



# Comprehensive Sexuality Education Lesson Exemplars (CSE-LEs)

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# Outline

- I. Standards on Lesson Preparation
- II. Development Process
- III. Flow of Instruction
- IV. Sample Lesson Exemplar and WHLP

# Begin with the end in mind



# Standards on Lesson Preparation

1. The competency/ies, including the code, shall be based on the curriculum guide of the learning area being taught.
2. Teacher's Guide (TGs), Learning Materials (LMs), learning materials developed by Regional/Division Offices and other materials from the Learning Resource (LR) portal shall be primarily utilized as learning resources. Other references such as non-DepEd developed materials shall be used, if deemed necessary including ICT.

# Standards on Lesson Preparation

- 3.** Activities shall be logically structured and developmentally appropriate.
- 4.** The learners' varying characteristics including cognitive ability, learning styles, readiness level, multiple intelligences, culture, gender, and the different ways learners master the content.
- 5.** Questions for learners shall be asked in logical manner.
- 6.** Application of concepts and skills shall develop appreciation and valuing for students' learning by bridging the lesson to real life situation.

# Standards on Lesson Preparation

- 7.** Prepare an assessment plan as described in D.O.8 s. 2015. Embedded formative assessment shall be encouraged.
- 8.** Abstraction and generalization shall conclude the day's lesson.
- 9.** Sessions may be ended by raising questions, introducing quotations, showing of video clips which will make students reflect on their newly acquired knowledge/skills.



Republic of the Philippines  
**Department of Education**

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17 JUN 2016

DepEd ORDER  
No. 42, s. 2016

**POLICY GUIDELINES ON DAILY LESSON PREPARATION  
FOR THE K TO 12 BASIC EDUCATION PROGRAM**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
Public and Private Elementary and Secondary Schools Heads  
All Others Concerned

51. *Procedures:* The procedure details the steps and activities the teachers and learners will do during the lesson towards achievement of the lesson's objectives. The procedure describes the learning experiences that learners will go through in understanding and mastering the lesson's content. Teachers may utilize procedures that are generally recognized and accepted in their field of specialization. The procedure will also depend on the abovementioned instructional strategies and methods that a teacher will use to teach the lesson. Flexibility is encouraged in the implementation of the DLP procedure. Changes in the procedure are allowed based on time constraints or when adjustments in teaching are needed to ensure learners' understanding.





# Development Process

# Development Process

**Finalization** of Comprehensive Sexuality  
Education Lesson Exemplars

Field Validation of DLP-CSE

Refinement of DLP-CSE

**Development** of Comprehensive Sexuality  
Education Lesson Exemplars



# Flow of Instruction





# Sample Lesson Exemplar and WHLP



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# Parts of Detailed Lesson Plan

## Learning Model - **Experiential Learning (4A's)**

### **I. Learning Competencies**

*Objective(s)*

### **II. Content Topic**

### **III. Learning Resources**

### **IV. Procedure**

#### **A. Motivation/Priming**

#### **B. Activity**

#### **C. Analysis**

#### **D. Abstraction & Generalization**

#### **E. Application**

#### **F. Closure**

### **V. Reflection**

### **VI. Remarks**





# **COMPREHENSIVE SEXUALITY EDUCATION**

## **INTEGRATION**

### **Lesson Plan in Personal Development 11/12 - Quarter 2**

#### **I. Learning Competency**

Express his/her ways of showing attraction, love, and commitment. **EsP-PD11/12PR-2a-9.2**

#### **Objectives**

1. Identify the rules for finding love and creating long-lasting authentic relationships;
2. Discuss the tips on how to keep healthy relationships; and
3. Explain the basic rights in a relationship.

#### **CSE Integration**

Define key elements of sexual pleasure and responsibility. **K4A2**

## II. Content/Topic

### Personal Relationships

1. Ten Rules for Finding Love and Creating Long-lasting Authentic Relationships
2. Keeping Healthy Relationships
  - a. Key Elements of Sexual Pleasure and Responsibility
3. Basic Rights in a Relationship

### Note to the Teacher:

*Topics 1-3 are intended for the **second day** of the week.*

## III. Learning Resources

Personal Development Reader (2016)

Abramson, Paul R. n.d. <https://blog.oup.com>. Accessed October 05, 2018. [https://blog.oup.com/2008/07/sexual\\_pleasure/](https://blog.oup.com/2008/07/sexual_pleasure/).

Pennsylvania, Indiana University of. 2007. <https://www.iup.edu>. Accessed October 06, 2018. <https://www.iup.edu/health-wellness/campaigns/sexual-responsibility/>.

#### IV. Procedure

##### A. Motivation (5 minutes)

##### Task 1. "Pick-a-Pic"

The teacher will present three pictures (Annex A) as follow; (a) a boy and a girl, (b) two boys and (c) two girls. Afterwards, the teacher will post the questions about pictures A, B and C.



**A (a boy and a girl)**



**B (two boys)**



**C (two girls)**

- a. The teacher will elicit answers among students based on the following questions:
  1. What can you say about the pictures?
  2. Which picture shows (i) attraction, (ii) love and (iii) commitment? Why?
  3. Can you differentiate (i) attraction, (ii) love and (iii) commitment?

**Note to the Teacher:**

*After eliciting answers from the students about the meaning of attraction, love and commitment, the teacher will then ask the class, “What do you think is our topic for today?” The expected response is attraction, love and commitment. Then the teacher presents the objectives of the day as follow;*

1. Identify the rules for finding love and creating long-lasting authentic relationships;
2. Discuss the tips on how to keep healthy relationships; and
3. Explain the basic rights in a relationship.

*The teacher after expressing the objectives will proceed to the Activity part of the lesson.*



**B. Activity** (20 minutes)

**Task 2. Group Presentation**

1. The teacher will form four groups from the class with varying number of members depending on the class size. A rapporteur will be assigned by each group.
2. Each group will be given a specific topic for them to perform with 5-minute preparation. Activity sheet is attached in **ANNEX B** to easily facilitate students' task.
3. Afterwards, each group rapporteur will be asked to present their output for 3 minutes only.

**Group 1 - Human Flashcards** – Students will write ten (10) key term/s or key word/s in a flashcard provided by the teachers on their conceptualized “Rules for Finding Love and Creating Long-lasting Authentic Relationships”. After writing their answers they will post it on the board.

**Group 2 - Concept Map** – Students will write a concept map by listing ten (10) characteristics of healthy relationships.

**Group 3 - Invented Dialogues** – Students will weave ideas together as a dialogue about keeping healthy relationships.

**Group 4 - Group Symbols** - Students will be asked to come up with a summary or thesis statement in a form of drawn symbol about basic rights in relationships.

**Note to the Teacher:**

*After the presentation of output, ensure that the responses of each group are posted on the board. Clarification of concepts will be conducted in the abstraction part.*

### **C. Analysis** (20 minutes)

The teacher will elicit answers based on the following questions:

1. How do you express or show (a) attraction, (b) love, and (c) commitment to others?
  2. Can you cite instance/s that attraction is negatively expressed or communicated by the teenagers?
- 
3. How do you accept rejection and/or dismissal from other person whom you express your attraction?
  4. Is it possible for someone not to be sexually attracted? What about someone who has sexual, romantic or emotional attraction towards people regardless of their sex or gender identity?
  5. Which of the rules is very much essential to consider in finding love and creating long-lasting authentic relationships?
  6. How can you keep a healthy relationship?
  7. What other sexual responsibility could you consider on how you become responsible in a relationship?
  8. Why do you need to recognize basic rights in a relationship?

### **Note to the Teacher:**

Reiterate the difference on attraction, love and commitment of persons with varying sexes and same-sex as presented in the pictures during the motivation part and in the invented dialogues of the activity part. In question no. 1, clarify concepts through the definitions; (a) attraction - a quality or feature that evokes interest, liking, or desire, (b) love - a deep romantic or sexual attachment to someone, (c) commitment - an engagement or obligation that restricts freedom of action (Oxford Dictionary, 2019). For question no. 2, negative expressions are solicited. Allow students to give sample, this could include; (a) putting drugs on others drink, (b) making fake accounts in social media to stalk someone, (c) showing genitals, (d) touching breast and genitals, and (e) masturbating in front of other person.

Question no. 3 is a social skill on how they would handle rejection or dismissal, example is that they amenably accept rejection or dismissal and they continue good relationship with the people who rejected them. Question

### **CSE Integration**

Define key elements of sexual pleasure and responsibility. **K4A2**

In answering question no. 6, for integration purposes, the teacher highlights sexual pleasure which is the relationship between two responsible people that experience sensation, explosion of feelings, and procreation (for those who are physically, mentally and psychologically prepared in a relationship and its consequences) and sexual responsibility as part of healthy relationship.

### **Note to the Teacher:**

#### **SEXUAL PLEASURE**

According to Abramson (n.d), sexual pleasure consists of those positively valued feelings induced by sexual stimuli. Notice that this conceptualization encompasses a broad range of sexual pleasures, from the soothing sensations of sensual massage, to the explosion of feeling. Even if the capacity for sexual pleasure is innate, and in some sense “basic” for the human species, one might argue that pleasure is secondary to procreation (or reproduction). Psychologically, pleasure drives the human desire for sex, and also provides the foundation for ancillary sexual functions, such as emotional bonding. In sum, the evidence suggests that the pleasurable and procreative aspects of human sexuality are conceptually, anatomically, and psychologically distinct.

*Source:*

Abramson, Paul R. n.d. <https://blog.oup.com>. Accessed October 05, 2018. <https://blog.oup.com/2008/07/sexual-pleasure/>

*The teacher must also emphasize that aside from sexual pleasure it is also important to understand and apply sexual responsibility. The teacher must also elicit other responsible actions in a relationship in question no. 7.*

#### **SEXUAL RESPONSIBILITY**

Sexual responsibility means making informed decisions and safer sex choices (including abstinence). Being sexually responsible involves

- a. Abstinence
- b. Safe sex
- c. Contraception
- d. Respecting your partner,
- e. Having open communication about all forms of sexual activity, and
- f. Taking precautions against sexually transmitted infections (STIs), HIV, and unplanned pregnancy.

*Source:*

Pennsylvania, Indiana University of. 2007. <https://www.iup.edu>. Accessed October 06, 2018. <https://www.iup.edu/health-wellness/campaigns/sexual-responsibility/>.

*In question no. 8, the analysis will focus on basic rights in a relationship, the teacher should be able to present the importance of recognizing the rights of an individual, specifically those who are in a relationship.*



# 1. Identify the rules for finding love and creating long-lasting authentic relationships;

## D. Abstraction (10 minutes)

*The teacher will present the following in PowerPoint and the texts in bold must be highlighted during the abstraction.*

### A. What are the rules for finding love and long-lasting authentic relationships?

#### TEN RULES FOR FINDING LOVE AND CREATING LONGLASTING AUTHENTIC RELATIONSHIPS

1. YOU MUST **LOVE YOURSELF** FIRST
2. **PARTNERING IS A CHOICE** MUST NURTURE THE RELATIONSHIP FOR IT TO THRIVE
3. CREATING **LOVE IS A PROCESS**
4. RELATIONSHIPS PROVIDE **OPPORTUNITIES TO GROW**
5. **COMMUNICATION** IS ESSENTIAL
6. **NEGOTIATION** WILL BE REQUIRED
7. YOUR RELATIONSHIP WILL BE **CHALLENGED BY CHANGE**
8. YOU MUST **NURTURE THE RELATIONSHIP** FOR IT TO THRIVE
9. **RENEWAL** IS THE KEY TO LONGEVITY
10. **YOU WILL FORGET ALL THIS** THE MOMENT YOU FALL IN LOVE

2. Discuss the tips on how to keep healthy relationships; and
3. Explain the basic rights in a relationship.

## **B. How can you keep a healthy relationship?**

### **KEEPING HEALTHY RELATIONSHIPS**

Good relationships are fun and make you feel good about yourself. All relationships should be based on respect and honesty, and this is especially important when you decide to date someone.

In a healthy relationship, both partners:

- Are treated with **kindness** and **respect**
- Are **honest** with each other
- Like to **spend time together**
- Take an **interest in things that are important** to each other
- **Respect** one another's **emotional, physical and sexual limits**
- Can **speak honestly** about their feelings

*Highlight sexual pleasure which include the feelings when you see, talk and socialize with the person you are attracted with, and sensation, explosion of feelings, and procreation (for those who are physically, mentally and psychologically prepared in a relationship and its consequences), and sexual responsibility as part of healthy relationship.*

## **SEXUAL PLEASURE**

According to Abramson (n.d), **sexual pleasure consists of those positively valued feelings induced by sexual stimuli.** Notice that this conceptualization encompasses a broad range of sexual pleasures, from the soothing sensations of sensual massage, to the explosion of feeling.

## **SEXUAL RESPONSIBILITY**

Sexual responsibility means making informed decisions and safer sex choices (including abstinence). Being sexually responsible involves

- a. **Abstinence**
- b. **Safe sex**
- c. **Contraception**
- d. **Respecting your partner,**
- e. Having **open communication** about all forms of sexual activity, and
- f. **Taking precautions against sexually transmitted infections (STIs), HIV, and unplanned pregnancy.**

### **C. What are the basic rights in a relationship?**

#### **➤ BASIC RIGHTS IN A RELATIONSHIP**

- The **right to emotional support**
- The **right to be heard** by the other and to respond
- The **right to have your own point of view**, even if this differs from your partner's

- 
- The **right to have your feelings and experiences acknowledged** as real
  - The **right to live free from accusation and blame**
  - The **right to live free from criticism and judgment**
  - The **right to live free from emotional and physical threat**
  - The **right to live free from angry outbursts and rage**
  - The **right to be respectfully asked, rather than ordered**

In addition to these basic relationships rights, consider how you can develop patience, honesty, kindness, and respect.

**E. Application:** (5 minutes)

**Task 3. “My Model of Healthy and Responsible Relationship”**

- i. The teacher will ask the students to write about the “Model of Healthy and Responsible Relationship” such as their parents or grandparents.
- ii. The teacher will tell the students to write a paragraph on how the students’ parents or grandparents express love, attraction and commitment in a responsible manner.
- iii. From what they see from their parents or grandparents, each student is expected to answer the question; “In terms of attraction, love and commitment, why is responsibility very important than pleasure?”
- iv. Students who are not living from their parents or grandparents may answer the question based on their relatives who are married couple.
- v. The teacher will use the rubric to assess student’s output as indicated in **ANNEX C**.

**F. Closure**

The teacher will ask students to read the statement and to give a short feedback about its meaning.



# Weekly Home Learning Plan (WHLP)

## WEEKLY HOME LEARNING PLAN

### Modular Distance Learning (MDL)

Day & Time	Learning Area	Learning Competency	Learning Tasks	Mode of Delivery
Lunes (8:00 AM-9:00 AM)	<b>Personality Development</b>	MELCs week 6 – lesson 1 Discuss the understanding of mental health and psychological well-being to identify ways to cope with stress during adolescence EsP-PD11/12DS-Id-4.1	Motivation Task 1. What causes you to “lose your cool”? Do the following: Determine what causes you to “lose their cool” by completing the activity below .write your answer in your journal.  Place an X next to each factor that causes you stress. There are blank spaces provided so you can add your own. _____ too much homework _____ taking tests _____ speaking in public _____ arguments with friends	The activities will be done in modular distance learning modality.
		Learning Competency: Discuss that understanding stress and its sources during adolescence may help in identifying ways to cope and have a healthful life. EsP—5.3PD11/12CS-If-5.1		

**DAY 1  
(Monday)**

# Weekly Home Learning Plan (WHLP)

## DAY 1 (Monday)

CSE Integration:  
Resisting Peer Pressure (  
e.g. communicating,  
negotiating, decision  
making) S2A2

- \_\_\_\_\_ restrictions at home
- \_\_\_\_\_ no date for a dance
- \_\_\_\_\_ rude people
- \_\_\_\_\_ careless drivers
- \_\_\_\_\_ losing
- \_\_\_\_\_ interruptions while  
busy
- \_\_\_\_\_ parents fighting
- \_\_\_\_\_ loud people
- \_\_\_\_\_ a friend betrays you
- \_\_\_\_\_ arguments with  
parents
- \_\_\_\_\_ force to do something  
you hate
- \_\_\_\_\_ fight with  
boyfriend/girlfriend
- \_\_\_\_\_ having no  
boyfriend/girlfriend
- \_\_\_\_\_ not being included in  
a group
- \_\_\_\_\_ pleasing others
- \_\_\_\_\_ (Others, pls. specify)

# Weekly Home Learning Plan (WHLP)

Question:

1. What makes you stressed or “lose your cool”?

2. Based on the examples given, how do you define stress?

B. Activity

Answer the template below by writing 5 factors that loses your control, its causes and effect and how do you deal with it.

What makes you feel stressed (stressor)?

What do you think is/are its cause/s?

**DAY 1  
(Monday)**

How does it affect you?

How do you cope with it?



# Weekly Home Learning Plan (WHLP)

## C. Analysis

1. What was in your mind while doing the activity?
2. What are the common sources of stress?
3. How do you know that you are stressed?
4. Why is it important to know the things that make us stressed?
5. How do you handle stress?

## D. Abstraction:

Present/ Discuss the following in class:

- I. What is Stress?  
Stress is the feeling one gets from prolonged, pent-up emotions.
- II. What are the Causes and Effects of Stress?

## Causes of Stress

☐ Everyday frustrations

**DAY 1  
(Monday)**

☐ (and children) out of bed and ready to face the day can be a challenge to your patience and ingenuity.

☐ Problems in our personal life can be devastating  
More serious stressful circumstances may include separation from loved ones, personal illness, or illness of a loved one, death of someone you care about, or conflict with a spouse or close friend. Other major causes of stress are problems with drug and alcohol abuse, domestic violence, care of children and elderly relatives, chronic mental illness, injury,

## Discuss the following information:

Peer pressure/ teen stress can be defined as the way teenagers try to behave due to pressure coming from their peers. This kind of stress is triggered by issues like the need for approval, acceptance and the need to have a sense of belonging. When teenagers, the pressure that comes with trying to gain approval or acceptance or finds a sense of belonging leads to all kinds of circumstances causing stress in the life of teenagers which if not checked may result in health-related problems.

How can teenagers (YOU) resist peer pressure?

- You have the right to say, "no".
- You can be assertive and firm without being angry.
- You can use a strong voice, stand up tall, and look your peers in the eye.



# Weekly Home Learning Plan (WHLP)

Martes  
(8:00  
AM-  
9:00 AM)

**DAY 2  
(Tuesday)**

Learning  
Competency:  
identify sources of  
their stress and  
illustrate the effect  
of stress on their  
system, EsP-  
PD11/12CS-If-5.2

## Activity

Take a look at the  
warning signs of stress  
listed below. Write  
down in your journal all  
of the warning signs  
that apply to you.

Physical:

- Headaches
- Stomach aches
- Dizziness
- Backpain
- Weigth loss
- Chest pains
- difficult breathing
- loss of appetite

# **Quality Instruction**

is based on

# **Quality Lesson Preparation**

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