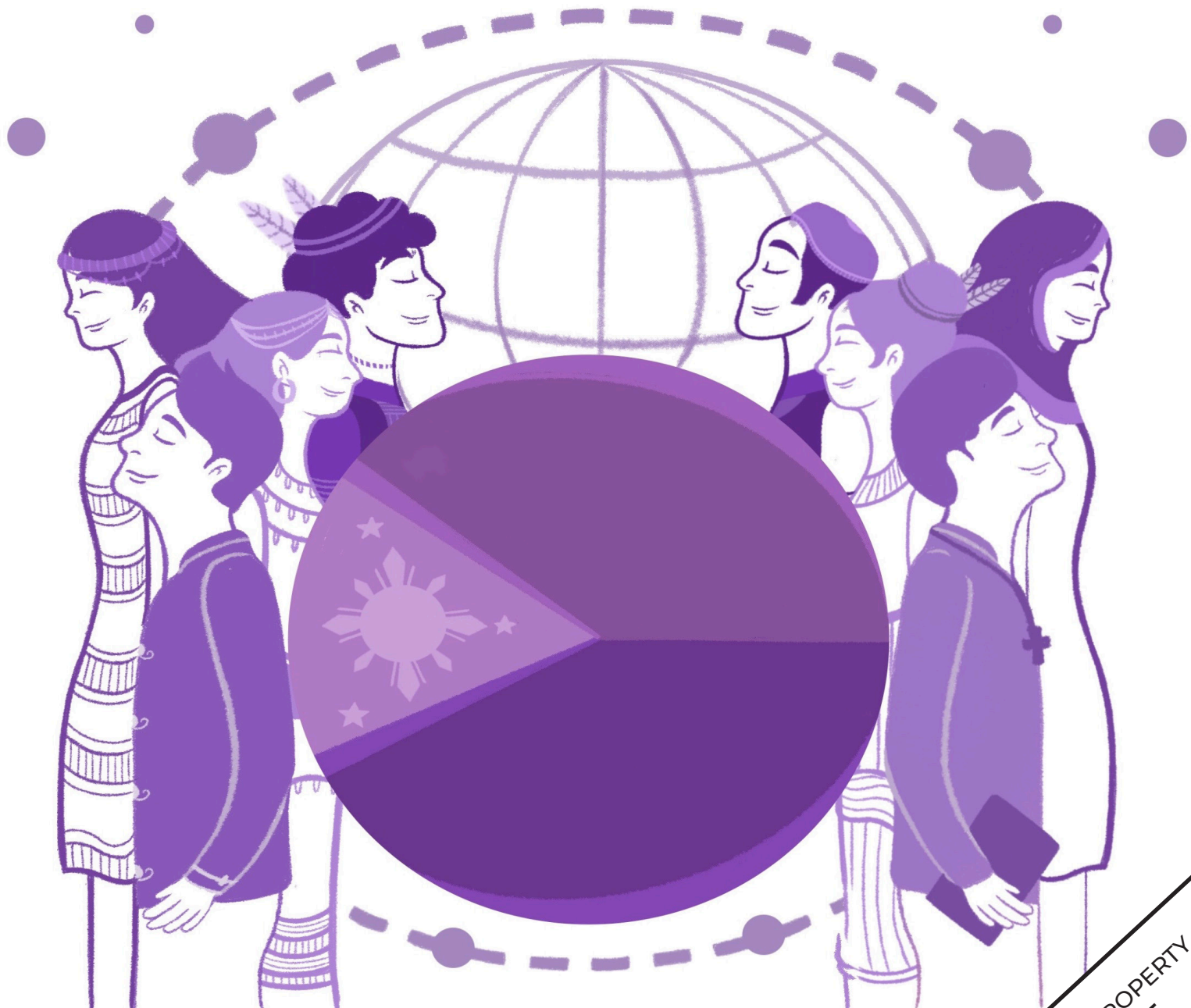


# LEARNING STRAND 5 UNDERSTANDING THE SELF AND THE SOCIETY

SESSION GUIDES FOR MODULE 2:  
UNITY IN DIVERSITY

ALS Accreditation and Equivalency Program: Junior High School



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# SESSION GUIDES

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

**JUNIOR HIGH SCHOOL: UNDERSTANDING THE SELF AND THE SOCIETY**  
SESSION GUIDES FOR MODULE 2 (UNITY IN DIVERSITY)

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

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*and*

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# User's Guide

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

Welcome to the session guides of 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).

The module and the session guides were 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.







## UNITY IN DIVERSITY Session Guide 1

### I. Objectives

1. demonstrate respect, love, and healthy relationship among community members (LS5US-IF-PSB-JHS-B.19)

### II. Subject

- A. **Lesson 1:** Social Life
- B. **Materials:** Unity in Diversity Module, manila papers and markers

### III. Procedures

#### A. Introductory Activity

Guide the learners in accomplishing Pre-Assessment activity on page 2 of the module.

#### 1. Activity

Individual Activity

- a. Start the session by guiding the learners to do Trying This Out activity on page 4 of the module. Let them write their answers in a clean white bond paper.
- b. Encourage each learner to present his/her work to the class.

#### 2. Analysis

- a. After each has presented, ask the learners:
  - Do you believe that “No man is an island”? What made you say so?
  - How can we have a healthy interpersonal relationship?

- b. Let the learners process and answer these questions through an infomercial. Divide the class in three groups. Allow them to prepare and present a 5-minute infomercial showing the value of a healthy interpersonal relationship. Each group works on a designated kind of relationship for their presentation.
  - Group 1 – Family Relationship
  - Group 2 – Peer Relationship
  - Group 3 – Workplace Relationship
- c. Provide feedbacks with the learners' presentation. Process the content of their infomercial by explaining the concepts of the following:
  - Stages of Development of Family Relationship
  - Phases of Development of Peer Relationship
  - Effective Workplace Relationship

### 3. **Abstraction/Generalization**

- a. Ask the learners to read points 1 – 4 of Don't Forget on page 35 of the module. Allow the learners to reflect and process these follow-up questions:
  - Why do we need to have a healthy interpersonal relationship?
  - How can we develop a healthy relationship with our family, friends, and co-employees?

### 4. **Application**

Allow the learners to do the individual activity on Sharpening Your Skills, page 10 of the module. Remind them to be honest with themselves as they accomplish the task.

## IV. **Evaluation**

Ask learners to answer the activity on Treading The Road To Mastery on page 14 of the module. Remind them to answer it on a separate sheet of paper.

### UNITY IN DIVERSITY Session Guide 2

#### I. Objectives

1. show respect for others through tolerance, acceptance of others, and appreciation of differences in ideas, feelings, and beliefs (LS5US-IF-PSB-JHS-B.12)
2. practice respectful conduct when using the internet (LS6DC-DE-PSF-AE/JHS-3)

#### II. Subject

- A. **Lesson 2:** Understanding People's Differences
- B. **Materials:** Unity in Diversity Module, manila papers and markers

#### III. Procedures

##### A. Introductory Activity

Pair-Think-Share

Ask the learners to find a partner. Post this: "Share a moment or experience in your life when you felt disrespected." Give the learners two minutes to share with their partners.

##### B. Individual Activity

- a. Ask the learners to do Trying This Out activity on page 14 of the module. Let them accomplish the task on a short bond paper.
- b. Allow them to present their outputs in front of the class. Have them point out the reason behind their answers.

##### 1. Analysis

- a. Allow the learners to read Respect Needs Respect on page 15 of the module. Then, have an open discussion to the class regarding respect. Use these guide questions for the flow of discussion:
  - What does respect mean?

- Why is important that we respect others and we get respect from other people?
- What are the indicators of respect? Provide real-life illustration for each indicator.
- What are some ways that we can do to increase the value of respect in our relationship?

### 2. **Abstraction/Generalization**

- a. Instruct the learners to imagine that they are tasked to use their social media right at this moment. They are asked to answer the very popular virtual question “WHAT’S ON YOUR MIND?”
- b. Remind them how to respond to that question and how they can participate to the virtual world and cyberspace appropriately. Allow the learners to reflect upon these questions to assess how they can respect themselves and others online:
  - Do you respect yourself online?
  - Have you placed yourself appropriately to be respected?
  - Do you show respect for others?
  - Is a comment intended to show disrespect or are you misinterpreting it?
  - Are people disrespecting your privacy?
  - If someone does not respect you, why keep them as a contact?
  - Have you experienced cyberbullying or being harassed online?

### 3. **Application**

Allow the learners to do the activity on Sharpening Your Skills, page 21 of the module. Let the students use their notebooks for the activity.

### IV. **Evaluation**

Ask the learners to answer the questions on Treading The Road to Mastery on page 22 of the module. Let them answer each question in two (2) to three (3) sentences only.

### UNITY IN DIVERSITY Session Guide 3

#### I. Objectives

1. demonstrate recognition of gender equality (LS5US-KA-PSD-JHS-7)
2. note details in material viewed (LS1CS/EN-V-PSC-JHS-15)

#### II. Subject

A. **Lesson 3:** Gender Equality

B. **Materials:** Unity in Diversity Module, audio-visual devices, manila papers and markers

#### III. Procedures

##### A. Introductory Activity

Present a video clip from <http://youtu.be/hLr2GNRnmXM>. After viewing, ask for the learners' views and opinions about the video clip.

##### 1. Activity

- a. Ask the learners to do Trying This Out activity on page 24 of the module.
- b. Discuss their answers by allowing them to answer these guide questions:
  - What is the basis of your answers?
  - Is it true that these things are just for girls or boys? Why?

##### 2. Analysis

- a. Explain the concepts of gender, women, and inequality to the class. Let the learners read Gender, Women, and Inequality on page 25 of their module. Process the discussion using these guide questions:
  - What is gender?
  - When does gender inequality arise? What are the effects of gender inequality?

- It is said that inequalities are usually experienced by girls, why do you think so?
- Why do we need to achieve gender equality?
- How can we contribute in promoting and supporting gender equality?

### 3. **Abstraction/Generalization**

- a. Ask the learners to read points 7 – 9 of Don't Forget on page 32 of the module. Let them reflect upon these questions:
  - Why is it important that we implement gender equality?

### 4. **Application**

Allow the learners to do the individual activity on Sharpening Your Skills, page 30 of the module. Let the students use their notebooks for the activity.

## IV. **Evaluation**

Ask learners to write an essay by answering the question: “*Why is gender equality important in our society?*”

## **PRE-ASSESSMENT**

PAGE 2

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

## **LESSON 1: SOCIAL LIFE**

### **TRYING THIS OUT**

PAGE 4

*(Answers may vary)*

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.

## **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:**

1. Betrayal
2. Secrets
3. Gossips

## LESSON 2: UNDERSTANDING PEOPLE'S DIFFERENCES

### 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.

### TREADING THE 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.



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: GENDER EQUALITY

### TRYING THIS OUT

PAGE 24

*(Answers may vary)*

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.

### SHARPENING YOUR SKILLS

PAGE 30

*(Answers may vary)*

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.

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.

### **TREADING THE ROAD TO MASTERY**

**Question:**

PAGE 31

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 economically affect our country? Why not try to support women to also have a job? Second, this could give everyone equal opportunities to participate and decide on important community matters such as voting for public officials. Lastly, attaining gender equality means strengthening human rights. It is our way to show respect and to honor the rights of everyone.

## REACH THE TOP

PAGE 34

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

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