

 <p><b>MATATAG</b> K to 10 Curriculum Weekly Lesson Log</p>	<b>School:</b>		<b>Grade Level:</b>	<b>V</b>
	<b>Name of Teacher</b>		<b>Learning Area:</b>	<b>PE &amp; HEALTH</b>
	<b>Teaching Dates and Time:</b>	<b>JUNE 23 – 27, 2025 (WEEK 2)</b>	<b>Quarter:</b>	<b>First</b>

**I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES**

<b>A. Content Standards</b>	The learners demonstrate understanding of stress, coping strategies, bullying effects, stress-reduction activities, and striking/fielding games in promoting personal wellness for active and healthy living.
<b>B. Performance Standards</b>	The learners participate in stress-reduction activities and striking/fielding games in promoting personal wellness for active and healthy living.
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency</b> <i>demonstrate assertive behavior to prevent and deal with bullying, harassment, discrimination, and violence.</i></p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li><i>Identify Negative Effects of Bullying, Harassment, Discrimination, and Other Violent Behaviors on Well-Being.</i></li> <li><i>Demonstrate Life Skills and Assertive Behavior to Prevent and Deal with Bullying, Harassment, Discrimination, and Other Violent Behaviors.</i></li> <li><i>Appreciate on how to deal bullying, harassment, and discrimination, and Other Violent Behaviors on Well-Being.</i></li> </ol>
<b>D. Content</b>	<p><b>Bullying and Other Violent-Related Behaviors as Stressors</b></p> <p><b>Sub-Topic:</b></p> <ul style="list-style-type: none"> <li>Negative Effects of Bullying, Harassment, Discrimination, and Other Violent Behaviors on Well-Being</li> <li>Life Skills and Assertive Behavior to Prevent and Deal with Bullying, Harassment, Discrimination, and Other Violent Behaviors</li> </ul>
<b>E. Integration</b>	<p>Values</p> <p>SDG 3: Good Health and Well-being; Inclusion; Equality</p>

## II. LEARNING RESOURCES

- Anti-Bullying Pro. (n.d.). Exclusionary bullying behaviour. <https://www.antibullyingpro.com/support-and-advice-articles/exclusionary-bullying-behaviour#:~:text=Exclusionary%20bullying%20behaviour%20is%20when,Fortnite%20or%20Call%20of%20Duty>.
- Collins Dictionaries. (2024, March 10). CRITICISM definition and meaning. Collins English Dictionary. <https://www.collinsdictionary.com/dictionary/english/criticism#:~:text=Criticism%20is%20the%20action%20of,strong%20criticism%20on%20Capitol%20Hill>.
- Depositphotos. (n.d.). Bloc notes images vectorielles, Bloc notes vecteurs libres de droits. <https://depositphotos.com/fr/vectors/bloc-notes.html>
- Depositphotos. (n.d.). Stop bullying text cartoon character illustration [Photograph]. <https://depositphotos.com/vector/stop-bullying-text-cartoon-character-illustration-614387278.html>
- Evelyne, C. (2022, September 17). สื่อประกอบการสอน [Photograph]. Pinterest. <https://www.pinterest.ph/pin/1759287345609532/>
- Holt, K. (2024, January 24). 10 ways to stop & prevent bullying at school [Photograph]. Mom Loves Best. <https://momlovesbest.com/bullying-prevention>
- iStock. (2020, December 27). Rebel teenager blocking communication ignoring and misbehaving [Photograph]. <https://www.istockphoto.com/vector/indifferent-teen-boy-covering-his-ears-gm1293273398-387741451>
- iStock. (2023, February 18). Outline and silhouette style of people stop bullying. Upstander and. . . [Photograph]. <https://www.istockphoto.com/vector/outline-and-silhouette-style-of-people-stop-bullying-upstander-and-standing-up-to-gm1462396252-495887169>
- Kids Helpline. (2024, January 29). Bullying: How to deal with being bullied. <https://kidshelpline.com.au/teens/issues/bullying>
- Lcsw, A. M. (2022, September 21). 7 social skills you can start teaching your child now [Photograph]. Verywell Family. <https://www.verywellfamily.com/seven-social-skills-for-kids-4589865>
- McLean Hospital. (2024, March 6). The mental health impact of bullying on kids and teens. <https://www.mcleanhospital.org/essential/bullying-kids-teens>
- Pngtree. (n.d.). The Lord S Prayer Clipart Boy Praying With Book Vector Ilustração Ilustração Cartoon Vector and PNG [Photograph]. [https://pngtree.com/freepng/the-lord-s-prayer-clipart-boy-praying-with-book-vector-ilustra%C3%A7o-ilustra%C3%A7%C3%A3o-cartoon\\_11091290.html](https://pngtree.com/freepng/the-lord-s-prayer-clipart-boy-praying-with-book-vector-ilustra%C3%A7o-ilustra%C3%A7%C3%A3o-cartoon_11091290.html)
- Preventing Bullying. (n.d.). Assertiveness activities. <http://preventingbullying.promoteprevent.org/9-assertiveness-actitivities>
- Robinson, L. (2024, February 5). Deal with a bully and overcome bullying. HelpGuide.org. <https://www.helpguide.org/articles/abuse/bullying.htm>
- Trainers Warehouse. (2024, February 15). Assertiveness exercises | Fun training [Photograph]. <https://blog.trainerswarehouse.com/assertiveness-games-activities>
- YouTube. (2020, May 3). Yes No Questions [Photograph]. [https://www.youtube.com/watch?v=oyr\\_GwABefs](https://www.youtube.com/watch?v=oyr_GwABefs)

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS																																																																																																																																																																																																								
<p><b>A. Activating Prior Knowledge</b></p>	<p><b>Day 1</b></p> <p><b>1. Short Review (2 minutes)</b>  <b>Let us Recall</b>  <b>Direction:</b> In a notebook, the students will list down all the things they have learned from the previous topic for only 1 minute. The students who write down the most and correctly will have a reward from the teacher.</p> <p><b>2. Feedback (Optional)</b></p>	<p>The reward for students may be varied. Depending on the teacher, it can be a candy, plus point or etc.</p>																																																																																																																																																																																																								
<p><b>B. Establishing Lesson Purpose</b></p>	<p><b>1. Lesson Purpose (5 minutes)</b>  <i>What are the examples of Bullying?</i></p> <p><b>Activity 1: WORD SEARCH</b>  <b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• Divide the class into five groups.</li> <li>• The teacher will give the following instructions to the students: <ul style="list-style-type: none"> <li>a. Prepare 1 whole sheet of paper.</li> <li>b. Write down all the words you will see inside the box related to bullying.</li> <li>c. You only have 2 minutes to finish it.</li> <li>d. The group with the highest number of correct words will be declared winner.</li> </ul> </li> </ul> <table border="1" data-bbox="768 948 1352 1372" style="margin-left: auto; margin-right: auto;"> <tr><td>S</td><td>G</td><td>N</td><td>I</td><td>H</td><td>S</td><td>U</td><td>P</td><td>A</td><td>B</td></tr> <tr><td>E</td><td>H</td><td>C</td><td>N</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td><td>M</td></tr> <tr><td>X</td><td>K</td><td>O</td><td>S</td><td>I</td><td>J</td><td>K</td><td>L</td><td>M</td><td>S</td></tr> <tr><td>C</td><td>I</td><td>H</td><td>U</td><td>R</td><td>T</td><td>I</td><td>N</td><td>G</td><td>I</td></tr> <tr><td>L</td><td>C</td><td>N</td><td>L</td><td>T</td><td>O</td><td>P</td><td>Q</td><td>R</td><td>C</td></tr> <tr><td>U</td><td>K</td><td>S</td><td>T</td><td>H</td><td>I</td><td>T</td><td>U</td><td>V</td><td>I</td></tr> <tr><td>S</td><td>I</td><td>W</td><td>I</td><td>R</td><td>X</td><td>N</td><td>Y</td><td>Z</td><td>T</td></tr> <tr><td>I</td><td>N</td><td>A</td><td>N</td><td>E</td><td>B</td><td>C</td><td>G</td><td>D</td><td>I</td></tr> <tr><td>O</td><td>G</td><td>E</td><td>G</td><td>A</td><td>F</td><td>G</td><td>H</td><td>I</td><td>R</td></tr> <tr><td>N</td><td>J</td><td>K</td><td>L</td><td>T</td><td>M</td><td>N</td><td>O</td><td>P</td><td>C</td></tr> </table>	S	G	N	I	H	S	U	P	A	B	E	H	C	N	D	E	F	G	H	M	X	K	O	S	I	J	K	L	M	S	C	I	H	U	R	T	I	N	G	I	L	C	N	L	T	O	P	Q	R	C	U	K	S	T	H	I	T	U	V	I	S	I	W	I	R	X	N	Y	Z	T	I	N	A	N	E	B	C	G	D	I	O	G	E	G	A	F	G	H	I	R	N	J	K	L	T	M	N	O	P	C	<p>The grouping of the students may be modified depending on the number of students in the class.</p> <p>The teacher needs to prepare a timer or stopwatch. It can be on the phone or video countdown.</p> <p>Answer to the Word Search:</p> <table border="1" data-bbox="1682 836 2134 1163" style="margin-left: auto; margin-right: auto;"> <tr><td>S</td><td>G</td><td>N</td><td>I</td><td>H</td><td>S</td><td>U</td><td>P</td><td></td><td></td></tr> <tr><td>E</td><td>H</td><td></td><td>N</td><td></td><td></td><td></td><td></td><td></td><td>M</td></tr> <tr><td>X</td><td>K</td><td>O</td><td>S</td><td></td><td></td><td></td><td></td><td></td><td>S</td></tr> <tr><td>C</td><td>I</td><td>H</td><td>U</td><td>R</td><td>T</td><td>I</td><td>N</td><td>G</td><td>I</td></tr> <tr><td>L</td><td>C</td><td></td><td>L</td><td>T</td><td></td><td></td><td></td><td></td><td>C</td></tr> <tr><td>U</td><td>K</td><td></td><td>T</td><td>H</td><td>I</td><td></td><td></td><td></td><td>I</td></tr> <tr><td>S</td><td>I</td><td></td><td>I</td><td>R</td><td></td><td>N</td><td></td><td></td><td>T</td></tr> <tr><td>I</td><td>N</td><td></td><td>N</td><td>E</td><td></td><td></td><td>G</td><td></td><td>I</td></tr> <tr><td>O</td><td>G</td><td></td><td>G</td><td>A</td><td></td><td></td><td></td><td></td><td>R</td></tr> <tr><td>N</td><td></td><td></td><td></td><td>T</td><td></td><td></td><td></td><td></td><td>C</td></tr> </table> <p>SHOUTING  HURTING  THREAT  CRITICISM  INSULTING  EXCLUSION  PUSHING  KICKING</p>	S	G	N	I	H	S	U	P			E	H		N						M	X	K	O	S						S	C	I	H	U	R	T	I	N	G	I	L	C		L	T					C	U	K		T	H	I				I	S	I		I	R		N			T	I	N		N	E			G		I	O	G		G	A					R	N				T					C
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	<p><b>2. Unlocking Content Area Vocabulary (3 minutes)</b></p> <ul style="list-style-type: none"> <li>● Exclusion- When someone is intentionally and recurrently excluded and isolated, this can occur both offline and online.</li> <li>● Criticism- The act of expressing displeasure of something or someone.</li> <li>● Threat- is the possibility that something bad could happen to an individual or object.</li> <li>● Insulting- is something impolite or disrespectful.</li> </ul>	
<p><b>C. Developing and Deepening Understanding</b></p>	<p><b>SUB-TOPIC 1: Negative Effects of Bullying, Harassment, Discrimination, and Other Violent Behaviors on Well-Being</b></p>  <p><small>brgfx. [Online image] Stop Bullying text with cartoon character <a href="https://www.freepik.com/premium-vector/stop-bullying-text-with-cartoon-character_32937560.htm">https://www.freepik.com/premium-vector/stop-bullying-text-with-cartoon-character_32937560.htm</a></small></p> <p><b>1. Explication Questions: (5 minutes)</b></p> <ul style="list-style-type: none"> <li>● What do you think are the negative effects of bullying?</li> <li>● Do you have ideas about different effects of harassment?</li> <li>● What do you think are the impacts of discrimination to a person?</li> <li>● What are the other violent behaviors on well-being?</li> </ul> <p><b>2. Worked Example (10 minutes)</b>  <b>Negative Effects of Bullying, Harassment, Discrimination, and Other Violent Behaviors on Well-Being</b>      In fact, there might be a lot of tension associated with bullying and other violent actions. They can have long-term emotional and psychological repercussions in addition to having an immediate negative effect on people’s wellbeing. Taking care of and stopping these kinds of activities is essential to creating a safe and</p>	<p>Ask the questions to the students first before the discussion.</p>



encouraging atmosphere. Bullying and other violent actions have the potential to increase stress levels, which can have an impact on one's mental and emotional well-being. These acts foster a climate of fear and worry, underscoring how crucial it is to confront and stop these behaviors for the general wellbeing of those engaged.

### **Negative effects of Bullying**

1. Impact of Bullying on Mental Health
  - develop depression.
  - develop anxiety.
2. Loss of Self-Confidence
3. Increased Self-Criticism
4. Increased Self-Isolation

### **Different effects of Harassment**

Harassment can result in various negative effects, such as:

- heightened stress
- anxiety
- decline in mental well-being.
- decreased productivity.
- damaged relationships
- physical health issues

### **Impacts of Discrimination**

- Discrimination can have profound negative effects on individuals and society, leading to psychological, emotional, and economic consequences.
- It fosters inequality, hinders personal development, and undermines social cohesion, ultimately impeding progress toward a fair and just community.

### **Other violent behaviors on well-being**

- A person's general well-being can be greatly impacted by a variety of violent actions, including physical aggressiveness, domestic abuse, and bullying.
- They could result in emotional anguish, mental health problems, and physical injury.

### **Activity 2: Think and Reflect (5 minutes)**

This activity will help you think and reflect on your day-to-day battle with

	uncomfortable situations.	
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**Directions:** Copy this illustration below in a bond paper and write a short reflection citing one bullying, harassment or discrimination situation at home, in school or in the community. Describe how you dealt with it.



**3. Lesson Activity (3 minutes)**

**Activity 3: Appropriate or Not**

Now that you have understood the concept of the effects of bullying, harassment, and discrimination, let's have another activity. This will help you visualize the difference between the do's and don'ts in socializing.

**Directions:** Analyze each of the illustrations below. Mark the box with (/) if you believe it exhibits positive social behavior and (x) if not.

<input type="checkbox"/>		<input type="checkbox"/>	
	<b>SHARING</b>		<b>USING MANNERS</b>
<input type="checkbox"/>		<input type="checkbox"/>	
	<b>FIGHTING</b>		<b>BULLYING</b>
<input type="checkbox"/>		<input type="checkbox"/>	
	<b>COOPERATING</b>		<b>INSULTING</b>

1. Sharing - /
2. using manners- /
3. fighting- x
4. bullying- x
5. cooperating- /
6. insulting- x

[1,2,5,] <https://www.slideshare.net/slideshow/welcome-back-to-school-students-copy-pptx/273178891>

[3] <https://www.pixtastock.com/illustration/45038562>

[4]

[https://www.shutterstock.com/image-vector/kids-bullies-childish-cartoon-style-cute-430797586?irclid=wm6W9pTNmxyKURVx4b0KD006Uks1qMTda36bV10&irgw=1&pl=5249686-560528&utm\\_campaign=BigstockAffiliate&utm\\_content=560528&utm\\_medium=Affiliate&utm\\_source=5249686&utm\\_term=](https://www.shutterstock.com/image-vector/kids-bullies-childish-cartoon-style-cute-430797586?irclid=wm6W9pTNmxyKURVx4b0KD006Uks1qMTda36bV10&irgw=1&pl=5249686-560528&utm_campaign=BigstockAffiliate&utm_content=560528&utm_medium=Affiliate&utm_source=5249686&utm_term=)

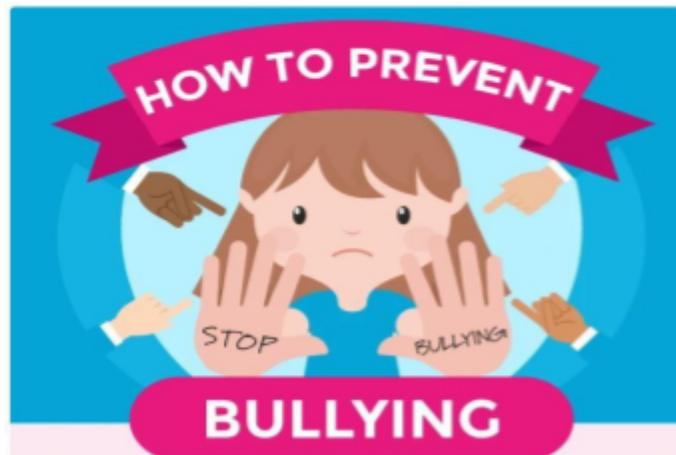
[6] [https://www.freepik.com/premium-vector/aggressive-boys-mocking-pointing-classmates-mockery-bullying-school-cartoon-vector-illustration\\_353045237.htm#from\\_element=detail](https://www.freepik.com/premium-vector/aggressive-boys-mocking-pointing-classmates-mockery-bullying-school-cartoon-vector-illustration_353045237.htm#from_element=detail)



## SUB-TOPIC 2: Life Skills and Assertive Behavior to Prevent and Deal with Bullying, Harassment, Discrimination, and Other Violent Behaviors

### 1. Explicitation (5 minutes) Deal with a Bully and Overcome Bullying

You may experience helplessness, humiliation, depression, or even suicide thoughts after being bullied. However, there are strategies for dealing with bullies and defending yourself in public and at school.



Ali, Yamna. (2020, July 19) [Online image] Why are bullying and its prevention necessary in today's world? #infographic <https://www.visualistan.com/2020/07/why-are-bullying-and-its-prevention-necessary-in-todays-world.html>

### I'm being bullied – what should I do?

- Stay calm – don't react emotionally (people who bully usually want you to get angry or upset)
- Report it – tell trustworthy adults and keep talking to them until the bullying stops; reporting it helps keep people safe (and isn't the same as 'dobbing' which is about getting someone in trouble over nothing)
- Get support – bullying can affect your mental health and self-worth – having the support of family, friends, teachers and/or professionals can make a big difference.

### How to deal with a bully

- **Don't blame yourself.** It is not your fault. No matter what a bully says or does, you should not be ashamed of who you are or what you feel. The bully is the person with the problem, not you.
- **Don't beat yourself up.** Don't make a bullying incident worse by dwelling on it or replaying it over and over in your head. Instead, focus on the positive experiences in your life.
- **Be proud of who you are.** Despite what a bully says, there are many wonderful things about you. Remind yourself of all the special, unique qualities that make you.



- **Learn to manage stress.** Finding healthy ways to relieve the stress generated by bullying can make you more resilient so you won't feel overwhelmed by negative experiences. Exercise, meditation, positive self-talk, muscle relaxation, and breathing exercises are all good ways to cope with the stress of bullying.
- **Spend time doing things you enjoy.** The more time you spend with activities that bring you pleasure—sports, hobbies, hanging out with friends who don't participate in bullying, for example—the less significance bullying will have on your life.

**Activity 4: Write Me In (5 minutes)**

**Direction:** Write a slogan inside the box about how to get rid of the bully.



**2. Worked Example (2 minutes)**

**Assertiveness Activities**

Knowing assertiveness techniques entails knowing how to stand up for one's rights and communicate one's feelings in a way that respects the rights and feelings of others.

Teacher may ask this question for class discussion.

**I'm being bullied - what should I do?**



Pngwing. [Online image] Behavioral communication Assertiveness Confidence Respect, Behavior s, child, mammal <https://www.pngwing.com/en/free-png-nizh/>

## **Activities for Teaching Assertiveness Skills**

### **Activity 1: Keeping Cool (3 minutes)**

*To ensure adherence to various Copyright Laws, the suggested instructions were recommended:*

Teacher may find images to reference the emotions of the given activities for an effective visuals for the students.

Teaching assertiveness begins with teaching simple relaxation and self-calming techniques to deal with strong negative feelings.

- Close your eyes and take several slow deep breaths.
- Count to 10
- Stand tall.
- Relax the muscles in your face and body.
- Talk silently to yourself and repeat a soothing phrase, such as “Keep calm” or “I control my feelings.”
- Get a drink of water.
- Go sit by a person you trust.

**Activity 2: Ignoring (2 minutes)**

Children who attempt to bully other children are often seeking a reaction.

- Stop playing.
- Walk away.
- Turn your body away.
- Turn your eyes away.
- Don't answer a question.
- Keep talking to the other person you're with

**Activity 3: “Yes” or “No” (5 minutes)**

In this activity, learners practice deciding to politely say no or yes to a request or a demand, as well as to accept either a no or a yes from others.

Begin by asking the learners what they would like to say to a child who is demanding a particular toy. If the learners say they would like to say no, ask what they think they should say. Children may well think that they're supposed to say yes. Explain the difference between a bullying demand and a polite request by using a rude voice to say, “Give me that!” and then a pleasant voice to say, “May I have that toy, please?” Assure them that it is always okay to refuse a bullying request, but when a child is politely asking, they can choose whether to say yes or no.

Have the learners form pairs and give a toy to one child in each pair. Have the child without the toy demand the toy. Have the other child keep cool and assertively say, “No, I'm playing with it now. You can have it when I'm done.” Next, ask the child without the toy to politely ask for the toy. The other child can choose

Note to teacher:  
Students' answers may vary.

	to politely say	
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either, “No, I’m playing with it now, but you can have it as soon as I’m done” or “Yes, you can play with it now.” Have the child without the toy respond by saying, “Okay, I’ll wait until you’re done” or “Okay, thanks for letting me play with it.”

#### **Activity 4: Standing Up to Bullying (15 minutes)**

It is important for children to learn an assertive style of responding to bullying situations. Knowing how to stand up for themselves and to speak up assertively on another’s behalf gives children a sense of control and an air of self-confidence that can deter others from bullying them.

Begin this activity by talking about the best way to respond to a bullying situation. Ask the children what they think will happen if they provoke the bullying child by retaliating, or if they reward the bullying child by submitting. Elicit that the bullying is likely to continue. Explain to the children that the best way to get the bullying behavior to stop is to respond assertively to bullying by standing up and speaking up, whether you are the one being bullied or whether you see it happening to someone else. Remind them that they can also ask for help from an adult.

A note about tattling: Children may have been told not to be a tattle-tale or that it’s wrong to “tell on” somebody else. Remind children of the difference between bullying (involving a power imbalance) and conflict (involving disagreement among children of equal power). Explain that it is never wrong to ask for adult help in a situation that involves bullying.

**3. Lesson Activity**

#### **Activity 5: Interview**

#### **Activity 5: Interview**

Aside from the learning you had in the previous lesson, this task will give you more information on dealing with the bullies by interviewing people in the community. The following are the questions that you may ask:

1. Have you ever been bullied by someone? \_\_\_\_\_



Have the group choose what they think are the best techniques and then practice using them together.

Conduct the role-play with each child playing the opposite part.

- Make up some short bullying situations to role-play.
- Be sure that some of the role-played responses include asking an adult for help.
- Conclude the activity by reminding children how important it is to stop bullying by standing up, speaking up assertively, and/or asking an adult for help in bullying situations.

Students’ answers may vary.



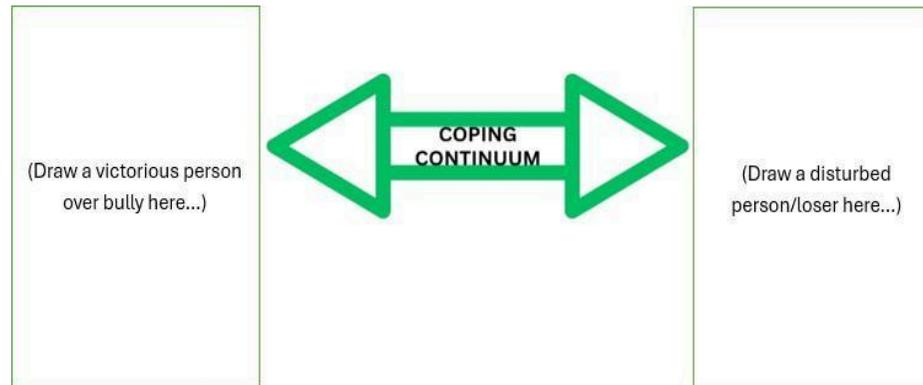
2. Which type of bully did you encounter? \_\_\_\_\_
3. How did you handle that situation? \_\_\_\_\_
4. Are you happy with the result? Why? \_\_\_\_\_
5. What did you learn from that experience? \_\_\_\_\_

**D. Making Generalizations**

**1. Learners' Takeaways**

**Activity 6: Coping Continuum (5 minutes)**

**Directions:** The next task will sum up you're understanding about the topic. In the Coping Continuum below, write down the possible stages of experiences that you will undergo in using Assertiveness skills as compared to the experiences and effect of bullying, harassment, or discrimination. How will you describe yourself at the end of the coping process? Draw your caricature in the end box. Do this in your activity notebook.



**2. Reflection on Learning (5 minutes)**

**Essay.** Write an essay guided by the following questions.

1. Can you recognize when you're sad, or do you usually keep it to yourself?
2. How do you handle being angry? Do you often forget about things? Do you handle them later or do you try to identify the source of the issue and resolve it immediately?

Students' answers may vary.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
<p><b>A. Evaluating Learning</b></p>	<p><b>1. Formative Assessment (5 minutes)</b></p> <p><b>QUIZ</b></p> <ol style="list-style-type: none"> <li>1. What should you consider when you are tempted to say or do something to someone else?               <ol style="list-style-type: none"> <li>a. Think about how your words or actions will make them feel.</li> <li>b. Think about how impressed your friends will be.</li> <li>c. Think about how funny it will be if other people laugh at the person.</li> <li>d. Think about how popular you will be for being a bully.</li> </ol> </li> <li>2. Standing up to a bully requires _____ or bravery.               <ol style="list-style-type: none"> <li>a. Frustration</li> <li>b. Courage</li> <li>c. Anger</li> <li>d. Sadness</li> </ol> </li> <li>3. What is a bully?               <ol style="list-style-type: none"> <li>a. Someone who does not talk to you.</li> <li>b. Someone who won't help you in class.</li> <li>c. Someone who uses their power to hurt others.</li> <li>d. Someone who possesses cow-like traits.</li> </ol> </li> <li>4. Who is at risk for being bullied?               <ol style="list-style-type: none"> <li>a. Students</li> <li>b. Teachers</li> <li>c. Principal</li> <li>d. Everyone</li> </ol> </li> <li>5. What do you do if you are being bullied?               <ol style="list-style-type: none"> <li>a. Tell a teacher.</li> <li>b. Tell the Principal</li> <li>c. Tell your parents.</li> <li>d. All the above</li> </ol> </li> </ol> <p><b>2. Homework (Optional)</b></p>	<p>Note to teacher: Answer</p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. C</li> <li>4. D</li> <li>5. D</li> </ol>

<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>	<p><i>Reflection guide:</i></p> <ul style="list-style-type: none"> <li>● <i>Did I attain all my lesson objectives?</i></li> <li>● <i>How did I encourage my students to participate in the class discussions and activities?</i></li> <li>● <i>What challenges did I encounter in implementing the class activities?</i></li> <li>● <i>Did my pupils actively participate in all the class activities that I prepared?</i></li> <li>● <i>Were the instructions in the class activities clear to the pupils?</i></li> <li>● <i>Was the time allotted to each activity enough for the class to accomplish the assigned tasks?</i></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>