



Grade 9

HEALTH EDUCATION

QUARTER

Learner's Material No. 1

Community and Environmental Health



hoto Credits: Lucky E. Dela Rosa and Jwyn E. Loquero (Media Arts Students)

(PLS. REDRAW. A PICTURE DEPICTING A HEALTHY COMMUNITY AND UNHEALTHY COMMUNITY)

INTRODUCTION

A healthy community reflects a sense of well being. It is the foundation for achieving all other goals and is essential for a productive society. Thus, it also helps in building our country's economy and in equipping our students to be healthier in order to learn and succeed academically.

In this module you will encounter social issues and problems involving the threats of community and environmental destruction. You will be encouraged to get involved in programs advocating community and environmental health. As a student, you can take part in maintaining and promoting a healthful community and environment. This module is designed for you to reflect on how healthy your community and environment are, what activities that adversely affect them and what you should do to sustain community and environmental health.

In the first part of this material, you are given an overview of the unit and concepts you will take up and the things they are expected to do.

In the pre-assessment, you will be asked to recall what you had learned from meaningful experiences of your life relevant to environmental destruction.

The varied competencies shall be your guide on what you are expected to accomplish in this module.

These modules will discuss four (4) lessons, which are categorically divided into four parts: What to Know, What to Process, What to Understand and What to Transfer.



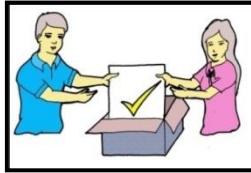
LEARNING COMPETENCIES: At the end of this unit, the learners should be able to:

1. explain the concept of community health
2. describe the characteristics of a healthy community
3. recognize the benefits of a healthy environment
4. identify the most pressing environmental problems in the Philippines
5. analyze the impact of environmental problems on people's health
6. apply community development and program planning skills to create effective and culturally

relevant communication strategies and interventions to promote health

7. make decisions about buildings, businesses, services, housing areas and other structures to include in the environment of a healthy dream community

PRE-ASSESSMENT



Choose the best answer from the options below.
Write the letter on the space provided before each number.

- _____ 1. Which best describes a community health program?
- A. It maintains, protects and improves the health of all members of the community through organized and sustained community efforts.
 - B. It maintains and improves the health of all members of the community through organized and sustained community efforts.
 - C. It protects and improves the health of all members of the community through organized and sustained community efforts.
 - D. It maintains, protects and improves the health of all members of the community

- _____ 2. Which does not describe a healthy community?
- A. A clean and safe environment
 - B. An environment that meets everyone's basic needs
 - C. An environment that promotes social harmony and actively involves everyone
 - D. An environment that is fully aware of its daily opportunities.

- _____ 3. Which best describes the benefits of a healthy environment?
- A. Less disease, less health care costs
 - B. Active community involvement
 - C. More budget for health problems, increased supply of medicines
 - D. More community projects for community development

_____ 4. Which of the following problems is a leading cause of environmental destruction?

- A. Soil Erosion
- B. Oil Spill
- C. Illegal Mining
- D. Deforestation

_____ 5. What environmental problem reduces the ability of soil to store water and support plant growth?

- A. Soil Erosion C. Illegal Mining
- B. Oil Spill D. Deforestation



_____ 6.

What environmental problem does this picture depict?

- A. Water pollution
- B. Deforestation
- C. Improper waste disposal
- D. Flashfloods

_____ 7. Which is not an effect of Climate Change?

- A. Dead trees from oil spillage
- B. Increased risk of drought, fire and floods
- C. More health related illness and disease
- D. Economic losses

_____ 8. Which of the following environmental problems causes Climate Change?

- A. Oil Spill C. Pollution
- B. Deforestation D. Flashfloods

_____ 9. Which of the following programs of the Department of Health promotes community health?

- A. Maternal Health C. Child Health Care

B. Primary Health Care D. Control of Communicable Diseases

_____ 10. Why do we need to ensure community health in planning for community development?

- A. To attain luxury of life
- B. To keep the safety of the community
- C. To live in a clean, safe and comfortable home
- D. To maintain an enjoyable lifestyle



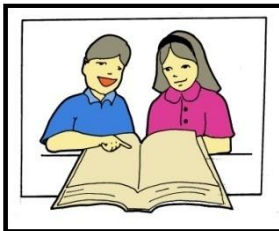
LESSON 1: THE CONCEPTS OF COMMUNITY AND ENVIRONMENTAL HEALTH

OBJECTIVES

At the end of the lesson, the learners should be able to:

- explain the concept of community health and environmental health
- describe the characteristics of a healthy community

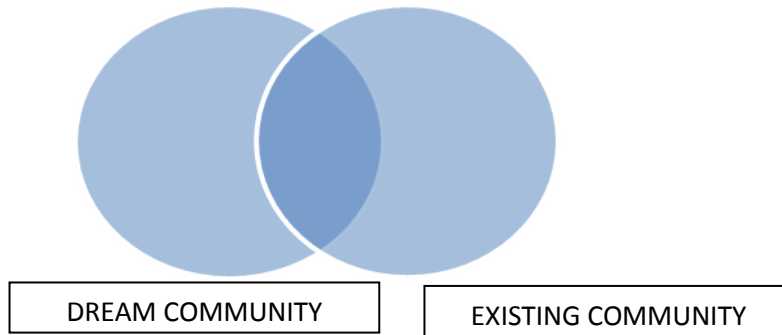
PART 1 – WHAT TO KNOW



This unit will introduce you to the concepts of a community and environmental health, to make you be aware of the importance of having a healthy community. You will be asked to participate in a series of activities involving health programs in your community

Activity 1: VENN DIAGRAM

List down the different characteristics of your ideal/dream and existing community in the diagram. In the space where the two circles meet, write their similar characteristics.



Pro

Processing Questions:

1. Why is your community not an ideal one? Explain.
2. What characteristics would you like to have in your community?
3. How can you make your community an ideal one?

Activity 2. WORD REMOVAL

Look at the word chart at the bottom of the page. Follow instructions 1 to 5 below. Cross out words that consist of five or less letters

When you are finished, you will find a message in the chart.

1. Cross out all the words that begin with letter S.
2. Cross out contractions (for example, can't).
3. Cross out words that consist of ten or more letters.
4. Cross out all words that consist of letter O in column 2.

OIL	DOESN'T	CORALS
THE	HEALTH	ABOUT
AIR	ACID	DON'T
SMOG	THROW	PREVENTION
NONE	RED	THROW
NOISE	CORALS	POLLUTION
WON'T	SICK	ENVIRONMENT
FLASHFLOODS	FOSSILS	DEFORESTATION
FOG	AND	SMOKING
COMMUNITY	SMOKE	ADVOCATE

The message reads: _____

Processing Questions:

1. What does the message tell us? Explain your answer.
2. Is acquiring health in the community relevant? Why?

The message has already been revealed, and you have discussed the relevance of health. But what does the word HEALTH mean? What is Community? What is the definition of Community Health? Let us look more concepts.

This is what you need to know:

According to the World Health Organization, **Health** is a state of complete physical, mental, and social well-being and not just the absence of disease or infirmity. It lead to the ability to lead a socially and economically productive life.”

Community is defined as a sociological group in a large place sharing one environment. It therefore includes the individual and the family.

Community Health is defined as the art and science of maintaining, protecting and improving the health of all the members of the community through organized and sustained community efforts.

Environmental Health comprises those aspects of human health that are determined by physical, chemical, biological, social and psychosocial factors in the surrounding environment.

According to the World Health Organization (2002), the characteristics of a healthy community include:

1. A clean and safe physical environment
2. An environment that meets everyone's basic needs
3. An environment that promotes social harmony and actively involves everyone
4. An understanding of local health and environment issues
5. A community that participates in identifying local solutions to local problems
6. A community whose members have access to varied experiences, means of interaction and communication
7. Accessible and appropriate health services and facilities
8. The promotion and celebration of historical and cultural heritage
9. A diverse and innovative economy
10. A sustainable use of available resources for all

You have now encountered concepts of community and environmental health. Share what you have understood. Write on the board at least 3 keywords that expresses what you have learned.

And read more!

Our government believes that a strong nation needs healthy citizenry. In order to achieve this, the Department of Health promoted community health with the partnership of community, barangay, government, and non-governmental organizations through the program called **Primary Health Care**.

Primary Health Care Programs in the Community

Health Center Services	Functions
Maternal Health Care	Pre-natal, Natal, Post-natal
Child Health Care	Immunizations, Control of diarrheal diseases
Nutrition Program	Operation Timbang, Food Supplementation
Population and Family Planning Program	Free Family planning
Control of communicable diseases	Tuberculosis control program
Environmental Sanitation program	Inspection of food establishments
Control on non-communicable diseases	Blood Pressure screening
Dental Health Program	Tooth Extraction
Reproductive Health Care	Counseling on family planning and RH
Medical Morbidity clinic	Provision of free medicines
National Voluntary Blood Services	Blood-letting activities at barangay level
Epidemiology and Surveillance program	Controlling outbreaks like Dengue
Disaster Management preparedness Program	Medical Services/assistance during disaster
Mental Hygiene	Adolescent counseling centers
Pharmacy Services	Distribution of medicines to all health centers

Did you know that the above services must be made available for **free** in your community because they are subsidized by the government to ensure that your health is being protected? **Yes, they are available and must be given for free**

Part II - WHAT TO PROCESS



Activity 3. THE HEALTH EXPERT

You are presently working at the World Health Organization as a Health Expert. A number of students will interview you about community and environmental health. Here are some of the questions that you will be asked. Write your response to each question on the space provided.

1. How do you assess if your community is healthy? What are the characteristics of a healthy community?
2. What are some of the benefits that we can enjoy with a healthy community?
3. How do we maintain, protect, and preserve health amidst the rising development of our community?

Activity 4. PRIORITY EXPRESS

This activity will ask you to set your priorities in promoting a healthier life inside a more developed and advanced community. There are two options given in each of the category. Mark (1) if the option is your first priority. Mark (2) if second. You can add options on the space provided.

1. I want to get around in my community by:

- ☐ Riding a bike
- ☐ Driving an automobile

Others:

2. I want to have foods from:

- ☐ Community gardens
- ☐ Convenience/grocery stores

Others:

3. I want to actively play in games by:

- ☐ Parks/open spaces/town plaza
- ☐ Online games

Others:

4. I want to have more chances to get to know my neighbors through:

☐

Social Networking

☐

Active membership in youth organization

Others:

5. I want to live in a clean environment by:

☐

Reducing the amount of refuse

☐

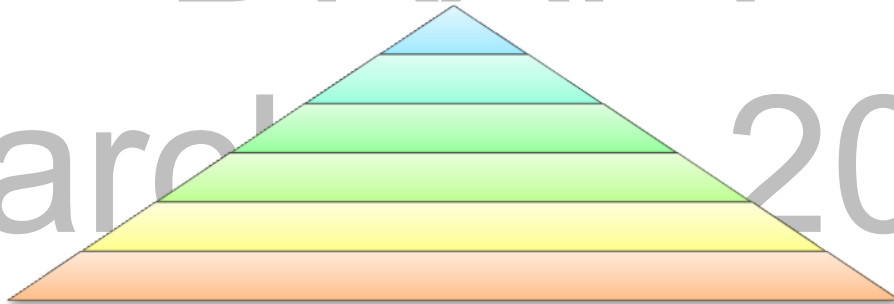
Campaigning for a clean and green community

Others:

Review your answers. Isn't it nice to know that your answers determine how you love living in a healthy community? Now, continue reading this to find out the characteristics of a healthy community.

Activity 5. **WHAT MATTERS TO YOU?**

Given the examples below, what could be your top concern among priority issues in the community? Write down your top priority at the base and your last priority on top of the pyramid.



Examples of Community Issues and Concerns

Adult and childhood obesity
Onset of sedentary diseases like heart disease, high blood pressure and diabetes
Air Pollution
Traffic Injuries

Processing Questions: Tell your classmate about your top and least priority. Explain your reasons for choosing your top and least priority issues.

PART III -- WHAT TO UNDERSTAND



Activity 6. Inspect – Retrospect

Inspect the health services offered to your neighborhood. The left column lists characteristics of a healthy community. On the right column, fill in the service or programs in your community which fulfill the healthy community, characteristics in the left column. An example is provided.

Characteristics of a Healthy Community	Possible Services observed from your community
A clean and safe physical environment	Fogging, cleaning the drainage, improved street lighting
An environment that meets everyone's basic needs	
An environment that promotes social harmony and actively involves everyone	
An understanding of local health and environment issues	
A community that participates in identifying local solutions to local problems	
A community whose members have access to varied experiences, means of interaction and communication	
Accessible and appropriate health services and facilities	
The promotion and celebration of historical and cultural heritage	
A diverse and innovative economy	
A sustainable use of available resources for all	

Processing Questions:

1. From your answers above, can you consider your community healthy? Why or Why not? Explain.
2. What services did you not observe in your community?
3. What programs can you do to acquire such services?

Activity 7. Community Health Team Profile

Put a check (/) either in column 1 or 2. Write brief answers in columns 3 & 4.

HEALTH TEAM	Present in the Community	Not present in the community	Quantity	Responsibilities
Health Physician				
Dentist				
Nurse				
Midwife				
Health Worker				
Traditional medical practitioners				
Sanitary Inspector				
Medical Technologist				
Dietary Nutritionist				
Barangay Nutrition Scholar				
Barangay Health Councilor				
Barangay Tanod				

Processing Questions:

1. Who among the community health team are not present in your community?
2. What will you do about their absence?
3. How will you convince the members of your community to take part in community health services?

PART IV-- WHAT TO TRANSFER



Activity 8. Miting de Avance (Group Activity)

Portray a scenario that usually happens during an election period. The scene is like a big campaign event before an election. Divide the class into 5 teams composing of 8 members. Each team will focus their campaign on the preservation, promotion and protection of community and environmental health. Use a placard to express your intention. Provide as many placards as you can. Be creative. Present your platforms to the class and prepare for an Open Forum.

Rubrics: Relevance of the Message	1	2	3	4
Creativity	1	2	3	4
Delivery	1	2	3	4
Crowd Control	1	2	3	4

Activity 9. Speech-Perfect

If you were given a chance to become Mother Earth for a day, and you were asked to give a 30-minute talk to address your sentiments to the people, what would be the content of your message?

Guide Questions:

1. What are the problems of Mother Earth?
2. How can Mother Earth address her sentiments to the people?
3. How can she regain strength to reshape her condition amidst the threats she is suffering nowadays?

Lesson 2— Community Health Problems

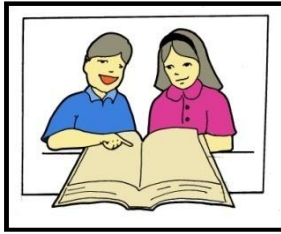


OBJECTIVES

At the end of the lesson, the learners should be able to:

- enumerate the different community health problems
- recognize the value produced by a healthy environment

PART 1—WHAT TO KNOW



Community health problems are common nowadays with the rise in modern technology; people neglect the importance of the basic need for safety. A safe environment will ensure quality of life that will lead to more productive citizen of the country. This lesson will help you understand that one environment is threatened by human activities and that you have a role in wiping out community health problems.

Activity 10. ALPHABET SOUP

There are 23 empty boxes in the middle of the chart below. Write the missing letter in row 11 to complete the words. The letter you may add maybe from the beginning, middle or end of the word. All the words are related to community problems.

J	F	M	D	I	S	E	A	S	E		O	N	T	R	O	L	J	V	S	E	O	V
L	M	A	R	T	E	L	L	R	P		L	L	U	T	I	O	N	O	P	J	R	U
H	J	F	T	S	A	C	O	H	U		A	N	S	E	W	A	G	E	E	D	V	S
K	U	T	G	R	S	A	A	T	S		O	G	M	E	R	D	E	N	B	R	Y	A
T	R	F	D	A	A	S	R	E	F		S	E	E	I	R	O	J	N	M	I	O	Y
Y	H	G	V	B	D	F	V	V	I		O	I	S	E	H	D	T	R	O	H	U	Y
L	H	C	U	F	O	O	D	P	O		S	O	N	I	N	G	F	G	R	D	C	X
A	P	A	R	T	I	C	U	L	A		E	S	G	V	C	T	Y	O	Y	O	T	W
G	H	C	U	G	R	D	U	F	G		A	R	D	C	U	T	T	I	N	G	S	D
T	R	U	M	O	P	C	N	I	G		T	S	O	I	L	P	O	K	G	R	F	C
S	X	R	T	I	O	P	H	N	D		A	D	A	N	I	M	A	L	S	R	E	D
F	C	B	Y	I	O	I	L	P	S		N	I	T	A	T	I	O	N	E	D	V	J
C	V	R	E	E	Y	U	S	H	E		T	E	R	Y	H	J	F	G	T	R	E	M
U	I	L	O	R	S	T	R	E	E		S	W	E	E	P	I	N	G	S	W	E	Y
W	D	V	T	B	U	U	T	Y	M		U	M	A	N	E	X	C	R	E	T	A	R
D	E	R	F	T	T	G	D	I	S		O	S	A	L	O	F	W	A	S	T	E	G
G	B	Y	U	R	N	W	A	T	E		S	U	P	P	L	Y	D	V	C	X	O	Y
D	F	P	E	A	C	E	A	N	D		R	D	E	R	N	D	X	Z	Y	U	B	V
N	B	U	I	O	D	R	U	G	A		U	S	E	G	R	D	Y	H	K	B	E	E
D	E	C	V	U	O	P	L	Y	G		A	N	D	P	O	L	L	U	T	I	O	N
G	R	E	A	G	A	R	B	A	G		R	F	D	C	X	X	Z	E	W	Q	Y	U
A	X	T	E	S	T	A	B	L	E		A	N	U	R	E	G	D	V	K	L	I	O
R	T	O	P	U	C	D	U	M	P		D	C	V	B	U	Y	T	G	H	S	E	R



What words did you find? Use those words to create a meaningful paragraph or statement to awaken mankind to the problems of the environment.

Activity 11. **CODE-DECODE**

Mother Earth has given you a piece of paper with a code written on it. You are curious about it! She said: "It is the gift of rhyme that I can share with you." You need to break the code to reveal these wise words. Here is the only clue that I can give you: Z=A

GZPV BLFI GRNV URMW BLFI WRNV
HZEV BLFI OZMW OLEV BLFI PRMW

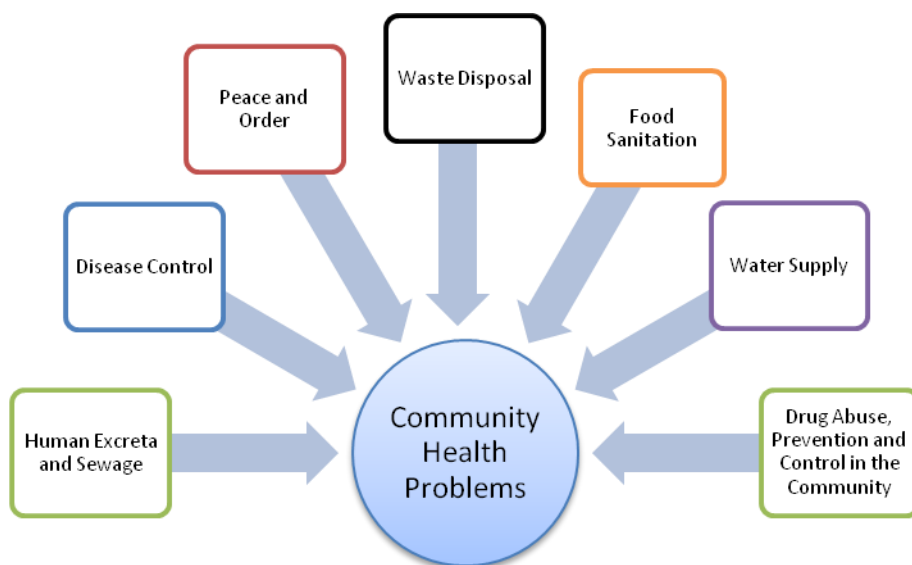
What is the coded message?

Processing Questions:

1. What does the message convey?
2. According to Mother Earth, the rhyme is a gift. Do you believe her? Explain your answer.
3. If you were Mother Earth, what could be your gift of rhyme to human kind?

The message that you have revealed will surely excites you to work on with your activities. Let's get started and discuss the Community Health Problems.

PERENNIAL COMMUNITY HEALTH PROBLEMS



Different perennial problems happen to the different regions of the country. They vary according to factors like: economy, politics, geography, culture and social context. There are places which experience community health problems like:

- water-borne and communicable diseases
- armed conflicts
- natural disasters
- highly urbanized zones
- overpopulated areas

In this regard, the government has created an office which would be in charge of planning and implementing rules and regulations to address the above mentioned community health problems. One of its programs is Solid Waste Management Program that helps lessen the amount of refuse in our country. Let's take a deeper look at its focus of concern.

Refuse are the dump, food waste or discarded materials.

Refuse Materials by kind, composition and sources

KIND	COMPOSITION	SOURCES
Garbage	Waste from preparation, cooking and serving of food, market wastes, wastes from handling, storage and sale of produce	Households, restaurants, institutions, stores, markets
Rubbish	Combustible: paper,	Same as garbage

	<p>cartons, boxes, barrels, wood, excelsior, tree branches, yard trimmings, wood furniture, bedding, dunnage</p> <p>Non-combustible: metals, tin cans, metal furniture, dirt, glass, crockery, minerals</p>	
Ashes	Residue from fires used for cooking and heating and from on-site incineration	Same as garbage
Street Refuse	Sweepings, dirt, leaves, catch-basin dirt, contents of litter receptacles	Streets, sidewalks, alleys, vacant lots
Dead Animals	Cats, dogs, horses, cows	Same as street refuse
Abandoned Vehicles	Unwanted cars and trucks left on public property	Same as street refuse
Industrial wastes	Food-processing wastes, boiler house cinders, lumber scraps, metal scraps, shavings	Factories, power plants
Demolition wastes	Lumber, pipes, bricks, masonry, and other construction materials from razed buildings and other structures	Demolition sites to be used for new buildings, renewal projects, expressways
Construction Wastes	Scrap lumber, pipes, other construction materials	New construction, remodeling
Special Wastes	Hazardous solids and liquids: explosives, pathological wastes, radioactive materials, batteries	Household, hotels, hospitals, institutions, stores, industry
Sewage treatment residue	Solids from coarse screening and from grit chambers; septic-tank sludge	Sewage treatment plants, septic tanks

Source: Tan, Galvez, et.al. (2009). The Health Curriculum in Philippine Basic Education. Vol. 2: A Resource Book for Teachers. Quezon City: UNACOM, Social and Human Sciences Committee

Here's more for your memory bank!

- Garbage refers to leftover vegetables, animal, fish and other food materials from the kitchen and establishments.
 - Rubbish are waste materials such as bottles, broken glass, tin cans, waste papers, discarded porcelain wares, pieces of metal and other wrapping materials.
 - Dead animals are lifeless dogs, cats, rats, pigs, chicken and other animals which die from diseases or accidents.
 - Stable Manure includes animal wastes from barns, stables or the like.
 - Street Night soil consists of human waste, normally wrapped and thrown into sidewalks and streets. It also includes human waste from the pail system.
 - Yard Cuttings are those leaves, branches, grass, and other similar materials made during cleaning of gardens and typhoon aftermaths.
- Source: Gonzales, C., Lacia G., Poquiz, ML., Bulanandi, S., Callo, F. (2008) MAPEH in Action III. Philippines: Rex Book Store

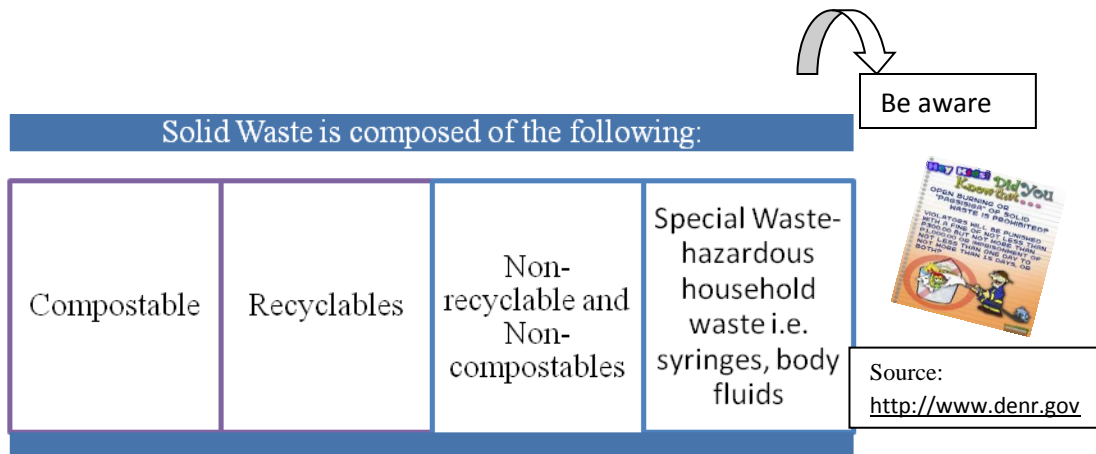
Waste Disposal is the proper disposal of a discarded or discharged material in accordance with local environmental guidelines or laws.

Solid Waste Management refers to the discipline associated with the:

- control of generation
- storage collection
- transfer and transport
- processing
- disposal of solid waste

The preceding definition of solid waste states in accordance with the best principles of:

- ❖ public health
- ❖ economics
- ❖ engineering
- ❖ conservation
- ❖ aesthetics
- ❖ public attitude



According to RA No. 9003, there are many ways to do Solid Waste Management. A highly recommended formula is to adopt the 3Rs of Ecological Waste Management: REDUCE, REUSE, AND RECYCLE.

In addition, let us refrain from doing what has been prohibited under the law. These include:

- Littering, throwing, dumping of waste materials in public places like roads, sidewalks, canals, esteros, parks and establishments
- Open burning of solid waste;
- Allowing the collection of non-segregated or unsorted waste;
- Squatting in open dumps and landfills;
- Open dumping or burying of biodegradable and non-biodegradable materials in flood-prone areas;
- Unauthorized removal of recyclable materials intended for collection by authorized persons;
- Mixing of source-separated recyclable materials with other solid wastes in any vehicle, box, container or receptacle used in solid waste collection or disposal;
- Manufacture, distribution or use of non-environmentally acceptable packaging materials;
- Establishment or operation of open dumps; and
- Importation of consumer products packaged in non-environmentally acceptable materials.

Activity 12. Catch and Match

Column A lists the different kinds of refuse. Write down examples of these refuse. Choose from the box below.

Leftover food, Empty bottle, Dead dog, Residue from fires, Metal scraps, Construction materials, Cigarette butts, Unwanted cars, Dead batteries, Septic tank sludge

<i>Kinds of Refuse</i>	<i>Examples</i>
Rubbish	
Sewage Treatment residue	
Business wastes	
Abandoned Automobiles	
Incinerator Residue	
Garbage	
Dead Animals	
Street Sweepings	
Special Waste	
Demolition Materials	

Activity 13. Identify-Classify

Fill in the missing parts of the chart. Item number 1 is given to you for your guide.

Kinds of Solid Waste	Examples of Waste	Ways of Disposal
		Composting
Tin cans		
	Used diapers	Sanitary Landfill
		Recycling
	Used newspapers	
Garbage		
		Treatment Method
Rubbish		
	Damaged Television	Treatment Method

If you are done with this activity and have already found out the correct answers, copy the completed table in your notebook to feed your memory bank. You did a good job!

Part 2- WHAT TO PROCESS



Activity 12. CIRCLE-RECALL

Recall the problems encountered in your community today. Write the worst problem in the outermost part of the circle. Write the least in the innermost part of the circle.



Activity 13. TELL ME WHY?

Lets us discuss your answers in the activity:

1. What did you answer in the outermost part of the circle? Why?
2. What was your answer in the innermost part of the circle? Why?

PART 3. WHAT TO UNDERSTAND



As a student, you have a role in the promotion of a healthy environment especially in your household, school and community. This is your chance to help eradicate community problems by completing the following statements.

Activity 14. SENTENCE REFLECT

1. I will promote proper disposal of refuse in our household by.....
2. I will promote proper disposal of refuse in our school by.....
3. I will promote proper disposal of refuse in our community by.....

Activity 15. PICTURE ANALYSIS

Examine the picture below. Reflect on the possible community health problems that may arise from this scenario and enumerate their effects on your community.



Image credit: andresalvador.smugmug.com

PART 4. WHAT TO TRANSFER



A clean and safe environment is important in achieving a healthy community. Protecting the health of a community involves protecting the environment from health hazards. It is more costly for a community to treat rather than prevent disease. Children must be taught how pollution affects people's lives. You can reach out to younger generations and help them to be aware of the proper disposal of waste to prevent pollution.

Activity 16. TEACH-REACH

How can you teach children or unaware individuals in your community the message of this poster? Form groups of 3 members. Prepare for an actual demonstration.



Photo Credit: <http://www.denr.gov.ph/>

Activity 17. SONG IRONY

The song, “Anak ng Pasig” is a reminder to all Filipinos that we sometimes neglect our environment. People tend to satisfy their needs and wants at the expense of our habitat.

The activity Song Irony is based from the song, “Anak ng Pasig”. Compose the irony message of the song “Anak ng Pasig” using the same melody. Turn the negative lyrics into something positive.

Example: Tapon doon, tapon dito \Rightarrow Reduce doon, Reuse dito

ANAK ng PASIG

Composed by: Ryan Cayabyab
Performed by: Smokey Mountain

- | | |
|--|---|
| I. Ako'y umusbong sa tabi ng Pasig
ganoon talaga ang mundo
Nagisnan ang ilog na itim ang tubig
makakita ako ng lumang litrato
umuusok
Langhap na langhap ang amoy ng basurang bulok
nangyari dito
Chorus) | III. Akala ko'y
Hanggang
Lumaking paligid ng bundok na
Di maniwalang Pasig rin ang tinitingnan ko
Kaibigan ano ang
(Repeat |
| II. Ito ang buhay ng anak ng Pasig
naman kayo
Pa swimming, swimming sa itim na tubig
tapon ditto
Playground lang ang bundok ng basura mo
tinatapon niyo
Musika'y ugong ng kotse at bangka niyo
ko at nang buong mundo | IV. Anak ng Pasig
Tapon doon,
Di niyo alam ang
Ay bukas |

Chorus:

Anak ng Pasig naman kayo
naman kayo
Kalat doon, kalat dito
ang ating mundo
Natakpan na ang langit kong ito
Nilason din ang ilog ko

V.

Anak ng Pasig
May bukas pa

Processing Questions:

1. What did you feel upon changing the lyrics from negative to positive?
2. What does your song convey?

Lesson 3. Environmental Problems in the Philippines



OBJECTIVES

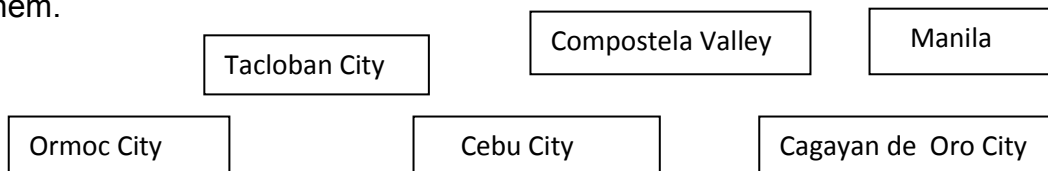
At the end of the lesson, the learners should be able to:

- describe the environmental problems in the Philippines
- analyze the impact of the environmental problems on people's health

Activity 18. Memory Lane

Can you recall the typhoons that hit the different regions of the country in years or decades ago? Let's go down memory lane...

Match the typhoons with the places they affected. Use arrows to connect them.



Typhoons:

Ruping

Pablo

Ondoy

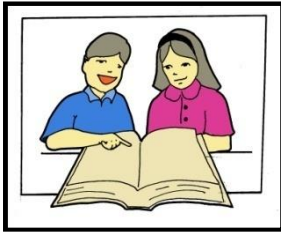
Sendo

Yolanda

Uring

1. Can we prevent typhoons from happening?
2. How can we prepare against this natural phenomenon?
3. How can you relate the effects of these phenomena from human activities?

Part 1. WHAT TO KNOW



Natural Resources and Biodiversity explain why the Philippines is a rich country. Putting our home into the rare list of nations which have both a hotspot and mega diversity area for over 6000 plant species and also numerous animal species inhabited this area. However, despite—or perhaps because of—their richness and massive importance to the environment and humans as well, the forests face continuing destruction and possible extinction.

This lesson will make you aware of the most pressing problems of environment today and their effects on people's health.

Let's narrow them down:

The most pressing environmental problems in the Philippines today

March 24, 2014

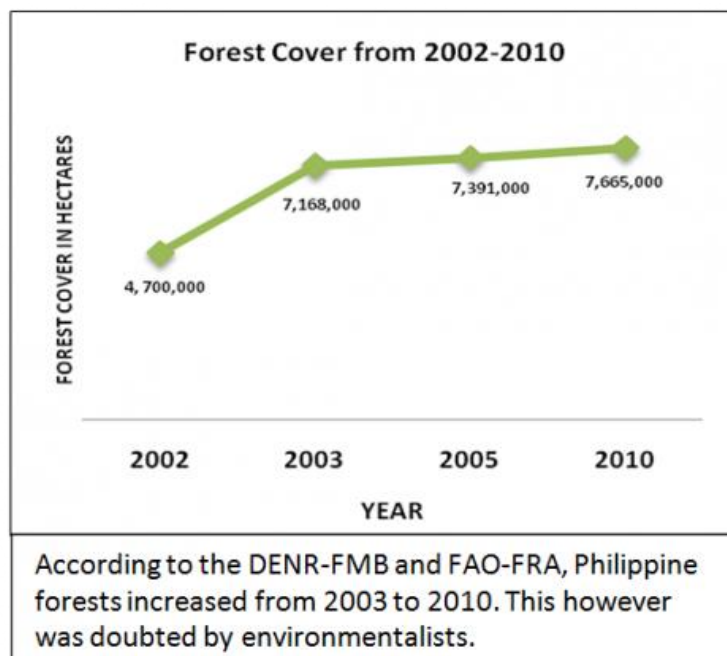
Deforestation

Flash F

Coral Reef Degradation

Oil

Pollu



DEFORESTATION is the destruction of big areas of forests.

Losing our Forests—FAST
Source: FAO-FRA. (2010)

- The Philippines is among the countries with the fastest loss of forest cover around the world.
- It ranks 4th among the world's top 10 most threatened forest hotspots
- If the 157, 400 ha per year rate of deforestation continues, our remaining forest cover will be wiped out in less than 40 years.



<http://www.dailymail.co.uk/news/article->

A FLASH FLOOD is a sudden flood of great volume, usually caused by a heavy rain.



Illegal logging is another factor believed to have contributed to the staggering death toll in the cities of Iligan and Cagayan de Oro during Sendong 2011. Many victims were swept away by huge logs that rolled down denuded mountains facing the two cities.

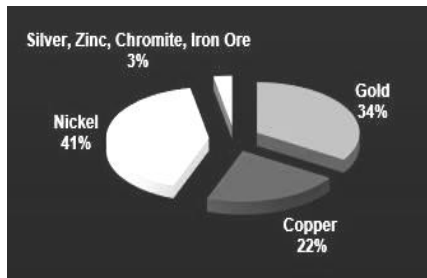
ILLEGAL MINING is defined as the extraction of valuable minerals or other geological materials from the earth from an ore body, lode, vein, seam, or reef, which forms the mineralized package of economic interest to the miner in the absence of land rights, mining license, exploration or mineral transportation permit or of any document that could legitimate the on-going operations.

Here's for your memory bank:

The Mining Act of 1995 aimed to help the domestic mining industry regain its competitiveness by allowing companies (Contractors) to obtain an exploration permit for a specific area for up to four years.

The Philippines is one of the most highly mineralized countries in the world with a mineral wealth estimated at US\$ 840 billion, of which most of the mineral reserves are still untapped.

Nickel takes the lead in H1 2013
Mines and Geosciences
Bureau, October 22, 2013



Source: <http://books.google.com.ph/books?id=nika34WTbEwC&pg=PA98&dq=illegal+mining+act+in+the+philippines&hl=en&sa=X&ei=ajN7UoO2JYiMiQeipICgCQ&ved=0CDMQ6AEwAQ#v=onepage&q=illegal%20mining%20act%20in%20the%20philippines&f=false>

SOIL EROSION happens when soil and rock are moved from one place to another by wind, water, and gravity.

Causes of Soil Erosion:

- Deforestation
- Building of Roads
- Agriculture
- Urbanization
- Mining



Where do oil spills come from?

Credit Image: philippines-living.com



Credit Image: newsinfo.inquirer.net

- from oil tankers with equipment faults
- from nature and human activities on land
- from water sports
- from drilling works carried out in the sea

CORAL REEF DEGRADATION is a significant problem throughout the world. It has been acknowledged that 27% of the world's reefs have been affected. Gardener (2003) pointed out that:

- 11% has been completely lost
- 16% has been damaged

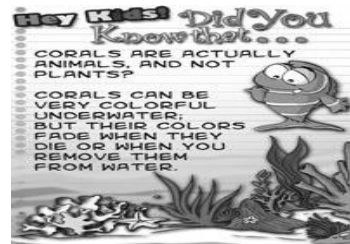
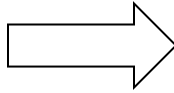
Coral reefs - are diverse underwater ecosystems built from calcium carbonate secreted by corals. Coral reefs can be categorized into the following coral cover estimate thru line intercept transect method:

1. Category 1 - Poor (coral reef with > 0 to 10% coral cover)
2. Category 2 - Fair (coral reef with 11 – 30% coral cover)
3. Category 3 - Good (coral reef with 31-50% coral cover)
4. Category 4 – Very Good (coral reef with 51-75% coral cover)
5. Category 5 – Excellent – (Coral reef with 76-100% coral reef cover)

**Source: DENR Administrative Order
No. 2013**



http://upload.wikimedia.org/wikipedia/commons/e/e1/Tubbataha_Shark.jpg



Source:
<http://www.denr.gov.ph/>

POLLUTION means any alteration of the physical, chemical and biological properties of water, air and/or land resources

AIR POLLUTION means any alteration of the physical, chemical and biological properties of the atmospheric air

WATER POLLUTION means any alteration of the physical, chemical, biological, or radiological properties of a body of water resulting in the impairment of its purity or quality.

NOISE POLLUTION is the excessive sound that causes hearing loss, stress, fatigue, irritability, tension, headaches, and high blood pressure.

SOIL POLLUTION is chiefly caused by chemicals in pesticides, such as poisons that are used to kill agricultural pests like insects and herbicides that are used to get rid of weeds.

Soil pollution results from:

- Unhealthy methods of soil management.
- Harmful irrigation methods.

Soil Erosion	Unproductive use of farmland Difficulty in raising of livestock Silting of artificial lakes Loss of soil and vegetation which causes climate changes
Oil Spill	Suffocation of marine mammals Death of trees from oil in roots
Coral Reef	Loss of edible reef fish

Oil Spill	Suffocation of marine mammals Death of trees from oil in roots
Coral Reef	Loss of edible reef fish

Here's what you need to know!

“Environmental Law: Pollution Control” is all about combating pollution in the Philippine setting.

The following are pertinent laws adhering to environmental safety and health protection:

The following are pertinent laws adhering to environmental safety and health protection:

P.D. 389 (P.D. 705) – The Forestry Reform Code

- codifies, updates and raises forestry laws in the country. It emphasizes the sustainable utilization of forest resources.

P.D. 704 – Preservation of optimum productivity of fishery resources through conservation and protection.

P.D. 1219 – Providing for the protection of coral ecosystems.

P.D. 1067 – Water Code of the Philippines

- adopts adequate measures to conserve and regulate the use of water in commercial, industrial and residential areas. It also provides other policy guidelines on water quality and management of water resources.

P.D. 463 – Amended the Mining Act of 1936. Requires all mining leaseholders to comply with Pollution Control Laws and regulations and provide for penalties for noncompliance.

P.D. 1251 – Imposes fines on tailings and mine wastes and the fund generated is used to pay for the damages to land, agricultural crops, forests products, aquatic resources and infrastructures caused by pollution for mining operations.

P.D. 984 – The Pollution Control Law

P.D. 825 – Prohibits the improper disposal of garbage

P.D. 856 – Sanitation Code

- places the responsibility on the local government units for the solid waste management in their area of production.

R.A. 8749 – Philippine Clean Air Act of 1999- provides for a comprehensive air pollution control policy.

Part 2. WHAT TO PROCESS



To be able to find out something about the air we breathe, follow the simple instructions below

Activity 19 : An Experiment: Snare that Air

Objective: Describe how polluted air is in different places

Materials needed:

- 1 white cartolina cut into $\frac{1}{4}$ size short bond paper
- Pomade, hair gel, petroleum jelly, or shampoo
- Plastic knife
- Clothesline clip or string
- Permanent marking pen (fine)
- Masking tape
- Hand lens (optional)

1. Do this activity on a dry day.

2. At the bottom of the white cartolina, with the use of the permanent marking pen, write where you will place the cartolina to trap air pollution. Write your name, grade and section.
3. Spread the pomade (or hair gel, petroleum jelly or shampoo) on the piece of white cartolina using the plastic knife. This piece of cartolina shall be your Air Snarer.
4. With the use of the clothesline clip or string, hang, tie or place your Air Snarer (card) in a place in the school, home, or neighborhood. Examples are busy roads, residential places, near buildings, in the kitchen, bedroom, classroom, or on a tree, etc. You may have to request somebody to watch the card so that they will not be removed, touched or transferred. It's better if your Air Snarer is placed high enough so that it will not catch attention.
5. Observe your Air Snarer every day and write down your observations.
6. After one week, bring your Air Snarer to school.
7. Lay it on the table with the other Air Snarers.
8. If you have a hand lens, look at the Air Snarers and compare them. See if you can distinguish what kind of particulates are there.
9. Arrange the Air Snarers from the cleanest to the dirtiest.
10. Tape all the Air Snarers on the bulletin board, arranged also from cleanest to dirtiest.
11. Write your observations inside the table below by supplying answers to the questions given

Observation Sheet:

What did you observe from the experiment?	What did you expect?	What kind of particulates were trapped in the Air Snarers?	Which of the Air Snarers were the dirtiest?	What did you not expect?	What do you plan to do as a result of this activity?

Activity 20. Experiment: Must Be Something in the Water

Objective: To identify pollutants in the water supply

Materials needed:

Gauze or clean white cloth large enough to cover a faucet

String

Hand lens (optional)

Cardboard

Clear plastic

1. Choose a faucet in your house.
2. Cover the mouth of the faucet with gauze or a clean white cloth. Tie the cloth with the string to keep it from falling.
3. Remove the gauze every day and examine it through a hand lens. Record your observations in your notebook.
4. After one week, remove the gauze or cloth. Using your hand lens, examine the gauze or cloth for the last time.
5. Dry the cloth and tape it on cardboard. Cover it with plastic to preserve whatever has been caught in the cloth.
6. Bring the cloth to school.
7. Lay your cloth on the table. Compare your cloths.

Observation Sheet:

What did you observe from the experiment?	What did you expect?	What kind of particulates were trapped in the cloth?	Which of the faucets yielded the cleanest and dirtiest?	What did you not expect?	What do you plan to do as a result of this activity?

Part 3. WHAT TO UNDERSTAND

You have already identified the different environmental issues and their effects on people's health. Now, you have to sum up what you have learned.

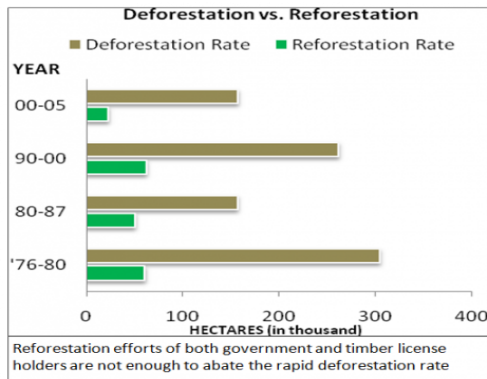
Activity 20. Sum it up!

Environmental Problems	Effects on the Environment	Effects on the People's Health
Deforestation		
Soil Erosion		
Air Pollution		
Water Pollution		
Flash Floods		
Oil Spill		
Coral Reef Degradation		
Illegal Mining		

Reflect:

1. What did you feel after doing the activity?
2. Who could be the possible victims of these environmental problems?

3. Do people still have the chance to restore what was lost in the environment?
4. After knowing the effects of these environmental problems, does our environment still have something to offer to humanity?



5. How can you explain the destruction of the environment to the young and innocent children?

Activity 21. Data Shows.....

Interpret the data given by writing a news report. On a piece of paper, present the information in detail and suggest intervention programs to improve the statistics shown. Present your report to class.

Rubrics of Performance :

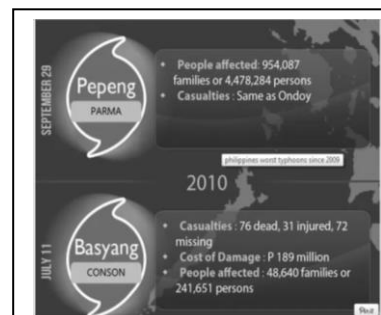
Comprehensive	4	3	2	1
Informative	4	3	2	1
Accuracy	4	3	2	1
Delivery	4	3	2	1

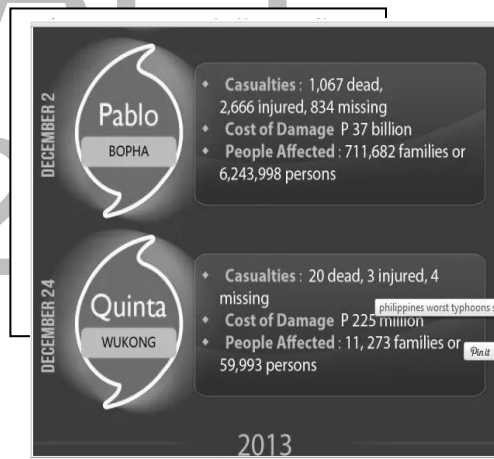
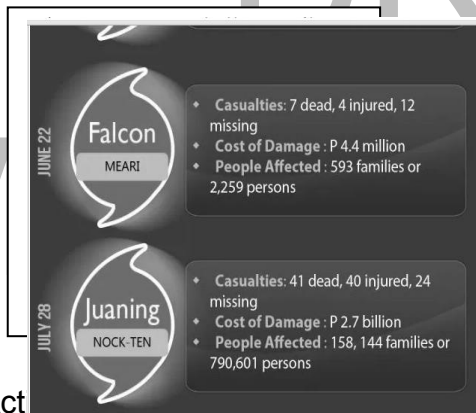
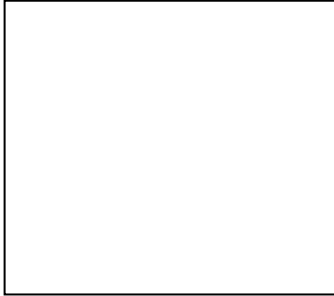
PART 4. WHAT TO TRANSFER



Activity 22. Case Study (Group Activity)

A number of typhoons are featured below. Choose one and investigate the details of the tragedy it caused. Make a case study on the severity of the damage and find out its reasons. Show evidence of your research.





Make a poster about the damage caused by typhoon YOLANDA in some parts of the Visayas Region.

Criteria:

Creativity	4	3	2	1
Neatness of Work	4	3	2	1
Message	4	3	2	1
Interpretation	4	3	2	1

Now, let's evaluate what you can do to eradicate community and environmental health through action planning for community development.

Lesson 4. Community Health Action Project Implementation

Objective: At the end of this lesson, the learners should be able to:

- apply community development and program planning skills to create effective and culturally relevant communication strategies and interventions to promote health.

Part I. WHAT TO KNOW

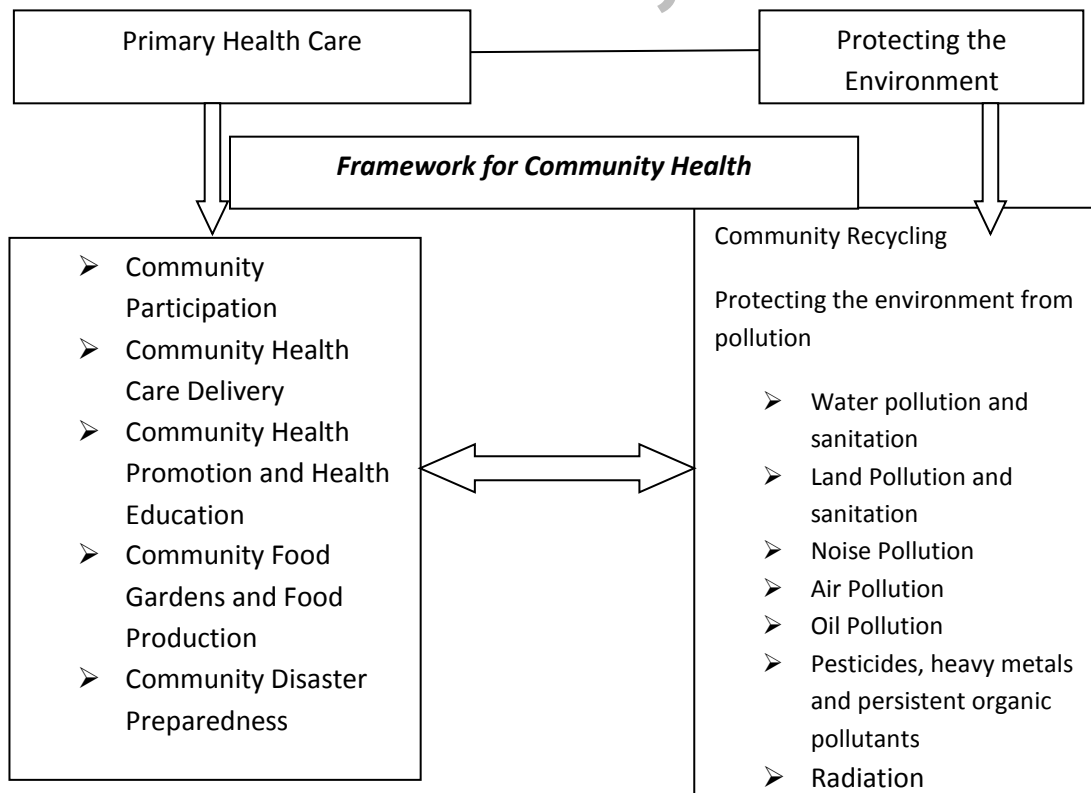


As an aspiring young leader of your community, you need to know how to make action plans towards community development.

Here is what you need to know:

In this unit, you will be given the opportunity to design a program for community development and employ planning skills. Before this, you will be oriented on the possible ways to prevent community problems.

You will also be oriented on the existing remedial programs of your community.



Recall the problems of your community. Which problem needs the most attention?

Activity 24. Think ...

Have you already decided on an action plan appropriate to your problem?

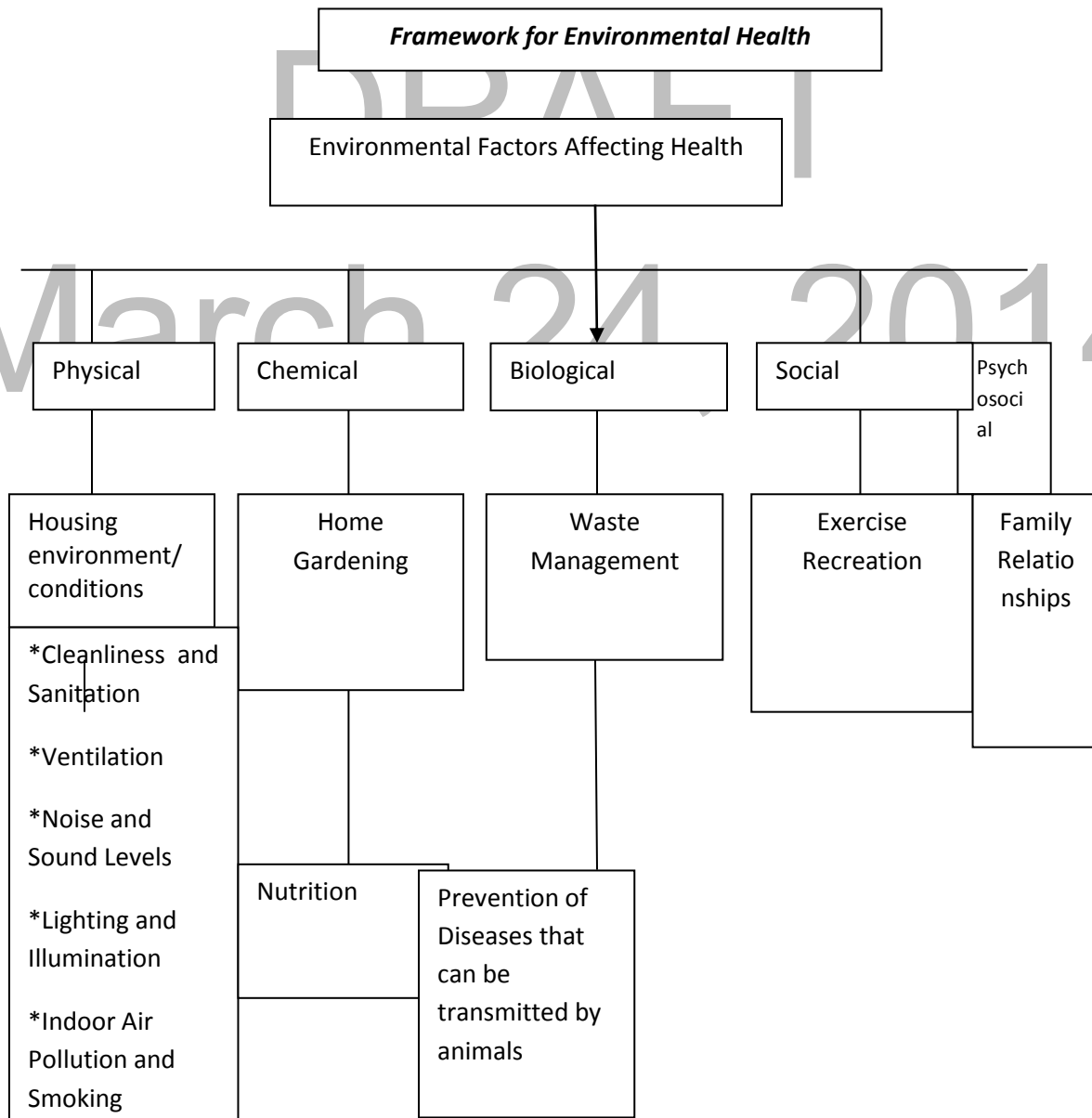
Answer: _____

Processing Questions:

1. What made you choose this community problem?
2. Is it already a big challenge to your community? Why? How?

You must also know this:

Here's another framework to consider in action planning. If you chose to focus your intervention program on Environmental Health, this is your guide. Choose one (1).



There are different agencies working together for community health. Their programs are also anchored on sustaining community development. Activities and programs for the community must be coordinated with the following agencies mentioned below for support and cooperation.

DepEd—Department of Education DND-- Department of National Defense
 DPWH—Department of Public Works and Highways
 PIA—Philippine Information Agency PopCom—Population Commission
 DA—Department of Agriculture DBM -Department of Budget and Management
 PMA—Philippine Medical Association PNRC—Philippine National Red Cross
 DILG- Department of Interior and Local Government NNC- National Nutrition Council
 NEDA- National Economic and Development Authority PHA- Philippine Hospital Association
 DOH-Department of Health

These agencies have specific capacities to help. What the community needs is to tap and coordinate with them.

Part 2. WHAT TO PROCESS



Choose a topic from the framework above. Decide on the programs you would like to create. As you can see there are a number of agencies that you can anchor your programs on. Please follow the correct guidelines for making an action plan. To make your action plan easier, here is your guide. Simply fill it up!

Activity 25. My Action Plan

Environmental Problem: _____

Part A

Title/Problem	Goals	Action Steps	Benefits	Evaluation
What is the title of your study?	What do you want to happen?	How will it happen?	What positive outcomes do you expect?	How will you know when it is complete?

PART B

Assigned to:	Timeline	Resources Needed	Cost	Additional Community Contacts

Processing Questions:

1. Have you already completed the table above with your plan of action?
2. Among the steps above, what was the most difficult to answer? Why?

Part 3. WHAT TO UNDERSTAND



Write down your plans of action and strategies.

PART 4. WHAT TO TRANSFER

Start your action plan now. Conduct an interview with the people that will help you realize your plan of action.

Write down your schedule for actual data gathering on the table below.

Activity 26. TIME FRAME

Time	Day	Action	Person Involved

Lesson 5 PROJECT ASSESSMENT

Objective: At the end of this lesson, you should be able to:

- make decisions about buildings, businesses, services, housing areas, and other structure and act on the development of a healthy dream community

Activity 27. Canteen Survey

Visit your school canteen. Find out if the school canteen complies with the requirements on food sanitation.

A. CHECKLIST

Health Requirements	YES	NO	REMARKS
Presence of Health Certificates of Canteen Personnel			
Provision of enough clean water supply			
Presence of clean and safe kitchen, lavatory and comfort room			
Proper food preparation, food storage and food serving			
Proper lighting and ventilation			
Proper waste disposal			
Control of rodents, cockroaches, flies, pests, etc.			
Availability of Drinking Water			
Ample water supply for handwashing			
Regular water potability testing			
Others			

B.

1. Study the result of your survey.
2. How many items were complied with? Which items?
3. How many items were not complied with? Which items?
4. Write down your observations based on the survey.
5. Based on the result of your survey, what recommendations or suggestions can you give to improve and maintain the cleanliness and safety of the school canteen?

Suggested Activities:

1. Survey on the School's Solid Waste Management Practice
2. Study on the Problems on the Drainage System of the Barangay
3. Promulgate Laws for Proper Waste Disposal
4. Initiate a Signature Campaign Against Illegal Mining and Coral Reef Degradation.

Your action plan will detail your involvement in protecting your environment. The safety of the community is the primary concern of the government, thus, the next lesson will introduce you to Injury Prevention, Safety and First Aid.

But before your excitement leads you to a more wonderful adventure, you are required to answer the summative test of this quarter.

Link to the nearest NGO's and GO's for the support of this program

Goodluck and Congratulations!

SUMMARY/SYNTHESIS

There are existing Philippine Laws that will protect our environment from external factors. To name a few: Philippine Clean Air Act, Philippine Water Act and Ecological Solid Waste Management Act. These laws are implemented to protect our environment.

In this module, you have learned the importance of having a healthy community, thus, leading to the safety of every individual. The concept of having an ideal community in the promotion of Environmental Health. There are dangers around if we continue

to live threatening our surroundings. In fact, we have been embedded through series of natural phenomena. Damages are more obvious!

In this material, there are suggested activities that will guide a Grade 9 student to be actively participating in the programs of the government. By this, they can assess, even if in their own little way they can make a difference.

Most of the activities highlighted on this material are geared towards the awareness of every student that he/she has an individual share of responsibility.

The action plan will definitely help students to take a deeper understanding of their community by means of drawing strategic plans to improve the safety of every individual.

There are varied formative assessments designed on this module, anchored on the K to 12 curriculum, following the areas on KPUP. There are 4 major categories: What to know, What to Process, What to Understand and What to Transfer.

GLOSSARY

Air Pollution means any alteration of the physical, chemical and biological properties of the atmospheric air, or any discharge thereto of any liquid, gaseous or solid substances that will or is likely to create or to render the air resources of the country harmful, detrimental, or injurious to public health, safety or welfare or which will adversely affect their utilization for domestic, commercial, industrial, agricultural, recreational, or other legitimate purposes.

Community is defined as a sociological group in a large place sharing one environment. It therefore includes the individual and the family.

Community Health is defined as the art and science of maintaining, protecting and improving the health of all the members of the community through organized and sustained community efforts.

Deforestation is the destruction of big areas of our forests

Environmental Health comprises those aspects of human health that are determined by **physical**, chemical, biological, social and psychosocial factors in the surrounding environment.

Flash Floods is a sudden flood of great volume, usually caused by a heavy rain.

Garbage refers to leftover vegetables, animal and fish material food in kitchen and establishments.

Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity, and the ability to lead a socially a

Illegal Mining is defined as the extraction of valuable minerals or other geological materials from the earth from an ore body, lode, vein, seam, or reef, which forms the mineralized package of economic interest to the miner in the absence of land rights, mining license, exploration or mineral transportation permit or of any document that could legitimate the on-going operations and economically productive life.”

Noise Pollution is the excessive sound that causes hearing loss, stress, fatigue, irritability, tension, headaches, and high blood pressures. Noise pollution also causes accidents by preventing people from concentrating on their present activities.

Primary Health Care an approach launched **by** the Department of Health in promoting community health through the partnership of the community, barangay, government organizations, and non-governmental organizations.

Pollution means any alteration of the physical, chemical and biological properties of any water, air and/or land resources of the Philippines, or any discharge thereto of any liquid, gaseous or solid wastes as will or is likely to create or to render such water, air and land resources harmful, detrimental or injurious to public health, safety or welfare or which will adversely affect their utilization for domestic, commercial, industrial, agricultural, recreational or other legitimate purposes.

Refuse are the dump, food waste or discarded materials.

Rubbish are waste materials such as bottles, broken glass, tin cans, waste papers, discarded porcelain wares, pieces of metal and other wrapping materials.

Soil Erosion—happens when soil and rock are moved from one place to another by wind, water, and gravity.

Soil Pollution is chiefly caused by chemicals in pesticides, such as poisons that are used to kill agricultural pests like insects and herbicides that are used to get rid of weeds.

Solid Waste Management shall refer to the discipline associated with the control of generation, storage, collection, transfer and transport, processing, and disposal of solid waste in a manner that is in accord with the best principles of public health, economics, engineering, conservation, aesthetics, and other environmental considerations and that is also responsive to public attitude.

Stable Manure includes animal from barns, stables or the likes.

Street Night soil consists of human waste, normally wrapped and thrown into sidewalks and streets. It also includes human waste from the pail system.

Waste Disposal- shall refer to the discharge, deposit, dumping, spilling, leaking, or placing, of any solid waste into or any land.

Water Pollution- means any alteration of the physical, chemical, biological, or radiological properties of a water body resulting in the impairment of its purity or quality.

Yard Cuttings are those leaves, branches, grass, and other similar materials produced during cleaning of gardens and after typhoon.

RESOURCES

Books:

Darilag, A., Vergara, L., De Leon, Z. (2007) Enjoy Life with PE and Health Textbook. Philippines: Vibal Publishing.

Gonzales, C., Lacia G., Poquiz, ML., Bulanandi, S., Callo, F. (2008) MAPEH in Action III. Philippines: Rex Book Store.

Tan, Galvez, et.al. (2009). The Health Curriculum in Philippine Basic Education . Vol 2: A Resource Book for Teachers. Quezon City: UNACOM, Social and Human Sciences Committee.

Tolentino, V., Seneres, C. , Mojica, A., Sedigo, A. (2008) Honing Your Skills Through MAPEH II. Philippines: JO-ES Publishing House.

WEB SOURCES:

FAO. (2010). Trends in extent of forest 1990-2010. Retrieved from <http://www.fao.org/forestry/fra/fra2010/en/>.

Citizens' Disaster Response Center. Philippine Disaster Report Disaster Statistics 2009 and 2010.

The American Heritage® Dictionary of the English Language, Fourth Edition copyright ©2000 by Houghton Mifflin Company. Updated in 2009. Published by Houghton Mifflin Company. All rights reserved.

WHO. Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June 1946, and entered into force on 7 April 1948.

American Planning Association Policy Guide on Smart Growth, April 2002. Available from

URL: <http://www.planning.org/policy/guides/adopted/smartgrowth.htm>

Andersen G, Borton J, Curran C, Dietrich A, Donlin J, Farquhar D, et al. The built environment: is there a connection between sprawl and health? State Health Notes 2002 May 6:3-5.

Planning Commissioners Journal. The sprawl guide. Planning Commissioners Journal (no date). Available from

URL: <http://www.plannersweb.com/sprawl/define.html>

Forest Management Bureau statistics from 1990-2009 retrieved from <http://forestry.denr.gov.ph/>.

Center for Environmental Concerns. (2008). Logged Out: The crisis created by Philippine forestry policies.

Center for Environmental Concerns. (2011). State of the Philippine Environment Report

Environmental Science for Social Change ESSC. (2010). Figuring Philippine Forests. Retrieved from <http://essc.org.ph/content/view/286/153/>.

FAO-FRA. (2010). Area of forest affected by fire and other disturbances in 2005. Retrieved from http://foris.fao.org/static/data/fra2010/FRA2010Globaltables_English.xls

Conservation International. (2011). The World's 10 Most Threatened Forest Hotspots. Retrieved from <http://www.conservation.org/newsroom/pressreleases/Pages/The-Worlds-10-M...>

FAO. (2010). Trends in extent of forest 1990-2010. Retrieved from <http://www.fao.org/forestry/fra/fra2010/en/>.

Citizens' Disaster Response Center. Philippine Disaster Report Disaster Statistics 2009 and 2010.

<http://www.ncbi.nlm.nih.gov/pubmed/20840940>

http://en.wikipedia.org/wiki/Flash_flood

<http://www.cdc.gov/healthycommunitiesprogram/tools/change/downloads.htm>

<http://www.cdc.gov/healthycommunitiesprogram/tools/change/downloads.htm>

https://www.google.com.ph/?gws_rd=cr&ei=wGJWUtn1BcaFIAXwtYGwAQ#q=rubrics+for+drawing

<http://course1.winona.edu/shatfield/air/saskhealthplan.pdf>

<http://mining.about.com/od/OperationsManagement/a/What-Is-Illegal-Mining.htm>

<http://www.kalikasan.net/features/2011/06/05/where-are-trees-examining-state-philippine-forests>

<http://www.emb.gov.ph/embgovph/Portals/38/IEC/R.A.%209003.PDF>

<http://www.emb.gov.ph/embgovph/Portals/38/IEC/irr.PDF>

<http://www.emb.gov.ph/Portal/>

<http://www.mqb.gov.ph/art.aspx?artid=490>

http://www.lawphil.net/statutes/repacts/ra2004/ra_9275_2004.html

<http://books.google.com.ph/books?id=NjE9Cnw24z8C&pg=PT125&dq=oil+spill+news+clips+in+the+philippines&hl=en&sa=X&ei=Ty97UtO6H7CSiAfLioHYDg&ved=0CEEQ6AEwAA#v=onepage&q=oil%20spill%20news%20clips%20in%20the%20philippines&f=false>

<http://www.emb.gov.ph/mmairshed/Policies/ra8749-clean%20air%20act.pdf>

<http://www.dailymail.co.uk/news/article-2077014/Philippines-flash-flood-2011-Death-toll-rises-officials-continue-relief-operation.html>

<http://oilsplat.wordpress.com/about/>

http://www.coastguard.gov.ph/index.php?option=com_content&id=105:presidential-decree-no984

http://www.cdc.gov/healthyplaces/factsheets/healthy_community_checklist.pdf

http://www.who.int/water_sanitation_health/dwq/smallcommunity/en/

http://www.who.int/water_sanitation_health/hygiene/en/

http://www.who.int/water_sanitation_health/diseases/en/

http://www.wpro.who.int/philippines/publications/20_years_ncd_prevention_and_control_nd_philippines.pdf



Grade 9

Health Education

Quarter 2

LEARNER'S MATERIAL NO. 2

UNINTENTIONAL INJURY PREVENTION, SAFETY AND FIRST AID



INTRODUCTION

“Prevention is better than cure.” Practicing this principle advocates safety awareness which is essential in achieving quality of life. But our immediate environment poses danger to everyone. No place is considered safe not even in the comfort of our homes. Accidents may happen to anybody at any place, at anytime. Thus, taking the right safety measures greatly helps prevent accidents and injuries. Nevertheless, when accidents happen, it is important to have the knowledge and skills to deal with them. Having knowledge and skills on safety education and injury prevention could help you, your loved ones and other people in your community during emergency situations.

This learner’s material offers you a wide array of information that can start you on the road to injury prevention. It focuses on the common unintentional injuries that may happen at home, in your school, at work and even in recreational areas, and analyzes why such injuries occur. In order to prevent or reduce the risks of these serious injuries, you will learn the concepts and principles of safety education, practice the habits of observing appropriate personal safety measures; and take responsibility for your safety and that of others by performing appropriate skills and knowledge in first aid procedure.

To facilitate learning and make it more interesting and enjoyable, various learning aids and strategies are especially crafted just for you to expand and reinforce your knowledge and skills about safety education.

Keep in mind that accidents and injuries can be a result of a situation, an unsafe action or unsafe environment. You can do a lot to prevent injuries by understanding the situation, being cautious and being aware of safety hazards in your immediate environment.

The processes of developing awareness of immediate hazards and dangers, equipping you with appropriate accident prevention skills to overcome these hazards, and keeping everyone alive are components of safety education. Safety education is important because living is more enjoyable when we are safe. Therefore, make safety a vital part of life.

Always remember that if you want to live happily, you have to:

- do things safely
- reduce the risk of accidents
- reduce unnecessary risk taking
- develop safety consciousness at all times

Once you internalize safety awareness in your system, this influences you will think and act with due regard for your safety and that of others as well.



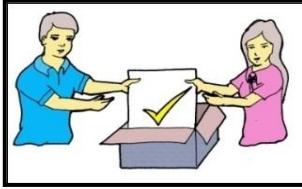
OBJECTIVES

At the end of this module, you are expected to:

1. discuss the basics of first aid (principles, roles, responsibilities and characteristics of a good first aider);
2. identify common unintentional injuries in the school setting;
3. assess emergency situations for unintentional injuries;
4. demonstrate the proper procedure in conducting basic life support(primary and secondary survey of the victims);
5. demonstrate proper first aid procedure for common unintentional injuries;
6. discuss the importance of dressing and bandages;
7. show the different types of dressing and bandaging;
8. demonstrate appropriate bandaging techniques for unintentional injuries; and
9. demonstrate proper techniques in carrying and transporting victims of unintentional injuries;

Good luck and have a “safe” journey ahead!

March 24, 2014



DIAGNOSTIC ASSESSMENT

Before you start, let us first check what you know about safety education and first aid. Write your answers on your work/activity sheet.

Test I. Multiple Choice. Choose the letter of the correct answer.

1. What do you call the immediate care given to an injured person before the arrival of a physician?
 - A. First Aid
 - B. Intensive Care
 - C. Chest Compression
 - D. Cardiopulmonary Resuscitation
2. Which is an objective of first aid?
 - A. To prolong life
 - B. To intensify suffering
 - C. To end the services of a physician
 - D. To bridge the gap between the victim and the physician
3. When a first aider does not alarm a victim, what characteristic does s/he show?
 - A. gentleness
 - B. being observant
 - C. resourcefulness
 - D. tactfulness
4. What is the first thing to do in assessing an emergency situation?
 - A. Call for help
 - B. Survey if the scene is safe
 - C. Do a head-to-toe examination
 - D. Check the vital signs of the victim
5. When is primary survey of the victim done?
 - A. When the victim is conscious
 - B. During the survey of the scene
 - C. When the victim is unconscious
 - D. After the victim has regained consciousness
6. What sterile cloth is used to cover a wound?
 - A. bandage
 - B. cold compress
 - C. dressing
 - D. hot compress
7. What is used to stop bleeding and provide support for immobilization of a fracture?
 - A. bandage
 - B. cold compress
 - C. dressing
 - D. hot compress
8. Which is a break in the continuity of the tissue in the body?

- A. fracture B. laceration C. sprain D. wound
9. What open wound is caused by nails, needles and other pointed objects?
A. avulsion B. incision C. laceration D. puncture

10. Which is used to transport an unconscious victim who should not be lifted due to serious injuries?
A. blanket drag B. chair drag C. hammock carry D. lover's carry

Test II. Write TRUE if the statement is correct and FALSE if it is incorrect.

1. It is good to give food to an unconscious victim.
2. First aid takes the place of the services of a physician.
3. The victim is experiencing shock if his eyes are dilated.
4. The RICE method is used in treating sprains and strains.
5. Apply direct pressure to stop severe bleeding of a wound.
6. A good first aider informs the victim of the severity of the injury.
7. Immobilize the fractured part before taking a victim to the hospital.
8. Primary and secondary surveys of the victim are performed if the scene is not safe.
9. The first consideration in transporting a victim is to identify the place where the victim will be transferred.
10. Checking if something is blocking the airway of the victim is the last step in doing primary survey of the victim.

The teacher shall facilitate the checking of answers.

How are your scores? Do they show that you are knowledgeable about safety education and first aid? Or do they tell you otherwise? Refer to the interpretation below.

	Description	Interpretation
20	Advanced	You have adept knowledge and skills and may independently study and perform the activities in this module.
16-19	Proficient	You have adept knowledge and skills and may study and perform the activities in this module with a little guidance from the teacher.
11-15	Approaching Proficiency	You have the fundamental knowledge and skills and may study and perform the activities in this module with a little guidance from the teacher.
6-10	Developing	You have the minimum knowledge and skills about safety education and still need guidance and help from the teacher.
0-5	Beginning	You are still struggling with the basic knowledge and skills about safety education and greatly need the guidance of the teacher.

You may now proceed to the next activity.

DRAFT

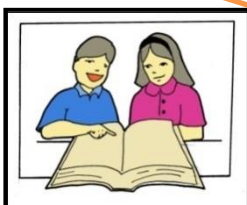
March 24, 2014

Lesson 1 – The Basics of First Aid

Welcome to your first safety adventure! Today, you will learn about the basics of First Aid, its meaning and importance. At the end of this lesson, you are expected to be able to discuss the characteristics of a good first aider, and the roles, responsibilities and principles of first aid. Start your adventure now!

Objectives:

1. Explain the meaning and importance of first aid
2. Develop the sense of responsibility to help others through the knowledge and application of first aid



PART I - WHAT TO KNOW

Activity 1 – “Emergency! Emergency! What will I do?”

The class will be divided into groups with 4-5 members. Each group will pick a situation and do the necessary, immediate and appropriate action. If done individually, you may also write down your immediate action to the following situations:

Situation	Immediate Action to be Taken
1. Your younger sister cuts her finger with a knife.	
2. Your friend falls down the stairs from the 2 nd floor and can hardly stand.	
3. A man in the street is bumped by a car.	
4. Your mother accidentally touches a hot pan.	
5. Your classmate has drunk poison.	
6. Your teacher suffers a heart attack	
7. Your neighbor experiences stroke	
8. Your grandfather slips in the comfort room and cannot move his right arm anymore.	
9. Your cousin who does not know how to swim falls into a deep river.	
10. Your baby brother accidentally swallows a small part of a car toy and it gets stuck in his throat.	

Process Questions:

1. Who are victims of accidents? Where do accidents happen? Why do they happen?
2. Are these situations preventable? How?
3. What will you do if these happen?
4. Why do we need to give immediate action to an emergency situation?

Do you think you did the right action for each situation? Do not worry. As you go on with this module, you will discover the proper ways of addressing those situations.

Here is what you need to know...

First Aid is an immediate and temporary care given to a person who suddenly gets ill or injured. It includes self-help and home care if medical assistance is not available or delayed. It can mean the difference between life and death in extreme cases. However, we must know the limits of the first aid we can give because improper first aid can actually do more harm than good in some instances. Anyone who gives first aid is a first aider.

Roles of First Aid

1. It is a bridge that fills the gap between the victim and the physician.
2. It is not intended to compete with or to take the place of the services of the physician.
3. It ends when the services of the physician begins.

Objectives of First Aid

1. To save lives
2. To prolong life
3. To alleviate suffering
4. To prevent further injury

Characteristics of a Good First Aider

1. Gentle-does not cause pain and panic
2. Observant-notices all signs
3. Resourceful-makes the best use of things at hand
4. Tactful- does not frighten the victim
5. Sympathetic- comforts and reassures the victim

Principles of First Aid

(Dos in Giving First Aid)

1. DO stay calm.
2. DO reassure and comfort the victim.
3. DO check for a medical bracelet indicating a condition, such as epilepsy or diabetes.
4. DO loosen any tight clothing.
5. DO keep the victim covered to reduce shock

(Don'ts in Giving First Aid)

1. DON'T give food and drink to an unconscious person.
2. DON'T move an injured person unless you need to place him/her in the recovery position.



PART TWO - WHAT TO PROCESS

Activity 2 – Organize Your Thoughts

The class will be divided into five groups and each group will be given an information card. The task is to present the information through a creative graphical organizer. You may follow the example below.



Process Questions:

1. What should we remember when giving first aid?
2. Why is it important to understand and follow the basics of first aid?
3. What is the ultimate goal in giving first aid?

Activity 3 – Figures of Speech

Choose one from the following words and compare it to anything, then defend your answer.

Example: Injury is like a thief because it comes anytime.

- | | |
|--------------------|-------------------------|
| ✚ First aid | ✚ Being gentle |
| ✚ First aider | ✚ Being observant |
| ✚ To save life | ✚ A physician |
| ✚ Giving first aid | ✚ Safety and prevention |
| ✚ Staying calm | ✚ Having a quality life |

Process Questions:

1. If injuries happen at any time, at any place, to anybody, then what should we do to prevent them?
2. If injuries happen at any time, at any place to anybody, then what should we do if these happen?
3. What are the roles of a first aider during an emergency situation?

Activity 4– “Is He a Good First Aider?”

Analyze the situations and answer the process questions that follow.

- ✚ Student A is very relaxed in controlling the bleeding on her classmate’s finger.
- ✚ Student B is insisting that her unconscious sister drink water.
- ✚ Student C immediately brings her friend, who fell down the stairs, to the clinic.
- ✚ Student D makes use of his clean handkerchief to tie his best friend’s bleeding arm.
- ✚ Student E speaks comforting words to her cousin who sprained his ankle while playing basketball.

Process Questions:

1. Who among the students are good first aiders? Why?
2. Who among them are not good first aiders? Why?
3. What characteristics should a good first aider possess?
4. If you were a first aider, what would be your ultimate goal?



PART THREE - WHAT TO REFLECT ON AND UNDERSTAND

Activity 5 – Complete Me

Complete the unfinished statements individually.

I can be a first aider because _____.

I will be a first aider because _____.

As a first aider, I will _____.

Process Questions:

1. Why is first aid important?
2. Can we help others through our knowledge and skills in first aid? How?

Activity 6 – First Aider on the Go...

The person in the illustration is a first aider. Interpret it emphasizing the importance of first aid to oneself and others.



Process Questions:

1. Why is having knowledge and skills in first aid important?
2. Can we help others through our knowledge and skills in first aid? How?



PART FOUR - WHAT TO TRANSFER

Activity 7–Act it Out!

The class will be divided into groups. Create a 2-3 minute pantomime showing a good first aider helping in certain emergency situations at home, in school, on the road, at an office or park.

Criteria for scoring: Quality, Realistic, Stage Performance and Teamwork

Lesson 2 – Survey of the Scene and the Victims

Welcome to your second safety adventure! This will be a very exciting safety adventure because you will know the proper procedures in assessing emergency situations for unintentional injuries and in doing the primary and secondary surveys of the victims. It is expected that at the end of this lesson, you can confidently and properly demonstrate these procedures, applying the principles of first aid and displaying characteristics of a first aider which you have learned in the previous lesson.

Objectives:

1. Demonstrate properly the procedures in assessing emergency situations
2. Demonstrate properly the procedures in doing primary and secondary survey of victims

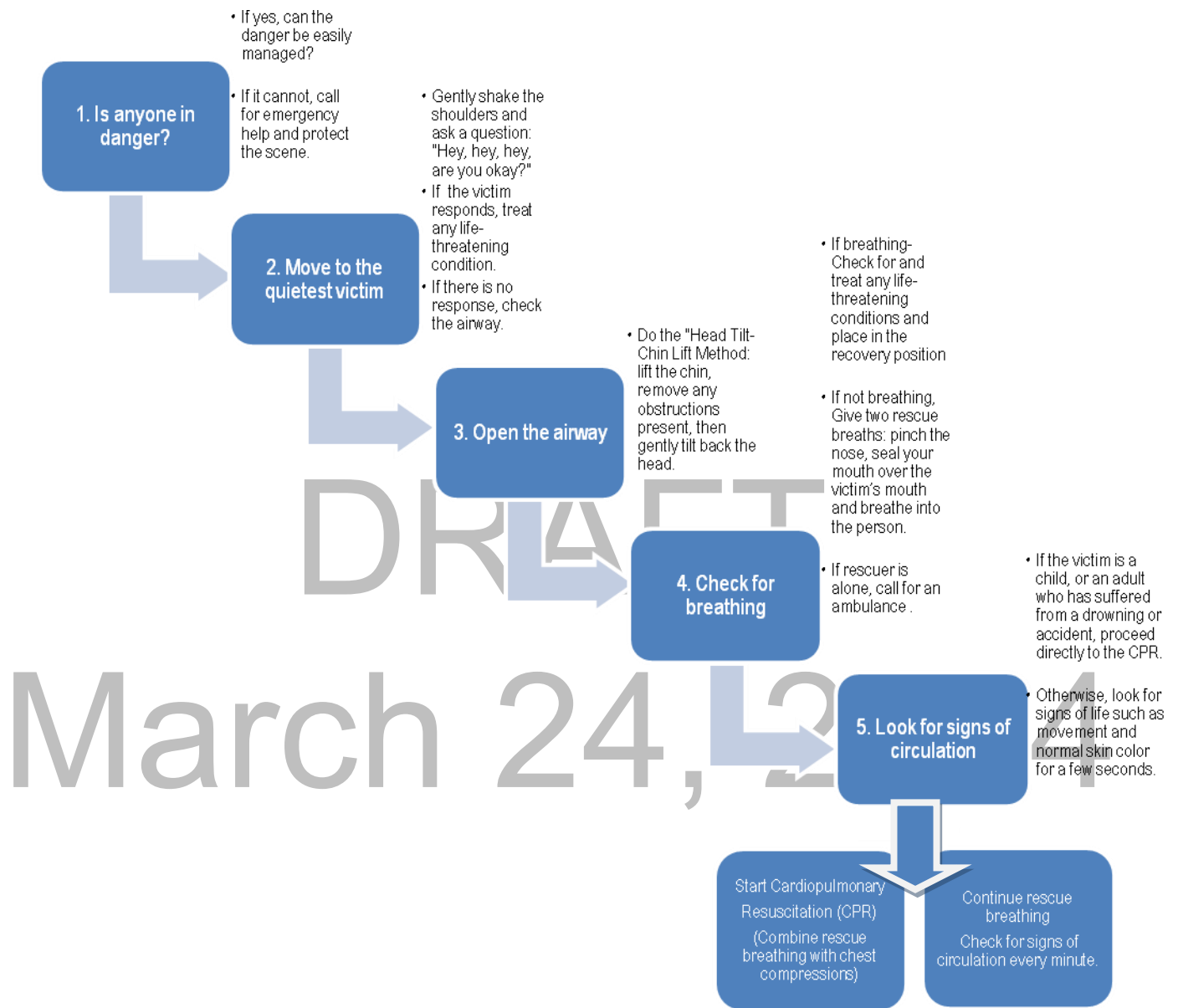


PART I - WHAT TO KNOW?

Study carefully Figure 1. It shows the procedure in assessing emergency situations.

Figure 1. Steps in Assessing Emergency Situations
(Source: The Health Curriculum in Philippine Basic Education, Vol. 2)

DRAFT
March 24, 2014



Activity 8 – Express your Queries

Do you understand the flow chart? If yes, congratulations! You have an in depth background knowledge and skills in first aid. If you don't, then list down on the table below all the words and phrases that you do not understand or are confused about.

I don't know anything about....	I am confused about...

Present your queries to the teacher. You may also ask a bonafide Red Cross member, a para-medical practitioner like a nurse, a first aider, rescuer, health professional, life guard or a physician in your school or community to discuss and demonstrate the principles.

Listen attentively to the teacher or any invited person as he/she discusses and demonstrates the proper procedures in assessing emergency situations and in doing basic life support (primary and secondary surveys of the victims).

Here is what you need to know...

Vital signs are measures of various physiological statistics taken in order to assess the most basic body functions. The act of taking vital signs normally entails recording body temperature, pulse rate or heart rate, blood pressure, and respiratory rate.

Before, Airway, Breathing and Circulation (ABC) are mnemonics for essential steps used by both medical professionals and lay persons such as first aiders when dealing with a patient.

In 2010, the American Heart Association is rearranged the ABCs of cardiopulmonary resuscitation (CPR) in its American Heart Association Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care, published in Circulation: Journal of the American Heart Association.

"For more than 40 years, CPR training has emphasized the ABCs of CPR, which instructed people to open a victim's airway by tilting their head back, pinching the nose and breathing into the victim's mouth, and only then giving chest compressions," said Michael Sayre, M.D., co-author of the guidelines and chairman of the American Heart Association's Emergency Cardiovascular Care (ECC) Committee. "This approach was causing significant delays in starting chest compressions, which are essential for keeping oxygen-rich blood circulating through the body. Changing the sequence from A-B-C to C-A-B for adults and children allows all rescuers to begin chest compressions right away."

Difference between signs and symptoms

Signs are details discovered by applying your senses – sight, touch, hearing and smell during the course of the examination.

Example:

- ☛ Bleeding
- ☛ Swelling
- ☛ Deformities

Symptoms are sensations that the victim feels or experiences and may be able to describe.

Example:

- ☛ Nausea
- ☛ Vomiting
- ☛ Heat
- ☛ Impaired sensations

There are two ways to conduct physical examination when giving first aid:

1. Primary Survey

Primary survey of the victim is used when the victim is unconscious and to find out and immediately treat life-threatening conditions.

a. Check for Consciousness

1. Ask the victim: “Hey, hey, are you okay?” while carefully shaking the victim’s shoulder.
2. When there is no response, not even mumbles or groans, the victim is unconscious and in need of immediate medical help.

b. Open the Airway

1. The victim’s unconsciousness maybe due to an obstruction in his/her airway. It may also be caused by a narrowed airway making breathing impossible.
2. Find out if there is loss of muscular control in the throat area which allows the tongue to slip back and block the throat.
3. Lift the chin and tilt the head of the victim (if the victim is an adult). This way you will be able to lift the tongue from the back of the throat, leaving the airway clear.

c. Check for Breathing

1. Put your face near the victim’s mouth and look, listen, and feel for breathing. You should observe for:
 - ☛ Chest movement, sound of breathing, or feel of breath on your cheek

d. Check for Circulation

1. Locate pulse using your middle and index finger. Pulse indicates blood circulation, which is essential for the heart and brain to function.
2. Poor blood circulation may be reflected on the pale color of the skin. This is fatal.
3. To revive circulation, perform CPR immediately.

2. Secondary Survey

Secondary survey is used when the victim is conscious or has revived. It aims to detect everything about the patient's condition.

a. History Taking

SAMPLE PAIN is the mnemonic in order to perform the steps more easily.

S-symptoms (the chief complaint of the patient)

A-llergy (find out if the victim is allergic to anything)

M-edication (what are the medicines s/he is currently taking)

P-revious illness (that may be related to the problem)

L-last meal (only for those subject for operation)

E-vents prior to what happened

P-eriod of pain (How long? What started it?)

A-rea (Where is the pain coming from?)

I-intensity

N-ullify (What stopped it?)

b. Checking for Vital Signs

A. Pulse rate

Steps in checking the pulse:

- Use your fingertips in getting the pulse. Follow the following procedure:
 1. Place the finger tip over an artery where it either crosses a bone or lies close to the skin.
 2. Feel the pulsations as the pressure wave of blood causes the vessel wall to expand – that is the pulse.
- The pulse rate may be taken in different points in the body like:
 1. Brachial
 2. Carotid
 3. Wrist
 4. Temporal
 5. Subclavian
 6. Axillary
 7. Femoral

NO-NO in Getting Pulse Rate

- ☛ Never use your thumb; it has its own pulse.
- ☛ Do not palpate both the carotid arteries at the same time.
- ☛ Do not take the pulse when the victim is in sitting position.
Pulsations disappear as the victim is elevated to a sitting position.
- ☛ Never put too much pressure or massage the carotid. You may disturb the heart's electrical conduction system.

Normal Pulse Rate	
60-70	Men
70-80	Women
80-90	Children over 7 years old
80-120	Children over 1-7 years old
110-130	Infants

B. Temperature

Guidelines in checking temperature:

- It is being important to monitor temperature in the case of stroke and high fever.
- Body temperature is measured by using a thermometer within the:
 1. Rectum (rectal)
 2. Oral (mouth)
 3. Axillary (armpit)

C. Respiration

Guidelines in checking respiration:

- Count the number of breaths per minute.
- A whistle sound or wheeze and difficulty in breathing may mean an asthma attack.
- A gurgling or snoring noise and difficulty in breathing may mean that the tongue, mucous or something else is stuck in the throat and does not let enough air to get through.

*Between 12-20 breaths per minute are normal for adults and older children;
40 breaths per minute are normal for babies.

D. Skin color

Guidelines in checking skin color:

- Skin color reflects the circulation of blood and the saturation of oxygen in the blood.
- The presence of mucous around the mouth, inner eyelids, and nail beds is a sign of poor blood circulation.
- A healthy skin that warm and pink because blood flows normally in the blood vessels.

c. Head to Toe Examination

1. Head and neck

- ☛ Are there any lacerations or contusions in the area?
- ☛ Is there a presence of blood in the victim's hair? If yes, immediately find out where it is coming from.
- ☛ Is there any fluid in the victim's nose, and ears? If so, the victim has a skull fracture.

2.Eyes

- ☛ Pay close attention to the pupils.

Pupil Appearance	Assessment
Dilated pupil	State of shock
Very small pupils	Poison or use of prohibited drugs
Different size	Head injury that requires immediate attention
Small and bright	Pupils are reactive
No reaction	DEATH

3. Chest

- ☛ Check for cuts, bruises, penetrations, and other impairments.
- ☛ If the victim feels pain while you apply pressure onto his/ her chest, there could be a rib fracture.

4. Abdomen

- ☛ Does the victim's abdomen hurt? Where is the pain coming from?
- ☛ Is his/ her abdomen tender?
- ☛ Did you feel any lumps? If yes, get immediate medical assistance.

5. Back

- ☛ Is there movement in the victim's lower extremities?
- ☛ Is there sensation in these parts? If the answer is yes, do not move the victim. Immobilize him/ her.

Top Ten things to do in case of emergency

1. Shout for HELP!
2. Survey the scene and assess the situation.
3. Determine if the accident warrants a visit to the nearest hospital or if simple cleansing and band aid will do.
4. If you are certified in CPR and a victim needs it, begin CPR right away.
5. Stop the bleeding, if there is any.
6. Treat any symptoms of shock.
7. Look for the medical alert tag in every victim.
8. Seek trained medical assistance.
9. Never give anything by mouth to an unconscious victim.
10. Wait for medical professionals to arrive.

***ALWAYS LOOK FOR A MEDICAL ALERT TAG IN EVERY VICTIM.**

EMERGENCY ACTION PRINCIPLES

Source: Red Cross Manual

- Step 1** • Is the scene safe? If yes, proceed to the next steps. If no, do not attempt to go to the accident. Call Emergency Medical Services instead.
- Step 2** • Make sure the victim is lying on his back. If not, roll the victim.
- Step 3** • Check for responsiveness by gently tapping the shoulder of the victim saying:
• "Hey, hey, hey are you okay?"
- Step 4** • If there is no response, call for help immediately.
- Step 5** • Do the primary survey of the victim.
• Airway - check if there is blockage in the airway (if yes, take it out using your pinky finger in a scooping motion).
• Breathing - use the maximum head-tilt-chin-lift method and look-listen-feel (if negative, perform rescue breathing)
• Circulation - Use carotid pulse (if negative, go to Step 6)
- Step 6** • While applying maximum head-tilt-chin-lift method, pinch the nose and give 2 initial full breaths to the victims.
- Step 7** • Take off the clothes of the victim that can block the compression area.
- Step 8** • Perform CPR on the victim.
• Do 5 cycles of 30 compressions and 2 breaths.
- Step 9** • If the victim is revived, do the secondary survey of the victim. If not, continue performing CPR while waiting for the rescue team.
- Step 10** • Do the secondary survey. Record all the data and surrender to the rescue team.
- Interview :
 - S - ymptoms
 - A - llergy
 - M - edication
 - P - ast medical history
 - L - ast oral intake
 - E - vents prior to the accident
 - Vital Signs - Carefully check the following vital signs
 - eyes : dilated - shock; constricted - stroke or drug abuse; pupils are unequal - stroke or head injuries
 - nose - watery - fracture or skulls injury;
 - bluish skin color - lacking oxygen (cyanosis)
 - body temperature
 - blood pressure
 - Head-to-Toe Examination- Check for the following
 - D - eformity
 - C- ontusions
 - A- brasions
 - P- unctures
 - B- urns
 - T- enderness
 - L- acerations
 - S- welling

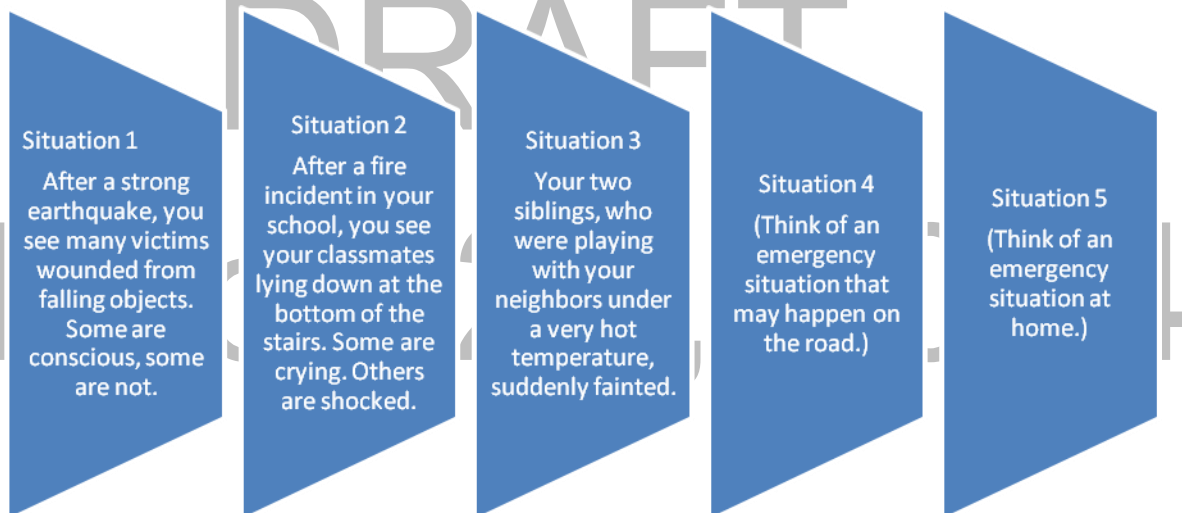
After listening attentively and reading the information above, I am very sure that you are now ready to demonstrate the procedure in assessing emergency situations and in doing primary and secondary surveys of the victim.



PART TWO - WHAT TO PROCESS

Activity 9 - Let's try this!

Go to your group and practice the procedures. Be ready to apply the proper procedure to the situation that the teacher will give. Be sure to apply the previous lessons. Your performance will be graded according to the following criteria: correctness of the procedures and application of basics of first aid.



Process questions:

1. Why is it important to assess the situation first before proceeding to the primary and secondary survey of the victim?
2. When should a primary survey of the victim be used?
3. When should a secondary survey of the victim be used?

How was your performance? I am sure it was great.

If the teacher gave you an unsatisfactory score, do not worry. You still have the chance to do better in your next activities. Review the procedures above and try to check which steps you are not very good at yet.

Activity 10– Share Your Heroism

Share with the class a real experience where you were able to help other people in an emergency situation.

1. Have you experienced helping a person in an emergency situation?
2. How was it?
3. What did you do? Is it the same with what has been discussed?
4. How did you feel during and after helping the victim?



PART THREE - WHAT TO REFLECT ON AND UNDERSTAND

Activity 11 – Rate Yourself

How well did you perform and participate in assessing emergency situations and in doing primary and secondary surveys of the victims? Write your name and reason at the right side of your chosen self-rating.

Advanced	
Proficient	
Approaching Proficiency	
Developing	
Beginning	

1. Why is it important to follow the proper procedures in assessing emergency situations and in doing basic life support (primary and secondary survey of the victim)?

Activity 12– Learning Outside

Interview a bonafide Red Cross member, a para-medical practitioner like a nurse, first aider, rescuer, health professional, life guard or a physician. Gather information with the use of the guide questions below. Present a summary of facts through a pamphlet, editorial, newsletter, etc.

1. What is the first thing that they do in case of an emergency?
2. How do they prepare themselves for an emergency?
3. What do they consider in addressing emergency situations?
4. What trainings did they undergo?
5. Why did they choose their profession?



PART FOUR - WHAT TO TRANSFER

Activity 13 – Music is Good for Health

Compose a 4-line jazz chant in English, Filipino or your own dialect describing the importance of having first aid and safety awareness.

Criteria: Relevance and Stage Performance

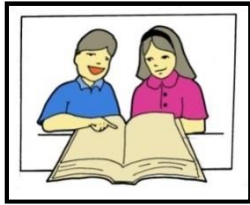
Example : First Aid ay kailangan
 Upang emergency ay ating matugunan
 Ngunit mas makakabuting, mag- ingat- ingat lang
 Iwasan ang sakuna, katawan ay protektahan.

Lesson 3 – Dressing and Bandages

Welcome to your third safety adventure. This will be another and new exciting trip where you will learn the different dressing and bandages used on wounds and burns. It is expected that at the end of this lesson, you can explain and properly demonstrates the bandaging techniques for some unintentional injuries. Good luck again and have a “safety” journey!

Objectives:

1. Explain the purpose of dressing and bandages
2. Demonstrate the appropriate bandaging techniques for common unintentional injuries



PART I - WHAT TO KNOW

Activity 14–Bonding with Dressing and Bandages

Examine the pictures.

1. Have you seen or used any of them? When?
2. Where?
3. What do you call them?
4. When do you use them?



DRAFT

Note to the illustrator: Redraw pictures and make them bigger

March 24, 2014

Activity 15 – Twist and Double Match

Arrange the scrambled letters in Column A to form words related to first aid. Connect them to their correct definition or purpose in Column B, and to their pictures in Column C.

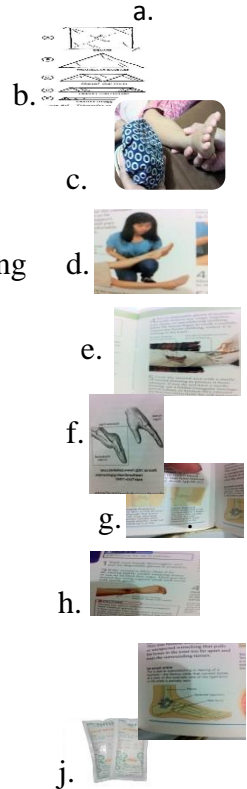
Column A

Column B

Column C



- | | | |
|------------------|--|----|
| 1. SINGDERS | A. a sterile cloth used to cover wounds | a. |
| 2. CLOD PRESSCOM | B. used to reduce swelling | b. |
| 3. OLDC DAP | C. can be used as cold compress | c. |
| 4. NABGADES | D. used to apply pressure to stop bleeding | d. |
| 5. DOUNW | E. the end of the bone is displaced | e. |
| 6. BRUN | F. a broken bone | f. |
| 7. SPARINS | G. ligaments are torn | g. |
| 8. TRINSAS | H. muscles are overstretched | h. |
| 9. FARCTERU | I. caused by heat | i. |
| 10. LISDOCATION | J. a cut in the skin | j. |



Here is what you need to know...

- A dressing is a piece of sterile cloth that covers a wound to prevent infection and/or to stop bleeding.

Techniques in Applying a Dressing

1. Wash hands and wear gloves, if possible.
2. Unwrap the dressing as close to the wound as possible. Be sure not to touch the wound.
3. Skin is not sterile. If the dressing slips over the victim's skin while you are trying to position it, discard and use a fresh one.
4. Place the dressing over the wound.
5. Use a dressing that is large enough to extend at least 1 inch beyond the edges of the wound.
6. If body tissue or organs are exposed, cover the wound with a dressing that will stick.
7. Then secure the dressing with a bandage or adhesive tape.
 - Cold compress is used to reduce swelling and relieve pain, especially used for sprains and strains. Cold packs can be used as cold compress. Hot compress is also used to allow normal blood circulation. Cold and hot compress are applied alternately for closed wounds or contusions.

- Bandages are used to apply pressure to bleeding; for covering wounds and burns; and providing support for immobilization for broken bones, sprains and strains. There are three main types of bandages namely: triangular, ace and tubular. Triangular bandage is made from cloth and can be used as cold compress, padding, support for pressure, or support sling. Ace bandage secures dressings in place. Tubular bandage is used to support joints or hold dressings in place. Smaller tubular bandage is used for finger injuries.

Figure 2 shows the parts of a triangular bandage.

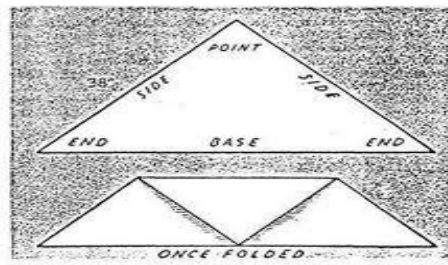


Figure 2. Parts of a Triangular Bandage

Two Phases of Bandaging

- An open phase bandaging is used for wounds on top and back of the head, chest, back, hand, and foot, and as arm sling.
- A cravat phase bandaging is used for wounds that need extra support like wound on the eye, forehead, ear, cheek, jaw, shoulder, hip, arm, leg, elbow, knee, and palm and for a sprained ankle. The narrower the cravat is, the greater pressure it will give.

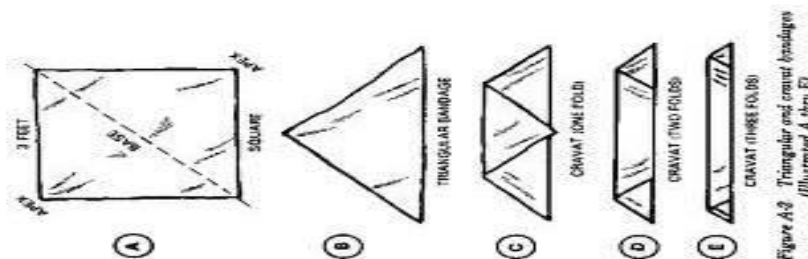


Figure 3. Phases of Bandaging

Techniques in Bandaging

1. Keep in mind the following:
 - a. Always use a square knot.
 - b. Keep the cloth sterile to avoid infection.
 - c. Always keep the ends.
2. Bandaging technique depends upon the size and location of the wound, your first aid skills, and materials at hand.
3. Bandage firmly over bleeding and securely over the broken bone, not so tight so as not to cut off blood circulation.
4. When wrapping bandages around the body, such as knees, ankles, neck, and small back, use its natural hollows to slide the bandage gently into place.
5. Since most injuries swell, check regularly to ensure that the bandage is still comfortable and that it remains firmly secured.
6. Secure the bandage with a tape, clips or a bow or square knot. Ensure that the bandages, especially the knots, do not touch the skin.

How to do a square knot

- ✚ Right over left and left over right (Figure 4)



Figure 4. Making A Square Knot

Wounds

A wound is a break in the continuity of a tissue in the body. It may be closed in which there is no break or damage in the skin. It is also called hematoma or contusions. A wound may also be an open wound in which there is a break in the skin.

Kinds of Open Wounds



Puncture

Abrasion

Incision

Laceration

Avulsion

1. Puncture is a piercing wound caused by nails, needles and other pointed objects
2. Abrasion is caused by rubbing or scraping the skin against a rough surface.
3. Incision is a cut caused by knife, broken glass or any sharp object.

4. Laceration is a blunt breaking or tearing of soft tissues usually resulting from mishandling tools and other accidents.
5. Avulsion is a forcible tearing or partial tearing away of tissues.

How to Manage Wounds:

A. For management of hematoma, we use the mnemonic RICE:

1. Resting the injured part
2. Ice application
3. Compression
4. Elevation

B. First Aid for Open Wounds with Severe Bleeding

1. Wear gloves and remove or cut clothing as necessary to expose wound.
2. Control bleeding by applying direct pressure.
3. Elevate the injured part above the heart except for eye injury and wounds with embedded object.
4. Cover wound with sterile dressing and bandage.
5. Care for shock.
6. Consult a physician immediately.

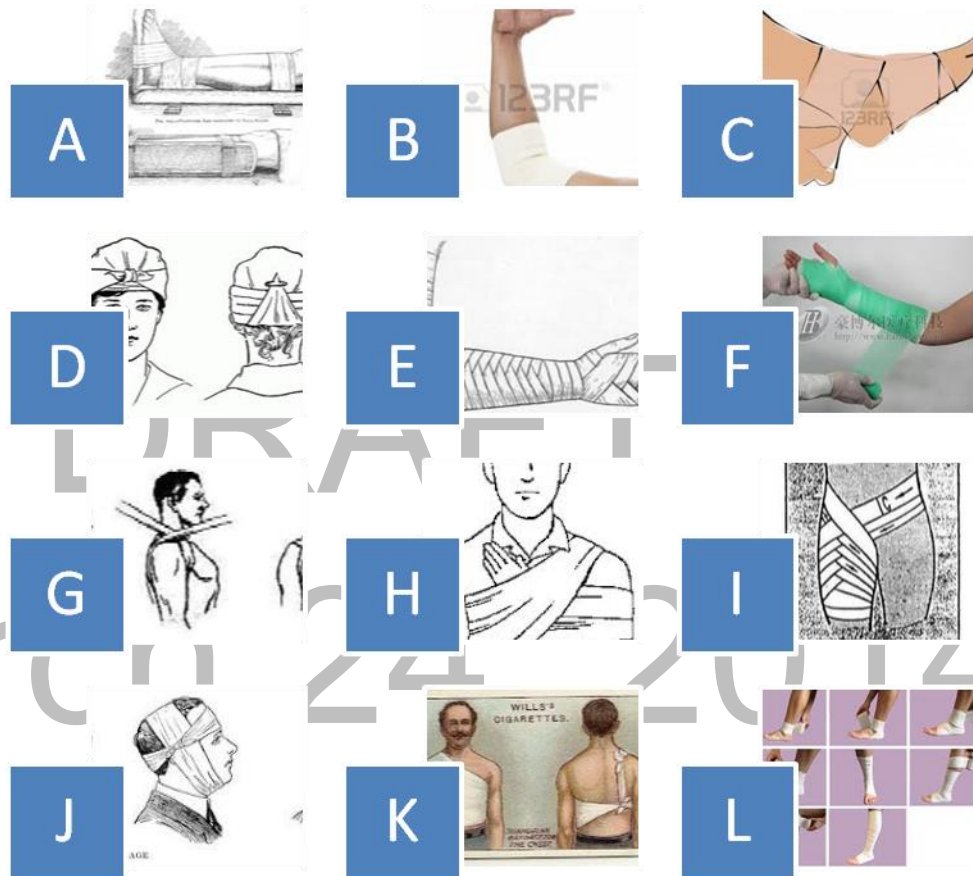
March 24, 2014



PART TWO - WHAT TO PROCESS

Activity 16 – Wound and Bandage

Choose from the pictures below the correct type of bandaging for to the specified injuries.



1. An incision on a chest
2. An abrasion on a cheek
3. A puncture on a foot
4. A laceration on the arms
5. An avulsion on the head

Process questions:

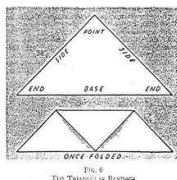
1. Why should we use dressings and bandages on wounds?
2. Can we use any cloth as a dressing or bandage? Why and why not?
3. Aside from wounds, in what other injuries can we use dressings and bandages?
4. Why is it necessary to apply the proper techniques on applying dressings and bandages?



PART THREE - WHAT TO REFLECT AND UNDERSTAND

Activity 17 – Be Grateful and Resourceful

List down some materials at home or in school that can be used as dressings and bandages. Write them in the box. Include their uses or importance.



Why should we use clean dressings and bandages?



PART FOUR - WHAT TO TRANSFER

Activity 18 – Bandaging Olympics

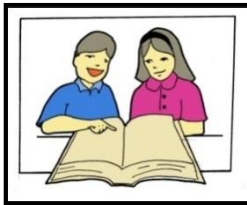
Your class will be having a bandaging contest. In this competition, you will be grouped and given several injuries. Your task is to quickly apply the dressing and bandage on the wounds. The group who dress so in shortest time with correct application of dressings and bandages wins the game. Good luck!

Lesson 4 – Carrying and Transporting an Injured Person

Welcome to your fourth safety adventure. At this stage, you will experience different things. You will be challenged to analyze situations and use your muscular strength and endurance to carry and transfer an injured person to a safer place. At the end of this lesson, you are expected to demonstrate the proper techniques in carrying and transporting the victims of unintentional injuries.

Objectives:

1. Identify the different types of carrying and transporting of an injured person
2. Demonstrate proper techniques in carrying and transporting an injured person



PART I - WHAT TO KNOW

Activity 19 – “How Will You Bring Me to A Safe Place?”

An injured person needs your help. You are to bring her to a safe place. How are you going to do that? Study the situations and determine the kind of transport that should be used.

Different Kinds of Transport

LOVER'S CARRY



SHOULDER DRAG



FIREMAN'S CARRY



FIREMAN'S DRAG OR TIED-HANDS CRAWL



BLANKET DRAG



PACK-STRAP CARRY



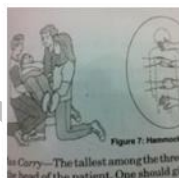
CHAIR CARRY



TWO-PERSON ARM CARRY



HAMMOCK CARRY



BEARER ALONGSIDE



Situations...

No. of First Aider	Available Materials	Status of Injured Person	Must Do	Kind of Transport
1	None	Unconscious Has no injury on arm, leg, rib, neck and back		
1	None	Unconscious	Pass underneath a low structure	
1	None	Unconscious	Transport the victim up the stairs	
1	Malong	Experiencing a very serious injury and should not be lifted		
1	None	Unconscious Very small		
1	None	Unconscious Fat		
2	Classroom chairs and tables	Unconscious No injury on neck, back or pelvis	Carry the victim down stairs	

2	None	Unconscious		
3	None	Unconscious	Injured person will be carried on his back or face	
3	None	Unconscious	First Aiders will have to stay on one side of the injured person	

Questions:

1. In what emergency situations can we apply these transporting techniques?

Listen and observe carefully as the teacher discusses and demonstrates the techniques so that you will be ready for the next activity.

Here is what you need to know...

Transporting an injured person to a safer place requires great care. A first aider must undergo proper training. When doing this, a first aider must consider the following factors:

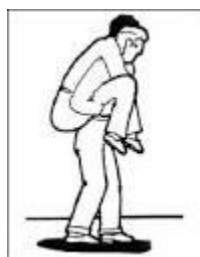
- a. Weight and height of the victim
- b. Status of the victim (conscious or unconscious)
- c. Environment (safe, floor is smooth, narrow or wide)
- d. Special need considerations (injuries of the victims)

One-man Transport



Fireman's Carry

Fireman's Carry – the easiest way to transport a light and smaller victim



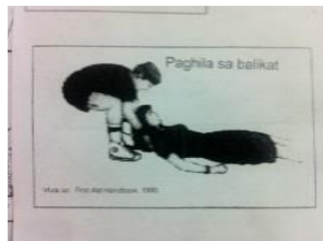
Piggy Back

Piggy Back – when the victim is conscious



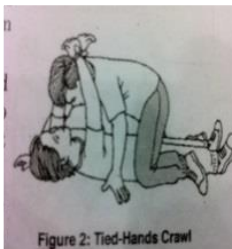
Pack Strap Carry

Pack Strap Carry - when the victim is smaller than the first aider



Shoulder Drag

Shoulder Drag – used when the floor is smooth, short distance transport



Fireman's Drag

Fireman's Drag or Tied-hands Crawl – used when first aider and victim must crawl underneath a low structure



Blanket Drag

Blanket Drag – used when the victim is seriously injured and should not be lifted.

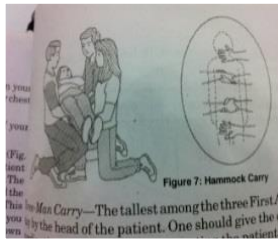
Two-man Carry



Chair Carry

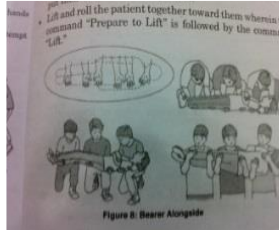
Chair or Seat Carry – when there are two first aiders and a chair is available

Three or More-Man Transport



Hammock Carry

Hammock Carry – when there are three first aiders



Bearer Alongside

Bearer Alongside Carry – carriers will stay on the uninjured side of the victim

Six Man Lift and Carry – when there are six first aiders

(Note to the illustrator: Copy the picture of “Bearer Alongside” and add 3 lifters on the other side of the victim to make it six)



Activity 20 – Pick and Carry

PART TWO - WHAT TO PROCESS

The class will be divided into groups with 3-4 members. One from your group will act as victim. The teacher has prepared strips of paper in which the different types of carrying and transporting the victim are written. You will pick three and demonstrate the proper techniques.

Process questions:

1. Which among the techniques do you find the easiest and the most difficult? Why?
2. What fitness components are needed by a first aider or rescuer in transporting a victim to a safer place?
3. What are the things to consider in transporting a victim?



PART THREE - WHAT TO REFLECT ON AND UNDERSTAND

Activity 21 – Thinking of Others

If you were the SK Chairman of your barangay, will you offer First Aid skills-training to the youth of your community? Why? How will you do this? Present an Action Plan to the class with the following parts:

- a. Goals/Target
- b. Participants
- c. Resource Person/Guest Speakers
- d. Venue
- e. Estimated Budget
- f. Desired Outcomes



PART FOUR - WHAT TO TRANSFER

Activity 22 – Campaign for Safety

Create a slogan that will encourage people in the community to join in the First Aid Movement.

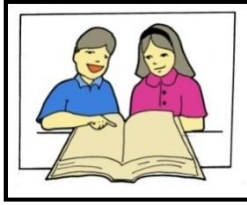
Criteria: Relevance and Persuasiveness

Lesson 5 – First Aid for Common Unintentional Injuries

Welcome to your last safety adventure! This lesson will culminate your exciting and significant journey as you learn the causes and proper first aid procedures for common unintentional injuries. Your knowledge, skills and understanding on this final stage will completely prepare you to practice safety measures and help yourself, your family, friends and your community during emergencies.

Objectives:

1. Identify common unintentional injuries in school
2. Demonstrate proper first aid procedures for common unintentional injuries



PART I - WHAT TO KNOW

Activity 23 – Creative Presentation

The class will be divided into several groups. Each group will be assigned a specific unintentional injury. Your group shall present your assigned topic in a creative way but must address the guide questions given. Listen, observe attentively and participate in the presentation of the other groups.

1. Where does the injury commonly happen?
2. What are the factors that contributed to the occurrence of the injury?
3. What are the proper procedures in giving first aid to the injury?
4. What are the ways to prevent the injury?

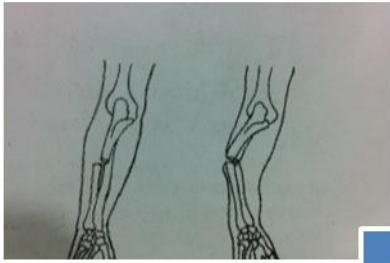
Suggested Presentations:

1. Gallery Walk
2. Game Show
3. Talk Show
4. Poem
5. Role Play
6. Graphical Presentation
7. Pantomime
8. Newscasting
9. Song Composition
10. Multimedia and Other Creative Presentations

Note to the illustrator: lay out the following below pictures strategically to save space and make the pictures bigger and clearer

Here is what you need to know...

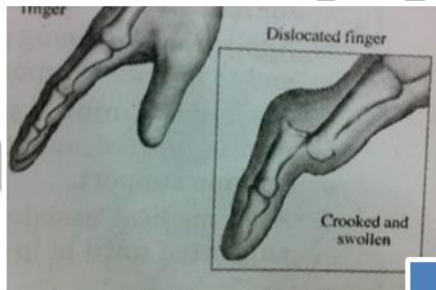
FIRST AID FOR COMMON UNINTENTIONAL INJURIES



FRACTURE is a break or crack in a bone. An open fracture pierces the skin surface while in a closed fracture, the skin above is intact.

First aid:

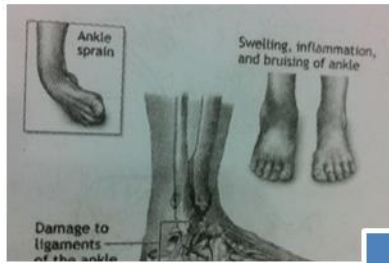
1. Check vital signs.
2. Do not move the injured part.
3. Stop bleeding if there is any.
4. If you have to move the person, immobilize the broken part by splinting.
5. Seek medical help immediately.



DISLOCATION is a partial or complete displacement of the bones.

First Aid:

1. Call for help immediately.
2. Splint the affected part.
3. Do not try to move a dislocated part or force it back into place.
4. Apply ice on the injured part to reduce swelling .

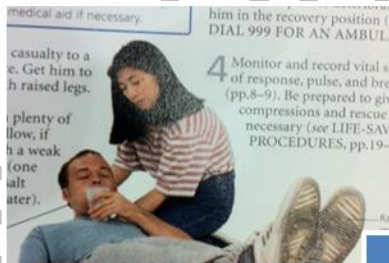


SPRAIN is an injury to the ligaments of a bone due to accidental tearing or overstretching.

STRAIN is an injury to the muscles which is a result of improper use of the muscle.

First Aid:

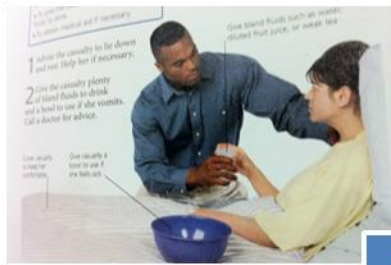
1. Rest the injured part.
2. Apply ice.
3. Compress the injured part.
4. Elevate the injured part.



HEAT EXHAUSTION is caused by loss of salt and water due to excessively high temperature. This may lead to heatstroke and even death.

First Aid:

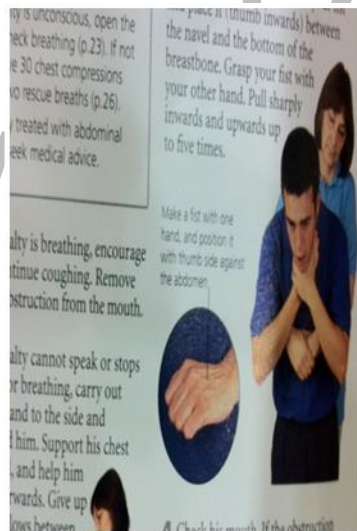
1. Transport a victim to a cool place.
2. Give him/her plenty of water.
3. Check for vital signs.
4. Seek medical help.



FOOD POISONING is caused by consuming food or drink that is contaminated with bacteria or viruses.

First Aid:

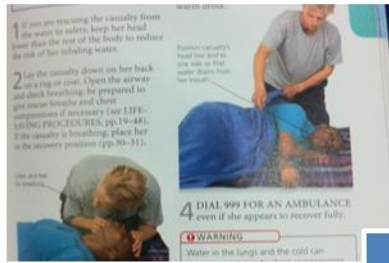
1. Help the person to lie down and rest.
2. Give him plenty of flavorless fluids to drink and a bowl to use if he vomits.
3. Call for medical help if the condition worsens.



CHOKING results when a foreign object blocks the throat.

First Aid:

1. Ask the person if he is choking.
2. Encourage him/her to cough.
3. When the person cannot speak or stops coughing, give him five back blows. Stand behind him and help him lean forward. Support his chest with one hand, and give five sharp blows between the shoulder blades with the heel of your hand.
4. If back blows fail, try abdominal thrusts. Stand behind the person and put your arms around the upper part of his abdomen. Clench your fist with thumbs inward. Place it between navel and the bottom of breastbone. Grasp your fist with your other hand. Pull sharply inwards and upwards up to five times.
5. Check his mouth. If obstruction is not cleared, repeat the back blows and abdominal thrust.
6. If obstruction still has not cleared, call for an ambulance. Continue until help arrives.



DROWNING happens when air cannot get into the lungs because of water. It can cause immediate death when taken for granted.

First Aid:

1. Lay the person down on his/her back.
2. Check breathing and open the airway.
3. Give rescue breaths and chest compression if necessary.
4. If the person is breathing, place him/her in the recovery position.
5. Treat for hypothermia by removing wet clothing and covering him/her with a dry blanket.



HEART ATTACK is caused by a sudden obstruction of blood supply to the part of the heart muscles.

First Aid:

1. Help the person sit or lie down with head elevated.
2. Call for medical help.
3. If the person is conscious, give him/her a full-dose aspirin and advise him/her to chew it slowly.
4. Constantly monitor the vital signs. Be prepared to give rescue breaths and chest compression.



CHEMICAL BURNS may occur when electricity passes through the body.

First Aid:

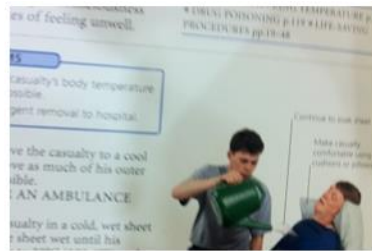
1. Make sure that contact with the electrical source is broken.
2. Flood the sites of injury at the entry and exit points of the current with plenty of cold water.
3. Wear disposable gloves and place a sterile dressing or a bandage over the burn to protect it from airborne infection.
4. Call for medical help.
5. Reassure the victim and treat for shock.



BURNS are often due to domestic incidents such as touching a hot iron, friction (rope burn) or spilling boiling water on the skin.

First Aid:

1. For minor burns, flood the injured area with cold water for at least how long to stop burning and relieve pain.
2. Put on gloves and cover the area with sterile non-adhesive dressing or bandage.
3. For severe burns, help the person to lie down and prevent the burnt area from coming into contact with the ground. Douse the burn with plenty of cold liquid.
4. Seek for medical assistance. Do not delay medical help.
5. Wear disposable gloves and gently remove any rings, watches, belts, shoes, or smouldering clothing before the tissues begin to swell.
6. Carefully remove any burnt clothing, unless it is sticking to the skin. Cover the burnt area with non-adhesive dressing or bandage.
7. Continue to monitor vital signs.
8. Reassure casualty and treat for shock.



HEAT STROKE is caused by a failure of the "thermostat" in the brain to regulate body temperature. When this happens, the body becomes seriously heated.

First Aid:

1. Move the person immediately to a cool place.
2. Remove as much of his outer clothing as possible.
3. Call for medical help.
4. Wrap the person in a cold, wet sheet and keep the sheet wet until his temperature drops to 38° C or 37.5 °C under the tongue or armpit, respectively.
5. If the person has returned to normal temperature, replace wet sheet with a dry one.
6. Monitor vital signs until help arrives.
7. If temperature rises, repeat the cooling process.



STROKE is a condition in which the blood supply to a part of the brain is suddenly and seriously impaired by a blood clot or ruptured blood vessel.

First Aid:

1. If the person is conscious, help him to lie down with his head and shoulders slightly raised and supported.
2. Incline his head to the affected side and place a towel on his shoulder to absorb any dribbling.
3. Call for help.
4. Loosen any tight clothing.
5. Monitor vital signs and reassure the victim.
6. If the victim is unconscious, give rescue breathing and chest compression.
7. Call for an ambulance or call for help.



PART TWO - WHAT TO PROCESS

Activity 24 – Looking Back

Look at your answers once again in Activity 1 “Emergency! Emergency! What Will I do?”

1. Did you do the proper first aid procedure for each injury?
2. Which injury were you confident in giving first aid? Why do say so?
3. Which injury were you not confident in giving first aid? Why do you say so?



PART THREE - WHAT TO REFLECT ON AND UNDERSTAND

Activity 25 – First Aid Challenge

The class will be divided into five groups and will play “First Aid Challenge”. Each group will go to five stations which contains a specific injury. The group shall perform the proper first aid procedure. Each group will assign a different victim for each station so that everyone will be given the chance to experience being a victim and a first aider. Be sure to master all the first aid procedures and apply the principles of first aid and emergency because you cannot proceed to the next station if your procedure is wrong. The group with the shortest time to finish the challenge will get the highest score. Good luck!!!

1. Did you enjoy the activity?
2. Why did you lose or win in the game?
3. What important thing did you learn in the game?
4. What are the common unintentional injuries that may happen in school?
5. Why is it important to give correct first aid?

Activity 26 – “Can I Be?”

1. Can a grade 9 student be a first aider? Why and how?
2. Can any member of your family be a first aider? Why and how?
3. Can an ordinary citizen in your community be a first aider? Why and how?
4. Can we all be first aiders? Why and how?



PART FOUR - WHAT TO TRANSFER

Choose one between the two activities.

Activity 27 – Fully Packed

Draw a cartoon/comic strip showing a person ready to help other people through his/her knowledge and skills in first aid. Write or draw the things, qualities, information, skills that s/he should have in applying first aid.

Criteria: Clarity, Completeness and Creativity

Activity 28 – “Let’s Go and Let’s Do!”

Performance Task through Role Playing, Pantomime or Dramatization

Scenario:

In one household, things are not properly arranged. Knives are put in a place where children can easily reach. Fruit and vegetable peelings are not properly thrown. Detergent bars and other laundry materials have no labels.

A child is playing in the living while the mother is cooking.

1. Present one injury that can possibly happen in the situation.
2. If you were in the situation when the injury happened, how are you going to help the victim?

Criteria: Correctness of Procedures, Sincerity and Observance of Safety

SUMMARY/SYNTHESIS/FEEDBACK

Unintentional injuries cannot be avoided. It happens at any time, at any place to anybody. We must therefore practice safety awareness at all times.

But when injuries happen, appropriate knowledge and skills of the proper application on first aid could greatly help in alleviating pain, preventing further injury, prolonging and even save lives.

GLOSSARY OF TERMS

Accident	- any unexpected event causing injury
Airway	- the passage of air in the body
Bandage	- any sterile cloth used to cover a wound, stop bleeding or immobilize bone injury
Choking	- an injury in which a certain object is stuck in the throat
Circulation	- the flow of blood
Cravat phase	- folded triangular bandage
Direct pressure-	a way of controlling bleeding in which compress or a bare hand is pressed directly on the wound
Dislocation	- a condition in which bones are partially or completely pulled out from its position
Dressing	- any sterile cloth used to cover a wound
Electrical burn-	a burn occurring from the passage of electricity in the body
First aid	- an initial treatment given to an injured person before the arrival of a medical practitioner
First aider	- a person giving first aid
Fracture	-a break or crack in the bone
Heart attack	- a sudden obstruction of the blood supply to parts of the heart muscle
Heat stroke	- failure of the thermostat in the brain
Physician	- a medical doctor
Open phase	-unfolded triangular bandage
Poisoning	-exposure or ingestion of toxic substances
Severe bleeding-	serious bleeding that can cause blood loss
Shock	-a life-threatening condition characterized by rapid pulse, paleness, coldness, and sweating
Sprain	-an injury to the ligaments, tendons and muscles due to overstretching, over wrenching or sudden movement
Sterile	- clean, germ-free

Strain	- an injury to the ligaments, tendons and muscles due to overstretching, overwrenching or sudden movement
Survey	-an act of investigating or examining something
Thermostat	- body temperature regulator
Transport	- to move or transfer to another place
Unintentional injuries-	injuries which are not expected; also known as accidents
Victim	- the injured person
Vital signs	-refers to the level of response, pulse, breathing and temperature of the victim
Wound	- a break in the continuity of the tissue or skin

REFERENCES

- American Heart Association (2010). Guidelines for cardiopulmonary resuscitation and emergency cardiovascular care. Journal of the American Heart Association.
- Darilag, Agripino G., et.al. (2012). Enjoy life with P.E. and Health: Textbook for second year. SD Publications, Inc.
- Galvez Tan, Jaime Z., et.al. (2009). The health curriculum in Philippine basic education: A resource book on health for teachers. Vol. 2. Pasay City: UNESCO, National Commission of the Philippines, Social and Human Sciences Committee.
- Santiago, Glinore B., et. al. (2004). MAPEH: A worktext in music, arts, physical education and health. Manila: St. Augustine Publications, Inc.
- St. John Ambulance Caring for Life, et.al. (2006). Pocket first aid. Revised Edition. London: Dorling Kindersley Limited.



Grade 9

Health Education

Quarter 3

LEARNER'S MATERIAL NO. 3

Prevention of Substance Use and Abuse

(Drug Scenario in the Philippines)

DRAFT

Draw something about drugs in the Philippines

March 24, 2014

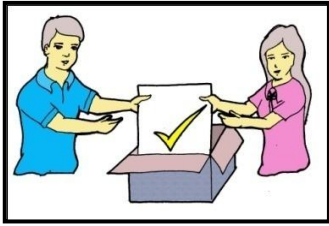
INTRODUCTION

This learner's material is designed to inform you about the present drug scenario in the Philippines, the different classifications of drugs abuse and their harmful short-term and long-term effects on the body. Common and informative terms encountered in drug education are included. Signs and symptoms of drug use and abuse among teenagers will also be tackled. You will also learn about the effects of drug addiction to self, family, community and the country as a whole. Various strategies and techniques presented in this learner's material will help to prevent substance use and abuse. Furthermore, this material provides you with a solid knowledge from which you may gain more information about prevention, intervention, and healthy alternatives to avoid substance use and abuse.

Before you go through this learning material, you need to answer the pre-assessment which checks your prior knowledge, processing and understanding of the topics. The learner's material will have seven lessons. Each lesson contains the four core parts of learning namely: Knowledge, Process, Understanding and Transfer. The learner's material will culminate with a product or performance assessment to check your level of proficiency. Suggested *media resources* are given to further enhance your growing mind.

Stay healthy and enjoy learning!

PRE-ASSESSMENT



Let's play ADD (Agree, Disagree, Don't Know)

Start the game by staying behind a line with your classmates. The line can be a chalk line or an adhesive tape. This game allows you to discuss topics about drugs that you would rather not talk about. You will analyze your current values and express your personal beliefs. You will also listen to your classmates and be able to get new and exciting ideas.

How to play the game:

1. Choose a venue with free space. Your teacher will post the three signs “Agree”, “Disagree” and “Don't Know” beside each other facing your class.
2. Your teacher will read a statement to the class. You and your classmates will decide if you agree, disagree or don't know the answer.
3. Wait for the “Go!” signal before you go to the sign which suits your values, beliefs and feelings. Avoid pushing and pulling.
4. Your teacher may want to ask you about your decision.
5. You can change your decision if you feel it is necessary.
6. Your teacher will proceed to the next statement until all statements have been read.
7. Processing will follow.

Statements:

1. Drugs are not a concern in the Philippines!
2. Filipino males are more prone to drug use than females.

3. Teenagers are in danger to drug use, misuse and abuse.
4. All medicines are drugs but not all drugs are medicines!
5. Drugs change the way the brain thinks and processes information.
6. There are many healthy alternatives to combat drug use and abuse.
7. Shabu is one of the commonly used and abused drugs in the Philippines.
8. Drug dependence is the state of physical and psychological dependence on drugs by a person following its continuous use and abuse.
9. Drug abuse is the continuous use of a drug or several drugs other than their specified purpose.
10. A drug is a substance which brings about mental, emotional, behavioral and physiological changes to a person.

AGREE

DISAGREE

DON'T KNOW

LINE

STUDENTS

K-W-L Chart

List ideas you know about the drug scenario in the Philippines. Write these in the **K** (*What I Know*) column. List things you want to know in the **W** (*Want to Know*) column. Do not write anything in the **L** (*What I Learned*) column yet.

K (What I Know)	W (Want to Know)	L (What I Learned)

Quiz Time!

Your teacher will assess your prior knowledge, process and skills on the current drug scenario in the Philippines. The score will not be recorded. Write the answers in your notebook or activity sheet.



Supply the missing words

- Commonly abused drugs in the Philippines are __ (1) __, __ (2) __, and __ (3) __.
- Filipino (4) __ are most vulnerable in experimenting and abusing drugs.
- __ (5) __ are any substances or chemicals which when taken into the body have psychological, emotional and behavioral effects on a person.
- Cigarettes and alcohol are classified under __ (6) __ because smokers and drinkers have a tendency to use drugs of abuse.

True or False. Write True if the statement is true and false if it is false.

___ 7. Stimulants, depressants, hallucinogens, narcotics and inhalants are drugs of abuse.

___ 8. Teenagers who engage in drug use and abuse are prone to drop-out and fail in their academic performance.

___ 9. Taking small amounts of drugs of abuse will not make a person an addict in the long run.

___ 10. There are healthy and enjoyable things to do than taking drugs.

Lesson 1: Drug Scenario in the Philippines

Introduction

Lesson 1 presents the drug scenario in the Philippines. You will be provided with information about the study conducted by the Dangerous Drugs Board. This is the lead government agency which plans, establishes and initiates programs and projects necessary to combat and reduce the illegal distribution, manufacture and sale of drugs of abuse. You will also be introduced to basic terms used in the study of substance use and abuse. Activities are provided to further develop knowledge, skills and attitudes toward the topic.

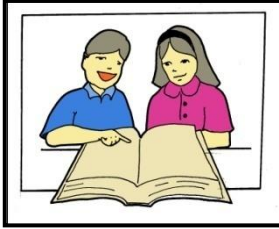


OBJECTIVES

At the end of the lesson, you are expected to:

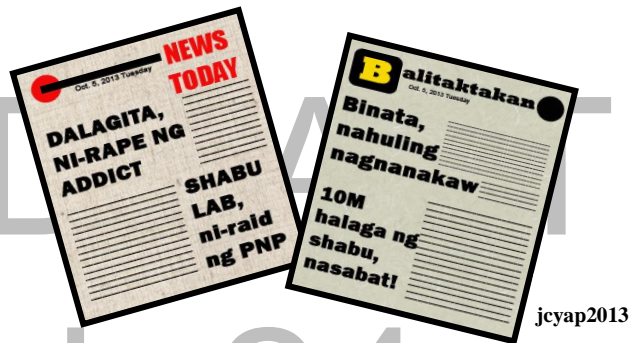
- Describe the drug scenario in the Philippines
 - Explain the concepts of drug dependence, drug use, drug misuse and drug abuse
- Conduct a survey in school or in the community about its present drug scenario
- Create a box of information which includes all information who have learned, gathered and processed

WHAT TO KNOW



Activity 1: **Buzz Time!**

Look at some of the headlines in the newspapers or electronic news, watch news on television or listen to radio news program about drug-related crimes in the Philippines. Have a buzz session with the class about the present drug scenario in the country.



Activity 2: **Reading Time!**

In the year 2004, an estimate of 6.7 million drug users in the Philippines was recorded by the Dangerous Drugs Board (DDB). The “2008 *National Household Survey on the Nature and Extent of Drug Abuse in the Philippines*” conducted by the same agency revealed that there is a downward trend in the number of drug users down to 1.7 million users. The decline may be associated with the government’s intense efforts in combating drugs. The following are the reasons for the successful decline of drug abuse in the country:

Add editorial cartoon on drug scenario in the Philippines.

- Operations conducted by different law enforcing agencies like the Philippine National Police (PNP), National Bureau of Investigation (NBI), Philippine Drug Enforcement Agency (PDEA), Bureau of Customs and other law enforcers have helped arrest local and international drug syndicate members, traffickers, and destroy secret laboratories and warehouses.
- Strict implementation of policies under the “Dangerous Drugs Act of 2002” like the compulsory drug test for application of driver’s license, entrance to military service, application for firearms licensing, and others.
- Actualization of the Dangerous Drugs Board’s programs and projects in partnership with other agencies like the Department of Education (DepEd), Department of Social Welfare and Development (DSWD) and other local government units (LGU) and non-government organizations (NGO).

These are positive efforts bearing fruits and achievements; however the government does not rest on its laurels but rather creates more productive programs and projects to make the country a drug-resistant society.

Profile of Filipino Drug Users

Profile	Findings
Ratio of Users (male to female):	10:1
Mean Age:	28 years old
Civil Status:	Single (58.2%)
Employment Status:	Unemployed
Educational Attainment:	High School level
Average Monthly Household Income:	Php 16,290.80
Duration of Drug Use:	6 years and more
Residence:	Urban areas
Nature of Drug Use:	Poly-drug use (multiple drug use)
Common Drugs of Abuse Used:	Shabu (1 st)
	Marijuana (2 nd)
	Inhalants (3 rd)

Source: “2008 National Household Survey on the Nature and Extent of Drug Abuse in the Philippines”

Common Concepts in Drug Education

The following are the usual words you will encounter in studying substance use and abuse:

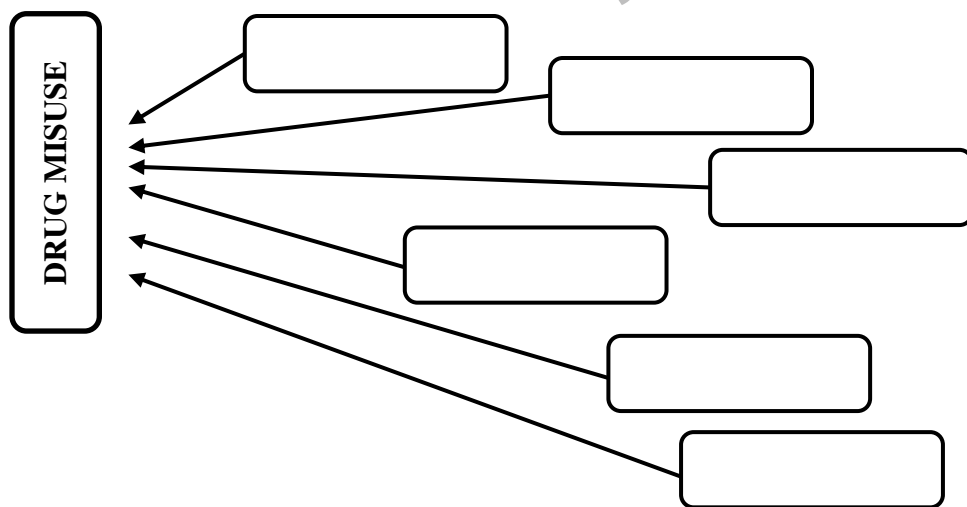
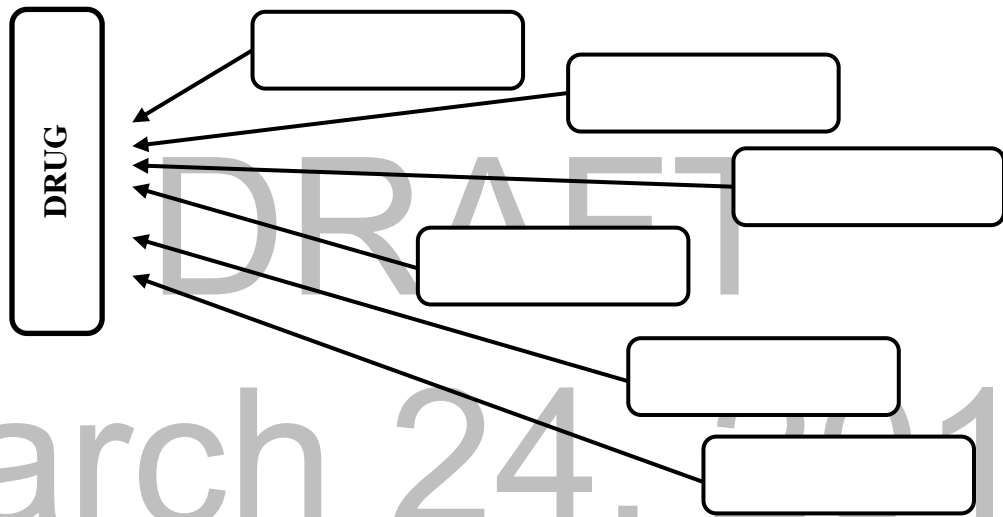
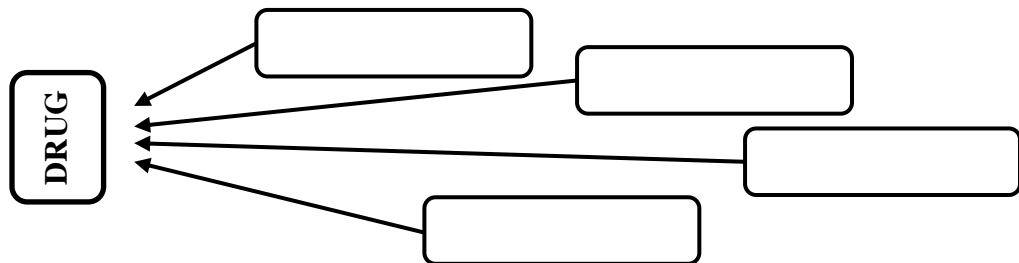
- **Drugs** are any substances or chemicals which when taken into the body either through nasal, oral, transdermal or intravenous way have psychological, emotional and behavioral effects on a person.
- **Drugs of abuse** are drugs commonly abused by users. In the Philippines the three drugs of abuse are shabu, marijuana and inhalants.
- **Drug dependence** is a cluster of physiological, behavioral and cognitive phenomena of variable intensity in which the use of a drug takes on a high priority thereby creating a strong desire to take the substance.
- **Drug misuse** is the use of a substance incoherent or inconsistent with the prescribed dosage or frequency of use.
- **Drug Abuse** is the use of a substance for non-medicinal purposes. Abuse leads to organ damage like brain damage and liver damage, addiction and troubled behavioral patterns.
- **Drug tolerance** is the condition of the body to adapt to the effects of substances to the body thus requiring an even larger amount of the substance to experience the same physiological and mental effect experienced when taking the smaller dosage.

Use the following guide questions:

1. What is the Dangerous Drugs Board report all about? What is your personal opinion?
2. What is the current drug scenario in your community and school?
3. What are the common terms related to drugs?

Activity 3: Key Drug Concepts

Fill in the necessary concepts about each term related to drugs. Add more tags if necessary.



Activity 4: Ways Drugs of Abuse Enter the Body

Draw a silhouette of a man or woman's figure. Show 4 ways by which drugs of abuse enter the body.

WHAT TO PROCESS



Activity 5: What is your Choice?

Form a big circle. Your teacher will read out each statement below. How do you feel after reading each statement? Do the double thumbs up and placed on your cheeks for **AGREE**, cover your eyes for **DISAGREE**, and look up for **UNDECIDED**. Discuss with each other and see if some will change their minds.

Statements:

- Smoking should be banned in public places.
- It is okay for students to use cigarettes and alcohol.
- Our law is too easy on teenagers caught using drugs.
- Advertising is causing teenagers to try alcoholic drinks.
- Severe penalties for drug use will stop people from using drugs.
- Parents should be held responsible for their children who are into drug use.

WHAT TO REFLECT AND UNDERSTAND



Activity 6: Reflection Time

Write an essay about the present drug scenario in the Philippines. Include data and information including common terms you have learned in class and have gathered personally. Also include ways for the government and society to combat drug syndicates and addiction. Limit your essay to 150-200 words.

WHAT TO TRANSFER



Activity 7: Let's Make a Box of Information

Now that you know the present drug scenario in the Philippines and the common terms used in the study of substance use and abuse, show what you learned in a creative way. You will create a box of information which will include:

- a map of your community
- pictures related to the topic
- information and data collected

The box of information can be made either of wood or cardboard. Creativity is encouraged like the use of lights and sounds. The rubric on the next page will show you how your information box will be graded.

Rubric for Box of Information

Criteria	4 points	3 points	2 points	1 point
Required Elements	The material includes all required elements as well as additional information.	All required elements are included in the material.	All but one of the required elements are included in the material.	Several required elements are missing.
Labels	All items of importance on the material have labels that can be read from at least 3 ft. away.	Almost all items of importance on the material have labels that can be read from at least 3 ft. away.	Few items of importance on the material have labels that can be read from at least 3 ft. away.	Labels are too small to view or no important items were labeled.
Graphics - Relevance	All graphics are related to the topic and easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most are easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic or several borrowed graphics do not have a source citation.
Attractiveness	The material is exceptionally attractive in terms of design, layout, and neatness.	The material is attractive in terms of design, layout, and neatness.	The material is acceptably attractive though it may be a bit messy.	The material is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical/mechanical errors in the material.	There are 1-2 grammatical/mechanical errors in the material.	There are 3-4 grammatical/mechanical errors in the material.	There are more than 4 grammatical/mechanical errors in the material.

Total Score: /20

Lesson 2: The Risk and Protective Factors of Using Drugs

Introduction

Lesson 2 gives the different risks and protective factors in substance use, abuse and drug dependence. Risk factors are those that contribute to drug abuse. Protective factors prevent drug use. You will be asked to discuss in depth these risk factors and protective factors. You will also be asked to analyze different situations where you might encounter these factors.

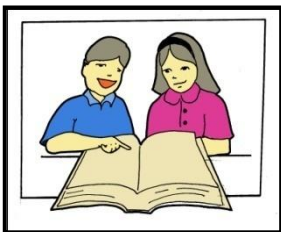


OBJECTIVES

At the end of the lesson, you are expected to:

- discuss risk and protective factors in substance use, abuse and drug dependence
- analyze situations for the use and non-use of psychoactive substances
- state personal opinions about preventing drug use and abuse.
- write an essay about preventing drug use and abuse.

WHAT TO KNOW



Activity 8: **Risk and Protective Factors**

This activity will help you discuss the risk and protective factors regarding substance use, abuse and dependence.

How to play the game:

1. Get markers/crayons and a short bond paper cut crosswise to be used as metacards.
2. List a risk factor on one sheet. A risk factor is one that can result to using and abusing drugs. Write legibly.
3. List a protective factor on the other sheet. A protective factor is one that prevents you from using and abusing drugs. Write legibly.
4. Post the meta-cards for the risk factors on one side of the board and the meta-cards for the protective factors on the other side.
5. After everybody has posted his/her meta-cards, your teacher will ask you questions or clarify things.
6. Teacher feedback will follow.

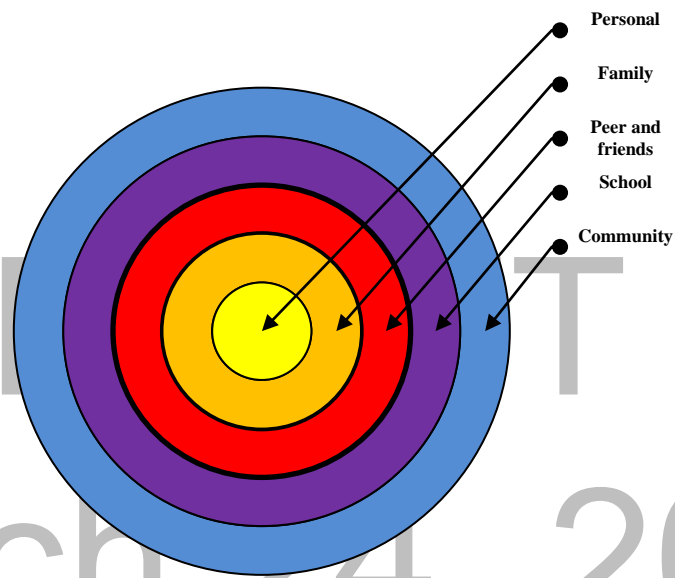
Activity 9: **Reading Time!**

Risk and Protective Factors for Drug Use, Misuse, Abuse and Dependence

The use, misuse and abuse of drugs are the result of various factors surrounding a person. These factors either increase or decrease the possibility of a person to use drugs.

Risk factors are those influences which increase the chances of using, misusing and abusing drugs. Protective factors, on the other hand, are those influences which

decrease the chances of using, misusing and abusing drugs. According to studies, protective factors counterbalance negative effects of risk factors. It is important to understand that it does not necessarily mean that several risk factors present make a person highly susceptible to drug use, misuse and abuse. Protective factors even if few in number may be enough to work against the risk factors, more so if there are several of these protective influences. These factors are composed of influences in different domains of life.



Domains of Life which Affect Drug Use and Abuse

Reference: www.drugabuse.gov

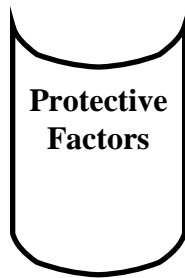
Below are the risk and protective factors in the use, misuse and abuse of drugs:

PERSONAL (Early Aggressive Behavior vs. Self-control)



- Use of drugs at an early age
- Risk taking behavior
- Experimentation
- Poor social skills and interaction
- Childhood problems
- Feelings of isolation





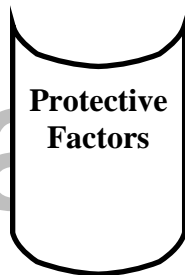
- Self-control behavior
- Good reasoning skills
- Excellent social skills
- Positive interaction with people
- Sense of belonging



FAMILY (Weak Parental Guidance vs. Strong Parental Guidance)



- History and patterns of drug use
- Attitudes toward drug use
- Poor parenting and child rearing
- Inconsistent family rules
- Poor family values
- Poor family ties



- Good communication with people
- Positive family relationship
- Clear and consistent family rules
- Strong family values
- Positive expectation to child's success in family, school and community
- Reliance on family for emotional support

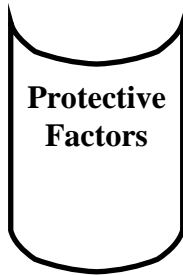


PEERS AND FRIENDS (Substance Abuse vs. Academic Excellence)



- Association with peers and friends known to use gateway drugs (cigarettes and alcohol)
- Preference to stay with peers and friends than with family





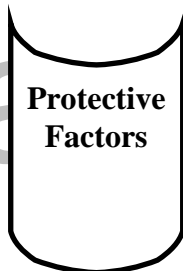
- Association with peers and friends who do not use gateway drugs
- Formation of friendships
- Reliance on friends for emotional support
- Inviting friends at home to know the family



SCHOOL (Availability of Drugs vs. Strong Anti-Drug Policies)



- Poor academic performance
- Lack of commitment to studies
- Poor attendance in school
- Involvement in fights and conflicts



- Good to excellent academic performance
- Joins extra-curricular activities and school organizations
- Shows interest in attending classes

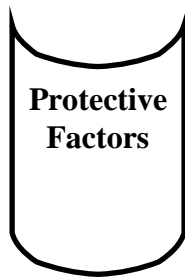


COMMUNITY (Poverty vs. Strong Community Relationship)



- Easy access to gateway drugs
- Poor community organization and neighborhood relationship
- Poor implementation of community laws
- Negative attitudes which favor drug use





- Strong community relationships
- Active and positive community programs, projects and activities for the youth
- Positive attitude which combat drug use
- Strong community advocacy against drugs



Reference: Risk Factors and Protective Factors. (October 2003). Retrieved November 8, 2013, from <http://www.drugabuse.gov/publications/preventing-drug-abuse-among-children-adolescents/chapter-1-risk-factors-protective-factors/what-are-risk-factors>

Reflect on the risk and protective factors you have just read. Share your ideas in class.

Activity 10: You be the Judge of It!

Read the editorial below and answer the questions on your notebook, answer sheet or journal.

Though it seems that society is winning in the battle against illegal drug use and abuse, I believe that we are still a long way from declaring victory in the battle. Teenagers are still victimized by drug addiction. Everyone complains? But only a few propose ways to completely stop drug use and abuse. The following are some suggestions to stop this terrible and frightening habit.

First, the film industry should stop glamorizing drug addiction. Drug addicts and drug pushers should not come out as heroes and saints in films and television programs. They should realize that young people look up to these actors and actresses and what they portray on camera is something that looks cool and good for the young viewers. The government and the actors' guild should come up with a law banning the industry from showing drugs of all forms on television and film.

Second, the government should have strict laws and policies on drug trafficking and possession of drugs and their paraphernalia. We should follow our neighboring countries which include death penalties as sanction to drug traffickers. Right now, the Philippines serve as a drop-off point for drugs coming from other countries. Drug Laboratories have been discovered in residential houses and old abandoned factories. Foreign members of syndicates have been caught and charged by authorities. These are proofs that there is a need to review and revise our present laws on drug abuse and trafficking.

Third, horrific videos of people dying from drug-related illnesses should be used by the government as advocacy materials for students to see and know the real deal about drug use and abuse. If students will understand the ugly truth about drugs through these advocacies and they will no longer start to take drugs, then the approach will be effective and the experience worthwhile.

There are still more ideas I can share with you regarding drug abuse prevention but I think that these three suggestions are more than enough to change the scenario. My parting words are to “think several times before acting out foolishly”.

- The Editor

Questions:

1. What are the ideas of the editor to stop drug use, abuse and drug trafficking. Summarize these ideas.
2. Do you think the ideas of the editor will be effective? Why or why not?
3. Do you have other ideas that might help stop drug use, abuse and trafficking? Write one idea in each box.

--

--

--

--

WHAT TO PROCESS



Activity 11: Editorial Page

Write your own editorial page about your thoughts in activity 10. Include your own editorial cartoon.

A rectangular box containing ten horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

Sample editorial page

WHAT TO REFLECT AND UNDERSTAND



Activity 12: Role Play

Devide the class into five groups. Think of a play that showcases preventing risk factors and strengthening protective factors.

A rubric for this play will be discussed by your teacher.

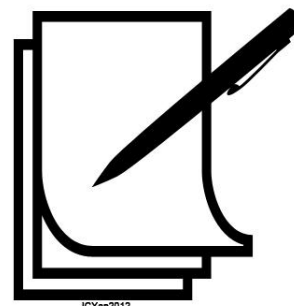
Insert a drawing of a boy and a girl play-acting

WHAT TO TRANSFER



Activity 13: Let's Do an Essay

Your teacher will give you several situations about drug use and abuse which you may encounter in real life. Choose one and write an essay about how you can prevent or avoid such a situation. Write the activity in your notebook or activity sheet. Limit your essay to 50-100 words.



The rubric below shows how your essay will be graded.

Rubric for Essay Writing

Criteria	Advanced (5 pts.)	Proficient (4 pts.)	Approaching Proficiency (3 pts.)	Developing (2 pts.)	Beginning (1 pt.)
Content	Content surmounts anticipation. Treatment of details is advanced and in-depth.	Content reaches expected result. Treatment of details is of good quality.	Content is near the expected result. Treatment of details with some shallow ideas.	Content is beyond the expected result. Details are in the developing phase and very shallow.	Content is very basic and lacks in-depth analysis.
Organization and Style	The structure of the essay is highly organized and shows coherence. There is variety in style which makes the essay very impressive.	The structure of the essay is organized and coherence is obvious. There is variety in style which makes the essay impressive.	The structure of the essay is somewhat organized and coherent. There is somehow a variety in style which makes the essay good.	The structure of the essay is not too organized and coherent. There is little variety in structure and subject.	Structure is unorganized and not coherent with the topic. There is no variety in structure and subject matter.
Grammar	There are no grammatical errors in the	There are minimal grammatical	There are some grammatical errors found in	There are many errors found in	Grammar lacks order and neatness. There

	essay.	errors in the essay.	the essay.	grammar. Editing is suggested.	are numerous errors. Major reconstruction is suggested.
Spelling	There are no spelling errors in the theme.	There are 1-3 errors in spelling.	There are 4-6 errors in spelling.	There are 7-10 errors in spelling.	There are more than 10 errors in spelling.
Total:					/20

Lesson 3: Drugs of Abuse

Introduction

Lesson 3 deals with the classification of drugs of abuse. Learners will be able to classify the drugs of abuse according to their effects on the body. Stresses that some of these drugs of abuse also have their medical purposes but are highly addictive if misused and abused. As a learner, you will be provided with information about the topic. Activities are provided to assist you in developing your knowledge, skills and attitudes about classifying drugs of abuse.

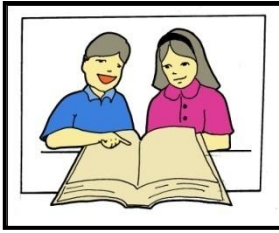


OBJECTIVES

At the end of the lesson, the learners are expected to:

- describe how drug of abuse are classified
- classify drugs of abuse according to their effects on the body
- produce a table flipchart of the classification of drugs and their effects on the body

WHAT TO KNOW



Activity 14: Body Frisking

There are six dangerous drugs in the crossword puzzle below. They are written horizontally, vertically, diagonally or in reverse. Find the words and write them on your activity sheet or notebook.

S	N	E	G	O	N	I	C	U	L	L	A	H
S	A	H	U	N	G	A	I	C	O	S	S	A
G	R	E	R	I	O	P	O	P	P	T	T	L
U	C	L	D	A	S	D	G	N	N	O	I	L
R	O	P	S	Q	Z	X	C	A	P	Y	M	U
D	S	S	Q	W	E	R	S	R	T	Y	U	C
Y	S	A	S	D	E	S	S	C	O	O	L	I
A	F	D	O	S	E	F	G	O	L	U	A	N
W	W	R	W	R	C	V	Y	T	M	T	N	A
E	A	Q	P	W	G	F	D	I	N	H	T	T
T	S	E	S	E	B	N	M	C	V	U	S	I
A	D	S	F	D	D	T	L	S	G	N	O	O
G	A	G	I	N	H	A	L	A	N	T	S	N

Activity 15: Reading Time!

Classification of Drugs of Abuse

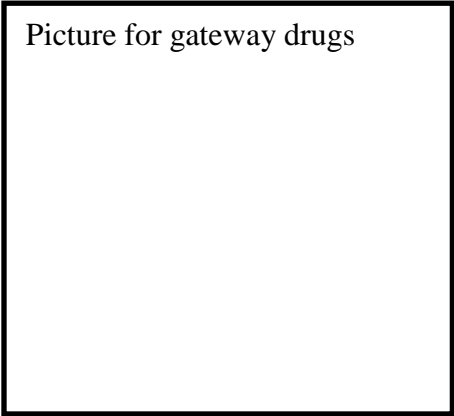
The Dangerous Drugs Board listed three major drugs of abuse in the Philippines. These are methamphetamine hydrochloride or “shabu”, cannabis sativa or “marijuana” and inhalants better known as “solvents”. These drugs of abuse are included in the six classifications of drugs.

The six classifications of drugs are the following:

1. Gateway drugs

Gateway drugs such as cigarettes and alcohol are legal drugs that a non-drug user might try, which can lead him/her to more dangerous drugs such as marijuana and shabu. Teenagers who engage in early smoking and early drinking have a higher chance of using and experimenting with dangerous drugs of abuse.

Picture for gateway drugs



2. Depressant drugs

Depressant drugs slow down a person's central nervous system (CNS). The Central nervous system includes the brain, spinal cord and nerves. Doctors commonly prescribe depressant drugs to help certain persons to be less angry, less stressed or tensed. Depressant drugs relax muscles and nerves. These drugs also make patients feel sleepy and light-headed. Depressant drugs include alcohol, barbiturates and tranquilizers.

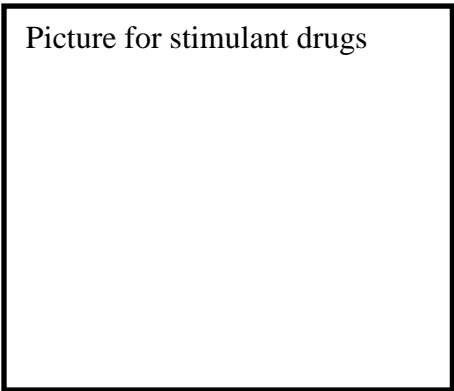
Picture for depressant drugs



3. Stimulant drugs

Stimulant drugs speed up a person's central nervous system. Stimulant drugs have the opposite effect of depressants. Stimulants make a person's energy high. Negative effects of stimulants include depression and tiredness. Stimulants include amphetamines which include shabu, caffeine, nicotine and cocaine.

Picture for stimulant drugs



4. Narcotics

Narcotics are drugs which relieve pain and induce sleepiness. In medicine, these drugs are administered in moderation to patients with mental disorders and those in severe pain like cancer. Narcotic drugs include cocaine, heroin and marijuana. These drugs are illicit and dangerous if taken.

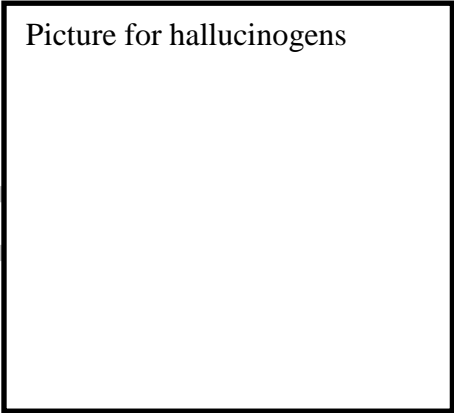
Picture for narcotics



5. Hallucinogens

Hallucinogens are drugs which distort reality and facts. It affects all senses and makes a user see, hear and feel things that don't exist in the time being. The name *hallucinogen* came from the word *hallucination* which is to perceive illusions. Hallucinogens include lysergic acid diethylamide, psilocybin obtained from mushrooms and mescaline.

Picture for hallucinogens



6. Inhalants

Inhalants are found in ordinary household chemical products and anesthetics. It is readily available and accessible to young children. Inhalant intoxication is similar to the signs and symptoms of alcohol intoxication. One difference is the foul smell of chemicals sniffed, inhaled or huffed by the user. Continuous use and abuse leads to delusions, brain damage, liver damage, coma and death. Examples of household products used as inhalants are acetone, rugby or solvent, ordinary and spray paint, cleaning fluids and air conditioner fluid (Freon).

Picture for inhalants

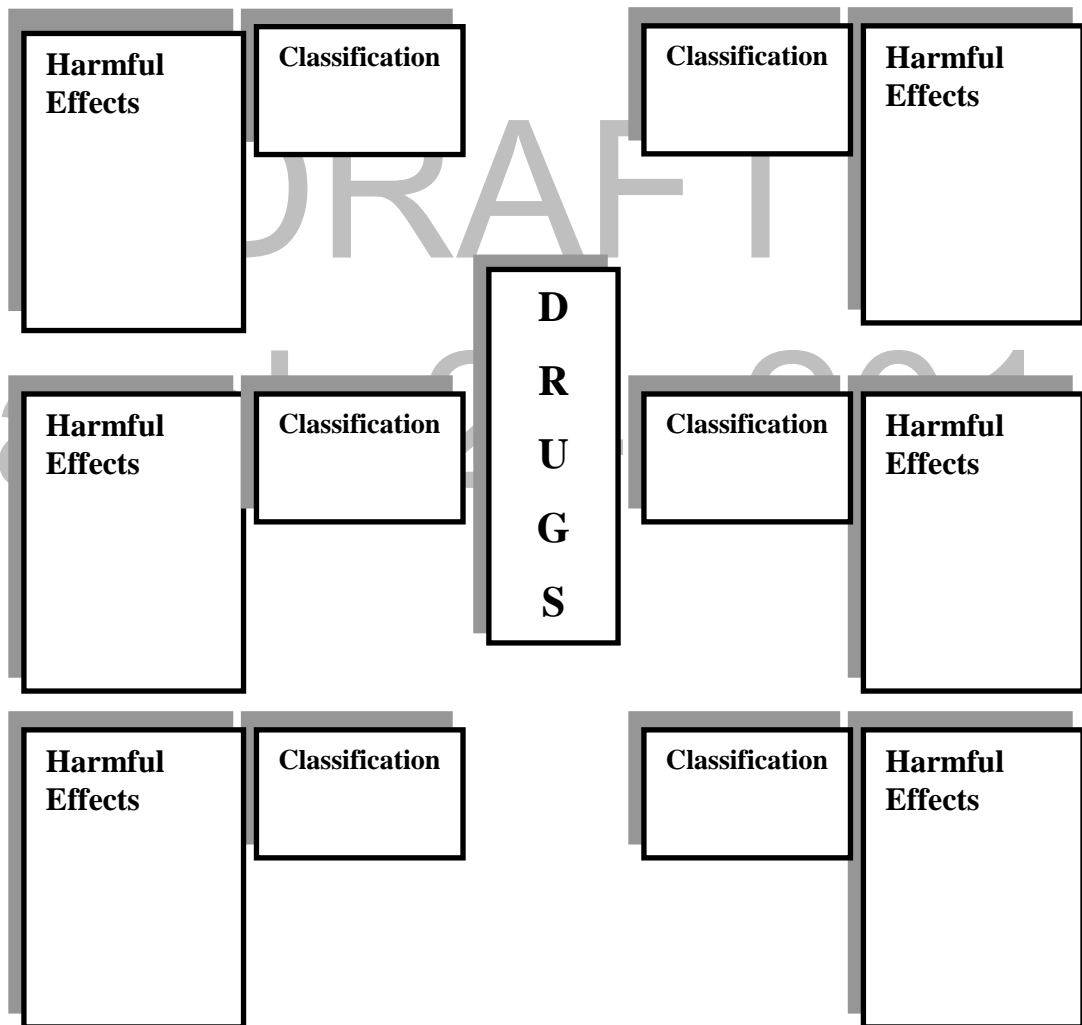


WHAT TO PROCESS



Activity 16: The Drug Concept Map

After reading activity 15, copy the concept map below in your notebook or activity sheet and add information to complete the map.



WHAT TO REFLECT AND UNDERSTAND



Activity 17: Relay Game

Instructions:

1. Form a team with six members.
2. Each member will make a meta-card. Write on each meta-card a class of drugs of abuse. Write legibly. There will be six meta-cards per group.
 - Meta-card 1: GATEWAY DRUGS
 - Meta-card 2: DEPRESSANTS
 - Meta-card 3: STIMULANTS
 - Meta-card 4: NARCOTICS
 - Meta-card 5: HALLUCINOGENS
 - Meta-card 6: INHALANTS
3. Each group will form a line.
4. Your teacher will read a statement or phrase. If your meta-card is being referred to, run to your circle. Wait for the signal “GO!” before running inside the circle.
5. Once inside the circle, raise the meta-card up high.
6. Your teacher may inquire about your answers.
7. Your teacher will then give the correct answer and will briefly explain.
8. Your teacher will record the number of correct answers garnered by the team.
9. Return to your line when cued by your teacher.



TEAM 1

TEAM 2

TEAM 3

TEAM 4

TEAM 5

TEAM 6

WHAT TO TRANSFER



Activity 18: Let's Make a Table Flipchart

Make a flipchart showing how drugs are classified and how they affect the body. Ask your teacher to check your draft. Print the chart using paper and old folders. Include pictures to make your flipchart more attractive.



The rubric on the next page shows how your flipchart will be graded.

March 24, 2014

Rubric on Table Flipchart Making

Criteria	Advance (5 pts.)	Proficient (4 pts.)	Approaching Proficiency (3 pts.)	Developing (2 pts.)	Beginning (1 pts.)
Accuracy of content	All information is true and correct.	Almost all information is true and correct.	Much of the information is true and correct.	Not much of the information is true and correct.	Information is not true and correct.
Visual attractiveness	Format and lay-out are very attractive.	Format and lay-out are attractive.	Format and lay-out are organized.	Format and lay-out lacks organization..	Format and lay-out are disorganized.
Graphics and pictures	Graphics and pictures go well with the content and information.	Graphics and pictures are good but are too many that they dominate the material.	Graphics and pictures are good but are too few that texts dominate the material.	Graphics and pictures do not go well with the text making the material disorganized.	No graphics and pictures are used in the making of the material.
Grammar and spelling	No grammatical errors and /or misspelled words.	1-3 grammatical errors and/ or misspelled words.	4-6 grammatical errors and/ or misspelled words.	7-9 grammatical errors and/ or misspelled words.	10 or more grammatical errors and/ or misspelled words.
Total score:			/ 20		

Lesson 4: Myths, Misconceptions, Signs and Symptoms of Drug Abuse

Introduction

Lesson 4, analyzes the different myths misconceptions about substance use and abuse. You will learn to describe the signs and symptoms of drug use and abuse among Filipino teenagers. You will be provided with information about the topics. Activities are provided to further enhance your current knowledge, skills and attitudes toward the said topics.

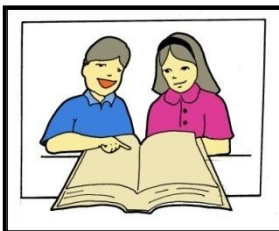


OBJECTIVES

At the end of this learning material, you are expected to:

- analyze myths and misconceptions about substance use and abuse
- describe signs and symptoms of possible substance use and abuse among adolescents
- conduct an interview about myths, misconceptions, signs and symptoms of substance use and abuse
- make an advocacy brochure about the truth of drug use and abuse and the signs and symptoms of drug use and abuse

WHAT TO KNOW



Answer the following questions:

1. What do you know about drug use?
2. What are the signs and symptoms of drug abuse?

Activity 16: Reading Time!

People give several reasons for taking drugs. Some believe that these drugs can make them feel and look good. Certain drugs of abuse produce pleasure or euphoria. Euphoria is the high sensation of feeling good and extremely relaxed. Euphoria is a sensation brought about by the chemical reactions of the neurotransmitters in the brain. Thus, drugs affect your brain process.

Drawing of brain

Continuous and prolonged drug use has a very bad effect in a person. It can alter his behavior, and his mental, physical, and psychological condition. Most importantly, drug dependence results in drug abuse, drug tolerance, problems with society and law, withdrawal symptoms, severe health problems, poor of quality of life and eventually death.

You must understand that it is not easy to know and feel the effects of drugs on the body. Effects are not always the same with drug users. A small amount of a substance may create a feeling of pleasure to a person but the same amount may cause restlessness, stress or even immediate death to another person. It is important to remember that each individual's brain capacity and function and total body chemistry

are different from other persons, thus we have different reactions to drugs and substances.

Myths and Misconceptions about Drugs of Abuse

Myths and Misconceptions	Facts about Drugs of Abuse
Drugs of abuse improve memory.	<p>Drugs of abuse shut down proper brain functioning. Certain drugs stimulate the brain but do not really help improve memory. Most drug users claim they think better and clearly after taking drugs but tests on performance and cognition have proven that they have performed worst.</p> <p><i>Drugs of abuse do not improve memory.</i></p>
Drugs of abuse help in the digestion of food.	<p>Certain drugs of abuse stimulate the production of stomach acids. Constant exposure to higher than normal acid level damages stomach linings which can result to ulcers.</p> <p><i>Drugs of abuse do not help in the digestion of food.</i></p>
Drugs of abuse make a person bold and brave.	<p>Certain drugs of abuse remove shyness and inhibition. In psychology, normal inhibition prohibits a person to do unacceptable things, thoughts and desires. Normal inhibition includes not taking other people's things, not crossing a busy street and knowing what is right from wrong. The temporary courage brought about by taking drugs is a dangerous one as it makes a drug user lose normal judgment which is part of the person's normal inhibition.</p> <p><i>Drugs of abuse place a user in a dangerous and life-threatening situation.</i></p>
Drugs of abuse remove life's problems and worries.	<p>Drugs of abuse are not the solution to problems and worries people encounter. Some people believe that using drugs eliminate one's problems and worries in life. The truth is drugs of abuse will only worsen the scenario and further add more problems some of which are even harder to solve.</p>

	<i>Drugs of abuse worsen life's problems and worries.</i>
Drugs of abuse heat up the body.	<p>Drug users believe that certain drugs cause the blood to become warmer which makes the body temperature rise. In cold countries, drugs are used to heat the body. The truth about this is far from reality. Drugs dilate blood vessels in the skin which makes the blood to flow nearer to the skin which enhances convection of heat from the body to the outside environment. Convection transfer heat from inside the body to the outside. Through convection of heat, body heat is lost faster than normal.</p> <p><i>Drugs of abuse do not heat up the body; instead they make the body lose heat faster than normal.</i></p>

Profile of a Drug Abuser

The Dangerous Drugs Board listed the following signs and symptoms of drug abuse. It is important to note that having a few of these signs doesn't immediately make a person a drug user. Therefore, observations of physical, mental, emotional and social behaviors must be carefully done to confirm if a person is a drug user.

Below are some of the signs and symptoms of drug use:

- Declining interest in studies and work
- Identification with known drug users
- Negative outlook in life
- Uncontrolled irritation
- Paranoia (fear that people always stalk and talk about him/her)
- Severe feeling of depression and loneliness
- Complaints of over fatigue (psychological or physiological)
- Frequent involvement in petty fights and crimes
- Frequent changes of mood and extreme mood swings
- Lousy physical appearance
- Reddish eyes
- Sudden loss in weight
- Frequent complaints of headache and stomach pains
- Convulsions
- Frequent attacks of cough and runny nose
- Brown stains on fingertips
- Foul body smell

- Wearing of sunglasses even at night
- Loss of balance
- Loss of interest in sports and hobbies
- Poor judgment and loss of inhibition
- Loss of concentration

Activity 19: Interview

Group yourselves into five groups. Interview for three persons. They can be professionals, students or somebody from the community. Get their profile and include the following in the interview questions.

1. Myths and Misconception of Drug Use and Abuse
2. Signs and Symptoms of Drug Use and Abuse

Draw a teenage girl and boy thinking

WHAT TO PROCESS



Activity 20: Table of Signs

List the signs and symptoms of drug use and abuse based from the interviews. List them according to the changes they cause in a person.

Physical Changes	Mental Changes	Emotional Changes	Social Changes	Moral-spiritual changes

Activity 21: Acrostic Poem

Make an acrostic poem about breaking the myths and misconception about drugs. Use the letters of the words “SAY NO TO DRUGS” as the first letter of each stanza.

S _____
A _____
Y _____

N _____
O _____

T _____
O _____

D _____
R _____
U _____
G _____
S _____

WHAT TO REFLECT AND UNDERSTAND

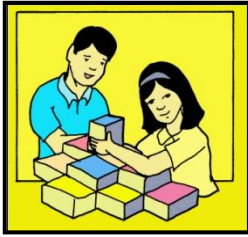


Activity 22: News Casting

Group yourselves into small groups. Plan your live news casting about myths, misconceptions and signs of drug use and abuse. Some members can be field reporters and ordinary people who get to be interviewed. Your teacher and classmates will share their insights on your report.

Picture of students doing news casting

WHAT TO TRANSFER



Activity 23: Advocacy Brochure

Now that you have learned the myths, misconceptions and signs and symptoms of drug use and abuse, create an advocacy brochure about drug use and abuse and their signs and symptoms. Have your teacher review and approve the advocacy brochure. Produce ten copies of the advocacy brochure and distribute it to your friends. Have them sign on a piece of paper as proof of receipt. Submit the original brochure to your teacher with the receipt form. The rubric on the next page tells how your brochure will be graded.

March 24, 2014

Rubric for Advocacy Brochure Making

Criteria	Advance (5)	Proficient (4)	Approaching Proficiency (3)	Developing (2)	Beginning (1)
Accuracy of content	All information is true and correct.	Almost all information is true and correct.	Much of the information is true and correct.	Not much of the information is true and correct.	Information is not true and correct.
Visual attractiveness	Format and lay-out are exceptionally attractive.	Format and lay-out are attractive.	Format and lay-out are organized.	Format and lay-out lack organization.	Format and lay-out are disorganized.
Graphics and pictures	Graphics and pictures go well with the content and information.	Graphics and pictures are good but are too many that they dominate the material.	Graphics and pictures are good but are too few that texts dominate the material.	Graphics and pictures do not go well with the text making the material disorganized.	No graphics and pictures are used in the making of the material.
Grammar and spelling	No grammatical errors and/ or misspelled words.	1-3 grammatical errors and/ or misspelled words.	4-6 grammatical errors and/ or misspelled words.	7-9 grammatical errors and/ or misspelled words.	10 or more grammatical errors and/ or misspelled words.
Writing organization	All parts of the material have a beginning, middle and an end.	Almost all parts of the material have a beginning, middle and an end.	Most parts of the material have a beginning, middle and an end.	Only a small part of the material has a beginning, middle and an end.	Writing is unorganized which makes it hard to convey the message.
Total score:			/ 25		

Lesson 5: Short Term and Long Term Effects of Substance Use and Abuse

Introduction

Lessons 5 and 6 will discuss the harmful short term and long term effects of substance use and abuse on the body. You will also be asked to discuss the harmful effects of substance use and abuse on the: self, family, school and community. Various activities will help you reflect on what you learned and inspire you to become a healthy and active person.

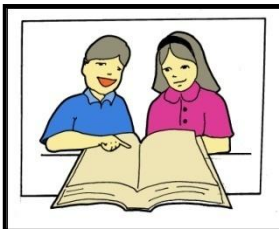


OBJECTIVES

At the end of this learning material, you are expected to:

- Discuss the harmful short-term and long-term effects of substance use and abuse on the body
- Discuss the harmful short-term and long-term effects of substance use and abuse on the following domains:
 - Self
 - Family
 - School and
 - Community
- Discuss the relationship between drug use and the incidence of HIV-AIDS
- Explain the health, socio-cultural, psychological, legal and economic scope of substance use and abuse

WHAT TO KNOW



Picture for effects of drugs

Activity 22: Reading Time!

Each classification of drugs has different short-term and long-term effects. Short-term effects last for a couple of days, hours or even shorter periods while long-term effects can be felt for weeks, months and even for a life time. The following is an overview of the short-term and long-term effects of substance use and abuse.

A. GATEWAY DRUGS

Gateway drugs are accepted and legal with restrictions. In the Philippines, people below 18 years of age are not allowed to buy and use gateway drugs. The use of gateway drugs puts a person at risk of using more dangerous and illicit drugs. Tobacco of any form and alcohol are gateway drugs.

Gateway Drug	Short-Term Effects	Long-Term Effects
A. Alcohol	<ul style="list-style-type: none">- Headache and light headedness- Slurred speech- Slow body reflex, senses and coordination- Overconfident	<ul style="list-style-type: none">- Damage of organs like liver, heart, colon and brain- Cancer- Cardiovascular diseases- Cirrhosis of the liver- Poor study and work

	<ul style="list-style-type: none"> - Mood swings (depression, high spirit, aggressiveness) - Nausea (headache with vomiting) - Experience of blackout (loss of consciousness) 	performance <ul style="list-style-type: none"> - Paralysis and/ or loss of limb due to road accidents and other tragic events - Alcohol poisoning which leads to coma and eventual death
B. Tobacco	<ul style="list-style-type: none"> - Stress - Rapid heart rate and pulse rate - Persistent cough - Difficulty in breathing - Halitosis or bad breath - Sinusitis and otitis media - Increased phlegm production - Stomach problems - Weak physical performance 	<ul style="list-style-type: none"> - Development of asthma - Atherosclerosis - Thrombosis - Cardiovascular diseases - Chronic Obstructive Pulmonary Disease - Cancer of the mouth, throat, skin, lungs, and other body parts - Hypertension or increased blood pressure - Heart attack and stroke which leads to coma and death

B. DEPRESSANTS

Depressants, also known as “downers”, suppress or slow down the central nervous system. In the medical field, depressants are also called sedatives which are used to treat anxiety, mental disorders and sleep disorders like insomnia. Types of depressants are tranquilizers, barbiturates, and hypnotics. Tranquilizers are mild depressants which are used to treat anxiety. Barbiturates are stronger than tranquilizers and are used to treat insomnia and other sleep disorders and control

seizures. Hypnotics are the most powerful depressants. Alcohol is also a depressant. The table below shows the effects of depressants on the body.

Short-Term Effects	Long-Term Effects
<ul style="list-style-type: none"> - Slow brain function which leads to temporary memory loss - Slow pulse rate and heart rate - Below normal breathing pattern - Low blood pressure - Inability to concentrate and poor judgment - Confusion and irritability - Dizziness and lightheadedness - Slurred speech - Loss of body balance and sluggishness - Depression 	<ul style="list-style-type: none"> - Agitation and aggressive behaviors - Depression leading to mental disorders - Hypertension or high blood pressure - Cardiovascular diseases - Paralysis of the muscles and nerves - Brain stroke - Chronic liver disease - Renal or kidney failure - Cancer of the colon and other form of cancer - Diabetes - Coma and death

C. STIMULANTS

Stimulants are also known as “uppers” or “speeders”. They stimulate or activate the central nervous system. A person can stay awake for longer periods under the influence of stimulant drugs. Some stimulants are legal while some are illicit and dangerous. Caffeine is a stimulant which is found in soft drinks, energy drinks, coffee, tea and chocolate. Illicit stimulants include cocaine and methamphetamine or shabu. The table on the next page shows the effects of stimulants on the body.

Short-Term Effects of Stimulants	Long-Term Effects of Stimulants
<ul style="list-style-type: none"> - Increased heart rate and pulse rate - Increased respiration (breathing) rate - Increased digestive processes - Increased blood pressure - Increased body temperature - Decreased appetite - Alert body responses - Inability to sleep - Euphoria - Depression (the “down” that follows the “up” sensation) 	<ul style="list-style-type: none"> - Paranoia - Heart attack - Brain stroke - Brain damage - Kidney damage - Liver damage - Coma which leads to death

D. NARCOTICS

Narcotics are known as “painkillers”. They also induce sleepiness. Narcotics are administered to patients with mental problems. They are also given to cancer patients to relieve severe pain. Narcotic drugs include cocaine, heroin and marijuana.

Short-Term Effects of Narcotics	Long-Term Effects of Narcotics
<ul style="list-style-type: none"> - Drowsiness - Euphoria - Loss of appetite - Vomiting - Nausea - Muscle cramps and pain - Chills and shaking - Weight loss - Difficulty in sleeping - Difficulty in breathing - Inflammation of the veins - Panic attacks 	<ul style="list-style-type: none"> - Development of diseases like hepatitis, tetanus and HIV-AIDS due to needle sharing - Overdose leading to coma and death

E. HALLUCINOGENS

Hallucinogens create hallucinations. Hallucinations distort what is real. Everything the person sees, hears and feels are the opposite of reality. Lysergic acid diethylamide (LSD), psilocybin and mescaline are some of the common hallucinogens.

Short-Term Effects of Hallucinogens	Long-Term Effects of Hallucinogens
<ul style="list-style-type: none">- Euphoria- Hallucinations (seeing things which are not really there)- Poor judgment of time and distance- Inability to sleep- Loss of appetite which lasts up to 10 hours- Nausea- Poor body coordination- Feeling of super strength- Increased blood pressure and heart rate- Aggressive behavior- Memory loss- Slurred speech	<ul style="list-style-type: none">- Flashback (effects of the drug comes back after a long time of not using it)- Increased blood pressure- Brain damage- Psychosis (a mental disorder in which reality is distorted or twisted)- Coma and death

F. INHALANTS

Inhalants are found in common household chemical products. Inhalants are huffed or sniffed. The effects of inhalants are similar to the effects of alcohol intoxication.

Short-Term Effects of Inhalants	Long-Term Effects of Inhalants
<ul style="list-style-type: none">- Slurred speech- Poor coordination- Euphoria- Dizziness and nausea- Feeling of lightheadedness- Foul breath	<ul style="list-style-type: none">- Loss of hearing- Uncontrolled muscle spasms- Brain damage- Nerve damage- Bone marrow damage

- Hallucinations - Delusions	
---------------------------------	--

Drug Use vis-à-vis HIV-AIDS

According to reports, drug use and HIV-AIDS are often not interrelated. In the Philippines, injecting drug users (IDUs) is one of the known modes of transmission for the Human Immunodeficiency Virus or (HIV) which is the causative agent that causes the Acquired Immune Deficiency Syndrome (AIDS). HIV is a blood-borne virus which means, it is transmitted from one person to another through blood transfusion, sexual intercourse, exchange of body fluids and from mother to child during pregnancy and breastfeeding. AIDS is a syndrome because it is a complex pattern of symptoms. AIDS is a disease which attacks and weakens the body's immune system.

The Department of Health (DOH) reported that around 13 Filipinos are infected with HIV-AIDS every day. From 1987 to 2013, there were more than 14,000 cases of infection and the rate of infection is very high in highly urbanized areas like Metro Manila. In relationship to drug use and abuse, the two most recorded means of transmission of HIV-AIDS is through the following:

1. Risky sexual behavior
2. Sharing of needles through drug use

High risk behaviors:

A. Injecting Drug Users (IDUs). The risk of getting HIV-AIDS through intravenous injection (IV) is very high. Drug users are particularly vulnerable to this risky behavior. The need to inject drugs through needle sharing during sessions with co-users puts each person at high risk of getting HIV-AIDS.

B. Poor judgment and risky sexual practices. Drug intoxication greatly affects the person's way of thinking and decision-making skills. This can lead the person to perform risky sexual practices which further aggravate HIV-AIDS infection.

C. Prognosis of disease and drugs. Drug abuse and addiction worsen HIV-AIDS infection. A medical study has shown that HIV damages a larger percentage of brain cells and nerve cells among users of methamphetamine. In animal subjects, viral presence in brain cells is more than the other cells in the body.

D. Delay in drug abuse treatment. Medical study has found that the longer drug users delay drug abuse treatment, the higher the chance of getting and spreading HIV. Delayed drug abuse treatment means the person will engage in more intravenous drug sharing and risky sexual behavior and practices. The earlier a drug user seeks intervention and treatment, the better the chance of not acquiring and spreading HIV-AIDS and other diseases. Drug abuse treatment also educates and counsels the user and the family about the risk of drug use and abuse.

Effects of Drug Use

Aside from oneself, drug use and abuse also affects the immediate family, school and community where the drug user lives. Below are some of the effects of drug use and abuse on the family, school and community.

A. Effects of Drug Use and Abuse on the Family

- Broken and unhappy family ties
- Ignored duties and responsibilities
- Financial constraint due to drug dependence and addiction
- High cost of drug treatment and rehabilitation
- Family dishonor and embarrassment
- Separation of family members

B. Effects of Drug Use and Abuse on the School

- Poor academic performance
- Increased rate of absenteeism and tardiness
- Increased incidence of school fights
- Low academic achievement rate
- Incidence of disrespect to school authorities
-

C. Effects of Drug Use and Abuse on the Community

- High incidence of crime which includes stealing, robbery and snatching
- High incidence of accidents, e.g. road accident, accidental falling, etc.
- Affected economy due to low manpower production
- Loss of government funds due to drug-related operations, treatment and rehabilitation

WHAT TO PROCESS



Activity 23: Dear Diary

Write yourself a letter. Tell about the dangerous short-term and long-term effects of drugs to oneself, family, school, community and the nation as a whole. Have your English teacher check the grammar. Have your teacher check the content. Submit in printed form.

Activity 24: Drugs as a Burden to the World

Think of a creative way of showing how drugs are a burden to health, socio-cultural, psychological, legal and economic magnitude. You may write a poem, a song, draw a cartoon, poster, etc. Share with the class your literary work and have your teacher check it.

WHAT TO REFLECT AND UNDERSTAND



Activity 25: Dear Sir/Madam

Make a recommendation letter to your mayor or barangay captain about the dangers brought by drug abuse in the community. Sight possible evidences of drug abuse like the presence of “hamog boys”, “rugby boys”, etc. Submit it to your teacher for evaluation.

WHAT TO TRANSFER



Activity 26: Advocacy Video

Form five groups. Create an advocacy video about drug abuse and its effect on the body. You can use video camera recorders, tablets or your cell phone camera. This will be reviewed by three teachers you have invited to the film viewing along with your classmates.

Lesson 6: Prevention and Control of Substance Use and Abuse

Introduction

Lesson 6 deals with different strategies in the prevention and control of substance use and abuse. These strategies include application of decision-making skills and the use of resistance skills in different situations related to substance use and abuse. Decision-making and resistance skills will help you enhance your knowledge, skills and attitude in facing and overcoming real-life situations. You will practice these skills in class and will be guided by your teacher. You will also suggest healthy alternatives to prevent the use of drugs of abuse.

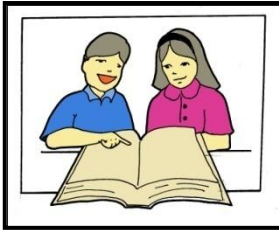


OBJECTIVES

At the end of this learning material, you are expected to:

- Discuss strategies in the prevention and control of substance use and abuse
- Apply decision-making and resistance skills in situations related to substance use and abuse
- Describe healthful alternatives to substance use and abuse

WHAT TO KNOW



Picture for prevention and control of drug use and abuse

Activity 27: Reading Time!

There are various and healthy ways to get rid of drugs. These range from simple immersion to hobbies like interactive and board games, sports, and joining clubs of interest.

Prevention is the best way for people like you to avoid the use and abuse of drugs. People should understand the different protective factors and risk factors. Protective factors should be enhanced while risk factors should be avoided and dropped for good. You should learn decision-making skills and resistance skills in order to be able to refuse temptations and offers from known drug users.

The following are protective factors you need to fight drug use and abuse:

- Loving and caring family
- Involvement in sports
- Positive outlook in life
- Positive self-image
- Caring and supportive friends
- A sense of worthiness and achievement
- Always having the right attitude
- Ability to cope with stress and depression
- Having responsible adult role models

- Active participation in sports or recreation
- Participation in school clubs and activities
- Consultation with responsible adults like parents, teachers, counselors regarding problems, concerns and queries in life
- Development of talents and skills

Which of the protective factors are within your control? Beyond your control?

Decision-making Skills

The following activities will strengthen your decision-making skills.

Skills	Guides
Step 1: Describe the situation you are in.	Describe the situation you are in. You can better describe by writing it on a piece of paper. You can say it out loud several times.
Step 2: List possible actions for the situation.	List down all possible actions. Don't worry about listing the not-so-good ones. You can eliminate them afterwards. You can also say out loud all possible actions. Think over them several times.
Step 3: Share your list with responsible adults.	Share your list of possible actions with a responsible adult. Make sure that this person has not been associated with known drug users. His/Her decisions should be credible.
Step 4: Carefully evaluate all possible actions.	Carefully evaluate all possible actions. Ask yourself if the actions will protect and promote healthy results, protect safety of self and of other people, respect and does not violate laws and policies, follow guidelines of home, school and community. Lastly, ask if the actions will show your good image and persona.

Step 5: Choose which action is most responsible and suitable.	After questioning and evaluating all actions, choose the most responsible and suitable action for the situation.
Step 6: Act responsibly and intelligent.	Do the action responsibly and intelligently. Don't stop evaluating the action.

Resistance Skills

Use the following steps to practice resistance skills in saying “NO” to drugs.

Step 1: What is the problem?

Say what is wrong. Say “that is wrong,” or “drugs are bad,” or “that is prohibited,” or “ Drugs are against the law and school rules ”

Step 2: What could happen?

Ask the following:

- ☛ *Could anyone be harmed if I do it (including you)? How?*
- ☛ *Could it get you into trouble? What trouble?*
- ☛ *Would it make you feel bad if you do it?*

Step 3: What are the ways of saying NO?

Choose from any of the following:

- ☛ **Say No.** “No, I’m not interested,” or simply say “No”
- ☛ **Change the topic.** Say “I’m going to the park, you can come with me.” or “Would you like to see a movie with me?”
- ☛ **Tell the truth.** Say “I hate drugs, it destroys dreams,” or “Drugs make you become sad and unhappy,” or “I’m too young to die.”
- ☛ **Joke about it.** Say “My parents are good at smelling, I won’t get past them,” or “Are you really ready to die? I’m not!”
- ☛ **Give reasons.** “I don’t do drugs, it’s bad for the health,” or “I have a training today, I need clean air to get going,” or “Let’s play basketball, beat me!”
- ☛ **Tell a story.** Say “My friend died of drugs, he’s only 15 years old. It was painful,” or “my classmate died from drugs. I don’t want that to happen to me or to you!”
- ☛ **Walk away if you can’t change your friend’s mind.**

Drug Abuse Treatment and Rehabilitation

The Dangerous Drugs Board in cooperation with the Department of Health offers treatment and rehabilitation programs to Filipinos who become ill because of drug abuse. Drug dependents undergo effective modes of treatment. It is the responsibility of the state to help and rehabilitate drug dependents so that they can once again achieve their dreams and become responsible and productive members of the society.

Requirements for Drug Abuse Treatment and Rehabilitation

1. **Application for Drug Dependency Examination (DDE)** through the City Anti-Drug Abuse Council (CADAC) in your city or province.
2. **Application for Police Clearance and Barangay Clearance** where the drug dependent resides.
3. **Application for Certificate of No Pending Case** from the Regional Trial Court (RTC). If the drug dependent is a minor and with a pending case, the parents or guardian must secure a **Certification of Suspended Sentence** also from the RTC.

Steps on Drug Abuse Treatment and Rehabilitation

Drug abuse treatment and rehabilitation follows certain steps and procedures. Treatment and rehabilitation can be voluntary, voluntary thru representations and compulsory confinement.

- “**Voluntary**” means the drug dependent decides on his/her own to be examined and admitted in rehabilitation centers,
- “**Voluntary thru representations**” means the drug dependent is willing but wants to be represented by an immediate family member or legal guardian and
- “**Compulsory confinement**” means the drug dependent needs to be confined as the condition is life-threatening or threatens the life of the family.

Below are the steps securing drug abuse treatment and rehabilitation:

1. Secure referral form for Drug Dependency Exam at CADAC or Dangerous Drugs Board (DDB).
2. Have the drug dependent examined by DOH accredited doctor.

3. If drug dependent is found positive, DDE must be submitted with the other documents to the Legal Affairs Division of DDB.
4. A “Petition for Confinement” shall be filed with the RTC where the drug dependent lives.
5. Decision of place of confinement. The immediate family or legal guardian will decide where the drug dependent will be confined. The government usually recommends government-owned treatment and rehabilitation centers but the family has the right to choose where to confine the patient.

Mode of Treatment

There are various modes of treating drug dependents. Each mode is effective on its own. Centers may apply several modes during the period of confinement.

Mode of Treatment	Description
Eclectic Approach	This approach uses a holistic approach in the treatment process. The professional skills and services of the rehabilitation staff are made available. Eclectic approach addresses different personality aspects of the patients geared towards their rehabilitation and recovery from the dependency.
Spiritual Approach	This approach uses Bible teachings as a source of inspiration to change drug dependents. The approach looks at drug abuse as a sin. It also teaches patients to turn away from the evil ways of drug addiction and renew their connection with God.
Therapeutic Community Approach	This approach views drug addiction as a manifestation of a more complex psychological problem. The treatment is a highly structured program wherein the community is used to foster change in attitude and behavior. Role modeling and peer pressure play important parts in the program. The approach teaches personal responsibility, positive self-image, importance of human community and cooperation among community members. Its goal is to turn patients into responsible

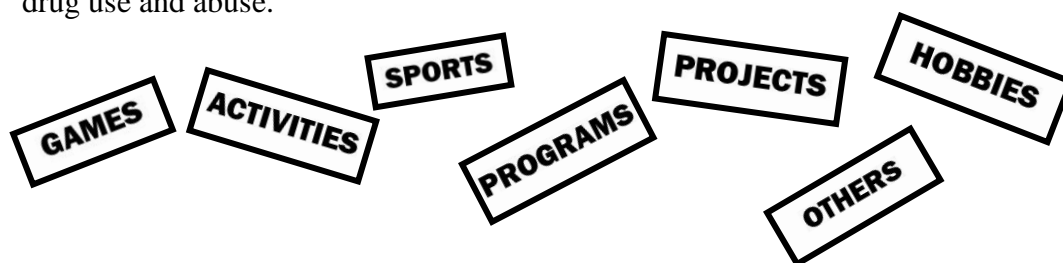
	citizens.
Hazelden-Minnesota Model	This model views any form of addiction as a disease that it is an involuntary condition caused by various factors outside an individual's control. The program consists of instructive lectures, cognitive-behavioral psychology. This approach teaches a set of values and beliefs about the powerlessness of persons over drugs and turning to a higher power to help them overcome the disease. Psychologists, psychiatrists and patients help each other in this program.
Multidisciplinary Team Approach	This approach utilizes professional skills and services of a team composed of psychiatrists, psychologists, social workers, occupational therapists and other related disciplines in cooperation with the immediate family of the drug dependent.

WHAT TO PROCESS



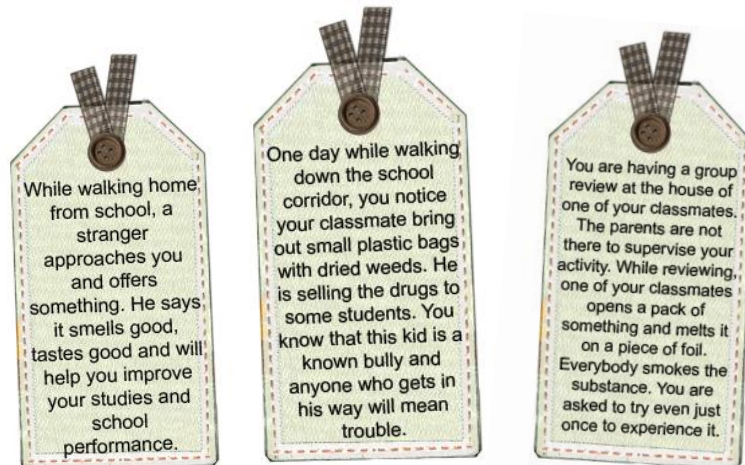
Activity 28: Play List

List several alternative ways to prevent and control drug use and abuse. Use pieces of paper to write down specific programs and activities which can prevent and control drug use and abuse.



Activity 29: What Will you Do?

Apply decision-making and resistance skills to the following situations. Role-play these situations. Let the class analyze and critique your decisions and resistance skills used in the play.



WHAT TO REFLECT AND UNDERSTAND



Activity 30: Armor Shield

Create your very own armor shield against drug use, abuse and dependence. Be very creative. Simple drawings will suffice. Your armor shield will look like an emblem. Present your shield in class and submit it to your teacher for assessment.

Draw a teenage boy and girl holding a shield with blank emblem

WHAT TO TRANSFER



Activity 31: Let's Make a Game

Now that you have learned about the prevention and control of substance use and abuse, you will create a board game or card game about it. The game should be unique and focus on educating players about the importance of substance use and abuse prevention and control. The board game should include elements of temptation to use drugs, resistance skills and decision-making skills in resisting drug use. Utilize indigenous materials to minimize expenses. Use the rubric on the next page to guide you in your output.

Sample board game or card game
about drug use, abuse and
prevention

Rubric for Board and Card Game

Criteria	Visual Appearance	Relevance with the topic	User-friendly and grammar use
Advanced (5 pts.)	The game looks very attractive to play. Most elements and principles of design are included.	The game is relevant to the topic. Additional healthy information is included in the game.	The game is very easy to play. Direction for use is provided. Grammar is correct and all words are spelled correctly.
Proficient (4 pts.)	The game is attractive to play. Several elements and principles of design are included.	The game is relevant to the topic. There are few additional healthy information included.	The game is easy to play. Direction for use is provided. Grammar is correct with 1-2 misspelled words.
Approaching Proficiency (3 pts.)	The game is good to play. Few elements and principles of design were included.	The game developed is quite relevant with the topic. There are no efforts to add new healthy information.	The game is quite easy to play. Direction is provided with minimal grammatical errors and 3-4 misspelled words.
Developing (2 pts.)	The game lacks the attractiveness to lure players to play the game. Elements and principles of design are not properly utilized.	The game is still in the developing stage. Some topics are not in line with the expected concepts.	The game is somewhat hard to follow. Direction is provided but hard to follow because of many grammatical errors. There are 5-10 misspelled words.
Beginning (1 pt.)	The game is not attractive. Players are not lured to play the game. There are no elements and principles of design incorporated in the game.	The game is not in line with the topic. There is no learning in playing the game.	The game cannot be played because of unclear direction. There are many grammatical errors and more than 10 misspelled words.
Total Score:		/ 15 points	

GENERALIZATION

The present drug scenario in the Philippines is changing. Likewise, local and international drug syndicates are being apprehended and prosecuted by the long arm of the law.

Drugs by nature are good. They are used to treat illnesses, help calm down patients with mental disorders or relieve pain and suffering. Illicit use of drugs is the result of greediness in some men to earn money and create chaos and disorder in society. In the Philippines, the most commonly used drugs are shabu, marijuana and inhalants or solvents.

Drugs of abuse are classified according to their effect on the body gateway drugs, depressants, stimulants, hallucinogens, narcotics and inhalants. Some people have myths and misconceptions regarding drug use.

Various risks of drug use have been discovered by medical science. These risks are called effects. Effects are either short-term effects or long-term effects. One of the effects of drugs particularly drugs those injected into the blood stream is the risk of HIV-AIDS contamination. HIV-AIDS in the Philippines is continuously growing and posing a threat to every Filipino, his/her family, and the community. Generally, effects of drug use affect the following domains namely: self, family, school and community.

With the continuous presence of drugs in our society, the government along with non-governmental organizations and private institutions find alternative ways to prevent and control the spread of drug addiction and dependence in the country. These healthy alternatives are effective strategies to educate, advocate and promote a drug free-community and instill in our youth that drugs are not good and will only destroy their lives and that their family and community.

REFERENCES

- Treatment and rehabilitation. Retrieved November 4, 2013, from <http://www.ddb.gov.ph/component/content/article/46-sidebar/64-treatment-and-rehabilitation>
- Facts on drugs. Retrieved November 4, 2013 from <http://www.ddb.gov.ph/component/content/article/46-sidebar/58-facts-on-drugs> Nov 5, 2013
- Drug facts: inhalants. (October 24, 2013). Retrieved November 5, 2013, from <http://teens.drugabuse.gov/drug-facts/inhalants>
- Drug facts: stimulants. (October 24, 2013). Retrieved November 5, 2013, from <http://teens.drugabuse.gov/drug-facts/stimulants>
- Drug facts: tobacco. (October 24, 2013). Retrieved November 5, 2013, from <http://teens.drugabuse.gov/drug-facts/tobacco>
- Drug facts: HIV, AIDS and drug abuse. (October 24, 2013). Retrieved November 5, 2013, from <http://teens.drugabuse.gov/drug-facts/hiv-aids-and-drug-abuse>
- 2008 national household survey on the nature and extent of drug abuse in the Philippines. Retrieved November 7, 2013, from http://www.ddb.gov.ph/images/psrsd_report/2008%20National%20Household%20Survey.pdf
- Alternative development. Retrieved November 4, 2013, from <http://www.ddb.gov.ph/component/content/article/46-sidebar/13-alternative-development>
- Risk factors and protective factors. (October 2003). Retrieved November 8, 2013, from <http://www.drugabuse.gov/publications/preventing-drug-abuse-among-children-adolescents/chapter-1-risk-factors-protective-factors/what-are-risk-factors>



LEARNER'S MATERIAL NO. 4

Injury Prevention, Safety and First Aid (Intentional Injuries)



Note to illustrator: Please redraw something similar to this to make this an original cover design. Please try to make the characters Filipino-looking and anime-style (like the picture inside the shield). The pictures shown are: two boys having a physical fight; a girl being physically abused; a boy being bullied; a depressed person contemplating suicide; a girl being verbally abused; and a girl in tattered clothes indicating that she was raped.



Introduction:

The basic necessities of mankind include food, clothing and shelter. However, it is not enough that we have these basic needs if we are living in fear and the uncertainty of danger every day. Today, one rising necessity that we need to focus on is safety.

We are always exposed to dangers, whether we are young or old, rich or poor. It is therefore necessary that we are aware of what these possible dangers are, how all of these can affect us, and how we can prepare ourselves to prevent them from happening or minimize their effects if they happen to us.

The Convention on the Rights of the Child states that children around the world have a right to a safe environment and to protection from injury and violence. Although the adults around you should protect you against any harm that may threaten your safety and your life, you cannot rely on them all of the time. You have the responsibility and capability of shielding yourself from the dangerous world that we live in today.

This module focuses on intentional injuries that you may be exposed to. Through proper information, this module aims to equip you with the knowledge and understanding of the types of intentional injuries that might happen to you, as well as its risks to your health. In the end, we hope that you will be able to prevent intentional injuries, as well as maintain a healthful behavior that will promote a culture of non-violence.

We hope that this module will serve you well through the activities that will not only keep you informed but help you enjoy as well.

Stay safe! Be healthy!

OBJECTIVES:

At the end of this learning material, you are expected to:

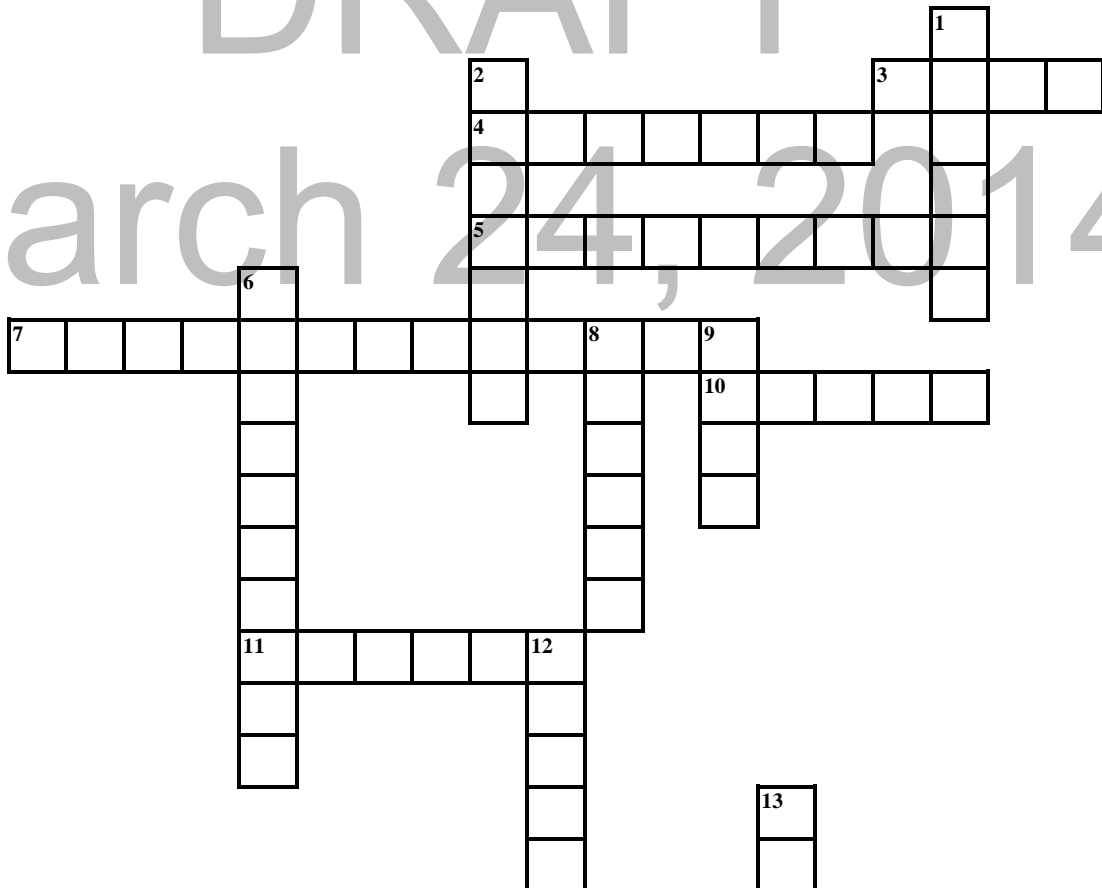
- differentiate intentional injuries from unintentional injuries
- describe the types of intentional injuries
- analyze the risk factors related to intentional injuries
- identify protective factors related to intentional injuries
- demonstrate ways to prevent and control intentional injuries

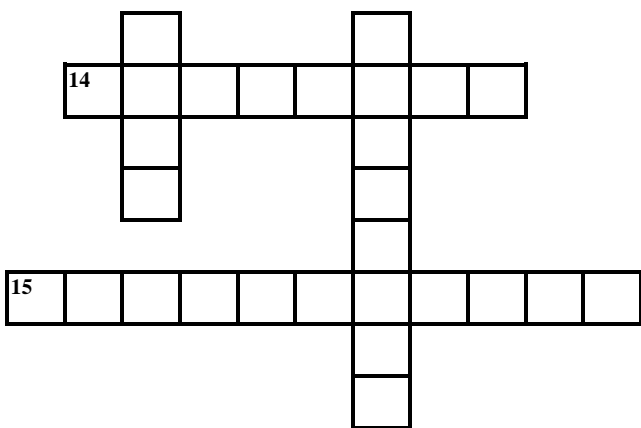


PRE-ASSESSMENT:

CROSSWORD PUZZLE

Do the crossword puzzle. Clues are provided on the next page. This is just an exercise, so don't worry if you cannot answer all of the items.





ACROSS

3. A forced sexual intercourse
4. Someone who follows you around and makes you feel in danger
5. The taking of a person from their home using deception or force
7. Bullying with the use of technology and electronic means
10. Abuse, verbal insult, or physical attack on a person
11. A sexual contact between closely related persons
14. An act intended to cause injury or

DOWN

1. An initiation rite for fraternity neophytes
2. A violent attack, threat or attempt to harm a person
6. The best way to avoid the dangers of planned or intentional injuries is through _____
8. Harm or damage to someone as a result of an act or event
9. A street-based group, mostly made up of young people, that engages in illegal acts
12. Pressure through the use of terror

<p>damage to a person</p> <p>15. A suicide attempt in which a person</p> <p>does not intend to die</p>	<p>and violence</p> <p>13. Forcefully taking away of a</p> <p>person</p> <p>against his/her will</p>
---	---

Were you able to answer all of the items? How was your score? As we go on with the lessons, you will learn more about intentional injuries.

LESSON 1: Beware...Be Aware!

Let's begin with the concept of injuries. In our first lesson, you will define the word *injury* and discover its two classifications, namely: intentional and unintentional injuries. Then, you will focus on intentional injuries and their different types. You will also learn about the characteristics and effects of the different violent acts and behaviors leading to intentional injuries.

Are you excited to learn? Before you proceed, take note of the objective for this lesson. Then, proceed with the first activity.

Lesson Objectives

At the end of our lesson, you are expected to:

- differentiate intentional injuries from unintentional injuries
- describe the types of intentional injuries



PART ONE: WHAT TO KNOW

Activity 1: Through Different Perspectives

How do other people view the concept of injury? Complete the sentences for each character and share your responses with the class.

Note to illustrator: Please redraw the construction worker, the firefighter, the athlete, the doctor, and the mother). Please try to make the characters Filipino-looking and anime-style. Maintain the gender of each character.



For a construction worker, injury may be



For a firefighter, injury may be



For an athlete, injury may be



For a doctor, injury may be



For a mother, injury may be

Guide Questions:

1. What concepts of injury are similar and different among the five people?
2. How would you define injury?

Do you have any questions so far? You can ask your teacher for a clearer explanation. If you don't have any questions, let us proceed to the next activity for the classification of injuries.

Activity 2: News Bulletin

Read the news headlines below then classify them as to whether they refer to intentional or unintentional injuries. Write your answers in table form on your worksheet. A sample table is provided below.

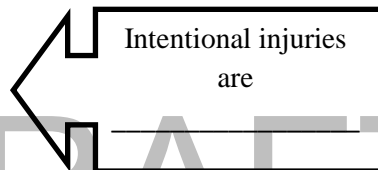
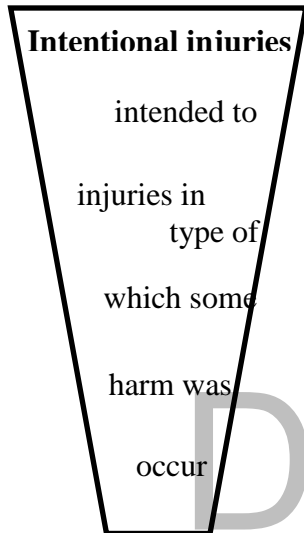


<i>Intentional</i>	<i>Unintentional</i>

Guide Questions:

1. Explain how you classified each news headline.
2. How did you distinguish between intentional and unintentional injuries?

Now that you can tell the difference between intentional and unintentional injuries, let's focus on intentional injuries. Unscramble the phrases to form the meaning.



Did you get the correct definition? If yes, very good! If not, don't worry.

Your teacher is always there to guide you through the lessons.

In the next activity, you will learn about the different violent actions and behaviors that lead to intentional injuries. Are you curious? Then let us continue.

Activity 3: Intentional Injuries: Types and Characteristics

Form five groups. Read the topic/s that will be assigned to you in the succeeding pages of this module. Refer to the guide questions and answer them after you finish reading your assigned topic/s.

Topic/s per group:

- 1 – Suicide and parasuicide
- 2 – Domestic violence
- 3 – Bullying, stalking and extortion

4 – Gang and youth violence, illegal fraternity-related violence, kidnapping and abduction, and acts of terror

5 – Verbal and sexual abuse (incest, molestation and rape)

Guide Questions:

Research on your topic based on the guide questions below. Write your answers on your worksheets.

- What is its meaning/definition?
- What are its category/classification/types?
- How will you recognize this kind of injury? What are the indicators?
- What are its effects on the victims?

Overview:

Intentional injuries are injuries resulting from violence. It can be divided into two: self-inflicted, when a person harms himself/herself on purpose and assault, when person/persons harm another on purpose.

Suicide and parasuicide are intentional injuries that are self-inflicted, while assault has four classifications: (1) those that were committed within the family; (2) those that were committed by peers; (3) those that were committed by other groups; and (4) those that were committed by the family, peers or other groups. Within the family, domestic violence may happen. Domestic violence happens when one or more members of the family harms or abuses another family member. Peers in school or in the community may commit bullying, stalking, and extortion. Other groups may commit gang and youth violence, illegal fraternity-related violence, kidnapping and abduction, and different acts of terror. Sexual victimization and other forms of abuse and harassment may be committed by the family, peers or other people. This includes verbal abuse, incest, molestation or rape.

The conceptual framework will give you a clearer idea regarding these types of intentional injuries.

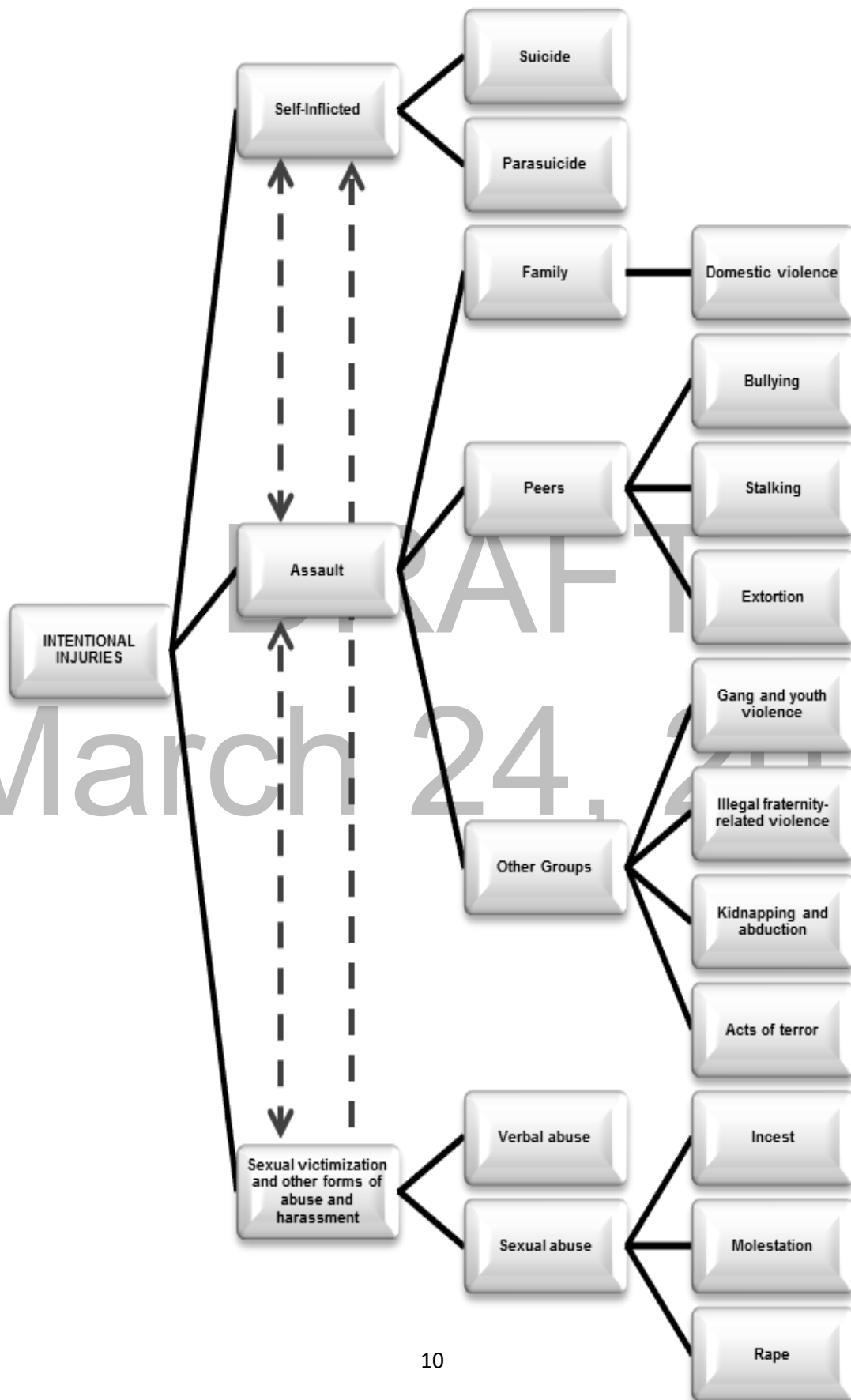


Figure 1: Conceptual Framework for Intentional Injuries

Suicide and Parasuicide

Suicide is the intentional taking of one's own life. Many of those who attempt suicide do not receive mental and emotional counselling because their families try to hide the problem because they are ashamed of it. Because of this, the problem is not solved and the attempt to commit suicide happens again. Studies also indicate that other family members are also at risk of committing suicide.

On the other hand, a suicide attempt in which a person does not intend to die is called **parasuicide**. It is often a cry for help meaning, the person wants others to know what s/he is feeling. Despite this, parasuicide should be taken seriously because it may also lead to death.

How will you recognize a person who has suicidal tendencies? Oftentimes, the person gives clues through his/her behavior and speech. Some of these clues may be:

- talking about suicide or death
- writing farewell letters or giving away valuable things to their friends and siblings
- showing changes in behavior, moods and feelings

A Philippine study conducted for the development of a suicide prevention strategy showed that commonly used methods by those who decided to end their lives include hanging, strangulation and suffocation. For those who tried to kill themselves but ended up with just injuries, the preferred means ranged from self-poisoning (mainly ingestion of silver cleaner) to exposure to other chemicals and poisonous substances. Aside from these methods, there were also cases of drug overdose, using firearms to kill oneself, jumping from heights, and drowning. And



A suicide attempt using a blade

<source:

among the youth, self-cutting has been observed in some of those that suffer from major depression.

Domestic Violence

Domestic violence is an act that includes physical assault (hitting, pushing, shoving, etc.), sexual abuse (unwanted or forced sexual activity), and verbal abuse. These are behaviors that are used by one person in a relationship who tries to control the other. This may occur to partners who may be married or not married. They may be heterosexual or homosexual (i.e. gay or lesbian) couples and may be living together, separated or dating. Domestic violence includes abuse and actions such as:

- name-calling or putdowns
- keeping a partner from contacting his/her family or friends
- withholding money/allowance or denying financial support
- stopping a partner from getting or keeping a job
- actual or threatened physical harm
- sexual assault
- stalking
- intimidation

Who are the possible victims of domestic violence? Anyone can be a victim, or is at risk of it, especially if his/her partner:

- is very jealous and/or spies on him/her
- will not let him/her break off the relationship
- hurts him/her in any way, is violent, or brags about hurting other people
- puts him/her down or makes him/her feel bad
- forces him/her to have sex or makes him/her afraid to say no to sex
- abuses drugs or alcohol; pressures him/her to use drugs or alcohol



Domestic violence at home

<source:

- has a history of bad relationships and blames it on others

There are some children who experience domestic violence in their homes. Their parents may think that their children do not know about the violence, but most of the time, the children are aware of it. They can feel helpless, scared and upset. Some of them blame themselves as they feel like the violence is their fault. Nevertheless, children in a violent home experience different problems as they grow up and these problems do not go away on their own. They can be there even as the child gets older.

Bullying

Bullying is an unwanted, aggressive behavior. The behavior is repeated, or can be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- An imbalance of power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others.
- Repetition: Bullying behavior happens more than once or has the potential to happen more than once.

There are different classifications of bullying. These are:

- Verbal bullying – saying or writing mean and nasty things. It includes:
 - Teasing
 - Name-calling
 - Making inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- Social bullying, sometimes referred to as relational bullying



An example of verbal and social bullying in schools

<source:
<http://img607.imageshack.us/img607>

- hurting someone’s reputation or relationships. It includes:
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
- Physical bullying – hurting a person’s body or destroying his/her possessions. It includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone’s things
 - Making mean or rude hand gestures
- Cyberbullying – verbal and social bullying done through use of technology and electronic means. It includes:
 - Using social media (i.e. Facebook, Twitter, etc.)
 - Using mobile devices (i.e. cellphone)
 - Using electronic mails (i.e. e-mails)

Stalking

Stalking is a pattern of behavior that makes you feel afraid, nervous, harassed, or in danger. It is when someone repeatedly contacts you, follows you, sends you things, and talks to you, even when you don’t want them to. It is very threatening to the person being stalked, because the behaviors and actions of the stalker often invade his/her privacy. Stalking behaviors involve actions such as:

- Knowing your schedule
- Showing up at places you go to
- Sending mail, e-mail, and pictures
- Calling or texting repeatedly



A person unknowingly being stalked

<source:

http://www.lanazione.it/toscana/cronaca/2011/11/24/625663/images/758617-21929282_stalking.jpg>

- Contacting you or posting about you on social networking sites (Facebook, Twitter, etc)
- Writing letters
- Damaging your property
- Creating a Web site about you
- Sending gifts
- Stealing things that belong to you
- Any other actions to contact, harass, track, or frighten you

You can be stalked by someone you know casually, a stranger, or a past or current friend, boyfriend or girlfriend. Getting notes and gifts at your home, in your locker, or other places might seem sweet and harmless to other people, but if you don't want the gifts, phone calls, messages, letters, or e-mails it can be scary and frustrating.

Sometimes people stalk their boyfriends or girlfriends while they're dating. They check up on them, text or call them all the time and expect instant responses, follow them, and keep track of them even when they haven't made plans to be together. These stalking behaviors can be part of an abusive relationship. If this is happening to you or someone you know, there are people you can talk to about it.

Extortion

Extortion is the act of using force or threats to force people to hand over their money or properties, on favors. Extortion can happen outside or near schools wherein children are victimized to give up their allowances, in exchange for the promise that they will not be beaten up. The act is different from robbery. In robbery, there is a very real and very immediate violence. In extortion, a person may



Extortion in schools

<source:
http://fc02.deviantart.net/fs38/f/2008/337/c/1/Stop_Bullying_Poster_by_bmangrahics.jpg>

only suffer from the fear of harm if he/she gives in to the demand/s of the one who extorts.

Gang and Youth Violence

A **gang** is defined as a relatively tough, mostly street-based group of young people who regard themselves and may be seen by others as a group that engages in a range of criminal activity and violence. Oftentimes, they are in conflict with other similar gangs.

Young people join gangs and groups for lots of reasons. One of these is their need to belong, be included or be part of a group they can identify themselves with. This is oftentimes true for those who do not feel a sense of belonging or care at home. Another reason is their desire for adventure, as they believe that joining gangs will give them the excitement and thrill of their lives. Lastly, they feel protected and looked out for if they are members of a gang.

Gang members are responsible for a majority of serious crimes, like extortion, theft and robbery. They are also likely to be involved in selling drugs and are more likely to bring weapons to school for fear of attack from rival gangs.



A typical gang portrayal

<source:

http://www.ferretpress.com/weblog/uploaded_images/kol

Illegal Fraternity-Related Violence

A **fraternity** is a group of people with similar backgrounds, occupations, interests, or tastes. In campuses and universities, fraternities are represented by Greek letters. The youth may think of several benefits in joining a fraternity. They may see it as a gain in power and protection, as fraternities have a reputation for being a powerful group. Others would regard fraternity members, especially the seniors, as those who will provide the neophytes and lowerclassmen guidance and assistance. And since most fraternities are based in colleges and universities, some would join fraternities for academic support. Most youths would also join fraternities because of the sense of belongingness that these fraternities would provide.



Physical hazing

<source:
[http://www.zamboanga.com/apo/
images/howto001.JPG](http://www.zamboanga.com/apo/images/howto001.JPG)>

However, it is not easy to join fraternities. To maintain their exclusiveness, fraternity members would require an applicant to undergo a series of initiation rites to become part of the “brotherhood”. One of these is hazing, or activities that involve harassment, abuse, or humiliation. Hazing can be very dangerous to applicants, as they will be subjected to physical and psychological suffering like being beaten with wooden paddles and may cause them a lot of injuries. Some even die in the process, which is why hazing and other forms of initiation rites in fraternities, sororities and organizations are now being regulated under the Republic Act 8049, known as the Anti-Hazing Law. Under this law, physical hazing is prohibited. Fraternities, sororities and other organizations are required to inform the school authorities regarding initiation rites that would take place and the school will send representatives to the actual initiation rites to see to it that no physical hazing will be done. Aside from the dangers of physical hazing, fraternities often get involved in

riots or fight with rival groups, which expose them more to danger. Despite these, fraternities continue to attract applicants.

Kidnapping and Abduction

Kidnapping is taking away or forcefully moving a person against his/her will and holding him/her in unjust captivity. The act is usually done for a motive like getting a monetary reward/ransom or getting some sort of benefit from the person or their family. The kidnapper is usually a family acquaintance who knows about the family's wealth and influence, or a stranger who targeted the victim based on their outward appearance of wealth or information given to the kidnapper from someone who knows the victim intimately, such as a household employee or someone else who suspects that the victim has a lot of cash. There are some



A girl being kidnapped

<source:

http://gravesinvestigations.com/wp-content/uploads/2010/08/kidnapping_missing_person.jpg
>

cases wherein kidnappers target their victims based on their nationality, ethnicity, religion, social status or organizational affiliation (i.e. employees of a specific company or a member of a political party might be targeted). The kidnappers could be an acquaintance or a stranger who has the information about a person or family's wealth and/or influences. Unfortunately, because the primary aim of this type of kidnapping is to attract public attention, be visible or to make a statement, the percentage of hostages that are killed can be quite high. Another type of kidnapping is based on gender, wherein the kidnapper is mentally disturbed and has strange sexual thoughts or behavior, which he/she has directed towards the victim.

On the other hand, **abduction** is the use of deceit or force in order to take a person or a child away from their home or relatives. In abduction, the victim usually knows or has some sort of relation with the abductor. Most of the time, the abductor is not holding the victim for profit or any monetary gain. Abduction usually happens to children with separated parents, wherein the child will be tricked by one parent to

come with him/her and take the child away from the other parent who has sole custody of the child. This is usually because of an emotional disorder created when the abductor feels that the child's welfare and best interests are at risk or that the child will be gone completely from his/her life. Sometimes, abductions occur out of revenge. People take hostages during periods of anger and deep loss, like abducting the child of an ex-lover for revenge or to blackmail the ex-lover to think again resuming their relationship.

Acts of Terror

Acts of terror, or **terrorism**, is the use of violence for political goals and putting the public or a great number of people in fear. The purpose of these terrorist groups is to produce terror in their victims through the use of violence, fear and pressure. Terrorists commit acts of violence that draw the attention of the local masses, the government, and the world to their cause. They plan their attack to get the greatest publicity, choosing targets that symbolize what they oppose. The effectiveness of the terrorist act lies not in the act itself, but in the public's or government's reaction to the act.

Acts of terror may be categorized into six. These are the following:

- State terrorism – States or governments can use force or the threat of force, without declaring war, to terrorize their citizens and achieve a political goal. Bioterrorism – refers to the intentional release of toxic biological agents to harm and terrorize civilians, in the name of a political or other cause. It includes viruses, bacteria and toxins that could be used in an attack, such as Anthrax (*Bacillus anthracis*), Botulism (*Clostridium botulinum* toxin), The Plague



An act of terror
involving a bombing
attack

<source: <http://www.causes->

(*Yersinia pestis*), Smallpox (*Variola major*), Tularemia (*Francisella tularensis*), and Hemorrhagic fever, due to Ebola Virus or Marburg Virus.

- Cyberterrorism – is the use of information technology to attack civilians and draw attention to the terrorists’ cause. This may mean that they use computer systems or telecommunications as a tool to carry out a traditional attack. More often, cyberterrorism refers to an attack on information technology itself in a way that would drastically disturb network services. For example, cyberterrorists could disable networked emergency systems or hack into networks housing important financial information.
- Ecoterrorism – the use of violence in the interests of environmentalism. In general, environmental extremists destroy property to inflict economic damage on industries or actors they see as harming animals or the natural environment. These have included fur companies, logging companies and animal research laboratories, for example.
- Nuclear terrorism – refers to a number of different ways nuclear materials might be used as a terrorist tactic. These include attacking nuclear facilities, purchasing nuclear weapons, or building nuclear weapons or otherwise finding ways to diffuse radioactive materials.
- Narcoterrorism – the use of violence by drug traffickers to influence governments or prevent government’s efforts in stopping the drug trade. This may involve the assassination of influential persons who are against drug trafficking, or killing a government official who leads an anti-drug trafficking agency.

Verbal Abuse

Verbal abuse is a form of cruelty that involves the use of words. These words are used to attack, control, and cause harm on another person. It includes behaviors such as angry outburst, screaming rage, and name-calling, which tends to blame, and brainwashes and threatens a person. This is done because the goal of the verbal abuser is to control and sway the victim. To better understand verbal abuse, it is better to look at its characteristics:

- Verbal abuse is hurtful and usually attacks the nature and abilities of the person.
- Verbal abuse may be obvious (through angry outbursts and name-calling) or hidden (involving very subtle comments).
- Verbal abuse is controlling. Even judgmental comments may be voiced in a very sincere and concerned way.
- Verbal abuse is dangerous. It causes a gradual fading of the self-confidence of persons without them realizing it. They may try to change their behavior so as not to upset the abuser.
- Verbal abuse is fickle. A person is stunned, shocked, and thrown off balance by the abuser's mockery, angry punch, critical remark, or hurtful comment.
- Verbal abuse usually worsens, increase of strength, regularity, and assortment. The verbal abuse may begin with put-downs disguised as jokes. Later, other forms might surface. Sometimes the verbal abuse may rise into physical abuse, starting with "accidental" shoves, pushes, and bumps.



Verbal abuse

<source:
http://www.guystuffcounselling.com/Portals/31983/images/bigstockphoto_Angry_Fighting_Couple_2350563-resized-600.jpg>

Sexual Abuse (Incest, Molestation and Rape)

Incest is sexual contact between persons who are so closely related that a marriage between them is considered illegal (e.g., parents and children, uncles/aunts and nieces/nephews, etc.). Usually, incest takes the form of an older family member having sexual relations or sexually abusing a child or an adolescent.

Although an abuse, there are many reasons why the victims might not report this. One reason is that the victims might be told that what is happening is normal or happens in every family, and don't realize that it is a form of abuse. Also, the victims may not know that help is available or they do not know who they can talk to. The victims may also be afraid of what will happen to them if they tell someone, especially if the abuser threatened them. They may also be worried about the abuser and be afraid of what will happen to the abuser if they tell. Lastly, the victims may also be afraid of how the people may react if they hear about the abuse. They are scared that people will accuse them of having done something wrong, or that no one will believe them.

Molestation is the sexual abuse of a person (whether a child or adult) by an adult for sexual pleasure or for profit. It occurs when an individual sees another individual as a sexual object and uses this idea to satisfy his/her sexual urges and fantasies, usually by subjecting their victim to unwanted or improper sexual advances or activity. It may include any of the following:

- Fondling – to handle, stroke or caress lovingly or erotically
- Mutual masturbation – two people touching each other's sexual organs for pleasure
- Sodomy – sexual intercourse that involves inserting of the penis of one person into the anus of another person
- Coitus – sexual intercourse between a male and a female involving the insertion of the penis into the vagina
- Child pornography – explicit portrayal of children as sexual subject matter for purpose of sexual arousal. It may be in a variety of media, like books, magazines, films, photos and etc.

- child prostitution- refers to children who get paid to have sex

Rape is forced sexual intercourse, including vaginal, anal, or oral penetration.

Penetration may be by a body part or an object.

The sexual act may also be considered rape if it satisfies any of the following criteria:

- One or both people are not old enough to consent, which means one or both of them are below 18 years old
- One of them does not have the capacity to consent, which means one of them may not be in his/her right mental and legal capacity to consent (i.e. with mental disability, people who have been drugged or unconscious, etc.)
- One of them did not agree to take part, which means the rapist might use physical force or threat to force the victim to have intercourse with him/her

If these three considerations are met, the sexual act falls under the category of rape, which is a criminal offense and it is punishable by law.

Did you learn a lot from reading your assigned topic? Now, go to your group and be prepared for the next activity.



PART TWO: WHAT TO PROCESS

Activity 1: Creative Presentations

Talk among your group members regarding how you will present to the class the topic that you have just read. You may do a dramatization, poetry/jingle, collage, picture series or any other method to creatively report your topic to the class. Refer to your answers from the previous activity as your guide in the content of your presentations.

Are you now ready to show your presentations? Oops, before that, make a K-W-L chart in your worksheets and fill up the **What I Know** and **What I Want to Know** columns regarding all the intentional injuries that will be presented by the other groups.

Intentional Injuries

<i>What I Know</i>	<i>What I Want to Know</i>	<i>What I've Learned</i>

If you are finished with your K-W-L chart, you may now proceed to the presentations. Remember to listen and watch the presentations of the other groups carefully because you will fill-up the **What I've Learned** part of your K-W-L as you watch the presentations.

Rubrics for Creative Presentation:

Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)
Content	All contents were covered and students presented the content creatively.	All contents were covered.	Most of the contents were covered.	Not all the contents were covered.
Preparedness	Students are completely prepared and have obviously	Students seem pretty prepared but might have needed a couple more	The students are somewhat prepared, but it is clear that rehearsal	Students do not seem at all prepared to present.

	rehearsed.	rehearsals.	was lacking.	
Posture and Eye Contact	Students stood up straight, looked relax and confident. They were not distracted or being distracting. They established eye contact with everyone in the room during the presentation.	Students stood up straight. They were not distracted or being distracting. They established eye contact with everyone in the room during the presentation.	Few students stood up straight. Some were distracted or being distracting. Not all of the students established eye contact with everyone in the room during the presentation.	Students were distracted, being distracting and/or does not look at people during the presentation.
Volume	Volume was loud enough to be heard by all throughout the presentation. Students spoke clearly all the time.	Volume was loud enough to be heard by most throughout the presentation. Students spoke clearly most of the time.	Volume was loud enough to be heard by some throughout the presentation. Students spoke clearly sometimes.	Volume was often too soft to be heard by all. Students did not speak clearly.
Enthusiasm	Facial expressions and body language generated a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generated a strong interest and enthusiasm about the topic in others.	Facial expressions and body language were used to try to generate enthusiasm, but seemed somewhat artificial.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Creativity	Students were creative in their presentation and were able to engage the audience.	Students were somewhat creative in their presentation and engaged the audience.	Students attempted to be creative in their presentation but failed to engage the audience.	Students were not creative in their presentation and did not attempt to engage the audience.
Total Points		Descriptive Rating		

21 to 24	Advanced (A)
17 to 20	Proficient (P)
13 to 16	Approaching Proficiency (AP)
9 to 12	Developing (D)
6 to 8	Beginning (B)

Guide Questions:

1. Which group presentation did you enjoy watching? Why?
2. Which group could have done better in their presentation if given another chance? What should they do to improve their performance?
3. Share with the class the **What I've Learned** column of your K-W-L chart. You may now proceed to the next activity.

Activity 2: Newspaper Clipping

Look for a newspaper clipping that shows intentional injury/ies. Cut and paste this on your worksheet. Answer the questions that follow.

Guide Questions:

1. What is the news all about?
2. What is/are the intentional injury/ies presented in the news?
3. What did you feel for the victim/s in the news? Why?
4. Do you have a similar experience or have you witnessed a situation similar to the news? Share this with the class.

Violent actions and behaviors leading to intentional injuries have a great impact on its victims. Let us try to examine them in the next activity.

Activity 3 – The Impact of Abuse and Violence

Analyse the following illustrations. Answer the guide questions afterwards.



"Flashback"

<source:

<http://whatittakes2bme.files.wordpress.com/2009/08/sexual-abuse-flashback.jpg>>

*Sticks and stones may break my bones,
But words can also hurt me.
Sticks and stones break only skin,
while words are ghosts that haunt me.
Pain from words has left its scar
on mind and heart that's tender.
cuts and bruises now have healed,
it's words that I remember.*

"When Words Hurt More than Broken Bones"

<source:

<http://lifeishotblog.files.wordpress.com/2013/07/sticks-stones-words-hurt-me.jpg>>

Guide Questions:

1. What types of intentional injuries are being portrayed in the illustrations?
2. Based on these illustrations, what are the effects of intentional injuries on their victims?
3. What are the other impacts of intentional injuries?

Now that you know the impacts of intentional injuries, we will try to assess what you have learned so far.



PART 3:

WHAT TO REFLECT ON AND UNDERSTAND

Activity 1: Agree or Disagree?

Read the following statements carefully, then write AGREE or DISAGREE for each item in your worksheet and provide an explanation for your response.

<p>If a child misbehaves, it is okay for him/her to receive a corporal punishment.</p>	<p>Fraternity hazing is acceptable because it is an initiation rite to the brotherhood.</p>	<p>A woman who acts and dresses provocatively deserves to be raped.</p>
<p>1</p>	<p>2</p>	<p>3</p>

Guide Questions:

1. Do these people deserve to experience the intentional injuries? Why or why not?
2. Why do some people view intentional injuries as reasonable acts in the given situations?

Well, did you agree or disagree with the statements? Let us continue to assess and see if you can analyse the poem in the next activity.

Activity 2: Poem Analysis

Read the poem below, and then answer the questions that follow.

Speechless

© Kyra Lee

My name Is Sasha	And soon enough	"How dare you
My sister Is Leigh	Dad then walks in	Make me so mad
I am six	Don't make a sound, don't say a word	This is all your fault
And she is three	I pray inside, deep within	Go cry be sad!"
Our dad's always mad	But Leigh, she cannot help herself	My name is Sasha
He screams and he yells	For the pain is just too much	My sister is Leigh
I don't think he likes us	"O-God" she yells	I am six
It's easy to tell	"Why are you so mean?"	And my beautiful sister was only three
Mum's only kind	He doesn't like what she has said	That day my Daddy
When dad's not around	And beats her even more	Murdered her
And when he is home	And with one last hit	My best friend
She hardly makes a sound	Hard and strong, he pulls away and watches	She was my world
Mum's always out,	She takes one last gasp of air	We stuck together
Never home	Our hands still holding	Through thick and thin
Dad's always drunk,	Then falls to the ground where I sat	But now she's gone
And always alone	And doesn't move a muscle	I'm lost within
As soon as we hear	I stare at him	When I was six my sister three
Those jingly keys	My eyes so blue	My Daddy murdered Leigh
We run and hide	He looks at me	Since that day I have not spoke
We run and plea	And yells "O you!"	For it's speaking that made her die.
We find a place		
And curl up tight		
I hold her hand		
And she holds mine		

<source: <http://www.familyfriendpoems.com/poem/child-abuse-ends-in-death-speechless#ixzz2gxK72tRz#FamilyFriendPoems>>

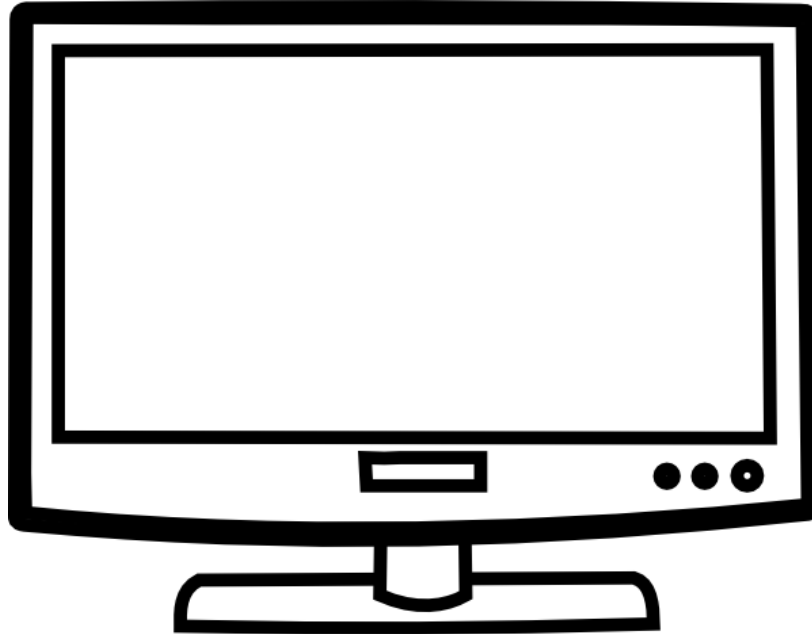
Guide Questions:

1. What is the poem all about? Summarize the story of the poem.
2. What did you feel after reading the poem? Why?
3. Could this really have happened? Why?
4. If you were the writer, how would you end the story?
5. What would you do if you were the following and why?
 - a. the mother
 - b. Sasha
 - c. Leigh
 - d. a concerned neighbor

Have you identified intentional injuries from the poem? Now let us analyze TV shows. What do you enjoy watching? Let us see if what you watch depicts violent actions and behaviors that lead to intentional injuries.

Activity 3 – Rated PG

Remember a scene that shows violent actions and behaviors leading to intentional injuries from a TV show (cartoons, sitcom, etc.) that you have recently watched. You may narrate or draw this scene on your worksheet. Answer the questions that follow.



Guide Questions:

1. From what type or genre of TV show did you get the scene that you have drawn? (i.e. cartoon, sitcom, action, fantasy, soap opera, etc.) Is this suitable or appropriate for your age? Why?
2. Do you enjoy watching this show? Why?
3. What are the effects of watching shows that depict violent actions and behaviors to children like you? Why?

How does the government regulate TV shows that depict violence? Read the additional resources below.

For Your Information



The Movie and Television Review and Classification Board (MTRCB) is the government agency responsible for rating television and film for the Philippines.

The rating of TV shows and their descriptions are the following:



General Patronage – Suitable for all ages.

Material for television does not contain anything unsuitable for children.

	Parental guidance suggested. Material for television may contain some adult material that may be permissible for children to watch but only under the guidance and supervision of a parent or adult.
	Stronger and more vigilant parental guidance is suggested. Program may contain more serious topic and theme, which may not be advisable for children to watch except under the very vigilant guidance and presence of a parent or an adult.

Meanwhile, the classification of movies and their descriptions are as follows.

	Description
G	Viewers of all ages are admitted.
PG	Viewers below 13 years old must be accompanied by a parent or supervising adult.
R-13	Only viewers who are 13 years old and above can be admitted.
R-16	Only viewers who are 16 years old and above can be admitted.
R-18	Only viewers who are 18 years old and above can be admitted.
X	“X-rated” films are not suitable for public exhibition.

<source: http://en.wikipedia.org/wiki/Movie_and_Television_Review_and_Classification_Board#Television>

The classification of TV shows and movies were based on the following criteria:

1. *Theme* – if the film contains violence, threat, abuse, horror, or other themes that may cause fear or disturbance to a young child’s mind

2. *Language* – if the film contains dialogue beyond polite language. However, disrespectful, nasty, and sexually-suggestive language or gestures are not allowed
3. *Nudity* – if the film contains occasional, as well as natural non-sexual nudity
4. *Sex* – if the film contains and presents sexual activity
5. *Violence* – if there is representation of any violence that is likely to cause undue anxiety or fear to young children
6. *Horror* – if there is representation of horror and frightening scenes that is likely to cause undue anxiety or fear to young children
7. *Drugs* – if there is representation of, or reference to, prohibited drugs or their use

Guide Question:

Explain briefly the importance of TV and movie censorship in the prevention of intentional injuries in our society.

You are almost finished with the first lesson. Let us see if you have learned a lot from our topic.



**PART FOUR:
WHAT TO TRANSFER**

Let us now see if you can demonstrate what you have learned through a product or performance. First, you will write an essay regarding how you can promote a violence-free world. Then, you will create a message of advocacy for a safer world that is free from violent actions and behaviors and you will spread this using the social media. Lastly, you will complete unfinished sentences to reflect the concepts that you have learned from our first lesson.

Activity 1 – Message for a Violence-Free World

Write an essay with the title “*Promoting a Culture of Non-Violence*” in your worksheet. Afterwards, find a partner and take turns reading your essay to each other. Then answer the questions that follow. Refer to the rubrics below for guidance on how your output will be assessed.

Rubrics for Assessment:

Points	Excellent (3)	Good (2)	Needs Improvement (1)
Content	Content addresses the essay’s topic.	Content not enough job of addressing the essay’s topic.	Content does not address the essay’s topic.
Supporting Information	<ul style="list-style-type: none"> • All facts included in the essay are supported by provable information. • All opinions in the essay include enough related information for the reader to understand why an opinion is held. 	<ul style="list-style-type: none"> • Some facts included in the essay are not supported by provable information. • Some opinions in the essay do not include enough related information for the reader to understand why an opinion is held. 	<ul style="list-style-type: none"> • No facts included in the essay are supported by provable information. • No opinions in the essay include enough related information for the reader to understand why an opinion is held.

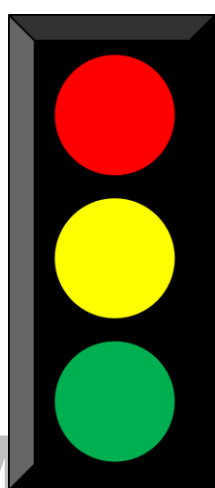
Total Points	Descriptive Rating
6	Advanced (A)
5	Proficient (P)
4	Approaching Proficiency (AP)

Have you seen your classmates' posts in your social media accounts? You may like, comment, or share/spread/retweet their messages so that they will reach more people.

So finally, we are down to our last activity. You may continue now

Activity 3: I will do, I will change, I will not do

Complete the sentences in your worksheet regarding what you will do, what you will change, and what you will stop doing, in relation to a violence-free world.



I will stop...

I will change...

I will do...

I hope that you were able to learn a lot from our first lesson. For the next lesson, expect that you will learn more about our topic, particularly the prevention and management of intentional injuries.

Lesson 2: *Now What?*

In the first lesson, you learned the meaning of injuries and their two classifications: intentional and unintentional injuries. You were also able to differentiate between these two classifications. Focusing on intentional injuries, you identified the violent actions and behaviors associated with them and described the characteristics of each type. Finally, you demonstrated your desire to promote a culture of non-violence through your words and actions.

March 24, 2014

March 24, 2014

March 24, 2014

March 24, 2014

- # March 24, 2014



March 24, 2014

March 24, 2014

March 24, 2014

March 24, 2014

					J														
					U														
					R														
					I														
					E														
					S														

Guide Question:

How will you relate these words to intentional injuries? Form concept statements using **one** or more of the written words.

Have you warmed up already? The statements you formed may be related to our previous lesson, while some are going to be discussed further in this lesson. Let us continue.

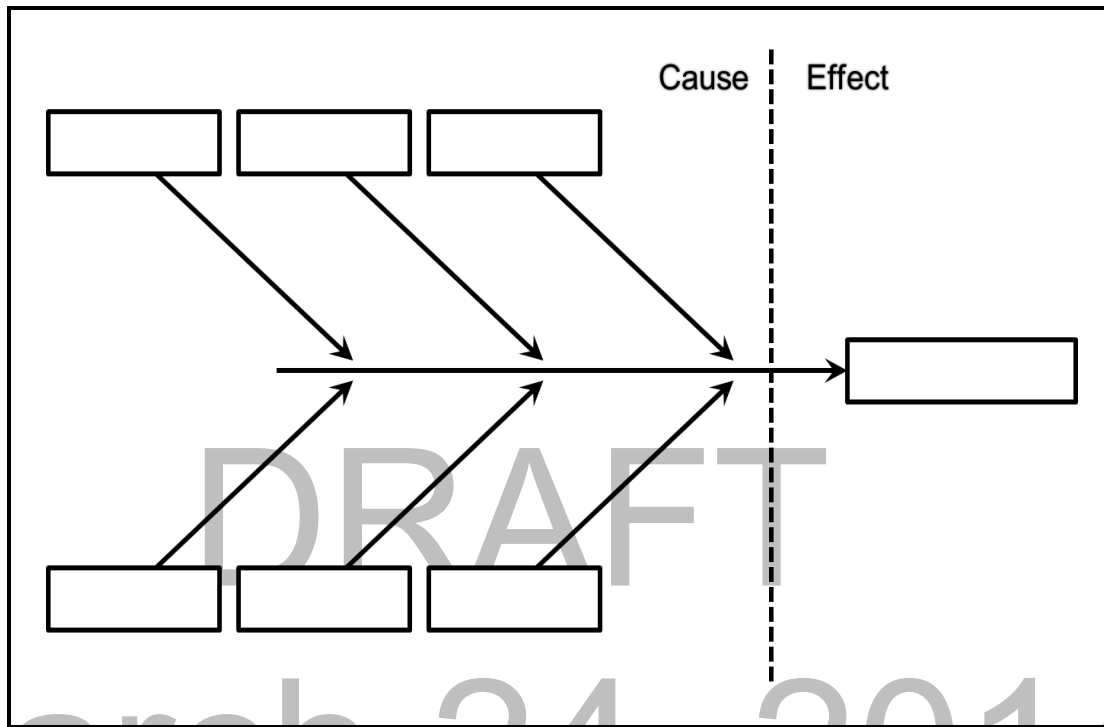
Activity 2 – The Cause of Violence

Form ten groups. Each group will be assigned a topic (refer below). Your group must copy the sample diagram in your worksheet. Indicate the risk factors or reasons for violent actions and behaviors (cause) that lead to intentional injuries (effect). Assign a representative afterwards to present your outputs to the class. After the presentations, answer the guide questions that follow.

Topics per group:

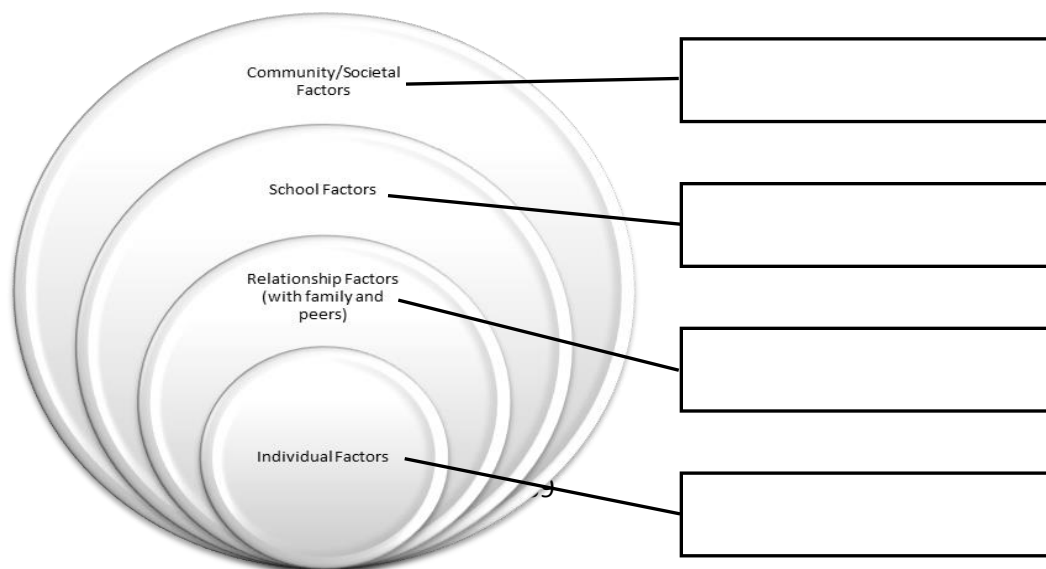
- 1 - Self-Inflicted (Suicide and parasuicide)
- 2 - Domestic violence
- 3 - Bullying
- 4 - Stalking
- 5 - Extortion
- 6 - Gang and youth violence, illegal fraternity-related violence,

- 7 - Kidnapping and abduction
- 8 - Acts of terror
- 9 - Verbal abuse
- 10 - Sexual abuse (incest, molestation and rape)



Guide Question:

1. What are the common reasons for the violent behavior and actions that cause intentional injuries?
2. Based on the outputs of all the groups, summarize the risk factors using the diagram below.



3. Do you think these factors are preventable? Why or why not?

Now that you have analyzed the risk factors, it is important that you know how to protect yourselves from these intentional injuries. You will learn this in our next activity.

Activity 3 – My Protection Rights

Read the article presented. Then answer the guide questions that follow.

Here is an excerpt from the United Nations' **The Convention on the Rights of the Child**. It focuses on articles regarding protection rights of children to keep them safe from harm.

Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration.

Article 34 (Sexual exploitation): Governments should protect children from all forms of sexual exploitation and abuse.

Article 35 (Abduction, sale and trafficking): The government should take all measures possible to make sure that children are not abducted, sold or trafficked.

Guide Questions:

1. Explain the excerpt that you have just read.

2. Do you think the Philippine government has done its duty of protecting the welfare of children against violent actions and behaviors resulting to intentional injuries? Cite examples to support your answer.
3. If you were given the chance to talk to government officials in keeping you safe from intentional injuries, what would you say to them?

In relation to The Convention on the Rights of the Child, let us examine the efforts of different authorities in responding to situations or cases of violent actions and behaviors that lead to intentional injuries in the next lesson.



PART TWO: WHAT TO PROCESS

Activity 1 – Ask the Authorities

Form three groups. Each group will interview one of these three authorities: the school guidance counsellor, the barangay chairman, and a policeman. Refer to the interview questions below. Be sure to secure an appointment with the corresponding authorities to be sure that you will be accommodated at their available time. You may also ask an adult to accompany your group during your interview.

Interview Questions:

1. What cases of violent actions and behaviors resulting to intentional injuries were commonly reported to your office?
2. Who were the usual victims for each type of these acts or behaviors?
3. Who were the usual perpetrators/suspects for each type of these acts or behaviors?
4. How did your office resolve the issues/cases/problems?
5. What preventive measures are you doing in order to minimize or prevent these issues/cases/problems from happening again?

Present the results of your group's interview to the class. Then, consolidate the data of all the groups on the board using the sample chart. Answer the guide questions that follow.

Location	What are the cases?	Who were the victims?	Who were the perpetrators/suspects?	How did they resolve it?	How will they minimize or prevent it?
School					
Barangay					
Community					

Guide Questions:

1. Based on the data that you have gathered, what cases were commonly happening in the school, barangay and community?
2. Who were usually victimized by violent actions and behaviors that resulted to intentional injury?
3. Who were the usual perpetrators/suspects who committed the violent actions and behaviors that resulted to intentional injury?
4. Were you satisfied with the way these authorities resolved the cases of intentional injuries? Why or why not?
5. If you were these authorities, what would you have done to resolve these cases?
6. Suggest ways to minimize and prevent the violent actions and behaviors that result to intentional injury from happening again.

Activity 2 – In Focus

Research on the following legislations. Then answer the guide questions that follow.

- Republic Act No. 7610 - Special Protection of Children Against Abuse, Exploitation and Discrimination Act

<http://www.gov.ph/1992/06/17/republic-act-no-7610/>

- Republic Act No. 10627 - Anti-Bullying Act of 2013
<http://www.gov.ph/2013/09/12/republic-act-no-10627/#>

Guide Questions:

1. What are the highlights of the legislations?
2. What problems are being addressed by the legislations?
3. If you were to revise the laws, what provisions would you add or remove so that they can protect you better from violent acts or behaviors that cause intentional injuries? Why?

Do you feel safe, knowing that there are legislations that are focused on your safety against intentional injuries? Let us see if you have experiences or have witnessed a violent action and behavior leading to violent injuries let's proceed to the next activity.

Activity 3 – How Safe am I?

Copy the chart in your worksheet. Then complete this by putting a check mark to the column that corresponds to your answer.

<i>Have you ever witnessed or experienced a problem with...?</i>	Never	Rarely	Sometimes	Often
name calling				
bullying or intimidation				
sexual harassment				
gang-related violence				
extortion or theft				
vandalism				
mistreatment or disrespect towards other people				

threats of weapons				
physical fights				
corporal punishment				

Guide Questions:

1. Where did you experience or witness these situations or problems? Who were the people who committed these acts and behaviors?
2. What did you do in the situations that you have experienced?
3. What do you feel towards the people who were responsible for these acts and behaviors?
4. Do you feel that you are safe from intentional injuries? Why or why not?
5. What could you have done to prevent these violent actions and behaviors from happening to you?

As you may have realized, there are a lot of efforts being done to safeguard you from intentional injury. However, these may not be enough. It is essential that you are also aware of how you will deal with violent actions and behaviors that lead to intentional injuries. Find out how in the next activity.



PART 3:

WHAT TO REFLECT ON AND UNDERSTAND

Activity 1: I Think, I Feel, I Do

Answer the three questions for each situation. Write your answers in your worksheet.

Situation 1

You accidentally broke an expensive glassware while playing and this made your mother angry. As a punishment, she spanked you.

Situation 2

You talked to your seatmate while your teacher was discussing the lesson. As a result, he got very angry and said bad words to you.

Situation 3

You saw your classmate outside the school extorting money from a younger student.

Situation 4

You noticed that your seatmate has scars on his arms. They look like blademarks. When you confronted him, he told you that it was only a tripping.

Situation 5

Your best friend revealed to you that she is being molested by her uncle.

What are you thinking? What are you feeling? What will you do?

Activity 2 – Multiple Actions for Prevention and Solution

Form ten groups. Each group will be assigned one situation from the previous activity. Each group will roleplay the situation assigned to them. Make sure to provide an appropriate solution to the problem/s and ways to prevent the violent actions and behaviors from happening again. Refer to the rubrics for your presentation.

Group Tasks:

Groups 1 and 6 – Situation 1

Groups 2 and 7 – Situation 2

Groups 3 and 8 – Situation 3

Groups 4 and 9 – Situation 4

Groups 5 and 10 – Situation 5

Guide Questions:

1. What are the preventive measures and solutions or actions that were suggested by each group?
2. Aside from what the groups have presented, what would be your suggestion as an alternative to the given situations?

Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)
Understanding of Topic	• Indicates a clear understanding of topic	• Good understanding of topic	• Fair understanding of topic	• Presentation is off topic
Cooperation	• Accepts ideas of others; able to negotiate • All members contribute	• Accepts most ideas without negative comments; able to compromise • Some members contribute	• Unwilling to compromise • Few members contribute	• Group does not work together • One person does all the work

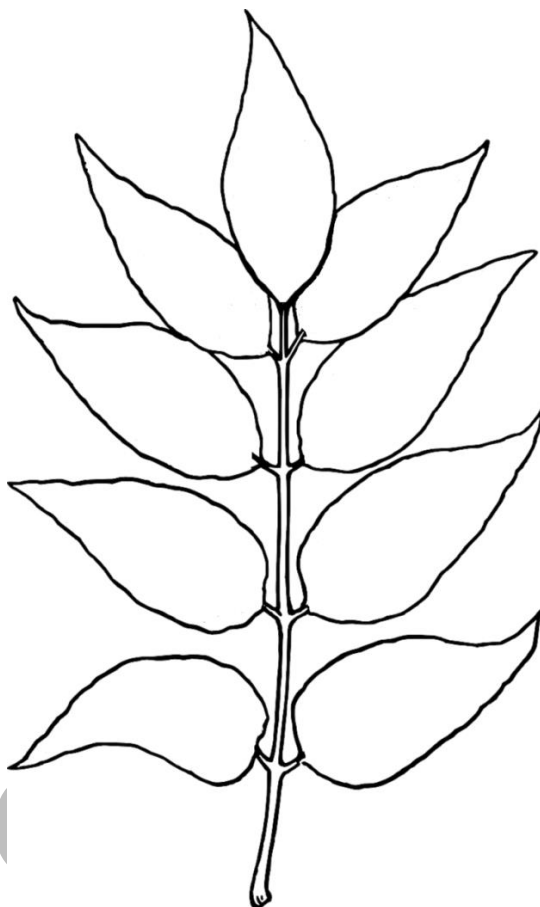
Presentation	<ul style="list-style-type: none"> • Shows confidence • Informative • Entertaining; engages audience • Speaks loudly and clearly • Uses appropriate body language 	<ul style="list-style-type: none"> • Shows some confidence • Presents some information • Attract audience • Can be heard • Uses appropriate body language sometimes 	<ul style="list-style-type: none"> • Lacks confidence • Somewhat informative • Engages audience intermittently • Hard to hear • Uses appropriate body language very seldom 	<ul style="list-style-type: none"> • Portrayal stalls • Lacks information • Audience bored • Mumbles • Never uses appropriate body language
--------------	--	--	---	--

Total Points	Descriptive Rating
11 – 12	Advanced (A)
9 – 10	Proficient (P)
7 – 8	Approaching Proficiency (AP)
5 – 6	Developing (D)
3 – 4	Beginning (B)

In the previous activities, you were asked what you would do in hypothetical situations. What if you experience yourself or become victims of these violent actions and behaviors? This will be part of the next activity.

Activity 3 – People to Trust

Draw a plant (refer to example) on your worksheet. Then, on each leaf write the people you trust the most. You may use as many leaves as you need. Then answer the questions that follow.



Among the people you trust, whom will you approach, inform or seek help from if you were...

- a. bullied by your classmate? Why?
- b. verbally abused by a teacher? Why?
- c. a victim of extortion of money by the local gang? Why?
- d. sexually abused by your relative? Why?
- e. being stalked by your boyfriend/girlfriend? Why?
- f. thinking of committing suicide? Why?
- g. physically abused by your parents? Why?

Guide Questions:

1. What were your considerations in choosing people to trust in each of the situations?
2. Aside from the people that you trust, who are the authorities that you can approach, inform, or seek help from in case you become a victim of violent actions or behaviors leading to intentional injuries?

Do you feel confident now about how to prevent being a victim of intentional injuries, or how to manage yourself when you become a victim? Of course, I hope that you will never become a victim. Let us look at the following reminders in order to avoid becoming a victim.

For Your Information

FOR SELF-INFLECTED INTENTIONAL INJURIES

In the previous quarter, you learned about management strategies that will help you cope with stress and depression. But what if someone you know is the one who has suicidal tendencies? The key to suicide prevention is to act fast and take the suicide attempt seriously. A simple yet effective way that is to speak to the person if you're worried that s/he will attempt suicide. It may feel awkward and uncomfortable to talk, but anyone who shows indications and warning signs needs immediate help and the sooner you respond, the better. In this case, you may express concern for that person by saying *"I wanted to check up on you because you haven't been yourself lately"*. You may also ask questions, like *"Did something happen that made you start feeling this way?"* You may also offer your help by saying *"I may not be able to understand exactly how you feel, but I care about you and want to help."*

FOR CASES OF ASSAULT AND ABUSE

In order to prevent becoming a victim of assault and abuse, one important consideration is knowing the proper self-defense techniques which involve physical, mental and emotional assertiveness. These are the following:

- Self-esteem – having self-confidence that will make you less likely to be chosen as an easy target

- Assertiveness – having a bold and confident behavior, like speaking with conviction, may prevent a physical attack. Since many attackers want easy victims they can overpower quickly, saying forcefully phrases like “Leave me alone” may surprise an attacker before s/he can make a move.
- Body language – making direct eye contact and using a strong voice are some actions that can send off a message to the attacker that you are aware of how to take care of your safety and that you will not be victimized easily.
- Intuition – one important rule is that if you sense danger, or if you sense that something is wrong or about to happen, you should immediately get away.
- A self-protective attitude – most important of all, you must realize that you are worthy and have a right to be treated with respect. Being safe is your right, but it is also your responsibility.

Now let us try to apply what you have learned.



PART FOUR: WHAT TO TRANSFER

In this last part of our lesson, you will demonstrate what you have learned by creating a shield that will represent preventive measures against intentional injuries. Afterwards, you will complete a graphic organizer to represent the knowledge, skills and attitudes learned from our entire module. Lastly, you will accomplish a safety pledge as your promise to put into practice what you have learned. Any questions? You may start now!

Activity 1 – Shield of Protection

Form five groups. Each group will draw and cut a shape of a shield in a big piece of paper (i.e. cartolina or manila paper). Fill up your shield with pictures and words that represent preventive measures that will keep you safe from violent actions and behaviors leading to intentional injuries. After finishing your shield, display it together with the outputs of the other groups. Then, look at all the groups' outputs and answer the guide questions that follow.



You may refer to the rubrics for your guide on how you will be assessed.

Guide Questions:

1. What preventive measures are common among all the outputs?
2. Which among the outputs do you like the most? Why?

Rubrics for Group Output

Points Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)
Relevance of Content	Informative	Presents some information	Somewhat informative	Lacks information
Graphics/ Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be by chance chosen.
Attractiveness &	The output has remarkably	The output has attractive	The output has well-organized	The output's formatting

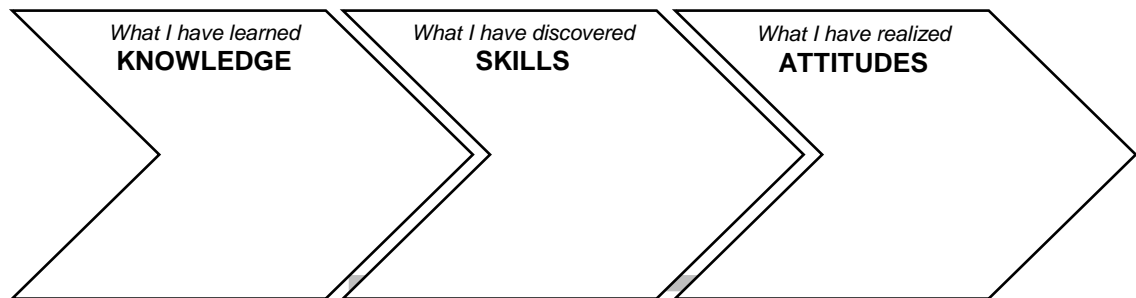
Organization	attractive formatting and well-organized information.	formatting and well-organized information.	information.	and organization of material are confusing to the reader.
Use of Class Time	The group used time well during each class period. Focused on getting the project done. Never distracted others.	The group used time well during each class period. Usually focused on getting the project done and did not distract others.	The group used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	The group did not use class time to focus on the project or often distracted others.

Total Points	Descriptive Rating
15 – 16	Advanced (A)
13 – 14	Proficient (P)
10 – 12	Approaching Proficiency (AP)
7 – 9	Developing (D)
4 – 6	Beginning (B)

Recall all the lessons that you have learned from this module before you do the next activity.

Activity 2 – Knowledge, Skills and Attitudes

Complete a similar graphic organizer in your worksheet. Indicate what you have learned (knowledge), what you have discovered (skills), and what you have realized (attitudes) in the corresponding boxes. Be prepared to share this with the class.



After you have indicated all the knowledge, skills and attitudes you have acquired from our entire module, you will now construct a safety pledge that will serve as your promise to always be safe and free from the dangers of intentional injuries.

Activity 3 – Pledge for Safety from Intentional Injuries

Accomplish the safety pledge in your worksheet.

My Safety Pledge

I promise to keep myself safe and ready from the dangers of intentional injuries by practicing the following preventive measures:

1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

I am safe! I am ready!

Accomplished by:

Witnessed by:

Signature over Printed Name

Signature over Printed Name

Date Signed

Date Signed

Summative Assessment

I. **TRUE or FALSE.** Write TRUE if the statement is correct and FALSE if incorrect.

1. Bullying is common in schools.
2. Rape can only happen to females.
3. Accidents are considered intentional injuries.
4. Intentional injuries are injuries resulting from violence.
5. Nothing can stop a person if s/he is determined to commit suicide.
6. Domestic violence occurs in all cultures, communities and classes.
7. Alcohol and drug use are risk factors related to intentional injuries.

8. Involvement in gangs may lead a person to commit violent actions.
9. Knowing proper self-defense will not help in preventing intentional injuries.
10. A person who failed in his/her attempt to commit suicide will never try to do it again.

II. Multiple Choice. Choose the correct answer from the given choices.

11. You are being bullied in school. What is the best thing to do?
 - A. Report him/her to the school authorities.
 - B. Get even with him/her by asking friends for vengeance.
 - C. Confront the bully and tell him/her that you don't like what s/he is doing.
 - D. Do not do anything. S/he will eventually stop when s/he finds someone else to bully.
12. Which is a risk factor for suicide attempt?
 - A. Good problem-solving skills
 - B. History of trauma and abuse
 - C. Strong connections to family and community support
 - D. Effective clinical care for mental, physical and substance use disorders
13. You noticed that you are always being followed by someone whom you don't know. What will you do?
 - A. Nothing. S/he is just a harmless admirer.
 - B. Run away and hide from the person who is always following you.
 - C. Tell your parents or other authorities that you can trust about your stalker.
 - D. Make a scene to catch the attention of the public, then confront the person following you.
14. What form of violence is used for political goals which include putting the public or a great number of people in fear?
 - A. Terrorism
 - B. Bullying
 - C. Kidnapping
 - D. Suicide
15. Which is not verbal abuse?
 - A. Words that are manipulative and controlling.

- B. Words that can cause a gradual diminishing of self-confidence.
- C. Words that are used to explain to a child his/her mistakes.
- D. Words that are hurtful and usually attack the nature and abilities of the person.
16. Why does domestic violence happen?
- A. The abuser is trying to control the victim.
- B. The abuser is in a stressful relationship.
- C. The couple don't have much money and this causes stress in the relationship.
- D. All of the above.
17. Why do some victims of sexual abuse remain quiet and don't report the incident?
- A. The victim might not know that help is available or s/he does not know who to talk to.
- B. The victim might be told that what is happening is normal and doesn't realize that it is a form of abuse.
- C. The victim might be afraid of what will happen to him/her if s/he tells someone, especially if the abuser has threatened him/her.
- D. All of the above.
18. You heard your friend Ricky telling your other friends to shun Aaron because they recently had a fight. What will you do?
- A. Nothing. No harm will happen from it.
- B. Nothing. I do not want to get involved.
- C. I will convince all of my friends to shun Ricky instead because he is a bully.
- D. I will confront Ricky and tell him to stop what he is doing because it is bullying.
19. Which are not intentional injuries?
- A. Vehicular accidents
- B. Fraternity hazings
- C. Suicide attempts
- D. Suicide bombings

20. Self-defense is one of the best ways to prevent intentional injuries. Which of the following best describes it?
- A. Physical strategies, such as learning self-defense skills
 - B. Mental preparedness, in order to be alert for the possibilities of danger
 - C. Emotional preparedness and having self-confidence
 - D. All of the above.

III. CORRECT or INCORRECT. Answer the following questions based on the situations given.

1. Tony, a 19-year old college student, and Veronica, a 16-year old high school student, decided to have sex as proof of their love for each other. When Veronica became pregnant, her parents filed a rape case complaint against Tony. Are Veronica's parents CORRECT or INCORRECT? Why?
2. When Peter misbehaved, his father spanked him using a small stick as his way of disciplining his child. When Peter's teacher discovered it, she advised the father that what he did was corporal punishment which is prohibited by the law. Is Peter's teacher CORRECT or INCORRECT? Why?

Synthesis:

Injuries will always expose you to harm, especially those intentionally committed by other people. Most are violent actions and behaviors that are considered crimes because of the damage to the victims, not only to their properties but most especially to their personal well-being. Their physical, mental, social, emotional and moral-spiritual health are greatly affected, and these effects will not simply go away in time. Worst of all, these might even drive the victims to inflict harm on themselves.

As an adolescent, you are protected by the government through the different legislations, government agencies and concerned groups against the dangers of intentional injuries. However, it is still your responsibility to be able to protect yourself from the violent actions and behaviors that cause intentional injuries. You should also be aware of what to do in case you experience these. You should know whom to trust if you are exposed to the dangers of intentional injuries, or the authorities to report to once you are victimized. But remember, injury prevention and safety from intentional injuries are still your priority. Further, there is a need to emphasize the importance of promoting a culture of non-violence, so that you will not be a contributor to violence and abuse.

Take note that we only focused on intentional injuries. The concept of accidents and unintentional injuries will be discussed in the succeeding grade levels.

Glossary of Terms

A

Abduction – when someone uses deceit or force in order to take a person or a child away from his/her home or relatives

Abuse – to mistreat, to insult verbally or to attack physically

Anthrax – a contagious bacterial disease of cattle and sheep, etc. that can be transmitted to people

Assault – a violent attack; an unlawful threat or attempt to harm another physically

Authority – people with the power or right to command

B

Blackmail – to force someone from giving money or favors by threatening to disclose facts that may disgrace or damage the reputation of a person

Botulism – the very dangerous type of food poisoning caused by the bacterium *Clostridium botulinum*

Bullying – an unwanted, aggressive behavior that involves a real or perceived power imbalance

C

Coitus – sexual intercourse

Corporal punishment – punishment relating to the body

D

Danger – exposure to injury or risk; a source of harm or risk

Discrimination – an unjust treatment of a person based on a judgment or opinion made without enough knowledge

Domestic violence – an act that includes physical assault (hitting, pushing, shoving, etc.), sexual abuse (unwanted or forced sexual activity), and verbal abuse

E

Ebola virus - an extremely contagious virus causing an acute, usually fatal hemorrhagic fever and spread through contact with bodily fluids of infected persons and by airborne particles

Exploitation – to take unfair advantage of a person especially for financial gain or for personal pleasure

Extortion – the act of using force or threats to compel or coerce people to hand over their money or properties in exchange for favors

F

Favors – a privilege granted, either willingly or unwillingly

Fondling – to caress or touch with affection

Fraternity – a group of people joined by similar backgrounds, occupations, interests, or tastes

G

Gang – defined as a relatively tough, mostly street-based group of young people who regard themselves and may be seen by others as a noticeable group that engages in a range of criminal activity and violence

H

Hazing – the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group

I

Incest – a sexual contact between persons who are so closely related that a marriage between them is considered illegal

Initiation – a ceremony of admission of a new member of a group of brotherhood and sisterhood

Injury – harm or damage; an act or event that causes someone or something to no longer be fully healthy or in good condition

Intimidation – to frighten, discourage or silence

K

Kidnapping – taking away or forcefully moving a person against his/her will and holding him/her in unjust captivity or be wrongfully confined in an isolated, secret place

L

Legislation – laws or rules of a country

M

Marburg virus – a virus that causes an often fatal hemorrhagic fever and was originally transmitted to humans from green monkeys

Masturbation – manual stimulation of one's sexual organs to achieve the peak of pleasure without intercourse

Molestation – the sexual abuse of a person (whether a child or adult) by an adult for sexual pleasure or for profit

N

Neglect – disregard; lack of attention or care

P

Parasuicide – a suicide attempt in which a person does not intend to die

Perpetrator – suspect; criminal or someone committing evil acts

Plague – a highly contagious and deadly disease

Pornography – writings, pictures or movies that are primarily intended to arouse sexual desire or pleasure

Prevention – methods or ways to keep something from happening

Prostitution – the act or activity of having sexual intercourse in exchange for money or favors

R

Rape – forced sexual intercourse, including vaginal, anal, or oral penetration

S

Safety – freedom from danger; a state of being out of danger, secure or no risk

Smallpox – an acute contagious viral disease causing the eruption of pustules which leave the skin scarred and pitted

Social media – forms of electronic communication (like websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (like pictures and videos)

Sodomy – anal sexual intercourse

Stalking – a pattern of behavior that makes you feel afraid, nervous, harassed, or in danger. It is when someone repeatedly contacts you, follows you, sends you things, and talks to you, even when you don't want him/her to

Suicide – the intentional taking of one's own life

T

Terrorism – the use of terror and violence to intimidate

Theft – act or crime of stealing

Threat – a declaration of an intention to impose harm or punishment upon another

Trafficking – doing business illegally

Trust – the firm belief, faith or confidence in a person

Tularemia – a plaguelike disease of rabbits, squirrels, etc., caused by a bacterium, *Francisella tularensis*, transmitted to humans by insects or ticks or by the handling of infected animals causing fever, muscle pain, and symptoms associated with the point of entry into the body

V

Vandalism – the destruction of property or belongings

Victim – a person who has been killed or injured by an action beyond his or her control

Violence – an act intended to cause injury or damage to a person

Resources:

Print

Merki, Mary Bronson and Merki, Don. (1994). *Health: a guide to wellness*. Ohio, USA, Glencoe/McGraw-Hill.

Peden, Margie et al., eds. (2008). *World report on child injury prevention*. Geneva, Switzerland, World Health Organization.

Tan, Galvez, et al. (2009). *The health curriculum in Philippine basic education, Vol. 2: a resource book for teachers*. QC: UNACOM, Social and Human Sciences Committee.

Webster's Universal Dictionary and Thesaurus. Scotland, Geddes & Grosset.

Non-Print

Bulletins for teens: stalking. The National Center for Victims of Crime. Retrieved October 8, 2013 from <http://www.victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens/stalking>

Bullying. Stopbullying.gov, 2013. Retrieved October 6, 2013 from <http://www.stopbullying.gov/what-is-bullying/definition/index.html>

Carlson, David et al., *Recent trends*. Hamilton County Public Health, 2012. Retrieved October 2, 2013, from <http://www.gchc.org/wp-content/uploads/2011/06/Intentional-Injuries.pdf>

Dafinoiu, David V. *The psychology of kidnapping and abduction*. Security News Center. Retrieved October 10, 2013 from <http://securityandintelligence.wordpress.com/2011/07/15/the-psychology-of-kidnapping-and-abduction/>

Definition (domestic violence). Creative Communications Group, 2009. Retrieved October 5, 2013, from <http://www.domesticviolence.org/definition/>

Difference between abduction and kidnapping. DifferentBetween.info, 2012. Retrieved October 10, 2013 from <http://www.differencebetween.info/difference-between-abduction-and-kidnapping>

Fraternity. The Free Dictionary. Retrieved October 9, 2013 from <http://www.thefreedictionary.com/fraternity>

Gang and youth violence. Kern Cares. Retrieved October 9, 2013 from <http://kerncares.org/monthly-themes/gang-youth-violence/>

Gangs and serious youth violence. Local safeguarding children board. Retrieved October 9, 2013 from <http://www.haringeylscb.org/index/specific/gangs.htm>

Incest. Rape, Abuse and Incest National Network. Retrieved October 10, 2013 from <http://www.rainn.org/get-information/types-of-sexual-assault/incest>

Injury. (n.d.). Merriam-Webster.com. Retrieved October 4, 2013, from <http://www.merriam-webster.com/dictionary/injury>

Kid's safety tips: extortion. Abey World Press. Retrieved October 9, 2013 from <http://www.abeyworldpress.com/extortion.html>

Logarta, Sofia. *Trying to understand fraternity violence*. Inquirer News. Retrieved October 9, 2013 from <http://newsinfo.inquirer.net/248163/trying-to-understand-fraternity-violence>

Mella, Alfie V. *The Blame Lies Not Only on the Fraternity Leaders*. the Return of Elf Ideas, 2012. Retrieved October 9, 2013 from <http://elf-ideas.blogspot.com/2012/08/the-blame-lies-not-only-on-fraternity.html>

Molestation. Molestation: A Platform for People Who Share Your Concern. Retrieved October 10, 2013 from <http://www.molestation.in/>

Movie and television review and classification board. Wikipedia: The Free Encyclopedia, 2013. Retrieved October 7, 2013, from http://en.wikipedia.org/wiki/Movie_and_Television_Review_and_Classification_Board#Television

Suicide prevention. HelpGuide.org. Retrieved October 15, 2013 from http://www.helpguide.org/mental/suicide_prevention.htm

The convention on the rights of the child: protection rights. UNICEF. Retrieved October 4, 2013 from http://www.unicef.org/crc/files/Protection_list.pdf

Uy, Jocelyn R. *Suicides up in last 20 years in PH, mostly among young – NSO*. Inquirer News. Retrieved November 8, 2013 from <http://newsinfo.inquirer.net/229227/suicides-up-in-last-20-years-in-ph-mostly-among-young-nso>

Was I raped? Rape, Abuse and Incest National Network. Retrieved October 10, 2013 from <http://www.rainn.org/get-information/types-of-sexual-assault/was-it-rape>

What is extortion? Wisegeek. Retrieved October 9, 2013 from

<http://www.wisegeek.org/what-is-extortion.htm>

What is terrorism? Terrorism Research. Retrieved October 10, 2013 from

<http://www.terrorism-research.com/>

What is verbal abuse? Wisegeek. Retrieved October 10, 2013 from

<http://www.wisegeek.org/what-is-verbal-abuse.htm>

Zalman, Amy. *Types of terrorism: a guide to different types of terrorism*. About.com, 2013. Retrieved October 10, 2013 from

<http://terrorism.about.com/od/whatisterroris1/tp/DefiningTerrorism.htm>

DRAFT

March 24, 2014