MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	4
	Name of Teacher		Learning Area:	PE and Health
	Teaching Dates and Time:	SEPTEMBER 2 - 6, 2024 (WEEK 6)	Quarter:	First

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of hygiene practices, basic health appraisals, and target games in promoting personal wellness for active and healthy living.
B. Performance Standards	The learners participate in health practices and target games in promoting personal wellness for active and healthy living.
C. Learning Competencies and Objectives	***Learning Competency*** **1.** Relate current health status to body awareness ***Lesson Objectives:*** **C**: discuss personal health issues and concerns; **P**: measure the current health status of your own body; and **A**: realize the importance of valuing one's health.

C. Content	**Current Health Status and Body Awareness**
D. Integration	**SDG 3:** Good Health and Well-being

II. LEARNING RESOURCES

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Edbgovhk. (2019). Active and healthy lifestyle [Video]. YouTube. https://www.youtube.com/watch?v=YOmC5Tyk-nU MedlinePlus. (n.d.). Vision screening. https://medlineplus.gov/lab-tests/vision-screening/

MedlinePlus. (n.d.). Dental exam. https://medlineplus.gov/lab-tests/dental-exam/

Medical News Today. (n.d.). Scoliosis exam: Tests and diagnosis. https://www.medicalnewstoday.com/articles/scoliosis-exam#tests

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NHLBI. (2012). Obesity: The little things [Video]. YouTube. https://www.youtube.com/watch?v=D--AtATgfyM Nourish Interactive. (n.d.). BMI pediatric weight assessment calculation dietitian nurse worksheet. Retrieved from http://www.nourishinteractive.com/nutrition-education-printables/593-bmi-pediatric-weight-assessment-calculation-dietitian-nurse-worksheet Nursing, O. R. F., Ernstmeyer, K., & Christman, E. (2021). Chapter 14 Integumentary assessment. Nursing Skills - NCBI Bookshelf. https://www.ncbi.nlm.nih.gov/books/NBK593218/
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III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**Day 1** **"Four Pic in One Word"** Instruction: The teacher will present 4 pictures that will form a word related to the topic. The students are tasked to identify the words presented through pictures.    **F I _ N _ S_** **H _ A L _ H** **S K _ L _ S** **2. Feedback (Optional)** After the activity, the Teacher may ask the following questions: a. What are the different words that you identify in the activity? b. Can you distinguish the difference between the three pictures?	Teachers have the free will to choose the activity. Expected Answer: 1. FITNESS 2. HEALTH 3. SKILLS The teacher must note that the activity is only a suggestion. The teacher may also think of another question to process the given activity which is relevant to the topic.
B. Establishing Lesson Purpose	**1. Lesson Purpose** **Activity # 2:** Analyzing Quotations The teacher asks students to give their ideas about the given quotations.	The teacher must note that the activity is only a suggestion. The teacher may also think of another question to process the given

	"HEALTH IS WEALTH" 1. Explain your idea about the given quotation. 2. How do you know you are healthy? 3. If you are healthy, can you also consider yourself physically fit? **2. Unlocking Content Area Vocabulary** **Body Mass Index (BMI)** is a person's weight in kilograms divided by the square of height in meters. A high BMI can indicate high body fatness. BMI screens for weight categories that may lead to health problems, but it does not diagnose the body fatness or health of an individual. https://www.cdc.gov/healthyweight/assessing/bmi/index.html **Hearing Tests-** are how healthcare providers determine if you have hearing loss. Hearing tests don't require special preparation and don't hurt. Hearing tests may be screenings to see if you can hear or evaluations to find out if you have hearing issues. (Professional, C. C. M., n.d.) **Vision Screening Test** is a brief test that mainly checks how well you can see things up close and far away. It's also called an eye test. The test usually involves reading letters on an eye chart. A vision screening is a quick way to find out if you need a comprehensive (complete) eye exam. (MedlinePlus., n.d.) **Dental Examination-** A dental exam is part of a checkup of your teeth and gums. (MedlinePlus., n.d.) **Day 2** **SUB-TOPIC 1:** Height and Weight Measurement – BMI **1. Explicitation** a. What is BMI? b. Are they important? **2. Worked Example:** **"Obesity is the little things"** from https://www.youtube.com/watch?v=D--AtATgfyM The Teacher will play the video for the students might see and realize how extra weight can affect your daily activities — and how small changes can help you lose weight. **3. Lesson Activity** **Activity1:** Follow the instructions of the given worksheet	activity which is relevant to the topic. The teacher may or may not use the given example video or get another link from YouTube. The worksheet will be given to the students and fill in their height

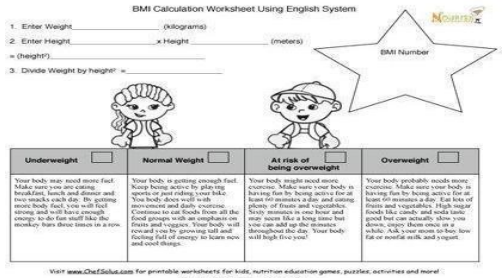


Image from http://www.nourishinteractive.com/nutrition-education-printables/593-bmi-pediatric-weight-assessment-calculation-dietitian-nurse-worksheet

A. Calculate your Body Mass Index

Body mass index (BMI) is a measure of body fat based on height and weight that applies to adult men and women. View the BMI tables or use the tool below to compute yours.

- Enter your weight and height using standard or metric measures.
- Select "Compute BMI" and your BMI will appear below.

BMI Categories:

Underweight = <18.5 Normal

weight = 18.5–24.9 Overweight

= 25–29.9

Obesity = BMI of 30 or greater

What Next? Take Action Towards Better Health:

Maintain a Healthy Weight

- Maintaining a healthy weight is important for your heart health.
- Learn more about overweight and obesity

Increase Physical Activity

- Moving more can lower your risk factors for heart disease. Eat a

Heart-Healthy Diet

- Eating a healthy diet is the key to heart disease prevention. Know and

Control Your Heart Health Numbers

- Tracking your heart health stats can help you meet your heart health goals.

https://www.nhlbi.nih.gov/health/educational/lose_wt/BMI/bmicalc.html

What are the consequences and implications?

- **Moderate and severe thinness**: A BMI < 17.0 indicates moderate and severe thinness in adult populations. It has been linked to clear-cut increases in illness in adults studied in three continents and is therefore a further reasonable value to choose as a cut-off point for moderate risk. A BMI < 16.0 is known to be associated with a markedly increased risk for ill health, poor physical performance, lethargy, and even death; this cut-off point is, therefore, a valid extreme limit.

and weight to compute their BMI. The worksheet is only an example. The teacher may choose from any website or they may create their own.

After getting the result of the BMI the teacher may use the chart below for the students may identify and analyze if they belong to normal, overweight or underweight.

Weight in Pounds

Height in Feet and Inches	120	130	140	150	160	170	180	190	200	210	220	230	240
4'6	29	31	34	36	39	41	43	46	48	51	53	56	58
4'8	27	29	31	34	36	38	40	43	45	47	49	52	54
4'10	25	27	29	31	34	36	38	40	42	44	46	48	50
5'0	24	25	27	29	31	33	35	37	39	41	43	45	47
5'2	22	24	26	27	29	31	33	35	37	38	40	42	44
5'4	21	22	24	26	28	29	31	33	34	36	38	40	41
5'6	19	21	23	24	26	27	29	31	32	34	36	37	39
5'8	18	20	21	23	24	26	27	29	30	32	34	35	37
5'10	17	19	20	22	23	24	26	27	29	30	32	33	35

- **Underweight**: The cut-off points of 18.5 for underweight in both genders has less experimental validity as a cut-off point for moderate and severe thinness but is a reasonable value for use pending further, comprehensive studies. The proportion of the population with a low BMI that is considered a public health problem is closely linked to the resources available for correcting the problem, the stability of the environment, and government priorities. About 3–5% of the healthy adult population have a BMI < 18.5.
- **Overweight:** Overweight (BMI ≥ 25) is a major determinant of many non-communicable diseases, including non-insulin-dependent diabetes mellitus, coronary heart disease, and stroke, and increases the risks for several types of cancer, gallbladder disease, musculoskeletal disorders, and respiratory symptoms. In some populations, the metabolic consequences of weight gain start at modest levels of overweight.
- **Obesity:** Obesity (BMI ≥ 30) is a disease that is largely preventable through lifestyle changes. The costs attributable to obesity are high, not only in terms of premature death and health care but also in terms of disability and a diminished quality of life.

Day 3

A. Hearing Test:

Hearing tests are how healthcare providers determine if you have hearing loss. You may have several hearing tests in your lifetime. Hearing tests are how people can find out if they have hearing loss. Different kinds of hearing tests use different techniques to identify hearing loss. One common test uses audiometry and the audiogram to identify hearing loss and show test results. Hearing tests don't require special preparation and don't hurt. (Professional, C. C. M., n.d.)

What are the types of hearing tests?

There are several types of hearing tests. Some tests are typically used to check adults' hearing and others are used for babies, children, and adults. Hearing test types include:

- **Pure-tone testing: This** common hearing test finds the quietest volume you can hear at each pitch. Children and adults have pure-tone testing.
- Bone conduction testing: This test is used to see if you have wax or fluid blocking your outer ear or middle ear, or if hearing loss is present in the sensory cells of hearing.
- **Speech testing:** Adults and some children may have this kind of hearing test. Speech testing involves listening to and repeating certain words. The test shows how you understand speech.
- **Auditory brainstem response (ABR): This** test checks the connections or pathways between your inner ear and brain. Audiologists may use this test to check hearing in children and people who can't complete pure-tone tests. They may also use this test for people who have a brain injury that affects their hearing.
- **Otoacoustic emissions test (OAE):** Audiologists use this test to check your inner ear function.
- **Tympanometry:** This test checks how well your eardrum moves. Audiologists may do tympanometry tests to see if you have a ruptured eardrum, if you have fluid in your middle ear or wax in your ear canal.

B. Vision Screening

What is vision screening?

	A vision screening is a brief test that mainly checks how well you can see things up close and far away. It's also called an eye test. The test usually involves reading letters on an eye chart. A vision screening is a quick way to find out if you need a comprehensive (complete) eye exam. A complete exam checks both your vision and eye health. It looks for signs of serious eye disorders that may not have symptoms, such as glaucoma. (MedlinePlus., n.d.) Children provider will use special vision screening tests to look for signs of common eye conditions that need early treatment to prevent long-term loss of vision. These eye conditions include: ● **Amblyopia.** Children with amblyopia have poor vision that usually happens in just one eye. It's caused by a problem with how the brain and eye work together. It's sometimes called "lazy eye." Amblyopia is the most common cause of vision loss in children. ● **Strabismus.** This condition causes each eye to look in a different direction. One or both eyes may turn in ("cross-eyes") or turn out ("walleyes"). If strabismus isn't corrected, it can cause amblyopia and permanent eye damage. Screening for problems with near and far vision is used to help find common vision problems that can be corrected with eyeglasses or contact lenses. In certain cases, eye surgery may also be an option. These conditions include: ● **Nearsightedness** (myopia), a condition that makes far away things look blurry. ● **Farsightedness** (hyperopia), a condition that makes close-up things look blurry. ● **Astigmatism**, which causes generally blurry vision and makes it hard to see at night. ● **Presbyopia** (only in middle-aged adults and older), this condition makes it hard to see things up close. It's a normal part of aging that makes the lens of the eye less flexible. Presbyopia often begins around age 45. **Day 4** **C. Scoliosis Test:** ● A scoliosis exam allows doctors to see whether the spine has a curve. People with scoliosis can have a single curve, creating a “C” shape, or a double curve, creating an “S” shape. ● Scoliosis exams are physical examinations involving exercises that allow a doctor to see the shape of the spine. They are neither painful nor invasive, and they require no preparation. ● Scoliosis sometimes appears as a child or teenager grows and develops. Detecting scoliosis at this stage allows a doctor to monitor the curve of the spine and recommend treatment if the curve is severe enough to warrant it. ● A scoliosis exam is a type of physical examination that a doctor performs in their office. ● There are two types: screening tests, which look for warning signs that a person may have scoliosis, and diagnostic tests, which confirm scoliosis and assess the severity of the curve in the spine. A person with a positive screening test may require diagnostic tests. ● Previously, scoliosis screenings were part of routine child health visits. Now, concerns about overdiagnosis and overtreatment mean that many organizations do not recommend this approach. ● Those in favor of screening recommend that it take place twice in females aged 10–12 years and once in males aged 13–14 years.	

What do doctors look for during the exam?

In scoliosis exams, a doctor will look for external signs that can indicate scoliosis. These signs include:

- one shoulder blade being higher or more prominent than the other
- one shoulder being visibly higher than the other, from either the front or the back
- more space between the body and the arm on one side when standing with the arms hanging loosely
- skin creases on one side of the waist
- one hip that is higher than the other
- a head that does not appear centered within the pelvis

Tests during a scoliosis exam

The main screening test for scoliosis is the Adam's test, which doctors may also call a forward bend test.

During this test, a person removes their shirt so that the spine is fully visible. Then, they bend forward with their knees straight and their feet together, allowing the arms to hang freely. This position can allow doctors to see:

- a visible curve in the spine
- asymmetries in the shoulders, shoulder blades, or waistline
- a hump or elevation of the rib cage on one side

If there are signs of scoliosis, a doctor may place a scoliometer on the curved area. This device measures the angle of the curve.

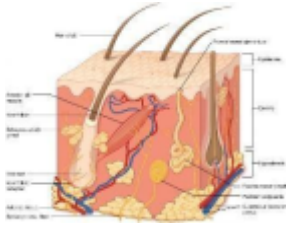
Neither the Adam's test nor a scoliometer can provide an entirely accurate picture of what the spine looks like and the significance of the curve. If the physical exam indicates scoliosis, a doctor will refer the person for medical imaging to confirm a diagnosis. (Medical News Today., n.d.).

D. Skin Hair and Nails:

The integumentary system includes the skin, hair, and nails. The skin is an organ that performs a variety of essential functions, such as protecting the body from invasion by microorganisms, chemicals, and other environmental factors; preventing dehydration; acting as a sensory organ; modulating body temperature and electrolyte balance; and synthesizing vitamin D.

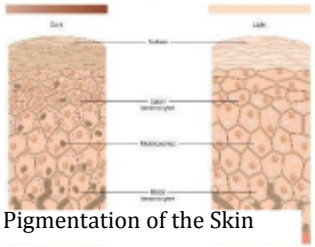
Skin

The skin is made of multiple layers of cells and tissues, which are held to underlying structures by connective tissue. The skin is composed of two main layers: the uppermost thin layer called the **epidermis** made of closely packed epithelial cells, and the inner thick layer called the **dermis** that houses blood vessels, hair follicles, sweat glands, and nerve fibers. Beneath the dermis lies the **hypodermis** that contains connective tissue and adipose tissue (stored fat) to connect the skin to the underlying bones and muscles. The skin acts as a sense organ because the epidermis, dermis, and hypodermis contain specialized sensory nerve structures that detect touch, surface temperature, and pain.

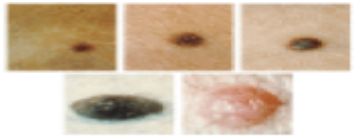


Layers of the Skin

The color of skin is created by pigments, including melanin, carotene, and hemoglobin. **Melanin** is produced by cells called melanocytes that are scattered throughout the epidermis. When there is an irregular accumulation of melanocytes in the skin, freckles appear. Dark-skinned individuals produce more melanin than those with pale skin. Exposure to the UV rays of the sun or a tanning bed causes additional melanin to be manufactured and built up, resulting in the darkening of the skin referred to as a tan. Increased melanin accumulation protects the DNA of epidermal cells from UV ray damage, but it requires about ten days after initial sun exposure for melanin synthesis to peak. This is why pale-skinned individuals often suffer sunburns during initial exposure to the sun. Darker-skinned individuals can also get sunburns, but they are more protected from their existing melanin than pale-skinned individuals.


Pigmentation of the Skin

Too much sun exposure can eventually lead to wrinkling due to the destruction of the cellular structure of the skin, and in severe cases, can cause DNA damage resulting in skin cancer. Moles are larger masses of melanocytes, and although most are benign, they should be monitored for changes that indicate the presence of skin cancer.

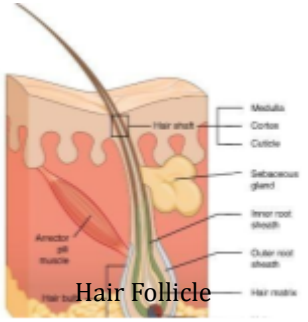

Moles

Patients are encouraged to use the **ABCDE** mnemonic to watch for signs of early-stage melanoma developing in moles. Consult a health care provider if you find these signs of melanoma when assessing a patient's skin:

- **A**symmetrical: The sides of the moles are not symmetrical
- **B**orders: The edges of the mole are irregular in shape
- **C**olor: The color of the mole has various shades of brown or black
- **D**iameter: The mole is larger than 6 mm. (0.24 in.)
- **E**volving: The shape of the mole has changed

Hair

Hair is made of dead, keratinized cells that originate in the hair follicle in the dermis. For these reasons, there is no sensation in hair. Hair serves a variety of functions, including protection, sensory input, thermoregulation, and communication. For example, hair on the head protects the skull from the sun. Hair in the nose, ears, and around the eyes (eyelashes) defends the body by trapping any dust particles that may contain allergens and microbes. Hair of the eyebrows prevents sweat and other particles from dripping into the eyes.



Hair Follicle

Hair also has a sensory function due to sensory innervation by a hair root plexus surrounding the base of each hair follicle. Hair is extremely sensitive to air movement or other disturbances in the environment, even more so than the skin surface. This feature is also useful for the detection of the presence of insects or other potentially damaging substances on the skin surface. Each hair root is also connected to a smooth muscle called the arrector pili that contracts in response to nerve signals from the sympathetic nervous system, making the external hair shaft "stand up." This movement is commonly referred to as goose bumps. The primary purpose for this movement is to trap a layer of air to add insulation.

Nails

The nail bed is a specialized structure of the epidermis that is found at the tips of our fingers and toes. The nail body is formed on the nail bed and protects the tips of our fingers and toes as they experience mechanical stress while being used. In addition, the nail body forms a back-support for picking up small objects with the fingers.

Sweat Glands

When the body becomes warm, sweat glands produce sweat to cool the body. There are two types of sweat glands that secrete slightly different products. An **eccrine sweat gland** produces hypotonic sweat for thermoregulation. These glands are found all over the skin's surface but are especially abundant on the palms of the hand, the soles of the feet, and the forehead. They are coiled glands lying deep in the dermis, with the duct rising up to a pore on the skin surface where the sweat is released. This type of sweat is composed mostly of

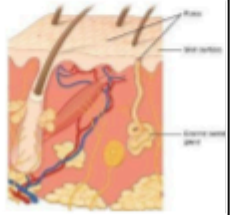
water and some salt, antibodies, traces of metabolic waste, and dermicidin, an antimicrobial peptide. Eccrine glands are a primary component of thermoregulation and help to maintain homeostasis.

Apocrine sweat glands are mostly found in hair follicles in densely hairy areas, such as the armpits and genital regions. In addition to secreting water and salt, apocrine sweat includes organic compounds that make the sweat thicker and subject to bacterial decomposition and subsequent odor. The release of this sweat is controlled by the nervous system and hormones and plays a role in the human pheromone response. Most commercial antiperspirants use an aluminum-based compound as their primary active ingredient to stop sweat. When the antiperspirant enters the sweat gland duct, the aluminum-based compounds form a physical block in the duct, which prevents sweat from coming out of the pore.

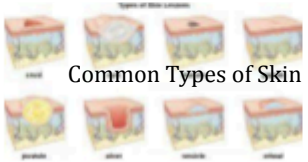
Skin Lesions

Nails





Eccrine Sweat Gland



Common Types of Skin

A **lesion** is an area of abnormal tissue. There are many terms for common skin lesions that may be described in a patient's chart. (Nursing, O. R. F., Ernstmeyer, K., & Christman, E., 2021).

Day 5

F. Dental Examination

Dental exams are important for protecting your oral health. Oral health includes your teeth, gums, and all the muscles and bones that let you smile, speak, and chew. Common oral health problems, such as include tooth decay (cavities) and gum disease (periodontal disease), can lead to pain, infection, and tooth loss.

Poor oral health can affect your general health, too. For example, loosing teeth can cause problems with eating and nutrition, which can lead to other health problems. You can help prevent oral health problems with regular visits to the dentist and good toothbrushing and flossing habits at home.

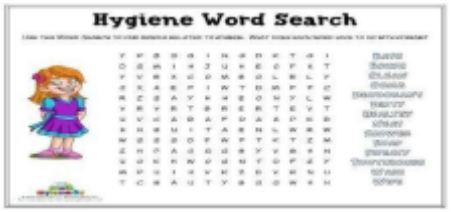
	At a dental checkup, you'll usually see both a dentist and a dental hygienist. A dentist is a doctor who has special training to care for teeth and gums. A dental hygienist is a health care professional trained to clean teeth and teach you how to take good care of your teeth and gums. Dentists can treat people of all ages. There are also pediatric dentists who have received additional training on dental care for children. Getting regular dental examinations is a large component of preventative dentistry. A dental exam serves as an opportunity for a dentist to clean your teeth and look for dental problems like gum disease and tooth decay. This is also a time to examine the face, mouth and neck for abnormalities like oral cancer. During a dental examination, you can learn important factors that affect overall health like good oral hygiene and eating the right foods. Important components of your dental examination Each visit to your dentist will be different, but most dental examinations contain these five key parts. **1. Teeth cleaning** As was mentioned earlier, one of the treatments dentists perform during a routine examination is professional cleaning. This is done to remove tartar and plaque from the teeth. Tartar is calcified plaque that forms when plaque sits on teeth surfaces for prolonged periods. While plaque can be removed with brushing and flossing, tartar cannot. Over time, it will eventually give your teeth a yellow tint, and it also serves as a base for acid-producing bacteria. During the cleaning, the dentist will use a metal tool to remove tartar from teeth surfaces. The dentist will floss the teeth and polish them after the cleaning. Regular teeth cleanings go a long way when it comes to keeping teeth looking their best and free of decay. **2. Visual inspection** A visual inspection is another important part of a dental examination. During the procedure, the dentist will carefully examine the teeth, looking for signs of any dental issues. It is often much easier to treat dental issues during their early stages so the importance of early detection cannot be overstated. The dentist's findings often determine what other treatments you may need during the visit. **3. Oral cancer screen** Oral cancer is a deadly disease that you can treat when detected during the early stages. Your dentist will likely be the first medical professional to see the sings of this cancer. The dentist will examine the neck, mouth and face to look for any irregularities. **4. Fluoride treatment** The dentist will assess your fluoride needs during the examination. If your teeth are susceptible to tooth decay, you may receive a fluoride treatment. Fluoride protects teeth from decay for up to six months. The dentist may also recommend other preventative treatments like a fluoride varnish or a dental sealant. **5. Bite inspection** The dentist will also look at your jaw and how your teeth align. X-rays may be done to get a better view of what is going on underneath the gums, or the dentist might make an impression of the teeth. The dentist will recommend appropriate solutions for any bite issues that are detected. https://clarisseatakhaniandds.com/blog/5-critical-parts-of-your-dental-examination/	

C. Developing and Deepening Understanding	**Day 6** **SUB-TOPIC 2:** Identification of Health Concerns and Corrective Action **1. Explicitation** A. How to identify the health concerns? B. What Corrective actions can apply for individuals' health concerns? **2. Worked Example** **"Video Analyzation"** Teacher will play the video about the active and healthy lifestyle. https://www.youtube.com/watch?v=YOmC5Tyk-nU&t=7s **3. Lesson Activity** **"B I N G O"** Below is a card that shows some situation about your health concern. Answer the situation using a pattern (line, box, and diagonal). The first to complete the pattern wins the BINGO.  Healthy Week Bingo Card https://www.easyteacherworksheets.com/pages/pdf/science/health/5.html **Understanding Health Risks** **Improve Your Chances for Good Health** ● Risks are all around us. A nearby sneeze may raise your risk for catching the flu. Obesity boosts the odds you'll get diabetes. Smoking increases your risk for many cancers. And if you pay attention to news headlines, you may worry that you're at risk for food poisoning, Zika infection, shark attacks, and more. ● Health risks can sometimes be confusing, but they're important to understand. Knowing the risks, you and your family may face can help you find ways to avoid health problems. It can also keep you from fretting over unlikely threats. Knowing the risks and benefits of a medical treatment can help you and your doctor make informed decisions. **Illness - tips to help you recover** ● Medical conditions, illness or injury are frequently stressful and may disrupt our lives. A healthy diet, regular exercise, sleep and social support can relieve or manage the symptoms of illness or injury and help improve recovery. ● Taking a positive view can also make a huge difference to recovery from illness. **Worrying or negative thinking** Worrying or thinking negatively about possible situations can be harmful. It adds to your levels of **anxiety** or stress and can adversely affect your health. Some strategies to reduce worrying include:	The teacher may or may not use the given example video about a healthy lifestyle or might choose any related topic. The teacher must note that the given worksheet is only an example. They may choose from any website or they may create their own.

	● When you start to worry, write down your concerns and the possible consequences, both negative and positive. Look at each scenario and think about possible good points. Remind yourself that you can and will be able to cope. ● Seek out information about your prognosis and likely outcomes. ● Realistically assess your worries and think about other things. Talk to a friend or to a psychologist. ● Find a variety of activities to focus on each day – for example, reading, walking or watching a movie. Even if you can only manage short periods at a time because you find activity difficult, make sure your day is varied and challenging. **Stress and tension** Stress and tension can affect you physically in many ways, including increased muscle tension and chronic contraction. This may be experienced as tension in the eyes, jaw, neck, shoulders, lower back and stomach. Prolonged muscle tension can lead to aches and pains, such as headaches, migraine, backache, muscular spasm and injury. To help reduce stress and physical tension: ● Learn to recognise the signs of tension in your body. Stop regularly and think about how muscles in your body feel. Identify those muscles that seem most tense when you feel stressed. ● Regularly practise slow and deep breathing, particularly when you feel tense or stressed. Deep breathing using abdominal muscles is preferable to shallow breathing relying on chest muscles. ● Learn to take time out to relax – for example, think of pleasant images and listen to music to calm you. ● Learn a deep muscle relaxation technique, such as progressive muscle relaxation – that is, a method of systematically contracting and relaxing your muscles. See a psychologist for training. **Diet, exercise and sleep** A healthy diet, regular exercise and adequate sleep can help you to cope with a medical condition, illness or injury. Sometimes, medication and treatment for a condition, or the pain caused by it, can have an impact on your appetite, energy levels and sleeping patterns. Talk with your doctor about ways of managing these unwanted effects of medication. **Improve your diet** To maintain a healthy diet: ● Eat regularly throughout the day rather than one or two heavy meals. ● Choose nutritious foods that you enjoy eating. ● If you don't feel like eating, try having small amounts often. ● Avoid inappropriate foods – don't have them in the house. ● Tell your family and friends about your diet needs so they can support you. **Keep active** Regular exercise promotes health and wellbeing and helps prevent injury. Do some physical activity every day, even if it is only a small amount. See your specialist for advice on exercise that will suit your condition.	

	Get enough sleep Sleep is very important if you have a medical condition. To help you get enough good sleep: ● Try not to nap during the day. ● Lie in bed only if you plan to sleep, not for other activities like watching TV. ● Don't have stimulants, such as tea or coffee, at night. ● Exercise during the day so your body is ready for sleep at night. **Get the support you need** Social support can help you maintain your quality of life when you are ill. To help you find and maintain support: ● Plan to catch up with family and friends. Keep a regular schedule of contact throughout each week. ● Tell your family and friends about your condition and let them know how they can help you. ● Consider new sources of support, such as support groups, clubs, interest groups and volunteer opportunities. (Department of Health & Human Services., n.d.).	
D. Making Generalizations	**Day 7** **3. Learners' Takeaways:** Follow the directions  **1. Reflection on Learning** After the discussion about Taking care of your Personal Health, kindly answer the following questions: 1. What are the things that you need to do to take care of your senses? 2. What are your take away from the lesson?	The Teacher may follow the suggested activity. After classifying, the teacher may ask the following questions: 1. Are you healthy? 2. What are the things you need to do to be considered a healthy person?

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION	NOTES TO TEACHERS

A. Evaluating Learning	**Day 8** **1. Formative Assessment 'Word Puzzle "**  Additional Formative Assessment task is to accomplish the Worksheet. **2. Homework (Optional)** 1. In your notebook, write below a one-week full meal that you are eating **Answer the following questions** 1. How do you prepare your food? 2. What lesson did you learn from our discussion?			Expected Answer:  Key to correction: 1. ♥ 6. ▲ 2. ♥ 7. ♥ 3. ▲ 8. ♥ 4. ♥ 9. ♥ 5. ♥ 10. ▲
B. Teacher's Remarks	*Note observations on any of the following areas:*	**Effective Practices**	**Problems Encountered**	The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff. Teachers may also suggest ways to improve the different activities explored.
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			

C. Teacher's Reflection	*Reflection guide or prompt can be on:* ▪ *principles behind the teaching* *What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?* ▪ *students* *What roles did my students play in my lesson? What did my students learn? How did they learn?* ▪ *ways forward* *What could I have done differently?* *What can I explore in the next lesson?*	Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.

	Breakfast	Lunch	Dinner
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			