

7

Lesson Exemplar for PE & Health

Quarter 3

Lesson

2

Lesson Exemplar for PE and Health 7
Quarter 3: Lesson 2 (Weeks 4-5)
SY 2024-2025

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PE AND HEALTH /QUARTER 3/ GRADE 7 (WEEKS 4-5)

| I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES | |
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| A. Content Standards | The learners demonstrate an understanding of healthy eating, common adolescents’ nutritional concerns, and dances in promoting community wellness for active and healthy living. |
| B. Performance Standards | The learners participate in dances to promote community wellness for active and healthy living. |
| C. Learning Competencies and Objectives | <p>Learning Competency</p> <ol style="list-style-type: none"> 1. Identify various sources of information related to malnutrition, including underweight, overweight/obesity, micronutrient deficiencies, and eating disorders. 2. Manifest collaboration in small teams to solve clues, locate information, and discuss malnutrition topics. 3. Apply critical thinking skills to analyze information gathered during the scavenger hunt and answer questions or perform malnutrition-related tasks. 4. Determine the potential impact of common nutritional concerns, such as underweight, overweight/obesity, micronutrient deficiencies, and eating disorders, on physical health, mental well-being, and overall development. 5. Recognize the importance of adolescents addressing and tackling common nutritional concerns to ensure holistic well-being. 6. Identify specific preventive measures within their Personalized Nutritional Action Plans that target common adolescents' nutritional concerns. |
| D. Content | Malnutrition: Underweight, Overweight/Obesity; Micronutrient Deficiencies and Eating Disorders Ways to Prevent Common Adolescents’ Nutritional Concerns |
| E. Integration | Sustainability and Community Engagement |

| II. LEARNING RESOURCES |
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| III. TEACHING AND LEARNING PROCEDURE | | NOTES TO TEACHERS |
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| <p>A. Activating Prior Knowledge</p> | <p>DAY 1</p> <p>1. Short Review</p> <p>Activity 1: Nutritional Scavenger Hunt</p> <p>Introduction To reinforce knowledge about malnutrition, actively explore and discover information related to underweight, overweight/obesity, micronutrient deficiencies, and eating disorders.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. The teacher will divide the pupils into small teams. 2. Distribute the first clue card to each team. 3. Each clue card will lead to a location where information about malnutrition can be found. 4. Prepare clue cards with questions or tasks related to different aspects of malnutrition, such as: <ul style="list-style-type: none"> - <i>Find a book in the library that discusses the importance of balanced nutrition.</i> - <i>Identify a resource that offers tips for maintaining a healthy weight.</i> | <p>Modifications and Alternatives:</p> <p>Depending on the class dynamics and available resources, you may want to consider modifying team sizes to ensure optimal engagement. Smaller teams may encourage more participation from each student.</p> |

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| | <ol style="list-style-type: none"> 5. Teams must read and discuss the information they find at each location and then answer a question or perform a related task. 6. Emphasize the importance of collaboration and discussion within each team. 7. After completing a clue, teams move to the following location until all clues have been explored. 8. After completing all clues. the teacher will gather all teams at the end of the scavenger hunt for a brief review session. <ul style="list-style-type: none"> - The teacher will discuss the information discovered, clarify any misconceptions, and reinforce key concepts related to malnutrition. - This part encourages discussion and helps gain different perspectives on family conflicts. | |
| <p>B. Establishing Lesson Purpose</p> | <p>1. Lesson Purpose Topic: Malnutrition: Underweight, Overweight/Obesity; Micronutrient Deficiencies and Eating Disorders</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What does it mean to be underweighted, and how can it affect someone's health? 2. Can you think of reasons why some people might be underweighted? 3. What types of foods can help someone healthily gain weight? <p>2. Unlocking Content Area Vocabulary Topic: Adolescent's Health Concerns Inventory:</p> <p>1. Underweight:</p> <ul style="list-style-type: none"> ● Body Mass Index (BMI): A measurement of body fat based on height and weight. ● Malnourished: Insufficient intake of nutrients leading to being underweighted. <p>2. Overweight/Obesity:</p> <ul style="list-style-type: none"> ● Body Mass Index (BMI): A measure indicating excess body weight. ● Obesity: A medical condition characterized by an excessive accumulation of body fat. ● Physical Activity: Movement that requires energy expenditure, crucial for weight management. | <p>Include visual aids such as infographics, charts, or videos to complement verbal information.</p> <p>Use relatable real-life examples to illustrate the impact of nutritional concerns. This can include stories from celebrities, athletes, or individuals who have overcome such challenges.</p> <p>Be flexible with the time allocated for the discussion. If a particular aspect generates significant interest, allow for extended exploration and discussion.</p> |

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| | <p>3. Eating Disorders:</p> <ul style="list-style-type: none"> • Anorexia Nervosa: A mental health condition characterized by self-imposed starvation and extreme weight loss. • Bulimia Nervosa: An eating disorder involving cycles of overeating followed by purging or other compensatory behaviors. • Body Image: A person's perception of their physical appearance. <p>4. Preventive Measures:</p> <ul style="list-style-type: none"> • Lifestyle Modifications: Changes in daily habits to prevent malnutrition and promote well-being. • Awareness Campaigns: Educational efforts to inform communities about the importance of nutrition. • Early Intervention: Timely actions to address malnutrition issues before they escalate. | |
| <p>C. Developing and Deepening Understanding</p> | <p>DAY 2 SUB-TOPIC 1: Ways to Prevent Common Adolescents' Nutritional Concerns</p> <p>1. Explicitation The teacher will start a class discussion on the potential impact of common nutritional concerns on physical health, mental well-being, and overall development. Please encourage students to reflect on how being informed can empower them to make healthier choices.</p> <p>1. Underweight:</p> <p>a. Physical Health:</p> <ol style="list-style-type: none"> 1. Inadequate calorie intake can lead to insufficient energy levels. 2. Poor nutrient absorption may hinder growth and development. 3. Weakened immune system, making individuals more susceptible to illnesses. <p>b. Mental Well-being:</p> <ol style="list-style-type: none"> 1. Low energy levels may contribute to fatigue and lethargy. 2. Increased risk of anxiety and stress due to physical weakness. 3. Impact on self-esteem and body image concerns. <p>2. Overweight/Obesity:</p> <p>a. Physical Health:</p> <ol style="list-style-type: none"> 1. Increased risk of chronic conditions like diabetes and cardiovascular diseases. | <p>Please keep in mind the following notes for the activity. It is crucial to create an inclusive environment where all team members actively contribute.</p> <p>Assigning roles to promote teamwork is also recommended. After the activity, plan a debriefing session to discuss key takeaways, address any misconceptions and reinforce the importance of the topics covered.</p> |

2. Strain on joints and skeletal system, leading to musculoskeletal issues.

3. Sleep disturbances, such as sleep apnea.

b. Mental Well-being:

1. Higher likelihood of depression and low self-esteem.

2. Negative body image and societal pressures.

3. Social isolation and potential impact on relationships.

3. Overweight/Obesity:

a. Physical Health:

1. Increased risk of chronic conditions like diabetes and cardiovascular diseases.

2. Strain on joints and skeletal system, leading to musculoskeletal issues.

3. Sleep disturbances, such as sleep apnea.

b. Mental Well-being:

1. Higher likelihood of depression and low self-esteem.

2. Negative body image and societal pressures.

3. Social isolation and potential impact on relationships.

Guide Questions:

1. Why is it crucial for adolescents to acknowledge and tackle common nutritional concerns such as underweight, overweight/obesity, micronutrient deficiencies, and eating disorders?

2. What practical preventive measures can be incorporated into their daily lives to effectively address nutritional concerns?

3. In what ways can peer and family support enhance the success of preventive measures against nutritional concerns among adolescents in Grade 7?

The teacher will lead a conversation about the significance of having a supportive atmosphere. They will encourage students to collaborate with their peers and seek guidance from their family members to develop and sustain healthy habits. The discussion will also focus on how collective efforts can create a positive impact on building a healthy community.

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| | <p>DAY 3</p> <p>2. Worked Example</p> <p>Activity 2: Nutritional Action Plan To engage pupils in creating a personalized Nutritional Action Plan, focusing on preventive measures for common adolescents' nutritional concerns.</p> <p>Materials Needed:</p> <ol style="list-style-type: none"> 1. Chart paper or whiteboard 2. Markers 3. Sticky notes or index cards 4. Magazines or printed images of various foods 5. Glue 6. Scissors 7. Handouts on nutritional guidelines for adolescents <p>Introduction:</p> <ol style="list-style-type: none"> 1. The teacher will discuss the importance of a balanced diet and healthy lifestyle during adolescence. 2. Highlight common nutritional concerns like being overweight, overweight/obesity, micronutrient deficiencies, and eating disorders. 3. Emphasize the significance of preventive measures in maintaining optimal health. 4. Engage students in a brainstorming session about the factors contributing to a healthy lifestyle. 5. Please encourage them to think about dietary choices, physical activity, sleep, and emotional well-being. <p>Vision Board</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. The teacher will provide magazines or printed images of various foods. 2. The teacher will instruct students to create a vision board on their chart paper or whiteboard, incorporating images representing their ideal balanced meals and healthy lifestyle. 3. They can use markers, glue, and scissors to arrange the images and add labels or captions. | <p>Modifications and Alternatives:</p> <p>Utilize digital platforms for the creation of virtual vision boards.</p> <p>Have students create multimedia presentations or videos showcasing their nutritional action plans using tools like PowerPoint or video editing software.</p> <p>Instead of individual action plans, encourage collaborative group plans. This fosters teamwork and allows students to combine ideas, reflecting diverse perspectives.</p> |
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Personalized Nutritional Action Plan

1. The teacher will distribute sticky notes or index cards to each student.
2. The teacher will instruct them to write down specific actions they can take to prevent nutritional concerns based on the brainstorming session and dietary guidelines.
3. Encourage creativity and personalization in their action plans.

Sample Action Plan Ideas:

1. "Include at least one serving of vegetables in every meal."
2. "Limit sugary snacks to twice a week."
3. "Engage in 30 minutes of physical activity five times a week."
4. "Try a new fruit or vegetable each week."

After the pupils have completed their Nutritional Action Plans, they should present them to the class. As the teacher, you should facilitate a discussion on the common themes and effective strategies shared by the students. Encourage questions and peer-to-peer learning during this session.

DAY 4

3. Lesson Activity

Activity 3: Evaluating Nutritional Action Plans (Reflection)

To encourage students to reflect on their individual Nutritional Action Plans and participate in a class discussion to share insights, common themes, and practical strategies.

Materials Needed:

1. Completed Nutritional Action Plans
2. Chart paper or whiteboard
3. Markers
4. Classroom seating arrangement for presentations and discussion

The teacher will ask each pupil to take a few moments to review their Nutritional Action Plan individually.

Guide Questions:

1. What aspects of your plan are you most proud of?

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| | <p>2. Did you encounter any challenges in creating your plan? 3. How do you feel about the preventive measures you've outlined?</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. The teacher will conduct Small Group Sharing. 2. The teacher will divide the pupils into small groups of 3-4 members each. <p>The purpose of this activity is to share their Nutritional Action Plans.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Are there any similarities or differences in your group's action plans? 2. Did you discover any unique or innovative ideas from your peers? 3. How can you support each other in implementing these plans? 4. The teacher asks each group to select a volunteer to present a summary of their Nutritional Action Plan to the class. <p>Guiding Points during the Sharing:</p> <ol style="list-style-type: none"> 1. Highlight the key preventive measures. 2. Explain the reasoning behind specific actions. Share any personal connections or challenges. <p>Activity 4: Closing Reflections The teacher will conclude the activity with individual reflections on the class discussion.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What insights did you gain from your peers' Nutritional Action Plans? 2. What steps can you take to support your classmates in maintaining a healthy lifestyle? | |
| <p>B. Making Generalizations</p> | <p>1. Learner's Takeaways After the activity, facilitate a discussion about nutrition. Encourage students to reflect on what they've learned and how they can apply this knowledge in real-life situations. Provide feedback to students on their graphic organizers, praising creativity, accuracy, and presentation. Offer constructive criticism to help them improve their future work.</p> | |

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| | <p>2. Reflection on Learning Discuss with the students each question.</p> <ol style="list-style-type: none"> 1. How did the topics of being overweight, overweight/obesity, and eating disorders contribute to the overall understanding of nutritional concerns? 2. What similarities did you find in the challenges faced by your peers during the creation of their Nutritional Action Plans? 3. How did the reflections showcase a shared commitment within the class to maintain a healthier lifestyle? | |
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| IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION | NOTES TO TEACHERS |
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| <p>A. Evaluating Learning</p> | <p>DAY 5</p> <p>1. Formative Assessment Activity 5: Role-Play Scenarios on Ways to Prevent Common Adolescents’ Nutritional Concerns</p> <p>Materials Needed:</p> <ol style="list-style-type: none"> 1. Prepared role-play scenarios 2. Optional props or visual aids related to nutrition (e.g., images of healthy foods, posters) 3. Space for students to perform their role-plays <p>Instructions:</p> <ol style="list-style-type: none"> 1. The teacher will start the class by reviewing important concepts related to common nutritional concerns that were discussed in previous lessons. 2. Following this, the teacher will introduce a role-play activity to the students. The activity will involve enacting different scenarios that depict ways to prevent nutritional concerns. 3. The teacher will emphasize that each scenario will focus on practical actions that individuals can take in their daily lives. <p>After the presentation of each scenario:</p> <ol style="list-style-type: none"> 1. The teacher will divide the students into small groups, assigning each group a specific scenario. | |
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2. Provide each group with the details of their scenario and give them time to plan their role-play. Encourage creativity and emphasize that the goal is to demonstrate preventive measures realistically.
3. Encourage students to share insights and alternative approaches.

After each group has presented, the teacher will conduct a debriefing session. During this session, the teacher will discuss any common themes, effective strategies, and new ideas that emerged during the activity. The students should be encouraged to reflect on the practicality and feasibility of the preventive measures presented in the scenarios.

Here are some examples role-play scenarios to help students develop practical skills:

Scenario 1: Smart Snacking Choices: Two friends are feeling hungry after school. They need to make smart snacking choices by opting for nutritious snacks like fruits, vegetables, or other healthy options.

Scenario 2: Healthy Lunchbox Packing A student is preparing their lunchbox for the next day. They need to include a variety of food groups, such as fruits, vegetables, whole grains, and a protein source.

Scenario 3: Family Exercise Routine: A family is spending time together after dinner. They need to engage in a short exercise routine, such as a family walk or a fun workout, to promote physical activity.

Scenario 4: Screen Time Balancing Act: A teenager is managing their screen time. They need to strike a balance between screen activities and physical activities, ensuring a healthy mix for overall well-being.

During the role-play scenarios, students should be encouraged to improvise to make the scenarios more relatable and realistic. The teacher should provide positive feedback and reinforcement for effective demonstrations of preventive measures. Use the debriefing session to reinforce key concepts and ensure that students understand the practical applications of preventive measures for nutritional concerns.

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| 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/ lesson exemplar.</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?</i> ▪ <u>students</u> <i>What roles did my students play in my lesson? What did my students learn? How did they learn?</i> ▪ <u>ways forward</u> <i>What could I have done differently? What can I explore in the next lesson?</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> |