity as a Valuable Preventive Measure for Medicine and Substance Misuse and Abuse	3. determine the negative effects of medicine misuse and use of gateway drugs to physical activity and fitness; and
Physical Activity Participation: Rhythmic Activities and Dances ● Focus Foundational Skills 1. Dance Elements - Body, Action, Space, Time, Energy 2. Movement Skills - Locomotor, Non-locomotor, Manipulative 3. Fitness Concepts - Agility, Balance, Coordination, Cardiovascular Endurance - Intensity: Moderate to Vigorous Physical Activities (MVPA)	4. participate actively in different rhythmic activities and dances for maintaining their movement competence and physical activity participation.

Suggested Activities: **Dance Exercise** (i.e., DepEd Galaw Pilipinas), **Movement Exploration**, **Fundamental Dance Movements** (local context), **Fundamental Dance Steps** ($^{2}\ _{4}$-time), and/or **Social Dance Mixers** ($^{2}\ _{4}$-time)	

GRADE 5 – QUARTER 4

Content Standard:	The learners demonstrate understanding of home, school, community, and outdoor safety, road safety, injury prevention, and rhythmic activities and dances in promoting societal wellness for active and healthy living.
Performance Standard:	The learners participate in road safety and injury prevention practices and rhythmic activities and dances in promoting societal wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Home, School, Community, and Outdoor Safety ● Potential Hazards at Home, School, in the Community, and Outdoors (With Emphasis on Fire Hazard) ● Safety Guidelines at Home, School, in the Community, and Outdoors	1. discuss potential hazards and safety guidelines at home, in school, in the community, and outdoors;
Road Safety ● Basic Road Signs and Traffic Signals (Rights and Responsibilities) ● Pedestrian Safety (Importance of Sidewalks, Crosswalks, Pedestrian Signals, Crossing the Streets Safely) ● Passenger Safety (Using the Designated Loading and Unloading Zones, Not Running into the Street) ● Bicycle Safety (Importance of Wearing Helmets and Using Bike Hand Signals) ● Self-Management Skills for Road Safety	2. demonstrate self-management skills for road safety;
Preventing Injuries During Physical Activity Participations ● Sprains, Dislocation, Fracture, Concussions, Knee Injuries, Tendinitis, Shin Splint ● Injury Prevention Practices	3. analyze ways to prevent injuries during physical activity participations; and
Physical Activity Participation: Rhythmic Activities and Dances ● Focus Foundational Skills 1. Dance Elements - Body, Action, Space, Time, Energy 2. Movement Skills - Locomotor, Non-locomotor, Manipulative 3. Fitness Concepts - Agility, Balance, Coordination, Cardiovascular Endurance - Intensity: Moderate to Vigorous Physical Activities (MVPA)	4. participate actively in different rhythmic activities and dances in maintaining their movement competence and physical activity participation.

Suggested Activities: **Dance Exercise** (i.e., DepEd Galaw Pilipinas), **Movement Exploration**, **Fundamental Dance Movements** (local context), **Fundamental Dance Steps** ($^3/_4$-time), and **Social Dance Mixers** ($^3/_4$-time)	

GRADE 6 – QUARTER 1

Content Standard	The learners demonstrate understanding of holistic wellness, changes in health dimensions during adolescence, and target/invasion games in promoting personal wellness for active and healthy living.
Performance Standard	The learners participate in modified target/invasion games and other physical activities in promoting personal wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Holistic Wellness ● Dimensions of Holistic Wellness (Physical, Mental/Intellectual, Emotional, Social/Relational, Spiritual, Occupational/ Vocational, Cultural/Creative, Financial, and Environmental Wellness) ● Interplay among the Health Dimensions in Developing Holistic Wellness	1. explain the interdependence of the different health dimensions in developing holistic wellness;
Changes in Health Dimensions among Adolescents ● Changes in Different Dimensions of Holistic Wellness and Effects on Adolescents' Well-Being ● Health Habits to Achieve Holistic Wellness	2. evaluate how changes in the different health dimensions affect adolescents' well-being;
Physical Activity and Holistic Wellness ● Physical Activity As An Integral Part of A Holistic Approach to Well-Being	3. engage in physical and other activities to improve holistic wellness; and
Physical Activity Participation: Target and/or Invasion Games ● Focus Foundational Skills 1. Movement Concept - Relationship with People and Object 2. Movement Skills - Locomotor, Manipulative 3. Fitness Concepts - Agility, Balance, Coordination, Speed - Intensity: Moderate to Vigorous Physical Activities (MVPA) 4. Game Concepts of Target and/or Invasion Games *Suggested Activities:* **Modified Sports**	4. execute modified physical activities (target/invasion games) by applying its concepts and skills for active living.

GRADE 6 – QUARTER 2

Content Standard:	The learners demonstrate understanding of early pregnancy prevention, family dynamics on teenage concerns, and striking/fielding and/or net/wall games in promoting family wellness for active and healthy living.
Performance Standard:	The learners participate in modified striking/fielding and/or net/wall games in promoting family wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Early Pregnancy Prevention (Concepts and Benefits) ● Understanding Healthy and Positive Sexuality ● Identifying Sexual Risk Behaviors and Consequences ● Practicing Assertive Behaviors and Refusal Skills toward Abstinence and Prevention of Teenage Pregnancy ● Safeguarding Sexual and Reproductive Health	1. discuss the benefits of developing healthy and positive sexuality and preventing early pregnancy;
Adolescents' Sexual and Reproductive Health and The Role of the Family ● Family Role in Preventing and Managing Teenage Sexual Concerns (With Emphasis on Teenage Pregnancy Prevention)	2. evaluate the value of the family in helping adolescents deal with sexual and reproductive health concerns, particularly in preventing teenage pregnancy; and
Physical Activity Participation: Striking/Fielding and/or Net/Wall Games ● Focus Foundational Skills 1. Movement Concept - Relationship with People and Object 2. Movement Skills - Locomotor, Manipulative 3. Fitness Concepts - Agility, Balance, Coordination, Speed - Intensity: Moderate to Vigorous Physical Activities (MVPA) 4. Game Concepts of Striking/Fielding and/or Net/Wall Games *Suggested Activities:* **Modified Sports**	2. execute modified physical activities (striking/fielding or net/wall game) by applying the concepts and skills for active living.

GRADE 6 – QUARTER 3

Content Standard:	The learners demonstrate understanding of prevention and control of common communicable diseases, and rhythmic activities and dances in promoting community wellness for active and healthy living.
Performance Standard:	The learners participate in rhythmic activities, dances, and other physical activities in promoting community wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Communicable Diseases ● Characteristics, Emergence and Resurgence of Common Communicable Diseases ● Various Disease Agents of Communicable Diseases ● Transmission of Communicable Diseases ● Communicable Diseases That Can Affect the Learners: (Chicken Pox, Common Cold, Conjunctivitis, Hepatitis, Influenza, Measles, Meningitis, Poliomyelitis, Mumps, Pertussis, Pneumonia, Rubella, Scabies, Tuberculosis, Malaria, Bronchitis, Covid-Related Infections, Typhoid Fever, Leptospirosis, Vector-Borne Diseases Such As Dengue, Zika, Chikungunya, Etc.)	1. explain the nature of common communicable diseases;
Communicable Disease Prevention and Control ● Stages of Infection ● Breaking the Chain of Infection ● Importance of Vaccination and Immunization Against Poliomyelitis, Tetanus, Hepatitis, COVID-19, Mumps, Rubella, Human Papilloma Virus, And Others	2. analyze healthful ways of preventing and controlling common communicable diseases;
Benefits of Physical Activity as a Preventive Measure for Communicable Disease Prevention and Control ● Examples: Boosts Immune Responses and Functions and Improves Nervous and Respiratory Health	3. evaluate the benefits of physical activity as an immune-boosting activity for communicable disease prevention and control; and
Physical Activity Participation: Rhythmic Activities and Dances ● Focus Foundational Skills 1. Dance Elements - Body, Action, Space, Time, Energy 2. Movement Skills - Locomotor, Non-locomotor, Manipulative 3. Fitness Concepts - Agility, Balance, Coordination, Cardiovascular Endurance	4. lead actively in different rhythmic activities and dances in sustaining their movement competence and physical activity participation.

- Intensity: Moderate to Vigorous Physical Activities (MVPA) *Suggested Activities*: **Dance Exercise** (i.e., DepEd Galaw Pilipinas), **Exercises** (with light apparatus), **Dance Movements** (local street dance and festival) and/or **Traditional Dances** (With Implements: sticks, scarf, bamboo castanets etc.)	

GRADE 6 – QUARTER 4

Content Standard	The learners demonstrate understanding of environmental issues concerns, sanitation, and rhythmic activities and dances in promoting societal wellness for active and healthy living.
Performance Standard	The learners participate in environmental promotion, rhythmic activities, and dances in promoting societal wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Understanding Environmental Concerns through One Health ● Concept of One Health ● Examples of Environmental Concerns (Air Quality, Chemical Safety, Climate Change, Emergency Preparedness, Food Safety, Healthy Housing, Infectious Disease and Vector Control, Occupational Safety and Health, Solid Waste Management, Water Supply and Sanitation) ● Harmful Effects of Environmental Concerns on Human and Animal Health	1. discuss the nature and effects of environmental concerns using the concept of One Health;
Managing and Promoting Environmental Health Sanitation through Community Participation and Collaboration ● Environmental Health Monitoring ● Hygiene Promotion ● Proper Solid Waste Management (8Rs) ● Wastewater Management and Water Supply Sanitation ● Pest and Vector Control and Prevention of Zoonotic Diseases	2. evaluate basic strategies in managing and promoting environmental health sanitation through community participation and collaboration;
Physical Activities in Promoting Environmental Health ● Outdoor Recreations ● Active Transportation ● Green Exercise	3. advocate for environmental health protection through physical activity participation; and
Physical Activity Participation: Rhythmic Activities and Dances ● Focus Foundational Skills 1. Dance Elements - Body, Action, Space, Time, Energy 2. Movement Skills - Locomotor, Non-locomotor, Manipulative 3. Fitness Concepts - Agility, Balance, Coordination, Cardiovascular Endurance	4. lead actively in different rhythmic activities and dances in sustaining their movement competence and physical activity participation.

- Intensity: Moderate to Vigorous Physical Activities (MVPA) *Suggested Activities*: **Dance Exercise** (i.e., DepEd Galaw Pilipinas), **Dance Movements** (regional street dance and festival) and/or **Traditional Dances** (national dances)	

GRADE 7 – QUARTER 1

Content Standard	The learners demonstrate understanding of mental health and target games in promoting personal wellness for active and healthy living.
Performance Standard	The learners participate in target games and other physical activities in promoting personal wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Characteristics of a Mentally Healthy Adolescent ● achieves developmental milestones ● recognizes and manages emotions effectively ● develops healthy personal and social skills ● functions well at home, in school, and in the community **Common Adolescents' Concerns that can Affect Mental Health** Examples: Concerns Pertaining to Appearance, Weight and Body Image, Technostress, and Negative Peer Pressure **Prevention and Management of Common Adolescents' Concerns that Can Affect Mental Health** Examples: Cognitive Reframing, Managing Media Exposure/Digital Detoxification, and Enhancement of Life Skills to Manage Negative Peer Pressure	1. discuss common adolescents' concerns that can affect mental health;
Ways to Safeguard One's Mental Health ● Exercising regularly, managing emotions, spending time with family and friends, reading books and other educational resources, doing spiritual activities, keeping the environment clean, and making a spending diary	2. apply ways to safeguard their mental health;
Various Physical Activities that Help Safeguard Mental Health ● Exercises, Games, Sports, Recreational Activities **Benefits of Physical Activity Participation on Mental Health** Examples: Improved Focus or Concentration and Improved Performance	3. recognize the positive effects of physical activity participation on mental health;
Physical Activity Participation: Target Games ● **Focus Game Skills:** 1. Game Concept - Positioning, Relationship with People, Relationship with Objects 2. Games Principles - Scoring, Prevent Scoring, Restart, Play, and Transition	4. perform physical activities by applying principles and concepts of target games to solve tactical problems for active living; and 5. execute appropriate skills of sports and the required fitness concepts of chosen target games in responding to tactical problems.

3. Skills - Sport-specific Skills and Their Fitness Requirements *Suggested Activities:* ***Unopposed*** *- Golf, Archery, Bowling, Bocce Ball, Darts,* ***Opposed*** *- Billiards, Croquet, Lawn Bowls* *Combative Sports: Arnis, Taekwondo, Boxing, Fencing, Pencat Silat, Wushu, Muay Thai, Karatedo and/or Sole Fighting (Rapandapanan)*	

GRADE 7 – QUARTER 2

Content Standard	The learners demonstrate understanding of family roles in managing concerns and conflicts and invasion games in promoting family wellness for active and healthy living.
Performance Standard	The learners participate in invasion games and other physical activities in promoting family wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Family's Role in Managing Adolescent's Concerns ● Different Forms of Support Provision ● Guidance in Making Informed Decisions	1. discuss the important role of the family in managing adolescents' health concerns;
Assertive Family Behavior in Preventing and Managing Conflicts ● With Emphasis on Clear Family Rules and Boundaries, Open Communication, Encouragement, Active Listening, and Finding Solutions Together	2. apply effective strategies in preventing and managing conflicts in the family;
Physical Activities to Strengthen Relationship with Family Members ● Walking, Running, Hiking, Swimming, Playing Together, Sharing Interests or Hobbies	3. analyze how physical activities can strengthen relationships with family members;
Physical Activity Participation: Invasion Games ● **Focus Game Skills:** 1. Game Concept - Positioning, Relationship with People, Relationship with Objects 2. Games Principles - Scoring, Prevent Scoring, Restart, Play, and Transition 3. Skills - Sport-specific Skills and Their Fitness Requirements *Suggested Activities:* **Sports***:* Basketball, Football, Floorball, Futsal, Ultimate Frisbee, Handball, Tchoukball, and/or Water Polo (Swimming)	4. perform physical activities by applying principles and concepts of invasion games to solve tactical problems; and 5. execute appropriate skills of sports and the required fitness concepts of chosen invasion games in responding to tactical problems.

GRADE 7 – QUARTER 3

Content Standard	The learners demonstrate understanding of healthy eating, common adolescents' nutritional concerns, and dances in promoting community wellness for active and healthy living.
Performance Standard	The learners participate in dances in promoting community wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Importance of Healthy Eating During Adolescence ● Meet Dietary Needs for Rapid Growth and Development ● Attain Ideal Weight for Age and Height ● Improve Physical and Mental Performance ● Prevent Nutritional Issues	1. explain the importance of healthy eating during adolescence;
Common Adolescents' Nutritional Concerns and Ways to Prevent Them ● Malnutrition: Underweight, Overweight/Obesity; Micronutrient Deficiencies and Eating Disorders ● Ways to Prevent Common Adolescents' Nutritional Concerns	2. apply ways to prevent adolescents' nutritional concerns;
Healthy Eating and Physical Activity Participation ● Nutritional Requirements for Physical Activity Participations	3. relate healthy eating to physical activity participation; and
Physical Activity Participation: Dances ***Hispanic Influence Dances of the Lowland Christians*** • Origin and Cultural Context of the Dance • Genre and Style-Specific Dance Techniques • Common Dance Terms and Steps • Values Inherent in the Dance • Fitness Components Developed *Suggested Activities*: **Christian Dances with Western Roots: e.g.,** Ba-Ingles, Jota Batangueña, Purpuri, Alcamfor, Kuratsa, Lancero, Mazurka Boholana, Habanera Botolena	4. practice technical and expressive skills to improve proficiency in genre and style-specific techniques in developing movement competence and physical activity participation.

GRADE 7 – QUARTER 4

Content Standard	The learners demonstrate understanding of first aid, road and water safety, and dances in promoting societal wellness for active and healthy living.
Performance Standard	The learners participate in first aid and injury prevention practices and dances in promoting societal wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
First Aid Concepts, Objectives, and Principles ● Immediate and Temporary Care Given While Waiting for Medical Assistance ● Aims to Lessen Pain, Prevent Further Injury, and Prolong Life **First Aid for Common Conditions** ● Examples: Insect and Animal Bites, Wounds, Burns, Bleeding, Fainting, Food and Other Forms of Poisoning, Choking, Hyperventilation, Heat-Related Conditions, and Others ● First Aid Procedures for Managing Common Conditions	1. discuss basic first aid concepts, objectives, principles, and procedures for managing common conditions;
Road Safety ● Dangers of Distracted Driving ● Dangers of Driving Under the Influence of Drugs and Alcohol ● National Laws on Road Safety **Water Safety** ● Open Water/Pool Rules ● Dangers and Possible Incidents in The Water **Self-management Skills for Road and Water Safety**	2. apply self-management skills and practices for road and water safety;
First Aid for Musculoskeletal Issues/Injuries ● Muscle Cramps, Sprain, Strain, Dislocation, and Fracture	3. practice first aid procedures for injuries related to physical activities and other emergency situations; and
Physical Activity Participation: Dances ***Dances Around the World*** • Origin and Cultural Context of the Dance • Genre and Style-Specific Dance Techniques • Common Dance Terms and Steps • Values Inherent in the Dance • Fitness Components Developed	4. perform dances using genre and style specific techniques, expressive ideas and skills to develop movement competence and physical activity participation.

Suggested Activities: ▪ ***ASEAN and ASIAN dances*** (e.g. joget or zapin of Malaysia, pon poo thai of Thailand, bon dance or parasol dance of Japan, fan dance of china and other ASEAN/ASIAN dances) ▪ ***American Dances*** (e.g. Red River Valley, Oh Susana, Grand March and other square dances) ▪ ***European Dances*** (e.g. Tarantela, Arkadsky, Minuet, La Cucaracha, Varsovienne, Rheilander for Three and other European dances)	

GRADE 8 – QUARTER 1

Content Standard	The learners demonstrate understanding of healthy and positive sexuality, prevention of sexually transmitted infections, and striking/fielding games in promoting personal wellness for active and healthy living.
Performance Standard	The learners participate in striking/fielding games in promoting personal wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Healthy and Positive Sexuality ● Understanding basic terms such as Sex, Gender, Gender Identity, Gender Expression, Sexual Orientation, and Sexuality ● Importance of Values Focusing on Equality, Respect, and Acceptance in Building a Healthy and Positive Sexuality **Prevention of Gender-Based Issues** ● Understanding Gender Bias, Stereotypes, Discrimination, and Violence (With Emphasis on Power Imbalance) ● Gender-related Laws and Policies	1. explain the importance of values in building a healthy and positive sexuality and preventing gender-based issues;
Nature of Sexually Transmitted Infections Examples: HIV and AIDS, Gonorrhea, Chlamydia, Syphilis, Genital Warts, Genital Herpes, and HPV Infections **Ways and Measures to Prevent STIs** Examples: Abstinence, Use of Contraceptives, Mutual Monogamy, Non-Use of Psychoactive Substances; and Proper Education	2. discuss sexually transmitted infections and their preventive measures;
Physical Activity Participation: Striking/Fielding Games ● **Focus Game Skills:** 1. Game Concepts - Positioning, Relationship with People, Relationship with Objects 2. Games Principles - Scoring, Prevent Scoring, Restart, Play, and Transition 3. Skills - Sport-specific Skills and Their Fitness Requirements *Suggested Activities:* **Sports:** Baseball, Cricket, Softball, Choctaw stickball and/or Kickball	3. perform physical activities by applying principles and concepts of striking/fielding games to solve tactical problems for active living; and 4. execute appropriate skills of sports and the required fitness abilities of chosen striking/fielding games in responding to tactical problems.

GRADE 8 – QUARTER 2

Content Standard	The learners demonstrate understanding of healthy relationships and net/wall games in promoting family wellness for active and healthy living.
Performance Standard	The learners participate in net/wall games in promoting family wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Characteristics of Friendships, Long-Term Commitments, Marriage, and Parenting Based on Love, Trust, and Respect	1. discuss the characteristics of friendships, long-term commitments, marriage, and parenting;
Appropriate Ways to Show Affection Respecting Personal Boundaries and Asking for Consent Before Showing Affection	2. evaluate the various ways to show affection in relationships;
Safe and Respectful Environment Promotion in all Physical Activity Settings ● Concept of Loving and Unloving Touch ● Importance of Enforcing Clear Personal Boundaries ● Encouraging Open Communication ● Fostering a Culture of Consent	3. demonstrate effective self-regulation skills to avoid inappropriate or non-consensual physical contact in all physical activity participation;
Physical Activity Participation: Net/Wall Games ● **Focus Game Skills:** 1. Game Concepts - Positioning, Relationship with People, Relationship with Objects 2. Games Principles - Scoring, Prevent Scoring, Restart, Play, and Transition 3. Skills - Sport-specific Skills and Their Fitness Requirements *Suggested Activities:* **Sports:** Table Tennis, Lawn Tennis, Volleyball, Squash, Badminton, Sepak Takraw, and/or Pickleball	4. perform safely physical activities by applying principles and concepts of net/wall games to solve tactical problems for active living; and 5. execute safely appropriate skills of sports and the required fitness abilities of chosen net/wall games in responding to tactical problems.

GRADE 8 – QUARTER 3

Content Standard:	The learners demonstrate understanding of psychoactive substances and dances in promoting community wellness for active and healthy living.
Performance Standard:	The learners participate in rhythmic activities and dances in promoting community wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Psychoactive Substances ● Nature and Types ● General Adverse Effects of Substance Use (Short-Term and Long-Term) on the Person, Family, School, And The Community ● Preventive Measures Against Substance Use and Abuse (Emphasize Non-Use as the Norm) ● Health, Socio-Cultural, Psychological, Legal, and Economic Dimensions, and Implications of Substance Use and Abuse	1. explain the nature, general effects of and preventive measures against the use of psychoactive substances;
Substance Use Prevention Interventions across Settings ● Family, School, Workplace, and Community **Laws and Policies to Prevent Substance Use** ● RA 9211 Tobacco Regulation Act of 2003 ● RA 9165 Comprehensive Dangerous Drugs Act of 2002	2. evaluate interventions, laws, and policies to prevent the use of psychoactive substances;
Psychoactive Substances and Physical Activity Participation ● Effects of Psychoactive Substances on Physical Activity Participation	3. analyze how psychoactive substances can affect physical activity participation; and
Physical Activity Participation: Dances ***Dances of the Northern Highlands*** • Origin and Cultural Context of the Dance • Genre and Style-Specific Dance Techniques • Common Dance Terms and Steps • Values Inherent in the Dance • Fitness Components Developed *Suggested Activities*: ***Dances*** *from Abra, Apayao, Benguet, Ifugao, Kalinga, Mountain Province, Nueva Ecija, and Nueva Vizcaya*	4. practice technical and expressive skills to develop proficiency in genre and style-specific techniques to enhance movement competence and physical activity participation.

GRADE 8 – QUARTER 4

Content Standard:	The learners demonstrate understanding of consumer health, information, products, services, quackery, and dances in promoting societal wellness for active and healthy living.
Performance Standard:	The learners participate in dances in promoting societal wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Factors that Influence Consumer Behavior ● Personal, Psychological, Economic, Social, and Cultural Factors ● Ways to Be An Informed Consumer	1. discuss ways to be an informed consumer;
Strategies in Evaluating Health Information, Health Products and Health Services Examples: Lateral Reading and Click Restraint for Online Health Information; Credibility, Accuracy, and Reliability for Health Information; and Safety and Quality for Health Products and Health Services **Health Care Providers**: Health Professionals, Health Facilities; Health Care Plans and Financing Systems (Philhealth, Health Maintenance Organization, Private Health Insurance)	2. examine health information, health products, health services, and health care providers;
Types of Quackery and Their Associated Risks Examples: Medical, Nutrition, Device, Beauty, and Fitness	3. analyze various forms of quackery and fraudulent health services and their associated risks; and
Physical Activity Participation: Dances ***Social and Ballroom Dances*** • Origin and Cultural Context of the Dance • Genre and Style-Specific Dance Techniques • Common Dance Terms and Steps • Choreographic Intents • Values Inherent in the Dance • Fitness Components Developed *Suggested Activities*: *Cha-Cha, Swing, Boogie, Reggae Dance, Batchata, Kizomba, Salsa, Argentine Tango, Merengue, Cha Cha Cha, Rumba, Samba, Jive, Paso-doble, Waltz, Viennese Waltz, Tango, Quick Step, and/or Foxtrot*	4. perform dances using genre and style specific techniques, expressive skills and choreographic intents to enhance movement competence and physical activity participation.

GRADE 9 – QUARTER 1

Content Standard	The learners demonstrate understanding of intentional injuries and self-harm prevention, and target/invasion games in promoting personal wellness for active and healthy living.
Performance Standard	The learners participate in modified target/invasion games in promoting personal wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Protecting Self from Intentional Injuries ●Identifying risks and protective factors ●Enhancing coping and problem-solving skills ●Building strong socio-emotional skills ●Recognizing warning signs and seeking professional help if necessary	1. discuss ways to protect self from intentional injuries;
Other Prevention and Protective Strategies for Intentional Injuries (outside the individual) ● Healthy Connection and Psychosocial Support Promotion ● Provision of Academic and Economic Support ● Creation of Protective Environments	2. formulate recommendations to prevent intentional injuries; and
Physical Activity Participation: Target and/or Invasion Games ● **Focus Game Skills:** 1. Game Concepts of Target/Invasion Games 2. Games Principles - Scoring, Prevent Scoring, Restart, Play, and Transition 3. Skills - Sport-specific Skills and Their Fitness Requirements *Suggested activities:* **Learner Conceptualized Games**	3. create games using target and/or invasion game principles and concepts.

GRADE 9 – QUARTER 2

Content Standard	The learners demonstrate understanding of responsible parenthood, family planning, population growth, and striking/fielding and/or net/wall games in promoting family wellness for active and healthy living.
Performance Standard	The learners participate in modified striking/fielding and/or net/wall games in promoting family wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Responsible Parenthood and Family Planning ● Nature and Importance ● Types and Advantages of Family Planning Methods	1. discuss the importance of responsible parenthood and family planning;
Determinants, Effects, and Ways to Control Population Growth ● Determinants of Population Growth ● Effects of Population Growth on Family Health, Economy, and the Environment ● Responsible Parenthood and Family Planning as a Way to Address Population Growth	2. formulate strategies for addressing population growth;
Impact of Physical Activity Participation on Reproductive Process ● Impact on Fertility, Conception, Pregnancy, and Post-Partum-Recovery	3. examine impact of physical activity participation on reproductive process; and
Physical Activity Participation: Striking/Fielding Games and/or Net/Wall Games ● **Focus Game Skills:** 1. Game Concepts of Striking/Fielding Games and/or Net/Wall Games 2. Games Principles - Scoring, Prevent Scoring, Restart, Play, and Transition 3. Skills - Sport-specific Skills and Their Fitness Requirements *Suggested activities:* **Learner Conceptualized Games**	4. create games using striking/fielding and net/wall game principles and concepts.

GRADE 9 – QUARTER 3

Content Standard:	The learners demonstrate understanding of prevention and control of non-common communicable diseases and social dances in promoting community wellness for active and healthy living.
Performance Standard:	The learners participate in personalized exercise programs and social dances in promoting community wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Non-Communicable Diseases ● Hypertension, Cardiovascular Diseases, Diabetes, Cancer, Asthma, Allergies, Kidney Diseases ● Risk and Protective Factors for Non-Communicable Diseases	1. analyze the nature and risk and protective factors for non-communicable diseases;
Measures and Strategies to Prevent Non-Communicable Diseases ● Non-use of Tobacco and Alcohol, Enough Sleep, Healthy Eating, Stress Management, and Weight Management	2. formulate measures and strategies to prevent non-communicable diseases;
Fitness and Non-Communicable Disease Prevention ● Exercise Training Principles ● Designing a Personalized Exercise Program ● Benefits of Fitness in Preventing Non-Communicable Diseases	3. design a personalized exercise program to prevent non-communicable diseases; and
Physical Activity Participation: Dances ***Dances of the Muslim South*** • Origin and Cultural Context of the Dance • Genre and Specific Dance Techniques • Common Dance Terms and Steps • Values Inherent in the Dance • Fitness Components Developed *Suggested Activities*: ***Dances*** *from Maguindanao, Maranao, Tausug, Samal, Bajau, Yakan, Yranon, Sangir, Melabignan, Jama Mapun*	4. practice technical and expressive skills to develop proficiency in genre and style-specific techniques to improve movement competence and physical activity participation.

GRADE 9 – QUARTER 4

Content Standard	The learners demonstrate understanding of hazards, disasters, and recreational dances in promoting societal wellness for active and healthy living.
Performance Standard	The learners participate in home-based practices and recreational dances in promoting societal wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Nature and Effects of Hazards and Disasters ● Geophysical-Earthquake, Landslides, Volcanic Eruption ● Hydro-Meteorological- Typhoons, Floods, Storm Surge, Drought ● Biological (Epidemics/Pandemic) Effects of Hazards and Disasters on Health	1. analyze the nature and effects of hazards and disasters;
Ways to Prepare for or Mitigate the Effects of Hazards and Disasters	2. formulate ways to prepare for or mitigate the effects of hazards and disasters;
Home-Based Practices to Prepare for or Mitigate the Effects of Hazards and Disasters Examples: Preparing a Family Disaster Supply Kit, Making a Family Disaster Preparedness Plan, and Conducting Family Emergency Drills	3. engage in home-based practices to prepare for or mitigate the effects of hazards and disasters; and
Physical Activity Participation: Dances ***Theatrical Dances*** • Origin and Cultural Context of the Dance • Genre and Specific Dance Techniques • Common Dance Terms and Steps • Values Inherent in the Dance • Fitness Components Developed *Suggested Activities*: Basic *Ballet, Jazz, Tap, Musical Theatre, Lyrical Dance, Contemporary Dance, Interpretative Dance*	4. refine technical and expressive skills to develop proficiency in genre and style-specific techniques to master movement competence and physical activity participation.

GRADE 10 – QUARTER 1

Content Standard	The learners demonstrate understanding of e-Health and e-Sports in promoting personal wellness for active and healthy living.
Performance Standard	The learners participate in online health and sports activities in promoting personal wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Characteristics of an e-Health Literate Individual Examples: Competencies in a Wide Range of Literacies; and Ability to Actively Engage with Digital Services in Safeguarding Health and Well-Being	1. describe the characteristics of an e-health literate individual;
e-Health Skills and Practices Includes Competencies for Mobile Health (Mhealth) and Telemedicine (Telehealth)	2. integrate skills and practices to be e-health literate; and
Physical Activity Participation: e-Sports ● **Concepts and Principles of e-Sports** 1. Competitive Gaming 2. Skill and Strategy 3. Teamwork and Communication ● **Event Management Processes** 1. Planning 2. Organizing 3. Directing 4. Controlling 5. Budgeting 6. Leading 7. Evaluating *Suggested Activities*: *League of Legends (LoL), Dota, Hearthstone, Starcraft II, Rocket League, Minecraft, Valorant, Attack Online 2, Crossfire, Mobile Legends, Garena Free Fire, FIFA Online 4, PUBG Mobile, Arena Valor, Tekken*	3. manage an e-sports event applying its concepts and principles.

GRADE 10 – QUARTER 2

Content Standard	The learners demonstrate understanding of maternal and child health issues prevention and recreational activities in promoting family wellness for active and healthy living.
Performance Standard	The learners participate in recreational activities in promoting family wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Maternal and Child Health (MCH) ● Concept and Importance of Maternal and Child Health ● Ways to Promote Maternal and Child Health	1. analyze ways to safeguard the health and well-being of mothers and children;
Prevention of Maternal and Child Health Issues ● Common Maternal and Child Health Issues ● Ways Families Can Help Prevent Maternal and Child Health Issues	2. integrate ways to prevent issues affecting mothers and children into family roles and responsibilities;
Physical Activities and Maternal and Child Health ● Role of Physical Activities in Preventing Maternal and Child Health Issues	3. discuss the role of physical activities in safeguarding the health of mothers and children; and
Physical Activity Participation: Recreational Activities ● Focus Foundational Skills 1. Outdoor Recreation Concepts - Moderate to Vigorous Activities - Natural Setting 2. Outdoor Recreation Principles - Minimizing Environmental Impact - Recognizing Risks 3. Fitness Concepts - Agility, Balance, Coordination, Flexibility, Muscular Endurance, and Cardiovascular endurance *Suggested Activities*: **Outdoor Recreation**: *Hiking/Trekking, Camping, Biking, Rock Climbing, Wall Climbing, Mountain Climbing, Water Rafting, Kayaking, Canoeing, Swimming, and/or Orienteering*	4. manage outdoor recreational activities applying its concepts, principles, and its required fitness concepts for active living.

GRADE 10 – QUARTER 3

Content Standard	The learners demonstrate understanding of community health issues, tone health, and ballroom dances in promoting community wellness for active and healthy living.
Performance Standard	The learners participate in traditional dances and other physical activities in promoting community wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Community Health Issues and Concerns such as but not limited to Healthy Aging, Caring for the Elderly, Coping with Loss and Grief, Building Active Lifestyles, and Nurturing Healthy and Sustainable Environments **Community Health Programs, Laws, and Policies** ●Community Health Programs (Emphasize Local Initiatives to Promote Community Health) ● Laws and Policies to Safeguard Community Health	1. discuss common community health issues, programs, and laws and policies;
One Health ● Concept and Principles ● Objectives and Applications	2. integrate the concept of One Health in understanding the interdependence of human, animal, and environmental health;
Organizing Physical Activities for Community Health	3. organize physical activities to promote community health; and
Physical Activity Participation: Dances ***Dances of the Traditionalist Communities*** • Origin and Cultural Context of the Dance • Genre and Specific Dance Techniques • Common Dance Terms and Steps • Values Inherent in the Dance • Fitness Components Developed *Suggested Activities*: ***Dances*** *from the ethnic groups of Mansaka, Tboli, Manobo, Blaan, Teduray, Bagobo, Ata, Mamanwa, Magguangan, Mandaya, Banwa-on, Bukidnon, Dulangan, Kalagan, Subanon, Tagakolu, Talaandig*	4. perform dances to refine technical and expressive skills using genre and style specific techniques to master movement competence and physical activity participation.

GRADE 10 – QUARTER 4

Content Standard	The learners demonstrate understanding of basic emergency care and services, basic life support, and emerging dances in promoting societal wellness for active and healthy living.
Performance Standard	The learners participate in basic life support practices and emerging dances in promoting societal wellness for active and healthy living.

CONTENT	**LEARNING COMPETENCIES** *The learners…*
Basic Emergency Care ● Nature and Objectives ● Principles and Guidelines ● Steps/Procedures	1. integrate basic emergency care as part of first aid knowledge and skills;
Basic Life Support ●Nature and Guidelines ●Steps/Procedures	2. demonstrate skills in providing basic life support; and
Physical Activity Participation: Dances ***Emerging/Popular Dances*** • Origin and Cultural Context of the Dance • Genre and Specific Dance Techniques • Common Dance Terms and Steps • Choreographic Intents • Values Inherent in the Dance • Fitness Components Developed *Suggested Activities*: *Tiktok dance, Kpop Dances, Street Dance styles, Cheer dance*	3. manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent to master movement competence and physical activity participation.

APPENDIX: GAME CONCEPTS AND PRINCIPLES

Game Classification: ***Target***	**Game Classification: Invasion**	**Game Classification**: ***Striking/fielding***	**Game Classification: *Net/Wall***
1. Game Concepts - Positioning (people and location in space) and defending - Relationship with people (creating and moving into space) - Relationship with objects (sending, propelling, striking, blocking intended target/area)	**1. Game Concepts** - Positioning (attacking by creating and moving into space) and defending - Relationship with people (denying and covering space) - Relationship with objects: sending away (throw), receive, travel with object, block (defend),	**1. Game Concepts** - Positioning (attacking by creating and moving into space) and defending - Relationship with people (denying and covering space, retrieving the ball) - Relationship with objects: striking (attack), receiving (defend), sending away (throw and strike)	**1. Game Concepts** - Positioning (attacking by creating and moving into space) and defending - Relationship with people (denying and covering space) - Relationship with objects: sending away (serve)
2. Game Principles ***A. Scoring:*** a. Exert the proper amount of force in the direction of the target with precision. b. Determine the proper path and distance between the object and the goal. c. Design the object's path, or the team's path, to the destination using a strategy. **B**. ***Prevent Scoring:*** Control the object's aim and precision so that it blocks a path for the opposition, lowering their	**2. Game Principles** **A. Scoring:** a. Maintain possession b. Avoid defensive players c. Create space for self d. Attack the goal e. Create mismatch f. Recognizing good attacking and/or scoring opportunity/ies g. Set plays **B. Prevent Scoring:** Forcing low percentage shot/ prevention of advance movement of opponents a. Defend the goal	**2. Game Principles** ***A. Scoring:*** a. Accurately hit the ball over around the fielding team to open or safe areas b. Avoiding getting out c. Positioning to cover space d. Advancing runners so they are closer to the scoring area e. Quickly running to a safe area (base) before fielding team is able to throw to the safe area or tag the runner **B**. ***Prevent Scoring:*** Forcing low percentage shot	**2. Game Principles** ***A. Scoring:*** ● Flight reception/ Tracking ● Maintaining a Rally ● Court positioning Supporting or covering ● Building/ setting an attack Target and find open space ● Finding weakness Placing/ Drop ***B. Prevent Scoring:*** Force low percentage shot a. Defend an attack (cover space, blocking, counter the attack

chances of scoring by having their object land closer to the target than yours.	b. Defend space c. Defend area coverage d. Obtain possession e. Predict opponents' movement f. Defensive positioning **A. Scoring:** **a.** Exert the proper amount of force in the direction of the target with precision. **b**. Determine the proper path and distance between the object and the goal. **c.** Design the object's path, or the team's path, to the destination using a strategy. **B. Prevent Scoring:** Control the object's aim and precision so that it blocks a path for the opposition, lowering their chances of scoring by having their object land closer to the target than yours.	a. Defending a plate or a base b. Stop batters making runs c. Covering base d. Make hitting the ball difficult e. Get batter out f. Prevent hitting to open spaces g. the pitcher or the bowler will make hitting the ball difficult for the batter by throwing it quickly	b. Read responses of opponents/ read the spin of the ball c. Return of Serve d. Return fast moving object

3. ***Restart Play and Transition*** a. Si-jack (begin)- Taekwondo b. Laban (Arnis) c. Move from attack to defend or vice-versa	**Restart Play and Transition (moving from attack to defend or vice-versa)** **a.** Jump ball b. Inbound c. Kick-in d. Throw-off e. Alternation of roles	**3**. ***Restart Play and Transition*** (Moving from attack to defend or vice-versa) a. Ball play b. Alternation of Roles	**3**. ***Restart play and transition*** (moving from attack to defend or vice-versa) a. Service b. Receiving Serve c. Alternation of Roles

APPENDIX: DANCE CONTENTS

Grade Levels	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Third Quarter	**Rhythmic Activities and Dances** *(Dance Exercise, Movement Exploration, Fundamental Dance Movements and Steps, Social Dance Mixers)*	**Rhythmic Activities and Dances** *(Dance Exercise, Movement Exploration, Fundamental Dance Movements and Steps, Social Dance Mixers)*	**Rhythmic Activities and Dances** *(Dance Exercise, Dance Movements, Traditional Dances)*	**Dances** *(Hispanic Influence Dances of the Lowland Christians)*	**Dances** *(Dances of the Northern Highlands)*	**Dances** *(Dances of the Muslim South)*	**Dances** *(Dances of the Traditionalist Communities)*
Fourth Quarter	**Rhythmic Activities and Dances** *(Dance Exercise, Movement Exploration, Fundamental Dance Movements and Steps, Social Dance Mixers)*	**Rhythmic Activities and Dances** *(Dance Exercise, Movement Exploration, Fundamental Dance Movements and Steps, Social Dance Mixers)*	**Rhythmic Activities and Dances** *(Dance Exercise, Dance Movements, Traditional Dances)*	**Dances** *(ASEAN Dances)*	**Dances** *(Social and Ballroom Dances)*	**Dances** (*Theatrical Dances)*	**Dances** *(Emerging/ Popular Dances)*

APPENDIX: HEALTH CONTENT AREAS

Grade Levels	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
First Quarter	Personal Health	Mental and Emotional Health	Personal Health	Mental and Emotional Health	Sexual and Reproductive Health	Safety and First Aid	Personal Health
Second Quarter	Family Health	Growth and Development	Sexual and Reproductive Health	Family Health	Family Health	Sexual and Reproductive Health	Family Health
Third Quarter	Food Literacy	Prevention of Substance Use	Disease Prevention and Control	Food Literacy	Prevention of Substance Use	Disease Prevention and Control	Community Health
Fourth Quarter	Consumer Health	Safety and First Aid	Environmental Health	Safety and First Aid	Consumer Health	Safety and First Aid	Safety and First Aid

GLOSSARY

Advocacy	A process of arguing in support of a cause or position or speaking out and acting on behalf of one's self or another to ensure that your or others' interests are considered.
Agility	Is the ability to move or change directions quickly.
Basic Life Support	Provided to support a person's respiration and circulation through cardiopulmonary resuscitation until advanced life support is available
Big Ideas	Refers to the core concepts, principles, theories, and processes of Physical Education & Health Learning Area, which should serve as the focal point of curriculum, instruction, and assessment and reflect expert understanding and anchor the discourse, inquiries, discoveries, and arguments. Also, they provide a basis for setting curriculum priorities to focus on the most meaningful content.
Cardiopulmonary Resuscitation	lifesaving method that can be applied when someone's breathing and heartbeat has stopped and includes a combination of rescue breathing and chest compressions
Cardiovascular diseases	A general term for conditions affecting the heart or blood vessels that is usually associated with a build-up of fatty deposits inside the arteries, an increased risk of blood clots, and damage to arteries in organs such as the brain, heart, kidneys, and eyes.
Choreography	Sequence of steps, figures, and floor pattern in a dance.
Chronic Sports-Related Injuries	Sports-related injuries take time to develop and may get worse over many months or years.
Community Health	Focuses on ways of living within defined communities to maintain and improve the health and well-being of all people through collective action.
Community Environmental Health Assessment	Situates the learner as an integral part of his/her community and the environment, with responsibility to help protect the environment, supported by individual and community actions and legislation to promote a standard of health, hygiene and safety in food and water supply, waste management, pollution control, noxious animal control, and the delivery of primary health care
Consumer Health	Application of consumer skills in the wise evaluation, selection and use of health information, health products, and health services
Dance Interpretation	Way of performing a dance that is guided by dance literature
Differentiated Instruction	Is a teaching mode that accounts for students' needs and learning styles before designing a lesson plan.
Dimensions of Health	Interrelated variables that influence an individual's level of overall health. The variables, frequently referred to as dimensions, are physical, social, emotional, mental, environmental, cultural, financial, occupational, and spiritual.

Double-barreled Verbs	these pertain to the multiple indicators in each learning objective and learning competency.
E-health Literacy	One's ability to seek, find, understand, and appraise health information from electronic sources and apply the knowledge gained for addressing or solving a health problem
Elements of Movement	The variables that are combined in composing and performing a movement. The elements are dynamics, time, space, and relationships.
Emerging Dances	Newly created or noticed dance in growing popularity, interest, and utility over time. (i.e, tiktok, dance challenge, korean pop, modern dance style)
Family Health	Relates to the personal interactions within the family that nurtures the individual and that provides a home environment that enhances his/her growth as a person and the development of ideals, values and standards of behavior regarding sexuality and responsible parenthood
Family Planning	Ability of individuals and couples to anticipate and attain their desired number of children and the spacing and timing of their births
Festival Dance	Cultural dance performed to the beats of instruments, usually percussion, by a community sharing the same culture
Fielding Games	Games in which a team can score a point when a player strikes a ball or any similar object and run to designated area while the other team attempts to retrieve the ball and return to prevent the opponent from scoring
Food Literacy	Developing knowledge, attitudes and skills related to healthy diet and understanding the impact of food choices on one’s health and the environment
Growth and Development	Developmental milestones, especially during childhood and adolescence, with emphasis on attention to personal health and the development of self-management skills to cope with life’s changes
Health Appraisal	A systematic way of gathering information about an individual's physical health and lifestyle that helps individuals identify and understand their health risks and monitor their health status over time
Holistic Development	Development of personal health involving the various health dimensions such as the physical, emotional, mental, social, financial, spiritual, and occupational
Health Literacy	The ability to selectively access and critically analyze information, navigate community services and resources, and take action to promote personal health and the health of others.
Invasion Games	Games in which the aim is to invade an opponent's territory and score a goal or point
Mental Health	A person's cognitive and thinking processes: the capacity to think coherently, express thoughts and feelings appropriately, manage stress effectively, and respond to situations constructively. It also pertains to the ability to learn and work well and become a productive member of the community.

Modified Games/Sports	Games or sports that are adapted to suit the skills and characteristics of students through alterations to rules, equipment and/or the playing field
Movement Concepts	Variety of knowledge and approaches that help individuals or groups to understand, analyze and achieve the objectives of an activity, performance, or game
Net/wall Games	Games in which players send an object (e.g., ball, shuttle) over a net or against a wall so that it lands in an area that an opponent is defending
One Health	An integrated, unifying approach that aims to sustainably balance and optimize the health of people, animals and ecosystems (World Health Organization)
Outdoor Recreation	Leisure activities that take place in a natural setting that improves mind and body, examples are camping, mountain climbing, wall climbing, rock climbing, biking, etc.
Personal Health	Development and daily practice of health behaviors that promote physical, mental, social, emotional, and moral/spiritual health and prevent personal health issues
Physical Literacy	Disposition acquired by human individuals encompassing the motivation, confidence, physical competence, knowledge and understanding that establishes purposeful physical pursuits as an integral part of their lifestyle
Psychoactive Substances	Substances that alter the brain functions and result in changes in mood, consciousness, thoughts, feelings, or behavior
Recreational Dance	Any form of dancing that is performed primarily for its social, educational or health benefits
Rhythmic Activities	Physical activities that involve movement accompanied by music
Self-Management Skill	An individual's capacity to govern and control one's behaviors, feelings, and ideas
Social Dance	Dance usually performed with a partner, in groups or as a community activity for fun and enjoyment
Speed	Ability of the body to move in one direction as fast as possible
Sport	Activity involving physical exertion, skill and/or hand-eye coordination as the primary focus of the activity, with elements of competition and the rules and patterns of behavior governing the activity usually exist formally through organizations
Sport specific skills	Specific skills that are performed or used in playing a sport
Sports First Aid	Immediate and temporary care for injuries incurred during sports events
Staging	Presentation of a dance performance
Striking/ Fielding Game	Game where in the team scores whenever the players strike a ball and run to a designated playing areas while the opposing team tries to catch the ball and return to it to stop them from scoring

Target Game	Games in which players send an object, such as a ball or dart towards a target area. in order to prevent the opposition from scoring, this may occasionally also entail avoiding obstacles, defending, guarding, or impeding the route of the opponent's ball.
Well-being	Sense of satisfaction and happiness, effective social functioning and the dispositions of optimism, openness, curiosity, and resilience

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