

8

Lesson Exemplar for PE and Health

Quarter 2

Lesson

1-2

Lesson Exemplar for Science Grade 8
Quarter 4: Lessons 1-2 Weeks 1 and 2
SY 2025-2026

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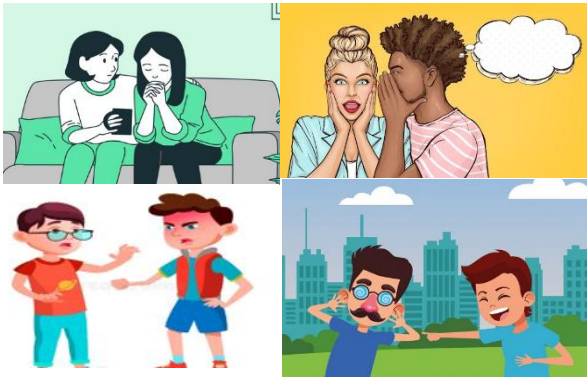
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MAPEH/QUARTER 2/ GRADE LEVEL 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of healthy relationships and net/wall games in promoting family wellness for active and healthy living.
B. Performance Standards	The learners participate in net/wall games in promoting family wellness for active and healthy living.
C. Learning Competencies and Objectives	Learning Competency <ol style="list-style-type: none">1. The learners discuss the characteristics of friendships, long-term commitments, marriage, and parenting.2. Evaluate the various ways to show affection in relationships.
D. Content	Characteristics of Friendships, Long-Term Commitments, Marriage, and Parenting <ul style="list-style-type: none">• Based on Love, Trust, and Respect Appropriate Ways to Show Affection <ul style="list-style-type: none">• Respecting Personal Boundaries and Asking for Consent Before Showing Affection
E. Integration	Social Studies: Cultural variations in marriage customs and family structures across different societies. Ethics and Values Education: Ethical principles related to treating others with kindness and respecting boundaries.

II. LEARNING RESOURCES
Encyclopaedia Britannica. (n.d.). <i>Marriage</i> . Retrieved from https://www.britannica.com/topic/marriage HealthyPlace. (n.d.). <i>What is parenting? What does it mean to be a parent?</i> Retrieved April 3, 2025, from https://www.healthyplace.com/parenting/parenting-skills-strategies/what-is-parenting-what-does-it-mean-to-be-a-parent PsychCentral. (n.d.). <i>What are personal boundaries and how do I get some?</i> Retrieved April 3, 2025, from https://psychcentral.com/relationships/what-are-personal-boundaries-how-do-i-get-some#what-they-are Schwartz, C. (n.d.). <i>The 10 key characteristics of a satisfying long-term relationship</i> . Medium. Retrieved from https://medium.com/@charlieschwartz/the-10-key-characteristics-of-a-satisfying-long-term-relationship-2ca15cc4b0b3 Study.com. (n.d.). <i>Friendship: Overview, development & facts</i> . Retrieved from https://study.com/academy/lesson/friendship-overview-development-facts.html

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	WEEK 1 Day 1 1. Short Review Identification. Identify what is being asked in each item. _____ 1. Socially constructed characteristics of a man and a woman. _____ 2. It is how a person publicly expresses his/ her gender. _____ 3. Categorization if male/ female based on birth. _____ 4. Emotional or sexual attraction that a person feels towards another. _____ 5. It is the person's sense of being a man and a woman.	KEY to Short Review 1. Gender 2. Gender Expression 3. Sex 4. Sexual Orientation 5. Gender Identity
B. Establishing Lesson Purpose	1. Lesson Purpose Ask the students to explain the quote, <i>"Happily ever after is not a fairytale. It is a choice."</i> 2. Unlocking Content Vocabulary Define the following terms to the students: 1. Boundaries 2. Commitment	After the students share their interpretation, ask them. <i>"How can we choose the right person for us?"</i> and <i>"How can we be the right person for someone?"</i>
C. Developing and Deepening Understanding	SUB-TOPIC 1: CHARACTERISTICS OF FRIENDSHIP AND LONG-TERM COMMITMENT 1. Explicitation Picture Analysis. Ask the students to describe the pictures below.  <p>Image sources: https://www.freepik.com/free-vector/pop-art-black-man-whispering-gossips-secrets-surprised-girl_30132564.htm https://www.freepik.com/free-vector/support-concept-illustration_209068655.htm https://media.istockphoto.com/id/1049790654/vector/angry-boy-screaming-at-friend-vector-isolated-illustration.jpg https://www.freepik.com/free-vector/young-kids-avatar-cartoon-character_4714711.htm </p>	For number 1, let the students share what they observe in the picture until they come up with the concept of "FRIENDS". You may leave the number 4 hanging.

	<p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What emotions do we usually share with your friends? 2. How do you build friendships? Why is building friendship important? 3. Do you think you are a good friend? Why? Why not? <p>2. Worked Example</p> <p>Discussion points:</p> <p>A. Friendship</p> <ul style="list-style-type: none"> • <i>“Friendship is a special relationship between two or more people who care about each other and enjoy spending time together. It is a bond built on trust, mutual respect, and support.”</i> • Friendship is a choice. You choose people because you have similar interests, values and/ or hobbies. It is quite difficult to be friends with people you don’t have similarities with because you cannot enjoy things and be happy together, thus relationships will not be established. <p>B. Long Term Commitment</p> <p>Long-term commitment is something that is happening for a long period o time and will continue to happen in the future. Most of the time, long-term commitment is a romantic engagement between two people who choose each other every day.</p> <p>C. Characteristics of Friendship and Long-Term Commitment</p> <ul style="list-style-type: none"> • Love. You care for one another. You are present in their happiest and most difficult times. You share their emotions and continue being with them even when things get tough. Hard moments only make your relationship stronger. • Trust and Respect. Most of the time, we share our secrets with them. and we believe that they will never leave us on difficult moments, and we do it as well to them. You consider trust and respect as two of the most important foundations of friendship. We do not betray them and turn our backs on them when they become hard to understand. We do not share their secrets just to show to other people that they are imperfect because we respect them. Even when you have already established your relationship, there should always still be a boundary where respect is present. 	
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	<p>Guided Activity</p> <p>Instructions to the students: Identify if the following scenario is displaying characteristics of friendship and long-term commitment. Draw a 😊 if it yes. If not, draw a 😞 and write a short explanation of your answer.</p> <p>_____ 1. Even when feel pressured, Michael did not share his best friend Sam's secret to their other classmates.</p> <p>_____ 2. Shaina opened the bag of her friend Mica to borrow her make-up. She did not asked permission since Mica is not around.</p> <p>_____ 3. Janina did not leave her friend when she was sad due to the death of her mother.</p> <p>_____ 4. Diana always borrows money from her friend Laira. It has been years, and she hasn't paid any of it since.</p> <p>_____ 5. Even though they have many friends already, Felize and Grace maintained their friendship since childhood until they had their own respective families.</p> <p>3. Lesson Activity</p> <p><i>Activity 1: Circle of Friends Activity</i></p> <p><i>Objectives: At the end of the activity, the student should be able identify what they want in a friend and assess themselves if they are a good friend or not. Use the learning activity sheet (see page 1).</i></p> <p>WEEK 1 Day 2</p> <p>SUB-TOPIC 2: CHACTERISTICS OF MARRIAGE AND PARENTING</p> <p>1. Explicitation</p> <p><i>Instruction: Let the students watch the video:</i></p> <p>https://www.youtube.com/watch?v=yMeAm7fTS7Y</p> <p>Guide Questions</p>	<p>KEY to Guided Activity</p> <p>1. 😊</p> <p>2. 😞 Though they are already friends, she should still ask permission as a sign of respect.</p> <p>3. 😊</p> <p>4. 😞 Since she was trusted with her friend's money. Diana should pay what she borrowed.</p> <p>5. 😊</p>
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1. What did you feel after watching the video?
2. What foundations of a relationship were shown in the video?
3. Why do people marry?
4. Why is it important to choose the right person you are going to marry and establish a family with?

2. Worked Example

A. Discussion points:

1. Definition of Marriage

- “Marriage, a legally and socially sanctioned union, usually between a man and a woman, that is regulated by laws, rules, customs, beliefs, and attitudes that prescribe the rights and duties of the partners and accords status to their offspring.”
- It is the union of two people who are financially, physically and emotionally ready to start a family of their own.

2. Characteristics of Marriage

- It is bond between two people in love. In the eyes of the law and religious aspect, you are one. The love you have for each other should not be broken by other people and should remain strong even in difficult and most challenging times.
- Married people share rights and responsibilities. Thus, it is important that they have utmost trust with each other.
- Marriage usually results in having your own family and supporting each other.

3. Definition of Parenting

- Parenting is defined as having your own children, usually biologically. These children are your responsibility, and they should be provided with food, shelter and education.

4. Characteristics of Parenting

- Parenting is not only providing the needs of your child but also giving them love and establishing love and respect.
- Children undergoes different phases of their lives. It is your responsibility to understand each phase and support them in what they are going through.

	<ul style="list-style-type: none"> • Love is natural between parents and children. It can be shown in various ways and not only through words. • Children should be taught how to trust and respect their parents from young age. When parents show that they can be trusted, they will be their children first confidant. They can guide them as they make decisions on their own. <p>3. Lesson Activity <i>Activity 2: That's My Family</i> <i>Objectives:</i> At the end of the activity, the student should be able identify the characteristics of a good marriage and parenting <i>Use the learning activity sheet (see page 2).</i></p> <p>WEEK 2 Day 1 SUB-TOPIC 3: APPROPRIATE WAYS TO SHOW AFFECTION: Respecting Personal Boundaries</p> <p>1. Explicitation A. Show the students this picture (that may be accessed via link below) of Love Language: https://survivingmomblog.com/blog/understanding-the-love-languages-of-yourself-and-your-partner/</p> <p>B. Ask the students the following questions: 1. Based on the picture above, what is your love language? 2. Why is your love language important to you? 3. Why is it important to identify the love language of your partner in the future?</p> <p>2. Worked Example Discussion points: A. Definition of Personal Boundaries <ul style="list-style-type: none"> • Personal boundaries are defined as the limit we put to ourselves and to other people. We determine personal boundaries depending on the comfort around other people. B. Determining your own personal boundaries</p>	<p>Process the answers of the students. Emphasize “physical touch” as a springboard to your lesson.</p>
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	<ul style="list-style-type: none"> • It is important to determine your own personal boundaries and let other people, especially those who are close to you, be aware of it. <p>Some aspects of physical boundaries category include:</p> <ul style="list-style-type: none"> - <i>emotional</i> (protecting our own emotional well-being) - <i>physical</i> (protecting our physical space) - <i>sexual</i> (protecting our needs and safety sexually) - <i>workplace</i> (protecting our ability to do our work without interference or drama) - <i>material</i> (protecting our personal belongings) - <i>time</i> (protecting the use, and misuse, of our time) <p>C. Why is it important to respect someone's personal boundaries?</p> <ul style="list-style-type: none"> • Knowing and respecting other people's boundaries helps you establish a positive relationship with other people. • It is an indication that you respect their emotional well-being. <p>Guided Activity</p> <ol style="list-style-type: none"> 1. Let the students write on a piece of paper the personal boundaries they established for themselves. 2. Through a class discussion, emphasize the importance of establishing, following and respecting other people's boundaries. <p>3. Lesson Activity</p> <p>Activity 3: BOUNDARY EXPLORATION</p> <p>Objectives: At the end of the lesson, the learners should be able to identify if you have a healthy boundary with the people around you.</p> <p><i>Use the learning activity sheet (see page 3).</i></p> <p>WEEK 2 Day 2</p> <p>SUB-TOPIC 4: APPROPRIATE WAYS TO SHOW AFFECTION: Asking for Consent Before Showing Affection</p> <p>1. Explicitation</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Present the word CONSENT in the class (<i>through presentation or writing on the board.</i>) 2. Ask them what comes to their mind when they hear the word CONSENT. 3. Let the students write their answers on the board. 	
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	<p>2. Worked Example Guided Activity Instructions:</p> <ol style="list-style-type: none"> 1. Let the students form a circle. Introduce 2 objects. 2. Explain that the children are to pass the objects around the circle, but they must ask if the next person wants the object. 3. If they have the ball they turn to their neighbor and say: <i>Would you like the ball?</i> The neighbor can say, <i>“Yes, I would like the ball, thank you”</i>. If they say this, they take the ball and turn to the next neighbor and repeat. 4. Your neighbor can also say, <i>“No, I don’t want the ball.”</i> Then the person with the ball has to turn in the other direction and ask that person. 5. Get both objects going around the circle at the same time. Role plays the question/response and check understanding. Keep going for as long as it’s fun – there might be chaos when the items meet. Stop and start as necessary. <p>Discussion Points</p> <ul style="list-style-type: none"> • Definition of Consent • Importance of asking consent before showing affection <p>3. Lesson Activity Activity 4: CONSENT Objectives: At the end of the lesson, the learners should be able to:</p> <ol style="list-style-type: none"> 1. Identify situations where consent is important; 2. Compose responses with relation to giving consent. <p><i>Use the learning activity sheet (see page 4).</i></p>	<p>Teachers must process the understating of the learners as well as to correct any misconceptions they have in understanding the word.</p>
<p>D. Making Generalizations</p>	<p>1. Learners’ Takeaways Ask for volunteers to share what concept/s in the lesson they want share with their a) friends, b) families and c) people in the community.</p> <p>2. Reflection on Learning The students will write on a piece of paper their answers to the question: <i>How does establishing your personal boundary reflect on how you respect yourself?</i></p>	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION				NOTES TO TEACHERS	
A. Evaluating Learning	1. Formative Assessment Matching Type. Match Column A with Column B by writing the letter of the correct answer in the space provided before the number. ___ 1. category of personal boundaries in protecting your emotional well-being ___ 2. union between two people in legal and religious aspect ___ 3. relationship with other people without any romantic feelings ___ 4. category of personal boundaries on protecting your personal belongings ___ 5. Relationship with another person in a long period of time ___ 6. Establishing one’s own family by raising children ___ 7. Foundation of relationship with another people/ person ___ 8. Allowing other people through verbal agreement ___ 9. category of personal boundaries in protecting your personal space ___ 10. Limit we put on ourselves to establish comfort within ourselves			a. parenting b. friendship c. personal boundaries d. emotional e. physical f. consent g. long-term commitment h. love, trust, respect i. material j. marriage	KEY to Matching Type 1. d 2. j 3. b 4. i 5. g 6. a 7. h 8. f 9. e 10.c
	B. Teacher’s Remarks	<i>Note observations on any of the following areas:</i>	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.
strategies explored					
materials used					

	<i>learner engagement/ interaction</i>			Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	<i>Others</i>			
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <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> ▪ <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> ▪ <u><i>ways forward</i></u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</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.