



Grade 8

Health Education

Quarter 1

Teaching Guide No. _____

FAMILY HEALTH

Gender and Human Sexuality



**TEACHING GUIDE FOR
HEALTH - GRADE 8
QUARTER 1
MODULE 1 - Family Health**

Grade 8 Level Standard: *The learner demonstrates understanding of family health, family life, disease and injury prevention/control, and prevention of substance use and abuse to develop and promote family health for quality life.*

Tell your students that this is Module 1 in Health entitled FAMILY HEALTH. At the end of the quarter you are expected to demonstrate understanding of the key concepts of family health and fitness in achieving, promoting, and sustaining wellness for quality life.

<p>Content Standard</p> <p>The learner demonstrates understanding of human sexuality and managing sexually related issues for a healthy family life.</p> <p>Performance Standard</p> <p>The learner appropriately manages sexuality-related issues through responsible and informed decisions.</p>	<p>Learning Competencies:</p> <p>Inform the learners that at the end of this quarter, they are expected to</p> <ol style="list-style-type: none"> 1. Discuss sexuality as an important component of one's personality. 2. Explain the importance and dimensions of human sexuality. 3. Analyze the factors that affect one's attitudes and practices related to sexuality. 4. Assess personal health attitudes that may influence sexual behavior. 5. Relate the importance of sexuality to family health. 6. Discuss the signs, symptoms, and effects of sexually transmitted infections (STIs), such as Human Immunodeficiency Virus (HIV) Infection and Acquired Immune Deficiency Syndrome (AIDS). 7. Enumerate steps in the prevention and control of STIs. 8. Analyze why abstinence is the most effective method for the prevention of HIV and AIDS and other STIs. 9. Follow government policies in the prevention and control of HIV and AIDS (RA 8504 or Philippine AIDS Prevention and Control Act).
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	<p>10.Explain other government efforts in ensuring a clean blood supply to prevent issues and problems related to sexuality (RA 7719 or Blood Services Act of 1994).</p> <p>11.Apply decision-making skills in managing sexually-related issues.</p>
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Planning for Assessment

Lesson 1 – Gender and Human Sexuality

Assessment Plan		
<p>Product/Performance Task</p> <p>The learner appropriately manages sexuality-related issues through responsible and informed decisions.</p> <p>The learner actively participates in making informed and wise decision through case studies.</p> <p>The learner actively participates in a role play highlighting how to make informed and responsible decisions.</p> <p>The learner actively expresses the importance of human sexuality in promoting a healthy family life.</p>	<p>Assessment Plan</p> <p>Using Formative and Summative Assessment tools to assess the competencies</p> <ol style="list-style-type: none"> 1. Talk about sexuality as an important component of one’s personality 2. Emphasize the importance and dimensions of human sexuality 3. Evaluate the factors that affect one’s attitudes and practices related to sexuality 4. Assess personal health attitudes that may influence sexual behaviour 5. Relate the importance of sexuality to family health 6. Practice making informed and responsible decisions 	<p>Assess the performance task using the following criteria:</p> <ul style="list-style-type: none"> ✓ Relevance ✓ Focus ✓ Values-based ✓ Consistency

Teaching-Learning Plan

Introduction

The students need to have comprehensive sexuality education that composing of accurate information and classroom experience with positive messages about sex and sexuality as a natural, normal, healthy part of life.

Learners are provided with the opportunity to obtain information about human sexuality in order for them to clarify and revise their own understanding through real-life situations/scenarios using life skills and value-based decisions on issues regarding human sexuality for a healthy life.

This teaching guide includes information about abstinence as the best way to avoid sexually transmitted infections and unintended pregnancy and life skills in decision making, refusal skills, and communication skills in dealing with positive sexual behaviour as well as risky sexual behaviour.

The strategies and activities provide opportunities for young people to develop relationship and communication skills, to help them explore their own values, goals, and options as well as the values of their families and communities.

The learning guide teaches the learner that responsible and informed decisions reduce risk of getting an infection, including HIV, and reduce the risk of unintended pregnancy for young people who are sexually active.

We hope these activities and lesson plans can make your task of teaching sexuality topics much easier. As with any sexuality resource, some of these may not be appropriate for your community, setting, or purpose. Please review them to determine if they will be useful for you.

Before the learner starts with the module, explain that the module is divided into two lessons. Lesson 1 is about the importance and dimension of human sexuality. It discusses personal health and attitudes that may influence sexual behaviours. Lesson 2 comprises the problems and issues related to sexuality; specifically, STI, HIV and AIDS.

Guide and motivate the learner to answer the pre-assessment as well as the activities presented in the lessons. They will use their health journal notebook/activity notebook in answering their activity. Ask them to read the Introduction and share their ideas, values as well as their expectations in learning this module.

Give sufficient time (5 minutes) to the students to read and explain the introduction of the lesson found in Module # 1, page 3.

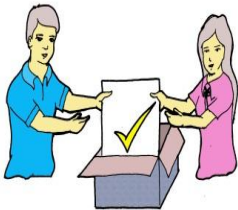
Objectives

At the end of this module/LM, your students should be able to:

1. discuss sexuality as an important component of one's personality;
2. explain the importance and dimensions of human sexuality;
3. analyze the factors that affect one's attitudes and practices related to sexuality;
4. assess personal health attitudes that may influence sexual behaviour;
5. relate the importance of sexuality to family health;
6. discuss the signs, symptoms, and effects of Sexually Transmitted Infections (STIs), such as Human Immunodeficiency Virus (HIV) infection And Acquired Immune Deficiency Syndrome (AIDS);
7. enumerate steps in the prevention and control of STIs;
8. analyze why abstinence is the most effective method for the prevention of HIV and AIDS and other STIs;
9. follow government policies in the prevention and control of HIV and AIDS (RA 8504 or Philippine Aids Prevention and Control Act);
10. explain other government efforts in ensuring a clean blood supply to prevent issues and problems related to sexuality (RA 7719 or Blood Services Act of 1994); and
11. apply decision-making skills in managing sexually-related issues.

Pre-Assessment:

Ask your students to answer honestly and individually the pre-assessment 1, 2, and 3 found in their module on Family Health: Gender and Human Sexuality. Give them time limit and ask them to write all their answers in their activity notebook.



Pre-Assessment 1

How much do your students know about gender and human sexuality? Find out by checking their answers in the following questions. Accept and process their answers comprehensively.

1. What term defines a man or a woman based on biological characteristics?
 - a. sex
 - b. gender
 - c. sexuality
 - d. androgyny
2. Which of the following illustrates gender?
 - a. Miguel loves to cook.
 - b. Marco does not cry in public.
 - c. Hazel has a positive body image.
 - d. Ahmed is attracted to Felicity.

3. What do you call the sets of activities that society considers as appropriate for men and women?
 - a. gender role
 - b. gender identity
 - c. gender equality
 - d. gender sensitivity
4. Why is it important to understand human sexuality?
 - a. We will all be mature adults.
 - b. We have similar sexuality issues.
 - c. There is a specific age for developing one's sexuality.
 - d. It will help us build a better relationship with ourselves and others.
5. Which characterizes a good decision?
 - a. Easy to make
 - b. Makes your friends happy
 - c. One that your teacher told you to make
 - d. Arrived at after a thoughtful consideration of consequence/s

Check their answers using the key to correction below:

1. A
2. B
3. A
4. D
5. D

After you have checked the learner's answers in pre-assessment 1, tell them that they do not have to worry about their scores. They will be given the opportunity to change their answers after learning the lesson.

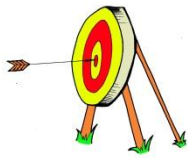


Pre-Assessment 2

The learners will write the word AGREE or DISAGREE depending on their prior knowledge about the statement given.

1. Teaching is a job for women.
2. Men have no right to cry in public.
3. Both men and women can be police officers.
4. It is the responsibility of both parents to take care of their children.
5. Both the father and the mother should share in meeting the financial needs of the family.

Together with your students, analyze the results of your pre-assessment 2 as they answer the guide questions found in Learning Material page 6 to determine where they are in terms of background knowledge and skills; their strengths and weaknesses as your bases for planning instructional activities.

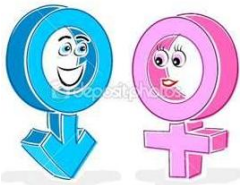


Learning Goals and Targets

Based on the objectives of the lesson and results of the pre-assessment, let your students define their personal goals and targets to achieve at the end of this module. Ask them to write their goals/targets in their activity notebook.

Make sure that all your students are able to define their own goals and targets. Tell them to monitor the progress of their targets as you go on with the lesson.

Reminder... Accept all answers of your students. However, take note of those areas that you need to clarify during the processing part. Make sure that learners are clarified on their expectations such as their product and performance at the end of the grading period and how these product and performance shall be assessed.



Lesson 1 Gender and Human Sexuality

The aim of human sexuality education is to cultivate the character, personality, and behavior of a boy or a girl consequently making them mature individuals responsible for and in control of their own sexual health.



Part I. What to KNOW

In this part of the module, the learners are provided with structured learning experiences that will pre-assess their level of understanding, activate their prior knowledge, clarify their understanding, and require them to answer some questions about human sexuality.

1. Before you proceed with your Lesson 1, ask them to ponder on some questions such as:
 - Why is human sexuality important?
 - How should one deal with human sexuality issues to promote healthy family?
2. Ask the learners to go over “**Sexuality as It Refers to Your Total Self**” on page 10 of the Learning Material.

Ask some students to share their ideas/opinions to the class.

Ask your students to open their module on page 11 and request a volunteer to read aloud the poem ***“The Wonder of ME”*** by Bernadette Borja Rosaroso. After which, ask them to reflect on the message of the poem by answering the questions below:

- How about you? How do you express yourself?
- How do you see yourself?
- How much do you know yourself?
- How much do others know you?

Ask your students to write their answers in their activity notebook.

Ask some students to share their reflections to the class.

3. Ask the learners to go over ***“Sexuality as It Refers to Your Attitudes and Behaviors toward Yourself”*** on page 12. Ask what qualities and characteristics do they have as they perceive themselves. Have them write their responses in their activity notebook.
4. Let your students do Activity No. 2 ***“Graffiti You!”*** on page 13 by following the given instructions. Give them time limit to do the activity. Let them express their sexuality through this activity. Provide them the opportunity to manifest their feelings.
5. Ask them to read their Learning Material on page 14 about ***“Sexuality which refers to Your Perceptions, Feelings, and Behaviours towards others”***.
6. Tell your students to accomplish activity no. 3 on page 15 by following the directions given in the Learning Material. You can let them take home the accomplished activity so that they can reflect on it.
7. As you progress to learn the characteristics which encompass human sexuality, Activity No. 4 will provide opportunity for the learners to further uncover his/her personality. Through this activity, both the teacher and the learner would understand better the learner’s personality.
8. Uncover the meaning of words/phrases and symbols found on pages 17-18.
9. Facilitate the class in learning the attitudes a young person must possess that influence sexual behaviour.
10. Level off the meaning of words related to human sexuality.

11. Ask your students to do activities 5 and 6 on pages 20 and 21. Process their answers through discussions.

12. Activity 7 can be done through interview.

13. Bear in mind that you are developing the personality of your students by means of knowing and connecting it to their own characteristics. Develop the Life Skills by facilitating the students in doing Activity 8 on page 24.

14. Let your students practice the learned skills by answering Activity 9 on pages 26-27.

Make sure that before you proceed with the next part of the module, all the topics under **What to Know** have been discussed or introduced. Encourage your students to ask queries and clarifications about Gender and Human Sexuality. Ask them to share points of agreements and disagreements.



Part II. What to PROCESS

In this part of the module, the learners are provided with various learning experiences to enable them to make sense of the information, develop, reflect, rethink, validate, and revise their understanding of the lesson through activities that will require them to process/make sense of the information; assess their skills; and develop some questions that will enable them to construct their own meanings/understandings and express these in their own way.

1. In Activity 10, tell your students that knowing one's personal and family background will deepen their self-knowledge, thus, minimizing the chance of having problems regarding personality and sexuality. You may ask your students to take home the activity to further research on their family background.
2. In Activity 11, give supplementary description on the specified five types of negative personality and let your student undertake the activity. Be sure to process their answers so that the positive characteristics will remain.

3. To embrace the characteristics of a healthy sexuality, your students will have to understand and know themselves as they do Activity 12 on page 29 of the Learning Material.
4. Activity 13 provides the opportunity for the learners to identify roles played by male and female. Clarify that males and females nowadays exercise equal rights and therefore, share responsibilities at home and community.



Part III. What to REFLECT AND UNDERSTAND

In this part, the learners are provided with other learning resources and experiences for them to enrich/broaden their understandings of the lesson through additional activities (e.g., conducting research, lecture forum, symposium or inviting resource person to discuss critical topics, etc.) and reading resources for them to enrich/broaden their understanding.

1. *This activity provides learners with the opportunity to check their health behaviors that may influence human sexuality.*
2. *Ask your students to do Activity 14; read and reflect on the article written by Teofilo Guiang Jr. and process the activity using the guide questions below:*
 - *Did you like the story?*
 - *What lessons did you learn from it?*
 - *Do you know how to express affection for your loved ones?*
 - *How do you do it?*

➤ *Process the responses of the students to be able to come up with the link on personality and sexuality to family health.*
3. *To have a better view of the characteristics of a person that affects the attitudes and behaviors of human sexuality, the students will do Activity 15. Group the students into five (5) and ask them to role play the following:*
 - *one who grew up in a very religious family*
 - *one who was raised by authoritative parents*
 - *one who has been strongly influenced by media*
 - *one who has good friends from the opposite sex*
 - *one who has been educated in an exclusive school*

➤ *Have the students assess their performance.*
4. *Convey to the students the factors that affect sexual attitudes and behaviors such as:*
 - *Family*

- Culture
- Peers
- Media

5. *In Activity 16, ask the students to provide examples of how these factors affect their sexual attitudes and behaviour.*
6. *Activity 17. Have your students present a commercial and make them analyze the message as to how men and women portrayed their roles in the commercial.*
7. *In discussing the topic on “Double Standard of Morality and “Virginity,” the teacher should take extra precaution in processing the students’ answers. Students’ answers may vary depending on their knowledge of the topic as they answer questions in Activity 18, 19, and 20.*

Before you proceed to the “transfer” part, ask your students to undergo the following summative assessment:

I. MATCHINGTYPE. Match Column A with Column B.

COLUMN A	COLUMN B
_____ 1. How mindful are you of the things you can do	A. Emotional Self
_____ 2. How you accept yourself	B. Ethical Self
_____ 3. How you behave	C. Mental Self
_____ 4. How you consider your morals or values regarding relationships	D. Physical Self
_____ 5. How you feel about yourself and others	E. Self confidence
_____ 6. How you regard yourself as a worthy person	F. Self-expression
_____ 7. How you show your individuality	G. Self-knowledge
_____ 8. How you think as a man or as a woman	H. Self-love
_____ 9. How you think of yourself as a man or woman anatomically	I. Self-respect
_____ 10. How you understand your feelings	J. Social Self

KEY TO CORRECTION:

- | | |
|------|-------|
| 1. E | 10. G |
| 2. H | |
| 3. J | |
| 4. B | |
| 5. A | |
| 6. I | |
| 7. F | |
| 8. C | |
| 9. D | |



PART IV. WHAT TO TRANSFER

In this part, the learners are expected to demonstrate or show a completed product or performance as an output required by the lesson.

1. To transfer the learning of gender and human sexuality through value-based teaching by asking the students to do Activity 21 on page 42.
2. Tell your students that they will simulate and reflect on their responsibility or role as member of the family in addressing human sexuality issues and problems. Ask your students to simulate on the situations given in Activity 22.
3. Relate the topic to current issues in our country. Ask the students about their personal views on the given issues and relate it to sexuality.
4. **KWA table will help the teacher assess the learning acquired through the answers given** by the students in Activity 23.

(Note: You can ask your students if they have a better way of assessing their outputs).

5. Link the significance of sexuality to family health by asking the students to answer the questions in Activity 25.

Based on the results of the assessment and the performance/product, find out if your students are ready to proceed to the next module.

ADDITIONAL/ALTERNATIVE ACTIVITIES

What's in a name?

Our names say a lot about us. It may have interesting stories behind them. Let us see what's in your name! Using your own name and what you know about it, answer the following questions using your activity notebook.

- What is your first name?
Why did your parents give you this name?
Do you know the meaning of your first name? Is there an interesting story behind this name?

- What is your middle name?
Where does your middle name come from?
Do you know the meaning of this name? Do you know the history of this name?
- What is your last name?
Where does your last name come from?
Do you know the meaning of this name? Do you know any interesting stories about your ancestors or anyone else who shares your last name?

HOOK-A-WORD.

On your activity sheet, encircle the fifteen (15) words related to gender and human sexuality.

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

- In your own words, define the encircled words you have found!
- Check your answers!
- Using the rubrics below, see how you fare in this activity.

13-15	Excellent
10-12	Very Good
7- 9	Good
4- 6	Fair
0- 3	Needs Improvement



Watch and Relax!

This is your opportunity to show your understanding of the role of gender in media.

- Choose a movie or a television show which you believe has gender role labels in it which you must deconstruct and analyze.
- Extract any gender-biased content.
- Recreate one of the scenes of the film by submitting a script of your own for this scene.
- Write a reflection on why you think the gender role depiction in media must be addressed.

TEACHING LEARNING PLAN

Lesson 2 –Issues and Problems Related to Human Sexuality

- **Sexually Transmitted Infections with emphasis on HIV and AIDS; and**
- **Government Policies in the Prevention of HIV and AIDS**

Planning for Assessment

Assessment Plan		
<p>Product/Performance Task</p> <p>The learner appropriately manages sexuality-related issues through responsible and informed decisions.</p> <p>The learner actively participates in making informed and wise decisions through case studies.</p> <p>✓ The learner actively</p>	<p>Assessment Plan</p> <p>Use of Formative and Summative Assessment tools to assess the competencies:</p> <ol style="list-style-type: none"> 1. Practice abstinence as the only sure way to avoid sexually transmitted infections, particularly HIV/AIDS. 2. Apply decision-making skills in managing sexuality related issues. 	<p>Assess the performance task using the following criteria:</p> <ul style="list-style-type: none"> ✓ Relevance ✓ Focus ✓ Values-based ✓ Consistency

<p>participates in a role play highlighting how to make informed and responsible decisions.</p> <ul style="list-style-type: none"> ✓ Make research study to identify and analyze steps in the prevention and control of STIs. ✓ Use the checklist on how to practice refusal skills in avoiding risky sexual behavior. 		
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Introduction

The teachers need to provide the learner with a comprehensive sexuality education. It should be based on accurate information and value based classroom experience that will provide young people with positive messages about sex and sexuality as a natural and normal component of a healthy well-being.

The teaching guide includes information about abstinence as the best way to avoid sexually transmitted infections and unintended pregnancy and life skills in decision making, refusal skills and communication skills in dealing with positive sexual behaviour as well as risky sexual behavior.

The strategies and activities provide opportunities to help young people develop relationship and communication skills to help them explore their own values, goals, and options as well as the values of their families and communities.

The teaching and learning guides teach the learner that responsible and informed decisions reduce the risk of getting an infection, including HIV, and reduce the risk of unintended pregnancy for young people who are sexually active

These activities and lesson plans aim to make your task of teaching sexuality topics much easier. As with any sexuality resource, some of these may not be appropriate for your community, setting, or purpose. Please review them to determine if they will be useful to you.

Before the learner starts with the module, explain that the module is divided into two parts:

Part one is about the Dimensions of Human Sexuality and its importance to family health,

Part Two is about Health-related issues resulting from risky sexual behavior with emphasis on sexually transmitted Infections such as HIV and AIDS.

Guide and motivate the learner in answering the Pre-assessment as well as the Activities presented in the lessons. They will use their Health journal notebook in answering the activity. Ask them to read the Introduction and share their ideas, values as well as their expectations in learning this module.

Lesson 2 Quarter One Family Health

Pre-Self-Assessments

Prior knowledge self-assessments ask students to reflect and comment on their level of knowledge and skill across the topics or competencies. The questions focus on knowledge, skills, or experiences. Ask them to write their answer on their notebook. Ask the learners to explain their answer if they choose number 1.

A. How familiar are you with STIs HIV AIDS?

1. I have never heard of them or I have heard of them but don't know what they are.
2. I have an idea what they are, but don't know why or how they occur.
3. I have a clear idea what they are, but haven't discussed them.
4. I can explain what they are and how they occur and what they do that may affect family life.

B . Have you made a personal health plan on how to protect yourself from risky sexual behavior?

1. I have neither planned nor thought about it.
2. I have planned but not thought about it.
3. I have planned but not practiced it.
4. I have both planned and practiced it.

Check learner's understanding

For each of the following topic, place a check mark in the cell that appropriately describes your experience.

Topic/Concept	Have Read it	Have heard it	Have seen a TV or movie production	Have written a report paper on it
STIs, HIV, and AIDS				

Abstinence				
Refusal skill				
Blood donation/transfusion				

Tell the learners to answer the Pre-assessment 1 and 2 found in the module as honestly as they can. Give them time allotment and remind them to write their answer in their health journal/notebook.

Correct Answers:

1. A person can acquire HIV/AIDS from using the intravenous syringe of an infected person.

TRUE. HIV/AIDS can easily transfer through blood. When a shared needle from an infected person is injected to an uninfected person, there is a big possibility of infection.

2. Most sexually transmitted diseases can be treated and cured without medical attention.

FALSE. You CANNOT cure yourself of an STI. Only a health practitioner can correctly diagnose and treat you.

3. If a woman with HIV/AIDS gives a normal birth to a child, her child may have a greater chance of being infected too.

TRUE.

4. You always know when you have a sexually transmitted disease.

FALSE. Not all STIs have detectable symptoms. You may feel fine, have no unusual odors, look healthy and still be infected with an STI. For example, 75% of women and 50% of men have no symptoms when infected with chlamydia.

5. People who get a sexually transmitted infection have a lot of sex partners.

FALSE. It only takes one time for a person having sex with an infected partner, to get an STI.

6. All types of sexually transmitted diseases can be cured.

FALSE. Some STIs are viruses and therefore, cannot be cured. There is no cure presently for Herpes, HIV/AIDS, or Genital Warts. Some STIs are treatable (lesion pain and irritation with symptoms), but not curable.

7. Parental consent is needed before you are treated for a sexually transmitted disease if you are under the age of eighteen (18). **FALSE.** You can receive confidential treatment for an STI if you are aged 12 and over. Your parents do not have to be notified.
8. A person can have no symptoms, yet be infected with a sexually transmitted infection and be able to pass it on to someone else. **TRUE.** A person does not always have to experience symptoms to transmit an STI to a partner.
9. You can get several sexually transmitted diseases at one time. **TRUE.** It is possible to have many STIs at one time. In fact, having one STI may make it more likely for a person to acquire more STIs. For example, the open sores from herpes create a place for HIV to be transmitted.
10. The best way to prevent and control the incidence of STI and HIV/AIDS is abstinence. **TRUE.**

Learning Goals and Targets

After the pre assessment, clarify the objectives of the lesson based on the results of the pre assessment. Let the students define their learning goals in their notebook. Encourage them to check their learning progress as they move on in their lessons.

Motivate and ask the learners their learning goals and targets.

Tell them to complete the following statements below and write their answers in their health journal.

1. The behaviors I would like to change or improve to avoid risky sexual behavior are _____

2. The steps involved in making this change are _____

3. My timetable is _____
4. The people I will ask for support or assistance are _____
5. The benefits I will receive are _____

You may also ask and encourage the learner to fill out this chart and explain the details on how they are going to achieve their learning goals.

<p>Now what:</p> <ul style="list-style-type: none"> • What are the implications of human sexuality to a healthy family life? • What am I going to do or apply to protect and promote healthy sexuality? • What measures will I do to prevent HIV / AIDS? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Part I What to know

Ask the learner to carefully analyze why there is a need to understand human sexuality. How should they relate human sexuality issues to a healthy family life?

1. Tell the learner to read the module on Page 10. Study the chart on STIs and answer the questions on the module.
 - Activity 1. Deal or no deal. Analyze how STIs are transmitted from one person to another. The chart lists methods of acquiring HIV. If the method is false, ask them to put an X on the No Column which means no deal, but if they see the method as an actual way of acquiring HIV, ask them to put an X in the Yes Column which means the gesture or practice has to be dealt with.
 - Ask them:
 - Which items on HIV/AIDS methods of transmission are you already familiar with?
 - Have you heard of other ways AIDS can/can't be transmitted? How can you correct misconceptions about HIV and AIDS?
 - Make a generalization on how a person can acquire HIV/AIDS.

How HIV is known to be transmitted

Sexual contact (body fluids, infected blood, semen)

Injecting drug and sharing infected needles

Maternal transference (Mother to baby during pregnancy)

How HIV is not transmitted through the following means:

- through the air or airborne particles
- sweat or tears
- mosquito bites
- blood donations
- body contacts such as touching, shaking hands, or hugging
- contact with objects such as eating utensils

Activity 2. REDUCING THE RISK OF HIV AIDS

Divide the class into three small groups, brainstorm ways on how HIV can be transmitted and create a chart or web to show the said ways.

For each method of transmission, the learners will list at least three ways to reduce one's risk of exposure to HIV. Use the sample chart on page 16-17 of the module. Let the groups share their charts/webs and discuss.

Activity 3. Good Reasons for Abstinence

A. Defining Abstinence

Ask the learner to define **abstinence**. Let them experience abstinence by doing the directions presented in the module.

Ask them to answer the following questions in their small group.

- a. How hard was it to abstain for the entire week?
- b. Did it get more or less difficult as the week went by? Explain.
- c. Did friends or family members try to tempt you during the time period?
- d. How did you handle the pressure?
- e. How can sexual abstinence keep a person from getting pregnant and protect them from STIs and HIV AIDS?

4. Read the article and use the information in the article to complete the chart in page 19 for Activity 4, **Teens Straight Talk**

Part II What to Process

In this part of the teaching guide, the teacher will provide differentiated instruction to help the learners make sense of the information. The learners will reflect, rethink or revise their understanding, thus correcting their misconceptions.

Guide the learners to make meanings and express their understandings in their own way.

. Activity 1 Let's Think Critically

Ask the learner to reflect on the following focused points and write their ideas in their activity notebook. Discuss and share their insights in the class.

- How can good general health practices be helpful in preventing STIs?
- What two strategies, if practiced consistently, reduce the risk of STIs to zero? Name the steps in the prevention and control of STIs, particularly HIV/AIDS.
- Analyze why sexual abstinence is the most effective method to prevent HIV/AIDS and other STIs.

Activity 2. Life Skills in Action

- How can alcohol affect a person's judgment in making responsible sexual behavior?
- Why do we need to practice saying NO to behaviors that are risky to your sexuality?
- Explain how you can practice refusal skills to prevent and control STI and HIV/AIDS.

Activity 3 Tracing the Link

The drug, the blood, and the alcohol connections to STI and HIV/AIDS.

How does it contribute to the transmission of STI HIV AIDS?

Using the chart in their module, tell the learner to analyze how drugs, blood and alcohol may lead to STI HIV AIDS.

Read the article and answer the following questions:

- A . How can drinking alcohols leads to STI such as HIV/AIDS?
 - B.. What are the dangers in using shared needles in tattooing, or syringes used in injecting drugs?
 - C. Have you experienced donating blood? Or received blood transfusion? How does it feel?
 - D. Do you think there are dangers in receiving blood? What are they?
- What is Blood Services Act of 1994 (RA 7719)?
 - Why is it important that blood donors be qualified to donate blood? Can you relate this law to STI and HIV/AIDS protection and prevention?

Part III. What to reflect and understand

These are additional activities the learners will do to help them acquire and enrich their understanding. Meaningful and significant information about the topic will help them clarify their ideas about the lesson.

Activity 1. Interactive Video

- They are going to watch an interactive video entitled “**Power of You.**” This video aims to raise awareness on STI and HIV/AIDS among teenagers.
- Ask the learners, “Would you like to make intelligent and informed decisions about human sexuality? Then, watch and understand the message of the video. This interactive Video was especially made for you by the Department of Education and the UNICEF.”

- a. Encourage the learners to visit the websites and collect materials and fact sheets about STI and HIV/AIDS.
- b. View some video clips on HIV updates in the Philippines like “Kapuso mo Jessica Sojo at www.youtube.com You tube Power of You

Activity 2. Investigative Reporting

Ask the learners to visit Barangay health center, or school clinic and interview Barangay health workers, professionals, school health workers and health professionals and adults.

1. The following are the guide questions for their interview.
 - What is HIV? What causes AIDS?
 - What are the signs and symptoms of Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS)?
 - How can HIV / AIDS be spread from one person to another?
 - What are effects of HIV/AIDS to our body?
 - What is the difference between HIV and AIDS?

Activity 3 I Believe

2. After the activity the learner will make a compilation of facts and information about HIV/AIDS.

3. Tell them be ready in making an advocacy campaign about prevention of HIV/AIDS.
4. Inform them to make a theme on “How can I be safe from HIV/AIDS?”
5. Tell a story on how can I be safe from HIV/AIDS

The learner will be assessed according to agreed criteria in accomplishing their output, results of the tests, participation and involvement in the learning activities.

Activity 4. Just Say NO!

Use the interactive video as springboard of discussion.

- Ask students “How to say no to unhealthful behaviors but remain friendly to someone you like?”
- Ask the: “If somebody ask you to do risky behavior like drinking and smoking or even doing pre-marital sex, how are you going to refuse?”
- Explain to the learners that they are likely to meet people who will persuade them to do things they do not want to do. Ask them how are they going to respond and practice refusal skills?

<i>Rubric for your Activity 2 and 4</i>	4	3	2	1	Points
Explanation	Complete response with detailed explanation	Good Response with clear explanation	Explanation is not clear	Misses key points	
Demonstrate Knowledge	Shows complete understanding of the question	Shows substantial understanding	Response shows some understanding	Response shows lack of understanding	
Sensible opinions	Complete response with rational opinion	Make sensible opinion	Hardly makes sensible opinion/s	Opinions does not appear sensible	

Total points

Activity 5 Act it out: How to say NO?

Study the chart on their module and practice them on saying NO through a roleplay.

Activity 6. Let's Appreciate



Ask the students to:

1. Find out what government agencies are responsible for educating the public about HIV/AIDS in our country. List them in your notebook and write the agencies' specific task/s.
2. How does the government protect the rights of people living with HIV/AIDS?
3. What services are available for people living with HIV/AIDS? How can they avail of these services?
4. What will be their behavior towards a person with HIV/AIDS?

Before you proceed to the last part of the modules tell the learners to answer the summative assessment.



How do you rate yourself?

I. Read and understand each item. Write A if you agree with the statement and D if you disagree. Then, total your score based on the guide below:

1. You can tell when a person has STI.
2. Only people in prostitution can get STIs.
3. Sexually-transmitted infections are spread through sexual contact with an infected person.
4. There is no cure once a person gets infected with STI and HIV/AIDS.
5. Abstinence is the most effective way to prevent getting HIV/AIDS.

II. Choose the best answer. Write the letter of your choice in your health journal.

6. HIV is spread when infected blood, semen, vaginal fluids, or breast milk gets into the bloodstream of another person through the following:

- a. direct entry into a blood vessel
- b. mucus linings, such as the vagina, rectum, penis, mouth, eyes, or nose
- c. a break in the skin

7. HIV is spread in the following ways:

- a. Sharing needles, syringes to inject drugs, vitamins, hormones, steroids, or medicines.
- b. Women with HIV infection can pass HIV to their babies during pregnancy, delivery, and breastfeeding.
- c. People who are exposed to blood and/or body fluids at work, like health care workers, may be exposed to HIV through needle-sticks or other on-the-job exposures.
- d. HIV is spread through saliva

8. *How can a woman who has HIV pass the virus to her baby?*

A woman who has HIV can pass the virus to her baby during

- a. pregnancy, delivery, or breastfeeding
- b. kissing and hugging the baby
- c. feeding the baby with the eating utensils of the mother
- d. all of the above

9. What law promotes the health of the family, particularly in the prevention and control of HIV/AIDS?

- a. RA 8504
- b. RA 7719
- b. RH Bill 4244
- c. RA 9211

Key to correction:

- | | |
|------|------|
| 1. D | 4. A |
| 2. D | 5. A |
| 3. A | 6. C |

7. D
8. A

9. A

How did you score?

Give yourself one point for every correct answer. Find your total and read below to see how you scored. Then proceed to the next activity

Below 5 Needs improvement

Your knowledge about STIs is still limited. Thus, you need to equip yourself with updated knowledge about it.

5 to 7 Good

You are aware of the nature of STIs and HIV/AIDS but you can still learn more.

8 to 9 Excellent:

You are up to date in your knowledge of STIs and HIV/AIDS. Congratulations

If you received an excellent or good score, complete the following statements in Part A. If you scored needs improvement, complete both Part A and Part B.

Revisit the learner's goal and find out if they have accomplished their goals.

Part A.

1. I plan to rethink some of my attitudes and decisions about STIs after I learned that_____.
2. My timetable for accomplishing this is_____.
3. I plan to share my knowledge with others by_____.

Part B.

4. I plan to learn more about STIs by_____.
5. The steps necessary to do this are_____.
6. My rewards for making this change will be_____.

Part IV What to Transfer

1. Ask students to apply what they have learned by designing a poster that tells teenagers on how to avoid STIs and HIV/AIDS using abstinence and refusal skill.

Activity 2 Applying Health Knowledge

Give the following instructions and questions for reflections to your students.

1. Design a booklet or a health journal entitled “STI and HIV/AIDS ALERT” that summarizes the major points presented in the lesson.
2. What steps should public health agencies take to further control the spread of STI and HIV/AIDS?
3. As a teenager, how will you avoid being infected by this disease?
4. **Parental involvement.** Ask your parent or other adults at home how they learned about blood donation, STIs and AIDS/HIV. Ask them about the accuracy of the information. Seek advice from your parents on how to prevent being infected by HIV/AIDS.
5. **Community Involvement.** Find out what kind of services are available to help people who have HIV/AIDs in your community. Look also for community measures available in relation to blood donations. Prepare a report to share your findings with your classmates.

Activity 3 Thinking Critically

Application. Tell the learners to develop a law of their own that they think would be effective in the prevention and control of STIs HIV/AIDS. Tell them to imagine that they have a chance of making solutions on decreasing the number of HIV/AIDS in our country. Ask them what are the three things that they would do?

1. Ask them to explain their thinking.
2. **Application.** The only known way to prevent STIs is to abstain from sexual contact. Ask your students what strategies can they suggest that would be effective in sharing this concept to teens who are already sexually active.

Remind the learners to:

1. Write all their answers in their health journal.
2. Post their decisions in the form of sticker messages on the bulletin board or in any display board.
3. The following are suggested activities for your learners:
 - a. create a theater presentation on how the prevention and protection from STIs HIV AIDS
 - b. Organization of a Parents’ forum on STI and HIV/AIDS where your learners can invite their teachers and parents.

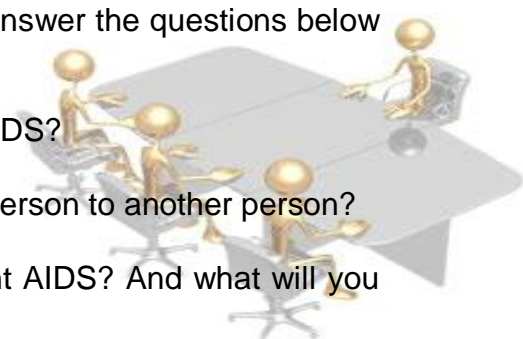
- c. Let students start an advocacy campaign on how teenagers can be protected against HIV/AIDS.

Independent Study

Activity 5

Check yourself/Reflect and Understand

After they complete the guided practice, ask them to answer the questions below to review what they have learned.



1. In your own words, give the difference between HIV and AIDS?
2. What are the four ways that HIV can be passed from one person to another person?
3. If you become an HIV positive, what will you do to prevent AIDS? And what will you do to live longer?
4. AIDS is not curable but it is preventable. What are the best methods of prevention?
5. Name two ways teenager can do to reduce the risk of HIV infection.
6. How can using alcohol and illegal drugs increase a person's risk of having HIV infection?

Use the chart below in answering the items.

Summary

Think back on something that you learned on this learning material. Reflect on the following questions and then write your answers to them.

1) What did you learn?	
2) How did you go about learning it?	3) Why did you choose to learn it?

4) What/who helped you learn it?	5) What hindered your learning?
6) How did you know that you have learned it?	

Glossary of Terms

AIDS is the final stage of infection caused by the human Immunodeficiency Virus.

Blood transfusion transmissible diseases

– diseases which may be transmitted as a result of blood transfusion, including AIDS, Hepatitis-B, Malaria, and Syphilis;

HIV is a virus that causes AIDS by killing the helper T cells in our body, which may result to the weakening of the body’s immune system.

Lymphocytes are white blood cells made in the bone marrow.

Refusal Skills

Sexually Transmitted Infections (STI) are contagious infections that are spread from person to person by sexual contact.

Sexual Abstinence – a deliberate choice to refrain from all sexual activities.

Walking Blood Donor- - an individual included in the list of qualified voluntary blood donors, who is ready to donate blood when needed in his/her community,.

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Supplemental Readings

RA 8504 OR THE PHILIPPINE AIDS LAW OR THE PHILIPPINE AIDS PREVENTION AND CONTROL ACT

Article 1

- The Government must promote education and information campaigns. Schools and non-formal education programs must include HIV/AIDS education.
- The DOH must conduct public health education campaigns.
- The government must provide education for Filipinos going abroad.
- Employers working with DOLE must develop workplace education and safety.
- The Department of Tourism must provide education for tourists and transients.
- LGUs must develop local HIV prevention and education efforts.
- Accurate information about prophylactics will be provided.
- It is against the law to give false or intentionally misleading information on HIV/AIDS.

Article 2

The Government will develop and promote safe medical practices

- All blood, organs, and tissue for donation will be tested. If it tests positive, it will be disposed of safely, and not used.
- The DOH will provide guidelines on safe surgery and medical procedures.

Article 3

- The Government will provide appropriate confidential HIV testing.
- HIV testing can only be done with the consent of the person tested.
- The DOH will provide anonymous HIV testing.

- Counseling will be conducted before and after testing.

- The DOH will make adequate and affordable HIV testing available in all of the Philippines.

Article 4

The Government will ensure adequate health and support services for people with HIV.

- Hospitals will provide adequate care for persons with HIV.
- LGUs must provide community-based prevention and care efforts.
- Livelihood efforts will be made available for people with HIV.
- The DOH is to do STD prevention and control efforts.
- The DOH is to make sure that health insurance is available to people with HIV.

Article 5

The Government will monitor HIV/AIDS

- The Government will establish an AIDSWATCH council.
- Reporting procedures will be developed to track HIV rates, while respecting client confidentiality.
- Contract tracing is permitted provided confidentiality is not breached.

Article 6

Confidentiality will be protected on HIV status.

- All healthcare workers, and anyone handling health records will strictly preserve patient confidentiality on HIV status, and the identity of people with HIV.
- HIV status can be shared by health officials in three circumstances; officials of the AIDSWATCH council, Health workers who are involved in treatment and need to know for their own safety, and a judge if under subpoena for an official court case.
- HIV results may be given to the person tested, an official of the AIDSWATCH council, and a parent or guardian. It cannot be given to anyone else.
- Legal penalties can be provided for breaching confidentiality.
- People with HIV must inform spouses and sex partners as soon as reasonably possible.

Article 7

Discrimination against people with HIV is illegal.

- Employers cannot discriminate in hiring, firing, promoting, or assigning based on actual or suspected HIV status.
- Schools are not allowed to refuse admission, punish students, or deny participation in activities based on real or perceived HIV status.
- A person with HIV has the legal right to travel, live, and lodge with the same freedom as any other citizen. Quarantines and other restrictions are illegal.
- A person with HIV has every legal right to seek public office.

- Credit services cannot be denied based on HIV status. Insurance cannot be refused based on HIV status, provided the person does not lie about their HIV status.
- Hospitals and health services cannot refuse treatment or discriminate based on HIV status.
- Decent burials cannot be denied based on HIV status.
- Legal penalties for discrimination will be enforced.

Article 8

The government will establish a Philippine National AIDS Council

- This council will be responsible for implementing the act and conducting all national AIDS performances.