Proposed K to 12 Lesson Plan Template

| Name of Teacher | 100 | Angelica R. Butas | | Grade/Year Level 3rd Year | | |
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| | LE-HET | | buarter Prelim | Module:2 | | |
| Lesson No | | | | Duration: | 77 22 | |
| | - | | | (minutes/hours) | 45 mins | |
| Key Understandings | F-00-040 | Sanitation and Hygiene | | | | |
| to be developed | | | | | | |
| The same that the same as a second | Konned | Knowledge: discuss the importance of food sanitation and hygiene: | | | | |
| Learning Objectives | Salts perform proper hand washing procedure with 90% accuracy: | | | | | |
| | | | | | | |
| | Attitudes: appriciate the importance or cleanliness, sanitation and hygeine by considering "What are the consequences if you fail to follow the principle of sanitation, cleatiness and hygeine. | | | | | |
| | you fall to follow the principle of sanitation, clealiness and hygeine. Power point | | | | | |
| | | Power point Hand outs | | | | |
| | | nand outs | | | | |
| Besources | | | | | | |
| Needed | | | | | | |
| | | | | | | |
| | | | | | | |
| | 1 | | | | | |
| | | | | | | |
| Elements of the Pli | arm. | Methodology | | | | |
| | | | | | | |
| C-3 3 52 5 | | Introductory Activity | Apir Dis Apir | | | |
| Preparations: | | 3 mins | Find a partner and play. | | | |
| | | Activity | Task the students to group themselves into 3 groups | | | |
| | | 3 mins | Let students write down all the karenderya, catering, fast food chains and | | | |
| | | 1,000,000 | a like that they had eaten: maximum of 5 From the 1-5 students must rate the cleanliness of these? 5 is the highest. Must answer: Why did you rate these as that? | | | |
| | | | | | | |
| | | | | | | |
| | | | The state of the s | | | |
| | | | | | | |
| | | I I | | | | |
| | | Analysis | Do you think clean | liness is very important in the | se establishments? Why? | |
| | | 3 mins | Does it affect the food it produces? How important is the hydrene of the food handlers? | | | |
| | | | | | | |
| | | | How about the maintenance of cleanliness/sanitation in the process and preparation and equipment, is it also important? | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | 1 | | | |
| | | | | | | |
| | | Abstraction | Apir dis apir- what do you use in playing? | | | |
| Presentation | | 10 mins | Expected answer: HANDS | | | |
| | | | So as in Food sanitation a | nd Hygiene the most importa | nt part of the body that | |
| | | | will be using are the hands. Presentation of the video for hand washing. | | | |
| | | | | | | |
| | | | Guide questions: What are the steps for proper hand washing? How each of the steps performed? | | | |
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| | | | 1 | | | |
| | | I TO DESCRIPTION OF THE PARTY O | | | | |
| Maragona (n | | Application | Let students go back to ti | | GEORGE CONTRACTOR OF THE TOTAL | |
| Practice | | 3 mins | Within the group they must practice the procedure of hand washing. | | | |
| | | ecconores: | is cleanliness, sanitation, and hygiene only applicable on these established | | | |
| | | | Are the principles of cleanliness only isolated and will be implemented on these types of establishments? | | | |
| | | | | | | |
| | | | Land State Control According to the | | | |
| | | , i | | | | |
| | | , I | | | | |
| | | I I | | | | |
| | | | 1 | | | |
| | | 2200 | 1 | | | |
| | | Assessment Matrix | | | | |
| | | Levels of Assessment What will I assess? How will I assess? How will I score? | | | | |
| | | | | Paper and pencil test | | |
| | | Knowledge | Definition of terms | (Multiple Choice) | | |
| | | | | | | |
| Assessment | | 100 | | 4: | | |

Sanitation Lesson Plan For Preschool

Lingjun Ying

Sanitation Lesson Plan For Preschool:

Unveiling the Power of Verbal Beauty: An Emotional Sojourn through Sanitation Lesson Plan For Preschool

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