

4

Lesson Exemplar for PE and Health

Quarter 4

Lesson

4

Lesson Exemplar for PE and Health Grade 4
Quarter 4: Lesson 4 (Week 6-8)
SY 2024-2025

This material is intended exclusively for the use of teachers participating in the implementation of the MATATAG K to 10 Curriculum during the School Year 2024-2025. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

Development Team

Writer:

- Eman R. Alvarez (Parada National High School – Valenzuela)

Validator:

- Rolly R. Balbutin (Philippine Normal University – Mindanao)

Management Team

Philippine Normal University
Research Institute for Teacher Quality
SiMERR National Research Centre

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at blr.od@deped.gov.ph.

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></p> <ul style="list-style-type: none"> • <i>Engage actively in different rhythmic activities and dances for improving their movement competence and physical activity participation.</i> <ol style="list-style-type: none"> 1. <i>identify the elements of rhythm and movement of space;</i> 2. <i>learn the fundamental rhythmic pattern and activities;</i> 3. <i>perform actively the locomotor and non-locomotor movements using the elements of dance; and</i> 4. <i>apply fitness concepts in physical activity.</i>
D. Content	<p>Physical Activity Participation: Rhythmic Activities and Dances</p> <ul style="list-style-type: none"> • Focus Foundational Skills <ol style="list-style-type: none"> 1. Dance Elements - Body, Action, Space, Time, Energy 2. Movement Skills - Locomotor, Non-locomotor, Manipulative 3. Fitness Concepts - Agility, Balance, Coordination, Cardiovascular Endurance - Intensity: Moderate to Vigorous Physical Activities (MVPA)
E. Integration	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.

II. LEARNING RESOURCES

Aurellano et. al. (2020). MAPEH 4 Unang Edisyon. SLM DO-Valenzuela. <https://tinyurl.com/r3bb8ajj>

Ballett am Rhein. (2016, June 6). Paul Taylor: Esplanade [Video]. YouTube. https://www.youtube.com/watch?v=3jinWT_xLTQ

Bennett, J. P., & Riemer, P. C. (2006). Rhythmic Activities and Dance (2nd ed.). Human Kinetics.

Callo, L. F., Camiling, M. K. S., Yap, J. C., Cagulang, J. P., Dorla, J. C., Deveraturda, E., & Garcia, J.-A. (2015). Physical Education and DepEd ORDER No. 060 (2021). https://www.deped.gov.ph/wp-content/uploads/2022/01/DO_s2021_060.pdf

Health 10 Learner's Material (1st ed.). Department of Education.

Hall, D., Berkeley, K., Khan, N. N., Spieth, D., & Kamath, L. (2022b). Chapter 18: Elements of Dance. Louis.pressbooks.pub. <https://louis.pressbooks.pub/exploringarts/chapter/elements-of-dance/>

Jhun Carlos Olivario. (2021, December 29). Galaw Pilipinas Instructional Video Step by Step - DepEd [Video]. YouTube. <https://www.youtube.com/watch?v=hmJQbCYEzFg>

Kaba Modern. (2018, March 8). KM26 | Year in Review: Promo video [Video]. YouTube. <https://www.youtube.com/watch?v=OjmzWORYfTA>

Larry Jones Palo. (2021, November 20). Fundamental Dance Positions of the Arms and Feet | Cariñosa Philippine Folk Dance #cariñosa [Video]. YouTube. <https://www.youtube.com/watch?v=yrCSzmj1GIA>

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.

Savitha Sastry. (2009, June 11). Savitha Sastry Bharatanatyam Performance [Video]. YouTube. <https://www.youtube.com/watch?v=SgiLOzFQh14>

III. TEACHING AND LEARNING PROCEDURE

NOTES TO TEACHERS

A. Activating Prior Knowledge

WEEK 1: DAY 1

1. Short Review

Activity: Dance Memory

Explain to pupils that they will be playing a game to test their knowledge of different dance styles.

Rules:

1. Divide the class into small teams or pairs, depending on the size of your class.
2. Place all the flashcards face down on a table or the floor.
3. The teams take turns flipping over two cards at a time, they will try to find matching pairs of dance styles. This will be done only once at a time.

The teacher will prepare a set of flashcards with pictures or descriptions of different types of rhythmic dances, such as ballet, hip-hop, cha-cha, gymnastics, or tap dance. The teacher may include other different rhythmic dance styles to boost interest.

	<p>4. If a team correctly matches a pair, they get to keep the cards and earn 1 point. If the cards don't match, they will bring the card back and are turned face down again, and it's the next team's turn.</p> <p>5. The game continues and will end until all the cards have been matched.</p> <p>6. The team with highest earned points will be the winner.</p> <p>2. Feedback (Optional)</p> <p>After the activity, the teacher may ask the pupils:</p> <ul style="list-style-type: none"> Can anyone share your idea about the dance style called "hip hop"? What do you think of music that is often used in hip-hop dance? Can you describe specific moves of it? 	<p>Since hip-hop is the most popular dance style, the teacher may ask for volunteer students to showcase hip hop dance style, or the teacher may play a short video clip of hip-hop dance.</p> <p>The teacher may rephrase the question given here in LE. The teacher may ask about ballet, gymnastics, or tap dance.</p>
B. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <p>The teacher will ask the pupils:</p> <ol style="list-style-type: none"> Can you name one way in which we use our bodies in dance? What are the examples of a dance move that shows how we can use our bodies in different ways? There are different types of movement skills. Can you explain what a "locomotor" movement skill is and give an example? How about a "non-locomotor" movement skill? Manipulative? How does agility play a role in dance movements? Can you think of a dance move that requires quick and active movements? What is coordination, and why is it important for dancers? Can you describe a dance routine that showcases good coordination among the dancers? Can you explain how participating in a dance routine can increase your heart rate and improve cardiovascular fitness? What are some examples 	<p>The teacher may flash video clips for each question to help pupils gain interest, explore, and think critically.</p> <ol style="list-style-type: none"> https://tinyurl.com/m8xpnhwt https://tinyurl.com/mryk26k8 https://tinyurl.com/5avz76bs <p>For questions 4-5, flash the "Galaw Pilipinas" video.</p>

of dance styles or routines that would be considered moderate to vigorous physical activities?

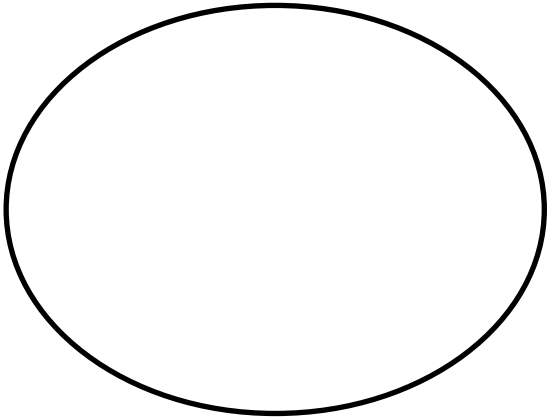
2. Unlocking Content Vocabulary

Dance Elements

- **Body** - The body is the dancer's instrument of expression. When an audience looks at dance, they see the dancer's body and what is moving. The dance could be made up of a variety of actions and still poses. It could use the whole body or emphasize one part of the body. Exploring body shapes and movement actions increase our awareness of movement possibilities.
- **Action** - Dance movements or actions fall into two main categories:
 - Locomotor: (traveling moves) walk, run, jump, hop, skip, leap, gallop, crawl, roll, etc.
 - Non-locomotor: (moves that stay in place) melt, stretch, bend, twist, swing, turn, shake, stomp, etc.
- **Space** - This is where the dance takes place. Is the dance expansive, using lots of space, or is it more intimate, using primarily personal space? An exploration of space increases the awareness of the visual design aspects of movement.
- **Time** - Dance is a time art; movement develops and reveals itself in time. Adding a rhythmic sense to movement helps transform ordinary movement into dance and informs when the dancer moves.
- **Energy** - An exploration of "how" a movement is done rather than "what" it is gives us a richer sense of dance as an expressive art. A dancer can walk, reach for an imaginary object, and turn, making these movements look completely different by changing the use of Energy. For example, anger could be shown with a loud quick walk, a sharp reach, and a strong twisting turn. Happiness could be depicted by using a delicate gliding walk, a gentle reach out, and a smooth, light turn. Energy is what brings the dancer's intent or emotion to the audience. The element of Energy is sometimes called efforts or movement qualities.

Physical Fitness components:

*Internet connectivity may vary among areas. For those video clips mentioned above, it is suggested that the teacher may download it first and include this in their PowerPoint presentation.

	<ul style="list-style-type: none"> • Agility - the ability of the body to shift direction from one place to another • Balance - the capacity of the body to maintain upright posture even when moving • Coordination - this is when all the body parts are harmoniously working together to successfully execute a movement • Cardiovascular endurance - this is the ability of your heart to pump effectively to meet the metabolic demands during exercise 	
C. Developing and Deepening Understanding	<p>DAY 2</p> <p>SUB-TOPIC 1: Dance Elements</p> <p>1. Explicitation</p> <p>Board Work Activity Directions: Write in the circle the folk dances of the Philippines.</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block; margin-bottom: 10px;">Ballet</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block; margin-bottom: 10px;">Tango</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block; margin-bottom: 10px;">Bulaklak</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block; margin-bottom: 10px;">Hip-hop</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block; margin-bottom: 10px;">Maglalatik</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block; margin-bottom: 10px;">Boogie</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Cariñosa</div> </div> </div> <p>2. Worked Example</p> <p>Tell and Do Activity Demonstrate the proper execution of the fundamentals of arm</p>	<p>The teacher will instruct the pupils to fill in the circle about the folk dances found in the Philippines.</p>

and feet positions. There are basic positions and movements for the arms and legs that are common in folk dances.

Arms position:

First Position

- Arrange the arms and hands in front of the chest.
- Curve the arms in a circular motion with elbows out.
- Keep your palms facing towards you.

Second Position

- Open your arms and hands simultaneously to your sides, parallel to your shoulders.
- Curve your arms.
- Your palms are facing upward.

Third Position

- Raise the right (left) arm with your palm facing downward.
- Keep your left (right) arm in the second position.

Fourth Position

- Keep your right (left) arm in the third position.
- Place your left (right) arm in front as in the first position.

Fifth Position

- Raise your arms.
- Curve your arms and keep your palms facing downwards.

Feet position:



Materials:

- Video of fundamentals of arms and feet position.
- Speaker

The teacher may personally demonstrate the fundamental feet and arm position in folk dancing or may show the video to the students in the link provided:

<https://tinyurl.com/h335k7zr>

The teacher will demonstrate the fundamental arms position first, second will be the feet position, and last demonstration will be the combination of arms and feet position.

First Position

- Stand with heels together.
- Position your toes outward to form the letter V.

Second Position

- Step your right (left) foot to the side while keeping your toes pointed outward. Your feet are shoulder-width apart.

Third Position

- Keep your left (right) foot in its previous position.
- Place your right (left) foot at the arch of your left (right) foot.

Fourth Position

- Keep your left (right) foot in its previous position.
- Step your right (left) foot diagonally forward.
- Keep your toes pointed outward.

Fifth Position

- Place your right (left) foot in front of your left (right) foot.
- Allow the heel of your right (left) foot to touch the toes of your left (right) foot.



3. Lesson Activity

Activity 1: Label Me!

Directions: Assign the correct numbers 1-5 according to the correct sequence of arms and feet positions in folk dance.

Arms position



Feet position



















Answer key:

Arms position

5

4

2

1

3

Feet position

2

5

1

2

3

WEEK 2: DAY 1

SUB-TOPIC 2: Practical Demonstration of Fundamental Position of Arms and Feet

1. Explicitation

After the Tell and Do activity, the pupils will demonstrate the fundamental positions of arms and feet. Call on some students to demonstrate the fundamental position of arms. The teacher will correct the student's demonstration if there are any errors. Same approach as to fundamental position of feet.

2. Worked Example

	<p>Review the fundamental position of arms and feet.</p> <p>ARMS POSITION</p> <ul style="list-style-type: none">• <u>First Position</u> - Both arms raised forward in a circle in front of the chest with the fingertips about an inch apart.• <u>Second Position</u> - Both arms raised sideward with graceful curve at a shoulder level.• <u>Third Position</u> - One arm raised sideward as in 2nd position; other arm raised in upward position.• <u>Fourth Position</u> - One arm raised in front as in 1st position; the other arm raised overhead.• <u>Fifth Position</u> - Both arms are raised overhead. <p>FEET POSITION</p> <ul style="list-style-type: none">• <u>First Position</u> - Heels close together toes apart with an angle of about 45 degrees.• <u>Second Position</u> - A stride sideward about a pace or 1 foot distance• <u>Third Position</u> - Heel one foot close to in step of other foot.• <u>Fourth Position</u> - One foot in front of the other foot of a pace distance.• <u>Fifth Position</u> - Heel in front foot close to big toe of rear foot. <p>3. Lesson Activity</p> <ul style="list-style-type: none">• Divide the class into five groups with an equal number of members.• Give time to the students to practice the fundamental arm and feet positions and the combination of the arm and feet positions.• With a 2 4-time signature folk dance music, let the students present the fundamental arm positions, feet positions, and the combination of the arm and feet positions. <p>Sample Rubrics:</p> <table><tr><td>Proper execution</td><td>10 pts</td></tr><tr><td>Gracefulness</td><td>5 pts</td></tr><tr><td>Timing</td><td>5 pts</td></tr></table>	Proper execution	10 pts	Gracefulness	5 pts	Timing	5 pts	<p>This time the teacher will focus on teaching and demonstrating the combination movement of arms and feet position.</p> <p>The teacher may use the link below for 2 4-time signature music: https://tinyurl.com/h335k7zr</p> <p>After reviewing the fundamentals of arms and feet, the teacher will lead the demonstration to combination of arms and feet position.</p>
Proper execution	10 pts							
Gracefulness	5 pts							
Timing	5 pts							

	<div>Total20 pts</div> <p>DAY 2</p> <p>SUB-TOPIC 3: Promoting Health and Wellness through Physical Fitness</p> <p>1. Explicitation</p> <p>Ask the pupils the following questions related to promoting health and wellness:</p> <ol style="list-style-type: none"> 1. How do you describe a physically fit person? 2. Can you name one fun physical activity you enjoy doing that helps keep you fit and healthy? 3. How does being physically fit help our bodies stay strong and healthy? 4. Can you share one physical activity or anything you do every day that promote health and wellness? <p>2. Worked Example</p> <p><i>Galaw Pilipinas</i> Demonstration</p> <p>The teacher will present to class the video of <i>Galaw Pilipinas</i>. This aims to improve strength, flexibility, cardio-vascular endurance, coordination, and balance. The teacher will demonstrate the step-by-step dance of “<i>Galaw Pilipinas</i>”.</p> <p>3. Lesson Activity</p> <p>Buzz Session</p> <p>Pupils will be asked to give one by one a specific physical activity they are fond of doing and share with the class the physical fitness component the activity will directly be of importance.</p> <p>Discussion part:</p> <p>Good physical fitness is important because it contributes directly to the physical component of good health and wellness, and indirectly to the other components. Good fitness has been shown to be associated with reduced risk of chronic diseases, such as heart disease, and has been shown to reduce the consequences of many debilitating conditions.</p>	<p>The suggested rubrics may or may not be used by the teacher.</p> <p>There is a DepEd Order No. 60, s. 2021 that promotes an active lifestyle for all types of learners in all key stages. See full memorandum on the provided link below: https://tinyurl.com/yhhcrhj6</p> <p>The teacher may use this video link of “Galaw Pilipinas” Instructional Video Step by Step –DepEd https://tinyurl.com/m9er83uz</p> <p>Answers of the students may vary, and the teacher will</p>
--	--	--

	<p>Participation in regular moderate physical activity can lead to improved physical fitness. It is a condition whereby the systems of the body are able to function at their optimal efficiency, associated with an individual's ability to work effectively, to enjoy leisure time, to be healthy, to resist disease, and to respond easily to emergency situations.</p> <p>Regular moderate physical activity means engaging in relatively vigorous bodily movement for 30 minutes to 1 hour that can elevate your heart rate.</p> <p>Physical Fitness components:</p> <ul style="list-style-type: none"> • <u>Agility</u> - the ability of the body to shift direction from one place to another. • <u>Balance</u> - the capacity of the body to maintain upright posture even when moving. • <u>Coordination</u> - this is when all the body parts are harmoniously working together to successfully execute a movement. • <u>Cardiovascular endurance</u> - this is the ability of your heart to pump effectively to meet the metabolic demands during exercise. <p>WEEK 3: DAY 1-2</p> <p>Activity: Demonstration/ Drill: Galaw Pilipinas Procedure:</p> <ol style="list-style-type: none"> 1. Divide the class into five groups with an equal number of members. 2. Ask the students to practice the dance by group. The students shall ensure that they observe the step by step dance of <i>Galaw Pilipinas</i> as they perform the dance movements and steps. 3. The teacher roams around to check the performance of the different groups. <p>After the activity, ask the pupils the following questions:</p> <ul style="list-style-type: none"> • What are the steps and movements that you did well? • How did you feel after dancing the <i>Galaw Pilipinas</i>? • How does participation in dance activities promote good health? 	<p>facilitate to connect the relationship of the physical activity mentioned to the physical fitness component being addressed.</p>
D. Making Generalizations	<p>1. Learners' Takeaways</p> <p>Activity: Pair up: Me and My Day Log The teacher will give each student an activity survey form. Procedure:</p>	<p>The teacher may feel free to change this suggested activity.</p>

	<div>1. Pair up.</div> <div>2. Using the survey, put a check mark (✓) on the activities you do and estimated number of hours you do them.</div> <table><tr><td>Name:</td></tr><tr><td>When I am not in school, I...</td></tr><tr><td>__ watch TV for about __ hours.</td></tr><tr><td>__ use the computer/tablet/cell phone for about ____ hours</td></tr><tr><td>__ play sports such as __ for about ____ minutes or ____ hours</td></tr><tr><td>__ jog or work or dance for about ____ minutes or ____ hours</td></tr><tr><td>__ sleep about __ hours even after my regular wake up time</td></tr><tr><td>__ usually go out to the mall or friend’s house and spend about __ there</td></tr><tr><td>__ do household chores for about ____ hours or __ minutes</td></tr></table> <div>3. Discuss these questions with the group:</div> <div><div>• What activities were commonly marked?</div><div>• How many minutes or hours were usually spent on these activities?</div><div>• Which of these activities do you enjoy the most?</div></div> <div>4. Share your answers to these questions with the class:</div> <div><div>• How do you feel about the activity? What did you realize?</div><div>• What do you think about the daily activities with your classmates? Do you have similar activities as your classmates?</div><div>• Should you stick to your daily routines or could changes be made?</div></div> <div>2. Reflection on Learning</div> <div>Through this task, pupils may be able to assess their physical activity engagement. They will realize the importance of fitness and well-being.</div>	Name:	When I am not in school, I...	__ watch TV for about __ hours.	__ use the computer/tablet/cell phone for about ____ hours	__ play sports such as __ for about ____ minutes or ____ hours	__ jog or work or dance for about ____ minutes or ____ hours	__ sleep about __ hours even after my regular wake up time	__ usually go out to the mall or friend’s house and spend about __ there	__ do household chores for about ____ hours or __ minutes	<div>Other suggestions it to let them engage in active recreational activities such as sports.</div>
Name:											
When I am not in school, I...											
__ watch TV for about __ hours.											
__ use the computer/tablet/cell phone for about ____ hours											
__ play sports such as __ for about ____ minutes or ____ hours											
__ jog or work or dance for about ____ minutes or ____ hours											
__ sleep about __ hours even after my regular wake up time											
__ usually go out to the mall or friend’s house and spend about __ there											
__ do household chores for about ____ hours or __ minutes											

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION

NOTES TO TEACHERS

A. Evaluating Learning	<p>1. Formative Assessment</p> <p>Practical Test: Galaw Pilipinas Pupils will execute <i>Galaw Pilipinas</i> dance exercise accompanied by music. They will be graded by the following rubrics.</p> <table border="1"> <thead> <tr> <th>CRITERIA</th><th>EXCELLENT 15</th><th>VERY GOOD 13</th><th>GOOD 11</th><th>FAIR 8</th></tr> </thead> <tbody> <tr> <td>Mastery</td><td>All of the movements are perfectly and thoroughly mastered.</td><td>Few movements are not perfectly and thoroughly mastered.</td><td>Many of the movements are not perfectly and thoroughly mastered.</td><td>All of the movements are not perfectly and thoroughly mastered.</td></tr> <tr> <td>Poise and Grace</td><td>Executing the dance with poise and grace</td><td>Needs improvement in executing the dance with a poise and grace</td><td>Lack of poise and grace while executing the dance</td><td>No poise and grace while executing the dance</td></tr> <tr> <td>Timing and Coordination of Body Movement</td><td>Executing rhythmically with poise and well-coordinated body movements</td><td>Improved sense of rhythm and body movement</td><td>The sense of rhythm and body movement is less accurate</td><td>The sense of rhythm and body movement is not accurate</td></tr> <tr> <td>Proper Execution</td><td>Execute the dance steps properly and perfectly</td><td>Needs improvement in executing the dance steps</td><td>Lack of proper execution of the dance steps</td><td>Poor execution of the dance steps</td></tr> </tbody> </table> <p>2. Homework (Optional)</p>			CRITERIA	EXCELLENT 15	VERY GOOD 13	GOOD 11	FAIR 8	Mastery	All of the movements are perfectly and thoroughly mastered.	Few movements are not perfectly and thoroughly mastered.	Many of the movements are not perfectly and thoroughly mastered.	All of the movements are not perfectly and thoroughly mastered.	Poise and Grace	Executing the dance with poise and grace	Needs improvement in executing the dance with a poise and grace	Lack of poise and grace while executing the dance	No poise and grace while executing the dance	Timing and Coordination of Body Movement	Executing rhythmically with poise and well-coordinated body movements	Improved sense of rhythm and body movement	The sense of rhythm and body movement is less accurate	The sense of rhythm and body movement is not accurate	Proper Execution	Execute the dance steps properly and perfectly	Needs improvement in executing the dance steps	Lack of proper execution of the dance steps	Poor execution of the dance steps	<p>The suggested rubrics may or may not be used by the teacher and free to choose how to grade the students' performance.</p>
CRITERIA	EXCELLENT 15	VERY GOOD 13	GOOD 11	FAIR 8																									
Mastery	All of the movements are perfectly and thoroughly mastered.	Few movements are not perfectly and thoroughly mastered.	Many of the movements are not perfectly and thoroughly mastered.	All of the movements are not perfectly and thoroughly mastered.																									
Poise and Grace	Executing the dance with poise and grace	Needs improvement in executing the dance with a poise and grace	Lack of poise and grace while executing the dance	No poise and grace while executing the dance																									
Timing and Coordination of Body Movement	Executing rhythmically with poise and well-coordinated body movements	Improved sense of rhythm and body movement	The sense of rhythm and body movement is less accurate	The sense of rhythm and body movement is not accurate																									
Proper Execution	Execute the dance steps properly and perfectly	Needs improvement in executing the dance steps	Lack of proper execution of the dance steps	Poor execution of the dance steps																									
B. Teacher's Remarks	<p><i>Note observations on any of the following areas:</i></p> <p>strategies explored</p> <p>materials used</p> <p>learner engagement/ interaction</p> <p>others</p>	<p>Effective Practices</p>	<p>Problems Encountered</p>	<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>																									
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <i>principles behind the teaching</i> <p><i>What principles and beliefs informed my lesson?</i></p>			<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to</p>																									

	<p><i>Why did I teach the lesson the way I did?</i> <i>Did I attain all my lesson objectives?</i> <i>How did I encourage my students to participate in the class discussions and activities?</i></p> <ul style="list-style-type: none"> ▪ <u>students</u> <i>What roles did my students play in my lesson?</i> <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> ▪ <u>ways forward</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> 	<p>improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>
--	---	--