

7

Lesson Exemplar for PE and Health

Quarter 4

Lesson

1

Lesson Exemplar for PE and Health 7
Quarter 4: Lesson 1 (Weeks 1-2)
SY 2024-2025

This material is intended exclusively for the use of teachers in the implementation of the MATATAG K to 10 Curriculum during the School Year 2024-2025. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

Development Team

Writer:

- Alvin M. Betic (Valenzuela National High School)

Validator:

- Joel G. Tubera (Philippine Normal University – Manila)

Management Team

Philippine Normal University
Research Institute for Teacher Quality
SiMERR National Research Centre

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at blr.od@deped.gov.ph.

PE AND HEALTH/QUARTER 3/ GRADE 5

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of first aid, road and water safety, and dances in promoting societal wellness for active and healthy living.
B. Performance Standards	The learners participate in first aid and injury prevention practices and dances in promoting societal wellness for active and healthy living.
C. Learning Competencies and Objectives	<p><i>Learning Competency: discuss basic first aid concepts, objectives, principles, and procedures for managing common conditions.</i></p> <ol style="list-style-type: none"> 1. Understand the importance of providing immediate care in emergency situations. 2. Recognize common emergency scenarios where immediate care is important. 3. Demonstrate the proper steps for assessing and managing common injuries or medical emergencies 4. Identify common medical conditions that may require first aid intervention. 5. Demonstrate knowledge of appropriate first aid procedures for managing common medical conditions.
D. Content	<p>First Aid Concepts, Objectives, and Principles</p> <ul style="list-style-type: none"> • Immediate and Temporary Care Given While Waiting for Medical Assistance • Aims to Lessen Pain, Prevent Further Injury, and Prolong Life • Insect and Animal Bites, Wounds, Burns, Bleeding, Fainting, Food and • Other Forms of Poisoning, Choking, Hyperventilation, Heat-Related Conditions, and Others • First Aid Procedures for Managing Common Conditions
E. Integration	<p>Philippine Red Cross Working towards School Safety The teacher may use this link for reference: https://www.rcrc-resilience-southeastasia.org/wp-content/uploads/2018/02/Philippines_Web.pdf</p>

II. LEARNING RESOURCES
<p>Doria, J. P., Gonzales, M. C., Sedilla, L. J., & Cagulang, J. (2014). Physical Education Unit 2: Social Dances and Dance Mixers. <i>Department of Education</i>. https://www.coursehero.com/file/78437274/9-PE-LM-Mod2v10pdf/</p> <p>Alsco First Aid. (n.d.). First Aid Glossary. https://alscofirstaid.com.au/first-aid-resources/first-aid-glossary/</p> <p>Cleveland Clinic. (n.d.). Heimlich maneuver. https://my.clevelandclinic.org/health/treatments/21675-heimlich-maneuver</p>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<p>A. Activating Prior Knowledge</p>	<p>DAY 1</p> <p>Activity 1. "First-Aid Proficiency: Rate Your Knowledge"</p> <p>The teacher will facilitate the checking of the result of the activity.</p> <p>Ask the following questions:</p> <ol style="list-style-type: none"> 1. How are your scores? 2. How does the result show your knowledge of first aid? 3. What are your realizations? 4. Refer to the interpretation from the category rating. 	<p>See the worksheet for the activity and category rating rubric.</p>
<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose</p> <p>Activity 2: Video Analysis.</p> <p>Let the students watch an excerpt video from Mr. Bean’s Episode “First Aid Mr. Bean Official” using the link: https://www.youtube.com/watch?v=P9ju80SMWZY</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> a. Based on the video, what are the things or actions you observed relevant to our topic? b. What are the common mistakes in giving first aid shown in the video? <p>1. Unlocking Content Vocabulary</p> <p>Accident - an unexpected event that causes injury or harm to people or property.</p> <p>Emergency - a sudden threat to life or health needing quick action to stop more harm.</p> <p>Emergency Action Principle - a set of quick and decisive steps during emergencies. It involves assessing the situation, prioritizing actions to prevent more harm, and providing first aid until professional help arrives.</p> <p>First aider – someone who is trained to help injured or ill people in emergencies. They know basic first aid and can provide immediate care until medical help arrives.</p> <p>First Aid – an immediate help provided to a sick or injured person until professional medical help arrives or becomes available.</p> <p>Victim - someone who has been hurt or harmed and needs help.</p>	<p>If the video is not available, the teacher may ask the students to give common mistakes in giving first aid:</p> <p>Possible answers:</p> <ol style="list-style-type: none"> 1. Not calling for professional help when needed. 2. Failing to assess the scene for safety. 3. Incorrectly judging the severity of the injury. 4. Using improper first aid techniques. 5. Forgetting to check responsiveness and breathing. 6. Administering medication without proper training. 7. Moving an injured person unnecessarily. 8. Not monitoring the person's condition.

	<p>First aid management – an immediate care and treatment provided to someone who has been injured or falls ill until professional medical help arrives. It involves assessing the situation, applying appropriate first aid techniques, and ensuring the safety and well-being of the person in need.</p> <p>Injury – a physical harm to the body from accidents or harmful events, ranging from minor cuts to severe fractures, needing proper treatment based on severity</p> <p>Signs- an observable indication of a medical condition or injury, such as changes in skin color, abnormal breathing, swelling, or bleeding.</p> <p>Symptoms - a subjective experience indicating a medical condition or injury, such as pain, dizziness, or weakness.</p>	<p>9. Neglecting to provide emotional support.</p> <p>10. Ignoring personal safety precautions.</p> <p>The teacher may ask the students about their existing knowledge of the definitions of specific terms.</p>						
<p>C. Developing and Deepening Understanding</p>	<p>SUB-TOPIC 1: Immediate and Temporary Care Given While Waiting for Medical Assistance</p> <p>1. Explication</p> <table border="1" data-bbox="526 694 1563 1150"> <thead> <tr> <th colspan="2">Principles of First Aid</th> </tr> <tr> <th><i>Do's in giving first aid</i></th> <th><i>Don'ts in giving first aid</i></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> √ 1. Remain calm. √ 2. Provide reassurance and comfort to the victim. √ 3. Look for a medical bracelet indicating a condition like epilepsy or diabetes. Indicating a condition such as epilepsy or diabetes. √ 4. Loosen any tight clothing. √ 5. Keep the victim covered to minimize shock. </td> <td> <ul style="list-style-type: none"> × 1. Avoid giving food and drink to someone unconscious. × 2. Refrain from moving an injured person unless it is necessary to position them in the recovery position </td> </tr> </tbody> </table> <p>First Aid is immediate and temporary care given to a person who suddenly gets ill or injured. It includes self-help and home care if medical assistance is unavailable or delayed. It can mean the difference between life and death in extreme cases. However, we must know the limits of the first aid we can give because improper first aid can do more harm than good in some instances. Anyone who gives first aid is a first aider.</p>	Principles of First Aid		<i>Do's in giving first aid</i>	<i>Don'ts in giving first aid</i>	<ul style="list-style-type: none"> √ 1. Remain calm. √ 2. Provide reassurance and comfort to the victim. √ 3. Look for a medical bracelet indicating a condition like epilepsy or diabetes. Indicating a condition such as epilepsy or diabetes. √ 4. Loosen any tight clothing. √ 5. Keep the victim covered to minimize shock. 	<ul style="list-style-type: none"> × 1. Avoid giving food and drink to someone unconscious. × 2. Refrain from moving an injured person unless it is necessary to position them in the recovery position 	
Principles of First Aid								
<i>Do's in giving first aid</i>	<i>Don'ts in giving first aid</i>							
<ul style="list-style-type: none"> √ 1. Remain calm. √ 2. Provide reassurance and comfort to the victim. √ 3. Look for a medical bracelet indicating a condition like epilepsy or diabetes. Indicating a condition such as epilepsy or diabetes. √ 4. Loosen any tight clothing. √ 5. Keep the victim covered to minimize shock. 	<ul style="list-style-type: none"> × 1. Avoid giving food and drink to someone unconscious. × 2. Refrain from moving an injured person unless it is necessary to position them in the recovery position 							

Roles of First Aid:

- It is a bridge that fills the gap between the victim and the physicians
- It is not intended to compete with or to take the place of the services of the physician
- It ends when the services of the physicians begin.

Objectives of First Aid:

- To alleviate suffering
- To prevent added/further injury or danger
- To prolong life

Characteristics of a good First Aider:

- Gentle-does not cause pain and panic
- Observant-notices all signs.
- Resourceful-makes the best use of things at hand
- Tactful-do not frighten the victim
- Sympathetic comports and reassures

2. Worked Example

Activity 3: “Emergency Situation! What will I do?”

The class will be divided into groups with 4-5 members. Each group will brainstorm the necessary, immediate, and suitable course of action based on the situations given on the table.

Possible action to be taken for activity 3:

1. Immobilize the injured limb, if possible, apply ice or a cold pack to reduce swelling, and seek medical attention for further evaluation and treatment.
2. Apply direct pressure to the wound with a clean cloth or bandage, elevate the injured area if possible, and continue to apply pressure until bleeding stops or help arrives.
3. Call emergency services immediately, help the person sit or lie comfortably, and assist them in taking any prescribed medication, such as aspirin, if available.
4. Remove the person from the source of exposure, remove contaminated clothing, and rinse affected areas with plenty of water. Seek medical attention if symptoms persist.
5. Reach out to the child with a reaching object or throw them a flotation device, shout for help, and call emergency services immediately. If trained, perform water rescue techniques or CPR as needed.

3. Lesson Activity

Activity 4: "Identifying First Aid Champions: Who's Got It?"

Analyze the situations and answer the process questions that follow:

See the worksheet for the activity which students will accomplish.

- Student A is very relaxed in controlling the bleeding on her classmate's finger.
- Student B is insisting that her unconscious sister drink water
- Student C immediately brings her friend, who fell down the stairs, to the clinic.
- Student D makes use of his clean handkerchief to tie his best friend's bleeding arm.
- Student E speaks comforting words to her cousin, who sprained his ankle while playing basketball.

Answer for Activity 4:

1. Student A is not effectively controlling the bleeding, so they are not a good first aider.
2. Student B is not a good first aider because they insist that their unconscious sister drink water, which could be harmful.
3. Student C is a good first aider because they took their friend, who fell down the stairs, to the clinic right away.
4. Student D is an excellent first aider should be calm, knowledgeable, caring, and quick to act.
5. Student E offers comfort but needs to take some steps to be a better first aid.

The main goal of a first aider is to help injured people quickly and appropriately until medical help arrive

Activity 5: Express your Queries

Direction:

1. Ask the students to study the steps in the Emergency Action Principles.
2. Allocate time for students to study and analyze the diagram.
3. Let the students categorize words and phrases into three columns: Known, Confused, and Unknown, regarding the Emergency Action Principle.
4. Please encourage students to actively participate in the discussion by inviting them to share their answers verbally in front of the class or by posting their responses on the board.

This interactive approach allows for peer learning and fosters a collaborative learning environment. Additionally, it provides opportunities for students to express their thoughts and insights, promoting engagement and a deeper understanding of the topic.

If possible, the facilitator for the discussion and demonstration of the Emergency Action Principle should be someone who is qualified and experienced in first aid, such as a Red Cross member, nurse, first aider, or physician.

See the worksheet for the Emergency Action Principles and activity which students will accomplish.

The teacher will post or provide a copy of the steps in the Emergency Action Principle. The teacher can also present a video presentation, "Emergency Action principle," from YouTube using the link:

<https://www.youtube.com/watch?v=ulCXQZ2jZRc>

Alternatively, if a video presentation is not accessible, the teacher may opt to provide

DAY 2
SUB-TOPIC 2: Aims to Lessen Pain, Prevent Further Injury, and Prolong Life

1. Explicitation:

First Aid Instructions for Medical Emergencies

ABCs of First Aid:

When someone is unconscious or not responding, it's essential to follow the basic principle of first aid, known as ABC: airway, breathing, and circulation.

Airway: If a person is not breathing, the first step is to ensure their airway is clear.

Breathing: If clearing the airway doesn't restore breathing, rescue breathing should be administered.

Circulation: While giving rescue breaths, maintaining blood flow is critical through chest compressions. If the person remains unresponsive, checking their pulse is necessary. If no pulse is found, chest compressions should be initiated.

Some first aid courses may also include D and E: D could stand for ***Disability assessment***, severe bleeding, or automated external defibrillator (AED), a device that delivers an electric shock to the heart. E could stand for ***Examination***, involving assessing the person for signs of injury, bleeding, allergies, or other issues once they are breathing and have a pulse.

Cardiopulmonary resuscitation (CPR) is a vital emergency procedure that everyone should know. In instances of cardiac arrest (when the heart stops beating), administering CPR and/or using an automated external defibrillator (AED) can help restart the heart and restore blood circulation until medical help arrives. This intervention can potentially save a person's life. AEDs are widely available in many public locations and businesses. These first aid devices are designed to be easy to use, even for individuals without formal training.

According to the National Library of Medicine's guidance on ***bleeding***:

If available, don disposable gloves to safeguard against infectious diseases such as viral hepatitis and HIV/AIDS, which can be transmitted through contact with an individual's blood

1. Flush the wound with water.
2. Cover the wound with gauze or a clean cloth (e.g., towel, blanket, clothing).
3. Apply direct pressure to the wound to staunch bleeding and promote clotting, allowing the blood to naturally thicken and halt blood loss.
4. If feasible, elevate the bleeding area above the heart level.
5. Avoid removing the cloth if it becomes saturated, as this could disrupt the clotting process and lead to further bleeding. Instead, add additional layers as necessary. Once bleeding has ceased, apply a fresh bandage to the wound.

The ***Heimlich maneuver*** involves a sequence of abdominal thrusts aimed at clearing an obstructed airway in individuals experiencing choking. It is essential to note that this first aid procedure should be administered solely in cases where a person is genuinely choking.

a physical sample or picture of a First Aid Kit to the students for demonstration purposes.

These are introductory instructions for specific first aid procedures. The teacher may enhance these instructions by supplementing them with video presentations or images illustrating the first aid techniques. Here are some suggested video presentation links from YouTube:

How to do the ABCs of Emergency

<https://www.youtube.com/watch?v=JPBnzT3qR0M>

How to Conduct Hands only Cardiopulmonary Resuscitation or CPR?

<https://www.youtube.com/watch?v=wa5oPu2hTdw>

Parts and folding of triangular bandage

https://www.youtube.com/watch?v=DybkLvY6_Cs

How to help a Choking Person #BeALifesaver #FirstAid

<https://www.youtube.com/watch?v=pzlwOI7xQRc>

	<p>2. Worked Example Activity 6: "First Aid Kit Essentials: A Video Presentation" Allow the students to watch a video "What should be in a First Aid Kit?" using the link: https://www.youtube.com/watch?v=8assGpZvwG4</p> <p>Processing Question:</p> <ol style="list-style-type: none"> 1. What materials are included in the first aid kit, as demonstrated in the video? 2. How do these materials function in providing first aid assistance? 3. Why is it important for individuals to have their own personal first aid kit? <p>3. Lesson Activity Activity 7: "Emergency Response Skit: Acting Out First Aid Scenarios" Direction:</p> <ol style="list-style-type: none"> 1. The class will be grouped into five (5), and each group will randomly select from the following scenarios: <ul style="list-style-type: none"> Scenario 1: A character starts choking on food while dining out. Scenario 2: A person collapses suddenly due to a heart attack. Scenario 3: Someone sustains a deep cut while working in the kitchen. Scenario 4: A student faints during a school assembly. Scenario 5: A hiker shows signs of heat exhaustion while hiking. 2. Each group will create a skit that includes dialogue and actions for their assigned scenario. They will assign the following roles: <ul style="list-style-type: none"> Actors portray the victims of each scenario. Rescuers demonstrating the appropriate first aid responses. Narrator providing context and guidance throughout the skit. 3. Groups will present their skits to the audience, focusing on clear communication and realistic portrayal of emergency situations. Each presentation will be limited to a maximum of five (5) minutes. 4. A rubric will be used for grading the performance. 	<p>The skit presentation involves acting out various emergency scenarios and demonstrating the appropriate first aid responses. Each scenario highlights a different medical emergency, emphasizing the importance of quick and effective action in saving lives. The skit provides an engaging and interactive way to educate audiences about basic first aid techniques and emergency preparedness.</p> <p>This activity may be done in any open space.</p> <p>It may be specific by providing a description of the scenario and the roles of rescuer(s) and victim(s).</p>
--	---	---

Rubrics for Skit Presentation:

RUBRICS					
CRITERIA	VERY GOOD (5)	GOOD (4)	FAIR (3)	NEEDS IMPROVEMENT (2)	SCORE
PREPAREDNESS	Students are completely prepared and have obviously rehearsed	Students seem pretty prepared but might have need a couple more rehearsal	Students are somewhat prepared but is clear that rehearsal was lacking	Student do not seem at all prepared to present.	
CONTENT	There is an abundance of material clearly related to the topic. All points are accurate and clearly made.	There is sufficient information that relates to topic Most points are accurate and clearly made	There is a great deal of information that is not clearly connected to the topic	Topic is not clear; Information included does not support topic in any way.	
Acting or Dialogue	The students use consistent voice, facial expressions and movements to make the characters the more believable and the story more easily understood.	The students often use voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The students try To use voices, facial expressions and movements to make the characters believable and the story more easily understood	The students tell the story but do not use clear voices, facial expressions or movement to make the storytelling more interesting or clear	

DAY 3

SUB-TOPIC 3: Examples of Common Conditions

1. Explicitation

Bites are Injuries from animal or human teeth or Insect. They can cause puncture wounds, cuts, or scrapes on the skin. Bites can vary in seriousness and may lead to infections or venom.

Wounds are injuries that cause damage to the skin or underlying tissues. They can range from minor cuts and scrapes to more serious injuries like puncture wounds or lacerations. Wounds may result from accidents, falls, or contact with sharp objects

Burns are injuries caused by heat, chemicals, electricity, or radiation that damage the skin and tissues. They can vary in severity, from minor redness and discomfort to severe tissue damage and loss.

Bleeding refers to the loss of blood from damaged blood vessels. It can occur externally, visible from cuts or wounds, or internally, which may not be immediately appearance.

The teacher may modify the number of groups or may add more scenarios.

	<p>Fainting refers to a temporary loss of consciousness typically caused by a temporary reduction in blood flow to the brain. It often occurs due to a sudden drop in blood pressure or a lack of oxygen reaching the brain.</p> <p>Poisoning, in the context of first aid, refers to the ingestion, inhalation, or absorption of substances that are harmful to the body. These substances, known as poisons, can include chemicals, medications, plants, or household products.</p> <p>Choking occurs when an object becomes lodged in the throat or windpipe, blocking the flow of air. This obstruction prevents the person from breathing effectively and can quickly lead to a life-threatening situation.</p> <p>Hyperventilation refers to rapid or shallow breathing that leads to an excessive intake of oxygen and reduced levels of carbon dioxide in the body</p> <p>A heart attack occurs when the blood flow to a part of the heart is blocked, usually by a blood clot. This leads to damage or death of the heart muscle cells.</p> <p>A stroke occurs when there is an interruption of blood flow to the brain, resulting in damage to brain cells. This interruption can happen due to a blockage in a blood vessel (ischemic stroke) or the bursting of a blood vessel (hemorrhagic stroke)</p> <p>2. Worked Example: Activity 8: First Aid Vocabulary Quest Direction: Find the ten (10) hidden words related to first aid for common conditions. Circle or highlight them on the grid.</p> <p>The teacher may provide the word grid either by posting it on the board or by providing a handout for students to copy onto a separate sheet of paper.</p> <p>Activity 9: "Match Dash: Racing to Define Common Conditions" Direction:</p> <ul style="list-style-type: none"> • Team the class into five (5), with each team consisting of an equal number of participants. • Place cards containing descriptions of common conditions and their corresponding definitions at different stations around the room. Each station should have a set of cards for both the conditions and the definitions. • Assign one participant from each team as the "runner." Their role is to sprint to the stations, read the condition or definition, and race back to their team with the information. 	<p>See the worksheet for the which students will accomplish.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. Burn 2. Cardiopulmonary Resuscitation 3. Choking 4. Emergency 5. Fainting 6. Injury 7. Poison 8. Stroke 9. Wound 10. Bandage <p>Activity 9 can be done in an open space. The number of groups may vary depend on the number of the students. Ensure students are reminded of precautionary measures before engaging in the activity to ensure their safety.</p>
--	--	---

	<ul style="list-style-type: none"> • The teacher will give the signal, the runners from each team begin the race. They must quickly move between stations, reading the cards and memorizing the information. • As the runners return to their teams, they must communicate the condition or definition they read and work together to match it with the corresponding card on a large board or surface. Only one runner can be at the board at a time, but the entire team can assist in making the matches. • The team that successfully matches all the conditions with their definitions and returns to their starting position first wins the round. Accuracy is essential, so teams must ensure they have the correct matches before declaring victory. <p>3. Lesson Activity Activity 10: "Creative Graphic Organizer: Exploring Common Conditions and Signs/Symptoms" Directions: Students will gather materials such as paper and markers to create a graphic organizer representing common health conditions and their signs/symptoms. They'll brainstorm a list of conditions and research their signs/symptoms using various resources. Then, they'll design the organizer creatively, labeling each section with condition names and organizing signs/symptoms accordingly. Adding color and visuals for engagement, they'll review and refine their work for accuracy. Finally, they'll present their organizers to the class, explaining their design choices and discussing each condition's signs/symptoms.</p> <p>DAY 4</p> <p>SUB-TOPIC 4: First Aid Procedures for Managing Common Conditions 1. Explication</p> <p>Activity 11: "First Aid Fact or Bluff Challenge!" <i>Game Setup:</i> The class will be divided into five (5) groups. A set of statement cards, each containing either a true or false first aid fact, will be prepared, with an equal number of true and false statements.</p>	<p>After the activity, facilitate a discussion about the common conditions and signs/symptoms presented in the graphic organizers. Encourage students to reflect on what they've learned and how they can apply this knowledge in real-life situations.</p> <p>Provide feedback to students on their graphic organizers, praising creativity, accuracy, and presentation. Offer constructive criticism to help them improve their future work.</p> <p>The teacher will be the moderator for this game.</p> <p>Game Variation: To increase the challenge, incorporate scenarios where teams must explain why a statement is true or false,</p>
--	--	--

	<p><i>Game Rule:</i></p> <ul style="list-style-type: none"> • A statement will be read aloud, and the team must decide whether it is a true fact or a false bluff. Teams have a limited time to discuss and reach a consensus on their answer. (5 seconds) • After making their decision, the team reveals their choice to the moderator. • If the team correctly identifies the statement as a fact or bluff, they earn points. Incorrect guesses result in no points awarded. • The team with the highest total score at the end of all rounds wins the game. • Statements: <ol style="list-style-type: none"> 1. Fact: "Applying pressure to a wound helps control bleeding by promoting clot formation." 2. Bluff: "Using butter or oil on a burn can soothe the pain and aid in healing." 3. Fact: "If someone is experiencing heat stroke, it's important to move them to a cooler place and apply cool, wet cloths to their skin." 4. Bluff: "You should forcefully remove an embedded object from a wound to prevent infection." 5. Fact: "Performing CPR can help maintain blood flow and oxygenation to vital organs in a person experiencing cardiac arrest." 6. Bluff: "Rubbing snow on frostbitten skin can help thaw it out quickly." 7. Fact: "If someone is having a seizure, it's important to protect them from injury by moving nearby objects out of the way and cushioning their head." 8. Bluff: "Giving water to someone who has swallowed a harmful substance can dilute the poison and reduce its effects." <p>Bites Signs: Visible bite marks, swelling, redness, pain, puncture wounds, bleeding. Symptoms: Pain, localized numbness or tingling, itching, inflammation, fever (in some cases).</p> <p>Wounds Signs: Open skin, bleeding, swelling, redness, presence of foreign objects. Symptoms: Pain, tenderness, warmth, pus or discharge, fever (if infection develops).</p> <p>Burns Signs: Redness, blistering, swelling, charred or blackened skin, peeling. Symptoms: Pain, tenderness, difficulty moving, shock (in severe cases).</p> <p>Bleeding Signs: Visible blood, bleeding from a wound, blood pooling on the skin or ground.</p>	<p>providing an opportunity for deeper understanding and discussion.</p> <p>This fact or bluff game provides an entertaining and interactive way for students to reinforce their understanding of first aid principles while sharpening their critical thinking skills.</p>
--	--	---

Symptoms: Weakness, dizziness, lightheadedness, rapid heartbeat, low blood pressure.

Fainting

Signs: Loss of consciousness, pale or flushed skin, sweating, shallow breathing.

Symptoms: Dizziness, lightheadedness, blurred vision, nausea, confusion.

Poisoning

Signs: Nausea, vomiting, abdominal pain, diarrhea, sweating, difficulty breathing.

Symptoms: Dizziness, headache, weakness, confusion, seizures, loss of consciousness.

Choking

Signs: Inability to speak or breathe, clutching at throat, cyanosis (blue skin).

Symptoms: Gasping for air, wheezing, coughing, panic, loss of consciousness.

Hyperventilation

Signs: Rapid breathing, deep breathing, chest pain, dizziness, tingling in extremities.

Symptoms: Shortness of breath, feeling of suffocation, numbness or tingling in fingers or lips.

Heart Attack

Signs: Chest pain or discomfort, shortness of breath, nausea, lightheadedness, cold sweat.

Symptoms: Pain or discomfort in arms, back, neck, jaw, or stomach, fatigue, anxiety.

Stroke

Signs: Sudden numbness or weakness in face, arm, or leg (especially on one side of the body), confusion, trouble speaking or understanding speech, difficulty walking, severe headache.

First Aid Management

Bites - Clean the wound with soap and water, apply an antibiotic ointment, and cover it with a sterile bandage. Seek medical attention if it's a severe bite or if there are signs of infection.

Wounds - Clean the wound with mild soap and water, apply pressure to stop bleeding, and cover with a sterile bandage or clean cloth. Seek medical attention if the wound is deep, large, or shows signs of infection.

Burns - Cool the burn under cool, running water for at least 10 minutes, cover the burn with a sterile dressing, and seek medical attention for severe burns, burns to the face, or burns that cover a large area of the body

Bleeding - Apply direct pressure to the wound with a clean cloth or bandage, elevate the wound if possible, and continue applying pressure until bleeding stops. Seek medical attention if bleeding is severe or cannot be controlled.

Fainting - Lay the person flat and elevate their legs, loosen any tight clothing, and provide fresh air. If the person does not regain consciousness within a minute, seek medical attention.

Poisoning - Call poison control immediately for guidance, remove any contaminated clothing, and rinse the affected area with water if appropriate. Seek medical attention if symptoms are severe or if the substance ingested is toxic

Choking - Perform abdominal thrusts (Heimlich maneuver) to dislodge the obstruction, encourage coughing if the person is able to cough, and seek medical attention if the obstruction cannot be cleared.

Hyperventilation - Encourage slow breathing, breathing into a paper bag if available, and reassurance. Remove the person from stressful situations if possible and seek medical attention if symptoms persist.

Heart attack - Call emergency services immediately, help the person rest in a comfortable position, and assist with any prescribed medication (e.g., aspirin). Monitor the person's vital signs and be prepared to perform CPR if necessary.

Stroke - Recognize the signs of stroke (FAST: Face drooping, Arm weakness, Speech difficulty, Time to call emergency services), keep the person calm and comfortable, and provide reassurance while waiting for medical help.

2. Worked Example

Activity 12: "First Aid Explorers: Journeying through Common Conditions"

Direction:

- Divide the class into five (5) groups.
- Assign each group a specific common first aid condition to research thoroughly. Groups will utilize credible sources like medical websites, first aid manuals, and academic journals to focus on creating a step-by-step first aid management infographics.
- Prepare visual aids for group presentation of infographic. Groups can use the provided format or present their findings creatively.

Group 1: Bites and Wounds
Group 2: Wounds and Bleeding
Group 3: Fainting and Hyperventilation

Group 4: Burns and poisoning
Group 5: Hear attack and stroke

Assign topics to each group in advance and allow them to use their phones to search for information and data related to their assigned topic.

The student may use school library for resources. The outputs may be a digital output or handwritten/hand-drawn.

Facilitate a discussion after each presentation to ensure understanding and address any questions or clarifications needed

	<p>3. Lesson Activity Activity 13: "Lights! Camera! Action! First Aid Role-Playing Scenarios" Direction:</p> <ol style="list-style-type: none"> 1. Use the same groups as the previous activity. 2. Each group will brainstorm and create a scenario based on their assigned first aid topic. 3. Assign roles within the group for rescuers and victims. Enact the scenarios, applying appropriate first aid techniques. 4. Presentations should be concise, lasting no more than five (5) minutes per group. <p>Rubrics for Role-playing</p> <table border="1" data-bbox="875 496 1648 791"> <thead> <tr> <th colspan="6">RUBRICS</th> </tr> <tr> <th>CRITERIA</th> <th>VERY GOOD (5)</th> <th>GOOD (4)</th> <th>FAIR (3)</th> <th>NEEDS IMPROVEMENT (2)</th> <th>SCORE</th> </tr> </thead> <tbody> <tr> <td>PREPAREDNESS</td> <td>Students are completely prepared and have obviously rehearsed</td> <td>Students seem pretty prepared but might have need a couple more rehearsal</td> <td>Students are somewhat prepared but is clear that rehearsal was lacking</td> <td>Student do not seem at all prepared to present.</td> <td></td> </tr> <tr> <td>CONTENT</td> <td>There is an abundance of material clearly related to the topic. All points are accurate and clearly made.</td> <td>There is sufficient information that relates to topic. Most points are accurate and clearly made</td> <td>There is a great deal of information that is not clearly connected to the topic</td> <td>Topic is not clear: Information included does not support topic in any way.</td> <td></td> </tr> <tr> <td>Acting or Dialogue</td> <td>The students use consistent voice, facial expressions and movements to make the characters the more believable and the story more easily understood.</td> <td>The students often use voices, facial expressions and movements to make the characters more believable and the story more easily, understood.</td> <td>The students try to use voices, facial expressions and movements to make the characters believable and the story more easily understood</td> <td>The students tell the story but do not use clear voices, facial expressions or movement to make the storytelling more interesting or clear</td> <td></td> </tr> </tbody> </table>	RUBRICS						CRITERIA	VERY GOOD (5)	GOOD (4)	FAIR (3)	NEEDS IMPROVEMENT (2)	SCORE	PREPAREDNESS	Students are completely prepared and have obviously rehearsed	Students seem pretty prepared but might have need a couple more rehearsal	Students are somewhat prepared but is clear that rehearsal was lacking	Student do not seem at all prepared to present.		CONTENT	There is an abundance of material clearly related to the topic. All points are accurate and clearly made.	There is sufficient information that relates to topic. Most points are accurate and clearly made	There is a great deal of information that is not clearly connected to the topic	Topic is not clear: Information included does not support topic in any way.		Acting or Dialogue	The students use consistent voice, facial expressions and movements to make the characters the more believable and the story more easily understood.	The students often use voices, facial expressions and movements to make the characters more believable and the story more easily, understood.	The students try to use voices, facial expressions and movements to make the characters believable and the story more easily understood	The students tell the story but do not use clear voices, facial expressions or movement to make the storytelling more interesting or clear		<p>This activity can take place in any open space available.</p> <p>Each group should provide a detailed description of their scenario, including the roles of rescuer(s) and victim(s).</p> <p>The teacher has the flexibility to adjust the number of groups based on class size.</p> <p>Materials required for first aid management, such as first aid kits, bandages, and splints, can be borrowed from the school's clinic or Red Cross Youth (RCY) Club.</p>
RUBRICS																																
CRITERIA	VERY GOOD (5)	GOOD (4)	FAIR (3)	NEEDS IMPROVEMENT (2)	SCORE																											
PREPAREDNESS	Students are completely prepared and have obviously rehearsed	Students seem pretty prepared but might have need a couple more rehearsal	Students are somewhat prepared but is clear that rehearsal was lacking	Student do not seem at all prepared to present.																												
CONTENT	There is an abundance of material clearly related to the topic. All points are accurate and clearly made.	There is sufficient information that relates to topic. Most points are accurate and clearly made	There is a great deal of information that is not clearly connected to the topic	Topic is not clear: Information included does not support topic in any way.																												
Acting or Dialogue	The students use consistent voice, facial expressions and movements to make the characters the more believable and the story more easily understood.	The students often use voices, facial expressions and movements to make the characters more believable and the story more easily, understood.	The students try to use voices, facial expressions and movements to make the characters believable and the story more easily understood	The students tell the story but do not use clear voices, facial expressions or movement to make the storytelling more interesting or clear																												
<p>D. Making Generalizations</p>	<p>1. Learners' Takeaways Activity 14: First Aid Insights: Organizing Key Learnings"</p> <p>After the activity, facilitate a discussion about the common conditions and signs/symptoms presented in the graphic organizers. Encourage students to reflect on what they've learned and how they can apply this knowledge in real-life situations. Provide feedback to students on their graphic organizers, praising creativity, accuracy, and presentation. Offer constructive criticism to help them improve their future work.</p> <p>Activity 15: "First Aid Learning Reflection Sheet" Provide a self-reflection sheet that includes prompts related to the first aid procedures learned. Encourage students to take a few minutes to reflect on their learning and jot down their responses on the reflection sheet.</p>	<p>See the worksheet for the which students will accomplish.</p> <p>See the worksheet for the which students will accomplish.</p>																														

	<p>It can also be done in a Pair or Group Discussion. Have students pair up or gather in small groups to discuss their reflections with their peers. Encourage students to share their insights, ask questions, and offer support to one another. Facilitate the discussions by circulating among the groups, providing clarification or additional guidance as needed.</p>	
--	--	--

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS																														
<p>A. Evaluating Learning</p>	<p>1. Formative Assessment Activity 16: Make your own Advocacy Materials Students will make their own advocacy materials. Let students choose which among these three formats in their advocacy.</p> <p>1. <i>Song or Poem</i> Write a song or a poem which includes the roles, objectives, characteristics, and principles of First Aid.</p> <p>2. <i>Artwork/Poster</i> Create a poster either manual or digital which depicts the importance of First Aid. You can use junk materials to create a three-dimensional art. Include a title and short description of your masterwork.</p> <p>3. <i>Video Presentation</i> Create a five (5) to (10) minute video presentation about the different common injuries and first aid technique.</p> <p>Reminder to the students: Establish your core message, the main thing you want the public to know. This message will be carried by your advocacy material and will be repeatedly mentioned. Add or create your own images, such as pictures or icons, to visually enhance your advocacy materials. If images come from a book, magazine, website, or other resources, don't forget to credit them in your references.</p> <table border="1" data-bbox="1030 1029 1646 1388"> <thead> <tr> <th colspan="6">RUBRICS FOR ADVOCACY MATERIALS</th> </tr> <tr> <th>CRITERIA</th> <th>VERY GOOD (5)</th> <th>GOOD (4)</th> <th>FAIR (3)</th> <th>NEEDS IMPROVEMENT (2)</th> <th>SCORE</th> </tr> </thead> <tbody> <tr> <td>CONCEPT</td> <td>Has a clear picture of what they are trying to achieve. Adequate description of what they are trying to do</td> <td>Has fairly clear picture of what they are trying to achieve. Can describe what they are trying to do</td> <td>Has brainstormed their concept but no clear focus has emerged. Goals and finality not clearly defined</td> <td>Little effort has been spent on refining a concept. Unclear on the goals and how the project objectives will be met.</td> <td></td> </tr> <tr> <td>CONTENT/ ORGANIZATION</td> <td>The content includes a clear statement of purpose ca theme and is compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the main idea, Events and messages are presented in a logical order. Includes properly cited sources</td> <td>Information is presented as a connected theme with accurate and current supporting information that contributes to the understanding of the project's main idea. Details are logical and the content includes a clear point of view</td> <td>The content does not present a clearly stated theme, is vague and some of the supporting information does not seem to fit the main idea. Some ideas and scenes appears disconnected with no main idea,</td> <td>Content lacks a central theme, no clear point of view and no logical sequence of information. The supporting information is irrelevant to the overall theme. Lacks supporting information to the overall main idea</td> <td></td> </tr> <tr> <td>CREATIVITY</td> <td>Has incorporated innovative and unexpected special effects. The overall design of the project is clearly relevant to the theme</td> <td>Has somewhat incorporated special effects and the overall design is somewhat relevant to theme.</td> <td>Minimal use of special effects and little relevance of the overall design to the theme</td> <td>Little to no use of special effects and no design to support the overall theme of the project</td> <td></td> </tr> </tbody> </table>	RUBRICS FOR ADVOCACY MATERIALS						CRITERIA	VERY GOOD (5)	GOOD (4)	FAIR (3)	NEEDS IMPROVEMENT (2)	SCORE	CONCEPT	Has a clear picture of what they are trying to achieve. Adequate description of what they are trying to do	Has fairly clear picture of what they are trying to achieve. Can describe what they are trying to do	Has brainstormed their concept but no clear focus has emerged. Goals and finality not clearly defined	Little effort has been spent on refining a concept. Unclear on the goals and how the project objectives will be met.		CONTENT/ ORGANIZATION	The content includes a clear statement of purpose ca theme and is compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the main idea, Events and messages are presented in a logical order. Includes properly cited sources	Information is presented as a connected theme with accurate and current supporting information that contributes to the understanding of the project's main idea. Details are logical and the content includes a clear point of view	The content does not present a clearly stated theme, is vague and some of the supporting information does not seem to fit the main idea. Some ideas and scenes appears disconnected with no main idea,	Content lacks a central theme, no clear point of view and no logical sequence of information. The supporting information is irrelevant to the overall theme. Lacks supporting information to the overall main idea		CREATIVITY	Has incorporated innovative and unexpected special effects. The overall design of the project is clearly relevant to the theme	Has somewhat incorporated special effects and the overall design is somewhat relevant to theme.	Minimal use of special effects and little relevance of the overall design to the theme	Little to no use of special effects and no design to support the overall theme of the project		<p>This activity is not graded because this is a formative activity.</p> <p>The teacher may add more formats to assess the learning of the students about the lessons discussed in the session.</p> <p>The teacher may provide a "Gallery Walk" to present/showcase the output of the students.</p> <p>During a "Gallery Walk," students' work is displayed around the classroom or designated area. Student then walk around to view each other's work, allowing for peer-to-peer learning and feedback.</p>
RUBRICS FOR ADVOCACY MATERIALS																																
CRITERIA	VERY GOOD (5)	GOOD (4)	FAIR (3)	NEEDS IMPROVEMENT (2)	SCORE																											
CONCEPT	Has a clear picture of what they are trying to achieve. Adequate description of what they are trying to do	Has fairly clear picture of what they are trying to achieve. Can describe what they are trying to do	Has brainstormed their concept but no clear focus has emerged. Goals and finality not clearly defined	Little effort has been spent on refining a concept. Unclear on the goals and how the project objectives will be met.																												
CONTENT/ ORGANIZATION	The content includes a clear statement of purpose ca theme and is compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the main idea, Events and messages are presented in a logical order. Includes properly cited sources	Information is presented as a connected theme with accurate and current supporting information that contributes to the understanding of the project's main idea. Details are logical and the content includes a clear point of view	The content does not present a clearly stated theme, is vague and some of the supporting information does not seem to fit the main idea. Some ideas and scenes appears disconnected with no main idea,	Content lacks a central theme, no clear point of view and no logical sequence of information. The supporting information is irrelevant to the overall theme. Lacks supporting information to the overall main idea																												
CREATIVITY	Has incorporated innovative and unexpected special effects. The overall design of the project is clearly relevant to the theme	Has somewhat incorporated special effects and the overall design is somewhat relevant to theme.	Minimal use of special effects and little relevance of the overall design to the theme	Little to no use of special effects and no design to support the overall theme of the project																												

	<p>Activity 17: “Empowering Young Heroes: Can Grade 7 Students Be First Aiders?”</p> <p>Direction:</p> <ul style="list-style-type: none"> • Group the class into five (5). • Each Group will be provided with discussion prompts related to the topic. <p>Questions:</p> <ul style="list-style-type: none"> • What is some potential challenges Grade 7 students might face in becoming first aiders? How can Grade 7 students acquire first aid skills and knowledge? • In what situations might Grade 7 students be called upon to use their first aid skills? • What are some basic first aid techniques that Grade 7 students can use to stabilize a situation before medical assistance arrives? • Why is it important for Grade 7 students to understand the aims of first aid, such as lessening pain and preventing further injury? • In what ways can Grade 7 students contribute to prolonging life in emergency situations, even with limited resources and training? <p>Each Group will share with the class their responses to the discussion prompts.</p>			<p>This activity is not graded because this is a formative activity. The teacher will instruct each group to discuss the prompts and come up with their responses.</p> <p>During the activity, circulate among the groups to facilitate the discussion and offer guidance if needed. Facilitate a reflection session where students can discuss what they've learned from the discussion and how it has influenced their perspective on the topic.</p>
<p>B. Teacher’s Remarks</p>	<p><i>Note observations on any of the following areas:</i></p>	<p>Effective Practices</p>	<p>Problems Encountered</p>	<p>The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.</p>
	<p>strategies explored</p>			
	<p>materials used</p>			
	<p>learner engagement/ interaction</p>			
	<p>others</p>			
<p>C. Teacher’s Reflection</p>	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? ▪ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn? ▪ <u>ways forward</u> What could I have done differently? What can I explore in the next lesson? 			<p>Teacher’s reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>