



PIVOT^{4A}

LEARNER'S MATERIAL

QUARTER 2

MAPEH (Health)

G6



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 6

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PIVOT 4A CALABARZON Health G6

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 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	

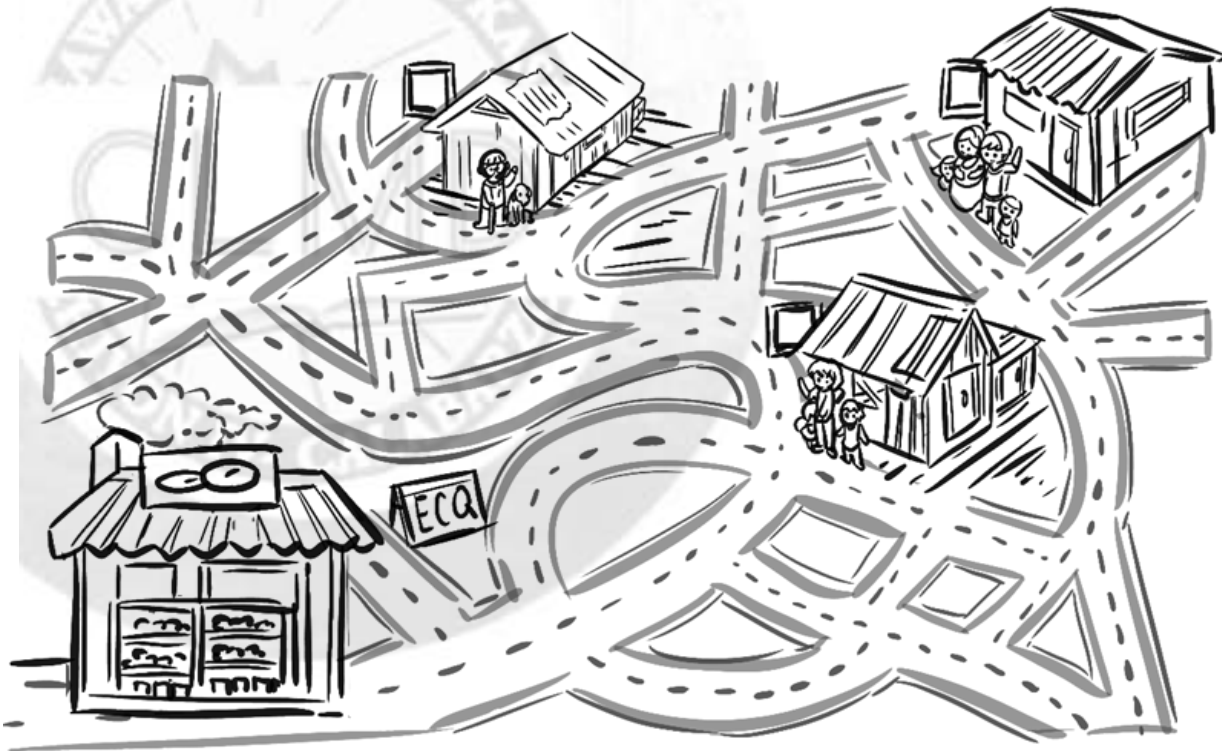
This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by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

You and Your Healthy Environment

Lesson

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to describe healthy school and community environments.



Building and maintaining a safe and healthy environment is everyone's responsibility. All members of the community must participate and contribute to the effort. After all, a safe and healthy environment benefits everyone.

What makes a community safe and healthy? For most people, a healthy community means the absence of diseases and illnesses among its member. For others, it means the absence of garbage and other pollutants in the streets, in the water and in the air.

What Does “Community” Mean?

A community is a group of people living together in a given place, and sharing common interests, cultural and traditional practices, and historical heritage. Communities can be categorized according to their beliefs, traditions and culture. The following are their common categories:

Location-based Communities

Some communities are categorized based on their specific locations, such as people within barangays, townhouses, compounds, and condominium buildings.

The following are examples of location-based communities:

- Barangay Kapayapaan
- Greatfields Town Homes
- Dela Cruz Compound
- New Country Condominium



Identity-based Communities

Some communities have same cultural and traditional beliefs and practices. Examples are religious groups, ethnic groups, culture and arts performers, as well as persons with disabilities (PWD).

Some examples are:

- San Isidro Parish Church
- T'boli tribe
- Tahanang walang hagdan



Organizational-based Communities

Some communities are formed based on organizational structure and beliefs. These can be family-owned business groups, corporations and national and international organizations.

The following are organizational-based communities:

- schools
- fast food chains
- pharmaceutical companies
- political parties
- global companies

Psychosocial Environment of Healthy School and Community

Healthy School should be the place where children develop their potentials so pupils should not experience bullying and discrimination. In school, teachers and adults serve as good example of kindness and respect where pupils are accepted for who they are. They are also supported, guided at their young age.

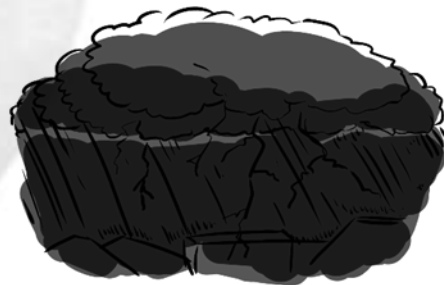
What Does “Environment” Mean?

Environment refers to the natural surroundings one lives in. It is something that you are very familiar with. It makes up everything that affects your life on earth—the water you drink, the air you breathe, the plants and animals around you, and much, much more.

There are factors in the environment that affect human growth and development, as well as behavioral, social and cultural changes. Some of them include the following:



Agricultural and irrigation methods



Climate change



Communicable diseases, water and food-borne diseases, and those caused by vectors like insects and rats



Natural biological agents like pollen and dust



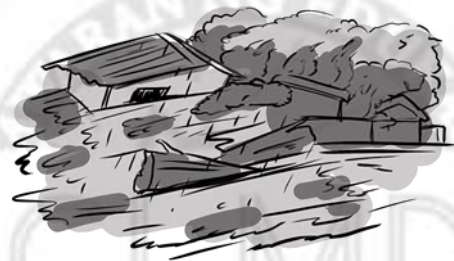
Personal hygiene



air, land and water pollution



Ultraviolet rays from the sun



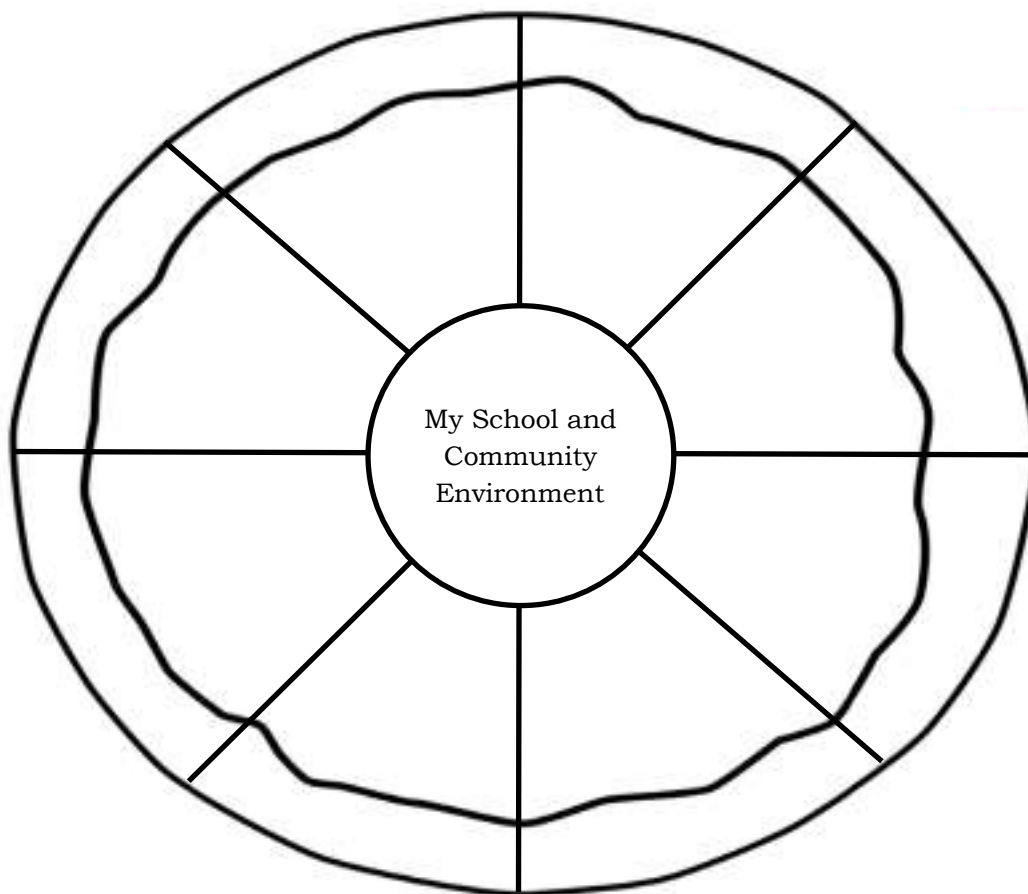
natural and man-made disasters

D

Learning Task 1: Describe your community using the graphic organizer below. Do this on your answer sheet.

<p>My Community</p>	

Learning Task 2: Complete the pizza graphic organizer below by writing in every slice the different words that describes your school and community environment in any aspects. Do this on your answer sheet.



Learning Task 3: Copy and answer the following questions on your answer sheet.

1. What is a community?
2. What are the different types of community and its descriptions?
3. Which type of community do you belong? Explain your answer.
4. What is the broader sense of environment?
5. How can these environmental factors affect us in our community?

E

A healthy school is a place where students have many opportunities - in the classroom and in every aspect of their school experience - to foster their healthy physical, mental, social and intellectual development. A healthy school and community environment should possess different physical characteristics.

Learning Task 4: Write the word GOOD if the statement describes a healthy school environment and BAD if not. Accomplish this task on your answer sheet.

- _____ 1. gender-sensitive
- _____ 2. clean with good air and water quality
- _____ 3. always under construction
- _____ 4. safe and free from abuses
- _____ 5. with flexible spaces

Learning Task 5: Describe your school environment using the graphic organizer below. Do this on your answer sheet.

My School is Cool

Learning Task 6: On your answer sheet, answer the questions on a paragraph form with 5-10 sentences.

Why is it important for a student like you to have a healthy school environment? How can you benefit from this or how can this affect you? Enumerate examples and explain your answer.

Learning Task 7: Put a check (/) on the blank if the statement describes a healthy community and mark it cross (X) if not. Do this in your answer sheet.

A healthy community.....

- _____ 1. promotes social harmony and actively involves everyone.
- _____ 2. understands the local health and environmental issues.
- _____ 3. have undisciplined people.
- _____ 4. participates in identifying local solutions to local problems.
- _____ 5. have access to varied experiences and has means of interaction and communication.

Learning Task 8: Write TRUE if the given statement describes the psychological environment of healthy school and community and FALSE if not. Do this on your answer sheet.

- _____ 1. Healthy school and community enable people to maintain a high quality of life and productivity.
- _____ 2. A healthy school and community environment are free from abuses and discrimination.
- _____ 3. A sustainable use of available resources in community and school for all are limited.
- _____ 4. The environment of healthy school and community do not promote social harmony and inactively involves everyone.
- _____ 5. The healthy environment of school and community meet everyone's basic needs.

A

Complete the paragraph with the appropriate words inside the box about Psychosocial Environment of Healthy School and Community.

_____ school should be the place where children develop their potentials so pupils should not _____ bullying and discrimination. In school, teachers and adults serve as _____ of kindness and respect where pupils are accepted for who they are. They are also supported, guided at their _____ age.

good example young Healthy experience

Effects of Living in a Healthful School and Community

Lesson

WEEKS

2-3

I

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to explain the effect of living in a healthy school and community.



How can you describe a healthy school and community environment?

A school and community environment is healthy if there are warm atmosphere, healthy interpersonal relations, free from abuse and discrimination and is able to provide health needs and services to each members.

A healthy community has a clean and safe environment. It should have adequate access to food, water, shelter, and health care services. It should be protective of its natural environment. It should have programs for the well-being of its member. A healthy community should be strong supported by everyone who lives in.

Characteristics of a Healthy Community

The World Health Organization (WHO) believes that a healthy community should be based on the concept. “Health is more than the absence of disease”. This means that the physical and psychosocial environment, as well as the personal health practices of individuals living in the community affect the overall health of the community.

The following are specific characteristics of a healthy community:

1. clean, safe and secure
2. has access to basic needs (food, water, clothing, and shelter)
3. peaceful and orderly
4. has members who are physically, mentally and emotionally healthy
5. involves members in community programs, projects, and activities
6. prompt and timely in handling local community and environmental health issues, concerns and trends
7. respects the rights and privileges of all members
8. promotes healthy intrapersonal and interpersonal relationships among all members
9. free from abuse and discriminations
10. has open communications, interactions, and interconnectedness
11. has accessible and affordable health services and facilities
12. preserves and celebrates cultural and historical heritage
13. has advanced and productive economy
14. promotes sustainability of natural resources
15. has well- developed public infrastructure

It is important to remember that a truly healthy community must possess all these characteristics not just some or a few of them. Also, these conditions and characteristics must be consistently present and promoted. A healthy community is built on the totality of these various characteristics working together on a regular basis.

You, Your Health, and Your School

The school is not only part of a bigger community, but it is also by itself a community. It is composed of people who can implement together plans and programs to keep the school clean, safe and healthy for the students, teachers, employees and visitors.

As a pupil, you spend many hours in school during the week. You are an important part of the school community. As such, you play an important role in developing and maintaining a healthy school community.

Here are some things you can do to fulfill your role as a responsible member of the school community.

1. Help promote and maintain cleanliness
 - Do not litter
 - Dispose trash and waste properly

2. Practice good personal hygiene and healthy habits
 - Take a bath and brush your teeth before going to school.
 - Wear clean, well-ironed clothes
 - Eat a balanced diet
 - Get regular exercise
 - Wash your hands before and after meals, and after using toilets
 - If you are sick with a cold or cough, cover your mouth and avoid direct contact with others. If possible stay home until you get well.
3. Follow safety rules and security measures.
4. Use school facilities and equipment properly and with utmost care.

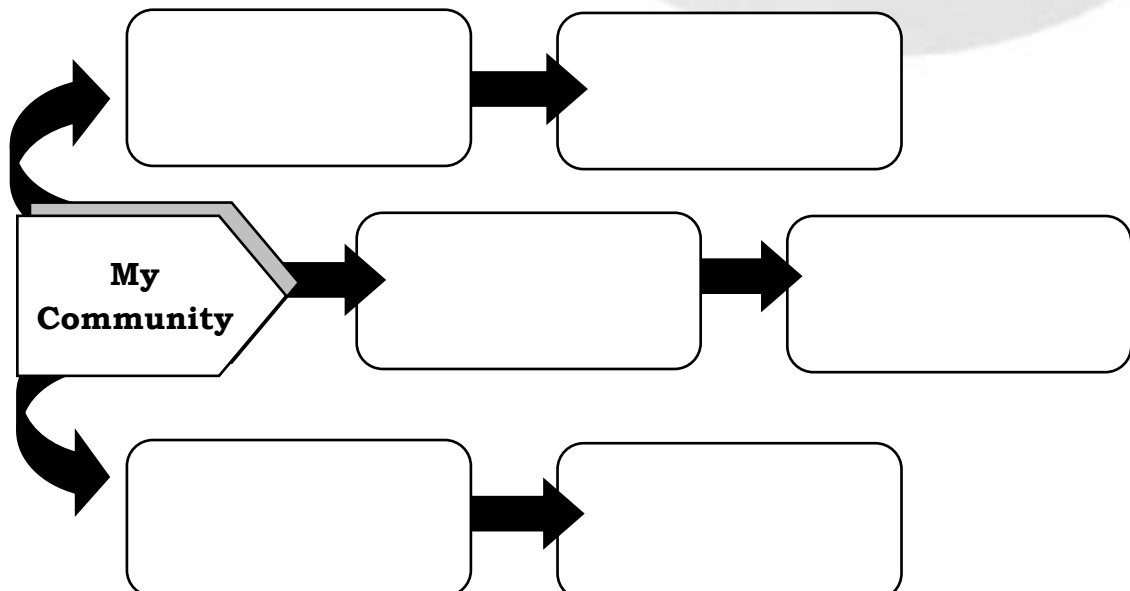
D

Learning Task 1: Write YES if the statement describes healthy school and community environment and NO if not. Do this on your answer sheet.

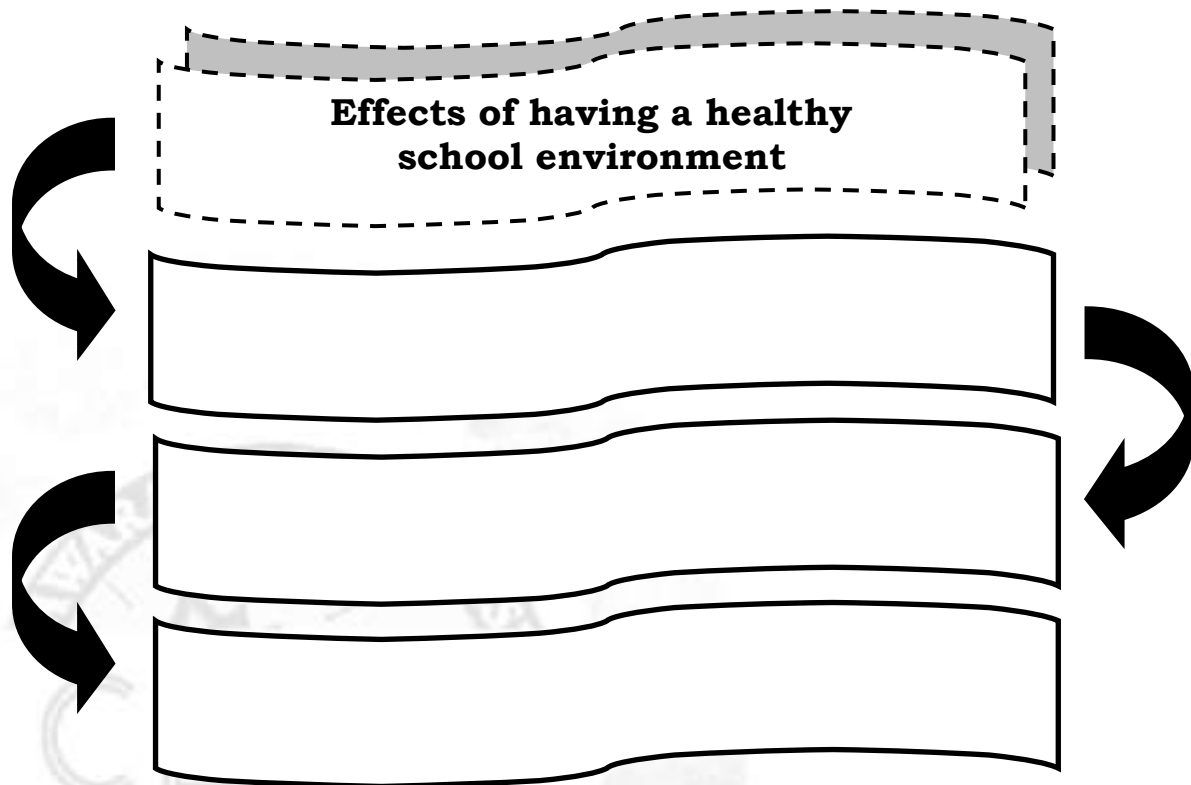
A healthy school and community.....

- _____ a. have clean and safe environment.
- _____ b. are safe from illnesses caused by dirty environment.
- _____ c. have pupils who are free from harm and injuries.
- _____ d. protect the health of the people by providing health services.
- _____ e. do not meet everyone's basic needs.

Learning Task 2: Complete the graphic organizer below by writing inside each shape some of the characteristics your own community possesses. Do this on your answer sheet.



Learning Task 3: List down the effects of having a healthy school environment inside each shape to complete the graphic organizer. Accomplish this task on your answer sheet.



E

Learning Task 4: Read the following statements. Write YES if the description applies to your community and NO if not. Do this on your answer sheet.

My community.....

- _____ 1. has officials and members who implement program and policies.
- _____ 2. is clean and free from health hazards and waste materials.
- _____ 3. has accessible clean and safe water resources.
- _____ 4. has proper and well-maintained drainage and sewage system.
- _____ 5. has programs and projects to reduce or eliminate pests.
- _____ 6. has accessible healthcare facilities.
- _____ 7. has members who respect fellow residents.
- _____ 8. is free from stray dogs and cats.

Learning Task 5: Complete the table on the effects of a healthy community to its people. Do this on your answer sheet..

Effects of a Healthy Community	
Healthy School	Healthy Barangay

Learning Task 6: Read and answer the following questions on your answer sheet.

1. What are the impacts of living in a healthy school and community?
2. Are things observable in your school and community environment?
3. How could people secure a healthy school and community?

Learning Task 7: Write a paragraph composed of 40-60 words about the importance of having a healthy school and community. Create a title for your written work. Do this on your answer sheet.

Learning Task 8: Put a check(/) if the sentence explains the effect of living in a healthful school and community and cross (X) if not. Write your answer in your notebook.

- ___ 1. The physical environment in the community is clean and safe.
- ___ 2. The pupils performed actively in all school activities.
- ___ 3. There is no harmonious relationship in the community.
- ___ 4. Drug free community.
- ___ 5. The family help each other and make decisions together.

A

Express your idea about the statement below.

“For a community to be whole and healthy, it must be based on people’s love and concern for each other”.

I

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to identify basic responsibilities of community health officials and demonstrate ways to build and keep school and community environments healthy.



Have you been sick? What did you do? Does your community provide health services among its members? Each community has public and private health clinics and facilities. There is one (1) barangay health center in your community. The health centers have officials like doctors, nurses, dentists, barangay health workers, midwife and medical staffs. Their role is to help community members for medical, dental, and emergency needs. They also provide basic health services to members of community like giving of first aid and health care for mothers, babies, and children.

What have you already done for your community? Have you or your family experience participating in a community program? What community program was it? What have you done to contribute to the cleanliness of your school?

Now that you learned about the different characteristics of a healthy community and environment, it is time to know how to help build healthier community environment. Remember that a healthy community is a result of a concerned effort. A healthy community is carefully planned, designed, and developed by healthy individuals who are concerned not only about their own health and that of their family, but also that of the rest of the members.

Healthy Community First Steps

The healthy community first steps are a series of actions to combat and eliminate health problems and risks within the community. They are aimed at developing and maintaining a healthy, productive and sustainable community.

Healthy School First Steps

- ♦ Education for all learners including those in preschool age
- ♦ Healthy canteen food which follow the recommended dietary allowances for Filipino children
- ♦ Handwashing facilities with soap and hand sanitizers
- ♦ Clean school facilities including toilets and washrooms
- ♦ Participation of all pupils in physical education and physical activities
- ♦ Ramps and stairs for pupils and school personnel with special needs
- ♦ Inclusion of personal health, nutrition, safety, drugs, disease prevention, and community health education
- ♦ Tobacco-free school campus with widespread awareness campaign on the bad effects of tobacco use
- ♦ Promotion of and provision for child-friendly school
- ♦ Implementation of child-protection policy in school
- ♦ Oral, dental and medical care for all pupils
- ♦ Up-to-date school disaster preparedness program

Healthy Community First Steps

- ♦ Tobacco-free parks, restaurants and other public places
- ♦ Sticker implementation of no sale of tobacco products to minors
- ♦ Encouraging food stalls and restaurants to serve low-calorie low-fat food options
- ♦ Creation of more parks and free affordable venues for physical activities
- ♦ Provisions for safe environment-friendly proper waste management and disposal system
- ♦ Local ordinances for mandatory wearing of helmets and safety gears of motorcycle and bicycle riders
- ♦ Accessible sources of safe drinking water
- ♦ Accessible and affordable health and medical service
- ♦ Provisions of healthcare insurance for citizens of all ages
- ♦ Sticker penalties for drunk driving and drunk-related incidents
- ♦ Promotion and implementation of community disaster risk reduction and management plans and policies
- ♦ Promotion of and participation in sustainable development programs and projects

Doing Your Share of the Work

Every member of the community regardless of age, can help building a healthy environment. There's no need to give money just to be influential or famous to be able to do something for the community. The following are some simple yet very helpful things you can do to make your community a healthy place to live and grow in.

At Home

1. Segregate garbage and wastes.
2. Clean your yard everyday.
3. Cook just enough food for the family
4. Have a garage sale for your old things.
5. Put potted plants at home.
6. Reuse water from bathing and washing of clothes and dishes.
7. Use energy efficient and money-saving light emitting diode (LED) lights.
8. Do not burn dried leaves they are good natural fertilizers.
9. Plant vegetables and small fruit-bearing trees in your backyard.
10. Have your pets vaccinated yearly to prevent rabies and other deadly viral and bacterial infections.

In the Community

1. Join activities in your community that are aimed to help make the community clean and healthy.
2. Do not throw wastes and garbage in public places.
3. Encourage family members to segregate waste and garbage.
4. Reuse, reduce, recycle and repair.
5. Assist in preparing emergency kits with basic needs for emergency purposes such as flashlights, drinking water, medicines, spare batteries, dry food, first aid items and others.

In School

1. Follow school rules and regulations at all times.
2. Throw garbage and wastes in trash cans.
3. Help in cleaning classrooms, corridors and school grounds.
4. Buy only nutritious foods and drinks.
5. Write a letter to student government about the importance of healthy food choices in the school canteen.
6. Do not vandalize school properties.
7. Return lost items to the school guidance office.
8. Participate actively in the school disaster preparedness progress and activities.
9. Join organizations or clubs that help make the school a healthy place to learn and do productive things.
10. Respect your teachers, schoolmates, and other school personnel.

D

Learning Task 1: Complete the table below by filling-out the needed information in each column.

Community Health Officials	Responsibilities

Learning Task 2: List down the **Healthy Community First Steps** applicable for the given problems. Follow the given example. Do this in your answer sheet.

Problems in the Community	Healthy Community First Steps
Example: Limited areas for recreational activities	Creation of more parks and free affordable venues for physical activities
1. Minors using tobaccos	
2. Poor hygiene for students	
3. Bullying among students	
4. drunk driving –related accidents	
5. Lack of healthcare insurance	

Learning Task 3: Make a table of the problems and concerns and how can you be able to help lessen or improve such. Accomplish this task on a whole sheet of paper.

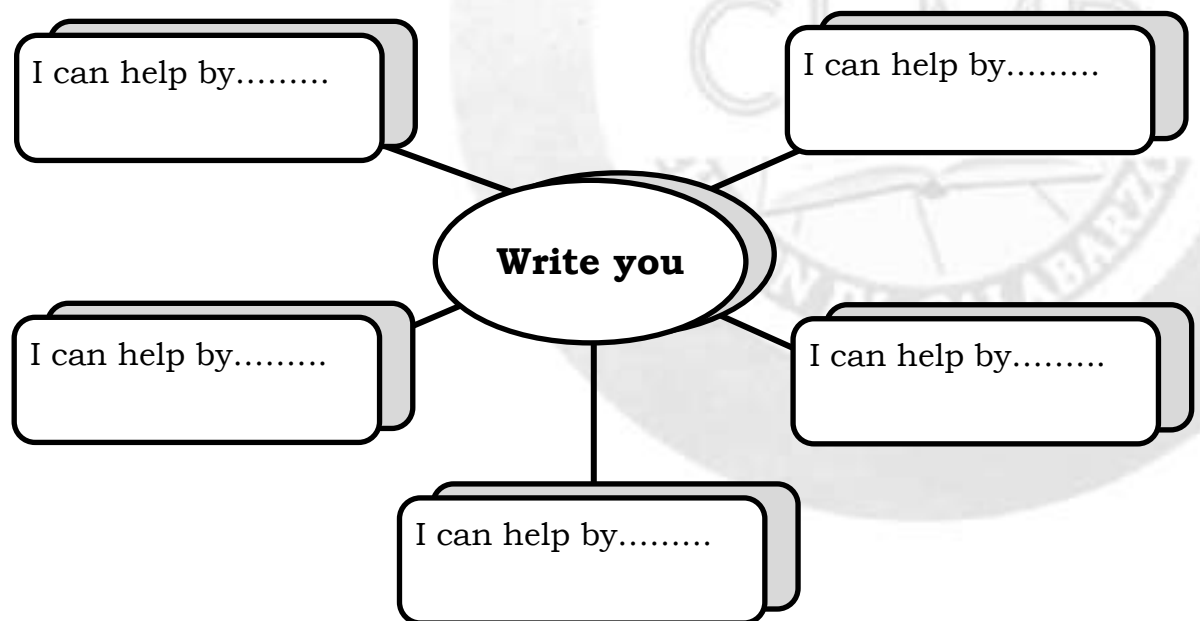
Problems and Concepts	My Contributions



Learning Task 4: Write five good things for each of the following: Home, School and Community. Have your parents sign on your list. Follow the given format below. Do this in your answer sheet.

Good things done for home, school and community	
1.	
2.	
3.	
4.	
5.	

Learning Task 5: List the ways how you can help make your community safe and healthy. Copy and answer the graphic organizer below on your answer sheet.



Learning Task 6: Answer the following questions on your notebook.

1. What are the roles of a family in helping build a safe and healthy community?
2. What steps can the school take to contribute in the overall effort of building a healthy community?
3. How can a healthy community affects our daily living?

1. Where is the best place to start helping your community?
 - A. at home
 - B. at school
 - C. in your barangay
 - D. wherever you are
2. Which is the best step a school can do to help prevent tobacco smoking among its pupils?
 - A. include the bad effects of tobacco smoking in classroom lessons
 - B. invite resource person to talk about the dangers of smoking
 - C. invite parents to a meeting about the dangers of smoking
 - D. advertise on television against the ill-effects of smoking
3. Which of the following is NOT a way to build a healthy community?
 - A. throw waste and garbage in trash bins and segregation boxes
 - B. plant vegetables and fruit-bearing trees in your community
 - C. remove stagnant water in old tires, and plastic bottles
 - D. burn solid and brown wastes
4. Which of the following DOES NOT help your school?
 - A. vandalizing on walls
 - B. disposing garbage properly
 - C. helping clean the room
 - D. volunteering on planting
5. What SHOULD NOT be done with empty bottles?
 - A. Sell them to junk peddlers.
 - B. Make art out of them.
 - C. Use them as plant pots.
 - D. Bury them.

Put a check on the blank for the following. Accomplish the task on your answer sheet.

- ☐ YES ☐ NO 1. I segregate the wastes according to its properties.
☐ YES ☐ NO 2. I join the campaign of my community on Zero Waste Management.
☐ YES ☐ NO 3. I do not burn any plastic materials instead I recycle it.
☐ YES ☐ NO 4. I avoid listening to music through headphones or headsets at unsafe levels.
☐ YES ☐ NO 5. I keep my school or home clean

Waste Management for a Healthy Community

Lesson

I

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to practice proper waste management at home, in school, and in the community.



Do you throw your trashes just anywhere or do you throw them in proper trash can? Throwing your trash in the proper trash can is one way of practicing proper waste management.

Even at a young age, you may have already learned about proper waste management. At home, your parents may have often reminded you to dispose your wastes properly. In school, even in the previous years, your teachers have definitely taught you the importance of keeping your surroundings clean. You may have also experienced collecting recyclable wastes such as old newspapers and bottles and selling these in junk shops, or waiting for collectors to pass by your neighborhood so you can sell these junks.

Proper Waste Management

Proper waste management includes several activities which help the community and the environment become a clean, safe, happy, healthy, and productive place to live in. Generally, it includes the following:

- | | |
|----------------------|----------------------------------|
| >disposal of waste | >reuse and recycling of waste |
| >collection of waste | >treatment of waste |
| >transport of waste | >prevention and control of waste |

There are many ways to conduct proper waste management whether you are at home, in school, or in other places in the community. Below are some simple yet effective waste management systems.

Waste Reduction

Waste reduction refers to ways and means of reducing waste. Some of these ways are:

- bringing a reusable eco-friendly bag when shopping
- buying items or goods in volumes whenever possible
- purchasing items or goods with less plastic packaging
- planning daily meals carefully to minimize food waste
- using compost gardening, and planting more vegetables
- telling your parents to use less hazardous chemicals
- helping clean your home to reduce pests
- telling your parents to regularly maintain your vehicle, if you have one
- asking your parents to reduce the use of car or motorcycle
- buying reusable water bottles rather than buying water in bottles

Which of these waste reduction ways do you do at home? Are there other waste reduction ways you do at home that are not included in the list? Share them to others.

Waste Storage

Waste storage means putting waste in well-sealed and properly labeled containers. This prevents contamination by insects and rodents, spillage, being blown away by wind, avoiding foul odor, and protection from different illness.

The following are some recommended waste storage units and devices.

- Garbage or trash bags that are eco-friendly.
- Segregation Waste bins that are properly colored and labeled according to types of wastes. In some countries, it is green for biodegradable waste, yellow for glass, white for papers, blue for plastics, and red for hazardous wastes.

Look around your house. What kind of garbage do you have? Aside from the one you are currently using, what other waste storage can you recommend to your parents?

Reuse

Reuse a magic word for reducing huge amounts of waste in landfills and city dumps. There are over a hundred useful ways to reuse wastes at home, in school, and elsewhere in the community.

The following are some of the ways on how you can reuse wastes:

- Using pieces of paper as alternative notebooks for your daily list
- Utilizing used plastic gift wrappers as covers for books and notebooks
- Wrapping gifts creatively using old newspapers or magazines
- Using PET bottles as plant pots
- Using reusable plastic containers for food instead of disposable plastic wrappers or Styrofoam containers
- Using rechargeable batteries instead of disposable ones

Aside from the ones mentioned in the examples, can you cite other things that can be reused at home, in your school or in your community?

Recycle

To recycle wastes means to make another useful thing out of a waste item. This is different from reusing because things to be recycled are no longer suitable for their primary purpose but can still be used for something else. Here are some recycling tips:

- Paint old glass bottles with artistic designs and display at the home
- Make plant pots out of old tires
- Make 3-dimensional artworks out of old newspapers using paper-mâché technique
- Utilize water used in washing fruits, vegetables, or meat water plants.
- Water used in washing clothes and dishes can be utilized to clean cemented yards
- Make compost out of food scraps such as vegetables and fruit parts

Aside from the things mentioned in the lesson, what else can you recycle at home, in school, and in the community?

D

Learning Task 1: Classify the given wastes into its proper type. Write your answers inside the garbage bin. Do this task on your answer sheet.

styrofoam
banana peelings
used dextrose
expired medicines

paper plate
rotten fruit
tin can
plastic cup

dry leaves
used batteries
tissue paper
left-over food



Learning Task 2: Identify the concepts using the meaning of the word. Do this in your answer sheet.

- _____ 1. It refers to anything that you throw away for it is not being used.
- _____ 2. Materials that takes hundred years to decay.
- _____ 3. A place where garbage collected are dumped by the government.
- _____ 4. Decayed organic material used as a plant fertilizer.

plastic

waste

landfill

compost

Learning Task 3: Identify the items that can be Reused and Recycled. Draw and answer the activity on your answer sheet.

Recycled

Reused



newspaper

water bottle

glass jar

box

used wrapper

used paper

old tires

used water

food scraps

E

Learning Task 4: Study the symbol below. Draw it on your answer sheet and then answer the questions that follow.



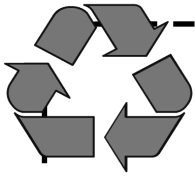
1. What does the symbol suggest? Explain.
2. Which of the 3 R's should be done first and most often: Reduce, Reuse, or Recycle? Which follows next and which should be done last?

Learning Task 5: Redesign the symbol for Reduce, Reuse, and Recycle. Illustrate and prepare a written explanation of your design. Do this on your answer sheet.

Your logo will be rated based on the following criteria.

Criteria	5 Excellent	4 Above Average	3 Average	2 Below Average	1 Needs Improvement
Overall Appeal					
Design					
Concept					
Neatness					
Originality					

Learning Task 6: Answer the following questions about your own waste management. Accomplish this task on your notebook.

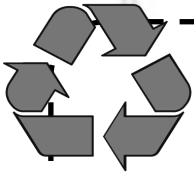
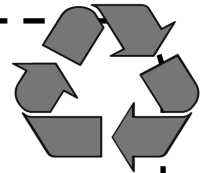


REDUCE

How can I reduce the waste I produced?

REUSE

How can I reuse things at school?



RECYCLE

How can I recycle things at home?

Learning Task 7: Read and answer the following questions. Write the letter of your answer. Do this on your answer sheet.

1. Which one is the correct order?
A. Recycle-Reduce-Reuse
B. Reuse-Recycle-Reuse
C. Reduce-Recycle-Reuse
D. Reduce-Reuse-Recycle
2. What is the product of the mixture of dried leaves, twigs, food scraps, and pieces of paper?
A. compost
B. garbage
C. pile
D. trash
3. Which of the following are suitable storage for wastes?
A. garbage bag
B. segregation bins
C. containers
D. all of the above

4. What is prevented by a tightly closed waste storage?
- A. spillage when blown by wind C. escape of foul odor
B. contamination of pests D. all of the above
5. Which of the following is the most preferred waste management approach?
- A. composting C. reusing
B. reducing D. recycling

A

In your answer sheet, complete the following statements:

Today, I learned that _____

As a member of school and community I will _____

Name and Signature

Advocating for Environmental Protection

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to define solid waste management in the Philippines and advocates environmental protection through proper waste management.



What is meant by being an advocate for environment? How can a person become an advocate for environment?

From the previous lessons, you have learned about building a healthy home, school and community as well as the management of waste to become a healthy community. This time, you will learn about how to become an environmental advocate and how this can help you improve the way of living in your community. This lesson is essential for you since the country has developing solid waste management system. At a very young age, you can help lessen this problem by various strategies in your own little ways.

The Philippines has endeavored to improve its management of solid waste through the passage of RA 9003 or the Ecological Solid Waste Management Act that provides for a systematic, comprehensive and ecological waste management program to ensure the protection of public health and the environment. It mandates the bureau to provide secretariat support to the National Solid Waste Management Commission in the implementation of the solid waste management plans and prescribes policies to achieve the objectives of the National Ecology Center that is in charge of information dissemination, consultation, education and training of various local government units on ecological waste management.



The ecological solid waste management program is expected to assist Local Government Units in implementing RA 9003 or the Ecological Solid Waste Management Act particularly in the development of their 10 year SWM Plan, closure and rehabilitation of dumpsites, establishment of Materials Recovery Facilities, and an environmentally sound disposal system.

The issuance of guidelines and provisions of technical support in the establishment and operation of Waste To Energy facilities will enhance the sustainability of disposal system for municipal residual wastes to all provinces and highly urbanized areas. The significant contribution of this project is expected to enhance the economic development of the country through formalizing the waste collection and recycling, and promotion of job opportunities. It also helps the economy to reduce reliance on imported oils and increased in power generation.

REPUBLIC ACT 9003: THE ECOLOGICAL SOLID WASTE MANAGEMENT ACT OF 2000

- ♦ This act institutes measures to promote a more acceptable system which corresponds to the vision of sustainable development.
- ♦ It aims to merge environmental protection with economic pursuits, recognizing the re-orientation of the community's view on solid waste, thereby providing schemes for waste minimization, volume reduction, resource recovery utilization and disposal.

MANDATES OF ECOLOGICAL SOLID WASTE MANAGEMENT ACT (RA 9003)

1. reduction of wastes being generated
2. reduction of wastes to be disposed, via: a. recycling b. composting undertaken through materials recovery facilities (MRF); and
3. safe disposal of residual wastes (e.g. sanitary landfill or eco-center)

D

Learning Task 1: Identify the following wastes as to which of them can be REDUCE, REUSE or RECYCLE. Do this task on your answer sheet.

- | | |
|-------------------------------|------------------------|
| _____ 1. banana peelings | _____ 6. wooden pieces |
| _____ 2. crumpled paper | _____ 7. water Bottles |
| _____ 3. old and torn clothes | _____ 8. metal cans |
| _____ 4. animal feces | _____ 9. rubber |
| _____ 5. leftover food | _____ 10. leaves |

Learning Task 2: Identify the roles of the Local Government Units (LGU) in this Solid Waste Management Act in the Philippines. Put a check (/) on the blank before each item if it states the role of the LGU and cross (X) if not. Do this on your answer sheet.

- _____ 1. implements and enforces the provisions of this act within their respective jurisdictions
- _____ 2. updates the members of the community about the proper solid waste management act and let them learn ways on their own
- _____ 3. conducts segregation and collection of solid waste for biodegradable, compostable and reusable wastes
- _____ 4. supervises and coordinate the implementation of tourism policies, plans and project
- _____ 5. municipality or city shall be responsible for the collection of non-recyclable materials and special wastes
- _____ 6. advocates for proper segregation of wastes in each home barangay and community
- _____ 7. ensures the adequate provision of child-friendly and child-centered basic services in health and nutrition, education and development, protection and participation.
- _____ 8. disseminates information about the schedule of collecting wastes and how to properly dispose them before the collection

Learning Task 3: Complete the graphic organizer below by listing the good effects of the Republic Act 9003: The Ecological Solid Waste Management Act of 2000 in our home and community. Accomplish this task on your notebook.

Good Effects of the Republic Act 9003: The Ecological Solid Waste Management Act of 2000	

E

Learning Task 4: Paste or draw a picture of yourself on your answer sheet. List down your own ways on how you can be an advocate for environmental protection through proper waste management.

Learning Task 5: Copy and answer the following questions on your notebook.

1. What is the title of Republic Act No. 9003?
2. In your own words, define Ecological Solid Waste Management.
3. How can a community help implement Ecological Solid Waste Management.
4. As a student, how can this program help you in your school?

Learning Task 6: List down relevant practices for Proper Waste Management for the following materials. Copy and answer on your answer sheet.

1. fruit peelings
2. old deodorant containers
3. magazines, books and newspapers
4. food wastes
5. unfit clothes

Learning Task 7: Read the following sentences. Write the letter of your answer. Do this task on your answer sheet.

1. Which of the following is considered as waste?
A. decaying wood C. spoiled food
B. rusty metal D. all of the above
2. This is an act that provides for a systematic, comprehensive and ecological waste management program to ensure the protection of public health and the environment. What is it?
A. Environmental Solid Waste Management Act
B. Ecological Solid Waste Management Act
C. Ecological Solid Waste System Act
D. Economical Solid Waste Management Act
3. What program is expected to assist the Local Government Units in implementing RA 9003?
A. Environmental solid waste management program
B. Ecological solid waste system program
B. Environmental solid waste system program
D. Ecological solid waste management program
4. Which of the following is NOT the primary aim of Ecological Solid Waste Management Act?
A. Reduction of wastes being generated
B. Reduction of wastes to be disposed
C. Implementation burning garbage
D. Safe disposal of residual wastes
5. How can you help your community improve its waste management system?
A. Play computer games C. Be an environmental advocate
B. Be an uncooperative citizen D. Combine all wastes in one computer

A

On your answer sheet, complete the following statements:

Today, I learned that _____

As a member of school and community I will _____

Name and Signature

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.



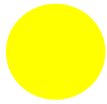
- ★ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- ❓ - I was not able to do/perform the task. 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

- Department of Education. (2020). *K to 12 Most Essential Learning Competencies with Corresponding CG Codes*. Pasig City: Department of Education Curriculum and Instruction Strand.
- Department of Education Region 4A CALABARZON. (2020). *PIVOT 4A Budget of Work in all Learning Areas in Key Stages 1-4: Version 2.0*. Cainta, Rizal: Department of Education Region 4A CALABARZON.
- Grecia, J. G., Yap, J. C. and Saraza, A. E. (2016). *PE and Health for Fun 6*.
- Intensified Environmental Protection: Solid Waste Management*. (2019). Retrieved from <https://www.denr.gov.ph/index.php>
- Republic Act 9003: The Ecological Solid Waste Management Act of 2000*. Retrieved from <http://faspselib.denr.gov.ph/sites/default/files>

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