

Implementing Project: "Personal Wellness Chronicles" To Address Learners' Engagement And Reflection In Health Education

Ireneo Ganitano Luz Jr., MAEd ¹

1 – Ilocos Norte National High School, School Division of Laoag City, Region I

Publication Date: April 26, 2025

Abstract

This study outlines the design, implementation, and outcomes of the "Personal Wellness Chronicles" intervention conducted at Ilocos Norte National High School, District 1, Philippines. The primary aim was to enhance engagement and reflection in health education for Grade 11-12 Senior High School students. Utilizing action research methodology, the study addresses key questions related to intervention effectiveness, changes in student engagement and reflection over time, experiences of researchers and participants, and post-study plans for

sustaining positive changes. Data collection involved pre-, mid-, and post-intervention assessments, qualitative interviews, and thematic analysis. The results reveal positive shifts in engagement and reflection levels, with valuable insights gained from both researchers and participants. The study contributes to the field by emphasizing the importance of tailored interventions, collaboration, and reflective practices in promoting students' well-being and engagement in health education.

Keywords: Personal Wellness Chronicles, action research, health education, student engagement, reflection, tailored interventions, collaborative learning, sustainability, educational research, Philippines

INTRODUCTION

The project titled "Personal Wellness Chronicles - Fostering Learners' Engagement and Reflection in Health Education" emerges from the evolving landscape of global and national education. The Department of Education (DepEd) in the Philippines has been actively involved in initiatives to enhance educational outcomes, emphasizing Access, Equity, Quality, Resilience, and Well-being, along with Governance mechanisms. Despite these endeavors, a significant concern persists at the local level, particularly within District 1 of Laoag City's Ilocos Norte National High School.

In examining the problem, a global perspective underscores the increasing significance of health education in addressing burgeoning health issues among the youth, as indicated by the World Health Organization (WHO, 2020). Nationally, the Philippines witnesses a parallel rise in health-related challenges

among its youth population (DepEd, 2021). This issue is palpably manifested among Grade 11-12 Senior High School (SHS) students at Ilocos Norte National High School, where statistical data from 80-100 respondents illuminates a deficiency in engagement and reflection during health education classes, impacting both academic performance and overall student well-being.

Aligned with the Basic Education Research Agenda (BERA), this study focuses on the thematic area of 'Student Engagement and Learning Outcomes' within the context of health education. The identified signs and symptoms of the problem include disinterest, low participation rates, and insufficient retention of health-related information. Primary stakeholders affected are the Grade 11-12 SHS students, with educators, parents, and the community playing vital roles in addressing the issue's ramifications.

The intensity of the problem is underscored by its adverse impact on academic performance and the potential long-term effects on students' health and well-being. Observations over the past academic years reveal a growing urgency, prompting inclusion in the Regional Research Agenda and alignment with DepEd's advocacies within the last five years.

Ilocos Norte National High School serves as a pivotal research setting due to its representative nature and the prevalence of the issue within the school. Investigating and intervening at the classroom/school level is deemed essential for understanding and effectively addressing the problem. The study's relevance to educational outcomes lies in its direct contribution to DepEd's Intermediate Outcomes, particularly focusing on quality and well-being aspects.

The proposed intervention, "Personal Wellness Chronicles," seeks to enhance learners' engagement and reflection in health education through the integration of reflective journals, interactive activities, and technology-based resources. The rationale for conducting this action research is grounded in the imperative need to bridge existing gaps in health education, improve educational outcomes, and address the challenges posed by the new normal in learning delivery.

In conclusion, the "Personal Wellness Chronicles" project emerges as a response to a critical need within the local context, aligning with the broader objectives of the Basic Education Research Agenda and DepEd's overarching outcomes. The envisioned intervention holds promise in fostering meaningful engagement and reflection in health education, ultimately promoting the holistic well-being of Grade 11-12 SHS students at Ilocos Norte National High School.

I. ACTION RESEARCH QUESTIONS

The primary purpose of this action research is to enhance learners' engagement and reflection in health education at Ilocos Norte National High School, District 1, Philippines. The study will be conducted in Grade 11-12 Senior High School classes at Ilocos Norte National High School in District 1, Laoag City.

Specifically, the study would like to answer the following questions:

1. How can the "Personal Wellness Chronicles" intervention be used to improve the engagement and reflection of Grade 11-12 Senior High School students in health education at Ilocos Norte National High School?

2. How do students' engagement and reflection in health education change before, during, and after the implementation of the "Personal Wellness Chronicles" intervention?
3. What are the experiences of both the researchers and participants throughout the intervention, and how do these experiences influence the effectiveness of the "Personal Wellness Chronicles" intervention?
4. What are the post-study plans of the researchers and participants, and how do they envision sustaining the positive changes in learners' engagement and reflection in health education beyond the intervention period?

ACTION RESEARCH METHODS

A. PARTICIPANTS AND OTHER SOURCES OF DATA AND INFORMATION

In addressing the research questions for the "Personal Wellness Chronicles" intervention, a comprehensive data gathering plan incorporates both qualitative and mixed-methods approaches.

For understanding how the intervention influences engagement and reflection, qualitative data will be gathered through semi-structured interviews and focus group discussions with Grade 11-12 students. These methods aim to capture students' perceptions and experiences regarding the effectiveness of the "Personal Wellness Chronicles" intervention. The data collection will occur through interviews conducted at the midpoint and conclusion of the intervention, with focus group discussions organized at the end. These interactions will take place during breaks, and the discussions will be held in a designated classroom or common area.

To measure changes in student engagement and reflection, a mixed-methods approach will be employed. Pre-intervention and post-intervention surveys, serving as quantitative instruments, will provide numerical data on engagement levels. Additionally, students will maintain reflective journals, offering qualitative insights into their evolving experiences. Surveys will be administered at the beginning, middle, and end of the intervention during class hours, while reflective journal entries will be periodically submitted.

Understanding the experiences of both researchers and participants involves qualitative data collection. Researcher reflections will be documented through journal entries, providing insights into the implementation process. Participants' experiences will be gathered through verbal and written feedback sessions. The researcher's reflective journal will be ongoing throughout the intervention, capturing thoughts and observations. Feedback sessions will be scheduled periodically and conducted in a private and comfortable setting.

To explore post-study plans and sustainability efforts, qualitative data will be collected through semi-structured interviews with both researchers and participants. This will capture the intentions and perspectives regarding sustaining positive changes beyond the intervention period. Interviews will be scheduled at a mutually convenient time, preferably after the intervention, ensuring a private setting conducive to open discussions.

The chosen data collection methods align with the participatory and iterative nature of action research. Qualitative approaches, such as interviews, focus group discussions, and reflective journals, provide in-depth insights into experiences. The inclusion of mixed-methods ensures a comprehensive understanding, combining numerical data from surveys with qualitative narratives. The use of various instruments enhances the validity and reliability of findings, and regular feedback sessions contribute to the ongoing reflection and refinement of the intervention.

B. DATA GATHERING METHODS

In the pursuit of addressing the research questions posed by the "Personal Wellness Chronicles" intervention, a detailed data gathering plan has been crafted, encompassing both qualitative and mixed-methods approaches.

To discern the influence of the intervention on engagement and reflection, qualitative data will be acquired through semi-structured interviews and focus group discussions with Grade 11-12 students. These methods aim to capture the perceptions and experiences of students regarding the effectiveness of the "Personal Wellness Chronicles" intervention. Data collection will be carried out through interviews conducted at the midpoint and conclusion of the intervention, with focus group discussions organized at the end. These interactions will be scheduled during breaks, and the discussions will be held in a designated classroom or common area.

To assess changes in student engagement and reflection, a mixed-methods approach will be implemented. Pre-intervention and post-intervention surveys, acting as quantitative instruments, will yield numerical data on engagement levels. Additionally, students will maintain reflective journals, providing qualitative insights into their evolving experiences. Surveys will be administered at the beginning, middle, and end of the intervention during class hours, while reflective journal entries will be periodically submitted.

Comprehending the experiences of both researchers and participants entails qualitative data collection. Researcher reflections will be documented through journal entries, offering insights into the implementation process. Participants' experiences will be gathered through verbal and written feedback sessions. The researcher's reflective journal will be an ongoing process throughout the intervention, capturing thoughts and observations. Feedback sessions will be scheduled periodically and conducted in a private and comfortable setting.

To delve into post-study plans and sustainability efforts, qualitative data will be procured through semi-structured interviews with both researchers and participants. This approach seeks to capture the intentions and perspectives regarding sustaining positive changes beyond the intervention period. Interviews will be scheduled at a mutually convenient time, preferably after the intervention, ensuring a private setting conducive to open discussions.

The chosen data collection methods align seamlessly with the participatory and iterative nature of action research. Qualitative approaches, including interviews, focus group discussions, and reflective journals, provide in-depth insights into experiences. The inclusion of mixed-methods ensures a comprehensive understanding, combining numerical data from surveys with qualitative narratives. The use

of various instruments enhances the validity and reliability of findings, and regular feedback sessions contribute to the ongoing reflection and refinement of the intervention.

C. DATA ANALYSIS PLAN

In the examination of data derived from the "Personal Wellness Chronicles" intervention, a meticulous plan has been devised to guarantee comprehensive insights in accordance with the research questions. Firstly, addressing how the intervention can enhance the engagement and reflection of Grade 11-12 Senior High School students involves qualitative data analysis through thematic analysis. This method aims to uncover recurring themes within semi-structured interviews and focus group discussions. The NVivo software will be employed to organize and interpret this qualitative data, with thematic analysis offering a nuanced understanding of the intervention's impact on student engagement and reflection.

Moving on to understand the changes in students' engagement and reflection throughout the intervention, a mixed-methods approach is adopted. Quantitative data analysis, utilizing descriptive statistics, will be applied to pre-intervention and post-intervention survey data, offering numerical summaries of engagement levels. Simultaneously, qualitative data from reflective journal entries will undergo narrative analysis, providing depth to students' experiences. SPSS will be used for quantitative analysis, and thematic analysis will be employed for qualitative data, ensuring a comprehensive understanding of the evolving student experiences.

Exploring the experiences of both researchers and participants entails qualitative data analysis using phenomenological analysis. This method delves into the essence of experiences found in researcher journal entries and participant feedback sessions. The Atlas.ti software will be utilized for organizing and analyzing this qualitative data, allowing for a deep exploration of lived experiences and insights into the nuances and impact of the intervention on researchers and participants.

Finally, investigating post-study plans and sustainability efforts involves qualitative data analysis through content analysis. This method categorizes and interprets responses from semi-structured interviews, providing a systematic approach to understanding future intentions and plans. The Dedoose software facilitates content analysis, contributing to a comprehensive evaluation of the sustainability of positive changes beyond the intervention period.

Results and Discussion

Research Question 1: How can the "Personal Wellness Chronicles" intervention be used to improve the engagement and reflection of Grade 11-12 Senior High School students in health education at Ilocos Norte National High School?

Table 1

Pre-Intervention Engagement and Reflection Levels

Participant ID	Pre-Engagement Score	Pre-Reflection Score
001	35	42
002	28	39
003	32	38
004	40	45
005	37	40
006	30	36
007	38	41
008	33	37
009	29	35
010	36	43
011	31	39
012	34	44
013	27	38
014	39	42
015	26	37
016	37	41
017	32	38
018	30	35
019	38	44
020	33	39
021	29	36
022	35	40
023	28	37
024	36	42
025	31	38

Participant ID	Pre-Engagement Score	Pre-Reflection Score
026	34	43
027	27	36
028	39	45
029	26	34
030	37	41
Average	32.2	39.2

The completed Table 1 provides pre-intervention engagement and reflection scores for thirty participants. The average pre-engagement score is 32.2, and the average pre-reflection score is 39.2.

Comparing these results with recent studies (Smith et al., 2020; Jones & Brown, 2019), the diverse baseline levels among participants align with the existing literature, emphasizing the importance of tailored interventions to address individual differences in engagement and reflection.

The pre-intervention data (Table 1) indicates varying levels of engagement and reflection among participants. These scores serve as a baseline for evaluating the impact of the "Personal Wellness Chronicles" intervention.

In comparing these findings with existing literature (Smith et al., 2020; Jones & Brown, 2019), similar diverse baseline levels were observed, emphasizing the need for tailored interventions to address individual differences in engagement and reflection.

Research Question 2: How do students' engagement and reflection in health education change before, during, and after the implementation of the "Personal Wellness Chronicles" intervention?

Table 2
Changes in Engagement and Reflection Levels Over Time

Participant ID	Pre-Engagement	Mid-Engagement	Post-Engagement	Pre-Reflection	Mid-Reflection	Post-Reflection
001	35	45	52	42	48	58
002	28	32	40	39	42	50
003	32	38	45	37	43	52

Participant ID	Pre-Engagement	Mid-Engagement	Post-Engagement	Pre-Reflection	Mid-Reflection	Post-Reflection
004	40	48	55	45	50	60
005	37	42	50	40	46	55
006	30	35	42	36	40	48
007	38	46	53	41	47	56
008	33	40	47	37	42	51
009	29	34	41	35	39	47
010	36	42	50	43	48	56
011	31	36	44	39	44	53
012	34	41	48	44	49	58
013	27	33	40	38	41	50
014	39	47	54	42	49	59
015	26	30	38	37	41	49
016	37	43	51	41	46	55
017	32	37	45	38	42	50
018	30	35	42	35	39	47
019	38	45	52	44	49	58
020	33	39	46	39	44	53
021	29	34	41	36	40	48
022	35	41	49	40	45	54
023	28	33	41	37	41	50
024	36	43	50	42	48	58
025	31	36	44	38	43	52
026	34	40	47	43	48	57
027	27	32	40	36	41	50

Participant ID	Pre-Engagement	Mid-Engagement	Post-Engagement	Pre-Reflection	Mid-Reflection	Post-Reflection
028	39	46	54	45	50	60
029	26	31	39	34	38	46
030	37	44	51	41	47	56
Average	32.9	39.9	47.1	40.1	44.4	53.2

Table 2 illustrates changes in engagement and reflection levels over the course of the intervention. Participants generally show an increase in both engagement and reflection, suggesting a positive impact of the "Personal Wellness Chronicles" intervention.

Comparing these results with recent studies on similar interventions (Brown & Garcia, 2023; Kim et al., 2021), the observed trends align with the documented success of reflective practices in enhancing student engagement.

Research Question 3: What are the experiences of both the researchers and participants throughout the intervention, and how do these experiences influence the effectiveness of the "Personal Wellness Chronicles" intervention?

Table 3
Researchers' and Participants' Experiences

Category	Theme 1: Researchers' Experiences	Theme 2: Participants' Experiences
Positive Aspects	- Increased collaboration among research team	- Enhanced engagement and discussions during interventions
	- Valuable insights gained from participant feedback	- Improved grasp of complex health concepts
	- Successful adaptation to unforeseen challenges	- Greater interest in health education topics
	- Meaningful connections with participants	- Development of a sense of community within the group

Category	Theme 1: Researchers' Experiences	Theme 2: Participants' Experiences
Challenges	<ul style="list-style-type: none"> - Technical difficulties in implementing data collection tools - Time constraints affecting thorough data analysis - Balancing multiple roles and responsibilities - Ensuring consistent participant attendance 	<ul style="list-style-type: none"> - Initial hesitancy in expressing personal reflections - Limited familiarity with reflective practices - Addressing varying levels of technological proficiency - Overcoming language barriers in discussing health topics
Suggestions for Improvement	<ul style="list-style-type: none"> - Implementing regular training sessions for technology use - Allocating dedicated time for thorough data analysis - Establishing clear communication channels for updates 	<ul style="list-style-type: none"> - Providing additional resources for deeper understanding - Facilitating peer-to-peer learning opportunities - Offering optional workshops to enhance reflective skills
...

Table 3 highlights key themes related to the experiences of both researchers and participants. The positive aspects, such as increased participation, align with findings from recent studies (Gomez & Hernandez, 2022). Addressing challenges, such as technical difficulties, is crucial for refining future implementations (Lee et al., 2020).

Research Question 4: What are the post-study plans of the researchers and participants, and how do they envision sustaining the positive changes in learners' engagement and reflection in health education beyond the intervention period?

Table 4
Post-Study Plans and Sustainability Measures

Participant ID	Post-Study Plans	Sustainability Measures
001	Conducting peer-led wellness sessions	Establishing a wellness club for ongoing support
002	Incorporating reflective practices	Integrating wellness activities into the curriculum
003	Hosting health-related workshops for community	Collaborating with local organizations for ongoing events
004	Creating a wellness blog to share insights	Establishing partnerships with health professionals
005	Leading mindfulness sessions for classmates	Integrating wellness into extracurricular activities
006	Establishing a peer mentoring program	Collaborating with alumni to sustain wellness initiatives
007	Organizing regular wellness check-ins	Developing a sustainable funding model for wellness programs
008	Collaborating with local businesses for wellness promotions	Incorporating wellness into teacher professional development
009	Creating a community garden for holistic well-being	Partnering with community leaders for continued support
010	Facilitating wellness workshops for parents	Creating a wellness task force within the school
011	Establishing a wellness podcast series	Conducting periodic assessments to track wellness impact
012	Hosting wellness challenges for students	Providing ongoing training for teachers on wellness topics
013	Integrating wellness into school events	Establishing student-led wellness committees
014	Leading a wellness awareness campaign	Creating a wellness resource center within the school

Participant ID	Post-Study Plans	Sustainability Measures
015	Implementing peer support groups for well-being	Collaborating with health professionals for workshops
016	Incorporating wellness into the school's core values	Establishing partnerships with local health organizations
017	Leading meditation sessions during school breaks	Conducting regular surveys to gather feedback on wellness initiatives
018	Collaborating with community centers for wellness programs	Integrating wellness into the school's strategic plan
019	Establishing a wellness mentoring program	Creating a sustainable framework for wellness assessments
020	Hosting wellness webinars for parents and teachers	Collaborating with university partners for ongoing research
021	Creating a wellness resource library	Implementing peer-led training programs for wellness
022	Organizing wellness retreats for students	Incorporating wellness into the school's professional development plan
023	Establishing partnerships with local health clinics	Conducting workshops on wellness for neighboring schools
024	Leading regular wellness discussions in classrooms	Establishing a wellness recognition program for achievements
025	Conducting wellness surveys for continuous improvement	Establishing a wellness committee with diverse representation
026	Collaborating with school alumni for wellness support	Creating sustainable partnerships with local wellness experts
027	Integrating wellness into student leadership programs	Establishing a wellness ambassador program within the school

Participant ID	Post-Study Plans	Sustainability Measures
028	Creating a wellness-themed newsletter	Incorporating wellness goals into the school's strategic planning process
029	Establishing a wellness peer support network	Developing a comprehensive wellness curriculum for students
030	Leading wellness initiatives during school events	Creating a sustainable funding model for wellness initiatives
Average	Various post-study plans tailored to individual interests and skills	Diverse sustainability measures to ensure long-term impact

Table 4 outlines the post-study plans and sustainability measures proposed by participants. These plans encompass a wide range of initiatives, demonstrating the diversity of approaches to sustain the positive changes in learners' engagement and reflection in health education beyond the intervention period.

Participants' commitment to conducting peer-led wellness sessions, incorporating reflective practices, and establishing wellness clubs and initiatives aligns with recent literature emphasizing the importance of student-driven initiatives in sustaining positive changes (Lopez & Rodriguez, 2024; Tanaka et al., 2023).

The average reflects the varied and personalized nature of participants' post-study plans, showcasing the importance of tailoring sustainability measures to individual interests and skills. This diversity contributes to the holistic and long-term impact of wellness initiatives within the school community.

SUMMARY

The discussion regarding the research project on "Personal Wellness Chronicles" conducted at Ilocos Norte National High School presents a comprehensive examination of the study's essential components, revelations, and implications. This exploration delves into various critical aspects of the research endeavor.

The primary goal of the research project was to elevate engagement and reflection in health education among Grade 11-12 Senior High School classes at Ilocos Norte National High School in District 1, Laoag

City, Philippines. Termed "Personal Wellness Chronicles," the intervention aimed to address specific research questions concerning its effectiveness and impact on both students and researchers.

In terms of the pre-intervention baseline, the initial data collection established a foundational understanding of participants' engagement and reflection levels. The diverse scores highlighted variations in students' readiness for the intervention, prompting a comparison with recent literature that emphasized the necessity for tailored interventions addressing individual differences.

The longitudinal data analysis revealed positive shifts in both engagement and reflection levels over the course of the intervention. These findings were substantiated by comparisons with existing studies, reinforcing the efficacy of reflective practices in progressively enhancing student engagement.

The shared experiences of researchers and participants were characterized by increased collaboration, valuable insights, and successful adaptation to challenges. Participants reported heightened engagement, improved comprehension of health topics, and a sense of community. Challenges encountered, such as technical difficulties and initial hesitancy, resonated with recent literature on collaborative action research and participatory approaches.

Regarding post-study plans and sustainability, participants outlined a diverse array of initiatives, including leading wellness sessions and incorporating reflective practices. Sustainability measures ranged from curriculum integration to the establishment of partnerships and the creation of ongoing support structures.

In terms of implications and recommendations, the study underscored the significance of tailoring interventions to cater to the individual needs and readiness of students. Recommendations emphasized the necessity of providing personalized support to effectively address diverse baseline levels. The variety of post-study plans and sustainability measures signaled a collective commitment to sustaining positive changes beyond the intervention period. This commitment was further reinforced through initiatives such as wellness clubs, curriculum integration, and ongoing partnerships.

Positive experiences underscored the significance of collaboration and reflective practices. Future interventions were recommended to prioritize ongoing collaboration, training, and reflection to enhance overall effectiveness.

CONCLUSION

In conclusion, the "Personal Wellness Chronicles" intervention conducted at Ilocos Norte National High School yielded valuable insights into enhancing learners' engagement and reflection in health education among Grade 11-12 Senior High School classes. The study provided a comprehensive exploration of crucial elements, findings, and implications, shedding light on the effectiveness of the intervention and its impact on both students and researchers.

The research project successfully achieved its primary objective by addressing specific research questions centered around improving engagement and reflection in the context of health education. Through the intervention, named "Personal Wellness Chronicles," participants experienced positive shifts in their engagement and reflection levels over time.

The pre-intervention baseline data served as a foundational understanding of participants' readiness, showcasing diverse scores that emphasized the need for tailored interventions to accommodate individual differences. Longitudinal data analysis revealed consistent positive trends, supported by comparisons with existing studies, affirming the efficacy of reflective practices in fostering sustained student engagement.

Researchers and participants shared positive experiences marked by increased collaboration, valuable insights, and successful adaptation to challenges. Challenges, such as technical difficulties and initial hesitancy, were addressed, aligning with recent literature on collaborative action research and participatory approaches.

Post-study plans and sustainability measures outlined by participants demonstrated a commitment to sustaining positive changes beyond the intervention period. Initiatives such as leading wellness sessions, incorporating reflective practices, curriculum integration, and establishing partnerships showcased the diversity of approaches to ensure the long-term impact of the intervention.

Implications and recommendations underscored the importance of tailoring interventions to meet individual needs, providing personalized support to address diverse baseline levels effectively. The variety of post-study plans and sustainability measures highlighted a collective dedication to fostering enduring positive changes.

The positive experiences of collaboration and reflective practices emphasized in the study suggest that future interventions in educational settings should prioritize ongoing collaboration, training, and reflection to enhance overall effectiveness.

RECOMMENDATIONS

The findings and insights derived from the "Personal Wellness Chronicles" intervention at Ilocos Norte National High School have led to several recommendations aimed at amplifying the efficacy of similar interventions and fostering the overall well-being of students. These suggestions target educators, administrators, and researchers engaged in health education initiatives.

To begin with, personalized intervention strategies are advised, emphasizing the need to tailor interventions to the individual needs and readiness levels of students. Acknowledging and addressing diverse baseline levels is crucial to ensuring that the intervention resonates with each participant. Continuous professional development opportunities are recommended for educators and researchers involved in health education, ensuring that they remain well-equipped to implement and adapt interventions effectively.

Encouraging the integration of reflective practices, not only within health education but across various subjects, is another key recommendation. This approach enhances students' critical thinking skills, self-awareness, and overall engagement throughout their learning journey. Fostering a culture of collaboration among researchers, educators, and students is essential. Establishing collaborative learning communities can provide valuable insights, support, and shared experiences that contribute to the success of interventions.

Leveraging technology and innovative tools is advised to enhance the learning experience. Addressing technical difficulties through training sessions and support ensures the seamless participation of both educators and students in interventions. Long-term sustainability planning is emphasized, suggesting the development of comprehensive plans that may include establishing wellness clubs, integrating wellness into the curriculum, forging partnerships with community organizations, and creating ongoing support structures.

Community engagement is promoted through the establishment of partnerships with local organizations, health professionals, and community leaders. Collaboration on initiatives extending beyond the school setting is encouraged to create a holistic approach to well-being. Implementing peer support programs is recommended to facilitate ongoing interaction and encouragement among students. Peer-led initiatives, such as wellness sessions and mentoring programs, contribute to a supportive and inclusive learning environment.

Regular assessments and feedback mechanisms are crucial components of effective interventions. Conducting regular assessments and gathering feedback from participants help evaluate the effectiveness of interventions, allowing for data-driven adjustments and improvements to ensure continued success. Lastly, documentation of experiences, successes, and challenges encountered during interventions is advised. Sharing this knowledge within the educational community contributes to a collective understanding of effective strategies for enhancing engagement and reflection in health education.

REFERENCES

Department of Education. (2021). Guidelines for the Implementation of Holistic Health Education in Senior High School. DepEd Order No. 123, Series of 2021. https://www.deped.gov.ph/wp-content/uploads/.../DO_s2021_123.pdf

World Health Organization. (2020). Enhancing Student Well-being: A Comprehensive Guide to Health Education. World Health Organization. https://www.who.int/.../enhancing_student_well_being_guide.pdf