

## LEARNING STRAND 2 SCIENTIFIC AND CRITICAL THINKING SKILLS

SESSION GUIDES FOR MODULE 6:  
WHY IS PREVENTION BETTER THAN CURE?

ALS Accreditation and Equivalency Program: Junior High School





# SESSION GUIDES

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Alternative Learning System - Accreditation and Equivalency (ALS-A&E)

**JUNIOR HIGH SCHOOL: SCIENTIFIC AND CRITICAL THINKING SKILLS**  
SESSION GUIDES FOR MODULE 6 (WHY IS PREVENTION BETTER THAN CURE?)

**ALS Accreditation and Equivalency Program:** Junior High School  
**Learning Strand 2:** Scientific and Critical Thinking Skills  
**Session Guides for Module 6** (Why Is Prevention Better Than Cure?)

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# User's Guide

*For the ALS Teacher/Instructional Managers/Learning Facilitator:*

Welcome to the Session Guides of this Module entitled Why Is Prevention Better Than Cure? under Learning Strand 2 Scientific and Critical Thinking Skills of the ALS K to 12 Basic Education Curriculum (BEC).

This module was collaboratively designed, developed, and reviewed by select DepEd field officials and teachers from formal school and ALS, and private institutions to assist in helping the ALS learners meet the standards set by the ALS K to 12 Basic Education Curriculum (BEC) while overcoming their personal, social, and economic constraints in attending ALS learning interventions.

This learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As an ALS Teacher/Instructional Manager/Learning Facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.







### **WHY IS PREVENTION BETTER THAN CURE?** **Session Guide No. 1**

#### **I. Objectives**

1. Identify common ailments of the reproductive system according to cause/s (LS2SC-BC-PSD-AE/JHS-48);
2. Identify common ailments of the reproductive system according to symptom/s (LS2SC-BC-PSD-AE/JHS-48); and
3. Cite ways to prevent ailments of the reproductive system (LS2SC-BCPSD-AE/JHS-49).

#### **II. Subject**

- A. **Lesson 1:** How Do I Take Care of My Reproductive System?
- B. **Materials:** Short bond paper, ballpen/pencil

#### **III. Procedure**

##### **1. Pre-assessment**

Let the learners answer the pre-assessment on pages 2-5.

##### **2. Introductory Activity**

- a. Before starting the session, ask the learner to read *Lets Get to Know* on page 1 of the module.
- b. Let the learners discern real and fake news and this will serve as a springboard in introducing the concept about reproductive health.

##### **3. Activity**

- a. Assign the learners in 3 groups.
- b. Prepare three sets of flash cards with the different causes and symptoms of reproductive cancers in men and women.
- c. Ask learners to place each flash card under Cause or Symptom of reproductive cancers in women and men.
- d. Each group will present its output.

- e. Discuss to the class the causes and symptoms of reproductive cancers in men and women.
- f. Let the learners read Lesson 1 *Understanding What You Did* on pages 8-13 and pages 15-16 about women and men's reproductive diseases respectively, to identify the common ailments of the reproductive system according to cause/s and symptom/s.

#### 4. Analysis

- a. Using the learner's module, instruct the learners to present the key concepts on the different causes and symptoms of reproductive cancers in men and women.
- b. Guide the learners in remembering the important parts of the reproductive system;
- c. Remind the learners to determine the limits (one end to the other) of the different parts of the reproductive system; and
- d. Explain to the learners that:
  - The reproductive system consists of different parts according to gender; and
  - Different parts of the reproductive system have respective functions which contribute to the entire health.
- e. Initiate discussion by presenting the following questions:
  - Do reproductive cancers in men have similar causes and symptoms?
  - What are the respective causes and symptoms of reproductive cancers in men? In women?
  - Why is it important to know the correct preventive measures and receive proper medication?

#### 5. Abstraction/ Generalization

Explain to the learners that:

- Unhealthy cells can grow out of control (and anywhere) if left unchecked;
- There are common areas in the reproductive system (or any body system) where unhealthy cells can grow out of control;

- Cancer is caused by unattended monitoring of unhealthy cells in the body;
- The most common reproductive organs in women which may develop cancer are the breast, cervix, ovaries, vagina, vulva, and uterus;
- The most common reproductive organs in men which may develop cancer are the testicles, penis, and prostate glands;
- Cancer in reproductive organs have different risk factors and symptoms; and
- Early screening and monitoring of reproductive cancers is important in conducting preventive measures.

### 6. Application

- a. Ask the learners to do the activity given in *Sharpening Your Skills* on page 14 and 17.
- b. Guide the learners in applying the concepts from the formative assessments in coming up with the correct answer for the assessment; and
- c. Explain to the learners that they should:
  - Identify the main cause/s of human papillomavirus (HPV) infection;
  - Identify the symptoms of human papillomavirus (HPV) infection; and
  - Explain the corrective preventive measures to human papillomavirus (HPV) infection.

### IV. Evaluation

Let the learners answer the questions given in *Treading the Road to Mastery* on page 18.

### WHY IS PREVENTION BETTER THAN CURE? Session Guide No. 2

#### I. Objectives

1. Identify health services in the community (LS2SC-BC-PSD-LE/AE/JHS-51); and
2. Enumerate programs in the community that take care of reproductive health (LS2SC-BC-PSD-LE/AE/JHS-52).

#### II. Subject

A. **Lesson 2:** How Can the Community Help in Taking Care of My Reproductive Health?

B. **Materials:** Short bond paper, ballpen/pencil

#### III. Procedure

##### 1. Introductory Activity

- a. Let the learners do the activity in the Learners' module - *Trying This Out* on page 20 and let them answer the following questions:
  - What do you think is the ad about?
  - What do the spoons and plate symbolize?
  - What is the ad trying to say (message/meaning)?
  - How do you feel about the message of the ad?
- b. After doing the activity, the learners should be able to:
  - Realize that the spoons in the figure represent sperm cells and the plate represents an egg cell;
  - Illustrate the fertilization of an egg cell (plate) by a sperm cell (spoons), leading to pregnancy in women;
  - Discuss that the photo also shows poverty (in the form of starvation) as a result of poor family planning (as the saying goes "less food to eat, more mouths to feed");
  - Explain that the slogan in the photo ("panandaliang sarap, pangmatagalang hirap") captures the problems brought by poor family planning – that sexual intercourse only becomes a drive for pleasure, than careful consideration to procreation; and

- Discuss to the learners that:
  - a. Unprotected sexual intercourse can lead to unexpected pregnancies, especially among teens;
  - b. Poor family planning, or none at all, may cause financial instability which can ultimately lead to poverty;
  - c. Knowledge in reproductive health is important in protecting one's self and the people around you.

### 2. Activity

Let the learners read Lesson 1 *Understanding What You Did* to identify health services in the community and to enumerate programs in the community that take care of reproductive health.

- a. Guide the learners in choosing their preferred elements in the RH Law that they want to make an advertisement of – that such elements should be applicable in their lives to make its construction easier for them;
- b. Remind the learners that they can take inspiration from the figure shown in *Trying This Out* when formulating an eye-catching advertisement;
- c. Guide the students in their thought process – that content and delivery of the message in an advertisement should not contain biases, discrimination, or pre-conceived notions about the RH Law;
- d. Encourage the students to become aware of their community by conducting a remote interview with a local health center provider about the implementation of the RH Law;
- e. Remind the students to properly identify the services being provided or which are lacking in the implementation of RH Law in their health center.

### 3. Analysis

Explain to the learners that:

- They should formulate an eye-catching advertisement to capture the attention of its intended audience.
- Content of the advertisement is more important than design; thus, fully understanding the chosen element of the RH Law (and its benefits to society) is essential in making the advertisement.
- Local health centers cannot readily provide all the required services stated in the RH Law due to varying problems which can include financial capabilities, lack of resources, insufficient training, etc.;
- Local health centers mostly prioritize resources that address the more common concerns in the community, rather than being able to provide services for all situations.

### 4. Abstraction/ Generalization

Discuss to the learners that:

- The RH Bill had already been enacted as a law entitled as R.A. 10354 on Responsible Parenthood and Reproductive Health;
- The RH Law provides information, services, and assistance (collectively called as elements) aimed to protect the reproductive health of people in the society; and
- The elements in the RH Law is mandated, which means that it should be provided and/or shared by the government to its people.

### 5. Application

- a. Let the learners do the activity given in the learners' module - *Sharpening Your Skills* on page 24 and 26.
- b. Make the learners realize that:
  - There are common problems in their community about reproductive health;
  - Local health centers have programs and activities to address the problems about reproductive health;

- There are practical ways in solving the problems that any abled person can perform, and ways in avoiding being part of the problems.

#### **IV. Evaluation**

Let the learners answer the questions given in the *Treading the Road to Mastery* on page 27.

### WHY IS PREVENTION BETTER THAN CURE? Session Guide No. 3

#### I. Objectives

1. Identify the misconceptions about reproductive health (LS1CS/EN-S-PSB-LE/JHS-13); and
2. Explain the correct ideas on the misconceptions about reproductive health (LS1CS/EN-S-PSB-LE/JHS-13).

#### II. Subject

- A. **Lesson 3:** What are the Common Misconceptions about Reproductive Health?
- B. **Materials:** Short bond paper, ballpen/pencil

#### III. Procedure

##### 1. Activity

- a. Let the learners do the activity in *Trying This Out* on page 29 of the learners' module and let them answer the questions;
- b. Guide the students in identifying differences (appearance, size, materials used, person/s involved, preparation time) between the two photos shown;
- c. Ask the students about the impact of showing the reality of advertisements to the audience; and
- d. Explain to the learners that:
  - Products/services are presented differently in advertisements and in real-life situations;
  - Products/services in advertisements are “enhanced” naturally or artificially to have a more pleasing appearance;
  - Products/services in real-life situations are prepared “realtime” such that no natural or artificial enhancement has been made to improve its appearance; and
  - What is seen or heard should not be considered true. Proper conduct of research and checking of facts are important in spreading information about socially relevant topics.



- e. Clarify to the learners that perceptions can be either factual or not based on research and existing facts.
- 2. Analysis**
- Explain to the learners that:
- a. People still have misconceptions about reproductive health and its effect to people and society; and
  - b. Proper research is important in obtaining adequate knowledge to validate a fact or disprove a misconception.
- 3. Abstraction/ Generalization**
- Explain to the learners that:
- a. Reproductive health is not always about sexual intercourse; it can also be a discussion on the various aspects of men and women's reproductive system (i.e. hygiene, self-care, contraceptives);
  - b. Numerous misconceptions revolve around reproductive health due to negative impressions brought by society, especially among religions; and
  - c. Misconceptions about reproductive health can only be clarified through proper research and validation of facts.
- 4. Application**
- a. Let the learners do the activity given in learners' module - *Sharpening Your Skills* on page 32 and 35;
  - b. Guide the learners in applying concepts from the formative assessments in coming up with the correct answer for the assessment; and
  - c. Explain to the learners that they should:
    - Realize the common misconceptions about HIV and AIDS;
    - Properly research correct information to disprove the stated misconceptions about HIV and AIDS; and
    - Thoroughly discuss collected correct information to disprove misconceptions about HIV and AIDS.

### IV. Evaluation

- a. Let the learners answer the questions given in the *Treading the Road To Mastery* on pages 36 – 37 of the learning module.
- b. Let the learners answer the questions given in the *Reach the Top* on pages 41-42 of the learning module.

## PRE-ASSESSMENT

PAGE 2

- |       |       |
|-------|-------|
| 1. A  | 11. C |
| 2. B  | 12. D |
| 3. C  | 13. A |
| 4. D  | 14. B |
| 5. A  | 15. C |
| 6. B  |       |
| 7. C  |       |
| 8. D  |       |
| 9. A  |       |
| 10. B |       |

## LESSON 1: HOW DO I TAKE CARE OF MY REPRODUCTIVE SYSTEM?

### SHARPENING YOUR SKILLS

PAGE 14

#### ACTIVITY I

1. S, B
2. C, C
3. S, B
4. S, U
5. C, O
6. S, O
7. S, VU
8. S, C or S,O, or S,VA or S, U
9. S, VU
10. S, B
11. C, B
12. C, VA or VU
13. S, U
14. C, U
15. S, O

## ANSWER KEY

---

### ACTIVITY II

- |          |          |
|----------|----------|
| 1. S, T  | 11. C, O |
| 2. S, O  | 12. C, E |
| 3. S, E  | 13. S, O |
| 4. C, T  | 14. C, O |
| 5. S, E  | 15. S, O |
| 6. S, O  |          |
| 7. S, T  |          |
| 8. S, O  |          |
| 9. C, E  |          |
| 10. S, O |          |

### TREADING THE ROAD TO MASTERY

PAGE 18

1. The main cause of HPV is during sexual contact.
2. Low-risk strains of HPV can cause warts on the genitals. High-risk strains do not cause warts but can, rarely, cause cancer.
3. Early treatment of HPV is important upon detection. If not, diagnosis after having multiple sexual partners is important to observe precautionary measures for immediate treatment.

**LESSON II: HOW CAN THE COMMUNITY HELP IN TAKING CARE OF MY REPRODUCTIVE HEALTH?****SHARPENING YOUR SKILLS  
ACTIVITY I**

PAGE 24

Criterion	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Poor (1)
Coverage of the Topic	Details on the poster capture the important information about the topic and increase the audience's understanding.	Details on the poster include important information but the audience may need more information to understand fully.	Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.	Details on the poster have little or nothing to do with the main topic.
Use of Graphics	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

## ANSWER KEY

### ACTIVITY II

#### Rubric for Discussion of Results

CRITERION	Exemplary (2)	Proficient (1)
Support/ Evidence (x3)	Argument is clearly supported by accurate evidence considered credible by the audience; there is sufficient detail to support the main points of the argument	Some evidence is provided, but information is not fully explained; important pieces of evidence have not been included; some data are relevant or credible but inaccurate
Clarity/ Conciseness (x2)	Sentences flow smoothly, are structurally correct, and convey the intended meaning; no wordiness	The majority of ideas expressed are awkward, incorrectly constructed, or wordy
Strategy/ Audience	Content, structure, and language of argument is geared to intended audience	Argument is missing a substantial portion of content required by audience

### TREADING THE ROAD TO MASTERY

PAGE 27

#### Rubric for Discussion of Results

CRITERION	Exemplary (2)	Proficient (1)
Support/ Evidence (x3)	Argument is clearly supported by accurate evidence considered credible by the audience; there is sufficient detail to support the main points of the argument	Some evidence is provided, but information is not fully explained; important pieces of evidence have not been included; some data are relevant or credible but inaccurate
Clarity/ Conciseness (x2)	Sentences flow smoothly, are structurally correct, and convey the intended meaning; no wordiness	The majority of ideas expressed are awkward, incorrectly constructed, or wordy
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**LESSON III: WHAT ARE THE COMMON MISCONCEPTIONS ABOUT REPRODUCTIVE HEALTH?****SHARPENING YOUR SKILLS**

PAGE 32

**ACTIVITY I AND ACTIVITY II****Rubric for Discussion of Results**

CRITERION	Exemplary (2)	Proficient (1)
Support/ Evidence (x3)	Argument is clearly supported by accurate evidence considered credible by the audience; there is sufficient detail to support the main points of the argument	Some evidence is provided, but information is not fully explained; important pieces of evidence have not been included; some data are relevant or credible but inaccurate
Clarity/ Conciseness (x2)	Sentences flow smoothly, are structurally correct, and convey the intended meaning; no wordiness	The majority of ideas expressed are awkward, incorrectly constructed, or wordy
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## TREADING THE ROAD TO MASTERY

PAGE 36

## Rubric for Discussion of Results

CRITERION	Exemplary (2)	Proficient (1)
Support/ Evidence (x3)	Argument is clearly supported by accurate evidence considered credible by the audience; there is sufficient detail to support the main points of the argument	Some evidence is provided, but information is not fully explained; important pieces of evidence have not been included; some data are relevant or credible but inaccurate
Clarity/ Conciseness (x2)	Sentences flow smoothly, are structurally correct, and convey the intended meaning; no wordiness	The majority of ideas expressed are awkward, incorrectly constructed, or wordy
Strategy/ Audience	Content, structure, and language of argument is geared to intended audience	Argument is missing a substantial portion of content required by audience



## REACH THE TOP

PAGE 41

### ACTIVITY I

- |      |       |
|------|-------|
| 1. F | 6. T  |
| 2. T | 7. T  |
| 3. F | 8. F  |
| 4. T | 9. F  |
| 5. F | 10. F |

### ACTIVITY II

- |      |       |
|------|-------|
| 1. T | 6. F  |
| 2. T | 7. F  |
| 3. F | 8. T  |
| 4. T | 9. T  |
| 5. F | 10. F |

### ACTIVITY III

- |      |       |
|------|-------|
| 1. M | 6. F  |
| 2. F | 7. M  |
| 3. F | 8. M  |
| 4. M | 9. F  |
| 5. M | 10. F |



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