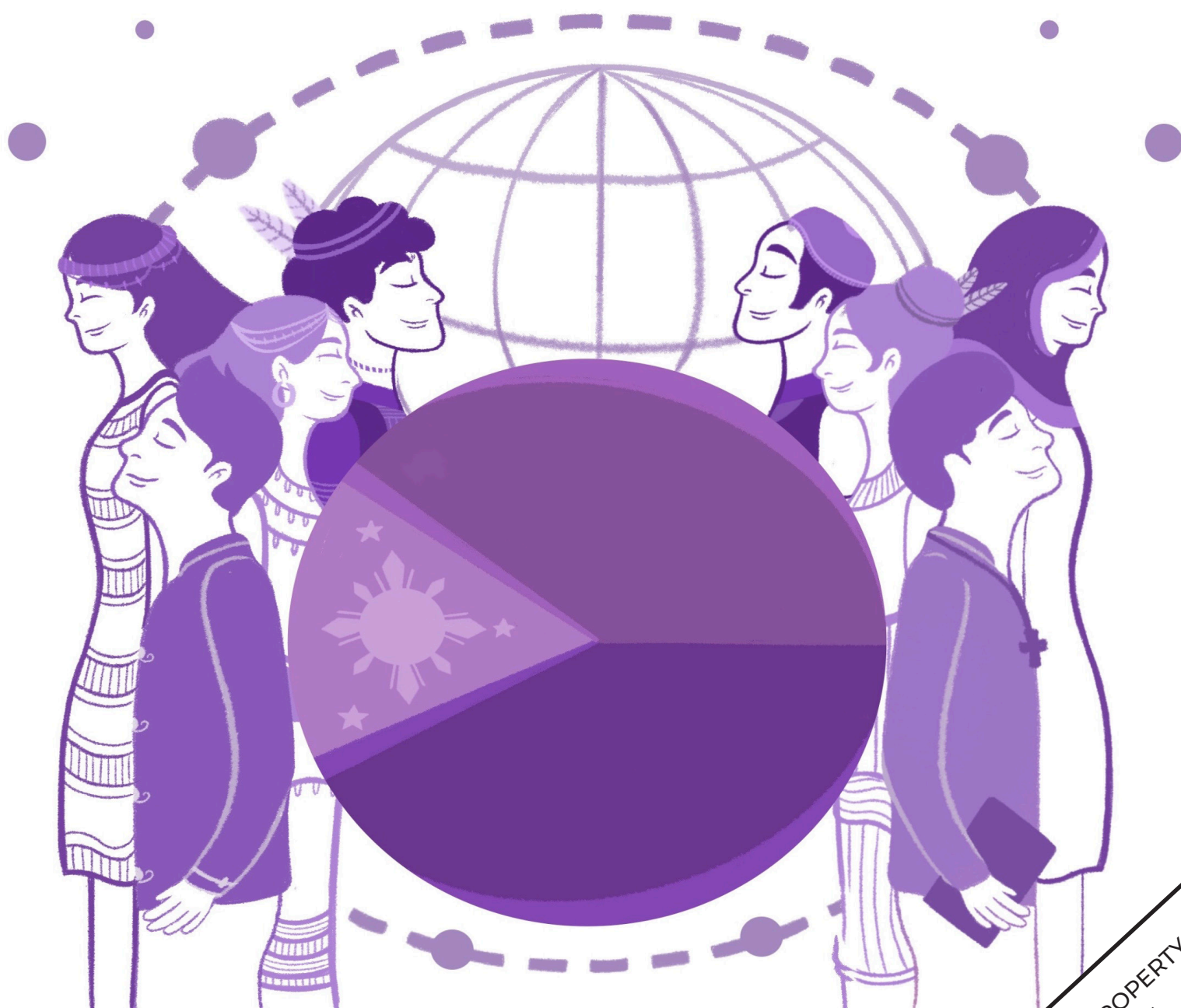


LEARNING STRAND 5 UNDERSTANDING THE SELF AND THE SOCIETY

SESSION GUIDES FOR MODULE 3:
UNDERSTANDING THE FILIPINO

ALS Accreditation and Equivalency Program: Junior High School



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SESSION GUIDES

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

JUNIOR HIGH SCHOOL: UNDERSTANDING THE SELF AND THE SOCIETY
SESSION GUIDES FOR MODULE 3 (UNDERSTANDING THE FILIPINO)

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 5: Understanding the Self and Society
Session Guides for Module 3 (Understanding the Filipino)

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User's Guide

For the ALS Teacher/Instructional Managers/Learning Facilitator:

Welcome to the session guides of this module entitled Understanding the Filipino 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.

UNDERSTANDING THE FILIPINO Session Guide 1

I. Objectives

1. identify the different Filipino traits and practices (LS5US-NI-PSC-JHS-B.1);

II. Subject

A. **Lesson 1:** Filipino Identity

B. **Materials:** Understanding the Filipino Module, bond papers and art materials, audio-visual devices, illustration board, coloring materials

III. Procedures

A. Introductory Activity

Before starting the session, let the learners answer Pre-Assessment on page 2 of the module.

1. Activity

Individual Activity

- a. Ask the learners to do the Trying This Out activity on page 4 of the module. Ask them to do this activity on a bond paper. Encourage them to be creative and artistic in doing the task.
- b. Let them present their individual works in front of the class.

2. Analysis

- a. Divide the class in two groups. Group 1 is assigned to read the Origin of Filipinos on page 5, while Group 2 is assigned to read the Common Filipino Traits and Values on page 7 of the module. Let them gather facts and data as they read.
- b. After reading task each group to create a 3-minute info-vlog that talks about the topic assigned to them. Let them create artistic props and materials they need for their vlog, allow them also to record audio and video they need.
- c. Let them present their final output to class. Group 1 provides feedback to the work of Group 2 and vice versa.

3. Abstraction/Generalization

- a. Ask the learners to read and remember points 1 – 5 of Don't Forget on page 33 of the module.

4. Application

- a. Picture-Analysis. Allow the learners to do the activity on Sharpening Your Skills, page 9 of the module. Let them do the task on their notebooks. Use these pictures for the activity.



- b. Divide the class in groups of four and let them do the Sharpening Your Skills group activity on page 9 of the module.

IV. Evaluation

Ask learners to write an essay answering this question: *Are you proud of being a Filipino? Why?* 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

UNDERSTANDING THE FILIPINO Session Guide 2

I. Objectives

1. describe the way of life or culture observed in one's community (LS5US-KA-PSD-JHS-1)
2. note details in material viewed (LS1CS/EN-V-PSC-JHS-15)

II. Subject

- A. **Lesson 2:** People of the Philippines
- B. **Materials:** Understanding the Filipino Module, word hunt puzzle, audio-visual devices

III. Procedures

A. Introductory Activity

Ask the learners to read Let's Get To Know on page 1 of the module. *"Amihan is born and raised in the river valley of Agusan. She is a young member of the Lumad tribe. As she grows older and goes to different places outside their village, Amihan discovers that there are people who look and act differently from their tribe. Their clothing, spoken language, and manners are different from them. She is curious as to why these people do not follow the culture of her tribe."*

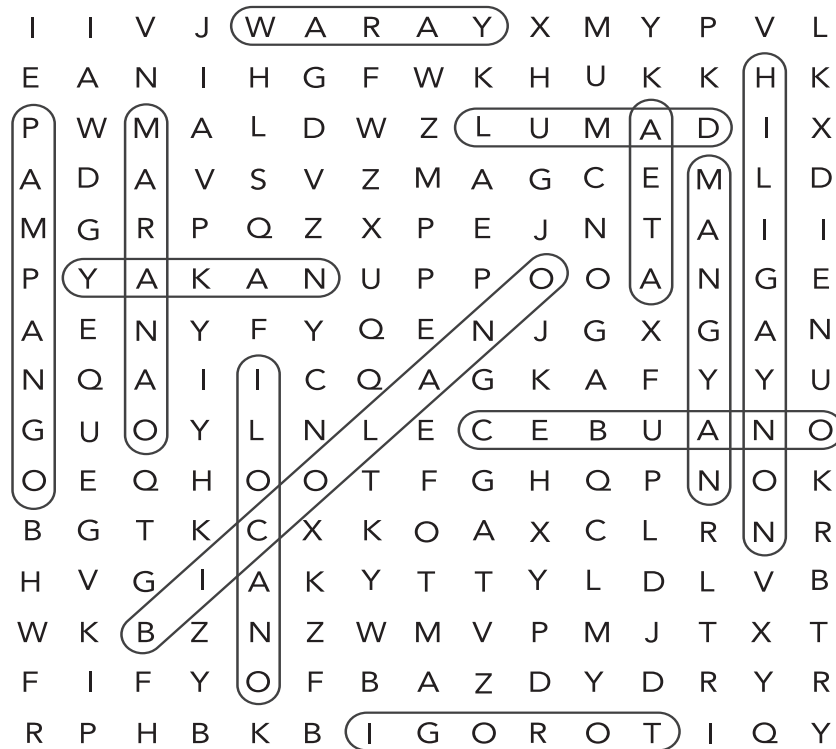
Ask: *What do you know about the cultural characteristics of the Filipino people?*

1. Activity

- a. Post this word hunt puzzle to the board.

SESSION GUIDE 2

- b. Call on some students to locate the hidden words. Once all words are located, let the learners read out loud the words found in the puzzle.



Cebuano

Ilocano

Hiligaynon

Bicolano

Waray

Maranao

Pampango

Aeta

Igorot

Mangyan

Lumad

Yakan

2. Analysis

- a. Have an open discussion about the Philippines' Ethnolinguistic Groups and its Indigenous Peoples. Let the learners read these on page 16 of the module.
- b. Use these points for discussion.
- What are some of the different Philippine ethnolinguistic groups?

- How does each group become distinct from the others? Cite some of the famous characteristics that each ethnolinguistic groups possesses.
- What is the difference between ethnolinguistic group and indigenous people of the Philippines?
- Who are the indigenous people of the Philippines? Which part of the Philippines can they be found? What are their distinct cultures and beliefs?

3. **Abstraction/Generalization**

- a. Let the learners ponder and reflect upon these follow-up questions:
 - Why is it important to develop our understanding of the different ethnolinguistic and indigenous groups in the Philippines?
 - How do the different ethnolinguistic groups and indigenous groups contribute to the richness of the Philippine culture and traditions?

4. **Application**

- a. Activity I – Research Activity
 - Allow the learners to do the activity on Sharpening Your Skills, page 21 of the module.
 - Let them refer to the format provided on their module and have their researches written or printed on bond paper.

IV. Evaluation

Ask learners to write an essay by answering this question: “*How can you show care and respect toward the indigenous peoples?*” Be guided by the rubric below:

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

UNDERSTANDING THE FILIPINO Session Guide 3

I. Objectives

1. demonstrate appreciation for the country's significant historical events (LS5US-NI-PSC-JHS-E.1)

II. Subject

A. **Lesson 3:** Unsung Filipino Heroes

B. **Materials:** Understanding the Filipino Module, pictures of national Filipino heroes, manila paper and markers

III. Procedures

A. Introductory Activity

Present pictures of famous national Filipino heroes like Dr. Jose Rizal, Melchora Aquino, Gabriela Silang and Andres Bonifacio. Ask the learners what they know about these heroes. Call on some volunteers to share their insights.

1. Activity

Group Activity

- a. Divide the class in groups of five. Let them do Trying This Out activity on page 24 of the module. Have them write their answers on a manila paper.
- b. Let them present their works in front of the class.
- c. Affirm the learners for their works.

2. Analysis

- a. Have an open discussion about the Uncelebrated Heroes of the Philippines. Let the learners read this on page 26 of the module.
- b. Present some of the Philippines Uncelebrated Heroes such as:
 - The Nameless Hero of Bangkusay
 - Teresa Magbanua
 - Trinidad Tecson

- Agueda Kahabagan
 - Macario Sakay
 - Cesar Fernando Basa
 - Remedios Gomez-Paraiso
- c. Explain to the class their valuable contribution to the Philippines.

3. **Abstraction/Generalization**

- a. Explain to the learners that when we talk about Filipino heroes, we instantly think of the famous ones. However, point out, that there are a lot of forgotten men and women who have immense and valuable contribution to our country. Ask the learners:
- At present, how can we honor these uncelebrated heroes of the Philippines?

4. **Application**

Let the learners do the activity on Sharpening Your Skills, page 30 of the module. Ask the learners to write their answers on a whole sheet of paper.

IV. **Evaluation**

Ask learners to answer the graphic organizer on Treading The Road To Mastery on page 32 of the module. Let them answer on a separate sheet of paper.

Ask the learners to answer Reach the Top on page 35 of the module.

PRE-ASSESSMENT

PAGE 2

1. Trait
2. Archipelago
3. Ethnolinguistic
4. Indigenous
5. Hero

LESSON 1: FILIPINO IDENTITY

TRYING THIS OUT

PAGE 4

(Answers may vary)

Possible Answer:

1. I live in a nipa hut or bahay kubo.
2. I usually eat adobo.
3. I have fair skin complexion.
4. I am hospitable to visitors.
5. I love singing through a karaoke machine.

SHARPENING YOUR SKILLS

PAGE 9

(Answers may vary)

Possible Answer:

1. The Filipinos are still faithful to God and show their sense of spirituality by following the Catholic Church practices after experiencing natural disasters.
2. Even if there is flood and perhaps their basketball court is destroyed by the storm, the Filipinos are still resourceful in making their own basketball ring and court.
3. The bayanihan spirit of Filipinos is being shown in the photo because they are helping one another to pass the pail of water for their community.
4. Looking at the photo, the Filipinos can be described as creative in making a vehicle that can carry more than two passengers at the same time.

5. The photo is a testament that whatever circumstances Filipinos are facing, they still manage to smile and to be jolly.

TREADING THE ROAD TO MASTERY

PAGE 11

(Answers may vary)

Question:

Are you proud of being a Filipino? Why?

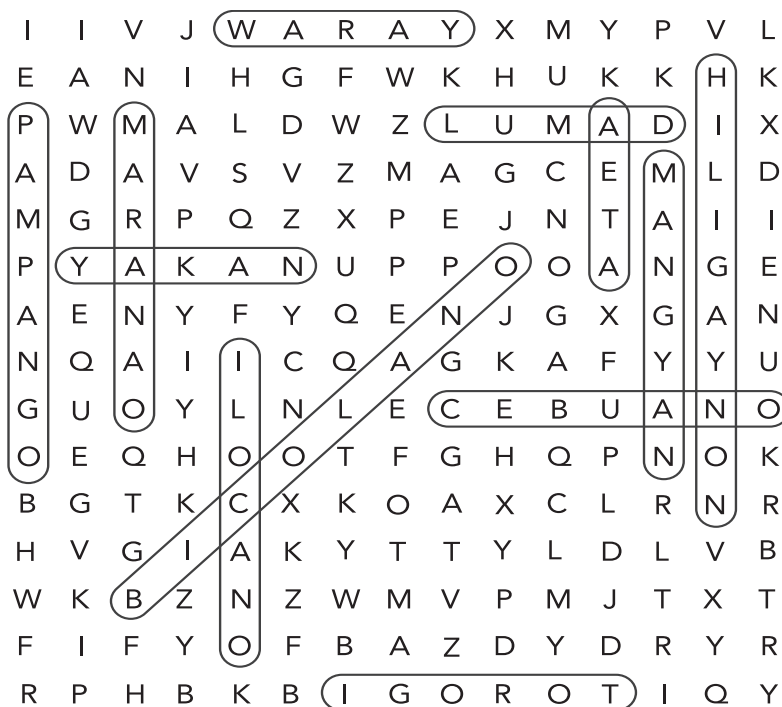
Possible Answer:

Yes I am proud of being a Filipino. Knowing the values and traits of Filipinos I can say that I can handle whatever challenges I will be facing. As I see it, I am both a fighter and a survivor of different natural disasters, personal challenges and other life obstacles which other race or people can learn from. I am a source of inspiration – I am strong, brave and wise. I am a proud Filipino.

LESSON 2: PEOPLE OF THE PHILIPPINES

TRYING THIS OUT

PAGE 13



SHARPENING YOUR SKILLS

PAGE 21

(Answers may vary.)

Possible Answers

- I. Ethnicity: Tagalog
- II. Language: Tagalog
- III. Practices:
 - a. Religious – Commemorating Feast Day of Saints and Celebrating Fiestas
 - b. Food and Cuisine – Preparing and eating rice as a staple food
 - c. Tradition – Doing honoring gesture or pagmamano to older family members
- IV. Beliefs:
 - a. Beliefs on dreams – They believe that each dream has its own meaning or message from God.

- b. Beliefs on burial – Usually there is a wake to be held before burying their loved ones. This is to take time to weep for the departed.
- c. Belief on superstition – The Tagalog utter “tabi-tabi” po or say a remark to be excused while crossing a path as they believed they are being guarded by engkanto or supernatural beings.

TREADING THE ROAD TO MASTERY

PAGE 22

Question:

How can you show care and respect toward the indigenous peoples?

Possible Answer:

We can show care and respect toward the different indigenous people by understanding their culture and not judging them right away. By doing so, we can appreciate their language, practices and beliefs. Let us also educate other people regarding the identity and culture of indigenous people through promotions and programs.

LESSON 3: UNSUNG FILIPINO HEROES

TRYING THIS OUT

PAGE 24

(Answers may vary)

Possible Answers:

1. Strong
2. Wise
3. Compassionate
4. Resilient
5. Skillful

SHARPENING YOUR SKILLS

PAGE 30

(Answers may vary.)

1. *Possible Answer:* We should study and maximize all the learning opportunities given by the country whether we are enrolled in public or private school. One of our goals as Filipino is to be an educated Filipino.
2. *Possible Answer:* Character is highly emphasized in this quotation that it is the edge of one person compared to another. Wealth and facial features may fade, but not character.
3. *Possible Answer:* It is better to accept mistakes because this is a sign of strength and humility. We learn from our mistakes, so we must wholeheartedly accept our imperfections.
4. *Possible Answer:* Expressing our love for ourselves, loved ones and fellow Filipinos can be done through working hard, because in the future, it will be beneficial to all of us. Continue serving with love.
5. *Possible Answer:* We must make sure that we can attain our goals in righteous ways and without hurting others. Winning through wicked ways is losing without honor.

TREADING THE ROAD TO MASTERY

PAGE 32

Possible Answer:

Name of Hero: Teachers

Reasons:

They work beyond official hours to prepare all their materials.

They reach out to students who hardly understand the lessons.

They spend more time with paper works than with their family.

They conduct house visits to students who were absent for so long.

They treat their students as their common children.

They extend their patience and love with difficult students.

They always think and hope for the good future of their students.

REACH THE TOP

PAGE 35

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

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