

8

# Lesson Exemplar for TLE

Quarter 3

Lesson

5

GOVERNMENT PROPERTY  
**NOT FOR SALE**

**Lesson Exemplar for TLE Grade 8**  
**Quarter 3: Lesson 5 (Week 5)**  
**SY/TP 2025-2026**

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**TLE/QUARTER 3/ GRADE 8****I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES**

<b>A. Content Standards</b>	The learners demonstrate an understanding of the principles of drafting patterns in making garments.
<b>B. Performance Standards</b>	The learners draft a pattern in making garments following safety precautions
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency</b></p> <ul style="list-style-type: none"> <li>• Apply the principles of pattern drafting in making garments following safety precautions.</li> </ul> <p><b>Learning Objectives</b></p> <p>At the end of the lesson, the learners are expected to:</p> <ol style="list-style-type: none"> <li>1. Explain the elements and principles of design in relation to garment construction.</li> <li>2. Describe the factors that determine whether a garment has a good fit or not.</li> <li>3. Accurately use measuring tools and techniques for garment fitting and pattern drafting.</li> </ol>
<b>D. Content</b>	<p>Principles in Making Garments</p> <ul style="list-style-type: none"> <li>• garment style and design</li> <li>• qualities of well-finished garment products</li> <li>• body measurement</li> </ul>
<b>E. Integration</b>	<p><b>SDG 3: Good Health and Well-being:</b> Ensure healthy lives and promote well-being for all at all ages.</p> <p><b>SDG 4: Quality Education:</b> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p> <p><b>SDG 5: Gender Equality:</b> Achieve gender equality and empower all women and girls.</p> <p><b>SDG 8: Decent Work and Economic Growth:</b> Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.</p> <p><b>SDG 12: Responsible Consumption and Production:</b> Ensure sustainable consumption and production patterns.</p>

**II. LEARNING RESOURCES**

Nice to Sew. (2021). Drafting the pajama trousers (Easy Steps) full tutorial [Video]. YouTube.  
<https://www.youtube.com/watch?v=VbpFAEJmt2M>

Roxas, C. E. (2015). Dressmaking/Tailoring. Bright House Publishing.

SANVT Journal. (2020). How to check the quality of cotton clothing.  
<https://sanvt.com/blogs/journal/how-to-identify-high-quality-cotton-clothing?country=PH>

Suratos, C. P. (2013). Technology and Livelihood Education 7. St. Bernadette Publishing House.

United Nations. (n.d.). The 17 goals. Sustainable Development. <https://sdgs.un.org/goals>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<b>A. Activating Prior Knowledge</b>	<p><b>DAY 1</b></p> <p><b>1. Short Review</b></p> <ul style="list-style-type: none"> <li>a. The learners will be divided into four groups.</li> <li>b. A representative per group will write the types of garments on the board within two minutes.  Example: Blazer, Denim, Leggings, Cardigans, Blouse</li> <li>c. The group who listed most number of correct types of garments wins the game.</li> </ul> <p><b>2. Feedback (Optional)</b></p>	<p>The teacher may have the option to ask the students to verbally identify the types instead of writing.  (Day 1: 5 minutes)</p>
<b>B. Establishing Lesson Purpose</b>	<p><b>1. Lesson Purpose</b></p> <p>Clothing is a necessity, and choosing what to wear is one of the daily things that we need to think about.</p> <p>Our clothes were sewn by competent tailors and dressmakers. The first step to achieving good clothing output is to take body measurements. We might not have been personally measured, but standard measurements from models were taken to ensure that clothes fit us.</p> <p>Have you ever considered sewing your clothes? Would you like to learn the fundamental steps of garment construction?</p> <p>Take a tour in this lesson exemplar and be familiar with the fundamental principles of garment construction, focusing on integrating elements and principles of design into the creation process, taking accurate body measurements, applying design principles to garment construction, and engage in practical skill of pattern drafting. This lesson exemplar will help you gain a comprehensive understanding of how to create</p>	<p>The teacher may use the statements in the lesson purpose to motivate the students to give importance to their clothes.  (Day 1: 5 minutes)</p>

	<p>garments that are both aesthetically pleasing and well fitted. The activity of pattern drafting will help you translate these principles into practical skills, setting a solid foundation for further exploration in the world of fashion design and creation.</p> <p><b>2. Unlocking Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Design – It is a plan or specification for sewing clothing.</li> <li>• Structural Design – It deals with basic construction.</li> <li>• Decorative Design – It deals with ornament and making the structure more impressive.</li> <li>• Accessories – These are added in order to make something more useful, versatile, or attractive.</li> <li>• Body Measurement – This is measuring the size of a specific part of the body. For accuracy, one should not take one's own body measurements.</li> <li>• Appropriate – It means suitable for the specified event or activity.</li> </ul>	<p>(Day 1: 10 minutes)</p>
<p><b>C. Developing and Deepening Understanding</b></p>	<p><b>PRINCIPLES IN MAKING GARMENTS</b>  <b>SUB-TOPIC 1: Garment Style and Design</b></p> <p><b>1. Explicitation</b>  <b>ELEMENTS OF DESIGN IN GARMENT CONSTRUCTION</b></p> <p><b>1. Line</b> – In apparel design, lines can be a seam or embroidery or be used to describe how the garment fits the body. In textile design, lines can be patterns on fabric, such as stripes. Lines have psychological effects:</p> <ol style="list-style-type: none"> <li>a. Horizontal lines symbolize peace and repose since objects aligned parallel to the Earth are perceived to be at rest in relation to gravity.</li> <li>b. Vertical lines communicate a feeling of loftiness and spirituality. Erect lines extend upwards beyond human reach, toward the sky.</li> <li>c. Diagonal lines suggest a feeling of movement or direction. Since objects in a diagonal position are unstable in relation to gravity, being neither vertical or horizontal, they are about to fall or are already in motion.</li> <li>d. Curve lines deviate from straightness in a smooth, continuous fashion.</li> </ol> <p><b>2. Shape</b> – It is formed by connecting different types of lines. In apparel design, the term applies to the way the garment fits.</p>	<p>(Day 1: 20 minutes)</p> <p>Teacher must emphasize the explanation of the elements and principles of design as applied to garment construction.</p>

	<p><b>3. Space</b> – A textile designer considers how the garment occupies space.</p> <p><b>4. Color</b> – Various colors, shades, and hues mean different emotions and moods. There are psychological effects of colors:</p> <ul style="list-style-type: none"><li>a. Black – Often associated with authority and power, black symbolizes submission, a color frequently worn by leaders and priests.</li><li>b. White – This signifies purity and innocence, and white is versatile in fashion due to its ability to complement any color.</li><li>c. Red – This intense color is often associated with emotions particularly anger, but it can also mean romance to many.</li><li>d. Blue – Creates a calming effect and signifies trustworthiness, making it ideal for professional settings like job interviews.</li><li>e. Green – It is famously known for its association with nature. Green symbolizes masculinity, wealth, and conservation.</li><li>f. Yellow – Enhances concentration and brightness in various contexts.</li></ul> <p><b>PRINCIPLES OF DESIGN IN GARMENT CONSTRUCTION</b></p> <p><b>1. Balance</b> – According to this principle, from the center of the clothes, the design should have identities on both sides. It could be achieved in two ways:</p> <ul style="list-style-type: none"><li>a. Formal Balance – when structure decoration and accessories are almost identical on both sides. This is an easy way of balancing, but such balance leads monotony to the clothes.</li><li>b. Informal Balance – when the structure decorations and accessories are different on both sides from the center of the clothes. In this, attraction on both sides is created by using different accessories.</li></ul> <p><b>2. Unity</b> - When things look right together, you have created unity. Unity includes clothing, all accessories and you. Colors that have common hue create unity.</p> <p><b>3. Rhythm</b> –is achieved through the repeated use of certain elements. When a design incorporates rhythm, the viewer's eye can effortlessly transition from one part to another. Rhythm can be established in three main ways.</p> <ul style="list-style-type: none"><li>a. Repetition of lines, colors, or accessories</li><li>b. Radiation – Gathers or pleats are radiated lines that can be observed on the neckline, arm, and skirt.</li></ul>	(Day 1: 20 minutes)
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c. Gradation – Rhythm can be created by gradual change of lines, shape, or shade of color.

**4. Emphasis** – Some portions of clothes are the center of attraction. This portion is called the point of emphasis, and it should be placed only on the body part which is most attractive.

**5. Harmony** – To create harmony in clothing, it is essential to establish connections between various parts of the outfit. This can be accomplished by carefully integrating color, shape, and texture to evoke a sense of unity.

## DAY 2

### 2. Worked Example

#### (A) Directions:

1. Divide the class into four groups. Each group will be asked to design a casual attire for the following:

Group 1 - Male with a tall and slender build

Group 2 - Male with a shorter and broader build

Group 3 - Female with a tall and slender build

Group 4 - Female with a shorter and fuller build

2. The activity could be drawn on a manila paper, bond paper, or on the board.

3. Presentation per group will be done after 20 minutes. During the presentation, the teacher should deepen the importance of considering the elements and principles when choosing clothes.

Rubric:

CRITERIA	BELOW EXPECTATIO N (2 Points)	APPROACHIN G EXPECTATIO N (3 Points)	MEETS EXPECTATIO N (4 Points)	EXCEEDS EXPECTATIO N (5 Points)	RATIN G
Design /Creativit y	The design lacks creativity and	The design shows some creativity, but	The design shows good creativity and	The design shows exceptional	

(Day 2: 20 minutes)

		originality.	the concept is common.	originality. The student has developed a casual attire concept that is somewhat unique.	creativity and originality. The student has developed a unique and innovative casual attire concept.	
Aesthetics	The design lacks a balanced use of color, texture, and style. The overall aesthetic is unappealing and disjointed.	The design has an inconsistent balance of color, texture, and style. The overall aesthetic is somewhat disjointed.	The design has a good balance of color, texture, and style. The overall aesthetic is reasonably appealing and cohesive.	The design has an excellent balance of color, texture, and style. The overall aesthetic is visually appealing and cohesive.		
Functionality	The design lacks consideration for functionality, with significant issues in comfort, practicality, or suitability for the intended casual wear.	The design demonstrates some consideration for functionality, but there are areas that need improvement in comfort, practicality, or suitability.	The design demonstrates good consideration for functionality, including comfort, practicality, and suitability for the intended casual wear.	The design demonstrates excellent consideration for functionality, including comfort, practicality, and suitability for the intended casual wear.		
Presentation	The design is presented with little attention to detail, with unclear	The design is presented with some attention to detail, but the sketches,	The design is presented with good attention to detail, including	The design is presented with exceptional attention to detail,		



	sketches, lack of labeling, and a disorganized layout.	labeling, or layout could be improved.	clear sketches, labeled components, and a reasonably organized layout.	including clean and precise sketches, labeled components, and a clear, well-organized layout.	
TOTAL					/20

SCORE EQUIVALENTS:

17 - 20 - Outstanding

13 - 16 - Satisfactory

9 - 12 - Developing

8 and below - Beginning

**QUALITIES OF WELL - FINISHED GARMENT PRODUCTS**

1. Longevity – A garment should last long.
2. Resistance – A garment should keep its shape. It should not wear out, shrink, or twist.
3. Dye – Colors should not fade. It should look deep and fresh even after years of wearing.
4. Drape – The fabric should hang naturally.
5. Comfort – The clothes must feel good on the skin.
6. Style - a distinctive fashionable appearance following the principles of design.

**(B) Materials:** Short Bond paper and drawing materials

**Directions:**

1. Draw your favorite outfit/clothes.
2. Answer the following questions:
  - a. Why did you choose to draw the clothes?
  - b. How many months or years were you able to use the clothes?

(Day 2: 10 minutes)

(Day 2: 20 minutes)

- c. When wearing the clothes, do you feel comfortable and confident? Why?
3. Presentation of five volunteer learners can be done.

Rubric:

<b>CRITERIA</b>	<b>EXCEEDS EXPECTATIO N (5 Points)</b>	<b>MEETS EXPECTATI ON (4 Points)</b>	<b>APPROACHIN G EXPECTATIO N (3 Points)</b>	<b>BELOW EXPECTAT ION (2 Points)</b>	<b>RATIN G</b>
Illustration / Drawing	Illustration/dr awing is highly relevant and very clear.	Illustration/d rawing is mostly relevant and clear.	Illustration/dr awing is somewhat relevant and somewhat clear.	Illustration/ drawing is not relevant and unclear.	
Description of outfit	Provides a detailed and vivid description of the outfit, including specific items of clothing, colors, patterns, and accessories. Clearly explains why this outfit is a favorite.	Provides a clear description of the outfit, including most key details. Explains why this outfit is a favorite.	Provides a basic description of the outfit, but some key details are missing. Explanation of why it is a favorite is present but incomplete.	Description of the outfit is incomplete or unclear. Fails to explain why the outfit is a favorite.	
Explanation	Thoroughly explains the personal significance and meaning of the outfit, including how it reflects the learner's	Provides insightful and thoughtful connections. Explains the personal significance of the outfit,	Provides a basic explanation of the personal significance of the outfit, but the connections are limited or	Fails to explain the personal significance of the outfit or the connections are unclear and	

(Day 2: 10 minutes for giving instructions)

For areas where cameras are not common, teachers may ask the students to describe their storage cabinets instead of taking pictures.

	personality, style, or experiences.	including how it reflects the learner's personality or style. Makes some relevant connections	underdeveloped.	underdeveloped.	
TOTAL					/15

**SCORE EQUIVALENTS:**

12 - 15 - Outstanding

10 - 11 - Satisfactory

7 - 9 - Developing

6 and below - Beginning

**3. Lesson Activity**

**(To be given as assignment for Day 2)**

Materials: Short bond paper/writing materials, printed pictures when available.

Directions:



1. When you go home, take time to check your closet, wardrobe, cabinet, shoe storage, and other areas where you place your things. Take a picture of this or narrate how your area looks like.
2. Segregate the things that are still useful, considering the lesson that we had in principles of design, from those that you do not already need or those that do not fit you.
3. Remove items that need to be discarded. If they are still useful but you do not need them already, you may donate to those in need.
4. Take a picture or narrate how organized your storage area is after removing unnecessary things.

**IMPORTANT REMINDER:** Ask permission from your parents/guardians before throwing or donating the items.

5. In 5 sentences, explain the importance of the cleaning and fixing activity. Why did you remove, throw, or donate some of your things?

	<div><div>Rubric:</div><table><tr><th>CRITERIA</th><th>EXCEEDS EXPECTATION (5 Points)</th><th>MEETS EXPECTATION (4 Points)</th><th>APPROACHING EXPECTATION (3 Points)</th><th>BELOW EXPECTATION (2 Points)</th><th>RATING</th></tr><tr><td>Picture/ Illustration/ Drawing</td><td>Picture/ illustration/ drawing is highly relevant and very clear.</td><td>The picture/ illustration/ drawing is primarily relevant and clear.</td><td>The picture/ illustration/ drawing is somewhat relevant and somewhat clear.</td><td>The Picture/ illustration/ drawing is not relevant and unclear.</td><td></td></tr><tr><td>Explanation</td><td>Provides a thorough and insightful explanation of the importance of cleaning and organizing activities.</td><td>Provides a clear explanation of the importance of cleaning and organizing activities.</td><td>Provides a basic explanation of the importance of cleaning and organizing activities.</td><td>Provides little or no explanation of the importance of cleaning and organizing activities.</td><td></td></tr><tr><td>TOTAL</td><td></td><td></td><td></td><td></td><td>/10</td></tr></table><div><div>SCORE EQUIVALENTS:</div><div>9 - 10 - Outstanding</div><div>7 - 8 - Satisfactory</div><div>5 - 6 - Developing</div><div>4 and below - Beginning</div></div><div><div>DAY 3</div><div>SUB-TOPIC 2: Body Measurement</div><div>1. Explicitation</div><div>POINTS TO REMEMBER IN TAKING BODY MEASUREMENTS</div></div></div>	CRITERIA	EXCEEDS EXPECTATION (5 Points)	MEETS EXPECTATION (4 Points)	APPROACHING EXPECTATION (3 Points)	BELOW EXPECTATION (2 Points)	RATING	Picture/ Illustration/ Drawing	Picture/ illustration/ drawing is highly relevant and very clear.	The picture/ illustration/ drawing is primarily relevant and clear.	The picture/ illustration/ drawing is somewhat relevant and somewhat clear.	The Picture/ illustration/ drawing is not relevant and unclear.		Explanation	Provides a thorough and insightful explanation of the importance of cleaning and organizing activities.	Provides a clear explanation of the importance of cleaning and organizing activities.	Provides a basic explanation of the importance of cleaning and organizing activities.	Provides little or no explanation of the importance of cleaning and organizing activities.		TOTAL					/10	<div>(Day 3: 5 minutes)</div> <div>(Day 3: 10 minutes)</div> <div>During the discussion, the body parts to be measured will just be presented, and a demonstration will be done under the worked example part of the exemplar.</div>
CRITERIA	EXCEEDS EXPECTATION (5 Points)	MEETS EXPECTATION (4 Points)	APPROACHING EXPECTATION (3 Points)	BELOW EXPECTATION (2 Points)	RATING																					
Picture/ Illustration/ Drawing	Picture/ illustration/ drawing is highly relevant and very clear.	The picture/ illustration/ drawing is primarily relevant and clear.	The picture/ illustration/ drawing is somewhat relevant and somewhat clear.	The Picture/ illustration/ drawing is not relevant and unclear.																						
Explanation	Provides a thorough and insightful explanation of the importance of cleaning and organizing activities.	Provides a clear explanation of the importance of cleaning and organizing activities.	Provides a basic explanation of the importance of cleaning and organizing activities.	Provides little or no explanation of the importance of cleaning and organizing activities.																						
TOTAL					/10																					

	<ol style="list-style-type: none"> <li>1. Ask the client politely to stand straight while taking measurements, wearing a well – fitted garment. Remove extra bulk pockets like wallets, cellphones, and hankies.</li> <li>2. Use a soft flexible tape measure that is flat on the part to be measured. Work in pairs.</li> <li>3. Tie a string on the exact waistline as a point of reference while taking measurements.</li> <li>4. Start with either horizontal or vertical measurements.</li> <li>5. When measuring lengths, let the tape measure hang freely for more accurate measurements.</li> </ol> <p><b>HOW TO TAKE BODY MEASUREMENTS</b></p> <p><b>A. Upper Body Measurements</b></p> <ol style="list-style-type: none"> <li>1. <b>Neck Measurement</b> – taken around the neckline.</li> <li>2. <b>Shoulder</b> – taken from the shoulder point to the other.</li> <li>3. <b>Bust / Breast</b> – measured around the body with the tape measure passing over the fullest part of the bust or breast.</li> <li>4. <b>Upper arm girth</b> – taken around the arm two to three inches below the armpit.</li> <li>5. <b>Lower arm girth or sleeve width</b> – taken around the arm. Adjustments may be done to ensure the comfort of the end users.</li> <li>6. <b>Sleeve length</b> – taken from the shoulder tip point down to the desired sleeve length.</li> <li>7. <b>Shirt length</b> – taken from the nape down the center back to the desired length.</li> </ol> <p><b>B. Lower Body Measurements</b></p> <ol style="list-style-type: none"> <li>1. <b>Waist circumference</b> - Adjust your pants to a comfortable position and measure around the narrowest part. Insert two fingers under the tape measure for ease.</li> <li>2. <b>Hip Circumference</b> – Measure around the fullest part of the hip (buttocks). Insert two fingers under the tape for ease.</li> <li>3. <b>Bottom Measure</b> – Locate the front and back crease of the pants worn by the person. Measure around the ankle or where the pajama length ends.</li> <li>4. <b>Crotch</b> – Position the L-square or ruler under the crotch of the one being measured; then, take a vertical measurement from the waist down to the tip of the L-square or ruler.</li> </ol>	<p>(Day 3: 15 minutes)</p> <p>(Day 3: 15 minutes)</p>
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	<p><b>5. Length of pants</b> –Adjust the pants to a comfortable position and measure from the side seam below the belt to the desired length of pants.</p> <p><b>2. Worked Example</b> Teacher demonstration on how to take body measurements.</p> <p><b>3. Lesson Activity</b> The learners will be asked to choose a pair. Each pair will take turns measuring the required body parts for a pajama.</p>	
<b>D. Making Generalizations</b>	<p><b>1. Learners' Takeaways</b> Have a discussion on what is to be considered when choosing clothes. Will it be fashion or comfort?</p> <div style="text-align: center;">  <p>COMFORT <span style="margin-left: 100px;">FASHION</span></p> <p>Balance Scale by <a href="#">Wallu2</a>, from <a href="#">Wikimedia Commons</a></p> </div> <p><b>2. Reflection on Learning</b> Learners will be asked to promise to use their clothes properly as a sign of their gratitude to their parents/guardians for providing them with appropriate clothes.</p> <div style="text-align: center;">  <p>Image from <a href="#">icons-icons</a></p> </div>	<p>(Day 3: 5 minutes)</p> <p>Additional discussion or debate may be conducted like comparing cost vs. quality.</p> <p>(Day 4: 10 minutes)</p> <p><b>V. Synthesis/Extended Practice/Differentiation (if needed):</b></p> <ul style="list-style-type: none"> <li>■ When time permits, learners may also measure the upper body parts.</li> <li>■ To integrate this activity into their ICT classes, especially in adding tables and inserting designs, the activity may be encoded, and appropriate images may be added.</li> </ul> <p>Teacher may have a brief discussion on the following SDG before giving the Reflection on Learning</p>

	<p><b>DAY 4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Project making on Taking Body Measurements. Please refer to Learning Activity Sheet #1 for TLE 8 Quarter 3.</li> <li><input type="checkbox"/> The activity will be done after 20 minutes to be allotted for the formative assessment.</li> </ul>	<p>SDG 3: Good Health and Well-being  SDG 4: Quality Education  SDG 5: Gender Equality  SDG 8: Decent Work and Economic Growth  SDG 12: Responsible Consumption and Production</p>
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
<b>A. Evaluating Learning</b>	<p><b>1. Formative Assessment</b>  Let us check whether you were able to understand the concepts of design and body measurement in clothing. Be ready to answer these questions.</p> <p><b>A. True or False:</b> Write <b>True</b> if the statement is correct. If it is incorrect, write <b>False</b>.</p> <ul style="list-style-type: none"> <li>_____ 1. Bottom measurement is taken where the pajama length ends.</li> <li>_____ 2. A cellphone can be placed in the pocket of the person being measured.</li> <li>_____ 3. To get an accurate measurement of the waist, insert two fingers under the tape measure for ease.</li> <li>_____ 4. A person can take his/her own body measurements.</li> <li>_____ 5. Hip measurement is taken at the fullest part of the hips.</li> <li>_____ 6. Gathers are examples of radiation.</li> <li>_____ 7. A person's personality may be reflected by how one wears clothes.</li> <li>_____ 8. Informal balance is achieved when both sides have the same design.</li> <li>_____ 9. Emphasis should be placed on the most attractive body part.</li> <li>_____ 10. Black means purity and innocence.</li> </ul>	<p>(Day 4: 20 minutes)</p> <p><b>Answer key:</b></p> <ul style="list-style-type: none"> <li>1. True</li> <li>2. False</li> <li>3. True</li> <li>4. True</li> <li>5. True</li> <li>6. False</li> <li>7. True</li> <li>8. False</li> <li>9. True</li> <li>10. False</li> </ul>

	<b>B. Essay:</b> Explain in 3 sentences why tailors should accurately take body measurements of their clients. <hr/> <hr/> <hr/>			
	<b>2. Homework (Optional)</b>			
<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 different activities explored/ lesson exemplar.</p>
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"> <li>▪ <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</li> <li>▪ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn?</li> <li>▪ <u>ways forward</u> What could I have done differently? What can I explore in the next lesson?</li> </ul>			<p>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.</p>