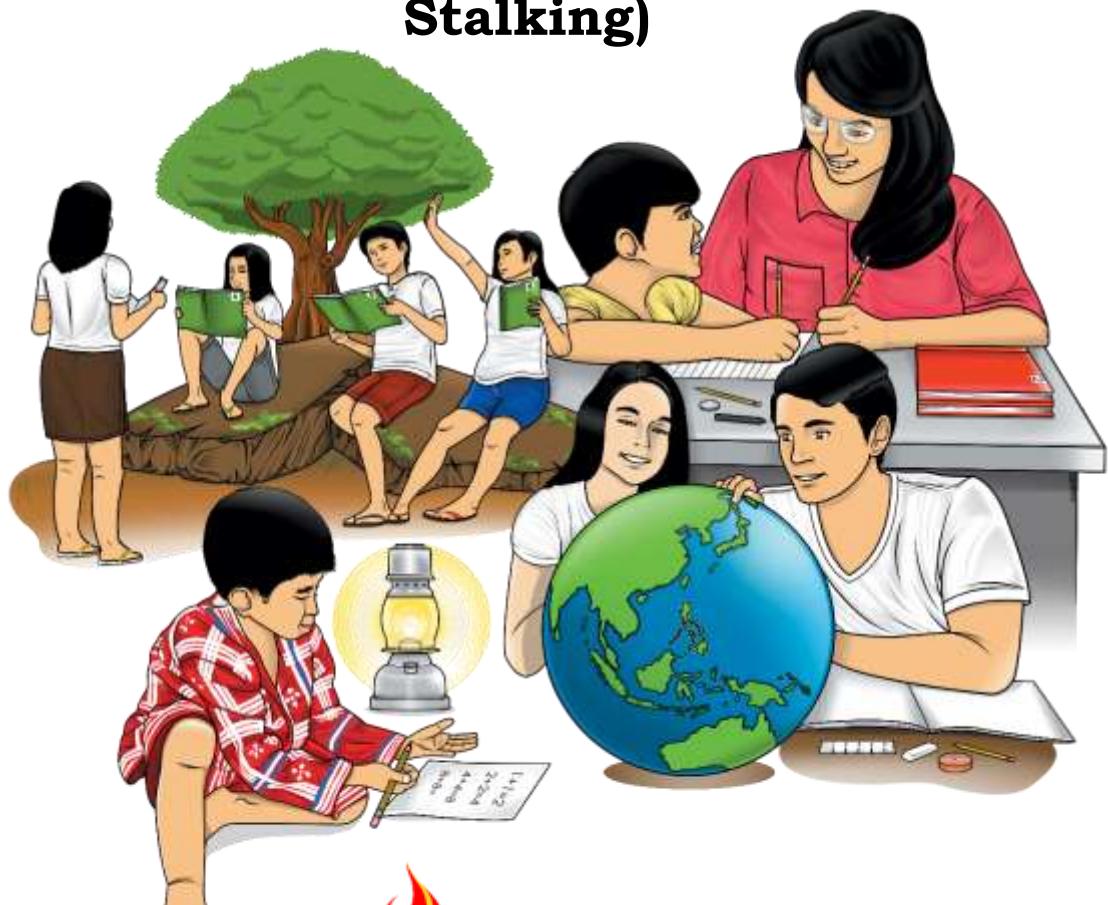


Health

Quarter 4 - Module 6

Protective Factors Related to Intentional Injuries

(Suicide, Domestic Violence, Bullying, and Stalking)



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Health - Grade 9

Alternative Delivery Mode

Quarter 4 - Module 6: Protective Factors Related to Intentional Injuries

First Edition, 2020

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Health

Quarter 4 - Module 6

**Protective Factors Related to
Intentional Injuries
(Suicide, Domestic Violence,
Bullying, and Stalking)**

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

The Learners are expected to:

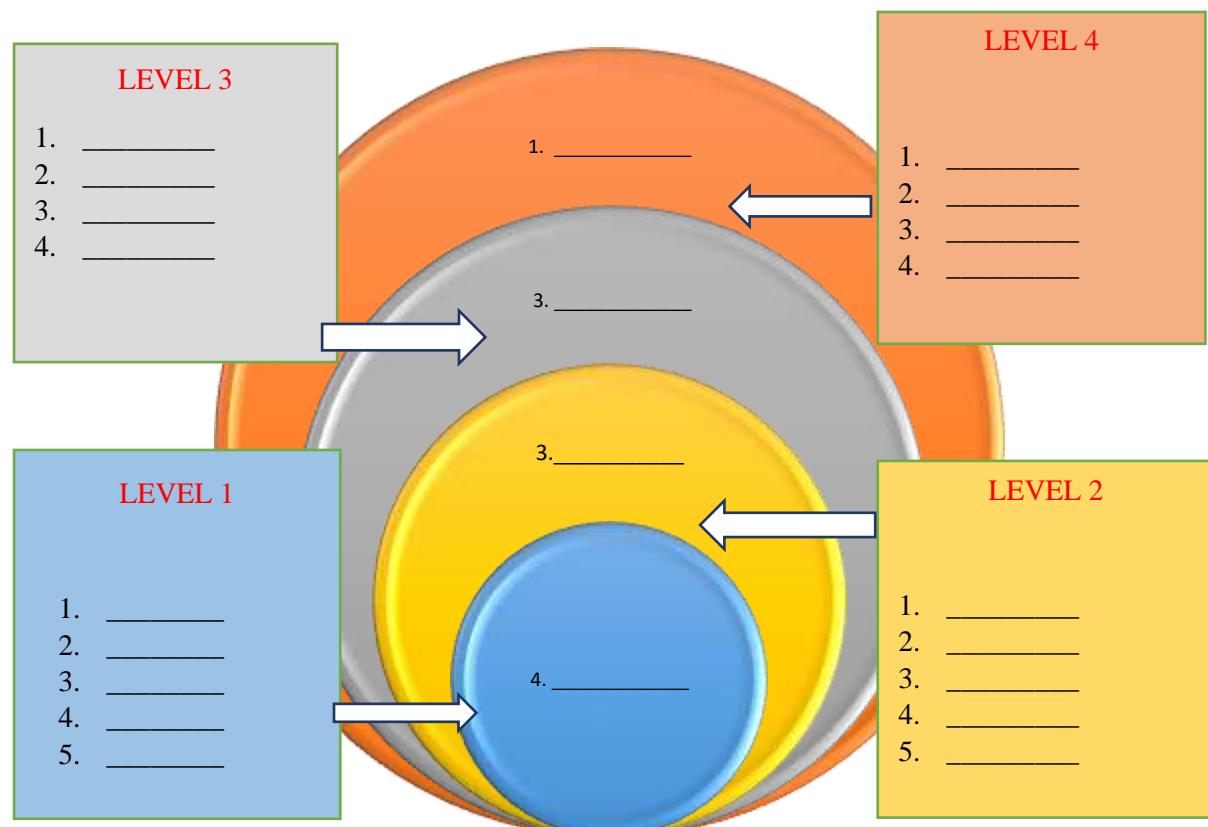
1. Know the protective factors related to intentional injuries
2. Identifies the protective factors related to intentional injuries such as:
 - Suicide,
 - Domestic Violence,
 - Bullying, and
 - Stalking



What I Know

PRE-TEST ASSESSMENT

Direction: Identify the level/domain of Social Ecological Model. Read the clue in each corresponding number.



**SOCIAL ECOLOGICAL MODEL OF
PROTECTIVE FACTORS FOR INTENTIONAL INJURIES**

Processing Questions:

- A. Identify the level/domain of protective factors. Choose your answer on the box below.
1. on increasing the ability of society to promote positive values, laws, rules and customs.
 2. on enhancing the strength and well-being of families or peer groups (such as friends, classmates).
 3. on increasing the ability of schools, workplaces or of your community in general to prevent crime and victimization.
 4. factors that can place individuals at risk of becoming involved in crime or becoming victims of crime.

Individual	Relationship	Community	Societal
------------	--------------	-----------	----------

- B. Identify the Protective Factors for each Level. You can choose the answer on the word pool below and write the letter of your answer (in any order) on the corresponding boxes above.

Word Pool: PROTECTIVE FACTORS

Level 1 and 2	Level 3 and 4
<ul style="list-style-type: none">a. Secure parent-child relationshipb. Access to concrete supportc. Resilienced. Engagement in social institution (e.g. schools, faith communities)e. Problem solving skillsf. Ability to communicate emotions effectivelyg. Hopefulnessh. Positive relationship within the extended familyi. Stress managementj. Good peer relationship and reduced feelings of isolation	<ul style="list-style-type: none">k. Formally recognized children's and gender rightsl. Positive relationship among community membersm. Legal frameworks to prevent and combat violence are enforcedn. Safe environmento. Norms promote gender equality and rights of women and childrenp. Recreational and developmental programs available for children and youthq. Policies to combat economic vulnerability and discriminationr. Public disapproval of violence

Lesson

1

Protective Factors Related to Intentional Injuries (Suicide, Domestic Violence, Bullying, and Stalking)



What I Need to Know

OBJECTIVE:

This module aims to facilitate learning in the most learner-friendly approach, the learners are expected to identify the protective factors related to intentional Injuries such as:

1. Suicide
2. Domestic Violence
3. Bullying
4. Stalking



What's In

In the past, prevention and intervention strategies for intentional injuries focused on eliminating risk factors — *conditions, events, or circumstances that increase a family's chances for poor outcomes, including child abuse and neglect*, which does not always point the way toward the solutions. On the other hand, the protective factors approach is the prevention of child maltreatment that focuses on positive ways to involve families by emphasizing their strengths and identifying areas where families have room to grow with the support.

Activity no. 1: Can you identify the two icons below?

A._____



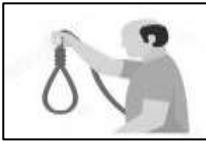
B._____

<https://www.freepik.com/>

Intentional Injuries are acquired from violence. It can be divided into two: **SELF-INFILCTED**, when a person harms himself /herself on purpose and **ASSAULT**, when person/person harm another on purpose.

Activity no. 2 DO I KNOW THEM?

Direction: Identify the following Intentional Injuries

PICTURES INTENTIONAL INJURIES	NAME OF INTENTIONAL INJURIES
 	1.
 	2.
 	3.
 	4.

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(This cover has been designed using resources from Freepik.com)



What's New

PROTECTIVE FACTORS RELATED TO INTENTIONAL INJURIES

Intentional injuries are injuries resulting from violence; children are more vulnerable to this type of interpersonal violence or commonly known as Child maltreatment. Adults have an essential role in protecting the children, and this duty described in 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 Therefore 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

Activity no. 3 HOW PROTECTED AM I?

Direction: Answer the following questions below.

1. What are types of violence being addressed by the existing laws/policies?

2. Do you think that the existing laws/policies safeguard us against intentional injuries?

3. Do you think there is something lacking about the existing laws/policies to protect us from intentional injuries?



What is It

Protective factors are conditions or characteristics of individuals, families, communities, and the larger society that alleviate risk and encourage the healthy development and well-being of children, youth, and families. In short, they considered positive countering events. Its approaches also help children, youth, and families build resilience and develop skills, characteristics, knowledge, and relationships that offset risk exposure and contribute to short- and long-term positive outcomes.

Therefore, the ultimate goal is to stop violence before it begins. Prevention requires understanding the factors that influence violence. Figure.1 shows the complex interplay between individual, relationship, community, and societal factors. It allows us to understand the range of factors that put people at risk for violence or protect them from experiencing or perpetrating violence. The overlapping rings in the model illustrate how factors at one level influence factors at another level.

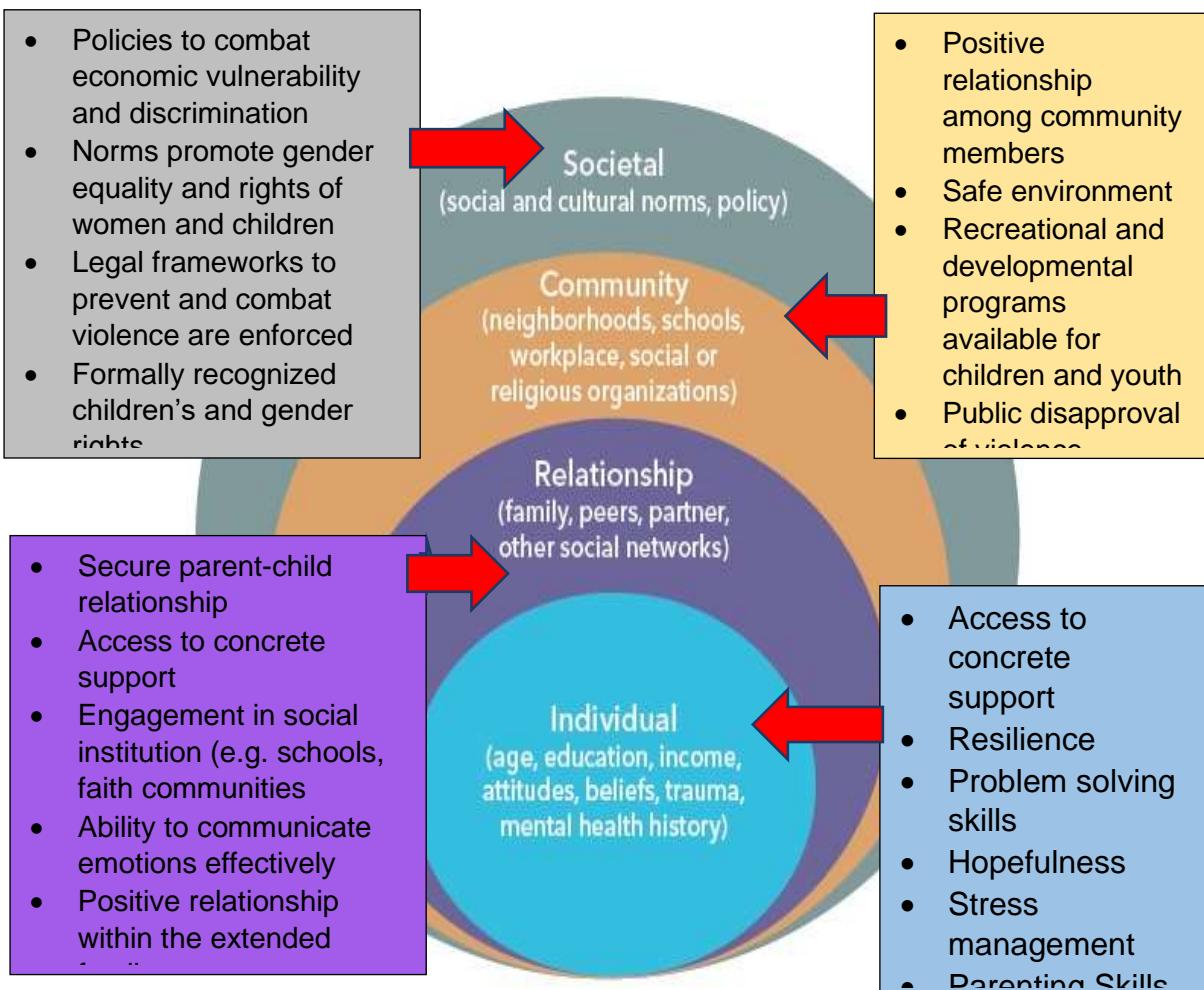
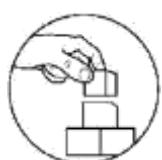
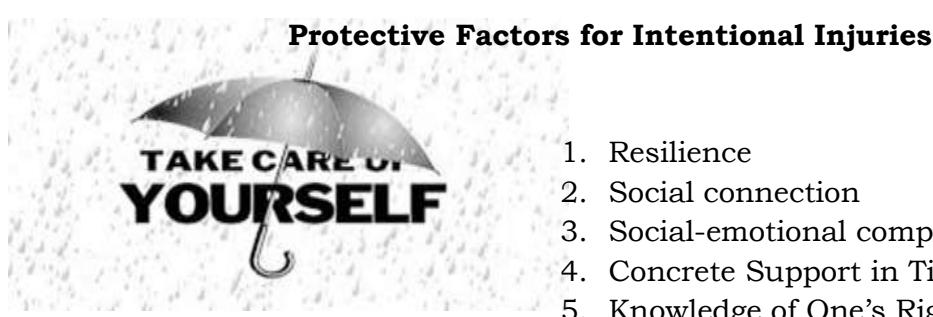


Figure 1: The Social-Ecological Model: A Framework for Prevention



What's More

This module will give the protective factors in general and of some Intentional Injuries.



1. Resilience
2. Social connection
3. Social-emotional competence
4. Concrete Support in Times of Need
5. Knowledge of One's Rights

1. Resilience	the ability to manage and find a solution to every situation he may encounter.
2. Social Connection	Friends, family, and members of the community lend emotional and proper support to the child or victim in general.
3. Social-Emotional Competence	which includes the ability of the child/victim to positively interact and express 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 support.
5. Knowledge of One's Rights	accurate information of his rights and obligation in order to take his ground in the situation.

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

1. Protective Factors for Suicide

- Appropriate medical care for mental, physical, social and emotional health.
- Accessible clinical interventions and variety support for victims.
- Family and community support collaboration.
- Support on medical and mental health care in the process.
- Skills in problem-solving, and nonviolent ways of handling problems.
- Support instincts for self-preservation which discourage suicide.

(<https://www.cdc.gov/violenceprevention/suicide/riskprotectivefactors.html>)

2. Protective Factors for Domestic Violence

- Medical care for injuries and/or sexually assault
- Knowledge and contact of local agencies that aid in victims of violence.
- Safe place where one can go to.
- Safety plan.
- Documentation of evidence of abuse.
- Having a confidante such as a friend, family member, or spiritual adviser.

(<https://medlineplus.gov/domesticviolence.html>)

3. Protective Factors for Bullying

- Promote a healthy family environment that supports an individual's own growth and health.
- Provide quality education early in life.
- Strengthen youth's skills.
- Connect youth to caring adults and activities.
- Create a protective community environment.
- Intervene to mitigate harms and prevent future risk.
(<https://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html>)

4. Protective Factors for Stalking

- Encouraging everyone to understand, recognize, and address stalking
- Mobilizing men and boys as allies in prevention efforts
- Creating and supporting safe environments within relationships, schools, and communities through programs and policies that reduce risk and promote healthy relationships

(<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/stalking/fastfact.html>)

No person deserves to be a victim of violence and abuse. For anyone who suffered and those who were still suffering from intentional injuries, other protective factors such as resiliency can help cope with its trauma and associated difficulties. Filipinos are also known for their resilience.

Conferring to the American Psychological Association (n.d.), **Resilience** is the ability to adapt to or cope with adversity (including trauma, tragedy, threats, and significant stress) positively. It embodies behaviors, thoughts, and actions that can be learned over time and nurtured through positive relationships with parents, caregivers, and other adults. Resilience in children, youth, and adults with adverse childhood experiences (ACEs) enables them to thrive despite these experiences.

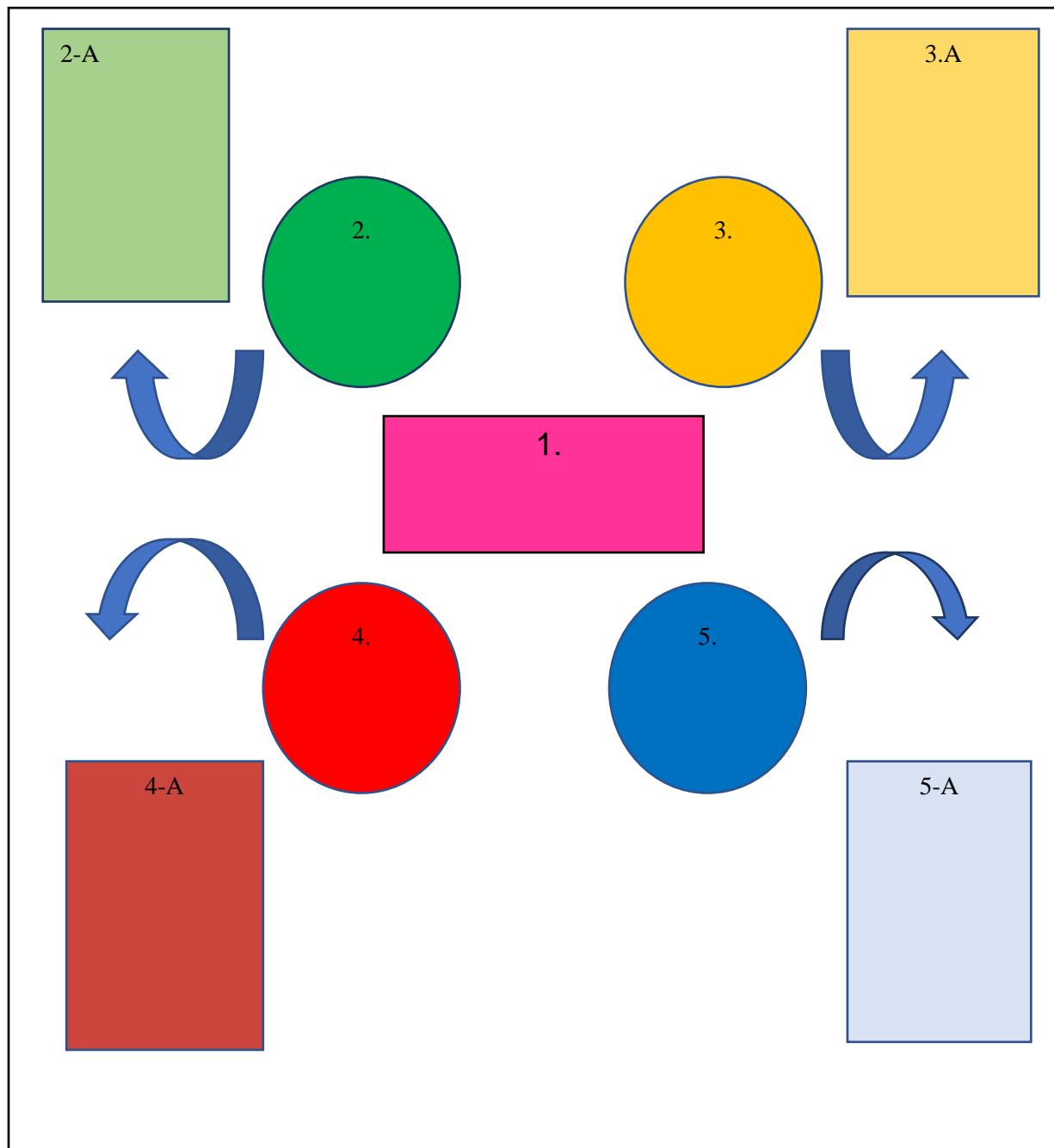


What I Have Learned

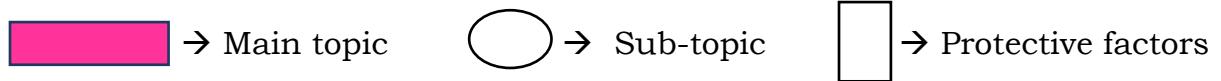
Everyone may face new challenges as communities around the world respond to COVID-19. Each one might encounter much anxiety, ambiguity, economic difficulty, or need to meet the end. This pressure can affect the home's harmony, but it doesn't have to if we work hand in hand for our safety.

Activity no. 4: THINK IT A WAY

Direction: Write down the summary concept of what you have learned in this module, give at least two (2) Protective Factors in each intentional injury.



Legend:





What I Can Do

Activity no. 5: Take a Stand

Direction: Make a stand on the following scenario, what you will do on the situations.

Name: _____ Section: _____ Date: _____

Scenario	My Stand
1. Your older cousins tend to hurt you with a stick because you broke their toys.	
2. A group of boys intentionally making fun of your best friend.	
3. A friend of yours asking for money from your younger sibling.	
4. You saw that your classmate has a blade marks on his forearm.	
5. We are having a morning walk when you notice that someone is following you.	

Rubrics:

Criteria	Advanced (5pts)	Proficient (4pts)	Approaching Proficiency (3pts)	Developing (2pts)
Understanding of the topic	Indicates a clear understanding of topic	Good understanding of topic	Fair Understanding of the topic	Presentation of the topic

Activity no. 6: Game Over

Direction: Make your poster of Protective Factors Related to Intentional Injury.

Name: _____

Section: _____



<https://www.freepik.com/>

(This cover has been designed using resources from Freepik.com)

A large, empty rectangular box with a black border, intended for students to draw or type their poster on.

Rubrics:

Criteria	Advanced (5pts)	Proficient (4pts)	Approaching Proficiency (3pts)	Developing (2pts)
Relevance of Content	conveys clear message of the topic	conveys some message of the topic	conveys few message of the topic	conveys message of the topic
Creativity	Shows considerable Creativity and uniqueness	Shows some considerable Creativity and uniqueness	Shows an attempt to Creativity and uniqueness	Shows very little Creativity and uniqueness
Quality of work	Provide work of highest quality	Provide high quality work	Provide fair quality	Attempt to provide quality of work

Summary

Intentional Injuries are injuries acquired from violence. It is divided into two: Self-Inflicted when a person harms himself /herself on purpose and Assault when person/person harms another on use, but these injuries are preventable, so we must take action to stop it before it may happen.

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.

Protective Factors for Intentional Injuries can be sum up. **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 can do something to prevent everyone from suffering from Intentional Injuries. Let's do it by having the confidence to make a safer place to live.



Assessment: (Post-Test)

Name: _____ Section: _____ Score: _____

Identification: Identify the following protective factors to what level/ domain it belongs. Choose your answer on the box below, and write the letter of your choice.

- a. Individual Level
- b. Relational Level
- c. Community Level
- d. Societal Level

Test I

- 1. Access to concrete support
- 2. Legal frameworks to prevent and combat violence are enforced
- 3. Safe environment
- 4. Positive relationship within the extended family
- 5. Resilience
- 6. Public disapproval of violence
- 7. Ability to communicate emotions effectively
- 8. Policies to combat economic vulnerability and discrimination
- 9. Skills in problem solving, conflict resolution, and nonviolent ways of handling disputes.
- 10. Talk to someone you trust, such as a family member, a friend, a co-worker, or a spiritual leader

Test II - Identify the following protective factors for Intentional Injuries. Choose your answer on the box below. Write the letter only.

- | | | |
|--------------------------------------|------------------------------|--------------------------------|
| a. Resilience | b. Social connection | c. Social-emotional competence |
| d. Concrete Support in Times of Need | e. Knowledge of One's Rights | |

1. accurate information of his rights and obligation in order to take his ground in the situation.
2. where Friends, family, and members of the community lend emotional and proper support to the child or victim in general.
3. when the situation arises he must know when, where and whom he can turn to get for support.
4. the ability to manage and find a solution to every situation he may encounter.
5. which includes the ability of the child/victim to positively interact and express his feelings effectively.



Key to Answers

PRE-TEST ASSESSMENT

Activity no. 1	Activity no. 2
a. Risk Factor	1. Suicide
b. Protective Factor	2. Domestic Violence
c. Bullying	3. Stalling
d. Individual	4. Stalling

4. Individual	Level 4 k, m, o, and q
3. Relationship	Level 3: l, n, p, and r
2. Community	Level 2: a, d, f, h, and j
1. Societal	Level 1: b, c, e, g, and i

Rubrics:

Criteria	Advanced (5pts)	Proficient (4pts)	Approaching Proficiency (3pts)	Developing (2pts)
Relevance of Content	conveys clear message of the topic	conveys some message of the topic	conveys few message of the topic	conveys message of the topic
Creativity	Shows considerable Creativity and uniqueness	Shows some considerable Creativity and uniqueness	Shows an attempt to Creativity and uniqueness	Shows very little Creativity and uniqueness
Quality of work	Provide work of highest quality	Provide high quality work	Provide fair quality	Attempt to provide quality of work

Activity no. 4: Take a Stand

1. Intentional Injuries			
<i>(Note: for no. 2-5 can be in any order as long as the protective factors are on its correct level/domain)</i>			
2. Suicide	3. Domestic Violence	4. Bullying	5. Stalking
2.A	3.A	4.A	5.A
Effective clinical care for mental, physical, and substance abuse disorders.	Get medical care if you have been injured or sexually assaulted	Promote family environments that support healthy development	Empowering everyone to understand, recognize, and address stalking
Cultural and religious beliefs that discourage suicide and support instincts for self-preservation.	Make a safety plan to leave. Think about a safe place for you to go and all of the things that you will need when you leave.	Intervene to lessen harms and prevent future risk	
Skills in problem solving, conflict resolution, and non-violent ways of handling disputes.	Consider getting a restraining order to protect yourself	Create protective community environment	
Support from ongoing medical and mental health care relationships.	Talk to someone you trust, such as a family member, a friend, a co-worker, or a spiritual leader.	Connect youth to caring adults and activities	Creating and supporting safe environments within relationships, schools, and communities through programs and policies that reduce risk and promote healthy relationships
Family and community support (connectedness).	Save the evidence. Keep evidence of abuse, such as pictures of your injuries or threatening emails or texts. Make sure that it is in a safe place the abuser cannot access.	Strengthen youth's skills	
Easy access to a variety of clinical interventions and support for help seeking.	Find out where to get help in your community. Contact local organizations that can help you.	Provide quality education early in life	Mobilizing men and boys as allies in prevention efforts

Assessment: (Post-Test)

Assessment: (Post-Test)

- Test II
- 5. c
 - 4. a
 - 3. d
 - 2. c
 - 1. e
- Test I
- 5. a
 - 4. b
 - 3. c
 - 2. d
 - 1. a/b
 - 7. b
 - 6. c

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The Social-Ecological Model: A Framework for Prevention

<https://www.cdc.gov/violenceprevention/publichealthissue/social-ecologicalmodel.html>

The Convention on the Rights of the Child

<https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

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