

LEARNING STRAND 2 SCIENTIFIC AND CRITICAL THINKING SKILLS

SESSION GUIDES FOR MODULE 2:
WHY AM I WEALTHY WHEN I'M HEALTHY?

ALS Accreditation and Equivalency Program: Junior High School



SESSION GUIDES

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

JUNIOR HIGH SCHOOL: SCIENTIFIC AND CRITICAL THINKING SKILLS
SESSION GUIDES FOR MODULE 2 (WHY AM I WEALTHY WHEN I'M HEALTHY?)

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 2: Scientific and Critical Thinking Skills
Session Guides for Module 2 (Why Am I Wealthy When I'm Healthy?)

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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 Am I Wealthy When I'm Healthy? 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 AM I WEALTHY WHEN I'M HEALTHY? **Session Guide No. 1**

I. Objectives

1. Identify the parts of a simple survey (LS3 MP-NS-PSF-LJHS-17); and
2. Enumerate the step-by-step process of conducting a survey (LS3MP-NS-PSF-LJHS-17).

II. Subject

- A. **Lesson 1:** How Do I Get to Know the People in my Community?
- 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 learners to read *Lets Get to Know* on page 1 of the module.
- b. Let the learners find the cause of the problem and formulate the best solution. This will serve as a springboard in introducing the concept about problem-solving.
- c. Ask the learners if they have experienced being interviewed. Let them share their experiences by asking the following questions:
 - What did you feel during the interview?
 - Can you recall some of the questions asked by the interviewer?
 - How did you find the questions? Were they easy or difficult? Why or why not?

3. Activity

- a. Let the learner answer *Trying This Out* on page 7.
- b. Guide the learners in analyzing the statements written in the table. Let them provide the appropriate questions for each statement.
- c. Ask the learners to have a partner. One will act as an interviewer

who will ask the questions they have written while his/her partner will be the interviewee or applicant.

- d. Encourage them to share what they feel during the re-enactment and what their observations are.

4. Analysis

- a. Let the learners read page 8 of the module. Ask them who are involved in an interview. Let them explain the difference between the interviewer and the applicant/interviewee.
- b. Discuss the six parts of a survey. Let them also read the description for each part.
- c. Let the learners study the figures on pages 9 to 12. Guide them in analyzing and understanding each graph.
- d. Explain to the learners the concepts on pages 13 to 15:
 - A survey reveals more information from the respondent which can be helpful in a researcher's study;
 - A survey aims to gather information from a large group of people;
 - As a portion of a whole, responses from a sample can represent the characteristics of the entire population;
 - Choosing the correct type of question will help them gather the correct information from the respondent;
 - Questions should be simple and answerable without forming any negative impact on both the respondents and the survey itself;
 - Leading questions should be avoided in a survey since, as the name implies, they restrict the respondent to think from a different (or on their own) perspective;
 - Interpreting the respondent's answer to better fit the desired answer should be avoided because it defeats the purpose or nature of a survey; and
 - A researcher should not be quick to assume a characteristic of a respondent; if preliminary questions are necessary to specify a particular demographic, then such should be made clear.

5. **Abstraction/Generalization**

Explain to the learners that:

- An interview is a popular type of survey;
- A survey is used to gather data (information) from a group of people;
- The data gathered from a survey allows the researcher to know the characteristics, actions, opinions, needs, and demands of a large group of people;
- The data gathered from a survey can also show the effect of an event to a large group of people;
- In reality, a researcher will not be able to gather data from all the respondents in the demographic; hence, data collected from a sample can represent (in general) the response of the entire population;
- Questions in a survey should be easily understood, answerable without offending the respondent, bias-free, and independent from the other questions in the survey;
- Choosing open-ended questions allows the respondent to give varying answers because there are no limitations or boundaries in the response;
- Choosing closed-ended questions allows the respondent to select from a set of choices that is accurate (closest) to his/ her actual response;
- Errors cannot be avoided in a survey but can be minimized; and
- Common errors in a survey are leading questions, suggesting the desired answer to the respondent, and allowing the respondents to move away from performing their regular routine when being observed.

6. Application

Ask the learners to do the learning module's *Sharpening Your Skills* Test I and Test II on page 16 and 18. Have them do it on a separate sheet of paper.

IV. Evaluation

For *Treading the Road to Mastery* (Summative Assessment)

- a. Guide the learners in applying concepts from the formative assessments in coming up with the correct answer for the assessment found on page 19; and
- b. Explain to the learners that they should:
 - Identify specific information from the community (characteristics, actions, opinions, needs, demands or effects from an event) that they want to know;
 - Formulate correct questions that are aligned with the information that they need to gather from the respondents;
 - Consider guidelines in writing survey questions;
 - Avoid committing common errors in conducting a survey;
 - Present the information gathered from the survey in an organized and logical manner; and
 - Formulate a conclusion on the data gathered to describe the community.

WHY AM I WEALTHY WHEN I'M HEALTHY? **Session Guide No. 2**

I. Objectives

1. Identify the causes of the health problems in the environment (LS2SC-AS-PSC-LE/AE-LJHS/AJHS-1.12); and
2. Explain how the causes lead to health problems in a community (LS1CS/EN-L-PSA-BL/LE/AE/LJHS-5.1.6).

II. Subject

- A. **Lesson 2:** How Does My Environment Affect the Health of My Family and My Community?
- B. **Materials:** Short bond paper, ballpen/pencil

III. Procedure

1. Introductory Activity

- a. Make the learners realize that dangerous parts of the kitchen may cause harmful effects to any member of their family if they will act without caution;
- b. Inform the learners that there are more than ten (10) dangerous parts in the figure – they may opt to encircle all of them if they choose to do so;
- c. Instruct the learners to avoid overlapping circles when doing the activity to make sure that no two parts are in the same circle;
- d. Allow the learners to infer on the effect/s of each dangerous part in the kitchen to any of their family members; and
- e. Explain to the learners that:
 - Any part of the kitchen (or another location) can be considered dangerous if left unchecked;
 - Simple objects can become dangerous to a person's safety;
 - Identification of dangerous parts in a location comes with an understanding of its possible effects to any person exposed to it; and

- Once its effects are understood, identifying dangers also implies the need to address (or minimize) it.

2. Activity

Understanding What You Did (page 22)

- a. Ask the learners about the possible danger/s of the kitchen tools and equipment;
- b. Guide the learners in identifying examples of determinants of health in the community;
- c. Remind the learners that determinants of health are those that can negatively affect a person's health;
- d. Explain to the learners that the examples should be able to affect the majority, if not all, of the persons in the community;
- e. Instruct the learners to carefully analyze the possible effect/s –they may answer the question, “How can these examples be harmful to a person's health?”; and
- f. Instruct the learners to conduct the interview remotely or to observe proper health protocols when conducting it through an in-person interview to protect and to secure their health in times of calamities, a pandemic, etc.

3. Analysis

- a. Ask the learners to draw or illustrate main health problems and their cause which they observed in their community. Let them discuss their illustrations.
- b. Explain to the learners that:
 - Both the environment and the characteristics/behavior of an individual can affect his/her health;
 - The concept of “nature versus nurture” does not apply to the factors affecting a person's health;
 - The evidences of the determinants of health are those that a person encounters everyday;
 - Effects of these determinants can be minimized by observing precautionary measures; and

- As a community experiences more challenges in its environment and general characteristics/behavior, people in the community are more likely to be affected by greater damage to their health.

4. Abstraction/Generalization

For *Sharpening Your Skills*

- a. Let the learners complete the table on page 23 by doing an online interview.
- b. Present the effects of transport, food, agriculture, eating habit and waste on health. Instruct them to complete the table on page 25 by conducting an interview.
- c. Explain to the learners that the examples should be able to affect the majority, if not all, of the persons in the community;
- d. Instruct the learners to carefully analyze the possible effect/s – they may answer the question, “How can these examples cause harm to a person's health?”; and
- e. Instruct the learners to conduct the interview remotely or to observe proper health protocols when conducting it through an in-person interview to protect and to secure their health in times like calamities, pandemic, etc.

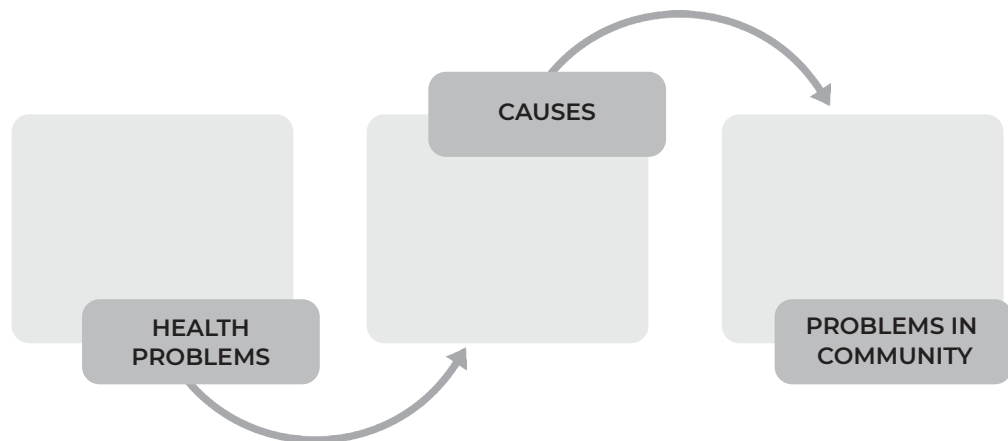
IV. Evaluation

For *Treading the Road to Mastery* (Summative Assessment)

- a. Guide the learners in applying concepts from the formative assessments in coming up with the correct answer for the assessment; and
- b. Explain to the learners that they should:
 - Construct correct questions to gather desired information from the respondents;
 - Identify the main health problems of families in the community;
 - Associate these health problems to the determinants of health;
 - Identify the cause/s of the health problems among the families in the community; and
 - Formulate a conclusion on the data gathered from the survey.

SESSION GUIDE 2

- c. Ask the learners to list down all of their learnings in a clean sheet of paper using the diagram below, reminding them that such will be important in answering the modular assessment.



WHY AM I WEALTHY WHEN I'M HEALTHY? **Session Guide No. 3**

I. Objectives

1. Identify the health problems in the community (LS2SC-AS-PSC-LE/AE-LJHS/AJHS-1.12);
2. Propose solutions to the health problems of the community (LS2SC-AS-PSC-LE/AR/LJHS/AJHS-1.13, LS2SC-AS-PSC-LE/AR/LJHS/AJHS-1.13); and
3. Suggest acceptable actions to solve the health problems of the community (LS2SC-AS-PSC-LE/AE/LJHS-1.14).

II. Subject

- A. **Lesson 3:** How Can I Help in Solving the Health Problems in the Community?
- B. **Materials:** Short bond paper, ballpen/pencil

III. Procedure

1. Introductory Activity

- a. Let the learners' study and analyze the situation on page 28.
- b. Guide the learners in understanding the problem – a farmer needs to cross all items (snake, hen, sack of corn) to the other side of the river alive and/or unconsumed;
- c. Guide the learners in formulating different possible solutions to the problem;
- d. Discuss why other solutions are not effective in solving the problem e.g. the snake will eat the hen if they are left behind, the hen will consume the sack of corn if they are left behind, etc.;
- e. Explain to the learners that they can bring any item back to the side of the river they came from (e.g. bring the snake to the other side of the river, go back, bring the hen to the other side, go back but this time you're bringing the snake to the original side);
- f. Discuss the correct answer: bring the hen, go back, bring the

snake, go back with the hen, bring the sack but leave the hen, go back, bring the hen;

- g. Ask the students to reflect on their experience in solving the problem and how they were able to formulate different solutions; and
- h. Explain to the learners that:
 - A problem requires careful analysis and thoughtful consideration of all factors that can lead to its solution;
 - Errors cannot be avoided in problem solving;
 - It is common for people to continuously make mistakes in problem solving which can lead them to starting again; and
 - There are various solutions to a certain problem; however, it is also necessary to formulate the most effective and efficient solution to save time and resources.

2. Activity

- a. Ask 2 to 3 learners about any problems that they have encountered. Let them share how they resolved it and the lessons they learned from it.

	PROBLEM	HOW WAS IT RESOLVED?	LESSONS LEARNED
1			
2			
3			

3. Analysis

Understanding What You Did

- a. Relate the concepts on pages 29 to 31 to the experiences/ information shared by the learners.
- b. Ask the learners if they also use stages in the problem-solving cycle in resolving their problems. Let them explain the stages in their own word.
- c. Group the learners into two. Let them do a debate on the

advantages and disadvantages of using the stages in the problem-solving cycle. First group will stand for the advantages while the second group for the disadvantages.

- d. Make sure that after the debate, the seven (7) stages were clearly discussed to the learners.
- e. Explain to the learners that:
 - Identifying a problem affects the succeeding questions in problem-solving;
 - Formulating various strategies promotes critical thinking by considering all possible errors in each solution thereby encouraging the formulation of a better strategy;
 - Being able to discuss a strategy allows one to form a mental picture of the situation/scenario and make inferences about its possible consequences.
 - Putting priority on solving a problem allows one to shift his/her attention to more important matters; and
 - Monitoring strategies is as important as formulating each of them since it allows the researcher to observe the outcomes of the solution – it brings valuable insight before evaluating its effectiveness.

4. Abstraction

Explain to the learners that:

- Problem-solving means having a purpose and directing one's self to a specific goal;
- Problems-solving has 7 general steps: identification, definition, formulation (of strategy), organization (of information), allocation (of resources), monitoring, and evaluation;
- One cannot skip a step in problem-solving since it simply builds up to finding an effective solution by considering all factors affecting the problem; and
- Problem-solving does not only involve finding the solution to a problem; it also focuses on the effectiveness and efficiency of the solution over a certain period of time.

5. Application

- a. Let the learners answer page 32, *Sharpening Your Skills*. Check and discuss the answers, then,
- b. Ask them to report their output on the activity. Make sure to provide constructive feedback.

IV. Evaluation

Instruct the learners to do *Treading the Road to Mastery* on page 33. Let them present their output to the class and tell them to give a copy of it to the community leader they interviewed.

V. Post Assessment

Let the learners answer, *Reach the Top* activity found on page 37 of the 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 GET TO KNOW THE PEOPLE IN MY COMMUNITY?

SHARPENING YOUR SKILLS

PAGE 16

ACTIVITY I

1. **FALSE** – a survey provides more information through valuable insights in a research
2. **TRUE** – a survey aims to know more about its subjects
3. **FALSE** – as mentioned in no.2, characteristics can also be studied
4. **FALSE** – a survey aims to discover the effect of an event to a large group of people
5. **FALSE** – a sample can be the minimum number of respondents to represent your population
6. **TRUE** – a sample should be in the same demographic as your population
7. **FALSE** – it should also be easily understood by the respondents
8. **TRUE** – it should be within the respondent's level of understanding and should not be too complex to avoid too much time being consumed
9. **TRUE** – it can provide insights that can only come from your respondents

ANSWER KEY

10. **FALSE** – open-ended questions do not limit the respondent from giving his/her answer

ACTIVITY II

1. The question implies a negative characteristic of the topic to the respondent. Questions should be neutral-sounding.
2. The question assumes that the respondent drinks orange juice. This forces the respondents to answer even if they might dislike orange juice. Surveys should have preliminary questions, if needed, to identify respondents who can participate in the research.
3. The question is talking about two topics at the same time: assignments and activities. The respondents might be happy with one topic and unhappy with the other. Such will confuse both the respondent and, during interpretation, the researcher. Questions should be simple, answerable, and independent from each other.
4. The question is too rigid because of the use of an absolute word (“always”). It forces the respondent to choose from two extreme answers (yes or no). Questions should have a more flexible set of choices that respondents can easily choose from.
5. The question is too complex that can be simplified. Questions should be simple for the respondent to understand and answer.

TREADING THE ROAD TO MASTERY

PAGE 19

Rubric for Questions (per topic):

CRITERION*	Exemplary (3)	Proficient (2)	Needs Improvement (1)
Question	The question is clear and precise, collectively allowing for detailed, unambiguous, and meaningful answers. Question is interpreted in the same way by respondents	The question sometimes is clear and precise, collectively allowing for meaningful answers. Question is interpreted in the same way by respondents	The question is difficult to understand, not precise, and ambiguous. Question is interpreted in a different way by respondents.
Grammar	The spelling, grammar, and punctuation are correct and accurate.	The spelling, grammar, and punctuation are clear enough.	The spelling, grammar, and punctuation are incorrect and inaccurate.

Notes to the Teacher (for presenting results):

- Instruct the students to compile all results and present each in tally format (showing the total of each component in every topic).
- Encourage the students to be neat with their works. Avoid overlapping figures and/or writings.
- Ask the students to review the outcome of their survey. Guide them in analyzing whether the results were able to answer the questions for each of their chosen topics.

ANSWER KEY

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

LESSON II: HOW DOES THE ENVIRONMENT AFFECT THE HEALTH CONDITION OF MY FAMILY AND MY COMMUNITY?**SHARPENING YOUR SKILLS**

PAGE 23

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
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TREADING THE ROAD TO MASTERY

PAGE 26

Rubric for Questions (per topic):

CRITERION*	Exemplary (3)	Proficient (2)	Needs Improvement (1)
Question	The question is clear and precise, collectively allowing for detailed, unambiguous, and meaningful answers. Question is interpreted in the same way by respondents	The question sometimes is clear and precise, collectively allowing for meaningful answers. Question is interpreted in the same way by respondents	The question is difficult to understand, not precise, and ambiguous. Question is interpreted in a different way by respondents.
Grammar	The spelling, grammar, and punctuation are correct and accurate.	The spelling, grammar, and punctuation are clear enough.	The spelling, grammar, and punctuation are incorrect and inaccurate.

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LESSON III: HOW CAN I HELP IN SOLVING THE HEALTH PROBLEMS IN OF THE COMMUNITY?**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
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TREADING THE ROAD TO MASTERY

PAGE 33

Notes to the Teacher (for presenting results):

- Instruct the students to compile all results and present each in tally format (showing the total of each component in every topic).
- Encourage the students to be neat with their works. Avoid overlapping figures and/or writings.
- Ask the students to review the outcome of their survey. Guide them in analyzing whether the results were able to answer the questions for each of their chosen topics.

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REACH THE TOP ACTIVITY I

PAGE 37

1. Instructions
2. Demographics
3. Introduction
4. Title
5. Closing statement

ACTIVITY II

1. E
2. E
3. D
4. E
5. D
6. D
7. E
8. E
9. E
10. D

ACTIVITY III

1. F
2. T
3. T
4. F
5. T

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