

4

Lesson Exemplar for PE and Health

Quarter 2

Lesson

2

Lesson Exemplar for PE and Health Grade 4
Quarter 2: Lesson 2 (Week 3-4)
SY 2024-2025

This material is intended exclusively for the use of teachers participating in the implementation of the MATATAG K to 10 Curriculum during the School Year 2024-2025. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

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

Development Team

Writer:

- Irma L. Escobia (Philippine Normal University – Manila)

Validator:

- Rolly R. Balbutin (Philippine Normal University – Mindanao)

Management Team

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

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

LESSON EXEMPLAR TEMPLATE

PE AND HEALTH/SECOND QUARTER/GRADE 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	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.
B. Performance Standards	The learners participate in daily life activities and invasion games in promoting family wellness for active and healthy living.
C. Learning Competencies and Objectives	<p><i>Learning Competency</i> Participate in various physical and daily life activities to improve family health.</p> <p><i>Learning Objectives</i></p> <ol style="list-style-type: none">1. identify the Physical Activities of a healthy family;2. assess their own relationship with their family in doing physical activities; and3. understand the importance of promoting a healthy family.
C. Content	Physical Activity Participation in Improving Family Health <ul style="list-style-type: none">• Examples of Physical Activities for Families (Dance, Zumba, Exercise, Cooking Together, Gardening, Etc.) Benefits of Physical Activities on Family Health <ul style="list-style-type: none">• Examples: prevents diseases among family members, strengthens bond and overall relationship
D. Integration	Prevention and Control of Communicable Diseases; SGD 3

II. LEARNING RESOURCES

Ackland, M., Choi, B. C. K., & Puska, P. (2003). Rethinking the terms non-communicable disease and chronic disease. *Journal of Epidemiology & Community Health*, 57(11), 838–839. <https://doi.org/10.1136/jech.57.11.838>

Baby Shark - Pinkfong Kids' Songs & Stories. (2021). *Let's Run a Race | Run Super Fast! | Sports Songs | Pinkfong Songs for Children* [Video]. YouTube. <https://www.youtube.com/watch?v=hA47tfFK3dw>

Banyan Global Learning. (2020). *Chores for kids - helping around the house* [Video]. YouTube. <https://www.youtube.com/watch?v=iRZITiwY8h8>

Brooks Rehabilitation. (2021). *Household chores turned into exercises | Brooks rehabilitation* [Video]. YouTube. <https://www.youtube.com/watch?v=ItEKH-7BtPo>

Bumgardner, W. (2019). *How Vigorous Intensity Exercise Can Be the Best for Your Health*. Verywell Fit. <https://www.verywellfit.com/what-is-vigorous-intensity-exercise-3435408>

Bumgardner, W. (2019). *Moderate-Intensity Level Exercises*. Verywell Fit. <https://www.verywellfit.com/what-is-moderate-intensity-exercise-3435400>

Chain of Infection Overview. (2021). Texas Health and Human Services. https://apps.hhs.texas.gov/providers/NF/credentialing/cna/infection-control/module2/Module_2_Chain_of_Infection5.html

hpbgs. (2018). *Let's F.I.G.H.T. the spread of infectious diseases* [Video]. YouTube. <https://www.youtube.com/watch?v=iihg76chgPU>

ITS MUSIC. (2020). *Exercise Song | ITS Music Kids Songs* [Video]. YouTube. <https://www.youtube.com/watch?v=qUbtJMTvOMo>

Muyot, F. R., Zamora, C., Baarde, M. C. G., & San Jose-Mathews, J. (2017). *Exploring the world of MAPEH*. The Inteligente Publishing House.

National Academy of Sports Medicine. (n.d.). *What are some examples of light, moderate, and heavy exercise? | Types Of Exercise*. Sharecare. <https://www.sharecare.com/health/types-exercise/what-light-moderate-heavy-exercise#:~:text=Light%20exercise%20includes%20activities%20that>

Physical Activity and Your Heart - What Is Physical Activity?. (2022). National Heart, Lung, and Blood Institute. <https://www.nhlbi.nih.gov/health/heart/physical-activity#:~:text=Physical%20activity%20is%20any%20body>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>WEEK 1: DAY 1</p> <p>1. Short Review- “Thumbs Up 👍 and Thumbs Down 👎 ”</p> <p>For this game, students need to raise their thumbs up (👍) if the picture seen is correct and thumbs down (👎) if you find the picture wrong.</p>	<p>Based on this activity students identify things that healthy and unhealthy family and siblings which discussed previously.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 👍 👍

a.



Image source: <https://www.istockphoto.com/illustrations/family-medicine>

b.



Image source: https://www.123rf.com/photo_137470696_family-outdoor-activities-types-trendy-flat-vector-concepts-set-parents-and-child-playing-with-dog.html

c.



Image source: <https://www.alamy.com/stock-photo/family-health-and-fitness-concept.html?imgt=8&sortBy=relevant>

d.



Image source: <https://www.alamy.com/family-fighting-flat-color-vector-detailed-character-set-image416313148.html>

e.



Image source: <https://www.shutterstock.com/image-vector/illustration-sibling-fighting-over-remote-control-156249344>

f.



Image source: <https://www.gettyimages.ca/detail/photo/things-are-getting-out-of-control-in-here-royalty-free-image/174229403?adppopup=true>

3.

4.

5.

6.

2. Feedback (Optional)

	Based on this activity students will identify key ideas about healthy and unhealthy family, and siblings from the previous discussion.	
B. Establishing Lesson Purpose	<p>1. Lesson Purpose:</p> <p>Video Analysis</p> <p>A video clip will be presented to the class in this part of the lesson. This can be accessed through this link:</p> <p>Guide Question:</p> <ol style="list-style-type: none"> 1. What household chores are presented in the view? 2. How can the said household chores be replaced with exercise? <p>2. Unlocking Content Area Vocabulary</p> <ul style="list-style-type: none"> • Physical Activities - anybody movement that works your muscles and requires more energy than resting. • Light Exercise - activities that do not cause you to break a sweat or produce shortness of breath. • Moderate Exercise - anything that gets your heart beating faster. • Vigorous Exercise- is activity done with a large amount of effort, resulting in a substantially higher heart rate and rapid breathing. 	This activity is for the students to introduce household chores in place of exercise activities. Teachers might follow up with questions about their own experiences with how their families exercise together.
C. Developing and Deepening Understanding	<p>DAY 2</p> <p>SUB-TOPIC 1: Physical Activity Participation in Improving Family Health</p> <p>1. Explication</p> <p>The following elicitation questions will be asked to the students:</p> <ol style="list-style-type: none"> a. What are example of activities that can be executed among the family members to improve family health? b. What are the 3 levels of exercise? 	

2. Worked Example

Guess the picture!



Image source: <https://www.istockphoto.com/vector/group-of-people-performing-sports-activities-at-park-doing-yoga-and-gymnastics-gm1134302837-301373745>

Students will be divided into 5 groups. In 2 minutes, each member of the group will look at and write the different activities found in the picture. The first to finish with correct answers will be the winner.

3. Lesson Activity

According to the Philippine physical activity pyramid, the second level is the most practical level of the required fitness activities. A review of many studies shows that people who work out or exercise for three hours a week are 20% less likely to die prematurely than those who do not.

Physical fitness is determined when a person is exposed to regular activities and recognizes the levels of workouts or exercise that he or she gets involved in.

There are three levels of exercise:

The following are the possible answer: yoga, skating, biking, running, jogging, playing sports.

The teacher may or may not use the following image, as the pyramid activity was covered in the first quarter session.

There is singing and dancing in the videos. For the students to execute the lyrics together with elegance, the teacher may introduce them to the class.

	<div>1. Light exercise: walking, running, dancing, swimming, yoga, and gardening and dusting. These exercises do not cause sweating and obvious changes in breathing.</div> <div>Let the students watch the video entitled “Chores for Kids.”</div> <div>2. Moderate exercise: walking rapidly, jogging, simple aerobics, and playing recreational sports and dancing. This type of exercise breaks sweat after executing activity and causes the breathing to become more rapid and extensive.</div> <div>Let the students watch the video entitled “Exercise Song.”</div> <div>3. Vigorous exercise: includes distance walking, running, and jogging, and playing different sports. This results in hard and fast breathing. And can also cause the heart rate to increase significantly.</div> <div>Let the students watch the video entitled “Let’s Run a Race.”</div> <div>Ask the students to answer this activity.</div> <div><div><div>A. Identification. Identify the following levels of exercise. Write LE for light exercise, ME for moderate exercise, and HE for heavy exercise. Put your answer in the space provided for each number.</div><div><div><div>_____ 1. Walking</div><div>_____ 2. Basketball</div><div>_____ 3. Walking rapidly</div><div>_____ 4. Yoga</div><div>_____ 5. Aerobics</div></div><div><div>_____ 6. Running</div><div>_____ 7. Gardening</div><div>_____ 8. Marathon</div><div>_____ 9. Dancing</div><div>_____ 10. Distance running</div></div></div></div><div><div>B. Obstacle Course: Individual Practical Test</div><div>Instruct the students to do the following:</div><div>1. Position 7 cones across the clear area with 3 meters apart.</div></div></div>	<div>Answer key:</div> <div><div>1. LE</div><div>2. HE</div><div>3. ME</div><div>4. LE</div><div>5. HE</div><div>6. ME</div><div>7. LE</div><div>8. LE</div><div>9. ME</div><div>10.HE</div></div>
--	--	--

2. Runners (Students) stay behind the first cone.
3. Execute running going front and back alternately until the last cone. Do the same going back to the end of the line.

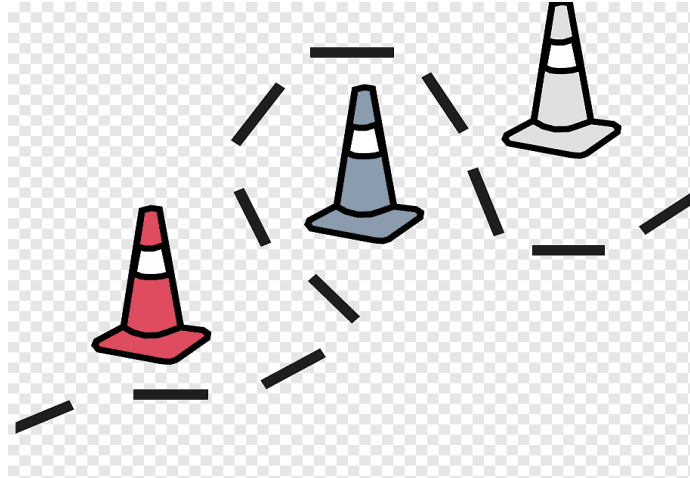


Image source: <https://www.pngwing.com/en/free-png-xrdlo>

This illustration shows how the students will run front and back in the cone alternately.

Note: The students will start running as soon as the teacher whistles. The timer starts when the students execute running and stops once they finish the obstacle course.

Rubrics:

5 mins or less	20 points
6-10 mins	15 points
11-15 mins	10 points
16 mins or more	5 points

Demonstrate the activity to the students before conducting the activity. Remind the students proper form, to ensure their safety.

WEEK 2: DAY 1

SUB-TOPIC 2: Benefits of Physical Activities on Family Health

1. Explication

The following elicitation questions will be asked to the students:

- a. What are the ways to prevent and control Communicable Disease?
- b. How to break the Chain of Infection?

2. Worked Example

Let the students watch the video entitled “Let's F.I.G.H.T. The Spread of Infectious Diseases” and answer the following questions:

1. What is the video all about?
2. Who are the characters in the video?
3. What activities do they perform in the video?

3. Lesson Activity

Diseases are frequently referred to as communicable or non-communicable. Communicable diseases comprise infectious diseases such as tuberculosis and measles, while non-communicable diseases (NCDs) are mostly chronic diseases such as cardiovascular diseases, cancers, and diabetes. (Ackland et. al., 2003)

The following are some ways to help prevent and control communicable diseases:



Image source:

Image source: <https://steemit.com/health/@siscaaryanti98/the-importance-of-keeping-environmental-cleanliness-2017921t72449944z>

Maintain clean and healthy surroundings

3.



Image source: <https://almuslimaath.com/reach-out-stop-dengue/get-rid-of-stagnant-water-at-home/>

Get rid of stagnant water at home

source: <https://www.discoveryvillages.com/senior-living-blog/proper-waste-management-in-assisted-living-in-boca-raton-fl/>

Ensure proper waste management

4.



Image source: <https://www.hopeoflifeintl.org/water-saves-lives/>

Do not drink dirty and contaminated water.

5.



Image source: <https://guidetothephilippines.ph/articles/what-to-experience/philippines-street-food-guide>

Avoid eating street foods

6.



Image source: https://www.facebook.com/OaknetHealthcare/photos/want-to-protect-yourself-from-fungal-infections-or-make-your-fungal-treatment-mo/1186511068178739/?locale=zh_CN

Avoid sharing your personal belongings with others as they can be a source of germs.



7. Increase your self-awareness by watching the news and staying updated about any outbreaks of common communicable diseases.

Image source: <https://www.shutterstock.com/image-vector/illustration-people-again-watching-covid19-news-1691889187>

Remember that preventing common communicable diseases is best done by breaking the chain of Infection.

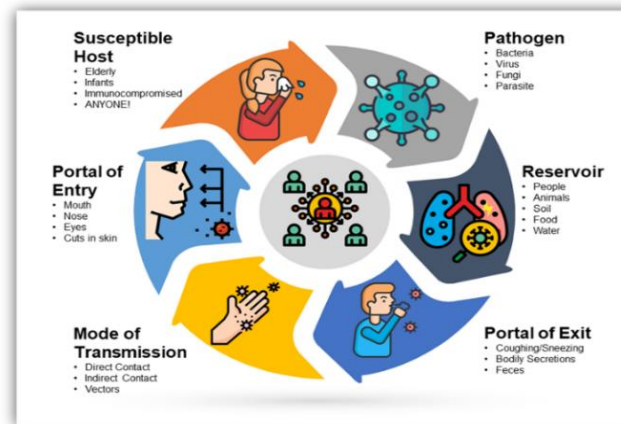


Image source: https://apps.hhs.texas.gov/providers/NF/credentialing/cna/infection-control/module2/Module_2_Chain_of_Infection5.html

Breaking the Chain:

- a. To break the chain of infection, and stop infectious disease spread, interventions can be directed at:
 - Controlling or eliminating agents at the source of transmission
 - Protecting portals of entry
 - Increasing the host's defenses

	<ul style="list-style-type: none"> Targeting one or more of these areas can help to slow or stop the spread of infectious disease. <p>b. Stopping disease spread at the source may be an appropriate intervention for many pathogens found in long-term care facilities. The first step at breaking the chain is to identify the offending pathogen. This will allow for treatment protocols specific to the disease-causing microorganism.</p> <p>c. Other interventions protect portals of entry. There are many ways that targeting the portal of entry can help to prevent the spread of communicable diseases.</p> <p>Examples include:</p> <ul style="list-style-type: none"> Wearing proper PPE when you are knowingly exposed to a pathogen Masks, gloves, face shields, etc. Practicing hand hygiene consistently. Handwashing and using alcohol-based hand rubs Isolating those who are infectious and minimizing contact Filtering or changing the flow of air Negative pressure rooms <p>d. Increasing the host's defense allows for the body's immune system to fend off attacking pathogens before the person ever knows they have been exposed.</p> <p>Vaccination programs help the body to create antibodies to targeted pathogens before exposure.</p> <p>Prophylactic drug use for high-risk patients can help to mitigate the spread of disease by preventing a pathogen from gaining ground over the immune system. Some interventions attempt to prevent a pathogen from encountering a susceptible host.</p>	
D. Making Generalizations	<p>DAY 2</p> <p>1. Learners' Takeaways</p>	<p>The students will be graded using the following criteria:</p> <p>Creativity: 5 points</p>

	<p>TAG LINE</p> <p>Using the same groups from the first activity they are distributing colored papers, and there you will be writing a TAG LINE on how to prevent or break the chain of infection.</p> <p>2. Reflection on Learning</p> <p>Each group will be given at least 3 minutes to write their TAG Line and 2 minutes to explain.</p>	<p>Content: 15 points</p> <p>Originality: 5 points</p> <hr/> <p>Total 25 points</p>
--	--	--

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>1. Formative Assessment</p> <p>Short Quiz: True or False:</p> <p>If the sentence is correct, write TRUE; if not, write FALSE.</p> <p>_____ 1. It is okay to keep the stagnant water from around your home.</p> <p>_____ 2. Avoid drinking contaminated water.</p> <p>_____ 3. Wash your hands properly.</p> <p>_____ 4. Drink 10-12 glasses of water a day.</p> <p>_____ 5. Eat fruits and vegetables.</p> <p>_____ 6. Street food is good for our health.</p> <p>_____ 7. The news that you read in newspapers and on television is fake.</p> <p>_____ 8. Stay away from anyone who is ill at all costs.</p> <p>_____ 9. One of the best things to avoid being sick is to break the chain of infection.</p> <p>_____ 10. Maintain clean and healthy surroundings.</p> <p>2. Assignment:</p>	<p>Answer Key:</p> <p>1. False</p> <p>2. True</p> <p>3. True</p> <p>4. False</p> <p>5. True</p> <p>6. False</p> <p>7. False</p> <p>8. True</p> <p>9. True</p> <p>10. True</p>

	<p>Answer the following:</p> <ol style="list-style-type: none"> 1. Define locomotor and non-locomotor movements. 2. Give example movement for each type. 3. Write your answer in your notebook to be checked next meeting. 			
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	<p>The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.</p>
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> <i>Did I attain all my lesson objectives?</i> <i>How did I encourage my students to participate in the class discussions and activities?</i> ▪ <u>students</u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> <i>Did my pupils actively participate in all the class activities that I prepared?</i> <i>Were the instructions in the class activities clear to the pupils?</i> 			<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>

	<ul style="list-style-type: none"> ▪ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> <i>What challenges did I encounter in implementing the class activities?</i> 	
--	--	--