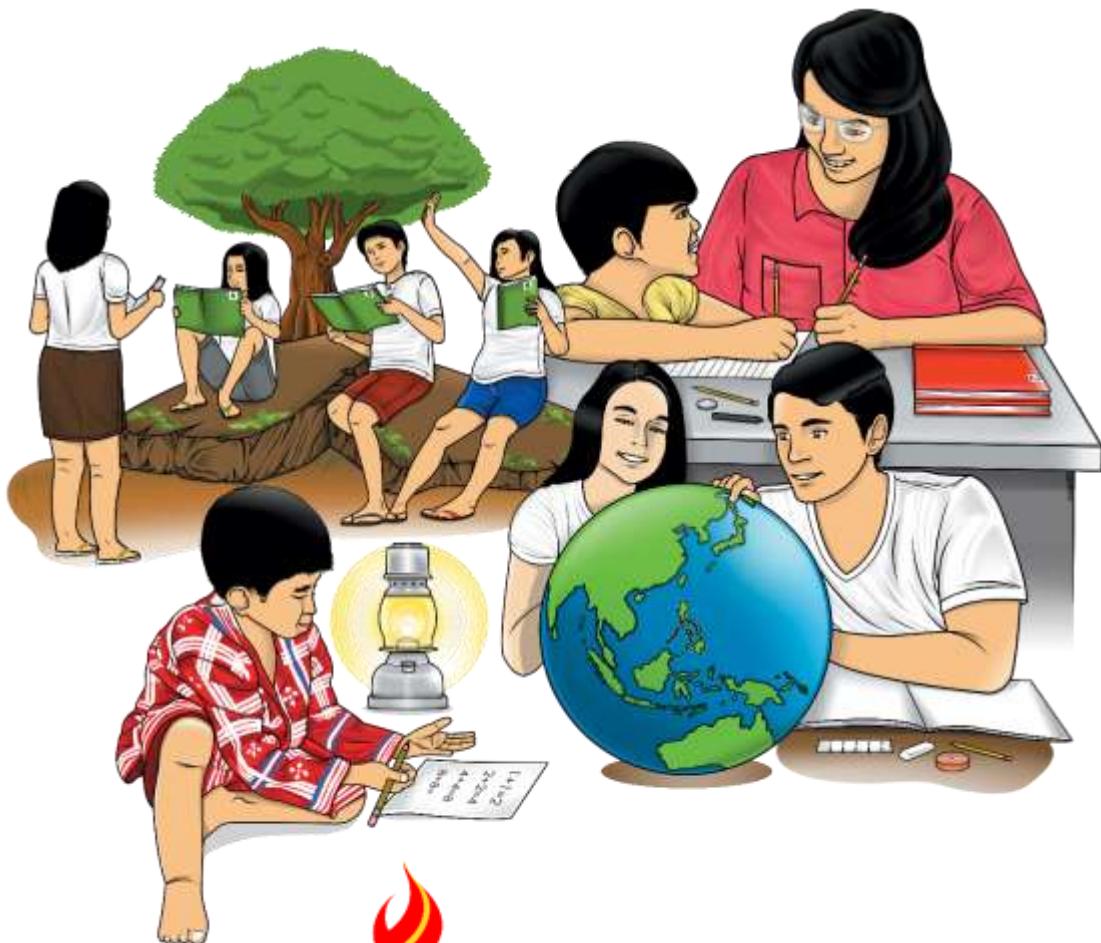


Health

Quarter 4 - Module 7

Protective Factors Related to Intentional Injuries



GOVERNMENT PROPERTY
NOT FOR SALE

Health - Grade 9

Alternative Delivery Mode

Quarter 4 - Module 7: Protective Factors Related to Intentional Injuries

First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalty.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this book are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Author: Mary Anne Sophie M. Alcuzar

Editor: Nanette Kay D. Mercado, PhD.

Reviewer: Nescile M. Obregonso

Illustrator: Mary Anne Sophie M. Alcuzar

Layout Artist: Chloe Isobel D. Mercado, Ria V. Omaña

Management Team: Arturo B. Bayocot, Mala Epra B. Magnaong,

Marie Emerald A. Cabigas, PhD., Bienvenido U. Tagolimot, Jr., PhD.,

Henry B. Abueva, Rustico Y. Jerusalem, EdD, Virginia N. Nadayag,

Printed in the Philippines by _____

Department of Education – Region X

Office Address: Masterson Avenue, Upper Balulang, Zone 1, Cagayan de Oro City

Telefax: (088)-856-3932

E-mail Address: region10@deped.gov.ph

9

Health

Quarter 4 - Module 7

Protective Factors Related to Intentional Injuries

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

OBJECTIVES

At the end of this module, the learners are expected to:

- Identify the protective factors related to intentional injuries.

- Gang and Youth Violence
- Kidnapping and Abduction
- Sexual Abuse



What I Know

Pre-Assessment

Directions: Identify the following protective factors for Intentional Injuries. Choose your answer on the box below. Write the letter only.

- | | |
|--------------------------------------|----------------------|
| a. Social-Emotional Competence | f. Social Connection |
| b. Knowledge on One's Rights | g. Relationship |
| c. Concrete Support in Times of Need | h. Individual |
| d. Self-Inflicted | i. Assault |
| e. Community | j. Resilience |

- _____ 1. It is the ability to manage and find a solution to every situation he may encounter.
- _____ 2. Increasing the ability of schools, workplaces or of your community in general to prevent crime and victimization.
- _____ 3. It includes the ability of the child/victim to positively interact and express his feelings effectively.
- _____ 4. Friends, family, and members of the community lend emotional and proper support to the child or victim in general.
- _____ 5. Accurate information of his rights and obligation to take his ground in the situation.

- 6. It is when the situation arises, he must know when, where and whom he can turn to get for support.
- 7. Factors that can place individuals at risk of becoming involved in crime or becoming victims of crime.
- 8. Enhancing the strength and well-being of families or peer groups (such as friends, classmates).
- 9. It is when a person harms himself /herself on purpose.
- 10. It is when a person harm another on purpose.

Lesson 1

Protective Factors Related to Intentional Injuries



What's In

The previous lesson analyzes the risk factors related to intentional injuries. Here is an activity that will assess what you have learned from the previous lesson and at the same time identify the protective factors related to intentional injuries.

Activity 1: REFLECT AND RESPONSE

Direction: Reflect on the pictures below and answer the processing questions.



Source:
https://cdn.pixabay.com/photo/2020/11/29/08/47/bully-boy-with-school-kid-5786897_960_720.jpg

Source:
https://www.freepik.com/free-vector/stop-gender-violence-concept_8850214.htm

Source:
https://www.flickr.com/photos/pimkie_fotos/2512997167

Processing Questions:

1. What have you observe in the pictures?
2. What can you suggest to minimize and prevent these acts and behaviors?
3. Who were the usual victims for these behaviors?
4. Write at least 3 words that best describe the pictures?



What's New

Activity 2: CROSS IT OUT!

Direction: Examine the words from the table below. Follow the directions from 1 to 3. After doing the 3 steps, you will find the hidden word/s left in the box.

1. Cross out the words that consist of 8-10 letters.
2. Cross out the words that consist of 4-5 letters.
3. Cross out all the words that consist of letter "S" in column 2.

FRATERNITY	RESILIENCE	SELF CARE	CLEAN
PROTECTIVE FACTORS	ISSUES	YOUTH	BARE
DRUGS	PROBLEMS	SERVICES	GANG
RICH	SOCIAL-COMPETENCE	DIRTY	ORGANIZE
SMOKE	DRUGS	HELP	VIOLENCE

Hidden words: _____



What is It

Protective Factors for Intentional Injuries

Protective factors are those conditions or characteristics that reduce risks and promote healthy development and well-being of children, youth, and families. In simpler words, they are considered positive counter measures which help the children, youth, and families to build resilience, to be progressive in terms of skills, character, and knowledge development and advocate for a social relationship that lessens risk exposure contributing to both short and long-term positive outcomes.

Prevention always requires an extensive understanding of the underlying factors influencing violence. Therefore, the ultimate goal is to stop violence before it can even begin.

There are five protective factors shown to increase family strengths, enhance the child development, and reduce the risk of child abuse and neglect.

1. Resilience	the ability to <u>manage</u> and find a solution to every situation he may encounter.
2. Social Connection	<u>Friends</u> , family, and members of the community lend <u>emotional</u> and proper support to the child or victim in general.
3. Social-Emotional Competence	which includes the ability of the <u>child/victim</u> to positively interact and <u>express</u> his feelings effectively.
4. Concrete Support in Times of Need	when the situation arises, he must know when, where and whom he can turn to get for <u>support</u> .
5. Knowledge of One's Rights	accurate <u>information</u> of his rights and <u>obligation</u> to take his ground in the situation.

(For more information on Protective Approaches just visit
<https://www.childwelfare.gov/>)

1. Protective Factors for Gang and Youth Violence, Illegal Fraternity, Extortion

- ◆ Parental involvement and monitoring,
- ◆ Family support,
- ◆ Coping skills (interpersonal skills),

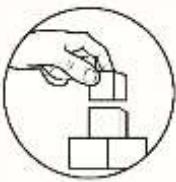
- ◆ Positive social connections,
- ◆ Peer support,
- ◆ Academic achievement, and
- ◆ Reducing delinquency, alcohol, and drug use.

2. Protective factors for Sexual Abuse

- ◆ Parental use of reasoning to resolve family conflict.
- ◆ Emotional health and connectedness
- ◆ Academic achievement
- ◆ Empathy and concern for how one's actions affect others.
- ◆ Acquire medical care if you have been injured or sexually assaulted.
- ◆ Observe where to get assistance in your neighborhood and get in touch with local agencies for help.
- ◆ Look for a safer place for you to go and make a safety plan to depart.
- ◆ Secure pieces of evidence of abuse, such as your injuries picture or threatening messages.
- ◆ Speak to a confidante, such as a friend, a family member, or a spiritual adviser.
- ◆ Think about getting a restraining order to protect yourself.

3. Protective Factors for Kidnapping and Abduction

- ◆ High friendship quality
- ◆ Social support (e.g., tangible help, support from neighbors)
- ◆ Neighborhood collective efficacy (i.e., community cohesiveness/support/connected-ness, mutual trust, and willingness to intervene for the common good)
- ◆ Coordination of resources and services among community agencies
- ◆ Look for a safer place for you to go and make a safety plan to depart.



What's More

Activity 3: Let's Check it!

Instructions: Read “MY PROTECTION RIGHTS”. Then, answer the processing questions based on your understanding.



MY PROTECTION RIGHTS

Article 19: **Convention on the Rights of the Child (UN, 1989)**, which has been ratified by most countries and recognized by the International Law. It states:

State Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

Here are some of the Existing Law/Policy extracted from The Philippines SLR on Drivers of VAC Nov15.pdf, page 27

EXISTING LAW/POLICY	DESCRIPTION
Special Protection of Children Against Abuse, Exploitation, and Discrimination Act (RA 7610)	Provides protection to children against all forms of abuse, exploitation, and discrimination given their unique situation in society. It provides sanctions to violations of children’s rights such as trafficking, child prostitution and other forms of sexual abuse
Anti-trafficking in Persons Act (RA 9208) enacted on	Aims to eliminate and punish human trafficking, especially trafficking of women and children, and establishes the necessary institutional mechanisms to protect and support trafficked persons
Anti-Violence Against Women and Their Children Act (RA 9262)	Recognizes the need to protect the family and its members, particularly women and children, from violence and threats to their personal safety

Juvenile Justice and Welfare Act (RA 9344)	Covers the different stages involving children at risk and children in conflict with the law from prevention to rehabilitation and reintegration
The Anti-Rape Law (RA 8353)	Expanded the definition of the crime of rape and reclassified it from a crime against chastity to a crime against the person
The Anti-Child Pornography Law (RA 9775)	Aims to combat child pornography
Cybercrime Prevention Act of 2012, Republic Act No. 10175	An Act Defining Cybercrime, Providing for The Prevention, Investigation, Suppression and The Imposition of Penalties Therefor and for Other Purposes. Penalizes illegal acts committed via the Internet that were not covered by previous policy
Anti-Bullying Act of 2013, Republic Act No. 10627,	An Act Requiring All Elementary and Secondary Schools to Adopt Policies to Prevent and Address the Acts of Bullying in Their Institutions. Addresses any bullying by one or more students whether this is through written, verbal or electronic expression, or any physical act

Processing Questions:

1. What violence are being addressed by the legislations?
2. If you were to revise the laws, what would you like to add or remove to protect you from violent acts?
3. Were you satisfied with the duties of the Philippine government authorities on protecting the welfare of the children against violence acts and behaviors resulting to intentional injuries?



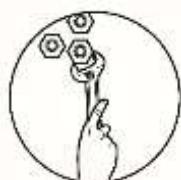
What I Have Learned



Activity 4: Let's Remember!

Directions: Arrange the scrambled letters in **Column A** to form words related to intentional injuries. Then complete the table below by identifying at least 2 Protective factors related to intentional injuries.

INTENTIONAL INJURIES	PROTECTIVE FACTORS
YNGILULB	1. 2.
XUALES SEBUA	1. 2.
HTUOY CEIOLNVE	1. 2.
NGATLksi	1. 2.
PNAPGDKIIN	1. 2.



What I Can Do

Activity 5: LET ME SAY!

Instructions: Now that you have learned the importance of Protective Factors Approach related to Intentional Injuries, complete each line below:

I have learned that ...

I can protect myself from ...

In order to keep myself safe and ready from intentional the dangers of Intentional injuries,
I have the responsibility to ...

Summary

This part of the module will enable the learner to identify the protective factors related that will help you prevent to become a victim of violent actions and behaviors leading to intentional injuries.

Protective factors are conditions or characteristics of individuals, families, communities, and the larger society that lessen risk and encourage the healthy development and well-being of children, youth, and families.

FIVE PROTECTIVE FACTORS:

- **SOCIAL CONNECTION** were Friends, family, and other members of the community emotional and proper support to the child or victim in general.
- **SOCIAL AND EMOTIONAL COMPETENCE** includes the child/victim's ability to interact and express his feelings adequately positively.
- **CONCRETE SUPPORT IN TIMES OF NEED** when the situation arises, he must know when, where, and whom he can turn to in acquiring for support.
- **RESILIENCE** where the ability to cope and find a solution to every situation he may encounter.
- **KNOWLEDGE OF ONE'S RIGHTS**- accurate information of his rights to take his ground in the case and stand for it because we all know that no one is above the law.

We hope that this module serves you well through the activities.

Stay safe! Be healthy!



Assessment

Name: _____ Section: _____ Score: _____

Directions: Identify the following protective factors for Intentional Injuries. Choose your answer on the box below. Write the letter only.

- | | |
|--------------------------------------|----------------------|
| a. Social-Emotional Competence | f. Social Connection |
| b. Knowledge on One's Rights | g. Relationship |
| c. Concrete Support in Times of Need | h. Individual |
| d. Self-Inflicted | i. Assault |
| e. Community | j. Resilience |

- _____ 1. It is when a person harm another on purpose.
- _____ 2. Factors that can place individuals at risk of becoming involved in crime or becoming victims of crime.
- _____ 3. It is when the situation arises, he must know when, where and whom he can turn to get for support.
- _____ 4. Friends, family, and members of the community lend emotional and proper support to the child or victim in general.
- _____ 5. It includes the ability of the child/victim to positively interact and express his feelings effectively.
- _____ 6. Accurate information of his rights and obligation to take his ground in the situation.
- _____ 7. It is when a person harms himself /herself on purpose.
- _____ 8. Increasing the ability of schools, workplaces or of your community in general to prevent crime and victimization.
- _____ 9. Enhancing the strength and well-being of families or peer groups (such as friends, classmates).
- _____ 10. It is the ability to manage and find a solution to every situation he may encounter.



Answer Key

PRE-TEST

1) j
2) g
3) a
4) f
5) b
6) c
7) h
8) e
9) d
10) i

POST- TEST

1) i
2) h
3) c
4) f
5) a
6) b
7) d
8) g
9) e
10) j

Activity 1: REFLECT AND RESPONSE (*Students Varied/Own Answers*)

❖ Opinions and ideas are highly encouraged, no wrong answers hence the questions are opinionated.

Activity 2: CROSS IT OUT!

FRATERNITY	RESILIENCE	SELF CARE	CLEAN
PROTECTIVE FACTORS	ISSUES	YOUTH	BARE
DRUGS	PROBLEMS	SERVICES	GANG
RICH	SOCIAL COMPETENCE	DIRTY	ORGANIZE
SMOKE	DRUGS	HELP	VIOLENCE

Hidden words: **PROTECTIVE FACTORS**

❖ Ideas and thoughts are highly commendable and encourage.

Activity 5: LET ME SAY! (Students Varied/Own Answers)

KIDNAPPING	Coordination of resources and services among community agencies Neighborhood collective efficacy (i.e., community cohesion/ support/connectedness, mutual trust, and willingness to intervene for the common good)
STALKING	Encouraging everyone to understand, recognize, and address stalking. Mobilizing men and boys as allies in prevention efforts
YOUTH VIOLENCE	Parental involvement and monitoring, Family support,
SEXUAL ABUSE	Empathy and concern for how one's actions affect Acquire medical care if you have been injured or sexually assaulted others.
BULLYING	Promote a healthy family environment that supports an individual's own growth and healthy. Provide quality education early in life
INJURIES	PROTECTIVE FACTORS (possible answers)

Activity 4: Let's Remember!



❖ Opinions and ideas are highly encouraged, no wrong answers hence the questions are opinionated.

Activity 3: Let's Check it! (Students Varied/Own Answers)

References

A. Books

Gerardo C. Lacia et al., *The 21st Century MAPEH in Action Worktext in Music, Arts, Physical Education and Health*, 2014 Rex Book Store Manila, Philippines.

B. Websites

American Psychological Association. (n.d.). Building your resilience.
<https://www.apa.org/helpcenter/road-resilience>

A Systematic Review of the Drivers of Violence Affecting Children in the Philippines. Manila: UNICEF Philippines, 2016.

Centers for Disease Control and Prevention. (2019). *Essentials for childhood: Creating safe, stable, nurturing relationships and environments for all children.*
<https://www.cdc.gov/violenceprevention/pdf/essentials-for-childhood-framework508.pdf>

Child Welfare Information Gateway. (2020). *Protective factors approach child welfare.* Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau.

School-Based Violence Prevention: A Practical Handbook. World Health Organization, 2019: ISBN 978-92-4-151554-2

Centers for Disease Control and Prevention. (2020) *Preventing Youth Violence.*
https://www.cdc.gov/violenceprevention/pdf/yv/YV-factsheet_2020.pdf

The Social-Ecological Model: A Framework for Prevention
<https://www.cdc.gov/violenceprevention/publichealthissue/social-ecologicalmodel.html>

Protective Factors for Gang and Youth Violence
<https://youth.gov/youth-topics/preventing-gang-involvement/risk-and-protective-factors>

Protective factors for Sexual Abuse
<https://www.cdc.gov/violenceprevention/sexualviolence/riskprotectivefactors.html>

Protective Factors for Kidnapping and Abduction
<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/riskprotectivefactors.html>

Convention on the Rights of the Child
<https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

Bullying photo. [https://cdn.pixabay.com/photo/2020/11/29/08/47/bully-boy-with-school-kid-5786897_960_720.jpg]

Stop Gender Violence photo. [https://www.freepik.com/free-vector/stop-gender-violence-concept_8850214.htm]

Bullying photo. [https://www.flickr.com/photos/pimkie_fotos/2512997167]

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph