

<b>W7</b>	<b>Learning Area</b>	HEALTH	<b>Grade Level</b>	7
	<b>Quarter</b>	Third	<b>Date</b>	

<b>I. LESSON TITLE</b>	Mental and Emotional Health
<b>II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)</b>	<ol style="list-style-type: none"> <li>Explains the factors that affect the promotion of good health <b>H7PH-IIIa-b-28</b></li> <li>Explains that stress is normal and inevitable <b>H7PH-IIIa-b-29</b></li> <li>Differentiates eustress from distress <b>H7PH-IIIa-b-30</b></li> <li>Identifies situations that cause feelings of anxiety and stress <b>H7PH-IIIa-b-31</b></li> <li>Identifies physical responses of body to stress <b>H7PH-IIIa-b-32</b></li> </ol>
<b>III. CONTENT/CORE CONTENT</b>	<b>STRESS</b>

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
<b>A. Introduction</b> <b>Panimula</b>	Day 1	<p><b>What's New?</b></p> <ul style="list-style-type: none"> <li><b>Stress</b> is defined as the physiological or physical and emotional responses to a significant or unexpected change or disruption in one's life</li> <li>It may also refer to "what you feel when you react to pressure, either from the outside world (school, family, friends) or from yourself, wanting to fit in, wanting to do well in school.</li> <li>The word <b>stressor</b> refers to the things that make a person stressed. There are two different kinds of stress - <b>eustress</b> and <b>distress</b>.</li> <li>Eustress refers to a positive and healthy response of the body from a stressor. It produces good effects to one's well-being. For example, a person, who studied for long hours then took and got an outstanding grade in the exam, may feel happiness and enjoyment.</li> <li>On the other hand, distress refers to a negative reaction of the body towards a given stressor. It may cause problems in health, alter the mood and emotions, and even affect the way a person thinks. For example, when a person woke up late for work, he or she may feel anger and disappointment.</li> <li>It is usually easy to identify whether a person is stressed. Again, stress is the physical response of the body. Therefore, one may feel and experience different changes in the health condition. The body changes that occur from experiencing stress is called <b>general adaptation syndrome (GAS)</b>. According to Hans Selye (1936) and Sincero (2012), there are three phases of this syndrome.</li> </ul> <div> <div> <b>Alarm Stage</b> <p>This is the state when a person experiences the "flight or fight" feeling. A person's body at this stage releases "stress hormones" such as adrenaline. It enables a person to do things he/she does not usually do.</p> </div> <div> <b>Resistance Stage</b> <p>This is the stage when the body has already responded to the stressor. A person in this stage continuously experiences the "stress". But the strong feeling is less than the previous stage.</p> </div> <div> <b>Exhaustion Stage</b> <p>This is the stage when a person slowly loses the energy to manage the stress. This is also referred to as "gate toward burnout or stress overload" (Sincero, 2012).</p> </div> </div>

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		<p>Distressful situation: The whole street in the community was caught in fire. All houses were burned.</p> <div><div><div>Alarm Stage</div><div>When the fire broke out, a person may feel very alarmed. His\her energy suddenly raised up. He\she begins to carry objects in the house towards outside.</div></div><div><div>Resistance Stage</div><div>The person was able to escape safe from the burning house, but still feel very stressed because he\she still thought about the important things he\she forgot to save inside the house.</div></div><div><div>Exhaustion Stage</div><div>When the fire was killed, the person was not able to move on. He\she experienced extreme sadness and loss. He\she began to feel health problems.</div></div></div> <p>In addition problems, the following medical problems and concerns are linked with negative stress (Payne, et al., 2007);</p> <div><div>A. cardiovascular</div><div>B. Gastrointestinal problems</div><div>C. Headaches and migraines</div><div>D. Muscle spasm and cramps</div><div>E. Anxiety</div><div>F. Jaw problems</div><div>G. Allergies</div><div>H. cancer</div><div>I. back pain</div><div>J. asthma</div><div>K. kidney diseases</div><div>L. sexual dysfunction</div><div>M. infertility</div></div>																		
B. Development Pagpapaunlad	Day 2	<p>What's in?</p> <p>ACTIVITY 1 : MR. AND MS. PHYSICAL HEALTH</p> <p>Directions: Do at least one physical activity every day. Write your feelings and experiences below as you perform it..</p> <table><tr><th>Day</th><th>Physical Activity</th><th>Experiences</th></tr><tr><td>Monday</td><td></td><td></td></tr><tr><td>Tuesday</td><td></td><td></td></tr><tr><td>Wednesday</td><td></td><td></td></tr><tr><td>Thursday</td><td></td><td></td></tr><tr><td>Friday</td><td></td><td></td></tr></table> <p>ACTIVITY 2 : DOODLE IT!</p> <p>Materials: Bond paper/ any available drawing materials.</p> <p>Directions: Draw pictures or write words or phrases that answer the question "What are you thinking and feeling right now"?</p>	Day	Physical Activity	Experiences	Monday			Tuesday			Wednesday			Thursday			Friday		
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IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
<b>C. Engagement</b> <i>Pakikipagpalihan</i>	Day 3	<p><b>What's More?</b>  <b>ACTIVITY 3: DESCRIBING STRESS</b>  <b>Directions:</b> Draw or cut a picture of a person who is experiencing stress and places it in the left box below. On the other box, write the description of it.</p> <div> <div></div> <div></div> </div>
<b>D. Assimilation</b> <i>Paglalapat</i>	Day 4	<p><b>What I Have Learned</b></p> <p><b>ACTIVITY 4 : EUSTRESS VS. DISTRESS</b>  <b>Directions:</b> Read the following situations. Draw a smiling face ☺ if you consider it as a source of eustress and a sad face ☹ if it causes distress.</p> <ol style="list-style-type: none"> <li>____ 1. Choosing a gift for a friend</li> <li>____ 2. Arguing with a classmate</li> <li>____ 3. Going to new place</li> <li>____ 4. Having a newborn sibling</li> <li>____ 5. Getting a failing grades</li> <li>____ 6. Losing your money</li> <li>____ 7. Getting a birthday surprise</li> <li>____ 8. Attending a party</li> <li>____ 9. Witnessing a tribal dance</li> <li>____ 10. Watching a traditional play</li> </ol> <p><b>ACTIVITY 5: LET'S CHECK</b>  <b>Directions:</b> Read the following situations. Write a CHECK if you considered the situation as stressful and leave it blank if not.</p> <ol style="list-style-type: none"> <li>____ 1. Finishing the modules before the retrieval</li> <li>____ 2. Bullied in social media</li> <li>____ 3. Death of your pet</li> <li>____ 4. Sharing room with your new baby sister/brother</li> </ol>

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
		____ 5. Accidentally broke a glass ____ 6. Not being "techy" ____ 7. Separation of your parents ____ 8. Having a relationship at your age ____ 9. Helping chores at home ____ 10. Balancing the demands of the family with studying
<b>V. ASSESSMENT</b> (Learning Activity Sheets for _____ Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)		<b>Directions:</b> Answer the following questions briefly. 1. Do the things you think and feel affect your everyday life? _____ 2. How does your body respond to the things you think and feel? _____ 3. When was the last time you got stressed? _____ _____
<b>VI. REFLECTION</b>		<ul style="list-style-type: none"> <li>The learners communicate the explanation of their personal assessment as indicated in the <b>Learner's Assessment Card</b>.</li> <li>The learner 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>

<b>Prepared by:</b>	G7 MAPEH TEACHERS GFLMNHS	<b>Evaluated by:</b>	NIMFA P. MANALO APRILITO C. DE GUZMAN
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### 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>W8</b>	<b>Learning Area</b>	HEALTH	<b>Grade Level</b>	7
	<b>Quarter</b>	Third	<b>Date</b>	

<b>I. LESSON TITLE</b>	Mental and Emotional Health
<b>II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)</b>	<ol style="list-style-type: none"> <li>1. Differentiates healthful from unhealthful strategies in coping with stress <b>H7PH-IIIId-e-35</b></li> <li>2. Demonstrates various stress managing techniques that one can use every day in dealing with stress <b>H7PH-IIIId-e-36</b></li> <li>3. Explains the importance of grieving <b>H7PH-IIIId-e-37</b></li> <li>4. Demonstrates coping skills in managing loss and grief <b>H7PH-IIIId-e-38</b></li> <li>5. Recognizes triggers and warning signs of common mental disorders <b>H7PH-IIIId-e-39</b></li> <li>6. Discusses the types, signs, symptoms, and prevention, treatment and professional care in managing common mental health disorders <b>H7PH-IIIId-e-40</b></li> </ol>
<b>III. CONTENT/CORE CONTENT</b>	<b>COPING WITH STRESS, DYING AND DEATH</b>

<b>IV. LEARNING PHASES</b>	<b>Suggested Time Frame</b>	<b>Learning Activities</b>
<b>A. Introduction</b> <i>Panimula</i>	Day 1	<p><b>Death</b> refers to the end of the physical being of a person that is caused by an illness, ageing, or an accident.</p> <p><b>Loss</b> occurs when someone dies or a life situation changes or ends</p> <p><b>Grief</b> refers to "the emotional suffering caused by a loss, disaster, or misfortune" (Meeks, et al., 2007).</p> <p><b>Grieving</b> it allows us to 'free-up' energy that is bound to lost person, object, or experience – so that we might re-invest that energy elsewhere.</p> <p><b>Healthful Ways in Coping with Stress</b></p> <ul style="list-style-type: none"> <li>• Think that you can manage and control everything</li> <li>• Do something you enjoy everyday</li> <li>• Get all the restful sleep you need to feel your best <ul style="list-style-type: none"> <li>• Make a positive face-to-face connection with people a priority</li> </ul> </li> </ul> <p><b>Stress management skills</b> are techniques that can be used to cope with the harmful effects produced by stress. <b>Types are:</b> <b>1.</b> The skill focuses on doing something about the cause of stress. Learning and using responsible decision-making skills can help solve the stressor that is causing stress. <b>2.</b> The skill focuses on keeping the body healthy and relieving anxiety; exercising and eating a healthful diet are effective skills of this kind.</p> <p><b>KINDS OF MENTAL DISORDERS</b></p> <ol style="list-style-type: none"> <li>1. <b>MAJOR DEPRESSIVE DISORDER</b> – when depression is on daily basis, characterized by "persistent sadness, despair, and hopelessness. The symptoms are: lack or loss of motivation, over thinking, slow to react, difficulty in concentrating and remembering, loss of appetite, excessive gain or loss of weight and withdrawal from others/feeling alone.</li> <li>2. <b>BIPOLAR DISORDER</b> – also called as manic-depressive disorder. It is a form of depression characterized by "alternating mania and depression". A person may experience this disorder may at times feel very happy and elated, then at an instant may feel utmost sadness and despair. Other symptoms include rapid speech and racing thoughts, difficulty in decision-making and concentrating, agitation and extreme irritability.</li> <li>3. <b>SCHIZOPHRENIA</b> – is a "mental illness with biological origins that is characterized by irrational behavior, severe alterations of the</li> </ol>



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		<p>senses and often inability to function in the society". A person with this illness may experience hallucinations or feeling detached away from reality. He or she may lose the functions of the sense organs and thinks and imagines very differently than that of a normal person.</p> <p>4. <b>POST-TRAUMATIC STRESS DISORDER</b> – A person may have this disorder when he or she experienced a traumatic situation such as being abused, raped, or involved in an accident. Symptoms may vary from being spaced out (tulala), extreme sadness or frustrations, irritability, avoidance to people or isolation, and others.</p> <p>In terms of treatment and cure, a professional physician may decide on whether to give the patient medication or subject him or her to routine therapy sessions.</p> <p><b>Ways to Manage Stress</b> are: use responsible decision – making skills, rest, relax, and sleep well, stretch your bones and muscles, plan, work it, and plan again, write experiences in a journal, and never hesitate to talk with parents and adults.</p>										
<b>B. Development</b> <b>Pagpapaunlad</b>	Day 2	<p><b>ACTIVITY 1 : HEALTHFUL vs. UNHEALTHFUL</b></p> <p><b>Directions:</b> Read the following statements. Write the word <u>Healthful</u> if the situation refers to healthful ways in coping stress and <u>Unhealthful</u> if the situation is not.</p> <p>_____ 1. Drinking alcoholic beverages</p> <p>_____ 2. Attending bible study</p> <p>_____ 3. Seek advice to a counsellor</p> <p>_____ 4. Doing something you enjoy everyday</p> <p>_____ 5. Restful sleep</p> <p>_____ 6. Smoking cigarettes</p> <p>_____ 7. Playing with your pet</p> <p>_____ 8. Exercise daily</p> <p>_____ 9. Eat healthy foods</p> <p>_____ 10. Chat with your friends in social media</p> <p><b>ACTIVITY 2: A-OKAY STEPS</b></p> <p><b>Directions:</b> List 5 steps that you will do when facing with problem.</p> <p><b>Situation/Problem:</b> Your family expected you to do well in your studies but you know you are not good in school, what will you do?</p> <table><tr><th>Step 1</th><th>Step 2</th><th>Step 3</th><th>Step 4</th><th>Step 5</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Step 1	Step 2	Step 3	Step 4	Step 5					
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<b>C. Engagement</b> <b>Pakikipagpalihan</b>	Day 3	<p><b>ACTIVITY 3 : "GRIEVANCE"</b></p> <p><b>Directions:</b> Answer the question in 3 sentences: "Why is grieving a normal, natural and healthy response to loss?"</p> <div><div></div><div></div><div></div></div>										

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		<p><b>ACTIVITY 4: ARRANGE ME!</b></p> <p><b>Directions:</b> Arrange the following word to finally come up with the correct answer. Use the sentence below as a clue. Write your answer on the space provided.</p> <p>1 <b>MAOJR DERPESSIEV DOISRDER</b> - _____</p> <p>- Characterized by persistent sadness, despair, and hopelessness</p> <p>2 <b>BOPILAR DOISRDER</b> - _____</p> <p>- Characterized by alternating mania and depression</p> <p>3 <b>SCHIPZOHREAIN</b> - _____</p> <p>- Characterized by irrational behaviour, severe alterations of senses</p> <p>4 <b>PSOT-TRUMAATIC SRETSS DOISRDER</b> - _____</p> <p>- When people experienced a traumatic situation</p> <p>5 <b>MTENAL ILNELSS</b> - _____</p> <p>- Disrupts thinking and feeling</p> <p>6 <b>TRGIGERS</b> - _____</p> <p>- Activate a person's tendency to have mental disorder</p>																																																							
<p><b>D. Assimilation</b> <b>Paglalapad</b></p>	Day 4	<p><b>ACTIVITY 5 : IT'S ALL ABOUT STRESS</b></p> <p><b>Directions:</b> What are the important things you have learned about stress? You may select 1 and produce your featured topic from the following:</p> <p>a. Poster – Draw and/or paint an artwork that depicts a wise and intelligent adolescent dealing with death, loss and grief</p> <p>b. Poem – Write a poem that centers on the adolescent coping with stress or mental disorder.</p> <p>Materials needed: Bond paper and any coloring materials available at home.</p> <table><tr><th>CRITERIA</th><th>Very Good (10 pts.)</th><th>Good (8 pts.)</th><th>Fair (7 pts.)</th><th>Poor (5 pts.)</th></tr><tr><td><b>POEM</b></td><td></td><td></td><td></td><td></td></tr><tr><td>Includes relevant details about the subject</td><td></td><td></td><td></td><td></td></tr><tr><td>Correct grammar and choice of words are clear</td><td></td><td></td><td></td><td></td></tr><tr><td>Message is clear</td><td></td><td></td><td></td><td></td></tr><tr><td>Completes and submits project in time</td><td></td><td></td><td></td><td></td></tr><tr><td><b>POSTER</b></td><td></td><td></td><td></td><td></td></tr><tr><td>Shows originality, own style, and point of view</td><td></td><td></td><td></td><td></td></tr><tr><td>Shows craftsmanship through clean, neat and carefully constructed output</td><td></td><td></td><td></td><td></td></tr><tr><td>Meets the general expectations by revealing the activities lesson, message, and thought</td><td></td><td></td><td></td><td></td></tr><tr><td>Completes and submits project on time</td><td></td><td></td><td></td><td></td></tr></table>	CRITERIA	Very Good (10 pts.)	Good (8 pts.)	Fair (7 pts.)	Poor (5 pts.)	<b>POEM</b>					Includes relevant details about the subject					Correct grammar and choice of words are clear					Message is clear					Completes and submits project in time					<b>POSTER</b>					Shows originality, own style, and point of view					Shows craftsmanship through clean, neat and carefully constructed output					Meets the general expectations by revealing the activities lesson, message, and thought					Completes and submits project on time				
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<p><b>V. ASSESSMENT</b></p> <p>(Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)</p>		<p><b>Directions:</b> Answer the following questions briefly.</p> <p>1. How do the people around me affect my mental and emotional health?</p> <p>_____</p> <p>2. What are ways on how I can deal with the stressors?</p>																																																							

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		<p>3. Which do I experience more in my environment – eustress or distress? Why?</p> <p>_____</p> <p>_____</p> <p>_____</p>
VI. REFLECTION		<ul style="list-style-type: none"> <li>The learners communicate the explanation of their personal assessment as indicated in the <b>Learner's Assessment Card</b>.</li> <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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