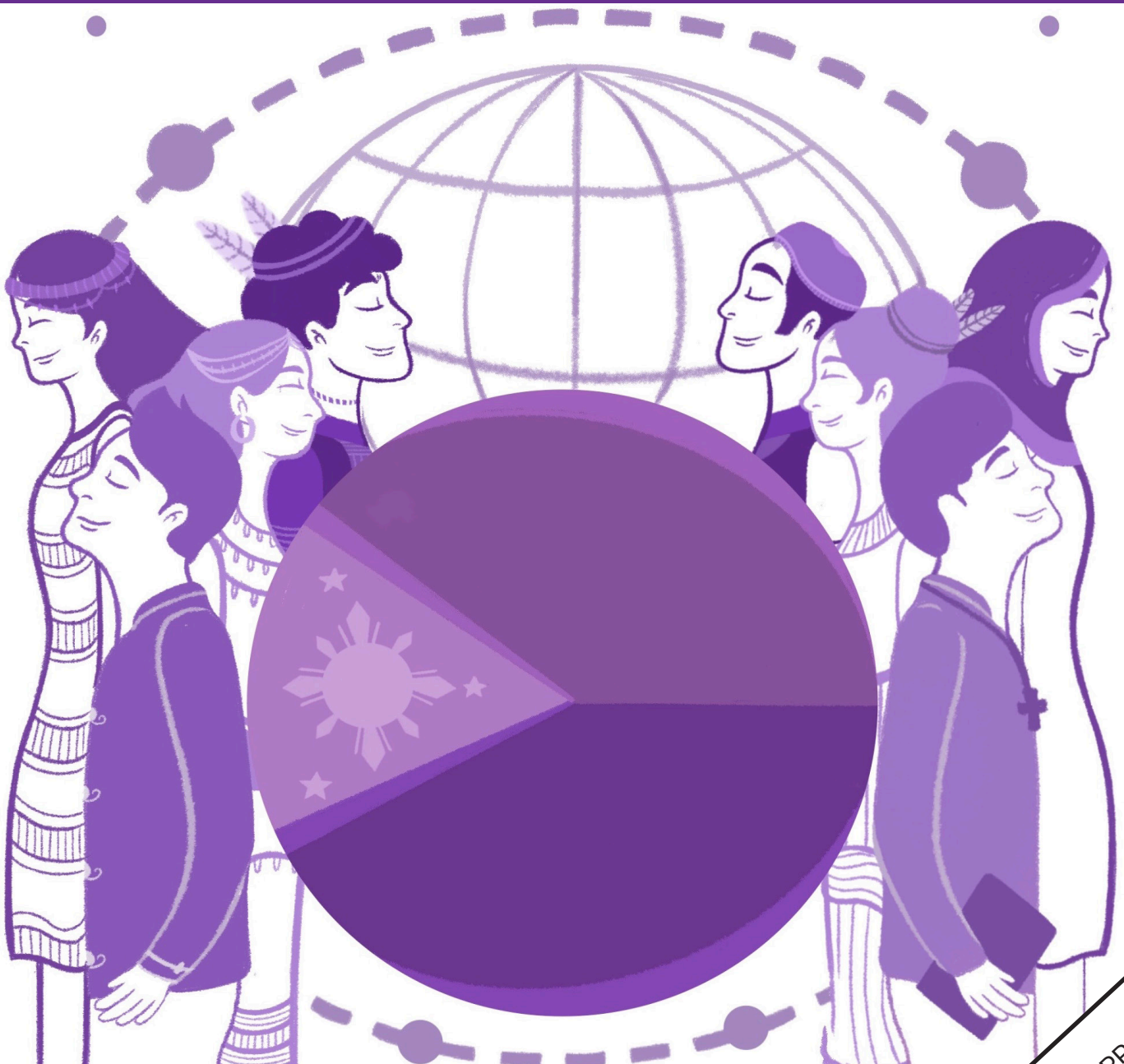


# LEARNING STRAND 5 UNDERSTANDING THE SELF AND THE SOCIETY

## MODULE 2: UNITY IN DIVERSITY

ALS Accreditation and Equivalency Program: Junior High School







## **UNITY IN DIVERSITY**

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**UNDERSTANDING THE SELF AND SOCIETY  
MODULE 2**

**ALS Accreditation and Equivalency Program: Junior High School**  
**Learning Strand 5: Understanding the Self and Society**  
**Module 2: Unity in Diversity**

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## 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

Fatima Joyce A. Dollente	Regional Office III – Central Luzon, Department of Education
Rodel D. Lintag	Schools Division Office of San Fernando City, Department of Education
Josephine L. Cruz	De La Salle University – Dasmariñas



United Nations  
Educational, Scientific and  
Cultural Organization

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 Learner:*

Welcome to this module entitled Unity in Diversity under Learning Strand 5 Understanding the Self and Society of the ALS K to 12 Basic Education Curriculum (BEC).

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



### *Let's Get To Know*

This will give you an idea of the skills or competencies you are expected to learn in the module.



### *Pre-assessment*

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



### *Setting the Path*

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



### *Trying this out*

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



### *Understanding What You Did*

This includes questions that process what you learned from the lesson.



### *Sharpening Your Skills*

This section provides an activity that will help you transfer your new knowledge or skill in real-life situations or concerns.



### *Treading the Road to Mastery*

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



### *Don't Forget*

This part serves as a summary of the lessons in the module.



### *Explore More*

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



### *Reach the Top*

This part will assess your level of mastery in achieving the learning competencies in each lesson in the module.

### *Answer Key*

This contains answers to all activities in the module.

### *Glossary*

This portion gives information about the meanings of the specialized words used in the module.

At the end of this module you will also find:

***References***

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer Pre-assessment before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your ALS Teacher/Instructional Manager/Learning Facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your ALS Teacher/Instructional Manager/Learning Facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

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## MODULE 2

# LET'S GET TO KNOW

**A**t the age of 14, Pablo has started working as a seller of newspapers. He was not able to continue his high school education because of his family's financial problems. As he sells newspapers, Pablo gets to meet a lot of people having different personalities. He is friendly and likes to chat with his customers. Usually, their conversations are about the latest news on society and politics. Pablo is wondering why he and some of his customers do not have the same opinion on social and political issues. In this module, you and Pablo will learn how to handle differences in opinions and maintain good relationships with the people around you.



Lesson 1 – **Social Life**

Lesson 2 – **Understanding People's Differences**

Lesson 3 – **Gender Equality**

### **What Will You Learn From This Module?**

After studying this module, you should be able to:

- demonstrate respect and love for the elderly and for others (LS5US-IF-PSB- JHS-B.19);
- show respect for others through tolerance, acceptance of others, and appreciation of differences in ideas, feelings, and beliefs (LS5US-IF-PSB-JHS-B.12);
- practice respectful conduct when using the internet (LS6DC-DE-PSF-AE/JHS-3);
- demonstrate recognition of gender equality (LS5US-KA-PSD-JHS-7); and
- note details in material viewed (LS1CS/EN-V-PSC-JHS-15).



## MODULE 2

# PRE-ASSESSMENT

**Directions:** Read each statement carefully and fill in the blank(s) with the correct answer. Choose your answer from the words inside the box. Do this activity on a separate sheet of paper.

1. An \_\_\_\_\_ relationship refers to a strong bond between two or more people.

**Intrapersonal**

**Extrapersonal**

**Interpersonal**

2. Your first and longest relationship is your relationship with your \_\_\_\_\_ .

**Family**

**Friends**

**Co-workers**

3. Respecting other people begins with respecting \_\_\_\_\_ .

**Your Family**

**Your Friends**

**Yourself**

4. Gender is socially-constructed, while \_\_\_\_\_ is biological.

**Yourself**

**Body**

**Age**

5. \_\_\_\_\_ refers to equal rights and opportunities between men and women.

**Rights Equality**

**Gender Equality**

**Power Equality**



## LESSON 1

# SETTING THE PATH

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# SOCIAL LIFE

At the end of this lesson, you will be able to:



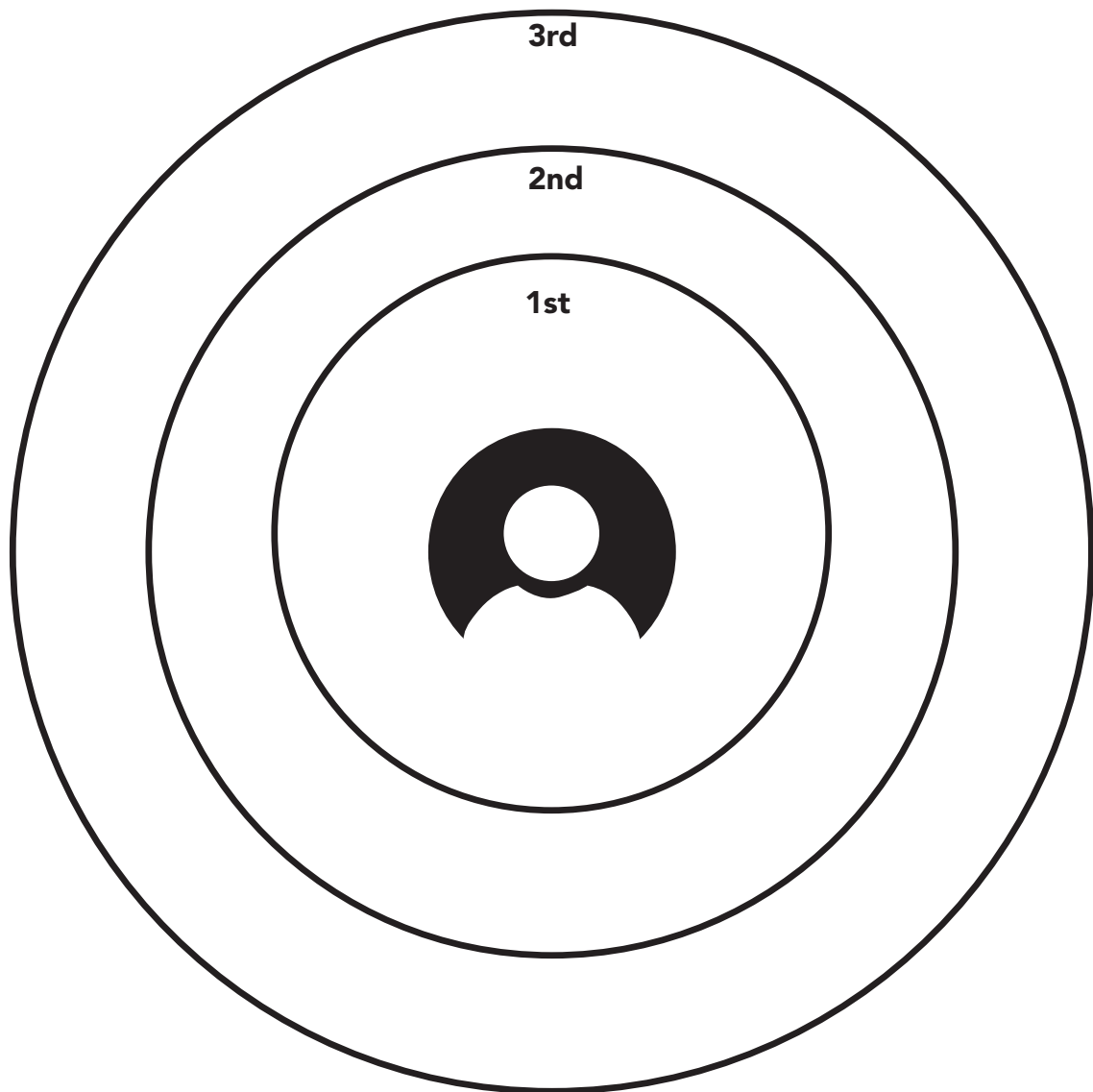
demonstrate respect and love for the elderly and for others (LS5US-IF-PSB-JHS-B.19)



## LESSON 1

# TRYING THIS OUT

**Directions:** You are at the center of the circle. Write at least three (3) names of the people closest to you in the 1st circle, the closer ones in the 2nd circle, and others in the 3rd circle. After filling out the circle, answer the question below. Do this activity on a separate sheet of paper.



**WHAT MAKES YOUR RELATIONSHIPS WITH THEM SPECIAL?**



## LESSON 1

# UNDERSTANDING WHAT YOU DID

## HEALTHY INTERPERSONAL RELATIONSHIPS

“No man is an island.” This statement gives us an idea that you and all human beings cannot live in this world alone. You might think that based on your experience, you can live by yourself; but the truth is, you actually get help from the people around you. You are receiving assistance from your family, friends, workmates, neighbors, or even from someone you do not know. We all need to be part of a community in order to face our challenges in life to survive.



A community is composed of different kinds of groups. Each group has two or more members. These members are connected to each other because they have common characteristics. Each group, such as your family, friends, and workmates, is maintained by different relationships. A healthy relationship must be constructed to create understanding and cooperation among members of the group.

### FAMILY RELATIONSHIP

Our first and longest relationship in life is the one we establish with our family. It consists of the husband and wife relationship, parent-child relationship, sibling relationship, and parent-child-relatives relationship.



## LESSON 1

---

A healthy family relationship is built on togetherness and adaptability of the family. With togetherness, the family works as a team in solving any problem they encounter. With adaptability, the family members make important adjustments as they face changes in their lives.

- *Stages of Development of Family Relationships*

Like the development of an individual, a family consists of different stages of development and changes that happen in different stages:

LIFE STAGES	CHANGES OF RELATIONSHIPS
1. Moving into early adulthood	Freedom between young adults and parents
2. Getting married	Building of a new family
3. Becoming parents	Welcoming new members of the family
4. Raising a teenager	Changing family rules and expectations to build independence
5. Adjusting to the independence of children	Understanding children leaving home
6. Moving into late adulthood	Accepting changing roles and responsibilities and preparing for death

### PEER RELATIONSHIP

Apart from our family, we need friends to give us comfort and happiness, and to help us discover ourselves. We need to develop relationships with people who have similar interests, hobbies, or attitudes with us.



# LESSON 1

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Our friends play an important role in our physical, mental, and social aspects of health. Friends may provide us with protection and safety in dangerous situations. They usually give us acceptance, love, and care. In addition, they may provide support whenever we experience life crisis.



- *Phases of Development of Peer Relationship*

Like family relationships, friendships also have its phases of development:

DEVELOPMENT STAGES	DESCRIPTION
1. Initial Phase	<ul style="list-style-type: none"><li>● People are getting to know each other to decide if they will become friends.<ul style="list-style-type: none"><li>• People who live and work near each other may develop friendship easier.</li><li>• People may choose friends based on physical appearance.</li><li>• People may build friendship with others who have similar personalities.</li></ul></li></ul>
2. Stable Phase	<ul style="list-style-type: none"><li>● Both sides are willing to do things to maintain their friendship.</li><li>● We are sharing with our friends basic personal information about ourselves.</li><li>● When we have more information about our friends, the trust in the friendship may become stronger.</li></ul>

# LESSON 1

---

DEVELOPMENT STAGES	DESCRIPTION
3. Intimate Phase	<ul style="list-style-type: none"><li>● When we need support, our intimate friends may offer their help right away.</li><li>● We share with our friends private information about ourselves.</li></ul>
4. Ending Phase	<ul style="list-style-type: none"><li>● Friendships end because of different reasons such as disagreements or the sharing of a friend's secrets with others.</li><li>● Sometimes, we spend more time with our new friends and less time with old companions.</li></ul>

## WORKPLACE RELATIONSHIP



Every adult needs to work. Your relationship with your employers, co-workers, and customers is called workplace relationship. You develop this kind of relationship as you spend more time in your workplace and interact with your workmates. Healthy workplace relationships give opportunities for you to lessen work stress. If your workplace relationship is unhealthy, it may give you emotional problems such as anger, loneliness, and even mental disorder.

## **EFFECTIVE WORKPLACE RELATIONSHIP**

The following are ways to establish effective and positive workplace relationships:

- *Developing a Trusting Relationship* – The more you trust your workmates, the more they will trust you.
- *Listening and Advice Giving* – Understand the thoughts and emotions of your workmates and give them advice on how to handle them.
- *Skills in Expressing Views* – Your workmates will be more than willing to listen to you if you use positive words, make your opinions straightforward, and suggest ways on how to handle problems or issues at work.



## LESSON 1

# SHARPENING YOUR SKILLS

**Directions:** Rate yourself as a friend by placing a checkmark (✓) on the column that best describes you. Be honest with yourself. Do this activity on a separate sheet of paper.

### MY FRIENDSHIP MIRROR – HOW GOOD AM I AS A FRIEND?

	ALMOST ALWAYS (3)	SOMETIMES (2)	ALMOST NEVER (1)
1. I listen carefully when my friends talk to me.			
2. I am humble about my achievements.			
3. I do not make fun of others.			
4. I give recognition to others for their successes.			
5. I do what I promise.			
6. I can control my anger.			
7. I am interested in many different things.			
8. I am not rude.			
9. I can laugh at myself.			
10. I admit my own fault.			
11. I am honest in any situation.			

## LESSON 1

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12. I am happy for my friends when they win or achieve something.			
13. I offer help or even share something when needed.			
14. I can keep secrets told to me.			
15. I respect what belongs to others.			
16. I am patient and kind when others make mistakes.			
17. I argue with others.			
Subtotal			
Weighted Score			
<b>TOTAL SCORE:</b>			

**Scoring Directions:** To find your personal score, count the number of check marks in each column and record it in the subtotal row. Multiply those numbers by the numbers indicated below the subtotal row. Add the three scores to get the total score.

**Interpretation:**

Scores of 41 to 51 = You are doing quite well but must keep working to maintain them.

Scores of 21 to 40 = You still have some work to do but are showing progress.

Scores of 1 to 20 = You need to work on developing your friendship skills.

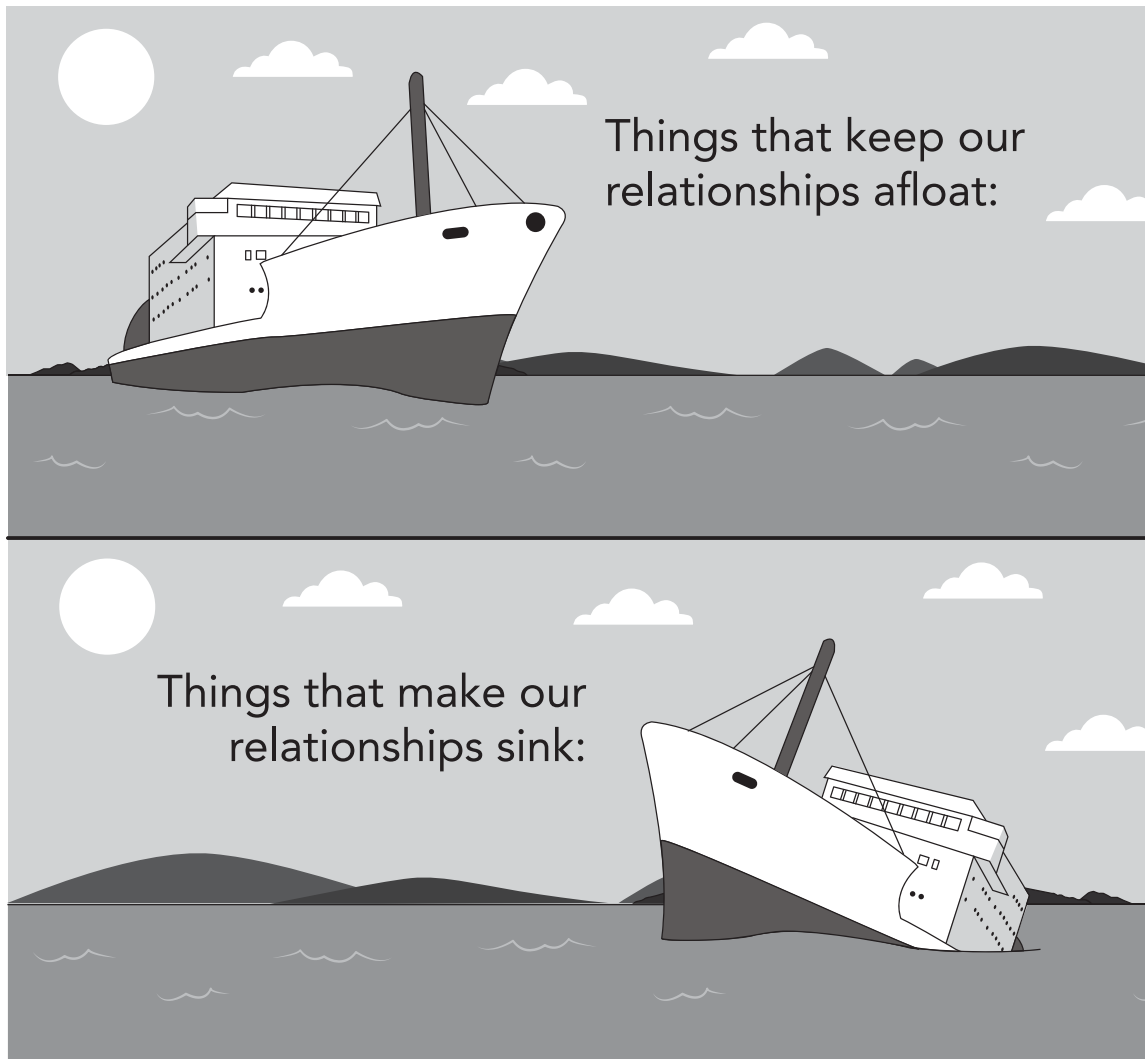


## LESSON 1

# TREADING THE ROAD TO MASTERY

**Activity:** Identify five (5) things that help keep your relationships “afloat” and also five (5) things that make your relationships “sink”. Then, explain how your identified things afloat/sink your relationship? Use a separate sheet for your answers.

## Our relationSHIPS





# UNDERSTANDING PEOPLE'S DIFFERENCES

At the end of this lesson, you will be able to:



show respect for others through tolerance, acceptance of others, and appreciation of differences in ideas, feelings, and beliefs (LS5US-IF-PSB-JHS-B.12); and



practice respectful conduct when using the internet (LS6DC-DE-PSF-AE/JHS-3).



## LESSON 2

# TRYING THIS OUT

**Directions:** Read the following scenarios. Place a checkmark (✓) on your chosen answer. Do this activity on a separate sheet of paper.

1. If you have a workmate who is not fluent in English, how will you show respect to him/her?
  - \_\_\_ Laugh at the way s/he talks.
  - \_\_\_ Tell him/her that s/he should not speak with you until s/he learns how to speak English fluently.
  - \_\_\_ Offer to help him/her learn to speak English better.
2. If you and your friend play chess together and you beat him/her all the time, how will you show respect to his/her feelings?
  - \_\_\_ Suggest that s/he should play with someone else.
  - \_\_\_ Ask if s/he would like you to help him/her to develop his/her skills in playing the game.
  - \_\_\_ Call him/her a “loser.”
3. If you have a classmate who always comes to class wearing a cloth that covers her hair, how will you show respect to her?
  - \_\_\_ Get to know her better and learn the reason for covering her hair with that cloth.
  - \_\_\_ Make fun of her for wearing that cloth all the time.
  - \_\_\_ Stay away from her.
4. If you have a relative who is a vegetarian, how will you show respect to him/her?
  - \_\_\_ Offer to share your meat sandwich with him/her.
  - \_\_\_ Tease him/her for eating vegetables only.
  - \_\_\_ Ask him/her to tell you about his/her favorite vegetarian food.



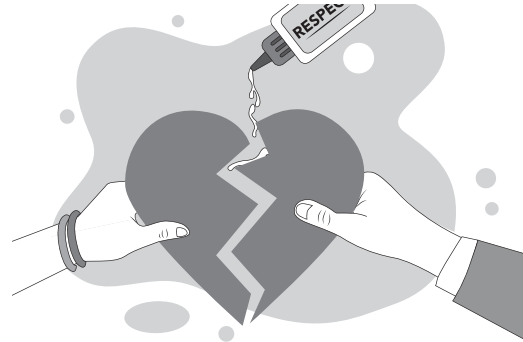


## LESSON 2

# UNDERSTANDING WHAT YOU DID

## RESPECT NEEDS RESPECT

Respect is like a glue that keeps our relationships together. Getting respect from other people is important because it makes us feel safe and it motivates us to express ourselves. Our family, friends, and relatives play an important role in the development of our idea of respect. Being respected by influential people in our lives teaches us how to be respectful toward others. Respect is not something that was present when we were born; it is something that we earn.



Respect means that you accept people for who they are, including their differences in beliefs and opinions.

## INDICATORS OF RESPECT

You may determine if there is respect in your relationships with your family, friends, or workmates if you are able to observe the following:

- You feel safe being with them.
- You know it is okay with them to express who you are and show what your culture is.



## LESSON 2

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- When you disagree, you patiently listen to each other's point of view.



- You do not control each other's way of thinking or choices.



- You both talk openly about your needs and wants.



- You give space to each other if there is a need for it.



- You both confess when you make mistakes.



### VALUING RESPECT IN YOUR RELATIONSHIPS

There are times when we feel that we are not being respected by the important people around us, including our family and friends. It is not always possible and easy to ask them to change and to request them to respect you. However, you might want to try the following:

- Show them what respect looks like by being respectful to yourself.
- Tell the person that his/her actions are not okay with you.



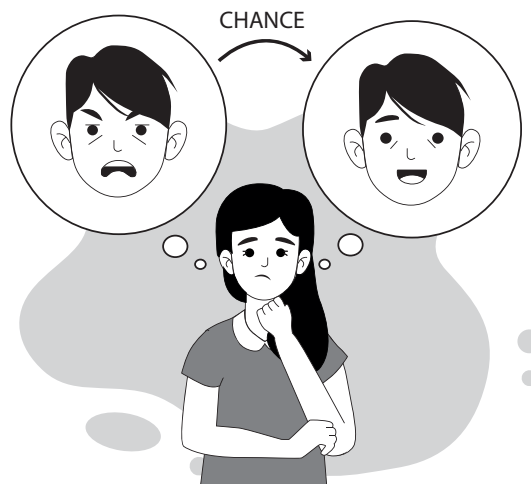
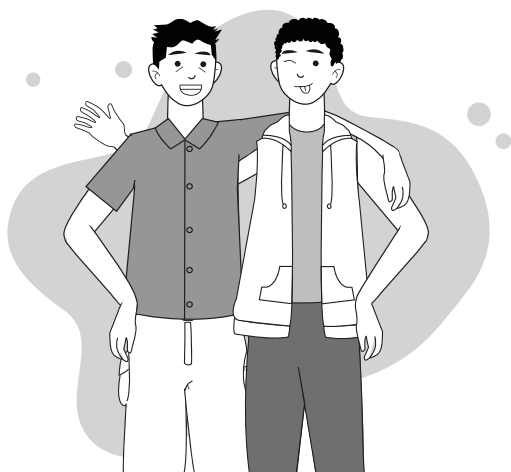
- Try to understand their opinion.
- It is okay to end relationships with people if they cannot give you respect and if you no longer feel safe with them.



## LESSON 2

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- Spend time with people who make you feel safe and are respectful.
- Give them a chance to change their behavior toward you.



## RESPECTING YOURSELF AND OTHERS ONLINE

The value of respect must also be observed in the virtual world or in cyberspace. If you do not feel respected online, here are several questions to consider:

- **Do you respect yourself online?**

Watch your posts online like your views about certain personal and social issues. Mind your manner in using language. Do not post anything that may cause you bashing or negative criticisms. Think before you click.



## LESSON 2

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- **Have you placed yourself appropriately to be respected?**

Does your social media profile portray you as someone who is respectable? Not as someone to fear, not as someone 'sexy,' not as someone doing crazy things. Do you post comments or share stuff online that are rude or offensive?



- **Do you show respect for others?**

You can give honest feedback, provide criticism, show disagreement, or stick to your opinions while still being kind. If you want respect, give respect.



- **Is a comment intended to show disrespect or are you misinterpreting it?**

Sometimes, comments are hard to interpret. For example, what was meant to be a funny post did not appear that way to you. It may be because of your mood at the time you read it. Before you go to war against someone, ask him/her first and try to clarify things.



## LESSON 2

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- **Are people disrespecting your privacy?**

Learn the settings for security and privacy especially tagging and making comments directly on posts in your timeline. Do not reveal your password to anybody.



- **If someone does not respect you, why keep them as a contact?**

Do not get in touch with rude or disrespectful people online or offline. Simply remove them from your contacts.



- **Have you experienced cyberbullying or being harassed online?**

If you happen to encounter these, take immediate action. Ask for help and get the support that you need. Keep pieces of evidences. Contact the police if needed.





## LESSON 2

# SHARPENING YOUR SKILLS

**Directions:** Place a checkmark (✓) in the appropriate column to indicate your answer. Do this activity on a separate sheet of paper.

SATISFACTORY	AGREE	DISAGREE
1. People who are different from everyone else should change.		
2. If you do not like how somebody does something, it is important to show respect to people and the way they do things.		
3. People can help you learn about their differences.		
4. If people are different, making fun of them is a sign of disrespect.		
5. If people are different, it is a good deed to be patient and helpful to them.		
6. If you are different in any way, making people afraid of you is one way to make them respect you.		
7. If a classmate's religion prevents him/her from eating some food you eat, you should let him/her to sit with you during lunch.		
8. If your workmate has a disability, you cannot be friends with him/her.		
9. If you see a strange food on someone's plate, you may politely ask about what it is and what it tastes like.		
10. You should only be friends with people who are exactly like you.		



## LESSON 2

# TREADING THE ROAD TO MASTERY

**Direction:** On a separate sheet of paper, answer the questions below in two (2) to three (3) sentences.

You have a friend on Facebook who suddenly commented negatively about your posts. What would be the best thing for you to do to practice or apply the conduct when using the internet that you have learned in this module?

Do you agree with those people who are posting on social media about their issues and misunderstandings with someone? Why or why not?

How can you express yourself on social media without compromising your image as someone who should be respected?





## LESSON 3

# SETTING THE PATH

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# GENDER EQUALITY

At the end of this lesson, you will be able to:



demonstrate recognition of gender equality (LS5US-KA-PSD-JHS-7); and



note details in materials viewed (LS1CS/EN-V-PSC-JHS-15).



## LESSON 3

# TRYING THIS OUT

**Directions:** Read each item on the list and determine if it is for **girls**, for **boys**, or for **both**. Do this on a separate sheet of paper.

1. burping and farting
2. rescuing
3. dancing
4. teacher
5. cooking
6. pink
7. doctor
8. nurse
9. cars
10. six-pack abs
11. diet drinks
12. scientist
13. blue
14. cleaning
15. lawyer
16. engineer
17. computer programmer
18. red
19. glitters
20. mathematician

**Points for discussion:**

1. What is your basis for your answers?
2. Is it true that these things are just for girls or boys? Why?



## LESSON 3

# UNDERSTANDING WHAT YOU DID

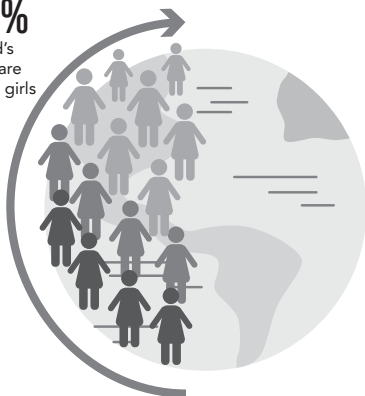
## GENDER, WOMEN, AND INEQUALITY



Gender defines the roles and responsibilities of women, men, girls, and boys. While there are clear biological differences between boys and girls, these differences do not justify unequal social status or rights. The specific roles and behaviors that are assigned to men and women in a society may give rise to gender inequalities. Gender inequality arises when one group is seen in a society as having more rights than the other.

**49.21%**

of the world's population are women and girls



Based on 2018 World Bank Data, women and girls represent 49.21% of the world's population. Nowadays, gender inequality continues to exist everywhere, and it negatively affects social progress. Inequalities are usually experienced by girls, which can begin at the time of their birth and will follow them all their lives.

## LESSON 3

---



In some countries, girls do not have access to health care or proper nutrition that leads to their death. Some are also forced to marry someone during their teenage years. Others are prevented from studying in primary and secondary schools. Because of the lack of education, girls and women only have limited opportunities in the labor market. Women, similar

with men, actually have great potentials in contributing to the development of a country's economy. On a different note, 35% of women in the world experience physical and/or sexual violence. There are only few countries in the world that have created laws protecting women and girls against any form of violence.



## LESSON 3

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Gender equality is achieved when women and men have the same rights, resources, opportunities, and protection. Gender equality is not just the concern of half of the world's population. It is everyone's concern because no society can develop economically, politically, and socially if half of its population is undervalued.



No matter where you live, gender equality is a primary human right. Implementing gender equality is important to all areas of a healthy society, from lowering poverty to promoting health, education, and security for everyone.

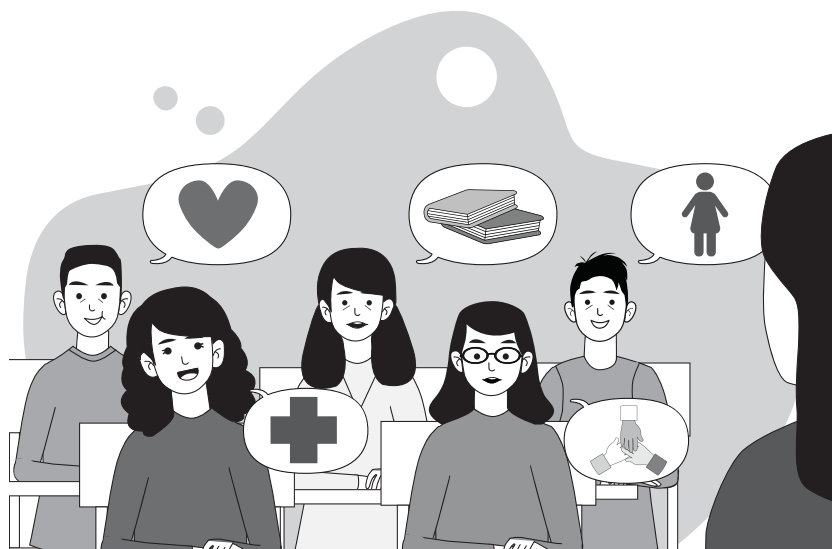
### SUPPORTING GENDER EQUALITY

These are the things that you may do to help in promoting gender equality:

- If you are a girl, you help empower your female classmates to do the same and fight for your right to gain access to reproductive health services.



- If you are a woman, you can participate in dialogues with lawmakers in fighting for equal opportunities.



## LESSON 3

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- If you are a man or a boy, you can work with women and girls to achieve gender equality and embrace healthy and respectful relationships.



- You can conduct education campaigns to change unfair laws that limit the rights of women and girls.

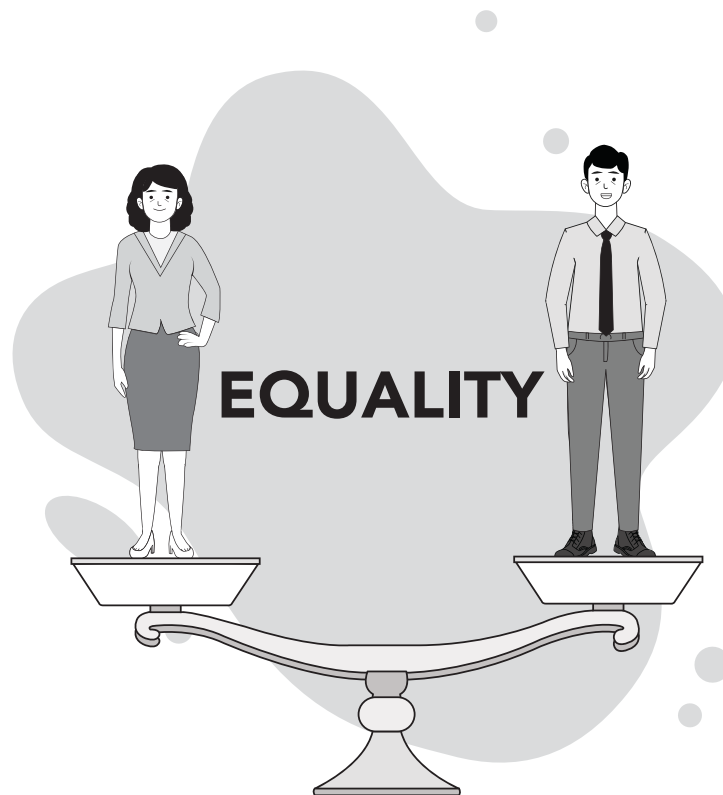




## LESSON 3

# SHARPENING YOUR SKILLS

**Directions:** Read, analyze, and answer the statements below. Write an essay consisting of not more than ten (10) sentences. Your answer will be evaluated using the rubric below. Do this activity on a separate sheet of paper.



1. Boys are naturally more violent than girls.
2. Girls and boys are always treated equally in school.
3. Gender equality is impossible, so it is not worth trying.
4. Men and women are different, so they can not be equal.
5. Being male or female makes no difference at work.
6. Husbands who do household chores like cooking and washing clothes should not be used as an insult.





## LESSON 3

# TREADING THE ROAD TO MASTERY

Read, analyze, and answer the question below. Write an essay consisting of not more than ten (10) sentences. Your answer will be evaluated using the rubric below. Do this activity on a separate sheet of paper.

?

*Why is gender equality important in our society?*

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



## MODULE 2

# DON'T FORGET



- A healthy relationship must be constructed to create understanding and cooperation among members of the group.
- A healthy family relationship is built on togetherness and adaptability of the family.
- Friends have an important role in our physical, mental, and social aspects of health.
- Healthy workplace relationships give opportunities for you to lessen work stress.
- Respect is not something that was present when we were born; it is something that we earn.
- Respect means you accept people for who they are, including their differences in beliefs and opinions.
- Gender defines the roles and responsibilities of women and men, girls and boys.
- Gender inequality arises when one group is seen in a society as having more rights than the other.
- Gender equality is achieved when women and men have the same rights, resources, opportunities, and protection.





## MODULE 2

# EXPLORE MORE

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For additional activities related to the topics of this module, these resources may be helpful:

### **Interpersonal Effectiveness Skills**

(<https://www.therapistaid.com/worksheets/dbt-interpersonal-effectiveness-skills.pdf>)

### **What is Respect?**

(<https://talkingtreebooks.com/docs/worksheet/character-ed-worksheet-what-is-respect.pdf>)

### **“Bridge” by Ting Chian Tey**

([https://youtu.be/\\_X\\_AfRk9F9w](https://youtu.be/_X_AfRk9F9w))

### **Always #LikeAGirl**

(<https://youtu.be/XjJQBjWYDTs>)

### **The Mask You Live In – Trailer**

(<https://youtu.be/hc45-ptHMxo>)

### **The Impossible Dream**

(<https://youtu.be/t2JBPBIFR2Y>)



## MODULE 2

# REACH THE TOP

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1. Which among the relationship is the strongest?
  - A. Parent-child relationship
  - B. Peer relationship
  - C. Workplace relationship
  - D. Sibling relationship
2. What builds a healthy family relationship?
  - A. Togetherness and acceptance
  - B. Teamwork and adaptability
  - C. Recognition and respect
  - D. Dependency and understanding
3. When is friendship at its stable stage?
  - A. Knowing each other
  - B. Sharing basic information
  - C. Sharing private information
  - D. Spending more time with new friends
4. What is the purpose of engaging into a relationship?
  - A. Developing fondness and unity among the members of the group
  - B. Nurturing affection and care among the members of the group
  - C. Promoting loyalty and solidarity among the members of the group
  - D. Fostering understanding and cooperation among the members of the group
5. What do you call a social group composed of people of the same age level?
  - A. Friends
  - B. Networks
  - C. Peers
  - D. Acquaintances
6. What do you give if you accept someone for who they are?
  - A. Understanding
  - B. Recognition
  - C. Respect
  - D. Sympathy

7. Which is NOT recognizable in the workspace?
- A. The more you trust your workmates, the more they will trust you.
  - B. You can give honest feedback and criticism while still being kind.
  - C. Your workmates will be more than willing to listen if you use positive words.
  - D. Working alone could lessen the stress of working with others.
8. Which of the statements is TRUE?
- A. All human beings can live in this world alone.
  - B. Inequalities are usually experienced by women.
  - C. Gender equality is a privilege.
  - D. Women group represents 70% of the world's population.
9. What do you call the act of harassment done using online social media?
- A. Physical bullying
  - B. Verbal bullying
  - C. Social bullying
  - D. Cyber bullying
10. Which is associated with gender?
- A. Masculine and feminine
  - B. Male and female
  - C. Boy and girl
  - D. Man and woman

# ANSWER KEY

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## PRE-ASSESSMENT

PAGE 2

1. Interpersonal
2. Family
3. Yourself
4. Sex
5. Gender Equality

## LESSON 1: TRYING THIS OUT

PAGE 4

1. 1st circle – Maria: Mother
2. 2nd circle – John: Cousin
3. 3rd circle – Patrick: Friend

*What makes your relationships with them special?*

I can say that they are close to me or they are special to me because two of them are related to me by blood and they supported me with love and understanding while the other one is a friend who is also always there giving me pieces of advice to address certain problems.

## LESSON 1: TREADING THE ROAD TO MASTERY

PAGE 12

**Things that help keep your relationships afloat:**

1. Trust
2. Openness
3. Honesty
4. Quality time
5. Thoughtfulness

**Things that make your relationships sink:**

6. Betrayal
7. Secrets
8. Gossips

# ANSWER KEY

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## LESSON 2: TRYING THIS OUT

PAGE 14

1. If you have a workmate who is not fluent in English, how will you show respect to him/her?  
*Possible Answer:* Offer to help him/her learn to speak English better.
2. If you and your friend play chess together and you beat him/her all the time, how will you show respect to his/her feelings?  
*Possible Answer:* Ask if s/he would like you to help him/her to develop his/her skills in playing the game.
3. If you have a classmate who always comes to class wearing a cloth that covers her hair, how will you show respect to her?  
*Possible Answer:* Get to know her better and learn the reason for covering her hair with that cloth.
4. If you have a relative who is a vegetarian, how will you show respect to him/her?  
*Possible Answer:* Ask him/her to tell you about his/her favorite vegetarian food.

## LESSON 2: TREADING ROAD TO MASTERY

PAGE 22

1. You have a friend on Facebook who suddenly commented negatively about your posts. What would be the best thing for you to do to practice or apply the conduct when using the internet that you have learned in this module?  
*Possible Answer:* I will send a private message to that friend to ask why he made such comment on my posts. I will clarify it first before jumping into conclusion and fight with him.

# ANSWER KEY

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2. Do you agree with those people who are posting on social media about their issues and misunderstandings with someone? Why or why not?

*Possible Answer:* I don't think it is appropriate to post your misunderstandings with someone especially if you are going to drop names of people. As much as possible, we should refrain from posting personal matters on social media because it might be used by bad people.

3. How can you express yourself on social media without compromising your image as someone who should be respected?

*Possible Answer:* The best way to express myself on social media without compromising my image is to make sure that I am always prudent and extra careful in everything before posting it. My posts must be something that will not potentially harm someone including myself.

## LESSON 3: TRYING THIS OUT

PAGE 24

1. What is your basis for your answers?

*Possible Answer:* I usually see boys, for example, prefer wearing blue colored shirts and girls wearing pink dresses. I also know more boys becoming engineers and more girls becoming nurses.

2. Is it true that these things are just for girls or boys? Why?

*Possible Answer:* Not really. There are boys who wear pink and girls who wear blue as well as there are boys who become nurses and girls who become engineers.

## LESSON 3: SHARPENING YOUR SKILLS

PAGE 30

1. Boys are naturally more violent than girls.

*Possible Answer:* Boys are not naturally more violent than girls. People tend to become violent when a certain event arises that might upset them.

2. Girls and boys are always treated equally in school.

*Possible Answer:* They should be treated equally in school to avoid favoritism.



# ANSWER KEY

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**3. Gender equality is impossible, so it is not worth trying.**

*Possible Answer:* Gender equality is possible if all people will cooperate in attaining it.

**4. Men and women are different, so they can't be equal.**

*Possible Answer:* Men and women are only different to one another based on their reproductive organs, no more, no less. They should be equal because they both contribute to the development of the society.

**5. Being male or female makes no difference at work.**

*Possible Answer:* Whether you are a male or a female, you can contribute anything in your company or organization. Sex or gender should not be a hindrance in doing one's work.

**6. Husbands who do household chores like cooking and washing clothes should not be used as an insult.**

*Possible Answer:* I agree to this because doing household chores teaches us life skills. We should only rely on other people doing tasks at home thus learn how to do it.

## LESSON 3: TREADING ROAD TO MASTERY

PAGE 31

### Question:

Why is gender equality important in our society?

### Possible Answer:

Gender equality is important because first, men and women should be given equal opportunities so that it will help our country to develop more. Imagine a society that will only allow men to go to work, how will it affect our country economically? Why not try to support women to have jobs also? Second, this is to consider the voice of everyone in participating and deciding on important matters such as voting for the next public officials. Lastly, attaining gender equality is one way to strengthen each other's human rights. It is a way for us to respect and to honor the rights of everyone.

# ANSWER KEY

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## REACH THE TOP

PAGE 34

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

# GLOSSARY

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Adolescence		a stage of growing +up associated with teenage years
Adulthood		period in which one has reached full physical and intellectual maturity
Cyberbullying		harassment using online platforms
Formal education		education given in a classroom setting
Gender		social and cultural roles of a man or a woman in a society
Gender equality		men and women enjoying similar rights
Gender inequality		gap between individuals due to gender
Interpersonal relationship		strong connection between two or more people
Labor market		supply and demand for labor

# GLOSSARY

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Peers	social group where members share the same age, abilities, or interests
Personality	characteristics or qualities of an individual
Respect	feeling of admiration for someone or something that is good, valuable, important, etc.
Social media	websites used for social networking
Workplace	the office, factory, shop, etc.

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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.lrpd@deped.gov.ph