PRODUCTION OF
MULTI-MEDIA
(A VIDEO EPISODE AND
CORRESPONDING E-LEARNING MODULE AND SESSION GUIDE)
LEARNING RESOURCES
FOR
HEALTH EDUCATION
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I. Executive Summary

The Philippine Cancer Society, Inc. (PCSI), a private, non-stock, non-profit corporation aims to help “the Filipino cope with cancer by preventing it and diminishing death caused by it, especially among the disadvantaged, through information, education, advocacy and focused services” (http://www.philcancer.org.ph). Following this, it collaborated with the Knowledge Channel Foundation, Inc. (KCFI) whose advocacy is to help improve the lives of Filipinos through relevant and quality learning through educational media.

Knowing that KCFI’s K Channel television is being utilized in more than 4,000 public schools and is reaching more than 4,000,000 learners all over the country, and acknowledging K Channel’s expertise in developing quality educational video resources, PCS partnered with KCFI so that it’s advocacy could reach more and teach more Filipinos, especially the young.

The collaboration developed Health is Wealth, a video episode promoting healthy lifestyle, proper nutrition, and cancer prevention; a corresponding e-learning module; and a session guide for teachers on integrating the episode into classroom lessons on Health Education.

The video episode was developed to help teach required learning competencies under the Department of Education’s (DepEd) formal and alternative learning systems.

Health is Wealth was tested to target learners, and revisions were made to ensure better appeal and comprehension.

PCS contributed five hundred thousand pesos (Php 500,000.00) for this collaboration, while KCFI produced the episode and corresponding e-learning module and session guide for teachers, and provided and will continue to provide access to the said multi-media learning resources through its on-air, online and on-demand content delivery channels. The total counterpart cost of KCFI for implementing the project is two million five hundred thousand pesos (Php 2,500,000.00) at the minimum consisting of airtime on K Channel, i.e. Php 125,000/20 minute-episode x 1 episode x 4 replays x 5 school years; and another three hundred thousand pesos (Php 300,000.00) for hosting the materials on its online learning portal, kchonline.ph; and installing the same in its video-on-demand packages that is distributes to the schools.

II. Project Implementation

A. Summary Data

Health is Wealth, among things related to taking care of one’s health, zeroed in on PCS’ key message in cancer prevention: DO NOT SMOKE.

According to studies, smoking is responsible for several severe diseases, such as cancer, long-term (chronic) respiratory diseases, heart disease, as well as premature death. Smoking is the largest cause of preventable death in the world. Recent studies have found that smokers can undermine the health of non-smokers in some environments.
In an online publication, Medical News Today (30 May 2013), it was demonstrated that on average, smokers die ten years earlier than non-smokers.

About 90% of lung cancer patients developed the disease because of smoking. Lung cancer is one of the most common causes of cancer deaths in the world. Smokers also have a significantly higher risk of developing bladder cancer, kidney cancer, throat cancer, esophagus cancer, pancreatic cancer, stomach cancer, some types of leukemia, cervical cancer, cancer of the nose and sinuses, bowel cancer, ovarian cancer and breast cancer.

Scientists say there are over 4,000 toxic and cell-damaging compounds in cigarette smoke.

Health is Wealth’s primary goal is to make the learning of basic Health Education concepts in grade or development levels 3-6 easy, fun and effective. The episode related concepts to daily situations that students face.

B. Performance

A Project Management Group (PMG), composed of key PCS officers and KCFI officers and key personnel assigned to the project and consultants who are knowledgeable on the content and teaching of the Department of Education’s (DepEd) curriculum for Health Education in development levels 3 to 6, was convened.

1. Production of a video episode for Grades 3 to 6 Health Education

a. Writing of Content Map. From the DepEd curriculum for Health Education for development levels 3 to 6, the content map for the video episode and corresponding e-learning module was written.

The content map was drafted by KCFI with the help of consultant, Ms. Arlen Gatpo of the Department of Education. The involvement of the latter provides the project with relevant information and data from actual daily classroom learning situations.

b. Enriching the Curriculum. The curriculum map was enriched with the integration of KCFI learner values and relevant issues that should trigger the learner to think critically and act on them.

c. Writing of Curriculum Guide. A curriculum content guide is drafted for the content map. The content guide made it easy for the scriptwriter or storyboader not only to provide relevant content for learning but also to develop plots or stories that the target viewers may easily relate to. The guide also provides the framework for content assessment.

The following presents the topic of the video episode and corresponding e-learning module.
HEALTH IS WEALTH

**Health is Wealth (Development Level 3 to 6)**

*Health is Wealth* is a learning episode in a narrative of a group of students and their teachers who are celebrating *Health is Wealth* Day. The episode promotes healthy lifestyle, proper nutrition, active body, cancer prevention, and the benefits of not smoking.

<table>
<thead>
<tr>
<th>1</th>
<th>Learning Competency: Healthy Lifestyles and Non-Communicable Diseases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This episode explains the importance of healthy living and building up one's body resistance in the prevention of diseases. It also explains how healthy relationships can positively impact health and community environments.</td>
</tr>
</tbody>
</table>

The video episode and its corresponding e-learning module and session guide will deepen learning by providing pieces of information related to Health Education for the students to learn and apply concepts, analyze, and evaluate situations.

d. Writing of the script. The script features a group of students on a special learning session for the school’s celebration of *Health is Wealth* Day. Through an activity where chosen students were asked to be “teachers” of their classmates, they learned the importance of good health and of keeping the body healthy through observing proper nutrition, diet, hygiene and lifestyle, and building up one's body resistance in the prevention of diseases and through avoidance of vices such as smoking. At the end of the episode, the children came up with their own synthesis of learning or generalizations.

PCS officers and project consultants helped the writers by contextualizing or providing real-life situations on health that necessitate attention. These writers in turn put them in easily-relatable discussions.

This process takes a lot of time since it is here where everyone needed to be very meticulous about curriculum concepts and their practical applications. Everyone also had to make sure that concepts are translated into scripts in a manner that the production team could easily appreciate and understand, and for them to be able also to turn the said scripts in fun and appealing, and very comprehensible learning episodes.

e. Shooting of the video episode. The episode was allotted a couple of shooting days. The script and situations called for locations inside an auditorium. Shooting was scheduled after the script was finalized, and based on the availability of the set and talents.

f. Editing of the video episode. The video episode was edited based on the script and following K Channel’s 20-minute requirement for program length. This K Channel guideline follows several studies conducted on the attention span of young learners. According to researches, for educational video episodes to be effective, they should not run beyond 20 minutes.

The episode was scored with “now” music and sound effects. Animation and text graphics were added highlighting relevant concepts, terms, and topics for appeal and better understanding. Efforts were exerted to make the production elements look “young” and “hip.”
The episode was subjected to previews and tests. KCFI researchers took the video episode to a group of representative samples of its target audience: learners taking Grade 4 Health Education. A demonstration lesson using the video episode was conducted. The students were surveyed and later on interviewed on the episodes’ appeal.

They were then tested on what they learned from the episode.

There were also questions whose purpose was to elicit the topics in the episode that were least understood, and on what can be done to make the episode more appealing, informative and relevant. These questions and corresponding answers were fed into the next task: revising the episode.

Revisions were made following answers, comments and recommendations of student-respondents, teachers and consultants. The revised draft was previewed, finalized and approved.

g. Writing of the session guide. KCFI prepared a session guide for teachers. This is actually a suggested lesson plan that teachers may use in teaching and learning with *Health is Wealth*. The idea behind this is to help teachers integrate the episode into the classroom lesson with ease.

It is the intention of KCFI that the session guide that it prepared for *Health is Wealth* should not only provide information, but should also develop critical thinking among learners. (Please see Annex C for the session guide.)

h. Airing and uploading the video episode. The schedule of airing of the video episode will follow DepEd’s curriculum and schedule of topics or budget of work. This means that the episode will be programmed during the week that the topics or themes that it carries are supposed to be taught in the classrooms. Teachers will be notified of the airing schedule through the *K Channel Guide*, a biannual magazine of schedules of programs with corresponding program descriptions and learning competencies to teachers and schools that use K Channel.

*Health is Wealth* will air for five years on K Channel, subject to regular reviews of its curriculum content, and schedule based on developments in DepEd’s programs and curriculum.

It will also be uploaded on K Channel’s online learning portal, [kchonline.ph](http://kchonline.ph), and installed into the K Channel On-Demand package for K-12 and ALS.

*Health is Wealth* will be programmed and aired next school year (June 2015- March 2016).

For the Christmas Season (2014), K Channel premiered *Health is Wealth* on the following dates and time:
December 22, 2014 (Monday)
3:20pm - 3:40pm

December 23, 2014 (Tuesday)
8:40am - 9:00am

December 27, 2014 (Saturday)
8:40am - 9:00am
3:20pm - 3:40pm

January 1, 2015 (Thursday)
3:20pm - 3:40pm

January 2, 2015 (Friday)
8:40am - 9:00am

i. Project Launch. *Health is Wealth* will be launched by PCS and KCFI and will be symbolically turned over to the DepEd.

2. **Production of corresponding e-learning module**

a. A corresponding e-learning module that complements the curriculum content of the video episode was developed, beta-tested to target learners, revised and finalized. The same will be uploaded on kchonline.ph. The interactive module is in the form of educational material that echo and deepen the learning of concepts related to those in the episode.

The teachers may use the e-module alongside the episode of *Health is Wealth* during classroom sessions. They may also ask the students to try the educational activity as homework.

During testing, the respondents found the module “very easy to navigate” and that they “provide interactivity for more fun in learning.”

C. Financial Report

For the financial report, please see Annex D.

D. Evaluation

*Health is Wealth* was tested to a representative sample of target learners. The episode was rated 95% in appeal, comprehension, and relevancy and effectiveness tests. This means, the episode is visually and structurally engaging, and comprehensible, and is therefore a good learning resource.
All the students who viewed the episodes said they liked it and will watch them even on their own and even if they are shown alongside more commercial fares on television. Among their reasons for liking the episodes are:

“Marami akong natutunan tungkol sa wastong pagkain at tamang pag-exercise.”

“Maganda makinig para maishare ang (mensahe ng) palabas sa mga kaibigan.”

“Dahil sa palabas ay mas papahalagahan ko na ang kumain ng gulay at prutas.”

“Nakakarelate ako sa mga bata dahil gusto ko pang matuto ng iba pang mga mahahalagang bagay tungkol sa aking katawan.”

“Ngayon mas maiiwasan ko na ang magkasakit lalo na ngayong ako ay bata pa.”

“Magagamit ko ito dahil ito din ay pinagaaralan naming sa klas.”

Majority of the respondents (94%) said that they are familiar with similar programs with the same format. They have been exposed to other programs or shows that tackle similar topics such as taking care of one’s health, proper diet, regular exercise and non-smoking. It is thus not difficult for them to be easily caught in the narrative.

The respondents also said that the episode’s use of real-life situations that students face facilitates relatability or relevancy and better understanding. The students see themselves, or some people that they know, in these situations.

The respondents noticed that the young actors portrayed their roles very well and that their performance was realistic.

Ninety Five percent (95%) of the respondents agreed that the language used in the show was appropriate (generally Filipino with a few English words).

Majority or almost 96% of the respondents recognized the values or morals in the episode. They cited these values to include:

1. “pagpapahalaga sa sarili at kinabukasan”
2. “pangangalaga sa kumunidad”
3. “respeto”

III. Conclusions and Recommendations

Learning could be easy, fun and engaging when students perform or are subjected to activities purposely conceptualized and implemented, and which they can easily relate to, like the viewing of contextualized educational video episodes and subsequent discussions or deepening activites
on them. The impact of multi-media materials on the children is immense. They do not merely influence learning, but attitudes and behaviors, as well. Thus, educators must maximize them. An 18-minute episode, *Health is Wealth*’s running time, is capable of teaching an equivalent of five or more hours of lessons, and it does it very effectively.

The reasons for the success of the series probably range from the very rigid development processes that see the meticulous involvement of KCFI’s content and curriculum and production teams, DepEd, PCS and other consultants to make sure that the resulting map and guide will have the necessary curriculum content, and such are aptly translated into a script and eventually into an entertaining and very informative video episode. Teacher-consultants who are actually teaching the subject matter play important roles as well, in making the episode more relevant to the learning needs and modes of target learners.

It is therefore highly recommended that PCS and KCFI continuously collaborate to develop more relevant multi-media learning resources for Health Education to help especially the marginalized Filipino children and adult learners acquire better understanding of keeping the body healthy and disease-free. The next round of collaboration between the two organizations could be the continuation of the development of learning resources for Health Education this time however, focus will be on other topics or themes for the next grade levels, or for other equally relevant subject areas that would provide immediate impact on the individual learners’ health and his community.
Annex A

Below are photos taken during the shoot of the KCFI-PCS collaboration, *Health is Wealth*.
Annex B

Below are photos taken during the preview, research and Focus Group Discussions (FGDs) for *Health is Wealth*. This activity was done to determine the episode’s appeal and comprehension to target learners.
Annex C
(Session Guide for Teachers)

Subject/Grade Level: Grades (3-6 and 8-9)

Title: Health is Wealth

Competencies:

Grades 3-6
Explains how healthy relationships can positively impact health

Grades 8-9
Explains non-communicable diseases based on cause and effect, signs and symptoms, risk factors and protective factors and possible complications

Demonstrates personal responsibility in the prevention of cigarette and alcohol use through the promotion of a healthy lifestyle

KCh Learner Value: I am responsible.

Critical Issue: Taking care of the body, smoking, dealing with stress, lack of sleep, healthy lifestyle

I. Objectives

At the end of the session, students should be able to:
- identify diseases that may result from poor health practices;
- cite instances where the importance of healthy lifestyle become helpful / beneficial;
- recognize the significance of healthy diet in keeping the body health; and
- explain the importance of plants in keeping the body healthy.

II. Essential Understanding

- Good health depends in one’s lifestyle.
- Healthy living is living healthy.
- Food and environment affect one’s health.

III. Essential Questions

- How does one maintain a good health condition?
- How does food intake affect human health?
- How do plants contribute to human good health condition?
IV. Summary of the Episode

This episode discusses the importance of a healthy lifestyle in maintaining a good health condition. This also cites some diseases and disorders that can be acquired by having a poor health. Environment factors like plants' contribution to human health is also mentioned in this episode.

V. Pre-Viewing (Motivation)

1. The students will be brought outside the classroom where they can observe fresh air. They will be asked to do the following:
   a. Breathing exercises
   b. Stretching exercises
   c. Identify the things in their surroundings that will positively and negatively affect their health.

2. After the exercises, the students will be asked about what they feel and how it will help them sustain their good health.

3. Tell the students that in the video they are about to see will educate them on the proper ways in taking care of their health. They will also see some things that can help them build up their immune system like proper diet and other activities.

VI. Viewing Proper

- Health is Wealth (Grades 3 to 6 and 8 to 9)
  “Health is Wealth”

VII. Post Viewing

1. Questions (Health is Wealth)
   a. What was the program about?

2. Review Questions
   a. According to the video, how do you practice proper diet in consuming healthy food?
   b. What are the types of food that you should eat regularly? How do these foods nourish your body?
   c. How plants can help human health condition?
   d. What makes plants look green? How does this phenomenon contribute to good health of humans?
   e. What is cancer?

3. Deepening
a. How do cells develop cancer?
b. What are the bad practices that can help develop cancer cells?
c. Why is exercise important?

4. **Group Work/Activity**

- Ask the students to create a table like the one below and present this to class. The students may present their table in creative ways like news casting, skit, conference talk etc.

<table>
<thead>
<tr>
<th>Good Health Practice</th>
<th>Benefits</th>
<th>Types of Disease/s that can be Avoided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planting Tress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating Healthy Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VIII. **Synthesis and Valuing**

To end the session, the students will do a unison response as a group. They will be given 2 to 3 minutes to think about their shout out phrase that they have to recite as a group.

IX. **Homework**

For their homework, give the students the following activities:

1. Make your own feasible health plan for a week. It must include the following details:
   a. Food to eat daily
   b. Time for regular exercise
   c. Sleeping / resting time
   d. Healthy hobbies to do

Knowledge Channel created this video for the purpose of educating the students to value good health practices as well to avoid chronic and other diseases like cancer. This also develops awareness among students the importance of plants and its contribution to human health.

It can also be used in:

- Science classes (grades 3-6 and 8-9)
- Health classes
Annex D
Financial Report

Period Covered: March 2014 to December 2014
Grantee: KNOWLEDGE CHANNEL FOUNDATION, INC
Project Title: “Health is Wealth”
Grant Funds: Php 500,000.00

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>NARRATIVE DESCRIPTION</th>
<th>OUTPUT</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHASE 1: Pre-production</strong></td>
<td></td>
<td></td>
<td>118,479.31</td>
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<tr>
<td>Inception meeting</td>
<td>Consultation meetings to identify topics for production</td>
<td>List of topics for program outline</td>
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<tr>
<td>Content Development</td>
<td>Script Committee’s (SC) deliberation/recommendation on final episode storyline</td>
<td>Approved episode storyline</td>
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<td>Script Development</td>
<td>SC’s review and approval on:</td>
<td>Approved episode:</td>
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<tr>
<td></td>
<td>1.1 Sequence treatments</td>
<td>1.1 Sequence treatments</td>
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<tr>
<td></td>
<td>1.2 Draft scripts</td>
<td>1.2 Final scripts</td>
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<tr>
<td>Location and Character identification</td>
<td>SC’s approval on episode location and character *Pre coordination on production requirements</td>
<td>Approved location and characters per episode</td>
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<tr>
<td><strong>PHASE 2: Production</strong></td>
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<tr>
<td>Taping</td>
<td>Episode Taping</td>
<td>Raw Materials</td>
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<tr>
<td><strong>PHASE 3: Post Production</strong></td>
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<tr>
<td>Pre-editing of raw materials</td>
<td>Pre-editing and assembly of Episode 1 raw materials</td>
<td>Offline cut of episode</td>
<td></td>
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<tr>
<td>Preview of Episode (offline)</td>
<td>Viewing of episode 1 (offline ) by SC for feedback</td>
<td>Revisions for Episode (Offline )</td>
<td></td>
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<tr>
<td>Mastering of Episode</td>
<td>Incorporation of revisions in editing, laying in of musical scoring, graphics</td>
<td>Episode - Online cut</td>
<td></td>
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<tr>
<td>Testing of Pilot Episode</td>
<td>Previewing of Episode 1 by target viewers / FGD</td>
<td>Assessment of Episode</td>
<td></td>
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</tbody>
</table>

SUB TOTAL  417,936.66

GENERAL AND ADMIN SHARE  16%  82,063.34

GRAND TOTAL  500,000.00