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Lesson Exemplar for PE and Health

Quarter 3

Lesson

1

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

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LESSON EXEMPLAR

PE and Health / QUARTER 4 / GRADE 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of basic health rights, consumer rights and responsibilities, health facts, fitness fads, and rhythmic activities and dances in promoting societal wellness for active and healthy living.
B. Performance Standards	The learners participate in rhythmic activities and dances in promoting societal wellness for active and healthy living.
C. Learning Competencies and Objectives	<i>Learning Competency</i> 1. <i>discuss child's basic health rights for active living.</i> <i>Learning Objectives</i> 1. identify the child's basic health rights; and 2. discuss the child's basic health rights.
D. Content	Child's Basic Health Rights ●Healthcare Needs and Rights
E. Integration	Values: <ul style="list-style-type: none">● UN Convention on the Rights of the Child● The Child and Youth Welfare Code● SDG 1-4

II. LEARNING RESOURCES
Binho, R. B. F. (n.d.). Anthill [Online Image]. In PublicDomainPictures.net. https://www.publicdomainpictures.net/en/view-image.php?image=39035&picture=summer-playground Center for Reproductive Rights. (n.d.). The Human Rights of Children and their Sexual and Reproductive Health. https://reproductiverights.org/wp-content/uploads/2020/12/pub_fac_adoles_rtsofchildren.pdf

Charlie. (2024, March 13). Youth Voices – Conversations about your passions and connecting with friends. <https://www.youthvoices.live/>

Pixabay. (n.d.). Free Pixel Cells Pixel vector and picture. <https://pixabay.com/images/search/class+classroom/>


Presidential Decree No. 603 (1974). https://lawphil.net/statutes/presdecs/pd1974/pd_603_1974.html

Sexual and reproductive health and rights worksheet. (n.d.). Live Worksheets. <https://www.liveworksheets.com/w/en/english-language/2085947>

United Nations. (2015). The Sustainable Development Agenda. United Nations Sustainable Development; United Nations. <https://www.un.org/sustainabledevelopment/development-agenda/>

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>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	WEEK 1: DAY 1	<p>Begin by conducting a brainstorming session with the students. Ask open-ended questions.</p> <p>Other Suggestion:</p> <p>The teacher may also employ K-W-L chart to assess students' prior knowledge and generate interest in the topic. Start by asking students what they already know about child health rights and healthcare needs. Then, have them list questions or things they want to learn about the topic. Throughout the lesson or unit, revisit the chart to add what they have learned.</p>
	<ol style="list-style-type: none"> Short Review Brainstorming Post two pictures on the board which is also linked to the questions below and ask the pupils: <ol style="list-style-type: none"> What do you know about staying healthy? <div data-bbox="911 991 1223 1300" data-label="Image"> </div> <p>Image source: This image is created through an AI using https://copilot.microsoft.com</p> Why is it important to see a doctor when you're sick? 	

	 <p>Image source: This image is created through an AI using https://copilot.microsoft.com</p>	<p>This allows pupils to share their existing knowledge and experiences related to health and healthcare.</p>
<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose a. What are the 12 basic rights of a child?</p> <p>Activity 1: Your Health, Your Right Procedure:</p> <ul style="list-style-type: none"> • The teacher will divide the class into 5 groups. • The teacher will assign each group a specific Child's Basic Health Right. Refer to the examples below: <ul style="list-style-type: none"> ○ The right to see a doctor when ill or feeling sick. ○ The right to clean water and nutritious food. ○ The right to receive vaccinations. ○ The right to mental health support. ○ The right to education. • The teacher will provide each group with printouts of symbols representing their assigned health right. Pupils will bring out materials such as markers, crayons, or colored pencils, and <i>cartolina</i> or manila paper. • The teacher will give directions to the groups to create a poster that includes the following: <ul style="list-style-type: none"> ○ A clear title representing their assigned health right (e.g., "The Right to See a Doctor") ○ Illustrations or symbols representing the health right (using the printouts symbols provided) ○ A brief description or explanation of why this health right is 	<p>Begin the lesson by establishing its purpose through a question. This will lead to a group activity.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Manila paper or <i>cartolina</i> • Markers, crayons, or colored pencils • Printouts of symbols representing health rights (e.g., a doctor's stethoscope, a healthy plate of food, a child receiving a vaccination, a child in school) • Glue or scotch tape <p>Begin by gathering the Grade 4 pupils in a classroom or designated area. Introduce the topic by explaining that they will be creating posters to learn about Child's Basic Health Rights and understand why</p>

	<p>important for children.</p> <ul style="list-style-type: none"> The teacher will give ample time of 15 minutes for the groups to work together to create their posters. <p>After the activity, the teacher will ask the students the following questions:</p> <ul style="list-style-type: none"> What did you learn about Child's Basic Health Rights from creating and presenting your poster? Why do you think it's important for children to have these health rights? <p>2. Unlocking Content Vocabulary</p> <ul style="list-style-type: none"> Health Rights - are the rights of every child to a wholesome and healthy life. <p>The teacher will present a PowerPoint presentation about Presidential Decree No. 603 or the Child and Youth Welfare Code enumerating the basic rights of a child.</p> <p>Please refer to the link below for the full readings about Presidential Decree No. 603 or the Child and Youth Welfare Code https://lawphil.net/statutes/presdecs/pd1974/pd_603_1974.html</p>	<p>they are important. Explain that each group will create a poster that represents one specific health right that children have.</p> <p>Once the posters are complete, have each group present their poster to the class. Encourage them to explain their chosen health right and why it is important for children to have this right. As each group presents, display their poster on the board.</p> <p>Discuss with the students what they think "health rights" means. Encourage them to share their ideas and thoughts about why health rights are important for children.</p>
C. Developing and Deepening Understanding	<p>DAY 2</p> <p>SUB-TOPIC 1: Child's Basic Health Rights: Healthcare Needs and Rights</p> <p>1. Explicitation</p> <p>The teacher will present a situation to pupils and let them answer the following questions.</p> <ol style="list-style-type: none"> Imagine you wake up one morning feeling really sick, maybe you have a high fever or a bad cough. What do you think you should do? Think about when you're thirsty or hungry. What do you need? What about shots you get from the doctor to help protect you from 	<p>Answers from pupils may vary. You may cite other examples or situations based on the 12 Child's Basic Health Rights. It is suggested that you may use relatable examples with clear and simple explanations to</p>

getting really sick with diseases like measles or polio?

2. Worked Example

1. Divide the class into small groups (the same grouping from the previous activity) and provide each group with a set of index cards. On each card, write down either a Child's Basic Health Right or a corresponding responsibility that goes along with that right.
2. Remind the students that although they have rights regarding healthcare, they also have duties to take care of their own health and respect the rights of others. Their mission is to sort the cards into two categories: "Rights" and "Responsibilities."
3. Give the groups some time (15 minutes) to sort the cards and have a discussion. Urge them to consider how each right and its associated responsibility relate to one another.
4. Write down the rights and responsibilities on the manila paper or cartolina.
5. The teacher will facilitate a discussion about the importance of both rights and responsibilities in healthcare. Ask questions such as:
 - Why do you think it's important for children to have these rights?
 - What are some ways that children can fulfill their responsibilities to take care of their own health?
 - How can children respect the rights of others in healthcare settings?

Sample answers:

Rights	Responsibilities
Group 1:	Group 1:
The right to clean water and nutritious food	Taking care of personal hygiene
The right to receive vaccinations	Following the doctor's advice and taking medication as prescribed
The right to see a doctor when feeling sick	Respecting the privacy and confidentiality of others at the doctor's office

ensure understanding and engagement from the pupils.

Materials Needed:

Index cards (with written basic health right or responsibility.

Markers

Scotch tape

Manila paper or *cartolina*

The presented answer in this LE is sample output for group 1 and 2 pupils.

Let the pupils in each group

Group 2:

The right to safe and hygienic living conditions

The right to access essential medicines and treatments

The right to mental health support

Group 2:

Eating a balanced diet and staying active

keeping living spaces clean and free from hazards

Consulting help from a counselor or therapist when feeling sad or stressed

3. Lesson Activity**Activity 1: My Rights!**

Directions: Look at the pictures below and write the Child's Basic Health Rights they represent.



Image source: <https://publicdomainpictures.net>



Image source: <https://pixabay.com>



Image source: This is an AI generated through <https://copilot.microsoft.com>

1.

2.

3.

post their work on the board. This will boost confidence and collaboration among pupils.

Materials needed:
Pen and paper

Answer key:

1. Every child has the right to play and enjoy their youth.
2. Every child has the right to education.
3. Every child has the right to be born well.
4. Every child has to be protected from danger.
5. Every child has a right to a wholesome family



Image source: <https://maxpixel.net>

4.



Image source: <https://youthvoices.live>

5.

WEEK 2: DAY 1

SUB-TOPIC 2: Sexual and Reproductive Health Rights

1. Explicitation

Ask pupils:

- What are Sexual and Reproductive Health Rights?
- Why are Sexual and Reproductive Health Rights important?
- What are some examples of Sexual and Reproductive Health Rights?
- Who is responsible for protecting Sexual and Reproductive Health Rights?

2. Worked Example

- Divide the class into equally divided groups and provide each group with scenarios related to physical and mental abuse, sexual exploitation, and safety.
- Present examples of possible scenarios like stranger offering candy, a

Answer key:

- Sexual and Reproductive Health Rights are the rights that ensure everyone, including children, has access to information, services, and choices related to their sexual and reproductive health in a safe and supportive environment.
- Sexual and Reproductive

	<p>friend acting strangely, or bullying on the playground.</p> <p>3. As each group performs the scenario, highlight the need to react safely and seek assistance. After that, have a class discussion about how they can defend one another and themselves in comparable situations.</p> <p>Guide questions for each scenario:</p> <p>A. Scenario: Bullying on the Playground</p> <ul style="list-style-type: none"> ○ How would you recognize if someone is being bullied? ○ What actions could you take if you witness someone being bullied? ○ How can you support a friend who is being bullied? <p>B. Scenario: A Stranger Offering Candy</p> <ul style="list-style-type: none"> ○ What would you do if a stranger approached you and offered you candy? ○ How could you respond if a stranger tries to get you to go with them? ○ Who could you tell if you encounter a situation like this? <p>C. Scenario: Feeling Uncomfortable with a Friend's Behavior</p> <ul style="list-style-type: none"> ○ What are some signs that someone might be making you feel uncomfortable? ○ How could you communicate your feelings to your friend if you're uncomfortable with their behavior? ○ Who could you talk to if you need help dealing with a situation involving a friend? <p>DAY 2</p> <p>3. Lesson Activity</p> <p>Activity 2: Match and Connect! Directions: Match the term on the left by drawing a line with the definition on</p>	<p>Health Rights are important because they help protect individuals' health, dignity, and autonomy. They ensure that everyone can make informed decisions about their bodies, relationships, and futures.</p> <p>c. Examples include the; Right to be protected from all forms of physical and mental abuse (CRC Article 19) and from all forms of sexual exploitation; Right to seek, receive and impart information (CRC, Article 13); Right to health facilities (CRC, Article 24); Right to the highest attainable standard of health (CRC, Art. 24)</p> <p>d. Governments, healthcare providers, educators, and communities all play a role in protecting Sexual and Reproductive Health Rights. They should ensure that individuals have access to comprehensive sexuality education, healthcare services, and support systems.</p> <p>The sample scenarios may opt to replace with other situations.</p>
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	<p>the right.</p> <div> <div> 1. Reproductive health 2. Reproductive right 3. Sexual health 4. Sexual Right 5. Health rights </div> <div> • • • • • </div> <div> A. right to sexual pleasure and emotional sexual expression B. implies that people are able to have a responsible, satisfying and safer sex life, the capability to reproduce, and the freedom to decide if, when and how often to do so. C. the state of physical, mental, and social well-being in relation to sexuality. D. legal rights and freedoms relating to reproduction and reproductive health. E. are the rights of every child to a wholesome and healthy life. </div> </div>	<p>Answer key:</p> <div> 1. B 2. A 3. C 4. D 5. E </div>
<p>D. Making Generalizations</p>	<p>1. Learners’ Takeaways</p> <p>The teacher will present a PowerPoint presentation for this activity. In addition to promoting critical thinking, teamwork, and reflective thinking, this activity reinforces important ideas about the child’s basic health rights sexual and reproductive health rights.</p> <p>The goal of the activity is to strengthen their comprehension about sexual and reproductive health rights as well as children's basic health rights by completing the sentences assigned to them.</p> <p>Directions:</p>	<p>Note to the teacher:</p> <p>*If providing them a printout copy for this activity is not available, the teacher may opt to present this through a PowerPoint presentation wherein active participation through recitation will be present in the class.</p>

	<ol style="list-style-type: none"> 1. Divide the class into small groups or pairs, depending on the number of students. 2. *Provide each group with a worksheet containing incomplete sentences related to Child's Basic Health Rights and Sexual and Reproductive Health Rights. 3. Instruct the students to work together to complete the sentences using their knowledge and understanding of the topic. 4. Encourage students to discuss their answers and provide explanations for their choices. 5. Allow sufficient time for students to complete all the sentences on the worksheet. 6. Encourage students to ask questions and share their thoughts and feelings about Child's Basic Health Rights and Sexual and Reproductive Health Rights. <p>Complete Me! Directions: Complete the sentence. Choose your answers on the box.</p> <ol style="list-style-type: none"> 1. Every child has the right to _____. 2. Child's Basic Health Rights include the right to _____. 3. Sexual and Reproductive Health Rights ensure that children have the right to _____. 4. It is important for children to understand and respect _____. 5. Children can protect their health rights by _____. 6. If a child feels their health rights are being violated, they should _____. 7. Access to accurate information about sexual and reproductive health helps children _____. 8. Respecting boundaries is important because _____. 9. Children can promote their own health and well-being by _____. 10. In our community, we can support Child's Basic Health Rights by _____. <p>2. Reflection on Learning</p> <p>The teacher will ask the pupils:</p>	<p>The teacher may customize the sentences based on the topics of Child's Basic Health Rights and Sexual and Reproductive Health Rights.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. Every child has the right to education. 2. Child's Basic Health Rights include the right to a wholesome family life, the right to be born well, the right to be raised well and become contributing members of the society the right to basic needs, the right to access what they need to have a good life. 3. Sexual and Reproductive Health Rights ensure that children have the right to access information about their bodies, receive healthcare services
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	<ul style="list-style-type: none"> • What did this activity teach you about the sexual and reproductive health rights of children and the basic health rights of children? • How can we guarantee that these rights to health are available to all? • What steps can we take in our community to promote these rights? 	<p>related to sexual and reproductive health, and make informed decisions about their health and relationships.</p> <ol style="list-style-type: none"> 4. It is important for children to understand and respect their own bodies and the boundaries of others. 5. Children can protect their health rights by making healthy choices, speaking up if they feel unsafe or uncomfortable, and seeking help from trusted adults. 6. If a child feels their health rights are being violated, they should talk to a trusted adult and seek support. 7. Access to accurate information about sexual and reproductive health helps children make informed decisions and stay healthy. 8. Respecting boundaries is important because it helps create a safe and respectful environment for everyone. 9. Children can promote their own health and well-being by eating nutritious foods, staying active, practicing
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		<p>good hygiene, and seeking help when needed.</p> <p>10. In our community, we can support Child's Basic Health Rights by advocating for access to healthcare services, promoting healthy lifestyles, and raising awareness about health rights.</p>
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>1. Formative Assessment</p> <p>True or False Directions: Write the word True if the statement is correct and False if it is incorrect.</p> <ol style="list-style-type: none"> Every child has the right to receive vaccinations to protect against diseases. Children have the right to seek information about their bodies and reproductive health without facing discrimination or judgment. Child's Basic Health Rights include the right to see a doctor when feeling sick, but not the right to mental health support. Sexual and Reproductive Health Rights ensure that children have the right to make informed decisions about their health and relationships. Respecting boundaries is important because it helps create a safe and respectful environment for everyone. <p>2. Homework (Optional)</p>	<p>The teacher may opt to change or add items to the formative assessment.</p> <p>Answer key:</p> <ol style="list-style-type: none"> True True False True True

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.</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? Why did I teach the lesson the way I did? Did I attain all my lesson objectives? 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? What did my students learn? How did they learn? Did my pupils actively participate in all the class activities that I prepared? Were the instructions in the class activities clear to the pupils?</i> ▪ <u>ways forward</u> <i>What could I have done differently? What can I explore in the next lesson? What challenges did I encounter in implementing the class activities?</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>