

Lesson Exemplar for PE and Health

Quarter 3

Lesson

3

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

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LESSON EXEMPLAR

PE and HEALTH / QUARTER 3 / GRADE LEVEL 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><i>Learning Competency</i> <i>Describe the benefits of eating a balanced meal when engaging in physical activities; and</i></p> <p>Learning objectives:</p> <ol style="list-style-type: none">1. Discuss the benefits of eating a balanced meal in engaging in physical activities.2. Apply the balanced meal as one of their healthy eating habits.3. Prepare a balanced meal to stay healthy and allow active participation in physical activities.
C. Content	<ul style="list-style-type: none">• Benefits of a Balanced Meal and Balanced Diet in Engaging in Physical Activities
D. Integration	<p>Values:</p> <p>SDG 3: Good Health and Well-being - A balanced diet contributes to overall health and well-being by providing essential nutrients that support physical and mental health.</p> <p>SDG 6: Clean water and sanitation - A balanced diet requires access to clean water for food preparation. Promoting a balanced diet aligns with the goal of ensuring sustainable access to clean water and sanitation.</p>

II. LEARNING RESOURCES

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xb100. (n.d.). Rice in a bowl [Online image]. In *Freepik*. https://www.freepik.com/free-photo/rice-bowl_1167971.htm#query=rice&position=1&from_view=search&track=sph&uuid=3cc63e75-b2c7-47d4-96e8-8956917d7cf0

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	DAY 1	This is a formative activity; hence, it will not be graded. The teacher may use other photos of foods found in the locality. If no photos are available, the teacher may write the names of the foods along with the nutrients they provide. Materials: Flash cards, printed functions of the nutrients. If there are no flash cards, the teacher may encode
	1. Short Review Activity: Jog and Drink Experiment Procedure: <ul style="list-style-type: none"> Ask the students to form three lines. Let them jog around the basketball court five times. For every round, ask the students to stop and drink their water. After resting for 15 seconds, ask them again to jog around the court. After finishing the fifth round, ask the students to gather around. After the activity, the teacher will facilitate the discussion by asking the children the following questions: <ol style="list-style-type: none"> How do you feel after the activity? What made you survive the activity? 	

	<ol style="list-style-type: none"> Why is it important to eat a healthy meal before engaging in a physical activity? How does eating nutritious foods influence your physical performance? How did you feel when you drank water after jogging? How does your level of physical activity influence your water needs? How important is water to maintaining overall health and well-being? <p>2. Feedback (Optional)</p>	or write the nutrients on a bond paper.
B. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <p>Sing a Healthy Eating Song</p> <p>Pinkfong! Kids' Songs & Stories. (2017, October 11). <i>A healthy meal Healthy eating song Healthy habits Pinkfong songs for children</i> [Video]. YouTube. https://www.youtube.com/watch?v=YZ11C-U7S8I</p> <p>2. Unlocking Content Area Vocabulary</p> <ul style="list-style-type: none"> Healthy eating- Eating healthy means following a healthy eating pattern that includes a variety of nutritious foods and drinks. It also means getting the number of calories that's right for you (not eating too much or too little) (Office of Disease Prevention and Health Promotion, n.d.) Balanced Meal- A balanced meal is a snapshot of a diet that covers the three core food groups. As seen on this portion plate, the balance is a quarter proteins, a quarter carbohydrates and half vegetables (Rorlach, n.d.) Balanced Diet- This means eating a wide variety of foods in the right proportions, and consuming the right amount of food and drink to achieve and maintain a healthy body weight (NHS, 2022) 	The video presented is only a suggestion if and only if the video is not working or you may have any video found in YouTube that is relevant/related to the topic you may change it.
C. Developing and Deepening Understanding	<p>SUB-TOPIC 1: Benefits of Balanced Meal and Balanced Diet in Engaging in Physical Activities</p> <p>1. Explication</p> <ul style="list-style-type: none"> What are the principles of healthy eating? 	

2. Worked Example

- Divide the class into two groups with an equal number of members.

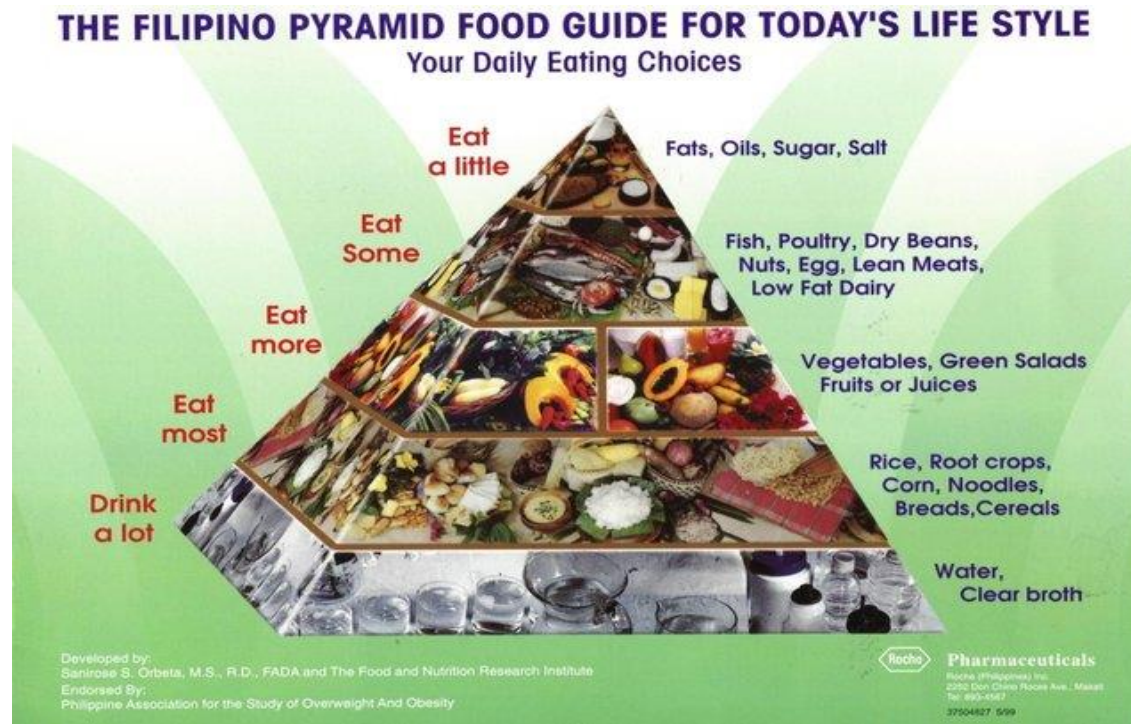


Image source; <https://shorturl.at/imN24>

- The teacher will present to the students the Filipino Pyramid Food Guide and the food pyramid with the label Go. Grow, Glow. This will help the students identify the food contents of the Pinggang Pinoy.



Image source: <http://tinyurl.com/22ybkn42>

- The teacher will present to the students the Pinggang Pinoy.



Image source: <https://shorturl.at/hDSZ9>

The teacher will distribute a bond paper to the different groups, where they can draw their Pinggang Pinoy and write the foods that they want to eat based on the food pyramid. If there are no markers, the students may use their ballpen to draw and write the foods.

The teacher may modify the number of groups.

- Ask the different groups to discuss what five foods they will choose from the food pyramid. After discussing with their group mates, they need to draw their Pinggang Pinoy and write the foods that they have chosen.
- After the time set for the group discussion, the teacher will ask the different group members to present the content of their Pinggang Pinoy through body spelling. This means that the students need to spell the words as a group through their body parts. For example, if they wrote the word rice, the group may present it this way:



Image source: <http://tinyurl.com/y3jf96x7>

DAY 2

3. Lesson Activity

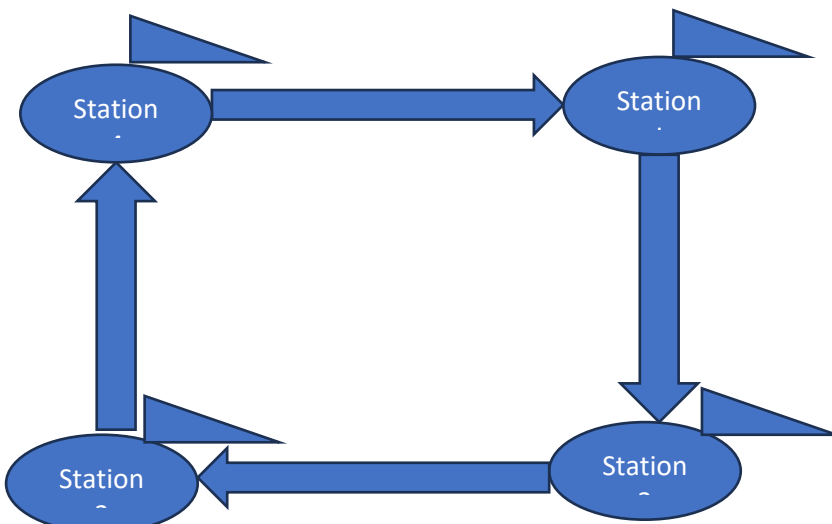
Food Dance

Procedure:

- Give a piece of paper to each student where they will write one healthy food based on the food pyramid.
- Play any Filipino folk song and ask the students to dance. Once the music stops, the teacher announces a food. The student is eliminated once his food is announced. The student wins the game if his food is not announced until

Materials: Water flasks/
bottles

The teacher may opt to do the activity in any available safe space where students can jog and walk if the basketball court is not available.

	everyone is eliminated. The winner will show the class the food written on his paper.	
D. Making Generalizations	<p>1. Learners' Takeaways</p> <p>Activity: Nutrient Puzzle Circuitcise</p> <p>Procedure:</p> <ul style="list-style-type: none">• The teacher sets up a circuit.• The students need to solve word puzzles about nutrients, healthy foods, and locomotor movements in each circuit. After solving the puzzle, the students need to do the locomotor movement based on the number on the flag. For example, the teacher will put in one station a flag with number 10 on it. After the students will solve the jumbled letters "STAF" for the word FATS and "POH" for the word HOP, the students will hop ten times.  <ul style="list-style-type: none">• After the activity, the teacher will ask the students to go back to their proper places and complete the statements. The teacher will ask volunteers to share their take aways.	<p>This activity may be done in any open space.</p> <p>The teacher needs to set a time for the students to finish the circuit.</p> <p>The teacher facilitates the sharing of the students of their takeaways.</p> <p>Although not all students may be given the opportunity to share their reflections, it will still be good for the teacher to ask some of them to share with the class. This will prompt the students to do every activity that they will be asked to do in class.</p>

	<ol style="list-style-type: none"> 1. I need carbohydrates to _____. 2. I need proteins to _____. 3. I need some fats to _____. 4. I need vitamins and minerals to _____. 5. I need to drink water regularly to _____. 6. I need eat healthy foods to _____. 7. I need to eat balanced meal to _____. <p>2. Reflection on Learning</p> <p>Let the children answer the following questions:</p> <ol style="list-style-type: none"> 1. How do you plan to encourage your family members to eat healthy foods? 2. How do you plan to help promote the advocacy of water conservation in order to help ensure that everyone will have clean water to drink? 	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
E. Evaluating Learning	<p>1. Formative Assessment</p> <p>Activity: Food Scavenger Hunt and Meal Preparation</p> <ul style="list-style-type: none"> • Group the class into five with an equal number of members. • Ask the different groups to look for foods around the room for their Pinggang Pinoy. (Set the time for the students to complete the foods on their Pinggang Pinoy.) • After the time set for food hunting, all students should go back to their proper places. Give each group a Pinggang Pinoy where they will put the foods that they hunted. • Each food correctly placed in the food group on the Pinggang Pinoy counts one. The foods not placed in the proper food group on the Pinggang Pinoy shall be deducted from the score of the group. • The group that hunts the most complete food group on the Pinggang Pinoy wins the game. 	<p>This activity is not graded because this is a formative activity.</p> <p>The teacher hides the food cards before the class begins.</p> <p>The teacher sets the time limit for hunting the foods depending on the space where the foods are hidden.</p> <p>The teacher may add more questions to assess the learning of the students about</p>

<ul style="list-style-type: none">• After the game, each team will discuss with their group mates the meal that they wish to prepare using the list of ingredients that they have on their Pinggang Pinoy.• After the activity, the teacher will give the group members time to answer the following questions:<ul style="list-style-type: none">○ What meal did you prepare?○ What factors did you consider in preparing the meal?○ What are the benefits of knowing the nutrients of the different foods?○ Why is there a need to ensure that the meal has the three food groups (GO, Grow, Glow)?○ How can meals affect one’s physical performance?○ How can meals affect one’s health and well-being?• Each group will choose a representative to share the results of their group answers with the class. <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 the Assessment found in the worksheet.</p> <p>2. Homework (Optional)</p>	<p>the lessons discussed in the session.</p> <p>Answer key to the WS:</p> <p>Multiple Choice:</p> <table><tr><td>1. A</td><td>6. B</td></tr><tr><td>2. C</td><td>7. B</td></tr><tr><td>3. C</td><td>8. D</td></tr><tr><td>4. D</td><td>9. C</td></tr><tr><td>5. A</td><td>10. A</td></tr></table> <p>Identification:</p> <ol style="list-style-type: none">1. cereal2. meat and fish3 fruits4 meat, yogurt and cheese5 vegetables6. Fats oil and sweets7. water	1. A	6. B	2. C	7. B	3. C	8. D	4. D	9. C	5. A	10. A
1. A	6. B										
2. C	7. B										
3. C	8. D										
4. D	9. C										
5. A	10. A										

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