8

Lesson Exemplar for PE and Health

Quarter 1
Lesson
2

GOVERNMENT PROPERTY
NOT FOR SALE

Lesson Exemplar for PE and Health 8
Quarter 1: Lesson 2 (Week 2)
SY 2025-2026

This material is intended exclusively for the use of teachers participating in the pilot 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.

PE AND HEALTH/QUARTER 1/ GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	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. Performance Standards	The learners participate in striking/fielding games in promoting personal wellness for active and healthy living.
C. Learning Competencies and Objectives	***Learning Competency*** 1. ***explain the importance of values in building a healthy and positive sexuality and preventing gender-based issues;***
D. Content	**Prevention of Gender-Based Issues:** • **Understanding Gender Bias, Stereotypes, Discrimination, and Violence (With Emphasis on Power Imbalance)** • **Gender-related Laws and Policies**
E. Integration	Comprehensive sexuality education: For healthy, informed and empowered learners UNESCO. (n.d.). Comprehensive sexuality education: For healthy, informed and empowered learners. https://www.unesco.org/en/health-education/cse 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

II. LEARNING RESOURCES
• Drew, C. (July 10, 2023). Gender Bias: 15 Examples & Definition. Helpful Professor. https://helpfulprofessor.com/gender-bias-examples/ • Jones, H. (2022). What Are Gender Stereotypes? Verywell Health. https://www.verywellhealth.com/gender-stereotypes-5323771 • Philippine Commission on Women. (2017). Violence Against Women | Philippine Commission on Women. Pcw.gov.ph. https://pcw.gov.ph/violence-against-women/

- World Health Organization. (2021, March 9). Devastatingly pervasive: 1 in 3 Women Globally Experience Violence. Www.who.int; World Health Organization. https://www.who.int/news/item/09-03-2021-devastatingly-pervasive-1-in-3-women-globally-experience-violence
- Olorunshola, Y. (2019). 7 appalling facts that prove we need gender equality now. Global Citizen. https://www.globalcitizen.org/en/content/shocking-facts-gender-inequality-international-wom/
- PhilStar. (2023, January 31). Around a fifth of Filipino employees have experienced workplace harassment — poll. Philstar.com. https://www.philstar.com/headlines/2023/01/31/2241812/around-fifth-filipino-employees-have-experienced-workplace-harassment-poll
- Heinze, J. (2021, June 24). Fact Sheet on Injustice in the LGBTQ community. National Sexual Violence Resource Center. https://www.nsvrc.org/blogs/fact-sheet-injustice-lgbtq-community
- Gender and Equality: A Look into Gender-Based Laws and Policies in the Philippines. (n.d.). Attorney.org.ph. https://attorney.org.ph/legal-news/439-gender-and-equality-a-look-into-gender-based-laws-and-policies-in-the-philippines
- Avelino, K. (2023, August 23). What are the laws that protect against discrimination in the Philippines? - philippines portal. https://blog.philippines.net.ph/post/what-are-the-laws-that-protect-against-discrimination-in-the-philippines

III. TEACHING AND LEARNING PROCEDURE		**NOTES TO TEACHERS**
A. Activating Prior Knowledge	**1. Short Review** ***Activity 1: "Fact or Bluff: Decoding Diversity in Sex, Gender, and Sexuality"*** Instructions: • Divide the class into small groups and provide them with a set of Fact or Bluff statement cards. • Instruct each group to take turns selecting a statement card from set and reading it aloud to the class. The rest of the class must then decide whether the statement is a fact or a bluff. Encourage groups to explain their reasoning. Statement cards: 1. "Sex is just about body parts and chromosomes, only male and female." 2. "Gender is only about biology and isn't affected by society or culture." 3. "Gender expression is how someone shows their gender through how they act, dress, or look." 4. "Gender is about what roles, behaviors, and traits society says are right for men, women, and non-binary folks."	The teacher may adjust the format of the activity based on the needs and preferences of the students Answer key: 1. FACT 2. BLUFF 3. FACT 4. FACT 5. BLUFF 6. FACT

	5. “Gender identity always aligns perfectly with the sex assigned at birth and is never subject to questioning or exploration.” 6. "Treating everyone fairly, no matter who they are, is important in sexuality." 7. "Being kind and considerate towards others' feelings and choices is crucial in sexuality." 8. "In sexuality, it's okay to prioritize some people over others based on their sexual orientation." 9. "Respect in sexuality isn't necessary if someone's sexual orientation is different from the majority." 10. "Acceptance in sexuality means rejecting anyone who doesn't fit societal norms."	7. FACT 8. BLUFF 9. BLUFF 10. FACT After each statement is discussed, facilitate a brief discussion to clarify any misconceptions and reinforce the correct understanding of the concepts.
B. Establishing Lesson Purpose	**1. Lesson Purpose** ***Activity 2: Exploring Gender in Images: Analyzing Bias, Stereotypes, and Discrimination*** Direction: • Explain to the students that they will be analyzing pictures. Display one picture at a time for the students to observe. Encourage them to carefully examine https://www.perspectivemedia.com/wp- https://sundial.csun.edu/wp- https://img.thedailybeast.com/image/upload/c_crop,d_placeholder_euli9k,h_1440,w_256 https://www.verywellfamily.com/thmb/WXK5 Process Question: 1. What do you see in the pictures?	Facilitate a discussion based on the students' observations and interpretations of each image. Encourage them to explore the underlying messages and implications Variations: ***Group Analysis:*** Divide the class into small groups and assign each group a set of images to analyze together. Then, have each group present their findings to the class. ***Real-Life Examples***: Instead of using abstract images, incorporate photographs or news clippings depicting actual instances of gender bias or discrimination.

	2. What emotions or feelings does the pictures evoke? 3. What do you think is happening in the pictures? 4. What do you think was the purpose or message behind creating this picture? **2. Unlocking Content Vocabulary** **Assault-** is an act of intentionally causing harm or injury to another person, typically involving physical force or violence. **Constitution-** is a set of fundamental principles or established precedents according to which a state or other organization is governed, often embodying the rights of citizens and delineating the structure of government. **Harassment-** is a behavior that is threatening, disturbing, or annoying, especially when it is repeated over time or is intended to coerce or intimidate someone. **Law-** is a system of rules created and enforced by a particular country or community, regulating the behavior of its members and addressing disputes or crimes. **Legislative-** is relating to the branch of government that is responsible for making laws, typically a parliament or congress. **Norms-** are established standards of behavior or attitudes that are considered typical or normal within a society or social group. **Policies-** are guidelines, principles, or rules set by an organization, institution, or government to achieve specific goals or address particular issues. **Violence-** is a behavior involving physical force intended to hurt, damage, or kill someone or something.	***Creative Response***: After analyzing the images, have students create their own artwork or visual representations that challenge gender stereotypes and promote inclusivity.
C. Developing and Deepening Understanding	**SUB-TOPIC 1: Understanding Gender Bias, Stereotypes, Discrimination, and Violence (With Emphasis on Power Imbalance)** **1. Explicitation**	

GENDER BIAS

Gender bias is when individuals are treated unequally or shown preference based on their gender, often leading to disadvantages for one gender compared to the other.

Overview:

Gender bias entails the perpetuation of stereotypes, prejudice, and discriminatory practices that uphold societal norms and expectations linked to masculinity and femininity. It can appear in different areas like education, employment, healthcare, and social interactions, resulting in disparities in opportunities and outcomes.

Examples:

Gender Pay Gap: This refers to a phenomenon in many societies where women often earn less than men on an hourly or salaried basis for equivalent work

Interview Questions: Gender bias frequently appears in interview questions unrelated to job responsibilities, such as inquiries about marital status or intentions regarding maternity leave.

Gender stereotypes are beliefs about how people of a specific gender should act or be, shaped by societal norms. They usually adhere to binary categories like male/female or feminine/masculine. These stereotypes are simplistic and don't fully reflect reality. Even when evidence contradicts them, they persist. They also overlook the diversity of gender identities, including nonbinary ones.

Basic types of Stereotyping	
Personality traits	assuming that women are naturally nurturing and men are inherently ambitious.
Domestic behaviors	it's often assumed that women should take care of tasks like cooking, cleaning, and childcare, while men are expected to handle responsibilities such as home repairs, bill payments, and car maintenance.

Occupations	Certain occupations, like childcare providers and nurses, are often associated with women, while professions like pilots and engineers are typically linked to men.
Physical appearance	Associates separate characteristics for women and men, such as women should shave their legs or men shouldn't wear dresses

Gender discrimination involves unfair treatment based on gender, primarily affecting girls and women. It results in unequal opportunities and rights. This discrimination permeates every aspect of society, leading to widespread gender inequality, as evidenced by disparities in poverty rates, leadership positions, and unpaid domestic work.

2. Worked Example

Activity 3: "Unveiling the Facts: Gender Bias, Stereotypes, Discrimination, and Violence"

- Present statistics and facts about Gender Bias, Stereotypes, Discrimination, and Violence for male, female and LGBTQIA+

FEMALE	MALE	LGBTQIA+
* Across the world, women are in the lowest-paid work *As of Jan. 2023, women held just over a quarter	*As per the National Coalition Against Domestic Violence, approximately 1 in 9 men encounter physical violence,	*50% of transgender individuals have faced sexual assault in their lifetime. *44% of lesbian women, 26% of gay men, and 37%

The teacher may also divide the class into small groups, assigning each group a specific aspect of gender-related issues (e.g., gender bias in the workplace, stereotypes in media, discrimination in education, violence against LGBTQIA+ individuals).
Instruct each group to research statistics and facts relevant to their assigned topic from reputable sources such as government reports, academic journals, and non-profit organizations.

of parliamentary seats around the world *1 in 3 women, around 736 million, are subjected to physical or sexual violence by an intimate partner or sexual violence from a non-partner * Based on the 2022 National Demographic and Health Survey (NDHS) by the Philippine Statistics Authority, 17.5% of Filipino women aged 15-49 experienced intimate partner violence. * 8,399 reported cases of physical violence, 1,791 cases of rape, and 1,505 cases of acts of lasciviousness in 2021.	sexual violence, or stalking from an intimate partner. * A study by the Lloyd's Register Foundation and Gallup pollster found that 22% of women and 18% of men in the Philippines experienced violence and harassment at work. *47% of women and 60% of men didn't report the incident, fearing repercussions and believing no action would be taken.	of bisexual men have experienced rape, physical violence, and/or stalking by an intimate partner in their lifetime. *LGBTQIA+ youth are over five times more likely to die by suicide than heterosexual peers. *Forty-six percent of homeless LGBTQIA+ youth fled due to family rejection, 43% were kicked out by parents, and 32% faced abuse at home.	Ask students to reflect on their experience with fact-checking and critical thinking during the activity. Encourage students to consider how they can apply these skills in evaluating information in their everyday lives, particularly in relation to gender-related issues.

Process questions:

1. Did you notice any common themes or patterns across the statistics and facts presented by different groups?
2. How did the statistics and facts presented impact your understanding of gender dynamics and their effects on male, female, and LGBTQIA+ individuals?
3. What insights did you gain from comparing and contrasting the statistics and facts across different gender identities?
4. How do you think gender intersects with other factors such as race, ethnicity, socioeconomic status, and disability?

3. Lesson Activity

Activity 4: "Walk in Their Shoes: Role-Playing Gender Dynamics".

	Direction: Divide the class into small groups and assign each group a different scenario to role-play. Assign roles within each group, including individuals experiencing bias or discrimination and those perpetrating it. Examples of role-playing scenarios related to gender bias, stereotypes, discrimination, and violence: *Workplace Discrimination:* Scenario: A female employee is consistently passed over for promotions despite her qualifications, while less experienced male colleagues are promoted ahead of her. Roles: Female employee, male colleagues, HR manager. *Street Harassment:* Scenario: A woman is walking alone on the street when she is catcalled and harassed by a group of men passing by. Roles: Woman being harassed, men catcalling, bystanders witnessing the harassment *LGBTQ+ Discrimination:* Scenario: A transgender individual is denied entry to a public restroom based on their gender identity, facing discrimination and verbal abuse from others. Roles: Transgender individual, individuals denying entry, bystanders witnessing the discrimination. *Educational Discrimination*: Scenario: A female student is discouraged from pursuing a career in science or engineering by her male teacher, who believes those fields are better suited for boys. Roles: Female student, male teacher, classmates, school counselor. *Cultural Stereotypes:* Scenario: A family gathering where traditional gender roles are reinforced, with men expected to take on leadership roles and women confined to domestic duties. Roles: Family members adhering to stereotypes, someone challenging traditional gender roles.	After each role-play, facilitate a discussion with the group and the rest of the class. Ask participants to reflect on their experiences portraying different roles and how it felt to be in those situations. Discuss the impact of gender bias, stereotypes, discrimination, and violence on individuals and communities.

Give groups time to read through the scenario and discuss how they will portray their roles. Encourage students to embody their characters and engage authentically with the scenario.

SUB-TOPIC 2: Gender-related Laws and Policies

1. Explicitation:

Gender-based laws and policies are legal measures aimed at promoting gender equality, protecting the rights of women and marginalized genders, and eliminating gender-based discrimination and violence. Despite progress in the Philippines, gender discrimination and violence persist. These laws provide a framework for addressing these issues and ensuring equitable opportunities and protections for all genders.

Gender-Based Laws in the Philippines

- **Article III, Section 1 of the 1987 Philippine Constitution**, known as the **Equal Protection Clause**, states: "No person shall be deprived of life, liberty, or property without due process of law, nor shall any person be denied the equal protection of the laws." This clause ensures that the government treats all individuals equally under the law, preventing discrimination or favoritism based on any factor.
- **Republic Act No. 6725 strengthens protections against gender discrimination in employment**. It prohibits unfair treatment of women in hiring, promotion, and benefits, and imposes sanctions for violators. The law applies to all employers, aiming to ensure equality for women in the workforce.
- **Republic Act No. 10627, the Anti-Bullying Act of 2013**, aims to protect individuals, especially students, from bullying in schools and workplaces. It mandates schools to implement anti-bullying policies, defines bullying, requires anonymous reporting mechanisms, and imposes penalties for non-compliance.
- The **Magna Carta of Women**, enacted in 2009, ensures equal opportunities for women in education, employment, and political participation, alongside gender-sensitive programs and comprehensive health services. However, inconsistent enforcement has left many of its mandates unmet.

	• The **Anti-Violence Against Women and Their Children Act of 2004** targets gender-based violence, imposing strict penalties on perpetrators and implementing measures to protect victims. However, uneven enforcement has hindered its effectiveness, creating obstacles for victims seeking justice. • **Republic Act No. 11313, the Safe Spaces Act or "Bawal Bastos" Law**, aims to prevent gender-based sexual harassment in public spaces. It identifies harassment forms, mandates warning signs in establishments, and penalizes violators. The law applies to public and private areas, fostering respect and safety for women and LGBTQ+ individuals. • The **Rape Law of 1997** criminalizes rape and sexual assault, including marital rape and cases involving public officials, with harsh penalties for offenders. However, irregular enforcement and implementation impede its effectiveness. Victims often face societal stigma and discrimination, complicating their quest for justice. • The **Gender and Development (GAD) program** aims to promote gender equality and empower women by integrating gender perspectives into government policies and allocating funds for GAD initiatives. However, inconsistent implementation and enforcement, along with slow adoption of gender-sensitive policies by some government bodies, hinder progress towards gender equality. • Other gender-sensitive policies in the Philippines include initiatives like the **Gender-Responsive Economic Actions for the Transformation of Women (GREAT Women) Project**, the **Women's Priority Legislative Agenda**, and the **Gender-Fair Education Policy**. However, the effective implementation and enforcement of these policies have been inconsistent. As a result, their potential to advance gender equality remains unrealized. **2. Worked Example** ***Activity 5: "Equality in Debate: Unveiling the Gender Policy*** Debate Topic: "The Effectiveness of Gender-Related Laws and Policies in Promoting Gender Equality in the Philippines" Direction:	Facilitate a class discussion where students can share their reflections on the debate. Encourage students to consider the strengths and weaknesses of each argument presented. Discuss any new insights gained from the debate and how they relate to the broader issue of

- Divide the class into two groups: Proposition (Pro) and Opposition (Con). Assign each group one of the debate propositions.
- Provide time for both groups to research and prepare arguments supporting their assigned proposition. Encourage students to gather evidence, statistics, and examples to support their points.
- Each group selects a primary speaker to present their arguments in favor of or against the assigned proposition. Each primary speaker is given a specific time limit (e.g., 5 minutes) to present their arguments. After the primary speakers, allow time for rebuttals and cross-examination between groups.

Debate Proposition:
Proposition: The implementation of gender-related laws and policies needs urgent reinforcement to address persistent gender disparities in the Philippines.
Opposition: The existing gender-related legal framework in the Philippines is adequate, and the focus should be on better enforcement rather than introducing new legislation.

3. Lesson Activity
Activity 6: "Legislation Detective: Unraveling the Gender Legal Case!"
Instruction:

- Instruct students to carefully read each scenario and determine which law or policy is most relevant to addressing the situation described. Students should match each scenario with the corresponding gender-related law or policy by writing the name or code of the law next to the scenario.

Scenarios	Gender-related law or Policy
1. A government agency fails to provide adequate support and resources for programs aimed at empowering women in rural communities.	
2. A company refuses to hire a qualified woman for a job because they believe men are better suited for the role.	
3. A person is sexually assaulted by someone they know, but they hesitate to report it because they fear being blamed or not believed.	

gender equality in the Philippines.

Variations:
Instead of assigning debate propositions, allow students to choose their stance on the issue and form mixed groups for debate.
Incorporate multimedia resources such as videos, articles, or case studies to provide additional context for the debate.

Answer key:
1. Gender and Development (GAD) program
2. Article III, Section 1 of the 1987 Philippine Constitution
3. Rape Law of 1997
4. Republic Act No. 6725
5. Republic Act No. 11313 (Safe Spaces Act or "Bawal Bastos" Law)
6. Magna Carta of Women

	4. A female employee is not given the same salary increase as her male co-workers, even though they have the same job position and performance.	7. Republic Act No. 10627 8. Anti-Violence Against Women and Their Children Act of 2004
	5. A transgender person is harassed and mocked while walking down the street because of their gender identity.	
	6. A pregnant woman is denied promotion at work because her employer assumes she will prioritize her family over her job responsibilities	
	7. A student is bullied by classmates, both in-person and online, because of their physical appearance and academic performance.	
	8. A woman is physically abused by her partner, but she is afraid to report it because she fears retaliation and further violence	
D. Making Generalizations	**1. Learners' Takeaways:** **Activity 7: "Legislative Advocacy: Addressing Gender Bias, Stereotypes, Discrimination, and Violence"** Instruction: • Instruct students to individually draft a proposed law addressing gender bias, stereotypes, discrimination, and violence. Encourage students to consider the title of the act, its descriptions, provisions, and penalties in their drafts. • Remind students to be creative yet realistic in their proposals, considering the legal and social implications of their proposed legislation. • After drafting their proposed laws, instruct students to prepare a persuasive speech presenting their proposed legislation to their fellow classmates. Encourage students to structure their speeches to include an attention-grabbing introduction, a clear overview of the proposed law, explanations of key provisions, and a compelling conclusion • Invite students to take turns delivering their persuasive speeches to the class. Encourage classmates to actively listen and take notes on each presentation.	Facilitate a brief question-and-answer session following each speech, allowing classmates to ask clarifying questions or provide feedback. Encourage constructive criticism and thoughtful engagement with each presentation Variation: Allow students to work in pairs or small groups to collaborate on drafting the proposed legislation and delivering the persuasive speech. Incorporate

Peer Evaluation Form

Speaker's Name: _____

Evaluator's Name: _____

Please rate the speaker's performance on the criteria below, using the following scale:

5 – Excellent **4** - Very Good **3** – Good **2** – Fair **1** - Poor

Content:
Clarity of proposed law's title and descriptions: [ ]
Coherence and logical organization of key provisions: [ ]
Appropriateness of penalties: [ ]

Persuasiveness:
Effectiveness of introduction: [ ]
Convincing arguments: [ ]
Use of persuasive language: [ ]

Delivery:
Speech delivery: [ ]
Volume, tone, and pace: [ ]
Eye contact and audience engagement: [ ]

Knowledge and Preparation:
Understanding of the proposed law: [ ]
Evidence of preparation: [ ]

Overall Impact:
Advocacy effectiveness: [ ]
Ability to inspire action or provoke thought: [ ]
Comments (optional):

Overall Rating: _____

Instructions:

Please provide constructive feedback on each criterion.
Total the points and provide an overall rating for the speaker's performance.
Submit your evaluation form to the speaker at the end of their presentation.

2. Reflection on Learning

Activity 8: Breaking Boundaries: Unveiling Gender Dynamics and Legal Solutions

The students will answer the following questions:

1. How do gender biases and stereotypes impact societal attitudes and behaviors?
2. What are the key challenges in addressing gender-based discrimination and violence?
3. How do gender-related laws and policies contribute to promoting gender equality?

peer evaluation forms or rubrics to provide structured feedback on the quality of speeches and proposed laws.

Activity 8 Possible answer:

1. Gender biases and stereotypes shape societal attitudes and behaviors, influencing opportunities and experiences based on narrow gender expectations.
2. Challenges in addressing gender-based discrimination and violence include cultural norms, lack of awareness, inadequate legal protections, social stigma, and systemic inequalities.
3. Gender-related laws and policies promote equality by protecting against discrimination and violence, ensuring rights, and fostering inclusivity and equity.
4. Effective strategies include education, media campaigns, community engagement, challenging harmful norms, and supporting advocacy for policy change.
5. Individuals can advocate through awareness, lobbying, activism, supporting organizations, and amplifying marginalized voices for

	4. What are effective strategies for raising awareness and challenging gender bias and stereotypes? 5. How can individuals and communities advocate for the enforcement and improvement of gender-related laws and policies?	enforcement and improvement of gender laws.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	***Activity 9: Agree or Disagree Exploration*** Provided the list of statements related to gender bias, stereotypes, discrimination, violence, and gender related laws and policies, the students will need to indicate whether they agree or disagree with each statement. _____1. Discrimination based on gender identity or sexual orientation is a violation of human rights. _____2. Gender bias is not a significant issue and does not have a pervasive impact on individuals in society. _____3. Stereotypes about gender roles do not limit opportunities for individuals, and they do not influence societal attitudes and behaviors. _____4. Gender-based violence is often provoked by the actions or behaviors of the victim and is not solely the result of gender inequalities. _____5. Promoting diversity and inclusion is key in combating gender-based discrimination and violence _____6. The Anti-Violence Against Women and Their Children Act of 2004 is ineffective in addressing gender-based violence and does not adequately protect victims. _____7. Republic Act No. 6725 plays a crucial role in promoting gender equality by prohibiting discrimination against women in employment and imposing sanctions for violators. _____8. Republic Act No. 10627, the Anti-Bullying Act of 2013, is necessary to protect individuals, especially students, from bullying and harassment in schools and workplaces. _____9. Republic Act No. 11313, the Safe Spaces Act or "Bawal Bastos" Law, is unnecessary and imposes unnecessary regulations on public spaces.	Answer Keys: 1. Agree 2. Disagree 3. Disagree 4. Disagree 5. Agree 6. Disagree 7. Agree 8. Agree 9. Disagree 10. Agree

	_____10. The Magna Carta of Women, despite its challenges in enforcement, provides important provisions for ensuring equal opportunities for women in education, employment, and political participation.			
B. Teacher's Remarks	*Note observations on any of the following areas:*	**Effective Practices**	**Problems Encountered**	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. Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	*Reflection guide or prompt can be on:* ▪ *principles behind the teaching* *What principles and beliefs informed my lesson?* *Why did I teach the lesson the way I did?* ▪ *students* *What roles did my students play in my lesson?* *What did my students learn? How did they learn?* ▪ *ways forward* *What could I have done differently?* *What can I explore in the next lesson?*			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.