

Lesson Exemplar for PE and Health

Quarter 4

Lesson

2

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

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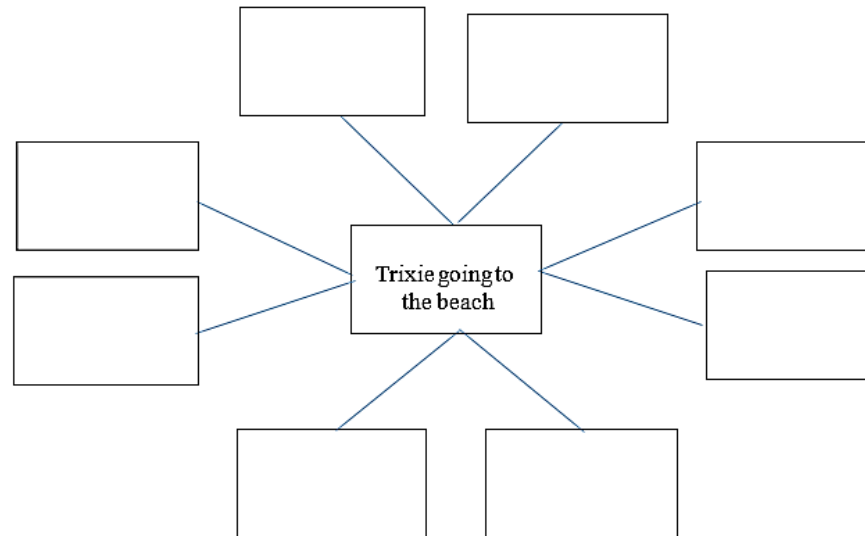
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PE and Health /QUARTER 4/ GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of consumer health, information, products, services, quackery, and dances in promoting societal wellness for active and healthy living.
B. Performance Standards	The learners participate in dances in promoting societal wellness for active and healthy living.
C. Learning Competencies and Objectives	<i>Learning Competency</i> <i>1. Examine health information, health products, health services, and health care providers.</i>
D. Content	<ul style="list-style-type: none">• Strategies in Evaluating Health Information, Health Products and Health Services• Health Care Providers
E. Integration	Social Studies and Economics: <ul style="list-style-type: none">• Analyze economic factors affecting health services and product affordability.• Discuss the role of government policies in ensuring safety and quality.

II. LEARNING RESOURCES
<p>Austerlitz, S. (2020). Social health insurance in the Philippines: Do the poor really benefit? Applied Economics, 52(34), 3663–3677. https://doi.org/10.1007/s12197-020-09525-5</p> <p>Cipriano, Eduardo, Ma. Karina Melody Hernandez, Gernalyn Solano, Pinky Liberan, Adelina Limos, Mark Fabella, Ronald Solis, and Ray Ferdinand Limos. 2018. The 21st Century MAPEH in Action 10. 856 Nicanor Reyes Sr. St., Sampaloc, Manila: Rex Book Store, Inc.</p> <p>Pan American Health Organization. (2019). Strategy and Plan of Action on Health Promotion within the Context of the Sustainable Development Goals 2019-2030. Retrieved from https://www.paho.org/en/documents/strategy-and-plan-action-health-promotion-within-context-sustainable-development-goals</p> <p>Physical Education and Health 10 (Learner's Material)</p>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>Week 1: Day 1</p> <p>1. Short Review</p> <p>Activity 1: “Word Scramble”</p> <p>Materials: Pen and paper</p> <p>Instruction: Rearrange the letters in each scrambled word to form a real word.</p> <div style="display: flex; align-items: center; margin-top: 20px;"> <div style="flex: 1;"> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="flex: 1;"> <p>1. HGOLSOCYCAPIL FROSTAC</p> <p>2. AOSCIL TROSCFA</p> <p>3. TLLCURAU FTOARCS</p> <p>4. PSOLEARN RSTO AFC</p> <p>5. IECMNCOO STCRAOF</p> </div> </div>	<p>Answer keys: Activity 1</p> <ol style="list-style-type: none"> 1. Psychological factors 2. Social factors 3. Cultural factors 4. Personal factors 5. Economic factors <p>Facilitate a discussion about key points related to consumer behavior.</p>
B. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <p>Activity 2: “Consumer Health Products”</p> <p>Directions: List down the product needed going to the beach/resort. Select your answer in the box below and write your answer on the web provided.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px; display: flex; flex-wrap: wrap;"> <div style="flex: 1; min-width: 150px;">Sunscreen/sun blocks</div> <div style="flex: 1; min-width: 150px;">Shampoo</div> <div style="flex: 1; min-width: 150px;">TV</div> <div style="flex: 1; min-width: 150px;">Long Gown</div> <div style="flex: 1; min-width: 150px;">High heels</div> <div style="flex: 1; min-width: 150px;">Cap/wide-brimmed hat</div> <div style="flex: 1; min-width: 150px;">First Aid Kit</div> <div style="flex: 1; min-width: 150px;">Snacks</div> <div style="flex: 1; min-width: 150px;">Towel</div> <div style="flex: 1; min-width: 150px;">Ziplock Bags</div> <div style="flex: 1; min-width: 150px;">Glass Container</div> <div style="flex: 1; min-width: 150px;">Fire Works</div> <div style="flex: 1; min-width: 150px;">Sun glass</div> <div style="flex: 1; min-width: 150px;">Aggressive dog</div> <div style="flex: 1; min-width: 150px;">Jewelries</div> </div>	



Unlocking Content Vocabulary

Consumer health is not just about buying health products and services. It is also about making decisions and having a clear and deeper understanding to make wise choices.

Consumer health has three components: **health information, health products, and health services**. Health information plays a big role in the life of individuals. *It gives details that people can use to make informed decisions about their health and of others.*

Health products are food, drugs, cosmetics, devices, biologicals, vaccines, in-vitro diagnostic reagents, and household/urban hazardous substances and/or a combination of and/or a derivative thereof (FDA Act, 2009). These products may be purchased from various places like supermarkets, pharmacies, and hospitals.

Examples: eyeglasses, appliances, medicines, grooming aids, car, etc.

Health Consumers are people who use health services, as well as their families and careers. This includes people who have used a health service in the past or who could potentially use the service in the future. Why not use the term patient? We prefer to use the term 'consumers' rather than 'patients'. There are a few reasons behind this. A 'consumer' tends to choose and get involved in decision making whereas traditionally a 'patient' tends to be a person who receives care without necessarily taking part in

	<p>decision making. Also, the term ‘consumers’ includes careers that often have an important role in health care decision- making and caregiving. Finally, many health programs and services don’t use the term ‘patient’ anyway and refer to ‘clients’ or even ‘residents’ (in the case of live-in facilities).</p> <p>A health consumer representative is a health consumer who has taken up a specific role in providing advice on behalf of consumers, with the overall aim of improving health care. A consumer representative is often a consumer member of a committee, project, or event who voices consumer perspectives and takes part in decision-making on behalf of consumers. A health consumer representative may be nominated by and accountable to, a consumer organization.</p> <p>Usually, the role is working with a health service (or consumer organization) and is often in a volunteer capacity. Sometimes the role comes with a small payment to cover the consumer’s costs.</p> <p>Engagement (or participation) refers to a range of activities that involve consumers or communities participating in and sometimes leading, health service decision-making; policy and service design; service delivery, and evaluation.</p>	
<p>C. Developing and Deepening Understanding</p>	<p>Week 1: Day 2</p> <p>SUB-TOPIC 1: Strategies in Evaluating Health Information, Health Products and Health Services</p> <p>All of us are consumers. We acquire health information, purchase health products, and avail of health services to appraise, improve, and maintain our health. Health information is an idea that we hear from people around us, read from books and other printed materials, or from the media that influence our health. Health products are items that we consume to improve our well-being such as medicine, food, clothes, furniture, electronics, etc. To ensure consumer health, criteria and guidelines in selecting health products/ services must be considered. Various forms of providers and plans must also be known to a consumer.</p>	

Health information is any concept, step, or advice that various sources give to aid the health status of an individual. The type of information varies depending on various considerations such as but not limited to health history, drugs and alcohol consumption, and eating disorders. All information about the health products is included in this area. It gives the materials used in manufacturing the product, date, uses, expirations, and even cautions.



Image source: https://www.freepik.com/free-vector/flyer-medicine-set_3948112.htm

People acquire health information and products from various sources such as authorized persons, media, and technology. It is important to identify the reliability of these sources.

Some Reliable Sources of information

- Medical and health professionals (Family and school doctors, dentists, nurses, health science educators)
- Government agencies like the Department of Health (DOH), Food and Drug Administration (FDA), Bureau of Food and Drugs (BFAD), Department of Trade and Industry (DTI)
- Websites ending in .gov, .edu, and .org
- Local health officials
- Educational institutions

Some Unreliable Sources of Health Information

- Outdated customs, practices, and superstitions without scientific basis
- Information based on ignorance and prejudice
- Commercialized health information
- Personal options and incomplete information
- Quack or pseudo healers

When evaluating health information and products, you must check for:

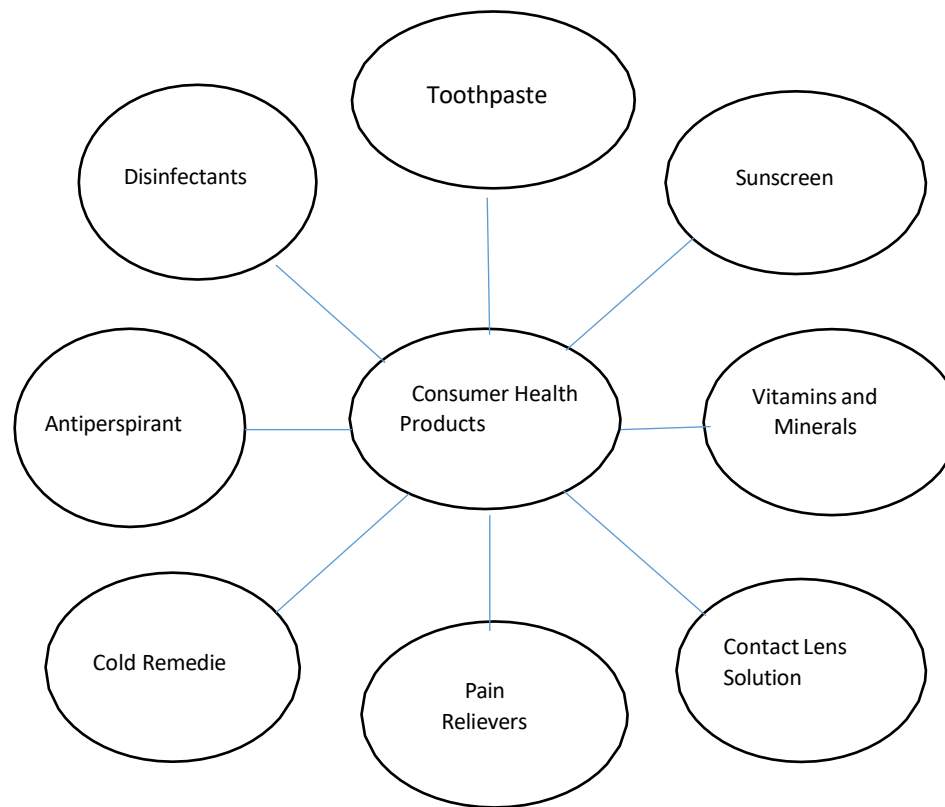
1. **CREDIBILITY** - This tells about the source and recency of the information.

	<ul style="list-style-type: none"> • <i>Who or what is the source of the information/product?</i> • <i>Is the source qualified?</i> • <i>Is the information updated?</i> <p>2. CONTENT - This tells about the accuracy, disclaimer, and completeness of the information.</p> <ul style="list-style-type: none"> • <i>Is it complete and correct?</i> • <i>Does it have a scientific basis?</i> • <i>Does it state the limitations, purpose, scope, authority, and currency of the information?</i> • <i>Does it have labels that contain the directions for use and storage, expiration date, and warnings?</i> <p>3. DISCLOSURE - This tells about the purpose and caveat of the information.</p> <ul style="list-style-type: none"> • <i>What is the purpose of giving the information/product?</i> • <i>Is it for marketing purposes?</i> • <i>Is it for selling products or for disseminating information?</i> <p>4. INTERACTIVITY - This tells about the feedback mechanism and means of information exchange between the source and the consumer.</p> <ul style="list-style-type: none"> • <i>Can the consumer offer comments and suggestions?</i> • <i>Is it possible to ask questions</i> <p>Week 2: Day 1</p> <p>SUB-TOPIC 2: Health Care Providers</p>	
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	<p>Healthcare services refer to the furnishing of medicines, medical or surgical treatments, nursing, hospital service, dental service, optometric service, and complementary health services. These are often connected to healthcare.</p> <p>These programs aim to appraise the health conditions of individuals through screening and examinations, cure and treat disorders, prevent and control the spread of diseases, provide safety, emergency care, and first aid, and ensure a follow-up program for individuals who have undergone treatments.</p> <p>Examples: medical and dental consultation and treatment, services from beauty parlors and barber shops, etc.</p> <p>Guidelines on the Purchase of Goods and Services</p> <ol style="list-style-type: none"> 1. Evaluate which products and services will be beneficial, harmful, or useless. 2. Know the local laws and regulations that protect consumers. 3. Locate dependable medical, dental, and nursing services. 4. Apply knowledge acquired for personal and environmental health in the purchase of personal goods and services. <p>Some Tips on how to be a Wise Consumer</p> <ol style="list-style-type: none"> 1. Gather correct and sufficient information–get as much information by reading critically the details on the nutritional quality of the food. Be aware that being knowledgeable of the laws will protect you as a consumer. 2. Compare and contrast details of available products – compare and contrast the products and services available before you purchase. Judge for yourself which among the products are most effective. You can use the questions in assessing the health information as your initial guide. 3. Inquire for more and review if possible – ask direct questions from sales personnel if there are things about the product that are not clear to you before buying it. Clarifying things will make you more confident as a consumer. You can also get some information from other consumers regarding the product. <p>Health services are usually offered by healthcare providers. “A healthcare provider is a trained professional who provides people with healthcare”. Health services are offered by health service providers.</p> <p>There are three types, as follows:</p>	
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1. **Health Professionals.** These are individuals who are licensed to practice medicine and other allied health programs and work in the medical profession.
Examples: doctor, nurse, nutritionist, etc.
2. **Healthcare Facilities** – These are places or institutions that offer healthcare services. Examples: hospitals, walk-in surgery centers, health centers, extended healthcare facilities.
3. **Health Insurance** - It is a financial agreement between an insurance company and an individual or group for the payment of healthcare costs.

A. An example of a basic need of an individual/consumer



B. An example of Nutrition facts found at the back of every Product Particularly Foods

New Label

Nutrition Facts	
8 servings per container	
Serving size	2/3 cup (55g)
Amount per serving	Calories 230
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

- 1 The serving size now appears in larger, bold font and some serving sizes have been updated.
- 2 Calories are now displayed in larger, bolder font.
- 3 Daily Values have been updated.
- 4 Added sugars, vitamin D, and potassium are now listed. Manufacturers must declare the amount in addition to percent Daily Value for vitamins and minerals.

Image source:

[What's on the Nutrition Facts Label | FDA](https://www.fda.gov/food/nutrition-facts-label/whats-nutrition-facts-label): <https://www.fda.gov/food/nutrition-facts-label/whats-nutrition-facts-label>

C. An example of product categorization

See the bottom tube of your toothpaste a color-coding is marked each color represents each category.

- Black = Pure Chemicals
- Green = Natural
- Red = Natural + Chemical Composition
- Blue = Natural + Medicine



Image source:

[What Do Color Codes On Toothpaste Mean? Silverhill Dental](https://silverhilldental.com/toothpaste-color-codes-mean/): <https://silverhilldental.com/toothpaste-color-codes-mean/>

D. Making Generalizations	1. Learners' Takeaways: Activity 3: "WALK or RUN!" Directions: The following are sources of information on consumer health. Write the word WALK if it is a reliable source and RUN if it is not a reliable source. Write your answer inside the given box.	
	1. Neighbors	<input type="text"/>
	2. Vendors	<input type="text"/>
	3. Health Magazines	<input type="text"/>
	4. Parents who are health professionals	<input type="text"/>
	5. Elderly	<input type="text"/>
	6. Government agencies	<input type="text"/>
	7. Researches	<input type="text"/>
	8. Books	<input type="text"/>
	9. Pamphlets	<input type="text"/>
	10. Wikipedia	<input type="text"/>
	2. Reflection on Learning Activity 4: "#I_Reflect" Directions: Study the poster below and answer the question given. A rubric will use to rate your answer.	

1.RUN
2.RUN
3.WALK
4.WALK
5.RUN
6.WALK
7.WALK
8.WALK
9.RUN
10. RUN



Question:

Being one of the consumers,
will you buy the product?

Why or why not?

A Sales Representative Selling a whitening soap in the public

RUBRIC

POINT	Content and Organization	Score
5	The idea is clear, well-explained and was able to answer the questions	
4	The idea is moderately explained and was able to answer the questions	
3	The idea is fairly explained and was able to answer the questions	
2	The idea is slightly explained and was able to answer the questions	
1	The idea is not clear. But answered the question	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION

NOTES TO TEACHERS

A. Evaluating Learning

Week 2: Day 2
Activity 5: "FACT OR BLUFF"

A. Direction: Write F if the statement is correct and B if it is false. Write your answer in the space provided.

	<p>____ 1. Professionals such as physicians, scientists, and teachers can be sources of health information.</p> <p>____ 2. Hair cut from a barbershop is an example of healthcare services.</p> <p>____ 3. Foods, drugs, cosmetics, devices, biologicals, vaccines, in-vitro diagnostic reagents, and household/urban hazardous substances are considered health products.</p> <p>____ 4. Consumer health has three components.</p> <p>____ 5. Health products are the concepts, steps, or pieces of advice that various sources give to aid the health status of an individual.</p> <p>____ 6. Medical and health professionals are examples of non-reliable sources of health information.</p> <p>____ 7. As a wise consumer, you should be able to gather information, compare available products, and inquire for more so all doubts will be erased.</p> <p>____ 8. Personal options and incomplete information is an example of reliable sources of health information</p> <p>____ 9. Health Consumers are people who use health services, as well as their family and careers</p> <p>____ 10. A health consumer representative is referring to a range of activities.</p> <p>B. Directions: Based on what you have learned, answer the following questions. A rubric will be used to score your output.</p>	
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- a. You are to buy a health product, especially a facemask. However, you have to choose between fashion and proper protection against the virus, which one will you prefer to buy?

- b. Is there a need for you to know the guidelines in choosing products? Why?

RUBRIC						
Criteria	Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1	TOTAL
Ideas and Content	Substantial, specific, and/or illustrative content demonstrating strong (deep) analysis of the topics	Sufficiently develop content with Adequate elaboration or explanation.	Limited content With adequate elaboration or explanation. Specific information is needed or needed to follow the directions more closely.	Limited content with limited elaboration or explanation. More specific information is needed or needed to follow the directions more closely.	There is no clear or specific explanation of the answer to the question.	

B. Teacher's Remarks

Note observations on any of the following areas:

Effective Practices

Problems Encountered

strategies explored

The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different

	materials used			strategies, materials used, learner engagement and other related stuff. Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	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> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <u>students</u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u>ways forward</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.