Local Government Units of Concepcion, Ajuy, Jordan & Sibunag

David and Lucile Packard Foundation

Save the Children.
Introduction

Expected Participants:

10-15 Couples of Reproductive Age (15-49 years old) with unmet needs for family planning

I. INTRODUCTION

Start the session with a short prayer followed by an action song.

A. Introduction of the participants and facilitators

Objective: The Participants/couples shall be able to know each other better and discover something in common with other participants/couples

1. Introduce yourselves first to encourage the couples to introduce themselves and make them comfortable with you as facilitators.

2. Ask the participants to remain with their spouses and choose another couple as partner. In cases where there are participants without spouses present, each of them will get anybody for their partner.

3. Let the participants/couples stay with their partners and discuss the following topics among or between (in case participants have no spouses present) themselves in 5 minutes:
   a) Names including nicknames
   b) Number of children and spaces between children
   c) Experiences in family planning including methods used or being used (for those who had the experience)
   d) Challenges as parents and/or as spouse – responses should be written on metacards. “Challenges encountered as a parent having children.”

4. Ask a volunteer couple or participant or appoint one who will start introducing their partner based on the information gathered during their sharing. The participants will then take turns introducing their partner participants to the whole group. This may be done informally without standing in front of the whole group so that they will not be self-conscious.

5. Acknowledge the group for being open and for sharing their lives to the group. Ask the participants on the lessons they learned from sharing personal information. Another facilitator may write responses on the board or manila paper so that the participants will appreciate the purpose of the activity.
B. Expectation Check

Objective: To enable the participants as well as the facilitators identify, discuss and agree on the different expectations of the session.

1. Divide the group into three by counting 1 to 3.

2. Give each group manila paper with assigned questions to be answered. The participants will write their answers on the manila paper. The questions to be answered are:
   a. What do you expect to learn after this session?
   b. What do you expect from the facilitators?
   c. What do you expect from your co-participants?

3. Give each group 5 minutes to answer the assigned questions.

4. A reporter of each group will present their answers and the other participants will give their comments, discuss and agree on the answers.

5. Then both facilitators and participants sign the sheet with the answers on questions c) expectations of co-participants as a sign of agreement. This serves as your contract during the session.

6. Use the expectations of the participants as a springboard for discussion of the session on objectives.

II. PRESENTATION OF GENERAL OBJECTIVES and TASKS

Objective: The participants/couples shall be able to relate their expectations with the objectives and tasks of the session.

1. Ask some participants to read the objectives written on the cartolina that are posted in front.

2. Discuss the objectives and relate them with the listed expectations of the participants. If there are expectations that are not related to the objectives, explain why they could not be covered.

3. Present the different tasks that will be accomplished during the session.
Task I: ANATOMY OF HUMAN REPRODUCTION

A. WORD GAME

Objective: To enable the participants to be more comfortable in saying the terms used in referring to vagina, penis, and sexual intercourse. This would help the facilitator to determine the specific words to be used that the participants feel comfortable using.

Allotted Time: 45 mins.

1. Divide the participants into three groups.

2. Post the three sheets of manila paper with label each: A) VAGINA; B) PENIS; and C) SEXUAL INTERCOURSE.

3. Let the small group stand in front of each posted manila paper and write down in 30 seconds as many terms they know about the word listed on the corresponding sheet. The terms could be those that they use or terms they heard from others.

4. Let the participants exchange sheets upon your signal and continue listing the words that have not been identified yet.

5. After all the terms have been written, post all the sheets in front. Ask all the participants to read the words aloud together in a different mood as instructed.

6. Then ask the following questions:

   a) What have you done as a group?

   b) How do you feel while reading/writing these terms? Why?

   c) Why were you asked to write and recite these words?

   d) What can you note from the terms used to substitute the real words used? Which words refers to males, to females only?

   e) What are the terms that you are comfortable in using, why?

   f) What are the terms that you are not comfortable in using, Why?

   g) What lessons have we learned from this particular activity? How will you apply them in our lives?
B. FUN WITH ANATOMY

Objective: The participants/couples shall be able to identify and discuss the different parts of the male and female reproductive organs and discuss their respective functions.

Allotted Time: 1 hr.

**Task I**

**Materials**

Visual aid - male and female anatomy, clay, outline picture of male and female anatomy, used folders, glue

**Male Human Anatomy**

- Urethra
- Epididymis
- Testis

**Female Human Anatomy**

- Fallopian Tube
- Ovary
- Cervix
- Vagina
1. Divide the participants into five groups.

a) Male external reproductive organs

b) Male internal reproductive organs

c) Female external reproductive organs

d) Female internal reproductive organs

e) Breast
2. Distribute illustrations of the specific organ assigned to each group. Also distribute used folders, molding clay and pentel pens.

3. Let the participants to either draw their own, mold the parts using clay or stick the clay on the drawing and label the parts within 10 minutes.

4. Afterwards, let the participants discuss in their respective small group the functions of the different parts in 5 minutes.

5. Each group presents and discusses its output.

6. Acknowledge the group’s output and clarify, correct misconceptions/information and explain the part and functions in details using the visual aid (male and female anatomy).

Note: Encourage the participants to ask questions or share any information relevant to the discussion.

7. Ask the participants the following:

   a) What did we do?

   b) How did you feel when you were discussing among yourselves the parts assigned in your group? Why?

   c) How did you feel when the parts were presented and discussed in the whole group? Why?

   d) Why do you think we did this particular activity?

   e) What lessons have you learned from this activity? How will you apply them in your lives?
Task II: COUPLES’ PERCEPTION OF FAMILY PLANNING AND THE DIFFERENT RISK GROUPS

Objective: The participants/couples shall be able to discuss the meaning of Family Planning and the different reasons why they need to practice family planning.

Allotted Time: 45 mins.

A. MEANING OF FAMILY PLANNING

1. Divide the participants into two groups: male and female.

2. Let each group discuss among themselves the following question: What comes to your mind when you hear family planning?

3. Let a reporter from each group present its output. Encourage the participants to share ideas.

4. Write all answers and group similar or related answers to form their perceived meaning of family planning. Compare it with the standard definition (refer to notes).

B. RISK GROUPS

1. Ask: What are the reasons or situations when a couple needs to practice family planning?

You may classify the reasons given based on the following:

   a) Too young (woman is below 20 years old)
   b) Too old (woman is above 35 years old)
   c) Too many (couple has more than 3 children)
   d) Too soon (spacing between children is less than 3 years)
   e) Too sick (woman has serious illness)
   f) Those who do not want to have children but is not listed under the other reasons
   g) Those who want to wait to have another child
   h) Those who are not using a program method
   i) Those who had mistimed pregnancy
2. Consolidate answers of the participants. Discuss with them those that were not mentioned based on the above reasons or situations. You may use the illustrations or pictures as indicated. Refer to notes for the discussion guide.

After soliciting ideas from the participants, you show the right answer as illustrated below,

Example: Too many children (more than 3 children)

a. Too young (woman is below 20 years old)

1) How many of us here had a child before reaching 20 years old?

2) What happens if a woman gets pregnant when she is too young, less than 20 years old?
b. Too old (woman is above 35 years old)

1) Ideally, at what age should a woman stop bearing children?

2) What happens if a woman gets pregnant when she is more than 35 years old?
c. Too many (couple has more than 3 children)

1) Ideally, why do you think a mother would limit the number of children?

2) What do you think will happen to her health if she gets pregnant more than three times?
d. Too soon (spacing between children is less than 3 years)

1) How many years do you consider as appropriate spacing between children?

2) What happens if a mother gets pregnant too soon or less than 3 years of spacing between children?
Task II

e. Too sick (woman has serious illness)

1) What diseases do you consider serious such that pregnancy or childbirth may result to the eventual death of the mother and/or the baby?

2) What happens to the fetus and the mother herself if she has a serious disease?
Task II

f. Those who do not want to have children but is not mentioned in the other reasons

1) If the couple has completed the family size and does not want to have anymore child, what would they do?

g. Those who want to wait to have another child

1) If the couple has decided to wait having another child, what would they do?

2) What happens if the couple is not using any family planning method?

h. Those who had mistimed pregnancy

1) What do you do in order to get pregnant only at the right time?
3. Summarize Task II by posting the 7-column canvass of couples with unmet needs in front.

   a) Ask each couple to stick the figure of a cut-out doll, given to them earlier, in the column which they think would apply to them. (Remind the participants that these cut-out dolls, represent themselves.)

   b) When all the couples have posted their cut-out dolls, ask these questions:

       • Which column has the least number of couples? Why do you think?

       • Which column has the most number of couples? Why do you think?

       • How did you feel when you were posting your cut-out dolls? Why?

       • Why have we learned from this exercise?

       • How will we apply them in our own setting/situation?

4. Relate this activity to the next task.
Task III: POPULATION AND ENVIRONMENT LINKS

Objective: The participants shall be able to discuss the effects of population on environment and vice versa.

Allotted Time: 35 mins.

1. Show the picture of a generic community and tell participants to consider this as a representation of their sitio.

2. Let the participants stick the round stickers (which represent the population) in the area of the picture where they think many people reside. The number of stickers may not necessarily be the actual number of the population.

3. Ask these questions:
   - Why do you think this is happening in this area?
   - What do you think will happen to the total environment of the community if this situation occurs? Please explain or elaborate.
   - Can you describe the relationship between the activities in the upland that also affect the coastal areas? Please explain or elaborate.
   - What do you think are the effects or linkage of family planning in our natural resources or environment?
4. After discussing the questions, guide the participants to the next activity.

5. Get a manila paper and ask the participants to enter into the manila paper one by one until it becomes crowded. After that, acknowledge the participants and let them go back to their seats.

Note: The participants who entered the manila paper represent the population and the manila paper the resources. The population grows, but the natural resources such as our mountains and seas do not expand. This shows that the bigger the population, the greater is the demand for consumption that put our environment and natural resources in great danger.

6. Ask: If the population in certain areas is high and the environment is greatly affected, what would you do?

7. Say: Now that we understand the importance of maintaining a certain level of population to keep an ideal environment and preserve our natural resources. How come some couples that do not want to have anymore children, or are undecided whether to have more children, are not using Family Planning Methods.

8. Ask: Why do you think some couples are undecided to practice family planning? Relate answers to the next task.

- For those who do not want to have another child but not using a family planning method, ask how they remain not pregnant.
**Task IV: FAMILY PLANNING METHODS**

Objective: The participants or couples shall be able to discuss the different family planning methods and clarify any misconceptions they have or have heard.

Allotted Time: 45 mins.

1. Ask: What family planning methods do you know?
2. Write their responses on the board.
3. After soliciting responses from the participants, show to them the various family planning methods.
4. Divide the group into 7 based on the family planning program modern methods listed below.

### Artificial Family Planning Method
- Condom
- Pills
- Injectable
- IUD

### Permanent Family Planning Method
- Bilateral Tubal Ligation
- Vasectomy

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**Materials**
Visual aid – manila paper labeled with different method
5. Assign each small group a specific method. Instruct them to write one description, action or advantages or myths that they know of the method.

6. Through a carousel method let the group write their responses on the manila paper and pass to the next group until all methods are completed.

7. Post all the responses in front for all the participants to see.

8. Discuss the description, action and advantages of each method as explained in the attached notes.

9. Ask: What do you think are the reasons why couples do not practice family planning even if they needed or wanted to?
Task V

Task V: TESTIMONY OF THE SUCCESSFUL COUPLE ON FAMILY PLANNING

Objective: Participants shall be able to learn from the successful couple the positive effects of family planning in their lives and family.

Allotted Time: 30 mins.
A. AS A PREPARATION TO THIS TASK

1. Choose a successful couple using the following criteria:
   - practicing a program modern family planning method
   - spacing between children is 3 years or more
   - with 2-3 children who are healthy

2. Give the couple a copy of the following guide to prepare them on their testimonials:
   - How many children did you plan to have?
   - What made you decide on the number of children?
   - What challenges did you encounter in pursuing your plan? How did you overcome them?
   - Who supported you?
   - What made you sustain your plan?

B. SESSION PROPER

1. Introduce the successful couple to the participants.

2. Let the successful couple tell their experiences to the group based on the guide you gave in 5 minutes.

3. Then, thank the couple and ask the group:
   - What did you feel while listening to the successful couple’s story?
   - What interest you in their story?
   - What questions would you like to ask the couple? Give them time to make and ask questions.
   - What message or lesson do you get from the sharing? How will you apply them in your life?
Task VI: FAMILY PLANNING ACTION CARD

Objective: For the participants/couples to write their decision on the Family Planning Action Card.

Allotted Time: 45 mins.

1. Post a larger version of the action card in front.
2. Distribute the action cards to the couples.
3. Discuss the content of the action card using the following as guide:
   a. The participants should only check one item from numbers 1 - 7
   b. Under numbers 3 and 4, check one or more of the items as indicated
   c. If they answered either numbers 1-2, no need to answer #8 & 9
   d. If they answered either in items 3-7, they should fill-in #8 & 9
4. Tell the participants to be careful in prioritizing what they want to undertake and their needed support.
5. Give 5-10 minutes for the couples to discuss and to decide, and complete the action card.
6. Make sure that the participants have answered the action card completely and they have filled up two copies.
7. Leave one copy of the action card to the couples and gather the other copy from them.

Note: To guide them, the 7 column canvass should still be posted. Give more assistance to couples who have difficulty reading the guide or those who have difficulty filling up the card.
TALAMDAN SA PAGPLANO SANG PAMILYA

1. Indi na kami magbata bangud nag menopause na
2. Indi na kami magbata bangud na ligate na
3. Indi na kami gusto magbata kag nga-gamit sang metodo sang Family Planning. Ano nga metodo? _________________
   Note: Palihog check sang mga kahon nga nagtuon sa inyo sabat
   □ Indi gusto madugangan ang populasyon para ma-amligan ang amon nga dunang manggad
   □ Nalabot na namon ang gusto nga kadamuon sang bata
   □ Bag-o lang nagbata
   □ May balatan ang asawa
   □ May edad na ukon tuman ka bata
   □ Indi na makasarang magsagud sang bata
   □ Iban pa: _________________
4. Indi na gusto magbata pero wala naga-gamit sang metodo sang Family Planning
   Note: Palihog check sang mga kahon nga nagtuon sa inyo sabat ukon rason:
   □ Indi gusto madugangan ang populasyon para ma-amligan ang amon nga dunang manggad
   □ May indi maayo nga inagihan sa pagpamata
   □ Bangud sang mga kuno-kuno
   □ Bangud sang side effects sang metodo
   □ Bangud sang amon ginapathangan nga relihiyon
   □ Ang bana ukon asawa indi maghisugot ukon makadesisyon
   □ Iban pa: _________________
5. Indi pa kami makadesisyon nga magbata ukon indi na magbata pero naga-gamit sang metodo sang Family Planning. Ano nga metodo? _________________
6. Indi pa kami makadesisyon nga magbata ukon indi na magbata pero wala naga-gamit sang metodo sang Family Planning
7. Gusto namon magbata
   □ Naga-busong
   □ Wala naga-busong
8. Ang mga masunod amon himuon sa sulod sang isa ka bulan para matuman ang amon plano
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9. Ang mga kinahanglanon namon nga bulig para matuman ang amon plano

Mr. ____________________________________________
Edad: ________ Trabaho: __________________________
Mrs. ___________________________________________
Edad: ________ Trabaho: __________________________
Kadamuon sang kabataan: __________________________ Edad sang kambinsan nga bata: __________________________
Relihiyon: ______________________________________
Gikan sa Sitio / Barangay: _______________________________
Petsa: ________________________________________________

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Task VII: NEXT STEPS AND EVALUATION

Consolidation of couple's action and support needed:

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<th>What</th>
<th>When</th>
<th>Where</th>
<th>Support Needed</th>
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1. Ask the participants if they would like to have another session as a group.

2. Agree with the Health Service Provider the schedule for the couples to visit the health center.

Note: In order to monitor the couple's intention for Family Planning, make sure to have a copy of the couple's name in the consolidation of the couple's intention.

B. EVALUATION

Ask:
1. Which part of the session you like most?
2. Which part of the session you like least?
3. Which part of the session you found most significant as a couple? Why?
4. Which part of the session you found difficult? Why?
5. Would you like to attend a follow up session on family planning?

Thank the participants/couples. Inform them of the services and schedule of the Health Center.