



# Educating Science Teachers for All

Philippine Normal University  
The National Center for Teacher Education



## LESSON EXEMPLAR

*Focus: Types and Ingredients of Personal Care Products*

LEARNING STANDARDS		
Course Intended Learning Outcome(s) (CILO)/Most Essential Learning Competencies (MELCS)		
1. Give common examples of personal care products used to enhance the appearance of the human body. (S11/12PS-IIIi-j33) 2. Identify the major ingredients of cosmetics such as body lotion, skin whitener, deodorants, shaving cream, and perfume. (S11/12PS-IIIi-j34)		
Objectives	Content	Tasks (What tasks should I give to students to ensure realization of the objectives)
1.a. Identify the personal care products that are commonly used to enhance the appearance of the human body.  1.b. Classify the personal care products based on their specific usage or purpose in the human body.  2.a. Give the major ingredients of cosmetics such as body lotion, skin whitener, deodorants, shaving cream, and perfume.  2.b. Explain the importance and application of cosmetics in daily life.	Types and Ingredients of Personal Care Products	a. Students will be given the pre-test through a Kahoot Game. b. Through the Think-Pair-Share approach, the students will differentiate household products and personal care products based on the product labels. c. Using the 4 pics 1-word PowerPoint Presentation, students will identify the ingredients of personal care products. d. Using the GRASP approach, students will perform a role-play through a commercial talk show highlighting the usage, the labels indicated in every product, some precautions of using these products, and their importance in the physical human body. e. In a commercial talk show, tips and simple preparation of non-toxic or organic personal care products from foods or fruits will be discussed as an alternative to synthetic products which is significant in lessening the expenses spent by people. f. Rubrics and peer evaluation tools will be used in evaluating students' performance. g. Students will share insights from their journal or in Slido.
FILIPINO LEARNER		
<u>Diagnosing the Learner</u>		
Based on your survey, describe the target audience for this lesson; what types of learning styles will you need to be mindful of?		
Class/Learner's Demographic Profile Year Level: <b>Grade 12 Senior High School</b> Course/Discipline: <b>Physical Science-Quarter 1</b> Number of Students: <b>50</b> Gender: Male= 18/50 = 36% Female= 30/50 = 60% LGBTQIA= 2/50 = 4%		
Ethnicity: <b>Akeanon</b> Language(s): <b>English, Filipino, Akeanon</b>		
Other forms of Heterogeneity (e.g., Technical Capability, economic status, race, disability, others with special needs)  Through the use of DepEd e-LESF (Electronic Learners Enrolment and Survey Form) the teacher may already identify the ethnicity of the learners and if these learners have a disability or special needs. The teacher may also decide on the use of technology or other flexible learning approach based on the availability of their gadgets as reflected on the answered e-LESF by the students.		

<p><i>Misconception/Course Topic Impression</i></p> <p>One misconception people keep on believing is that <b>if our skin type is oily, it's okay to skip using moisturizers in our day-to-day routine.</b> (The correct concept is that moisturizers protect our skin from pollutants and harmful UV rays which can break our skin barriers. If we do not use moisturizers to protect our skin from these environmental factors, it may lead to irritate our skin more and cause an increase in oil production resulting our the skin being shinier.)</p>	
<b>PEDAGOGIES</b>	
<i>What skills will be addressed by this lesson?</i>	<i>What activities may be integrated in each to help enhance the learning of the content? [CLIL]</i>
<b>Cognitive Skills (<a href="#">Link</a>)</b>	<b>Language Function (<a href="#">Link</a>)</b>
<p>Knowledge and comprehension skills by understanding the subject matter. Application skills through integrating the lesson into real life.</p>	<p>Language functions such as <i>reading, listening, and speaking</i> are used during the commercial talk show. Through <b>reading</b>, the student can understand the printed words on the product label. <b>Speaking</b> is also vital in communicating, interpreting, and sharing ideas. Moreover, by <b>listening</b>, the listeners can easily understand and catch up with the insights shared with them.</p> <p>On the other hand, through the journal or the Slido, the student can <b>write</b> their insights learned from the lesson.</p>
<b>Science Process Skills</b>	
<p>Classifying Communicating</p>	
<b>Future Skills (<a href="#">Link</a>)</b>	
<p>Self-initiative, Creativity and Innovation, Cooperation Skills, Communication Competence, and Digital Literacy</p>	
<b>Scientific Attitudes and Filipino Values</b>	
<p>Scientific Attitudes: Open-mindedness Filipino Values: Pakikisama (Fellowship) Malikhain (Creativity) Kusang-Palo (Making Initiative)</p>	
<i>What are the action words and vocabulary for this lesson? Please provide Mother Tongue translation for each identified vocabulary [MTB-MLE]</i>	
<b>Key Language (<a href="#">Link to all constructs of Key Languages</a>) (What children need to recognize/produce)</b>	
<p><i>Action Words (scientific processes)</i></p> <p>In Filipino: Uriin ang mga produkto batay sa kanyang gamit sa ating katawan. In Akeanon: Pagplastar it produkto base sa anang gamit sa atong eawas.</p>	<p><i>Vocabulary (other terms)</i></p> <p>In Filipino: Lumambot ang ating mga balat In Akeanon: Maghumok ang aton mga panit</p> <p>In Filipino: Tigilan at mawala ang mabahong amoy sa ating katawan In Akeanon: Punggan ag madula ang baho nga hugom sa aton eawas</p>
<p><i>Language Structure</i></p> <ul style="list-style-type: none"> <li>Using simple present tense for general truths</li> </ul>	<p>In Filipino: Nagbibigay ng mabangong amoy sa ating katawan In Akeanon: Nagatao it humot nga hugom sa aton eawas</p> <p>In Filipino: Mabilis makuha ang mga buhok sa iba't-ibang parte ng ating katawan In Akeanon: Madali mabuoe ang mga buhok sa iba-ibang parte it aton nga eawas</p> <p>In Filipino: Nagpapalinis at nagpapakintab ng ating mga ngipin at mapanatiling presko ang ating hininga In Akeanon: Nagapalimpyo at nagapakintab it mga ngipon ag nagapapresko it aton hininga</p>

	<p><i>In Filipino: Nagpapalinis ng ating mga buhok</i> <i>In Akeanon: Nagapalimpyo it aton nga mga buhok</i></p> <p><i>In Filipino: Pinipigil ang pagkakaroon ng melanin sa ating mga balat</i> <i>In Akeanon: Nagapapundo it pagbuo it melanin sa aton mga panit</i></p>
<b>TEACHER KNOWLEDGE</b>	
<b>Technology Being Used by Students</b>	<b>Technology Being Used by Teacher</b>
<p><i>What technology will my students use in this lesson?</i></p> <ul style="list-style-type: none"> <li>• Kahoot for the pre-test.</li> <li>• 4 pics 1-word using PowerPoint Presentation for individual activity</li> <li>• Slido or journal for reflection</li> <li>• <b>Cellphones</b></li> </ul>	<p><i>What technology will I use in this lesson?</i></p> <ul style="list-style-type: none"> <li>• Kahoot for the pre-test.</li> <li>• 4 pics 1-word using PowerPoint Presentation for individual activity</li> <li>• Slido or journal for reflection</li> <li>• <b>Laptops</b></li> </ul>
<p><i>What were your reasons for choosing the technology for the students to use?</i></p> <ul style="list-style-type: none"> <li>• Easy and convenient to use.</li> <li>• Available and accessible.</li> </ul>	<p><i>What were your reasons for choosing the technology in the lesson?</i></p> <ul style="list-style-type: none"> <li>• Easy and convenient to use.</li> <li>• Available and accessible.</li> </ul>
<p><i>What are the limitations and potential problems in utilizing the technology?</i></p> <ul style="list-style-type: none"> <li>• Limited knowledge of using digital applications and gadgets.</li> <li>• Compatibility of the gadgets to the digital applications used.</li> <li>• Low or no internet connection</li> <li>• Electrical interruption</li> </ul>	<p><i>What are the limitations and potential problems in utilizing the technology?</i></p> <ul style="list-style-type: none"> <li>• Limited knowledge of using digital applications and gadgets.</li> <li>• Compatibility of the gadgets to the digital applications used.</li> <li>• Low or no internet connection</li> <li>• Electrical interruption</li> </ul>
<b>Assessment for Learning (Formative Assessment)</b>	<b>Teacher Competence</b>
<p><i>Assessment Strategy</i></p> <p>7 E's, Social Constructivism, and Experiential Learning Elicit: Kahoot Game (pre-test) Engage: Think-Pair-Share approach in transitioning the previous lesson to the new lesson Explore: 4 pics 1-word PowerPoint Presentation in identifying the ingredients in each personal care product Explain: Role play through a Commercial Talk show to discuss the lesson Elaborate: Continuation of the lesson from the explain Evaluation: Rubrics and peer evaluation form Extend: Sharing of insights through journal or Slido</p>	<p><i>What other skills (language competence, multicultural knowledge system, TPCK) and attitudes do you need in order to implement the lesson?</i></p> <ul style="list-style-type: none"> <li>• The lesson plan followed the DepEd format and has a complete and organized structural design.</li> <li>• The lesson plan integrates real-life situations and can be used for diverse learners regardless of the ethnicity they belong to and the language they used.</li> <li>• Effective use of digital applications through available technologies in delivering lessons and activities used to students.</li> <li>• Implemented effectively some plans or set-up in delivering instruction when malfunctions of</li> </ul>
<p><i>Feedback Strategy</i></p> <p>Evaluation using a <i>journal reflection form</i> or <i>Slido</i>.</p>	

<p><i>Technology which will be integrated in the Assessment</i></p> <p>The technology which will be integrated in the assessment is the <b>laptop</b> for printing the rubrics and peer assessment tools.</p>	<p>technologies, low internet connectivity, or electrical disruptions occur unexpectedly.</p>
<p><i>Technology which will be integrated in the Feedback System</i></p> <p>The technology which will be integrated in the feed backing process is the <b>Slido</b>.</p>	

<b>Assessment of Learning (Summative Assessment)</b>	<b>Readings/Materials/Tools</b>
<p><i>1. How do you know students met the learning objectives and targets?</i></p> <p>a. Students must attain assessment grades of 75% and above for their performance tasks using rubrics and peer-assessment tools.</p> <p><i>2. What technology will you use to facilitate the assessment of learning?</i></p> <ul style="list-style-type: none"> <li>● Kahoot for the pre-test.</li> <li>● 4 pics 1-word using PowerPoint Presentation for individual activity</li> <li>● Slido or journal for reflection.</li> </ul>	<p><i>What materials, readings, tools do you need to improve your competence and confidence in teaching the topic?</i></p> <ul style="list-style-type: none"> <li>● Physical Science books</li> <li>● Lesson Exemplars</li> <li>● Rubrics and peer-evaluation tools</li> <li>● Good internet connection</li> <li>● Functional laptop with higher specifications</li> <li>● Knowledgeable of the use of digital applications and technologies.</li> </ul>

## PROCESS

<p><i>Walkthrough of the lesson (how will you deliver the lesson/topic (from engaging the student to ensuring achievement of learning objectives?)</i></p> <p><i>1. How will I ensure interdisciplinarity (Use of STEAM Approach)?</i></p> <p><i>(What specific activities will integrate STEAM?)</i>  <b>S:</b> Identify the different elements or substances in our environment that we are using as personal care products.  <b>T:</b> Kahoot for pre-test, 4 pics 1-word using PowerPoint Presentation, and Slido or journal for reflection  <b>E:</b> Present some organic personal care products that we can use as an alternative to synthetic products.  <b>Arts:</b> Arrangement of the product labels and packaging used for personal care products.  <b>M:</b> Amount or percentage of ingredients present in each personal care product found on the nutrition facts label of the product.  The cost you can save using organic personal care products than using synthetic one.</p> <p><i>2. How will I integrate culture, Language, gender and context in my lesson?</i></p> <p>Classifying organic ingredients (e.g. flower extract, oil from fruits, atsuwete, aloe vera, apple cider vinegar, charcoal, etc.) used by elders as an enhancement to their body and its global application to different tribes.</p> <p><i>3. How will I encourage my students to communicate what they know and want to know?</i></p> <p>I will encourage my students to communicate what they know through verbal and non-verbal communication. Through verbal communication, students can freely share their own insights and interact with others to gain knowledge too. Further, some students can express their ideas through non-verbal such as writing their own reflections in the journal or Slido.</p> <p><i>4. What combination of pedagogies will I use to design the Lesson? How will I ensure the integration of the principles of inclusivity in my pedagogies?</i></p> <p>7E's, Social Constructivism Theory, and Experiential Learning Theory are the pedagogies that I will be using in designing my lesson. To ensure the integration of the principles of inclusivity in my pedagogies, I will give my students equal access and opportunities</p>
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to learn regardless of the ethnicities they belong. There will be no students be aloof and everyone is open in expressing and sharing their feelings and ideas. I will instill value and respect for everybody for who they are regardless of their differences.

5. What instructional flow would capture all these plans? (Present the lesson flow below. Use any applicable model e.g. Experiential model, 7E's)

Lesson Phase	Essential Question/s	Activity (specify the modalities)	Expected Output/Learning
<b>ELICIT</b>	Before we start our new lesson, get your cell phones and answer the following questions using Kahoot.	Students will be given the pre-test through a Kahoot Game.	Identifying students' prior knowledge of the lesson.
<b>ENGAGE</b>	Consumer products contain substances that perform specific functions. We tackled from our last topic that some of these products are used for household cleaning. <ul style="list-style-type: none"> <li>How will you differentiate if a certain product is for household or for personal use?</li> </ul>	The teacher provides realia of consumer products. Through the <b>Think-Pair-Share</b> approach, the students may differentiate household products and personal care products based on product labels.	Group sharing of ideas about the difference between household products and personal care products.
<b>EXPLORE</b>	What are the major ingredients each personal care product has?	Identifying the major ingredients present in each personal care product through <b>4 pics 1-word PowerPoint Presentation</b> . <ul style="list-style-type: none"> <li>The activity is in trivia format.</li> <li>It presents samples and students will identify the ingredients.</li> <li>There is an integration of culture e.g. <i>atsuwete seeds from plants has ingredients that are useful in preventing scars and stopping bleeding.</i></li> </ul>	Identification of major ingredients for each personal care product that is also used by ancient people as old practices for beautification.
<b>EXPLAIN</b>	<ul style="list-style-type: none"> <li>What are the usage of different personal care products?</li> <li>What are the product labels indicated in each of these products?</li> <li>What are the precautions indicated in each product?</li> <li>Why do you think personal care products are important in the physical human body?</li> </ul>	Using the GRASP approach, <b>role play</b> will be conducted <b>through a Commercial Talk show</b> . The host of the show will be presenting different personal care products and the guest who is knowledgeable about these products will explain their usage, the labels indicated in every product, some precautions of using these products, and their importance in the physical human body.	Group presentation through a commercial talk show.
<b>ELABORATE</b>	<ul style="list-style-type: none"> <li>Since synthetic personal care products are quite expensive for some users, can you give some tips or share a simple preparation for non-toxic organic personal care products out of our favorite foods/fruits?</li> </ul>	In continuation of the <b>commercial talk show</b> , the host will ask the guest to share her knowledge on how to prepare some non-toxic personal care products out of our favorite foods or fruits to lessen the cost of buying synthetic personal care products. e.g. <u>Exfoliating Scrub</u> - <i>Mix uncooked oatmeal with warm water to make a paste. Apply the paste to cleansed skin, then rinsed with cold water.</i> <u>Moisturizing Mask</u> - <i>Prepare a thin slice of fresh avocado meat. Rub it into your face and use it as a mask. After 10 minutes, rinse your face with cold water.</i> <u>Eyes Pack</u> - <i>Place thin slices of fresh cucumber over closed eyes for about 30 minutes for your puppy</i>	Group presentation through a commercial talk show.

		<i>and tired eyes.</i>	
<b>EVALUATE</b>	<ul style="list-style-type: none"> <li>• What assessment tool can be used in assessing the performance of the students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rubrics</b> are used by the teacher to evaluate students' performance.</li> <li>• <b>A peer-evaluation tool</b> to be utilized by students in assessing the performance of their peers.</li> </ul>	Students evaluated the performance
<b>EXTEND</b>	<ul style="list-style-type: none"> <li>• What have you learned from this lesson?.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will share insights from their <b>journals</b> or in <b>Slido</b>.</li> </ul>	Students gained insights in the lesson.

*How will the lesson delivery manifest efficient classroom management?*

The teacher should have a lesson exemplar as a guide in delivering a lesson. Also, she must have authority inside the classroom so that students will follow all her instructions and tasks effectively. She must always maintain an engaging, interactive, and equality among her learners in fostering a positive learning environment.

*How will I integrate technology in the lesson delivery?*

I will be using technology that is commonly available to all students. I will integrate it through interactive games such as Kahoot for the pre-test, 4 pics 1-word using PowerPoint Presentation for individual activity, and Slido for journal reflection.

*Summary: How will technology, content, and pedagogical knowledge work together in this lesson?*

The content of the lesson must anchor with the learning objectives. To make the content more engaging in the eyes of the learners, the teacher can use technology and different digital applications. Moreover, the teacher should have pedagogical knowledge about how to organize and present the content efficiently to a variety of learners using technology where all students are involved and feel a sense of belongingness.

## REFLECTIONS

*(Please accomplish this part after lesson delivery)*

1. *What worked or didn't work in the delivery of the lesson?*
2. *What difficulties have you encountered (during planning and delivering the lesson)?*
3. *What insight have you gained?*
4. *How do these insights connect or affect your teaching practice, and personal and professional life philosophy?*

## MODIFICATIONS

*(Please accomplish this part after lesson delivery)*

### References:

- [1] Santiago, Karen S. & Silverio, Angelina A. (2016). Exploring Life Through Science Series (Physical Science). Quezon City: Phoenix Publishing House, Inc.
- [2] 10 Misconceptions About a Healthy Skin Care Routine. Accessed August 8, 2022. <https://www.apothecopharmacy.com/10-misconceptions-about-a-healthy-skin-care-routine/>

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