

8

# Lesson Exemplar for PE and Health

Quarter 1

Lessons

**3-4**

## **Lesson Exemplar for PE and Health Grade 8**

**Quarter 1: Lesson 3 (for Week 3)**

**Quarter 1: Lesson 4 (for Week 4)**

**SY 2025-2026**

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**PHYSICAL EDUCATION and HEALTH/QUARTER1/GRADE 8**

<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>	
<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>	<p><b>Learning Competency:</b></p> <ol style="list-style-type: none"> <li><i>Discuss sexually transmitted infections and their preventive measures.</i></li> </ol> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li><b>Sexually Transmitted Infections (STIs):</b> <ul style="list-style-type: none"> <li><i>Understand what STIs are, including their definition, common types, and how they are transmitted.</i></li> <li><i>Discuss the causes of STIs, including bacteria, viruses, parasites, and other pathogens.</i></li> <li><i>Identify the symptoms and health consequences associated with various STIs.</i></li> <li><i>Explore the epidemiology of STIs, including prevalence rates and risk factors.</i></li> </ul> </li> <li><b>Preventive Measures:</b> <ul style="list-style-type: none"> <li><i>Understand the various methods and strategies for preventing STIs.</i></li> <li><i>Discuss the importance of comprehensive sex education in STI prevention.</i></li> <li><i>Identify and explain the role of barrier methods, such as condoms, in preventing STIs.</i></li> <li><i>Explore the concept of mutual monogamy and its role in STI prevention.</i></li> <li><i>Discuss the importance of regular STI testing and early treatment.</i></li> <li><i>Address societal factors, such as stigma and discrimination, that can affect STI prevention efforts.</i></li> </ul> </li> </ol>
<b>D. Content</b>	<p><b>Nature of Sexually Transmitted Infections</b></p> <ul style="list-style-type: none"> <li>Examples: HIV and AIDS, Gonorrhea, Chlamydia, Syphilis, Genital Warts, Genital Herpes, and HPV Infections</li> </ul> <p><b>Ways and Measures to Prevent STIs</b></p> <ul style="list-style-type: none"> <li>Examples: Abstinence, Use of Contraceptives, Mutual Monogamy, Non-Use of Psychoactive Substances; and Proper Education</li> </ul>
<b>E. Integration</b>	<b>Sustainable Development Goals (SDGs):</b>

- SDG 3: Achieve universal health coverage, including access to sexual and reproductive health services.
- SDG 10 (Reduced Inequalities): Ensure equal access to STI prevention and treatment for all.

**Ethics and Values Education:** Discuss responsible sexual behavior, consent, and mutual respect.

Reiss, M. J. (2022). Consent, mutuality and respect for persons as standards for ethical sex and for sex education. *Journal of Philosophy of Education*, 56(5), 685–694 [https://www.nsvrc.org/sites/default/files/saam\\_2015\\_what-is-healthy-sexuality-and-consent.pdf](https://www.nsvrc.org/sites/default/files/saam_2015_what-is-healthy-sexuality-and-consent.pdf)

This article examines the importance of consent, mutuality, and respect in sexual relationships, particularly within the context of school sex education. It discusses the challenges of teaching these standards and argues for a nuanced approach that considers both consent and respect.

## II. LEARNING RESOURCES

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III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
1. Activating Prior Knowledge	<p><b>Lesson 3, Week 3, Session 1</b></p> <p><b>1. Short Review</b></p> <p><b>Gender Insights Exchange</b></p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Prompt cards with gender-related questions or statements, Timer</li> </ul> <p><b>Steps:</b></p> <p><b>1. Prompt Card Sharing (1 minute):</b></p> <ul style="list-style-type: none"> <li>• Distribute prompt cards with questions or statements about gender-based issues to each participant.</li> <li>• Examples: "Share a time you witnessed gender bias" or "Discuss ways to promote gender equality."</li> </ul> <p><b>2. Pair Discussion (2 minutes):</b></p>	<p><b>For Short Review:</b></p> <p><b>Duration:</b> 5 minutes</p> <p>This activity fosters quick but meaningful dialogue and encourages concrete action towards gender equality.</p>

	<ul style="list-style-type: none"> <li>• Participants pair up and take turns sharing responses to the prompts on their cards.</li> <li>• Encourage active listening and respectful conversation.</li> </ul> <p><b>3. Group Reflection (1 minute):</b></p> <ul style="list-style-type: none"> <li>• Invite pairs to briefly share any insights or common themes from their discussions with the larger group.</li> <li>• Facilitate a brief reflection on the importance of addressing gender-based issues.</li> </ul> <p><b>4. Action Planning (1 minute):</b></p> <ul style="list-style-type: none"> <li>• Participants brainstorm one simple action they can take to promote gender equality.</li> <li>• Encourage commitment to their chosen action and discuss any needed support.</li> </ul>	
<b>A. Establishing Lesson Purpose</b>	<p><b>1. Lesson Purpose</b>  <b>Teen STD/STI Awareness</b>  Students will watch a short video clip “STDs &amp; STIs   Teen Health   Centerstone”.  Link: <a href="https://www.youtube.com/watch?v=84JtWtkEmjQ">https://www.youtube.com/watch?v=84JtWtkEmjQ</a></p> <p><b>Processing Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why are young people aged 15 to 24 more prone to STDs/STIs, according to the video?  <u>Answer: Young people aged 15 to 24 are more prone to STDs/STIs due to increased sexual activity and a lack of awareness about safer sex practices.</u></li> <li>2. What does the statistic about protection use during sex indicate about teen behavior?  <u>Answer: The statistic about protection use during sex indicates that a significant portion of teens engage in unprotected sexual activity, highlighting potential risks and the need for better education on safe sex practices.</u></li> <li>3. What is the primary recommendation for protecting against STDs/STIs, as emphasized in the video?  <u>Answer: The primary recommendation for protecting against STDs/STIs, as emphasized in the video, is to practice abstinence or delay sexual activity, along with using protection consistently.</u></li> </ol>	<p><b>For Lesson Purpose:</b>  This activity aims to prompt critical thinking and discussion among students regarding the importance of sexual health education and preventative measures against STDs/STIs. It's an opportunity for students to reflect on their own behaviors and understand the significance of making informed decisions regarding sexual activity.</p>

	<p><b>2. Unlocking Content Vocabulary</b> Have students complete Activity No. 1: Worksheet on STD/STI Abbreviations. Lead a class discussion to review their responses.</p> <p><b>Activity 1 Answer Key:</b></p> <ol style="list-style-type: none"> <li>1. Sexually Transmitted Disease</li> <li>2. Sexually Transmitted Infection</li> <li>3. Human Immunodeficiency Virus</li> <li>4. Human Papillomavirus</li> <li>5. Acquired Immunodeficiency Syndrome</li> </ol>	<p><b>Note:</b> Teachers may permit students to utilize their textbooks or the internet to assist them in answering the activity.</p>
<p><b>B. Developing and Deepening Understanding</b></p>	<p><b>SUB-TOPIC 1: Nature of Sexually Transmitted Infections</b></p> <p><b>1. Explicitation</b> Ensure that students finish <b>Learning Activity Sheet No. 2: Understanding STI Prevention Beyond Condoms</b>. Guide a class discussion to assess their responses.</p> <p>Please ensure that students have access to the necessary materials, including the video link and activity sheet with processing questions. Encourage active participation and critical thinking during the discussion to promote a thorough exploration of STI prevention methods.</p> <p><b>Lesson 3, Week 3, Session 2</b></p> <p><b>2. Worked Example</b></p> <p><b>What is STI?</b></p> <ul style="list-style-type: none"> <li>○ <b>STIs</b> (formerly known as sexually transmitted diseases or STDs) are infections that are primarily transmitted through sexual contact. This includes oral, vaginal, and anal sex.</li> <li>○ They can be caused by bacteria, viruses, or parasites and can affect both men and women.</li> </ul>	<p><b>For Explicitation:</b> This activity aims to delve deeper into strategies for preventing sexually transmitted infections (STIs) beyond the conventional use of condoms.</p> <p>During this activity, students will watch a video titled "STI Prevention Beyond Condoms" by AMAZE Org, followed by a class discussion to review their understanding of the topic. It's essential to facilitate an open and respectful environment where students feel comfortable discussing sensitive issues related to sexual health.</p> <p><b>Note:</b> you can cut or stop the video clip on the prevention part because it will be discussed on sub-topic 2</p>

	<p><b>Modes of Transmission:</b></p> <ul style="list-style-type: none"> <li>○ <b>Sexual Contact:</b> Most STIs are transmitted through sexual intercourse (vaginal, anal, or oral).</li> <li>○ <b>Mother-to-Child:</b> Some STIs can be transmitted from an infected mother to her child during pregnancy, childbirth, or breastfeeding.</li> <li>○ <b>Blood:</b> Hepatitis B and C can be transmitted through blood contact (e.g., sharing needles).</li> <li>○ <b>Skin-to-Skin Contact:</b> HPV and herpes can be transmitted through skin-to-skin contact in the genital area.</li> </ul> <p><b>Common Types of STIs:</b> Here are some common STIs and their causative agents, symptoms, modes of transmission, complications, and prevention.</p> <p><b>1. HIV and AIDS:</b></p> <ul style="list-style-type: none"> <li>○ <b>HIV (Human Immunodeficiency Virus)</b> is an infection that attacks the immune system. It weakens the body's ability to fight off infections and diseases.</li> <li>○ <b>AIDS (Acquired Immunodeficiency Syndrome)</b> is the most advanced stage of HIV infection. It occurs when the immune system is severely damaged.</li> <li>○ Transmission: Through sexual contact, blood, or from mother to child during childbirth or breastfeeding.</li> </ul> <p><b>2. Gonorrhea:</b></p> <ul style="list-style-type: none"> <li>○ Caused by the bacterium <i>Neisseria gonorrhoeae</i>.</li> <li>○ Symptoms: Painful urination, discharge, and swelling in the genital area.</li> <li>○ Transmission: Unprotected sexual contact.</li> <li>○ Complications: Pelvic inflammatory disease (PID), infertility, and newborn infection during delivery.</li> </ul> <p><b>3. Chlamydia:</b></p> <ul style="list-style-type: none"> <li>○ Caused by the bacterium <i>Chlamydia trachomatis</i>.</li> <li>○ Often asymptomatic but can cause genital discharge, pain, and discomfort.</li> <li>○ Transmission: Unprotected sexual contact.</li> <li>○ Complications: Infertility, ectopic pregnancy, and pelvic inflammation.</li> </ul> <p><b>4. Syphilis:</b></p> <ul style="list-style-type: none"> <li>○ Caused by the bacterium <i>Treponema pallidum</i>.</li> </ul>	<p><b>For Worked Example:</b> It will focus on key aspects of sexually transmitted infections (STIs) and their impact on sexual and reproductive health.</p> <p>Here's a breakdown of the topics we'll cover:</p> <ol style="list-style-type: none"> <li>1. Understanding STIs, Modes of Transmission</li> <li>2. Causes, Impact and Health Consequences</li> <li>3. Epidemiology of STIs.</li> </ol> <p>The discussion aims to enhance awareness and understanding of STIs, promote informed decision-making regarding sexual health.</p> <p>Your guidance and facilitation will be invaluable in fostering a supportive and educational environment for the students.</p> <p>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. The teacher can also provide graphics, images,</p>
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	<ul style="list-style-type: none"> <li>○ Stages: Primary (painless sores), secondary (rash, fever), latent (no symptoms), and tertiary (organ damage).</li> <li>○ Transmission: Sexual contact, blood transfusion, or mother-to-child during childbirth.</li> <li>○ Complications: Neurological problems, heart damage, and death.</li> </ul> <p>5. <b>Genital Warts</b> (caused by certain strains of HPV):</p> <ul style="list-style-type: none"> <li>○ Symptoms: Warts on the genital or anal area.</li> <li>○ Transmission: Skin-to-skin contact.</li> </ul> <p>6. <b>Genital Herpes</b> (caused by herpes simplex virus):</p> <ul style="list-style-type: none"> <li>○ Symptoms: Painful sores or blisters in the genital area.</li> <li>○ Transmission: Sexual contact.</li> </ul> <p>7. <b>HPV Infections</b> (Human Papillomavirus):</p> <ul style="list-style-type: none"> <li>○ Associated with cervical cancer, genital warts, and other cancers.</li> <li>○ Vaccination and regular screenings are essential.</li> </ul> <p><b>Epidemiology of STIs:</b></p> <ul style="list-style-type: none"> <li>○ Globally, more than 1 million STIs are acquired daily.</li> <li>○ In 2020, there were approximately: <ul style="list-style-type: none"> <li>▪ 129 million new cases of <b>chlamydia</b>.</li> <li>▪ 82 million new cases of <b>gonorrhea</b>.</li> <li>▪ 7.1 million new cases of <b>syphilis</b>.</li> <li>▪ 156 million new cases of <b>trichomoniasis</b>.</li> </ul> </li> <li>○ Over 490 million people were living with <b>genital herpes</b> in 2016.</li> <li>○ An estimated 300 million women had an <b>HPV infection</b>.</li> <li>○ Chronic <b>hepatitis B</b> affected around 296 million individuals globally.</li> <li>○ STIs pose significant challenges to sexual and reproductive health worldwide.</li> </ul> <p>3. <b>Lesson Activity</b></p> <p><b>Activity No. 3: Understanding Sexually Transmitted Infections (STIs) - Complete the Table</b></p> <p>You may refer to or use the <b>Activity sheet no. 3</b>. Provide learners with a copy of this worksheet or allow them to copy and answer the questions directly.</p>	<p>and illustrations for better understanding of the lesson.</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> <p>For <b>Activity No. 3: Understanding Sexually Transmitted Infections (STIs) - Complete the Table</b>, consider the following steps:</p> <p><b>Resource Adaptation:</b> Depending on the availability of resources, choose the most suitable approach for your classroom.</p>
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	<p><b>Lesson 4, Week 4, Session 1</b></p> <p><b>SUB-TOPIC 2: Ways and Measures to Prevent STIs</b></p> <p><b>1. Explicitation</b></p> <p><b>Guide Questions:</b></p> <ul style="list-style-type: none"> <li>• What are some ways you can protect yourself from getting sexually transmitted infections (STIs)?</li> <li>• Why is it important to use protection, like condoms, during sexual activity to prevent STIs?</li> <li>• How often do you think it's important to get tested for STIs, and why?</li> </ul> <p><b>2. Worked Example</b></p> <p><b>Understanding Methods and Strategies for Preventing STIs:</b></p> <ul style="list-style-type: none"> <li>○ <b>Abstinence:</b> Complete avoidance of sexual contact is the only certain way to prevent STIs.</li> <li>○ <b>Vaccination:</b> Vaccines are available for some STIs, such as HPV and hepatitis B.</li> <li>○ <b>Condom Use:</b> Correct and consistent use of condoms greatly reduces the risk of many STIs.</li> <li>○ <b>Communication:</b> Open discussions with partners about STI testing and sexual history.</li> <li>○ <b>Education:</b> Being informed about STIs and how they are transmitted.</li> </ul> <p><b>Importance of Comprehensive Sex Education:</b></p> <ul style="list-style-type: none"> <li>○ It provides accurate information about STIs, prevention, and sexual health.</li> <li>○ It empowers individuals to make informed decisions about their sexual behavior.</li> <li>○ It can dispel myths and misconceptions that contribute to the spread of STIs.</li> </ul> <p><b>Role of Barrier Methods:</b></p> <ul style="list-style-type: none"> <li>○ <b>Condoms:</b> They are highly effective in preventing the transmission of STIs that are spread through bodily fluids.</li> <li>○ <b>Dental Dams:</b> These barriers reduce the risk of transmission during oral sex.</li> </ul>	<p><b>For Explicitation:</b></p> <p>This activity will initiate a discussion about Ways and Measures to Prevent STIs. These questions aim to engage students in thoughtful reflection and dialogue about STI prevention, fostering a deeper understanding of the topic while encouraging open communication and awareness of sexual health practices.</p> <p>Additionally, teachers may consider designing other engaging activities to further enhance students' comprehension of Ways and Measures to Prevent STIs.</p> <p><b>For Worked Example:</b></p> <p>This worked example is a discussion on Ways and Measures to Prevent STIs. 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. The teacher can also provide graphics, images, and illustrations for better understanding of the lesson.</p>
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	<p><b>Mutual Monogamy:</b></p> <ul style="list-style-type: none"> <li>○ This involves two partners agreeing to be sexually active only with each other.</li> <li>○ It reduces the risk of STIs, provided both partners are uninfected.</li> </ul> <p><b>Regular STI Testing and Early Treatment:</b></p> <ul style="list-style-type: none"> <li>○ Regular testing can detect STIs early, often before symptoms occur.</li> <li>○ Early treatment can cure many STIs and prevent transmission to others.</li> </ul> <p><b>Societal Factors:</b></p> <ul style="list-style-type: none"> <li>○ <b>Stigma and Discrimination:</b> These can discourage individuals from seeking information, testing, and treatment.</li> <li>○ <b>Access to Healthcare:</b> Ensuring that everyone has access to STI testing and treatment is crucial.</li> <li>○ <b>Public Policy:</b> Laws and policies can support or hinder STI prevention efforts.</li> </ul> <p><b>Lesson 4, Week 4, Session 2</b></p> <p><b>3. Lesson Activity</b></p> <p><b>Activity 4: STI Prevention Strategies Matching Activity</b></p> <p>You may refer to or use the <b>Activity sheet no. 4.</b></p> <p>Assess students' understanding of STI prevention strategies by evaluating their ability to correctly match each strategy with its description or example. Provide feedback and clarification where necessary.</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> <p><b>Activity No. 4 Answer Key:</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. F</li> <li>4. D</li> <li>5. E</li> <li>6. C</li> <li>7. G</li> <li>8. H</li> <li>9. I</li> </ol>
<b>C. Making Generalizations</b>	<p><b>1. Learners' Takeaways</b></p> <p>In the second column, draw emojis to show how sure you are about each statement:</p> <p>♥ (super confident) 😊 (pretty sure) 👍 (kind of sure) 😬 (not sure)</p>	<p><b>For Learners' Takeaways:</b></p> <p>This guide will assist learners in expressing their conceptual understanding of the lesson.</p>

	<b>Learning Goals</b>	<b>Confidence</b>	<p>Consider using prompts or questions to encourage them to reflect in writing or discuss what they've learned.</p> <p><b>For Reflection on Learning:</b> 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>
	1. I understand what STIs are, including their definition, common types, and how they are transmitted.		
	2. I can discuss the causes of STIs, including bacteria, viruses, parasites, and other pathogens.		
	3. I can Identify the symptoms and health consequences associated with various STIs.		
	4. I understand the various methods and strategies for preventing STIs.		
<p><b>2. Reflection on Learning</b> <b>“Let’s Talk About it!”</b> <b>RECALL</b> - What have you remembered on the lesson that have been discussed? <b>REACT</b> - Give your reaction and/or insight about the lesson. <b>UNDERSTAND</b> - What have you understand on our lesson as a whole?</p>			

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION			NOTES TO TEACHERS																
A. Evaluating Learning	1. Formative Assessment Identification Test on STIs and Prevention Strategies		Formative Assessment: Encourage students to carefully read each question and select the most appropriate answer from the choices provided. Remind them to review their answers before submitting the test.  Answers: 1. Condom Use 2. Gonorrhea 3. HPV 4. Abstinence 5. Vaccination																
	Intruccion: Identify what is being described in each number and choose your answer from the choices provided in the box below.																		
	<table><tr><td>STI (Sexually Transmitted Infection)</td><td>Condom Use</td><td>Mutual Monogamy</td></tr><tr><td>Regular STI Testing</td><td>Gonorrhea</td><td>Education</td></tr><tr><td>Role of Barrier Methods</td><td>HPV</td><td>Communication</td></tr><tr><td>Societal Factors</td><td>Syphilis</td><td>HIV</td></tr><tr><td>Dental Dams</td><td>Chlamydia</td><td>Abstinence</td></tr><tr><td>Vaccination</td><td>Hepatitis B</td><td>Herpes</td></tr></table>			STI (Sexually Transmitted Infection)	Condom Use	Mutual Monogamy	Regular STI Testing	Gonorrhea	Education	Role of Barrier Methods	HPV	Communication	Societal Factors	Syphilis	HIV	Dental Dams	Chlamydia	Abstinence	Vaccination
STI (Sexually Transmitted Infection)	Condom Use	Mutual Monogamy																	
Regular STI Testing	Gonorrhea	Education																	
Role of Barrier Methods	HPV	Communication																	
Societal Factors	Syphilis	HIV																	
Dental Dams	Chlamydia	Abstinence																	
Vaccination	Hepatitis B	Herpes																	
	1. What are infections primarily transmitted through sexual contact?																		

	2. Which bacterium causes painful urination, discharge, and swelling in the genital area? 3. What virus is associated with cervical cancer, genital warts, and other cancers? 4. What strategy involves complete avoidance of sexual contact? 5. Which method is available for some STIs like HPV and hepatitis B? 6. What involves the detection of STIs early, often before symptoms occur? 7. What term describes an agreement between partners to be sexually active only with each other? 8. What are factors that can either support or hinder STI prevention efforts? 9. What is a highly effective barrier method reducing the risk of STI transmission? 10. What method, when used correctly and consistently, greatly reduces the risk of many STIs?			6. Regular STI Testing 7. Mutual Monogamy 8. Societal Factors 9. Dental Dams 10. Condom Use
<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.  Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"> <li><u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</li> <li><u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn?</li> <li><u>ways forward</u> What could I have done differently? What can I explore in the next lesson?</li> </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.