



PIVOT^{4A}

LEARNER'S MATERIAL

QUARTER 2
MAPEH (Health)

G9



DepEd CALABARZON
Curriculum and Learning Management Division

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PIVOT 4A Learner's Material
Quarter 2
First Edition, 2020

MAPEH (Health)

Grade 9

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PIVOT 4A CALABARZON Health G9

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).

The Drug Scenario in the Philippines

I

Lesson

The first lesson presents the drug scenario in the Philippines. You will be given information about the study conducted by the Dangerous Drugs Board (DDB). The DDB is a government agency that leads the planning, establishing, and initiating programs and projects necessary to combat and reduce the illegal distribution, manufacture, and sale of abuse drugs. You will also be introduced to basic terms used in the study of substance use and abuse. Activities are provided to further develop your knowledge, skills, and attitudes related to the topic.

At the end of the lesson, you are expected to be able to describe the drug scenario in the Philippines; explain clearly the concepts of drug dependence, drug use, drug misuse, and drug abuse; and create a box of information which includes all information you have learned, gathered and processed.

D

Learning Task 1: Look at some of the headlines in the newspapers or electronic news, watch news on television or listen to radio news program about drug-related crimes in the Philippines. Then, describe the present drug scenario in the country. Write your answers in your notebook.

News Headlines	Description of Drug Scenario in the Philippines as contained in the news

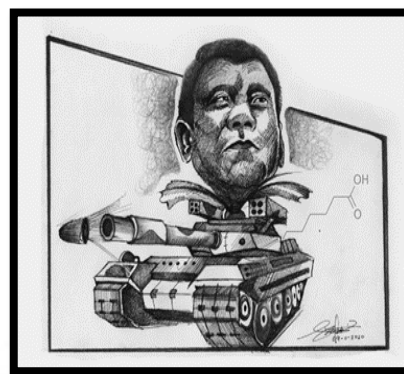
You will know about the current scenario on drugs in the country by reading news and reports. You are about to read one from the DDB. Before you do so, read the questions below and get ready to find answers to them from the article.

Learning Task 2: Read the article on the next page and answer the questions below. Write your answer in your notebook.

1. What is the Dangerous Drugs Board report all about? What is your personal opinion about this?
2. What is the current drug scenario in your community and school?
3. What are the common terms related to drugs?

Reading Time!

In the year 2004, an estimate of 6.7 million drug users in the Philippines was recorded by the Dangerous Drugs Board (DDB). The “2008 National Household Survey on the Nature and Extent of Drug Abuse in the Philippines” conducted by the same agency revealed that there is a downward trend in the number of drug users down to 1.7 million users. The decline may be associated with the government’s intense efforts in combating drugs. The following are the reasons for the successful decline of drug abuse in the country:



- Operations conducted by different law-enforcing agencies like the Philippine Drug Enforcement Agency (PDEA), National Bureau of Investigation (NBI), Bureau of Customs, Philippine National Police (PNP), and other law enforcers have helped arrest international and local drug syndicate members, traffickers, and destroy secret laboratories and warehouses.
- The Dangerous Drugs Act of 2002’s strict implementation of policies like the compulsory drug test for application for firearms licensing, entrance to military service, application of driver’s license, and others.
- The Actualization of the Dangerous Drugs Board’s programs and projects in partnership with other agencies like the Department of Social Welfare and Development (DSWD), Department of Education (DepEd), and other local government units (LGU) and non-government organizations (NGOs).

These are positive efforts, achievements and bearing fruits. However, the government does not rest on its laurels but rather creates more productive projects and programs to make the country a drug-resistant society.

Profile of Filipino Drug Users	Findings (2019)
Ratio of Users (male to female):	9:1
Mean Age:	32 years old
Civil Status:	Single (49.28%)
Employment Status:	Employed
Educational Attainment:	High School level
Average Monthly Household Income:	Php 13,695.65
Duration of Drug Use:	6 years and more
Residence:	Urban areas
Nature of Drug Use:	Mono drug use (abuse of 1 drug only)
Common Drugs of Abuse Used:	Shabu (1st) Marijuana (2nd) Inhalants (3rd)

Common Concepts in Drug Education

The following are the common words in studying substance use and abuse:

Drugs are any substances or chemicals which when taken into the body, either through nasal, oral, transdermal or intravenous way, have psychological, emotional and behavioral effects on a person.

Drugs of abuse are drugs commonly abused by users. In the Philippines, the three most common drugs of abuse are shabu, marijuana and inhalants.

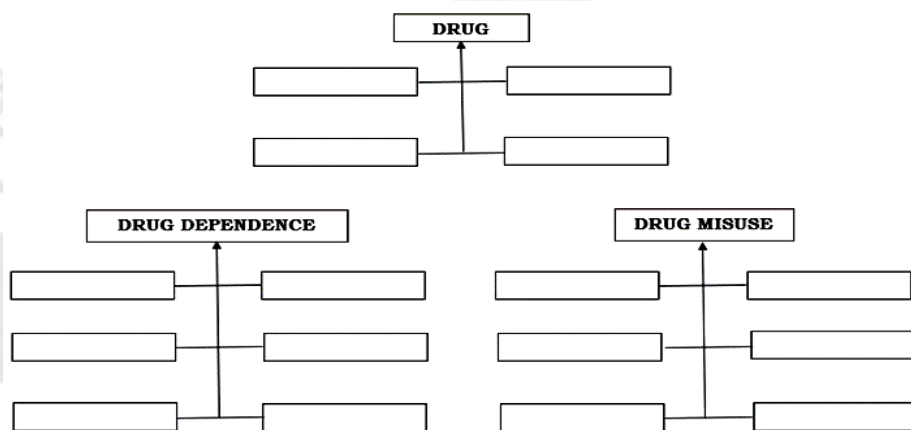
Drug dependence is a cluster of physiological, behavioral and cognitive phenomena of variable intensity in which the use of a drug takes on a high priority, thereby creating a strong desire to take the substance.

Drug misuse is the use of a substance incoherent or inconsistent with the prescribed dosage or frequency of use.

Drug abuse is the use of a substance for non-medicinal purposes. Abuse leads to organ damage like brain damage and liver damage, addiction and troubled behavioral patterns.

Drug tolerance is the condition of the body to adapt to the effects of substances to the body, thus requiring an even larger amount of the substance to experience the same physiological and mental effect experienced when taking the smaller dosage.

Learning Task 3: Fill in the necessary concepts about each term related to drugs. Add more tags if necessary. Do this in your notebook.



E

Learning Task 4: Draw a silhouette of a man or woman's figure. Show four (4) ways by which drugs of abuse enter the body. Do this activity in your notebook.

Learning Task 5: Read each statement and decide whether you **AGREE** or **DISAGREE** with it. You can also answer **UNDECIDED** if you are not sure about your answers. Write your answers in your notebook.

Statements:

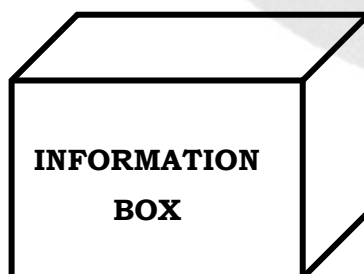
1. Smoking should be banned in public places.
2. It is okay for students to use cigarettes and alcohol.
3. Advertising is causing teenagers to try alcoholic drinks.
4. Severe penalties for drug use will stop people from using drugs.
5. Parents should be held responsible for their children who are into drug use.

Learning Task 6: Write an essay about the present drug scenario in the Philippines. Include data and information, and common terms you have learned from the lesson and have gathered personally. Include also some ways for the government and society to combat drug syndicates and addiction. Limit your essay to 150-200 words. Do this activity in your notebook. Criteria for grading this activity is found on the next page.



Now that you know the present drug scenario in the Philippines and the common terms used in the study of substance use and abuse, show what you have learned in a creative way.

Learning Task 7: Create a box of information which contains a map of your community, pictures related to the topic, information and data collected. Use materials that are available at home. See the rubrics on the next page which will serve as basis for grading your output.



Learning Task 8: Reflect on the lessons you learned from the module this week. Fill-out the exit slip by completing the information below. Write your answers in your notebook.

1. Give four (4) things you learned from the lesson/activity.
2. Name three (3) qualities that you developed while doing the task.
3. List down two (2) things you want to learn more.
4. Ask one (1) question about this week's lesson.

Criteria for the Essay:

Points

Focus and Details	10
Organization of Ideas	10
Word Choice	10
Sentence Structure (Grammar, Spelling)	10

 40 points
Rubrics for Information Box:

Criteria	4 Points	3 Points	2 Points	1 Point
Required Elements	The material includes all required elements as well as additional information.	All required elements are included in the material.	Most of the required elements are included in the material.	Several required elements are missing
Labels	All items of importance on the material have labels that can be read from at least 3 ft. away.	Almost all items of importance on the material have labels that can be read from at least 3 ft. away.	Few items of importance on the material have labels that can be read from at least 3 ft. away.	Labels are too small to view or no important items were labeled.
Graphics - Relevance	All graphics are related to the topic and easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most are easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic or several borrowed graphics do not have a source citation.
Attractiveness	The material is exceptionally attractive in terms of design, layout, and neatness.	The material is attractive in terms of design, layout, and neatness.	The material is acceptably attractive though it may be a bit messy.	The material is not attractive.
Grammar and mechanics	There are no grammatical/mechanical errors in the material.	There are some (up to 5) grammatical/mechanical errors in the material.	There are few (6-10) mechanical errors in the material.	There are many (11 or more) grammatical/mechanical errors in the material.

The Risks and Protective Factors of Using Drugs

WEEK

2

I

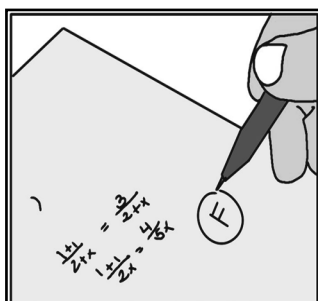
Lesson

This lesson focuses on the different risks and protective factors in substance use, abuse, and drug dependence. Things that contribute to drug abuse are known as risk factors while protective factors prevent drug use. In this lesson, you will be asked to discuss in depth these risk factors and protective factors and analyze the different situations where you might encounter these specific examples.

At the end of the lesson, you are expected to be able to discuss the risk and protective factors in substance use, abuse, and drug dependence; analyze situations for the use and non-use of psychoactive substances; state personal opinions; and write an essay about preventing drug use and abuse.

D

Learning Task 1: Analyze the pictures carefully and answer the questions below. Write your answers in your notebook.



Process Questions:

1. What do you see in the pictures?
2. What do these pictures imply?
3. How does it affect you and the people around you?

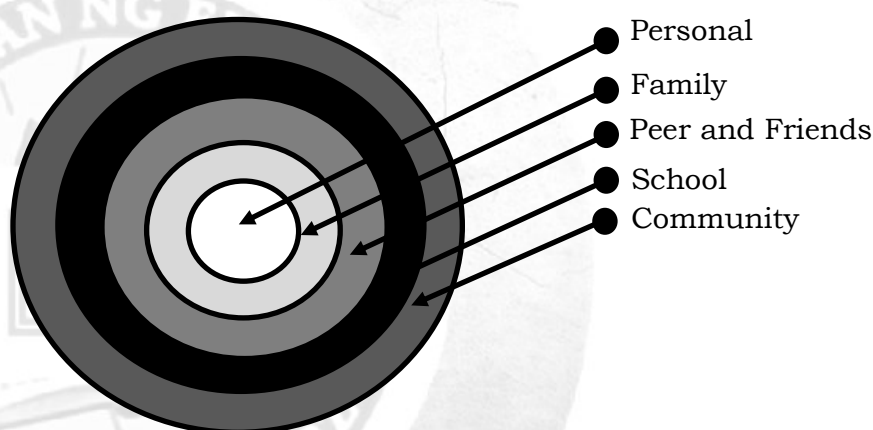
Learning Task 2: List three (3) risk factors and three protective factors. Explain how these factors related to the substance use, abuse and dependence. Write your answers in your notebook.

Risk Factors	Preventive Factors

Risk and Protective Factors for Drug Use, Misuse, Abuse and Dependence

The use, misuse, and abuse of drugs are the result of various factors surrounding a person. It either increases or decreases the possibility of a person to use drugs.

Risk factors are those influences that increase the chances of using, misusing, and abusing drugs. Protective factors, on the other hand, are those influences which decrease the chances of using, misusing, and abusing drugs. According to studies, protective factors counterbalance the negative effects of risk factors. Although there are several risk factors present, it does not mean that a person is highly susceptible to drug use, misuse, and abuse. Even if the protective factors are also few, it may be enough to work against the risk factors, more so, if there are several of these protective influences. These factors are composed of influences in the different domains of life.



Domains of Life which Affect Drug Use and Abuse

Below are the risk and protective factors in the use, misuse and abuse of drugs:

PERSONAL (Early Aggressive Behavior vs. Self-control)



- Use of drugs at an early age
- Risk-taking behavior
- Experimentation
- Poor social skills and interaction
- Childhood problems
- Feelings of isolation



- Self-control behavior
- Good reasoning skills
- Excellent social skills
- Positive interaction with people
- Sense of belonging



FAMILY (Weak Parental Guidance vs. Strong Parental Guidance)



- History and patterns of drug use
- Attitudes toward drug use
- Poor parenting and child rearing
- Inconsistent family rules
- Poor family values
- Poor family ties



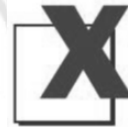
- Good communication with people
- Positive family relationship
- Clear and consistent family rules
- Strong family values
- Positive expectation to child's success in family, school and community



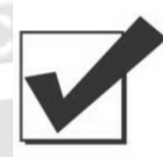
PEERS AND FRIENDS (Substance Abuse vs. Academic Excellence)



- Association with peers and friends known to use gateway drugs (cigarettes and alcohol)
- Preference to stay with peers and friends than with family



- Association with peers and friends who do not use gateway drugs
- Formation of friendships
- Reliance on friends for emotional support
- Inviting friends at home to know the family



SCHOOL (Availability of Drugs vs. Strong Anti-Drug Policies)



- Poor academic performance
- Lack of commitment to studies
- Poor attendance in school
- Involvement in fights and conflicts



- Good to excellent academic performance
- Participation to extra-curricular activities and school organizations
- Interest in attending classes



COMMUNITY (Poverty vs. Strong Community Relationship)



- Easy access to gateway drugs
- Poor community organization and neighborhood relationship
- Poor implementation of community laws
- Negative attitudes which favor drug use



- Strong community relationships
- Active and positive community programs, projects and activities for the youth
- Positive attitude which combat drug use
- Strong community advocacy against drugs



Learning Task 3: Reflect on the risk and protective factors you have just read. This time, read the editorial below and answer the questions. Write your answers in your notebook.

Though it seems that society is winning in the battle against illegal drug use and abuse, I believe that we are still a long way from declaring victory in the battle. Teenagers are still victimized by drug addiction. Everyone complains but only a few propose ways to completely stop drug use and abuse. The following are some suggestions to stop this terrible and frightening habit.

First, the film industry should stop glamorizing drug addiction. Drug addicts and drug pushers should not come out as heroes and saints in films and television programs. They should realize that young people look up to these actors and actresses and what they portray on camera is something that looks cool and good for the young viewers. The government and the actors' guild should come up with a law banning the industry from showing drugs of all forms on television and film.

Second, the government should have strict laws and policies on drug trafficking and possession of drugs and their paraphernalia. We should follow our neighboring countries which include death penalties as sanction to drug traffickers. Right now, the Philippines serves as a drop-off point for drugs coming from other countries. Drug Laboratories have been discovered in residential houses and old abandoned factories. Foreign members of syndicates have been caught and charged by authorities. These are proofs that there is a need to review and revise our present laws on drug abuse and trafficking.

Third, horrific videos of people dying from drug-related illnesses should be used by the government as advocacy materials for students to see and know the real deal about drug use and abuse. If students will understand the ugly truth about drugs through these advocacies and they will no longer start to take drugs, then the approach will be effective and the experience worthwhile.

There are still more ideas I can share with you regarding drug abuse prevention but I think that these three suggestions are more than enough to change the scenario. My parting words are to “think several times before acting out foolishly”.

- The Editor

Questions:

1. What are the ideas of the editor to stop drug use, abuse and drug trafficking. Summarize these ideas.
2. Do you think the ideas of the editor will be effective? Why or why not?
3. Do you have other ideas that might help stop drug use, abuse and trafficking?

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Learning Task 4: Write your own editorial article about your thoughts in the previous learning task. Include your own editorial cartoon. Do this activity in your notebook.

Learning Task 5: Think of a play that showcases preventing risk factors and strengthening protective factors. You can ask your family members to collaborate for this activity.

Learning Task 6: Write an essay about how teenagers prevent or avoid drug use and abuse. Write the activity in your notebook or on a piece of paper. Limit your essay to 50-100 words. Please be guided by the criteria found on page 10.



To summarize what you have learned from the lesson, you will do the following. Do this in your notebook.

1. Think of your most important learning in this lesson.
2. Choose and draw a symbol that will sum up your learning from the lesson.
3. Write your explanation on what important learning it stands for.

Drugs of Abuse

Lesson

Lesson 3 focuses on the classification of drugs of abuse. You will be able to classify the drugs of abuse according to their effects on the body. Some of these drugs of abuse also have their medical purposes but are highly addictive if misused and abused. As a learner, you will be provided with information about the topic. Activities are provided to assist you in developing your knowledge, skills, and attitudes about classifying drugs of abuse.

At the end of the lesson, you are expected to be able to describe how drug of abuse are classified, classify drugs of abuse according to their effects on the body; and produce a table flipchart of the classification of drugs and their effects on the body.

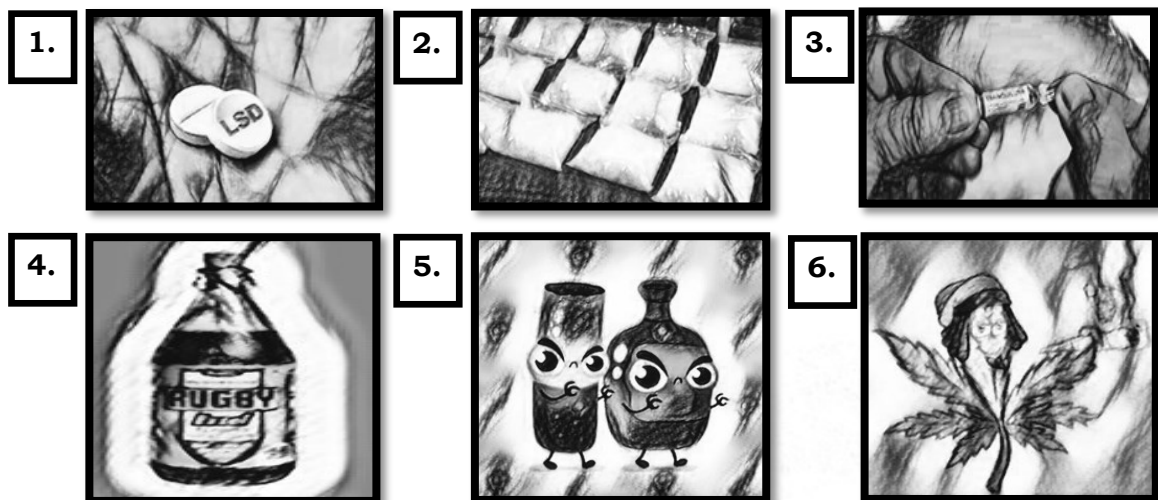
D

Learning Task 1: Find the six dangerous drugs in the crossword puzzle below. They are written either horizontally, vertically, diagonally or in reverse. Write your answers in your notebook.

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

Learning Task 2: Look at the pictures on the next page. Classify them according to the types of drugs where they belong to. Choose the letter of the correct answer from the options inside the box. Do this activity in your notebook.

- | | |
|----------------|------------------|
| A. Gateways | D. Narcotics |
| B. Depressants | E. Hallucinogens |
| C. Stimulants | F. Inhalants |



The Dangerous Drugs Board listed three major drugs of abuse in the Philippines. These are methamphetamine hydrochloride or “shabu”, cannabis sativa or “marijuana” and inhalants better known as “solvents”. These drugs of abuse are included in the six classifications of drugs.

Classification of Drugs of Abuse

1. Gateway drugs

Gateway drugs are legal drugs that anybody can buy and try, which may lead them to use more dangerous drugs such as marijuana and shabu. Mostly, teenagers who are involved in early smoking and early drinking have a higher chance of using and experimenting with dangerous drugs of abuse. An example of these are cigarettes and alcohol.



2. Depressant drugs



Depressant drugs slow down a person’s central nervous system (CNS). The Central nervous system includes the brain, spinal cord, and nerves. Individuals who experience anger, stress, or tense are commonly prescribed with depressant drugs by the doctors to lessen their extreme emotions. Depressant drugs can also make patients feel light-headed and sleepy. Depressant drugs include alcohol, barbiturates, and tranquilizers.

3. Stimulant drugs

Stimulant drugs speed up a person's central nervous system. Stimulant drugs have the opposite effect of depressants. Stimulants make a person's energy high. Negative effects of stimulants include depression and tiredness. Stimulants include amphetamines which include shabu, caffeine, nicotine, and cocaine.



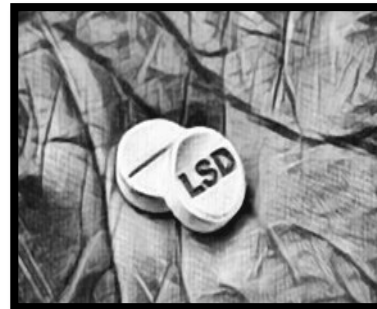
4. Narcotics



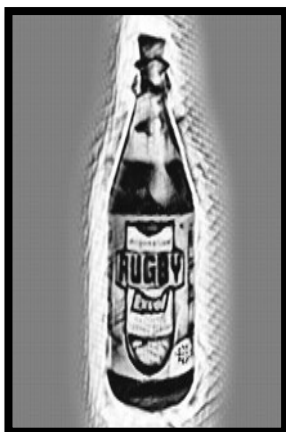
Narcotics are drugs that relieve pain and induce sleepiness. These drugs in medicine are administered in moderation to patients with mental disorders and those in severe pain like cancer. This kind of drug is illicit and dangerous if taken. Narcotic drugs include cocaine, heroin, and marijuana.

5. Hallucinogens

Hallucinogens are drugs that distort reality and facts. It affects all senses and makes a user see, hear, and feel things that do not exist in the time being. The name hallucinogen came from the word *hallucination* which is to perceive illusions. Hallucinogens include lysergic acid diethylamide, psilocybin obtained from mushrooms, and mescaline.



6. Inhalants



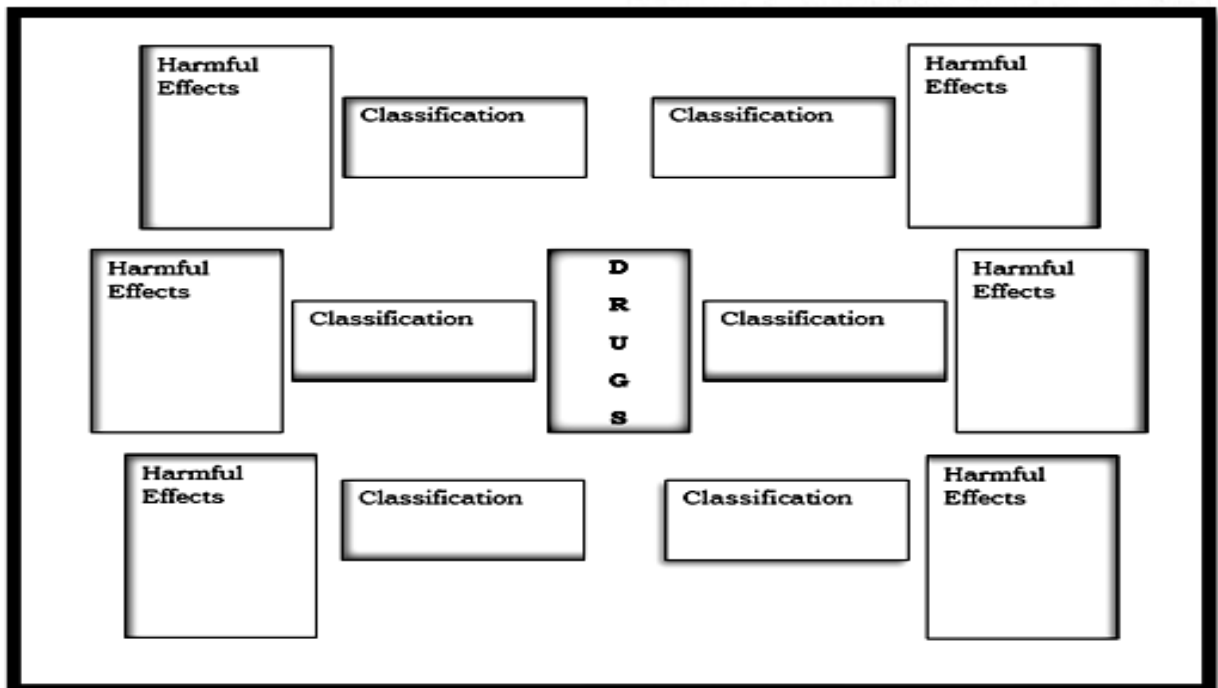
Inhalants are found in ordinary household chemical products and anesthetics. It is readily available and accessible to young children. Inhalant intoxication is like the signs and symptoms of alcohol intoxication. One difference is the foul smell of chemicals sniffed, inhaled, or huffed by the user. Delusions, brain damage, liver damage, coma, and even death are the effects of continuous use and abuse of Inhalants. Examples of household products used as inhalants are acetone, rugby or solvent, ordinary and spray paint, cleaning fluids and air conditioner fluid (Freon).



Learning Task 3: Answer the following questions in your notebook.

1. What are the different classifications of drugs of abuse?
2. How are drugs of abuse being classified?
3. Give two examples of each classification.

Learning Task 4: Copy the concept map below in your notebook. Add information to complete the graphic organizer below.



Learning Task 5: Make a research about the different drugs abused in the Philippines. Classify and describe them according to their purpose and effects. Make use of a graph in presenting the percentage and give a short explanation. Do this activity in a short bond paper or in your notebook. Please be guided by the criteria as basis for grading your output.

Criteria:

Quality of research	25 points
Content	25 points
Grammar and Mechanics	20 points
Format	20 points
Works Cited/Bibliography	10 points

100 points



Learning Task 6: Make a flipchart showing how drugs are classified and how they affect the body. Print the chart using paper and old folders. Include pictures to make your flipchart more attractive.

Criteria	Advance (5 pts.)	Proficient (4 pts.)	Approaching Proficiency (3 pts.)	Developing (2 pts.)	Beginning (1 pts.)
Accuracy of content	All information is true and correct.	Almost all information is true and correct.	Much of the information is true and correct.	Not much of the information is true and correct.	Information is not true and correct.
Visual attractiveness	Format and lay-out are very attractive.	Format and lay-out are attractive.	Format and lay-out are organized.	Format and lay-out lacks organization.	Format and lay-out are disorganized.
Graphics and pictures	Graphics and pictures go well with the content and information.	Graphics and pictures are good but are too many that they dominate the material.	Graphics and pictures are good but are too few that texts dominate the material.	Graphics and pictures do not go well with the text making the material disorganized.	No graphics and pictures are used in the making of the material.
Grammar and spelling	No grammatical errors and/or misspelled words.	1-3 grammatical errors and/or misspelled words.	4-6 grammatical errors and/or misspelled words.	7-9 grammatical errors and/or misspelled words.	10 or more grammatical errors and/or misspelled words.

Learning Task 7: Answer the following questions in your activity notebook.

1. What is drugs? Name some examples drugs?
2. What kinds of drugs are found in drinks, household products, and medicines?
How are they abused?
3. What kinds of drugs are illegal? Why do some kids and teens use illegal drugs even though they're dangerous?
4. What's is addiction? Why do some people get addicted to drugs?
5. What do drugs do to your body and mind? Explain.

Myths, Misconceptions, Signs and Symptoms of Drug Abuse

WEEK

4

I

Lesson

This lesson focuses on the analysis of the different myths or misconceptions about substance use and abuse. You will discover and describe the signs and symptoms of drug use and abuse among Filipino teenagers. You will be provided with information about the topic. Activities are given to further enhance your current knowledge, skills, and attitudes toward the said topics.

At the end of this lesson, you are expected to be able to analyze myths and misconceptions about substance use and abuse; describe signs and symptoms of possible substance use and abuse among adolescents; conduct an interview about myths, misconceptions, signs and symptoms of substance use and abuse; and make an advocacy brochure about the truth of drug use and abuse and the signs and symptoms of drug use and abuse.

D

Learning Task 1: Answer the following questions in your notebook.

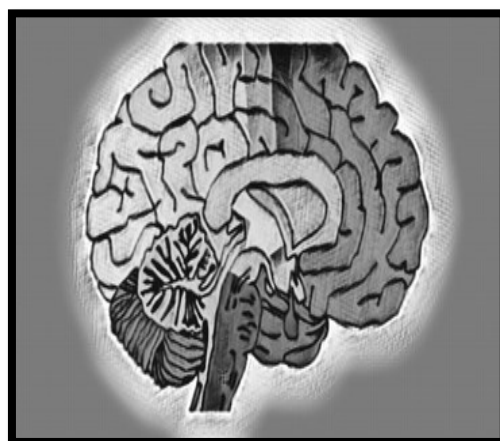
1. What do you know about drug use?
2. What are the signs and symptoms of drug abuse?

In the first activity, you were able to give your own view about the use of drugs and the possible signs and symptoms of drugs abuse. This means that everyone has their own perception about this matter. Do you think that their perceptions are right?

Learning Task 2: To know more about the topic, read the article below and answer the process questions in your notebook.

Reading Time

People give several reasons for taking drugs. For some people, they believe that these drugs can make them feel and look good. Certain drugs of abuse produce pleasure or euphoria. Euphoria is the high sensation of feeling good and extremely relaxed. It is a sensation brought about by the chemical reactions of the neurotransmitters in the brain. Thus, drugs affect your brain process.



Continuous and prolonged drug use causes a very bad effect on a person. It can change his mental, physical, psychological, and behavioral condition. Most importantly, drug dependence results in drug abuse, drug tolerance, problems with society and law, withdrawal symptoms, severe health problems, poor quality of life, and eventually, death.

You must understand that it is not easy to know and feel the effects of drugs on the body. Effects are not always the same with drug users. A small amount of a substance may create a feeling of pleasure to a person, but the same amount may cause restlessness, stress, or even immediate death to another person. It is important to remember that everyone's brain capacity and function and total body chemistry are different from other persons, thus, we have different reactions to drugs and substances.

Process Questions::

Answer the following questions in your activity notebook.

1. Why do people use drugs?
2. How do drugs affect the brain?
3. How do drugs when abused alter the behavior, mental, physical, and psychological conditions of an individual?
4. What was the most important learning you gained from this article?

Drugs were made for a purpose, but some people used it abusively. They depend on what they know or hear which leads them to misuse those drugs.

Here are the examples of the myths and misconceptions about drugs of abuse.

Myths and Misconceptions	Facts about Drugs of Abuse
Drugs of abuse improve memory.	Drugs of abuse shut down proper brain functioning. Certain drugs stimulate the brain but do not really help improve memory. Most drug users claim they think better and clearly after taking drugs but tests on performance and cognition have proven that they have performed worst. <i>Drugs of abuse do not improve memory.</i>
Drugs of abuse help in the digestion of food.	Certain drugs of abuse stimulate the production of stomach acids. Constant exposure to higher than normal acid level damages stomach linings which can result to ulcers. <i>Drugs of abuse do not help in the digestion of food.</i>

Myths and Misconceptions	Facts about Drugs of Abuse
Drugs of abuse make a person bold and brave.	<p>Certain drugs of abuse remove shyness and inhibition. In psychology, normal inhibition prohibits a person to do unacceptable things, thoughts, and desires. Normal inhibition includes not taking other people's things, not crossing a busy street, and knowing what is right from wrong. The temporary courage brought about by taking drugs is a dangerous one as it makes a drug user lose normal judgment which is part of the person's normal inhibition.</p> <p><i>Drugs of abuse place a user in a dangerous and life-threatening situation.</i></p>
Drugs of abuse remove life's problems and worries.	<p>Drugs of abuse are not the solution to problems and worries people encounter. Some people believe that using drugs eliminate one's problems and worries in life. The truth is drugs of abuse will only worsen the scenario and further add more problems, some of which are even harder to solve.</p> <p><i>Drugs of abuse worsen life's problems and worries.</i></p>
Drugs of abuse heat up the body.	<p>Drug users believe that certain drugs cause the blood to become warmer which makes the body temperature rise. In cold countries, drugs are used to heat the body. The truth about this is far from reality. Drugs dilate blood vessels in the skin which makes the blood to flow nearer to the skin which enhances convection of heat from the body to the outside environment. Convection transfer heat from inside the body to the outside. Through convection of heat, body heat is lost faster than normal.</p> <p><i>Drugs of abuse do not heat up the body; instead, they make the body lose heat faster than normal.</i></p>

Profile of a Drug Abuser

The Dangerous Drugs Board listed the following signs and symptoms of drug abuse. It is important to note that having a few of these signs does not immediately make a person a drug user. Therefore, observations of physical, mental, emotional, and social behaviors must be carefully done to confirm if a person is a drug user.

Below are some of the signs and symptoms of drug use:

- Declining interest in studies and work
- Identification with known drug users
- Negative outlook in life

- Uncontrolled irritation
- Paranoia (fear that people always stalk and talk about him/her)
- Severe feeling of depression and loneliness
- Complaints of over fatigue (psychological or physiological)
- Frequent involvement in petty fights and crimes
- Frequent changes of mood and extreme mood swings
- Lousy physical appearance
- Reddish eyes
- Sudden loss in weight
- Frequent complaints of headache and stomach pains
- Convulsions
- Frequent attacks of cough and runny nose
- Brown stains on fingertips
- Foul body smell
- Wearing of sunglasses even at night
- Loss of balance
- Loss of interest in sports and hobbies
- Poor judgment and loss of inhibition
- Loss of concentration

E

Learning Task 3: Identify facts versus myths regarding a question you have about drugs. Follow the steps in doing this activity. Do this in your notebook.

Step 1. Identify a question you have about drugs

Step 2. Ask the question to different people. Record their answers including your answer.

Step 3. Research the facts. (Cite your sources)

Step 4. Identify the myths. (What misinformation (myths) did people have related to your question.

Learning Task 4: Interview three persons about the concepts below. They can be your parents, adult siblings, grandparents, aunt, uncle, or adult cousins. Get their profile and include the following in the interview questions. Write their answers in your notebook.

1. Myths and Misconception of Drug Use and Abuse
2. Signs and Symptoms of Drug Use and Abuse

Learning Task 5: List down the signs and symptoms of drug use and abuse based on the interviews. List them according to the changes they cause in a person. Do this in your notebook.

Physical Changes	Mental Changes	Emotional Changes	Social Changes	Moral-Spiritual changes



Learning Task 6: Create an advocacy material about drug use and abuse and their signs and symptoms. It can be a brochure, video, poster. The criteria tells how your advocacy material will be graded.

Criteria:

Accuracy of content	10 points
Visual attractiveness	10 points
Graphics and pictures	10 points
Grammar and spelling	10 points
Organization of the content	10 points

Learning Task 7: Make an acrostic poem about breaking the myths and misconception about drugs. Use the letters of the words “SAY NO TO DRUGS” as beginning word of every line. Do this in your notebook.

S _____

A _____

Y _____

N _____

O _____

T _____

O _____

D _____

R _____

U _____

G _____

S _____

The Short and long Term Effects of Substance Use and Abuse

Lesson

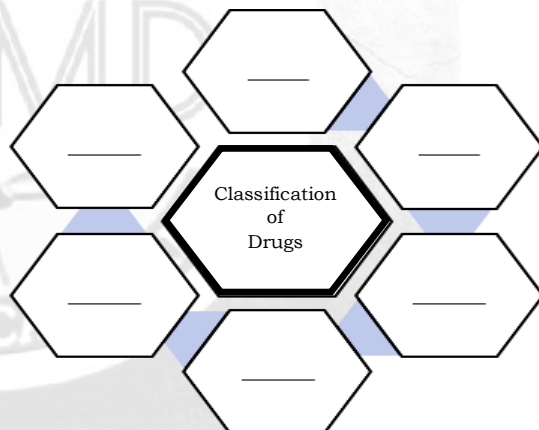
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This lesson contains discussion on the short term and long-term harmful effects of substance use and abuse on the body. You will also be asked to discuss the harmful effects of substance use and abuse on the self, family, school, and community. The different activities will help you reflect on what you learned and inspire you to become a healthy and active person.

At the end of this lesson, you are expected to be able to discuss the short-term and long-term harmful effects of substance use and abuse on the individual, family, school, and community; confer the relationship between drug use and the incidence of HIV-AIDS; and explain the health, socio-cultural, psychological, legal and economic scope of substance use and abuse.

D

Learning Task 1: Identify the six classification of drugs Write your answers in your activity notebook.



Drugs, when abused, may damage the different organs of the body and can interfere with the body's normal functioning.

Learning Task 2: Complete the table by writing the needed information or answer. Do this in your notebook.



Organ	Effects	Reason(s)

Learning Task 3:

Each classification of drugs has different short-term and long-term effects. Short-term effects last for a couple of days, hours, or even shorter periods while long-term effects can be felt for weeks, months, and even for a lifetime. The following is an overview of the short-term and long-term effects of substance use and abuse.



A. GATEWAY DRUGS

Gateway drugs are accepted and legal with restrictions. People below 18 years of age are not allowed to buy and use gateway drugs in the Philippines. The use of these drugs puts a person at risk of using more dangerous and illicit drugs. An example of these drugs are tobacco of any form and alcohol.

Gateway Drug	Short-Term Effects	Long-Term Effects
A. Alcohol	<ul style="list-style-type: none">- Headache and light headedness- Slurred speech- Slow body reflex, senses, and coordination- Overconfident- Mood swings (depression, high spirit, aggressiveness)- Nausea (headache with vomiting)- Experience of blackout (loss of consciousness)	<ul style="list-style-type: none">- Damage of organs like liver, heart, colon, and brain- Cancer- Cardiovascular diseases- Cirrhosis of the liver- Poor study and work performance- Paralysis and/ or loss of limb due to road accidents and other tragic events- Alcohol poisoning which leads to coma and eventual death
B. Tobacco	<ul style="list-style-type: none">- Stress- Rapid heart rate and pulse rate- Persistent cough- Difficulty in breathing- Halitosis or bad breath- Sinusitis and otitis media- Increased phlegm production- Stomach problems- Weak physical performance	<ul style="list-style-type: none">- Development of asthma- Atherosclerosis- Thrombosis- Cardiovascular diseases- Chronic Obstructive Pulmonary Disease- Cancer of the mouth, throat, skin, lungs, and other body parts- Hypertension or increased blood pressure- Heart attack and stroke which leads to coma and death

B. DEPRESSANTS

Depressants, also known as downers or sedatives in the medical field, suppress or slow down the central nervous system. It is used to treat anxiety, mental disorders, and sleeping disorders like insomnia. Types of depressants are tranquilizers, barbiturates, and hypnotics. Tranquilizers are mild depressants used to treat anxiety. Barbiturates are stronger, used to treat insomnia and other sleeping disorders and control seizures. Hypnotics are the most powerful depressants. Alcohol is also a depressant. The effects of these drugs on the body are shown in the table below.

Short-Term Effects	Long-Term Effects
<ul style="list-style-type: none">- Slow brain function which leads to temporary memory loss- Slow pulse rate and heart rate- Below normal breathing pattern- Low blood pressure- Inability to concentrate and poor judgment- Confusion and irritability- Dizziness and lightheadedness- Slurred speech- Loss of body balance and sluggishness- Depression	<ul style="list-style-type: none">- Agitation and aggressive behaviors- Depression leading to mental disorders- Hypertension or high blood pressure- Cardiovascular diseases- Paralysis of the muscles and nerves- Brain stroke- Chronic liver disease- Renal or kidney failure- Cancer of the colon and other form of cancer- Diabetes- Coma and death

C. STIMULANTS

Stimulants are also known as “uppers” or “speeders”. They stimulate or activate the central nervous system. It can make a person stay awake for longer periods under the influence of stimulant drugs. Some of these drugs are legal while some are illicit and dangerous. Caffeine is a stimulant that is found in soft drinks, energy drinks, coffee, tea, and chocolate. Illicit stimulants include cocaine and methamphetamine or shabu. The table below shows the effects of stimulants on the body.

Short-Term Effects of Stimulants	Long-Term Effects of Stimulants
<ul style="list-style-type: none">- Increased heart rate and pulse rate- Increased respiration (breathing) rate- Increased digestive processes- Increased blood pressure- Increased body temperature- Decreased appetite- Alert body responses- Inability to sleep- Euphoria- Depression (the “down” that follows the “up” sensation)	<ul style="list-style-type: none">- Paranoia- Heart attack- Brain stroke- Brain damage- Kidney damage- Liver damage- Coma which leads to death

D. NARCOTICS

Narcotics are known as “painkillers”. They also induce sleepiness. Narcotics are administered to patients with mental problems. They are also given to cancer patients to relieve severe pain. Narcotic drugs include cocaine, heroin and marijuana.

Short-Term Effects of Narcotics	Long-Term Effects of Narcotics
<ul style="list-style-type: none">- Drowsiness- Euphoria- Loss of appetite- Vomiting- Nausea- Muscle cramps and pain- Chills and shaking- Weight loss- Difficulty in sleeping- Difficulty in breathing- Inflammation of the veins- Panic attacks	<ul style="list-style-type: none">- Development of diseases like hepatitis, tetanus and HIV-AIDS due to needle sharing- Overdose leading to comatose and death

E. HALLUCINOGENS

Hallucinogens create hallucinations. Hallucinations distort what is real. Everything the person sees, hears, and feels are the opposite of reality. Lysergic acid diethylamide (LSD), psilocybin and mescaline are some of the common hallucinogens.

Short-Term Effects of Hallucinogens	Long-Term Effects of Hallucinogens
<ul style="list-style-type: none">- Euphoria- Hallucinations (seeing things which are not there)- Poor judgment of time and distance- Inability to sleep- Loss of appetite which lasts up to 10 hours- Nausea- Poor body coordination- Feeling of super strength- Increased blood pressure and heart rate- Aggressive behavior- Memory loss- Slurred speech	<ul style="list-style-type: none">- Flashback (effects of the drug come back after a long time of not using it)- Increased blood pressure- Brain damage- Psychosis (a mental disorder in which reality is distorted or twisted)- Coma and death

F. INHALANTS

Inhalants are found in common household chemical products. Inhalants are huffed or sniffed. The effects of inhalants are similar to the effects of alcohol intoxication.

Short-Term Effects of Inhalants	Long-Term Effects of Inhalants
<ul style="list-style-type: none">- Slurred speech- Poor coordination- Euphoria- Dizziness and nausea- Feeling of lightheadedness- Foul breath- Hallucinations- Delusions	<ul style="list-style-type: none">- Loss of hearing- Uncontrolled muscle spasms- Brain damage- Nerve damage- Bone marrow damage

Drug Use vis-à-vis HIV-AIDS

According to reports, drug use and HIV-AIDS are often not interrelated but have been inseparably linked. In the Philippines, injecting drug users (IDUs) is one of the known modes of transmission for the Human Immunodeficiency Virus or (HIV) which is the causative agent that causes the Acquired Immune Deficiency Syndrome (AIDS). HIV is a blood-borne virus which means, it is transmitted from one person to another through blood transfusion, sexual intercourse, exchange of body fluids, and from mother to child during pregnancy and breastfeeding. AIDS is a syndrome because it is a complex pattern of symptoms. AIDS is a disease that attacks and weakens the body's immune system.

The Department of Health (DOH) reported that around 13 Filipinos are infected with HIV-AIDS every day. From 1987 to 2013, there were more than 14,000 cases of infection and the rate of infection is very high in highly urbanized areas like Metro Manila. In relation to drug use and abuse, the two most recorded means of transmission of HIV-AIDS are through the following:

1. Risky sexual behavior
2. Sharing of needles through drug use

High-risk behaviors:

A. Injecting Drug Users (IDUs). The risk of getting HIV-AIDS through intravenous injection (IV) is very high. Drug users are particularly vulnerable to this risky behavior. The need to inject drugs through needle sharing during sessions with co-users puts each person at high risk of getting HIV-AIDS.

B. Poor judgment and risky sexual practices. Drug intoxication greatly affects the person's way of thinking and decision-making skills. This can lead a person to perform risky sexual practices which further aggravate HIV-AIDS infection.

C. Prognosis of disease and drugs. Drug abuse and addiction worsen HIV-AIDS infection. A medical study has shown that HIV damages a larger percentage of brain cells and nerve cells among users of methamphetamine. In animal subjects, viral presence in brain cells is more than the other cells in the body.

High-risk behaviors:

D. Delay in drug abuse treatment. A medical study has found that the longer drug users delay drug abuse treatment, the higher the chance of getting and spreading HIV. Delayed drug abuse treatment means the person will engage in more intravenous drug sharing and risky sexual behavior and practices. The earlier a drug user seeks intervention and treatment, the better the chance of not acquiring and spreading HIV-AIDS and other diseases. Drug abuse treatment also educates and counsels the user and the family about the risk of drug use and abuse.

Effects of Drug Use

Aside from oneself, drug use and abuse also affects the immediate family, school and community where the drug user lives. Below are some of the effects of drug use and abuse on the family, school and community.

A. Effects of Drug Use and Abuse on the Family

- Broken and unhappy family ties
- Ignored duties and responsibilities
- Financial constraint due to drug dependence and addiction
- High cost of drug treatment and rehabilitation
- Family dishonor and embarrassment
- Separation of family members

B. Effects of Drug Use and Abuse on the School

- Poor academic performance
- Increased rate of absenteeism and tardiness
- Increased incidence of school fights
- Low academic achievement rate
- Incidence of disrespect to school authorities

C. Effects of Drug Use and Abuse on the Community

- High incidence of crime which includes stealing, robbery and snatching
- High incidence of accidents, e.g. road accident, accidental falling, etc.
- Affected economy due to low manpower production
- Loss of government funds due to drug-related operations, treatment and rehabilitation

E

Learning Task 4: Write yourself a letter. Tell about the short-term and long-term harmful effects of drugs to oneself, family, school, community and the nation as a whole. Answer this in your notebook.

Learning Task 5:

Think of a creative way of showing how drugs are a burden to health, socio-cultural, psychological, legal and economic magnitude. You may write a poem, a song, draw a cartoon, poster, etc. Do this activity in a short bond paper or in your notebook.

Learning Task 6: Make a recommendation letter to your mayor or barangay captain about the dangers brought by drug abuse in the community. Cite possible evidences of drug abuse like the presence of ‘hamog boys’, ‘rugby boys’, etc. Do this activity in a one whole sheet of paper.



Learning Task 7: Create an advocacy video about drug abuse and its effect on the body, family, school and community. You can use video camera recorders, tablets or your cell phone camera. Please be guided with the given criteria for this task.

Criteria:

Accuracy of content	10 points
Visual attractiveness	10 points
Graphics and pictures	10 points
Organization	10 points
Presentation	10 points

Learning Task 8: Choose at least three questions and answer the them briefly. Write your answers in your notebook.

1. Drugs affect many of the body’s organs. What are some of those organs and the effects?
2. What is it in tobacco that can cause cancer?
3. What are the drugs that can cause physical damage to the mouth and teeth? What kind of damage is done to the mentioned body parts?
4. How does alcohol damage the liver? How is this similar to the damage nicotine causes to the lungs?
5. Give two examples of short- and long-term effects on substance use and abuse to family, school, and community.
6. Relate drug use from the incidence of HIV-AIDS. Explain the relationship.
7. Explain how substance use and abuse affects one’s health, socio-cultural, psychological, legal, and economy.

The Prevention and Control of Substance Use and Abuse

WEEKS

7-8

I

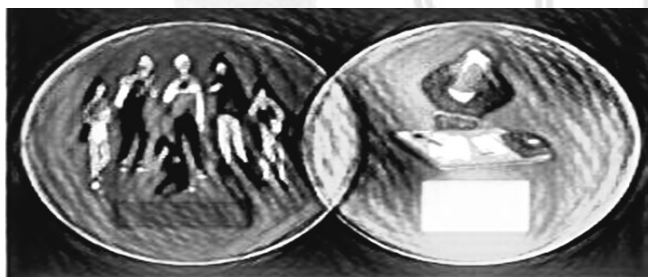
Lesson

This lesson deals with different strategies in the prevention and control of substance use and abuse. These strategies include the application of decision-making skills and the use of resistance skills in different situations related to substance use and abuse. Decision-making and resistance skills will help you enhance your knowledge, skills, and attitude in facing and overcoming real-life situations. You will practice these skills at home and will be guided by your parents. You will also give suggestions on healthy alternatives to prevent the use of drugs of abuse

At the end of this lesson, you are expected to be able to discuss strategies in the prevention and control of substance use and abuse; apply decision-making and resistance skills in situations related to substance use and abuse; and describe healthful alternatives to substance use and abuse.

D

Learning Task 1: Analyze the picture carefully and tell something about it. Use the guide questions in describing it. Do this in your notebook.



Guide Questions:

1. What does the picture depict?
2. What will you do to avoid that situation to happen?

There are various and healthy ways to get rid of drugs. You can engage in simple immersion to hobbies like interactive and board games, sports, and joining clubs of interest.

Prevention is the best way for people like you to avoid the use and abuse of drugs. People should understand the different protective factors and risk factors. Protective factors should be improved while risk factors should be prevented or avoided and dropped for good. You should learn decision-making skills and resistance skills in order to be able to refuse temptations and offers from known drug users.



The following are protective factors you need in order to fight drug use and abuse:

- ☐ Loving and caring family
- ☐ Involvement in sports
- ☐ Positive outlook in life
- ☐ Positive self-image
- ☐ Caring and supportive friends
- ☐ A sense of worthiness and achievement
- ☐ Always having the right attitude
- ☐ Ability to cope with stress and depression
- ☐ Having responsible adult role models
- ☐ Active participation in sports or recreation
- ☐ Participation in school clubs and activities
- ☐ Consultation with responsible adults like parents, teachers, counselors regarding problems, concerns, and queries in life
- ☐ Development of talents and skills

Learning Task 2: Group the above-mentioned protective factors as WITHIN YOUR CONTROL or BEYOND YOUR CONTROL. Answer this in your activity notebook.

To give you more information on how to prevent or avoid drug abuse. Here are the important skills you need to know and remember.

Decision-making Skills

The following activities will strengthen your decision-making skills.

Step 1: Describe the situation you are in.

Step 2: List possible actions for the situation.

Step 3: Share your list with responsible adults.

Step 4: Carefully evaluate all possible actions.

Step 5: Choose which action is most responsible and suitable.

Resistance Skills

Use the following steps to practice resistance skills in saying **“NO”** to drugs.

Step 1: What is the problem?

Step 2: What could happen?

Step 3: What are the ways of saying NO?

Choose from any of the following:

- ☐ Say No.
- ☐ Change the topic.
- ☐ Walk away if you can't change your friend's mind.
- ☐ Tell the truth.
- ☐ Joke about it.
- ☐ Give reasons.
- ☐ Tell a story.

Drug Abuse Treatment and Rehabilitation

The Dangerous Drugs Board and the Department of Health offer treatment and rehabilitation programs to Filipinos who become ill because of drug abuse. Drug dependents undergo effective modes of treatment. It is the responsibility of the state to help and rehabilitate drug dependents so that they can once again achieve their dreams and become responsible and productive members of society.

Requirements for Drug Abuse Treatment and Rehabilitation

- 1. Application for Drug Dependency Examination (DDE)** through the City Anti-Drug Abuse Council (CADAC) in your city or province.
- 2. Application for Police Clearance and Barangay Clearance** where the drug dependent resides.
- 3. Application for Certificate of No Pending Case** from the Regional Trial Court (RTC). If the drug dependent is a minor and with a pending case, the parents or guardian must secure a **Certification of Suspended Sentence** also from the RTC.

Steps on Drug Abuse Treatment and Rehabilitation

Drug abuse treatment and rehabilitation follows certain steps and procedures. Treatment and rehabilitation can be voluntary, voluntary thru representations and compulsory confinement.

- ☐ **“Voluntary”** means the drug dependent decides on his/her own to be examined and admitted in rehabilitation centers,
- ☐ **“Voluntary thru representations”** means the drug dependent is willing but wants to be represented by an immediate family member or legal guardian and
- ☐ **“Compulsory confinement”** means the drug dependent needs to be confined as the condition is life-threatening or threatens the life of the family.

Below are the steps securing drug abuse treatment and rehabilitation:

1. Secure referral form for Drug Dependency Exam (DDE) at CADAC or Dangerous Drugs Board (DDB).
2. Have the drug dependent examined by DOH accredited doctor.
3. If drug dependent is found positive, DDE must be submitted with the other documents to the Legal Affairs Division of DDB.
4. A “Petition for Confinement” shall be filed with the RTC where the drug dependent lives.
5. Decision of place of confinement. The immediate family or legal guardian will decide where the drug dependent will be confined. The government usually recommends government-owned treatment and rehabilitation centers but the

Mode of Treatment

There are various modes of treating drug dependents. Each mode is effective on its own. Centers may apply several modes during the period of

Eclectic Approach

This uses a holistic approach in the treatment process and addresses different personality aspects of the patients geared towards their rehabilitation and recovery from the dependency. The professional skills and rehabilitation staff services are made available.

Spiritual Approach

This uses Bible teachings as a source of inspiration to change drug dependents and looks at drug abuse as a sin. It renews their connection with God and teaches patients to turn away from the evil ways of drug addiction.

Therapeutic Community Approach

This views drug addiction as a manifestation of a more complex psychological problem and have a highly structured treatment program wherein it fosters change in attitude and behavior in the community. Role modeling and peer pressure play important parts in the program. It also teaches personal responsibility, positive self-image, the importance of the human community, and cooperation among community members. Its goal is to turn patients into responsible citizens.

Hazelden-Minnesota Model

This views any form of addiction as a disease that it is an involuntary condition caused by various factors outside an individual's control. It also teaches a set of values and beliefs about the powerlessness of persons over drugs and turning to a higher power to help them overcome the disease. The program consists of instructive lectures, cognitive-behavioral psychology. The psychiatrists, psychologists, and patients help each other in this program.

Multidisciplinary Team Approach

This utilizes professional skills and services of a team composed of psychiatrists, psychologists, social workers, occupational therapists, and other related disciplines in cooperation with the immediate family of the drug dependent.



Learning Task 3: List down several alternative ways to prevent and control drug use and abuse. Use strips of paper to write down specific programs and activities which can prevent and control drug use and abuse. Place them in your notebook. Be creative in presenting your output.

Learning Task 4: Apply decision-making and resistance skills in the situations provided on the next page. Write your answers in a short bond paper, then choose one situation to act out using a puppet play or a comic strip. You can use any available materials at home for the puppet, take a video (optional) for the puppet play presentation. If you choose a comic strip, do it in a short bond paper.

Situation A While walking home from school, a stranger approaches you and offers something. He says it smells good, tastes good, and will help you improve your studies and school performance.

Situation B One day while walking down the school corridor, you noticed your classmate brought out a small plastic bags with dried weeds. He was selling the drugs to some students. You know that this kid was a known bully and anyone who gets in his way will mean trouble.

Situation C You are having a group review at the house of one of your classmates. The parents are not there to supervise your activity. While reviewing, one of your classmates opens a pack of something and melts it on a piece of foil. Everybody smokes the substance. You are asked to try even just once to experience it.

Learning Task 5: Create your very own armor shield against drug use, abuse, and dependence. Simple drawings will suffice, and your armor shield must look like an emblem. Be creative in making your task.



Learning Task 6: (Optional) Create a board game or card game about the prevention and control of substance use and abuse. The game should be unique and focus on educating players about the importance of substance use and abuse prevention and control. The board game should include elements of temptation to use drugs, resistance skills and decision-making skills in resisting drug use. Utilize indigenous materials to minimize expenses. Use the criteria to guide you in your output.

Criteria:

Visual Appearance	10 points
Relevance with the topic	10 points
User-friendly and use of grammar	10 points

Learning Task 7: Make a commitment card that shows you are proud to be a drug-free individual. Follow the format for your commitment card. Do this activity in a short bond paper or in your notebook.

Format:

1. A picture of yourself.
2. I will say No to Drugs because _____.
3. If someone tries to give me something bad, I will _____.
4. I will be an advocate of a drug-free community by _____.

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	

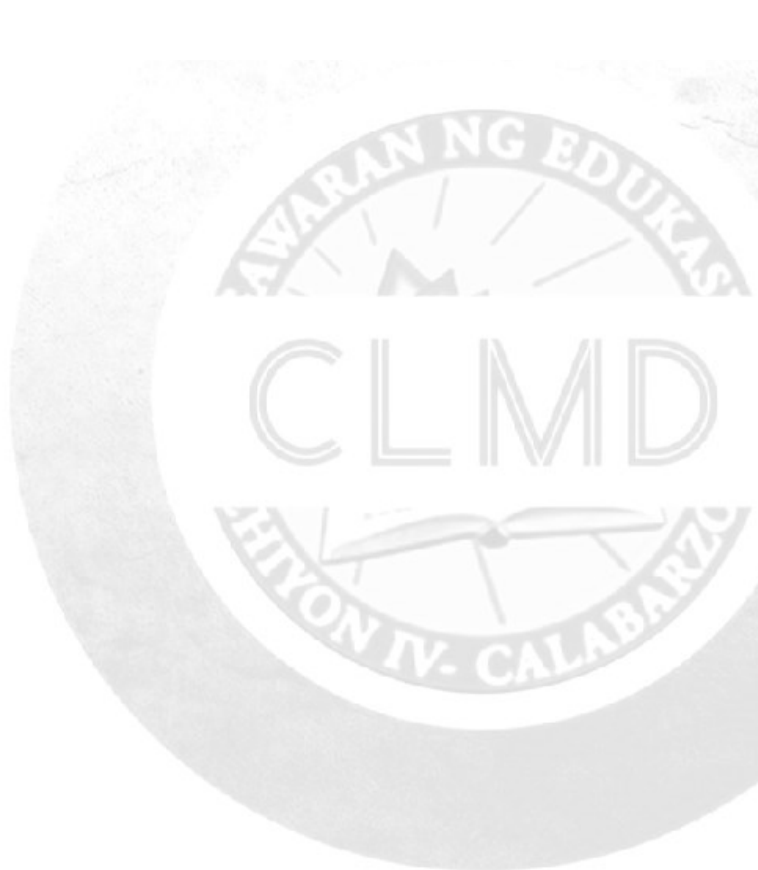
Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated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



References

Physical Education and Health Grade 9 Learner's Material, Jose P. Doria, Madonna C. Gonzales, Lawrence Jay Sedilla, Janeth Cagulang (2014)
Department of Education

Physical Education and Health Grade 9 Teacher's Guide, Jose P. Doria, Madonna C. Gonzales, Lawrence Jay Sedilla, Janeth Cagulang (2014)
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