

LESSON PLAN | Topic and Targeted Takeaways to Learn About and Retain
Banghay-aralin | *Paksa at Inaasintang mga Matututunan at Maalala ng Mag-aaral*

Week 1 Topic | The Overwhelming Diversities of Conflicts in the World
Paksa ng Linggo | *Ang Nakakalulang Naglipanang mga Tunggalian sa Daigdig*

Main Question | What is the common feature of all conflicts in Society?
Susi na Tanong | *Ano ang natatanging katangian ng mga labanan sa Lipunan?*

Key Learnings | 1. Society is faced with overlapping serious challenges.
Dapat Magagap | *Patung-patong ang mga mabibigat na problema ng mundo.*

2. All conflicts involve differences of dissimilar actors.
Lahat ng ito ay labanan ng magkakaibang magkakalaban.

3. Since everyone is affected, for problems to be solved, real solutions require that everyone gets involved.
Dahil sangkot ang kalahatan, ang malaganap na kalutasan nakasalalay sa alam at pakikialam ng mga Mamamayan.

NOTES | REFERENCES | SOURCES | TASKS

I. Animating the Affective Senses and Sustaining the Recollection of Learning
Pagpupukaw ng Pakiramdam at Malaunang Pagpapatimo sa Alaala ng Napag-aralan

Awitalakayan
 DOWNLOAD
 TOPIC SONG



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 exemplars/01

Oyayi sa Mundo

NOEL CABANGON | BUKLOD

*Aking mundo
 Ihimlay ang pagal mong katawan
 Sa duyan ng kalawakan*

*Hayaang
 Maghilom ang mga sugat sa iyong dibdib
 Na likha ng mga tao*

*At itigil
 Nang isang saglit ang iyong paggalaw
 Pagkat sa muli mong pag-inog
 ay may bago nang buhay*

AFFECTIVE CLASS EXERCISES

II. Engaging the Cognitive Faculties through Critical Freewheeling Exchange of Inquiries, Suppositions, Information, and Opinions

Pag-uudyok ng Kaisipan sa pamamagitan ng Mapanuri at Malayang Pagpapalitan ng mga Pagpapalagay, Katanungan, Kuro-kuro, at Kaalaman

COMMON GROUND ONE

People disagree on just about everything, whether over law, cultural tradition, science and technology, religion, ideology or belief. There is, however, a global agreement over the statement, "There is diversity in the world." If so, it should be in everyone's interest to sort diversity out if we are to comprehend a thing.

COGNITIVE CLASS EXERCISES

III. Employing Physical Activities, Tactile Tools and Manipulatives to enhance Absorption and Internalization of the Subject and Key Learnings

Paggalaw ng Katawan at Paggamit ng mga Aparatong Nabubusisi't Nahahawakan upang mapaigi ang Pagnguya at Pagsaloob ng Paksa at Kaakibat na Aral

SOCIETRIX

The Architecture of Society

Citizenship Education Primary Device

Virtual
Societrix



societrix.com/
virtualsocietrix

How to build
the Societrix



societrix.com/
manipulatives



PHYSICAL AND TACTILE CLASS EXERCISES

IV. Active Integration | Content Creation for popularizing Citizens' Concerns
Aktibong Paghahabi | Paglikha ng Mensaheng may Pakialam sa mga Mamamayan

Harinawa matunghayan
 Ang patas na kaunlaran
 Parada ng Sambayanan
 Sa unahan Mamamayan

*Shall I live to see the day
 Progress comes with equity
 In the procession of Society
 Let Citizens lead the way*

INTEGRATIVE CREATIVE CONTENT ADVOCACY CLASS EXERCISES

V. Process and Impact Assessments from the views of Teachers and Students
Pagtatasa ng Proseso at Epekto batay sa tingin at danas ng mga Guro at Mag-aaral

KEY ASSESSMENT INDICATORS

AFFECTIVE : Feelings over the Subject <i>Pagdama sa Paksang Pinag-aaralan</i>	Numb <i>Namanhid</i>	Disdainful <i>Nangutya</i>	Affected <i>Nabagbag</i>	Hopeful <i>Nag-alab</i>	Shaken <i>Nayanig</i>
	1	2	3	4	5
COGNITIVE : Thoughtful Consideration <i>Pagsasa-isip ng Usaping Tinatalakay</i>	Falsehood <i>Bulaan</i>	Irrational <i>Baligho</i>	Mindful <i>Mapagtanto</i>	Thorough <i>Mabusisi</i>	Analytic <i>Mapanuri</i>
	1	2	3	4	5
PHYSICAL : Participation in Activities <i>Paglahok sa mga Pisikal na Aktibidad</i>	Unwilling <i>Umiwas</i>	Hesitant <i>Atubili</i>	Cooperative <i>Sumasali</i>	Involved <i>Ganado</i>	Animated <i>Bibo</i>
	1	2	3	4	5
APPLIED : Creative Content Advocacy <i>Pagbabahagi ng Natutunan sa Klase</i>	Negligent <i>Pabaya</i>	Wanting <i>Kulang</i>	Compliant <i>Bastante</i>	Consistent <i>Palagi</i>	Persistent <i>Pursigido</i>
	1	2	3	4	5
PROCESS : Generating Joy in Learning <i>Paglinang ng Kasiyahan sa Pagkatuto</i>	Annoyed <i>Nayayamot</i>	Bored <i>Nababagot</i>	Content <i>Kampante</i>	Eager <i>Natutuwa</i>	Excited <i>Nagagalak</i>
	1	2	3	4	5

The indicators are intended to help assess the effectiveness of the exemplars in real time, or as close as practicable to the actual weekly sessions. The key indicators follow the exact same approach and framing, i.e., Affective—Cognitive—Physical—Integrative plus Process. Lower scores (1,2) indicate negative effect while higher scores (4,5) reflect positive effect. Instructors are to encircle the numbers that best correspond to their own observations of the class in its entirety, sort of like an average reading. In the case of emotional responses, was the class simply **affected**, or affected enough to express **hope**, or did it even seem like their defenses were visibly **shaken**; or mostly unaffected and **disdainful** or plainly **numb**? If time permits, it should be compelling to hear what the students have to say themselves.

TEACHER'S ADAPTIVE NOTES | INNOVATIVE WAYS FORWARD