

8

Lesson Exemplar for PE and Health

Quarter 3

Lesson

4

Lesson Exemplar for PE and Health 8
Quarter 3: Lesson 4 Week 5
SY 2025-2026

This material is intended exclusively for the use of teachers participating in the pilot implementation of the MATATAG K to 10 Curriculum during the School Year 2025-2026. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

<p style="text-align: center;">Development Team</p> <p>Writer:</p> <ul style="list-style-type: none">• PNU Development Team <p>Validator:</p> <ul style="list-style-type: none">• PNU Development Team <p style="text-align: center;">Management Team</p> <p style="text-align: center;">Philippine Normal University Research Institute for Teacher Quality SiMERR National Research Centre</p>
--

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at blr.od@deped.gov.ph.

PE and Health /QUARTER 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>1. <i>analyze how psychoactive substances can affect physical activity participation</i></p>
D. Content	<p>Psychoactive Substances and Physical Activity Participation</p> <ul style="list-style-type: none"> • Effects of Psychoactive Substances on Physical Activity Participation
E. Integration	Social Studies: Social and cultural factors influencing substance use patterns.

II. LEARNING RESOURCES
<p>Can Doping be a Good Thing? Using Psychoactive Drugs to Facilitate Physical Activity Behaviour. (2016). Retrieved from https://link.springer.com/article/10.1007/s40279-015-0412-x#:~:text=Psychoactive%20drugs%20are%20bioactive%20substances,order%20to%20facilitate%20exercise%20adherence.</p> <p>MedicalNewsToday(n.d.). What are the effects of drug misuse?. Retrieved from https://www.medicalnewstoday.com/articles/effects-of-drug-abuse</p> <p>PsychCentral. (n.d.). Cultural Context and Influences on Substance Abuse. Retrieved from https://psychcentral.com/addictions/cultural-context-and-influences-on-substance-abuse</p>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<p>A. Activating Prior Knowledge</p>	<p>1. Short Review Activity 1: Fact or Bluff: Psychoactive substances</p> <p>Materials: Pen and paper</p> <p>Instruction: For each statement, decide if it is true or false. If the statement is true, write "Fact." If the statement is false, write "Bluff."</p> <ol style="list-style-type: none"> 1. 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. 2. Drug abuse is a critical issue that affects individuals, families, and communities worldwide. 3. The Tobacco Regulation Act (RA 9211) restricts public smoking, advertising, and sales to minors. It also mandates graphic health warnings. 4. 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. 5. Drug abuse can be prevented through effective parenting. 	<p>Answer keys:</p> <ol style="list-style-type: none"> 1. FACT 2. FACT 3. FACT 4. FACT 5. FACT <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:</p> <ol style="list-style-type: none"> 1. Explain the purpose of the activity, which is to analyze a TV news regarding the effect of substance abuse. 2. Show the news through this YouTube link: https://youtu.be/nKSsRtMR-v0?si=rPocGdFxVUkwe66h. Encourage the students to pay attention. 3. Provide discussion questions: <ul style="list-style-type: none"> - What happened to the person involved in substance abuse? 	<ul style="list-style-type: none"> • Wrap up the activity by summarizing the main points discussed and the effects of substance abuse. • Encourage students to think about ways they can support individuals struggling with substance abuse and promote healthy behaviors in their family, school and communities.

- Why do you think some people might turn to drugs or alcohol?
- What are some healthy ways to manage stress or boredom, besides using substances?

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 tv news.

2. Unlocking Content Vocabulary

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. **Intervention** is stepping in to help someone or fix a problem before it gets worse. It's about taking action to make things better.

7. **Peer pressure** is the pressure to conform to the behavior of others in a group.

8. **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.

9. **Well-being** is the state of being happy, healthy, and successful.

C. Developing and Deepening Understanding

SUB-TOPIC 1: Effects of Psychoactive Substances on Physical Activity Participation

1. Explicitation

Psychoactive substances like drugs and alcohol can significantly hinder physical activity participation. Depressants slow the central nervous system, reducing reaction time and coordination. Stimulants, while offering a temporary energy boost, can also impair. Chronic use of many substances weakens muscles and harms heart health, decreasing overall fitness. Additionally, drugs can interfere with the body's natural pleasure response to exercise, leaving users feeling drained and unmotivated.

Psychoactive drugs are bioactive substances that target the brain and induce significant changes in mood and cognition. In the context of physical activity behavior, the primary target of these drugs should be a reduction in perception of effort and discomfort during exercise in order to facilitate exercise adherence.

Examples of common psychoactive drugs include:

1. alcohol
2. cannabis
3. cocaine
4. heroin
5. hallucinogens
6. inhalants
7. prescription opioids
8. prescription stimulants
9. methamphetamine
10. tobacco or nicotine

Psychoactive drugs are chemical compounds that affect the mind and body.

Taking different drugs may cause:

- changes in coordination
- blood pressure and heart rate changes
- feelings of being more awake or sleepy

- improved sociability
- pain relief
- changes in the appearance of a person's body

Using substances for an extended time may have long-term health consequences. These lasting effects depend on multiple factors, including the substance, the amount, and how long a person has used it.

Long-term physical effects	Long-term mental effects
<ul style="list-style-type: none"> a) heart disease b) stroke c) liver disease and inflammation (alcoholic liver disease) d) pancreatitis e) digestive problems f) cancer of breast, mouth, throat, esophagus, voice box, liver, colon, and rectum g) alcohol use disorder or alcohol dependence h) severe dental problems i) weight loss j) intense itching leading to skin sores k) risk of HIV, hepatitis, and other diseases from shared needles 	<ul style="list-style-type: none"> a) depression b) anxiety c) learning and memory problems d) social problems e) increased risk of overdose f) confusion g) insomnia h) mood problems i) violent behavior j) paranoia k) hallucinations l) delusions m) in teens, they can affect the development of brain circuits that control attention and learning n) mental health problems o) irritability, trouble sleeping, anxiety upon withdrawal

2. Worked Example
Activity 3: "The "Buzzkill" Challenge"

	<p>Students will explore the negative effects of psychoactive substances on physical activity participation through a role-playing activity.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Index cards with different psychoactive substances written on them (alcohol, marijuana, stimulants, etc.) • Obstacle course set up in the classroom (cones, chairs, hula hoops, etc.) • Timer <p>Instruction:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Explain that they will be participating in the "Buzzkill" Challenge, where they will experience how psychoactive substances can hinder physical activity. 3. Place the index cards with psychoactive substances face down in a central location. 4. One student in each pair will be the "athlete," and the other will be the "observer." 5. The athlete will complete the obstacle course twice. 6. First attempt: The athlete will complete the course normally. 7. Second attempt: The athlete will draw a card from the pile and pretend to be under the influence of the substance written on the card. The observer will act out the effects of the substance, making the athlete's movements slower, clumsier, or more erratic. 8. The observer will use the list of effects of psychoactive substances provided (changes in coordination, heart rate, etc.) to guide their performance. 9. Use a timer to track the completion time for each attempt. 	<ul style="list-style-type: none"> • After both attempts, come together as a class and discuss the results. <ul style="list-style-type: none"> ➤ How did the "substance" affect the athlete's performance? ➤ What were the challenges faced by the athlete under the influence? ➤ How do these challenges relate to real-life situations and physical activity? • Relate the discussion to the long-term health consequences of using psychoactive substances.
<p>D. Making Generalizations</p>	<p>1. Learners' Takeaways: <i>Activity 4: "The "Feel the Burn" (Not from Drugs) Challenge "</i></p> <p>Students will design and participate in a fun, alternative activity that promotes healthy ways to experience the positive emotions often sought through psychoactive substances.</p>	

	<p>Materials:</p> <ul style="list-style-type: none"> • Open space for physical activity (gym, playground, classroom) • Music player (optional) • Sports equipment (balls, jump ropes, cones, etc.) - optional • Art supplies (markers, crayons, construction paper) - optional <p>Instruction:</p> <ol style="list-style-type: none"> 1. Explain the concept of "chasing the good feeling" and how some people mistakenly use psychoactive substances to experience joy, energy, or relaxation. 2. Challenge students to design an activity that provides a natural "high" through physical activity and positive interaction. 3. Students can work individually or in small groups. 4. Encourage creative thinking! Some ideas might include: 5. A dance routine with upbeat music 6. A team obstacle course competition 7. A cooperative game that requires teamwork and communication 8. A high-energy aerobics session 9. Once they have designed their activity, each group will present it to the class. <p>2. Reflection on Learning</p> <p>Activity 5: "Buzzkill or Boost? You Decide!"</p> <p>This activity will allow students to reflect on the information learned about psychoactive substances and physical activity participation.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Divide the class into five (5) groups. 2. Ask the students to think back to the information they learned about the effects of psychoactive substances on physical activity. 3. Imagine they faced with a situation where someone suggests using a substance (alcohol, energy drink, etc.) before or during physical activity. 	<ul style="list-style-type: none"> • Discuss how the activities made them feel physically and mentally. • Compare the natural "high" from exercise to the potential negative effects of psychoactive substances. • Brainstorm other healthy ways to manage stress, boost mood, and find fun with friends, emphasizing the importance of healthy habits. <p>After the skit presentation, ask your students/class using the following questions:</p> <ul style="list-style-type: none"> ➤ How did learning about the effects of substances
--	--	--

4. Create a short skit or dialogue (written or role-played) where they can explain to the person why using substances is a bad idea for physical activity and their health.

Skit or dialogue should include:

1. Specific examples of how psychoactive substances can negatively impact physical activity (impaired coordination, reduced reaction time, etc.).
2. Information about the natural "high" you get from exercise and the release of endorphins.
3. Positive alternatives to using substances to boost energy or manage stress before or during exercise (healthy snacks, proper hydration, warmup routine, etc.).

Skit Rubric:

Criteria	Excellent (4 Points)	Good (3 Points)	Needs Improvement (2 Points)	Unsatisfactory (1 Point)
Accuracy	Accurately portrays the negative effects of psychoactive substances on physical activity (e.g., impaired coordination, reduced reaction time).	Somewhat accurately portrays the negative effects of substances on physical activity. May have minor inaccuracies.	Lacks clear portrayal of negative effects, or includes some misinformation.	Does not address the negative effects of substances on physical activity.
Alternatives	Clearly promotes healthy alternatives for boosting energy and performance (e.g., healthy	Somewhat promotes alternatives, but may be vague or lack detail.	Lacks clear promotion of alternative strategies, or alternatives are questionable.	Does not promote any alternatives to using substances.

on physical activity help you make informed decisions?

- Why is it important to critically evaluate information about substances and health?
- What are some healthy ways you can motivate yourself and others to participate in physical activity?

		snacks, hydration, warmup routine).				
	Communication & Engagement	Skit is clear, engaging, and effectively delivers the message. Actors are expressive and confident.	Skit is mostly clear and delivers the message. Actors show some effort in delivery.	Skit lacks clarity or struggles to deliver the message. Actors' delivery is weak.	Skit is unclear or confusing. Actors show minimal effort.	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	<p>Activity 6: "#I-REFLECT" Instruction: Write a reflection paper regarding the following questions:</p> <ul style="list-style-type: none"> • What are some positive choices you can make to stay healthy and active? • Why is it important to be aware of the long-term effects of substance use? 			
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			

<p>C. Teacher's Reflection</p>	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> <i>What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</i> ▪ <u>students</u> <i>What roles did my students play in my lesson? What did my students learn? How did they learn?</i> ▪ <u>ways forward</u> <i>What could I have done differently? What can I explore in the next lesson?</i> 	<p>eachers' 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>
---------------------------------------	---	--