



PIVOT^{4A}

LEARNER'S MATERIAL

QUARTER 2
MAPEH (Health)

G7



DepEd CALABARZON
Curriculum and Learning Management Division

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PIVOT 4A Learner's Material
Quarter 2
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MAPEH

(Health)

Grade 7

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PIVOT 4A CALABARZON Health G7

Guide in Using PIVOT 4A Learner's Material

For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in **MAPEH (Health)** as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

- a. answer all activities on separate sheets of paper;
- b. accomplish the **PIVOT Assessment Card for Learners on page 38** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner's Material

	K to 12 Learning Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples.
	What is new	This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and thru other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

Nutritional Needs of Adolescents

Lesson

I

Adolescence is the stage of rapid growth and development. At this period, teenagers like you tend to eat foods that may not always be the appropriate nourishments that your body needs. To choose nutritious foods, you need to know more other than how the food looks. As you go into this topic you will know the correct information that will help and guide you in selecting the right foods you need for a sound and healthy life.

This learning material will help you identify the nutritional needs and the right food needed by an adolescent, update your knowledge on nutrition, and teach you skills on how to demonstrate personal responsibility and healthful practices in order to stay healthy and reach your full potential.

At the end of the lesson, you will be able to identify the right foods for adolescents, create an advocacy material about eating the right food and its required amount, and realize the importance of choosing the right foods to intake by adolescence.

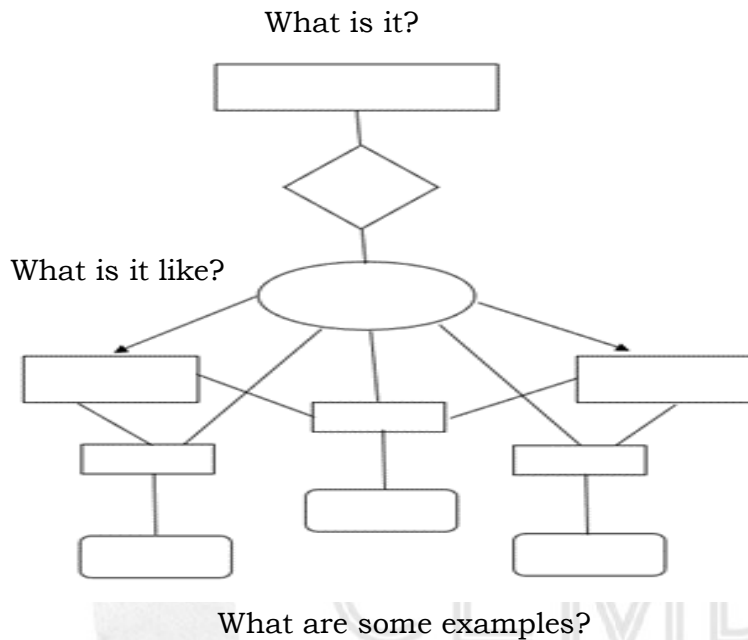
D

Learning Task 1: Let us play a brain teasing game called “Word Search”. Find the words related to the lesson on nutrition. The words could be in any directions as long as the letters are all inter-connected.

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

Learning Task 2: From the words you found from activity 2, choose several words and link/connect/web them to make a definition or concept. Use a definition map to describe and define the words you chose and their related ideas. Each map should include branches that will answer the questions about the vocabulary such as what is it?, What is it like? Or What are some examples?

Here is how you can do a definition map.



Nutritional Needs of Adolescents

The growth spurt creates an increased demand for energy and nutrients during the adolescence stage. The nutrients needed by your body is higher than any other stage in your lifecycle. It just shows that nutrition and physical development are related. Ideal food is essential to achieve your full potential development.

At this stage, you have a greater need for certain nutrients, such as calcium, iron, protein, and energy foods because of your rapid growth and development. As appetite is also likely to increase, food choices must be prepared carefully.

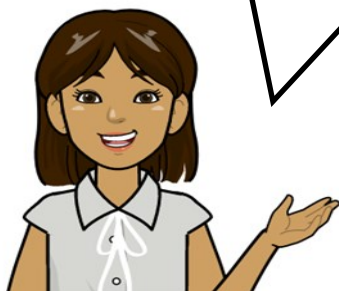
The best way to make sure teens are getting all the nutrients they need, its best to eat mainly from the core food groups:

- Plenty of different vegetables, including legumes
- Fruits
- Whole grains such as breads, cereals, rice, pasta, noodles, polenta, couscous, oats, quinoa and barley
- Lean meats and poultry, fish, eggs, tofu, nuts and seeds
- Milk, yoghurt, cheese and/or their alternatives, mostly reduced fat

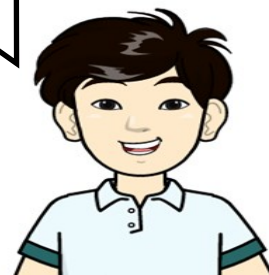
For you to grow and develop to the fullest and to improve your nutritional status, it is important to follow healthy eating guidelines such as:

1. Eat a variety of foods every day. Choosing and eating a variety of foods each day is important in building a healthy body.
2. Eat foods that are low in fat, saturated fat, and cholesterol to lower the risk of heart diseases. Avoid too much cholesterol in your diet.
3. Consume milk, milk products, and other calcium-rich foods such as small fish and dark green leafy vegetables. These are good sources of protein and calcium; however, small fish are high in uric acid and should be eaten in small amounts especially by adults.
4. Use sugar in moderation.
5. Eat more vegetables, fruits, and root crops. Vegetables and fruits are rich in vitamins and minerals and some are high in fiber. Eating a variety of this group will help you prevent chronic diseases and will keep you healthy.
6. Eat foods cooked in edible/cooking oil in your daily meals. Eating foods cooked in edible/cooking oil daily to prevent chronic energy deficiency. Fats and oils are also essential for the absorption and utilization of fat-soluble vitamins, such as vitamin A.
7. Eat clean and safe food. It is always important to handle and prepare food safely by observing cleanliness. Wash hands and use clean utensils in preparing and cooking food.
8. Use iodized salt but avoid excessive intake of salty foods. The iodine in iodized salt prevents thyroid enlargement or goiter. Consuming less salt can reduce your chances of developing high blood pressure or can decrease your risk of cardiovascular disease.
9. Maintain a healthy weight.
10. For a healthy lifestyle and good nutrition, exercise regularly, do not smoke and avoid drinking alcoholic beverages

To achieve your full growth potential, proper food selection and eating are essential. You must know your physical need for food and follow the dietary guidelines appropriate for your age.



Following the rules and guidelines will help you choose a balanced and healthful diet. The above mention is an example of a guideline you must follow.



Importance of Nutrition among Adolescence

Calcium

- For bone development and regulation of vital body functions such as blood clotting, heart muscle contraction and relaxation, transmission of nerve impulse, and activation of some enzyme.
- Lessen your chance of developing osteoporosis
- 1000 milligrams per day calcium requirement ages 10-18
- Dairy products, leafy vegetables, and tofu

Iron

- Have high demands for teenage boys and girls
- Important for proper functioning of cells and resistance to infection
- 20 milligrams need by boys aged 13-15
- 21 milligrams daily for girls
- Eat fruits or drink fruit juice that contain Vitamin C

Protein

- Body building food
- Boys aged 13-15, 71 grams daily
- Girls 63 grams per day
- For growth and development of bones and muscles
- Helps the body make enzyme, antibodies and hormones
- Meat, fish poultry, eggs, milk and soybeans

Carbohydrates

- Energy giving food
- Starches, sugars found in bread, cereals, fruits, and vegetables
- 2800 kilocalories needed by boys aged 13-14 with 50 kilos weight.
- 2250 kilocalories needed by boys aged 13-14 with 49 kilos weight.

Fibers

- Also known as roughage
- Indigestible complex carbohydrates found in the tough parts of vegetables, fruits and whole grain
- Prevents constipation and other intestinal problems, reduces risk of heart diseases
- 20-35 grams of fiber needed daily to stay healthy

- As an active adolescent and doing high levels of activities, you need more energy food. You need to eat a variety of food and eat only the amount required needed by your body that will match your growth and activity level.
- You usually engage in physical activities like sports. This will perspire you a lot and loses some sodium. The salt in your diet replaces the lost salt. Excessive perspiration during strenuous physical activities removes potassium, sodium, and calcium from your body. Eating foods, such as vegetables, cereals, meat, dried fruits, and milk can replace them.

Nutritional Needs During Exercise

- Exercise can also increase your body's need for thiamine, riboflavin, and niacin. You need these vitamins for the release and use of energy when you are exercising or doing activities. Meat, fish, beans, milk, cheese, poultry, and eggs are good food sources for these vitamins.
- Drink enough water, eat food rich in iron, eat food rich in calcium
- Your daily diet should be selected carefully.

Learning Task 3: Check the items that best describe the food you usually eat, answer it in your activity notebook.

	THE FOOD I USUALLY EAT
	A diet with only moderate amounts of fats, sugar, and sodium
	Varied and balanced diet
	A diet that is more on fried food
	Snacks that are high in fats, sodium, and sugar
	Soft drinks
	Sweets such as cakes, pies, candies and others
	Sweet potatoes, yams, and other root crops
	Preserved and canned foods
	Varied vegetables and fruits
	Meat and poultry

Analyze the items you checked and write one statement to describe your food preference. Write it on your activity notebook.

E

Learning Task 4: Assess your nutrition status in terms of the food you choose or take. Fill up the table below with the appropriate answers, and check the column that describes the food you have listed. Answer the questions below and write it in your activity notebook

The Food I Eat	Helps in Good	Does Not Help in Good Nutrition
Breakfast		
Lunch		
Dinner		

1. What did you discover about the food you ate?
2. What are your plans on the unhealthy food that you take?
3. Will it help? How?

Learning Task 5: List all the foods and drinks you usually eat the whole day in your activity notebook then check the column of food group where each food belongs. You can add rows for your answers.

List of Food	Fats, Oils & Sweets Group	Milk & Milk Products Group	Meat, Poultry, Dry Beans, Eggs & Nuts	Vegetable Group	Fruit Group	Bread, cereal, Root Crops, Rice and rice Product

1. What do you observe about your food intake?
2. Which food group do you have the most in your list? The least on your list?
3. Why did you choose those foods? Are the food you chose right? Why?

Learning Task 6: This time make a graphic organizer illustrating how you propose on selecting the food to eat, and eating properly to stay healthy. Follow the given criteria for your guidance.

Criteria:

Organization - 10 pts. (Extremely well organized. Order & structure of information is compelling and flows smoothly)

Content - 10 pts. (Thorough and insightful understanding of content)

Ideas - 10 pts. (Insightful and well considered ideas making multiple connections)



Learning Task 7: Prepare any advocacy material like poster/slogan/poem/song/rap to send a message about the importance of choosing the right food to eat and the required amount of vegetables, fruits and milk daily. Take a video or pictures while you are doing your task. You can ask help from your parents or family members.

Your presentation will be assessed based on the following criteria:

- Clarity of the message 15 pts
- Correctness of information 15%
- Message Impact 15%

Learning Task 8: Complete the unfinished statements. Write your answers in your notebook.

1. I discovered that my eating habit is;

2. I am aware that;

3. As an adolescent, I need to eat;

4. I will encourage my family and friends;

5. From now on I will;

Healthful Eating Guidelines

I

Lesson

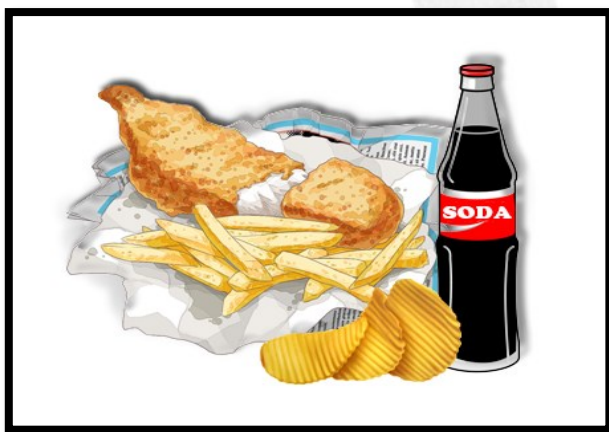
As you continue to grow and develop, it is important that you know how to manage the changes that happen to your body and how you will reach your full growth potential. Good nutrition is critical during the teenage years to ensure healthy growth and development. A healthy diet must meet the changing nutritional needs of a growing teenager.

This learning material will introduce you to the nutritional needs and appropriate nutritional guidelines for adolescents for healthful eating.

At the end of the lesson, you will be able to, explain the need to select food based on the nutritional needs during adolescence, follows the Food Pyramid guide for adolescents and nutritional guidelines for Filipinos in choosing foods to eat, and realize the importance of following the nutritional guidelines appropriate for Filipino adolescents by creating a 3 day diet plan based on the food guide pyramid.

D

Learning Task 1: Examine the pictures carefully. Which of the two food items is more appealing to you? Which one do you think will give more of the nutrients you need? Write your answers on your notebook.



Picture A

Picture B



Learning Task 2: This time you need to choose seven best guidelines for smart eating that can keep a person healthy and write a short explanation on each chosen guidelines.

Avoid alcoholic beverages

Avoid snacks

Eat a variety of food

Use sugar in moderation

Maintain a healthy weight

Eat green leafy vegetables

Avoid fast food

Avoid candy, chips, soft drinks, and other junk food

Choose low-cholesterol, low-fat, or saturated-fat diet

Choose a diet with plenty of vegetables, fruits, and grain products

Use salt and sodium in moderation

Avoid too much deserts

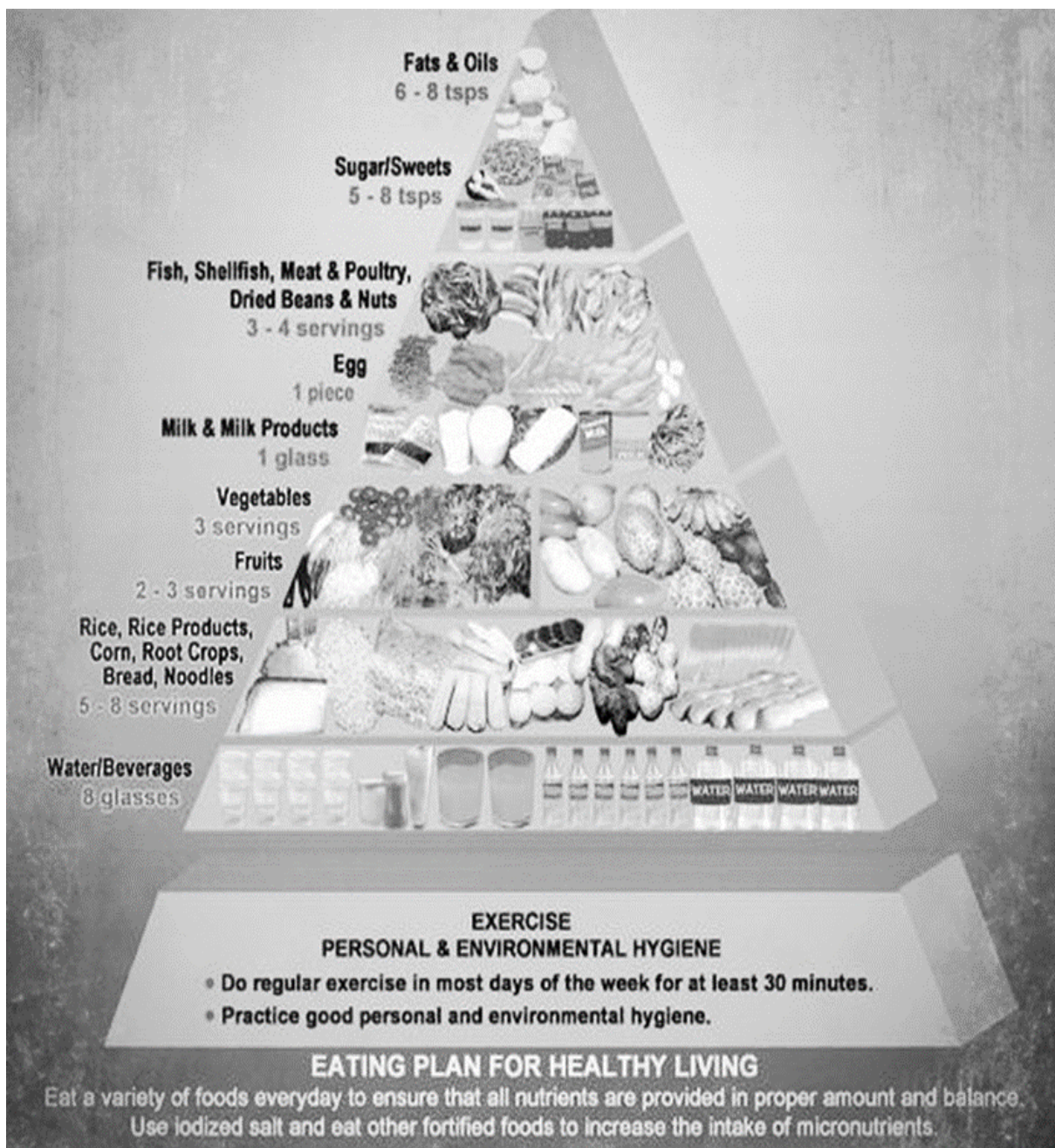
Healthful Eating Guidelines

- The meals you prepare and eat each day provide the nutrients needed by your body. A proper breakfast will give you the energy you need to start a day. A good lunch and dinner sustain the energy you need for the demands of the day. Besides the regular meal, another source of nutrients could be the food we eat between meals. Snacks will give you extra energy for work, studies, play, and other activities.

While all food can provide nutrients, some food types give more of certain nutrients than you need. This condition is not good for your body with the fact that many of the unhealthy food happen to be your favorites – like junk foods, soda, etc. You must therefore be careful with the kind of food you take. Fortunately, there are plenty of tools that can be used to guide you in your eating habits.

Food Guide Pyramid for 13 to 19 Age Group

The Food Guide Pyramid emphasized the importance of eating a balanced, varied diet by depicting five main food groups: grains, fruits, vegetables, dairy products, and other proteins, including meat, fish, beans, nuts and eggs. It is a perfect tool for depicting total diet at a glance. Done right - with colorful, enticing images of real foods - food pyramids show examples of what to eat and the right proportion and recommended servings per day of each food group. Pyramid show the combination of all our meals over days or weeks , not just one plate, demonstrating a clear, long-term path to better health and the idea that it's healthy to eat foods daily rather than to get most of your calories from just one or two of the groups.



Tip of the food guide pyramid - depicted fats, oils, and sweets, recommended to 100 – 300 of total daily calories.

The **foods near the bottom** of the pyramid where the group of foods that should be eaten and taken in large amount.

Foods at the top which is also the smallest part should also be eaten and taken in small amounts and in moderation.

As the shape of the pyramid on its way up shrinks its size, the human consumption of the foods in those food groups should also shrink.

Milk (3-4 servings) - Food include milk, yogurt, and cheese. Key ingredient is **calcium**, which builds strong teeth and bones.

Fruits (2-4 servings) - excellent source of vitamin C which heals cuts and keeps skin healthy, and fiber, which helps your digestion.

Vegetables (3-5 servings) also great source of **fiber** and **vitamin A**. The **darker** the **colored vegetables**, like carrots and broccoli, have **more nutrients**.

Meat (2-3 servings) include meat (beef, chicken, turkey, fish, pork but not bacon), beans, and nuts. This group provides **iron and protein**, which give you strong muscles.

Grains (6-11 servings) this group gives you energy because it contains carbohydrates. It includes bread, cereal, rice, and pasta.

There is no good or bad food; it is just that others are more nutritious than the others.

Good Nutrition is very important in enhancing your quality of life and in preventing diseases. It means eating the right amount of healthful foods and not skipping meals. It provides you with the needed calories and nutrients for your maximum energy and wellness.

Kilocalories or calories are units of heat that measure the energy used by the body and the energy that foods supply to the body. You need energy to fuel everything you do-from playing, making assignments, talking to your friends, watching televisions, sleeping and all your body activities.

Nutrients On the other hand are substances in food that your body needs to grow, and repair itself, and supply you with energy. The foods you eat greatly affects your over-all health including your ability to stay active, study, hang-out with friends. If you choose the right foods to eat, these will provide your body with the nutrients it needs to help you look and perform at your best.

Healthy Eating is not about strict dietary limitations, staying unrealistically thin, or depriving yourself of the foods you love. Rather, it's about feeling great, having more energy, and stabilizing your mood. If you feel overwhelmed by all the conflicting nutrition and diet advice out there, you're not alone. It seems that for every expert who tells you a certain food is good for you, you'll find another saying exactly the opposite.

Here are some important healthy tips you must know and practice in order to achieve a healthy body and reach your full growth potential

Healthy eating tips:

1. Set yourself up for success

To set yourself up for success, think about planning a healthy diet as a number of small, manageable steps rather than one big drastic change.

2. Moderation is key

In essence, it means eating only as much as your body needs. You should feel satisfied at the end of a meal, but not stuffed.

3. It's not just what you eat, it's how you eat

Healthy eating is about more than the food on your plate—it is also about how you think about the food. Healthy eating habits can be learned and it is important to slow down and think about food as nourishment rather than just something to gulp down.

4. Fill up on colorful fruits and vegetables

Fruits and vegetables are the foundation of a healthy diet. They are low in calories and nutrient dense, which means they are packed with vitamins, minerals, antioxidants, and fiber.

5. Eat more healthy carbs and whole grains

Choose healthy carbohydrates and fiber sources, especially whole grains, for lasting energy. In addition, to being delicious and satisfying, whole grains are rich in phytochemicals which are chemical compounds found in plants and antioxidants which are substances added to food and other products to prevent harmful chemical reactions, which help to protect against coronary heart disease, certain cancers, and diabetes.

6. Enjoy healthy fats and avoid unhealthy fats

Good sources of healthy fat are needed to nourish your brain, heart, and cells, as well as your hair, skin, and nails. Foods rich in omega-3 fats called EPA (eicosapentaenoic acid) and DHA (docosahexaenoic acid) are particularly important and can reduce cardiovascular disease, improve mood, and help prevent dementia.

7. Add calcium for bone health

Calcium is one of the key nutrients that your body needs in order to stay strong and healthy. Your body uses it to build healthy bones and teeth, keep them strong as you age, send messages through nervous system, and regulate the heart's rhythm.

8. Put protein in perspective

Protein gives us energy to get up and go-and keep going. Protein in food is broken down into the 20 amino acids that are the body's basic building blocks for growth and energy, and essential for maintaining cells, tissues, and organs.

9. Limit sugar and salt

Avoid sugary drinks. One 12-oz soda has about 10 teaspoons of sugar in it, more than the daily recommended limit. Try sparkling water with lemon or a splash of fruit juice. On the other hand, salt intake should also be avoided to prevent cardiovascular diseases.

10. Bulk up in fiber

Eating foods high in dietary fiber can help you stay fit, lower your risk for heart disease, stroke, and diabetes, and help you lose weight.

In general, the more natural and unprocessed the food, the higher it is in fiber.

Learning Task 3: Now, knowing some facts about the importance of nutrition, think about these questions and answer it in your activity notebook.

1. What foods do you need for good health?

2. What Nutrients do you need from the food you choose for your meals?



Learning Task 4: List down all the foods and drinks you had for breakfast, snacks, lunch, and dinner yesterday. Indicate also where your meal was made or bought in the column for source. Study your list and check if you follow the nutritional guidelines for a balanced diet.

Meals	Food Eaten	Source: (Home/fast
Breakfast		
Snacks		
Lunch		
Snacks		
Dinner		

Processing Questions

Answer the following questions in your activity notebook.

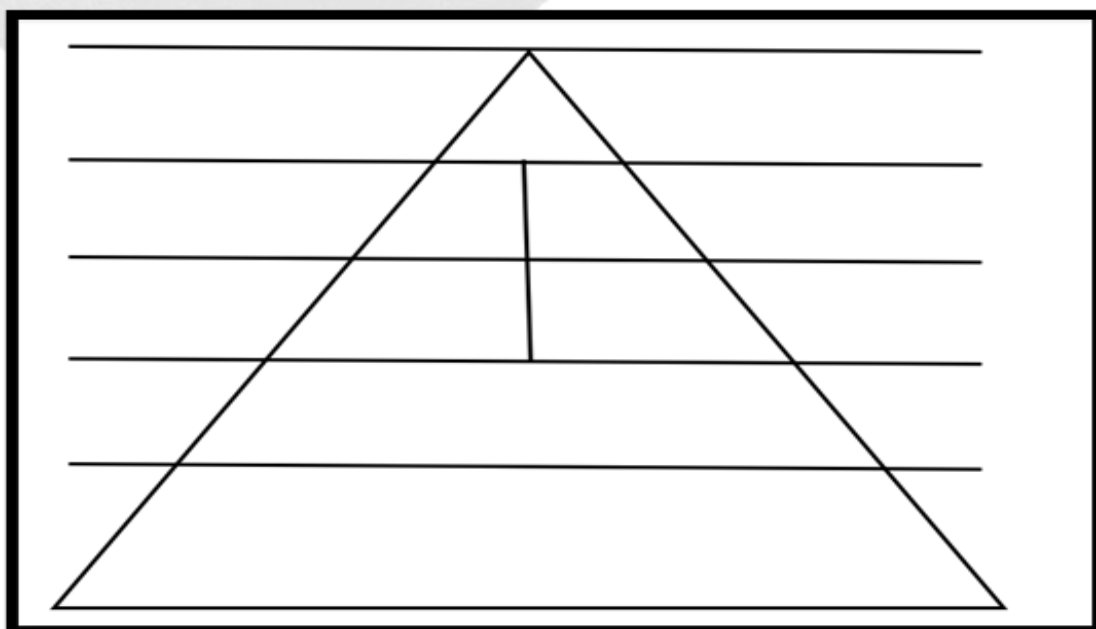
1. Did you eat meals regularly?
2. What did you discover about the food you ate?
3. Where did your meal usually made or bought?
4. Where you able to follow most of the nutritional guidelines?
5. Which guidelines were you not able to follow?
6. What do you plan to do now? Will it help? How?

Learning Task 5: Draw a Smiley in the **YES** column, if you practice the life skill, and Sad in No column, if you don't. Be honest with your responses. State your plans/decision on the items where you answered ILL. Write your answers on your activity notebook.

My Practices	YES 😊	NO 😞	MY PLANS OR DECISION
I follow the nutritional guidelines to keep me healthy.			
2. I maintain a healthful weight.			
3. I eat healthful diet.			
4. I eat the correct servings for the food groups in the Food Guide Pyramid for my age group.			
5. I exercise regularly.			

How many practices are Smiley? If you have five Smiley, it means you are following good nutrition habits. If you did not answered Smiley on some of the items, you need to review your habits and practices related to nutrition. Your health may suffer later of you continue to have poor food choices and poor eating habits.

Learning Task 6: Fill out the Food pyramid with your every day diet. Do it in a short bond paper. You can cut out pictures or draw the foods in the pyramid.



Learning Task 7: Create a 3-day diet plan based on the food pyramid guide for your age group. Explain and justify your plan. Please be guided with the given rubrics for this task.

Criteria	5	4	3	2	1
1. Showed knowledge in choosing the right foods based on the nutritional needs of the adolescents.					
2. Choose the right foods based on the food pyramid guide appropriate for your age group.					
3. The meal plan was correct and food combination was properly picked.					
4. Finished on time with excellent output.					
5. Worked independently and creatively.					



Learning Task 8: Create a list of changes in your eating habits to improve your nutrition and keep you healthy. Discuss it with your older family members to see which changes can be implemented. Make a list of guidelines and recommendations in selecting nutritious meal appropriate for you and other adolescents. Your output will be rated by the following:

- ♦ Appropriateness 5 pts.
- ♦ Practical 5 pts.
- ♦ Economical 5 pts.

Malnutrition, Micronutrient Deficiencies and Eating Disorders

Lesson

I

You as a teenager is more concern on how you look. This perception plays a very important role in your development as an adolescent thus, it may affect your self-esteem. Being comfortable with yourself and your body are more likely to be confident as a person. On the other hand, if you are uncomfortable, you may want to change how you look. This desire to change leads to unhealthy behaviors and attitudes.

This learning material will help you learn and understand the concerns of adolescents and how to effectively manage these issues. The occurrence of malnutrition, micronutrient deficiencies, eating disorders, and the ways and means to prevent will also be discussed

At the end of the lesson, you will be able to describe the characteristics, signs and symptoms prevention and control of malnutrition and micronutrient deficiencies, explain the characteristics, signs and symptoms of eating disorders discuss ways of preventing and controlling eating disorders, and realize the importance of the nutritional status of adolescents through creative differentiated activities.

D

Learning Task 1: Listed below are nutritional habits. Reflect on your nutritional habits and check the appropriate column where you think your daily habits fall. Be honest in answering this activity. (A-Always, S-Sometimes, and N-Never)

Nutritional Habits	A	S	N
I eat a variety of foods every day.			
I buy only nutritious snack food items.			
I always try to make time for a good meal.			
I eat together with my family during meals.			
I pack breakfast to be eaten when I reach school.			
I bring packed nutritious and safe foods when eating out.			
I eat nutritious foods at home and even outside our home.			
I know the negative consequences of fad diets to my health.			
I sleep early so that I will wake up early and have enough time to prepare for school and eat breakfast.			
I choose foods wisely, making good use of salads, fruits, vegetables, and whole grains when eating out.			

Evaluate your answer.

1. How many A's do you have? S's and N's?
2. How will you describe your nutritional habits?

Learning Task 2: Answer each question. Write your answers in your activity notebook.

1. Do you drink milk?
2. Do you like vegetables?
3. Do you eat while watching TV?
4. What foods do you avoid eating?
5. What foods do you like the most?
6. How many meals a day do you eat?
7. Do you eat when you are stressed?
8. Which meal do you skip most often?
9. How often in a day do you take snacks?
10. How often do you eat at fast foods/restaurants?

Malnutrition and Micronutrient Deficiencies

Malnutrition. A condition of a person who is not getting enough or right food. It is the largest single contributor to disease in the world according to United Nation's Standing Committee on nutrition (SCN).

Malnutrition also leads to reduced physical and mental development during childhood

2 Types of Malnutrition

Over Nutrition. It happens when a person eats and gets nutritional requirement beyond the needed and ideal amount.

Under Nutrition. A condition wherein a person does not eat or take the daily needed nutrients and nutritional requirements leading to diseases and deficiencies.

Disease and malnutrition are closely related.

A **disease** is the result of malnutrition and sometimes due to a contributing cause.

A. Effects of Malnutrition

1. Slow growth and development
2. Poor school performance
3. Sluggishness and fatigue
4. Poor nutrition in adulthood

Obesity. A medical condition in which a person has too much body fat.

- it occurs when people eat more food than the body requires
- develop from eating too much or not being active enough or both
- prevent body from using blood sugar correctly which lead to diabetes
- causes blood clots due to excess fat which lead to heart attacks and stroke
- cause pain and premature joint deterioration

Micronutrients. These are vitamins and minerals need to maintain strong bodies and mental sharpness, fight off disease, and bear healthy children

- needed by the body in reasonable amounts
- play a life saving role
- Vitamin A, Iron and Iodine

Micronutrient Deficiencies are diseases caused by deficiency of vitamins and minerals in the diet

Types	Indications	Prevention
Vitamin A deficiency (VAD)	primarily affects children but the effects last a lifetime. It causes night blindness and, and later, permanent blindness (xerophthalmia). The child suffering from VAD does not reach optimum physical growth and is prone to infections, that contributes to the high rates of sickness and death among young children.	regular consumption of vitamin A-rich foods, such as animal products, and orange and yellow fruits and vegetables, dark green leafy vegetables, and palm oil.
Anemia and iron deficiency Anemia	is a condition in which the red blood cell count or hemoglobin is less than normal It affects mostly adolescent girls women of child-bearing age and pre-school children Anemia results in retarded physical growth, low resistance to infections and slow development of learning abilities. In adults it causes fatigue and reduced work capacity and may cause reproductive impairment.	Foods such as dark green leafy vegetables, legumes and red meat are rich in iron, as are iron-fortified food products.
Iodine deficiency disorder (IDD)	results from lack of iodine in the diet. Iodine is needed to produce thyroid hormone. The body does not make iodine, so you should get iodine in your diet.	Breads Iodized table salt Cheese Saltwater fish Cow's milk Seaweed Eggs Shellfish Frozen yogurt Soy milk Ice cream Soy sauce

Did you Know?



Iodine deficiency can lead to enlargement of the thyroid or goiter, hypothyroidism, and to mental retardation in infants and children whose mothers lacked iodine when they were pregnant.

Iodine deficiency disorder is the most common cause of preventable mental retardation. In severe cases it can lead to deaf-mutism, and other serious disorders, as well as reproductive impairment, which results in miscarriage and still birth.



Nutritional Disorder

This problem includes problem of overeating and/or consistently making poor food choices, resulting in obesity.

Other adolescents develop problems with an unhealthy and extremely restrictive dieting without meeting the minimum nutritional requirements necessary for healthy growth and development.

Eating Disorder

Some adolescents tend to eat less because of their fear of becoming fat. They become choosy with the foods they eat, preferring snack foods to full meals. Some are too conscious about their weight and their efforts to lose weight get out of control. Due to their desire to lose weight, they develop eating disorders. They get carried away with losing weight and becoming thin. An eating disorder is an extreme, unsafe eating behavior that can cause serious illness or that may even result in death. The exact cause is unknown. Some may have serious underlying mental and emotional problems that need professional treatment. They develop eating disorders that if not treated earlier can lead to serious health problems. It might also lead to death.

Kinds of Eating Disorder

Anorexia nervosa	<ul style="list-style-type: none"> - is an eating disorder characterized by self-imposed starvation leading to excessive weight loss. It is an extreme fear of becoming stout and a distorted view of their body size and shape. - a psychological disorder with physical and emotional consequences. Those experiencing this eating disorder see themselves as fat even if they are not. Their fear of being overweight is too strong. Outside pressures, high expectations, the need to achieve or the need to be popular, and the need to be accepted are characteristics of people who tend to develop this disorder. If not treated earlier, those with anorexia nervosa become malnourished. The condition may also become severe enough to cause death.
Bulimia	<ul style="list-style-type: none"> - is a disorder in which the clearing of digestive tract follows cycles of overeating. People with this disorder are too concerned with weight. They will eat large quantity of food in a short period of time. After eating, they will take laxatives to rid the body of the food to avoid gaining weight. They may induce vomiting, abuse laxatives or diuretics, and go on dieting, or do excessive exercises. These practices are harmful and will damage the body.

Binge eating disorder	<p>- is characterized by compulsive eating. People who indulge in compulsive eating consume a large amount of food at one time but they do not eliminate it. Binge disorder may be an indicator that the person uses food to cope with depression or strong emotions.</p> <p>- is different from normal appetite increases or overeating during holidays. Those with a binge eating problem eat large amounts of food on a regular basis. They eat quickly or most often do something while eating, like playing computer games, watching TV, reading books, doing homework, and others. They don't stop eating even if they are already full. This results in being overweight or even obese because of so many calories they have taken, which is more than what the body can use.</p>
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Warning Sign and Symptoms of Eating Disorder

Anorexia Nervosa	Bulimia	Binge Eating Disorder
<ul style="list-style-type: none"> • Dry skin • Fainting • Brittle hair • Dehydration • Loss of body fat • Irregular heartbeat • Loss of menstruation • Wasting away of muscle tissue • 	<ul style="list-style-type: none"> • Damage the heart due to starvation • Damage the kidney due to laxative abuse • Dehydration and serious • malnutrition • Enlarge stomach • Tooth enamel and injury • Sores in the mouth • Throats are often red 	<ul style="list-style-type: none"> • Lack of control once one begins to eat • Depression • Grief • Anxiety • Shame • Disgust or self-hatred about eating behaviors

Some behaviors that can be observed from those with Anorexia Nervosa include:

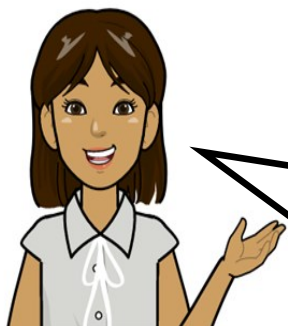
- Exercising excessively
- Wearing bulky or loose clothing
- Making excuses during meals
- Shifting the food on their plate just to pretend they are eating



Preventive and Intervention to Avoid Eating Disorder

Anorexia Nervosa	Bulimia	Binge Eating Disorder
<p>- there is no known preventive way. Early treatment may be the best way to prevent the disorder from progressing. Knowing the early signs and</p>	<p>- avoid skipping meals</p> <p>- eat more high-fiber foods</p> <p>- include fresh fruit and vegetables in your diet</p> <p>- drink 8-10 glasses of water a day and do 30 mins. Exercises daily.</p>	<p>- cope with stress</p> <p>- take three regular meals and choose healthy snacks</p> <p>- stop dieting</p> <p>- avoid dullness/ boredom</p>

Anorexia Nervosa	Bulimia	Binge Eating Disorder
seeking treatment right away can help prevent complications with anorexia	<ul style="list-style-type: none"> - avoid finger foods and select meals that require eating at the table - eat regularly-timed meals consisting of a variety of foods in enough quantity. 	<ul style="list-style-type: none"> - do some exercises - have enough sleep - know your body - note the food you eat - get help



Remember:

Eat for your health and nutrition.
 Have a balanced meal plan
 Doing this will help you reduce stress.
 Build a solid support network that includes your family, friends, or join a support group.
 You can also seek medical help.



Learning Task 4: Write YES if the eating style relates to you and NO if it doesn't. Then answer the questions below. Do it in your activity notebook.

	1 I eat secretly in a room.
	2. I feel out of control when eating.
	3. I always eat food from food chain
	4. I eat food even when full.
	5. I feel ashamed and disgusted after eating.
	6. I often forgot to eat on time when doing my chores or school works.
	7. I feel relieved from stress or tension when eating.
	8. I never feel satisfied, no matter how much foods are eaten.
	9. I eat normally with others but over-eat when alone.
	10. I skip meals when I'm busy doing my assignment.
	11. I only eat when I feel hungry.
	12. I eat more when I feel depressed.
	13. I eat more when I vomit after eating.
	14. I eat more junk food when I'm bored.
	15. I eat then I take laxatives to rid my stomach of food.

Process Questions:

1. What have you discovered on your nutrition-related issues?
2. What will be its impact in your health?
3. What do you plan to do about it?

Learning Task 5: Complete the table below by describing the characteristics, signs and symptoms, control or prevention of malnutrition and micronutrient deficiencies. Do it in your activity notebook

Malnutrition and Micronutrient Deficiency	Characteristics	Signs and symptoms	Prevention and Control
Obesity			
Iodine Deficiency Disorder			
Vitamin A Deficiency			
Anemia and iron Deficiency			

Learning Task 6: Read the situation and then answer the questions that follow.

	Josie is a Grade 7 student who wants to be popular and attractive to everyone. She is not happy with her weight, so she tries to diet. However hard she tries, she fails. Angry at herself, she eats everything she sees. After eating she goes to the bathroom to induce vomit.	
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1. What eating disorder does Josie have?
2. What can you suggest to her to overcome this problem?
3. What are the dangers if this problem is not corrected?



Learning Task 7: Choose one activity below and do it creatively. Be guided by the given rubric.

- Poem : Write a poem that centers on the prevention of nutritional problems among adolescents.
- Poster : Draw and/or paint an artwork that depicts a wise and intelligent adolescent preventing eating disorders.

Criteria	Very Good (10pts)	Good (8pts)	Fair (7pts)	Poor (5pts)
Poem				
Includes relevant details about the subject				
Correct grammar and choice of words are clear				
Shows originality, own style and point of view				
Message is clear				
Completes and submits on time				
Poster				
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.				

Learning Task 8: Write an essay about the ways to maintain a positive body image. Write it in a short bond paper.

What I Should Do to Maintain a Positive Body Image

Criteria	Very Good (10pts)	Good (8pts)	Fair (7pts)	Poor (5pts)
Correct grammar and choice of words are clear				
Shows originality, own style and point of view				
Message is clear				
Clean, neat and carefully constructed output				
Submitted on scheduled date				

Decision-Making Skills in Nutritional Issues of Adolescents

I

Lesson

As a grown teenager, you must be responsible with your decisions and actions when it comes to Nutritional Health Issues.

This learning material will help you decide on the proper and effective ways of dealing or handling nutritional problems concerning adolescence. Varied activities will be given for you to explore and the same time enjoying while learning.

At the end of the lesson, you will be able to identify the nutritional problems of adolescents, apply decision-making and critical thinking skills to prevent nutritional problems of adolescents, and appreciate the importance of wise decision-making in preventing the nutritional problems encountered by the adolescents

D

Learning Task 1: Write at least three (3) nutritional related issues that you experienced and why you have experienced it. Write your answers in your activity notebook.



Learning Task 2: Based from your answers in Learning Task 1, how did you cope with those problems? Write your answer in your activity notebook.

Solution 1
Solution 2
Solution 3

Learning Task 3: This time you will read the nutrition-related problems or issues among adolescents and answer the questions after. Write it in your activity notebook.

Nutrition-Related Problems/Issues Common among Adolescents

Issues	Impact in Health
Skipping Breakfast	<ul style="list-style-type: none"> Breakfast skippers tend to eat more food than usual at the next meal, or nibble on high-calorie snacks to stave off hunger Poor performance <p>Since it is the first meal of the day, skippers don't perform well. They accomplish less work, are physically less steady and are slower at making decisions.</p>
Not Eating on time	<ul style="list-style-type: none"> Unhealthy Weight Loss Not eating for an extended period of time causes extreme and unhealthy weight loss. Being underweight poses health risks associated with a weakened immune system Hypoglycemia Not eating causes the body to deplete nutrient stored from the liver, resulting in hypoglycemia. Dizziness, headaches, and fainting are all symptoms of it. Vitamin Deficiencies Vitamins absorbed from food prevent disease, support growth and development, and support organ function. Electrolyte Deficiencies Electrolytes deplete as your body starves.

Issues	Impact in Health
Eating in fast food most of the time	<ul style="list-style-type: none"> • Low energy Level Fast food puts your metabolism under stress. It also causes your blood sugar levels to drop, thus leaving you feeling weak and fatigued. And as a result, you'll feel visibly tired. You'll have low levels of energy remaining in your body and this will leave you unproductive as you face the rest of the day struggling at work or whatever activity you are dealing with. • Damage to Your Liver Having too much fast food brings in huge amounts of oils, calories, and fats to your body. When these three starts to build up within your body, your liver will suffer. This can lead to organ failure similar to the ones caused by excessive alcohol intake. • Obesity and Related Diseases Eating too much fast food will lead to obesity. Obesity is the gateway to a multitude of serious diseases such as heart disease, diabetes and certain types of cancer. • Heart Problems Fast food are like salt and cholesterol waiting to explode. It's a huge dumpster of sodium and bad cholesterol. Sodium and bad cholesterol are proven elements to be a major cause of heart attacks and other related cardiovascular diseases. • Quality of Living Suffer Eating is a huge chunk of a man's lifestyle. The way we eat and the food we choose on a day-to-day basis reflects the way we tend to live our lives.
Junk Diet	<ul style="list-style-type: none"> • Can cause type 2 Diabetes One of the major contributing factors for the emerging diabetes epidemic is unhealthy diet full of junk.. Your body gets a steady supply of glucose which help maintain insulin sensitivity.. Also leads to obesity. • Can trigger digestive problems Suffer from digestive problems because junk food is deep fried. The oil soaked in junk food gets deposited on the walls of the stomach lining thus increases acid production. Spices loaded in them irritate the stomach lining. Lack of fiber in them hampers digestion, increasing problems like constipation. • Causes fluctuation in blood sugar levels High in refined sugar which exerts stress on your metabolism. • Increases the risk of heart disease Loaded with saturated fats and trans fats that directly increase triglyceride and bad cholesterol levels in the blood, contributing to plaque formation and heart disease. • Cause kidney disease Fries and chips contain high amount if finely processed salt which increases salivation and secretion of enzymes that enhance your cravings for these foods. High amount of bad fats and sodium from salt disrupts the sodium potassium balance of the body and causes hypertension. Kidney has to filter toxins from the blood, eating this food has a direct effect on the kidney functioning.

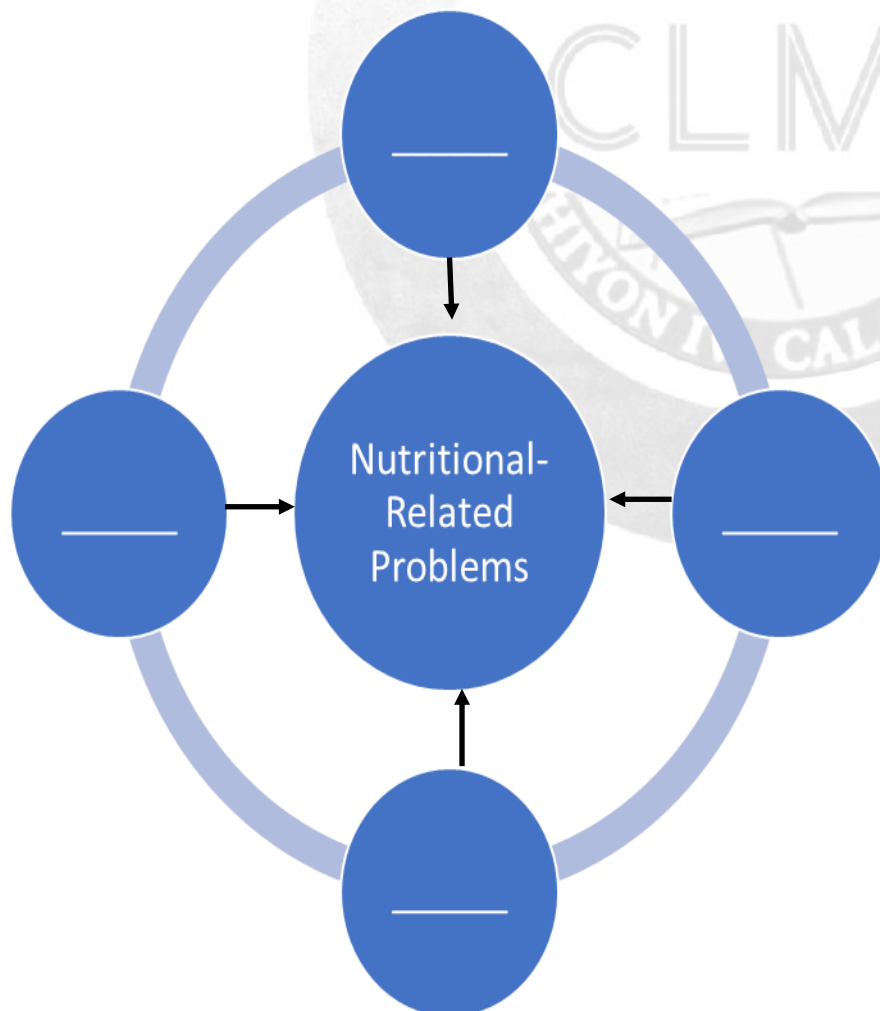
Junk Diet	<ul style="list-style-type: none"> • Damage your liver The high level of trans fats found in a number of junk food which causes liver disfunction due to deposition in the liver. • Increases your risk of cancer Lack of fiber is the main reason why junk food consumption is linked to an increased risk of cancers of the digestive system.
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Processing Questions:

1. What are the nutrition-related problems common among adolescents?
2. How do these issues or problems affects one's health?
3. Have you ever experienced those issues? What were the reasons/



Learning Task 4: Identify the nutrition-related problems among adolescents. Write your answers in the concept map. Do this in your activity notebook.



Learning Task 5: From the answers given in learning task 4, cite ways on how you will prevent these nutritional-related problems to happen. Write your answers in your activity notebook.

NUTRITIONAL-RELATED PROBLEMS	PREVENTIVE MEASURES
1.	
2.	
3.	
4.	

Learning Task 6. Analyze the situation carefully and answer the questions below.

Situation:

Lea, your best friend who used to look healthy to you, and whose body measurements were just right for her height and age. Lately, however, she has always been complaining about how fat she looks. She was obsessed with her favorite singer and actress and keeps on telling you how she intend to go on a diet just to achieve her favorite idol's looks. You notice that she is skipping her meals or not eating on time. Lately, she even took junk foods as her lunch or buy meals in fast food chain. You observed that her weight starts to go down

What could be the reason why your friend Lea is acting that way?

Is she being reasonable in aspiring to be like her movie idol to the extent of neglecting her health? Explain your answer.

How can you use your friendship to help her with her nutritional-related issues?



Learning Task 7: We will assess the knowledge, skills and understanding that you have gained from the lesson. Choose one activity below and do it creatively. You will be guided by the given rubrics.

- Jingle - composed a simple song about the prevention of nutritional problems among adolescents.
- Brochure - make a brochure that informs the public especially the youth on a wise and intelligent adolescent preventing nutritional-related problems.
- Pinggang Pinoy - make a Pingang-Pinoy that will show the right food and amount to be taken by adolescents experiencing nutritional-related problems.

Criteria	Very Good (10pts)	Good (8pts)	Fair (7pts)	Poor (5pts)
Includes relevant details about the lesson				
Correct grammar and choice of words are clear				
Shows originality, own style and point of view				
Clear Message				
Shows craftsmanship through clean, neat and carefully constructed output				
Meets the general expectations by revealing the activities lesson, message, and thought.				

Learning Task 8: Sum Up

To summarize what you have learned from the lesson, you will do the following:

1. Think of your most important learning in this lesson.
2. Try to symbolize your most important learning either by drawing or by showing something/an object to symbolize it.
3. Write your explanation on what important learning it stands for.

Note: Do this in your activity notebook.

Same rubrics in learning task 7 will be used for this activity.



Answer Key

Week 1

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

Learning Task 1

Learning Task 2

Nutrition

Diet

Food

Nutrients

Calories

Rice

Eggs

Milk

Energy

Iron

Calcium

Learning Task 3 to 6 and 8

Answers may vary

Learning Task 7

Performance Task

Weeks 2-3

Learning Task 1 to 8
Answers may vary

Weeks 4-6

Learning Task 1 to 8
Answers may vary

Weeks 7-8

Learning Task 1 to 3, 5 - 8
Answers may vary

Learning Task 4 (In any order)
Skipping Breakfast
Not Eating on time
Eating in fast food most of the
time
Junk Diet

PIVOT Assessment Card for Learners

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.

Distribution of Learning Tasks Per Week for Quarter 2

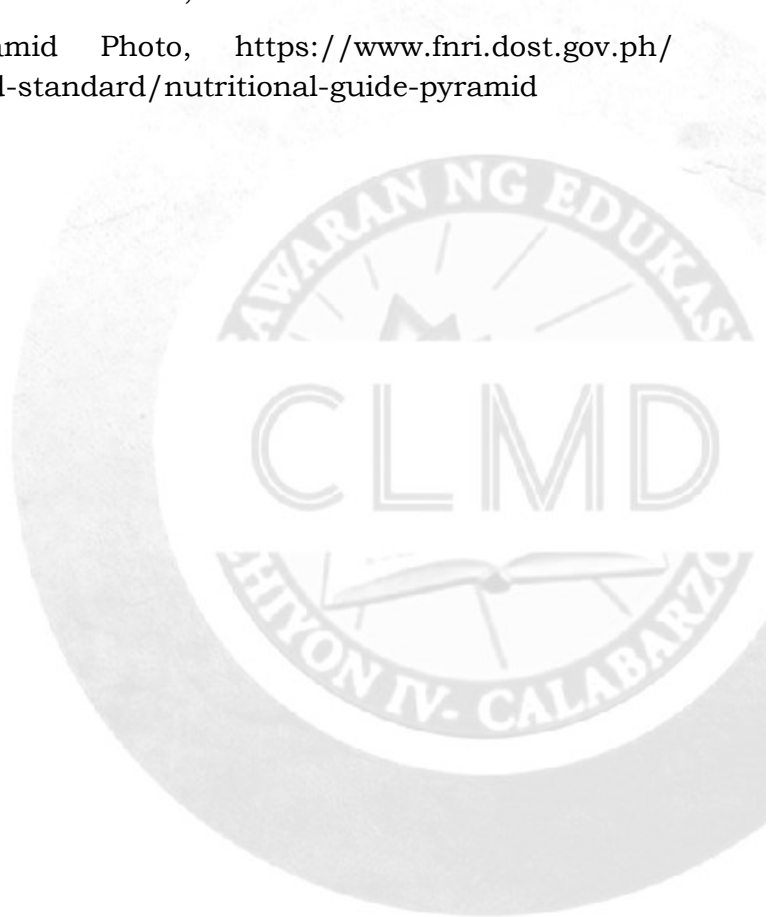
Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning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

Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.



References

- Physical Education and Health Grade 7 Learner's Material, Naida C. Pabelico, Fernan Lanzaderas, Mark Kenneth Camiling and Alcar E. Saraza, Department of education, 2017
- Physical Education and Health Grade 7 Teacher's Guide, Naida C. Pabelico, Fernan Lanzaderas, Mark Kenneth Camiling and Alcar E. Saraza, Department of education, 2017
- Nutritional Guide Pyramid Photo, <https://www.fnri.dost.gov.ph/index.php/tools-and-standard/nutritional-guide-pyramid>



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