

**Grade Level:** 3  
**Subject:** English  
**LESSON TITLE:** Respect for Individual Differences  
**Time Frame:** Two sessions  
**CORE MESSAGE:** A society is made up of different individuals who are all equal . We need to respect each other despite our differences.

**LEARNING COMPETENCIES**

READING 11. What have happened before or after events in the story

LISTENING 7: Sequence events in the story heard

<b>STAGE I - DESIRED RESULTS</b>	
<b>ESTABLISHED GOAL</b>	
Students demonstrate understanding of the importance of respecting each other despite differences.	
<b>ENDURING UNDERSTANDING</b>	<b>ESSENTIAL QUESTIONS</b>
<p><i>Students will understand that . . .</i></p> <p>We, human beings are similar but are also different in many aspects</p>	<ol style="list-style-type: none"> <li>1. How are people similar and different?</li> <li>2. Why should we understand how we differ from other people?</li> <li>3. Why is respect essential to our relationships with people?</li> </ol>
<b>LESSON OBJECTIVES</b>	
<p>Knowledge</p> <p><i>Students will know . . .</i></p> <ol style="list-style-type: none"> <li>1. The correct sequence of events in a story</li> <li>2. The importance of respecting people’s differences</li> </ol>	<p>Skills</p> <p><i>Students will be able to . . .</i></p> <ol style="list-style-type: none"> <li>1. Infer what happened before/after an event from what is read/observed</li> <li>2. Sequence events in a story heard/read as to time order</li> <li>3. Explain why there is a need to respect each other despite individual differences</li> </ol>
<b>STAGE II - ASSESSMENT EVIDENCE</b>	
<b>PERFORMANCE TASK</b>	<b>OTHER EVIDENCE</b>
<p>The teacher gives the following activity to the pupils:</p> <p>Think about your close friend. Fill in the blanks of this information sheet about your</p>	<p>The pupils read the short selection below. Then, they answer the questions after it. They write only the letters of the answers in their Answer Sheet.</p> <p style="text-align: center;">Kaila and Rio are neighbors and they are</p>

friend and you. Show your similarities and differences. Complete the sentences below.

My friend is \_\_\_\_\_.  
We are similar. We both \_\_\_\_\_.  
We are also different. \_\_\_\_\_.  
Even if we are different, we feel \_\_\_\_\_.  
We respect each other.

close friends. Both girls are intelligent. When they were in Grade 2, Kaila was the outstanding pupil in her class. Rio was also an outstanding pupil in another class.

This year, Kaila and Rio became classmates. Although both girls are bright pupils, the teacher noticed they differ in many ways. Kaila is neat and orderly in her work. The things in her school bag are always properly arranged.

Rio is the opposite. She puts wrappers of food she eats in her school bag together with her books and notebooks.

A week before the school year ended, the most outstanding pupil for Grade 3 was announced. That afternoon, Rio went home with very red eyes.

Questions:

1. Who do you think became the most outstanding pupil for Grade 3?
  - a. Rio
  - b. Kaila
  - c. Another pupil
2. Who do you think will try harder next school year?
  - a. Rio
  - b. Kaila
  - c. Another pupil
3. Why was Rio's eyes red?
  - a. She has sore eyes.
  - b. She cried and cried.
  - c. She had a fight with her friend.

The pupils arrange the following sentences in proper order. They write only the letters of the sentences in their Answer Sheet.

- a. The teacher saw how different the two girls were.
- b. The two girls became classmates in Grade 4.
- c. The two girls were both outstanding pupils in Grade 3

(Answers: (1) b (2) a (3) b; c,b,a)

### STAGE III - LEARNING PLAN

#### PROCEDURE AND ACTIVITIES

##### A. MOTIVATION

Show and then discuss a picture of children in Muslim attire. Ask the pupils the following questions:

Have you seen children wearing this kind of clothes? What can you say about them?

## B. PRESENTATION

Unlocking of Difficulties through pictures , gestures, or context clues:

1. Mosque – (show the picture) the place of worship of Muslims; similar to the church of Christians
2. The boy \_\_\_\_\_(patted) the head of his pet dog.
  - a. slapped suddenly
  - b. tapped gently with open hand
  - c. struck or hit strongly
  - d. punched rapidly
3. She lives in a \_\_\_\_\_ (neighborhood) near the church.
  - a. People living near one another
  - b. A set of points surrounding a point
  - c. Approximate amount of range
  - d. A district or area

Write the title of the story on the board. Then ask the students:

Based on the title of the story, what would you like to know?

(Sample answers:

Why are we different? Why is the title “How different is different?” How do people differ?)

Giving of Motive Questions

Show the pupils the title of the selection. Lead the pupils to formulate the motive question. If the pupils cannot do this, the teacher can provide the motive question:

How do people differ?

During Reading

The teacher tells the pupils: As you read with me, you will be asked from time to time to stop, to infer what will happen next. When you make inferences, you have to think carefully about what we are reading. Your guess might not be exactly what happens in the story but they should make sense.

Active Reading

The teacher reads while the pupils follow silently.

Read the first two paragraphs, then ask the children to stop and then ask the pupil:

What do you think will happen next?

Continue reading the next two paragraphs. Then ask the pupils:

How does the mosque look? What is done in the mosque?

Continue reading the next three paragraphs then ask the pupils:

What do you think did Manuel’s mother and Mrs. Rial talk about?

Read the next three paragraphs then ask the pupils:

What do you think happened next?

Read the next five paragraphs then ask the pupils:

What will Manuel see at home?

How did he feel with what he saw?

Read the succeeding four paragraphs then ask the pupils:

What did Manuel realize after always talking with the Imam?

What do you think will Manuel do?

Read the remaining paragraphs continuously.

### C. DISCUSSION

Post Reading

Let the pupils answer the following motive questions:

1. What is the title of the selection?
2. Who are the main characters? Describe each.
3. Why does Manuel's mother disapprove of his friendship with Nuradin?
4. What did the other families in the neighborhood do?
5. Compare Nuradin and Manuel. How are they similar? How do they differ?
6. If you were Manuel, how would you feel if you moved out of the neighborhood? Why?
7. How would you feel if your parents did not like your best friend? What would you do about it?
8. What did Manuel's parents think about the changes in the neighborhood?
9. Why do you think did the authors write this selection?
10. How did the authors make the story interesting?
11. How can you show respect for individuals who are different from you?
12. Do you think Manuel's parents are right for wanting to separate Manuel from Nuradin? Why?
13. What can you say about people who cannot accept/respect the beliefs of other people?

### SESSION 2

Engagement Activities:

#### Activity 1: Group Work

Give each group an activity card with this table/grid. The pupils identify who said the direct quotation listed. Put a check mark in the proper column.

Who is Talking?	Manuel	Father	Mother
"I want to move out. Manuel has become friends with Nuradin."			
"But my friends are here."			
"I got a better job in the city. We will have a bigger house."			
"Manuel, these people are different from us. They believe in another god. We cannot live among them."			
"You will go to a bigger school. There will be more boys your age."			

### Activity 2: Group Work

Each group is given an envelop containing a broad sheet and the strips of cartolina.

The pupils sequence the following sentences according to time order. Paste/glue each strip to the board sheet/newspaper.

1. So Manuel met the Imam who answered his questions about differences in religion. Manuel returned to the place where his family used to live. Manuel and Nuradin met again.
2. Manuel's family lived in a nice neighborhood. Nuradin's family, whose religion is Islam, moved into the place. Other Muslim families moved in too.
3. But Mother didn't like Manuel's being friends with Nuradin. Two families moved out of the place. Manuel's family moved out to live in the city.
4. Soon, a mosque with a loud bell was built in the neighborhood.

(Answers: 2, 4, 3, 1)

Presentation of Group work. After the presentation ask the pupils the question:

Who were able to finish first?

Why were you able to finish your work faster?

### D. GENERALIZATION

Let the pupils describe the members of the class.

Say: Our class is a form of society.

Ask: What can you say regarding each one of you?

Is it possible for two people to become friends even if they are very different from one another?

How should they treat each other's difference?

(Expected answer: They should respect each other and the differences of each one.)

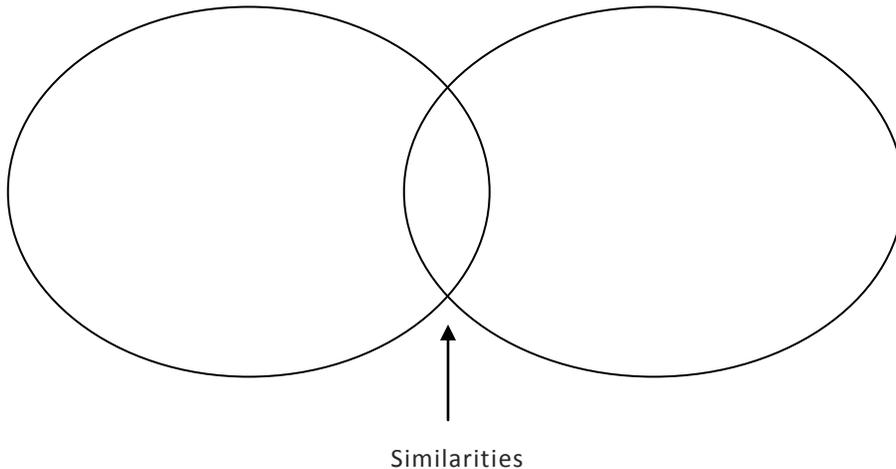
## E. APPLICATION

The pupils do the activity below:

In what ways are you and your friends different? How should you treat each other?

Can your friend and you be different and similar at the same time? Explain your answer.

Identify ways by which we can show respect for each other's differences. Use the graphic Organizer below. Put the similarities in the middle and the differences in the wider parts of the circle.



## F. ASSIGNMENT

Ask the pupils to write a short summary of the selection/text with the help of the chart each group prepared in the first activity. Remind them of the mechanics of writing: indention, capitalization and proper punctuation marks.

## References

- Paterno, E. and Quinton, T. *How Different is Different?*, In Our World of Reading, Going Places, Book 2, Anvil Publishing, pp. 157-164
- Ruiz-Dimalanta, R. and Datinguinoo, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.
- Civil Code of the Philippines, Arts. 19 and 26
- 1987 Constitution of the Philippines, Article III, Bill of Rights, Sec. 5
- Miranda, B. 2008. *English for You and Me 3*. Manila: Book Wise Publishing House, Inc. pp. 61.
- The Shiekh Karimul Makhдум mosque in Simunul, Tawi-Tawi, Philippines.  
Source: <http://newsletter.beam.org.ph/access/sheikh-karimul-makhдум-mosque-628-years-of-islamic-legacy/>
- Muslim boys  
<http://listverse.com/2009/07/10/top-10-misconceptions-about-islam/>
- Muslim girls, Davao, Philippines  
Source: [http://www.flickr.com/photos/\\_ari/470014791/](http://www.flickr.com/photos/_ari/470014791/)

## Materials

Photo copies of the selection (one for each pupil), old newspaper/broadsheets, glue or paste, picture of a mosque, picture of children in Muslim attire, strips of cartolina with sentences to be sequenced

**Rubric**

<b>Evaluation Chart</b>				
<b>Criteria</b>	<b>Very Good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>
	<b>(10 pts)</b>	<b>(7-9 pts)</b>	<b>(4-6 pts)</b>	<b>(0-3 pts)</b>
1. The information sheet is about the similarities and differences between the close friends.				
2. The similarities and differences pertain to their characteristics				
Total				
Final Mark				

APPENDICES



*The Shiekh Karimul Makhdum mosque in Simunul, Tawi-Tawi, Philippines.*

Source: <http://newsletter.beam.org.ph/access/sheikh-karimul-makhdum-mosque-628-years-of-islamic-legacy/>



Muslim boys

<http://listverse.com/2009/07/10/top-10-misconceptions-about-islam/>



*Muslim girls, Davao, Philippines*

Source: [http://www.flickr.com/photos/\\_ari/470014791/](http://www.flickr.com/photos/_ari/470014791/)

## Civil Code of the Philippines, Arts. 19 and 26

ARTICLE 19. Every person must, in the exercise of his rights and in the performance of his duties, act with justice, give everyone his due, and observe honesty and good faith.

### 1987 Constitution of the Philippines, Article III, Bill of Rights, Sec. 5

**Section 5.** No law shall be made respecting an establishment of religion, or prohibiting the free exercise thereof. The free exercise and enjoyment of religious profession and worship, without discrimination or preference, shall forever be allowed. No religious test shall be required for the exercise of civil or political rights.

#### How Different is Different?

Ma. Elena Paterno & Thea Quintos

The street was full of laughing voices. There were children running, a mix-up of hair and skirts and shirts flying everywhere. They were playing tag.

Manuel watched the children. He knew of them, but their faces were new to him. He looked around. Nothing had changed since he left the neighborhood two years ago. He looked at his old house. It looked the same, only it was painted a different color.

Manuel peeped at the door of the house next door. That was Nuradin's house. He remembered when Nuradin's family first moved in. He was so excited then, because he would have someone to play with.

Then Nuradin's cousins came. Other Muslim families moved into the neighborhood. Soon there were so many Muslims that they built a mosque.

The mosque was big. It was even bigger than the Catholic church that Manuel and his family visited on Sundays. The bell at the mosque rang five times a day. Nuradin told him that the bell called the Muslims to prayer.

But other people did not like the bell. They did not like the mosque or the Muslims.

Once, Manuel heard his mother talking to Mrs. Rial.

"I want to move out. Manuel has become good friends with Nuradin," his mother said.

"Yes, they are always together. Nuradin seems like a nice boy," Mrs. Rial said.

"Ay, *basta!* I don't want my son to grow up with any strange ideas," his mother said. Manuel did not want to hear any more, so he went inside his house.

Two families moved out of the neighborhood. Then one day, Manuel's father told him that they were also moving out. "But why, Papa?" Manuel asked.

"I got a better job in the city. We will have a bigger house," his father told him.

"Manuel, these people are different from us. They do things differently. They believe in another god. We cannot live among them," his mother said. She was already beginning to pack.

His father patted his head. "You will go to a bigger school. There will be more boys your age."

"But my friends are here!" Manuel shouted. Then he ran to Nuradin's house. He talked to Nuradin for a long time. He did not want to go home, but Nuradin's mother made him.

When Manuel got home, he went straight to his room. He did not greet his parents. His room was full of boxes. All his toys were in the boxes. He kicked one of the boxes because he was so angry.

But Manuel knew he had to go. He promised Nuradin that he would come back to visit. Nuradin promised that he would never forget him.

In the city, Manuel asked many questions. He tried to find out about the Muslim religion. He became friends with an Imam in his school. The priest told him many things.

It was true that Muslims were different from Catholics. They prayed five times a day. They did not eat pork. They went to the mosque on Fridays. Manuel asked many questions, and the Imam answered most of them. The most important thing he learned was that even if Muslims were different,

they were really the same as Catholics. They believed in a god. They prayed. They had a holy book. The words were different, the priest said, but they prayed for the same things.

As Manuel watched the children playing, he knew the Imam was right. They were children, like him. They played and ate and went to school. They even played the same games!

“Manuel!” somebody called. He turned, and saw Nuradin running to him. Nuradin had grown taller, like him. Manuel laughed. Nuradin laughed also. And Manuel knew that even if they were different in some ways, they were the same in others. And they were friends.

(Source: Paterno, E. & Quintos, T. “How Different is Different”. In *Our World of Reading, Going Places*. Bk. 2  
Manila: Anvil Publishing, Inc.)



**Grade Level:** 3  
**Subject:** English  
**Lesson Title:** Fairness is the Foundation of a Harmonious Society  
**Time frame:** 1 session  
**Core Message:** Fairness is essential in creating a harmonious society.

**English Learning Competencies**

READING 6: Note explicit and implied details from a story read

SPEAKING 9: Use the positive, comparative and superlative forms of adjectives

<b>STAGE 1- DESIRED RESULTS</b>	
<b>ESTABLISHED GOAL</b>	
The students must realize the importance of fairness in establishing harmony and peace and order.	
<b>ESSENTIAL UNDERSTANDING</b>	<b>ESSENTIAL QUESTION</b>
By treating others fairly, we contribute to a harmonious and peaceful society.	What does it mean to be greedy? Can you cite occasions when people were greedy? What about generosity, how do you show generosity especially those who have less compared to you?
<b>LEARNERS WILL KNOW</b>	<b>EARNERS WILL BE ABLE TO</b>
<ol style="list-style-type: none"> <li>1. Define society</li> <li>2. Define fairness</li> <li>3. Identify ways of practicing fairness when dealing with family members</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a sentence using the positive and comparative forms of adjectives</li> </ol>
<b>STAGE II ASSESSMENT EVIDENCE</b>	
<b>PRODUCT OR PERFORMANCE TASK</b>	<b>EVIDENCE AT THE LEVEL OF PERFORMANCE:</b>
Pupils identify things inside the room and use it in a sentence using adjectives in positive and comparative form	<p>The learners identify things inside the room and used it in a sentence</p> <p>Using adjectives in positive and comparative form following these criteria:</p> <ul style="list-style-type: none"> <li>• identified 5 things inside the classroom</li> <li>• used all words in a sentence</li> <li>• used positive and comparative forms of adjective</li> <li>• used appropriate adjectives</li> </ul>

### STAGE 3: LEARNING ACTIVITIES

#### A. EXPLORE

1. Show pictures of two bears who are arguing. Then ask the pupils:
  - a. What does the picture show?
  - b. Does this also happen between you and your brothers/sisters?
  - c. In case you argue, how do you end your argument?

#### B. FIRM-UP

1. The teacher shows the title to the pupils and asks them the question:  
What do you think will the story be about?
2. The teacher asks the pupils to read the story silently.
3. After giving the students enough time to read the story, the teacher presents the words below.
4. Ask the students to define the words encountered in the story. (The answers are the numbers in parentheses)

Pot-bellied	(4)	burst	(7)	argued	(6)
Stalked away	(5)	crumbs	(2)	flicked	(1)
Peeked out	(3)	stomach		cubs	(8)
Journey	(9)	appetite	(10)		

- \_\_\_\_\_ 1. moved in sudden motion
- \_\_\_\_\_ 2. tiny Particles
- \_\_\_\_\_ 3. became suddenly seen
- \_\_\_\_\_ 4. very big stomach
- \_\_\_\_\_ 5. walked in a proud manner
- \_\_\_\_\_ 6. gave reasons against something in a loud voice
- \_\_\_\_\_ 7. exploded
- \_\_\_\_\_ 8. young bears
- \_\_\_\_\_ 9. travel
- \_\_\_\_\_ 10. desire for food

#### C. DEEPEN

Give the pupils the following instructios:

1. Ask any of your classmate about the story that starts with what, who, and where questions? Clarify from them about the many details in the story? Example,
  - a. Where did the two bear cubs go?
  - b. Who offered to help them?
  - c. What did the fox do when he saw the bears?
  - d. What was the dispute all about?
2. Let's go back again to the story? What is an adjective? When is an adjective in the positive degree? In the comparative degree?
3. Give examples of adjectives used in the story.  
The fox laughed out loud.  
The cheese is big.

**D. TRANSFER**

1. Ask the pupils to name five (5) objects you see in the classroom. Ex, bag, blackboard, table, umbrella, book.
2. Then, ask them to use them in a sentence using adjectives to describe the object. Teacher's drill them first, then asks the pupils to give examples on their own  
 Liza's bag is big. The teacher's bag is bigger.  
 Myra's hair is long. Ana's hair is longer.

**E. Generalization:**

1. The teacher guides the pupils in making a statement guided by the following questions:
  - a. Why is it important to share to others whatever we have?
  - b. What actions show that one is greedy?
  - c. Does it always happen that we have to give things equally? Or are there instances when others need more than the rest? Ex. A sick person

**F. Evaluation**

1. The pupils fill in the blanks with the correct form of adjective in each of the sentence.
  - a. Edna is \_\_\_\_\_ (kind) to the beggar than her friend.
  - b. Liza uses \_\_\_\_\_ (soft) voice in class than Mina.
  - c. Luis is \_\_\_\_\_ (quick) in answering questions today than yesterday.
  - d. Manny is \_\_\_\_\_ (fast) to offer help when needed compared to others.
  - e. Rina is \_\_\_\_\_ (simple) in her ways than other girls I know.

Materials:

Photo copies of the selection *The Two Greedy Bears*; pictures illustrating pot-bellied bears and frog peeking out; picture of two bears arguing

**Rubric – Using Positive and Comparative Form of Adjective**

Criteria	4	3	2	1
a. Identified things inside the classroom	Were able to identify 5 objects	Were able to identify 4 objects	Were able to identify 3 objects	Were able to identify 1- 2 objects
b. Used all words in a sentence	Were able to use 5 words in a sentence	Were able to use 4 words in a sentence	Were able to use 3 words in a sentence	Were able to use 1 -2 words in a sentence
c. Used positive and comparative forms of adjective	Were able to use both positive and comparative forms in 5 sentences	Were able to use both positive and comparative forms in 4 sentences	Were able to use both positive and comparative forms in 3 sentences	Were able to use both positive and comparative forms in 1 – 2 sentences
d. Used appropriate adjectives	Used 1 inappropriate adjective	Used 2 inappropriate adjectives	Used 3 inappropriate adjectives	Used 4 inappropriate adjectives

**Grade Level:** 3  
**Subject:** English  
**LESSON TITLE:** Fulfilling One’s Obligations  
**Time Frame:** Two Sessions  
**CORE MESSAGE:** It is important to fulfill one’s obligations.

**LEARNING COMPETENCIES:**

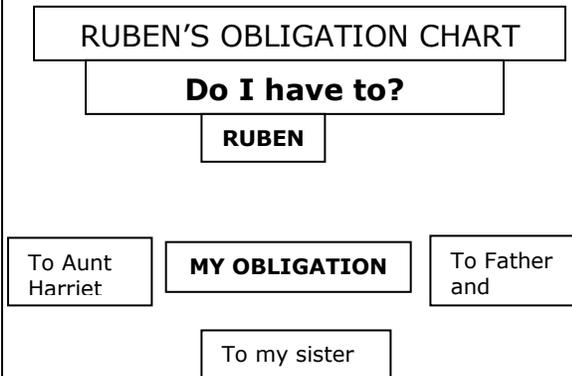
LISTENING 9: Infer traits of characters based on what they do or say in a story listened to  
 WRITING 4: Copy paragraph with four to five sentences, observe indention, capitalization and punctuation

<b>STAGE I - DESIRED RESULTS</b>	
<b>ESTABLISHED GOAL</b>	
Students demonstrate understanding of the importance of fulfilling one’s obligations.	
<b>ENDURING UNDERSTANDING</b>	<b>ESSENTIAL QUESTIONS</b>
<i>Students will understand that . . .</i> Children have obligations to fulfill.	<ol style="list-style-type: none"> <li>1. Do children have obligations?</li> <li>2. Why should they fulfill obligations?</li> <li>3. What happens when they don’t fulfill their obligations?</li> </ol>
<b>LESSON OBJECTIVES</b>	
Knowledge  <i>Students will know . . .</i> <ol style="list-style-type: none"> <li>1. That obligations made should be fulfilled.</li> <li>2. Paragraphs should be written with the correct indention, capitalization and punctuation</li> </ol>	Skills  <i>Students will be able to . . .</i> <ol style="list-style-type: none"> <li>1. Identify traits of characters based on a story</li> <li>2. Copy a paragraph with five to six sentences observing correct indention, capitalization and punctuation</li> <li>3. Dramatize given situations that show compliance with obligation or fulfilling responsibility</li> <li>4. Understand the importance of fulfilling one’s obligations</li> </ol>

**STAGE II - ASSESSMENT EVIDENCE**

**PERFORMANCE TASK**

The teacher lets the children to make Ruben's Obligation Chart. Provide each group with an enlarged copy of this organizer.



**Copying a Paragraph**

The pupils copy the paragraph below. Remind them to observe correct indentation, capitalization, and punctuation marks.

Ruben is a boy who always forgets his obligations he got a package from his aunt but forgot to thank her he borrowed crayons from his sister but he forgot to return them he ruined their neighbor's rosebush but did not tell the truth however he later learned that doing one's obligation is the right thing to do

**Answers:**

Ruben is a boy who always forgets his obligations. He got a package from his aunt but forgot to thank her. He borrowed crayons from his sister, but he forgot to return them. He ruined their neighbor's rosebush but could not tell the truth. However, he later learned that doing one's obligation is the right thing to do.

Use the Evaluation Chart for assessment

**OTHER EVIDENCE**

The pupils read each statement uttered by a character below. Then they choose from the words below the one that describes the person based on the sentence read.

1. "Oh, you poor child! Come and let me treat your cuts," Mr. Reyes told the boy.
 

a. kindness	c. hopefulness
b. happiness	d. sincerity
  
2. "That's nothing! I can get a higher score in our test," Pete said loudly.
 

a. shyness	c. boastfulness
b. enviousness	d. willingness
  
3. "No, don't come near me!" Lino said, trembling.
 

a. pride	c. fearful
b. happiness	d. indifferent
  
4. "That boy of mine will go places. Imagine topping the examination in his grade."
 

a. pride	c. hatred
b. shame	d. unmindful
  
5. Ana woke up early. She told mother that she will clean the house and yard so mother can do other household chores.
 

a. cheerful	c. helpful
b. obedient	d. fearful

(Answers: (1) a (2) c (3) c (4) a (5) c)

## STAGE III - LEARNING PLAN

### PROCEDURE AND ACTIVITIES

#### G. MOTIVATION

What's the Word?

Divide the class into small groups with 6 to 8 members each.

The teacher says to the pupils:

I'm looking for a word; help me find the word by using the clues on the board. Avoid making too much noise while having your group work.

- It looks like a wheel
- Second letter of the alphabet
- A right angle
- Standing line
- In gold and sing
- Like an Indian tent
- A sleeping short line on top of a standing line
- Tall and straight
- A circle
- Two standing lines connected by a slanting line

The answer: OBLIGATION

Tell the pupils that they have obligations as a son/daughter, brother/sister, friend, pupil, classmate, and member of the community.

Explain to them what obligation means.

The teacher asks the pupils to think of a simpler word that has the same meaning as obligation

(Answers: duty / responsibility)

#### H. PRESENTATION

Unlocking of Difficulties

The pupils choose the letter of the correct meaning of the underlined word in each number.

1. The child groaned when his mother told him to help clean the yard.
  - a. made a prolonged sound of displeasure
  - b. made a happy sound
  - c. made a sound of irritation
  
2. What happened to him? Mother screached.

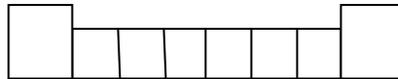
- a. made a soft cry
- b. made a high-pitched cry
- c. made a lonely cry

The pupils give the meaning of the words through a variety of ways:

3. Lawnmower – (show the illustration of a boy cutting grass using a lawn mower. Point to the lawn mower)
4. Basement – (let the pupils arrange the jumbled letter using the configuration clue.)

***tasebmn***

The lowest storey of a building found below the ground level is the



5. Snapped – (develop this through demonstration by breaking a twig)

During Reading Activity

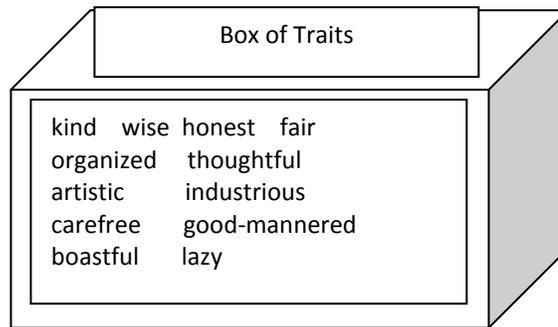
Tell the pupils that they will listen to a story. Recall some tips for listening. To make story telling more meaningful, the teacher may use pictures/improvised TV or stick puppets while narrating the story “Do I Have To?”

## **I. DISCUSSION**

Discuss the following questions:

1. Who are the characters in the story?
2. Who is the main character?
3. Who sent Ruben the package?
4. What did mother ask him to do?
5. Why did Sandy not want to lend Ruben her crayons?
6. What happened to Ms. Fraser’s Rosebush?
7. Did Ruben learn his lesson from his experience? Explain your answer.
8. Based on what the different characters did and said, give the character traits of each. Be ready to give reasons for your answer.
  - a. Ruben
  - b. Father
  - c. Mother
  - d. Aunt Harriet
  - e. Sandy
  - f. Ms. Fraser

Choose the traits from the Box of Traits



**J. GENERALIZATION**

The teacher guides the pupils to make a statement about obligation guided by the questions below:

Is it important that we fulfill our obligations to other people? Why?

**K. APPLICATION**

Divide the class into four groups. Ask the leader of each group to randomly pick a piece of rolled paper with situations written on it. Each group has to dramatize its chosen situation, showing the obligation or responsibility

Situations
You saw a wallet in the comfort room or restroom in school. When you opened it, you saw the name of the owner. What should you do?
During an exam, you saw a classmate copying from another classmate. What should you do?
You accidentally hit a classmate while playing. What should you do?
You observed that your younger brother is having a hard time tying his shoelaces. What should you do?

**L. ASSIGNMENT**

The pupils write a journal entry on acts they have done to fulfill an obligation. They mention the reason why they had to do them, and the character trait they have developed after doing these things.

**References**

Quigley, Stacey. 1980. *Do I have To?* Milwaukee: Raintree Publishers.  
 Miranda, B. 2008. *English for You and Me 3*. Manila: Book Wise Publishing House, Inc. pp. 117-119  
 Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.  
 PD 603 THE CHILD AND YOUTH WELFARE CODE, Art. 4 Responsibilities of the Child  
 Civil Code, Art. 19

**Materials**

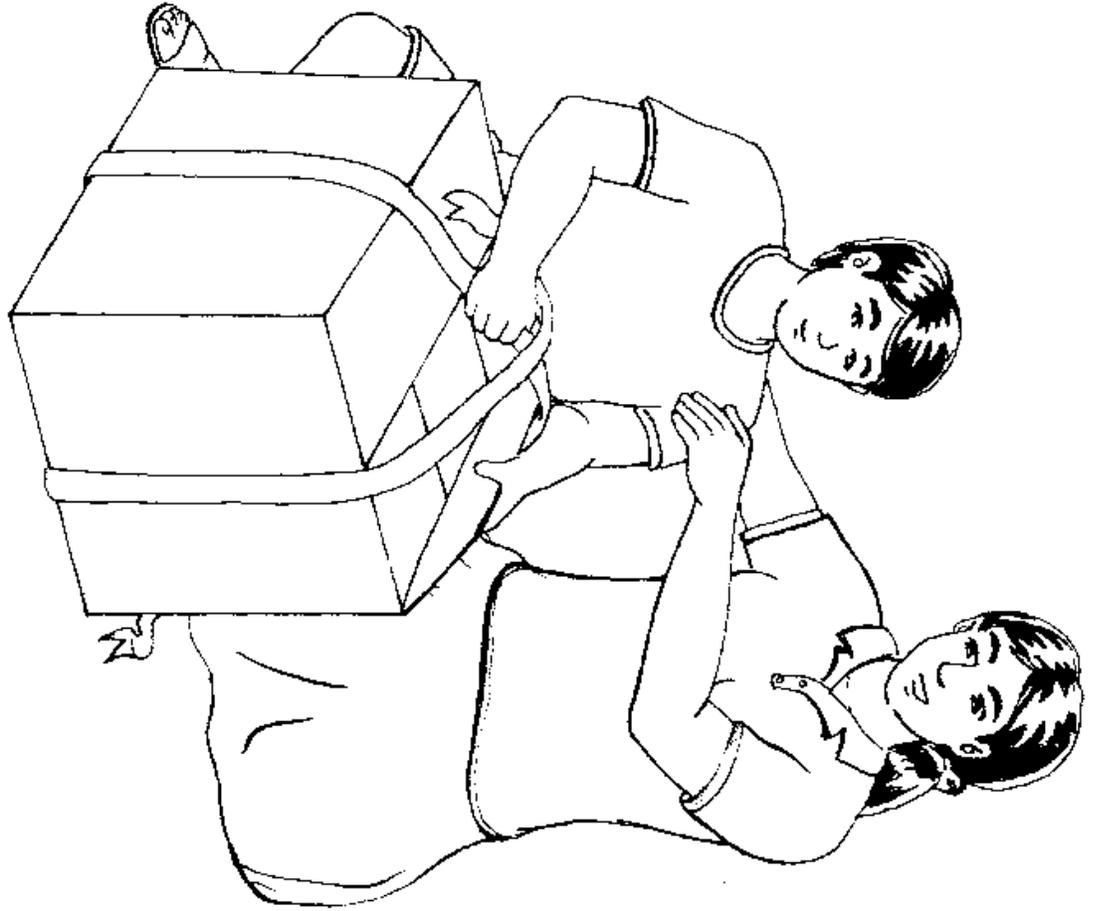
Clues for each letter of the word OBLIGATION written on the board; chart for vocabulary building; picture of a person using a lawn mower; a dried twig of a tree; for storytelling-a set of pictures about the selection/improvised TV/or stick puppets; photocopy of graphic organizer

**Rubric**

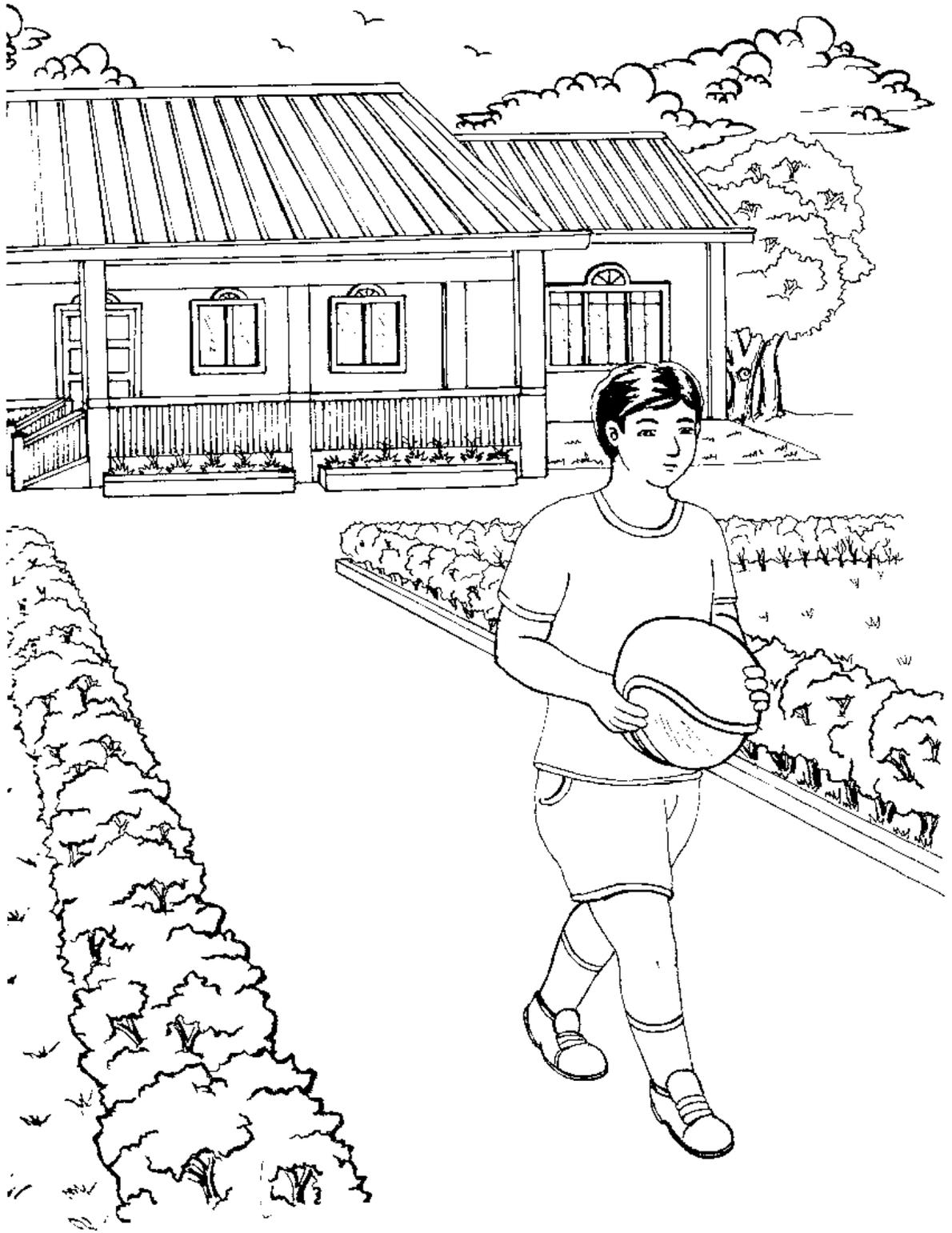
Evaluation Chart				
Criteria	Very Good	Good	Satisfactory	Poor
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
3. The Obligation Chart is properly filled out.				
4. Ruben's obligation toward each person is properly identified.				
5. The obligations are based on the story.				
6. Correct indention, capitalization, and punctuation marks are observed in the paragraph.				
Total				
Final Mark				



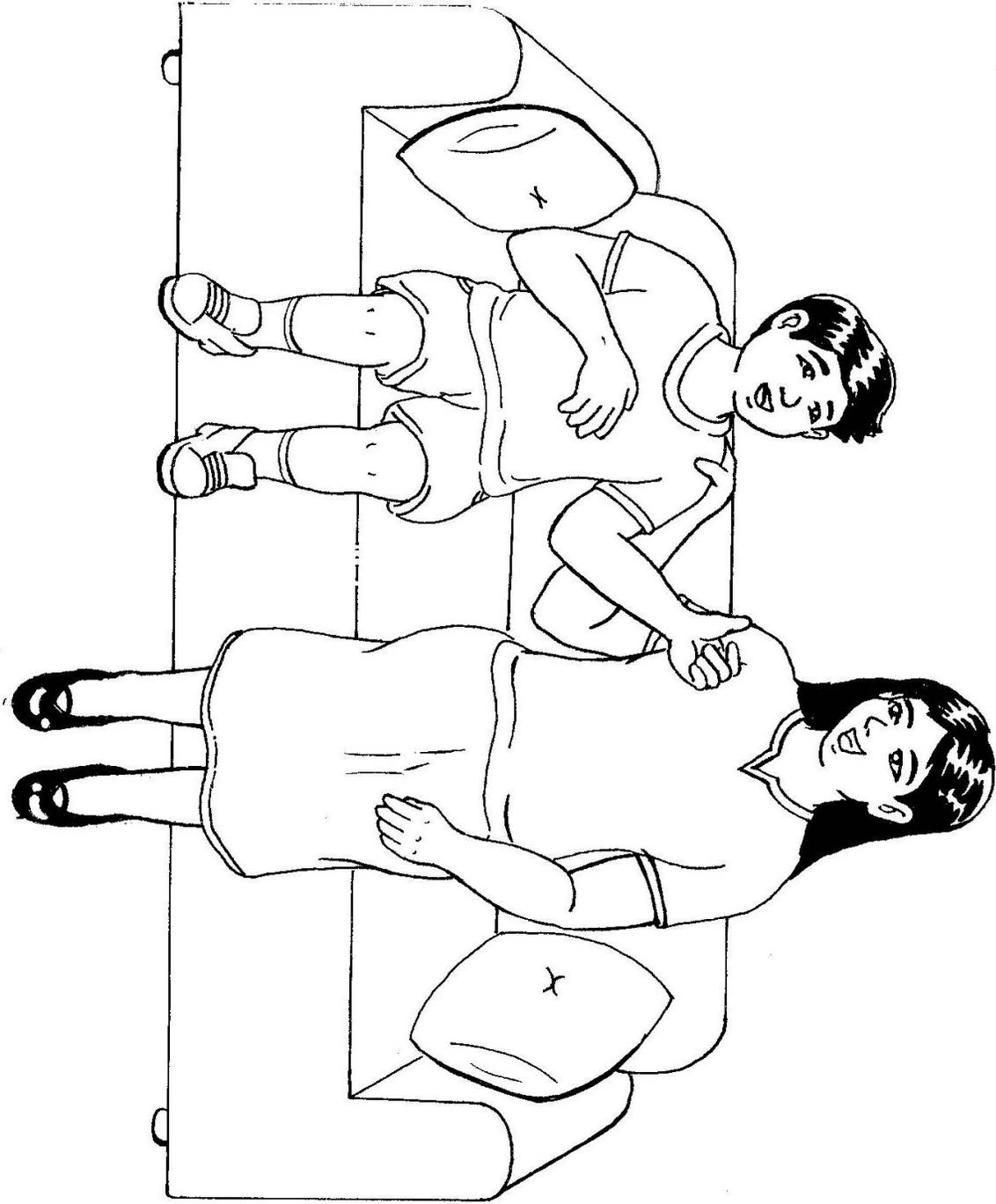
Boy using a lawnmower



**The boy opening a big package with his mother beside him**



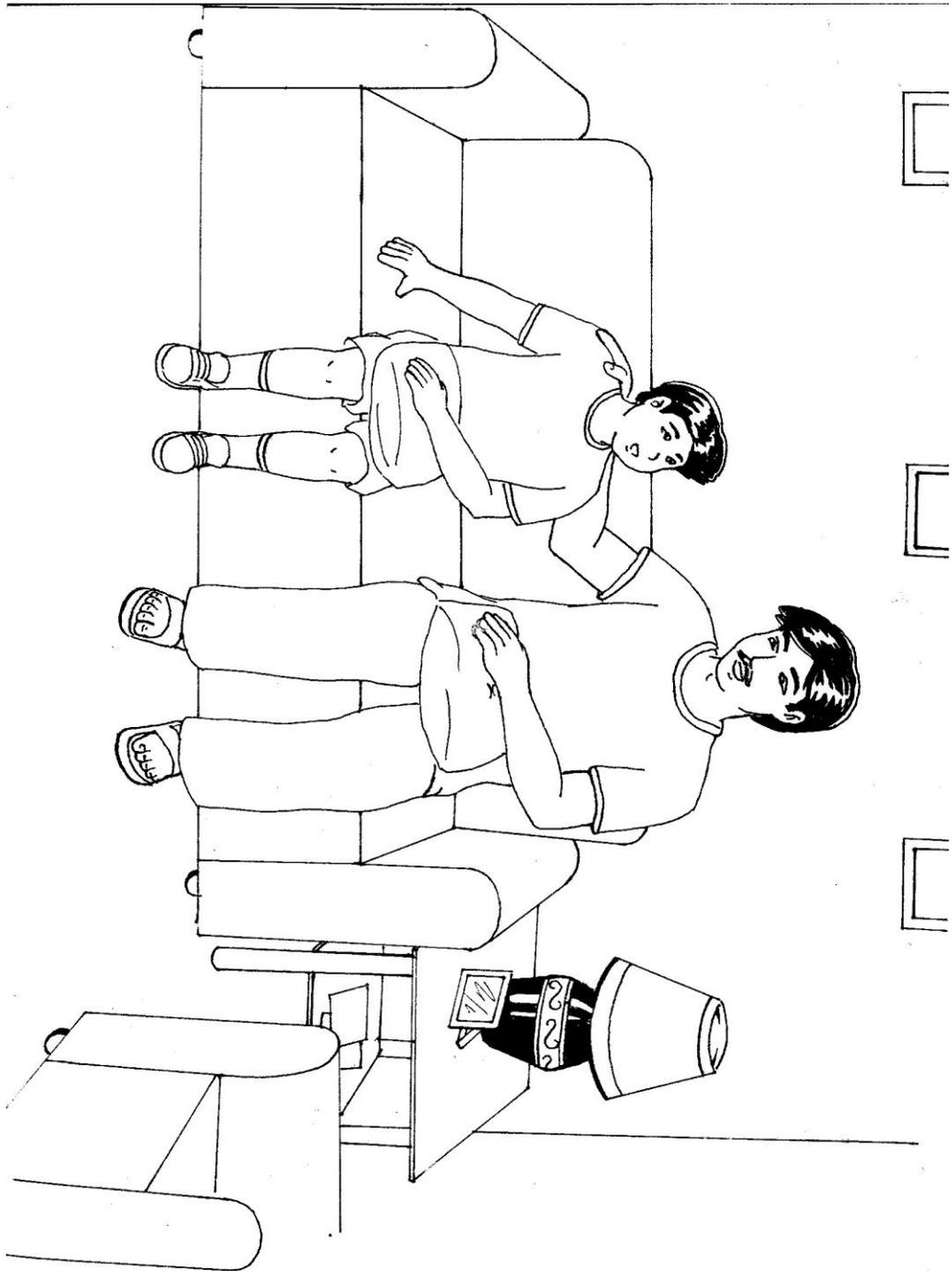
The boy leaving the house holding the spare helmet



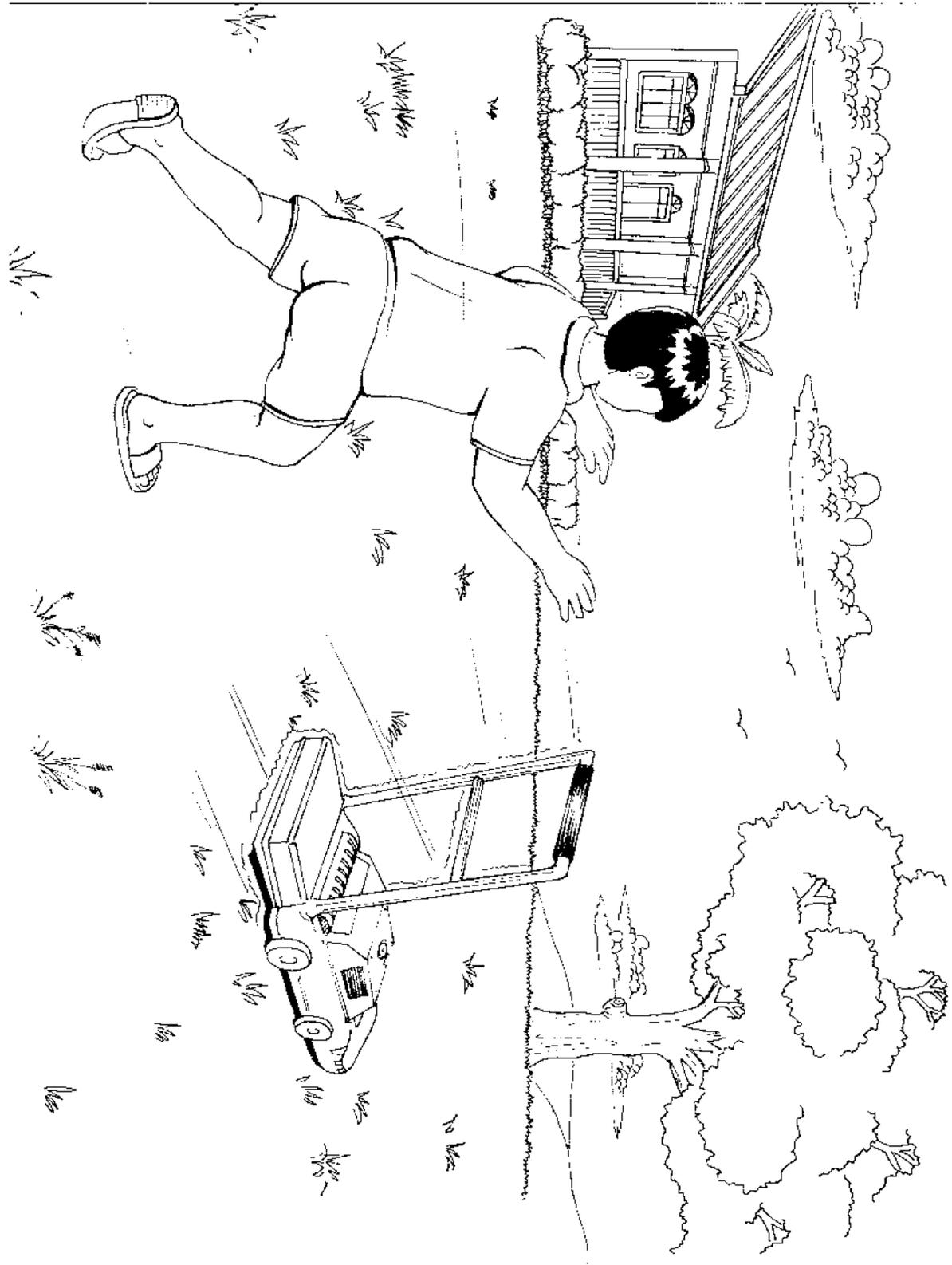
The boy talking with his sister



The sister studying in her room



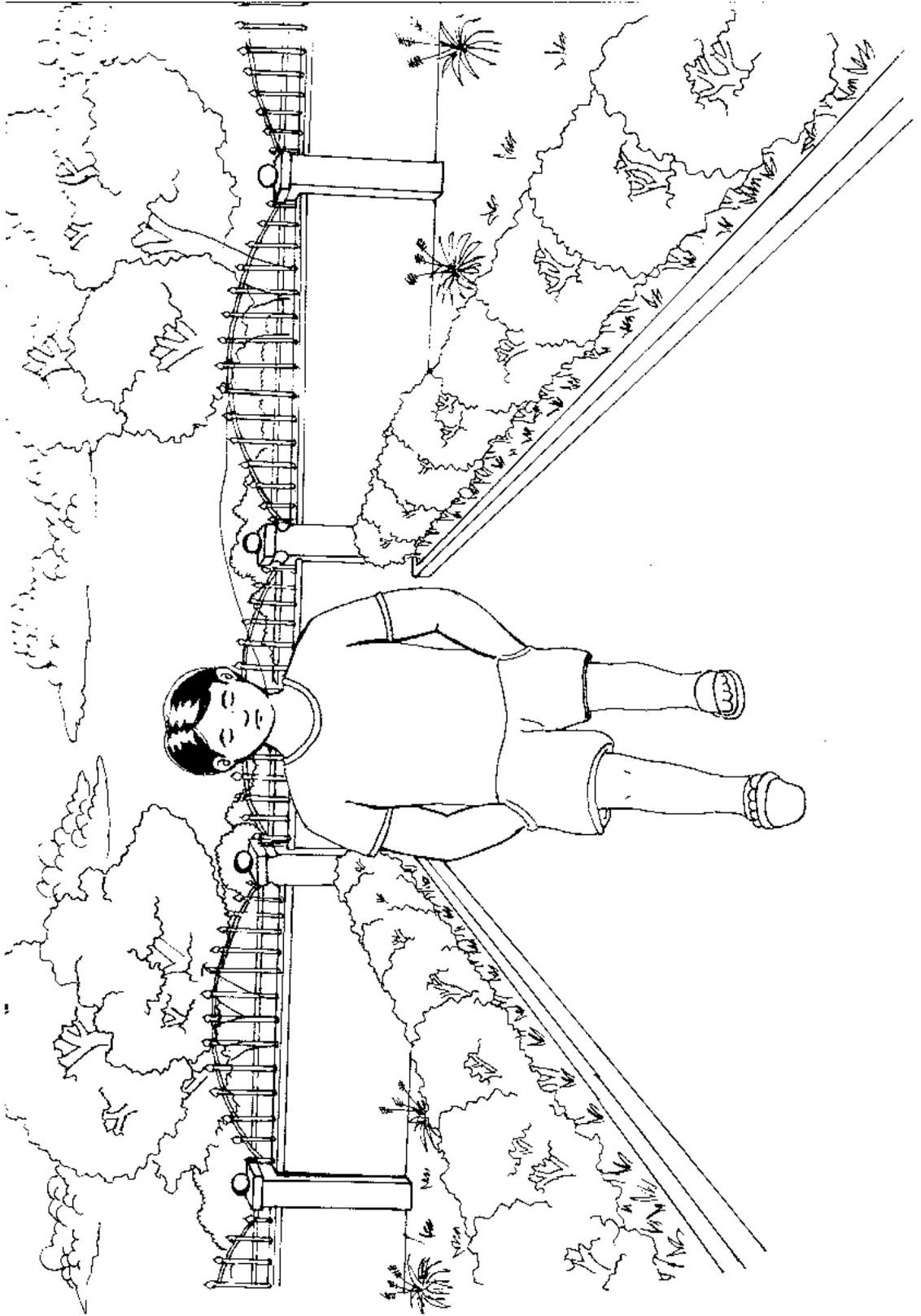
The boy talking with his father in the living room



The boy losing hold of the old and heavy lawnmower



The lawnmower crashing right into a rosebush



The boy sadly walking home

#### **PD 603 THE CHILD AND YOUTH WELFARE CODE, Art. 4 Responsibilities of the Child**

Art. 4. Responsibilities of the Child. - Every child, regardless of the circumstances of his birth, sex, religion, social status, political antecedents and other factors shall:

- (1) Strive to lead an upright and virtuous life in accordance with the tenets of his religion, the teachings of his elders and mentors, and the biddings of a clean conscience;
- (2) Love, respect and obey his parents, and cooperate with them in the strengthening of the family;
- (3) Extend to his brothers and sisters his love, thoughtfulness, and helpfulness, and endeavor with them to keep the family harmonious and united;
- (4) Exert his utmost to develop his potentialities for service, particularly by undergoing a formal education suited to his abilities, in order that he may become an asset to himself and to society;
- (5) Respect not only his elders but also the customs and traditions of our people, the memory of our heroes, the duly constituted authorities, the laws of our country, and the principles and institutions of democracy;
- (6) Participate actively in civic affairs and in the promotion of the general welfare, always bearing in mind that it is the youth who will eventually be called upon to discharge the responsibility of leadership in shaping the nation's future; and
- (7) Help in the observance of individual human rights, the strengthening of freedom everywhere, the fostering of cooperation among nations in the pursuit of their common aspirations for programs and prosperity, and the furtherance of world peace.

#### **Civil Code, Art. 19**

ARTICLE 19. Every person must, in the exercise of his rights and in the performance of his duties, act with justice, give everyone his due, and observe honesty and good faith.

#### **Do I Have To?**

**Stacy Quigley**

"Ruben!" called his mother. "Hurry up! You got a package in the mail today." Ruben tumbled down the stairs. "What is it?" he asked. "Open it and see. I think it's from Aunt Harriet."

Ruben tore away the paper and opened the box. "Oh, boy!" he shouted. "A space helmet!"

His mother smiled. "You'll have to write Aunt Harriet right away and thank her."

"Do I have to?" Ruben groaned. "I hate writing letters."

"I know, but when someone sends you a present, you should say thank you."

"Can I do it later?" Ruben asked. "I want to show my friends the helmet."

Ruben didn't mean to, but he *did* forget to write a thank-you letter. There was always something more important to do, like play ball, watch TV, or do homework.

Weeks went by. One day Ruben received a letter:

*Dear Ruben,*

*Did you ever get my package? I think it got  
lost in the mail. Please let me know.*

*Love,  
Aunt Harriet*

"Uh-oh," Ruben said to himself. "I guess I'd better write now. Wait—I have a better idea. Maybe I can draw a picture instead. That's more fun."

He rushed into his sister's room. "Sandy, can I borrow your crayons?"

"Forget it," said Sandy.

"What do you mean?"

"I let you take my crayons once before, and I never saw them again. Go get your own."

Ruben tried his father. "Dad, could I have some money for crayons?"

"Didn't we just buy you some crayons a little while ago?"

"Oh, I lost those. Sandy has some, but she won't lend them to me."

"Why?" asked Ruben's father.

"I don't know. I guess I forgot to return the ones I borrowed from her before."

"I'll tell you what," his father said. "I think you should earn the money and buy them yourself."

"Do I have to?" asked Ruben. "Couldn't you just—"

"And I know just where you can earn the money," his father went on. "Ms. Fraser down the street needs someone to cut her lawn. She'll pay you enough for the crayons."

Later that day, Ms. Fraser showed Ruben where her lawn mower was. "Be careful," she told him. "I like my yard to look neat."

The lawn mower was old and heavy. Ruben had to push hard to get it going, and he had to pull hard to make it stop.

Just as Ruben was about to finish the lawn, the mower slipped out of his hands.

*Crash!* It rolled straight into a rosebush. Branches snapped. Flowers scattered. Ruben tried to pick up as much of the bush as he could. Then he hurried to put the mower away.

Ms. Fraser stepped out onto her porch. "Are you all done?" she called.

"Er, yes, I am," said Ruben, his face red.

"Good. I'll go get you a cold drink and your pay."

Before she went inside, Ms. Fraser took a look around her yard.

"My roses!" she screeched. "What happened?"

Ruben's face turned redder. "I'm really sorry. I couldn't stop the mower..."

"Weren't you even going to tell me what happened?"

"I was hoping you wouldn't notice..."

"Not notice!" she said. "You'd better go home. It's bad enough that you ruined my flowers. But trying to hide it was worse."

Ruben slowly walked home.

"How did the job go?" asked Ruben's father.

"Terrible," Ruben explained what had happened. "I just can't do anything right."

"That's not true," said his father. He dipped a brush into a can and began painting the fence. "You just found out that it's better to be honest about your mistakes."

"But that's not fair!" Ruben exploded. "I always have to do things I don't want to do. I have to write letters, give back crayons, tell people my mistakes... Why do I have to do all that stuff?"

"We all have to do things we don't like."

"But why?"

"It's just good manners," said Ruben's father. Good manners mean thinking of others, not just yourself all the time. Sometimes that takes extra work. But in the long run, manners make life easier."

Ruben watched his father paint for a while. "Well, I still don't have the money for the crayons," he said finally.

His father stood up and pulled their lawn mower out into the yard.

"Want to try again—this time with our lawn?"

"Sure!"

Later that week, Ruben received a phone call from Aunt Harriet.

"I just loved your drawing," she said. "I got it today, and I already taped it to my wall."

"Can you tell me what it is?" asked Ruben. "It's a picture of me in a rocket. I'm wearing the helmet."

Of course I can tell. You're a very good artist," she said.

"Thanks!"

To himself, Ruben thought, *Maybe Dad was right about this manners stuff, after all.*

After the phone call, Ruben went to Sandy's room.

"Do you want to shoot some baskets?" Sandy asked.

"Later, we promised to help Mom clean the basement, don't you remember?"

Sandy gave him a funny look. "Playing basketball is more fun than cleaning," she said as she followed him down to the basement.

"I know. But we shouldn't break a promise. That's bad manners."

"Since when did you learn so much about manners?" Sandy laughed.

"Learning manners is like learning to ride a bike," answered Ruben. "After a while you don't think about it. You just do it."

"Well, I don't know whether to believe you or not. I think you're just afraid that I'm going to be better at shooting baskets than you are!"

Ruben smiled. "We'll just see about *that* after we get through with the basement he said. "And that's a promise!"



**Grade Level:** 3  
**Subject:** English  
**Lesson Title:** Cooperating Toward Success  
**Time frame:** 1 session  
**Core Message:** With our differences and uniqueness, we can cooperate with each other to create something useful and relevant to our community and society.

**English Learning Competencies**

SPEAKING and WRITING 8.3 Construct sentences with simple subject and predicate

<b>STAGE 1- DESIRED RESULTS</b>		
<b>ESTABLISHED GOAL</b>		
The students must realize the importance of working cooperatively with other people in order to contribute to the good of society.		
<b>ENDURING UNDERSTANDING</b>		<b>ESSENTIAL QUESTION</b>
People should work cooperatively with others to be able to produce something that is good for the society.		Why is teamwork important in a group?
<b>Lesson Objectives</b>	<b>Skills</b>	<b>Values</b>
Know the basic rules in writing sentences with simple subject and predicate	Construct sentences with simple subject and predicate	cooperation
Identify simple subject and predicate of sentences	Demonstrate understanding of cooperation by working peacefully and actively with your classmates.	patience
Define cooperation		

**STAGE II ASSESSMENT EVIDENCE**

**PERFORMANCE TASK**

The pupils form groups of five. Each group is given several pieces of a newspaper page. The pupils fit the pieces together to make a full page. The teacher makes sure the students observe cooperation and teamwork while doing the puzzle. The first one to complete the puzzle wins the first place.

The teacher asks the pupils about how they behaved while doing the class activity. Ask the pupils to examine their behavior.

Discuss the importance of cooperation and teamwork guided by the questions below:

1. How did your group do the task?
2. What was your specific task?
3. How did you do your work in relation to the others'?
4. How can cooperation and teamwork make tasks easier?
5. Why do you think it is better to work together rather than alone in achieving something?

**OTHER EVIDENCE**

Each pupil has to make an "I can" poster to show his uniqueness or special talent as a child and how he can build teamwork. He or she writes "I can" statements about it at the back of the poster.

**STAGE III - LEARNING PLAN**

**A. Motivation**

Ask the students if they have visited a zoo. Name the animals they see in the zoo and ask them about each.

Elephant, zebra, lion, etc.

**B. Presentation**

Create your own sentences about the picture I will show you.

The children are walking.  
The lions look old  
The giraffe has a long neck  
Plants are plenty  
The elephant has a long trunk

**C. Discussion**

What did I do while asking you to say something about the picture? I asked you to say them, in complete sentence.

So what is a sentence?

The teacher asks the pupils to read the question again and ask them to be able to complete the grid. The table will look like this.

Parts of a sentence: Part I for subject and Part II for predicate

I	II
The children	are walking
The lions	look old
The giraffe	Has a long neck

**Independent Practice**

The teacher provides each small group with pictures showing differently-abled children on the following activities: The pupils are asked to make simple sentences out of the picture.

1. A child singing in a concert for the blind
2. Boys on wheelchairs playing basketball
3. Cripple girls doing walkathon
4. Children painting using their feet
5. A blind child using a computer

**D. Generalization**

The pupils are asked the following questions:

What is a simple subject?

What is a simple predicate?

The pupils are asked to form groups of five. She reminds them on how to work in a team. The rules are reviewed through the help of the class.

Each group is given some newspaper pages. They can choose one page that they want to write about. The first one to create three simple sentences wins a prize.

**E. Application**

The teacher helps arrives at this statement:

With our differences and uniqueness, we can cooperate with each other to create something useful and

special.

#### F. Evaluation

The pupils construct sentences using the picture clues. Underline the simple subject and the simple predicate.

1. Girl with an umbrella
2. Children inside the church
3. Pupils cleaning the school garden
4. Classmates working together on a project
5. Pupils singing the Phil. National anthem

#### References:

- Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.
- PD 603, THE CHILD AND YOUTH WELFARE CODE, Art. 4 (Responsibilities of the Child)

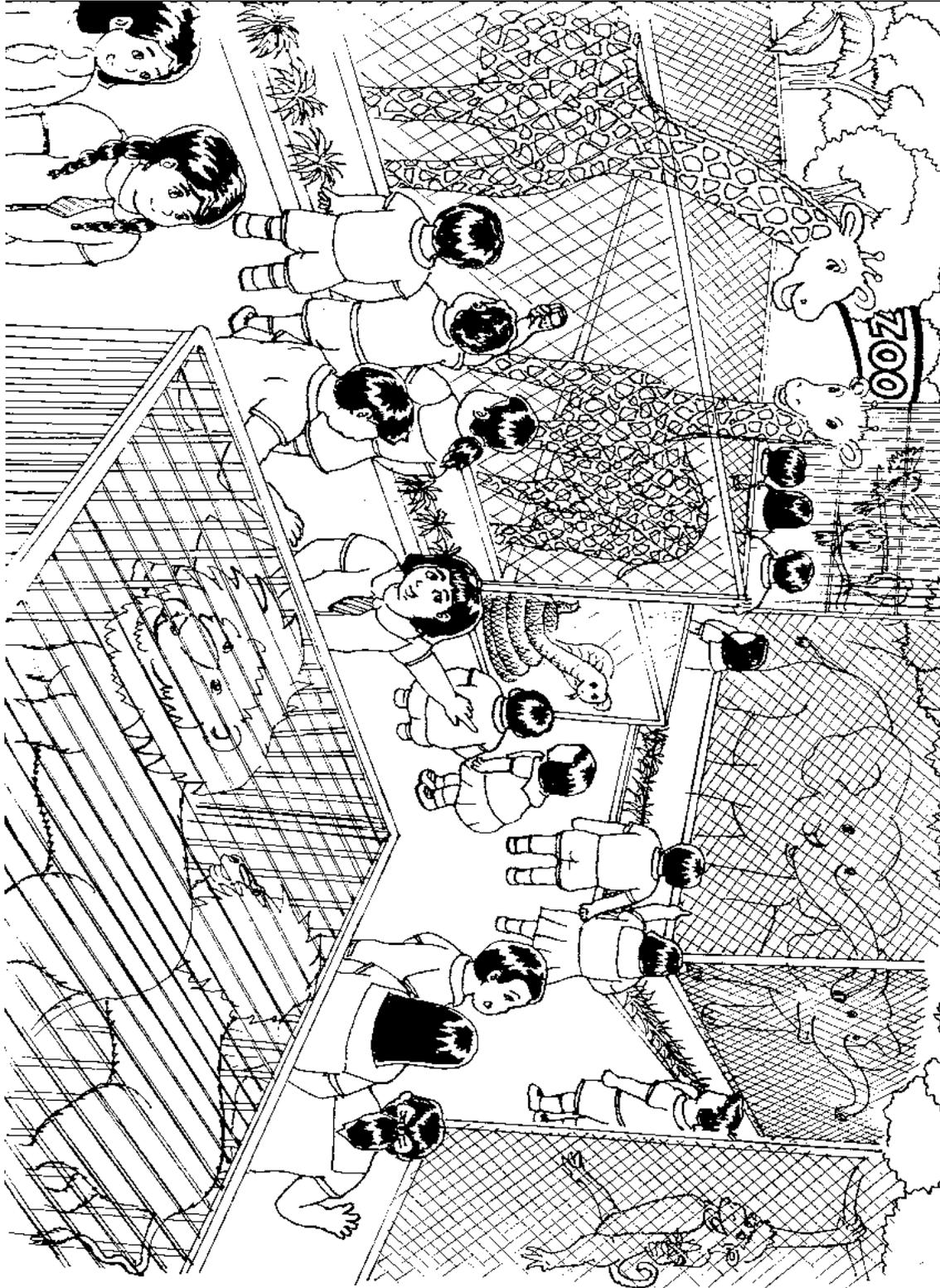
#### Materials:

newspaper

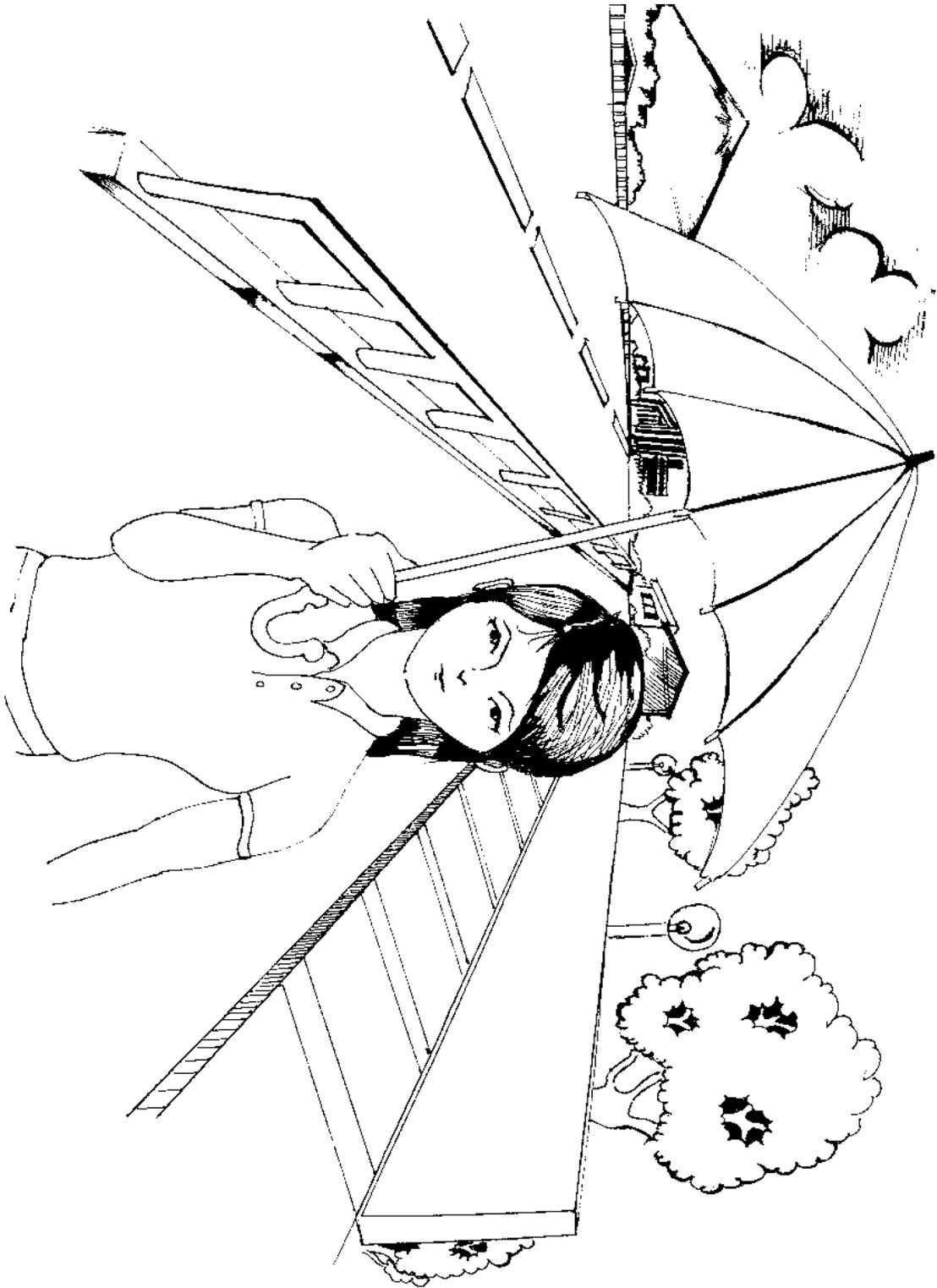
#### Rubric

Criteria	Not so evident	Evident	Evident to a very high degree
Uniqueness of the "I can" statement	The child made less than 3 statements	The child made more than 3 statements	The child made more than 5 statements that speak of his good qualities
Coherence and alignment of the statement to the child's personality	The child is not able to explain all his statements	The child is able to explain all his statements and clearly shows evidence	The statement reflects the child's real personality. He can discuss why it is true of him
Creativity	The child used expensive materials	The child used commonly found materials	The child made use of original materials that are suited for the poster

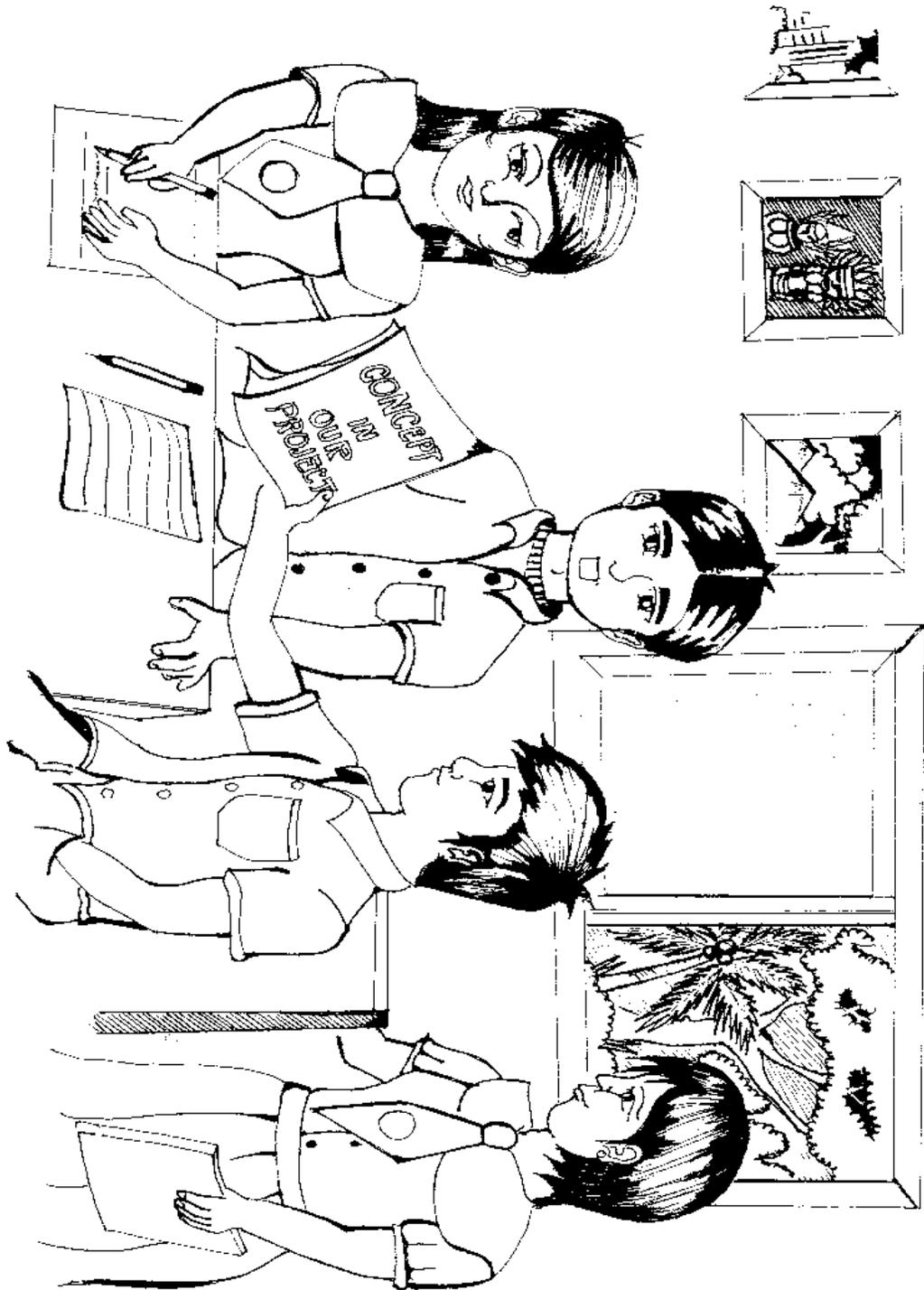
Appendix:



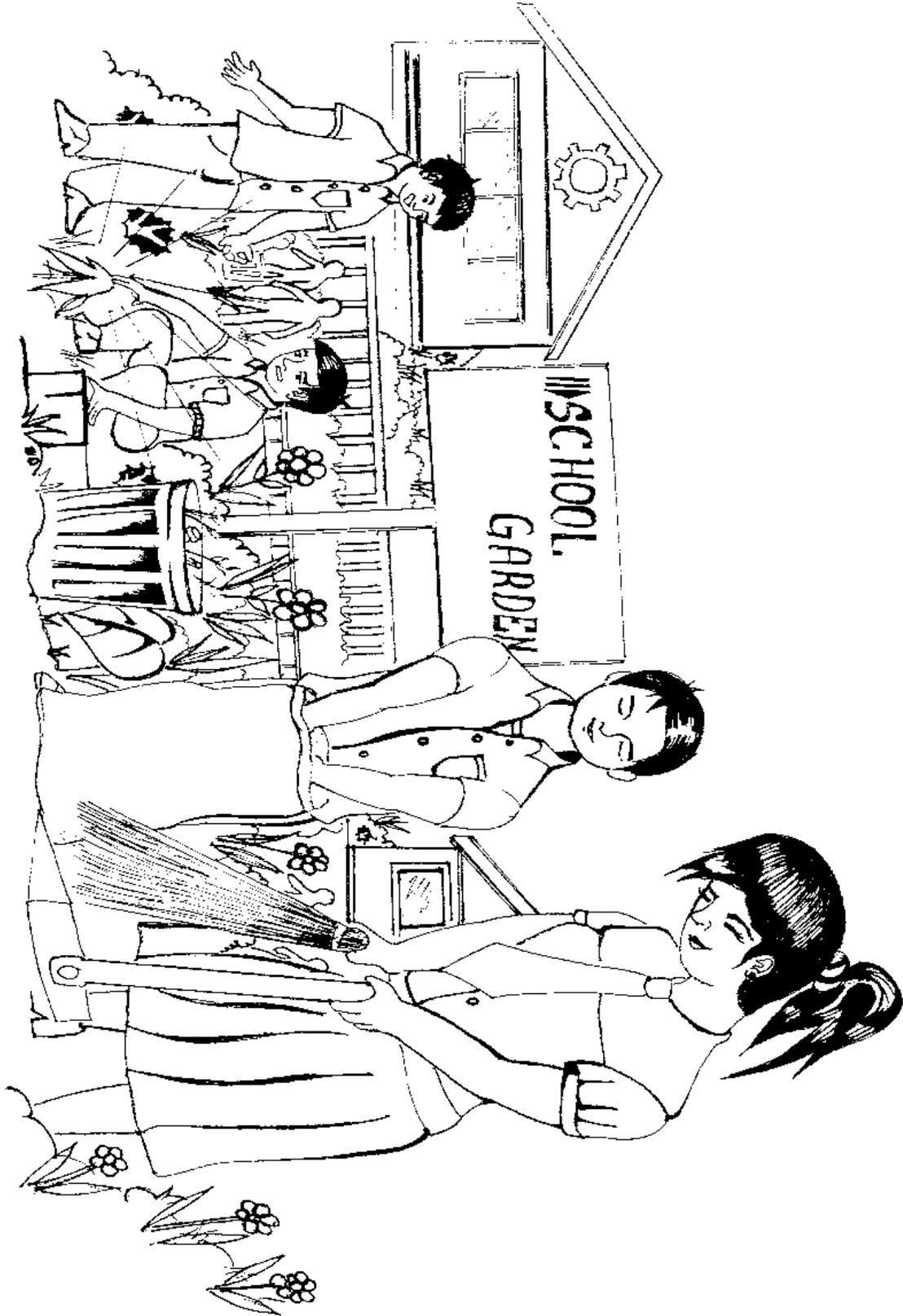
Zoo



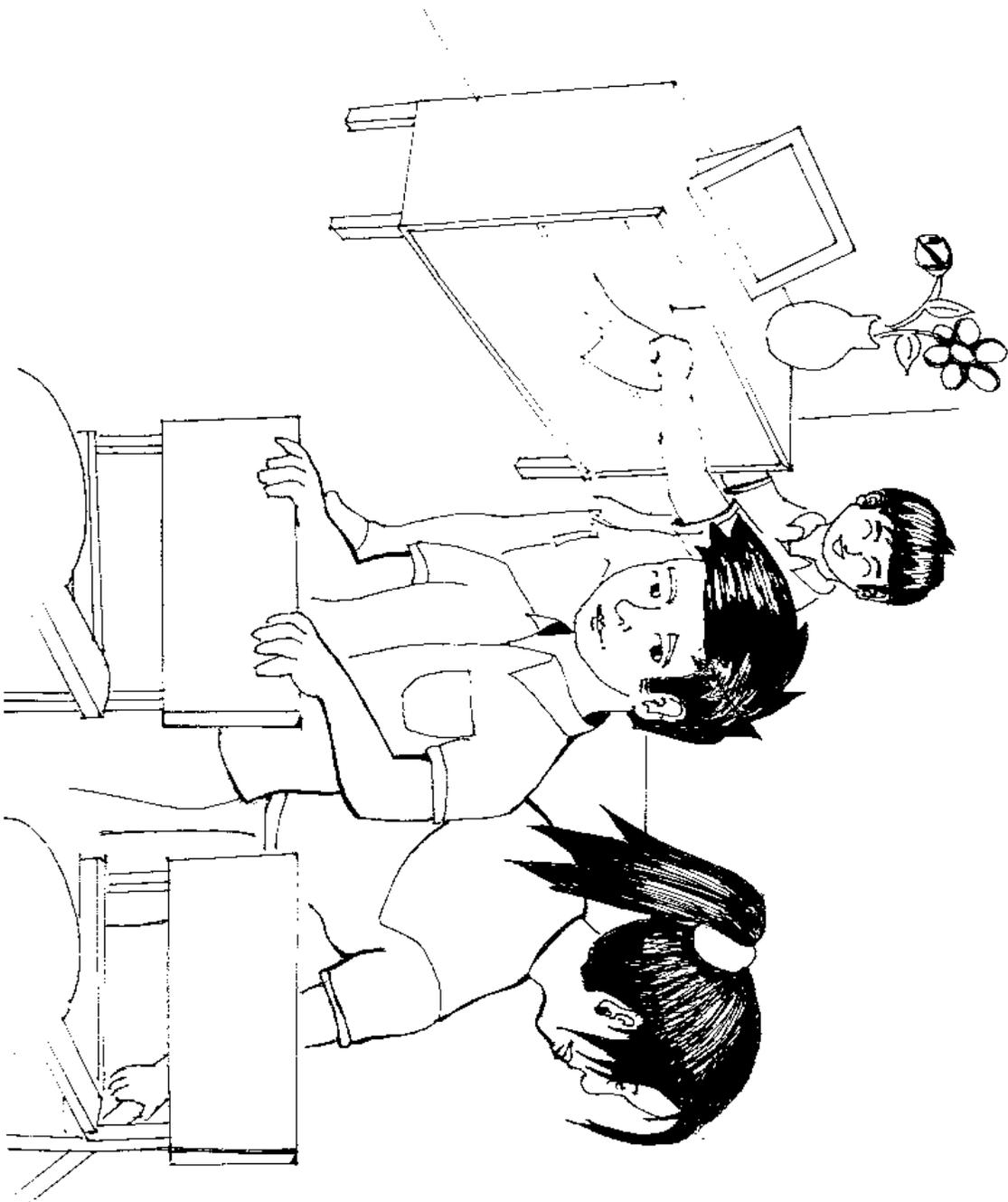
Girl with an umbrella



Group of students working together on a project



Schoolchildren cleaning the school garden



Schoolchildren cleaning the room



People working on a community project

"Human rights are the basic rights which inhere in man by virtue of his humanity. They are the same in all parts of the world, whether in the Philippines or England, Kenya or the Soviet Union, the United States or Japan, Kenya or Indonesia. . . .

"Human rights include civil rights, such as the right to life, liberty, and property; freedom of speech, of the press, of religion, academic freedom, and the rights of the accused to due process of law; political rights, such as the right to elect public officials, to be elected to public office, and to form political associations and engage in politics; and social rights, such as the right to an education, employment, and social services."<sup>i</sup>

"Human rights are the entitlement that inhere in the individual person from the sheer fact of his humanity. . . . Because they are inherent, human rights are not granted by the State but can only be recognized and protected by it."<sup>ii</sup>

"(Human rights include all) the civil, political, economic, social, and cultural rights defined in the Universal Declaration of Human Rights."<sup>iii</sup>

"Human rights are rights that pertain to man simply because he is human. They are part of his natural birth right, innate and inalienable."<sup>iv</sup>

Constitution, Article II, Section 11:

**Section 11.** The State values the dignity of every human person and guarantees full respect for human rights.

<sup>i</sup> Agpalo, R., Professor of Political Science, University of the Philippines, *Human Rights in the Philippines: An Unassembled Symposium*, 1977, pp. 1-2

<sup>ii</sup> Arcellana, E., Department of Political Science, U.P., *Ibid.*, pp. 2-3

<sup>iii</sup> Nick Joaquin, National Artist, *Ibid.*, p. 15

<sup>iv</sup> Lopez, S., Professor, U.P. Law Center, *Ibid.*, p. 20



**Grade Level:** 3  
**Subject:** Edukasyong Pagpapakatao  
**LESSON TITLE:** Paglutas ng Alitan, Mapayapang Samahan  
**Time Frame:** Dalawang Sesyon  
**KAISIPAN:** Ang pagiging matapat at pagsasabi ng totoo ay isang mabisang paraan upang maiwasan at malutas ang anumang alitan.

**MGA BATAYANG KASANAYAN SA PAGKATUTO**

Pagmamahal at Kabutihan

Katapatan/ Integridad: 1. Nakaugalian ang pagsasabi ng totoo sa mga kaibigan at kalaro

<b>ANTAS I – INAASAHANG BUNGA</b>	
<p><b>PAMANTAYAN</b></p> <p>Naipamamalas ng mag-aaral ang pag-unawa na ang pagiging matapat o pagsasabi ng totoo ay dapat ugaliin upang ang mga alitan o di-pagkakaunawaan ay maiwasan o malutas.</p>	
<p><b>AKAILANGANING PAG-UNAWA</b></p> <p><i>Naipamamalas ng mag-aaral ang pag-unawa</i>            Sa kahalagahan ng pagsasabi ng totoo sa pagpapanatili ng kapayapaan at pagwawaksi ng mga alitan.</p>	<p><b>MAHAHALAGANG TANONG</b></p> <ol style="list-style-type: none"> <li>1. Bakit dapat nating ugaliin ang pagsasabi ng totoo?</li> <li>2. Paano maiwasan o malulutas ang alitan sa pagsasabi ng totoo?</li> </ol>
<p><b>KAALAMAN</b></p> <p><i>Nauunawaan ng mga mag-aaral ang:</i></p> <p>Kabutihan o kahalagahan ng pagsasabi ng totoo</p>	<p><b>KASANAYAN/ KAKAYAHAN</b></p> <p><i>Ang mag-aaral ay:</i></p> <ol style="list-style-type: none"> <li>1. Naipaliliwanag ang kahalagahan o kabutihan ng pagsasabi ng totoo.</li> <li>2. Nakagagawa ng tamang desisyon sa ibat-ibang sitwasyon upang maiwasan ang mga alitan o di-pagkakunawaan.</li> </ol>
<b>ANTAS II - PAGTATAYA</b>	
<p><b>SA ANTAS PAGGANAP</b></p> <p>Gagawa ang mga mag-aaral ng liham para sa isang tao ( maaring magulang, kaibigan, kapatid na nagkaroon siya ng di-pagkakaunawaan). Ipapaliwanag niya ang pangyayari, hihingi ng paumanhin at</p>	<p><b>ANTAS NG PAG-UNAWA</b></p> <p>Tukuyin ng mga mag-aaral ang dapat gawin sa mga sumusunod:</p> <ol style="list-style-type: none"> <li>1. Galit ka sa kapatid mo dahil hindi ka pinahiram ng kanyang laruan. Ano ang dapat gawin upang maayos ang gulo?</li> </ol>

<p>makikipagkasundo.</p>	<ol style="list-style-type: none"> <li>a. suntukin mo ang kapatid mo</li> <li>b. pakiusapan mo siyang pahiramin ka</li> <li>c. pahiramin mo siya sa panahon na manghiram siya sa iyo</li> <li>d. punitin mo ang laruan niya</li> </ol> <p>2. Nagtampo ka sa tatay mo kasi ayaw ka niyang pasamahin sa <i>field trip</i>. Hindi ka kumikibo kapag kinakausap ka niya. Ayaw mong pumasok sa paaralan. Sino ang dapat mamagitan sa inyo ng tatay mo at ano ang mga bagay na dapat mong gawin?</p> <ol style="list-style-type: none"> <li>a. Dapat alamin ng nanay mula sa guro kung ano ang kabutihan ng <i>field trip</i></li> <li>b. Ilihim ng nanay sa tatay at papahintulutan kang sumama.</li> <li>c. Sang-ayunan ang pasiya ni tatay dahil walang pera ang mag-anak.</li> <li>d. Ipaliwanag ng nanay sa tatay ang kabutihang idudulot ng <i>field trip</i> at hihikayatin siyang pahintulutan kang sumama.</li> <li>e. Ipaliwanag kung bakit ayaw ka pasamahin ng tatay sa <i>field trip</i> at unawain mo ang mga ito.</li> </ol>
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**ANTAS III – PLANO SA PAGKATUTO**

**A. Panimulang Gawain**

**Balik-Aral**

Sabihin sa mga mag-aaral:

Maglaro tayo ng laro na tatawagin nating “Susi sa Kaayusan ng Pamayanan.”

Sa mga nakalipas nating aralin, natalakay natin ang mga tao at bagay na nagbibigay ng kaayusan sa ating pamayanan. Banggitin mo sila / ito. Kapag ang binanggit ko ay tagapag-ayos ng kaguluhan, tatayo kayo at papalakpak ng dalawa. Kapag ito ay hindi tagapag-ayos ng kaguluhan, uupo kayo.

pulis	papalakpak
driver?	papalakpak
batas	papalakpak
ordinansa	papalakpak
tuntunin sa paaralan	papalakpak
mangingisda	upo
punong-guro	papalakpak

si Nanay at Tatay  
artista

papalakpak  
upo

### Pagganyak

- a. Magpakita ng isang kasabihan sa pilas na kartolina at ipabasa ito.

Ang pagpupuri ay nakapagpapaligaya ng kalooban

Ang pagbibintang ay nakasisira ng pagkakaibigan.

Bigyan ng pagkakataon ang mga mag-aaral na magbigay ng karanasan na naaayon sa alin mang kasabihan na binasa.

(Mga inaasahang sagot: sumbong na walang katotohanan, paratang, pagsakdal)

- b. Itanong ang mga sumusunod:

Alin ang mahalaga sa tao – pagpupuri o pagbibintang?  
Ipaliwanag ang sagot.

Anong ibig sabihin nang pagbibintang?

Ano ang mensahe ng pahayag?

## B. PANLINANG NA GAWAIN

### 1. Paglalahad

Talakayin ang mga sumusunod na tanong:

Ayon sa inyo, ang pagbibintang ay pagsusumbong na kadalasan ay walang katotohanan.

Nangyari na ba sa iyo na naparatangan ka ng iyong kapatid na kumuha ng kanyang pera / gamit na hindi naman totoo?

Paano ito nangyari?

Nag-away ba kayo?

Bakit kayo nag-away ng kapatid o kaibigan mo?

Sino ang namagitan sa inyong dalawa?

Tingnan natin kung paano inaayos ni Inay o sino mang nakakatanda ang gulong ito.

### 2. Pagtatalakayan

Makinig ang mga mag-aaral sa kuwentong babasahin ng guro na pinamagatang, *Nagpasiya si Inay* (Tingnan sa Apendiks). Pagkatapos, itanong ang mga sumusunod:

Nagustuhan ba ninyo ang kuwento?

Sino ang mga tauhan sa kuwento?

Ano ang pinag-aawayan ni Joy at Liezl?

Bakit pinagbintangan ni Joy si Liezl na gumamit ng calculator niya?

May katotohanan ba ito? Patunayan ang inyong sagot.

Ano ang kinalaman ni Fritz sa away?

Sa palagay ninyo, sino ang may kasalanan? Bakit? Sino ang nag-ayos ng gulo ng tatlong magkakapatid?

Paano niya ito inayos?

Sa huli, ano ang ginawa ni Nanay upang lubos nang mabigyan lunas ang hiramang calculator?

Sino ang nagsilbing tagahatol sa gulo ng tatlong anak?

### **C. PAGLALAHAT**

Itanong sa mga mag-aaral:

Ano ang tungkulin ng mag-anak at pamayanan kapag may gulo o di pagkakaunawaan na namamagitan sa mga kasapi?

Isulat ang kaisipan sa Flowchart sa ibaba.

## Mag-Anak at Pamayanan

Magkatulong  
na  
Tagapamagitan sa mga di  
nagkakaunawaan  
tungo sa

Kapayapaan

### D. PAGLALAPAT

Ihayag ng mga mag-aaral ang dapat gawin sa mga sumusunod na kalagayan:

1. Ano ang gagawin ninyo sa sumusunod na kalagayan?
2. Nawala ang iyong ballpen na inilagay mo sa ibabaw ng iyong lamesa. Si John ang iyong katabi. Ano ang iyong gagawin?
3. Dumating si Binibining Lopez na magulo ang klase niya. Sina Jay at Jason ay nagsusuntukan. Huminto sila nang makita ang guro. Ano ang dapat gawin ni Binibining Lopez?
4. Nakita ni Aling Zeny na sumulpot si Aling Grecia sa bakod ng lote nila. Sinabi ni Aling Zeny kay Aling Grecia na binabalaan niya ito na huwag magdadaan sa bakod nila kasi hindi ito tama. Galit si Aling Grecia at sumisigaw ng “Salbahe kayo!” Nagalit din si Aling Zeny at dinala niya ang gulong ito sa kanilang punong-barangay. Ano ang inaasahan mong gagawin ng punong-barangay?

### E. TAKDANG ARALIN

Sumulat ng karanasan na naging tapag-ayos ka ng isang hindi pagkakaunawaan.

#### Mga Sanggunian

- . *Nagpasiya si Inay*, Edukasyon sa Kagandahang-Asal at Wastong Pag-uugali. ph. 24
- Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.

**Mga Kakailanganing Kagamitan**  
Mga pilas na kartolina

**Rubrik**

<b>Kraytiya sa Pagtataya</b>				
<b>Kraytiriya</b>	<b>Napakagaling</b>	<b>Magaling</b>	<b>Katamtaman ang Galing</b>	<b>Mahina</b>
	<b>(10 pts)</b>	<b>(7-9 pts)</b>	<b>(4-6 pts)</b>	<b>(0-3 pts)</b>
1. Kaangkupan ng ginawa sa hinihingi( Accuracy)	Angkop na angkop sa hinihingi ang ginawa	Medyo angkop sa hinihingi ang ginawa	Hindi gaanong angkop sa hinihingi ang ginawa	Hindi angkop
2. Pormat o Ayos	Sinunod ang lahat ng batayan sa paggawa ng liham	Sinunod ang karamihan sa mga batayan o porma sa paggawa ng liham	Hindi gaanong nasunod ang	Hindi nasunod ang batayan o porma sa paggawa ng liham
3. Istilo o Paraan	Maayos at malinaw ang pagpapahayag	May kaayusan at kalinawan ang pagpapahayag	Hindi gaano	Hindi malinaw at maayos
Kalahatan				
Marka				

## APENDIKS

### References:

Every person must, in the exercise of his rights and in the performance of his duties, act with justice, give everyone his due, and observe honesty and good faith. (Article 19, Civil Code of the Philippines)

RA9285, Sec. 3. Definition of Terms. - For purposes of this Act, the term:

- (a) "Alternative Dispute Resolution System" means any process or procedure used to resolve a dispute or controversy, other than by adjudication of a presiding judge of a court or an officer of a government agency, as defined in this Act, in which a neutral third party participates to assist in the resolution of issues, which includes arbitration, mediation, conciliation, early neutral evaluation, mini-trial, or any combination thereof;

## ***Nagpasiya si Inay***

Si Liezel at Joy ay magkapatid na madalas nagkakatampuhan. Malimit kasing pinagbibintangan ni Joy ang kanyang kapatid na si Liezel na kumuha ng kanyang pera at kagamitan, na wala namang katotohanan. Isang araw, inabutan sila ng kanilang ina na si Aling Julie na nag-aaway dahil nawawala ang ruler ni Joy. Iyak ng iyak si Liezel dahil pinipilit ni Joy na siya ang kumuha.

Tinulungan na ni Aling Julie si Joy na hanapin ang ruler dahil baka kung saan lang niya ito nailagay. Biglang dumating si Fritz, ang nakababatang kapatid at sinabing siya ang kumuha ng ruler ni Joy. Nagalit din si Joy kay Fritz. Namagitan na ang kanilang ina at inayos ang di pagkakaunawaan ng tatlong magkapatid. Humingi ng paumanhin si Joy kay Liezl. Masaya ang magkapatid at muling nanumbalik ang pagkakaunawaan sa kanilang mag-anak. Napagkasunduan pa nga ng magkapatid na pagsamahin ang kanilang mga naipon para makabili ng isang regalo para sa kanilang ina sa darating niyang kaarawan. Nangako si Joy na hindi na muling magbibintang lalo na at wala naming malinaw na batayan o patunay. Si Fritz naman ay pinagsabihan din ng Inay na magpaalam muna sa may-ari at huwag basta kunin lamang ito.



**Antas:** 2  
**Asignatura:** Sibika at Kultura  
**ARALIN / PAKSA:** Batas: Susi sa Kaunlaran  
**Sesyon:** Dalawang Sesyon  
**KAISIPAN:** May mga probisyon ang batas na nakatutulong sa pagkakaroon ng maunlad na pamumuhay.

**MGA BATAYANG KASANAYAN SA PAGKATUTO**

III B1. Natutukoy ang mga batas na nakatutulong sa pagkakaroon ng maunlad na pamumuhay.

<b>ANTAS I – INAASAHANG BUNGA</b>	
<p><b>PAMANTAYAN</b></p> <p>Naipamamalas ng mag-aaral ang pag-unawa sa batas na nakatutulong sa pagkakaroon ng maunlad na pamumuhay.</p>	
<p><b>KAKAILANGANING PAG-UNAWA</b></p> <p>Naipamamalas ng mag-aaral ang pag-unawa sa mga batas para sa pagnenegosyo at pamimili</p>	<p><b>MAHAHALAGANG TANONG</b></p> <ol style="list-style-type: none"> <li>1. Bakit kailangang pairalin ang mga batas katulad ng para sa pagnenegosyo at pamimili ?</li> <li>2. Ano ang maaaring mangyari kung hindi pinapatupad o sinusunod ang mga batas pangkabuhayan?</li> </ol>
<p><b>KAALAMAN</b></p> <p><i>Nauunawaan ng mga mag-aaral na . . .</i></p> <p>Ang pagpapatupad at pagsunod sa batas ay nagbubunga ng magandang kabuhayan.</p>	<p><b>KASANAYAN/ KAKAYAHAN</b></p> <p><i>Ang mag-aaral ay. . .</i></p> <ol style="list-style-type: none"> <li>1. Natutukoy ang kahalagahan ng Saligang Batas ng Pilipinas sa pagkakaroon ng maunlad na pamumuhay.</li> <li>2. Nakapagbibigay ng mga halimbawa ng mga batas na nakatutulong sa pagkakaroon ng maunlad na pamumuhay.</li> </ol>
<b>ANTAS II - PAGTATAYA</b>	
<p><b>SA ANTAS PAGGANAP</b></p> <p>Ano-ano ang mga kabuhayan sa inyong barangay? Interbyuhin ang isang may-ari ng isang tindahan sa inyong barangay. Tanungin kung ano-ano ang mga batas na sinusunod nila bilang negosyante. Sumulat ng isang sanaysay na nagtatalakay ng</p>	<p><b>SA ANTAS NG PAG-UNAWA</b></p> <p>Gawin ng mga mag-aaral ang sumusunod na pagsasanay:</p> <p>Ilahad ang mga batas na tumutulong sa pagpapaunlad ng kabuhayan.</p>

<p>mga batas para sa pagnenegosyo.</p> <p>Tingnan sa Apendiks ang RA 7934 The Consumer Act of the Philippines at gamitin itong gabay</p> <p>Gamitin ang Kraytirya sa Pagtataya para sa Pagtataya</p>	
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**ANTAS III – PLANO SA PAGKATUTO**

**A. PANIMULANG GAWAIN**

**Pagganyak**

Magdaos ng *ball relay*. Huwag magbigay ng alituntunin sa laro. Ulitin ang laro. Sa pagkakataong ito, magbigay na ng mga alituntunin. Ihalintulad ang unang sitwasyon sa kalagayan ng lipunan kung walang batas na ipinatutupad.

Itanong sa mga mag-aaral:

Bakit mas maayos ang paglalaro kapag may sinusunod kayong alituntunin?

**B. PANLINANG NA GAWAIN**

**1. Paglalahad**

Basahin ng mga bata *Ang Saligang Batas* sa Apendiks. Salungguhitan ng mga mag-aaral ang mga batas para sa pangkabuhayan.

Ipakita ang *Retrieval Chart* na naglalaman ng mga uri ng paglilingkod mula sa pamahalaan. Talakayin ang batas na itinakda sa baw’t paglilingkod ng pamahalaan.

<b>Mga Batas hinggil sa Paglilingkod ng Pamahalaan para sa Kabuhayan</b>
<p>1. Pagkakataon ng mga magsasakang walang lupa na makapagmay-ari ng kanilang mga sakahan. Isa sa mga batas pangkaunlaran na pinagtibay ng Pamahalaan ay ang <i>Batas sa Komprehensibong Repormang Pansakahan</i>. RA6657</p>
<p>2. Pagtatayo ng mga kooperatiba. Ang <i>Kodigong Pangkooperatiba</i> RA 9630 ang namamahala sa pagtatatag ng kooperatiba. Ito ang samahan ng mga taong nagnanais makatulong sa sarili at isa’t-isa sa pamamagitan ng paglahok sa mga gawaing pang-ekonomiya.</p>
<p>3. Pangangalaga sa karapatan ng mga mamimili RA 7394</p>

## 2. Pagtatalakayan

Talakayin ang mga sumusunod na tanong:

Ano-ano ang iba't-ibang paraan ng paglilingkod mula sa Pamahalaan?

Ano-anong uri ng paglilingkod ang dapat na natatamasa ng mamamayan mula sa Pamahalaan?

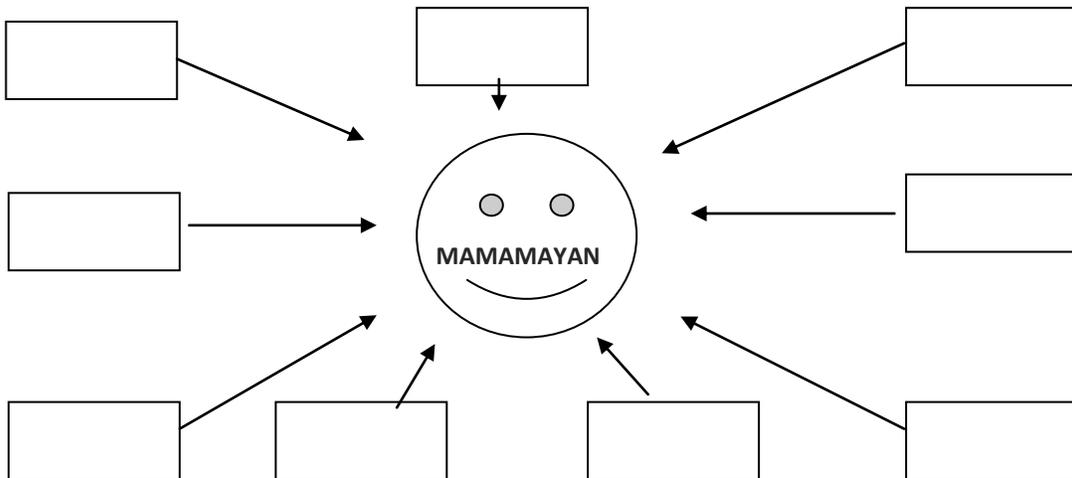
## C. PAGLALAHAT

Gabayan ang mga bata upang mabuo ang kaisipang sumusunod:

Ang mga batas na ipinatutupad ng ating pamahalaan ay makakatulong upang magkaroon ng maunlad na pamumuhay ang pamayanan.

## D. PAGLALAPAT

Isulat ng mga mag-aaral sa mga kahon na nakapaligid sa *Mamamayan* ang mga paglilingkod mula sa pamahalaan



## E. TAKDANG ARALIN

Sumipi sa pahayagan ng isang pahayag ng balita na nagpapakita ng paglilingkod ng pamahalaan sa mamamayan.

### Mga Sanggunian

Ruiz-Dimalanta, R. and Datinguinoo, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)* Manila. LIBERTAS Project.

Eleanor D., Antonio, E., Banlaygas, E., Lodronio, R., Laganto, J., Nebres, B. 2004. *Makabayan 3* Quezon City: Rex Bookstore

Yunit III – PAMBANSANG KATAPATAN, BEC III, B.1. pahina 13

Kabanata 2 – *Mamamayan Kabalik sa Kaunlaran*

Aralin 2 – *Mga Batas sa Pagkakaroon ng Maunlad na Pamumuhay*, pahina 158- 166

Roson, V. *Makabayan sa Makabagong Panahon*. pahina 239-241  
 Antonio, E., Banlaygas, E., Dallo, E. 2008. *Pilipinas Kong Hirang*. Manila: Rex Bookstore. Pp. 322-329.

**Mga Kakailangang Kagamitan**

tsart, apat na bola

**Rubrik**

<b>Kraytirya sa Pagtataya</b>				
<b>Kraytirya</b>	<b>Napakagaling</b>	<b>Magaling</b>	<b>Katamtaman ang Galing</b>	<b>Mahina</b>
	<b>(10 pts)</b>	<b>(7-9 pts)</b>	<b>(4-6 pts)</b>	<b>(0-3 pts)</b>
1. Ang sanaysay ay tungkol sa mga batas na sinusunod nila bilang negosyante.				
2. Ang nilalaman ng sanaysay ay batay sa interbyu.				
3. Maayos ang pagkakasulat ng sanaysay.				
4. Ipinapakita sa sanaysay na may mga batas para sa pagnenegosyo.				
Kalahatan				
Marka				

## APENDIKS

### Ang Saligang Batas (Excerpts)

Kailangan natin ang mga batas. Bawat bansa ay kailangan ito sa pamamahala upang ang mga mamamayan ay makapamuhay nang tahimik at masaya.

Bawat mamamayan ay nabibigyang proteksyon ng mga batas. Sila ay makapamumuhay nang payapa at maunlad kung lagi nilang susundin ang mga batas sa bansa.

May iba't-ibang batas na ipinatutupad sa ating bansa. Ang Saligang Batas ng Pilipinas ang naglalaman ng lahat ng batayang batas ng bansa. Isinasaad dito ang lahat ng ating karapatan at mga paglilingkod na dapat ibigay ng ating pamahalaan.

Nakabalangkas sa Saligang Batas ang mga sangay ng pamahalaan. Nakasaad din dito kung ano ang mga mahahalagang gawain at tungkulin ng bawat sangay, pati na ang mga tungkulin ng mga namumuno at opisyal nito. Kung paano nila pipiliin o ilalahad, manunungkulan at ang kanilang pangkalahatang gawain ay nakasaad dito. Bukod sa Saligang Batas, may iba pang mga batas:

1. Ang mga panukalang batas (bill) na pinagtatibay ng Kongreso.
2. Ang mga kautusan o ordinansa ng pamahalaang pambatangay, pambayan, panlungsod, o panlalawigan.
3. Ang mga kautusang tagpagpaganap (Executive Order) ng Pangulo ng bansa.

Source: Antonio, E., Banlaygas, E., Dallo, E. 2008. *Pilipinas Kong Hirang*. Manila: Rex Bookstore. Pp. 322-329.

**Teachers' Reference:**

**REPUBLIC ACT NO. 7394  
THE CONSUMER ACT OF THE PHILIPPINES**

TITLE I  
GENERAL PROVISIONS

Article 1. *Short Title.* - This Act shall be known as the "*Consumer Act of the Philippines.*"

Art. 2. *Declaration of Basic Policy.* - It is the policy of the State to protect the interests of the consumer, promote his general welfare and to establish standards of conduct for business and industry. Towards this end, the State shall implement measures to achieve the following objectives:

- (a) protection against hazards to health and safety;
- (b) protection against deceptive, unfair and unconscionable sales acts and practices;
- (c) provision of information and education to facilitate sound choice and the proper exercise of rights by the consumer;
- (d) provision of adequate rights and means of redress; and
- (e) involvement of consumer representatives in the formulation of social and economic policies.

Art. 5. *Declaration of Policy.* - It shall be the duty of the State:

- (a) to develop and provide safety and quality standards for consumer products, including performance or use-oriented standards, codes of practice and methods of tests;
- (b) to assist the consumer in evaluating the quality, including safety, performance and comparative utility of consumer products;
- (c) to protect the public against unreasonable risks of injury associated with consumer products;
- (d) to undertake research on quality improvement of products and investigation into causes and prevention of product related deaths, illness and injuries;
- (e) to assure the public of the consistency of standardized products.

**REPUBLIC ACT NO. 6657**

Sec. 2. *Declaration of Principles and Policies.* - It is the policy of the State to pursue a comprehensive Agrarian Reform (CARP). The welfare of the landless farmers and farmworkers will receive the highest consideration to promote social justice and to move the nation toward sound rural development and industrialization, and the establishment of owner cultivatorship of economic-size farms as the basis of Philippine agriculture.

To this end, a more equitable distribution and ownership of land, with due regard to the rights of landowners to just compensation and to the ecological needs of the nation, shall be undertaken to provide farmers and farmworkers with the opportunity to enhance their dignity and improve the quality of their lives through greater productivity of agricultural lands.

The agrarian reform program is founded on the right of farmers and regular farmworkers, to receive a just share of the fruits thereof. To this end, the State shall encourage and undertake the just distribution of all agricultural lands, subject to the priorities and retention limits set forth in this Act, taking into account ecological, developmental, and equity considerations, and subject to the payment of just compensation. The State shall respect the right of small landowners, and shall provide incentives for voluntary land-sharing.

The State shall recognize the right of farmers, farmworkers and landowners, as well as cooperatives and other independent farmers' organizations, to participate in the planning, organization, and management of the program, and shall provide support to agriculture through appropriate technology and research, and adequate financial production, marketing and other support services.

The State shall apply the principles of agrarian reform, or stewardship, whenever applicable, in accordance with law, in the disposition or utilization of other natural resources, including lands of the public domain, under lease or concession, suitable to agriculture, subject to prior rights, homestead rights of small settlers and the rights of indigenous communities to their ancestral lands.

The State may resettle landless farmers and farmworkers in its own agricultural estates, which shall be distributed to them in the manner provided by law.

By means of appropriate incentives, the State shall encourage the formation and maintenance of economic size family to be constituted by individual beneficiaries and small landowners.

The State shall protect the rights of subsistence fishermen, especially of local communities, to the preferential use of communal marine and fishing resources, both inland and offshore. It shall provide support to such fishermen through appropriate technology and research, adequate financial, production and marketing assistance and other services. The State shall also protect, develop and conserve such resources. The protection shall extend to offshore fishing grounds of subsistence fishermen against foreign intrusion. Fishworkers shall receive a just share from their labor in the utilization of marine and fishing resources.

The State shall be guided by the principles that land has a social function and land ownership has a social responsibility. Owners of agricultural land have the obligation to cultivate directly or through labor administration the lands they own and thereby make the land productive.

The State shall provide incentives to landowners to invest the proceeds of the agrarian reform program to promote industrialization, employment and privatization of public sector enterprises. Financial instruments used as payment for lands shall contain features that shall enhance negotiability and acceptability in the marketplace. The State may lease undeveloped lands of the public domain to qualified entities for the development of capital intensive farms, and traditional and pioneering crops especially those for exports subject to the prior rights of the beneficiaries under this Act.

**Republic Act No. 9520  
February 17, 2009**

**AN ACT AMENDING THE COOPERATIVE CODE OF THE PHILIPPINES TO BE KNOWN AS THE "PHILIPPINE  
COOPERATIVE CODE OF 2008"**

"ART. 2. *Declaration of Policy.*- It is the declared policy of the State to foster the creation and growth of cooperatives as a practical vehicle for promoting self-reliance and harnessing people power towards the attainment of economic development and social justice. The State shall encourage the private sector to undertake the actual formation and organization of cooperatives and shall create an atmosphere that is conducive to the growth and development of these cooperatives.

"Toward this end, the Government and all its branches, subdivisions, instrumentalities and agencies shall ensure the provision of technical guidance, financial assistance and other services to enable said cooperatives to develop into viable and responsive economic enterprises and thereby bring about a strong cooperative movement that is free from any conditions that might infringe upon the autonomy or organizational integrity of cooperatives.

"Further, the State recognizes the principle of subsidiarity under which the cooperative sector will initiate and regulate within its own ranks the promotion and organization, training and research, audit and support services relative to cooperatives with government assistance where necessary.

"ART. 3. *General Concepts*. - A cooperative is an autonomous and duly registered association of persons, with a common bond of interest, who have voluntarily joined together to achieve their social, economic, and cultural needs and aspirations by making equitable contributions to the capital required, patronizing their products and services and accepting a fair share of the risks and benefits of the undertaking in accordance with universally accepted cooperative principles.

"ART. 4. *Cooperative Principles*. - Every cooperative shall conduct its affairs in accordance with Filipino culture, good values and experience and the universally accepted principles of cooperation which include, but are not limited to, the following:

"(1) *Voluntary and Open Membership* - Cooperatives are voluntary organizations, open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, cultural, political or religious discrimination.

"(2) *Democratic Member Control* - Cooperatives are democratic organizations that are controlled by their members who actively participate in setting their policies and making decisions. Men and women serving as elected representatives, directors or officers are accountable to the membership. In primary cooperatives, members have equal voting rights of one-member, one-vote. Cooperatives at other levels are organized in the same democratic manner.

"(3) *Member Economic Participation* - Members contribute equitably to, and democratically control, the capital of their cooperatives. At least part of that capital is the common property of the cooperative. They shall receive limited compensation or limited interest, if any, on capital subscribed and paid as a condition of membership. Members allocate surpluses for any or all of the following purposes: developing the cooperative by setting up reserves, part of which should at least be indivisible; benefitting members in proportion to their patronage of the cooperative's business; and, supporting other activities approved by the membership.

"(4) *Autonomy and Independence* - Cooperatives are autonomous, self-help organizations controlled by their members. If they enter into agreements with other organizations, including government, or raise capital from external sources, they shall do so on terms that ensure democratic control of their members and maintain their cooperative autonomy.

"(5) *Education, Training and Information* - Cooperatives shall provide education and training for their members, elected and appointed representatives, managers, and employees, so that they can contribute effectively and efficiently to the development of their cooperatives.

"(6) *Cooperation Among Cooperatives* - Cooperatives serve their members most effectively and strengthen the cooperative movement by working together through local, national, regional and international structures.

(7) *Concern for Community* - Cooperatives work for the sustainable development of their communities through policies approved by their members.

**Antas:** 3  
**Asignatura:** Edukasyong Pagpapakatao  
**ARALIN / PAKSA:** Pagsunod sa Batas, Tungkulin ng Mamamayan  
**Sesyon:** Isang Sesyon  
**KAISIPAN:** Ang pagsunod sa batas ay tungkulin ng bawa't mamamayan.  
 Ang bawa't mamamayan ay dapat igalang at sundin ang mga taong nagpapatupad ng batas.

**MGA BATAYANG KASANAYAN SA PAGKATUTO**

Kapayapaan at katarungan: Disiplinang pansarili 1. Nakasusunod sa mga tuntunin sa pamayanan

<b>ANTAS I – INAASAHANG BUNGA</b>	
<p><b>PAMANTAYAN</b></p> <p>Naipamamalas ng mag-aaral ang pag-unawa sa magalang na pagsunod sa mga nagpapairal ng batas.</p>	
<p><b>KAKAILANGANING PAG-UNAWA</b></p> <p>Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng magalang na pagsunod sa mga nagpapairal ng batas.</p>	<p><b>MAHAHALAGANG TANONG</b></p> <ol style="list-style-type: none"> <li>1. Paano maipapakita ang magalang na pagsunod sa mga nagpapairal ng batas?</li> <li>2. Bakit kailangang igalang ang mga nagpapairal ng batas?</li> </ol>
<p><b>KAALAMAN</b></p> <p><i>Nauunawaan ng mga mag-aaral na . . .</i></p> <p>Ang mabuting bata ay magalang na sumusunod sa mga nagpapairal ng batas.</p>	<p><b>KASANAYAN/ KAKAYAHAN</b></p> <p><i>Ang mag-aaral ay. . .</i></p> <ol style="list-style-type: none"> <li>1. Naipapakita ang pagsunod nang magalang sa mga nagpapairal ng batas tulad ng pulis at pamunuan ng paaralan o pamayanan.</li> <li>2. Nakasusunod sa mga tuntunin at patakaran sa pamayanan.</li> </ol>
<b>ANTAS II - PAGTATAYA</b>	
<p><b>SA ANTAS PAGGANAP</b></p> <p>Pagsasadula</p> <p>Magbuo ng limang pangkat. Bigyan ang bawa't pangkat ng isang kalagayan mula <i>Sa Antas ng Pag-unawa</i>. Isadula nila ang kalagayang nasasaad.</p>	<p><b>SA ANTAS NG PAG-UNAWA</b></p> <p>Gawin ng mga mag-aaral ang sumusunod na pagsasanay:</p> <p>Ano ang iyong gagawin sa mga sumusunod na kalagayan? Isagawa sa sagutang papel.</p> <ol style="list-style-type: none"> <li>1. Naglalakad kayo ng iyong mga kaibigan sa plasa.</li> </ol>

<p>Gamitin ang Kraytirya para sa Pagtataya</p>	<p>Ibig ninyong maglaro sa damuhan nguni't may nakita kayong babalang:</p> <p><b>HUWAG TUMAPAK SA DAMUHAN!</b></p> <ol style="list-style-type: none"> <li>2. Nakita mo ang isang mag-aaral na nagsusulat sa pader ng inyong paaralan.</li> <li>3. Nasalubong mo ang inyong kapitan ng barangay isang umaga.</li> <li>4. Niyaya ka ng iyong mga kaibigan na magtapon ng basura sa kanal.</li> <li>5. Sinaway kayo ng barangay tanod dahil sa ingay ninyo habang nagnagwawalis sa labas ng bakuran ng paaralan.</li> </ol> <p><i>Mga Posibleng sagot:</i></p> <ol style="list-style-type: none"> <li>1. Susundin po namin ang mga babala.</li> <li>2. Pakikiusapan ko po siya na huwag magsulat sa pader dahil ito ay isang paglabag sa tuntunin ng paaralan.</li> <li>3. Babatiin ko po ang kapitan ng "Magandang umaga po, Kapitan."</li> <li>4. Ituturo ko po sa kanila ang mga tamang tapunan ng basura.</li> <li>5. Iiwasan naming mag-ingay.</li> </ol> <p>Maglalaro kami ng mahina ang usapan.</p> <p>Iugnay ang mga sagot sa mga pagpapahalagang: disiplina, kapayapaan at katarungan.</p>
<p><b>ANTAS III – PLANO SA PAGKATUTO</b></p>	
<p><b>F. PANIMULANG GAWAIN</b></p> <p><b>Balik-Aral</b></p> <p>Pagbalik-aralan ang mga tuntunin at patakaran ng paaralan.</p> <p>Pumalampak kung ang mga gawain ay nagpapakita ng pagsunod ng tuntunin sa paaralan at ipadyak ang paa kung hindi.</p> <ol style="list-style-type: none"> <li>a. pumapasok sa tamang oras</li> <li>b. pagkakatat sa paligid</li> <li>c. pakikipag-unahan sa pila sa kantina</li> <li>d. dumadalo sa <i>flag ceremony</i> at <i>flag retreat</i></li> <li>e. nakikipag-away</li> <li>f. nag-iingay sa pagpasok at paglabas ng silid-aralan</li> <li>g. pinag-iingat ang mga gamit sa paaralan</li> </ol>	

h. paggawa ng mga takdang-aralin at pag-aaral ng leksyon

**Pagganyak**

- b. Pangkatin ang klase sa lima. Ibigay sa lider ng bawa't pangkat ang "puzzle cut outs" (larawan ng mga mag-aaral na tumatawid sa daan)
- c. Ipabuo ang puzzle. Ang mauunang makabuo ang siyang panalo.

Itanong:

Ano ang inyong nabuo?

Anong tuntunin ang kanilang sinunod?

Sino ang nagpapatupad ng batas-trapiko?

**G. PANLINANG NA GAWAIN**

**3. Paglalahad**

Basahin ang diyalogo nina Lennon at Joyce. Pumili ng mga mag-aaral na magsasadula ng diyalogo sa harap ng klase.

Joyce: Tara na, Lennon! Tawid na tayo!

Lennon: Teka! Di mo ba nakikita ang Red Light? Hindi tayo dapat tumawid kapag nakapula ang ilaw trapiko.

Joyce: Eh, di naman tayo makikita ng pulis dahil may kausap siya eh.

Lennon: Nakatingin o hindi ang pulis, dapat tayong sumunod sa batas-trapiko.

**4. Pagtatalakayan**

- 1. Sino ang ibig tumawid sa takdang tawiran?
- 2. Ano ang kahalagahan ng pagsunod sa batas-trapiko?
- 3. Kung ikaw si Joyce, susundin mo ba si Lennon? Bakit?
- 4. Magbigay nang ibang tuntunin at patakaran sa ating pamayanan.  
Ano ang naidudulot nito sa mga mamamayan?
- 5. Ano ang ipinahihiwatig ng pagsunod sa mga nagpapatupad ng batas sa ating pamayanan?

**H. PAGLALAHAT**

Sagutin ng mga mag-aaral ang mga sumusunod na tanong:

Bakit dapat sundin ang batas?

Bakit dapat igalang at sundin ang mga taong nagpapatupad sa batas?

Ano ang mangyayari kung ang mga mamamayan ay hindi gumagalang at sumusunod sa batas?

Tulungan ang mga mag-aaral na magbuo ng mga sumusunod na kaisipan:

Iginagalang ko ang mga taong nagpapatupad ng batas.

Sinusunod ko ang mga batas na kanilang ipinapatupad.

Gumagamit ako ng magagalang na pananalita.

Pinapahalagahan ko ang mga ipinatutupad na tuntunin ng namumuno sa bayan.

#### I. PAGLALAPAT

Ipaawit sa mga mag-aaral ang likhang awit sa himig ng *Sitsiritsit*

Kaayusan nitong bayan  
Gayundin katahimikan  
Ay pinangangalagaan  
Ng ating Pamahalaan.

Ang pulisya'y naatasan  
At kapitan ng barangay  
Mga batas ay ipatupad  
Tungo sa kapayapaan

Bilang mabuting mamamayan  
Sila ay ating igoalang  
Mga batas ating sundin  
Ito ay ating tungkulin.

Pag-usapan ang awit. Itanong sa mga mag-aaral:

Sino ang nangangalaga sa katahimikan ng bansa?  
Sino-sino ang mga nagpapatupad ng mga batas?  
Ano ang ating tungkulin bilang mga mamamayan para mapanatili ang kaayusan at katahimikan sa ating bayan?

#### J. TAKDANG ARALIN

Sumulat ng isang karanasan tungkol sa isang pangyayari sa pamayanan na nagpapakita ng inyong pagkamagalang at masunurin sa mga taong nagpapatupad sa batas.

#### Mga Sanggunian

Likhang awit ni Violeta R. Roson

Ruiz-Dimalanta, R. and Datinguinoo, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.

Civil Code, ARTICLE 14. Penal laws and those of public security and safety shall be obligatory upon all

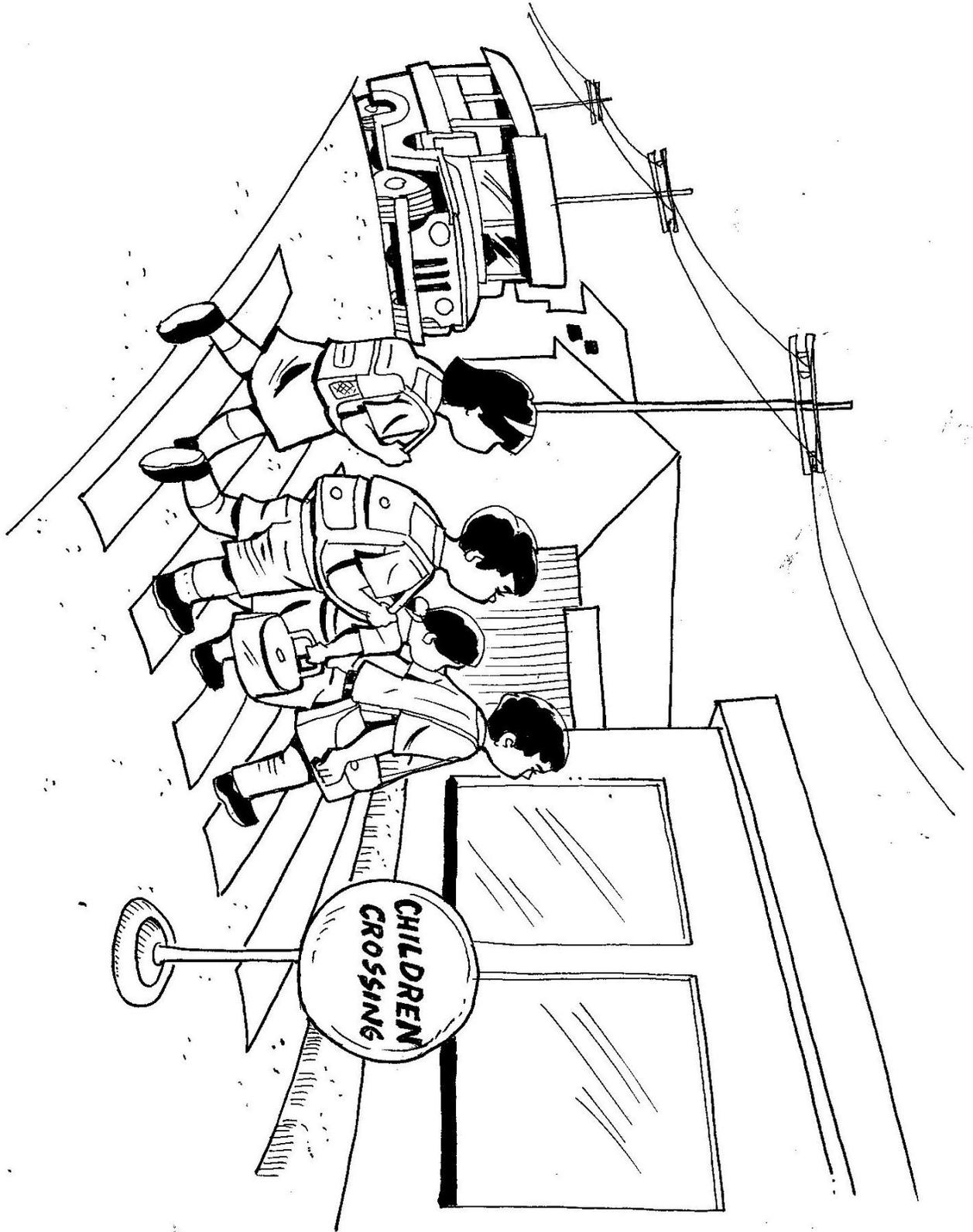
who live or sojourn in the Philippine territory, subject to the principles of public international law and to treaty stipulations.

**Mga Kakailangang Kagamitan**

Diyalogo ng mga mag-aaral na tumatawid sa daan  
Manila paper

**Rubrik**

<b>Kraytiya sa Pagtataya</b>				
<b>Kraytiya</b>	<b>Napakagaling</b>	<b>Magaling</b>	<b>Katamtaman ang Galing</b>	<b>Mahina</b>
	<b>(10 pts)</b>	<b>(7-9 pts)</b>	<b>(4-6 pts)</b>	<b>(0-3 pts)</b>
4. Ang pagsasadula ay tungkol sa kalagayang naiatas sa pangkat.				
5. Naisadula nang maayos ang tema ng kalagayan.				
6. Lahat ng mag-aaral sa pangkat ay may ginampanan sa pagsasadula.				
7. Mahusay ang pagganap at pagbigkas ng mga diyalogo.				
Kalahatan				
Marka				



**Antas:** Baitang 3  
**Asignatura:** Sibika at Kultura  
**ARALIN / PAKSA:** Mga Kanais-nais na Ugaling Pilipino  
**Sesyon:** Dalawang Sesyon  
**KAISIPAN:** May mga katangi-tanging ugali tayo na nagpapakilala ng ating pagka-Pilipino na kailangan isalin sa gawa para sa ikauunlad ng ating bansa.

**MGA BATAYANG KASANAYAN SA PAGKATUTO**

F3: Nakikilala ang mga katangi-tanging ugali na nagpapakilala sa ating pagka-Pilipino.

F5: Natutularan ang halimbawa ng mga taong nagpakita ng mga katangi-tanging ugali at saloobin.

<b>ANTAS I – INAASAHANG BUNGA</b>	
<p><b>PAMANTAYAN</b></p> <p>Naipamamalas ng mag-aaral ang pag-unawa sa mga katangi-tanging ugali natin na nagpapakilala ng ating pagka-Pilipino.</p>	
<p><b>KAKAILANGANING PAG-UNAWA</b></p> <p>Naipamamalas ng mag-aaral ang pag-unawa sa mga katangi-tanging ugali natin na nagpapakilala ng ating pagka-Pilipino at nakatutulong sa pag-unlad ng bansa.</p>	<p><b>MAHAHALAGANG TANONG</b></p> <ol style="list-style-type: none"> <li>1. Paano naipakikilala ang mga katangi-tanging ugaling Pilipino?</li> <li>2. Bakit kailangang maintindihan natin ang ating mga kaugaliang Pilipino?</li> </ol>
<p><b>KAALAMAN</b></p> <p><i>Nauunawaan ng mga mag-aaral na . . .</i></p> <p>Ang mga katangi-tanging ugali ang nagpapakilala sa ating pagka-Pilipino.</p>	<p><b>KASANAYAN/ KAKAYAHAN</b></p> <p><i>Ang mag-aaral ay. . .</i></p> <ol style="list-style-type: none"> <li>1. Naiisa-isa ang mga katangi-tanging ugali na nagpapakilala sa ating pagka-Pilipino.</li> <li>2. Naipaliliwanag ang mga tanda at paraan ng pagpapahalaga at pagmamalaki sa bansa at sa sarili bilang Pilipino.</li> <li>3. Natatalakay kung paano nakatutulong ang mga mabubuting kaugaliang Pilipino sa ikauunlad ng pamayanan.</li> </ol>

**ANTAS II - PAGTATAYA**

**SA ANTAS PAGGANAP**

Magbuo ang mga mag-aaral ng pitong pangkat. Bigyan ang bawát isa ng isang bahagi ng sanaysay na pinamagatang “Mga Katutubong Ugali at Saloobin” Ipaliwanag ng bawát pangkat ang ugali at saloobin. Magbigay sila ng halimbawa ng ugali at saloobing natutukoy.

Ipakita ang dula-dulaan sa klase bilang Paglalapat.

Unang Pangkat: Magalang at may pananalig sa Diyos

Ikalawang Pangkat: Masipag at matiyaga

Ikatlong Pangkat: Malikhain ang mga Pilipino

Ika-apat na Pangkat: Nagkakabuklod ang mga mag-aaral

Ika-limang Pangkat: Mahilig sa kasayahan

Ika-anim na Pangkat: Makasining ang mga Pilipino

Ika-pitong Pangkat: Matulungin at nakikiisa sa kapwa

Gamitin ang Kraytirya sa Pagtataya para sa Pagtataya

**SA ANTAS NG PAG-UNAWA**

Gawin ng mga mag-aaral ang sumusunod na pagsasanay:

Alin sa mga sumusunod ang inyong ginagawa? Lagyan ng tsek (✓) ang inyong ginagawang pagpapahalaga o pagmamalaki sa inyong pagka-Pilipino.

<b>Pagpapahalaga / Pagmamalaki</b>	<b>Palagi</b>	<b>Kung Minsan</b>	<b>Hindi</b>
1. Inaawit nang buong husay at may damdamin ang <i>Pambansang Awit.</i>			
2. Itinatapon ang balutan ng kendi sa basurahan			
3. Nagsasabi ng "po" at "opo" at iba pang tanda ng paggalang			
4. Tumutulong sa mga nakakatanda at may kapansanan			
5. Isinasauli ang sobrang sukli			
6. Sumasali sa iba't-ibang gawaing pampaaralan o pamayanan			
7. Pinababayaang bukas ang electric fan o ilaw maski hindi ginagamit			
8. Ipinagmamalaki ang mga proyektong nagawa.			
9. Natutuwang makinig sa mga kuwento ng mga bayaning Pilipino			
10. Nagpapakita ng magandang asal sa mga bisita			

### ANTAS III – PLANO SA PAGKATUTO

#### MGA PLANO SA PAGKATUTO

#### K. PANIMULANG GAWAIN

##### Balik-Aral

Sagutin ng mga mag-aaral ang puzzle sa ibaba. Hanapin at kulungin ang katangi-tanging ugaling minana natin sa ating mga ninuno.

M	A	M	A	G	A	L	A	N	G
A	A	A	M	D	L	R	L	O	A
S	M	S	R	B	M	S	R	D	M
A	V	U	I	R	A	R	L	G	A
M	A	N	A	P	T	R	C	R	L
B	R	U	L	S	A	L	R	P	I
A	Y	R	R	O	P	G	N	M	K
H	N	I	L	R	A	E	P	D	H
I	A	N	U	C	T	U	C	E	A
N	A	N	P	D	E	R	M	E	I
M	A	T	U	L	U	N	G	I	N

##### Pagganyak

Pakinggan ang awit na *Ako ay Pilipino* ni Kuh Ledesma

Itanong ang mga sumusunod:

Tungkol saan ang awit?

Ano-anong magagandang katangian ang isinasaad ng awit tungkol sa mga Pilipino?

Ano-ano ang inyong nararamdaman habang pinakikinggan ninyo ang awit?

Bilang isang batang Pilipino ano ang magagawa mo para sa ating bansa?

#### L. PANLINANG NA GAWAIN

##### 5. Paglalahad

Basahin ng mga mag-aaral ang sanaysay na pinamagatang “Mga Katutubong Ugali at Saloobin.”

Ibigay nila ang kahulugan ng mga sumusunod na salita ayon sa gamit sa sanaysay:

1. katutubong ugali
2. hadlang
3. pananalig
4. saloobin
5. nasamsam

(Mga sagot: (1) likas (2) balakid (3) pananampalataya (4) kalooban (5) nailit)

## 6. Pagtatalakayan

Magbuo ng pitong pangkat. Bawa't isa ay bigyan ng isang katutubong ugali at saloobin. Sagutin nila ang mga sumusunod na tanong:

1. Paano pinakikita ng mga Pilipino ang kanilang ugali at saloobin?  
(Ang bawat pangkat ay sasagot ayon sa katangiang kanilang binasa)
2. Ano-ano ang kabutihan ng ugali at saloobing ito?
3. Ano-ano naman ang di kanais-nais na dulot ng ugali at saloobin na ito?
4. Sa iyong pagtingin, paano makatutulong ang mga ugali at saloobing ito sa pag-unlad ng ating bansa?

### M. PAGLALAHAT

Gabayang ang mga mag-aaral upang mabuo ang sumusunod na konsepto:

May mga katangi-tanging ugali tayo na nagpapakilala ng ating pagka-Pilipino na kailangang isalin sa gawa para sa ikauunlad ng ating bansa

### N. PAGLALAPAT

Talakayin ang mga sagot ng mga mag-aaral sa **SA ANTAS NG PAG-UNAWA** at bigyan ng kaukulang pansin ang nararapat na ipakitang saloobin.

Bigyan ng ilang minuto ang mga pangkat upang makapaghanda ng dula-dulaan na nagpapakita ng ugali at saloobin na nakatalaga sa pangkat.

Ipakita ang dula-dulaan sa klase.

### O. TAKDANG ARALIN

Gumuhit ng larawan na nagpapakita ng mga bagay na kaya mong gawin upang makatulong sa kaunlaran ng bansa.

#### Mga Sanggunian

Castaño, P. (ed). *Ang Bayan Kong Mahal*. Sibika At Kultura 3. Abiva Publishing House. Quezon City. 1998. pp. 88-98

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project. PD 603, Child and Youth Welfare Code, Art. 4 (Responsibilities of the Child)

#### Mga Kakailanganing Kagamitan

CD ng Awit: Ako ay Pilipino  
Mga Larawan

**Rubrik**

<b>Kraytiya sa Pagtataya</b>				
<b>Kraytiya</b>	<b>Napakagaling</b>	<b>Magaling</b>	<b>Katamtaman ang Galing</b>	<b>Mahina</b>
	<b>(10 pts)</b>	<b>(7-9 pts)</b>	<b>(4-6 pts)</b>	<b>(0-3 pts)</b>
8. Ang halimbawa ay nagpapakita ng ugali at saloobin ng Pilipino.				
9. Ang dula-dulaan ay angkop sa ugali at saloobing natutukoy.				
10. Maayos at ayon sa tamang oras ang dula-dulaan.				
11. Maliwanag ang diyalogo at angkop ang mga pagganap.				
Kalahatan				
Marka				

## APENDIKS

### **Ako ay Pilipino**

*ni Kuh Ledesma*

Ako ay Pilipino  
Ang dugo'y maharlika  
Likas sa aking puso  
Adhikaing kay ganda  
Sa Pilipinas na aking bayan  
Lantay na Perlas ng Silanganan  
Wari'y natipon ang kayamanan ng Maykapal

Bigay sa 'king talino  
Sa mabuti lang laan  
Sa aki'y katutubo  
Ang maging mapagmahal

#### CHORUS:

Ako ay Pilipino,  
Ako ay Pilipino  
Isang bansa isang diwa  
Ang minimithi ko  
Sa Bayan ko't Bandila  
Laan Buhay ko't Diwa  
Ako ay Pilipino,  
Pilipinong totoo  
Ako ay Pilipino,  
Ako ay Pilipino  
Taas noo kahit kanino  
Ang Pilipino ay Ako!

### **Mga Katutubong Ugali at Saloobin**

Daan-daang taon bago pa dumating ang mga Espanyol sa ating bansa, may maayos at mabuting uri na ng pamumuhay ang ating mga ninuno. Marami silang katangi-tanging ugali at saloobin na nagpapakilala sa ating pagka-Pilipino na ating maipagmamalaki. Mayroon sa mga ito na nakatutulong sa pag-unlad ng ating pamumuhay. Mayroon din namang nakahahadlang.

### **Magalang at May Pananalig sa Diyos**

Ang ating mga ninuno ay nananalig sa Diyos na tinatawag nilang "Bathala" o "Maykapal". Iginagalang nila ang kanilang kapaligiran. Bago sila mangisda, kanila munang sinasabi, "Panginoon, kahit manawari'y makahuli ako ngayon nang sapat para sa aming mag-anak." Bago sila magtanim sila ay nag-aalay, "Panginoon, narito ang aming taniman."

Ang kanilang paggalang sa kapaligiran ay punong-puno ng aral para sa atin ngayon. Ipinaaalaala nila sa atin na pag-ingatan at iligtas ang ating kagubatan. Ipinaaalaala nila na ang kukunin nating likas-yaman ay yaon lamang husto sa ating pangangailangan. Itinuturo nila sa atin na alagaan muna natin ang pangangailangan ng ating bansa at hindi ng sa mga dayuhan. Sinasabi nila sa atin na ang mga dagat, ilog, kabundukan, at iba pang likas-yaman ay hindi maaaring ariin nino man. Ang mga ito ay pag-aari ng lahat ng mga Pilipino mula pa noong nakalipas na panahon, ngayon, at sa darating pang mga taon.

Ang pananalig sa Diyos ay kanais-nais na saloobin. Nguni't may mga taong iniaasa na lamang ang lahat sa Diyos. Wala silang sinasabi kundi, "Bahala na ang Diyos sa amin. Hindi niya kami pababayaan." Tama ba ang ganitong saloobin? May kasabihang, "Tinutulungan ng Diyos ang tumutulong sa kanilang sarili." Ano ang ibig sabihin nito?

### **Masipag at Matiyaga**

Sinasabi ng mga Espanyol na ang mga Pilipino raw ay tamad. May mga katibayan tayo na hindi ito totoo. Ang mga naglalakihang simbahan na hanggang ngayon ay buhay ay ginawa ng mga Pilipino nang walang bayad. Sinasabi rin na maging noong unang panahon, ang ating mga magsasaka ay sinisikatan na ng araw sa kanilang palayan.

Kinikilala ang hagdan-hagdang taniman ng palay sa Banawe na kahanga-hanga kahit na sa mga dayuhan. Isa itong malinaw na katibayan ng pagkamalikhain, likas na talino, tiyaga, at kasipagan ng mga ninuno nating mga Ifugao.

Sa ngayon, kilalang-kilala sa buong mundo ang kasipagan at tiyaga ng ating mga inhinyero, doctor, narses, guro, at mga manggagawa. Kumikita sila ng dolyar na kailangan ng ating bansa sa pagbili ng ating mga pangangailangan. Malaki ang naitutulong ng mga manggagawang ito sa pagpapaunlad ng pamumuhay sa bansa.

### **Malikhain ang mga Pilipino**

Nasa malikhaing tao rin tulad ng mga siyentipiko ang pag-asa ng bayan. Sa larangan ng agham at teknolohiya, hindi nahuhuli ang mga Pilipino.

Alam mo ba na ang isa sa nagplano sa *lunar module*, ang sasakyang lumapag sa buwan, ay isang Pilipino na nagngangalang Eduardo San Juan?

Si Agapito Flores, isang Pilipino, ang nag-imbento ng *fluorescent tube* na ginagamit sa buong mundo.

Ang karaniwang dyip na isinaayos sa ating bansa ay hinahangaan hindi lamang sa Amerika kundi maging sa Europa rin.

Bago pa dumating ang mga Espanyol sa ating bansa, si Panday Pira na isang Pilipino ay nakagawa ng kanyon. Pinagamit sa kanya ito ni Raha Soliman sa pakikipaglaban nila sa mga Espanyol na sumalakay sa Maynila. Hinangaan ito ng mga pinunong Espanyol sa tibay at husay ng pagkagawa nang masamsam nila ito pagkatapos ng labanan.

Si Dr. Juan Salcedo naman ang naglunsad ng pinakamalaki at di-kapani-paniwalang proyekto sa kasaysayan ng panggagamot sa Pilipinas. Ito ang tinawag niyang "pinayamang bigas" o *enriched rice*. Nakilala si Dr. Salcedo sa buong mundo dahil sa *enriched rice* na panlaban sa sakit na beriberi.

### **Nagkakabuklod ang mga Mag-anak**

Maganda ang pagsasamahan at mahigpit na nagkaka-buklod ang mga mag-anak na Pilipino. Sama-samang nabubuhay sa isang barangay ang mga magkakamag-anak sa pamamahala ng isang nakatatanda. Inaalagaan ng mga magulang at tinuturuan ng maayos na pamumuhay ang kanilang mga anak. Inaalagaan naman ng mga anak ang kanilang mga magulang at ibang kamag-anak pagdating ng kanilang katandaan. Ito ay bilang pagtanaw nila ng utang na loob at paggalang sa mga nakatatanda.

Kung minsan, nagkakaroon din ng di-kanais-nais na epekto ang mahigpit na pagkakabuklod-buklod ng mag-anak. Ang mga anak, kahit may pamilya na, ay umaasa pa rin sa magulang. Nakatira pa sila sa bahay ng mga ito. Hindi natututo ang mga anak na mabuhay sa sarili nilang pagsisikap.

### **Mahilig sa Kasayahan**

Mahilig ang mga Pilipino sa kasayahan. Nagdiriwang sila ng kapistahan ng mga santo, ng kanilang kaarawan, pagbibinyag, at pagpapakasal ng kanilang mga anak. Ang mga pagdiriwang na ito ay nagsisilbing daan sa pagkakaisa, pagtutulungan, at pagkakatapat ng mga magkakamag-anak at magkakapitbahay. Nagtutulungan sila kung kapistahan ng bayan sa pagdaraos ng prusisyon, sa paggagayak ng daan, at sa pagpapalaro. Ang pagtutulungang ito at pagkakaisa ay nakatutulong sa pag-unlad ng pamumuhay.

Ang pagdaraos ng kasayahan ay nakahahadlang naman sa pag-unlad ng pamumuhay kung ang mag-anak ay mangugutang para lamang makapaghanda. Ang kanilang ginasta sa isang araw ay binabayaran nang ilang buwan o maaaring isang taon. Ang ugaling ito ay nakahahadlang sa pag-unlad ng pamumuhay.

### **Makasining ang mga Pilipino**

Ang mga Pilipino ay hindi lamang marunong mag-aliw at magsaya. Sila ay makasining din at kilala ang kahusayan sa iba't-ibang uri ng libangan. Ang ating mga pelikula, programa sa radio at telebisyon, labanan sa iba't ibang laro, at iba pang uri ng libangan ay patuloy ang pag-unlad. Ito ay nagpapakita ng kasipagan, pagkamakasining, tiyaga, at malikhaing kakayahan ng mga Pilipino.

Nagbigay ng malaking karangalan sa bansa si Lea Salonga nang igawad sa kanya ang *Lawrence Olivier Award* sa London at ang *Tony Awards* sa Amerika. Ipinakita niya sa buong daigdig na ang mga Pilipino ay di nahuhuli sa mga dayuhan sa larangan ng sining. Hindi mo ba ikinararantal ang iyong pagka-Pilipino?

Nagtamo rin ang Pilipinas ng pangunahing gantimpala sa pandaigdig na timplak na nilahukan nina Pilita Corrales, Regine Velasquez, at Josephine "Banig" Roberto.

Sa pangkating sayaw, maipagmamalaki natin ang *Bayanihan Dance Troupe* at ang *Barangay Dance Troupe*. Sa pagtugtog naman ng instrumentong pangmusika nariyan sina Gilopez Kabayao, Cecile Licad, at Ma. Rowena Arrieta.

Sa isports, nagdala ng malaking karangalan sa bansa sina Gabriel "Flash" Elorde, Luisita Espinosa, Mansueto Velasco, at Manny Pacquiao sa boksing. Gayon din si Lydia de Vega at Elma Muros sa takbuhan, Eugene Torre sa *chess*, Paeng Nepomuceno sa *bowling*, at Carito Villaroman sa *golf*.

### **Matulungin at Nakikiisa sa Kapwa**

Hindi lamang ang mga magkakamag-anak ang nagtutulungan kundi pati ang mga kasapi rin ng barangay. Ang pagtutulungang ito o "bayanihan" ay matapat na tinutupad ng mga kasapi ng barangay sa lahat ng bagay.

Tingnan mo ang larawan ng kanilang pagtutulungan sa paglilipat ng isang bahay. Dito sa pagtutulungang ito o "bayanihan" nagmula ang salitang bayani na ang kahulugan ay mapagmahal sa kapwa at sa bayan.

(Source: Castaño, P. (ed). *Ang Bayan Kong Mahal*. Sibika At Kultura 3. Abiva Publishing House. Quezon City. 1998. pp. 88-98.)

**Antas:** Baitang 3  
**Asignatura:** HEKASI  
**ARALIN / PAKSA:** Mabuting Pamahalaan, Naglilingkod sa Mamamayan  
**Sesyon:** Isang Sesyon  
**KAISIPAN:** Tungkulin ng pamahalaan ang maayos na paglingkuran ang kanyang mamamayan.  
 Ang bawat mamamayan ay may karapatang tumanggap ng paglilingkod ng Pamahalaan

**MGA BATAYANG KASANAYAN SA PAGKATUTO AYON SA BEC**

III A 1. Nakikilala ang mga paglilingkod na tinatanggap sa Pamahalaan

III A2. Natutukoy ang mga kabutihang naidudulot ng mga paglilingkod ng Pamahalaan sa pag-unlad ng pamumuhay

<b>ANTAS I – INAASAHANG BUNGA</b>	
<p><b>PAMANTAYAN</b></p> <p>Naipamamalas ng mag-aaral ang pagkilala sa mga paglilingkod na tinatanggap sa Pamahalaan at pagtukoy sa kabutihang naidudulot ng mga paglilingkod ng pamahalaan sa pag-unlad ng pamumuhay.</p>	
<p><b>KAKAILANGANING PAG-UNAWA</b></p> <p>Naipamamalas ng mag-aaral ang pag-unawa na tungkulin ng pamahalaang paglingkuran nang maayos ang mga mamamayan.</p>	<p><b>MAHAHALAGANG TANONG</b></p> <ol style="list-style-type: none"> <li>1. Paano tinutugunan ng Pamahalaan ang pangangailangan ng mga mamamayan?</li> <li>2. Anu-ano ang kabutihang naidudulot ng mga paglilingkod ng Pamahalaan sa pag-unlad ng pamumuhay .</li> </ol>
<p><b>KAALAMAN</b></p> <p><i>Nauunawaan ng mga mag-aaral na . . .</i></p> <p>tungkulin ng pamahalaang paglingkuran nang maayos ang mga mamamayan.</p> <p>ang maayos na paglilingkod ng pamahalaan ay nagdudulot ng pag-unlad sa pamumuhay.</p>	<p><b>KASANAYAN/ KAKAYAHAN</b></p> <p><i>Ang mag-aaral ay. . .</i></p> <ol style="list-style-type: none"> <li>1. Natututkoy ang mga paglilingkod na tinatanggap ng mga mamamayan sa Pamahalaan</li> <li>2. Naipapaliwanag ang kabutihang naidudulot ng maayos na paglilingkod ng Pamahalaan sa pag-unlad ng pamumuhay.</li> </ol>

## ANTAS II - PAGTATAYA

### SA ANTAS PAGGANAP

Gumawa ng isang medalya o ribbon ng pagkilala sa isang mabuting ligkod ng pamahalaan sa kani-kaniyang komunidad. Sabihin o ilagay dito ang kabutihang naidulot sa pamayanan ng kanyang paglilingkod.

Gamitin ang Kraytirya sa Pagtataya para sa Pagtataya

### SA ANTAS NG PAG-UNAWA

Kilalanin sa larawan ang paglilingkod ng Pamahalaan. Sabihin ang kabutihang dulot ng paglilingkod na ito.

Tingnan ang apendiks para sa mga larawan .

## ANTAS III – PLANO SA PAGKATUTO

### MGA PLANO SA PAGKATUTO

#### P. PANIMULANG GAWAIN

##### 1. Balik-Aral

Piliin ng mga mag-aaral ang mga bilog na nagsasaad ng gawaing marangal at di marangal at isulat ito sa kasunod na T-chart

Pagbebenta  
ng smuggled  
goods

Labandera

Basurero

Magnanakaw

Metro Aide

Pagbebenta  
ng bawal na  
gamot

### T-CHART

Marangal	Di-Marangal

Ipapaliwanag sa mag-aaral kung bakit nasabi nilang marangal o di marangal ang mga gawaing naunang ibinigay.

### 2.Pagganyak

Itanong sa mga mag-aaral:

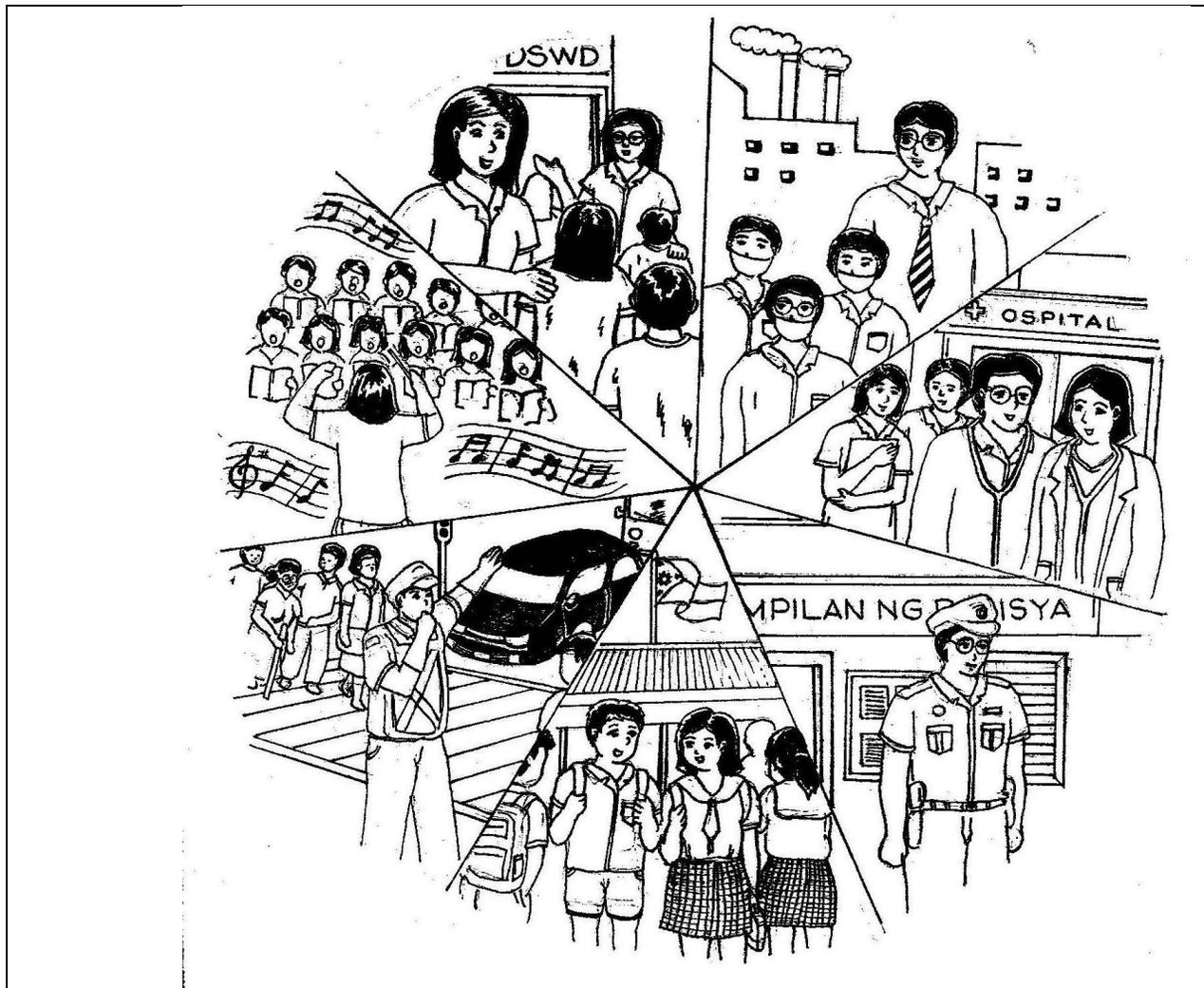
Naranasan mo na bang maihalal sa pamunuan ng inyong klase?

Ano ang iyong ginawa nang ikaw ay mahalal?

Bakit dapat mong paglingkuran ng maayos ang iyong mga kamag-aral?

Sabihin: Tulad ng ninyo, tungkulin din ng pamahalaan ang paglingkuran nang maayos ang mga mamamayan upang matugunan ang kanilang mga pangangailangan.

Masdan ng mag-aaral ang mga larawan sa ibaba. Tungkol saan ang mga ito?



Sabihin ng guro:

Patuloy ang paglilingkod ng pamahalaan tungo sa pag-unlad ng pamumuhay ng mga mamamayan.

Suriin ng mga mag-aaral ang mga larawan at magbigay ng pahayag tungkol sa mga paglilingkod na ipinahihwatig nito.

## Q. PANLINANG NA GAWAIN

### 7. Paglalahad

Pangkat sa lima ang klase. Bawat pangkat ay bibigyan ng strip ng cartolina na may nakasulat na halimbawa ng paglilingkod ng Pamahalaan. Pag-uusapan ng bawat pangkat ang tungkol sa paglilingkod at ilahad ang kabutihang dulot nito.

UNANG PANGKAT

LIBRENG EDUKASYON SA MGA PAARALANG PAMPUBLIKO

IKALAWANG PANGKAT

PAGBIBIGAY PROTEKSIYON SA BUHAY AT ARI-ARIAN

IKATLONG PANGKAT

PAGPAPATAYO NG MGA HEALTH CENTERS

IKA-APAT NA PANGKAT

PAGBIBIGAY NG MURANG PABAHAY

IKA-LIMANG PANGKAT

PAGPAPAGAWA NG MGA TULAY AT KALSADA

Isunod ang pag-uulat ng bawat pangkat

**8. Pagtatalakayan**

Mula sa mga inaasahang sagot ng mga mag-aaral ay talakayin ang iba't-ibang paglilingkod ng pamahalaan at kabutihang naidudulot nito.

Halimbawa – Libreng Edukasyon

Napapalawak ang antas ng karunungan at nabibigyan ng pagkakataon ang lahat na makapag-aral lalo na ang mga hikahos sa buhay

**9. Paglalahat**

Itanong sa mga mag-aaral:

Anu-ano ang mga paglilingkod na tinatanggap ng mamamayan?

Anu-ano ang mga kabutihang naidudulot nito sa pag-unlad ng ating pamumuhay?

Gabayan ang mga mag-aaral na masabi ang sumusunod:

- Ang pamahalaan ay tumutulong upang matugunan ang ating mga pangangailangan.
- Nagbibigay ang pamahalaan ng paglilingkod na pang-edukasyon, pangkalusugan, pangkabuhayan, pangkatahimikan, at pangkaligtasan.
- Maraming kabutihang naidudulot ang paglilingkod ng pamahalaan sa pag-papaunlad ng pamumuhay ng mga mamamayan.

## 10. PAGLALAPAT

Lagyan ng mga mag-aaral ng tsek (✓) kung ang serbisyo ay ibinibigay ng Pamahalaan:

- \_\_\_\_\_ a. Nagbibigay ng tulong teknikal sa mga mangagawa
- \_\_\_\_\_ b. Nagpapatayo ng mga sinehan
- \_\_\_\_\_ c. Nagtatalaga ng mga pulis-trapiko
- \_\_\_\_\_ d. Nagbibigay ng libreng gamot at bakuna sa mga maysakit
- \_\_\_\_\_ e. Nagbibigay ng perang pambili ng gamit sa bahay
- \_\_\_\_\_ f. Nagpapagawa ng daan at kalsada.
- \_\_\_\_\_ g. Pagtatalaga ng *curfew* sa mga kabataan

## 11. TAKDANG ARALIN

Sumulat ang mga mag-aaral ng isang talatang may limang pangungusap.

Pumili ng isa sa dalawang paksa:

1. Mahalaga ang libreng pag-aaral
2. Mahalaga ang pangangalaga ng kalusugan

### Mga Sanggunian

Sibika at Kultura 3 (Batayang Aklat) pahina 142-149

Makabayan sa Nagbabagong Panahon ni Violeta R. Roson, pahina 226-230

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.

### Mga Kakailanganing Kagamitan

Larawan ng isang maunlad na pamayanan

Larawan ng mga institusyon ng pamahalaan na nangangalaga sa mamamayan tulad ng paaralan, ospital, o sentro ng kalusugan, bangko sentral, atbp.

**Rubrik**

<b>Kraytiya sa Pagtataya</b>				
<b>Kraytiya</b>	<b>Napakagaling</b>	<b>Magaling</b>	<b>Katamtaman ang Galing</b>	<b>Mahina</b>
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
1. Pagtukoy ng kabutihang naidulot ng paglilingkod ng kawani o opisyal na bib igyan.	Malinaw na natukoy	Natukoy	Hindi gaanong natukoy	Hindi natukoy
2. Pagkakagawa ng Medalya	Malinis at maayos ang pagkakagawa	Sa pangkalahatan ay maayos	Hindi gaanong maayos at malinis ang pagkakagawa	Hindi malinis, parang minadali at di angkop ipamigay
3. Pagkakalahad at pagsasaayos ng mga pangungusap.	Maayos at malinaw ang pagkakalahad	Maayos ngunit hindi gaanong malinaw	Hindi gaanong maayos at malinaw	Hindi malinaw at maayos ang pagkakalahad.
Marka				

## APENDIKS

### Mga Probisyong Makakatulong sa Pagpapalim g Kaalaman ukol sa Paksa

- Constitution, Article II, Section 1: The Philippines is a democratic and republican State. Sovereignty resides in the people and all government authority emanates from them.
  - Constitution, Article XII, Section 1: Public office is a public trust. Public officers and employees must, at all times, be accountable to the people, serve them with utmost responsibility, integrity, loyalty, and efficiency; act with patriotism and justice, and lead modest lives.
- Panuto: Kilalanin sa larawan ang paglilingkod ng pamahalaan. Sabihin ang kabutihang dulot ng paglilingkod na ito.

#### Pagbibigay proteksyon sa Buhay at ari-arian



#### Kabutihang naidudulot

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#### Paglilagay ng elektrisidad



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**Paglilingkod Pangkalusugan**



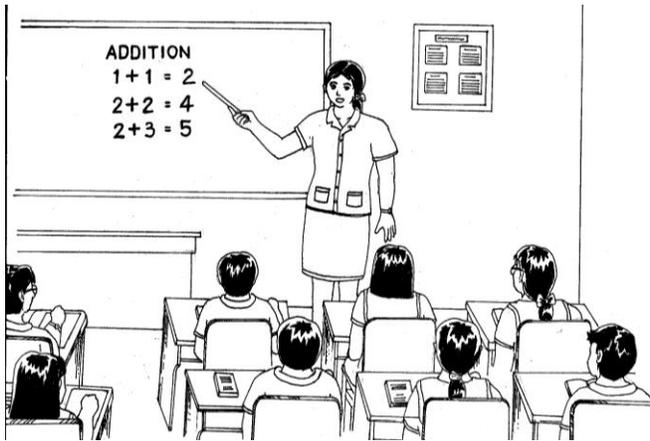
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**Libreng Pag-aaral**



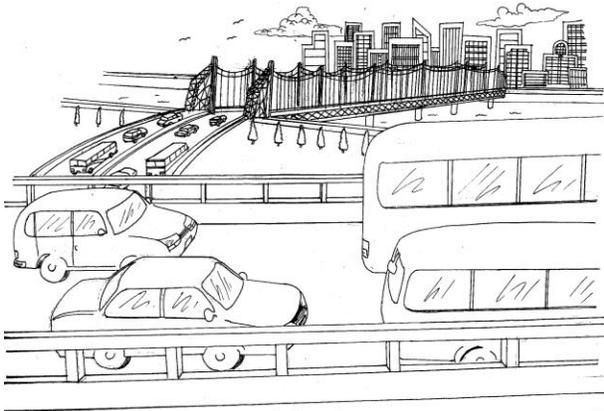
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**Pagpapagawa ng mga daan at tulay na makabago**



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**Grade Level:** 4  
**Subject:** Science  
**LESSON TITLE:** Showing Concern for Persons With Disabilities: Everyone’s Responsibility  
**Time Frame:** One session  
**CORE MESSAGE:** It is the responsibility of everyone to show concern for persons with disabilities and treat them the way we would want to be treated.

The government makes laws that protect persons with physical disabilities and initiates projects that provide opportunities for them to be self-reliant and productive citizens.

**BEC Learning Competencies:**

3.3 Show concern and right attitude towards persons with disabilities.

<b>STAGE I - DESIRED RESULTS</b>	
<b>ESTABLISHED GOALS</b>	
The pupils will be made aware of their responsibility to treat with respect and show concern for persons with disabilities. The lesson explores the obstacles persons with disabilities face and promotes their right to be treated with respect and to be given opportunities to contribute to society.	
<b>ENDURING UNDERSTANDING</b>	<b>ESSENTIAL QUESTIONS</b>
<p><i>Students will understand that . . .</i>            Like all other people, persons with disabilities deserve to be treated with respect.            People with disabilities can contribute to society.</p>	<ol style="list-style-type: none"> <li>1. What are the common obstacles people with disabilities face?</li> <li>2. How can we show our concern and right attitude towards them?</li> <li>3. How does the government show concern for them?</li> </ol>
<b>LESSON OBJECTIVES</b>	
<p>Knowledge</p> <p><i>Students will know . . .</i></p> <p><i>The common obstacles persons with disabilities face</i>  <i>The efforts of the government to help them</i>  <i>The ways by which we can show concern for persons with disabilities</i></p>	<p>Skills</p> <p><i>Students will be able to . . .</i></p> <ol style="list-style-type: none"> <li>1. show concern for persons with disabilities.</li> <li>2. advocate for the right of persons with disabilities to be treated with respect.</li> </ol>

## STAGE II - ASSESSMENT EVIDENCE

### PERFORMANCE TASK

By pairs, students will make a slogan advocating the rights of handicapped persons. They will make a chain out of the posters showing these slogans by connecting them with a yarn. Their work will be displayed outside the room as an information campaign.

### COGNITIVE ASSESSMENT

Read the following statements and determine whether they show concern and positive attitude towards people with disabilities. Draw a 😊 on the blank before each number if the statement does and a ☹️ if it doesn't.

1. Avoid persons with disabilities because they might suddenly harm you.
2. The government provides adequate health care services to all to prevent disabilities especially among children.
3. Do not sit on areas reserved for people with disabilities when you're in the LRT or MRT..
4. Give persons with disabilities opportunities to work .
5. Do not try to offer help when you see persons with disabilities having difficulty because they might think you are insulting them.

## STAGE III - LEARNING PLAN

### A. Motivation

Let the pupils temporarily experience having disabilities by having them do the following activities:

- Ask the children to draw a house (on a piece of paper) with their eyes closed.
- . Say something without making any sound and see if they can accurately repeat what you just said.
- Ask children to stand on one foot only for thirty seconds.

Ask them how they felt in each of the activities. Was it difficult or easy to do?

Tell them that these are what persons with disabilities experience but despite their disabilities, they manage to do the things we do.

Ask them how we can show concern and right attitude towards persons with disabilities.

### B. Presentation

Divide the class into four groups. Assign them a question to answer. Give them 3 minutes to prepare their answer. They may employ any technique in presenting their answer (speech, role-play, rap, pantomime)

Questions:

1. What can we do to show people with disabilities that we accept them?
2. What can we do to show people with disabilities that we care about them?
3. What does the government do to help people with disabilities feel that they are accepted?
4. What rules or laws can you suggest which will help people with disabilities to contribute to the society?

### **C. Discussion and Analysis**

Process the answers given by the groups for each question. Synthesize by stating that our positive attitude and concern towards them will make them feel that they are accepted and that we care about them.

### **D. Generalization**

Have students cite ways by which they can show concern and positive attitude towards people with disabilities. They can be termed as Guidelines for Showing Concern and Positive Attitude Towards People with Disabilities.

(example, Do not discriminate against them or laugh at them.)

### **E. Application**

By pairs, students will make a campaign slogan on how we should show concern and positive attitude towards persons with disabilities. They will make a chain of the posters showing these slogans by connecting them with a yarn. Their work will be displayed outside the room as an information campaign.

### **F. Assignment**

Make a research about famous people with disabilities. Write down their basic information and describe some of their accomplishments.

### **References**

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.

RA 7277, *Magna Carta for Disabled Persons*

**Rubric**

<b>Kraytirya sa Pagtataya</b>				
<b>Kraytirya</b>	<b>Napakagaling</b>	<b>Magaling</b>	<b>Katamtaman ang Galing</b>	<b>Mahina</b>
	<b>(10 pts)</b>	<b>(7-9 pts)</b>	<b>(4-6 pts)</b>	<b>(0-3 pts)</b>
12. Kaangkupan ng pahayag / slogan	Naaangkop at malinaw na nagpapahayag ng konsepto	Angkop sa konsepto ang islogang nagawa	Hindi gaanong naipahayag ng islogan ang mensaheng nais ipahatid	Hindi angkop at hindi malinaw ang islogang nagawa
13. Kalinisan at Kaayusan ng Gawa	Malinis at maayos ang pagkakagawa at malinaw na nababasa	Malinis at maayos sa pangkalahatan	Hindi gaanong malinis at maayos ang pagkakagawa	Hindi malinaw at maayos ang pagkakasulat
14. Pagiging malikhain	Malinaw na nagpakita ng pagkamalikhain at orihinalidad	Kakikitaan ng pagkamalikhain	Ang ideya ay pangkaraniwan at halatang kulang sa pagkamalikhain	Hindi kakikitaan ng pagkamalikhain at orihinalidad.
Marka				

## Appendix

### REPUBLIC ACT NO. 7277

AN ACT PROVIDING FOR THE REHABILITATION, SELF-DEVELOPMENT AND SELF-RELIANCE OF DISABLED PERSONS AND THEIR INTEGRATION INTO THE MAINSTREAM OF SOCIETY AND FOR OTHER PURPOSES.

Section 1. Title. — This Act shall be known and cited as the "Magna Carta for Disabled Persons."  
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Sec. 2. Declaration of Policy — The grant of the rights and privileges for disabled persons shall be guided by the following principles:

(a) Disabled persons are part of Philippine society, thus the State shall give full support to the improvement of the total well-being of disabled persons and their integration into the mainstream of society. Toward this end, the State shall adopt policies ensuring the rehabilitation, self-development and self-reliance of disabled persons. It shall develop their skills and potentials to enable them to compete favorably for available opportunities.

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(b) Disabled persons have the same rights as other people to take their proper place in society. They should be able to live freely and as independently as possible. This must be the concern of everyone — the family, community and all government and nongovernment organizations. Disabled persons' rights must never be perceived as welfare services by the Government.

(c) The rehabilitation of the disabled persons shall be the concern of the Government in order to foster their capacity to attain a more meaningful, productive and satisfying life. To reach out to a greater number of disabled persons, the rehabilitation services and benefits shall be expanded beyond the traditional urban-based centers to community based programs, that will ensure full participation of different sectors as supported by national and local government agencies.

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(d) The State also recognizes the role of the private sector in promoting the welfare of disabled persons and shall encourage partnership in programs that address their needs and concerns.

(e) To facilitate integration of disabled persons into the mainstream of society, the State shall advocate for and encourage respect for disabled persons. The State shall exert all efforts to remove all social, cultural, economic, environmental and attitudinal barriers that are prejudicial to disabled persons.



**Grade Level:** 4  
**Subject:** English  
**Lesson Title:** Sovereignty of the Filipino People  
**Time frame:** 2 sessions  
**Core Message:** Sovereignty resides in the people and all government authority emanates from them

**LEARNING COMPETENCIES**

LISTENING: 6. Give the main idea of a selection listened to

SPEAKING: 5. Use the plural form of nouns in sentences

READING: 4.1 Identify the main idea that is implied or explicitly stated

STAGE 1- DESIRED RESULTS		
<b>ESTABLISHED GOAL</b>		
The people have a right to elect the leaders they want for their country. Sovereignty resides in the people.		
<b>ENDURING UNDERSTANDING</b>		<b>ESSENTIAL QUESTION</b>
The people can unseat their leaders if they are found to be negligent of their duty.		How do we choose our Philippine president? What happens during elections?
<b>Lesson Objectives</b>	<b>Skills</b>	<b>Values</b>
1. Give the meaning of vocabulary words. 2. Use the plural form of nouns in sentences. 3. Relate the main idea of the selection to a given situation. 4. Understand that sovereignty resides in the people	Listening with empathy. Conversation and communication	Trust and honor

**STAGE II ASSESSMENT EVIDENCE**

**PERFORMANCE TASK**

The children are asked to debate on a topic related to the class.

They choose their representatives who will express their sentiments and suggestions.

Ex. Should toys be allowed inside the classroom?  
Should buying food in the canteen be compulsory?

**OTHER EVIDENCE**

The kids are asked to interview their parents or other elders about their participation during the EDSA people power, or simply to find what they did during those days.

Whose decision should prevail in the following scenario?

1. In deciding on school policies
2. At home, on discipline and curfew hours
3. In the country, who should elect a president, all the qualified voters or the rich only

**STAGE III - LEARNING PLAN**

Show pictures of the People Power Revolution at EDSA in 1986. Ask the pupils what they know about the EDSA Revolution and People Power.

Show them pictures of the following leaders; Ferdinand Marcos, Cory Aquino, Fidel Ramos and Juan Ponce Enrile

Tell them that they will discuss the story about it in class.  
(Note: The story should have been previously assigned to the pupils)

*Presentation*

**The pupils identify the meaning of the underlined words in the sentences below. They encircle the letter of the appropriate answer:**

The house was awfully quiet except for the tiny crackle coming from the radio in the kitchen.

- a. suddenly                      b. strangely                      c. very                      d. often

Oh, Guido, the revolution has started!

- a. war                                      b. noise  
c. attempt to overthrow the government

Guido had little appetite for his breakfast.

- a. bad taste    b. desire                                      c. excitement

“My party might not push through,” he thought anxiously.

a. worriedly

b. hurriedly

c. with uncertainty

The pupils give the plural form of the following nouns and then use them in sentences:

NOUN	PLURAL FORM
1. invitation	_____
2. radio	_____
3. sandwich	_____
4. news	_____
5. child	_____
6. woman	_____
7. tank	_____
8. friend	_____
9. party	_____
10. rosary	_____

### Reading of the Selection

Tell the pupils that they will read a story about a boy who celebrated his birthday in a very different way.

The pupils have been previously provided a copy of the reading, *Guido's Birthday*, by Rene Villanueva (See Appendix). Introduce the story by reading the title and mentioning the author's name. List down the characters of the story on the board.

### C. Discussion

After reading the story, guide the pupils in answering the following questions:

1. Why was Guido very excited?
2. Why were Guido's parents not at home?
3. What did his mother see at EDSA? Describe the scenes.
4. How did Guido's mother feel about what she witnessed?
5. Why was there a people power revolution at EDSA?
6. How did the people feel when the Marcoses finally fled?

The pupils trace the feelings of Guido throughout the event. Give descriptive words that show his feelings at particular times:

1. Three days before Guido's birthday, he felt \_\_\_\_\_  
because \_\_\_\_\_

2. When he woke up on February 23, he felt \_\_\_\_\_

because \_\_\_\_\_

3. When his mother called that afternoon and said, "Guido, son, remember, we love you!" , he felt \_\_\_\_\_

because \_\_\_\_\_

4. When his mother described what she saw at EDSA, he felt \_\_\_\_\_ because \_\_\_\_\_

5. When they went to EDSA to celebrate his birthday, he felt \_\_\_\_\_

because \_\_\_\_\_.

#### **D. Generalization**

Guide the pupils in making a statement about the main idea of the story by answering the following questions:

Why is Guido's birthday party "The biggest party in the entire world?"

What made Guido's birthday special?

What do you understand about the words "sovereignty"? "government"? "authority"? "emanates"?

How did the 1986 EDSA revolution show that sovereignty resides in the people and that all government authority emanates from them/

#### **E. Application**

The pupils form three groups and discuss the following:

How would you feel if your class president allows you to do only the things he or she wants?

What can you do if your class president unreasonably refuses to listen to you and your classmates, or disregards what has been agreed upon in class?

The pupils share their answers with the class. Then they relate these to the cause of the EDSA people power revolution in 1986.

#### **References**

- *Guido's Birthday*, by Rene Villanueva
- RBEC English IV, Reading 1 Paterno, Ma.Elena, P and Hermosa, Nemah, N. (1996)*Our*

*World of Reading Workbook 4.* Anvil Publishing, Inc

- Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila: LIBERTAS Project.
- 1987 Constitution, Preamble, Art. II, sec. 1 The Philippines is a democratic and republican State. Sovereignty resides in the people and all government authority emanates from them.

**Materials**

Photo or illustration of the 1986 People Power at EDSA

**Rubric for debate**

<b>Criteria</b>	<b>Not so evident</b>	<b>Evident</b>	<b>Highly Evident</b>
Persuasion/ public speaking	Just reading the lines, have not internalized the ideas	Able to present their ideas with out reading their notes, there are unexplained pauses	Convincing and credible.
Research	Unable to back up their ideas with sources	Able to present their sources	Shows credible sources and link it to other ideas
Teamwork/cooperation	Some are not clear about their roles, they keep pointing to other group mates	Everyone is aware of his role. There is respect for everyone in the group	Everyone is prompt is doing his role, the group enjoyed the activity

## APPENDIX

### Guido's Birthday<sup>1</sup>

*Rene O. Villanueva*  
(excerpts)

"Coke, ice cream, hot dogs, spaghetti..."

Guido was already thinking of the treats they would be serving for his ninth birthday. It was only three days away. His mommy would probably help him make the party invitations that he would be handing out to his classmates and friends, just like last year.

"I wonder what gifts I will be getting?" Guido thought excitedly.

But when he woke up the next day, his Mommy and Daddy had already left the house. It was February 23, a Sunday. The house was awfully quiet except for the tiny crackle coming from the radio in the kitchen.

"Where are they?" Guido asked their helper, who was busy wrapping sandwiches.

"Oh, Guido, the revolution has started! Your parents left at the break of dawn—they were headed for EDSA. They said they would be joining the people there, to help support Ramos and Enrile against Marcos. Here, listen to the radio. It's been saying that there is a huge crowd gathering at EDSA."

"Is Mommy coming back soon?" Guido suddenly remembered the invitations, which still had to be made.

"Your Daddy said he'd be coming over before lunch to get these sandwiches. Here, have some breakfast first."

Guido had little appetite for his breakfast. "Just two days more before my birthday. My party might not push through," he thought anxiously. His Daddy did not come by for the sandwiches. His Mommy didn't come home either. That day, Guido did not even bother going out on his bike. He didn't care to watch some videos. He just spent the whole day listening to the radio.

He was able to put the news together, bit by bit. Ramos and Enrile had cut off their ties with Marcos. They had turned to Cardinal Sin for support. People had rushed to Camp Crame to protect the soldiers from Marcos' loyal forces. His Mommy called that afternoon to ask how things were at home. Guido wanted to mention his birthday but it didn't feel right, because he heard the worry in his Mommy's voice. "Guido, son, remember, we love you!" Then she hung up.

It was already late at night when his Mommy and Daddy finally came home. It was then he found out that they were at the barricades, and that was why they could not come home immediately.

"Oh, Guido, how I wish you saw what happened," his Mommy said. "We were right in front of the Marines who had such dark skins and bore such huge rifles. They looked so young! Yet they

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<sup>1</sup> Source: Villanueva, R. "Guido's Birthday" in *A World of Reading Workbook 4*. Manila: Anvil Publishing Inc.

couldn't look at us straight in the eye. They didn't even smile. Behind them were the tanks. I didn't know they were so massive just like gigantic turtles.

Then this woman bearing a cross walked up to them and she said, "Peace, brod." The soldier avoided looking at her. "We're just following orders," he said. "We're both Filipinos," the woman said. "I have children, only I left them at home. My husband is working abroad because he couldn't find any work here. Don't harm us. We just want to fight for our freedom. You should join us!"

"The woman began to sing *Bayan Ko*. We all sang with her. She began to cry. Everyone around me started crying, too. And I saw the soldier who stood in front of her wiping away his tears, too. Suddenly, the tanks began to advance. Everyone shouted in alarm. We linked arms. The woman with the cross ran in front of the tank. "Peace brod." God loves you! Brod, we love you!" We all followed her lead. We surrounded the advancing tanks. Then we heard the official's command. He ordered the tanks to back up and retreat. We jumped in our great joy. We embraced each other and cried and shouted for joy till the tanks had retreated to quite a distance."

The next day, classes were suspended. February 25, 1986. It was Guido's birthday. He was now nine years old.

"Happy birthday, Guido," greeted his Daddy. His Mommy gave him a kiss and a hug. "I'm having the food for your party prepared," his Mommy said.

"Aren't you going to EDSA today?" Guido asked.

"Oh, we are – and you're coming with us."

"We're going to celebrate your birthday there. That's where we'll throw your party. You'll have the biggest party in the entire world," his Daddy said with a grin.

At EDSA, Guido saw the biggest crowd he had ever seen in his life. There were nuns, young men in habits, young people with yellow ribbons tied around their heads. There were children of his age as well. There were elderly people who grasped rosaries and were praying. The road was filled with people. It was like he was in the middle of the ocean and around him was wave after wave of brown faces of different shapes-sweaty, with eyes squinting at the sun, yet smiling.

Guido's Daddy carefully placed nine candles on top of the cake. He fished out his lighter from his pocket and then lighted the candles. The song slowly rose around him. People he didn't even know were singing "Happy birthday, Guido." Around him were mouths from varied brown faces, singing. He knew none of these faces, but he felt that all of them were cheerfully celebrating with him.

"Make a wish! Make a wish!" a nun shouted from somewhere behind him. People started applauding around him. His Daddy hugged and kissed him while his Mommy took photos after photos.

It was already very dark when Guido was overcome by exhaustion. He overheard his Daddy whisper to his Mommy, "Let's bring him home first." They were already headed home, pulling away from the thousands and thousands of people, when his Mommy suddenly came to a halt. "Wait, let's listen to the news." They made their way to a small knot of people gathered around a radio.

"Marcos has fled the country! They've left Malacañang. We are free again!"

Guido was swept up by his Daddy and was showered with kisses. In an instant, the whole stretch of EDSA was filled with people who seemed to be in unison in jumping up and down for joy. It seemed like, suddenly, the whole world was rejoicing. People danced, embraced one another, shook each other's hands, kissed each other's cheeks, and everyone was shouting "Co-ry! Co-ry!" Some set

tires on fire in the middle of the road. Some lit firecrackers. The honking of horns was endless. “We’re free at last! The dictator has fled!”

Guido alone knew that when he blew out the birthday candles, he had whispered to himself: “I wish Marcos would finally go away!”

His birthday wish was granted. And this was a secret he would never tell anyone.

**Additional Reference:**

Miranda, B. 2008. *English for You and Me 4*. Manila: Book Wise Publishing House, Inc. pp. 135-141



**EDSA Revolution**

The February 1986 Revolution People Power Revolution

Source: <http://www.congress.gov.ph/about/index.php?about=history>



Photo courtesy of Joey de Vera

An iconic photo of the EDSA Revolution in the Philippines in February 1986 showing hundreds of thousands of people filling up Epifanio delos Santos Avenue (EDSA). The view is looking northbound towards the Boni Serrano Avenue-EDSA intersection.

This image was published in *People Power: The Philippine Revolution of 1986: An eyewitness history*, among other historical books.

Source: [http://tl.wikipedia.org/wiki/Talaksan:EDSA\\_Revolution\\_pic1.jpg](http://tl.wikipedia.org/wiki/Talaksan:EDSA_Revolution_pic1.jpg)



**Grade Level:** 4  
**Subject:** English  
**LESSON TITLE:** Actions and their Consequence  
**Time Frame:** Two Sessions  
**CORE MESSAGE:** Every action has a corresponding consequence.  
 We are responsible for the consequences of our actions.

**LEARNING COMPETENCIES:**

LISTENING 3. Recognize pauses and stops in utterances that signal meaning  
 READING 8.2 Give cause-effect relationship in paragraph/passages read  
 WRITING 4 Write a paragraph/short story from one's experience

<b>STAGE I - DESIRED RESULTS</b>	
<b>ESTABLISHED GOAL</b>	
Students demonstrate understanding of the idea that for every action, there is a consequence	
<b>ENDURING UNDERSTANDING</b>	<b>ESSENTIAL QUESTIONS</b>
<i>Students will understand that . . .</i> The consequences of a person's actions may be positive or negative. To avoid the negative consequences, we must obey rules.	1. Why should we be careful with our actions? 2. How do rules regulate our behavior?
<b>LESSON OBJECTIVES</b>	
Knowledge  <i>Students will know . . .</i>  1. That laws are created to regulate human behavior 2. That the inability to obey laws can lead to negative consequences 3. Why we should not strike back when hurt by somebody	Skills  <i>Students will be able to . . .</i>  1. Analyze the actions of the main character 2. Describe the consequences of such actions 3. Write an outline of the story, tracing the cause and effects of the main character's actions 4. Define vocabulary words based on context 5. Explain the consequences of not following rules and breaking the law.
<b>STAGE II - ASSESSMENT EVIDENCE</b>	
<b>PERFORMANCE TASK</b>	<b>OTHER EVIDENCE</b>
Have you broken any rule? Recall the incident. What did you do? What happened as a result of what you did? Write a narrative about your experience where you suffered the consequences of your action. It may	Complete the story:  Prepare a sheet of manila paper with numbers on it (see Chart below). Inform the class that they are to retell the story by outlining the story read. The first pupil supplies the first sentence, to be followed by another, until the

<p>have happened at home, in school or in the community. Narrate the incident citing the people involved, the place and time it happened. Include dialogue to show the feelings of people in the story.</p> <p>Use the Evaluation Chart for assessment</p>	<p>story is completed. Each pupil has to write the sentence he/she gives. After the story is completed, the whole class will read the story they have written.</p> <p>Story: What have You Done, Davy?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
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### STAGE III - LEARNING PLAN

#### PROCEDURE AND ACTIVITIES

##### M. MOTIVATION

The children choose their partners and talk about the questions below:

How would you feel if something wrong was done to you?

What do you think should be done when something wrong is done to you?

Discuss the children's answers. Tell them that it is not proper to strike back at someone who has hurt you.

##### N. PRESENTATION

Before class, the teacher assigns the following words to the students. They use the dictionary to give the meaning of each word. Then they use each one in a sentence.

burrow	whacking	smash	stammer
rumbling	thump	Stun	tremble
cower	gulp	collapse	

In class, the teacher asks volunteer students to give the meaning of the words and use them in sentences. Elaborate on the meaning of the words until they understand them.

Before reading the story, the teacher reminds the pupils to listen carefully and that they may ask questions while the teacher is reading the story.

The teacher reads the story aloud to the class. Make sure to give emphasis on the vocabulary words shown to the pupils, as well as the events which may provide answers to the questions posed at the start of the story. Make the necessary pauses and stops in utterances that signal meaning.

##### O. DISCUSSION

Go back to the vocabulary words and ask the pupils to give the meaning of each word based on context.

After reading the story, facilitate class discussion.

Where did the story take place?

Who is the main character? Who are the other characters?

What did Davy do to his brothers and sister?  
 How did they react to his carelessness?  
 What did mother say about Davy? Why did she say this?  
 How did Davy spend the rest of the day?  
 What did Father think of Davy?  
 What did the family do to Davy at the end of the day?

Identify the consequences of Davy's carelessness by completing the table below:

Actions	Davy's purpose	Davy's Actions	Effects on others	Their reaction	Davy's reaction
1 Davy broke Daisy's toys					
2 He knocked down Donny's playhouse					
3 He wrecked Dan's secret burrow					
Summary	(This part is deduced by the students from the columns above)	Wrong actions caused by carelessness	Eg: angry	Demanded that Davy rebuilt what he destroyed	Eg: escaped

**P. GENERALIZATION**

Ask the students, "What conclusion can you make based on the table of consequences above?"  
 Guide the pupils to arrive at the following concept:

All actions have consequences. One has to face the consequences of his / her actions.

**Q. APPLICATION**

- a. What can happen if everybody does as he / she pleases and disregards the law?

Post the rule on the board:

Civil Code, Art. 14

Penal laws and those of public security and safety shall be obligatory upon all who live or sojourn in the Philippine territory, subject to the principles of public international law and to treaty stipulations.

Explain what the law means and then discuss how this rule can regulate people's behavior.

- b. BASED ON CURRENT EVENTS,
- c. The teacher reads to the students a recent news story about a criminal conviction and afterwards asks them the following:
  1. What was the crime for which the accused was convicted?
  2. Who did the accused harm when he committed the crime?

3. What was the penalty imposed on the accused for his crime?  
 4. How do you feel towards the accused?

d. Allow the students to discuss the following questions with a partner. They prepare to share their discussion in class:  
 What can be done to prevent such crimes?  
 What is the importance of laws?

**R. ASSIGNMENT**

Search a story from the Internet or newspapers about a case where somebody broke the law and suffered the consequence of his action.  
 Give the following information:

Name of person involved \_\_\_\_\_  
 Action committed \_\_\_\_\_  
 Law violated \_\_\_\_\_  
 Action of legal authorities \_\_\_\_\_  
 Effect on the person who violated the law \_\_\_\_\_

Be prepared to narrate the news in class.

**References**  
 Weninger, B. and Tharlet, E. *What Have You Done, Davy?*  
 Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.  
 CIVIL CODE, Arts.14  
 PD 603 The Child and Youth Welfare Code

**Materials**  
 manila paper, markers

**Rubric**

Criteria	Evaluation Chart			
	Very Good (10 pts)	Good (7-9 pts)	Satisfactory (4-6 pts)	Poor (0-3 pts)
15. The narrative is about the student's experience				
16. The consequences of his / her action are clearly indicated				
17. Dialogue was included in the narrative to show how the action affected other people				
18. The narrative is interesting and teaches that for every action, there is a consequence				
Total				
Final Mark				

## APPENDIX

### **Civil Code, Art. 14**

Penal laws and those of public security and safety shall be obligatory upon all who live or sojourn in the Philippine territory, subject to the principles of public international law and to treaty stipulations.

### **PD 603 The Child and Youth Welfare Code**

Art. 4. Responsibilities of the Child. - Every child, regardless of the circumstances of his birth, sex, religion, social status, political antecedents and other factors shall:

- (1) Strive to lead an upright and virtuous life in accordance with the tenets of his religion, the teachings of his elders and mentors, and the biddings of a clean conscience;
- (2) Love, respect and obey his parents, and cooperate with them in the strengthening of the family;
- (3) Extend to his brothers and sisters his love, thoughtfulness, and helpfulness, and endeavor with them to keep the family harmonious and united;
- (4) Exert his utmost to develop his potentialities for service, particularly by undergoing a formal education suited to his abilities, in order that he may become an asset to himself and to society;
- (5) Respect not only his elders but also the customs and traditions of our people, the memory of our heroes, the duly constituted authorities, the laws of our country, and the principles and institutions of democracy;
- (6) Participate actively in civic affairs and in the promotion of the general welfare, always bearing in mind that it is the youth who will eventually be called upon to discharge the responsibility of leadership in shaping the nation's future; and
- (7) Help in the observance of individual human rights, the strengthening of freedom everywhere, the fostering of cooperation among nations in the pursuit of their common aspirations for programs and prosperity, and the furtherance of world peace.

## **What Have You Done, Davy?<sup>2</sup>**

Brigitte Weninger and Eve Tharlet

Davy was woken by the sun shining into his burrow. It was going to be a lovely day. He jumped out of bed, his head full of plans. He would eat his breakfast as fast as he could, and run down to the riverbank to bark boats with his friend Eddie. But Davy started watching spiders spinning silken threads and took far longer to eat his breakfast than he intended. He was the last rabbit to leave the burrow.

Davy ran across the meadow, whacking the grass with a stick, sending up sparkling fountains of dew. Then, suddenly, the stick flew out of his hand, sailed through the air, and landed right in front of his sister, Daisy. "What have you done, Davy?" she shrieked. "You've broken my toys!" "S-sorry," stammered Davy, and he ran as fast as he could.

Davy came hurtling around the old oak tree at the edge of the forest-and ran straight to a wall! Thumpety, bumpety, bump! Branches tumbled down all around him. "What have you done, Davy?" shouted his brother Donny. "That's my playhouse you've smashed. It took me ages to build and now you've ruined it!" He picked up a branch and brandished it like a club, but Davy didn't wait to get hit. He ran away and hid, deep in the forest.

It was some time before Davy plucked up the courage to come out hiding and look around. He liked the forest. The ground here was covered with soft, springy cushions of moss. Davy bounced from one to another.

Bounce, bounce...oh no! Down he went into a deep, deep hole. "What have you done Davy?" shouted his brother Dan. "You've wrecked my secret burrow! Just wait till I get my hands on you!" But Davy kicked himself free and ran away before his big brother could catch him.

Davy came back to the burrow at lunchtime. His stomach was rumbling and no one was home. Davy crept into the ladder-just to see what was in there, not to eat anything, of course! This is what he saw: a turnip, some carrots, a bag of oats, and a big bowl of blueberries. Yum yum! Davy's mouth watered. He tasted one berry then another. They were so delicious he couldn't stop. Suddenly Davy heard voices. He hid behind the door.

Mother rabbit had come back, and Daisy was with her. "Davy was so naughty today," Daisy said. "He broke my toy animals. I'd like to break his toys, too! Davy's heart thumped. That wasn't fair! He hadn't done it on purpose!

Before Mother could reply, Donny came in, shouting, "Davy has been so naughty today! He knocked down my playhouse. You should never let him outside again!" Davy was stunned. It had only been an accident.

Then Dan came rushing in and said, "Davy had been so naughty today. He made my secret burrow collapse! When I find him, I'm going to pull his ears!" Davy shivered. He hadn't even known the burrow was there until he fell in it! "Davy is a very bad bunny," Daisy said crossly. "Davy doesn't mean to be bad," said Mother. "He is a dear, clever bunny, but sometimes he's careless. I'll have a serious talk with him when he comes home. Where is the little rascal?" nobody knew.

"Well," said Mother. "He'll be here soon enough. Come and eat, children. I've brought you some fresh dandelion leaves, and there are blueberries for a special treat." "Oh, no!" thought Davy. The blueberries! Davy trembled with fright. He had meant to try only a few of them.

Mother went to the larder and saw the empty bowl. Then she saw Davy, cowering behind the door, with a purple stain around his mouth. "There you are you little scamp!" she said. Suddenly Davy remembered what he usually did to make Mother smile. He opened his arms wide, put his head on one side, and said, "How about a kiss?" "Certainly not," Mother replied severely, "No kisses today. We are all much too angry with you. What do you have to say for yourself?"

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<sup>2</sup> Source: Weninger, B. and Tharlet, E. \_\_\_ *"What Have You Done, Davy."*

There was silence. Then Davy gulped and said, very quietly, "I'm sorry. I'm really, really sorry. I didn't mean to do any of those bad things." "Saying sorry isn't good enough!" said his sister and his brothers. "We'll only forgive you when you make up for all the damage you have done."

"What do you mean?" asked Davy. "You must mend all my broken animals," said Daisy. "And fix my playhouse," said Donny. "And help me dig out my burrow," said Dan. Davy turned to his mother. "But I wanted to play with Eddie today!" he protested. "Well that will have to wait until tomorrow," said mother calmly. "Because after you mend Daisy's animals, fix Donny's playhouse, and dig out Dan's burrow, you're coming with me to pick blueberries!"

So Davy had a busy afternoon. He mended Daisy's toy animals, and even found a pretty feather to make one of them into a bird. He hammered stakes into the ground next to the old oak tree and helped Donny to weave twigs between them. The playhouse they made was even better than the old one. He dragged basket after basket of heavy soil away from the deep burrow that Dan had dug. And then he hopped into the forest with Mother to pick fresh blueberries for supper.

That night Davy was very, very tired. He was dozing in a corner when Father Rabbit came home. "Well," said his father, "what have you done today Davy? You look tired out." Davy hugged his father and told him: "I made new fir-cone animals for Daisy and built a playhouse with Donny. Then I helped dig out Dan's burrow, and I've just been picking blueberries with Mother." "You did all that in one day?" said Father. "My, you have been busy!" And he said to Mother, "It sounds as if Davy has been especially good and clever today."

Mother, Daisy, Donny, and Dan all laughed. They laughed so hard that Davy had to laugh too. He stood up, opened his arms wide, and he said, "How about a kiss now?" And they kissed him, one by one.



**Antas:** Baitang 4  
**Asignatura:** MSEP  
**ARALIN / PAKSA:** Ang Pagkakaisa sa Ilalim ng Mabuting Pamumuno  
**Sesyon:** Dalawa  
**KAISIPAN:** Kailangan natin ang mga pinuno upang magkaisa sa ating mga gawain at upang magkaroon ng mapayapang lipunan.

**MGA BATAYANG KASANAYAN SA PAGKATUTO**

IA. Nakatutugon nang may pag-unawa sa iba't ibang palakumpasan

<b>ANTAS I – INAASAHANG BUNGA</b>	
<b>PAMANTAYAN</b>	
Naipamamalas ng mag-aaral ang pag-unawa na mabuting pamumuno ay nagbubunga ng pagkakaisa	
<b>KAKAILANGANING PAG-UNAWA</b>	<b>MAHAHALAGANG TANONG</b>
Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng mabuting pamumuno	<ol style="list-style-type: none"> <li>1. Paano mapapaunlad ang mga katangian ng mabuting pamumuno?</li> <li>2. Paano nagbubunga sa pagkakaisa ang mabuting pamumuno?</li> </ol>
<b>KAALAMAN</b>	<b>KASANAYAN/ KAKAYAHAN</b>
<i>Nauunawaan ng mga mag-aaral na . . .</i>	<i>Ang mag-aaral ay. . .</i>
<ol style="list-style-type: none"> <li>1. Kailangan ng komunidad ang mabuting pamumuno</li> <li>2. Bawa't isa ay may mahalagang papel na ginagampanan tungo sa pagkakaisa</li> </ol>	<ol style="list-style-type: none"> <li>1. Natutukoy at nakakakumpas sa dalawahan, tatluhan at apatang sukat</li> <li>2. Naihahambing ang tungkulin ng isang kundoktor ng musika sa tungkulin ng isang pinuno ng komunidad</li> <li>3. Naihahayag ang mabuting bunga ng maayos na pamumuno sa komunidad</li> </ol>
<b>ANTAS II - PAGTATAYA</b>	
<b>SA ANTAS PAGGANAP</b>	<b>SA ANTAS NG PAG-UNAWA</b>
Basahin ang nasasaad sa Saligang Batas (Article XI Sec. 1) tungkol sa tungkulin ng mga mamumuno.	Sagutin ng mga mag-aaral ang mga sumusunod:
Magbuo ng pangkat. Iugnay ang inyong kaisipan sa <i>Paglalahat</i> sa nasabing Saligang Batas. Paano naipakikita ng kaisipang nabuo ng klase ang Saligang Batas?	<ol style="list-style-type: none"> <li>1. Ano ang tungkulin ng kundoktor sa musika?</li> <li>2. Ano ang tungkulin ng pinuno sa komunidad?</li> <li>3. Paano maihahambing ang mga tungkulin ng kundoktor at pinuno ng komunidad?</li> </ol>
Gumawa ng isang poster na nagpapakita ng pakikipag-ugnayan ng isang pinuno sa mga gawain	

<p>ng mga tao sa komunidad ayon sa Saligang Batas.</p> <p>Gamitin ang Kraytirya sa Pagtataya para sa Pagtataya</p>	
<p><b>ANTAS III – PLANO SA PAGKATUTO</b></p>	
<p><b>MGA PLANO SA PAGKATUTO</b></p> <p><b>R. PANIMULANG GAWAIN</b></p> <p><b>Pagganyak</b></p> <p>Sa pangunguna ng guro, gawin ng mga mag-aaral ang ilang hakbang ng sayaw na <i>balse</i>. Pumili ng musikang <i>balse</i> (hal: <i>Leron, Leron Sinta</i>) na napag-aralan na upang ito’y maawit ng mga mag-aaral habang sumasayaw.</p> <p>Pagkatapos ay talakayin kung paano sumusunod ang sayaw sa kumpas ng musika.</p> <p><b>S. PANLINANG NA GAWAIN</b></p> <p><b>12. Paglalahad</b></p> <p>Sabihin sa mga mag-aaral na katulad ng mga hakbang ng sayaw na sumusunod sa kumpas, ang musika ay may kumpas ding sinusunod. Ang mga musikero ay sumusunod sa kumpas ng kundoktor ng musika.</p> <p>Gawin ang mga sumusunod:</p> <ol style="list-style-type: none"> <li>A. Ipakita ng guro ang kumpas ng huwaring ritmong 2/4, 3/4, at 4/4</li> <li>B. Ipakita kung paano ang pagkumpas ng dalawahan, tatluhan o apatang sukat</li> <li>C. Magpatugtog ng instrumento o musikang alam ng mga mag-aaral at iparamdam ang pulso at ikumpas ito.</li> </ol> <p>Basahin ng mga mag-aaral ang <i>Ang Kundoktor ng Musika</i> (Tingnan sa Apendiks)</p> <p><b>13. Pagtatalakayan</b></p> <p>Pag-usapan ang mga katangian at tungkulin ng isang kundoktor ng musika bilang lider o pinuno ng <i>symphon, orchestra</i> o lipon ng mang-aawit (chorale group).</p> <p>Ipaskil ang mga larawan ng mga instrumentong gamit sa Palabunibunyan. Isulat ng mga mag-aaral sa pisara ang mga pangalan nito.</p> <p>Basahin nila ang <i>Ang Palabunibunyang</i> (Tingnan sa Apendiks). Pagkatapos ay talakayin ang mga katangian nito.</p> <p style="padding-left: 40px;">Ano-ano ang mga instrumento sa Palabunibunyan?  Ano ang mga katangian ng Palabunibunyang?  Kailan ipinapalabas ang Palabunibunyan?  Bakit ito mahalaga sa kultura ng Maguindanao?  Ano ang tungkulin ng kundoktor ng Palabunibunyan?</p>	

#### T. PAGLALAHAT

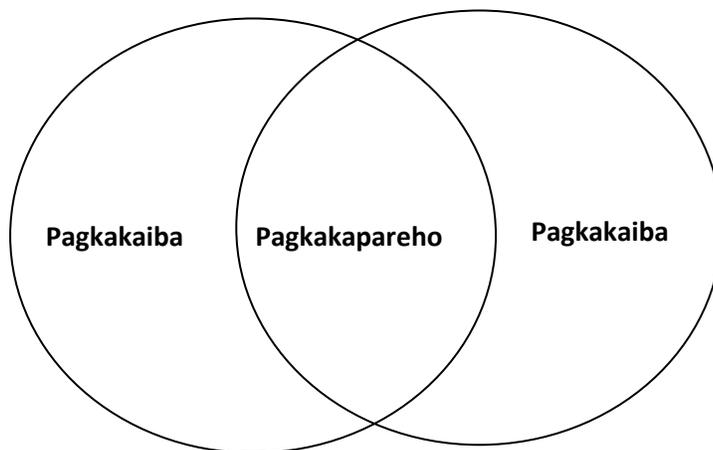
Gabayan ang mga mag-aaral upang maibigay ang sumusunod na kaisipan:

Ang konduktor ng musika ay napapanatili ang pulso, nakukontrol ang paghina at paglakas ng tunog, nagbibigay ng direksyon, nagkukontrol, at nagmamaneho sa lahat ng aktong pang-musika ng mga musikero sa ilalim ng kanyang pamumuno.

Ang isang pinuno ng komunidad ay kinakailangang may kakayahang makipag-usap at makipag-ugnayan tungkol sa mga gawain ng mga tao sa komunidad. Dapat niyang mapanatili ang kapayapaan at pagkakaisa sa lahat ng oras. Ito ang katumbas ng 'pagkumpas' sa kanyang pamumuno.

#### U. PAGLALAPAT

1. Ikumpas ng mga mag-aaral ang *Lupang Hinirang* sa dalawang pulso.
2. Itala ang pagkakapareho at pagkakaiba ng isang pinuno at konduktor ng musika. Ilagay sa gitna ng bilog ang pagkakapareho at ang pagkakaiba sa kaliwa at kanang bahagi ng mga bilog.



Talakayin ang pagkakapareho at pagkakaiba ayon sa naitala.

#### V. TAKDANG ARALIN

Alamin kung sino ang sumulat/kumpositor ng *Lupang Hinirang* Ipalawanag sa isang sanaysay kung bakit ito nararapat sa 2/4 at hindi sa 4/4 na Palakumpasan.

#### Mga Sanggunian

Ramirez, V. 2009. *Ang Kundoktor ng Musika. Ang 'palabunibunyan'*  
Ruiz-Dimalanta, R. and Datinguinoo, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project  
1986 Philippine Constitution, Art. XI, Sec 1

#### Mga Kakailangang Kagamitan

musical instruments used in *Palabunibunyan*

Anumang recording na instrumental na may 2/4, 3/4 at 4/4 na sukat o kaya ay sariling gawa na tamburin at patpat

Mga larawan at maikling *video clip* ng mga sayaw

**Rubrik**

<b>Kraytirya sa Pagtataya</b>				
<b>Kraytirya</b>	<b>Napakagaling</b>	<b>Magaling</b>	<b>Katamtaman ang Galing</b>	<b>Mahina</b>
	<b>(10 pts)</b>	<b>(7-9 pts)</b>	<b>(4-6 pts)</b>	<b>(0-3 pts)</b>
19. Ang poster ay nagpapakita kung paano makipag-ugnayan ang pinuno sa komunidad				
20. Ang pakikipag-ugnayan ng pinuno ay naaayon sa Saligang Batas				
21. Maganda, makulat at maayos ang pagkakagawa sa poster				
22. Naipakita ng mga mag-aaral ang maayos na pamumuno at pagsunod sa pamunuan sa paggawa ng poster.				
Kalahatan				
Marka				

## APENDIKS

### Constitution, Article XI, Sec. 1

Public office is a public trust. Public officers and employees must, at all times, be accountable to the people, serve them with utmost responsibility, integrity, loyalty, and efficiency; act with patriotism and justice, and lead modest lives.

### Ang Kundoktor ng Musika

Ang isang kundoktor ng musika ay isang pinuno ng pangkat ng mga musikero katulad ng *orchestra*, banda at *choir*. Ang pananaw at pamunuan ng kundoktor ay mahalaga sapagkat ito ang nagtatalaga ng direksiyon ng pangkat ng mga musikero.

Dahil dito, ang isang kundoktor ay dapat magkaroon ng mga sumusunod na katangian:

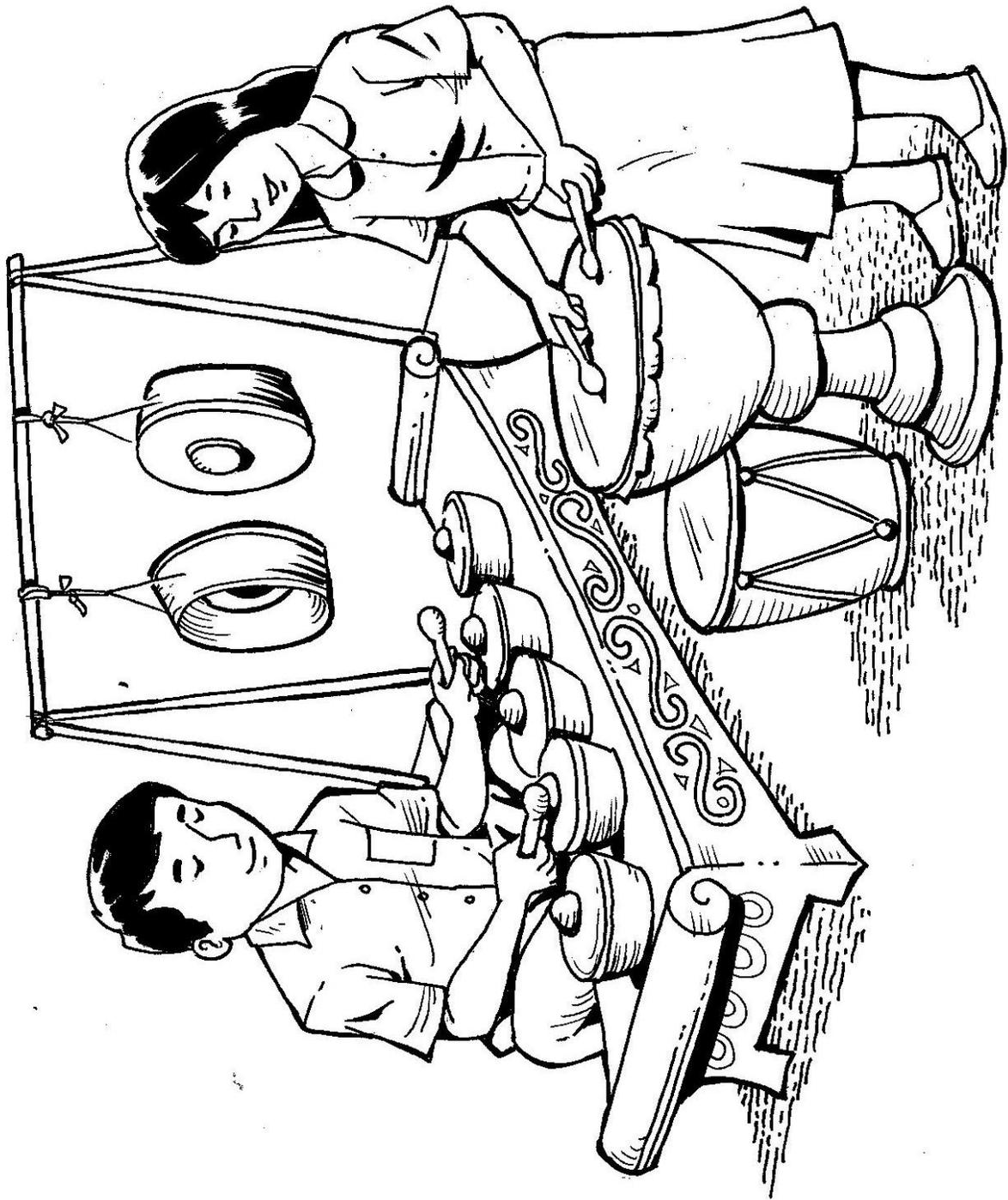
1. May malalim na kaalaman sa musika. Dapat niyang naiintindihan ang lahat ng aspeto ng musika, katulad ng *tempo*, *dynamics* at *phrasing*. Ito ay pinag-aaralan sa unibersidad.
2. Marunong tumugtog ng maraming instrument katulad ng gitara, byolin o piano.
3. Magaling bumasa ng *musical score*
4. Nakaririnig ng iba't-ibang tono ng mga instrument habang pinakikinggan ang tono ng buong pangkat ng musikero.
5. Nagagamit ang iba't-ibang bahagi ng katawan katulad ng kamay, ulo, at gamit na baton, upang makapaghudyat ng tama sa mga musikero
6. Nakabibigay ng positibong kritisismo sa mga musikero. May disiplina sa lahat ng bagay.
7. Nakapagpapalano ng programa, praktis at nakapamimili ng soloista

### Ang 'Palabunibunyan'

Ang 'palabunibunyan' ay isang pangkat ng malalakas na instrumento katulad ng kulintang, agung, gandingan, debakan, at babendir ng *Maguindanaon gong ensemble*. Ang 'palabunibunyan' ay isang mahalagang bahagi ng kultura at relihiyon ng mga Maguindanaon.

Ang mga piyesa sa 'palabunibunyan' ay may apat na kategorya: Binalig o Sirong, Sinulog, Tidtu at Tagunggo. Ang unang tatlo ay tinutugtog sa iba't-ibang piyesta. Ang Tagunggo ay para lamang sa ritwal na sinasamahan ng sayaw na tinatawag na Sagayan.

Ang Sinulog ay mabagal ang tempo samantalang ang Tidtu naman ay mabilis.



**Grade Level:** 4  
**Subject:** English  
**LESSON TITLE:** Justice applies to all people  
**Time Frame:** Two Sessions  
**CORE MESSAGE:** Justice must be applied to everyone, regardless of their status in society.

**LEARNING COMPETENCIES:**

READING: 7. Sequence events in the story  
 SPEAKING: 8. Use object pronouns

<b>STAGE I - DESIRED RESULTS</b>	
<b>ESTABLISHED GOAL</b>  Students demonstrate understanding of how justice protects the rights and interests of people.	
<b>ENDURING UNDERSTANDING</b>  <i>Students will understand that . . .</i> We have a judicial system that guards against abuse by those in power.	<b>ESSENTIAL QUESTIONS</b>  1. Why should justice be upheld? 2. How are the rights and interests of people protected?
<b>LESSON OBJECTIVES</b>  Knowledge  <i>Students will know . . .</i> 1. That laws are based on the principles of justice 2. Justice protects the rights and interests of people.	<b>Skills</b>  <i>Students will be able to . . .</i> 1. Interpret a quote on justice 2. Define words with the aid of a dictionary 3. Sequence events in a story 4. Identify object pronouns in sentences 5. Examine a scenario using lessons learned about justice 6. Explain how justice protects the rights and interests of people.
<b>STAGE II - ASSESSMENT EVIDENCE</b>	
<b>PERFORMANCE TASK</b>  Using object pronouns, write a descriptive paragraph about a scene in the story showing that justice was applied in this situation.  Use the Evaluation Chart for assessment.	<b>OTHER EVIDENCE</b>  The students will discuss answers to the following questions: 1. What character traits of King Solomon are worth emulating? 2. What character traits of the real mother are worth emulating? 3. What do you think would King Solomon

have done if neither of the two women reacted?

### STAGE III - LEARNING PLAN

#### PROCEDURE AND ACTIVITIES

##### S. MOTIVATION

Post the quote on the board and explain what it means. Encourage the students to cite situations as examples.

“Stand with anybody that stands right, stand with him while he is right and part with him when he goes wrong.” - *Abraham Lincoln*

##### T. PRESENTATION

###### Unlocking of Difficulties with the aid of a dictionary

Ask the students to look up the following words in the dictionary. Then they will use each one in a sentence:

1. argue
2. decision
3. plead

###### Reading of the Selection

Tell the students that during the time of King Solomon, there was no judicial system that guarded against abuse by those in power and protected the people’s rights and interests. There were, however, leaders who led with great wisdom. One of them was King Solomon.

Divide the class into groups. Each group reads a part of the story from beginning to end.

Distribute strips of paper on which the following sentences are written. The pupils put them in order on the board.

1. One day, two women came to him each wanting to be given custody of a baby.
2. “Honorable King, I beg you not to cut the baby. Just give the baby to the other woman.
3. King Solomon is known as a very wise and fair ruler.
4. King Solomon decided to give the baby to the woman who was willing to give up the baby.
5. “Each one of you will have half of the baby,” King Solomon said.

(Answers: 3, 1, 2, 5,4)

The students encircle the object pronouns in each of the sentences. (me, him, her, us, them, you)

#### **U. DISCUSSION**

Discuss the story guided by the following questions:

- a. Who are the characters in the story?
- b. Who is Solomon? Describe him.
- c. What are the two women arguing about? Compare the reaction of the two women.
4. How did King Solomon settle the argument?
5. Who of the two women do you think is the real mother? Why?
6. If you were the real mother, how would you react?
7. If you were King Solomon, how would you solve the problem?

#### **V. GENERALIZATION**

Tell the students that the judgment of Solomon happened in Biblical times. Imagine if the story happened today. Discuss the following questions with your seatmate. Be prepared to share your answers in class:

1. Where would the women bring their dispute?
2. Who would be the equivalent of King Solomon in today's setting?
3. Who dispenses justice in today's society?  
(Answer: Judge).
4. How should a judge decide a dispute?  
(Answer: Based on law and evidence)

Based on their answers, the students make a statement on the importance of having a judicial system.

#### **W. APPLICATION**

The pupils read the story and then answer the questions that follow:

Marcela lost her wallet in a classroom. A classmate told their teacher that it was Mario who got it because he was the seatmate of Marcela. Mario was sent to the Office of the Principal, who talked to him for a long time. Then the principal talked to his parents. After that, Mario was suspended for two days.

The teacher interviewed Marcela and Mario. She didn't believe at once that Mario stole it. She then asked Marcela to search her bag again. After searching her bag thoroughly, Marcela found her wallet. She mistakenly thought that she lost it.

1. Who lost a wallet?
2. Who reportedly got Marcela's wallet?
3. How did the teacher respond to the problem?
4. Did the teacher believe at once that Mario was the one who got Marcela's wallet? What did she do?
5. Was it fair that Mario was suspended? Why?

#### **X. ASSIGNMENT**

Search the Internet for news showing a person who abused his power and was punished by the law for doing so.

Read Sec 1 Art VII of the Philippine Constitution:  
 Judicial power includes the duty of the courts of justice to settle actual controversies involving rights which are legally demandable and enforceable, and to determine whether or not there has been a grave abuse of discretion amounting to lack or excess of jurisdiction on the part of any branch or instrumentality of the government.

How does this law apply to the news you have chosen?  
 Be prepared to talk about it next meeting.

**References**

*The Wisdom of Solomon*, an adaptation  
 Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.  
 Article 14, New Civil Code  
 Philippine Constitution. Sec. 1 Art VIII  
 Miranda, B. 2008. *English for You and Me 4*. Manila: Book Wise Publishing House, Inc. pp. 111-115.

**Materials**

Strips of paper with sentences

Rubric

<b>Evaluation Chart</b>				
<b>Criteria</b>	<b>Very Good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>
	<b>(10 pts)</b>	<b>(7-9 pts)</b>	<b>(4-6 pts)</b>	<b>(0-3 pts)</b>
Concept/ Idea development	Complete description of justice applied in a situation using object pronouns	Limited description of justice applied in a situation using object pronouns	Vague description of justice applied in a situation using a few object pronouns	Lacks description of justice applied in a situation without using object pronouns
Concept application	Clearly and completely determined whether or not justice was applied in Mario's case	Determined to a limited extent whether or not justice was applied in Mario's case	Lacks assurance in determining whether or not justice was applied in Mario's case	Unable to determine whether or not justice was applied in Mario's case
Total				
Final Mark				

## **APPENDIX**

### **Philippine Constitution. Sec. 1 Art VIII**

Judicial power includes the duty of the courts of justice to settle actual controversies involving rights which are legally demandable and enforceable, and to determine whether or not there has been a grave abuse of discretion amounting to lack or excess of jurisdiction on the part of any branch or instrumentality of the government.

### **THE WISDOM OF SOLOMON**

(An Adaptation)

King Solomon is known as a very wise and fair ruler. He always makes wise decisions regarding problems of his people.

One day, two women came to him arguing about a baby. Both women claimed to be the mother of the baby. Neither wanted to let go of the baby.

King Solomon thought for a while. Then he asked his soldiers to bring the baby to him and get a sword. Then he said, "Since both of you claim that the baby is yours, then let us cut the baby into two parts. Each one of you will have half of the baby. Perhaps both of you will be happy with this decision."

One of the women remained silent. The other woman cried and pleaded to King Solomon, "Honorable King, I beg you not to cut the baby. Just give the baby to the other woman".

After having heard that, King Solomon decided to give the baby to the woman who was willing to give up the baby.



**Antas:** Baitang 4  
**Asignatura:** GMRC / EKAWP  
**ARALIN / PAKSA:** Ang Pagkakapantay-pantay sa Harap ng Batas  
**Sesyon:** Dalawa  
**KAISIPAN:** Ang lahat ay pantay-pantay sa harap ng batas..

**MGA BATAYANG KASANAYAN SA PAGKATUTO**

Kapayapaan at katarungan: Disiplinang pansarili 1. Nakasusunod sa mga batas na ipinatutupad ng pamahalaang pambarangay

Lahat ay pantay-pantay sa harap ng batas.

Mahalagang sundin ang anumang batas upang magkaroon ng kaayusan sa lipunan.

<b>ANTAS I – INAASAHANG BUNGA</b>	
<b>PAMANTAYAN</b>	
Naipamamalas ng mag-aaral ang pag-unawa na ang batas ay dapat ipatupad ng walang pagtatangi o diskriminasyon.	
<b>KAKAILANGANING PAG-UNAWA</b>	<b>MAHAHALAGANG TANONG</b>
Naipamamalas ng mag-aaral ang pag-unawa na lahat ay pantay-pantay sa harap ng batas.	<ol style="list-style-type: none"> <li>1. Bakit mahalaga ang pagpapatupad ng batas ng walang pagtatangi o diskriminasyon?</li> <li>2. Bakit tayo dapat sumunod sa batas?</li> </ol>
<b>KAALAMAN</b>	<b>KASANAYAN/ KAKAYAHAN</b>
<i>Nauunawaan ng mga mag-aaral na . . .</i> <ol style="list-style-type: none"> <li>1. Kahangahanga ang mga taong nagpapatupad ng batas ng walang pagtatangi o diskriminasyon</li> <li>2. Dapat sumunod sa batas ang lahat.</li> </ol>	<i>Ang mag-aaral ay. . . .</i> <ol style="list-style-type: none"> <li>1. Nailalahad ang kahalagahan ng pagsunod sa mga umiiral na batas at alituntunin ng pamahalaan</li> <li>2. Naipaliliwanag kung bakit ang mga batas at tuntunin ay dapat ipatupad ng walang pagtatangi o diskriminasyon</li> </ol>
<b>ANTAS II - PAGTATAYA</b>	
<b>SA ANTAS PAGGANAP</b>	<b>SA ANTAS NG PAG-UNAWA</b>
Itanong sa mga bata:  Bakit kailangang ikaw ay sumunod sa batas?  Ilahad sa mga mag-aaral:  Ikaw ay naimbitahan sa isang handaan sa isang	Gawin ng mga mag-aaral ang sumusunod na pagsasanay:  Itanong sa mga mag-aaral: Sumusunod ka ba sa mga batas o tuntunin? May ilang batas na nakatala sa ibaba. Suriin ang sarili at lagyan ng tsek ang sagot mo.

malaking hotel. Napansin mo na nandoon din ang Mayor at mga konsehal ng bayan. Pagkatapos ng kainan, napansin mo na ang Mayor at mga konsehal ay naninigarilyo sa kanilang upuan. Bawal manigarilyo sa anumang pampublikong gusali.

Kanino mo dapat sabihin (Manager, Mayor, o isang nakatatandang empleyado ng hotel) na may naninigarilyo sa loob ng gusali gayong ipinagbabawal ito? Ipakita sa diyalogo ang magalang na pakikipag-usap. Isulat sa ibaba ang diyalogo:

Mag-aaral: \_\_\_\_\_  
 (Napiling kausap): \_\_\_\_\_  
 Mag-aaral: \_\_\_\_\_  
 (Napiling kausap): \_\_\_\_\_  
 Mag-aaral: \_\_\_\_\_  
 (Napiling kausap): \_\_\_\_\_

Gamitin ang Kraytirya sa Pagtataya para sa Pagtataya

Mga batas / tuntunin	Palagi	Kung Minsan	Hindi
“Pumila sa pagpasok “			
“Dito itapon ang nabubulok na basura”			
“Bawal pumitas ng bulaklak”			
“Bawal mag-ingay”			
“Huwag umapak sa damuhan”			
“Huwag magkalat sa kalye”			
“Tumawid sa tamang tawiran”			

### ANTAS III – PLANO SA PAGKATUTO

#### W. PANIMULANG GAWAIN

##### Pagganyak

Itanong sa mga mag-aaral ang mga sumusunod:

Nakaranas ka na bang tumawid sa kalye na may “traffic lights”?

Sumusunod ka ba sa batas trapiko?

Ano kaya ang mangyayari kung ang lahat ng mamamayan ditto sa Davao ay hindi sumunod sa batas trapiko?

Sa ating Saligang Batas, nasasaad sa Preamble ang pagkakapantay-pantay ng lahat ng Filipino sa ilalim ng batas. Ipaskil ang Preamble sa pisara (Tingnan sa Apendiks) . Basahin itong mga mag-aaral at salungguhitan ang mga salitang nagsasaad ng pagkakapantay-pantay sa ilalim ng batas.

#### X. PANLINANG NA GAWAIN

##### 14. Paglalahad

Tumawag ng tatlong mag-aaral upang isadula ang nakahandang dula-dulaan sa Apendiks. Bigyan ang tatlong mag-aaral ng dalawang minuto upang maghanda.

##### 15. Pagtatalakayan

Talakayin ang mga sumusunod na tanong:

Paano binati ni Gng. Espera ang guwardiya?  
Ano ang dahilan kung bakit nakatsinelas at walking shorts si Gng. Espera?  
Ano ang kanyang pakay?  
Ano ang sabi ng guwardiya?  
Ano naman ang hinihiling ni Gng. Espera?  
Ano ang desisyon ng guwardiya?  
Bakit babalik na lamang si Gng. Espera sa ibang araw?  
Ano ang masasabi mo tungkol sa guwardiya?  
Ano ang mangyayari kung walang susunod sa patakaran?

#### **Y. PAGLALAHAT**

Gabayan ang mga mag-aaral sa pagbuo ng konsepto sa pamamagitan ng mga sumusunod na tanong.

Mayroon bang batas na pangmayaman lamang? Pampulubi?  
Bakit mahalaga ang pagsunod ng lahat ng tao sa batas?

Ano ang dapat nating tandaan tungkol sa pagpapatupad ng batas?

Lahat ay pantay-pantay sa harap ng batas.  
Ang batas ay dapat ipatupad ng walang pagtatangi o diskriminasyon.  
Mahalagang sundin ang batas upang magkaroon ng kaayusan sa lipunan.

#### **Z. PAGLALAPAT**

Ilahad sa mga mag-aaral ang mga sumusunod:

Sa ating paaralan, dapat dumating sa tamang oras ang lahat.  
Upang maiwasan ang palagiang pagdating na huli sa klase, mayroon tayong patakaran na

“Ang mahuhuli sa klase ay ililipat sa panghapon na klase.”

Ano ang masasabi ninyo tungkol sa patakarang ito?  
Hayaang magbigay ng kuro-kuro ang mga mag-aaral.

Pagkatapos ay bigyang diin ang kahalagahan ng pagsunod sa patakaran:

Dapat dumating sa paaralan sa tamang oras. Ang dumarating ng maaga sa paaralan ay walang mintis at nakapag-aaral na mabuti.

#### **AA. TAKDANG ARALIN**

Tanungin ng mga mag-aaral ang isang pinuno sa barangay. Itanong kung ano-ano ang mga batas na ipinapatupad sa barangay. Pano ippinatutupad ang mga ito? Paano tinutupand ito ng mga mamamayan? Ilista ito at iulat sa klase.

#### **Mga Sanggunian**

Ruiz-Dimalanta, R. and Datinguinoo, A. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS) Project*. Manila.

<p>LIBERTAS. 2004.  Profile of the Filipino Stories of the Timeless Values, DECS,II pp.77-78  Batayang Aklat 4, pp. 150-151  Constitution Preamble</p>
<p><b>Mga Kakailanganing Kagamitan</b>  Mga paskil at mga babalang nakasulat sa plakard o kartolina</p>

**Rubrik**

<b>Kraytirya sa Pagtataya</b>				
<b>Kraytirya</b>	<b>Napakagaling</b>	<b>Magaling</b>	<b>Katamtaman ang Galing</b>	<b>Mahina</b>
	<b>(10 pts)</b>	<b>(7-9 pts)</b>	<b>(4-6 pts)</b>	<b>(0-3 pts)</b>
23. Ang diyalogo ay tungkol sa hindi pagtupag sa batas				
24. Magalang ang pakikipagusap ng mag-aaral, ayon sa diyalogo				
25. Angkop ang mga sagot ng mag-aaral sa sinasabi ng manager				
26. Ang diyalogo ay nagpapakita ng pagmamalasakit ng mag-aaral sa pagpapatupad ng batas				
Kalahatan				
Marka				

## APENDIKS

### 1986 Philippine Constitution

#### Preamble

We, the sovereign Filipino people, imploring the aid of Almighty God, in order to build a just and humane society, and establish a Government that shall embody our ideals and aspirations, promote the common good, conserve and develop our patrimony, and secure to ourselves and our posterity, the blessings of independence and democracy under the rule of law and a regime of truth, justice, freedom, love, equality, and peace, do ordain and promulgate this Constitution.

#### Dula-dulaan

##### Ang Panauhin

*(Senaryo:*

*Nais ni Gng. Espera na kausapin ang Kalihim kaya dumaan siya sa tanggapan. Dahil kagagaling niya sa palengke, siya ay naka tsinelas at walking shorts.*

*May patakarang ipinaiiral ang tanggapan. Bawal ang pumasok na naka-tsenilas at walking shorts maging ito ay bisita o empleyado.).*

Gng. Espera: Good morning, po. Nais ko sanang makausap ang Kalihim.

Guwardiya: Good morning po. Ginang, bawal pong pumasok ang naka-tsenilas at naka-walking shorts sa aming tanggapan, bisita man o empleyado. Yan po ay patakarang aming pinaiiral.

Gng. Espera: Ganon ba? Naku, galing kasi ako sa palengke at dumaan dito para di ko na sasadyain mamaya. Marami pa kasi akong gawain sa bahay. Gusto ko lang makausap ang Kalihim.

Guwardiya: Pasensiya na po kayo, hindi ho pwede dahil pinaiiral po naming ang aming patakaran ng walang pagtatangi kanino man

Gng. Espera: Kung gayon ay babalik na lamang ako sa ibang araw. At hindi na ako magtsi-tsinelas at walking shorts upang siguradong makausap ko ang Kalihim. Maraming Salamat sa iyo, mamang Guwardiya.

Guwardiya: Wala pong anuman. Mabuti nga po ang bumalik na lamang kayo.



**Antas:** Baitang 4  
**Asignatura:** Edukasyon sa Kagandahang Asal at Wastong Pag-uugali  
**ARALIN / PAKSA:** Pagpapahalaga sa Pambansang Kapakanan  
**Sesyon:** Dalawang Sesyon  
**KAISIPAN:** Tungkulin ng lingkod bayan na unahin ang kapakanan ng mamamayan.  
 Mahalagang italaga ang sarili para sa kapakanan ng pamayanan.

**MGA BATAYANG KASANAYAN SA PAGKATUTO**

Kapayapaan at katarungan: Disiplinang pansarili 1. Nakasusunod sa mga batas na ipinatutupad ng pamahalaang pambarangay

<b>ANTAS I – INAASAHANG BUNGA</b>	
<b>PAMANTAYAN</b>  Naipamamalas ng mag-aaral ang pag-unawa sa pagtatalaga ng sarili para sa kapakanan ng pamayanan.	
<b>KAKAILANGANING PAG-UNAWA</b>  Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng paglilingkod sa pamayanan.	<b>MAHAHALAGANG TANONG</b>  1. Paano maipakikita ang pagpapahalaga sa pamayanan? 2. Bakit natin kailangang pahalagahan ang ating pamayanan?
<b>KAALAMAN</b>  <i>Nauunawaan ng mga mag-aaral na . . .</i>  Ang tunay na naglilingkod sa bayan ay pinahalagahan ang pamayanan bago ang sariling kapakanan.	<b>KASANAYAN/ KAKAYAHAN</b>  <i>Ang mag-aaral ay. . .</i>  1. Naipaliliwanag ang kahalagahan ng isang Lingkod Bayan. 2. Nailalahad ang kahalagahan ng pagtatalaga sa sarili para maglingkod sa pamayanan.
<b>ANTAS II - PAGTATAYA</b>	
<b>SA ANTAS PAGGANAP</b>  Gawin ng mga mag-aaral ang sumusunod:  Lagyan ng tsek ang iyong gagawin upang makatulong sa <i>Operasyon Linis</i> ng inyong pamayanan.  ___1. Maglalaan ako ng oras tuwing Sabado at Linggo upang maglinis sa tapat ng bahay namin. ___2. Ipag-uutos ko sa nakababatang kapatid ang paggawa ng gawaing inatas sa akin ng <i>Operasyon: Linis Committee</i> .	<b>SA ANTAS NG PAG-UNAWA</b>  Gawin ng mga mag-aaral ang sumusunod na pagsasanay:  Lagyan ng (v) tsek ng mag-aaral ang bawat patlang kung ang pangungusap ay mahalagang ambag ng isang Lingkod Bayan at (X) ekis kung hindi.  ___ 1. Tahimik at maayos ang pamayanan ___ 2. Marunong bumasa at sumulat ang mga mag-aaral ___ 3. Marumi ang kapaligiran

<p>___3. Imumungkahi ko sa mga nanunungkulan ang pagbuo ng <i>Batang Brigada sa Kalinisan</i>.</p> <p>___4. Gagawin ko ang pagbubukod-bukod ng basura sa bahay.</p> <p>___5. Hahayaan ko na lang na may dumaang basurero upang kumuha ng basura namin.</p> <p>Mamili ng kapareha at gumawa ngdula-dulaan na nagpapakita ng isa sa mga Gawain.</p> <p>Gamitin ang Kraytirya sa Pagtataya para sa Pagtataya</p>	<p>_____ 4. Malulusog ang mga mamamayan</p> <p>_____ 5. Disiplinado ang lahat ng tao</p> <p>_____ 6. Sira-sira ang mga kalye</p> <p>(Inaasahang sagot: (1) √ (2) x (3) x (4) √ (5) √ (6) x)</p>
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### ANTAS III – PLANO SA PAGKATUTO

#### MGA PLANO SA PAGKATUTO

#### BB. PANIMULANG GAWAIN

##### Pagganyak

Pag-uusapan ng mga mag-aaral ang mga larawan na nagpapakita ng paglilinis ng paaralan. Talakayin ang mga ito.

Sino-sino ang nasa larawan?  
 Ano ang kanilang ginagawa?  
 Saan kaya ito nangyari?  
 Kung ikaw ay isa sa kanila, gagawin mo ba ang mga ginagawa nila? Ipaliwanag ang iyong sagot.

#### CC. PANLINANG NA GAWAIN

##### 16. Paglalahad

Tumawag ng isang mag-aaral na magbibigay- ulat tungkol sa *Operasyon: Alis Sakit* (Tingnan ang Apendiks).

Bilugan ang bilang ng mga bagay na dapat ginagawa ng isang Lingkod Bayan:

1. Simpleng pamumuhay
2. Agad binibigyan pansin ang nangangailangan ng tulong
3. May pag-iisip na “Ako muna, bago kayo”
4. May pag-iisip na “Sige po, kayo ang mauna”

Itama ang mga maling sagot ng mga mag-aaral at ipaliwanag kung bakit ito mali.

##### 17. Pagtatalakayan

Sagutin ng mga mag-aaral ang mga sumusunod na tanong:

Tungkol saan ang nakapaskil?  
Anong proyekto ang inilunsad ng punong-guro?  
Bakit niya ito inilunsad?  
Sino-sino ang tumulong sa proyektong ito?  
Paano nila isinagawa ito?  
Nagtagumpay ba sila? Patunayan.  
Bilang isang mag-aaral, paano ka makatutulong sa proyektong nabanggit?

Itala sa pisara ang sagot ng mga mag-aaral.

Itanong muli:

Sino ang nagpasimula sa proyekto?  
Ano ang kanyang katungkulan?  
Bakit mahalaga ang tungkuling ginagampanan ng mga Lingkod Bayan?

Ipaliwanag ang kahalagahan ng pagpapahalaga sa pamayanan bago ang sariling kapakanan

#### **DD. PAGLALAHAT**

Ipaskil ang tatlong putol ng kartolina na nakasulat ang sumusunod:

Ang Lingkod Bayan, dapat

Ipinagpapaliban ang pansariling  
kapakanan

Upang matugunan ang kapakanan ng  
mamamayan

Pag-aralang mabuti ang mga salitang nakasulat.

Pagdugtong-dugtongin ang mga ito upang makabuo ng isang kaisipan bilang sagot sa mga sumusunod na tanong:

Ano ang katangian ng punong-guro ng San Luis bilang isang Lingkod Bayan?  
Ano ang dapat gawin ng isang opisyal pampubliko tulad ng punong-guro sa paaralan ng San Luis upang maipakita niya ang pagpapahalaga sa kapakanan ng mamamayan?

#### **EE. PAGLALAPAT**

Lutasin ng mga mag-aaral ang mga sumusunod na senaryo:

1. Nakita mong marumi ang inyong bahay . Hihintayin mo pa bang utusan ka ng nanay mo na maglinis? Ipaliwanag ang sagot.
2. Pagdating sa paaralan, dali-daling nagwalis ng silid-aralan si Lito. Anong uri ng mag-aaral si Lito? Ipaliwanag ang sagot.

#### **FF. TAKDANG ARALIN**

Gumupit ang mga mag-aaral sa pahayagan ng larawan na nagpapakita ng mga mamamayan na nagmamalasakit sa pamayanan. Magsulat ng tatlong pangungusap na naglalarawan sa ginagawa ng mga tao sa larawan.

**Mga Sanggunian**

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project. Constitution, Art. XI, sec. 1.

**Section 1.** Public office is a public trust. Public officers and employees must, at all times, be accountable to the people, serve them with utmost responsibility, integrity, loyalty, and efficiency; act with patriotism and justice, and lead modest lives.

PELC 1.1. p.28

Isang balita sa pahayagan ukol sa paglaganap ng sakit

**Mga Kakailanganing Kagamitan**

Isang paskil tungkol sa *Operasyon: Alis Sakit*

Larawan ng mga mag-aaral na tumutulong sa paglilinis ng paaralan

**Rubrik**

<b>Kraytirya sa Pagtataya</b>				
<b>Kraytirya</b>	<b>Napakagaling</b>	<b>Magaling</b>	<b>Katamtaman ang Galing</b>	<b>Mahina</b>
	<b>(10 pts)</b>	<b>(7-9 pts)</b>	<b>(4-6 pts)</b>	<b>(0-3 pts)</b>
27. Ang halimbawa ay nagpapakita kung paano makatutulong sa <i>Operasyong Linis</i> ng pamayanan.				
28. Ang dula-dulaan ay angkop sa tema.				
29. Maayos at ayon sa tamang oras ang dula-dulaan.				
30. Maliwanag ang diyalogo at angkop ang mga pagganap.				
Kalahatan				
Marka				



## Babasahin

### Operasyon: Alis Sakit!

Maagang pumasok si Genie sa paaralan ng araw na iyon. Napansin niya ang isang paskil sa may pintuan ng paaralan. Binasa niya ito:

Napag-alaman na ang sanhi ng pagdami ng bilang ng mga batang lumiliban ay ang pagkalat ng sakit at ang maruming paligid. Nagkalat din ang mga basura dito.

Dahil dito, inilulunsad ng bagong punong-guro ng paaralang San Luis ang proyektong “Operasyon: Alis Sakit!”

Bilang pangulo ng kanilang pangkat, pinulong ni Genie ang kanyang mga kamag-aral. Pinag-usapan nila kung paano sila makatutulong sa “Operasyon: Alis Sakit!” ng bagong punong-guro. Nakabuo sila ng plano.

Kinabukasan, sama-samang naglinis ang mga mag-aaral, guro at dyanitor ng paaralan. Ang palikuran at silid-aralan ay binomba ng gamot para mapuksa ang mga lamok at langaw sa paligid. Ang mga basura ay inilagay sa sako at ipinahakot sa trak ng basura. Nagtanim sila ng mga puno at halaman sa paligid.

Simula noon, iniwasan na ng mga mag-aaral na magkalat ng basura. Bawat mag-aaral ay nagdala ng sapat na plastic at doon inipon ang kanilang basura.

Sa ngayon, malinis na malinis na ang paligid. Ang mga mag-aaral ay pumapasok na sa paaralan. Wala nang nagkakasakit sa kanila.

“Salamat sa pakikiisa ng mga mag-aaral, guro, dyanitor at mga magulang sa paaralan. Tagumpay ang ating proyekto,” wika ng punong-guro.

Tuwang-tuwa ang lahat sa tagumpay ng kanilang proyekto.

**Antas:** Baitang 3  
**Asignatura:** Sibika at Kultura  
**ARALIN / PAKSA:** Tungkulin at pananagutan sa pagpapanatili ng sariling kultura  
**Sesyon:** Dalawang Sesyon  
**KAISIPAN:** Bawa't nilalang ay may tungkulin at pananagutan sa pagpapanatili ng sariling kultura.

**MGA BATAYANG KASANAYAN SA PAGKATUTO**

IV A3: Natatalakay ang tungkulin at pananagutan ng mamamayan sa pagpapanatili ng sariling kultura.  
 IV B4: Naisasagawa ang makakayanan sa pagpapanatili at pagpapaunlad ng sariling kultura.

<b>ANTAS I – INAASAHANG BUNGA</b>	
<b>PAMANTAYAN</b>	
Naipamamalas ng mag-aaral ang pag-unawa sa tungkulin at pananagutan ng mamamayan sa pagpapanatili ng sariling kultura	
<b>KAKAILANGANING PAG-UNAWA</b>	<b>MAHAHALAGANG TANONG</b>
Naipamamalas ng mag-aaral ang pag-unawa na ang pagpapanatili ng sariling kultura ay nakasalalay sa mga mamamayan.	1. Bakit mahalagang panatilihin ang sariling kultura? 2. Paano maipakikita ng mga bata ang mga tungkulin at pananagutan sa pagpapanatili ng sariling kultura ?
<b>KAALAMAN</b>	<b>KASANAYAN/ KAKAYAHAN</b>
<i>Nauunawaan ng mga mag-aaral na . . .</i>  Ang mabuting bata ay ginagampanan ang tungkulin at pananagutan sa pagpapanatili ng sariling kultura.	<i>Ang mag-aaral ay. . .</i>  1. Natatalakay ang tungkulin at pananagutan ng isang mabuting mamamayan sa pagpapanatili ng sariling kultura. 2. Natutukoy na gampanan nang malugod ang mga tungkulin at pananagutan sa pagpapanatili ng kulturang Pilipino.
<b>ANTAS II - PAGTATAYA</b>	
<b>SA ANTAS PAGGANAP</b>	<b>SA ANTAS NG PAG-UNAWA</b>
Ano ang katumbas na tungkulin ng mga karapatan sa unang hanay?  Isulat ng mga mag-aaral ang sagot sa tabi ng larawan sa ikalawang hanay. Isagawa ito hanggang sa huling larawan sa paskilan.	Gawin ng mga mag-aaral ang sumusunod na pagsasanay:  Lagyan ng tsek (V) kung tama ang isinasaad ng bawat bilang at ekis (X) kung hindi.

<p>Itanong sa mga mag-aaral: Kung tinatamasa ang mga karapatan at ginagampanan ang mga tungkulin, mapapanatili o mapapaunlad ba ang kulturang Pilipino? Paano?</p> <p>Ipakitang muli ang mga larawan sa Apendiks. Itanong: May kaugnayan ba ang mga nakasaad sa larawan sa pagpapanatili at pag-unlad ng kultura? Ipaliwanag kung bakit at paano.</p> <p>Paano tayo magkakaroon ng mapayapa at magandang pakikipag-ugnayan kung ginagampanan natin ang ating tungkulin?</p> <p>Magbuo ng anim na pangkat. Batay sa mga sagot ng mga bata, gumawa sila ng poster na nagpapakita ng karapatan at pananagutan ng mga bata. Maari nilang iguhit ang mga larawan o gumupit sa dyaryo.</p> <p>Gamitin ang Kraytirya sa Pagtataya para sa Pagtataya</p>	<ol style="list-style-type: none"> <li>1. May katumbas na tungkulin ang bawat karapatan.</li> <li>2. Ang pamahalaan at mamamayan ay kapwa may tungkuling paunlarin ang kultura ng bansa.</li> <li>3. Makatutulong sa pagpapayaman ng kultura ang pangongopya sa gawa ng iba.</li> <li>4. Mapauunlad ang kultura sa pamamagitan ng pagsali sa mga karapat-dapat na samahan.</li> <li>5. Pagtulong sa pagpapalaganap ng kulturang Pilipino ang pagtangkilik sa gawang Pilipino.</li> </ol> <p>(Inaasahang sagot: (1) √ (2) √ (3) x (4) √ (5) x)</p>
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### ANTAS III – PLANO SA PAGKATUTO

#### MGA PLANO SA PAGKATUTO

#### GG. PANIMULANG GAWAIN

##### Pagganyak

Itanong sa mga mag-aaral:

Ano-ano ang mga kaugalian sa paaralan at pamayanan na nagpapakita ng kulturang Pilipino?

Isulat ang mga sagot sa pisara

#### HH. PANLINANG NA GAWAIN

##### 18. Paglalahad

Ipakita sa mga mag-aaral ang mga larawan sa Apendiks:

mga batang nakikiprosesyon  
mga batang nanonood ng parada sa kapiyestahan  
mga batang sumasamba  
batang nagbabalagtas sa entablado (pagsasalita sa sariling wika)

Itanong sa mga mag-aaral:

Tungkol saan ang mga larawan?  
Alin sa mga nakalarawan ang ginagawa ninyo?

Sabihin sa mga mag-aaral:

Ang mga ito ang tungkulin at pananagutan sa pagpapanatili ng sariling kultura.

### 19. Pagtatalakayan

Isa-isang ipaskil ang mga larawan. Sa tabi ng bawa't larawan, isusulat ng mga mag-aaral kung ano ang gagawin upang mapangalagaan nila ang sariling kultura ayon sa nakalarawan.

## II. PAGLALAHAT

Gabayan ang mga mag-aaral na mabuo ang sumusunod na kaisipan.

1. May mga tungkuling dapat gampanan ang bawa't mamamayan upang mapaunlad ang kulturang Pilipino.
3. Tungkulin ng bawa't isa na pangalagaan at paunlarin ang kanilang minanang kultura.

## JJ. PAGLALAPAT

Sa paanong paraan nakatutulong ang mga sumusunod na tungkulin sa pagpapanatili at pagpapaunlad ng kulturang Pilipino?

Magkaroon ng palabunutan ang tatlong pangkat ng mag-aaral upang masagot ang huling tanong.

1. Pangangalaga ng makasaysayang pook
2. Pakikiisa sa programa sa pagtaguyod ng kultura
3. Paghikayat sa kapwa sa pagsunod sa mga batas at tuntunin

Sagutin ng bawa't pangkat ang tanong ayon sa nabunot na tungkulin.

## KK. TAKDANG ARALIN

Sumulat ang mga mag-aaral ng isang maikling talata tungkol sa mga tungkuling kanilang ginagampanan tungo sa mapayapang pakikipag-ugnayan para sa pagpapanatili o pagpapaunlad ng kultura.

Tawagin ang sanaysay na "Mga Tungkuling Angkop sa Mapayapang Pakikipag-ugnayan para sa Kultura"

### Mga Sanggunian

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project. Constitution, Art. XIV, sec. 14 and 17

### Mga Kakailanganing Kagamitan

Mga larawan ng ilang karapatan at tungkulin

**Rubrik**

<b>Kraytirya sa Pagtataya</b>				
<b>Kraytirya</b>	<b>Napakagaling</b>	<b>Magaling</b>	<b>Katamtama n ang Galing</b>	<b>Mahina</b>
	<b>(10 pts)</b>	<b>(7-9 pts)</b>	<b>(4-6 pts)</b>	<b>(0-3 pts)</b>
1. Ang poster ay nagpapakita ng karapatan at pananagutan ng mga bata.				
2. Ang mga larawan ay angkop sa tema ng poster.				
3. Inilalarawan ng poster and mga sagot ng mag-aaral sa talakayan tungkol sa pagkakaroon ng mapayapa at magandang pakikipag-ugnayan kung ginagampanan natin ang ating tungkulin at kung tinatamasa natin ang ating mga karapatan.				
4. Sa kabuuan, maganda at nakatatagwag pansin ang poster.				
Kalahatan				
Marka				

## **APENDIKS**

**Section 11.** The State values the dignity of every human person and guarantees full respect for human rights.

### **THE 1987 CONSTITUTION OF THE REPUBLIC OF THE PHILIPPINES**

#### **ARTICLE XIV EDUCATION, SCIENCE AND TECHNOLOGY, ARTS, CULTURE AND SPORTS**

##### ***ARTS AND CULTURE***

Section 14. The State shall foster the preservation, enrichment, and dynamic evolution of a Filipino national culture based on the principle of unity in diversity in a climate of free artistic and intellectual expression.

Section 17. The State shall recognize, respect, and protect the rights of indigenous cultural communities to preserve and develop their cultures, traditions, and institutions. It shall consider these rights in the formulation of national plans and policies.

#### **REPUBLIC ACT NO. 8371**

**AN ACT TO RECOGNIZE, PROTECT AND PROMOTE THE RIGHTS OF INDIGENOUS CULTURAL COMMUNITIES/INDIGENOUS PEOPLE, CREATING A NATIONAL COMMISSION OF INDIGENOUS PEOPLE, ESTABLISHING IMPLEMENTING MECHANISMS, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES.**

#### **CHAPTER I GENERAL PROVISIONS**

Section 1. *Short Title.*- This Act shall be known as "*The Indigenous Peoples Rights Act of 1997.*"

Sec. 2. *Declaration of State Policies.*- The State shall recognize and promote all the rights of Indigenous Cultural Communities/Indigenous Peoples (ICCs/IPs) hereunder enumerated within the framework of the Constitution:

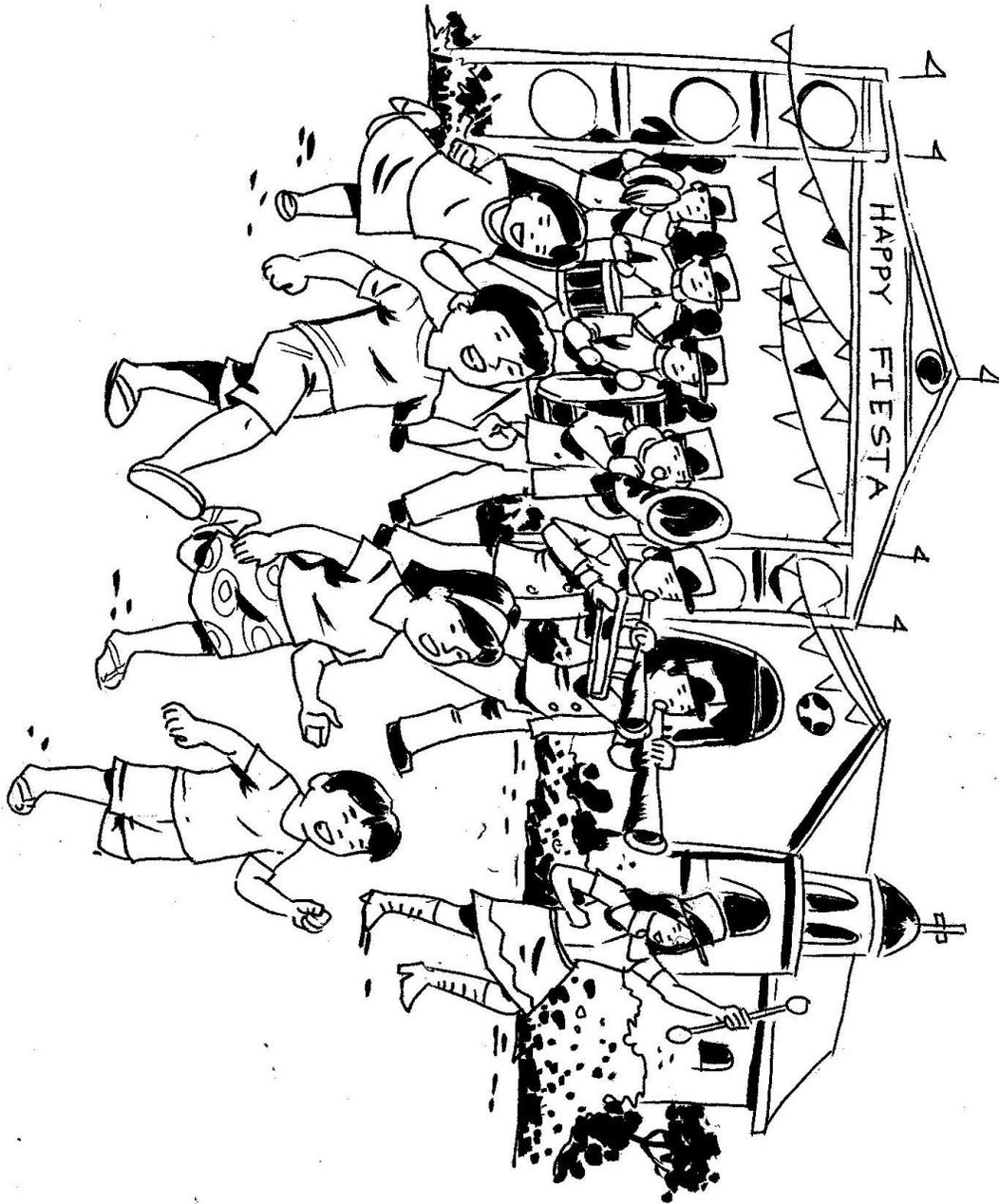
- a) The State shall recognize and promote the rights of ICCs/IPs within the framework of national unity and development;
- b) The State shall protect the rights of ICCs/IPs to their ancestral domains to ensure their economic, social and cultural well being and shall recognize the applicability of customary laws governing property rights or relations in determining the ownership and extent of ancestral domain;
- c) The State shall recognize, respect and protect the rights of ICCs/IPs to preserve and develop their cultures, traditions and institutions. It shall consider these rights in the formulation of national laws and policies;
- d) The State shall guarantee that members of the ICCs/IPs regardless of sex, shall equally enjoy the full measure of human rights and freedoms without distinctions or discriminations;

e) The State shall take measures, with the participation of the ICCs/IPs concerned, to protect their rights and guarantee respect for their cultural integrity, and to ensure that members of the ICCs/IPs benefit on an equal footing from the rights and opportunities which national laws and regulations grant to other members of the population and

f) The State recognizes its obligations to respond to the strong expression of the ICCs/IPs for cultural integrity by assuring maximum ICC/IP participation in the direction of education, health, as well as other services of ICCs/IPs, in order to render such services more responsive to the needs and desires of these communities.

Towards these ends, the State shall institute and establish the necessary mechanisms to enforce and guarantee the realization of these rights, taking into consideration their customs, traditions, values, beliefs, their rights to their ancestral domains.

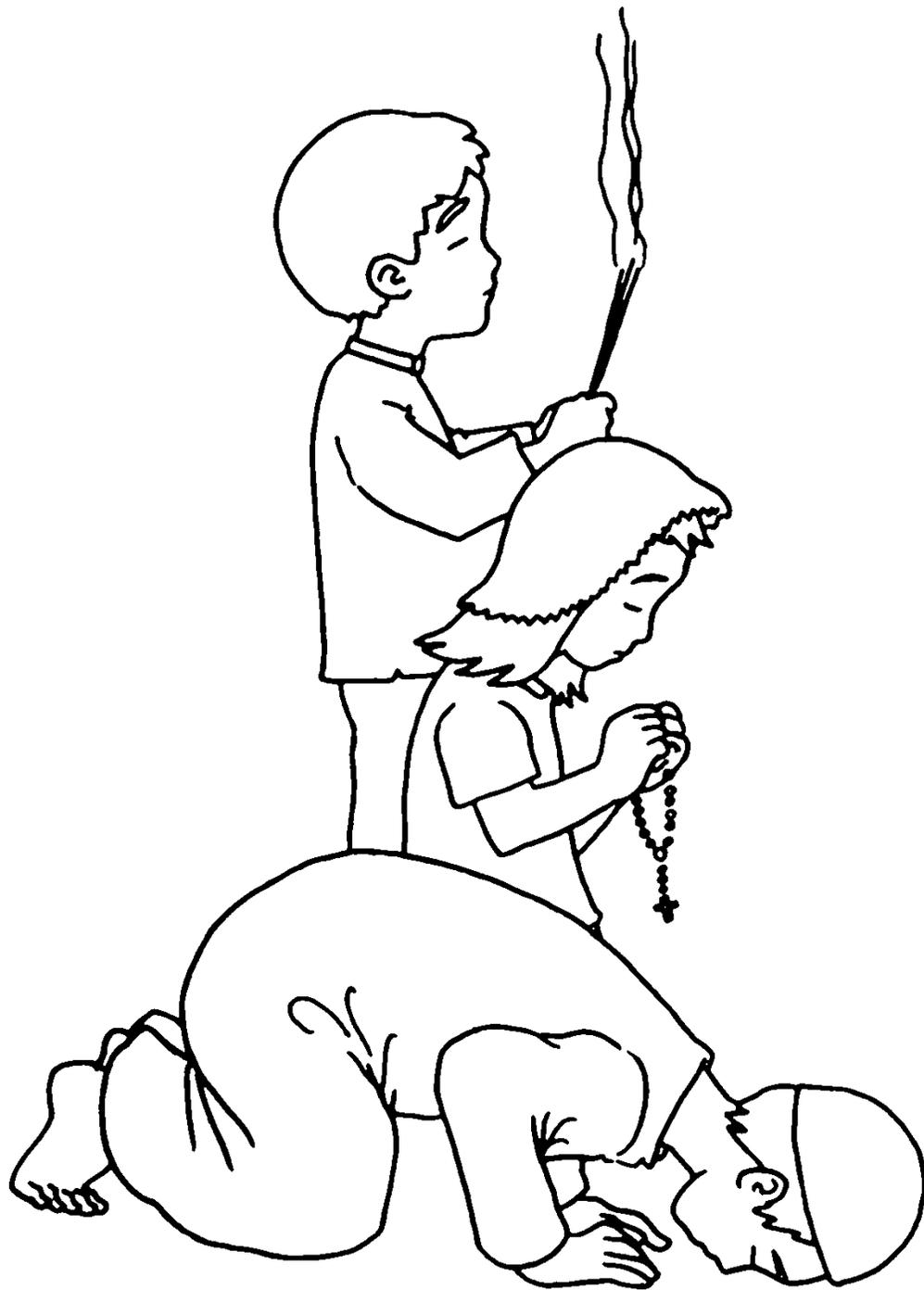
**APENDIKS**



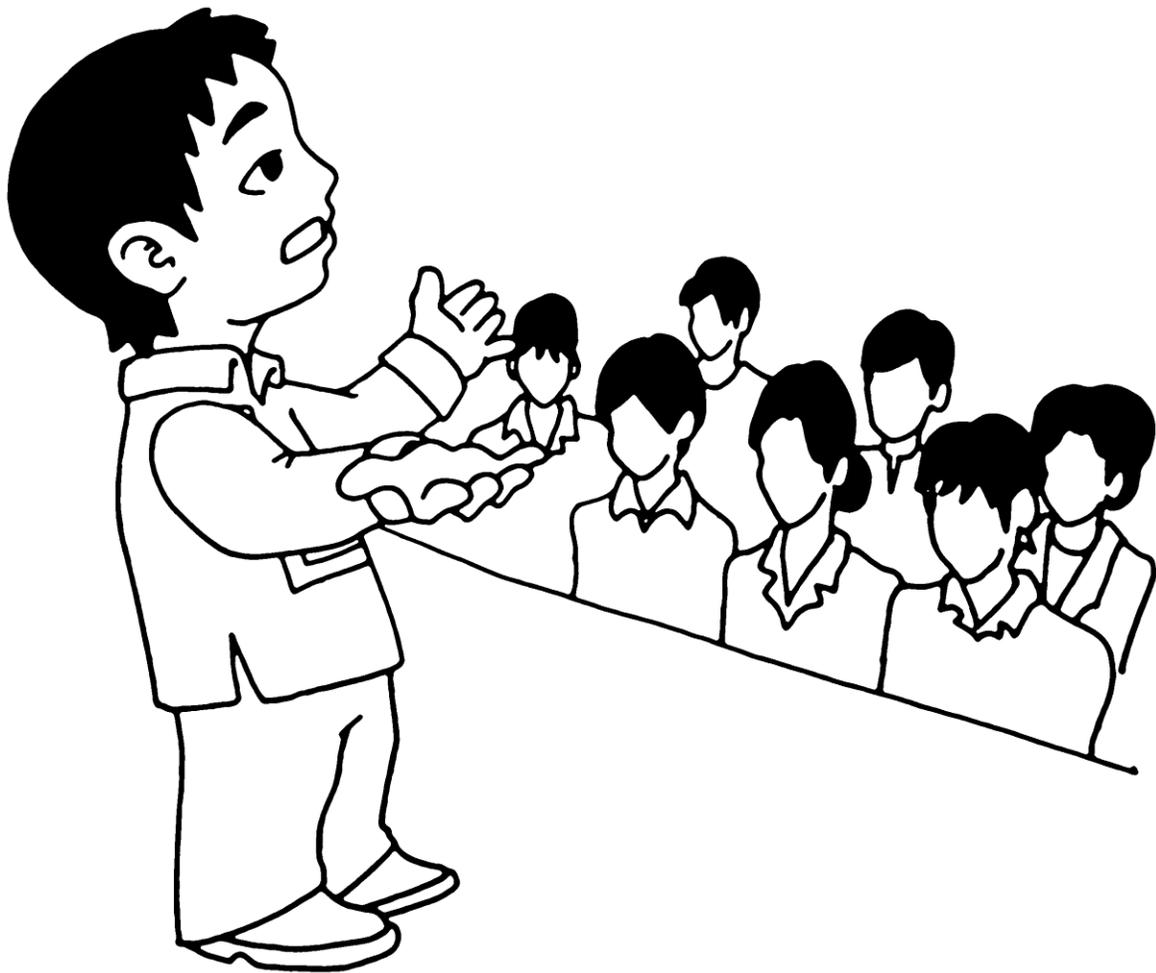
***Mga Batang Nakikiprosesyon***



***Mga Batang Nanonood ng Parada sa Kapiyestahan***



***Mga Batang Sumasamba***



***Nagbabalagtas sa Entablado***

**Antas:** Baitang 4  
**Asignatura:** HEKASI  
**ARALIN / PAKSA:** Mabuting Pagbabago, Isulong Mo  
**Sesyon:** Dalawa  
**KAISIPAN:** Tungkulin ng estado na mapabuti ang pangkalahatang kapakanan ng mga mamamayan

**MGA BATAYANG KASANAYAN SA PAGKATUTO**

III C 5.2 Mga Pagbabagong Naganap sa kulturang Pilipino dahil sa pagsakop ng Estados Unidos.

<b>ANTAS I – INAASAHANG BUNGA</b>	
<b>PAMANTAYAN</b>	
Naipamamalas ng mag-aaral ang pag-unawa sa ilang mga batas na ipinatupad ng mga Amerikanong mananakop na pinagtibay ng ating Saligang Batas at ipinaiiral hanggang ngayon	
<b>KAKAILANGANING PAG-UNAWA</b>	<b>MAHAHALAGANG TANONG</b>
Naipamamalas ng mag-aaral ang pag-unawa sa ilang batas na namana natin sa Amerikanong mananakop	<ol style="list-style-type: none"> <li>1. Bakit pinagtibay ng ating Saligang Batas at ipinaiiral hanggang ngayon ang ilang batas na ipinairal ng Amerikanong mananakop</li> <li>2. Paano nabago ng Amerikanong mananakop ang ilang aspeto ng Pilipinong pamumuhay ?</li> </ol>
<b>KAALAMAN</b>	<b>KASANAYAN/ KAKAYAHAN</b>
<i>Nauunawaan ng mga mag-aaral na . . .</i> <ol style="list-style-type: none"> <li>1. May mga mabubuti at di-mabubuting epekto sa Pilipinong pamumuhay ang Amerikanong mananakop</li> <li>2. May ilang batas na ipinairal ng Amerikanong mananakop na pinagtibay ng ating Saligang Batas at ipinaiiral hanggang ngayon</li> </ol>	<i>Ang mag-aaral ay. . .</i> <ol style="list-style-type: none"> <li>1. Naiisa-isa ang mga pagbabagong naganap sa kulturang Pilipino na dulot ng pagsakop ng Estados Unidos</li> <li>2. Naitatala ang mga halimbawa ng mga mabubuti at di mabubuting pagbabago</li> <li>3. Naipaliliwanag kung paano umiiral ang mga pagbabagong ito hanggang sa kasalukuyan</li> </ol>

**ANTAS II - PAGTATAYA**

**SA ANTAS PAGGANAP**

Ang mga batas na ipinatupad ng mga Amerikano sa ating bansa na ipinatutupad pa rin sa ating bansa sa pamamagitan ng pagtibay nito sa ating Saligang Batas hanggang ngayon ay:

1. Ang pagiging demokratikong republika ng Pilipinas (Art. II, sec. 1)
2. Karapatang bumoto (Art. V, sec. 1)
3. Libreng pagpapaaral sa pambulikong paaralang elementary at hayskul (Art. XIV, sec. 2 (2))

Magbuo ng tatlong pangkat. Ang bawat isa ay bibigyan ng isa sa mga batas na nabanggit. Gagawa sila ng poster na nagpapakita kung paano pinaiiral ng ating bansa ang naturang batas. Isulat ang batas sa poster at lagyan ito ng mga guhit o larawan.

Gamitin ang Kraytirya sa Pagtataya para sa Pagtataya

**SA ANTAS NG PAG-UNAWA**

Gawin ng mga mag-aaral ang sumusunod na pagsasanay:

Isulat ang mga pagbabago sa pamumuhay ng mga Pilipino na naganap nang sakupin ng Amerikano ang Pilipinas sa naaangkop na kolum ng mga larawan sa ibaba.

Pagbabago sa:

- A. Relihiyong protestante
- B. Kalayaan sa pagboto
- C. Kalayaan sa pagpapahayag ng damdamin
- D. Paggamit ng Wikang Ingles
- E. Demokratikong Pamahalaan
- F. Kalinisan at kaayusan ng paligid

<b>Larangan</b>	<b>Pagbabago</b>
Edukasyon	
Pamahalaan	
Kalusugan/Kapaligiran	
Pagboto	
Libangan at Kaugalian	
Relihiyon	



Magbuo ng apat na pangkat. Ipakita ang mga larawan na nagpapakita ng ilang pagbabago sa pamumuhay ng mga Pilipino:

Pastor na nangangaral (Protestante)	Mga taong bumoboto	Mga mag-aaral sa isang silid-aralan	Nars at doctor na may pasyenteng bata mag-aaral
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Magbigay ang mga mag-aaral ng ilang pangungusap tungkol sa mga larawan. Itala ito sa pisara.

### 21. Pagtatalakayan

Talakayin ang mga sumusunod:

Ano ang ipinahihiwatig ng bawat larawan?

Ano ang ginagawa ng mga tao sa larawan?

Anong okasyon o gawain ang ipinahihiwatig ng bawat larawan?

Anong bansa ang nagdala sa atin ng mga bagay o gawaing nasa larawan?

Ano-anong mga pagbabago sa ating pamumuhay ang epekto ng pagsakop ng mga Amerikano?  
Gamiting ang Talaan sa ibaba:

Alam	Nais Malaman	Nalaman
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

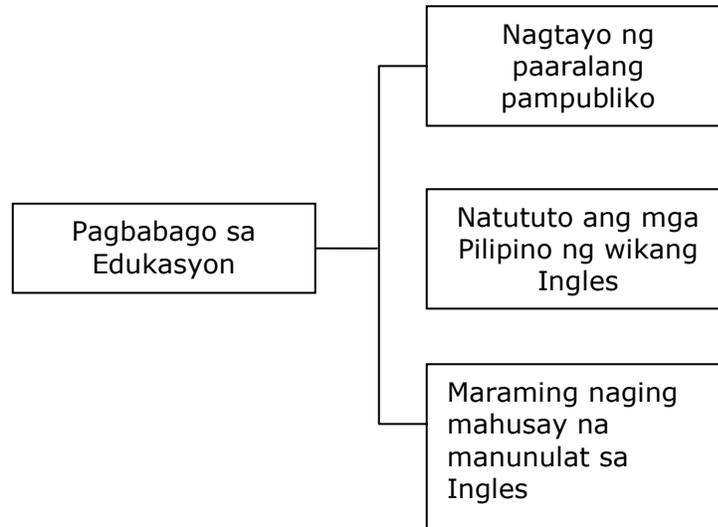
Talakayin ang mga sagot. Pagkatapos ay basahin ng mga mag-aaral ang mga talatang *Ang Mga Amerikano* (tingnan sa Apendiks) tungkol sa mga pagbabago sa iba't-ibang larangan ng buhay ng Pilipino.

Sa pisara, magsulat ang mga mag-aaral ng mga tanong tungkol sa babasahin. Pagkatapos ay gamitin ang mga ito sa pagtatalakayan tungkol sa babasahin.

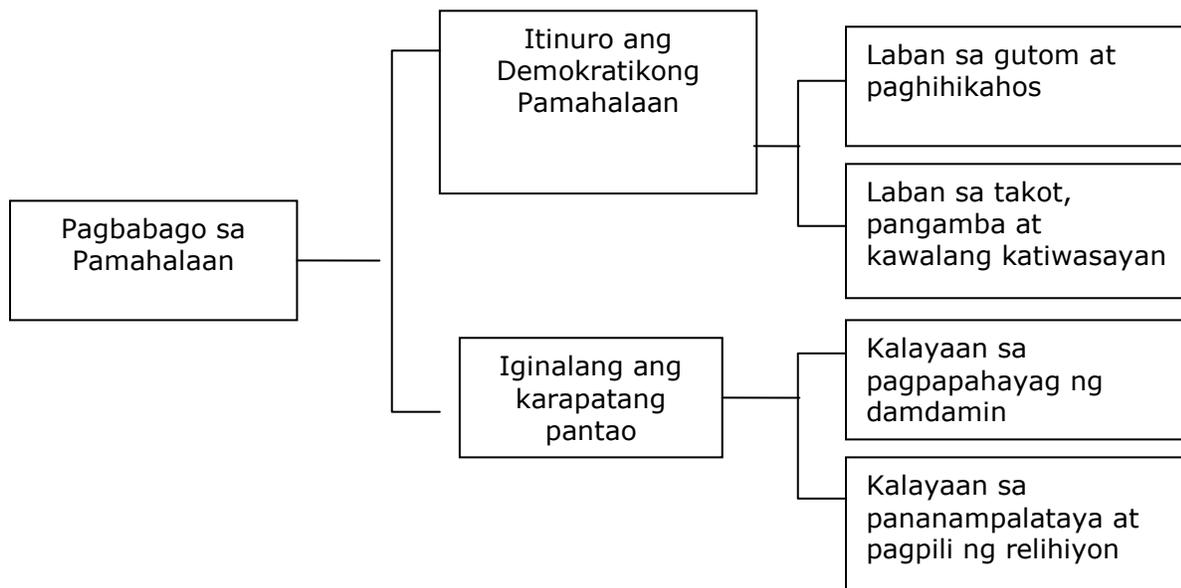
### NN. PAGLALAHAT

Pangkatin ang mga mag-aaral sa anim. Gamitin nila ang *graphic organizer* sa ibaba upang maitala ang mga pagbabago. Magbigay sila ng halimbawa at iulat ang mga talang nakalap.

Unang Pangkat



Ikalawang Pangkat



Ipaliwanag ang ilan sa mga hindi magandang pagbabago sa ating pamumuhay bunga ng pagsakop ng mga Amerikano:

1. Nahilig tayong bumili at gumamit ng mga produktong Amerikano sa halip na produktong Pilipino
2. May mga Pilipinong kagawian na napalitan na ng mga banyagang kagawian katulad pagsasabi ng "Hi" or "Hello" sa halip na pagmamano
3. Ang mga pagkaing Pilipino katulad ng bibingka at suman ay hindi na nakahiligan ng mga Pilipino. Sa halip ay nahihilig ito sa pagkain ng bayagang 'hotdog' at 'hamburgers'
4. Gumagaya tayo sa mga banyaga sa ating pananamit kahit na hindi angkop sa klima sa ating bansa.
5. Kung minsan, ang ating pag-iisip ay nakatuon sa pansariling kagalingan sa halip ng kagalingan ng ating

pamilya, komunidad o bansa.

(Ito ay halaw sa *The Philippines During the American Period* ni Marilyn B. Balagbag  
<http://www.scribd.com/doc/27594134/The-Philippines-During-the-American-Period>

Maaaring i-download ng mga guro ang Power Point presentation at ipakita sa mga mag-aaral. Ito ay nasa wikang Ingles)

Hikayating magbigay ng kuro-kuro ang mga magaaral hinggil sa mga naturang hindi magandang pagbabago sa ating pamumuhay bunga ng pagsakop ng mga Amerikano. Maaari din silang magbigay ng iba pang halimbawa.

#### **OO. PAGLALAPAT**

Gabayan ang mga mag-aaral upang makabuo ng kaisipan tungkol sa pagbabagong dulot ng pananakop. Gamitin ang mga tanong sa ibaba:

Nakabubuti ba sa Pilipinas at mga mamamayan nito ang mga pagbabago na dulot ng mga Amerikano? Sa paanong paraan?

#### **PP. TAKDANG ARALIN**

Gumupit ng larawan na nagpapakita ng mga banyagang impluwensiya sa Pilipinong pamumuhay. Ilagay ito sa bond paper at isulat ang inyong paliwanag kung paano nito nabago ang Pilipinong pamumuhay.

#### **Mga Sanggunian**

Anda, M., Battad, T., Capina, E. Goloso, R., Dimayuga, T., Menardo, O. Milambiling, R., 1995. mga Amerikano. *Sibika at Kultura 3 Pilipinas Bansang Marangal*. Quezon City: Vibal Publishing House Inc. pp. 128 to 130

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)* Manila. LIBERTAS Project. Constitution, Preamble; Art. II, sec. 1; Art. V, sec. 1; Art. XIV, sec. 2 (2)

PELC III c.5.2 dd.

De Lara, R. \_\_\_\_\_. *Ang Mayamang Pilipinas* \_\_\_\_\_ p.187-189

#### **Mga Kakailanganing Kagamitan**

Mga larawan, mga plaskard, mga istrip ng kartolina, *graphic organizer*

**Rubrik**

<b>Kraytiya sa Pagtataya</b>				
<b>Kraytiya</b>	<b>Napakagaling</b>	<b>Magaling</b>	<b>Katamtaman ang Galing</b>	<b>Mahina</b>
	<b>(10 pts)</b>	<b>(7-9 pts)</b>	<b>(4-6 pts)</b>	<b>(0-3 pts)</b>
31. Ang poster ay nagsasaad ng isang batas na ipinairal ng mga Amerikanong mananakop				
32. Ang poster ay nagpapakita kung paano ipinaiiral sa ating bansa ang naturang batas				
33. Malinaw ang pagkakasulat ng batas				
34. Angkop ang mga guhit o larawan				
Kalahatan				
Marka				

## APENDIKS

### Ang Mga Amerikano (Hango sa orihinal)

Dumating ang mga Amerikano pagkatapos ng mahigit na tatlong dantaong pananakop ng mga [Kastila] Tinulungan nila ang mga Pilipino sa pakikipaglaban sa mga [Kastila]. Natalo ang mga [Kastila], ngunit sinakop naman ng mga Amerikano ang Pilipinas.

Nagmula sa Estados Unidos ang mga Amerikano. Ma[pu]puti at ma[ta]tangkad ang mga Amerikanong dumating noon sa Pilipinas. Ma[ta]tangos ang kanilang ilong. May mga Amerikano na kulay kape ang buhok. Mayroong kulay itim, malaginto at mamula-mula.

Mayroon ding mga Amerikanong itim na dumating sa bansa. Matangkad sila at malapad ang kanilang ilong. Makapal ang kanilang labi. Marami sa kanila ang kulot na kulot ang buhok. . . .

#### Mga Impluwensyang Amerikano

Nanatili ang mga Amerikano sa ating bansa nang mahigit sa apatnapung taon. Nagbukas sila ng mga paaralang publiko. Tinuruan nila ang mga Pilipino na bumasa, sumulat at magsalita ng wikang Ingles. Higit na maraming mga Pilipino ang nakapasok sa paaralan. Isinama rin nila ang Edukasyong Pampalakasan sa mga asignatura.

Natutunan ng mga Pilipino ang kahulugan ng demokrasya. Binigyan-diin nila ang mga karapatan at tungkulin ng bawat mamamayan. Natuto tayong bumoto at malayang magpahayag ng nasasaloob. Sa mga Amerikano lalong nalinang ang pagpapahalaga sa trabaho at ang matalino at wastong paggamit ng ating panahon.

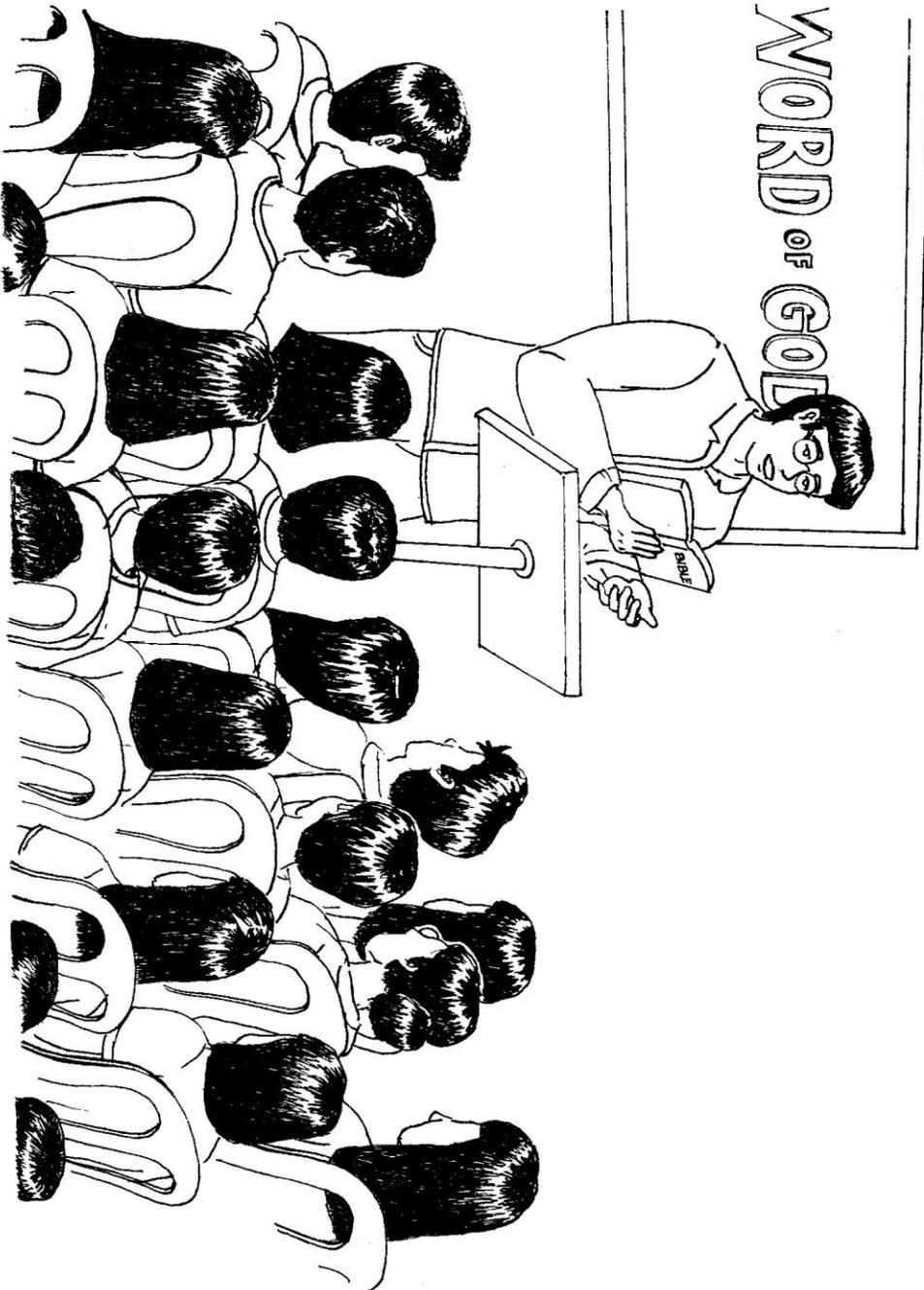
Ipinakilala ng mga Amerikano ang relihiyong Protestante sa mga Pilipino. Gayunpaman, nanatiling Katoliko ang karamihan sa atin.

Sa larangan ng mga libangan, natuto tayong manood ng sine at makinig sa radio. Ilan sa mga larong natutuhan natin sa kanila ay ang basketball, bowling, volleyball, softball at tennis. Sa musika naman, naturuan tayong magpapahalaga sa mga *rock and roll* at awiting Ingles, maaliw ng mga konsyerto at magdaos ng mga parada.

Nabago rin ang ating pananamit. Nagsuot ang mga lalaki ng sando at polo. Gayundin ang mga babae. Gumagamit na tayo ng mga sapatos na may mataas na takong at mga bestidang may estilong kanluranin.

Sa mga Amerikano rin tayo nasanay ng mga pagkaing tulad ng sandwich, hamburger, hotdog at beef steak. Ang pag-inom ng alak at *softdrink* ay natutuhan din natin sa kanila.

(Source: *Sibika at Kultura 3 Pilipinas Bansang Marangal*. Menardo O. Anda, M., Battad, T., Goloso, R., Dimayuga, T., Milambiling, R., Capina, E. 1995. Quezon City: Vibal Publication. pp. 128 to 130.)



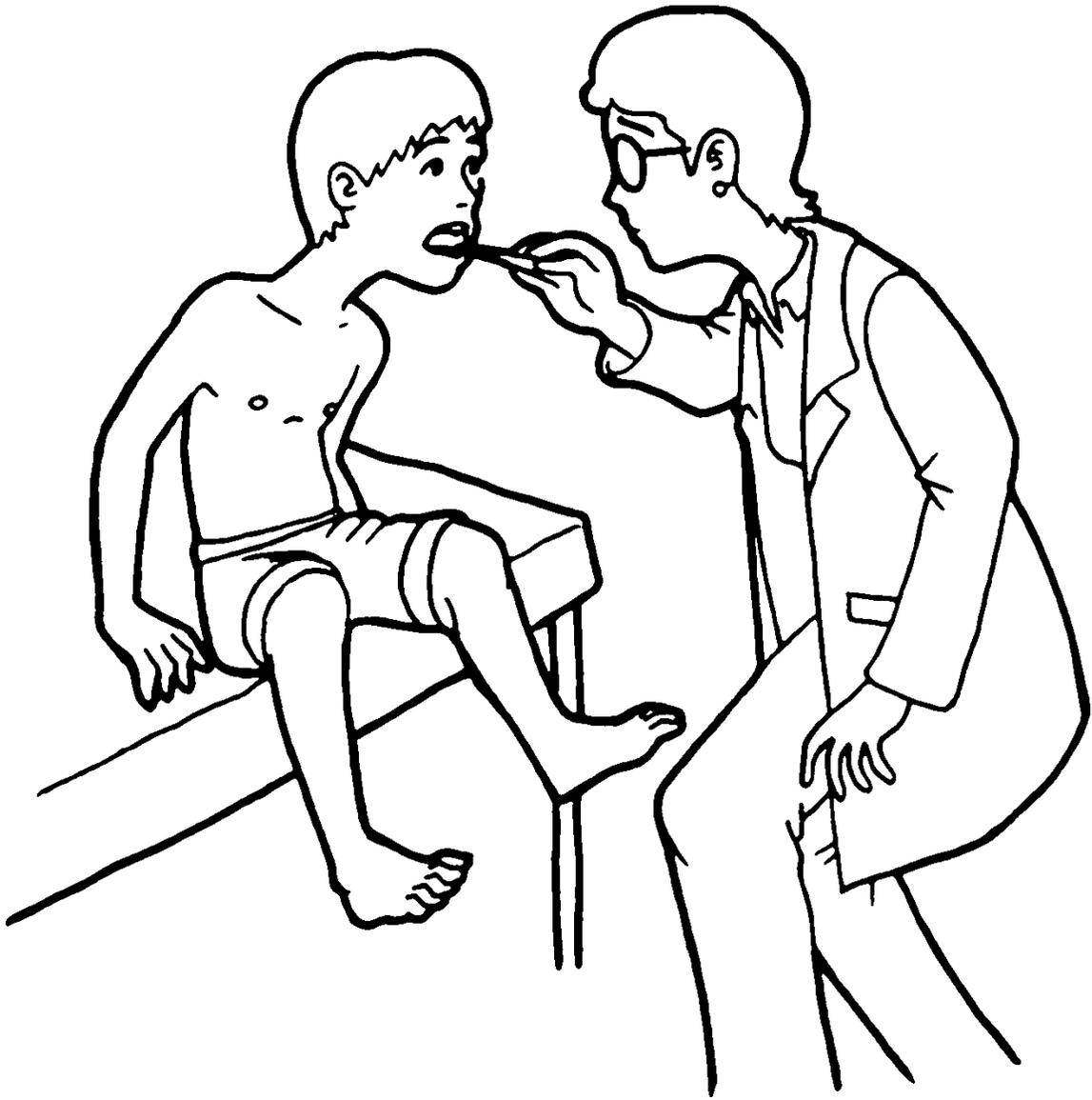
Pastor na Nagmimisa



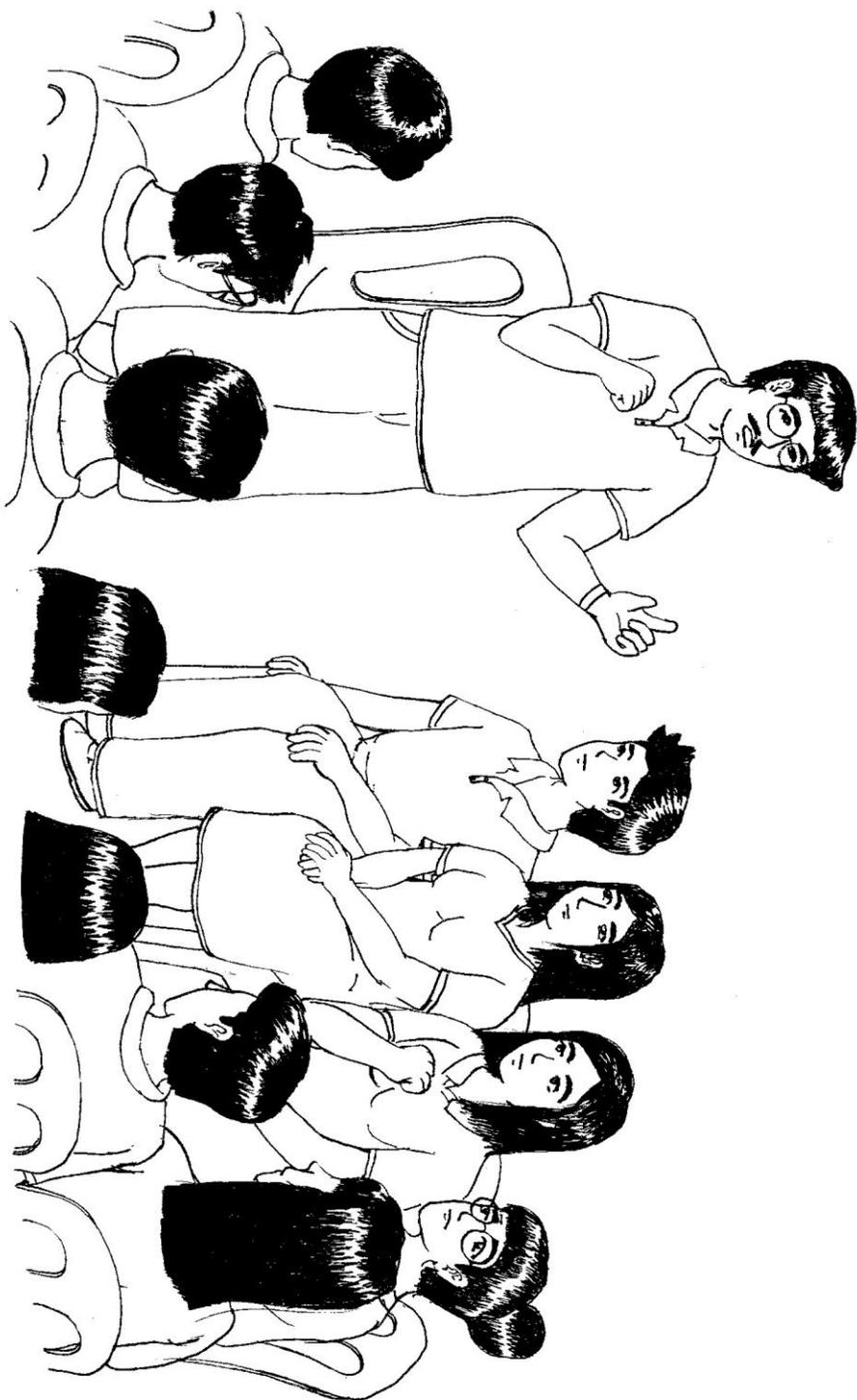
*Mga taong bumoboto*



*Mga Mag-aaral sa Isang Silid-aralan*



*Doctor na may Pasyenteng Bata*



*Mga taong nagpupulong*

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