



Republic of the Philippines  
**Department of Education**  
 Regional Office IX, Zamboanga Peninsula



**6**



Zest for P rogress  
 Zeal of P artnership

# HEALTH

Quarter 2, Wk.7 - Module 1  
**Community Health: An Enhanced Community**



Name of Learner: \_\_\_\_\_

Grade & Section: \_\_\_\_\_

Name of School: \_\_\_\_\_

- JANUARY  
*Makugihon*
- FEBRUARY  
*Mahiguimaon*
- MARCH  
*Matinabungan*
- APRIL  
*Matinahuron*
- MAY  
*Mahapsay og Malimpyo*
- JUNE  
*Maabik og Masunod sa  
Dhaklong Oras*
- JULY  
*Maantigo og Maabilidad*
- AUGUST  
*Maginhuhunoon  
para sa Uban*
- SEPTEMBER  
*Madaginaton*
- OCTOBER  
*Matinud-anon*
- NOVEMBER  
*Masaligan*
- DECEMBER  
*Maalampon*



## Community Health: An Enhanced Understanding

### I. What I Need to Know

A Community is a group of people who share an environment. It involves many people and families living in a common place. The status of health of a group of people could be called as community health.

Community Health includes the conditions and actions, which are done to promote, protect, and preserve health. (Source: Ligaya Bautista Garcia-Quinitio and Eduarda V. Cipriano, *The 21<sup>st</sup> Century MAPEH in Action 6, Philippines, Rex Bookstore, 2016, 264-278*)



<httpsbit.ly3fX55nR>

In this module, you are expected to achieve the following objectives:

Describe healthy school and community environments. **(H6CMH-IIa-1)**

- Enumerate common causes and results of different Environmental problems in the community.
- Demonstrate ways on how to keep school and community environments healthy.
- Show acts of care towards healthful school and community environments.



## II. What I Know

Directions: Identification and Separation of Waste. Read the given items and put a check mark (✓) in the box where it must be properly placed.

Items	Biodegradable Waste  <a href="httpsbit.ly2PNhvnw">httpsbit.ly2PNhvnw</a>	Non - Biodegradable Waste  <a href="httpsbit.ly3fVQwRh">httpsbit.ly3fVQwRh</a>	Hazardous Waste  <a href="httpsbit.ly3fWSPDA">httpsbit.ly3fWSPDA</a>
1. Plastic Cups			
2. Dried Leaves			
3. Chemicals			
4. Kitchen Waste			
5. Batteries			

## III. Lesson Proper



### A. What's In

Directions: Characteristics of a Healthful Environment according to the World Health Organization. Write the word **Correct** if the sentence shows rightfulness and **Wrong** if it does not. Write your answers on the line provided before the number.

- \_\_\_\_\_ 1. A clean and safe physical environment.
- \_\_\_\_\_ 2. A community that participates in identifying local solutions to local problems.
- \_\_\_\_\_ 3. A community whose members lack access to health services and facilities.
- \_\_\_\_\_ 4. An environment that promotes social harmony.
- \_\_\_\_\_ 5. Community members ignore local and environmental issues.



## **B. What's New**

Directions: Read the story of a Boy that lives in a place called Rich City that happened to be a contaminated place but turned into an inviting environment.

There was once a little place called Rich City that looks grey and sad. The people living there hadn't looked after it, inspite them having all the inventions and abundant source to live they could ever need. They had contaminated the whole place so much with rubbish and pollution to the point that there were no plants and animals left.

One day, a little boy named Jay was walking around the place. When he passed a cave, he noticed a small red flower. The flower was very sick and almost dying, so the boy carefully dug up the flower, with roots and soil. Then, he started finding for a place where he could look after it. He searched all over the place, but everywhere was so contaminated that there was no place the flower could possibly live. Then he looked at his home and think of his own ground. It seemed to Jay that maybe the plant could survive there. The little boy rushed home and looked for his cleaning materials and started to polished the area. He planted the little red flower on the ground, and off other people noticed the beauty of the blooming flower.



Far away from all that pollution, and with the boy visiting it every day to tend it, the flower started to grow. The flower was so well cared for, that it had soon germinated, giving birth to others, and these other flowers spread onto other flowers. Before long, the ground which happened to be a dirty and empty area was completely covered with flowers.

<https://bit.ly/3cXRsvt>

That's why, whenever the little boy's flowers open up, for a few minutes the area takes on a soft red sheen, like a warning light and people started to be amazed. The flowers became the motivation of the people to clean, organize things, and develop a healthy community. The story is telling us that if you don't look after your wastes, a day will come when other living things can't exist anymore.

Environmental Problems in the Community	Description / Effect
Air Pollution	- the contamination of air with harmful substances. Diseases that are caused by airborne pollutants include lung diseases, heart disease, eye and throat irritation and weakening of the immune system.
Water Pollution	- the contamination of water with harmful substances. Polluted water is a great source of bacteria and germs that results to hepatitis, intestinal disorders, and amoebiasis.
Noise Pollution	- excessive sound that causes hearing loss, stress, fatigue, irritability, tension, headache, and high blood pressure.
Land Pollution	- the degradation of Earth's surface through the misuse of the soil due to poor agricultural activities, mining, industrial waste disposal, and indiscriminate urban waste disposal.
Radioactive Pollution	- the radioactive pollution is defined as the physical pollution of living organisms and their environment as a result of release of radioactive substances into the environment

	during nuclear explosions and testing of nuclear weapons, nuclear weapon production and mining of radioactive ores.
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### C. What Is It

Directions: Read the given questions and answer it based on the given facts written in the story. Encircle only the letter of the best answer.

1. Why do you think the place is named as Rich City?
  - a. It has abundant sources and inventions.
  - b. It's grey and sad.
  - c. Rich in trash or wastes.
  
2. Why did the plant grew and germinated despite of the situation?
  - a. It is well taken care of.
  - b. It wants to amaze the boy.
  - c. Its will to live is strong.
  
3. How was the situation of the place before it was clean, organized and filled with flowers.
  - a. Healthy to live in
  - b. Contaminated, rubbished, and polluted
  - c. Clear streets and areas
  
4. How did the contaminated city turned into an inviting environment?
  - a. The flower grew fast.
  - b. The boy did it alone.
  - c. The people clean the place hand in hand.
  
5. What does the last sentence of the story mean?
  - a. Think before you act.

- b. Always make things organize.
- c. Make always the right thing before it's too late.



### D. What's More

**Activity 1** – Directions: Environmental Problems in the Community. Notice the distinction of the given pictures. Using your observations, write the exact name of the problem in the line provided below the picture. Choose the correct answer from the box.

Water Pollution	Land Pollution	Air Pollution
Noise Pollution	Radioactive Pollution	



**Activity 2** – Directions: Cause and Effect. Observe the following pictures that will stand as “Causes”. Provide only one simple sentence regarding its effect to the people, community or the environment. Answer the completion type of test by writing the answers on the line provided after the word.

CAUSE	EFFECT
	<p>This environmental problem is called _____.</p> <p>This can _____</p> <p>_____.</p>
	<p>This environmental problem is called _____.</p> <p>This can _____</p> <p>_____.</p>
	<p>This environmental problem is called _____.</p> <p>This can _____</p> <p>_____.</p>
	<p>This environmental problem is called _____.</p> <p>This can _____</p> <p>_____.</p>
	<p>This environmental problem is called _____.</p> <p>This can _____</p>

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#### **IV. What I Have Learned**

**Activity 1** - Directions: Authentic Learning. Write the things that you have learned from this module. Write your responses in the lines provided below.

I have learned \_\_\_\_\_

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**Activity 2** - Directions: Put a check mark (✓) before each statement that describes your attitudes after doing the activities. Write your responses in the line provided before the number.

\_\_\_\_\_ 1. I can describe healthful school and community environments.

\_\_\_\_\_ 2. I can provide ways to build and keep school and community environment healthful.

\_\_\_\_\_ 3. I can practice proper waste management at home, school, and in the community.

\_\_\_\_\_ 4. I can identify things that can be recycled in school and in the community.

\_\_\_\_\_ 5. I feel good after doing the activities.



## **V. What I Can Do**

**Activity 1** - Directions: Ways on how to maintain a healthy school and community environment. Look for words related to Health in the word box. The formation of the words may be Horizontal, Vertical, or Diagonal. Encircle the word in the word box before writing it. Write only ten (10) words.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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

**Activity 2** - Directions: Ways on how to maintain a healthy school and community environment. Pick only two (2) words from activity 1 and write a simple sentence on how it can be of help in maintaining healthy school and community environment. Write the chosen word on the line provided before the number and your responses in the space provided below.

\_\_\_\_\_ 1. \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_ 2. \_\_\_\_\_

\_\_\_\_\_.



## VI. Assessment

Directions: Assessment of pieces of total learning. Read the given questions. Identify the correct answer reviewing the entirety of the module. Write your answers in the line provided before the number.

- \_\_\_\_\_ 1. A group of people that shares a common environment is called \_\_\_\_\_.
- \_\_\_\_\_ 2. What is the name of the little boy who changed Rich City into a Healthy Community Environment.
- \_\_\_\_\_ 3. The physical pollution of living organisms and their environment as a result of release of radioactive substances into the environment.
- \_\_\_\_\_ 4. Caused by excessive sound that results to hearing loss, stress, fatigue, irritability, tension, headache, and high blood pressure.
- \_\_\_\_\_ 5. The degradation of Earth's surface through the misuse of the soil due to poor agricultural activities, mining, industrial waste disposal, and indiscriminate urban waste disposal.



## VII. Additional Activity

Based on what you have learned in the module, write a paragraph about the importance of cleanliness in your home, school, and as a person in the community. Put an emphasis on actions you can give to avoid the environmental problems. Write your response in a one whole sheet of paper.

## Region IX: Zamboanga Peninsula Hymn – Our Eden Land

Here the trees and flowers bloom  
Here the breezes gently Blow,  
Here the birds sing Merrily,  
The liberty forever Stays,

Gallant men And Ladies fair  
Linger with love and care  
Golden beams of sunrise and sunset  
Are visions you'll never forget  
Oh! That's Region IX

Cebuanos, Ilocanos, Subanons, Boholanos, Ilongos,  
All of them are proud and true  
Region IX our Eden Land

Here the Badjaos roam the seas  
Here the Samals live in peace  
Here the Tausogs thrive so free  
With the Yakans in unity

Hardworking people Abound,  
Every valleys and Dale  
Zamboanguenos, Tagalogs, Bicolanos,

Region IX  
Our..  
Eden...  
Land...

### My Final Farewell

Farewell, dear Fatherland, clime of the sun caress'd  
Pearl of the Orient seas, our Eden lost!,  
Gladly now I go to give thee this faded life's best,  
And were it brighter, fresher, or more blest  
Still would I give it thee, nor count the cost.

Let the sun draw the vapors up to the sky,  
And heavenward in purity bear my tardy protest  
Let some kind soul o'er my untimely fate sigh,  
And in the still evening a prayer be lifted on high  
From thee, O my country, that in God I may rest.

On the field of battle, 'mid the frenzy of fight,  
Others have given their lives, without doubt or heed;  
The place matters not-cypress or laurel or lily white,  
Scaffold or open plain, combat or martyrdom's plight,  
T is ever the same, to serve our home and country's need.

Pray for all those that hapless have died,  
For all who have suffered the unmeasur'd pain;  
For our mothers that bitterly their woes have cried,  
For widows and orphans, for captives by torture tried  
And then for thyself that redemption thou mayst gain

I die just when I see the dawn break,  
Through the gloom of night, to herald the day;  
And if color is lacking my blood thou shalt take,  
Pour'd out at need for thy dear sake  
To dye with its crimson the waking ray.

And when the dark night wraps the graveyard around  
With only the dead in their vigil to see  
Break not my repose or the mystery profound  
And perchance thou mayst hear a sad hymn resound  
'T is I, O my country, raising a song unto thee.

My dreams, when life first opened to me,  
My dreams, when the hopes of youth beat high,  
Were to see thy lov'd face, O gem of the Orient sea  
From gloom and grief, from care and sorrow free;  
No blush on thy brow, no tear in thine eye.

And even my grave is remembered no more  
Unmark'd by never a cross nor a stone  
Let the plow sweep through it, the spade turn it o'er  
That my ashes may carpet earthly floor,  
Before into nothingness at last they are blown.

### References

Dream of my life, my living and burning desire,  
All hail ! cries the soul that is now to take flight;  
All hail ! And sweet it is for thee to expire :  
To die for thy sake  
And sleep in thy bosom eternity's long night.

Then will oblivion bring to me no care  
As over thy vales and plains I sweep;  
Throbbing and cleansed in thy space and air  
Ever repeating the faith that I keep.

Christophers, Darlene. "The 21<sup>st</sup> Century: *MAPEH in Action: Worktext in Music, Arts, Physical Education, and Health*". (March 2016): 264-277. REX Bookstore.

If over my grave some day thou seest grow,  
In the grassy sod, a humble flower,  
Draw it to thy lips and kiss my soul so,  
While I may feel on my brow in the cold tomb below  
The touch of thy tenderness, thy breath's warm power.

My Fatherland ador'd, that sadness to my sorrow lends  
Beloved Filipinas, hear now my last good-by!  
I give thee all: parents and kindred and friends  
For I go where no slave before the oppressor bends,  
Where faith can never kill, and God reigns e'er on high!

Let the moon beam over me soft and serene,  
Let the dawn shed over me its radiant flashes,  
Let the wind with sad lament over me keen ;  
And if on my cross a bird should be seen,  
Let it trill there its hymn of peace to my ashes.

Farewell to you all, from my soul torn away,  
Friends of my childhood in the home dispossessed!  
Give thanks that I rest from the wearisome day!  
Farewell to thee, too, sweet friend that lightened my way;  
Beloved creatures all, farewell! In death there is rest!

### I Am a Filipino, by Carlos P. Romulo

I am a Filipino—inheritor of a glorious past, hostage to the uncertain future. As such I must prove equal to a two-fold task—the task of meeting my responsibility to the past, and the task of performing my obligation to the future.

I am a Filipino, child of the marriage of the East and the West. The East, with its languor and mysticism, its passivity and endurance, was my mother, and my sire was the West that came thundering across the seas with the Cross and Sword and the Machine. I am of the East, an eager participant in its spirit, and in its struggles for liberation from the imperialist yoke. But I also know that the East must awake from its centuried sleep, shake off the lethargy that has bound his limbs, and start moving where destiny awaits.

I sprang from a hardy race, child many generations removed of ancient Malayan pioneers. Across the centuries the memory comes rushing back to me: of brown-skinned men putting out to sea in ships that were as frail as their hearts were stout. Over the sea I see them come, borne upon the billowing wave and the whistling wind, carried upon the mighty swell of hope—hope in the free abundance of new land that was to be their home and their children's forever.

I am a Filipino, and this is my inheritance. What pledge shall I give that I may prove worthy of my inheritance? I shall give the pledge that has come ringing down the corridors of the centuries, and it shall be compounded of the joyous cries of my Malayan forebears when first they saw the contours of this land loom before their eyes, of the battle cries that have resounded in every field of combat from Mactan to Tirad Pass, of the voices of my people when they sing:

I am a Filipino. In my blood runs the immortal seed of heroes—seed that flowered down the centuries in deeds of courage and defiance. In my veins yet pulses the same hot blood that sent Lapulapu to battle against the first invader of this land, that nerved Lakandula in the combat against the alien foe, that drove Diego Silang and Dagohoy into rebellion against the foreign oppressor.

"I am a Filipino born to freedom, and I shall not rest until freedom shall have been added unto my inheritance—for myself and my children and my children's children—forever."

The seed I bear within me is an immortal seed. It is the mark of my manhood, the symbol of dignity as a human being. Like the seeds that were once buried in the tomb of Tutankhamen many thousand years ago, it shall grow and flower and bear fruit again. It is the insignia of my race, and my generation is but a stage in the unending search of my people for freedom and happiness.



