







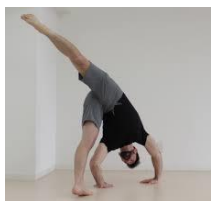
## Instructional Planning

(The process of systematically planning, developing, evaluating and managing the instructional process by using principles of teaching and learning - D.O. 42, s. 2016)



### Detailed Lesson Plan (DLP) Format

DLP No.:	Learning Area:	Grade Level:	Quarter:	Duration:	Date:
<b>6</b>	<b>Physical Education</b>	<b>One</b>	<b>1st</b>	<b>1 day</b>	
Learning Competency/ies: <i>(Taken from the Curriculum Guide)</i>		Exhibits transfer of weight			Code: <b>PE1BM-Ig-h-4</b>
Key Concepts / Understandings to be Developed		Our body can transfer its weight from body part to another.			
Domain	Adapted Cognitive Process Dimensions (D.O. No. 8, s. 2015)	<b>OBJECTIVES:</b>			
<b>Knowledge</b> <i>The fact or condition of knowing something with familiarity gained through experience or association</i>	<b>Remembering</b>	Repeat the act of transferring body weight from one body part to another part.			
	<b>Understanding</b>	Interpret how transfer of weight can be done			
<b>Skills</b> <i>The ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or the ability, coming from one's knowledge, practice, aptitude, etc., to do something</i>	<b>Applying</b>				
	<b>Analyzing</b>	Distinguish the action if there is transfer of weight or none.			
	<b>Evaluating</b>	Coordinate body parts to do transfer of body weight from one part to another			
	<b>Creating</b>				
<b>Attitude</b>	<i>Receiving Phenomena</i>	Demonstrate the value of cooperation in doing a group task.			
<b>Values</b>	<i>Valuing</i>	Elicit the value of cooperation in doing a group activity.			
<b>2. Content</b>		Body Awareness (Different body parts and their movements)			
<b>3. Learning Resources</b>		K to 12 Grade 1 PE CG p.12; Grade 1 PE TG pp. 5-6; LM pp. 158-160; MISOSA 4-module 4			
<b>4. Procedures</b>					
<b>4.1 Introductory Activity</b>	5 minutes	Let the children perform the warm-up exercises. (head rotation, hip rotation, stretching). Have the children sing an action song, "Head, Shoulders, Knees, and Toes". ( My toes, my knees, my sholuder, my head3x,we all clap hands together). Then have them play a game, "Piko". Ask the pupils how they transfer from one box to another box.			

<p><b>4.2 Activity</b></p> <p>10 minutes</p>	<p>The teacher demonstrates balancing skills with the music emphasizing the transfer of weight by switching body parts. Let pupils follow the movement demonstrated by the teacher. Example (hopping, swaying, galloping, jumping). Refer to pages 12-13 of the Learner's Material.</p>	
<p><b>4.3 Analysis</b></p> <p>5 minutes</p>	<p>Ask: How did you find the activity? (Enjoyable). What did you feel when you switch the position of your body parts? (Amaze). Did you feel the transfer of weight of your body as you switch body position? (Yes).</p>	
<p><b>4.4 Abstraction</b></p> <p>5 minutes</p>	<p>What are the different movements can we demonstrate in transferring weight? (galloping, hopping, walking, jumping, running). How do we exhibit the transfer of weight? (By maintaining the balance).</p>	
<p><b>4.5 Application</b></p> <p>5 minutes</p>	<p>Group the pupils. Assign each group to execute the different body movements.</p>	
<p><b>4.6 Assessment</b></p> <p>5 minutes</p>	<p>Analysis of Learners' Products</p>	<p>Distinguish if the action done has transfer of body weight or not. Mark a check (✓) if it shows transfer of body weight and ex mark (X) if not. A) squatting B.) sitting C.) skipping rope D.) Arm push up E.) hopping on one foot of the pupils</p>
<p><b>4.7 Assignment</b></p> <p>2 minutes</p>	<p>Enhancing / improving the day's lesson</p>	<p>Practice performing the transfer of weight through different body movements.</p>
<p><b>4.8 Concluding Activity</b></p> <p>3 minutes</p>	<p>Is there transfer of body weight in each picture? (Yes)</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  <p><small>© Copyright, 2013, University of Wollaton. All rights reserved.</small></p> </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	
<p><b>5. Remarks</b></p>		

<b>6. Reflections</b>			
A. No. of learners who earned 80% in the evaluation.		C. Did the remedial lessons work? No. of learners who have caught up with the lesson.	
B. No. of learners who require additional activities for remediation.		D. No. of learners who continue to require remediation.	
E. Which of my learning strategies worked well? Why did these work?			
F. What difficulties did I encounter which my principal or supervisor can help me solve?			
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?			

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