

# Lesson Exemplar for PE and Health

Quarter 4

Lesson

3

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

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**Development Team**

**Writer:**

- Clip Harrold N. Sanchez (Bignay National High School)

**Validator:**

- Joel G. Tubera (Philippine Normal University – Manila)

**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](mailto:blr.od@deped.gov.ph).

**PE AND HEALTH / QUARTER 4 / GRADE 7 (WEEK 4)**

<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>	
<b>A. Content Standards</b>	The learners demonstrate understanding of first aid, road and water safety, and dances in promoting societal wellness for active and healthy living.
<b>B. Performance Standards</b>	The learners participate in first aid and injury prevention practices and dances in promoting societal wellness for active and healthy living.
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency:</b></p> <ol style="list-style-type: none"><li>1. <i>Apply self-management skills and practices for road and water safety.</i></li></ol> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"><li>1. <i>Understand and follow open water and pool rules.</i></li><li>2. <i>Identify potential dangers and incidents in the water.</i></li><li>3. <i>Learn how to respond in emergency situations.</i></li></ol>
<b>C. Content</b>	<p><b>Water Safety</b></p> <ul style="list-style-type: none"><li>• Open Water/Pool Rules</li><li>• Dangers and Possible Incidents in The Water</li></ul> <p><b>Self-management Skills for Road and Water Safety</b></p>
<b>D. Integration</b>	

<b>II. LEARNING RESOURCES</b>
<p>Open Water Swimming Safety: Rules and Gear. (n.d.). FORM Swim. <a href="https://www.formswim.com/blogs/all/open-water-swimming-safety-rules-and-gear">https://www.formswim.com/blogs/all/open-water-swimming-safety-rules-and-gear</a></p> <p>Kids Health Information. (n.d.). Royal Children's Hospital Melbourne. <a href="https://www.rch.org.au/kidsinfo/fact_sheets/Safety_In_and_around_water/">https://www.rch.org.au/kidsinfo/fact_sheets/Safety_In_and_around_water/</a></p> <p>National Safety Council. (n.d.). Drowning. <a href="https://www.nsc.org/community-safety/safety-topics/seasonal-safety/drowning">https://www.nsc.org/community-safety/safety-topics/seasonal-safety/drowning</a></p> <p>U.S. National Park Service. (n.d.). Water Hazards. <a href="https://www.nps.gov/subjects/healthandsafety/water-hazards.htm">https://www.nps.gov/subjects/healthandsafety/water-hazards.htm</a></p> <p>World Health Organization. (n.d.). Water Safety and Quality. <a href="https://www.who.int/teams/environment-climate-change-and-health/water-sanitation-and-health/water-safety-and-quality">https://www.who.int/teams/environment-climate-change-and-health/water-sanitation-and-health/water-safety-and-quality</a></p>

RNLI. (2021, July 22). The RNLI's Seaside Safety Song. YouTube. [https://www.youtube.com/watch?v=HmSM\\_Caw7yw](https://www.youtube.com/watch?v=HmSM_Caw7yw)

Pexels. (2020, August 17). Sea Water. <https://www.pexels.com/video/sea-water-5114856/>

brgfx. (n.d.). Red Car Cartoon [Vector illustration]. Freepik. [https://www.freepik.com/free-vector/red-car-cartoon-style\\_27186974.htm#fromView=search&page=1&position=4&uuid=d26fc324-b482-43c5-a875-74746922d43b](https://www.freepik.com/free-vector/red-car-cartoon-style_27186974.htm#fromView=search&page=1&position=4&uuid=d26fc324-b482-43c5-a875-74746922d43b)

brgfx. (n.d.). Duck swimming ring in water, isolated [Vector illustration]. Freepik. [https://www.freepik.com/free-vector/duck-swimming-ring-water-isolated\\_16507619.htm#&position=0&from\\_view=search&track=ais&uuid=adaa4fa6-73f4-45cc-8715-50ed4de71522](https://www.freepik.com/free-vector/duck-swimming-ring-water-isolated_16507619.htm#&position=0&from_view=search&track=ais&uuid=adaa4fa6-73f4-45cc-8715-50ed4de71522)

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<b>A. Activating Prior Knowledge</b>	<p><b>DAY 1</b></p> <p><b>1. Short Review</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Read the following scenarios.</li> <li>2. For each scenario, decide which type of distraction it represents:           <p><b>Visual:</b> When you take your eyes off the road.</p> <p><b>Auditory:</b> When you focus on sounds other than traffic.</p> <p><b>Cognitive:</b> When your mind wanders away from driving.</p> </li> </ol> <p><b>Scenarios:</b></p> <ol style="list-style-type: none"> <li>1. You glance down at your phone to read a text message while driving. Type of Distraction:</li> <li>2. You're enjoying music on the radio and suddenly need to change station. Type of Distraction:</li> <li>3. You're chatting with friends in the car, laughing and gesturing. Type of Distraction:</li> <li>4. You unwrap a breakfast sandwich while driving during rush hour. Type of Distraction:</li> </ol> <p><b>2. Feedback (Optional)</b></p> <ul style="list-style-type: none"> <li>• Ask learners if they were surprised by any of the scenarios.</li> <li>• Emphasize the importance of staying focused while driving.</li> </ul>	<p>The teacher will explain the purpose—recognize distractions compromising safe driving and the learners will categorize scenarios into visual, auditory, or cognitive distractions.</p> <p>Learners will read aloud scenarios and pause for answers. As much as possible, encourage active engagement, emphasizing the three distraction types.</p> <p>The teachers will reveal correct answers and will address queries.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. Visual</li> <li>2. Visual</li> <li>3. Cognitive</li> <li>4. Visual</li> </ol>
<b>B. Establishing Lesson Purpose</b>	<p><b>1. Lesson Purpose</b></p> <p><b>Dive into Water Safety</b></p>	<p><b>For Lesson Purpose:</b></p> <p>Learners watch the water safety video, and the teacher leads a</p>

	<p>Learners will view a brief music video on seaside safety. Following the video, they will respond to a processing question.</p> <p><b>The RNLI’s Seaside Safety Song</b> <a href="https://www.youtube.com/watch?v=HmSM_Caw7yw">https://www.youtube.com/watch?v=HmSM_Caw7yw</a></p> <p><b>Processing Question:</b> After watching the video, think about your last swimming experience. What safety rules did you follow, and how did they help you stay safe in the water? Share your thoughts!</p> <p><b>2. Unlocking Content Vocabulary</b> <b>Instruction:</b> Match the term to its correct definition. Write your answer in your notebook.</p> <table><tr><th>TERM</th><th>DEFINITION</th></tr><tr><td>1. Hypothermia</td><td>A. An emergency lifesaving procedure performed when the heart stops beating. It can double or triple the chances of survival after cardiac arrest. Also known as cardiopulmonary resuscitation.</td></tr><tr><td>2. CPR</td><td>B. An expert swimmer employed at a beach or swimming pool to protect swimmers from drowning or other accidents and dangers.</td></tr><tr><td>3. Lifeguard</td><td>C. A medical emergency that occurs when your body loses heat faster than it can produce heat, resulting in a dangerously low body temperature.</td></tr></table>	TERM	DEFINITION	1. Hypothermia	A. An emergency lifesaving procedure performed when the heart stops beating. It can double or triple the chances of survival after cardiac arrest. Also known as cardiopulmonary resuscitation.	2. CPR	B. An expert swimmer employed at a beach or swimming pool to protect swimmers from drowning or other accidents and dangers.	3. Lifeguard	C. A medical emergency that occurs when your body loses heat faster than it can produce heat, resulting in a dangerously low body temperature.	<p>discussion based on thought-provoking questions. This activity sets the stage for learning about water safety, open water/pool rules, dangers, and self-management skills.</p> <p>The video emphasizes the need for water safety awareness. It shows real-life incidents where people encounter water-related dangers, such as strong currents, submerged objects, and risky behaviors. By understanding water safety rules and practicing self-management skills, we can prevent accidents and enjoy water activities safely.</p> <p><b>Unlocking Content Vocabulary:</b> As a teacher, you have the option to incorporate visual aids or images when introducing new terms or concepts. By showing an image related to the topic, you can encourage students to actively describe what they see and engage in brainstorming sessions. Additionally, providing input and guidance on their responses can foster critical thinking skills and make the learning experience more engaging.</p> <p>Feel free to adapt this approach to suit your teaching style and the specific needs of your students!</p>
TERM	DEFINITION									
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<b>C. Developing and Deepening Understanding</b>	<p><b>SUB-TOPIC 1: Open Water/Pool Rules</b></p> <p><b>1. Explicitation</b> <b>Emma’s Solo Swim Adventure</b></p>	<p><b>For Explicitation:</b> Ask students to read the story, which illustrates safety</p>								

	<p>Emma loves swimming and decides to explore open water swimming in a beautiful lake. Emma tells her friend where she's going and when she'll be back. This way, if anything goes wrong, someone knows where she is. Emma puts on a wetsuit. It's like a cozy, tight-fitting suit made of special material. It keeps her warm in the cold water.</p> <p><b>Processing Question:</b></p> <ol style="list-style-type: none"> <li>1. Why is it important to tell someone your swim location and return time when swimming alone?</li> <li>2. How does wearing a wetsuit help keep your body temperature right during open water swimming?</li> </ol> <p><b>2. Worked Example</b></p> <p><b>Open Water Swimming Safety: Rules and Gear</b></p> <p>Swimming in open water can be invigorating, but it comes with risks. Here are some safety tips for open water swimmers:</p> <p><b>1. Water Quality Awareness:</b></p> <ul style="list-style-type: none"> <li>• Check the quality of the water you plan to swim in. Look out for swimmer's itch, infections, parasites, bacteria, and more.</li> <li>• Municipalities often test water quality and post results online. If the water quality isn't optimal, consider using earplugs, nose plugs, and goggles to protect yourself.</li> <li>• Avoid swallowing water, swimming with open cuts, or swimming after significant rainfall.</li> <li>• Shower after your swim and wash your hands before handling food.</li> </ul> <p><b>2. Leave a Trip Plan:</b></p> <ul style="list-style-type: none"> <li>• If swimming alone, inform someone of your swim location and expected return time.</li> <li>• Send a message before and after your swim to let them know you're safe.</li> </ul> <p><b>3. Drowning Risks:</b></p> <ul style="list-style-type: none"> <li>• Drowning is the primary danger in open water. 79% of all drownings occur there.</li> <li>• Swimmers risk fatigue, cramps, currents, and more. Lifeguards are usually absent, so be cautious.</li> <li>• Watch out for floating objects, debris, marine animals, and watercraft.</li> </ul> <p><b>4. Temperature and Depth:</b></p>	<p>precautions during open water swimming and emphasizes the significance of communication and responsible behavior. During the discussion, encourage students to explore safety reasons, communication in emergencies, and the role of wetsuits in insulation, heat retention, and comfort. This will naturally lead to introducing the Water Safety Rules.</p> <p><b>For Worked Example:</b></p> <p>This worked example is a discussion on Open Water Swimming Safety: Rules and Gear. The teacher can also create or use an interactive or engaging activity to deliver the content.</p> <p>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>Feel free to explore the link provided in the learning resources section of this exemplar. It can assist you in understanding and effectively delivering the lesson to your learners.</p>
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	<ul style="list-style-type: none"> <li>• Open water is colder than pools. Hypothermia and cold-water shock are real risks.</li> <li>• Wearing a wetsuit can help regulate body temperature.</li> </ul> <p><b>5. Infection Prevention:</b></p> <ul style="list-style-type: none"> <li>• Open water contains bacteria. Choose the best time to swim to avoid infection.</li> <li>• Wash thoroughly after swimming.</li> </ul> <p><b>Remember:</b> Preparation and awareness enhance open water safety.</p> <p><b>3. Lesson Activity</b>  <b>Activity No. 1: Open Water Swimming Safety Assessment</b>  <b>Instructions:</b>  Read each scenario or question carefully and choose the best answer. Remember the safety tips we discussed!</p> <p><b>Water Quality Awareness:</b>  <b>Scenario:</b> You're planning to swim in a lake. What should you do before diving in?  <b>Answer:</b> B. Check the quality of the water.</p> <p><b>Leave a Trip Plan:</b>  <b>Question:</b> Why is it important to tell someone about your swim location and return time when swimming alone?  <b>Answer:</b> C. For safety in case of emergencies.</p> <p><b>Drowning Risks:</b>  <b>Scenario:</b> You're swimming in the ocean, and there are no lifeguards around. What should you be cautious of?  <b>Answer:</b> B. Strong currents.</p> <p><b>Temperature and Depth:</b>  <b>Question:</b> Why is open water colder than swimming pools?  <b>Answer:</b> C. Because it's deeper.</p> <p><b>Infection Prevention:</b>  <b>Scenario:</b> After swimming in a river, what should you do to avoid infections?</p>	<p><b>For Lesson Activity:</b>  For <b>Activity No. 1: Open Water Swimming Safety Assessment</b>, consider the following steps:</p> <ol style="list-style-type: none"> <li><b>1. Reference Worksheet:</b> You may refer to or use the <b>Worksheet for PE and Health, Quarter 4, Lesson 3, Activity Worksheet No. 1</b>. Provide learners with a copy of this worksheet or allow them to copy and answer the questions directly.</li> <li><b>2. Resource Adaptation:</b> Depending on the availability of resources, choose the most suitable approach for your classroom.</li> </ol> <p>The objective is to engage students in thoughtful discussions about Open Water Swimming Safety: Rules and Gear. Encourage critical thinking and real-world application.</p>
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**Answer:** B. Wash thoroughly.

## **DAY 2**

### **SUB-TOPIC 2: Dangers and Possible Incidents in the Water**

#### **1. Explication**

##### **Exploring Dangers in Sea Water**

The students will watch the video attentively, focusing on potential hazards and incidents related to sea water. Afterward, they will answer questions to reinforce their understanding.

Sea Water available at: <https://www.pexels.com/video/sea-water-5114856/>

##### **Processing Questions:**

1. What are some natural dangers associated with sea water?
2. How can strong currents or waves pose risks to swimmers and beachgoers?
3. What safety precautions should individuals take when swimming in the ocean?

#### **2. Worked Example**

##### **Dangers and Possible Incidents in The Water**

###### **1. Water Hazards in Natural Settings:**

- **Water Currents:** Strong currents can tire you out and sweep you away. Always be cautious when swimming in rivers or oceans.
- **Distance Across Water:** Water may appear shorter than it is. Be aware of the distance when swimming across open water.
- **Cold Water:** Cold water can shock your body and make swimming difficult. Hypothermia is a real risk, especially in colder climates.

###### **2. Contaminated Water and Health Risks:**

- **Unsafe Water:** Water contaminated with germs, parasites, or toxic chemicals poses health risks.
- **Diseases:** Contaminated water can transmit diseases such as cholera, typhoid, and polio1.

###### **3. Emergency Preparedness:**

- Learn basic first aid and CPR.
- Understand how to respond to water-related emergencies.

#### **3. Lesson Activity**

##### **Activity No. 2: Understanding Water Hazards and Preparedness**

##### **For Explication:**

Begin by introducing the topic of water safety and the context of the video. Encourage students to actively observe the scenes in the video, paying attention to potential dangers. After watching, facilitate a discussion using the processing questions. Consider sharing real-life examples or personal experiences related to sea water safety to enhance engagement.

##### **For Worked Example:**

This practical example focuses on discussing the hazards and potential incidents related to water. Teachers have the flexibility to design interactive and engaging activities to convey the content effectively. Additionally, incorporating current events or relevant news can serve as a starting point for meaningful class discussions. Feel free to explore the provided link in the learning resources section to enhance your understanding and teaching approach.

##### **For Lesson Activity:**

For Activity No. 2: **Understanding Water Hazards and Preparedness**, consider the following steps:

- 1. Reference Worksheet:** You have the option to use the **Worksheet**



The objective is to actively engage students in thoughtful discussions about **Dangers and Possible Incidents in The Water**. Encourage critical thinking and real-world application.

### **SUB-TOPIC 3: Self-management Skills for Road and Water Safety**

#### **1. Explicitation**

#### **2. Guide Questions:**

1. Imagine you're crossing a busy road. What self-management skills would you apply to ensure your safety?
2. When swimming in open water, what strategies can you use to manage risks and stay safe? How do you practice self-management in such situations?
3. How do you balance adventure and safety when participating in water activities? What self-management strategies do you employ?

#### **3. Worked Example**

##### **Self-Management Skills for Road Safety:**

- Display responsible behavior by adhering to safety guidelines.
- Practice situational awareness and make informed decisions while on the road.

##### **Pool Safety and Self-Management Skills**

For pool safety and self-management skills, consider the following:

#### **1. Supervision:**

- Never leave a child alone around water.
- Actively supervise children in, around, and on water.
- Empty baths, buckets, and wading pools immediately after use.

#### **2. Swim Lessons:**

- Find age-appropriate swim lessons for your child.
- Remember that lessons don't make a child "drown-proof."

**for PE and Health, Quarter 4, Lesson 3, Activity Worksheet No. 2.**

Provide learners with a copy of this worksheet or allow them to copy and directly answer the questions.

**2. Resource Adaptation:** Depending on the availability of resources, choose the most suitable approach for your classroom.

#### ***For Explicitation:***

Explore these thought-provoking questions that can ignite discussions about self-management skills for road and water safety. Feel free to choose other engaging activities or strategies that lead to meaningful conversations on this topic.



#### ***For Worked Example:***

This illustrative example centers around Self-Management Skills for Road Safety. Teachers can creatively design interactive activities to effectively convey the content. Additionally, integrating current events or relevant news, and experiences can ignite engaging class discussions. Feel free to delve into the provided link in the learning resources section to

	<p>3. <b>Lifeguard Awareness:</b></p> <ul style="list-style-type: none"> <li>• Lifeguards aren't babysitters; always keep your eyes on your child.</li> <li>• Teach children not to play around drains and suction fittings.</li> </ul> <p>4. <b>Boating Safety:</b></p> <ul style="list-style-type: none"> <li>• Never consume alcohol when operating a boat.</li> <li>• Ensure everyone wears U.S. Coast Guard-approved life jackets.</li> </ul> <p>5. <b>Waterpower:</b></p> <ul style="list-style-type: none"> <li>• Even rivers and lakes can have undertows.</li> <li>• Always have a first aid kit and emergency contacts handy.</li> <li>• Learn CPR.</li> </ul> <p>6. <b>Missing Child? Check the Water First:</b></p> <ul style="list-style-type: none"> <li>• If a child is missing, check the water immediately.</li> </ul> <p><b>4. Lesson Activity 3. Self-Management Skills</b></p>	<p>enrich your understanding and teaching approach.</p> <p><b>For Lesson Activity:</b> Begin by explaining the importance of self-management skills in ensuring safety both on the road and in water and briefly discuss the relevance of these skills in everyday life before giving instruction or distributing the worksheets to the learners.</p>
<b>D. Making Generalizations</b>	<p><b>1. Learners' Takeaways "You Complete Me"</b></p> <p>Complete the following statement below to sum up the lesson.</p> <p>I have learned that Swimming in open water:</p> <p>_____</p> <p>_____</p> <p>I have learned that dangers and possible incidents in the water:</p> <p>_____</p> <p>_____</p> <p>I have learned that Self-management Skills for Road and Water Safety:</p> <p>_____</p> <p>_____</p>	<p><b>For Learners' Takeaways:</b> Explain to the students to complete the statements based on what they have learned on the topics that have been discussed.</p>

	<p><b>2. Reflection on Learning</b>  <b>“Let’s Talk About it!”</b></p> <p><b>RECALL</b> - What have you remembered on the lesson that have been discussed?</p> <p><b>REACT</b> - Give your reaction and/or insight about the lesson.</p> <p><b>UNDERSTAND</b> - What have you understand on our lesson as a whole?</p>	<p><b>For Reflection on Learning:</b>  The teacher will encourage learners to contemplate their recollections, consider their reactions, and deepen their understanding of the lesson. This pedagogical approach emphasizes metacognition, guiding learners to reflect on their own learning process.</p>
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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>  <b>Part 1. Multiple Choice:</b> Carefully read each question and circle the letter corresponding to the best answer.</p> <ol style="list-style-type: none"> <li>What should you consider regarding water quality when swimming in open water? <ol style="list-style-type: none"> <li>Ignore water quality; it doesn’t matter.</li> <li>Check for swimmer’s itch and infections.</li> <li>Only swim after significant rainfall.</li> <li>Use earplugs, nose plugs, and goggles to protect yourself.</li> </ol> </li> <li>Why is drowning a significant danger in open water? <ol style="list-style-type: none"> <li>Lifeguards are always present.</li> <li>Swimmers rarely experience fatigue.</li> <li>79% of all drownings occur in open water.</li> <li>The water temperature is warmer than in pools.</li> </ol> </li> <li>What should you be cautious of when swimming in natural settings? <ol style="list-style-type: none"> <li>Floating objects and debris.</li> <li>Distance across water.</li> <li>Strong currents.</li> <li>All of the above.</li> </ol> </li> <li>Why is cold water a risk in open water? <ol style="list-style-type: none"> <li>It makes swimming more challenging.</li> <li>It can cause hypothermia.</li> <li>Cold-water shock is common.</li> <li>Lifeguards are absent.</li> </ol> </li> <li>How can you prevent infection while swimming in open water? <ol style="list-style-type: none"> <li>Swim during significant rainfall.</li> </ol> </li> </ol>	<p><b>Answer Key:</b>  <b>Part 1.</b></p> <ol style="list-style-type: none"> <li>B.</li> <li>C.</li> <li>D.</li> <li>B.</li> <li>B.</li> </ol>

	<div><div><div><div><div>B. Wash thoroughly after swimming.</div><div>C. Avoid swallowing water.</div><div>D. Wear a wetsuit.</div></div></div><div><div><div><div><b>Part 2. Identification:</b> Identify the <b>Self-Management Skills</b> and determine whether they apply to <b>road safety</b> or <b>water safety</b>. Write the Self-Management Skills related to road safety in the box provided in the <b>car image</b> and write the Self-Management Skills related to water safety in the box provided in the <b>inflatable duck pool float image</b>.</div></div></div></div><div><div><div><div>Carrying a spare tire in your vehicle.</div><div>Donning a life jacket while out on a boat.</div><div>Applying sunscreen when at the beach.</div><div>Minimizing distractions while driving.</div><div>Familiarizing yourself with emergency exit locations on a boat.</div></div><div><div>Verifying tire pressure before embarking on a lengthy drive.</div><div>Using turn signals when changing lanes.</div><div>Fine-tuning side mirrors for optimal visibility.</div><div>Acquiring knowledge of CPR techniques.</div><div>Maintaining hydration during scorching weather.</div></div></div><div><div><div>designed by <b>Freepik</b></div></div><div><div>designed by <b>Freepik</b></div></div></div></div><div><div><div><div><b>Part 2.</b> <b>Self-Management Skills for Road Safety:</b></div><div><ul style="list-style-type: none"><li>• Carrying a spare tire in your vehicle.</li><li>• Minimizing distractions while driving.</li><li>• Verifying tire pressure before embarking on a lengthy drive.</li><li>• Using turn signals when changing lanes.</li><li>• Fine-tuning side mirrors for optimal visibility.</li></ul></div></div><div><div><b>Self-Management Skills for Water Safety:</b></div><div><ul style="list-style-type: none"><li>• Donning a life jacket while out on a boat.</li><li>• Applying sunscreen when at the beach.</li><li>• Familiarizing yourself with emergency exit locations on a boat.</li><li>• Acquiring knowledge of CPR techniques.</li><li>• Maintaining hydration during scorching weather.</li></ul></div></div></div></div></div></div>			
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	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.
	<b>strategies explored</b>			
	<b>materials used</b>			

	<b><i>learner engagement/ interaction</i></b>			Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	<b><i>others</i></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><i>principles behind the teaching</i></u> <i>What principles and beliefs informed my lesson?</i></li> <p><i>Why did I teach the lesson the way I did?</i></p> <li>▪ <u><i>students</i></u> <i>What roles did my students play in my lesson?</i></li> <p><i>What did my students learn? How did they learn?</i></p> <li>▪ <u><i>ways forward</i></u> <i>What could I have done differently?</i></li> <p><i>What can I explore in the next lesson?</i></p> </ul>			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.