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Lesson Exemplar for PE and Health

Quarter 3

Lesson

1

Lesson Exemplar for PE and Health Grade 4
Quarter 3: Lesson 1 (Week 1-2)
SY 2024-2025

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LESSON EXEMPLAR

PE and Health / QUARTER 3 / GRADE 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of healthy eating, and rhythmic activities and dances in promoting community wellness for active and healthy living.
B. Performance Standards	The learners participate in rhythmic activities and dances in promoting community wellness for active and healthy living.
C. Learning Competencies and Objectives	<p>Learning Competency</p> <p>1. <i>discuss the concept and importance of eating safe and healthy food;</i></p> <p>Lesson Objective</p> <p>1. <i>Understand the UN Article Right of the Child to Nutrition;</i></p> <p>2. <i>Explain the different parts of a food label; and</i></p> <p>3. <i>Identify the five keys to safer food.</i></p>
C. Content	<p>Concept of Safe and Healthy Eating</p> <p>Importance of Safe and Healthy Eating</p>
D. Integration	<p>SDG 2: Zero Hunger</p> <p>SDG 3: Good Health and Well-being</p> <p>SDG 6: Clean Water and Sanitation</p>

II. LEARNING RESOURCES
<p>Baby Shark - Pinkfong Kids' Songs & Stories. (2021, November 21). Samba nana 🌴 Kids Choreography Performance Video Pinkfong Kids Pop Dance [Video]. YouTube. https://www.youtube.com/watch?v=4BPoLsm3r1c</p> <p>CtrlCarl. (2018, January 5). Food Safety Awareness Week (Better When I'm Dancing) - Music video CtrlCarl Productions [Video]. YouTube. https://www.youtube.com/watch?v=vfuGGmPNVkfE</p>

Define nutrition. (n.d.). Byjus.com. <https://byjus.com/question-answer/define-nutrition/>

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Muyot, F. R., Zamora, C., Baarde, M. C. G., & San Jose-Mathews, J. (2017). *Exploring the world of MAPEH 5*. The Inteligente Publishing House.

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UNICEF. (2019). *The Convention on the Rights of the Child: the Children's Version*. UNICEF. <https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

UNICEF. (2021, September 22). Children are facing a nutrition crisis | UNICEF [Video]. YouTube. <https://www.youtube.com/watch?v=NPQUVaiEajA>

Wikipedia Contributors. (2018). United Nations. Wikipedia. https://en.wikipedia.org/wiki/United_Nations

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>WEEK 1: DAY 1</p> <p>1. Short Review PICS and JUMBLED LETTERS In this activity, the teacher will present 2 pictures per slide and jumbled letters related to last week's topic - Invasion Games.</p> <p>I will be flashing 2 photos and jumbled letters for five seconds and you may raise your hand if you want to guess what the pictures refer to.</p>	<p>It is on the teacher's own discretion what games they have prepared to use for this activity.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. DEFENSE 2. OFFENSE 3. AGAWANG BASE 4. PATINTERO



Image source:
<https://team.fastmodelsports.com/author/matt-monroe/>

F	E	N	D	E	S	E
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Image source:
<https://team.fastmodelsports.com/2017/09/28/benefits-motion-offense/>

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Image source:
<https://luigilazarte.wordpress.com/blog/>

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Image source:
https://www.facebook.com/MotherhoodParentingPersonalBlog/photos/a.430064444208376/643738009507684/?locale=af_ZA

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2. Feedback (Optional)

The Activity shows the review of the past lesson Invasion Games.

To apply what the students learned during the lesson, an activity will be given. See the worksheet for the activity which students will accomplish. Refer to Activity 1.

B. Establishing Lesson Purpose

1. Lesson Purpose Video Analysis

	<p>Make the students watch the video: UNICEF.(2020). Children are facing a nutrition crisis https://www.youtube.com/watch?v=NPQUVaiEajA</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> What did you notice in the Video? What are the common problems mentioned in this Video? <p>2. Unlocking Content Area Vocabulary</p> <ul style="list-style-type: none"> United Nation - The United Nations is an intergovernmental organization whose stated purposes are to maintain international peace and security, develop friendly relations among nations, achieve international cooperation, and serve as a center for harmonizing the actions of nations. (Wikipedia, n.d.) Nutrition is the process of taking in food and converting it into energy and other vital nutrients required for life. <p>SUB-TOPIC 1: UN Article 24: Right of the Child to Nutrition</p> <p>1. Explication</p> <ol style="list-style-type: none"> What is Article 24 of the United Nations all about? How do you provide children with the right to have food? <p>2. Worked Example Zumba Execute and follow the Zumba dance. The video can be accessed through this link: Ready Set Dance. (2023, June 25). We're ready Warm Up 2 Kids Dance Video Ready set Dance [Video]. YouTube. https://www.youtube.com/watch?v=Anf6dZU0_o</p> <p>3. Lesson Activity Activity 1 Study the picture, circle five unsafe practice to achieve proper nutrition.</p>	<p>Teacher may or may not use the given example video. They might create their own exercise or get another link from YouTube.</p> <p>Expected answers:</p> <ol style="list-style-type: none"> Rat beside the plant Fly Trash on the table Rat inside the waffle maker Ice cream on the table
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Appropriate nutrition is a right for every child. They have a right to eat foods that are healthy for their developing bodies. Parents and other caregivers must defend their kids' right to a healthy diet so they can grow up happy and healthy. The Convention on the Rights of the Child only makes specific mention of nutrition three times. However, the Convention makes it clear that a healthy diet should be viewed as a fundamental human right by emphasizing food, health, and care.

According to Article 24 of the Convention on the Rights of the Child, “Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy” (UNICEF, 2019).

A vital component of growth and health is nutrition. A healthier diet is linked to better immune systems, safer pregnancies and deliveries, a decreased risk of non-communicable diseases (like diabetes and cardiovascular disease), longer life spans, and better health for newborns, children, and mothers. Children who are well learn better.

C. Developing and Deepening Understanding

DAY 2

SUB-TOPIC 2: Healthy and Unhealthy Food

1. Explication

- a. What are the differences between Healthy and Unhealthy Food?

b. What are the examples of Healthy and Unhealthy Food?

2. Worked Example

Let's Dance

Watch the video and follow the dance steps: Baby Shark - Pinkfong Kids' Songs & Stories. (2021, November 21). Samba nana 🦈 | Kids Choreography | Performance Video | Pinkfong Kids Pop Dance [Video]. YouTube. <https://www.youtube.com/watch?v=4BPoLsm3r1c>

3. Lesson Activity

Activity

Arrange the following food accordingly. Paste on the board food belong to healthy and Unhealthy.

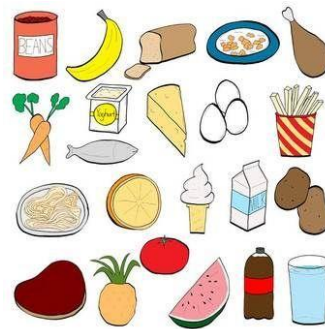


Image source: <https://www.pinterest.ph/pin/334673816051121263/>

A person is healthy and usually free from illness if they get the essential nutrients needed by the body. Eating nutritious food makes a person healthy and strong. Nutritious food also provides the energy needed by the body to do activities and repairs tissues and body cells.

Three important meals:

- **Breakfast**- is considered the most important meal of the day. It recharges the body and gets you ready for the day.

The teacher may or may not use the given example video. They might create their own exercise or get another link from YouTube.

Expected answers:

Healthy food:

- Banana, carrots, apple, pineapple, milk, egg, meat, fish

Unhealthy foods:

- Ice cream, cola, fries,

	<ul style="list-style-type: none"> • Lunch - This meal provides the energy to remain alert and focused throughout the day. • Dinner - it helps to have a good sleep and be more alert the next day. <p>Nutritional Guidelines for Filipinos According to the Department of Science and Technology (2012):</p> <ol style="list-style-type: none"> 1. Eat more fruits and vegetables everyday. 2. Consume fish, lean meat, poultry, egg, dried beans, or nuts daily for growth and repair of body tissues. 3. Eat a variety of food everyday to get the nutrients needed by the body. 4. Breastfeed infants exclusively from birth up to six months then give the baby appropriate complementary food while continuing breastfeeding. 5. Consume milk, milk products, and other calcium-rich food. 6. Consume safe and clean food and water to prevent diarrhea and other food and waterborne diseases. 7. Use Iodized salt to prevent iodine-deficiency disorders. 8. Limit intake of salty, fried, fatty, and sugar-rich food to prevent cardiovascular diseases. 9. Attain normal body weight through proper diet and moderate physical activity to maintain good health and help prevent obesity. 10. Be physically active, make healthy food choices, manage stress, avoid alcoholic beverages, and do not smoke to help prevent lifestyle-related, non-communicable diseases. <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. Refer to Activity 2.</p> <p>DAY 3 SUB-TOPIC 3: Food Safety</p> <p>1. Explicitation</p> <ol style="list-style-type: none"> a. What are the Food Safety Principles? b. How important are Food Safety Principles in our daily lives? <p>2. Worked Example</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. True 2. False 3. False 4. True 5. True
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Sing and Dance

Let us follow the sing and dance of Food Safety Awareness to the tune of “Better When I’m Dancing”: CtrlCarl. (2018, January 5). Food Safety Awareness Week (Better When I’m Dancing) - Music video | CtrlCarl Productions [Video]. YouTube. <https://www.youtube.com/watch?v=vfuGGmPNVKE>

3. Lesson Activity

Activity

Find and encircle the word in the grid. Look for them either horizontally or vertically.



It is very important that the food and water we consume be safe and clean. Meal preparation must therefore be done safely and hygienically. "Clean, Separate, Cook, and Chill" is a simple lesson that will help prevent you and your family from diseases caused by food.

Four Food Safety Principles (Muyot, et. al., 2017)

a. CLEAN

- Wash your hands thoroughly with soap and water before and after preparing the food.
- Wash the work surfaces with hot, and soapy water.
- Keep our appliances clean.

	<ul style="list-style-type: none"> • Wash food thoroughly. <p>b. SEPARATE</p> <ul style="list-style-type: none"> • Separate different kinds of food to avoid cross-contamination. • Keep poultry products, raw meat, and seafood away from ready-to-eat foods. <p>c. COOK</p> <ul style="list-style-type: none"> • Cook and store food at safe and proper temperatures. • Make sure that food is cooked thoroughly. • To check if the food has been thoroughly cooked, cut the food open to see if it is steaming hot in the middle. <p>d. CHILL</p> <ul style="list-style-type: none"> • Cool it as quickly as possible for around one to two hours, and keep it in the refrigerator. • Make sure that the fridge is set between 0 degrees Celsius and 5 degrees Celsius. • Do not leave perishable foods at room temperature. Any kind of food is no longer safe to eat if they have been in the danger zone of 40 to 140 degrees Fahrenheit for more than 2 hours. <p>SUB-TOPIC 4: Importance of Safe and Healthy Eating</p> <p>1. Explicitation</p> <p>a. What is a Food Label?</p> <p>b. What are the different parts of Food Labels?</p> <p>2. Worked Example</p> <p>Danceexercise</p> <p>Follow the dance steps from the video in the given link: Family Friendly Gaming. (2015, August 23). Just Dance Kids 2 I am a gummy bear [Video]. YouTube. https://www.youtube.com/watch?v=mYLhX6aJ32o</p> <p>3. Lesson Activity:</p> <p>Food labels - The label breaks down the number of calories, carbs, fat, fiber, protein, and vitamins per serving of the food, making it easier to compare the</p>	
		The teacher may use a similar dance exercise video in case the link is not accessible.

nutrition of similar products. Be sure to look at different brands of the same foods—nutrition information can differ a lot.

1. Check the Serving size first. All the numbers on this label are for a 2/3 cup serving. This package has 8 servings. If you eat the whole thing, you are eating 8 times the amount of calories, carbs, fat, etc., shown on the label.
2. Total Carbohydrate shows you the types of carbs in the food, including sugar and fiber.
3. Choose foods with more fiber, vitamins, and minerals.
4. Choose foods with lower calories, saturated fat, sodium, and added sugars. Avoid *trans* fat.

Nutrition Facts	
8 servings per container	
Serving size 2/3 cup (55g)	
Amount per serving	
Calories 230	
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Image source: <https://globalindiannetwork.com/food-additives/>

To apply what the students learned during the lesson, an activity will be given. See the worksheet for the activity which students will accomplish. Refer to Activity 3 and 4.

D. Making Generalizations

1. Learners' Takeaways: Activity: "Compare It"

Directions:

1. Divide the class into 4 groups.
2. Each group has its own Left and Right icons.
3. The teacher will present two nutrition facts.
4. The group needs to compare the nutrition facts and identify which is the healthy and unhealthy products for 15 seconds.
5. If the teacher tells which is the healthy product, the group needs to raise their left or right icon depending on where the healthy product is placed. The students must wait for the count/signal of the teacher before raising their icon.
6. The group who raised their icon first and had the correct one will get two points.

Nutrition Facts

Nutrition Facts

Serving Size 175 g

Amount Per Serving

Calories 335 Calories from Fat 67

% Daily Value*

Total Fat 7.4g 11%

Saturated Fat 3.4g 17%

Trans Fat 0.0g

Cholesterol 27mg 9%

Sodium 403mg 17%

Total Carbohydrates 43.5g 14%

Dietary Fiber 5.7g 23%

Sugars 22.0g

Protein 25.9g

Vitamin A 7% Vitamin C 12%

Calcium 18% Iron 10%

Nutrition Grade A-

*Based on a 2000 calorie diet

Nutrition Facts

Serving Size 137 g

Amount Per Serving

Calories 528 Calories from Fat 263

% Daily Value*

Total Fat 29.2g 45%

Saturated Fat 17.8g 89%

Trans Fat 0.0g

Cholesterol 84mg 28%

Sodium 298mg 12%

Total Carbohydrates 61.0g 20%

Dietary Fiber 2.1g 9%

Sugars 46.3g

Protein 7.3g

Vitamin A 15% Vitamin C 0%

Calcium 13% Iron 7%

Nutrition Grade D

*Based on a 2000 calorie diet

Answer

LEFT

a.

Nutrition Facts

Per burger (85 g)

Amount % Daily Value

Calories 210

Fat 18 g 28 %

Saturated 7 g 38 %

+ Trans 0.5 g

Cholesterol 55 mg

Sodium 330 mg 14 %

Carbohydrate 1 g 1 %

Fibre 0 g 0 %

Sugars 0 g

Protein 12 g

Vitamin A 0 % Vitamin C 0 %

Calcium 2 % Iron 10 %

Nutrition Facts

Per burger (85 g)

Amount % Daily Value

Calories 123

Fat 7 g 17 %

Saturated 3 g 17 %

+ Trans 0.5 g

Cholesterol 33 mg

Sodium 200 mg 8 %

Carbohydrate 1 g 1 %

Fibre 0 g 0 %

Sugars 0 g

Protein 14 g

Vitamin A 0 % Vitamin C 0 %

Calcium 2 % Iron 12 %

RIGHT

b.

The teacher may follow the suggested activity. After showing the correct icon, they may consider the following questions for discussion:

1. Does eating the right amount of nutrition every day help us grow stronger and taller.
2. Is it okay to eat leftover food that was kept in the refrigerator?
3. What are the other options besides eating the right amount of nutrients that our body needs to become healthy?
4. What are you going to do if you accidentally eat or drink an expired food or drink?
5. If your classmates ask to share your food but you haven't started eating yet, what will you do?

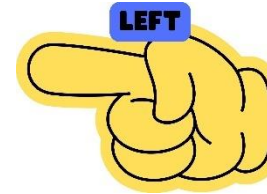
c.

Nutrition Facts	
Serving Size 1/4 cup (dry) (45g)	
Servings Per Container 20	
Amount Per Serving	
Calories 150	Calories from Fat 15
% Daily Value*	
Total Fat 1.5g	2%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 33g	11%
Dietary Fiber 2g	8%
Sugars 1g	
Protein 4g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Nutrition Facts	
Serving Size 1/4 cup (dry) (45g)	
Servings Per Container 20	
Amount Per Serving	
Calories 160	Calories from Fat 5
% Daily Value*	
Total Fat 0.5g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 34g	11%
Dietary Fiber 1g	4%
Sugars 0g	
Protein 3g	
Vitamin A 0%	Vitamin C 2%
Calcium 0%	Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.



d.

Reference Ice Cream		"No Sugar Added" Ice Cream	
Nutrition Facts		Nutrition Facts	
Per 1/2 cup (125 mL)		Per 1/2 cup (125 mL)	
Amount	% Daily Value	Amount	% Daily Value
Calories 120		Calories 130	
Fat 5 g	9 %	Fat 10 g	15 %
Saturated 3 g	16 %	Saturated 3 g	16 %
+ Trans 0.2 g		+ Trans 0.2 g	
Cholesterol 20 mg		Cholesterol 15 mg	
Sodium 65 mg	3 %	Sodium 75 mg	3 %
Carbohydrate 19 g	6 %	Carbohydrate 11 g	4 %
Fibre 1 g	4 %	Fibre 1 g	4 %
Sugars 14 g		Sugars 5 g	
Protein 1 g		Sugar Alcohol 8 g	
Vitamin A 8 %	Vitamin C 0 %	Protein 2 g	
Calcium 2 %	Iron 0 %	Vitamin A 4 %	Vitamin C 0 %
		Calcium 6 %	Iron 0 %



e.



	2. Reflection on Learning Through this task, students may recall the healthy and unhealthy foods they require and apply them to their everyday lives, both inside and outside of their homes.	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment True or False Direction: Read and understand the statement carefully, if the statement is True shade the Circle, if the statement is False shade the Box 1. The serving size found in Nutrition Facts suggests many servings to be taken or eaten. <div style="display: flex; justify-content: center; gap: 20px;"> <div><input type="radio"/> True</div> <div><input type="checkbox"/> False</div> </div> 2. If we eat food that contains a high level of sugar , our body becomes healthy. <div style="display: flex; justify-content: center; gap: 20px;"> <div><input type="radio"/> True</div> <div><input type="checkbox"/> False</div> </div> 3. Cholesterol is a fatty substance that our body needs to function. <div style="display: flex; justify-content: center; gap: 20px;"> <div><input type="radio"/> True</div> <div><input type="checkbox"/> False</div> </div> 4. Reading the Nutritional Facts helps us to know the nutrients contained in a food product. <div style="display: flex; justify-content: center; gap: 20px;"> <div><input type="radio"/> True</div> <div><input type="checkbox"/> False</div> </div> 5. High calorie intake helps our body to become thin and healthy.	Answer Key: 1. True 2. False 3. True 4. True 5. False

☐ True ☐ False

2. Homework (Optional)

B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	<p>Reflection guide or prompt can be on:</p> <ul style="list-style-type: none"> • <u>Teachers:</u> Does the activity help me achieve my objectives? ▪ <u>students</u> Will the students appreciate the lesson and apply it in their everyday lives? ▪ <u>ways forward</u> Will the activities of the lesson be shared and used also by other teachers as future reference? If I'm going to use it for another class, will I still achieve the same as now?? 			