

 MATATAG K to 10 Curriculum Weekly Lesson Log	School:		Grade Level:	5
	Name of Teacher		Learning Area:	PE AND HEALTH
	Teaching Dates and Time:	SEPTEMBER 8 - 12, 2025 (WEEK 3)	Quarter:	Second

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES

A. Content Standards	The learners demonstrate an understanding of changes during puberty, family roles and dynamics, puberty-related myths and misconceptions, and net/wall games in promoting family wellness for active and healthy living.
B. Performance Standards	The learners participate in net/wall games in promoting family wellness for active and healthy living.
C. Learning Competencies and Objectives	Learning Competency 1. Discuss common puberty-related myths and misconceptions that can affect physical activity participation. Objectives: At the end of the lesson the students will be able to: A. Analyze puberty-related myths and misconceptions and distinguish between fact and myths. B. Apply effective strategies for managing puberty-related challenges during physical activities. C. Realize the importance of maintaining physical activity during puberty by reflecting on the information in maintaining regular physical activity during puberty for overall health and well-being.
C. Content	Puberty-related Myths and Misconceptions and Effects on Physical Activity Participations • Common Puberty-Related Myths and Misconceptions • Puberty-related Myths and Misconceptions That can Affect Physical Activity Participation
D. Integration	SGD 3: Good health and well-being

II. LEARNING RESOURCES

- 10000 Steps. (n.d.). Australia's Physical Activity & Sedentary Behaviour Guidelines for Young People (13 -17 Years). *Physical Activity Guidelines*.
<https://www.10000steps.org.au/articles/physical-activity-guidelines/australias-physical-activity-sedentary-behaviour-guidelines-young-people-13-17-years/>
- Brown, K. A., Patel, D. R., & Darmawan, D. (2017). Participation in sports in relation to adolescent growth and development. *Translational pediatrics*, 6(3), 150–159.
<https://doi.org/10.21037/tp.2017.04.03>
- Dhall A. (1995). Adolescence: myths and misconceptions. *Health for the millions*, 21(3), 35–38.
- Epic Assist. (2018). The benefits of exercise on mental health. *Mental health and wellbeing*. https://epicassist.org/exercise-mental-health/?gad_source=1&gclid=CjwKCAjwmYCzBhA6EiwAxFwfgP2LB0u7eKWSM7sl8RAcj01dCxKga6TdFRSNnZDKYHsgfm1dqVEvtRoCQ_W0QAvD_BwE

- Faigenbaum, A. D., & McFarland, J. E. (2016). Resistance Training for Kids. *ACSM's Health & Fitness Journal*, 20(5).
https://journals.lww.com/acsm-healthfitness/fulltext/2016/09000/resistance_training_for_kids_right_from_the_start.7.aspx
- Faigenbaum, A. D., Lloyd, R. S., & Oliver, J. L. (2020). 10 Myths about Youth Physical Activity.
<https://www.acsm.org/blog-detail/acsm-certified-blog/2020/01/17/10-myths-about-youth-physical-activity>
- Nakamoto J. M. (2000). Myths and variations in normal pubertal development. *The Western journal of medicine*, 172(3), 182–185.
<https://doi.org/10.1136/ewjm.172.3.182>
- Sadovsky, R. (2000). Common Myths About Pubertal Development. *Am Fam Physician*, 62(2), 1406-1410.
<https://www.aafp.org/pubs/afp/issues/2000/0915/p1406.html>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	Day 1 1. Short Review Activity 1: Short Video Viewing Link: https://www.youtube.com/watch?v=00BYyDr8Xdg Questions after watching the short video. 1. What are three physical changes mentioned in the video that occur during puberty? 2. Do you agree with the suggestions on how to take care of your body discussed in the video? 3. Have you experienced or currently experiencing the changes mentioned in the video? What did you do to look after your physical needs? 2. Feedback (Optional)	Teachers may use different videos about taking care of their body that are more suitable to their students. After watching the video let the students give their own insights and understanding about the short video to recall the past lesson and connect the new lesson.
B. Establishing Lesson Purpose	1. Lesson Purpose Activity 2: Marites! Mare ano ang latest? Direction: Students will answer each question and share their personal stories. 1. Have you heard any stories or rumors about puberty from friends or older siblings that you're not sure are true? What are they? 2. What do you think is the most confusing or mysterious thing about puberty that you've heard about or seen in movies or TV shows?	Encourage students to answer by sharing their personal experience. Students' answers may vary.

	3. Do you think there are any misconceptions about puberty that adults might have? What are these misconceptions? 2. Unlocking Content Vocabulary Acne - the occurrence of inflamed or infected sebaceous glands in the skin; in particular, a condition characterized by red pimples on the face, prevalent chiefly among teenagers. Wet dreams - an erotic dream culminating in orgasm and in the male accompanied by ejaculation of semen. Debunking - to show that something is less important, less good, or less true than it has been made to appear.	
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C. Developing and Deepening Understanding	SUB-TOPIC 1: <i>Common Puberty-Related Myths and Misconceptions</i> 1. Explicitation Activity 3: <i>Myth or Fact?</i> Direction: Read through the list of puberty-related myths provided. For each myth, determine whether you believe it's true or false based on what you've learned. Then, share your own opinion about the myth. Explain why you agree or disagree with it, using your own experiences or knowledge. Remember to be respectful and considerate of different viewpoints. <table><tr><td> ● Period blood is dirty. ● Boys and girls hit puberty at the same time. ● If a female has her period, she cannot exercise or do physical activity. ● Wet dreams aren't normal. ● If a female has her period, she cannot take a bath. ● Acne is caused by bad food and being unclean. ● Only boys get sweaty and smelly during puberty. </td><td> ● Puberty is scary and unpleasant. ● Boys should be tougher and not show emotions. ● Wet dreams only happen to boys. ● Puberty ends at a specific age. ● Puberty happens overnight. ● Only boys' voices get deeper. ● You will grow taller as soon as puberty starts to hit. ● Puberty means you won't like your parents anymore. </td></tr></table>	● Period blood is dirty. ● Boys and girls hit puberty at the same time. ● If a female has her period, she cannot exercise or do physical activity. ● Wet dreams aren't normal. ● If a female has her period, she cannot take a bath. ● Acne is caused by bad food and being unclean. ● Only boys get sweaty and smelly during puberty.	● Puberty is scary and unpleasant. ● Boys should be tougher and not show emotions. ● Wet dreams only happen to boys. ● Puberty ends at a specific age. ● Puberty happens overnight. ● Only boys' voices get deeper. ● You will grow taller as soon as puberty starts to hit. ● Puberty means you won't like your parents anymore.	
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	Developing a better knowledge of this critical stage in human development. Navigating puberty is a transforming journey marked by physical, emotional, and social changes that signal the shift from childhood to adulthood. However, throughout this important time of progress, there are many myths and misconceptions that may hinder understanding and lead to confusion. In this lesson, we'll look at common misunderstandings about puberty and shine light on the reality behind the shifts that teenagers go through. By refuting these stereotypes, to bring clarity and control, ensuring that young people embark on this journey with appropriate information and confidence. We dispel the myths surrounding puberty, 2. Worked Example Group Activity: Considering the impact of misinformation on topics like puberty. Working by group, list 5 ways on how we can promote awareness and understanding of the facts while dispelling myths in our community specially about puberty? Debunking Puberty Myths Myth: Period blood is dirty. Fact: Period blood is the same to blood from a nosebleed or cut. It is a normal bodily function for females. Various individuals believe that period blood is dirty, and menstruation is taboo in various cultures. Menstrual blood, however, is not unclean or toxic, as is commonly believed. Unless a person has a blood-borne illness, menstruation blood is not harmful. Myth: Boys and girls hit puberty at the same time. Fact: Puberty varies from person to person; however, girls often begin puberty earlier than boys. Puberty normally begins between eight and 13 in girls, and nine and 15 in boys. Myth: If a female has her period she cannot exercise or do physical activity. Fact: During her period, a female can do anything she normally does. Exercise can help reduce cramps and improve mood.	Give the students time to brainstorm and ask one representative from each group to share their output.
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	Myth: If a female has her period, she cannot take a bath Fact: Taking a bath will not impact the flow of your menstruation. Taking a bath during your period has a few advantages, the most significant of which is hygiene. Myth: Wet dreams aren't normal. Fact: Wet dreams, also known as nocturnal emissions, occur when persons ejaculate or discharge vaginal secretions while sleeping. They are entirely normal. Wet dreams are not indicative of a health concern and do not cause any harm. Myth: Acne is caused by bad food and being unclean. Fact: Although maintaining good hygiene and having a healthy diet are always vital, hormonal changes during adolescence can make acne inevitable. These hormones cause the sebaceous glands to produce more sebum as the body grows, sometimes to the point of overactivity. Acne can result from oil-clogged pores caused by excess sebum. If acne or pimples are making you feel uncomfortable or self-conscious, speak with a doctor or a trusted adult. Myth: Only boys get sweaty and smelly during puberty. Fact: Throughout adolescence, hormonal changes cause people of all genders to produce more perspiration. Not only do your sebaceous glands start to secrete oils, but these oils are also a special favorite of germs that cause odors. Myth: Puberty is scary and unpleasant. Fact: Puberty does not have to be a scary experience, and it can be beneficial. Learning about puberty so that you understand what's going on with your body can help you avoid feeling scared or overwhelmed. Many people may look forward to becoming taller or just growing up. Myth: Boys should be tougher and not show emotions. Fact: The assumption that boys should be quiet and not express emotion is negative and irrelevant. Boys experience a wide range of emotions during puberty, and it is critical for them to feel comfortable expressing themselves and getting help when necessary.	
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	Myth: Wet dreams only happen to boys. Fact: While wet dreams, also known as nocturnal emissions, are more common in boys, they can also occur in girls. They're a natural part of puberty and are caused by hormonal changes. Myth: Puberty ends at a specific age. Fact: Puberty is a slow process that can last several years, often beginning around the ages of 8-13 for females and 9-14 for boys and continuing into the late teens or early twenties. The exact time and duration differ from person to person. Myth: Puberty happens overnight. Fact: It could take years between the first signs of puberty and the last. Many things change and develop during puberty, but it rarely happens all at once, and especially not overnight. In fact, puberty normally lasts three to five years. While some of us may aspire to wake up 3 inches taller, the body does not work that way. And this is probably for the best. Myth: Only boys' voices get deeper. Fact: People of all genders may notice that their voices deepen during puberty. Some boys' voices may stand out more than girls' because they have more variation and, on occasion, vocal 'cracks' or 'breaks'. Myth: You will grow taller as soon as puberty starts to hit. Fact: Puberty does not happen all at once; it occurs in stages. Puberty is frequently characterized by many growth spurts. Some people might be delighted to grow taller, and it will happen, but it might not happen at the start or at the same time as other developments. Myth: Puberty means you won't like your parents anymore. Fact: True, puberty is frequently a time when young people begin to seek and establish identities outside of their familial relationships. They'll want to test their own beliefs and solve challenges on their own. This is due in part to hormonal changes in the brain (puberty isn't just physical!). However, this does not imply that all, or even the majority, of young people will suddenly despise or refuse to spend time with their parents. They'll still need their parents' help and support.	
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	To give teenagers the confidence and understanding they need to manage puberty, it is crucial to clarify these myths and misconceptions with real information. Young people can be empowered by open communication and education to accept the changes they're going through and ask for help when they need it. 3. Lesson Activity Activity 4: Myth Busting Reflection Directions: Choose a Myth: Select one myth about puberty that interests you or that you've heard before. Personal Reflection: Take some time to think about the myth, considering your own experiences and what you know about puberty. Write down your thoughts and feelings related to the myth in your journal. Debunking the Myth: Analyze why the myth might be misleading and think about how you can refute it based on your own knowledge and understanding. Reflect on what you've learned from this activity and commit to challenging misconceptions and promoting accurate information about puberty in your daily life. Day 2 SUB-TOPIC 2: Puberty-related Myths and Misconceptions That can Affect Physical Activity Participation 1. Explicitation Direction: Read the short story and answer the questions. Once upon a time, there was a girl named Maya who loved playing soccer. She was passionate about the sport and looked forward to every practice and game with excitement. However, as Maya started going through puberty, she began to notice changes in her body that she didn't quite understand. One day, Maya overheard some older girls on the team talking about puberty. They mentioned myths like "girls can't be as fast or strong as boys" and "puberty	Teachers can begin by explaining to the students the purpose of the activity: to reflect on their thoughts, feelings, and experiences related to puberty and family support. Provide the following prompts for students to respond to in their journals: ● Reflect on a time when you felt unsure or confused about something related to puberty. How did you handle it? ● Think about the role your family plays in supporting you through changes and challenges during puberty. What are some ways your family has supported you?
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	makes you clumsy." Maya started to worry that these myths might be true and that her body was changing in a way that would affect her ability to play soccer. Feeling self-conscious and unsure of herself, Maya's confidence on the field began to waver. She started hesitating during drills, worried that she wouldn't be able to keep up with her teammates. Her performance suffered, and she even considered quitting soccer altogether. Fortunately, Maya's coach noticed her struggle and took the time to have a one- on-one conversation with her. The coach debunked the myths Maya had heard about puberty, explaining that girls can be just as strong and capable as boys, and that physical changes during puberty are natural and normal. Maya's coach encouraged her to embrace her body's changes and reminded her of all the hard work she had put into improving her soccer skills. With newfound clarity and confidence, Maya returned to the field with determination. She focused on giving her best effort in practice and games, regardless of any physical changes she was experiencing. As she continued to play, Maya realized that puberty didn't have to hold her back from doing what she loved. In fact, it made her stronger, both physically and mentally. With the support of her coach, teammates, and newfound self-assurance, Maya thrived on the soccer field once again. She learned to embrace her body's changes as a natural part of growing up and continued to pursue her passion for soccer with enthusiasm and joy. Questions: 1. Reflecting on Maya's experience with puberty-related myths affecting her participation in physical activity, have you ever encountered a similar situation where myths or misconceptions influenced your confidence or performance in a particular activity? If so, how did you overcome it? 2. After hearing Maya's story, what advice would you give to someone who is struggling with self-confidence or doubts about their abilities due to puberty-related myths? How can we support each other in challenging these misconceptions?	Encourage students to answer the questions and they can also share their personal experience. Students' answers may vary.
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3. Thinking about Maya's coach, who took the time to debunk the myths and support her through her struggles, how important do you think it is for adults and mentors to provide accurate information and encouragement to young people during times of change and uncertainty?

Students in their puberty stage are also busy people, their days often filled with study, exams, attempting to please their parents and learning different life skills, while also finding some time to chill with friends and keep on top of their social lives. This can make it seem like there aren't enough hours in the day to fit in exercise. When you combine this with some common misconceptions about exercise for adolescents, it becomes clear why rates of obesity, injury and mental health issues are climbing in our teens. While we can't add more hours to their days, several myths and misconceptions surrounding puberty can indeed impact physical activity participation among adolescents. Here are some common misconceptions:

Puberty-related Myths and Misconceptions Myth:

Growth is stunted by physical activity.

Fact: Although this is a common misconception, there is no proof for it. In actuality, healthy growth and development during puberty are supported by frequent physical activity.

Myth: Girls shouldn't engage in vigorous physical activity during menstruation.

Fact: While some girls may feel discomfort during menstruation, moderate to vigorous physical activity is generally safe and can even alleviate menstrual symptoms for some individuals. Other research has demonstrated that exercise helps alleviate dysmenorrhea and lessen the need for relievers in girls.

Myth: Weightlifting stunts growth in adolescents.

Fact: Weightlifting, when done with proper technique and supervision, does not stunt growth. In fact, it can promote bone density and muscle strength, supporting overall health.

	Myth: Puberty-related weight gain is always unhealthy. Fact: Weight gain during puberty is a normal part of development, as adolescents experience growth spurts and changes in body composition. It's important not to overly focus on weight but instead encourage overall healthy habits. Myth: Adolescents should avoid physical activity if they experience acne or body odor. Fact: Acne and body odor are common during puberty due to hormonal changes and increased sweat production. Regular hygiene practices and wearing breathable clothing can help manage these issues, allowing participation in physical activity. MYTH: Teenagers shouldn't start strength training until they reach maturity Fact: It is recommended that activities that strengthen muscle and bone should be incorporated (in the recommended 60 minutes of daily physical activity) at least three days per week. Evidence has found that participation in a supervised resistance training program can be a safe, effective, and worthwhile method of conditioning for children and adolescents. Muscular strength is also the driving force toward performance enhancement and injury prevention. Addressing these myths and misconceptions is crucial to promoting a positive attitude toward physical activity during puberty. Encouraging adolescents to engage in regular exercise, regardless of their stage of development, can foster lifelong habits of health and well-being. 2. Worked Example Question: What do you think might have happened if Maya hadn't talked to her coach about her struggles with puberty-related myths affecting her participation in soccer? How could this have impacted Maya's confidence and enjoyment of the sports? The effects of Puberty-related Myths and Misconceptions to physical activity participation Avoidance of Physical Activity: Adolescents may refrain from playing sports or working out if they think falsehoods about how exercise slows down growth or hurts them. This may result in a sedentary lifestyle that has an adverse effect on	
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	their bone density, muscular strength, and cardiovascular fitness, among other aspects of their physical health. Body Image Issues: Perceptions of a bad body image might be worsened by myths regarding weight gain, acne, or changes in body form during adolescence. Teenagers who experience self-consciousness or embarrassment about their changing bodies may experience a decline in self-esteem and a reluctance to engage in physically demanding activities like sports or gym class. Gender Stereotyping: Misconceptions about what activities are suitable for boys versus girls during puberty can reinforce gender stereotypes and limit opportunities for participation. For example, the myth that weightlifting stunts growth may deter girls from engaging in strength training activities, perpetuating the idea that certain sports are only for boys. Health Risks: Type 2 diabetes, obesity, and other diseases linked to a sedentary lifestyle can all be increased by avoiding physical activity because of beliefs about puberty. Not getting enough exercise during youth can also have long-term effects on general health and wellbeing into adulthood. Missed Developmental Opportunities: The development of motor abilities, coordination, and physical fitness is crucial during puberty. Believing falsehoods that dissuade people from engaging in physical activity can lead to lost opportunities for skill development and general physical literacy—two things that are necessary for leading an active and healthy lifestyle for the rest of one's life. Emotional Impact: When faced with contradicting facts regarding puberty and physical activity, adolescents may feel frustrated, confused, or anxious. They may be even less inclined to participate in activities that would otherwise improve their physical and mental health as a result of this emotional strain. Benefits of physical activity to puberty stage Physical Health: During puberty, regular physical exercise promotes healthy growth and development. It strengthens bones and muscles, strengthens the heart, and raises one's level of general physical fitness. Running, swimming, and team sports are exercises that increase endurance, agility, and coordination. Weight management: By burning calories and encouraging the growth of muscles, physical activity aids teenagers in maintaining a healthy body weight. A balanced diet and regular exercise can help avoid puberty-associated excessive weight gain, which lowers the risk of obesity and related health problems. Mental Health: Teenagers who exercise regularly have a reduction in stress, anxiety, and depressive symptoms, among other psychological advantages.	Encourage students to answer the question and they can also share their personal experience. Students' answers may vary.
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	Endorphins are chemicals that are released in response to physical activity and are known to enhance emotions of happiness and wellbeing. During this moment of transition, regular exercise can help enhance the quality of sleep and increase confidence and self-esteem. Social Interaction: Children can socialize, form friendships, and hone their communication and collaboration abilities by taking part in sports and physical activities. Participating in group activities creates a feeling of community and camaraderie, which supports healthy social networks and emotional support systems during the frequently difficult puberty phase. Cognitive Function: Physical activity has been linked to improved cognitive function, including enhanced memory, attention, and academic performance. Regular exercise stimulates blood flow to the brain, promoting the growth of new neurons and supporting brain plasticity, which is crucial for learning and development during adolescence. Healthy Habits: Engaging in regular physical activity during puberty helps establish lifelong habits of health and fitness. Adolescents who are active during this stage are more likely to continue exercising into adulthood, reducing the risk of chronic diseases such as heart disease, diabetes, and certain cancers later in life. Emotional Control: Hormonal changes and emotional ups and downs are common features of puberty. Engaging in physical activity offers a beneficial way to release stress and control fluctuations in mood. Teenagers who exercise benefit from increased resilience and coping mechanisms, which makes it easier for them to deal with the difficulties of puberty. 3. Lesson Activity Activity 4: Help a friend. Direction: Analyze each scenario, identifying any puberty-related myths or misconceptions regarding physical activity participation. Consider the effect of these myths on the characters' thoughts, feelings, or actions related to physical activity. Provide guidance on how the characters can overcome these misconceptions, whether through offering factual information, reassurance, or encouraging positive behavior changes. Repeat this process for each scenario, aiming to deepen understanding of how puberty-related myths impact physical activity participation and how to address them effectively in real-life situations.	See worksheet for the activity which students will accomplish. Teachers may add or make their own sample situation or scenario. This activity can be in oral or written activity.
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C. Making Generalizations	1. Learners' Takeaways What are some examples of myths or misunderstandings about puberty that you've heard about? How do you think these ideas might affect how kids your age feels about being active? 2. Reflection on Learning • How did learning the truth about these myths change your thoughts or feelings about participating in physical activities? Can you give an example of how understanding puberty better might make you feel more confident or comfortable being active? • Why do you think it's important for us to learn about puberty-related myths and how they can impact our participation in physical activities? How might understanding the truth about these myths help us make better choices and feel more confident about being active?	The following guide questions will be asked to the students.
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment Write the letter of your answer on a sheet of paper. - Which of the following statements is a common myth about puberty and physical activity participation for girls? - Exercise can slow down puberty for girls. - Girls should avoid sports during puberty to avoid stunting their growth. - Girls should engage in physical activity during puberty. - Puberty has no effect on physical activity for girls. - Why is it important to debunk myths about puberty and physical activity? - Because myths can lead to misunderstandings and prevent people from being active. - Because everyone needs to know everything about puberty. - Because it's fun to learn about myths. - Because adults tell us to do so.	Answer key: - b - a - a - b - b - a - M - FS - M - FS

	3. What can you do to help your friends understand the truth about puberty- related myths and feel more confident about participating in physical activities? a) Share what you learned from the lesson with them. b) Make fun of them for believing in myths. c) Keep the truth to yourself. d) Ignore them if they have questions. 4. How might understanding the truth about puberty myths impact your own feelings about being active? a) It won't change how I feel. b) I might feel more confident and comfortable participating in activities. c) I'll probably be more afraid to participate. d) I won't care either way. 5. True or False: Puberty only affects the body, and it doesn't have any impact on emotions or behaviors. a) True b) False 6. Which of the following is a factual solution to debunk the myth that exercise can slow down puberty? a) Encourage regular physical activity as it promotes overall health and does not interfere with puberty. b) Discourage any form of physical activity during puberty to ensure proper development. c) Limit physical activity to avoid potential negative effects on puberty. d) Avoid exercise completely until puberty is complete to prevent any disruptions. Identify whether the following statements are myths (M) or factual solutions (FS) regarding puberty and physical activity: 1. Girls should avoid sports during puberty to avoid stunting their growth. (M/FS) 2. Encourage regular physical activity as it promotes overall health and does not interfere with puberty. (M/FS)	
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	3. Puberty only affects the body, and it doesn't have any impact on emotions or behaviors. (M/FS) 4. Understanding the truth about puberty myths can help individuals feel more confident and comfortable participating in physical activities. (M/FS) 2. Homework (Optional)			
D. Teacher's Remarks	Note observations on any of the following areas:	Effective Practices	Problems Encountered	
	strategies explored			
	materials used			
	learner engagement/interaction			
	others			

E. Teacher's Reflection	<i>Reflection guide or prompt can be on:</i> ▪ <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> <i>Did I attain all my lesson objectives?</i> <i>How did I encourage my students to participate in the class discussions and activities?</i> ▪ <u>students</u> <i>What roles did my students play in my lesson? What did my students learn? How did they learn?</i> <i>Did my pupils actively participate in all the class activities that I prepared? Were the instructions in the class activities clear to the pupils?</i> ▪ <u>ways forward</u> <i>What could I have done differently? What can I explore in the next lesson?</i> <i>What challenges did I encounter in implementing the class activities?</i>	
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