

INTEGRATING SEXUALITY EDUCATION IN THE HUMANITIES AND SOCIAL SCIENCES SUBJECTS

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Abstract

This study aims to discover the acceptability of sexuality education to parents, teachers, guidance counselors, students and school administrators. It identifies the General Education courses in the Social Sciences and Humanities into which sexuality topics have been or may be integrated in tertiary schools in Tacloban City. Topics and methodologies in the Social Sciences are likewise considered as instruments to integrate sexuality education in the tertiary level. Finally, it suggests pedagogically acceptable means of evaluating the effectiveness of these materials and procedures. Data was gathered from two popular public institutions, two private non-sectarian schools, a private secular school and a state college using FGD and guided interviews.

Introduction

The Objectives

This research project was guided originally by the following objectives:

- To identify the General Education courses in the Social Sciences and Humanities into which sexuality topics have

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been or may be integrated in tertiary schools in Tacloban City;

- To discover the acceptability of sexuality education to parents, teachers, guidance counselors, students and school administrators;
- To identify topics and methodologies in the Social Sciences and Humanities that might be utilized for the integration of sexuality education in the tertiary level; and finally,
- To suggest pedagogically accepted means of evaluating the effectiveness of these materials and procedures.

Cooperating institutions

The following institutions were selected for our data gathering: Leyte Normal University and the Leyte Institute of Technology (two popular public institutions); the Leyte Colleges and ABE College (private non-sectarian schools); the Holy Infant College (a private secular school); and the University of the Philippines Tacloban College.

Methodology

Interviews and focus group discussions were the main approaches used in the research.

Choosing the focus group discussion (FGD) participants, key informants and interviewees

1. *School Administrators.* The school administrators were chosen from among those who were directly concerned with developing and administering the curriculum. That would be the academic vice presidents, the deans, and the area chairs. We found out in the course of our work that the VPs were difficult

to catch—they were either too occupied or out on travel, or too far from actual contact with teachers and students. We concentrated thus on the deans and area chairs, specifically for the Social Sciences and the Humanities.

2. *Faculty.* Participants from our faculty FGD come from UP Tacloban College. The choice was dictated by facility of contact. The FGD group consisted of faculty from the Humanities and the Social Sciences. The age range is rather wide. Some were single and young, and can still remember their own adolescence. Others have college-age children. In general, it is hard to control FGD groups. One invites participants and sets the schedule and has to be contented with whoever shows up.

3. *Key informants.* We limited ourselves to guidance counselors and administrators in this category. Our informants come from LNU, LIT, and UP, the three schools with functional Guidance Offices and definite guidance programs for their students.

4. *Students.* Again, facility of contact determined our choice of FGD participants among the UP Tacloban students. We gathered two classes from UPTC into one large group. The students were from a Social Science course, but they have also enrolled in Humanities courses.

5. *Parents.* We used our community network to contact parents for the FGD. Thus, our parents really came from the community. But again we had little control on who would show up for the FGD. We have scheduled FGDs to which no one showed up.

Some of those who did show up in this FGD were housewives, not very well educated, but articulate and intelligent. We had two men in the group, one, a young father and the other a father of girls in their early teens. We got a raw picture of home life from the point of view of the parents and as most of our students would experience it. The parent FGD group consisted of people

who would not normally worry about abstract matters such as gender, sexuality, and education. The random nature of the FGD group was an interesting aspect of the research, for we felt as if we were seeing a vital microcosm of our communities.

We endeavored in our interviews with administrators and teachers to gather their view as parents. Thus, even if the better educated were not in the parent FGD, we also have an angle on sexuality education from their viewpoint. Thus, the FGD and the interview overlap and support our overall finding.

Period of the study

The study was undertaken between the months of October 2003 and March 2004.

Focus on the General Education Program

We did not attempt to cover the entire Humanities and Social Sciences programs of the cooperating schools. We felt that a sexuality education course is better approached through the General Education courses which everyone, no matter what his or her specialization would be, is obliged to take. The UP System has a well-defined GE program. CHED regulated schools follow a system that also provides for general education. These GE courses are usually offered in the first two years of college. We also felt that providing awareness of sexuality issues and concerns in the first two years of college gives the student some form of preparation in dealing with his/her personal experiences as he/she matures. At the same time, they are given the critical ability to deal with knowledge from a more self-conscious "gendered" perception.

By focusing on courses in the GE level, we also set the limit of the study. The syllabi covered in our assessment include only

courses in the Humanities and Social Sciences required in the first two years of college. Majors courses for both areas are not included. On the other hand, once the concepts of sexuality education are learned, they are fine tools for examining knowledge and experience at any level of learning or for life.

ACCEPTABILITY OF SEXUALITY EDUCATION

To discover the acceptability of sexuality education to the general public and to the sectors who would be directly affected by it, we conducted a series of focus group discussions (FGDs) and interviews, using a predetermined set of guide questions for each one. The sectors include students, parents, teachers, guidance counselors and school officials. The following is a presentation of the results for each sector with tentative conclusions drawn for each group followed by a generalization for the entire process.

FGD with Students

The group was made up of 31 sophomore college students. Twenty eight were females and three were males. The numerical imbalance between females and males, however, did not cause inhibition on either side. The group ranged in age from 17 to 20 years. Although predominantly Waray, some members of the FGD also come from the Cebuano speaking part of Leyte. Their parents are generally well educated. The FGD lasted for one hour and a half.

The FGD sought to discover the student's concept of sexuality and sexuality education. We wanted to find out how they learned about sexuality, how it was dealt with at home, their attitudes towards sex in general, what they *do* know about it and what they still want to find out, and what they *should* know for their

own guidance and protection. We also wanted to hear some sexuality problems they might be encountering as they go through college.

1. Concept of sex

Majority of the group thought of sex as coitus or sexual intercourse. A follow up question was asked: What are the popular terms used for sex? The answers are revelatory of the attitude of young people (or society in general) towards sex. The following terms are used to refer to sexual intercourse. They are translated into English whenever possible to show transference of meaning.

dyitdyit — used among older folks (Tacloban)

**iyot-iyotay* — (root, *iyot*) literally means having sex

toyi-toyi — having sex (inversion of *iyot-iyot*)

kiyod, kijuray- (Baybay, Leyte)

kagud — literally, to grate coconut using the native grater called *kaguran*. (Naval, Biliran)

**kayat*

buto-buto

putik — (accent on the last syllable)

tatsing — (a child's game involving bottle caps arranged inside a square drawn on the ground. Players take turns hitting the bottle caps with a stone. Player gets to own the bottle caps he succeeds in dislodging and pushing out of the squares)

dyordyor

sangkigay

naka-score — made a score

toot — (used by girls)

uhum! — (used by girls) a euphemism, the sound one makes when clearing one's throat, or the sound one makes when

the actual word cannot be uttered because it is taboo
buhaybuhay- literally, making a living, or making out
ye ye

Terms used by gays

dyupaay

tsupa-ay

shu-oms

Except for *iyot* and *kayat*, all the terms above are euphemisms or colloquialisms for the sexual act. *Iyot* and *kayat* are seldom used except as a vulgar curse. Social situations determine the choice of terminology. It is reasonably safe to assume that most of the above words may be used only with equals and/or may be spoken only in whispers.

The terms used to refer to the sexual act also reflect the attitude of the young people (and of the general public) towards it. No one is comfortable talking about the sexual act, funny words have to be invented to take away some of its venom in the social intercourse. Ironically, however, the “funny” words carry a snide quality, implying more malice and spitefulness, or implying more crudity and vulgarity than it should have.

2. Sexuality education

In keeping with their idea of sex as coitus, sex education is viewed by majority as a primer on how to perform the sex act, “how to do it well.” This was a top-of-the-head answer, advanced most enthusiastically by the young men in the group. One of them wanted to know if such a “course” would include a practicum. Some of the more thoughtful answers volunteered by both females and males are the following:

- To help us become more responsible about our sexuality
- Safe sex

- Effects of sex
- Learning about the genitalia and reproductive health
- Family planning—birth control, the use of contraceptives,
- Gender and development
- Gender awareness
- Knowledge about both sexes

3. Knowledge about sexuality

Curiosity and knowledge about sex took place between the ages 8 to 14, with the mean age at 11. The sources of information about sexuality education are the following:

- Reading a sexy novel
- Reading books, magazines
- Watching television, movies
- *Barkada*
- An older or younger sibling
- Role playing in the game of *bahay-bahay*

Some anecdotes are given below to give an experiential flavor to the information.

Anecdote 1

We were going to watch a movie at a friend's house. We put on a tape labeled "Batman". We were amazed to find that it was a tape about people having sex. We did not stop the tape until we heard someone coming in. We quickly changed it to another one. I was 14 years old at the time.

Anecdote 2

The family had a large gathering. In the evening after everyone had retired, some of us teenagers stayed awake drinking. Then we heard noises coming from downstairs.

There was a hole on the floor. We peeped and saw a couple (our hosts, as a matter of fact) in the room downstairs having sex.

Anecdote 3

I was curious about the word “orgasm” which I saw in a magazine. I asked a friend of the family about it. He delivered the information to us quite forthrightly and honestly. I was 12 years old at the time.

Anecdote 4

I asked my Lola how babies were made. She said, “You just spread a mat on the floor. The next morning you’ll find a baby on it.” (The *buklat-banig* story)

Anecdote 5

I asked my Lola how babies are made. She got angry. She said, “Wait till it’s your time.” Sex was never discussed at home. My parents would get angry if we children asked about it. Or they tell us the *buklat-banig* story. We were always told to wait for our time.

4. Sexuality related problems

The discussion group turned wary when we began probing for sexuality related problems they might be undergoing. There was general unwillingness to share, though no one openly protested. One male student talked about experiencing pain after sexual stimulation. A female student disclosed that she got mad at a lesbian who courted her once. This prompted one girl (probably lesbian) to react privately about discrimination against homosexuals. She gave her reaction in confidence outside the FGD proper.

There was much diffidence in making opening revelations about sexuality or sex-related problems. It was too public a venue for opening up. We shifted the question to say, "Do you know of any peers of yours having sexuality-related problems like pregnancy, etc....?" We still drew a blank on these questions. The students were quite sensitive to anything that might intrude into their privacy and we did not press.

5. Sexuality education

Should there be sexuality education in the curriculum? The entire FGD agreed that there is a need for sexuality education in the curriculum. Despite the sludge of information coming to them from media, they still want an angle on it that is objective and free of any kind of programmatic agenda. One has the sense that young people do not view their parents and their parents' relationship as source of information about sexuality, sexual relationship, or sexual behavior. Hence, they feel the need for out-of-domicile sources.

The danger of sourcing information about sexuality from institutions is precisely the element of depersonalization it would involve. Sexuality is learned clinically and not as human practice involving their most intimate primary relationships.

6. Sexual activity on campus

The previous question inevitably led to the next issue: In your opinion, how many students in the UPTC campus are sexually active? The students responded to this exuberantly. The following figures represent their assessment of sexual activity among their peers in the campus:

- First year 50-60%
- Second year 70%

- Third year 80%
- Fourth year 90%

7. Tentative insights

- Current understanding of sex and sexuality among young adults is very narrow and limited. It does not seem to extend beyond sexual intercourse. In any case, it is what comes to mind first when the term is used.
- Discussion of sex and sexuality issues is still taboo in most families. Young people end up teaching or learning from one another, or discovering information from the usual sources—TV, cinema, books. In general, adults are leery about discussing sex with young people.
- All of the students have had some form of sexuality education in school, both elementary and high school.
- By their own estimate, 90 percent of their peers are sexually active. From the answers we have gathered from the FGD, most of these young adults have an imperfect understanding of their sexuality but it does not stop them from indulging in sexual activity. This view may stay with them for the rest of their lives, affecting their view of themselves and the quality of their relationships.
- A clinical understanding of sexuality has characterized most sex education programs. An approach that deals with the entire human person, his/her identity, his/her psychological make up, the society in which he/she moves, the human values which sustain it, human rights, even culture and history, might be more helpful. This should be taught in a manner that allows for divergent orientations, open-ended discussions, opportunities for self-reflection.

- Literature and the Social Sciences are eminently useful for this purpose as it explores a wide array of human circumstances using language as a medium, itself a major force in shaping gender concepts.

FGD with Parents

The Parents' FGD consisted of 12 participants, 10 mothers and two fathers, the whole group ranging in age from 29 to mid-40s. Their children ranged in age from one to 21 years of age. The average number of children per family is 4.2. One of the women has 10 children; only one has one child, a daughter. All the rest have several children each. Two came as a couple. Most in the group come from the lower income bracket. The women were predominantly housewives, doing small business or menial work on the side to augment family income. The two men were underskilled, and like the women, did not have a high level of education.

The group might be said to represent the baseline population of the community. Their opinion represents the prevalent and dominant ideas. As a rule, this group would be unreflective, as might happen had it been taken from the better educated and more affluent segment of the community. During our earlier conversations, however, we found them to be articulate and outspoken, friendly and communicative, good natured and willing to share life stories.

As in the FGD with the students, we wanted to learn what the parents thought of sexuality and sexuality education. Did they talk to their children about sexuality? What did they feel about it? How did the young people react to the discussion? Some of the parents in the group had very young children. We asked them, "Will you talk to your children about sexuality? How will you go about it? Are you in favor of schools providing

sexuality education to your children? Do your children know about sex? Where did they get the information?” The discussion proved very lively. Everyone had something to say and we found out we had to have some traffic control to give everyone a chance to say his/her piece.

1. Sexuality and sexuality education

Most parents feel they should guard and protect their children from too early or unwanted exercise of sexuality. In general, parents expressed more worry for girls than for the boys. In any case, boys are expected to be more experienced than girls on sexual matters. Moreover, they are not in danger of unwanted pregnancies. In general, they have no idea about sexuality except as a biological exercise with its predictable results.

The parents have not talked about sex or sexuality to their children. There seems to be a general unwillingness among them to discuss the topic with their own children. Most of the parents feel uneasy about discussing sex with younger children, and especially with their own children. One parent says her child has been telling her about what she learned in school (her child was in Grade VI) and all she had to do was to affirm it. She welcomes the idea of the child learning about sexuality in school but balks at the idea of having to be the one to discuss it.

One suspects that the unwillingness to deal with the topic of sexuality is also due to genuine lack of knowledge about it. Unsure of what they know, they cannot take the lead in talking to their children about it. Only one parent has broached the subject to her 16 year old daughter; but her case is unusual because she has only one child and she appeared to be better educated than the rest.

High school is considered the right age for sexuality education but not any younger. Talking about sex is not considered

acceptable because it seems like one is teaching the youngsters “how to” engage in sex, i.e., it seems like breaching their innocence. At the same time, they are aware that their children are learning about sex from all over, their peers, other adults, and from TV. Some express fear that they may be learning the wrong things. Still there is general bafflement on what to do about the situation.

2. Parents' fears for their children regarding sexuality

Parents enumerate some of their fears about their children's coming of age sexually:

- Secrecy. Parents are afraid that their children will hide their sexual activities or relationships for fear of being scolded and/or stopped from indulging in it.
- Early marriage. The mother of 10 who got married at the age of 16 is afraid that her children would marry too early as she did.
- Unsuccessful marriage which could result from a too early marriage
- Sex out of marriage
- Pregnancy out of wedlock
- Media and its powerful influence on young sexuality
- Strong influence of the *barkada*
- Young men falling in with loose women
- Forcible sexual relationship (rape)

There was no mention, remarkably enough, of sexually transmitted diseases. This could be reflective of the parents' general lack of knowledge about this very real threat from an indiscriminate exercise of sexuality. Some of the parents, the women in particular, were young enough to be endangered by their own relationships. The dominant worry of the parents was

that their children would not be able to finish school. An unbridled exercise of their sexuality might bring them to early liaisons, pregnancy, a too-early marriage that might cost them their education. The parents were more engrossed in preparing their children for their economic future than with anything else. Sexual problems were on their mind only in so far as it would interfere with this most important part of their parenting.

Ironically, however, while everyone fears the effects of sexual relationships on the future of the young people, none of the parents seem to know how to deal with it. Parents' efforts along this line seem to be directed towards deterring their children, first from learning about sexuality, and then, from exercising it. On the other hand, they concede there is just too much sex in the media and among their peers for them to succeed in preventing their children from discovering their sexuality or from exercising it.

It seems evident that parents, to begin with, do not know much about the subject themselves to be able to discuss it openly with their children. This might be because of the educational and economic level of the group. If so, this is the dominant situation in the community, since presumably, the group is representative of the lower 60 or 70 percent of the population. However, the diffidence exhibited by the group towards the topic of sexuality is also reflected among the parents of our UP students who represent the more affluent (at least the employed) and the better educated segment of the population. The diffidence is a complex mix of cultural orientation and knowledge factor. Parents, too, seem to be in need of sexuality orientation.

2. Should schools be allowed to conduct sexuality education?

There is resounding agreement to the idea that schools conduct sexuality education. Parents find themselves uncom-

fortable in the role of teaching their children about human sexuality and would prefer that schools do it. They are simply concerned that it be delivered at the right time. The elementary years might be too soon. High school is about par. College might be a little too late, but better late than never.

There were no qualms expressed about the possible objection of the Church to some aspects of sexuality education. They were clear about what they wanted from sexuality education for their children: it must be undertaken to guard against too early marriages, unwanted pregnancy, inability to finish school, and hence an economically depressed future.

Since the FGD group was not too highly educated, they had no opinion to give about the form and content of sexuality education or who best to deliver it. They had no qualms about religion. They are aware that their children were getting the low-down on sex from their peers and from media. But they seem helpless about the situation, unable to overcome their own natural diffidence. In general they fail to see themselves as models of appropriate sexual relationship and behavior.

3. Tentative insights

- Parents feel unable to confront and perform the responsibility of discussing sexuality with their children. Their general failure to see themselves as models of sexual behavior may also cause them to send wrong signals to their children.
- Parents are more conscious of their economic responsibility towards their children than in guiding them through their psychological development.
- Parents do not feel compelled to discuss sexuality with their children, just as they themselves did not get the information and guidance from their parents. Hence,

they are grateful for institutional intervention on this matter.

FGD with Teachers

We conducted an FGD with seven teachers. The group ranged in age from the late 20s to the early 40s, the younger ones mostly unmarried, and the older ones married with grown or teenage children. There were four women and three men in the group. All the teachers are faculty of UP Tacloban College. The group aver that their own parents never talked to them about sex. They learned about sex outside the home, mostly from peers. Only one mentioned that his parents talked to him about the subject but indirectly. Naturally, when asked whether they were willing to discuss the subject with their own children, there was some diffidence expressed, “I’ll think about it.” Or, “I’ll talk about it, but indirectly.” However, most felt they would be able to tackle the subject openly when the time comes. One says, children should start learning about sex as early as five years old. Majority, however say, 11 or 12 is a fair age to start sexuality education.

Most have never had any training on sexuality education but all of them stated their willingness to join one if it is offered. The rest of the results are collated below under headings corresponding to the questions they were made to respond to.

1. Concept of sexuality

There are three prevailing trends in the answers. Sexuality is commonly viewed as one’s biological identity, thus, being male or being female, and along with that, the bodily structure and functions which include hormonal distinction, sexual relationship (involvement), sexual practice, pregnancy, sexual desire or lust (*libog* in Tagalog).

There is understanding of gender as a corollary to one's biology. Being male or female also enforces gender orientations, so that it is impossible to separate one's biology from one's social destiny. Gender differentiation follows biological differentiation.

A third concept of sexuality views it as personhood, individual identity. The perception might admit of particular sexual orientations but confuses the issue by bringing in the sociological, which reinforces the aspect of gender in recognizing identities.

2. Sexuality education

Given the above concepts on sexuality, the prevailing view of sexuality education also tends towards the technical and sociological. Sexuality education has something to do with knowing and understanding one's bodily functions, birth control, sexual practices, consequences of sexual practice, gender roles, sexuality behavior, birth control, issues on sexual practices such as reproductive health, abortion, fertility and pregnancy and pre-marital sex. From this point of view, sexuality education has to do directly with teaching the young about the nature of sexuality, the consequences of engaging in sex, and the possible issues and problems connected with it.

The other view of sexuality education engages the psychological dimension—the discovery of one's self, learning how to look at oneself as a person, learning not to discriminate, learning how to respect the other whatever one's sexual orientation might be. Another view sees sexuality education as gender advocacy, focused particularly on “liberating and empowering women and looking at inequality.”

3. Training in sexuality education

Of the seven in the FGD, four have not undertaken any form of training on sexuality education. Three claim to have

had some training. All expressed a willingness to undertake training on sexuality education, should it be offered.

4. In favor of sexuality education

The faculty in the FGD are unanimously in favor of sexuality education. Some, however, gave qualified answers—it is all right to have it in high school and college, but it may not be proper for the elementary level.

5. Separate course or integrated

Only one is in favor of offering it as a separate course. Three are in favor of integrating it into the Humanities, particularly in Literature.

6. Experience in teaching sexuality education?

The faculty have attempted to integrate sexuality education themes into the courses they were teaching (Psychology, History, Political Sciences, Humanities). Two mentioned not teaching it at all in any of the courses they were handling. The inclusion might have been warranted by the current popularity of gender issues affecting the disciplines. Those who did not include it were not affected by any strong objection to the concepts. Either there was no opportunity to do so or they just did not think of it.

7. Issues against sexuality education

Here we wanted to find out what factors might deter the teaching of sexuality education in college. The obvious issues were pointed out, such as, conflicting values between church and state; social values about sexuality; myths prevailing in society; the danger of trivializing or vulgarizing the subject in the hands of an unskilled teacher.

Most in the group believe that the teacher's skill is crucial in the proper handling of the subject; there may not be enough trained teachers to do a good job. A genuine concern is the availability of a course guide and materials to assist the teacher in the process. Teachers may just rely on their own readings and thus transmit their own attitudes and biases to their students.

Some teachers may be hesitant to discuss sex topics openly. Some may be unable to overcome their personal limitations and thus would be unable to deal with the topic objectively. Some individuals have natural dispositions and attitudes which make them unfit for the delicate process of transmitting the topic of human sexuality in an acceptable manner. This could be an argument against integrating sexuality education in the general education courses. By offering it as a separate course, there is full control on the choice of faculty who can handle it in an appropriate manner.

Some of the teachers feel they may not be able to handle the excitement that the topic will raise in class. But of course all these worries could be mitigated by good training and good teaching materials. They are also aware that sexuality is taboo in most homes. Hence, teaching it in class might raise parent protest. Two young faculty members raised this issue since they are more vulnerable than the older ones, who, presumably have the experience and a more developed sense of social responsibility.

8. Why sexuality education should be taught

People are generally aware of population as a problem of the country. Hence, one of the reasons for sexuality education is to have a well-informed citizenry. There is a suggestion for a research-based approach in dealing with sexuality education in the region. Some see sexuality education as a vehicle for gender

enlightenment and raising gender consciousness. All of the above concerns are, of course, covered by sexuality education.

9. Content of sexuality education

The course should include dating information, courtship, getting to know you, being a man, being a woman. It should deal with the concepts and issues about gender, and may well serve as an introduction to feminist advocacy.

It could include highlights of history when women thinkers dominated. But naturally, it should also deal with family planning, reproductive health, the advantages of being a woman, and being a man. It should deal with images of Filipino women in Literature and in the Arts.

Sexuality education could also be an interior journey of discovery about one's nature as male or female and the qualities that distinguish one from the other, the appropriate time for sex, the right reasons for having sex.

10. How should sexuality education be taught?

Some of the suggested methods of teaching sexuality education are the following:

- Video shows, film showing followed by critical discussions
- Oral testimonies from teenagers and married couple
- Debate, discourse
- Appreciation of sexuality in the arts
- Gender perspectives in history
- Lectures from experts, resource persons
- Workshops
- Research-based approach
- Role playing
- Class discussion, issues, homosexuality

11. Tentative insights

- A prevailing pattern emerges even among professionals, which might be summed up thus: the generation of parents (of these teachers) have not given their children the benefit of responsible and well-conceived sexuality education. The teachers' own knowledge of sexuality derive from contemporary and popular sources, and were acquired by reading, hearsay, media exposure, incidental inputs from the courses they are teaching. Their views about sexuality tend to be loose, unsystematic, and incomplete.
- Because they have not had the benefit of their parents talking to them about sexuality, these young adults, despite their intellectual maturity and high level education, retain the same awkwardness and diffidence in the discourse of sexuality from which their parents might have suffered. Although they are more exposed to sexuality discourse from all sorts of contemporary sources, they cannot discuss it openly and objectively in a parent-child situation. They somehow have to make a breakthrough about their own feelings before they could discuss sexuality issues openly and intelligently to their students, much more to their own children.
- Teachers of sexuality education must have the appropriate attitude and skills to succeed in their task. The materials must also be well-prepared. The subject is so delicate that it should be handled only by one who is truly mature and capable. They were concerned that the subject could become trivialized or handled in a manner that would offend certain sensibilities and sense of propriety. The concern is well placed since we are also familiar with the common tendency towards vulgarity that is part of the discourse of sex and sexuality.

- There is genuine acceptance and support for sexuality education, either as integrated with certain subjects, or as a stand-alone course. But based on the level of knowledge we encountered among the FGD, there seems to be a strong need for intervention for these young adults to make a breakthrough to the discourse. Given enough time and exercise, they could reconsider their own personal views about the topic and gain the skill in translating the knowledge and attitudes to their own students.

Interviews with Guidance Counselors

A total of five guidance counselors were interviewed, they ranged in age from their mid-20s to early 50s. The guidance counselors come from the Leyte Normal University, the Leyte Institute of Technology and UP Tacloban College. The smaller schools did not have full-time guidance counselors or functional guidance programs or student affairs office.

1. Sexuality and sexuality education

Although the ideas tend to overlap and contradict one another in the same statement, the following sums up the prevailing ideas about sexuality among the guidance counselors:

- Sexuality as biological. Sexuality relates to man's reproductive system specially the sexual organs. Sexuality education involves teaching the body parts and the sex organs
- Sexuality as personality. It is part of the personality of a person and affects behavior. Sexuality is how you look at yourself as male or female, also how to act and use what you have as a sexual person. Sexuality involves men and

women with respect to their interests, and compatibility. Being and becoming aware of who you are and what you can do as a person endowed with sexuality is also part of sexuality education. It should also teach us about responsibility. It should also deal with information on reproductive health, boy-girl relationship, love, courtship and marriage. The information will help students to be more responsible in a relationship.

- Sexuality as gender. It also refers to gender roles of women and men in society.

2. The need for sexuality education

Listed at random are the answers to the question of the need for sexuality education for young people in general:

- Sexuality education must be incorporated in the social sciences specially in psychology, since sexuality is part of human behavior.
- Students are very curious about sex and try to experience it. They do so without knowing the implications of premarital sex.
- Students need it so that after they graduate and get married, they can teach their own children about sexuality.
- Sexuality education is needed to make women realize their true worth. Some women think they are inferior to men.
- Students are not shocked by discourse on sexuality. In fact they are very open to sexuality education.
- There is a need, but not about sexuality per se. It would be too shocking for the students. It should focus more on reproductive health.

3. Guidance activities related to sexuality issues and concerns

Again, the answers are listed at random below:

- Conduct symposia on love, courtship and marriage, integrate concepts in person-effectiveness program and in general counseling.
- Guidance counselors are also instructors in Psychology. They always try to integrate values and reproductive health themes in class. Students are very willing to listen.
- They have seminars on human sexuality where the school doctor and school nurse are invited to speak about the methods of contraception. They also do counseling for students with problems.
- For preventive measures, they hold symposiums on sexuality and reproductive health that students are required to attend.
- They do counseling for pregnant unmarried students. More often than not, the students are advised to take a leave from school, especially those who are practice teaching.
- Reproductive health and family planning are included in the social sciences courses and are also discussed in homeroom class.

4. Administrative support

All the guidance offices interviewed have their own trust fund from student fees. Out of this fund, they organize any guidance activity that they think would be good for the students. Thus, the guidance counselors enjoy a certain level of independence in planning their own activities. These activities include seminars on sexuality. None of the guidance counselors interviewed volunteered interference on their activities from

higher administration. On the other hand, there is such a thing as self-censorship, toeing the prevailing policy line, written or unwritten, of the higher administration.

The Administration provides the guidance offices with any materials they might need. They also send guidance counselors to conferences on reproductive health. Administrators show their support to the guidance office also by requiring student attendance and participation in their activities.

Guidance counselors mention the need for the expertise of doctors and psychologists for their work. Networking with their peer counselors, student organizations, and faculty is also a big help for they may be tapped for diverse assistance when they are needed.

5. Issues in favor of or against sexuality education in school

Some of the issues against sexuality education include possible conflict with religious groups who are against sexuality education. On the whole, however, all the guidance officers noted that they do not feel any tremendous barriers for the implementation of a guidance initiated sexuality education program.

6. Content and methodology of sexuality education

The following are a random listing of their suggested content for sexuality education course:

- Nature of male and female
- How to build relationships
- How to be an effective and responsible adult

Methodology could include group dynamics, group discussion, group sharing, and lectures. A course in sexuality must be activity centered. Camps and FGDs are also alternative methods that might be adopted.

The best ones to manage a course on sexuality education are psychology teachers. He/She should be a person who has no qualms about the discourse of sexuality. He/She should be comfortable with the topic, otherwise, the talk will go nowhere. Success of sexuality education depends on the teacher. Older faculty may not be comfortable about discussing sex with the students; they may not even be comfortable with the idea of young people being taught about sex. On the other hand, guidance counselors note that most of the teachers they know push their students to attend sexuality seminars because they sincerely believe students should be aware of such things.

Guidance counselors would like their colleagues in the faculty to be more supportive of their programs and activities. In general, they find the faculty to be open to sexuality education activities they have initiated so far. LNU has been discussing repro-health as part of the topic of family planning in its social sciences courses.

7. Common problems of students

Students come to guidance officers for some of the following:

- Gay students often ran aground of school policies, such as when they want to grow their hair long or wear lipstick.
- Conflicts in love relationships, such as jealousy.
- Sexual relationships, including pre-marital relationship and pregnancy outside of marriage.
- Sexual violence such as harassment and rape.
- Male students come to consult about compulsive masturbation.
- Birth control methods. They ask about safe days for having sex, primarily because birth control prophylactics are not available to singles.

- Once, a student came to talk about missing his exams since he had to be at the hospital for his wife who had a miscarriage.
- The Guidance Office sometimes has to intervene over family conflicts. Once, a female student was barred from attending her graduation when her parents found out she was pregnant. The boy's family refused to allow him to see her and threatened to disown the baby. The guidance counselor called the parents on both sides and mediated on the problem.

Parents are called in when the problems are grave. Rape cases or cases of pregnancy warrant the attention of parents. In most instances, however, students prefer to tell their problems to their parents themselves. The guidance counselors respect student privacy in majority of the cases brought to their attention.

8. Insights

Based on the answers given during the interviews (see above), the following generalizations may be drawn:

- Since guidance counselors are basically trained on psychology, they tend to acknowledge the behavioral distinctions spinning off from the biological, including estimations of self-worth, gender roles, sexual orientation and choices, personality. Sexuality education is viewed as information related to biology, i.e., male and female, structure and organ function, hence, reproductive health. On the other hand, it should also tackle the themes of love, courtship and marriage or the psychosocial dimensions of sexuality.
- Sexuality education is necessary because young people are generally curious about sex and may want to experi-

ment on it. They must have the proper information so that they will exercise their sexuality with responsibility. Some see it as knowledge necessary to young people who may soon be starting their own families. Sexuality education must focus on reproductive health.

- The right person to teach sexuality education is emphasized. Some teachers, especially the older ones, may not feel comfortable teaching the subject. Rather than teach it as a discrete course, it must be incorporated in the Social Sciences, especially in Psychology, since sexuality is part of human behavior. Sexuality education is also seen as a means to advance women's political awareness—so that they will realize they are the equals of, not inferior to, men.
- Sexuality education is a deep concern among guidance officers. All the campuses have undertaken some form of sexuality education, from symposia on love, courtship and marriage to concepts and values of personhood, reproductive health, contraception. Students are generally very willing to listen.
- By and large, school administrations have been supportive of guidance programs on sexuality education. The guidance officers are free to plot and carry out their own sexuality education programs. At the same time, they feel that the Church's long-standing position against certain birth control practices poses some kind of dilemma but is not really a barrier to their activities.
- The main theme of sexuality education should be human sexuality, gender reorientation, how to build relationships, and how to be an effective and responsible adult. Methodology could include group dynamics, lectures, group discussion, group sharing, camps, focus group

discussion. It should be more activity oriented rather than sedate and academic. Only teachers comfortable with the topic should be made to teach it. There is a leaning towards integrating sexuality education in psychology and sociology subjects rather than teaching it as a separate course.

- Guidance counselors seem to be the first line officers to handle sexuality education and deal with sexuality-related problems encountered in school.

Interview with Administrators

The interviews with administrators took place in their respective offices on a one-on-one basis. The same run of questions was used since the central purpose of this inquiry is to discover the acceptability of sexuality education from all sectors of an average campus in Tacloban City. We interviewed seven administrators in all, three from the Leyte Normal University, two from the Leyte Institute of Technology, one from Holy Infant College, and one from ABE College. The presentation does not identify specific responses of each interviewee since we were aiming mainly for determining the acceptability of sexuality education in these cooperating institutions. On the other hand, the answers as grouped are significant as basis for determining the knowledge level of administrators on the topic at issue.

By articulating this, we provide planners of curricula or teaching materials on sexuality education some basis for choosing materials and approaches. The randomized listing is self-explanatory and generally needs no explanation.

1. Concept of sexuality

- Sexuality is distinction between male and female.

- Sexuality involves gender roles and responsibilities; it is both biological and social.
- Refers to all aspects of personhood, regardless of gender.
- People have many different ideas about sexuality. There is the acceptance of the third sex. There is also acceptance of task sharing. Women are still confined in their concept of their traditional roles.
- Femininity and masculinity, which includes biological structure, and secondary characteristics such as strength, protectiveness, taking care of the female, dominance in the family, but not in terms of intellectual exchange.

2. Concept of sexuality education

- Sexuality education should cover all genders. It should deal with biology, family life and relationships.
- Sexuality education enables one to understand oneself, the better to enhance one's life and to understand others. Sexuality education also frees the person from barriers to self-actualization.
- Sexuality education means being able to exude those characteristics distinguishing oneself as feminine or masculine.

3. Sexuality education in respective campuses

- Sexuality education is integrated with Social Sciences, Euthenics and Psychology.
- It is integrated with Christian Living and Values Education, and in Sociology and Psychology courses, but there is no specific course in gender education.
- Co-curricular programs may be focused on sexuality education.

- Guidance programs and guidance orientation may deal with some aspects of sexuality education.
- There are specific courses for sexuality education in Leyte Normal University.

The above statements crosscheck with those derived from the interviews with guidance officers.

4. Need for sexuality education in your school

- Sexuality education should be taught as early as the elementary and high school level.
- There is no need for sexuality education in school. Sexuality education is better undertaken outside the school.
- Young people may have previous knowledge already outside school. On the other hand, the school is a good place to deliver sexuality education.
- College might be too late for teaching sexuality education.

5. Teachers trained for sexuality education

In general, there is a dearth of trained sexuality education teachers in the faculty of most of the schools covered. One administrator noted the possibility of teachers refusing to deal with the subject for various reasons, personal, religious, social scruples, or simply lack of knowledge. An administrator from a private non-sectarian school expressed this point of view. There is much need for affirmative action for faculty development in the area of sexuality education.

6. Issues in favor of or against sexuality education in respective campuses

- One school reports an issue related to homosexuality. The gays enrolled in the Holy Infant College are asking for a separate comfort room so that they would not have to share the common CR for men. The request for a separate comfort room has to do with their desire to have a mirror which can only be found in the women's comfort room.
- There is also the traditional fear of male harassment among homosexuals. As more gays come out, this could be an emerging issue for planning service facilities for public buildings.
- Sexuality education would broaden people's perspectives on human relationships. It could be an important activity to prevent the spread of sexually transmitted diseases (STDs). This view is significant because it comes from the administrator of a religious (Catholic) institution.
- Sexuality education should prepare people for gender role shifts which are fast becoming a trend in the contemporary scene.
- It is important for men and women and even children to know their rights and how to claim those rights wherever they are — at home, in school, in the work place, in the bigger society.

7. Possible problems in offering sexuality education

All told, none of the school administrators expressed any problems that might prevent them from implementing a sexuality education program in their respective schools. The LNU administration (SUC) cites the possible interference of the Church in the implementation of a sexuality education program.

The position of the Church on birth control and on sexuality in general might undermine the participation of students and teachers in the program. On the other hand, the Holy Infant College does not see the Church as a deterrent in its implementation of sexuality education

There is a general observation that the teachers' own values and upbringing may make them balk at the idea of teaching sexuality education.

8. Pedagogic components of sexuality education

- A gender/sexuality education program should include among its objectives advocacy, awareness-building, preventive measure for the proliferation of any sexuality-related problems among individuals or society as a whole, such as prostitution, STDs and run-away population growth. The program should include children's rights, role of women, migrant workers (OFWs) and male awareness of patriarchy and violence.
- The standard approach to most sexuality education program stresses the clinical and the social orientation. There is a need to deepen the approach to more personal and humane dimensions.

9. Methodology in a sexuality education program

- Exposure to people with pertinent experience.
- It must be taught creatively, avoiding lectures. It could include visits to appropriate institutions such as those dealing with population problems, safe houses for women and children, shelters, orphanages, etc. (HIC operates what it calls a House of Mercy, an asylum for abandoned and sexually abused children. At present, there are five children in this shelter.)

- It must include testimonies.
- Media such as TV and cinema could be part of it.
- It should include self-discovery exercises.
- The approach must be student-oriented, not taught from the top. One administrator considers the possible good of dispensing contraceptives and actually teaching young people how to use it. Aside from advocating the use of media, one administrator suggests that the content and methodology for teaching sexuality education should be more advanced than what the media shows because the youth are more exposed to sex than their elders. In fact, college might be too late to offer sexuality education.

10. As parents

Speaking both as teacher and parent, none of the interviewees expressed any hesitation over the need for sexuality education. Everyone affirms the need for sexuality education at the college level to raise gender awareness.

11. Perceived constraints

While administrators admit the importance of sexuality education and their own willingness to implement it in their respective schools, they perceive some built in difficulties in the intended project:

- Conflicting values between the Church and the school as regards some issues
- Traditionalism by parents — taboo at home, myths/beliefs
- Discontinuities between what is learned from parents and what is taught in school/observed in society

- Not enough teachers to handle it/not comfortable to discuss the sensitive topics
- Danger of trivializing the subject or inability to handle students' excitement
- Lack of resources
- Lack of trained teachers

12. Insights

- Administrators do not feel any constraint in including sexuality education in the curriculum. On the other hand, the initiative might require the sanction of the CHED. But if it is integrated into the existing curriculum it can be easily managed.
- A major drawback in offering sexuality education as a separate course is the lack of trained faculty and appropriate teaching material.

EVALUATION OF SYLLABI IN THE HUMANITIES AND SOCIAL SCIENCES

The following section deals with General Education courses in the Humanities and Sociology, which may serve as matrix for the integration of sexuality education themes and concerns. Only courses in the General Education Program are included in the Review as we have already explained.

Review of Syllabi in the Humanities

Relevant elements of the Humanities and Literature syllabi of cooperating schools are presented below.

Leyte Normal University

1. English 104

The content is hardcore Literature with emphasis on literary form. The following titles offer entry points for gender and sexuality education:

Jose Garcia Villa, “Footnote to Youth”
Bienvenido Santos, “Scent of Apples”
Excerpts from Jose Rizal’s *Noli Me Tangere*
Excerpts from Stevan Javellana’s *Without Seeing the Dawn*

Feminist criticism of literature may be used as an interpretive tool for the above selections.

2. English 101

The entry point for this course could be the primer on non-sexist language.

Leyte Institute of Technology

1. Humanities 213 — Philosophy of Man

Seen more as a Sociology course, Hum. 213 is a survey course on Western and Oriental Philosophies. The generic treatment of philosophy does not have any input on gender and identity. This could be the entry point for sexuality education.

2. Literature 223 — Literatures of the World

The course lists world-renowned selections throughout the ages from European to Asian and American sources. The interpretive procedure as itemized in the objectives include

“cultural appreciation, thematic relevance, values orientation, and character analysis.” Thus, the entry point for teaching sexuality could be the feminist tools of interpretation. Among the selections listed with positive dimensions for dealing with sexuality issues are:

B. Bjornson, “The Father”

“Beowulf”

Excerpts from *Les Miserables*

Elizabeth Barrett Browning, “How Do I Love Thee”

Kahlil Gibran, “The Prophet”

Since the selections seem to be randomly selected, some other titles may be introduced which will accomplish the original purpose of the course with some more pointed insights into gender relationships. The objective might also be modified to include identity and power relationships as a distinct aspect of literary critical attention.

3. Literature 213 — Literatures of the Philippines

The broad and specific objectives of the course include understanding of Literature in general and gaining insight into the Filipino psyche as it is reflected by its literary heritage. It views Literature as a positive “catalyst for change” and a source of knowledge for value orientation on “nationalism, justice, and social consciousness, friendship, love, honesty, truthfulness and integrity.” The course distinctly notes “the function of literature” along with its “significance.” The orientation of the course thus puts it well on the way to being a good vehicle for dealing with issues on gender and sexuality.

Some of the selections which could be used are the following:

Rene Amper, “A Letter to Pedro”
Nick Joaquin, “May Day Eve”
Manuel Arguilla, “How my Brother Leon Brought Home a Wife”
Amadon T. Daguio, “The Wedding Dance”
Aida Rivera Ford, “The Chiefest Mourner”
Iluminado Lucente, “*An Malabad nga Magtiayon*”
Estrella Alfon, “Magnificence”

ABE College

ABE presented syllabi for the following courses:

- GE 111 A — English Communication Skills I
- GE 121 C — *Sining ng Komunikasyon*
- GE 113 C — Speech and Oral Communication
- GE 114 A — Business Communication
- GE 113 C — Speech and oral communication
- GE 122 A — *Pagbasa at Pagsulat sa Iba’t-ibang Disiplina*

All the above courses are communication courses. While they do not readily and directly lend to notions relevant to sexuality education, some of the readings, and rhetorical models and samples could make use of materials with appropriate content. Some of the exercises could also be oriented towards issues in sexuality education.

1. GE 131— A Philippine Literature

This course follows the convention of a historico-sociological approach in organizing its materials. Feminism is listed among the critical approaches. Among the significant materials in its content are:

Honorio de Dios, “*Geyluw*”
Nick Joaquin, “Summer Solstice”

Kerima Polotan, "Sounds of Sunday"
Ruth Mabanglo, "*Regla sa Buwan ng Hulyo*"
Joy Barrios, "*Gahasa*"
Marjorie Evasco, "Caravan of the Water Bearer"

2. GE 151 C — Art, Man, Society

The course situates art studies within the framework of history and sociology with specific emphasis on the Filipino experience. Among its specific objectives is this item: "Understand the language of the arts and the production of meanings." This broad objective can easily accommodate references to sexuality, identity, and values and modes of valuing in art. It may also implicitly lead to insights on art as a transformative power in individuals and society.

3. Literature 02 — World Literature

This course lists among its objectives "to draw insight from the laws, customs, institutions, attitudes and values of the age in which the literary selection was written." Hence, it lends readily to the exploration of issues of gender which are at the heart of sexuality education. The syllabus contains selections that might be used as springboard for discussion of relevant issues. These selections are thematically organized and there is a section labeled "Universal Woman." Hence it would not be difficult to interface issues on sexuality into this course. The following selections included in the syllabi are useful points of departure for sexuality education.

Pramoedya Ananta Toer, "Circumcision"
Ryunosoke Akutagawa, "In a Grove"
John Donne, "The Flea"
Virginia Woolf, "The New Dress"
Gabriela Mistral, "Tell me, Mother"

Cervantes, *Don Quijote*

Christina Stead, “Day of Wrath: Schoolboy’s Tale”

William Faulkner, “Rose for Emily”

It also lists the critical approaches to be used in the interpretation of the selections, namely formalism, psychological approach, the moral dimension, socio-historical approach, structuralism, post structuralism and post-colonialism. The selections are chosen for their thematic significance. Feminism might thus be added as one more tool for literary analysis.

Holy Infant College

1. Introduction to the Arts

The course covers the visual, auditory and performing arts. It is meant to be an omnibus course, which could include art history, art appreciation, and a generic knowledge of art without any special emphasis on interpretation and criticism. The course is wide open for interface with other concepts in art, particularly those that have to do with the production of meaning. It offers no specific list of art pieces for exploration. Hence, one may include any art piece with the relevant agenda.

2. Course Syllabus in Humanities (Literature, Arts and Music)

This course follows the convention of a “periodized” approach to the art forms with specific emphasis on Philippine Literature and Music. But like the other syllabus, it presents no specific materials for study and show a tendency towards a generalized approach to its content. Hence, like the other syllabus, this could easily be interfaced with materials dealing with gender issues and concerns. On both counts there seems to be a need to train faculty for the Humanities as well as for sexuality education.

University of the Philippines Visayas Tacloban College (UPVTC)

1. Communication I

This is traditionally a course in Grammar and Rhetoric, with emphasis on reading comprehension and basic composition.

2. Communication II

This course continues with the content and method of Com I. The emphasis on this second course is the research paper. Both Communication I and II may include non-sexist language. Selections for reading and comprehension may include those with sexuality themes.

3. Humanities 1

Entitled Literature, Man (Humanity) and Society, the course is an introduction to literature with a socio-psychological slant with selections chosen from all over the world. It is a fine window for examining culture, language and psychosocial development with emphasis on gender readings.

4. Humanities 2

This allows for broader exploration of texts not limited to the verbal performance. However, whoever teaches this course with a view of integrating sexuality education should be properly trained on the concepts and should have the appropriate critical eye to guide interpretation.

The Humanities Division also offers a Communication Arts majors program on Literature. Needless to say, any of the courses on Literature and Communication have implications on gender. Communication theories and literary theories pick up the gender dimensions of criticism. Hence, sexuality education is implicitly

taken up in the literature courses. What might be lacking is the basic knowledge input on the clinical aspect of sexuality, but these are hopefully dealt with in the General Education courses such as in Sociology, Natural Sciences and Psychology.

Review of Syllabi in the Social Sciences

University of the Philippines Visayas Tacloban College

1. Social Science I — Foundations of Behavioral Sciences

The course introduces the students to the concepts, generalizations and interrelationships of the different social science disciplines. It provides understanding of the basic concepts that govern the relationships between the individual and society, and to apply such understanding to the interdisciplinary analysis of issues and problems of society in general and of the Philippines in particular. The general topics included in the syllabus are: The Individual and His Physical Environment, Human Adaptation, Socialization, Socio-cultural Transformation and Contemporary Social Issues in the Philippines.

Sexuality concepts and issues could possibly be integrated in this course in practically all chapters/general topics. Sexuality Education topics could be integrated in the topic on Human Adaptation. It could be discussed under cultural adaptation, evolution of societies and language. Cultural adaptation specifically talks about cultural development, belief systems and values and the Filipino Culture. The discussion of sexuality concepts and issues would likewise fit in well with the discussion of socialization wherein the formation of personality is the result.

In particular, the sub-topics include: the process of socialization, the development of the self, the personality as a

social product, sex and gender, moral development of women and deviance. The sub-topics in Socio-cultural Transformation of importance to sexuality education are: Population and Development and Gender and Development. The last topic, Contemporary Social Issues in the Philippines, offers a fertile ground for the discussion of sexuality education issues. Problems, worries, apprehensions and the like would be tackled here.

2. Sociology 11 — Introductory Sociology

Sociology 11 focuses on the different forms of interaction in society. It facilitates understanding of how social structures affect people and how people can affect the world. It shows how society and the roles one plays in it influence individual experience and social behavior. It provides provocative sociological insights into the world and into some major issues of the time.

This is another course where sexuality education can well be integrated. A lot, however, would depend on the knowledge and skill of the teacher. Discussion on sexuality topics could spread out to Parts 2, 3, 4 and 5 of the syllabus. Part 2 is on the Individual and Society which covers the topics on culture, socialization, deviance, social structure, and groups and organizations. Inequality issues could well be discussed in Part 3 which is on Social Inequality.

Part 4 which is on Social Institutions will involve a sharing of knowledge about social institutions and its effects upon the individual, how a person may shape the institution in return. The portion on Social Change, Population and Urbanization, Collective Behavior and Social Movements lend themselves well to discussion on sexuality concepts and issues. Knowledge and skill of the teacher is important in weaving the ideas together.

3. Psychology 11 — General Principles of Psychology

The course provides the student knowledge of the General Principles of Psychology and the different perspectives in the study of human behavior in the context of Philippine culture. Sexuality concepts, principles and issues could well be woven in all the topics per chapter. Depending upon the mode of presentation, sexuality education can be integrated in the following chapters of the course outline: Neurobiological Basis of Behavior, The World is an Illusion, Psychological Development, Beyond Freedom and Dignity, Assessment of Individual Differences, Personality, Stress, Health and Coping, and Abnormal Psychology.

In practice, sexuality education is not given focus for various reasons, which could include inadequate knowledge on the part of the teacher. Lack of a formal setup may compel a teacher to ignore it or to gloss over the topic. Another reason might be that the topic is too sensitive and the teacher does not feel confident enough to deal with it.

Leyte College

1. Sociology 1 — General Sociology and Family Planning, Drug Education, Sanitation and Beautification

The course studies human society and the interplay of culture in the sphere of social interaction. In particular, the course deals with the factual operation of society and the different aspects of social life with particular focus on the Philippines. Current issues and problems relating to family life, population, drug addiction, and environmental sanitation are infused into the discussion. The course is intended to cultivate the habit of scientific analysis of social data. It also aims to develop a new way of viewing

social facts from the sociological perspective, or how social forces influence individual lives at the same time how individuals also influence society.

Sexuality concepts and issues may also be infused in the discussion of the following topics in the syllabus: culture, socialization, deviance, social structure, social groups, social roles and social institutions. Myths, norms, beliefs, values, perspectives, behaviors and practices relative to one's sexuality could easily be infused into those topics. The discussion on current social issues can include sexuality issues like homosexuality, premarital sex, teenage pregnancy, abortion, among others.

2. Social Science1232 — General Psychology

General Psychology studies individual human behavior. It leads to an understanding of the unknown and the undiscovered facts about oneself. It aims to provide the students with working knowledge, skills and attitudes in analyzing human behavior. The outcome of such a study is the ability to understand human nature from the psychological perspective. An added component of the course is a discussion on current issues like Family Planning and Drug Addiction.

All the topics included in the syllabus are relevant to sexuality education, from the principles of growth and development, to personality development, emotions, frustrations, conflicts and disorders. A skilled teacher can easily lead the discussion to the articulation of sexuality concepts in her class activities. Critical analysis of current social issues could very well include sexuality related issues.

3. Social Philosophy 1 — Introduction to Social Philosophy with Human Rights Concept and Philosophy of Man

This course is designed to introduce Social Philosophy, including human rights and ideologies. It focuses on the interplay between the different social institutions and ideologies such as: socialism, communism, fascism, democracy, human rights and social justice as they impact on the socio-economic development of society, particularly Philippine society.

An analysis of the nature and functions of social institutions is given focus in Chapter 2. These social institutions influence the development of one's personality—one's sexual identity to be more specific. Hence, sexuality concepts could easily fit in. Current moral issues related to the different institutions are likewise discussed, sexuality issues could be among them. The discourse on human rights could include sexual rights in the context of human rights.

ABE International College of Business and Accountancy

1. GE 301A — General Psychology

The course discusses the theories, concepts, and empirical findings that focus on complex human behavior. It highlights the uniqueness of the individual in his thinking, feeling, and behaving with the end in view of understanding human nature. It envisions to develop the capability of the students to sharpen their personal awareness and deepen their sense of self.

As in other Psychology courses of other schools in Tacloban City, Psychology 1 in ABE also talks about psychological development, personality, emotions, memory and consciousness and its altered states. Sexuality concepts could be integrated in the discussion of these topics. Structured learning exercises on sexuality issues could be devised to introduce these concepts.

2. GE 141B — Introduction to Philosophy with Logic

The course gives an overview of the nature of Philosophy and some of the most famous philosophical thinkers of the time. The skill in logical reasoning is likewise given attention. The survey of the philosophy and ideology of the famous philosophers could include an analysis of their philosophy or ideology on sex and sexuality wherever data are available. This will make the subject matter more interesting and colorful. Questions like, “What is the concept of Plato on sex or sexuality?” “What is Aristotle’s philosophy on sex or sexuality?” could stir up the discussion.

3. Society, Culture with Family Planning and HIV Prevention

This is similar to Sociology 1 or 11 in other schools. In ABE, the course discusses the basic structures of human societies and the conditions that transform social life. Analysis of social relationships in the context of social institutions is given focus. It also covers sexuality related topics under the broad topic on Reproductive Health like Family Planning and HIV Prevention. Moreover, the relationship of population growth to economic development is likewise articulated. In all these discussions, the students are expected to give a critical analysis based on a sociological perspective.

The same topics are indicated in the syllabus as in other schools. These include culture, socialization and deviance, social groups and organizations, social stratification and inequality, social institutions and social issues. These are similar topics where sexuality concepts and issues could be integrated.

Leyte Institute of Technology

1. Social Science 263 — Rizal’s Life, Works and Writings

This is a three unit course on Rizal's development as a great Filipino, his works and his writings. The course intends to develop appreciation of Rizal's life and works as they contribute to the making of the nation. The students are likewise expected to learn some of the virtues of Rizal that are deemed important to national development. It would be interesting to look at the sexuality issues in Rizal's life. Similarly, it is interesting to note how Rizal's sexuality is reflected in his works and writings. This may sound difficult at first, but with proper training, the teacher can motivate the students to do the analysis with wit and wisdom.

2. History 113 — Philippine History

The course treats the historical foundation of the Filipino nation. It traces the influences of Asian and Western powers on the culture of the Filipinos. It allows the students to critique the major events that Filipinos experienced with the colonizers in the hope that it will develop in them an understanding of our national values. The topics flow from Pre-Spanish Philippines to the Post American period. The course can easily include an analysis of the transformation of the Filipino's concept of sex and sexuality through history. This would be a new dimension in the study of Philippine History.

3. Social Philosophy 313 — Professional Ethics, Moral Issues and Problem Relations

The course teaches how people ought to live as individuals who are part of a community. Thus, students understand the impact of moral practices on the society's development. It tries to inculcate moral values and standards of moral decency as embodied in the idea of *pagkatao*, a Filipino term. Sexuality concepts and issues could very well mix in the discussion of moral

issues and problems in relationships. The expression of one's sexuality is morally laden and people have relational problems that are sexuality related, hence, sexuality education finds its right place in this course.

4. Social Science 223 — General Psychology

(Same as in other schools)

Leyte Normal University

1. Social Science 102 — Philippine History

(Same as in other schools)

2. Social Science 120 — Human Relations and Group Dynamics

The course deals with people as individuals and as members of an organization working for its survival and development. It starts with working and understanding oneself and others. It focuses on building harmonious relationships among individuals. The course enables the student to know and accept oneself and build a healthy relationship with others. It is an entry point for sexuality concepts and issues. It talks about personality, social groups, social processes, interpersonal communication, courtship, marriage and the family. Sexuality education finds its way very easily in the discussions of these topics. Understanding of sexuality issues is necessary to building harmonious relationships. The teaching strategies identified in the syllabus are fitting. What may be done is to augment the resource materials.

2. Social Science 101 — General Psychology

(Same as in other schools)

3. Social Science 115 — Society and Culture with Family Planning

(Same as in other schools)

4. Prof. Ed. 113 — Introduction to Social Philosophy with Human Rights Concepts and Philosophy of Man

(Same as in other schools)

5 Social Science 114 — Values Formation

The course offers an integrated approach to the study of values. It looks into the historical, philosophical, psychological and sociological foundations of values, with focus on Filipino values. The second part of the syllabus presents various values formation programs. It also introduces the different strategies and approaches in teaching and evaluating the values one has acquired. Sexuality concepts can be integrated in the discussion on Filipino goals, aspirations, beliefs, convictions, attitudes, principles and norms. Sexuality education may be included in the introduction of the different programs and strategies on values formation.

6. PEHM 118 — Environmental and School Health Program

The course deals with the different principles and processes used to control the physical, biological, and social forces in the environment that influence the individual. The crucial problems that affect the health of the people are explored in this course. Sexuality health and reproductive health could figure prominently in these discussions. The components and principles of the School Health Program, which is introduced in this course, could include sexuality education concepts.

Preliminary conclusion

1. The schools investigated represent the most highly populated institutions in Tacloban City.
2. For the Humanities and Literature courses, there seems to be a need to sharpen critical and interpretive skills among the faculty as well as develop among them a functional knowledge of gender oriented frames of references.
3. Based on the syllabi investigated, it is indeed possible to integrate sexuality education in Humanities and Literature courses.
4. In the same manner there are ample opportunities to integrate sexuality education in the broad field of the social sciences. It only takes a perceptive and trained teacher to integrate the themes into the Social Science and Humanities courses.

Suggested Topics and Methodology for Integrating Sexuality Education into Courses in the Humanities and Sociology

Suggested Sexuality Education Components for the Humanities

The Humanities cover the diverse fields of perception and expression in the arts. The various forms of the arts have both cognitive and affective impact, using varieties of media and form. It has the advantage of projecting the wholeness of human experience. The experience of an art piece hinges close to the experiences of reality itself in that it involves all of one's

perceptions—sight, sound, textures and flavors. It has the inchoate quality of life situations, albeit sharpened and more focused, and hence allows for both the cognitive and emotive response.

The following presentation is anchored on Literature since it is the most easily accessible artistic form. It has the double advantage of using language as its medium. It gives the sense of being open and participatory, and yet has enough density and resistance as to evoke reflection, yielding broader and deeper implications. More precisely, the utterances in Literature spring from women and men caught in specific human circumstances. They have identities, they are caught in history with all of its sociopolitical and psychological implications, they are involved in the ironies and paradoxes of their situation, they have dilemmas to resolve, decisions to make, conflicts to overcome, failures to survive. Sexuality is a fundamental condition of being human, upon which society has built a complex system of customs to control or to aid its own purposes.

To pull in sexuality as a dimension of literary reflection requires a person well-trained on the concepts and procedures of literature as well as the concepts of human sexuality. The idea is not to turn a literary piece into a primer for sexuality with consequent instructions on what to do, what not to do, how to do certain sexuality-related things. The inquiry or the discussion does not result in “lessons” but in perceptions, a finer and deeper understanding of the human person in all the varieties of sexual identities and choices, cultural background, economic and political position, age.

Setting the Parameters

In Michael Tan’s *Love and Desire*, a book that deals with young Filipinos and sexual risks, he identifies five major areas of concern as the foci of his inquiry. These are:

- Defining sex which covers sex as the sexual act, sex as seen also as gender, and gender relations
- Gender and cultural determination
- Crossing over—becoming sexual
- Courtship, marriage, love, sex

This seems to be a manageable basis for planning a course guide for a Humanities-based course on sexuality education, whether discrete, or integrated into any of the Humanities (Literature-based) courses earlier cited. Selections and critical formulations could be planned along the four major segments suggested by Michael Tan.

Theoretical and Critical Foundation

The teacher of a Humanities course oriented to deal with sexuality education must be well-grounded on the extant critical theories on feminist criticism. The training module must concentrate on setting this grounding for interpretation. After understanding the theories, the training must next focus on application of the theories for interpretation and criticism. Once the intellectual and philosophical grounding is in place, it is easier now to use them for existent selections already in the curriculum or to choose new selections to augment what are not there.

CONCLUSION

Summary of Findings

1. Acceptability of sexuality education

Despite the variable definitions of sexuality revealed by this investigation among the sectors interviewed, there is general

acceptance of the need for sexuality education, not only for college students but for all youngsters. There might be reservations about the age to start sexuality education. There might also be differences about content, approach, emphasis, even objectives. Administrators, teachers, guidance counselors, parents and students feel the need for sexuality education in the curriculum, each one for their own reason, although there is a point at which a convergence occurs.

Administrators, teachers, guidance counselors, even parents are in favor of integrating it with other courses rather than offering it as a separate course. Integration is favored so as to mitigate the clinical nature with which sexuality education has been approached over the years. On the other hand, integration means training large numbers of faculty. If the training is not thorough and effective, one may lose control of the subject to the inadequacies and biases of the faculty.

2. Integration of sexuality education in the Humanities and Social Sciences

Examination of the existing syllabi of five schools and colleges in Tacloban City in the area of Humanities and Social Sciences in the General Education level reveal ample opportunities for integrating sexuality education. Except for the UPCC, all these educational institutions are under the supervision of the CHED, their curriculum regulated by the guiding policies of this government agency. Hence, though there might be differences in content and approach, these differences are not too substantive. In general it may be concluded that sexuality education may be successfully integrated in these courses.

Successful integration, however, depends on appropriately trained teachers, who are convinced of the vitality of the concepts, and are comfortable with the delicate topics to be dealt with.

From conversations with the sectors chosen for interview, there seems to be an extreme need to lay the groundwork for the appropriate understanding of sexuality and the pedagogical methods with which it must be transmitted to the young people who are the target recipients.

There seems to be much stumbling around as teachers, guidance counselors, and administrators grappled with the discourse of sexuality to express their limited views. Definitely, there are cobwebs of tradition that need to be cleared, whether the field be in the Humanities or in Sociology, before some clarity and a new attitude towards sexuality may be defined.

3. Content

The content of a course in sexuality education may include basic concepts of sexuality and gender, biological identity and functions which could include birth control, courtship, marriage and family life, reproductive health and reproductive rights, sexual relationships.

4. Approaches

A wide variety of methods are suggested, such as group discussions and group dynamics, focus group discussions, group sharing, oral testimonies, role playing, video and film showing, debates, workshops, lectures from experts, brainstorming, research. It is generally agreed that the course should be activity oriented rather than the traditional classroom type approach.

5. Preferred teacher

An appropriately trained person should teach sexuality education. There is strong concern for this. Someone with the wrong attitude and whose ideas are not appropriate for the

purpose of sexuality education may ruin it for the students for the rest of their life. In general, sexuality education is good, even necessary, but in offering it we must take care that we do a good job. The key to success is preparation of the right materials and the right persons to handle it.

Conclusion

The inquiry proves the acceptability of sexuality education at the tertiary level from all the sectors involved. None of the sectors queried expressed any reservations about the topic. All of the sectors expressed the need for such a course for the college-age student.

At the same time it establishes the practicability of the Social Sciences and the Humanities at the General Education level as matrix or instruments for dealing with the concepts. The syllabi of the cooperating institutions yielded information on content and process in which dimensions of sexuality education may be integrated.

Recommendations

1. Despite the prevalence of sexuality themes in media, there seems to be a general vagueness in which sexuality is understood as evidenced by the answers given by the different sectors involved in this study. Thus there seems a need for more orientation at the campus level.
2. Parents need to be targeted for sexuality education. It could be a project of preschool to elementary schools to assist parents in developing awareness and strategies of teaching sexuality education. Churches could make this part of their project. PTAs could also make this part of their concern.

3. Every stage of growth presents its own level of problematics where sexuality education is concerned. High school parents may also need guidance on how to guide their children at this stage of their growth.
4. Intensify GST since it seems that large segments of those in education have not had adequate GST exposure, including administrators
5. Well conceived materials and study plans are important for sexuality education courses.

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ANNEX

Suggested Learning Activities for the Social Sciences

A 12-item agenda is suggested for a course on sexuality education. The items include sex, human sexuality and its aspect, importance of sexuality education, the human reproductive system, puberty, human sexual response, sexual identity and gender roles, reproduction, reproductive health and reproductive rights, sexual drives and needs, moral, ethical and social values

about sex, love, courtship and marriage, and common concerns and issues on sexuality.

The idea is to provide information on the following general concepts of sexuality through the following activities.

I. SEX

Activity:

1. Instruct the class to form a big circle.
2. Choose a short song for the class to sing while a ball is being passed from one individual to another.
3. When the song ends, whoever is holding the ball will answer the following question: *Very quickly, what comes into your mind when you hear or read the word sex?* The process is repeated until about 3/4th of the class is able to answer.
4. The teacher lists down the words/phrases given, segregating the responses of males and females.
5. The teacher processes the answers to come up with a definition of sex.
6. Lecture-discussion follows.

II. HUMAN SEXUALITY AND ITS ASPECTS

Activity 1: *Hala bira!*

1. Divide the class into two heterogeneous groups.
2. Prepare a list of concepts to be acted out through body gestures/sign language.
3. Let them choose one representative per group to act out the concept for the group members to guess under time pressure.

4. If the group gives the correct answer, they get one point.
5. If the group can't guess the answer, the other group may give only one answer. If they get it correctly, they are given one point.
6. The group with the highest points wins.

Activity 2: *Concept Map*

1. Divide the class into four to five groups.
2. Allow a 15-minute discussion to let each group come up with a concept map on the concepts and aspects of human sexuality.
3. Let each group sketch their map on the board or manila paper and ask them to present it to the class. Let them explain the map.
4. After all the presentations, the teacher consolidates/ synthesizes the maps presented and comes up with one comprehensive map.
5. Lecture discussion follows

III. IMPORTANCE OF SEXUALITY EDUCATION

Activity:

1. On the floor, draw five faces showing different expressions representing their opinions such as: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.
2. Prepare different statements on sex, sexuality and sexuality education
3. Read each statement and let the class decide on their response by standing on the drawn face that reflects their response.

4. Give two minutes for each group to discuss why they agree or disagree and let a representative speak for the group.
5. After all statements have been answered, the teacher presents the synthesis of all the answers to come up with the importance of sexuality education.

IV. THE HUMAN REPRODUCTIVE SYSTEM

1. Film showing. If no film is available, use visual aids.
2. After the film showing, ask students for the common/local terms used to refer to the different reproductive organs. Observe their reactions.
3. Ask students to identify the functions of the different parts.
4. Randomly ask students when (age) they started to be curious about their reproductive system.

V. PUBERTY

A. Present Situationer — YAFS 3 results

B Story-telling

1. Divide the class into 4-5 groups. Let them choose a discussion leader and a recorder. Let students share their stories for 20 minutes about their experiences when they reached puberty: What they did and problems encountered. Let them also discuss the myths/beliefs (scientific or superstitious) about menstruation.
2. Presentation of reports.
3. Processing by the teacher follows.

VI. HUMAN SEXUAL RESPONSE

Buzz Session

1. Prepare guide questions for discussion.
2. Divide the class into 4 to 5 groups.
3. For 15 minutes, let them discuss the guide questions.
4. Let the groups report on the highlights of their discussion.
5. Synthesis
6. Lecture discussion follows.

VII. SEXUAL IDENTITY, SEX AND GENDER ROLES

A. Role Playing

1. Divide the class into groups of 4.
2. Role play of different sex and gender roles
3. Processing/critiquing after the role play

B. Sentence Completion

1. Prepare phrases about the differences of females and males.
2. Let the students complete the sentences.
3. Processing follows.

C. Present studies/researches on homosexuality

D. Debate: Resolve: That society should not condemn homosexuals but rather should accept them.

VIII. REPRODUCTION, REPRODUCTIVE HEALTH AND RIGHTS

A. Survey

1. Assign students to conduct a survey by groups on the

different beliefs, practices and problems around pregnancy, birthing and birth control.

2. Present the findings to the class.
- B. Invite resource speaker, preferably a gynecologist
 - C. Forum on Reproductive Health and Rights
 - D. Community activity: Family Planning Advocacy
 - E. Discussion on researches, programs and projects on reproductive health

IX. SEXUAL DRIVES AND NEEDS

A. Problem Solving

1. Give students problem related pressures brought about by sexual drives and needs to analyze.
2. Divide the class into four to five groups and give each group one problem to discuss.
3. After 20 minutes of discussion, let each group present their output.
4. Processing and discussion

X. MORAL, ETHICAL AND SOCIO-CULTURAL VALUES

A. Panel Discussion

1. Invite resource persons from different sectors: religious, non-sectarian, guidance counselors, population officer etc.

2. Open forum
 3. A panel discussion runs for one meeting
- B. Film showing. Ask students to evaluate/critique the film, vis-à-vis the moral, ethical and socio-cultural standards/values.

XI. LOVE, COURTSHIP AND MARRIAGE

A. Role Playing

1. Divide the class into groups of four
2. Let them present their stories/experiences through the play.
3. Processing

B. Self-Evaluation Exercise

1. Administer a Self-Evaluation Test (Fontanilla, 2003)
2. Get the scores and explain the results.

C. Poem reading/interpretation (love poems)

D. Activity: Agree/Disagree

1. On the floor, draw five faces showing different expressions representing their opinions such as: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.
2. Prepare different statements about love and relationships.
3. Read each statement and let the class decide on their response by standing on the drawn face that reflects their response.
4. Give two minutes for each group to discuss why they agree or disagree. Let a representative speak for the group.
5. After all statements have been answered, the teacher presents the synthesis.

E. Truth or Consequence

1. Convince the class to tell the truth in this exercise or else they suffer the consequence.
2. Questions: Have you dated? When (age) did you start dating? What are usually done during dates? What is your ideal mate?

F. Case Study

1. Ask students to do case studies on couples with successful marriage and couples that have separated.
2. Share findings in class.
3. Relate to the topic on marital success and failure.

XII. COMMON CONCERNS AND ISSUES ON
SEXUALITY

A. Resource Persons/Panel Discussion

Resource persons may be invited to talk on any of the topics: Necking and petting, Masturbation, Premarital Sex, Teenage Pregnancy and marriage, Homosexuality, STD/HIV, Contraception/birth control, Abortion, Live-in and marital separation.

B. Film showing and critique: "*Separada*" or "*Madrasta*"

C. Power Point presentation of YAFS 3 findings followed by discussions, interpretation, and validation of findings

D. Case studies

1. Students will be given case studies on any of the topics under discussion.
2. Analysis and presentation of results

E. Advocacy activities in schools and selected communities on STD/HIV

F. Debate: Resolve: That Premarital sex is healthy and advantageous.