

QUARTER 1



1

NUTRITION

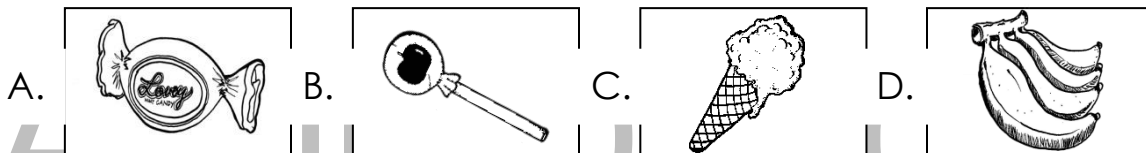
INTRODUCTION:

Eat well and live well! Nutrition addresses the importance of eating healthy and establishing good eating habits to enhance health and prevent diseases. This module aims to help the learners demonstrate understanding of the importance of following nutritional guidelines and maintaining a balanced diet for good nutrition and health. It is also hoped that learning with the module will help the learners to consistently demonstrate good decision-making skills in making food choices and maintaining lifestyles. It is highly encouraged for teachers to use the varied activities that are included in the module to scaffold on learner's prior learning, needs, abilities and interests as the learners engaging in meaningful learning activities and apply specific life skills.

Instruct the pupils to answer the Pre-test.

I. Direction: Write the letter of the correct answer.

1. Which is a healthy food?



2. Which is a healthy drink?

- A. Coffee
B. Milk
C. Soda
D. Tea

3. What should we eat to prevent diseases?

- A. Fries and ice cream
B. Fruits and vegetables
C. Candies and chocolate
D. Hamburger and hotdog

4. Which food is rich in Vitamin C?

- A. Bread
B. Calamansi
C. Meat
D. Milk

5. Which food is rich in iron?

- A. Bread
B. Cereals
C. Sea food
D. Red meat

6. What condition is caused by lack of Vitamin A?
 A. Anemia
 B. Nightblindness
 C. Rickets
 D. Goiter
7. Sofia eats much. She doesn't like to play active games.
 Sofia will _____.
 A. get fat
 B. get thin
 C. get sick
 D. be healthy
8. Nelia is already getting fat. What should she do?
 A. Take medicine.
 B. Eat once a day.
 C. Sleep more than 8 hours.
 D. Play active games.
9. Jen often feels dizzy. A part of her throat is enlarged and she has difficulty in swallowing. What mineral does Jen lack?
 A. Iron
 B. Iodine
 C. Calcium
 D. Potassium
10. How can you keep food safe and clean?
 A. Eat with bare hands.
 B. Cook food well.
 C. Leave food uncovered.
 D. Wash food with soap.

II. Direction: On the space before the number, write True if the statement is correct and False if it is wrong.

- ___1. Drink milk every day.
 ___2. Eat much food rich in fats and oil.
 ___3. Eat much food rich in carbohydrate.
 ___4. Eat foods rich in vitamins and mineral.
 ___5. Eat different kinds of food every day.

III. Direction: Match the symptom in A to the deficiency in B. Write the letter of the answer on the space before the number.

- | | |
|--|-------------|
| A | B |
| ___1. Lack of appetite | A. Anemia |
| ___2. Thick dry skin and slow mental development | B. Beriberi |

- ___3. Emotional disturbance and painful limbs
- ___4. Deformed and painful bones
- ___5. Bleeding gums and slow wound healing

- C. Goiter
- D. Measles
- E. Rickets
- F. Scurvy

DRAFT

April 10, 2014

Quarte

I.

1. D
2. B
3. B
4. B
5. C
6. B
7. A
8. D
9. B
10. B

II.

1. T
2. F
3. F
4. T
5. T

III.

1. A
2. C
3. B
4. E
5. F

Lesson 1: Good or Bad Nutrition?

No. of Days: 1

I. Objectives: At the end of the lesson, the pupil will be able to:

- Describe a healthy person
- Explain the concept of malnutrition

II. Subject Matter:

Content: Concept of Malnutrition

DRAFT

April 10, 2014

- Forms of malnutrition(undernutrition and overnutrition)

References:

DOST-PINOY (2010). *A training manual for Nutrition Health Workers*. Taguig: DOST.

DepEd (2013). *K to 12 Health curriculum guide*. Pasig: DepEd.

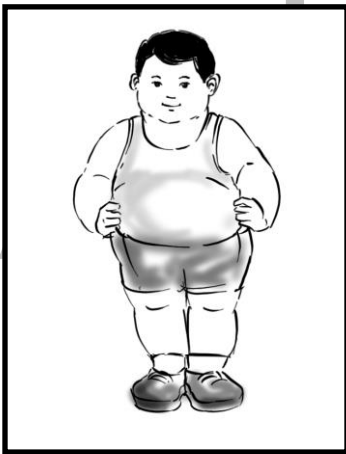
Background Information

Malnutrition is characterized by lack, excess or imbalance in nutrients (DOST-PINOY, 2010). There are two forms of malnutrition: undernutrition and overnutrition, the most common of which is undernutrition that leads to deficiency diseases.

III. Procedure

A. Preliminary Activities (3 minutes)

1. Say: Class, I like you to meet three boys:



Rod



Lee



Romy

2. Say: These three pictures show children who may or may not be healthy. I will point at each picture. If it shows a healthy child raise your hand. If the child is NOT healthy, point your thumbs down.

B. Developmental Activities (27 mins)

Activity 1: Who is Healthy?

- Ask: Why do you think is Lee healthy?(Point at Picture No. 2)
Why do you think is Rod NOT healthy? (Picture No. 1)
Why do you think is Romy NOT healthy too? (Picture No. 3)

What is a healthy child?

Activity 2: Eating Properly

1. Ask: Who do you think is eating properly? (Picture 2)
Why do you say so?
Who is NOT eating properly?
Why do you say so?
2. Answer **Let's Do This** on p. ____.
3. Say: People who do NOT eat properly suffer from wrong nutrition or malnutrition.
Write the word on the board and let the pupils say it.
4. Ask: Who among the boys are suffering from malnutrition?
5. Refer to the pictures again. Transfer the picture of Romy beside Rod's.
Ask: Who is eating too little or too little healthy food?
What does he suffer from? *Point to the word "malnutrition" on the board).
What food do you think does the...
...thin child eat?
...thin child NOT eat?
Tell the pupils that there are two forms of malnutrition. Introduce the word "undernutrition," which means eating too little and not getting enough nutrients needed by the body,
6. Ask: Who is eating too much?
What does he suffer from? (Point to the word malnutrition)
What food do you think does the...
...stout child eat?"
...stout child NOT eat?
Introduce the word overeating which means eating too much.
Ask: Is it good to eat too much? Why?
Is it good to eat too little? Why?
Is it good to eat just right? Why?

C. Generalization (5 mins)

Ask, "What is malnutrition?" (Eating too much food, too little food, or not enough healthy food). Let the pupils write in their notebook.

D. Evaluation (5 mins)

Ask the pupils to answer **Let's Check** on p _____.
Answers will vary.

Lesson 2: Are You Undereating?

No. of Days: 2

I. Objectives: At the end of the lesson, the pupil will be able to:

- Identify nutritional problems- undernutrition
- Describe the characteristics, signs and symptoms, and effects of the various forms of malnutrition - undernutrition, specifically protein-energy malnutrition.

II. Subject Matter

Content: Form of malnutrition: Undernutrition
a. Protein-Energy Malnutrition (PEM)

Materials:

Pencil and crayons

References:

DepEd (2013). *K to 12 Health curriculum guide*. Pasig: DepEd.

Friedman, D.P., Stine, CC., & Whalen, S. (2005). *Lifetime health*. NY: Holt, Rinehart & Winston.

National Nutrition Council (2013). *Nutrition is key*. Retrieved from <http://www.nnc.gov.ph/home/item/112-nutrition-is-key>.

UNICEF (2009). *Nutrition in emergencies*. Retrieved from <http://www.unicef.org/nutrition/training/>

Background Information

The National Nutrition Council of the Philippines (2013) reported that 80% of the world's undernourished children live in just 20 countries, one of which is the Philippines. Our most prevalent malnutrition problems are protein-energy

malnutrition (PEM), where we rank 4th among countries with such a problem; Vitamin A Deficiency (VAD); Iron-Deficiency Anemia (IDA); and Iodine Deficiency Disorder (IDD).

The nutrients our body needs are classified according to the amount needed by our body. Protein, carbohydrates and fats are called **macronutrients** because our body needs large amounts of them to ensure normal growth and development and to regulate body processes. On the other hand, vitamins, minerals and trace elements (including water) are called **micronutrients** because our body needs small amounts of them for it to function. Deficiencies in macronutrients and micronutrients have harmful effects on health.

Protein-energy malnutrition (PEM) affects people whose diet lacks protein and energy (measured in calories). It is possible for a child's diet to provide enough energy, but if it is deficient in protein, PEM still results. This is called primary PEM. Secondary PEM happens as a complication of chronic or acute illnesses that prevent the patient from getting enough nutrients.

P-energy

malnutrition and

eating.

III. Procedure

A. Preliminary Activity (1 minute)

1. Say: We will play a Word Association game. I will write a word and call a pupil who will quickly give a related word.
2. Write "Malnutrition" on the board and call a pupil who will give a word related to "malnutrition" as fast as possible. Call about five children. If there are doubts about the relationship of the words, ask the pupil to explain how the word is related.

B. Developmental Activities (25 minutes)

Activity 1: A Story of Two Children

1. Tell the pupils that they are going to read two stories about malnutrition.
2. Let the pupils read the stories silently.
3. Ask the pupils to answer the questions orally after each story.

4. Let the pupils recall the nutrients they learned in Grade 2.
Have a guessing game.
Divide the class into small groups. Tell the groups to guess the name of the nutrient after you will write its first letter on the board. Let the groups take turns in answering.
Write the beginning letters of the nutrients:
P: Protein
C: Carbohydrates
D: Fats
V: Vitamins
M: Minerals
Once the pupils have identified the correct word, complete the word on the board and ask the pupils to read it aloud.
5. Recall with the pupils the functions of the food nutrients:
Which is the body-building nutrient?
Which are the energy-giving nutrients?
Which are the body-regulating nutrients?
Once the correct answers have been given, write the functions on the board and let the class read it aloud.
6. Ask: What does M lack in her diet?
What does K lack in his diet?
7. Write the phrase "Protein-energy malnutrition" on the board and tell the pupils that it is a kind of undernutrition where there is lack of body-building and energy-giving nutrients in the diet.

Activity 2: Draw Me a Picture

Tell the pupils to do Activity 2 on page ____.

C. Generalization (6 minutes)

Call some pupils to read aloud their endings to the statements.

D. Evaluation (8 minutes)

Let the pupils answer **Let's Check** on page ____.

Answer Key: (1) False (2) True (3) False (4) True (5) True

E. Assignment

Divide the class into small groups and assign to bring different kinds of food rich in vitamins.

Sing the song on p. __ as closing an synthesis.

Homework

Explain the homework. Present the rubrics for grading.

DRAFT
April 10, 2014

Lesson 3: Vitamins for Life

Number of Days: 2

I. Objectives: At the end of the lesson, the pupil should be able to:

- Identify nutritional problems-micronutrient deficiency
 - Vitamin A – Night Blindness
 - Vitamin B – Beri – beri
 - Vitamin C – Scurvy
 - Vitamin D – Rickets
- Describe the characteristics, signs and symptoms of micronutrient deficiencies

II. Subject Matter:

III. Content: Nutritional Deficiencies

IV.

V.

VI. /Calcium

VII.

Materials:

- manila paper
- marker
- meta cards
- string/yarn
- hangers

Reference:

- Friedman, D.P., Stine, CC., & Whalen, S. (2005). *Lifetime health*. NY: Holt, Rinehart & Winston.

Background Information

A growing child needs different vitamins in right amounts and proportions. These vitamins are needed by the body to function normally.

What are vitamins?

Vitamins A, B, C and D are some kinds of vitamins. These cover nutrients that contain carbon and are needed in small amounts to maintain health and allow growth. From sources, a kind of micronutrient, .

If a child lacks vitamins, he/she will suffer from the following nutrition deficiencies its characteristics and symptoms:

Vitamin	Characteristics	Signs and Symptoms
Vitamin A – Night Blindness	Condition of defective or reduced vision in the dark, especially after coming from bright light Dry and scaly skin	<ul style="list-style-type: none"> • Difficulty in seeing in dim light or during the night
Vitamin B – Beri-beri	Loss of appetite and general feeling of discomfort associated with heaviness and weakness of the legs and numbness of feet	<ul style="list-style-type: none"> • Weight loss, impaired sensory perception, emotional disturbance and pain in limbs
Vitamin C – Scurvy	Shortness of breath, aching bones and joints, gums bleed easily	<ul style="list-style-type: none"> • Bleeding gums, slow wound healing, nosebleed, fatigue
Vitamin D – Rickets	Soft bones and skeletal deformities	<ul style="list-style-type: none"> • Bone pain, muscle weakness

Nutritional deficiency is caused by eating the wrong kind of food. It is also caused by unhealthy lifestyle and environment. When we are unhealthy, we are predisposed to get diseases. It is therefore important to keep our bodies healthy.

Here are some ways to prevent nutritional deficiencies:

Nutritional Disorders	Prevention and Control
Vitamin A Deficient – Night Blindness	<ul style="list-style-type: none"> • Drink milk. • Eat yellow and orange fruits and vegetables (carrot, squash). • Eat dark-green and leafy vegetables (pechay, kangkong). • Eat egg, butter, and cheese.
Vitamin B Deficient (Beri-beri)	<ul style="list-style-type: none"> • Eat vegetables. • Eat pork and liver. • Eat food enriched and whole grains and cereals.

	<ul style="list-style-type: none"> • Eat nuts and seeds.
Vitamin C Deficient – Scurvy	<ul style="list-style-type: none"> • Eat citrus fruits (melons, strawberries) • Eat green vegetables and peppers.
Vitamin D Deficient – Rickets	<ul style="list-style-type: none"> • Eat food rich in fish oil, tuna and salmon • Eat liver. • Eat egg yolk.

VIII. Procedure

A. Preliminary Activity

Let the pupils bring out the food assigned to them.

What do we get from fruits?

B. Developmental Activities

Activity 1

C. Preliminary Activity

1. Instruct the pupils to turn to p. ___.
2. Read the questions.
3. Give them 5 minutes to perform the task.
4. Ask, “What do we get from fruits?”
5. Elicit responses and process to lead to vitamins.

D. Developmental Activities

Activity 1

1. Ask the pupils to form the groups they were assigned to.
2. Let them discuss the reason/s why the foods they brought are nutritious.
3. Let a group representative share the answers.
4. Tell the pupils that these foods give us different vitamins. Ask them about the vitamins they know. Explain that not getting enough of a kind of vitamin may lead to certain nutritional deficiency.
5. Discuss the different vitamin deficiencies. Show the pictures of children with specific vitamin deficiencies on LM p____.
6. Ask who has experienced any of these nutritional deficiencies.

Activity 2

1. Let pupils answer Activity 1 on LM p.
Answer Key: (1) C (2) B (3) D (4) A

Activity 3- Let's Go To The Market

1. Ask the pupils, "How can we avoid vitamin deficiencies?"
2. Let the class divide into four groups.
3. Prepare set drawings or plastic fruits representing the four vitamins.
4. Play games like Maria Went to Town but in each run, the player will get fruits representing the vitamin that you will say.
5. The group with most correct answers wins.

1. After answering, ask the pupils, "What will happen if we don't get enough vitamins?"

1. Discussion (refer to background infor

Ask:

1. What will happen if we do not get enough vitamins?
2. What are the conditions if you lack vitamin A? B? C? D?
3. The lack of vitamins is also a type of _____.
4. Vitamin deficiencies may be prevented by _____.

Fruits rich with Vitamin A are _____.

Fruits rich with Vitamin B are _____.

Fruits rich with Vitamin C are _____.

Fruits rich with Vitamin D are _____.

mation)

2. Discuss with pupils the specific conditions of each vitamin deficiency.

Describe the signs and symptoms.

3. Instruct pupils to turn to p, __.

Evaluation

Let pupils answer the exercise for 10 minutes. Answer Key: (1) Vitamin A (2) Vitamin B (3) Vitamin C (4) Vitamin D

I.

Lesson 4: Minerals for Life

I. Objective: At the end of the lesson, the pupils should be able to:

- a.
 - b. Describe the characteristics, signs and symptoms of nutritional deficiencies due to lack of minerals in the body
- Discuss ways on how to prevent mineral deficiencies

II. Subject Matter:

Content: Nutritional Deficiencies

Iron – Anemia
Iodine – Goiter
Calcium – Rickets

Materials:

word cards(iron, iodine, calcium, anemia, goiter, osteoporosis)
scotch tape
pocket chart labeled with nutritional deficiency and effect

References:

- Lifetime Health, Friedman, F.P., et.al. (2005) h NY: Holt, Rinehart & Winston.
 - DOST-PINOY(2010): A Training Manual for Nutrition Health Workers. Taguig: DOST.
 - Iodine Deficiency. American Thyroid Association. Retrieved from <http://www.thyroid.org/iodine-deficiency/>
 - Nutrition for Everyone. Center for Disease Control and Prevention. Retrieved from <http://www.cdc.gov/nutrition/everyone/basics/vitamins/iron>
 - Calcium deficiency. Ostelin. Retrieved from <http://www.ostelin.com.au/calcium/3/>
 - Calcium quick facts. Office of Dietary Supplements –National Institutes of Health. Retrieved from <http://ods.od.nih.gov/factsheets/Calcium-QuickFacts/#h6>
- Blake, Kati (2012). Nutritional Deficiencies. Retrieved from **K to 12Curriculum, Health 3**
<http://www.healthline.com/health/malnutrition>
- Mayo Clinic Staf (2011). Goiter. Retrieved from <http://www.mayoclinic.com/health/goiter/DS00217>
>Goiter
p. 163
K to 12 Health Learning Competencies

Background Information

Minerals are nutrients needed for certain processes, such as building strong bones and teeth and for helping the nerves work.

Minerals are also needed for regulating growth and for the clotting of blood. Some of the minerals needed by the body to avoid nutritional problems are iron, iodine and calcium.

Iron is a mineral needed by the body. It is also part of all cells and does many things in the body. For example, as part of haemoglobin, it carries oxygen from the lungs to all parts of the body. It also helps muscles store and use oxygen. It is also a part of enzymes and used in many cell functions. Therefore when the body doesn't have enough iron (also known as iron deficiency) many parts of the body are affected. (Friedman, 2005)

Iodine is another mineral needed for the production of thyroid hormones. If the body lacks iodine, the body cannot produce thyroid hormones. This can lead to enlargement of the thyroid in the lower front of the neck. It can also lead to hypothyroidism and mental retardation in children whose mothers may have had iodine deficiency during pregnancy.

Calcium is the most abundant mineral in the body. More than 99% of the body's calcium is found in the bones and teeth and the remaining 1% is found throughout the body in blood, muscle and fluid within the cells. It – it is another important mineral needed by the body to maintain strong bones and teeth, transmission of nerve impulses, muscle contraction, blood clotting. Lack of calcium or calcium deficiency can greatly affect the bones as well as numerous body processes. It can also lead to osteoporosis—a disease of the bone for older adults wherein the bones become porous, fragile and prone to fracture and breakage.

Deficiencies in these minerals may cause the following:

Nutritional Deficiency	Signs/Symptoms
Iron Deficiency - Anemia	<ul style="list-style-type: none">• Weakness and tiredness• Paleness• Slow cognitive and social development

	<ul style="list-style-type: none"> • DizzinessLack of appetite
Iodine Deficiency – Goiter	<ul style="list-style-type: none"> • Slow mental development • Deafness • Difficulty in looking in bright light • Weakness, sleepiness, cold feeling • Thick dry skin • Difficulty in swallowing • Bulging eyes • Enlargement of the thyroid in the lower front of the neck
Calcium- Rickets/Osteoporosis	<ul style="list-style-type: none"> • Muscle cramps • Joint pains • Brittle nails • Dry skin • Increased bone fracture or breakage

DRAFT

Prevention of anemia 1. Ask your doctor to test for anemia regularly if you are at risk.

2. Eat food rich in iron and vitamin C. Good sources of available iron include:

Animal proteins (especially red meat)

Beans

Spinach

Dark chocolate Take a

3. Take an iron supplement to ensure you have enough.

4. Avoid excessive dieting or over-exercising, which can trigger symptoms in someone who is already at risk.

a. Prevention of goiter

There are no ways to prevent goiter unless it is caused by iodine deficiency. Dietary measures to prevent iodine deficiency include use of iodized table salt and consumption of rich sources of iodine, such as seafood.

b. Prevention of rickets

Most vitamin D in older children and adolescents is supplied by sunlight exposure. Some However, dermatologists and cancer experts advise caution in exposure to sun, especially in childhood, and recommend regular use of sunscreens. children and adolescents do not get regular sunlight exposure, ingest at least 500 mL per day of vitamin D-fortified milk, take a daily multivitamin supplement containing at least 200 IU of vitamin D.

Prevention of calcium deficiency

c. Prevention of Osteoporosis

Eating the right foods is essential for good nutrition. Our bodies need the right vitamins, minerals, and other nutrients to stay healthy. Getting enough calcium and vitamin D is important for strong bones as well as for proper function of the heart, muscles, and nerves. The best way to get enough calcium and vitamin D is through a balanced diet.

7 Not getting enough calcium during a lifetime significantly increases the risk of developing osteoporosis and is associated with low bone mass, rapid bone loss, and broken bones. A diet high in calcium is important. However, calcium requirement differs according to population groups and gender. For children ages 7-9 years old, the Recommended Energy Nutrient Intake (RENI) for calcium is 700 mg.

Good sources of calcium include low-fat dairy products, such as milk, yogurt, cheese, and ice cream; dark green leafy vegetables, such as broccoli, collard greens, and spinach; sardines and salmon with bones; tofu; almonds; and foods with added calcium, such as orange juice, cereals, soy products, and breads. Calcium supplements and vitamins are also available.

Listed below are the common food sources that can help prevent the three nutritional deficiencies.

II. Procedure

1. Preliminary Activity Ask the pupils:

- a. What are the vitamins that we learned in the previous lesson?
- b. Aside from vitamins, what else does our body need to function normally?
2. Ask the pupils to arrange the jumbled letters and form a word.
 - a. O I N R – IRON
 - b. D O I N I E – IODINE
 - c. C L U I A C M – CALCIUM ?
3. Ask the pupils, "What do minerals give to our bodies?"

2. Invite the pupils to sing Bahay Kubo with you.

3. Ask the pupils:

- a. What is the song about?
- b. What is your favorite vegetable?
- c. What do vegetables give our bodies?
2. Elicit responses from the pupils.

A. Developmental Activities

Activity 1

2. Post the following descriptions around the room:

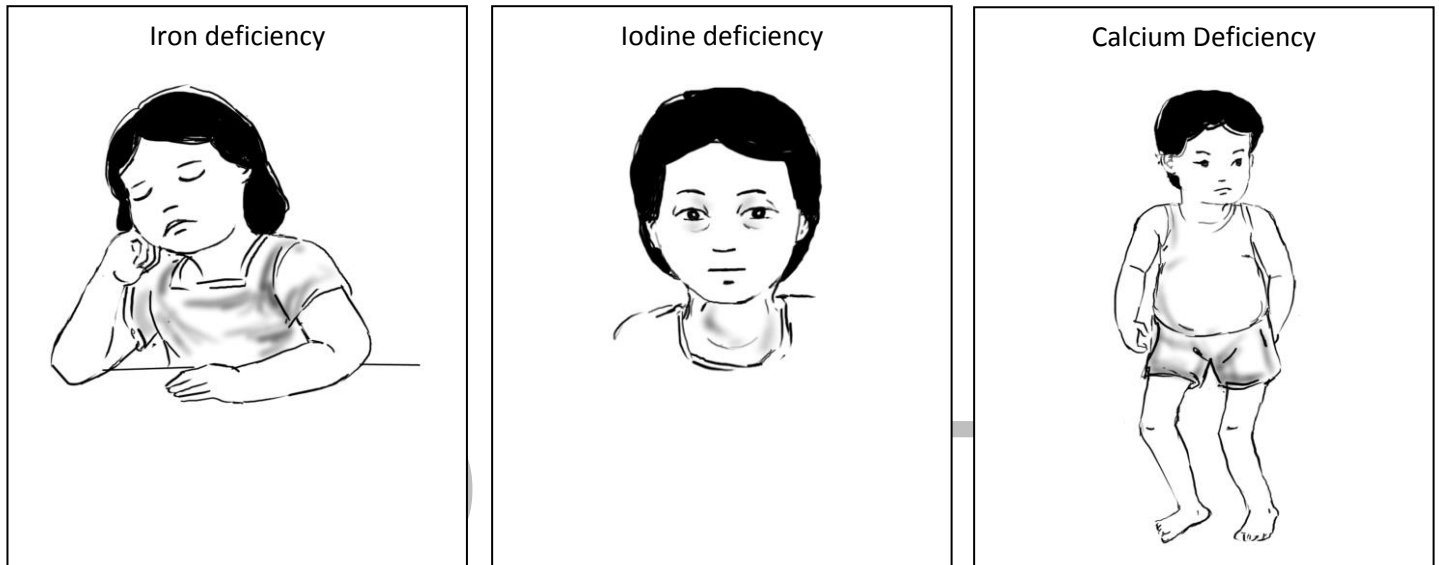
A
Feels weak
Feels tired
• Looks pale
Feels dizzy

B
• Deafness
iDifficulty in swallowing
Bulging eyes
Enlarged lower front of

B
• Muscle cramps
• Joint pains
• Brittle nails

3. Unlock the words "stunted", "bulging" and "brittle" before proceeding to the activity.
4. Let the pupils go around the room to read these descriptions.
5. When most of them had read the three descriptions, let them recall if they experienced any.
6. Ask them form groups based on this and share their experiences.

7. After their sharing, unlock the three nutritional deficiencies and explain further. (e.g. those that experience symptoms/signs in Box A may have iron deficiency, Box B-may have iron deficiency, Box C-may have calcium deficiency).
8. Show the pictures below:



9. Activity 1

6. April 10 2014

of Activity 2: **Let's Match!**

1. Invite any of the following possible resource persons (doctor, nurse, dietician, barangay health worker). Discuss ways on how to prevent mineral deficiencies.
2. After the discussion, form three groups and give each group the following guide questions. They will draw their answers on manila paper.

Group A:

- a. How can iron-deficiency be prevented?
- b. What food can we eat to prevent iron-deficiency?

Group B:

- a. How can iodine-deficiency be prevented?
- b. What food can we eat to prevent iodine-deficiency?

Group C:

- a. How can calcium-deficiency be prevented?

b. What food can prevent iodine-deficiency?

3. Ask each group to report.

4. Let them do Act. 1 on LM p. _____.

After finishing, ask the pupils, "What will happen if we do not get enough minerals?"

7. **Instruct to turn to p. __.**

8. **Tell the pupils to observe the pictures. Call volunteers to share their ideas.**

9. **Share that the pictures show how a child with mineral deficiency looks like.**

10.

B. Generalization

1. **Call volunteers to describe each mineral deficiency using one sentence.**

2. Ask pupils to complete complete the sentence:

3. I can avoid iron/iodine/calcium deficiency by _____.

C. Evaluation

Ask the pupils to answer on p. __. Answer Key:

I.

Iron- Deficiency Anemia	Iodine- Deficiency	Calcium- Deficiency
Sleeplessness	Slow mental growth	Cramps
Dizziness	Slow growth	Joint pains
Paleness	Difficult swallowing	Brittle nails

II.

Milk – calcium, seaweeds – iron, cheese – calcium, fish – iodine, malunggay leaves – iron, chicken – iron, shrimps / crabs / clams – iodine

III.

Rickets – milk / cheese

Iron-Deficiency Anemia – red meat

Goiter – Seafoods

A. y

1. Ask the pupils to turn to p. __.

2. Instruct them to observe the pictures.

3. Call volunteers to share their observations.

4. Ask the pupils to recall the previous lesson by asking:
 - a. How do they look like?
 - b. What condition could they have?
 - c. What are other effects of the conditions to the body?
 - d. What are the things that you cannot do when you have these conditions?

Key:

osteoporosis

Iron-deficiency
anemia

Goiter

ies

10. Activity 1: Let's shop for our health?

Activity 2 : Let's Match!

1. Instruct the pupils to turn to p. .
2. Read the instructions and let them answer for 5 minutes.

Lesson 5: Are You Overeating?

I. Objectives :

- Identify nutritional problems- overnutrition
- Describe the characteristics, signs and symptoms, and effects of the various forms of malnutrition - overnutrition, specifically obesity

II. Subject Matter

Content: Form of malnutrition: Overnutrition

- a. Obesity

Eat variety of food daily

References:

DepEd (2013). *K to 12 Health curriculum guide*. Pasig: DepEd.

Friedman, D.P., Stine, CC., & Whalen, S. (2005). *Lifetime health*. NY: Holt, Rinehart & Winston.

National Nutrition Council (2013). *Nutrition is key*. Retrieved from <http://www.nnc.gov.ph/home/item/112-nutrition-is-key>.

Background Information

III. Procedure

A. Preliminary Activity

Activity 1: A Letter For My Friend

1. Tell the pupils that they are going to read a letter.
2. Ask them to read the letter aloud.
3. Let them answer the questions orally after each story.

B. Developmental Activities

Activity 2: Eat All You Can!

3. Ask the pupils to get a piece of paper and draw/write all their favorite foods. Give them three minutes.
4. Ask:
 - a. Is it okay to eat food as much as we want?
 - b. What will happen if we eat food more than the right amount?
 - c. Do you think it was the reason why the friend in the letter became fat?
5. Write the word obesity on the board and tell them that it is a kind of overnutrition where there is excess of body-building and energy-giving nutrients in the diet.

C. Generalization (6 minutes)

Answer Let's Remember on LM p___.

D. Evaluation (8 minutes)

Let the pupils answer **Let's Check** on p ____.

Answer Key: (1) False (2) True (3) False (4) True (5) False

Lesson 6: Nutritional Guidelines for Filipinos Eat Just Right!

I. Objectives :

- Identify the nutritional guidelines 1 and 4 for Filipinos
- Explain the importance of following the nutritional guidelines (to avoid PEM)
- Plan balanced meals for a day

Subject Matter:

Content: Nutritional Guideline 1 and 4

1: Eat variety of food every day to get the nutrients needed by the body.

4: Consume fish, lean meat, poultry, egg, dried beans or nuts daily for growth and the repair of body tissues

Eat variety of food daily

Materials:

Real picture of foods

Organizers and charts

Picture of FNRI Food Pyramid

References:

Health and wellness. pp. 36-41, Meeks L. & Heit, P. (2005)

Food and Nutrition Research Institute. Eating plan for healthy living.

Retrieved

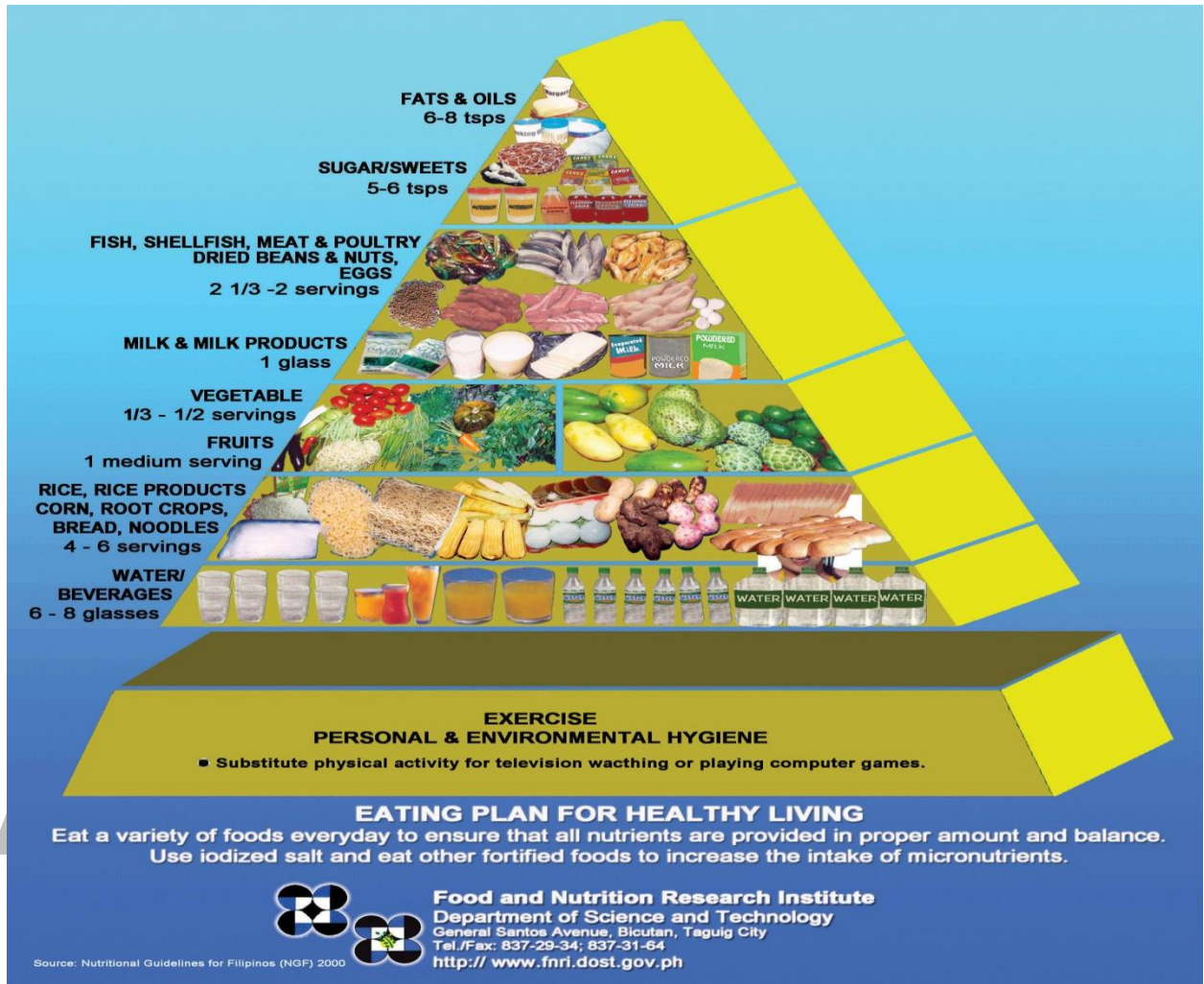
from

http://www.fnri.dost.gov.ph/images/stories/Fnri%20Files/daily_nut_guide/7-12body.jpg

Background Information

Following the nutritional guidelines for Filipinos will help the pupils to stay away from different kinds of illnesses. Making foods choices about the right foods to eat based on the food pyramid will help develop healthy individuals. The Food Guide Pyramid teaches the principle of eating the right amounts of a variety of foods every day. Children should eat most rice and other cereals, bread and root crops. They should eat more vegetables and fruits. Eating animal foods, dried beans and nuts should be in moderately done. Eat just enough foods rich in fats, oil and sugar. The following diagram shows

[the recommended food guide pyramid for children.](#) Illustrated below is the Eating Plan for Healthy (DOST-FNRI 2000) Living for 7-12 year old children.



Source:http://www.fnri.dost.gov.ph/images/stories/Fnri%20Files/daily_nut_guide/7-12body.jpg

However other guides for healthy eating are also being established for example the Plate Method.

II. Procedure

A. Preliminary Activities

1. Instruct the pupils to turn to p. ____.
2. Ask about their favorite breakfast, lunch, and dinner.
3. Tell them to draw their favorite dishes/meals on each plate.
4. After finishing, ask the pupils:
 - a. Are your favorite meals healthy Why do you say so??
 - b. How much food can you eat?
 - c. Is it okay to eat too much or too less? Why?

Developmental Activities

Activity 1

Ask the pupils to recall about forms of malnutrition:
Too much → obesity , too less → PEM

1. Tell pupils that it is important to eat just right to avoid malnutrition.
2. Ask the pupils, "How do you know how much food should be eaten everyday?"
3. Draw a big pyramid on the board and ask if the pupils are familiar with it.

Activity 1

1. Build the levels of the food pyramid with the pupils. Identify foods to be eaten in right amounts.

Activity 2- Create your own menu!

1. Ask the pupils to turn to p. ____.
2. Using the Food Pyramid Guide in their LM on page ____, ask each pupil to work with a classmate. They must plan their food for breakfast, lunch and dinner.

Activity 2

2. Tell the students that they will pretend to be chefs that will make a menu for the day.
3. Instruct them to list the foods on each menu.

B. Generalization

Ask the pupils:

- a. What do you mean by a balanced diet? guide
- b. What is the importance of maintaining a balanced diet?

C. Evaluation

Ask the pupils to answer On p. ____.

I. Answers may vary.

Eat less = PEM, Eat much = obesity, Eat right = healthy)

(plates)

D. Assignment

Make a 3-day breakfast, lunch, and dinner menu for your family.

Write it on your notebook.

DRAFT

April 10, 2014

Lesson 7:

- [Eat more vegetables, fruit and root crops.](#)
- [Drink milk and eat food rich in calcium daily.](#)
- [Breastfeed infants exclusively from birth up to 6 months.](#)

I. Objectives:

- Identify the different nutritional guidelines 3, 5, 7, and 8 for Filipinos
- [Discuss the different nutritional guidelines for Filipinos](#)
- [Appreciate the importance of eating more vegetables, fruits and root crops](#)

II. Subject Matter:

III. Content: (No. 3, 5, 7, 8) more fruits and vegetables everyday to get the essential vitamins, minerals, and fiber for regulation of body processes

IV. Consume milk, milk products, small fish and shellfish and other foods rich in calcium everyday for healthy bones and teeth

babies Then give other foods but continue breastfeeding for 2 years or longer

Use iodized salt to prevent iodine deficiency disorders

- Limit intake of salty, fried, fatty, and sugar rich foods to prevent cardiovascular diseases

v.

Materials:

[pictures](#)

[charts](#)

[picture of a maze or puzzle](#)

References:

- [The .hcbpe, vol. 2. A resource book in health for teachers.](#) Manila: UNACOM
- National Nutrition Council (2012). *2012 Nutritional guidelines for Filipinos*. Retrieved from <http://www.nnc.gov.ph/home/item/5-10-nutritional-guidelines-for-filipinos-mga-gabay-sa-wastong-nutrisyon-para-sa-pilipino>

[Health Curriculum in Phil. Basic Education, Vol.2 pp. 45-46](#)

Background Information

A nutrition guide is a model that gives advice to achieve health. It usually has food groups and recommendations for the right amount of serving for each group.

3 Eat more vegetables and fruits everyday to get the essential vitamins, minerals and fiber for regulation of body processes.

- *In general, most Filipinos do not eat enough green leafy and yellow vegetables, and vitamin C-rich fruits based on the 2008 food consumption survey conducted by the FNRI.*
- *The consumption of more vegetables and fruits is encouraged to help prevent micronutrient deficiencies which are consistently noted among Filipinos in NNS*



5 Consume milk, milk products and other calcium-rich foods, such as small fish and shellfish, everyday for healthy bones and teeth.

- *Calcium together with protein and other nutrients particularly vitamin D, is essential for the formation of strong bones and teeth.*
- *Milk, milk products, small fishes, and shellfishes are excellent sources of bioavailable calcium and should form part of daily diet starting in childhood to help prevent osteoporosis later in life.*



7 Use iodized salt to prevent Iodine Deficiency Disorders.

- *In support to the RA 8172 (ASIN law)*
- *Iodine Deficiency Disorder (IDD) is the world's most common cause of preventable brain damage, and one of the main causes of physical and mental retardation and impaired cognitive development in children. IDD are endemic in many areas of the Philippines.*
- *National nutrition surveys of the FNRI have consistently shown high prevalence of IDD. Based on urinary iodine excretion of <math>< 50 \text{ ug/L}</math>, the 7th NNS showed iodine deficiency among elderly (22.3%), lactating (34.0%) and pregnant women (25.7%).*



8 Limit intake of salty, fried, fatty and sugar-rich foods to prevent cardiovascular diseases.

- *Prevalence of hypertension significantly increased from 22.5% in 2003 to 25.3% in 2008 among adults. About 19 in every 100 Filipino young adults (20-39 Years old) had pre-hypertension. (FNRI Survey 2008)*
- *An excessive intake of sodium has been linked to high blood pressure particularly in susceptible individuals. High blood pressure increases the risk of heart disease, stroke and other diseases.*



Vegetables and fruits provide one's body with vitamins, minerals carbohydrates and fiber. Vitamins help the body fight diseases. Vitamin A helps to have healthy eyesight. Minerals help one's body work well and build new cells. Calcium is a mineral that helps build bones and teeth. Milk and dark green leafy vegetables are good sources of calcium.

Root crops like ube, gabi, tugi, potato, camote, cassava, and legumes are good sources of dietary fiber and help prevent risks for diabetes, cardiovascular diseases and cancer.

Eating vegetable and fruits ensures that we get the vitamins, minerals and fiber needed by the body to work well.

Fish, lean meat, poultry and dried beans are good sources of protein. Proteins are used by the body to repair cells to grow. They also give energy.

Limit the intake of salty food. One teaspoon of salt contains about 2,300 mg of sodium. Children from age 4-8 should eat less than 1,900 milligrams a day while those from age 9-13-years old should eat less than 2,200 milligrams a day.

Fats are sources of energy needed for immune system function and vitamin absorption. These also cushion the internal organs of the body, such as heart, liver and kidneys. Too much eating of fatty foods will lead to obesity and heart problems.

VI. Procedure

A. Preliminary Activities

1. Instruct the pupils to turn to p. .
2. Ask them to look for nutritious foods found in the puzzle.
3. After finishing, call on volunteers to identify the foods they have found.
4. Ask the pupils:
 - a. What kinds of foods are these?
 - b. What do they give the body?
5. Guide the students in recalling the previous lesson by asking, "How much of these foods should you eat every day?"

B. Developmental Activities

Activity 1

Activity 1 Match Me!

1. Ask the pupils, "Why do we need to eat more vegetables, fruits, and root crops?"
2. Instruct the pupils to turn to Let's Do p. .
3. Tell them to match the picture to the correct word in the other table.

Key:

Fruits – vitamins

Vegetables – minerals
Root crops – carbohydrates

Milk – calcium

Activity 2 My Everyday Maze

1. Ask the pupils, “What are other examples of food that we should eat more everyday?”
2. Instruct the pupils to turn to p. ____.
3. Tell the students that they go through a maze towards a healthy self.

C. Guide the students in answering the maze on p. ____.

D. Activity 2

1. Show pictures of: *patis, toyo, bagoong, chicharon, chocolates, and candies.*
2. Ask the pupils:
 - e. How often do you eat these foods?
 - f. Is it okay to eat too much of these?
 - g. What may happen if we eat too much of these?
11. Discuss the effects of eating too salty, sweet, and fatty foods.

4. _____.

E. _____.

F. Generalization

Ask the pupils to complete the sentence.

I should eat more _____ because _____.

I should eat less _____ because _____.

G. Evaluation

Answer Let's Check on LM p____.

DRAFT

April 10, 2014

Teachers' Guide
Quarter 2-Health Grade III

Lesson 8: Nutritional Guidelines for Filipinos

Objectives

Identify and discuss nutritional guideline 6 for Filipinos

- Discuss ways on how to keep food safe and clean

Eat clean and safe food

- **Content: a1 (No. 6)** Consume safe foods and water to prevent diarrhea and other food-and-water borne diseases

- K to 12 Curriculum Guide- Health 3 DepEd (2013). *K to 12 Health curriculum guide*. Pasig: DepEd.
- The .hcbpe, vol. 2. *A resource book in health for teachers*. Manila: UNACOM

Background Information

6 **Consume safe foods and water to prevent diarrhea and other food and water-borne diseases.**

- *In the country, diarrhea is the 3rd leading cause of child illness and the 4th leading cause of deaths among children less than 5 years. It is estimated to cause 12% or almost 10,000 deaths a year according to the Department of Health (2011).*
- *Only 82% of households have access to safe water supply while only 77% have sanitary toilet facilities*
- *Contaminated food and water are the usual source of infection such as cholera and other diarrheal diseases.*



Eating clean involves eating whole, natural foods and vegetables

The Basics for safe food are general cleanliness, proper food storage and proper food preparation and handling.

S

Safe food rules include:

a. Maintain cleanliness. Wash hands, food, utensils and work surfaces.

b. Store food in a cool dry place, properly covered and away from flies

and animals.

c. Cook food thoroughly. Serve food in clean utensils.

d. Eat food promptly.

e. Reheat food leftovers.

A. Preliminaries

of their LM

, _____ 1. Ask: What is the message of the song?

Instruct the pupils to turn to p. _____.

B. Developmental Activities

_____ 2. Tell them to turn to Activity 1 on p. _____.

1. Let them observe the picture.

Ask the pupils:

What's wrong with the things in the picture?

Do you want to eat in this place?

What can we get from eating in dirty places with

2. Form 5 groups. Assign one picture for each group to work on. Let the group do Activity 2 on p. _____.

and x if the picture do not

DRAFT
April 10, 2014

25.

Activity 1: Choose and Tell Ask the pupils to turn to 3 p. .

Statement 1-agree 2-disagree 3-disagree 4-agree 5-agree 6-disagree 7-disagree 8-agree

C. Generalization

1. Ask the pupils:

- a. What are the ways to have clean and safe food?
- b. Why do we need to eat clean and safe food?

2. Sing the song with the pupils.

Sing the song in tune of
"Row, row, row your boat"

Eat clean and safe food
Make it everyday
Happily, happily, happily, happily
We will be healthy

E. Evaluation:

Ask pupils to answer p.

Answers: hands, utensils, food, cover, insects

(Activity 3)

Lesson: 9: Maintain Healthy Life Style

I. Objectives:

- Identify and discuss nutritional guidelines 9 and 10
- Describe ways of maintaining healthy lifestyle
 - Proper diet
 - Regular exercise
 - Avoid people who smoke
 - Avoid drinking alcoholic beverages
- Adopt habits for healthy life style

II. Subject Matter:

Content: Nutritional Guidelines 9 and 10

Attain normal body weight through proper diet and moderate physical activity to maintain good health and help prevent obesity

Be physically active, make healthy food choices, manage stress, avoid alcoholic beverage and do not smoke to help prevent lifestyle-related non-communicable diseases

III.

IV.

V.

VI.

Materials:

- pictures
- charts

References:

-
- The Lung Association. Smoking and tobacco. Retrieved from http://www.lung.ca/protect-protegez/tobacco-tabagisme/second-secondaire/thirdhand-tertiaire_e.php
- Paige Waehner. Simple ways to live a healthy lifestyle. Retrieved from <http://exercise.about.com/od/healthinjuries/a/healthylifestyl.htm>

April 10, 2014

Background Information

9 Attain normal body weight through proper diet and moderate physical activity to maintain good health and help prevent obesity.

- *Over the years, overweight prevalence has been climbing at the average rate of 0.67 percentage points per year from 1993 to 2008.*
- *Obesity is a major risk factor of non-communicable diseases while underweight increases the risk to infection and diseases.*
- *These problems are results of prolonged imbalanced energy intake and energy expenditure which later on may impose diseases and risks to one's well-being.*



10 Be physically active, make healthy food choices, manage stress, avoid alcoholic beverage and do not smoke to help prevent lifestyle-related non-communicable diseases

- *About 93% of Filipinos failed to engage in regular leisure physical activity, 1/3 of Filipino adults are smokers, and 27% are alcohol drinkers which all contribute to the onset of lifestyle-related non-communicable diseases (NCDs).*
- *Lifestyle related diseases like cardiovascular diseases, COPD, diabetes, cancer and kidney disorders are among the top leading causes of death today. (DOH 2012)*



The choices we make for ourselves like the food we eat and the activities we do are important determinants of our health. Our choices can make us healthy or can predispose us to diseases.

Eating properly can improve chances for a long and healthy lifestyle. Benefits of regular physical exercise/physical activities:

- controls weight, combats diseases, improves mood, boosts energy, and promotes better sleep
- can be fun

The goal of any parent and health education program is to ultimately create a healthy lifestyle for children. Creating a healthy lifestyle for children includes how they eat, behave and most of all their daily life habits, responsibilities, respect and appreciation for their body, mind and spirit.

However not all the activities or habits pursued by children and even adults are good for a healthy lifestyle and this include excessive alcohol consumption and smoking.

Non-smokers are affected by cigarette smoke. Smoking does not just affect the smoker. Everyone around inhales the smoke produced- or "second hand smoke". It can lead to the same complications as the smokers if exposed long enough. It is almost like the non-smoking bystanders had been smoking as well- hence the term " passive smokers. Children

are especially vulnerable to second-hand smoke if there are active smokers at home. Passive smokers have twice the rate of serious lung infections, twice the likelihood of developing asthma, five times the rate of developing allergic symptoms, and have increased susceptibility to diseases and other ear, nose and throat problems.

There is also now what is known as third hand-smoke. This is the smoke that gets trapped in hair, skin, carpet, fabric, furniture and toys. It has the same toxic chemicals as second hand smoke. The chemicals from the trapped smoke pollute the air and get into people's lungs and bodies. People should be protected from third hand smoke.

VII. Procedure

A. Preliminary Activities

3. Tell the pupils to stand and get ready for exercise.
4. Sing the song "Mag Exercise Tayo Tuwing Umaga" with the pupils.
5. Ask:
 - What does the song say about exercise?
 - Is exercise important? Why or why not?
 -

B. Developmental Activities

1. Ask the pupils to list their favorite activities.
2. Let them play an active game the class is mostly interested in.
3. After the game, ask:
 - What parts of the body were used/exercised/stretched well in the game?
 - What did you feel after doing the game?
 - Did you enjoy playing?
 - Do you get the same feelings when you exercise?
4. Let them read their list of favorite activities. Let them check which activities give them same benefits as exercise and playing active games. Ask, "What should they do to have a more active lifestyle?"
5. Divide the class into two groups.
6. Group A will read Story A and Group B Story B on Let's Do Activity 1.

Activity 2 and 3

1. Ask the pupils, "Aside from exercising, how else can you keep your body healthy?"
2. Instruct the pupils to turn to p. .
(Healthy food-rice, bread, fruits,vegetables, nuts, milk)
(Healthy activity-biking, running/jogging)
7. Discuss why healthy lifestyle prevents diseases.

Discussion

C. Generalization

Ask the pupils to answer p. . (Activity 4)

D. Application

Do activity in LM page .

E. Evaluation

Ask the pupils to draw a poster that shows practices of a healthy lifestyle

Rubrics:

Content: 5 points

Creativity: 3 points

Neatness: 2 points

Total: 10 points

F. Assignment

Answer Let's do this at home.

Instruct the pupils to make a "one-day vacation" plan for their family. It should include the following:

- a. The foods to eat for the day (breakfast, lunch, and dinner)
Activities to do during the day

b.

POST-TEST

Instruct the pupils to do the Post-test.

I. Direction: Write the letter of the correct answer.

1. What must a growing child need to eat most?
A. Meat
B. Sweets
C. Fats and oil
D. Carbohydrates
2. What sickness might you have if you will not eat food rich in Vitamin A?
A. Scurvy
B. Rickets
C. Beriberi
D. Night blindness
3. What can be avoided if you eat food rich in Vitamin C?
A. Obesity
B. Rickets
C. Scurvy
D. Night blindness
4. Which is a healthy snack?
A. Fruits and water
B. Chips and juice
C. Bread and soft drinks
D. Doughnut and coffee
5. Dinah is suffering from gum and nose bleeding. What mineral does she lack?
A. Calcium
B. Iodine
C. Iron
D. Potassium
6. Which should you eat most?
A. Rice and root crops
B. Food rich in fats and sugar
C. Bean meat and dried beans
D. Bread, fruits and vegetables
7. Which is rich in Vitamin A?
A. Bread
B. Carrot
C. Kamote
D. Orange
8. Why do you need to follow the nutritional guidelines?
A. To stay healthy
B. To look beautiful
C. To get good grades
D. To impress other people
9. Which does NOT follow the nutritional guidelines?
A. Drink milk every day.
B. Sleep 5-6 hours every day.
C. Do regular physical activities.
D. Follow the Food Guide Pyramid.

10. How can you avoid obesity?

- A. Exercise daily.
- B. Eat more sweets.
- C. Sleep 10-12 hours every day.
- D. Eat more salty and fatty foods.

II. Directions: Match the symptoms in column A with their nutritional problems in column B. Write only the letter of the correct answer.

A

B

- | | |
|---|--------------|
| 1. Emotional disturbance and painful limbs | A. Anemia |
| 2. Deformed and painful bones | B. Goiter |
| 3. Lack of appetite | C. Rickets |
| 4. Thick dry skin and slow mental development | D. Scurvy |
| 5. Bleeding gums and slow wound healing | E. Beri-beri |
| | F. Measles |

III. Directions: Connect the nutritional deficiency to its effect. Write the letter of the correct answer.

- | | |
|--------------|--------------------|
| 1. Vitamin A | A. Anemia |
| 2. Vitamin C | B. Goiter |
| 3. Iron | C. Night-blindness |
| 4. Calcium | D. Osteoporosis |
| 5. Iodine | E. Scurvy |

IV. Direction: Answer the questions below.

1-3. How can we prevent nutritional disorders?

4-5. How can you have a healthy lifestyle?

KEY TO CORRECTION

I. 1. D

IV. 1. root crops

- 2. D
- 3. D
- 4. C
- 5. C
- 6. D
- 7. B
- 8. A
- 9. B
- 10. B
- II. 11. C
- 12. D
- 13. B
- 14. E
- 15. A
- III. 16. C
- 17. E
- 18. A
- 19. D
- 20. B

- 2. every day
- 3. away
- 4. lean
- 5. moderation

V. Answers will vary

DRAFT

April 10, 2014

QUARTER 2

PERSONAL HEALTH

PREVENTION OF DISEASES

Apr

014



TEACHER'S GUIDE

INTRODUCTION:

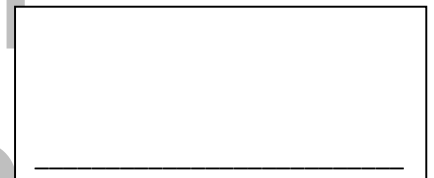
Personal health involves the development of habits and practices for good health. This module focuses on personal health for prevention and control of common childhood diseases. It aims to develop among learners an understanding of health and wellness and practice of healthy habits to prevent and control common childhood diseases. Teachers are highly encouraged to use the varied activities that are included in the module to build on learner's needs, abilities, and interests as they engage in meaningful learning activities and apply specific life skills. May this module serve its purpose as a powerful reminder that health is wealth but we need to work to maintain it.

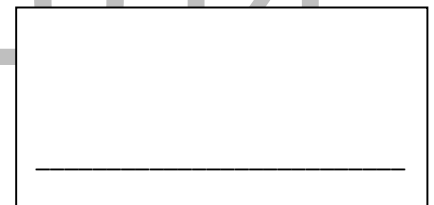
PRE-TEST

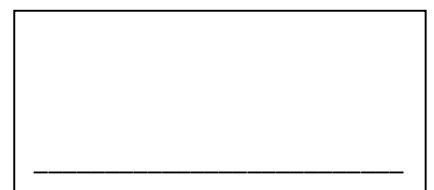
Instruct the pupils to answer the Pre-test.

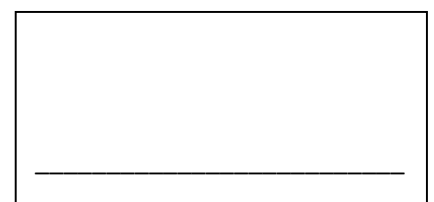
I. Direction. Draw and name the object being described in each item.

1. I am everything that people throw away,
I come from many things around you.
Pests thrive if you don't take me right.
And I can also make people sick.
2. I am so tiny that you can't even see.
But I am almost everywhere around you.
If you do not keep your body healthy,
I am always ready to make you weak.
3. I am almost the size of a pen.
I have fine brushes on my head.
I can make your teeth clean
And your mouth healthy as well.
4. I come shinning like silver.
I have two levers with sharp edge.
I can cut nails in your fingers and toes.
To keep away the dirt from getting into you.

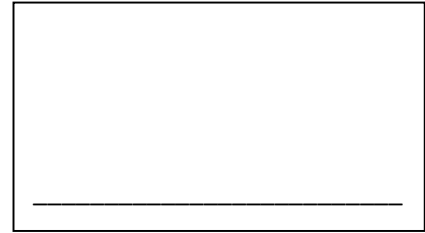








5. I am a piece of slippery fragrant bar.
I also come in a plastic bottle sometimes.
With water running through your body,
I wash away dirt and make you smell good.



II. Direction: Write on your paper the letter of correct answer.

1. Which best describes health?
- A. A happy and good life without problems
 - B. A good-looking face and a beautiful body
 - C. A healthy body without disorders and diseases
 - D. A balanced well-being of body, mind, feeling, spirit and relationship with others
2. Which shows a healthy person?
- A. Ana eats a lot of food.
 - B. Tinoy stays up late watching TV.
 - C. Jenny makes friends with her classmates.
 - D. Boyet cries out loud when he does not get what he wants.
3. Which is not a risk factor of diseases?
- A. Heredity
 - B. Lifestyle
 - C. Environment
 - D. Appearance
4. Which is a good physical activity?
- A. Watching TV every night
 - B. Doing stunts and rough games
 - C. Playing computer games all day
 - D. Playing *patintero* with friends during free time
5. Which can make you sick?
- A. Clean body
 - B. Immunization
 - C. Dirty environment
 - D. Regular physical activity

**III. Direction: Write YES if the statement is a healthy habit and write NO if it is not.
Do it in your notebook.**

- _____1. Watch TV all day.
- _____2. Bite your fingernails.
- _____3. Take a bath regularly.
- _____4. Sleep late every night.
- _____5. Jog regularly with your family.
- _____6. Keep your surroundings clean.
- _____7. Consult the doctor for immunizations.
- _____8. Brush your teeth during night time only.
- _____9. Eat plenty of all kinds of food everyday.
- _____10. Wash your hands before and after eating.

Let's check how well you did in the test?

If you get a score of:

20-17- Congratulations! You did an excellent job. For sure, you will learn more in our next lessons.

16- 12- It's a good start! Be ready to learn more.

11-below- Its okay! Let's take this time to learn a lot.

Now, let's turn to the next page and be ready to learn more and be healthy!

KEY TO CORRECTION

I.

- 1. Garbage/Trash/Wastes
- 2. Germs/Microbes/Pathogens
- 3. Toothbrush

4. Nail cutter
5. Soap

II.

1. D
2. C
3. D
4. D
5. C

III.

1. No
2. No
3. Yes
4. No
5. Yes
6. Yes
7. Yes
8. No
9. NO
10. Yes

Ask the pupils to check how well they did in the test. Ask them to raise their hand, as teacher calls out their scores. Tell them that if they get a score of:

20-17- Congratulations! You did an excellent job. For sure, you will learn more in our next lessons.

16- 12- It's a good start! Be ready to learn more.

11-below- It's okay! Let's take this time to learn a lot.

Lesson 1: Health and Wellness

I. Objectives:

At the end of the lesson pupil should be able to:

- Describe a healthy person and an unhealthy person

II. Subject Matter:

Content: Concept of Health and Wellness

Materials: pictures, chart, markers

References:

- Meeks, Linda, .et.al. (2010). *Comprehensive School Health Education. Totally Awesome Strategies for Teaching Health* (7th ed). New York USA: McGraw Hill.
- McTavish, Sandra (2004).*Life Skills. 225 Ready to Use Health Activities for Success and Well-being*. California USA: John Wiley & Sons Inc.
- Donatelle, R.J. (1996). *Access to Health* (9th ed.) New Jersey: Pearson Education Inc.
- DepEd (2013). *K to 12 Health Curriculum Guide*. Pasig: DepED.

Background Information

HEALTH AND WELLNESS

The World Health Organization (WHO) defines *health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.* It is the complete well-being of the body, mind, feelings, spirit and relationship with others. There are five aspects of health that contribute to the total health or state of well-being of an individual. These aspects include the physical, emotional, mental, social and spiritual.

Physical health refers to the state and characteristics of the body along with its size, shape, body parts, body functioning, sensory acuity, recuperative ability and basic needs. Physical activities include body exercise, playing games, eating proper diet, practicing personal hygiene and getting adequate rest and sleep.

Mental health refers to our capability to think, to recognize and to process information and reality. Emotional health speaks of our different emotions and how we express and manage such feelings. Mental and emotional health is described as the psychological component of health which includes our values, belief system, and levels self-esteem, self confidence and coping mechanisms. Mental activities include doing homework, computing expenses and problem solving activities. Emotional activities include accepting comments positively, managing anger and showing feelings through facial expressions.

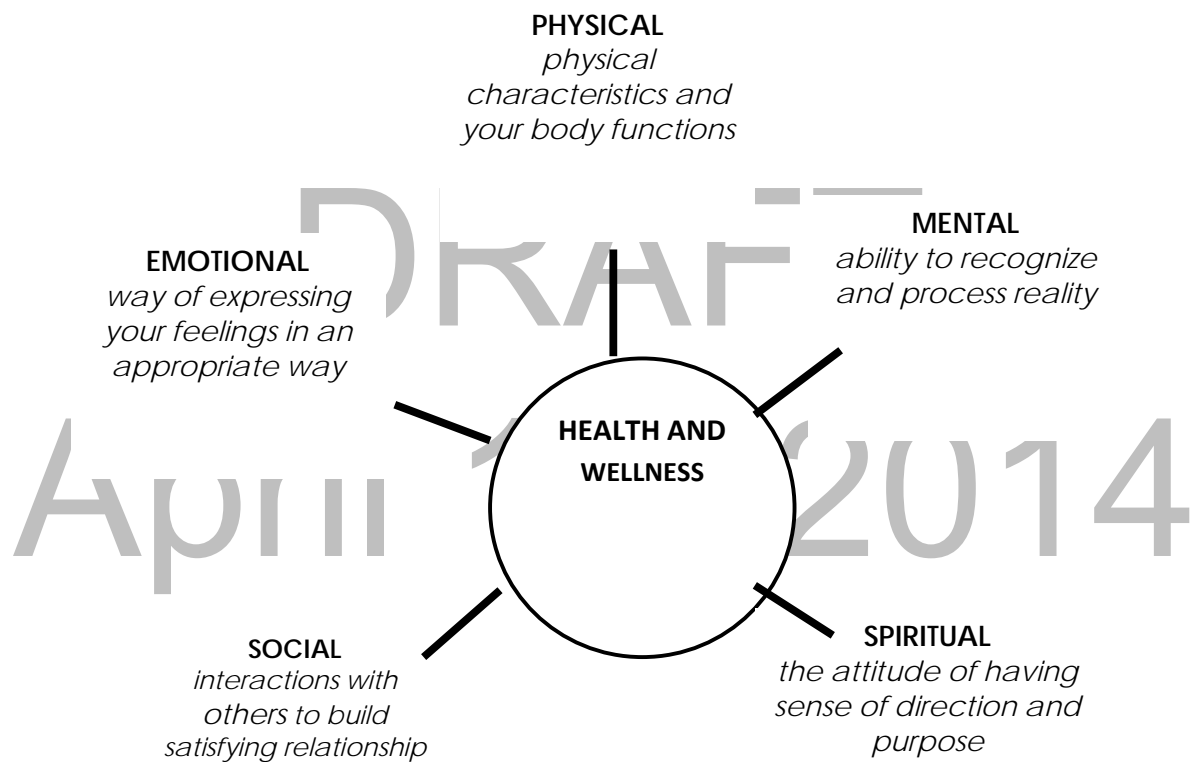
Social health is the state of our interaction and relationship with others with our ability to adapt to various situations and behaviors. Social activities

include communicating with others, being friendly, playing outdoor games, talking to classmates, and sharing things.

Spiritual health refers to our belief in a higher order with our sense of unity in the environment. Spiritual activities include saying good things daily, learning how to say sorry and thank you and always praying.

On the other hand, wellness is described as an optimal health from a positive perspective in life by maintaining good body conditions through a healthy lifestyle.

The balance of the five aspects makes the optimal health and wellness of an individual and a healthy person lives a quality life.



III. Procedure

A. Preliminary Activities

1. Ask the pupils to identify healthy people they know.
2. Tell the students to write the names or draw the faces of their healthy idols. Let them list or draw as many as they can.
3. Call for volunteers to share their work.
4. Ask the pupils: What makes these people your healthy idols?
5. Ask the students to describe the characteristics of their healthy idols. Write on the board the adjectives used to describe healthy people.
6. Let the pupils describe a healthy one using all the adjectives used for their healthy idols.

B. Developmental Activities

1. Call on volunteer who will read in class the definition of health and wellness according to W.H.O. Ask the volunteer to explain the definition.
"Health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."
2. Present pictures of the 5 aspects of health (physical, mental, emotional, social and spiritual)
3. Discuss with the class the components of each aspect.
4. Let the pupils do Activity 1: The Healthy One on p._____.
5. After doing the activity, ask a pupil to read and explain his/her work in class by answering the following questions:
 - a. Do you think you are a healthy one? Why?
 - b. What are the activities that a healthy person can do?
6. Ask the pupils to identify activities under physical, mental, emotional, spiritual and social.
7. Ask the pupils to turn their module to p.____ for Activity 2: Wellness on the Go. Let the pupils describe each picture and answer the activity.
8. Discuss each activity in the picture. Write on the board the activities under two classifications- Healthy Person vs Unhealthy Person.

Healthy person/practice	Unhealthy Person/practice
<ul style="list-style-type: none">• Engages in physical activity• Helps in household chores• Makes friends• Communicates well with others• Takes time to pray	<ul style="list-style-type: none">• Does less physical activity• Watches TV all the time• Throw tantrums most of the time• Eats unhealthful food• Always gets sick

9. Ask the pupils to name other healthy and unhealthful activities and characteristics aside from those in the module.
10. Let the pupils contrast healthy and unhealthy pictures using the characteristics and activities written on the board.

C. Generalization

1. Let pupils do Let's Check! on p ____.
2. Remind the pupils to write only the promises that they intend to keep and willing to commit for the health.

D. Evaluation

1. Ask the pupils to answer Activity 3: Get's Go for Health and Wellness on p. ____.
2. Let them identify ways for a healthy lifestyle as decoded in the message from the activity. Ask them to explain each step.
 - a. Eat a balanced diet.
 - b. Exercise regularly.
 - c. Avoid harmful habits.
 - d. Get adequate rest.
 - e. Manage stress
 - f. Get regular medical attention.
 - g. Practice safety.

Lesson 2: Sickness Troubles

I. Objectives:

- Define disease
- Identify common childhood diseases
- Explain effects of diseases

II. Subject Matter:

Content: Common Childhood Diseases

Materials:

- Activity cards
- Pictures
- Markers

References:

- Meeks, Linda, .et.al. (2010). *Comprehensive School Health Education. Totally Awesome Strategies for Teaching Health* (7th ed). New York USA: McGraw Hill.
- McTavish, Sandra (2004).*Life Skills. 225 Ready to Use Health Activities for Success and Well-being*. California USA: John Wiley & Sons Inc.
- Galvez Tan, JZ, et al. (2009). *The Health Curriculum in the Philippine Basic Education*. Manila: UNACOM.
- Donatelle, R.J. (1996). *Access to Health* (9th ed.) New Jersey: Pearson Education Inc.
- DepEd (2013). *K to 12 Health Curriculum Guide*. Pasig: DepED.

Background Information

Disease is an abnormal condition of the body which alters the normal functioning of the body and mind. Each disease comes with specific group of signs and symptoms. Diseases affect our total health. It limits our activities and affects the quality of our life as well as our relationship with others.

Children are viewed as more susceptible to various kinds of diseases. Common childhood diseases include common cold, influenza, measles, chicken pox, mumps, sore eyes, hepatitis, tuberculosis, typhoid fever, dengue fever, malaria, ARI-acute respiratory infection-pneumonia, diarrhea, cholera, hand, foot and mouth disease, strep throat, leptospirosis, A1 H1N1 virus, meningococccocemia, SARS, pediculosis and intestinal parasitic infestation.

Common Childhood Diseases			
Disease (cause)	Mode of Transmission	Signs and Symptoms	Prevention and Treatment
Acute Respiratory infection (Pneumonia) virus/bacteria It is a leading cause of death in children under 5 year old in developing countries	Person-to-person by coughing, sneezing or speaking	Cough, short rapid breathing, difficulty in breathing, fever	- Increase body resistance - Good nutrition - Antibiotic treatment

Chickenpox (virus)	Airborne droplets, direct contact with fluid from blisters and sores	Reddish skin lesions which become blisters, weakness, headache, muscle and joint pains, fever	<ul style="list-style-type: none"> - Avoid crowded areas. - Increase body resistance. - Avoid direct contact with infected person.
Cholera (Bacteria)	Eating food or drinking water contaminated with vibrio bacteria	Watery stools, vomiting, dehydration	<ul style="list-style-type: none"> - Drink safe and clean water. - Keep food away from pests. - Eat clean and safe food. - Use the toilet properly. - Wash hands often. - Keep surroundings clean - Take ORESOL for treatment.
Common colds (virus)	Airborne droplets through sneezing, coughing, touching infected objects	Runny nose, watery eyes, difficulty in breathing, sneezing, sore throat, cough, headache	<ul style="list-style-type: none"> - Wash hands often. - Cover your nose and mouth when sneezing and coughing. - Observe proper hygiene - Avoid contact with people with colds. - Get plenty of rest and fluids

Dengue (Virus carried by aedes aegypti mosquito)	Day-biting of aedes aegypti and aedes albopictus mosquito carrying dengue virus	Onset of fever for 2-7 days, joint and muscle pains, weakness, rashes, nosebleeding, abdominal pain, vomiting, dark-colored stools, difficulty in breathing	-Plenty of fluids - 4S -Search and destroy mosquito habitats - Take self-protection measures - Seek early consultation - Say Yes to fogging when there is an impending break
Influenza (virus) A(H1N1) flu (in 2009, the WHO announced the virus as pandemic affecting more than 70 countries)	Airborne droplets through sneezing, coughing, touching infected objects	Headache, chills, sneezing, stuffy nose, sore throat, dry cough, body aches, fever,	-Avoid direct contact with infected people. - Wash hands often. - Cover your nose and mouth when sneezing and coughing. -Observe proper hygiene -Get plenty of rest and fluids -Increase body resistance
Hand, foot and mouth disease (virus)	Contact with nose and throat discharges, saliva of infected person, touching contaminated objects	Fever, sore throat, painful, red blister-like lesion on the tongue, gums and inside cheeks, red rashes on palm, soles and sometimes buttocks. Loss of appetite	- Proper hygiene and sanitation
Hepatitis A (virus) The Philippines is	Person-to-person through fecal-oral route or fecal	Fever, malaise, loss of appetite, vomiting, jaundice	- Proper sanitation - Proper hygiene - Proper food handling

considered highly endemic for Hepa A. It is very common among children in developing countries	contamination of food and water by infected person and oral ingestion the contaminated food and water		- Wash hands regularly
Malaria (plasmodium protozoa)	Bite of an infected female anopheles mosquito, usually during night time	Chills, high-grade, fever, severe headache, vomiting	- Good sanitation - Put protection such as long sleeved clothing, mosquito net, windows screen
Measles (virus) This disease could have complications such as pneumonia, encephalitis, blindness	Easily spreads from person-to-person by sneezing, coughing and close personal contact	Cough, runny nose, red eyes, fever, blotchy red rashes	- Increase body resistance - Get plenty of rest and fluids - Vitamin A supplement - Immunization
Meningococcoemia (bacteria)	Person-to-person through respiratory droplets from sneezing, coughing, kissing, sharing food, drinks and utensils	Fever, cough, sore throat, pinpoint rashes, skin lesions, and others	- Avoid crowded places - Increase body resistance - Good sanitation - Wash hands often - Do not share utensils with an infected person
Mumps (virus)	Easily spreads from person-to-person by sneezing, coughing and close personal contact	Fever, headache, sore throat, swelling of the parotid (salivary) glands	- Increase body resistance - Proper hygiene - Good sanitation
Parasitic Intestinal infestation	Contaminated food, contact with	Loss of appetite, bloated tummy	- Proper hygiene and sanitation

	contaminated soil and human waste,		
Pediculosis	Contact with contaminated objects, sharing combs, towel, pillows.	Irritation on the head. Loss of appetite,	- Proper hygiene and sanitation
Sore eyes (bacteria/virus)	Airborne, touching of infected objects and get contact with the eyes	Red eyes, sore eyes, watery eyes with plenty of mucus	-Wash hands often. - Increase resistance - Proper hygiene
Tuberculosis (bacteria)	Air droplets through coughing and sneezing	Cough, chest and back pain, loss of weight, blood-streaked sputum	-Healthy lifestyle

Procedure

A. Preliminary Activity

1. Ask the pupils "Have you been sick? What are those?"
2. Instruct the pupils to turn to "Let's Try: Oh my, I'm sick" on p. ____ . Let them write the different diseases that they have experienced.
3. Call on volunteers to share their experiences during their sickness.
Ask them:
 - a. How did you feel?
 - b. How did it affect your activities?
4. Let them read and explain the definition of disease.
5. Tell them that according to studies, children are more susceptible to diseases.

B. Developmental Activities

Sickness Bingo

1. Ask the pupils to do "Activity 1: Sickness Bingo" on p.____. This activity could be given as an advanced homework before discussing the lesson. It could give more time for the pupils to ask their families and friends to fill in the bingo sickness chart.
2. Let the pupils share their answers from the bingo sickness activity. Ask them too about what they learned about such diseases.

3. Briefly give information about the diseases indicated in the activity.
4. Instruct the pupils to do "Activity 2: Just can't Forget about it" on p.____. Let them write a short paragraph about their unforgettable or worst experience on sickness. Encourage them to write their feelings about it, and what they have done with it.
5. Ask some pupils to share their work. Draw from the experiences of the students to briefly discuss how diseases affect us.

C. Generalization

Call on volunteers and ask,

- a. What is a disease?
- b. How do diseases affect us?
- c. What are some common childhood diseases?

D. Evaluation

Ask the pupils to answer "Let's Check: Health advisory" on p. ____.

Rate the poster:

- Content- 5 pts
- Presentation-3 pts
- Creativity-2 pts

Lesson 3 : Factors on the Go

I. Objective:

- Identify risk factors of diseases
- Discuss risk factors of diseases
- Give examples of health condition under each risk factor

II. Subject Matter:

Content Outline: Contributing risk factors of diseases

Materials:

- activity cards
- pictures
- markers

References:

- Meeks, Linda, .et.al. (2010). *Comprehensive School Health Education. Totally Awesome Strategies for Teaching Health* (7th ed). New York USA: McGraw Hill.
- Department of Health (2012). *Philippine Health Advisories*. Manila: National Center for Health Promotion, National center for Disease Prevention and Control.
- McTavish, Sandra (2004). *Life Skills. 225 Ready to Use Health Activities for Success and Well-being*. California USA: John Wiley & Sons Inc.
- Donatelle, R.J. (1996). *Access to Health* (9th ed.) New Jersey: Pearson Education Inc.
- DepEd (2013). *K to 12 Health Curriculum Guide*. Pasig: DepED.

Background Information

Diseases develop with various elements and contributing risk factors. The elements of diseases include the susceptible host, causative agent, and the environment. A disease starts with a susceptible host which can be any organism- human or animals with a weak resistance level or genetic dysfunction. The causative-agents or pathogens are disease-causing microorganisms such as bacteria, virus, fungi and protozoa. These agents are very tiny organisms that can not be seen by the naked eye. Most people call these "germs" which cause infection and communicable diseases. Environment includes the surrounding and all its elements such that an unhealthy environment contributes to the development of diseases. There are various risk factors that contribute to susceptibility such as heredity, lifestyle and environment.

Heredity includes the genes from the family. Research studies show that some diseases are caused by direct chromosomal inheritance. It is also believed that certain people may actually inherit immune systems that are susceptible to a wide variety of invasive organisms. It has also been studied that with age, the body's immune system responds less efficiently to the invading organisms thus, increasing the risk of illness.

The contributing risks factors of diseases from the environment include pollutants, radioactive substances, and infectious pathogens which may contaminate the air, water, food supply and soil and make people susceptible to diseases. For instance, eating contaminated food, drinking of contaminated or dirty water will result in typhoid fever, and diarrhea. Polluted

air and sudden change of weather can contribute to the development of disease such as asthma, colds, and severe coughing.

On the other hand, lifestyle refers to the actions or practices of a person. It is considered as one of the greatest contributors of diseases such that the impacts of other factors will vary according to a person's lifestyle. Healthy lifestyle includes having proper and balanced nutrition, taking adequate rest and sleep, doing regular physical activities, avoiding smoking and alcohol, managing stress, practicing safety and taking regular medical check-ups. People who choose to do harmful and unhealthful habits have the higher susceptibility to diseases. Lifestyle diseases also include obesity, asthma, chronic liver diseases, and some kinds of cancer, heart diseases, diabetes and many others.

III. Procedure

A. Preliminary Activity

Picture says

1. Ask the pupils to turn to "Picture says" on p. _____. The pupils must describe what each picture.
2. Let them identify if the picture shows a healthy habit or a habit that could make people sick.
3. Emphasize that there are certain factors that contribute to development of diseases such as heredity, lifestyle and environment.
4. Let them identify the factor shown on each picture.

B. Developmental Activities

1. Show pictures of examples of the three contributing risk factors in different conditions.
2. Let the pupils guess the factor involved in each picture being shown.
3. Instruct the pupils to answer Activity 1: Sickness Factors on p____. (Answers: 1. L 2. H 3. L 4. E 5. E)
4. Discuss that contributing risk factors under different conditions have a big impact on our health, which could either make us healthy or sick and weak.
5. Ask the pupils to answer Activity 2: Friends or Foes on p. _____. Let them identify conditions that are risk factors of diseases.

Friends		Foes	
Rest	Clean body	Germs	Dirty water
Exercise	Immunizations	Smoking	Household pests
Balanced Diet	Check-ups	Polluted air	Abnormal tissues

C. Generalization

Ask the pupils: What makes us sick?

D. Evaluation

Let pupils answer Let's Check on p.____. Make them identify in their community the different conditions that makes them healthy or sick.

Lesson 4: Be Healthy with Clean Body

I. Objectives:

- Explain measure to prevent common diseases-proper hygiene
- Explain the importance of proper hygiene in the prevention of diseases
- Discuss ways to maintain proper hygiene
- Practice proper hygiene
- Demonstrate good decision-making skills to prevent diseases

II. Subject Matter:

Content: Preventive measures for common childhood diseases- proper hygiene

Materials:

- Activity cards
- pictures
- markers
- personal care products

References:

- Meeks, Linda, .et.al. (2010). *Comprehensive School Health Education. Totally Awesome Strategies for Teaching Health* (7th ed). New York USA: McGraw Hill.
- McTavish, Sandra (2004).*Life Skills. 225 Ready to Use Health Activities for Success and Well-being*. California USA: John Wiley & Sons Inc.
- Galvez Tan, JZ, et al. (2009). *The Health Curriculum in the Philippine Basic Education*. Manila: UNACOM.

- Donatelle, R.J. (1996). *Access to Health* (9th ed.) New Jersey: Pearson Education Inc.
- DepEd (2013). *K to 12 Health Curriculum Guide*. Pasig: DepED.

Background Information

Hygiene is a set of practices or ways of carrying out daily tasks in keeping oneself healthy. Personal hygiene involves those practices performed by an individual to care for one's bodily health and well being, through cleanliness and self grooming.

Practices that are generally considered proper hygiene include bathing regularly, always washing hands and especially before handling food, washing scalp hair, wearing clean clothing, brushing one's teeth, cutting nails regularly and other grooming practices. Other personal hygienic practices include covering one's mouth when coughing, disposing soiled tissues appropriately, making sure toilets are clean. Personal grooming extends personal hygiene as it pertains to the maintenance of a good personal and public appearance. It may involve, for example, using deodorants or perfume, shaving, or combing, besides other practices.

Effects of being unhygienic lead to infection, food poisoning and the contamination and spread of diseases. Maintaining proper hygiene promotes optimal health, sense of well-being, social acceptance and high resistance to diseases. Moreover, good daily habits must always be practiced to stay healthy, avoid getting sick and prevent the spread of diseases.

Some ways to maintain proper hygiene include the following:

1. Take a bath everyday. Use water and mild soap to wash dirt and prevent bacteria build-up and body odors especially in the groin area, hands, feet, and underarms.
2. Wash hair as often as needed. Use a clean comb and do not share it with others.
3. Brush teeth at least twice a day or every after meal. Use dental floss after meals to get rid food particles and plaque stuck between teeth and to prevent gum infection, tooth decay, bad breath and other oral problems.
4. Always wear clean underwear and clothes. Change it regularly.
5. Wash hands as often as possible.
6. Cut nails at least once a week to keep away the dirt stuck in the nails.

III. Procedure

A. Preliminary Activity

Sing a song

1. Tell them to sing the song entitled "Cleanup your Body" in the tune of "Clap your hands".
2. After singing the song, answer the following questions:
 - a. What is the song all about?
 - b. How do we keep our teeth and face clean?

B. Developmental Activities

1. Game: Bring Me (comb, hair clip, headband, toothbrush, face powder, alcohol, lotion and other personal care products)
2. Process the game by asking the students about how do they use their things. Let the pupils demonstrate in front. Add other materials used for cleaning the body.
3. Answer Activity 1: Cleaning is Fun on p ____.
4. Call on volunteers to share their answers in class.
5. Instruct them to do Activity 2: Check for Health on p _____. Let them identify if the statement is hygienic or not.
6. Ask them to do Activity 3 Poster for Health.

C. Generalization

Ask the pupils the following questions:

1. Why is it important to practice proper hygiene?
2. What are the effects of being unhygienic?

D. Evaluation

Let pupils answer Let's Check: Self Checklist on p.____. Let them evaluate their health behaviors. Remind them to answer truthfully.

E. Assignment

Let pupils do Let's do this at Home: Collage for Hygiene on p ____.

Lesson 5: Build-up for a Healthy Fight (1-2 days)

I. Objectives:

- Explain measures to prevent common childhood diseases- building up one's body resistance through regular physical activity, proper nutrition, adequate rest and sleep
- Explain the importance of building up one's body resistance to prevent diseases
- Discuss ways to build-up one's body resistance
- Practice ways to build-up body resistance against diseases
- Demonstrate good decisionmaking skills to prevent diseases

II. Subject Matter:

Content: Building Up One's Body Resistance against Diseases

Materials:

- activity card
- pictures/chart of Pyramid of Physical activity, Food Guide pyramid, my healthy plate
- markers

References:

- Meeks, Linda, .et.al. (2010). *Comprehensive School Health Education. Totally Awesome Strategies for Teaching Health* (7th ed). New York USA: McGraw Hill.
- Marotz, L.R., et al. *Health, Safety, and Nutrition for the Young Child* 6th Edition (2005). New York. Thomson Delmar Learning
- McTavish, Sandra (2004). *Life Skills. 225 Ready to Use Health Activities for Success and Well-being*. California USA: John Wiley & Sons Inc.
- Galvez Tan, JZ, et al. (2009). *The Health Curriculum in the Philippine Basic Education*. Manila: UNACOM.
- Donatelle, R.J. (1996). *Access to Health* (9th ed.) New Jersey: Pearson Education Inc.
- DepEd (2013). *K to 12 Health Curriculum Guide*. Pasig: DepED.

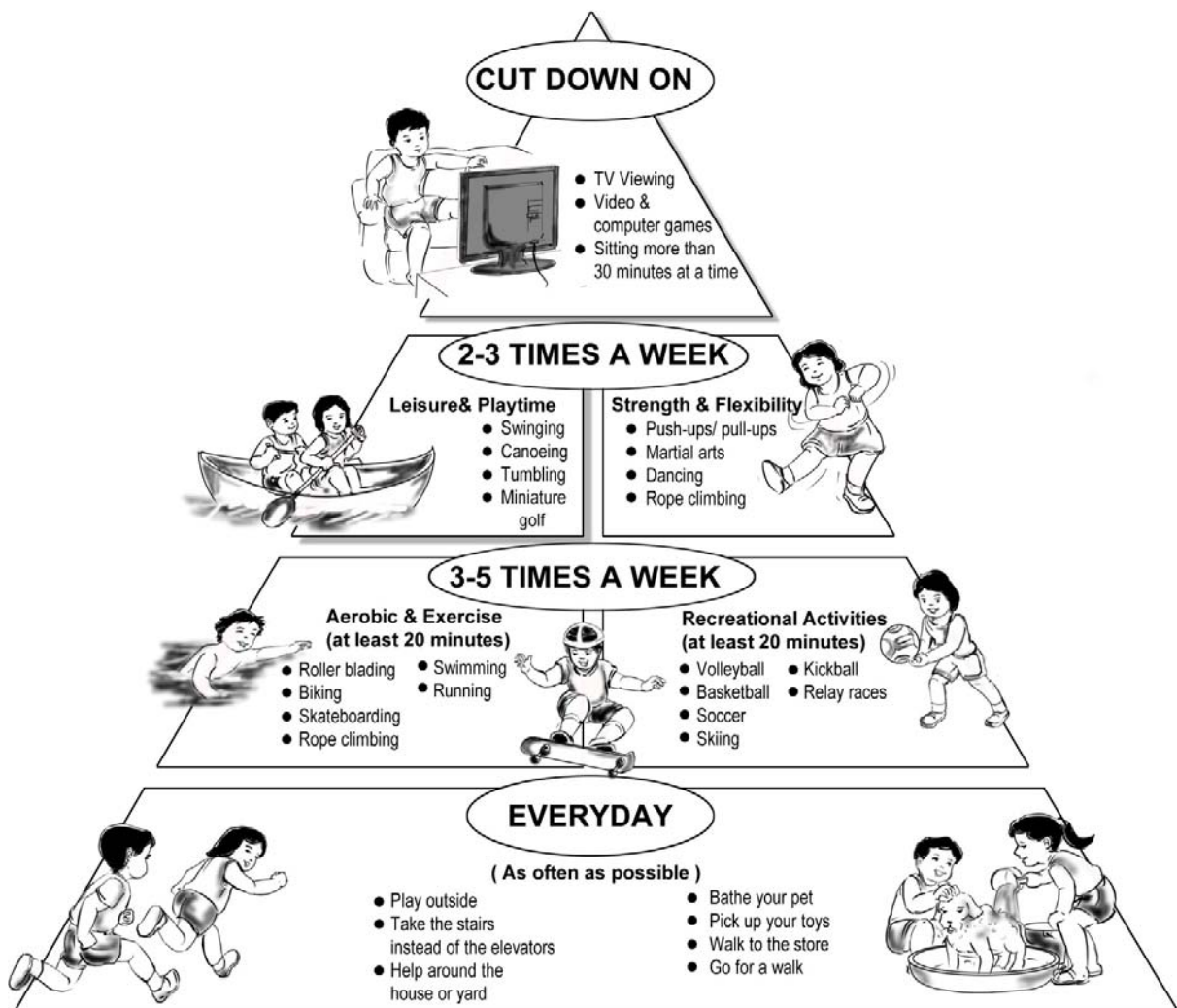
Background Information

The body, with its immune and lymphatic system, has its own defense mechanism to fight against diseases. A strong and healthy body must be maintained to keep our systems functioning well and to fight diseases. Some

ways to buildup resistance include proper hygiene, proper nutrition, adequate rest and sleep, regular physical activities, regular medical and dental check-ups and immunizations.

Playing outdoor games and having physical activities daily must be encouraged at home and in school. This can enhance the fitness and wellness of the children. It is appropriate for children aged 8-9 to have at least 30-60 minutes of physical activities daily to divert energy in a more meaningful way. Consistent exercise will decrease the risk of diabetes, heart disease and prolong life. Walking, swimming, jogging, weight lifting, bike riding, and aerobics are all good examples of exercises that improve overall health.

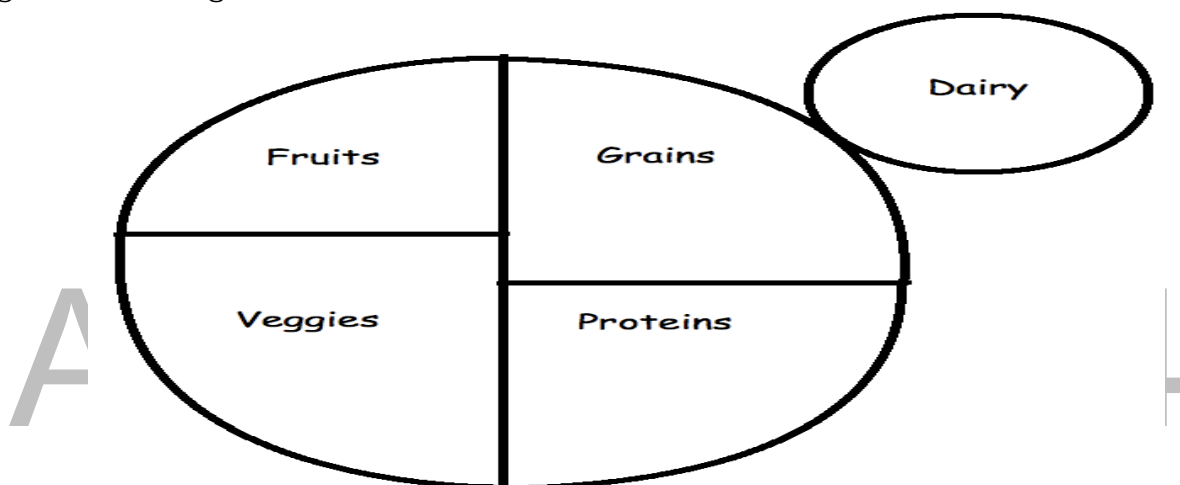
The pyramid of physical activity suggests the appropriate frequency of different activities.



Proper nutrition is also very essential for a healthy and strong body that can fight diseases. The body has basic needs such as food and water in adequate amounts to maintain normal body functions. Too much or too little of it will increase susceptibility to sickness. A person who eats a balanced diet gets all the necessary nutrients for a strong and healthy body.

The food pyramid provides a guide for a balanced diet. It shows that taking food in the right amount ensures proper nutrients for the body.

On the other hand, the healthy food plate presents a simpler guide for a healthy meal. *Pinggang Pinoy* is introduced to Filipinos by the Department of Health along and its allied agencies. It aims to provide a food guide that makes it easy for the children to see the correct proportion of nutrients that they can get from the right kinds of food in one meal.



Drinking enough water daily is also essential for our body to replace the loss of fluid for good circulation. The body needs at least 8 glasses of water everyday.

Our body also needs rest and sleep. The body must regain strength to face another task and other physical activities. A developing child needs at least 10-11 hours of sleep for a complete cycle of rest. Some ways to maintain good sleeping habits of children include regular sleeping hours at night, a quiet, dark and cool room, no TV, computer or any gadget inside the room and less consumption of food at night.

III. Procedure

A. Preliminary Activities

Being active is fun

1. Facilitate the game "Follow the Leader". The class will have to follow leader's commands. Let the "leader" ask the class to do different movements.
2. Ask _____ the _____ pupils to imitate the movement of each animal shown on Let's Try on p. ____
3. After doing the exercises, ask the pupils:
 - a. What body parts did you exercise?
 - b. Why is it important to exercise?

B. Developmental Activities

1. Show the illustration of the Pyramid guide of physical activity.
2. Let the pupils choose their partners. They will ask one another about daily activities that help in building body resistance.
3. Let them identify different activities that are appropriate to each level of the pyramid.
4. Ask them to put their answers on Activity 1: Get Physical with Pyramid on p _____. Call on volunteers to share their answers.
5. Do a class check-up by having the pupils raise their hands to check if they are doing certain activity at the right frequency.
6. Emphasize the importance of physical activity to maintain a strong and healthy body.
7. Ask if they can still remember the other pyramid guide that helps them to be healthy. Briefly discuss the food pyramid by presenting each kind of food in its appropriate level. Do it one level at a time until the pyramid is complete.
8. Introduce the healthy food plate in the same manner, one nutrient at a time, until the plate is complete with the right proportion in a meal.
9. Show example of a meal using the food plate (dairy- milk; fruit- banana; vegetables- *pinakbet*; grain- rice; proteins- fried fish)
10. Ask the pupils to plan their meals for a day by completing the healthy plates in Activity 2: Balanced Diet with Pyramid and Plate on p. _____. Call on volunteers to share their work.
11. Show picture of a child who is sleeping. Ask the following questions;
 - a. How many hours did you sleep last night?
 - b. How many hours of sleep does a child need?

- c. What do you feel after playing? What do you usually do after playing hard? Why is this needed?
 - d. Why do we need to rest and sleep?
12. Let the pupils check their sleeping hours in Activity 3: Get enough rest and sleep on p. ____

C. Generalization

Ask: How can we build one's body resistance to prevent diseases?

D. Evaluation

Do Let's Check: Crossword Puzzle time on p. ____

Answers: 1. Walking 2. Vitamins 3. Strong 4. Sleep 5. Play

Lesson 6: Get Protection For Your Health

I. Objectives:

- Explain measures to prevent common childhood diseases-specific protection through immunization
- Explain importance of immunization against diseases
- Identify specific protection through immunization
- Demonstrate good decision-making skills to prevent diseases

II. Subject Matter:

Content: Specific Protection through Immunization

Material:

- chart of the concept map

References:

- Meeks, Linda, .et.al. (2010). *Comprehensive School Health Education. Totally Awesome Strategies for Teaching Health* (7th ed). New York USA: McGraw Hill.
- Marotz, L.R., et al. *Health, Safety, and Nutrition for the Young Child* 6th Edition (2005). New York. Thomson Delmar Learning
- McTavish, Sandra (2004). *Life Skills. 225 Ready to Use Health Activities for Success and Well-being*. California USA: John Wiley & Sons Inc.
- Galvez Tan, JZ, et al. (2009). *The Health Curriculum in the Philippine Basic Education*. Manila: UNACOM.

- Donatelle, R.J. (1996). *Access to Health* (9th ed.) New Jersey: Pearson Education Inc.
- DepEd (2013). *K to 12 Health Curriculum Guide*. Pasig: DepED.

Background Information

Immunization is an important health intervention that helps control the spread of communicable diseases. Some immunization programs have led to the eradication of deadly diseases like smallpox and poliomyelitis. Some diseases that could be prevented through vaccines include diphtheria, hepatitis A and B, Influenza, German measles, meningococemia, mumps, whooping cough, poliomyelitis, rabies, chickenpox, tetanus, tuberculosis and typhoid fever.

The Expanded Program of and Immunization (EPI) promoted by the World Health Organization (WHO) helps prevent communicable diseases from spreading. EPI Vaccines are available for free in government or Public Health Care Facilities, such as barangay health and municipal or city health clinics or rural health clinics. Children are encouraged to complete their immunization so that they will not be prone to some common childhood diseases.

Vaccines contain germs that have been killed or weakened. When given to a healthy person, the vaccine triggers the immune system to respond and thus build immunity. During vaccination, a harmless version of a germ is introduced to the body and the immune system responds by producing antibodies to attack the intruder. OPV or Oral Polio Vaccine, pertussis (whooping cough) vaccine which killed the virus that triggers an immune response and Tetanus Toxoid (TT), a vaccine that protects mothers and newborn babies from tetanus are some examples of vaccines

EPI recommends the schedule of immunizations as follows:

IMMUNIZATION	AGE
BCG (against TB meningitis, military TB)	vaccine immediately after birth
Hepatitis B	At birth, 6 weeks, 10 weeks, 14 weeks
Polio	At 6, 10, 14 weeks
DPT (diphtheria-pertussis-tetanus)	At 6, 10, 14 weeks
Measles	9 months
HiB (Hemophilus B infection)	Same time with DTP and Polio vaccine, 12 months
Measles-Mumps-Rubella (MMR)	12-15 months
Chickenpox (Varicella vaccine)	12-15 months, 4-6 years old
Hepatitis A	12 months

Influenza	6-59 months, after the 6 th birthday yearly immunization is recommended
Pneumococcal	Infants and children, older children and adults with chronic heart, lung and kidney problem
Booster of Tetanus and diphtheria	Every 10 years
Human papilloma virus (cervical cancer)	Female adolescents and adults starting 11-12 years

Many vaccines are being developed against many other diseases but they are still being studied and not yet available to the public.

It is very important to consult a doctor at least twice a year. Doctors are the most reliable people that we can consult regarding our health. Regular visits to the doctors will provide us information about the condition of our health and the appropriate measures to take for optimal health.

III. Procedure

A. Preliminary Activity

1. Have the class read the conversation between Roy and Eva.
2. Assign a boy to read the dialogue of Roy and a girl to read Eva's dialogue. After reading, ask the following questions:
 - a. Why does Eva like to go to Barangay Center?
 - b. What will happen if she gets influenza vaccination?

B. Developmental Activities

1. The teacher may invite a resource person, e.g. doctor, nurse or barangay health worker to be interviewed by the pupils. The questions to be asked by the pupils are the following:
 - a. What are the different immunization that children must have?
 - b. Why is immunization important?
 - c. How does this prevent diseases?
 - d. What should be done when someone does not have immunization yet? Why?
2. Ask the children to name the vaccinations they have been given.
3. Write the examples of vaccines given by the pupils on the board.
4. Instruct them to answer Activities 1 and 2 on p.____ and p.____.

C. Generalization

Ask: How does immunization help us?

D. Evaluation

Answer Let's Check! on p._____.

Lesson 7: Clean-up for a Healthy Environment

I. Objective:

- Explain measure to prevent common childhood diseases-healthy environment
- Describe ways to keep the environment healthy
- Practice healthy ways for a healthy environment
- Demonstrate good decisionmaking skills to prevent diseases

II. Subject Matter:

Content: Preventive measures for common childhood diseases-environmental sanitation

Materials:

- Charts, strips of paper

References:

- Meeks, Linda, .et.al. (2010). *Comprehensive School Health Education. Totally Awesome Strategies for Teaching Health* (7th ed). New York USA: McGraw Hill.
- Marotz, L.R., et al. *Health, Safety, and Nutrition for the Young Child* 6th Edition (2005). New York. Thomson Delmar Learning
- McTavish, Sandra (2004). *Life Skills. 225 Ready to Use Health Activities for Success and Well-being*. California USA: John Wiley & Sons Inc.
- Galvez Tan, JZ, et al. (2009). *The Health Curriculum in the Philippine Basic Education*. Manila: UNACOM.
- Donatelle, R.J. (1996). *Access to Health* (9th ed.) New Jersey: Pearson Education Inc.
- DepEd (2013). *K to 12 Health Curriculum Guide*. Pasig: DepED.

Background Information

The environment is a big contributing factor of diseases. A clean and healthy environment supports health. Healthy environment requires clean air and land, clean and adequate water and food, clean and spacious shelter free from unpleasant noise and odors, adequate recreation and neighborhood facilities and convenient services in an environment that provides safety, comfort, and privacy.

A dirty and unhealthy environment with polluted air, land and water is not suitable to healthy living. A polluted environment can also cause waterborne diseases from pathogenic microorganisms transmitted in contaminated water. Common food and waterborne diseases are bacterial diarrhea, hepatitis A and Typhoid fever. Vector-borne diseases like malaria and dengue fever are also brought by a polluted environment through its mosquito carriers. These diseases will be prevented by having a clean environment.

Healthy environment can be maintained through proper solid waste management such as proper disposal, segregation, and 3R's- reduce, reuse, and recycle. Each member of the community must contribute to an environmental program.

III. Procedure

A. Preliminary Activities

1. Organize a school/community tour with the class.
2. Let the pupils observe the surroundings of the school. Keep in mind the two questions below:
 - a. How will you describe the surroundings of your school?
 - b. What makes your community healthy? Unhealthy?
3. Let them do Let's Try! Community Check-up on p. ____.

B. Developmental Activities

1. Let the students answer Activity 1: Cleaning-up on p. ____.
2. Ask the following questions after the activity;
 - a. What have you done for the environment?
 - b. What must we do for the environment?
 - c. What diseases will be prevented if you are living in a clean environment? How?
 - d. What are the healthy practices for a clean environment?"
3. Instruct the pupils to answer Activities 2: Clean-up promise on p. ____.
4. Divide the class into 4-5 groups and assign them as class cleaners. Assign one group per day.

C. Generalization

Ask the class:

How can we prevent diseases at home? in school? in our community?

What must we do for a healthy environment?

D. Evaluation:

Ask the class to do Let's Check on p.____.

Lesson 8: Living-up a Healthy Life

I. Objective:

- Explain measures to prevent diseases
- Practice ways to prevent diseases
- Demonstrate good decisionmaking skills to prevent diseases

II. Subject Matter:

Content Outline: Healthy Lifestyle

Materials: chart, pictures

References:

- Meeks, Linda, .et.al. (2010). *Comprehensive School Health Education. Totally Awesome Strategies for Teaching Health* (7th ed). New York USA: McGraw Hill.
- Marotz, L.R., et al. *Health, Safety, and Nutrition for the Young Child* 6th Edition (2005). New York. Thomson Delmar Learning
- McTavish, Sandra (2004). *Life Skills. 225 Ready to Use Health Activities for Success and Well-being*. California USA: John Wiley & Sons Inc.
- Galvez Tan, JZ, et al. (2009). *The Health Curriculum in the Philippine Basic Education*. Manila: UNACOM.
- Donatelle, R.J. (1996). *Access to Health* (9th ed.) New Jersey: Pearson Education Inc.
- DepEd (2013). *K to 12 Health Curriculum Guide*. Pasig: DepED.

Background Information

The choices that we make for ourselves, like the food we eat and our activities, are important determinants of our health. Our choices can make us healthy or prone to diseases. It is a choice to have a healthy living. Healthy

lifestyle is one which helps to keep and improve one's health and well-being. Living up a healthy life entails the following activities:

- a. Practice of proper hygiene
- b. Buildup resistance through proper nutrition, adequate rest and sleep, regular physical activities, stress, avoidance of harmful habits such as smoking and drinking alcohol, regular medical and dental check-ups and specific protection through immunizations.
- c. Proper sanitation for a clean environment

III. Procedure

A. Preliminary Activity

1. Ask the class to read/recite the poem. Let them try to act it out.
2. After reading the poem, ask the following questions:
 - a. What can you do to be healthy?
 - b. Why should you get away from bad habits?

B. Developmental Activities

1. Roleplay: Group the pupils into four. Distribute the metacards with certain situations they need to act out. This task could be given earlier (during the previous meeting) as a group assignment. This will give them enough time to prepare and as well save time for the class.
 - Group 1- Proper Hygiene (Grooming before going to school)
 - Group 2- Proper Nutrition (Eating properly)
 - Group 3- Rest and Sleep (Resting after an activity)
 - Group 4- Physical Activities (Perform some exercises)
2. Let pupils do "Let's Do This Activity 1: Healthy Habits" and "Activity 2 Healthy Story" on page _____

C. Generalization

1. Let the pupils sing,

"This is the way I wash my face, Wash my face, wash my face.
This is the way I wash my face. So early in the morning".
2. Repeat the song with other healthy habits. (brush my teeth, comb my hair, cut my nails and others). Include other healthy habits to keep the environment clean like sweeping the floor, throwing trash etc.

D. Evaluation:

Let the pupils evaluate their lifestyle with the record of their daily activities. Ask them to answer Let's check " My Daily Record" on p. ____

E. Assignment

1. Answer Activity 3: Checklist for the Parents and Activity 4: Healthful Prayer on p. ____.
2. Assign the pupils ask their parents to assess their lifestyles. Stress that healthy habits must be done consistently.
3. Instruct the pupils to do their best to answer the test. Remind them that this test will evaluate what they learned for the quarter.

POST-TEST

I. Directions: Write the letter of the correct answer.

1. Which of the following describes a healthy person?
 - A. He has a healthy body and mind.
 - B. He always eats less healthy food.
 - C. He often visits the doctor.
 - D. He has strong teeth.

2. Which picture shows a healthy habit?

A.



B.



3. Which is NOT a healthy habit?
 - A. Eat junk food.
 - B. Exercise regularly.
 - C. Take a bath every day.
 - D. Eat fruits and vegetables.
4. What might happen if you will not wash your hands before eating?
 - A. I will get sick
 - B. I will get tired.
 - C. I will get bored.
 - D. I will have tooth decay.

5. What will Minda use to have clean teeth?
- A. soap
 - B. shampoo
 - C. face towel
 - D. tooth brush
6. Which of the following will you do to be healthy?
- A. Eat fatty foods.
 - B. Play in the rain.
 - C. Take a bath every other day.
 - D. Have enough sleep, rest and exercise.
7. Which disease could be prevented through immunization?
- A. Diabetes B. Cancer C. Mumps D. Beri-beri
8. Which is NOT a healthy practice?
- A. Seperate garbage.
 - B. Plant trees in the park.
 - C. Clean canals and esteros.
 - D. Throw garbage anywhere.
9. How can you keep your surroundings safe and clean?
- A. Observe the surroundings.
 - B. Throw the trash anywhere.
 - C. Clean the surroundings every day.
 - D. Allow the stray animals to roam around.
10. Which is a way of preventing diseases?
- A. Having immunization
 - B. Drinking alcoholic drinks
 - C. Sleeping for 5 to 6 hours daily
 - D. Eating much fatty and oily foods

II. Directions: Put a check (✓) if the statement is a healthful practice. Put a cross (X) if not.

- _____ 1. Sleep all day.
- _____ 2. Drink soft drinks.
- _____ 3. Eat a balanced diet.
- _____ 4. Do a physical activity daily.

- _____ 5. Take enough rest and sleep.
- _____ 6. Drink 8 glasses of water a day.
- _____ 7. Eat a lot of fatty and oily foods.
- _____ 8. Get close to a person who is smoking.
- _____ 9. Play computer games the whole day.
- _____ 10. Clean your body before going to bed.

II. Direction: Answer the following questions below.

- 1. How will you describe a healthy person? (5 pts)
- 2. How can you prevent common diseases? (5 pts)

KEY TO CORRECTION

I.

- 1. A
- 2. B
- 3. A
- 4. A
- 5. D
- 6. D
- 7. C
- 8. D
- 9. C
- 10. A

II.

- 1. ✘
- 2. ✘
- 3. ✔
- 4. ✔
- 5. ✔
- 6. ✔
- 7. ✘
- 8. ✘
- 9. ✘
- 10. ✔

DRAFT
April 10, 2014

QUARTER 3

CONSUMER HEALTH

Ap



14

TEACHER'S GUIDE

PRE-TEST

Instruct the pupils to answer the Pre-test.

I. Direction: Write the letter of the correct answer.

1. Who buys goods and services for personal use?
A. Consumer C. Seller
B. Salesman D. Vendor

2. Which is a health service?
A. toothpaste C. dental Clinic
B. shampoo D. toy

3. Which is a health product?
A. barber shop C. hospital
B. market D. Toothpaste

4. What practice makes you spend your money wisely?
A. Brushing C. Buying
B. Budgeting D. Collecting

5. A consumer does NOT have the right to _____.
A. choose C. redress
B. destroy D. safety

6. Who can be a good source of reliable health information?
A. Basketballplayer C. Gardener
B. Doctor D. Janitor

7. Who is a wise consumer?
A. Salve asks her mother first before buying things.
B. Minerva buys things even if she doesn't need these.
C. Emong doesn't care even if the toy he buys is too expensive.
D. Zaldy canvasses the prices of the t-shirts before he buys.

8. What will you do if you find out that the school bag you bought is defective?
 - A. Throw the product.
 - B. Ask politely for a replacement.
 - C. Get angry at the saleslady.
 - D. Tell others not to buy at the store.

9. It deals with the feelings of the consumers, their satisfaction of buying goods and availing the services.
 - A. Economic
 - B. Environmental
 - C. Personal
 - D. Psychological

10. It is a consumer responsibility that asks questions on the quality, use and prices of goods and services.
 - A. Social concern
 - B. Emotional Concern
 - C. Critical awareness
 - D. Environmental Awareness

II. A. Direction: Match column A to column B. Write the letter of the correct answer.

- | A | B |
|---|-------------------------|
| 1. The right that guarantees survival of the consumers | A. right to safety |
| 2. The right to know the content and expiration date of the product | B. right to basic needs |
| 3. The right of the consumers to be protected from products and services that may be dangerous to one's health. | C. right to information |
| 4. The right to choose a product at high price but with good quality and performance. | D. right to redress |
| 5. The right of the consumers to live in a pollution free environment | E. right to choose |

F. right to a healthy environment

B. Match the description in column A with the picture in column B. Write the letter of the correct answer.

A

B

_____ 6. A government agency that gives information on health programs and projects

A.



_____ 7. Source of reliable information and news

B.



_____ 8. People who help us improve our health conditions

_____ 9. Teaches pupils health education

C.

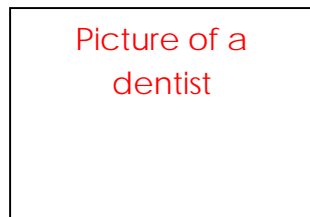


_____ 10. He helps us take care of our teeth.

D.



E.



III. Direction: Identify the factors that influence the consumers in choosing products and services. Choose your answers from the box below.

likes money feelings value other people and media

1. What is important for the buyer _____
2. What the buyer wants _____
3. The happiness of the consumer in using the product or service _____
4. What other people say _____
5. The price of the product or service _____

Key to Correction

- I.
1. A
 2. C
 3. D
 4. B
 5. B
 6. B
 7. D
 8. B
 9. D
 10. C

- II. A.
1. B
 2. C
 3. A
 4. E
 5. F
- B.
6. D
 7. C
 8. B
 9. A
 10. E

DRAFT
April 10, 2014

- III.
 1. value
 2. likes
 3. feelings
 4. other people and media
 5. money

Lesson 1: I am a Consumer!

I. Objective: At the end of the lesson, the pupil should be able to;

- define a consumer
- explain the components of consumer health.

II. Subject Matter:

Content: Introduction to consumer health education and its components

1. Health Information
2. Health Products
3. Health Services

Materials:

- Pictures, strips of paper or cartolina

References:

- DepEd (2013). K to 12 Health Curriculum Guide. Pasig: DepED.
- Galvez Tan, J.Z. et.al, (2009). The Health Curriculum in Philippine Basic Education. 2009. UNESCO National Commission of the Philippines.
- The Consumer Act of the Philippines. Republic Act 7394 (1992).

Background Information

A consumer is a person who uses information, products and services that are important to health.

Health information comes from various sources in the community. There are 2 types of sources of information namely: reliable and unreliable. Reliable information gives correct, scientific, updated, safe and healthful facts. Unreliable information gives information that is not true. It usually comes from individuals and institutions with personal interest and commercial purposes.

Health products include food, shampoo, soap, medicines, tooth paste and etc.

Health services are tangible or intangible.

The examples of providers of health services are the following;

- doctor
- dentist
- nurse
- *albularyo*
- hospital
- parlor
- barber shop
- restaurant
- barangay health center
- DOH (Department of Health)

III. Procedure

A. Preliminary Activity

Game: Guess What!

1. It is a place where we go when we like to have a new haircut.
2. It is a thing we use when we brush our teeth.
3. It is the date on the label of food, medicine, cosmetic or device and after this date, it is no longer permissible to sell them.

B. Developmental Activities

1. Ask the pupils to act out the following situations;
 - a. Mother and a child buying fruits and vegetables at the market
 - b. A barber trimming the hair of a boy
 - c. A buyer reading the information label of the medicine

Ask the following questions:

-Who are buying fruits and vegetables? Why are they buying? What do we call a person who is buying products for his/her own use?

-What service is the boy using? Who is giving the service?

- Why does the buyer read the label of the medicine?

- What do we call this information?

2. Let them name other health products, health services and information.
3. Instruct them to answer Activities 1 and 2 on page _____.

C. Generalization

Ask the following questions;

- Who is a consumer?

- What are the components of consumer health? Give examples for each component.

D. Evaluation

Answer Let's Check! on p ____.

Answers:

- I. 1. HS 2. HP 3. HI 4. HP 5. HI
- II. A consumer is a person who uses health information, products and services.

Lesson 2: **My Healthy Choice**

No. of Days: 2

I. **Objective:** At the end of the lesson, the pupil will be able to;

- identify the different factors that influence the choice of goods and services
- discuss the different factors that influence choice of goods and services

II. **Subject Matter:**

Content: Factors that Influence the Choice of Goods and Services

Materials: actual goods like school materials, biscuits, fruits, strips of cartolina

References:

- Consumer Rights. Retrieved December 15, 2013, from:
<http://www.dti.gov.ph/dti/index.php?p=720>
- Meeks, L. &Heit, P. Health and Wellness.(2006) New York: Macmillan/McGraw-Hill Companies, Pub. Company

Background Information

The factors that influence the choice of health information, products and services are the following:

a. Personal (interest, preference)

It deals with our needs, wants, likes, dislikes and time available.

Needs refer to information, products and services that consumers need to survive. These include fresh water, clothing and food. Wants are goods or services that consumers can live without but would like to

have. These include another pair of shoes, a new TV set and a comfortable bedroom. Personal preference is the like, dislike or the opportunity of choosing by the consumers. Time available of the consumers for travelling, shopping, and avail in services is also significant.

a. Economic (budget)

It deals with the amount of products and services that the consumers can afford. Purchasing of products and availing of services depends on the consumers' income.

b. Psychological (emotion)

It deals with the feelings of the consumers, their satisfaction in buying goods and availing of the services.

c. Ethical (values)

It deals with the standard norms of behavior of the consumers.

d. Environmental/Social includes one's family, peers, media, and trends.

Decision making on products that will be used by the family is typically done by the parents. This situation is common in many households since parents are responsible for budgeting, managing needs and looking for resources for the family. As a result, children are influenced by their parents in choosing health products. For example, in choosing what food to eat, the color of the clothes to wear, medicine to take and the brand of toiletries to use, the children are influenced by their parents. This situation can affect personal health and the behavioral development of a child. Therefore, parents should educate their children in choosing the right products to become healthy consumers. Quality and safety should always be considered to promote healthful living.

A parent should...

- accompany the child in purchasing health products
- discuss the use and effect of the health products
- give the child healthy options
- set a limit in spending through proper budgeting
- listen to the needs of the child

Peer influence could be **direct** and **indirect**. Direct peer influence can manifest through giving direct orders to maintain friendship. Giving in to a dominant friend is sometimes the result of direct peer influence. Unlike direct peer influence like bullying, indirect peer influence is somewhat pressure coming from within. We sometimes do things because we are afraid to be alone. Following what others do, the child will also do it, although no one is asking the child to do it. The same is true for a child who is asking to join an enjoyable game with friends or wanting to buy things because most friends have these.

Mass media are methods used to convey advertising information to the public such as television, radio, billboard, magazines, cinema, posters, streamers, leaflets, mail, and internet. Children in this modern world can easily access media anywhere. In school, community and at home, they can be exposed to wrong advertisements, and misleading information.

Advertisements in print, radio, TV and online are used as public media in promoting a product, service, or event. These use different propaganda techniques to promote the information, product and services for their commercial and personal interest. Internet is a network that connects computers around the world. It has websites set up by various groups of people with different objectives. Therefore, parents and teachers must always monitor the child's activities. As a big influence on a child, adults should know how to handle this situation. A child should be taught the right decision-making skills in choosing health products.

Children can easily be convinced by what they see or hear through media, without learning about the weaknesses of a product. Before buying health products or availing of different services, a child must be guided so that misleading advertisements can be avoided.

Consumer trends track more than what people buy and how much they spend. In buying goods and availing of services, consumer's habits and behaviors are currently prevalent. Children like to buy products because of the information they hear from users and the good feedback they read about in social networks.

III. Procedure

A. Preliminary Activities

1. Review

Game: Pass the Message

Message: A consumer is a person who uses health information, products and services.

Group the pupils into four. Each group will form a straight line. The teacher will call the leaders to say the message. Each leader will pass the message to the member behind. The message will be passed until it reaches the last pupil in the line. The last pupil in the line will give the message to the teacher. The group who first reports first the message correctly wins.

2. Motivation

Ask the following questions;

1. What are your everyday needs?
2. Would you like to buy another pair of shoes? Why?
3. Who accompanies you in choosing the things you like to buy?
4. Does your father or mother, help you choose the things you like to buy?

B. Developmental Activities

1. Set-up the following in front of the classroom:
 - a. Mini-store with goods
 - b. Strips of cartolina (with different services printed) posted on the blackboard/white board. The examples of services are restaurant, hospital, parlor, barber shop, dental clinic and barangay health center.

Allow the pupils to explore. Give them freedom to choose where they should go, either to the mini-store or to the the different services. Give them play money to be spent for buying different goods and different services. After shopping, they will share the reasons for their choices.

2. Ask the following questions;
 - a. Who decides on the health products your family will use?
 - b. Who influences you in buying school materials? How do they convince you? What do they say?
3. Introduce the different factors that influence the choice of goods and services. Encourage the pupils to share ideas about each factor.
 - Likes
 - Feelings
 - Money/Price
 - Value/Importance
4. Instruct the pupils to do Activity 1 on p ____.

C. Generalization:

Ask them do "Let's Remember".

D. Evaluation:

Do Let's Check on p. _____.

Answers:

1. likes
2. value
3. feelings
4. other people and media
5. money

Lesson 3: Be Wise, Be Healthy

I. Objective: At the end of the lesson, the pupil will be able to;

- Describe the skills of a wise consumer
- Demonstrate consumer skills needed for given situations

II. Subject Matter:

Content: Skills of a Wise Consumer

1. Budgeting
2. Bargaining
3. Data collection
4. Comparison buying
5. Communication and assertiveness

Materials:

- actual objects, charts, strips of paper

References:

- DepEd (2013). K to 12 Health Curriculum Guide. Pasig: DepED.
- Johnson, P. Hunter, L. (2011). Consumer stuff for kids. A teaching-learning resource. Retrieved from www.consumer.vic.gov.au/library/publications/resources-ad-education/teacher-resources/consumer-stuff-for-kids-teaching-and-learning-resource.pdf
- Galvez Tan, J.Z. et.al, (2009). The Health Curriculum in Philippine Basic Education. 2009. UNESCO National Commission of the Philippines.

Background Information

Consumers are users of goods and services. They buy goods such as foods, school materials, toys, clothes and books. They also avail different services at places like police stations, schools, hospitals, dental clinics, barber shops and parlor shops. Consumers must possess skills in choosing and buying products and services.

The skills of a wise consumer include:

1. Budgeting (plans and budgets what to buy)
2. Bargaining (bargains, negotiates)
3. Data Collection (reads information about the products and services)
4. Comparison buying (canvasses price and gathers information about the product)
5. Communication and assertiveness (writes or reports a complaint on a defective or fraudulent good/service)

III. Procedure

A. Preliminary Activity

1. Review

Form groups who will play a game in identifying the different factors that influence the choice of goods and services. Examples:

- a. Ricky wants his mother to buy him a bag since most of his classmates have new bags.
- b. Maria buys a pair of shoes that looks sturdy.

2. Motivation

Show the following real objects with labels;

- a. Pencil with eraser and sharpener which costs PhP 15.00
- b. Pencil with eraser which costs PhP 13.00

Ask: If you will choose between these two items, which pencil will you buy? Why?

B. Developmental Activities

1. Tell the pupils to read the story on page _____.
Ask the following questions:

- a. What did Mrs. Castro do before she bought the school bags for her children?
 - b. Write answers on the board. What kind of consumer is she? Why?
2. Instruct the pupils to do Let's Do! Activity 1 on p ____.
Ask: What do you consider before buying your snacks during recess time?
 3. Let the pupils answer Activity 2 on p ____.
Ask: How did you select the product?
What should a wise consumer do? Why?
 4. Instruct them to answer Activity 3 on p ____.
Ask: Why should you ask information before buying?
Do you need to complain when you receive a defective product?
Why? How will you do it?

C. Generalization

Ask: What skills should a wise consumer have?

D. Evaluation

Answer Let's Check! on p ____.

Answers: (in any order)

1. Plans and budgets what to buy
2. Bargains
2. Compares prices, gathers information before buying
3. Make a complaint about a defective product/service

E. Assignment

Answer "Let's Do this at Home" on page _____.

Lesson 4: My Consumer Rights

I. Objective: At the end of the lesson, the pupil will be able to;

- identify consumer rights
- practice consumer rights when buying

II. Subject Matter:

Content: Consumer Rights

- Right to basic needs

- Right to safety
- Right to information
- Right to choose

Materials:

- charts

Reference:

- DepEd (2013). K to 12 Health curriculum guide. Pasig: DepED.
- Consumer Rights. Retrieved from <http://www.dti.gov.ph/dti/index.php?p=720>.

Background Information

As consumers, we have rights to the different kinds of health information, services and products that we **get**. The following are the consumers' rights;

1. Right to Basic Needs

This right guarantees survival, adequate food, clothing, shelter, health care, education and sanitation. Here are ways to practice our rights to basic needs:

- a. Prioritize your needs.
- b. Look for quality, not quantity.
- c. Be quality conscious, not brand conscious.
- d. Do not engage in panic-buying.
- e. In times of crisis/calamity, be vigilant in ensuring that basic commodities are available in the market.

2. Right to safety

Consumers have the right to be protected from products and services that may be dangerous to one's health. Here are ways to practice our rights and to ensure our safety;

- a. Read labels and study the effectiveness of the product, ingredients, how it works/operates.
- b. If labels have warning signs, they should be kept out of children's reach.
- c. Ask for sample testers for large quantity of goods.
- d. If not satisfied, ask the salesman to explain the details of the product.

3. Right to Information

The right to be given facts and information needed to make a wise choice so as not to be misled by advertisements that make false or dishonest claims about the product.

What to do?

- a. Before buying the product, be sure to read labels and know the information such as content, number of pieces, manufacturing and expiration dates, ingredients, and care instructions, including warranties /guarantees or service contracts,
- b. Consult somebody who purchased the same product.

4. Right to Choose

This is the right to choose a product at a competitive price with assurance of high quality performance.

What to do?

- a. Specify what you really need to buy. Buy only what is important. It may be cheaper to buy big sizes, but it may not be what you need.
- b. Canvass before buying. Compare products in terms of price, quality and quantity.
- c. Read manuals /instructions carefully. If product testers are available, be sure to try these.
- d. If there are special offers like BUY 1 TAKE 1, compare with regular prices just to check that you are not paying for the free item.

III. Procedure

A. Preliminary Activities

1. Checking of Assignment
2. Motivation
 - a. Instruct pupils to turn to Let's Try! on p. ____.
 - b. Tell the pupils to study the pictures.
 - c. Ask the following:
 - What is the woman doing?
 - What is the man doing?

-Do you also do these? Why?

B. Developmental Activities

1. Ask some pupils to act out the following situations printed on strips of paper:

- a. Mother buys food and clothes for the family. She asks for information about what she is buying.
- b. At the drugstore, Father reads the label and looks for the expiration date, and ingredients of cough syrup.

After the activity, ask the following questions;

- a. Why does mother ask the help of the saleslady? What right as a consumer does she practice?
 - b. Why does father read the label of the cough syrup before buying it? What consumer right does he practice?
2. Introduce some consumers' rights such as right to basic needs, right to safety, right to information, and right to choose. Write on the blackboard/whiteboard or manila paper.

3. Ask the pupils to enumerate and discuss each consumer right.

4. Instruct the pupils to do activity 1 on p. ____.

Answer Key: 1. B 2. B 3. A 4. A 5. A 6. C 7. D 8. B

5. Instruct the pupils to do Activities 2 and 3 on p. ____.

Act. 2 Answer Key:

1. Right to Information
2. Right to Safety
3. Right to Choose
4. Right to Information
5. Right to basic needs

C. Generalization

Ask the following questions;

- What are the basic rights of the consumers?
- What questions should you ask a seller before buying?
- Ask them to do " Let's Remember!" on p____.

D. Evaluation

Instruct pupils to answer "Let's Check!" on p. ____.
(Answers will vary.)

E. Assignment

Do the activity on p. _____.

Lesson 5: Let's Practice our Rights

- I. **Objective:** At the end of the lesson, the pupil will be able to;
- identify basic consumers rights
 - practice basic consumer rights

II. Subject Matter

Content: Consumer Rights

- Right to representation
- Right to redress
- Right to consumer education
- Right to a healthy environment

Materials:

- Metacards

References:

- Consumer rights. Retrieved from:
<http://www.dti.gov.ph/dti/index.php?p=720> .
- National Consumer Affairs Council (n.d.). Consumer rights and responsibilities. Retrieved from naciphil.tripod.com/id9.html

Background Information

The fifth consumer right is THE RIGHT TO REPRESENTATION, which is the right to express interest in the making and execution of government policies.

What to do:

- Read newspapers and bulletin boards at private and government offices, especially in your locality for announcements of public hearings
- Take time to attend public hearings or even meetings conducted in your area wherein consumer issues are discussed.

- Be aware of how the consumer laws and regulations are implemented in your locality.

The sixth consumer right is THE RIGHT TO REDRESS, which is the right to be compensated for misrepresentation, shoddy goods or unsatisfactory services.

What to do:

- In case you bought a defective product, try returning to the store where you bought the item and look for the Consumer Welfare Desk.
- You may request a replacement, refund or if needed, have the defective item repaired.
- If the manager or store representative does not act on your complaint, proceed to the agency which has jurisdiction over your case.
- Bring the necessary documents like a complaint letter and a copy of your receipt and other documents you deem are vital for the mediation.
- Be sure to attend the mediation conference.

The seventh consumer right is THE RIGHT TO CONSUMER EDUCATION which is the right to acquire the knowledge and skills necessary to be an informed customer.

What to do:

Ap

- Scan newspapers, magazines and other reading materials for articles or news bits, which educate consumers on how to get the best value for their money.
- Involve yourself in public hearings or even meetings conducted in your area wherein consumer -related issues such as access to basic goods and services, product quality and safety, sustainable consumption, and the like are being discussed.
- Participate in seminars, conferences and fora conducted by government agencies, consumer groups and business / industry sectors regarding news and regulations for consumer welfare.

The eighth consumer right is THE RIGHT TO A HEALTHY ENVIRONMENT which is the right to live and work in an environment that is not threatening nor dangerous and which leads to a life of dignity and well-being.

What to do:

- Be aware of the kind and extent of pollution in your locality, like air pollution, noise / odor, etc. so that you would be able to address the problem
- Do your share in caring for our environment by practicing the 3R's of environmental protection:
 - ❑ REDUCE the source of solid wastes by buying earth friendly products. These are products that could be disposed properly without harming our environment.
 - ❑ REUSE products and containers as much as possible.
 - ❑ RECYCLE because using recycled products will prolong the life of our landfills.

I. Procedure

A. Preliminary Activity

1. Checking of Assignment
What consumer rights have you learned?
2. Do Let's Try! on p. ____.
3. Ask:
 - a. What items are accepted by the Department of Health? What ingredients are these enriched with? Have these items expired? Is it important for us to know all these details? Why?
(Tell the class that if the item/goods has the DOH logo and its has the fortified seal it is safe for children to eat) Show these to the pupils.

B. Developmental Activities

1. Tell: We will a have group activity. We will divide the class into four groups.
Each group will act out the situation printed on given meta cards.
 - Group 1- You and your mother will attend a barangay assembly conducted by the DOH about the importance of generic medicines.
 - Group 2- You bought an expired cupcake from the grocery store. You returned it to the vendor.
 - Group 3- Mother read in a magazine about the importance of using iodized salt.
 - Group 4- Aling Nora sees to it that when she goes to market, she brings with her a basket and some ecobags. She does not use plastic bag.
5. The situations presented by the different groups show consumer rights. What must we do when there are meetings and assemblies in school and in the barangay? What must we do when the vendor does not like to change or replace the goods we bought? Why is it important for us to use recyclable materials?

6. Introduce the rights and let the children match each with the situations performed by the groups.

C. Generalization:

What are the different consumer rights? Why do we need to practice these when buying?

Let them do "Let's Remember" on page _____.

D. Evaluation:

Do Let's Check on p. _____.

Answer Key:

1. Redress
2. Representation
3. Consumer education
4. Healthy environment
5. Redress

Lesson 6: I am Responsible

I. **Objectives:** At the end of the lesson, the pupil will be able to;

- identify consumer responsibilities
- discuss consumer responsibilities

II. **Subject Matter**

Content: Consumer Responsibilities

- Critical Awareness
- Action
- Social Concern
- Environmental Awareness
- Solidarity

Materials: clothes (pants, shirt, blouse, shorts, sando with price tags)

References:

- National Consumer Affair Council (NCAC). (n.d) Consumer Rights and Responsibilities. Retrieved from naciphil.tripod.com/lidq.html

Background Information

THE FIVE (5) CONSUMER RESPONSIBILITIES

1. Critical Awareness

The responsibility to be more alert and questioning about the use and the price and quality of goods and services we use.

2. Action

The responsibility to assert ourselves and act to ensure that we get a fair deal. Remember that as long as we remain passive consumers, we will continue to be exploited.

3. Social Concern

The responsibility to be aware of the impact of our consumption on other citizens, especially the poor, exploited, disadvantaged or powerless groups, whether in the local, national or international community.

4. Environmental Awareness

The responsibility to the environmental consequences of our consumption. We should recognize our individual and social responsibility to conserve natural resources and protect the earth for future generations.

5. Solidarity

The responsibility to organize together as consumers to develop the strength and influence to promote and protect our interests.

Source: National Consumer Affairs Council (NCAC). (n.d) Consumer Rights and Responsibilities. Retrieved from naciphil.tripod.com/lidq.html

III. Procedure

A. Preliminary Activity

1. Review

- Form 3 groups and ask each group to role play a situation about consumer right. Let the others guess this right.

2. Motivation

The pupils will answer a given question. The answer must be written on a piece of paper and placed in the "Health Box".

Question: What should you do as a consumer before you use a product or service?

B. Developmental Activities

1. The pupils will open the box and will read the answers on the pieces of paper. Based on the answers, let them know their responsibilities as consumers.

2. The teacher will discuss the five consumer responsibilities written in the chart. Elicit some answers from the pupils.

3. Tell them to answer Activity 1 on p._____.

Answer Key:

- | | |
|------|------|
| 1. ☺ | 5. ☹ |
| 2. ☹ | 6. ☹ |
| 3. ☺ | 7. ☺ |
| 4. ☹ | 8. ☺ |

C. Generalization:

Ask: What are the consumer responsibilities that you must do before you use a product or a service.

Let them do "Let's Remember" on page__ .

D. Evaluation:

Do Let's Check on p. _____.

Answers:

1. Critical awareness
2. Environmental Awareness
3. Solidarity
4. Action
5. Social Concern

Lesson 7: Information: Good for Me and You

No. of Days: 2

- I. **Objective:** At the end of the lesson, the pupil will be able to;
- identify reliable sources of health information.

II. Subject Matter

Content: Sources of reliable health information

- Government agencies
- Health Professionals
- Printed materials

Materials:

- Pictures of sources of reliable health information

- strips of papers
- pocket charts

Reference:

- Consumer Rights. Retrieved from:
<http://www.dti.gov.ph/dti/index.php?p=720>.

Background Information

Health information can come from different sources. To be helpful, the information must be reliable. Reliable information is based on scientific study. Scientists test health products and services. They decide if the information about these products and services is correct or not. Reliable health information comes from sources that can be trusted.

Sources of reliable health information

- Government agencies such as Department of Health, Department of Education, Department of Trade and Industries
- Health Professionals such as licensed doctor, dentist, nurse, health educator
- Printed materials such as health books, pamphlets, brochures, and magazines produced by health professionals or legitimate institutions
- Examples of unreliable sources of information are friends, playmates, classmates, siblings, and neighbors.

III. Procedure:

A. Preliminary Activities

Ask: "When you want to get information about health, where do you go?"
List answers on the board.

B. Developmental Activities

1. Ask the pupils to read their answers on the board.
2. Let them group common answers together.
3. What do you think are the most reliable sources of health-related information? Why?
4. Discuss the different sources of reliable health information. Bring and show samples of printed materials.

5. Do Activities 1-3 on p. _____.
Answer Key Activity 1: DOH, DepEd, DTI
Answer Key Activity 2: 1. ✓ 2. X 3. X 4. ✓ 5. X
6. Form groups to act out the following situations:
- A. A person recommending medicine to a sick friend because this was proven effective to him/her
 - B. A playmate who asked her friend to buy a new lotion which can make the skin whiter
 - C. A neighbor advising someone to buy a vitamin which can make one healthier
7. Ask the class after each presentations, what should one do in each situation? Why?
Are your friends, classmates, playmates and neighbors qualified to give health information?

C. Generalization:

What are the different sources of reliable information?
Why should we believe them?

D. Evaluation:

Do Let's Check on p. _____.
Answers:

1. / 2. / 3. 4. 5. / 6.

POST-TEST

I. Directions: Read and answer each item carefully. Choose and write the letter of the correct answer.

1. Mother is preparing to go to market. She has 1000 pesos for a week's food of the family. She lists only those that are needed and can be used for a week. Mother is___
- a. bargaining
 - b. planning
 - c. informing
 - d. gaining
2. Mrs. Enriquez is looking for a doctor to treat her son. She asks about three doctors at the hospital. Why is she a wise consumer?
- A. She looks for a bargain.

- B. She compares doctors.
- C. She budgets her money.
- D. She looks for the cheapest doctor.

3. Vining bought laundry soap on sale. After using it, she had allergy on the skin. What did she forget to do?

- A. Ask for a bargain
- B. Ask a doctor
- C. Look for the price
- D. Read the label

4. Fred's mother is buying a special soap for his allergy. There is a new soap offered as a bargain. She buys the soap without consulting a doctor. What kind of consumer is Fred's mother?

- A. She is a wise consumer.
- B. She practices her right.
- C. She is comparing services.
- D. She is not a wise consumer.

5. Benet is in a store with her Mother to buy a bag. She sees one like her Mother's bag. It is also in fashion. What do you think will she buy?

- A. a bigger bag
- B. a bag like her mother
- C. a more colorful bag
- D. a bag like her friend's

6. Nora's friends love to eat banana cue. They share their banana cues with her. She also starts buying banana cue. Who influenced her to buy banana cue?

- A. Parents
- B. Friends
- C. Neighbors
- D. Classmates

7. Mother is at the bakeshop. She looks for the expiration date of the bread. Why did she do that?

- A. She needs a lot of bread.
- B. She wants cheaper bread.

- C. She wants safety for her family.
- D. She likes bread for her children.

8. Linda is in the market and sees vendors selling tomatoes. She buys those that are already packed. She practices the right to_____.

- A. buy
- B. choose
- C. information
- D. safety

9. Karen buys a defective bag. She returns it to the store. What right does she show?

- A. right to redress
- B. right to choose
- C. right to safety
- D. right to information

10. Ramon asks about the use, price and the materials used in making the product he wants to buy. What consumer responsibility does he practice?

- A. action
- B. solidarity
- C. critical awareness
- D. environmental awareness

II. Directions: Identify the right of the consumer being described. Choose from the rights stated below

1. Return faulty or defective goods. _____
2. Consumers are protected from dangerous goods and services _____
3. If things have warning signs, keep them out of reach of children. _____
4. Buy only the most important things you need. _____
5. Compare the price of one product with another. ____

- | |
|--|
| <ul style="list-style-type: none">a. Right to Redressb. Right to Safetyc. Right to Consumer Educationd. Right to Informatione. Right to Choosef. Right to basic needs |
|--|

III. Direction: Write Yes if the statement tells about consumer responsibility. Write No if it is not.

_____1. If you believe that the goods you bought are faulty you should stop using. See to it that you study the quality of a product before buying.

_____2. You can refund goods you bought even if you do not have proof of purchase such as receipt.

_____3. Good traders try to keep their customers happy so they shouldn't get angry at the costumers.

_____4. Groceries and department stores must provide fast lanes for senior citizens and people with disabilities.

_____5. Ask the salesman to demonstrate how the new product works before you buy.

_____6. Always vacate the front seats in the bus for the elderly and senior citizens.

_____7. The use of paper bags should be implemented at all grocery stores.

IV. Supply the needed information below about the sources of reliable information.

Write the sources of reliable health information

Government Agency 8. _____

Health Professionals 9. _____

Printed Materials 10. _____

Key to Correction

I

1. B

2. B

3. D

4. D

5. B

6. B

7. C

8. B

9. A

10. C

II.

1. A
2. B
3. D
4. F
5. E

III.

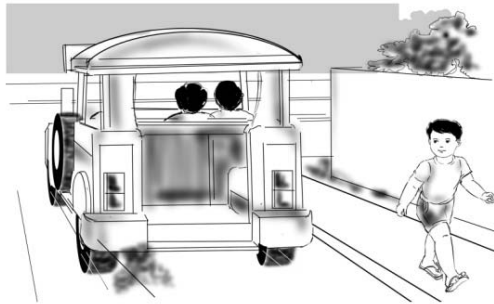
1. YES
2. NO
3. YES
4. YES
5. YES
6. YES
7. YES

IV. (Note: Select just one from among the expected answers.)

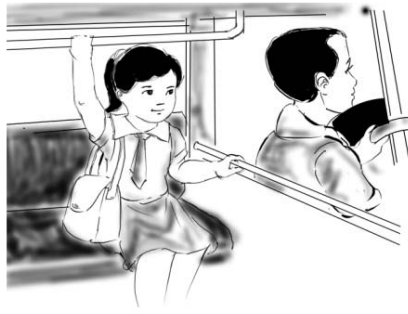
8. (DOH,DEPED, DTI)
9. (LICENSCED MEDICAL DOCTOR, DENTIST, NURSE, HEALTH EDUCATOR)
10. (HEALTH BOOKS, PAMPHLETS, BROCHURES AND MAGAZINES)

April 10, 2014

QUARTER 4



Ap



14

INJURY PREVENTION AND SAFETY

INTRODUCTION:

According to a study by the World Health Organization one of the leading causes of unintentional injury globally is road traffic injuries. Our country is of no exception especially with the high number of crashes involving public utility vehicles. More citizens are therefore exposed to hazard since most people are public transport commuters.

These lessons in road safety seek to put a stop into this. Hence, many hands-on activities and actual practice are provided for this quarter, the goal of which to help the learners develop safety habits that will minimize their risks of meeting accidents in the road and in vehicle.

Instruct the pupils to answer the Pre-test.

I. **Direction: Encircle the letter of the correct answer.**

1. Who are road users walking and crossing the streets?
 - A. Drivers
 - B. Commuters
 - C. Passengers
 - D. Pedestrians
2. What is a safe area for pedestrians in crossing the streets?
 - A. Behind the vehicles
 - B. Middle area of the street
 - C. Terminal
 - D. Pedestrian Lane
3. Which is a safe part to sit in a bus?
 - A. Near the door
 - B. Near the window
 - C. Behind the driver
 - D. Far from the door
4. What must you do to avoid accidents?
 - A. Throw your litter outside the vehicle.
 - B. Do not extend any part of your body outside the vehicle.
 - C. Do not wait for the bus to make a complete stop before boarding.
 - D. Transfer from one seat to another while the vehicle is moving.

5. What road safety rule will you apply?

The jeepney is full and there are no **vacant** seats. Some passengers are **holding** on to the bars. Some are clinging at the bar at the entrance.

- A. No overloading
- B. Sit near the entrance
- C. No running into the street
- D. Line up while waiting for your turn

6. A natural hazard in the community is _____.

- A. Earthquake
- B. Kidnapping
- C. Snatching
- D. Car accident

7. To keep safe during an earthquake, one must _____.

- A. Cover-duck-hold
- B. Duck-cover-hold
- C. Cover-hold-duck
- D. Hold-cover-duck

8. A man-made hazard in the community is _____.

- A. Flood
- B. Landslide
- C. Typhoon
- D. Road accident

9. A guideline for man-made hazards is _____.

- A. Don't go to dark places.
- B. Listen to news updates.
- C. Have an emergency kit ready.
- D. Look for a safe place.

10. A stranger encourages Rodel to accompany him. Rodel should _____.

- A. neither talk nor follow him
- B. accept his offer
- C. follow him
- D. talk to him

II. Direction: Match column A to column B. Write the letter of the correct answer on the space before the number.

A
___1. Pedestrian Not Allowed

___2. School Zone

___3. Pedestrian Crossing

___4. Slippery road

___5. Road Work/Construction Going on

B

a.



b.



c.



d.



e.



f.



Key to Correction

- I. 1. D
- 2. C
- 3. C
- 4. B
- 5. A

- 6. A
- 7. D
- 8. A
- 9. C
- 10. A

- II.
 - 11. C
 - 12. D
 - 13. B
 - 14. A
 - 15. F

Lesson 1: Keep Safe with Road Signs

I. Objectives: At the end of the lesson, the learners will be able to:

- Identify the different road signs which can help them as a pedestrians
- Explain the meaning of traffic signals and road signs

II. Subject Matter:

Content: Road Safety Practices as Pedestrian: Traffic Rules and Road Signs

Materials:

- Pictures of actual road signs and pedestrian green, yellow and red signages

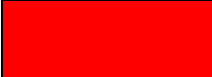








References:

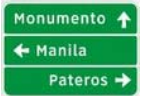

- Ibanez, N. (2012). *How to read traffic signs: recognizing shapes and colors*. Retrieved from <http://www.dmv.org/articles/how-to-read-traffic-signs-recognizing-shapes-and-colors/>
- Crossing enhancements. Retrieved from <http://www.walkinginfo.org/engineering/crossings>
- School safety reference manual (2004). Philippines: DuPont

Background Information

Road signals and signs provide important information and warnings to ensure safety for users. These also help maintain order in the streets. Road signs should be clearly visible to all users.

Pedestrians are road users who walk and cross the streets. Thus, it is essential to understand the different signs and symbols in the streets to avoid any untoward incident. Shapes and colors that are shown in traffic signs have different meanings.

	Red – almost always indicates stop! This commonly gives prohibitions to any pedestrian or vehicle to enter.
	Green – almost always indicates go particularly in traffic lights. It may also indicate direction or information on where to proceed.
	Yellow – stands for CAUTION. It mostly serves as a general warning.
	Black and White – provides regulation (i.e. speed limit)
	Orange – signifies construction. You will likely see this at a construction site or the color of the traffic cones.
	Blue – stands for guidance. It contains instructions and information for motorists.
	Octagon – means stop!
	Triangle – gives warning or junction signs Upside down triangle – means “yield” or “give way”
	Diamond – warns possible hazards ahead
	Pennant – advanced warning of no passing zones
	Round – stands for railroad or indicates instruction on prohibitions
	Pentagon – school zone ahead, pedestrian crossing

	<p>Horizontal rectangle – provides guidance to motorists</p>
	<p>Vertical rectangle – serves as regulatory notice</p>

III. Procedure

A. Preliminary Activities: “Green, Yellow and Red”

Motivation

This activity will activate the prior knowledge of your pupils in following directions, particularly in traffic rules.

- Using green, yellow and red signages, engage the pupils in activities (ex. group stop dance, marching, etc.) that focus on the basic colors in road safety. Ask them do Let’s Try on page ____.

Green – Go Yellow – Slow down Red – Stop

- After the activity, ask/guide the pupils to relate the situation by asking the following:
 - Where else can you see these colors?
 - Aside from these colors, what traffic signs do you see in the road?

B. Developmental Activities

- Show models or pictures of the different road signs. If the pupils have seen this model or picture before answer yes by raising hands. If not, answer no by putting their hands down.
 - Stop Light for pedestrian
 - Pedestrian Crossing and Children’s Crossing
 - No Jaywalking
 - School, Church and Hospital Zone
 - Stop and Go Signs
 - Pedestrian Lane
 - Pedestrian Not Allowed
 - Railroad Crossing
- Ask the pupils to share their insights on the meaning of each sign based on the symbols.
- Reveal the exact meanings of the basic road signs and check if they got the correct answers. Ask them do Let’s Do This Activity 1 on page__.
- Follow-up questions:
 - For whom are these road signs?

- b. Why should road users or pedestrians know and follow all these traffic signs?

C. Generalization

1. Ask the pupils to identify individually the traffic signs they might encounter as pedestrians.
2. Teach the class an action song about road safety on the basic precautions of stop, look and listen. Ask them to do Let's Remember on page ____.

D. Evaluation

Please see Let's Check on LM p. ____

E. Assignment

Please see Let's do this at Home on LM p. ____

Lesson 2: Crossing the Street Safely

I. Objectives: At the end of the lesson, the learners will be able to:

- Explain road safety practices as pedestrians
- Demonstrate road safety practices as pedestrians

II. Subject Matter:

Content: Road Safety Practices as Pedestrian

- **Cross safely using the pedestrian lane (with an adult or in groups)**
- **Walk facing traffic (best chance to see approaching vehicles)**
- **Walk on the sidewalk**
- **Be aware of bikers and runners while walking**

Materials:

- Improvise pedestrian lane
- green, yellow and red signages
- chart of road safety signals for pedestrian

References:

- School safety reference manual (2004). Philippines: DuPont

Background Information

Accidents and injuries may happen anytime and anywhere. These occur frequently in residential and main streets. There is a greater risk of accidents

when drivers are careless and do not observe traffic signs and speed limits, and there are no sidewalks and pedestrian lanes.

Pedestrian lanes and sidewalks are safe areas for pedestrians. Pedestrian lanes are used for crossing the street, while sidewalks are the road edges for the pedestrians. Take at least one big step back from the edge of the road to have boundaries for the incoming vehicles.

Here are some safety reminders for the pedestrians;

1. Read and obey traffic signs and signals.
2. Stop, look and listen before crossing the street.
3. Be alert while on the streets. Listen and watch out carefully for incoming bikers, runners/joggers, or vehicles.
4. Walk opposite the traffic flow in order to see the incoming vehicles and to protect yourself quickly.
5. Stay focused. Do not play along the streets. Do not use gadgets.
6. Use the safe areas of the road for pedestrians such as sidewalks, overpass, underpass and pedestrian lanes.
7. Wear bright colored clothes to be visible when crossing the street at night.
8. Cross safely using the pedestrian lane (with an adult or in groups).

III. Procedure

A. Preliminary Activities

1. Check the assignments by asking at least 3 pupils to read their answers aloud.
2. Sing the action song that you learned from Lesson 1.
3. Motivation:
Activate prior knowledge by asking the following questions:
 - a. Who is a pedestrian?
 - b. What road signals and signs do you see on your way to school?

B. Developmental Activities

1. Ask the pupils to study the picture on Let's Do This on p ____.
Ask:
 - a. Based on the picture, how will you cross the street?
 - b. How can a pedestrian be safe while on the street?

2. Make instructional materials on road safety practices for pedestrians and explain its use. *(Refer to background information)*
3. Instruct the pupils do Let's Do This-Activity 2 on p. ____.

C. Generalization:

1. Create a scenario wherein the pupils will play pedestrians and apply the different road safety practices.
2. Ask some pupils to act out some roles in road safety situations.

Example:

- Pedestrians
- Traffic enforcer
- Vehicles
- Stop light

3. Guide and ask the pupils to recite individually the different road safety practices while crossing and walking on the streets.

D. Evaluation

- Please see Let's Check on LM p. ____ or evaluate the pupils' performance in play acting while crossing and walking on the street.

Rubrics for Participation

KEY	1	2	3	4
Working with Others	Rarely listens to, shares with, and supports the efforts of others, often disrupts or discourages others' attempts to participate	Often listens to, shares with, and supports the efforts of others, but sometimes not actively listening or responding	Usually listens to, shares with, and supports the efforts of others	Almost always listens to, shares with, and supports the efforts of others. Inspires others to volunteer
Attitude towards learning	Shows little evidence of wanting to be in the class to learn	Shows effort but displays some extreme playful attitudes which disregards the essence of the activity	Seems interested in learning, makes an above average effort to maximize the learning experience	Exhibits extremely diligent and spirited desire to learn the material, and enhance the learning of others in the class

Lesson 3: Safety at Loading and Unloading Zones

I. **Objectives:** At the end of the lesson, the learners will be able to:

- Explain basic road safety practices as passengers
- Demonstrate road safety practices as passengers

II. **Subject Matter:**

Content: Road Safety as Passenger-Safe Loading and Unloading

Material:

- Pictures of actual road safety signs and commuters

References:

- DepEd (2013). K to 12 Health curriculum guide. Pasig: DepED.
- ELL activity guide Grade 3, Health and wellness (2001).
Mcmillan/McGraw-Hill.
- School safety reference manual (2004). Philippines: DuPont

Background Information

Passengers refer to users who use and pay for any mode of transportation to reach their destination. There are many kinds of transportation we can choose as commuters, like "*padyak*", tricycle, jeep, bus, taxi, LRT, etc. In some instances, passengers and public utility vehicles (PUV) cause unnecessary traffic on the road because they do not follow traffic rules. To ensure smooth and safe traffic flow, passengers and vehicles have proper areas to load and unload.

Safety measures in loading and unloading include:

- Stay at the sidewalk and wait at the designated safe area.
Stay five giant steps away from the side of the vehicles.
- Do not play on the streets while waiting for transportation.
- Fall in line and wait for your turn to board. Allow passengers to get off first.
- Before getting on, wait for the vehicle to make a complete stop on the proper area before loading. Before getting on, stay seated until the vehicle stops.
- Do not push or play while getting off the vehicle.
- To avoid accidents, use handrails or hold on strongly to the vehicle.

III. Procedure

A. Preliminary Activities

1. Review the different road safety practices for pedestrians by showing the pictures again to the pupils.
2. Motivation:
Ask the class to study the picture on LM Let's Try p ____.
Follow-up questions:
 - What are the differences between the two pictures?
 - Which picture do you think is safer?

B. Developmental Activities

1. Present the different road signs and get pupils' feedback if they have seen this before by answering "yes" or "no".
 - a. Loading and unloading zones
 - b. No loading and Unloading
2. Ask the pupils to share their insights about the meaning of each sign.
3. Reveal the exact meanings of common road signs and check their answers.
4. Follow up questions:
 - a. For whom are the road signs intended?
 - b. How should commuters behave while waiting for transportation?

C. Generalization:

1. Ask the pupils to identify individually the traffic signs for passengers.
Follow-up questions:
 - What safety rules should we follow as commuters?
 - Why do we need to follow these safety rules? Explain.
2. Read the poem about road safety. Sing to the tune of "We Can Do Everything Together."

D. Evaluation:

Answer activity on LM page _____. Please see Let's Check!

E. Assignment

See Let's Do this at Home on LM p. _____

Lesson 4: Safety First Inside a Vehicle

- I. **Objectives:** At the end of the lesson, the learners will be able to:
- Explain basic road safety practices as a passenger
 - Display self-management skills for road safety

II. **Subject Matter:**

Content: Road Safety as Passenger

Materials:

- pictures
- charts

References:

- DepEd (2013). K to 12 Health curriculum guide. Pasig: DepED.
- ELL activity guide Grade 3, Health and wellness (2001). Macmillan/McGraw-Hill.
- School safety reference manual (2004). Philippines: DuPont

Background Information

Public transportation is a system of vehicles such as buses, jeepney, trains, that operate on fixed routes and are meant for the public. Some vehicles are often not equipped with safety devices since it is commonly being used by the general public.

Private transportation is a system wherein people use their own vehicles on the way to a destination. Private vehicles are equipped with safety devices like seatbelts, airbags, reinforced impact beams and bumpers.

Safety Rules for taking public transportation

a. Jeepneys /buses

- Wait for the vehicle to make a complete stop before boarding.
- Choose a place far from the entrance. Don't sit by the back or side door. Although these places provide good views, these are the most vulnerable during accidents.

- Never put arms, hands and head outside the window.
 - Don't stand or transfer from one seat to another while the vehicle is in motion.
 - Always hold on to the safety bars while inside the jeep or bus.
- b. Tricycles /Pedicabs
- When riding tricycles, never sit behind the driver. Always sit in the sidecar, the inner portion of which is the safest area.

III. Procedure

A. Preliminary Activities

1. Check the assignments by asking at least 3 pupils to read their answers aloud. Collect notebooks and check.
 2. Review road safety including the different road signs for passengers. Ask the pupils to identify the different safety guidelines for passengers.
 3. Let the pupils to read the poem entitled "The King of the Road" on LM p ____.
1. Discuss every stanza of the poem.
 2. Follow-up questions
 - a. Who is the "king of the road"?
 - b. Why do you think the jeepney is the king of the road?
 - c. Have you experienced riding in a jeep? How did you feel?
 - d. Is it safe to cling to the bars while riding in a jeep?
 - e. Which habits of jeepney drivers cause accidents?
 - f. How can passengers of jeepneys avoid accidents?

B. Developmental Activities

1. Ask the pupils do activity 1 on LM p ____.
2. Discuss the story of Lucia and her family.
 - a. What happened while Lucia and her family were on their way to the birthday party?
 - b. What would have happened if they did not wear their seat belts?
 - c. If you were a passenger, what are the different ways to be safe in a vehicle?
 - d. Have you experienced riding a tricycle? Where did you sit? Is it safe to ride outside the tricycle, behind the driver? Where is it safer to sit?

C. Generalization:

1. Do Activity 2 on LM p.____
2. What safety rules should we follow as passengers?
3. Why do we need to follow these rules?

- Choose to sit in the sidecar of the tricycle or in the middle if in a car.
- Choose a place far from the entrance.
- Never put arms, hands and head outside the window.
- Be seated while the vehicle is moving.
- Always wear a seatbelt if available.

D. Evaluation:

Do the activity on page ____.
Please see Let's Check!

E. Assignment

Ask the children to bring local newspapers with stories about road hazards.

Lesson 5: Unsafe Roads

I. Objectives:

- Describe dangerous, destructive and disturbing road situations that need to be reported to authorities
- Display self-management skills on road safety

II. Subject Matter:

Content: Road hazards and accident prevention

Materials:

- pictures
- charts

References:

- DepEd (2013). K to 12 Health curriculum guide. Pasig: DepED.

- Kids on the move Levels 1 & 2: Traffic safety education for primary schools-Book 2 (2006). Victoria, Australia: Vicroads.
- Cronan, Kate et al(2005). Decisions for Health. United States of America:Holt.
- Meeks, LB & Heit, P. Stay safe, health & wellness. United States of America:Macmillan/McGraw-Hill Publishing

Background Information

The increasing number of road accidents is alarming. These accidents are caused by dangerous, destructive and disturbing road situations that may even lead to death.

Some Causes of Dangerous Road Situations:

- Bent or curved roads, hills, and blind corners
- Things on the footpath that cause you to leave the footpath, like people riding bikes, motorcycles, and scooters; potholes and open manholes; cars, vans, jeepneys, trucks and tricycles parked across foot paths
- Lack of footpaths especially in rural areas, so people need to walk along the side of the road
- Poor lighting on the road
- Slippery road after heavy rain

Other dangerous road situations occur because of the following reasons;

1. Pedestrians and commuters who do not follow road safety practices
2. Drivers who do not obey traffic rules and signals
3. Drivers under the influence of alcohol or drugs
4. Inadequate number of traffic enforcers
5. Lack of traffic signals

The authorities who attend to road incidents include police officers, traffic enforcers and medical officers. Others are firefighters and other representatives of organizations like Philippine Red Cross. They should always be visible to monitor any road accident.

III. Procedure

A. Preliminary Activities

1. Review road safety by recalling the different road safety guidelines for passengers.
2. Motivation
 - a. Complete the semantic web on Let's Try! p____.
 - b. Discuss the answers of the students related to dangerous road situations.

B. Developmental Activities

1. Do activity 1 on LM p.____.
2. Ask the pupils to bring local news papers.
3. Ask a pupil to read a news item about road hazards.
4. Ask:
 - a. What happened in the news?
 - b. Why did this kind of accident happen?
5. Instruct them to do Activity 2 on LM p ____.

C. Generalization:

1. Discuss different road hazards such as open manholes, slippery surfaces, crowded sidewalks, uneven surfaces and poor lighting.
2. Ask the pupil, about their responses if they see the dangerous situation in the road mentioned above?

D. Evaluation:

- Answer the activity on LM p____.
- Please see Let's Check!

Lesson 6: Hazards in the Community

I. Objectives: At the end of the lesson, the learners will be able to:

- Identify hazards in the community
- Follow safety rules to avoid accidents in the community

II. Subject Matter:

Content: Hazards in the Community: Natural Hazards

Materials:

- pictures
- charts

References:

- DepEd (2013). K to 12 Health Curriculum Guide. Pasig: DepED.
- Index Mundi (2013). *Philippines Country Profile*. Retrieved from www.indexmundi.com/philippines
- The Philippine public storm warning signals (2012). Retrieved from <http://www.gov.ph/crisis-response/the-philippine-public-storm-warning-signals/>
- Natural disaster reduction. Retrieved from http://kidlat.pagasa.dost.gov.ph/ndrb/NDRB_Website.html

Background Information

Community hazards put us at risk of being hurt, and even dying. These community hazards can be divided into two types, natural and man-made hazards.

Natural hazards include (Index mundi, 2013)

- Earthquake
- Typhoon
- Flood
- Tsunami and storm surge
- Volcanic eruption
- Landslide
- Forest fire

To ensure public safety, community guidelines should be set to lessen victims of these community hazards. These guidelines should always be promoted and observed in homes and in the community.

Natural hazards

- Don't panic.
- Be familiar with people in the community who can help you in the community.
- Look for a safer place and stay there.
- Always listen to news and parental advice.
- If trapped, make some noise without speaking to conserve voice.

- Prepare an emergency kit with food, water and important documents.

Fire

- Do not play with candles or any flammable material.
- Unplug appliances if not in use.
- Monitor your cooking.

Practice the following guidelines to be safe during natural disasters.

Earthquake



Rainfall Advisory  April 10, 2014

Warning	Indication	Response
RED WARNING	Serious flooding expected in low lying areas	Evacuation
ORANGE WARNING	Flooding is threatening	Alert for the possible evacuation
YELLOW		Monitor for possible

WARNING

Flooding is possible

flooding

Philippine Public Storm Signal Warning

1. When a tropical cyclone intensifies and moves closer, this warning signal number may be upgraded.
2. The waves on coastal waters may gradually develop and swell.
3. The people are advised to listen to PAGASA updates and severe weather bulletins.
4. Business may be carried out as usual except when floods occur.
5. Disaster preparedness units are activated to alert status.



1. The sea and coastal waters are dangerous to small sea craft.
2. Special attention should be given to the latest position, direction, movement, speed, and intensity of the storm as it moves toward an area.
3. The public, especially people travelling by sea and air, are cautioned.
4. Classes in elementary and secondary levels are suspended
5. Outdoor activities of children should be postponed.
6. Disaster preparedness agencies/organizations must alert their communities.



1. The weather condition is dangerous to the communities.
2. The sea and coastal waters are very dangerous to all sea craft.
3. Travel especially by air and sea is very risky.
4. People are advised to evacuate low-lying areas and stay away from the coasts and riverbanks.
5. Classes in all levels are suspended and children stay in the safety of strong buildings.



6. Disaster preparedness and response agencies/organizations are in action with appropriate response to emergency.

1. The situation is potentially very destructive to the community.

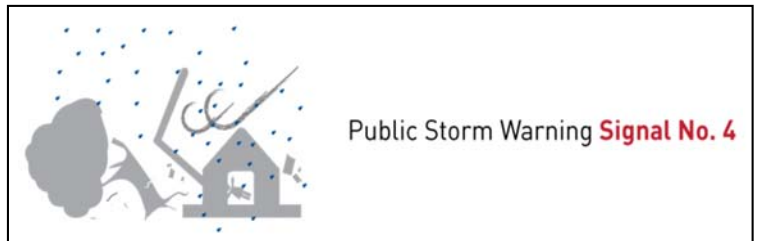
2. All travels and outdoor activities should be cancelled.

3. Evacuation to safer shelters should have been completed.

4. Food and water must be secured.

5. The area is very likely to be hit directly by the eye of the typhoon.

6. The disaster coordinating council and other disaster response organizations are now fully responding to emergencies.



Survival tips in case of fire



Sleep with the bedroom door closed

This will prevent smoke from entering and to reduce the risk of suffocation.



Test the door before opening it. If the knob is hot, use alternative exits



Use windows as alternative exit but don't jump if it is too high. Call for help!



Crawl low under the smoke. There is more oxygen at the bottom.



If your clothes catch fire, **stop, drop and roll in an open area**



Call the fire department in your community.

III. Procedure

A. Preliminary Activity

1. Review different hazards in road situations by showing the pupils the signs and symbols.

B. Developmental Activities

1. Show different pictures of natural disasters.
2. Ask:
 - a. What are the causes of these disasters? (Explain until it is clear to them that these are natural disasters.)
 - b. Who has experienced any of these disasters?
 - c. Can these disasters happen in your community?
 - d. Are you ready to face these disasters?
3. Divide the class into 3 to 4 groups. Ask them to share their experiences during different natural calamities.
4. Do Let's Do Activity 2 on LM p.____
5. Discuss the following general safety precautions during natural hazards:
 - a. Don't panic.
 - b. Seek for immediate help from trusted adults.
 - c. Look for a safer place and stay there.
 - d. Always listen to news and parental advice
 - e. If trapped, make noise but don't speak.

C. Generalization:

1. Divide the class into groups. Assign each group to study a different natural hazard and get summarized answers.
2. Ask the pupils about how they can be safe during natural hazards?
3. After listening to answers, synthesize by emphasizing best insights.

D. Evaluation

Answer activity on LM p ____.
Please see Let's Check!

E. Assignment

Answer activity on "Let's Do this at Home! p. ____.

Lesson 7: Be Alert!

I. Objectives: At the end of the lesson, the learners will be able to:

- Identify hazards in the community
- Follow safety rules to avoid accidents in the community

II. Subject Matter:

Content: Hazards in the community-human-caused hazards (crime and violent acts)

Materials:

- pictures
- charts

References:

- DepEd (2013). *K to 12 Health Curriculum Guide*. Pasig: DepED.

Background Information

Man-made hazards include:

- House and community fire
- Road accidents
- Crime and violent acts
 - Burglary
 - Holdup
 - Snatching

- o Fixing
- o Kidnapping
- o Rape

To ensure public safety and to lessen casualties or victims of these man-made hazards, some community guidelines should be set and these include:

How to Prevent Crime and Violent Acts:

- Don't talk to strangers.
- Don't accept anything from strangers.
- Don't go to any dark place or area, which you do not know.
- Memorize the contact numbers of your parents.

III. Procedure

A. Preliminary Activities

1. Ask the pupils to answer the assignments about hazards in their homes if natural disaster strikes. Let some pupils share their answers.
2. Review on the different natural hazards in the community by showing pictures.

B. Developmental Activities

1. Choose scenario depending on your situation and location.
 - Situation 1: Stranger trying to talk to kids
 - Situation 2: Stranger offering food to kids
 - Situation 3: Kids passing through a dark place
 - Situation 4: Kids who do not know their address
 - Situation 5: Kids who do not know the contact numbers of their parents
2. Give the pupils time, at least 2 to 3 minutes to brainstorm on how they should act during these situations.
3. Let the pupils show their group presentations for 3-5 minutes only.

C. Generalization:

Synthesize the group presentations by discussing the different safety guidelines on man-made hazard.

D. Evaluation

Evaluate the group presentations about safety guidelines on disaster and emergency preparedness. Use the following rubrics.

RUBRIC FOR GROUP PRESENTATION

KEY	1	2	3	4
Content Did the presentation have valuable materials	Presentation contained little to no valuable materials	Presentation had moments when valuable material was present but as a whole, content was lacking	Presentation had a good amount of materials and benefits the class	Presentation had exceptional amount of valuable materials and was extremely beneficial to the class
Collaboration Did everyone contribute to the presentation?	Only few members participated and no group output	Certain members participated with not very good output	Most of the members participated and output is good	All members participated and output is excellent and beneficial to the class

Assignment

Answer activity on p. ____.

Please see "Let's Do This at Home!".

Lesson 8: I Want to be Safe!

- I. **Objectives:** At the end of the lesson, the learner will be able to
- Follow safety rules/guidelines to avoid accidents in the community
 - Recommend preventive action for a safe community

II. **Subject Matter:**

Content: Community Safety-Safety Guidelines

- Participate in family and community disaster drills
- Be vigilant (do not talk to strangers; do not invite a stranger to the house; do not accept anything from a stranger)
- Report to a trusted adult or authority any suspicious looking person or suspicious actions
- Know places and the people to go to when seeking help

Materials:

- pictures
- charts
- coloring and art materials
- Manila paper

References:

- Rowett, R. Community safety-its everyone's responsibility. Retrieved from <http://www.free-training.com/Randy/Community%20Safety.htm>
- World Health Organization. Becoming a member of the International Safe Community Network-Guidelines. Retrieved from http://www.ki.se/csp/pdf/guidelines/20120124guidelines_safe_community_applications.pdf
- Sundstrom, M. Safe communities. Retrieved from http://www.ki.se/csp/who_safe_communities_en.htm

Background Information

Safety in homes, offices and schools is sometimes taken for granted. Some people boast that they know their neighbors well and that serious incidents will not occur in their community. However, in today's world we are surprised to hear shocking news about crimes near our residence. Therefore, there is a need to keep the community safer and to have preventive programs.

The World Health Organization, more than two decades ago, developed the "Safe Communities" concept. A "Safe Community" can be a municipality, a county, a city or a district of a city working with safety promotion, injury, violence and suicide prevention and prevention of the consequences (human injuries) related to natural disaster, covering all age groups, gender and areas and is a part of an international network of accredited programs (Sundstrom, 2007).

Communities can apply and be recognized as safe communities. However, as individuals, the following can be done to have safer communities:

- Join a crime prevention program.
- Participate in family/community disaster drills.

- Be vigilant (do not talk to strangers, do not invite strangers to the house, do not accept anything from a stranger).
- Report suspicious behavior of unknown or unrecognized persons in the area to a trusted adult or authority.
- Keep doors locked even if you are just in the back yard. Do not assume that you can easily hear or see someone if they try to enter without approval .
- Use safe routes for walking in the community.
- At night time, walk in groups or with a buddy.
- Know the places and the people to go to when seeking help.

III. Procedure

A. Preliminary Activity

1. Check the assignment of the pupils on details of their contact persons in cases of emergency and community hazards.
2. Review the previous lesson on how to become safe during man-made hazards by answering Let's try on p. _____. Ask at least 2-3 pupils to present it by group game recitation.

B. Developmental Activities

1. See Let's Do Activity 1: Drawing Maps on p. ____.
2. Post the map on the wall of the classroom for everyone to see.
3. Form 3 groups who will trace the route for the following on the map:
 - Group 1- safe route for walking in the community
 - Group 2-trace places/people to go when seeking help
 - Group 3-trace route of places where to report suspicious looking people/suspicious actions
4. Ask:
 - a. Why is it important for you to know these routes?
 - b. Have you participated in any disaster drill?
5. Stress that as part of safety guidelines they should participate in disaster drills so that they will know what to do when disaster happens. Schools usually do earthquake and fire drills.
6. Discuss again the safety guidelines on dealing with strangers.
7. Point out that these three things make up safety guidelines.

- Ask if they can add more safety guidelines or preventive actions for a safe community by doing Activity 2 on p. ____.

C. Generalization

Give time for the pupils to make posters about a safe and peaceful community.

D. Evaluation

- Let 2-3 pupils share their works in front of the class.
- After rating their art work, choose a corner inside their room where they can post their work

Rubrics for Artwork

KEY	1	2	3	4
<i>Creativity</i>	Beginner and restricted work to develop the idea with no evidence of risk taking	Improved thinking and expression in development of creative idea, but with limited risk taking	Competent development in expression of creative idea with increased attempt at risk taking	Refined and sophisticated work to original and unique expression with a high degree of risk taking
<i>Effort</i>	Artwork is obviously lacking in detail. Looks like it was done too hastily	Class time was not always used wisely. Inconsistently shows the student's effort in artwork	Class time was used wisely, but student could have put in more time and effort at home or in class	Class time was used wisely. Much time and effort went into the planning and design of the project
<i>Relevance to the reading</i>	Difficult to understand the artwork's relevance to the topic	Inconsistently expresses the deeper meaning of the topic	Somewhat expresses the deeper meaning of the topic	Clearly expresses the deeper meaning of the topic

POST TEST

I Direction: Write the letter of the correct answer.

- Which is a road safety practice for pedestrians?
 - Walk near vehicles.
 - Run after the vehicles.
 - Walk facing the traffic.
 - Talk to your friends while crossing the street.

2. Which is a road sign for pedestrian crossing?

A.



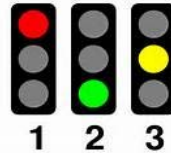
B.



C.

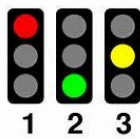


D.



3. Which is a road sign for school zone?

A.



B.



C.

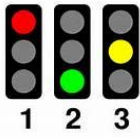


D.



4. Which is a road sign for "Pedestrian Not Allowed"?

A.



B.



C.

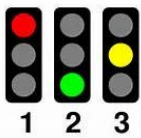


D.



5. Which is a road sign for traffic lights?

A.



B.



C.



D.



6. Roy rides a jeepney. When he sees his destination, he immediately steps down the jeep. What road safety is violated?
- A. Choose a spot to spit.
 - B. Do not run on the street.
 - C. Do not disturb the driver.
 - D. Wait for the jeepney to stop before alighting.
7. Which is a road safety practice for passenger?
- A. Talk to the driver.
 - B. Choose a safe spot to sit on.
 - C. Extend your hands outside the jeepney.
 - D. Wave your hand outside while you are inside the jeepney.
8. You ride in a tricycle. You meet your friend walking down the road. You wave your hands outside the tricycle to call her attention. Is this the right thing to do? Why?
- A. No, because you don't want to see your friend.
 - B. Yes, so that your friend will recognize you.
 - C. Yes, so that you can talk to her.
 - D. No, it may cause an accident.
9. Mang Cadio is riding his bike. He wants to spit. Where should he do this?
- A. Anywhere
 - B. In a safe spot
 - C. In a garbage can
 - D. In front of the grocery store
10. Which causes road accident?
- A. Open manhole
 - B. Slippery surface
 - C. Even road surface
 - D. Properly lighted streets

II. Matching Type: Match the Column A to Column. Write the letter of the correct answer.

Column A

Column B

1. Natural community hazards which are caused by movement of the earth's surface

A. Typhoon

2. This will happen if heavy rain do not stop falling for long hours

B. Tsunami/Storm serge

3. Natural hazard that is common at mountain sides

C. Earthquake

4. Yearly, the Philippines is struck by this kind of natural hazard

D. Volcanic Eruption

5. Natural hazard which cause sea elevation that can strike the community

E. Landslide

F. Flood

III. True or false: Write **True** if the statement is correct and **False** if not.

___ 1. It is nice to talk to anyone most, especially to strangers.

___ 2. Knowing how to contact my parents is very important.

___ 3. Watching news on TV is not important because it's boring.

___ 4. Panicking is good when community hazards strike.

___ 5. Going to dark places alone in your community is dangerous.

IV. Essay: Answer the given question.

Why do you think it is important to have safe and peaceful community?(5 pts.)

Key to Correction

I. Multiple Choice

1. C
2. A
3. B
4. C
5. A
6. D
7. B
8. D
9. C
10. B

II. Matching Type

1. C
2. F
3. E
4. A
5. B

III. True or False

1. F
2. T
3. F
4. F
5. T

IV. Essay: Answer varies

Rubrics for essay: Content

1	2	3	4	5
Pupil's answer has totally no connection to the topic with poor handwriting	Pupil's answer has a little connection to the topic with poor handwriting	Pupil's answer has a little connection to the topic but with good handwriting	Pupil's answer has a fine connection to the topic with good handwriting	Pupil's answer has an exact connection to the topic with good handwriting