

8

# Lesson Exemplar for PE and Health

Quarter 1

Lesson

1

**Lesson Exemplar for PE and Health 8**  
**Quarter 1: Lesson 1 (Week 1)**  
**SY 2025-2026**

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 2025-2026. 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:

- Alvin M. Betic (Valenzuela National High School)

Validator:

- PNU-RITQ Development Team

**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 1/ GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	The learners demonstrate understanding of healthy and positive sexuality, prevention of sexually transmitted infections, and striking/fielding games in promoting personal wellness for active and healthy living.
<b>B. Performance Standards</b>	The learners participate in striking/fielding games in promoting personal wellness for active and healthy living.
<b>C. Learning Competencies and Objectives</b>	<b><i>Learning Competency</i></b> <b>1. explain the importance of values in building a healthy and positive sexuality and preventing gender-based issues</b>
<b>D. Content</b>	<b>Healthy and Positive Sexuality</b>
<b>E. Integration</b>	<p>Comprehensive sexuality education: For healthy, informed and empowered learners UNESCO. (n.d.). Comprehensive sexuality education: For healthy, informed and empowered learners. <a href="https://www.unesco.org/en/health-education/cse">https://www.unesco.org/en/health-education/cse</a></p> <p>Sustainable Development Goals (SDGs): SDG 5 (Gender Equality): Addressing gender norms, stereotypes, and promoting equal rights and opportunities. SDG 5: Promote gender-responsive laws and policies that address GBV and empower women. SDG 10 (Reduced Inequalities): Ensuring that everyone, regardless of sexual orientation or gender identity, is treated with dignity and respect</p>

II. LEARNING RESOURCES
<ul style="list-style-type: none"><li>• Open Textbook Library. (n.d.). 11.1 Understanding Sex and Gender. In Sociology - Open Textbook Library. Retrieved from <a href="https://open.lib.umn.edu/sociology/chapter/11-1-understanding-sex-and-gender/">https://open.lib.umn.edu/sociology/chapter/11-1-understanding-sex-and-gender/</a></li><li>• Anthropology 4U BLOG. (2019, August 19). Anthropological Concepts: Characteristics of Gender. Retrieved from <a href="https://anthropology4u.com/characteristics-of-gender/">https://anthropology4u.com/characteristics-of-gender/</a></li><li>• Wamsley, L. (2021, June 2). A guide to gender Identity Terms. NPR. <a href="https://www.npr.org/2021/06/02/996319297/gender-identity-pronouns-expression-guide-lgbtq">https://www.npr.org/2021/06/02/996319297/gender-identity-pronouns-expression-guide-lgbtq</a></li></ul>

- Vanderbilt University. (2011, April 15). Definitions. Vanderbilt University; Vanderbilt University.
- Wikipedia Contributors. (2019, February 4). Gender equality. Wikipedia; Wikimedia Foundation.

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<b>A. Activating Prior Knowledge</b>	<p><b>1. Short Review</b>  <b>Activity 1: Preliminary Assessment</b>            Evaluate the level of student's understanding of key terms related to gender and sexuality, as well as examples of gender identity, sexual orientation, and gender expression.</p> <p>Carefully read the following questions and write the letter of the correct answer on the answer sheet.</p> <ol style="list-style-type: none"> <li>1. What is the term used to describe a person's internal sense of their gender, which may be different from the sex assigned to them at birth?               <ol style="list-style-type: none"> <li>a. Gender</li> <li>b. Sexual orientation</li> <li>c. Gender identity</li> <li>d. Biological sex</li> </ol> </li> <li>2. Which of the following is an example of a sexual orientation?               <ol style="list-style-type: none"> <li>a. Male</li> <li>b. Female</li> <li>c. Heterosexual</li> <li>d. Transgender</li> </ol> </li> <li>3. Which term is used to describe a person who experiences little or no sexual attraction to others?               <ol style="list-style-type: none"> <li>a. Heterosexual.</li> <li>b. Homosexual</li> <li>c. Asexual</li> <li>d. Pansexual</li> </ol> </li> <li>4. Which of the following is an example of gender expression?               <ol style="list-style-type: none"> <li>a. Sexual orientation</li> <li>b. Gender identity</li> <li>c. Clothing and mannerisms</li> <li>d. Biological sex</li> </ol> </li> <li>5. What does the acronym LGBTQ+ stand for?               <ol style="list-style-type: none"> <li>a. Lesbian, Gay, Bisexual, Transgender, Queer, and more</li> <li>b. Love, Gender, Bisexual, Transgender, Queer, and more</li> <li>c. Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning</li> <li>d. Love, Gender, Bisexual, Transgender, Queer, and Questioning</li> </ol> </li> </ol> <p><b>II. Matching Type:</b>            Match the colors of the LGBT flag from Column A to their meanings in Column B.</p>	<p>ANSWER KEY:</p> <p>I</p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. C</li> <li>3. C</li> <li>4. C</li> <li>5. A</li> </ol> <p>II</p> <ol style="list-style-type: none"> <li>1. F</li> <li>2. A</li> <li>3. E</li> <li>4. B</li> <li>5. C</li> </ol>

Column A	B. Column B
_____ 1. Red 	A. Healing and Friendship B. Serenity and Nature C. Harmony and Artistry D. Spirit and Gratitude E. Vitality and Energy F. Life and Sexuality
_____ 2. Orange 	
_____ 3. Yellow 	
_____ 4. Green 	
_____ 5. Blue 	

<i>Number of check marks</i> (✓)	<i>RATING</i>	<i>DESCRIPTION</i>
9-10	Excellent	You demonstrate a high level of understanding or ability in the specified area. You exhibit thorough knowledge and proficiency, consistently applying principles effectively in various situations that show confidence and competence in all aspects of healthy and positive sexuality.
4-8	Good	You display a satisfactory level of understanding or ability in the specified area. You also demonstrate competence and reliability, effectively applying principles with minor errors or occasional need for assistance. You have a solid understanding of healthy and positive sexuality.
1-3	Needs Improve ments	You require significant improvement in understanding or ability in the specified area. You may exhibit deficiencies in knowledge or skill, often struggling to apply principles effectively, and may need extensive support and instruction to progress about healthy and positive sexuality

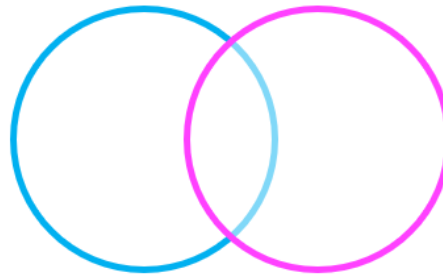
**B. Establishing  
Lesson Purpose**

**1. Lesson Purpose**

**Activity 2: "Gender Match-Up: Male vs. Female"**

Let the students use the Venn diagram to illustrate the roles traditionally associated with males and females.

Direction: Using the Venn diagram as shown below, write the roles played by male and female in the space provided. In the space where the two circles meet, write the common roles played by both. Where they don't join, write their specific roles. Choose the specific roles from the box below.



Cooking	kissing mom/dad
Playing with dolls	Riding a bike
Babysitting	Singing in public
Playing baseball	Dancing
Having long hair	Wearing an earring
Having a tattoo	Washing dishes
Crying	Wearing jewelry
Taking ballet lessons	Joining a rock band
Cleaning the house	Inviting a person on a date
Changing a diaper	Fixing a broken faucet

Process Question:

1. How did you decide which roles to assign to males and females in the Venn diagram?
2. Did you encounter any challenges or disagreements when determining the common roles shared by both genders?
3. Were there any roles that you initially thought would be gender-specific but later realized could be shared by both genders?



**2. Unlocking Content Vocabulary**

Facilitate a discussion about the roles identified, focusing on similarities, differences, and

	<p><b>EQUALITY</b>- Refers to the state of being equal in status, rights, and opportunities regardless of differences such as race, gender, religion, or socioeconomic status</p> <p><b>FEMININE</b>- Refers to traits and behaviors typically associated with females, such as nurturing, empathy, and grace.</p> <p><b>INCLUSIVITY</b>- It promotes diversity and ensures that everyone feels valued, respected, and empowered to participate fully in society.</p> <p><b>MASCULINE</b>- Refers to traits and behaviors typically associated with males, such as strength, assertiveness, and independence.</p> <p><b>NORMS</b>- Are established guidelines or standards of behavior that are considered typical or acceptable within a particular society or group</p> <p><b>SOGIE</b>- Stands for Sexual Orientation, Gender Identity, and Gender Expression. It encompasses the diverse ways in which individuals experience and express their sexuality and gender, including their attractions, identities, and presentations</p>	<p>potential challenges associated with traditional gender roles</p> <p>Summarizing key insights gained from the Venn diagram exploration and emphasizing the importance of promoting gender equality and inclusivity.</p>
<p><b>C. Developing and Deepening Understanding</b></p>	<p><b>SUB-TOPIC 1: Understanding basic terms such as Sex, Gender, Gender Identity, Gender Expression, Sexual Orientation, and Sexuality</b></p> <p><b>1. Explicitation</b></p> <p><b>ACTIVITY 3: Gender and Sex Interpretation</b></p> <p>Examine the diagram below, from here the students will form their own meaning for the two terminologies.</p> <div data-bbox="842 865 1330 1061" data-label="Diagram"> <pre> graph LR     SEX[SEX] --&gt; MALE[MALE]     SEX --&gt; FEMALE[FEMALE]     GENDER[GENDER] --&gt; MASCULINE[MASCULINE]     GENDER --&gt; FEMININE[FEMININE]   </pre> </div> <p>Sex refers to .....</p> <p>Gender refers .....</p> <p>Gender roles refers to.....</p> <p><b>2. Worked Example</b></p> <p><b>Concept of Sex, Gender, and gender roles.</b></p> <p>The difference between sex and gender is evident. <b>Sex</b> refers to the biological and physiological characteristics that determine the difference between</p>	

females and males. Meanwhile, **Gender** pertains to the social roles, behaviors, and activities dictated by society for women and men. Gender is not confined to just two categories; it encompasses various types.

#### Characteristics of Sex

MALE	FEMALE
	
<ul style="list-style-type: none"> <li>• Presence of an Adam's apple</li> <li>• Presence of scrotum and testicles</li> <li>• Possession of XY chromosomes</li> <li>• Production of androgen and testosterone hormones</li> </ul>	<ul style="list-style-type: none"> <li>• Presence of developed breasts</li> <li>• Presence of vulva and vagina</li> <li>• Possession of XX chromosomes</li> <li>• Production of estrogen and progesterone hormones</li> </ul>

#### LGBTQIA+

The acronym LGBTQIA+ encompasses the first four letters: Lesbian, gay, bisexual, and transgender. The letter Q can denote "questioning" or "queer," or sometimes both. Later additions include I for Intersex, A for Ally or Asexual, and the + symbol for inclusivity of everyone else not explicitly mentioned in the initial letters.

#### Characteristics of Gender

Gender encompasses cultural expectations, roles, behaviors, and identities associated with being male, female, or non-binary. Cultural norms, traditions, and societal expectations shape how individuals express and understand their gender identities. This includes roles assigned to men and women, as well as perceptions of masculinity and femininity. However, it's important to note that gender is not solely determined by culture; it also involves personal experiences, self-identification, and may transcend or challenge cultural norms.

There are 4 characteristics of gender:






*Gender is learned.* Children learn about gender-appropriate behavior from parents, peers, and society.

*Gender is collaborative.* Socially constructed through interactions, guiding behavior towards others based on perceived norms.

*Gender is something we do.* Gender expectations require specific behaviors for recognition, encompassing clothing choices, actions, and speech, inferred from posture, attitude, tone, and attire.

*Gender involves asymmetry.* Gender inequality exists, with men often valued more than women, leading to unfair judgments based on gender.

SYMBOLS		
MALE	FEMALE	LGBTQIA+
		

**Activity 4: "Gender and Sexuality Vocabulary Challenge"**

Read carefully each clue and think about the term that fits the description. Fill in the missing letters for each term in the spaces provided.


- 1. B \_ S \_ \_ U A \_:** (Hint: Someone who is physically, romantically, and/or emotionally attracted to more than one gender. Bisexual individuals may not have had sexual experiences with both men and women, and they do not require any sexual experience to identify as bisexual.)
- 2. \_ E N \_ E R E X \_ R E \_ S I \_ N:** (Hint: how someone outwardly presents their gender through behavior, clothing, voice, or other traits, perceived as masculine or feminine by society, which varies across cultures and changes over time.)
- 3. G \_ N \_ E R I \_ E \_ T \_ \_ Y:** (Hint: one's internal sense of their gender, whether male, female, both, or neither, not visible outwardly like gender expression.)
- 4. G \_ \_ Y:** (Hint: The term used to describe individuals whose lasting physical, romantic, and/or emotional attractions are to people of the same gender (e.g., gay man, gay individuals).)
- 5. H E \_ \_ R O \_ E X U \_ L:** (Hint: An adjective used to describe individuals who are romantically or sexually attracted to people of the opposite gender.)

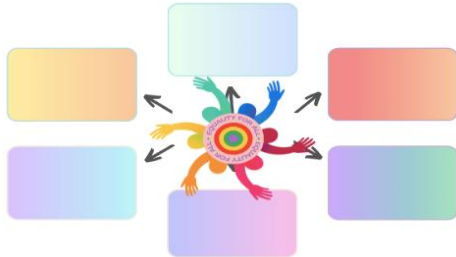
Answer key:

1. Bisexual
2. Gender Expression
3. Gender Identity
4. Gay
5. Heterosexual
6. Lesbian
7. Pansexual
8. Queer
9. Sexual Orientation
10. Transgender

After completing the activity, engage students in a brief

	<p><b>6. L _ S B I _ _ :</b> (Hint: A woman who is attracted to other women in terms of enduring physical, romantic, and/or emotional connections. Some of them may opt to identify as gay or as gay women.)</p> <p><b>7. P A _ S E _ U _ L :</b> (Hint: An adjective describing individuals attracted to people of all genders or sexual orientations.)</p> <p><b>8. Q U _ _ R :</b> (Hint: Previously regarded as a derogatory term aimed at homosexuality, The term is now being embraced by some individuals as a self-affirming umbrella term, particularly among those who find other labels limiting.)</p> <p><b>9. S E _ _ A L O _ I E _ T A T _ _ N :</b> (Hint: Refers to persistent attraction to individuals of the same or different genders, including lesbian, gay, bisexual, and heterosexual orientations.)</p> <p><b>10. T _ _ N S _ E N _ _ R :</b> (Hint: They may identify as male or female and encompass a range of identities such as transsexuals, cross-dressers, and others whose gender identity differs from their assigned sex at birth. They may also identify as female-to-male (FTM) or male-to-female (MTF). It's essential to use the preferred descriptive term chosen by the individual. Some of them may undergo hormonal and/or surgical alterations, while others may not.)</p> <p><b>3. Lesson Activity</b></p> <p><b>Activity 5: "Gender Guess Who: Spot the Distinction!"</b></p> <p>Draw ♂ if the statement describes the characteristic of a male and ♀ if its for female.</p> <p>_____ 1. Can produce sperm.</p> <p>_____ 2. Can give birth.</p> <p>_____ 3. Has a penis/scrotum/testicles</p> <p>_____ 4. Has XY chromosomes.</p> <p>_____ 5. Has ovaries.</p> <p>_____ 6. Has a higher level of testosterone.</p> <p>_____ 7. Has estrogen and progesterone.</p> <p>_____ 8. Has XX chromosomes.</p> <p>_____ 9. Has an Adam's apple.</p> <p>_____ 10. Menstruates</p>	<p>discussion about the importance of understanding and respecting diversity in gender and sexuality to reinforce learning and address any questions or misconceptions.</p> <p>Emphasize that while these characteristics are typical, there can be variations among individuals. Some considerations are genetic disorders.</p> <p>Answer key:</p> <p>1. Male</p> <p>2. Female</p> <p>3. Male</p> <p>4. Male</p> <p>5. Female</p> <p>6. Male</p> <p>7. Female</p> <p>8. Female</p> <p>9. Male</p> <p>10. Female</p>
--	--	--

	<p><b>Activity 6: Gender and Sex Term Tease: Cracking the Code</b> Refer to Learning Activity Sheet for the students to accomplish.</p> <p><b>SUB-TOPIC 2: Importance of Values Focusing on Equality, Respect, and Acceptance in Building a Healthy and Positive Sexuality</b></p> <p><b>1. Explicitation</b> Observe the symbol carefully and answer the provided questions below.</p>  <p><b>Process questions:</b></p> <ol style="list-style-type: none"> <li>1. What symbols are depicted above, starting from the left?</li> <li>2. What is the intended message conveyed by these symbols?</li> <li>3. Is it appropriate for the message conveyed by the symbols above to be realized? Explain your reasoning.</li> </ol> <p><b>2. Worked Example</b> Gender Equality Gender equality, also referred to as sexual equality or parity of the sexes, denotes a condition where individuals have equal access to resources and opportunities irrespective of gender. This includes participation in economic activities, decision-making processes, and the recognition of diverse behaviors, aspirations, and needs without discrimination based on gender. According to UNICEF, gender equality entails ensuring that women and men, as well as girls and boys, have equal rights, access to resources, opportunities, and protection. It does not mandate uniformity between genders or identical treatment, but rather aims for fairness and equity in opportunities and outcomes for all genders. As of 2017, gender equality represents the fifth out of seventeen sustainable development goals (SDG 5) of the United Nations. It's worth noting that gender equality, as currently defined, primarily focuses on achieving parity between women and men and has yet to fully incorporate gender identities beyond the binary framework. Gender neutrality and gender equity serve as</p>	<p><b>Activity 6 Answer key:</b></p> <ol style="list-style-type: none"> <li>1. TRANSGENDER</li> <li>2. LESBIAN</li> <li>3. PANSEXUAL</li> <li>4. GENDER EXPRESSION</li> <li>5. SEXUAL ORIENTATION</li> <li>6. BISEXUAL</li> <li>7. HETEROSEXUAL</li> <li>8. QUEER</li> <li>9. GENDER IDENTITY</li> <li>10. GAY</li> </ol> <p>Facilitate a class discussion where students share their observations and responses to the process questions. Encourage students to consider different perspectives and interpretations of the symbols.</p> <p>Ask students to reflect on how symbols can influence attitudes and behaviors towards inclusivity and equality in society.</p>
--	---	---

	<p>approaches and mindsets that contribute to achieving the goal of gender equality</p> <p><b>Activity 7: Video Analysis</b>  Allow students to watch the following videos:  Video no. 1: Emma Watson's speech from YouTube using the link:  <a href="https://www.youtube.com/watch?v=nIwU-9ZTTJc">https://www.youtube.com/watch?v=nIwU-9ZTTJc</a>  Video no. 2: Boy Abunda explaining SOGIE from YouTube using the link:  <a href="https://www.youtube.com/watch?v=FAkLNEEZtV8">https://www.youtube.com/watch?v=FAkLNEEZtV8</a></p> <p>Process Questions</p> <ol style="list-style-type: none"> <li>1. What are the big ideas talk/discuss on the video?</li> <li>2. How does the video uses experiences and stories to explain their points?</li> <li>3. How does the video respond to people who might disagree with ideas about gender equality.</li> </ol> <p><b>3. Lesson Activity</b>  <b>Activity 8: "Empowering All: Setting Goals for Inclusive Communities"</b>  Using the provided graphic organizer, brainstorm goals that you believe individuals in the male, female, and LGBTQIA+ communities should strive to achieve.</p>  <p><b>Activity 9: Building a Gender-Inclusive Community</b></p> <ul style="list-style-type: none"> <li>• Group the class into five (5). Assign each group the task of developing programs or activities that promote acceptance and equality for all genders.</li> <li>• Provide students with guiding questions to stimulate their ideas, such as:</li> </ul>	<p>If the video is not available, the teacher may read the transcript.</p> <p>Students have the option to create their own graphic organizer in a creative manner.</p>
--	--	--

	<div>1. What specific issues related to gender diversity do you want to address in your programs?</div> <div>2. How will your programs promote acceptance and respect for people of all genders?</div> <div>3. What activities or initiatives can you implement to engage the community and raise awareness about gender equality?</div> <div>4. How will you measure the success or impact of your programs?</div> <div>5. Use the table below to present their proposed program</div> <table><tr><th>Project/ activity</th><th>Objectives and goals</th><th>Strategies for promoting inclusivity and equality</th><th>Target audience</th><th>Expected oiutcome</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Project/ activity	Objectives and goals	Strategies for promoting inclusivity and equality	Target audience	Expected oiutcome						<div>Encourage students to reflect on the importance of their role in promoting acceptance, respect, and equality within their community.</div> <div>Emphasize the potential impact of their proposed programs in fostering a more gender-inclusive and equitable environment.</div>
Project/ activity	Objectives and goals	Strategies for promoting inclusivity and equality	Target audience	Expected oiutcome								
<div>D. Making Generalizations</div>	<div>1. Learners' Takeaways:</div> <div>Activity 10: Gender Diversity Awareness Poster Campaign</div> <div>Refer to learning activity sheet for the students to accomplish.</div> <div>Once posters are finished, Display the posters prominently in school hallways, classrooms, or other communal areas where they can be seen by students, teachers, and visitors.</div> <div>Encourage students to share their thoughts on how they can continue to promote acceptance and respect for gender diversity in their everyday lives.</div> <div>2. Reflection on Learning</div> <div>Activity 11: "Pledge Power: Crafting a Culture of Respect and Support"</div> <div>Refer to learning activity sheet for students to accomplish.</div>	<div>Wrap up the activity by emphasizing the importance of taking action to promote healthy sexuality and inclusivity.</div> <div>Encourage students to display their pledges in a visible area of the classroom or school as a reminder of their commitments.</div>										

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION				NOTES TO TEACHERS	
A. Evaluating Learning	<b>1. Formative Assessment: True or False</b> Read each statement carefully. Write "True" if you believe the statement is correct and "False" if you believe the statement is incorrect.  _____1. Sex is solely determined by biological characteristics such as chromosomes and reproductive organs. _____2. Gender identity refers to an individual's personal sense of being male, female, both, neither, or somewhere along the gender spectrum. _____3. Gender expression is the process of identifying and acknowledging one's sexual orientation. _____4. Sexual orientation refers to an individual's romantic, emotional, or sexual attraction to others. _____5. Sexuality encompasses an individual's understanding and acceptance of their own gender identity and sexual orientation. _____6. Promoting equality, respect, and acceptance is irrelevant to building a healthy and positive sexuality. _____7. Respect for diversity in gender identity and sexual orientation is essential for creating an inclusive and supportive environment. _____8. Discrimination and prejudice based on gender or sexual orientation have no impact on individuals' sexual health and well-being _____9. Emphasizing equality in relationships helps foster mutual respect and consent, contributing to a healthier sexual environment. _____10. Acceptance of one's own and others' sexual orientation and gender identity is unrelated to promoting a positive sexual culture.			The teacher may adjust or expand upon these directions as needed for your specific classroom or learning environment.  Answer key: 1. True 2. True 3. False 4. True 5. False 6. False 7. True 8. False 9. True 10. True	
	B. Teacher’s Remarks	<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> <i>Why did I teach the lesson the way I did?</i></li> <li>▪ <u><i>students</i></u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i></li> <li>▪ <u><i>ways forward</i></u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i></li> </ul>			<i>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.</i>