

ORIENTATION OF TEACHERS ON THE AWARENESS ON COMPREHENSIVE SEXUALITY EDUCATION (CSE)

Session Guide

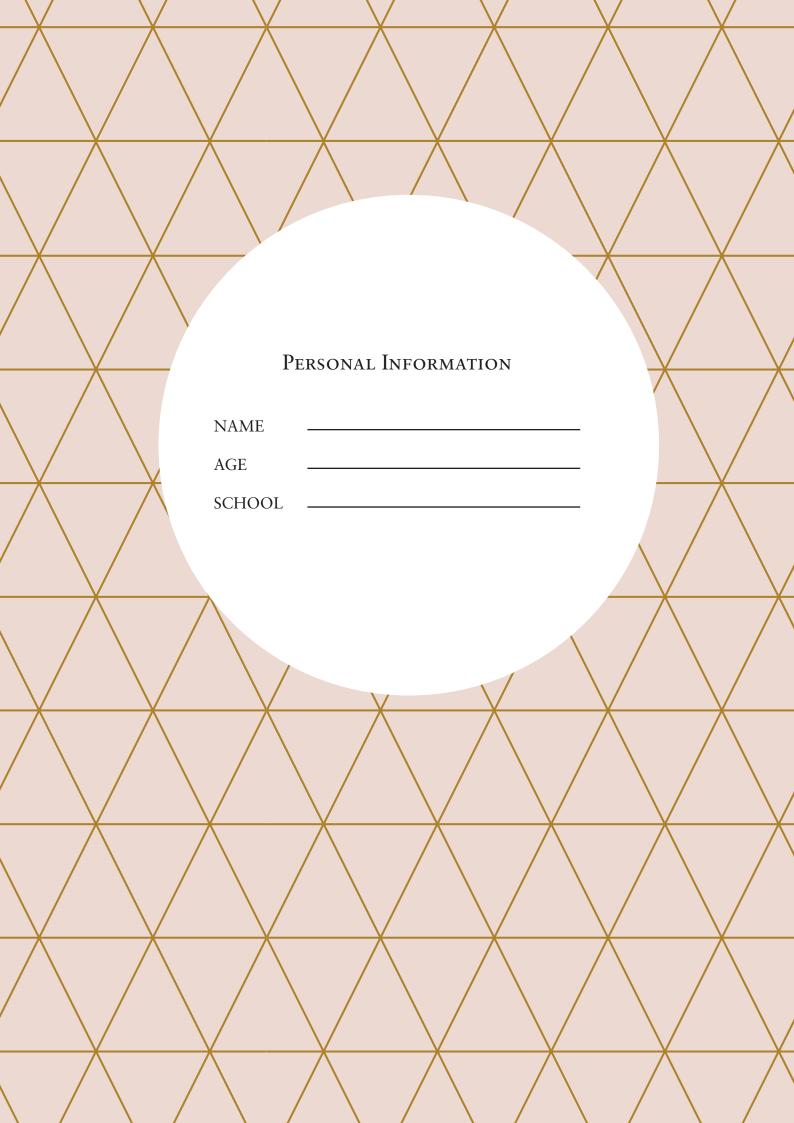


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CONCEPT NOTE

Learning New, Learning Now, Learning Next: Orientation of Teachers on the Awareness on Comprehensive Sexuality Education (CSE)

Introduction

The Filipino youth of today faces different challenges related to sexuality and reproductive health. For one, teenage pregnancy in the Philippines remains high. According to the 2017 National Demographic Health Survey, one in ten young Filipino women age 15-19, has begun child-bearing. Moreover, 24 babies are born to teenage mothers every hour. The high number of teenage pregnancy cases is alarming since the ones who are getting pregnant early are the poor and those who have little education (Crisostomo, 2019). Meanwhile, more young Filipino men are now being infected with Human Immunodeficiency Virus (HIV), according to the Department of Health. In January 2019, there were 1,249 newly confirmed HIV-positive individuals reported. Ninety eight percent (98%) of them got infected through sexual contact. DOH also noted that at least 42 people are diagnosed with HIV per day (De Vera, 2019). The lack of knowledge of young people on HIV/AIDS remains a barrier for prevention, care, and treatment.

While most Filipino parents believe that they should be the primary source of information and knowledge of their children on adolescent sexuality and reproductive health (ASRH), most of them agree that schools should have a program on comprehensive sexuality education or CSE (CHSI, 2016).

School-based CSE is an effective means of reaching a large population of young people, particularly where school attendance is high. UNFPA considers CSE as the cornerstone of improving the SRH of young people. In

order to make healthy, responsible decisions, young people need accurate information about puberty, reproduction, relationships, sexuality, the consequences of unsafe sex, and how to avoid HIV, STIs and unintended pregnancy (UNFPA, 2015).

The quality of school-based CSE depends on the effectiveness of the school heads and teachers who implement the curricula. Moreover, how teachers implement a curriculum will be influenced by their attitudes towards it (Mkumbo, 2012). In a review of the effectiveness of sexual health programs at reducing unprotected sex among adolescents, Kirby (2012) concluded that a distinguishing characteristic of effective curricula is that the teachers believe in the program they are implementing. Therefore, it is likely that teachers' attitudes towards a sexuality education program will influence their coverage of sexual health topics as well as their use of teaching methods that are effective at promoting sexual health. On top of this, the administration styles of school principals also influence how CSE gets implemented (Nwakpa, 2015).

Teacher training helps instructors become more effective in and out of the classroom. The Department of Education (DepEd) encourages school principals and head teachers to conduct collaborative learning sessions to better capacitate the teachers. DepEd has issued Department Order 35 series of 2016 or The Learning Action Cell (LAC) to support the continuing professional development of its teaching personnel.

Communication Challenge

Design a 16-part orientation session on the awareness of teachers on comprehensive sexuality education to be implemented as part of a school's LAC initiative.

Design

The Orientation Module is divided into three parts — Learning New, Learning Now, and Learning Next. The first part, Learning New, is a needs assessment exercise to identify learning needs of the participating teachers. The second part, Learning Now, is the conduct of the learning sessions. The third part, Learning Next involves monitoring progress.

Each session is designed in reference to the DepEd curriculum and consultation with program specialists. The orientation module is supported by Powerpoint presentations, a menu of classroom activities, videos and other multimedia resources to aid the learning process.

The Orientation Module has been pilot tested in the following areas: Region IV-A - Rizal (Isaias S. Tapales Elementary School, Regional Lead School for the Arts in Angono; Region VII - Cebu City (Guadalupe Elementary School, Lahug Elementary School, Abellana National School); and Region XII - Sta. Cruz, Davao Del Sur (Sta. Cruz Central Elementary School, Sta. Cruz National High School).

Session Titles

LEARNING NEW

Session 1: What We Know, Don't Know and Want to Know - Gaps Analysis

LEARNING NOW

Session 2: Once We Were Teens - Journey to Adolescence / Understanding Sex & Gender

Session 3: What Teens Know, Don't Know and Want to Know - Situation Analysis

Session 4.1: Hormones and Human Sexuality - Science of Human Sexuality

Session 4.2: Menstruation - Menstrual Health Management

Session 4.3: Sexual Orientation and Gender Identity - Sexual attraction and identity

Session 4.4: Violence and Staying Safe - Violence against children

Session 4.5: Special Topic for Kindergarten - My Body Belongs to Me

Session 4.6: Special Topic for Senior High School - Gender-based Violence

Session 5: 1 + 1 = 1: Sperm Cell and Egg Cell - Reproductive Health System

Session 6: 3 + 3 + 3 = 1: Full-term Pregnancy - Teenage Pregnancy

Session 7.1: Stories of Young Parenthood - Socio-economic Impact of Teen Pregnancy

Session 7.2: Understanding, Recognizing and Reducing Risks of STI including HIV - Sexually Transmitted Infections, HIV and AIDS

Session 8: Teen Choices - Life Skills

LEARNING NEXT

Session 9: What We Now Know - Learning Evaluation

Session 10: What We Want to Know and Do Next - Action Planning

Monitoring and Evaluation

Users of the Orientation Module have to administer a baseline survey before the conduct of the LAC CSE session. At the end of the school year, a post-intervention survey has to be given to measure the change in knowledge, perspective, attitude and skills of the teachers. See Annex for Survey Guide.

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SESSION #1 TRACK: LEARNING NOW

What We Know, Don't Know, and Want to Know

Session Aim: Share personal stories and experiences related to sexuality in a safe and fun atmospehere.

Total Time: 90 mins

Resources: Laptop, Projector & Screen, Powerpoint Presentation, Sound system, Metacards, Pentel pens, Masking tape

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
15 mins	4pics, 1word	Familiarize with basic concepts of Comprehensive Sexuality Education	 Show the slide to the participants. Explain the mechanics of the game. Ask the participants to guess the theme of each slide by looking at the four pictures and given letters. Move to the next slide until the participants have answered the puzzle. Summarize all the answers. Show the video on Comprehensive Sexuality Education (CSE). 	Being a Young Person: Comprehensive Sexuality Education www.youtube. com/watch?v=e- V92ALv-TGw
15 mins	CSE Introduction	Identify the objectives and framework of CSE	 Provide the group a short background of CSE Curriculum: DepEd Order No. 31, series 2018 - Policy Guidelines on the implementation of Comprehensive Sexuality Education (See powerpoint presentation). Explain the definition, objectives and framework of CSE. CSE is a curriculumbased process of teaching and learning about mental, emotional, physical, and social aspects of sexuality. CSE aims to equip children and young people with knowledge, skills, attitudes, and values that will empower them to "1) realize their health, 	DepEd Order 031, s 2018 www.deped.gov. ph/wp-content/ uploads/2018/07/ DO_s2018_031-1. pdf

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			well-being, and dignity; 2) develop respectful social and sexual relation- ships; 3) consider how their choices affect their well-being and that of others, and; 4) understand and ensure the protection of their rights throughout their lives." • CSE will include the following topics: Human Body & Human Development: Personbood	
			Development; Personhood & Values; Health Relationships; Sexuality & Sexual Behaviors; Sexual & Reproductive Health; Personal Safety, and Gender, Culture & Human Rights.	
			3. Explain the role of school in the provision of CSE.4. Ask the participants for the questions and clarification.	
20 mins	#Throwback	Recall experiences during teenage years	 Tell the participants to complete the sentence "My first when I was a teenager / Noong teenager ako, una kong" Ask them to write their answers on metacards. 	Human Development Adolescence https://courses.lu- menlearning.com/ boundless-psychol- ogy/chapter/adoles- cence/
			3. Each participant introduces his/her name and shares the answers on the metacard. The participants may provide some explanation.	
			4. Post all the metacards on the board. Ask the participants to reflect on the answers.5. Summarize the reflections	
			and insights of the participants.	

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
30 mins	Gap Analysis	Surface prior knowledge, views, perspective and questions about adolescence and sexuality	 Ask the participants to complete the sentences below. Write each answer on metacard: What I know about adolescence What I don't know about adolescence What I want to know about adolescence What I want to know about adolescence What were the questions I had about sexuality when I was a teen Ask the participants to post their answers on the board. Group similar answers. Discuss/clarify each answer in a plenary sharing. Summarize the answers of the participants. Present and discuss the orientation workshop design on CSE with the participants. 	Maternal, newborn, child and adolescent health http://www.who. int/maternal_ child_adolescent/ topics/adolescence/ development/en/
10 mins	Action Planning	Brainstorm activities that can serve as motivation/stimulus for CSE discussion in their class	 Brainstorm with the participants how they can apply their learning in their respective classes. Ask the participants to share their ideas/recommendations/ suggestions. Share some possible classroom activities that can serve as stimulus to jumpstart their classroom discussion. 	Multimedia/ Participatory/ Arts-based Activities: (See Annex for instructions) • Nena/Mario ay bata pa (Movement Chant game) • Sagidi-sagidi sa po po (Movement Chant game) • Tagline Game - Products associated with teens (Visual or Multimedia game)

Once we were teens ******* More throwback: My timeline of mosts The vertical line on the left represents your age. Mark the age when you had one of your "most..." experience. Be ready to share your output. 19 -18 -17 -16 -15 -14 -13 -12 -Most Most Most embarrassing memorable "kilig" experience experience experience Most embarrassing experience Most memorable experience Most "kilig" experience

Once We Were Teens: Journey to Adolescence

Session Aim: Engage learners in a safe and lively discussion about sex and gender.

Total Time: 90 mins

Resources: Powerpoint Presentation, Laptop, Projector & Screen, Sound system, Metacards, Pentel pens, Masking tape, Visual Aid/Signage: Panlalaki / Pambabae

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
10 mins	What's your favorite color?	Recognize color as part of individual's personality	 Ask the participants to choose their favorite color from a set of art materials e.g. crayons, art papers, etc. Instruct them to group themselves according to the color they have chosen. Explain the psychology and meaning of each color. Ask for short insights/ reflection from the groups. 	Color Psychology www.color psychology.org/ about/
20 mins	Discussion with Video: Blue is for boys, Pink is for girls	Explain how colors became part of social characteristics attributed to males and females	 Discuss the origin of how society assigned colors to male and female. Show the video to enrich the discussion. Relate input to personal experiences and stories. Summarize the discussion. 	Ask Smithsonian https://www. smithsonianmag. com/arts-culture/ when-did-girls- start-wearing- pink-1370097/ History of the Pink &Blue Phenomenon www.youtube.com/ watch?v=j-Cyr992b- nU
30 mins	Discussion/Input	Differentiate sex and gender Define gender stereotyping	 Discuss the difference between sex and gender: Sex refers to the biological differences between males and females, such as the genitalia and genetic differences. Gender refers to the socially constructed characteristics of women and men - such 	Sex and Gender https://www.medi- calnewstoday.com/ articles/232363. php Gender Stereotyping https://www.ohchr. org/EN/Issues/ Women/WRGS/ Pages/GenderSte- reotypes.aspx

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed. • Confusion between sex and gender has resulted to gender stereotyping (practice of ascribing to an individual woman or man specific attributes, characteristics, or roles by reason only of her or his membership in the social group of women or men). 2. Ask for insights/questions from the participants. 3. Synthesize the discussion by showing the video of Audi-Let's Change the Game.	Audi - Let's change the game https://www. youtube.com/ watch?v=GsiqKK- sHAcA
30 mins	Sample learner activities on color & gender	Brainstorm activities that can serve as motivation/ stimulus for sex-gender discussion in the class	1. Brainstorm with the participants how they can apply their learning in their respective classes. Ask the participants to share their ideas/recommendations/ suggestions. 2. Share some possible classroom activities that can serve as stimulus to jumpstart the classroom discussion.	Multimedia/ Participatory/ Arts-based Activities: (See Annex for instructions) Gift Giving (Movement game) Word Association (Creative Writing) Collage Making-Body Tracing (Visual Arts) Jessica Soho's Gender Reveal (Video Showing)

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Understanding Sex and Gender



Once We Were Teens: Understanding Sex and Gender

Session Aim: Engage learners in a safe and lively discussion about sex and gender.

Total Time: 90 mins

Resources: Powerpoint Presentation, Laptop, Projector & Screen, Sound system, Metacards, Pentel pens, Masking tape, Visual Aid/Signage: Panlalaki /Pambabae

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
15 mins	Panlalaki/ Pambabae	Surface words/concepts associated with male and female	 Divide the participants into two groups with equal number of members. Assign one group as Male Team, and the other group as Female Team. Explain the mechanics of the game. Each team lines up. The facilitator will ask a series of questions. Members of the team will take turns answering the questions. For each question, the teams will write their answers on the board /manila paper. However, answers of Male Team members will only be related to males (Panlalaki), while Female Team members will write those related to females (Pambabae). Each team will write as many words as possible related to it. Give the trigger questions one at a time: Anu-ano ang mga bahagi ng katawan na Panlalaki/Pambabae? Anu-ano ang mga gamit na Panlalaki/Pambabae? Anu-ano ang mga trabaho na Panlalaki/Pambabae? Anu-ano ang mga papel sa buhay/responsibilidad na Panlalaki/Pambabae? Anu-ano ang mga papel sa buhay/responsibilidad na Panlalaki/Pambabae? Check the list of each team. The team that has the most number of answers wins the game. 	Usapang Babae: gender awareness arts, games and processes https://library.pcw.gov.ph/node/1901

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
40 mins	Usapang Babae't Lalaki	Differentiate sex and gender Define gender stereotyping	 Ask the group to analyze their answers. Identify what answers are exclusive for males or females only, and which of the words are applicable to both males and females? Cross out the words that are applicable to both males and females. Write a new heading on the board/manila paper - Pambabae at Panlalaki, and rewrite the crossed-out words under this new heading. Draw out some insights from the participants. Discuss the difference between sex and gender: Sex refers to the biological differences between males and females, such as the genitalia and genetic differences Gender refers to the socially constructed characteristics of women and men - such as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed Confusion between sex and gender has resulted to gender stereotyping (practice of ascribing to an individual woman or man specific attributes, characteristics, or roles by reason only of her or his membership in the social group of women or men) Ask for questions/clarifications from the group. 	Sex and Gender https://www.medi- calnewstoday.com/ articles/232363.php Gender Stereotyping https://www.ohchr. org/EN/Issues/ Women/WRGS/ Pages/GenderSte- reotypes.aspx
10 mins	Video Showing: Redraw the Balance	Recognize how gender stereotyping can be addressed among school children	 Synthesize the previous discussion by showing the video. Ask for reflection about the topic. 	Inspiring the Future - Redraw the Balance www.youtube. com/watch? v=qv8VZVP5csA
25 mins	Sample learner activities on sex & gender	Brainstorm activities that can serve as motivation/ stimulus for sex-gender discussion in their class	 Brainstorm with the group how they can apply their learning in their respective classes. Ask the participants to share their ideas/ recommendations/ suggestions. Share some possible classroom activities that can serve as stimulus to jumpstart their classroom discussion. 	Multimedia/ Participatory/ Arts-based Activities: (SeeAnnex for Instructions) • Human Anatomy Sketch (Visual Arts) • Dress Me Up (Visual Arts)

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
				 I'm Glad I'm a Boy! I'm Glad I'm a Girl (Visual Arts) Ako ay Lalaki, Ako ay Babae (Creative Sound and Music) Body Jam (Creative Sounds and Music) Name Acrostics (Creative Writing) Video Showing: Inside Pregnancy / Jessica Soho's Gender Reveal Party

NOTES

Tweens/Teens Profiling The vertical line on the left represents your age. Mark the age when you had one of your "first.." experience. Be ready to share your output. 19 18 17 16 14 13 (age) 12 11 10 First First First First crush date boyfriend heartbreak My first crush? My first date? My first boyfriend/girlfriend? My first heartbreak?

SESSION #3 TRACK: LEARNING NEW

What Tweens/Teens Know, Don't Know, and Want to Know

Session Aim: Provide a fun and interactive way of profiling tweens/teens.

Total Time: 90 mins

Resources: Powerpoint Presentation, Laptop, Projector & Screen,

Sound system metacards, Manila paper, Pentel pens, Masking tapes, Old magazines and newspapers, Scissors,

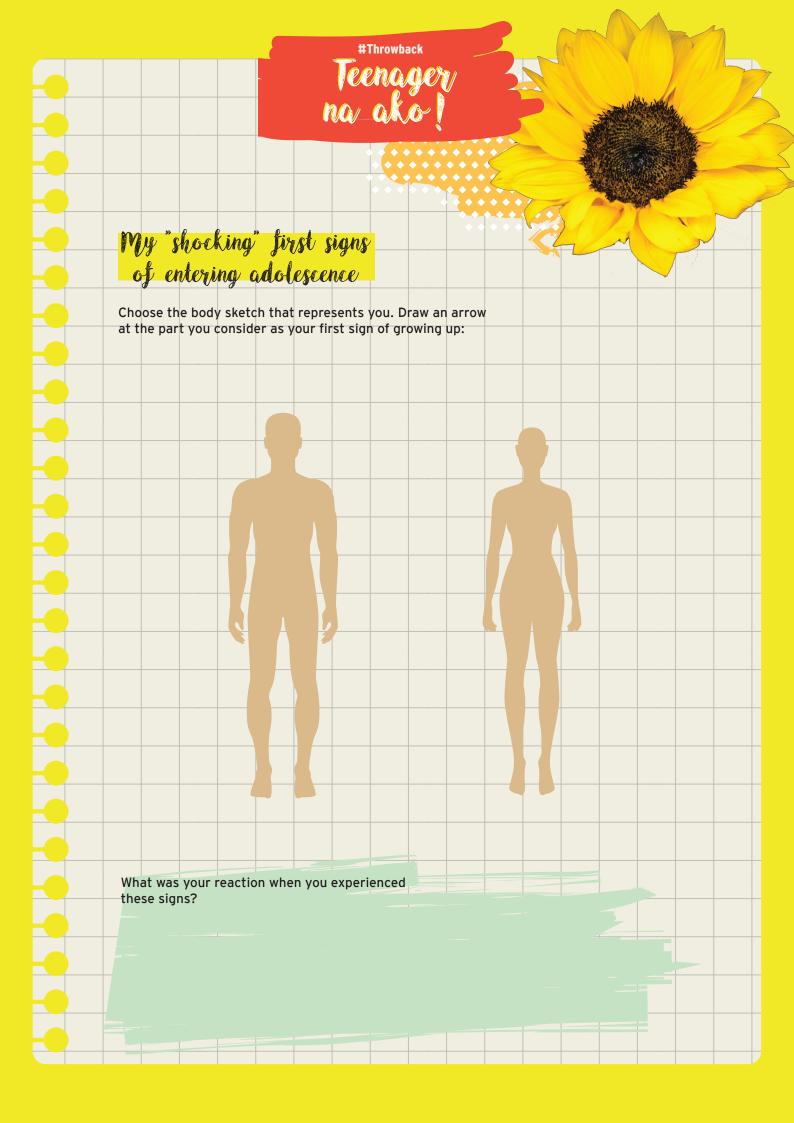
Glue/Paste, Dear Best Friend forms, Ballpens

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
25 mins	Teen Top 5	Enumerate top five things teenagers wear, think, say, feel and do	 Divide the participants into three to four teams. Ask each team to make a table and list top five things that they observe/think young people: wear think say feel do Instruct each team to present their work. Discuss the list of each team. Note the common answers among the groups. Ask the participants about the importance of connecting to the expressions of young people of today. Show the Facebook Ad to synthesize the discussion. Emphasize the importance of connection in young people. 	Chairs are Like Facebook www.youtube.com/ watch?v=u536sS- rD-UU
20 minutes	Expectations vs Reality	Describe situations of teenagers undergoing adolescence	 Show three pictures depicting ideal scenarios about adolescence (change in the body, relationship, romance). Explain to the participants the reason why these are called ideal scenarios. Label these pictures as EXPECTATIONS. Ask the participants to come up with pictures showing funny but real scenarios about teenagers - where reality doesn't meet the expectations. Use pictures/images from old magazines and newspapers. Label these pictures as REALITY. Distribute art materials to the participants. 	

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			5. Encourage each one to add some messages to their pictures to create Expectations vs Reality Memes. (Meme is a humorous image, video or piece of text that is copied and spread rapidly by Internet users.)	
			6. Ask each participant to present their output.	
			7. Give the participants a round of applause.	
			8. Discuss the disconnect between Expectations and Reality about adolescence.	
			9. Ask the group for insights and reflections.	
15 mins	Payo ni Bes	List advices for different issues related to adolescence	 Pose a question: Where do tweens/teens get information if they have concerns with their bodies, romance and relationship? Participants may mention the following: parents, teachers, friends, media, etc. Focus on their best friends. Tell them that young people turn to their best friends for opinions, information and support system. Studies suggest that teens cope with stress better when they are around peers rather than adults. In CSE, we want to equip the young people with accurate and age-appropriate 	U4U Teen Exhibit (Dear Best Friend)
			information so they can be reliable support system for their friends. Although we encourage young people to consult with parents, teachers and health professionals, we also recognize the important role of their friends in their lives.	
			3. Ask the participants to pretend to be the best friends of their students. Tell them that their "best friends" are experiencing problems with their bodies, romance, and teenage pregnancy. They need to help them by giving some advice.	
			4. Give each participant "Payo ni Bes" form. Explain the content of the form.	
			5. Ask the participants to write their advices in the form.	
			6. Call some volunteers to read their work.	

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			7. Analyse the different advices of the group. Look for the basis of each advice. Emphasize the important role of their peers in influencing their friend's choices and decisions in life.	
30 mins	Sample learner activities on teen profiling	Brainstorm activities that can serve as motivation/ stimulus for teen profiling in their class	 Brainstorm with the participants how they can apply their learning in their respective classes. Ask the participants to share their ideas/recommendations/ suggestions. Share some possible classroom activities that can serve as stimulus to jumpstart their classroom discussion. 	Multimedia/ Participatory/Arts- based Activities: (See Annex for instructions) • Word Association through ball throwing • Positive-Negative (Ang mga Kabataan ngayon ay) - changing perspective • Name Acrostics (Ano ang gusto mo sa kaibigan? • Hanapin ang Konek (Word release and Groupings)

NOTES



SESSION #4.1 TRACK: LEARNING NEW

Hormones and Puberty

Session Aim: Engage learners in a lively and comfortable discussion about hormones and puberty.

Total Time: 90 mins

Resources: Powerpoint Presentation, Laptop, Projector & Screen, Sound system, Manila paper, Pentel pens, Printed Icons (male, female, male-female symbols), Masking tapes,

Colored papers, Crayons/Oil pastels

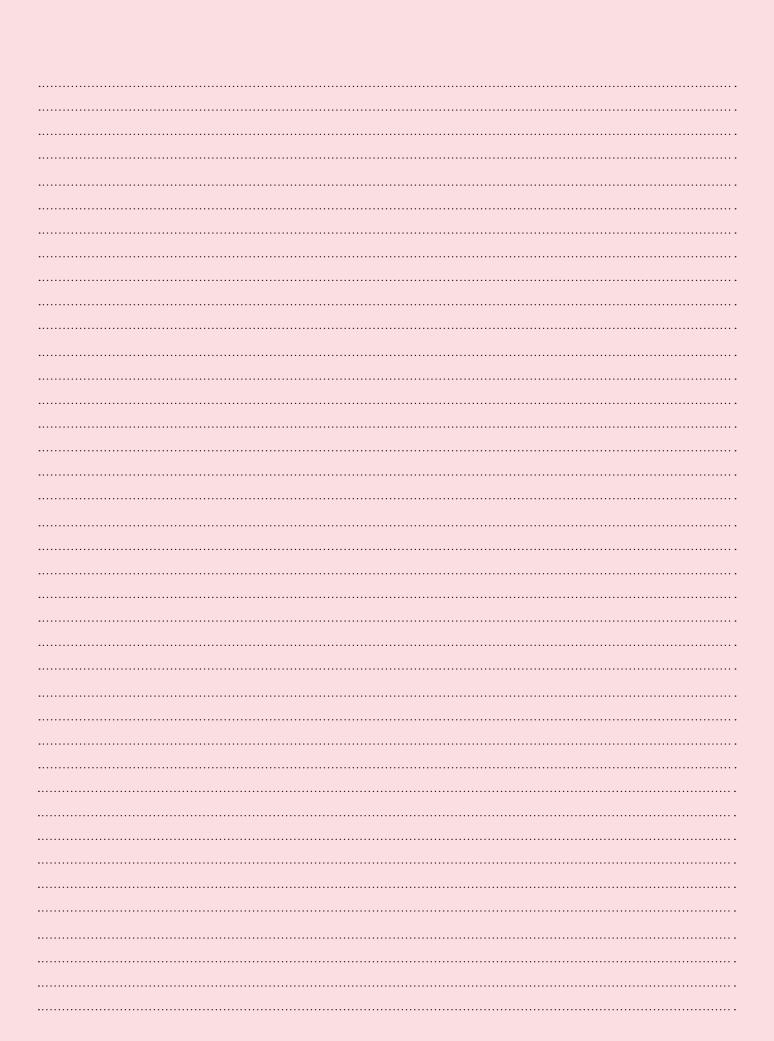
TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
15 mins	Laundry Listing: Changes in the Body	Identify and describe different changes in the body that occur during puberty	 Divide the participants into two groups. Ask each group to list different changes in the body experienced by teenagers on manila paper. Assign the first group to focus on females, while the second group will focus on males. Give the group maximum of five minutes to do their task. After five minutes, ask them to post their respective manila paper on the board. Ask the group to compare the two lists. Identify whether the answer is exclusive for Boys, Girls or applicable for Boys and Girls. Using red ink pentel pen, mark each word according to its category: Boys only - circle Girls only - box Boys and Girls - check or strikethrough Discuss the answers written by the group. Ask the group for some explanations if needed. 	U4U Teen Chat
20 mins	My First	Share memorable stories experienced during puberty	 Ask the participants to recall memorable/significant "firsts" they experienced during their teens. Give each participant a bond paper. Ask them to fold the paper into two. On the left side of the paper, have them write their age when that specific moment occurred. While on the right side of the paper, have them draw a symbol of that experience. Show an example to guide the group. Give the participants 3 minutes to work on their output. Have the participants post their output on the board. Arrange the papers according to the age written on the bond paper (from youngest to oldest). 	All About Puberty https://kidshealth. org/en/kids/puberty. html

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			5. Analyze the ages and drawings of the group. Ask for some volunteers to explain their symbols.	
			6. Discuss the impact of these memorable first experiences. Explain the meaning of puberty (a time of physical and emotional change that happens as children grow and mature).	
			7. Ask the participants for insights and question.	
30 mins	Input/ Discussion with Video: Childhood to Adolescent	Identify and discuss the functions of male and female sex hormones Describe the effects of these sex hormones to teens during puberty	 Recall the important points that surfaced from the two previous activities. Ask the participants what causes these changes/ experiences during puberty. Explain the following concepts: Hormones are secretions of the endocrine glands (body's chemical messengers), which include the pituitary, adrenal, thyroid and primary sex glands and the pancreas. The endocrine system is a series of glands that produce and secrete hormones that the body uses for a wide range of functions. This control many different bodily functions, including: respiration, metabolism, reproduction, sensory perception, movement, sexual development, and growth Show the video on hormones to emphasize the importance of hormones in the body. Focus on the sex hormones. Discuss the following concepts: The main function of these hormones is to stimulate the development of primary sex characteristics, so that individuals become capable of reproduction. Hormones are also responsible for the development of secondary characteristics. Testosterone is the main sex hormone found in men, and less so in women. They are responsible for the development of male sexual characteristics. It regulates fertility, muscle mass, fat distribution and red blood cell production. 	Innerbody - Endoctrine System http://www.inner- body.com/image/ endoov.html Glands & Hormones https://www. hormone.org/hor- mones-andhealth/ hormones How Different Hormones Affect Your Child https://www.endo- crinekids.com/Blog/ TabId/36353/Pos- tId/4585/how- differenthormones- affect-your-child Essential Guide to Your Hormones https://www. youtube.com/ watch?v=If3od- M881cc

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			 Estrogen is responsible for female physical features and reproduction. Fertility and menstruation are also controlled by progesterone. Androgen primarily influences the growth and development of the male reproductive system. It can also be found in women and is produced in the ovary. They are converted into estrogens. All human beings produce both male and female hormones. From puberty through sexual maturity, females produce more female hormone and males produce more male hormones. However, the actual quantity varies from one individual to another. Emphasize that puberty signals changes in a person's reproductive capability; and that hormones play a major role in a person's emotional and physical changes over their lifetime. Ask for insights/questions from the participants. 	
25 mins	Sample learner activities on hormones and puberty	Brainstorm activities that can serve as motivation/ stimulus for discussion on hormones and puberty in their class	 Brainstorm with the participants how they can apply their learning in their respective classes. Ask the participants to share their ideas/recommendations/ suggestions. Share some possible classroom activities that can serve as stimulus to jumpstart their classroom discussion. 	Multimedia/ Participatory/Arts- based Activities: (See Annex for instructions) Mga Tanong kay Best Friend - pagbabago sa katawan, crush/ lovelife (creative writing) Anong BMI mo? (math computation) Message Relay (Group Dynamics) Cool at Not Cool (Pagbabago sa katawan, crush/ lovelife) Graffiti Wall (visual arts)

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#MeronAko



SESSION #4.2 TRACK: LEARNING NEW

Menstruation

Session Aim: How to engage learners in a lively and safe discussion about menstruation?

Total Time: 90 mins

Resources: Powerpoint Presentation, Laptop, Projector & Screen, Sound system, Circle paper cut outs, Popsicle sticks, Masking tapes, Crayons/oil pastel, Manila paper, Pentel pens

			Pentel pens	
TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
15 mins	My First Regla Moment	Recall personal stories and feelings about their first encounter with menstruation	 Ask the participants to recall their first encounter with menstruation — the specific moment and their reactions. Give each participant art materials (circle paper-cut out, popsicle, crayons). Ask them about their reaction when they first encountered menstruation. Have each participant create an emoji/emoticon to represent his/her reaction using the art materials. Ask each participant to share his/her first encounter of menstruation and explain the emoji. After the sharing, ask the group for insights and reflection. Summarize the discussion and relate it to the input on menstruation. 	Leaning Now, Learning New, Learning Next Workshop
15 mins	Lecture with Video	Define menstruation and describe the menstrual cycle Identify the various physical symptoms/feelings and common problems that women may experience	 Show the video about menstruation. Discuss the meaning of menstruation and menstrual cycle. Ask for insights or questions from the participants. 	The Menstrual Cycle https://www.you- tube.com/watch? v=vXrQ_FhZmos #MeronAko Video: Regla
15 mins	Discussion	Share myths and misconceptions about menstruation Identify the essential components of menstruation hygiene management	1. Ask the participants to share various myths and misconceptions about menstruation. Have the participants share personal experiences. You may show samples of myths and misconceptions about menstruation from different countries or just focus on the local myths/misconceptions.	A Toolkit for Integrating Menstrual Hygiene Management (mhm into Humanitarian Response https://bit.ly/2zeyxlo

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			2. Discuss menstruation hygiene management (MHM) and explain its elements from providing basic materials and supplies to information, facilities, safety, privacy and dignity. Emphasize the three essential values of MHM - safety, privacy and dignity. (See Powerpoint Presenter's Notes).	
10 mins	Video Showing: Your Period in 2 Minutes	Recognize the symptoms/ common problems during menstruation	 Summarize the previous discussion by showing a video. Explain some of the symptoms and common problems experienced by women during menstruation. 	Glamour - This is Your Period in 2 Minutes https://bit.ly/2hGM- B0V
20 mins	Quick Survey: Effects of Menstruation and Video Showing #MeronAko: Life Skills	Enumerate the effects of menstruation to girls and boys Identify ways on how to manage self and others during menstruation	 Ask the participants to form groups of five. Have each group list effects of menstruation to girls and boys in their school. Ask one group to share their list. Using this list, do a quick survey with the rest of group if they share the same answers. Ask the rest of the group for other answers. Summarize the answers of the group physical, psychological and social effects to girls and boys. Show the next video #MeronAko. Recall ways on how to efficiently manage self and others during menstruation. Emphasize that menstruation is a normal and natural part of a woman's physical development and should not be treated with secrecy or stigma. Ask for insights/reflection from the participants. 	#MeronAko: Life Skills video
15 mins	Sample learner activities on menstruation	Brainstorm activities that can serve as motivation/ stimulus for discussion on menstruation in their class	1. Brainstorm with the group how they can apply their learning in their respective classes. 2. Share some possible classroom activities that can serve as stimulus to jumpstart their classroom discussion.	Multimedia/ Participatory/ Arts-based Activities: (See Annex for instructions) Word Release Pinoy Henyo (MeronAko Edition) Action Relay (Myths and Misconception) Arrange the picture (Menstrual Cycle) 3-Picture Comic Frame 4 Pic, 1 Word

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SESSION #4.3 TRACK: LEARNING NEW

Sexual Orientation, Gender Identity, and Expression (SOGIE)

Session Aim: Engage learners in a lively and safe discussion about sexual orientation, gender identity, and expression (SOGIE).

Total Time: 90 mins

Resources: Powerpoint Presentation, Laptop, Projector & Screen,

Sound system, Metacards, Pentel pens, Masking tapes,

Manila papers, Visual aid/Signage: SOGIE

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
10 mins	Songs about Men, Women, LGBT	Surface songs associated with men, women and LGBT	 Divide the participants into small groups with 5-6 members. Explain that each group will list as many songs as possible that are related to a specific topic. Each group will sing the chorus or a portion of the song on their list. The teams will receive a point for every successful turn. Songs cannot be repeated by other groups. Begin the game. For the first round, ask the group to list songs that are related to Men or Lalaki. Call each team to sing their song. Make two turns. For the second round, ask the group to list songs that are related to Women or Babae. Repeat the process of calling each team to sing their song. For the final round, ask the group to list songs that are related to LGBT (lesbian, gay, bisexual, transgender). Repeat the process of calling each team to sing their song. Give the winning group/s a round of applause. 	Variation of Pre-exercise from PETA's Creative Education for Children: A teacher's Manual on Creative Sounds and Music for Children
20 mins	Discussion /Input	Define sexual orientation	 Recall the songs of the group related to LGBT. Ask the group to analyze the lyrics of each song. Draw out reactions and feedback from the group. Explain the definition of Sexual Orientation: Refers to each person's capacity for 	Introduction to Yogyakarta Principles https://yogyakartap- rinciples.org/intro- duction/

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			profound emotional, affectional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender	
			It is the expression desire/attraction of a person	
			 Sexual orientation could be 1) Heterosexual - attraction towards members of the opposite sex; 2) Homosexual - attraction towards members of the same sex; and, 3) Bisexual - attraction towards members of both sex 	
			4. Ask the participants to share personal experiences/stories related to the topic.	
10 mins	Video Showing: Oprah Winfrey's Segment on Jenny Boylan	Describe the life of a transgender person	 Give a short background about the video. Show the video to the group. Ask for questions/clarifications/ reaction from the group. 	Where are they now/Did this transgender woman's marriage survive her transition? https://www.youtube.com/watch?v=FInY-IwEiFHc
30 mins	Discussion/ Input	Define gender identity	 Relate the video to the input. Explain the definition of Gender Identity: Refers to each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms. Transgender are those who were born of one sex but identifies with the gender of the opposite sex. Some go through a process of transitioning. Explain the definition of Gender Expression: It is all about how you demonstrate your gender through the ways you act, dress, behave, and interact - whether that is intentional or unintended. Gender expression is interpreted by others 	Introduction to Yogyakarta Principles https://yogyakarta principles.org/ introduction/

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			perceiving your gender based on traditional gender roles. Expressions are characterized as "masculine" (having qualities/appearance traditionally associated with women), or "androgynous" (presenting yourself with both masculine and feminine characteristics). 4. Discuss the gender issues/biases confronting SOGIE (sexual orientation, gender identity and expression e.g. stereotyping, marginalization, stigma, inequality, and persecution. 5. Review the three concepts: Gender Orientation, Gender Identity, and Gender Expression using the diagram - Genderbread Person. (See Powerpoint Presentation) 6. Ask the participants to share personal experience/story related to the topic.	
10 mins	Video Showing: Break down barriers (SMART Communication TVC)	Reflect on values that uphold human rights and dignity	 Synthesize the lesson by showing the video. Explain that all human beings are born free and equal in dignity and rights. All human rights are universal, interdependent, indivisible and interrelated. Sexual orientation and gender identity are integral to every person's dignity and humanity and must not be the basis for discrimination or abuse. Ask for insights/reflection from the group. 	Smart Communication - Breakdown barrier and welcome change https://www.youtube. com/watch?v=CHp- 9aSQrk0

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
20 mins	Sample learner activities on sexual orientation, gender identity, and expression.	Brainstorming activities that can serve as motivation/ stimulus for sexual orientation, gender identity and expression discussion in their class.	 Brainstorm with the participants how they can apply their learning in their respective classes. Ask the participants to share their ideas/recommendations/ suggestions. Share some possible classroom activities that can serve as stimulus to jumpstart their classroom discussion. 	Multimedia/ Participatory/ Arts-based Activities: (See Annex for instructions) • Sino ang bet mo? (quick survey) • Manifestations of Masculinity and Femininity among Teens (creative writing) • Video Showing: Sirena MTV • Video Showing: Bench TVC How long can you keep a secret? • U4U Power of Choice (Si Kit) • Storytelling: Ang Ikaklit sa aming Hardin

NOTES

Gender Relations are Power Relations



DIGNITY AND RESPECT

SESSION #4.4 TRACK: LEARNING NEW

Violence and Staying Safe

Session Aim: Engage the learners in a lively and safe discussion about power, violence and safety.

Total Time: 90 mins

Resources: Powerpoint Presentation, Laptop, Projector & Screen, Sound system, Metacards, Pentel pens, Masking tapes

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
10 mins	Marionette Puppets	Relate the experience from the game to the concept of power and power relationship	 Ask the participants to choose a partner. Have them assign person A and person B. Tell that person A will be the puppeteer, while person B will be the puppet. Explain that the "puppeteer" pulls some imaginary strings from the "puppet's" body. As the puppeteer pulls these strings, the puppet follows. The puppeteer may tie the imaginary strings to freeze the position of the puppets. Demonstrate the process to the group. Allow the puppeteer to explore for one minute. Then ask the puppeteers to position their puppets into uncomfortable poses. Give them another minute to do this task. Signal all the puppets to freeze. Have all the puppeteers move around to check the creations of others. Ask them to return to their respective partners and release their puppets. Ask the participants to change roles and repeat the process. Give a round of applause after the game. Surface the experience of the participants. Ask them what they felt when they were "puppets" and "puppeteers." Draw out the concept of power. Ask the group to identify people who are powerful and powerless in the society, community, school and home. 	PETA Theater in Education Manual Series: Creative Education for Children/Creative Body Movement for Children. PETA, 1995.
15 mins	Images of Powerful and Powerless	Recognize that unequal power relationship leads to abuse and violence	1. Ask the participants to work with their previous partner. Have them choose two people in the community that are powerful and powerless.	PETA Theater in Education Manual Series: Creative Education for Children / Creative Drama for Children. PETA, 1995.

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			 Ask each pair to demonstrate a frozen image showing the relationship of their characters. Tell them that these images will be called tableau (a theatrical technique showing a dramatic picture where actors are frozen on their poses). Check the images of the group. Tell them that the facilitator will give a signal for them to begin their respective scenes, complete with dialogues and emotions. Caution them not to physically hurt their partners. Each pair will be limited to verbal conflict (expressing tensions/ arguments through spoken words). Give the signal to start the short scenes. Give them 30 seconds to do their scene improvisations. Note: This activity will be noisy since the group will act 	
			 simultaneously. 5. Choose some pairs and let them present their scenes to the group. Have the audience identify the characters and describe their relationship (powerful-powerless). 6. Ask the participants about the consequences of unequal power relationship presented by each pair. 7. Relate the discussion to the next topic. 	
25 mins	Discussion	Describe examples of abuse and violence experienced by teens	1. Enumerate and describe the different types of abuse and violence experienced by Filipino children reported in the National Baseline Study on Violence against Children: • physical violence • psychological violence • sexual violence • forced consummated sex • peer violence/bullying • cyber violence • school-related violence • work-related violence • collective violence • casual sex • neglect • witnessing violence in the home • dating violence 2. Ask the participants to share any local incidents or stories of abuse or violence that happened in the school or community.	National Baseline Study on Violence against Children: Philippines https://www. unicef.org/phil- ippines/reports/ national-base- line-study-vio- lence-against-chil- dren-philippines

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
15 mins	Video Showing/ Discussion: Consent It's as Simple as Tea	Identify the elements of sexual consent	 Show the video about sexual consent. Ask for reaction, insights or reflection about sexual consent. Explain the different elements of sexual consent: Answer must be "Yes" Some people cannot consent Prior involvement does not count You must know if you have consent Emphasize that sexual activity without consent is rape or sexual assault. 	Tea Consent https://www. youtube.com/ watch?v=fGoWL- WS4-kU&t=44s 4 Elements of Sexual Consent https://brettpodolsky. com/sex-crimes/4-ele- ments-of-sexual-con- sent
10 mins	Video Showing 1: #WhoWill YouHelp Video Showing 2: It Only Takes One	Appreciate the importance of speaking out against abuse and violence in all spaces including home, school, office and community	 Show the first video on how to stop sexual harassment. Ask for reaction, insights and reflection about stopping sexual harassment. Emphasize that there are different ways to protect people from sexual harassment. People who are witnesses to these attacks can speak up and expose perpetrators of these abuses and violence. Show the second video on how to stop bullying. Ask for reaction, insights and reflection on how to stop bullying. Emphasize that as teachers and duty-bearers, they have a responsibility to create and ensure a safe environment for children and fellow human beings. It is important to recognize and understand that abuse and violence are wrong, and have no place in society. 	Who Will You Help? Sexual Violence Ad Campaign https://www.youtube. com/watch?v=op- Pb2E3bkoo
15 minutes	Sample learner activities on power, violence and safety	Brainstorm activities that can serve as motivation/ stimulus for power, violence and safety discussion in their class	 Brainstorm with the group how they can apply their learning in their respective classes. Share some possible classroom activities that can serve as stimulus to jumpstart their classroom discussion. 	Multimedia/ Participatory/ Arts-based Activities: (See Annex for instructions) • Cool or not Cool (Healthy and Unhealthy Relationship)

SESSION #4.4

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
				• Video: Safety Lesson on Child SexualAbuse
				• Video: Consent for Kids
				• Video: Child Marriage Social Experiment
				• Video: Real Love Story
				• Video: That's not Cool PSA

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SPECIAL TOPIC FOR KINDERGARTEN

My Body belongs to Me (Kindergarten)

Session Aim: Engage the learners in a safe, age-appropriate, and accurate discussion about private body parts and personal safety.

Total Time: 90 mins

Resources: Meta cards, pentel pens, masking tape, black board, Powerpoint presentation, LCD projector & screen, Laptop

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
20 minutes	Complete the sentence	Identify the correct name of body parts.	1. Group the participants into four or five teams. Instruct each team to think of a song (in their Mother Tongue, English, or Filipino) that has a specific name for a body part in the lyrics, which will be their song. Ask each team to sing their song. 2. Ask the teams to settle in their respective tables/places. Give each team a set of meta cards on which they are to write down their answers. Have each team choose a member to write the answers. 3. Ask the teams to complete the different sentences about body parts. Have them number their respective meta cards from 1 to 10. The group has 10 seconds to write down their answer per item. 4. Give the following incomplete sentences: 1. Bago kumain, maghugas ng mga	

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			 9. Magsuot ng panty para hindi makita ang 10. Magsuot ng brief para hindi makita ang 5. Recall the sentences and ask the teams to show and read aloud their answers for each number. Give extra attention to sentence #8, #9, and #10. 	
15 minutes	Discussion/ Input	Discuss the importance of using the correct name of private body parts. Define the right to privacy and bodily integrity.	 Process the experience of the group by asking reflective questions such as the following: Which part of the activity did you find difficult and why? What are the private body parts of girls and boys? What names do we use to call the private body parts of children? What would be the possible consequences if we do not introduce the correct names of the private body parts? Why is it important to teach our pupils the correct name of their private body parts? Explain that teaching the correct names of all the body parts, including their private parts, is the first step to ensure personal safety of children. Parents and teachers must teach them that their body belongs to them and that "they are the boss of their body." Children should know that they are in control of who touches their bodies and how. Parents should not insist that their children give or receive hugs or kisses from relatives and friends if their children do not wish to. This practice teaches children that it is okay to say no to touches from people in their family and others they know. Explain the following concepts — Right to Privacy and Right to Bodily Integrity. Right to Privacy. The Convention of the Rights of the Child protects children's privacy. Article 16 states that "no child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honor and reputation." Merriam-Webster 	Convention on the Rights of the Child https://www.ohchr. org/en/profession-alinterest/pages/crc. aspx Good Touches and Bad Touches http://knowledgeis-powerpbc.org/learning-center/good-touches-and-bad-touches/ Merriam-Webster: Privacy https://merriam-webster.com/dictionary/privacy Bodily Integrity https://home.crin. org/issues/bodily-integrity

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			defines privacy as "the freedom from unauthorized intrusion; being let alone and able to keep certain, especially personal, matters to oneself." Learning about privacy at a young age will decrease the child's vulnerability. Knowing that there are certain things that can take place in front of others and things that cannot will help arm children with information that can prevent sexual abuse.	
			• Right to Bodily Integrity. The right to autonomy and self-determination over one's own body means that the only person with the right to make decisions about one's body is oneself and no one else. It upholds everyone's right to be free from acts against their body which they did not consent to. Children are disproportionately vulnerable to violations of their bodily integrity because most violations happen at very young age when a person is unable to speak up for and defend themselves, or give or refuse consent. Practices that violate children's bodily integrity affect children's rights, as when their consent is not obtained or even considered, neglecting their freedom of thought and opinion.	
10 minutes	Good Touch or Bad Touch?	Identify Good Touch and Bad Touch.	 Read some statements about touches aloud. Ask the participants to categorize each statement as either Good Touch or Bad Touch. Teach the participants the hand gesture for each answer: thumbs up for Good Touch and hands crossed for Bad Touch. Read each statement. Clarify the statements if necessary. Mommy gives you a hug and kiss after you wake up. (GOOD TOUCH) Your friend touches you under your clothes or tickles you under the clothing. (BAD TOUCH) Someone touches you on your body where you don't want to be touched. (BAD TOUCH) Daddy gives you a good night hug and kiss. (GOOD TOUCH) A person forces you to touch him or her. (BAD TOUCH) 	
			Someone touches you and it makes you feel scared or nervous. (BAD TOUCH)	

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			Lola/Lolo comes to visit, and everyone gets hugs and kisses. (GOOD TOUCH)	
			Someone asks you not to tell anyone about the touch. (BAD TOUCH)	
			• A person threatens to hurt you if you tell anyone about the touch. (BAD TOUCH)	
			3. Ask for comments and reactions from the participants after the game.	
15 minutes	Lecture/ Discussion	Identify the three kinds of touches. Enumerate safety rules for kids to practice.	 Connect the previous game to the lecture on Touches. Stress that children should learn that they are in control of who touches their bodies and how. Describe the 3 kinds of touches: Safe touches - these are touches that keep children safe, are good for them, and make them feel cared for and important. These are considered Good Touches. Unsafe touches - these are touches that hurt/harm children's bodies or feelings. These are also the kind of touches that they don't like (makes them uncomfortable) and would want to stop right away. When someone touches their private parts with intentions other than to keep them clean and healthy, these touches are not okay. These are Bad Touches. Unwanted touches - these are touches that might be safe but that a child doesn't want from a particular person or at that particular moment. It's okay for a child to say "no" to unwanted touch, even if it's from a familiar person. Children need to learn to set personal boundaries. Enumerate the following safety rules: It is not okay to touch someone else's private body parts. It is not okay for someone to ask you to touch their private body parts in front of you. It is not okay for someone to ask you to take your clothes off except if they are a doctor helping to see if you are hurt 	Teaching Good Touch Bad Touch http://familyhelpcenter.net/wp-content/ uploads/2015/10/18- Teaching-Good- Touch-Bad-Touch1. pdf Bodily Integrity https://home.crin.org issues/bodily-integrity

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			• It is not okay for someone to take photos or videos of you with your clothes off.	
			• It is not okay for someone to show you photos or videos of people without their clothes on.	
			• You can decide who can touch you, who can kiss you, or who can give you a hug. You have the right to say, "no".	
15 minutes	Video Showing: Consent for Kids	Define consent and describe situations where a child cannot give consent.	 Play the video: Consent for Kids. Ask for reactions, insights, or reflections about consent. Recall the meaning of consent (giving permission to someone for something; saying yes is consent) and situations where consent is needed. Emphasize that a child gets to decide what to do with their body. No one else is entitled to decide what to do with their body except the child. Children should always safeguard themselves and know the healthy boundaries for touch and personal space. If someone breaks this boundary, children should talk to an adult they trust. Summarize the discussion. Enumerate ways for children to protect their bodies and set personal boundaries: Say "no"! (Sabihing "Huwag!") Tell the person that you don't like it and you don't want to be touched. Get away fast! (Tumakbo ka!) Run away from the person whose touch you don't like. Never stay alone with that person ever again. Call for help. (Magsumbong) You can scream. Believe in yourself. You did nothing wrong. Tell someone you trust what happened. If someone touches you in the wrong way, tell someone you trust what has happened. Don't let threats scare you into running away or keeping quiet. When a person touches you and asks you to keep it a secret between the two of you. Ask yourself, "Does the secret bother me?" 	Teaching Good Touch & Bad Touch http://familyhelpcen- ter.net/wp-content/ uploads/2015/10/18- Teaching-Good-Touch Bad-Touch1.pdf Consent for Kids https://www. youtube.com/ watch?v=h3nhM9UlJ

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			 Don't keep secrets that make you feel uncomfortable. Go to a person you trust — parent, relative, teacher, or doctor. If the person you go to doesn't believe you, go to someone else you trust until someone believes you and helps you. Stay away from the person who is touching you in the wrong way or making you feel uncomfortable. Don't stay alone with a person who touches you in a way that makes you uncomfortable or makes you feel unsafe. 	
15 minutes	Sample learner activities on personal safety and personal boundaries.	Brainstorm activities that can serve as motivation/ stimulus for personal safety and personal boundaries.	 Brainstorm with the participants how they can apply their learning in their respective classes. Ask the participants to share their ideas/recommendations/ suggestions. Share some possible classroom activities that can serve as stimulus to jumpstart their classroom discussion. 	Multimedia/ Participatory/Arts- based Activities: (See Annex for Instructions) Songs about body parts My Body Puzzle Game Mime Game (How to Take Care of My Body) Different ways of saying "yes" and "no"

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Gender-based Violence (Senior High School)

Session Aim: Engage the learners in a safe, and accurate discussion about gender-based violence.

Total Time: 90 mins

Resources: Metacards, pentel pens, masking tape, black board, Powerpoint presentation, LCD projector & screen, Laptop

Good News! Bad News! Classify news headlines into positive or negative news. 1. Ask the group to classify the following tabloid newspaper headlines into Good News or Bad News. Ask them to answer using hand gestures: thumbs up for Good News and thumbs down for Bad News. Estudyante, binully sa loob ng CR! Hubad na larawan ng babae ikinalat sa social media ng ex-boyfriend! Bakla, ni-rape sa plaza! Sex, kapalit ng mataas na grade, nabisto! Anak, ibinugaw ng magulang sa internet! Dalaga, ginahasa ng mga kainuman. Tibo, hinipuan sa jeep! Date rape drugs, laganap! Menor de edad, ipinuslit ng sindikato sa pier, nailigtas. Katulong, itinali sa puno ng amo! Misis, sinapak ng asawa nang tumangging makipagtalik! Magastos mambastos sa QC! Ask some volunteers to qualify their answers. Process the comments of the group if necessary Give the participants a round of applause after the game.	TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
		1	headlines into positive or	tabloid newspaper headlines into Good News or Bad News. Ask them to answer using hand gestures: thumbs up for Good News and thumbs down for Bad News. • Estudyante, binully sa loob ng CR! • Hubad na larawan ng babae ikinalat sa social media ng ex-boyfriend! • Bakla, ni-rape sa plaza! • Sex, kapalit ng mataas na grade, nabisto! • Anak, ibinugaw ng magulang sa internet! • Dalaga, ginahasa ng mga kainuman. • Tibo, hinipuan sa jeep! • Date rape drugs, laganap! • Menor de edad, ipinuslit ng sindikato sa pier, nailigtas. • Katulong, itinali sa puno ng amo! • Misis, sinapak ng asawa nang tumangging makipagtalik! • Magastos mambastos sa QC! 2. Ask some volunteers to qualify their answers. Process the comments of the group if necessary 3. Give the participants a round of applause	

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
20 minutes	Discussion/ Input	Define Gender-based Violence. Enumerate the different types and impacts of Gender-based Violence.	 Ask the participants about their feelings/ insights during the game. Have them share similar stories/incidents/experiences. Ask them what word can best summarize these headlines/stories. Introduce the term - Violence. Explain the meaning of the word: Violence - the use of force to harm a person. It is also a behavior by persons, against persons that intentionally threatens, attempts, or actually inflicts physical harm. Stress that the headlines mentioned in the previous activities were examples of Gender-based Violence (GBV). Explain the meaning of GBV: Gender-based violence (GBV) is violence directed against a person because of their gender. Both women and men experience this, but the majority of victims are women and girls. GBV and violence against women (VAW) are often used interchangeably as it has been widely acknowledged that most GBV is inflicted on women and girls by men. Violence against women and girls is one of the most prevalent human rights violations in the world. An estimated 1 in 3 women will experience physical or sexual abuse in her lifetime. It continues to occur because we are "told" to be silent (culture of silence). Explain that many forms of GBV are rooted in power inequalities between men and women. Young girls and boys are socialized into differentiated gender roles that places them within unequal structures of power. Gender inequality disempowers girls by giving them unequal access to resources and not allowing them to participate in decisions that affect them within the family and community. Use the diagram: Manifestations of Gender Bias" to situate GBV. Enumerate the different types of GBV. Use photos and videos to provide examples Overt physical abuse (includes deprivation of liberty, forced marriage, sexual harassment, at home or in the workplace) Psychological abuse (includes deprivation of libe	Definition of violence https://www.merri-am-webster.com/dictionary/violence Violent Crimes Law and Legal Definition https://definitions. uslegal.com/v/violent-crimes/ Children and Gender-based Violence https://resourcecentresavethechildren.net/sites/default/files/documents/1530.pdf Gender-based Violence https://www.unfpa.org/gender-based-violence Manifestation of Gender Bias https://www.slideshare.net/jackomar/manifestation-of-gender-biasmamconnie

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
15 minutes	Video Showing: How Safe is Manila	Describe how women experience sexual	 Deprivation of resources needed for physical and psychological well-being (including health care, nutrition, education, means of livelihood) Treatment of women as commodities (includes trafficking in women and girls for sexual exploitation) Mention that GBV undermines the health, dignity, security and autonomy of its victims. GBV has the impacts the following: 1) Health and wellbeing; 2) Social development; and 3) Inequality and power relations. Before playing the video, ask the participants a pre-viewing question: How safe is Manila for girls at night? 	Social Experiment: Is Manila Safe at Night for Women in 2018
	by Night	harassment in public spaces.	 Introduce the social experiment video of Human Meter: How Safe is Manila by Night? Mention that the video will find out whether it is safe for a woman to be alone at night in the city. Play the video. Process the experience of the participants. Recall the pre-viewing question. Ask for comments, reaction and insights from the participants. Explain that Quezon City is one of the pilot cities implementing the UN Women's Safe Cities Metro Manila Programme. The initiative addresses sexual harassment and violence against women in public spaces. In 2016, the Quezon City Council amended its GAD Ordinance on Anti-Catcalling and Sexual Harassment in Public Spaces and defined Sexual Harassment against Women in Public Space as the unwanted, unwelcome, uninvited comments, gestures and actions forced on a woman in public places without their consent and is directed at them because of their sex, gender, gender expression, or sexual orientation that affects victims not just physically but moreover psychologically causing anxiety, fear, depression, post-traumatic stress disorder or other effects damaging the health and well-being of a person. Stress that Sexual Harassment in Public Spaces is a form of Gender-based violence. 	https://www. youtube.com/ watch?v=yUo43of- duSM Quezon Safe City Model https://quezonci- ty.gov.ph/index. php/latest-news/ item/22-the-quezon- safe-city-model-en- suring-public-safety- and-addressing-sexu- al-violence-in-public- spaces Quezon City Council: Ordinance No. SP-2501, S2016 http://quezon- citycouncil.ph/ ordinance/SP/sp- 2501,%20s-2016-1. pdf Safe Cities - Philippines https://asiapacific. unwomen.org/en/ countries/philip- pines/safe-cities-met- ro-manila

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
20 minutes	Discussion/ Input	Enumerate laws against Gender-based Violence.	Mention that the amended GAD ordinance of Quezon City expands the definition of sexual harassment and strengthens the mechanisms to address this kind of Gender-based Violence. This piece of local legislation codifies the rights of women to live free from violence. Stress that laws can play an important	Gender-based Violence and the Law http://pubdocs.worldbank.org, en/232551485539744935/ WDR17-BP-Gender-based-vi- olence-and-the-law.pdf
			symbolic role, by indicating that such behavior is socially unacceptable. The associated sanctions may serve a deterrence function. Legislation can also be responsive to victims, by providing for protection and access to support services. 3. Enumerate the different laws/legislations that address Gender-based Violence. Briefly explain each legislation (See Powerpoint).	https://pcw.gov.ph/law/republic-act-9710 Policy on sexual harassment in the workplace https://pcw.gov.ph/law/csc-memorandum-circular-no-30-s-1994 Anti-Sexual Harassment Act of 1995
			 Magna Carta of Women Policy on sexual harassment in the workplace (1994) 	https://pcw.gov.ph/law/repub- lic-act-7877 Anti-rape Law of 1997 https://pcw.gov.ph/law/repub-
			 Anti-Sexual Harassment Act of 1995 Anti-rape Law of 1997 Anti-Trafficking in Persons Act of 2003 	lic-act-8353 Anti-Trafficking in Persons Act of 2003 https://pcw.gov.ph/law/republic-act-9208
			 Anti-Violence Against Women and their Children Act of 2004 Anti-Photo and Video Voyeurism Act 2009 	Anti-Violence Against Women and their Children Act of 2004 https://pcw.gov.ph/law/repub- lic-act-9262
			 Anti-Child Pornography Act of 2009 Safe Spaces Act of 2019 (RA 11313) - recently passed into law, the Philippine Commission on Women will craft the Implementing Rules and Regulations. Ask for questions, clarifications and comments from the participants. 	Anti-Photo and Video Voyeurism Act 2009 https://pcw.gov.ph/law/republic-act-9995 Anti-Child Pornography Act of 2009 https://pcw.gov.ph/law/republic-act-9775
			5. Synthesize the session by showing the global campaign video - One Billion Rising.	Safe Spaces Act of 2019 https://www.official- gazette.gov.ph/down- loads/2019/04apr/20190417- RA-11313-RRD.pdf
				(Short Film) https://www.youtube.com/ watch?v=gl2AO-7Vlzk

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
20 minutes	Sample learner activities on gender-based violence.	Brainstorm activities that can serve as motivation/ stimulus for gender-based violence in their class.	 Brainstorm with the participants how they can apply their learning in their respective classes. Ask the participants to share their ideas/recommendations/ suggestions. Share some possible classroom activities that can serve as stimulus to jumpstart or deepen their classroom discussion. 	Multimedia/Participatory/ Arts-based Activities: (See Annex for Instructions) Video Showing: 1343 Actionline against Human Trafficking Poetry Reading: I Got Flowers Today Photo Analysis: Why is it so hard to see black and blue Video Showing: Lisa Floyd's 911 Call Video Showing: #Violence is Violence Video Showing: BBC South Korea-Police Campaign Against Hidden Camera Pornography



1+1=1: Sperm and Egg Cell

Session Aim: Engage learners in a lively and safe discussion about human reproduction and fertilization.

Total Time: 90 mins Resources: Powerpoint Presentation, Laptop, Projector & Screen,

Sound system Metacards, Pentel pens, Masking tapes,

Visual aid/Signage: ABCs of Prevention

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
15 mins	Fact or Bluff	Distinguish facts from myths and misconceptions about human reproduction	 Explain the mechanics of the game. The facilitator will read some statements about human reproduction. The participants will classify each statement whether it is a fact or a myth/misconception. The participants will respond by saying FACT (for correct statements) or BLUFF (for incorrect statements). Each answer has its own hand gesture: big check for fact; and big letter X for bluff. The facilitator will provide explanation after each statement. Give some examples to familiarize the group with the process. Play the game. Read each statement. Kapag may regla ang babae, hindi sya pwedeng tumakbo o mag-exercise. (BLUFF) Ang ari ng lalaki ay may buto kaya ito lumalaki. (BLUFF) Hindi pwedeng maligo kapag may regla. (BLUFF) Normal lang ang pagkakaroon ng wet dreams (FACT) May 20 milyon sperm cells sa isang kutsaritang semilya. (FACT) Hindi ka mabubuntis kung first time mong makipag-sex. (BLUFF) Tumalon-talon pagkatapos makipag-sex para hindi ka mabuntis. (BLUFF) Provide explanation to clarify each statement. (see reference*) Give the group a round of applause. 	Respect Yourself - Puberty Myths and Facts https://www. irespectmyself.ca/ en/respect-yourself/ healthy-body/puber- ty/myths-and-facts

FACT/BLUFF EXPLANATION*

- Statement A: During her period, a female can do anything she normally does. Exercise can help reduce cramps and improve mood.
- Statement B: Even though we sometimes call an erect penis a "boner", the penis has no bone in it. A rush of blood into the penis causes an erection.
- Statement C: Teens need to shower even more as result of puberty, especially during their period. They need to pay extra attention to their bathing routine during their period, not just for their comfort but also for their hygiene routine. Use tampons or menstrual cups for swimming.
- Statement D: This is completely natural—nocturnal emissions or "wet dreams." While wet dreams are typically associated with adolescent boys, they are a common experience for both sexes from puberty through adulthood. Wet dreams happen when a person orgasms involuntarily while the person is sleeping because of a dream, which may or may not be erotic.
- Statement E: Sperm count vary from about 20 million to 100 million sperm cells per ejaculation. Healthy
 males produce 1.5ml to 5ml of semen each time they ejaculate. It takes only one sperm to fertilize an egg.
- Statement F: A female can get pregnant any time she has sex without reliable birth control. Sperm survives up to five days inside the female body and ovulation can happen during this period. There is a chance the sperm and egg will get together. A sexually active couple—male and female, that do not want to get pregnant, should always use reliable birth control.
- Statement G: Male and female reproductive organs are literally designed to get semen in there; and keep it in there. Physical activity won't get the semen out and prevent pregnancy.

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
20 mins	Open Forum	Share myths and misconceptions related to puberty and human reproduction Identify the parts and functions of male and female reproductive system Explain the fertilization process	 Ask the group if they know any myths and misconception related to puberty and human reproduction. Discuss these beliefs and perceptions with the group. Provide explanation if needed. Give the following inputs: Major parts of male and female reproductive system Basic functions of parts of the male and female reproductive system Fertilization process Ask for questions/clarifications from the group. 	Human reproductive system www.britannica. com/science/human-reproductive-system
15 mins	Video Showing: Fertilization	Describe the process of fertilization	 Show the video about fertilization. Ask for insights/reflection from the participants. Summarize the discussion by saying that there are many myths and misconception 	Fertilization https://www.you- tube.com/watch? v=_5OvgQW6FG4

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			related to human reproduction. People need information to correct these wrong beliefs and perceptions.	
10 mins	ABCs of Teenage Pregnancy Prevention	Identify the ABCs of Prevention	 1. Synthesize the lesson by giving the ABCs of Teenage Pregnancy Prevention: A = Abstinence B = Be faithful C = Consult an Adult (Parent/Teacher/Medical Professionals) D = Dont drink alcohol; Don't do drugs E = Educate yourself 	U4U Video - Power of Choice (Synthesis)
30 mins	Sample learner activities on human reproduction	Brainstorm activities that can serve as motivation/ stimulus for human reproduction and fertilization discussion in their class	1. Brainstorm with the participants how they can apply their learning in their respective classes. Ask the participants to share their ideas/recommendations/ suggestions. 2. Share some possible classroom activities that can serve as stimulus to jumpstart their classroom discussion.	Multimedia/ Participatory/Arts- based Activities: (See Annex for instructions) • Grouping Game (Parts of Male and Female Reproductive System) • Connecting Pictures to create a story • Video Showing: U4U Video Power of Choice (Si Kristine) • Video Showing: Lucky Me TVC Ang Tunay na Lalaki
NOTES				



SESSION #6 TRACK: LEARNING NEW

3+3+3=1: Full Term

Session Aim: Engage learners in a fun and interactive discussion about normal pregnancy.

Total Time: 90 mins

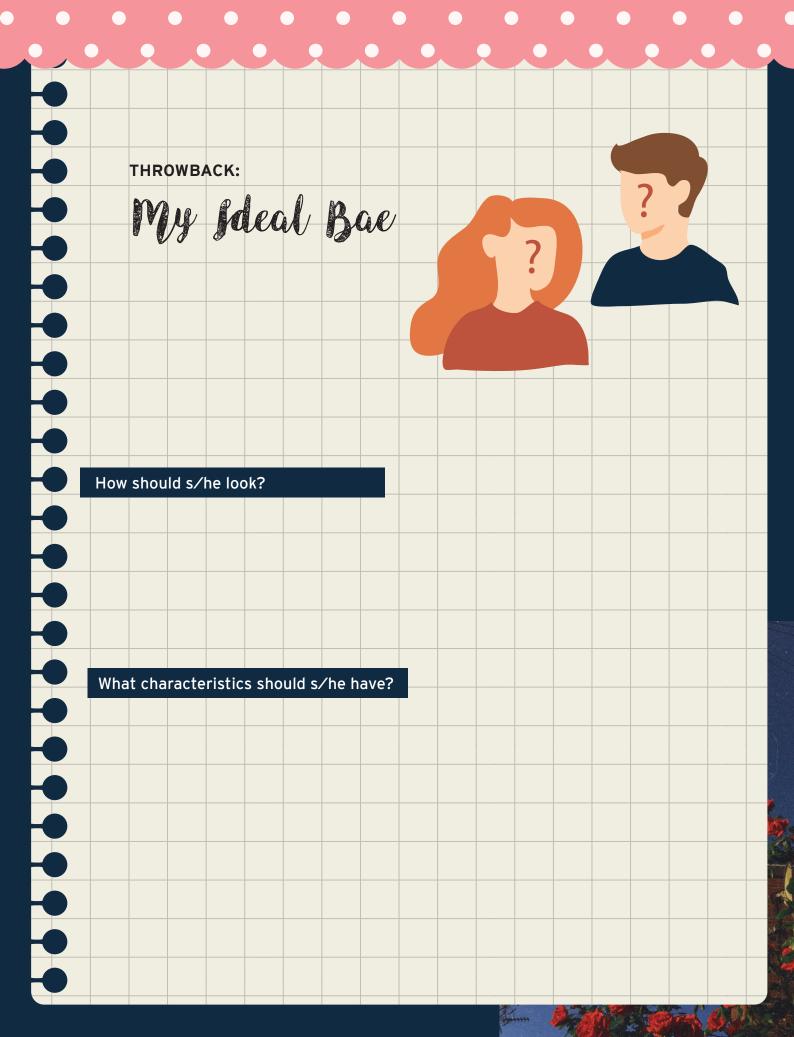
Resources: Powerpoint Presentation, Laptop, Projector & Screen, Sound system, Metacards, Pentel pens, Masking tapes, Visual aid/Signage: FIRST TRIMESTER, SECOND

TRIMESTER, THIRD TRIMESTER

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
15 mins	Signs of Pregnancy	Identify signs/ symptoms of pregnancy according to each trimester	 Ask the participants how long is a normal pregnancy? What are the stages of pregnancy? Explain the meaning of trimester. Each trimester is characterized by symptoms/signs of pregnancy. Give each participant a metacard. Written on each metacard is a pregnancy symptoms or things to expect during pregnancy. Ask the participants to classify their metacards according to the trimester they believe it belongs to (See Reference). Ask them to post their metacards ot the correct Manila paper: FIRST TRIMESTER, SECOND TRIMESTER, THIRD TRIMESTER. Check each trimester column. Put metacards on the correct column, if needed. Provide some explanation. Ask for personal experiences from the participants. Summarize the activity. Explain that each trimester comes with its own specific hormonal and psychological changes. Emphasize that it would be helpful to be aware of the specific risk factors and medical tests/support for each trimester. 	Pregnancy Week by Week https://www.medicinenet.com/ pregnancy/article.htm First Trimester • missed period • morning sickness (nausea) • weight gain or loss • frequent urination • cravings or aversion to certain foods Second Trimester • baby bump appears • stretch marks appear • darkening of the skin around the nipples • nausea and fatigue may lessen or go away completely • swelling of ankles, fingers, and face Third Trimester • hemorrhoids • belly button may protrude • breast may leak watery pre-milk called colostrum • contractions may be felt • cervix becomes thinner and softer
10 mins	Video Showing: Pregnancy in 2 Minutes	Describe physical and emotional changes happening to women during pregnancy	 Show the video: Pregnancy in 2 Minutes. Ask the participants to share some thoughts and reflections. 	Glamour - This is Your Pregnancy in 2 Minutes https://bit.ly/2vtsvLX

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
30 mins	Input/ Discussion	Describe the three stages of normal pregnancy Discuss the changes and development happening to the mother and baby during pregnancy	 Explain that normal pregnancy lasts about 40 weeks and is grouped into three stages or trimesters. Discuss the changes and development happening to the mother and baby in each trimester. Ask the group to share personal stories/experiences about pregnancy. 	Pregnancy Week by Week https://www. medicinenet.com/ pregnancy/arti- cle.htm
5 mins	Video Showing: Lucky Me's Pregnant Pause	Emphasize the impact of pregnancy, especially to teenagers	 Summarize the important points discussed in the session. Synthesize the topic by showing a video about teenage pregnancy. Share with the participants the old Filipino proverb about pregnancy: Nasa hukay ang isang paa ng babaeng nagbubuntis. Explain that the stakes are even higher when it comes to teenage pregnancy. 	Lucky Me - Pregnant Pause https://www. youtube.com/ watch?v=zAn4GD- Qg0eA
30 mins	Sample learner activities on pregnancy	Brainstorm activities that can serve as motivation/ stimulus for discussion on pregnancy in their class	 Brainstorm with the participants how they can apply their learning in their respective classes. Ask the participants to share their ideas/recommendations/suggestions. Share some possible classroom activities that can serve as stimulus to jumpstart their classroom discussion. 	Multimedia/ Participatory/Arts- based Activities: (See Annex for Instructions) • Complete the sentence (Naglilihi si Nanay kasi) • Pinoy Henyo (Pregnancy Edition) • Arrange the Pictures (Baby Inside the Tummy) • Mga sabi-sabi kapag buntis

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Stories of Young Parenthood

Session Aim: Engage the learners in a fun and interactive discussion about young parenthood.

Total Time: 90 mins

Resources: Powerpoint Presentation, Laptop, Projector & Screen, Sound system, Bond paper, Pentel pens, Metacards, Manila paper, Visual aid/Signage: Love/Warmth, Protection, Moral/Spiritual Values, Education, Discipline, Others

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
15 mins	The Price is Right	Identify the monetary value of things related to survival needs of a child	 Ask the participants to form groups of three. Give each group bond paper and pentel pens. The facilitator will show different pictures of baby products. Each group has to guess the price of each object shown. Have them write their answer on the paper. Show pictures one at a time. See Powerpoint Presentation for samples of baby products with actual prices (as of May 2018). Give the groups 10 seconds to write their answers. Check the answer of each group, and share the correct answer. The group earns one point for each correct answer. The group with the most points wins the game. Recall the different objects. Ask the group, "how are these objects related/connected?" Tell them that these are some examples of things related to survival needs of an infant/baby. 	Baby Products • 3-pc set sando (P439.75) • Sleeping dress (P409.75) • Baby suit (P349.75) • Baby shirt (P399.75) • Crib mobile (P2,199.75) • Breast pump (P3,799.75) • Breast pump (P299.75) • Pee protector cot sheet (P189.75) • Paby diaper (P132.75) • All-in-one-baby-carrier (P6,999.00) • Push chair (P4,999.75) • Baby crib (P2,399.75) • Baby wipes (P173.50) • One size pocket cloth diaper (P389.75) • 1pc Hooded blanket (P179.75)

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
				 6-in-1 vaccine (Hep B, DBTOPV/IPV, H Influenza) (P5,500.00) Paracetamol drops 30mL (P128.75) Ambroxol HCI syrup 15mL (P126.25) Baby powder 200g (P83.25) Electric fan power consumption (P0.57x 18hrs x 30days = P307.80)
15 mins	Buzz Question: Ano ang responsibilidad ng magulang sa anak?	Identify the different responsibilities of parents to their children	 Begin by saying that parents have varying duties and responsibilities to their children. Aside from providing the survival needs of their children, they also have other duties according to our law. Ask each participant to write a duty/ responsibility of parents to their children. Have them write their answers on the metacards. Ask the participants to post their answers on the wall. Group similar answers. Label the group of metacards according to the duties/responsibilities of parents e.g. Love/Warmth, Protection, Moral/Spiritual Values, Education, Discipline, etc. Discuss each group of answers. Ask the participants to provide short explanations. Summarize the answers of the participants. Reiterate the different duties and responsibilities of parents to their children. 	Family Code of the Philippines https://chanrobles. com/executiveor- derno209.htm#. XZGEzUYzbIV
30 mins	Video Showing & Discussion	Discuss the different challenges experienced by teen parents	 Have the participants watch the different stories of teen parents. Ask them to identify the challenges faced by teen parents. Play the video Reel Time's Hinog sa Pilit. The facilitator may show the full video or just the specific stories of teen couples: Noli (18yo) & Beverly (15yo) <01:26-07:49>> 	The Problems Faced by Teen Parents https://www.lives- trong.com/arti- cle/146370-the-prob- lems-faced-by-teen- parents/

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			 Kyle (16yo) at Jeane (15yo) <<07:50 - 14:11>> Michael (19yo) & Evelyn (17yo) <<14:42-19:55>> 3. Process the experience of the participants. Ask them to share personal experience/ story related to the topic. 4. Explain the different problems faced by teen parents like health issues, schooling, economic issues, relationships, depression, children's success. 	Video Link: Reel Time: Hinog sa Pilit https://www.youtube. com/watch?v=knV- D7i90-gE
5 mins	Video Showing	Emphasize challenges of unplanned parenthood	 Synthesize the session by showing a funny video about parenthood. Emphasize that parenthood has challenges and should be planned. Ask for insights/reflection from the participants. 	Euro RSCG Bangkok "Pregnant" https://www. youtube.com/ watch?v=agV1QDx- JQEA
25 mins	Sample learner activities on young parenthood	Brainstorm activities that can serve as motivation/ stimulus for discussion on young parenthood	1. Brainstorm with the group how they can apply their learning in their respective class. 2. Share some possible classroom activities that can serve as stimulus to jumpstart their classroom discussion.	Multimedia/ Participatory/ Arts-based Activities: (See Annex for instructions) • Complete the sentence (statistics) • Video Showing: Power of Choice (Si Kristine) • Video Showing: Tamis ng Unang Halik - Katorse Music Video



Understanding, recognizing and reducing the risk of STIs, including HIV

Session Aim: Engage the learners in a fun and interactive discussion on Sexually Transmitted Infection and HIV/AIDS.

Total Time: 90 mins

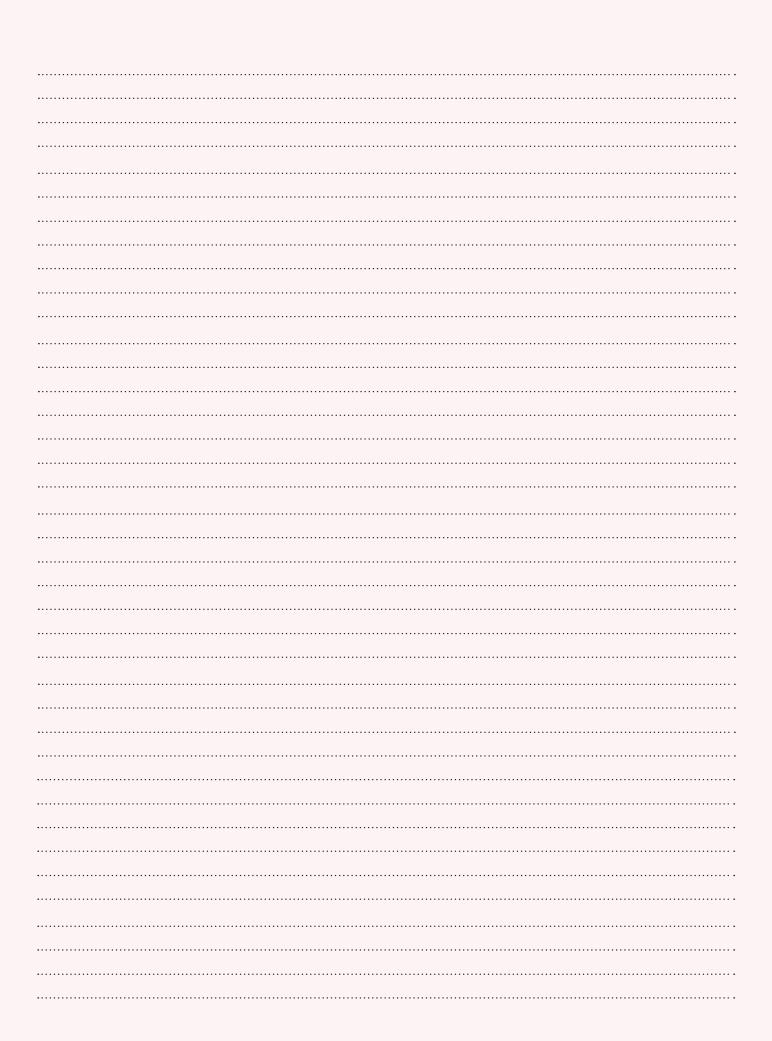
Resources: Powerpoint Presentation, Laptop, Projector & Screen, Sound system, Bond paper, Pentel pens, Metacards, Manila paper, Masking tapes

TIME ACTIVITY LEARNING OBJECTIVE Relate the game and symbols to the topic of STIs and HIV Relate the game and symbols to the topic of STIs and HIV Divide the participants into two or three teams. Have each team form a single file. Explain that the group will play a relay game. A specific message will be shown to the leader of the team. Mhe has to relay the message by drawing the message on the back of the person next to him/her using finger/hand. Once the message has been understood, the person who received the message will follow the same process of passing the message until the message reaches the last person in the group. S/he then writes themessage on the paper. The facilitator will signal when to raise the paper. 3. Allow time for the teams to practice. 4. Use the following messages in the game: symbols of male, female, HIV ribbon, Rx (medical transcription), condom, death emoji. 5. Start the game. Monitor the progress of each team. 6. The team that gets the correct answer earns a point. The team with most number of points, wins the game. 7. Recall the different symbols that were relayed during the game. Ask the participants about how each team relayed the message to one another. 8. Relate the symbols and concept of passing (transmission) in the discussion on Sexually Transmitted Infections and HIV/AIDS.
Message and symbols to the topic of STIs and HIV 2. Explain that the group will play a relay game. A specific message will be shown to the leader of the team. She has to relay the message by drawing the message on the back of the person next to him/her using finger/hand. Once the message has been understood, the person who received the message will follow the same process of passing the message until the message reaches the last person in the group. She then writes themessage on the paper. The facilitator will signal when to raise the paper. 3. Allow time for the teams to practice. 4. Use the following messages in the game: symbols of male, female, HIV ribbon, Rx (medical transcription), condom, death emoji. 5. Start the game. Monitor the progress of each team. 6. The team that gets the correct answer earns a point. The team with most number of points, wins the game. 7. Recall the different symbols that were relayed during the game. Ask the participants about how each team relayed the message to one another. 8. Relate the symbols and concept of passing (transmission) in the discussion on Sexually

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
30 mins	Discussion	Identify the different examples and symptoms of sexually transmitted infections, including HIV Discuss local data on STIs and HIV/AIDS cases	1 Ask the participants to give examples of STIs and its common symptoms. 2. Explain that sexually transmitted infection (STI) is an infection that you can get by having sex. Some STIs (gonorrhea and chlamydia) infect your sexual and reproductive organs, while others (HIV, hepatitis B, syphilis) cause general body infections. STIs used to be called VDs (venereal diseases). It can spread during vaginal, anal and oral sex. Some STIs are also spread by contact with infected blood. 3. Explain the reason why the term STD was replaced by the term STI. (Refer to Powerpoint Presenter's Note). 4. Discuss the different examples and symptoms of sexually transmitted infections according to their types: A. Bacterial • Vaginitis, Chlamydia, Gonorrhea, Syphilis, Pelvic Inflammatory Disease B. Viral • Genital Herpes, Human Papillomavirus/ Genital Warts, Hepatitis B, Hepatitis C Virus, HIV/AIDS C. Parasitic • Trichomonas, Scabies, Pubic Lice 5. Cite some local data on STIs and HIV/ AIDS cases: • 37,653 people living with HIV in 2016 • 26 newly diagnosed cases of HIV per day with over 7,500 cases reported in 2016 alone • 1 in 3 people who live with HIV in the Philippines receive antiretroviral treatment • In the Philippines, 90% of all HIV infections were diagnosed among men, mostly men who have sex with men	Sexually Transmitted Infections (STIs) https://www.sutter-health.org/pamf/ health/teens/sexual/sti WHO: AIDS Cases Rising, Early Detection Key https://www.who. int/philippines/ news/feature-sto-ries/detail/who-aids-cases-rising-early-detection-key Sexually transmitted infections (STIs) http://www.who. int/news-room/fact-sheets/detail/sexual-ly-transmitted-infections-(stis) Sexually transmitted infections (STIs) https://www. womenshealth. gov/a-z-topics/sexually-transmitted-infections
15 mins	Discussion	Enumerate reasons why young people are at particu- lar risk for STIs and HIV/AIDS	 Cite the latest DoH reported case in 2017 that 3,290 persons were diagnosed with HIV. A total of 1,020 of those diagnosed belong to the 15-24 age group. Ask the participants why young people are at particular risk for STIs and HIV/AIDS. 	DOH: Philippines addresses rising trend in new HIV infections https://www.doh. gov.ph/node/10649

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
			 3. Enumerate and explain the reasons why young people are at risk: Engaging in high risk behaviors (low rates of condom use, substance use/abuse and sex, multiple sexual partners, older partners more likely to have unsafe sex, dating violence/assault) Lack of skills and confidence to negotiate safer sex methods; low perception of risk Environmental and structural factors (inadequate HIV prevention education, limited access to and education about condoms, low HIV testing rates, limited access to HIV counseling/testing/referral service, feelings of isolation) Social stigma leading to non-optimal medical adherence 4. Ask for insights/comments from the participants. 	How HIV transmitted? https://www.hiv. gov/hiv-basics/ overview/about- hiv-and-aids/what- are-hiv-and-aids
10 mins	ABCs of Prevention	Describe ways of preventing STIs and HIV/ AIDS	 Explain the ABCs of Prevention for STIs and HIV/AIDS. Summarize the topic. Reiterate that people can acquire STIs, including HIV as a result of having sex with someone who already has an STI/HIV, and there are ways people can lower their vulnerability to infection. 	FAQ: How to prevent sexually transmitted infections (STIs) https://bit.ly/2D- 67VH8 OWH: Sexually Transmitted Infections https://bit.ly/2tW6h- Vg
10 mins	Video showing: The Red Whistle	Emphasize the importance of fighting STIs and HIV as one caring community	 Synthesize the topic by showing the video of people living with HIV in the Philippines. Emphasize that people infected with STIs and HIV are facing various stigma ang discrimination; and that we need to work hand in hand as one caring community to fight STIs and HIV/AIDS. 	The Red Whistle www.youtube. com/watch?v=8 WeuK94J2Oc
15 mins	Sample learner activities on STIs and HIV/AIDS	Brainstorm activities that can serve as motivation/ stimulus for discussion on STI's and HIV/ AIDS	Brainstorm with the participants how they can apply their learning in their respective classes. Ask the participants to share their ideas/recommendations/suggestions. Share some possible classroom activities that may serve as stimulus to jumpstart their classroom discussion.	Multimedia/ Participatory/Arts- based Activities: (See Annex for instructions) 1. Transmission Game (using cards) 2. The Handshake 3. Video Showing: HIV/AIDS

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Teenage Preams

What was your motto?	What were your dreams as a teenager?
 □ Good vibes only □ If you believe, you can achieve □ Gratitude is the best attitude □ No pain, no gain □ Others 	 □ Travel the world □ Win the lottery □ Be a famous celebrity □ To serve the country □ Others
How did you achieve you dreams?	

SESSION #8 TRACK: LEARNING NEW

Life Skills

Session Aim: Engage learners in a fun and interactive discussion on different life skills related to sexuality, reproductive health and wellbeing.

Total Time: 90 mins

Resources: Powerpoint Presentation, Laptop, Projector & Screen, Sound system, Bond paper, Pentel pens, Metacards, Manila paper, Visual aid/Signage: Love/Warmth, Protection, Moral/

Spiritual Values, Education, Discipline, Others

TIME ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
10 mins Word Release through Ball Throwing	Articulate personal impression on the thoughts, actions, behaviors and feelings of students related to sexuality and reproductive health	 Ask the participants to form a big circle. Stand in the middle of the circle with a ball. Tell them that you will throw the ball to any person in the circle. The person has to catch the ball and throw it back to the facilitator. Practice until the group becomes familiar with the process before you give the next instruction. The facilitator will say a trigger phrase and the ball will be thrown to the group. Anyone who catches the ball has to say something connected to the trigger phrase. The ball is passed back to the facilitator. The process is repeated until the group has exhausted possible answers. Begin the game. Below are the trigger phrases: Kadalasang iniisip ng estudyante tungkol sa sexuality Kadalasang maririnig sa estudyante tungkol sa pakikipagrelasyon Kadalasang reaksyon ng estudyante tungkol sa regla tungkol sa bullying sa harassment Kadalasang pag-uugali ng estudyante tungkol sa internet at social media Kadalasang pakiramdam ng etudyante tungkol sa teenage pregnancy Kadalasang opinyon ng etudyante tungkol sa STIs at HIV/AIDS Give the group a round of applause after the activity. Recall the answers of the participants. Ask them if the reactions of the students are positive or negative.	

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
60 mins	Mapping of KSAT of Tweens/ Teens	Identify essential knowledge, skills, attitude and helping tools of tweens/ teens related to sexuality, repro- ductive health and wellbeing	 Divide the participants into seven team. Give each team a specific topic related to CSE: Sex, Gender and Identity Human Body and Development Healthy and Unhealthy Relationships Child Protection and Sexual/ Reproductive Rights Safe Use of Information and Communication Technologies Teen Pregnancy and Prevention Risks of STI and HIV/AIDS Ask them to identify essential knowledge, skills, attitude/behaviors and tools that teens must have to empower them to take control and make informed decisions about their sexuality, reproductive health and wellbeing. Have them write their answers on Manila paper. Ask each team to present their work. Check and discuss the answers of the team. Synthesize each report. Give each team a round of applause. 	International technical guidance on sexuality education http://www.unaids.org/sites/default/files/media_asset/ITGSE_en.pdf Life Skills related to CSE*

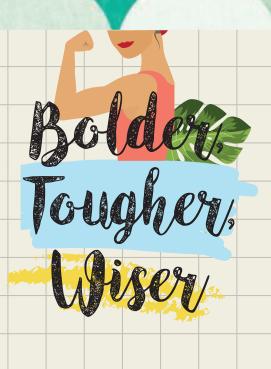
*LIFE SKILLS RELATED TO CSE

- Handling Relationship (taking up responsibility, conflict management, managing & expressing emotions, recognizing healthy and unhealthy relationships, tolerance, inclusion, respect)
- Human Rights/ Children's Rights (core principles, sexual and reproductive rights and health, protection from abuse, discrimination and violence, staying safe – consent, privacy, bodily integrity, child protection system in school and community)
- Sex, Gender and Identity (body politics, gender roles and norms, sexual orientation and gender identity, gender stereotyping, gender-based violence)
- Human Body and Development (sexual and reproductive anatomy and physiology, puberty and hormonal changes, menstruation, human reproduction, body image)
- Information and Communication Technologies (behaviors and attitude towards social media and internet, benefits and potential dangers of the internet and social media, abuse and violence in the internet and social media, safe use of social media and internet)

- Skills of Health and Well-being (handling peer pressure and influence, decision making, effective communication, refusal and negotiation skills, media literacy)
- Sexuality and Sexual Behavior of Teens (sexuality, sexual behavior and sexual response, access to modern contraception, issues of teenage pregnancy and teenage pregnancy prevention, risk of STIs and HIV/AIDS and how to reduce risks of infections)

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
20 mins	Tween/Teen Capacity Check	Assess the level of knowledge, skills and attitude of tweens/teens on CSE concepts	 Post all outputs on the wall. Based on their observation, ask each group to rate the level of knowledge, skills and attitude of students according to their assigned CSE concept. Use the following criteria: Wala Pa (red star) May Kaunti (yellow star) Meron Pero Hindi Sapat (green star) May Sapat (blue star) Sapat na Sapat (purple star) Explain the evaluation criteria. Have the groups use color coded stars to indicate the level of knowledge, skills and attitude of tweens/teens. Colors of star can be changed. Check the assessment of each group. Ask for comments or insights from the group. Synthesize the session. 	

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What do I know now about love, after coming out of teenage years?

- a. Lilipas din yan, parang gutom
- b. Take it slow
- c. Let's wait a while
- d. Utak muna bago puso

But baby it's wrong

Baby it's not my kind of game

If I give it to you now

Our love will never be the same

What We Now Know

Session Aim: Assess the level of capacity of teachers in conducting CSE, and locate CSE in the curriculum and school policy.

Total Time: 90 mins

Resources: Powerpoint Presentation, Laptop, Projector & Screen, Sound system, Manila Paper, Pentel pens, Bond paper,

Visual aid/Signage: 1, 2, 3, 4, 5, Chairs

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
20 mins	CSE Educator Traits Crossword	Identity traits or characteristics of an effective CSE educator	 Divide the participants into four or five groups. Provide each group with art materials. Ask them to identify different traits or characteristics of an effective CSE educator. Have them write their answers on the Manila paper and arrange it like a crossword puzzle. Ask each group to present their work to the class. Give each group a round of applause. Ask the participants to reflect on the traits/ characteristics identified by the groups: Anong mga katangian ang nabanggit ng karamihan ng grupo? Anong katagian ang nakakuha ng atensyon/interes? Bakit? Summarize the discussion of the groups. 	
20 mins	KSAT Test	Assess the level of knowledge, skills and attitude of teachers in conducting CSE	 Arrange five chairs in front of the participants. Each chair has a corresponding number - from 1 to 5. Explain the process of the activity. The facilitator will say a particular trait/ characteristic of an effective CSE educator. The participants have to line up behind one of the five chairs in front. Each number has a corresponding meaning: WALA PA. OLATS! WISH KO LANG HANDA NA! KAYA NA! PUSH! KAYANG KAYA! ACHIEVE! 	International technical guidance on sexuality education https://www.unaids.org/sites/default/files/media_asset/ITGSE_en.pdf

			3. Say the traits/characteristics below. Have the participants reflect and assess their capacity one at a time using the numbered chair. Signal the participants to go to their preferred chairs.4. Below is a list of some traits mentioned in the	
			 Knowledgeable Confident Unembarrassed and unshockable Straightforward Approachable Able to keep information confidential Feel comfortable with their own sexuality Ability to relate to and accept young people's sexual activity Uses experiential knowledge Provide balanced views and are non-judgmental 5. Provide some explanation why each trait/ characteristic is important. Ask the participants to return to the starting 	
			position. Repeat the process until all of the characteristics are mentioned. 6. Give a round of applause after the activity. 7. Synthesize the lesson. Emphasize that	
			teachers are skilled in providing age- and developmentally- appropriate learning experiences for children and young people, and young people see schools and teachers as a trustworthy sources of information. This CSE session guides aims to increase teachers' and educators' preparedness, enhance institutional capacity to provide high-quality CSE and build support for CSE at the community and school levels.	
50 mins Po	Policy Check	Locate CSE in the whole curriculum and policy of the school	 Group the participants by subject area or grade level. Create one group that will tackle policy in the school. Ask each group to locate in the curriculum the topics identified in the Comprehensive Sexuality Education manual. 	
			3. Show a summary of CSE topics to serve as reference.	
			4. Have each team present their work.5. Summarize the discussion. Emphasize the rationale and objectives of CSE.	

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What We Want to Know and Do Next

Session Aim: Identify the training needs, resources and monitoring system of teachers in effectively conducting CSE in their schools.

Total Time: 90 mins

Resources: Powerpoint Presentation, Laptop, Projector & Screen, Sound system, Copy of the Lyrics (Kumusta Ka?), Manila paper, Metacards

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
15 mins	Kamusta Ka? (Action Song)	Recall CSE content, key messages and insights discussed during CSE Orientation sessions	 Ask the participants if they are familiar with the children's song: Kumusta Ka?! Have the group review the lyrics and choreography of the song. Kumusta ka? (shake hands) Halina't magsaya (sway both hands in the air) Pumalakpak, Pumalakpak (clap 8 times) Ituro ang paa (point at your feet) Padyak sa kanan (stomp your right foot) Padyak sa kaliwa (stomp your left foot) Umikot ka, Umikot ka (turn around) Humanap ng iba! (look for a new partner) Ask the participants to get a partner. Have them dance the action song. Tell them that once they get a new partner, the facilitator will ask a question and they need to tell their answers to their respective partners. Ask the group to sing the action song. Below are the questions: Ano ang nararamdaman mo kapag may LAC CSE session? Ano ang pinaka nagustuhan mong paksa sa LAC CSE session? Bakit? Ano ang kailangang gawing paghahanda ng mga teachers para ituro ang CSE concepts? Give the participants a round of applause. 	International technical guidance on sexuality education https://www.unaids.org/sites/default/files/media_asset/ITGSE_en.pdf
15 mins	Review of LAC Sessions	Review the framework, content and key messages of CSE	 Review the framework, content summary and key messages of CSE. Ask the participants for any question and clarification. 	

TIME	ACTIVITY	LEARNING OBJECTIVE	INSTRUCTIONS	REFERENCE
45 mins	Training Needs Analysis	Identifying the training needs and resources of teacher in conducting CSE	 Group the participants according to subject areas. Ask each group to discuss the following: Teacher Challenges (What are the common difficulties that teachers encounter in delivering the CSE content and process?) Resources for Teachers and Learners (What can you recommend to help teachers effectively deliver the CSE content and process?) Monitoring and Evaluation (What can you recommend to effectively monitor and assess the teachers and learners?) Have each group present their work. Open the floor for plenary discussion. Give the group a round of applause. Summarize/Synthesize the session. Prepare the participants for the closing activity. Award certificates to the participants. 	

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ANNEX:

MENU OF PARTICIPATORY/ ARTS-BASED ACTIVITIES

SESSION #1: WHAT WE KNOW, DON'T KNOW AND WANT TO KNOW

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Si Nena/Mario ay bata pa	Express through movement different actions	1. Divide the class into five or six groups.	Lyrics of chant
	of males and females	2. Teach the chant Si Nena ay Bata Pa:	
	as they grow up	(Part 1) Si Nena ay bata pa	
		Kaya ang sabi niya ay	
		(movement) Um, ah, um, ah, ah!	
		(Part 2) Si Nena ay teenager na	
		Kaya ang sabi nya ay	
		(movement) Um, ah, um, ah, ah!	
		(Part 3) Si Nena ay nanay na	
		Kaya ang sabi niya ay	
		(movement) Um, ah, um, ah ah	
		3. Each group will create a movement showing	
		the activity of Nena in each stage while	
		chanting the part <i>Um</i> , <i>ah</i> , <i>um</i> , <i>ah ah</i> . No	
		repetition of movement.	
		4. Tell the groups to be clear in their	
		movement.	
		5. Give the groups 20 counts to choose their	
		action in every stage.	
		6. In the next round, replace the name Nena	
		with Mario. Replace "nanay" with "tatay."	
		7. Repeat the process for the second round.	
		8. Give the group a round of applause.	
		9. Ask the group to recall the different stages	
		of development experienced by Nena and	
		Mario. Enumerate the actions during their	
		teenage years.	
		10. Connect their answers to the overview of	
		Comprehensive Sexuality Education.	
Sagidi-sagi-	Express through	1. Divide the class into five or six groups.	Lyrics of chant
di-sa-po-po	movement the		
	different actions	2. Teach the chant Sagidi-sagidi sa po-po:	
	of teenagers	Sagidi-sagidi sa-po-po (2x)	
		3. Each group creates a movement showing	
		the activity of female teens while chanting.	
		4. Ask the rest of the participants to guess	
		the action of each team.	

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Tagline Game	Identify popular products associated with teenagers	 Once the students got the correct answer, everybody repeats the chant and action of the group. For the second round, ask each group to create a movement showing the activity of male teens. Repeat the process. Give the class a round of applause. Ask the students to recall the different actions of teens in the game. Enumerate the actions and ask the students if they also experienced these. Ask for insights/discoveries from the class. Connect the game to the overview of Comprehensive Sexuality Education. Divide the class into four or five groups. Each group sits in a circle formation. Ask each group to choose a secretary who will write their answers on a bond paper. Give a tagline of a certain product. Use products that are popular and related to teenagers e.g. sanitary napkin, deodorant, pimple cleaner, crush/puppy love, relationship with parents/peers, etc. Each group has to guess and write the 	Multimedia setup (LCD, Screen, Laptop) or tagline written on metacards cutout/ picture of products; bond paper, pentel pen/crayons Optional: Give-away products as prize
		pimple cleaner, crush/puppy love, relationship with parents/peers, etc. 4. Each group has to guess and write the name of the product. 5. Give the groups 10 counts to write their	Give-away products
		 Give the groups 10 counts to write their answers. Ask each group to raise their paper. Check the answer. Show the correct answer. Group/s receive/s a point for every correct answer. The group/s with the most number of points wins the game. Summarize all the products. Ask the class if they know who is the target of these 	
		products. Ask them if they use these products.	

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		9. Group the products into three: a) changes in the body; b) romance; and c) relationship.	
		10. Connect the discussion to the overview of Comprehensive Sexuality Education.	
SESSION #2:	UNDERSTANDING	SEX AND GENDER	
Body Jam (laundry listing of songs)	Identify as many songs as possible that are related to body parts	 Divide the class into smaller groups (with four or five members each). Ask each group to think of songs that 	Bond paper, pencils
		mention a body part/s in the lyrics. Songs can be in English or Filipino. 3. Each group sings the portion of the song that mentions the body part. The group	
		earns a point for every successful turn. 4. Songs cannot be repeated by other teams.	
		5. Group with most number of points wins the game.	
Human Anatomy Sketch	Label different body parts of male and female	1. Divide the class* into two groups (male and female).	1/4 Manila paper, pencils, pentel pens
		2. Each group draws the anatomy of an assigned person.	
		3. Label the parts of the body including the reproductive system, either in Filipino or English.	
		4. Each group presents their work.	
		5. Ask the experience of the group while doing the activity, especially labeling the reproductive system. Ask for insights/ reflections.	
		6. Summarize the discussion.	
		7. Prepare the participants for the next activity.**	
		*for big classes, can be divided into four (two males, two females)	
		**Human Anatomy Sketch can progress to another activity-Dress Me Up	

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Dress Me Up	Identify things associated with male and female	 Divide the class into six groups (three boys, three girls). Give each group a generic child paper cutout. Ask the group to dress their respective cutouts like teenagers using art materials. Ask them to give their respective dolls their own names. Each group posts their output on the board. Representative/s from the team presents the output. Ask the group to pay attention to the color, shape and style of their dolls. Ask the experience of the group while doing the activity. Sample processing questions to ask: Paano nabuo ang inyong mga gawa? Ano ang naging batayan ninyo sa inyong desinyo, sa pagpili ng kulay, at sa hugis ng damit? Paano kayo pumili ng pangalan? Paano ninyo masasabi na ang inyong mga gawa ay lalaki o babae? Ask for questions, insights and reflections from the students. Summarize the discussion. Relate the experience of the class to the lesson on Sex and Gender. 	Child paper cutouts (made from card board or folder), color papers, crayons, masking tape, scissors, glue, pencils, assorted yarns
Kami ay Babae, Kami ay Lalaki (kaya kong)	Identify activity/ work associated with male and female	 Divide the class according to their sex — Male and Female. Ask each group to list ten activities/work that they can do as male or female. Ask each group to add movement when they mention a specific activity. Explain that the group will be in a chant debate. Each team will mention a specific activity that they can do, while the other group determines whether the activity is also applicable to them or not. 	Bond paper, pencils, lyrics of the chant, board, chalk

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
I'm Glad I'm a Boy! I'm Glad I'm a Girl	Identify different ways boys and girls are stereotyped by the society	 Teach the chant: Girls: Kami ay Babae! Boys: Kami ay Lalaki! Girls: Kaya naming (1 specific activity done by girls) Boys: Kaya naming/Hindi naming kayang (copy the activity of the girls) The boys will start the chant debate in the next turn. List the activities on the board under the following columns: Girls Only, Both Girls and Boys, Boys Only. Repeat the process until both teams finished their lists. Give the students a round of applause. Present the words written on the board. Ask the class to analyze the list of activities. Ask for questions, insights and reflections from the class. Summarize the discussion. Relate it to the lesson on Sex and Gender; and Gender Stereotyping. Divide the class according to their sex — Boys and Girls. Have them sit as a group. Each group will read the description of the picture in the book I'm Glad I'm a Boy! I'm Glad I'm a Girl by Whitney Darrow Jr. Ask the group if they Agree or Disagree with the description in each page. Show the set of pictures in the book one at a time. Allow the students to explain their answers. Give the class a round of applause. Recall the set of pictures that received strong reactions from the students. Ask for personal experience/ insight/reflection from the class. Summarize the discussion/sharing. Relate it to the discussion on Gender Stereotyping. 	Multimedia setup (LCD, Screen, Laptop) or actual picture book or printed pictures of the book Internet Link: BrainPickings https://www. brainpickings. org/2014/01/20/ im-glad-im-a-boy- im-glad-im-a-girl- darrow/
		l state of the sta	

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Name Acrostics	List traits/characteristics associated with male and female	 Ask the class to bring out their bond papers and crayons. Each student writes down his/her nickname vertically. Tell them to think of traits/characteristics that would best describe a person. Female students think about girls/women, while male students focus on boys/men. Ask them to use each letter of their nickname to create a word or phrase. Traits/characteristics can be in English, Filipino or combination. The letter of their nickname could be at the beginning, middle or end of the word or phrase. Give the class five minutes to write. Ask the students to form smaller groups (mixed students with 6-8 members). Each group shares and discusses their outputs among them. Ask the groups to reflect on their sharing. What are the traits and characteristics commonly associated with boys or girls? Are there any descriptions exclusive for boys or girls? Attributes common to both boys and girls? Ask for insights/discovery/clarifications from the class. Summarize the discussion. Connect it to the lesson on Sex and Gender. 	Bond paper, crayons (use darker colors)
Gift Giving	Identify things associated with male and female	 Ask each student to find a partner. Assign person A and person B. Tell the class to recall a favorite gift they received on their birthday or Christmas. Partners will take turns in showing their favorite gifts through movement, without saying any word. They must guess the gift correctly. Ask the students to list their gifts on the board. Divide the board for girls and boys. Ask the students to analyze the list of gifts written on the board. What are the gifts commonly associated with boys or girls? Are there any gifts exclusive for boys or girls? Are there gifts common to both boys and girls? 	Blackboard, chalk

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		6. Ask for insights/discovery/clarifications from the class.7. Summarize the discussion. Connect it to the lesson on Sex and Gender.	
Sorting Game	Identify things associated with male and female	 Divide the class into two groups. Give each group two sets of boxes, with label: Panlalaki Lamang / Pambabae Lamang. Ask them to sort the pictures of things/ activity/traits into its correct box. Give each group assorted pictures/texts to sort. After two minutes, ask each group to bring their boxes in front of the class. Check the boxes of each group. Confirm if the pictures really belong to the correct box. Introduce a third box with label: Parehas Panlalaki at Pambabae. Ask the groups for the pictures that can be put inside the third box. Encourage students to give short explanation. Review all the pictures from each box. Ask the class to draw some conclusion from the activity. Ask the students for personal experience/ insights/discovery/reflection. Summarize the discussion. Connect it to the lesson on Sex and Gender. 	Assorted picture cutouts from magazines/ newspapers; 2 envelopes; 3 boxes for each team with labels — Panlalaki Lamang, Pambabae Lamang, Parehas na Panlalaki at Pambabae
Video Showing: Inside Pregnancy	Identify the physical changes happening to male baby and female baby while inside the womb	 Prepare the class to watch the video: Inside Pregnancy. Provide the pre-viewing question to the class: What are the physical changes happening to a male baby and female baby while inside the womb? Play the video. Ask the students to answer the pre-viewing question. 	TV Monitor, DVD player or Multimedia setup (LCD, Screen, Laptop), Speakers Video Link: BabyCenter - Inside Pregnancy https://www.you- tube.com/watch?v=- SuWoXFIcgC- g&has_verified=1

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Video Showing: Jessica Soho's Gender Reveal Party	Identify local beliefs that strengthen the gender stereotyping of male and female	 Ask for insights/discovery from the class. Connect the discussion to the lesson Sex and Gender. Prepare the class to watch the video: Jessica Soho's Gender Reveal Party. Provide a pre-viewing question to the group: 	TV Monitor, DVD player or Multimedia setup (LCD, Screen, Laptop), Speakers
	during pregnancy	 • What are the local beliefs that strengthen gender stereotyping of male and female? 3. Play the video. 4. Ask the students to answer the pre-viewing question. 5. Ask for insights/discovery from the class. 6. Connect the discussion to the lesson Sex and Gender. 	Video Link: Kapuso mo Jessica Soho - Gender Reveal https://www.youtube.com/watch?v=- JN8DBha8jkw

SESSION #3: WHAT TWEENS/TEENS KNOW, DON'T KNOW, AND WANT TO KNOW

Word Association (ball throwing) Articulate things tweens/teens wear, think, say, feel and do 1. Ask the class to form a big circle. Stand in the middle of the circle with a ball. 3. Tell them that you will throw the ball to any person in the circle. The person must catch the ball and throw it back to the teacher. 4. Practice until the class becomes familiar with the process before you give the next instruction. 5. The teacher will introduce a trigger phrase. Throw the ball to the group. Anyone who catches the ball has to say something that
is connected to the trigger phrase. The ball is thrown back to the teacher. The process is repeated until the group has exhausted possible answers. 6. Begin the game. Below are the trigger phrases: • Mga Kabataang Pilipino • Porma ng mga Tweens/Teens (fashion) • Laman ng Isip ng mga Tweens/ Teens (thoughts)

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		 Kadalasang maririnig o Ekspresyon ng mga Tweens/Teens (expression) Hugot ng mga Teens (feelings) Pinagkakabisihan ng mga Tweens/ Teens (activity) Give the class a round of applause. Recall the answers of the students. Ask them if they can relate to it. Discuss the answers of the class. 	
Word release and Groupings	Write things tweens/ teens wear, think, say, feel and do	 Have each student prepare 5 metacards. Ask them to number the metacards from 1 to 5. Tell the class to write something on each metacard. Trigger phrase will be given by the facilitator for each metacard. Use the following trigger phrases: Porma ng mga Tweens/Teens (fashion) Laman ng Isip ng mga Tweens/ Teens (thoughts) Kadalasan maririnig o Ekspresyon ng mga Tweens/Teens (expression) Hugot ng mga Tweens/Teens (feelings) Pinagkakabisihan ng mga Tweens/ Teens (activity) Ask the class to form a circle. Students show the first metacard. Let the students with similar answers group themselves together. Check the answers of each group. Ask for brief explanation if needed. Proceed to the next metacard. Repeat the process until all the metacards have been discussed. Ask for insights/reflection from the class about the profile of tweens/teens. Synthesize the experience and sharing of the class. 	Metacards, Crayons or pentel pens
Complete the Sentence (Ang mga kabataan ngayon ay)	List characteristics of tweens/teenagers	 Ask the students to describe the tweens/ teens of today by completing the sentence: Ang mga kabataan ay Tell them to write their answer on metacard in big letters. 	Bond paper or metacards, crayons or pentel pens

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		3. Ask them to stand up and form a circle. Students must show their metacards to the group.	
		4. Let the students with similar answers group themselves together.	
		5. Check the answers of the students. Have each group read their answers.	
		6. Ask the groups to classify their answers as positive or negative traits/characteristics.	
		7. If the characteristics listed are negative, have each group transform the negative traits into positive one.	
		8. Tell each group to read their new answer.	
		9. Ask for insights/reflection from the class about the profile of tweens/teens.	
		10. Synthesize the experience and sharing of the class.	
Name Acrostics (Ano gusto mo	List good traits/ characteristics of	Ask the class to bring out their bond paper and crayons.	Bond paper, crayons (use
sa kaibigan?	friends/confidants	Each student writes down his/her nickname vertically.	dark color)
		3. Tell them to think of good traits/ characteristics of their friends/confidants.	
		4. Ask them to use each letter of their nickname to create a word or phrase. Traits/characteristics can be in English, Filipino or combination. The letter of their nickname could be at the beginning, middle or end of the word or phrase.	
		5. Give the group a few minutes to write.	
		6. Ask the students to form smaller groups of mixed students (boys and girls) with 6-8 members.	
		7. Each group shares and discusses their outputs among them.	
		8. Ask the students to reflect on their sharing. What are the good traits and characteristics of their friends? Do you also have the same traits/characteristics?	
		9. Ask for insights/discovery/clarifications from the class.	
		10. Summarize the discussion. Connect it to the lesson on Tween/Teen Profiling.	

SESSION #4.1: HORMONES AND PUBERTY

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Ano ang BMI mo? (math computation)	Calculate one's Body Mass Index	1. Explain the meaning of Body Mass Index (BMI). It is a calculation that uses the individual's height and weight to estimate how much body fat an individual has. BMI is often a good way to check on how well an individual is growing.	Weighing Scale, Height Measure- ment, Calculator, BMI formula & advice, pencil
		2. Ask the students to get a partner to form a pair. Each of them will compute the BMI of their respective partners.	BMI Calculator https://www.bcbst. com/providers/MP- MTools/BMICalcu-
		3. Have them get the weight and height measurement of their partners.	lator.shtm
		4. Explain the formula for BMI. Ask them to compute the BMI of their partner. Use English numeric system:	
		 Get the height (inches) Get the weight (pounds) BMI formula: [weight in pounds / (height in inches) x (height in inches)] x 703 	
		5. Divide the students into three groups: A - for people who got a BMI score of 18.5 to 24.9; B - for people who got a BMI score of less than 18.5; and, C - for people who got a BMI score of more than 25.0.	
		6. Ask group A to stand up. Give them their BMI advice. BMI score of 18.5 to 24.9 falls within the normal range. Tell them to continue to eat nutritious food, drink lots of water, rest and exercise.	
		7. Repeat the process for groups B and C. BMI scores less than 18.5 fall within the underweight range. Meanwhile, BMI scores of more than 25.0 fall within the overweight to obese range. Eat nutritious food and drink plenty of water. Avoid junk foods. Take vitamins, rest and exercise.	
		8. Give the class a round of applause.	
Message Relay (Group Dynamics)	Simulate the process of endocrine system in the human body	1. Divide the class into 4 groups. Ask each group to assign its members into 2 teams who will do different tasks:	Messages written on paper
		 Team A, which is composed of 7 members will act as messengers, and will form a single line; 	
		• Team B - rest of the members who will act as performers, will form a small circle at the back.	

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		2. Explain that the facilitator will give messages to each group. Team A will relay each message by whispering from one member to another. The last member of Team A will give the message to Team B who will interpret the message by doing a frozen image/picture.	
		3. Tell the groups that they have only one minute to relay and interpret the message. The group who got the correct message receives a point.	
		4. Give the groups time to practice.	
		5. Some messages that can be relayed to the group.	
		 People falling asleep in a bus (pineal gland) Teens comparing height (pituitary gland) Stress eating after a break-up (thyroid gland) Body fighting the germs (thymus) Super strength during fire (adrenal gland) Diarrhea during exam (pancreas) Delivery during pregnancy (ovary) 	
		6. Check the interpretation of each group.	
		 Give the winning group a prize. Discuss the experiences of the groups. Relate it to the input on Endocrine System, including the different glands and its basic functions e.g. pineal gland, pituitary gland, thyroid gland, thymus, adrenal gland, pancreas, ovary/testes. 	
Mga Tanong Kay Best Friend	Simulate how teenagers give advices to their peers on issues affecting them, like changes in the body, love life, relationships, and teenage pregnancy	 Ask each student to get a partner. Have them play "Rock, Paper, Scissors." The first person who gets a point will be person A, while the other will be person B. Ask all the students to form two concentric circles - persons A will form the outer circle, persons B will form the inner circle. Have each partner face each other. Explain that each of them will assume a role - person A acts as teenager who has a question; person B acts as the best friend who will give the answer. 	Signage for each round — changes in the body; concerns related to crush/ love life; problems related to teenage pregnancy
		4. Ask all persons A to think of a question that is related to changes in the body as experienced by teenagers. Give them 10 counts.	

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		5. Instruct person A to ask their respective partners. Person B tries to respond and explain his/her answers. Give them 30 counts.	
		6. Repeat the process in the second round - from playing "Rock-Paper-Scissors" to assigning persons A and B to forming the concentric circles. Person A asks about a concern related to crush or love life. Person B responds.	
		7. Repeat the process for the last round. Person A asks about a concern related to teenage pregnancy. Person B responds.	
		8. Give the class a round of applause after the game.	
		9. Ask the class to recall some of the interesting questions and responses for each round. Let them react to it.	
		10. Summarize the sharing of the class. Emphasize the importance of having best friends who gives good advices.	
Cool and Not Cool	Enumerate good and bad situations for teenagers experiencing changes in the body, crush/ relationship, and teenage pregnancy	 Divide the class into four or five groups. Have each group write three cool things/ situations and three not so cool things/ situations about the following topics: Changes in the body Crush/relationship Teenage pregnancy Ask each group to read their work creatively. Give a round of applause after each presentation. Ask the groups for some insights/reflection about their output. Summarize the discussion. 	Colored paper, crayons or pentel pens
Graffiti Wall (visual arts) — laging pinag- uusapan ng mga lalaki at babae	List topics and concerns of male and female tweens/teens	 Divide the class into two groups - Boys and Girls. Ask each team to write/draw on manila paper the different topics boys or girls (tweens/teens) would normally discuss when they meet. 	Manila paper, crayons, masking tape

 Encourage each group to use different colors and write in big letters. Ask each group to exchange their manila papers. Instruct them to encircle words/ drawings that are mentioned more than once. Each group present their observations. Identify the topics of conversation among young people. Ask them what could be the reasons for mentioning words more than once. Ask them to verify the observations and impressions of each group. Summarize the discussion. 	

SESSION #4.2: MENSTRUATION					
Word Release: Menstruation	Surface words, sounds, actions, reactions related to menstruation	 Each student will get four metacards. Ask the participants to number the metacards from 1 to 4 at the upper right corner of the paper. Ask the students to complete the sentence and write their answers on metacards: Metacard #1: Ano ang unang naiisip ng mga tao kapag naririnig ang salitang regla? Metacard #2: Ano ang kadalasang tunog o sound effects kapag ang tao ay may regla? Metacard #3: Ano ang kadalasang galaw o kilos kapag ang tao ay may regla? Metacard #4: Ano ang kadalasang reaksyon/ekspresyon ng mga taong nakakita ng may regla? Ask the students to form a big circle. Instruct them to show the corresponding metacard. For each round, ask them to form a group with similar answers. Read the answers of each group. Ask for some brief explanation, if needed. Continue the process until the last metacard has been read and discussed. Give the group a round of applause. 	Metacards — assorted colors, crayons or pentel pens		

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Action Relay (Myths and Misconceptions)	Share examples of myths and misconception	1. Divide the class into five groups with equal number of members. Have each group form a single file. Ask them to face away from the facilitator.	Examples of myths and misconceptions about menstruation written on bond
		2. Ask each group to choose a representative.	paper
		3. Explain the mechanics of the game. The facilitator will show a message to the representatives. The facilitator translates the message into a series of actions. The representatives memorize the actions. Each representative goes back to his/her team. S/ He taps the first person on the line to turn around and shows the actions. The person follows the same process of tapping the next person to turn around and repeating the actions. The process will be continued by the group until it reaches the last person. The last person goes to the front and repeats the actions to the facilitator. Ask the last person to interpret the message.	
		4. Give an example to familiarize the group with the process.	
		5. Facilitator gives the following myths and misconception about menstruation one at a time:	
		 Ipahid ang regla sa mukha Bawal maligo kung may regla Bawal kumain ng maasim Tumalon nang 3 beses sa hagdan 	
		6. Monitor the progress of each group. The group that repeats the correct actions earns a point. Group with the most number of points wins the game.	
		7. Recall the myths and misconceptions about menstruation. Ask the group to share other examples of traditional practices/beliefs.	
		8. Relate these practices to menstrual hygiene management.	
Pinoy Henyo (MeronAko Edition)	Relate things/ actions/behaviors to menstruation	Divide the class into four teams. Ask each team to choose a representative who will act as "Henyo."	Pinoy Henyo words: • (for Sino or Who Questions):
		2. Explain the mechanics of the modified version of Pinoy Henyo game. The team linesup in a single file. The "Henyo" sits in front of the group. The facilitator will show a Pinoy Henyo word to the group. Each member has to formulate a question in which the answer is the Pinoy Henyo word. Each member has one opportunity	dalagita, nanay, doktor • (for Ano or What Questions): dysmenorrhea, cramps, period, estrogen)

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		to ask their "Henyo." If the "Henyo" fails to say the correct word, the next member has to ask another question until the "Henyo" gets the correct word. The group has 2 minutes to get the right word. Each group earns a point for every successful turn. 3. Give a couple of examples to familiarize the group with the process. 4. Begin the game. Caution the group to refrain from translating the Henyo word into English, Filipino or local language. 5. Provide a brief explanation after each Pinoy Henyo word. 6. Give the winning group a round of applause.	(for Saan or Where Questions): matres, ovary, CR (for Kailan/Ilan or When Questions): buwan-buwan, 28 days, 3-5 days (for Bakit or Why Questions): iiwas tagos, irregular period (for Paano or How Questions): gumamit ng napkin, kapag nagregla, hugasan ang ari
Arrange the picture (Menstrual Cycle)	Identify and describe the phases of menstrual cycle	 Divide the class into four groups. Give each group one set of Menstrual Cycle diagram and pictures of girls experiencing symptoms of menstruation. Ask them to create a short story by connecting the pictures and diagrams. The group has to narrate the story or dramatize it using actions and dialogues. Have each group identify representatives who will narrate the story to the class. Give the groups five minutes to create and rehearse their presentations. Have each group perform their story. Give each group a round of applause after each presentation. Connect the activity to the topic on Menstrual Cycle. Note: Facilitator can: Explain the four phases of menstrual cycle: "The Period" or menstrual phase (from day 1 to 5) "Preparing for Pregnancy" or follicular phase (from day 1 to 13) "Release of Egg" or ovulation phase (day 14) "Pregnant or Not?" or luteal phase (day 15 to 28) 	Diagram of Phases of Menstrual Cycle https://www.menstrupedia.com/articles/physiology/cycle-phases 4 pictures of girl experiencing symptoms of menstruation per phase https://in-youngyoon.wordpress.com/2010/11/28/understanding-the-symptoms-of-menstruation-cycle/ Your Menstrual Cycle Phases https://www.always.co.uk/en-gb/tips-and-advice-for-women/your-first-period/menstrual-cycle-phases

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		 Explain the common experiences of girls undergoing the phases of menstrual cycle: 1. "Frustration" - a week before the first day of menstruation, a girl would experience depression, skin troubles, body swallowing, increase appetite which causes binge and/or fatigue 2. "Recovery" - a week from the first day of menstruation, a girl would feel her body is recovering, skin is getting better and has low body temperature 3. "Best Condition" - a week before ovulation, a girl would have high metabolism level, skin is in the best condition, energetic, emotionally in positive mood, outgoing and enjoys socialization 4. "Calming Down" - a week after the ovulation, a girl would have high body temperature, increase in appetite, less energetic, prefers mental process over physical works 	
3-Picture Comic Frame	Demonstrate effective ways to manage peer pressure or bullying because of menstruation	 Ask the students to form groups of four with at least one female member in the group. Show them the #MeronAko 3-Picture Frame. Ask each group to assign characters among their members: Girl who had menstruation Two bullies A friend who helps the girl Ask each group to come up with dialogues for their respective characters. Have each member write his/her dialogue in a thought balloon. Ask the class to say the dialogues of each character in each frame. Point the character on the board one at a time. Process the activity with the class. Ask them if they can relate to the stories or dialogues of the characters. Have them describe ways to effectively manage peer pressure or bullying when someone has menstruation. Collect all the dialogues balloons. Give the class a round of applause. 	#MeronAko 3-Picture Comic Frame, thought balloons, pentel pens or dark crayons

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
4-Pics, 1-Word	Use words from the puzzle to define menstruation	 Explain the mechanics of the game. Ask the class to guess the theme of each slide by looking at the four pictures and given letters. Move to the next slide until the group has answered the puzzle. Show the summary of the words. Ask the class to define menstruation using the words from the game. Give the class a round of applause. Connect the answers of the class to the topic on Menstruation. 	4-Pics, 1-Word slides, laptop, LCD projector

SESSION #4.3: SEXUAL ORIENTATION, GENDER IDENTITY AND EXPRESSION

SESSION #4.	3: SEXUAL URIENT	AII	ON, GENDER IDENTITY AND EX	PRESSION
Sino ang Bet Mo?	Classify personal attraction according to sexual orientation	1.	Distribute paper cutouts. Each student gets one cutout.	Sexual orientation diagram, circle paper cut outs,
	to sexual offentation	2.	In one minute, let them draw their unique emoji on their respective cutouts using crayons. Tell them not to show their cutouts to anyone.	crayons, masking tape
		3.	Show the sexual orientation diagram. Explain the different elements in the diagram:	
			• Title (Sino ang Bet Mo?) - the question for the group	
			• Drawing of person - this represents you	
			• Left Circle (Same) - attracted to persons of the same sex	
			• Middle Circle (Both) - attracted to both sexes	
			• Right Circle (Opposite) - attracted to persons of the opposite sex	
		4.	Each of them will choose a circle that represents his/her answer. They will post their emoji on the correct circle one at a time.	
		5.	Ask the class to turn around and to close their eyes.	
		6.	Tap the students one a time to post their emoji. Students go back to their respective seats once done.	
		7.	Ask the class to open their eyes and face the board.	

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		8. Discuss the diagram with their emojis. Ask for feedback from the class.9. Relate the game to the input on Sexual Orientation	
F.L.A.M.E.S	Recognize and describe how teenagers express their sexuality	Orientation. 1. Ask them if they are familiar with the game "FLAMES." Review the mechanics of the game: • Write the complete names of the persons you want to match side by side. • Cross-out the common letters in the two names. • Count the remaining letters from each name. Get the total number of the remaining letters. Use it in the next step. • Count through the letters of FLAMES until you reach the total number of remaining letters. Note the ending letter. • Use the acronym FLAMES to figure out what kind of relationship the two persons being matched will have: F=friend; L=love; A=angry; M=marriage; E=engagement; S=sweetheart 2. Tell the group to recall their first or current crush. 3. Ask the group to play the game FLAMES to find out their compatibility. 4. Look for volunteers who would like to share their FLAMES result. 5. Give appropriate FLAMES card to each volunteer. Have him/her read the message on the card. Ask for the reaction of the group. 6. Explain that the feeling of romantic love for someone, having crush or infatuation are normal expressions and part of human sexuality. 7. Show a couple of videos (TV commercials) to present how young people express their sexuality; and discuss its consequences — from funny to serious ones. 8. Ask for insights/reflection from the class. Synthesize the discussion.	Human Sexuality https://www.new- worldencyclopedia. org/entry/Human_ sexuality Human Sexuality: What Children Need to Know and When They Need to Know It https://bit.ly/2nNG- Ti6 Video Links: CRUSHES Kwentong Jollibee (Crush) https://www. youtube.com/ watch?v=ai1AmU- LzVqY Kwentong Jollibee (Signs) https://www.you- tube.com/watch?v=- JRoFOwQ9nVY Uber Philippines (Uber Pool) https://www. youtube.com/ watch?v=P_OD8g- g6lSA CONSEQUENCES Magic Sarap (Isda One) https://www. youtube.com/ watch?v=KbocHg- 6ZkbE Smart (How to Survive a Breakup) https://www. youtube.com/ watch?v=OIG4vc- cP4yM

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
			Real Love Story (Fake Profile) https://www. youtube.com/ watch?v=e8kl- s4Oec9k Lucky Me (Pregnant Pause) https://www. youtube.com/ watch?v=zAn4GD- Qg0eA
Expression of Myself (Group Collage)	Identify the different expressions of masculinity and femininity among teens	 Divide the class into 4 groups (2 groups of boys and 2 groups of girls). Ask each team to create a life-size body cut out from manila paper by tracing the body of one of their members. Instruct each group to create a group collage using pictures, shapes and text from old newspapers and magazines that show the expressions of teenage boys and girls. Have them use their respective body cut-outs as their canvass. After 20 minutes, ask each group to present their output to the class. Ask the students to reflect on the following questions: How do teens express their identity? What are the expressions/qualities associated with a boy (masculinity) or a girl (femininity) among teens? What influences tweens/teens to feel, think and behave as male and female? Relate insights of the group to the discussion on sex and gender. 	Old newspaper, magazines, scissors, glue, manila paper, pentel pen, crayons, pencils, masking tape
Video Showing: Bench TVC How long can you keep a secret?	Relate personal story/experience of emotional/ affectional/sexual attraction	 Provide some previewing questions to the class: Who are the characters in the story? What happened to the main character? Do you agree with the ending? Can you relate with the story? Show the video to the class: Bench TVC. How long can you keep a secret? 	Sticky notes, ball pen, TV monitor, DVD player or multimedia setup (LCD, Screen, Laptop), speakers Video Link: https://www.youtube.com/watch?v=Mw_gHMNs5iE

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Video Showing: U4U Power of You (Si Kit)	Recognize the importance of critical thinking in making better decisions during the teenage years	 Recall the pre-viewing questions. Discuss the answers of the group. Ask the students to imagine that they are the parents of the main character. Tell them to write short messages for their son/daughter who are going through the same experience. Have some volunteers read their messages. Ask for insights/reflection from the class. Summarize the discussion. Provide some previewing questions to the class: Who is the main character in the story? What happened to the main character? Do you agree with his decisions? Can you relate with the story? Show the video to the class. Ask the class to choose what option to take in every video segment. Recall the previewing questions. Discuss the answers of the class. Ask them about the lesson of the story. Ask for insights/reflection from the class. Summarize the discussion. 	TV Monitor, DVD player or Multimedia setup (LCD, Screen, Laptop), Speakers U4U Power of You video
Video Showing: Sirena MTV	Identify the gender issues confronted by members of LGBT	 Provide some previewing questions to the group: Who is the main character in the story? What happened to the main character? Can you relate with the story? Show the MTV to the group. Recall the previewing questions. Discuss the answers of the group. Ask them about the lesson of the story. Ask for insights/reflection from the group. Summarize the discussion. 	TV Monitor, DVD player or Multimedia setup (LCD, Screen, Laptop), Speakers Video Link: Gloc 9 - Sirena ft Ebe Dancel https://www. youtube.com/ watch?v=3nKm- v5oDzBw

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Storytelling: Ang Ikaklit sa Aming Hardin	Describe the different kinds of family mentioned in the story.	1. Introduce the storybook: Ang Ikaklit sa Aming Hardin. The story was written by Ms. Bernadette V. Neri and illustrated by Ms. Cj de Silva. Mention that the story will talk about different kind of families in our society.	Copy of storybook: Ang Ikaklit sa Aming Hardin (Raintree Trading & Publishing, 2012)
		2. Before narrating the story provide some previewing questions to the class:	
		Who is the main character in the story?	
		Describe the qualities and traits of the main character.	
		Why was the main character being bullied by her classmates?	
		 What are the different kinds of family mentioned in the story? 	
		3. Read aloud the story to the class. Show the illustrations from time to time. Make sure that the learners are involved throughout the process.	
		4. Recall the previewing questions. Discuss the answers of the group. Ask them about the lesson of the story.	
		5. Ask for insights/reflection from the class.	
		6. Summarize the discussion. Mention that there are other forms of family outside the familiar definition of family (comprised of a father, a mother, and their children living together). There are families with single parents, there are children who came from other parents, there are children who have two mothers or fathers, there are families who live apart from each other, and so on. There is a need for a more encompassing meaning of family. A definition that looks at the essence of a home that is nurturing, accepting, and guided by love. Emphasize that a family has many forms. Many partnership founded on love must be acknowledged as a family.	
		<i>Note:</i> Teachers may also use the split-page book entitled My Family (Adarna House Inc., 2018) as visual aid when explaining the different forms of family to younger learners.	
		Teachers may also use other children books like Ang Nanay ni Erwin/Ang Tatay ni Clara by Eugene Y. Evasco (St. Matthew's Publishing Corporation, 2018) as springboard in discussing with learners the different kinds of family.	

SESSION #4.4: VIOLENCE AND STAYING SAFE

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Cool or not Cool (Healthy and Unhealthy Relationship)	Describe characteristics of healthy and unhealthy relationships	 Divide the class into four or five teams. Have each team write three cool things/ situations and three not so cool about the following: 	Colored paper, Crayons or pentel pens
		Relationship with friendsRomantic relationship	
		3. Ask each team to read their work creatively.	
		4. Give a round of applause after each presentation.	
		5. Ask the teams for some insights/reflection about their output.	
		6. Discuss the characteristics of healthy and unhealthy relationships.	
		7. Synthesize the discussion. Emphasize that friendships are based on trust, sharing, respect, empathy and solidarity. Friendship and love help people feel positive about themselves. There are different ways friendship and love are expressed towards another person. Children and young people need to know if the relationship with other people is healthy or becoming unhealthy — and ways to manage/avoid unhealthy relationships.	
Video Showing: Safety Lesson on Child Sexual	Identify ways to keep one's body safe from sexual abuse	Before starting the activity, briefly introduce the video "Safety Lesson on Child Sexual Abuse."	TV Monitor, DVD player or Multimedia setup
Abuse		2. Give previewing questions to the class:	(LCD, Screen, Laptop), Speakers
		 What are the body parts of a young girl and a young boy that are private? 	Video link: Safety Lessons on
		 What are the alerts that children should know to keep them safe from sexual abuse? 	Child Sexual Abuse https://www.youtube. com/watch?v=- JCWysVuxcs
		 What will you do if you don't like the way anyone is touching you? 	
		3. Play the video. Pause the video at 04:30 mark.	
		4. Recall the previewing questions. Discuss the answers of the group for each question. Provide some brief explanation.	

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		5. Play the video again for the Safety Alert Quiz to assess the understanding of the group. Ask the class if the situation presented in the video is OKAY or if there is an ALERT shown. Below is the list of questions asked in the video:	
		 Is it okay if a doctor checks a child's private parts when the mother is beside the child? 	
		 Is it okay if a man touches a girl's breasts? 	
		 Is it okay if a caretaker helps a boy wear his clothes? 	
		• Is it okay if a man takes off his clothes in front of a girl?	
		• Is it okay if a woman says, "nice breasts" to a girl?	
		• Is it okay if a woman takes a girl playing with friends in a deserted street?	
		• Is it okay if a teacher calls a group of children to get inside the classroom?	
		 Is it okay if a woman shows a picture of a naked woman to a boy? 	
		 Is it okay if a man hugs and kisses a child? 	
		• Is it okay if an uncle hugs his niece?	
		6. Ask for insights, reflection or questions from the students.	
		7. Summarize the important points of the lesson. Emphasize the importance of safeguarding one's body in the house, school and community.	
Video Showing: Consent for Kids	Define consent and describe situations where a child cannot give consent	 Before starting the activity, briefly introduce the video "Consent for Kids." Give previewing questions to the class: 	TV Monitor, DVD player or Multimedia setup (LCD, Screen, Laptop), Speakers
		Who gets to decide what to do with your body? Why?	
		• What is consent?	
		What are the situations where a child cannot give consent?	

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		 Play the video. Ask the students about their feelings after the activity. Recall the pre-viewing questions. Discuss the answers of the class for each question. Provide some explanation. Ask for questions/clarifications from the group. Summarize the discussion. Emphasize that a child gets to decide what to do with his/her body. No one else is entitled to tell or decide what to do with his/her body except the child. They should always safeguard themselves and know what the healthy boundaries are for touch and personal space. If someone breaks this boundary, children should talk to an adult they trust. 	Video Link: Consent for Kids https://www. youtube.com/ watch?v=h3nhM9UlJje Teaching about consent & healthy boundaries - a guide for educators https://www.ifpa. ie/sites/default/files/ documents/Reports/ teaching_about_con- sent_healthy_boundar- ies_a_guide_for_educators.pdf
Video Showing: Child Marriage Social Experiment	Express feelings and thoughts about child marriage	 Before starting the activity, briefly introduce the video "Child Marriage Social Experiment." Play the video. Ask the students about their feelings, reflection or insights after the video showing. Why did the people in the video feel upset and disturbed with the groom? Do you agree with the people? Why? Explain that child marriage, which can be formal or informal, is a union before the age of 18. It is widespread and can lead to a lifetime of disadvantage and deprivation. Girls who marry early often abandon formal education and become pregnant. The risk of maternal deaths related to pregnancy and childbirth is very high. They are more likely to experience domestic violence. Child marriage is rooted in gender discrimination, encouraging premature and continuous child bearing, and giving preference to boys' education. It is also a strategy for economic survival of the child's family to reduce their economic burden during times of instability and crisis. Ask for questions/clarifications from the class. Synthesize the lesson. Emphasize that child marriage is a human rights violation because it directly threatens the child's health and well-being. 	TV Monitor, DVD player or Multimedia setup (LCD, Screen, Laptop), Speakers Video Link: Coby Persin - Child Marriage Social Experiment https://www.youtube.com/watch?v=KldFGgU-TqKA UNICEF - Harmful Practices https://www.unicef.org/protection/57929_58008.html UNFPA - Child Marriage https://www.unfpa.org/child-marriage

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Video Showing: Real Love Story	Recognize the potential dangers of the Internet and social media to children	 Before starting the activity, briefly introduce the video "Real Love Story." Play the video. Ask the students about their feelings, reflection or insights after the activity. Discuss the dangers of the Internet and social media to children and young people. Reiterate that there are 150 million fake profile on social media. Child predators or pedophiles are using these communication technologies to victimize unsuspecting children, young people and even trusting parents. Ask for questions/clarifications from the class. Synthesize the lesson. Emphasize that even though the Internet and social media are ways of getting information and connecting with others, it can also put people, especially children, at risk of harm. 	TV Monitor, DVD player or Multimedia setup (LCD, Screen, Laptop), Speakers Video Link: Real Love Story - Fake Profile https://www.youtube com/watch?v=e8kl-s4Oec9k&start_ra- dio=1&list=RDe8kl-s4Oec9k
Video Showing: That's not Cool PSA	Recognize the different forms of digital dating abuse	 Before starting the activity, briefly introduce the video "That's not Cool." Play the video. Ask the students about their feelings, reflection or insights after activity. Discuss how people involved in romantic relationships or dating can be pressured or controlled by other people through cell phones and social media. Explain that communication gadgets and social networks are all digital extension of ourselves. When someone you're with pressures you or disrespects you in these places, the relationship becomes unhealthy. Digital dating abuse can be in the form of constant and controlling texting, pressing for nude pictures and breaking into someone's email or social networking page. Ask for questions/clarifications from the group. Synthesize the discussion. Emphasize that friendships are based on trust, sharing, respect, empathy and solidarity. Friendship and love help people feel positive about themselves. There are different ways friendship and love are expressed through communication technology and social media. Children and young people need to recognize that digital dating abuse is harmful and wrong. 	TV Monitor, DVD player or Multimedia setup (LCD, Screen, Laptop), Speakers Video Link: That's Not Cool TV https://www.youtube.com/watch?v=hLvcSVgN-qpk

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Songs about body parts	Identify body parts mentioned in a song. Demonstrate how to	1. Sing any children's song about body parts. Recall the basic choreography and lead the class in performing the action song.	CD player, Speaker
	take care of the body.	2. Lead the class in a short breathing exercise after the song before asking them to take their seats.	
		3. Ask the class to identify the different body parts mentioned in the song/s. Tell them to point at these body parts. Have them mention other body parts that can be seen/touched.	
		4. Ask the class if they know the jobs of these body parts. Have them explain their answers.	
		5. Tell them that the body is an amazing thing. It has different parts that have different jobs that work together so we can do a wide range of activities.	
		6. Ask them different ways to take care of these body parts. Have them explain/demonstrate their answers.	
		7. Tell them that taking care of their bodies will keep it healthy and safe. Some body parts require extra care and protection especially the private parts. Nobody should see or touch the private body parts except them and their mothers. Tel them "Your body belongs only to you".	
Body Puzzle Game	body including private body parts. pupils/team). Each tea human puzzle set to s to be taped on the ou 2. Distribute the materia	1. Group the pupils into small teams (4-5 pupils/team). Each team will be given a human puzzle set to solve. Puzzle pieces have to be taped on the outline paper (See Annex).	6-part puzzle piece, double-sided tape/ masking tape, puzzle outline papers, cutouts of clothing (shorts, pants, skirt, shirt, cap, slippers, socks,
		2. Distribute the materials. Tell them to work together to accomplish the task. Start the activity.	
		3. Ask the teams to post their output on the wall once they are done. Give the teams a round of applause.	shoes, raincoat, etc.), crayons
		4. Ask them to give their human puzzles individual names. Have them identify its body parts.	
		What are the body parts that you can see?What are the body parts that you cannot see or are covered?	

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		 5. Explain that penis, vagina, and buttocks are private body parts. These body parts are usually covered with clothing. These are still good, healthy, and acceptable body parts. They are needed to remove the human waste in the body like urine and feces. They are also needed for reproduction when the persons are already adults. The word PRIVATE means something that is just for the OWNER OF THE BODY. They are the owner of their own body. They are not supposed to show it to other people or when then go outside their house. No one can see or touch the private body parts except the owner or their parents when they are being assisted during bath/cleaning time. 6. Reiterate the meaning of private body parts and ways to protect it. 7. Ask the class to go back to their puzzles. Have them identify the other body parts that need protection like clothing. 8. Show different paper cutouts of clothing to the class. Have each team color their clothing. Ask them to post it on the correct body parts. 9. Ask the class to look at the different outputs. Have some volunteers describe their work. Give the class a round of applause to end the activity. 	
Mime Game through Body Parts Cube	Demonstrate how to take care/protect the body.	 Create the Body Parts Cube before the activity. (See Annex for template and instructions) Show the Body Parts Cube to the class. Have the pupils identify the pictures and words on each surface. Mention that there are different ways to take care or protect these body parts. The class will play a movement game to show how the pupils take care of their bodies. Explain the mechanics of the game. The teacher or pupil rolls the cube on the floor. The picture/word that comes out on top of the cube will be the focus. The pupils must think of ways to protect/take care of the focused body part. The teacher signals the class to show their actions. Ask the pupils to describe their actions every round. 	Body parts cube #1 (pictures of eyes, hair, teeth, ears, feet, hands); cube #2 (printed text - titi, pepe, puwit, kuko, ilong, mukha)

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		 5. Instruct the class to form a big circle and begin the game. Use the two cubes simultaneously. Clarify the movements if necessary. Give special attention to the private body parts. 6. Give the class a round of applause to end the activity. 7. Recall the different ways to take care of or protect the body parts. Tell them to always practice it to keep their body safe and healthy. 	
YES or NO	Describe situations that need a yes or no answer.	 Ask the class to read aloud the words YES and NO written on meta cards. (Note: Translate the words into their Mother Tongue) Ask them if they know the meaning of the words. Have some volunteers explain the meaning of the words. Relate the answers of the class to the definition of the words. YES - an expression of approval or agreement. People use it to show that they agree with something, accept something, or they are willing to do something NO - an expression of disapproval or disagreement. It is the opposite of yes. People use it to show that they do not agree with something, do not accept something, or they are not willing to do something—situations that maybe harmful, can get them into trouble or make them feel bad or uncomfortable. When they tell someone "NO", the person should respect it, in the same way, when someone tells them "NO", they should respect it. Show the YES meta card to the class again. Lead them in exploring different ways of saying YES by variating tone, volume and non-verbal gestures. Ask the class to think of situations where they would normally say YES. Have the class respond to the given situation with a YES answer. Show the NO meta card to the class. Repeat the process of exploring different ways of saying NO. Ask the class to think of situations where they would normally say NO. Have the class respond to the given situation with a NO answer. Remind the class about the uses of YES and NO. Emphasize situations that are harmful or can get them into trouble or make them feel bad or uncomfortable deserve a NO answer. Saying NO to these situations would keep them safe and give them protection. 	Visual Aid in Mother Tongue (YES metacard, NO metacard)

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Video Showing: 1343 Actionline	Define human trafficking and identify its forms.	 Before starting the activity, briefly introduce the video "1343 Actionline" Give pre-viewing questions to the class: What is human trafficking? What are the different forms of human trafficking? As students, how can we stop human trafficking? Play the video. Ask the students about their feelings after the activity. Recall the pre-viewing questions. Discuss the answers of the class. Provide some explanation if necessary. Human trafficking or Trafficking in Persons is modern-day slavery. It is a violation of human dignity. It is a crime. It involves recruitment, transportation, transfer, harboring or receipt of a person by means of force and deception for the purpose of exploitation. The most common reported forms of human trafficking and modern slavery are: 	TV Monitor, DVD player or Multimedia setup (LCD, Screen, Laptop), Speakers Video Link: 1343 ACTIONLINE https://www.youtube.com/watch?v=AF5y8ayk-CYM

TITLE OB	JECTIVE	INSTRUCTIONS	MATERIALS
	2.	Before starting the activity, briefly introduce the poem "I Got Flowers Today" (see Annex). The poem is about the experience of a victim of domestic violence. It was written by Paulette Kelly in 1992. Ask the class to read the poem. Process the experience/insights of the students after the reading activity. Use the following guide questions: • What are the forms of abuse experienced by the narrator? • What happened to the narrator at end? • How can we prevent/stop the abuse from happening? Explain the following inputs on Domestic Violence: • It is physical, sexual and psychological abuse between people who live together or are in relationship, usually done by a man against his sex partner. • The victim is usually a woman but may be a man. It can cause physical injuries, psychological problems, social isolations, loss of a job, financial difficulties, and even death. It can occur between parents and children, children and grandparents, and siblings, as well as intimate partners. It occurs among people of all culture, races, sexual orientations, occupations, income levels, education levels, religious background, and ages. • Physical abuse is the most obvious form of domestic violence. It may include hitting, slapping, kicking, punching, breaking bones, pulling hair, pushing, twisting arms, slamming against something, choking, suffocating, beating, and burning. The victim may be deprived of food or sleep. Weapons, such as a gun or knife, may be used to threaten or cause injury. • Sexual assault is also common. It involves the use of threats or force to coerce sexual contact and includes unwanted touching, grabbing, kissing, and rape.	TV Monitor, DVD player or Multimedi setup (LCD, Screen, Laptop), Speakers Poem Link: https://www.scrapbook.com/poems/doc/31491.html https://www.merckmanuals.com/home/women-shealth-issues/violence-against-womendomestic-violence

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		 Psychological abuse is very common and often accompanies physical or sexual abuse. It involves any non-physical behavior that undermines or belittles the victim or that enables the perpetrator to control the victim. Psychological abuse can include abusive language, social isolation (controlling access to friends, relatives, and other people) and financial control (withholding money to control the victim, preventing the victim from getting a job, taking money from the victim). The perpetrator may beg for forgiveness and promise to change and stop the abusive behavior after the incident. However, typically, the abuse continues and often escalates. The outburst of violence tends to be episodic and unpredictable. Thus, the victims may live in near-constant fear of the next outburst. Often, victims do not leave the abusive relationship due to several reasons. Ask for questions/clarifications from the group. Summarize the discussion. Emphasize that all individuals are equal as human beings by virtue of the inherent dignity of the human person. No one should suffer abuse and discrimination on the basis of race, color, ethnicity, gender, age, language, sexual orientation, religion, etc. No one deserves to be abused. All of us have the right to live free from any form of violence. *Note: Teacher may, alternately, play the video for the class. (Video link: https://www.youtube.com/watch?v=RsrXf-Os_Jo) 	
Photo Analysis: Why is it so hard to see black and blue?	Enumerate reasons why domestic violence is a silent issue.	 Show the photo of "The Dress" to the class. Provide a short background about the picture. The Dress" is a photograph that became a viral sensation over social media (Tumblr) in February 2015 when viewers disagreed over whether the dress on the picture was blue and black, or white and gold. The phenomenon revealed differences in human color perception. The dress was actually blue-and-black in color. 	https://www.salva-tionarmy.org/ihq/news/inf060315 https://en.wikipedia.org/wiki/The_dress https://www.nation-algeographic.com.au/science/blue-or-white-dress-why-we-see-colours-different-ly.aspx https://www.doh.gov.ph/node/1414

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		2. Before showing the main photo, briefly introduce the ad of Salvation Army. The ad used the concept of viral sensation, "The Dress" to highlight women's problem in South Africa.	
		3. Show the photo/ad to the class. Process the feelings/insights of the class.	
		• How does the photo/ad make you feel?	
		- W/I	

- What can you see in the photo? Describe the woman in the photo. What kind of situation is she in?
- What was the question posed in the ad?
- What could be the reasons why the ad posed that particular question?
- How can we prevent/stop this kind of abuse from happening?
- 4. Explain that Domestic Violence or Violence against Women is any act of gender-based violence that results or is likely to result in physical, sexual, or psychological harm or suffering to women including threats or such acts, coercion or arbitrary deprivation of liberty whether occurring in public or private life. It may take the form of physical violence (most obvious form of domestic violence), sexual violence, psychological abuse, and/or economic abuse.
- 5. Mention that Domestic Violence occurs in relationships where conflict is the continuous result of power inequality between the partners and one partner is afraid of and harmed by the other. Victims are being shamed, stigmatized and silenced. But Domestic Violence is routinely trivialized, and people are conditioned to take this kind of abuse as normal tension among couples due to gender stereotyping. These perceptions contribute to a social atmosphere that ignores Domestic Violence as a serious problem.
- 6. Ask for questions/clarifications from the group.
- 7. Summarize the discussion. Emphasize that all individuals are equal as human beings by virtue of the inherent dignity of the human person. No one should suffer abuse and discrimination on the basis of race, color, ethnicity, gender, age, language, sexual orientation, religion, etc. No one deserves to be abused. All of us have the right to live free from any form of violence.

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Video Showing: Lisa Floyd's 911 Call	Discuss the effects domestic violence to children	 Before starting the activity, briefly introduce the video "Lisa Floyd's 911 Call." The video is a 911 call audio recording made by a 6 year old girl named Lisa Floyd in November 1991. Give pre-viewing questions to the class: Why did Lisa Floyd call 911? What did Lisa Floyd see during her phone call? What would be the effects to the child/children when they witness this kind of situation? Play the video. Process the experience/insights of the students after the activity. Recall the pre-viewing questions. Discuss the answers of the students. Explain that many children exposed to violence in the home are also victims of physical abuse. Children who witness domestic violence or are victims of abuse themselves are at serious risk for long-term physical and mental health problems. They are also at greater risk of being violent in their future relationships. There are laws (e.g. RA 7610 and RA 9262) and agencies (government and NGOs) that provide protection for victims of violence in the family and community. Summarize the discussion. Stress that violence against children at home threatens not only the children's survival and health, but also their emotional well-being. Children have the right to a safe home and community free from any form of violence and abuse. They need a nurturing home where there is respect, mutual understanding and love. 	Video Link: https://www. youtube.com/ watch?v=G_ht- 2vAYPoc&t=6s Effects of domestic violence on children https://www. womenshealth. gov/relation- ships-and-safety/ domestic-violence/ effects-domestic-vi- olence-children
Video Showing: #ViolenceIs Violence	Describe the reactions of people to abuse of women and men.	 Before starting the activity, briefly introduce the video "#ViolenceIsViolence" produced by ManKind - a charity organization working against domestic violence. The video is a social experiment showing different reactions of people to the abuse of a man and a woman. Give pre-viewing questions to the class: What were the reactions of people when a woman was abused? What could be the reasons why people reacted differently to domestic violence? 	Video Link: https://www. youtube.com/ watch?v=u3P- gH86OyEM)

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		 Play the video. Process the experience/insights of the students after the activity. Recall the pre-viewing questions. Discuss the answers of the students for each question. Mention that the reactions of people to domestic violence differ depending on the gender of the victim. The biased reactions is a product of Gender Stereotyping and society's perceptions of domestic violence. The video showed that people failed to take male victims of domestic abuse seriously. Stress that males also suffer domestic abuse. Male victims should also be supported in the same way that female victims are. Men are often reluctant to report abuse because they feel embarrassed or fear that they won't be believed. Summarize the discussion. Stress that all individuals are equal as human beings by virtue of the inherent dignity of the human person. No one should suffer abuse and discrimination on the basis of race, color, ethnicity, gender, age, language, sexual orientation, religion, etc. No one deserves to be abused. All of us have the 	
Video Showing: BBC South Korea-Police Campaign Against Hidden Camera Pornography	Describe how digital sex crime is committed.	1. Before starting the activity, briefly introduce the video entitled "South Korea Police Campaign Against Hidden Camera Pornography" produced by BBC News. The video shows how criminals in South Korea are recording people without their knowledge; and how the police are addressing this problem. 2. Give pre-viewing questions to the class: • How do criminals record women in their private moments? • What could be the effects of this violation to the victims? • How does the South Korean police address this problem? • Why do you think this problem persists in society? • How can you stop this crime from happening? 3. Play the video. Process the experience/insights of the students after the viewing.	Video Link: https://www. youtube.com/ watch?v=ibC- NApr2g

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		4. Recall the pre-viewing questions. Discuss the answers of the students. Explain that digital sex crime is on the rise in South Korea. People, women in particular, are being recorded without their knowledge through hidden or spy cameras in public places. Hidden cameras can be found in everyday objects like remote controls, pens, flash drives, or coat hooks. Victims of spy cam porn experience depression even to the point of committing suicide because the video/images are on the internet forever. Companies and government agencies are fighting back by using spy cam detectors. Police are removing and blocking websites offering access to hidden-cam feeds. But digital sex crime can't be stopped as long as women are routinely seen as sex objects. 5. Summarize the discussion. Stress that digital sex crimes is another form of sexual violence where new technologies are used as tools to perpetrate or extend the harm of sexual assault/abuse. Victims of sexual violence experience mental health, behavioral, and social consequences. No one should suffer abuse and harassment. All of us have the right to live free from any form of violence.	Video Link: https://www. youtube.com/ watch?v=G_ht- 2vAYPoc&t=6s https://www. womenshealth. gov/relation- ships-and-safety/ domestic-violence/ effects-domestic-vi- olence-children

Got Flowers Today

Paulette Kelly

I got flowers today. It wasn't my birthday or any other special day. We had our first argument last night. He said a lot of cruel things that really hurt me. I know he was sorry and didn't mean the things he said.

Because I got flowers today.

I got flowers today. It wasn't our anniversary or any other special day. Last night, he threw me into a wall and started to choke me. It seemed like a night-mare. I couldn't believe it was real. I woke up this morning sore and bruised all over. I know he must be sorry

Because he sent me flowers today.

I got flowers today. It wasn't Mother's Day or any other special day. Last night, he beat me up again. And it was much worse than all other times. If I leave him, what will I do? How will I take care of my kids? What about money? I'm afraid of him and scared to leave. But I know he must be sorry

Because he sent me flowers today.

I got flowers today. Today was a very special day. It was the day of my funeral.

Last night he finally killed me. He beat me to death.

If only I had gathered enough courage and strength to leave him, I would not have gotten flowers today.

This poem is dedicated to all the victims and survivors of Domestic Violence.

You ask, why didn't she leave?

I ask, why did he hit?

SESSION #5:1+1=1 SPERM CELL AND EGG CELL

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Hanapin ang Konek	Match words and images of human reproductive system	 Ask the students to find a partner. Give each partner either a drawing or paper with title and brief description of parts of human reproductive system. Explain that each partner has to find their correct pair to form the drawing and name-description of the human reproductive system. Give the signal to begin the game. Check each pair after the game. Put the male and female signs on the opposite side of the room. Ask each pair to discuss among its partners whether their drawing and title-description belong to a male or a female. Tell each pair to go to their proper places. Check each pair. Give the correct groupings of the human reproductive system. Give the class a round of applause. 	Drawings and name—descriptions of parts of the human reproductive system
Connecting Pictures to create a story	Create stories about teenage romance/ pregnancy	 Post assorted pictures and word cutouts on the board. Tell the class to create a simple story about teenage romance by connecting five pictures and two word cutouts from the board. Ask the narrator to stand in front of the class and to point at the pictures/words one at a time to create a story. They may add dialogues for the characters to enrich the story. Demonstrate the process to the class. Remind them that a good story has beginning, middle and end. Ask for volunteers. Provide side-coaching if needed. Give each narrator a round of applause. Recall the different stories narrated by the class. Review the ending/consequences of the stories. Connect it to the topic on pregnancy. 	Assorted pictures and word cutouts from newspapers and magazines showing boys, girls, adults, pregnancy kit, doctor, hilot, school, park, jeep, bus, ambulance, sperm cells, egg cells, emojis, words/expression of teens, etc., pointing stick

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Video Showing: Power of Choice (Si Kristine)	Recognize the importance of critical thinking in making better decisions during the teenage years	 Introduce the video to the class. Explain that the class has to make a decision for the character after each video segment. Play the video. Discuss the different decisions the character made and their respective consequences. Ask them if they agree with the decisions. Ask the class about the lesson of the story. Ask for insights/reflection from the class. 	TV monitor, DVD player or TV Monitor, DVD player or Multimedia setup (LCD, Screen, Laptop), Speakers U4U Video (Power of Choice)
Video Showing: Lucky Me TVC Ang Tunay na Lalaki	Discuss common beliefs/behaviors of teenagers related to sex	 Show the video to the class. Process the activity. Ask the class about the common beliefs/behaviors of boys related to sex. Ask them if they share the same belief/behavior with the main character. Discuss the consequences of such belief. Have the class share their insights and reflection. Summarize the sharing of the class. 	Video Link: Lucky Me - Ang Tunay na Lalaki Marunong Maghintay https://www. youtube.com/ watch?v=1pJoiIu- VCnY
SESSION #6	: 3 + 3 + 3 = 1 FULL	TERM	
Ay Naglilihi si Nanay kasi (complete the sentence)	Recognize signs/symptoms of early pregnancy	 Ask the class to compete the sentence: Ay naglilihi si Nanay kasi Have each student write the answer on bond paper. Instruct the class to stand up and create a big circle. Tell them to group similar answers. Have each group read their answer out loud. Clarify answer if needed. Ask for insights/reflection from the class. Collect all the papers. Give the class a round of applause. 	Bond paper, crayons

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Mga Sabi-sabi kapag Buntis (Facts, Myths, Misconceptions)	Surface facts, myths and misconceptions about pregnancy	 Divide the class into 4 groups. Ask each group to assign a secretary who will take down all the answers of the group. Each group writes as many facts/beliefs/myths/misconceptions about pregnancy on 	Manila paper, Pentel pens
		 manila paper. 4. Give each group five minutes to write their answers. 5. Ask each group to read their answers. Clarify answer/s if needed. 6. Give the group a round of applause. The group with the most number of answers 	
Pinoy Henyo (guess the word)	Relate things/actions/ behaviors to pregnancy	 Divide the class into 4 teams. Explain that the team will play the modified version of Pinoy Henyo game. Ask each team to choose a representative who will act as "Henyo." Explain the mechanics of the game. The team lines up in a single file. The "Henyo" sits in front of the team. The facilitator will show the Pinoy Henyo word to the team. Each member has to formulate a question in which the answer is the Pinoy Henyo word. Each member has one opportunity to ask their "Henyo." When the "Henyo" fails to say the correct word, the next member has to ask another question until the "Henyo" gets the correct word. Once they got the correct answer, the team earns a point. Demonstrate the process to familiarize the team with the game. Begin the game. Give each team two minutes to get the right word. Translating the Henyo word in another language is not allowed. Provide a brief explanation after each Pinoy Henyo word. Give the winning team a round of applause. 	Words written on metacards (pabango, sibuyas, kamot, doktor babae, pregnancy kit, ultrasound, nasusuka, naglilihi, 9 na buwan, nahihilo, namumutla, nagle-labor)

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Baby Inside the Tummy (Selfie ni Baby)	Arrange the pictures of fetal development during pregnancy	 Divide the class into 4 groups. Give each group a set of pictures of fetal development. Ask them to arrange the pictures in the correct order of fetal development from first stage to last stage of pregnancy. Give them a couple of minutes to arrange their pictures. Check the output of each group. Give the correct sequence and briefly explain each stage. Group the people holding pictures 1-3 into one side, pictures 4-6 into another side, and pictures 7-9 into another side. Using the visuals, introduce the concept of trimester during pregnancy. Give the class a round of applause. 	9 Pictures of fetus/baby developing during pregnancy (4 sets) Web link: Having Stages https://www.123rf.com/photo_86554938_stock-vector-embryofetal-development-at-monthstage-growth-human-pregnancyprenatal-processof-embryo-orchild-f.html

SESSION #7.1: STORIES OF YOUNG PARENTHOOD

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Scene Improvisation: The Disturbance	Relate scene improvisation to experiences of teenage parents	 Divide the class into 6 small groups. Tell them that each group will be given a typical scenario of teenagers. They need to create a short scene improvisation about it. 	Classroom with chairs arrange on the side, copy of scenario, hand drum
		3. Give the group their respective scenarios:	
		 Group 1 - nagpapalipad ng saranggola Group 2 - naliligo sa banyo Group 3 - nag-aabang ng jeep sa daan Group 4 - naglalaro sa computer shop Group 5 - nagre-review para sa final test Group 6 - gumagawa ng Science project sa bahay 	
		4. Explain that each group will show their improvisation in front of the class. The facilitator will give a disturbance (something that stops you from doing your task). Disturbance can be weather, people or catastrophic event. Each student has to show the reaction of his/her character to the disturbance simultaneously. The other groups will watch and identify the different reactions.	
		5. Call each group, and ask them to perform their scenarios. After establishing their scene, signal to the group using a hand drum and give the disturbance. Give each group a round of applause after each presentation.	
		 Nagpapalipad ng saranggola NANG BIGLANG NAGKAROON NG IPO-IPO. 	
		 Naliligo sa banyo NANG BIGLANG NAWALAN NG TUBIG (o tubig ng poso negro ang lumabas sa gripo). 	
		 Nag-aabang ng jeep sa daan NANG BIGLANG UMULAN (o may bumagsak na helicopter sa tabi). 	
		 Naglalaro sa computer shop NANG BIGLANG TINAWAG NG GIRLFRIEND AT IBINALITANG BUNTIS SIYA. 	
		 Nagre-review para sa final test NANG BIGLANG TINAWAG NG ASAWA PARA MAG-ALAGA NG KANILANG ANAK. 	
		 Gumagawa ng Science project sa bahay NANG BIGLANG NAGSUKA ANG ANAK (o tinawag ng asawa dahil wala ng bigas at gutom na ang anak). 	

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		 6. Discuss the different reactions of each group to the disturbance. Focus on the scenario involving teen parents. Ask them to share observations about teen parents in their community. Have them describe the lives of these young parents. 7. Summarize the discussion. Give the class another round of applause. 	
Time Check: One day in the life of a teen	Compare the activities of a typical teenager and teenage parent	 Divide the class into 6 groups according to sex (3 groups of male, 3 groups of female). Have each group choose a secretary who will record their answers on a paper. Ask each team to think of a typical teenager. Have them create a basic profile of a teenager (name, age, sex, residence, school). For the first round, have them enumerate the different activities of this teenager in a day (include sleeping time). Ask each group to write the duration of each activity in minutes or hours. Ask them to create a visual representation (pie graph) of the activity-time of the teenager. Draw the pie graph on the Manila paper. For the second round, ask them to imagine that their teenager became a teenage parent and is now taking care of a newborn baby. Ask them to write the activities of a teenage parent. Have them indicate the duration for each activity. Ask them to create another pie graph of the activity-time of the teenage parent, side by side with the first pie graph. Have each group present their output. Ask them to compare the activities of a typical teenager and a teenage parent. Discuss the implications and effects of having a baby to the lives of teenagers. Ask for insights and reflection. Summarize the sharing of the teams. 	Bond paper, pencil, manila papers, crayons

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Video Showing: Katorse	Relate the video to stories of teen parents	 Show the video to the class. Ask for insights and reflection from the class. Summarize the sharing of the class. 	TV monitor, DVD player or TV monitor, DVD playe or multimedia setup (LCD, Screen, Laptop), Speakers Tamis ng Unang Halik - Katorse Music Video https://www. youtube.com/ watch?v=r9w-iNw-pWo
Video Showing: Lucky Me's Pregnant Pause	Surface challenges faced by a teenage parent	 Show the video to the class. Ask the class why the mother replied at the end of the video, "Mas mahirap maging ina." Have the class share some of challenges of being a teenage parent. Summarize the answers of the class. Relate the discussion to the main topic. 	Video Link: Lucky Me - "Pregnant Pause" https://www.youtube com/watch?v=ITJjL- HOoH0k

SESSION #7.2 : UNDERSTANDING, RECOGNIZING AND REDUCING THE RISK OF STIS, INCLUDING HIV

Video Showing: HIV/AIDS animation	Identify how HIV is transmitted from one person to another	 Before the video showing, provide the class with some previewing questions: Ano ang ibig sabihin ng HIV at AIDS? Ano ang nararanasan ng mga taong may HIV at AIDS? Saan nakikita ang HIV? Paano ito naipapasa sa iba? Paano malalaman kung ang tao ay nahawaan ng HIV? Paano gagamutin ang taong may HIV at AIDS? Show the video to the group. Review the previewing questions one by one. Discuss each answer. Elaborate the input, if necessary. Summarize the answers of the class. Relate the discussion to the main topic. 	Video Link: HIV Animation Film https://www. youtube.com/ watch?v=4Ha_ HXIWQhI
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TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
Transmission Game (using cards)	Describe how STIs and HIV are transmitted from one person to another	 Distribute a prepared index card to each student, noting which ones you give the "A" and "M" cards to. (There are special directions for these three students. See NOTE.) Ask the students to move around the classroom and write their names on the index cards of other students. Ask the students try to get at least three names of their classmates on their cards and then to return to their seats. Ask the class how they felt during the game. Explain that sexually transmitted infections are spread primarily through person-to-person. People with STI often don't know they have one since they commonly don't cause any symptoms. Explain that during the activity, when people were signing each other's index cards, that was as if they engaged in a sexual behavior with that person. Explain that some students have been exposed to STIs and we need to figure out who they are, so they can go and get tested. Ask the class to turn their index cards over and look for a letter printed on the back. Explain the following by saying, "For the purposes of this activity, some members of the class have been exposed to others who have an STI. If you have a letter "S" on your index card, can you please stand up." Once those two people stand up, next say, "Now, if you have the names of either of these people on your index card, can you please stand up." Once the next group has stood up, ask, "Now if you have the names of any of these people standing up on your index card, you too need to stand up." At this point, many people should be standing. Go on to explain the following, "Looking at all the people who are standing up now, we can clearly see how many have been exposed to this STI which started from just two people and quickly spread. There are some people here who have done things to protect themselves. If you have the letter "A" on your card, can you please wave your hand in the air. This person was practicing abstinence, meaning not having sex with another person and that ke	Reference: http://young- peopletoday.net/ wp-content/up- loads/2016/03/Les- son-Plan-STIs-Part-I- and-II.pdf Prepare index cards, one per learner, with the following letters written very small on the back corner: • 2 cards—write "S" (which stands for STI) • 1 card—write "A" (which stands for Abstinence) • 2 cards—write "M" (which stands for Monogamy, meaning having sex faithfully with only one partner after both have been tested) • 2 cards—write "C" (which stands for condom) • All remaining cards—write "U" (which stands for unprotected) NOTE: When you begin the lesson, quietly tell the learner you gave the index card with an "A" on it to not sign anyone else's index card, even if asked. Quietly tell the two learners who you gave the index card with an "A" on it to not sign anyone else's index card, even if asked. Quietly tell the two learners who you gave the index card with an "A" on it to not sign anyone else's index card, even if asked. Quietly tell the two learners who you gave the index card with an "A" on it to not sign anyone else's index card, even if asked. Quietly tell the two learners who you gave the index card with an "A" on it to not sign anyone else's index card, even if asked. Quietly tell the two learners who you gave the index card with an "A" on it to not sign anyone else's index card, even if asked. Quietly tell the two learners who you gave the index card with an "A" on it to not sign anyone else's index card, even if asked. Quietly tell the two learners who you

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		reduce their risk of getting an STI by just having one sexual partner." 6. Next, turn to the people who are still standing and ask for the two members who had the letter "C" written on their card to please raise their hands. These two people can sit, if they were standing and explain to the group, "The letter "C" means these two people used a condom and even though condoms are not 100% effective, if someone is going to have sex with another person, it's the best protection we have to reduce the risk of getting an STI. Those two people used the condom correctly and protected themselves, so they can both sit down. The rest of the students who are still standing have all been exposed to an STI and would need to get tested at a clinic to determine if they got the infection." Tell the students who are still standing to be seated.	
The Handshake	Identify how HIV is transmitted from one person to another	 Explain that each student will receive a sticker (or strip of masking tape) on his/her forehead with a specific letter. There are special instructions for some of the letters. Tell them to ignore the letters on their foreheads. Each student will try to greet and shake the hands of all the students in the group. The facilitator will just give them 3 minutes to complete the task. Before starting the game, quietly give some instructions to the students who got specific letters. See NOTE for guidance. Give the signal to the group and begin the game. After the game, ask them to remove the stickers on their foreheads. Process the experience of the class. Ask them about their experience during the game. Explain that sexually transmitted infections, including HIV are transmitted from person to person. People with STI often don't know they have it since STI commonly don't cause any symptoms. Explain that the activity imitated the sexual behaviors of people. The handshake was like the physical contact during sexual act. Tell them that some people have 	Stickers or strips of masking tape with specific letter written on it: • 1 sticker with letter S • 2 stickers with letter M • 3 stickers with letter A • 3 stickers with letter C • The rest have stickers with letter U Note: Before you begin the game, secretly instruct the student who has the letter "A" sticker not to shake the hands of any person during the game, just politely smile at them. Secretly instruct the two students who got the letter

TITLE	OBJECTIVE	INSTRUCTIONS	MATERIALS
		now been exposed to STIs. The class needs to figure out who are these people, so they can be assisted. 8. Ask the person who got the letter S sticker to stand up. Tell them that the person with letter S is infected with STI. The person who shook his/her hand got the infection too. 9. Ask the people who got the letter "M" stickers. Ask the class if they were able to shake the hands of these people during the game. Tell the class that these people refrained from shaking the hands of other people because they were practicing Monogamy or they are loyal to their partner and has only one sexual partner. This sexual behavior lowers the risk of getting an STI. 10. Ask the people who got letter "A" stickers. Ask the class if they they were able to shake hands of these people. Tell the class that these people were practicing Abstinence or not having sex with another person. This sexual behavior kept them 100% safe from getting any STIs. 11. Go back to the people who are still standing. Ask them who got the letter C stickers. Tell the class that these people used condoms. Condoms are not 100% effective, but if used correctly, it's the best protection to reduce the risk of getting an STI. Ask these people to sit down. 12. Tell the rest of the students who are still standing that they got a letter U sticker. They engaged in sex without protection or were Unprotected. In real life, people who have been exposed to STI need to get tested at a clinic to determine if they got the infection. Tell the students who are still standing to take their seat. Give the class a round of applause.	"M" sticker to only shake the hand of each other and no one else, just smile at them.

ANNEX:

Proposed CSE Core Content, Knowledge, Attitudes and Skills for Filipino Learners

ANNEX: PROPOSED CSE CORE CONTENT, KNOWLEDGE, ATTITUDES AND SKILLS FOR FILIPINO LEARNERS*

Kinder - Grade 3 Learners

KNOWLEDGE	ATTITUDE	SKILL			
Key Contents:					
 Naming sexual parts; different parts of boys' and girls' bodies Identifying one's values and emotions and accepting that of others Describing different types of relationships and expressions of love, including sex Defining private parts Identifying trusted adults Caring for the body 					
K1. Body, growth, differences					
 Name body parts, including sexual parts 	Acceptance of sexual parts as part of the body;	Demo proper hygiene, including that of sexual parts			
 Describe body differences among different sexes, including intersex, and differences in body growth 	Respect for different bodies and growth				
K2. Values, emotions, differences					
Identify personal values and different emotions	 Awareness of their and other's values; Awareness of different emotions; 	• Demo ways of expressing positive feelings & controlling negative ones, especially those that hurt others & themselves;			
	Self-expression	Respect for different self- expression, e.g. in dress, relationships			
K3. Families, Friends, Peers					
• Explain different families; roles, rights, and responsibilities of members; and loving relationships	 Value for loving relationships in family and friendships; Value their role in relationships 	Demo ways of communicating love and respect for family and friends;			
 Describe friend(s), caring friend- ships, and negative peer influence 		• Identify an adult to whom one can express one's self;			
 Describe ways of communicating with family, friends, and peers 		Identify instances of a hurtful relationship			

^{*}Lifted from the presentation of Dr. Junice LD Melgar (Likhaan) during the DepEd Writeshop on the Refinement of the Finalized Comprehensive Sexuality Education (CSE) Resource Materials held on May 6, 2019 at Ace Hotel & Suites, Pasig City

K4. Sexual privacy and expression				
 Explain the privacy of the sexual body, especially in girls Explain the different forms of loving relationships and different expressions of love in older people, including sex 	 Valuing sexual privacy in one's self and others; Acceptance of different forms and expressions of loving relationships, including sex 			
K5. Reproduction				
 Explain that all living things reproduce Describe where babies come from 	Acceptance of the link between sex and reproduction			
K6. Rights to bodily integrity and personal safety				
 Explain basic "body rights" Describe sexual abuse, harassment, and violence Describe discrimination and why it is wrong Describe bullying and teasing, and its effects 	Acceptance of the link between sex and reproduction	 Identify ways of keeping one safe; Demo how to avoid or say "no" to sexual harassment or bullying; Know trusted adults and talk with them 		
K7. Gender stereotypes and media				
 Describe gender and gender stereotypes of girls, boys, and LGBTQI in society and media Differentiate between actual boys, girls, and LGBTQI, and stereotypes of them Describe the effects of stereotypes on children 		Identify authoritative sources of information on gender equality and children's human rights		

KNOWLEDGE ATTITUDE SKILL

Key Contents:

- 1. Puberty changes. Differentiated from adolescence. Risks of unplanned, unsafe, and non-consensual sex.
- 2. Accepting sexual feelings and romantic relationships as normal while identifying one's values and limits in sexual relationships.
- 3. Risks for STI and HIV, and sexual violence; and girls' greater vulnerability; hence their greater need for
- 4. Privacy and Explicit Consent
- 5. Basic pregnancy prevention: abstinence for all; teaching condom use for boys at Grade 6 enhanced by life skills
- 6. Introduction to bullying, sexual harassment, and rape as manifestations of social and gender inequality

K1. The Body during Puberty & Adolescence

- Describe parts and functions of the sexual & reproductive system
- Describe puberty or sexual maturation; and physical, emotional, mental and social effects, including bodies' preparation for reproduction
- Describe adolescence and how it differs from childhood and adulthood; differentiate from puberty

- Show positive attitudes towards sexual and reproductive bodies, and the changes during puberty
- Show acceptance of different bodies, and different rates of maturation and development
- Identify fertile & infertile periods for boys, but. esp. girls; and problems that adolescents experience in puberty
- Identify social expectations on adolescents as they undergo puberty
- Identify authoritative sources of information and resources to help manage physical, sexual, emotional, and social problems associated with puberty

K2. Values

- Describe one's values and attitudes related to sexuality; including positive and negative values attitudes learned from the family and community
- Describe examples of good and bad decisions of adolescents regarding sexual relationships, and their consequences
- Accept one's and others' values and attitudes on sexuality and reproduction
- Identify sources of values in family and community; and the positive and negative effects of sexuality decisions of adolescents

K3. Friendships, Romantic and Long-term Relationships, and Equality

- Describe friendship, romantic relationship, sexual relationship, and long-term relationship (such as marriage)
- Describe ways of promoting equality and respect in one's friendships, romantic or longterm relationships
- Describe the importance and ways of communicating, including in asserting and negotiating for one's values in relationships

- Shows positive attitude in one's relationship within the family or among peers
- Identify parents/guardians and trusted adults who can counsel them on family and peer relationships
- Identify positive and negative influences on one's relationships in the family and community
- Identify ways to communicate feelings, including discomfort or dislike for "bad touch" in the family or among peers
- Develop a goal to have a better life in the future

K.4 Sexuality and Human Sexual Response

- Describe sexual attraction and feelings for the person/s one is attracted to
- Describe healthy and safe ways of expressing love and sexual attraction to another person
- Describe the physical, emotional, and social preparations necessary before one can safely and responsibly engage in sexual relationships

- Show positive attitudes towards sexual feelings
- Value the need for explicit consent in sexual relationships

K5. Sexual and Reproductive Health

- Describe the reasons why young people have sex before they are ready
- Describe the possible effects of early pregnancy
- Describe the effects on young girls and boys of sexually transmitted infections, including HIV
- Describe basic ways for preventing teen pregnancy and STI which are abstinence and condom use

- Show a positive attitude towards discussing sex, teen pregnancy, and HIV among adolescents
- Show compassion for girls and boys experiencing teen pregnancy, STIs or HIV.
- Demo decision-making skills to abstain from sex in boys and girls
- Demo assertive and negotiating skills to abstain or prevent pregnancy.
- Demo ways of using the male condom consistently and effectively.

K.6 Bullying, Sexual Harassment, and Rape

- Describe the situation and behavior associated with bullying, sexual harassment, and rape; and explain why this is wrong
- Explain why girls, LGBTQI, and small boys are more vulnerable and their effects
- Describe ways of supporting victims of sexual harassment and rape.

- Recognition that bullying, sexual harassment, and rape are wrong
- Demonstrate avoidance and refusal skills –e.g. saying no, walking away, repeat refusal
- Identify ways of keeping oneself safe
- Identify parents/guardians, teachers and other adults that one can report to in confidence

K.7 Gender and Gender Inequality

- Describe what makes one a boy or girl, and the different capacities of boys and girls
- Describe expectations of boys and girls from the family, community, and schools and the impacts of not meeting these expectations.
- Describe how media portrays men and women positively and negatively

• Recognition of one's preferred gender

KNOWLEDGE ATTITUDE SKILL

Key Contents:

- 1. Different sexual behaviors; the human sexual response and social functions; differences according to culture and changes across the life stages
- 2. Defining Gender Identity and Sexual Orientation
- 3. Maternal health and care through pregnancy, and risks
- 4. Pregnancy prevention
- 5. STI and HIV identification, prevention, and services
- 6. Relationships' effects on sexual behavior and vice versa
- 7. Gender, culture, and media: effects on sexual behavior and relationships
- 8. More life skills including goal-setting and decision-making

K.1 Gender Identity and Sexual Orientation

- Differentiate between the biological and social aspects that influence gender identity, and explain the difference between sexual orientation and gender identity
- Show acceptance of different genders and sexual orientations

K.2 Gender, Sexuality and Social Inequalities

- Explain how gender identity and social orientation influence attitudes and values on sexual relationships and reproductions; provide examples of how personal values affect one's sexual and reproductive behaviors
- Explain how social norms—
 family, peer, community, school,
 religion, and media, including
 social media—influence sexual
 decisions and behavior
- Explain why gender discrimination and other forms of social discrimination (e.g. class or age) expressed in bullying, sexual harassment, and rape are violations of human rights and the law.

- Show valuing of equality and human rights
- Skills in accessing information or help in addressing sexual and reproductive health problems, and in negotiating and refusal based on personal values and knowledge
- Analyzing how external influences affect one's sexual and reproductive values and behavior; and the advantages and disadvantages of engaging in sexual behaviors and using preventive mechanisms
- Reporting and advocacy against discrimination and gender inequality to school authorities.

K.3 Managing Relationships and Social Media Relationships

- Describe how family relationships and responsibilities change as members mature
- Describe the roles and obligations of adolescents in different types of relationships -e.g. friendship, romantic, and sexual relationships; and differentiate these roles and obligations between friendship, romantic and sexual relationships, and long-term relationships
- Explain why using threats, coercion, and tricks in relationships is wrong.
- Describe strategies to use social media safely, legally, and respectfully in relationships

- Recognition that bullying, sexual harassment, and rape are wrong
- Skills in accessing information or help in addressing sexual and reproductive health problems, and in negotiating and refusal based on personal values and knowledge
- Analyzing how external influences affect one's sexual and reproductive values and behavior; and the advantages and disadvantages of engaging in sexual behaviors and using preventive mechanisms
- Reporting and advocacy against discrimination and gender inequality to school authorities.
- Compare and contrast the characteristics of healthy vs. unhealthy relationships
- Demo communication skills that foster healthy relationships.
- Demo capacity to participate or facilitate conflict resolution among friends.
- Demo skills to negotiate agreement about the use of information technology and social media in relationships
- Demo skills to communicate personal boundaries and respect the boundaries of others in longterm relationships.
- Analyze ways in which family, friends, peers, media, society, and culture can influence teen marriages and unplanned parenting
- Analyze the impact of information technology and social media on friendships and relationships

K.4 Pregnancy preventiont

- Describe bodily responses to sexual stimulation
- Explain ways in which sexuality is expressed across the life cycle and in different cultures.
- Describe different sexual behaviors
- Explain the risks of early and teen pregnancy to parents and the child; Identify prenatal practices that will contribute to healthy and safe pregnancy
- Explain the health benefits, risks, and effectiveness of different methods of pregnancy prevention, including abstinence, contraceptives, and condoms.

- Show nonjudgmental attitude to different expressions of sexuality across the life cycle and cultures
- Access medically accurate information and services on pregnancy, pregnancy care, pregnancy prevention

K.5 STI and HIV identification, prevention, and services

- Identify common STIs, including and HIV; their method of transmission; their impact; and ways of prevention, including by abstinence and condo-use
- Describe how alcohol and other substances influence risky sexual behaviors
- Acceptance of pregnancy and STI prevention devices and behaviors
- Access medically accurate information and services on prevention and for STI and HIV
- Demo skills in asserting and negotiating the use of preventive devices in relationships
- Develop a plan to reduce or eliminate the risk of unintended pregnancy, STI and HIV.

K.6 Sexual Violence and Gender Inequality

- Define sexual harassment, incest, and rape; as crimes of violence not provoked by the victims
- Describe the social and cultural norms on gender that allow these forms of violence to be prevalent
- Discuss the impact of sexual violence on society
- Identify specific strategies for reducing gender-based sexual abuse and violence
- Identify ways of reducing the risks of being victimized

- Acceptance of pregnancy and STI prevention devices and behaviors
- Skills to identify sources of support for victims of sexual violence
- Skills in participating in advocacy for safe environments in schools and communities

K.7 Cultural and Legal Norms affecting sexual and reproductive behavior

- Discuss the ways by which gender inequality affects people's lives.
- Explain the meaning of gender bias and discrimination and gender inequality
- Discuss the gender stereotypes purveyed by mass and social media that impact on sexuality beliefs and sexual behaviors.
- Identify national laws and local regulations that affect human rights to sexual and reproductive health.

- Sensitivity to being personally impacted by cultural norms
- Demonstrate skills of being involved in collective and cooperative activities to improve community and society

KNOWLEDGE ATTITUDE SKILL

Key Contents:

- 1. Sexuality's many components; biological imperative and right
- 2. Reducing the harmful impact of IT and social media on sexual behavior
- 3. Relevant Laws and Policies -RH Law, MCW, HIV, VAWC, etc. especially linking information with services
- 4. Reiterating Gender Equality and Human Rights of adolescents
- 5. Life skills: advocacy

K.1 Sexual & Reproductive Biology and Rights

- Describe the sexual and reproductive capacity of people over the life cycle; and differentiate this sexual and reproductive capacity from sexual and reproductive rights.
- Human Rights values

K.2 Value- and Rights-Based Decision-making

- Explain how one behaves in ways consistent with one's values; and why it is important to challenge discrimination against those perceived to be different or inferior
- Discuss potential legal, social, and health consequences of sexual decision-making

• Demo skills to reaffirm or change values and behaviors based on increasing personal capacities & experiences; skills in resisting peer pressure; communicating personal needs and sexual limits; and appropriate self-management.

K.3 Sexuality and the Family

 Discuss how sexual and relationship issues impact family, and parents/guardians' responsibilities to help address their children's key problems. Analyze factors that influence decisions about whether and when to become a parent, and the skills and resources needed to become a parent

K.4. Sexuality Dimensions and Law and Culture

 Discuss sexuality and its biological, social, psychological, spiritual, ethical and cultural components; sexual pleasure and responsibility; and ways in which culture and laws affect social behavior Analyze internal and external factors that influence one's decision on whether and when to engage in sexual behaviors; and effective communication of whether or not one is ready to engage in sexual activities.

K.5 Key Sexual & Reproductive Health Services

- Explain common pregnancy complications in teen-aged mothers; and the impact of unintended pregnancy on girls, families, and society
- Describe the maternal care teen mothers need to ensure safe delivery and post-delivery care, including effective contraception
- Describe the personal and social benefits of available methods of contraception
- Explain how to access local STI and HIV testing and treatment

- Demonstrate confidence in discussing how to use contraceptive methods
- Access medically accurate information about delivery and post-delivery care; different contraceptive methods; and testing and treatment of STIs and HIV.
- Analyze internal and external influences on decisions whether or not to use condoms and contraceptives;
- Apply a decision-making model to choices regarding pregnancy-prevention; and STI-prevention
- Skills to communicate with a partner about pregnancyprevention; and STI and HIVprevention and testing
- Skills to advocate for HIV testing and treatment for sexually-active youth.

K.6. Social Discrimination and Violence

- Compare and contrast the social factors that may cause bullying and sexual violence, such as sexual harassment, incest, and rape
- Discuss the potential impact of power differences – due to age, sex, wealth, disability -on personal safety
- Demonstrate confidence in discussing how to use contraceptive methods
- Demo ability to advocate for human rights and equality of and among adolescents
- Access information and resources to help victims of bullying and sexual violence
- Demo advocacy skills to eliminate social norms and factors that cause bullying and sexual violence

K.7 Laws, Media, and Human Rights

- Discuss law and policies that provide remedies to discrimination, sexual violence and sexual and reproductive health such as on Bullying, Violence Against Women and Children (VAWC), Magna Carta of Women, RH Law, and HIV Act of 2018
- Discuss ways by which mass media; and social media can contribute to promoting safer sexual behavior and gender equality
- Explain the concept of human rights and its application to sexual and reproductive health

- Critically assess the potential influence of mass media messages about sexuality and sexual relationships.
- Demo ability to advocate for the implementation of antidiscrimination, anti-sexual violence, and RH and HIV laws on behalf of adolescents

LAC CSE SURVEY GUIDE

LAC CSE SURVEY GUIDE

PART 1. INTRODUCTION

PART II. DEMOGRAPHIC INFORMATION

Good day! This school year, our school is implementing the Learning Action Cell (LAC) sessions on Comprehensive Sexuality Education (CSE). We are conducting a baseline survey to know the knowledge, attitudes and practices on CSE of our teaching personnel. We are asking for your help by answering this survey about your views on the implementation of CSE. This will take about 20 to 30 minutes. Thank you very much!

Q1. You are (PLEASE ENCIRCLE YOUR ANSWER)	1	Male	2	Female
Q2. What is your age in years?	_			
Q3. Your civil status is (PLEASE ENCIRCLE YOUR ANSWER)		Single Married		Separated Widower
Q4. Your occupation is (PLEASE ENCIRCLE YOUR ANSWER)	1 2 3	. 1		
IF YOU ARE A PRINCIPAL, PLEASE PROCEED TO Q5. OR TEACHER, PLEASE ANSWER Q4a & Q4b	IF YOU A	RE A SUBJ	ECT (COORDINATOR
Q4a. What is your learning subject area? Q4b. Which grade level/s are you teaching?				
Q5. How many years have you been serving in your current position	on?			
Q6. What is your religion?				
Q7. What is your highest educational degree? (PLEASE ENCIRCLE YOUR ANSWER)		Doctorate Master's		

PART III.

Please read each statement and encircle the option that best represents your level of agreement.

	Statement	Yes	No
Q8	I have heard of Comprehensive Sexuality Education as one of the priority agenda of DepEd.		
Q9	I have read about CSE in the responsible Parenthood and Reproductive Health Act of 2012.		
Q10	I have read about CSE in the Executive Order 12 or President Durterte.		
Q11	I have read about CSE in the Memorandum of the Department of Education.		
Q12	I have heard or watched news about CSE from mass media (radio, newspaper, TV, Internet, etc.)		

PART IV Please indicate your perception on the following statements.

	Statement	True	False	I Don't Know
Q13	Sexuality is a central aspect of being human.	1	2	3
Q14	Sexuality is linked to gender, gender identity and roles, and gender power inequalities	1	2	3
Q15	Q15 Knowing how to take proper care of their bodies and living a healthy lifestyle are some of the expected outcomes for the youth in CSE.		2	3
Q16	CSE address the child's rights to survival, development, and participation and protection.	1	2	3
Q17	CSE lessons must be based on evidence, not ideological beliefs.	1	2	3
Q18	CSE lessons should be created to accommodate cultural diversity.	1	2	3
Q19	CSE is ONLY about teaching young people how to abstain from early sex.	1	2	3
Q20	CSE teaches young people about how to have sex.	1	2	3
Q21	CSE encourages young people to have sex.	1	2	3
Q22	CSE can ONLY be taught at the high school level.	1	2	3

PART V Please indicate your level of agreement to each statement.

	Statement	Strongly Disagree	Agree	Disagree	Undecided	I Don't Know
Q23	Our student are already aware of the risks of having unprotected sex.	1	2	3	4	5
Q24	Teenage pregnancy is a big threat to the well-being of students in our school.	1	2	3	4	5
Q25	Our students may be engaging in sexual practices too early.	1	2	3	4	5
Q26	We do not have to worry about our students contracting STIs (Sexually Transmitted Infections).	1	2	3	4	5
Q27	Some of our students may already be engagingin casual sex (having a purely sexual relationship without commitment).	1	2	3	4	5
Q27	I support the CSE of DepEd.	1	2	3	4	5
Q28	CSE should be part of the K to 12 curricula.	1	2	3	4	5
Q29	My colleagues and I support the implementation of CSE.	1	2	3	4	5
Q30	CSE will help young people decide not to have sex early in their lives.	1	2	3	4	5
Q31	CSE will help our students complete their basic education.	1	2	3	4	5
Q32	CSE cannot delay our students' decision to have their sexual debut.	1	2	3	4	5
Q33	CSE should not be taught in our school.	1	2	3	4	5
Q34	Our students' parents will not want the school talking about sexual behaviors to their children.	1	2	3	4	5
Q35	I can explain to parents what CSE is all about.	1	2	3	4	5
Q36	Other schools in our division are already implementing CSE.					
Q37	I know other schools in our division that still do not have plans on how to implement CSE.	1	2	3	4	5
Q38	My colleagues will have no resistance to the implementation of CSE in our school.	1	2	3	4	5

	Statement	Strongly Disagree	Agree	Disagree	Undecided	I Don't Know
Q40	Majority of parents in our school are in favor of CSE	1	2	3	4	5
Q41	I have the skills to implement CSE in our school.	1	2	3	4	5
Q42	I have adequate training to implement CSE effectively in our school.	1	2	3	4	5
Q43	I can get our students to participate and be engaged in CSE.	1	2	3	4	5
Q44	It will be hard for me to convince my colleagues to support the implementation of CSE in our school.	1	2	3	4	5
Q45	Our school is not ready to implement CSE.	1	2	3	4	5

PART VI - FOR PRINCIPAL ONLY

IF YOU ARE A SUBJECT COORDINATOR OR TEACHER, SKIP THIS PART AND PROCEED TO PART VII & VIII. On a scale of 1 to 5, please rate yourself according to your capacity as a principal. Encircle your answer.

	Statement	Scale: 1 being Least Capable and 5 being Highly Capable		being		
Q46	Identify key content standards of CSE in the curricula.	1	2	3	4	5
Q47	Set up Learning Action Cells on CSE for our teachers.	1	2	3	4	5
Q48	Teach a CSE content standard.	1	2	3	4	5
Q49	Talk to teachers about the implementation of CSE in your school.	1	2	3	4	5
Q50	Monitor the quality of CSE instruction of our teachers.	1	2	3	4	5
Q51	Organize a workshop on CSE for our teachers.	1	2	3	4	5
Q52	Provide online resources on CSE to our teachers and students.	1	2	3	4	5
Q53	Answer questions of parents regarding the CSE.	1	2	3	4	5
Q54	Seek the help of the division or regional office on CSE concerns.	1	2	3	4	5

	Statement	Scale: 1 being Least Capable and 5 being Highly Capable			ng	
Q55	Talk to students about sexuality.	1	2	3	4	5
Q56	Secure additional funding for CSE from the local government.	1	2	3	4	5
Q57	Speak to the media about the implementation of CSE in our school.	1	2	3	4	5

PART VII - FOR SUBJECT COORDINATORS OR TEACHERS ONLY IF YOU ARE A PRINCIPAL, PLEASE PROCEED TO PART IX.

On a scale of 1 to 5, please rate yourself according to your capacity as a subject coordinator/teacher. Encircle your answer.

Scale: 1 being Least Capable an Statement 5 being Highly Capable				1		
Q58	Identify key content standards of CSE in the curriculum guide.	1	2	3	4	5
Q59	Create age-appropriate activities on CSE.	1	2	3	4	5
Q60	Integrate CSE content standards in my learning area with other learning areas.*	1	2	3	4	5
Q61	Talk to students about sexuality and reproductive health.	1	2	3	4	5
Q62	Name the reproductive health organs in front of my class.	1	2	3	4	5
Q63	Explain puberty and all the changes that happen to the minds and bodies of young people during this period.	1	2	3	4	5
Q64	Q64 Discuss the effects of teenage pregnancy and sexually transmitted infection.		2	3	4	5
Q65	Talk to students about healthy relationships.	1	2	3	4	5
Q66	Discuss gender identity in the context of human rights.	1	2	3	4	5
Q67	Discuss sexual preference in the context of human rights.	1	2	3	4	5
Q68	Collaborate with other teachers on CSE projects.	1	2	3	4	5
Q69	Refer my students with CSE-related concerns to the school nurse or to a health worker	1	2	3	4	5
Q70	Answer questions of parents regarding the CSE.	1	2	3	4	5

^{*}An example of being able to integrate CSE content standards: You are a health teacher who plans and delivers a lesson about sexually transmitted infections at the same time as a science teacher's lesson on reproductive health organs.

PART VIII - FOR SUBJECT COORDINATORS OR TEACHERS ONLY

On a scale of 1 to 5, please rate your confidence in delivering the following CSE topics as a teacher

	Statement	Scale: 1 being Not Confident and 5 being Very Confident				
Q71	Sexual and reproductive anatomy and physiology	1	2	3	4	5
Q72	Human development and reproduction	1	2	3	4	5
Q73	Changes during puberty and adolescence	1	2	3	4	5
Q74	Sexuality and sexual life cycle	1	2	3	4	5
Q75	Sexual behaviors	1	2	3	4	5
Q76	Pregnancy	1	2	3	4	5
Q77	Prevention of teenage pregnancy	1	2	3	4	5
Q78	Prevention of sexually transmitted infections	1	2	3	4	5
Q79	Prevention of HIV & AIDS	1	2	3	4	5
Q80	Gender identity	1	2	3	4	5
Q81	Gender roles	1	2	3	4	5
Q82	Gender stereotypes	1	2	3	4	5
Q83	Sexual preference	1	2	3	4	5
Q84	Tolerance and respect of individual differences	1	2	3	4	5
Q85	Good touch-Bad touch	1	2	3	4	5
Q86	Prevention of gender-based abuse and violence	1	2	3	4	5
Q87	Media and sexuality	1	2	3	4	5

PART IX
Please rate the sufficiency of the following resources that are made available to you.

	Statement	Very Insufficient	Insufficient	Undecided	Sufficient	Very Sufficient
Q88	Official DepEd policy on CSE	1	2	3	4	5
Q89	Training on CSE	1	2	3	4	5
Q90	Teacher's references on CSE	1	2	3	4	5
Q91	Learner's materials on CSE	1	2	3	4	5
Q92	Co-curricular programs* on CSE	1	2	3	4	5
Q93	Daily lesson logs on CSE from the DepEd Portal	1	2	3	4	5
Q94	Detailed lesson plans on CSE from the DepEd Portal	1	2	3	4	5
Q95	Online references or sources on CSE	1	2	3	4	5
Q96	Local data** on teenage pregnancy	1	2	3	4	5
Q97	Local data on sexually transmitted infections	1	2	3	4	5
Q98	Local data on HIV and AIDS	1	2	3	4	5
Q99	Funding or budget for CSE	1	2	3	4	5

^{*}Some examples of co-curricular programs are student clubs associated with CSE learning areas, and school initiatives and events related to CSE topics.

^{**}Local data means data collected from the district, division, and region.

PART X Please indicate your position on the following statements.

	Statement In the next 12 months	Very Unlikely	Unlikely	Undecided	Likely	Very Likely
Q100	I will read and understand the DepEd policy on CSE.	1	2	3	4	5
Q101	I will join a training on CSE.	1	2	3	4	5
Q102	I will consciously identify content standards on CSE.	1	2	3	4	5
Q103	I will research about CSE.	1	2	3	4	5
Q104	I will talk to my colleagues about how to effectively implement CSE in my school or classroom.	1	2	3	4	5
Q105	I will work with my colleagues to integrate CSE in our different learning areas.	1	2	3	4	5
Q106	I will teach about ways to prevent teen pregnancy.	1	2	3	4	5
Q107	I will teach about ways to prevent sexually transmitted infections.	1	2	3	4	5
Q108	I will teach about ways to prevent HIV and AIDS.	1	2	3	4	5
Q109	I will let my students participate in CSE cocurricular projects.	1	2	3	4	5

You have finished answering the survey.
Thank you very much!

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