

# Grade 7 to 10 Lesson Exemplars for Rabies Education



**Lesson Exemplars for Rabies Education – Grade 7 to 10  
First Edition, 2019**

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# Grade 7 to 10

(Science, Edukasyon sa Pagpapakatao, and Health)

# Lesson Exemplars for Rabies Education

This instructional material was collaboratively developed and reviewed by educators from public schools with technical guidance from the National Rabies Prevention and Control Committee. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at [action@deped.gov.ph](mailto:action@deped.gov.ph).

**We value your feedback and recommendations.**

## INTRODUCTION

Rabies is a highly fatal viral disease that usually affects dogs and can be transmitted to humans. It is estimated that every 10 minutes, one person die of rabies in the world. Every year, 59,000 people die of the disease wherein 40% are children less than 15 years of age. In the Philippines, an average of 200 to 250 Filipinos die of rabies annually, 30% of which are children. Animal bite incidence is also rapidly increasing with 699,705 animal bite victims in 2015 to 1, 130,873 in 2017 wherein almost half of the bites reported are in children.

The National Rabies Prevention and Control Committee (NRPCC) provide direction regarding the implementation of the National Rabies Prevention and Control Program as mandated by the Anti-Rabies Act of 2007 (Republic Act 9485). The inter-agency, intersectoral committee is led by the Department of Agriculture (DA) in collaboration with the Department of Health (DOH), Department of Education (DepEd), Department of Interior and Local Government (DILG), Department of Environment and Natural Resources (DENR), professional organizations (Philippine Veterinary Medical Association), and non-government organizations such as the Global Alliance for Rabies Control (GARC).

Under the Anti-Rabies Act, DepEd was given the mandate to strengthen the national rabies education program through the school health curriculum. In support to this, DepEd has been coordinating with GARC and other member agencies/organizations of NRPCC to integrate rabies education in the delivery curriculum since December 2016 in terms of development of lesson exemplars.

These lesson exemplars will provide an effective delivery on rabies education for teachers. It enables learners engage in relevant, meaningful experiences and activities that can be connected to real life situations.

This national rabies education integration initiative is expected to benefit an estimated 21 million Kinder to Grade10 learners in more than 46,000 schools including teachers, school health personnel and parents as well as the community as a whole. Key messages incorporated in the 78 lesson exemplars developed include the following: rabies as a disease; animal bite prevention; animal bite management; dog vaccination; animal welfare and responsible pet ownership.

## ACKNOWLEDGEMENT

We would like to extend our greatest appreciation to the following government agencies and non-government organizations:

### A. Development of Lesson Exemplars

- Department of Education
  - Bureau of Learner Support Services
  - Bureau of Curriculum Development
  - Bureau of Learning Delivery
  - Bureau of Learning Resources
  - External Partnership Services
- Department of Health
  - Disease Prevention and Control Bureau
  - Health Promotions and Communication Service
  - Research Institute for Tropical Medicine
- Department of Agriculture
  - Bureau of Animal Industry
- Global Alliance for Rabies Control
- Philippine Veterinary Medical Association
  - Provincial, City, Municipal Veterinarians' League of the Philippines
  - Philippine Animal Hospital Association

### B. Fund Support

- UBS Optimus Foundation
- FOUR PAWS International

### C. Front Cover Illustrations

- Ms. Ramona T. Consunji, Animal Welfare Coalition

### D. Printing of Lesson Exemplars

- Japan One Health Rabies Project (JAPOHR) /Japan International Cooperation Agency
- Japan International Cooperation Agency
- Oita University

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SCIENCE 10 (S10lt-iiic-36)

<b>I. OBJECTIVES</b>	
A. <i>Content Standards</i>	The learner demonstrates an understanding of organisms as having feedback mechanisms, which are coordinated by the nervous and endocrine systems.
B. <i>Performance Standards</i>	
C. <i>Learning Competencies/ Objectives</i> <i>Write the LC code for each</i>	The learner describes how the nervous system coordinates and regulates these feedback mechanisms to maintain homeostasis.  S10LT-IIIC-36
<b>II. CONTENT</b>	<ul style="list-style-type: none"> <li>• Feedback Mechanisms of the Nervous System</li> <li>• Integration of Rabies Education in Negative Feedback Mechanism</li> </ul>
<b>III. LEARNING RESOURCES</b>	
A. <i>References</i>	
1. <i>Teacher's Guide pages</i>	
2. <i>Learner's Materials pages</i>	
3. <i>Textbook pages</i>	
4. <i>Additional Materials from Learning Resource (LR) portal</i>	
B. <i>Other Learning Resources</i>	<ol style="list-style-type: none"> <li>1. Kto12 Science Curriculum Guide August 2016,p.191 <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a></li> <li>2. <a href="http://www.highered.mheducation.com/sites/9834092339/.../positive_and_negative_feedback.html">http://www.highered.mheducation.com/sites/9834092339/.../positive_and_negative_feedback.html</a></li> </ol>

	<p>3. <a href="http://www.aviva.co.uk/health-insurance/home-of-health/medical-centre/medical-encyclopedia/entry/function-nervous-system-organization/">http://www.aviva.co.uk/health-insurance/home-of-health/medical-centre/medical-encyclopedia/entry/function-nervous-system-organization/</a> &amp; <a href="http://openclipart.org/detail/172925/angry-dog-non-transparent-by-qubodup-172925">http://openclipart.org/detail/172925/angry-dog-non-transparent-by-qubodup-172925</a> / August 17,2017</p> <p>4. <a href="https://www.youtube.com/watch?v=Iz0Q9nTZCw4">https://www.youtube.com/watch?v=Iz0Q9nTZCw4</a></p>
<b>IV. PROCEDURES</b>	
<p>A. Reviewing previous lesson or presenting the new lesson</p>	<p>Lesson Drill</p> <p>1. What consists the central nervous system (CNS)? Answer: The organ of the body in the head that controls the functions, movements, sensations and thought.</p> <p>2. What is the role of the brain in the CNS? Answer: The brain plays a central role in the control of most bodily functions.</p> <p>3. What connects the spinal to the brain? Answer: The spinal is connected to a section of the brain called brain stem.</p>
<p>B. Establishing a purpose for the lesson</p>	<p>Cabbage Game</p> <p><b>Feedback Mechanism</b></p> <p>The cabbage contains questions. Music shall be played as the cabbage is passed on from one learner to another. When the music stops, the learner holding the cabbage will unwrap it and read the questions loudly. The learner will answer the question by writing on the blackboard. If the learner is not able to answer the question the other learner can help. For every correct answer, the learner earns one point.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. When you heard the word homeostasis what comes first in your mind?</li> <li>2. What is the meaning of feedback?</li> <li>3. What is the difference between positive and negative feedback?</li> </ol>
<p>C. Presenting examples/instances of the new lesson</p>	<p>Note:</p> <p>The teacher must present first the guide questions to the students before showing the multimedia presentations.</p> <p>If multimedia is available:</p>

	<p>Download and present a video about positive-negative feedback mechanism at <a href="https://www.youtube.com/watch?v=lz0Q9nTZCw4">https://www.youtube.com/watch?v=lz0Q9nTZCw4</a>.</p>
D. Discussing new concepts and practicing new skills #1	<p>If multimedia is NOT available:</p> <ul style="list-style-type: none"> <li>• The teachers will use the teacher handout.</li> <li>• Reading comprehension about feedback mechanism must be integrated then they will answer the guide questions. .</li> </ul>
E. Discussing new concepts and practicing new skills #2	<p>Guide Questions:</p> <ol style="list-style-type: none"> <li>1. What is a feedback mechanism?</li> <li>2. What are the two types of feedback mechanism?</li> <li>3. How does feedback mechanism work?</li> <li>4. What is the difference between positive feedback mechanisms from negative feedback mechanism?</li> <li>5. How does the nervous system coordinate and regulate feedback mechanism to maintain homeostasis?</li> </ol>
F. Developing mastery (leads to Formative Assessment 3)	
G. Finding practical applications of concepts and skills in daily living	<p>Group Activity</p> <p>Directions: Learners will arrange the proper sequence from 1-5 of negative feedback mechanism when a person is bitten by a rabid dog.</p> <ul style="list-style-type: none"> <li>• Brain infected.</li> <li>• Virus infects nerve in peripheral nervous system. Rabies virus moves by retrograde transport.</li> <li>• Virus replicates in dorsal root ganglion and travels up spinal cord to brain.</li> <li>• Virus replicates in muscles, on broken skin, and it reaches the nerves.</li> <li>• Virus enters via animal bite.</li> </ul> <p>(See Teacher's Handout for the rubric of the activity and answer key)</p>
H. Making generalizations and abstractions about the lesson	<p>Brainstorming: Ask: What is the feedback mechanism in the nervous system?</p>

I. Evaluating learning

Note:

In evaluating the learners the teacher can use two options:

**A. Exit Pass Activity:** Learner will complete the table below and call some learners to share their answers.

3	Things I learned today.... Possible answer: <ul style="list-style-type: none"><li>• A <b>feedback mechanism</b> is a loop system wherein the system responds to a perturbation.</li><li>• There are two types of feedback mechanism: the positive and negative feedback mechanism.</li></ul>
2	Things I found interesting..... Possible answer: <ul style="list-style-type: none"><li>• A positive feedback loop causes a self-amplifying cycle where a physiological change leads to even greater change in the same direction.</li><li>• A negative feedback is a process in which the body senses a change, and activates mechanisms to reverse that change.</li></ul>
1	Question I still have..... Possible answer: <ul style="list-style-type: none"><li>• Some clarifications if negative feedback mechanism happens only in rabid dog.</li></ul>

**B. Direction:** Write T if the statement is true and F if the statement is false.

1. Positive feedback mechanism happens when an output inhibits the production of a substance which leads to the original output.

2. Feedback mechanism regulates homeostasis or balance to achieve certain range or level of optimal condition.

3. Dog with rabies virus or with Rabies infection can lead to positive mechanism into human body.

4. Negative feedback mechanism is a process in which the body senses a change and activates mechanism to reverse that change.

	<p>5. One of the examples of positive feedback mechanism is when the blood glucose levels continue to raise it may result to diabetes.</p> <p>Answer Key 1. T 2.T 3.F 4. T 5.F</p>
J. Additional activities for application or remediation	Remediation activity and enrichment activity see attachment.
<b>V. REMARKS</b>	
<b>VI. REFLECTION</b>	
A. No. of learners who earned 80% in the evaluation	
B. No. of learners who require additional activities for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	
D. No. of learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	

# TEACHER'S HANDOUT

## FEEDBACK MECHANISMS OF THE NERVOUS SYSTEM

A **feedback mechanism** is a loop system wherein the system responds to a perturbation. The response may be in the same direction (as in positive feedback) or in the opposite direction (as in negative feedback). In biological sense, a feedback mechanism involves a biological process, a signal, or a mechanism that tends to initiate (or accelerate) or to inhibit (or slow down) a process.

A feedback mechanism may be observed at the level of cells, organisms, ecosystems, or the biosphere. It regulates homeostasis or balance to achieve certain range or level of optimal condition. Deviation from homeostasis could eventually lead to effects detrimental to the proper functionality and organization of a system.

An example of **positive feedback** is the onset of contractions in childbirth. When contraction begins, the hormone oxytocin is released into the body to stimulate further contractions. As for the **negative feedback**, an example is the regulation of blood glucose levels. If blood glucose levels continue to raise it may result in diabetes. In fact, there are many biologic processes that use negative feedback to maintain homeostasis or dynamic equilibrium.

### Feedback Mechanism

In order to maintain homeostasis, the body uses feedback loops.

### Two types of feedback mechanisms

#### 1. Positive Feedback

A positive feedback loop causes a self-amplifying cycle where a physiological change leads to even greater change in the same direction.

#### 2. Negative Feedback

A negative feedback is a process in which the body senses a change, and activates mechanisms to reverse that change.

### Difference of Positive and Negative Feedback Mechanism

#### Positive Feedback

- Stimulus triggers control mechanism that amplified effect. In positive feedback, the output enhances the original stimulus.  
Examples: lactation, labor contractions, blood clotting

#### Negative Feedback

- Stimulus triggers control mechanism that inhibits further change. In negative feedback, change the variable back to the original state or ideal value.

Examples: body temperature, sugar metabolism

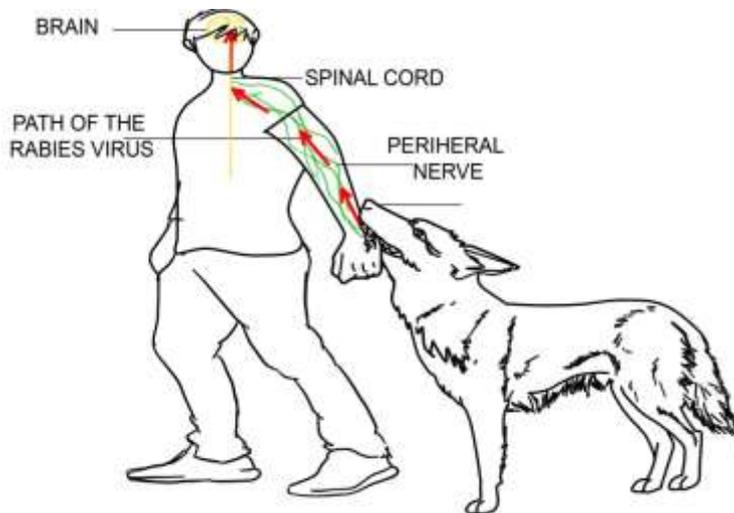
G. Finding Practical Application and Skills in Daily Living  
**Group Activity**

Learners will make a diagram of negative feedback when a person is bitten by a rabid dog.

**Rubric for the Activity**

Criteria	3	2	1
Content	all (+)(-) feedback mechanism requirements are evident	one (+)(-) feedback mechanism requirement is missing	all (+)(-) feedback mechanism requirements are missing
Organization	the product is extremely well-organized and very neatly done	the product is well-organized and neatly done	the product is unorganized and neatly done
Completeness	the product is complete, detailed, and analytical	the product is complete and detailed	the product is incomplete
Timeliness	completed on time	completed on time	not completed on time

**Illustration**

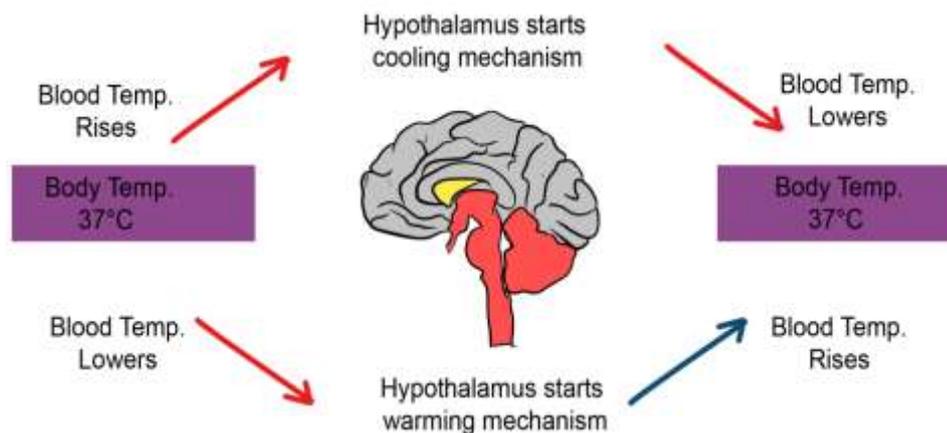


**Answers: Feedback Mechanism of Rabid Dog**

1. Virus enters via animal bite.
2. Virus replicate in muscles, on broken skin, and it reaches the nerves.
3. Virus infects nerve in peripheral nervous system. Rabies virus moves by retrograde transport.
4. Virus replicates in dorsal root ganglion and travels up spinal cord to brain.
5. Brain infected.

## H. Additional activities for application or remediation

**1. Remediation:** Based on the diagram, locate the positive and negative feedback mechanism and explain your answer.



Answers:

- The left side of the diagram shows the positive feedback mechanism.
- The right side of the diagram shows the negative feedback mechanism.

**2. Enrichment:** Make a positive or negative feedback mechanism that happens in the school.

Possible Answer:

Positive Feedback Mechanism:

- The rooms of the school are properly ventilated resulting to learner's regulation of body temperature. The learners will actively participate in the activities.

Negative Feedback Mechanism:

- There is no proper ventilation inside the room that is why the body temperature of the learners rises. The learner's body sweats more. The learner's body temperature drops.

## EDUKASYON SA PAGPAPAKATAO 7 (esp7ps-ih-4.3)

<b>I. LAYUNIN</b>	
A. <i>Pamantayang Pangnilalaman</i>	Naipamamalas ng mag-aaral ang pag-unawa sa kanyang gampanin bilang nagdadalaga/nagbibinata
B. <i>Pamantayan sa Pagganap</i>	Naisasagawa ng mag-aaral ang mga gawaing angkop sa maayos na pagtupad ng kanyang mga tungkulin sa bawat gampanin bilang nagdadalaga/nagbibinata
C. <i>Mga Kasanayan sa Pagkatuto</i> <i>Isulat ang code ng bawat kasanayan.</i>	Napatutunayan na ang pag-unawa ng kabataan sa kanyang mga tungkulin sa sarili, bilang anak, kapatid, mag-aaral, mamamayan, mananampalataya, konsyumer ng media at bilang tagapangalaga ng kalikasan ay isang paraan upang maging mapanagutan bilang paghahanda sa susunod na yugto ng buhay. <b>EsP7PS-Ih-4.3</b>
<b>II. NILALAMAN</b>	<ul style="list-style-type: none"> <li>• Mga Tungkulin Bilang Nagdadalaga At Nagbibinata</li> <li>• Rabies Integration: Role of the Community (local ordinances, role of parents, authorities)</li> </ul>
<b>III. KAGAMITANG PANTURO</b>	
A. Sanggunian	
1. Mga Pahina sa Gabay ng Guro	pp. 43-46
1. Mga Pahina sa 2. Kagamitang Pang mag-aaral	pp. 103-113
3. Mga Pahina sa Teksbuk	
4. Karagdagang Kagamitan mula sa Portal ng Learning Resource	CG pp.96

B. Iba pang Kagamitang Panturo	
<b>IV. PAMAMARAAN</b>	
A. <i>Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin</i>	<p><b>GAWAIN: Ano nga ulit? (5 minuto)</b></p> <p>Panuto:</p> <ol style="list-style-type: none"> <li>1. Magbibigay ang guro ng tanong batay sa nakaraang tinalakay.</li> <li>2. Tumawag ng ilang mag-aaral na sasagot sa tanong.</li> </ol> <p>Gabay na Tanong:</p> <p>Bakit kailangan nating gampanan ang ating tungkulin?</p> <p><b>Inaasaang sagot:</b> Ito ay mga gawain na kailangang gawin o gampanan ng isang indibiwal.</p>
B. <i>Paghahabi sa layunin ng aralin</i>	<p><b>GAWAIN: Pagpaparinig ng awitin (3 minuto)</b></p> <p>KAGAMITAN: speaker, lyrics</p> <p>PANUTO:</p> <ol style="list-style-type: none"> <li>1. Maghanda ng isang awitin. Maaaring pumili ang guro ng ibang awitin na may kaugnayan sa paksa.</li> </ol> <p>(Halimbawa: <b>Kabataang Pinoy</b> ng Itchyworms)</p> <ol style="list-style-type: none"> <li>2. Ipapaawit ng guro ang kanta sa klase. Kung hindi pamilyar ang mga mag-aaral sa kanta, marapat na iparinig muna bago ipaawit. (Maaaring magpakita ng lyrics ang guro sa pamamagitan ng powerpoint presentation o sa pagsulat nito sa manila paper.)</li> </ol> <p>Sabihin: Mahilig ba kayong kumanta? Kung ganoon, halika at sabayan ninyo akong awitin ang “Kabataang Pinoy” na inawit ng Itchyworms.</p>
C. <i>Pag-uugnay ng mga halimbawa sa bagong aralin</i>	<p><b>GAWAIN: Suriin Natin (5 minuto)</b></p> <ul style="list-style-type: none"> <li>• Matapos mapakinggan ang awitin, sasagutin ang mga gabay na tanong.</li> </ul> <p>Mga Gabay na Tanong:</p> <ol style="list-style-type: none"> <li>1. Sa inyong palagay, para kanino ang awitin?</li> </ol> <p><b>Inaasahang sagot:</b> Ang awiting ito para sa mga kabataang katulad namin.</p> <ol style="list-style-type: none"> <li>2. Ano-anong katangian ng mga kabataan ang nabanggit sa awitin?</li> </ol> <p><b>Inaasahang sagot:</b> Ang mga kabataan ay may mataas na pangarap. Sila ay matatag at malakas na harapin ang hamon ng buhay.</p>

	<p>3. Nagtataglay ka ba ng mga nabanggit na katangian? Paano mo nasabi?</p> <p><b>Inaasahang sagot:</b> Opo. Kahit na mahirap kami, buong sipag at puno ako ng pangarap.</p> <p>4. Ano ang mensaheng nais iparating ng awitin?</p> <p><b>Inaasahang sagot:</b> Ang nais lamang na iparating ng awitin sa aming kabataan ay magsimula kaming mangarap at abutin ito. Wala kaming hindi kayang gawin. Kami ang pag-asa ng mundo kung kaya't dapat naming pagbutihin ang aming gagawin. Kailangan naming ihanda ang aming mga sarili sa hamon ng buhay. Kailangang ipaglaban at gawin ang nararapat at tama.</p>																		
<p><i>D. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1</i></p>	<p><b>PANGKATANG GAWAIN (15 minuto)</b></p> <p>GAMIT: manila paper, pentel pen</p> <p>PANUTO:</p> <ol style="list-style-type: none"> <li>Hatiin ang klase sa limang pangkat. Atasan ang bawat pangkat na magkaroon ng talakayan tungkol sa mga tungkuling inaasahan sa kanila.</li> <li>Ilapat sa tsart sa ibaba ang mga nakuhang sagot.</li> </ol> <table border="1" data-bbox="528 1061 1391 1422"> <thead> <tr> <th>TUNGKULIN</th> <th>INAASAHAN SA IYO</th> </tr> </thead> <tbody> <tr> <td>a. sa sarili</td> <td></td> </tr> <tr> <td>b. bilang anak</td> <td></td> </tr> <tr> <td>c. bilang kapatid</td> <td></td> </tr> <tr> <td>d. bilang mag-aaral</td> <td></td> </tr> <tr> <td>e. bilang mananampalataya</td> <td></td> </tr> <tr> <td>f. bilang konsyumer ng media</td> <td></td> </tr> <tr> <td>g. sa kalikasan</td> <td></td> </tr> <tr> <td>h. sa pamayanan</td> <td></td> </tr> </tbody> </table> <p><i>Sabihin:</i> Sabi nga ng awitin kanina, kayo ang pag-asa ng mundo. Totoo ba? Naniniwala ba kayo? Kung ganoon, ito na ang simula.</p> <p>Ano-ano nga ba ang mga tungkuling nakaatang sa inyo bilang kabataan? Paano mo magagampanan ang mga tungkulin na nabanggit?</p>	TUNGKULIN	INAASAHAN SA IYO	a. sa sarili		b. bilang anak		c. bilang kapatid		d. bilang mag-aaral		e. bilang mananampalataya		f. bilang konsyumer ng media		g. sa kalikasan		h. sa pamayanan	
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g. sa kalikasan																			
h. sa pamayanan																			
<p><i>E. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2</i></p>																			

<p><i>F. F. Paglinang sa Kabihasaan (Tungo sa Formative Assessment)</i></p>	<p>Gawain: <b>Pagbabahagi ng awtput (17 minuto)</b></p> <ul style="list-style-type: none"> <li>• Ipabahagi at ipapaskil sa pisara ang kanilang awtput upang makita ng kapwa mag-aaral.</li> <li>• Maaaring magpakita ng halimbawang sagot ang guro na magagamit upang masuri ng mga mag-aaral ang kanilang mga naging sagot.</li> </ul> <p>(Sumangguni sa pahina 8 para sa pamantayan a pagmamarka.)</p> <p>Sabihin:Suriin natin ang inyong mga naging kasagutan. Tingnan natin kung tumugma ba ito sa mga inaasahang tungkulin ninyo bilang kabataan.</p> <p>(Sa bahaging “tungkulin sa pamayanan, talakayin ng guro ang nilalaman ng RA No. 9482, “Anti-Rabies Act of 2007”. Tingnan ang teacher’s handout sa pahina 10)</p>
<p><i>G. Paglalapat ng aralin sa pang-araw-araw na buhay</i></p>	<p>Gawain: <b>Paglalapat (5 minuto)</b></p> <p>Ano ang maaaring mangyari kung hindi mo tutuparin ang iyong mga tungkulin bilang mag-aaral?</p> <p><b>Inaahang sagot:</b> Kung hindi ko tutuparin ang aking mga tungkulin ay maaaring maapektuhan hindi lang ang aking sarili, maging ang aking kapwa at pamayanan. Hindi ako magiging responsable sa lahat ng aking gagawin.</p>
<p><i>H. Paglalahat ng Aralin</i></p>	<p>Gawain: <b>“Dugtungan Tayo” (5 minuto)</b></p> <ul style="list-style-type: none"> <li>• May mga inihandang salita na kailangang dugtungan ng mga mag-aaral upang malaman kung lubusan ba nilang naunawaan ang paksa. (Halimbawa: kabataan, tungkulin, mapanagutan at buhay)</li> </ul> <p><i>Sabihin:</i> May mga salita akong inihanda. Ang kailangan nyo lamang gawin ay gamitin ito upang makabuo ng isang makabuluhang pangungusap na may kaugnayan sa ating paksa.</p> <p><b>Inaasahang sagot:</b></p> <p>Ang pag-unawa ng <u>KABATAAN</u> sa kanyang mga <u>TUNGKULIN</u> ay isang paraan upang maging <u>MAPANAGUTAN</u> bilang paghahanda sa susunod na yugto ng <u>BUHAY</u>.</p>
<p><i>I. Pagtataya ng Aralin</i></p>	<p>Gawain: <b>Pagsulat ng Sanaysay (5 minuto)</b></p>

	<p>Panuto: Sumulat ng sanaysay na binubuo ng hindi bababa sa 5 pangungusap tungkol sa tungkulin ng isang kabataan. Maaaring pumili mula sa sumusunod na paksa:</p> <ol style="list-style-type: none"> <li>1. Tungkulin ng kabataan na magtapos ng pag-aaral.</li> <li>2. Tungkulin ng kabataan bilang responsableng tagapag-alaga ng hayop/ aso</li> <li>3. Tungkulin ng kabataan bilang responsableng tagapangalaga ng kalikasan.</li> </ol> <p>(Sumangguni sa pahina 9 para sa pamantayan sa pagmamarka.)</p>																											
<p><i>J. Karagdagang gawain para sa takdang-aralin at remediation</i></p>	<p>Optional</p> <ul style="list-style-type: none"> <li>• Remediation: Magtala ng mga tungkuling nagagawa na ninyo bilang kabataan.</li> <li>• Enrichment: Gumawa ng Sariling Plano sa Pagtupad ng Tungkulin bilang Kabataan.</li> </ul> <table border="1" data-bbox="560 943 1391 1608"> <thead> <tr> <th>TUNGKULIN</th> <th>INAASAHAN SA IYO</th> <th>PLANO</th> </tr> </thead> <tbody> <tr> <td>a. sa sarili</td> <td></td> <td></td> </tr> <tr> <td>b. bilang anak</td> <td></td> <td></td> </tr> <tr> <td>c. bilang kapatid</td> <td></td> <td></td> </tr> <tr> <td>d. bilang mag-aaral</td> <td></td> <td></td> </tr> <tr> <td>e. bilang mananampalataya</td> <td></td> <td></td> </tr> <tr> <td>f. bilang konsyumer ng media</td> <td></td> <td></td> </tr> <tr> <td>g. sa kalikasan</td> <td></td> <td></td> </tr> <tr> <td>h. sa pamayanan</td> <td></td> <td></td> </tr> </tbody> </table>	TUNGKULIN	INAASAHAN SA IYO	PLANO	a. sa sarili			b. bilang anak			c. bilang kapatid			d. bilang mag-aaral			e. bilang mananampalataya			f. bilang konsyumer ng media			g. sa kalikasan			h. sa pamayanan		
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B. Bilang ng mga-aaral na nangangailangan ng iba pang gawain para sa remediation	
C. Nakatulong ba ang remediation? Bilang ng mag-aaral na nakaunawa sa aralin.	
D. Bilang ng mag-aaral na magpapatuloy sa remediation	
E. Alin sa mga istratehiya ng pagtuturo ang nakatulong nang lubos? Paano ito nakatulong?	
F. Anong suliranin ang aking naranasan na nasolusyonan sa tulong ng aking prinsipal / punong-guro at superbisor?	
G. Anong kagamitan ang aking nadibuho na nais kong ibahagi sa mga kapuwa ko guro?	

## TEACHER'S HANDOUT

### GAWAIN 1: Ano nga ulit?

**Tanong:** Ano ang tungkulin?

**Inaasahang sagot:** Ito ay mga gawain na kailangang gawin o gampanan ng isang indibwal.

### GAWAIN: Pagpaparinig ng isang awitin

1. Maghanda ng isang awitin. Maaaring pumili ang guro ng ibang awitin na may kaugnayan sa paksa.

Pamagat: **Kabataang Pinoy** ng Itchyworms

2. Iparinig ito sa klase.
3. Matapos nito, suriin ang nilalaman ng awitin at iugnay ito sa paksang tatalakayin.  
Mga Gabay na Tanong:

a. Sa inyong palagay, para kanino ang awitin?

**Inaasahang sagot:** Ang awiting ito ay para sa mga kabataang katulad namin.

b. Ano ang mensaheng nais iparating ng awitin?

**Inaasahang sagot:** *Ang nais lamang na iparating ng awitin sa aming kabataan ay magsimula kaming mangarap at abutin ito. Wala kaming hindi kayang gawin. Kami ang pag-asa ng mundo kung kaya't dapat naming pagbutihan ang aming gagawin. Kailangan naming ihanda ang aming mga sarili sa hamon ng buhay. Kailangang ipaglaban at gawin ang nararapat at tama.*

### **Kabataang Pinoy ng Itchyworms**

Ang barkada namin may pangarap  
Na nais abutin  
Pangarap namin magtagumpay  
Sa lahat ng gagawin

Iba na tayo ngayon  
Walang di nagagawa  
Sabihin mo, sabihin nyo  
Kaya natin to

Kabataang pinoy pagbutihan mo  
Pag-asa ka ng buong mundo  
Kabataang pinoy kayang kaya mo  
Pinoy ako, pinoy tayo!

Hamon sa buhay handang daanan  
 Kaya namin 'yan  
 Ipaglalaban namin ang nararapat  
 At tamang gagawin

Iba na tayo ngayon  
 Matibay ang loob  
 Sabihin mo, sabihin nyo  
 Kaya natin to

Kabataang pinoy pagbutihan mo  
 Pag-asa ka ng buong mundo  
 Kabataang pinoy kayang kaya mo  
 Pinoy ako, pinoy tayo

**PAMANTAYAN SA PAGBIBIGAY NG MARKA SA PANGKATANG GAWAIN**

PAMANTAYAN	(5 Puntos)	(4 puntos)	(3 puntos)	(2 puntos)	(1 puntos)
Nilalaman	Nasagot nang mahusay ang lahat ng katanungan	Nasagot nang mahusay ang halos lahat ng katanungan	Nasagot ang lahat ng katanungan	Nasagot ang halos lahat ng katanungan	Nasagot ang ilang katanungan
Presentasyon	Buong husay na naipaliwanag ang kasagutan sa klase	Naipaliwanag ang mga kasagutan nang mabuti	Naipaliwanag ang sagot sa klase	Naipaliwanag ang halos lahat ng kasagutan sa klase	Naipaliwanag ang ilang kasagutan sa klase.
Takdang Oras	Natapos ang gawain nang buong husay sa loob ng itinakdang oras.	Natapos ang gawain nang buong husay ngunit lumagpas ng 2 minuto sa itinakdang oras.	Natapos ang gawain ngunit lumagpas ng 3 minuto sa itinakdang oras.	Natapos ang gawain ngunit lumagpas ng 5 minuto sa itinakdang oras	Hindi natapos ang gawain.

## PAMANTAYAN SA PAGMAMARKA NG SANAYSAY

Kraytirya	Deskripsiyon	Puntos
<b>Nilalaman</b>	Malinaw na nailahad ang saloobin ng mag-aaral ukol sa paksa.	<b>5</b>
<b>Organisasyon</b>	Organisado, malinaw at simple ang pagkakalahad ng ideya. Magkakaugnay ang mga pangungusap.	<b>3</b>
<b>Mekaniks</b>	Nasunod ang mga panuntunan sa pagsulat ng sanaysay tulad ng tamang bantas at baybay ng salita.	<b>2</b>
<b>Kabuuan</b>		<b>10</b>

### **GAWAIN 2: Dugtungan Tayo!**

1. Maghanda ng mga salita na ilalagay sa flashcards. (Halimbawa: tungkulin, mapanagutan, buhay).
2. Ipagamit ito sa mga mag-aaral upang makabuo ng kaisipan na maglalahat ng aralin.

#### **Inaasahang sagot:**

Ang pag-unawa ng kabataan sa kanyang mga tungkulin ay isang paraan upang maging mapanagutan biang paghahanda sa susunod na yugto ng buhay.

#### **Republic Act No. 9482- Anti-Rabies Act of 2007, Republic Act 8485-Animal Welfare Act as Amended by Republic Act No. 10631)**

Ang RA 9482 “Anti-Rabies Act of 2007” ay nagsasaad ng ilan sa mga tungkulin natin sa pamayanan at ang kaukulang parusa ng hindi pagtupad sa mga ito.

1. Hindi pagpaparehistro at pagbabakuna ng alagang aso laban sa rabies, multa ng Dalawang Libong Piso (P2,000.00)
2. Ang may ari ng asong hindi nabakunahan laban sa rabies ang mananagot at magbabayad sa pagbabakuna sa taong kinagat ng kanilang alagang aso.
3. Hindi pagpayag na paobserbahan ang kanilang alagang aso na nakakagat ng tao, multa ng Sampung Libong Piso (P10,000.00)
4. Hindi pagpayag na paobserbahan ang kanilang alaga at bayaran ang pagbabakuna sa taong nakagat ng kanilang aso, multa ng Dalawampu't Limang Libong Piso (P25,000.00).
5. Hindi pagtatali ng alagang aso habang nasa pampublikong lugar, multa ng Limang Daang Piso (P500.00)

*(Accessed October 11, 2018. <https://rabiesalliance.org/resource/ang-regalo-kay-bibo-comic>)*

## EDUKASYON SA PAGPAPAKATAO 8 (esp8pb-iiic-10.2)

<b>I. LAYUNIN</b>	
A. <i>Pamantayang Pangnilalaman</i>	Naipamamalas ng mag-aaral ang pag-unawa sa pagsunod at paggalang sa magulang, nakatatanda at may awtoridad.
B. <i>Pamantayan sa Pagganap</i>	Naisasagawa ng mag-aaral ang mga angkop na kilos ng pagsunod at paggalang sa magulang, nakatatanda at may awtoridad at nakaiimpluwensiya sa kapwa kabataan na maipamalas ang mga ito.
C. <i>Mga Kasanayan sa Pagkatuto</i> <i>Isulat ang code ng bawat kasanayan.</i>	Nasusuri ang mga umiiral na paglabag sa magulang, nakatatanda at may awtoridad. <b>EsP8PB-IIIC-10.2</b>
<b>II. NILALAMAN</b>	<ul style="list-style-type: none"> <li>• Pagsunod at Paggalang sa mga Magulang, Nakatatanda at may Awtoridad</li> <li>• Rabies Integration: Role of the Community (local ordinances, role of parents, authorities)</li> </ul>
<b>III. KAGAMITANG PANTURO</b>	
A. <i>Sanggunian</i>	
1. <i>Mga Pahina sa Gabay ng Guro</i>	Grade 8 EsP TG, pp. 144-153
2. <i>Mga Pahina sa Kagamitang Pang-mag-aaral</i>	Grade 8 EsP LM, pp. 271-291
3. <i>Mga Pahina sa Teksbuk</i>	
4. <i>Karagdagang kagamitan mula sa Portal ng Learning Resource</i>	CG pp. 116
B. <i>Iba pang Kagamitang Panturo</i>	mga larawan, sipi ng kwentong “Ang Regalo kay Bibo”

<b>IV. PAMAMARAAN</b>	
<p>A. <i>Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin</i></p>	<p><b>GAWAIN: Tanong ko, Sagutin mo (5 minuto)</b></p> <p>Panuto:</p> <ol style="list-style-type: none"> <li>1. Magbibigay ang guro ng mga katanungan na sasagutin ng mga mag-aaral.</li> <li>2. Tumawag ng ilang mag-aaral na sasagot sa bawat katanungan.</li> </ol> <p>Mga Gabay na Tanong:</p> <ul style="list-style-type: none"> <li>• May pagkakataon ba na hindi ka sumunod sa utos o patakaran ng inyong mga magulang/ nakatatanda, awtoridad sa paaralan, at awtoridad sa pamayanan?</li> <li>• Ano ang naging dahilan ng hindi mo pagsunod sa mga magulang, nakatatanda, awtoridad sa pamayanan?</li> <li>• Ano ang naging kinahinatnan ng hindi mo pagsunod?</li> </ul>
<p>B. <i>Paghahabi sa layunin ng aralin</i></p>	<p>Gawain: <b>Like Mo, Share Mo (10 minuto)</b></p> <p>Panuto:</p> <ol style="list-style-type: none"> <li>1. Magpapakita ng mga larawan ang guro na nagpapahayag ng pagsunod at paglabag. Halimbawa: Paglabag sa Republic Act 8485 (Tingnan ang teacher's handout sa pahina 5-9 para sa mga larawan. Maaaring gumamit ng ibang larawan ang guro.)</li> <li>2. Bibigyan ng reaksiyon at komento ng mga mag-aaral ang larawan. (Halimbawa: Paglabag sa Republic Act 8485. Tingnan ang teacher's handout sa pahina 10.)</li> </ol> <p><i>Sabihin:</i></p> <ul style="list-style-type: none"> <li>• Sino ang madalas na nagbubukas ng kanilang account sa facebook?</li> <li>• Ano ang karaniwang ginagawa ninyo kapag nagbubukas ng facebook?</li> <li>• Sa facebook, may kalayaan tayo na maglike at magkomento sa mga larawan. Ngayon, may mga inihanda akong mga larawan, bibigyan ninyo lamang ito ng reaksiyon at komento.</li> </ul>
<p>C. <i>Pag-uugnay ng mga halimbawa sa bagong aralin</i></p>	<p>Gawain: <b>Suriin Natin (5 minuto)</b></p> <p>Panuto: Balikan ang mga larawan sa naunang gawain.</p> <p>Mga Tanong:</p> <ol style="list-style-type: none"> <li>1. Ano ang napansin ninyo sa mga larawan?</li> <li>2. Ano ang naging reaksiyon ninyo sa mga larawan na nagpapakita ng pagsunod? Bakit?</li> </ol>

	<p>3. Ano ang naging reaksiyon ninyo sa mga larawan na nagpapakita ng paglabag? Bakit?</p>																								
<p><i>D. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1</i></p>	<p>Gawain: <b>Pagsusuri ng Kwento (10 minuto)</b></p> <ul style="list-style-type: none"> <li>Basahin at unawain ang mensahe ng maikling kuwentong “Ang Regalo kay Bibo”.</li> </ul> <p>(Tingnan ang teacher’s handout sa pahina 11-13. Maaaring gumamit ang guro ng ibang kwento na may kaugnayan sa paksa.)</p> <p>Mga Gabay na Tanong:</p> <ol style="list-style-type: none"> <li>Sino ang pangunahing tauhan sa kuwento?</li> <li>Ano ang katangian ni Bibo batay sa kuwentong binasa?</li> <li>Ano ang natanggap na regalo ni Bibo mula sa kanyang mga magulang para sa kanyang kaarawan?</li> <li>Ano ang naging reaksiyon ni Bibo sa regalong natanggap?</li> <li>Paano pinakitunguhan ni Bibo ang kanyang alagang aso?</li> <li>Kung ikaw si Bibo, ano ang iyong gagawin sa alaga mong aso?</li> <li>Anong aral ang natutunan mo sa kuwento?</li> </ol>																								
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<p><i>F. Paglinang sa Kabihasaan</i></p> <p><i>a. (Tungo sa Formative Assessment)</i></p>	<p>Gawain: <b>Balikan natin (10 minuto)</b></p> <p>Panuto:</p> <ol style="list-style-type: none"> <li>Balikan ang kuwento.</li> <li>Ipaguhit ang tsart sa kwaderno. Ipasulat ang mga paglabag at pagsunod na nagawa ni Bibo at ang naging epekto nito.</li> </ol> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="border: none;">Paqlabag</td> <td style="border: none;">→</td> <td style="border: none;">Epekto</td> <td style="border: none;">Paqsunod</td> <td style="border: none;">→</td> <td style="border: none;">Epekto</td> </tr> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 5%;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 5%;"></td> <td style="width: 20%; height: 20px;"></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td></td> <td style="height: 20px;"></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td></td> <td style="height: 20px;"></td> </tr> </table>	Paqlabag	→	Epekto	Paqsunod	→	Epekto																		
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<p><i>G. Paglalatap ng aralin sa pang-araw-araw na buhay</i></p>	<p>Gawain: <b>Ano kaya kung.. (10 minuto)</b></p> <p>Sabihin: Naunawaan natin na sa bawat pagsunod at paglabag na ating gagawin ay may epekto.</p>																								

	<p>Bilang mag-aaral, ano ang maaaring maging epekto kung gagawin mo ang mga sumusunod na sitwasyon? Pangatwiran ang iyong sagot.</p> <p>Sitwasyon:</p> <ol style="list-style-type: none"> <li>1. Pag-uwi nang gabi na hindi nagpapaalam sa magulang kung saan tutungo.</li> <li>2. Pagpasok sa paaralan sa itinakdang oras.</li> <li>3. Pananakit sa hayop.</li> <li>4. Pagpitas ng halaman o pagputol ng puno.</li> <li>5. Pagtatapon ng basura sa tamang basurahan.</li> </ol>
<p><i>H. Paglalahat ng Aralin</i></p>	<p>Gawain: <b>Dugtungan natin (5 minuto)</b></p> <ul style="list-style-type: none"> <li>• Dugtungan ang parirala upang makabuo ng makabuluhang pangungusap na may kaugnayan sa paksa.</li> </ul> <p>Ang pagsunod at paggalang ay mahalaga sa _____.</p> <p><b>Inaasahang sagot:</b> <i>Ang pagsunod at paggalang ay mahalaga sa pagpapanatili ng kaayusan at kapayapaan. Ito rin ay tanda ng pakikiisa sa magandang layunin ng isang pamayanan.</i></p> <p>(Maaari pang humingi ng karagdagang sagot ang guro mula sa mga mag-aaral)</p>
<p><i>I. Pagtataya ng Aralin</i></p>	<p>Panuto: Isulat ang salitang <b>TAMA</b> kung ang pangungusap ay nagpapahayag ng pagsunod at <b>MALI</b> kung ito ay paglabag. <b>(5 minuto)</b></p> <ol style="list-style-type: none"> <li>___ 1. Pagbibigay ng karampatang parusa sa hindi pagtatali ng alagang aso o pusa.</li> <li>___ 2. Ugaliing pabakunahan ang alagang aso taon-taon.</li> <li>___ 3. Paninira ng mga pampublikong o pribadong ari-arian.</li> <li>___ 4. Pagtawid sa tamang tawiran.</li> <li>___ 5. Pagbibigay ng madaliang paghuhusga sa kapwa.</li> </ol>
<p><i>J. Karagdagang gawain para sa takdang-aralin at remediation</i></p>	<p>(Opsyonal)</p> <ul style="list-style-type: none"> <li>• Remediation: Paano mo maipakikita ang paggalang sa mga magulang, nakatatanda at may awtoridad?</li> <li>• Enrichment: <ol style="list-style-type: none"> <li>1. Gamit ang iyong Facebook account, magsulat ng maikling Facebook status (araw-araw) tungkol sa iyong mga nagawang kilos na nagpakita ng paggalang at pagsunod sa mga magulang, mga nakatatanda at mga taong may awtoridad.</li> <li>2. Sa mga walang Facebook account, gumawa ng <b>PAGGALANG</b> at <b>PAGSUNOD LOGBOOK</b> (Maaaring</li> </ol> </li> </ul>

	<p>gawa sa mga tinipong recycled na papel). Pipili ka ng kaklase na magsisilbing kapareha mo, upang magpaalalahanan kayo sa isa't isa.</p> <p>Ang iyong mga nagawang kilos ay isusulat sa logbook ng iyong kapareha at ganoon din naman siya sa iyong logbook.</p>
<b>V. MGA TALA</b>	
<b>VI. PAGNINILAY</b>	
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya.	
B. Bilang ng mga-aaral na nangangailangan ng iba pang gawain para sa remediation	
C. Nakatulong ba ang remediation? Bilang ng mag-aaral na nakaunawa sa aralin.	
D. Bilang ng mga mag-aaral na magpapatuloy sa remediation	
E. Alin sa mga istratohiyang pagtuturo ang nakatulong ng lubos? Paano ito nakatulong?	
F. Anong suliranin ang aking naranasan na nasolusyunan sa tulong ng aking punungguro at superbisor?	
G. Anong kagamitan ang aking nadibuho na nais kong ibahagi sa mga kapwa ko guro?	

## TEACHER'S HANDOUT

**Republic Act No. 8485**

**AN ACT TO PROMOTE ANIMAL WELFARE IN THE PHILIPPINES, OTHERWISE KNOWN AS "THE ANIMAL WELFARE ACT OF 1998"**

Ang RA 8485, na mas kilala bilang Animal Welfare Act, ang unang batas na komprehensibong nagtadhana sa tama at makataong pangangalaga ng mga mamamayan sa lahat ng hayop sa Pilipinas. Binuo ng batas na ito ang Committee on Animal Welfare na siyang mamumuno sa pagpapatupad ng batas.

Sinasabi ng batas na dapat mabigyan ang lahat ng hayop ng wastong pangangalaga, at maaaring maparusahan ang sinumang mapatunayang lumalabag dito.

Sa Sec. 6 ng batas, ipinagbabawal ang pagmaltrato at pag-torture sa mga hayop. Ipinasa rin sa bahaging ito ng batas na hindi maaaring pumatay ng hayop, maliban sa mga hayop na kinakain tulad ng baka, baboy, kambing, tupa, manok at iba pang poultry, kuneho, kalabaw, kabayo, usa at buwaya.

Isang paglabag sa batas ang pagpatay sa mga hayop na hindi nabanggit liban na lamang kung ito ay dahil sa ritwal ng isang relihiyon, malubhang sakit ng hayop, at animal control kung saan nasa bingit ng panganib ang hayop o mga taong malapit dito. ([www.gmanetwork.com/news/publicaffairs/imbestigador/334614/mga-batas-na-nangangalaga-sa-kapakanan-ng-mga-hayop/story/](http://www.gmanetwork.com/news/publicaffairs/imbestigador/334614/mga-batas-na-nangangalaga-sa-kapakanan-ng-mga-hayop/story/). Accessed October 10, 2018.)

### **"ANG REGALO KAY BIBO"**

KAARAWAN NI BIBO

**Nanay:** Maligayang kaarawan, anak!

**Bibo:** Salamat, Inay! Nasaan na po ang regalo ko?

**Tatay:** Anak, ito oh.

**Bibo:** Huh? Aso?

**Nagmukmok si Bibo nang malamang hindi bisikleta ang natanggap niyang regalo mula sa magulang. Ayaw niya sa alagang aso.**

**Nanay:** Bibo, anak, makakabuti sa'yo ang magkaroon ng alagang aso. Wala ka kasing masyadong kalaro dito sa atin kaya aso ang niregalo namin sa'yo.

**Bibo:** Ayaw ko ng aso! Mabaho at malikot yan! At hindi ko kailangan ng kalaro! Bisikleta ang gusto ko!

### **Kinabukasan.**

**aso:** Aw! Aw! Aw!

**Bibo:** Hoy! Tumahimik ka nga!

**aso:** Aw! Aw! Aw!

**Bibo:** Ano ba? Ayaw mo ba talagang tumahimik? Labas!

### **Makalipas ang isang oras...**

**Nanay:** Bibo! Nasaan na ang aso mo?

**Bibo:** Ang ingay po kasi niya eh! Pinalabas ko po muna saglit.

**Nanay:** Ano?! Baka mawala yung aso! Fidel! Fidel! Pakihanap nga nung aso ni Bibo!

### **Nang mahanap na ni Mang Fidel ang aso...**

**Tatay:** Bibo, sa susunod, huwag mo nang pakawalan ang aso mo sa labas. Baka kung mapaano pa ito.

**Bibo:** Tay, wala po akong pakialam diyan. Ayaw ko nga po sa asong iyan!

### **Pagkaraan ng ilang araw...**

**Bibo:** Inay, nasaan na po yung tsinelas ko? (Nakita niya na kagat-kagat ito ng aso.) Ano ka bang aso ka? Nasa'yo pala ang tsinelas ko! Bitawan mo nga yan! (Sinipa niya ito.) Aray!!! Inay!! Kinagat po ako nung aso!

### **Lumabas si Nanay.**

**Bibo:** Ngingangatngat po kasi ng aso yung tsinelas ko eh! Kaya po sinipa ko siya.

**Nanay:** Dali! Hugasan natin 'yang sugat mo!

**Habang hinuhugasan ang sugat ng anak, naalala ni Aling Stella ang nalaman niya sa TV tungkol sa rabies.**

**Nanay:** Naku, anak! Mukhang malubha ang sugat mo. Halika't dadalhin na kita sa doktor.

**Agad na dinala ni Aling Stella at Mang Fidel si Bibo sa Animal Bite Treatment Center (ABTC) sa kanilang lugar.**

**Nanay:** Dok! Nakagat po ng aso ang anak ko. Ano po bang dapat naming gawin? Hinugasan ko na po ang sugat niya ng sabon sa dumadaloy na tubig.

**Dok:** Tama po ang ginawa nyo misis. Tama din na dinala nyo siya agad dito para masuri natin ang kagat ng aso at matingnan kung kailangang mapabakunahan si Bibo laban sa rabies.

**Bibo:** Rabies? Ano po yun, Dok?

**Dok:** Ang rabies ay isang nakamamatay na sakit sanhi ng virus. Ito ay puwedeng malipat sa tao sa pamamagitan ng laway ng kagat ng aso o pusa na may rabies. Kadalasan, nakukuha din ito kapag nalagyan ng laway ng hayop na may rabies ang sariwang sugat, gasgas at maging ibang parte ng katawan ng tao tulad ng mata, ilong at bibig.

**Nalaman din ni Dok na pinakawalan ni Bibo ang kanyang alagang aso.**

**Dok:** Kaya, Bibo, dapat mong alagaan nang mabuti ang iyong aso. Huwag mo itong hahayaang gumala sa kalye. Dapat din na maayos ang kanyang tirahan at siyempre dapat binibigyan mo siya ng maayos na pagkain at inumin.

**Bibo:** Opo, Dok.

**Dok:** Misis, dapat din po ay pinaturukan ninyo ang inyong aso laban sa rabies. Alam nyo ba na may batas na tayo tungkol dito?

**Nanay:** Talaga po, Dok? Hindi namin alam na may ganoon.

**Dok:** Meron tayong Republic Act 9482 o ang Anti-Rabies Act of 2007. Layon nito na pigilan ang pagkalat ng sakit na rabies. Nakasaad din sa batas na kailangang iparehistro at mapabakunahan ang inyong alagang hayop laban sa rabies taon-taon.

**Tatay:** Salamat po sa impormasyon, Dok. Ano pala ang dapat naming gawin sa nakakagat na aso?

**Dok:** Dalhin niyo agad ang aso sa Veterinary Office para maobserbahan ng mabuti. Kailangang maobserbahan ang aso sa loob ng 14 na araw kung magpapakita ito ng mga sintomas ng rabies: kung biglang magbago ang kanyang ugali, magkasakit, o biglang mamatay.

**Pagkagaling sa ABTC, dinala na ni Tatay Fidel ang aso sa Veterinary Office.**

**Makalipas ang tatlong araw, ipinaalam ng tagapamahala ng Dog Pound sa pamilya ni Bibo ang hindi inaasahang balita.**

**Veterinary Office:** Mang Fidel, ikinalulungkot po naming ibalita na namatay na ang aso. Pinadala na namin sa laboratory ang kanyang ulo para maeksamin. Nakumpirma nga na ito ay may rabies. Maaaring nahawa siya sa mga gumagalang aso noong makalabas ito ng bahay.

**Tatay:** Dok, ibinalita sa amin ng taga-Dog Pound na namatay na ang aming aso. Nakumpirma pong ito'y may rabies.

**Doktor:** Mabuti na lang at dinala nyo agad si Bibo dahil mahalaga na makumpleto niya ang pagpapabakuna para maagapan ang pagkalat ng virus sa kanyang katawan.

**Nanay:** Naku, salamat po kung ganoon, Dok.

**Bibo:** Kung hindi po ako naging pabaya sa regalo niyong aso sa'kin, hindi po siya magkakarabies at hindi rin po ako magkakaganito. Patawad po. Nalulungkot po ako sa sinapit ng aking aso. Pangako ko po, hindi ko na uulitin ang ginawa ko. Magiging mabuting tagapag-alaga na po ako.

**Ilang buwan din ang lumipas at nawala na rin ang lungkot sa puso ni Bibo. Araw ng Pasko noon.**

**Nanay:** Maligayang Pasko, anak!

**Tatay:** Anak, may regalo kami sa'yo!

**Bibo:** Wow! Isang tuta! Maraming salamat, Nay at Tay! Pangako, aalagaan kong mabuti ang aso na ito!

**Kinabukasan, masaya at agad na dinala ni Bibo ang kanyang bagong alagang aso sa beterinaryo.**

**Bibo:** Dok, papabakunahan ko po sana ang aking alagang aso. Ayaw ko na pong magkarabies ang aking bagong alaga.

**Doktor:** Sige, halika na at tuturuan natin siya. Sandali lang ito. Ano pala ang pangalan niya? Ilagay natin sa Vaccination Card para mamonitor natin ang kanyang bakuna.

**Bibo:** Choko po ang pangalan niya, Dok.

**At mula noon, hindi lamang naging isang huwarang tagapag-alaga ng aso si Bibo, naging supporter din siya ng mga kampanya laban sa rabies sa kanilang lugar.**

*(Accessed October 11, 2018. <https://rabiesalliance.org/resource/ang-regalo-kay-bibo-comic>.)*

GAWAIN 1:

**Gawain: Like Mo, Share Mo**

**Panuto:** Lagyan ng reaksyon ang bawat larawan sa pamamagitan ng pagguhit ng emoji katulad ng 😊 😞. Lagyan din ito ng komento batay sa mensaheng ipinahahayag nito.

Compose Post	Photo/Video Album	Live Video
 <p data-bbox="387 562 794 600">What's on your mind, Ennaira?</p>		
<input type="button" value="Photo/ Video"/>	<input type="button" value="Feeling/Activity"/>	<input type="button" value="..."/>



Ennaira added a new photo.

Larawan

Dito nila ilalagay ang kanilang reaksyon gamit ang emoji






Write a comment...

Pagbibigay ng komento batay sa larawan

Compose Post	Photo/Video Album	Live Video
<div data-bbox="221 250 368 398" style="border: 1px solid black; width: 92px; height: 66px; display: inline-block;"></div> What's on your mind, _____?		
<div data-bbox="284 439 531 524" style="border: 1px solid black; padding: 5px; text-align: center;">Photo/ Video</div>	<div data-bbox="652 439 1007 524" style="border: 1px solid black; padding: 5px; text-align: center;">Feeling / Activity</div>	<div data-bbox="1102 439 1353 524" style="border: 1px solid black; padding: 5px; text-align: center;">...</div>

\_\_\_\_\_ added a new photo.

COMMENT

SHARE

Write a comment...

Compose Post	Photo/Video Album	Live Video
<div data-bbox="221 250 368 398" style="border: 1px solid black; width: 92px; height: 66px; display: inline-block;"></div> What's on your mind, _____?		
<div data-bbox="285 439 531 524" style="border: 1px solid black; padding: 5px; text-align: center;">Photo/ Video</div>	<div data-bbox="652 439 1007 524" style="border: 1px solid black; padding: 5px; text-align: center;">Feeling / Activity</div>	<div data-bbox="1102 434 1351 524" style="border: 1px solid black; padding: 5px; text-align: center;">...</div>

\_\_\_\_\_ added a new photo.

COMMENT

SHARE

Write a comment...

Compose Post	Photo/Video Album	Live Video
<div data-bbox="221 250 368 398" style="border: 1px solid black; width: 92px; height: 66px; display: inline-block;"></div> What's on your mind, _____?		
<div data-bbox="285 456 531 544" style="border: 1px solid black; padding: 5px; text-align: center;">Photo/ Video</div>	<div data-bbox="652 456 1010 544" style="border: 1px solid black; padding: 5px; text-align: center;">Feeling / Activity</div>	<div data-bbox="1102 456 1353 544" style="border: 1px solid black; padding: 5px; text-align: center;">...</div>

\_\_\_\_\_ added a new photo.

COMMENT

SHARE

Write a comment...

Compose Post	Photo/Video Album	Live Video
<div data-bbox="220 248 368 398" style="border: 1px solid black; width: 93px; height: 67px; display: inline-block;"></div> What's on your mind, _____?		
<div data-bbox="284 454 531 539" style="border: 1px solid black; padding: 5px; text-align: center;">Photo/ Video</div>	<div data-bbox="651 454 1007 539" style="border: 1px solid black; padding: 5px; text-align: center;">Feeling / Activity</div>	<div data-bbox="1102 454 1353 539" style="border: 1px solid black; padding: 5px; text-align: center;">...</div>



		COMMENT	
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	Write a comment...
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## EDUKASYON SA PAGPAPAKATAO 9 (esp9tt-iig-8.1)

<b>I. LAYUNIN</b>	
A. <i>Pamantayang Pangnilalaman</i>	Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng pakikilahok at bolunterismo sa pag-unlad ng mamamayan at lipunan.
B. <i>Pamantayan sa Pagganap</i>	Nakalalahok ang mag-aaral ng isang proyekto o gawain para sa barangay o mga sektor na may partikular na pangangailangan. Halimbawa: mga batang may kapansanan o mga matatandang walang kumakalinga.
C. <i>Mga Kasanayan sa Pagkatuto</i> <i>Isulat ang code ng bawat kasanayan.</i>	Naiuugnay ang kahalagahan ng pakikilahok at bolunterismo sa pag-unlad ng mamamayan at lipunan. <b>EsP9TT-Ilg-8.1</b>
<b>II. NILALAMAN</b>	<ul style="list-style-type: none"> <li>• Pakikilahok at Bolunterismo</li> <li>• Rabies Integration: Rabies Awareness</li> </ul>
<b>III. KAGAMITANG PANTURO</b>	
A. <i>Sanggunian</i>	
1. <i>Mga Pahina sa Gabay ng Guro</i>	
2. <i>Mga Pahina sa Kagamitang Pang-mag-aaral</i>	
3. <i>Mga Pahina sa Teksbuk</i>	
4. <i>Karagdagang Kagamitan mula sa Portal ng Learning Resource</i>	CG pp. 130
B. <i>Iba pang Kagamitang Panturo</i>	mga larawan

<p><b>IV. PAMAMARAAN</b></p>	
<p>A. <i>Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin</i></p>	<p><b>GAWAIN: Hula-Pic (5 minuto)</b></p> <p><b>PANUTO:</b></p> <ol style="list-style-type: none"> <li>1. Magpapakita ng mga logo ang guro at huhulaan ng mga mag-aaral kung anong organisasyon ito. Halimbawa: Phil. Red Cross, PCSO, GARC</li> </ol> <p><i>(Tingnan ang teacher's handout sa pahina 7-9. Maaaring gumamit ang guro ng iba pang logo ng iba't ibang organisasyon ngunit kinakailangan na kabilang pa rin ang GARC logo)</i></p> <ol style="list-style-type: none"> <li>2. Upang mas madaling maunawaan ng mga mag-aaral, magbibigay ang guro ng maikling paglalarawan sa bawat organisasyon.</li> </ol> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="text-align: center; margin: 10px 0;">  </div> <p><i>(Digital image. Accessed September 6, 2018. <a href="https://www.redcross.org.ph/component/search/?searchword=Logo&amp;searchphrase=all&amp;Itemid=101">https://www.redcross.org.ph/component/search/?searchword=Logo&amp;searchphrase=all&amp;Itemid=101</a>.)</i></p> <p><i>Digital image. Accessed September 6, 2018. <a href="https://rabiesalliance.org">https://rabiesalliance.org</a>.)</i></p> <p><i>Digital image. Accessed September 6, 2018. <a href="https://nyc.gov.ph/sangguniangkabataan/">nyc.gov.ph/sangguniangkabataan/</a>.</i></p> <p><b>Unang Logo</b></p> <p>Paglalarawan: Ito ang organisasyon na nangunguna sa pagtugon sa anumang uri ng sakuna sa bansa.</p> <p><b>Ikalawang Logo</b></p> <p>Paglalarawan: Ito ay isang non-profit organization na nangunguna sa larangan ng rabies control sa mundo.</p> <p><b>Ikatlong Logo</b></p> <p>Paglalarawan: Ito ay halal na kinatawan ng mga kabataan sa bawat barangay. Layunin nito na bigyang boses ang mga kabataan sa usaping pampamahalaan at panlipunan.</p> <p>Gabay na Tanong:</p>

	<ul style="list-style-type: none"> <li>• Pamilyar ba kayo sa mga organisasyong ito?</li> <li>• Ano ang layunin ng bawat organisasyong nabanggit?</li> </ul>
<p>B. Paghahabi sa layunin ng aralin</p>	<p>GAWAIN: <b>Tanong ko, Sagutin mo (5 minuto)</b></p> <ul style="list-style-type: none"> <li>• Magbigay pa ng ilang halimbawa ng organisasyon na aktibo sa pagtulong katulad ng mga nasa larawan.</li> <li>• Naranasan mo na bang lumahok sa organisasyong katulad ng mga nasa larawan?</li> </ul>
<p>C. Pag-uugnay ng mga halimbawa sa bagong aralin</p>	<p>GAWAIN: <b>Pagsusuri ng larawan (5 minuto)</b></p> <ul style="list-style-type: none"> <li>• Suriin ang mga sumusunod na larawan.</li> </ul> <div data-bbox="512 741 1294 981" data-label="Image"> </div> <p>Iginuhit ni: Dennis A. Macaubos</p> <p>Gabay na Tanong:</p> <ul style="list-style-type: none"> <li>• Ano ang iyong napansin sa larawan? Ano ang tawag sa ganitong gawain? Ipaliwanag.</li> <li>• Paano naipakita ang pakikilahok at bolunterismo sa iba't ibang sitwasyon sa larawan?</li> </ul>
<p>D. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1</p>	<p>GAWAIN: <b>Malayang Talakayan (20 minuto)</b></p> <p>1. Ano ang pakikilahok at bolunterismo?</p> <p><b>Inaasahang sagot:</b> Ang pakikilahok at bolunterismo ay dapat na isakatuparan o gawin ng tao. Ito ay pagbibigay ng tulong sa kapwa nang walang hinihinging kapalit.</p> <p>(Gagamiting halimbawa ng guro ang mga larawan sa unang gawain upang maiugnay ang pakikilahok at bolunterismo.)</p> <p>Ang <b>Philippine Red Cross</b> ay inilunsad noong 1947. Layunin nito na magbigay ng tulong sa mga tao sa anumang uri ng sakuna. Kabilang sa mga programa nito ang: Blood Services, Disaster Management, Safety Services at iba pa. (Accessed September 6, 2018. <a href="https://www.redcross.org.ph/about-the-philippine-red-cross">https://www.redcross.org.ph/about-the-philippine-red-cross.</a>)</p>

	<p>Ang <b>Global Alliance for Rabies Control</b> ay ang nangungunang non-profit organization sa larangan ng rabies control. Ito ay nabuo noong 2007. Ito ay naglalayong dagdagan ang kamalayan ng patuloy na banta ng rabies sa mundo. Itinataguyod nito ang edukasyon tungkol sa rabies, sinusuportahan ang mga proyekto ng pagkontrol ng rabies upang maipakita kung paano maaaring mabawasan ang epekto ng sakit na ito at mga tagapagtaguyod sa internasyunal na antas para sa mas mataas na mapagkukunan para sa pag-iwas at pagkontrol ng rabies. (<i>Accessed September 6, 2018. <a href="https://rabiesalliance.org/">https://rabiesalliance.org/</a>. Accessed September 6, 2018.</i>)</p> <p>Ang <b>Sangguniang Kabataan</b> ay halal na kinatawan ng mga kabataan sa bawat barangay. Layunin nito na bigyang boses ang mga kabataan sa usaping pampolitika at panlipunan. (<i>Accessed September 6, 2018. <a href="http://nyc.gov.ph/sangguniangkabataan/">nyc.gov.ph/sangguniangkabataan/</a>.</i>)</p> <p>2. Sa iyong palagay, bakit mahalaga ang pakikilahok at bolunterismo?</p> <p><b>Inaasahang sagot:</b> Mahalaga ang pakikilahok at bolunterismo sapagkat natututo tayong makitungo sa ibang tao at maging sa lipunan. Itinuturo din nito ang kahalagahan ng pagkakaisa at pagtutulungan sa isang lipunan.</p>
<p><i>E. Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2</i></p>	
<p><i>F. Paglinang sa Kabihasaan (Tungo sa Formative Assessment)</i></p>	<p>Gawain: “<b>SKL- Share ko Lang</b>” (10 minuto)</p> <p>Panuto:</p> <p>Tumawag ng mag-aaral na maaaring magbahagi ng kanilang ideya at opinyon sa pamamagitan ng pagsagot sa tanong sa ibaba.</p> <p>Mga Tanong:</p> <ul style="list-style-type: none"> <li>• Bilang mag-aaral, kung bibigyan ka ng pagkakataon na lumahok sa isa sa mga kilalang organisasyon sa bansa, ano ito at bakit?</li> <li>• Paano kaya ito nakatutulong sa pag-unlad ng lipunan?</li> </ul>

<p>G. <i>Paglalatap ng aralin sa pang-araw-araw na buhay</i></p>	<ul style="list-style-type: none"> <li>Bilang mag-aaral, mahalaga ba ang pakikilahok sa mga gawaing ito? Bakit? Magbigay ng tiyak na sitwasyon. (Halimbawa: Kung hindi ako makikilahok sa pagsusulong ng Rabies Awareness, maaaring _____.)</li> </ul> <p><b>Inaasahang sagot:</b></p> <ul style="list-style-type: none"> <li><i>Kung hindi ako makikilahok sa pagsulong ng Rabies Awareness, maaaring marami ang mamatay dahil sa kagat ng rabid na hayop. Maaari ring hindi maiwasan ang pagbabalewala sa kagat ng hayop.</i></li> <li><i>Kung hindi ako makikilahok sa pagsulong sa pangangalaga ng kalikasan, maaaring tuluyan nang maubos ang ating mga likas na yaman. Maaaring hindi na rin mapipigilan ang mga kalamidad.</i></li> <li><i>Kung hindi ako makikilahok sa pagtulon sa kapwa, maaaring maging makasarili ako at mawalan ng malasakit sa iba.</i></li> </ul>
<p>H. <i>Paglalahat ng Aralin</i></p>	<p>Gawain: <b>Dugtungan Mo (5 minuto)</b>  Ang pakikilahok at bolunterismo ay _____.</p> <p><b>Inaasahang sagot:</b></p> <ul style="list-style-type: none"> <li>Ang pakikilahok at bolunterismo ay nakatutulong upang magkaroon ng pagkakaisa, pagtutulungan, pagmamahalan at maayos na pakikitungo sa bawat kasapi ng lipunan.</li> <li>Ang pakikilahok ay nagpapaunlad ng tamang kamalayan sa mga gawaing panlipunan.</li> <li>Ang bolunterismo ay naglililang ng iyong kakayahan sa pagsilbi sa kapwa na walang hinihinging kapalit.</li> </ul>
<p>I. <i>Pagtataya ng Aralin</i></p>	<p><b>GAWAIN: Pagsulat ng sanaysay (10 minuto)</b></p> <ul style="list-style-type: none"> <li>Sagutin ang tanong. Bumuo ng 5 o higit pang pangungusap sa pagpapaliwanag. <ol style="list-style-type: none"> <li>Bakit mahalaga sa kabataan o mag-aaral na katulad mo ang pakikilahok at bolunterismo sa isang organisasyon?</li> </ol> </li> </ul> <p>(Sumangguni sa pahina 16 para sa pamantayan sa pagmamarka.)</p>
<p>J. <i>Karagdagang gawain para sa</i></p>	<p>Optional</p> <ul style="list-style-type: none"> <li>Remediation: Ano-ano ang mga benepisyo ng pakikilahok at bolunterismo?</li> </ul>

<i>takdang-aralin at remediation</i>	<ul style="list-style-type: none"> <li>Enrichment: Gumawa ng survey sa tatlong pangunahing problema sa iyong pamayanan at umisip ng paraan kung paano ka makalalahok upang matugunan ang mga ito.</li> </ul>
<b>V. MGA TALA</b>	
<b>VI. PAGNINILAY</b>	
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya.	
B. Bilang ng mga-aaral na nangangailangan ng iba pang gawain para sa remediation	
C. Nakatulong ba ang remediation? Bilang ng mag-aaral na nakaunawa sa aralin.	
D. Bilang ng mga mag-aaral na magpapatuloy sa remediation	
E. Alin sa mga istratohiyang pagtuturo ang nakatulong ng lubos? Paano ito nakatulong?	
F. Anong suliranin ang aking naranasan na nasolusyunan sa tulong ng aking punungguro at superbisor?	
G. Anong kagamitan ang aking nadibuho na nais kong ibahagi sa mga kapwa ko guro?	

## TEACHER'S HANDOUT

### GAWAIN 1: Hula-Pic

1. Maghanda ng mga larawan ng logo ng ilang mga kilalang organisasyon na nagsasagawa ng bolunterismo.  
Halimbawa: Philippine Red Cross, GARC, PCSO (Maaaring gumamit ng ibang logo ang guro ngunit kinakailangan pa ring gamitin ang logo ng GARC.)
2. Gamitin ito upang mailahad ang konsepto ng Pakikilahok at Bolunterismo.





*(Digital image. Accessed September 6, 2018.*

*<https://www.redcross.org.ph/component/search/?searchword=Logo&searchphrase=all&Itemid=101>)*



*(Digital image. Accessed September 6, 2018.*

*<https://www.redcross.org.ph/component/search/?searchword=Logo&searchphrase=all&Itemid=101>*



*(Digital image. Accessed September 6, 2018. <https://rabiesalliance.org>.)*



*(Digital image. Accessed September 6, 2018. <https://rabiesalliance.org>.)*

Mga Gabay na Tanong:

1. Pamilyar ba kayo sa mga organisasyong ito?
2. Ano ang layunin ng bawat organisasyong nabanggit?

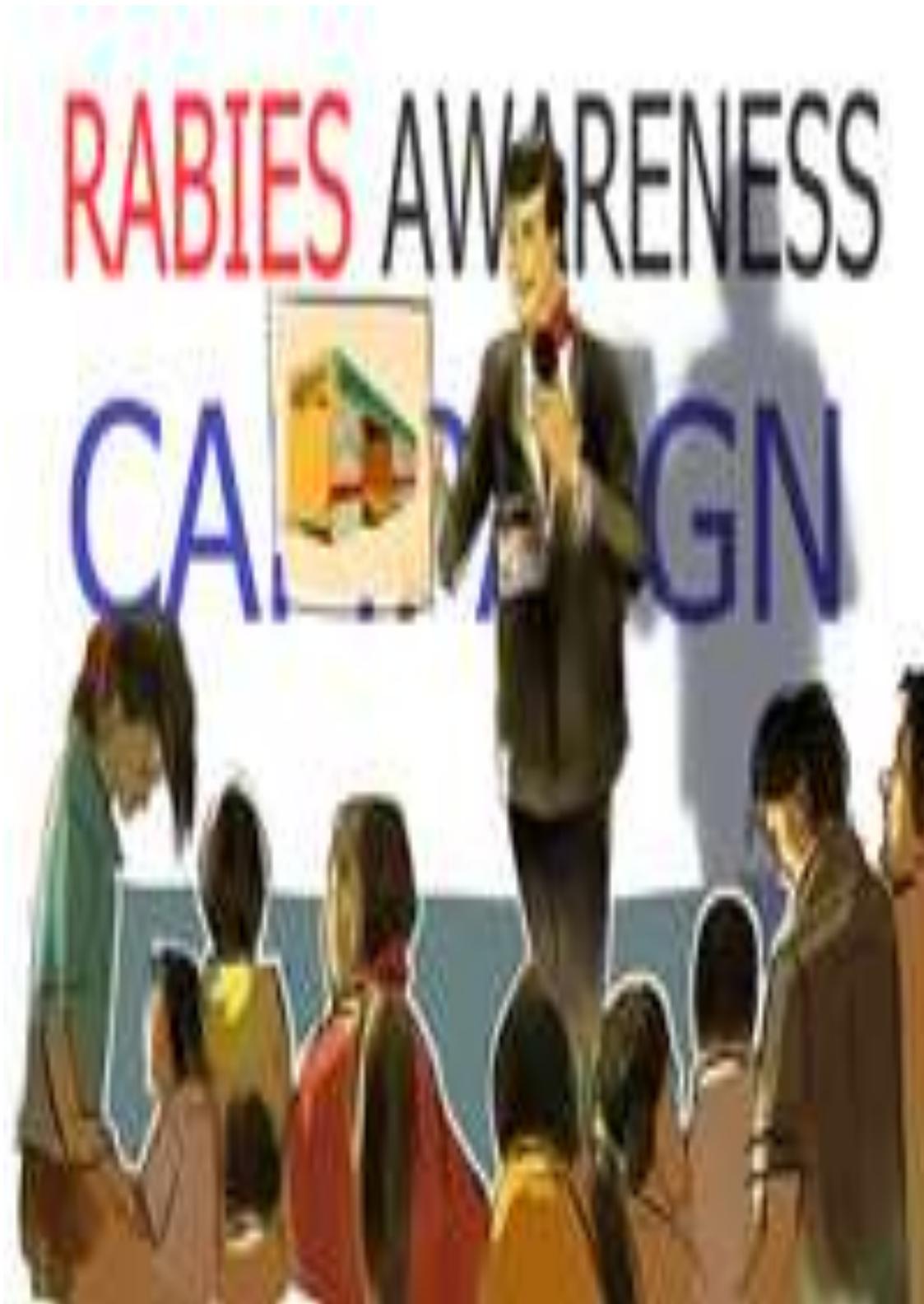
**GAWAIN 2: Pagsusuri ng larawan**



Iginuhit ni : DENNIS A. MACAUBOS



Iginuhit ni : DENNIS A. MACAUBOS



Iginuhit ni : DENNIS A. MACAUBOS

### Mga Gabay na Tanong

1. Ano ang iyong napansin sa larawan?
2. Ano ang tawag sa ganitong gawain? Ipaliwanag.
3. Paano naipakita ang pakikilahok at bolunterismo sa iba't ibang sitwasyon sa bansa?

### Gawain 3: Pagsulat ng sanaysay

#### Rubrik para sa Pagmamarka ng Sanaysay

<b>Kraytirya</b>	<b>Deskripsiyon</b>	<b>Puntos</b>
<b>Nilalaman</b>	Malinaw na nailahad ang saloobin ng mag-aaral ukol sa paksa.	<b>5</b>
<b>Organisasyon</b>	Organisado, malinaw at simple ang pagkakalahad ng ideya. Magkakaugnay ang mga pangungusap.	<b>3</b>
<b>Mekaniks</b>	Nasunod ang mga panuntunan sa pagsulat ng sanaysay tulad ng tamang bantas at baybay ng salita.	<b>2</b>
<b>Kabuuan</b>		<b>10</b>

## HEALTH 7 (h7ph-iiic-34)

<b>I. OBJECTIVES</b>	
A. <i>Content Standards</i>	The learner demonstrates understanding of mental health as a dimension of holistic health for a healthy life.
B. <i>Performance Standards</i>	The learner consistently demonstrates skills that promote mental health.
C. <i>Learning Competencies/ Objectives</i>	1. Identifies people who can provide support in stressful situations
<i>Write the LC code for each</i>	H7PH-IIIC-34
<b>II. CONTENT</b>	Coping with Stress Integration of Rabies Education (Animal Bite Management)
<b>III. LEARNING RESOURCES</b>	
A. <i>References</i>	
1. <i>Teacher's Guide pages</i>	
2. <i>Learner's Materials pages</i>	LM Grade 7 page 32
3. <i>Textbook pages</i>	
4. <i>Additional Materials from Learning Resource (LR) portal</i>	
B. <i>Other Learning Resources</i>	Violence Prevention. Centers for Disease Control and Prevention. October 2, 2015 <a href="https://www.cdc.gov/violence-prevention/pub/coping_with_stress_tips.html">https://www.cdc.gov/violence-prevention/pub/coping_with_stress_tips.html</a> . (August 17, 2017) GARC flyers. Animal Bite Management Coping with Stress. Healthline. August 18, 2014.





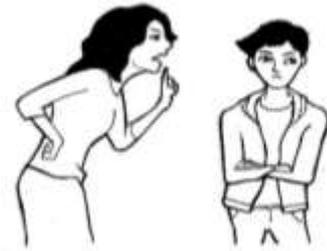
1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



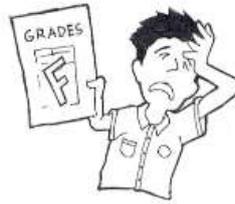
5. \_\_\_\_\_

Guide Questions:

1. Based on the activity, who are the people who can provide help on a stressful situation?
2. Can you give your own experience which you think is stressful? With whom did you ask for a support?

E. Discussing new concepts and practicing new skills #2

School



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

Guide Questions:

1. Based on the activity, who are the people who can provide help on a stressful situation?
2. Can you give your own experience which you think is stressful? With whom did you ask for a support?

F. Developing mastery (leads to Formative Assessment 3)

In coping with stress we need somebody/someone to support us and these are the following:

- a. Family- seek advice from responsible family member.
- b. Friend- talk to a friend who can do something about it.

	c. Significant Others- talk/look for someone who could offer you healthy tips in coping with stress. Seek professional help.
G. Finding practical applications of concepts and skills in daily living	<p>Answer the given situation:</p> <p>1. You are walking outside the classroom then you saw two students fighting. What will you do? To whom will you ask for help?</p> <p>2. Your brother is playing with the dog, and it seems they are enjoying. When your brother runs, the dog will go after him. Afterwards, the dog bit your brother's leg. What will you do? To whom will you tell that your brother has been bitten by the dog?</p> <p>The teacher should explain that when bitten by the dog, they must tell it to their parents, guardian, teachers or any responsible family members present. And immediately, consult a doctor or go to the nearest Animal Bite Treatment Center (ABTC) for Post-Exposure Prophylaxis.</p> <p>The teacher will also give the first aid treatment information for dog bites:</p> <ol style="list-style-type: none"> <li>Wash the wound with soap under running water for at least 15 minutes.</li> <li>Disinfect the wound with povidone solution.</li> <li>Seek medical help or go to nearest Animal Bite Center.</li> </ol>
H. Making generalizations and abstractions about the lesson	<p>Ask the learners.</p> <p>Who are the people who can provide support in stressful situations?</p>
I. Evaluating learning	<p>Give three stressful experiences you have encountered and with whom did you ask support? Why?</p>
J. Additional activities for application or remediation	<p>Remedial:</p> <p>My Stress Survival Kit: List down three things that you consider your stress reliever.</p> <p>Enrichment:</p> <p>List down other ways in coping stress.</p>
<b>IV. REMARKS</b>	

<b>V. REFLECTION</b>	
A. No. of learners who earned 80% in the evaluation	
B. No. of learners who require additional activities for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	
D. No. of learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	
A. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	

## **TEACHER'S HANDOUT**

### **Coping Stress**

Some people have a hard time coping with stressful events that others handle easily. For example, the average person might feel slightly anxious prior to riding in an airplane, but if that anxiety is debilitating and keeps them from getting near an airport, they will likely be able to overcome this stressor without the help of a professional.

There are things you can do to cope with the presence of stress on your own, and there are things that a professional can do to assist you.

### **Take a Break**

Mounting stress and pressure may begin to weigh down on your shoulders like a load of bricks. Before you let it get the best of you, take a break. Feeling drained? Don't reach for a cup of coffee or soda for energy. Take a walk, go outside, and get some fresh air. While you are there, empty your mind and breathe deeply.

### **Get Support**

Your support system — friends, family, and co-workers — may be your best asset in the fight against stress. They can help you identify stressful situations before they've become more than you can handle. They can also help you organize your schedule or let you control frustrations about stressful situations.

### **Support-Seeking:**

People who can provide support in stressful situations:

- a. Family- seek advice from responsible family member.
- b. Friend- talks to a friend who can do something about it.
- c. Significant Others- talk/look for someone who could offer you healthy tips in coping with stress. Seek professional help.

### **Get Regular Exercise**

An integral part of nurturing your health, physical activity can boost your feel-good endorphins, counteract the damage stress is doing to your body, and get your mind off what stressing you. Can't squeeze in a full 30 minutes each day? Three short 10-minute sessions are just as beneficial.

### **Relaxation Techniques**

Relaxation techniques such as deep breathing, meditation, yoga, stretching, visualization, and massage are all great ways to work out the physical and mental effects of chronic stress.

## **Healthy Ways to Cope with Stress**

Feeling emotional and nervous or having trouble sleeping and eating can all be normal reactions to stress. Engaging in healthy activities and getting the right care and support can put problems in perspective and help stressful feelings subside in a few days or weeks. Some tips for beginning to feel better are:

1. Take care of yourself.
  - Eat healthy, well-balanced meals
  - Exercise on a regular basis
  - Get plenty of sleep.
  - Give yourself a break if you feel stressed out
  
2. Talk to others. Share your problems and how you are feeling and coping with a parent, friend, counselor, doctor, or pastor.
  
3. Avoid drugs and alcohol. Drugs and alcohol may seem to help with the stress but in the long run, they create additional problems and increase the stress you have.
  
4. Take a break. If your stress is caused by a national or local event, take breaks from listening to the news stories, which can lessen/eradicate your stress.
  
5. Recognize when you need more help. If problems continue or you are thinking about suicide, talk to a psychologist/psychiatrist, social worker, or professional counselor.

## **Animal Bite Management**

- a. What to do when bitten:
  1. Encourage children to tell their parents/ guardians/ teachers when they are bitten by an animal.
  2. Immediately wash the wound well with soap under running water for at least 15 minutes.
  3. Disinfect the wound with alcohol or iodine solution.
  4. Immediately consult a doctor or go to the nearest Animal Bite Treatment Center (ABTC) for vaccination.
  
- b. Proper medical help or seek licensed professional to help animal bite treatment.

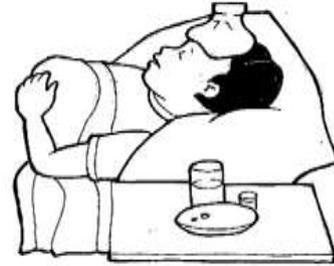
# ACTIVITY SHEET

Direction: Identify the person/s you will ask for support on the following stressful situations.

## Home and Community



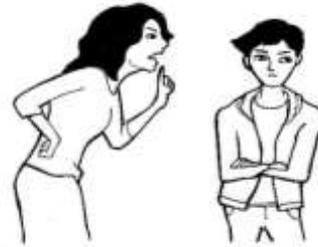
1. \_\_\_\_\_



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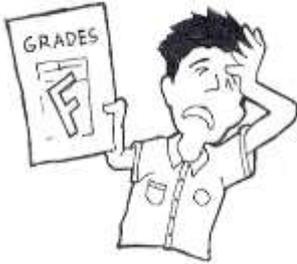


4. \_\_\_\_\_



5. \_\_\_\_\_

School



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

## HEALTH 7 (h7ph-iiid-e-35)

<b>I. OBJECTIVES</b>	
A. <i>Content Standards</i>	The learner demonstrates understanding of mental health as a dimension of holistic health for healthy life.
B. <i>Performance Standards</i>	The learner consistently demonstrates skills that promote mental health.
C. <i>Learning Competencies/ Objectives</i>	LC.8. Differentiates healthful from unhealthful strategies in coping with stress.
<i>Write the LC code for each</i>	H7PH-IIIId-e-35
<b>II. CONTENT</b>	Coping with Stress
<b>LEARNING RESOURCES</b>	
A. <i>References</i>	
1. <i>Teacher's Guide pages</i>	
2. <i>Learner's Materials pages</i>	
3. <i>Textbook pages</i>	
4. <i>Additional Materials from Learning Resource (LR) portal</i>	
B. <i>Other Learning Resources</i>	<a href="https://www.uptodate.com/contents/animal-bites-beyond-the-basics">https://www.uptodate.com/contents/animal-bites-beyond-the-basics</a> <a href="http://www.webmd.com/first-aid/tc/animal-and-human-bites-prevention#1">http://www.webmd.com/first-aid/tc/animal-and-human-bites-prevention#1</a> <a href="https://www.youtube.com/watch?v=3n5UFhLXcjoiba't-ibangparaan+para+mababawasanangstress">https://www.youtube.com/watch?v=3n5UFhLXcjoiba't-ibangparaan+para+mababawasanangstress</a>
<b>III. PROCEDURES</b>	
A. <i>Reviewing previous lesson or presenting the new lesson</i>	<b>Activity 1: Cabbage Game.</b> Identify the person in the following stressful situations.

	<p>a. Write statements in stressful life situation on pieces of paper, and then utilize it like a cabbage.</p> <p>b. Pass the cabbage while playing the music or they may sing a song.</p> <p>c. When the teacher says stop, the learner who is holding the cabbage will unwrap it then answer the statement aloud.</p> <p>d. One point will be given to the learner who got the correct answer. If the learner cannot answer it, anybody in the class has a chance to answer and the point will be given to him/her.</p> <p>Identify the person who can provide support in the following stressful situations:</p> <ol style="list-style-type: none"> <li>1. Stay up late night to study</li> <li>2. Failing grade</li> <li>3. Infected by a virus</li> <li>4. Living in a noisy community</li> <li>5. Community with so many stray animals like dogs</li> <li>6. Broken family</li> <li>7. Pollution in your area</li> <li>8. Heavy traffic</li> </ol> <p>Guide questions:</p> <ol style="list-style-type: none"> <li>1. What do you feel when people around you support you?</li> <li>2. What do you feel when people around you do not support you?</li> </ol>				
<p><i>B. Establishing a purpose for the lesson</i></p>	<p>What do you feel when you are in stressful situations?</p> <p><b>Activity 2:</b> Which of the following do you consider a stressful situation?</p> <p>Direction: Put a check on the blank.</p> <p>_____ 1. Choosing a gift for a friend</p> <p>_____ 2. Arguing with a classmate</p> <p>_____ 3. Going to a new place</p> <p>_____ 4. Having a newborn sibling</p> <p>_____ 5. Getting a failing mark</p> <p>_____ 6. Losing your money</p> <p>_____ 7. Getting a birthday surprise</p> <p>_____ 8. Attending a party</p> <p>_____ 9. Bitten by a dog</p> <p>_____ 10. Got an illness</p> <p>The teacher ask, how many got 5 and above in a given situation? How about below 4?</p> <table border="1" data-bbox="533 1877 1390 2018"> <thead> <tr> <th data-bbox="533 1877 951 1928">Scale</th> <th data-bbox="951 1877 1390 1928">Descriptive Rating</th> </tr> </thead> <tbody> <tr> <td data-bbox="533 1928 951 2018">8 - 10</td> <td data-bbox="951 1928 1390 2018">Difficulty in handling stressful situation</td> </tr> </tbody> </table>	Scale	Descriptive Rating	8 - 10	Difficulty in handling stressful situation
Scale	Descriptive Rating				
8 - 10	Difficulty in handling stressful situation				

	<table border="1"> <tr> <td>5 – 7</td> <td>Can moderately handle stressful situation</td> </tr> <tr> <td>4 and below</td> <td>Can handle stressful situation</td> </tr> </table>	5 – 7	Can moderately handle stressful situation	4 and below	Can handle stressful situation
5 – 7	Can moderately handle stressful situation				
4 and below	Can handle stressful situation				
<i>C. Presenting examples/instances of the new lesson</i>	<p><b>Activity 3: Act Out!</b></p> <p>Learners will be grouped into 4. Each group will be given a particular situation, and act out through newscasting, skit/drama or reporting.</p> <ol style="list-style-type: none"> <li>1. You suffer from illness and short of budget to see the physician.</li> <li>2. You see your brother bitten a dog.</li> <li>3. You are informed that your friend has critical illness</li> <li>4. You met accident using the expensive motorbike of your best friend.</li> </ol> <p>See the attached rubrics on page 6.</p> <p>Guide questions:</p> <ol style="list-style-type: none"> <li>1. Did you already experience the same situation/s mentioned in the activity?</li> <li>2. How did you handle stressful situations?</li> <li>3. Do you make unhealthy choices as a result of feeling rushed or overwhelmed? Explained your answer.</li> </ol>				
<i>D. Discussing new concepts and practicing new skills #1</i>	<p><b>Activity 4:</b> Ask the learners to watch a video clip.  <a href="https://www.youtube.com/watch?v=3n5UFhLXcjoiba't-ibangparaanpara%20mababawasanangstress">https://www.youtube.com/watch?v=3n5UFhLXcjoiba't-ibangparaanpara mababawasanangstress</a></p> <p>Guide questions:</p> <ol style="list-style-type: none"> <li>1. What is the video all about?</li> <li>2. Based on the video, what are the sources of stress?</li> <li>3. What are the strategies we can do to cope with stress?</li> <li>4. Why is it important for us to know the healthful strategies in coping with stress?</li> </ol>				
<i>E. Discussing new concepts and practicing new skills #2</i>					
<i>F. Developing mastery (leads to Formative Assessment 3)</i>	<p>Ask the following questions:</p> <ol style="list-style-type: none"> <li>1. What are the healthful ways of managing stress?</li> <li>2. What are the unhealthy ways of managing stress?</li> </ol>				
<i>G. Finding practical applications of concepts and skills in daily living</i>					

<p><i>H. Making generalizations and abstractions about the lesson</i></p>	<p>Why you should be aware in coping with stress?</p>									
<p><i>I. Evaluating learning</i></p>	<p>Fill in the table. Write the healthful and unhealthful ways in coping with stress.</p> <table border="1" data-bbox="533 533 1388 801"> <thead> <tr> <th data-bbox="533 533 957 618">Healthful ways to manage stress</th> <th data-bbox="957 533 1388 618">Unhealthful ways to manage stress</th> </tr> </thead> <tbody> <tr> <td data-bbox="533 618 957 703">Ex. Talking things out with friends or family</td> <td data-bbox="957 618 1388 703">Over/under eating</td> </tr> <tr> <td data-bbox="533 703 957 752"></td> <td data-bbox="957 703 1388 752"></td> </tr> <tr> <td data-bbox="533 752 957 801"></td> <td data-bbox="957 752 1388 801"></td> </tr> </tbody> </table> <p>See attached sheet on page 7.</p>		Healthful ways to manage stress	Unhealthful ways to manage stress	Ex. Talking things out with friends or family	Over/under eating				
Healthful ways to manage stress	Unhealthful ways to manage stress									
Ex. Talking things out with friends or family	Over/under eating									
<p><i>J. Additional activities for application or remediation</i></p>	<p>Make a diary. Write down three most stressful situations in your life.</p>									
<p><b>IV. REMARKS</b></p>										
<p><b>V. REFLECTION</b></p>										
<p>A. No. of learners who earned 80% in the evaluation</p>										
<p>B. No. of learners who require additional activities for remediation</p>										
<p>C. Did the remedial lessons work? No. of learners who have caught up with the lesson</p>										
<p>D. No. of learners who continue to require remediation</p>										
<p>E. Which of my teaching strategies worked well? Why did these work?</p>										
<p>F. What difficulties did I encounter which my principal or supervisor can help me solve?</p>										
<p>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</p>										

# TEACHER'S HANDOUT

## HEALTHY WAYS TO COPE WITH STRESS

**1. Understand how you stress.** Stress is experienced and managed differently by each individual. Some things that may be stressful for some may serve as a trigger for others to become productive. It is important for you to know what types of situations make you feel different than you do most of the time. For example, stress may be related to your children, family, health, financial decisions, work, relationships or something else.

**2. Find healthy ways to manage stress.** The ways in which you cope with stress are unique to your personality. Consider healthy, stress-reducing activities that work best for you such as exercising or talking things out with friends or family, listening to music, writing, or spending time with a friend or relative. Keep in mind that unhealthy behaviors develop over time and can be difficult to change. Don't take too much at once. Focus on changing only one behavior at a time.

**3. Take care of yourself.** We generally do a good job of attending to our own needs. However, at times we can take on more than we can manage. No matter how hectic life gets, make time for yourself — even if it's just simple things like reading a good book or listening to your favorite music. Eat right, get enough sleep, drink plenty of water and engage in regular physical activity. Take regular vacations or other breaks from work.

**4. Reach out for support.** Although it can be difficult to open up to others about your life and problems, sometimes not holding things inside can help with decreasing your stress. Accepting help from supportive friends and family can improve your ability to manage stress. If you continue to feel overwhelmed by stress, you may want to talk to a psychologist, who can help you better manage stress and change unhealthy behaviors.

## TYPES OF COPING STRATEGIES

### Active Coping Strategies

- Accepting
- Re-appraising
- Praying
- Problem solving
- Controlling
- Seeking social support

### Passive Coping Strategies

- Ignoring
- Escaping
- Confronting
- Relaxing
- Exercising
- Seeking social support

## **UNHEALTHY WAYS OF COPING WITH STRESS**

These coping strategies may temporarily reduce stress, but they cause more damage in the long run:

1. Using pills or drugs to relax
2. Drinking too much
3. Sleeping too much
4. Smoking
5. Procrastinating
6. Zoning out for hours in front of the TV or computer
7. Filling up every minute of the day to avoid facing problems
8. Withdrawing from friends, family, and activities
9. Taking out your stress on others (lashing out, angry outburst, physical violence)

## ACTIVITY SHEET 3

### **HEALTHFUL AND UNHEALTHFUL STRATEGIES IN COPING WITH STRESS**

**I. Objective/s:** Differentiates healthful from unhealthy strategies in coping with stress.

**II. Materials:** paper, ball pen

**III. Procedure:**

Act out a particular situation through newscasting, skit/drama or reporting.

1. You suffer from illness and budget shortage to see the physician.
2. You see your brother bitten a dog.
3. You are informed that your friend has critical illness
4. You met accident using the expensive motorbike of your bestfriend.

**IV. Analysis:**

Does each situation cause stress in our life?

Do you know how to handle stress?

Do you make unhealthy choices as a result of feeling rushed or overwhelmed?

## RUBRICS FOR SKIT OR ROLE-PLAY

	<b>Exceptional</b> <b>4 points</b>	<b>Admirable</b> <b>3 points</b>	<b>Acceptable</b> <b>2 points</b>	<b>Attempted</b> <b>1 point</b>
<b>Understanding of topic</b>	Factual information is accurate; and indicates a clear understanding of topic	Factual information is mostly accurate; good understanding of topic	Factual information is somewhat accurate; and fair understanding of topic	Information is inaccurate; presentation is off topic
<b>Accuracy and believability of role</b>	Point-of-view, arguments, and solutions proposed were always realistic and constantly in character	Point-of-view, arguments, and solutions proposed were usually realistic and in character	Point-of-view, arguments, and solutions proposed were often realistic and in character	Point-of-view, arguments, and solutions proposed were rarely realistic and in character
<b>Presentation</b>	Shows confidence; informative; entertaining; engages audience; speaks loudly and clearly; appropriate use of body language	Shows some confidence; presents some information; engages audience; can be heard; some use of body language	Unsure of responsibility; somewhat informative; engages audience intermittently; hard to hear; some movement	Portrayal stalls; lacks information; audience bored; mumbles; body language is lacking; inappropriate



Fill in the table. Write the healthful and unhealthy ways in coping with stress.

<b>Healthful ways to manage stress.</b>	<b>Unhealthy ways to manage stress</b>
Talking things out with friends or family.	Over/under eating.
Enough deep sleep.	Smoking cigarettes.
Healthy nutrition.	Drinking alcohol.
Know when to take a break. Slow down.	Using illegal drugs.
Slow deep breathing.	Excessive internet surfing.
Stretching/Yoga.	Unnecessary shopping or spending.
Meditation.	Gambling.
Exercise, sports, dance.	Overwork to exhaustion.
Take a walk.	Social isolation.
Alternate tensing and stretching muscles.	Arguments about unimportant things.
Calming, mental imagery/visualization.	Overprotection/overcontrol of others.
Biofeedback.	Gossip. Keeping track of others.
Reading.	Yelling, screaming explosion.
Listening.	Complaining.
Remember good memories.	Focusing on previous failures.

## HEALTH 8 (h8dd-iiib-c-18)

<b>I. OBJECTIVES</b>	
<i>A. Content Standards</i>	The learner demonstrates understanding of principles in prevention and control of communicable diseases for the attainment of individual wellness.
<i>B. Performance Standards</i>	The learner consistently demonstrates personal responsibility and healthful practices in the prevention and control of communicable diseases.
<i>C. Learning Competencies/ Objectives</i>	LC.4. Corrects misconceptions, myths, and beliefs about common communicable diseases
<i>Write the LC code for each</i>	H8DD-IIIb-c-18
<b>II. CONTENT</b>	Development of Personal Life Skills
<b>III. LEARNING RESOURCES</b>	
<i>A. References</i>	
<i>1. Teacher's Guide pages</i>	
<i>2. Learner's Materials pages</i>	
<i>3. Textbook pages</i>	
<i>4. Additional Materials from Learning Resource (LR) portal</i>	
<i>B. Other Learning Resources</i>	<p>FAO 2015 <a href="http://www.fao.org">www.fao.org</a> bb015</p> <p>Marcia Carteret, Culturally-based Beliefs about Illness Causation Copyright 2011</p>

<b>IV. PROCEDURES</b>			
<p>A. Reviewing previous lesson or presenting the new lesson</p>	<p><b>Group activity: Post It</b></p> <p>The teacher will prepare two (2) sets of chart following the format on page 5. Then, he/she prepare also two (2) sets of meta strips of paper, written the signs, symptoms and effects of communicable diseases and it will be given to learners during the activity.</p> <p>The learners are tasked to match the appropriate signs, symptoms and effects to the communicable disease on the chart. The group who has most number of correct answer will be declared the winner.</p> <table border="1" data-bbox="571 815 1337 1319"> <tr> <td data-bbox="571 815 954 1319"> <p>Communicable Diseases</p> <ul style="list-style-type: none"> <li>• Rabies</li> <li>• Dengue</li> <li>• Pneumonia</li> <li>• Flu (influenza)</li> </ul> </td> <td data-bbox="954 815 1337 1319"> <p>Signs, symptoms and effects of Communicable Diseases</p> <ul style="list-style-type: none"> <li>• Excessive saliva production</li> <li>• Cough and sneezes</li> <li>• Fever</li> <li>• Diarrhea</li> <li>• Swelling</li> <li>• Nausea</li> </ul> </td> </tr> </table>	<p>Communicable Diseases</p> <ul style="list-style-type: none"> <li>• Rabies</li> <li>• Dengue</li> <li>• Pneumonia</li> <li>• Flu (influenza)</li> </ul>	<p>Signs, symptoms and effects of Communicable Diseases</p> <ul style="list-style-type: none"> <li>• Excessive saliva production</li> <li>• Cough and sneezes</li> <li>• Fever</li> <li>• Diarrhea</li> <li>• Swelling</li> <li>• Nausea</li> </ul>
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<p>B. Establishing a purpose for the lesson</p>	<p>Why we need to correct myths and misconception about communicable diseases?</p>		
<p>C. Presenting examples/instances of the new lesson</p>	<p>The teacher will prepare an envelope containing letters of the word like FACT, MYTH, and BELIEF and its meaning inside it. Let the learners formed it, and post it on the board. After that, let the representative of the group read their answers, explain it and may give some examples.</p> <p><b>FACT</b> - a piece of information used as evidence or as part of a report or news article.</p> <p><b>MYTH</b> – is a well-known story which was made up in the past to explain natural events or to justify religions belief or social customs.</p>		

	<b>BELIEF</b> – an acceptance that a statement is true or that something exists.
D. Discussing new concepts and practicing new skills #1	<p>Direction: Mark the following statements with <b>A</b> if they are <b>Facts</b> or <b>B</b> if they are <b>Myths or Beliefs</b>.</p> <ol style="list-style-type: none"> <li><b>1. Disease emergence is inevitable, and we can't do anything about it. Myth</b></li> <li><b>2. Dog vaccines prevent your dog from getting rabies for only a few months. Myth</b></li> <li><b>3. Human-to-human transmission of rabies not possible. Myth</b></li> <li><b>4. A communicable disease is an illness caused by a specific infections agent or its toxic products. Fact</b></li> <li><b>5. Immediate and thorough washing and cleaning of a bite wound is essential. Fact</b></li> <li><b>6. All dogs have rabies. Myth</b></li> </ol>
E. Discussing new concepts and practicing new skills #2	<p>Power-point presentation: Discussion about facts, misconceptions, myths, and beliefs on rabies infections and other communicable diseases (see details on page 7 and 9)</p> 
F. Developing mastery (leads to Formative Assessment 3)	What are the reasons why people live with misconceptions, myth and beliefs?
G. Finding practical applications of concepts and skills in daily living	What are the misconceptions that you want to correct in your family and community? Why?
H. Making generalizations and abstractions about the lesson	What new learnings did you get from the lesson?
I. Evaluating learning	<p>1. Rank the following items from 1 to 6. 1- as the most influential source in forming the misconception about communicable diseases and 6 - as the least influential.</p> <p>_____ media (TV, news, movies, etc.)</p>

	<p>_____ people telling other people wrong information about communicable diseases</p> <p>_____ lack of education</p> <p>_____ culture/ lifestyle you grow up with</p> <p>_____ denial (don't want to know if you have disease)</p> <p>_____ superstitious belief</p> <p>2. Which of the following items ranks first, second and third?</p> <p>3. What is the effect of embracing misconception, myths, and beliefs about communicable diseases? (see attached activity sheet on page 6)</p>
<p>J. Additional activities for application or remediation</p>	<p>Remediation: Read more about facts and practices in prevention and control of other diseases.</p> <p>Enrichment: Cut-out pictures or advertisement in the magazines, and newspaper about healthful practices in the prevention of serious diseases.</p>
<p><b>V. REMARKS</b></p>	
<p><b>VI. REFLECTION</b></p>	
<p>A. No. of learners who earned 80% in the evaluation</p>	
<p>B. No. of learners who require additional activities for remediation</p>	
<p>C. Did the remedial lessons work? No. of learners who have caught up with the lesson</p>	
<p>D. No. of learners who continue to require remediation</p>	
<p>E. Which of my teaching strategies worked well? Why did these work?</p>	
<p>F. What difficulties did I encounter which my principal or supervisor can help me solve?</p>	
<p>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</p>	

## TEACHER'S HANDOUT

Posted by Marcia Carteret, M. Ed. on Feb 21, 2011 in Cultural Health Beliefs Behaviors comments Patients' health beliefs can have a profound impact on clinical care. They can impede preventive efforts, delay or complicate medical care and result in the use of folk remedies that can be beneficial or toxic. Culturally-based attitudes about seeking treatment and trusting traditional medicines and folk remedies are rooted in core belief systems about illness causation, i.e., naturalistic and biomedical.

The range of understandings people have around what causes of illness is considerable – from witchcraft and soul loss to germs and weak immunity. In the Western world, the body is often thought of as an intricate machine which must be kept “tuned-up,” and illness is viewed as a breakdown of the machine. This contrasts with eastern philosophies in which health is seen as a state of balance between the physical, social, and super-natural environment.

### Personalistic

In a personalistic system of belief, illness is believed to be caused by the intervention of a supernatural being or a human being with special powers. A supernatural being might be a deity or a dead ancestor. A human being with special powers might be a witch or a sorcerer. Evil forces cause illness in retaliation for moral and spiritual failings.

Myth: Disease emergence is inevitable, and we can't do anything about it.

And now for some (partially) good news. While spontaneous viral mutations/reassortment can and do occur (such as with the new H7N9 influenza), the root causes and spread of novel diseases isn't so spontaneous. These diseases don't just appear out of the blue without an opportunity existing for them to do so.

Myth: Our doctors already know all the infectious diseases. No one knows all of the infectious diseases our planet harbors. While medical science has named 1,400 infectious disease-causing agents, this is only the tip of the iceberg. Over 60 percent of known infectious human diseases are shared with animals so there's potential for many more to be lurking in the wild. Encouragingly, our colleagues' work assessing viral diseases suggests there's not an infinite number of undiscovered viruses lurking in mammals... but we still have long way to go before we have a handle on what's out there.

### **MYTH vs FACT about rabies**

MYTH: Responsible dog ownership means you just feed your dog only.

Fact: Responsible dog ownership means that you register your dog with the local authorities, you annually vaccinate your dog for rabies, you keep your dogs from roaming the streets, and you feed and care for your dog in an ethically responsible manner.

MYTH: Rabies is transmitted only by the bite of an animal.

Fact: Transmission by the bite of a rabid animal is the most common way. Rabies can also be transmitted through a scratch inflicted by a dog or an animal if saliva is on the nail that causes the scratch; lick on an open wound; splattering of saliva on mucous membranes such as eyes, and mouth.

MYTH: Dog vaccines prevent your dog from getting rabies for only a few months.

Fact: If your dogs are vaccinated against rabies, they are protected for at least one year with each vaccine.

MYTH: Dog owners can choose whether or not to vaccinate their dogs against rabies.

Fact: According to RA 9482 Anti-Rabies Act 2007, as a dog owner, you are required to vaccinate your dogs against rabies every year. This protects you, your family and friends, your community and your dogs.

MYTH: If a dog bites a person, it is only important to care for the person.

Fact: Actually, if a dog bites a person it is necessary to catch the dog and keep it in a room or cage, isolated from other animals and people for 14 days, to observe it for abnormal or rabies like behavior, in addition to making sure the person who was bitten receives proper treatment.

MYTH: Rabies is not life-threatening or fatal to humans.

Fact: Rabies is ALWAYS life-threatening and can result in death if the bite wound is not washed immediately and the post-exposure vaccination is not given as scheduled by the Animal Bite Treatment Center.

MYTH: First aid is not necessary to help to a person who has been bitten or scratched by a dog or an animal suspected to be rabid.

Fact: Immediate and thorough washing and cleaning of a bite wound is ESSENTIAL. Wash the wound with soap and flowing or running water for 10 to 15 minutes. Wash well. Next, apply a disinfectant to the wound and surrounding tissue. Immediately afterwards, take the person to the hospital or nearest health center or Animal Bite Treatment Center.

MYTH: If a traditional healer treats a bite wound, there is no need to see a doctor or go to a health centre or hospital.

Fact: People with bite wounds that are only treated with traditional medicine are at greater risk of death from rabies, once a person shows clinical symptoms, death is unpreventable. Bite victims should go to nearest Health Center or hospital.

MYTH: Rabies virus can be detected and treated by traditional medicine.

Fact: To date, there is no traditional medicine that is proven effective against the rabies virus. Therefore, even if a traditional healer treats your bite wound, you should still proceed to an Animal Bite Treatment center or hospital to act proper treatment and Post Exposure Prophylaxis (PEP) vaccines.

MYTH: If I were bitten by a vaccinated dog, I do not need to go the nearest Animal Bite Treatment Center or hospital for consultation and further treatment.

Fact: Even if the dog is vaccinated against rabies, you should still go to the doctor for consultation. The doctor will categorize the bite wound and advise on whether a post-exposure prophylaxis vaccine or anti-rabies vaccine is necessary. If you do not seek medical care, you are risking your life.

MYTH: Human-to-human transmission of rabies not possible.

Fact: Humans are mammals. Therefore, theoretically, human-to-human rabies transmission is possible. However, there are no laboratory-tested cases to confirm that this has actually happened.

Based on studies, no human transmission yet detected.

MYTH: The only thing I can do about the rabies problem is to make sure my pets are vaccinated annually.

Fact. Be a responsible pet owner is the best way. To eradicate rabies it includes:

- \*Anti-rabies vaccination yearly.
- \*Not letting dog roam on the streets.
- \*Give clean food, water and shelter.

## ACTIVITY SHEET

**I. OBJECTIVE/S:** To rank the most influential sources of misconceptions about communicable disease.

**II. MATERIALS:** printed activity sheet

**III. PROCEDURES:**

Rank the following items from 1 to 6. 1- as the most influential source in forming the misconception about communicable diseases and 6 - as the least influential.

- \_\_\_\_\_ Media (TV, news, movies, etc.)
- \_\_\_\_\_ People telling other people wrong information about communicable diseases
- \_\_\_\_\_ Lack of education
- \_\_\_\_\_ Culture/ lifestyle you grow up with
- \_\_\_\_\_ Denial (don't want to know if you have disease)
- \_\_\_\_\_ Superstitious belief

**IV. ANALYSIS:**

**Guide questions:**

1. Which of the following items ranks first, second and third?
2. What is the effect of embracing misconception, myths and beliefs about communicable diseases?

**Group activity: Post It**

The teacher will prepare two (2) sets of chart following the format below. Then, he/she prepare also two (2) sets of meta strips of paper, written the signs, symptoms and effects of communicable diseases and it will be given to learners during the activity.

The learners are tasked to match the appropriate signs, symptoms and effects to the communicable disease on the chart. The group who has most number of correct answer will be declared the winner.

Communicable Diseases	Signs, symptoms and effects of Communicable Diseases
<ul style="list-style-type: none"><li>• Rabies</li></ul>	
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## HEALTH 8 (h8dd-iiif-h-21)

<b>I. OBJECTIVES</b>	
A. <i>Content Standards</i>	The learner demonstrates understanding of principles in prevention and control of communicable diseases for the attainment of individual wellness.
B. <i>Performance Standards</i>	The learner consistently demonstrates personal responsibility and healthful practices in the prevention and control of communicable diseases.
C. <i>Learning Competencies/ Objectives</i>	LC.7. Demonstrates self-monitoring skills to prevent communicable diseases
<i>Write the LC code for each</i>	H8DD-III-f-h-21
<b>II. CONTENT</b>	Development of Personal Life Skills
<b>III. LEARNING RESOURCES</b>	
A. <i>References</i>	
1. <i>Teacher's Guide pages</i>	
2. <i>Learner's Materials pages</i>	
3. <i>Textbook pages</i>	
4. <i>Additional Materials from Learning Resource (LR) portal</i>	
B. <i>Other Learning Resources</i>	
<b>IV. PROCEDURES</b>	
A. <i>Reviewing previous lesson or presenting the new lesson</i>	<p>The teacher will guide the students to recall the times when they were sick or when members of their family were sick.</p> <ul style="list-style-type: none"> <li>• What did you do when you were sick?</li> <li>• What were your illnesses?</li> </ul>

	<p>Let the students share their ideas/opinions.</p> <p>Expected answers: I just stayed in the house and do self-medication (or answers may vary) cold, allergies, flu, asthma, sore throat, ear infection, rabies, pneumonia, etc. Are those diseases contagious/communicable?</p>								
<p>B.Establishing a purpose for the lesson</p>	<p>The teacher will posed the following questions to the learners:</p> <ol style="list-style-type: none"> <li>1. How arecommunicable diseases passed/transmitted?</li> <li>2. How can you prevent the transmission of communicable diseases?</li> </ol>								
<p>C.Presenting examples/instances of the new lesson</p>	<p>Group activity: <b>Brainstorming Activity</b></p> <ol style="list-style-type: none"> <li>1. Group the class into 4 and each group shall select a facilitator and recorder.</li> <li>2. The assigned facilitator will then facilitate the brainstorming of ideas on HOW COMMUNICABLE DISEASESTRANSMITTED AND PREVENTED.</li> <li>3. The group then will prepare the group output in a ¼ cartolina.</li> </ol> <p>For the learners: Each group brainstorms and answers the question written in the activity sheet. (See attached activity sheet on page 5).</p> <p>Process the activity:</p> <p>*The teacher will call the students to give their answers,and then the class will give their reactions by posing a thumbs up sign or thumbs down sign.</p> <p>*The teacher will read the answers of each group then, let the learners do the “<b>Thumbs up</b>” if the students practice the statement, while “<b>Thumbs down</b>” if they don’t.</p> <p>Ask the students, to assess themselves based on the following categories:</p> <table data-bbox="544 1697 1082 1877"> <thead> <tr> <th>Scale</th> <th>Descriptive rating</th> </tr> </thead> <tbody> <tr> <td>8 to 10 Thumbs up</td> <td>Low Risk</td> </tr> <tr> <td>5 to 7 Thumbs up</td> <td>Medium Risk</td> </tr> <tr> <td>4 and below Thumbs up</td> <td>High Risk</td> </tr> </tbody> </table> <p>Ask the student about their realization from the activity?</p>	Scale	Descriptive rating	8 to 10 Thumbs up	Low Risk	5 to 7 Thumbs up	Medium Risk	4 and below Thumbs up	High Risk
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D. Discussing new concepts and practicing new skills #1	Power –point presentation about the personal responsibility and healthful practices in the prevention and control of communicable diseases.																						
E. Discussing new concepts and practicing new skills #2	<p>Present a 7-minute video clip in the prevention of communicable disease. (Source GARC: Families the human cost of rabies).</p> <p>Guide questions:</p> <ol style="list-style-type: none"> <li>1. What is the message of the video?</li> <li>2. Is rabies preventable or not? How about other diseases?</li> </ol> <p>What have you learned from the video presentation?</p>																						
F. Developing mastery (leads to Formative Assessment 3)	<p>In your journal copy the table below. Place a check mark (✓) in column B if you are practicing the statement in column A and (X) mark if not.</p> <table border="1" data-bbox="545 878 1385 1879"> <thead> <tr> <th data-bbox="545 878 1152 936">Column A</th> <th data-bbox="1152 878 1385 936">Column B</th> </tr> </thead> <tbody> <tr> <td data-bbox="545 936 1152 1070">1. Have your dogs and cats vaccinated against rabies at 3 months of age and every year after.</td> <td data-bbox="1152 936 1385 1070"></td> </tr> <tr> <td data-bbox="545 1070 1152 1167">2. Provide your pets with proper nutrition, enough care, exercise and attention.</td> <td data-bbox="1152 1070 1385 1167"></td> </tr> <tr> <td data-bbox="545 1167 1152 1294">3. Take your pets regularly to a veterinarian for other required vaccinations and if the animal gets sick or injured.</td> <td data-bbox="1152 1167 1385 1294"></td> </tr> <tr> <td data-bbox="545 1294 1152 1391">4. Be sure to keep your pet surroundings and shelter clean and comfortable.</td> <td data-bbox="1152 1294 1385 1391"></td> </tr> <tr> <td data-bbox="545 1391 1152 1487">5. Do not let your pets roam freely in the streets.</td> <td data-bbox="1152 1391 1385 1487"></td> </tr> <tr> <td data-bbox="545 1487 1152 1583">6. Vaccinate pneumococcal vaccine (PCV13)</td> <td data-bbox="1152 1487 1385 1583"></td> </tr> <tr> <td data-bbox="545 1583 1152 1680">7. Have a complete vaccine in some communicable diseases.</td> <td data-bbox="1152 1583 1385 1680"></td> </tr> <tr> <td data-bbox="545 1680 1152 1731">8. Eat vegetables and sleep well.</td> <td data-bbox="1152 1680 1385 1731"></td> </tr> <tr> <td data-bbox="545 1731 1152 1783">9. Have a healthy lifestyle.</td> <td data-bbox="1152 1731 1385 1783"></td> </tr> <tr> <td data-bbox="545 1783 1152 1879">10. Call/see your doctor if you have fever, rash or any type of disease.</td> <td data-bbox="1152 1783 1385 1879"></td> </tr> </tbody> </table> <p>(see attached activity sheet on page 16)</p>	Column A	Column B	1. Have your dogs and cats vaccinated against rabies at 3 months of age and every year after.		2. Provide your pets with proper nutrition, enough care, exercise and attention.		3. Take your pets regularly to a veterinarian for other required vaccinations and if the animal gets sick or injured.		4. Be sure to keep your pet surroundings and shelter clean and comfortable.		5. Do not let your pets roam freely in the streets.		6. Vaccinate pneumococcal vaccine (PCV13)		7. Have a complete vaccine in some communicable diseases.		8. Eat vegetables and sleep well.		9. Have a healthy lifestyle.		10. Call/see your doctor if you have fever, rash or any type of disease.	
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<p>G.Finding practical applications of concepts and skills in daily living</p>	<p>As a student, what is your personal responsibility to prevent and control the communicable diseases? Cite at least 3 ways.</p>								
<p>H.Making generalizations and abstractions about the lesson</p>	<p>Are there healthful practices that need to be adapted to prevent and control cases of communicable diseases?</p> <p>What learning did you get from the lesson?</p>								
<p>I.Evaluating learning</p>	<p><b>Multiple choice:</b></p> <p>Direction: Read the question carefully and write the letter of the correct answer on your answer sheet.</p> <ol style="list-style-type: none"> <li>1. How are infectious diseases, such as colds and influenza, most commonly spread? <table border="0"> <tr> <td>a. Eating anywhere</td> <td>c. Breathing viruses in air</td> </tr> <tr> <td>b. Hand to face contact</td> <td>d. Drinking potable water</td> </tr> </table> </li> <li>2. Which is the most important hygiene habit to teach young children? <ol style="list-style-type: none"> <li>a. Use a handkerchief to cover a sneeze.</li> <li>b. Take a bath daily.</li> <li>c. Wash hands always.</li> <li>d. Share glass or eating utensils.</li> </ol> </li> <li>3. What is the best way to protect against the flu? <table border="0"> <tr> <td>a. Getting flu vaccine</td> <td>c. Eat plenty of vegetables</td> </tr> <tr> <td>b. Getting enough sleep</td> <td>d. Drink more fluids</td> </tr> </table> </li> <li>4. If you have been bitten or scratched by a wild animal, what should you do? <ol style="list-style-type: none"> <li>a. Clean the wound with soap and water to remove saliva.</li> <li>b. Have a complete vaccine.</li> <li>c. Bring the wild animal to Animal Bite Treatment Center</li> <li>d. All of the above</li> </ol> </li> </ol>	a. Eating anywhere	c. Breathing viruses in air	b. Hand to face contact	d. Drinking potable water	a. Getting flu vaccine	c. Eat plenty of vegetables	b. Getting enough sleep	d. Drink more fluids
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J. Additional activities for application or remediation	Get a copy of Poster Campaign to prevent the outbreak of communicable diseases from Health Centers/ Offices and place it on your bulletin board.
<b>V. REMARKS</b>	
<b>VI. REFLECTION</b>	
A. No. of learners who earned 80% in the evaluation	
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## TEACHER'S HANDOUT

Additional reading for students:

Immunization has an enormous impact in improving health statistics in any country. Vaccination plays a vital role to prevent infants, children and teens from 14 potentially harmful diseases. Vaccine- preventable diseases can be serious if left untreated and may require hospitalization. You may wish to know how vaccines work to your health and immune system.

### **How do Vaccines help in preventing diseases?**

Vaccines reduce the risk of infection by working with the body's natural defenses to help it safely develop immunity to diseases. When germs, like bacteria/viruses invade body, they attack and multiply. The immune system then has to fight the infection. Vaccines cause the immune system to develop the same response as it does to a real infection so the body can recognize and fight the vaccine-preventable disease in the future. Sometimes after getting a vaccine, there are minor symptoms, like redness or swelling, indicating the body building immunity.

Additional Readings of communicable diseases:

#### *1. POLIO*

Polio is a contagious disease. It spreads through contact with stool of an infected person or droplets from a sneeze or cough. An infected person may spread the virus to others immediately before and usually 1 to 2 weeks after, developing symptoms. It can contaminate food and water when people do not wash their hands. The best way to protect against polio is to get the Polio vaccine called IPV or inactivated poliovirus. Polio vaccine protects your child from polio and developing lifelong paralysis from polio.

#### *2. TETANUS*

Tetanus is non-contagious but serious disease caused by bacteria called clostridium tetani which produce a toxin (poison) that causes painful muscle stiffness and can be deadly. Tetanus is very dangerous. It can cause breathing problems, muscle spasms, and paralysis. Muscle spasms can be strong enough to break a child's spine or bones. The tetanus bacteria are found in soil. They get into the body through puncture, cut, or sore skin. A person can also be infected after a burn or an animal bite. The safest way to protect against tetanus is by getting the diphtheria-tetanus-pertussis (DTap shot). It protects your child from tetanus and painful muscle stiffness from tetanus.

#### *3. FLU (Influenza)*

The flu (influenza) is caused by influenza viruses, infecting nose, throat and lungs. Flu spreads easily causing serious problems, especially for very young children, older adults, pregnant women, and people with asthma and diabetes through talks, cough, or sneeze, and drops of saliva with virus in the mouths or noses of people nearby. You may also get the flu by touching your eyes, nose, or mouth after touching flu infected object. The best way to protect against the flu is by getting the flu vaccine. It protects your child from flu and its spread including babies younger than 6 months who are too young to get the vaccine.

#### *4. HEPATITIS B*

Hepatitis B is a contagious liver disease caused by the hepatitis B virus with developing an acute infection leading to hospitalization. Some people suffer from chronic hepatitis B infection even after 6 months leading to serious health problems like liver cancer.

The best way to stay protected of hepatitis B is getting hepatitis vaccine and boosters. It not only protects the spread but also prevents developing liver disease and cancer from hepatitis B.

#### *5. HEPATITIS A*

Hepatitis A is a serious liver disease caused by the hepatitis A virus. Children with the virus often don't have symptoms, but they can pass the disease to others, including their unvaccinated parents or caregivers. These individuals can get very sick leading to hospitalization. Getting Hepatitis A vaccine is the best way to prevent hepatitis A vaccine. It not only protects from the deadly spread of hepatitis infection but also prevents your child from getting sick from hepatitis A as he or she gets older, when the disease is more serious.

#### *6. RUBELLA*

Rubella, also called "German measles," is a disease caused by virus. The infection is usually mild with fever & rashes. But, if a pregnant woman gets infected, this dangerous virus can cause either miscarriage or serious birth defects. The best protection against Rubella is getting measles-mumps-rubella vaccine (MMR shot). It is vitally recommended by doctors for children and pregnant women.

#### *7. MEASLES*

Measles is a contagious disease affecting the respiratory system causing fever and rashes. It is very dangerous for babies and young children where it can lead to pneumonia or deafness. The best protection against Measles is getting measles-mumps-rubella vaccine (MMR shot). Doctors recommend 2 timely doses of MMR for children. It protects not only from measles but also the uncomfortable rashes & fever.

#### *8. WHOOPING COUGH (PERTUSSIS)*

Whooping cough or Pertussis is a serious respiratory infection of the Pertussis bacteria. It causes violent unstoppable coughing, being most harmful for young babies. It spreads easily through the air when a person with whooping cough breathes, coughs, or sneezes. The best protection against whooping cough is getting diphtheria-tetanus-pertussis vaccine (DTaP shot). Doctors recommend 5 timely doses for children.

#### *9. MUMPS*

Mumps is a contagious virus infected disease that spreads easily through sneezing and coughing causing long term health problems. It can spread before swollen glands appear or 5 days afterward. If symptoms are not mild, it may lead to meningitis, encephalitis or deafness. The best protection from Mumps is to get MMR vaccine. It protects your child from getting fever and swollen glands under the ears or jaw from mumps.

## 10. DIPHTHERIA

Diphtheria is a contagious disease caused by bacteria made toxin (poison) coating the back of nose or throat which can often get so thick that it blocks the airway to breathe. Diphtheria toxin can affect heart, causing abnormal heart rhythms & even heart failure. It can also affect nerves leading to paralysis. The best protection against diphtheria is getting the DTaP vaccine. Although DTaP does not offer lifetime protection from diphtheria, boosters called Td vaccine are needed to keep up the protection. It can protect your child from developing thick coating in the nose or throat which makes breathing or swallowing difficult.

## 11. HIB (*Haemophilus influenzae*)

Hib disease is a serious illness caused by the bacteria *Haemophilus influenzae*-B. Babies and children younger than 5 years old are most prone to Hib disease, causing lifelong disability. Symptoms differ depending on affected body part. The best protection against Hib disease is by getting Hib vaccine. This vaccine not only Hib casing lifetime disability but also protects your child from Meningitis (infection of the covering of brain and spinal cord).

## 12. CHICKEN POX

Chickenpox is a disease causing fever and itchy rashes of blisters spreading over whole body. It can be serious and even life-threatening, especially in babies, adults with weak immune systems. It spreads easily through cough/sneezes and also by touching the infected blisters. Chickenpox (varicella) vaccine protects your child from getting chickenpox and facing the uncomfortable itchy blisters. Doctors recommend 2 doses of Chickenpox vaccine.

## 13. PNEUMOCOCCAL DISEASE

Pneumococcal disease is caused by the pneumococcus bacteria. It is often mild but can cause serious symptoms, lifelong disability, or death, especially children younger than 2 years. The best protection against pneumococcal disease is getting pneumococcal vaccine (PCV13). Doctors recommend 4 doses of PCV13 for younger children. It prevents your child from developing pneumococcal meningitis and pneumonia.

## 14. ROTAVIRUS

Rotavirus is a virus causing severe diarrhea and vomiting, leading to serious dehydration (loss of body fluid). The rotavirus virus spreads easily in families and hospitals through stool, diapers, hands etc. The best protection against rotavirus is by getting the Rotavirus vaccine. Doctors recommend 2-3 doses of this vaccine. It protects your child from Rotavirus and developing diarrhea, vomiting, and stomach pain from rotavirus.

Immunization is every child's basic childhood rights and one should make enough efforts to keep them protected from these deadly contagious diseases. Vaccines are always safe to prevent the spread of diseases and effective in eradication of a certain health issue from society.

## **Getting timely Vaccinations can save lives and societies!!**

The following tips may help prevent bite injuries.

### **Animals**

- Do not disturb animals, even your family pets, while they are eating, sleeping, or nursing. Animal mothers can be very aggressive when protecting their young.
- Never leave a young child or baby alone with a pet.
- Do not approach or play with unfamiliar or stray pets.
- Teach children to ask permission from a pet owner before getting/owning the animal. Do not pet an animal without first letting it sniff you.
- Many animals give warning signs before they attack. If you have animals in your house, know their warning signs and teach them to your children.
- Do not try to separate aggressive animals. If available, water sprayed from a hose will often break up the fight.
- If you see a threatening dog:
  - Stay still. Do not run when you see dogs.
  - Avoid direct eye contact with the dog. Staring at a dog may be interpreted by the dog as a threat and aggression.
  - Don't scream. If you say anything, speak calmly and firmly.
  - If you fall or are knocked to the ground, curl into a ball with your hands over your head and neck. Protect your face.
  - Notify animal control and, if possible, speak with the dog owners.
- Tell children to report an animal bite to an adult immediately.
- Do not keep wild animals as pets.
- Do not touch or tease wild animals.
- Do not handle sick or injured animals or animals that are acting strangely.
- Get help from animal control personnel if you need to rescue a trapped or injured animal. If no one wear the thickest gloves and clothing you have. Do not move quickly when approaching the animal, and talk in a low, gentle voice to reassure the animal.
- 

### **Choose and care for your pets wisely**

- Do not buy a pet on impulse. Do some research and learn how different types of pets act and what their needs are. Ask a veterinarian or concerned officials for more information.
- Keep your animals healthy. Regular examinations and vaccinations are important for their health and for yours. Vaccinate pets against rabies and other diseases.
- Promote positive attitudes towards animals. Treat them properly. Do not tolerate any form of animal abuse or cruelty.
- Obedience-train your dogs. If you have children, involve/teach them the proper way of taking good care of pets.
- Do not allow your pets to roam freely.

- Contact your local humane society or shelter about workshops for your school or service group that teach about animal care.

### **Treatment and Prevention**

People should seek immediate prevention from a doctor after a bite or contact with an infected animal. The sooner treatment is started, the more likely a person will avoid developing the disease. Once symptoms appear, the rabies vaccine and immunoglobulin are not effective and death is almost certain. Rabies is a disease that must be reported to the authorities by law in Philippines.

The most common treatment of rabies is with post exposure prophylaxis. The first step in treating rabies and to reduce the likelihood of developing symptoms is to wash the wound with soap and water.

The next critical step to prevent rabies includes a dose of immunoglobulin against the rabies virus followed by a strict schedule of injections of the rabies vaccine. The immunoglobulin provides immediate protection against the virus to "bridge the gap" until the vaccine starts working. The vaccine helps the person's immune system produce antibodies against the potentially lethal virus. The vaccine protects individuals for approximately 2 years.

People such as veterinarians or cattle farmers who work with potentially infected animals or humans need to be vaccinated against rabies. (Pre-exposure prophylaxis-Prep), they will also have periodic blood tests to see whether they need booster shots of the rabies vaccine.

You can prevent being infected with the rabies virus by remembering these tips:

1. Do not feed wild animals and stay at a distance when observing them.
2. Supervise children and teach them not to approach or touch animals especially those unvaccinated.
3. Do not bring home wild animals.
4. If you suspect an animal is rabid, stay away from it and contact the local authorities.
5. If you have pets make sure to vaccinate them against rabies.
6. Be a responsible pet owner.

## ACTIVITY SHEET 1

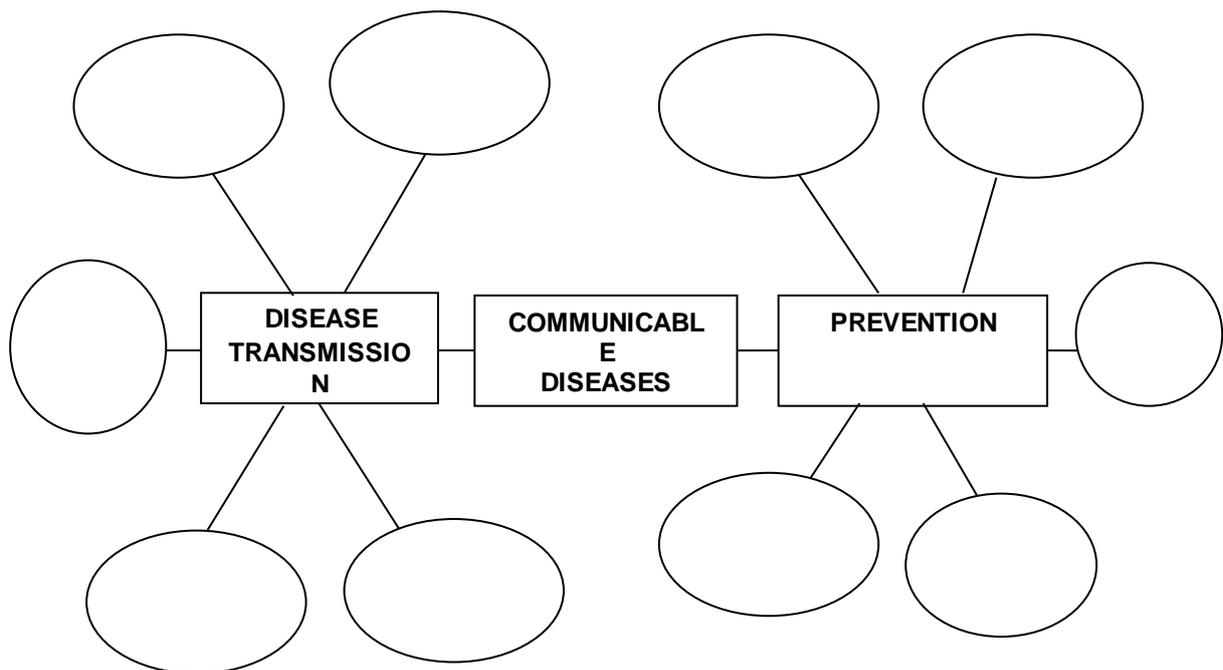
**I. OBJECTIVE/S:** Demonstrates self-monitoring skills to prevent communicable diseases (LC.7.)

**II. MATERIALS:** Manila paper, pentel

### III. PROCEDURES:

Group activity: **Brainstorming Activity**

1. Group the class into 4 and each group shall select a facilitator and recorder.
2. The assigned facilitator will then facilitate the brainstorming of ideas on HOW COMMUNICABLE DISEASES RE- TRANSMITTED AND PREVENTED.
3. The group then will prepare the group output in a ¼ cartolina following the diagram below:



### IV. ANALYSIS:

Process the activity:

- The teacher will ask the students to give their answers on DISEASE TRANSMISSION; the learners will give their reactions by posing a thumbs up sign or thumbs down sign.
- The teacher will read the answers of DISEASE PREVENTION, let the learners do the “**Thumbs up**” if they practice the statement, while “**Thumbs down**” if they don’t.
- Ask the students, to assess themselves based on the following categories:
- Ask the student about their realization from the activity.

<b>Scale</b>	<b>Descriptive Rating</b>
9 to 10 Thumbs up	Low Risks
8 to 7 Thumbs up	Medium Risks
4 and below Thumbs up	High Risks

## ACTIVITY 2

Instructions: In your journal copy the table below. Place a check mark (✓) in column B if you are practicing the statement in column A and (X) mark if not.

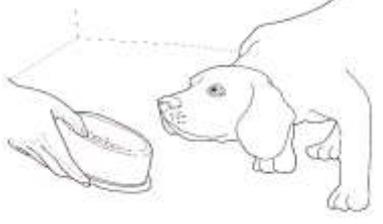
<b>Column A</b>	<b>Column B</b>
1. Have your dogs and cats vaccinated against rabies at 3 months of age and every year after.	
2. Provide your pets with proper nutrition, enough care, exercise and attention.	
3. Take your pets regularly to a veterinarian for other required vaccinations and if the animal gets sick or injured.	
4. Be sure to keep your pet surroundings and shelter clean and comfortable.	
5. Do not let your pets roam freely in the streets.	
6. Vaccinate pneumococcal vaccine (PCV13)	
7. Have a complete vaccine in some communicable disease	
8. Eat vegetables and sleep well.	
9. Have a healthy lifestyle.	
10. Call/see your doctor if you get fever, rash or any type of disease.	

Ask the students, to assess themselves based on the following categories:

<b>Scale</b>	<b>Descriptive Rating</b>
9 to 10 Checks	Low Risks
8 to 7 Checks	Medium Risks
4 and below Checks	High Risks

## HEALTH 10 (h10hc-ia1-h10hc-ib2)

<b>I. OBJECTIVES</b>	
A. Content Standards	The learner demonstrates understanding of current health trends, issues and concerns in the local, regional, and national levels.
B. Performance Standards	The learner consistently demonstrates critical thinking skills in exploring local, regional and national health trends, issues, and concerns.
C. Learning Competencies/ Objectives Write the LC code for each	11. Discusses the existing health-related laws 12. Explains the significance of the existing health-related laws in safeguarding people's health
	H10HC-IIa1 H10HC-IIb2
<b>II. CONTENT</b>	Existing National Laws Related to Health Trends, Issues, and Concerns <ul style="list-style-type: none"> <li>• Safety in the Environment</li> <li>• Pollution (Clean Air Act of 1999 &amp; Clean Water Act of 2004)</li> <li>• Road Safety (Seat Belts Use Act of 1999 &amp; Anti-Drunk and Drugged Driving Law)</li> <li>• RA 9482 and RA 8485</li> </ul>
<b>III. LEARNING RESOURCES</b>	
A. References	
1. Teacher's Guide pages	
2. Learner's Materials pages	Health 10 Learning Module pp. 247 – 248
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	

<p>B.Other Learning Resources</p>	<ul style="list-style-type: none"> <li>• Asia-Pacific Information Platform on Agricultural Policy. Republic Act No. 9275: The Philippine Clean Water Act of 2004. <a href="http://ap.fftc.agnet.org/ap_db.php?id=281">http://ap.fftc.agnet.org/ap_db.php?id=281</a>. (accessed August 18, 2017)</li> <li>• GOVPH. Air Quality Management Section. (-<a href="http://air.emb.gov.ph/?page_id=39">http://air.emb.gov.ph/?page_id=39</a>. (accessed August 18, 2017)</li> <li>• Anti Rabies Act Republic Act 9482. The Philippine Animal Welfare Society. <a href="http://www.paws.org.ph/anti-rabies-act-ra-9482.html">http://www.paws.org.ph/anti-rabies-act-ra-9482.html</a> (accessed August 17, 2017)</li> <li>• Republic Act 8485 Animal Welfare Act of 1998. The Philippine Animal Welfare Society. <a href="http://www.paws.org.ph/animal-welfare-act-ra-8485.html">http://www.paws.org.ph/animal-welfare-act-ra-8485.html</a> (accessed August 17, 2017)</li> <li>• BAI (Anti-Rabies Act and Its Implementing Rules and Regulations)</li> </ul>
<p><b>IV. PROCEDURES</b></p>	
<p>A. Reviewing previous lesson or presenting the new lesson</p>	<p>Ask: “What are the most common safety issues that concern you, as a student and as a member of your community?”</p>
<p>B. Establishing a purpose for the lesson</p>	<p><b>PARADE OF PICTURES:</b></p> <p>If you are to make a caption to each of the following pictures, what would it be?</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 10px;">  <p>1.</p> </div> <div style="text-align: center; margin: 10px;">  <p>2.</p> </div> <div style="text-align: center; margin: 10px;">  <p>3.</p> </div> <div style="text-align: center; margin: 10px;">  <p>4.</p> </div> </div>

	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>5.</p> </div> <div style="text-align: center;">  <p>6.</p> </div> </div>
<p>C. Presenting examples/instances of the new lesson</p>	<p>Ask volunteer students to indicate the presented pictures with the existing National Laws appropriate to it.</p> <ul style="list-style-type: none"> <li>• National Environmental Awareness and Education Act of 2008</li> <li>• Clean Air Act of 1999</li> <li>• Clean Water Act of 2004</li> <li>• Anti-Drunk and Drugged Driving Law</li> <li>• Animal Welfare Act of 1998</li> <li>• Anti-Rabies Act of 2007</li> </ul>
<p>D. Discussing new concepts and practicing new skills #1</p>	<p>A power point presentation on the existing health-related laws will be used by the teacher.</p>
<p>E. Discussing new concepts and practicing new skills #2</p>	<p>Discuss the significant features of the following laws in safeguarding people's health:</p> <ul style="list-style-type: none"> <li>• National Environmental Awareness and Education Act of 2008 (Clean Air Act of 1999 &amp; Clean Water Act of 2004)</li> <li>• Seat Belts Use Act of 1999</li> <li>• Anti-Drunk and Drugged Driving Law</li> <li>• Anti-Rabies Act of 2007</li> <li>• Animal Welfare Act of 1998</li> </ul>
<p>F. Developing mastery (leads to Formative Assessment 3)</p>	<p>Ask:</p> <ol style="list-style-type: none"> <li>1. Which among the given safety-related laws are well-implemented in your locality? Why?</li> <li>2. Why do we need to follow these laws?</li> <li>3. Which safety-related laws are difficult to implement? Why?</li> </ol>
<p>G. Finding practical applications of concepts and skills in daily living</p>	<p>Ask:</p> <p>As a student, what can you do to support the safety-related laws in your community? Cite five (5) ways.</p>

<p>H. Making generalizations and abstractions about the lesson</p>	<p>1. What are the existing national laws related to health and safety? 2. Do you think these are important? Why?</p>
<p>I. Evaluating learning</p>	<p>Identification: Identify the following based on the given statements.</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;"> <p>Dog Rabies Rabies Vaccination Animal Welfare Act Clean Air Act of 1999 Clean Water Act of 2004 Anti-Rabies Act of 2007 Seat Belts Use Act of 1999 Anti-Drunk and Drugged Driving Law National Environmental Awareness and Education Act</p> </div> <p>1. An Act providing for the control and elimination of human and animal rabies. 2. Refers to a common quadruped domestic animals belonging to the order carnivora (male or female), scientifically known as canis familiaris. 3. A comprehensive air quality management policy and program which aims to achieve and maintain healthy air for all Filipinos. 4. Aims to protect the country's water bodies from pollution from land-based sources. 5. An Act that promotes environmental awareness through environmental education.  6. Aims to secure and safeguard passengers and drivers of motor vehicles from injuries and other effects of vehicular accidents. 7. An Act that penalizes those who will be caught driving under the influence of alcohol, drugs, and other similar substances. 8. Refers to a highly fatal disease caused by a lyssa virus, transmitted mainly through the bite of an infected animal. 9. Aims to protect and promote the welfare of all animals in the Philippines by supervising and regulating the establishment and operations of all facilities utilized for breeding, maintaining, keeping, treating or training of all animals either as objects of trade or as household pets.</p>

	10. Refers to the inoculation of a dog/human with a rabies vaccine by a licensed government or private veterinarian/doctor or nurse under the direct supervision of a licensed veterinarian/qualified medical practitioner.
J. Additional activities for application or remediation	<p>➤ Remediation:</p> <p>1. Identify the advantages and disadvantages of the given laws:</p> <ul style="list-style-type: none"> <li>• environmental awareness</li> <li>• animal welfare</li> <li>• use of seat belts</li> <li>• driving under the influence of alcohol and drugs</li> <li>• rabies awareness</li> </ul> <p>➤ Enrichment: A video presentation from GARC can be viewed.</p> <p>1. What learning did you get from the video?</p>
<b>IV. REMARKS</b>	
<b>V. REFLECTION</b>	
A. No. of learners who earned 80% in the evaluation	
B. No. of learners who require additional activities for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	
D. No. of learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	

## TEACHER'S HANDOUT

### REPUBLIC ACT NO. 9482 "Anti-Rabies Act of 2007"

#### **AN ACT PROVIDING FOR THE CONTROL AND ELIMINATION OF HUMAN AND ANIMAL RABIES, PRESCRIBING PENALTIES FOR VIOLATION THEREOF AND APPROPRIATING FUNDS THEREFOR**

Begun and held in Metro Manila, on Monday, the Nineteenth day of February, Two Thousand Seven.

Be it enacted by the Senate and the House of Representatives of the Philippines in Congress assembled:

**Section 1. Title.** - *This Act shall be known as the "Anti-Rabies Act of 2007".*

**Sec. 2. Declaration of Policy.** - It is the declared policy of the State to protect and promote the right to health of the people. Towards this end, a system for the control, prevention of the spread, and eventual eradication of human and animal rabies shall be provided and the need for responsible pet ownership established.

**Sec. 3. Definition of Terms.** - For the purpose of this Act, the following terms shall mean:

- (a) **Bitten** refers to an act by which a dog seizes, cuts or grips with its teeth so that the skin of a person has been wounded, pierced or scratched.
- (b) **Concerned Officials** refers to barangay officials, health workers, police officers or government veterinarians.
- (c) **Direct Supervision** refers to range supervision where physical presence of the veterinarian within the barangay is necessary.
- (d) **Dog** refers to a common quadruped domestic animal belonging to the order *carnivora* (male or female), scientifically known as *canis familiaris*.
- (e) **Euthanasia** refers to the process of painless death to dogs and other animals.
- (f) **Impound** refers to seize and hold in the custody of the law.
- (g) **Owner** refers to any person keeping, harboring or having charge, care or control of a dog including his/her representative.
- (h) **Pound** refers to a public enclosure for stray animals.
- (i) **Public Place** refers to any place open to the public like parks, malls, markets, streets, etc.
- (j) **Rabies** refers to a highly fatal disease caused by a lyssa virus, transmitted mainly through the bite of an infected animal and is characterized by muscle paralysis, hydrophobia and aerophobia, and other neurological manifestations.
- (k) **Rabies transmission** refers to the transmission or passage of the rabies virus through a bite by an infected animal, or through contamination with virus-laden saliva on breaks in the skin and of mucous membranes such as the eyes, the lips, the mouth, or the genital organs.

- (l) **Rabies Vaccination/Immunoprophylaxis of Humans** refers to the inoculation of humans, with modern day rabies vaccines or rabies immunoglobulin by a trained doctor or nurse under the supervision of a qualified medical practitioner.
- (m) **Rabies Vaccination of Dogs** refers to the inoculation of a dog with a rabies vaccine by a licensed government or private veterinarian or trained individual under the direct supervision of a licensed veterinarian. The services of the said trained individual shall be limited only to rabies vaccination injection in dogs and only during government mass vaccination campaigns.
- (n) **Post-exposure Treatment (P.E.T)** refers to an anti-rabies treatment administered after an exposure to rabies, which include local wound care, rabies vaccine, with or without anti-rabies immunizing agent.
- (o) **Pre-exposure Prophylaxis (P.E.P.)** refers to rabies vaccination administered before an exposure to rabies to those who are at high risk of getting rabies.
- (p) **Stray Dog** refers to any dog leaving its owner's place or premise and no longer under the effective control of the owner.
- (q) **Veterinary or Human Barbiturates** refer to drugs that depress the function of the central nervous system.

**Sec. 4. National Rabies Prevention and Control Program.** - It is hereby mandated that there shall be a National Rabies Prevention and Control Program to be implemented by a multi-agency/multi-sectoral committee chaired by the Bureau of Animal Industry of the Department of Agriculture. The program shall be a multi-agency effort in controlling and eliminating rabies in the country. Among its component activities include:

- (a) mass vaccination of dogs;
- (b) establishment of a central database system for registered and vaccinated dogs;
- (c) impounding, field control and disposition of unregistered, stray and unvaccinated dogs;
- (d) conduct of information and education campaign on the prevention and control of rabies;
- (e) provision on pre-exposure treatment to high risk personnel and Post Exposure Treatment to animal bite victims;
- (f) provision of free routine immunization or Pre-Exposure Prophylaxis (P.E.P.) of schoolchildren aged five to fourteen in areas where there is high incidence of rabies as well as the encouragement of the practice of responsible pet ownership;
- (g) The program shall be implemented by the Department of Agriculture (DA), Department of Health (DOH), Department of the Interior and Local Government (DILG) and Department of Education (DepEd), as well as Local Government Units (LGUs) with the assistance of the Department of Environment and Natural Resources (DENR), Non-Governmental Organizations (NGOs) and People's Organizations (POs).

**Sec. 5. Responsibilities of Pet Owner.** - All pet owners shall be required to:

- (a) Have their dog regularly vaccinated against rabies and maintain a registration card which shall contain all vaccinations conducted on their dog, for accurate record purposes.
- (b) Submit their dogs for mandatory registration.
- (c) Maintain control over their dog and not allow it to roam the streets or any public place without a leash. (d) Be a responsible owner by providing their dog with proper grooming, adequate food and clean shelter. (e) Within twenty-four (24) hours, report immediately any dog biting incident to the concerned officials for investigation or for any appropriate action and place such dog under observation by a government or private veterinarian.
- (d) Assist the dog bite victim immediately and shoulder the medical expenses incurred and other incidental expenses relative to the victim's injuries.

**Sec. 6. Responsibilities of Government Agencies.** - The following government agencies, which shall jointly implement the National Rabies Prevention and Control Program, shall be tasked to:

**A. Department of Agriculture**

- 1) Improve and upgrade existing animal rabies laboratory diagnostic capabilities to ensure better services to the people.
- 2) Ensure the availability and adequate supply of animal anti-rabies vaccine at all times.
- 3) Undertake free anti-rabies vaccination of dogs giving priority to high risk depressed areas.
- 4) Maintain and improve animal rabies surveillance system.
- 5) Establish and maintain rabies free zone in coordination with the LGUs.
- 6) Immediately facilitate for the approval of the sale and use of Veterinary and Human Barbiturate drugs and veterinary euthanasia drugs by the DOH and the Philippine Drug Enforcement Agency (PDEA).
- 7) Strengthen the training of field personnel and the Information Education and Communication (IEC) activities on rabies prevention and control and responsible pet ownership.
- 8) Conduct research on rabies and its control in coordination with other agencies.
- 9) Formulate minimum standards and monitor the effective implementation of this Act.
- 10) Encourage collaborative activities with the DOH, DepEd, DILG, DENR, NGOs, POs and other concerned sectors.

**B. Department of Health**

- 1) Ensure the availability and adequate supply of DOH pre-qualified human anti-rabies vaccine in animal bite treatment centers at all times and shall coordinate with other implementing agencies and concerned NGOs for this purpose.

- 2) Provide Post-Exposure Treatment at the minimum expense to individuals bitten by animals suspected of being rabid which will consist of the initial vaccine and immunoglobulin dose.
- 3) Provide Pre-Exposure Treatment to high-risk personnel, such as, but not limited to, laboratory staff, veterinarians, animal handlers, vaccinators and other persons working with rabies virus for free.
- 4) Coordinate with the DA in the development of appropriate health education strategy to inform the public on rabies prevention and control and responsible pet ownership.
- 5) Develop and maintain a human rabies surveillance system.
- 6) Encourage collaborative activities with the DA, DepEd, DILG, DENR, NGOs, POs and other concerned sectors.
- 7) Immediately approve the registration of Veterinary and Human Barbiturate drugs and veterinary euthanasia drugs in coordination with the PDEA.

**C. Department of Education**

- 1) Strengthen rabies education program through school health teaching/ curriculum.
- 2) Assist in the dog mass immunization campaigns in the community.
- 3) Encourage collaborative activities with the DA, DOH, DILG, DENR, NGOs, POs and other concerned sectors.
- 4) Integrate proper information and education on responsible pet ownership in the relevant subjects in the Elementary and High School levels.

**Sec. 7. Responsibilities of the LGUs.** - LGUs, in their respective localities, shall:

- 1) Ensure that all dogs are properly immunized, registered and issued a corresponding dog tag for every immunized and registered dog.
- 2) Strictly enforce dog impounding activities and field control to eliminate stray dogs.
- 3) Ensure that dogs are leashed or confined within the premises of the owner's house or owner's fenced surroundings.
- 4) Allocate funds to augment the implementation of the National Rabies Prevention and Control Program, particularly on the financing of supplies and human and dog vaccines needed for immunization.
- 5) Ensure the enforcement of Section 6 of Republic Act No. 8485 or "The Animal Welfare Act of 1998".
- 6) Enact additional local ordinances that will support the National Rabies Prevention and Control Program that should include the regulation of treatment locally known as "tandok."
- 7) Prohibit the trade of dogs for meat.
- 8) With respect to cities and first class municipalities, establish and maintain a Dog Pound where impounded dogs shall be kept, in accordance with Section 9 herein: Provided, That the other municipalities, shall, on their own, establish a Dog Pound or opt to share the expense of establishing and maintaining a Dog Pound with other adjoining municipalities and/or with private animal shelters and control facilities.
- 9) Prohibit the use of electrocution as a euthanasia procedure.

- 10) Appoint a veterinarian and establish a veterinary office in every province, city and first-class municipality: Provided, that the other municipalities shall, on their own, opt to share the expense of having a veterinary office.
- 11) Require pet shops to post information regarding rabies and responsible pet ownership.
- 12) For purposes of ensuring the administrative feasibility of implementing the provisions of this Act and subject to paragraph 8 of this Section, the LGU shall collect the fines imposed under Section 11 subparagraphs (1), (3), (4), (5) and (6) hereof. Any and all fines collected pursuant to this Act shall be used for the enhancement of the National Rabies Prevention and Control Program within the locality concerned, as well as the achievement of the objectives envisioned in this Act. The DILG shall ensure compliance of these responsibilities by the LGUs.

**Sec. 8. Assistance of NGOs and the Academe.** - The agencies tasked to implement the anti-rabies program shall seek the assistance and participation of NGOs in any of the following activities:

- 1) Community mobilization
- 2) Health education/information dissemination on rabies and responsible pet ownership
- 3) Mass anti-rabies campaign
- 4) Promotion of the anti-rabies campaign during pet or any animal shows
- 5) Surveillance/reporting of rabies cases in animals and humans
- 6) Any other activities geared towards the prevention and complete eradication of rabies.

**Sec. 9. Impounding Field Control and Disposition of Unregistered, Stray and Unvaccinated Dogs.** - Unregistered, stray or unvaccinated dogs shall be put in Dog Pounds and disposed of, taking into consideration the following guidelines:

- 1) Unregistered, stray or unvaccinated dogs shall be impounded and kept in the LGU's designated Dog Pound.
- 2) Impounded dogs not claimed after three days from the Dog Pound shall be placed for adoption to qualified persons, with the assistance of an animal welfare NGO, when feasible, or otherwise disposed of in any manner authorized, subject to the pertinent provisions of Republic Act No. 8485, otherwise known as the "Animal Welfare Act of 1998".
- 3) A fee shall be paid by owners of impounded dogs to the LGU concerned, pursuant to Section 7 hereof.

**Sec. 10. Dog Population Control.** - In furtherance of the policy of this Act to eradicate rabies, there is the need to control the dog population and minimize the number of unwanted stray dogs. As such, it is hereby mandated:

- 1) That the DA, DOH, DILG, DepEd, LGUs, with the assistance of NGOs and POs shall undertake an educational and promotional campaign on responsible pet ownership, including the option of spaying or neutering their dogs.

- 2) That the LGUs shall provide an incentive system whereby owners of dogs which have been spayed or neutered will be given a subsidized or discounted pet registration fee.
- 3) That dogs which have been impounded three times shall only be released after having been spayed or neutered, at the expense of the pet's owner.

**Sec. 11. Penalties.**

- 1) Pet owners who fail or refuse to have their dog registered and immunized against rabies shall be punished by a fine of two thousand pesos (P2,000.00).
- 2) Pet owners who refuse to have their dog vaccinated against rabies shall be liable to pay for the vaccination of both the dog and the individuals bitten by their dog.
- 3) Pet owners who refuse to have their dog put under observation after said dog has bitten an individual shall be meted a fine of ten thousand pesos (P10,000.00).
- 4) Pet owners who refuse to have their dog put under observation and do not shoulder the medical expenses of the person bitten by their dog shall be meted a fine of twenty-five thousand pesos (P25,000.00).
- 5) Pet owners who refuse to put leash on their dogs when they are brought outside the house shall be meted a fine of five hundred pesos (P500.00) for each incident.
- 6) An impounded dog shall be released to its owner upon payment of a fine of not less than five hundred pesos (P500.00) but not more than one thousand pesos (P1,000.00).
- 7) Any person found guilty of trading dog for meat shall be fined not less than five thousand pesos (P5,000.00) per dog and subjected to imprisonment for one to four years.
- 8) Any person found guilty of using electrocution as a method of euthanasia shall be fined not less than five thousand pesos (P5,000.00) per act and subject to imprisonment for one to four years.
- 9) If the violation is committed by an alien, he or she shall be immediately deported after service of sentence without any further proceedings.

**Sec. 12. Implementing Rules and Regulations.** - The DA, in coordination with the DOH, DILG, DepEd, DENR, NGOs and POs shall issue the necessary rules and regulations within sixty (60) days from the effectivity of this Act.

**Sec. 13. Appropriations.** - The amount of one hundred million pesos (P100,000,000.00) necessary to implement the provisions of this Act shall be initially charged against the appropriations of the DOH, DA, DILG and DepEd under the General Appropriations Act. For the LGUs, the requirements shall be taken from their Internal Revenue Allotment and other local funds. Thereafter, such sums as may be necessary for its continued implementation shall be included in the annual General Appropriations Act.

**Sec. 14. Separability Clause.** - In case any provision of this Act is declared unconstitutional, the other provisions shall remain in full force and effect.

**Sec. 15. Effectivity.** - This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in at least two newspapers of general circulation, whichever comes earlier.

Approved:

(Sgd.) MANNY VILLAR

President of the Senate

(Sgd.) JOSE DE VENECIA, JR.

Speaker of the House of Representatives

This Act which is a consolidation of Senate Bill No. 2541 and House Bill No. 4654 was finally passed by the Senate and the House of Representatives on February 7, 2007 and February 20, 2007 respectively.

(Sgd.) OSCAR G. YABES

Secretary of the Senate

(Sgd.) ROBERTO P. NAZARENO

Secretary General House of Representatives

Approved: May 25, 2007

(Sgd.) GLORIA MACAPAGAL – ARROYO

President of the Philippines

*Anti Rabies Act Republic Act 9482. The Philippine Animal Welfare Society.*

*<http://www.paws.org.ph/anti-rabies-act-ra-9482.html> (accessed August 17, 2017)*

**REPUBLIC ACT NO. 8485**

***AN ACT TO PROMOTE ANIMAL WELFARE IN THE PHILIPPINES, OTHERWISE KNOWN AS "THE ANIMAL WELFARE ACT OF 1998"***

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled.

**SECTION 1.** It is the purpose of this Act to protect and promote the welfare of all animals in the Philippines by supervising and regulating the establishment and operations of all facilities utilized for breeding, maintaining, keeping, treating or training of all animals either as objects of trade or as household pets. For purposes of this Act, pet animals shall include birds.

**SECTION 2.** No person, association, partnership, corporation, cooperative or any government agency or instrumentality including slaughter houses shall establish, maintain and operate any pet shop, kennel, veterinary clinic, veterinary hospital, stockyard, corral, stud farm or zoo for the breeding, treatment, sale or trading, or training of animals without first securing from the Bureau of Animal Industry a certificate of registration therefore.

The certificate shall be issued upon proof that the facilities of such establishment for animals are adequate, clean and sanitary and will not be used for nor cause pain and/or suffering to the animals. The certificate shall be valid for a period of one (1) year unless earlier cancelled for just cause before the expiration of its term by the Director of the Bureau of Animal Industry and may be renewed from year to year upon compliance with the conditions imposed hereunder. The Bureau shall charge reasonable fees for the issuance or renewal of such certificate.

The condition that such facilities be adequate, clean and sanitary, and that they will not be used for nor cause pain and/or suffering to the animals is a continuing requirement for the operation of these establishments. The Bureau may revoke or cancel such certificate of registration for failure to observe these conditions and other just cause.

**SECTION 3.** The Director of the Bureau of Animal Industry shall supervise and regulate the establishment, operation and maintenance of pet shops, kennels, veterinary clinics, veterinary hospitals, stockyards, corrals, stud farms and zoos and any other form or structure for the confinement of animals where they are bred, treated, maintained, or kept either for sale or trade or for training purposes as well as the transport of such animals in any form of public or private transportation facility, in order to provide maximum comfort while in transit and minimized, if not totally eradicate, incidence of sickness and death and prevent any cruelty from being inflicted upon the animals.

The Director may call upon any government agency for assistance consistent with its powers, duties and responsibilities for the purpose of ensuring the effective and efficient implementation of this Act and the rules and regulations promulgated thereunder.

It shall be the duty of such government agency to assist said Director when called upon for assistance using any available fund in its budget for the purpose.

**SECTION 4.** It shall be the duty of any owner or operator of any land, air or water public utility transporting pet, wildlife and all other animals to provide in all cases adequate, clean and sanitary facilities for sale conveyance and delivery thereof to their consignee at the place of

consignment. They shall provide sufficient food and water for such animals while in transit for more than twelve (12) hours or whenever necessary.

No public utility shall transport any such animals without a written permit from the Director of the Bureau of Animal Industry or his/ her authorized representative. No cruel confinement or restraint shall be made on such animals while being transported.

Any form of cruelty shall be penalized even if the transporter has obtained a permit from the Director of the Bureau of Animal Industry. Cruelty in transporting includes overcrowding, placing of animals in the trunks or under the hood trunks of vehicles.

**SECTION 5.** There is hereby created a Committee on Animal Welfare attached to the Department of Agriculture which shall subject to the approval of the Secretary of the Department of Agriculture, issue the necessary rules and regulation for the strict implementation of the provisions of this Act, including the setting of safety and sanitary standards, within thirty (30) calendar days following its approval. Such guidelines shall be reviewed by the Committee every three years from its implementation or whenever necessary.

The Committee shall be composed of the official representatives of the following:

1. The Department of Interior and Local Government (DILG);
2. Department of Education, Culture and Sports (DECS)
3. Bureau of Animal Industry (BAI) of the Department of Agriculture (DA)
4. Protected Areas and Wildlife Bureau (PAWB) of the Department of Environment and Natural Resources (DENR)
5. National Meat Inspection Commission (NMIC) of the DA
6. Agriculture Training Institute (ATI) of DA
7. Philippine Veterinary Medical Association
8. Veterinary Practitioners Association of the Philippines (VPAP)
9. Philippine Animal Hospital Association (PAHA)
10. Philippine Animal Welfare Society (PAWS)
11. Philippine Society for the Prevention of Cruelty to Animals (PSPCA)
12. Philippine Society of Swine Practitioners (PSSP)
13. Philippine College of Canine Practitioners (PCCP)
14. Philippine Society of Animal Science (PSAS)

The Committee shall be chaired by a representative coming from the private sector and shall have two (2) vice-chairpersons composed of the representative of BAI and another from the private sector.

The Committee shall meet quarterly or as often as the need arises. The Committee members shall not receive any compensation but may receive reasonable honoraria from time to time.

**SECTION 6.** It shall be unlawful for any person to torture any animal, to neglect to provide adequate care, sustenance or shelter, or maltreat any animal or to subject any dog or horse to dogfights or horse fights, kill or cause or procure to be tortured or deprived of adequate care sustenance or shelter, or maltreat or use the same in research or experiments not expressly authorized by the Committee on Animal Welfare.

The killing of any animal other than cattle, pigs, goats, sheep, poultry, rabbits, carabao, horse, deer and crocodiles is likewise hereby declared unlawful except in the following instances:

- 1) When it is done as part of the religious rituals of an established religion or sect or ritual required by ethnic custom of indigenous cultural communities: however, leaders shall keep records in cooperation with the Committee on Animal Welfare;
- 2) When the pet animal is afflicted with an incurable communicable disease as determined and certified by a duly licensed veterinarians;
- 3) When the killing is deemed necessary to put an end to the misery suffered by the animal as determined and certified by a duly licensed veterinarian;
- 4) When it is done to prevent an imminent danger to the life or limb of a human being; and
- 5) When done for the purpose of animal population control;
- 6) When animal is killed after it has been used in authorized research or experiments; and
- 7) Any other ground analogous to the foregoing as determined and certified by a licensed veterinarian. In all the above mentioned cases, including those of cattle, pigs, goats, sheep, poultry, rabbits, carabao, hones, deer and crocodiles, the killing of the animals shall be done through humane procedures at all times.

For this purpose, humane procedures shall mean the use of the most scientific methods available as may be determined and approved by the Committee. Only those procedures approved by the Committee shall be used in killing of animals.

**SECTION 7.** It shall be the duty of every person to protect the natural habitat of the wildlife. The destruction of said habitat shall be considered as a form of cruelty to animals and its preservation is a way of protecting the animals.

**SECTION 8.** Any person who violates, any of the provisions of this Act shall, upon conviction by final judgment, be punished by imprisonment of not less than six (6) months nor more than two (2) years or a fine of not less than One thousand pesos (P1,000) nor more than Five thousand pesos (P5,000) or both at the discretion of the court. If the violation is committed by a juridical person, the officer responsible therefore shall serve the imprisonment when imposed. If violation is committed by an alien, he or she shall be immediately deported after serviced sentence without any further proceedings.

**SECTION 9.** All laws, acts, decrees, executive orders, rules, and regulations inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

**SECTION 10.** This Act shall take effect fifteen (15) days after its publication in at least two (2) newspapers of general circulation.

Approved:

JOSE DE VENECIA, JR.

Speaker of the House of Representatives

NEPTALI A. GONZALES

President of the, Senate

This Act, which is a consolidation of Senate Bill no. 2120 and House Bill No. 9274 was finally passed by the Senate and the House of Representatives on February 3, 1998 and February 2, 1998, respectively.

ROBERTO P. NAZARENO

Secretary General, House of Representatives

HEZEL P. GACUTAN

Secretary of the Senate

Approved: February 11, 1998

FIDEL V. RAMOS

President of the Philippines

THE PRECEDING ARTICLE WAS COPIED FROM THE ORIGINAL REPUBLIC ACT 8485  
*Republic Act 8485 Animal welfare Act of 1998. The Philippine Animal Welfare Society.*  
<http://www.paws.org.ph/animal-welfare-act-ra-8485.html> (accessed August 17, 2017)

## ACTIVITY SHEET

**Identification:** Identify the following based on the given statements.

Anti-Rabies Act of 2007 1. An Act providing for the control and elimination of human and animal rabies.

Dog 2. Refers to a common quadruped domestic animal belonging to the order carnivora (male or female), scientifically known as canis familiaris.

Clean Air Act of 1999 3. A comprehensive air quality management policy and program which aims to achieve and maintain healthy air for all Filipinos.

Clean Water Act of 2004 4. Aims to protect the country's water bodies from pollution from land-based sources

National Environmental Awareness and Education Act 5. An Act that promotes environmental awareness through environmental education.

Seat Belts Use Act of 1999 6. Aims to secure and safeguard passengers and drivers of motor vehicles from injuries and other effects of vehicular accidents.

Anti-Drunk and Drugged Driving Law 7. An Act that penalizes those who will be caught driving under the influence of alcohol, drugs, and other similar substances.

Rabies 8. Refers to a highly fatal disease caused by a lyssa virus, transmitted mainly through the bite of an infected animal.

Animal Welfare Act 9. Aims to protect and promote the welfare of all animals in the Philippines by supervising and regulating the establishment and operations of all facilities utilized for breeding, maintaining, keeping, treating or training of all animals either as objects of trade or as household pets.

Rabies Vaccination 10. Refers to the inoculation of a dog/human with a rabies vaccine by a licensed government or private veterinarian/doctor or nurse under the direct supervision of a licensed veterinarian/qualified medical practitioner.

Dog
Rabies
Rabies Vaccination
Animal Welfare Act
Clean Air Act of 1999
Clean Water Act of 2004
Anti-Rabies Act of 2007
Seat Belts Use Act of 1999
Anti-Drunk and Drugged Driving Law
National Environmental Awareness and Education Act

## HEALTH 10 (h10hc-iicd-3)

<b>I. OBJECTIVES</b>	
A.Content Standards	The learner demonstrates understanding of current health trends, issues and concerns in the local, regional, and national levels.
B.Performance Standards	The learner consistently demonstrates critical thinking skills in exploring local, regional and national health trends, issues, and concerns.
C.Learning Competencies/ Objectives	13. follows existing health-related laws
Write the LC code for each	H10HC-IIcd-3
<b>II. CONTENT</b>	<p>Existing National Laws Related to Health Trends, Issues, and Concerns</p> <ul style="list-style-type: none"> <li>➤ Safety in the Environment <ul style="list-style-type: none"> <li>a. Pollution (Clean Air Act of 1999 --- RA 8749 &amp; Clean Water Act of 2004 --- RA 9275)</li> <li>b. Road Safety --- RA 8750 (Seat Belts Use Act of 1999 &amp; Anti- Drunk and Drugged Driving Law)</li> <li>c. Anti Rabies Act --- RA 9482</li> <li>d. Animal Welfare Act --- RA 8485</li> </ul> </li> </ul>
<b>III.LEARNING RESOURCES</b>	
<i>B. References</i>	
1. Teacher's Guide pages	
2. Learner's Materials pages	Health 10 Learning Module pp. 247 – 248
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	

<p>A. <i>Other Learning Resources</i></p>	<ul style="list-style-type: none"> <li>• Asia-Pacific Information Platform on Agricultural Policy. Republic Act No. 9275: The Philippine Clean Water Act of 2004. <a href="http://ap.fftc.agnet.org/ap_db.php?id=281">http://ap.fftc.agnet.org/ap_db.php?id=281</a>. (accessed August 18, 2017)</li> <li>• GOVPH. Air Quality Management Section. <a href="http://air.emb.gov.ph/?page_id=39">http://air.emb.gov.ph/?page_id=39</a>. (accessed August 18, 2017)</li> <li>• Anti Rabies Act Republic Act 9482. The Philippine Animal Welfare Society. <a href="http://www.paws.org.ph/anti-rabies-act-ra-9482.html">http://www.paws.org.ph/anti-rabies-act-ra-9482.html</a> (accessed August 17, 2017)</li> <li>• Republic Act 8485 Animal Welfare Act of 1998. The Philippine Animal Welfare Society. <a href="http://www.paws.org.ph/animal-welfare-act-ra-8485.html">http://www.paws.org.ph/animal-welfare-act-ra-8485.html</a> (accessed August 17, 2017)</li> <li>• BAI (Anti-Rabies Act and Its Implementing Rules and Regulations)</li> </ul>
<p><b>IV. PROCEDURES</b></p>	
<p>A. Reviewing previous lesson or presenting the new lesson</p>	<p>Directions: The teacher will show pictures and students will identify the concept each picture conveys. Let the student choose from the terms found on the textbox.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; text-align: center;"> <p>1. </p> </div> <div style="width: 50%; text-align: center;"> <p>2. </p> </div> <div style="width: 50%; text-align: center;"> <p>3. </p> </div> <div style="width: 50%; text-align: center;"> <p>4. </p> </div> </div>

	<p>5. </p>
<p>B.Establishing a purpose for the lesson</p>	<p>COMPLETE ME:</p> <ol style="list-style-type: none"> <li>1. The class will be divided into groups of 4 – 6 students.</li> <li>2. They will be given an envelope containing the pieces of the puzzle. (NOTE: Each group will be given a statement.)</li> <li>3. Each group must work together to complete the puzzle as quickly as possible.</li> <li>4. The first team to complete the puzzle will say out loud the statement.</li> </ol> <p>* To protect and promote the right to health of the people... a system for the control, prevention of the spread, and eventual eradication of human and animal rabies shall be provided and the need for responsible pet ownership established.</p> <p style="text-align: center;">--- Anti-Rabies Act of 2007</p> <p>To protect and promote the welfare of all animals in the Philippines by supervising and regulating the establishment and operations of all facilities utilized for breeding, maintaining, keeping, treating or training of all animals either as objects of trade or as household pets. For purposes of this Act, pet animals shall include birds.</p> <p style="text-align: center;">--- The Animal Welfare Act of 1998</p> <p>To protect and advance the right of the people to a balanced and healthful ecology in accord with the rhythm and harmony of nature...to promote and protect the global environment to attain sustainable development while recognizing the primary responsibility of local government units to deal with environmental problems.</p> <p style="text-align: center;">--- Philippine Clean Air Act of 1999</p> <p>The State shall pursue a policy of economic growth in a manner consistent with the protection, preservation and revival of the quality of our fresh, brackish and marine waters.</p> <p style="text-align: center;">--- Philippine Clean Water Act of 2004</p>

	<p>To secure and safeguard its citizenry, particularly the passengers and drivers of private and public motor vehicles, from the ruinous and extremely injurious effects of vehicular accidents.  --- Seat Belts Use Act of 1999</p>
C.Presenting examples/instances of the new lesson	<p>A video clip will be presented to the class with an emphasis on following the existing law on The Animal Welfare Act of 1998.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> <li>1. What is the video clip all about?</li> <li>2. Did you like the video clip? Why?</li> <li>3. What did you learn in the video clip?</li> </ol>
D.Discussing new concepts and practicing new skills #1	<p>The class will be divided into four (4) groups. Each group will have a short discussion on how to follow the existing laws on:</p> <ul style="list-style-type: none"> <li>➤ Anti-Rabies Act of 2007</li> <li>➤ Philippine Clean Air Act of 1999</li> <li>➤ Philippine Clean Water Act of 2004</li> <li>➤ Seat Belts Use Act of 1999</li> </ul> <p>Guide Questions:</p> <ol style="list-style-type: none"> <li>1. Do you follow these laws? Why or why not?</li> <li>2. What do you think will happen if you did not follow these laws?</li> </ol>
E. Discussing new concepts and practicing new skills #2	
F.Developing mastery (leads to Formative Assessment 3)	
G.Finding practical applications of concepts and skills in daily living	<p>Using the same group they have, the students will make a skit on how to follow certain existing law. Their topic to be performed is the one that they have during the “Complete Me Activity”. Each group will be given at least 10 minutes for their conceptualization and about 1 – 2 days for their practice. (See attached rubric for the basis of giving points to the students.)</p>

H.Making generalizations and abstractions about the lesson	Based on the group activity, students will give what they have learned from the presentation of each group.
I.Evaluating learning	<p>Directions:</p> <p>Identify what existing law is being followed on the statements written below.</p> <ol style="list-style-type: none"> <li>1. An Act that penalizes those who will be caught driving under the influence of alcohol, drugs, and other similar substances</li> <li>2. An Act providing for the control and elimination of human and animal rabies</li> <li>3. An Act that promotes environmental awareness through environmental education</li> <li>4. Aims to protect and promote the welfare of all animals in the Philippines by supervising and regulating the establishment and operations of all facilities utilized for breeding, maintaining, keeping, treating or training of all animals either as objects of trade or as household pets</li> <li>5. Aims to secure and safeguard passengers and drivers of motor vehicles from injuries and other effects of vehicular accidents</li> </ol>
J.Additional activities for application or remediation	<p>Enrichment:</p> <p>The teacher will ask the students to make a signage to be posted on appropriate areas regarding the strict implementation of the laws discussed.</p>
<b>IV. REMARKS</b>	
<b>V. REFLECTION</b>	
A. No. of learners who earned 80% in the evaluation	
B. No. of learners who require additional activities for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	
D. No. of learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	

F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	

## TEACHER'S HANDOUT

### SKIT RUBRIC

**GROUP NAME:**

CATEGORY	4	3	2	1
<b>CONTENT</b>	All contents are accurate and clearly made. There are no factual errors.	Most of the content are accurate and clearly made but there is a piece of information that might be inaccurate.	The content is accurate but it is not clearly connected to the topic.	The content is not clear and confusing. It does not support topic in any way.
<b>PROPS AND COSTUME</b>	Students use several props and costume that fit with the situation, show creativity that makes the presentation appealing to the audience.	Students use 1 or 2 props/costume that fit/s with the situation that make the presentation better.	Students use a prop/costume that somehow makes the presentation better.	Students use no props/costume or the props being used detract from the presentation.
<b>PREPAREDNESS</b>	Students are completely prepared and have obviously rehearsed.	Students seem pretty prepared but still needed to have a couple of rehearsals.	Students are somewhat prepared but it is pretty obvious that they lack rehearsals.	Students do not seem prepared at all.
<b>ACTING AND DIALOGUE</b>	The students use clear voices, facial expressions and movements/body language to make the characters more believable and the story more easily understood.	The students often use clear voices, facial expressions and movements/body language to make the characters more believable and the story more easily understood.	The students try to use clear voices, facial expressions and movements/body language to make the characters more believable and the story more easily understood.	The students tell the story but do not use clear voices, facial expressions or movement/body language to make the storytelling more interesting or clear.

# ACTIVITY SHEET NO. 1

## I. OBJECTIVE/S:

To gauge the knowledge of the learners regarding the previous topic

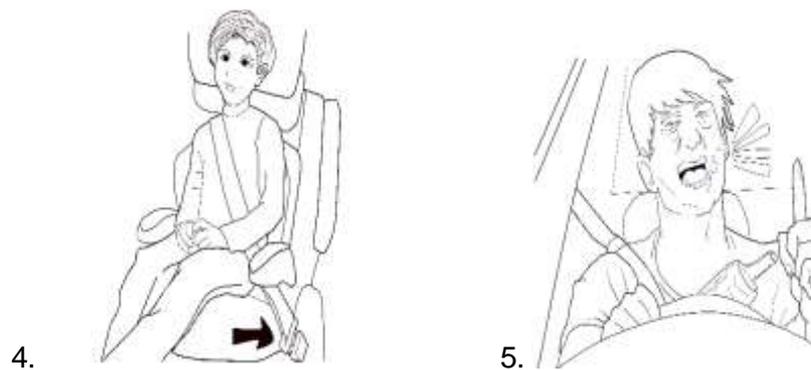
## II. MATERIALS:

Activity Sheet

## III. PROCEDURES:

Directions:

The teacher will show pictures and students will identify the concept each picture conveys. Let the student choose from the terms found on the textbox.



## ACTIVITY SHEET NO. 2

### **I. OBJECTIVE/S:**

To assemble the pieces of puzzle as quickly as possible for the students to know the message behind it

### **II. MATERIALS:**

Bond paper/colored paper (for the pieces of puzzle), envelope

### **III. PROCEDURES:**

1. The class will be divided into groups of 4 – 6 students.
2. They will be given an envelope containing the pieces of the puzzle. (NOTE: Each group will be given a statement.)
3. Each group must work together to complete the puzzle as quickly as possible.
4. The first team to complete the puzzle will say out loud the statement.

### **IV. ANALYSIS:**

To protect and promote the right to health of the people... a system for the control, prevention of the spread, and eventual eradication of human and animal rabies shall be provided and the need for responsible pet ownership established.

--- Anti-Rabies Act of 2007

To protect and promote the welfare of all animals in the Philippines by supervising and regulating the establishment and operations of all facilities utilized for breeding, maintaining, keeping, treating or training of all animals either as objects of trade or as household pets. For purposes of this Act, pet animals shall include birds.

---The Animal Welfare Act of 1998

To protect and advance the right of the people to a balanced and healthful ecology in accord with the rhythm and harmony of nature...to promote and protect the global environment to attain sustainable development while recognizing the primary responsibility of local government units to deal with environmental problems.

--- Philippine Clean Air Act of 1999

The State shall pursue a policy of economic growth in a manner consistent with the protection, preservation and revival of the quality of our fresh, brackish and marine waters.

--- Philippine Clean Water Act of 2004

To secure and safeguard its citizenry, particularly the passengers and drivers of private and public motor vehicles, from the ruinous and extremely injurious effects of vehicular accidents.

--- Seat Belts Use Act of 1999

To ensure road safety through the observance of the citizenry of responsible and ethical driving standards...the State shall penalize the acts of driving under the influence of alcohol, dangerous drugs and other intoxicating substances...

--- Anti-Drunk and Drugged Driving Law

### ACTIVITY SHEET NO. 3

**Direction:**

Identify what existing law is being followed on the statements written below.

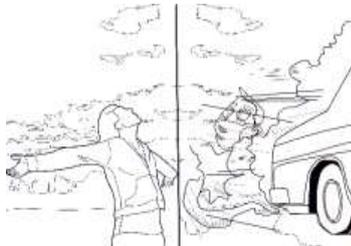
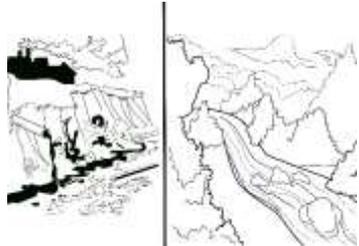
1. It is an Act that penalizes those who will be caught driving under the influence of alcohol, drugs, and other similar substances.
2. It is an Act providing for the control and elimination of human and animal rabies.
3. It is an Act that promotes environmental awareness through environmental education.
4. It aims to protect and promote the welfare of all animals in the Philippines by supervising and regulating the establishment and operations of all facilities utilized for breeding, maintaining, keeping, treating or training of all animals either as objects of trade or as household pets.
5. It aims to secure and safeguard passengers and drivers of motor vehicles from injuries and other effects of vehicular accidents.

**Answers:**

1. Anti-Drunk and Drugged Driving Law
2. Anti-Rabies Act of 2007
3. National Environmental Awareness and Education Act of 2008
4. Animal Welfare Act of 1998
5. Seat Belts Use Act of 1999

## HEALTH 10 (h10hc-iicd-4)

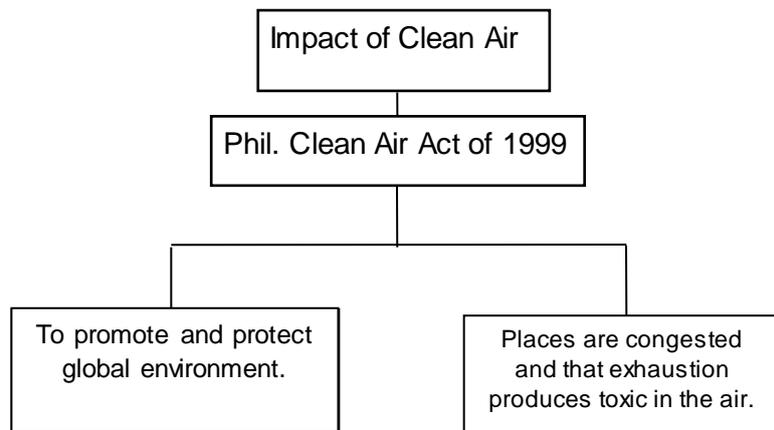
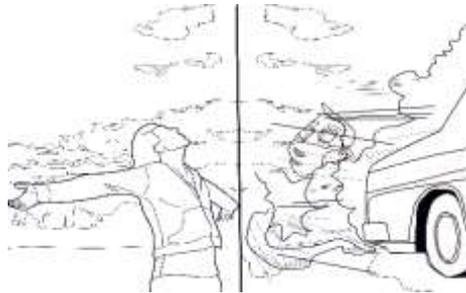
<b>I. OBJECTIVES</b>	
<i>A. Content Standards</i>	The learner demonstrates understanding of current health trends, issues and concerns in the local, regional, and national levels.
<i>B. Performance Standards</i>	The learner consistently demonstrates critical thinking skills in exploring local, regional and national health trends, issues, and concerns.
<i>C. Learning Competencies/ Objectives</i>	14. critically analyzes the impact of current health trends, issues, and concerns
<i>Write the LC code for each</i>	H10HC-Iicd-4
<b>II. CONTENT</b>	<p>Existing National Laws Related to Health Trends, Issues, and Concerns</p> <ul style="list-style-type: none"> <li>➤ Safety in the Environment <ul style="list-style-type: none"> <li>• Pollution (Clean Air Act of 1999 &amp; Clean Water Act of 2004)</li> <li>• Road Safety (Seat Belts Use Act of 1999 &amp; Anti-Drunk and Drugged Driving Law)</li> <li>• Rabies Awareness, Prevention and Control, RA 9482 and RA 8485</li> </ul> </li> </ul>
<b>III. LEARNING RESOURCES</b>	
<i>A. References</i>	
<i>1. Teacher's Guide pages</i>	
<i>2. Learner's Materials pages</i>	Health 10 Learning Module pp. 247 – 252
<i>3. Textbook pages</i>	

<p>4. <i>Additional Materials from Learning Resource (LR) portal</i></p>	
<p>B. <i>Other Learning Resources</i></p>	<p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> <li>• Rabies in Animals (presentation of Emelinda A. Lopez DVM, MSc, Bureau of Animal Industry)</li> <li>• Republic Act No. 9482 (presentation of Emelinda A. Lopez DVM, MSc, Bureau of Animal Industry)</li> </ul>
<p><b>IV. PROCEDURES</b></p>	
<p>A. Reviewing previous lesson or presenting the new lesson</p>	<p>As a student, how do you practice the policies regarding:</p> <ul style="list-style-type: none"> <li>• Pollution (Clean Air Act of 1999 &amp; Clean Water Act of 2004)</li> <li>• Road safety (Seat Belts Use Act of 1999 &amp; Anti-Drunk and Drugged Driving Law)</li> <li>• Animal welfare (RA 8485)</li> <li>• Anti-rabies (RA 9482)?</li> </ul>
<p>B. Establishing a purpose for the lesson</p>	<p>Ask the students to analyze the following pictures:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 10px;">  <p>1.</p> </div> <div style="text-align: center; margin: 10px;">  <p>2.</p> </div> <div style="text-align: center; margin: 10px;">  <p>3.</p> </div> <div style="text-align: center; margin: 10px;">  <p>4.</p> </div> </div> <p>Guide Questions:</p> <ol style="list-style-type: none"> <li>1. What do you see in the picture?</li> <li>2. What do you think is the message of the picture?</li> </ol>

C. Presenting examples/instances of the new lesson

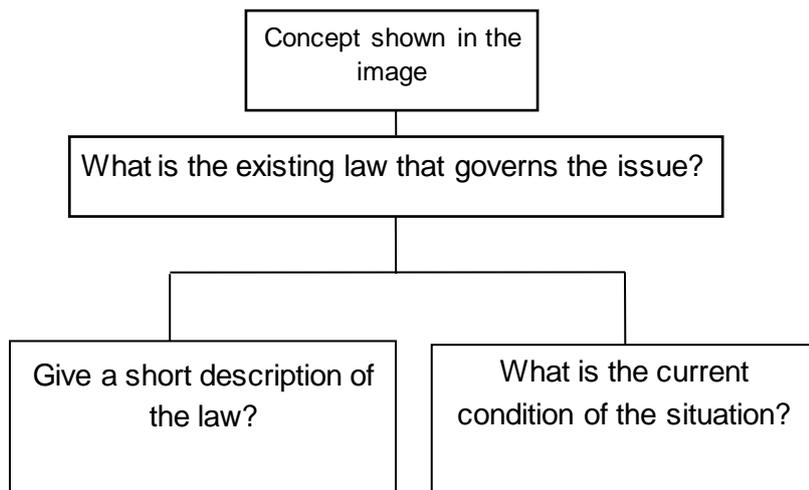
CONCEPT MAPPING:

Based on the presented picture, the teacher will demonstrate a sample of concept mapping.



D. Discussing new concepts and practicing new skills #1

Teacher will post the other picture and let the students do concept mapping on the board utilizing the pictures used in procedure B.



- After the activity, ask the students to present the concept map in class.

	<p>➤ Then, process student's answers by asking the following:</p> <ol style="list-style-type: none"> <li>1. What is the issue all about?</li> <li>2. What do you think are the existing laws that govern this issue?</li> <li>3. What do you think will be the strongest effect of this law in our current situation?</li> </ol>
<p>E. Discussing new concepts and practicing new skills #2</p>	
<p>F. Developing mastery (leads to Formative Assessment 3)</p>	<p>JIGSAW:</p> <ol style="list-style-type: none"> <li>1. Group the class into 3: Group A, Group B and Group C.</li> <li>2. Each group shall reflect on the question: <b><i>How do health policies affect and protect the citizenry? (Pollution, Road Safety and Animal Welfare/Anti-Rabies)</i></b></li> <li>3. Each member of the group is assigned to focus on one concept. <ul style="list-style-type: none"> <li>• Student A: Impact to students</li> <li>• Student B: Impact to parents based on the student's observation at home</li> <li>• Student C: Impact to the community/environment</li> </ul> </li> <li>4. All students A should sit together and discuss the concept assigned to them. Students B and C will do the same.</li> <li>5. The group will be given 10 minutes to discuss.</li> <li>6. When the time is up, all students should go back to their original groups (with Students A, B, and C in each group).</li> <li>7. Each group will then be given another 10 minutes to share to the class the result of their group discussion.</li> </ol>
<p>G. Finding practical applications of concepts and skills in daily living</p>	<p>Is there really a need to implement and follow the existing National Laws;</p> <ul style="list-style-type: none"> <li>• Pollution (Clean Air Act of 1999 &amp; Clean Water Act of 2004)</li> <li>• Road safety (Seat Belts Use Act of 1999 &amp; Anti-Drunk and Drugged Driving Law)</li> <li>• Animal welfare (RA 8485)</li> <li>• Anti-rabies (RA 9482),</li> </ul> <p>in our locality? Why?</p>

H. Making generalizations and abstractions about the lesson	What is the impact of pollution, road safety, animal welfare and anti-rabies to the community? Explain.
I. Evaluating learning	Using the same group, make a slogan showing the impact of impact of pollution, road safety, animal welfare and anti-rabies to the community.
J. Additional activities for application or remediation	<p>Remediation:</p> <p>Get a pair and discuss:</p> <ol style="list-style-type: none"> <li>1. Do pollution, road safety and animal welfare/rabies awareness concern the public? Why?</li> <li>2. What are the causes of these issues?</li> <li>3. How will you be able to manage these issues?</li> </ol> <p>Enrichment:</p> <ol style="list-style-type: none"> <li>1. Look for a news clip about pollution, road safety and animal welfare/rabies awareness (in the past 2-3 months).</li> <li>2. Read and analyze it.</li> <li>3. Identify the policy which is concerned with the issue.</li> <li>4. Write a short commentary on the news item.</li> </ol>
<b>V. REMARKS</b>	This activity can be done in two sessions especially if the students or the class has a lot of things to share.
<b>VI. REFLECTION</b>	
A. No. of learners who earned 80% in the evaluation	
B. No. of learners who require additional activities for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	
D. No. of learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	

# TEACHER'S HANDOUT

## SLOGAN RUBRIC

Name:

<b>CRITERIA</b>	<b>ADVANCED (4 pts.)</b>	<b>PROFICIENT (3 pts.)</b>	<b>DEVELOPING (2 pts.)</b>	<b>BEGINNING (1 point)</b>
<b>CONTENT</b>	The message is exceptionally catchy and stated very clear.	The message is catchy and stated clear.	The message is stated clear.	The message is vague.
<b>CREATIVITY</b>	The slogan is exceptionally creative. A lot of thought and effort was used to make it.	The slogan is creative and a good amount of thought was put into it.	The slogan is creative and some thoughts were put into it.	The slogan does not reflect any degree of creativity.
<b>RELEVANCE</b>	The slogan is exceptionally relevant to the topic.	The slogan is relevant to the topic.	The slogan is less relevant to the topic.	The slogan has no relevance at all.
<b>CRAFTMANSHIP</b>	The slogan is exceptionally attractive in terms of neatness and well-constructed.	The slogan is attractive in terms of neatness and has a good construction.	The slogan is acceptably attractive though it may be a bit messy.	The slogan is distractingly messy.

## ACTIVITY SHEET NO. 1

### I. OBJECTIVE/S:

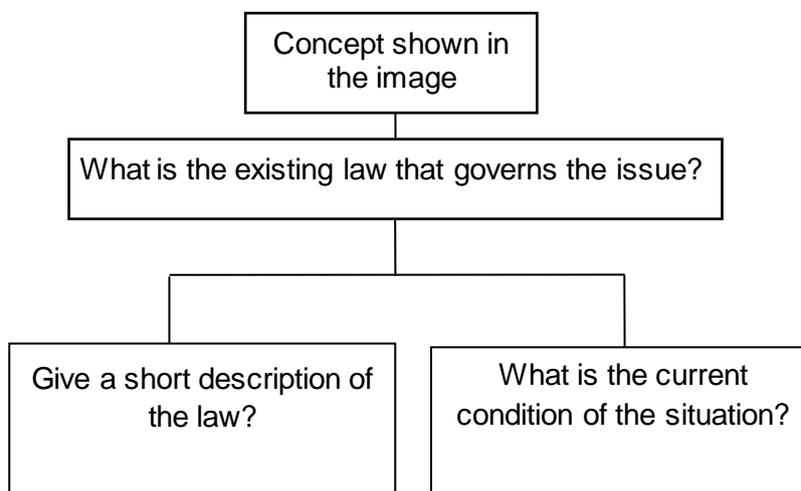
To critically analyze the impact of current health trends, issues, and concerns.

### II. MATERIALS:

Pictures showing the impact of pollution, road safety and animal welfare/anti-rabies.

### III. PROCEDURES:

Teacher will post the pictures and the students will do concept mapping on the board utilizing the pictures used in procedure B.



## ACTIVITY SHEET NO. 2

### I. OBJECTIVE/S:

To critically analyze the impact of current health trends, issues, and concerns

### II. MATERIALS:

Manila paper/cartolina, marker (NOTE: paper and pen can be used as well if the said materials are not available)

### III. PROCEDURES:

#### JIGSAW

1. Group the class into 3: Group A, Group B and Group C.
2. Each group shall reflect on the question: (***How do health policies affect and protect the citizenry***)
3. Each member of the group is assigned to focus on one concept.
  - Student A: Impact to students
  - Student B: Impact to parents based on the student's observation at home
  - Student C: Impact to the community/environment
4. All students A should sit together and discuss the concept assigned to them. Students B and C will do the same.
5. The group will be given 10 minutes to discuss.
6. When the time is up, all students should go back to their original groups (with Students A, B, and C in each group).
7. Each group will be given another 10 minutes to share to the class the result of their group discussion.
8. Assign a speaker for each group to report the reflection in class.

### IV. ANALYSIS:

Each group shall reflect on the question: (***How do health policies affect and protect the citizenry?***)

**For inquiries or feedback, please write or call:**

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