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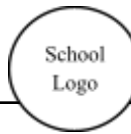
Bansang Makabata



Batang Makabansa



BAGONG PILIPINAS



School
Logo

Name of School:		Quarter:	4th Quarter
Grade Level & Section:	Grade 7	Week:	Week 1 Day 4
Subject:	PE&HEALTH	Date and Time:	
Topic:	Concept of Safe and Healthy Eating Importance of Safe and Healthy Eating	Teacher:	

I. CONTENT, STANDARDS AND LEARNING COMPETENCIES		ANNOTATIONS
A. CONTENT STANDARDS	The learners demonstrate understanding of healthy eating, and rhythmic activities and dances in promoting community wellness for active and healthy living.	
B. PERFORMANCE STANDARDS	The learners participate in rhythmic activities and dances in promoting community wellness for active and healthy living.	
C. LEARNING COMPETENCIES LEARNING OBJECTIVES	Learning Competency: discuss basic first aid concepts, objectives, principles, and procedures for managing common conditions. 1. Understand the importance of providing immediate care in emergency situations. 2. Recognize common emergency scenarios where immediate care is important. 3. Demonstrate the proper steps for assessing and managing common injuries or medical emergencies 4. Identify common medical conditions that may require first aid intervention. 5. Demonstrate knowledge of appropriate first aid procedures for managing common medical conditions.	

I. CONTENT

First Aid Concepts, Objectives, and Principles

- Immediate and Temporary Care Given While Waiting for Medical Assistance
- Aims to Lessen Pain, Prevent Further Injury, and Prolong Life
- Insect and Animal Bites, Wounds, Burns, Bleeding, Fainting, Food and
- Other Forms of Poisoning, Choking, Hyperventilation, Heat-Related Conditions, and Others
- First Aid Procedures for Managing Common Conditions

II. LEARNING RESOURCES

A. REFERENCES

Philippine Red Cross Working towards School Safety The teacher may use this link for reference:
https://www.rcrc-resilience-southeastasia.org/wp-content/uploads/2018/02/Philippines_Web.pdf

B. OTHER LEARNING RESOURCES

Doria, J. P., Gonzales, M. C., Sedilla, L. J., & Cagulang, J. (2014). Physical Education Unit 2: Social Dances and Dance Mixers. Department of Education.
<https://www.coursehero.com/file/78437274/9-PE-LM-Mod2v10pdf/> AlSCO First Aid. (n.d.). First Aid Glossary.
<https://alscofirstaid.com.au/first-aid-resources/first-aid-glossary/> Cleveland Clinic. (n.d.). Heimlich maneuver.
<https://my.clevelandclinic.org/health/treatments/21675-heimlich-maneuver>

III. TEACHING AND LEARNING PROCEDURE

BEFORE/PRE-LESSON PROPER

ACTIVATING PRIOR KNOWLEDGE

Short review

Bites – Injuries caused by animal, human teeth, or insect stings, leading to puncture wounds, cuts, or infections.

Wounds – Damage to the skin or tissues, ranging from minor cuts to severe lacerations, often caused by accidents or sharp objects.

Burns – Injuries from heat, chemicals, electricity, or radiation, varying in severity from mild redness to severe tissue damage.

Bleeding – Loss of blood from damaged vessels; can be external (visible) or internal (hidden).

	Fainting – Temporary loss of consciousness due to a sudden drop in blood flow or oxygen to the brain. Poisoning – Ingestion, inhalation, or absorption of harmful substances such as chemicals, medications, or toxic plants. Choking – Blockage in the airway preventing effective breathing, potentially life-threatening. Hyperventilation – Rapid, shallow breathing causing an imbalance of oxygen and carbon dioxide in the body. Heart Attack – Blocked blood flow to the heart, leading to heart muscle damage or death. Stroke – Disruption of blood flow to the brain, either from a blocked (ischemic) or burst (hemorrhagic) blood vessel, causing brain damage.	
LESSON PURPOSE/INTENTION	True or False 1. Bites can cause both infections and venom reactions. ____ (True/False) 2. Minor cuts and scrapes require immediate surgical treatment. ____ (True/False) 3. Burns caused by electricity should be cooled with ice immediately. ____ (True/False) 4. Internal bleeding is often visible to the naked eye. ____ (True/False) 5. Third-degree burns cause severe tissue damage and require medical attention. ____ (True/False)	Answer: 1.true 2.false 3.false 4.false 5.true
LESSON LANGUAGE PRACTICE	Unscramble the following letters to form words related to first aid and common conditions: 1. TIBES - _____ 2. SWODUN - _____ 3. NRUBS - _____ 4. INFAITNG - _____ 5. KOESTR - _____	Answer: 1. bites 2. wounds 3. burns 4. fainting 5. stroke
DURING/LESSON PROPER		
READING THE KEY IDEA/STEM	Bites • Signs: Visible bite marks, swelling, redness, pain, puncture wounds, bleeding. • Symptoms: Pain, localized numbness or tingling, itching, inflammation, fever (in some cases). Wounds	

	• Signs: Open skin, bleeding, swelling, redness, presence of foreign objects. • Symptoms: Pain, tenderness, warmth, pus or discharge, fever (if infection develops). Burns • Signs: Redness, blistering, swelling, charred or blackened skin, peeling. • Symptoms: Pain, tenderness, difficulty moving, shock (in severe cases). Bleeding • Signs: Visible blood, bleeding from a wound, blood pooling on the skin or ground. Symptoms: Weakness, dizziness, lightheadedness, rapid heartbeat, low blood pressure. Fainting • Signs: Loss of consciousness, pale or flushed skin, sweating, shallow breathing. • Symptoms: Dizziness, lightheadedness, blurred vision, nausea, confusion. Poisoning • Signs: Nausea, vomiting, abdominal pain, diarrhea, sweating, difficulty breathing. • Symptoms: Dizziness, headache, weakness, confusion, seizures, loss of consciousness. Choking • Signs: Inability to speak or breathe, clutching at throat, cyanosis (blue skin). • Symptoms: Gasping for air, wheezing, coughing, panic, loss of consciousness. Hyperventilation • Signs: Rapid breathing, deep breathing, chest pain, dizziness, tingling in extremities. • Symptoms: Shortness of breath, feeling of suffocation, numbness or tingling in fingers or lips. Heart Attack • Signs: Chest pain or discomfort, shortness of breath, nausea, lightheadedness, cold sweat. • Symptoms: Pain or discomfort in arms, back, neck, jaw, or stomach, fatigue, anxiety. Stroke • Signs: Sudden numbness or weakness in face, arm, or leg (especially on one side of the body), confusion, trouble speaking or understanding speech, difficulty walking, severe headache. First Aid Management	
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	Bites - Clean the wound with soap and water, apply an antibiotic ointment, and cover it with a sterile bandage. Seek medical attention if it's a severe bite or if there are signs of infection. Wounds - Clean the wound with mild soap and water, apply pressure to stop bleeding, and cover with a sterile bandage or clean cloth. Seek medical attention if the wound is deep, large, or shows signs of infection. Burns - Cool the burn under cool, running water for at least 10 minutes, cover the burn with a sterile dressing, and seek medical attention for severe burns, burns to the face, or burns that cover a large area of the body Bleeding - Apply direct pressure to the wound with a clean cloth or bandage, elevate the wound if possible, and continue applying pressure until bleeding stops. Seek medical attention if bleeding is severe or cannot be controlled. Fainting - Lay the person flat and elevate their legs, loosen any tight clothing, and provide fresh air. If the person does not regain consciousness within a minute, seek medical attention. Poisoning - Call poison control immediately for guidance, remove any contaminated clothing, and rinse the affected area with water if appropriate. Seek medical attention if symptoms are severe or if the substance ingested is toxic Choking - Perform abdominal thrusts (Heimlich maneuver) to dislodge the obstruction, encourage coughing if the person is able to cough, and seek medical attention if the obstruction cannot be cleared. Hyperventilation - Encourage slow breathing, breathing into a paper bag if available, and reassurance. Remove the person from stressful situations if possible and seek medical attention if symptoms persist. Heart attack - Call emergency services immediately, help the person rest in a comfortable position, and assist with any prescribed medication (e.g., aspirin). Monitor the person's vital signs and be prepared to perform CPR if necessary. Stroke - Recognize the signs of stroke (FAST: Face drooping, Arm weakness, Speech difficulty, Time to call emergency services), keep the person calm and comfortable, and provide reassurance while waiting for medical help.	
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DEVELOPING and DEEPENING UNDERSTANDING OF THE KEY IDEA/STEM	DAY 4 SUB-TOPIC 4: First Aid Procedures for Managing Common Conditions Explicitation Activity 11: "First Aid Fact or Bluff Challenge!" Game Setup: The class will be divided into five (5) groups. A set of statement cards, each containing either a true or false first aid fact, will be prepared, with an equal number of true and false statements. Game Rule: • A statement will be read aloud, and the team must decide whether it is a true fact or a false bluff. Teams have a limited time to discuss and reach a consensus on their answer. (5 seconds) • After making their decision, the team reveals their choice to the moderator. • If the team correctly identifies the statement as a fact or bluff, they earn points. Incorrect guesses result in no points awarded. • The team with the highest total score at the end of all rounds wins the game. • Statements: 1. Fact: "Applying pressure to a wound helps control bleeding by promoting clot formation." 2. Bluff: "Using butter or oil on a burn can soothe the pain and aid in healing." 3. Fact: "If someone is experiencing heat stroke, it's important to move them to a cooler place and apply cool, wet cloths to their skin." 4. Bluff: "You should forcefully remove an embedded object from a wound to prevent infection." 5. Fact: "Performing CPR can help maintain blood flow and oxygenation to vital organs in a person experiencing cardiac arrest." 6. Bluff: "Rubbing snow on frostbitten skin can help thaw it out quickly." 7. Fact: "If someone is having a seizure, it's important to protect them from injury by moving nearby objects out of the way and cushioning their head." 8. Bluff: "Giving water to someone who has swallowed a harmful substance can dilute the poison and reduce its effects." Worked Example Activity 12: "First Aid Explorers: Journeying through Common Conditions"	The teacher will be the moderator for this game. Game Variation: To increase the challenge, incorporate scenarios where teams must explain why a statement is true or false, providing an opportunity for deeper understanding and discussion. This fact or bluff game provides an entertaining and interactive way for students to reinforce their understanding of first aid principles while sharpening their critical thinking skills. Assign topics to each group in advance and allow them to use their
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	Direction: • Divide the class into five (5) groups. • Assign each group a specific common first aid condition to research thoroughly. Groups will utilize credible sources like medical websites, first aid manuals, and academic journals to focus on creating a step-by-step first aid management infographics. • Prepare visual aids for group presentation of infographic. Groups can use the provided format or present their findings creatively. <table border="1"><tr><td>Group 1: Bites and Wounds Group 2: Wounds and Bleeding Group 3: Fainting and Hyperventilation</td><td>Group 4: Burns and poisoning Group 5: Hear attack and stroke</td></tr></table> Lesson Activity Activity 13: “Lights! Camera! Action! First Aid Role-Playing Scenarios” Direction: 1.Use the same groups as the previous activity. 2. Each group will brainstorm and create a scenario based on their assigned first aid topic. 3. Assign roles within the group for rescuers and victims. Enact the scenarios, applying appropriate first aid techniques. 4. Presentations should be concise, lasting no more than five (5) minutes per group. <table border="1"><tr><th colspan="6">RUBRICS</th></tr><tr><th>CRITERIA</th><th>VERY GOOD (5)</th><th>GOOD (4)</th><th>FAIR (3)</th><th>NEEDS IMPROVEMENT (2)</th><th>SCORE</th></tr><tr><td>PREPAREDNESS</td><td>Students are completely prepared and have obviously rehearsed</td><td>Students seem pretty prepared but might have need a couple more rehearsal</td><td>Students are somewhat prepared but is clear that rehearsal was lacking</td><td>Student do not seem at all prepared to present.</td><td></td></tr><tr><td>CONTENT</td><td>There is an abundance of material clearly related to the topic. All points are accurate and clearly made.</td><td>There is sufficient information that relates to topic. Most points are accurate and clearly made</td><td>There is a great deal of information that is not clearly connected to the topic</td><td>Topic is not clear; Information included does not support topic in any way.</td><td></td></tr><tr><td>Acting or Dialogue</td><td>The students use consistent voice, facial expressions and movements to make the characters the more believable and the story more easily understood.</td><td>The students often use voices, facial expressions and movements to make the characters more believable and the story more easily understood.</td><td>The students try To use voices, facial expressions and movements to make the characters believable and the story more easily understood</td><td>The students tell the story but do not use clear voices, facial expressions or movement to make the storytelling more interesting or clear</td><td></td></tr></table> Rubrics for Role-playing	Group 1: Bites and Wounds Group 2: Wounds and Bleeding Group 3: Fainting and Hyperventilation	Group 4: Burns and poisoning Group 5: Hear attack and stroke	RUBRICS						CRITERIA	VERY GOOD (5)	GOOD (4)	FAIR (3)	NEEDS IMPROVEMENT (2)	SCORE	PREPAREDNESS	Students are completely prepared and have obviously rehearsed	Students seem pretty prepared but might have need a couple more rehearsal	Students are somewhat prepared but is clear that rehearsal was lacking	Student do not seem at all prepared to present.		CONTENT	There is an abundance of material clearly related to the topic. All points are accurate and clearly made.	There is sufficient information that relates to topic. Most points are accurate and clearly made	There is a great deal of information that is not clearly connected to the topic	Topic is not clear; Information included does not support topic in any way.		Acting or Dialogue	The students use consistent voice, facial expressions and movements to make the characters the more believable and the story more easily understood.	The students often use voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The students try To use voices, facial expressions and movements to make the characters believable and the story more easily understood	The students tell the story but do not use clear voices, facial expressions or movement to make the storytelling more interesting or clear		phones to search for information and data related to their assigned topic. The student may use school library for resources. The outputs may be a digital output or handwritten/hand-drawn. Facilitate a discussion after each presentation to ensure understanding and address any questions or clarifications needed This activity can take place in any open space available. This activity can take place in any open space available. Each group should provide a detailed description of their scenario, including the roles of rescuer(s) and victim(s). The teacher has the flexibility to adjust the number of groups based on class size. Materials required for first aid management, such as first aid kits, bandages, and splints, can be borrowed from the school's clinic or Red Cross Youth (RCY) Club.
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AFTER AFTER/POST-LESSON																																		
MAKING GENERALIZATION	Learners’ Takeaways Activity 14: First Aid Insights: Organizing Key Learnings" After the activity, facilitate a discussion about the	See the worksheet for the which students will accomplish. See the																																

S AND ABSTRACTIONS	common conditions and signs/symptoms presented in the graphic organizers. Encourage students to reflect on what they've learned and how they can apply this knowledge in real-life situations. Provide feedback to students on their graphic organizers, praising creativity, accuracy, and presentation. Offer constructive criticism to help them improve their future work. Activity 15: "First Aid Learning Reflection Sheet" Provide a self-reflection sheet that includes prompts related to the first aid procedures learned. Encourage students to take a few minutes to reflect on their learning and jot down their responses on the reflection sheet. It can also be done in a Pair or Group Discussion. Have students pair up or gather in small groups to discuss their reflections with their peers. Encourage students to share their insights, ask questions, and offer support to one another. Facilitate the discussions by circulating among the groups, providing clarification or additional guidance as needed.	worksheet for the which students will accomplish.
EVALUATING LEARNING	Multiple Choice (Choose the correct answer) - What is the first step in managing a minor wound? - Apply ointment - Cover with a bandage - Clean with soap and water - Apply pressure - What should you NOT do when treating a burn? - Cool it with running water - Apply ice directly on the burn - Cover it with a sterile dressing - Seek medical care for severe burns - When someone faints, you should: - Pour water on their face - Keep their head elevated above the heart - Lay them down and elevate their legs - Give them food immediately - Which first aid procedure is used for a person choking on food? - Abdominal thrusts (Heimlich maneuver) - CPR	Answer: - c - b - c - a - b

	C. Giving water D. Chest compressions only 5. What is the recommended way to treat hyperventilation? A. Make the person run around B. Have the person breathe slowly into cupped hands C. Give sugary drinks D. Tell the person to hold their breath indefinitely	
ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)		
REMARKS		
REFLECTION		

Prepared by:

Subject Teacher
Teacher

Reviewed by:

Master Teacher/Head