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Lesson Exemplar for PE and Health

Quarter 4

Lesson

2

Lesson Exemplar for PE and Health Grade 4
Quarter 4: Lesson 2 (Week 3-4)
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	<p><i>Learning Competency</i> 1. demonstrate ways to be an informed, critical, and responsible Filipino consumer.</p> <p><i>Learning Objectives</i> 1. identify Filipino consumer rights; and 2. demonstrate understanding of consumer rights through group discussion and activities.</p>
D. Content	<p><i>Filipino Consumer Rights</i></p> <ul style="list-style-type: none"> ● Right to Basic Needs, Safety, Information, Right to Choose, Representation, Redress, Consumer Education, And Right to a Healthy Environment <p><i>Filipino Consumer Responsibilities</i></p> <ul style="list-style-type: none"> ● Critical Awareness, Action, Social Concern, Environmental Awareness, and Solidarity ● Decision-Making Skills ● Assertiveness Skills ● Critical Thinking Skills
E. Integration	<p>Values:</p> <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

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III. TEACHING AND LEARNING PROCEDURE

NOTES TO TEACHERS

A. Activating Prior Knowledge

WEEK 1: DAY 1

1. Short Review

Before studying about consumer rights in the Philippines, assess how well you now comprehend the subject. This should take a few minutes. Rate your knowledge and awareness on a scale of 1 to 5, with 1 being “Very Low” and 5 being “Very High.”

Self-Check Questions	5	4	3	2	1
1. How well do you know about the idea of consumer rights?					
2. Do you know of any particular rules or laws that promote the rights of consumers in the Philippines?					

This activity will gauge prior knowledge of pupils about consumer rights.

	<table><tr><td>3. Could you give instances where consumer rights would be applicable?</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>4. How comfortable are you as a consumer making wise choices?</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>5. Have you encountered or come across any problems or difficulties pertaining to consumer rights?</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>2. Feedback (Optional)</p>	3. Could you give instances where consumer rights would be applicable?						4. How comfortable are you as a consumer making wise choices?						5. Have you encountered or come across any problems or difficulties pertaining to consumer rights?						
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5. Have you encountered or come across any problems or difficulties pertaining to consumer rights?																				
B. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <p>The teacher will facilitate and present the introduction through the use of a PowerPoint presentation.</p> <p>All of us are consumers. We acquire health information, purchase health products, and avail of health services to appraise, improve, and maintain our health. Consumers have basic rights. They have the right to be protected from selling dangerous and unsafe products. They also have the right to be protected from misleading information or advertisements. Consumers can ask for the complete information they need to make good choices in buying a product. Their right to speak out when not satisfied with the products or services should be exercised.</p> <p>SCENARIO- CHECK UP</p> <p>Excited to buy a new device, you enter a store. After making your purchase and leaving for home, you discover that what you purchased wasn't what you were expecting. It's defective. What would you do? What actions could you take?</p> <p>Key Questions:</p> <ol style="list-style-type: none">1. Have you ever made a purchase and felt let down or unsatisfied?2. Are you aware of your rights as a customer?	<p>Present this activity through a PowerPoint presentation. Let the pupils read aloud the scenario. Solicit answers from the pupils using guided questions. This approach boosts critical</p>																		

	<p>3. In what ways can being aware of your rights as a consumer help you?</p> <p>2. Unlocking Content Vocabulary</p> <p>Activity 1: The 8 Basic Rights of a Consumer Let the pupils read the statement and arrange the jumbled letters to form the correct word.</p> <ol style="list-style-type: none"> Right to CIBAS DENES - _____ - Consumers have the right to access essential goods and services necessary for their basic needs, such as food, clothing, shelter, healthcare, education, and sanitation. Right to TYFESA - _____ - This is the right to be protected against the marketing of goods or the provision of services that are hazardous to health and life. Right to NIOTMAFORNI - _____ - This is the right to be protected against dishonest or misleading advertising or labeling and the right to be given the facts and information needed to make an informed choice. Right to OSECHO - _____ - This is the right to choose products at competitive prices with an assurance of satisfactory quality. Right to NIOTSENRETAPRE - _____ - This is the right to express consumer interests in the making and execution of government policies Right to LASREDRES - _____ - This is the right to be compensated for misrepresentation, shoddy goods, or unsatisfactory services. Right to TIONEDACU - _____ - This is the right to acquire the knowledge and skills necessary to be an informed customer Right to THYLEAH TEMNRONVINE - _____ - This is the right to live and work in an environment that is neither threatening nor dangerous and, which permits a life of dignity and well-being. 	<p>thinking among the teacher and pupils.</p> <p>Answers from the students may vary.</p> <p>Answer key</p> <ol style="list-style-type: none"> BASIC NEEDS SAFETY INFORMATION CHOOSE REPRESENTATION REDRESSAL EDUCATION HEALTHY ENVIRONMENT
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<p>C. Developing and Deepening Understanding</p>	<p>SUB-TOPIC 1: Filipino Consumer Rights</p> <p>1. Explicitation</p> <p>The teacher will flash a picture on the board of a damaged pencil case. The pupils will read and analyze the situation given below:</p> <p>Given situation: Let's say you go to the store to buy a new pencil case for school. You find one that looks nice and decide to buy it. But when you get home and open it, you see that it has a big hole in it. What do you do? Remember, you have rights as a consumer!</p> <p>2. Worked Example</p> <p>Activity 2: Know My Rights Directions: Read each of the following scenarios closely to see whether specific consumer's rights are being violated. Choose your answer inside the box. Write your answers in the space provided.</p> <ol style="list-style-type: none"> 1. Garry is a sixteen-year-old dropout. He intended to enroll in the Alternative Learning System (ALS), but due to many smoking violations he was turned down for admission. _____. 2. Barangay <i>Atubaw</i> is located in a remote area. By providing free water, it benefits everyone. After drinking water, the residents of the barangay were ill one day. It was discovered that a particular chemical from the next factory's outflow contaminated the water. _____. 3. Ana had a week-long, hard cough. She had a checkup at a clinic. She was given medication, but she was in confusion because the medicine had no label. _____. 4. Cardo has always wanted a laptop. He had saved enough money for three months to finally purchase one. He purchased it from the closest mall's computer store. He made sure it had a receipt and a warranty certificate before he left. _____. 	<p>Call 3-5 pupils for their answer. This will pose student- teacher interaction. The picture to be presented may be a print-out or using PowerPoint presentation.</p> <p>Sample answer: First, you can go back to the store and tell the seller what happened. You can show them the damaged in the pencil case and bring out the receipt and ask for a refund or a new one.</p> <p>Answer key: 1. Right to education 2. Right to safety 3. Right to information 4. Right to redress/ Right to information (Cardo's rights as a customer are protected. When he purchased the laptop, he made care to get a receipt and a warranty certificate. This implies that he can provide documentation proving he purchased the laptop from the mall's computer store and that he is guaranteed to be able to get it mended or replaced within a specific time frame should something go wrong</p>
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	<p>5. Marissa likes the deals that major grocery stores give. She got one carton of sardines at a really cheap price when she went to her favorite grocery store. Later, she found that the canned items were already expired.</p> <p>6. Government policy is developed without consumer groups' involvement.</p> <p>7. Elsa is excited to go to the grocery store with her mom. As they walk down the cereal aisle, Emily spots her favorite brand of breakfast cereal that she enjoys every morning. However, next to it, she notices a new cereal with colorful packaging and a fun cartoon character on the box. She's curious about it and asks her mom if she can try it instead of her usual cereal. Her mom agrees and encourages Emily to choose whichever cereal she likes best.</p> <p>8. At the store, Jake sees some tasty chips with fun pictures on them. He wants to get them, but his brother says they're not good for him. When Jake asks why, his brother isn't sure how to explain it well. This makes Jake confused because he doesn't understand why these snacks might not be healthy. He wishes he knew more about why some foods are better for him than others, so he could make smarter choices.</p> <p>3. Lesson Activity</p> <p>Buzz Session Ask this question to the class for sharing and discussion.</p> <ul style="list-style-type: none"> Do you think the government ensures the rights of every Filipino consumer? If so, what are some of its actions, can you share it to the class? <p>For discussion: The government also plays an important role in consumer protection. A consumer has rights mandated by law. These are privileges that an individual is guaranteed of health products and services. The Consumer Act of the Philippines is a law that protects the interest of the consumer, promotes the general welfare, and establishes standards of conduct for business and</p>	<p>with it. Since Cardo possesses a laptop warranty and evidence of purchase, his rights to information and remedy are therefore satisfied.)</p> <p>5. Right to safety 6. Right to representation 7. Right to choose 8. Right to education/ information</p> <p>Note that some items have two answers because it also applies to the other basic consumer rights.</p> <p>The teacher can devise other scenarios or situations other than these given examples.</p> <p>The teacher can devise questions related to government initiatives on consumer protection.</p> <p>Facilitate learning by using the WS Activity 1 Unlocking Vocabulary.</p>
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industry. There are 8 basic rights of a consumer according to the act (Galvez Tan, et al., 2009).

DAY 2

SUB-TOPIC 2: Filipino Consumer Responsibilities

1. Explicitation

- a. What does the term "consumer" mean?
- b. Why should we consider our options before making a purchase?
- c. What factors should we take into account before making a purchase?
- d. How can we be certain that the goods we purchase are safe for the environment and for us?
- e. Why is it crucial to patronize nearby companies?
- f. When was the last time you witnessed something unfair when shopping? How did you proceed?
- g. How can we help take care of the environment while shopping?

2. Worked Example

Watch and Discover

Let us watch the video about a given situation of a consumer.

[#ConsumerPH in a Nutshell: Consumer Rights and Responsibilities \(youtube.com\)](https://www.youtube.com/watch?v=YnS0IP2O9Ps&t=8s)

<https://www.youtube.com/watch?v=YnS0IP2O9Ps&t=8s>

Guide Questions:

1. What are two examples of consumer responsibilities discussed in the video?
2. How can consumers protect themselves from scams or fraud, according to the video?
3. Why is it important for consumers to be aware of their rights and responsibilities?

The topic Consumer Responsibilities is on 2:07 part of the video.

4. Can you think of a time when you or someone you know faced a problem as a consumer? What did you learn from it?

3. Lesson Activity

Consumer Responsibilities: Buzz Session

Ask this question to the class for sharing and discussion.

- If Filipino consumers have their rights, what are also their responsibilities?

According to the Department of Trade and Industry (n.d.), here are the consumer rights and responsibilities:

1. **Critical Awareness** – is the consumer responsibility to be more alert and questioning about the use, price and quality of goods and services.
2. **Action** – is the consumer's responsibility to assert ourselves and act to ensure that we get fair deal. As long as we remain passive consumers, we will continue to be exploited.
3. **Social Concern** – is the consumer responsibility to be aware of the impact of our consumption on other citizens, especially disadvantages or powerless group, whether in local, national or international community.
4. **Environmental Awareness** – is the consumer responsibility to understand the environmental consequences of our consumption. We should recognize our individual and social responsibility to conserve natural resources and protect the earth for future generations.
5. **Solidarity** - is the responsibility to organize together as consumers to develop the strength and influence to promote and protect our interest.

WEEK 2: DAY 1

SUB- TOPIC 3: Filipino Consumer Rights: Decision-Making Skills, Assertiveness Skills, and Critical Thinking Skills

	<p>1. Explicitation The teacher will ask the pupils the following questions.</p> <p>Decision-making skills:</p> <ol style="list-style-type: none"> 1. When you are in the canteen, what do you consider before buying? 2. Can you tell me about a time when you had to choose between two snacks? How did you make your decision? <p>Assertiveness Skills</p> <ol style="list-style-type: none"> 1. How would you ask your teacher for help if you didn't understand a lesson? 2. If someone is bothering you during class, what can you do to politely make them stop? <p>Critical thinking skills</p> <ol style="list-style-type: none"> 1. How can you tell if something you read online is true or not? 2. Why do you think it's important to listen to different opinions when making a decision? <p>2. Worked Example</p> <p>The teacher will present scenarios on the board and the pupils will categorize them. They will choose their answer presented also on the board. Directions: Read and analyze the given situations. Choose your answer inside the box.</p> <div data-bbox="752 1021 1404 1157" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Decision-Making Skills Assertiveness Skills Critical Thinking Skills</p> </div> <p><u>Situation 1</u>: Maria has put money aside to purchase a birthday present for her friend. She visits a toy store and finds a lot of toys that interest her, but she has to choose which one to purchase. _____</p>	<p>These questions must be readily available before you proceed to discussion either using a PowerPoint presentation or written in manila paper.</p> <p>The teacher might think of some questions and may change the given examples here on Sub-topic 3.</p> <p>This activity will enhance the skills of pupils through discussion. The teacher may also search for pictures or videos available online to further boost interest in this activity. Also, the teacher may change the given situations of his/her choice.</p> <p>Answer key:</p> <ul style="list-style-type: none"> • Situation 1: Decision-making skills • Situation 2: Critical thinking skills • Situation 3: Assertiveness skills
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Situation 2: Ana wants to beg her parents to get her the new toy she saw online, which she believes is the "best toy ever" and would provide her with "guaranteed fun." _____

Situation 3: Juan discovers he ordered the wrong thing as he is purchasing lunch at the cafeteria. Instead of the chicken sandwich he requested, he was given a ham sandwich. _____

4. Lesson Activity

For both professional and personal growth, the connection between assertiveness and critical thinking is essential. Understanding the logical relationships between concepts, thinking clearly and logically, and making well-informed judgments are all components of critical thinking. On the other hand, assertiveness is a communication ability that enables people to respectfully and confidently share their ideas and beliefs while taking into account the viewpoints of others.

According to Critical Thinking Secrets (n.d.):

- **Decision-making skills**- Making decisions requires the capacity to decide which alternative is best out of many. Before making a choice, it involves taking requirements, preferences, available resources, and possible outcomes into account.
- **Assertiveness skills**- The ability to confidently and respectfully communicate one's opinions, feelings, and demands is referred to as assertiveness skills. It involves putting oneself first, establishing boundaries, and speaking clearly while taking other people's rights and feelings with account.
- **Critical thinking skills**- Thinking critically is assessing, analyzing, and interpreting information or circumstances in an organized and systematic way. It includes questioning presumptions, looking over the available data, taking into account many viewpoints, and reaching well-informed conclusions or decisions.

DAY 2

Activity 3: Defend My Rights!

Directions: Read and understand the scenarios carefully. Write your best answers on the space provided.

Scenario 1



Image source: This image is generated at https://www.canva.com/design/DAF99oNL2yU/UQALdizFFJLCVx6T0R_n6Q/edit

You bought a toy from the shop and found out it is faulty after using it for 5 minutes.

1. What went wrong? _____
2. Whose fault was it anyway? _____
3. To whom will you seek help and why? _____
4. Did the issue get resolved? _____

Scenario 2



Image source: This image is generated at https://www.canva.com/design/DAF99gVNNjC/4m3ZJY8LR5rvcRUDf_kv7g/edit

The pharmacist unintentionally gave you the wrong the medication meant for the other customer.

1. What went wrong? _____
2. Whose fault was it anyway? _____
3. To whom will you seek help and why? _____
4. Did the issue get resolved? _____

D. Making Generalizations

1. Learners' Takeaways

Organize Me!

Directions: Now that you know the consumer responsibilities, it's time to organize the following questions below to what consumer responsibilities they

The teacher will facilitate the answers of the pupils.

are being referred to. Read and categorize the questions below by writing it on the box that refers to consumer responsibilities.

Critical Awareness	1. 2.
Action	1. 2.
Social Concern	1. 2.
Environmental Awareness	1. 2.
Solidarity	1. 2.

- Why is it important to read labels and instructions before buying a product?
- Can you give an example of a product that you should be careful with when buying?
- Why is it important to support local businesses in our community?
- Can you think of a time when you helped someone make a good choice while shopping?
- Why is it important to think about how products are made and who makes them?
- Can you think of ways we can support workers who make the products we buy?
- What can you do if you notice that a product you bought is not safe to use?
- How can you help your family make better choices when shopping?
- How can we reduce waste when we shop for groceries?
- Why is it important to choose products that are eco-friendly

2. Reflection on Learning

Questions will be printed or maybe written in strips to facilitate the activity.

	Through this task, pupils will realize the importance of consumer responsibilities. Pupils may recall the basic consumer rights and consumer responsibilities and apply them to everyday lives.	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION				NOTES TO TEACHERS	
A. Evaluating Learning	<div>1. Formative Assessment</div> <div>Happy or Sad</div> <div>Directions: Read the following statement and choose to shade HAPPY or SAD icon. Shade the HAPPY icon if the statement is true or correct; if the statement is false or incorrect, shade the SAD icon.</div> <div><div><div>1. The right to return a product if it's broken.</div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div><div><div>2. Throwing trash anywhere we want.</div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div><div><div>3. Using reusable bags and recycling materials.</div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div><div><div>4. Not caring about our community.</div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div><div><div>5. We buy are products by ignoring labels and instructions</div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div> <div>2. Homework (Optional)</div>				
	B. Teacher’s Remarks	<div>Note observations on any of the following areas:</div>	Effective Practices	Problems Encountered	
strategies explored					
materials used					
				<div>Answers:</div> <div><div>1. <div><div></div><div></div></div></div><div>2. <div><div></div><div></div></div></div><div>3. <div><div></div><div></div></div></div><div>4. <div><div></div><div></div></div></div><div>5. <div><div></div><div></div></div></div></div> <div>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</div>	

	learner engagement/ interaction			stuff.
	others			Teachers may also suggest ways to improve the different activities explored.
C. Teacher's Reflection	<p>Reflection guide or prompt can be on:</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? Did I attain all my lesson objectives? How did I encourage my students to participate in the class discussions and activities? ▪ <u>students</u> 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? ▪ <u>ways forward</u> What could I have done differently? What can I explore in the next lesson? What challenges did I encounter in implementing the class activities? 			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.