

LEARNING STRAND 4 LIFE AND CAREER SKILLS

SESSION GUIDES FOR MODULE 6: SUSTAINABLE LIFESTYLE

ALS Accreditation and Equivalency Program: Junior High School



SESSION GUIDES

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

JUNIOR HIGH SCHOOL: LIFE AND CAREER SKILLS
SESSION GUIDES FOR MODULE 6 (SUSTAINABLE LIFESTYLE)

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 4: Life and Career Skills
Session Guides for Module 6 (Sustainable Lifestyle)

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User's Guide

For the ALS Teacher/Instructional Managers/Learning Facilitator:

Welcome to the Session Guides of this Module entitled Sustainable Lifestyle under Learning Strand 4 Life and Career 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.

SUSTAINABLE LIFESTYLE Session Guide No. 1

I. Objective

1. Demonstrate understanding of daily practices that promote sustainable living (LS4LC-SC-PSF-AE/JHS-1)

II. Subject

- A. **Lesson 1:** Sustainable Living
- B. **Materials:** Sustainable Lifestyle Module, bond paper

III. Procedures

A. Introductory Activity

Ask the learners to answer *Pre-assessment* on page 2 and 3 of the module. Let them do this activity on their notebooks.

1. Activity

- a. Guide the learners in accomplishing *Trying This Out* activity on page 5 of the module. Ask the learners to write their answers on their notebooks.
- b. Process the activity by allowing the learners to present their answers to the given questions.

2. Analysis

- a. Ask the learners to read *Promoting Sustainable Living* on page 6 of the module. Then, ask:
 - What is sustainable living?
 - How can sustainable living help the environment?
 - What are some ways that we should do to promote sustainable living?

3. Abstraction/Generalization

- a. Tell the learners to answer Activity I and Activity II of *Sharpening Your Skills* on pages 10 and 11 of the module. Have them do it on a short bond paper.

4. Application

- a. Ask learners to write an essay answering this question: *What is the importance of practicing sustainable living?*

Be guided by the following rubric:

Exceeds Expectations (15 points)	Satisfactory (10 points)	Needs Improvement (5 points)
Meaningful response with specific ideas	Sufficiently developed response with enough explanation	Limited response with minimal explanation
Virtually no spelling, punctuation, or grammatical errors	Few spelling and punctuation errors, minor grammatical errors	A number of spelling, punctuation, or grammatical errors

SUSTAINABLE LIFESTYLE **Session Guide No. 2**

I. Objectives

1. Satisfy human needs (balancing wants and desires and available resources) while living with one's means (LS4LC-SC-PSF-AE/JHS-2)
2. Make informed choices as a consumer of goods and services (LS4LC-SC-PSF-AE/JHS-6)

II. Subject

- A. **Lesson 2:** Satisfying Human Needs
- B. **Materials:** Sustainable Lifestyle Module, manila paper, marker, bond paper

III. Procedures

1. Activity

- a. Ask the learners to do *Trying This Out* activity on page 14 of the module. Let them accomplish the activity using a sheet of paper.

2. Analysis

- a. After the presentation, ask learners the following guide questions:
 - How do you find the activity?
 - What did you realize while performing the task?
- b. Instruct the learners to read *Living Within One's Means* on pages 15 to 16, and *Making Informed Choices as a Consumer* on page 17 to 19 of the module. Then, ask the learners.
 - What is the difference between needs and wants? What are examples of our basic needs?
 - What are the factors that we should consider in our decision making as consumers?
 - How can these factors help us in making informed choices as a consumer?

SESSION GUIDE 2

- c. Ask the learners to carefully observe and study the sample scenarios provided about *living within one's means* and *making informed choices as a consumer* on pages 15 to 19 of the module.

3. Abstraction/Generalization

- a. Instruct the learners to do Activity I and II of Sharpening your Skills on pages 20 and 21 of the module. Have them write their answers on a short bond paper.

4. Application

- a. Ask learners to write an essay by answering the question: *As a consumer, why do you need to make informed choices?*
Be guided by the following rubric:

Exceeds Expectations (15 points)	Satisfactory (10 points)	Needs Improvement (5 points)
Meaningful response with specific ideas	Sufficiently developed response with enough explanation	Limited response with minimal explanation
Virtually no spelling, punctuation, or grammatical errors	Few spelling and punctuation errors, minor grammatical errors	A number of spelling, punctuation, or grammatical errors

SUSTAINABLE LIFESTYLE **Session Guide No. 3**

I. Objective

1. Minimize resource use, waste, and pollution and reducing environmental damage as a consumer (LS4LC-SC-PSF-AE/JHS-3)

II. Subject

- A. **Lesson 3:** Consumer Environmental Responsibility
- B. **Materials:** Sustainable Lifestyle Module, bond paper, audio-visual devices

III. Procedures

1. Activity

- a. Tell the learners to do *Trying This Out activity* on page 24 of the module. Have them write their answers for the activity on their notebooks.
- b. Let them share their answers to the class.

2. Analysis

- a. Allow the learners to read *Keeping the Environment Healthy* on pages 25 to 26 of the module. Use these questions as points of discussion.
 - What are some efficient ways of reducing wastes?
 - What are some healthy practices that minimize resource use, waste, pollution, and environmental damage?
 - Why is it important that we participate and practice these things?

3. Abstraction/Generalization

- a. Instruct the learners to do Activity I and II of *Sharpening your Skills* on pages 27 and 28 of the module. Have them accomplish these tasks on a short bond paper.

4. Application

- a. Ask learners to write an essay by answering the question: *What changes in your lifestyle will you do to become a “green consumer”?* Be guided by the following rubric:

Exceeds Expectations (15 points)	Satisfactory (10 points)	Needs Improvement (5 points)
Meaningful response with specific ideas	Sufficiently developed response with enough explanation	Limited response with minimal explanation
Virtually no spelling, punctuation, or grammatical errors	Few spelling and punctuation errors, minor grammatical errors	A number of spelling, punctuation, or grammatical errors

IV. Evaluation

Ask the learners to answer *Reach the Top* on pages 34 to 36 of the module. Let them answer on a separate sheet of paper.

PRE-ASSESSMENT

ACTIVITY I

PAGE 2

1. Recycle
2. Consumption
3. Climate Change
4. Environment
5. Needs

ACTIVITY II

PAGE 4

1. I bring my own reusable straw when I eat outside.
2. I use the back part of printed papers for scratch.
3. I clean the rest room using the water used for rinsing clothes

LESSON I: SUSTAINABLE LIVING

TRYING THIS OUT

PAGE 9

What do these symbols/words have in common?

Possible Answer: These are all green and are symbols about keeping the environment clean

What are the characteristics of these symbols/words?

Possible Answer: The first symbol is symbol for environment-friendly products, the second means the product is organic, and the third means the product may be used again

SHARPENING YOUR SKILLS

ACTIVITY I

Possible Answers:

1. Do not get overwhelmed and shop impulsively. Pay the necessary fees first and then start to save.
2. She may use the water in other activities like for cleaning the bathroom and backyard.

3. The plastic containers may still be used as storage of food such as fish when placed in the fridge.
4. Buy that milk tea if you have extra money. If not, do not get tempted.

ACTIVITY II

PAGE 10

Refuse:

- Plastic straws
- Plastic bags
- Plastic wrappers

Reduce:

- Electricity
- White paper
- Water

Reuse

- Plastic containers
- Plastic bags

Recycle

- Plastic bottles
- Bottle caps
- Newspaper

TREADING THE ROAD TO MASTERY

PAGE 11

Question:

What is the importance of practicing sustainable living?

Possible Answer: Practicing sustainable living means living today and being able to still have something to spend by tomorrow. Living this way is important because it will help me to get by day by day without being compromised of what I am going to spend in the coming days. It also helps not only me but also the environment because sustainable living also entails being mindful of the things I use and consume.

LESSON 2: SATISFYING HUMAN NEEDS

TRYING THIS OUT

PAGE 13

(Answers may vary)

Possible Answers:

- **Fare:** 20 pesos
- **Lunch:** 40 pesos
- **Contribution:** 20 pesos
- **Snack:** 20 pesos

SHARPENING YOUR SKILLS

ACTIVITY I

PAGE 19

(Answers may vary)

Possible Answers:

1. **Laptop** – Need – It is necessary for our studies
2. **Cellphone** – Need – For communication with family and friends
3. **Alcohol** – Need – For sanitation and disinfection
4. **Stuffed toy** – Want – For room display
5. **Mirror with light** – Want – We have our mirror in our cabinet
6. **Flat screen TV** – Want – A smaller TV could have been bought
7. **Colored pens** – Want – Only for my sister's scrapbook
8. **Pillows** – Need – To sleep comfortably
9. **Shoes** – Want – Shoes bought on sale
10. **Flashlight** – Need – Essential in case of brownout

ACTIVITY I

PAGE 20

1. NIC
2. IC
3. NIC
4. NIC
5. IC

TREADING THE ROAD TO MASTERY

PAGE 21

Question: As a consumer, why do you need to make informed choices?

Possible Answer:

Informed choices are important as consumers. It helps us to make sure that each amount we spend is worth it. Aside from the expenses itself, making informed choices keeps us healthy and safe from harm.

LESSON 3: CONSUMER ENVIRONMENTAL RESPONSIBILITY

TRYING THIS OUT

PAGE 23

(Answers may vary)

Possible Answers:

1. Often
2. Sometimes
3. Often
4. Often
5. Often
6. Sometimes

SHARPENING YOUR SKILLS

ACTIVITY I

PAGE 26

(Answers may vary)

Possible Answers:

Home:

- Conserve water
- Segregate wastes

School:

- Do not waste paper
- Bring packed lunch

Market:

- Bring our own eco-bag
- Do not buy items in single-use plastics

Streets:

- Do not throw candy wrapper in the streets
- Walk or ride a bike rather

TREADING THE ROAD TO MASTERY

PAGE 28

Question:

What changes in your lifestyle will you do to become a “green consumer”?

Possible Answer:

To become a “green consumer”, I will change my lifestyle by eating less meat and taking more fruit and vegetables. I also need to have a major reduction in the use of plastics and other non-biodegradable material to help the environment.

REACH THE TOP

PAGE 31

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

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