

Grade 4 Term 2, Week 6 LESSON PLAN

Name of Lesson	Physical Education and Health: Concept and Importance of Eating Safe and Healthy Food				
Learning Area/s	MAPEH (Health)				
Designed by Teacher/s	Depedlibre				
Designed for which Grade Level and Section	Grade 4				
No. of Sessions	Session 1	Session 2	Session 3	Session 4	Session 5
References (books, websites, toolkits, etc.)	MATATAG Curriculum Guide for MAPEH Grade 4; DepEd Self-Learning Modules (Health 4); WHO Food Safety Fact Sheets.	MATATAG Curriculum Guide for MAPEH Grade 4; DepEd Self-Learning Modules (Health 4); National Nutrition Council Guidelines.	MATATAG Curriculum Guide for MAPEH Grade 4; DepEd Self-Learning Modules (Health 4); DOST-FNRI Pinggang Pinoy.	MATATAG Curriculum Guide for MAPEH Grade 4; DepEd Self-Learning Modules (Health 4); Food Safety Act of 2013 (RA 10611) simplified.	MATATAG Curriculum Guide for MAPEH Grade 4; DepEd Self-Learning Modules (Health 4); Health Assessment Tools.
Declaration of AI use	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with MATATAG				

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	competencies. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.				
Intentions.	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.				
Learning Competency:	Target MATATAG Learning Competency: Identify the concept and importance of eating safe and healthy food. Performance Standard: The learner demonstrates understanding of food safety and healthy eating habits to prevent diseases and promote overall wellness.				
Learning Objectives:	Define "healthy food" and identify food groups that contribute to a balanced diet.	Define "food safety" and identify common practices to keep food clean and safe.	Discuss the importance of eating safe and healthy food for growth and disease prevention.	Identify signs of unsafe or spoiled food and recognize food labels.	Demonstrate the ability to choose safe and healthy food in everyday scenarios.
Learner Context:	Grade 4 learners are typically curious about their physical growth and are becoming more independent in choosing snacks. They often encounter street foods and processed snacks. They respond well to visual aids and storytelling. Possible barriers include varied access to nutritious food at home and influence of media on food choices.				
Learning Experience.	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.				
Pre-Lesson:	S1: "What's in	S2: "Germ	S3: "Growth	S4: "The	S5: "Healthy

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	my Baon?" Survey. Ask students to list what they ate for breakfast.	Detective" - Show a picture of a dirty kitchen and ask what is wrong.	Chart" - Discuss how tall the students have grown since Grade 1.	Mystery Box" - Place a fresh fruit and a withered one inside; let them describe the difference.	Hero" - Review the key points of the week through a quick chant.
Flow:	Session 1 Introduction: Present pictures of various foods and ask "Which helps you run fast?" and "Which makes you strong?" Instructional Procedure: Discuss the 3 Basic Food Groups (Go, Grow, Glow) and the definition of a balanced diet. Activity: "Food Sorting" - Learners categorize cut-out pictures into	Session 2 Introduction: Role-play: A student eating with unwashed hands. Instructional Procedure: Explain the 5 Keys to Safer Food (Clean, Separate, Cook thoroughly, Keep food at safe temperatures, Use safe water/raw materials). Activity: "Step-by-Step Handwashing" - A practical demonstration and drill of	Session 3 Introduction: Storytelling about "Malusog" (Healthy) vs. "Sakitin" (Sickly) characters. Instructional Procedure: Discuss the benefits of healthy eating: energy for school, strong immunity, and mental alertness. Activity: "Benefit Tree" - Write benefits of healthy eating on "leaves" and	Session 4 Introduction: Show actual food packaging and point to the "Expiry Date." Instructional Procedure: Teach signs of spoilage (foul smell, mold, change in color) and how to read basic food labels. Activity: "Label Hunter" - In groups, students look for Expiry Dates and ingredients on empty food packs.	Session 5 Introduction: "Market Day" setup in the classroom. Instructional Procedure: Review the concept of safety vs. healthiness (a food can be healthy but unsafe if dirty). Activity: "Smart Shopper" - Learners are given "play money" to buy the best food items from the classroom "market."

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	Go, Grow, and Glow groups. Synthesis: Ask learners to define "Healthy Food" in their own words.	proper handwashing. Synthesis: Why do we need to wash fruits even if they look clean?	paste them on a paper tree. Synthesis: How does healthy food help you reach your dreams?	Synthesis: What should you do if a snack smells sour but looks okay?	Synthesis: Commitment Wall - "I promise to eat safe and healthy food because..."
Learning Resources:	Pictures of food, Manila paper, Markers.	Soap, Water, Visual aid of the 5 Keys to Food Safety.	Storybook/Flashcards, "Benefit Tree" cutout.	Empty food containers (milk cartons, biscuit packs), Magnifying glass.	Play money, real or plastic food models, Baskets.
Opportunities for integration:	Science: Parts of the body and nutrition.	Science: Microorganisms/Bacteria.	GMRC: Self-care and discipline.	Math: Reading dates and numbers.	Literacy: Expressing choices and reasoning.
Formative Assessment:	1. Which food group provides energy? A. Go B. Grow C. Glow D. Slow 2. What do "Grow" foods do? A. Make you run fast B. Build muscles/bones	1. What is food safety? A. Eating a lot B. Keeping food clean C. Buying expensive food D. Cooking very fast 2. When should you wash hands? A. After eating only	1. Healthy food helps the body... A. Fight diseases B. Feel tired C. Stay small D. Lose memory 2. Lack of "Grow" food leads to: A. Strong teeth B. Stunted	1. What does "Expiry Date" mean? A. Date it was made B. Last day it is safe to eat C. The price of the food D. The name of the store 2. A sign of spoiled bread is...	1. You see a street snack with flies. What do you do? A. Buy it anyway B. Shoo flies then eat C. Do not buy it D. Eat only the inside 2. Best drink for a thirsty

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	C. Make skin glow D. Make you sleepy 3. Which is a "Glow" food? A. Rice B. Fish C. Papaya D. Bread 4. Why is a balanced diet important? A. To get all nutrients B. To eat only favorites C. To save money D. To look like a model 5. Which of these is a Go food? A. Eggs B. Corn C. Spinach D. Milk	B. Before handling food C. Only when they look black D. Never 3. Why separate raw meat from cooked food? A. To prevent germs spreading B. To make it look neat C. To save space D. To cool it down 4. Safe water is needed for... A. Drinking only B. Washing vegetables C. Both A and B D. None of the above 5. What kills most germs in food? A. Freezing B. Thorough cooking C. Slicing it thin D. Adding salt	growth C. High energy D. Better eyesight 3. Why eat safe food? A. To avoid diarrhea B. To taste better C. To change colors D. To play more video games 4. Eating "Glow" foods results in: A. Clearer skin/eyes B. Weak bones C. No energy D. Constant sneezing 5. Good nutrition improves... A. Concentration in school B. Noise level C. Shoe size D. Hair color	A. Softness B. Green or black spots C. Square shape D. Plastic wrap 3. Why avoid cans with dents/rust? A. They are too heavy B. They might be toxic C. They are cheaper D. They look old 4. Spoiled milk usually... A. Smells sour B. Tastes sweet C. Looks blue D. Stays fresh forever 5. Who is responsible for food safety? A. Only the cook B. Only the store C. Everyone handling food D. No one	student? A. Soda B. Clean water C. Colored juice D. Coffee 3. You forgot to wash your apple. You should... A. Wipe it on your shirt B. Wash it with safe water C. Eat it immediately D. Peel it with dirty hands 4. A healthy lunch consists of... A. Rice, fish, and veg B. Only rice C. Candy and chips D. Soda and bread 5. Choosing safe food is a... A. Bad habit B. Waste of time C. Healthy life skill D. Strict rule
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					for adults
Ways Forward.	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.				
Extended learning opportunities:	Ask parents what "Go, Grow, Glow" foods are served at home.	Create a simple "Food Safety Poster" for the school canteen.	Interview a family member about why they choose certain healthy foods.	Check the pantry at home for any expired items with an adult.	Design a "My Healthy Plate" drawing to be posted on the fridge.
Reflections:	(To be filled out after the lesson) Reflection Prompt: Did the learners distinguish between the three food groups correctly?	(To be filled out after the lesson) Reflection Prompt: Were the learners able to demonstrate the 7 steps of handwashing?	(To be filled out after the lesson) Reflection Prompt: Can the learners relate their physical energy to what they ate today?	(To be filled out after the lesson) Reflection Prompt: Did the learners show concern when they saw "expired" labels?	(To be filled out after the lesson) Reflection Prompt: How did the learners handle the decision-making in the market activity?
Prepared by:	Depedlibre, Teacher	Checked by:	Juan Dela Cruz, Principal / Head		