

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 <i>The learners...</i>
<p>Nature of Stress</p> <ul style="list-style-type: none"> ● Stress and Stressors ● Physical Responses of the Body to Stress <p>Importance of Coping Strategies</p> <ul style="list-style-type: none"> ● 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) 	<p>1. apply various healthy coping strategies to manage stress;</p>
<p>Bullying and Other Violent-Related Behaviors as Stressors</p> <ul style="list-style-type: none"> ● 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 	<p>2. demonstrate assertive behavior to prevent and deal with bullying, harassment, discrimination, and violence;</p>
<p>Stress-reduction Activities</p> <ul style="list-style-type: none"> ● Stress-reducing Benefits of Physical Activity ● Various Physical Activities That Can Help In Reducing Stress (Exercise, Hobbies, and Indoor and Outdoor Activities) 	<p>3. analyze stress-reducing benefits of physical activities; and</p>
<p>Physical Activity Participation: Striking/Fielding Games</p> <ul style="list-style-type: none"> ● Focus Foundational Skills <ol style="list-style-type: none"> 1. Movement Concept <ul style="list-style-type: none"> - Relationship with People and Object 2. Movement Skills <ul style="list-style-type: none"> - Locomotor, Non-Locomotor Manipulative 3. Fitness Concepts 	<p>4. performs physical activities using striking/fielding game concepts with agility, balance, coordination, and speed for active living:</p> <ol style="list-style-type: none"> a. locomotor skills by creating, moving, denying, and covering space

<ul style="list-style-type: none"> - Agility, Balance, Coordination, Speed - Intensity: Moderate to Vigorous Physical Activities (MVPA) <p>4. Game Concepts</p> <ul style="list-style-type: none"> - Positioning (People and Location in Space) - Relationship to Object: Sending Away (Throw and Strike) <p><i>Suggested Activities: Philippine Traditional Games (Kickball, Syato, Bati-Cobra, Tupa, and/or other variations of unpublished games in the locality)</i></p>	<p>b. manipulative skills by striking, receiving, sending or propelling an object to an intended area.</p>
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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
		<i>The learners...</i>
	<p>Changes During Puberty</p> <ul style="list-style-type: none"> ● Physical (Growth Spurt; Primary and Secondary Sexual Characteristics; Menstruation and Wet Dreams, Etc.) ● Social, Emotional, and Mental/Intellectual Changes ● Impact of Changes During Puberty <p>Management of Changes During Puberty</p> <ul style="list-style-type: none"> ● With Emphasis on Skin, Body, and Genital Care; Menstrual Hygiene Management and Sleep Hygiene 	<p>1. describe concepts, effects, and ways to manage changes during puberty;</p>
	<p>Family Roles in Managing Changes During Puberty</p> <ul style="list-style-type: none"> ● 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 	<p>2. analyze various family roles in managing changes during puberty;</p>
	<p>Puberty-related Myths and Misconceptions and Effects on Physical Activity Participations</p> <ul style="list-style-type: none"> ● Common Puberty-Related Myths and Misconceptions ● Puberty-related Myths and Misconceptions That can Affect Physical Activity Participation 	<p>3. discuss common puberty-related myths and misconceptions that can affect physical activity participation; and</p>
	<p>Physical Activity Participation: Net/Wall Games</p> <ul style="list-style-type: none"> ● Focus Foundational Skills <ol style="list-style-type: none"> 1. Movement Concept <ul style="list-style-type: none"> - Relationship with People and Object 2. Movement Skills <ul style="list-style-type: none"> - Locomotor, Non-Locomotor, Manipulative 3. Fitness Concepts <ul style="list-style-type: none"> - Agility, Balance, Coordination, Speed 	<p>4. perform physical activities using net/wall game concepts with agility, balance, and coordination for active living:</p> <ol style="list-style-type: none"> a. locomotor skill by attacking to create and move into space and denying and covering space; and

<ul style="list-style-type: none"> - Intensity: Moderate to Vigorous Physical Activities (MVPA) <p>4. Game Concepts</p> <ul style="list-style-type: none"> - Positioning (People and Location in Space) - Relationship to Objects: Striking (Attack), Blocking/ Receiving (Defend) <p><i>Suggested Activities: Games (Pickle Ball, Wall Ball, Ringo)</i></p>	<p>b. manipulative skills by serving and hitting the ball to an open space.</p>
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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 <i>The learners...</i>
	Medicines as Health Products <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● Focus Foundational Skills <ol style="list-style-type: none"> 1. Dance Elements <ul style="list-style-type: none"> - Body, Action, Space, Time, Energy 2. Movement Skills <ul style="list-style-type: none"> - Locomotor, Non-locomotor, Manipulative 3. Fitness Concepts <ul style="list-style-type: none"> - 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.

<p><i>Suggested Activities:</i> 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)</p>	
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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
		<i>The learners...</i>
	<p>Home, School, Community, and Outdoor Safety</p> <ul style="list-style-type: none"> ● 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;
	<p>Road Safety</p> <ul style="list-style-type: none"> ● 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;
	<p>Preventing Injuries During Physical Activity Participations</p> <ul style="list-style-type: none"> ● Sprains, Dislocation, Fracture, Concussions, Knee Injuries, Tendinitis, Shin Splint ● Injury Prevention Practices 	3. analyze ways to prevent injuries during physical activity participations; and
	<p>Physical Activity Participation: Rhythmic Activities and Dances</p> <ul style="list-style-type: none"> ● Focus Foundational Skills <ol style="list-style-type: none"> 1. Dance Elements <ul style="list-style-type: none"> - Body, Action, Space, Time, Energy 2. Movement Skills <ul style="list-style-type: none"> - Locomotor, Non-locomotor, Manipulative 3. Fitness Concepts <ul style="list-style-type: none"> - 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.

<p><i>Suggested Activities:</i> 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)</p>	
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