



PIVOT^{4A}

LEARNER'S MATERIAL

QUARTER 2
MAPEH (P.E.)

G6



DepEd CALABARZON
Curriculum and Learning Management Division

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The Editors

PIVOT 4A Learner's Material
Quarter 2
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MAPEH

(Physical Education)

Grade 6

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PIVOT 4A CALABARZON PE G6

Guide in Using PIVOT 4A Learner's Material

For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in MAPEH (PE) as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

- a. answer all activities on separate sheets of paper;
- b. accomplish the **PIVOT Assessment Card for Learners on page 38** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner's Material

	K to 12 Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
	What is new	
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and thru other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

Importance of Physical Fitness

Lesson

I

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to assess regularly participation in physical activities based on the Philippines physical activity pyramid and values the importance of physical fitness.



Take a look at the illustrations.

Based on the above illustration, what is physical fitness test?

A physical fitness test, as defined by the Department of Education (DepEd), is a set of measures designed to determine one's level of physical fitness.

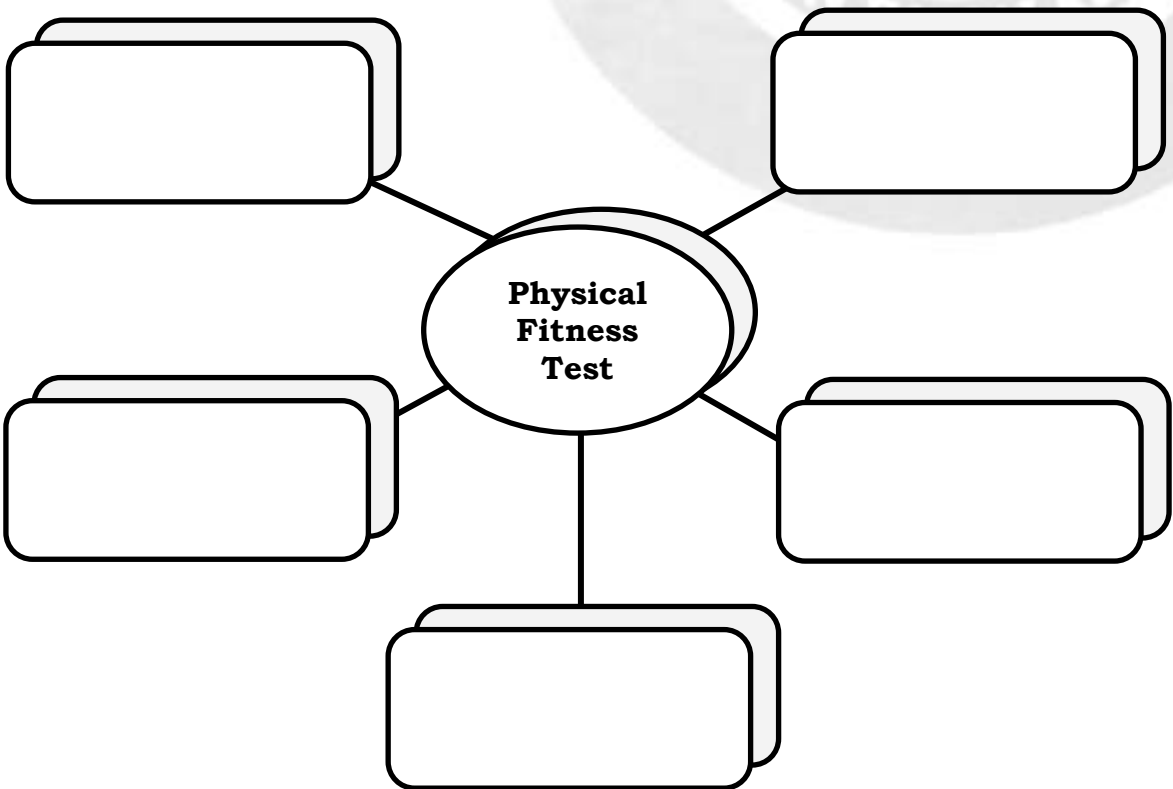
It is divided into two parts or components of fitness the health-related and skill-related fitness.

All around the world there are different physical fitness testing programs being implemented. These may vary from school to school. Nevertheless, they all use almost the same sets of tests. The choice of test for a school varies in each country.

The tests depend on the availability of equipment, the practicality and simplicity of the procedure, and its ease of administration, among others. The school is free to design its own physical fitness testing. However, it needs to be patterned after other standard fitness testing programs. One can find various suggestions for the type of testing the school wants to use. It does not have to be time-consuming or a complicated task. Some of the tests are quite simple to accomplish.

D

Learning Task 1: Complete the graphic organizer below in your answer sheet. Write inside each box the different physical fitness test you have undergone since Grade 4.



Regular participation to physical activities improves one's physical fitness. Such can be assessed by self – testing exercises. Self -testing exercises are activities that one does repeatedly to achieve a goal: to improve one's own fitness level. They consist of exercises that improve one's endurance, strength, and flexibility. Self – testing activities help you achieve your level of physical fitness.

Learning Task 2: Try to perform the following self-testing activities. Answer the questions that follow in your answer sheet.



Jogging in place



Forward and Backward Neck



Arm and Shoulder Stretch



Shoulder Stretch Sideward



Triceps Stretch/
Under Cuff Stretch



Front Cuff Stretch



Back Cuff Stretch



Quadriceps Stretch on a Wall

Guide Questions:

1. What activities may be given to measure participation in activities?
2. Self –testing activities are said to be helpful in achieving your level of fitness, what are some examples of these activities? How are these activities may be done?

Assessment of regular participation in physical activities must be based on the Philippine Physical Activity Pyramid.

Learning Task 3: Answer the question below. Write it in your answer sheet.

1. How can we assess such participation?
2. What are the two types of self –testing activities?
3. Describe each type. Give examples?

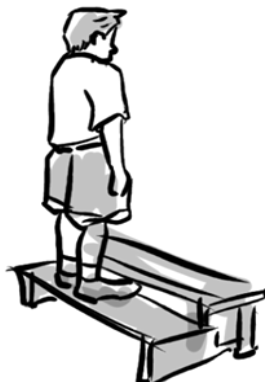
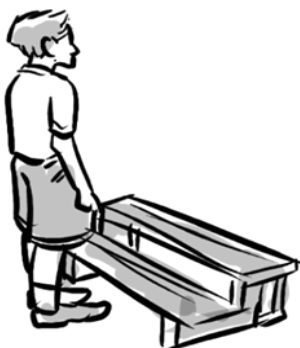
E

Learning Task 4: Choose the activities that are suited for your abilities and place.

Activity 1: 3-Minute Step Test

Procedure:

- A. Stand at least 1 foot away from the step or bench with trunk erect and eyes looking straight forward.
- B. At the signal “Go”, step up and down on a bench for 3 minutes at a rate of 24 steps per minute. One step consists of 4 beats, – that is, “up with the left foot, up with the right foot, down with the left foot, down with the right foot.”
- C. Immediately after the exercise, stand and locate your pulse in 5 seconds. (the first beat is zero.)
- D. Count the pulse for 10 seconds. Multiply by 6.

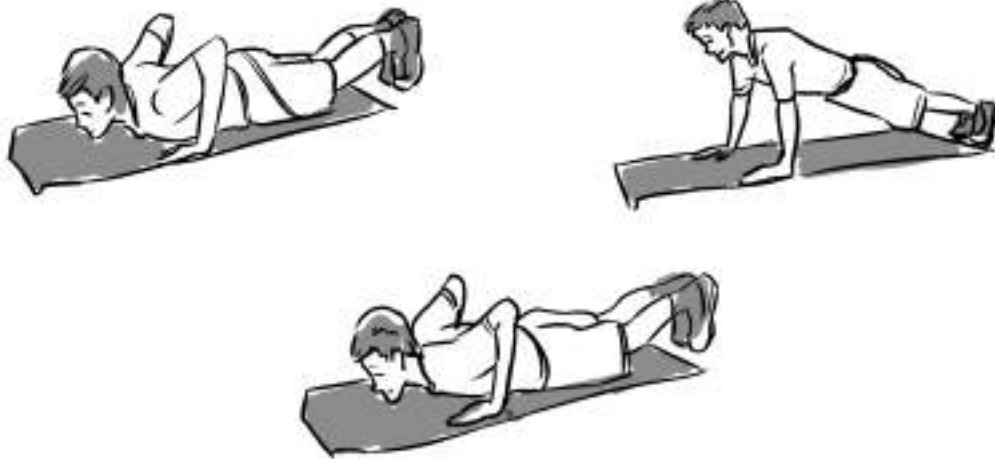


Activity 2: Push-up

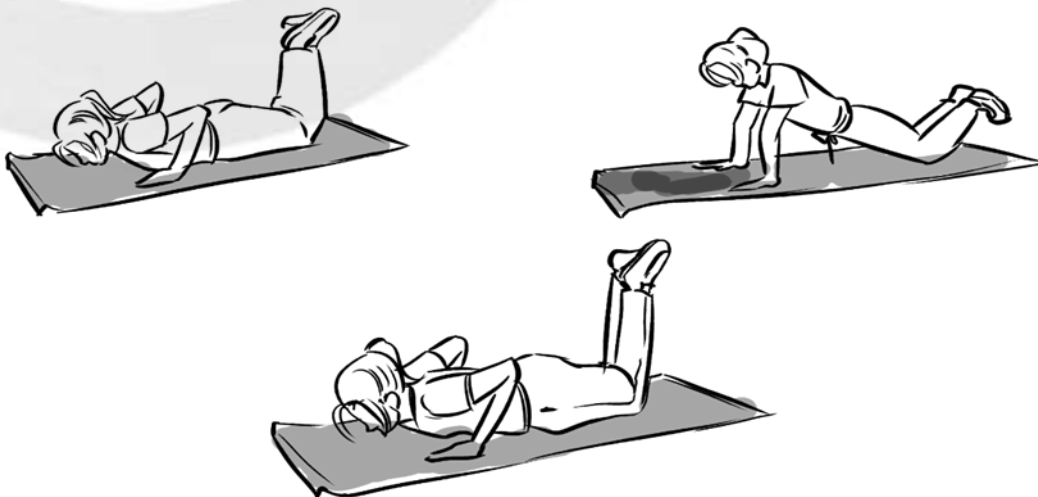
Procedure:

- A. Lie down on the mat; face down in standard push-up position: palms on the mat under the shoulders, fingers pointing forward, and legs straight, parallel, and slightly apart, with the toes supporting the feet.

For Boys — Straighten the arms, keeping the back and knees straight, then lower the arms until there is a 90-degree angle at the elbows (upper arms are parallel to the floor).



For Girls — With knees in contact with the floor, straighten the arms, keeping the back straight, then lower the arms until there is a 90-degree angle at the elbows (upper arms are parallel to the floor).



- B. Perform as many repetitions as possible, maintaining a cadence of 20 push-ups per minute (2 seconds going down and 1 second going up).
C. Record the number of push-up you made.

Activity 3: Zipper Test

Procedure:

For you:

- A. Stand erect.
- B. To test the right shoulder, raise your right arm, bend your elbow, and reach down across your back as far as possible.
- C. At the same time, extend your left arm down and behind your back, bend your elbow up across your back, and try to cross your fingers over those of your right hand.
- D. Reach with the right hand over the right shoulder and down the back as if to pull a zipper or scratch between the shoulder blades.
- E. To test the left shoulder, repeat procedures a – d with the left hand over the left shoulder.



For your partner:

- A. Observe whether the fingers touched or overlapped each other.
- B. Measure the distance in which the fingers overlapped.
- C. Record the score in centimeters.

Standard

- 0 – did not touch fingers
- 1 – just touched fingers
- 2 – fingers overlapped by 1-2 cms.
- 3 – fingers overlapped by 3-4 cms.
- 4 – fingers overlapped by 5-7 cms.
- 5 – fingers overlapped by 8 cms. or more

Learning Task 5: Record the result of your physical fitness activity by filling out the table below. Copy and answer it in your answer sheet.

Physical Fitness Test	Health Components	Result
3-minute Step Test		
Push-up		
Zipper Test		

Learning Task 6: Complete the graphic organizer below by listing some household chores or sports inside the shapes that you can do at home to improve your physical fitness. Do this in your answer sheet.

household
chores

or

sports

[Three empty rounded rectangular boxes for listing household chores or sports]

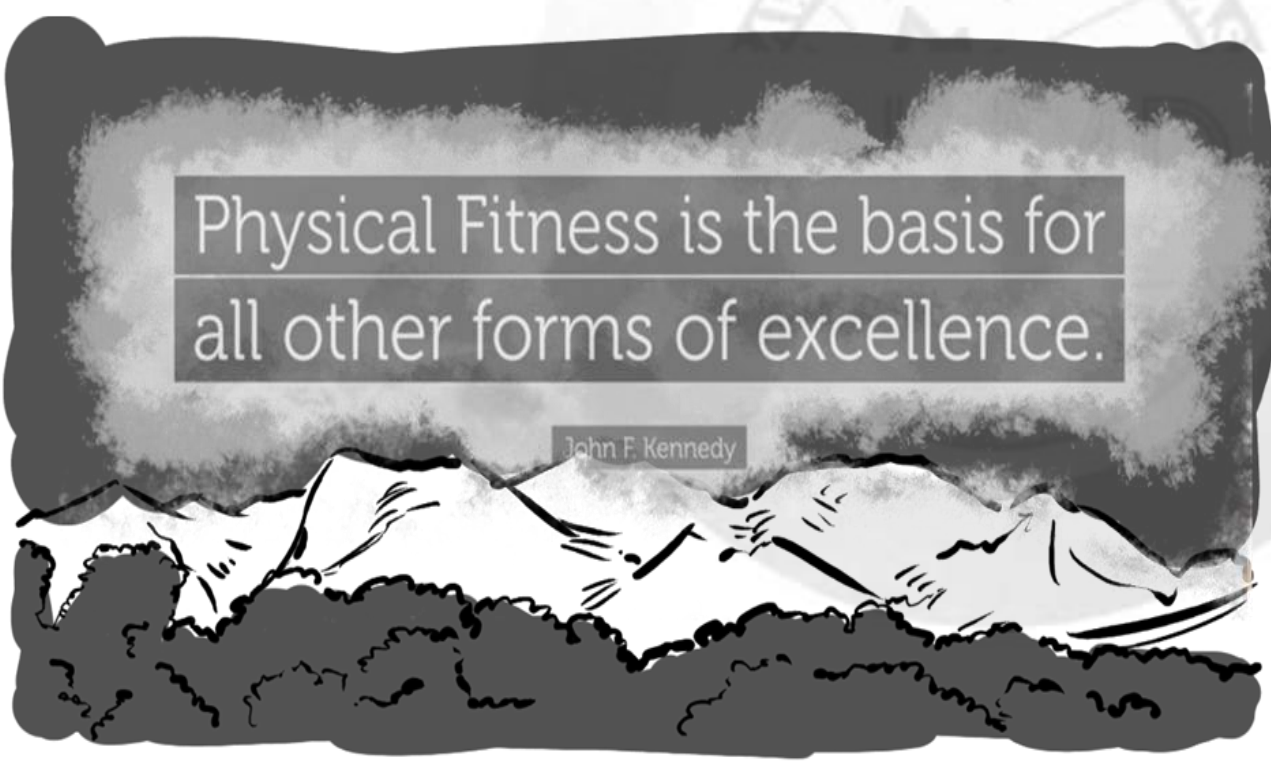
[Three empty rounded rectangular boxes for listing household chores or sports]

A

Answer the following questions in your answer sheet.

1. As a student, what are the importance of being physically fit?
2. How can you say that a person is physically fit?
3. What are the things that you can do to make you physically fit? Give at least five answers.

Explain the saying below about Physical Fitness. Write the answer in your answer sheet.



Physical Fitness is the basis for
all other forms of excellence.

John F. Kennedy

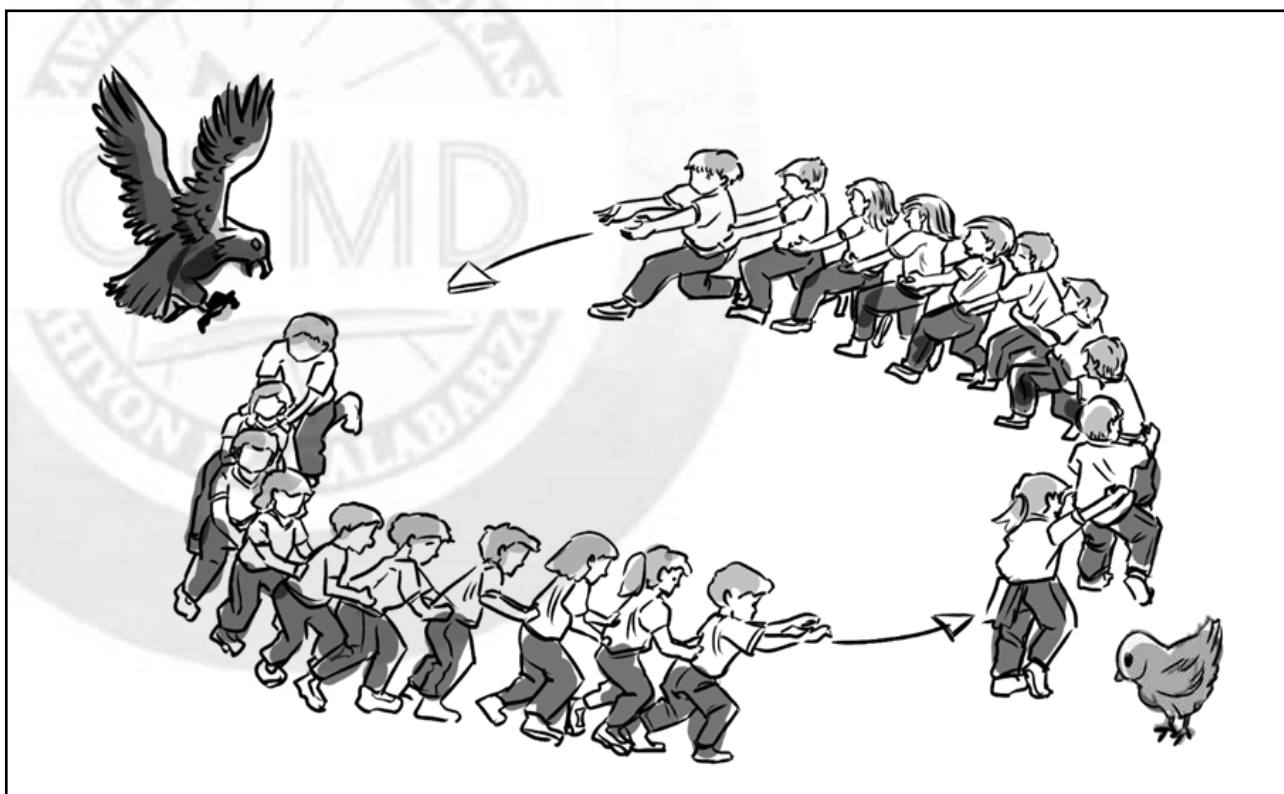
Hawk and Chicken Game

Lesson

I

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to observe safety precautions needed in the game.



Are you familiar with the game in the picture? What is the name called? Have you tried playing this game?

Today, you will learn how to play this game. Are you excited?

Why do you think the hawk always chases the chick or the hen? Do they have some unfinished business with each other or they are just mad with one another?

Lets find out on the history of the Hawk and Chicken Game.

The game Hawk and Chicken is also a game that helps to develop your agility and flexibility skills. Muscle strength and endurance are also used here.

This game is also called 'Touch the Dragon's Tail', 'Touch My Tail' and more. To play it, you have to be smart and agile to grab the handkerchief.

Chicks need protection just like a player. The Chicken aims to keep her chicks from the hawk's hands.

D

Learning Task 1: Read and analyze the rules to follow when playing. Afterwards, try playing the game with your siblings or playmates.

This is an outdoor collective game. The more the players, the more fun you will have.

- ◆ First, the HEN and the HAWK will be chosen and the rest line up as CHICKEN.
- ◆ CHICKENS will hold the clothes of the person in front of him with both hands, thus composing a chain, following their "mother"---the HEN.
- ◆ The HAWK will stand before the line and face directly to the HEN. The HAWK will try every possible means to capture CHICKENS, and the HEN's responsibility is to stretch out her "wings" and protect her children.
- ◆ When the HEN moves to block the HAWK, all CHICKENS should also move in the same direction so as to avoid the HAWK's attack. Moreover, they should never loose hold of each other's clothes, otherwise, the chain will be broken and they will be easily caught by the HAWK.
- ◆ If any CHICKEN is that unfortunate, he will become the new HAWK and the HAWK will be a new CHICKEN in the next round. Usually catching the last CHICKEN at the end of the line is the most difficult.



E

Learning Task 2: Listed below are the skills that you are going to develop after learning about the game. Search and encircle them in the word puzzle. Do this in your answer sheet.

Loop a word

R	Z	B	I	J	X	D	L	E	T	C	D
T	Z	X	U	G	F	D	H	Z	U	S	T
M	P	A	G	I	L	I	T	Y	T	B	V
M	U	S	C	U	L	A	R	J	K	N	W
F	E	N	D	U	R	A	N	C	E	V	B
F	V	Y	O	N	D	J	W	O	W	Q	Q
K	A	T	S	T	R	E	N	G	T	H	O
M	F	L	E	X	I	B	I	L	I	T	Y
V	F	U	P	I	H	I	M	W	P	E	O
F	Q	S	X	D	A	X	L	G	Y	D	D

AGILITY
ENDURANCE
FLEXIBILITY
MUSCULAR
STRENGTH

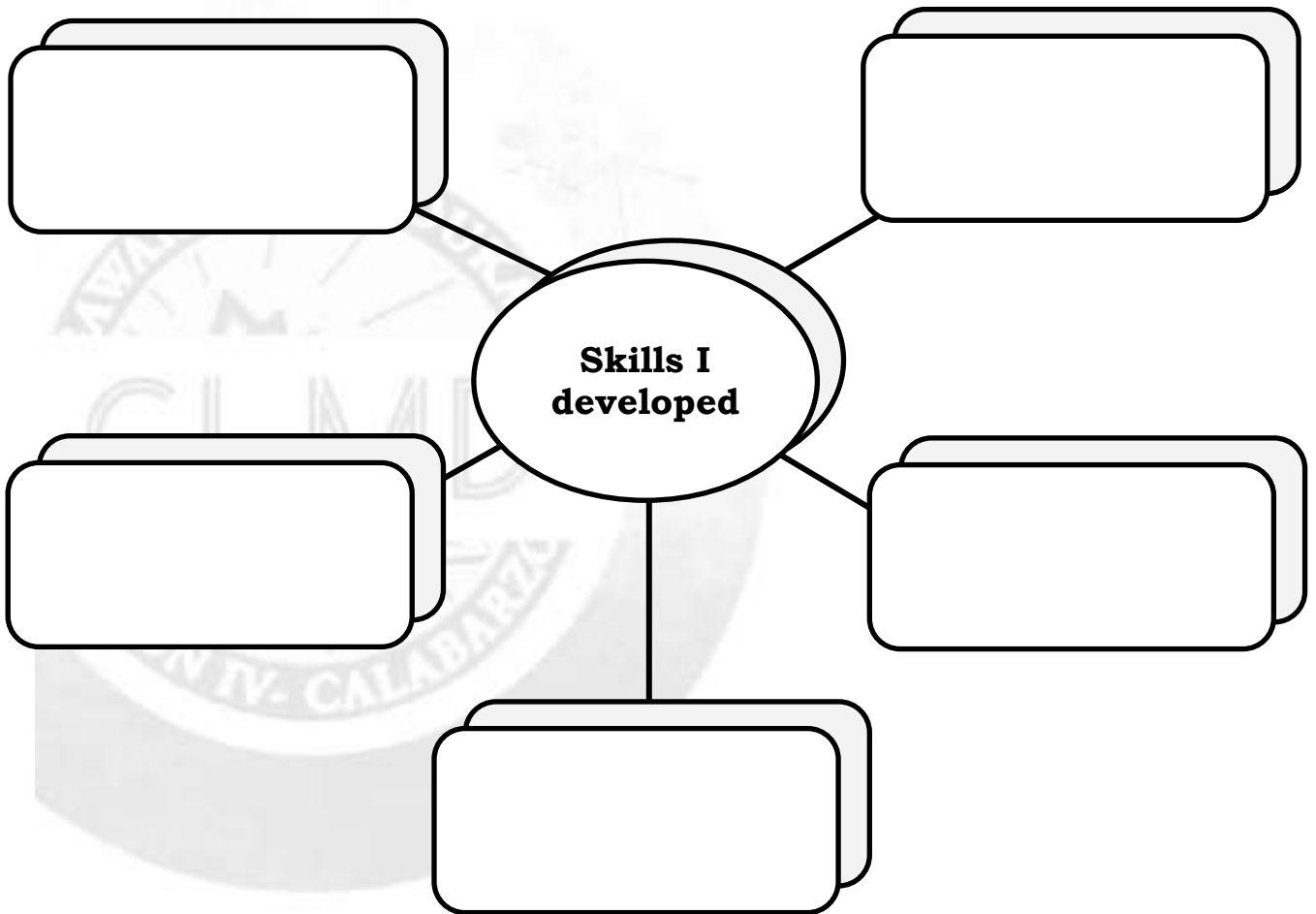
In what ways do you think we can develop the following skills?

Different risky situations could happen while playing different games. A set of guidelines for personal safety should be observed to prevent injuries.

Learning Task 3: Write YES if the item is a safety precaution in the game “Hawk and Chicken” otherwise write NO. Write your answers in your answer sheet.

- _____ 1. Warm up before playing to avoid sprains. Control your body and body parts always.
- _____ 2. Hit your opponents hard so they would easily notice you.
- _____ 3. Watch where your opponents are going. Be aware of your surroundings.
- _____ 4. Identify and move into open space before playing.
- _____ 5. Always observe your personal space while playing.
- _____ 6. Be aggressive while playing. This is a must to win the game.
- _____ 7. Tag your opponents by using a soft tap. Avoid pushing or hitting while playing the game.
- _____ 8. Know the rules of the game.
- _____ 9. Get mad when you lost the game. This will help you cool down.
- _____ 10. Report immediately if there is someone hurt.

Learning Task 4: Complete the graphic organizer below in your answer sheet. Complete it by writing inside each box the different skills you have developed for playing Hawk and Chicken Game.



Learning Task 5: Copy the chart below on your notebook. Put a check (✓) on the column that best describes your experience while playing the game.

Experiences	Always	Sometime	Never
1. I learned the importance of the game.			
2. I followed the instructions involved in the game.			
3. I understood the value of playing the game.			
4. I displayed joy of effort and respect for others while playing the game.			

Learning Task 6: Write TRUE if the statement tells about the safety precautions during activities. Underline the word/s that make the sentence incorrect and write the correct word on the space provided. Do this in your answer sheet.

- _____ 1. Warm up before playing to avoid sprains.
- _____ 2. Pushing or hitting while playing the game is allowed.
- _____ 3. If there is someone hurt, report it right after the game.
- _____ 4. Always observe your personal space while playing.
- _____ 5. Tag your opponents by using a soft tap.

A

In your answer sheet, make a Fitness Diary stating all the learnings you acquire in the lesson. Follow the format below.

FITNESS DIARY	
	Date: _____
Dear Diary,	
Today, I learned that _____	

This will help me to become _____	

Name and Signature _____	

Skills and Tactics in Different Types of Games and Sports

I

Lesson

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to explain the nature/background of the games, describe the skills involved in the games and execute the different skills involved in the game.



How was your experience playing different types of games and sports? What are the different tactics you used? What were the necessary skills have you developed?

Most skills and tactics are specifically used and effective for a particular set of games. Knowing that tactics or skills and how and when to use them are vital in playing. This knowledge gives you an edge while you play and also adds more enjoyment to the game.

In playing different types of games not only you will enjoy physical fitness benefits but also challenge your mental skills through the different tactics required in get to games.

The comparison of the skills and tactics that the different types of games

	Ivasion Games	Net/Wall Games	Striking/ Fielding Games	Target Games
Main Skill/ Focus	locomotor	manipulation (sending skills -hitting; receiving skills)	manipulation (sending skills -hitting and throwing; receiving skills and catching)	manipulation (sending skills -hitting; throwing; receiving skills-catching)
Tactical Focus	maintain possession or advantage	looking for open space on the opponent's side	covering space in the field	aim and accuracy

Each game category focuses on the different skills and tactics to make your game participation varied and more exciting. The skills can be learned and improved as you acquire game tactics. If you think about it, as you play games you learn what better moves and tactics to use and make the best decisions during games. If you are already familiar with the games, you already know about these moves, tactics, and decisions and apply them as best as you can to make your game performance successful. Hence, your goal as you play games does not only revolve around skills but also in moves and tactics as well.

As for the skills, game playing and practice are your best chances to improve on them. You can try out the necessary skills as the games are going on and can also spend time in practicing them. More complex and advanced skills needed in the games are best enhanced and improved with enough practice with your coach/trainer or teacher's feedback.

As you continue to play games, it is hoped that your game skills will continue to improve. Monitor your performance in the different game skills so that you would know which game skills you need to improve on, those you have improved already, and those you think you are good at. Monitoring your game skills would definitely be beneficial for you.



By acquiring not only the skills but also moves and tactics needed in games, you can participate in as many games as possible because even if the skills required in each game may vary, the tactical solutions learned in one game can be adopted and applied to tactical problems in other games of the same nature. An example would be the skills and tactics needed in *agawang* base, an invasion game. Even if the skills necessary in other invasion games (e.g, dribbling and shooting in basketball) are not necessary in *agawang* base, the tactics that are very important such as faking direction of motion and stealth-like movements can be used in basketball and other invasion games and sports such as *patintero* and football.

There are games that require group participation and cooperation, support, assistance and teamwork. These qualities will play an important role in achieving enjoyment and fitness goal.

Now, you will learn about the different skills executed during the games, the values needed while participating in it and display sportsmanship, be able to identify and explain health-skill related fitness and areas for improvement.

Strategies in Playing Invasion Game

In order to score or win in an Invasion Game , the player must :

1. Maintain object / ball possession
2. Avoid opponents and attackers
3. Maintain space between himself/herself and teammates
4. Protect space or goal
5. Prevent opponents from invading or scoring
6. Keep the ball / object in possession
7. Gain and regain possession of the ball / object
8. Contain space
9. Anticipate opponents moves
10. Stay away from opponents space

Values Developed in Playing Invasion Game

- | | |
|------------------|----------------------|
| 1. Confidence | 7. Respect |
| 2. Determination | 8. Responsibility |
| 3. Teamwork | 9. Positive Attitude |
| 4. Discipline | 10. Sportsmanship |
| 5. Honesty | 11. Patience |
| 6. Camaraderie | 12. Cooperation |

Benefits in Playing Invasion Game

1. You feel relax because you are happy when you are playing.
2. You have stronger immune system because you strengthen body natural defense.
3. You always have good mood because you play with friends who inspire you.
4. You became more flexible because you stretch those bones and muscles as you play.
5. You can have good skin because you sweat and it could flush toxins.
6. You can maintain proper posture and weight.

SOME EXAMPLE OF INVASION GAMES WITH THEIR HEALTH- SKILL FITNESS COMPONENTS

SKILLS INVOLVED IN PLAYING AGAWAN BASE

1. Speed – the player need to run fast so that the opponent will tag by the other team.
2. Body flexibility- The player must be flexible enough so that he cannot tag by their opponent.
3. Coordination- The player needs eye- hand , eye body coordination.

SKILLS INVOLVED IN PLAYING LAWIN AT SISIW

1. Speed – the player need to run fast so that the hawk will not catch the chicks.
2. Body flexibility- The player must be flexible enough to catch the chicks .
3. Balance- the chicks need to hold each other so that the hawk will not catch them.
4. Coordination- The player needs eye- hand, eye body coordination.

SKILLS INVOLVED IN PLAYING AGAWANG PANYO

1. Reaction Time- the players should get the handkerchief quickly.
2. Flexibility-the body should be flexible enough to get the handkerchief.
3. Speed- get the handkerchief faster than the opponent.

SKILLS INVOLVED IN PLAYING SUNGKA

- 1.Speed– the player need to move his/her hands, quickly in putting the small stones into the holes.
- 2.Eye Coordination– the player must drop a pebble into the right hole.

FITNESS COMPONENTS

- a. Speed– the ability to move your body quickly.
- b. Coordination- the ability to move the body smoothly and accurately
- c. Balance – the a bility to stay in control of your body position whether stationary or while moving.
- d. Flexibility –the ability to move through an unrestricted, pain free range of motion.
- e. Local Muscular Endurance (LME)- Repeated small movement
- f. Aerobic capacity- whole body continuous activity
- g. Muscular strength – minimal one effort strength

D

Learning Task 1: Name the different skills shown in each picture and write also the games or sports that make use of the skills shown. Write your answer inside the box. Do this on your notebook.



1.



2.



3.



4.



5.



6.

Learning Task 2: Find and encircle the following skills in the word puzzle. Do this activity on your notebook.

D	E	P	E	N	D	I	N	G	E	G	I
L	U	B	A	L	A	N	C	E	E	M	V
F	L	E	X	I	B	I	L	I	T	Y	M
O	G	U	A	R	D	I	N	G	R	V	I
I	N	T	E	R	C	E	P	T	I	O	N
C	O	O	R	D	I	N	A	T	I	O	N
Z	F	C	G	S	P	E	E	D	A	Q	R
E	Q	D	X	F	O	O	T	W	O	R	K
G	S	A	T	T	A	C	K	I	N	G	M
F	C	A	T	C	H	I	N	G	G	I	G

FLEXIBILITY
 SPEED
 BALANCE
 COORDINATION
 FOOTWORK
 INTERCEPTION
 CATCHING
 ATTACKING
 DEPENDING
 GUARDING

E

Learning Task 3: Complete the table below. List down 3 Invasion games and write the strategies needed as well as the skills developed in each invasion games listed. Accomplish this activity in your answer sheet.

Invasion Games	Strategies needed	Skills developed
1.		
2.		
3.		

Learning Task 4: Look at your answers on Learning Task 3. Choose an invasion game and compare it to a sport of the same nature (net/wall, striking/fielding, ang target game) in terms of the necessary skills, tactics and decisions needed. Specify the differences as well. Do this on your notebook.

Skills needed		
Tactics/Strategies needed		
Decisions to make		

Learning Task 5: Answer the following questions on a sheet of paper.

1. What are the necessary tactics or strategies needed in different types of games?
2. What are the importance of having a specific tactics and strategies in a game?
3. How can game tactics and skills transfer to sports?
4. How does player's decision making affect the success of any game or sport played?
5. What do you think is the most important values that a player should learn from every game or sport? Explain your answer.

Learning Task 8: Identify what is being asked by each item. Choose your answer inside the box below. Do this on your notebook.

- _____ 1. When the player needs to run fast so that the hawk cannot catch the chicks. What skill is being used?
- _____ 2. The teams are trying to defend their goal and scoring in the opponents goal even if their opponents score is higher than them. What values is shown in this situation?
- _____ 3. When playing Kickball, a player is efficient in using his/her feet in kicking the ball and in running. What skill is shown?
- _____ 4. When playing a game, the players enjoy playing a fair game and they achieved victory without cheating. What values is shown in this situation?
- _____ 5. When playing *Sungka*, a player must drop a pebble into the right hole. What skill is shown?

Agility	Eye coordination	Footwork	Speed
Honesty	Endurance	Determination	

A

In your answer sheet, make a Fitness Diary stating all the learnings you acquire in the lesson. Follow the format below.

FITNESS DIARY

Date: _____

Dear Diary,

Today, I learned that _____

This will help me to become _____

Name and Signature _____

Agawang Base

Lesson

I

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to displays joy of effort, respect for others and fair play during participation in physical activities and practice joy of effort, respect for others and fair play during participation in Physical Activities.



Invasion games are competitive in nature but help develop your fitness and social skills like teamwork and cooperation. Social, Moral, and Cultural Values are promoted by any invasion game.

Social- helps students develop personal qualities which are valued in the society where they are, for example showing respect for other team; working cooperatively as a team.

Moral- provides a clear moral basis for behavior which is promoted consistently through all aspect of the game

Cultural- children will recognize the importance of sport in various cultures.

There are Invasion games that require group participation and cooperation, support, assistance and teamwork. These qualities will play an important role in achieving enjoyment and fitness goal.

You can have more fun playing games and improve your physical fitness at the same time when you learn about another game category– invasion games. These games are those in which the common tactical features include invading the territory to make space in attack, the containment of the space defense, and the use of a goal or similar target for scoring. Common examples are popular sports such as basketball, football/soccer, and the Philippine games such as *Agawang Base*.

Agawang Base

Agawang base is a group game between two teams. The aim is to touch the opponent's base without getting tagged by a member of the opposing team. Teams outwit each other by deploying players in the playing area to tag opposing players (who becomes prisoners) so that players guarding the base become fewer, increasing the chances of opponents to touch the base. The team that touches the opposing team's base scores a point. The team that accumulates more points wins the game.

Materials

- stationary base (post, trash can, tree or any other object that can be used as base)

Number of players: Three or more in each team

Playing Area:

Mechanics:

X (Team A's base)

Playing Area

O (Team B's base)

- Players run in the playing area aiming to touch the opponent's base without getting tagged.
- Players who are *bago* base (one that has left the base the last) get the right to tag opponents who have left their base earlier. Players can return to their base to "recharge" so that they can tag opponents again.

- Players who gets tagged become prisoners of the other team. Prisoners keep contact with one another and the opponent's base. They can come back in the game when a teammate successfully tags any one of them without getting tagged first.

Rules:

- A player that tags an opponent can be immune immediately after tagging an opponent. He or she can be tagged once the prisoner has been positioned at the base.
- Honesty policy is followed when players from opposing team are unsure who is *bago* base. Players or teams may decide to nullify the tags made or to count the tag so prisoners are caught.

Values:

Honesty, Teamwork and Fair play

Other versions of the game:

- When team gets prisoners, they can use *palit bote* (a move where teams exchange one prisoner to another) but both teams should agree which prisoners to exchange.
- All prisoners will be saved even if only one prisoner is successfully touched by her teammates. This is called *koryente*.
- When opponents use their prisoners as base (touches the prisoners to recharge to get back in the playing are), once the prisoners are successfully touched by a teammate, that team wins because the base is successfully touched.

Here are the other Values that you will develop once you participated in physical games:

1. **Teamwork** - order for the team to work well, each member must cooperate with the co-players.
2. **Confidence** - by playing, you will be used to the game and will have a belief in yourself that you can do it.
3. **Discipline** - you will try to avoid things that might affect your performance and try to abide by the regulations of the game.
4. **Respect** - you will feel that opponents and teammates are important so you will value their presence.
5. **Overcoming Difficulty** - winning the game is not easy and one goes through a hard time. You will be able to surpass any challenge that will come your way if there is teamwork in the team.

6. **Decision Making** - in times you need to select a strategy and a move, you will demonstrate the ability to think fast and decide properly.
7. **Patience and Determination** - success is not gotten overnight. You some times need to wait for the moment to come and show that you really desire to succeed.
8. **Camaraderie and Sportsmanship** - playing games, whether individual or with a team, will make you value the company of other players. If your game is unsuccessful, you regard them and still like playing the game.
9. **Honesty** - you enjoy playing a fair game. You do not like a victory that is achieved by cheating.
10. **Positive Outlook** - being in a team will make you adopt the value of controlling your emotions to each game's result. You also understand the essence of playing.

Fitness Benefit

Invasion games make use of locomotor movements like running and chasing. Because of these locomotor movements, certain components of physical fitness can be enhanced when playing invasion games. Cardiovascular endurance, muscular endurance and muscular strength can definitely be improved as well as skill-related components such as agility, coordination, balance, speed, power and reaction time. Hence, invasion games are great ways to improve your physical fitness because they can tap a lot of components on physical fitness.

Because invasion games are very physical in nature, the use of appropriate tactics is crucial to successful playing. You probably encountered an opponent blocking your way or closing in on you. You have likely thought of ways on how to outwit your opponents. Things like these are common in invasion games so plan your tactics well.

Safety Measure

A lot can happen from physical contact with teammates or opponents, playing equipment, or playing area. Because invasion games make use of locomotor movements, you need to be careful when playing them. Aside from sprains, strains, concussions (*pasa*) abrasion (*gasgas*), and lacerations (*hiwa*), careful movements inside the playing area should also be kept in mind to avoid accidents. Head-on collisions with teammates or opponents as well as tripping on each other's feet is common. Simple tagging may become a push or a shove that can cause accidents. Hence, you should always be cautious of your movements and of others as well while playing. Make sure that precautions are taken to prevent accidents and avoid injuries.

D

Learning Task 1: Rearrange the jumbled letters to form a word that describes the values that one should learn through playing games. The first letter will be your clue. Do this in your notebook.

d e n c n o c e f i
c e s r e p t
c n o o p i e t r a
e p a c t n i e
y h o t s n e
k t e r a o w m
r e t y p o i n s b i i
p o s e v i t i
c a r i e e d m a a r
n o i t a n i m r e t e d

1. C _____

2. R _____

3. C _____

4. P _____

5. H _____

6. T _____

7. R _____

8. P _____

9. C _____

10. D _____

Learning Task 2: Share your thoughts about the lesson. Complete the following statements below. Do this in your answer sheet.

♦ Engaging in physical activities like *Agawang Base* helps me become

♦ The different values that I will develop through playing games are

E

Learning Task 3: Put a check (✓) on the blank before the number if it shows safety measures and put a cross (X) if not. Do this in your answer sheet.

- ____ 1. Wear proper playing clothes (like PE uniform) and footwear.
- ____ 2. Play at the gym, field or designated playing area.
- ____ 3. Make sure that the playing area is free of constructions.
- ____ 4. Play near the road to add more thrill and excitement.
- ____ 5. Use proper playing equipments.
- ____ 6. Follow the rules and mechanics of the game.
- ____ 7. Be aggressive and hard headed.
- ____ 8. Make sure to do warm up and cool down exercises.

Learning Task 4: In a short bond paper, cut-out and paste or draw a picture of an invasion game that show enjoyment and values. Explain why did you choose that specific game. Follow the format below.

<div style="border: 2px dashed black; border-radius: 25px; width: 450px; height: 180px; margin: 0 auto;"></div> <p style="text-align: center;">picture or drawing</p>	<p>Title of the game</p>
<hr/> <hr/> <hr/> <hr/> <hr/>	

Learning Task 5: Read each situation and encircle the letter of the best answer. Do this activity on your notebook.

1. Our team is the champion because of our captain. No matter how fast his opponent shoot the ball he can do the same, he never misses it and hits it right back. What emotion is shown in the situation?
A. Happiness
B. Anger
C. Sadness
D. Afraid
2. Ashley always seems to trip on her own feet. She keeps on bumping to her opponents. If she participates in a race, what might she needed to boost?
A. Speed
B. Fear
C. Positive outlook
D. Confidence
3. In volleyball, Chelsea finds it hard to keep up with the other players. She cannot catch up to the ball to get it. What emotion is shown in this situation?
A. Happiness
B. Anger
C. Sadness
D. Afraid
4. Some call Marie “ Clumsy Marie”. During the game she hear somebody called her names, because of this she throws the ball and hurt someone. What emotion is shown in this situation?
A. Happiness
B. Anger
C. Sadness
D. Afraid
5. When a player shows his/her power, speed, and tactic during the game. What values is shown?
A. Determination
B. Teamwork
C. Sportsmanship
D. Confidence
6. When a player believes in the ability of his/her teammates even if he/she knows that his/her abilities are more advance than them. What values is shown?
A. Discipline
B. Honesty
C. Respect
D. Confidence
7. When a player gives value in the fairness of playing the game, Winning the game without cheating. What values is shown?
A. Discipline
B. Honesty
C. Respect
D. Confidence
8. When a player shows his/her dedication to practice and enhance his/her skills. What values is shown?
A. Determination
B. Teamwork
C. Sportsmanship
D. Confidence

Learning Task 6: Answer the following questions in your answer sheet.

1. What invasion game have you learned from this lesson?
2. What are some values that you can learn from this game?
3. How can a specific game improve your physical fitness?
4. What safety precautions do you have to keep in mind when playing invasion games?
5. Why is it important to follow these safety precautions before playing invasion game?

A

In your answer sheet, make a Fitness Diary stating all the learnings you acquire in the lesson. Follow the format below.

FITNESS DIARY	
Dear Diary,	Date: _____
Today, I learned that _____	

This will help me to become _____	

Name and Signature _____	

PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



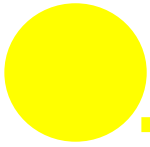
- ★ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- ?
- I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Distribution of Learning Tasks Per Week for Quarter 2

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.



References

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- Grecia, J. G. , Yap, J. C. & Saraza, A. E. (2016). *PE and Health for Fun 6*.



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