

<b>W3</b>	<b>Learning Area</b>	HEALTH	<b>Grade Level</b>	10
	<b>Quarter</b>	3	<b>Date</b>	

<b>I. LESSON TITLE</b>	<b>Health Trends, Issues, and Concerns (Global level)</b>
<b>II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)</b>	<ul style="list-style-type: none"> <li>Discusses the significance of global health initiatives.<b>H10HC-LLL-A-1</b></li> <li>Describes how global health initiatives positively impact people's health in various countries. <b>H10HC-LLL-B-C-2</b></li> <li>Analyzes the issues in the implementation of global health initiatives.<b>H10HC-LLL-B-C-3</b></li> </ul>
<b>III. CONTENT/CORE CONTENT</b>	<b>Global Health and 8 Millennium Development Goals</b>

<b>IV. LEARNING PHASES</b>	<b>Suggested Time Frame</b>	<b>Learning Activities</b>
<b>A. Introduction</b> <i>Panimula</i>	<b>DAY 1</b>	<p><b>Global Health and the Millennium Development Goals</b></p> <p>The term "<b>global health</b>" rose in popularity along with the rise of globalization. Both terms improved public awareness of vulnerabilities and shared responsibilities among people for the different injustices in the world.</p> <p><b>Ilona Kickbush (2006)</b>, director of the Global Health Program at the Graduate Institute of International and Development Studies in Geneva, Switzerland states that <u>global health pertains to various health issues, concerns, and trends which go beyond national boundaries and call for global initiatives for the protection and promotion of peoples' health across the world.</u></p> <p><b>8 Millennium Development Goals</b></p> <p>The <b>United Nations Millennium Declaration</b>, <u>signed in September 2000 commits world leaders to fight discrimination against women and children, disease, hunger, poverty, illiteracy, and environmental degradation.</u> All of these goals cannot be attained without addressing each and every one. All of them influence, affect and depend on better global health programs and policies.</p> <p><b>1. ERADICATE EXTREME POVERTY AND HUNGER</b>--Poverty and hunger leads to severe malnutrition which leads to lifelong physical and cognitive (learning and reasoning) damage and affects health, well-being and the economy. Some key suggestions to eradicate poverty and hunger are: <b>Education Promoting Gender Equality Producing More Jobs</b></p> <p><b>2. ACHIEVE UNIVERSAL PRIMARY EDUCATION</b> -- Persons, particularly women who are educated, are more likely to seek medical care especially during pregnancy, ensuring proper nutrition for their family, adopting healthy sanitary practices and ensuring immunization of children. If these are attained, children who receive primary education are more likely to:</p> <ul style="list-style-type: none"> <li><b>Marry and have their own families at a later stage in life</b></li> <li><b>Practice family planning and have fewer children</b></li> <li><b>Know rights, responsibilities and civic obligations</b></li> </ul> <p><b>3.PROMOTE GENDER EQUALITY AND EMPOWER WOMEN</b>---Gender equality means equal representation of men and women. Equal gender treatment empowers women and other groups creating opportunities in education, work, finances, and other aspects which improves the economy and lessen effects of financial crises. Gender equality can be achieved through:</p> <ul style="list-style-type: none"> <li><b>Early childhood development intervention</b></li> <li><b>Promotion of women's political rights and involvement</b></li> <li><b>Improved reproductive health programs and policies</b></li> </ul> <p><b>4. REDUCE CHILD MORTALITY</b>-- Programs and policies which help reduce child mortality like improving nutritional intake, healthcare facilities and infrastructure, and other fields which improve children's lives. Strengthening local and national health programs and policies is one way to reduce child mortality. This includes:</p> <ul style="list-style-type: none"> <li><b>Immunization programs</b></li> <li><b>Assuring the survival and better health of mothers</b></li> <li><b>Improving reproductive health programs and policies</b></li> </ul> <p><b>5. IMPROVE MATERNAL HEALTH</b>--Improved maternal health is not only about mother's health but also involves the health and wellness of the family. Maternal</p>

health also helps eradicate other problems like poverty, gender inequality, decreased workforce, lower birth deaths, and disability of women. Some ways to improve maternal health include:

- **Improved and proper nutrition of mothers**
- **Teaching the benefits of birth spacing and small family size**
- **Educating young boys and girls about the importance of maternal health**

**6.COMBAT HIV/ AIDS, MALARIA AND OTHER DISEASES**--Emerging and re-emerging diseases like HIV/AIDS, malaria, influenza and other diseases affect productivity and growth of nations. Some of the effects of disease outbreak are loss of jobs, shortage in professional workers, and creating social crises. *Some ways to combat diseases include effective prevention, treatment and care like:*

- **Improved housing conditions**
- **Increased access to anti-malarial medicines**
- **Promoting safer sex behavior and preventive education for all**

**7. ENSURE ENVIRONMENTAL SUSTAINABILITY** -- Investing and supporting sustainable energy like solar, wind and water energy help supports jobs, create business opportunities, and save remaining non-renewable energy sources. Some of the benefits of a sustainable environment are:

- **leaner air and environment**
- **Clean, environment-friendly, and renewable energy**
- **New and aspiring jobs and business in energy**

**8. GLOBAL PARTNERSHIP FOR DEVELOPMENT** --- The United Nation World Health Organization, World Bank and governments work together to make sure there is fair trade and that heavily indebted countries obtain relief and funds to combat poverty, malnutrition and funds for education and social projects.

Some benefits of global partnership are:

- Expanded international trade agreements
- Improved access to affordable medicine
- Reduced poverty through government debt relief grant

### **The Global Fight against Communicable Diseases**

**Roll Back Malaria** -- is a global effort to reduce the number of deaths from malaria infection through heightened prevention tools, rapid response to outbreaks, development of new anti-malarial products, and effective treatment of the infection.

**Stop TB** --- is a global effort to prevent further transmission of tuberculosis or TB around the world. One of the programs for Stop TB is the implementation of the TB-DOTS short-course strategy.

**The Global Alliance for Vaccines** -- and Immunization is a global strategy which aims to strengthen children's immunization programs and introduce new generation of licensed vaccines into use in developing countries across the globe.

**The Global Fund to Fight AIDS, TB, and Malaria** is a funding project rather than an initiative. Nevertheless, it helps in the prevention, reduction, and mitigation of the negative impacts of the three diseases to humanity which contributes to the fulfillment of the Millennium Development Goals.

### **Global Prevention and Control of Tobacco and Alcohol Use**

WHO Framework Convention on Tobacco Control. The WHO Framework Convention on Tobacco Control (WHO FCTC) is the prime international treaty negotiated under WHO. The WHO FCTC came into existence in reaction to the global epidemic of tobacco uses and abuse.

**The Global Strategy to Reduce the Harmful Use of Alcohol** recognizes the close ties between the harmful use of alcohol and the socio-economic development of a nation.

**The Global Strategy for the Prevention and Control of Non- Communicable Diseases** is a global action plan to prevent and control the following non-communicable diseases: cardiovascular diseases, chronic respiratory diseases, cancers, and diabetes and the four shared risk factors: unhealthy eating, physical inactivity, tobacco use and alcohol use.

**The "Comprehensive Mental Health Action Plan 2013-2020"** is the

result of extensive research and consultations by stakeholders, member, nations, academic, and non-government centers across the globe.

## LEARNING TASK 1: "FIND IN THE BOX"

Directions: Loop in the box the **5 global health issues and concerns** that the World Health Organization and member-nations are facing. Explain the words that you have found.

N	N	O	M	A	L	A	R	I	A	O	P	Y	T
W	A	T	E	R	S	A	F	E	T	Y	J	K	A
Q	W	E	R	A	A	S	D	V	Z	V	O	P	B
M	E	N	T	A	L	H	E	A	L	T	H	L	A
Z	E	A	S	Z	U	I	O	P	L	M	N	O	C
W	O	M	E	N	S	H	E	A	L	T	H	L	C
E	D	F	V	T	Y	U	I	H	J	I	J	K	O
E	N	V	I	R	O	N	M	E	N	T	K	O	P

## B. Development Pagpapaunlad

DAY 2

## LEARNING TASK 2: "IT'S MY CHOICE"

Directions: Choose the best answer for the following questions. Encircle the letter of the correct answer.

1. Which of these international organizations is the chief body responsible for providing leadership on global health, setting norms and standards and providing health support to countries around the world?

- a. International Committee of the Red Cross
- b. United Nations Health and Life Insurance
- c. World Bank
- d. World Health Organization

2. Some are key suggestion to eradicate poverty and hunger, which is not?

- a. Education
- b. Producing more jobs
- c. Stay at Home
- d. Promoting gender equality

3. It was signed in September 2000 that made the world leaders to fight discrimination against women and children, disease, hunger, poverty, illiteracy, and environmental degradation.

- a. United Nation Millennium
- b. Worlds Aids Day
- c. Global Health Initiatives
- d. Rollback Malaria

4. This is global strategy which aims to strengthen children's immunization programs and introduce new generation of licensed vaccines into use in developing countries across the globe.

- a. Stop TB
- b. Rollback Malaria
- c. Global Alliance for Vaccines and Immunization
- d. Global Health

5. Global effort to prevent further transmission of tuberculosis or TB around the world.

- a. Rollback malaria
- b. Stop TB
- c. Global health
- d. mental health

## LEARNING TASK 3: "ISSUES, CONCERNS, AND TRENDS (ICT)"

Directions: Write in each box the **different health issues, concerns and trends** encountered around the world. These may have not been mentioned in the readings but should also be addressed by international and national communities.

<b>C. Engagement</b> <i>Pakikipagpalihan</i>	DAY 3	<p><b>LEARNING TASK 4: "PRESENT AND FUTURE"</b></p> <p>Directions: Think of the present status of the different global health issues and concerns. Write your answer in the <b>Present</b> column. Predict what will happen if these global health issues and concerns will be properly addressed by different nations. Write your answer in the <b>Future</b> column.</p> <table> <tr> <th>PRESENT</th><th>GLOBAL HEALTH ISSUES &amp; CONCERN</th><th>FUTURE</th></tr> <tr> <td></td><td>COMMUNICABLE DISEASES</td><td></td></tr> <tr> <td></td><td>TOBACCO AND ALCOHOL USE</td><td></td></tr> <tr> <td></td><td>MENTAL HEALTH</td><td></td></tr> </table>	PRESENT	GLOBAL HEALTH ISSUES & CONCERN	FUTURE		COMMUNICABLE DISEASES			TOBACCO AND ALCOHOL USE			MENTAL HEALTH	
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<b>D. Assimilation</b> <i>Paglalatap</i>	DAY 4	<p><b>LEARNING TASK 5: "QUESTION TO PONDER"</b></p> <p>Directions: Read carefully and answer the following questions. Write your answer on the space provided.</p> <p>1. How does the Philippine government address different local and national health issues and concerns like HIV/AIDS cases and tobacco and alcohol related diseases? _____</p> <p>2. Who do you think are the stakeholders or partners of the government in addressing health problems? How can they help curb various health problems? _____</p> <p>3. How can educating the youth help in developing a socially conscious and healthy individuals who are aware of the various global health threats and concerns? _____</p>												
<b>V. ASSESSMENT</b> (Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)	DAY 4	<p><b>LEARNING TASK 6: TEST YOUR KNOWLEDGE</b></p> <p>Directions: Read these statements and select the letters of the correct answer.</p> <p>1. Diverse health issues, concerns and trends which call for all nations to address and act to promote and protect health of individuals and groups across boundaries.</p> <ol style="list-style-type: none"> <li>global health</li> <li>health</li> <li>public health</li> <li>health education</li> </ol> <p>2. These are goals set by the United Nations for its member –nations to be fulfilled on an agreed span of time to be evaluated and counter-checked under world standards.</p> <ol style="list-style-type: none"> <li>K-12 Development goals</li> <li>Millennium Development Goals</li> <li>United Nations Development Goals</li> <li>World Health Goals</li> </ol> <p>3. What Millennium Development Goals greatly protect and care for women and children's health?</p> <ol style="list-style-type: none"> <li>MDG No. 1 and 2</li> <li>MDG No. 3, 4 and 5</li> <li>MDG No. 7 and 8</li> <li>MDG No. 1, 6, and 7</li> </ol> <p>4. The primary international body responsible for developing leadership in health, setting norms and standards and providing health support among nations around the world.</p>												



		<ul style="list-style-type: none"> <li>a. United Nations</li> <li>b. International Red Cross</li> <li>c. World Bank</li> <li>d. World Health Organization</li> </ul> <p>5. A global health effort to control, prevent and eradicate the spreading of mosquito borne infectious through development, preventive measures, and effective treatment.</p> <ul style="list-style-type: none"> <li>a. Destroy Mosquitoes program</li> <li>b. Roll Back Dengue</li> <li>c. Roll Back Malaria</li> <li>d. Stop Dengue and Malaria</li> </ul>
<b>VI. REFLECTION</b>		<ul style="list-style-type: none"> <li>• The learners will write their personal insights about the lesson in their notebook using the prompts below:</li> </ul> <p>I understand that _____.</p> <p>I realize that _____.</p> <p>I need to learn more about _____.</p>

### Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



- I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

<b>W4</b>	<b>Learning Area</b>	HEALTH	<b>Grade Level</b>	10
	<b>Quarter</b>	3	<b>Date</b>	

<b>I. LESSON TITLE</b>	<b>Health Trends, Issues, and Concerns (Global Level)</b>
<b>II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)</b>	Recommends ways of adopting global health initiatives to local or national context <b>H10HC-IIIId-e-4</b>
<b>III. CONTENT/CORE CONTENT</b>	<b>The United Nations Development Program's Quick Wins</b>

<b>IV. LEARNING PHASES</b>	<b>Suggested Time Frame</b>	<b>Learning Activities</b>
<b>A. Introduction</b> <i>Panimula</i>	<b>DAY 1</b>	<p>The <b>United Nations Development Program (UNDP)</b> works with different nations and organizations to withstand crises, empower lives and improve the quality of life for all. One of the UNDP's intervention programs to achieve the eight millennium development goals is called <b>Quick Wins</b>. Quick Wins are actions that can be immediately used within the community or locale to produce effective results. If applied continuously, Quick Wins could change people's views, and beliefs and trigger actions which could lead to helping millions of lives and countries find their right path towards the goals. Below are some examples of UNDP's Quick Wins:</p> <ul style="list-style-type: none"> <li>• No school fees and free access to educational materials and facilities in schools to ensure that all children attend classes. This eliminates poor families' concept that education is only for those who can afford it. Finances can include donor assistance from partnerships with private groups.</li> <li>• Children are provided with free school meals and take-home rations using locally produced food.</li> <li>• Regular annual deworming for all school children especially in impoverished areas to improve health and education.</li> <li>• Provision for poor farmers of affordable supplies of soil nitrogen and other soil nutrients.</li> <li>• Design community nutrition programs for pregnant, nursing mothers and children below five years of age. These includes breastfeeding, feeding programs and micronutrient supplements like vitamin A and zinc.</li> <li>• Offer basic skills training of community members in health, farming, technical-vocational, and infrastructure.</li> <li>• Free basic health services sponsored by private organizations.</li> <li>• Expanded access to sexual and reproductive health information and services. These includes family planning information campaign and services.</li> <li>• Distribution of free, effective, and efficient insecticide-treated bed nets to families especially in malaria and dengue-endemic areas</li> <li>• Active national and local campaigns to reduce violence against women and children.</li> <li>• Reform and enforce legislation protecting and empowering women's and children's rights.</li> <li>• Empowering women to play an important role in formulating and monitoring poverty reduction strategies, programs, and policies.</li> </ul>

- Allowing government-owned hospitals, health centers, schools and other social service institutions free access to electricity, water, sanitation, and internet using sustainable and renewable energies like solar panels, wind, and geothermal generators.

- Plant endemic trees at the community level to provide shade, produce, watershed protection, windbreak, and timber.

### LEARNING TASK 1: "SPEEDY SOLUTIONS"

Directions: Imagine yourself as a member of a local organization that wants to sponsor one of the UNDP type projects given above to help achieve the millennium development

goals. Follow the procedures below in doing the task.

1. Pick a project under Quick Wins Program. Choose a creative title for the project.
2. Determine which Millennium Development Goal(s) the project targets.
3. Come up with your slogan that captures the energy and importance of the chosen project.
4. Write your answer on the table provided.

Project Title:

Project Statement (Based on the sample UNDP Quick Wins)	Target MDG (Millennium Development Goal)	Slogan

### B. Development Pagpapaunlad

DAY 2

### LEARNING TASK 2: "COMMUNITY HEALTH PROGRAMS AND STRATEGIES"

**Directions:** Conduct an interview to your parent or older sibling about the different health programs and strategies that are implemented in your community. The interview can be recorded on video or you may write the details of your interview on a clean sheet of paper. Submit the video or the writings of your interview to your teacher. You will be graded based on the following criteria:





- Clarity of the content of the interview: ----- 50 %
- Personality of both the interviewee and the interviewer: -----30%
- Questioning technique of the interviewer -----20%

### LEARNING TASK 3: "INFOTOGRAHPHY"

Directions: Look at the pictures below and tell what Quick Wins Program is being shown each photo. Write your answer on the box.

1.



		<p>#DepEd #DepEdTayo #NoCollectionPolicy #MayPasokNa</p> <p>2.</p>  <p><b>"No Collection Policy"</b> DepEd Order No. 42 s. 2012 It is stressed that in no case shall non-payment of voluntary school contributions or membership fees shall be made as a basis of admission, re-enrollment, or non-issuance of clearance to a student by the school concerned.</p> <p>DepEd @facebook.com/leapdep</p>	
		<p>3.</p> 	
		<p>4.</p> 	
		<p>5.</p> 	
	DAY 3	<p><b>LEARNING TASK 4: "Quick Wins Program"</b></p> <p>Directions: Read and analyze each statement below. Put a ✓ on the space provided if it is a part of United Nation Development Programs and X if it is NOT.</p> <p>_____ 1. No school fees and free access to educational materials and facilities in schools to ensure that all children attend classes. This eliminates poor families' concept that education is only for those who can afford it. Finances can include donor assistance from partnerships with private groups.</p> <p>_____ 2. Expanded access to sexual and reproductive health information and services. These includes family planning information campaign and services.</p> <p>_____ 3. Distribution of free, effective and efficient insecticide-treated bed nets to families especially in malaria and dengue-endemic areas.</p> <p>_____ 4. Reform and enforce legislation protecting and empowering women's and children's rights.</p> <p>_____ 5. Allowing government-owned hospitals, health centers, schools and other social service institutions free access to electricity, water, sanitation and internet using sustainable and renewable energies like solar panels, wind and geothermal generators</p>	
C. Assimilation Paglalapat	DAY 4	<p><b>LEARNING TASK 5: "My Contribution"</b></p> <p>Directions: Read carefully each Quick Wins Programs. As a 21<sup>st</sup> century learner, how can you be of help to United Nation Development Programs for the successful implementation of their projects? Write your answer on the space provided.</p> <p>1. Empowering women to play an important role in formulating and monitoring poverty reduction strategies, programs and policies.</p> <p>_____</p> <p>_____</p>	



		<p>2. Active national and local campaigns to reduce violence against women and children.</p> <p>_____</p> <p>_____</p> <p>3. Plant endemic trees at the community level to provide shade, produce, watershed protection, windbreak and timber.</p> <p>_____</p> <p>_____</p> <p>4. Regular annual deworming for all school children especially in impoverished areas to improve health and education.</p> <p>_____</p> <p>_____</p> <p>5. Design community nutrition programs for pregnant, nursing mothers and children below five years of age. These includes breastfeeding, feeding programs and micronutrient supplements like vitamin A and zinc.</p> <p>_____</p> <p>_____</p>
<b>V. ASSESSMENT</b> (Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)	DAY 4	<b>LEARNING TASK 6: "True or False"</b> Directions: Write TRUE if the statement is correct and FALSE if is not. 1. The World Health Organization is the main International body which promotes International leadership in health, setting norms and standards and sets policies for global health awareness and campaign. 2. In the Philippines, the lead executive department of the government which ensures every Filipino's access to public health through quality and efficient health care programs and services is the Department of Public Works and Highways. 3. All of the eight millennium development goals are essential in the fulfilment of healthy and sustainable growth and development of every Filipino. 4. Many nations have common programs and services which help prevent and control the spread of emerging communicable diseases like malaria, dengue, filariasis, and HIV/ AIDS. 5. Quick Wins is one of the UNDP's intervention programs to achieve the eight millennium development goals.
<b>VI. REFLECTION</b>		<ul style="list-style-type: none"> <li>The learners will write their personal insights about the lesson in their notebook using the prompts below:                I understand that _____.                I realize that _____.                I need to learn more about _____.</li> </ul>

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