

# *Health*

## Unit I: Family Health

### Gender and Human Sexuality

#### Introduction

**A**s you continue to grow and develop, it is important that you know how to manage the crucial aspect of your personality, your sexual health. This module will help you understand the concept of gender and human sexuality. It will also enhance your decision-making skills to help you manage sexuality-related concerns.

**K**nowledge of Sexually Transmitted Infections (STIs) like Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) as link to gender and human sexuality issues is particularly significant for one's sexuality as significant factor to the optimum development of family health. Prevailing norms and standards of society relative to gender and human sexuality have greatly influenced the important growing implications for the HIV and AIDS challenge.

**A**s a final point, education for human sexuality will help you make intelligent decisions concerning sexual behaviours and will help you grow into a mature man or a mature woman.

#### FOCUS

#### CONCEPTS TO LEARN

- Sexuality is a vital component of one's personality.
- Sexuality is the totality of one's attitudes toward one's self and toward others.
- Knowledge of gender and human sexuality is significant in enhancing the quality of one's relationships.
- Good decision-making skill is essential in managing gender and sexuality issues.
- Understanding sexuality is essential to family health.



### Objectives:

At the end of the quarter, you should be able to:

1. discuss sexuality as an important component of one's personality.
2. explain the importance and dimensions of human sexuality.
3. analyze the factors that affect one's attitudes and practices related to sexuality.
4. assess personal health attitudes that may influence sexual behaviour.
5. relates the importance of sexuality to family health.
6. discuss the signs, symptoms, and effects of sexually transmitted infections (STIs), such as Human Immunodeficiency Virus (HIV) Infection and Acquired Immune Deficiency Syndrome (AIDS).
7. enumerate steps in the prevention and control of STIs.
8. analyze why abstinence is the most effective method for the prevention of HIV and AIDS and other STIs.
9. follow government policies in the prevention and control of HIV and AIDS (RA 8504 or Philippine AIDS Prevention and Control Act).
10. explain other government efforts in ensuring a clean blood supply to prevent issues and problems related to sexuality (RA 7719 or Blood Services Act of 1994).
11. apply decision-making skills in managing sexually-related issues

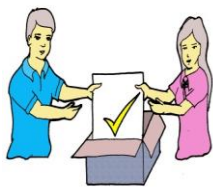
*The Learner's Material is composed of two (2) lessons; Lesson 1 is about the importance and dimension of human sexuality. It discusses personal health, attitudes that may influence sexual behaviours. Lesson 2 comprises the problems and issues related to sexuality specifically STI, HIV, and AIDS.*

*In every lesson, you will answer the pre-assessment tests and accomplish the different activities prepared for you in this Learner's Material.*



### Are you ready?

You may first consider doing some activities that will brighten you up while expressing your knowledge about sexuality as an important component of one's personality.



## Pre-Assessment

- A.** How much do you know about gender and human sexuality? Find out by answering the following questions. Write your answers in your activity notebook.
1. What term defines a man or a woman based on biological characteristics?
    - a. sex
    - b. gender
    - c. sexuality
    - d. androgyny
  2. Which of the following illustrates gender?
    - a. Miguel loves to cook.
    - b. Marco does not cry in public.
    - c. Hazel has a positive body image.
    - d. Ahmed is attracted to Felicity.
  3. What do you call the sets of activities that society considers as appropriate for men and women?
    - a. gender role
    - b. gender identity
    - c. gender equality
    - d. gender sensitivity
  4. Why is it important to understand human sexuality?
    - a. We will all be mature adults.
    - b. We have similar sexuality issues.
    - c. There is a specific age for developing one's sexuality.
    - d. It will help us build a better relationship with ourselves and others.
  5. Which characterizes a good decision?
    - a. Easy to make
    - b. Makes your friends happy
    - c. One that your teacher told you to make
    - d. Arrived at after a thoughtful consideration of consequence/s

*Do you think you got the correct answers?*

*When you finish this module, you will have the opportunity to change your answers based on what you have learned.*

**B.** Read the following statements. Analyze your personal stand on each item. Write a short explanation why you agree or disagree with it.

1. Teaching is a job for women.
2. Men have no right to cry in public.
3. Both men and women can be police officers.
4. It is the responsibility of both parents to take care of their children.
5. Both the father and the mother should share in meeting the financial needs of the family.

### **Check Up!**

Take a minute to review your conclusion.

- Did it reflect your views regarding gender and human sexuality?
- Why did you agree with some statements?
- Why did you not agree with some statements?
- What did you realize from the Activity?

**C.** Before you start studying the next lesson on human sexuality, you are going to answer the self-inventory test about STI and HIV/AIDS.

### **How familiar are you with STIs HIV AIDS?**

1. I have never heard of them or I have heard of them but don't know what they are.
2. I have some idea what they are, but don't know why or how they happen.
3. I have a clear idea what they are, but haven't discussed them.
4. I can explain what they are and how do they occur what they do that may affect family life.

### **Have you made a personal health plan on how to protect yourself from risky sexual behaviour?**

1. I have neither planned nor thought about it.
2. I have planned but not thought about it.
3. I have planned but not practiced it.
4. I have both planned and practiced it.

**D.** For each of the following topic, place a check mark in the cell if it describes your experience.

Topic/Concept	Have read it	Have heard it	Have seen a TV or movie production	Have written a report paper on it
STIs HIV/AIDS				
Abstinence				
Refusal Skill				
Blood donation/transfusion				

**E. Fact or Fiction:** Are the following statements true or false? Write true or false on the space before the number in order to find out your knowledge in sexually transmitted infections particularly HIV/AIDS. When you finish this module, you will have the opportunity to plan for yourself on how to avoid being infected with HIV/AIDS and live a healthy lifestyle in order to have a healthy relationship with your family.

1. A person can acquire HIV/AIDS from using intravenous syringe used by the infected person
2. Most sexually transmitted infections can be treated and cured without medical attention.
3. If an HIV/AIDS woman gives a normal birth to a child, her child may have a greater chance of being infected too.
4. A person always knows when he or she has a sexually transmitted infection.
5. People who get sexually transmitted infections have a lot of sex partners.
6. All types of sexually transmitted disease can be cured.
7. Parental consent is needed before you are treated for a sexually transmitted disease if you are under 18 years of age
8. You can have no symptoms, yet be infected with a sexually transmitted disease and be able to pass it on to someone else.
9. **You can get several sexually transmitted diseases at one time.**

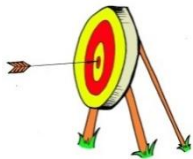
# Lesson 1: Gender and Human Sexuality



## Objectives:

At the end of the lesson, you should be able to do the following:

1. discuss sexuality as an important component of one's personality.
2. explain the importance and dimensions of human sexuality.
3. analyze the factors that affect one's attitudes and practices related to sexuality.
4. assess personal health attitudes that may influence sexual behaviour.
5. relates the importance of sexuality to family health.



## Learning Goals and Targets

Write your targets on what you expect to learn after reading and accomplishing this learning material.

*What do I need/hope to learn?*

*At the end of this quarter, I have to learn the following:*

**Learner's Goal:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



## **Sexuality as an Important Component of One's Personality**

*Sexuality is a natural and healthy part of life. It is everything about being a male or female. It's the most important aspect is masculine or feminine identification. Sexuality involves the name given at birth, the toys played with, the clothes worn, the friends played with, the roles and responsibilities at home, and it provides a sense of self – worth when sexual understanding is positive.*



## **What to Know**

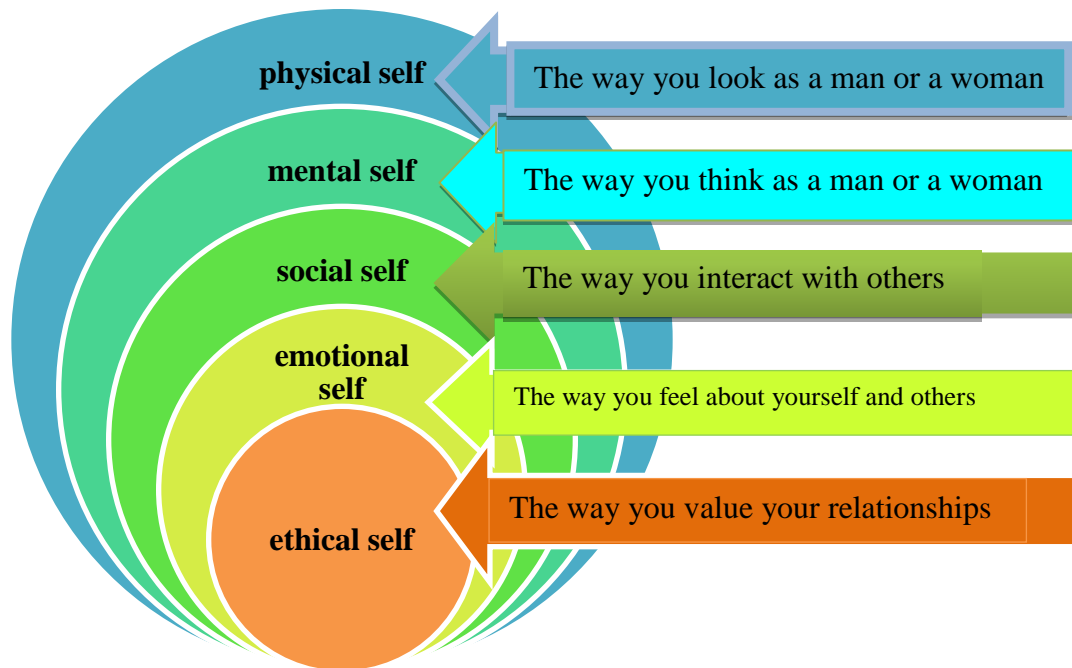
*Sex is a major aspect of personality. It is closely related to emotional and social development and can be best understood by connecting it to the total adjustment of the individual in the family and society. The process of sexual development begins from birth to adulthood thus it is a continuous developmental process throughout life.*

*The purpose of gender and human sexuality education is to promote wholesome family and interpersonal relationships. It aims to provide you with the knowledge and skills needed to establish and practice healthful behaviours. Finally, it aims to produce students like you who can take responsibility for sexual health.*

*Effective sexuality education can provide you with culturally relevant and scientifically accurate information that includes opportunity to explore attitudes, values, and life skills to be able to make informed choices about sexuality.*



**Sexuality refers to your total self**



*It is important to have a clear outlook of yourself. Then you will be able to focus on your good points and develop your weaknesses. If you know yourself well, you will know what you must do to stay healthy.*

## Activity 1

Here is someone who wrote about herself in a poem. Read and analyze how the author wanted to express herself.

### *The Wonder of ME*

by: Bernadette Borja Rosaroso

*Look at me in the eyes,  
Tell me who am I.  
Think of me just like you are,  
As I take you as mine.  
Gaze into my innermost world,  
You'll learn who I am.  
Interact with me,  
And acquire a little of myself.  
Feel my soul  
And together we'll discover each  
other's world.*

Answer the following questions:

- How do you express yourself?
- How do you see yourself?
- How much do you know yourself?
- How much do others know you?

Write your answers in your Activity notebook.

*Sexuality means you have to be aware of yourself better. As you grow older, you will experience a range of social, emotional, and physical changes. As these occur, you need an intensive knowledge on how to deal with your attitudes and behaviour.*

**Sexuality** refers to your attitudes and behavior  
**toward yourself**



Healthy sexuality means taking high sense of responsibility for all your actions since this can affect self-esteem, decision-making, and behaviour.



## Activity 2 – Graffiti You!

On a half-size cartolina, write quotations, sayings, slogans, and so on that will describe and reveal your likes, passions, and aspects of your personality. After sharing this in class, you can post it on your bedroom walls and be inspired! A sample has been done below.

**GO FOR IT!!!**

*I can make it!*

**I am beautiful!**

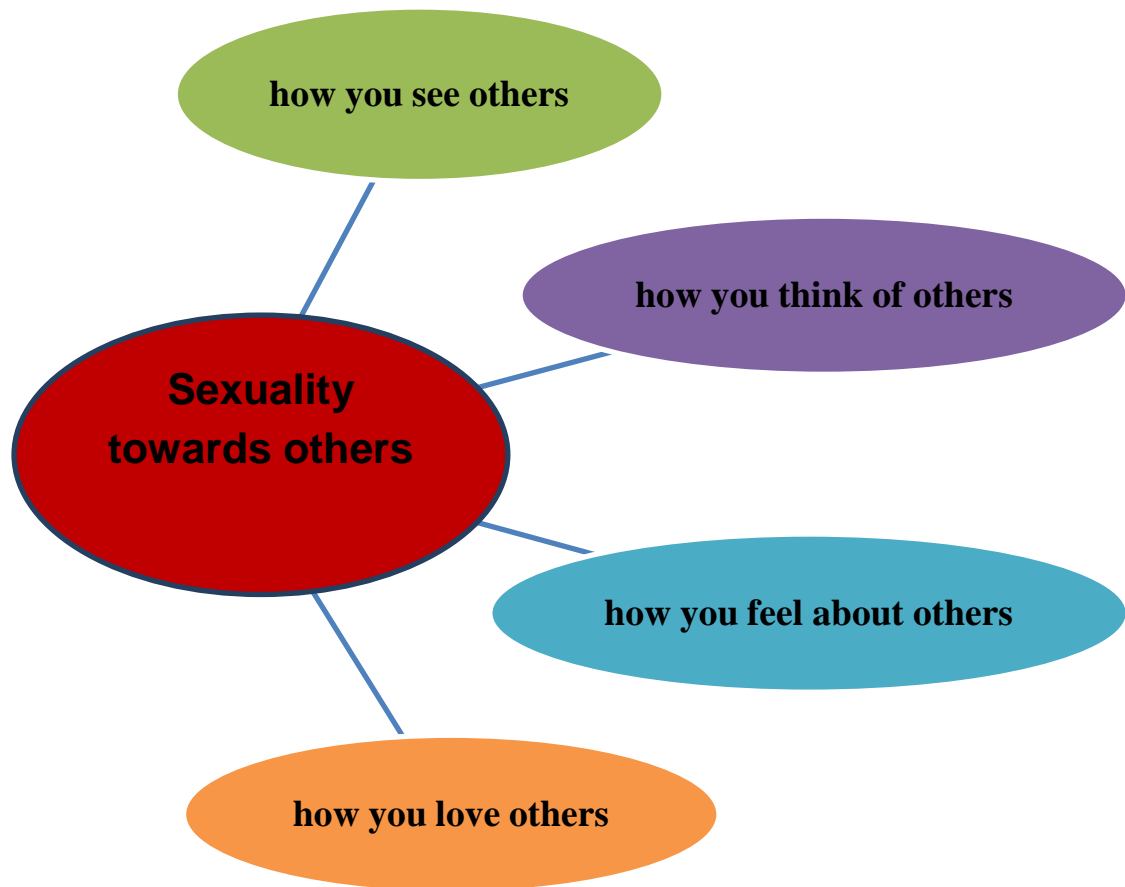
I  DANCING!

**IF OTHERS CAN, WHY CAN'T I?**

**NEVER GIVE UP!**

**Sexuality can be best understood through the help of the people around you.**

**Sexuality** refers to your perceptions, feelings, and behaviours **towards others**



*The way you see yourself is influenced by many people. It is important to maintain good relationships with others. They will support you and give you confidence, provide companionship and will keep you from being lonely.*

### Activity 3 - How I See Myself – How Others See Me

- ✓ Yes, this is very much me!

X No, not me at all.

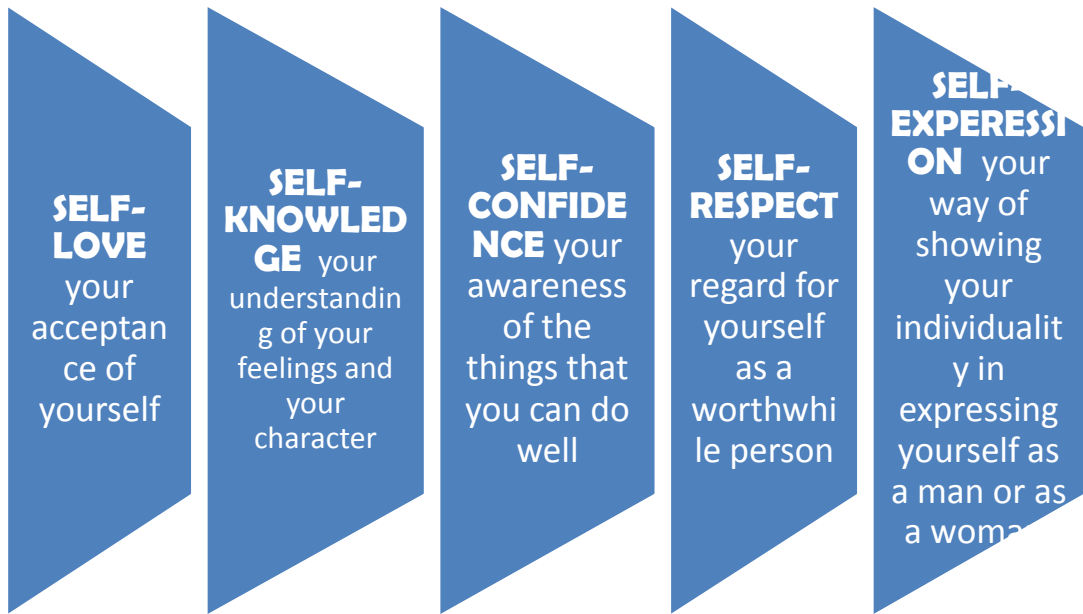
○ Unsure.

Listed below are characteristics which may or may not represent you. Using the icon at the left side, see if you can rate yourself. After you are done, fold the paper in half and ask a classmate to rate you.

Extrovert _____ Selfish _____ Confident _____ Aggressive _____ Shy _____ Attractive _____ Good listener _____ Approachable _____ Liked _____ Fun _____ Sincere _____ Irresponsible _____ Kind _____ Dependable _____ Other/s: _____ _____	Extrovert _____ Selfish _____ Confident _____ Aggressive _____ Shy _____ Attractive _____ Good listener _____ Approachable _____ Liked _____ Fun _____ Sincere _____ Irresponsible _____ Kind _____ Dependable _____ Other/s: _____ _____	Extrovert _____ Selfish _____ Confident _____ Aggressive _____ Shy _____ Attractive _____ Good listener _____ Approachable _____ Liked _____ Fun _____ Sincere _____ Irresponsible _____ Kind _____ Dependable _____ Other/s: _____ _____
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After accomplishing this task, compare your response with the answers of your classmates regarding your characteristics. Are they the same? Do your classmates see you as you see yourself? Reflect on this matter.

**Healthy sexuality** encompasses the following characteristics:



**Bear in mind that learning human sexuality is important because ...**

- ✓ giving and receiving love is a human need.
- ✓ it will help you appreciate your sexual identity.
- ✓ you should respect your own and another person's body.
- ✓ you will experience bodily changes and you need to learn how to properly manage these changes.
- ✓ it will help you appreciate how life began.
- ✓ you have the right to be informed on how to be disease-free and to live a healthy lifestyle.

## Activity 4 - Puzzle-Puzzle

Fill up the pieces with the words/phrases that describe your personality. Afterwards, fix the puzzle.



Piece 1 – what is your idea of being a man or a woman?

Piece 2 – how does the link of thinking of a woman differ from that of a man?

Piece 3 – how do you behave as a man or a woman?

Piece 4 – how do you feel about yourself and others?

Piece 5 – what are your guiding principles about relationships?

### **Gender and Human Sexuality**

*Gender is a social concept on how men and women should think, feel, and act. It refers to femininity or masculinity of a persons' role and behaviour as defined by society.*

*Human sexuality is the quality of being male or female. It is the way in which we experience and express ourselves as sexual beings.*

- What picture do you see that comprise the individual's personality?
- What do you think will happen if you lack any of these pieces?



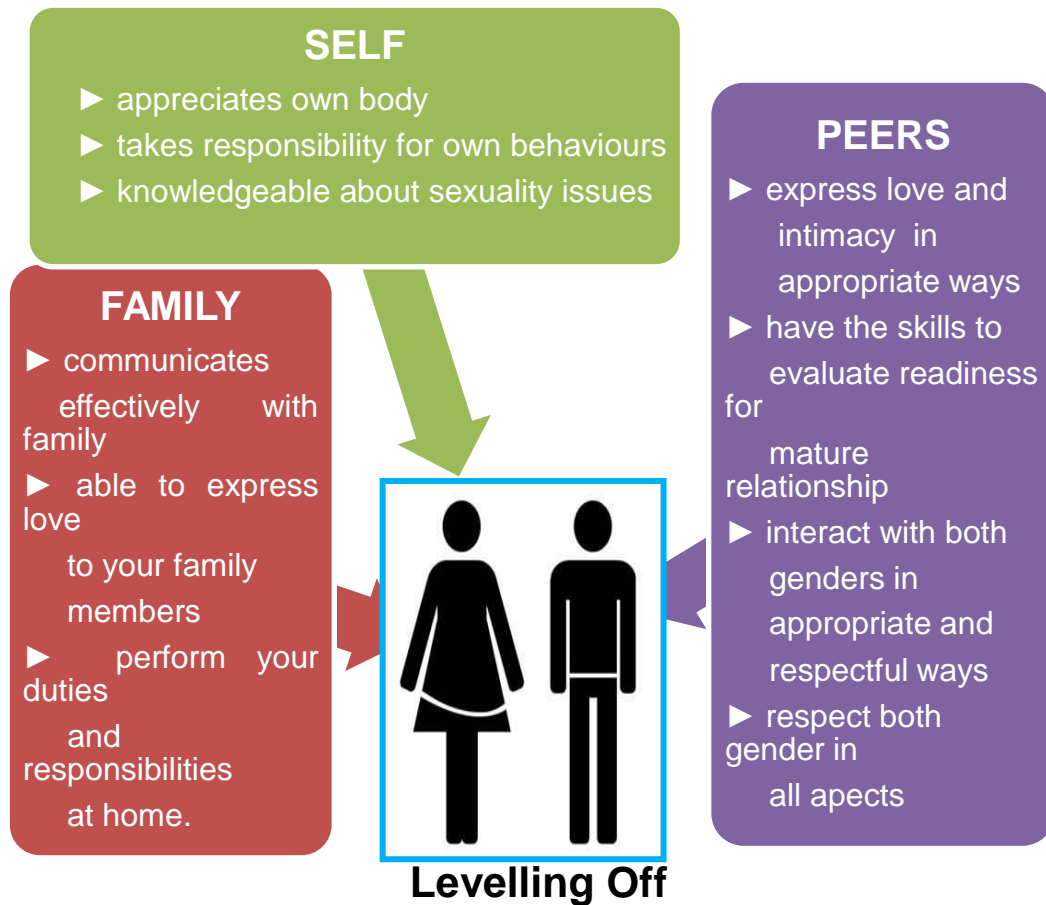


*Are you familiar with these symbols? Where do you usually see these?*



*Gender and sexuality are two issues that affect your life as a teenager. These two concepts have some of the greatest impact on how you view yourself and deal with other people especially with the opposite sex. Sexual feelings are normal and healthy. As a teen, you will experience a heightened desire to explore your sexuality. This is completely normal and healthy. Just keep in mind that sexuality encompasses our whole being. Managing sexuality-related issues should be founded on values particularly self-respect and respect for others.*

Below is a diagram showing health attitudes that can influence sexual behaviour. Which of these do you possess?



Please read and analyze the following key terms.

**Sex** – centred on the biological basis of being a male or female.

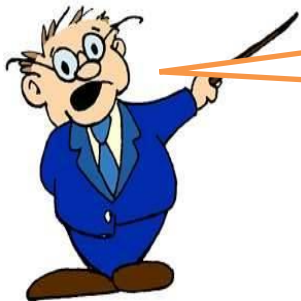
**Gender** – is a social concept on how men and women should think, feel, and act. It refers to femininity or masculinity of a person's role and behaviour.

**Gender Equality**– permits man and woman equal enjoyment of human rights.

**Gender Role** - refers to set of roles, characteristics, and expectations of how a man or woman should feel, think, and act as influenced by parents, peers, and society.

**Sexuality** –is an integral part of what we do and who we are; it is the way in which we experience and express ourselves as sexual beings. It is the total expression of an individual's self-concept.

### Activity 5 - Gender Assumptions



In your activity notebook, draw the symbol for the male gender if the phrase states a usual role for men and draw the symbol for the female gender if it is the usual role for women.

1. giving birth
2. making a living
3. fixing the broken faucet
4. doing household chores
5. helping the children with their homework

## Activity 6

Write the changes that you expect as you mature from a boy/girl to a man/woman. Copy the example figure below and write your own figure in your activity notebook.



boy/girl

man/woman

Gender Role is often an outward expression of gender identity. It is manifested within society by observable factors such as behaviour and appearance. Your gender role demonstrates the typical characteristics of a person in his or her behaviour.

## Activity 7



Let us further enrich your vocabulary by undertaking this Activity.

## Society Says

In your activity notebook, copy the table as shown below and write words or phrases that you associate with the words masculine and feminine.

GENDER ROLES	
MASCULINE	FEMININE
Example: breadwinner	Example: babysitter

This table will help you identify the gender roles and sexual behaviour of male and female as well as differentiate the roles and behaviour of each gender.



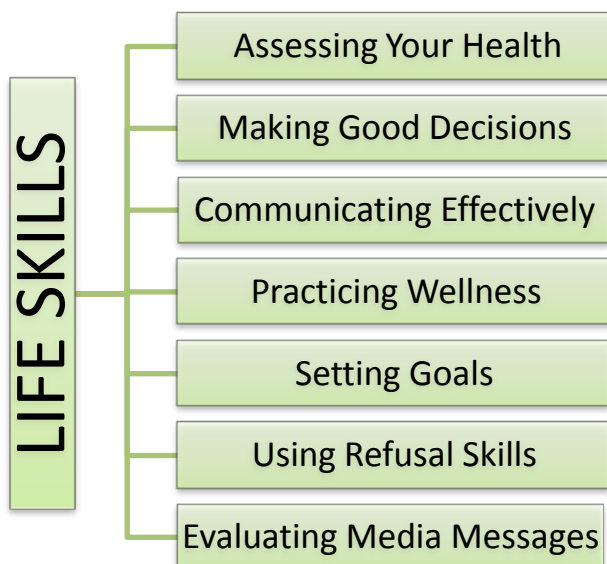
***Sexual Behaviour Standards are behaviours that have come to be accepted by society.***

***Social and cultural norms are some of the factors which influence gender roles.***

The aim of education for human sexuality is to develop in a boy the characteristics of the personality belonging to his sex, and in a girl the characteristic of her own sex, thus turning a boy into a mature man and a girl into a mature woman,

### **Using Life Skills to Improve Sexual Health**

The life skills that are mentioned below will give you the tools to deal with problems both big and small.



- **Assessing your Health** means evaluating your well-being periodically. This includes your sexuality. Figure out what you can do to improve your health if it is not as good as it can be.
- **Making Good Decisions** means making choices that are healthy and responsible. You must have the courage to make difficult decisions and stick to them.
- **Communicating Effectively.** Communication skills help you avoid misunderstanding by expressing your feelings in a healthy way. This means if you listen to what people say, they will want to listen to you as well.
- **Practicing Wellness** can be accomplished through information about good sexuality.
- **Setting Goals** or aiming for something that will give you a sense of accomplishment. Just be sure to be realistic with your target goal.
- **Refusal Skill** is a way to say no to something that you don't want to do. This skill requires practice. But first, you must feel strongly about what things you want to avoid.
- **Evaluating Media Messages** is being able to judge the worth of media messages. It is a big challenge knowing that most media messages are very convincing

## Activity 8

Give an example of a situation for each of the life skills learned. Explain how you will use each skill in these situations? Write your answer in your activity notebook.

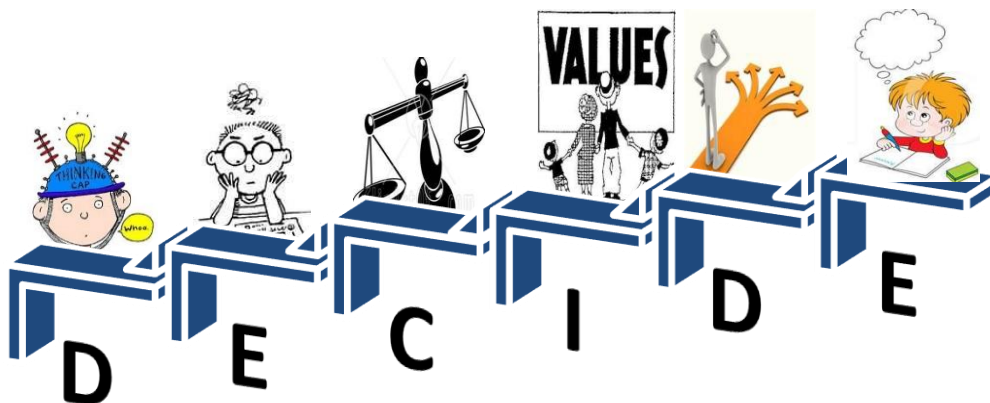
Which of the life skills do you feel will be the easiest one for you to use? Which is the most difficult to use? Explain your answer.

*A decision is a choice you make or act upon. A good decision is a decision in which you have carefully considered the outcome of each choice. To accept personal responsibility is to accept how your decisions may affect you and other people.*

*Decision-making skills will help you make decisions based on your needs and desires. At the same time, it helps you to resist peer pressure. Decision-making skills must be practiced and exercised in resolving issues and concerns about sexuality. At the end, you have to understand gender and human sexuality with a lesson in decision-making.*



Take a look at the illustration below.  
This will guide you in enhancing your decision-making skills.





## The Six Steps of Decision Making

Determine the problem

Explore the alternatives

Consider the consequences

Identify your values

Decide

Evaluate

*Your decisions related to your sexual behaviours affect yourself and other now or later in your life. These sexual behaviours may be toward yourself, your family, your friends, or other people.*

*Thus, what you choose to do, and how you behave, should be guided by family, social and spiritual standards, and should be based on decision-making steps or procedures.*

### Activity 9 - Making Good Decisions

In your activity notebook, label the page with the letters **D E C I** vertically. Use the six steps in decision making in going through this activity.

1. Your classmates are going to a party this weekend, this is the first time that you are asked to attend by a friend but then you discern that your parents will not approve it. You don't want to make your friends angry by not going, but you also don't want to get in trouble with your parents. Determine what decision you should make.
2. One of your closest friends tells his/her problem and asks for your support. He got his girlfriend pregnant / she got pregnant. How can you show your support and stand firm with the morals that having children should **be the choice of** matured individuals under the blessing of marriage?

The following guide questions may help you decide.

- ✓ Is it safe?
- ✓ Is it legal?
- ✓ Is it healthful?
- ✓ Does it show respect for me and others?

Does it follow norms and standards of society





## What to Process



These activities will help you understand further your own personality and sexuality as we relate it to family health.

Accomplish it with pride!

### Activity 10

Follow the instructions below to help you complete the poem “**I Am**” and make it a poem about you. Write this in a whole sheet of paper. Post it in the display area of the classroom.

### **I Am**

- Line 1: **I am** (write your name).
- Line 2: **I am** the child **of** (write the full names of your parents).
- Line 3: **I am** the grandchild of (write the full names of your four grandparents).
- Line 4: **I am** the sibling **of** (write the first names of your brothers and sisters, if any).
- Line 5: **I am** the friend **of** (write the names of a few friends).
- Line 6: **I am** (write three descriptive words that describe you).
- Line 7: **I am** a (write something that you do well – for example, I am a volleyball player).
- Line 8: **I am** a resident of (write the name of the barangay and the city in which you live).
- Line 9: **I am** (write your citizenship).

- How did you find the activity?
- What else did you discover about your family background?
- How does this Activity help you understand your personality and sexuality?
- Write your answer in your activity notebook.



*You probably spend most of your day interacting with other people. Having good understanding of your sexual health allows you to get along with the people you meet every day.*

### Activity 11 - Dealing with People

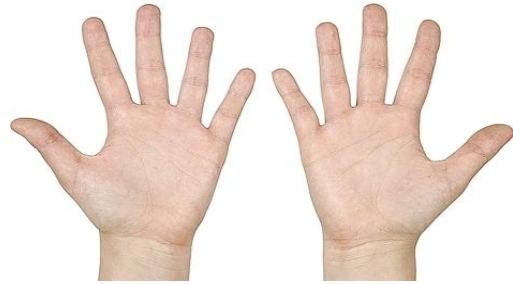
We all encounter people in our lives. Here are some descriptions of people. In your activity notebook, jot down some **positive ways** of dealing with each type of personality.

1. Show off (people who would like to be the center of attraction whenever possible).
2. Worriers (people who worry about everything).
3. Gossips (people who spread rumors and often exaggerate information).
4. Bullies (people who use threats, fear, and cruelty to control others).
5. Whiners (people who grumble and complain about everything).

- Do you possess any of these personality traits?
- What will you do to turn each trait positively in order to improve your personality and sexuality?
- Discuss it with your classmates.

## Activity 12 - How Well Do I Know Myself?

On your activity sheet, trace your left and right hand on each side of the paper. Each finger represents a characteristic of a healthy sexuality.



### List your specific behaviors on each component.

#### Thumb Finger:

Self-Expression (how do you express your sexuality?)

#### Index Finger:

Self-Respect (what do you do to improve your self-respect?)

#### Middle Finger:

Self-Knowledge (what are the things that make you happy?)

#### Ring Finger:

Self-Love (how do you express your love to yourself?)

#### Little Finger:

-Self-Confidence (what do you do best?)

### List specific behavior/qualities that you want to improve.

#### Little Finger :

Self-Confidence (what else do you want to accomplish to gain self-confidence?)

#### Ring Finger:

Self-Love (how do you want to be loved?)

#### Middle Finger:

Self-Knowledge (how can you achieve happiness?)

#### Index Finger:

Self-Respect (how will you gain self-respect?)

#### Thumb Finger:

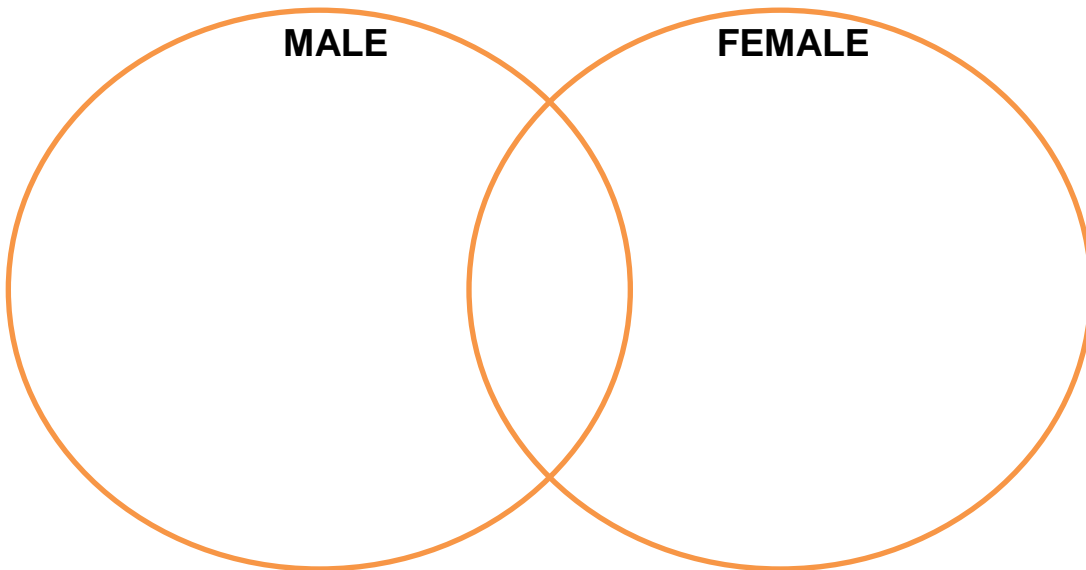
Self-Expression (how will you develop your sexuality?)

By doing this activity, you can reflect on the things/behaviour that you develop and improve for you to be sexually healthy.

Share your answer with your classmate and learn more about sexuality.

### Activity 13 - Male versus Female

In your activity notebook, copy the Venn diagram as shown below. Write the roles played by male and female in the space provided. In the space where the two circles meet, write the common roles played by both. Where they don't join, write their specific roles. Choose the specific roles from the box below.



cook      *kiss mom*    kiss dad      *back out of a fight*  
**play with doll**      **ride a bike**      baby-sit  
**SING IN PUBLIC**      *play baseball*      dance  
*have long-hair*      ~~wear an earring~~      *have tattoo*  
wash dishes      CRY      wear jewelry  
take ballet lessons      join rock band      **clean the house**  
invite a person on a date      *change diaper*  
fixing a broken faucet



## What to Reflect and Understand

You can reflect and understand better your personality by accomplishing the activity below.

### Activity 14

Read and reflect on the article below.

#### ***Love in Action***

*Teofilo Guiang Jr.*

*Retired Secretary, Bangko Sentral ng Pilipinas*

*Philippine Daily Inquirer*

*February 28, 2000*

I am now 67 years old. And many times, I find myself seated on an old bench in front of our sari-sari store where I could have a clear view of schoolchildren and office workers en route to different places.

I'm glad I don't have to endure the rigors of rushing things anymore like waking up early in the morning, fixing myself orderly and neat, having breakfast hurriedly and trying to beat other people rushing for seat in a passenger jeepney bound for the office.

Among the lifetime of things remembered is this one which occupies my mind when I'm lonely. The fourth commandment says: "**Honor your father and mother.**" I have no parents anymore for death had caught up with them some years ago.

During the remaining days of my mom, she and dad stayed with us at Quezon City. I was then very involved in office work and Church activities, not fully aware that I was spending little time with mom and dad. Mom was practically blind for she had been sick of eye disease called glaucoma for 18 long years.

Indeed, those were trying times for us in the family. I can still picture in my mind how dad would wash the face of mom, how he would comb her hair, how he would tell her an interesting story, how he would give her the prescribed medicines on schedule and how he would strum his old guitar as he sang a sweet kundiman for her.

Dad was the ever patient and competent “nurse” of mom. No doubt, he was a model husband and father. Then the unexpected thing came. Mom was hospitalized. She was in her sick bed and comatose.

Surprisingly, there were moments when she would repeatedly utter the words: “Ang anak kong bunso hindi ako mahal.” I was somewhat disturbed for she was referring to me. When I went home that night, I tried to find out why she uttered those words.

Perhaps the nice little things I’ve done for her like giving her money for her medicines and talking to her in her room were not enough to make her feel the warmth of my love for her. I should have spent more quality time with her. I should have talked to her more often. And I should have brought her somewhere for recreation more often.

Later, when mom regained full consciousness, I did exactly what my dad and two brothers did for her with loving care. I massaged her arms tenderly, fixed her silvery hair in place with my hands and told her some petty jokes that made her chuckle.

From that time on until she expired peacefully, she didn’t utter anymore the words: **“Ang anak kong bunso hindi ako mahal.”**

Then I came to realize fully that love expressed in words is not enough. It must also be expressed in action. When I went that night, I tried to find out why she uttered those words.

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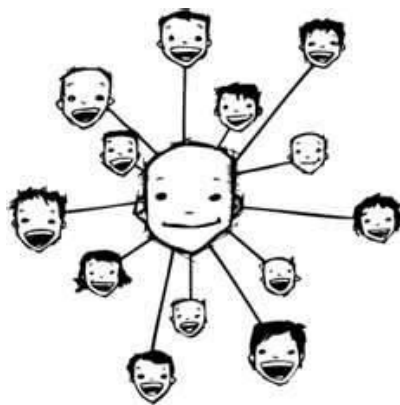
- Did you like the story?
- What lesson/s did you learn from it?
- Do you know how to express affection to your loved ones?
- How do you do it?
- Express yourself.
- Write a short essay about this in your Activitynotebook.

## Activity 15 - Role Play

To better analyze the factors that affect the attitudes and practices related to human sexuality, you are going to internalize a given character.

Gather your classmates, group yourselves into five (5). Each member of the group will assume the role of any of the following:

1. one who grew up in a very religious family
2. one who was raised by authoritative parents
3. one who has been strongly influenced by media
4. one who has good friends from the opposite sex
5. one who has been educated in an exclusive school



You are given ten (10) minutes to prepare a short skit.

- ❖ Each group shall present the skit in two (2) minutes.
- ❖ After the presentation, analyze the factors that shape the sexual attitudes of the various characters.
- ❖ Answer the following questions. Use them as your guides.
  - What are the factors that shape our sexual attitudes?
  - How do these factors positively or negatively affect our sexual attitudes?
  - What can we do to maximize the negative effect of these factors on our sexual attitudes?
- ❖ Rate yourselves accordingly using the rubrics in the next page.



CRITERIA	ADVANCE (20)	PROFICIENT (15)	APPROACHING PROFICIENT (10)	DEVELOPING (5)
Work Attitude (cooperative with the group)	Always cooperative and <i>focused</i> on task during group work and presentation.	Usually cooperative and focused on task during group work and presentation.	Sometimes cooperative and focused on task during group work and presentation.	Rarely cooperative and focused on task during group work and presentation.
Presentation of Character	Convincing in communicating character's feelings, situation and motives.	Competent in communicating character's feelings, situations and motives.	Adequate in communicating character's feelings, situation and motives.	Limited in communicating character's feelings, situation and motives.
Relevance of the actions	Actions are clearly established and effectively sustained.	Actions are clearly established and generally sustained.	Actions are established but may not be sustained.	Actions are vaguely established and may not be sustained.
Use of Non-Verbal Cues (voice, gestures, eye contact )	Impressive variety of non-verbal cues is used in an exemplary way.	Good variety of non-verbal cues is used in a competent way.	Satisfactory variety of non-verbal cues is used in an acceptable way.	Limited variety of non-verbal cues is used in a developing way.

Imagination, Creativity, and Choices	Demonstrate insight that powerfully enhance role play	Choices Demonstrate thoughtfulness that completely enhances role play.	Choices Demonstrate awareness that acceptably enhance role play.	Choices demonstrate a little awareness and do little to enhance role play.
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Congratulations! You did a great job! Please refer to the boxed entries for you to assess how you fare in activity 15.

❖ A	-	81 -100 points
❖ P	-	61 – 80 points
❖ AP	-	41 – 60 points
❖ D	-	21 – 40 points
❖ B	-	0 -20 points

Education for human sexuality deals with the formation of

- virtuous habits
- right attitudes
- integration of positive values

## Activity 16

For each factor listed below, provide examples of how this factor affects your sexual attitudes and behaviors. Write your answer in your activity notebook.

1. **Family.** Family values oftentimes determine your own values. Describe how your family affects your values regarding human sexuality.
1. **Culture.** Filipinos living in different regions have diverse cultures and beliefs. Your cultural background can affect your values regarding sexuality, along with the norms and standards set by society. Describe how your culture affects your human sexuality.
2. **Peers.** Like your family, your friends can also have a significant impact on your views on human sexuality. Describe how your friends affect your human sexuality.
3. **Media.** The media plays a significant role in our lives as we regularly watch televisions, listen to radio, search the internet, read newspapers, etc. Describe how media affects your human sexuality.

## Activity 17 - Analyze Media Message

Think of a commercial and write how men and women are being portrayed. Then, respond to the following:

- What is the commercial all about?
- What messages were presented about being a man or a woman?
- Is the information real and accurate? Why or why not?

**DOUBLE STANDARD OF MORALITY** boys and girls are given the impression of men being superior to women. In as much as we would like to practice gender equality, the rules for human conduct and human appropriateness are not alike for both sexes as practiced in most areas in the Philippines. This is likely shown in the examples below:

- A. Boys and men are permitted to stay out more and up to a later time than the girls and women.
- B. A philandering or immoral man is considered as demonstrating his manliness or “pagkalalaki”. A philandering or immoral woman is considered as cheap, bad, or “masamang babae”.
- C. Women are expected to remain virginal until they marry, while it is generally acceptable for men to have sexual experience before marriage.
- D. Women are socially judged and legally penalized for adultery and for having children out of wedlock.
- E. Men who stay at home to do household chores instead of having jobs to earn money for the family are considered by some as “under ‘d saya.”

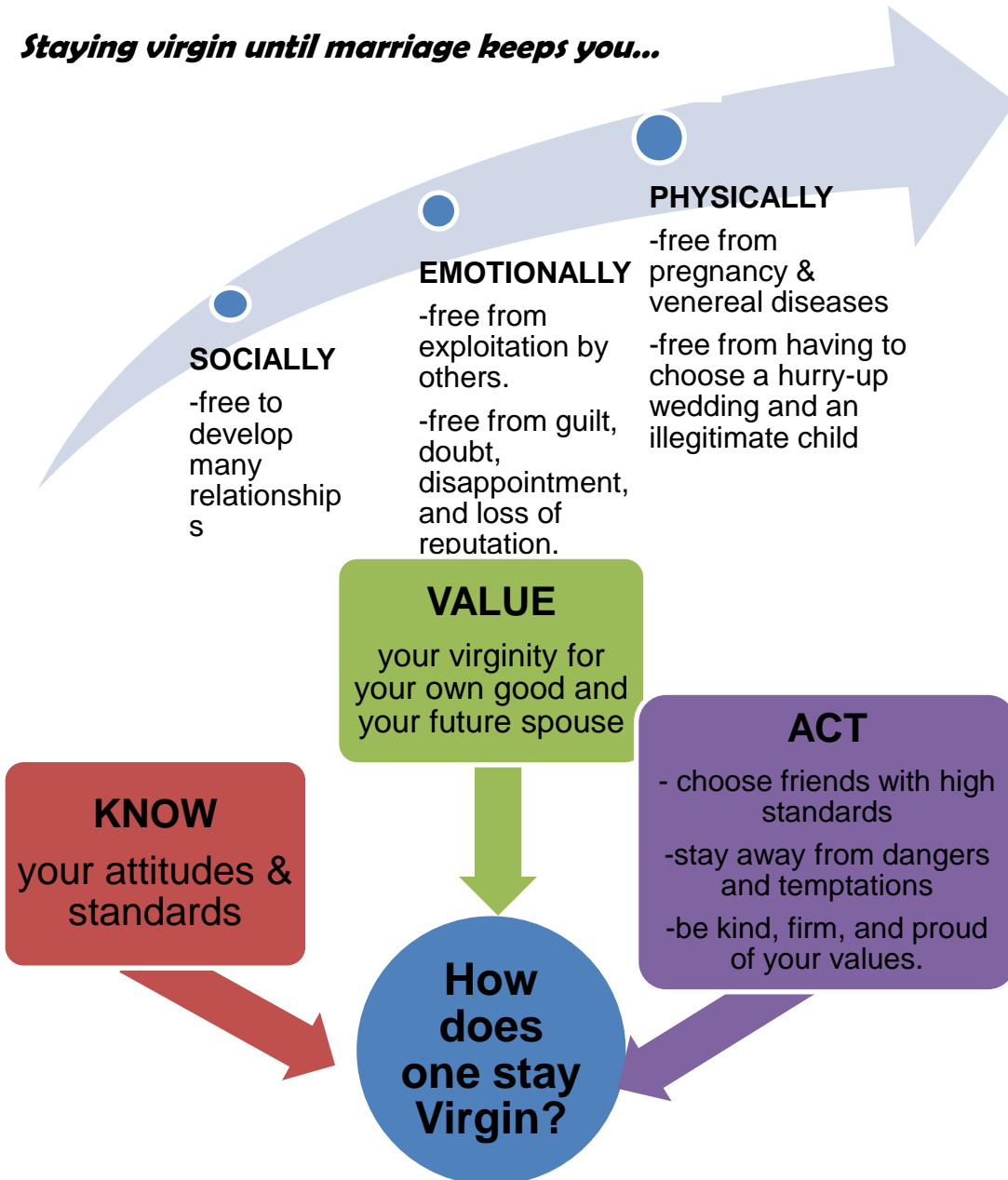
## Activity 18

In your activity notebook, answer the following questions:

1. What is your stand on double standard of morality?
2. How can we possibly eliminate the double standard of morality?

**VIRGINITY** - a virgin is a person who has not had sexual interaction.

***Staying virgin until marriage keeps you...***



## Activity 19 - My Abstinence Bag

Abstinence is the best decision one can make in safeguarding sexual health. In this activity, list five items that you value most in life and will help you say no to unhealthful practices. Explain how this item can encourage you to make right decisions.

For example, putting a family picture in my abstinence bag can remind me of how I value my loved ones and how I would like to make them proud of my achievements.

## Activity 20

In your Activitynotebook, answer the following questions:

1. Do you believe that virginity is important for both boys and girls? Why?
2. What are your attitudes and standards towards virginity? Compare it with the norms and standards set by society. Does it confirm?
3. How do you value virginity?

Now it's time to take a comprehensive test based on what you have learned!

Let your teacher lead you in the assessment process!

Good luck!





## What to Transfer



You are expected to demonstrate the knowledge you have obtained upon learning this module.

*Values are strong beliefs held by persons, families and group of people about important issues. It is essential to know one's own values, beliefs and attitudes, how they influence on the rights of others and how to stand up for them. As you mature, you develop your own values which may be different from one another. Social norms and standards can affect your sexual decision-making and behaviour as it influences values and behaviour.*

## Activity 21 - What Do You Value?

Values are qualities or conditions that are important to a person. Complete this survey by determining what you value in yourself. In your activity notebook, tick on the appropriate box based on the importance you assign to each attribute.

	<b>Not Important</b>	<b>Important</b>	<b>Very Important</b>
1. To be respected by my parents.			
2. To be respected by my friends.			
3. To have a positive image of myself.			
4. To have lots of friends.			
5. To do well in school.			
6. To give and receive love.			
7. To stay virgin until marriage.			
8. To build healthy relationships with members of both sexes.			
9. To appreciate sexuality as factor of personality.			
10. To make intelligent decisions concerning sexual behaviour.			

- After completing this survey, what observations can you make about your values?

*Your sex role should not limit your interests. You can be masculine and feminine and participate in events and professions that are usually chosen by persons of only one sex. Healthful sexuality is being comfortable and contented with your attitudes about your sex role.*

## Activity 22 - Visualize and Learn!

- b. You will be given five minutes to close your eyes and imagine a scenario in the past where kings and queens once lived. Imagine you are the king (if male) or queen (if female). The queen is captured and needs rescuing from her captors. The king assumes the conventional role of a brave king who rescues his queen, while the queen takes on the role of a meek and mild queen who needs looking after.

- c. Visualize a scenario of a typical Filipino family. Analyze and enumerate the roles being played by the male members of the family (grandfather, father, male siblings) and the female members of the family (grandmother, mother, female siblings). Does it conform to the norms set by the society?



After going through Activity 22,

- Analyze and discuss with your classmates the strengths and weaknesses of the accepted roles of men and women in the past.
- Which gender takes on which role in the present day?
- How can you say that a particular gender role conforms to the standard of the society?



## Activity 23 - Critical Thinking

Let us try to connect our lesson to current issues in our country.



*Here are some current issues that focus on sexuality, gender equality, and sexual orientation:*

- \*bullying** **\*RH Bill** **\* sexual harassment** **\*cybercrime law**
- *Choose one topic and write your personal views..*
- *Discuss how it will affect the health of the community as a whole.*
- *Suggest ways on how to manage this issue.*
- *Write your answers in your Activitynotebook.*



## Activity 23 - Watch and Relax!

This is your opportunity to show your understanding of gender role in the media.

- Choose a movie or a television show which you believe has gender role labels in it and you must deconstruct and analyze.
- Extract any gender-biased content.
- Recreate one of the scenes of the film by submitting a script of your own for this scene.
- Write a reflection on why you think the gender role depiction in media must be addressed.

## Activity 24 - K W A Chart

In your activity notebook, copy the table as shown. List your top five (5) issues concerning sexuality regarding what you know, what you want to learn, and what you have learned. Give a brief explanation of your answer.

<b>Sexuality Issue</b>	<b>What I <u>K</u>now</b>	<b>What I <u>L</u>earned</b>	<b>How I Will <u>A</u>pply (the concept/skill learned)</b>
<b>1.</b>			
<b>2.</b>			
<b>3.</b>			
<b>4.</b>			
<b>5.</b>			

Human sexuality is the totality of being a man or being a woman. It includes everything that makes you a male or a female – your ideas, behavior, feelings and judgments.

## Activity 25

As you analyze the significance of sexuality to family health, ask yourself the following questions:

- Do I periodically evaluate my sexual health?
- Am I making good decisions?
- Am I setting and meeting my goals?
- Do I use refusal skills when I need to?
- Am I communicating my feelings and expectations?
- Do I compare and evaluate media messages as to the norms and standards of society

## Summary

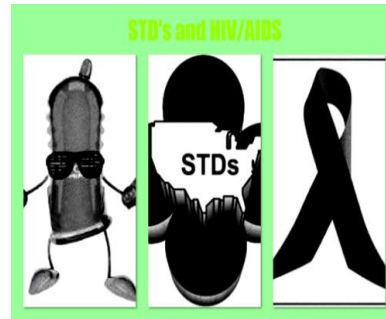
Think back on something that you have learned from this Learner's Material. Reflect on the following questions and then write your answers on the box.

<b>1) What did you learn?</b>	
<b>2) How did you go about learning the lesson?</b>	<b>3) Why did you choose to learn it?</b>
<b>4) What/Who helped you learn it?</b>	<b>5) What hindered your learning?</b>
<b>6) How did you know that you had learned it?</b>	

## Lesson 2: Issues and Problems Related to Human Sexuality

### Issues and Problems Related to Human Sexuality

- Sexually Transmitted Infections  
(with emphasis on HIV/AIDS )
- Government Policies and  
Republic Act No. 8504 and 7719



### Introduction:

**A**fter learning about human sexuality and gender, you will now be introduced to the nature and prevention of sexually-transmitted infections (STIs) like Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS).

**S**exually-transmitted Infection (STI) is a communicable disease that is spread from person to person through sexual contact. Despite the efforts of government and civil society, the incidence of STIs particularly HIV/AIDS continues to increase. Thus, it poses a serious threat to Filipinos especially to young people like you. According to the Department of Health's Philippine HIV and AIDS Registry, we had already exceeded the 10 thousand mark in HIV infections since 1984 when the disease was first documented in the country. More than a thousand of these already developed into full-blown AIDS.

**S**exually-transmitted infection is preventable. The first step is to remain sexually abstinent until marriage. Next is to obtain accurate information about these diseases and recognize inaccurate information. Third is to enhance life skills. By knowing how to make decisions and practice refusal skills you can never go wrong in safeguarding your health.

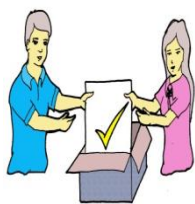


## Objectives

At the end of this module you will learn to

1. Discuss the signs, symptoms and effects of sexually transmitted infections (STIs) such as Human Immunodeficiency Virus (HIV) infection and Acquired Immune Deficiency Syndrome (AIDS)
2. Identify and analyze steps in the prevention and control of STIs
3. Realize why abstinence is the only sure way to avoid sexually transmitted infections particularly HIV/AIDS
4. Follow government policies in the prevention and control of HIV and AIDS (RA 8504 or Philippine AIDS prevention and control Act)
5. Explain other government efforts in ensuring a clean blood supply to prevent issues and problems related to sexuality.
6. Applies decision-making skills in managing sexuality related issues.

This time you will answer the following pre assessment activity. This is non-graded test. The purpose is to identify your learning needs. It is important that you answer the items to help you find out what you need to know.



## Pre-Assessment

- A.** Before you start studying the next lesson on human sexuality, you are going to answer the self-inventory test about STI and HIV/AIDS.

### How familiar are you with STIs HIV/AIDS?

1. I have never heard of them or I have heard of them but don't know what they are.
2. I have some idea what they are, but don't know why or how they happen.
3. I have a clear idea what they are, but haven't discussed them.
4. I can explain what they are and how they occur, what they do that may affect family life.

**Have you made a personal health plan on how to protect yourself from risky sexual behaviour?**

1. I have neither planned nor thought about it.
2. I have planned but not thought about it.
3. I have planned but not practiced it.
4. I have both planned and practiced it.

**B.** For each of the following topic, place a check mark in the cell if it describes your experience.

Topic/Concept	Have read it	Have heard it	Have seen a TV or movie production	Have written a report paper on it
STIs HIV/AIDS				
Abstinence				
Refusal Skill				
Blood donation/transfusion				

**C. Fact or Fiction:** Are the following statements true or false?

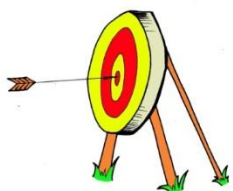
Write true or false on the space before the number in order to find out your knowledge in sexually transmitted infections particularly HIV/ AIDS. When you finish this module, you have to plan on how you can avoid being infected with HIV/AIDS and live a healthy lifestyle in order to have a healthy relationship with your family.

1. A person can acquire HIV/ AIDS from using intravenous syringe used by the infected person
2. Most sexually transmitted infections can be treated and cured without medical attention.
3. If an HIV/AIDS woman gives a normal birth to a child, her child may have a greater chance of being infected too.
4. A person always knows when he or she has a sexually transmitted infection.
5. People who get sexually transmitted infections have a lot of sex partners.

6. All types of sexually transmitted disease can be cured.
7. Parental consent is needed before you are treated for a sexually transmitted disease if you are under 18 years of age
8. You can have no symptoms, yet be infected with a sexually transmitted disease and be able to pass it on to someone else.
9. **You can get several sexually transmitted diseases at one time.**

*Check if your answers are correct.*

*What you will do!*



## Learning Goals and Targets

### A. Let's agree on this

You should propose responsible and informed decisions that will demonstrate understanding of issues and problems related to human sexuality particularly Sexually Transmitted Infections (STIs ) with emphasis on HIV / AIDS

### B. What are your goals?

Complete the following statements below. Write your answer in your health journal.

1. The behavior I would like to change or improve to avoid risky sexual behaviours are\_\_\_\_\_
2. The steps involved in making this change are\_\_\_\_\_
3. My timetable is\_\_\_\_\_
4. The people I will ask for support or assistance are\_\_\_\_\_
5. The benefits I will receive are\_\_\_\_\_

Read the questions below and fill out the column in my response column. Write your answers in your activity notebook. **What? / So What? / Now What?**

Strategy:	My response
<p><b>What:</b></p> <p>What I want to know about the topic?</p> <p>What behavior I would like to change or improve to have a healthy sexual behaviour?</p> <p>What steps are involved to accomplish this healthy sexual behavior?</p>	
<p><b>So what:</b></p> <ul style="list-style-type: none"> <li>• Why is this important?</li> <li>• What does it mean to me?</li> <li>• How does knowing about this information change my thinking?</li> <li>• What other ideas in human sexuality do I have or connections can I make to STIs and HIV/AIDS?</li> </ul>	



<p><b>Now what:</b></p> <ul style="list-style-type: none"> <li>• What are the implications human sexuality to a healthy family life?</li> <li>• What am I going to do or apply to protect and promote healthy sexuality?</li> <li>• What measures will I do to prevent HIV/AIDS?</li> </ul>	
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*Just enjoy and have fun in learning!*

*Your teacher will help and guide you as you walk through your learning journey.*





## What to Know

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Are you ready?



### What is STIs?

**Sexually-transmitted infection** or STI, also known as sexually-transmitted disease (STD) is a communicable disease that is spread by a pathogen (disease-causing organism) from one person to another person through sexual contact. A person who has a sexual relationship with someone who is infected can get one or more of these diseases. STIs are transmitted through an exchange of bodily fluids during sexual intercourse. These infections are commonly caused by bacteria and viruses. Some STIs can be treated successfully but many STIs such as HIV/AIDS still have no cure. The good news is, all STIs can be prevented.

Symptoms of STIs depend on the type of infections. Common symptoms include discharge from the genitals, warts, blisters or sores in the genital area, a rash, painful urination, or flu-like symptoms. Some STIs don't have any signs or symptoms. In fact one of every 10 people can have STIs but be asymptomatic. These people are carriers **and** are very dangerous because they can transmit an infection without even knowing it.

The only certain way to prevent/to keep from catching these diseases is by abstinence. Sexual abstinence is the deliberate choice to refrain from all sexual activity.

## Let's Review

1. What is a sexually transmitted infection?
2. What is abstinence, and why is abstinence the only certain way to prevent STIs?

## Knowing About STIs

Teens are the age group most likely to get STIs that is why it is important for teens to learn about STIs

Study the table below and identify sexually transmitted infections. Make a summary and identify the major ways on how to prevent sexually transmitted infections.

### COMMON SEXUALLY TRANSMITTED INFECTIONS

	<b>AIDS</b>	<b>Chlamydia</b>	<b>Genital herpes</b>	<b>Gonorrhea</b>	<b>Syphilis</b>
<b>Pathogen</b> (causative agent)	Human Immunodeficiency Virus (HIV)	Chlamydia Trachomatis bacterium	Herpes Simplex-2 Virus	Neisseria gonorrhoea bacterium	Treponema Pallidum bacterium
<b>Long term effects</b>	Immune systems failure, severe illness leading to death, 8-10 years to see signs of infection, infection of infants leading to death	In women, pelvic inflammation with abdominal pain, fever, menstrual bleeding, ectopic pregnancy In men, enlarged lymph glands of the groin, infection of the testicles. Infection during birth	If left untreated, it may cause cervical cancer in women and cause deformities in unborn babies	Sterility, liver disease, testicular disease, infection of heart lining, eye infections for newborn leading to blindness	If left untreated, mental illness, heart and kidney damage, and death may result

		can cause blindness or illness in newborn			
<b>Prevention measures</b>	Abstinence from sexual intercourse and from use of intravenous drugs	Abstinence from sexual intercourse	Abstinence from sexual intercourse and from use of intravenous drugs	Abstinence from sexual intercourse and from use of intravenous drugs	Abstinence from sexual intercourse and from use of intravenous drugs

## What are HIV and AIDS?

**Acquired Immune Deficiency Syndrome (AIDS)** is a fatal communicable disease with no effective treatment or known cure. It is the final stage of infection caused by the **human immunodeficiency virus (HIV)**. When HIV enters the body it attacks the body's immune system. Thus, the body becomes vulnerable to opportunistic infections or diseases that develop when the body's defense system becomes weak. Among these infections are Kaposi's sarcoma, a rare but deadly type of skin cancer, recurrent pneumonia, and toxoplasmosis within the brain.



Early symptoms of infection with HIV may include a rash, sore throat, fever, and tiredness. Nearly everyone with HIV develops AIDS. People with AIDS cannot fight off diseases that healthy people could easily resist. Because AIDS has no cure, people with AIDS eventually die from one of these diseases.

## Ways of Acquiring HIV

### Activity 1 - Deal or No Deal

Let us deal with how HIV AIDS can be transmitted from one person to another. The following chart lists ways of acquiring HIV. If the manner is false, put an X on the No Column meaning no deal, but if the manner is an actual way of acquiring HIV put an X in the Yes Column meaning we need to deal it.

Ways of Acquiring HIV	Yes	No
1. Breastfeeding		
2. Handshaking		
3. Sharing the eating utensils with someone infected with HIV.		
4. Donating blood with Red Cross		
5. Selling blood in blood banks		
6. Someone who has HIV who coughs and sneezes near you		
7. Hugging someone with HIV		
8. Having unprotected intercourse with someone with HIV		
9. Sharing contaminated syringes, needles or other sharp instruments with someone infected by HIV		
10. Receiving transfusion of blood infected with HIV		
11. Sitting in the toilet seat used by the HIV patient		
12. Mosquito bites		
13. Tattooing using an infected needle		
14. Swimming with an HIV infected person		
15. Wearing clothes of an infected person		
16. Ear and Body piercing with an infected needle		

HIV must enter into the person's bloodstream to infect the person. HIV has been found in many body fluids including blood, semen, vaginal fluids, and breast milk of infected person.

Which items have you already known and been informed about how HIV/AIDS can be acquired? Have you heard of other ways AIDS can /can't be transmitted or not transmitted? How can you correct misconceptions?

Check your answer. Your teacher will help you analyze the responses.

Make a generalization on how a person can acquire HIV AIDS.

I learned that HIV can be transmitted by _____	I learned that HIV cannot be transmitted by _____
1	1
2	2
3	3
4	4
5	5

## Activity 2 - Reducing the Risk of HIV

In small groups, brainstorm on how HIV can be transmitted and then create a chart or web to illustrate it.

For each method of transmission, you and your partners will list at least three ways to reduce one's risk of exposure to HIV. A sample chart appears below. Groups share their charts/webs and discuss.

Mode of Transmission	Ways to prevent and control
<b>S</b> exual Contact (Infected Body Fluids, Blood. Semen).	
<b>I</b> njecting drug and sharing infected needles	
<b>M</b> aternal transference (Mother to baby during pregnancy)	

### Activity 3 - Good Reasons for Abstinence

#### A. Defining Abstinence

How will you define **abstinence**? Have you experience giving up one thing in your life in one-week period? Try this with a partner or classmate. Choose one or two from the activities.

1. You will refrain from any of the following activity- watching television, not eating a particular food, or not playing a particular game or sport for the entire one-week period.
2. During that time, you will keep a diary of your feelings and attitudes about being “abstinent.”
3. After a week is up, you and some of your classmates will meet in small groups and share your feelings and discoveries.

Answer the following questions in your small group.

- a. How hard was it to abstain for the entire week?
- b. Did it get more or less difficult as the week went by? Explain.
- c. Did friends or family members try to tempt you during the time period?
- d. How did you handle the pressure?

Abstinence is \_\_\_\_\_. Now what is sexual abstinence?

How can sexual abstinence keep a person from getting pregnant and protect them from STIs HIV AIDS? Some people choose abstinence for other reasons as well.

Read the article and use the information in the article to complete the chart that follows. Remember to copy the chart in your activity notebook and fill it with required entries.

## SOME THOUGHTS ON ABSTINENCE

Marta, 15 years old, wants to finish her schooling without delay and give her full attention to helping her parents in their business. She has a close friend Jonathan, 17 years old, who invited her to attend a party with their friends. Marta knew that this group of friends has been drinking alcohol and using drugs. She knows that using drugs and alcohol affects one's ability to make decisions regarding sexual behavior. This means that when a person uses drugs or gets drunk, his/her ability to think clearly and wisely can be affected. So, he told Jonathan that in order to avoid getting infected with STIs such as HIV/AIDS they must refrain from doing risky behavior that may tempt them to have undesirable sexual activities. She was able to convince Jonathan to stay away from this group of friends who engage in unhealthful practices. Jonathan realized that abstinence is a good way to avoid getting into trouble.

Their classmates, Peter and Joanna, have also chosen abstinence. They promise to abstain from sexual behavior because they would like to keep their purity until marriage. Instead, they focus on their studies in order to prepare for their future together.

Racquel does not engage in sexual behavior because she would like to protect her reputation and that of her family. She believes that risky sexual behaviors will only bring her shame and guilt.

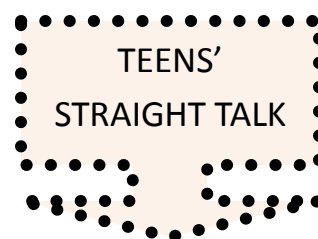
Apparently, Noemi wanted to abstain from sex because she chose to obey her parents' advice to be modest and respect her body.

All of these young people have different reasons but the end result is the same- they have chosen abstinence and they are all proud of their decision.

There is an increasing number of young people being infected with Sexually Transmitted Infections (STIs) or for every 10 cases 1 is a child. The most serious of these diseases is AIDS



## Activity 4 – Teens Straight Talk



Name	Reason for choosing abstinence	Your name _____ (Your thoughts concerning this reason)
Marta		
Jonathan		
Peter and Joanna		
Racquel		
Noemi		

### Reducing the Risks of Sexually Transmitted Infections

#### KEEPING FIT

- Safeguarding one's sexual health starts from accurate information and awareness of sexuality-related issues.
- Sexually-transmitted infections could be completely eradicated if people practice wise decision-making skills and firmly say no to risky sexual behaviors.
- The best way a teenager can prevent sexuality-related problems is through **sexual abstinence**. Abstinence is refraining completely from sexual relations with other people.

<b>Rubric for your Activity 2 and 4</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Points</b>
Explanation	Complete response with detailed explanation	Good Response With clear explanation	Explanation is not clear	Misses key points	
Demonstrated Knowledge	Shows complete understanding of the question	Shows substantial understanding	Response shows some understanding	Response shows lack of understanding	
Sensible opinions	Complete response with bright opinion	Meets the sensible opinion	Hardly makes sensible opinion	Does not meet sensible opinions	
Total points					

YOU ARE PROTECTED!!!

### **Government Policies in the Prevention and Control of HIV/AIDS and Other STIs**

- Republic Act No. 8504 also known as Philippine AIDS Law
- Government efforts in ensuring a clean blood supply to prevent issues and Problems related to sexuality (RA 7719) or the Blood Services Act of 1994)



### **Republic Act 8504 also known as the Philippine Aids Law**

The Philippine AIDS Prevention and Control Act of 1998 or RA 8504 is the government's response to the threat of HIV/AIDS in the country. Important provisions of the law include the following:

- The State shall promote public awareness about HIV/AIDS through various modalities: integration in the curriculum or development of special modules in basic education; inclusion in tertiary and vocational curriculum; providing education in the workplace, for Filipinos going abroad and among community people in general.
- The State shall also ensure safe practices and procedures regarding donation of blood, organ or tissue.
- The State shall provide a mechanism for anonymous HIV testing and shall guarantee anonymity and medical confidentiality in the conduct of such tests.
- The Philippine National AIDS Council (PNAC) shall oversee an integrated and comprehensive approach to HIV/AIDS prevention and control in the Philippines.

### **Let's Appreciate**

What is the government doing to protect the health of the Family in terms of STIs HIV AIDS?

How are you protected in case of blood donation and blood transfusion?

### **Here's more....**

Have you donated blood? Or received blood transfusion?

How does it feel? There is a law that covers the proper ways to give and receive blood services.

### **RA 7719 or the Blood Services act of 1994.**

This law protects and promotes public health through provisions related to blood donation. The government promotes voluntary blood donation as a humanitarian act. However, there are requirements that you need to meet if you want to donate blood. This is to ensure a clean and safe blood supply. Thus, you need to live a healthy lifestyle in order for you to be a voluntary blood donor in the future.

To protect you from blood transfusion transmissible diseases like HIV/AIDS, this law lays down the legal principle that the provision of blood for transfusion is a professional medical service and not a sale of a commodity. They establish scientific and professional standards for the operation of blood collection units and blood banks/centers in the Philippines.

People don't have to sell blood as a commodity. To be a responsible voluntary donor you donate the blood for a cause through medical and scientific care.



## **What to Process**

### **Activity 1 - Let's Think Critically**

Reflect on the following focused points and write your ideas in your activity notebook

1. Analysis: How can good general health practices be healthful in preventing STIs.
2. Only two strategies if practiced consistently reduced the risk of STIs to zero. Name the steps in the prevention and control of STIs particularly HIV/AIDS
3. Analyze why sexual abstinence is the most effective method for the prevention of HIV/ AIDS and other STIs.

## Activity 2 - Life Skills in Action

Common Sense and Good judgment are powerful strategies to prevent and control STI HIV AIDs. Think about this

1. How does alcohol affect the persons judgment in making responsible sexual behavior?
2. Why do we need to practice saying NO to behaviors that are risky to your sexuality?
3. Explain how you can practice refusal skills to prevent and control STI HIV/AIDS.

## Activity 3 - Tracing the Link

**The drug, the blood, the alcohol connections to STI HIV AIDS**



**How does it contribute to the transmission of STI HIV AIDS?**

**Read the article below**

Dr. Jane Perez is a school physician lecturing about STI HIV AIDS in Bangkalan National High School asks the students the following questions:

How many of you have seen the effects of drinking alcoholic beverages or have read the effects of taking dangerous l drugs? “What is the danger of using shared syringe in cases of blood transfusion? “ “What are the possible harmful effects to people being tattooed using needles? “ Have you donated blood? Or received blood transfusion?

She received varied responses, and she continued asking them to see a strong links or connection in the prevalence of STI HIV/AIDS.

What are the connections of alcohol, drug abuse, blood donation and transfusion to STI and HIV/AIDS? Can you give your response? Write your answer on the space provided and discuss your answer with your classmates.

1. How can drinking alcohol leads to STI HIV ?

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2. What are the dangers of using shared needles in tattooing, or shared syringe in injecting drugs?

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3. Have you donated blood? Or received blood transfusion?How does it feel?

---

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4. There is a law that covers the proper ways to give and receive blood services. It is RA 7719 or the Blood Services act of 1994. What is Blood Services Act of 1994 (RA 7719 )?

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5. Why is it important that blood donors be qualified to donate blood? Can you relate this law to STI and HIV/AIDS protection and prevention?

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## What to Reflect and Understand

These are activities you will do to help you acquire adequate and significant information about this topic. It is important that you clarify ideas about the lesson.

You are going to watch an interactive video and video news episode about HIV AIDS incidence in the Philippines this will help you and be aware of the

### Activity 1 - Interactive Video

You are going to watch an interactive video **entitled “Power of You”**. This video aims to raise awareness on STI and HIV/ AIDS among young people like you. Would you like to make intelligent and informed decisions about Human sexuality? This interactive Video was especially made for you by the Dept Education and the UNICEF.

- a. Visit the web sites and collect materials and Fact sheets about STI HIV / AIDS.
- b. View some video clips on HIV updates in the Philippines like Kapuso mo Jessica Sojo [www.youtube.com](http://www.youtube.com).
- c. The “Power of You” by the DEP ED –UNICEF

## Activity 2 - Investigative Reporting HIV/AIDS

- Visit your school clinic or barangay health center.
- Interview a health personnel about HIV/AIDS using the following guide questions:
  - What is HIV? What is AIDS?
  - What are the signs and symptoms of Human Immunodeficiency Virus ( HIV) and Acquired Immune Deficiency Syndrome (AIDS)
  - How can HIV/AIDS be spread from one person to another person?
  - What are the effects of HIV/AIDS to our body?
  - How can HIV and AIDS be prevented?

Report the information that you have gathered in class.  
Compare this with what you already learned in class.

## Activity 3 - I Believe

- After the activity you can make a compilation of facts and information about HIV / AIDS.
- Be ready to make an advocacy campaign about preventing HIV /AIDS.
- You need to be heard and speak out on the topic” **HOW can I be safe from HIV / AIDS.**”
- Tell the class what you believe



## Activity 4 - Just Say NO!

How to say no and remain friendly to someone you like?

Is it difficult for you to refuse? If somebody ask you to do risky behavior like drinking and smoking or even doing pre-marital sex , how will you refuse?

Throughout life you are likely to meet people who will persuade you to do things you do not want to do. How do you say no and still remain friendly with someone you like? Is it difficult for you to refuse? If somebody asks you to do risky behavior like drinking and smoking or even do pre-marital sex, how will you refuse?

The ability to say NO to unhealthful practices is called **Refusal Skills**.

The following are the different ways of saying **NO** to things that you don't want to do.

Technique of saying NO	The Response	What's Your Response?
Maintain eye contact and say NO firmly		
Be true to yourself and to your belief. Give reasons for saying NO.	Person A: Do you want to be my drinking buddy?  Person B: NO! I love my body. I don't want to die young.	
Walk away or avoid the situation	If you know that the group are doing risky sexual behavior that you don't want to do or join, then JUST don't GO	

Change the subject	Try suggesting something better to do with your time, Person B: Let's smoke. Person A: I think it would be better if we eat instead.	
Match verbal with non-verbal communication	Shake your head and say NO!	

**Give your personal Conclusion:**

Internalize how you will firmly refuse an offer to engage in risky behavior



For more skills on Refusal Skills Visit <http://www.thecoolspot.gov/index.asp>

**Activity 5**

Role-play the following situation showing how you can express feeling or thought on resisting pressures using refusal skills. Practice with your friend.

1. A friend inviting you to drink alcohol after school
2. Ramon told you to cut classes so you can attend a birthday party.
3. Carmen invited you to try smoking.

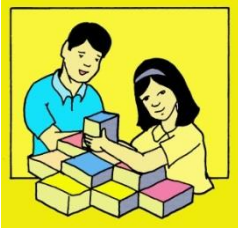


### Activity 6 - Check it out

1. Find out what government agencies are responsible for educating the public about HIV/ AIDS in our country. List them in your notebook and write their specific task/s.
2. How does the government protect the rights of people living with HIV/AIDS?
3. What services are available for people living with HIV/AIDS? How can they avail of these services?
4. What will be your behavior toward a person with HIV/AIDS? What will you tell her/him?

### Summative Assessment

Answer the summative test before you proceed.



## What to Transfer

### Activity 1

Let us apply what have you learn.  
Design a poster that tells teenager on  
how to avoid STIs and HIV/AIDs using  
Abstinence and Refusal Skill.



### Activity 2 - Applying Health Knowledge

1. Design a booklet or a health journal entitled "STI and HIV/ AIDS ALERT" that summarizes the major points presented in the lesson.
2. What steps should public health agencies take to further control the spread of STI and HIV/AIDS?
3. As a teenager, how will you avoid being infected by this disease?
4. **You will need parental involvement.** Ask your parent or another adult at home how they learned about blood donation, STIs and AIDS/HIV. Ask them about the accuracy of the information. Seek advice from your parents on how you can prevent being infected by HIV/ AIDS
5. **Community Involvement.** Find out what kind of services are available to help people who have HIV/AIDs in your community. Look also in your community measures they are doing in relation to Blood donations. Prepare a report to share your findings with your classmates

### Activity 3 - Thinking Critically

1. **Application.** Develop a law of your own that you think would be effective in the prevention and control of STIs HIV/AIDS. Explain your thinking.
2. **Application.** The only known way to prevent a kind of STI is to abstain from sexual contact. What strategies can you suggest that would be effective in telling this concept to teens who are already sexually active?

**Are you ready to answer the following questions?**

### Activity 4 - Critical Thinking

Imagine that you have a chance making solutions on how to decrease the number of HIV/ AIDS in our country, what are the three things that you will do?



- What shall we do to decrease the number of HIV/AIDS in our country?

What will I do to protect myself from contacting STI and HIV/ AIDS?

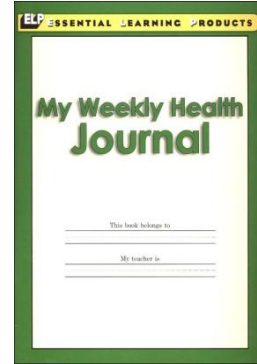


1. Write all your answers in your health journal.

2. Post your decisions in the form of sticker messages on the bulletin board or in any display board.

3. Suggest activities for you and your class to decide.

- a. You may want to present a theater presentation on how you will prevent and protect yourself from contacting STIs and HIV/AIDS.
- b. Organize a Parent's forum on STI and HIV/AIDS. Invite your teachers, and parents to this information campaign.
- c. Start a students' advocacy campaign on how teenagers can be protected from HIV AIDS



### Activity 5 - Independent Study

Check yourself. Reflect and Understand

After you complete the guided practice review and answer the questions below to review what you have learned

- a. In your own words, can you give the difference between HIV and AIDS.
- b. What are the four ways that HIV can be passed from one person to another person?
- c. If you become HIV positive, what will you do to prevent AIDS? And what will you do to live longer?
- d. AIDS is not curable but it is preventable. What are the best methods of prevention?
- e. Name two ways teenagers can do to reduce the risk of HIV infection.
- f. How can using alcohol and illegal drugs increase a person's risk of having HIV infection?

Use the chart below in answering the items

## Summary

Think back on something that you learned on this Learner'sModule. Reflect on the following questions and then write your answers on the box.

<b>1) What did you learn?</b>	
<b>2) How did you go about learning the lesson?</b>	<b>3) Why did you choose to learn it?</b>
<b>4) What/Who helped you learn it?</b>	<b>5) What hindered your learning?</b>
<b>6) How did you know that you had learned it?</b>	

## **Supplemental Readings**

RA 8504 OR THE PHILIPPINE AIDS LAW OR THE PHILIPPINE AIDS PREVENTION AND CONTROL ACT.

### **Article 1**

- The Government must promote education and information campaigns. Schools and non-formal education programs must include HIV/ AIDS education.
- The DOH must conduct public health education campaigns.
- The government must provide education for Filipinos going abroad.
- Employers, working with DOLE must develop workplace education and safety.
- The Department of Tourism must provide education for tourists and transients.
- LGUs must develop local HIV prevention and education efforts.
- Accurate information about prophylactics will be provided.
- It is against the law to give false or intentionally misleading information on HIV/AIDS.

### **Article 2**

- The Government will develop and promote safe medical practices
- All blood, organs, and tissue for donation will be tested. If it tests positive, it will be disposed of safely, and not used.
- The DOH will provide guidelines on safe surgery and medical procedures.

### **Article 3**

- The Government will provide appropriate confidential HIV testing.
- HIV testing can only be done with the consent of the person tested.
- The DOH will provide anonymous HIV testing



- Counseling will be conducted before and after testing
- The DOH will make adequate and affordable HIV testing available in all of the barangays in the Philippines.

#### **Article 4**

- The Government will ensure adequate health and support services for people with HIV.
- Hospitals will provide adequate care for persons with HIV.
- LGUs must provide community-based prevention and care efforts.
- Livelihood efforts will be made available for people with HIV.
- The DOH is to do STD prevention and control efforts.
- The DOH is to make sure that health insurance is available to people with HIV.

#### **Article 5**

- The Government will monitor HIV/AIDS
- The Government will establish an AIDSWATCH council.
- Reporting procedures will be developed to track HIV rates, while respecting client confidentiality.
- Contract tracing is permitted provided confidentiality is not breached.

#### **Article 6**

- Confidentiality will be protected on HIV status.
- All healthcare workers and anyone handling health records will strictly preserve patient confidentiality on HIV status, and the identity of people with HIV.
- HIV status can be shared by health officials in three circumstances; officials of the AIDSWATCH council, health workers who are involved in treatment and need to know for their own safety, and a judge if under subpoena for an official court case.

- HIV results may be given to the person tested, an official of the AIDSWATCH council, and a parent or guardian. It cannot be given to anyone else.
- Legal penalties can be provided for breaching confidentiality.
- People with HIV must inform spouses and sex partners as soon as reasonably possible.

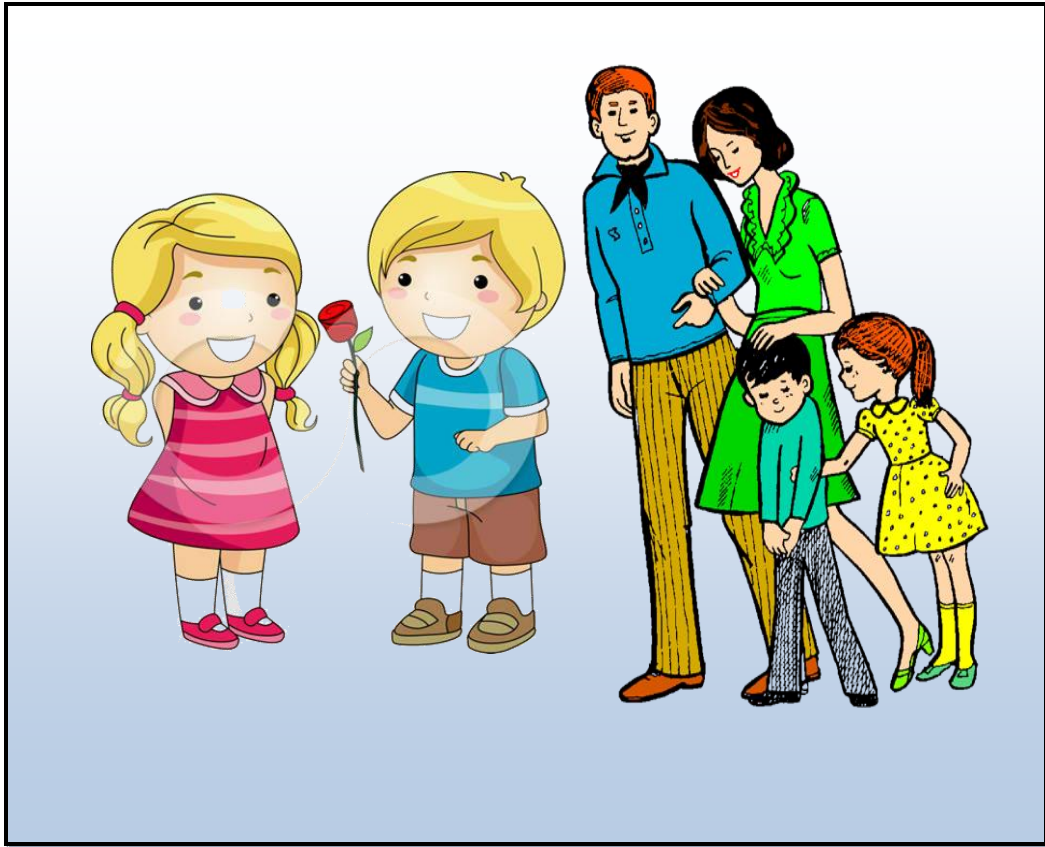
### **Article 7**

- Discrimination against people with HIV is illegal.
- Employers cannot discriminate in hiring, firing, promoting, or assigning based on actual or suspected HIV status.
- Schools are not allowed to refuse admission, punish students, or deny participation in activities based on real or perceived HIV status.
- A person with HIV has the legal right to travel, live, and lodge with the same freedom as any other citizen. Quarantines and other restrictions are illegal.
- A person with HIV has every legal right to seek public office.
- Credit services cannot be denied based on HIV status. Insurance cannot be refused based on HIV status, provided the person does not lie about their HIV status.
- Hospitals can health services cannot refuse treatment or discriminate based on HIV status.
- Decent burials cannot be denied based on HIV status.
- Legal penalties for discrimination will be enforced.

### **Article 8**

- The government will establish a Philippine National AIDS Council
- This council will be responsible for implementing the act and conducting all national AIDS performanc

## Unit II: Family Life



# Lesson 1 – Courtship, Dating, and Marriage

## Introduction

Family is a very important part of our everyday life. It helps us in improving our personality. It also helps us in shaping our life. It teaches us the value of integrity, love and honesty and provides us with tools necessary for success.

Do you know how your parents met and formed your family? Were you able to ask them their love story?

Family is considered a place where you can be yourself. It is a place where you are accepted for what you are. This is where you are completely tension free and everyone is there to help you. Family encourages you when you are surrounded by problems. It helps you survive through tough times and brings joy and happiness into your life.

Today, most people don't realize the importance of family; they prefer to spend most of their time with their friends. But when they are surrounded by problems, it is their family that helps solve them. At the time when even our best friends refuse to help us, it is our family that will help us. So it is very important for each and every individual to give importance to his/her family above anything else and enjoy spending time with family members.

Have you imagined yourself going through a process of dating, courtship, and marriage?

This module is designed for you to identify the importance of planning marriage in having a successful family life in the future.



## Objectives

At the end of the lesson, you 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



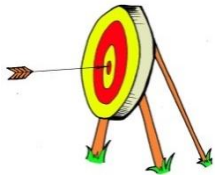
### LOOP-A-WORD

Loop as many words as you can that have something to do with marriage.  
Use the words in a sentence or give the meaning of each.

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

Dating  
Engagement  
Courtship  
Love  
Infatuation  
Marriage  
Friendship  
Pregnancy  
Newborn  
Family

*You did a good job! Now, think of what you wanted to achieve after running through this module.*



## Learner's Goals and Targets

You may now write your goals and targets for this lesson in a health notebook/diary:

### MY GOALS

- 1.
- 2.
- 3.
- 4.

>>> ARE YOU READY? READ ON. <<<



## What to Know

### Activity 1 - Hello Learners! Let's Do Picture-Connectivity.



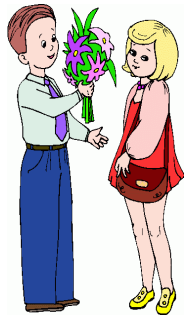
What words can you form out of these pictures?

How do these pictures apply to you?

Why is courtship and dating important in choosing a lifetime partner?

## Activity 2 -

What comes into your mind seeing the picture below? How does the picture appeal to you? Does it bring good feeling or bad feeling? Does it spell something? Give your assessment.



- 1.
- 2.
- 3.
- 4.

**Love** and **Infatuation** are both intense emotions that one feels for another person. These feelings are most often confused for each other by many people. But the two feelings differ in their actuality of love, intensity, and final outcome.

**Infatuation or crush** is the state of being completely carried away by unreasoning passion or love; addictive love. Infatuation usually occurs at the beginning of relationships when sexual attraction is central. **Love** can be described as a feeling of intense affection for another person. It is most often talked about as an emotion between two persons.

Comparison Category	Infatuation	Love
<b>Definition:</b>	Infatuation is the state of being completely carried away by unreasoning desire.	A decision to commit oneself to another and to work through conflicts instead of giving up. A deeper understanding or care.
<b>Associated</b>	Selfish uncontrollable	Decision to devote

<b>with:</b>	desire	yourself to another person for better or worse.
<b>Sub-Categories:</b>	Physical desire, crush, or lust , hormonal activity, addictive chemical reactions in the brain	Intimacy, commitment, security
<b>Symptoms:</b>	Urgency, intensity, sexual desire, anxiety, high risk choices, reckless abandonment of what was once valued	Faithfulness, confidence. Willingness to make sacrifices for another. Working at settling differences. Able to compromise so that either both win or at least give the other person's opinion a chance
<b>Feels like:</b>	All consuming euphoria similar to recreational drug use (addictive chemical reactions in the brain), stupidity (cupidity); Can risk everything for the next hit of adrenalin	A deep affection, contentment, confidence. Partners communicate and negotiate appropriate expectations. Requires a lot of selflessness and polite assertiveness.
<b>Person to Person:</b>	Reckless commitment to satisfy one's all consuming lust	Commitment to another
<b>Effect:</b>	Being controlled by brain chemistry; loss of ability to make rational evaluations	Steadfast decision to commit yourself to another person.



	of what is true, valuable and worthy of pursuit	

Comparison Category	Infatuation	Love
<b>Result:</b>	Emptiness, consequences of choices made while under the influence of mind numbing lust;	Security, peace, a solid partnership which can provide the ideal atmosphere to raise confident secure children; a more stable society; radical decrease in the need for welfare, jails, lawyers and mental health counsellors.
<b>Interdependency:</b>	Cannot be sustained without some portion of love and physical attraction, always desire to be close to that person at any cost.	Partnership
<b>Time Period:</b>	Takes off fast and furious like a spark in dry grass burns out quickly and can leave feelings of emptiness.	Long term offering of companionship and support

<source: [http://www.diffen.com/difference/Infatuation\\_vs\\_Love](http://www.diffen.com/difference/Infatuation_vs_Love)>

Attraction is admiration for someone that may include the desire to get to know that person better. Attraction usually takes place in the form of *infatuation* or crush. Infatuation is admiration for someone while not recognizing that person's flaws. Crushes usually last for only a short time, few weeks or maybe a few months. These feelings are completely normal and are part of becoming a young adult.

Most people begin to form romantic relationships based on love. Love is deep affection for someone and is based on a true desire for the other person's best interests. In a healthy relationship, the other person shares and responds with the same kind of love. Learning to develop, nurture and even deal with the loss of these relationships are important ways to prepare for adult relationships.

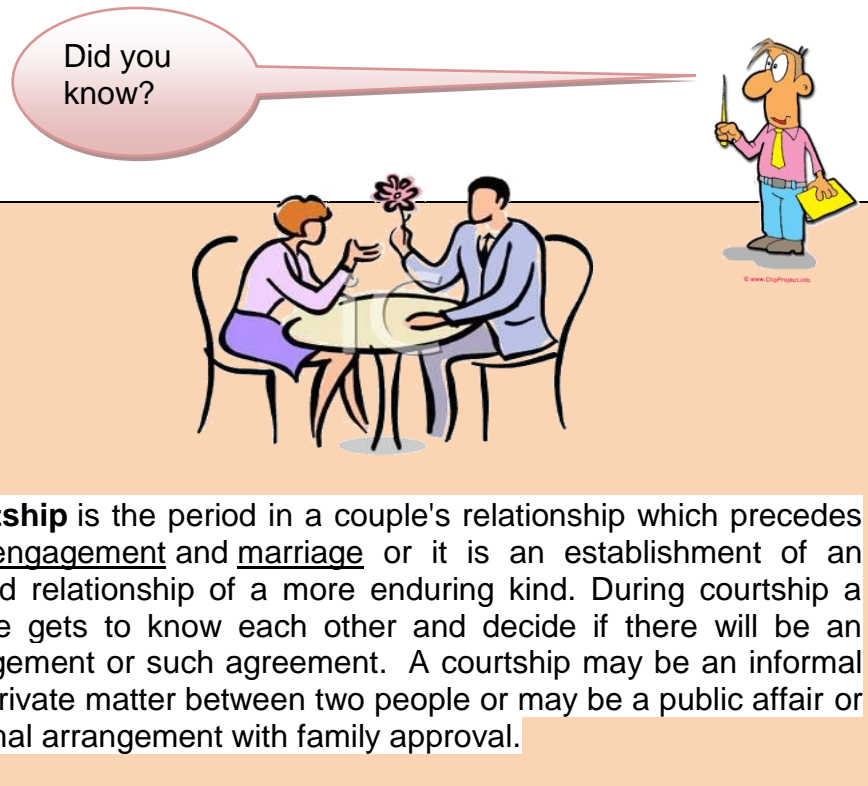
### **Activity 3:**

Here are three boxes which needs your views and to be shared to the class.

DEFINITIONS /  
MEANINGS /  
WORDS THAT YOU  
ASSOCIATE WITH  
COURTSHIP

PRACTICES  
ASSOCIATED  
WITH COURTSHIP

IMPORTANCE  
OF COURTSHIP



### Here are different traditional practices of courtship in the Philippines

<source: [http://en.wikipedia.org/wiki/Courtship\\_in\\_the\\_Philippines](http://en.wikipedia.org/wiki/Courtship_in_the_Philippines)>

#### Ilocos and Tagalog regions

In Ilocos, serenading is known as *tapat*, "to be in front of the woman's house" likely the same to *harana* and also to the *balagtasan* of the Tagalogs. The suitor begins singing a romantic song, then the courted lady responds by singing too.

*Rooster courtship*, a form of courting in Luzon is done differently. The rooster is assigned to be the "negotiator", wherein the male chicken is left to stay in the home of the courted to crow every single morning for the admired lady's family.

#### Bulacan

In the province of Bulacan in Central Luzon, the Bulaqueños have a kind of courtship known as the *naninilong* which means serenading from the basement. At midnight, the suitor goes beneath the nipa hut, a house that is elevated by bamboo poles, then prickles the admired woman by using a pointed object to catch the attention of the sleeping lady, after they converse in whispers.

#### Kalinga

The Ifugaos practice a courtship called *ca-i-sing* or *ebgan* to Kalingas and *pangisto* to Tingguians, where a man and a woman are separated into "houses". The house for the males is called Ato, while the house for

females is known as the *olog* or *agamang*. The man visits the woman's house to sing romantic songs and the woman reply to these songs also through singing. The courtship ritual is guarded by the elders who inform the parents of both parties about the progress of the courtship process.

#### Batangas

In [Batangas](#) a traditional eve of the wedding procession is done. The purpose is to bring the cooking ingredients for the celebration to the bride's home, where refreshments await.

#### Pangasinan

In [Pangasinan](#), folks utilizes the *taga-among*, which means "tamer", a form of love potions or charms which can be rubbed to the skin of the admired. It can also be in the form of drinkable potions. The suitor may also resort to the use of *palabas*, meanings [show](#) or [drama](#), wherein the woman succumbs to revealing her love to her suitor, who on the other hand pretends to commit [suicide](#) if the lady does not confess her true feelings.

#### Apayao

The [Apayaos](#) has a practice that allows a man and a woman to sleep together during the night. This is known as *mahal-alay*. This form of courting assists in assessing the woman's feeling for her lover.

#### Palawan

In [Palawan](#), they perform courtship through the use of love [riddles](#) or *pasaguli*. The purpose of the love riddles is to assess the sentiments of the parents of both suitor and admirer. After this *pabalic / pabalik* is done to settle the price in a form of [dowry](#) that will be received by the women from the courting man.

#### Visayas

When courting, [Cebuanos](#) also resort to serenading, called *balak*. They also write love letters that are sent through a trusted friend or relative of the woman. Presents are not only given to the woman, but also to her relatives. They also use love potions to win the affection of the woman.

Man from [Leyte](#) performs the *pangagad* or *paninilbihan* instead of paying a form of dowry during courtship. The suitor accomplishes household and farm chores for the family of the woman. The service normally lasts for approximately a year before the man and woman can get married. It is also referred to as *subok* - a trial or test period for the serving suitor. In [Bicol](#), it is called *pamianan*.

Mindanao

*Palabas, sarakahan tupul, or magpasumbahi*, is practiced by the [Tausugs](#) of Mindanao. A suitor would threaten to stab his heart while in front of the courted woman's father. If the father of the woman refuses to give her daughter's hand to the suitor, the suitor is smitten by a knife. The Bagobos, on the other hand, sends a knife or a spear as a gift to the home of the courted woman for inspection. Accepting the weapon is equivalent to accepting the man's romantic intention and advances.

[Pre-arranged marriages](#) and [betrothals](#) are common to [Muslims](#). These formal engagements are arranged by the parents of men and the women. This also involves discussions regarding the price and the form of the dowry. The Tausog people proclaims that a wedding, a celebration or announcement known as the *pangalay*, will occur by playing percussive musical instruments such as the *gabbang*, the [kulintang](#), and the [agong](#). The wedding is officiated by an [imam](#). Readings from the [Quran](#) is a part of the ceremony, as well as the placement of the groom's [fingerprint](#) over the bride's [forehead](#).

### Courtship Practices at the Age of Technology

- A suitor can court a woman through the use of cellphones. Frequent texting and calling one another develop their feeling of belongingness until such feeling develops into a deeper relationship resulting to love.
- A man can court a woman through *Facebook, Twitter, Skype* or other social networking sites.
- 

**Why is it important for couples to undergo a courtship?**

It gives one a chance and time to get to know better the character and background of one's future lifetime partner.

1. Courting gives time to understand one another.
2. It reveals one's interests, likes and dislikes limitations, and other aspirations in life.
3. It allows couples to decide whether they want to be committed.
4. It allows couples to know if they are ready to be committed.
5. It develops security.
6. It develops understanding and acceptance.



***And you should not forget this...***



## **Showing Affection**

Whether or not you are dating, there are many healthy ways for persons to show affection which may lead to courtship between persons, especially of the opposite sex who are physically and emotionally attracted with one another. It is an important part of being close friends to build trust and confidence with one another.

### **Activity 4 -**

**Identify the pictures of showing affection and give other examples.**



- ❖ 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 – Do You Know?

**In your activity notebook, copy and answer the following questions.**

- a. What does it mean to go on a date?
- b. What are the activities usually done during dates? How does it differ from a regular outing?

***Good job! Now you may continue to the next activity.***

## Activity 6 - Use of Metacards

You will be given a strip of cartolina where you can define dating, and write its advantages and disadvantages. Be ready to present and defend your ideas to your teacher.

**Did you know that...?**

### << DATING

- is a social activity which involves two or more people generally assessing each other's suitability for a potential relationship. Dating can also be enjoyed as part of an already active relationship. The word *dating* actually comes from the arranging of a time and date of meeting.
- is a form of courtship consisting of social activities done by two people, as partner in an intimate relationship or as a spouse.
- it refers to the act of meeting and engaging in some mutually agreed upon social activity, together, as a couple >.>

### **Types of Dating:**

- a. Standard date – involves two people
- b. Double date – two couples go on a date at the same time and place
- c. Group date – where any number of couples can enjoy a date

### **Importance of Dating**

- It forms affection and respect.
- It strengthens the relationship.
- It gives quality time to each other.
- It leads one to observe the other person's character.
- Provides an opportunity for one to know his/her strengths and weaknesses in dealing with the opposite sex.
- Dating in a relationship is important because it allows you to get to know the person you are in a relationship with, while having a

good time. Dating helps to reveal any potential problems you may have if pursuing a more serious relationship with a person, and it sets the foundation for marriage.

**In addition...**

**Going steady** is a period wherein the relationship between two people remains strong and well.

**Engagement** – a period of agreement entered between two people in love for them to be able to know each other and their families well enough to be sure that they are ready and are suited for life-long companionship. It provides opportunity to develop interpersonal skills useful before and even within marriage. Time of understanding and devoting much time to explore each other's strengths and weaknesses so they could adjust to one another.

### **Activity 7**

If you are engaged, which do you prefer, Long Engagement or Short Engagement period? Explain in front of the class.

😊😊 ***Wow! That is very nice. You have high standard expectations.  
Do you want to know more?  
Read on.😊😊***

### **Activity 8 - My Ideal Partner**

On a separate sheet of paper, draw, and color your ideal man / woman. Below your drawing, write the characteristics you expect from him / her.

**Marriage** is the most enjoyable human relationship. It is the most significant event that may happen to your life. It takes only two people, a man and a woman to unite and make a successful relationship as married couple.

Marriage is a lifelong partnership of a man and a woman. It is two unique individuals, who understand, respect, care, and love each other. It is a bond between two people who continue to grow and develop their best qualities as human beings.

Marriage is not a mere contract but an inviolable social institution. Its nature, consequences and practices are governed by law and not subject to stipulation except that the marriage settlements may to a certain extent fix the property relations during the marriage. (Civil Code of the Philippines)



Marriage is a cherished institution under which man and woman believe in one faith and children are conceived, raised, and nourished to become useful and productive citizens of the country and the world. It is essential to the continuity of the human race.

Filipinos view marriage as a sacrament and a lifelong commitment. Husband and wife work for the successful and harmonious relationship at home and among family members. Trust, respect, kindness, and love are essential factors to attain this goal.

**Factors Necessary to Consider in Choosing a Lifetime Partner to Work Out for Successful Married Life:**

1. Maturity
  - a) Can make good decisions
  - b) Responsible in handling relationships
2. Fidelity
  - a) Can make the relationship lasting
  - b) Sincere and true to his / her promises
  - c) Considers relationships sacred
3. Commitment
  - a) Can make peaceful and lasting relationship
  - b) Dedicated in fulfilling his / her responsibilities
4. Love
  - a) Strengthens relationship
  - b) Understands one is partner
  - c) Enduring
5. Economic Readiness
  - a) Aims for better future of the family
  - b) Financially stable
  - c) Good provider for the needs of the family
6. Physical Maturity
  - a) Proud of having good partner
  - b) Have healthy body
7. Character
  - a) Responsible and honest
  - b) Hard-working and industrious
  - c) Respectful and compassionate
  - d) God-fearing



### Did You Know?

#### EXECUTIVE ORDER NO. 209

#### THE FAMILY CODE OF THE PHILIPPINES

July 6, 1987

Marriage is a special contract of permanent union between a man and a woman entered into in accordance with law for the establishment of conjugal and family life. It is the foundation of the family and an inviolable social institution...

<Source: [www.chanrobles.com/executiveorderno209.htm](http://www.chanrobles.com/executiveorderno209.htm) >

The Family Code of the Philippines sets eighteen (18) as the age of majority of the Filipinos. However, for marriages between the ages of 18-21, the written consent of the parent is required. Without the written consent, the marriage is voidable.

A person who is between the ages 21-25 is obliged to ask their parents or guardian for advice and has to make a sworn statement that advice was sought and given. If there is no parental advice or if the advice is unfavourable, the marriage license is issued only after three months after the publication of the application for the license.

The marriage of persons who are below 18 years of age is void (not lawful, not legal) and therefore, no true marriage took place.

<Source: *Module 3: Sex Education, Early Marriage and Teenage Pregnancy*>

## Activity 9

Can you cite another law that strengthens the bond of a man and a woman as a couple? Share it by writing your ideas in your activity notebook. Remember to present it in class and to share it to your friends / classmates, relatives, or neighbours.



### RECIPE / INGREDIENTS OF A SUCCESSFUL MARRIAGE

1. Love
2. Understanding / Respect
3. Care
4. Loyalty
5. A Shared Philosophy
6. Cooperation
7. Growth
8. Involvement
9. Sharing and Giving
10. Communication

To achieve a better married relationship with a partner, communication must be exercised that may lead to mutual accommodation and adjustment.



### What to Process

## Activity 10

Read and answer the following questions. Share your answers in class.

1. What can you say about the article?
2. What does it want to tell you?
3. What lesson can you get from the article?

### Is it Love or Infatuation?

Infatuation is an instant desire. It is one set of glands calling to another.

Love is a friendship that has caught fire. It takes root and grows, one day at a time.

Infatuation is marked by a feeling of insecurity. You are excited and eager, but not genuinely happy. There are nagging doubts, unanswered questions, little bits and pieces about your beloved that you would just as soon not examine too closely it might spoil the dream.

Love is quiet understanding and the mature acceptance of imperfection. It is real. It gives you strength and grows beyond you to bolster your beloved. You are warmed by his/her presence even when he/she is away. Miles do not separate you. You want him/her nearer, but near or far, you know he/she is yours and you can wait.

Infatuation says, "We must get married right away! I can't risk losing you!"

Love says, "Be patient. Do not panic. Plan your future with confidence."

Infatuation has an element of sexual excitement. If you are honest, you can admit it is difficult to be in one another's company unless you are sure it will end - in intimacy.

Love is the maturation of friendship. You must be friends before you can be lovers.

Infatuation lacks confidence. When he/she is away you wonder if he/she is cheating. Sometimes you check.

Love means trust. You are calm, secure, and unthreatened. Your beloved feels that also and that makes him/her even more trustworthy.

Infatuation might lead you to do things you will regret later, but love never will.

Love is an upper. It makes you look up. It makes you think up. It makes you a better person.

(source: <http://www.drirene.com/isitlove.htm>)

## Activity 11 - Film Analysis

**Hi! Let's unwind and watch a video clip. After watching, read and answer the questions.**

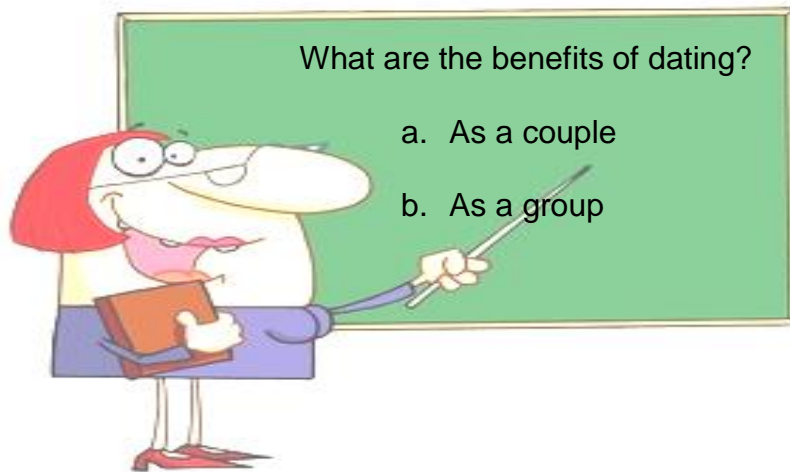
(Reference: <http://www.youtube.com/watch?v=VolwsYhOCTc> )



- What time of your life would you prefer courtship? Why?
- Is it necessary to undergo courtship? Why?
- Compare courtship before and at present times.
- Why do you think courtship at present times is faster and easier than before?
- Which do you prefer, courtship before or at the present times? Support your answer.

## Activity 12 - What You'll Do

In your activity notebook, write your answers to the question.



*Great job! Now you may proceed to the next activity*

### Activity 13 – Miniature Bulletin Board

Prepare a miniature bulletin board to express your stand on the issue dating is/not necessary in having a relationship.



### What to Reflect and Understand

### Activity 14: Sharing of Personal Experiences in Courtship

This activity will help you to reflect on your past experiences during courtship and to understand the nature of the boys and girls during courtship.

Procedure:

- Make a single circle, so that everyone will have a chance to talk and share his/her personal experiences.
- Close your eyes for one minute and reminisce the past.
- Each of you has one minute to share.

After the sharing, answer the following questions:

- How do you feel sharing your love story?
- Do boys and girls have the same style in courting the opposite sex?
- What can you say about courtship before and at present times?

*Excellent job! You are truly in love. Keep it up for the next activity.*



### Activity 15 – Poem Analysis

Let's Begin! Group yourselves into four. You will interpret the message of this poem. Your group is given 2-3 minutes for the presentation.

*"Don't think you can direct the course of love,  
For love, if it finds you worthy,  
Directs your course." - Khalil Gibran*

<source: [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) >

*Good work! Now you may proceed to the next Activity*

### **Activity 16**

Below are terminologies that you encountered earlier in the lesson, can you remember their meanings?

a. Fidelity

b. Commitment

c. Character

d. Maturity

e. Marriage

### **Activity 17 – Verse It Out**

Be with your groupmates and choose one verse that best suits your principles about marriage. The group will explain it in front of the class. You'll be given five minutes to explain your answer.

- a. **Mark 10:6-9** - "But at the beginning of creation, God made them male and female. For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh. So they are no longer two, but one. Therefore what God has joined together, let man not separate."
- b. **1 Corinthians 7:3** - "The husband should fulfill his marital duty to his wife, and likewise the wife to her husband."
- c. **Qur'an [24:32]** - "You shall encourage those of you who are single to get married. They may marry the righteous among your male and female servants, if they are poor. GOD will enrich them from His grace. GOD is Bounteous, Knower."
- d. **Qur'an [30: 12]** - "He has planted affection and mercy between you".

*Good job! Now you may continue to the next activity*

## Activity 18

Choose an issue below and discuss it in a group if you are in favour or not. You are given 10 minutes to conceptualize before you share it in front of the class.

1. Early Marriage
2. Live-in partners
3. Same sex marriage

## Activity 19: I Should Decide

If you do not find the characteristics in the person you like, will you still consider him / her your lifetime partner? Explain your answer in front of the class.



## Activity 20 - Am I Prepared?

Be with your groupmates and discuss your answers to the following questions. Remember to share your answers with others after 5-10 minutes.



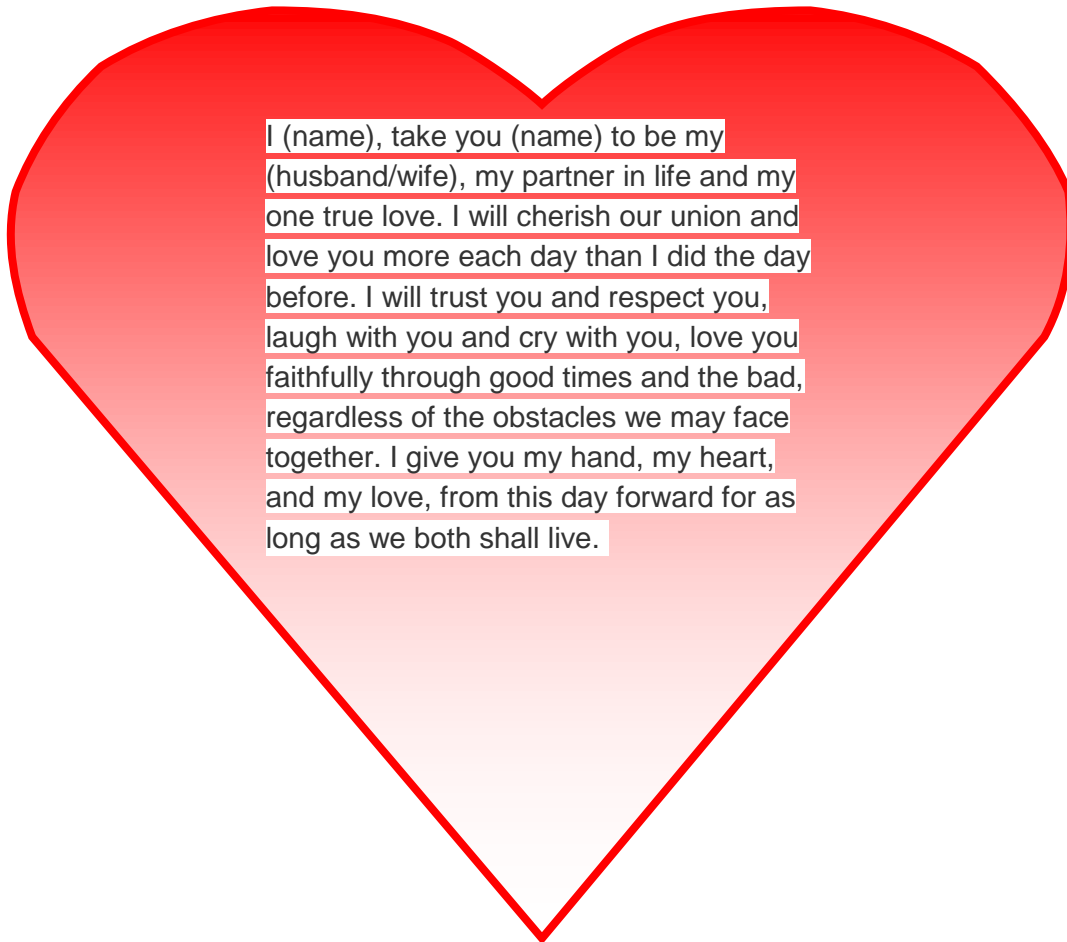
What is your concept of marriage?  
Do you know of persons who are married?  
How long had they been married?  
Tell something about their relationship.





## Activity 21 – Marriage Vows

Here is a copy of the marriage vows from a Protestant Church. A member of couples today, are choosing to write their own marriage vows printed in their wedding invitation. Can you recall some? Share it with your classmates. In the space provided, write your own version of the marriage vows that highlight what is important to you.



Now, reflect on this marriage vow. Do you like it? It's your turn to write your own marriage vows in your diary and explain why you chose the vows you have written.

*Excellent job! You are truly in love. Keep it up for the next activity.*



## What to Transfer

### Activity 22

To fully understand courtship before and at present times, form a group and decide on which to portray: how courtship is done before or at present times. Your group will be given five minutes to prepare for the presentation. Refer to the rubric below to be used in the presentation:

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					

*Very well! You may now enjoy your accumulated points. Let's continue with the next activity.*

### Activity 23 Debate

Be with your groupmates and prepare for a debate by reflecting on and answering these questions:

At what stage in one's life should one be allowed to go on dates? Do you think a Grade 8 student like you should already be allowed to go on dates? Justify your stand.

Assess your performance using this rubrics.

## Rubrics for Debate

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 on the presentation (eye contact, use of voice, etc.)	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 My Future Married Life

In your activity notebook, project on and write a description of yourself as a married person 10 years from now. Use the following questions as a guide.

1. How many children do you envision to have?
2. How would you be like as a husband / wife?
3. How do you see yourself as a parent?

## Activity 25 My Dream Family

Make your dream family by writing your plans and then draw your dream family in the box intended for it. Below the diagram, explain why you choose your dream family.

### MY PLANS



### MY DREAM FAMILY




## Activity 26 Reflection

Think of a successful married couple you know. This couple might be your parents, guardians, grandparents, aunt and uncle, or neighbours. In your activity notebook, copy and complete the chart by putting a check mark at the appropriate column after each question. Remember the points that contribute to the success of their marriage.

Name of Couple:			
Guide Questions	Always	Sometimes	Never
1. Do they communicate effectively?			
2. Do they respect each other?			
3. Do they have fun together?			
4. Are they committed to the marriage?			
5. Do they both make compromises?			
6. Are they friends with each other?			
7. Do they love each other?			
8. Do they appear to be attracted to each other?			

Focus questions:

- a. What do you think makes this marriage successful? Explain.
- b. What can you learn from the marriage? If you were to be asked, what would you do / follow when you get married to make your marriage successful?

## **Summary**

Choosing a lifetime partner involves some processes: crushes or infatuation, dating, courtship, and 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.

## Lesson 2: Pregnancy-related Concerns and Pre-natal Care

### Introduction

#### Pregnancy

Pregnancy is a time of many changes. Your body will go through a lot on the way to creating a new person.

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



### Objectives

At the end of the lesson, you 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 essential newborn protocols.
4. Recognize the advantages of breastfeeding.



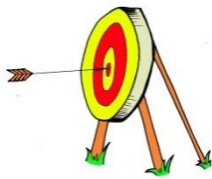
### Pre-Assessment

Choose the letter of the correct answer. Write it in your activity notebook.

- \_\_\_ 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
- \_\_\_ 2. The fertilized egg develops into a baby in the \_\_\_\_\_.  
A. Ovaries    B. Fallopian tube    C. Uterus    D. Stomach
- \_\_\_ 3. The developing human is called \_\_\_\_\_.  
A. Fetus    B. Zygote    C. Baby    D. Embryo

- \_\_\_ 4. The developing human is fed in the woman's womb through.  
A. Mammary gland   B. Placenta   C. Uterus   D. Bladder
- \_\_\_ 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 trimesters
- \_\_\_ 6. The phase of pregnancy that lasts from weeks to birth  
A. First trimester   C. Third Trimester  
B. Second Trimester   D. Second and third trimesters
- \_\_\_ 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
- \_\_\_ 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
- \_\_\_ 9. The best and ideal form of infant feeding is through \_\_\_\_\_.  
A. Breastfeeding   C. Mix feeding  
B. Bottle feeding   D. All of the above
- \_\_\_ 10. Lactation is the period of milk production initiated by what hormone in the mammary gland?  
A. Progesterone   C. Prolactin  
B. Estrogen   D. None of the above

*You did very well on this one. Keep it up!*



### **Learner's Goals and Targets**

In your health notebook / diary, you may now write your goals and targets for this lesson.

#### **MY GOALS**

- 1.
- 2.
- 3.
- 4.



## What to Know

### Activity 27

**WORD**



Pregnancy	Morning sickness	Complications
Discomfort	Trimester	Braxton Hicks Contraction
Health condition		

*Do you recognize the words above? Share what it means to the class.*



### A. New Beginning

After marriage, a couple's desire is to build a family. Humans are reproduced through sexual reproduction. In this kind of reproduction, the reproductive cells of man and woman join together to make a new human cell. This process is called fertilization.

Fertilization is a reproductive process wherein half of the genes of the father and mother combine to form a single cell; the new cell then divides and forms more cells. This ball of cells enters the uterus and attaches itself to the uterine wall. The attachment of the developing cells to the uterus is called implantation. Pregnancy is the time when a new cell is formed during fertilization, grows and develops into a baby in the woman's uterus. From the time that the ovum and the sperm cell unite until the end of the eight week, the developing human is called embryo. From the eight week until birth, the developing human is called the fetus. A normal pregnancy generally lasts until 9 months or 38-40 weeks.

Source: Teenage Pregnancy (Mccoy and Wibbelsman, 1992: 235-236)

An unplanned and unwanted pregnancy can cause emotional anguish, possible health risks, and in some cases, limited life options. Teenage pregnancies are premature because they occur in mothers who may be too young and/or immature to care for a child adequately. In such cases, the mother may be so young endangering pregnancy.



Consider this statistics:

1. Teens 15 and younger face a 60% higher risk of death during pregnancy and child birth than young mothers on the age of 20.
2. Babies born to young teenage mothers are two to three times more likely to die during their first year than babies born to older mothers.
3. Teen mothers are twice more likely to have low birth weight infants (at risk for physical and mental defects as well as increased risk of dying).
4. Seventy percent of teen mothers get no medical care at all during critical first months of pregnancy and 25% get no prenatal care at all. This is specifically dangerous because, while a teen may be able to conceive a baby, her body may not be quite ready for the stresses of pregnancy and child birth. Thus, she is at higher risk for complications like high blood pressure, toxemia, prolonged and difficult labor, more vaginal lacerations during childbirth, and more after-delivery complications and infections.
5. Even with good prenatal care, teenager mothers are more likely to have premature labor and to deliver low birth-weight babies.
6. Young teen mothers are likely to drop out of school and face high risk of unemployment, poverty, and dependence on parents.
7. If they marry due to pregnancy, their risk of break up or separation is high.
8. The young mother is more likely to be angered and disillusion by her baby's demands and may become an abusive parent. Each mother is a distinct individual. Some young women make wonderful mothers and manage to build satisfying lives for themselves. Unfortunately, these tend to be in minority. Chances are, if you are a pregnant teenager, young pregnancy is a problem for you and your family.

### Activity 28

Look at the pictures and spot their differences. Be guided by the questions below.

1: skinny pregnant woman

2: healthy pregnant woman



- a. Describe the pictures. Are they different?
- b. Why do you think they differ? Explain your answer.

*You did very well. Keep it up!*

## **Changes in the Mother's Body**

During pregnancy, a woman's body undergoes many changes. As soon as implantation happens, the mother's uterus releases special hormones, which is only released by the woman's body during pregnancy. Some of the hormones produced by the pregnant woman's body makes her nauseated, this situation is called "morning sickness" and usually lasts for 3 months. The same hormones make the woman's breasts enlarge and prepare to produce milk.

Over the 9-month period, the woman's uterus stretches to hold a full-sized newborn baby. This stretching makes her abdomen gets larger. A pregnant woman also experiences swelling of legs, difficulty in sleeping, restlessness, and irritability as the fetus gets larger. Many women, feel clumsy or uncomfortable too because of the changes taking place.

## **Nourishing the Baby**

Almost everything that goes into the mother's body enters her bloodstream and goes to the placenta. The placenta is an organ that grows in the woman's uterus during pregnancy and allows nutrients, gases, and wastes to be exchanged between the mother and the fetus. The mother's blood circulates on one side of the placenta, while the fetus blood circulates on the other side. Nutrients, fluids, and oxygen flow through the membrane from the mother to the fetus. Waste products and carbon dioxide flow across the placenta from the fetus to the mother.

During pregnancy, the fetus gets its nutrition from food that the mother eats. To ensure the health of the fetus, the mother needs to eat healthy foods and takes special vitamins. She should get regular medical check-ups to protect her health and the health of the growing fetus.

## **Normal physical changes and symptoms throughout pregnancy**

Although they can range from mild to severe, the following conditions are common during pregnancy:

- Fatigue
- Sleep problems
- Breast changes
- Hair changes
- Back pain and sciatica
- Hemorrhoids and constipation
- Stretch marks, itchiness, and other skin changes
- Hand pain, numbness, or weakness (carpal tunnel syndrome)
- Changes in vaginal discharge. A thin, milky-white discharge (leukorrhea) is normal throughout pregnancy. Also, the tissue lining of the vagina becomes thicker and less sensitive during pregnancy.
- Morning sickness
- Heartburn
- Varicose veins
- Leg cramps
- Pelvic ache and hip pain
- Nosebleeds and bleeding gums

	First trimester	Second trimester	Third trimester
Descriptions characterizing condition	<ul style="list-style-type: none"> <li>• Fatigue</li> <li>• Breast tenderness</li> <li>• Increased urination</li> <li>• Fullness or mild aching in the lower abdomen</li> <li>• Nausea with or without vomiting, also known as morning sickness</li> </ul>	<ul style="list-style-type: none"> <li>• Breast changes</li> <li>• Leg cramps</li> <li>• Back pain</li> <li>• Pelvic ache and hip pain</li> <li>• Stretch marks and other skin changes</li> <li>• Hemorrhoids and constipation</li> <li>• Heartburn (also a symptom of gastroesophageal reflux disease, or</li> <li>• Nosebleeds and bleeding gums</li> <li>• Hand pain, numbness, or weakness (carpal tunnel syndrome)</li> </ul> <p>Braxton Hicks contractions, which are "warm-up" contractions that do not thin and open the cervix (do not lead to labor)</p>	<ul style="list-style-type: none"> <li>• Braxton Hicks contractions, which are "warm-up" contractions that do not thin and open the cervix (do not lead to labor)</li> <li>• Fatigue</li> <li>• Back pain</li> <li>• Pelvic ache and hip pain</li> <li>• Hemorrhoids and constipation</li> <li>• Heartburn</li> <li>• Breathing difficulty, the expanding uterus is just below the rib cage, leaving lungs less room to expand.</li> <li>• Mild swelling of the feet and ankles (edema). Pregnancy causes more fluid to build up in the body. This, plus the extra pressure that uterus places on the legs, can lead to the swelling of the feet and ankles.</li> <li>• Difficulty sleeping and finding a comfortable position. Lying on the back interferes with blood circulation, and lying on the stomach isn't possible. Sleep on the side, using pillows to support your belly and between your knees. Later in your pregnancy, it is best to lie on your left side. When you lie on your right side or on your back, the increasing weight of your uterus can partly block the large blood vessel in front of your backbone.</li> <li>• Frequent urination, caused by an enlarged uterus and the pressure of the fetus on the bladder.</li> </ul>

## Phases of Pregnancy

The first trimester of pregnancy lasts from week 1 through week 12. Your first sign of pregnancy may be a missed menstrual period.

The second trimester of pregnancy (from week 13 to week 27) is the time when most women start to look pregnant and may begin to wear maternity clothes. By 16 weeks, the top of your uterus, called the fundus, will be about halfway between your pubic bone and your navel. By 27 weeks, the fundus will be about 2 in. (5 cm) or more above your navel.

You may find that the second trimester is the easiest part of pregnancy. For some women, the breast tenderness, morning sickness, and fatigue of the first trimester ease up or disappear during the second trimester, while the physical discomforts of late pregnancy have yet to start. Pressure on your bladder may be less as the uterus grows up out of the pelvis.

The third trimester lasts from week 28 to the birth. Many women have some discomfort during this time as their belly gets bigger. Sleep problems are common during this period.

## Complications of Pregnancy

Special Condition	Prevention and Management
Nausea / Improper body weight	small frequent feedings instead of three large meals and high carbohydrates, low fat foods such as crackers and jelly and liquids should be taken between meals
Toxemia	proper nutrition iron and folic acid prescribed by the physician
Morning sickness	folic acid prescribed by the doctor
Anemia	proper nutrition
Diabetes	fluid intake, proper nutrition, and exercise
Constipation	

## Birth

The passage of a baby from its mother's uterus to the outside of her body is called birth. During birth, the uterus contracts many times and pushes the baby through the vagina and outside the mother's body.

Labor is the process that lasts from the time contractions start until the delivery of the child and the placenta. Labor lasts a different amount of time for every woman and every pregnancy.

There are three distinct stages of labor:

- 1<sup>st</sup> Stage – Begins with the first contraction and lasts until the cervix has opened enough to allow the baby to pass through. Contraction happens every few minutes and lasts a minute.
- 2<sup>nd</sup> Stage – Starts when the cervix is completely open and lasts until the baby is delivered. During this period, contraction happens every 2-3 minutes. After the baby is born, the doctor cuts the umbilical cord. Healthy babies breathe and cry almost immediately.
- 3<sup>rd</sup> Stage – This is the final stage of labor. It is when the placenta is delivered. In this stage, the mother's uterine contractions push the placenta or "afterbirths" out of her body. At this time, the birth is completed.

In some cases, doctors have to deliver a baby by a cesarian section (CS). In this procedure, the doctor surgically removes the baby and the placenta from the mother's uterus. Cases like this happen when the mother cannot or is not capable of delivering a normal childbirth.



### Did You Know?

#### **Mother's role during and after pregnancy:**

- Avoid vices such as smoking and drinking alcoholic beverages.
- Avoid stressful activities.
- See to it that she gets the necessary pre-natal and post natal check-up.
- Do exercises like walking, yoga, etc.
- Eat nutritious food.

#### **Father's role during and after the pregnancy of the wife:**

- See to it that the mother gets the necessary pre-natal and post natal check-up.
- He must take care of the mother and the baby.
- He should see to it that the necessary immunizations as scheduled are strictly followed.
- He should provide healthy diet meals for the mother and the child.

## Additional information

### How to Take Care of a Pregnant Woman

Pregnant woman should be taken care of properly by doing the following:

- Accompany a pregnant woman in a daily exercise for motivation.
- Give fruits, vegetables, and lots of water.
- Listening to music relaxes a pregnant woman and the baby in her womb.
- Let her sleep on her left side.
- Go together with a pregnant woman during check-ups.



*You are very studious. I am positive you can work on these activities:*



### Activity 29 - What to Avoid During Pregnancy

When women are pregnant, they need to be very conscious of the food they eat and what they drink and the activities they engage in because more food, drinks, and activities may harm the child they are carrying.

The following is a list of actions performed during pregnancy. If the action mentioned is something that pregnant women should avoid, put a cross (X) mark on the space provided. If the activity is something that would be good for pregnant women, put a slash (/) mark. Remember to copy the table in your activity notebook.

#### Actions

- |   |       |
|---|-------|
| 1. drinking alcohol                           | _____ |
| 2. drinking milk                              | _____ |
| 3. dyeing hair                                | _____ |
| 4. cleaning the cat's litter box              | _____ |
| 5. drinking water                             | _____ |
| 6. eating varieties of fruits and vegetables  | _____ |
| 7. smoking cigarettes                         | _____ |
| 8. sitting in a sauna, steam room, or hot tub | _____ |
| 9. eating uncooked meat                       | _____ |
| 10. taking vitamin B (folic acid) daily       | _____ |
| 11. taking over-the-counter drugs             | _____ |

12. having an x-ray
13. drinking coffee
14. going for walks
15. eating sweets and junk foods

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### Activity 30 - Use of Metacards

1. Group A with violet metacard: Discuss the nutritional status of pregnant women and explain its importance.
2. For group B with green metacard: Discuss nutritional needs of lactating women and explain the importance of breastfeeding.
3. For group C with orange metacard: Discuss the nutritional needs of infants and explain the importance of providing them the needed nutrition.

Be informed of the following tasks you can choose from. Be with your groupmates and perform your task.

***Very good! Be ready for the next activity.***

### Activity 31 - What Shall I Eat?

Consider this question:

Do you know what a pregnant woman should eat?



Name at least five kinds of food that a pregnant woman should eat. Write your ideas in your activity notebook.

Pregnant women need to become aware of the food they eat. A baby in their womb absorbs all the nutrients a mother takes in.

#### IMPORTANCE OF MATERNAL NUTRITION

Maternal nutritional status affects the offspring's health development significantly during early embryogenesis, pregnancy, birth and lactation, and subsequently determines health during growth and even throughout adulthood. On the other end of the human lifetime scale, the importance of maternal nutrition expands into the time period before conception: Pre-conception nutritional status not only influences fertility, but also embryogenesis and life-long health. Predisposition for coronary heart diseases, type-2 diabetes mellitus, and hypertension can be caused by intrauterine adaptations to fetal malnutrition. Hence, optimizing nutrition for women during their reproductive period can be expected to have a great impact on the well being of the next generation.



## DIETARY PLAN DURING PREGNANCY

### Body Building Foods

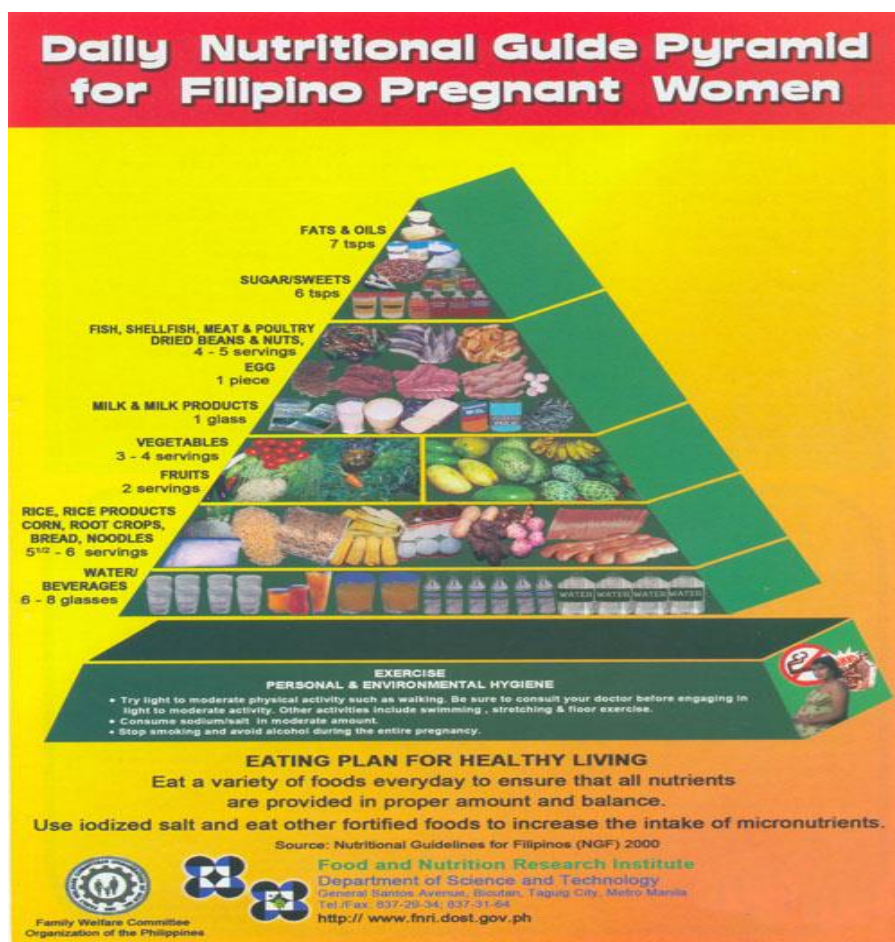
Fish, Meat, Poultry	4 matchbox-sizes
Milk	2/3 cup whole
Eggs	3-4/ week
Dried Beans & Nuts	1/2 cup cooked

### Energy-Giving Foods

Enriched rice	5 cup cooked
Root crops	1 small or 1/2 cup sliced
Sugar	7 teaspoon
Fat	6 teaspoons

### Regulating Foods

Green leafy and yellow vegetables	3/4 cup cooked
Vitamin C –rich foods	2 medium or 2 slices big fruit
Other fruits and vegetables	2 medium fruits and 2/3 cup cooked vegetables





## Activity 32 - Please Feed Me

In your activity notebook or a separate sheet of paper, copy and color the picture. Write down the needs of the baby as well.

### Baby's Needs:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



### Newborn

A new baby at home is exciting, but it can be scary, too. Newborns have many needs, like frequent feedings and diaper changes. Babies can have health issues that are different from older children and adults.

#### Essential Newborn Care

Protocol aimed to significantly reduce infant deaths in the country. Protocol can pave the way to the reduction of neonatal deaths. Essential Newborn Care is a comprehensive strategy to improve the health of the newborn through interventions before conception, during pregnancy, soon after birth and in the post natal period. This protocol will focus on the first few hours of life of the newborn with the manual guiding the health workers and medical practitioners in providing evidence-based essential newborn care.

The guidelines are categorized into the time bound and non-time bound plus unnecessary procedures.

**Time bound** procedures should be routinely performed first which are:

1. immediate drying
2. skin to skin contact
3. clamping of the cord after 1-3 minutes
4. non-separation of the newborn from the mother
5. breastfeeding initiation

**Non-time bound** interventions include:

1. immunizations
2. eye care
3. vitamin K administration
4. weighing
5. washing
6. routine suctioning
7. routine separation of newborn for observation
8. administration of prelacteals like glucose water or formula.

New born babies should undergo a newborn screening as reflected in

REPUBLIC ACT NO. 9288  
AN ACT PROMULGATING A COMPREHENSIVE POLICY AND A  
NATIONAL SYSTEM FOR ENSURING NEWBORN SCREENING

Newborn means a child from the time of complete delivery to 30 days old.

**Newborn screening:** Newborn Screening (NBS) is a simple procedure to find out if the baby has a congenital metabolic disorder that may lead to mental retardation or even death if left untreated.

**Importance of newborn screening:** Most babies with metabolic disorders look "normal" at birth. By doing NBS, metabolic disorders may be detected even before clinical signs and symptoms are present. And as a result of this, treatment can be given early to prevent consequences of untreated conditions.

**When is screening done?:** Newborn screening is ideally done on the 48<sup>th</sup>, to 72nd hour of life. However, it may also be done after 24 hours from birth.

**How is newborn screening done?:** A few drops of blood are taken from the baby's heel, blotted on a special absorbent filter card and then sent to Newborn Screening Center (NSC).

**Who will collect the sample for newborn screening?:** The blood sample for NBS may be collected by any of the following: physician, nurse, medical technologist, or trained midwife.

**Where is newborn screening available?:** Newborn screening is available in hospitals, lying-ins, rural health unit, health centers, and some private clinics. If babies are delivered at home, babies may be brought to the nearest institution offering newborn screening.

**When are newborn screening results available?:** Results can be claimed from the health facility where NBS was availed. Normal NBS results are available by 7 - 14 working days from the time samples are received at the NSC. Positive NBS results are relayed to the parents immediately by the health facility. Please ensure that the address and phone number provided to the health facility are correct. A NEGATIVE SCREEN MEANS THAT THE NBS RESULT IS NORMAL. A positive screen means that the newborn must be brought back to his/her health practitioner for further testing.

**What should be done when a baby is tested a positive NBS result?:** Babies with positive results must be referred at once to a specialist for confirmatory testing and further management. Should there be no specialist in the area; the NBS secretariat office will assist its attending physician.

### What are the disorders tested for newborn screening?

The disorders tested for newborn screening are:

1. Congenital Hypothyroidism (CH)
2. Congenital Adrenal Hyperplasia (CAH)
3. Galactosemia (GAL)
4. Phenylketonuria (PKU)
5. Glucose-6-Phosphate-Dehydrogenase Deficiency (G6PD Def.)

### The behavioural development of a healthy baby:

0 -1 month	suckles and smiles
2-3 months	vocalizes and controls head
4-5 months	controls hand and rolls over
6-7 months	sits briefly and crawls
8-9 months	grasps and pulls up
10 – 11 months	walks with support and stands alone

Here is a table of immunizations a baby should have:

Kind of Immunization	Age of Immunization
BCG (Anti-TB)	0-1 month old and 7 years old
OPV (Anti-Polio Vaccine)	0-½ month, 2½ months, 32 months
DPT (Anti-diphtheria, pertussis and tetanus)	1 ½ months, 2½ months, 32 months
Hepa B vaccine	1 ½ months, 2½ months, 32 months
MMR (measles, mumps, rubella)	9 months to 1 year

### How will you assess a newborn baby?

APGAR SCORE for assessing newborns			
CRITERIA	0	1	2
Color	Pale or blue	Pink body, blue extremities	Pink body and extremities
Heart Rate	Absent	Less than 100 beats per minute	Greater than 100 beats per minute
Respiration	Absent	Slow and irregular	Good breathing with crying
Reflex Response	Absent	Grimace or noticeable facial movement	Coughs, sneezes or pulls away
Muscle Tone	Absent	Some flexion of extremities.	Active and spontaneous movement of limbs

### Daily Dietary Allowances for Infants

Breastmilk for a newborn, 0-6 months, is sufficient to meet the nutritional needs.

**?** *Can you still remember the dietary allowance for infants? Let us see.  
Here is an exercise for you.*

### Activity 33 - Baby Cup

On a separate sheet of paper or activity notebook, draw a baby cup and indicate the nutrients needed by an infant for daily meal.

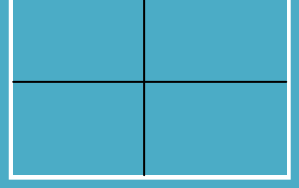
### Activity 34 – Keywords

Using the letters in the word INFANT, form a keyword that you should remember in meeting the needs of a baby.

I - \_\_\_\_\_  
N - \_\_\_\_\_  
F - \_\_\_\_\_  
A - \_\_\_\_\_  
N - \_\_\_\_\_  
T - \_\_\_\_\_

### Activity 35 - Window

Consider the following questions and answer them in your health notebook.

- |        |  |  |
|--------|--|--|
| Window | 1: What can you say about breastfeeding? Where did you learn the word breastfeeding? |  |
| Window | 2: How about bottle feeding? What benefits can you get from it?                      |  |
| Window | 3: Which is more important, “breastfeeding” or “bottle feeding”? Why?                |  |
| Window | 4: If you were a mom, which feeding would you choose? Why?                           |  |

*That's good!  
You are already on your way to deeper exploration of our lesson.*

Republic Act No. 7600

This Act shall be known as "The Rooming-In and Breast-Feeding Act of 1992."

**BREASTFEEDING**

It is the traditional and ideal form of infant feeding, meeting an infant's nutritional needs for his first four to six months of life. Human milk is clean. It lowers the risk of intestinal illness and general infection. Mother's milk provides a host of protective factors both cellular and hormonal. Breastmilk contains antibodies that helps the immune system of the infant strong. It is non-allergenic and easily digested.

The State adopts rooming-in as a national policy to encourage, protect, and support the practice of breastfeeding. It shall create an environment where the basic physical, emotional, and psychological needs of mothers and infants are fulfilled through the practice of rooming-in and breastfeeding.

Breastmilk is the best food since it contains essential nutrients suitable for the infant's needs. It is also nature's first immunization, enabling the infant to fight potentially serious infections. It contains growth factors that enhance the maturation of an infant's organ systems.

**LACTATION**

It is the period of milk production initiated by the prolactin hormone in the mammary glands. The mother's milk is bluish and watery. It has approximately 67 Kcalories / 100 mL or 20 Kcalories/ oz. and 1.2 grams protein per 100 mL. An average of 850 mL of mother's milk is produced everyday. The first thick yellowish fluid that comes out from second to the fifth day after delivery is called colostrum. It should be given to all newborns because of its high protein contents. Healthy childcare entails breastfeeding of the baby.

## Remember:

The advantages of breastfeeding are:

- It is economical and nutritious.
- It promotes emotional bonding between the child and the mother.
- Mother's milk has an antibody that protects the infant from certain diseases.

## What are the nutrients a baby can get from a mother's milk?

Nutrient	
• Kilocalories	67.0
• Protein (gm)	1.1
• Vitamin A (I.U)	240.0
• Vitamin D (I.U)	42.0
• Vitamin E (I.U)	0.56
• Vitamin C (mg)	5.0
• Folacin (mg)	0.018
• Niacin (mg)	0.2
• Riboflavin (mg)	0.04
• Thiamin (mg)	0.01
• Vitamin B6 (mg)	0.011
• Vitamin B12 (µg)	-----
• Calcium (gm)	0.033
• Phosphorus (gm)	0.014
• Iodine (µg)	-----
• Iron (mg)	0.1
• Potassium (mg)	51.0
• Magnesium (mg)	4.0

*You are a smart student. Be ready for the next activity.*



## What to Process

### Activity 36 – Article Analysis

LEGAZPI CITY, Albay - Teenage pregnancies in the Philippines surged by 70 percent over one decade, a ranking official of the United Nations Population Fund Agency (UNFPA) said on Monday.

Ugochi Daniels, UNFPA country representative, said the rising number of teenage pregnancies in the country is an area of concern that the agency is giving serious attention to, exposing as it does adolescent girls (10 to 19 years old) to high risk.

Daniels said a strong advocacy campaign is needed to educate and advise young Filipinas about the dangers posed by early pregnancies, and to inform them about reproductive health (RH) in general.

She added that the teen pregnancy concern, if not given focus, can derail and affect the country's program targets with respect to its Millennium Development Goals (MDGs).

At 53 births per 1,000 women aged between 15 and 19, the teenage pregnancy rate in the Philippines is the highest among ASEAN six major economies, the United Nations Population Funds 2011 annual report says.

Government statistics on female adolescent pregnancies indicates that the total number of annual births changed little over the preceding 10 years, but the number of teenage pregnancies rose 70 percent, from 114,205 in 1999 to 195,662 in 2009.

Based on data compiled from birth certificates, of the 1.75 million live births in 2009, the latest review year, over 11 percent involved teenaged mothers.

On Monday, Daniels and Albay Governor Joey Salceda signed a Letter of Understanding (LOU) to jointly undertake population development programs in Albay.

Salceda said the joint partnership carries a P40-million funding spread over a five-year project timeline starting this year. He said the fund will be used to carry out reproductive health projects in the 15 towns and three cities of the province.

The project involves an information-education campaign on RH on women, youngsters, trainings, and the pursuit of MDG components on maternal health, reduction of child mortality, promotion of gender equality, combating HIV/AIDS, and eradication of poverty.

<source: <http://www.interaksyon.com/article/30434/teenage-pregnancies-in-philippines-rise-70-percent-over-10-years---unfpa>>

Be with your groupmates, and read the article together. Remember to use the questions below as your guide.

Guide Questions:

1. What is the moral lesson of this article?
2. What should you do if someone in your family got pregnant at your age? Why?
3. When is the right age to get pregnant? Justify your answer.
4. Are you in favour of teenage pregnancy? Support your answer.
5. What are the effects of early pregnancy?

### Activity 37

If you were on the shoes of a pregnant woman, think of some keywords or health tips that you should remember during the phases of your pregnancy. Write them in your health activity notebook.

Pregnancy

- a. First trimester
- b. Second trimester
- c. Third trimester

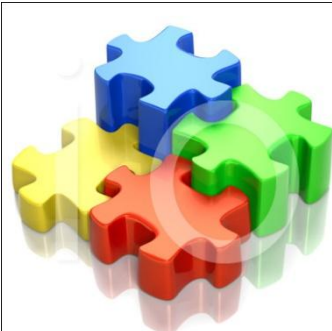
### Activity 38 - Newspaper Collage

Cut pieces of old newspaper and form these into a food pyramid for pregnant woman and paste it in a clean sheet of paper. Present it to the class.

### Activity 39 - Jigsaw Puzzle

Be with your groupmates. Look at the figure inside and answer these guide questions:

1. What figure have you formed?
2. Where do you think it came from?
3. What are the responsibilities of its co-creators?
4. How do married man and woman form another human being?





## Activity 40 - Brainstorm

Are you / are you not in favour of breastfeeding? Be with your groupmates and discuss ideas with them. Share your group's standpoint with others.



### What to Reflect

## Activity 41: Alisa's Dilemma

Read the situation carefully. Reflect on the focus questions. Copy and write answers to the questions in your activity notebook.

Alisa is a 14 year-old girl who grew up in the province. When she was in grade eight, her aunt took her to Pasay to be a househelper in the morning and to study at night in the nearby public school. While studying, she fell in love with one of her classmates who is older than her. They got married and lived in the squatter area of Baclaran. She got pregnant but because her husband's salary is below minimum wage she did not go to any clinic or hospital for prenatal check-up. She saved money for the coming of the baby. She gave birth in a public lying-in clinic to an underweight child with several health complications. Alisa and her husband got so scared about their child's condition.

Focus questions:

1. What could have prevented the poor health condition of the child?
2. What government agencies could have helped Alisa during her pregnancy?
3. What insights and realization did you gain from the story?

## Activity 42 - I Got It!

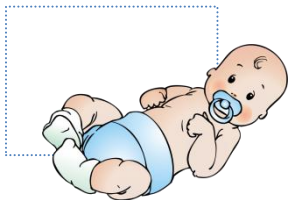
Read and reflect on the following questions. Write your answers in your activity notebook.



1. Why do pregnant women need to guard their diet?
2. Give and explain the importance of maternal nutrition during pregnancy.
3. What foods are recommended for pregnant woman?



## Activity 43 - Child of My Own



Cut a picture of a baby and paste it in your diary. Write down some features that you wanted to have for your future baby. (e.g., sharp nose, big eyes, dark skin, etc.) Explain.

## Activity 44: Needs of the Baby

If you will have your own baby in the future, what are the needs you should provide him/her? List down at least ten in your diary.

### List of Baby's Needs

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



### Activity 45

If you were given a chance to become a politician and creates a bill for breastfeeding, what particular programs would you implement or support? List them according to preference. Explain your reasons for choosing such programs. Do this in your notebook.

Programs Listed Based on Preference	Reasons for Choosing the Programs
1. 2. 3.	1 2. 3..

### Activity 46

Cut out some advertisements about breastfeeding from newspapers / magazines and explain how these support breastfeeding.

### Activity 47

Imagine that a lactating woman is invited by her bestfriend to a party. In the party she was offered an alcoholic drink and cigarette. Give three (3) examples of what she could say or do to refuse drinking and smoking. Explain why refusal is necessary.



### What to Transfer

### Activity 48

If you were a politician, what law would you like to impose for the care of pregnant women? Share your answer/s with your classmates.

### Activity 49 - Pregnant Woman's Meal Plan

Prepare a one week meal plan for a pregnant woman. Justify your answer. Copy the following table in your notebook and fill it out with entries called for.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Breakfast							
Snack							
Lunch							
Snack							
Dinner							

### Activity 50 - Paper Plate

Cut out pictures of different foods and paste them on a paper plate. Remember that these foods are what a woman should be eating during pregnancy.

### Activity 51 - Sing a Song

#### **Anak**

by Freddie Aguilar

Nang isilang ka sa mundong ito  
Laking tuwa ng magulang mo  
At ang kamay nila ang iyong ilaw  
At ang nanay at tatay mo'y  
Di malaman ang gagawin  
Minamasdan pati pagtulog mo  
At sa gabi'y napupuyat ang iyong nanay  
Sa pagtimpla ng gatas mo  
At sa umaga nama'y kalong ka  
Ng iyong amang tuwang-tuwa sa iyo

Ngayon nga ay malaki ka na  
Nais mo'y maging malaya  
Di man sila payag  
Walang magagawa  
Ikaw nga ay biglang nagbago  
Naging matigas ang iyong ulo  
At ang payo nila'y sinuway mo  
Di mo man lang inisip na  
Ang kanilang ginagawa'y para sa iyo  
Pagkat ang nais mo'y  
Masunod ang layaw mo  
Di mo sila pinapansin

Nagdaan pa ang mga araw  
At ang landas mo'y naligaw  
Ikaw ay nalulong sa masamang bisyo  
At ang una mong nilapitan  
Ang iyong inang lumuluha  
At ang tanong, "anak, ba't ka nagkaganyan"  
At ang iyong mga mata'y biglang lumuha ng di mo  
napapansin  
Nagsisisi at sa isip mo'y  
Nalaman mong ika'y nagkamali  
Nagsisisi at sa isip mo'y  
Nalaman mong ika'y nagkamali  
Nagsisisi at sa isip mo'y  
Nalaman mong ika'y nagkamali

### Basic Singing Skills Rubric

	0	1	2	3
<b>Posture</b>	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
<b>Breathing</b>	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
<b>Phonation</b>	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)

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## Activity 52 - Music Messages of Love

Sing the popular song, “Ugoy ng Duyan”, while pretending to breastfeed a baby. Repeat it for several times. What do you think may be the effects of the song to the baby? Why? Write your ideas in your health activity notebook.

### Ugoy ng Duyan

Sana'y di nagmaliw ang dati kong araw  
Nang munti pang bata sa piling ni nanay  
Nais kong maulit ang awit ni inang mahal  
Awit ng pag-ibig habang ako'y nasa duyan

Sana'y di nagmaliw ang dati kong araw  
Nang munti pang bata sa piling ni nanay  
Nais kong maulit ang awit ni inang mahal  
Awit ng pag-ibig habang ako'y nasa duyan

#### Refrain:

Sa aking pagtulog na labis ang himbing  
Ang bantay ko'y tala, ang tanod ko'y bituin  
Sa piling ni nanay, langit ay buhay  
Puso kong may dusa sabik sa ugoy ng duyan

Sana'y di nagmaliw ang dati kong araw  
Nang munti pang bata sa piling ni nanay  
Nais kong maulit ang awit ni inang mahal  
Awit ng pag-ibig habang ako'y nasa duyan

Sa aking pagtulog na labis ang himbing  
Ang bantay ko'y tala, ang tanod ko'y bituin  
Sa piling ni nanay, langit ay buhay  
Puso kong may dusa sabik sa ugoy ng duyan  
Nais kong matulog sa dating duyan ko, inay  
Oh! Inay

## **Summary/Synthesis/Generalization**

Obviously, in this module you have learned that changes in the mother's body during pregnancy are evident due to the developing fetus.

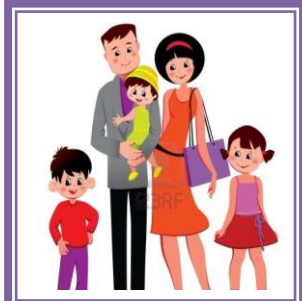
Pregnant woman should watch for her health, she should submit herself to regular check-ups and healthy lifestyle to give the baby sufficient nutrition.

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.



## Lesson : Responsible Parenthood



### Roles and Responsibilities of Parents, and Successful Family life

#### Aim

Understand that responsible parenthood involves the choice of a partner, decisions on how many children to have and when to have them (based on family resources) and providing for the needs (physical and emotional) of the children throughout their development.

#### Basic concepts

The size of a family should be decided by both parents together, based on their available resources and the standard of living they wish to achieve.

Even though young people may be physically able to become parents at a very early age, being a responsible parent means waiting until the health of the mother will not be endangered by pregnancy and until both parents are emotionally mature and able to deal with the needs of a family.

By waiting to get married and have children, young people can give themselves more time to pursue the things that can help to make them better partners education, employment, personal maturity, self-confidence, etc.

Spacing the birth of children helps to protect the health of the mother and allows both parents more time to give each child the attention and affection he or she needs.

#### 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 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.

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



## Objectives

At the end of the lesson, you 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 the health of the family.
4. Examine the important roles and responsibilities of parents in child rearing and care.
5. Explain the effects of rapid population growth on the health of the nation.
6. Propose ways on how to plan an ideal family size.



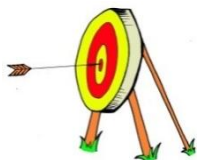
## Pre-Assessment

Be with your groupmates. Read the statements and discuss the truth or falsity of each. Justify your answer.

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

*Wow! You are a very smart student.*

*Now, you can write down the goals you want to achieve*



## Learner's Goals and Targets

You may now write your goals and targets for this lesson in your health notebook/diary:

### MY GOALS

- 1.
- 2.



## What to Know



### Activity 53 – Thumbs Up or Thumbs Down

Hello! Let's play *Thumbs Up, Thumbs Down*. Read the statements below. Sign THUMBS UP if you agree with the statement and THUMBS DOWN if not. Explain the reason for your answer.

- \_\_\_\_\_ 1. Mom and Dad provide my basic needs.
- \_\_\_\_\_ 2. Security is the priority of my parents.
- \_\_\_\_\_ 3. Parents give love and care to their children.
- \_\_\_\_\_ 4. We live under the bridge because our parents are jobless.
- \_\_\_\_\_ 5. I get what I want from my parents.

Parenthood is the state of being a parent. Traditionally, it means being a father or mother of the biological child. When adoption is involved, the parents are the legal father and mother of the child.

Responsible parenthood is the will and ability to respond to the needs and aspirations of the family.

Responsible parenting is defined as the series of decisions couples make to ensure the best possible life for the family and for the community to which the family belongs. It is the ability of the parents to raise children in the Filipino way and to satisfy the social, economic, and religious responsibilities of a family. Parenting also includes the inculcation of values and instilling of discipline.

<source: Population and Education Teaching Module 2009>

Parenthood is a great responsibility or task. It is not a role which can be successfully played on the basis of chance. It is a status where responsible couples arrive at after making a decision to have a family.

There are several points when thinking of parenthood:

- 1. Happiness and stability of the marriage.  
The relationship of the couple should be satisfactory because a child's arrival may only become another source of marital stress and misery.
- 2. Physical and emotional readiness of both partners for parenthood.

A wife should be physically and emotionally prepared to give birth to a healthy child and the husband should be mature enough to carry out his responsibilities.

3. Financial stability.

The cost of living gets higher as the new born child completes the family and it depends to his parents.

What do we mean by responsible parenthood?

An important part of growing up is learning to make decisions about our lives. Part of decision- making means taking responsibility for our own actions and understanding that our decisions affect the lives of other people. In order to make responsible decisions, a person needs accurate and reliable information. Decisions about family size and child spacing should be made by the mother and father together as they will affect both of their lives.

The situation of every person and each couple is different. Therefore, there cannot be a set of rules or guidelines which can be applied to everyone. Couples need to make their own decisions regarding responsible behaviour. However, discussions within the youth group and advice and counseling from adults can help youth to make good decisions.

Establishing a family is a very important decision that demands emotional, intellectual, social, physical, and economic preparation. Motherhood and fatherhood are not simply tasks for which we are "naturally equipped"; they require preparation and maturity.

Responsible parenthood includes the process of deciding how to choose our partners, when to form families, when to have the first child, child spacing, how many children to have in all, etc. But responsible parenthood does not end with decisions about how many children to have and when to have them. Responsible parenthood includes all the decisions we take to ensure the best possible lives for ourselves and our children.

Children have special needs that often can be neglected if not carefully planned for. Beyond their need for appropriate nutrition, children also need emotional support and affection, mental stimulation, social involvement, and recreation.

## Activity 54 - Slogan-Making

Create a slogan expressing the responsibilities and roles of parents

### Duties and responsibilities of parents

- Provision of physical care and love  
The duty and responsibility starts during the prenatal stage. The physical, emotional, and mental health of children depends on the quality of prenatal care they received.
- Inculcating discipline  
Parents should be role models in inculcating discipline in their children. Children should be trained to think and reason out for themselves and be able to distinguish between right and wrong. They should learn to accept limitations, to appreciate the value of freedom with responsibility and understand the requirements of living happily and peacefully with other people
- Developing social competence
- Education
- Citizenship training
- Financial aspect of responsibility
- Spiritual formation

## Activity 55 - Balloon of Roles

Below are balloons where you will write the roles and responsibilities of each member of the family. Color those balloons with the role that you think can help you achieve a healthy family. Use the following colors: red- father's roles , yellow- mother's roles and green- child's roles



**Table of Responsibilities**

<b>Toward Self</b>	<b>Toward Spouse</b>	<b>Toward Children</b>	<b>Toward Parents</b>
Takes care of one's:  -Health -Career -Education	-provides / addresses the needs of spouse: emotional, social, economic, etc.	Parents -care for children -perform domestic tasks (e.g., cooking, cleaning the house, etc.) -earn a living -send children to school -keep children in good health	Young children: -help in household chores -study hard -care for siblings and the elderly  Older children: -Take care of older parents

## Activity 56

Reflect on the essence of the following quotations and answer the following questions. Remember to write your answers / ideas in your activity notebook.

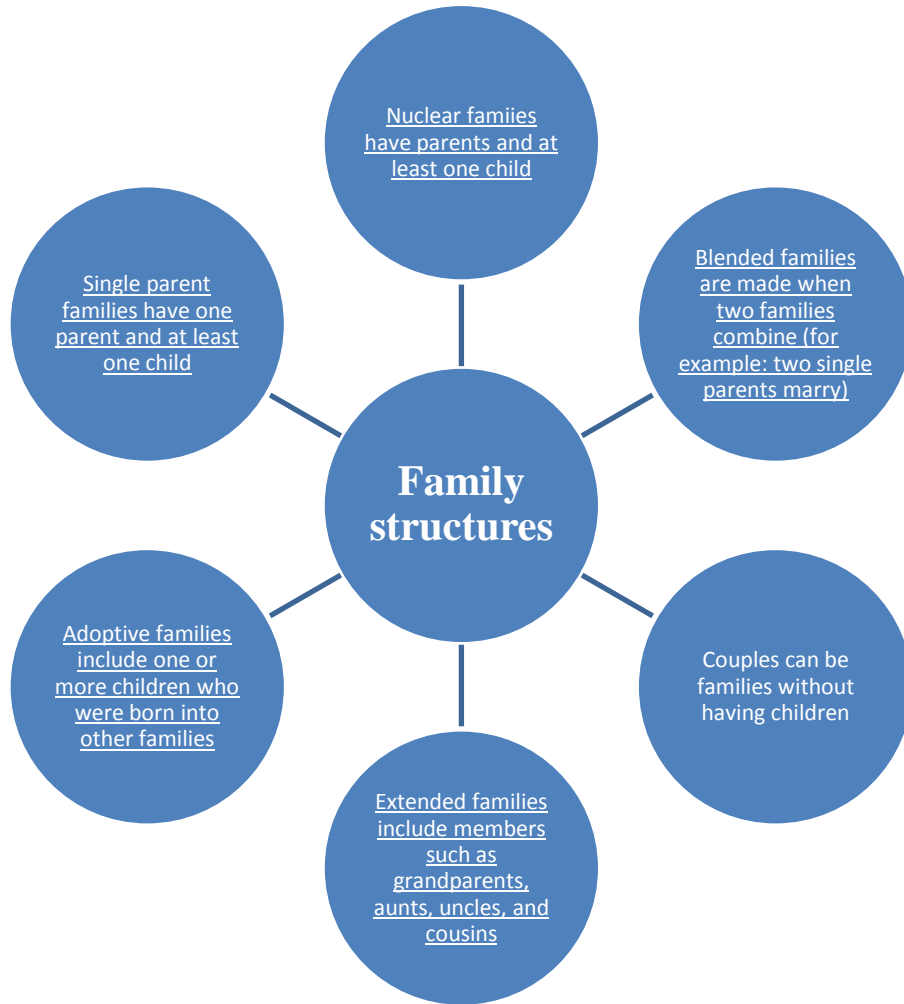
“Love is patient, love is kind. It does not envy. It does not boast. It is not proud. It is not rude. It is not self-seeking. It is not easily angered, and it keeps no record of wrong. Love does not delight in evil but rejoices with the truth. It always protects, trusts, hopes, and perseveres.”

*<Editorial Feb15, 1998, Philippine Panorama>*

### Questions

1. What is the message of the article?
2. How can you “put love into action” every day in your family?


♥ *Wow! That is magnificent. Keep it up.* ♥



Now that you know the different family structures, what is yours?

### Activity 57

On a separate sheet of paper, draw the structure of your family and share it to the class.

My Family Structure 

*Very Good! That is very nice portrait. ☺*



### EFFECTS OF SMALLER FAMILY

1. More parental attention and love for the children
2. Happier and more emotionally stable
3. Financially stable
4. More time, energy, and money left for other pursuits
5. Children tend to be well-nourished, heavier, and healthier

### EFFECTS OF BIGGER FAMILY

1. Nutritional intake per member tends to be smaller, malnutrition tends to be higher
2. Disadvantaged in terms of physical development
3. Prone to infection and parasite infestations
4. Exercise self-deprivation and sacrifice
5. Stiff competition among siblings



### Effects of Family Size on Health

1. Nutritional Status
2. Morbidity
3. Risk Behaviours
4. Utilization of Health Services





## What to Process

### Activity 58 - The Family of Vincent and Susie



#### The Family of Vincent and Susie

Vincent and Susie have been married for 10 years; they were 18 and 16 when they got married. Susie has been pregnant eight times and actually has six children of eight, seven, five, three, two, and the last of two months. Vincent works very hard. He is a carpenter but also has to do other work to survive. Susie is always tired and complains that Vincent does not work hard enough and that there is never enough food to eat or time for anything but work. Most of the children stopped going to school in order to work in a neighbour's fields. The seven and five-year-old children are still at school but will not be able to stay much longer because there is no money for the fees. The youngest child was born too early and is very sickly. At the moment he has bad diarrhea. The doctor has told Susie that she should not have any more children because her health is very poor now. They did not plan the number of children in the family because they say; it depends on destiny and customs.

## Vincent and Susie

Here are some questions to start off the discussion. In your activity notebook, copy and answer the following questions.



1. This family does not look very happy. What do you think the problem is?
2. With so many children, the parents have a lot of chores to do at home. What do you think about that?
3. The children are very close together in age, and there is even a new baby. Do you think that makes it harder for the parents?
4. The mother looks very tired. Do you think having so many children, one after the other is good for her health?
5. Are the parents able to give all their children the attention and affection they need?
6. Do you think these parents chose to put themselves in this situation? Or did this come from not making decisions?
7. Should the parents have thought and decided together when they were first married about the size of their family?

### Activity 59

Copy the instructions in your activity notebook and rank the following characteristics according to their importance, with number 1 being the most important and number 5 being the least. Be able to justify your ranking.

A would- be parent should be:

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

### Activity 60 - Looking at the Family

In your activity notebook, copy and answer the following questions.

1. What is your concept of a family?
2. Point on the characteristic of the members of your immediate family. Share these to your classmates.

3. Are there benefits gained of being a part of the family? Name them.
4. What are the stresses or drawbacks involved in being part of the family? How do these happen?
5. How do families today differ from families 10 years ago?
6. If you like to build a family, how would you like it five years from now.

## Activity 61 – Debate

Be with your groupmates, and be ready for a debate on the issue, “Which is better, having a small family or a big family? Explain. Use the following guide points for you to explore.

Rubrics for Debate:

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

Guide Points:

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



## What to Reflect and Understand

### Activity 62

Bring a picture of your mother or father and share to the class why you admire either or both.

### Activity 63

On a separate sheet of paper, draw an ideal responsible mother and/or father and explain your work.

Responsible Mother / Father	Explanation
	_____
	_____
	_____

### Activity 64 - My Own View

A. On a separate sheet of paper, complete the sentence and support your answer.

1. Father is responsible because\_\_\_\_\_.
2. Mother is responsible because\_\_\_\_\_.
3. My father and mother are successful parents because\_\_\_\_\_.

B. Understanding concepts in responsible parenthood

1. Explain different kinds of families and that all family members have rights, privileges, and responsibilities.

2. How does responsibility prepare couples to become successful / responsible parents?
3. You are a role model for your children because they look up to you. Record the time you spend with them. What did you do together? What was good about spending time as a positive ROLE model. Describe one way you can be a better role model for other parents to their children.
4. Explain what to do if someone shows you affection in a way you don't like.
5. How can your relationship influence each member of the family?

*Congratulations for a job well done!  
Now you can proceed to the next activity.*

### **Activity 65 - My Ideal Family**

Draw and color a picture of your ideal family that shows success and harmonious relationships.

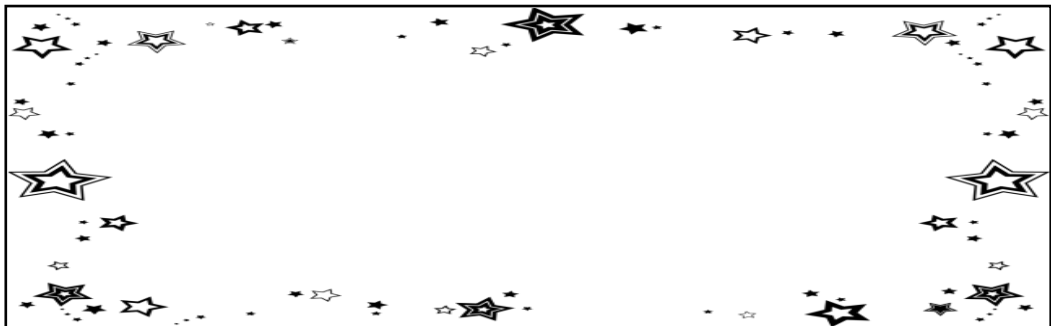
### **Activity 66 –**

Collect news clippings about family relationships. Paste them in your notebook and answer the following questions.

- a. What is the news all about?
- b. Does it promote good will or not?
- c. Does it contain factors that can help you have a successful family in the future?

### **Activity 67**

Create a plan on how you will have an ideal family size. You are given 5 minutes to finish this activity.



*Great! You seem to enjoy these activities. Keep it up!*



## What to Transfer

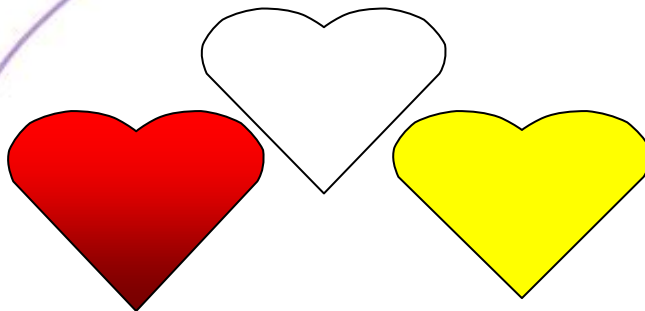
### Activity 68 - Compose a Song

Be with your groupmates and compose a song expressing how you want to be when you become parents. You are given five to seven minutes to finish your song.



### Activity 69 - Special Thoughts

You are given heart-shaped colored papers. Write something in them and fold. All hearts with the same color should be collected without knowing whom these came from. Read the heart you got and recall if you had the same content.



- In the red heart, write a note for the roles and responsibilities of parents well attended and followed in child rearing and caring.
- In the white heart, write a note expressing your feelings of gratitude to your parents for the love and care given to you.
- In the yellow heart, write a thank you letter to the Creator for giving you wonderful parents. Use the focus questions as guides. Write your answers in your activity notebook.

1. What did you feel when you read the content of the red heart, white heart, and yellow heart?
2. What would you like to tell the class after reading the heart-shaped colored hearts? Express it in three sentences.

### Activity 70 My Diary

Write down the responsibilities of an ideal parent. Share these in front of the class.

### Activity 71 Role Play

Be with your groupmates and be ready to demonstrate how a family becomes successful. Use the following rubric to assess your work.

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

## Activity 72: - My Home

Make a stick house where all the sticks are the identified factors of a healthy family. Explain your work.

*Very good! Here's another one to strengthen your understanding about the topic.*

### 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 should be role models of values to their children. Society recognizes 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.



## Unit Test

I. Identify the concept described in each item. Choose from the words inside the box below. Do it in your activity notebook.

Marriage	Fidelity	Family	Pregnancy	Lactation
Breastfeeding	Parenthood	Courtship	Infatuation	Engagement

1. The period of milk production initiated by the prolactin hormone in the mammary gland
2. The ideal and traditional form of feeding an infant
3. The period when a new cell during fertilization grows and develops into the woman's uterus
4. The smallest integral unit of the society
5. The legal union of man and woman, as husband and wife
6. The intense emotion that one feels for another person
7. A period in a person's relationship when one tells his intense feeling/desire to another person
8. Characteristics of being faithful, loyal, and true to a relationship or to parents
9. The period when couples are ready to embrace their responsibilities to care for the children and provide them quality life
10. The period in a couple's relationship before getting married

II. Multiple Choice: Choose the letter of the correct answer of the statements / questions given and write it in your test booklet /answer sheet.

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
2. Why do people marry?
  - A. For economic security
  - B. For love
  - C. For social status
  - D. All of the above

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
4. Which is an ingredient of a happy married life?
  - A. Commitment
  - B. Love
  - C. Sincerity
  - D. All of the above
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. Parent's security in the future
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 children
7. Which of the following beverages does a pregnant woman cannot take?
  - A. Chocolate drinks
  - B. Fruit juices
  - C. Milk products
  - D. Rice wine
8. Lactating mothers should eat the following foods:
  - A. Big serving of cereals
  - B. Big serving of green leafy and yellow vegetables
  - C. Big serving of red meat
  - D. Processed foods
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

10. What is the right age Filipinos to enter into marriage, as set by the Family Code of the Philippines?

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

I. Modified True or False. Write TRUE if the statement is correct. Replace the underlined word/s if the statement is wrong to make the statement true. Write the answers in your activity notebook.

1. Wealth is an ingredient of a happy marriage where couples do not keep secrets that may cause quarrel.
2. Marriage is a temporary relationship between people in love.
3. Marriage of persons below 18 years old is null / void.
4. Having fewer children and proper spacing of birth are good for the health of the mother and the children.
5. Smoking and drinking liquor is healthy during pregnancy.
6. Listening to music gives a pregnant woman and the baby in her womb relaxation.
7. The placenta is an organ that grows in the mother's uterus during pregnancy and allows for the exchange of nutrients, gases, and wastes between the mother and the fetus.
8. The *mahal-alay* is a courtship practice among the Palawanos.
9. The *palabas* or *magpasumbahi* is a courtship style practiced by the Tausug.
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.

## Glossary of Terms

- Affection - A tender feeling toward another person
- Ato - A house for males in Kalinga and Tingguian tribes
- Balak- Serenade of Cebuanos
- Birth - A passage of a baby from the mother's uterus to outside of the mother's body
- Breastfeeding - Feeding the child from the breast of the mother
- Character - One of the attributes or features that distinguishes an individual
- Congenital hypothyroidism - A condition where a newborn has decreased or absent thyroid function and thyroid hormone production
- Congenital Adrenal - A genetic disorder characterized by a deficiency in the hormones
- Hyperplasia (CAH) - Cortisol and aldosterone and an over-production of the hormone androgen, which is present at birth and affects sexual development
- Courtship – The stage when a boy proposes his love to the girl
- Commitment - One's dedication to a relationship
- Crush - Attraction of the opposite gender
- Dating - Going out socially with someone to whom you are attracted
- Diet - Pattern of eating that includes what a person eats, how much a person eats, and how often a person eats
- Engagement - A period when two people are sure and know well each other's families which proceeds to marriage
- Fatigue - Physical or mental exhaustion, a feeling of extreme tiredness
- Fidelity - A man's or woman's loyalty to one another
- Going steady – The boy/girl relationship that gives them quality time to know each other well
- Infatuation - crush; extravagant passion
- Lactation - Secretion of milk from the breasts of lactating mother
- Love - A strong feeling of personal attachment between friends and family members; the tender and compassionate affection shared between two people
- Maturity - Adulthood; able to accept responsibilities within a relationship
- Marriage - A lifelong partnership of a man and woman, two unique individuals who understand, respect, care, and love each other
- Nutrition - The total of the processes involved in the taking in and the utilization of food substances by which growth, repair, and maintenance of the body are accomplished
- Pregnancy - Time when a woman carries a developing fetus in her uterus
- Tapat- The practice of singing a romantic song in front of the house of a courted lady in Ilocos

## Resources

### Books:

Basic Nutrition for Filipinos by Virginia S. Claudio, PR.D.,RND, et. al., Meriam School and Office Supplies Corp. 864-870 H. Reyes Sr. Ave., Sampaloc, Manila, 1982.

Decisions for Health, Holt, Rinehart and Winston, A Harcourt Education Company, Orlando, Austin, New York, 2105.

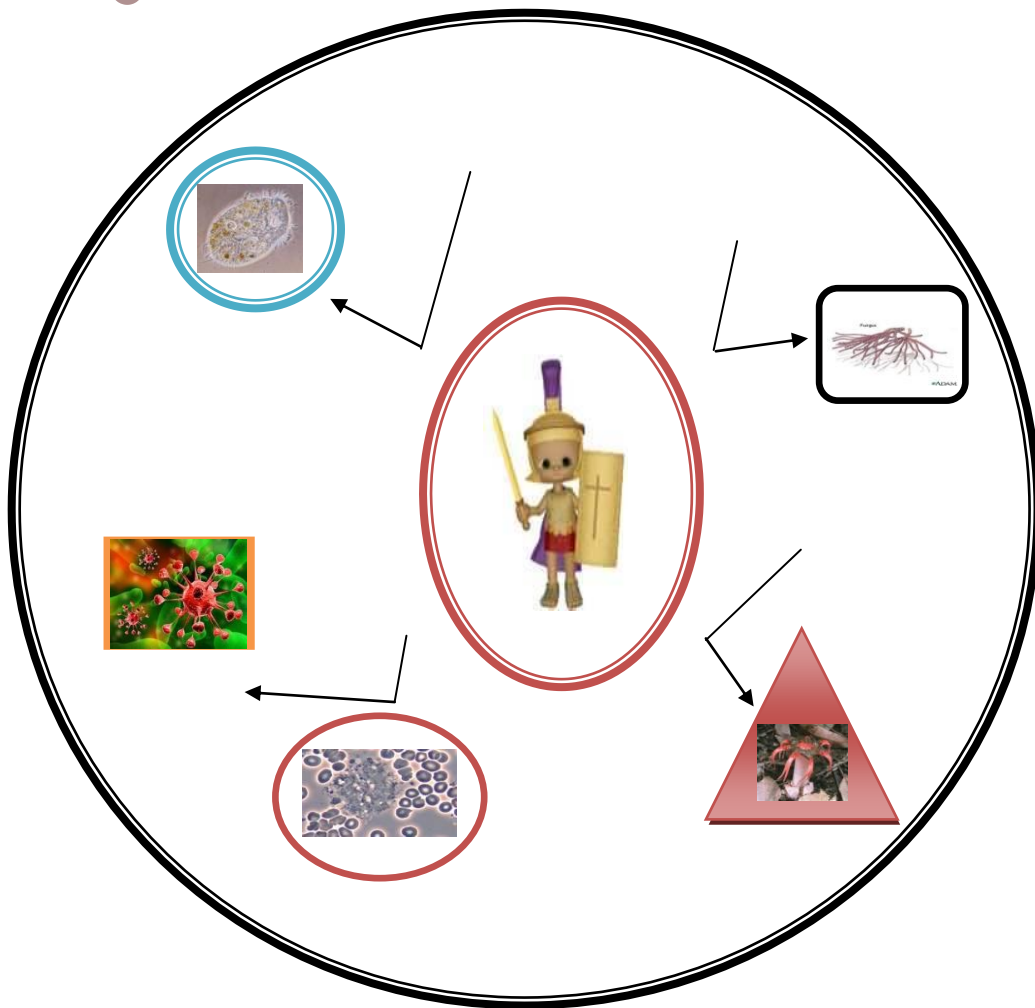
Teaching Guide on the 2010 Secondary Education Curriculum (P.E. and Health Education II).

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

### Website:

1. <http://www.youtube.com/watch?v=VolwsYhOCTc>
2. <http://www.webmd.com/baby/tc/pregnancy-common-concerns>
3. <http://www.healthguidance.org/entry/9975/1/What-Is-the-Definition-of-Nutrition.html>
4. <http://www.thefreedictionary.com/affection>
5. <http://www.thenewstoday.info/2009/12/10/essential.newborn.care.protocol.launched.html>
6. [http://en.wikipedia.org/wiki/Courtship\\_in\\_the\\_Philippines](http://en.wikipedia.org/wiki/Courtship_in_the_Philippines)
7. <http://chroniclesofanursingmom.wordpress.com/category/essential-newborn-care/>
8. <http://weddings.about.com/cs/bridesandgrooms/a/vowwording.htm>
9. [http://www.lyricsmode.com/lyrics/f/freddie\\_aguilar/#share](http://www.lyricsmode.com/lyrics/f/freddie_aguilar/#share)
10. <http://pediatrics.med.nyu.edu/endocrinology/patient-care/congenital-hypothyroidism>

## Unit III: Disease Prevention and Control (Communicable)



## **Introduction**

Disease prevention and control is a very important health concern because it affects the quality of people's life. Communicable diseases not only threaten the sick person but also his/her family and the society in general. Thus, protecting ourselves and our families from diseases is both a personal and social responsibility.

This material will introduce you to the nature of communicable diseases and their prevention and management. You will discover that the spread of communicable diseases to the environment threatens the populace, so each one must understand how to prevent the spread and learn how to manage it.

There is a very popular saying "Prevention is better than cure." As you go along, you will notice that the diseases you are experiencing or encountering can be prevented if you only know how to control them. Accordingly, if you lack self-discipline, then prevention and control of diseases will be difficult to attain.

One thing is sure after learning from this material, you will be challenged to become a catalyst for the control and prevention of communicable diseases. Start with your self, family, neighbour, community and extends it to the nation. You just need to consistently demonstrate personal responsibility and healthful practices in order to prevent and control communicable diseases.

Our target is to let this knowledge be seen in your actions, words, and way of life. This is the best legacy you can contribute not only to you and your family but to the whole nation.

Lastly, I hope that you will enjoy going through this material.



## Objectives

At the end of the lesson, you are expected to

1. Discuss the nature, prevention, and control of common communicable diseases (mortality and morbidity);
2. Analyze the common beliefs about the causes of diseases;
3. Discuss the factors that influence disease transmission;
4. Explain the different elements of the chain of infection;
5. Discuss the stages of infection;
6. Discuss adolescents skin problems: nature, prevention, and control, as in
  - Acne
  - Warts
  - Tinea (ringworm, jock, itch, athlete's foot);
7. Recommend actions to prevent and control the spread of communicable diseases;
8. Demonstrate self-monitoring skills to prevent and control communicable diseases during adolescence;
9. Demonstrate healthful practices in order to prevent and control communicable diseases.



## Pre- assessment

### Activity 1- How Well Do You Know the Nature of Diseases?

Read very carefully each statement about the nature of communicable diseases. The teacher will guide whether the statement is true or false by putting a check (✓) mark on the appropriate box. Do this in your activity notebook.



	Statement	TRUE	FALSE
1	Organisms like bacteria and viruses are all over the environment.		
2	Many of the most common diseases are caused by tiny microorganisms called pathogens.		
3	Communicable diseases come from one infected person to another.		
4	Stomach ache is one symptom that can be manifested by a communicable disease.		
5	Viral hepatitis is caused by a virus that affects the liver.		
6	Rabies virus can enter only the brain cells while polio virus attacks only the nervous system.		
7	Malaria is a sickness caused by a carrier mosquito.		
8	Pinworms hatch and live primarily in the intestines of a person.		
9	Stagnant water is a reservoir for mosquitoes to multiply.		
10	It is the nature of pathogens to invade its host through certain points of entry to cause morbidity.		

	Questions	M	S	N
1	I keep my immunization records up -to-date.			
2	I stay away from people who currently have cold or flu.			
3	I eat a balanced diet daily.			
4	I get at least eight hours of sleep each night.			
5	I exercise aerobically at least three times a week.			
6	I do not smoke.			

7	I avoid using towels that others have used.			
8	I avoid using other people's combs and brushes.			
9	I take a few minutes each day to relax.			
10	I stay at home within the first day when symptoms of an illness appear.			
11	I listen and respond to my body that it is tired or that something may be wrong			
12	I wash my hands before and after every meal, before preparing food, and after using the toilet.			
13	I shower or bathe regularly.			
14	I do not share eating utensils or glasses with other people			
15	I cover my mouth when I cough or sneeze.			
16	I avoid walking around without footwear.			
17	I avoid eating dairy & poultry products that are not refrigerated.			
18	I advise my parents to make sure that our pets have their vaccines too.			
19	I put food wastes in closed containers.			
20	I support efforts of the government to enforce public health laws for immunization and reporting communicable diseases.			
	Total for Most of the time			
	Total for Some of the time			
	Total for Never applies			

## Activity 2 - Self – Inventory

### A. How do I rate.....?

Number your activity notebook from 1 to 20. Read the questions and respond by writing:

**M** if the statement describes you *most* of the time,  
**S** if the statement describes you *some of the time*, and  
**N** if the statement *never* applies to you.

Answer this self- inventory, without any assistance from your teacher or anybody.

Total the number of each type of your response.

Proceed to the next section, the *How Did You Score* section.

### B. How did you score?

Give yourself 4 points for each *most of the time*; 2 points for each *some of the time*; 0 points for each *never* answers.

Get your total and read the result of your score below:

60 to 80 = **Excellent!**

Your disease prevention efforts are outstanding. Congratulations!

40 to 59 = **Good!**

You are doing very well in your efforts to prevent communicable diseases.

20 to 39 = **Fair!**

Disease prevention is not important to you. Some efforts will be beneficial to you and to others.

Below 20 = **Needs Improvement!**

Be careful. You may be spreading communicable diseases to others. Now is a good time to start taking good care of yourself.


### C. What are your goals?



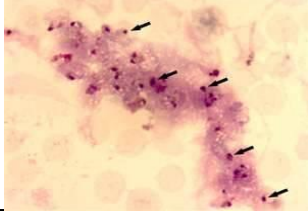

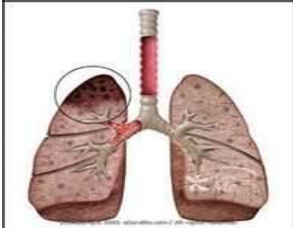

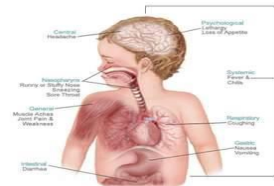
If you received an **excellent score (60 to 80)**, complete the statements in part A only, but if your score was **fair (20 to 39)**, complete parts A and B.

<p>Part A.</p> <ol style="list-style-type: none"> <li>1. I plan to learn more about disease prevention by_____.</li> <li>2. My timetable for accomplishing this is _____.</li> <li>3. I plan to share my information with other people by_____.</li> </ol>	<p>Part B</p> <ol style="list-style-type: none"> <li>4. The behaviour I am most likely to change is _____.</li> <li>5. The steps involved in making these change are _____.</li> <li>6. The people or groups I will ask for support and assistance are _____.</li> <li>7. My rewards for making this change will be _____.</li> </ol>
--	---

### Activity - Looks Familiar

Group the class into five. Each group will look closely on the pictures of the different communicable diseases. Identify the name of the disease by choosing from the word box provided and discuss among group members the possible causes of the disease. Write the answer in the activity notebook.

	Pictures of communicable diseases	Write on the first row the name of the disease, (look at the choices below). Write on the second row the causes of the disease.
1		

2		
3		
4		
5		
6		
7		
8	<p>Diagram illustrating the symptoms of Bronchitis:</p> 	

<b>Choices:</b> acne                    athlete's foot                    dengue influenza        jock itch                    malaria pneumonia    ringworm        tuberculosis                    warts



## Learning Goals and Targets

Write your expected goals and targets in your journal. Your journal will be given attention after we finished this material.

I will demonstrate understanding on the prevention and control of communicable diseases for the attainment of my wellness.

	<div style="text-align: right;"> </div> <p>The following are the things I will do to demonstrate prevention and control of communicable diseases for the attainment of my wellness.</p> <p>Date _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	---

Write down the steps you will do daily to consistently demonstrate personal responsibility and healthful practices in preventing and controlling communicable diseases.



## What to Know

### Activity 1 - Read, Analyze, and React.

One summer, my family went to Ilocos for our yearly summer vacation. At night my daughter had a fever so I gave her a medicine. In the morning, I saw rashes on her arms so I suspected measles. I had her occupy another room to prevent cross-infections.

After breakfast, my late mother-in-law brought my daughter out at the backyard and started scattering some rice while talking indistinctively. She got some soil near a tree where my daughter played and rubbed it on my daughter's arms, face, and feet. My mother-in-law did that because my daughter while playing might have disturbed some spirits in the backyard.

*Judith Langbayan-Javier*

#### React on what you read.

The teacher will guide you analyze the questions and assist you while reading the questions aloud. Write your answers in your activity notebook.

1. Are the rashes the result of some disturbed spirit?      (   ) yes (   ) no
2. Can playing at the backyard harm some spirits?      (   ) yes (   ) no
3. Will scattering some rice around help heal the rashes?(   ) yes (   ) no
4. Does rubbing the soil in the arms, face, and feet heal the rashes?  
(   ) yes (   ) no

#### Evaluate Your Answer

If you got 4 correct answers, then you really know the truth about some false beliefs and practices.

If you got 3 correct answers, then you are not sure of the some false beliefs and practices.

If you got 2 correct answers, then you need to focus, listen, and learn.

If you got 1 correct answer, then you are in danger, you practice a lot of false beliefs and practices

What can you say about the story?



1. Do you agree with the belief of the mother-in-law? Why or why not?
2. If you were the mother-in-law, what should you do?
3. Have you heard of a similar story?

Share your answers to the class.



### **Critical Thinking**

If you are to give some questions about the readings, what will these be? Use your own words.

A large rectangular box with rounded corners, designed for writing. It features a vertical scroll bar on the left side, with a grey circular handle at the top and bottom of the scroll. The box is empty, providing space for the student's response.

## Activity 2 - Did You Know?

Dear Naomi,

Naomi, I received your text message about the Factors that Influence Disease Transmission. Anyway, thank you for this opportunity to share to you what I learned in my medical training.

As far as I can remember, the following are factors that influence disease transmission. 1) **Environmental Factors.** Sanitation and sanitation facilities can affect the transmission of diseases where food and water can become contaminated because of poor sanitation. *Pollution* also plays a major role in disease transmission as evidenced by floods during the rainy season. These floods were the culprits in the spread of leptospirosis.

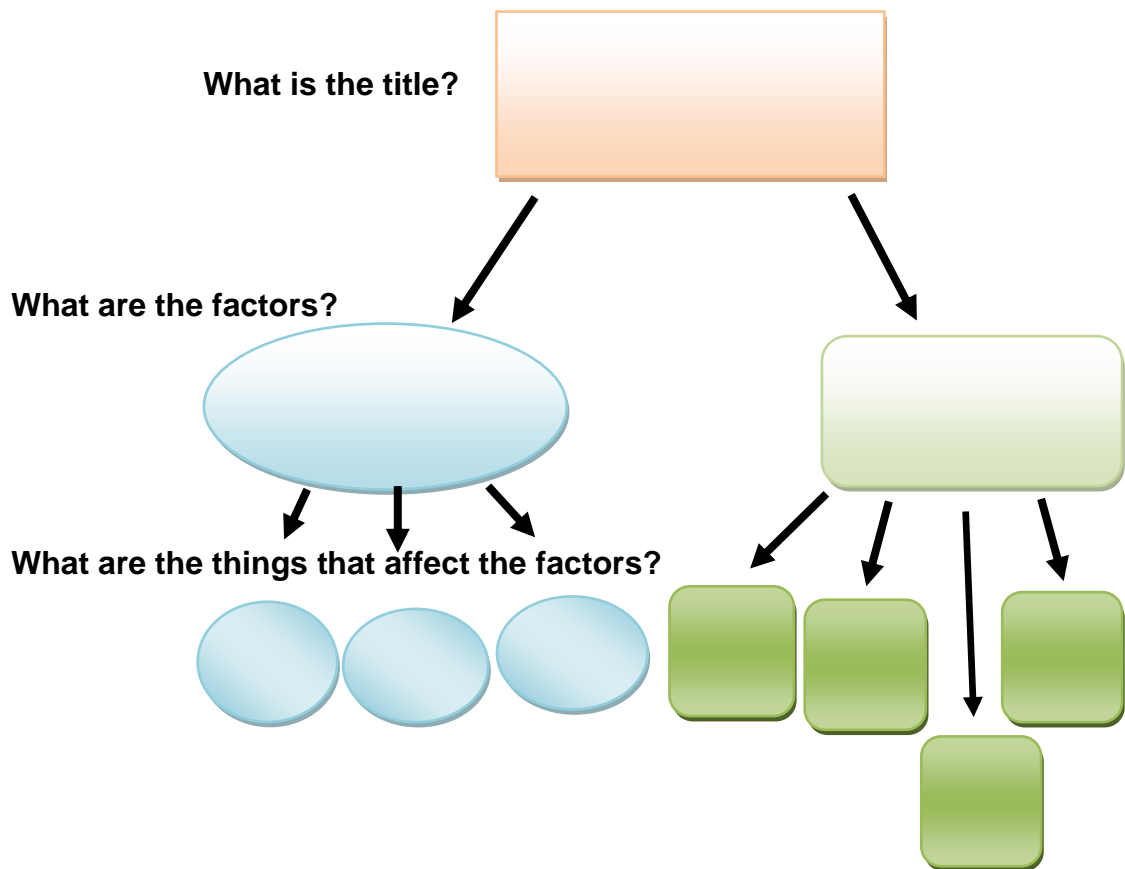
Climate takes its role as an environmental factor. In our country we only have the dry and wet seasons where various microorganisms can cause morbidity in each season. 2) **Socio-economic Factors.** *Cultural practices* influence disease transmission. For instance, there are some places in the Cordilleras where people drink wine after a tiring day of planting and when drinking, they use one glass to show unity. I also experienced similar practice observed by the Ilocanos and that is washing the hands in one basin before eating. Another way of transmitting disease is through living arrangements where a group of people live near their livestock. Considering these factors, I hope you can share them with your family and friends so they can avoid getting these diseases.

Have a nice day.

Calvin Paul

*Judith Langbayan-Javier*

Activity 2. As a group, complete the graphic organizer based on the guide questions. Share your output to the class.



### Evaluate Your Answer

If your group got 9 correct answers, then your group is in the advanced level.

If your group got 7-8 correct answers, then your group is in the proficient level.

If your group got 5-6 correct answers, then your group is in the approaching proficiency level.

If your group got 3-4 correct answers, then your group is in the developing level.

If your group got 1-2 correct answers, then your group is in the beginner's level.

Put a (✓) check mark before the statement if you have knowledge about it, an X mark before the statement that you have just learned, and put a ? mark on the statement that you want to know more about.

1. \_\_\_\_\_ A communicable disease is an illness transmitted through contact with microorganisms.
2. \_\_\_\_\_ People, animals, food, surfaces, and air can all be carriers of the microorganisms that pass infectious diseases from one host to the next.
3. \_\_\_\_\_ The exchange of fluids or contact with a contaminated substance or individual may be enough to allow the spread of communicable disease.

Now, focus on the statement that you want to know more about because the following activities will be dealing more on the things you need to learn which are the nature, prevention, and control of communicable diseases.

### **Activity 3 - Germs, Germs Now Has Wandered**

Dear students,

Hello! Let's do some activities that will help you discover the importance of protecting yourself from the different threats to your health. As you do this activity, you will explain the different elements of the chain of infection. So I will group you into male and female groups. The male group will form a circle likewise with the female group. Select a leader who will hold the colored ball (ball is painted with washable paint). The leader will sing the song first to be followed by the groups while the ball is passed around. Select an "it" who will be looking for the ball around. While singing the song (a germ, germs now has wandered...in the tune of "dollar, dollar now has wandered), the leader passes the ball to his/her right. The "it" starts looking for the ball. If she/he finds/points at the person holding it then that person becomes the "it", but if not, he/she remains the "it".

Keep singing until all of you hold the ball or have the paint on your hands. Try to analyze the lyrics/wordings of the song.

*Germs, germs now has wandered  
From one hand to one another  
It is here, it is here to get anybody standing there.*

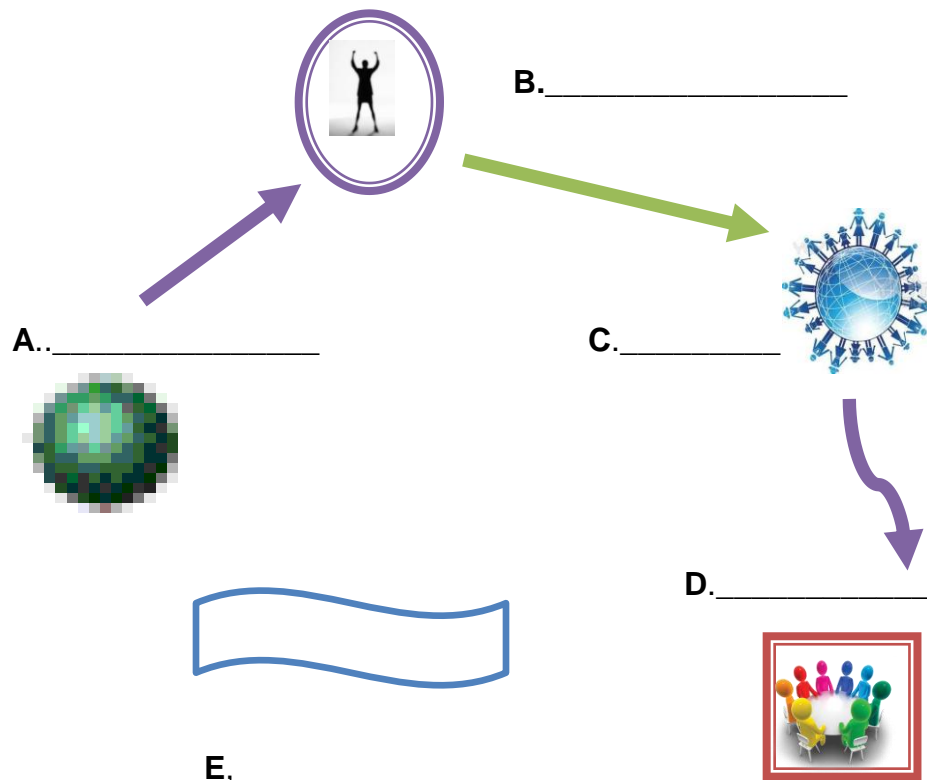
Let us start singing and pass the ball, the "it" will stay at the center of the circle and go around looking for the ball. The passing of the ball stops when everyone has paint on her/his hand

#### Activity 4 - Share and Care


- A) What did you understand about the lyrics of the song?
- B) How do you relate the lyrics of the song to your daily experiences?

Figure 1 will be flashed on the board. The teacher will guide you as you fill out each space with appropriate description. Use the questions as your guide.

1. In the context of disease transmission, what does the following represents?
  - A. ball
  - B. leader
  - C. act of passing the ball
  - D. student having paints on their hands
2. How would you name the activity?



### How did I score in this activity?

Score	Basis for the points/score
4 - 5	If you got this score, it means that you know the concept on how a person gets infected by a communicable disease. Congratulations!
2-3	If you got this score, then it shows that you have to focus and know the ways on how a person gets infected by a communicable disease.
0-1	If you got this score, it means that you hardly know how a person gets infected by a communicable disease so you need to strive harder.
	<b>Congratulations</b> dear student! You are now ready to do the next level.

The following is a very interesting story. This story will help you remember your Under Six experiences.

One rainy day, Christine Joy was fixing some old boxes in the store room. She found a small booklet with graphs and remarks. She asked her mom about this.

Her mother explained why Christine Joy had her doses/shots of anti-measles, anti-polio, anti-malaria, anti-TB, and other vaccines. Her mom brought her to Under Six Clinic for monthly check-up and vaccination.

According to Christine Joy's doctor, proper hygiene is one way to prevent getting infected. Her mom said that having sunshine everyday and walking around the yard is one of the most enjoyable activities CJ did because she wasn't only walking but running after her brother.

Now, how about you? What is your story?

*Judith Langbayan-Javier*

### Activity 5 - What Do You Know?

In your activity notebook, draw your hands. Recall the things your parents taught you to prevent getting sick.

Write these things in each finger in three minutes. You will be given one minute each to share your work to the class.

List down in your activity notebook key words heard/learned from the sharing of inputs.



Figure 1

Find out how the words inside the box will be explored in the next activities.

*Immunity, vaccines, personal hygiene, physical fitness, and/ or biofeedback.*

<p><b>Did you know?</b></p> <p>There are three levels of preventing diseases: primary, secondary, and tertiary. In primary prevention, activities are done to prevent one from having the disease. This includes getting immunized, eating a healthy diet, and getting enough sleep. The secondary prevention activities are done to prevent further damages when the disease has already started. This includes prompt diagnosis and treatment. For the tertiary prevention, the focus is on rehabilitating the sick person so as to prevent long-term complications of the disease.</p>	<p>Complete each blank with appropriate entry/word. Then, follow these guidelines to reduce the spread of infections.</p> <ul style="list-style-type: none"> <li>✓ _____ everyday to keep your skin, hair, and nails clean.</li> <li>✓ Avoid sharing _____ or drinking utensils.</li> <li>✓ Store and prepare food in a safe way to prevent food _____.</li> <li>✓ _____ your hands after using the toilet and before and _____ eating.</li> <li>✓ If you are sick, avoid infecting others. Cover your _____ when coughing.</li> <li>✓ There are three other ways to protect yourself from _____ diseases. You can become _____ by having the disease. You can be immunized by injection. If a _____ is available, then you can practice bio_____back.</li> </ul> <p>✓ There are three levels of prevention.</p> <ol style="list-style-type: none"> <li>1) The P_____ level is used before the person gets the disease.</li> <li>2) The S_____ level is used after the disease has occurred, but before the person notices that anything is wrong.</li> <li>3) The T_____ level targets the person who already has symptoms of the disease; to lessen the damage and pain from the disease, to slow down the disease, to prevent it from causing complications, to give the best care and to make the sick healthy again.</li> </ol>
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### Evaluate Your Answer:

If you got 13 correct answers, it means that you are very much concern in helping reducing the spread of infections.

If you got 11-12 correct answers, it means that you are much concern in helping reducing the spread of infections.

If you got 6 – 10 correct answers, it means that you are concern in the reduction of the spread of infections.

If you got 1-5 correct answers, it means that you are in danger of getting infected.

### Activity 6: Know What You See.

Look at the pictures. Write in your notebook what you should do and should not do if you are the one in the picture. Complete the columns with the appropriate choices provided for.

Figure 1




What I Should do		What I Should not do
	 1	
	 2	
	 3	



Figure 2 Choices:

1. Drink water all the time. I use my own bottle/glass in drinking.	1. Drink from somebody's bottle/glass.
2. Use the comb properly.	2. Use my comb alone and won't share it with others.
3. Use my own towel.	3. Not to share my towel or use others' towel.
4. Use clean pair of socks and change it everyday.	4. Share my pair of socks to others or use others' socks.
5. Wash hands with soap and water.	5. Be lazy in washing my hands before and after using them.

## Activity 7 - Act What You Know

Class, you will be grouped into five with 10 members each.

Each group will draw from the box the type of pathogens their group will represent. Read the lesson about your drawing and discuss on how you will present the lesson to the class.

1. Here are some suggested ways you can use to present the lesson.
  - A. News casting
  - B. Skit
  - C. Classroom setting
  - D. Debate
  - E. Barangay Meeting
  - F. Acrostic
2. The lesson talks about the types of pathogens which are
  - a. Bacteria; Toxins Bacteria; Resident Bacteria;
  - b. Virus;
  - c. Rickettsias;
  - d. Fungi;
  - e. Protozoans;
  - f. Parasitic worms
3. Make sure everyone understands the lesson and uses his/her own words to explain and discuss the chosen type of pathogens.
4. Each group is given 20 minutes to prepare for the group presentation.
5. After 20 minutes, the leader of each group will draw who will draw lots for the presentation.

The following criteria will be the bases for scoring:

Clear explanation of the lesson – 50%

Presentation of the lesson is creative using the suggested means without help from others – 25%


Group participation (all the members actively participated) – 25%



TYPES OF PATHOGEN	NATURE
<b>PATHOGEN</b>	<p>Many of the most common diseases are caused by tiny microorganisms called PATHOGEN. Pathogen infects or invades the body and attacks its cells and tissues. Some bacteria, rickettsias, fungi, protozoans, certain types of worms, and all viruses are pathogens. Diseases caused by the direct or indirect spread of pathogens from one person to another are called communicable diseases.</p>
<b>BACTERIA</b>	<p>I read that Bacteria are one-celled microscopic organisms that rank among the most widespread of living things. Some are small that a single grain of soil may contain over 100 million of them. Most bacteria do not cause disease. In order to live, all bacteria must have a food supply, as well as suitable temperature, moisture, and darkness. Some bacteria digest non-living food materials such as milk and meat. These organisms are called saprophytes. If the food supply is a living plant or animal, the microorganism is called a parasite. The plant or animal that the parasite feeds on is called a host.</p>
<b>TOXIN BACTERIA</b>	<p>Toxin Bacteria produces a certain poison. Botulism is a food poison. These bacteria live in the soil. Once they enter the body through a wound, they can cause tetanus or lockjaw. Other bacteria cause pneumonia.</p>
<b>RESIDENT BACTERIA</b>	<p>Resident bacteria live in the human, mouth, intestines, and on our skin. These help protect us from harmful bacteria. Lactobacilli, found in the gastro-intestinal tract, produce lactic acid from simple carbohydrates. Coliform bacilli, found in the intestines, help break down carbohydrates and combat disease-causing bacteria. Resident bacteria cause infections</p>

	<p>when they move from where residents are. Example is the bacteria in the mouth which moves to the ear thus, causing ear infection.</p>
<b>RICKETTSIAS</b>	<p>Rickettsias are organisms that are considered intermediate, that is, somewhere between a virus and a bacterium. Most of them grow in the intestinal tracts of insects, which carry them to their human hosts. Rickettsia requires living cells in order to grow and multiply. Blood sucking insects, such as lice, mites, and ticks carry rickettsias to humans. Typhus fever a rocky mountain spotted fever are diseases caused on these organisms.</p>
<b>VIRUS</b>	<p>Viruses are small, simple life-like forms from one half to 100 the size of a bacteria. These organisms are the human body's worst enemies. All viruses are parasites. There are viruses that invade animals and virus that attack specific types of cells. Examples are rabies virus enters the brain cells and polio virus which attacks the nervous system. Cold virus enters the respiratory system. Viral hepatitis is caused by virus that affects the liver. Mumps and mononucleosis are caused by viruses that infect glandular tissues. Smallpox, chicken pox, shingles, and warts are infections caused by viruses that attack the skin tissues. When virus enters the body, it attaches itself to a cell and releases its nucleic acid into the host cell.</p>
<b>FUNGI</b>	<p>Fungi are simple organisms that cannot make their own food. Many lives on dead animals, insect, and leaves. Fungi are therefore saprophytes. They prefer dark, damp environments. Two of the most common fungi are yeast and mushrooms. Disease-producing fungi invade mainly deep tissues of the hair, nails, and skin. Fungi cause infections of the scalp, such as ring worm, and of the feet, such</p>

	as athlete's foot. Pathogenic fungi can also cause brain inflammation and serious lung infections.
<b>PROTOZOANS</b>	Protozoans are single-celled organisms that are larger than bacteria and have a more complex cellular structure. Most of these are harmless and they are most common in tropical areas that have poor sanitation. They cause malaria, African sleeping sickness, and amoebic dysentery, a severe intestinal infection.


<p><b>PARASITIC WORM</b></p> <p>The following pictorial gallery shows what a few of the commonly contracted parasites, that call the human body home, look like...</p> 	<p>A worm is classified as a parasite. (A parasite is a disease-causing organism that lives on humans or another animals and derives its nourishment from its host.) Lice are examples of parasites that live on humans; bacteria and viruses are examples of parasites that live either on humans or in animals; parasitic worms (also called helminths) live <u>in</u> humans. Helminth eggs contaminate food, water, air, feces, pets, wild animals, and objects such as toilet seats and door handles. The eggs enter the body of a human through the mouth, nose, and anus. Once inside the body, helminth eggs usually lodge in the intestines, hatch, grow, and multiply. They can sometimes infest other body sites. The word "helminth" is derived from the Greek "helmins" (worm). Helminthology is the study of parasitic worms.</p> <p>Common helminths and the problems they cause include the following:</p> <ul style="list-style-type: none"> <li>• <u>Roundworm</u>: Roundworms hatch and live in the intestines.</li> </ul> <p>The eggs usually enter the body through contaminated water, food fingers placed in the mouth and hands that have touched a contaminated object. Symptoms of their presence include <u>fatigue</u>, <u>weight loss</u>, irritability, poor appetite, abdominal pain, and <u>diarrhea</u>. Treatment with medication results in a cure of about a week. Without treatment,</p>
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	<p><u>anemia</u> and malnutrition can develop.</p> <ul style="list-style-type: none"> <li>• <u>Pinworms</u>: Also called seatworms and threadworms. <u>Pinworms</u> hatch and live primarily in the intestines. The eggs usually enter the body through the anus, nose or mouth through inhaled air or fingers that have touched a contaminated object. Symptoms of their presence include <u>anal itching</u>, pale skin, and stomach discomfort. If pinworms enter the vagina, discharge and <u>itching</u> may develop. Pinworms do not cause serious complications. Treatment with medication results in a cure within days.</li> <li>• <u>Trichina spiralis</u>: This worm lives in the intestines and causes a serious illness known as <u>trichinosis</u>. The eggs usually enter the body via raw or undercooked pork, sausage, or bear meat. In the intestines, the eggs hatch, mature, and migrate to other parts of the body through the bloodstream and the lymphatic system. Early symptoms include vomiting, diarrhea, and abdominal cramps. In time, a high <u>fever</u>, puffiness of the face, and <u>muscle pain</u> develop. Eventually, the worms can penetrate the muscles, the heart, and the brain and can cause death. Treatment with an anti-worm drug such as thiabendazole, as well as bed rest and a physician's care, can cure trichinosis. Recovery may take several months. Diagnosis of trichinosis sometimes requires analysis of a tissue sample (biopsy) taken from muscles.</li> <li>• <u>Tapeworm</u>: Tapeworms live in the intestines. The eggs usually enter the body via raw or uncooked beef. Symptoms of their presence are usually absent. However, some patients experience abdominal pain, fatigue, weight loss, and diarrhea. Treatment with medication results in a cure within days.</li> <li>• <u>Fluke</u>: Flukes live in different locations in the body, including the intestines, bladder, rectum, <u>liver</u>, spleen, lungs, and veins. Flukes first mature inside freshwater snails. After leaving the snails, they can enter the body of humans by penetrating the skin of</li> </ul>
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	<p>persons <u>swimming</u>, bathing, or washing in water where flukes are active. Infected persons can re-contaminate the water by urinating or defecating in it. Most infected persons experience no symptoms. However, some infected persons may experience <u>rash</u>, itching, muscle aches, coughing, chills, and fever. Flukes pass out of the body, but persons can become infected again and again. In time, the repeated infections can damage the liver, bladder, intestines and lungs. In rare cases, flukes can invade the spinal cord or brain and cause seizures and paralysis. Fluke-caused illnesses are classified as <u>schistosomiasis</u> (also called bilharziasis) and are mainly confined to Africa, parts of South America, Caribbean, parts of the Middle East, China, and the Philippines.</p> <p><u>Prevention</u> of helminth diseases usually requires frequent washing of hands, frequent cleaning of bathrooms and kitchens, and thorough cooking of the food they infest -- mainly beef, pork, sausage, and bear meat. Water supplies should be chlorinated, if possible.</p>

## Assessment for Knowledge

SCORE	REMARK	INDICATOR
90-100	You belong to the Advanced group	You have very clear knowledge about the lesson because you explained the lesson with confidence using creative presentation without any help from others. The whole member of the group actively participated and the class attentively enjoyed your presentation.
81- 89	You belong to the Proficient group	You have clear knowledge about the lesson because you explained the lesson using a creative presentation without any help from others. The whole member of the group participated and the class enjoyed your presentation.
70 - 80	You belong to the Approaching Proficiency group	You have clear knowledge about the lesson because you explained the lesson presentation but with a little help from others. The whole member of the group participated and the class watch your presentation.
50- 69	You belong to the Developing group	You have vague knowledge about the lesson because you explained the lesson using the means of presentation with much help from others. The whole class watch your presentation
49 and below	You belong to the Beginning group	You hardly know the lesson because you hardly explain the lesson using the means of presentation and with much help from the teacher. The whole class watched your presentation.
 <b>Congratulations</b> dear students! You are now ready to do the next level.		



## What to Process

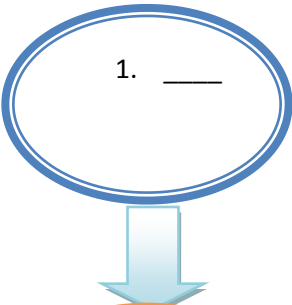
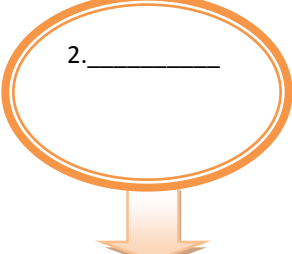
### Activity 1 - Match and Connect

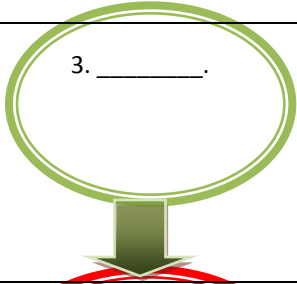
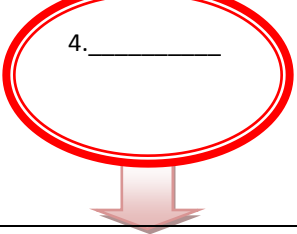
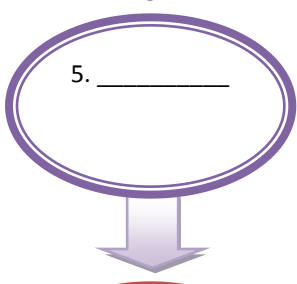
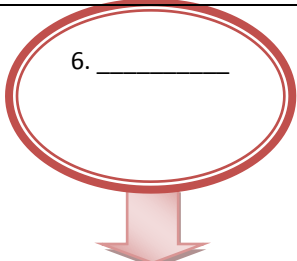
The fact sheet about the chain of infection will be given to you. Carefully read each numbered entry and choose from the word pool the appropriate term being described. The teacher will help you do the activity.

1. A volunteer from each row will read aloud the definitions very well, and then write the word of the first in the link chain.
2. Another member of the row will explain in her/his own words the meaning of the chain.
3. The other rows will do the same until the link chain is discussed.



### MEANING/DEFINITION

	<p>is an organism with the ability to cause diseases. The greater the organism's virulence (ability to grow and multiply), invasiveness (ability to enter tissues), and pathogenicity (ability to cause diseases), the greater the possibility that the organism will cause an infection. Infectious agents are bacteria, virus, fungi, protozoa, and parasitic worms.</p>
	<p>is a place within which microorganisms can thrive and reproduce. For example, microorganisms thrive in human beings, animals, and inanimate objects such as water, table tops, and doorknobs. The most common reservoir is the human body.</p>

3. _____ 	provides a way for a microorganism to leave the reservoir. For example, the microorganism may leave the reservoir through the nose or mouth when someone sneezes or coughs. Microorganisms, carried away from the body by feces, may also leave the reservoir through an infected bowel.
4. _____ 	in the mode of transmission, is the method by which the organism moves from one host to another. The mode of transmission are contact, droplet, air-borne, food-borne/water-borne, Vector-borne (usually insect).
5. _____ 	an opening allowing the microorganism to enter the host. This includes body orifices, mucus membranes, or breaks in the skin. Tubes placed in body cavities, such as urinary catheters, or from punctures produced by invasive procedures such as intravenous fluid replacement can also serve as portal of entry.
6. _____ 	a person who cannot resist a microorganism invading the body due to immunity of physical resistance to overcome the invasion by the pathogenic microorganism

Word Pool:

MODE OF TRANSMISSION	PORTAL OF EXIT	RESERVOIR
PATHOGEN	PORTAL OF ENTRY	SUSCEPTIBLE HOST

Individually copy figure 2 on your activity notebook and put the different chain of infections based on the story below. Remember that the elements in the chain are sequentially arranged.

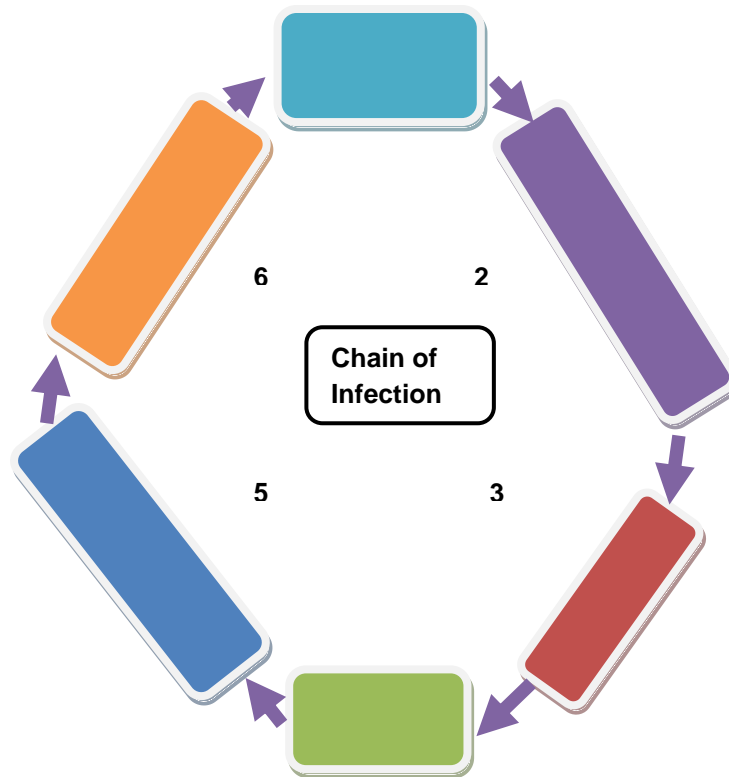


Figure 2

Peter joined the school fun run; his desire is to win so he didn't mind if he was stepping on water wherein his feet was soaked. Even if this feels uncomfortable because his feet were very itchy, he only removed his socks that evening that's why it was very smelly.

He hanged it at the back of the refrigerator to dry and immediately went to sleep because he was so tired.


Early that morning, his brother John saw that sock hanged at the back of the refrigerator and used it thinking that it was clean.

Get clues from the guide questions below. Explain the chain of infection to the class.

Guide Questions;

1. What types of pathogens has the ability to cause Peter diseases?

2. What is the place within which microorganisms can thrive and reproduced?
3. Where is the reservoir of the microorganisms?
4. How did the microorganisms transfer to John?
5. Where did the microorganisms enter John?
6. Who is this next host?

	<p>If you answered all correctly then you are skillful in analyzing the definitions and can write the sequence of the chain of infection correctly. Therefore, you are considered an <i>Advanced Student</i>.</p>
<p>LET US SEE HOW YOU SCORED</p>	<p>If you got 7-9 correct answers then you have some skills in analyzing the definitions and in writing the sequence of the chain of infection correctly. So this makes you a <i>Proficient Student</i>.</p> <p>If your score is 4-6, then you need more skills in analyzing the definitions and in writing the sequence of the chain of infection correctly. You are <i>Approaching Proficiency</i>.</p> <p>But if you scored 1-3, then you really need some more skills in analyzing the definitions and in writing the sequence of the chain of infection correctly. You are <i>Still Developing</i>.</p> <p>The danger is if you got zero then you are just <i>beginning</i> to learn skills in and analyzing the subject.</p>

## Activity 2: Fill My Lacking Correctly

Each group will read the “chain letter” and fill-in the blanks with the correct word. Start to answer when you hear the bell and stop when you hear the word “time is up.” All groups will submit their papers after 5 minutes of answering. Exchange papers and check the answers as the class goes over the letter. The teacher will clarify misconceptions as the need arises

### "THE CHAIN LETTER"

(1) **P**\_\_\_\_\_ is a disease-causing organism which includes bacteria, virus, parasitic worm, protozoa, and fungi and lives in the ( 2 ) **R**\_\_\_\_\_ which can be a living or non-living object. In order to be transmitted, the pathogen leaves the reservoir through the (3) **P**\_\_\_\_\_ **o**\_\_\_\_\_ **E**\_\_\_\_\_. Examples include the mouth, nose, anus, and other special body openings. The pathogen is then passed through a direct or indirect (4) **M**\_\_\_\_\_ **of** **T**\_\_\_\_\_ from one host to the next host. It is transmitted through a living vector like a mosquito or flea. Some diseases like malaria have complicated life cycles involving more than one species. Some are transmitted by respiratory droplets, while others are through blood contact, semen, or other secretions. Hand-to-mouth is a common mode for gastrointestinal pathogens. The organism enters the body through the (5) **P**\_\_\_\_\_ **o**\_\_\_\_\_ **E**\_\_\_\_\_. Such as the nose, skin, or mouth. The portal of entry determines the type of personal protective equipment (PPE) to use to keep health care workers, family, and visitors safe in the hospital. The ( 6 ) **S**\_\_\_\_\_ **H**\_\_\_\_\_ is a person with low immunity to disease. This includes the very old, and the immune suppressed (due to genetics, transplant drugs, malnutrition, or viral infection like HIV).

*Michelle Ziegler, Contagions, wordpress.com*

#### Evaluate Your Answer:

SCORE	REMARKS	COMMENT!
6	An Advanced Student	You were able to process very well the elements of the chain of infection. Congratulations!
5	A Proficient Student	You were able to process well the elements of the chain of infection.
3-4	Approaching Proficiency Student	You found it hard to process the basic knowledge of the chain of infection.
0-2	A Developing Student	You still need to double your effort in processing the chain of infection.

### Activity 3 - Read This!





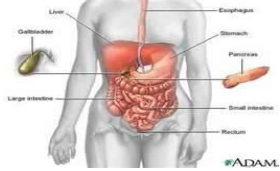





Hello my dear student,

Here are some additional preventive measures for diseases according to different modes of transmissions. In addition to your general hygiene practices, vaccination and standard precautions, specific preventive measures should be adopted when dealing with diseases with various modes of transmission. In order for you to avoid the spread of infections, if you are sick, you should avoid going to school or going outdoors. The suitable time for you to return to school depends on your health conditions.

Copy the following chart on your activity notebook, and as you go through this lesson, underline with green color/pen the examples of diseases that you already experienced. Underline with red color/pen the diseases that you have now. For the preventive measures, underline with black color/pen the practices you are doing regularly and underline with blue color/pen the preventive measures that you need to practice to prevent infections.



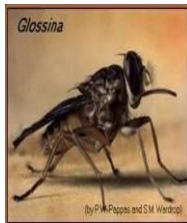


	<p>Chickenpox</p> 	<p><input type="checkbox"/> Wear gloves when making contact with patients.</p>  <p>Anesthetize the area with Lidocaine - use the small syringe. Aspirate before you inject to avoid intravascular administration of Lidocaine</p>
<p>2. Food-borne/ water-borne transmission</p>   	<p>Viral gastroenteritis,</p>  <p>Food poisoning,</p>  <p>Cholera,</p>  <p>Bacillary dysentery,</p> <p>Hepatitis A,</p>  <p>Hepatitis E</p>	<p><input type="checkbox"/> Ensure all food is adequately cooked especially high risk food like shellfish.</p>  <p><input type="checkbox"/> Perform hand hygiene before meals and after going to the toilet.</p>  <p><input type="checkbox"/> Handle vomitus and excreta properly.</p> <p><input type="checkbox"/> Sick food handlers should refrain from work and seek medical advice early.</p>

3. Vector-borne transmission (usually insects)



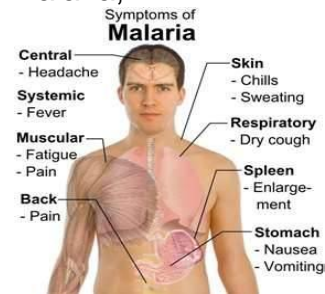
Mosquito bites and Insect bites



Dengue fever,



Malaria,



Japanese encephalitis



□ Maintain environmental hygiene to prevent breeding of insects mosquitoes, e.g., prevent accumulation of stagnant water.



□ Take personal protection to prevent insect /mosquito bites, e.g. wear light-coloured, long-sleeved clothes and trousers/pants and use insect repellents.





## II – INDIRECT

### 1. Droplet transmission



(Coughing)



(Sneezing)



Influenza,



Common cold,



Streptococcus



pneumoniae infection



\*ADAM

□ Maintain good indoor ventilation



□ Keep both hands clean. In particular, perform hand hygiene properly and immediately after making contact with sick persons having respiratory secretions.





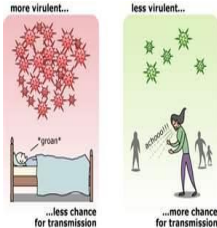






□ Cover mouth and nose when sneezing or coughing. Use tissue papers to contain respiratory secretions and dispose them in garbage bins with lid.

□ People with respiratory infection symptoms and their close contact/aids should wear surgical masks.

□ Keep a distance of at least one metre from the sick person.

□ Seek medical advice immediately if unwell.



		<input type="checkbox"/> Adopt proper isolation for the sick. <input type="checkbox"/> Use appropriate personal protective equipment when necessary. 
<b>2. Air-borne transmission</b>  	<b>Pulmonary</b>  <b>tuberculosis,</b>  <b>Measles,</b>  <b>Chickenpox</b> 	<input type="checkbox"/> Maintain good indoor ventilation  <input type="checkbox"/> Seek medical advice immediately if unwell.  <input type="checkbox"/> Anyone with symptoms suggestive of air-borne transmissible diseases should not attend school.

After going through this lesson, do the activity below. The teacher will guide you fill in the shapes with the correct answers. Answer the questions that follow.

1. What are the TWO KINDS OF TRANSMISSION?

2. What are the different MODES OF TRANSMISSION?

3. Give EXAMPLES of communicable diseases.

4. What are their PREVENTIVE MEASURES?

## Evaluate Your Answer

SCORE	REMARKS	INDICATOR
25	You're advanced	You know and understand very well the modes of transmission of communicable diseases and their preventive measures.
20-24	You're proficient	You know and understand well the modes of transmission of communicable diseases and their preventive measures
15-19	You're approaching proficiency	You know and understand the modes of transmission of communicable diseases and their preventive measures
10-14	You're developing	You hardly know and understand the modes of transmission of communicable diseases and the preventive measures.
6-9	You're beginning	You are prone to be infected with communicable diseases because you don't know the preventive measures.



### Critical Thinking

I

*Independently process this activity.*

Observe, Reflect, and React

#### The Cough Etiquette



A

Analysis.

What do you see in picture A?



B

Evaluate yourself.

<p>Do you think this is a very fast way to infect other people with diseases? Prove your contention.</p> <p>Share your analysis to the class, your family and friends</p>	<p>Look at picture B.</p> <p>Which of these 6 prevention tips do you strictly practice and why?</p> <p>What is its effect to you?</p> <p>Which of these 6 prevention tips do you hardly practice and why?</p> <p>What is its effect to you?</p> <p>So what are you planning to do now?</p>
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 <p>1 Wash with soap and water for 10 seconds.</p> <p>2 Help children wash their hands.</p> <p>3 Rinse well.</p> <p>4 Dry hands with a single-use towel.</p> <p>5 Use towel to turn off water.</p> <p>6 Place in a container lined with a plastic bag.</p>	<p><b>Analyze and Evaluate</b></p> <p>1. People say that the hands are the dirtiest part of the body. ✓ Do you agree? Why and why not?</p> <p>2. People say that washing the hands is the most neglected practices that a person does. ➤ Do you agree? Why and why not?</p>
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## What to Understand

### Activity 1 - A Life-Changing Letter

Dear students,

This life-changing letter is about the course of infection by stages. Read it very carefully and understand how infection manifests through its various stages. When a person is sick, the first stage of infection is *incubation*. It is the period starting from the entry of the pathogen until the appearance of the first sign. For example: chicken pox, it takes 2-3 weeks of incubation. For common cold, 1-2 days of incubation, influenza takes 1-3, days and 15-18 days for mumps.

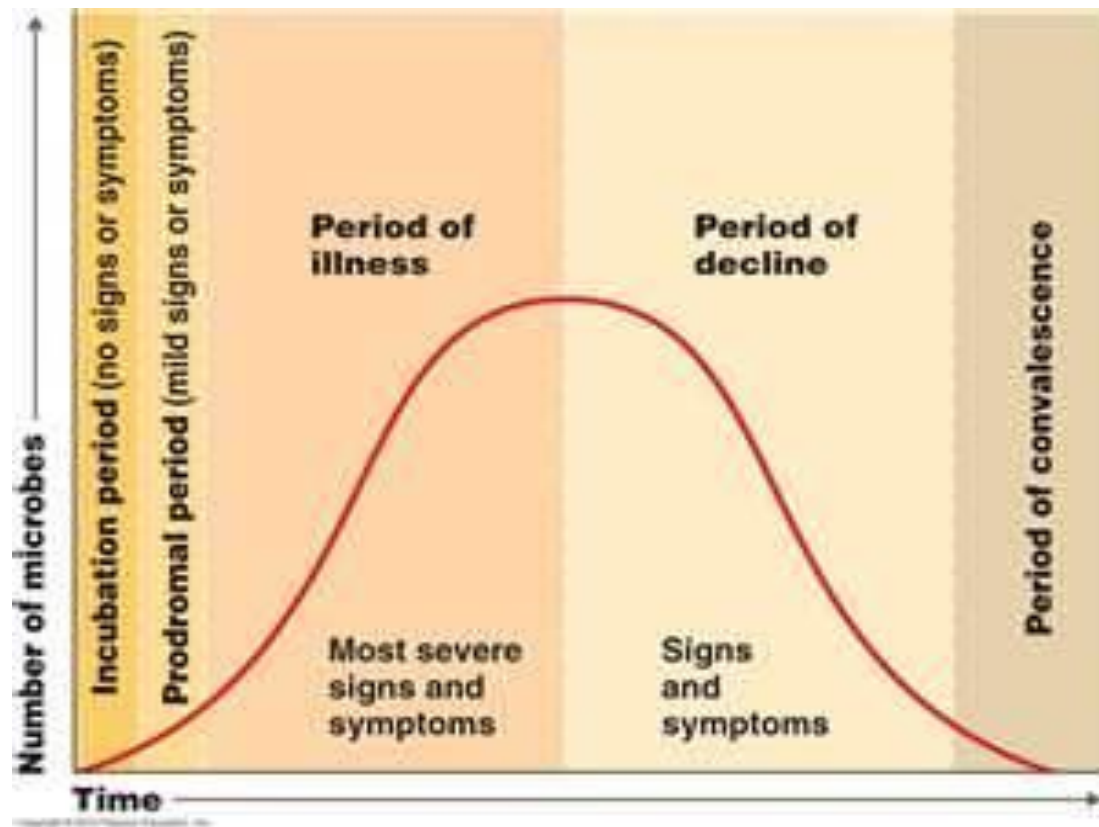
The second stage is called the *prodromal stage* which starts from the onset of non-specific signs and symptoms such as fever.

*Illness stage* begins when more specific signs and symptoms appear. For example, common cold is characterized by sore throat, sinus congestion, rhinitis, mumps manifested by ear ache, high fever, and salivary gland swelling.

The last stage of infection is an interval when acute symptoms of infection disappear. The length of recovery depends on the severity of infection and the sick person's general state of health. Recovery may take several days to months and is called the *convalescence stage*.

By understanding the chain of infection, the sick person must intervene to prevent the infection from developing any further. When a sick person acquires an infection, he/she must observe signs and symptoms of infection and take appropriate actions to prevent the spread like staying away from other

In addition, look at the graph showing the stages of infection. Study the graph and share what you learned to your classmates, friends, and parents.



disease **process**, [faculty.irsc.edu](http://faculty.irsc.edu)

Now that you finished reading and understanding the chain and stages of infection, here are some activities to test what you have understood.

Row 1 will do Activity1.a: *What's the word?*

Row 2 will do Activity1.b: *Pick and Put*, and

Row 3 will do Activity1.c: *Explain the graph*.

Each row will discuss their outputs to the class after 5 minutes.



1. Copy the puzzle in your activity notebook and write the letters on the boxes to form each word being described.

2. Choose your answer from these choices:

Convalescence stage, Incubation stage, Illness stage, Prodromal stage

## Across

1. This is the interval between entrance of pathogen into the body to the appearance of first symptoms.
2. This is the stage when the sick person exhibits signs and symptoms specific to type of infections.
3. This is the interval when acute symptoms of infection disappears (length depends on severity of infection and sick person's state of health).

## Down

4. This is the interval from the onset of nonspecific signs and symptoms to the appearance of more specific symptoms. Time when microorganisms grow and multiply and the sick person may be more capable of spreading disease to others.

## How did i score in this activity?

If I got 4 checks then I understood the intervals of infections.  
If i got 2 checks then I need to reflect on my answers in order to understand the intervals of infections.



## Critical Thinking

Now that you read and understood the definitions of the stages of infection, choose a stage where you think is the best stage to CUT from the flow of infection and explain why you chose that stage?

### 1.b: Pick and put

Choices of symptoms are written on the strips. Copy on your activity notebook the table as shown below and pick the answers from the choices and write them on the columns that describe the stages.

Incubation stage	Prodromal stage	Illness stage	Convalescence Stage

### Choices:

Length of recovery depends on severity of infection and patient's general state of health; take several days to months.	Chickenpox, 2-3 weeks. Common cold, 1-2 days Influenza, 1-3 days Mumps, 15-18 days	Malaise, low-grade fever, fatigue	Common cold manifested by sore throat, sinus congestion, rhinitis, mumps manifested by earache.
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### How did i score in this activity?

1. If I was able to put all the symptoms in the boxes correctly then I have clear ideas about them.
2. If I wasn't able to get all the symptoms in the correct boxes, then I have to analyze and reflect on the symptoms understand it better.



### Critical Thinking:

#### What will your group do?

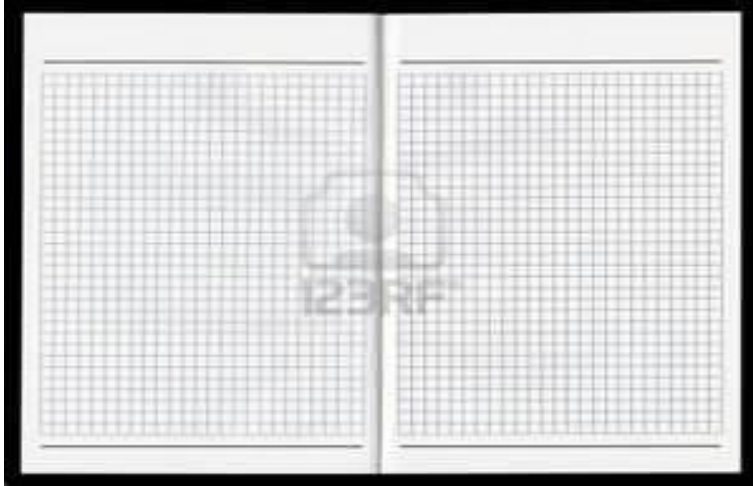
Now that you have classified the symptoms in each column and stages, choose a stage were you think is the best stage to STOP the flow of the infection and explain why you chose that stage?

#### 1.c: Explain the graph

Explain in your own words the graph of the stages of infection

### Guide questions;

1. Where did the arc started and where did it end? What does it mean?
2. Explain the flow of the arc. If you noticed, it started low, then up, then it goes down.



### HOW DID I SCORE IN THIS ACTIVITY?

1. If I was able to explain very well to the class the stages of infection then I have clear ideas about them.
2. If I wasn't able to explain very well to the class the stages of infection then I have to analyze and reflect on the stages of infection until understand it better.



### CRITICAL THINKING

#### CAN YOU DO SOMETHING ABOUT IT?

After your group explained the stages of infection, as a group, choose a stage that you think is the best stage to CUT the flow of infection and explain why you have chosen that stage.

Congratulations to each row for a great job. Now everyone understood the lesson, we will proceed to our next activity.

Do you get to the point that you need to make a decision? Well, our next Activity is about decision making.

## Activity 2: I have to decide.

Read the first column “when the following happens...” and read the second column, “what will I do?” Connect them and put a check mark on each appropriate box.

When the following happens...	What will I do?		
		YES	NO
By understanding the chain and stages of infection	I will intervene to prevent infections from developing.		
When I acquire infection	I will observe signs and symptoms of infections.		
When there are symptoms and signs	I will take appropriate actions to prevent its spread.		
If the symptoms and signs persists	I will see the appropriate doctor/medical specialist.		



If you checked all yes, then you are really a disciplined and health-conscious student. You are ready to be a model for others to follow.



If you answered 2 yes, then you have to go back to where you started and internalize or analyze what a sick person should do when he is infected. So that when it happens to you, you will apply it.



If you answered 1 yes, then you have to read the module and other health readings that I have given you so that you will understand what to do during the course of infections.

Congratulations everyone! How do you find the Activity? Is it really hard to decide? We find it hard sometimes to decide but we need to stand to our decision.

### Activity 3 - Read me aloud!

One from each row will read this short information about the **Levels of Prevention** of getting sick.

PRIMARY LEVEL	SECONDARY LEVEL	TERTIARY LEVEL
<p>What is primary prevention?</p> <ul style="list-style-type: none"> <li>-Activities are done to prevent one from having the disease.</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>-getting immunized;</li> <li>-eating a balanced diet;</li> <li>-getting enough sleep;</li> <li>-avoiding vices;</li> <li>-Don't abuse yourself by doing a lot of work that can cause sickness.</li> </ul> <ul style="list-style-type: none"> <li>-In order not to get sick of Loose Bowel Movement, practice washing your hands with clean water and soap before &amp; after it is used.</li> </ul> <ul style="list-style-type: none"> <li>-Immunizations are probably the best example of primary prevention, and health education to all.</li> </ul>	<p>What is secondary prevention?</p> <ul style="list-style-type: none"> <li>-Activities are done to prevent further damage when the disease has already started.</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>-prompt diagnosis and treatment.</li> <li>-So if a child is diagnosed with Loose Bowel Movement, he must follow the doctor's instructions very strictly. This is to prevent LBM from becoming dysentery or even worse.</li> <li>-Screening tests are excellent examples of secondary prevention. By diagnosing diseases quickly,</li> </ul>	<p>What is tertiary prevention?</p> <ul style="list-style-type: none"> <li>-the focus is on rehabilitating the sick person so as to prevent long-term complications of the disease.</li> </ul> <p>Example:</p> <ul style="list-style-type: none"> <li>-If the child is suffering dysentery, he must be close monitored because he/she can die of dehydration and complications. He can be confined in a hospital for strict monitoring.</li> <li>-Tertiary prevention include the follow-up and monitoring of all prescribed medications to make sure the patient is taking them, therapy to help restore functions in debilitating diseases and any medical procedure means to treat or cure the disease itself.</li> </ul>





## THINKING

**Analyze the following questions and write your reactions on a whole pad paper.**

1. If you are a mother and your toddler is very sickly. What do you think is the reason why he is very sickly? What will you do?

**ACTION:** What will you advice your neighbor who just gave birth?


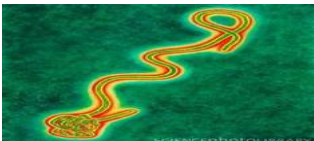
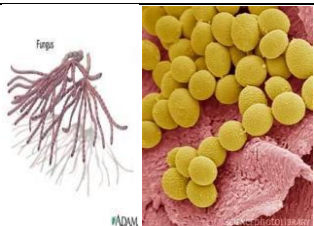





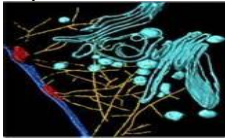
2. Inside your classroom, your bestfriend fainted. How will you know the cause of her fainting? What will you do?

**ACTION:** What will you advice your best friend after getting conscious?

3. Your neighbor was electrocuted and had a third degree burn. You helped bring him to the hospital. After three days, you heard the doctor explain to your neighbor the best way to prevent the spread of infection. Amputation was his suggestion but your neighbor did not like it. What will you do?

**ACTION:** Explain to your neighbor the importance of prevention. Explain why is  
amputation needed?

Read and learn the following in order to avoid and prevent encountering them.

Infectious Agent	How it looks	What it is	Examples
Bacteria	 <p>dangerous <b>bacterium</b>. It is estimated that listeria causes approximately ...</p>	One-celled organisms that is found almost everywhere.	Strep throat, tuberculosis, sinus infections
Virus	 <p><b>Ebola virus</b></p>	Extremely small organisms that consist of a protein coat and some genetic materials.	Cold, Influenza
Fungus	 <p>Athlete's foot <b>fungus</b>, SEM <b>Fungus</b> – Jock itch Pictures &amp; Images (Fungal infection – groin .400 x 320   13.7 KB health.allrefer.com</p>	A fungus relies on other living or dead organisms to survive; yeast, molds, and mildews are included in this group.	 <p>Athlete's foot,</p>  <p>Ringworm</p>
Protozoan	 <p>Amoeba proteus <b>Protozoan</b>, pseudopods</p>	A single-celled organism; much more complex than a bacterium; protozoal infections usually come from infected water or food.	Amoebic dysentery
Parasite	 <p><b>Parasite</b>   Health Dictionary 426 x 399   38.5 KB <a href="http://www.beltina.org">www.beltina.org</a></p>	An organism that lives in a host organism; draws nourishment from a host; some may be very large.	 <p>Tapeworm,</p>  <p>Malaria</p>

<p><b>WHAT NOW?</b></p> <p><b>Do you believe that you can do great things to prevent the spread of communicable disease?</b></p> <p><b>Adapt the quotation that says “Ako ang simula”</b></p>	<p>As a student, what can you do to make our environment clean and keep ourselves free from disease?</p> <p>Use these guides to come up with a <b><i>personal daily journal</i></b>.</p> <p>Title: Making Small Things to Prevent the Spread of Diseases.</p> <p>How? Before you sleep, write down on your journal what you have done for that day. For example, I picked scattered wrappers inside the classroom and I washed my hands with soap and water after wards.</p> <p>You can write on your journals everyday and you are free to adapt a strategy on how to do it. You can also make posters.</p> <p>Decide on what to do to demonstrate your understanding of the general methods of disease prevention and control.</p>
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#### Activity 4: Advertise what you know

Form six *groups* and do this activity. In **column A**, make an advertisement/drawing on the prevention of skin diseases described in the **column B**. Write your advertisement/drawing in your activity notebook.

The following criteria will be the basis for judging your work.

1. Does your advertisement/drawing match each description in column B?
2. Did you make a very clear message for the public in the advertisement/drawing?
3. Is it attractive that can easily catch the eyes of people?

**COLUMN A**

**COLUMN B**

	<p><b><u>Ringworm of the Body</u></b> (Tinea Corporis)</p> <p>Ringworm usually causes a very itchy <u>rash</u>. It often makes a pattern in the <b>shape of a <u>ring</u></b>, but not always. Sometimes it is just a <b>red</b>, itchy rash. <i>The outer ring is very reddish and another ring in the middle is reddish too. The in-between is whitish.</i></p> <p>To prevent ringworm:</p> <ul style="list-style-type: none"> <li>➤ Keep your skin clean and dry.</li> <li>➤ Change your socks and underwear at least once a day.</li> <li>➤ Wear loose-fitting cotton clothing.</li> <li>➤ Avoid tight underwear, pants, and panty hose.</li> <li>➤ Always dry yourself completely after showers or baths. After drying your skin with a towel, allow your skin to air-dry before</li> <li>➤ putting your clothes on.</li> <li>➤ You can also use a hair dryer, set on a cool setting, to dry</li> <li>➤ your skin.</li> <li>➤ Do not share clothing, sports equipment, towels, or sheets. If you</li> <li>➤ think you have been exposed to ringworm, wash your</li> <li>➤ clothes in hot water with fungus-killing (fungicidal) soap.</li> <li>➤ Wear slippers or sandals in locker rooms, showers, and public</li> <li>➤ bathing areas.</li> <li>➤ Shower and shampoo thoroughly after any sport that requires</li> <li>➤ skin-to-skin contact.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b><u>Acne</u></b> has always been a common skin problem among teenagers and adults. This disease is also known to cause stress or embarrassment on its sufferers. Thus, acne has become an almost dreaded skin condition. So if you don't want to experience having a hard time dealing with the possibility of acne growth on your skin, the best thing that you can do is to learn how to take care of your skin. Acne is usually caused by the following factors – dirt, excess oil, and unhealthy lifestyle.</li> <li>• Prevention is, in washing your face, make sure</li> </ul>

	<p>that you use a gentle soap or cleanser that matches your skin type to effectively eliminate sweat, excess oil, and dirt from your face, otherwise your skin pores will clog and soon pimples might appear.</p> <ul style="list-style-type: none"> <li>• Moreover, in drying your skin, make sure that you use only clean towels.</li> <li>• <b>Wash acne-prone areas only twice a day.</b> Washing removes excess oil and dead skin cells. But too much washing can irritate the skin. Wash areas with a gentle cleanser and use oil-free, water-based skin care products.</li> <li>• <b>Avoid heavy make-up.</b> Choose powder cosmetics over cream products because they're less irritating.</li> <li>• <b>Remove make-up before going to bed.</b> Going to sleep with cosmetics on your skin can clog tiny openings of the hair follicles (pores). Also, be sure to throw out old make-up and clean your cosmetic brushes and applicators regularly with soapy water.</li> <li>• <b>Wear loose-fitting clothing.</b> Tight-fitting clothing traps heat and moisture and can irritate your skin. Also, whenever possible, avoid-tight fitting straps, backpacks, helmets, or sports equipment to prevent friction against your skin.</li> <li>• <b>Shower after exercising or doing strenuous work.</b> Oil and sweat on your skin can trap dirt and bacteria.</li> <li>• At all times try to keep your hands and hair away from your face. Your hands and you hair may contain oil and dirt. If contacted on your face it can contaminate the pores and cause acne.</li> <li>• Never squeeze or pick your spots! We all know this maybe very tempting, but it would only makes matters much worse. Most spots will heal on its own. Picking at spots will just increase the chance of it spreading the bacteria or even worst permanently scarring your skin. So remember never to pick on it.</li> <li>• Trying to reduce stress in your daily routine wherever possible is a great way to prevent acne. More sleep, do more exercise, taking warm baths and a balance diet will contribute to physical well being and hence prevent acne.</li> </ul>
	<p><b>Athlete's foot</b> is caused by a <a href="#">fungus</a> that grows on or in the <i>top layer of skin</i>. Fungi (plural of fungus) grow best in warm, wet places, such as the area between toes. <u>It</u></p>

	<p>looks like a burned skin because it has scales and it is <u>reddish and itchy</u>.</p> <p><b>Athlete's foot</b></p> <p>Wear flip-flops in affected areas.</p> <ul style="list-style-type: none"> <li>• Use anti-fungal sprays or powders on shoes and feet.</li> <li>• Dry the feet and between the toes first after a shower to prevent spread to other parts of the skin.</li> <li>• Avoid tight or closed footwear especially in warm climates.</li> <li>• Change socks daily. Cotton socks keep the feet cooler.</li> <li>• Wash towels daily.</li> </ul>
	<p><b><u>WARTS</u></b> are the most common of dermatological complaints. Three out of four people will develop a wart (verruca vulgaris) at some time in their lives. Warts are slightly contagious, and you can spread them to other parts of your body by touching them or shaving around infected areas. Children and young adults are prone to getting warts because their defense mechanisms may not be fully developed, but it is possible to get a wart at any age. Warts are caused by the human papilloma virus (HPV), which enters the skin through a cut or scratch and causes cells to multiply rapidly. Usually, warts spread through direct contact. Each person responds differently, and not everyone exposed to HPV will develop a wart. They can be all over the parts of the body.</p> <p><u>They are small black or brownish hard grown skin.</u> They can become bigger especially when they are always touched.</p> <p><b>PREVENTION:</b></p> <p>To reduce your risk of plantar warts</p> <p>Avoid direct contact with warts.</p> <p>This includes your own warts.</p> <ul style="list-style-type: none"> <li>• Keep your feet clean and dry.</li> <li>• Change your shoes and socks daily.</li> <li>• Don't go barefoot in public areas.</li> <li>• Wear sandals or flip-flops in public pools and locker rooms.</li> <li>• Don't pick at warts. Picking may spread the virus.</li> </ul>

	<ul style="list-style-type: none"> <li>• Don't use the same file, pumice stone, or nail clipper on</li> <li>• your warts as you use on your healthy skin and nails.</li> <li>• Wash your hands carefully after touching your warts.</li> </ul>
	<p><b><u>Jock itch</u></b> is characterized by an itchy, <i>red rash</i> on the genital, <i>inner thighs and buttocks</i>. It occurs in warm, moist areas of the body and is common in athletes and people who are obese or perspires a great deal. Jock itch (groin infection)</p> <ul style="list-style-type: none"> <li>• Wash the groin daily. Dry the skin carefully after bathing.</li> <li>• Do not dry the feet before the groin to reduce the risk of spreading the fungi from the feet.</li> <li>• Change underwear daily.</li> <li>• Wash towels daily.</li> </ul>

### CRITERIA:

- 90-100 For an advertisement that has a clear message, harmonious combination of 4 colors, simple presentation, and placed in a 1/8 illustration board
- 85-89 For an advertisement that has a clear message, combination of 4 colors, presented in a 1/8 illustration board.
- 80-84 For an advertisement that has a message, combination of 4 colors and presented in a 1/8 illustrated board.
- 75-79 For an advertisement that has a message, combination of 3 color and presented in a 1/8 illustrated board.

## ASSESSMENT

REMARKS	INDICATION
Advanced 90-100	For a very well done work. The advertisement/drawing matched very well what is being described in column B. A very clear and attractive message that catches the attention of people for them to read about the prevention of skin diseases.
Proficient 85-89	For making the advertisement/drawing that matched well what is being described in column B. There is a clear and attractive message that catches the attention of the people for them to read about the prevention of skin diseases.
Approaching Proficiency 80 – 84	The advertisement/drawing matched what is being described in column B. A message that people can read about the prevention of skin diseases.
Developing 75- 79	For hardly making an advertisement/drawing that should match what is being described in column B. Message that hardly catches the attention of people to read about the prevention of skin diseases.

### Activity 5: “R. U. R. on this”

Dear \_\_\_\_\_, (please write your name in the blank)

It is a great opportunity for you to read my story. My name is Remedios, We are five in the family. I have three brothers and one younger sister where I am the eldest. We are living in a very small house and my father works as a carpenter while my mother stays at home to take care of my siblings.

We are a happy family even though, we suffer a lot in our health. I was in grade 8 when my teacher taught us about the prevention and control of communicable diseases. And I have been applying what I learned until now and I am improving everyday.

Lack of water causes us much problem. We bathe at least twice a week but still all of us have body odors. My younger brother's face is full of acne. My father complains of athlete's foot every time he removes his shoe when he gets home. Our small house smells bad in every corner. My mother's neck is full of warts. All of us even have lice. I don't know what I have on my chest that looks like ring. I am thankful that we have learned lessons on how to prevent and control of communicable diseases.

After learning from the class discussion I was really challenged to share to the whole family about skin diseases. So one night, after dinner, I asked permission from my father to discuss what I learned and that we have to help one another to have these skin diseases cured and prevented.



All of us were not happy with our sickness and so we agreed to work hand in hand to solve the problem. One Saturday, my father told us to go to the health center. We were instructed ways to treat our illnesses. We were taught to take a bath every day, not to share personal things to family members so that we will not infect one another.

I know that my family is not happy of our skin problems, so I would like to encourage you to apply what you have learned in school for you not to experience what my family and I have experienced.

Love and concern,

Remedios

-Judith Langbayan-Javier



After you read the letter,

1. What can you say about the letter of Remedios?
2. Can you also do what she did? How will you do it?
3. If you are in her situation, what steps will you do to solve your family health problems?

Next thing you'll do is letter writing. Please bring out a whole pad paper.

Write a letter and address it to Remedios. Share your feelings when you were reading her letter and why did you feel that way. Share also if you have similar experiences. Tell her that you would like to do what she did and how you will do it.

**Dear Remedios,**

---

---

---

---

---

---

---

---

---

---

**Very truly yours,**

---

After writing, five volunteers from each row will read to the class their letters. Did it help you express your feelings after you wrote to Remedios? I know it helped you a lot.

This time you will have your summative test. This will help you measure how far you knew the lesson and because you understood the lessons, you are ready to apply them in your daily life

### Activity 6: Summative Test

<b>SUMMATIVE TEST</b>	
NAME _____	SCORE _____
SECTION _____	DATE _____
<b>MULTIPLE CHOICE:</b>	
<b>DIRECTION:</b> Carefully read the questions and choose the correct answer from the _____ choices and write the letter of your choice on the blanks provided at the _____ right side.	
	A. These are tiny microorganisms that infect or invade the body and attack
body cells and tissues.	
A. Bacteria B. Pathogen C. Virus	1. ____
2. Pneumonia is a sickness caused by pathogen called _____. A. Bacteria B. Fungus C. Virus	2. ____
3. Rickettsias need living cell in order to grow and multiply, which of the following is a rickettsias? A. Dysentery B. Small Pox C. Ticks	3. ____

4. Athlete's foot is a disease caused by pathogen called ____	4. ____
A. Fungi B. Parasite C. Protozoans	
5. Which of the following virus enters the respiratory system and cause sickness?	5. ____
A. Cold B. Rabies C. Wart	
6. This is a pathogen that causes amoebic dysentery.	6. ____
A. Parasite B. Protozoa C. Virus	
7. Helminths is a pathogen meaning ____.	7. ____
A. Bacteria B. Parasite C. Virus	
8. This helminth lives in the intestines and causes a serious illness known as	8. ____
A. Bilharziasis B. Schistosomiasis C. Trichinosis	
9. Prevention of helminth diseases requires__.	9. ____
A. Eating good food B. Maintain cleanliness C. Taking medicine	
10. Diseases caused by the direct and indirect spread of pathogens from one person to another are called ____ diseases.	10. ____
A. Communicable B. Non-communicable C. Toxin Bacteria	
In chronological order, arrange the following stages of infection according to the graph of disease process in numbers 11 to15 and the chain of infection in numbers 16 to 20. Write the letter of each correct entry.	
A. Convalescence stage is recovery stage.	11. ____
B. Illness stage is when specific severe sign and symptoms appear.	12. ____
C. Incubation stage is when a person acquires the pathogen.	13. ____
D. Prodromal stage is when there are non-specific signs and symptoms appearing	14. ____

E. Decline stage is the time when the signs and symptoms of the sick person slowly goes down. 15. \_\_

- The chain of infection starts when a pathogen lives in a
- A. passed through a direct or indirect Mode of Transmission. 16. \_\_
  - B. Reservoir which can be a living or non-living object. When the pathogen 17. \_\_
  - C. Susceptible Host if one who has low immunity resistance is the next victim. 18. \_\_
  - D. leaves the reservoir through a Portal of Exit, the pathogen is 19. \_\_
  - E. The organism then enters the body through a Portal of Entry and the 20. \_\_

Fill in the blanks. Choose you answer from the choices below and write the letter of the correct answer on the blanks provided at the right side.

21. In the three level of prevention, the first is called \_\_\_\_\_ of prevention. 21. \_\_
22. The objective of this first level is to \_\_\_\_\_ one from having the 22. \_\_
23. disease. \_\_\_\_\_ is probably the best example of this level of prevention and health education to all. 23. \_\_
- 24 . The second level of prevention is called \_\_\_\_\_. 24. \_\_
25. This level of prevention aims to prevent further \_\_\_\_\_ when the disease has already started. The best action to do in this level is 25. \_\_
26. prompt diagnose and \_\_\_\_\_. 26. \_\_
27. \_\_\_\_\_ tests are excellent examples of this level. 27. \_\_
28. The third level of prevention is called \_\_\_\_\_. The focus of this 28. \_\_
29. Level is \_\_\_\_\_ the sick person so as to prevent long-term complications of the disease. The best thing to do in this level is follow-up 29. \_\_
30. and very close \_\_\_\_\_ (24/7) of the sick person. 30. \_\_

Choices:

- |                  |                    |
|------------------|--------------------|
| A. Damage        | F. Rehabilitating  |
| B. Immunization  | G. Screening       |
| C. Monitoring    | H. Secondary Level |
| D. Primary level | I. Tertiary Level  |
| E. Prevent       | J. Treatment       |



## What to Transfer

The learner demonstrates a complete performance on the following activities:

### Activity: **ACT NOW!**

“Act now before it will be too late,” as the saying goes. Let’s see how you will do your part. It’s time for you to do a pantomime. The males are grouped into five smaller groups. Choose a leader who will draw a paper from the box. The word written on the paper will be your group name. The word written on the paper will be parts of the body such as nose, mouth, eyes, etc. Each group will be given 15 minutes to conceptualize and practice a 5-minute pantomime presentation. The pantomime will focus on “*The spread of diseases using the different modes of transmission.*” Example, if your leader drew “nose” from the box, then focus your presentation on this, “*Diseases are spread through the nose using the chain of infection.*”

The female groups will do the same just as what the males will do. The group’s name will depend on the word that is written on the paper drawn from the box. The name of the group will also be a part of the body. The pantomime will focus on “*The prevention of the spread of diseases from the different modes of transmission.*” Example, if the leader drew “food” from the box, then focus your presentation on how to prevent the spread of infections from the food we eat.

After 15 minutes, each group will present for 5 minutes. Each group must jot down what they observed about the spread and prevention of diseases. After that, the observations will be shared with the class.

Please look into the criteria in rating your presentations.

### Criteria:

Your score is 25 if 

1. Your group will present a very clear and understandable message. For the **Male**, the *spread of diseases using the different modes of transmission* and

For the **Female**, the *prevention of the spread of disease from the different modes of transmission.*

2. Each member will take part in the presentation.

3. The group will present for 3 minutes.

Your score is **20**

if



1. The group will clearly present the pantomime but with a little assistance from other people on how to prevent the spread of diseases.
2. Each member of the group will actively participate.
3. The group will present for 3 minutes.

Your score is 15\_



1. The group hardly and vaguely presented a pantomime despite the assistance of other people.
2. Most of the group members will not actively participate.
3. The group will not present three minutes.

After the presentation, share to the class what you have learned and observed from the presentations. Are you ready to perform in real life the preventive measures on spread of diseases?

**HOME WORK: COMMITMENT** on how I can help prevent the spread of diseases.

Write your commitment in your journal or activity notebook. Affix your signature on your work and ask your parents to read then sign. Use the following questions as your guide.

Guide questions:

1. As a teenager, what can I do to prevent the spread of diseases?
2. How can I help my classmates, schoolmates, and my family not to be infected by diseases?



## **Recommendation:**

It is time for you to make a recommendation that will help prevent the spread of communicable diseases. Consider the following:

### **SUGGESTIONS:**

1. "Wash hands" campaign poster.
2. Cleanliness slogan.
3. Personal journal on individual daily actions to promote cleanliness.
4. Bookmark on prevention and control of communicable disease.

### **STEP:**

1. Write a letter to your school student organization(SSO), barangay captain, parents, neighbors, etc.
2. Coordinate with your SSO, barangay captain, parents, and neighbors if they have some activities that you can tie up with.
3. Suggest steps or tips how to maintain and monitor it.

## **RUBRICS:**

***Transfer of understanding to life situations (30%)*** as demonstrated through:

- Products – outputs which are reflective of learner's creative application of understanding; and
- Performance- skillful exhibition or creative execution of a process, reflective of masterful application of learning or understanding.
- 

**ADVANCED (26-30%)** – The student independently demonstrates the ability to create, add value and transfer his/her/their understanding to life situations in the form of products and performances. This means that the product or performance reflects the following attributes:

- The entire process from planning to execution was carried out by the student, with no guidance from the teacher.
- The product or performance is well thought out by the student from planning to execution. Potential problems have been identified and appropriate remediation has been put in place should problems arise.
- Values formation is evident as demonstrated by the students in their performance.
- The product or performance is a demonstration of a creative application of enduring understanding in a new or novel context.

**PROFICIENT (21-25%)** The student demonstrates the ability to create, add value, and transfer his/her understanding to life situations in the form of products and performances, but the product or performance can still stand improvement in a number of areas, namely the following:

- The entire process from planning to execution was carried out by the students with some guidance/ coaching from the teacher.
- The product or performance is well thought out by the student from planning to execution. Potential problems have been identified and appropriate remediation has been put in place should problems arise.
- Values formation is evident as demonstrated by the students in their performance.
- The product or performance is a demonstration of a creative application of enduring understanding in a new or novel context.

APPROACHING PROFICIENCY (16-20%) – The students strive to use understanding or learning creatively in producing products or performance as manifested in the following:

- The students attempt to do the tasks entirely on their own, but seeks the teacher's help for the majority part of the process.
- The products or performances have some flaws in the design that the students addressed with help from the teacher.
- There is little evidence of values formation as demonstrated by the students in their performance.
- A little creative application of enduring understanding is shown in the product or performances. The context or situation in which the understanding is applied is ordinary or common. There are limited attempts at novelty (e.g. formatting, organization, packaging, presentation).

DEVELOPING (11-15%) – The students show inadequacy in using understanding or learning creatively in their products or performances. The inadequacy is manifested in the following:

- The entire process from planning to execution had not been carried out by the student, without the teacher's guidance and coaching.
- The product or performance is poorly thought out by the student from planning to execution. There are marked flaws in the design that the student is not even aware of.
- There is almost no evidence of value added by the student in the execution of the process or in the use of understanding or learning.
- Every aspect (e.g. formatting, organization, package, presentation) of the product or performance is just a copy of what has been taught in class.

BEGINNING (6-10%) – The student shows great difficulty in using understanding or learning creatively in producing products or performances. The difficulty is manifested in the following:

- The entire process from planning to execution was poorly carried out by the student), without the teacher's guidance and coaching.
- The product or performance is poorly thought out from planning to execution. There are many obvious flaws in the design that the student has ignored.
- There is no evidence of values formation as demonstrated by the students in their performance.



- The product or performance does not show creative application of enduring understanding. The context or situation in which the understanding is applied is very ordinary or common. There are no attempts at novelty (e.g. in formatting, organization, packaging, presentation).

## Activity 2 - Self Monitoring

In your journal/activity notebook, copy the chart as shown. In your daily chart, write what you can do to keep your self, home, school, and community clean. Prepare four copies of this chart. Ask your parents and your teacher to monitor you if you are doing it.

Attach your signature and your parents' signature too.

### SELF MONITORING CHART

Committed to maintain	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Cleanliness -Self							
-Home							
-school							
- community							

Check only if you have accomplished it

Committed to do	M	T	W	Th	F	S	S
I do not drink from somebody's bottle/glass.							
I use my own comb and don't share others' comb.							
I do not share my towel or use others' towel.							
I do not share my socks to others or use other socks.							
I wash my hands before and after using them.							
I wear only washed clothes							

\_\_\_\_\_  
STUDENT'S SIGNATURE

\_\_\_\_\_  
PARENT'S SIGNATURE

Figure 2

## Summary/Synthesis/Generalization

It is very encouraging to know that you are through with this material, Disease Prevention and Control (Communicable). Your readings, accomplishments in doing the activities and projects or performances and interacting, discussing with your classmates are assurances that you have learned a lot from this material. The saying, "Prevention is better than cure" become more significant to you because of the importance of practicing preventive measures that diseases will not infect you. It is also a challenge on your part to practice daily these preventive measures you have learned. I know that you will share them to your family, friends, and classmates especially how this module influenced you. A saying goes, "Learning without application is no learning at all."

In the first part of this material, you are introduced to the overview content of this material and likewise the things you are expected to do.

In the pre-assessment you are given activities that help you assess how far you know the lessons and you are introduced to new concepts.

The learning goals and targets serve as your guide that lead you to what is expected of you.

Part one is what to know. Your knowledge is challenged there. The activities given aim to evaluate your stock knowledge. Misconceptions are clarified as you go through this part. There are readings given to enhance and let you know that there are many things to learn.

In part two, what to process, you are provided with activities that help you assess your skills especially in processing challenges in life. One of which is how you can be part of the prevention and control of communicable diseases.

Part three deals with what you need to reflect and understand. You are made to see what others cannot see or your attitude is put to a test to really see if you can apply what you have learned. In this part, you do not just learn how to cook rice or do the cooking but you learn why you need to cook and the result of your cooked food should be good to your health.

Finally, the fourth part is the final test to see if you understood the what, when, where, who, why, and how to prevent and control communicable diseases. Now, can you really say that you make all what you've learned part to your daily life? The answer lies in you.

## GLOSSARY OF TERMS

### A

**ATHLETE'S FOOT** -is caused by a fungus that grows on or in the top layer of skin. **B**

**BACTERIA** - are one-celled microscopic organisms that rank among the most widespread of living things. Some are small that a single grain of soil may contain over 100 million of them and most bacteria do not cause disease.

**BIOFEEDBACK** -is a process of becoming aware of physical events in your body that normally you are not aware of. **C**

**COMMUNICABLE DISEASES** - are those that are transmissible from one host, person (host) or animal, to another person.

**CONVALESCENCE** is the stage when acute symptoms of infection disappear. **D**

**DISEASE** - is an abnormal condition affecting the body of an organism. **F**

**FUNGI** -are simple organisms that cannot make their own food. **H**

**HOST** - is a plant or animal that the parasite feeds **I**

**ILLNESS STAGE** - is the interval when a sick person manifests signs and symptoms specific to a certain type of infection.

**IMMUNITY** is the body's natural resistance to pathogens.

**INCUBATION STAGE** - is the interval between the entry of pathogen into the body until the appearance of first sign or symptom.

**JOCK ITCH** - is characterized by an itchy, red rash on the genitals, inner thighs and buttocks. It occurs in warm, moist areas of the body and is common among athletes and people who are obese or perspire a great deal. **M**

**MODE OF TRANSMISSION** -is a method of transfer by which the pathogen moves or is carried from one host to another.

**PASSIVE IMMUNITY** - is the temporary immunity that the infant acquires from the mother.

**PARASITE** - is a microorganism that gets their food supply in a living plant or animal.

**PATHOGEN -** is an organism that causes disease to its host; also known as infectious/disease agent.

**PORTAL OF ENTRY -** is an opening that allows the microorganism to enter the host. It includes body orifices, mucus membranes, or breaks in the skin.

**PORTAL OF EXIT -** is a place of where pathogen leaves the reservoir such as the nose, mouth, or anus.

**PRODROMAL STAGE -** is the interval from the onset of non-specific signs and symptoms to more specific symptoms.

**PROTOZOANS -** are single-celled organisms that are larger than bacteria and have more complex cellular structure.

## R

**RESIDENT BACTERIA -** that lives in the human mouth and intestines and on our skin.

**RESERVOIR -** is a place where pathogen thrives and reproduces such as human beings, animals, and inanimate objects such as water, table tops, and doorknobs.

**RICKETTSIAS -** are organisms that are considered intermediate, that is, somewhere between a virus and a bacterium.

**RINGWORM -** of the body (Tinea Corporis) usually causes a very itchy rash. It is caused by fungus. It often makes a pattern in the shape of a ring, but not always. Sometimes it is just a red, itchy rash.

## S

**SUSCEPTIBLE HOST -** is a person who cannot resist a pathogen because of weak body immunity.

**SYMPTOMS -** are subjective manifestations of disease such as stomach ache.

## T

**TOXINS BACTERIA -** are bacteria that produces certain poison.

## **V**

### **VIRUS -**

are small, simple lifelike forms-from one half to 100 the size of a bacteria.

### **VACCINES -**

are preparations that usually composed of dead or weakened viruses that provide immunity by causing the body to produce antibodies against the pathogen.

## **W**

### **WARTS -**

are the most common of dermatological complaints. Warts are slightly contagious and you can spread them to other parts of your body by touching them or shaving around infected a

## RESOURCES

### BOOKS

Glenco. Glenco Health: A guide to wellness. Glenco/Mc Graw-Hill Publishing Company.,  
May 1, 2001, pages 250-255.

Glenco. Glenco Health: Chapter 23 Causes of Communicable Diseases.  
Glenco/McGraw-Hill Publishing Company.

State of New Jersey. New Jersey Comprehensive Health Education and Physical  
Education Curriculum framework (Chapter 8 –Sample Learning  
Activities) 1996-  
2010.

### WEBSITE

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[www.mayoclinic.com/health](http://www.mayoclinic.com/health), retrieved September 26, 2012

[www.sciencephoto.com](http://www.sciencephoto.com), retrieved September 26, 2012

ph.images.search.yahoo.com, retrieved September 26, 2012 & Oct. 24, 2012

Acne Prevention, [www.topsites.4u.net](http://www.topsites.4u.net), retrieved October 24, 2012

Kidshealth.org/parent/infections/fungal/ringworm, retrieved October 25, 2012

Chain of Infections – Michelle Ziegler, Contagions, wordpress.com, retrieved September

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Disease **process**, faculty.irsc.edu, retrieved October 24, 2012

En.wikipedia.org/wiki/infection, retrieved September 26, 2012

Picture Clips- [www.healthline.com/health/skin](http://www.healthline.com/health/skin) disorder, retrieved September 26, 2012

Ph.images.search.yahoo.com/search/images, retrieved September 26, 2012

Skin Diseases image collection, retrieved September 26, 2012



## Unit IV: Prevention of Substance Use and Abuse (Cigarettes and Alcohol)



## INTRODUCTION

This learning material is designed to inform you about the dangers of gateway drugs and teach you the various strategies to prevent substance use and abuse. It will provide you with a solid knowledge base from which you may gain more information about prevention, intervention, and laws governing substance abuse. You will also learn about the implications of cigarettes and alcohol use to self, family, community and the country as a whole. Varied activities are designed to help you learn strategies to prevent cigarette and alcohol use and abuse.

Because they are generally accepted and widely available, cigarette and alcohol remain both major health threats among Filipinos. What is more alarming is the fact that use of these gateway drugs makes one more vulnerable to dangerous drugs such as marijuana and shabu. Thus, it is always best not to light that first cigarette or drink that first bottle of beer. Live with the principle: "Be smart, do not start!"

As you go through this learning material, you need to answer the assessment which checks your prior knowledge and understanding of the topics. Activities are divided into four parts namely: Knowledge, Process, Understanding and Transfer. Every part will be culminated by an assessment to check your level of proficiency. Suggested *media resources* and *beyond class hour* activities are also provided to enhance and enrich your learning during days without classes.

We did our best to make a learning material you would surely enjoy and refer to often. There are few quizzes, but they are only there so you can check your progress. There are also some exercises so you can practice your skills. They are meant to help you understand so do them at your leisure.

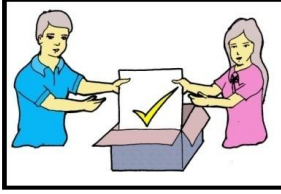
Stay healthy and enjoy learning!



## Objectives

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

- Discuss cigarettes and alcohol as gateway drugs
- Analyze the implications of cigarette smoking
  - Describe the harmful short and long-term effects of cigarette smoking on the different parts of the body
  - Discuss the dangers of mainstream, sidestream or second-hand and third-hand smoke
  - Explain the impact of cigarette smoking on the family, environment, community, and country
- Analyze the implications of drinking alcoholic beverages
  - Describe the harmful short and long-term effects of drinking alcoholic beverages
  - Interpret blood-alcohol concentration in terms of physiological changes in the body
  - Explain the impact of drinking alcoholic beverages on the family, community, and country
- Discuss strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages
  - Apply resistance skills in situations related to cigarette and alcohol use
  - Enumerate healthy alternatives to cigarette and alcohol use
  - Follow school rules and government laws related to cigarette and alcohol use
  - Prepare advocacy materials against cigarette and alcohol use



## Pre-Assessment

### **SELF-INVENTORY (ACTIVE OR PASSIVE?)**

Number a page in your MAPEH notebook or activity sheet from 1 to 15. Read and answer each item below by writing YES or NO. Total the number of yes responses for items 1 to 5, 6 to 13, and 14 and 15.

1. Do you smoke?
2. Is there someone who lives with you, who smoke?
3. Do you have friends who smoke?
4. Are you often exposed to cigarette smoke?
5. Do you sometimes find yourself with people who smoke?
6. When people around you smoke, do you let them know that you do not want to inhale or smell their smoke?
7. Have you tried giving disapproving look at people who smoke to let them know that you indirectly dislike smoking?
8. Have you ever commented about someone smoking but not directly to the smoker?
9. Have you ever asked smokers to get rid of their smoke?
10. Have you ever asked smokers to transfer to another place so that you would not inhale their smoke?
11. Have you ever tried moving away from a smoker who does not listen to your appeal?
12. If you are in a vehicle and someone is smoking, do you roll down the window or turn towards the window to avoid inhaling smoke?
13. Have you ever tried moving away from a smoker without asking him/her to move away instead?

14. Will you just let smokers smoke near you, choosing to be passive, saying nothing and doing nothing?

15. Are you afraid that if you speak out and ask a smoker to stop smoking or move away from you, that he/ she will laugh or get mad at you?

**What is your score in the self-inventory?**



If you answered YES for items 1 to 5, you might be **“at risk of exposure to smoke”**.

Now, for items 6 to 13, if you answered YES to five or more questions, **you are in the “active zone” and you stand for your rights and protect your health**. If you answered YES to 3 or 4 questions, **you are heading towards standing for your rights and protecting your health**. If you answered YES to 1 or 2 questions, **you are beginning to stand for your rights and protect your health**.

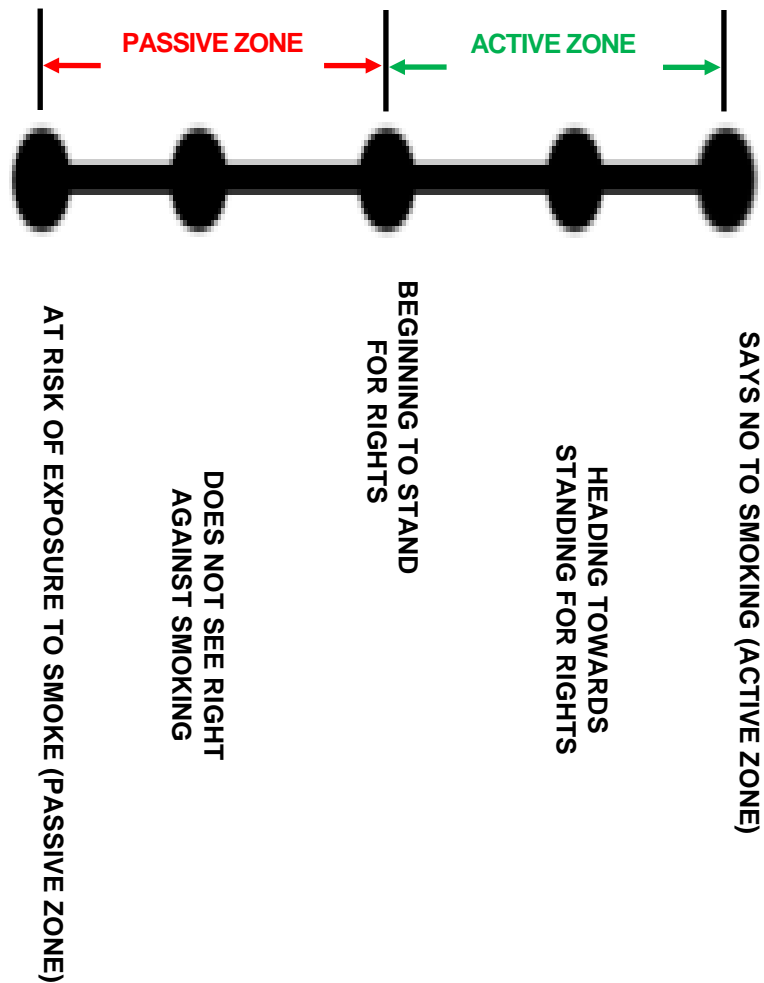
If you answered NO to items 6 to 13, **you are a passive smoker and need to learn to stand up for your rights and protect your health**.

If you answered YES to items 14 and 15, **it is important to learn how to be active in standing up for your rights and protecting your health**.



## VALUES CLARIFICATION

Copy the illustration below in your notebook or activity sheet. Based on your self-inventory score, encircle the part using any marker or ballpen that best describes your current position on the chart below.



## **WHICH ZONE ARE YOU IN?**

Copy and answer **BOX A** if you are in the **PASSIVE ZONE**. On the other hand, copy and answer **BOX B** if you are in the **ACTIVE ZONE**.

### **BOX A (PASSIVE ZONE)**

1. My first step in standing up for my rights when I am in danger of being exposed to cigarette smoke is \_\_\_\_\_.
2. The last time I inhaled someone else's smoke, I became a passive smoker because \_\_\_\_\_.
3. I will do the following steps to become more active about avoiding passive smoke: \_\_\_\_\_.
4. I know that the benefits of being active about avoiding smoke are \_\_\_\_\_.

### **BOX B (ACTIVE ZONE)**

1. I will help passive smokers who are afraid to stand up for their rights to speak up for themselves on the issue of second hand smoke \_\_\_\_\_ by \_\_\_\_\_.
2. Every time a person smokes near me, I politely react by \_\_\_\_\_.
3. The following are my ways of protecting my health from the dangers of smoke: \_\_\_\_\_  
\_\_\_\_\_.
4. The benefits of sharing this healthy information will be \_\_\_\_\_.



## **ANSWER THIS!**

Answer the following questions in your notebook or activity sheet:

1. Why is it important for people who don't smoke to stand up for their rights? What harmful chemicals do you think people can get from inhaling cigarette smoke?
2. How can you stand up for your rights and protect your health from the dangers of cigarette smoking?
3. What can you suggest to people who are at risk of exposure to smoke and its harmful chemicals?
4. What if your friends started smoking, will you also smoke for your friends' sake? Why or why not?
5. What will you tell your friends who smoke? What will you do if they don't listen to your advice?

## **SELF-INVENTORY (ALCOHOL: IS IT COOL?)**

Number a page in your MAPEH notebook or activity sheet from 1 to 15. Read and answer each item below by writing YES or NO. Total the number of YES responses.

1. Have you ever had a drink mixed with alcohol?

2. Have you ever had more than one glass or bottle of alcoholic drink in a two-hour period?

3. Do you drink alcoholic beverages on a regular basis (everyday, every weekend, at all parties attended, etc.)?

4. Do you drink alcoholic beverages to get away from problems?

5. Do you drink alcoholic beverages to become more comfortable with other people?

6. When you are troubled or angry, do you drink alcohol right away?

7. Have you ever received comments about your drinking?

8. Do you get irritated or annoyed when people talk about your drinking?

9. Do you drink until the supply is gone?

10. Do you sometimes deny your drinking when someone asks if you drink?

11. Do you find it difficult to say no when someone else invites you for a drink?

12. Do you sometimes drink even though you know that it will affect your work or class the next day?

13. Do you leave class or work just to attend a drinking session with groups?

14. Are your grades suffering because of your drinking?

15. Have your friends left or

### What is your score in the self-inventory?

Give yourself 1 point for every YES answer. Total your score and read the interpretation below:

<b>SCORE</b>	<b>INTERPRETATION</b>
0 to 2	Congratulations! You do not have a problem with alcohol.
3 to 5	You could be on your way to having a problem with alcohol.
6 to 8	Chances are you already have a problem with alcohol.
9 and above	You really need help! You have a serious problem with alcohol.

## **OPEN-ENDED STATEMENTS**

Choose among the three diagrams the characteristic or description that is appropriate for you, then complete the statement that follows.

<p><b>I have no problem with alcohol</b></p>	<p><b>I have tried driving while drunk/I have accompanied a driver who has been drinking</b></p>	<p><b>I really like to drink</b></p>
<ul style="list-style-type: none"><li>• One way which helps me to stay alcohol-free is _____</li><li>• To help my family member or friend to stay alcohol-free, I plan to _____</li></ul>	<ul style="list-style-type: none"><li>• If I accompany a drunk driver, I plan to _____</li><li>• One step I need to take to stop driving after drinking is _____</li></ul>	<ul style="list-style-type: none"><li>• One way for me to stop drinking and avoid possible problem is _____</li><li>• My personal schedule to stop drinking is on _____</li><li>• The people I will turn to for suggestions and support in overcoming drinking problems include _____</li><li>• My personal rewards for successfully overcoming drinking problems are _____</li></ul>

## ANSWER THIS!

Answer the following questions in your notebook or activity sheet:

1. How can you avoid the risks of being an alcoholic? List ways and explain each.
2. What if someone asks you to drink an alcoholic beverage, what will you say and do to avoid the situation? Share this with the class.
3. What if a friend of yours invited you for a drink at his/ her house and told you he/ she will drive you home after, what will be your reaction? What will you tell him/ her?
4. Why is it important not to drive vehicles when you went drinking?



After reading the information and doing the activities in this learning material, I as a learner will be able to do the following:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Rate Your Current Proficiency Level:

Rate your current proficiency level for each part by shading the circle before the proficiency level. Each part is worth a total of 5 points. This will serve as your guide as you track your learning progress as we move along.

### PROFICIENCY LEVEL

PARTS	1 point		2 points		3
	<b>points</b>		<b>4 points</b>	<b>5 points</b>	
<b>Knowledge</b>	<input type="radio"/> BEGINNING	<input type="radio"/> DEVELOPING	<input type="radio"/> APPROACHING PROFICIENCY	<input type="radio"/> PROFICIENT	<input type="radio"/> ADVANCED
<b>Process</b>	<input type="radio"/> BEGINNING	<input type="radio"/> DEVELOPING	<input type="radio"/> APPROACHING PROFICIENCY	<input type="radio"/> PROFICIENT	<input type="radio"/> ADVANCED
<b>Understanding</b>	<input type="radio"/> BEGINNING	<input type="radio"/> DEVELOPING	<input type="radio"/> APPROACHING PROFICIENCY	<input type="radio"/> PROFICIENT	<input type="radio"/> ADVANCED
<b>Transfer</b>	<input type="radio"/> BEGINNING	<input type="radio"/> DEVELOPING	<input type="radio"/> APPROACHING PROFICIENCY	<input type="radio"/> PROFICIENT	<input type="radio"/> ADVANCED



## LESSON 1: The Dangers of Cigarette Smoking

### Quiz Time

This quiz will not be recorded. It will assess your prior knowledge about smoking in order to prepare you for the main activities in this learning material. Are you ready? If you are, then answer the following questions in your notebook or activity sheet.

**A. Supply the Missing Word by writing the correct answer in your notebook/ answer sheet/ journal.**

1. Cigarette smoking primarily affects the \_\_\_\_\_ system.
2. } Examples of gateway drugs are \_\_\_\_\_ and \_\_\_\_\_.
3. }
4. \_\_\_\_\_ is the addictive chemical in smokeless tobacco and cigarettes.
5. \_\_\_\_\_ is a plant whose leaves can be rolled in a cigar or pipe and can be smoked.
6. A kind of smoke emitted by cigarettes which smokers directly inhale is called \_\_\_\_\_.
7. \_\_\_\_\_ are drugs non-drug-users might try out and can lead to trying more dangerous ones.
8. \_\_\_\_\_ is the abnormal strong craving for and dependence on something that is psychologically or physically habit-forming like cigarette smoking and alcohol use.
9. The Tobacco Regulation Act of 2003 is also known as \_\_\_\_\_.
10. \_\_\_\_\_ is a malignant growth of cells in the lungs due to cigarette smoking.

**B. True or False. Write TRUE if the statement is true and FALSE if the statement is false. Write your answers in your notebook/ answer sheet/journal.**

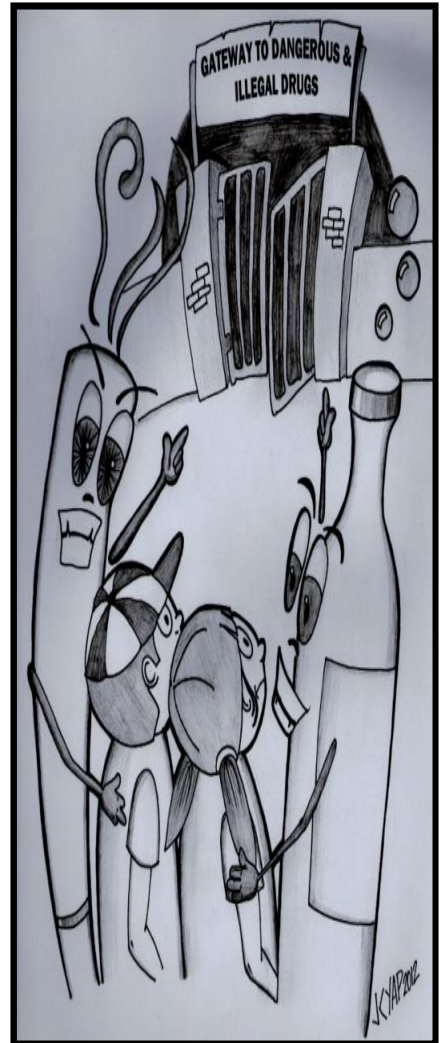
1. Secondhand smoke is dangerous to one's health.
2. Smoking inside the school premises is a violation of R.A. 9211.
3. Cigarette smoking and use of smokeless tobacco kills thousands of Filipinos every year.
4. The longer cigarette smoke stays in the body, the more it causes damage to body parts.
5. Cancer, heart diseases, and chronic obstructive pulmonary disease (COPD) are just some of the diseases caused by cigarette smoking.



### Start Up Activity

Study the editorial cartoon on the right side. Describe the picture. Do you agree with what the picture intends to tell you?

**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.

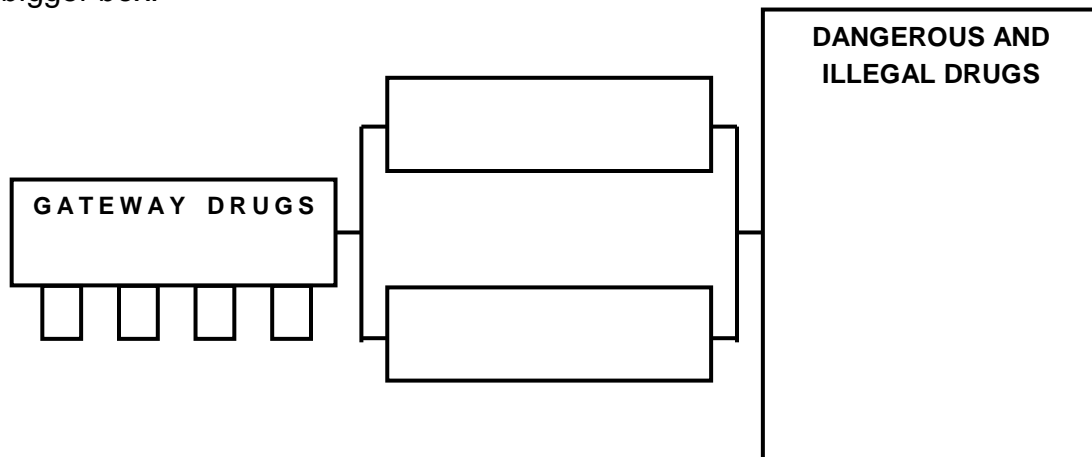


Since cigarettes and alcohol are readily available and generally accepted in our society, many people use them for various purposes. Teenagers like you are especially vulnerable because you are curious and risk-takers.

According to the study done by the National Youth Commission (NYC), 2 out of 5 Filipino teenagers aged 13 to 15 years old smoke cigarettes (*philstar.com*, March 16, 2012). Furthermore, in a study conducted by an anti-tobacco group in the year 2011, ten Filipinos die every year of tobacco-related diseases (*Philippine Daily Inquirer*, Sept. 19, 2011). Health experts explained that the continuous increase in cigarette use and alcohol consumption by Filipino teenagers is due to its very cheap price. Many pro-health groups are now asking the government to increase taxes of cigarette and alcohol companies. The increase in taxes will likewise increase cigarette and alcohol prices in the country.

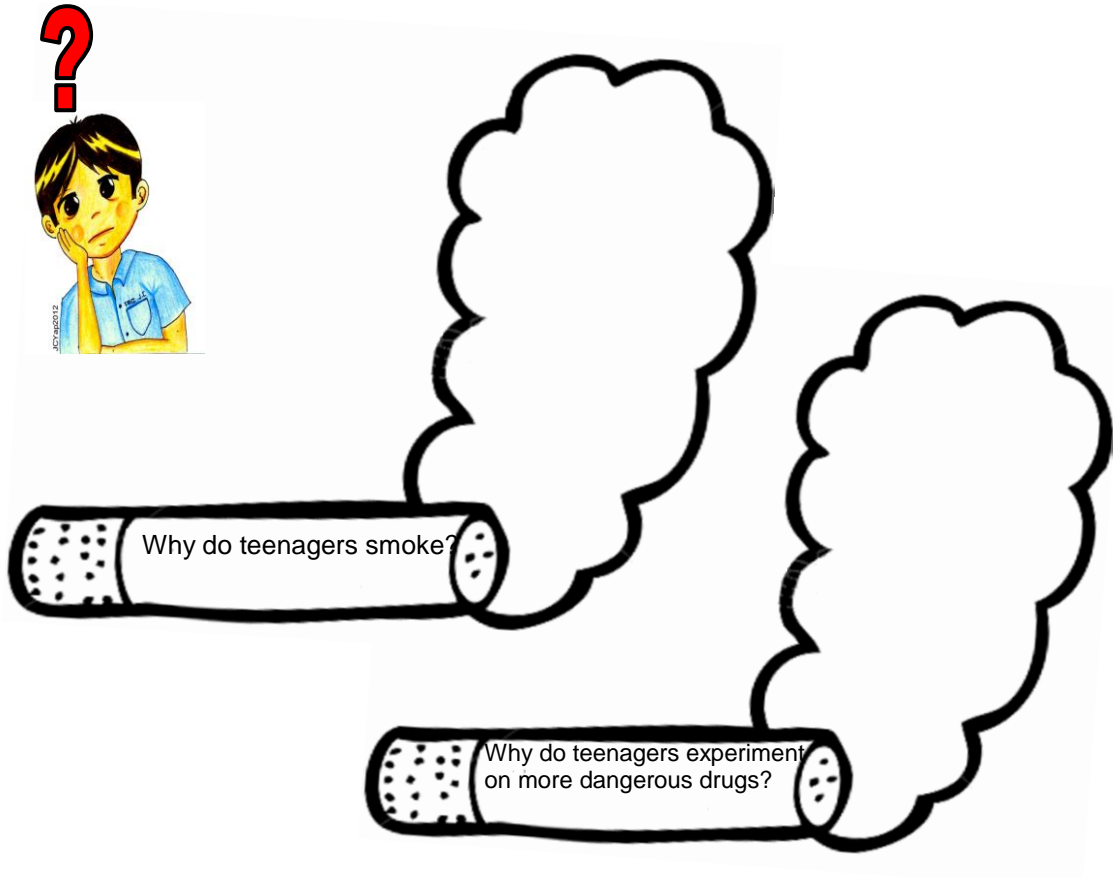
### Activity 1: Key to Knowing

Copy and complete the key diagram below. List the two gateway drugs in the two smaller boxes and the examples of dangerous and illegal drugs in the bigger box.



## Activity 2: Why do Teenagers Smoke?

Answer the questions found on each cigarette diagram. Place your answers on the smoke provided space.



Answer the guide questions in your notebook or activity sheet.


1. Do you think the mentioned reasons put your health at risk? Why or why not?
2. What are healthier and safer alternatives to smoking?

### Activity 3: How To Say No!

Practice this three-step technique for saying **NO**. Ask yourself each of the questions. Ask a family member, a classmate, or a friend these questions and positively ask him/her your position.


#### Step 1: What is the problem?

*Say what is wrong. Say "That it is wrong.", "Smoking is bad.", "That is prohibited.", or "Drinking alcohol is against the school rules."*



#### Step 2: What could happen?

*Ask the following:*

- ☛ *Could anyone be harmed if I do it? How?*
  - ☛ *Could it get into trouble?*
  - ☛ *Would it make one feel bad if I 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 smoking. It makes my breath smell ba.”, “Smoking makes the body smell stink.” 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 smoke, it’s bad for the health.”, “I’m pro-environment, smoking makes the air dirty,” 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 father got really sick with smoking. It was painful.”, or “My grandmother died from smoking. I don’t want that to happen to me or to you!”
- ☛ ***Walk away if you can’t change your friend’s mind.***

#### Activity 4 - Brainstorming

Brainstorm a list of words or phrases that describe or remind you of **Smoking** and **Alcohol**. Some of these words and phrases may start with the letters in your topic words.

SMOKING	ALCOHOL
1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.

### Activity 5: Acrostic Poem

Write acrostic poems using the topic words **Smoking** and **Alcohol**. You may use the words or phrases that describe or remind you of the topic word that you have brainstormed. Your poem should be about the topic word beginning with the letter of the word.

S	A
M	L
O	C
K	O
I	H
N	O
G	L

## **Check Your Knowledge:**

### **Beyond Class Hours:**

1. What are gateway drugs? Why are these drugs called gateways? How can gateway drugs open doors for teenagers like you to try more dangerous drugs? Interview friends, relatives, and other teenagers about their views on gateway drugs.

Make a write-up of the interview on how gateway drugs can make people try more dangerous drugs. What will you tell people who already smoke or drink, based on this activity?

2. Analyze the implications of cigarette smoking and alcohol use on the following: self, family, environment, community, and country. Using your mathematical skills, add up how many cigarettes a person can puff? How much will that be for a day? Add up the cigarette consumption in a week, in a month, and for a year. What can you buy for that sum of money?

In your activity sheet/notebook, copy the figures as shown and fill the out with appropriate entries called for.



**CIGARETTES**

---

**1 Pack/Week**

**Total Annual Cost:**



**2 Packs/Week**

**Total Annual Cost:**



**3 Packs/Week**

**Total Annual Cost:**



**Items I Can Buy For  
This Amount:**

**Items I Can Buy For  
This Amount:**

**Items I Can Buy For  
This Amount:**

**ALCOHOLIC DRINKS**

---

**1-3 Bottles per Week**

**Total Annual Cost:**



**4-6 Bottles per Week**

**Total Annual Cost:**



**7 or more Bottles  
per Week**

**Total Annual Cost:**



**Items I Can Buy For  
This Amount:**



**Items I Can Buy For  
This Amount:**

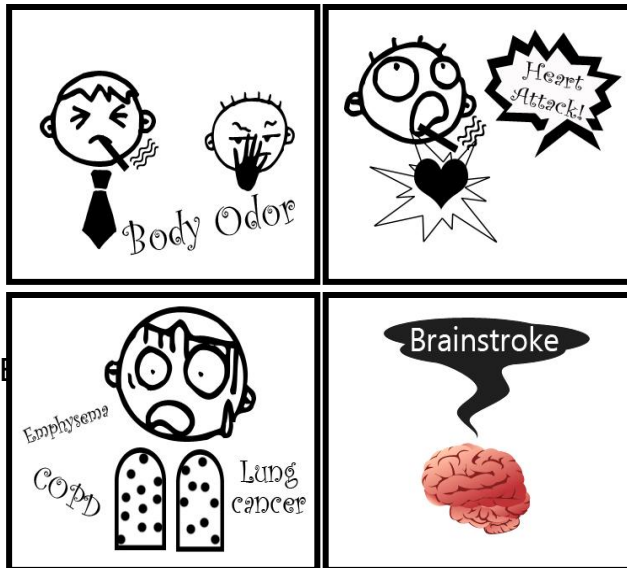


**Items I Can Buy  
For This Amount:**



3. Thousands of Filipino teenagers smoke and drink alcohol every day. They know it is bad for their health, but they still smoke and drink. What do you think the body organs will tell someone after he/she smokes or drinks alcohol? Research and make comics or “rage face” of the different effects of smoking and drinking on the body.

#### EFFECTS OF SMOKING ON THE BODY



*Rage Face Comics*

#### Recommended Media Resources:



- Search for the following video titles owned by

[www.cdc.gov/tobacco](http://www.cdc.gov/tobacco):

- Destiny
- Heart Stopper (2010 Surgeon General PSA)

- Search for videos about the dangers of tobacco smoking at

[www.youtube.com](http://www.youtube.com)

- Try online acrostics at [www.readwritethink.org/files/resources/interactives/acrostic/](http://www.readwritethink.org/files/resources/interactives/acrostic/)

- Browse [www.quitsmokingnorthampton.com/whats-in-a-cigarette.php](http://www.quitsmokingnorthampton.com/whats-in-a-cigarette.php) for information about chemicals present in cigarettes



## PART TWO - WHAT TO PROCESS



*Nicotiana tabacum* (photo from [http://lemur.amu.edu.pl/share/php/mirnest/species\\_images/Nicotiana\\_tabacum.jpg](http://lemur.amu.edu.pl/share/php/mirnest/species_images/Nicotiana_tabacum.jpg))

Tobacco is a tall, leafy plant, originally grown in South and Central America, but now cultivated throughout the world. There are many species of tobacco but ***Nicotiana tabacum*** or sometimes called *common tobacco* is preferred for producing present day cigarettes. Tobacco use has been recorded as early as 600-900 C.E. as carved drawings on stones, were discovered in Mexico. American Indians smoked it for special religious occasions and medical purposes only. They never smoked cigar everyday.



According to the World Health Organization (WHO), tobacco smoking and chewing is the second leading cause of death around the world. It is responsible for the death of one in ten adults worldwide approximately reaching about 5 million deaths in a year. It is estimated that the death toll will rise to 10 million each year by the year 2020.

Each time a person puffs a cigarette or chew tobacco, more than 4,000 chemicals comes into his/her contact. All of these chemicals harm people in one way or another. In studies conducted, 43 of these chemicals are known carcinogens. Carcinogens are substances which cause cancer. Nicotine, the addictive drug found in tobacco products like cigarettes is a poisonous stimulant. A stimulant drug increases the central nervous system (CNS) activity. The central nervous system controls all body organs like the heart, lungs, brain, and processes like heart rate, blood pressure rate, respiration rate, and more.

Every time a cigarette is lit, smoke is emitted. There are three smokes produced by cigarette smoking namely:

- ▶ Mainstream Smoke – refers specifically to the smoke that a smoker directly inhales.

- ▶ Sidestream Smoke – the smoke that comes out of the lighted end of a cigarette or pipe. This is also called “second-hand smoke” (SHS) or “environmental tobacco smoke (ETS). This is more dangerous than mainstream smoke.

- ▶ Third-hand Smoke – smoke left for a long time on sofa, beddings, pillow and other objects. This smoke also called *residual tobacco smoke (RTS)* settles along with dust and can last for months. This smoke still contains harmful chemicals and carcinogens.

The [Environmental Protection Agency](http://www.epa.gov) (EPA) classifies second-hand smoke as a Group A Carcinogen. This means that cigarette smoke has substances known to cause cancer to humans. Short exposures to second-hand smoke can also cause changes in a passive smoker's blood, making blood platelets stickier, adding friction to the blood vessels causing damages to its lining and thus causes an increase in heart rate and performance ([www.epa.gov](http://www.epa.gov)).



### **Activity 1: Gateway To A Healthy Family Life**

**Materials:** *pencil, marker, bond paper*

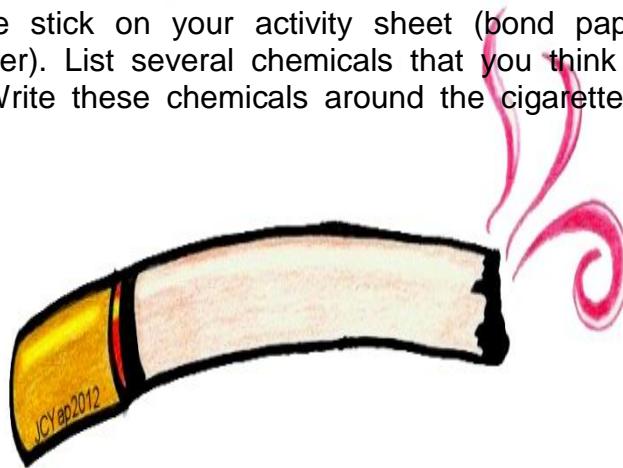
On a bond paper, draw a gate on the lower left side. Leading from your gate will be pathways that will describe directions your life will take. Draw these paths and write beside the paths your goals and targets in life (present and future). Share your work with your friends, parents, relatives, and teachers.



*Sample drawing for Activity1*

## Activity 2: The Dangers Within

Draw a cigarette stick on your activity sheet (bond paper, oslo paper, intermediate paper). List several chemicals that you think is present in a cigarette stick. Write these chemicals around the cigarette stick you have drawn.



## Activity 3: Text Twister

The following are known dangers of cigarette smoking and tobacco use. Arrange the letters for each item to decipher the word(s). A hint is provided below and beside the word(s).

N H I G B O O L D E R U S E S S R P

**Hint:** Too much exertion of blood against the arteries causing damage

E T A R N I D A S S E E S

**Hint:** Involves the cardiovascular system



SOULFUL YBOD LELSM

**Hint:** What cigarette smoke can do to your body smell

DABATEDERN

SITRICHEBON chea into the lungs

SEAYHEMPM

NEONIPMU

**Hint:** muscle of the tongue

T A S H A M

Hint: Chronic disease which affects the airways

R E N C A C

Hint: Group of diseases which makes body cells grow uncontrollably

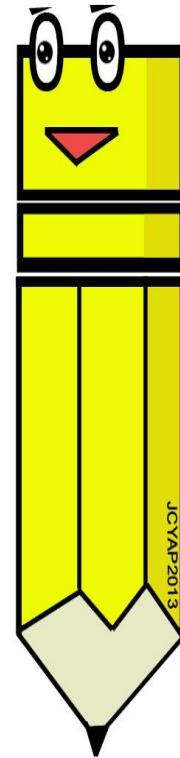
#### Activity 4: RISKS OF CIGARETTE SMOKING

Below are sample pictures that are being used in other countries as warning for cigarette smokers. Carefully look at each picture first, then answer the guide questions on the space provided below.



Guide Questions:

1. What did you feel while looking at these pictures?
2. What generalization can you form based from the given pictures regarding the long-term health effects of cigarette smoking?



### **Check Your Knowledge:**

#### **Beyond Class Hours:**

1. What harmful chemicals and carcinogens are present in cigarette smoke and chewing tobacco? List the implications of cigarette smoking and chewing tobacco to a smoker's body. Would you like to have these dangerous chemicals in your body?
2. Why are mainstream, sidestream, and third-hand smoke dangerous to one's health? Would you like your loved ones also to get these chemicals emitted from sidestream and third-hand smoke?
3. Describe and explain the short-term and long-term effects of cigarette smoking and tobacco chewing. Look for pictures of the different diseases caused by cigarette smoking. Show these pictures in class. Ask the class how they feel after viewing the pictures.
4. Look at the picture of the "Smokers' Body" located at the next page. Why is the picture presented as such? What can you say about the picture?

# The **SMOKER'S** Body

Dalawang Filipino ang namamatay bawat oras dahil sa paninigarilyo.  
Narito ang iba pang epekto ng paninigarilyo:

1. **Pagkakatibo**  
(Hair loss)

3. **Pagkakalubot ng balat**  
(Wrinkling)

5. **Kanser sa balat**  
(Skin Cancer)

7. **Sakit sa higa**  
(Lung ailments)

9. **Sakit sa puso**  
(Heart disease)

2. **Katarata**  
(Cataracts)

4. **Pagkabinig**  
(Hearing loss)

6. **Pagkasira ng ngipin**  
(Tooth Decay)

8. **Pagkatukot**  
(Osteoporosis)

11. **Paninilaw ng kuko**  
(Discolored fingers)

13. **Pagkasira ng semilya**  
(Deformed sperm)

15. **Pagkabulok ng araw at kamay**  
(Burrer's disease)

10. **Ulser sa bituka**  
(Stomach ulcers)

12. **Kanser sa serbiks**  
(Cervical cancer)

14. **Sakit sa balat**  
(Psoriasis)

16. **Kanser**  
(Cancer)



Malakas ang updated na ilustrasyon sa "The smoker's body" mula sa Philippine Department of Health, Manila, 2000.

Para sa karagdagang impormasyon,  
sumansula sa pinakamalapit na  
health center sa inyong lugar.



Philippine Health Organization



Photo Credit: [http://1.bp.blogspot.com/\\_ksbUtQSeppro/SizpYk6s5Ww/AAAAAAAAAADK/c112IRXHbge/s400/smokersbody.jpg](http://1.bp.blogspot.com/_ksbUtQSeppro/SizpYk6s5Ww/AAAAAAAAAADK/c112IRXHbge/s400/smokersbody.jpg)

## **POLICIES AND LAWS AGAINST CIGARETTE SMOKING**

**Republic Act No. 9211**, otherwise known as **The Tobacco Regulation Act of 2003** is the law governing tobacco production, distribution and use. Some of its important provisions are the following:

### ***HEALTHFUL ENVIRONMENT***

**Section 5. Smoking Ban in Public Places.** *Smoking shall be absolutely prohibited in the following public places;*

*a. Centers of youth activity such as playschools, preparatory schools, elementary schools, high schools, colleges and universities, youth hostels, and recreational facilities for persons under eighteen (18) years old;*

*b. Elevators and stairways;*

*c. Locations in which fire hazards are present, including gas stations and storage areas for flammable liquids, gas, explosives, or combustible materials;*

*d. Within the buildings and premises of public and private hospitals, medical, dental, and optical clinics, health centers, nursing homes, dispensaries, and laboratories;*

*e. Public conveyances and public facilities including airport and ship terminals and train and bus stations, restaurants and conference halls, except for separate smoking areas; and*

*f. Food preparation areas.*

**Section 9. Minimum Age Sales.** – *Under this Act, it shall be unlawful*

*a. for any retailer of tobacco products to sell or distribute tobacco products to any minor (persons below 18 years of age);*

*b. for any person to purchase cigarettes or tobacco products from a minor;*

*c. for a minor to sell or buy cigarettes or any tobacco product; and*

*d. for a minor to smoke cigarettes or any other tobacco products.*

*It shall not be a defense for the person selling or distributing that he/she did not know or was not aware of the real age of the minor. Neither shall it be a defense that he/she did not know nor had any reason to believe that the cigarette or any other tobacco product was for the consumption of the minor to whom it was sold.*

**Section 10. Sale of Tobacco Products Within School Perimeters.**

*– The sale or distribution of tobacco products is prohibited within one hundred (100) meters from any point of the perimeter of a school, public playground, or other facility frequented particularly by minors.*

Chapter 2, Article 5, Section 24 of **Republic Act No. 8749**, also known as the **Philippine Clean Air Act of 1999** states that:

*Smoking inside a public building or an enclosed public place including public vehicles and other means of transport or in any enclosed area outside of one's private residence, private place of*

Source: [www.chanrobles.com](http://www.chanrobles.com)

After learning about our laws against smoking, the class will be divided into 4 groups. Each group will choose a situation below to role play.

**Situation 1 –  
SMOKING INSIDE  
THE SCHOOL**

- You saw your classmates smoking in a concealed area inside the school.

**Situation 2 –  
SMOKING IN  
GOVERNMENT  
OFFICES**

- While waiting for an important document to be released, you noticed that there are some who are smoking inside the government agency compound.

**Situation 3 –  
SMOKING IN  
PUBLIC  
TRANSPORTATIONS**

- You are riding a public utility jeepney and you noticed that the driver is smoking.

**Situation 4 –  
SMOKING IN  
RESTAURANTS**

- While eating your lunch, some of the restaurant customers are smoking cigarettes.



## Rubric for Role Playing

<b>Criteria</b>	<b>Excellent 4</b>	<b>Good 3</b>	<b>Adequate 2</b>	<b>Basic 1</b>
Works cooperatively with group	Always willing and focused during tasks and presentation.	Usually willing and focused during assigned tasks and presentation.	Sometimes willing and focused during assigned tasks and presentation.	Rarely willing and focused during assigned tasks and presentation .
Presentation and perspective	Convincing communication of character's role, feelings, and motives.	Competent communication of character's role, feelings, and motives.	Adequate communication of character's role, feelings, and motives.	Limited communication of character's role, feelings, and motives.

<b>Criteria</b>	<b>Excellent 4</b>	<b>Good 3</b>	<b>Adequate 2</b>	<b>Basic 1</b>
Use of non-verbal cues (voice, eye and body movements, props, costumes)	An impressive variety of non-verbal cues were used in an excellent way.	Good variety (3 or more) of non-verbal cues were used in a competent way.	An acceptable variety of non-verbal cues were used in an adequate way.	Limited variety of non-verbal cues were used in a developing way.
Information accuracy	Information appears to be always accurate.	Information appears to be usually accurate.	Information appears to be sometimes accurate.	Information appears to be rarely accurate.
<b>TOTAL</b>				

<b>Level of proficiency</b>				
<b>Advance</b>	<b>Proficient</b>	<b>Approaching Proficiency</b>	<b>Developing</b>	<b>Beginning</b>
15-16 points	11-14 points	8-11 points	4-7 points	0-3 points

## **Process This!**

Answer the following:

1. How can you, as a family member and a citizen of our country help minimize, if not totally eradicate the harmful effects of cigarette smoking and tobacco use? Explain and give examples.
2. How will you protect your family, friends, and others from the dangers of smoking and chewing tobacco? Explain and give examples.

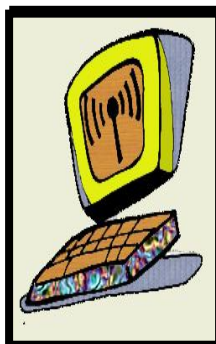
## **Beyond Class Hours:**

**Self-Reflection:** How do you feel about nonsmokers' rights? How do you fight for these rights?

**Family Involvement:** Ask your family about smoking policies at their work or school. Share your findings to the class.



**Community Involvement:** Interview 5 people in your community who have quit smoking. Prepare personal information and question sheets for them to answer about smoking and how they quit. Your class can decide whether you will have a standard format including questions for the interview. Draw conclusions about your findings and present it to class.



#### **Recommended Media Resources:**

- [www.cancer.org/Cancer/CancerCauses/TobaccoCancer/secondhand-smoke](http://www.cancer.org/Cancer/CancerCauses/TobaccoCancer/secondhand-smoke)
- [vsearch.nlm.nih.gov](http://vsearch.nlm.nih.gov)
- [www.who.int/tobacco/wntd/en/](http://www.who.int/tobacco/wntd/en/)
- Anti-tobacco Laws



## What To Process

### Activity 1: Recreation and Sports Day

This Activity must be planned a day or two before the event. The class can have games, sports or dance competition which can be played for 40 minutes. Remember that your game or sports must not be hard to organize. The class should be grouped into committees. Each committee is assigned specific tasks. Have fun on your Recreation and Sports Day!



*Volleyball competition within class groups*

## Activity 2: Pledge Wall

### Materials:

Sample Pledge Wall

A large paper or board (manila paper, cartolina or illustration board)

Several markers or crayons

Sign boards

Place your pledge wall at an easily seen/visible corner of the school like lobbies, covered courts, open grounds, etc. It will be better if you will ask permission from your school head. Make the corners of your pledge wall colorful and artistic to attract people to write. Ask people (teachers, fellow students, school staff, parents and guests) to write on the pledge wall regarding what they can do to prevent and control cigarette smoking and tobacco use and let them sign their names.



### **Activity 3: Smoking and Its Impact**

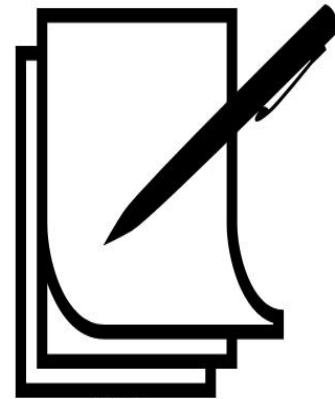
Analyze the impact of cigarette smoking in your community by interviewing your local leaders and community members. Prepare your guide questions in class.

### **Activity 4: Thank You Notes**

Write thank you notes addressed to a person who said NO to smoking, has stopped smoking, or has helped in the advocacy of a smokeless community. Highlight in your thank you notes how they have contributed in making a healthy environment and community.

### **Activity 5: My Health Journal**

Write a journal explaining how you manage to be smoke-free. You can use pictures, drawings and other creative ideas to make your journal beautiful.



JCYap2012

### **Beyond Class Hours:**

Answer the following:

1. What are the strategies or ways to prevent and control the use of tobacco products like cigarettes?
2. If your classmate offered you a smoke at a hidden corner of the school, what will you say? What will you do?
3. What if a friend of yours started to smoke? How will you make him/her quit early before it is too late?
4. What are the school rules or government laws regarding the use of tobacco products such as cigarettes in your community? Interview a school personnel or research on government laws. Report your findings to the class.
5. Practice resistance skills with your friends and family members. Use the various ways of saying no to smoking.





## What to Transfer



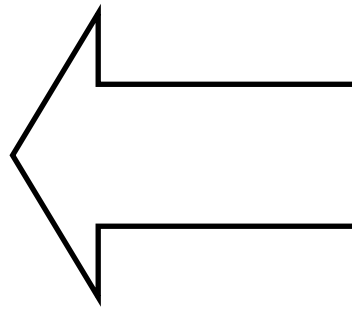
Now that you know how cigarette smoking negatively affects the body and the environment, it is time to produce **advocacy materials** for the prevention of cigarette use.

### Activity 1: Advocacy Materials Analysis

In order for you to prepare making your own advocacy materials, carefully analyze first available materials on the internet and write the message that it conveys to you on your activity notebook.



<http://paradoxoff.com/files/2008/10/quit-smoking-ad-18.jpg>





<http://pagerejo.com/wp-content/uploads/2011/02/anti-smoking-9.jpg>



<http://www.solarcigarette.com/blog/wp-content/uploads/2011/04/second-hand-smoking-mom.jpg>

## **Activity 2: Make your Own Advocacy Materials**

You will now be making your own advocacy material. Form a group with five to six members and choose among these three formats.

### **Song or Poem**

Write a song or poem which focuses on alternative strategies or ways to prevent cigarette smoking. Include how cigarettes can destroy one's life and family.

### **Artwork/ Poster**

Create a poster either manual or digital which depicts the cause and effect of cigarette use. You can use junk materials to create a three-dimensional art. Include a title and short description of your masterwork.

## **Video presentation**

Create a 5-10 minute video presentation about the dangers of cigarette smoking and movement against smoking. Write a synopsis or abstract of the video.

Establish your core message, that is, what the main thing you want the public to know. This message will be carried by your advocacy material and will be repeatedly mentioned. Add or create your own images like pictures, icons to visually enhance your advocacy material. If images come from a book, magazine, website, or other sources, don't forget to credit these in your reference corner. Use the rubric to improve your advocacy material. Submit your material to your teacher after a week.

\_\_\_\_\_.  
(Date)

## RUBRIC FOR ADVOCACY MATERIAL MAKING

Criteria	4	3	2	1
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## **GENERALIZATION**

Cigarettes and alcohol are gateway drugs. Gateway drugs open doors for a non-drug user to try and experiment on more dangerous and illegal drugs. Despite the total ban on cigarette advertisements, more and more Filipinos including teenagers are getting hooked on this vice.

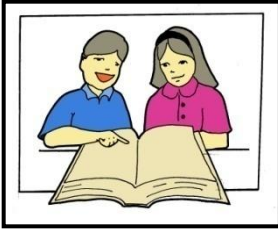
Cigarette was not new to the old world. American-Indians smoked during rituals and special occasions. The tobacco plant *Nicotiana tabacum* is the commercially recognized source of cigarettes nowadays. Nicotine is the addictive substance found in tobacco products.

Cigarette smoke is known to contain more than 4,000 chemicals which have no health benefits. Some of the dangers of smoking are bad breath, body odor, heart diseases, hypertension, chronic obstructive pulmonary disease, and cancer.

The three kinds of smoke produced by cigarettes are mainstream smoke which is the smoke inhaled by smokers, sidestream smoke which is inhaled by non-smokers, and third-hand smoke which stays on bed sheets, clothes, and other objects. All of these smokes are dangerous.

In the Philippines, Republic Act No. 9211 also called “The Tobacco Regulation Act of 2003” governs tobacco use. Another law, Republic Act 8749 states that smoking in public places and public conveyances are prohibited.

After reading and gaining knowledge and information about the dangers of smoking, the decision whether to smoke or not lies in your hands. Think of your future, and your family. Think of your environment, your community, and your country. Apply what you have learned from this module and you can never go wrong in your decision.



## LESSON 2: The Dangers of Alcohol

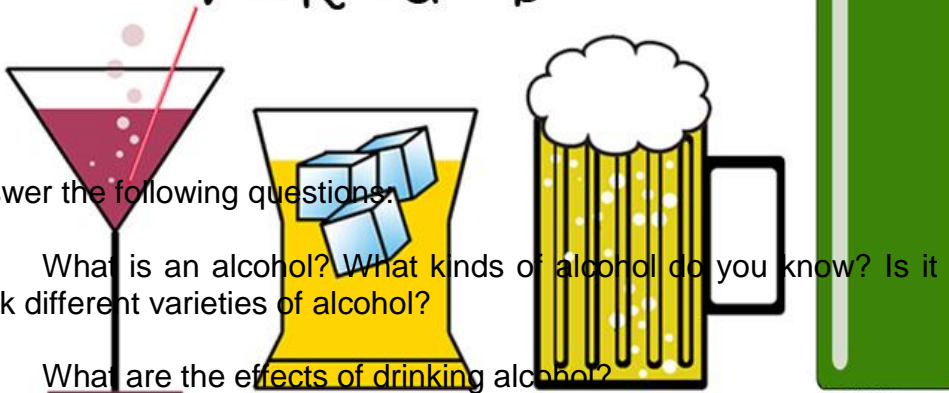
### What to Know

#### **No Entry! ALCOHOL IN OUR SYSTEM**

#### **Motivational Activity**

Look at the pictures. Tell something about these alcoholic beverages.

## DIFFERENT ALCOHOLIC BEVERAGES



Answer the following questions:

1. What is an alcohol? What kinds of alcohol do you know? Is it safe to drink different varieties of alcohol?
2. What are the effects of drinking alcohol?

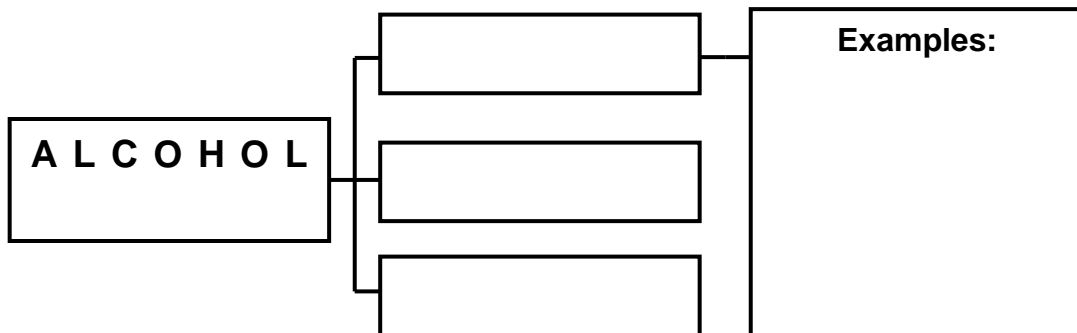
JCYAP2013



### Activity 1: Key to Knowing

Read the information. Copy and complete the key diagram below. List the three types of alcohol and provide examples.

Alcohol is a colorless, bitter-tasting substance that humans have been consuming since the ancient times. It comes from plants that underwent fermentation. Fermentation is the process of extracting alcohol from a plant or a fruit. An example of fermented alcohol is a beer. A beer is extracted from grains. On the other hand, wines are from grapes and other fruits. There are three types of alcohol: isopropyl, methanol, and ethanol. Isopropyl and methanol are used in laboratories and are poisonous and fatal if taken. On the other hand, ethanol is also called the *beverage alcohol*. This is what humans consume that intoxicates and alters the nervous system.



## Activity 2: Brainstorming

What are the words you associate with alcohol? Write them down.

Have you seen a person who has consumed alcoholic beverages? What are your observations? List them inside the bottle.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

**NOT TRUE!**

Do you know that alcohol is a depressant? It means that when taken, it slows down the processes of a person's central nervous system. It is not true that alcohol gives extra strength and energy. In addition, alcohol has very little nutritional value. They only provide empty calories.

### Activity 3: The Alcohol Path

How does alcohol go into your body? How is it absorbed? Fill in the blanks with correct information.

Alcohol enters the body first through the \_\_\_\_\_.

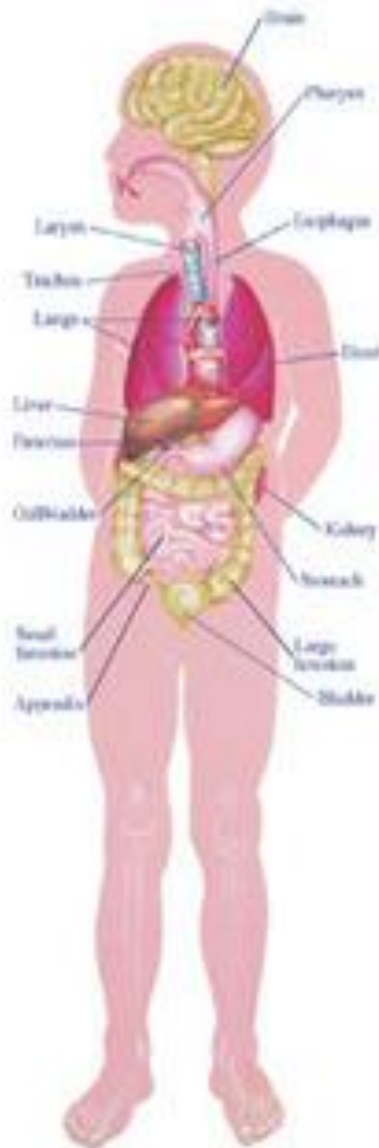
In the \_\_\_\_\_, alcohol is converted into water, and carbon dioxide.

Most alcohol enters the bloodstream through the \_\_\_\_\_.

Within 10-20 heartbeats, alcohol in the bloodstream reaches the \_\_\_\_\_.

The \_\_\_\_\_ pumps alcohol in the bloodstream throughout the body.

Alcohol is filtered in the \_\_\_\_\_, leaving salts and acids, then exits the body through urination.



#### Activity 4: Myth Busters

Which of the following is a misconception about alcohol and alcohol drinking?  
Put an X in the box.

It's True!		That's a myth!
	One can drink hard and still be in control of himself/herself.	
	Alcohol gives extra energy.	
	The effect of drinking more than one type of beverage alcohol is greater than sticking to one.	
	Eating before drinking alcohol can prevent someone from being intoxicated.	
	Drinking coffee after consuming alcohol can make you sober.	
	If someone faints after drinking alcohol, it's okay to let him/her sleep.	
	Alcohol is a good alternative to cure snake bites.	

## **Check Your Knowledge**

Do the following:

3. Discuss alcohol and how it enters the body. Include the following:
  - a. Types of alcohol
  - b. Example of alcoholic beverages
  - c. Myths about alcohol and its effects
  - d. Path of alcohol through the body

### **Enrich Your Knowledge!**

*Recommended Media Resources:*

- Read the article about alcohol and statistics on alcohol drinking Philippines:

[http://pcij.org/blog/wp-docs/WHO\\_types\\_of\\_alcohol.pdf](http://pcij.org/blog/wp-docs/WHO_types_of_alcohol.pdf)

[http://pcij.org/blog/wp-](http://pcij.org/blog/wp-docs/WHO_global_status_report_on_alcohol_2004_philippines.pdf)

[docs/WHO\\_global\\_status\\_report\\_on\\_alcohol\\_2004\\_philippines.pdf](http://pcij.org/blog/wp-docs/WHO_global_status_report_on_alcohol_2004_philippines.pdf)

<http://pcij.org/i-report/2006/alcoholism.html>



## PART TWO - WHAT TO PROCESS



### ***No Parking!* EFFECTS OF ALCOHOL DRINKING**

When alcohol enters the bloodstream, it goes in all the parts of the body. The main effect of alcohol drinking reflects on a person's central nervous system (CNS). The CNS controls one's mental processes, memory, speech, learning and decision-making. It also affects a person's senses, feelings, movement, and breathing.

The amount of alcohol that entered in the bloodstream at a certain period can be measured in percentages through blood alcohol concentration (BAC) or most often called blood alcohol level (BAL). A BAC of 0.05 percent means there is 5 parts of alcohol per 10,000 parts of blood in the body. A 0.3-0.5 percent BAC could lead to coma, brain damages, and death.

### **Activity 1: Bottoms Up?**

Study the situations below. What are the physical and mental effects of every alcohol bottle to you? Each bottle of alcohol has corresponding BAC/BAL. Complete the columns by writing the physical and mental effects of alcohol.

Situation A:

Alcohol drinker A went to a party and took around 2 bottles of beer. After an hour, alcohol drinker left the party. Upon walking home, alcohol drinker slightly lost balance. The speech, hearing, and memory were also slightly impaired.













Situation B:

Alcohol drinker B spent the night with friends drinking alcohol. Alcohol drinker consumed around 3 shots of alcohol in just an hour. After that, alcohol drinker B significantly lost balance and coordination. Alcohol drinker B was also found to be hard to talk with because of impaired speech, hearing and vision. Alcohol drinker B has lost physical control, too. Alcohol drinker B was also lightheaded and feeling very elated and happy. Alcohol drinker B could not even decide properly on what to do.

Situation C:

Alcohol drinker C just dropped by a friend's house, where some friends were drinking alcohol. Alcohol drinker C was teased to just drink 1 glass of wine. After that, alcohol drinker C started to act silly and talking to people, sharing a lot of things. Alcohol drinker C was also a little relaxed and started reacting slowly.



Alcohol	BAC/BAL	Physical Effects	Mental Effects
 BEER or  WINE	0.02-0.04 1 drink in 1 hour		
 BEER  BEER or  WINE  WINE	0.03-0.06 2 drinks in 1 hour		
 BEER  BEER  BEER or  WINE  WINE  WINE	0.05-0.14 3 drinks in 1 hour		

### **Activity 2: Who's Who?**

Measuring blood alcohol concentration in a person's bloodstream differs in various factors. Examine the examples and cross the box of the person who will most likely get drunk easily.

Boy	or	Girl
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A person with a faster metabolism	or	A person with a slower metabolism
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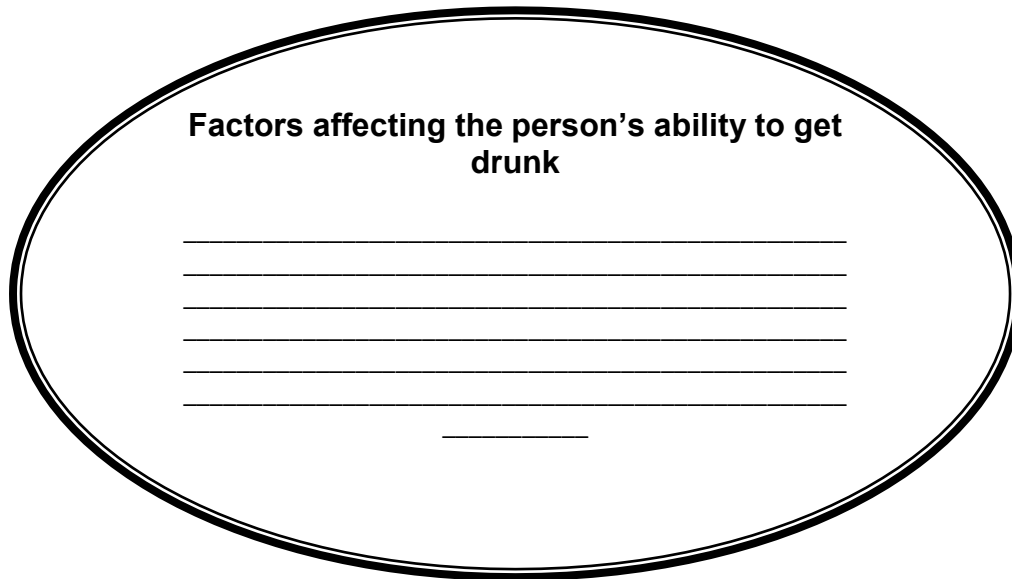
A person who ate before drinking alcohol	or	A person who did not eat before drinking alcohol
--	----	--

A chubby person	or	A skinny person
-----------------	----	-----------------

A person who drinks bottle after bottle	or	A person who drinks 1 bottle every hour
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### **Let Us Analyze**

Based on Activity 2, what are the factors that affect a person's ability to get drunk? List them down.



**Factors affecting the person's ability to get drunk**

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### **Activity 2: Keen Senses**

*Materials:* marshmallow, cotton balls, reading glasses with high grade

Alcohol depresses the body senses and speech. What does it feel when drinking amounts of alcohol? One at a time, do the following:

- a. Bite a marshmallow and try to talk as normally as you can.
- b. Place cotton balls on your ears and talk with your classmates.
- c. Put on reading glasses for a short time and try to read a paragraph.
- d. Hold your ears by crossing your two arms. Bend down and do 10 spins.

What did you feel? Write down your reactions and feelings below.

Hearing	Sight	Speech	Movement

How would smell, taste and feeling be affected by alcohol?

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**Activity 3: Which is which?**

Alcohol causes a person both intoxication and hangover. Intoxication happens when physical and mental changes in the body of an alcohol drinker occur. On the other hand, hangover occurs when an alcohol drinker feels uncomfortable effects after drinking. Give examples of situations wherein one is intoxicated and the other one is experiencing a hangover.

<b><i>Intoxication</i></b>	<b><i>Hangover</i></b>

### Activity 3: Alcoholics

A person is alcoholic when he/she starts drinking obsessively and compulsively without his/her control. What long-term effects does alcohol-drinking acquire? Study the following cases and determine the specific long-term effects of alcohol to the alcoholic drinker.

Alcoholic regularly drinks alcohol with or without friends. As a result of often drinking, alcoholic does not appear intoxicated anymore. But lately, alcoholic is hospitalized. Upon returning home, alcoholic stops drinking. When stops, alcohol cannot sleep and eat properly and often sweaty with fear and tremor.

AT L E R C E N O

Because of the effects, alcoholic decides to go back to drinking alcohol to eat and sleep properly again.

E N C D E N P E D E

Excessive drinking leads alcoholic to have a fatty liver, where the organ is not anymore functioning normally to breakdown fats. Upon medical check-up, it is found out that alcoholic's liver is damaged and already scarring.

SH I O R I R C S

Alcoholic is now admitted in the ICU and in coma. Alcoholic cannot talk and move anymore. The nervous system is damaged already. Along with this are the complications of the liver disease.

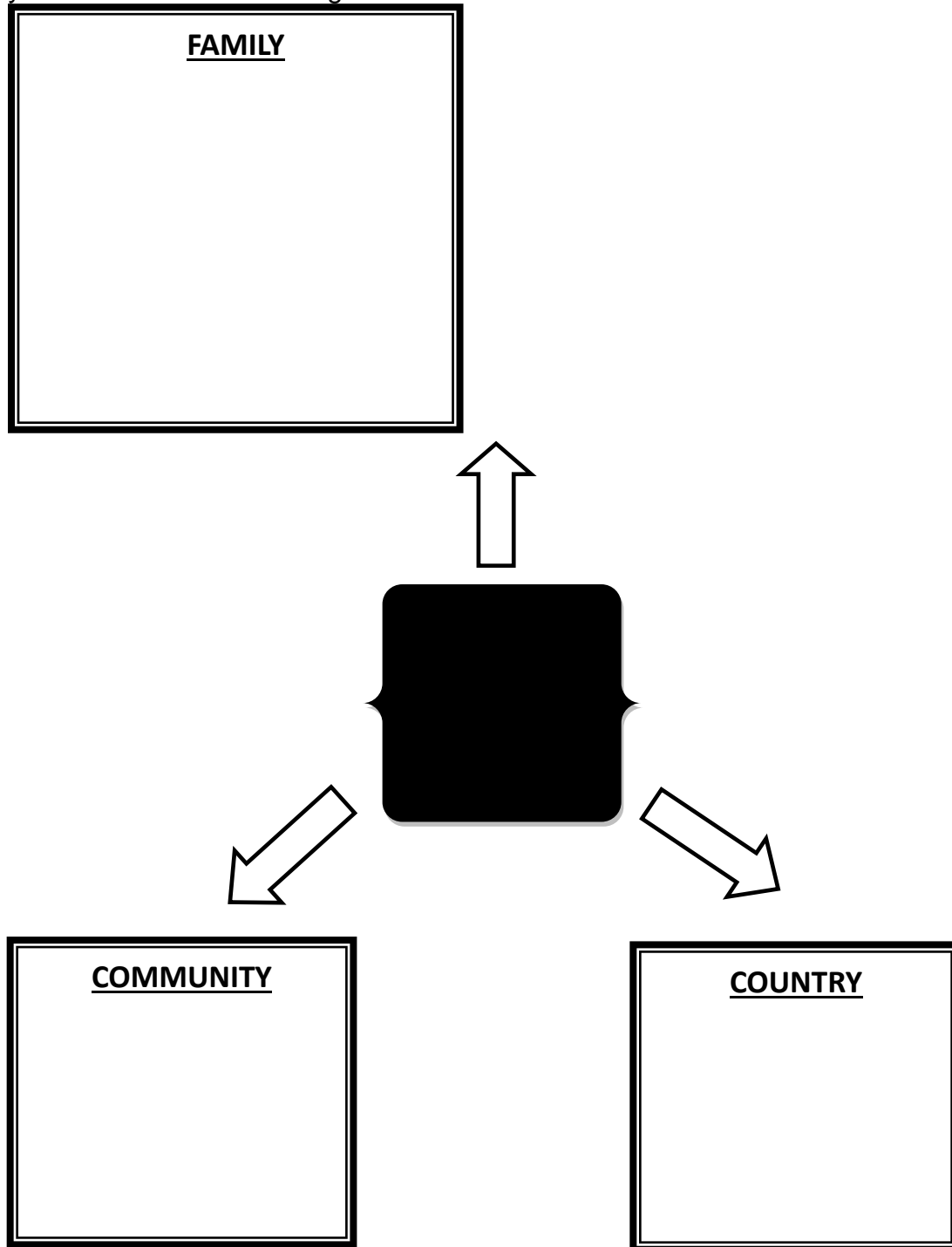
R B I A N  
M E A G A D

### DO YOU KNOW?

When a person takes drugs or medicines along with drinking alcohol, a **multiplier effect** takes place. Alcohol depresses the body system, and if another depressant is taken, such as tranquilizers, accidental death may occur.

**Activity 4:**

How does alcohol drinking affect the family, community, and country? Write your reflections on the diagram below.





### **Activity 5: Let's Hear It From Others!**

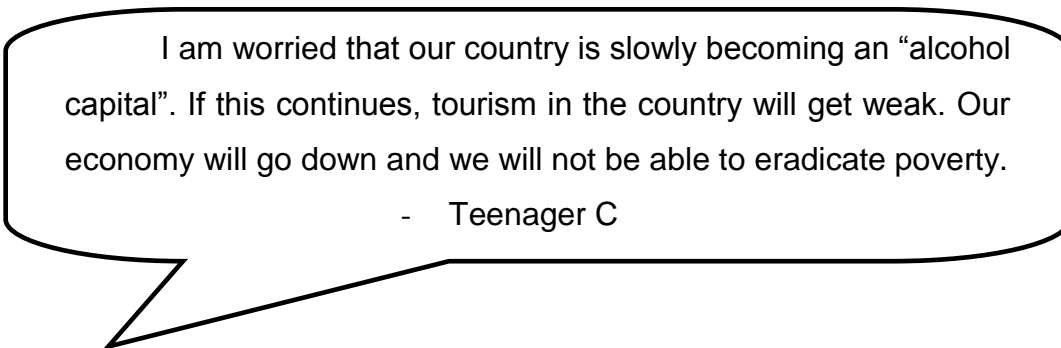
Read the following testimonials of other teenagers. They were asked to explain the effect of alcoholism in the family, community, and the country.

Alcoholism has affected our family so much. My father used to drink alcohol every day. When he goes home drunk, he scolds us and sometimes even hurts us. He has stopped working because he cannot wake up early for work. My father already stopped drinking but it's already late. It was detected that my father has liver problems.

- Teenager A

Our barangay is known for alcohol drinkers. Almost every week, there are reported cases of fist fights and murder involving drunk persons. Some of our neighbours started moving away from the barangay. We cannot transfer to another place because we don't have money. We are worried about our safety.

-Teenager B



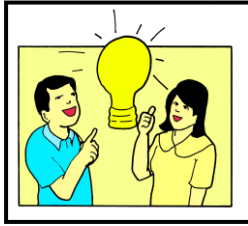
### **Let's Analyze!**

How did you find the testimonials of the other teenagers? Do you share the same answers? Find a partner and discuss your answers.

### **Enrich Your Knowledge!**

Using the internet, search for studies involving alcoholism in the Philippines. Visit [www.doh.gov.ph](http://www.doh.gov.ph).

## PART THREE - WHAT TO UNDERSTAND



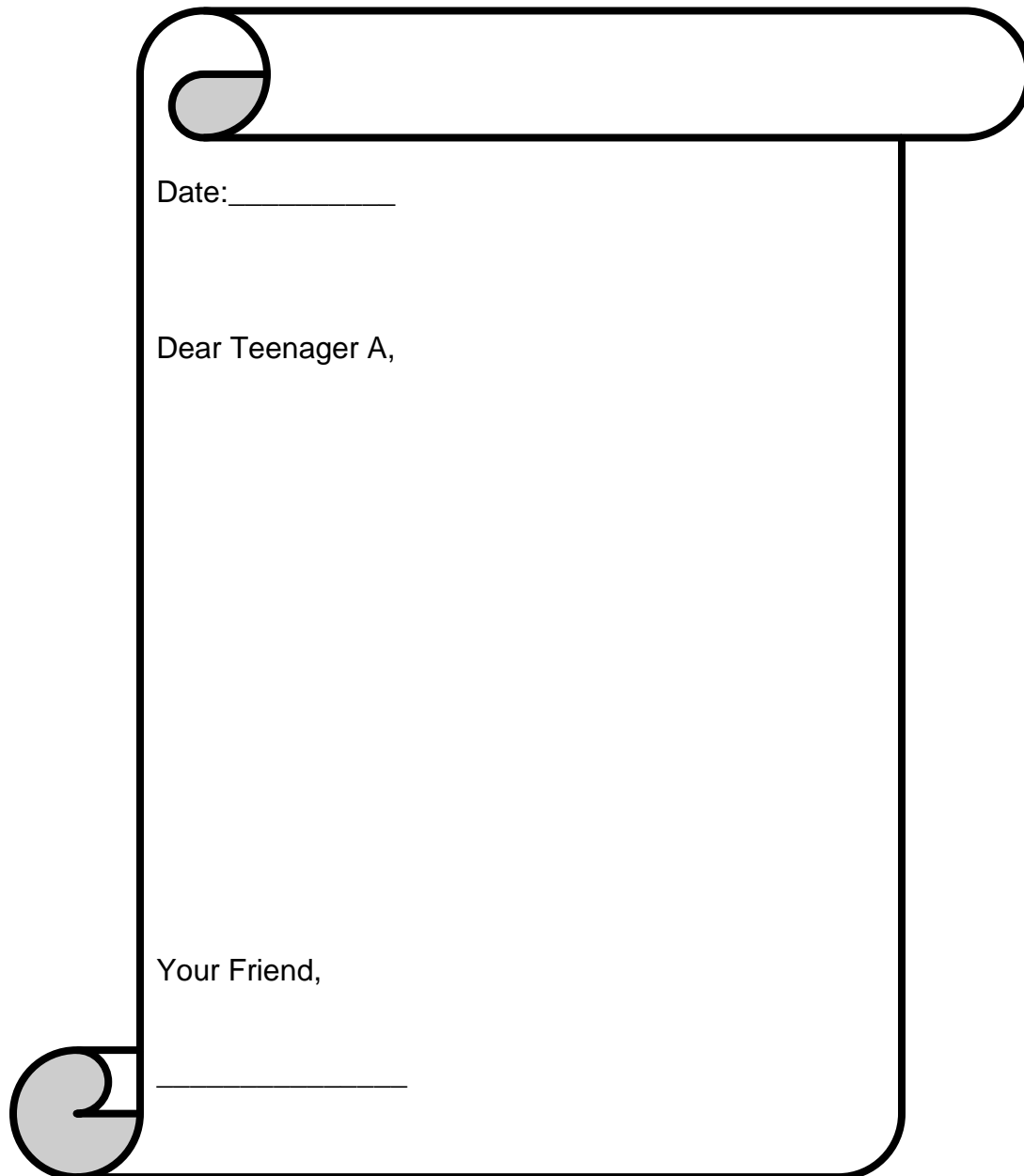
### ***Right Turn Only! Avoiding Alcohol***

#### **Activity 1: Letters of Concern**

Read the case below:

*Teenager A is in 2<sup>nd</sup> year high school who is often seen with a barkada. Teenager A is known for breaking the school policies and flunking in classes. One time, Teenager A was caught by parents in a small bar near the school. Teenager A was found out to have been drinking alcohol since 1<sup>st</sup> year high school. Teenager A does it almost every week with or without friends. Teenager A is now grounded and cannot go to school.*

What advice would you give Teenager A? Write a letter to express your thoughts.



Date: \_\_\_\_\_

Dear Teenager A,

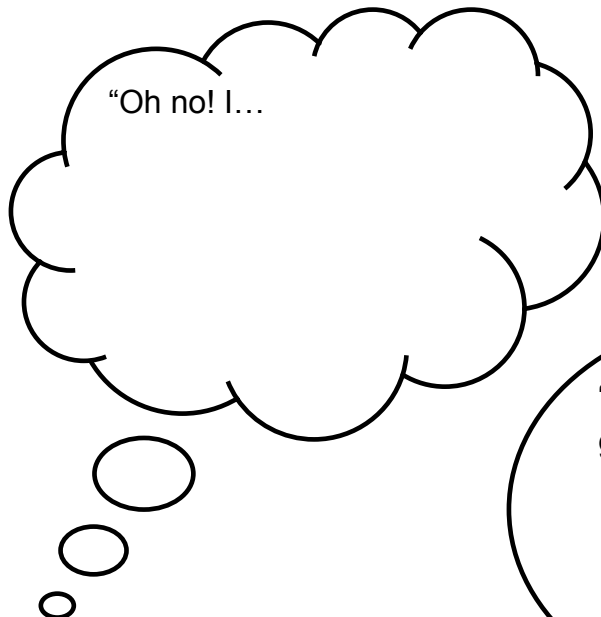
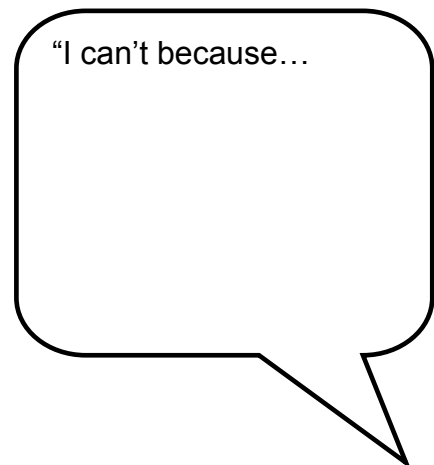
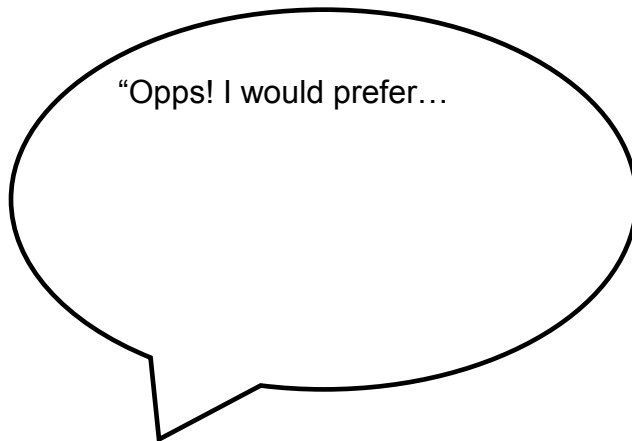
Your Friend,

\_\_\_\_\_

## Activity 2: Learning To Say No

Have you been invited to drink alcohol? How did you respond? How will you avoid these situations? Fill in the blanks with alternatives to drinking alcohol.

**“HEY! LET US DRINK THIS WEEKEND!”**



### Let's Act It Out!

After answering, find a pair and act out the situation. Choose two of your answers. One friend will be the one to invite drinking, while the other will be the one refusing the offer. Take turns.

### Let Us Learn!

Refusing someone who offers you to drink is easy. Follow the steps below to help you handle the situations.

**STEP 1:**  
Just say "No".

"Hey! There's a new bar in town. Let's drink!"  
*No. I don't want to.*

**STEP 2:**  
Say "No" again and again.

"We'll just drink a few then we will go home"  
*No. I really don't want to drink.*

**STEP 3:**  
Suggest another Activity.

"Come on! This is just one time!"  
*Can we just go to the court and play sports?*

**STEP 4:**  
Give a reason.

"We can play anytime! But the bar is not always open!"  
*I really don't drink because it's not healthy for me.*

**STEP 5:**  
Walk away.

"One bottle only?"  
*If you want to go, then you can. I need to go home.*

### Activity 3: Caught Up!

Read the situations below. Based on the steps to avoid drinking, how can you handle the situations?

Your friends invited you for a sleepover to make a project in Science. After finishing the project, your friends suggested to watch a movie. While watching the movie, one friend brought bottles of beer. You were asked to get one and drink. What should you do?

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You and your friend are walking home from school. You stumble upon an unopened can of beer on the road. Your friend told you to get the beer and drink it at the side. What should you do?

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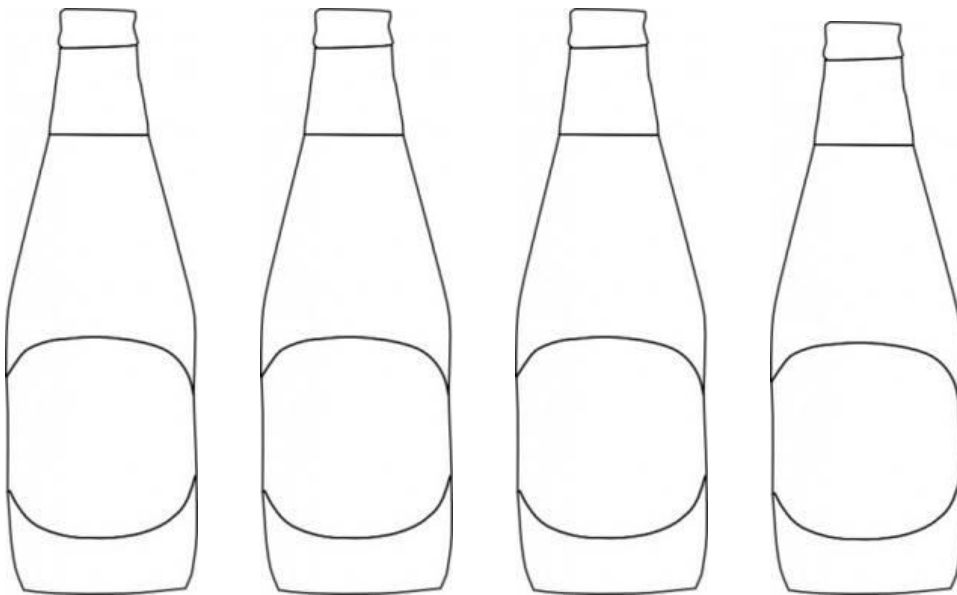
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#### **Activity 4: Bottles of Hope**

*Materials:* pencils, coloring materials

Look at the bottles below. Are they alcohol bottles? Convert and design them into something else. Make them “alcohol-free”.





## Activity 5: Headlines!

Read an article on alcohol from newspapers, magazines, journals, or editorials. Clip and paste it on 1 whole sheet of paper. Write your reaction on it.

## HEADLINE OF THE DAY

## Activity 6: It's More Fun In The Philippines

According to Ricardo Zarco, alcoholism is the most common form of addiction in the Philippines. What does the law say against alcohol? Research on laws and bills passed to control alcohol in the Philippines. List them down. Submit a 1 paragraph reaction about the government's ways to ease alcoholism in the country.

### ***Rubrics for Grading Reaction Paper***

	<i>Poor</i> 0-5	<i>Average</i> 6-10	<i>Good</i> 11-15	<i>Excellent</i> 16-20
Content (20)	Content is incomplete. Points discussed are not clear.	Content is not comprehensive and not persuasive. Points are discussed but not thoroughly. Some major points were stated.	Content is comprehensive and persuasive. Points are thoroughly discussed. Most major points were stated.	Content is comprehensive and persuasive and is supported with details. All major points are excellently discussed.
Organization of Thoughts and Structure (10)	Paragraphs are not clear. Ideas are not sequenced properly. There are no proper transitions.	Structure of the paragraphs can be understood but hard to follow. Transitions need improvement.	Paragraphs are well-written. Transitions were present. Structure is easy to follow.	Structure is easy to follow. Paragraphs are excellently written. Transitions are present. Sequence is logical.
Grammar, Punctuation and Rules (10)	Paper contains numerous grammar and punctuation errors.	Paper contains few grammar and punctuation errors.	Paper follows grammar and punctuation rules with minor errors.	Paper follows grammar and punctuation rules with no errors.

### **Check Your Knowledge**

Do the following:

1. Discuss the strategies in the prevention and control of alcohol drinking.  
Focus one:

- a. giving alternatives to alcohol drinking and
- b. explaining school and government laws pertaining to alcohol drinking



## What to Transfer

### ***Green and Go! No to Alcoholism!***

You will produce advocacy materials for the prevention of alcohol drinking with shared responsibility from the family for a healthy family life.

Create a material that advocates for the prevention of alcoholism. Choose from any of the following:

☐ Song/Poem

Write a song or poem that centers on the alternative hobbies that can replace alcohol drinking. The song or poem may also discuss how alcohol can ruin someone's life.

☐ Artwork/Poster

Draw and/or paint an artwork that depicts the causes and effects of alcohol drinking. You can also use recycled materials like empty bottles/cans of alcohol to create a 3'D artwork. Write a 1-paragraph description of your masterpiece.

☐ Video

Create a video presentation that shows alcoholism in the Philippines and how the government works on controlling it. Write a short synopsis of your video.

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## **GENERALIZATION**

Alcohol drinking is one of the most common past-times of human beings. For some alcohol replaces water as their basic drink during meals. But little do these people know that too much alcohol consumption could lead to damage to the body systems.

Technically, not all types of alcohol can be consumed. Only ethanol, which is also called beverage alcohol, can enter the body. If other types of alcohol, like methanol and isopropyl go into the bloodstream, extreme damage and even death may occur. Alcohol intake can be measured through the blood alcohol concentration (BAC). It is counted in percentages of ethanol present in a person's bloodstream at a certain period. A higher BAC means having a higher risk of experiencing impairments in the body functioning. For example, drinking various alcoholic drinks at shorter intervals greatly affect a person's BAC.

There are also a lot of myths and misconceptions about alcohol drinking. It is not true that alcohol gives you extra strength. Alcohol has very low nutritional content and it has empty calories. Drinking alcohol will not give you a boost of self-esteem either. It is actually a depressant. It slows down the function of the central nervous system (CNS), making a person vulnerable to doing undesirable things. These undesirable things are often mistaken as results of having a higher self-esteem. It is also not true that one can be sober after drinking alcohol through consuming coffee. Coffee is a stimulant. You can only have a drunk-awake person. Bathing does not also count to the ways on how to sober up after heavy drinking. It just produces the same effect as that of taking coffee. Alcohol is also not yet proven to be a cure to snake bites and other related injuries.

There are two immediate effects of consuming alcohol: intoxication and hangover. Intoxication happens when the alcohol goes into the bloodstream, producing physical and mental changes in the body. These may include changes in sight, smell and other senses. Hangover on the other hand is the occurrence of an uncomfortable feeling after getting intoxicated. These effects are only for occasional drinking. But when a person consumes alcohol consistently and heavily, extreme changes in the body may occur. A person may suffer from liver diseases like cirrhosis. Cirrhosis happens when an alcoholic's liver is already being stored with fats. These fats block the flow of blood inside the liver, making it damaged and malfunctioning.

Alcoholism in the Philippines is evident. It is said that alcohol drinking is one of the most addictive habit of Filipinos (Richard Zarco). Alcoholism affects a person's everyday life. It alters the normal activities of a person.

With this, the person's family will be affected too. Reported cases of family violence are resulted from alcohol addiction. If these cases get worse, effects will be shown on a larger scale. The communities and even the whole country will be affected.

Only a person can help himself. Prevention is still better than cure. That is why a person must have a strong foundation of resistance skills. These skills involve getting the courage to refuse the temptation of alcohol consumption. These skills also involve advocacy on the prevention of alcohol addiction. After all, it is always our choice. Alcohol is just a colorless, bitter-tasting liquid that we can avoid drinking

## Glossary Of Terms

### A

addiction being dependent on a drug or combination of drugs

addictive drugs drugs that can cause addiction physically and psychologically

advocacy materials –materials like posters, flyers, or brochures which show active support of ideas or causes; plead or argue for something

alcohol –colorless, bitter-tasting liquid that is consumed and/or used either as beverage or medicine

alcoholism – condition when a person heavily consumes alcohol consistently

alcohol poisoning occurs when the body is damaged physically due to too much alcohol consumption.**B**

Blood-alcohol concentration (BAC) –measured in percentages, amount of alcohol that has entered a person's bloodstream at certain duration

Blood-alcohol level (BAL) – another term for blood-alcohol concentration

brain stroke –a non-communicable disease which affects the arteries which carries blood to the brain resulting to brain damage. Also called brain attack or plainly stroke.**C**

cancer - any malignant growth or tumor caused by abnormal and uncontrolled cell division which may spread to other parts of the body through lymphatic system or the blood stream

carcinogen –any substance that causes cancer

central nervous system (CNS) - the part of the [nervous system](#) that receives and coordinates all body activities; consists of the major nerves, brain and spinal cord

cigarette a rolled and processed tobacco wrapped in a special paper for smoking

cirrhosis – condition when the liver is “scarred” due to heavy alcohol consumption

COPD – stands for Chronic Obstructive Pulmonary Disease, a disease of smokers which worsens over time. It is characterized by severe coughing, shortness of breathe, wheezing, and tightening of the chest.**D**

dependence – condition when a person needs a drug like alcohol and cigarette in order for the body to function normally

depressant – a drug that suppresses the central nervous system, slows down body function

drug – any substance not considered as food which alters body structure of functions

### E



emphysema – lung disease which worsens in time. One of the smokers' disease which destroys the alveoli (air sacs) and nearby tissues. It is characterized by shortness of breath, rapid breathing, and expanded chest cavity.

ethanol also called beverage alcohol which comes from fruits and grains, type of alcohol that can be consumed by humans

## **F**

fatty liver condition when the liver is being stored with fat from alcohol

fermentation – the process of extracting alcohol from plant or fruit source **G**

gateway drug – drug which can open doors for the user to experiment and try more dangerous drugs. Drugs like nicotine and alcohol **H**

hangover – physical effects that give discomfort to humans who consumed alcohol

heart attack – is the immediate death of heart muscles due to blockage of the coronary arteries (heart arteries) by a blood clot. It is also called myocardial infarction

illegal drug – a drug mandated by law as not to be used by anyone either in small or large amount

intoxication – physical and mental changes that the body is experiencing upon consuming alcohol

## **M**

mainstream smoke - the filtered smoke directly inhaled by the smoker

marijuana - a strong-smelling plant from whose dried leaves are prepared as a euphoriant and hallucinogenic drug; the most commonly used illegal drug either smoked or chewed

methanol – type of alcohol that is poisonous and lethal if consumed by man

multiplier effect – condition when alcohol is consumed simultaneously with any drug or medicine, causing impairments in the physical and mental functioning of the body

## **N**

nicotine - an alkaloid poison found in tobacco and used in medicine and as an insecticide; the main ingredient in cigarettes **S**

sidestream smoke the smoke that comes out of the lighted end of cigarette or pipe. Also called "second-hand smoke (SHS) or "environmental tobacco

smoke (ETS). smoking the act of smoking cigarette, tobacco, or other substances

stimulant drug – a drug which temporarily quickens the central nervous system

## T

- third-hand smoke – dangerous smoke left on objects like sofa, beddings, and clothes
- tobacco – refers to the leaves of the tobacco plant which are dried and prepared for smoking or chewing
- tolerance – condition when a person needs more alcohol to feel its original effects

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### Photographs:

- Bottle of Alcohol – Johannsen C. Yap
- Hand Claspig Cigarettes – Johannsen C. Yap
- Hand with Broken Cigarette Sticks – Johannsen C. Yap
- Students Playing Volleyball – Johannsen C. Yap