

# HEALTH

## Quarter 1 – Module 4: To be or not to be?



**Health – Grade 8**

**Alternative Delivery Mode**

**Quarter 1 – Module 4: To be or not to be?**

**First Edition, 2020**

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**HEALTH**  
**Quarter 1 – Module 4:**  
**To be or not to be?**

## **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



## **What I Need to Know**

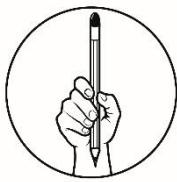
This module was designed and written with you in mind. It is here to help you master the **Personal Health Attitudes: Its Influences to Sexual Behavior**. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module consists of one lesson, namely:

- Lesson 1 – Personal Health Attitudes: Its Influence in Sexual Behavior

After going through this module, you are expected to

1. assess personal health attitudes that may influence sexual behavior (**H8FH- Ic-d-20**).
  - a. identify personal health attitudes that may influence sexual behaviors; and
  - b. distinguish personal health attitudes as guiding principles which influence sexual behaviors.



## What I Know

**Directions:** Read each questions carefully and choose the correct answer from the given choices, write your answer on your activity notebook.

1. Group of people who have the skills to evaluate readiness for mature relationship.
  - A. family
  - B. peers
  - C. self
2. They are knowledgeable about sexuality issues.
  - A. community
  - B. peers
  - C. self
3. One can communicate effectively with his/her family.
  - A. media
  - B. family
  - C. peers
4. An individual can freely express love to his/her family members.
  - A. family
  - B. media
  - C. self
5. They interact with both genders in the most appropriate and respectful manners.
  - A. family
  - B. peers
  - C. self
6. Symond has been very open to his parents about his relationships.
  - A. culture
  - B. family
  - C. media

7. The man is fully aware of what he likes to do and become.
- culture
  - peers
  - self
8. Odessa gives encouragement to her friends about becoming good examples to the youth.
- family
  - media
  - peers
9. Carlo is busy with school activities but never miss his task of cleaning their front yard every day.
- culture
  - family
  - peers
10. Althea is conscious of how she looks when she goes out.
- media
  - peers
  - self

**Directions.** Write TRUE if the statement is correct and FALSE if the statement is incorrect. Write your answer on your activity notebook.

- \_\_\_\_\_11. Communication skills help you avoid misunderstanding by expressing your feelings in a healthy way.
- \_\_\_\_\_12. In double standard of morality, boys and girls are given the impression of men being superior to women.
- \_\_\_\_\_13. Standards for appropriate sexual behavior are not important in the society.
- \_\_\_\_\_14. An individual must have knowledge about sexuality issues.
- \_\_\_\_\_15. Double standard of morality contradicts gender equality.

**Lesson  
1**

# **Personal Health Attitudes: Its Influence to Sexual Behavior**

In this module, you will learn about Sexual Behavior Standards, behaviors that have come to be accepted by society. Social and cultural norms are some of the factors which influence gender roles. The aim of education for human sexuality is to develop in a boy the characteristics of the personality belonging to his sex, and in a girl the characteristics of her own sex, thus turning a boy into a mature man and a girl into a mature woman.



## **What's In**

In the previous module, you have already learned and analyzed the factors that affect one's attitudes and practices related to sexuality and sexual behavior.

Through the graphic organizer, describe the influence of each factor when it comes to determining your human sexuality. Give at least three descriptions.

Family

Media

Peer

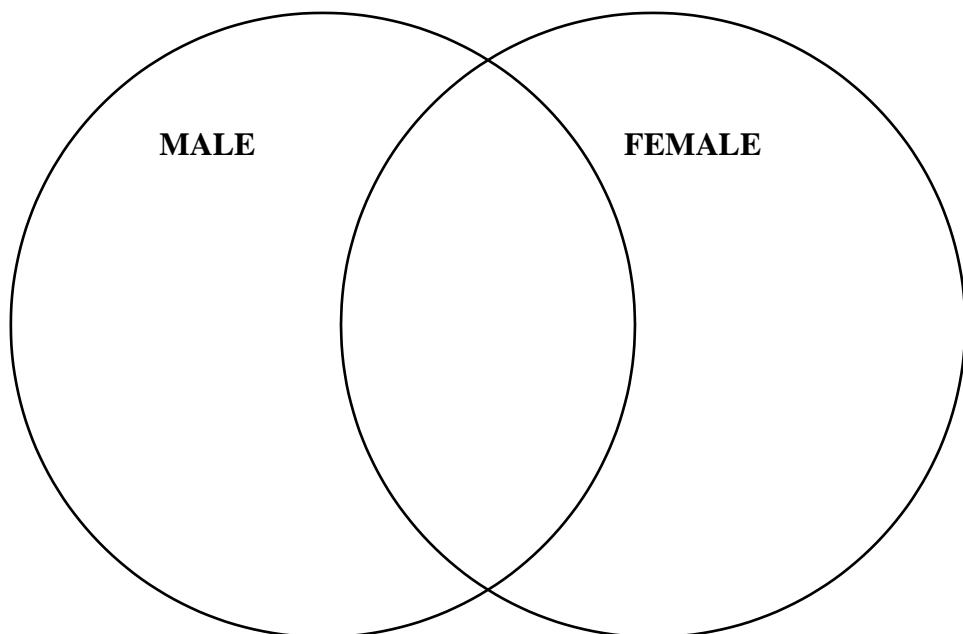
Culture



## What's New

### Activity 1. Male versus Female

**Directions:** In your activity notebook, copy the Venn diagram and write in each circle the roles played by boy and girl. In the space where the two circles met, write the common roles played by both. Choose your answers from the box below. Write this on your activity notebook.



Cook	kiss mom	back out of a fight	play with doll
ride a bike	baby- sit	sing in public	play baseball
dance	have long-hair	wear an earring	have tattoo
wash dishes	cry	wear jewelry	take ballet lessons
join rock band		clean the house	change diaper
invite person on a date		fixing a broken faucet	



## What is It

In this activity, you will learn and understand the Personal Health Attitude and its Influence to Sexual Behavior.

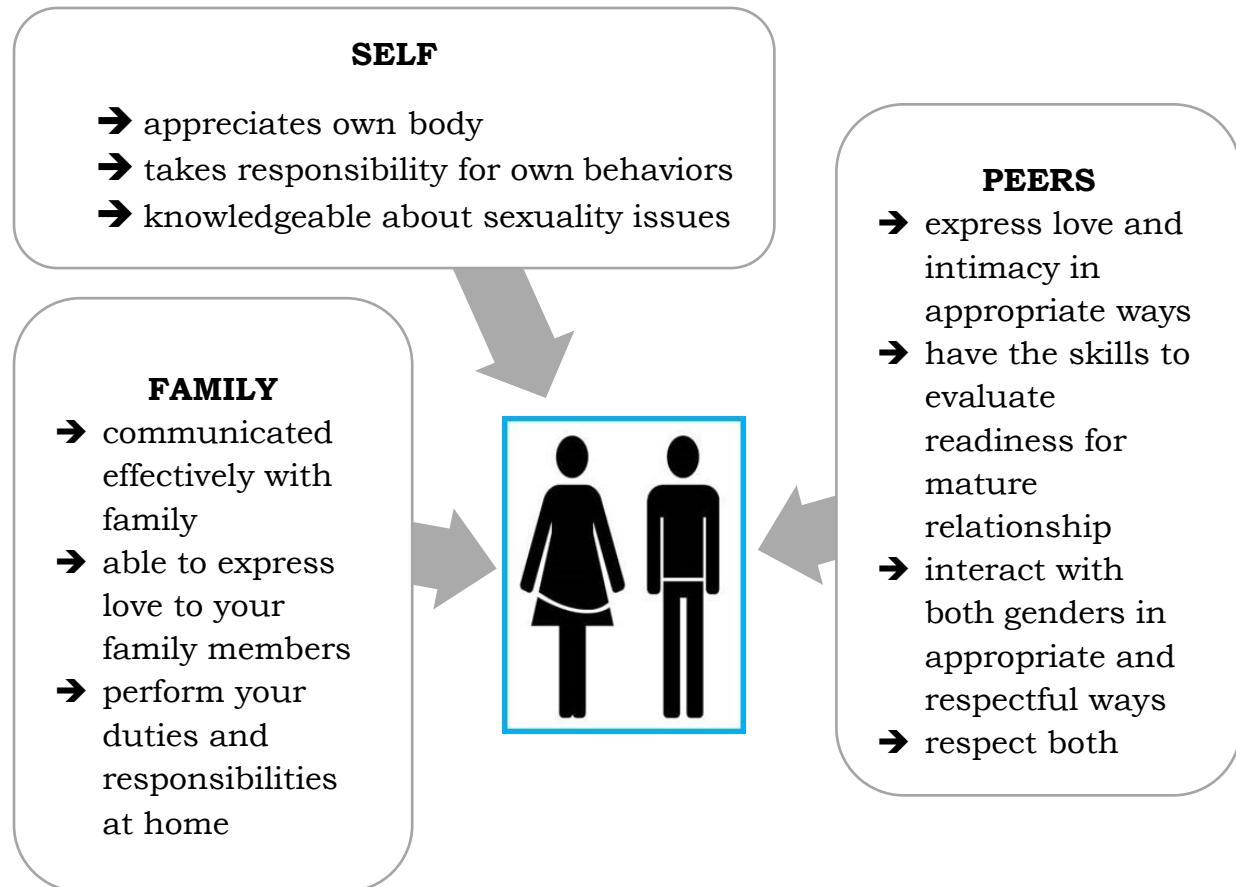
Attitudes are established way of thinking or feeling that are typically reflected in a person's behavior, for example, a positive attitude towards employing people with a disability. Attitudes involve the interaction of beliefs, feelings and values, and a disposition to act in particular ways. Our attitudes help us to define how situations are seen, as well as define what is expected in behavior towards a situation, person or object

**Source:** National Practice Standards for Mental Health Workforce, 2013

Aging naturally involves huge changes in physical, cognitive, and social dimensions. Many of these changes, such as declining strength, difficulty remembering, or bereavement from the death of friends and loved ones, are experienced as a kind of loss. Experiences of loss can affect one's health negatively, but some people maintain a positive *health attitude* despite these unwelcome events, which gives rise to a variety of positive health-related consequences. Like any attitude, which comprises a summary evaluation, favorable or unfavorable, of a concept, object, or situation, one's health attitude is the overall evaluation of one's own health as excellent, good, fair, or poor.

**Source:** Encyclopedia, 2020

Below is a diagram showing health attitudes that can influence sexual behavior.



**Questions:**

1. In three words, describe what you think about young people today?
2. In one or two sentences, describe the role of parents in today's society.
3. How do your peers/ friends help you in shaping your values as a person?

Study the following terms.

- Sex** – is the biological basis of being male or female.
- Gender** – refers to femininity or masculinity of a person's role and behavior. It is a social concept on how men and women should think, feel and act.
- Gender Equality** – permits man and woman equal enjoyment of human rights.
- Gender Role** – refers to set of roles, characteristics, and expectations of how a man or a woman should feel, think, and act as influenced by parents, peer, and society.
- Sexuality** – an integral part of what we do and who we are; it is the way in which we experience and express ourselves as sexual beings. It is the total expression of an individual's self-concept.

**Sexual Behavior Standards are behaviors that have come to be accepted by society.**

Gender and sexuality are two issues that affect your life as a teenager. These two concepts have some of the greatest impact on how you view yourself and deal with other people especially with the opposite sex. Sexual feelings are normal and healthy. As a teen, you will experience a heightened desire to explore your sexuality. This is completely normal and healthy. Just keep in mind that sexuality encompasses our whole being. Managing sexuality-related issues should be founded on values particularly self-respect and respect for others.

(Source: <https://www.slideshare.net/iamcarloluna/mapeh-8-health-1st-quarter-gender-human->

## **DOUBLE STANDARD OF MORALITY**

Boys and girls are given the impression of men being superior to women. In as much as we would like to practice gender equality, the roles for human conduct and human appropriateness are not alike for both sexes as practiced in most areas in the Philippines. This is likely shown in the examples below:

- A. Boys and men are permitted to stay out more and up to a later time than the girls and women.
- B. A philandering or immoral man is considered as demonstrating his manliness or "pagkalalaki." A philandering or immoral woman is considered as cheap, bad, or "masamang babae."
- C. Women are expected to remain virginal until they marry, while it is

generally acceptable for men to have sexual experience before marriage.

- D. Women are socially judged and legally penalized for adultery and for having children out of wedlock.
- E. Men who stay at home to do household chores instead of having jobs to earn money for the family are considered by some as “under ‘d saya.”
- F. Men showing weakness are considered girly.
- G. Men are always be the last to say and decide on situation in the family.
- H. Women are not allowed to display their breasts in public when nursing a baby.
- I. Cooking foods is always delegated to women than men.
- J. Engineering courses are seldom taken by the women.

### **Activity 1.1: Give your Thoughts!**

In your activity notebook, answer the following questions:

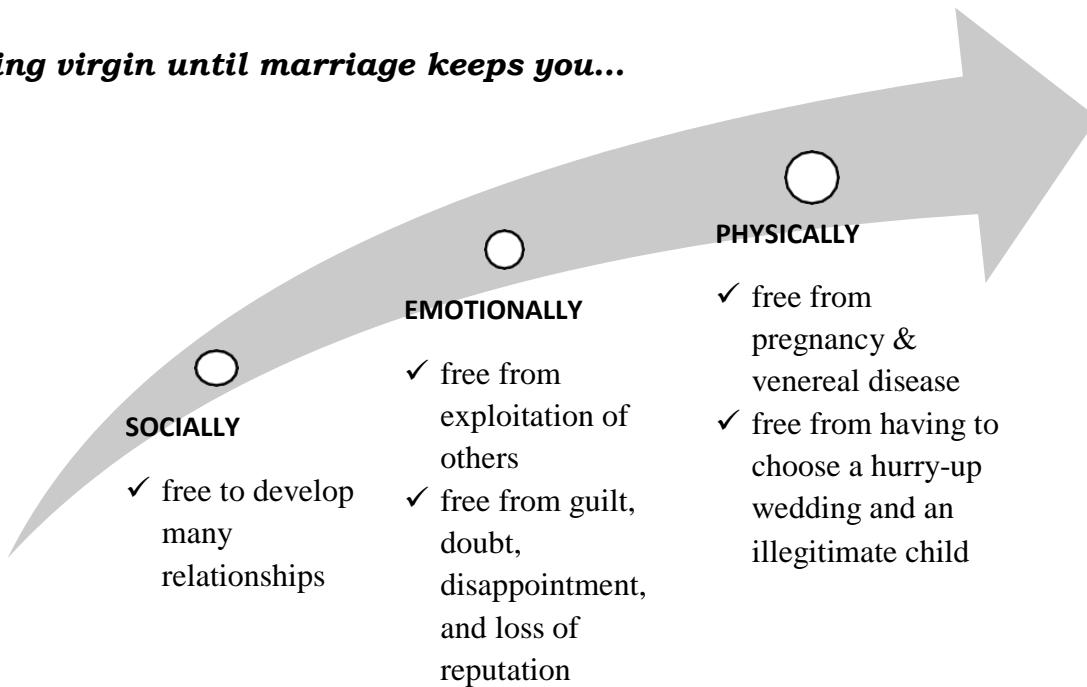
1. What is your stand on double standard of morality?
2. How can we possibly eliminate the double standard of morality?

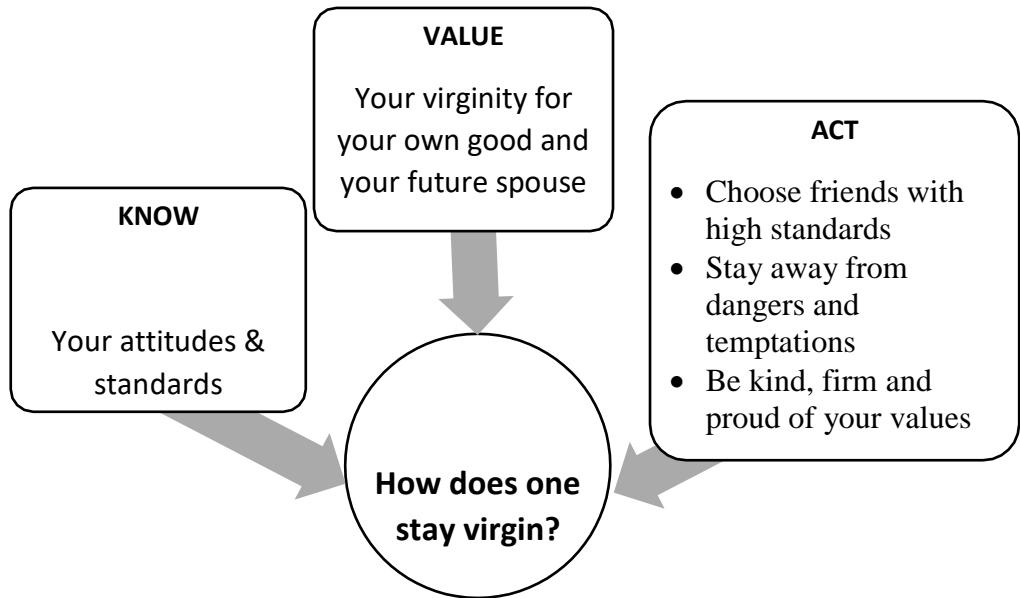
### **Let's Talk!**

**Virgin** – is a person who has not had sexual interaction.

**Virginity** – clean, spotless  
never been having experience of sexual intercourse

**Staying virgin until marriage keeps you...**

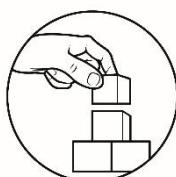




### **Activity 1.2**

**Directions.** In your activity notebook, answer the following questions:

1. Do you believe that virginity is important for both boys and girls?  
Why?
2. What are your attitudes and standards towards virginity?  
Compare it with the norms and standards set by society. Does it conform?
3. How do you value virginity? Why?



### **What's More**

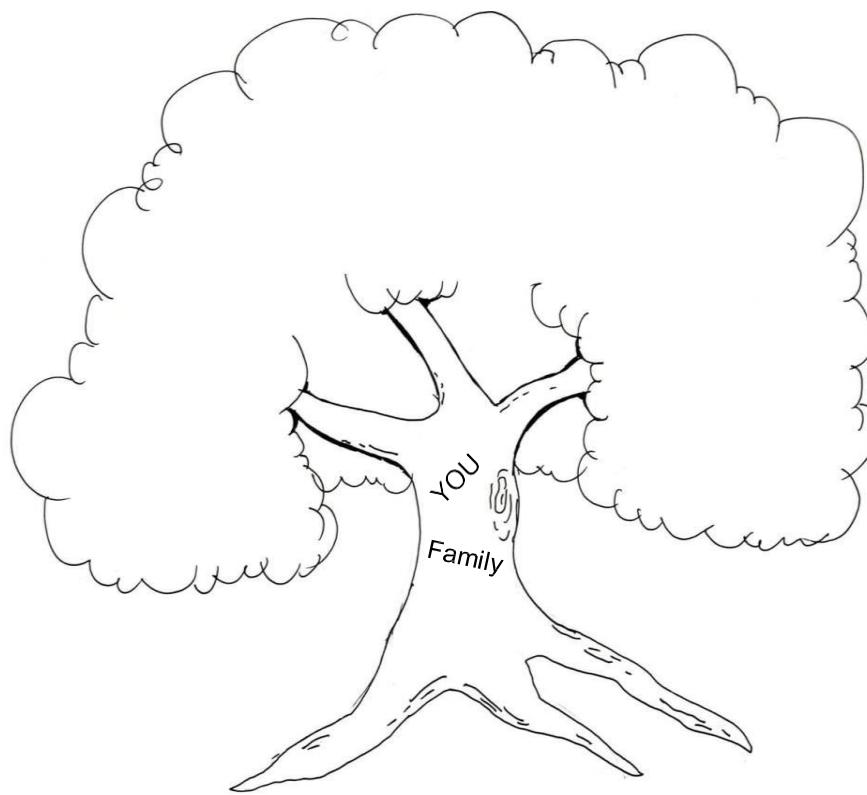
In this activity, you will share your learnings about significant gender roles of a teenager in shaping your values and decisions in life.

### **Activity 1.3 Tree of Values**

It is said that yourself, your family and peers have significant role in shaping your values and decisions in life. As a teenager, write the values

that you developed in yourself and gained from your family and peers as you journey in your teenage life.

**Directions:** Draw this tree of values in your activity notebook and write the values on the leaves of the tree.



#### **Activity 1.4: Society Says**

In your activity notebook, copy the table as shown below and write words or phrases that you associate with the word's **masculine** and **feminine** in real scenario.

<b>GENDER ROLES</b>	
<b>MASCULINE</b>	<b>FEMININE</b>
Example: breadwinner	Example: babysitter
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

### **Activity 1.5: My Abstinence Bucket List**

**Abstinence** is the best decision one can make in safeguarding sexual health.

In this activity, you will understand on how you value your personal sexual health.

In your activity notebook, copy the table as shown below, list three (3) items that you value most in life and will help you say no to unhealthful practices. Explain how this item can encourage you to make right decisions.

<b><i>My Abstinence Bucket List</i></b>	
Example: Family picture	This picture will remind me of how I value my loved ones and how I would like to make them proud of my achievements.
1.	
2.	
3.	



## ***What I Have Learned***

In this activity, you are going to assess yourself about your Personal Health Attitude and its influence on sexual behavior.

Share your insights by supplying additional statement/information below. What can you say about: Write this in your activity notebook.

1. Maintaining positive Personal Health Attitude will help me

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2. Being knowledgeable about Personal Health Attitude and its influence on sexual behavior will help me

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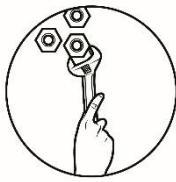
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3. Valuing Sexual Behavior Standards will help me

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## What I Can Do

In this activity, you are going to share your learnings in real life situations about the valuing yourself.

### Activity 1.3: What Do You Value?

Values are strong beliefs held by persons, families and group of people about important issues. It is essential to know one's own values, beliefs and attitudes, how they influence on the rights of others and how to stand up for them. As you mature in life, you shape your own values, which may be different from one another. Social norms and standards can affect your sexual decision-making and behavior as it influences values and behavior.

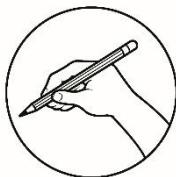
*Source: Physical Education & Health Learner's Material*

Values are qualities or conditions that are important to a person. Complete this survey by determining what you value in yourself. In your activity notebook, tick on the appropriate box based on the importance you assign to each attribute.

	<b>Not Important</b>	<b>Important</b>	<b>Very Important</b>
1. To be respected by my parents			
2. To be respected by my friends			
3. To have a positive image of myself			
4. To have lots of friends			
5. To do well in school			
6. To give and receive love			
7. To stay virgin until marriage			

	<b>Not Important</b>	<b>Important</b>	<b>Very Important</b>
8. To build healthy relationships with members of both sexes			
9. To appreciate sexuality as factor of personality			
10. To make intelligent decisions concerning sexual behavior			

- After completing this survey, what value/values you have observed is most important. Why?  
 ➤ Write your answer on your activity notebook.



## **Assessment**

**Directions:** Read each questions carefully and choose the correct answer from the given choices, write your answer on your activity notebook.

1. Group of people who have the skills to evaluate readiness for mature relationship.
  - A. family
  - B. peers
  - C. self
2. They are knowledgeable about sexuality issues.
  - A. community
  - B. peers
  - C. self

3. One can communicate effectively with his/her family.
- A. media
  - B. family
  - C. peers
4. An individual can freely express love to his/her family members.
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5. They interact with both genders in the most appropriate and respectful manners.
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**Directions.** Write TRUE if the statement is correct and FALSE if the statement is incorrect. Write your answer on your activity notebook.

- \_\_\_\_ 11. Communication skills help you avoid misunderstanding by expressing your feelings in a healthy way.
- \_\_\_\_ 12. In double standard of morality, boys and girls are given the impression of men being superior to women.
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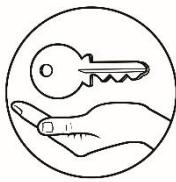


## ***Additional Activities***

It's time for enrichment exercise!

In an A4-sized bond paper, create your own sexual behavior standards checklist/tool. After creating a new one, have your peers answer your checklist/tool and compare his/her response to yours.

<b>My sexual Behavior Standards checklist</b>	



# Answer Key

Assessment	What I Know
1. family	1. family
2. self	2. self
3. family	3. family
4. family	4. family
5. peers	5. peers
6. family	6. family
7. self	7. self
8. peers	8. peers
9. family	9. family
10. self	10. self
11. True	11. True
12. True	12. True
13. False	13. False
14. True	14. True
15. True	15. True

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