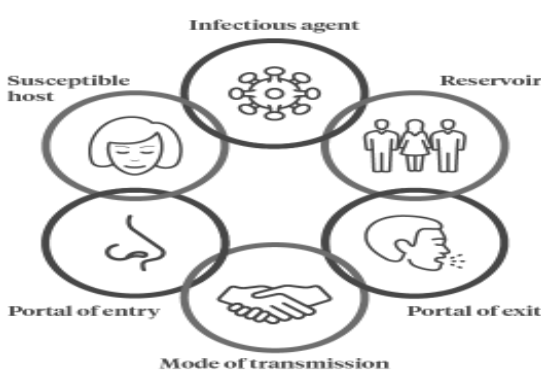


W5	Learning Area	HEALTH	Grade Level	8
	Quarter	3	Date	

I. LESSON TITLE	DISEASE PREVENTION AND CONTROL
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	<ul style="list-style-type: none"> Discusses the stages of infection. Analyzes the leading causes of morbidity and mortality in the Philippines. Discusses the most common communicable diseases sign and symptoms, effects and the prevention and control of communicable diseases. Analyzes the nature of emerging and re-emerging diseases.
III. CONTENT/CORE CONTENT	COMMUNICABLE DISEASES

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
A. Introduction <i>Panimula</i>	DAY 1	<p>Stages of Infection INCUBATION STAGE- organisms growing and multiplying. PRODROMAL STAGE- person is most infectious, vague and nonspecific signs of disease. FULL STAGE OF ILLNESS- presence of specific signs and symptoms of disease. CONVALESCENT PERIOD- recovery from the infection.</p> <p>A disease is any condition in which the normal structure or functions of the body are damaged or impaired. Physical injuries or disabilities are not classified as disease, but there can be several causes for disease, including infection by a pathogen, genetics (as in many cancers or deficiencies), noninfectious environmental causes, or inappropriate immune responses. Our focus in this chapter will be on infectious diseases, although when diagnosing infectious diseases, it is always important to consider possible noninfectious causes.</p> <p>The periods of disease include the incubation period, the prodromal period, the period of illness, the period of decline, and the period of convalescence. These periods are marked by changes in the number of infectious agents and the severity of signs and symptoms.</p> <p>MORBIDITY AND MORTALITY Morbidity is the state of being unhealthy for a particular disease or situation, whereas, mortality is the number of deaths that occur in a population. Morbidity refers to disease states, while mortality refers to death. The leading causes of death are diseases of the heart, diseases of the vascular system, pneumonias, malignant neoplasms/cancers, all forms of tuberculosis, accidents, COPD and allied conditions, diabetes mellitus, nephritis/nephritic syndrome and other diseases of respiratory system. While in morbidity are TB Respiratory, Acute Watery Diarrhea and others. The severity of the sick person's illness depends on the extent of the infection, the pathogenicity of the microorganism and susceptibility of the host.</p> <p>Chain of Infection</p>  <pre> graph TD A[Infectious agent] --> B[Reservoir] B --> C[Portal of exit] C --> D[Mode of transmission] D --> E[Portal of entry] E --> F[Susceptible host] F --> A </pre>

Infectious agent or pathogen- a disease-causing organism which includes bacteria, virus, parasitic worm, protozoa and lives in **reservoir**-which can be a living or non-living object. In order to be transmitted, the pathogen leaves the reservoir through **portal of exit**. Examples include the mouth, nose, anus and other body openings. The pathogen is then passed through a direct or indirect **mode of transmission** from one host to another. It is transmitted through a living vector like a mosquito or flea. Some are transmitted by respiratory droplets, or even in semen. The organism enters the body through the **portal of entrance** such as the nose, skin or mouth. **The susceptible host** is a person with low immunity to disease. This includes the very old and the immune suppressed (due to genetics, transplant drugs, malnutrition, or viral infection like HIV).

What is a communicable disease?

A communicable disease is one that is spread from one person to another through a variety of ways that include: contact with blood and bodily fluids; breathing in an airborne virus; or by being bitten by an insect. Reporting of cases of communicable disease is important in the planning and evaluation of disease prevention and control programs, in the assurance of appropriate medical therapy, and in the detection of common-source outbreaks. How these diseases spread depends on the specific disease or infectious agent. Some ways in which communicable diseases spread are by: This would help stop the emerging or continuous spread and re-emerging of diseases.

1. physical contact with an infected person, such as through touch (staphylococcus), sexual intercourse (gonorrhea, HIV), fecal/oral transmission (hepatitis A), or droplets (influenza, TB)
2. contact with a contaminated surface or object (Norwalk virus), food (salmonella, E. coli), blood (HIV, hepatitis B), or water (cholera);
3. bites from insects or animals capable of transmitting the disease (mosquito; malaria and yellow fever; flea: plague); and
4. travel through the air, such as tuberculosis or measles.

How can we prevent communicable diseases?

Proper handwashing, especially before and after handling food and using the toilet, helps keep germs at bay. Other important ways to slow or stop **disease** transmission are by ensuring the food we eat and water we drink is safe, avoiding people who are sick and practicing safe sex.

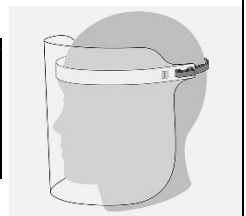
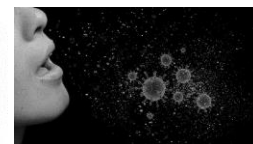
Prevention is better than cure. As you go along, you will notice that the diseases you are experiencing can be prevented if you only know how to control them.

B. Development Pagpapaunlad

DAY 2

ACTIVITY 1: LET'S ANALYZE!

Directions: Study and analyze the pictures. Answer the questions below and write your answer in the space provided.



Questions:

1. What can you say about the set of pictures above?

2. How are those pictures related to the present time?

3. Which among those pictures help in fighting the spread of diseases?

4. As a student, how can you help to prevent the transfer of diseases?

ACTIVITY 2: PICK ME UP!

Directions: Complete the table below by writing the correct signs and symptoms of the stages of infection. Choices are written in the box.

CHOICES

1. Length of recovery depends on the severity of infection and the patient's general state of health.	6. Mumps, 15-18 days
2. takes several days to months.	7. Malaise, low grade fever
3. Chickenpox, 2-3 weeks	8. Fatigue
4. Common cold, 1- 2 days	9. Common cold manifested by sore throat
5. Influenza, 1-3 days	10. Sinus congestion
	11. rhinitis
	12. Mumps manifested by earache.

Incubation Stage	Prodromal Stage	Illness Stage	Convalescence Stage

ACTIVITY3: PICK ME UP!

Directions: Choose if the diseases are under mortality or morbidity. Write your answer on the space provided.

- _____ 1. Acute Respiratory Infection
 _____ 2. Hypertension
 _____ 3. Acute Watery Diarrhea
 _____ 4. Influenza
 _____ 5. Tuberculosis
 _____ 6. Heart Diseases
 _____ 7. Malignant Neoplasms/Cancers
 _____ 8. COVID
 _____ 9. Diabetes Mellitus
 _____ 10. Accidents

C. Engagement
Pakikipagpalihan

DAY 3

ACTIVITY 4: COMPLETE ME!

Directions: Complete the table by writing some practices that help to prevent the spread of diseases.

Name of Communicable Diseases	Prevention and Cure
1. Acne	
2. Dengue	
3. Tuberculosis	
4. Pneumonia	
5. Malaria	

D. Assimilation
Paglalapad

DAY 4




ACTIVITY 5: I WANT IT ORGANIZE!

Directions: Complete the graphic organizer. Write an example of communicable disease and the ways for its cure and prevention.

		<div>Prevention</div> <div>1.</div> <div>2.</div> <div>3.</div>	<div>Communicable Diseases</div>	<div>Cure</div> <div>1.</div> <div>2.</div> <div>3.</div>
V. ASSESSMENT (Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)	DAY 4	ACTIVITY 6: MY LEARNINGS! Directions: Answer the following questions in a paragraph form. 1. What is communicable disease? 2. How can you help the country to stop the spread of covid19 diseases? _____ _____		
VI. REFLECTION		<ul style="list-style-type: none"> The learners communicate the explanation of their personal assessment as indicated in the Learner's Assessment Card. 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 _____. 		

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	

W6	Learning Area	HEALTH	Grade Level	8
	Quarter	3	Date	

I. LESSON TITLE	DISEASE PREVENTION AND CONTROL
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	<ul style="list-style-type: none"> Demonstrates self-monitoring skills to prevent communicable diseases. Promotes programs and policies to prevent and control communicable diseases. Identifies agencies responsible for communicable disease prevention and control.
III. CONTENT/CORE CONTENT	COMMUNICABLE DISEASE: PREVENTION, PROGRAM/POLICIES AND AGENCIES

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
A. Introduction <i>Panimula</i>	DAY 1	<p>A communicable disease is a disease that spreads from one person or animal to another. Pathogens such as viruses, bacteria, and fungi cause these diseases. A communicable disease is any disease that passes between people or animals. People sometimes refer to communicable diseases as "infectious" or "transmissible" diseases. Pathogens, including bacteria, viruses, fungi, and protists, cause communicable diseases.</p> <p>Pathogens, including bacteria, viruses, fungi, and protists, cause communicable diseases. People can reduce their risk of contracting or transmitting disease causing pathogens by following the steps below:</p> <ul style="list-style-type: none"> washing their hands thoroughly and regularly disinfecting surfaces at home often, especially doorknobs and food areas practicing good hygiene when preparing and handling food avoiding eating spoiled food avoiding touching wild animals receiving available vaccinations taking antimalarial medications when traveling where there is a malaria risk <p>DOH Major Programs and Projects Classified according to the KRAs of the Social Contract (COMMUNICABLE DISEASE)</p> <p>1. National TB Control Program ---The program aims to reduce morbidity and mortality from tuberculosis by scaling-up and sustaining coverage of DOTS implementation, ensuring provision of quality TB Services and reducing out-of-pocket expenses related to TB care.</p> <p>2. National HIV, AIDS and STI Prevention and Control Program ---Aims to prevent the further spread of HIV infection and reduce the impact of the disease on individuals, families, sectors and communities by improving the coverage and quality of prevention programs for persons at most risk, vulnerable and living with HIV</p> <p>3. Malaria Control Program ---Aims to significantly reduce malaria burden so that it will no longer affect the socio-economic development of individuals and families in endemic areas</p> <p>4. National Dengue Control Program ---The NDPCP is directed towards community-based dengue prevention and control in endemic areas.</p> <p>5. National Rabies Prevention and Control Program ---The Rabies Program is jointly implemented by the DOH with the Department of Agriculture (lead agency and the responsible for canine immunization), Department of Education and the Department of Interior and Local Government (DILG). It aims to eliminate rabies in the Philippines by 2020.</p> <p>6. DOH Major Programs and Projects Classified according to the KRAs of the Social Contract ---Aims to develop a comprehensive approach and strategies to increase awareness, information and continuing education of health personnel, high-risk individuals, and patients.</p> <p>7. Chronic Respiratory Diseases Prevention and Control Program, Cardiovascular Disease Prevention and Control Program, Diabetes Mellitus Prevention and Control Program</p>

---Aims to develop a comprehensive approach and strategies to increase awareness, information and continuing education of health personnel, high risk individuals and patients. It utilizes early detection through the risk assessment at the primary, secondary, and tertiary levels of health care with the appropriate medical/therapeutic management.

Disease Prevention and Control Bureau/Agencies

- Infectious **Diseases** for Elimination Division (IDED)
- Infectious **Diseases** for **Prevention and Control** Division (IDPCD)
- Environmental-Related **Diseases** Division (ERDD)
- Occupational **Diseases** Division (ODD)
- Essential Non-**Communicable Diseases** Division (ENCDD)
- Lifestyle-Related **Diseases** Division (LRDD)

Functions:

- ✓ Develops policies, standards and guidelines for the elimination of infectious diseases.
- ✓ Develops plans, programs and projects to carry out preventive and control strategies against elimination of infectious diseases.
- ✓ Assists and strengthens capacity to measure and analyze the burden of elimination of infectious diseases.
- ✓ Provides monitoring and evaluation schemes to measure of interventions in the prevention and control of elimination diseases.
- ✓ Provides technical assistance and expert services to collaborating and implementing agencies on matters pertaining to the prevention and control of infectious diseases for elimination.
- ✓ Develops capability of health sector agencies and organizations in the implementation of programs and projects related to the prevention and control of infectious diseases for elimination.
- ✓ Promotes coordination and collaboration with partner agencies and organizations on matters pertaining to elimination of infectious diseases.
- ✓ Mobilizes resources to assist collaborating and implementing agencies and organizations.

B. Development Pagpapaunlad

DAY 2

Learning Task 1: Know What You See

Directions: Read the situations at the middle column. Write the actions that you "should do/not do" in the given column.

What I should do	Scenarios	What I should not do
	1. After playing an outdoor game, you were tired and thirsty.	
	2. Swimming class is over. You have changed your clothes and must deal with your hair.	
	3. You and your friends sat on a bench after a sweaty basketball game.	
	4. You and your brother are preparing to job. Your brother is anxious because he can't find his favorite pair of socks you are about to use.	
	5. Your team won the game. You shook hands	

			with your opponents to show sportsmanship.																																																																																																																																																		
C. Engagement Pakikipagpalihan	DAY 3	<p>Learning Task 2: WORD HUNT</p> <p>Directions: Find and encircle the symptoms, diseases, and treatments that can be found in the puzzle and write it on the table according to its classification.</p> <table><tr><td>S</td><td>L</td><td>L</td><td>I</td><td>H</td><td>C</td><td>O</td><td>G</td><td>D</td><td>C</td><td>O</td><td>V</td><td>I</td></tr><tr><td>O</td><td>V</td><td>O</td><td>M</td><td>E</td><td>A</td><td>S</td><td>R</td><td>E</td><td>V</td><td>E</td><td>F</td><td>A</td></tr><tr><td>R</td><td>A</td><td>S</td><td>H</td><td>E</td><td>C</td><td>L</td><td>E</td><td>N</td><td>S</td><td>C</td><td>H</td><td>I</td></tr><tr><td>E</td><td>C</td><td>K</td><td>E</td><td>N</td><td>X</td><td>P</td><td>O</td><td>G</td><td>F</td><td>U</td><td>L</td><td>V</td></tr><tr><td>T</td><td>P</td><td>F</td><td>I</td><td>L</td><td>S</td><td>L</td><td>S</td><td>U</td><td>R</td><td>A</td><td>S</td><td>A</td></tr><tr><td>H</td><td>C</td><td>L</td><td>R</td><td>A</td><td>P</td><td>M</td><td>S</td><td>E</td><td>C</td><td>O</td><td>L</td><td>C</td></tr><tr><td>R</td><td>H</td><td>U</td><td>E</td><td>A</td><td>M</td><td>A</td><td>A</td><td>D</td><td>I</td><td>V</td><td>O</td><td>C</td></tr><tr><td>O</td><td>C</td><td>H</td><td>E</td><td>P</td><td>U</td><td>D</td><td>N</td><td>N</td><td>L</td><td>E</td><td>G</td><td>I</td></tr><tr><td>A</td><td>C</td><td>E</td><td>T</td><td>A</td><td>M</td><td>I</td><td>I</td><td>O</td><td>P</td><td>H</td><td>E</td><td>N</td></tr><tr><td>T</td><td>D</td><td>I</td><td>S</td><td>E</td><td>A</td><td>I</td><td>L</td><td>N</td><td>E</td><td>S</td><td>S</td><td>E</td></tr></table> <div>Sore Throat Flu Chills</div> <div>Acetaminophen Vaccine Dengue</div> <div>COVID Mumps Fever</div> <div>Rash</div> <table><tr><th>Disease</th><th>Symptoms</th><th>Treatment</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>			S	L	L	I	H	C	O	G	D	C	O	V	I	O	V	O	M	E	A	S	R	E	V	E	F	A	R	A	S	H	E	C	L	E	N	S	C	H	I	E	C	K	E	N	X	P	O	G	F	U	L	V	T	P	F	I	L	S	L	S	U	R	A	S	A	H	C	L	R	A	P	M	S	E	C	O	L	C	R	H	U	E	A	M	A	A	D	I	V	O	C	O	C	H	E	P	U	D	N	N	L	E	G	I	A	C	E	T	A	M	I	I	O	P	H	E	N	T	D	I	S	E	A	I	L	N	E	S	S	E	Disease	Symptoms	Treatment												
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D. Assimilation Paglalapat	DAY 4	<p>Learning Task 3: Key to Knowing</p> <p>Directions: Complete the diagram below. List some agencies of the government in the three smaller boxes and the functions of it in the prevention and control of communicable diseases.</p> <div><div>Agencies</div><div></div><div></div><div></div><div></div></div> <p>Learning Task 4: My Program</p> <p>Directions: Make your own program and policies that will help prevent and control communicable diseases. Using the guide table below.</p> <table><tr><th>Program/ Title</th><th>Objective</th><th>Functions</th><th>Health Promotion</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>			Program/ Title	Objective	Functions	Health Promotion																																																																																																																																													
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V. ASSESSMENT (Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)	DAY 4	<p>Learning Task 5: Making Small Things</p> <p>Directions: As a student, what can you do to make our environment clean and keep yourself free from disease? Answer in three-five (3-5) sentences</p> <div></div>																																																																																																																																																			

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VI. REFLECTION		<ul style="list-style-type: none"> The learners communicate the explanation of their personal assessment as indicated in the Learner's Assessment Card. The learners will write their personal insights about the lesson in their notebook using the prompts below. <p>I understand that _____.</p> <p>I realize that _____.</p> <p>I need to learn more about _____.</p>

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Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
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