

Lesson Exemplar for PE and Health

Quarter 3

Lesson

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Lesson Exemplar for PE and Health 8
Quarter 3: Weeks 1-2
SY 2025-2026

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PE and Health/QUARTER 3/ GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of psychoactive substances and dances in promoting community wellness for active and healthy living.
B. Performance Standards	The learners participate in rhythmic activities and dances in promoting community wellness for active and healthy living.
C. Learning Competencies and Objectives	<i>Learning Competency</i> 1. <i>Explain the nature, general effects of and preventive measures against the use of psychoactive substances.</i>
D. Content	Psychoactive Substances <ul style="list-style-type: none">• Nature and Types• General Adverse Effects of Substance Use (Short-Term and Long-Term) on the Person, Family, School, And the Community• Preventive Measures Against Substance Use and Abuse (Emphasize Non-Use as the Norm)
E. Integration	Sustainable Development Goal (SDG) 3, Focuses on Good Health and Wellbeing, encompasses efforts to prevent and treat the consumption of psychoactive substances.

II. LEARNING RESOURCES
Admin. (2024, April 1). Social effects of drugs Social impacts of drugs & alcohol. AspenRidge. https://www.aspenridgerecoverycenters.com/social-effects-of-drugs Casali, M. (2023, February 26). The effects of drugs on high school students. Turnbridge. https://www.turnbridge.com/news-events/latest-articles/effects-of-drugs-on-high-school-students/ Drug abuse: The physical and mental effects of drug abuse. (2023, July 2). The Diamond Rehab Thailand. https://diamondrehabthailand.com/physical-and-mental-effects-of-drug-abuse/ Foundation, C. (2021, September 2). The effects of addiction on family and friends. Cenikor. https://www.cenikor.org/resources/the-effects-of-addiction-on-family-and-friends/

Tips for preventing substance abuse. (2019, November 15). Student Affairs. <https://www.pvamu.edu/sa/drug-and-alcohol-abuse-prevention-program-daapp/tips-for-preventing-substance-abuse/>

Types of drugs. (2022, November 16). Australian Government Department of Health and Aged Care. <https://www.health.gov.au/topics/drugs/about-drugs/types-of-drugs>

UNICEF. (n.d.). Goal 3: Good health and well-being. Retrieved from UNICEF SDGs Data <https://data.unicef.org/sdgs/goal-3-good-health-wellbeing/>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>1. Short Review Activity 1: "Psychoactive Substances Discussion: Where Do You Stand?"</p> <p>Materials: Three signs labeled "Agree", "Disagree", and "Uncertain" are placed in a visible location within the venue.</p> <p>Instructions:</p> <p>Set Up: Stand behind a designated line for the students. The line can be marked with tape or chalk.</p> <p>Statement Rounds: Read a statement to the class.</p> <p>Decision Time: When the statement is read, the students move to stand beneath the sign that reflects their opinion: "Agree", "Disagree", or "Uncertain". Remind them to move calmly and without pushing or pulling.</p> <p>Discussion: You may invite students to explain their choices. They may share their thoughts respectfully, and be open to hearing different perspectives from each other,</p> <p>Reflection and Flexibility: The students can change their position if they feel it's necessary, based on the discussion or further reflection.</p> <p>Continuation: Repeat steps 2-5 for each statement until all topics have been discussed.</p> <p>Statements:</p> <ol style="list-style-type: none"> 1. Peer pressure significantly influences drug experimentation among teenagers. 2. Substance abuse can have severe consequences on personal relationships and academic performance. 	<p>Encourage students to think about how hearing different perspectives might change their own views. Let's aim to create an environment where</p>

	<p>3. Drug abuse is not a significant contributing factor to crime rates in the Philippines</p> <p>4. There are no socioeconomic factors that influence drug abuse patterns in the Philippines.</p> <p>5. Family support and communication are essential in preventing and addressing drug-related issues among youth.</p> <p>6. Addiction is not a disease, but rather a result of poor moral character.</p> <p>7. Gender does not play a role in determining susceptibility to drug addiction</p> <p>8. The stigma surrounding drug addiction often prevents individuals from seeking help and support.</p> <p>9. Drug education and prevention programs have little impact on reducing drug abuse rates.</p> <p>10. Addiction is a complex brain disease that requires professional intervention and support for recovery.</p>	everyone feels heard and respected.
B. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <p>Activity 2: K-W-L Chart</p> <p>Instruction:</p> <p>Setup: Distribute K-W-L charts to each student.</p> <p>What I Know (K): Give students time to individually list ideas or facts they already know about psychoactive substances in the "K" column. Encourage them to draw from personal experiences, prior knowledge, or information from previous lessons.</p> <p>What I Want to Know (W): Next, ask students to brainstorm questions or topics they want to learn more about regarding psychoactive substances. These should be written in the "W" column. Encourage students to think critically about gaps in their knowledge and areas they are curious about.</p> <p>Pair or Group Discussion: Pair up or divide students into small groups. Have them share their responses from the "K" and "W" columns with their partners or group members. Encourage discussion and the exchange of ideas.</p> <p>Whole-Class Discussion: Bring the class back together for a whole-group discussion. Invite students to share some of the interesting points or questions that came up during their group discussions. Encourage students to listen actively and respect each other's contributions.</p> <p>What I Learned (L): Before concluding the activity, explain that the "L" column will be filled in later, after further exploration of the topic. Encourage students to stay</p>	Encourage students to think critically and ask questions as they delve deeper into the subject matter.

	<p>curious and engaged as we continue to learn more about psychoactive substances in future lessons.</p> <p><i>(See page 5 of the worksheet)</i></p> <p>2. Unlocking Content Vocabulary</p> <ol style="list-style-type: none"> 1. Drug abuse involves the utilization of a substance for purposes other than medicinal use. This misuse can result in organ damage, including brain and liver impairment, as well as addiction and problematic behavioral tendencies. 2. Drug dependence encompasses a range of physiological, behavioral, and cognitive manifestations of differing degrees, wherein the consumption of a substance becomes a primary focus, resulting in a compelling urge to use the substance. 3. Drug misuse occurs when a substance is used in a manner that deviates from the prescribed dosage or recommended frequency of use, often resulting in inconsistent or inappropriate consumption patterns. 4. Drug tolerance refers to the body's ability to adjust to the effects of substances over time, leading to a need for higher doses to achieve the same physiological and psychological effects originally obtained with smaller amounts. 5. Drugs are substances or chemicals ingested via various methods—such as nasal, oral, transdermal, or intravenous—that induce psychological, emotional, and behavioral alterations in individuals. 6. LSD (Lysergic acid diethylamide) is a potent hallucinogenic drug that alters sensory perceptions, thoughts, and emotions by acting on serotonin receptors in the brain. It induces vivid hallucinations and can profoundly affect consciousness and self-awareness 	
C. Developing and Deepening Understanding	<p>SUB-TOPIC 1: Psychoactive substances: Nature and Types</p> <p>1. Explicitation</p> <p>Psychoactive substances, commonly known as drugs, have long been part of human culture, influencing perception, mood, and behavior. These substances alter brain function and can be categorized into stimulants, depressants, hallucinogens, and opioids. While some are medically prescribed, others, like cocaine and heroin, are classified as drugs of abuse due to their addictive and harmful nature. Misuse can lead to addiction, mental health issues, and societal problems. Understanding these substances is crucial for promoting health and preventing substance abuse.</p>	

	<p><i>Types of Psychoactive Drugs:</i></p> <p>Depressants: These substances have a calming effect on the brain, inducing drowsiness and relaxation. However, they may also trigger nightmares, anxiety, and aggression. Alcohol serves as a prominent example of a depressant.</p> <p>Stimulants: This category encompasses substances like cocaine and caffeine, which boost energy, alertness, and wakefulness.</p> <p>Opiates: These drugs, known for their pain-relieving properties, induce feelings of happiness or euphoria while producing a sedative effect. Misuse can lead to addiction. Examples include heroin.</p> <p>Hallucinogens: These substances provoke hallucinations, altering perception to the extent of seeing or hearing things that aren't present. They may also distort time perception, induce a sense of detachment from surroundings, or evoke profound insights. LSD is a notable example of a hallucinogen.</p> <p>2. Worked Example <i>Activity 3: Exploring Psychoactive Substances: Nature and Types</i></p> <p>Materials Needed:</p> <p>Informational resources on psychoactive substances (books, articles, online resources) Whiteboard or chart paper Markers</p> <p>Instructions:</p> <p><i>Introduction:</i> Begin by discussing the definition of psychoactive substances and their role in altering brain function and behavior. Emphasize the importance of understanding the different types of psychoactive substances and their effects. <i>Group Brainstorm:</i> Divide the class into small groups. Provide each group with access to informational resources on psychoactive substances. Instruct them to brainstorm</p>	<p>The teacher may demonstrate various basic softball/baseball skills during the activity. Additionally, video tutorials may be utilized to provide clear visual instructions on proper skill execution. If available, the teacher may also seek assistance from the school's softball/baseball team to further enhance the learning experience.</p>
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	<p>and list as many types of psychoactive substances as they can, along with brief descriptions of each.</p> <p><i>Presentation:</i> Invite each group to share their findings with the class. Have them present the types of psychoactive substances they identified, along with key characteristics and effects associated with each type. Encourage questions and discussion from the rest of the class.</p> <p><i>Classification Activity:</i> Using the information gathered from the group presentations, facilitate a discussion on how psychoactive substances are classified into different categories (e.g., stimulants, depressants, hallucinogens, opioids). Write down the categories on the whiteboard or chart paper, and ask students to help categorize the substances discussed earlier into the appropriate categories.</p> <p><i>Reflection and Discussion:</i> Lead a reflection discussion on the activity. Encourage students to share any new insights or questions they have about psychoactive substances based on the activity. Discuss the importance of understanding the nature and types of psychoactive substances in promoting responsible decision-making and harm reduction.</p> <p>3. Lesson Activity</p> <p><i>Activity 4: "Psychoactive Wonderland: Mapping the Mind-Altering Journey"</i></p> <p>Materials Needed: Paper or digital concept mapping tool Writing materials or digital drawing tools</p> <p>Instructions: Brainstorming: Encourage students to brainstorm and list as many psychoactive substances as they can think of. They can consider different categories such as depressants, stimulants, hallucinogens, opioids, and cannabinoids. Students should also jot down any relevant information they know about each substance, such as effects, risks, and common usage.</p> <p>Organizing Information:</p>	<p>Ensure that students have access to a variety of informational resources on psychoactive substances. This may include books, articles, online resources, or videos.</p> <p>Conclude the activity with a reflection session where students can share their insights, questions, and reflections on what they have learned. Use this opportunity to reinforce key concepts, address any lingering questions, and emphasize the importance of responsible decision-making and harm reduction.</p>
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	<p>Instruct students to organize the substances they listed into the respective categories (e.g., depressants, stimulants, etc.). Encourage them to think critically about the properties and effects of each substance to determine the appropriate category.</p> <p>Creating the Concept Map:</p> <p>Provide students with paper or access to a digital concept mapping tool. Instruct students to create a concept map with a central node labeled "Psychoactive Substances". Students should create branches from the central node for each category of psychoactive substances and add the substances they listed as sub nodes. Encourage creativity in designing the layout of the concept map and using different colors and symbols to represent different types of substances.</p> <p>Connecting and Detailing:</p> <p>Once the basic structure of the concept map is created, students should connect related substances within each category and add any additional details or information they know about each substance. Encourage students to include information about the effects, risks, and potential consequences of using each substance.</p> <p>SUB-TOPIC 2: General Adverse Effects of Substance Use (Short-Term and Long-Term) on the Person, Family, School, And the Community</p> <p>1. Explicitation</p> <table><tr><th colspan="2"><i>Effects of Substance Use (Short-Term and Long-Term) on the Person, Family, School, And the Community</i></th></tr><tr><th colspan="2">ON THE PERSON</th></tr><tr><td>Short Term:<ul style="list-style-type: none">● Impaired judgment and decision-making● Physical health risks (e.g., nausea, vomiting, dehydration)● Cognitive impairment and memory problems● Increased risk-taking behavior● Accidents and injuries (e.g., falls, motor vehicle accidents)</td><td>Long Term:<ul style="list-style-type: none">● Development of substance dependence or addiction● Chronic health problems (e.g., liver disease, cardiovascular issues)● Mental health disorders (e.g., depression, anxiety, psychosis)● Cognitive decline and impairment● Social isolation and alienation</td></tr></table>	<i>Effects of Substance Use (Short-Term and Long-Term) on the Person, Family, School, And the Community</i>		ON THE PERSON		Short Term: <ul style="list-style-type: none">● Impaired judgment and decision-making● Physical health risks (e.g., nausea, vomiting, dehydration)● Cognitive impairment and memory problems● Increased risk-taking behavior● Accidents and injuries (e.g., falls, motor vehicle accidents)	Long Term: <ul style="list-style-type: none">● Development of substance dependence or addiction● Chronic health problems (e.g., liver disease, cardiovascular issues)● Mental health disorders (e.g., depression, anxiety, psychosis)● Cognitive decline and impairment● Social isolation and alienation	<p>Provide a brief introduction to the topic of psychoactive substances and explain the purpose of the activity. Emphasize the importance of organizing information visually through concept mapping.</p> <p>Conclude the activity with a brief reflection where students review their concept maps and think about what they have learned. Encourage students to consider any insights gained from organizing and visualizing information about psychoactive substances.</p>
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	<ul style="list-style-type: none">● Risk of overdose and poisoning	<ul style="list-style-type: none">● Legal consequences (e.g., criminal record, incarceration)	
	ON THE FAMILY		
	Short Term: <ul style="list-style-type: none">● Strained relationships and conflicts● Emotional distress and instability● Neglect of family responsibilities (e.g., childcare, household duties)● Financial strain due to substance-related expenses● Feelings of shame, guilt, and embarrassment● Increased risk of domestic violence and abuse	Long Term: <ul style="list-style-type: none">● Breakdown of family relationships and estrangement● Intergenerational transmission of substance uses disorders● Financial instability and poverty● Emotional trauma and psychological scars● Loss of trust and communication	
	ON THE SCHOOL		
	Short Term: <ul style="list-style-type: none">● Decreased academic performance and attendance● Disruption of classroom dynamics and learning environments● Increased disciplinary actions and suspensions● Difficulty concentrating and retaining information● Peer influence and pressure to engage in substance use● Risk of expulsion or dropout	Long Term: <ul style="list-style-type: none">● Persistent academic underachievement and dropout● Increased risk of involvement in delinquent activities● Disengagement from school and educational goals● Reduced opportunities for future success and employment● Impact on school reputation and community perception	

ON THE COMMUNITY

Short Term:

- Public health concerns (e.g., spread of infectious diseases through needle sharing)
- Increased burden on healthcare and emergency services
- Crime and antisocial behavior (e.g., theft, vandalism)
- Environmental impacts (e.g., littering, pollution from drug production)
- Social stigma and discrimination against individuals with substance use disorders
- Decreased community cohesion and trust

Long Term:

- Economic burden from healthcare costs and social services
- Disruption of community safety and security
- Social inequalities and disparities in access to resources
- Deterioration of neighborhood environments and property values
- Strain on community resources and support systems
- Negative portrayal in media leading to stigma and discrimination

2. Worked Example

Activity 5: Exploring the Adverse Effects of Substance Use

Materials Needed:

Flipchart paper or whiteboard

Markers

Sticky notes or index cards

Instructions:

Introduction:

Introduce the topic of substance use and its adverse effects on various levels: individuals, families, schools, and communities.

Explain the purpose of the activity, which is to brainstorm and discuss the short-term and long-term consequences of substance use.

	<p><i>Group Brainstorming:</i> Divide class into small groups, with each group focusing on one level (individual, family, school, community). Provide each group with flipchart paper or a whiteboard section and markers. Instruct groups to brainstorm and write down as many short-term and long-term adverse effects of substance use as they can think of, based on their assigned level. Encourage the students to consider physical, psychological, social, and economic impacts.</p> <p><i>Gallery Walk:</i> After brainstorming, have each group display their flipchart paper or whiteboard section around the room. Give students sticky notes or index cards and instruct them to walk around the room, reading each group's brainstormed ideas. Students should write down any additional thoughts, examples, or questions on the sticky notes and place them next to the corresponding group's display.</p> <p><i>Group Discussion:</i> Reconvene as a whole group and facilitate a discussion based on the brainstormed ideas and additional notes. Encourage participants to share their insights, observations, and questions about the adverse effects of substance use on different levels. Facilitate a dialogue about the similarities, differences, and interconnectedness of the effects across individuals, families, schools, and communities.</p> <p>3. Lesson Activity <i>Activity 5: "Fact Check: Exploring the Adverse Effects of Substance Use"</i></p> <p>Materials Needed: Worksheet, pen</p> <p>Instructions: Distribute a worksheet to each student. The worksheet should contain a series of statements related to the adverse effects of substance use. Explain to the students that they will be determining whether each statement is true or false by marking "AGREE" if the statement is correct and "DISAGREE" if it is incorrect.</p>	<p>Emphasize the importance of understanding the multifaceted impacts of substance use and the need for prevention and intervention efforts at various levels.</p>
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	<p>Instruct the students to read each statement carefully and mark their answer accordingly on the worksheet.</p> <p>Statements:</p> <ol style="list-style-type: none"> 1. Substance use has no impact on decision-making abilities. 2. Substance use can lead to impaired judgment, coordination, and cognitive function. 3. Substance use has no impact on social relationships or interpersonal skills. 4. Substance use does not result in social isolation or alienation 5. Substance use can contribute to financial instability and neglect within families. 6. Substance use can negatively impact academic or work performance, resulting in lower grades or job loss. 7. Substance use contributes to increased crime rates, including drug-related offenses and violence. 8. Long-term substance use does not increase the risk of physical health complications. 9. Substance use does not have any long-term effects on individuals' overall well-being. 10. Substance use in the workplace can lead to accidents, absenteeism, and decreased productivity. <p>SUB-TOPIC 3: Preventive Measures Against Substance Use and Abuse (Emphasize Non-Use as the Norm)</p> <p>1. Explicitation</p> <p>Preventing substance abuse may not have a guaranteed formula, but there are steps everyone can take to reduce its chances. Here are five simple ways to do it:</p> <p>1. Know How Substance Abuse Starts: It often begins with using addictive drugs for fun, always seeking to get high, or misusing prescription meds.</p> <p>2. Avoid Peer Pressure: Stay away from friends or family who push you to use drugs. If you're around people who do drugs, you might be tempted. Learning to say no firmly and planning ahead can help.</p> <p>3. Get Help for Mental Health: If you're struggling with anxiety, depression, or trauma, talk to a therapist. They can teach you healthy ways to cope without turning to drugs.</p>	<p>Encourage students to explore potential strategies and interventions for addressing the adverse effects of substance use on individuals, families, schools, and communities. This could involve a follow-up brainstorming session or research assignment.</p> <p>Answer Keys:</p> <ol style="list-style-type: none"> 1. DISAGREE 2. AGREE 3. DISAGREE 4. DISAGREE 5. AGREE 6. AGREE 7. AGREE 8. DISAGREE 9. DISGAREE 10. AGREE <p>Once all students have completed the worksheet, review the answers together as a class. Discuss any misconceptions or areas of uncertainty that arise</p>
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	<p>4. Understand Your Risks: If addiction runs in your family or if you're exposed to certain environments, you might be at higher risk. Knowing these factors can help you make better choices.</p> <p>5. Keep a Balanced Life: Find healthy ways to manage stress and fill any gaps in your life. When you have good ways to cope, you're less likely to turn to drugs or alcohol for relief.</p> <p>2. Worked Example Activity 6: Reality Check" Scenario Analysis</p> <p>Materials Needed: Printed scenario cards (prepared in advance), Paper, Writing utensils.</p> <p>Instructions: Divide the class into small groups. Ensure each group has access to a scenario card. Hand out scenario cards to each group. Each scenario should describe a situation involving substance use or abuse and its potential consequences. Instruct groups to read and discuss their assigned scenario. Encourage them to pay attention to the adverse effects of substance use and consider how non-use could have prevented or mitigated the situation. Prompt them to brainstorm possible preventive measures.</p> <p><i>Scenario 1:</i> At a house party, Lily is offered a drink by a popular classmate. She knows that drinking alcohol is against her family's values, but she wants to fit in with the crowd.</p> <p><i>Scenario 2:</i> Alex receives a message on social media offering to sell him illegal drugs. He's curious but knows it's wrong to buy drugs.</p> <p><i>Scenario 3:</i> Rachel is invited to a party where everyone is taking prescription pills obtained from their parents' medicine cabinets.</p> <p><i>Scenario 4:</i> Sam's friends pressure him to try vaping, claiming it's harmless and everyone does it. Sam knows it's not safe, but he doesn't want to be seen as uncool.</p> <p><i>Scenario 5:</i></p>	<p>during the review process.</p> <p>Conclude by summarizing key points and emphasizing the importance of understanding the adverse effects of substance use.</p> <p>Facilitate a group discussion where each group shares their findings and insights. Encourage students to discuss the preventive measures they identified. Prompt reflection on how these measures promote non-use as the norm. Guide a discussion on the effectiveness of the preventive measures in</p>
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	<p>After winning a sports game, the team celebrates with alcohol and drugs. Emily is torn between joining in to celebrate or sticking to her commitment to avoid substance use.</p> <p>3. Lesson Activity Activity 5: "Empowerment Through Prevention: Taking the Preventive Pledge"</p> <p>Materials: Preventive pledge cards or slips, Pen</p> <p>Instructions:</p> <p>Distribute pledge cards to each student. Ask them to write a personalized pledge statement affirming their commitment to preventive measures against substance use and abuse.</p> <p>Instruct students to take a few moments to reflect on their commitment to non-use and write their pledge statement on the card. Encourage them to consider specific actions they can take to support this commitment.</p> <p>Ask students to share their thoughts and feelings about taking the Preventive Pledge. Facilitate a discussion on the importance of preventive measures in combating substance use and abuse.</p>	<p>addressing substance use and abuse.</p> <p>Encourage students to display their pledge cards as a daily reminder.</p> <p>Organize follow-up activities, such as peer support groups or educational workshops. Collaborate with school administrators to integrate the Prevention Pledge into substance abuse prevention initiatives.</p>
D. Making Generalizations	<p>1. Learners' Takeaways: Activity 6: Substance Abuse Guide Question Exploration</p> <p>Materials: Handouts with guided questions, Pens or pencils</p> <p>Instructions: Distribute handouts with guided questions to each student. Instruct them to read through the questions individually and take notes or jot down their thoughts and reflections.</p> <p>Encourage students to consider their personal experiences, beliefs, and knowledge as they respond to the questions.</p> <p>Guided Questions:</p>	<p>After answering, facilitate a group discussion based on the guided questions. Invite students to share their responses and insights with the group. Encourage respectful listening and dialogue</p>

	<ol style="list-style-type: none"> 1. What are some common misconceptions or myths about substance abuse? 2. How does substance abuse impact physical health, mental well-being, and overall quality of life? 3. What factors contribute to the initiation of substance use among individuals? 4. In what ways can early intervention and prevention efforts reduce the risks of substance abuse? 5. What are some effective strategies for promoting a substance-free lifestyle and reducing the stigma associated with substance abuse? <p>2. Reflection on Learning</p> <p>Activity 7: Setting Personal Goals for Substance Abuse Prevention</p> <p>Materials Needed: Goal-setting sheet, Pens</p> <p>Instruction: Distribute goal-setting sheet to each student. Tell the students to reflect individually on the following areas: <i>Knowledge:</i> What specific information or topics do I want to learn more about regarding psychoactive substances and substance abuse prevention? <i>Awareness:</i> How can I raise awareness about substance abuse prevention within my school or community? <i>Promotion of Non-Use:</i> What actions can I take to promote non-use of substances as the norm among my peers? <i>Support:</i> How can I offer support to individuals struggling with substance abuse issues? <i>Healthy Coping:</i> What healthy coping mechanisms can I develop and practice to avoid substance use? <i>Role Modeling:</i> How can I be a positive role model for substance abuse prevention among my peers? <i>Engagement:</i> How can I stay informed and engaged in substance abuse prevention efforts?</p> <p>NOTE: The student will also accomplish the L(What I Learned) part from the Activity no.2 K-W-L Chart</p>	<p>among their classmates. Use probing questions to delve deeper into specific topics or to clarify students' perspectives.</p> <p>Encourage students to write down specific, achievable goals for each area of reflection.</p> <p>After completing their goals, invite students to share one or two of their goals with the class. Facilitate a brief discussion where students can discuss their goals, exchange ideas, and offer support and encouragement to one another.</p>
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION

NOTES TO TEACHERS

A. Evaluating Learning

Activity 8: "Expressing Substance-Free Living"

Materials:

Art supplies (such as paper, markers, colored pencils, paints, brushes, etc.)

Poster boards or canvas (optional), Writing utensils

Instructions:

Divide students into small groups or pairs. Instruct groups to brainstorm ideas for slogans that promote a substance-free lifestyle.

Encourage each group to incorporate visual elements such as colors, symbols, and images that represent substance-free living and prevention.

Remind them to focus on both the visual appeal and the message conveyed by their artistic slogans.

Rubrics for slogan:

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Creativity	Highly creative, original, and unique slogan.	Creative and original slogan.	Somewhat original or creative slogan.	Lacks creativity and originality.
Visual Appeal	Visually striking and aesthetically pleasing presentation.	Appealing and well-presented.	Somewhat visually appealing.	Lacks visual appeal and presentation.
Relevance to Theme	Clearly communicates the theme of substance-free living.	Relevant, but could be clearer.	Somewhat related to the theme.	Does not relate to the theme.
Message Clarity	Clear, concise, and effectively conveyed message.	Mostly clear and understandable message.	Somewhat unclear message.	Unclear message.
Visual Integration	Effective integration of visual elements to enhance the message.	Integration supports the message.	Somewhat integrated, could be improved.	Poorly integrated and does not enhance the message.
Reflection & Explanation	Insightful reflection on the inspiration behind the slogan.	Clear explanation of the inspiration.	Some explanation of the inspiration.	Little to no explanation provided.
Overall Presentation	Professional and polished presentation.	Neat and organized presentation.	Somewhat presented but lacks polish.	Poorly presented and lacks organization.

Facilitate a discussion where students can reflect on the diversity of perspectives and creativity expressed through their artistic slogans.

Display the artistic slogans around the room or in a common area where they can be easily viewed by others.

B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	<p>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.</p> <p>Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.</p>
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? ▪ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn? ▪ <u>ways forward</u> What could I have done differently? What can I explore in the next lesson? 			<p>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.</p>