

LESSON PLAN

Banghay-aralin

Topic and Targeted Takeaways to Learn About and Retain

Paksa at Inaasintang mga Matututunan at Maalala ng Mag-aaral

Week 2 Topic
Paksa ng Linggo

The Equally Amazing Good Things in the World
Ang Nakamamangha ring mga Kabutihán sa Mundo

Main Question

Susi na Tanong

How did all these Diversities come to be?
Paano ba umusbong ang mga Pagkakaiba-iba?

Key Learnings *Dapat Magagap*

1. May iba-iba ring mga paliwanag ng Pagkakaiba-iba.
There's no shortage of different explanations of Diversities.
2. It's helpful to begin with what is readily observable, and regard Diversity as our common Square One.
Mas mabuti kung magsisimula sa madali agad na nakikita, gaya ng Pagkakaiba-iba, na unang tagpuang tuntungan.
3. Conflict and harmony both arise out of Diversities.
Ang pasakit at igaya ay kapwa singaw ng Pagkakaiba-iba.

[illegible]

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



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Ang Ganda ng Mundo

LIBRARY OF SONGS AND SOCIETY

*Ang hardin ng daigdig
Ang lawak, ang lawig
Ang ganda, ang ganda, ang ganda
May puti, may pula
May lunti, may ginto
Ang ganda, ang ganda ng mundo!*

Ang ganda ng kalikasan
Yamang-uri umaapaw
Dapat nating alagaan
Kupkupin araw-araw

*Makikita mo rin
Ang buwan at bituin
Ang ganda, ang ganda, ang ganda
Sa karatig-pook
Di ka na lalayo
Ang ganda, ang ganda ng mundo!*

[illegible]

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

THE SOCIAL VALUE OF SHARED OBSERVATIONS

Because of diversities, it is understandable that people view and judge things differently between and among themselves. How are they to agree over their numerous differences then? Either they simply stubbornly insist upon their diverse points of view, or work with what their common observations show.

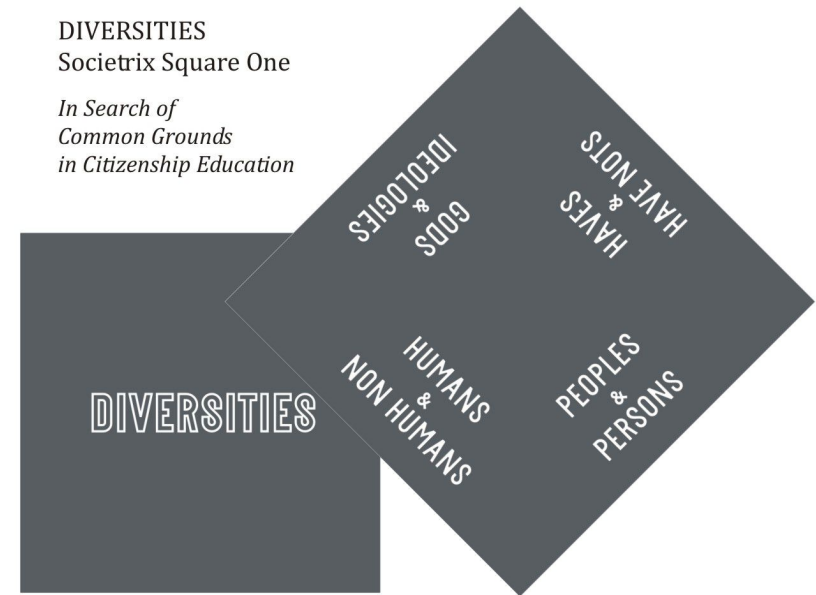
COGNITIVE CLASS EXERCISES

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

DIVERSITIES
Societrix Square One

*In Search of
Common Grounds
in Citizenship Education*



PHYSICAL AND TACTILE CLASS EXERCISES

IV. Active Integration <i>Aktibong Paghahabi</i>	Content Creation for popularizing Citizens' Concerns <i>Paglikha ng Mensaheng may Pakialam sa mga Mamamayan</i>
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Kalikasa'y maganda
Kasi nandiyan ka
Habangbuhay maganda
Kahit wala ka na!

*Nature does beautifully shine
With you in the background
And turns out perfectly fine
Soon as you're not around!*

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

Giving something a thought or thoughtful consideration opens a universe of possibilities that are often out of reach to the imagination. It goes without saying that no meaningful answer is ever arrived at without first considering the question. More than the answers, it is the questions themselves that need probing and evaluating whether they lead to the tyranny of correctness, or the liberating inconvenience of correction. The goal of literacy is to help enable young learners to be functionally literate enough see through layers and layers of elaborate schemes and designs to perpetuate superstition, unreason, and falsity. We succeed only when we see students not just questioning, but questioning everything.

TEACHER'S ADAPTIVE NOTES | INNOVATIVE WAYS FORWARD