

# Lesson Exemplar for PE and Health

Quarter 4

Lesson

**3**

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

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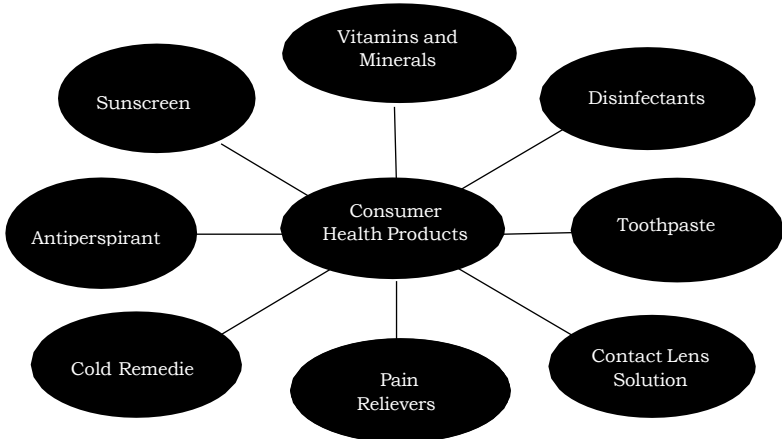
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## PE AND HEALTH/QUARTER 4/ GRADE 8 (WEEK 4)

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	The learners demonstrate an understanding of consumer health, information, products, services, quackery, and dances in promoting societal wellness for active and healthy living.
<b>B. Performance Standards</b>	The learners participate in dances to promote societal wellness for active and healthy living.
<b>C. Learning Competencies and Objectives</b>	<b>Learning Competency</b> Analyze various forms of quackery and fraudulent health services and their associated risks. <b>Lesson Objectives</b> Identify and evaluate different types of quackery in health services and understand their associated risks.
<b>C. Content</b>	<b>Types of Quackery and Their Associated Risks</b>
<b>D. Integration</b>	SDG 3 (Good Health and Well-Being): Addressing quackery improves health outcomes. SDG 4 (Quality Education): Equipping students with critical thinking skills helps them make informed health choices.

II. LEARNING RESOURCES
Adiez, J. A. (2016). Consumer Health: Quackery. <a href="https://www.slideshare.net/slideshow/consumer-health-quackery/67289203">https://www.slideshare.net/slideshow/consumer-health-quackery/67289203</a>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<b>A. Activating Prior Knowledge</b>	<b>DAY 1</b>  <b>1. Short Review</b> The teacher draws a blank concept map on the board and leaves the center text. The students recall all the concepts they discussed during the last lesson. Here is	

	<p><b>2. Feedback (Optional)</b></p>  <pre> graph TD     CHP((Consumer Health Products)) --- Sunscreen((Sunscreen))     CHP --- Vitamins((Vitamins and Minerals))     CHP --- Disinfectants((Disinfectants))     CHP --- Toothpaste((Toothpaste))     CHP --- CLS((Contact Lens Solution))     CHP --- PR((Pain Relievers))     CHP --- CR((Cold Remedie))     CHP --- AP((Antiperspirant))   </pre> <p>The teacher asks the students what they can say about the completed concept map of consumer health products.</p>	
<b>B. Establishing Lesson Purpose</b>	<p><b>1. Lesson Purpose</b>  <b>Activity 1: Fact of Quack (5 mins)</b></p> <ul style="list-style-type: none"> <li>○ The teacher presents medical and health facts to the students.</li> <li>○ The students will answer if this is true/factual or false/quackery.</li> </ul> <p><b>2. Unlocking Content Vocabulary</b>  <b>Quackery</b> - dishonest practices and claims to have specialized knowledge and skills in a particular profession, usually medical.  <b>The placebo Effect</b> refers to anything that appears to be a "real" medical therapy yet is not. It might be a pill, an injection, or another form of "fake" treatment. They do not receive an active drug with the intent to effect.</p>	
<b>C. Developing and Deepening Understanding</b>	<p><b>1. Explication</b>  The common practice of <b>quacks</b> who claim to have knowledge and competence that they do not have, especially in medicine. The quack makes exaggerated promises about their ability to cure diseases, usually for financial benefit.</p> <p>Quackery is the act of performing medical operations falsely or ignorantly. Quacks primarily target persons who deceive the public by claiming medical abilities,</p>	

expertise, or certifications. Quacks conduct healing or prescribe cures for illnesses without proper education and licensing.

### **Three Key Characteristics of Health Quackery**

1. This is a large business.
2. It multiplies and spreads quickly.
3. It feeds on those who have been diagnosed with incurable diseases.

### **Types of Quackery and Their Associated Risks**

#### **Medical Quackery**

It promises to cure many health ailments using drug-free or bloodless treatments and cures. Despite the therapeutic properties promised by its promoters, its efficacy has yet to be verified.

Example: Quacks commonly use snake oil to treat ailments. Because it has not yet been professionally examined, this may be deemed a bogus health product or untested medication.

#### **Nutrition**

It claims to integrate all-natural elements like medicinal herbs into a single product. Such items are pushed through culinary trends and nutritional practices that give users health advantages. It might be regarded as a very profitable quackery due to its popularity.

Examples: The Bureau of Food and Drug Administration does not authorize nutritional supplements, weight loss goods, herbal medications, or sports foods.



<https://assets.thenewhumanitarian.org/s3fs-public/images/200707021.jpg>



[https://www.verywellhealth.com/thmb/J61p-yJ5ukIU2QLrTCngsVv71g-/1500x0/filters:no\\_upscale\(\)/max\\_bytes\(150000\)/strip\\_icc\(\)/pills-on-spoon-864451084-5a6a9944eb97de003781bdf6.jpg](https://www.verywellhealth.com/thmb/J61p-yJ5ukIU2QLrTCngsVv71g-/1500x0/filters:no_upscale()/max_bytes(150000)/strip_icc()/pills-on-spoon-864451084-5a6a9944eb97de003781bdf6.jpg)

**Device**

Despite a lack of medical evidence, it employs products or accessories that promise to cure specific ailments or health concerns.

Examples: dials, gauges, electrodes, magnets, blinkers, amulets, charms, and talismans.



<https://upload.wikimedia.org/wikipedia/commons/f/f3/Aqimat.jpg>

**Harmful effects of Quackery**

- It poses a risk to people's health and well-being.
- It causes tensions between consumers and sellers.
- May induce allergies.
- The public experiences anxiety owing to ambiguity about its effectiveness.
- Individuals with pre-existing conditions may have more complications.
- Body part abnormalities may occur.
- The public regrets the inefficient use of their resources.

**2. Worked Example****Activity 2: Brainstorming**

1. Form five-member groupings. Assign each member a number from 1 to 5.
2. Each individual has two minutes to answer the question: Why do people easily fall for quackery?
3. After everyone has responded, consider the potential elements influencing people's susceptibility to quackery.
4. Talk about the following topics.

**The People Who Are Common Victims of Quackery**

- Individuals with significant illnesses, such as cancer and heart disease.
- Individuals who are fearful of physicians, medical facilities, or operations.
- Individuals who cannot afford to purchase legitimate products.

	<b>DAY 2</b>  <b>3. Lesson Activity</b> <b>Activity 3: Quackery-enactment</b> <ul style="list-style-type: none"> <li>○ Prepare a list of 10 quackery scenarios mentioned during the discussion.</li> <li>○ Have one student per item that they will reenact.</li> <li>○ The students will guess the correct answer.</li> </ul>	
<b>D. Making Generalizations</b>	<b>1. Learners' Takeaways</b> The students answer this question: In two to three paragraphs, answer the following question on a piece of paper: <ul style="list-style-type: none"> <li>○ As a Grade 8 student, how can you protect your family and yourself from quackery?</li> </ul> <b>2. Reflection on Learning</b> <b>"Let's Talk About it!"</b> RECALL - What do you remember from the lesson that was discussed? REACT - Give your reaction and/or insight about the lesson. UNDERSTAND - What do you understand about our lesson as a whole?	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION			NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment		
	Activity 4: Assessment		
	Complete the table by writing other medical, nutritional, and device quackery examples.		
	Medical	Nutritional	Device
	2. Homework (Optional)		

<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	<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 activities explored/ lesson exemplars.</p>
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i></li> </ul>			<p>Teachers' reflection in every lesson conducted/ facilitated is essential for improving practice. You may also consider this an input for the LAC/Collab sessions.</p>