

TEACHING GUIDE FOR HEALTH– Grade 8

QUARTER 2 – Family life

Lesson 1 – Courtship, Dating, and Marriage

Time Allotment: 3hrs / 3sessions

OVERVIEW

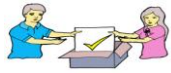
As young people grow and mature, they start thinking of having a happy family. Although many people want to have partners in life, there are those who choose not to marry. Whatever people decide, they realize first if they are responsible enough to start a family of their own, if they can support their children and provide them with a comfortable life. Couples should understand that the family is an institution where people first develop the true sense of responsibility towards nation building.

The module is designed for the learners to identify the importance of planning marriage in order for them to have a successful family life in the future.

Objectives

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

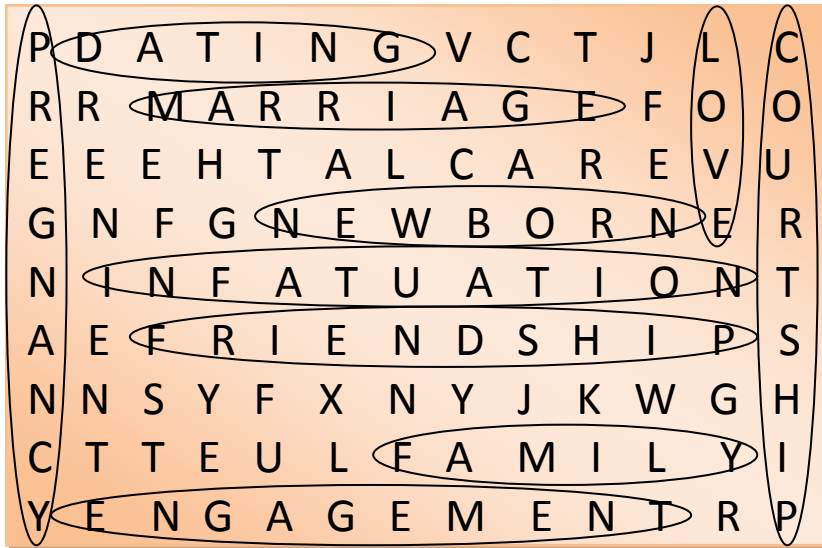
1. Recognize the different factors that contribute to a successful marriage
2. Discuss the roles and responsibilities of parents in fulfilling the needs of their children
3. Analyze the effects of having a big family and problems it may cause to the health of the nation
4. Make a plan on how to have a successful marriage and family life



Pre-Assessment

Ask your students to answer honestly and individually the pre-assessment found on page 3 of their modules. Give them time limit and ask them to write all their answers in their journal/notebook.

Check their answers using the key to correction below:



Dating _____

Engagement _____

Courtship _____

Love _____

Infatuation _____

Marriage _____

Friendship _____

Pregnancy _____

Newborn _____

Family _____

Together with your students, analyze the results of your pretest to determine where they are in terms of background knowledge and skills; make their strengths and weaknesses as your bases for planning instructional activities.



Learner's Goals and Targets

Based on the objectives of the lesson and results of the pre-assessment, let your students define their personal goals and targets to achieve at the end of this module. Ask them to write their goals/targets in their journal/notebook.



I. WHAT TO KNOW

Activity1. Instruct the learners to do picture-connectivity on page 4 and answer the given questions.

Activity 2: Ask the learners to answer the questions on page 4. Summarize their answers and give your assessment.

Activity 3: Invite the learners to copy and complete the boxes associated to the word courtship found on page 6.

Activity 4: Ask the learners to turn on page 8 and identify the pictures of showing affection. Here is list of possible answers for correction:

- ❖ Giving a smile or a kind laugh to someone
- ❖ Telling someone how much he / she means to you
- ❖ Remembering important events in one's life especially a birthday
- ❖ Writing a card, a note, or a letter
- ❖ Giving a small gift, such as flowers and chocolate
- ❖ Texting, chatting in social networking sites, communicating via internet
- ❖ Spending quality time together
- ❖ Cheering for someone at a game or performance
- ❖ Holding hands
- ❖ Patting shoulders

Activity 5: Instruct the learners to bring out their activity notebooks and follow the instruction as indicated in Activity 5: Do you know?

Activity 6: Each learner will be given a strip of cartolina/metacard where they can define dating, and write its advantages and disadvantages. Give them time limit to be ready to present and defend their ideas. The activity can be found on page 9.

Activity 7: Using the question found on page 10, let the learners explain their answers to the class.

Activity 8: Instruct the learners to get a separate sheet of paper, draw and color their ideal man / woman and below their drawing, they should write the characteristics they expect from him / her. This activity is found on page 11.

Activity 9: Ask the learners to read the question on page 10. They should share their responses by writing their ideas in their activity notebook and present it and share it to their friends / classmates, relatives, or neighbours.



II. WHAT TO PROCESS

Activity 10: Tell the learners to read the instructions found on page 10 and prepare for a class presentation for the next meeting.

Activity 11: Here is a link for a video clip on courtship: <http://www.youtube.com/watch?v=VolwsYhOCTc>. Instruct the learners to watch the film, afterwards, they should read and answer the given questions on page 14 of the learning module.

Activity 12: Refer on page 15 of the learning module. Instruct the learners to get their activity notebook and write their answers to the question.

Activity 13: Tell the students to prepare a miniature bulletin board to express their stand on the issue dating is/not necessary in having a relationship. This activity is found on page 15.



III. WHAT TO REFLECT AND UNDERSTAND

Activity 14: Divide the class into four groups. Tell the learners to do this activity found on page 16. Each group will explain their ideas in front of the class. Give them time limit to explain their answer. This activity is suited for those learners who may have some experiences on courtship and proceed to other activities to unleash the learners' understanding on the topic.

Activity 15: Group the learners into ten, tell them to read and provide a presentation on the poem found on page 16 and give time limit for this activity.

Activity 16: Make sure that learners will not use the meanings found in the glossary but only the words they remembered while running through the module.

Here is a guide to correction:

- | | |
|---------------|---|
| a. Fidelity | <u>loyalty in a relationship of man and woman</u> |
| b. Commitment | <u>man and woman's dedication to each other</u> |
| c. Character | <u>an attribute to distinguish a person</u> |
| d. Maturity | <u>adulthood</u> |
| e. Marriage | <u>a lifetime partnership of man and woman</u> |

Activity 17: Ask the learners to read the verses and choose one that best suit their principle. This activity can be done in a group for a given time and refer on page 17.

Activity 18: Instruct the learners to refer on page 17 and do this activity. Give them time limit to conceptualize before they share it in front of the class.

Activity 19: Tell the learners to answer the activity found on page 13 to the class.

Activity 20: Being ready for a lifetime relationship takes several years but how does a learner think about it. Instruct them to do the activity in group before discussing it to the class.

Activity 21: Ask the learners to read the sample marriage vow and reflect on it. They should be able to write their own vow and explain why they have written it. The activity is found on page 18.



IV. WHAT TO TRANSFER

Activity 22: Instruct the students to do the activity found on page 19. Each group is given time limit for the presentation.

Rubric to be used on the activity:

Scoring Criteria	(5) Excellent	(4) Good	(3) Need Some improvement	(2) Needs Much improvement	(1) Fair
Relates to audience					
Provides a fluent rendition of scenario					
Role-plays scenario with feelings and expressions					
Varies intonation					
Present characters appropriately					
Gives the scenario its full range					

Activity 23: Ask the learners to be with their groupmates and do the activity “Debate”.
Use the rubric below to assess their performance.

1 = weak; 2 = developing; 3 = adequate; 4 = above average; 5 = strong

1. Opening statements clearly addressed the central issues of the debate. 1 2 3 4 5
2. Overall impression of the presentation – eye contact, use of voice 1 2 3 4 5
3. Claims showed evidence of research. 1 2 3 4 5
4. Rebuttal statements effectively addressed the statements of the opposing team. 1 2 3 4 5
5. The presentation demonstrated organization and forethought. 1 2 3 4 5
6. Final statements effectively summarized salient points and improved the team’s position. 1 2 3 4 5
7. Participants adhered to rules and procedures. 1 2 3 4 5

Activity 24: Instruct the students to get their activity notebook. On page 20, let them read the direction and answer the guide questions.

Activity 25: Ask the learners to write the diagram found on page 20 and answer in their activity notebook.

Activity 26: Tell the learners to copy and answer the activity, refer on page 20. Be ready to assess their explanation.

SUMMARY

Choosing a lifetime partner involves some processes: crushes or infatuation, dating, courtship, engagement are practiced and exercised. Dating leads to the development of

intimacy between couples or within a group. Dating steadily, dating in groups are all healthful ways of developing a healthy relationship. A couple or groups can date, going together to different places, such as the movies, parties, dances, fiestas, and other celebrations. Dating gives you a quality time to talk to people. Best of all, couple or group dating is fun.

There are different traditional courtships in the Philippines like practices of singing romantic love songs, reciting poems, writing letters, and gift-giving.

The union of man and woman is given dignity by the sacrament of matrimony.

Marriage is a promise, a covenant to keep the partnership for life not only for the sake of staying together but more for the growth and good of each other and for responsible rearing of children.

Married couple should by all means protect the sanctity of their marriage and must be true to their vows. They should be strongly united and focused not only to each other but also practice responsible parenthood.

TEACHING GUIDE FOR HEALTH– Grade 8

QUARTER 2 – Family life

Lesson 2 – Pregnancy-related concerns and pre-natal care

Time Allotment : 4hrs / 4sessions

Introduction

Pregnancy

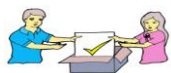
One of the major reasons why people get married is to establish their own family. A married couple who decides to have children after considering factors such as emotional maturity and financial readiness should be ready to adjust to a lot of changes. Pregnancy can be both a period of excitement and stress as the couple gets ready for their new role as parents.

This module is designed for the learners to be aware of pregnancy-related concerns and prenatal care, importance of maternal nutrition during pregnancy, essential newborn protocols and advantages of breastfeeding to have a harmonious relationship in a family.

Objectives

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

1. Talk about pregnancy-related concerns and prenatal care.
2. Explain the importance of maternal nutrition during pregnancy.
3. Discuss the essential newborn protocols.
4. Recognize the advantages of



Pre-Assessment

Ask your students to read and answer the pre-assessment found on page 24, below is a key to correction to check their answers:

- A 1. The reproductive process wherein the male gamete and female gamete unite to form a new single cell.
A. Fertilization B. Ovulation C. Implantation D. Gestation
- C 2. The fertilized egg develops into a baby in the _____.
A. Ovaries B. Fallopian tube C. Uterus D. Stomach
- B 3. The developing human is called _____.
A. Fetus B. Zygote C. Baby D. Embryo
- C 4. The developing human is fed in the woman's womb through.
A. Mammary gland B. Placenta C. Uterus D. Bladder
- C 5. The place of pregnancy that starts from week 13 to 27.
A. First trimester C. Third Trimester
B. Second Trimester D. Second and third trimester
- B 6. The phase of pregnancy that lasts from week to birth
A. First trimester C. Third Trimester
B. Second Trimester D. Second and third trimester
- A 7. The process of birth wherein the doctor removes the baby from the womb.
A. Ceasarian section C. Surgical operation
B. Normal delivery D. Painless Delivery
- D 8. The behavioural development of a healthy baby wherein he/she learns to vocalize and controls movement of the head.
A. 0-1 month B. 4-5 months C. 6-7 months D. 2-3 months
- B 9. The best and ideal form of infant feeding is through _____.
A. Breastfeeding B. Bottle feeding C. Mix feeding D. All of the above
- C 10. Lactation is the period of milk production initiated by what hormone in the mammary gland?
A. Progesterone B. Estrogen C. Prolactin D. None of the above



Learner's Goals and Targets

Based on the objectives of the lesson and results of the pre-assessment, let your students define their personal goals and targets to achieve at the end of this module. Ask them to write their goals/targets in their journal/notebook.



I. WHAT TO KNOW

Activity 26: Tell the students to read the words on this activity and they should define it if they recognize some of it. Give them time limit to think and share their answers in class. Refer to page 24.

Activity 27. Instruct the learners to look intently at the pictures and answer the given questions in their activity notebook found on page 26.

Activity 28. Tell the learners to copy and answer the activity found on page 25. Check their answers using the key to correction below:

1. drinking alcohol	<u> X </u>
2. drinking milk	<u> / </u>
3. dyeing hair	<u> X </u>
4. cleaning the cat's litter box	<u> / </u>
5. drinking water	<u> / </u>
6. eating varieties of fruits and vegetables	<u> X </u>
7. smoking cigarretes	<u> X </u>
8. sitting in a sauna, steam room or hot tub	<u> X </u>
9. eating uncooked meat	<u> X </u>
10. taking vitamin B (folic acid) daily	<u> / </u>
11. taking over-the-counter drugs	<u> X </u>
12. having an X-ray	<u> X </u>
13. drinking coffee	<u> X </u>
14. going for walks	<u> / </u>
15. eating sweets and junk foods	<u> X </u>

Activity 29: Prepare metacards of different colors. Divide the class into three groups and give them a metacard to work on. Time limit will be given to accomplish the task found on page 30-31. The color of metacard represents the topics below:

1. violet metacard: The nutritional status of pregnant women and explain its importance.
2. green metacard: Nutritional needs of lactating women and explain the importance of breastfeeding.
3. orange metacard: Nutritional needs of infants and explain the importance of providing them the needed nutrition.

Activity 30: Tell the students to get their activity notebook, copy and answer the activity “What Shall I Eat” found on page 31.

Activity 31: Using the learners’ activity notebook or a separate sheet of paper, students must copy and color the picture. And write down the needs of the baby as well. Give time limit to finish the activity, refer to page 33.

Activity 32: Ask the students to get a separate sheet of paper or the learner’s activity notebook, copy and answer the activity “Baby Cup” on page 36.

Activity 33: Abbreviations and keywords help the learners to remember an important topic. Tell them to write and answer the activity “Keywords” on their notebook found on page 36.

Activity 34: Instruct the learners to draw the window found on page 37 and answer the given questions.



II. WHAT TO PROCESS

Activity 35: Tell the learners to be with their groupmates, and read the essay together. Ask them to answer the guide questions on page 39 of learning material.

Activity 36: Ask the learners to read and answer the activity which is on page 39 in their activity notebook.

Activity 37: Instruct the learners to cut pieces of old newspaper for this activity. Tell them to read and follow the directions given. Give them time limit to finish the task and for the presentation of their work. Refer to page 40.

Activity 38: Tell the learners to read the direction in this activity which is on page 33 and answer the guide questions in their activity notebook.

Activity 39: Assign a group for each learner; let them work on “Brainstorm” and share their standpoint with their classmates.



III. WHAT TO REFLECT AND UNDERSTAND

Activity 40: Ask the learners to read, “Alisa’s Dilemma” on page 41. Tell them to copy and write their answers to the questions in their activity notebook.

Activity 41: Tell the learners to read and reflect on activity “I Got It!” found on page 41.

Activity 42: Instruct the learners to cut and paste a baby picture on their activity notebook. Write the answers of the given instruction found on page 41.

Activity 43-46: Ask the students to copy and answer the activities found on page 42 in their journal / activity notebook. Make sure that the learners do these activities on his/her own



IV. WHAT TO TRANSFER

Activity 47: This activity requires the students to interact with each other. Give them time to read and impose their ideas in class. Refer on page 43.

Activity 48: Ask the students to bring out their activity notebooks, copy and answer the “Pregnant Woman’s Meal Plan”. Give time limit to finish this activity.

Here is a sample meal plan for pregnant women:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast	2 slices of wheat bread 1 fried egg 1 glass of milk and water						
Snack	2 slices of apple 1 ½ glass of water						
Lunch	1 cup of rice 1 cup of chosen viand 3 small slices of fruit (e.g. papaya) 2 glasses of water						
Snack	1 cup of fruit salad or vegetable salad 2 glasses of water						
Dinner	1 cup of rice 1 cup of chosen viand 3 small slices of fruit (e.g. mango) 2 glasses of water						

Activity 49: Provide a paper plate and give it to each student to accomplish this activity found on page 43. Guide the learners in doing the activity.

Activity 50 - 51: Bring a sample of a music “Anak” by Freddie Aguilar and “Ugoy ng Duyan” by Aiza Seguerra. Let the learners listen to it and using the copy of the song from their module, they should be able to sing it. Instruct them to answer the given questions on their activity notebook. Use the rubrics below to assess their performance:

Basic Singing Skills Rubric				
	0	1	2	3
Posture	More than two elements out of position (feet, knees, hip/shoulder alignment, head, chin, shoulder position)	One or two elements out of position (feet, knees, hip/shoulder alignment, head, chin, shoulder position)	Feet shoulder-width apart, knees not locked, hips and shoulders aligned, head straight, chin parallel with floor, shoulders back and relaxed	All criteria of level 2, plus assertive, confident posture
Breathing	Shallow breath, no abdominal expansion, obvious large shoulder movement, loud breath sound	Low breath, little expansion, some shoulder movement, audible breath sound	Low full breath, abdominal expansion, little shoulder movement	Low full breath, abdominal and intercostal expansion, no shoulder movement
Phonation	Tone lacks definition or clarity, very breathy	Tone lacks openness, shape, or support	Open, round, supported sound	Open, round, supported sound with presence and maturity

Performer's Name: _____
 Observer's Name: _____
 Date: _____

Posture: _____
 Breathing: _____
 Phonation: _____

Total: _____ of 9 possible points

Comments: (If you gave a score of less than 2 points in any category, be sure to explain why)

SUMMARY

Through the help of this module, students are able to understand the following:

Changes in the mother's body during pregnancy is evident due to the developing fetus.

Pregnant woman should watch for her health, she should submit herself to regular check-ups and healthy lifestyle to give the baby sufficient nutrition.

Giving birth can be safe and easy but during some deliveries, unexpected life-threatening problems may arise. Delivering in a hospital with qualified doctor is the safest way.

Breastfeeding is essential in a proper childcare, mother's milk is economical and nutritious and it promotes emotional bonding between the mother and the child.

TEACHING GUIDE FOR HEALTH– Grade 8

QUARTER 2 – Family life

Lesson 3 – Responsible Parenthood, Roles and Responsibilities of Parents and Successful Family life

Time Allotment: 4hrs / 4 sessions

Introduction

In a traditional Filipino family, the father is considered the head and the provider of the family while the mother takes responsibility of the domestic needs and become in charge of the emotional growth as well as values formation of the children. They both perform different tasks and is treated differently by their children. Children see their mothers soft and calm, while they regard their fathers as strong and the most eminent figure in the family. However, at present, the family structure is evolving.

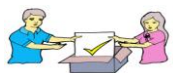
Moreover, Filipinos keep close connections with other relatives. They recognize them from 2nd degree to the last they can identify. As Filipinos say, “not being able to know a relative is like turning their backs from where they come from.”

Learners should analyze the importance of responsible parenthood, recognize the factors for a successful family life, explain the effects of family size on health, enumerate the important roles and responsibilities of parents in child rearing and care, and propose ways on how to plan an ideal family size.

Objectives

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

1. Analyze the importance of responsible parenthood.
2. Recognize the factors for a successful family life.
3. Explain the effects of family size on health.
4. Examine the important roles and responsibilities of parents in child rearing and care.
5. Propose ways on how to plan an



Pre-Assessment

Instruct the learners to copy and answer the pre-assessment in their activity notebook. Assess their answers by letting them justify whether they agree or disagree to the statements below:

(Note: Learners' answers vary according to their experiences.)

- ___ 1. Families have the same number of people.
- ___ 2. Families can celebrate different holidays.
- ___ 3. Families live in one house.
- ___ 4. Families celebrate birthdays in the same way.
- ___ 5. Families change all the time.
- ___ 6. Even though family members fight, they still love each other.
- ___ 7. In all families, mothers and fathers work.
- ___ 8. Mothers and fathers always live together.
- ___ 9. Different families have different rules.
- ___ 10. Families have children.



Learner's Goals and Targets

Based on the objectives of the lesson and results of the pre-assessment, let your students define their personal goals and targets to achieve at the end of this module. Ask them to write their goals/targets in their journal/notebook.



I. WHAT TO KNOW

Activity 52: Let the learners read the directions and answer the given statements by raising THUMBS UP or THUMBS DOWN. Give time limit to explain the answer, refer to page 48.

(note: Sum up their answers or you may ask/ post a question before you proceed to the lesson.)

Example: "What is it like to be a parent?", "Does it require responsibilities?", etc..

Activity 53: Tell the learners to bring out their activity notebooks. Let them do the activity on page 49, and have them observe the time limit for the activity. (e.g. "A Family Takes Care of Each Other")

Activity 54: Instruct the learners to do the activity found in learning materials, page 50, in their activity notebooks, "Balloon of Roles".

Additional reading articles:

Table of responsibilities

Toward Self	Toward Spouse	Toward Children	Toward Parents
Takes care of one's: -Health -Career -Education	-Provides / addresses the needs of spouse: emotional, social, economic, etc.	Parents -cares for children -Performs domestic tasks e.g. cooking, cleaning the house, etc.. -Earns a living -Sends children to school -Keeps children in good health	Young children: -Helps in household chores -Studies hard -Cares for Siblings and the elderly Older children: -Takes care of older parents

Activity 55: Ask the learners to read, reflect and answer the activity on their notebook found on page 50.

Activity 56: Instruct the learners to draw their family structure and share it to the class.

Activity 57: Give a separate sheet of paper to the students and let them draw the structure of their family. Give time limit to finish the activity and its presentation to class.

Additional reading articles:

ADVANTAGES OF A SMALL FAMILY

1. able to meet the physical and emotional needs of family members
2. happier and more emotionally stable children
3. financially stable
4. more time, energy and money left for other pursuits
5. healthier children

EFFECTS OF BIGGER FAMILY

1. high incidence of malnutrition
2. impaired physical and emotional development
3. limited life options
4. high vulnerability to disease
5. stiff competition among siblings due to limited resources
6. many needs are unmet that can lead to depression and other emotional problems

Effects of Family Size on Health

1. Nutritional Status
2. Morbidity
3. Risk Behaviors
4. Utilization of Health services



II. WHAT TO PROCESS

Activity 58: Give the learners a time limit to read the story, “The family of Vincent and Susie” and answer the given questions in their activity notebooks, refer to page 53.

Activity 59: Instruct the students to copy the instructions and answer the activity in their activity notebooks. Their answers vary according to their experiences. See page 54 of learning materials.

- _____ Financially stable
- _____ Emotionally matured
- _____ Physically healthy
- _____ Morally upright
- _____ Possessing a behaviour that complements that of the spouse

Activity 60: Tell the students to copy and answer the given questions on page 54 of the learning material. Remind them to write their answers in their activity notebooks.

Activity 61: On page 47, divide the class into 2 groups and conduct a debate on the issue, “Which is better, having a small family or a big family? Why?” Use the rubric below to assess their performance.

Rubrics for Debate: 1 = weak; 2 = developing; 3 = adequate; 4 = above average; 5 = strong

Guide Points:

- | | |
|--|-----------|
| 1. Opening statements clearly addressed the central issues of the debate. | 1 2 3 4 5 |
| 2. Overall impression of the presentation – eye contact, use of voice | 1 2 3 4 5 |
| 3. Claims show evidence of research. | 1 2 3 4 5 |
| 4. Rebuttal statements effectively addressed the statements of the opposing team. | 1 2 3 4 5 |
| 5. The presentation demonstrated organization and forethought. | 1 2 3 4 5 |
| 6. Final statements effectively summarized salient points and improved the team’s position | 1 2 3 4 5 |
| 7. Participants adhered to rules and procedures. | 1 2 3 4 5 |



III. WHAT TO REFLECT AND UNDERSTAND

Activity 62: Ask the learners to bring a picture of their mother or father and they must share to the class why they admire them in being responsible. Refer to page 55.

Activity 63: On a separate sheet of paper, let the students draw their ideal responsible mother and/or father and explain their work. Give time limit to finish the task. Refer to page 55.

Activity 64: Instruct the learners to work on these activities on their own and explain their work to the class.

Activity 65: Bring a sample of family picture and tell the learners to draw their own showing harmonious relationship found on page 55.

Activity 66: Ask the students to collect news clippings about family relationships. Tell them to paste it in their activity notebooks and answer the given questions. (page 56)

Activity 67: Instruct the learners to do activity in their activity notebooks. Refer to page 56.

UNIT TEST

- I. Identify the concept described in each item. Choose from the words inside the box below.

Marriage	Fidelity	Family	Pregnancy	Lactation
Breastfeeding	Parenthood	Courtship	Infatuation	Engagement

- Lactation 1. The period of milk production initiated by the prolactin hormone in the mammary gland
- Breastfeeding 2. The ideal and traditional form of feeding an infant
- Pregnancy 3. The period when new cell during fertilization grows and develops into the woman's uterus
- Family 4. The smallest integral unit of the society
- Marriage 5. The legal union of man and woman, as husband and wife
- Infatuation 6. The intense emotion that one feels for another person but does not last long
- Courtship 7. A period in a person's relationship when one tells his intense feeling / desire to another person.
- Fidelity 8. Characteristics of being faithful, loyal, and true to a relationship or to parents
- Parenthood 9. The period when couples are ready to embrace their responsibilities to care for the children bringing them quality life
- Engagement 10. Period in a couple's relationship before getting married

- II. Multiple choice: Choose the letter of the correct answer. Write it in your test booklet /answer sheets.

- D 1. Which among the statements given below upholds the responsibility of parents to their children?
- A. Choose their course in college
 - B. Choose their husband or wife
 - C. Teach them religion
 - D. Teach them values in the ABC's of life
- D 2. Why do people marry?
- A. For economic security
 - B. For love
 - C. For social status
 - D. All of the above
- D 3. Why do couples want to have children?
- A. Children are considered wealth of parents
 - B. Religious institutions require it
 - C. Society expects couples to have offsprings
 - D. Strengthens the bond between husband and wife
- D 4. Which is an ingredient of a happy married life?
- A. Commitment
 - B. Love
 - C. Sincerity
 - D. All of the above
- B 5. Which is a wrong reason for having children?
- A. Children are gifts from God.
 - B. Children make married couples happy.
 - C. The sole purpose of marriage.
 - D. Parents' security in the future.
- B 6. Why is having a small family important?
- A. Ensures community's progress
 - B. Provides for the basic needs of children for quality life
 - C. Requires lesser economic needs
 - D. Secures the future of the children
- D 7. Which of the following beverage does a pregnant woman cannot take?
- A. Chocolate drinks
 - B. Fruit juices
 - C. Milk products
 - D. Rice wine
- A 8. Which food serving does one recommend for lactating mothers?
- A. Big serving of cereals
 - B. Big serving of green leafy and yellow vegetables
 - C. Big serving of red meat
 - D. Processed foods
- A 9. Which do you think is the family structure of extended families?
- A. Includes members such as parents, grandparents, and cousins
 - B. Includes one or more children who were born into other families
 - C. Includes the combination of two families, like two single parent marriage
 - D. Includes one parent and at least one child
- B 10. What is the right age for Filipinos to enter into marriage, as set by the Family Code of the Philippines?

- A. 15
- B. 18
- C. 21
- D. 25

III. Modified True or False. Write TRUE if the statement is correct. Write the correct answer replacing the underlined word if the statement wrong to make the statement true.

- Honesty 1. Wealth is an ingredient of a happy marriage where couples do not keep secrets that may cause quarrel.
- Lifetime 2. Marriage is a temporary relationship between people in love.
- True 3. Marriage of persons below 18 years old is null / void.
- True 4. Having fewer children and proper spacing of birth are good for the health of the mother and the children.
- unhealthy 5. Smoking and drinking liquor is healthy during pregnancy.
- True 6. Listening to music gives a pregnant woman as well as the baby in her womb relaxation.
- True 7. The placenta is an organ that grows in the mothers uterus during pregnancy and allows nutrients, gases and waste to be exchanged between mother and fetus.
- Apayaos 8. The *malal-alay* is a courtship practice among the Palawanos.
- True 9. The *palabas* or *magpasumbahi* is a courtship style practiced by the Tausug.
- Fertilization 10. The reproductive process wherein $\frac{1}{2}$ of the chromosomes from the father and $\frac{1}{2}$ of the chromosomes of the mother combine together to form a zygote is called implantation.



IV. WHAT TO TRANSFER

Activity 68: Divide the class into 4 groups and let them do the activity under a time limit, refer on page 57.

Asses their performance using the rubrics below:

Basic Singing Skills Rubric

	0	1	2	3
Posture	More than two elements out of position (feet, knees, hip/shoulder alignment, head, chin, shoulder position)	One or two elements out of position (feet, knees, hip/shoulder alignment, head, chin, shoulder position)	Feet shoulder-width apart, knees not locked, hips and shoulders aligned, head straight, chin parallel with floor, shoulders back and relaxed	All criteria of level 2, plus assertive, confident posture
Breathing	Shallow breath, no abdominal expansion, obvious large shoulder movement, loud breath sound	Low breath, little expansion, some shoulder movement, audible breath sound	Low full breath, abdominal expansion, little shoulder movement	Low full breath, abdominal and intercostal expansion, no shoulder movement
Phonation	Tone lacks definition or clarity, very breathy	Tone lacks openness, shape, or support	Open, round, supported sound	Open, round, supported sound with presence and maturity

Performer's Name: _____
 Observer's Name: _____
 Date: _____

Posture: _____
 Breathing: _____
 Phonation: _____

Total: _____ of 9 possible points

Comments: (If you gave a score of less than 2 points in any category, be sure to explain why)

Activity 69: Give heart-shaped colored papers to the students. Let them read the directions to this activity and put their answers in their activity notebooks. Each colored heart represents the following:

(See page 57 of learning materials)

- In the red heart, note for the roles and responsibilities of parents well attended and followed in child-rearing and caring.
- In the white heart, their note of gratitude to their parents for the love and care given.
- In the yellow heart, their letter of thanks to the Creator for them giving wonderful parents.

Activity 70: Instruct the learners to write on their diary or activity notebook the responsibilities of an ideal parent before they share it to the class.

Activity 71: Ask the students to form a group and perform a role-play on how a family becomes successful. Give time limit to finish this activity found on page 57. Use the rubrics below to assess their performance.

Scoring Criteria	(5) Excellent	(4) Good	(3) Need some improvement	(2) Needs much improvement	(1) Fair
Relates to audience					
Provides a fluent rendition of scenarios					
Role-plays scenarios with feelings and expressions					
Varies intonations					
Present characters appropriately.					
Gives the scenarios full range.					

Activity 72: Instruct the students to make a stick house where all the sticks were identified as the factors of healthy family. They should be given time limit to finish and explain their work. (page 58)

SUMMARY

A family...

- Requires a lot of work and responsibility.
- Quality time spent with your family builds harmonious relationships among members.
- Parents should be role models to their children.

A family is the smallest unit of society where children learn the first ABC's of life.

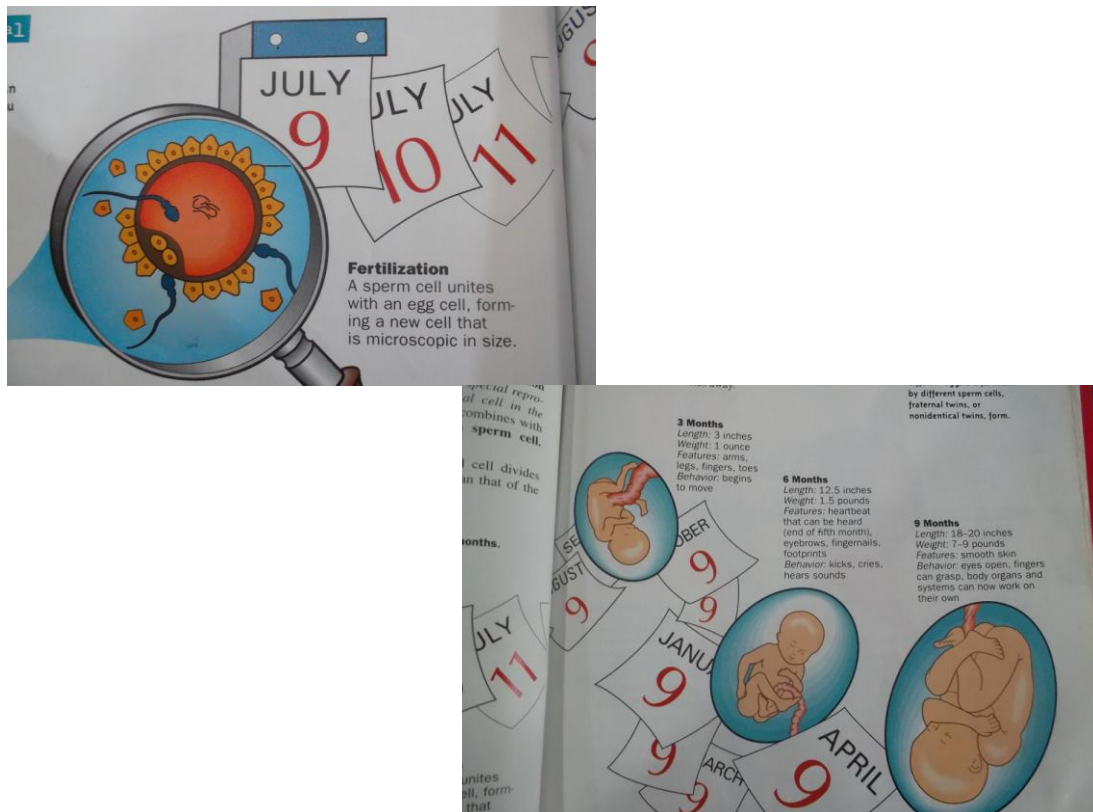
Parents are role models of values to their children.

Society recognized the rights of parents to raise their children in the manner they see fit. This is one of the main principles of the Philippine Child and Youth Welfare Code.

The primary responsibility of parents is to provide their children physical care, economic security, inculcating discipline, social competence, opportunities for education and self-development, training for responsible citizenship and adulthood.

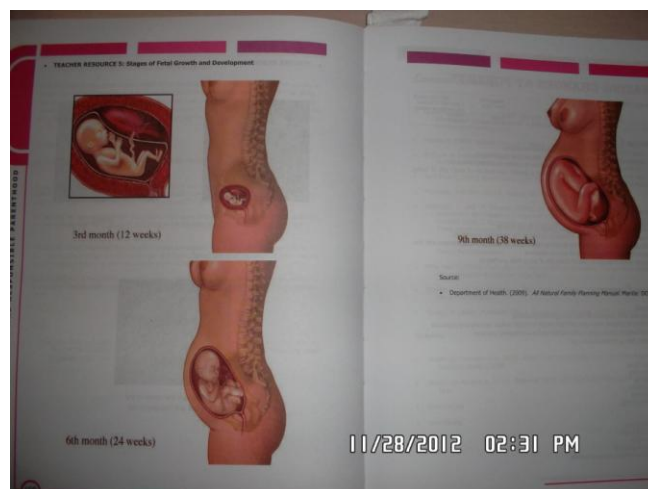
Suggested Reading Material:

DEVELOPMENT OF FETUS INSIDE THE MOTHER'S UTERUS

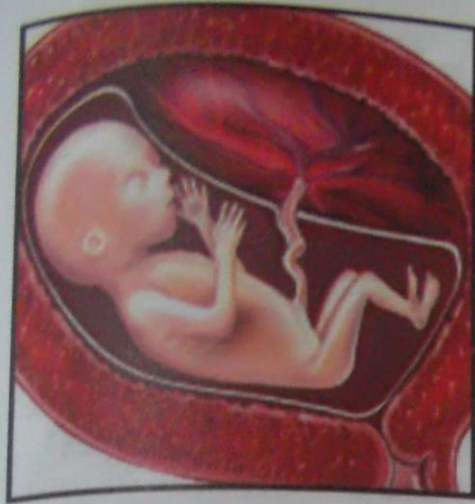


<pictures are taken from: Teen Health Course 1 by Mary Bronson Merki, 1996>

Fetal Growth and Development



<source: Population and Development Education, Teaching Modules for Catholic Schools 2009>



3rd month (12 weeks)



Show the picture/Powerpoint of the development of the fertilized ovum

First Trimester

At the end of 12 weeks:

- Weight is about 1/2 to 1 ounce.
- Baby develops recognizable form.
- Nails start to develop and earlobes are formed.
- Arms, hands, fingers, legs, feet and toes are fully formed.
- Eyes are almost fully developed.
- Baby has developed most of his/her organs and tissues.
- Baby's heart rate can be heard at 10 weeks with a special instrument.
- Placenta is fully developed.
- Sex of baby can be identified.

6th month (24 weeks)

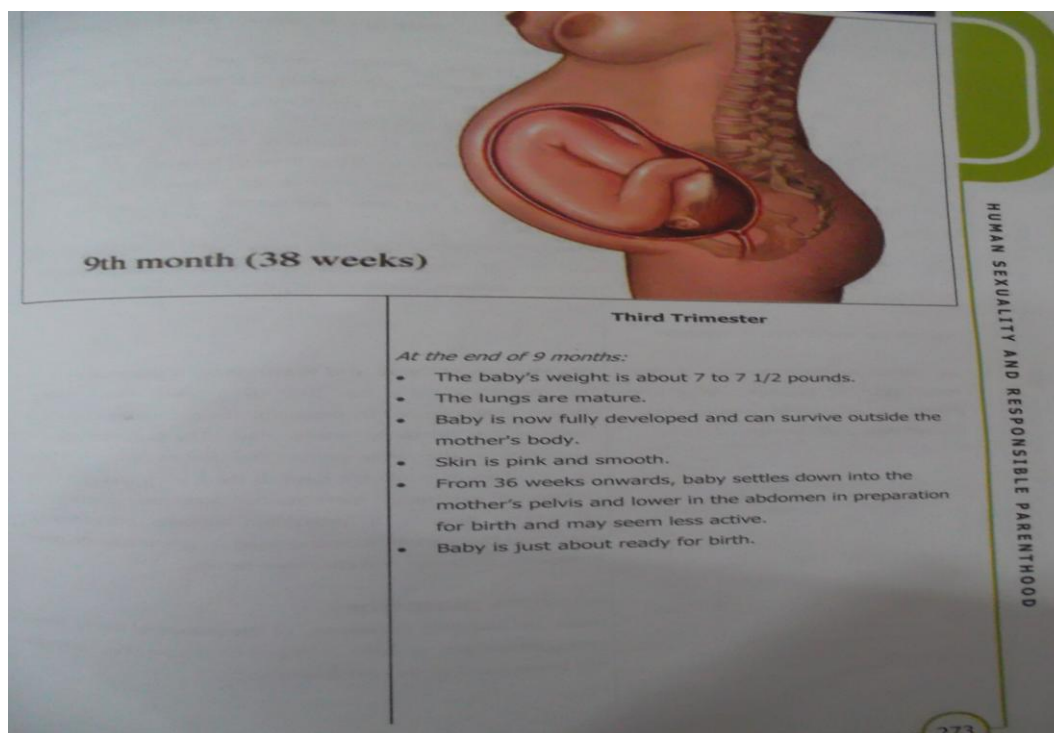


Second Trimester

Ask: After another 3 months in utero, what developments have happened to the baby?

At the end of 6 months:

- Internal organs are maturing and the fetus begins to grow and prepares for life outside the womb.
- Eyelids begin to part and eyes open sometimes for short periods of time.
- Skin is covered with protective coating of thick, cheesy white grease.
- Soft woolly hair will cover its body.
- Some may remain until a week after birth, when it is shed.
- Mother begins to feel fetal movement called quickening.



Changes in the Mother's Body at Pregnancy

A woman's body undergoes many changes during pregnancy. As soon as implantation happens, the cells of the mother's uterus release a special hormone. This hormone is only released by the body during pregnancy. Some of the hormones produced by a pregnant woman's body may make her nauseated. This response is called "morning sickness" and usually lasts for about three months. The same hormones make the woman's breasts enlarge and prepare to produce milk.

Over the nine-month period, the woman's uterus stretches to hold a full-sized newborn baby. This stretching makes the abdomen larger. A pregnant woman may also experience swelling of the legs and difficulty in sleeping as the fetus grows. Many women feel clumsy or uncomfortable feeling the changes in their bodies. Some may experience emotional changes such as getting irritable as a result of their changing hormones.

<source: Decisions for Health, Copyright 2005 by Holt Rinehart and Winston, p 227.>

How to Overcome Breastfeeding Problems

Problem/s	Cause/s	Solution/s
Unsuccessful first feeding	Psychological (doubt / lack of suckling stimulus)	<ul style="list-style-type: none"> • Feed the baby more often to increase suckling stimulus
Inadequate milk supply	Lack adequate nutrients to stimulate milk production	<ul style="list-style-type: none"> • Eat a balanced diet • Drink plenty of fluids • Take soup of clams and beef and malunggay • Get enough rest
Sore and cracked nipple	Attachment at the breast	<ul style="list-style-type: none"> • Wash the nipple with water

	(baby only sucks at the tip of the nipple)	daily <ul style="list-style-type: none"> • Follow correct breastfeeding positions • Let air circulate through the nipple in every feeding time
Engorged Breast	Fullness of the breast due to unexpressed milk	<ul style="list-style-type: none"> • Express milk using a pump • Put a hot moist cloth in the breast 10 minutes before breastfeeding, thrice to four times a day
Flat nipple	Nipple does not protrude or nipple is embedded beneath the breast tissue	<ul style="list-style-type: none"> • Protract or pull out the nipple during pregnancy (press and pull the nipple lightly daily) • Press the baby firmly on the breast
Long / big nipple	The nipple is long or big that the baby is not able to take enough of breast tissue into the mouth	<ul style="list-style-type: none"> • Bring the baby close to the breast to let him/her take more tissue into the mouth
Sickness	Minor illnesses such as colds and other viral infections such as flu and highly infectious diseases such as hepatitis, tuberculosis, and leprosy	<ul style="list-style-type: none"> • Breastfeeding must still be continued except for few cases like mothers with HIV/AIDS and babies with lactose intolerance

<Source: DOST-PINOY, 2010: A Training Manual for Nutrition and Health Workers>

LESSON 1:

Glossary of Terms

Affection	a feeling of likeness to a certain person or peer group
Care	to give full attention and responsibility
Commitment	an obligation that a person elicited towards a person truly loves
Communication	expressing feelings effectively to a certain person to keep the relationship intact
Cooperation	supporting another person for a common goal
Courtship	a man displays affection towards a girl and does something for her
Dating	two individuals go out together to know more about each other
Engagement	a formal arrangement of two individuals for settlement before marriage incomplete faithfulness
Fidelity	faithful
Giving	offering something without expecting in return
Going steady	two loving individuals are stable with their feelings for each other
Growth	experiences makes the relationship becomes stronger
Infatuation	crush; a man/woman likes someone in a short period of time
Involvement	a couple takes part for their relationship to be better
Love	the most common factor for two individuals to be in a relationship
Loyalty	a man doesn't cheat with his wife and vice versa
Marriage	a union of man and woman under the blessing of faith and love
Maturity	a couple become more responsible of their actions
Respect	high concern for the one you truly love
Sharing	a couple share beliefs and philosophies to strengthen their relationship
Understanding	a couple adjust to their differences and become two matured individuals

References

Books

Holt, et. al., Decisions for Health, A Harcourt Education Company, 2005.

Mellis, Frederic P., et al., Courtship in the Philippines, 2010.

Meriam-Webster dictionary, copyright 2011.

Modules

Population and Development Education, Teaching Modules for Catholic Schools.

Website addresses

[http://www.diffen.com/difference/Infatuation vs Love](http://www.diffen.com/difference/Infatuation_vs_Love).

[http://en.wikipedia.org/wiki/Courtship in the Philippines](http://en.wikipedia.org/wiki/Courtship_in_the_Philippines).

www.chanrobles.com/executiveorderno209.htm.

Module 3:Sex Education, Early Marriage and Teenage Pregnancy.

<http://www.drirene.com/isitlove.htm>.

<http://www.youtube.com/watch?v=VolwsYhOCTc>.

[http://www.askmen.com/top_10/dating_top ten 150/159 dating_list.html](http://www.askmen.com/top_10/dating_top_ten_150/159_dating_list.html).

<http://weddings.about.com/cs/bridesandgrooms/a/vowwording.htm>.

LESSON 2

Glossary of Terms

Anemia	an illness caused by low red blood cells count due to the demand of the fetus inside a mother's womb
Birth	a passage of the baby from a mother's uterus to the outside of her body
Braxton Hicks Contraction	also called "false labor" or "false contractions"; contractions before real labor
Breastfeeding	infant feeding from a mother's breast
Breastmilk	milk coming from a mother's breast
Cervix	a passageway connecting to the uterus of a woman
Congenital Adrenal Hyperplasia	genetic disorder characterized by a deficiency in the hormones cortisol and aldosterone and an over-production of the hormone androgen
Congenital Hypothyroidism	results from congenital thyroid dysgenesis, defective hormone synthesis or severe iodine deficiency
Constipation	dry and hard bowel movement due to lack of water intake
Diabetes	an illness resulting to high sugar level in blood/ the body
Diet	a meal plan; an individual's pattern of eating
Fetus	a developing baby inside the uterus of the mother
Fertilization	the reproductive process wherein the male gamete and female gamete unite to form a new single cell
Galactosemia	a baby was not able to metabolize the sugar coming from a mother's milk
G6PD Def.	Glucose-6-Phosphate-Dehydrogenase Deficiency; human enzyme defect
Heartburn	a feeling resulted from the movement of acid from the stomach passing to the esophagus which is felt from the chest to the throat
Hemorrhoids	painful, swollen veins in the lower portion of the rectum or anus

Infant	newborn; a baby whose age ranges from 0 to 36 months (0 -3 years old)
Labor	determined by contractions to know that the delivery of the baby is coming
Lactation	a period of milk production initiated by prolactin hormone of the mammary gland
Leukorrhea	whitish or yellowish vaginal discharge which denotes an infection
Morning sickness	a discomfort of a pregnant woman during first trimester which is a feeling of nausea and vomiting
Newborn screening	a procedure that find out if the baby has a congenital metabolic disorder that may lead to mental retardation
Nutrition	a process of taking in or eating food that contains vitamins and minerals to complete the dietary needs of a person
Phenylketonuria	a genetic disorder in which the body can't process the protein from foods
Pregnancy	development of the fetus inside the woman's uterus from 0-9months
Pre natal Check-up	regular medical or nursing care during pregnancy
Toxemia	high blood pressure during pregnancy
Trimester	phases of pregnancy are divided into three: a) first trimester- 1to12 weeks, b) second trimester- 13to28 th week, c) third trimester- 29 to 40 th week
Varicose veins	swollen, twisted, and sometimes painful veins filled with an abnormal collection of blood

References

Books

Decisions for Health, Holt, et.al, 2005, A Harcourt Education Company.

Music, Arts, Physical Education and Health III, Vilma V. Perez, et. al., 2000.

Website addresses

<http://www.fnn.dost.gov.ph>

<http://medical-dictionary.thefreedictionary.com/congenital+adrenal+hyperplasia>

<http://medical-dictionary.thefreedictionary.com/congenital+hypothyroidism>

<http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001405/>

[http://pubget.com/paper/23065279/Glucose 6 phosphate dehydrogenase deficiency in Tunisia molecular data and phenotype genotype association](http://pubget.com/paper/23065279/Glucose_6_phosphate_dehydrogenase_deficiency_in_Tunisia_molecular_data_and_phenotype_genotype_association)

<http://medical-dictionary.thefreedictionary.com/heartburn>

[http://www.lyricsmode.com/lyrics/f/freddie aguilar/#share](http://www.lyricsmode.com/lyrics/f/freddie_aguilar/#share)

<http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001337/>

<http://futureassets.com/node/45>

www.babycenter.com.ph/pregnancy/.../morningsicknesswhy/

www.nlm.nih.gov/medlineplus/phenylketonuria.html

[en.wikipedia.org/wiki/Prenatal care](http://en.wikipedia.org/wiki/Prenatal_care)

www.ncbi.nlm.nih.gov

LESSON 3

Glossary of Terms

Adoptive Family	a kind of family structure that adopts children and raise it as their own
Blended family	a family structure that combines two families and/or two single parents and have children of their own
Discipline	a moral character taught by the parents for a systematic behaviour of the child
Extended Family	a family structure that includes members like grandfather, cousins, aunties, and uncles aside from the father, mother, and children
Family	a fundamental unit of the society
Family structure	a structure composed by relationships of individuals that serve as support system of care and provide needs of the family
Morbidity	the rate of incidence of a disease
Nuclear Family	a family structure composed of father, mother, and child /children
Nutritional Status	the level of health obtained from eating food which is affected by family size
Parenthood	a great responsibility of parents in raising their children
Responsibilities	a duty in which the parents show care, provide the needs of their children and becomes the model of the family
Responsible parenthood	the ability of parents to respond to the aspirations of family and children
Single Parent	a family structure led by one parent either a mother or a father
Social competence	the children can have high self-esteem to compete with other people
Spiritual formation	a child is formed by faith and love in which he / she shows in growing up

References

Books:

Decisions for Health, Holt, Rinehart and Winston, A Harcourt Education Company, Orlando, Austin, New York, 2005

Teaching Guide on the 2010 Secondary Education Curriculum (P.E. and Health Education II)

MAPEH IV by Vilma Perez, et.al., St. Bernadette Publication, Quezon City

Module

Population and Development , Education Teaching Module 2009

Website sources:

en.wikipedia.org/wiki/Family_structure_in_the_United_States

www.thefreedictionary.com/morbidity

Writers:

Salome S. Corpuz

Head Teacher VI, MAPEH

Muntinlupa National High School

Aiza Beatrice M. Gutierrez

Teacher I, MAPEH

Western Bicutan National High School