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# Lesson Exemplar for PE and Health

Quarter 4

Lesson

3

**Lesson Exemplar for PE and Health Grade 4**  
**Quarter 4: Lesson 3 (Week 5)**  
**SY 2024-2025**

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## LESSON EXEMPLAR

### PE and Health / QUARTER 4 / GRADE 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	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>B. Performance Standards</b>	The learners participate in rhythmic activities and dances in promoting societal wellness for active and healthy living.
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency</b>  1. <i>describe the effects of health and fitness facts and fads in physical activity participation's.</i></p> <p><b>Lesson Objectives</b>  1. differentiate between health facts and fads make informed decisions about their dietary choices; and  2. identify the impact of fitness fads on physical activity participation.</p>
<b>D. Content</b>	Health and Fitness Facts and Fads <ul style="list-style-type: none"> <li>• Weight Loss and Fad Diets</li> <li>• Effects of Fitness Fads in Physical Activity Participation</li> </ul>
<b>E. Integration</b>	<ul style="list-style-type: none"> <li>• SDG 3: Good Health and Well-being</li> <li>• SDG 6: Clean Water and Sanitation</li> </ul>

II. LEARNING RESOURCES
<p>11 Ways to spot a fad Diet. (2024). Cleveland Clinic. <a href="https://health.clevelandclinic.org/fad-diets">https://health.clevelandclinic.org/fad-diets</a></p> <p>GMA Integrated News. (2012, April 11). NTG: Fad diets, epektibo nga ba? [Video]. YouTube. <a href="https://www.youtube.com/watch?v=Tp4OhvmpaIM">https://www.youtube.com/watch?v=Tp4OhvmpaIM</a></p>

Little Sports. (2023, May 8). 8 BEST AEROBIC EXERCISES FOR KIDS – IMPROVE FITNESS [Video]. YouTube.

<https://www.youtube.com/watch?v=NGO3qRnjgxU>

Miranda, Q. S., Jugueta, L. R., Sacdalan, G. E., San Jose, M. T. R., Concha, A. A., Ganzon, C. L. C., Tungala, J. S., & Fulgencio, M. G. A. (2017). Music, Art, Physical Education & Health. Phoenix Publishing House Inc.

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](https://www.youtube.com/watch?v=Anf6dZU0_o)

Rehealthify. (2014, June 14). Exercise for children - factual reasons and tips to get moving [Video]. YouTube.

<https://www.youtube.com/watch?v=Ejbdzt2586A>

Teacher's Guide: Fitness. (n.d.). KidsHealth in the Classroom. <https://classroom.kidshealth.org/classroom/3to5/personal/fitness/fitness.pdf>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<b>A. Activating Prior Knowledge</b>	<p><b>WEEK 1: DAY 1</b></p> <p><b>1. Short Review</b></p> <p><b>Happy or Sad</b> In this activity, the teacher will present these items on the board one by one through a PowerPoint presentation.</p> <p>Directions: Draw 😊 if you are confident to do the task 😞 if you cannot.</p>	The teacher will provide a copy of Happy and Sad activity.

	<table><tr><th>My Answers</th><th>Task</th></tr><tr><td></td><td>1. I engage in physical engage from easy to hard.</td></tr><tr><td></td><td>2. I recognize that I have responsibilities in my community.</td></tr><tr><td></td><td>3. I can identify the risk factor related to health diseases.</td></tr><tr><td></td><td>4. I check the media information on fitness before trusting them.</td></tr><tr><td></td><td>5. I know that media technology has advantages and disadvantages to our health.</td></tr></table> <p>Refer to the legend below to decipher your answers.</p> <p>All answers 😊 - you possess all skills expected from you in this lesson and will have a little difficulty in accomplishing the tasks.</p> <p>One or more 😞 - you possess some of the skills expected from you in this lesson and will have a little difficulty in accomplishing the tasks but you are still willing to learn.</p> <p><b>2. Feedback (Optional)</b></p>	My Answers	Task		1. I engage in physical engage from easy to hard.		2. I recognize that I have responsibilities in my community.		3. I can identify the risk factor related to health diseases.		4. I check the media information on fitness before trusting them.		5. I know that media technology has advantages and disadvantages to our health.	
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<p><b>B. Establishing Lesson Purpose</b></p>	<p><b>1. Lesson Purpose</b></p> <p><b>Video Analysis</b></p> <p>Let the pupils watch a video about “Exercise for Children - Factual Reasons and Tips To Get Moving: through this link: <a href="https://www.youtube.com/watch?v=Ejbdzt2586A">https://www.youtube.com/watch?v=Ejbdzt2586A</a></p> <p>Guide questions:</p> <ol style="list-style-type: none"><li>1. From the video, why is exercise important for children?</li><li>2. What are some examples of exercises mentioned in the video that children can do to stay active?</li></ol> <p><b>2. Unlocking Content Vocabulary</b></p>	<p>A similar video clip will be used in case the link is not accessible.</p>												

	<ul style="list-style-type: none"> <li>• <b>Physical Fitness</b> – is the ability of an individual to perform daily activities without getting exhausted and to still perform extra tasks with alertness.</li> <li>• <b>Weight loss</b> - the fact of a person's body weight becoming less.</li> <li>• <b>Fad diets</b> - are eating plans that are often promoted as the “best” or “fastest” approach to losing weight. They can sound like a newly discovered “hack” that promises a better, healthier you.</li> </ul>	
<b>C. Developing and Deepening Understanding</b>	<p><b>SUB-TOPIC 1: Health and Fitness Facts and Fads: Weight Loss and Fad Diets</b></p> <p><b>1. Explicitation</b></p> <p>The teacher will ask the pupils the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the meaning of a fad diet?</li> <li>2. Why should we use caution when following fad diets?</li> <li>3. How might exercise habits be influenced by fitness fads?</li> <li>4. Rather than attempting fitness or diet fads, what are some good methods to maintain an active lifestyle while losing weight?</li> </ol> <p><b>2. Worked Example</b></p> <p><b>Let's Exercise</b> The teacher will facilitate aerobic exercise through a video. Let the pupils do the aerobic exercise.</p> <p>Video link: AEROBIC EXERCISES FOR KIDS – IMPROVE FITNESS  <a href="https://www.youtube.com/watch?v=NGO3qRnjgxU">https://www.youtube.com/watch?v=NGO3qRnjgxU</a></p> <p><b>3. Lesson Activity</b></p> <p>Before proceeding to the discussion, the teacher will play a video about fad diets through this link: NTG: Fad diets, <i>epektibo nga ba?</i>  <a href="https://www.youtube.com/watch?v=Tp4OhvmpaIM">https://www.youtube.com/watch?v=Tp4OhvmpaIM</a></p> <p>Guide Questions:</p>	<p>The teacher may or may not use the given video. They might create their own exercises.</p> <p>The best thing about this video is that it contains REST for every exercise which allows the pupils to regain their strength.</p>

	<ol style="list-style-type: none"> <li>1. What is the video about?</li> <li>2. Why is it important to be cautious about fad diets?</li> <li>3. What are fad diets?</li> </ol> <p><b>Fad diets</b> are eating plans that are often promoted as the “best” or “fastest” approach to losing weight. They can sound like a newly discovered “hack” that promises a better, healthier you.</p> <p>Fad diets often involve eliminating certain foods, banning entire food groups or overselling the benefits of a particular food. For example, some fad diets:</p> <ul style="list-style-type: none"> <li>• Hype specific foods.</li> <li>• Suggest you should go overboard on some foods, such as those that contain probiotics.</li> <li>• Stress the importance of eating a lot of fat but very little carbohydrates.</li> <li>• Suggest a diet very high in protein.</li> <li>• Eliminate important sources of nutrition, such as grains.</li> <li>• Ban certain ingredients, such as lectins.</li> <li>• Mandates you buy their foods or supplements.</li> <li>• Suggest a rigid eating schedule that only allows certain foods at certain times of the day or that only allows certain foods in combination with others.</li> </ul> <p>The thing is, fad diets are often based on limited or faulty research — that is, when they’re based on research at all.</p> <p><b>How to spot a fad diet</b> But how do you know if the advice you’re getting is a fad diet or healthy advice that you should listen to? Cleveland Clinic (2023) says to look for these clues that scream “fad diet”:</p> <ul style="list-style-type: none"> <li>• Recommendations that promise a quick fix.</li> <li>• Claims that sound too good to be true.</li> <li>• Simplistic conclusions drawn from a complex study.</li> <li>• Recommendations based on a single study.</li> </ul>	<p>Teacher may post on the board the different pictures or may show to the class some products that referred to as fad diets.</p>
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- Dramatic statements that are refuted by reputable scientific organizations.
- Lists of “good” and “bad” foods.
- Recommendations made to help sell a book or product.
- Recommendations based on studies published without peer review.
- Recommendations from studies that ignore differences among individuals or groups.
- Elimination of one or more of the five food groups (fruits, vegetables, grains, protein foods or dairy).
- Diets that include testimonials.

## DAY 2

### SUB-TOPIC 2: Effects of Fitness Fads in Physical Activity Participation

#### 1. Explicitation

The teacher will ask the pupils the following questions:

- a. What are some examples of fitness fads that might encourage or discourage physical activity participation among children and adults?
- b. How might fitness fads influence how much exercise people do?

#### 2. Worked Example

The teacher will play the video of dance exercises through this link:

[https://www.youtube.com/watch?v=Anf6dZU0\\_o](https://www.youtube.com/watch?v=Anf6dZU0_o)

The student will execute and follow the dance exercises for 1 minute.

#### 3. Lesson Activity

##### How to safely lose weight

Rather than jumping into the latest trend in dieting, researchers suggest sticking with tried-and-true (and evidence-based) weight loss and healthy living advice. Namely:

The teacher may post pictures of those advice so that students may easily understand the weight loss and healthy living advice.

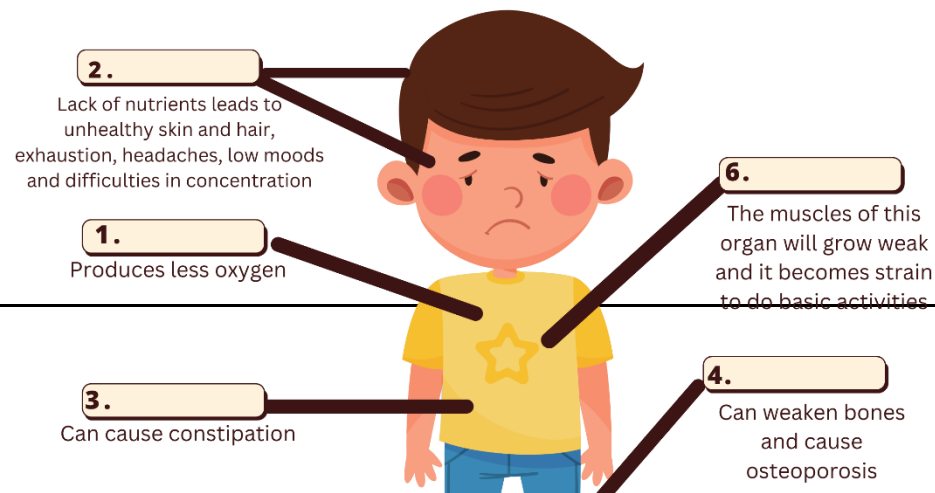
1. Eat a variety of unprocessed or minimally processed foods.
2. Fresh fruits and veggies should take up about half your plate at every meal.
3. Stick to moderate portion sizes.
4. Exercise regularly.
5. Keep your stress levels manageable.
6. Get plenty of sleep.
7. Drink enough water.

### Activity 1: I AM Affected

Directions: Identify the body part that is being affected if physical inactivity happens. You may choose your answer inside the box. Write your answers in the space provided.

Bones	Skin and Hair
Stomach and Intestines	Heart
Muscles and joints	Lungs

## PHYSICAL INACTIVITY







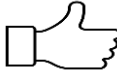


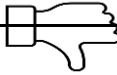






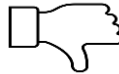
Answer key:

1. Lungs
2. Skin and Hair
3. Stomach and Intestines
4. Bones
5. Muscles and joints
6. Heart

	<p>Image source: This image is created using <a href="https://www.canva.com/design/DAF92ya9Ww8/_4T04cB47CRvwl7eN0tRsA/edit">https://www.canva.com/design/DAF92ya9Ww8/_4T04cB47CRvwl7eN0tRsA/edit</a></p>																						
<b>D. Making Generalizations</b>	<p><b>1. Learners' Takeaways</b></p> <p><b>Activity 2: Healthy or Unhealthy</b>  Directions: On your checklist, read and put a check mark on the practices that shows healthy weight management and a cross mark if it is unhealthy.</p> <table border="1"> <thead> <tr> <th>PRACTICES</th><th>HEALTHY</th><th>UNHEALTHY</th></tr> </thead> <tbody> <tr> <td>1. Doing Zumba dance three times a week.</td><td></td><td></td></tr> <tr> <td>2. Skipping breakfast on regular basis.</td><td></td><td></td></tr> <tr> <td>3. Eating meat products moderately.</td><td></td><td></td></tr> <tr> <td>4. Eating only chips and burgers</td><td></td><td></td></tr> <tr> <td>5. Washing hands with soap and water before eating or after playing.</td><td></td><td></td></tr> <tr> <td>6. Fill your plate with a variety of colorful fruits and vegetables.</td><td></td><td></td></tr> </tbody> </table>	PRACTICES	HEALTHY	UNHEALTHY	1. Doing Zumba dance three times a week.			2. Skipping breakfast on regular basis.			3. Eating meat products moderately.			4. Eating only chips and burgers			5. Washing hands with soap and water before eating or after playing.			6. Fill your plate with a variety of colorful fruits and vegetables.			<p>Answer key:  1. HEALTHY  2. UNHEALTHY  3. HEALTHY  4. UNHEALTHY  5. HEALTHY  6. HEALTHY  7. HEALTHY  8. HEALTHY  9. UNHEALTHY  10. HEALTHY</p>
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	<table border="1"> <tr> <td>7. Run, jump, dance, or play tag with friends after doing homework.</td><td></td><td></td></tr> <tr> <td>8. Getting enough sleep each night.</td><td></td><td></td></tr> <tr> <td>9. Eating too many sugary snacks.</td><td></td><td></td></tr> <tr> <td>10. Choosing to eat home-cooked meals rather than buying fast-food.</td><td></td><td></td></tr> </table> <p>Guide Questions:</p> <ol style="list-style-type: none"> <li>1. What practices do you consider healthy or unhealthy?</li> <li>2. Why are these practices considered healthy or unhealthy?</li> </ol> <p><b>2. Reflection on Learning</b></p> <p>Through this task, pupils may be able to remember the topic that has been discussed and presented.</p>	7. Run, jump, dance, or play tag with friends after doing homework.			8. Getting enough sleep each night.			9. Eating too many sugary snacks.			10. Choosing to eat home-cooked meals rather than buying fast-food.			
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
<b>A. Evaluating Learning</b>	<p><b>1. Formative Assessment</b></p> <p>Directions: Read carefully the statements. Shade the THUMBS UP icon if you agree with the statement or THUMBS DOWN if you disagree otherwise.</p> <p>1. Fad diets can have long-term negative effects on your health...  </p> <p>2. Fad diets usually provide all the necessary nutrients for a healthy body.  </p> <p>3. It's better to choose a sustainable, long-term approach to weight loss  </p>	<p>Answer key:</p> <p>1. </p> <p>2. </p> <p>3. </p> <p></p>

	<p>rather than a quick fix.</p> <p>4. It's good to skip meals to lose weight faster.  </p> <p>5. You and your classmate's body are the same, what works for one person in terms of weight loss will work for everyone  </p> <p><b>2. Homework (Optional)</b></p>			<p>4.</p> <p>5. </p>
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	<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>
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <li><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></li> <li><u>students</u>  <i>What roles did my students play in my lesson?</i></li> </ul>			<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>

	<p><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></p> <ul style="list-style-type: none"> <li>▪ <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></li> </ul>	
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