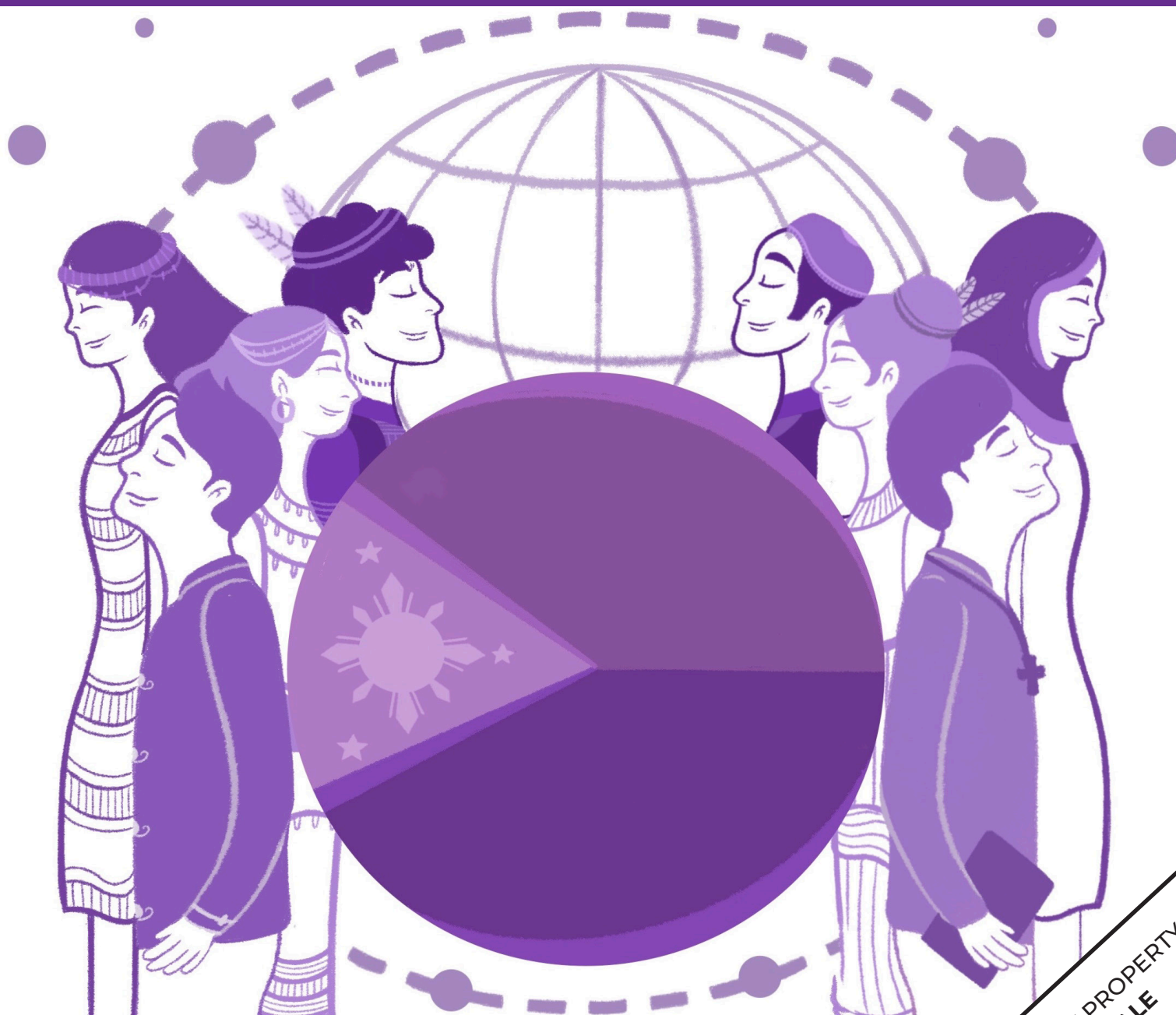


# LEARNING STRAND 5 UNDERSTANDING THE SELF AND THE SOCIETY

## SESSION GUIDES FOR MODULE 7: THE GLOBAL SOCIETY

ALS Accreditation and Equivalency Program: Junior High School





# SESSION GUIDES

---

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

**JUNIOR HIGH SCHOOL: UNDERSTANDING THE SELF AND THE SOCIETY**  
**SESSION GUIDES FOR MODULE 7 (THE GLOBAL SOCIETY)**

**ALS Accreditation and Equivalency Program: Junior High School**  
**Learning Strand 5: Understanding the Self and the Society**  
**Session Guides for Module 7 (The Global Society)**

Published in 2020 by the United Nations Educational, Scientific and Cultural Organization  
UNESCO Office, Jakarta  
Jalan Galuh II No. 5, Kebayoran Baru, Jakarta, Indonesia

*and*

Department of Education  
DepEd Complex, Meralco Avenue, Pasig City, Philippines

Copyright © UNESCO and DepEd 2020

This publication is available in Open Access under the Attribution-Share Alike 3.0 IGO (CC-BY-SA) 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The selection and presentation of the material contained in this publication, as well as the opinions expressed herein are the sole responsibility of the authors and not necessarily those of UNESCO, nor do they commit the organization in any way.

This educational resource material was developed and printed through the project “Better Life for Out-of-School Girls to Fight Against Poverty and Injustice in the Philippines” with financial support from Korea International Cooperation Agency (KOICA).

Printed by APC Printers Corporation  
Printed in Makati City, Philippines

ISBN 888-888-8888-88-8

## DEVELOPMENT TEAM



Jenelyn Marasigan Baylon	Master Teacher I, ALS Task Force (On-detail)
Kristine Lee S. Lumanog	Education Program Specialist II, ALS Task Force (On-detail)
Judy R. Mendoza	Project Development Officer III, Bureau of Learning Resources
Reyangie V. Sandoval	Education Program Specialist II, Bureau of Learning Resources
Josephine C. Intino	Senior Education Program Specialist, Bureau of Curriculum Development
Eric U. Labre	Senior Education Program Specialist, Bureau of Learning Resources
Roderick P. Corpuz	Supervising Education Program Specialist, ALS Task Force
Daisy Asuncion O. Santos	Chief Education Program Specialist, Bureau of Learning Resources
Marilette R. Almayda	Director III/Head, ALS Task Force
Ariz Delson Acay D. Cawilan	Officer-In-Charge, Office of the Director IV, Bureau of Learning Resources
G. H. S. Ambat	Assistant Secretary for Alternative Learning System Program and Task Force
Tonisito M. C. Umali	Undersecretary for Legislative Liaison Office, External Partnership Service and Project Management Service
Leonor Magtolis Briones	Secretary



John Michael Santos	Author
Kimberly Malate	Content Expert
Bernadette Sison	Admin and Finance Staff
Mildred Parbo	Project Lead
Ma. Teresita Medado	President

### Content and Language Evaluators and Instructional Design Reviewer

Marie Joy A. Arias	Schools Division Office of Leyte, Department of Education
Saturnina P. Garcia	Schools Division Office of Baguio City, Department of Education
Maria Fatima D. Nolasco	Philippine Normal University



Ade Sandra	Admin and Finance Assistant
Rusyda Djamhur	Project Assistant
Marmon Abutas Pagunsan	National Project Consultant
Remegio Alquitran	National Project Officer
Maria Karisma Bea Agarao	National Programme Coordinator
Mee Young Choi	Head of Education Unit
Shahbaz Khan	Director and Representative

# User's Guide

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

Welcome to the Session Guides of this Module entitled The Global Society under Learning Strand 5 Understanding the Self and Society 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.

## THE GLOBAL SOCIETY Session Guide No. 1

### I. Objectives

1. Explain the responsibilities suggested by/inherent in each right: exercising the right and obligations of citizenship at local, state, national, and global levels (LS5US-CP-PSH-JHS-6).

### II. Subject

- A. **Lesson 1:** Becoming a Global Citizen
- B. **Materials:** The Global Society Module, pictures, manila paper, marker

### III. Procedures

#### Introductory Activity

Before beginning the session, ask the learners to answer *Pre-assessment* on page 2 of the module. Have them answer this activity on their notebooks.

#### 1. Activity

Ask the learners to independently answer *Trying This Out* activity on page 4 of the module. Ask them to do this activity on their notebooks.

#### 2. Analysis

- a. After accomplishing the activity, process their answers by asking them these guide questions:
  - What can you say about the activity?
  - What have you learned or realized while answering the activity?
- b. Ask the learners to be ready for a group activity. Divide the class into two groups. A topic is assigned to both groups. Let them study the topic and prepare for an oral presentation. Allow them to create a diagram and visual aids for group reporting.

## SESSION GUIDE 1

---

- Group 1 talks about the **Global Citizenship** (page 5 of the module)
- Group 2 explains the **Qualities of Global Citizenship** (page 6 of the module)

### 3. Abstraction/Generalization

Ask the learners the following questions:

- a. What are the qualities of global citizenship?
- b. How can we exercise our rights and obligations being a global citizen?

### 4. Application

Ask the learners to do the *Sharpening Your Skills* activities.

#### A. Individual Activity (Pages 7–8)

- Let them do the activity on a white bond paper.
- Process the students' answers. Allow them to defend their answer to each event. Encourage them as well to provide supporting reasons for their answers.

#### B. Group Activity (Pages 9)

- Have them use manila papers for their presentation.
- Let them explain their works through an oral reporting. Provide feedback and affirm them.

## IV. Evaluation

Ask learners to write an essay entitled, “*The World is Our Family and Our Family is Our Responsibility*.” Be guided by the following rubric:

EXCEEDS EXPECTATIONS (15)	SATISFACTORY (10)	NEEDS IMPROVEMENT (5)
Meaningful response with specific ideas. Virtually no spelling, punctuation, or grammatical errors	Sufficiently developed response with enough explanation. Few spelling and punctuation errors, minor grammatical errors	Limited response with minimal explanation. A number of spelling, punctuation, or grammatical errors



### **ADDRESSING GLOBAL ISSUES** **Session Guide No. 2**

#### **I. Objectives**

1. Analyze the effects of global issues and concerns on one's life, group, community, nation, region, and the world, e.g. terrorism, global warming (LS5US-GA-PSK-JHS-6).
2. Determine the key message conveyed in the material viewed (LS1CS/EN-V-PSC-JHS-19).

#### **II. Subject**

**A. Lesson 2:** Addressing Global Issues

**B. Materials:** The Global Society Module, manila paper and markers, audio-visual devices

#### **III. Procedures**

##### **Introductory Activity**

*Pair-Think-Share.* Let the learners find their partners. Each will answer this question and share it with his/her partner.

- Recall any news of any global crisis that you just recently watched, heard, or read. Share what happened and how you think it affects us.

##### **1. Activity**

Present the word find puzzle on the next page to the class and let them find the seven (7) words listed below. Call some volunteers to answer.

- POLLUTION
- CORRUPTION
- TERRORISM
- VIOLENCE
- HUNGER
- EDUCATION
- DRUGS

## SESSION GUIDE 2

G Y S  
L N L K V P D P W  
C W U B P H F O B J N M E  
K J U T L Y C F I I I U B I F F C  
T F D A Q X Y W E D I G M Q T I J U H  
O D N P D U K J Z O W A R S G N B J A H X  
B J A C Z V L U W Z Z V M P E F M N U U Z  
W I S P W Q O Z Q Q I J F J V M H V A Z N I F  
S Y M L Q Y V G C F P P W R I I Y A Y X G R X  
G W A S J C E C G N L N O N N O U B P E W E D P I  
M P T U U M N V X I L E L H X L G Q V N S R R J Z  
P A I S C T D X U F K W L B E E T H O E W Z U K B  
D D V D K O J T H Y E P C U C D N C Z I J C T G H F R  
A V Q V A J M P J U A N O T F W C Y K A F O P S W P U  
U N L A F V R W L A M T R I S X E R E Q M D S R A W P  
Z X N R Q L C M T E R R O R I S M Q I T V L S Z L  
R H E J V J U V J N Q U N N H V O X Z B F O L T W  
F D J D V A K W D D K P F L W B U Q R J L S H U S  
U F D U Y G L E H X T K M S H Z D M T P C A H  
F W A L C S S Q G F I Z N R F L F Y G M N A X  
A W K E A P O P A O Z F N M Q M B P E O M  
X H L G P T T V H N B X X R R W D Z Q O I  
I P K O A I C E C A P F Q U E Y E Q J  
K X E O Y O D U Z V K I J A Q U P  
F L L M N K M H X Y W L F  
V I R D W T L W P  
D Q W

### 2. Analysis

- a. Ask the learners to read out loud the words located on the word hunt puzzle:

- POLLUTION
- VIOLENCE
- EDUCATION
- CORRUPTION
- HUNGER
- DRUGS
- TERRORISM

- b. Ask the learners

- What can you say about these words?
- Do you think these problems can still be solved?

- c. Divide the class into three (3) groups. Ask them to prepare and present a role play that shows their understanding of the world problems on pages 13–15 of the module. Each group has assigned topics to work on.
  - **Group 1** – Climate Change and Pollution, Malnourishment and Hunger
  - **Group 2** – Lack of Education, Unemployment, and Substance Abuse
  - **Group 3** – Government Corruption, Violence and Terrorism
- d. Present their skit and provide feedbacks for their performances.

### 3. Abstraction/Generalization

- a. Let the learners do the *Sharpening Your Skills – Individual Activity* on page 16 (What Can Be Done)
- b. Ask the learners this question: *What are the critical global issues that you should be aware of?*

### 4. Application

- a. Let the learners do the *Sharpening Your Skills – Group Activity* on pages 17–18. Each group will be assigned a documentary to review and analyze.
- b. Remind the groups to prepare for an oral presentation.
  - **Group 1** – I-Witness: “Paraisong Uhaw”, a documentary by Kara David ([https://youtu.be/Vs\\_iM91fRmc](https://youtu.be/Vs_iM91fRmc))
  - **Group 2** – I-Witness: “Plastic Republic”, a documentary by Howie Severino (<https://youtu.be/y2AYVKaiYQc>)
  - **Group 3** – I-Witness: “Let’s Talk About Sex”, a documentary by Pia Arcangel (<https://youtu.be/KaMtSB5MeeU>)
- c. Be guided with the given rubric on the next page.

## SESSION GUIDE 2

CRITERIA	EXCEEDS EXPECTATIONS (15)	SATISFACTORY (10)	NEEDS IMPROVEMENT (5)	SCORE
CONTENT	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows a minimal understanding of parts of the topic	
DELIVERY	Holds attention of entire audience; speaks with very acceptable volume	Holds attention of some of the audience; speaks with acceptable volume	Holds no attention with audience; speaks in low volume	
ENTHUSIASM	Shows strong interest about the topic	Shows some interest about the topic	Shows less interest about the topic	
TOTAL				

### IV. Evaluation

Ask the learners to write an essay about the topic “*Global issues can only be resolved by global action and it starts within you.*” Be guided by the following rubric:

EXCEEDS EXPECTATIONS (15)	SATISFACTORY (10)	NEEDS IMPROVEMENT (5)
Meaningful response with specific ideas. Virtually no spelling, punctuation, or grammatical errors	Sufficiently developed response with enough explanation. Few spelling, punctuation, and minor grammatical errors	Limited response with minimal explanation. A number of spelling, punctuation, and grammatical errors

### UNDERSTANDING GLOBALIZATION Session Guide No. 3

#### I. Objectives

1. Explain the historical, political, economic, and sociocultural roots of globalization (LS5DS-GA-PSJ-JHS-45).
2. Analyze the implications of globalization on society (LS5US-GA-PSJ-JHS-53).

#### II. Subject

A. **Lesson 3:** Understanding Globalization

B. **Materials:** The Global Society Module, manila paper, marker, bond paper

#### III. Procedures

##### 1. Activity

- a. Post this picture on the board
- b. Call on some volunteers to answer the questions:
  - What do you notice first in the illustration?
  - What kind of people and objects are shown?
  - What meaning can you draw from the picture?
  - What can you learn from examining the picture?

##### 2. Analysis

- a. Based on the learners' response on the questions, point out and lead that the picture presents the ideas of globalization. Ask them: *What is your idea regarding the term "globalization"?*
- b. Instruct them to read the **Roots of Globalization** and the **Aspects of Globalization** on pages 22–24 of the module. Be guided with the questions as points of discussion.
  - What is globalization?
  - What are the various aspects of globalization?
  - Provide real-life examples to illustrate each aspect.

## 3. Abstraction/Generalization

Ask the following questions:

- What are the aspects of globalization?
- How do these aspects affect our society?

## 4. Application

Let the learners do the *Sharpening Your Skills* on pages 25–26.

### A. Individual Activity

Allow them to analyze the events to identify which aspect of globalization is being described. Have them use their notebooks to answer the activity.

EVENTS	ASPECT OF GLOBALIZATION
1. McJolly, a Filipino chain of fast food restaurants, has been set up in Southeast Asia, Hong Kong, Middle East, North America, and Europe.	
2. The parts of a car come from all over the world (e.g., Germany, Japan, and Korea) and the car is assembled in the Philippines.	
3. Businesses are operated with many satellite locations or call centers in other parts of the world (e.g., someone in the Philippines answering a call from the United States about a product)	
4. The creation of international organizations such as the United Nations (UN) and the Association of Southeast Asian Nations (ASEAN). These organizations have new rules and agreements for member countries to follow.	
5. The spread of Hallyu (“Korean Wave”) or Korean culture such as K-dramas and K-pop music across the world.	
6. The World Bank offers loans, grants, and other financial products among middle and low-income countries to promote economic growth	

## SESSION GUIDE 3

### B. Group Activity

Divide the class in groups of four. Let them present their works in front of the class. Be guided by the following rubric:

CRITERIA	EXCEEDS EXPECTATIONS (15)	SATISFACTORY (10)	NEEDS IMPROVEMENT (5)	SCORE
CONTENT	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows a minimal understanding of parts of the topic	
DELIVERY	Holds attention of entire audience; speaks with very acceptable volume	Holds attention of some of the audience; speaks with acceptable volume	Holds no attention with audience; speaks in low volume	
ENTHUSIASM	Shows strong interest about the topic	Shows some interest about the topic	Shows less interest about the topic	
TOTAL				

### IV. Evaluation

Ask learners to write an essay on the topic: *The Roots of Globalization and How They Affect Societal Development*. Be guided by the following rubric:

EXCEEDS EXPECTATIONS (15)	SATISFACTORY (10)	NEEDS IMPROVEMENT (5)
Meaningful response with specific ideas. Virtually no spelling, punctuation, or grammatical errors	Sufficiently developed response with enough explanation. Few spelling, punctuation, and minor grammatical errors	Limited response with minimal explanation. A number of spelling, punctuation, and grammatical errors

Ask learners to answer *Reach The Top* on page 30 of the module. Do this activity in a separate sheet of paper.

## PRE-ASSESSMENT

PAGE 2

1. Globalization
2. Global
3. Climate Change
4. Violence
5. Mass Media

## LESSON 1: BECOMING A GLOBAL CITIZEN

### SHARPENING YOUR SKILLS

PAGE 7

*Possible answers*

#### Causes:

- Large quantity of greenhouse gases at the atmosphere
- Too much carbon dioxide content of oceans
- Emission of black carbon aerosol

**Issue:** Climate Change

#### Effects:

- It traps the Sun radiation and creates the greenhouse effect
- Makes the ocean more acidic thus could kill maritime species
- Contributes to the melting of polar ice caps elevating sea level

#### Solutions:

- Buy and use products that has no Chlorofluorocarbons or CFC
- Plant trees to absorb carbon dioxide
- Support movements for renewable Energy



## TREADING THE ROAD TO MASTERY

PAGE 10

*“The World Is Our Family and Our Family Is Our Responsibility.”*

*Possible Answer:* Family is bonded by love and members have many expressions to show love, one of which is acts of service. Given that our world is our family and it is our responsibility, we should be committed in doing acts of services to keep it. This can be done through becoming solution-oriented individuals. It may be in the issues of political, economic, environmental, etc. using our talents and skills. It's a small world after all, so we should love it. Keep it.

## LESSON 2: ADDRESSING GLOBAL ISSUES

### SHARPENING YOUR SKILLS

PAGE 16

*Possible answer*

**Global Issue 1: Hunger**

**What can be done:** I want to join as a volunteer to various feeding programs

**Global Issue 2: Education**

**What can be done:** I want to organize a mobile classroom to teach street children

**Global Issue 3: Infectious diseases**

**What can be done:** I will post informative videos and infographics online to raise awareness on how to combat infectious diseases

## TREADING THE ROAD TO MASTERY

PAGE 19

*“Global issues can only be resolved by global action and it starts within you.”*

*Possible Answer:* Each one of us is living in the same world. This means that whatever issue concerns the world, we are all affected by it. Therefore, it is our responsibility to get involved. Oftentimes, we

would just sit back and wait for leaders and groups to resolve global issues but what we should realize is that resolutions should start within us. Little by little, our small acts will resolve pressing issues or matters especially if we are consistent. Let people witness the deeds we are doing and be influenced by our actions. We must take action not because someone tell us to do it, but because we want to do it. With this principle, we remember, that helping other people genuinely must be our priority and it is not because of incentives that we will get after. If all people have this same principle, surely we will all live in a better world with peace and love.

### LESSON 3: UNDERSTANDING GLOBALIZATION

#### TRYING THIS OUT

PAGE 21

*Possible answers*

1. I first notice the centerpiece of the illustration which is a globe
2. The people are situated from different parts of the globe
3. It may give us the message that people all over the globe can now easily communicate to one another because of the links that connect them
4. We can learn that the world is truly getting smaller so to speak because we can now easily communicate and collaborate with one another through different mechanisms or forces

#### SHARPENING YOUR SKILLS

PAGE 25

1. Economic
2. Industrial
3. Informational
4. Political
5. Cultural
6. Financial

**TREADING THE ROAD TO MASTERY**

PAGE 27

***“The Roots of Globalization and How They Affect Societal Development”***

*Possible Answer:* Globalization has been ongoing since World War II and has been controlled by politicians to break down the borders that block the trade. This is to improve relationships and lessen the chances of war since then. It was further developed by the expansion of multinational corporations. Development of new technology for international transportation and telecommunication also speeds up globalization. Because of globalization, it has also improved and developed society in different ways.

Globalization is important for human and societal development. It widens the opportunities for anyone to develop their knowledge, values and skills from it. For example, because of political and cultural globalization we can now learn the different proceedings of other nations in solving their national issues or problems. Globalization also paves way for us to develop our products and services brought by the aspects of economic and industrial globalization. Through these exchanges, we can learn their best practices which we can also adopt in developing our brands to be sold in the market.

Lastly, globalization makes it easier for us to do research because of the informational or technological aspect of it. In just one click, the information that we need would be available and thus would be included in our related literature or studies.

**REACH THE TOP**

PAGE 30

- |      |      |       |
|------|------|-------|
| 1. A | 5. A | 9. A  |
| 2. A | 6. B | 10. B |
| 3. B | 7. C |       |
| 4. C | 8. A |       |



*The development and printing of this learning resource was made possible with the cooperation of Asia Pacific College. This is a component of the project “Better Life for Out-of-School Girls to Fight Against Poverty and Injustice in the Philippines” implemented by UNESCO Office, Jakarta in partnership with the Department of Education. This initiative received a generous financial support from Korea International Cooperation Agency (KOICA).*

For inquiries, please contact:

**Department of Education, Bureau of Learning Resources (DepEd BLR)**

Office Address : Ground Floor, Bonifacio Building, DepEd Complex,  
Meralco Avenue, Pasig City, Philippines 1600  
Telefax : +63-2-8631-1072; +63-2-8634-1054; +63-2-8631-4985  
Email Address : blr.qad@deped.gov.ph; blr.lrp@deped.gov.ph