



MATATAG

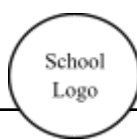
Bansang Makabata



Batang Makabansa



BAGONG PILIPINAS



School
Logo

Name of School:		Quarter:	4th Quarter
Grade Level & Section:	Grade 7	Week:	Week 1 Day 5
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

<i>A. REFERENCES</i>	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
<i>B. OTHER LEARNING RESOURCES</i>	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

<i>ACTIVATING PRIOR KNOWLEDGE</i>		
<i>LESSON PURPOSE/INTENTION</i>		
<i>LESSON LANGUAGE PRACTICE</i>		

DURING/LESSON PROPER		
READING THE KEY IDEA/STEM		
DEVELOPING and DEEPENING UNDERSTANDING OF THE KEY IDEA/STEM		
AFTER AFTER/POST-LESSON		
MAKING GENERALIZATIONS AND ABSTRACTIONS		
EVALUATING LEARNING	Formative Assessment Activity 16: Make your own Advocacy Materials Students will make their own advocacy materials. Let students choose which among these three formats in their advocacy. 1. Song or Poem Write a song or a poem which includes the roles, objectives, characteristics, and principles of First Aid. 2. Artwork/Poster Create a poster either manual or digital which depicts the importance of First Aid. You can use junk materials to create a three-dimensional art. Include a title and short description of your masterwork. 3. Video Presentation Create a five (5) to (10) minute video presentation about the different common injuries and first aid technique. Reminder to the students: Establish your core message, the main thing you want the public to know. This message will be carried by your advocacy material and will be repeatedly mentioned. Add or create your own images, such as pictures or icons, to visually enhance your advocacy materials. If images come	This activity is not graded because this is a formative activity. The teacher may add more formats to assess the learning of the students about the lessons discussed in the session. The teacher may provide a "Gallery Walk" to present/showcase the output of the students. During a "Gallery Walk," students' work is displayed around the classroom or designated area. Student then walk around to view each other's work, allowing for peer-to-peer learning and feedback.

from a book, magazine, website, or other resources, don't forget to credit them in your references.

RUBRICS FOR ADVOCACY MATERIALS					
CRITERIA	VERY GOOD (5)	GOOD (4)	FAIR (3)	NEEDS IMPROVEMENT (2)	SCORE
CONCEPT	Has a clear picture of what they are trying to achieve. Adequate description of what they are trying to do	Has fairly clear picture of what they are trying to achieve. Can describe what they are trying to do	Has brainstormed their concept but no clear focus has emerged. Goals and finality not clearly defined	Little effort has been spent on refining a concept. Unclear on the goals and how the project objectives will be met.	
CONTENT/ ORGANIZATION	The content includes a clear statement of purpose on theme and is compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the main idea. Events and messages are presented in a logical order. Includes properly cited sources	Information is presented as a connected theme with accurate and current supporting information that contributes to the understanding of the project's main idea. Details are logical and the content includes a clear point of view	The content does not present a clearly stated theme, is vague and some of the supporting information does not seem to fit the main idea. Some ideas and scenes appear disconnected with no main idea.	Content lacks a central theme, no clear point of view and no logical sequence of information. The supporting information is irrelevant to the overall theme. Lacks supporting information to the overall main idea	
CREATIVITY	Has incorporated innovative and unexpected special effects. The overall design of the project is clearly relevant to the theme	Has somewhat incorporated special effects and the overall design is somewhat relevant to theme.	Minimal use of special effects and little relevance of the overall design to the theme	Little to no use of special effects and no design to support the overall theme of the project	

Activity 17: "Empowering Young Heroes: Can Grade 7 Students Be First Aiders?"

Direction:

- Group the class into five (5).
- Each Group will be provided with discussion prompts related to the topic.

Questions:

- What are some potential challenges Grade 7 students might face in becoming first aiders? How can Grade 7 students acquire first aid skills and knowledge?
- In what situations might Grade 7 students be called upon to use their first aid skills?
- What are some basic first aid techniques that Grade 7 students can use to stabilize a situation before medical assistance arrives?
- Why is it important for Grade 7 students to understand the aims of first aid, such as lessening pain and preventing further injury?
- In what ways can Grade 7 students contribute to prolonging life in emergency situations, even with limited resources and training? Each Group will share with the class their responses to the discussion prompts.

This activity is not graded because this is a formative activity. The teacher will instruct each group to discuss the prompts and come up with their responses. During the activity, circulate among the groups to facilitate the discussion and offer guidance if needed. Facilitate a reflection session where students can discuss what they've learned from the discussion and how it has influenced their perspective on the topic.

ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)		
REMARKS		
REFLECTION		

Prepared by:

Subject Teacher
Teacher

Reviewed by:

Master Teacher/Head