



UNDERSTANDING THE SELF

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General Education

LAGUNA UNIVERSITY

Vision

Laguna University shall be a socially responsive educational institution of choice providing holistically developed individuals in the Asia-Pacific Region.

Mission

Laguna University is committed to produce academically prepared and technically skilled individuals who are socially and morally upright.

Course Code: GE 1

Course Name: Understanding the Self

Course Description: The course deals with the nature of identity, as well as the factors and forces that affect the development and maintenance of personal identity. The directive to Know Oneself has inspired countless and varied ways to comply. Among the questions that everyone has had to grapple with one at a time or other is “Who am I?” at no other period is this question asked more urgently than in adolescence- traditionally believed to be a time of vulnerability and great possibilities. Issues of self and identity are among the most critical for the young.

Course Intended Learning Outcomes (CILO):

At the end of the course, students should be able to:

1. Discuss the different representations and conceptualizations of the self from various disciplinary perspectives.
2. Compare and contrast how the self has been represented across different disciplines and perspectives.
3. Examine the different influences, factors, and forces that shape the self.
4. Demonstrate critical and reflective thought in analyzing the development of one's self and identity by developing a theory of the self.
5. Explore the different aspects of self and identity.
6. Demonstrate critical, reflective thought in integrating the various aspects of self and identity.
7. Identify the different forces and institutions that impact the development of various aspects of self and identity.
8. Examine one's self against the different aspects of self-discussed in class.
9. Understand the theoretical underpinnings for how to manage and care for different aspects of self.
10. Acquire and hone new skills and learning for better managing of one's self and behaviors.
11. Apply these new skills to one's self and functioning for a better quality of life.

Course Requirements:

- **Assessment Tasks - 60%**
- **Major Exams - 40%**

Periodic Grade 100%

Prelim Grade = 60% (Activity 1-4) + 40% (Prelim exam)

Midterm Grade = 30% (Prelim Grade) + 70 % [60% (Activity 5-7)
+ 40% (Midterm exam)]

Final Grade = Total CS + Final Exam x 70% + 30% of the
Midterm

Final Grade = 30% (Midterm Grade) + 70 % [60% (Activity 8-10)
+ 40% (Final exam)]

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MODULE 1

THE SELF FROM DIFFERENT PERSPECTIVES: PHILOSOPHICAL VIEW OF SELF



Introduction

This part seeks to understand the construct of the self from various disciplinary perspectives: philosophy, sociology, anthropology, and psychology as well as the more traditional division between the East and the West, each seeking to provide answers to the difficult but essential question of “What is the self?” And raising, among others, the question: “Is there even such a construct as the self?”



Learning Outcomes

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

1. State the meaning of the self, according to the different philosophers
2. Understand the construct of the self from various perspectives
3. Appreciate its importance to one-self

Lesson 1. Philosophical View of Self

The video “Who am I (Short Film)” was awarded “First Place at the Prize of the Canadian Bureau for International Education Video Contest 2014.* It was filmed at the University of Calgary, Canada. The short film depicts each student’s description of themselves (Before the discussion, watch the video, “Who am I (Short Film)” with URL: <https://youtu.be/t2luv-Au2MM> (Alhabib, 2014).



Figure 1. Who am I (Short Film) by Alhabib (2014?)

Lesson 2. Philosophical View of the Self

The following are the philosophers and their views on self.

Socrates: "Know Thyself"

Socrates (c. 469 BC – 399 BC) was a classical Greek philosopher and is one the founders of Western philosophy. He is known chiefly through the writings of his students Plato and Xenophon, and the plays of his contemporary Aristophanes. Socrates spent his days walking about the marketplace of Athens urging people to question and examine how they were living (Famous Philosophers, 2013).

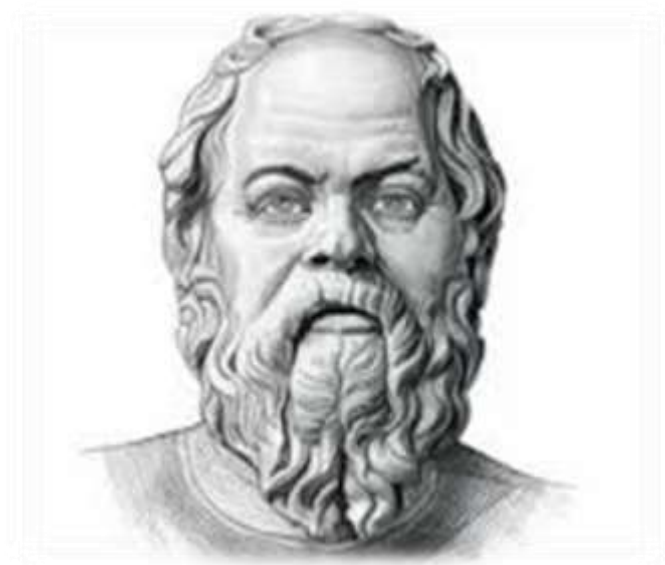


Figure 2. Socrates

"Without this work on yourself, life is worthless"- Socrates

(Philosophy & Philosophers - Thoughts & Quotes from the smartest philosophers, 2019)

Plato: The Ideal Self, the Perfect Self

Plato, through the words of Socrates, asserts that societies have a tripartite class structure corresponding to the appetite, spirit, reason structure of the individual soul. The appetite, spirit, reason stand for different parts of the body. The body parts symbolize the castes of society. (Plato - Philosophy - The State, 2020)

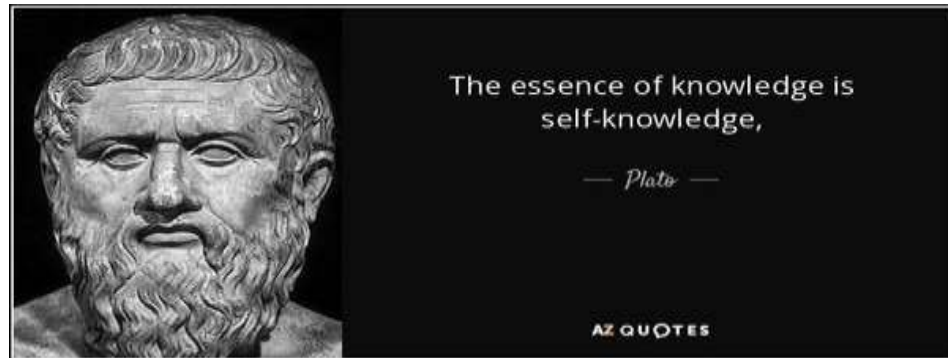


Figure 3. Plato

"The Essence of knowledge is self-knowledge"- Plato (Turner, n.d.)

St. Augustine

Augustine of Hipponeis was an early Christian theologian and philosopher who lived from approximately 354 AD to 430 AD. He was the bishop of Hippo Regius, which is modern - day Algeria. Having adapted Classical thought to create a powerful theological system and having helped lay the foundation for much of medieval and modern Christian teaching, St. Augustine is perhaps the most significant Christian thinker after St. Paul. He approaches the theme of humanity with particular tools that include experience, reason and language. (Donnel, 2020)



Figure 4. St. Augustine (Donnel, 2020)

Thomas Aquinas

Aquinas begins his theory of self – knowledge from the claim that all our self - knowledge is dependent on our experience of the world around us. For Aquinas, we don't encounter ourselves as isolated minds or selves, but rather always as agents interacting with our environment (Cory, n.d.).



Figure 5. Thomas Aquinas

“We don’t encounter ourselves as isolated minds or selves, but rather always as agents interacting with our environment.” – St. Thomas Aquinas (Cory, n.d.)

Rene Descartes

René Descartes is often credited with being the “Father of Modern Philosophy.” This title is justified due both to his break with the traditional Scholastic-Aristotelian philosophy prevalent at his time and to his development and promotion of the new, mechanistic sciences. Educated by Jesuits in traditional Aristotelian philosophy (Skirry, 2020). He believed that the mind is the seat of our consciousness. Because it houses our drives, intellect, and passions, it gives us our identity and our sense of self.



Figure 6. Rene Descartes

“I think, therefore I am”

“It is not enough to have a good talent; the main thing is apply it well.” – Rene Descartes

David Hume: The self is a bundle, Theory of Mind

Davis Hume is Scottish philosopher, historian, economist, and essayist known especially for his philosophical empiricism and skepticism. He created the Bundle Theory by 18th Century Theory in which an object consists only of a collection (bundle) of properties. According to bundle theory, an object consists of its properties and nothing more (Cranston, 2020). Hence, there can't be an object without properties nor can one even conceive of such an object.



Figure 7. David Hume

"All knowledge degenerates into probability." –David Hume (Cranston, 2020)

Immanuel Kant: Respect for Self

Morality is about respect for persons. Kant wished to justify a conviction in physics as a body of universal truth. The other being to insulate religion, especially a belief in immortality and free will. In Kant's thought there are two components of the self: 1. Inner self
2. Outer self.



Figure 8. Immanuel Kant

*"Thoughts without content are empty, intuitions without concepts are blind" –Immanuel Kant
(Groundwork of the Metaphysics of Morals (Chap. II), n.d.)*

John Locke: Personal Identity

He considered personal identity or the self) to be founded on consciousness (viz. memory), and not on the substance of either the soul or the body (World Heritage Encyclopedia, n.d.). According to him, personal identity (the self) “depends on consciousness, not on substance” nor on the soul. Identify involves ‘sameness at a time’ or ‘sameness over time’. (*John Locke, an Essay Concerning Human Understanding, 2016*)



Figure 9. John Locke

“Personal identity depends on consciousness not on substance.” –John Locke
(John Locke, *An Essay Concerning Human Understanding*, 2016)



ASSESSMENT TASK 1-1

Instruction: Comparative Analysis: Write the name of the seven philosophers, state their concept of the self and write an analysis based on their definitions.

Name of Philosopher	Meaning of The Self	Analysis
1.		
2.		
3.		
4.		
5.		
6.		
7.		



ASSESSMENT TASK 1-2

Instruction: In one whole sheet of short bond paper (hand written), answer the following questions with all your honesty.

“Myself”

I. Introduction

II. Body

III. Conclusion



ASSESSMENT TASK 1-3

Tell something about you, your characteristic hobbies and goals in life.

"Myself"

POST YOUR PICTURE HERE



ASSESSMENT TASK 1-4

I. Choose the correct answer.

1. He defined self as “unexamined life is not worth living.”
a. Plato b. Socrates c. St. Augustine d. St. Aquinas
2. For him, the ideal self is the perfect self.
a. Plato b. Socrates c. St. Augustine d. St. Aquinas
3. He approaches the theme of humanity with particular tools that include experience, reason and language.
a. Plato b. Socrates c. St. Augustine d. St. Aquinas
4. For him, we don’t encounter ourselves as isolated minds or selves, but rather always as agents interacting with our environment.
a. Plato b. Socrates c. St. Augustine d. St. Aquinas
5. He stated that morality is about respect for persons.
a. Immanuel Kant b. Rene Descartes c. David Hume d. John Locke
6. According to him, “the self is a bundle theory of mind.”
a. John Locke b. David Hume c. Rene Descartes d. Plato
7. He believed that the mind is the seat of our consciousness. Because it houses our drives, intellect, and passions, it gives us our identity and our senses of self.
a. Plato b. Socrates c. Rene Descartes d. John Locke
8. According to him “personal identity (the self) depends on consciousness, not on substance or on the soul.”
a. Kant b. Socrates c. Rene Descartes d. John Locke
9. He considered personal identity (or the self) to be founded on consciousness (vis a vis memory), and not on the substance of either the soul or the body.
a. Plato b. Socrates c. Rene Descartes d. John Locke
10. It involves ‘sameness at a time’ or ‘sameness over time’.
a. Self b. Identity c. Mind d. Soul

II. Choose the correct answer.

1. He believed that the mind is the seat of our consciousness. Because it houses our drives, intellect, and passions, it gives us our identity and our senses of self.
a. Plato b. Socrates c. Rene Descartes d. John Locke
2. According to him “personal identity (the self) depends on consciousness, not on substance or on the soul.”
a. Kant b. Socrates c. Rene Descartes d. John Locke
3. He considered personal identity (or the self) to be founded on consciousness (viz.a. viz memory), and not on the substance of either the soul or the body.
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a. John Locke b. David Hume c. Rene Descartes d. Plato

SUMMARY

The chapter on personal identity set the terms of all subsequent discussion of the notion up to the present day. Identity involves ‘sameness at a time is non-controversial; it merely amounts to saying” a thing is what it is and not something else” (‘sameness’ falls out of or is a consequence of the notion of a ‘thing’). All doubts, confusions, or controversies about identity concern sameness over time. The doubts, confusions, or controversies arise because we are not careful to ask or inquire about. What exactly we think is or is not the same over time.

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MODULE 2

THE SELF FROM DIFFERENT PERSPECTIVES: THE ANTHROPOLOGICAL VIEW



Introduction

Every society is individualized; we feel at ease talking about individuals and we study individual behavior through psychology and psychoanalysis. Yet anthropology teaches us that individual approach is only one of many ways of looking at ourselves. The anthropological view of the self-explores the role that selfhood plays in defining human society, and each human individual in that society. It considers the genetic and cultural origins of the self, the role that self plays in socialization and the types of self we generate in our individual journeys to and through adulthood.

“Culture is the acquired pain of glasses through which we see life.”- *Mbarek A. Morocco*



Learning Outcomes

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

1. State the meaning of the self, according to the different philosophers
2. Understand the construct of the self from various perspectives
3. Appreciate its importance to one-self

Lesson 1. The Self in Differing Cultural Context

Definition of Terms

1. **Anthropology** – “Anthropology is the science of humanity which studies human beings in aspects ranging from the biology and evolutionary history of *Homo sapiens* to the features of society and culture that decisively distinguish humans from other animal species.” (Rafferty, 2020))
2. **Culture** – “Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts.” (Zimmermann, 2017)
3. **Self** – “The set of someone’s characteristics, such as personality and ability, that are not physical and make that person different from other people.” (Cambridge Dictionary, 2020)
4. **Personality** – “Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving.” (American Psychological Association, n.d.)
5. **Responsibility** – “Responsibility is also the obligation of an individual to perform the duty or task assigned to him.” (Toppr, 2019)
6. **Attitude** – “Attitude, in social psychology, a cognition, often with some degree of aversion or attraction (emotional valence), that reflects the classification and evaluation of objects and events.” (The Editors of Encyclopaedia Britannica, 2013).

Culture, Self, and Personality

Culture's Impact on Personality

- The human personality and how it develops has stimulated the interest of scholars.



Figure 10. Culture, Self, and Personality (Cherry, 2020)

According to Cherry (2020), personality is something that people tend to think a lot about. When we meet new people, whether through work, school, or social events, it is often their personality on which we immediately focus.

Role of Culture

- Theoretical controversial becomes more pronounced underscoring the need for a cross-cultural perspective psychology.

Five (5) Basic Dimensions of Personality “The Big Five”

There are the 5 basic dimensions of personality, called as the “The Big Five” (The Big Five Personality Traits, n.d.).



Figure 11. Dimensions of Personality (The Big Five Personality Traits, n.d.)

The following are the 5 basic dimensions of personality, called as the “The Big Five” (The Big Five Personality Traits, n.d.):

Openness

People who are high in this trait tend to be more adventurous and creative. People low in this trait are often much more traditional and may struggle with abstract thinking. (Psychology: Five Big Traits, n.d.)

Conscientiousness

Highly conscientious people tend to be organized and mindful of details. They plan ahead, think about how their behavior affects others, and are mindful of deadlines. (Psych final, n.d.)

While people who are low in this trait tend to dislike structure and schedules, procrastinate important tasks, and fail to complete the things they are supposed to do.

Extroversion

People who are high in extraversion are outgoing and tend to gain energy in social situations. People who are low in extraversion (or introverted) tend to be more reserved and have to expend energy in social settings. (The Big Five Personality Traits, n.d.)

Agreeableness



Figure 12. Agreeableness in the Big 5 Theory of Personality (Fraser-Thill, n.d.)

People who are high in agreeableness tend to be more cooperative while those low in this trait tend to be more competitive and sometimes even manipulative (Fraser-Thill, n.d.).

Neuroticism

Individuals who are high in this trait tend to experience mood swings, anxiety, irritability, and sadness. Those low in this trait tend to be more stable and emotionally resilient. To easily remember the 5 traits you can remember OCEAN (openness, conscientiousness, extraversion, agreeableness, and neuroticism) or CANOE (conscientiousness, agreeableness, neuroticism, openness, and extraversion (The Big Five Personality Traits, n.d.)

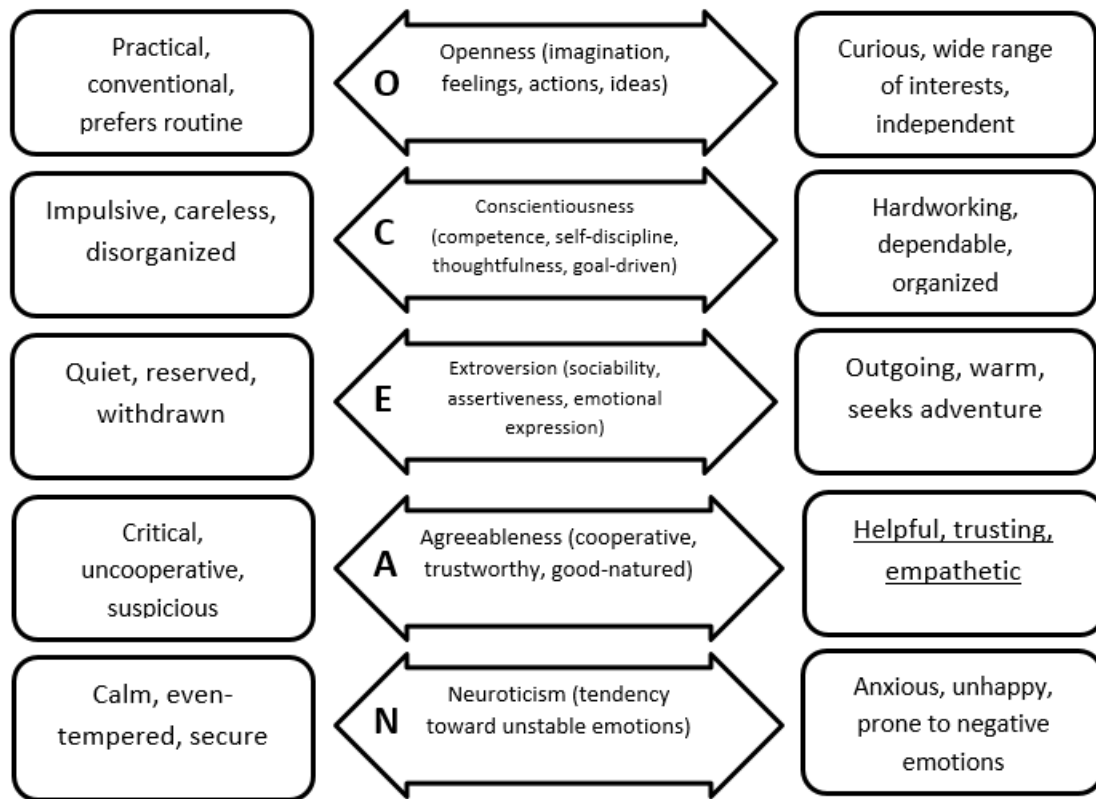


Figure 13. "The Big Five" of Culture, Self, and Personality
(The Big Five Personality Traits, n.d.)

Lesson 2. Culture and Theoretical Perspectives

There are three (3) contrasting views of personality development:

1. Conflict Model (Freud)
2. Fulfillment Model (Humanistic)
3. Consistency Model (Cognitive)

Freud's Intra-Psychic Model / Conflict Model

As stated in Jules Henry's "Culture against Man," culture plays an inhibitory or repressing role. Freud believed that events in our childhood have a great influence on our adult lives, shaping our personality (Sigmund Freud, 2018).

As an example, anxiety originating from traumatic experiences in a person's past is hidden from consciousness, and may cause problems during adulthood. (Sigmund Freud, 2018).

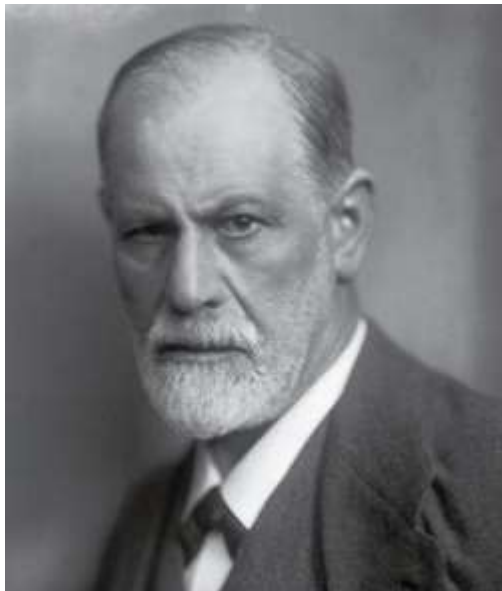


Figure 14. Sigmund Freud
(Sigmund Freud, 2018).

The Humanistic / Existential Model Fulfilment Model

According to Bronislaw Malinowski, culture provides various channels for self-realization (Culture and Self, n.d.).

Malinowski was one of the most colorful and charismatic social scientists of the twentieth century; a Founding Father Of British Social Anthropology between the two world wars, his quasi-mythical status has fascinated his disciplinary descendants who continue to measure themselves against his achievements (Young, 2014).

The Consistency or “Cognitive” Model

Personality is mostly learned, represents the history of feedback from interacting with the world (Culture and Self, n.d.). The role of culture is to reduce anxiety. Culturally based routines enable predictable patterns or behavior which in turn keep anxiety low. Culture provides structure and meaning in our lives (Culture and Personality - UTSA, 2020). Cognitive consistency can be defined as the concept that individuals have a preference for their thoughts, beliefs, knowledges, opinions, attitudes, and intents to be congruent, which is to say that they don't contradict each other. (Cognitive Consistency, 2020)



Figure 15. Cognitive Consistency Model (Cognitive Consistency, 2020)

Lesson 3. Culture and Concepts of Self

Our sense of self is at the core of our being, and consciously and unconsciously, influences our every thought, action, and feeling.

Independent and Interdependent Selves

Independent Construal of Self

- To maintain the independence of the individual as a separate, self-contained entity. Focused on personal, internal attributes individual ability, intelligence, personality traits, goals or preference suppressing them in public and confirming them in private. While personality traits are relatively stable over time, they can and often do gradually change across the life span (Sussex Publishers, LLC).
- Self-construal refers to the way in which a person thinks about and defines the self. Importantly, self-construal is not only a way of viewing oneself but also a way of understanding one's relationship to the larger social world (Independent Self-Construals, n.d.)

Interdependent Construal of Self

- To fit in and maintain the interdependence among individuals. The self is unbounded, flexible, and contingent on context (Intercultural chapter 13 & 14, n.d.). The most salient self is defined in relationships.
- For example, a woman may have very different personal qualities when at work than when she is at home with her children Social Perception and Social Cognition, n.d.).

All of this does not mean that people with an interdependent construal of self have no knowledge of their personal attributes that are unique to themselves and independent of context. Rather, these internal attributes are less salient in consciousness, just as we don't automatically define ourselves in terms of our relationships. (Social Perception and Social Cognition, n.d.)

A way to visualize the difference between independent and interdependent construals of the self is to see the independent self as having no overlap with the significant others in our lives, while the interdependent self has substantial overlap (Social Perception and Social Cognition, n.d.).

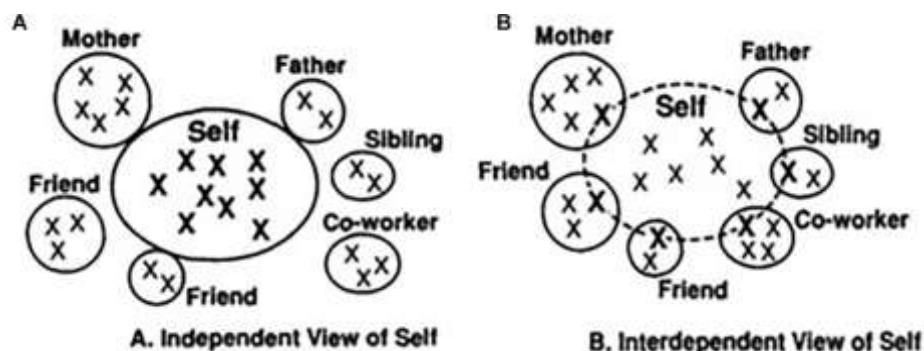


Figure 16. Graphical Illustration, Independent and Interdependent Selves (Social Perception and Social Cognition, n.d.)

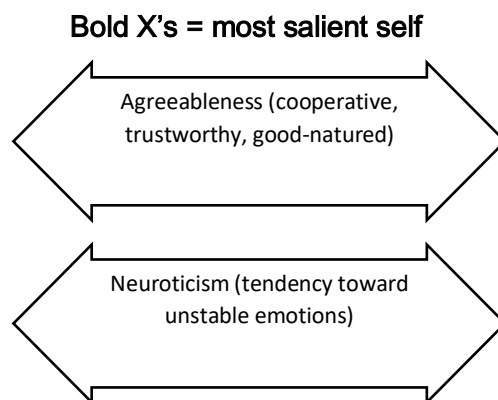


Figure 17. Agreeableness and Neuroticism

Consequences

Self-Perception

Several studies have supported the notion that with an independent self, internal attributes are most salient and less salient for interdependent selves.

People in different cultures have strikingly different construals of the self, of others, and of the interdependence of the 2. These construals can influence, and in many cases determine, the very nature of individual experience, including cognition, emotion, and motivation. (Markus & Kitayama, n.d.)

Social Explanation

- Self-construal serves as a cognitive template for interpreting behaviors of others as well.
- Those with independent selves assume other people are the same, while interdependent selves assume the opposite.

The study of Wei, Mlao, Cai, & Adler (2012) examined the effect of self-construal and co-consumption others on consumer complaining behavior following a service failure. Based on an experimental study with a sample of 202 in a restaurant context, MANCOVA results revealed significant effects of self-construal on voice response and switching behavior. The results also showed a significant interaction effect of self-construal and the presence of co-consumption others on switching behavior.

The findings shed light into the intrapersonal and interpersonal dynamics at work when consumers react to service failure (Wei, et al., 2012).

Achievement Motivation or Need for Achievement

- Independent Construal – excellence linked to individual's tendency to push himself or herself ahead and see individual success (Giacomin, 2017).
- Interdependent Construal – excellence sought to achieve broader social goals. Motivated by collective or group achievement.

Giacomin (2017) defines Interdependent and independent self-construals refer to different cognitive representations of the self that people may hold. Those with an independent self-construal view internal attributes, such as traits, abilities, values, and attitudes as central to their sense of self. Those with an interdependent self-construal, in contrast, view their close relationships, social roles, and group memberships as central to their sense of self (Giacomin, 2017).

Self-Enhancement

A collection of psychological processes by which individuals reinforce or enhance their self-esteem (Chapter 13 Global, n.d.).

Social Connotation of Emotion (Positive and Negative)

Socially disengaged emotions tend to separate or disengage the self from social relationships and to promote the perceived independence of the self from those relationships.

Socially engaged emotions further engage and assimilate the self in the relationship and enhance the perceived interdependence of the self with relevant others.

Social Connotation and Indigenous Emotions (Culture-specific emotions)

Happiness – most generic, unqualified state of feeling good (relaxed, elated, and calm). People experience this feeling when they have successfully accomplished the cultural task involving either independence or interdependence.

Lesson 4. The Self in Family

What is a Relationship?

It is an interaction between two or more people. It is the way in which two or more people, talk to, behave and deal with each other (English Language Learners Definition of relationship, n.d.)

Who are involved in a Family Relationship? (We Have Kids, n.d.)

- Parents
- Siblings
- Grandparents
- Aunts and Uncles
- Cousins
- Others?



Figure 18. The self and Family

(Source:https://d2gg9evh47fn9z.cloudfront.net/800px_COLOURBOX22567806.jpg)

What is your role/responsibility in your family?

- How would you describe it?
- How do you think it came about?
- What life experiences have helped to shape it?



Figure 19. Family (We Have Kids, n.d.)

How can your attitude and behavior affect your family relationships?

They will either help STRENGTHEN or DESTROY them. (Family Relationships, n.d.)

Table 1. Strengthen or Destroy

STRENGTHEN	DESTROY
Showing appreciation	Refrain from giving affection
Giving affection	Withholding emotions
Being committed	Avoiding certain family members
Spending time together	Using destructive communication
Building traditions	Withdrawal from family
Utilizing creative problem solving	
Practicing constructive communication	

Responsibility, Trust, and Freedom

“Being responsible builds trust.

Trust gains you more freedom.

What you do with your freedom builds more trust.

If you are trustworthy, you will have more responsibilities.”

(Family Relationships, n.d.)

Below is the *Responsibility, Trust, and Freedom Cycle*:

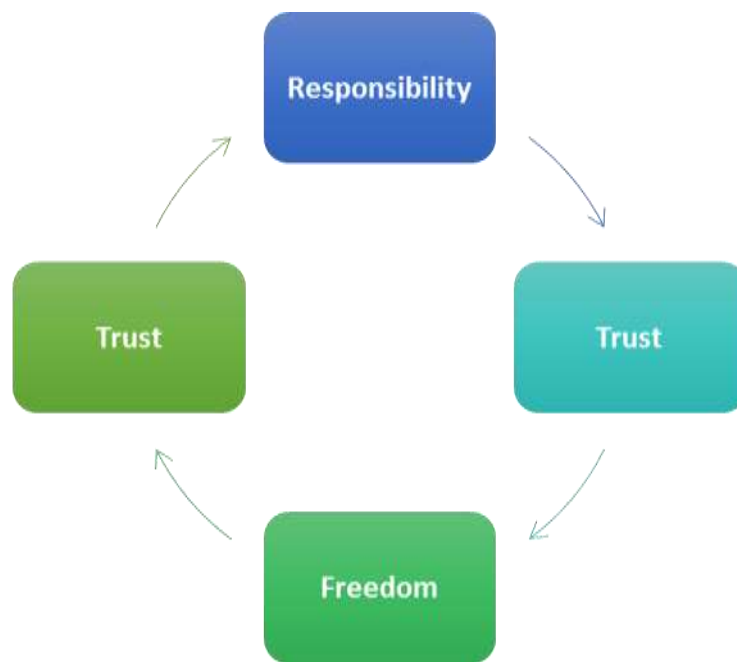


Figure 20. Family- Relationships Cycle
(Family Relationships, n.d.)

Lesson 5. Building Family Traditions

What are Traditions?

These are:

- Behaviors and activities you participate in over and over again.
- Traditions can be big or small and are unique to each family. (Family Relationships, n.d.)



Figure 21. Family Traditions

(Celebrate Christmas with your family this year, 2018)

Why are Traditions important?

Traditions are important because of the following factors:

- Provides a source of identity (Family Relationships, n.d.)
- Strengthens family bonds
- Offers comfort and security
- Opportunity to teach values
- Chance to pass on cultural heritage
- Connects the generations
- Creates lasting memories (Family Relationships, n.d.)



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



ASSESSMENT TASK 2-2

Instruction: Arrange the diagram accordingly by putting a trait that corresponds to the given below.

1.	Openness	2.
3.	Conscientiousness	4.
5.	Extroversion	6.
7.	Agreeableness	8.
9.	Neuroticism	10.



ASSESSMENT TASK 2-3

Instruction: In one sentence, discuss the following succinctly.

1. Culture and Theoretical Perspectives

Conflict Model
Fulfillment Model
Consistency Model

2. Independent and Interdependent Selves

Independent Construal of Self
Interdependent Construal of Self

3. Achievement Motivation or Need for Achievement

Independent Construal
Interdependent Construal

4. Social Connotation of Emotion

Socially disengaged emotions
Socially engaged emotions



ASSESSMENT TASK 2-4

Instruction: The followings are familiar Filipino expressions or "sayings". Write an objective way of looking at these ideas and ways of living it.

1. Kung maiksi ang kumot, matutong mamaluktot.

2. Ang lalagyang walang laman ay maingay.

3. Kung hindi ukol, hindi bubukol.

4. Ang tumakbo ng matulin, pag natinik ay malalim.

5. Ang pagaasawa ay hindi biro, 'di tulad ng kanin; iluluwa kung napaso.



ASSESSMENT TASK 2-5

- Reading 1: The Origins of Self

In view of an anthropological perspective of self (Share your thoughts).

- Reading 2: Anthropology of the Self

In view of the individual in cultural perspective (Share your thoughts).

SUMMARY

This module has illustrated some of the views on the individual that anthropology has inspired. Modern analysis of selfhood in anthropology is usually extensively informed by scientific knowledge from a range of disciplines. Anthropology is no longer a fully autonomous academic field; it is now a large part, a nexus of psychology. It has become the study of the human as a phenomenon.

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MODULE 3

THE SELF FROM VARIOUS PERSPECTIVES: SOCIOLOGICAL, PSYCHOLOGICAL AND PHYSICAL VIEWS



Introduction

Man is a social animal. He has a natural urge to live an associated life with others. Man needs society for his existence or survival. The human child depends on his parents and others for its survival and growth. The inherent capacities of the child can develop only in society. The ultimate goal of society is to promote good and happy life for its individuals. It creates conditions and opportunities for the all- around development of individual personality. Society ensures harmony and cooperation among individuals in spite of their occasional conflicts and tensions. If society helps the individuals in numerous ways, great men also contribute to society by their wisdom and experience. Society and individuals are bound by an intimate and harmonious bond and the conflicts between the two are apparent and momentary. In a well-ordered society, there would be lasting harmony between the two.



Learning Outcomes

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

1. Define sociological, psychological and physical views of self
2. Determine the factors that influence the change of view of one's self
3. Appreciate its importance to one-self

Lesson 1. The Sociological View of Self

Definition of Terms

1. Self: is our impressions, thoughts and feelings (Understanding Thoughts and Feelings, 2020)
2. Schema: A set of beliefs and feelings about something (AP Psychology Social Psychology, 2020). Examples include stereotypes, prejudices and generalizations.
3. Parts of the self: Physical, Social, and Personal

The following are the parts of the self:

1. Physical Self:

One's psychological sense of one's physical being (height, weight, hair color, race, and physical skill).

2. Social Self:

The social roles one plays- student, worker, husband, mother, citizen, leader, and etc.

3. Personal Self:

One's private, continuous sense of being oneself in the world. Personal Self includes values, ethics your name, self- concepts, self-esteem and the ideal-self (Psych of Everyday Living Ch. 6, 2020).

Society

The term "society" means relationships social beings, men, express their nature by creating and re- creating an organization which guides and controls their behavior in myriad ways (Hossain & Ali, 2014). It exists only where social beings "behave" toward one another in way determined by their recognition of one another. Society not confined to man (Shah, 2020).



Figure 22. The Society

Nature of Society

Society is an abstract term that connotes the complex of inter- relations that exist between and among the members of the group. Social relationships are not evident, they do not have any concrete form, and hence society is abstract (Hossain & Ali, 2014).

The Social Life

As a human being man cannot live without association. Man's life is to enormous extent a group life (Hossain & Ali, 2014). A man society may be aided by the understanding of say, neurons and synapses, but his quest remains the analysis of social relationships. Social life is the combination of various components such as activities, people and places (Hossain & Ali, 2014).

Man is a Social Animal

Aristotle expressed that "Man is essentially a social animal by nature" (Quotable Quote, 2020). He cannot live without society, if he does so; he is either beast or God. Man has to live in society for his existence and welfare. In almost all aspect of his life he feels the

need of society (Hossain & Ali, 2014). Biologically and psychologically he is compelled to live in society.

- Man Is a Social Animal by Nature (Mondal, 2020)
- Necessity Makes Man a Social Animal
- Man Lives in Society for His Mental and Intellectual Development (Mondal, 2020)

G.H. Mead and the Social Self

George Herbert Mead, a sociologist from the late 1800's is well known for his theory of the social self, which includes the concepts of the 'self,' 'me,' and 'I' (Quizlet, 2020). According to Mead, three activities develop the self: language, play and games. Mead's theory of social self is based on the perspective that the self emerges from social interactions, such as (Catherine, 2020):

- Observing and interacting with others
- Responding to others' opinions about oneself
- And internalizing external opinions and internal feelings about oneself

Lesson 2. The Psychological View of Self

Sigmund Freud: The Psychoanalytic Theory of Self

Freud asserts that the human psyche (personality) is the id, the ego, and the super ego. These elements work together to create complex human behaviors all developed at different stages in a person's life. Each component adds its own unique contribution to personality though they are physical part of the brain. These three structures are systems that interact in ways that have a powerful influence on an individual.

"The Psychoanalytic Theory is the personality theory, which is based on the notion that an individual gets motivated more by unseen forces that are controlled by the conscious and the rational thought." (Business Jargons, 2016)

Psychosexual Development

Psychosexual development is a complex process involving genetic, hormonal, and environmental factors and can be further defined by one's gender identity, gender role, and sexual orientation. (Mah, Cha, & Yang, 2017)

Psychosocial Stages

Erikson maintained that personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood. During each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality development." (McLeod, 2018)

Parts of Personality

Id (Internal Desires)

Also called “internal drives” or “instinctive drives.” The only component of personality that is present from birth. This aspect of personality is entirely unconscious and includes instinctive and primitive behaviors which are concerned only with achieving pleasure and self-satisfaction that strives for immediate gratification of all desires, wants, and needs.

According to Sigmund Freud's psychoanalytic theory of personality, the id is the personality component made up of unconscious psychic energy that works to satisfy basic urges, needs, and desires (Cherry, 2019).

Ego (Reality)

The ego operates based on reality, which strives to satisfy the id's desires in realistic and socially appropriate ways that gives an individual his/her sense of own identity.

According to Roundy (2015), ego is the psychological component of the personality that is represented by our conscious decision-making process.

Super ego (Conscience)

The super ego holds the internalized moral standards and ideals that we acquire from our parents and society (our sense of right and wrong). The super ego also provides guidelines for making judgments thus making super ego the critical faculty of the personality.

The superego is the ethical component of the personality and provides the moral standards by which the ego operates. The superego's criticisms, prohibitions, and

inhibitions form a person's conscience, and its positive aspirations and ideals represent one's idealized self-image, or "ego ideal (Brittanica, n.d.).

Freudian Stages of Psychosexual Development



Figure 23. Freudian Stages of Psychosexual Development

Oral

The mouth of the body through which gratification is secured. It is the infant's primary source of interaction.

- Age Range: Birth to 1 Year
- Erogenous Zone: Mouth

Anal

The child derives the feeling of pleasure or pain from defecating (expulsive phase). This stage covers the toilet-training period that leads to a sense of accomplishment and independency.

- Age Range: 2 to 3 Years
- Erogenous Zone: Bowel and Bladder Control

Phallic

Children begin to discover the differences between males and females and become attached to parent of the opposite sex. The attraction of a boy to his mother is called "Oedipus Complex," while that of a girl to her father is called "Electra Complex."

- Age Range: 3 to 6 Years
- Erogenous Zone: Genitals

Latency

Children develop social skills, values, and relationship with peers and adults outside of the family. Sexual motivation presumably recede in importance.

- Age Range: 10 to 12 Years or 6 to Puberty
- Erogenous Zone: Sexual feelings are inactive

Genital

During the final stage of psychosexual development, the individual develops a strong interest in the opposite (or same) sex. This stage begins during puberty but last throughout the rest of a person's life.

- Age Range: Puberty to Death
- Erogenous Zone: Maturing sexual interests

Erik Erikson: The Psychosocial Stages of Self-Development

Erikson maintained that personality develops in a predetermined order through eight stages of psychosocial development. During each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality development.

Table 2. Psychosocial Stages of Self-Development

Basic Conflicts / Crisis	Period of Life	Important Life Events	Relationship With	Choices/ Decisions	Outcome
Trust vs. Mistrust	Infancy (birth to 18 months)	Feeding	Maternal	To give in return To get	During this stage the infant is uncertain about the world in which they live and looks towards their primary caregiver for stability and consistency of care. If these

					needs are not consistently met, mistrust, suspicion, and anxiety may develop.
Autonomy vs. Shame and Doubt	Early childhood (18 months to 3 years)	Toilet training	Paternal	To hold on To let go	Children at this stage are focused on developing a sense of personal control over physical skills and a sense of independence. Success in this stage leads to the virtue of will (autonomy); failure results in feeling of shame and doubt (inadequacy).
Initiative vs. Guilt	Preschool (3 to 5 years)	Exploration	Family	To make To make like	Central to this stage is play, as it provides children with the opportunity to explore their interpersonal skills through initiating activities. If given this opportunity, children develop a sense of initiative and feel secure in their ability to lead others and make decisions. Success in this stage will lead to the virtue of purpose, while failure results in sense of guilt.
Industry vs. Inferiority	Elementary school age (6 to 11 years)	School	School Neighborhood	To make things To make together	The child now feels the need to win approval by demonstrating specific competencies that are valued by society and begin to develop a sense of pride in their accomplishments. Success in this stage will lead to virtue of competence while failure results to

					feelings of inferiority, though some failure may be necessary to develop some modesty.
Identity vs. Role confusion	Adolescence (12 to 18 years)	Social relationships	Peer group	To be oneself To share being oneself	This is a major stage of development where the child has to learn the roles he will occupy as an adult. It is during this stage that the adolescent will re-examine his/her identity find out exactly who he/she is. Success in this stage will lead to virtue of fidelity or staying true to oneself while failure leads to a weak sense of self.
Intimacy vs. Isolation	Young adulthood (19 to 40 years)	Relationships	Partners in friendship/ sex/ competition	To lose To bind oneself to others	During this stage, an individual begins to share him/herself more intimately with others/ Exploring relationships leading toward longer-term commitments with someone/other people. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression. Success leads to the virtue of love.
Generativity vs. Stagnation	Middle adulthood (40 to 65 years)	Work and parenthood	Partner	To make be To take care of	Refers to “making your mark” on the world through creating or nurturing things that will outlast an individual. Through generativity, an individual develops a sense of being a part of a bigger picture. By failing to find a way to contribute, an individual may become

					stagnant and unproductive that results in shallow involvement in the world. Success in this stage will lead to virtue of care resulting from feelings of usefulness and accomplishment.
Integrity vs. Despair	Old age/ maturity (65 to death)	Reflection on life	Mankind	To be through having been To face not being	During this stage an individual contemplates on accomplishments and develop integrity by feeling a sense of fulfillment. Success in this stage will lead to virtue of wisdom, while failure results in feelings of regret, bitterness, and despair.

Lesson 3. Physical Self: Physical Growth, Development and Maturation

Physical Growth, Development and Maturation

Growth

- It is the process of physical maturation resulting an increase in size of the body and various organs.
- It occurs by multiplication of cells and an increase in intracellular substance.
- It is quantitative changes of the body.

Development

- It is the process of functional and physiological maturation of the individual.
- It is progressive increase in skill and capacity to function.
- It is related to maturation and myelination of the nervous system.
- It includes psychological, emotional and social changes. It is qualitative aspects.

Maturation

- It is the completion of growth and development within the organism, the unfolding of an individual's inherent traits or potential.

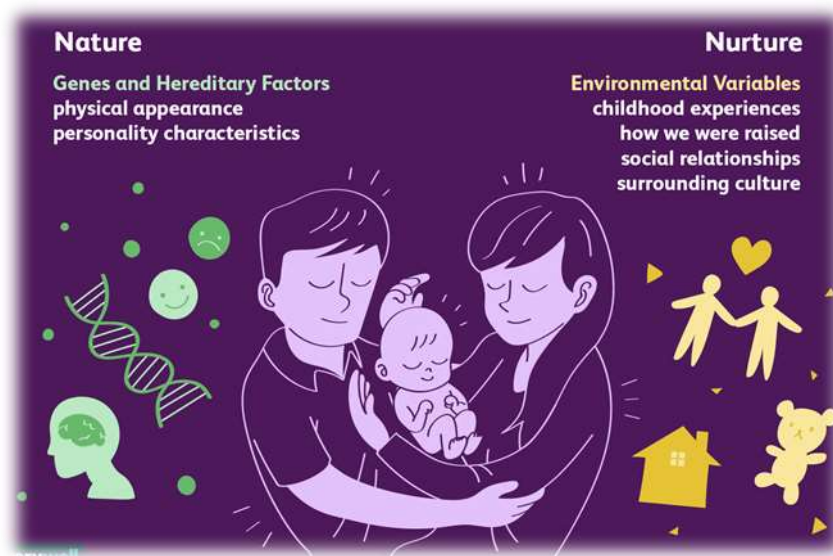


Figure 24. Nature and Nurture

Stages of Growth and Development



*Figure 23. Stages of Human Growth and Development
(Dreamstime.com, 2020)*

Infancy

- Birth to One Year (1)
- Period of rapid growth
- Males are usually heavier and taller than females at birth

Childhood

- One year to eleven years
- Consists of:
 - Early childhood
 - Mid –childhood
 - Late childhood

Early childhood

- One year to six years of age
- Gradual loss of baby fat
- Girls lose less fat than boys
- Rapid growth but not as rapid as infancy

- Quite flexible
- Muscle development while at play

Mid- childhood

- Six to ten years of age
- Slower, more constant growth
- Improved coordination and motor functioning

Late childhood

- Ten to sixteen years of age
- Increased rate of growth
- Fat deposition just prior to adolescent growth spurt
 - 9- 10 years of age in girls
 - 11- 12 years of age in boys
- Individual difference in maturation
- Development of the reproductive system
- Appearance of secondary sex characteristics
 - Breasts
 - Pubic hair
- Redistribution of body weight
 - Boys- ↑ muscle tissue, ↓ body fat
 - Girls- slight ↑ body fat
- Earlier onset of maturation in females may account for their ability to achieve world- class status across many sports. For example, Tara Lipinski, is the youngest US ladies' figure skating champion.

Adolescence

- Fourteen to twenty years of age
- Following puberty
- Ends with onset of adulthood
- Obvious differences in physical growth cease with the end of adolescence

The Variability Of Body Types (Somatotypes) Becomes More Evident.

Ectomorph

- Linear shape
- Delicate bone structure
- Little fat
- Long limbs relative to the body

Mesomorph

- Well- muscled
- Little body fat
- Broad shoulders
- Narrow waist

Endomorph

- Broad shoulders Rounded appearance
- Heavy bone structure
- Little bone and muscle definition

❖ Usually individuals are a combination of these body types.

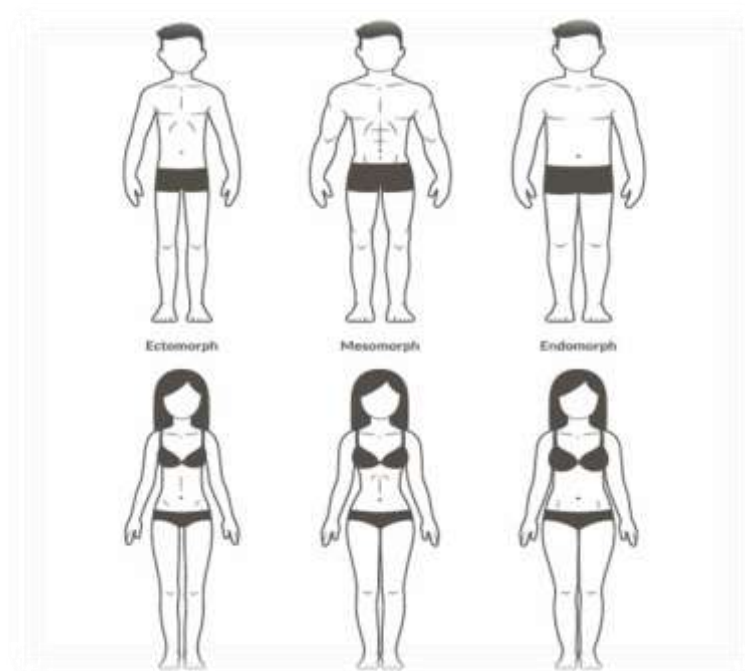


Figure 26. The variability of body types (somatotypes) becomes more evident.

Lesson 4. Physical Self: Environmental Factors Affecting Physical Self

Environmental factors Affecting Physical Self

Factors Affecting Growth and development

- Large variation among individuals
- A number of factors affect growth and development, including;

Heredity

- Genetic information that is passed on from generation to generation.
- These genes are also affected by environmental factors
- For example, malnutrition may prevent an individual from growing to their maximum potential height

Nutrition

- Adequate nutrients are essential for growth and development
- Carbohydrates and fats are primarily used for energy
- Proteins contribute to the growth and repair of body tissues, including muscle (<http://sites.psu.edu>)
- Vitamins, minerals and water are also essential for various functions and reactions that occur in the body
- Undernourishment or malnutrition can delay growth
- Undernourishment exists even in countries with abundant food supplies
- Overeating is also a problem in these countries and can lead to obesity when combined with a sedentary lifestyle

Socioeconomic Status

Body size is positively related to socioeconomic status and may be related to nutrition. That is, socioeconomic status affects:

- Income (money to spend on food)
- Education (knowledge about healthy food)
- Time (food selection and preparation time)
- Availability(access to stress with healthy food choices)
(<https://scienceofpd.files.wordpress.com>)

Other factors may contribute to the differences observed in growth and developing among individuals, such as:

- Lower levels of stress;
- Better sleeping patterns; and
- Regular exercise

Exercise and Bone Development

- Regular exercise tends to increase the diameter and density of bone
- Increased strength and durability
- Increased length of non- weight bearing bones such as the arms
- Overuse injuries can be incurred by young children who over- train
- Too much strain on a bone during a period of growth can lead to “ osteochondritis ”, or the de- arrangement of the normal process of bone growth

Exercise and composition

Active children and teenagers show:

- An increase in lean body mass
- A decrease in percent body fat
- Muscle hypertrophy with exercise

Exercise and Social Development

- Team sports that stress positive interaction and cooperation facilitate social development in children and teens
- Pressure by parents and coaches can hinder the development of an active lifestyle and cause stress



ASSESSMENT TASK 3-1

Instruction: Below are the 4 sections of this page. Write your name in one section. Then on the remaining 3 sections write the part of yourself as physical, social, and personal. Fill-up the table/sections below:



ASSESSMENT TASK 3-2

Make an illustration of the Society you live in: Draw a picture that represents idea about your society. Be creative and use color.

(Your instructor may require you to use MS Paint, do as instructed, and Save/Submit your work).



ASSESSMENT TASK 3-3

1. Choose the correct answer.

1. He has a natural urge to live an associated life with others.

- | | |
|---------------------------|------------------|
| a. Man as a Social Animal | c. Social Life |
| b. Physical Self | d. Personal Life |

2. The social roles one plays- student, worker, husband, mother, citizen, leader, and etc.

- | | |
|---------------------------|------------------|
| a. Man as a Social Animal | c. Social Life |
| b. Physical Self | d. Personal Life |

3. Ones' psychological sense of one's physical being.

- | | |
|---------------------------|------------------|
| a. Man as a Social Animal | c. Social Life |
| b. Physical Self | d. Personal Life |

4. One's private, continuous sense of being oneself in the world.

- | | |
|---------------------------|------------------|
| a. Man as a Social Animal | c. Social Life |
| b. Physical Self | d. Personal Life |

5. It means relationships social beings, men, express their nature by creating and re-creating an organization which guides and controls their behavior in myriad ways.

- | | |
|------------------|------------------|
| a. Society | c. Social Life |
| b. Physical Self | d. Personal Life |

6. The combination of various components such as activities, people and places.

- | | |
|------------------|------------------|
| a. Society | c. Social Life |
| b. Physical Self | d. Personal Life |

7. Our impressions + thoughts + feelings.

- | | |
|---------------------------|----------------|
| a. Man as a Social Animal | c. Social Life |
| b. Self | d. Schema |

8. A set of beliefs and feelings about something.

- | | |
|---------------------------|----------------|
| a. Man as a Social Animal | c. Social Life |
| b. Self | d. Schema |

9. A sociologist from the late 1800's is well known for his theory of the social self, which includes the concepts of 'self,' 'me,' and 'I.'

- | | |
|--------------|--------------|
| a. Aristotle | c. Descartes |
| b. Mead | d. Kant |

10. According to Mead the two phases that have a didactic relationship.

- | | |
|-------|-------------|
| a. Me | c. Me and I |
| b. I | d. We |



ASSESSMENT TASK 3-4

II. Choose the correct answer.

1. It means relationships social beings, men, express their nature by creating and re-creating an organization which guides and controls their behavior in myriad ways.

- | | |
|------------------|------------------|
| a. Society | c. Social Life |
| b. Physical Self | d. Personal Life |

2. The combination of various components such as activities, people and places.

- | | |
|------------------|------------------|
| a. Society | c. Social Life |
| b. Physical Self | d. Personal Life |

3. Our impressions + thoughts + feelings.

- | | |
|---------------------------|----------------|
| a. Man as a Social Animal | c. Social Life |
| b. Self | d. Schema |

4. A set of beliefs and feelings about something.

- | | |
|---------------------------|----------------|
| a. Man as a Social Animal | c. Social Life |
| b. Self | d. Schema |

5. He has a natural urge to live an associated life with others.

- | | |
|---------------------------|------------------|
| a. Man as a Social Animal | c. Social Life |
| b. Physical Self | d. Personal Life |

6. The social roles one plays- student, worker, husband, mother, citizen, leader, and etc.

- | | |
|---------------------------|------------------|
| a. Man as a Social Animal | c. Social Life |
| b. Physical Self | d. Personal Life |

7. Ones' psychological sense of one's physical being.

- | | |
|---------------------------|------------------|
| a. Man as a Social Animal | c. Social Life |
| b. Physical Self | d. Personal Life |

8. One's private, continuous sense of being oneself in the world.

- | | |
|---------------------------|------------------|
| a. Man as a Social Animal | c. Social Life |
| b. Physical Self | d. Personal Life |

9. A sociologist from the late 1800's is well known for his theory of the social self, which includes the concepts of 'self,' 'me,' and 'I.'

- | | |
|--------------|--------------|
| a. Aristotle | c. Descartes |
| b. Mead | d. Kant |

10. According to Mead the two phases that have a didactic relationship.

- | | |
|-------|-------------|
| a. Me | c. Me and I |
| b. I | d. We |



ASSESSMENT TASK 3-5

Instruction: Write an essay about everything that you wish to share about yourself. You may use these suggested topics:

Me as I see me

Now other people see me

How I would like other people to see me



ASSESSMENT TASK 3-6

Reading 1: Psychodynamic Perspective on Personality

In view of Sigmund Freud's Psychoanalytic Theory of Self and Psychosexual Development. Discuss your thoughts.

Reading 2: Erikson's 8 Stages of Psychosocial Development (Education, Society & the K-12 Learner. In view of Erik Erikson: The Psychosocial Stages of Self-Development. Discuss your thoughts.



ASSESSMENT TASK 3-7

Instruction: Choose and encircle the best answer below.

1. Freud is well known for his development of what theory?
 - A. Stages of Psychosexual Development
 - B. Archetypes
 - C. Classical Conditioning

2. According to Freud, what is the function of “Ego?”
 - A. To boost a person’s self-confidence.
 - B. To push for the fulfillment of one’s self-interests.
 - C. To mediate between impulsive drives and the moral conscience.

3. During the phallic stage, what may develop?
 - A. Oral fixation
 - B. Oedipus/Electra complex
 - C. Anal retentiveness

4. What is the role of the “super ego?”
 - A. To inflate a person’s ego and provide a self confidence boost.
 - B. To provide a conscience and awareness of others through feelings such as guilt.
 - C. To reveal a person’s repressed desires.

5. True or False? During the latency stage, conflicts tend to be reduced compared to the oral, anal, and phallic stages?
 - A. True
 - B. False

6. When does the genital stage begin?
 - A. Birth
 - B. Puberty
 - C. Adulthood

7. In what order do the following areas of the psyche develop?
- A. Ego, Super Ego, Id
 - B. Super Ego, Ego, Id
 - C. Id, Ego, Super Ego
8. Who would a boy experiencing an Oedipus complex pursue the affection of?
- A. Father
 - B. Mother
 - C. Sibling
 - D. None of the above
9. The "oral stage" lasts from birth until approximately what age?
- A. 5 years
 - B. 3 years
 - C. 1 year
10. What did Freud consider to be the role of the "id?"
- A. To represent innate, instinctive desires and impulses.
 - B. To be aware of the needs and feelings of those around us.
 - C. To moderate our impulses, acting as the moral conscience of the mind.



ASSESSMENT TASK 3-8

Instruction: Discuss the following succinctly.

Erik Erikson's Stages of Psychosocial Development:

1. Trust vs. Mistrust

2. Autonomy vs. Shame

3. Initiative vs. Guilt

4. Industry vs. Inferiority

5. Identity vs. Role Confusion

6. Intimacy vs. Isolation

7. Generability vs. Stagnation

8. Ego vs. Despair



ASSESSMENT TASK 3-9

I. *Instruction: Based on the video, share how heredity and environmental affect one's self.*

II. Write the environmental factors that affect physical self and explain its affect.

ENVIRONMENTAL FACTORS THAT AFFECT PHYSICAL SELF	EFFECTS

III. Write descriptions about, “Characterizing Myself”

“CHARACTERIZING MYSELF”



ASSESSMENT TASK 3-10

1. Choose the correct answer.

1. It is the process of physical maturation resulting an increase I size of the body and various organs.
a. Growth b. Development c. Maturation d. Heredity
2. It is the process of functional and physiological maturation of the individual.
a. Growth b. Development c. Maturation d. Heredity
3. It is the completion of growth and development within the organism, the unfolding of an individual's inherent traits or potentials.
a. Growth b. Development c. Maturation d. Heredity
4. Genetic information that is passed on from generation to generation.
a. Growth b. Development c. Maturation d. Heredity
5. Period of rapid growth, males are usually heavier and taller than females during this stage:
a. Late Childhood b. Early Childhood c. mid- Childhood d. Infancy
6. One year to eleven years old.
a. Late Childhood b. Early Childhood c. mid- Childhood d. Childhood
7. Girls lose less fat than boys during this stage.
a. Late Childhood b. Early Childhood c. mid- Childhood d. Childhood
8. Improved coordination and motor functioning
a. Late Childhood b. Early Childhood c. mid- Childhood d. Childhood
9. The variability of body types.
a. Endomorph b. Somatotypes c. Somatypes d. Ectomorph

10. The body type which is rounded appearance, heavy bone structure little bone and muscle definition.

- a. Endomorph b. Somatotypes c. Somatypes d. Ectomorph

II. Choose the correct answer.

1. Period of rapid growth, males are usually heavier and taller than females during this stage,

- a. Late Childhood b. Early Childhood c. mid- Childhood d. Infancy

2. One year to eleven years old.

- a. Late Childhood b. Early Childhood c. mid- Childhood d. Childhood

3. Girls lose less fat than boys during this stage.

- a. Late Childhood b. Early Childhood c. mid- Childhood d. Childhood

4. Improved coordination and motor functioning

- a. Late Childhood b. Early Childhood c. mid- Childhood d. Childhood

5. The variability of body types.

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9. It is the completion of growth and development within the organism, the unfolding of an individual's inherent traits or potentials.
- a. Growth b. Development c. Maturation d. Heredity
10. Genetic information that is passed on from generation to generation.
- a. Growth b. Development c. Maturation d. Heredity

SUMMARY

This module presented how individuals view themselves in the context of society. Society is an abstract term that connotes the complex of inter- relations that exist between and among the members of the group. The parts of the self: 1. Physical Self, Social Self and Personal Self. Sigmund Freud proposed “The Psychoanalytic Theory of Self” while Erik Erikson proposes the Psychosocial Stages of Development.

SUPPLEMENTAL READING MATERIALS

<http://collearcorner.weekly.com> pp.77

<http://sites.psu.edu> p.78

<https://www.kinatex.com>

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MODULE 4

UNPACKING THE SELF



Introduction

This part is all about unpacking the self in terms of physical self, the material and economical, spiritual, political and being a Filipino, emotional and social and digital. This module will focus on the sexual aspects. It will explore some of the various aspects that make up the self, specifically on the physical and the social.



Learning Outcomes

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

1. Define the factors that influence the change of view of the self and its sexual aspects
2. Determine the factors that influence the change of view of one's self
3. Appreciate its importance to one-self

Lesson 1. The Sexual Self: The Male Reproductive System

(Cleaveland Clinic, 2016)

The Human Reproductive System: The Male Reproductive System

The male reproductive system has external and internal parts.

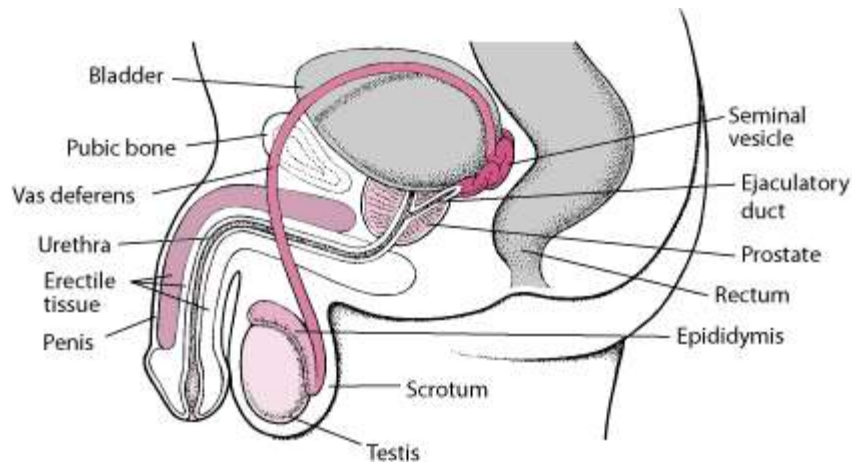


Figure 27. The Male Reproductive System

External Part

Most of the male reproductive system is located outside unlike the female reproductive organ.

Penis

The male organ that is used during sexual intercourse. It is composed of the root (attached to the lower abdominal structures and pelvic bones), the visible portion of the shaft, and the glans (the cone-shaped end). For uncircumcised males, the foreskin (prepuce) stretches over the glans penis from the corona.

The penis contains three cylindrical areas of the erectile tissue (blood-filled sinuses). The two larger ones, the cavernosa corpora, lie opposite each other. Some urethra is surrounded by the third sinus, the corpus spongiosum. As blood fills those gaps, the penis becomes rigid and erect.

The semen which contains the male reproductive cells or sperm is ejaculated through the end of penis during orgasm. When the penis is erect, the urethra blocks the flow of urine allowing the semen to be ejaculated.

Scrotum

The scrotum is the thick-skinned sac covering the testes and shielding them. The scrotum also serves as a climate control device for normal sperm production because they need to be slightly cooler than the body temperature. The cremaster muscles in the scrotum wall relax so that the testes may hang farther from the body to cool down or contract to bring the testes closer to the body for protection or warmth.

Testicles (Testes)

The testes are oval organs which measures about 1.5 to 3 inches in length and 20 to 25 millimeters in volume. The left testis normally hangs down slightly lower than the right one. The tests do have two main functions:

1. Sperm development (which holds the man's genes)
2. Testosterone development (the main male sex hormone)

Internal Part

Epididymis

The epididymis is a single coiled microscopic tube measuring approximately 20 feet (6 meters) in length. The epididymis extracts sperm from the testis and provides the sperm habitat for maturing and the ability to transfer and fertilize an ovum into the female reproductive system. Every testis has one epididymis.

Vas deferens

The vas deferens is a solid tube (the size of a spaghetti strand), which carries sperm from the epididymis to the urethra.

Ejaculatory Ducts

In male anatomy, the ejaculatory ducts are paired structures. Each ejaculatory duct is created by a union between the vas deferens and the seminal vesicle duct. It brings sperm into the urethra, incorporating prostate secretions and additives required for sperm function.

Urethra

The urethra has dual male purpose. This channel is the part of the urinary tract that holds urine from the bladder and that portion of the reproductive system that ejaculates semen through.

Seminal Vesicles

Situated above the prostate, the seminal vesicles combine with the vas deferens to form the ejaculatory ducts that pass through the prostate. The prostate and seminal vesicles contain sperm-nourishing fluid. Such fluid contains the bulk of semen content, the fluid in which the sperm is released during the ejaculation process. The substance that comprises a very small volume of the semen comes from the vas deferens.

Prostate Glands

The prostate sits just under the bladder and surrounds the urethra. For young men, walnut-sized prostate grows with age. The prostate gland adds extra fluid to the ejaculation. Fluids from prostate also help to nourish sperm.

Bulbourethral Glands

The bulbourethral glands (also known as the Cowper's glands) are a pair of exocrine pea-shaped glands located on the sides of the urethra below the prostate gland. It contributes to the final amount of semen by generating a secretion of lubricating mucus.

Lesson 2. The Sexual Self: The Female Reproductive System (Cleveland Clinic, 2016)

The Female Reproductive System

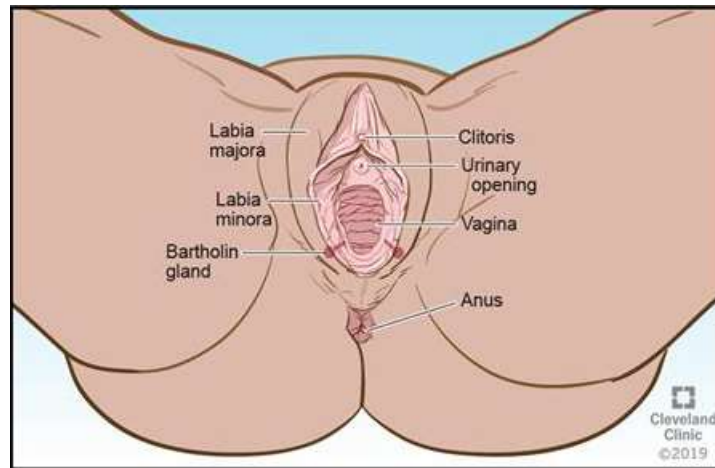


Figure 28. The Female Reproductive System

External Part

The external part of the female reproductive organ has two functions: to protect the internal organs and to allow the sperm to enter the body.

Labia Majora

The labia majora ("large lips") encloses the other external reproductive organs and covers them. The hair development occurs during puberty on the skin of the labia majora, which also includes sweat and oil-secreting glands.

Labia Minora

The labia minora ("small lips") may be of various shapes and sizes. They lie inside of the majora labia, covering the openings to the vagina (the duct that links the lower part of the uterus to the outside of the body) and urethra (the conduit that brings urine from the bladder to the outside). This skin is very fragile, and can quickly become irritated and swollen.

Bartholin's Glands

These glands are situated on either side next to the vaginal opening and contain a secretion of fluid (mucus).

Clitoris

The two labia minora meet in the clitoris, which is a thin, responsive protrusion similar to the male penis. The clitoris is protected by a skin fold, called the prepuce that is like the foreskin at the end of the penis. The clitoris, like the penis, is very sensitive to stimulation, and may get erect.

Internal Part

Vagina

The vagina is a canal that links the cervix (lower uterus) to the outside of the body. It's also known as the birth canal.

Uterus (Womb)

The uterus is a pear-shaped hollow organ which is the location of a growing fetus. The uterus is divided into two parts: the cervix, which is the lower portion opening up into the vagina, and the uterus' main body, called the corpus. To carry a growing baby the corpus can easily expand. A canal across the cervix allows for the entry of sperm and release of menstrual blood.

Ovaries

The ovaries are small, oval-shaped glands, on either side of the uterus. The ovaries contain the hormones and the eggs.

Fallopian Tubes

They are thin tubes that are connected to the upper part of the uterus which act as routes from the ovaries to the uterus for the ova (egg cells) to move. A sperm fertilization of an egg usually occurs in the fallopian tubes. The fertilized egg then passes into the uterus, where the uterine lining is inserted.

Lesson 3. The Sexual Self: The Erogenous System

An erogenous zone is a region of the human body that has enhanced sensitivity, which stimulates a sexual response such as relaxation, sexual desires, sexual pleasure and orgasm (Evans, n. d.).

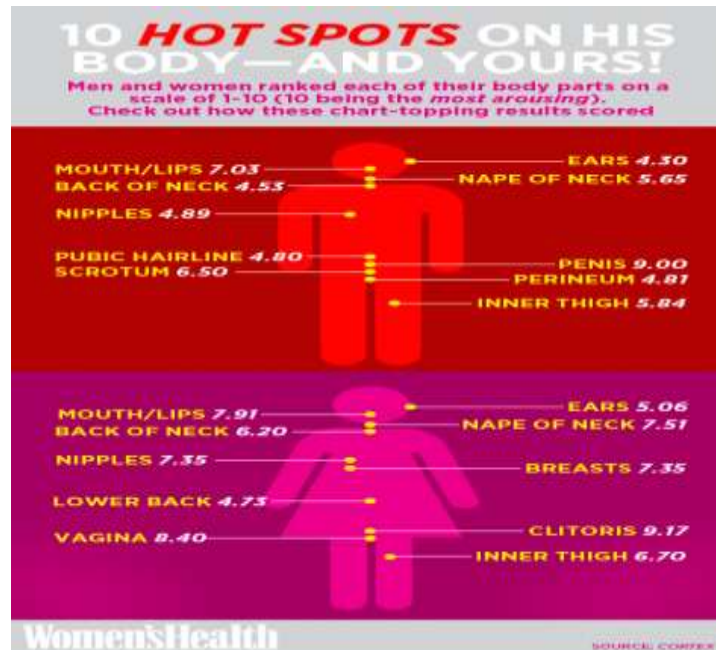


Figure 29. The Erogenous Zones

Understanding the Chemistry of Lust and Love Attachment

Chemistry is a basic "emotion" in relation to relationships which two people get when they share a special connection. It is the urge that makes one think "I need to see this person again."

Once you are in love, there are a lot of hormones running through your brain and body. Researchers are slowly learning more and more about the role it plays when we fall in love as well as when we are in long-term relationships. Estrogen and testosterone naturally play a part in the field of sex drive. We could never move into the realm of "true love," without them (Wu, n. d.).

The Chemistry of Love (Martinez, n. d.)

Lust

Lust is motivated by the initial flirting and physical attraction. This stage can rely on features like symmetrical faces and proportionate body dimensions. Flirting in body language may involve looking into the eyes, touching and mirroring. At this point, the two chemicals which surface are the sex hormones (testosterone and estrogen) and pheromones. Pheromones in the animal world are individual scent "prints" found in urine or sweat which determine sexual behavior and attract the opposite gender. Scientists at the Chemical Senses Center in Philadelphia, and their equivalent in France, discovered the presence of human pheromones in 1986. Such chemicals were present in human sweat.

Falling in love – Attraction

The romantic or passionate love, when things are going well, is characterized by euphoria and horrible mood swings when they are not. You can have several physical signs when you fall in love: lack of appetite, being unable to sleep, being unable to focus, palm sweat, etc. This is because of the development of brain chemicals called monoamines.

Dopamine

Produced by the hypothalamus, it is a highly well-publicized participant in the reward system of the brain – it's released when we are doing things that make us feel good. Such things in this situation include spending time with loved ones and enjoying sex.

Phenyl ethylamine

It is a natural amphetamine just like known drug, which can cause the same effects of stimulation. It adds to the on-top-of-the-world feeling the desire can offer, and provides you with the ability to stay up with a new love day and night.

Serotonin

This regulates desires, unruly emotions, obsessive actions and supports the sense of "being in control."

Norepinephrine

It's another neurotransmitter that induces euphoria in your brain, which excites the body by giving it a natural adrenaline booster dose. This causes the heart to beat more quickly, and blood pressure to increase. That is why when you see someone you're attracted to you, you can experience a pounding heart or sweaty palms.

Attachment – Staying Together

With a long-term partner, there is a sense of peace and security that we feel -- a kind of connection that holds couples together. Those hormones push this kind of love:

Oxytocin

It is often referred to as the "cuddle chemical". It's the best known hormone for its role in inducing contractions to trigger labor. But it has been found recently that it can influence our ability to bond with others, as both genders release this hormone while touching and cuddling, with the amount of oxytocin peaking during orgasm.

Vasopressin

This is sometimes called "chemical monogamy." Researchers have found that vasopressin suppression can cause males to leave their nest of love and seek out new mates.

Endorphins

These are biochemical substances that strengthen our immune system, block blood vessel lesions, have anti-aging, anti-stress and pain relieving effects and also help boost memory.

Lesson 4. The Diversity of Sexual Orientation

Sexual Orientation

It describes a gender-based pattern for a person's sexual attractions. Physical desire and sexual interest are frequently mixed together as if they were the same. That's not always the case (Glossary of LGBTQ+ and Gender Terms, n. d.).

Affectional Orientation

- Describes a person's sexual attraction pattern, whether a person's gender falls in love with or wishes to partner with.

Sexual Orientation

- There are three types of sexual orientation namely: monosexual, polysexual and asexual.

Same-sex Orientation

- Many individuals are drawn solely to members of only one gender. Labels for sexual identity used by people of the same sex include:

Gay

- It relates to a man drawn to men. Sometimes it applies to all people who are attracted to people of the same sex; often termed "homosexual" as well, although many still see this word as a medical term that should be removed from general use.

Lesbian

- A woman attracted to another woman. It is also termed as "woman loving woman".

Straight

- A man who is attracted exclusively to women, or a woman who is attracted exclusively to men; often refers to people whose sexuality is normal in society. It is also called heterosexual.

Polysexual Orientation

These are people who are attracted to multiple genders.

Bisexual

- Attracted to both genders and often referred as “bi”.

Pansexual

- Attracted to people regardless of gender and referred as “omnisexual”.

Queer

- Similar to pansexual, queer can be an identity label which means that a person is drawn to people of many genders; however, queer is a multi-faceted term with more than one meaning and use, some people consider it offensive.

Asexual Orientation

These are people who do not experience sexual attraction.

Asexual

- Not sexually drawn to someone and/or behaving attractively towards others. Needless to mention, does not mean sexless. Sometimes asexual people experience an affective (romantic) attraction.

Lesson 5. Gender Identity and Expression

We recognize the ability of each person to judge who they are for themselves, and express themselves in a way that is most authentic to their soul. We respect the diversity of truths within our culture (Glossary of LGBT+ and Gender Terms, n. d.).

Gender

It is multifaceted and dynamic. Several distinct facets of ourselves get lumped together in North American culture when we talk about "gender"

Biological Sex

Characteristics such as anatomy and chromosomes and are usually assigned at birth and provide details as to whether an individual is male or female.

Gender Identity

The inner sense of an individual being a man, a woman, neither of these two, and so on — it is one's inner sense of being, and one's own understanding of how one relates to the binary gender. Except for a gender person, who often lacks an inner sense of gender, most people have a gender identity.

Gender Expression

How a person manifests masculinity, femininity, by appearance, behavior, dress, speech patterns, preferences, and more.

Lesson 6. Sexually Transmitted Diseases

Sexually transmitted diseases (STDs) are infections transmitted from an infected person to an uninfected person through social contact. It can be caused by bacteria, virus or parasites. Awareness is needed in order for us not to be infected by these diseases. Proper information dissemination is the key (NIAID, 2015). According to Medlineplus, (2018), the following are the diseases treated as STDs:

Chlamydia

Chlamydia is a viral disease that is transmitted by sex. It is caused by bacteria called chlamydia trachomatis, it can affect men and women alike. Women may experience chlamydia in the cervix, rectum or throat while men in the urethra (inside the penis), rectum, or throat. Chlamydia can occur with someone who has the infection during vaginal, oral or anal sex. During childbirth a woman can transfer chlamydia to her baby as well.

If a person is not treated for chlamydia, it can lead to pelvic pain, painful sexual intercourse and inter-period bleeding.

Chancroid

Chancroid is also known as molle ulcer and soft chancre. It is a bacterial infection caused by the called *Haemophilus Ducreyi* streptobacillus. The infection causes painful genital sores, and is only spread by sexual contact.

Crab, or pubic lice

This is transmitted through sexual activity. Pets do not play any part in the transmission of human lice. The lice sticks to the pubic hair, and can sometimes be found in the armpits, moustache, beard, eyelashes, and eyebrows. They're feeding on human blood. The common term "crabs" derives from the lice's crab-like appearance.

Genital Herpes

Genital herpes is a herpes simplex virus (HSV). It can cause sores, buttocks, and thighs, on your genital or rectal region. You can get it from having sex with someone who has it through vaginal, anal or oral. Even when sores are absent, the virus can spread. Moms may also be able to infect their babies during conception.

Hepatitis B

It is caused by Hepatitis B Virus (HBV) and is transmitted through the semen, blood and other body fluids of an infected person. It can be acquired on the following:

- Unprotected sex
- Use of unsterilized syringe
- Infected breast milk
- Bitten by infected Hepatitis B

Trichomoniasis

It is a sexually transmitted disease that is caused by a parasite called *Trichomonas vaginalis*. This disease may affect both sexes. Yet women are most likely to have symptoms. Vagina and urethra are the most prevalent source of infection. Transmission happens through sexual intercourse, or vulva-to-vulva contact.

HIV and Aids

HIV stands for human immunodeficiency virus. This virus destroys the white blood cells that fight infection that puts you at risk for extreme infections and certain cancers. AIDS stands for acquired immunodeficiency syndrome. It is the final stage of HIV infection. Not all HIV patients develop AIDS.

HIV most frequently spreads to an HIV-positive person by unprotected sex. This can also spread by exchanging injection needles or from a person with HIV having contact with the blood. During pregnancy or childbirth, women can give it to their baby.

Human Papillomavirus (HPV)

Human papillomavirus (HPV) is a group of viruses. They can cause warts on various areas of the body. There are over 200 kinds and approximately 40 of these are spread through direct sexual contact with someone with the virus. They can also spread via other intimate physical touch.

Scabies

Scabies is a skin infestation that is caused by a mite called the *Sarcoptes scabiei*. These microscopic mites if untreated can live for months on your skin. They reproduce on the skin layer and then burrow in it, laying eggs. This results in an itchy, red rash developing on the skin. Close body contact and sexual intercourse are the ways to transmit it.

Syphilis

Syphilis is a bacteria-caused, sexually transmitted disease. This infects both male and female genital region, skin, mouth, and anus. Typically you develop syphilis by having sexual intercourse with someone who has it. During pregnancy it can also pass from mother to infant.

Lesson 7. Natural and Artificial Methods of Contraception

Natural Method

Abstinence

- Abstinence from penetrative sex offers 100 percent pregnancy protection and offers prevention of sexually transmitted infections (Hirsch, n.d.).

Withdrawal or Coitus Interruptus

- The family planning withdrawal process is unlike other approaches, since it is controlled by male. After the discovery that orgasm in the vagina leads to conception, withdrawal was used for generations; this approach avoids conception by preventing contact between the sperm and the egg (RelayHealth, 2014).

Calendar Methods – based on calculations of cycle length

- In the calendar rhythm system, a woman calculates the days she is fertile based on past the duration of her menstrual cycle. She does this with the understanding that the duration of her current cycle, and thus the time of her fertile period, does not differ significantly from previous menstrual cycles (HealthEngine, 2009).

Artificial Methods

Barrier Method

- It is an artificial method that uses barriers to prevent the sperm from reaching the egg cell. Examples of this are the male and female condoms, contraceptives sponges, diaphragms, etc. (ACOG, 2020).

Hormonal Method

This is a method wherein a hormonal contraceptive is present. These contraceptives help in the birth control. Examples of this are the vaginal ring, birth control patch, intrauterine device (IUD), etc. (Casey, 2020).

Surgical Sterilization

This is a type of artificial method wherein the female undergo a surgery called tubal ligation and the male undergo vasectomy. These surgery procedures helped to prevent the egg cells and sperm cells to unite (ACOG, 2020).



ASSESSMENT TASK 4-1

Instruction: Watch the video and write the moral lessons you have learned.

“True Loves Wait” -Reference: - G12, Encounter Lesson “GMA State of the Nation News on Aids”. <https://youtube/60xs68xs4B4> p.87



ASSESSMENT TASK 4-2

Instruction: Watch the video and write the moral lessons you have learned.

Short Video Clip: Worth the Wait at

<https://www.youtube.com/watch?v=PrNZvzRgHdE>



ASSESSMENT TASK 4-3

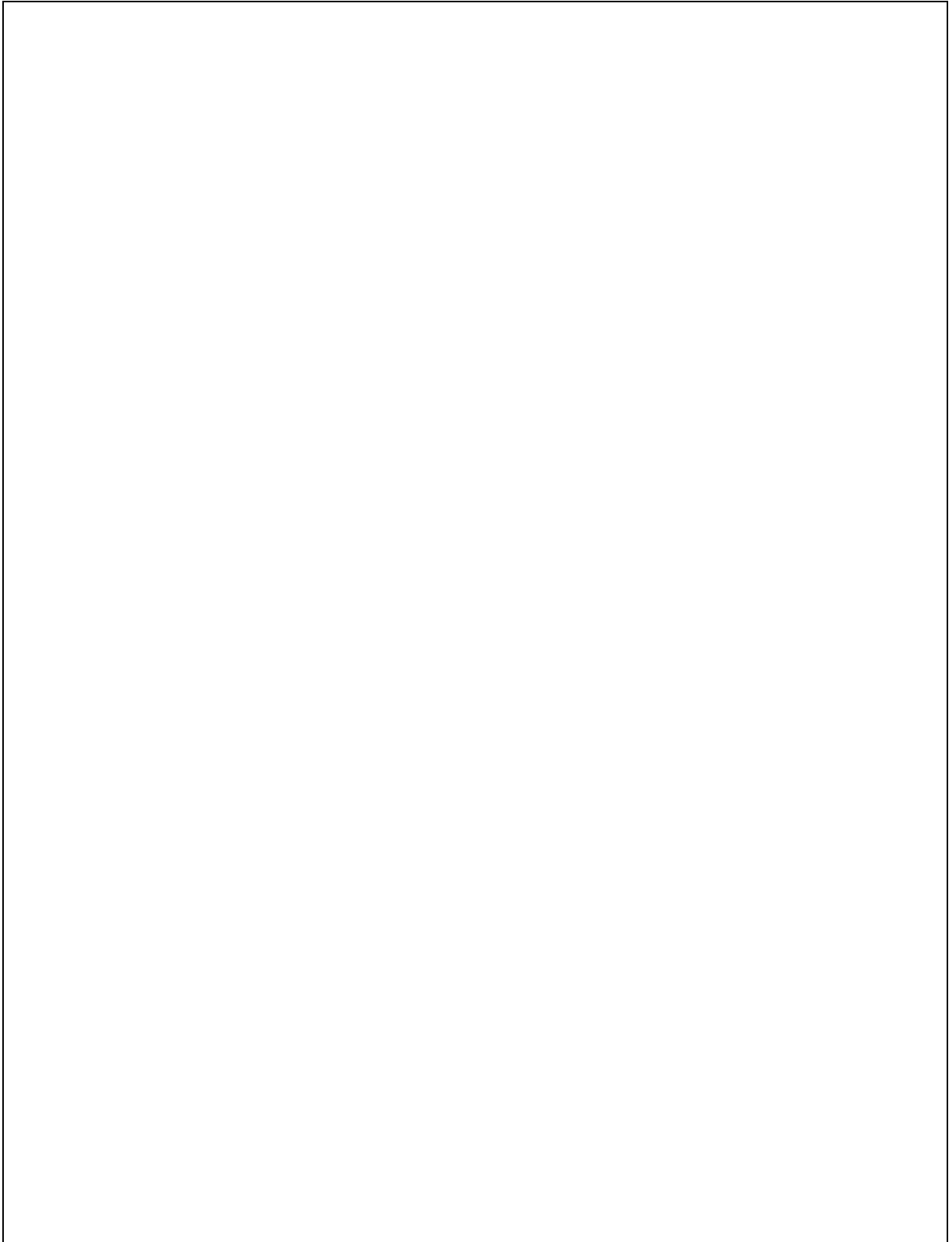
What program/s can you suggest to increase the awareness on sexually transmitted diseases among the youth. Why?



ASSESSMENT TASK 4-4

I. Essay. Instruction: Write an essay on "What are the things I must do to protect myself?"

II. My body map. Instruction: Illustrate and write descriptions about your body map.

A large, empty rectangular box with a thin black border, intended for a student to draw a body map. The box occupies the majority of the page below the instruction.

SUMMARY

This module provided a thorough discussion on the topics of the sexual self, STDs and contraception methods, sexual self: the male reproductive system, female reproductive system, the erogenous system, the diversity of sexual orientation, gender identity and expression, sexually transmitted diseases, natural and artificial methods of contraception.

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[men#:~:text=There%20are%20two%20ways%20that,tubes%20can%20be%20removed%20completely.](https://www.acog.org/patient-resources/faqs/contraception/sterilization-for-women-and-men#:~:text=There%20are%20two%20ways%20that,tubes%20can%20be%20removed%20completely.)

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