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Lesson Exemplar for PE and Health

Quarter 2

Lesson

4

Lesson Exemplar for PE and Health Grade 4
Quarter 2: Lesson 4 (Week 7-8)
SY 2024-2025

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LESSON EXEMPLAR

PE and Health / QUARTER 2 / GRADE 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate an understanding of a healthy family, the 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 to promote family wellness for active and healthy living.
C. Learning Competencies and Objectives	<p>Learning Competency</p> <p>1. <i>Perform physical activities using invasion game concepts with agility, balance, and coordination for active living:</i></p> <p style="padding-left: 20px;">a. <i>Manipulative skills by sending or propelling an object to an intended area.</i></p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Define manipulative skills 2. Identify the various manipulative skills. 3. Apply the manipulative skills in playing invasion games.
C. Content	<p>Manipulative skills</p> <p>Activities that help develop manipulative skills (Invasion Games)</p>
D. Integration	Values: Cooperation, Teamwork

II. LEARNING RESOURCES
<p>Aricheta, E.R., Feliz-tan, Y.T., Bellosillo, N.M., Camiling, M.K.S., & Vicencio, E.M. (2015). <i>Living and learning through music, arts, PE, and health</i> 4. Instructional Coverage System Publishing, Inc.</p> <p><i>The Importance of Manipulative Skills and Activities to Enhance Them.</i> (2010). Apt Parenting. https://aptparenting.com/manipulative-skills</p> <p>Balaso, A.M., Elitiong, M.C.R., Pastor, E.V., Chan, A.E. & Arnau, L.B. (2015). <i>Sunshine: A journey through the world of music, arts, P.E., and health</i> 4. Bookmark, Inc.</p> <p>Charrette, P. (2023, March 1). <i>A Comprehensive Guide to Incorporating Manipulative Skills into Your PE Classroom.</i> Capnpetespowerspe. https://www.capnpetespowerspe.com/single-post/a-comprehensive-guide-to-incorporating-manipulative-skills-into-your-pe-classroom</p>

Coach Artie. (2023, April 5). *How to serve - Mastering the fundamentals #Volleyball* [Video]. YouTube. <https://www.youtube.com/watch?v=NtS-InOxAl8>

Jim, C. (2018). *Throwing: How to teach kids to throw correctly - Active For Life*. Active for Life. <https://activeforlife.com/throwing-how-to-teach-kids-to-throw-correctly/>

Jim, C. (2018). *Kicking: How to teach kids to kick a soccer ball*. Active for Life. <https://activeforlife.com/teach-kids-to-kick-a-soccer-ball/>

Dewi, R., & Verawati, I. (2022). The effect of manipulative games to improve fundamental motor skills in elementary school students. *International Journal of Education in Mathematics, Science, and Technology (IJEMST)*, 10(01), 24-37.

Grove, J. (2022, July 12). *Catching: How to teach kids to catch correctly*. Active for Life. <https://activeforlife.com/teach-kids-to-catch-correctly/>

How to Dribble a Basketball - NBA.com: Jr. NBA. (2015, December 23). NBA.com: Jr. NBA. <https://jr.nba.com/how-to-dribble-a-basketball/>

Purnomo, I., Tomoliyus, T., & Burhaein, E. (2019, April 14). *Development of learning activities playing a ball on a goal to improve manipulative skills for lower class students*. EUDL. <https://eudl.eu/doi/10.4108/eai.19-10-2018.2281716>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<ul style="list-style-type: none"> • Activating Prior Knowledge 	<p>WEEK 1: DAY 1</p> <p>1. Short Review Activity: “Modified Catching the Ball Game” The goal of this game is not to catch the ball once the music stops.</p> <p>Procedure:</p> <ul style="list-style-type: none"> • Divide the class into two groups with an equal number of students. • The members of each group shall stand opposite each other at a distance of 5 meters. • While tossing and catching the ball, the students need to execute/perform in place the locomotor movements (skipping, hopping, running, etc.) that will be announced by the teacher. • Once the music stops, the students need to freeze and the one holding the ball will be out of the game. • After 5 minutes, the team with the highest number of non-eliminated members will be declared the winner. <p>2. Feedback (Optional) After the game, the teacher will ask the following questions:</p>	<p>The teacher may use any available music for this activity. This may be done indoor or outdoor. The teacher may adjust the distance between the two groups dependent on the space of the playing area. The time allotted for this activity may also be modified by the teacher.</p>

	<ul style="list-style-type: none"> • How do you feel after doing the activity? • What locomotor movements did you do? • What other skills did you do in the game? 	
<ul style="list-style-type: none"> • Establishing Lesson Purpose 	<p>1. Lesson Purpose</p> <ul style="list-style-type: none"> • What are manipulative skills? • What are the fitness concepts needed in performing the manipulative skills? • What manipulative skills are present in the game? <p>Activity 1: Drills</p> <p>Procedure:</p> <ul style="list-style-type: none"> • Divide the class into two groups. • Let the students do the following drills: <ol style="list-style-type: none"> a. Throwing and Catching - The first group will toss the ball overhead and the other group will catch the ball. The teams take turn in tossing and catching the ball. b. Kicking and Catching - The first group will kick the ball on the floor/ ground to allow it to roll and the other group will catch the ball. The teams take turn in kicking and catching the ball. c. Serving and Catching- The first group will serve the ball and the other group will catch the ball. The teams take turn in serving and catching the ball. d. Dribbling- Catching- Throwing and Catching – The first group will dribble the ball 2x catches the ball and throws to the other team. The other team catches the ball, dribbles the ball 2x, catches the ball, and throws back to the other team. The teams take turn in dribbling, catching, throwing and catching the ball. • After the drill, let the students be seated with their group mates and find their partner. Give the students 5 minutes to share to their partners their answers to the following questions: <ol style="list-style-type: none"> 1. How did you feel after doing the drills? 2. How did you perform in the drills? 3. What do you think one needs to do to perform the drills well? 	<p>Each drill may be done for five (5) minutes. However, the time and the sequence of the drill may be modified by the teacher. The teacher may add more manipulative skills in the drill. The teacher may also use any available ball (basketball, volleyball, soccer ball, or other improvised balls)</p>

- After 5 minutes, ask volunteers to share to the whole class the results of their discussion with their partner.
- After the sharing to the class the results of their Think-Pair-Share activity, the teacher lets the students go back to their proper places to solve a crossword puzzle. The teacher flashes the jumbled letters on the screen/board.
 1. Manipulative skills
 2. Throwing
 3. Catching
 3. Kicking
 4. Serving
 5. Dribbling
- After solving the crossword puzzle, the teacher asks the students the following questions:
 1. Based on the drills that you did in class; how do you define manipulative skills?
 2. What are the examples of manipulative skills?
 3. Why is it important for us to develop our manipulative skills?

2. Unlocking Content Area Vocabulary

- **Manipulative Skills** – refer to skills that require the use of the hands, feet or other body parts to move or manipulate or move an object. These skills require the control of the **BODY** and the **OBJECT**. This is the foundation of all sports skills (Purnomo, 2019).
- **Throwing** – refers to propelling object away from your body accurately towards chosen target (Aricheta, et al., 2015)
- **Catching** - Catching is the act of receiving and securing an object that is thrown or tossed, typically using the hands (Aricheta, et al., 2015).
- **Kicking** - refers to the act of striking a ball with the foot or leg (Aricheta, et al., 2015).
- **Serving** – hitting the ball with the hand or with a racket (Aricheta, et al., 2015).
- **Dribbling** – using the fingers of the hand to control the ball as the player moves from one place to another (Balaso, et al., 2015).

	<p>To apply what the students learned during the lesson, an activity will be given. See the worksheet for the activity which students will accomplish. Kindly refer to Activity 1.</p>					
<ul style="list-style-type: none">• Developing and Deepening Understanding	<p>DAY 2</p> <p>SUB-TOPIC 1: Manipulative Skills</p> <p>1. Explicitation</p> <ul style="list-style-type: none">• What are the basic manipulative skills?<ul style="list-style-type: none">• Throwing• Catching• Kicking• Serving• Dribbling• How do you execute the manipulative skills? <p>2. Worked Example Manipulative Skills</p> <table><tr><th>Basic Manipulative Skills</th><th>How to do it?</th></tr><tr><td>1. Throwing</td><td><p>Overhead throw:</p><ul style="list-style-type: none">• Stand straight upright, ball in your throwing hand, facing your target.• If you are throwing with your right hand, turn sideways 90 degrees to your right (reposition your feet so you are standing sideways to your target).• If you are throwing with your left hand, turn sideways 90 degrees to your left (reposition your feet so you are standing sideways to your target).• Make sure your feet are shoulder-width apart.• Lift your non-throwing arm to “point” at your target and shift your weight to your back foot.</td></tr></table>	Basic Manipulative Skills	How to do it?	1. Throwing	<p>Overhead throw:</p> <ul style="list-style-type: none">• Stand straight upright, ball in your throwing hand, facing your target.• If you are throwing with your right hand, turn sideways 90 degrees to your right (reposition your feet so you are standing sideways to your target).• If you are throwing with your left hand, turn sideways 90 degrees to your left (reposition your feet so you are standing sideways to your target).• Make sure your feet are shoulder-width apart.• Lift your non-throwing arm to “point” at your target and shift your weight to your back foot.	<p>The teacher may also use video to show to the students how are the manipulative sills done correctly. However, if the teacher does not have access to the videos, then he/she can demonstrate the manipulative skills. The teacher may also ask from the students if there are athletes or students who know how to do the manipulative skills correctly and are willing to demonstrate to the class.</p>
Basic Manipulative Skills	How to do it?					
1. Throwing	<p>Overhead throw:</p> <ul style="list-style-type: none">• Stand straight upright, ball in your throwing hand, facing your target.• If you are throwing with your right hand, turn sideways 90 degrees to your right (reposition your feet so you are standing sideways to your target).• If you are throwing with your left hand, turn sideways 90 degrees to your left (reposition your feet so you are standing sideways to your target).• Make sure your feet are shoulder-width apart.• Lift your non-throwing arm to “point” at your target and shift your weight to your back foot.					

		<ul style="list-style-type: none"> • Lift your throwing hand so the ball is near your ear (right ear if you are throwing with your right hand, left ear if you are throwing with your left hand). • You are ready to throw. • In one motion, shift your weight to your front foot, drop your pointing arm, and twist your torso as you bring your throwing arm over your shoulder to release the ball at your target. (Jim, 2018) 	
	2. Catching	<ul style="list-style-type: none"> • Move your body into the object's flight path. We often say "get your body behind it" so you aren't reaching sideways to catch it. (If you get your body behind it, and you miss your catch, your body will still stop it.) • Make sure the palms of your hands are facing forward. • If the object is arriving at chest height or higher, your fingers should point up and your thumbs should be almost touching. • If the object is arriving below your chest, your fingers should point down and your two pinky fingers should be almost touching. • Keep your eyes on the object and watch it all the way into your hands. • As you receive the object with your hands, bring the object to your body. (Grove, 2022) 	
	3. Kicking	<ul style="list-style-type: none"> • Place the soccer ball on the ground and take two or three steps back. • Are you kicking with your right foot? Take one big step to the left. • Are you kicking with your left foot? Take one big step to the right. • Look at your target (e.g. the goal) and create a mental picture of the ball going there. 	

	<ul style="list-style-type: none"> • Drop your head, look at the ball, and step quickly towards it. • Plant your non-kicking foot beside the ball, about 10-15 cm away. • Make sure your non-kicking foot is pointing at your target (e.g. the goal). • Keep your head down and your eyes on the ball as you start to swing your kicking leg. • Keep the toes of your kicking foot pointed down, and make contact with laces, not the toes. • Power and accuracy comes by making good contact with <i>middle of the ball</i> while keeping balance on your non-kicking leg. • Make sure your arms are raised slightly like “airplane wings” for balance. • Follow through with your kicking leg so that it swings across the front of the body. (Jim, 2018) 	
	<p>4. Serving</p> <p>Underhand Service:</p> <ul style="list-style-type: none"> • Stand with your feet shoulder-width apart. • Hold the ball with your dominant hand. Your hand while holding the ball must be on your chest level. • Release the ball. • Swing your free hand at the back and hit the ball. • Make the contact with ball slightly below the waist level. The ideal contact point is in front of your body and to the side. This ensures a smooth and accurate serve. • After making contact with the ball, follow through your swing by allowing your hand to swing in front. This helps generate power and accuracy. 	

		<ul style="list-style-type: none"> As you swing your hand transfer your weight from your back foot to your front foot. This will add to your power to serve and helps you maintain balance. (Artie, 2023) 	
	5. Dribbling	<p>Basic Dribbling:</p> <ul style="list-style-type: none"> Keep your head up and your eyes on the game. Don't look at the ball. Extend your arm and snap your wrists to send the ball into the ground. Use your fingers, not your palm, to control the ball. Do not bounce the ball too high while dribbling. That will give you more control over the ball make it harder for defenders to steal the ball. Use your body and your non-dribbling arm to shield the ball from defenders. (jr.nba, n.d.) 	
	<p>3. Lesson Activity</p> <p>Sample Manipulative Skill Drills:</p> <p>a. Throwing and Catching- Modified Hot Potato Game</p> <p>Material: Any available ball may be used in this activity.</p> <p>Procedure:</p> <ul style="list-style-type: none"> This activity can be done indoor or outdoor. Divide the class into two groups. Let the two groups stand 10 feet apart. (This may be modified by the teachers) Let the students do the throwing and catching activity while the music is playing. When the music stops, the student holding the ball is "out". The children may use overhead throw, chest pass, or bounce pass in passing the ball to the other team. <p>b. Kicking – Relay</p> <p>Material: Any available ball may be used in this activity.</p> <p>Procedure:</p> <ul style="list-style-type: none"> This activity can be done indoor or outdoor. The objective of the game is for the members to kick the ball to roll and land at the target area which is the big circle at the end of the line. 		<ul style="list-style-type: none"> These drills may be done indoor or outdoor. The distance between the teams may be modified depending on the available space. The teacher may choose from any of the sample manipulative skill drills for his/her class if the class time is limited. The teacher may also give other drills that will allow the children to practice their manipulative skills. <p>After the drills, it will be good for the teacher to ask the following questions to get feedback from the students.</p>

	<ul style="list-style-type: none"> • The teacher divides the class into two groups. • Only the kicker shall stay at the kicking area. After kicking the ball, the kicker goes to the target area and makes high five to the next kicker. The next kicker runs with the ball to the kicking area and kicks the ball. Same procedure shall be done by rest of the members until everyone in the group is finished. • The team with the greatest number of balls that reached or landed the target area wins the game. <p>c. One-Minute Underhand Service Material: Preferably volleyball ball will be used in this activity Procedure:</p> <ul style="list-style-type: none"> • This activity can be done indoor or outdoor. • This can be done by pair or by group. • Let the children do as many underhand services as they can for one-minute. • The group mates or partner of the student should count the successful underhand services made. • Once the time is up, the counter/s should announce the number of the successful underhand services made. <p>d. Dribbling – Bulldozing and Building Material: Any available ball may be used in this activity. Procedure:</p> <ul style="list-style-type: none"> • This activity can be done indoor or outdoor. • The teacher divides the class into two groups. One group is named bulldozer, and the other one is called the builder. • All the players of both teams will be dribbling on the court at the same time. The bulldozer team topples the cones while dribbling while the builders fix the cones to stand while dribbling. • When the time is up, the toppled and standing cones are counted. • The team with the greatest number wins the game. • <p>WEEK 2: DAY 1 SUB-TOPIC 2: Applying the Manipulative Skills (Invasion Games)</p>	<p>1. How did you feel about your performance in the drill/ activity?</p> <p>2. What are the benefits of having good manipulative skills?</p> <p>3. Why is there a need to practice the manipulative skills?</p> <p>These drills may be done indoor or outdoor. It is</p>
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	<p>1. Explicitation</p> <ol style="list-style-type: none"> What fitness components are needed to perform the manipulative skills effectively and efficiently? What are the manipulative skills applied in the game? <p>2. Worked Example</p> <ul style="list-style-type: none"> The teacher will ask the students to do the following drills: Procedure: <ul style="list-style-type: none"> The teacher divides the class into 2 groups with an equal number of students. Facing each other, let the two groups stay 10 feet apart. Let the students do the following: <ol style="list-style-type: none"> Hopping while passing the ball to a partner using overhead throw Hopping while dribbling and passing the ball Jumping while bouncing the ball towards a partner <p>3. Lesson Activity</p> <p>Activity 1. “Football Invasion Game”</p> <p>Procedure:</p> <ul style="list-style-type: none"> This invasion combines the use of locomotor and manipulative skills. It aims to develop speed, balance, agility, coordination, locomotor skills, space awareness, teamwork, strategic thinking/planning, and cooperation while moving a ball across the playing area and scoring goals. The teacher divides the class into two groups with equal number of members. The objective of the team is to bring the ball into their opponent’s goal box. To bring the ball to their opponent’s goal box, the team members may use the following manipulative skills while moving along the playing area using the locomotor skills announced by the teacher: <ul style="list-style-type: none"> Passing the ball to their team mate using overhead throw. Dribbling the ball. Bouncing the ball towards their team mate. The two groups shall help in putting a marker at the middle of the playing area to determine the court of each team. The two groups shall also put a goal box (5 feet x 5 feet) at the middle end of their team’s base. A masking 	<p>important though that when doing these drills indoor, the teacher should ensure that there is enough space for the students to move since they will be throwing the ball. However, if there are no other options, and the class will be using a limited space, then the teacher must instruct the students to control their throw in order not to hit or hurt others. The teacher may conduct these drills for 5 -10 minutes depending on the available time. The teacher may also do the drills in any order/ sequence.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> Any available ball may be used in the game – basketball, volleyball, or soccer ball. Masking tapes or cones to mark the playing area. The classroom may be used if there is no available basketball or volleyball in the school. <p>The players need to wear comfortable clothes for physical activity if the school does not require a PE uniform. Before the start of the game,</p>
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	<p>tape may be used as a marker to mark the goal boxes in the absence of cones.</p> <ul style="list-style-type: none"> • The defending team aims to intercept the ball or prevent it from reaching their goal. If a defender catches the ball, their team gains possession, and the team switch roles (attackers become defenders and vice versa.) • The game continues for a set time or until a certain number of goals are scored. • The team with the most goals wins the game. • At the end of the game, the teacher gathers the children and asks them the following questions: <ol style="list-style-type: none"> 1. How did you feel about your performance in the game? 2. What are the factors that affected your team's performance? 3. Why did you win or why did you not win the game? 4. What defense strategies could have been done by your team? 5. What offense strategies could have been done by your team? 6. What do you need to develop in order to do the manipulative skills effectively and efficiently? 	<p>make sure to remind the students not to push, hit, hurt, and not to be rude to their classmates during the game.</p>
<ul style="list-style-type: none"> • Making Generalizations 	<p>DAY 2</p> <p>1. Learners' Takeaways</p> <p>Activity: Agawan Panyo (Invasion Game)</p> <p>Procedure:</p> <ul style="list-style-type: none"> • Designate a rectangular playing area. The size will depend on the number of participants and available space. • Divide the class into two with an equal number of players. • Ask each team to place their handkerchief at the back of their territory, visible but not easily accessible. • To add thrill to the game, the players will only use the locomotor skill that will be announced by the teacher in moving around the playing area. This will allow the students to be cautious of their speed, balance, agility, coordination, and space awareness while moving. • The game starts with the teacher's signal. Both teams rush towards the center of the playing area to capture the opponent's handkerchief. • Players from one team can cross into the opponent's territory to capture their handkerchief. 	<p>Materials:</p> <ol style="list-style-type: none"> 1. Handkerchief or any cloth that will serve as the handkerchief of the team. 2. Markers/ Chalk/ Cones that will be used to identify the boundaries of the playing area and the territory of each team. <p>The teacher may ask other questions related to the sub-topics discussed in class.</p>

	<ul style="list-style-type: none"> To capture the handkerchief, a player must touch it or get the handkerchief and then return to their own territory without being tagged by the opposing team. If a player is tagged by an opponent while in the opponent's territory, they are temporarily out of the game. They can be rescued if a teammate tags them. A team scores a point each time they successfully capture the opponent's handkerchief and bring it to their territory. The team with the highest score of the first team to reach the target score wins. <p>After the game, the teacher will ask the students to go back to their proper places and complete the statements. After 7 minutes, the teacher will ask volunteers to share their take aways.</p> <ol style="list-style-type: none"> Manipulative skills are _____. I learned that I need to have _____ when using only one foot in order for me to run fast. I realized that I need to _____ with my team mates so that we will win the game. The activity that I like most is _____ because _____. I wish to _____. <p>2. Reflection on Learning Let the children answer the following questions:</p> <ol style="list-style-type: none"> How do you plan to enhance your manipulative skills? How do you plan to help your family to enhance their manipulative skills and become healthy? 	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment <ol style="list-style-type: none"> The goal of the game is to dribble the ball back and forth moving around the chairs as many times as the student can within 30 seconds without losing the 	Materials needed:

	<p>ball or tripping off the chairs. The score will depend on how many times the student moved back and forth to the finish line. (Note: For this activity, the distance will be 5 meters. There will be 5 chairs that will be placed every 1 meter which will serve as the obstacle).</p> <p>2. The goal of the game is for the student to kick the ball to allow it to roll to a target circle which is an imaginary ring. The student does this for 20 seconds. The score will be the number of successful kicks, that is when the kick is properly done and the ball rolls and touches the circle.</p> <p>2. The goal of this game is for the student to throw the ball to the circle which is the imaginary ring. The student does this for 20 seconds. The score will be the number of successful throws, that is when the ball is thrown properly, and it touches the circle.</p> <p>3. Homework (Optional)</p> <ul style="list-style-type: none"> Let the children practice the various manipulative skills. 			<p>1. Balls (basketball, volleyball, soccer)</p> <p>2. Markers</p> <p>3. Chairs</p> <p>If the time is limited, then the teacher may not do all the assessments. The teacher may also modify the assessment based of the available space and equipment.</p>
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> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? 			<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also</p>

	<p><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></p> <ul style="list-style-type: none"> ▪ <u><i>students</i></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> ▪ <u><i>ways forward</i></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> 	<p>consider this as an input for the LAC/Collab sessions.</p>
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