

ARALING SAGISAG KULTURA

Grade 8

Semi- Detailed Culture-based
Lesson Exemplar on Health Education
Reproductive System

Filipino Reproductive
Beliefs and Practices

by **JONATHAN T. JIMENEZ**

Session 1

I. GENERAL OBJECTIVES

With 85% accuracy, a Grade 8 High School student is expected to become a person who is fully aware of his/her personal, moral, and social responsibilities in relation to reproductive health.

Specific Objectives:

- describe the uniqueness of the Filipino beliefs and practices related to sexual reproduction;
- relate paglilihi and other Filipino beliefs regarding reproductive health and pregnancy or pagbubuntis;
- acquire an awareness of the responsibilities of adolescents and parents; and
- create a poster that will represent one's understanding, as an adolescent and as a parent in the future, regarding sexual reproduction.

II. RESOURCES

Visual Aids

1. Pictures of paglilihi and pagbubuntis pasted on a cardboard
2. Labelled illustrations of the Male and Female Reproductive Systems

Art Materials

1. Drawing paper (Oslo Paper), or any available clean sheet of paper
2. Pencil with eraser
3. Crayons, oil pastels, or any available coloring media
4. Permanent marker

References

- Banzon, Victoria C, et.al. 2006. MAPEH for a Better You (Third Year High School Textbook). Quezon City, Philippines: LG&M Corporation
- Haviland, William A., et.al. 2005. Cultural Anthropology, The Human Challenge. Canada: Wadsworth Thomson Learning, Inc.
- Merki, Mary Bronson, Ph.D., Et.al., 2003. Health A Guide to Wellness. Eighth

Edition. USA: Glencoe McGraw-Hill.

Physical Education and Health-Grade 8 Learner's Module, Department of Education. First Edition, 2013.

Sagisag Kultura ng Filipinas registry. 2013. National Commission for Culture and the Arts (NCCA)

Sulat, Rachel G. Photograph of a pregnant woman. Taken on March 26, 2015

Uy, Yelyn B. Photograph of paglilihi. Taken on June 25, 2015

Walkers, Richard. 1998. Making Life. Danbury, Connecticut: Grolier Educational.

Integrations

1. Arts Integrated: Creative Writing, Visual Arts
2. Sagisag Kultura Integrated: Lihi, Buntis

III. PROCEDURE

A. Pre-teaching Activities

1. Students are asked the following question:

"What age do you think is best for marriage?"

The teacher processes the responses of the students. The teacher emphasizes that marriage is a sacred union and the couple must be prepared psychologically, and physically before they get married. Being forced into marriage due to unwanted pregnancy is not a good reason for entering into this union.

"Are you ready to become a father/mother? Why / Why not?"

This question allows the students to reflect on their readiness in becoming parents, especially nowadays that early marriages and unwanted pregnancies are prevalent.

The teacher acknowledges students' personal points of view and thoughts.

2. Students will write a short essay entitled, "Am I ready to Become a Father/ Mother?"

Limitations: 2 paragraphs with not more than 10 sentences each. Time allotment is 15 minutes.

3. Think-Pair-Share. In dyads, (preferably a seatmate) students discuss the essay they wrote. The discussion may focus on the following topics (5 minutes)
 - a. Parents' responsibilities
 - b. Advantages and disadvantages of parenthood
4. Class sharing follows. The teacher randomly calls four students to share to the class the results of their dyadic discussion.

B. Presentation / Activities

1. The teacher shows the following pictures and asks the students to relate them to marriage:



Paglililihi



Pagbubuntis

The teacher facilitates the discussion and solicits answers from the students until the responses pagbubuntis and paglililihi are drawn out. The teacher, then, emphasizes that these terms are important in Philippine culture.

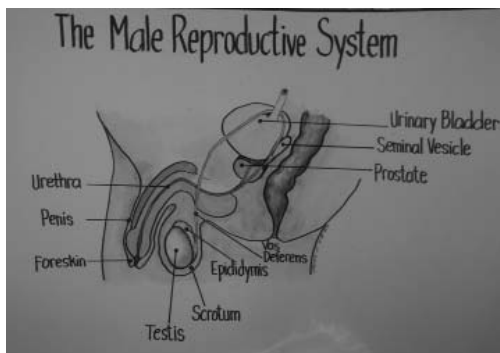
That:

Pagbubuntis- is sacred; and is the result of the sexual union of married couple. Pregnancy prior to marriage is believed to deviate from the moral standards of society.

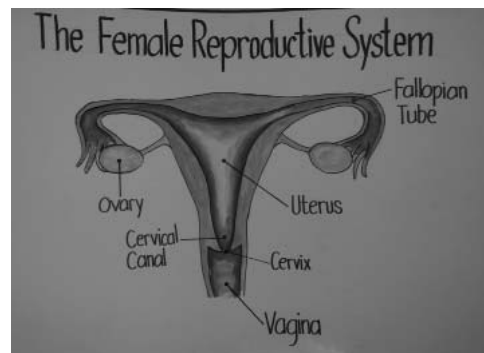
Lihi- is a craving for food or a display of extreme emotions of a pregnant mother. Usually, the husband has to exhaust all means to provide his wife with whatever she wants.

2. The teacher explains that pagbubuntis, and paglilahi are interrelated, thus, students must know the functions of the reproductive system, understand Filipino beliefs and practices related to it, and become responsible adolescents who are going to be future parents. To elaborate, the teacher encourages the students to cite other Filipino customs and traditions related to the reproductive system, menstrual cycle, or childbirth. Example: The belief that pregnant women are prone to the attack of an aswang.
3. Discussion on the following topics follows:
 - a. Male and Female Reproductive Systems
 - b. Menstrual Cycle
 - c. Childbirth
 - d. Parenthood

The following illustrations can be used in the discussion:



Male Reproductive System



Female Reproductive System

C. Wrap-up Activity and Valuing

Poster-making

Students meet their partners again to make a poster using paper (Oslo paper or any available paper), pencil, permanent marker, and crayon or oil pastels.

They will represent the students' deepened understanding of the reproductive system, menstrual cycle, childbirth, and parenthood. It must also integrate Filipino customs, traditions, and traits. Each pair is expected to make one poster. (Allotted time: 20 minutes)

IV. ASSESSMENT OF STUDENT LEARNING

The teacher randomly calls students to show their posters to the class. They share insights on being responsible adolescents in terms of their roles at home, in school, and in society.

V. ASSIGNMENT

The teacher requires the students to make a list of the physical changes that they have noticed occurring in them in the past few years. This is to be submitted in the next class session.

Session 2

I. OBJECTIVES

- Discuss the importance of reproductive health care in relation to keeping one's dignity as Filipino and as a responsible adolescent;
- Identify common causes of unwanted pregnancies and early marriages among Filipino adolescents nowadays; and
- Demonstrate an awareness of how to prevent unwanted pregnancies and early marriages through role-playing.

II. RESOURCES

References

- Banzon, Victoria C, et.al. 2006. MAPEH for a Better You (Third Year High School Textbook). Quezon City, Philippines: LG&M Corporation
- Haviland, William A., et.al. 2005. Cultural Anthropology, The Human Challenge. Canada: Wadsworth Thomson Learning, Inc.
- Merki, Mary Bronson, Ph.D., Et.al., 2003. Health A Guide to Wellness. Eight Edition. USA: Glencoe McGraw-Hill.
- Physical Education and Health-Grade 8 Learner's Module, Department of Education. First Edition, 2013.
- Sagisag Kultura ng Filipinas registry. 2013. National Commission for Culture and the Arts (NCCA)
- Walkers, Richard. 1998. Making Life. Danbury, Connecticut: Grolier Educational.

Integrations

Arts Integrated: Theater Arts / Drama

III. PROCEDURE

A. Pre-teaching Activities

1. The teacher calls some students to present to the class a list of physical changes that they have noticed occurring in them. The teacher processes the students' answers and points out that these changes are normal (for as long as the examples given are related to puberty).
2. As a transition to the next lesson, the class is divided into four groups which will show tableau of the following concepts:

Group 1 – Common problems related to puberty

Group 2 – Present day adolescents' various social activities

Group 3 – Disadvantages of unwanted pregnancies

Group 4 – Disadvantages of early marriages

This activity will allow the teacher to assess the students' level of understanding of puberty, unwanted pregnancy, and marriage. (5 minutes)

B. Presentation / Activities

Each group is given 10 seconds to present its tableau. After each presentation, a representative from the performing group explains the message that the group wants to express.

The teacher then connects the groups' presentations to the following topics: (15 minutes)

1. Hygiene and caring for oneself in relation to reproductive health
2. Causes of reproductive health and hygiene problems
3. Reasons for unwanted pregnancies and early marriages
4. Choosing appropriate social activities suited for adolescents

C. Wrap-up Activities

Students return to their respective groups for the following tasks:

Create a short drama or role-play portraying an adolescent's personal and societal responsibilities using the following theme assignments: (10 minutes for rehearsal, 5 minutes for group presentation)

Group 1 – maintaining a healthy reproductive system

Group 2 – choosing appropriate social activities

Group 3 – avoiding unwanted pregnancies

Group 4 – advantages of family planning and health care

The teacher processes each presentation to ensure understanding and to make clarifications if needed.

IV. ASSESSMENT OF STUDENT LEARNING

Journal Writing:

Students will write in their journals about their reflections or learning insights on the activities they have participated in.

V. AGREEMENT

The teacher encourages the students to promote reproductive health hygiene, and avoid social activities that would lead to unwanted pregnancy and early marriage.

The following activities can be explored:

- A. Reproductive Health Campaign
- B. Seminar on True Love Waits (or any youth empowering program with the aid of relevant non-government organizations)
- C. Peer-counselling sessions organized by relevant school organization.

APPENDIX



Photograph of Yelyn Bravo-Uy (with permission)



Photograph of Rachel Gonzaga-Sulat (with permission)

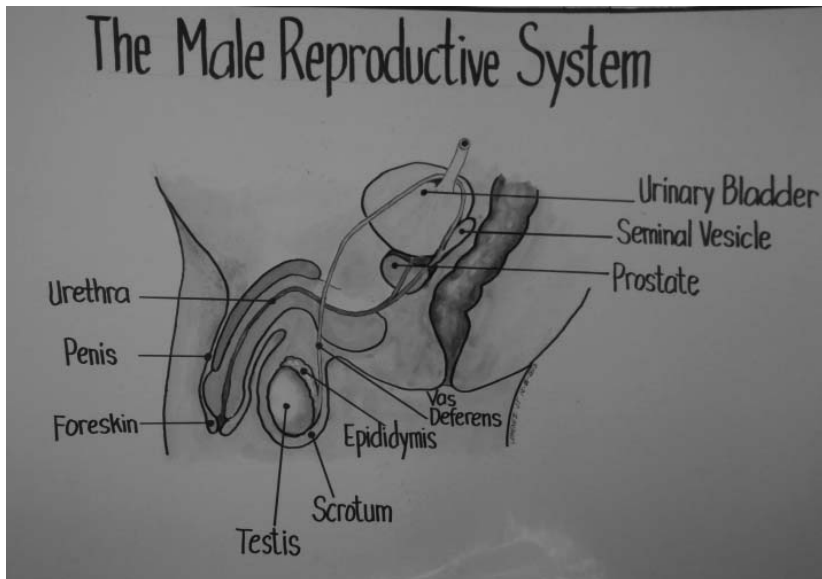


Illustration of the Male Reproductive System made by Jonathan Jimenez

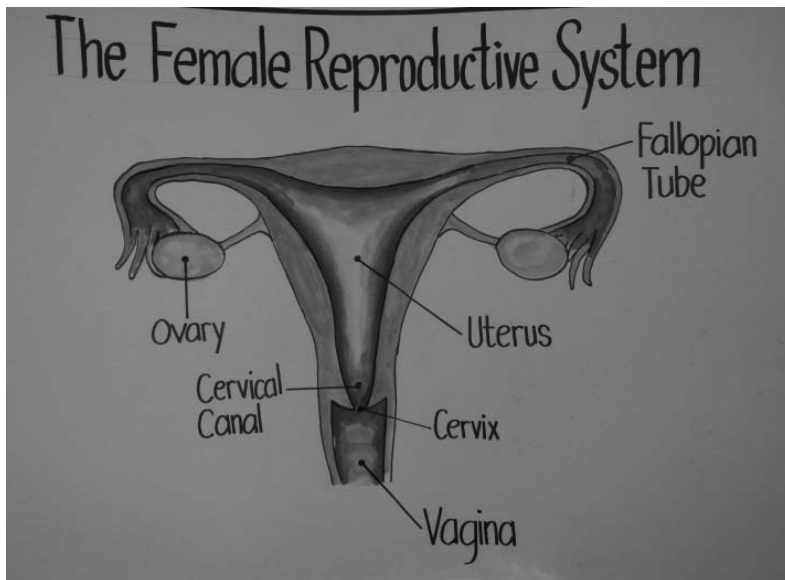


Illustration of the Female Reproductive System made by Jonathan Jimenez

“Looking Back”

By Jonathan T. Jimenez

Managing multiple tasks that come along with my regular teaching loads is almost a normal routine for me since I started working as a teacher. My days are often occupied with paper works, development of teaching materials, meetings, and so many others that my colleagues would always say that I am as busy as a bee. Sometimes, I think of giving-up teaching because of its demanding nature.

It was in the busy weeks of school, when the lesson exemplar papers need to be completed and submitted. So, I made the exemplar as simple as possible and patterned it to my usual ways of doing lesson plans and classroom engagements. The lesson was all about “paglililihi” or “pangala” in Cebuano and other relevant beliefs about “pagbubuntis” or pregnancy and reproductive systems. It took me three days writing and another three days to pilot test it in my class. After, I turned the papers in along with the documentation that proved that I personally tested the exemplar in my own classes.

I thought the quest ended after I’ve transmitted the papers because I never thought of getting something in return out of my humble submission. To my surprise, I received a phone call from a friend informing me that I have to prepare for a demo-lecture of my exemplar for it won in the regional level.

The demo-lecture held in Cebu Normal University in December of 2013 was thrilling, there were four of us who won in the regional level and two will advanced to the national level. As the PCEP Project Director, Joseph “Sonny” Cristobal called my name being the national winner in Health and Physical Education, the moment felt like everything was in slow motion for I never expected that my work would reach that far.

The awarding ceremony in Malolos was a remarkable experience. There, I witnessed the spectacular culmination of the Diwang: Sagisag Kulturang Filipinas. Mr. Cristobal and Hon. Albert Muyot personally handed the prize to me along with a brand new laptop.

Jonathan Torregosa Jimenez completed his Bachelor of Secondary Education Major in Physical Education, Health, and Music at the Cebu Normal University in 2000. He completed his academic requirements for a Master of Arts in Education major in Physical Education program at the same university. He finished his Master of Arts in Teaching major in Physical Education at the University of the Visayas.

He completed the Graduate Diploma in Cultural Education (GDCE) at the Cebu Normal University, and later, became an accredited faculty member of the GDCE of the Philippine Cultural Education Program (PCEP), National Commission for Culture and the Arts (NCCA). He is a National Winner in PE and Health in the 2013 Diwang: Leksiyong Sagisag Kultura ng Filipinas.

At present, he is Master Teacher I at the Don Vicente Rama Memorial National High School in Cebu City where he serves as a teacher in MAPEH and the visual arts, and the Coordinator of the Special Program in the Arts (SPA).