

7

Lesson Exemplar for PE and Health

Quarter 4

Lesson

2

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

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PE AND HELTH/QUARTER 4/GRADE 7 (WEEK 3)

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of first aid, road and water safety, and dances in promoting societal wellness for active and healthy living.
B. Performance Standards	The learners participate in first aid and injury prevention practices and dances in promoting societal wellness for active and healthy living.
C. Learning Competencies and Objectives	<p>Learning Competency:</p> <ol style="list-style-type: none">1. Apply self-management skills and practices for road and water safety. <p>Learning Objectives:</p> <ol style="list-style-type: none">1. Understand what self-management and road safety is.2. Identify the three types of driving distractions.3. Discuss the factors that results increase both the risk of road traffic crashes and the risk of death or injury.4. Explain the 6 essential driving laws in the Philippines that every driver and passenger should know.
D. Content	<p>Road Safety</p> <ul style="list-style-type: none">• Dangers of Distracted Driving• Dangers of Driving Under the Influence of Drugs and Alcohol• National Laws on Road Safety
E. Integration	SDG 3: Good Health and Wellbeing

II. LEARNING RESOURCES
<p>Centers for Disease Control and Prevention. (2022, April 26). Transportation Safety, Distracted Driving. Retrieved from https://www.cdc.gov/transportationsafety/Distracted_Driving/index.html</p> <p>National Institute on Drug Abuse. (n.d.). Simple Advice for Driving Whilst Under the Influence. Retrieved from https://www.shell.com/business-customers/shell-fleet-solutions/health-security-safety-and-the-environment/simple-advice-for-driving-whilst-under-the-influence.html</p> <p>Lumina. (2022, November 19). Road Traffic Rules and Regulations in the Philippines. Retrieved from https://www.lumina.com.ph/news-and-blogs/blogs/road-traffic-rules-and-regulations-in-the-philippines/</p> <p>Arrive Alive. (2018, July 18). Driver Tiredness, Fatigue and Road Safety [Video file]. YouTube. https://www.youtube.com/watch?v=fVl88Q5DJ2w</p>

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<p>1. Activating Prior Knowledge</p>	<p>The First Aid Hero Challenge Activity is designed to help our learners evaluate how well they've learned from our previous lesson on "First Aid for Common Conditions." In this activity, we'll be faced with different scenarios where we need to assess the situation and figure out the best first aid to provide to the victim.</p> <p>You can also incorporate video demonstrations and organize group activities where students can practice the actions they would take in real-life situations. Creating a creative and student-centered activity enhances the learning experience for students.</p> <p>The teacher might also consider alternative strategies to further enhance learners' comprehension based on the brief review conducted.</p>
<p>A. Establishing Lesson Purpose</p>	<p>This activity seeks to elicit from learners the reasons why learning the new lesson is important. It also aims to engage and motivate learners by clarifying the desired</p>

DAY 1

1. Short Review
Activity 1: First Aid Hero Challenge
 The teacher will read the scenario and will call a student to answer questions related to the given scenario. This will help the learners evaluate how well they've learned from the previous lesson on "First Aid for Common Conditions."

Scenario 1:
 You are walking home from school with your friend when they suddenly trip and fall. They are holding their arms and wincing in pain. What do you do?
Your Response:

1. Enumerate the steps you would take to assess the situation.
2. Describe the first aid actions you would take to help your friend.

Scenario 2:
 During a school sports event, you notice a classmate who has fallen and hit their head on the ground. They are lying still and are not responding when you call their name. What do you do?
Your Response:

1. Explain how you would assess the situation and check for any immediate dangers.
2. List the steps you would take to provide first aid to your classmate.

2. Feedback (Optional)
Think About It:
 Think about what you learned from these scenarios.

1. Tell us one thing you did well in each scenario.
2. Tell us one thing you could improve upon for next time.

1. Lesson Purpose
Video Explorers: Discovering Stories Together
 Students will watch a short video clip "Driver Tiredness, Fatigue and Road Safety"
 Link: <https://www.youtube.com/watch?v=fVl88Q5DJ2w>

	<p>Processing Questions:</p> <ol style="list-style-type: none">1. What are the main reasons why tiredness affects driving safety?2. How can drivers recognize if they're getting too tired while driving?3. What can drivers do to stay safe and alert on the road, according to the video? <p>Answers in Processing Question:</p> <ol style="list-style-type: none">1. Tiredness affects driving safety because it impairs reaction time and decision-making.2. Signs of tiredness while driving include yawning, difficulty focusing, and drifting between lanes.3. Drivers can stay safe by taking regular breaks, getting enough sleep, and avoiding driving when feeling fatigued. <p>2. Unlocking Content Vocabulary</p> <p>Activity 2: Cipher Quest: Crack the Code!</p> <p>Direction:</p> <ol style="list-style-type: none">1. Uncover hidden messages using number-to-letter ciphers.2. Pick the number-to-letter cipher to decode.3. Use hints to figure out the code.4. Translate numbers into letters to reveal the message. <p>NUMBER-TO-LETTER CIPHERS:</p> <table><tr><td>A</td><td>D</td><td>E</td><td>F</td><td>G</td><td>L</td><td>M</td><td>N</td><td>O</td><td>R</td><td>S</td><td>T</td><td>U</td><td>V</td><td>Y</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr></table> <ol style="list-style-type: none">1. HINT: Management of one's own care or well-being. <table><tr><td></td><td></td><td></td><td></td><td>-</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>2. HINT: Teaching people how to behave safely when driving or crossing the road. <table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	A	D	E	F	G	L	M	N	O	R	S	T	U	V	Y	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15					-																							<p>learning outcomes at the end of the lesson. Additionally, teachers can explore alternative strategies such as posing questions or using visual aids.</p> <p>Teacher may think of other words or technical terms that may be new or unfamiliar for his/her learners. You can add other letters and numbers to the NUMBER-TO-LETTER CIPHERS if your added words have letters that is not present on the number-to-letter-cyphers.</p> <p>Answers:</p> <ol style="list-style-type: none">1. SELF-MANAGEMENT2. ROAD SAFETY
A	D	E	F	G	L	M	N	O	R	S	T	U	V	Y																																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15																																													
				-																																																							
<p>B. Developing and Deepening Understanding</p>	<p>SUB-TOPIC 1: Dangers of Distracted Driving</p> <ol style="list-style-type: none">1. Explicitation <p>Activity 3: Avoiding Distractions While Driving</p> <p>Instruction:</p>	<p>In this activity, learners will be introduced to the different distractions while driving. They will then be encouraged to</p>																																																									

	<ol style="list-style-type: none"> 1. The learners will be divided into four (4) groups. 2. The teacher will provide scenarios related to distracted driving. 3. Each group will discuss risks and ways to avoid distractions on the assigned scenarios related to distracted driving. <p>Scenarios related to distracted driving:</p> <p>Texting While Driving: Imagine you're driving down the highway, and your phone buzzes with a new message. You glance down to read it and start typing a reply. In those few seconds, your attention is off the road, and you fail to notice the slowing traffic ahead. Suddenly, you're too close to the car in front of you, and a collision occurs.</p> <p>Eating Behind the Wheel: Picture yourself driving to work during rush hour. You're running late, so you decide to grab breakfast on the go. As you unwrap that breakfast sandwich, your focus shifts from the road to your meal. Without realizing it, you drift into the adjacent lane, narrowly avoiding a collision with another vehicle.</p> <p>Adjusting the Radio or GPS: You're driving on a winding road, enjoying your favorite song on the radio. Suddenly, you remember you need to change the station. You take your eyes off the road to find the right button, and in that split second, you veer off course and hit the curb.</p> <p>Talking to Passengers: Imagine you're driving with friends, engaged in a lively conversation. Your attention shifts from the road to your passengers as you laugh and gesture. During this distraction, you miss a stop sign, and the car behind you honks loudly to avoid a collision.</p> <p>2. Worked Example</p> <p>Activity 4: Text Detectives: Read, Analyze, Answer!</p> <p>When you're driving, anything that takes your focus away from the road is dangerous. Whether it's texting, chatting on the phone, or even just daydreaming, distractions come in three main types:</p> <ol style="list-style-type: none"> 1. Visual: When you take your eyes off the road. 2. Manual: When you take your hands off the wheel. 3. Cognitive: When your mind loses concentration from driving. <p>Each distraction is risky on its own, but when they happen together, it's a recipe for trouble. So, let's stay focused on driving to keep ourselves and others safe on the road.</p>	<p>think about and identify the risks associated with distracted driving, as well as proposed solutions to avoid it.</p> <p>Teachers have the flexibility to adapt the scenarios and localize them based on current events or specific occurrences within their locality.</p> <p>These processing questions are designed to engage learners in a discussion about the dangers of driving distractions. The goal is to encourage them to think critically about strategies for staying safe on the road. Additionally, consider incorporating other examples of distractions specific to your locality to enhance the learners'</p>
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Processing Questions:

1. What are the three main types of distractions mentioned in the information?
2. Why do you think it's important to know about these distractions when you're learning to drive?
3. What are some strategies you can use to avoid visual distractions while driving?

3. Lesson Activity**Activity No. 5: Road Distractions and Safe Driving**

1. **Reference Worksheet:** You may refer to or use the worksheet. Provide learners with a copy of this worksheet or allow them to copy and answer the questions directly.
2. **Resource Adaptation:** Depending on the availability of resources, choose the most suitable approach for your classroom.

The objective is to engage students in thoughtful discussions about road distractions and safe driving practices. Encourage critical thinking and real-world application.

RUBRIC:

Criteria	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs Improvement (1 point)
Visual Distractions	Identifies three common visual distractions and provides strategies to minimize them.	Lists visual distractions but may lack detailed strategies.	Provides incomplete examples or minimal strategies.	Inaccurate or insufficient information.
Manual Distractions	Lists three examples of manual distractions and explains the importance of keeping hands on the wheel.	Identifies manual distractions but may miss some or lacks explanation.	Provides incomplete examples or minimal explanation.	Inaccurate or insufficient information.
Cognitive Distractions	Names three situations leading to cognitive distractions and offers strategies.	Identifies situations but may lack detailed strategies.	Partially identifies situations without clear strategies.	Incomplete or vague responses.
Combined Distractions	Explains why combined distractions are dangerous and offers an example scenario.	Explains the concept but lacks depth or clarity.	Briefly mentions combined distractions.	Minimal or unclear response.
Safety Tips	Shares two well-defined safety tips to minimize distractions while driving.	Provides safety tips but lacks specificity.	Offers general advice without details.	Inadequate safety recommendations.

understanding. Feel free to refer to the provided link for further discussion on the topic of distracted driving. Centers for Disease Control and Prevention. (2022, April 26). Transportation Safety, Distracted Driving. Retrieved from https://www.cdc.gov/transportationsafety/Distracted_Driving/index.html

	<p>DAY 2</p> <p>SUB-TOPIC 2: Dangers of Driving Under the Influence of Drugs and Alcohol</p> <p>1. Explicitation</p> <p>Activity 6: Word Web – Understanding Impaired Driving</p> <p>a. Word Brainstorm</p> <ul style="list-style-type: none"> • Think of words related to “impaired driving” (e.g., alcohol, accidents, legal trouble). • Shout out your ideas! <p>b. Connecting the Words</p> <ul style="list-style-type: none"> • Look at the words we've collected. • How are they connected? Draw lines between related words. <p>c. Defining Impaired Driving</p> <ul style="list-style-type: none"> • Based on our word web, what do you think “impaired driving” means? • Share your thoughts. <p>2. Worked Example</p> <p>Driving under the influence of drugs or alcohol</p> <p>Driving under the influence of drugs or alcohol is incredibly risky. It affects your ability to focus and make good decisions, increasing the chances of accidents. Most countries have strict rules about how much alcohol you can drink before driving, and there's growing awareness of how drugs impact driving too.</p> <p>The message is clear: Don't drive if you've been drinking or using drugs. Understanding how these substances affect your driving and taking steps to stay safe on the road is crucial.</p> <p>Here are the risks of driving under the influence:</p> <ol style="list-style-type: none"> 1. You could cause an accident, injuring yourself or others, or even causing death. 2. You'd have to live with the guilt of harming someone or causing an accident. 3. You might lose your job and face legal consequences like a prison sentence or a criminal record. 4. You could face hefty fines, lose your driver's license, and have difficulty getting insurance. 5. You might need to retake your driving test to get your license back. 	<p>This activity will initiate a discussion about impaired driving, where driving under the influence of drugs and alcohol is a key component. It will assist students in defining and understanding what impaired driving entails, based on the related words they have provided. Additionally, teachers may consider designing other engaging activities to further enhance students' comprehension of impaired driving.</p> <p>This worked example is a discussion on driving under the influence of drugs or alcohol. The teacher can also create or use an interactive or engaging activity to deliver the content. Additionally, teachers can cite some of the current events or news related to the content that can be used to initiate the discussion.</p> <p>LINK:</p> <p>National Institute on Drug Abuse. (n.d.). Simple Advice for Driving Whilst Under the Influence. Retrieved from https://www.shell.com/business-customers/shell-fleet-solutions/health-security-safety-and-the-</p>
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To stay safe, the best advice is to avoid driving after drinking or taking drugs. If you do drink, know the limits and plan for a safe way home. Encourage others to do the same and speak up if someone shouldn't drive.

Alcohol is relatively easy to avoid, but drug driving is more complicated because laws, testing, and police training vary. Both prescribed and recreational drugs can impair your driving, leading to erratic behavior, fatigue, and other dangerous effects. If you're on medication, check the side effects and talk to your doctor about driving. With recreational drugs, remember that even cannabis can impair your ability to drive safely.

The bottom line: Don't drink and drive. Don't do drugs and drive. Stay safe on the road for yourself and everyone else.

3. Lesson Activity

Activity 7: Impaired Driving: Risk, Consequences, and Alternative Choices

Based on the discussion, fill out the table based on the risk, consequences, and alternative choices of impaired driving.

Risk	Consequences	Alternative Choices

SUB-TOPIC 3: National Laws on Road Safety

1. Explicitation

Guide Questions:

- What do you already know about road safety laws?
- How do these laws help keep us safe on the roads?

These guided questions can lead students to develop an understanding of road safety laws and how they contribute to their safety on the roads.

2. Worked Example

Activity No. 8: Matching Type Activity: Road Safety Laws

After students complete the activity, the teacher will discuss the **National Laws on Road Safety**.

Additionally, the teacher can reference local road safety laws specific to their community. Consider factors such as traffic patterns, road conditions, geographic location, and prevalent types of vehicles in the community. Feel free to refer to the

[environment/simple-advice-for-driving-whilst-under-the-influence.html](https://www.environment.gov.au/transport/road-safety/simple-advice-for-driving-whilst-under-the-influence.html)

This activity aims to deepen students' understanding of the risks, consequences, and alternative choices related to impaired driving.

Students can be graded based on the number of items they list in each category. Additionally, teachers may choose to set a scoring limit for this activity.

See the worksheet for the activity which students will accomplish.

Answers:

1. D

provided link for further discussion of the topic. Lumina. (2022, November 19). Road Traffic Rules and Regulations in the Philippines. Retrieved from <https://www.lumina.com.ph/news-and-blogs/blogs/road-traffic-rules-and-regulations-in-the-philippines/>

3. Lesson Activity

Activity 9: Drive Wise: Scenarios for Safety

1. Scenario 1: Speeding

Imagine you're driving a car, and you see a speed limit sign. Write a short paragraph explaining why it's essential to follow speed limits and the potential consequences of speeding.

2. Scenario 2: Not Wearing a Seat Belt

Pretend you're a passenger in a car. Write about a situation where the driver forgets to wear their seat belt. Discuss why seat belts are crucial for safety.

3. Scenario 3: Using a Phone While Driving

Picture yourself driving and receiving a text message. Write about the decision to use or not use your phone while driving. Discuss the risks and alternatives.

RUBRIC:

Criteria	Excellent (4 points)	Proficient (3 points)	Basic (2 points)	Needs Improvement (1 point)
Scenario 1: Speeding				
Explanation of importance of following speed limits	Clearly explains the importance of speed limits and their impact on safety.	Provides a reasonable explanation but lacks depth or clarity.	Offers a basic understanding but lacks specifics.	Fails to address the importance adequately.
Discussion of potential consequences of speeding	Thoroughly discusses potential consequences, including safety risks and legal implications.	Covers some consequences but may miss key points.	Briefly mentions consequences without elaboration.	Fails to mention consequences or provides inaccurate information.
Scenario 2: Seat Belts				
Description of seat belt situation	Describes a realistic scenario where the driver forgets to wear a seat belt.	Presents a plausible situation but lacks details.	Provides a basic scenario without context.	Fails to describe a relevant seat belt situation.
Explanation of seat belt importance	Clearly articulates why seat belts are crucial for safety.	Offers a reasonable explanation but lacks depth.	Provides a basic understanding without elaboration.	Fails to address seat belt importance adequately.
Scenario 3: Phone Use While Driving				
Decision-making regarding phone use	Thoughtfully discusses the decision to use or not use a phone while driving. Considers risks and alternatives.	Covers the decision but may lack depth or overlook certain aspects.	Briefly mentions the decision without thorough analysis.	Fails to address the decision or provides incomplete information.

2. A
3. B
4. E
5. F
6. C

In this activity, students will explore three common driving scenarios related to safety. They will analyze the importance of following rules and making responsible decisions while driving. Encourage thoughtful discussion and critical thinking.

C. Making Generalizations	1. Learners' Takeaways In the second column, draw emojis to show how sure you are about each statement: ♥ (super confident) 😊 (pretty sure) 👍 (kind of sure) 😬 (not sure)	<p>This guide will assist learners in expressing their conceptual understanding of the lesson on Road Safety. Consider using prompts or questions to encourage them to reflect in writing or discuss what they've learned.</p> <p>The teacher will prompt learners to reflect on what they recall, how they would react, and their understanding of the lesson. This approach focuses on metacognition, guiding learners to think about their learning process</p>										
	<table><tr><th>Learning Goals</th><th>Confidence</th></tr><tr><td>1. I can understand self-management and road safety.</td><td></td></tr><tr><td>2. I can identify the three types of driving distractions.</td><td></td></tr><tr><td>3. I can discuss the factors that increase both the risk of road traffic crashes and the risk of death or injury.</td><td></td></tr><tr><td>4. I can explain the six essential driving laws in the Philippines that every driver and passenger should know.</td><td></td></tr></table>		Learning Goals	Confidence	1. I can understand self-management and road safety.		2. I can identify the three types of driving distractions.		3. I can discuss the factors that increase both the risk of road traffic crashes and the risk of death or injury.		4. I can explain the six essential driving laws in the Philippines that every driver and passenger should know.	
	Learning Goals		Confidence									
	1. I can understand self-management and road safety.											
	2. I can identify the three types of driving distractions.											
3. I can discuss the factors that increase both the risk of road traffic crashes and the risk of death or injury.												
4. I can explain the six essential driving laws in the Philippines that every driver and passenger should know.												
2. Reflection on Learning "Let's Talk About it!" RECALL - What have you remembered on the lesson that have been discussed? REACT - Give your reaction and/or insight about the lesson. UNDERSTAND - What have you understand on our lesson as a whole?												

IV.EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>"QUIZ TIME!!!" (Interactive Quiz) Multiple Choice: Choose the letter best answer in each box. Write it on your answer sheet. <i>To check, a student will be called and read the question, then click his or her answer to see if it is correct or not. If the response is incorrect, the teacher will call on another student until the response is correct.</i></p> <p>Questions:</p> <ol style="list-style-type: none"> What are the three main types of distractions mentioned in the information? <ul style="list-style-type: none"> A. Visual B. Manual C. Cognitive D. All of the above 	<p>In this activity, learners will read the questions displayed on the slide deck. When they've made their choice, they'll click the corresponding letter to submit their answer. The system will then reveal whether their response is correct or incorrect. If a student's answer is wrong, the teacher can involve another student to provide an answer. Additionally, the teacher can</p>

	<p>2. Why do you think it's important to know about these distractions when you're learning to drive?</p> <ul style="list-style-type: none"> A. To impress your friends B. To avoid getting caught by the police C. To stay safe and prevent accidents D. Because it's fun <p>3. What are some strategies you can use to avoid visual distractions while driving?</p> <ul style="list-style-type: none"> A. Close your eyes B. Use a hands-free device for phone calls C. Read a book D. Watch a movie <p>4. Which type of distraction involves taking your eyes off the road?</p> <ul style="list-style-type: none"> A. Visual B. Manual C. Cognitive D. All of the above <p>5. When you take your hands off the wheel, it is considered which type of distraction?</p> <ul style="list-style-type: none"> A. Visual B. Manual C. Cognitive D. All of the above <p>6. What happens when your mind loses concentration from driving?</p> <ul style="list-style-type: none"> A. You become a better driver B. You experience cognitive distraction C. You can drive faster D. You become more focused <p>7. Which of the following is NOT a type of distraction?</p> <ul style="list-style-type: none"> A. Texting B. Eating C. Listening to music D. Daydreaming <p>8. Why is texting while driving particularly dangerous?</p> <ul style="list-style-type: none"> A. Because it's fun B. Because it takes your eyes off the road C. Because it's a legal requirement 	<p>offer input once a question has been answered correctly. Let's make learning fun and engaging while assessing our knowledge! The teacher can also explore other strategies to enhance the formative assessment, making it enjoyable, engaging, and rich in learning experiences.</p> <p>Answer Key:</p> <ul style="list-style-type: none"> 1. D 2. C 3. B 4. A 5. B 6. B 7. C 8. B 9. C 10.B 11.B 12.B 13.B 14.B 15.C
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- D. Because it improves your driving skills
9. What can happen if you eat behind the wheel?
- A. You become a better driver
 - B. You experience cognitive distraction
 - C. You drift into adjacent lanes
 - D. You become more focused
10. Why is it essential to avoid distractions while driving?
- A. To win a race
 - B. To prevent accidents
 - C. To impress other drivers
 - D. To become a famous driver
11. Which distraction involves taking your hands off the steering wheel to adjust the radio?
- A. Visual
 - B. Manual
 - C. Cognitive
 - D. All of the above
12. What should you do if your phone rings while you're driving?
- A. Answer it immediately
 - B. Pull over to a safe spot before answering
 - C. Ignore it
 - D. Text the caller
13. Why is daydreaming considered a distraction?
- A. Because it's relaxing
 - B. Because it takes your mind off driving
 - C. Because it improves focus
 - D. Because it's fun
14. What is the primary goal of avoiding distractions while driving?
- A. To win a race
 - B. To arrive safely at your destination
 - C. To impress other drivers
 - D. To become a famous driver
15. Which distraction involves thinking about something other than driving?
- A. Visual
 - B. Manual
 - C. Cognitive
 - D. All of the above

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> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? ▪ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn? ▪ <u>ways forward</u> What could I have done differently? What can I explore in the next lesson? 			<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>