8

DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for Science

Quarter 4
Lesson
2

Lesson Exemplar for Science Grade 8
Quarter 4: Lesson 2 of 8 (Week 2)
SY 2025-2026

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SCIENCE (PHYSICS)/QUARTER 4/GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	1. Forces cause objects to accelerate. 2. An object is accelerating if the magnitude and/or direction of its velocity changes. 3. Kinetic energy is the energy of movement, and potential energy is stored energy. 4. As an object falls from a height its energy is conserved because its potential energy is transformed to kinetic energy. 5. The resources of the Philippines provide many benefits to its people and their activities.
B. Performance Standards	*By the end of the Quarter, learners* demonstrate understanding of the technical meaning of acceleration and apply their understanding to everyday situations involving motion. They represent and interpret acceleration in distance-time and velocity-time graphs to make predictions about the movement of objects. Learners link motion to kinetic energy and potential energy and explain transformations between them using everyday examples. Learners relate understanding of kinetic energy and potential energy to an appreciation of the hydro-electric resources of the Philippines for the generation of electricity for use in homes, communities, and industries. They use scientific investigations to explore the properties of light and apply their learning to solving problems in everyday situations.
C. Learning Competencies and Objectives	***Learning Competency: The learners construct and annotate distance-time graphs and velocity-time graphs to represent uniform and non-uniform acceleration.*** *Lesson Objective 1: construct distance-time graphs using given data of motion with uniform and non-uniform acceleration.* *Lesson Objective 2: label axes with appropriate units (e.g., time in seconds, distance in meters) and add titles of distance-time graphs.* *Lesson Objective 3: describe the distance-time graphs of motion with uniform and non-uniform acceleration.* *Lesson Objective 4: construct velocity-time graphs using given data of motion with uniform and non-uniform acceleration.* *Lesson Objective 5: label axes with appropriate units and add titles of velocity-time graphs.* *Lesson Objective 6: describe the velocity-time graphs of motion with uniform and non-uniform acceleration.*
D. Content	**Motion Graphs** **Displacement-time graph** A displacement-time graph shows the displacement a moving object has traveled against time, where the slope is equal to the velocity of the object. Displacement is plotted on the Y-axis (the vertical line), while time is plotted on the X-axis (the horizontal line) on the Cartesian plane.

	In uniform acceleration, the graphs can be a horizontal line, which indicates a stationary object, an upward slope signifies motion in a positive direction, and a downward slope signifies motion in a negative direction. The steeper the graph, the greater the velocity. In non-uniform acceleration, the nature of the displacement-time graphs can be a curve line, a zig-zag line, or a combination. **Velocity-time graph** A velocity-time graph displays how an object's speed changes over time. Velocity is plotted on the Y-axis (the vertical line), while time is plotted on the X-axis (the horizontal line) on the Cartesian plane. In uniform acceleration, a horizontal line indicates constant speed, an upward slope denotes acceleration, and a downward slope represents deceleration. The slope of a velocity-time graph reflects acceleration, where a steeper slope indicates higher acceleration and a flat line signifies no acceleration. In non-uniform acceleration, the graphs are not a straight line as the velocity varies in time. They may be in a curve line, zigzag line, or combination.
E. Integration	Values Integration: Resilience To face life's ups and downs, we need to cultivate the virtue of resilience, which is the capacity to recover quickly from difficulties and adapt to change, just as an object in motion might encounter various speeds and changes in direction.

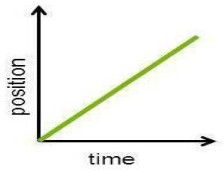
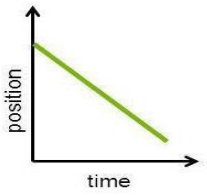
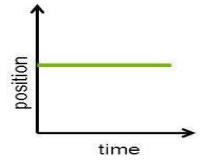
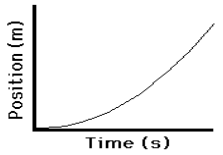
II. LEARNING RESOURCES

- Admin. (2022a, August 4). *Position-Time Graph, Concept and Explanation.* BYJUS. https://byjus.com/physics/position-time-graph/
- Admin. (2023, May 26). *Uniform motion and non uniform motion - definition.* BYJUS. https://byjus.com/physics/uniform-motion-and-non-uniform-motion/
- *Free online Graph paper/plain.* (n.d.). https://incompetech.com/graphpaper/plain/
- Hewitt, P. G. (2014). *Conceptual physics.* Addison-Wesley.
- Louis Wong - IGCSE and IB Physics Walkthrough. (2020, September 15). *The Moving man - PhET Simulation (Latest Version 2020!)* [Video]. YouTube. https://www.youtube.com/watch?v=G6vo55kMa0E
- *Position-Time Graphs: Meaning of shape.* (n.d.-a). https://www.physicsclassroom.com/class/1DKin/Lesson-3/The-Meaning-of-Shape-for-a-p-t-Graph
- *Position-Time Graphs: Meaning of slope.* (n.d.). https://www.physicsclassroom.com/class/1DKin/Lesson-3/Meaning-of-Slope-for-a-p-t-Graph

- The Albert Team. (2022, March 31). Motion Graphs: Explanation, Review, and Examples. Albert Resources. https://www.albert.io/blog/interpreting-motion-graphs/
- Third Space Learning. (2024, June 10). Distance Time Graph - GCSE Maths - Steps and examples. https://thirdspacelearning.com/gcse-maths/ratio-and-proportion/distance-time-graph/
- Third Space Learning. (2023, June 2). *Speed Time Graph - GCSE Maths - Steps, Examples & Worksheet.* https://thirdspacelearning.com/gcse-maths/ratio-and-proportion/speed-time-graph/
- *Velocity-Time Graphs: Meaning of shape.* (n.d.). https://www.physicsclassroom.com/class/1DKin/Lesson-4/Meaning-of-Shape-for-a-v-t-Graph
- *Velocity-Time Graphs: Relating the shape to the motion.* (n.d.). https://www.physicsclassroom.com/class/1DKin/Lesson-4/Relating-the-Shape-to-the-Motion

III. TEACHING AND LEARNING PROCEDURE		**NOTES TO TEACHERS**
A. Activating Prior Knowledge	**DAY 1** **Activity 2.1. Deal or No Deal (5 minutes)** *Use the learning activity sheet (see page 1).* **KEY to Activity 2.1** 1. Deal 2. No Deal 3. Deal 4. Deal 5. No Deal	Start the class by reviewing the distance-time graph learned in Grade 7 and the concept of acceleration from last week's lesson. Use the game "Deal or No Deal" to assess prior knowledge. If possible, project the items or statements on your TV and have everyone decide if it's a deal or no deal. Ask students to raise their hand or stand if they choose "Deal." The concepts in this review are the prerequisites of this lesson on graphical analysis of motion, specifically constructing and interpreting distance-time graphs and velocity-time graphs.
B. Establishing Lesson Purpose	**1. Lesson Purpose (5 minutes)** **How did we describe motion in Grade 7 and last week's lesson?** In Grade 7 Science, you have learned to describe motion using the concepts of distance, displacement, speed, and velocity. The previous lesson described motion using the concept of acceleration and its formula. **How Else and Why?** How else can we describe motion? And why?	Establish the lesson purpose by asking your students "How else can we describe motion? And why?" Discuss how graphs help visualize and analyze motion, making

	When trying to explain how things move, physicists don't just use equations – they also use graphs! Motion graphs allow to describe and analyze an object's motion through visual representations. In this lesson, you will know more about uniform and non-uniform acceleration using displacement-time graphs and velocity-time graphs. **2. Unlocking Content Vocabulary** **Activity 2.2. Matching Type (5 minutes)** *Use the learning activity sheet (see page 2).*	complex data easier to understand. Unlock important terms that will be used in this lesson using the crossword puzzle. **KEY to Activity 2.2** 1. a 2. d 3. b 4. c
C. Developing and Deepening Understanding	**Graphical Analysis of Motion** **Subtopic 1: Distance-Time Graph** **1. Explicitation** **Class Discussion (20 minutes)** A distance-time graph shows the distance traveled by a moving object over time. It is also known as a position-time graph. **Axes and Labels:** **X-Axis (*Horizontal line*)**: Represents time, usually measured in seconds (s), minutes (min), or hours (h). **Y-Axis (*Vertical line*)**: Represents distance, usually measured in meters (m), kilometers (km), or miles. Each point on the distance-time graph corresponds to a specific time and the distance traveled by the object at that time. **Slope**: The slope of the line represents the speed of the object. A steeper slope indicates a higher speed. **Interpreting Distance-Time Graphs** **Graph** | **Interpretation** | **Example** | **Sample Graph**	For the 1st subtopic, start by revisiting the essential characteristics of a distance-time graph. Distance is measured in meters, kilometers, or miles, while time is measured in seconds or hours. In Grade 7, students have learned about distance-time graphs of uniform motion or motion with constant velocity. This year, they will focus on distance-time graphs of motion with uniform and non-uniform acceleration. In discussing the meaning of distance-time graphs, present again the shapes covered in Grade 7 (the horizontal and diagonal distance-time graphs) to easily connect the lesson in Grade 8. The form or shape of distance-time graphs is defined by the kind of motion they represent. It will

1. Straight Diagonal Line Going Up	**Uniform Motion (Forward direction)**	An object travels 10 meters every second forward, indicating a constant speed of 10 m/s.	
2. Straight Diagonal Line Going Down	**Uniform Motion (Backward direction)**	An object travels 10 meters every second backward, indicating a constant speed of 10 m/s.	
3. Horizontal Line	**No Motion**: The distance remains constant over time.	An object is stationary.	
4. Curved (Parabolic)	**Uniform Acceleration**: The object's speed is changing at a constant rate over time.	An object moves at a constant acceleration of 1 m/s^2.	

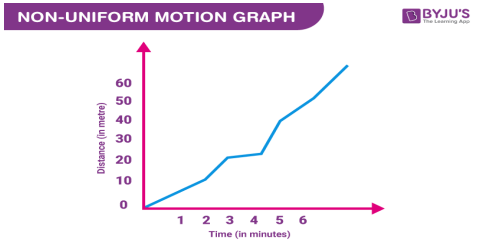
Distance-Time Graph for Uniform Acceleration	**Distance-Time Graph for Non-Uniform Acceleration:**
Appearance: ○ The graph is a **curved line**. ○ The curve is a **parabola** opening upwards if acceleration is positive, indicating that the object is speeding up. ○ If the acceleration is negative, the curve would open downwards, indicating the object is slowing down.	**Appearance:** ○ The graph is a **non-linear, irregular curve** that may change direction or curvature. ○ It does not form a smooth, predictable parabola.
Characteristics:	**Characteristics:**

appear as a straight diagonal line going up if the object is moving at a constant speed since there is an equal amount of distance in equal time intervals. Its steepness will vary. The steeper the line graph means the faster the speed.

On the other hand, if the slope of the line is zero it means that the object's position does not change. Thus, it represents no motion.

For motion with uniform acceleration, the distance-time graph will be a parabolic curve in shape. This is due to the speed increasing at a constant rate. Hence, the distance covered is changing rapidly.

○ The distance increases quadratically over time, meaning the object covers more distance in each successive time interval. ○ The curve gets steeper as time progresses, showing increasing velocity.	○ The changes in slope indicate varying rates of acceleration and deceleration. ○ The distance covered in equal time intervals varies unpredictably, reflecting the changing speed of the object.



Picture Link: https://cdn1.byjus.com/wp-content/uploads/2023/02/Uniform-motion-2.png

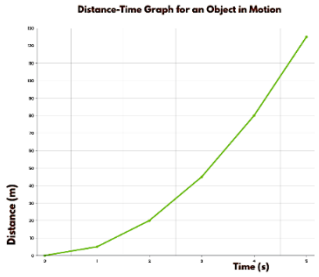
The nature of the distance-time graphs of objects moving with non-uniform acceleration can be curve line (not parabolic), zig-zag line, or a combination.

2. Worked Example

Activity 2.3: Constructing and Interpreting a Distance-Time Graph (20 minutes)
Use the learning activity sheet (see pages 3 and 4).

After presenting the concepts, guide the students in constructing a distance-time graph in Activity 2.3. You can graph on the board while they graph on their paper.

KEY to Activity 2.3
Graph:

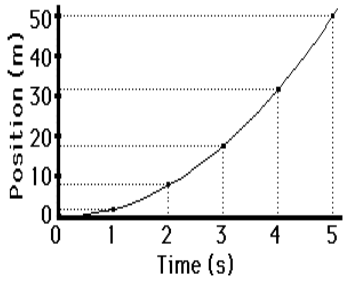


Interpretation:
1. The object is accelerating because the distance covered in equal time intervals is increasing.
2. The steepness of the curve indicates that the car's speed is increasing more rapidly over time.

DAY 2
3. Lesson Activity

Activity 2.4: My Turn to Construct and Interpret a Distance-Time Graph (20 minutes)
Use the learning activity sheet (see pages 5 and 6).

KEY to Activity 2.4
Graph:



Interpretation:
1. The distance increases non-linearly, and the distance increases more quickly as time goes by, indicating acceleration.
2. The graph shows a curve that gets steeper over time, indicating that the car is accelerating.
3. The car is accelerating. This is evident from the graph's curve becoming steeper over time.

Link: https://www.physicsclassroom.com/class/1DKin/Lesson-3/The-Meaning-of-Shape-for-a-p-t-Graph

Subtopic 2: Velocity-Time Graphs
1. Explicitation
Class Discussion (35 minutes)

Introduction to Velocity-Time Graphs
- A velocity-time graph shows us how the speed of a moving object changes with time.
- Velocity is plotted on the Y-axis (the vertical line), while time is plotted on the X-axis (the horizontal line) on the Cartesian plane.
- In a velocity-time graph, the slope of the line is equal to the acceleration of the object.
- Acceleration is the rate of change of velocity. It can be uniform, which occurs when velocity changes at a constant rate, or non-uniform, which occurs when velocity changes at different rates at different times.

Slope: The slope of the line represents the acceleration of the object. The steeper the velocity-time graph, the greater the acceleration.

Velocity-Time Graph for Uniform Acceleration:	**Velocity-Time Graph for Non-Uniform Acceleration:**

For the 2nd subtopic, we will start by revisiting the essential characteristics of a velocity-time graph.

Consequently, a velocity-time graph illustrates both the speed and direction of an object's movement across a defined time interval. When velocity is in meters per second, time is measured in seconds; similarly, if velocity is in miles per hour or kilometers per hour, time is measured in hours.

While the velocity can take positive and negative values, the time can only take positive values. We will now look at how we can use a velocity-time graph to calculate the acceleration of an object in uniform and non-uniform acceleration.

Appearance: ○ The graph is a **straight, sloped line**. ○ If acceleration is positive, the line slopes upwards. ○ If acceleration is negative (deceleration), the line slopes downwards.	**Appearance:** ○ The graph is a **curved line** or a series of connected lines with different slopes. ○ The curvature or irregularity indicates changes in the rate of acceleration.
Characteristics: ○ The slope of the line represents the constant rate of acceleration. ○ The velocity increases (or decreases) linearly over time, showing a steady change in speed.	**Characteristics:** ○ The slope of the graph changes, reflecting varying acceleration. ○ The velocity changes non-linearly over time, with the object speeding up and slowing down at varying rates.

(Kindly present the illustrations using the projector or through an enlarged printed material).

How to Construct a Velocity-Time Graph:

1. **Collect Data:** Gather time (t) and velocity (v) data.
2. **Set Up Axes:** Draw and label the x-axis (time) and y-axis (velocity).
3. **Choose Scale:** Set scales for both axes.
4. **Plot Data Points:** Plot each (t, v) pair on the graph.
5. **Connect Points:** Connect points with a line or curve.
6. **Label Graph:** Title the graph and label axes with units.
7. **Interpret:** Analyze the graph's shape for motion insights.

Velocity-time Graph of Uniform or Constant Velocity

Let us start with velocity-time graphs of an object moving in uniform velocity.

Consider a car moving with a constant, rightward (+) velocity of +10 m/s.

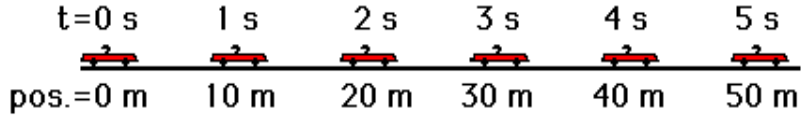
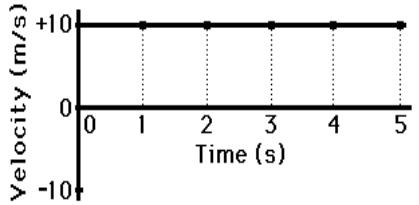


Image Link: https://www.physicsclassroom.com/Class/1DKin/U1L3a1.gif

If the velocity-time data for such a car were graphed, then the resulting graph would look like this:



Since it is a horizontal line, it has zero slope. Therefore, the acceleration is zero.

Image Link:
https://www.physicsclassroom.com/Class/1DKin/U1L4a1.gif

Now consider a car moving with a rightward (+), changing velocity, that is, a car that is moving rightward but speeding up or accelerating.

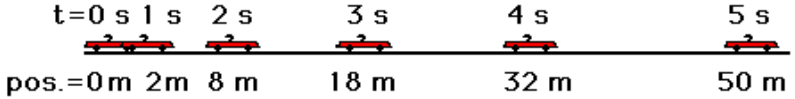


Image Link: https://www.physicsclassroom.com/Class/1DKin/U1L3a3.gif

If the velocity-time data for such a car were graphed, then the resulting graph would look like the graph:

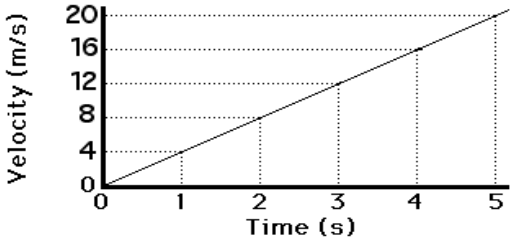
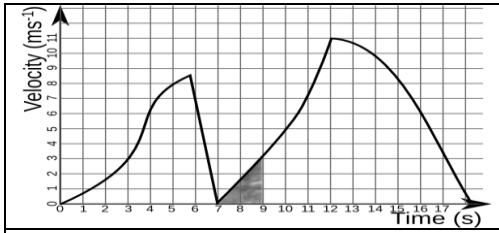


Image Link:
https://www.physicsclassroom.com/Class/1DKin/U1L4a2.gif

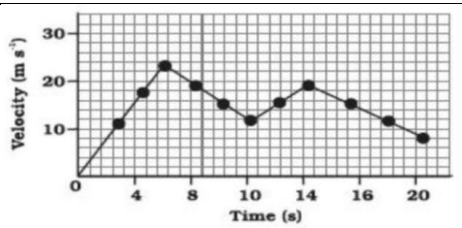
The slope of the line is positive, corresponding to the positive acceleration.

There are other possible velocity-time graphs in uniform acceleration depending on the motion of the object, which we will see in the next activity.

But objects don't always move with constant velocity as they may speed up or slow down. These objects are said to have nonuniform acceleration. The velocity-time graphs for non-uniform acceleration are shown in the images below.



Link: https://en.m.wikibooks.org/wiki/File:Velocity-time_graph_example.png



Link: https://school.careers360.com/physics/distance-time-velocity-time-graph-topic-pge

What do you observe with the graphs above?
The graphs are not a straight line as the velocity varies in time. They may be in a curve line, zigzag line, or combination. When velocity is changing, their slopes are not constant. Thus, the acceleration is not constant or non-uniform.

DAY 3

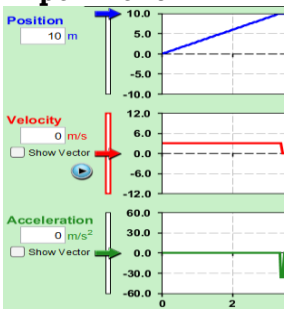
2. Worked Example

Activity 2.5. "Moving Man" Simulation (25 minutes)

Use the learning activity sheet (see pages 7 - 9).

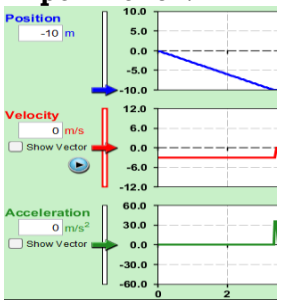
KEY to Activity 2.5

Experiment 1



P-T Graph: Constant positive slope
V-T Graph: Horizontal line; remains constant at 3 m/s
A-T Graph: Horizontal line; remains constant at 0 m/s^2

Experiment 2



P-T Graph: Constant negative slope
V-T Graph: Horizontal line; remains constant at -3 m/s
A-T Graph: Horizontal line; remains constant at 0 m/s^2

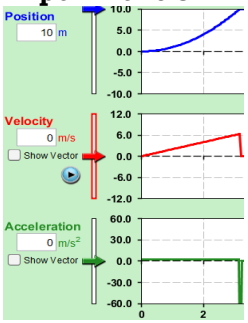
Kindly distribute the worksheets to the students. The simulation will be projected to the class using the projector.

Before revealing the answer in each experiment, let the students make their predictions first by

What is the difference between the result of #1 and #2?

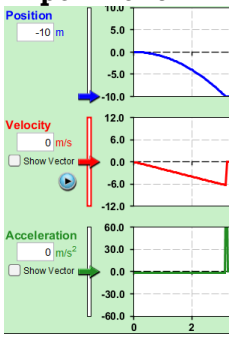
- In #1, the slope is positive while in #2, the slope is negative.
- In #1, the velocity is positive or moving to the right. In #2, the velocity is negative or moving to the left.

Experiment 3



P-T Graph: Increases with increasing rate
V-T Graph: Constant positive slope
A-T Graph: Horizontal line; remains constant at 2 m/s²

Experiment 4



P-T Graph: Decreases with increasing rate
V-T Graph: Constant negative slope
A-T Graph: Horizontal line; remains constant at -2 m/s²

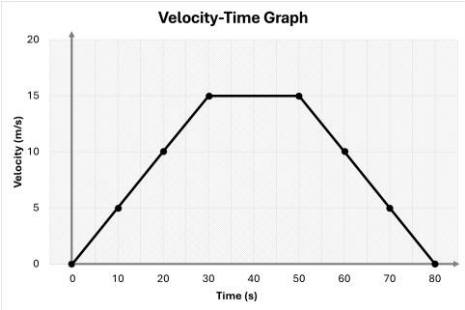
3. Lesson Activity

Activity 2.6. Constructing and Interpreting Velocity-Time Graphs (30 minutes)

Use the learning activity sheet (see pages 10 and 11).

KEY to Activity 2.6

Part I.



The two points chosen may vary.

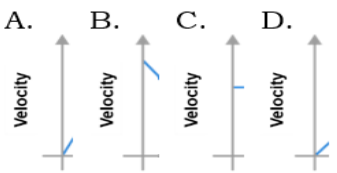
letting them write on their scratch papers.

	$$slope = \frac{y_2 - y_1}{x_2 - x_1} = \frac{15\frac{m}{s} - 10\frac{m}{s}}{30s - 20s}$$ $$= \frac{5\frac{m}{s}}{10\ s} = 0.5\ m/s^2$$ You may also let the students solve the slopes of each line segment. **Part II.** 1. $\underline{BC}$ is steeper than $\underline{AB}$. Thus, $\underline{BC}$ has a greater acceleration than $\underline{AB}$. 2. $\underline{AB}$: $a = \frac{4\frac{m}{s} - 0\frac{m}{s}}{2s - 0s} = \frac{4\frac{m}{s}}{2s} = 2m/s^2$ $\underline{BC}$: $a = \frac{12\frac{m}{s} - 4\frac{m}{s}}{4s - 2s} = \frac{8\frac{m}{s}}{2s} = 4m/s^2$ Based on the calculated accelerations, my answer agrees with #2 that $\underline{BC}$ has a greater acceleration than $\underline{AB}$. 3. The velocity is constant, and the acceleration is zero. 4. The velocity decreases until it becomes zero. $\underline{DE}$: $$a = \frac{0\frac{m}{s} - 12\frac{m}{s}}{7s - 6s} = \frac{-12\frac{m}{s}}{1s}$$ $$= -12m/s^2$$ The acceleration is negative.	
D. Making Generalizations	**DAY 4** **1. Learners' Takeaways** **Activity 2.7. Brain Dump!** *Use the learning activity sheet (see page 12).* **KEY to Activity 2.7** 1. To construct distance-time and velocity-time graphs, draw and label the x-axis (time) and y-axis (displacement), set appropriate scales for both axes, plot each	**Reflection on Learning** **Answer Guide**: To face life's ups and downs, we need to cultivate the virtue of resilience, which is the capacity to recover quickly from difficulties and adapt to change, just as an object in motion might encounter various speeds and changes in direction.

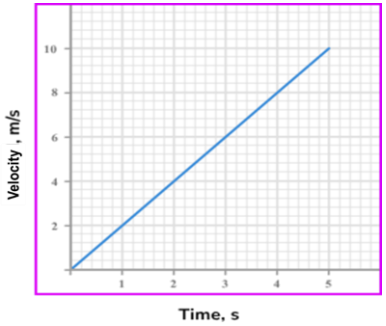
	point on the graph, connect points with a line or curve, title the graph and label axes with units, and analyze the graph's shape for motion insights. 2. The distance-time graph is a curve line (parabola) for uniform acceleration; for non-uniform acceleration, it is an irregular, non-linear curve. 3. For uniform acceleration, the velocity-time graph is a straight, sloped line; for non-uniform acceleration, it is a curved or segmented line with varying slopes. **2. Reflection on Learning** **One-Minute Paper** Life is often compared to a journey where we face various speeds and changes in direction, just like the objects we study in physics. What virtue do we need to develop to face life's ups and downs?	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		**NOTES TO TEACHERS**
A. Evaluating Learning	**1. Formative Assessment** **I. Multiple Choice.** Read and understand each item below. Choose the correct answer from the given choices below each item. 1. In a distance-time graph, what variable should be plotted on the y-axis and x-axis? A. Y-axis: Time; X-axis: Distance C. X-axis: Time; Y-axis: Velocity B. X-axis: Time; Y-axis: Distance D. Y-axis: Time; X-axis: Velocity 2. When looking at a velocity-time graph, what variable should be plotted on the y-axis and x-axis? A. Y-axis: Time; X-axis: Distance C. X-axis: Time; Y-axis: Velocity B. X-axis: Time; Y-axis: Distance D. Y-axis: Time; X-axis: Velocity	Answer Key 1. B 2. C 3. A 4. B

3. Which of the velocity-time graphs shows an object accelerating from rest and then maintaining a constant velocity?



4. Find the acceleration of the motion shown in the velocity-time graph below.



A. 10 m/s²
B. 2 m/s²
C. 1 m/s²
D. 0.5 m/s²

II. Constructing and Interpreting Distance-time and Velocity-time Graphs

Instructions: Given the data below, construct a distance-time graph and velocity-time graph by plotting the data points on a graph. Label the axes with appropriate quantities and units. Provide a title for your graph.

Scenario: Car Traveling on a Highway

A car is traveling on a straight highway with uniform acceleration. Its motion is recorded at different time intervals. The data for the car's distance from a starting point and its velocity at different times is given below:

A. Distance-time Graph

Time (s)	0	2	4	6	8	10
Distance (m)	0	1	4	9	16	25

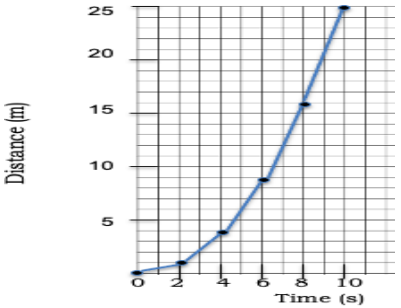
B. Velocity-time Graph

Time (s)	0	2	4	6	8	10
Velocity (m/s)	0	5	10	15	20	25

Score	Description
Excellent (10 points)	Graphs are constructed accurately, with all data points correctly plotted. Axes are labeled with the correct quantities and units. Both

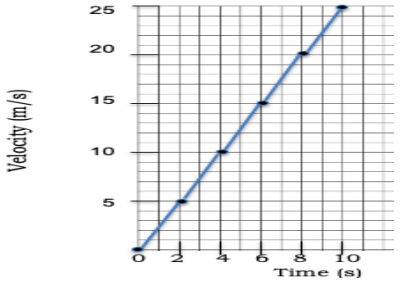
KEY to Part II

A. Distance-time Graph



Interpretation: *The distance-time graph shows a curve that gets steeper over time, indicating that the car is accelerating. The distance increases non-linearly, and the distance increases more quickly as time goes by.*

B. Velocity-time Graph



Interpretation: *The velocity-time graph is a straight line with a positive slope, corresponding to a constant increase in the velocity, indicating a positive acceleration*

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<tr><td></td><td>graphs have clear, descriptive titles. Accurate interpretation and complete answers to the question are given.</td></tr>
<tr><td>Satisfactory (8 points)</td><td>Graphs are mostly accurate, with minor errors in plotting data points. Axes are labeled correctly, but there may be minor issues with units. Titles are present and descriptive but could be more precise. Good interpretation with minor inaccuracies.</td></tr>
<tr><td>Developing (6 points)</td><td>Graphs have several errors in plotting data points. Axes may be labeled incorrectly, or units may be missing/inaccurate. Titles are present but vague or incorrect. Basic interpretation partially answers the question.</td></tr>
<tr><td>Beginning (4 points)</td><td>Graphs are inaccurate with many errors in plotting data points. Axes are not labeled or are labeled incorrectly without appropriate units. Titles are missing or completely incorrect. Incorrect interpretations and incorrect answers are given.</td></tr>
<tr><td>No Attempt to Answer (0 points)</td><td>No answer</td></tr>
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<td>B. Teacher's Remarks</td>
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<tr><td>Note observations on any of the following areas:</td><td>Effective Practices</td><td>Problems Encountered</td></tr>
<tr><td>strategies explored</td><td></td><td></td></tr>
<tr><td>materials used</td><td></td><td></td></tr>
<tr><td>learner engagement/ interaction</td><td></td><td></td></tr>
<tr><td>others</td><td></td><td></td></tr>
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<td>The teacher may note some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement, and other aspects. They may also suggest ways to improve the different activities explored/ lesson exemplars.</td>
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<td>C. Teacher's Reflection</td>
<td>Reflection guide or prompt can be on:
▪ <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?</td>
<td>Teachers' reflection in every lesson conducted/ facilitated is essential and necessary for improving practice. You may also consider this as input for the LAC sessions.</td>
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