

HEALTH
GRADE 7
TEACHER'S GUIDE

TEACHING GUIDE IN HEALTH 7

Module 1: GROWING HEALTHY

Health Learning Area Standard:

The learner demonstrates understanding of key concepts of health in achieving, sustaining and promoting wellness to ensure good quality of life.

Key Stage Standard (Grades 7-10):

The learner demonstrates understanding of key concepts of health in achieving, sustaining and promoting wellness to ensure good quality of life for the individual, the family, and the larger community.

Grade Level Standard:

The learner demonstrates understanding of growth and development, nutrition, prevention and control of communicable diseases, and community and environmental health and their impact on health.

Content Standard:

The learner demonstrates understanding of holistic health and management of health concerns during puberty.

Performance Standard:

The learner appropriately manages concerns during puberty to achieve holistic health.

Time Allotment: 60 minutes/week

Overview of the Module

This module highlights the importance of attaining holistic health. It also focuses on the need to develop all dimensions of one's health and coping skills to be able to face challenges of adolescent life. Correct health information, a positive attitude, healthy practices, and desirable coping skills are discussed to help students attain and maintain holistic health.

In addition, students are exposed to activities that help them develop/practice different life skills, such as critical thinking skills and decision-making skills to cope with changes during adolescence.

This Module has 4 lessons to be taken in 10 meetings of 60 minutes per week.

Day 1

Motivation and Pre-test (60 mins.)

Call the students' attention to the picture of adolescents doing healthful activities on the first page of the Module.

Ask:

1. What kind of activities are the adolescents engaged in?
2. Are the activities healthful or unhealthful? Why do you say so?
3. What do you think will you learn in this module?

Say:

Let's see how much you already know about our Module by answering the Pre-Test.

(Note: The Pre-test will not be graded and you will check only. This will help you know the students' prior knowledge and will help you to determine which concepts need to be emphasized as the students study the Module.)

Pretest

Answer Key:

A.	B.	C.	D.	E.	F.
1. MS	Student	1. TRUE	1. A	Student	1. A
2. P	s'	2. TRUE	2. D	s'	2. A
3. E	answers	3. TRUE	3. A	answers	3. A
4. M	may	4. TRUE	4. A	may	4. A
5. P	vary.	5. FALSE	5. D	vary.	5. A
6. P		6. FALSE	6. B	Tell	6. A
7. S		7. TRUE	7. D	them to	7. A
8. MS		8. FALSE	8. C	explain	8. D
9. S		9. TRUE	9. B	their	9. A
10. M		10. FALSE	10. D	answers	10. D

Test G. Answers should be evaluated according to how the students are able to logically relate the items with the different health dimensions. For example, if they choose item # 1 (telling the truth), they can relate it with the following dimensions:

1. Physical – They will not feel stressed so their physical health will not suffer.
2. Emotional – They will not worry about what they have done.
3. Social – Their relationship with other people will not suffer and they will still be trusted because they tell the truth.
4. Mental – They will learn that the truth will set them free and they will not have to make up stories to cover up what they have done.
5. Moral-spiritual- They will preserve their integrity and honesty if they will tell the truth.

LESSON 1: ARE YOU REALLY HEALTHY?

Objectives:

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

Discuss the concept of holistic health

- Explain the dimensions of holistic health
- Analyze the interplay among the health dimensions in developing holistic health
- Practice health habits to achieve holistic health

Content:

- Holistic health
 - Concept
 - Dimensions

Background Information for Teachers

When students are asked about the meaning of health, they usually focus on the physical aspect only. It is important that students know the meaning of holistic health. It is harmony and balance in all aspects of one's health - physical, mental, emotional, social, and moral-spiritual.

Our mind and body send us signals, such as symptoms, if something is wrong with our health. Students must know that these signals must be addressed right away to ensure balance of the five dimensions of health.

Physical health includes the state of the body, its composition, development, functions, and maintenance. It is also associated with our physical needs for proper nutrition, activity, shelter, and protection from harm. These basic physical needs must be met in order to progress to a higher level of health. Physical health is a requirement for wellness in the other dimensions of health. It enhances and serves as a basis for achieving wellness in the other dimensions. The following practices will promote physical health:

- To keep the body and mind energized, eat nutritious food.
- To prevent eating disorders, avoid skipping meals or overeating.
- To cleanse the body, drink 8-10 glasses of water a day.
- To increase the immunity and endurance levels of the body, maintain fitness by exercising.
- To detect illness at an early stage, have regular checkups.
- To enhance adolescent's growth and development, have at least 7 hours of uninterrupted sleep daily.
- To prevent unhealthy consequences of addiction, avoid taking addictive substances.

Mental health refers to the cognitive ability and skills to improve one's quality of life. It is the ability to reason out, analyze, evaluate, create, and make rational decisions. Here are some ways to attain good mental health:

- Set realistic goals.
- Look at every opportunity with an open mind.
- Know the demands and expectations from you.
- Maintain a positive outlook when dealing with problems/conflicts.

Emotional health refers to the ability to accept and cope with one's own and others' feelings. Emotions affect almost all aspects of one's life including decision- making. Awareness of the signs and symptoms of emotional problems is very important. To help one attain emotional health, the following will help:

- Be aware of and accept one's strength and weaknesses.
- Handle stress and seek help, if needed.
- Develop strong communication networks among family, friends, and peers.

Social health refers to the ability to build and maintain harmonious/ satisfying relationships. Being socially accepted enhances emotional well-being. The following help one attain social health:

- Increase interaction with other people.
- Improve interpersonal communication skills.
- Assume a positive self- image.
- Interact with different types of people.
- Accept and understand different cultural norms.

Moral-spiritual health refers to one's faith, beliefs and values. Being morally and spiritually healthy is also looking for the meaning and purpose of life. There are no recommended ways to help attain moral-spiritual health. It is more about looking within oneself deeply and understanding one's existence and faith.

Day 2

Something to Ponder On

Activity 1: Stations of Health Dimensions (20 mins.)

Materials needed:

- 5 sheets of Manila paper on which are written the 5 dimensions of health, one dimension on each sheet
- 5 different colors of marking pens

1. Post the 5 sheets of Manila paper on the wall.
2. Divide the class into 5 groups and assign each group a station with a sheet of Manila paper and a marking pen.
3. Write these questions on the board:
 - What are the characteristics of the dimension?
 - How can you become healthy in this dimension?
4. Let the members of the group discuss the dimension assigned to it and write their answers to the questions on the Manila paper using their marking pen.

5. After 5 minutes, tell the groups to proceed thus:
 - Move clockwise to the next dimension.
 - Read what's on the paper and using their colored marking pen, check if they agree with each item written on the Manila paper.
 - Add the students' ideas.
6. Give the groups 3 minutes to stay in each station.
7. When all groups have gone to all the 5 stations, let them go back to their original dimension and have the group come up with their own concept of the dimension using the entries on the paper. Let them write their answer on the board.
8. Have each group leader share the concept of its health dimension

Activity 2: Confirm it (10 mins.)

Have the students read the “Something to Ponder On.” When everybody is through, say:

1. Read the part that relates to your dimension.
2. On your Manila paper, write the additional information you read about your health dimension. You may also wish to add more to your concept of the health dimension.

Activity 3: Take Actions for Your Health (10 minutes)

1. Let the students do “Take Actions for Your Health.”
2. Make sure that the activities written on each dimension are appropriate and that the students can justify their answers.

Activity 4: The Health Ring (15 mins.)

1. Tell the groups to revisit all the Manila paper and have them look for similarities in the entries showing the interrelationship among the dimensions.
2. Say:
 - Discuss in your group how your dimension is related to the others.
 - Choose a group member to report the results of your discussion.
3. After the reporting, let the students wrap up the discussion by showing how the dimensions are interrelated.
4. Show an interconnected ring with holistic health in the middle to illustrate the connections of the five dimensions of health.

Activity 5: Interrelatedness of Health Dimensions (5 mins.)

Let the students read Interrelatedness of Health Dimensions.

Say:

1. Everybody stand.
2. When I say GO, show the interrelatedness of health dimensions with—
 - a part of your body--GO. Call on a boy and a girl to explain their actions.

- Your whole body—GO. Call on another boy and girl to explain their actions.
- With another student—GO. Call on another 2 to explain their actions.
- As a group—GO. Call on a group to explain its action.

Assignment:

Connect it to Art: This can be an activity for an individual, a dyad or a triad.

Day 3

Activity 6: Connect It! (10 mins.)

Answers may vary.

Have them share their answers in class. As a student shares, tell the others to encircle on their paper the activity similar to what has been shared. After the sharing, call on students to say what have not been encircled on their paper. The others might be interested in doing the same activities.

Activity 7: Check Your Health Habits and Practices (10 mins.)

1. Let students accomplish the Health Habits and Practices inventory.
2. Call on volunteers to share their findings.
3. Ask the class if they are happy with their score. Why? Why not?

Activity 8: Gallery Walk (30 min.)

1. Have the students post their posters on the wall.
2. Have a gallery walk where everyone looks at each poster.
3. Then have each student/group stand beside their poster and explain their work one at a time.
4. Have the artists assess their posters using the rubrics, write their assessment on 1/4 piece of paper, write their names, and submit them to you.

Sum Up (10 mins.)

Do the Sum Up orally.

Enrichment Activity (15 mins.)

1. Tell the students to read more about the topic by reading books or visiting the website http://www.buzzel.com/articles/5dimensions_of_health.html.

Assignment

1. Ask the students to read Lesson 2.

Day 4

LESSON 2: CHANGES IN ADOLESCENTS

Objectives:

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

Recognize that changes in different health dimensions are normal during puberty

- Describe changes in different aspects of growth that happen to boys and girls during puberty
- Explain that the pattern of changes during puberty for each adolescent is similar but the pace of growth and development is unique

Content:

- Changes in health dimensions during puberty
 - Physical
 - Mental/intellectual
 - Emotional
 - Social
 - Moral-spiritual

Background Information for Teachers

Adolescence is a time of growth spurts and pubertal changes. During this period, adolescents may experience a growth spurt for several months followed by a period of very slow growth; then they will have another growth spurt. Adolescents may experience pubertal changes gradually. Several signs of sexual maturation may become visible at the same time. Some adolescents may experience these signs of growth earlier or later than others. Pubertal changes generally happen to girls between the ages of 10 to 11 and to boys 12 to 13 years of age.

Changes that Occur During Puberty

As a result of hormonal changes, sexual and other physical maturation occur during puberty. A gland in the brain, called the pituitary gland, increases the secretion of a hormone called follicle-stimulating hormone (FSH) as a child approaches puberty. In girls, the FSH activates the ovaries to start producing estrogen. In boys, the FSH causes the production of sperms.

It is difficult to know exactly when puberty will occur in boys. Changes occur, but they occur gradually and over a period of time, rather than as a single event. While male adolescents differ, the average ages when pubertal changes generally happen are the following:

- 12 to 13 years old
 - Start of puberty

- The first pubertal change: enlargement of the testicles
- Enlargement of the penis starts just about one year after the testicles begin enlarging
- 13.5 years old
 - Appearance of pubic hair
- 14 years old
 - Nocturnal emissions (or "wet dreams"):
- 15 years old
 - Growth of hair on the face and the armpit, voice changes, and acne appear

Girls also experience pubertal changes but these usually begin before boys of the same age. Each girl is different and may progress through these changes differently. The average ages when these pubertal changes occur are the following:

- 10 to 11 years
 - Start of puberty: The first pubertal change: development of the breast
 - Appearance of pubic hair: shortly after breast development
- 12 years old
 - Underarm hair
- 10 to 16.5 years old
 - Menstrual period

Something to Ponder On

Activity 1: Differences and Similarities (15 mins.)

Tell the students to look at the pictures of teenagers.

Ask:

1. How are the girls similar in the way they grow?
2. How are they different from each other?
3. How are the boys similar in the way they grow?
4. How are the boys different from each other?
5. How are the boys and girls similar?
6. How are the boys and girls different in the way they grow?
7. Does everyone follow the same growth pattern?

Have them read the text.

Activity 2: Check Your Life Skills (10 mins.)

1. Ask:
2. How many life skills do you practice to promote your health status?

- What do you plan to do with the life skills you are not practicing yet? Why?

Answers to this activity vary.

Emphasize the importance of developing life skills in promoting holistic health.

3. Call attention to the picture of the pituitary gland.

Ask:

How does the pituitary gland affect your growth and development?

Activity 3: We are Growing and Developing (15 mins.)

1. Let the class form five groups of the same gender.
2. Let the students work on their chart.
3. Tell the girls to consolidate their work and the boys to do the same.
4. Have the group leaders present the consolidated output by groups.

Sum Up: Changes-- Differences and Similarities (20 mins.)

Tell the students to do Sum Up.

Call on some students to present their work. Ask them if they have the same changes in each area of the Venn diagram. Tell them to revise their work if they misplaced some changes.

Enrichment Activity/Assignment

For additional information about significant changes during adolescence, ask the students to visit this website – <http://pubs.exl.vt.edu/350/350-850/35> Adolescent Growth and Development.

LESSON 3 DEALING WITH HEALTH CONCERNS

Objectives:

At the end of the lesson, the student should be able to

1. identify health concerns during puberty
2. apply coping skills in dealing with some health concerns during puberty

Content:

Management of health concerns during puberty

- Body odor
- Lack of sleep
- Posture problems
- Poor eating habits
- Lack of physical activity
- Dental problems (dental caries, halitosis, periodontal disease such as gingivitis)

Background Information for Teachers

Posture problem

Teenagers usually carry heavy backpacks and spend more time in front of the computer. This may affect their posture. If the backpack is too heavy and carried improperly, it can cause strain on the spine. Too much time spent on the computer with shoulders hunched and the head forward also affects posture.

Body odor

Body odor is an unpleasant smell our body gives off when bacteria that live on the skin break down sweat into acid.

Body odor is common among adolescents because of their overactive sweat glands. It is also common among people who are obese and those who regularly eat spicy foods, as well as those with certain medical conditions, such as diabetes. Those who sweat too much may also be susceptible to body odor.

Sweat itself is practically odorless to humans but it is the very fast multiplication of bacteria in the presence of sweat and what they do that eventually cause the unpleasant smell. Body odor usually occurs in the armpits, feet, groin genitals, pubic and other hair, belly button, anus, behind the ears, and to some extent, on the rest of the skin.

Some ways to prevent/lessen body odor are the following:

- Maintain clean armpits by washing them regularly and using anti-bacterial soap. This will lower the number of bacteria resulting to less body odor.
- Deodorant keeps the skin from giving off a bad smell. Antiperspirant, on the other hand, blocks the sweating action of the glands to lessen sweating.
- Daily washing or bathing with warm water helps kill bacteria on the skin. During hot weather, bathing more often than once a day is recommended.
- Aside from wearing clean clothes, use natural-made fibers, such as silk or cotton for clothing. This material allows the sweat to evaporate easily.
- Lessen the consumption of spicy foods, such as curry, garlic and others because these foods make the sweat more pungent.

Dental problems

Tooth decay or dental caries or dental cavities are common problems among adolescents. Bacteria in the mouth produce acids that attack the enamel of the tooth until a cavity is formed. Adolescents should form the habit of brushing their teeth using toothpaste with fluoride after every meal and flossing their teeth at least twice a day. Soft drinks or carbonated drinks contain sugar, that together with the acid in the mouth, attack the enamel of the teeth.

The wisdom teeth or third molars come out at the age of 15 to 25. These teeth can cause problems because the mouth is too small to adjust to new teeth and hence, they need to be removed. If the wisdom teeth have a place to grow, without affecting other teeth, they can be left to themselves. But if the adolescent experiences pain, facial swelling, mouth infection and gum-line swelling, then they should be extracted immediately. They can also destroy the second molars and impact the jaw joint.

When adolescents wear braces, they have to take certain precautions in order to avoid any more oral health complications. The most important precautionary measure is to brush the teeth regularly after every meal. Since food can be easily lodged in the braces, it is a good idea to brush carefully, using a toothbrush with soft bristles and fluoride toothpaste. In the morning, the

adolescent must floss between the braces and teeth. Food stuff, which is sticky or hard, must be avoided as it is very difficult to remove. Foods like caramel, chew candy, popcorn, and nuts must be avoided. Cleaning must be done by the orthodontist or general dentist, every five to six months.

Day 5

Something to Ponder On

Say:

The changes that you are experiencing now can bring about health concerns if something is not done right away. In our lesson today, you will have a chance to bring out your health concerns and seek advice on how to solve them or cope with them.

Activity 1: Our Health Concerns (40 mins.)

Materials needed:

1 Box for each dimension (5 boxes)
Pieces of paper for students' letters

1. Tell the students to write a letter about a health problem that bothers them. The problem can be about any dimension of health.
2. Let them drop each letter in the appropriate box labelled Physical/ Mental/ Social/ Emotional/ Moral-Spiritual concerns.
3. Divide the class into 5 groups and distribute a box to each group. Have the students study the letters in their box, organize the problems stated in the letters, and discuss how they will try to solve the problems.
4. The students might go to the library to research on the problems, make interviews, etc. The students should also plan how they will present their answers to the problems.
5. Before the end of the period, have the leaders report on their plans.

Activity 2: Health Concerns and Issues (20 mins.)

Let the students read the text on Health Issues and Concerns. Be on hand in case they want to ask questions or to consult with you.

Day 6

Activity 1: Presentation of Group Reports (30 mins.)

After each group report, have a discussion of the appropriateness of the suggested solutions, Then rate each group using the rubric.

Activity 2: Coping with our Health Concerns (15 mins.)

1. Have the students read the text on Coping Strategies.
2. Ask: In what situations might you use each?
3. As a student gives a situation, call on another student to give the appropriate coping strategy and say it with expression.

Activity 3: Self-Talk Bubble (15 mins.)

Answers to this activity may vary. The teacher should see how the students use positive statements to cope with the problem.

Assignment: Sum Up

Answers to this activity may vary. The teacher should check the appropriateness of the coping skills used by the students.

LESSON 4: HEALTH APPRAISED..... AND AMAZED!

Objectives: At the end of the lesson, the student should be able to:

1. Explain the importance of health appraisal procedures during adolescence in order to achieve holistic health
2. Avail of health services in the school and community in order to appraise one's health

Content:

- Health appraisal procedures
 - Height and weight
 - Vision screening
 - Health examination
 - Dental examination
 - Scoliosis test
 - Breast self-examination

Background Information for Teachers

It is important for the teachers to have information about the students' health conditions because the latter can contribute to or hinder in the students' ability to function in school satisfactorily. Any health conditions that may interfere with the students' learning process should be addressed. After knowing the present health status of the students, the teacher should encourage the parents to have the child submit to regular health examination. Proper referral and follow up should be done to help the students and the parents.

Health appraisal is done for the following purposes:

1. To make an appropriate appraisal of the students' present health status
2. Provide the students/parents/school health personnel with valuable information about health
3. Help determine students' fitness to participate in school activities
4. Discover any health problem which requires further investigation/examination and treatment

5. Give an opportunity for counselling of health problems/conditions discovered
6. Help secure immediate medical supervision for health problems detected
7. Provide valuable, positive and healthful experiences for the students

Remember, students' health examinations present ideal opportunities for teachers and other school health personnel to help students learn about their health status, health problems, and the possible course of actions necessary to address the problem. The teacher can use these occasions to inform each student about his/her health assets and praise him/her for good health behavior. Detected minor or major health problems of the student should be treated on a personalized health counselling basis. Students and parents can be helped on what steps to take, where to get help, and why they are doing these. Positive health behavior should be reinforced to help the students develop self-esteem and to value their health.

Day 7

Something to Ponder On

Homework (15 mins.)

Check the homework of the students as a class. Have them recite their answers/

Activity 1: Preparing for Health Appraisal (15 mins.)

- Discuss the health appraisal procedures.
- Assign a leader to follow the instruction posted in each station for his/her group to work on later.
- Give each leader time to organize his/her group for the screening procedures

Activity 2: Health Appraisal Stations (30 mins.)

- Station 1: Height taking
- Station 2: Weight taking
- Station 3: Vision testing
- Station 4: Scoliosis test

Day 8

Activity 3: Organize What You Know (10 mins)

Answer Key

- Medical exam - Keeps you informed about your general health status
- Dental exam - Keeps you informed of any dental problems
- Height taking - Gives you an idea about your growth rate
- Weight taking - Keeps you aware if you are within your ideal weight
- Vision test - Keeps you informed of your visual acuity
- Scoliosis test - Keeps you informed of any abnormal curvatures of the spine
- Breast self- examination - Checks unusual lumps

Breast Self-Examination (15 mins.)

1. Make arrangements with the nurse and dentist to provide students with their medical and dental results usually done by the school physician, nurse and school dentist at the start of the school year.
2. Breast self-examination should be discussed among girls only. If the teacher is male, request a female teacher to be a resource person and meet all the girls in one class. . Boys can work on Enrichment activity by reading health books about health appraisal.

Breast Self- Examination

Every woman should do breast self- examination every month. The steps in doing this are the following:

1. You can do this while taking a shower. With fingers flat, examine gently every part of each breast. Use the right hand for the left breast, and the left hand for the right breast. Check carefully for any lump, hard knot, or thickening.

2. You can do this in front of a mirror. Examine each breast with arms at the sides, and then raise your arms high overhead. Look closely for the following:
 - changes in shape of each breast
 - swelling, redness
 - dimpling of the skin
 - changes in the nipple

Next, with palms on hips, press down firmly to flex the chest muscles. Check the breast again carefully.

1. Do the following lying down:

- Place a pillow or folded towel under the right shoulder.
- Place your right hand behind your head.
- With the fingers of your left hand flat, press gently in small circular motion around an imaginary clock face. Start at the outermost top or 12 o'clock position of your right breast, and then move your left hand to 1 o'clock and so on around the circle back to 12 o'clock. Move the hand inch by inch toward the nipple. Keep circling to examine every part of the breast, including the nipple. Do the same on the left breast.
- Press the nipple of each breast gently between the thumb and index finger. Note any discharge such as milk or blood. Report this immediately to a doctor.

Activity 2: My Health Screening Contract (Home work)

Give students instruction on how to do the Health Screening Contract.

Activity 3: My Health Plan of Action (15 mins.)

(An on- going activity to be recorded by students and to be submitted at the end of the quarter)

Use rubrics below to assess students' Health Plan of Action

Health Plan of Action Rubrics

Level of achievement		Description
Outstanding	4	Plan of activities is attainable and health-oriented; procedure is easily implemented to reach the goal.
Very satisfactory	3	Plan of activities and processes are positive, realistic, and somewhat health-oriented.
Satisfactory	2	Some plans and processes are positive and realistic; little health value is seen.
Fair	1	Plan of activities is not focused and is unrealistic for abilities or present level of development.
Needs improvement	0	No plan of action is mentioned
SCORE		

Sum Up: Express Your Understanding (20 mins.)

Answers to this activity may vary.

Day 9

Preparing for the exhibit of projects done.

LESSON 1: HEALTHFUL EATING GUIDELINES

Objectives:

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

1. Follow the appropriate nutritional guidelines for healthy eating
 - explain the need to select food based on the nutritional needs of adolescents

Content:

- Nutritional Guidelines
 - Food selection based on adolescent's nutritional needs

Background Information for Teachers

Nutrient requirement of Adolescents

The unique growth that takes place in adolescence demands for an increased need for energy and nutrients. Adolescents' total nutrient needs are higher than at any other time in their lifecycle. Nutrition and physical growth are integrally related; optimal nutrition is necessary for achieving full growth potential. Failure to have an adequate diet at this stage can result in delayed sexual maturation and can slow down linear growth.

Nutrition at this stage is important to help prevent adult diet-related chronic diseases, such as cardiovascular disease, cancer, and osteoporosis. Before puberty, nutrient needs of boys and girls are the same. But during puberty, body composition and biologic changes (e.g., menarche) appear which affect gender-specific nutrient needs. Their nutrient needs increase sharply during adolescence. At the peak of the adolescent growth spurt, the nutritional requirements may be twice as high as those of the remaining period of adolescence.

Healthful Eating

Healthful eating can give us the chance to live longer and prevent lifestyle diseases. Following healthful eating guidelines will promote good health through proper nutrition. It is a simple message on what foods and food components are necessary for an adequate and balanced diet. Desirable food and nutrition practices and habits are encouraged.

Fatty foods, saturated fat and cholesterol can raise blood pressure and weight. The risk of adult diabetes increases when one is obese. These factors increase the risk of heart disease. Cholesterol in the diet, if not too much is harmless, but too much of it increases its level in the blood stream. Foods of animal origin such as meat, poultry, shellfish, shellfish, eggs, and dairy products contain cholesterol. Egg yolk and organ meat contain cholesterol the most. Egg white does not contain cholesterol and fat. When we add only the egg white in preparing our dishes we avoid the cholesterol content of egg yolk. The recommended amount of dietary cholesterol is 300mg daily. Remember, the main factor in increasing the blood cholesterol levels is not eating excess cholesterol. It is consuming too much of the long chain saturated fat found in animal fat. We should encourage and teach our students to limit the intake of solid fats (major sources of saturated and transfatty acids), cholesterol, sodium, added sugars, and refined grains.

Transfatty acids are unhealthy forms of fatty acids. It is processed through the chemical process of hydrogenation of oils. This process solidifies liquid oils and it also increases the shelf life and flavor stability of oils, and even the foods that contain transfatty acids. These are commonly found in some margarines, cookies, vegetable shortenings, crackers, and snack foods like French fries.

Transfat is worse as this increases bad cholesterol that puts us at risk of having a stroke and coronary artery heart disease. Remember, polyunsaturated

fats found in vegetables are good; they lower our cholesterol, but saturated fats are bad for us.

If we want to set a fat gram limit daily for our weight loss program, we can record what we eat and note the fat gram content. Some foods are low in fat, such as whole wheat bread, rice and pasta. Fish, shellfish, and skinless chicken are low in fat. Baked or boiled potatoes, a generous amount of vegetables, and fruits are fat-free.

Another thing that we must be aware of is our sodium/salt intake. Too much salt intake can lead to high blood pressure. It is necessary that we prevent this as high blood pressure may lead to stroke, heart disease, and kidney disease. Early in life children and adolescents must regulate their salt intake.

Instant noodles, chips, “chicharon,” canned foods, and processed meats, such as hotdog, ham, and bacon contain large amounts of sodium. Children and adolescents must be aware of this.

Remind your students to eat right. The following reminders will guide them:

- drink enough water
- make a healthy choice
- know the servings needed
- use the Food Guide Pyramid
- be aware and careful of the fat contained in food

Day 2

Activity 1: Activity: Word Search (20 mins.)

Materials needed:

Manila paper or brown paper

Marking pen

Let the students answer Word Search individually then as groups of 8.

- Nutrition
- Nutrient
- Calories
- Diet
- Foods
- Rice
- Iron
- Calcium
- Energy
- Egg
- Milk

Let the students work on the definition map. Ensure that the groups work on different

words in preparing their definition map. Have the groups present their definition maps to the class.

Activity 2: Check Your Daily Food Diet (10 mins.)

Answer to this activity may vary. This activity allows students to evaluate the foods they eat and decide on what to do after becoming aware of their food choices. It also teaches them to develop self monitoring, self- awareness, and decision-making skills. Call on students to share their answer to the questions.

1. Did you eat meals regularly?
2. What did you discover about the food you ate?
3. Where do you usually eat your meals?
4. Were you able to follow most of the nutritional guidelines?
5. Which guidelines were you not able to follow?
6. What do you plan to do now?
7. Will it help? How?

Evaluate their answer based on the following criteria:

- appropriateness of the plan
- practicality of the plan
- correctness of their concepts about right food choices and balanced and safe diet

Activity 3: Check Your Nutrition Life Skills (10 mins)

Answers to this activity may vary. Remind the students that these life skills must be developed to help them maintain good nutrition habits/practices.

Activity 4: Can You Help? (20 mins.)

Tell the students to read “Nutritional Needs of Adolescents.”

In this activity the students analyze the situation and answer the questions based on what they have learned from the text.

Answer Key:

1. Answers will vary.
2. Jose can replace the potassium lost in his body by eating vegetables, cereals, meat, dried fruits, and milk.

Assignment: Give them the assignment. Ask them to do Activity 5.

This activity can be given as an individual or group assignment to be presented on the next meeting. It will give students the opportunity to correlate and apply the skills learned in other learning areas. This will help them develop verbal and non-verbal communication in advocating something and their interpersonal relationship by working with a group.

Guide the students in their output by giving them the criteria in assessing their individual or group work.

Their presentation can be assessed based on the following criteria:

- Clarity of the message
- Accuracy of information
- Message impact

Day 3

Activity 5: Let's Advocate Healthy Eating! (45 mins.)

Have the students/groups present their work. After each presentation, have the class evaluate using the criteria or groups can be assigned to take turns being evaluators.

Sum Up (15 mins.)

Answers will vary depending on students' understanding, personal choices, attitudes and beliefs. Lead them to the concept of a balanced diet and healthy eating as they answer the Sum Up.

- Tell the students to complete the unfinished statements.
- Have the students share and explain their answers.

Enrichment Activity

This activity will provide additional information to students and will expose them to other learning materials, such as ICT. Suggest books they can use in the library for additional reading. Visit the suggested website first so that you will be ready to answer any possible questions of students. Visit the following websites:

<http://fnri.dost.gov.ph/index.ph>

Nutritional guidelines for Filipinos

LESSON 2: THE FOOD GUIDE PYRAMID FOR A HEALTHY LIFE

Objectives:

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

1. follow the Food Guide Pyramid for adolescents in choosing food to eat
2. discuss the importance of following the nutritional guidelines appropriate for Filipino adolescents

Content:

- The Food Guide Pyramid
- Nutritional Guidelines for Filipinos appropriate during puberty

Background Information for Teachers

The Food Guide Pyramid is a useful tool for making healthful choices each day. Eating the proper daily serving from each food group will help one achieve a balanced diet.

Remember that there are several factors to consider in consuming the recommended number of servings in the Food Guide Pyramid:

- Person's lifestyle
- Activities the person engages in daily
- Person's present weight whether she/he is trying to gain/lose weight

The daily intake of one cannot be applied to everyone if the above factors will be considered. It depends on a person's lifestyle and how much exercise she/he is involved in every day. If a person is trying to gain weight then she/he should consume the highest amounts of recommended servings; if a person is trying to lose weight then she/he should aim for the lowest recommended servings per day.

The Food Guide Pyramid is very useful in helping us balance the food we eat every meal. It guides us in the preparation of balanced meals for our family or to include serving of foods from different food groups. It is important to eat a variety of foods from each food group because foods within the same group have different combinations of nutrients. For example, some fruits, such as guava and oranges are good sources of Vitamin C, while papaya and "chesa" are good sources of vitamin A, so eating different fruits from this food group is good.

How many servings of each food group per day should a person consume?

Foods	Women - Children - Elderly	Teenage girls - Active Females - Males	Teenage boys - Active Males
Calorie level	Approx . 1,600	Approx. 2,200	Approx. 2,800
MILK Group Products	2 to 4	2 to 4	2 to 4
MEAT Group	2	2	3
VEGETABLE Group	3	4	5
FRUIT Group	2	3	4

BREAD and Cereals	6	9	11
Total Fat in grams	36 to 53	36 to 53	62 to 93

Day 4

Something to Ponder On

Tell the students to read the text and afterwards do Activity 1.

Activity 1: Am I Eating the Right Food? (20 mins.)

This activity will help students assess their eating habits/practices and their food preferences/choices. They will be given the opportunity to analyze their food intake according to the different food groups in the Food Guide Pyramid.

Questions to answer:

1. What do you observe about your food intake?
2. Which food group do you have most in your list?
3. Which food group do you have less in your list?
4. Why did you choose those foods?

Answers:

The answer to this activity may vary depending upon the students' food intake and choices.

Activity 2: Canteen Visit (25 mins.)

Group the students with 6-8 members in a group. Set standards for the canteen visit and have the leaders take responsibility for the behavior of their group members. The actual visit should last for 10-15 minutes or this can be assigned to the students, then have a class discussion of their observation at the next meeting.

This activity will give students actual experience to observe their schoolmates in the school canteen. They will become observant and aware of the foods being served in the canteen. They can apply what they have learned in evaluating foods whether nutritious and not nutritious.

Questions to answer:

- To what food groups do most of the foods belong?
- Does the canteen serve nutritious food?
- Do they serve less nutritious foods such as chips, carbonated beverages and "artificial" fruit juices?
- Are the foods appropriate to students' dietary needs?
- What foods do students mostly buy?
- Are they choosy in selecting their lunch/snacks?

- Do students eat hurriedly?

Class discussion of their observation

This can be done inside the classroom already.

Write your observation/recommendation by finishing the following:

Our school canteen_____

Most of the students' eat_____

I suggest that our school canteen_____

I recommend that students_____

Answer Key

The answer to this activity may vary depending upon the students' observations and recommendations.

Activity 3: A Healthy Meal for Me (10 mins.)

This activity will give students opportunity to show their understanding of the lesson by preparing a healthy meal based on their needs using the Food Guide Pyramid.

Use rubrics to assess the students' output.

Sum Up (10 mins.)

This activity will help students to present their understanding of the important concepts through the use of a graphic organizer. No specific organizer is recommended; let the students express their creativity in connecting the ideas/concepts they have learned. They can also make sentences and form a paragraph using the words/phrases given.

Enrichment Activities

1. To learn more about Food Guide Pyramid you can visit this website – <http://www.the-food-guide-pyrami>. This enrichment activity will give students additional information about the topic.
2. Fact or Fallacy?

A Healthful Diet

Give this as an assignment so the students can prepare for it.

Let the students prepare this activity in groups of 6 to 8.

Directions: Choose foods from the Food Guide Pyramid. Show what kinds of food you need every day and the number of servings you need from each food group.

- (40 points)** 1. Cut out pictures of different kinds of foods. Show the correct number of servings you need from each food group. For example cut out 6 to 11 pictures of foods from the bread, cereals, rice, root crops, and noodles group.
- (20 points)** 2. Draw a big paper plate on construction paper. Paste the cut-out foods on the plate.
- (20 points)** 3. Write one way your body uses food from each food group.
- (20 points)** 4. Use proper grammar.
- (100 points)** 5. Total points

Day 5

Activity: A Healthful Diet (60 mins.)

1. Have the students exhibit their work
2. When everybody is finished, have a Gallery Walk to enable everyone to view all the exhibits.
3. One student from each group should stay beside their exhibit to explain their work as the viewers stay in their area.

LESSON 3: DO YOU EAT RIGHT?

Objectives:

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

1. Discuss the nutritional problems among adolescents.
 - Analyze the current nutritional status of Filipino adolescents.
 - Describe the signs and symptoms, prevention, and control of malnutrition (underweight and overweight) and micro-nutrient deficiencies.
 - Explain the characteristics, signs and symptoms, prevention and control of eating disorders (anorexia nervosa, bulimia nervosa, compulsive eating disorders).

Content:

Nutritional Problems of Adolescents

- Malnutrition
 - Underweight
 - Overweight
- Micro-nutrient deficiencies
- Eating disorders
 - Anorexia nervosa
 - Bulimia nervosa
 - Compulsive eating disorder

Background Information for Teachers

Our body is like a computer system. It can calculate the calories you eat and burn. Your body can either burn or store the food calories you eat.

Calorie, what is it? It is energy, or fuel that you need to run your body like a virus-free computer machine. The calories in food provide a measure of the energy content of the food. The number of calories that you need depends on the size of your body and your level of activity. A large person requires more calories than a small person, an active person requires more calories than a sedentary person, and men require more calories than women.

Every calorie you eat must be burned off. If you eat too many calories and you are not active, what will happen to the excess calories? It will end up as fat in your tummy, thighs, butt, and other places in your body where it is unwanted. If you eat as many as you burn off, it is not a problem. You can maintain your weight. If you are engaged in regular exercise and eat a healthy balanced meal, you burn more calories than you take in daily and you will be on your path towards losing weight.

Remember that the amount of energy you put into your body (food calories) and the amount of energy you burn off through your regular physical activity should be balanced to maintain or manage your weight.

Malnutrition can be being underweight, overweight and also suffering from micronutrient malnutrition for this lesson. The most common cases of micronutrient malnutrition all over the world are Vitamin A deficiency (VAD), iron deficiency anemia, and Iodine deficiency disorder (IDD). Strategies that the government can implement to stem these micronutrient deficiencies are advocacy food-based strategies that include taking micronutrient-rich foods; food fortification; supplementation; and global public health and other disease control measures. Food-based strategies, which include food production, dietary diversification and food fortification, are the most sustainable approaches to increasing the micronutrient status of populations. These approaches not only prevent micronutrient deficiency problems but also contribute to general malnutrition prevention.

Day 6

Something to Ponder

Tell the students to read the text.

Activity 1: How're My Eating Habits and Practices (10 mins.)

This activity makes students aware of their eating habits/practices. It will reveal some of the common reasons why some adolescents have malnutrition problems. Through this activity students will be able to critically analyze their eating habits and practices. This will help them make responsible decisions to improve these.

Answer to this activity varies as students have different eating habits/practices.

Questions:

- What can you say about the results of your answer to this activity?
- Do they reveal something negative about your eating habits and practices?
- Ask some of your classmates if they have similar answers

Activity 2: Let's Do an Eating Habit Survey (20 mins.)

This activity makes students aware of their eating habits/practices. It will reveal some of the common reasons why some adolescents have malnutrition problems. Through this activity students will be able to critically analyze their eating habits and practices. This will help them make responsible decision to improve these.

Answer to this activity varies as students have different eating habits/practices.

Survey Presentation (30 mins.)

- Present the results of the 6th National Nutrition Survey for Filipino adolescents.
- Ask the students to get the salient information about the nutritional status of Filipino adolescents.
- Ask the students to analyze the data gathered.
- Ask them to write generalizations out of the data presented.

DAY 7

Activity 3: Internet Detectives (10 mins.)

Assignment: Give the instructions for the research and preparation of the presentation to the whole class the following meeting.

Activity 4: GO's and NGO's: Our Partners

This can be a group assignment for the students to research about this topic. Assign a different GO/NGO to every group.

1. Department of Education
2. Department of Health
3. Department of Social Welfare and Development
4. Department of Science and Technology
5. Department of Agriculture and Natural Resources
6. Food and Nutrition Research Council
7. Etc.

Presentation of the research will be 5 minutes per group. Evaluate the group's presentations using rubric.

Activity 5: Check Your Eating Practice (20 mins.)

This activity will reveal different eating disorders of adolescents. It will also make students aware of unhealthy eating practices.

Answer to this activity varies

Answer the following questions after the activity.

- How do you find your eating practice?
- What do you plan to do with what you discovered about your eating practice?

Answer to this activity varies as students have different eating practices.

Activity 6: What's this Disorder? (20 mins.)

This activity will develop critical thinking skills of students as they analyze the situation.

Questions to answer:

- What eating disorder does Josie have?
- What can you suggest to Josie so she can overcome her problem?
- What are the dangers if this problem is not corrected?

Answers:

What eating disorder does Josie have?

- Bulimia

What can you suggest to Josie to overcome this problem?

- Undergo psychological and nutritional counseling and medical diagnosis.

What are the dangers if this problem is not corrected?

- Damage the heart due to starvation.
- Damage the tooth enamel and injure the mouth and throat due to stomach acids coming out caused by frequent vomiting
- Overeating can cause the stomach to enlarge and vomiting can cause the stomach to rupture.
- Damage your kidney due laxative abuse
- Vomiting and laxative abuse can lead to dehydration and serious malnutrition.

Play Acting (15 mins.)

Play act as a group persons with different eating disorders and have the class guess what is being depicted.

DAY 8

Group presentations on Activities 3 and 4.

DAY 9

Food Facts and Fallacies (30 mins.)

1. Presentation of the students' assignment about Food Facts and Fallacies
2. Class discussion on Food Facts and Fallacies

This activity will correct misconceptions about foods and other related issues.

1. Extra virgin olive oil is the best oil.
Both FACT and FALLACY

Facts:

- Olive oil, sunflower oil, nut oils, linseed oil etc., are healthier for you.
- It is one of the healthiest forms of oil available and it contains the omega-6 essential fat which is very important for your cellular and cardiovascular health.
- What is sad about it is that, all fats and oils are still a high energy food, and contribute to weight gain

2. Obese individual should be given poor diets.

Fallacy

Facts:

Poor diet will deprive their body of food elements needed for proper body functioning.

3. You need meat for protein.

Fallacy

Facts:

There are proteins that are even more superior to the protein from meat and can be obtained from vegetables such as soy beans, potatoes and green vegetables and some nuts such as cashews and almonds. We have been made to believe that potatoes are a pure source of starch but these are also good source of large amount of complete protein similar to the protein in eggs.

4. Cholesterol free means 'fat free.'

Fallacy

Facts:

- Cholesterol is made by our body from dietary fat. Cholesterol free products may not contain the fat molecules we call cholesterol but it may have hundreds of other types of fats.
- You have to read the label carefully as poor nutrients are often added to improve the taste such as sugar and salt.

5. 'Fat free' is 'calorie free'

Fallacy

Facts:

This means there is no or minimal fat in the product but there are added nutrients like sugar with high energy value. It is important to read the Nutrition Information Panel on the pack of the products.

6. If you eat a diet high in fat, you will store more body fat.

Fact

Facts:

- Fat is stored easily as body fat than other nutrients. It is already in the right form for storage

7. Carbohydrates are not good to eat after 4PM as they promote weight gain.

Fallacy

Facts:

- Carbohydrate foods are low in energy compared to fat, what you add to these may promote weight gain such as creamy sauce, spreads on bread, oily fried rice and others.
- Weight management is more about your total energy intake versus energy used.

8. Sugar is not good for people with diabetes.

Both Fact and Fallacy

Facts:

- High Glycemic Index foods have quick and large effect on blood sugar levels. Low GI foods have a more sustained effect on blood sugar levels and energy.
- GI in white sugar is moderate, it is not the worse but you have to be careful with the hidden sugar in the foods. You can check it by reading the Food Nutrition Labels and ingredient lists.
- Remember, at content, balance of nutrients and GI is more important than 'sugar'

9. Reducing salt intake can reduce blood pressure

Fact

Facts:

- Reducing the salt in the diet can help to lower blood pressure but losing weight will have a greater effect on blood pressure.
- Eating more fruits, vegetables and increasing fiber intake is also advisable

10. Eating fish makes you smarter.

Fact

Facts:

Fish oil contains omega-3 fats that are found essential for proper brain function. It is really smarter to eat more fish.

Have the students share their Nutrition FACT or FALLACY question

Sum Up (30 mins.)

Let the students get something from their belongings that will symbolize their most important learning from the lesson and share this in class.

Culminating Activity

At the end of the quarter let the students showcase what they have learned by preparing an exhibit of posters, slogan and pictures of food groups. They can also prepare a puppet show using nutrition concepts learned. Prepare and display different meals for active adolescents using the Food Guide Pyramid and the healthful eating guidelines.

TEACHING GUIDE

Health Grade 7

Module 2: EATING RIGHT FOR A HEALTHY LIFE

Key Stage Standard Grades 7-10: The learner demonstrates understanding of key concepts of health in achieving, sustaining and promoting wellness to ensure good quality of life for the individual, the family, and the larger community.

Grade Level Standard: The learner demonstrates understanding of growth and development, nutrition, prevention and control of communicable diseases and community and environmental health and their impact on fitness and health.

Content Standard: The learner demonstrates understanding of nutrition for a healthy life.

Performance Standard: The learner makes inform decisions in the choice of food to eat.

Time Allotment: 60 minutes/week

EATING RIGHT FOR HEALTHY LIFE

Overview

This module highlights the importance of proper nutrition for a healthy life. It also focuses on the need to develop proper food choices based on nutritional needs of adolescents and following the Food Pyramid Guide and the nutritional guidelines for Filipino adolescents to maintain health. In addition, nutritional problems of adolescents are also discussed-- their signs and symptoms, prevention and control.

In addition, students will be exposed to activities that will help them develop/practice different life skills, such as critical thinking and decision making skills in selecting food to eat.

This Module has 3 lessons that will be taken in 10 meetings of 60 minutes per week.

Day 1

Motivation:

Call the students' attention to the pictures of the different food groups.

Ask: Which of these foods do you usually eat?

Are these healthy foods?

Why do you say so?

What do you think will you learn in this module?

Say: Let's see how much you know about our lesson. Answer the Pre-test below.

Pre-Test Answer Key:

<p>I</p> <ul style="list-style-type: none">1. C2. D3. C4. D5. B6. B7. C8. A9. C10. D <ul style="list-style-type: none">11. C12. A13. C14. B15. A16. A17. A18. D19. B20. D	<p>II</p> <p>Answer to this will vary.</p>
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MODULE 2 GRADE 7 POSTTEST

I. True or False

Answer Key

1. False
2. False
3. False
4. True
5. True
6. True
7. True
8. False
9. True
10. False

II. Multiple Choice

Answer Key

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

III. Directions: Categorize the different food products according to food groups in the Food Guide Pyramid.

1. Rice - bread, cereal, rice, root crops and noodles group
2. Eggs - Meat, poultry, dry beans, eggs, and nuts group
3. Cakes - sweet group
4. Spaghetti - bread, cereal, rice, root crops and noodles group
5. Margarine -- fats, oil group
6. Glass of milk - Milk & milk products group
7. Peanuts, meat - Meat, poultry, dry beans, eggs, and nuts group
8. Gabi, capote, obi - bread, cereal, rice, root crops and noodles group
9. Banana, guava, artis - Fruits group
10. Patchy, squash, capote tops - vegetable group

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TG POSTTEST HEALTH 7

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

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

- C. 1. P
- 2. S
- 3. E
- 4. P
- 5. M
- 6. M
- 7. MS
- 8. S
- 9. S
- 10. MS

D. All check. Ask the students the reason for each.

E. Answers will vary.

F. Answers will vary.

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