

Lesson Exemplar for PE and Health

Quarter 3

Lessons

2-3

Lesson Exemplar for PE and Health 8
Quarter 3: Lessons 2-3 Weeks 3-4
SY 2025-2026

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Development Team

Writer:

- Alvin M. Betic (Valenzuela National High School)

Validator:

- PNU 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.

LESSON EXEMPLAR TEMPLATE

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	<p><i>Learning Competency</i></p> <p><i>1. evaluate interventions, laws, and policies to prevent the use of psychoactive substances</i></p>
D. Content	<p>Substance Use Prevention Interventions across Settings</p> <ul style="list-style-type: none"> • Family, School, Workplace, and Community <p>Laws and Policies to Prevent Substance Use</p> <ul style="list-style-type: none"> • RA 9211 Tobacco Regulation Act of 2003 • RA 9165 Comprehensive Dangerous Drugs Act of 2002
E. Integration	<p>Economic impact of substance abuse in the community</p> <p>Lasco, G. (2016, October 13). Just how big is the drug problem in the Philippines anyway? The Conversation https://theconversation.com/just-how-big-is-the-drug-problem-in-the-philippines-anyway-66640</p>

II. LEARNING RESOURCES
<ul style="list-style-type: none"> • Philippines' Preventive Drug Education Approach. Philippines. (n.d.). https://www.cnb.gov.sg/aseanpde/who-we-are/preventive-drug-education-approaches/philippines

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>1. Short Review Activity 1: Fact or Bluff: Psychoactive substances</p> <p>Materials: Pen and paper</p> <p>Instruction:</p> <p>Provide series of statements about psychoactive substances. For each statement, the students will decide if it is true or false. If they think the statement is true, write "Fact." If they think the statement is false, write "Bluff."</p> <p>Statements:</p> <ol style="list-style-type: none"> 1. Long-term alcohol abuse can lead to liver damage and increase the risk of certain cancers. 2. Short-term use of hallucinogens, such as LSD, has been shown to improve cognitive function and problem-solving skills. 3. Substance abuse only affects the individual using the substance and does not impact their family or community. 4. Stimulants like cocaine and methamphetamine can increase heart rate and blood pressure, leading to cardiovascular problems. 5. Moderate alcohol consumption has no adverse effects on physical health or cognitive function. 6. Substance abuse prevention programs often emphasize the importance of building strong social support networks and coping skills. 7. Peer pressure plays a minimal role in influencing individuals' decisions to use or abstain from using psychoactive substances. 8. Early intervention and education about the risks of substance abuse are key components of effective prevention strategies. 9. There are no effective treatments available for individuals struggling with substance abuse disorders. 10. The legalization of all psychoactive substances would effectively reduce substance abuse rates worldwide. 	<p>Answer keys:</p> <ol style="list-style-type: none"> 1. FACT 2. BLUFF 3. BLUFF 4. FACT 5. BLUFF 6. FACT 7. BLUFF 8. FACT 9. BLUFF 10. BLUFF <p>Facilitate a discussion about key points related to psychoactive substances, their effects, and preventive measures against substance abuse.</p>

<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose Activity 2: Analyzing Substance Abuse Awareness through Media</p> <p>Materials: Computer with internet access and projector (if watching as a group) Pen and paper for each student</p> <p>Instruction: 1. Explain the purpose of the activity, which is to analyze a TV commercial created by the Department of Health addressing substance abuse. 2. Show the Department of Health TV commercial on substance abuse to the students from the YouTube link: https://www.youtube.com/watch?v=GrIK7zJvwP4. Encourage them to pay attention to the message conveyed, the target audience, and the effectiveness of the visuals and narrative in delivering the message. 3. Provide discussion questions: -What message is the commercial trying to convey about substance abuse? -How does the commercial portray the consequences of substance abuse? -Who do you think is the target audience for this commercial? -Do you think the commercial effectively raises awareness about substance abuse? Why or why not? 4. Ask each student to individually write a short reflection or create a visual representation (drawing, poster, etc.) that highlights the key message they took away from the commercial.</p> <p>2. Unlocking Content Vocabulary</p> <p>Advocacy is speaking up for something you believe in to make a positive change happen. It's like being a voice for a cause you care about. Intervention is stepping in to help someone or fix a problem before it gets worse. It's about taking action to make things better.</p>	<p>Wrap up the activity by summarizing the main points discussed and the importance of substance abuse prevention and awareness. Encourage students to think about ways they can support individuals struggling with substance abuse and promote healthy behaviors in their family, school and communities.</p>
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	<p>National Drug Education Program is a big program run by the government or organizations to teach people about the dangers of drugs and how to avoid them. It's like a nationwide effort to keep people safe from drug problems.</p> <p>Prevention is stopping something bad from happening before it starts. It's about taking steps to avoid problems or keep them from getting worse. Like wearing a seatbelt to prevent injuries in a car accident.</p>	
<p>C. Developing and Deepening Understanding</p>	<p>SUB-TOPIC 1: Psychoactive substances: Nature and Types</p> <p>1. Explicitation</p> <p>Drug abuse is a critical issue that affects individuals, families, and communities worldwide. Addressing this challenge requires a comprehensive, multi-faceted approach. This conceptual framework outlines key strategies and programs implemented to prevent and control drug abuse through the engagement of families, schools, youth, and communities. By empowering parents, leveraging the influence of senior citizens, mobilizing youth, and strengthening community-based interventions, this framework aims to create a cohesive and sustainable defense against drug abuse.</p> <p><i>CONCEPTUAL FRAMEWORK for Drug Abuse Prevention and Control</i></p> <p><i>Family as First Line of Defense</i></p> <ul style="list-style-type: none"> • Systematic Training for Effective Parenting (STEP) <ul style="list-style-type: none"> -Training Sessions → Improved Parent-Child Relations -Educational Resources → Informed Decision Making -Parent-Youth Association → Mutual Support & Prevention • Senior Citizens as Advocates <ul style="list-style-type: none"> -Advocacy Training → Effective Community Outreach -Community Engagement → Promoting Drug-Free Lifestyles <p><i>Schools and Youth Engagement</i></p> <ul style="list-style-type: none"> • Barkada Kontra Droga <ul style="list-style-type: none"> -Peer Groups → Advocacy & Support Networks -National Drug Education Program (NDEP) Curriculum → Comprehensive Drug Education 	

	<ul style="list-style-type: none"> -Life Skills Training → Empowered Youth • National Youth Congress <ul style="list-style-type: none"> -Annual Congress → Strategy & Collaboration -Standardized Training → Consistent Prevention Programs • Media and Events <ul style="list-style-type: none"> -Advocacy Films → Awareness & Education -Concerts & Exhibits → Engaging Youth <p><i>Community-Based and Workplace Interventions</i></p> <ul style="list-style-type: none"> • Training for Local Leaders <ul style="list-style-type: none"> -Leadership Training → Effective Program Implementation -Strengthening Councils → Robust Community Programs -Drug-Clearing Programs → Safer Communities • Urban Poor Against Drugs <ul style="list-style-type: none"> -Capacity Building → Empowered Communities -Alternative Activities → Healthy Engagement • Treatment and Rehabilitation <ul style="list-style-type: none"> -Medication-Assisted Treatment → Managing Withdrawal -Detoxification Services → Safe Withdrawal Management -Counseling & Therapy → Psychological Support -Home-Based Care → Community Support -Health Services → Comprehensive Care -Reintegration Programs → Skills Training & Livelihood <p>SUB-TOPIC 2: Laws and Policies to Prevent Substance Use</p> <p>The Philippines has a strong legal framework to fight tobacco use. The Tobacco Regulation Act (RA 9211) restricts public smoking, advertising, and sales to minors. It also mandates graphic health warnings. Additional laws cover areas like packaging, e-cigarettes, and interactions with the tobacco industry, showing the Philippines' commitment to protecting public health from tobacco-related risks. Meanwhile, RA 9165, also known as the Comprehensive Dangerous Drugs Act of 2002, is a law that aims to control and regulate dangerous drugs in the country.</p>	
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	<p>2. Worked Example Activity 3: "Sparring Minds: Exploring Substance Use Prevention Strategies"</p> <p>Materials Needed: Debate topic cards, timer, pens and paper</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Group the class into two. Assign them the pros and cons. 2. Distribute debate topic cards to each team, assigning them specific topics to debate. Allow teams time to research their assigned topic and prepare their arguments. 3. Conduct the debate in four rounds: <ul style="list-style-type: none"> <i>Round 1</i> - Opening Statements: Each team presents their opening statements (2 minutes per team). <i>Round 2</i> - Rebuttals: Each team responds to the opposing team's arguments (2 minutes per team). <i>Round 3</i> - Discussion and Cross-Examination: Teams ask each other questions and engage in a structured discussion. <i>Round 4</i> - Closing Statements: Each team presents their closing statements (1 minute per team). <p>Debate Topic Cards:</p> <p>Topic: "School-based education programs are the most effective method for preventing substance use." Pro Position: School-based programs can reach a large number of students and provide structured, consistent education. Con Position: These programs may not address individual needs and often lack the involvement of family and community.</p> <p>Topic: "Family-based interventions are crucial for substance use prevention." Pro Position: Family involvement provides a supportive environment and can address issues before they escalate. Con Position: Not all families have the resources or knowledge to effectively intervene, and some may contribute to the problem.</p>	<p>Remind students to respect opposing viewpoints and engage in constructive dialogue.</p> <p>Encourage active participation from all team members during the debate rounds.</p> <p>Provide assistance and guidance to students as needed throughout the activity.</p> <p>Summarize the key points made during the debate and the importance of understanding different perspectives on substance use prevention.</p>
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	<p>Topic: "Community involvement is key to reducing substance use." Pro Position: Community programs can create a supportive network and provide resources and activities that deter substance use. Con Position: Community programs alone may not be sufficient without strong individual and family support systems.</p> <p>3. Lesson Activity</p> <p>Activity 4: "Act It Out: Substance Use Prevention Interventions"</p> <p>Materials: Scenario cards (pre-written scenarios related to substance use prevention) Props (optional, such as fake phones, signs, costumes) Space for role-playing (classroom or stage area)</p> <p>Instruction:</p> <ol style="list-style-type: none"> 1. Divide the students into small groups. Provide each group with a scenario card that describes a situation involving substance use or its prevention. 2. Encourage students to think about how they would respond to the scenario using prevention strategies they have learned. 3. Have each group perform their role-play in front of the class. <p>Scenarios: Scenario 1: A high school student is offered alcohol at a party by a friend. The student feels pressured but wants to stay sober. Roles: Student, Friend, Bystander, Responsible Friend</p> <p>Scenario 2: A group of friend's notices that one of their classmates has been acting differently and suspect they might be using drugs. They decide to approach the classmate and offer support. Roles: Concerned Friend 1, Concerned Friend 2, Classmate, School Counselor</p>	<p>Give the groups time to read their scenario card and plan their role-play. Encourage them to consider roles such as a person facing peer pressure, a friend offering support, a teacher or counselor providing advice, and a bystander. Groups should decide on key points they want to convey and how they will present their scenario.</p> <p>After each performance, facilitate a brief discussion about the scenario, asking questions such as: What prevention strategies were used? How effective were the responses? What other actions could have been taken?</p>
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Scenario 3: A student finds a bottle of prescription pills in their sibling’s room and is worried they might be misusing them. The student decides to talk to a trusted adult about their concerns.

Roles: Student, Sibling, Parent, Trusted Adult

Scenario 4: During a health class, students are learning about the effects of substance abuse. One student shares a personal story about a family member who struggled with addiction and how it affected their family.

Roles: Student 1 (sharing story), Health Teacher, Classmates, Student 2 (asking questions)

Scenario 5: A peer mentor group organizes a campaign in school to raise awareness about the dangers of vaping. They plan activities and create posters to educate their classmates.

Roles: Peer Mentor 1, Peer Mentor 2, Interested Student, School Principal

RUBRICS					
CRITERIA	VERY GOOD (5)	GOOD (4)	FAIR (3)	NEEDS IMPROVEMENT (2)	SCORE
PREPAREDNESS	Students are completely prepared and have obviously rehearsed	Students seem pretty prepared but might have need a couple more rehearsal	Students are somewhat prepared but is clear that rehearsal was lacking	Student do not seem at all prepared to present.	
CONTENT	There is an abundance of material clearly related to the topic. All points are accurate and clearly made.	There is sufficient information that relates to topic Most points are accurate and clearly made	There is a great deal of information that is not clearly connected to the topic	Topic is not clear; Information included does not support topic in any way.	
Acting or Dialogue	The students use consistent voice, facial expressions and movements to make the characters the more believable and the story more easily understood.	The students often use voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The students try To use voices, facial expressions and movements to make the characters believable and the story more easily understood	The students tell the story but do not use clear voices, facial expressions or movement to make the storytelling more interesting or clear	

D. Making Generalizations

1. Learners’ Takeaways:
Activity 5: "Design Your Armor Shield Against Drug Use and Abuse"

Materials:
Arts Materials

Instruction:

1. The students will create an "armor shield" emblem that symbolizes their personal strategies and beliefs about staying drug-free.
2. Instruct them to draw and design a shield that represents protection against drug use. Encourage them to include symbols, words, or images that convey messages of strength, resilience, prevention, and healthy living.
3. Let them know they can be as creative as they wish. Simple drawings are acceptable, but they can also use additional materials like stickers or glitter to decorate their shield.



2. Reflection on Learning

Activity 6: "Youth Voices: Contributing to Substance Use Prevention in Family, School, and Community"

Materials:
Pen and paper

Once the shields are completed, ask each student to present their shield to the class. During their presentation, students should explain the symbols and images they chose and what their shield represents. Encourage classmates to ask questions and provide positive feedback.

Let the students share their answer in the class. Ask students to reflect on the discussion and identify three specific actions they can commit to doing—one for their

	<p>Instructions:</p> <p>1. Ask students to take a few minutes to think about how, as grade 8 student, they can personally contribute to preventing substance use in three areas: family, school, and community. Have students write down their ideas on paper</p>	<p>family, one for their school, and one for their community.</p> <p>.</p>
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p><i>Activity 8: "Expressing Substance-Free Living"</i></p> <p>Materials: Art supplies (such as paper, markers, colored pencils, paints, brushes, etc.) Poster boards or canvas (optional), Writing materials.</p> <p>Instructions: 1. Introduce the concept of an acrostic poem, where each line starts with a letter from a specific word. Provide an example using the word "PREVENTION" related to the topic. 2, Instruct each student to create their own acrostic poem using the phrase "SAY NO TO DRUGS". Each line of their poem should start with one of the letters from the phrase and should reflect an idea or concept related to substance use prevention interventions. Encourage students to think creatively and use what they've learned about the topic in their poems.</p> <p>S _____ A _____ Y _____ N _____ O _____</p> <p>T _____ O _____</p>	<p>As an extension, students can create posters or digital graphics featuring their acrostic poems and display them around the school or share them on school social media to spread awareness about substance use prevention.</p>

	D _____ R _____ U _____ G _____ S _____			
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. 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	<i>Reflection guide or prompt can be on:</i> <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? 			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