

Lesson Exemplars for Introduction to the Philosophy of the Human Person

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Lesson Exemplar for Introduction to the Philosophy of the Human Person

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Learning Area	Western and Eastern Beginnings of Doing Philosophy	Lesson Exemplar	1
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I. OBJECTIVES	
A. Content Standard	Learners demonstrate understanding of the nature, importance, and ways of doing Philosophy.
B. Performance Standard	Learners apply philosophical analysis, abstraction, and reflection to articulate the meaning of real-life experiences.
C. Learning Competencies	Recognize the importance of analyzing the ways of doing Philosophy.
II. REFERENCES and MATERIALS (Selecting Resources and Material)	<p>Arnel LPU. "Lecture 23." SlideShare. https://www.slideshare.net/ArnelLPU/lecture-23637231</p> <p>"Cutting Old Trees." Google Images. Accessed May 24, 2026. https://www.google.com/search?q=cutting+old+trees&tbm=isch.</p> <p>"Fact-Opinion Distinction." Philosophers Magazine. https://www.philosophersmag.com/essays/26-the-fact-opinion-distinction.</p> <p>"Human Person as an Embedded Spirit." Google Images. Accessed May 24, 2026. https://www.google.com/search?q=THE+HUMAN+PERSON+AS+AN+EMBEDDED+SPIRIT+wallpaper&tbm=isch.</p> <p>"Human Person in Their Environment." Google Images. Accessed May 24, 2026. https://www.google.com/search?q=THE+HUMAN+PERSON+IN+THEIR+ENVIRONMENT+WALLPAPER&tbm=isch.</p> <p>"Introduction to the Philosophy of the Human Person." Academia.edu. https://www.academia.edu/37052521/INTRODUCTION_TO_THE_PHILOSOPHY_OF_THE_HUMAN_PERSON_Grade_11_or_12_INTRODUCTION_TO_THE_PHILOSOPHY_OF_THE_HUMAN_PERSON.</p>

	<p>"Quarrying." Google Images. Accessed May 24, 2026. https://www.google.com/search?q=quarrying&tbm=isch.</p> <p>"Socrates." Google Images. Accessed May 24, 2026. https://www.google.com/search?q=socrates&tbm=isch.</p> <p>"The Human Person as an Embodied Spirit." Academia.edu. https://www.academia.edu/34558380/The_Human_Person_As_An_Embodied_Spirit.</p> <p>"Transcendence (Philosophy)." Wikipedia. https://en.wikipedia.org/wiki/Transcendence_(philosophy).</p> <p>"Urbanization." Google Images. Accessed May 24, 2026. https://www.google.com/search?q=urbanization&tbm=isch.</p>		
III. CONTENT (Sequencing Content)	Doing Philosophy <ul style="list-style-type: none">• Western and Eastern Beginnings of Doing Philosophy		
IV. OBJECTIVES (Setting Clear Objectives and Analyzing the Tasks)	1. Explain the meaning, nature, and importance of philosophy. 2. Compare the Western and Eastern origins of philosophy. 3. Recognize philosophy as a path to discovering truth through concept-building and analysis.		
V. PROCEDURES		ANNOTATIONS	
A. Activating Prior Knowledge	1. Activating Prior Knowledge OPTION 1: Think, Reflect, and Decide Directions: Read each action and complete the table below by writing what you should consider before making a decision.		NOTE FOR THE TEACHER: This activity develops learners' skills in reflection, decision-making, and critical thinking by encouraging them to examine situations carefully before making choices. Through the given scenarios, learners practice considering consequences, responsibilities, and personal values while connecting philosophical thinking to everyday life through thoughtful reflection before action. The estimated time for this activity is 15 minutes, with an additional 5 minutes allotted for processing and discussing learners' responses.
	ACTION	WHAT SHOULD YOU CONSIDER?	
	1. Your friends invite you to skip studying and play online		

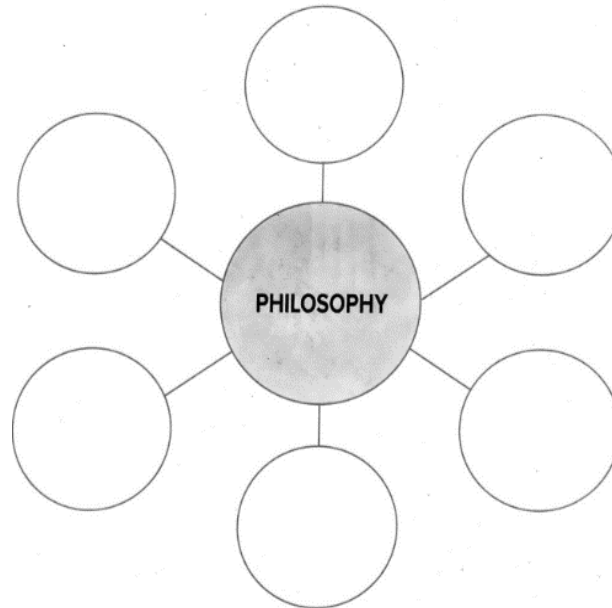
	games instead before an examination.		<p>MATERIALS NEEDED: A "Think, Reflect, and Decide" table presented in a PowerPoint presentation</p> <p>IDF APPLICATION: This activity helps learners develop critical thinking, reflection, decision-making, and reasoning.</p>
	2. You want to spend all your allowance on something you like.		
	3. You are asked to share a rumor about a classmate on social media.		
	4. You are deciding whether to join a school club or organization.		
	5. You are offered the chance to lead a group activity in class.		
<p>OPTION 2: The Mystery Box</p> <div data-bbox="896 909 1330 1292" data-label="Image"> </div>			<p>NOTE FOR THE TEACHER:</p> <p>The teacher links the activity to philosophy by emphasizing that philosophy involves questioning, examining assumptions, and using reason to seek knowledge and truth.</p> <p>MATERIALS NEEDED: Image of a box</p>

	<ol style="list-style-type: none"> 1. Show the image above of the mystery box to the learners. 2. Tell them to imagine that there is an object inside the box. They cannot see it, touch it, or open it. Instead, the teacher gives them clues one at a time. 3. Provide clues gradually: <ul style="list-style-type: none"> • It fits in one hand. • It is made of metal. • Most people use it every day. • It is used to open something. 4. Ask learners to make guesses after each clue. <p>Processing Questions:</p> <ul style="list-style-type: none"> • What clues did you use to identify the object? • Why is it important to gather evidence before making decisions? • What challenges did you encounter when trying to determine the object's identity? 	
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2. Establishing the Purpose of the Lesson

OPTION 1: Think Cloud: What is Philosophy?

Directions: What ideas come to your mind when you hear the word philosophy? Write them in the graphic organizer.



NOTES FOR THE TEACHER:

This activity activates learners' prior knowledge and perceptions about philosophy by encouraging them to freely associate ideas, concepts, or experiences connected to the word "philosophy." It fosters creativity, reflection, and critical thinking while helping learners recognize that philosophy concerns questions, wisdom, values, reasoning, and everyday life. Allow learners to share and explain their answers to promote open discussion and a deeper understanding of philosophical thinking. The estimated time for this activity is 10-15 minutes, including time for sharing learners' responses.

MATERIALS NEEDED:

A graphic organizer presented in a PowerPoint presentation

IDF APPLICATION:

Learners apply logical reasoning and concept association by analyzing the picture and connecting selected philosophical terms to related ideas, experiences, and situations. Through discussion and by sharing their responses, learners practice explaining relationships among concepts, reflecting on different perspectives, and recognizing how reasoning and reflection contribute to understanding truth, knowledge, and wisdom in real-life situations.

	<p>OPTION 2: Video Analysis</p> <p>Directions: Watch the video "What Is Philosophy? Crash Course Philosophy #1." Then, answer the guide questions.</p> <p>https://www.youtube.com/watch?v=1A_CAkYt3GY</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Why do people ask philosophical questions? 2. What are some examples of philosophical questions mentioned in the video? 3. After watching the video, what do you think is the importance of studying philosophy as a subject? <p>Possible Answers:</p> <ol style="list-style-type: none"> 1. People ask philosophical questions because they are naturally curious and want to understand themselves, the world, and their place in it. They seek answers to deeper questions about truth, knowledge, reality, morality, and the meaning of life. 2. Some examples of philosophical questions mentioned in the video include "What is real?", "What is the meaning of life?", "Do we have free will?", and "What kind of person should I be?" 	<p>NOTE FOR THE TEACHER:</p> <p>Ask learners to watch the provided video and encourage them to answer the guide questions honestly and thoughtfully in their notebooks. Remind learners that there is no single correct answer to the guide questions. Encourage them to provide responses that are reasonable, reflective, and well supported. Allow volunteers to share their insights. This promotes reflection, discussion, and appreciation of diverse perspectives while emphasizing that responsible actions should be guided by careful thought, consideration of possible consequences, and sound judgment.</p>
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	<p>3. Studying philosophy is important because it helps us think critically, analyze ideas carefully, and make reasoned decisions. It teaches us to question assumptions, evaluate evidence, and understand different perspectives. Philosophy also helps us reflect on important issues about life, knowledge, and human values.</p>					
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>OPTION 1: Matching Type</p> <p>Directions: Read the situations in Column A. Match each one with the correct answer in Column B. Write the letter of your answer in the blank before each number.</p> <table><tr><th>SITUATION</th><th>PHILOSOPHICAL CONCEPT</th></tr><tr><td><p>___ 1. A senior high learner thinks deeply about why honesty is important, even when telling the truth may hurt someone.</p><p>___ 2. A learner compares different online sources to verify the accuracy of a viral social media post.</p></td><td><p>A. Questioning</p><p>B. Reasoning</p><p>C. Reflection</p><p>D. Truth-seeking</p><p>E. Wisdom</p></td></tr></table>	SITUATION	PHILOSOPHICAL CONCEPT	<p>___ 1. A senior high learner thinks deeply about why honesty is important, even when telling the truth may hurt someone.</p> <p>___ 2. A learner compares different online sources to verify the accuracy of a viral social media post.</p>	<p>A. Questioning</p> <p>B. Reasoning</p> <p>C. Reflection</p> <p>D. Truth-seeking</p> <p>E. Wisdom</p>	<p>NOTES FOR THE TEACHER:</p> <p>This matching-type activity is designed to help learners identify and differentiate the key aspects of philosophical questioning, reasoning, reflection, truth-seeking, and wisdom through real-life situations. It encourages critical thinking by allowing learners to connect abstract philosophical concepts with practical experiences. The teacher should guide learners to understand that these aspects often overlap yet can still be distinguished by their focus and purpose in each situation.</p> <p>IDF APPLICATION:</p> <p>Ask learners to carefully read each situation presented in the table and determine which philosophical concept, whether questioning, reasoning, reflection, truth-seeking, or wisdom, is illustrated in each scenario. Encourage them to explain their answers to strengthen their analytical and reasoning skills, then facilitate a class discussion in which learners can compare interpretations,</p>
	SITUATION	PHILOSOPHICAL CONCEPT				
<p>___ 1. A senior high learner thinks deeply about why honesty is important, even when telling the truth may hurt someone.</p> <p>___ 2. A learner compares different online sources to verify the accuracy of a viral social media post.</p>	<p>A. Questioning</p> <p>B. Reasoning</p> <p>C. Reflection</p> <p>D. Truth-seeking</p> <p>E. Wisdom</p>					

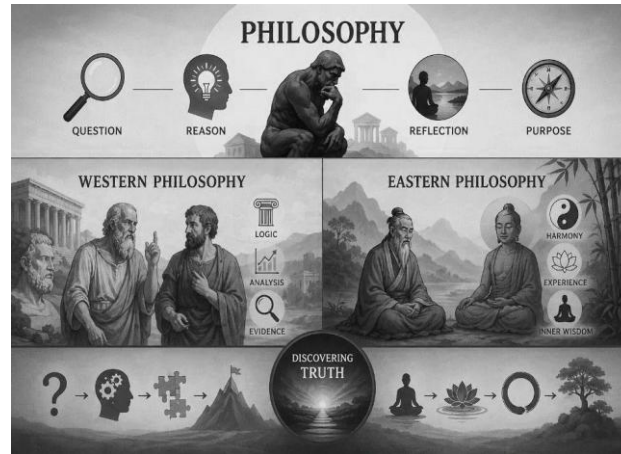
	<p>___ 3. An artist spends quiet time reflecting on inner peace and balance in life.</p> <p>___ 4. A punong barangay shares life lessons about respect and living a meaningful life.</p> <p>___ 5. A learner carefully examines evidence and logical arguments before making a decision.</p>		share their insights, and appreciate different viewpoints.
	<p>OPTION 2: Video Analysis</p> <p>Directions: Watch the video "Who Am I? A Philosophical Inquiry" by Amy Adkins.</p> <p>https://www.youtube.com/watch?v=UHwVyplU3Pg</p> <p>Processing Questions:</p> <p>1. How can philosophy help learners think clearly and critically when making important decisions about their studies, relationships, and future goals?</p>		<p>NOTES FOR TEACHER:</p> <p>Ask learners to watch the video attentively and take note of important ideas about identity and the self, then encourage them to reflect deeply on the processing questions by connecting the discussion to their own experiences as adolescents. Remind learners that identity is a complex and evolving concept that philosophers explore differently, and facilitate an open and respectful discussion where learners can share their insights into personal growth, change, self-discovery, and the kind of person they hope to become in the future.</p>

	<ol style="list-style-type: none"> Why is philosophy important in helping learners know the truth and avoid being easily influenced by false information, opinions, or peer pressure? How can studying philosophy help learners gain wisdom as they experience personal and academic changes during senior high school? <p>Possible Answers:</p> <ol style="list-style-type: none"> Philosophy helps learners think clearly by teaching them to analyze situations carefully, question assumptions, and evaluate different perspectives before making decisions. Philosophy teaches learners to examine evidence, question claims, and distinguish truth from mere opinion or misinformation. Studying philosophy helps learners reflect deeply on their experiences, values, and goals in life. 	<p>IDF APPLICATION: Learners apply philosophical reflection by examining the concept of personal identity and relating it to their own experiences, beliefs, relationships, and personal changes as adolescents. By analyzing the video and answering the processing questions, learners practice self-awareness, critical thinking, and reflection while recognizing that identity develops continuously through experiences, choices, values, and future aspirations.</p> <p>MATERIALS NEEDED: "Who Am I? A Philosophical Inquiry" by Amy Adkins</p> <p>YouTube Link: https://www.youtube.com/watch?v=UHwVypIU3Pg&t=110s</p>
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2. Discussing a New Concept

OPTION 1: "Philosophy: Love of Wisdom"

Directions: Analyze the image below. Then answer the guide questions.



Guide Questions:

1. How do the given words help define philosophy?
2. What are the roles of reasoning and reflection in philosophy?
3. How do Western and Eastern philosophies differ in their ways of discovering the truth?

NOTES FOR THE TEACHER:

Ask learners to carefully study the image and identify the key ideas presented about philosophy as the love of wisdom, then encourage them to connect the concepts in the diagram to their own understanding and life experiences. Guide learners in answering the questions using evidence from the image and their personal reflections, and facilitate a class discussion to deepen their understanding of how philosophy influences reasoning, reflection, decision-making, and the search for truth in both Western and Eastern philosophical traditions.

IDF APPLICATION:

Learners apply philosophical thinking by analyzing the concepts presented in the image and relating them to real-life situations, personal experiences, and decision-making. Through examining the roles of truth, knowledge, reasoning, reflection, and wisdom, learners practice critical and reflective thinking while recognizing how both Western and Eastern philosophies contribute to understanding reality, making wise choices, and living a meaningful life.

	<p>OPTION 2: All About Philosophy</p> <p>Learning Text Section 1:</p> <p>Philosophy is the pursuit of wisdom through questioning, reasoning, and reflection. It seeks to understand the nature of reality, knowledge, morality, and human existence. Based on its etymology, the word philosophy comes from the Greek words <i>philo</i> (love) and <i>sophia</i> (wisdom), which together mean "love of wisdom."</p> <p>Learning Text Section 2:</p> <p>The Branches of Philosophy</p> <ul style="list-style-type: none"> • Classical Branches investigate fundamental questions about existence, knowledge, value, and truth. <ul style="list-style-type: none"> A. Metaphysics - the foundational branch of philosophy, also known as the first philosophy, investigating the fundamental nature of reality, existence, and the universe. B. Epistemology - Focuses on the nature, origin, and limits of human knowledge. C. Ethics - Concerned with the moral phenomenon of what is morally good or bad and what is morally right or wrong. 	<p>NOTES FOR THE TEACHER:</p> <p>Divide the class into four groups and assign one section of the learning text to each group. Ask learners to identify the main ideas, discuss unfamiliar terms, and relate philosophical concepts to real-life experiences in school, the family, and the community. Facilitate sharing and discussion using the guide questions to strengthen critical thinking, reflection, and cultural awareness, while reminding learners that philosophy is practiced in everyday decisions, values, and interactions.</p> <p>IDF APPLICATION:</p> <p>Learners apply philosophical thinking by connecting concepts of philosophy to real-life experiences, decision-making, values, and cultural perspectives through discussion and reflection.</p> <p>MATERIALS NEEDED:</p> <p>Manila paper, cartolina, or chart paper for each group.</p>
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	<p>D. Aesthetics - It examines the nature of beauty, art, taste, sensory perception, and the principles of value judgments, addressing whether beauty is objective or subjective.</p> <p>E. Logic - Investigates the scope, nature, and justification of logical systems, examining the fundamental concepts of truth, validity, and inference.</p> <ul style="list-style-type: none"> • Branches of Applied philosophy apply theoretical, ethical, and logical frameworks to practical, real-world issues. <ul style="list-style-type: none"> ○ Philosophy of Sports ○ Philosophy of Law ○ Bioethics ○ Philosophy of Education <p>Learning Text Section 3:</p> <p>Expanding Our Philosophical Frames: Western and Eastern Beginnings of Doing Philosophy</p> <ul style="list-style-type: none"> • Early Western Philosophies began in Ancient Greece around the 6th century B.C.E., moving from mythological to rational explanations of the universe that later established the foundation of Western thought. <ul style="list-style-type: none"> A. Pre-Socratic Philosophers - Ancient Greek thinkers (e.g., 	
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	<p>Thales, Anaximander, Anaximenes, Heraclitus, etc.) who focused on cosmology and identifying the fundamental substance of reality.</p> <p>B. Sophists - Itinerant intellectuals and teachers who taught rhetoric, politics, and virtue for high fees. They believe that truth is relative.</p> <p>C. Socrates - One of the three greatest figures of the ancient period of Western philosophy, known for his Socratic method (i.e., a system of question-and-answer aimed at uncovering truth and exposing ignorance).</p> <p>D. Plato - A student of Socrates who founded the Academy in Athens. He is best known for the Theory of Forms and for the various books of dialogues in which Socrates is the principal character and speaker.</p> <p>E. Aristotle - A student of Plato who made a foundational contribution to logic (e.g., inventing formal logic and syllogism), ethics, politics, metaphysics, etc. Aristotle's Virtue Ethics is one of the three major ethical approaches in normative ethics.</p>	
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	<ul style="list-style-type: none"> • Early Eastern Philosophies refers to the foundational philosophical traditions that developed in Asia, particularly in India and China, long before or alongside classical Greek philosophy. Early Eastern thought is deeply concerned with harmonious living, moral cultivation, spiritual insight, and the relationship between the human person and the cosmos. <ul style="list-style-type: none"> A. Hinduism - It focuses on metaphysics, epistemology, and ethics, centered on concepts like karma (action), samsara (rebirth), dharma (duty), and moksha (liberation). B. Buddhism - A non-theistic philosophy focuses on understanding the nature of human existence and achieving nirvana (liberation), aiming to eliminate suffering through wisdom, ethics, and meditation. C. Taoism - Its philosophy centers on living in harmony with the Tao or the natural, ineffable flow of the universe. D. Confucianism - Focuses on social harmony, humanity, and moral cultivation by emphasizing hierarchical relationships, particularly filial piety, the importance of virtue, 	
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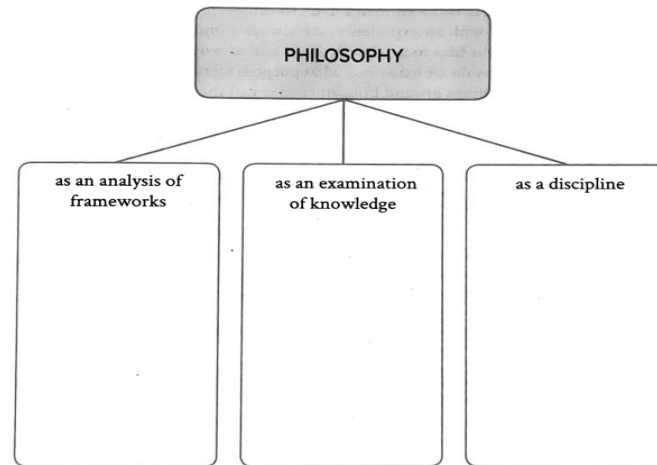
	<p>righteousness, and proper rituals to create a stable, ordered society.</p> <p>Learning Text Section 4:</p> <p>Filipino Philosophy</p> <p>1. Loob: Holistic and Interior Dimensions</p> <ul style="list-style-type: none"> • Kagandahang-loob, Kabutihang-loob, and kalooban are terms that show sharing of the self with others. Filipinos believe in the innate goodness of the person. Filipinos, as a people, view themselves holistically, guided by the principle of harmony. <p>2. Filipino Thought and Values: Positive and Negative Aspects</p> <ul style="list-style-type: none"> • Filipinos believe in <i>utang na loob</i>, which is reciprocating debts of gratitude between superiors and subordinates. <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. When making decisions, why do you need to rely on facts? 2. How can philosophy help you make better decisions as a learner and as a person? 3. How do Western and Eastern ways of thinking about life, religion, intuition, and suffering differ or relate to each other, and which view do you find closer 	<p>NOTES FOR THE TEACHER:</p> <p>Possible Answers:</p> <ol style="list-style-type: none"> 1. I rely on facts when making decisions because facts help me think logically and allow me to make sound and responsible decisions. 2. As a Filipino, philosophy helps me become more thoughtful and responsible in making decisions. It teaches me to reflect before acting, respect others' perspectives, value gratitude and family relationships, and strive to consider what is right and beneficial for myself and my community. 3. Western ways of thinking often focus on logic, analysis, and scientific reasoning, while Eastern perspectives emphasize spirituality, harmony, and balance. In Filipino culture, I see the relevance of both perspectives because people value reasoning, education, and strong family relationships. I relate to Eastern perspectives since I am a Filipino, and I see the importance of strong social relationships. I also value the Western emphasis on logic and sound thinking.
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to your own experiences and culture?
Explain using examples from your life or community.

3. Developing Mastery

OPTION 1: Graphic Organizer

Directions: Analyze the characteristics of philosophy by completing the graphic organizer.



OPTION 2: Western vs. Eastern Philosophy

Directions: Identify which tradition of philosophy is referred to in the following statements. Write WESTERN or EASTERN in the blanks provided.

1. _____ It is concerned with uncovering the truth through systematic argumentation.

NOTES FOR THE TEACHER:

The goal is to move learners beyond a "dictionary definition" of philosophy. Teachers should encourage learners to see philosophy as a living process of questioning rather than a static collection of facts.

IDF APPLICATION:

Learners apply philosophical reflection to the characteristics of philosophy.

MATERIALS NEEDED:

Graphic organizer

NOTES FOR THE TEACHER:

Ask learners to answer the activity honestly and explain their responses clearly, encouraging them to think beyond simple definitions and reflect on the deeper meaning of wisdom in everyday life.

	<p>2. _____ Its goal is for man to find his role in society.</p> <p>3. _____ It emphasizes social relations and the importance of family and community.</p> <p>4. _____ Major schools include Existentialism, Pragmatism, and Postmodernism.</p> <p>5. _____ It is considered more individualistic and self-oriented in its approach.</p> <p>6. _____ Most schools of thought are closely related to religion.</p> <p>7. _____ It gives greater emphasis on reason rather than intuition.</p> <p>8. _____ It focuses on living an ethical, balanced life.</p> <p>9. _____ It emphasizes the rights and liberties of individuals.</p> <p>10. _____ It views the self as a part of a greater whole and emphasizes harmony with the universe.</p>	<p>IDF APPLICATION:</p> <p>Learners apply philosophical reflection by examining the traditions of philosophy. This activity requires learners to synthesize information to demonstrate a deeper understanding of the concepts.</p>
<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Applications Option 1: What is Your View?</p> <p>Directions: Choose one of the topics below and write your response.</p> <p>Topic 1. The Uniqueness of Philosophical Thinking</p> <p>Topic 2. The Role of Philosophy in a Globalized World</p>	<p>NOTES FOR THE TEACHER:</p> <p>Learners will choose one topic and explain their ideas clearly using examples and personal experiences. They will support their ideas with logical reasoning and examples from real-life situations. Remind them that philosophy focuses on reflection and critical thinking, not memorization.</p>

OPTION 2: Photo Essay

Directions: Observe the picture showing Earth Hour, a global event during which cities and landmarks turn off their lights for one hour. Write your insights about the photo and answer the questions.



NOTES FOR THE TEACHER:

Ask learners to observe the picture related to Earth Hour, write brief insights about environmental awareness and global cooperation, and reflect on how people around the world are interconnected through shared efforts to protect the environment.

IDF APPLICATION:

This activity uses guided discovery and skill practice as learners first apply philosophical concepts individually and then engage in peer discussion to compare insights, deepen understanding, and appreciate different perspectives.

	<p>Processing Questions:</p> <ol style="list-style-type: none"> 1. How does participating in Earth Hour help people realize the truth about humanity's responsibility to nature? 2. Why is turning off lights for one hour considered a meaningful action for protecting the environment? 3. How can philosophy help us reflect on the connection between human actions and the condition of the Earth? 4. What concepts about truth, responsibility, and unity can be formed through the celebration of Earth Hour? 5. In what way does Earth Hour show that small actions can lead to greater understanding and positive change in society? <p>2. Making Generalizations</p> <p>Option 1: Learner's Takeaways</p> <p>Complete the statements below:</p> <ul style="list-style-type: none"> • Today, I learned _____. • My favorite part of the lesson is _____. 	<p>NOTES FOR THE TEACHER:</p> <p>Ask learners to complete each statement honestly and thoughtfully by reflecting on the most meaningful ideas, activities, and discussions from the lesson, then allow volunteers to share their responses to promote reflection, appreciation of different perspectives, and assessment of learners' understanding and interests.</p> <p>IDF APPLICATION:</p> <p>Learners apply reflective thinking by summarizing their learning experiences, identifying meaningful insights from the lesson, and expressing topics they are interested in exploring further.</p> <p>NOTES FOR THE TEACHER:</p> <p>Create a safe, respectful space where learners can share their reflections on what they learned, the challenges they faced, and their insights. Encourage volunteers to speak and listen actively to support open and thoughtful discussion.</p>
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- I would like to learn more about

_____.

- **Option 2: 3-2-1 Summary**

Directions: Write three things you learned, two interesting facts, and one question you still have. In this activity, instruct the learners to reflect on everything they have learned about philosophy, Western philosophy, Eastern philosophy, and Filipino philosophy, and then fill in the 3-2-1 table below with their own insights.

3 Things I Learned	2 Interesting Facts I Discovered	1 Question I Still Have
1, _____ _____	1, _____ _____	_____ _____
2, _____ _____	2, _____ _____	
3, _____ _____		

IDF APPLICATION:

Learners apply reflective thinking by sharing their learning experiences, expressing personal insights and challenges, and connecting the lesson to their own thoughts, feelings, and everyday life experiences.

VI. ASSESSMENT
(Assessing Learnings)

Option 1: Multiple Choice

Directions: Read each question carefully and choose the best answer.

1. Philosophy from the Eastern perspective focuses on harmony and balance. A philosophy that does not focus on harmony and balance is _____.
 A. It is Taoism.
 B. It is Confucianism.
 C. It did not begin in the early Eastern world.
 D. It is Aristotle's logic.

Answer: D. It is Aristotle's logic.

2. In a lecture, the teacher explains: "Applied Philosophy uses theories to solve real-life problems." Later, the class studies Metaphysics, which focuses on the nature of existence rather than practical concerns. Based on this discussion, what can learners conclude about Metaphysics?
 A. Metaphysics is a branch of Applied Philosophy.
 B. Metaphysics is a classical branch of philosophy.
 C. Metaphysics is the same as Bioethics.
 D. Metaphysics is a tool for classroom management.

Answer: B. Metaphysics is a classical branch of philosophy.

3. The teacher announces: "If you are studying Epistemology, you are studying knowledge-how we know and how we justify what we know." Maria presents a report about how beliefs are formed and justified. What subject is Maria studying?
 A. Maria is studying Aesthetics.
 B. Maria is studying Logic.
 C. Maria is studying Epistemology.
 D. Maria is studying Ethics.

Answer: C. Maria is studying Epistemology.

4. During a class discussion, a learner sincerely asks thoughtful questions to better understand the topic. How should the class describe this learner?
 A. A learner who does things religiously.
 B. The unthinking learner.
 C. A learner who thinks philosophically.
 D. Someone not showing wisdom.

Answer: C. A learner who thinks philosophically.

5. What kind of reasoning validates arguments?

- A. *Bahala Na*
- B. Logic
- C. General knowledge
- D. Filipino philosophy of time

Answer: B. Logic

6. If a teacher follows "Aristotle's Logic," then he or she uses formal logic and syllogisms. An educator is currently using syllogisms to build an argument. Therefore:

- A. They are practicing Aristotle's logic.
- B. They are following Plato's Theory of Forms.
- C. They are following the Sophists.
- D. They are following Hinduism.

Answer: A. They are practicing Aristotle's logic.

7. During a lesson on Eastern philosophy, the teacher explains that Buddhism aims to eliminate suffering through meditation and wisdom. A learner then reports about a belief system centered on duty (dharma) and karma instead. What belief system is the learner describing?

- A. Buddhism
- B. Hinduism
- C. Taoism
- D. Western Rationalism

Answer: B. Hinduism

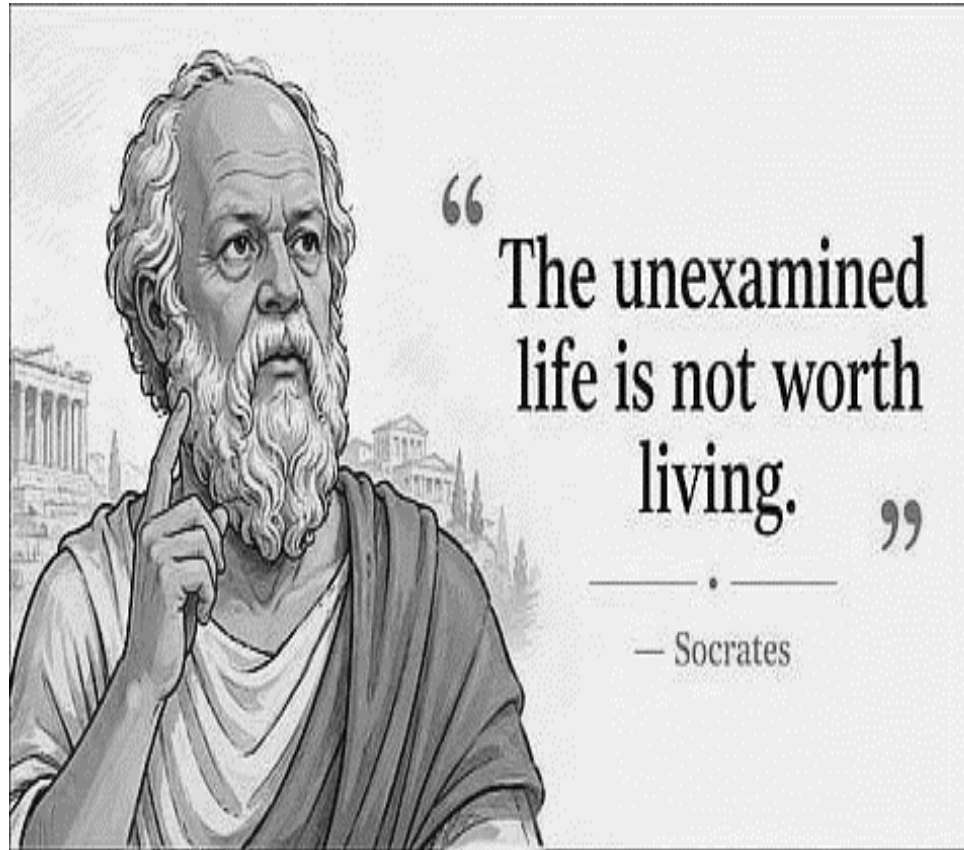
8. During a classroom discussion, the teacher asks: "If you find a lost wallet, is it right or wrong to keep it?" The class debates the moral implications. Which branch of philosophy is being discussed?

- A. The class is discussing Aesthetics.
- B. The class is discussing Ethics.
- C. The class is discussing Metaphysics.
- D. The class is discussing Epistemology.

Answer: B. The class is discussing Ethics.

Option 2: Performance Task

Directions: Reflect on the statement below and explain how it applies to you. Write your response in your notebook.



Below is a sample rubric that the teacher may use to assess the activity.

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Understanding of the Quote	Clearly explains the meaning of the quote with a deep understanding	Shows good understanding with minor gaps	Basic understanding but unclear explanation	Misunderstands or does not explain the quote
Personal Reflection	Strong, thoughtful, and detailed connection to personal life	Clear connection to personal life with some detail	Limited or general connection to personal life	No clear connection to personal life
Depth of Ideas	Insightful, reflective, and demonstrates critical thinking	Demonstrates some reflection and meaningful ideas	Simple or shallow ideas	Very little or no reflection
Clarity & Organization	Well-organized, clear, and easy to understand	Mostly clear with minor errors	Somewhat unclear or disorganized	Difficult to understand or very disorganized
Language Use	Few or no grammar and spelling errors	Minor errors but understandable	Noticeable errors affecting clarity	Many errors make it hard to read

Directions: Check the column that best describes your performance based on the task criteria.

Criteria/Indicators	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
Content: I clearly demonstrated the required concepts and skills.				
Organization: My output or presentation is logical, neat, and easy to follow.				
Effort: I put my best effort into completing this task.				
Timeliness: I completed and submitted the task on or before the deadline.				
Problem-Solving: I was able to handle challenges or difficulties independently.				

Reflection:

1. What did I do best in this lesson?

2. What part of the lesson was the most difficult for me, and why?

3. If I were to complete these lessons or activities again, I would improve:

<p>VII. REFLECTION (Feedback and Continuous Improvement)</p>	<p>In this section, teachers are encouraged to record important observations during the teaching and learning process, such as learners' behavior, participation, engagement, and performance in assessments.</p> <p>Teachers should reflect on which strategies worked well, which parts of the lesson learners found difficult, and what adjustments should be made to address those difficulties. They should also note potential improvements for future lessons. These reflections help identify best practices and areas for improvement in instruction.</p>
<p>VIII. USE OF GENERATIVE AI</p>	<p>In preparing this Lesson Exemplar (LE), the author(s) used ChatGPT and Gemini AI to broaden the content, generate images, and check grammar. The author(s) reviewed and finalized the content. The author(s) take full responsibility for the content of this LE.</p>

Learning Area	Branches and Importance of Philosophy	Lesson Exemplar	2
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I. OBJECTIVES	
A. Content Standard	<i>Learners demonstrate understanding of the nature, importance, and ways of doing philosophy</i>
B. Performance Standard	<i>Learners apply philosophical analysis, abstraction, and reflection to articulate the meaning of real-life experiences</i>
C. Learning Competencies	<i>Recognize the value of understanding the nature and importance of philosophy</i>
II. REFERENCES and MATERIALS <i>(Selecting Resources and Materials)</i>	<ul style="list-style-type: none"> • Roark, Dallas M. "Introduction to Philosophy." Queensborough Community College (QCC), City University of New York. Accessed May 7, 2026. https://www.qcc.cuny.edu/socialSciences/ppecorino/Roark-Textbook/Chapter-1.htm. • "Comprehensive Guide to the Major Branches of Philosophy." AmberStudent Blog. Accessed May 7, 2026. https://amberstudent.com/blog/post/what-are-the-different-branches-of-philosophy. • "Why Is Philosophy Important Today, and How Can It Improve Your Life?" Philosophy Break. Accessed May 7, 2026. https://philosophybreak.com/why-is-philosophy-important-today/. • OpenAI. ChatGPT. Accessed May 20, 2026. https://chatgpt.com/c/6a0d58b5-222c-83ec-96b2-4a28ecce99f1. • OpenAI. ChatGPT. Accessed May 20, 2026. https://chatgpt.com/c/6a0d8b53-7f30-8320-8db6-5b6a0032e175
III. CONTENT <i>(Sequencing Content)</i>	<i>Branches of Philosophy</i> <i>Importance of Philosophy</i>
IV. OBJECTIVES	Identify the different branches of philosophy and their basic concerns Explain the importance of philosophy in daily life

(Setting Clear Objectives and Analyzing the Tasks)	Apply philosophical principles in reflecting on personal and social issues.	
V. PROCEDURES		ANNOTATIONS
<p>A. Activating Prior Knowledge</p>	<p>1. Activating Prior Knowledge</p> <p>OPTION 1. The teacher will post key terms on the board or present them through a slide presentation. The learners will read the terms and their definitions aloud as a class. After reading, the teacher will ask selected learners to share their initial understanding of or examples related to each term.</p> <p>The teacher will then instruct the learners to take note of the terms and their meanings, as these concepts will serve as guideposts throughout the lesson and the succeeding activities.</p> <p>Philosophy - the study of fundamental questions about existence, knowledge, truth, values, reason, and reality through critical and rational thinking. It comes from the Greek words <i>philo</i> (love) and <i>sophia</i> (wisdom), meaning "love of wisdom."</p> <p>Dilemma - a situation in which a person must choose between two or more difficult options, often involving moral or practical consequences.</p> <p>Personal Issues - problems or concerns that primarily affect an individual's personal life, emotions, relationships, decisions, or well-being.</p> <p>Social Issues - problems or conditions that affect many members of society and require collective action or solutions, such as poverty, discrimination, unemployment, and environmental problems.</p> <p>Critical Thinking - the ability to analyze, evaluate, and interpret information objectively and logically to form sound judgments and decisions.</p>	<p>Note to the Teacher:</p> <p>To deepen engagement, learners may be asked to identify which terms are connected to personal experiences and which relate to issues observed in society. This activity will help activate learners' prior knowledge and prepare them for philosophical reflection and critical analysis.</p>

	<p>Philosophical Thinking - a reflective and reasoned process that involves questioning assumptions, seeking truth, examining ideas deeply, and understanding human experiences and reality.</p> <p>OPTION 2 - I STAND. The teacher will post the question on the board: <i>"Have you ever questioned what is right or wrong?"</i></p> <ol style="list-style-type: none"> 1. The learners will think for three (3) minutes. 2. Selected learners will share their insights with the class. Possible responses from the learners may include: <ol style="list-style-type: none"> a. "Yes, especially when I had to choose between telling the truth and protecting a friend." b. "I questioned what was right or wrong when I witnessed someone being treated unfairly at school." c. "Sometimes I get confused because different people have different opinions about what is right." d. "There are situations where doing the right thing is difficult because it may hurt someone." e. "I realized that making moral decisions requires thinking about consequences and values." <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What made you question whether something was right or wrong? 2. How did you decide what the right thing to do was? 3. Do you think people always agree on what is right or wrong? Why or why not? 	<p>Note to the Teacher: The teacher will generate several responses from the learners. The teacher will emphasize that these are not merely questions about right and wrong; they are philosophical questions that will engage them in deeper moral reflection. Philosophy begins when people start to wonder, question, and reflect on life, knowledge, and reality.</p> <p>Application of the IDF: The suggested activity activates schema through collaborative learning and inquiry-based questioning. It aligns with the constructivist approach, bridging prior knowledge and new learning.</p> <p>Materials Needed: Question written on a cartolina: <i>"Have you ever questioned what is right or wrong?"</i></p>
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	<p>OPTION 3 - FOUR CORNERS: MORAL DECISION LINE.</p> <p>The teacher will prepare four (4) corners of the classroom, labeled: (1) Strongly Agree, (2) Agree, (3) Disagree, and (4) Strongly Disagree.</p> <p>The teacher will present the following statement: "Doing the right thing is always easy."</p> <p>The teacher will ask the learners to move to the corner that best represents their opinion. Once grouped, learners will discuss their reasons with classmates in their corner. After the discussion, representatives from each group will share their insights with the class. The teacher will facilitate the synthesis of ideas and connect the learners' responses to the new lesson.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What experiences or situations influenced your position on the statement? 2. How can personal values, culture, or society affect a person's understanding of what is right or wrong? 3. Should people still do what is morally right even when it is difficult or unpopular? Explain your answer. 	<p>Note to the Teacher:</p> <p>The teacher will facilitate respectful discussion and encourage learners to justify their positions using personal experiences and logical reasoning. The teacher will synthesize the learners' diverse perspectives to deepen their understanding. The teacher will emphasize that these questions encourage philosophical inquiry because they require deeper reflection on values, reasons, and moral principles. Philosophy begins when people start to wonder, question, and reflect on life, knowledge, and reality.</p> <p>Application of the IDF:</p> <p>The suggested activity promotes learner agency, collaborative discourse, and reflective thinking through experiential and inquiry-based learning. It fosters critical thinking, social interaction, and contextualized learning experiences.</p> <p>Materials Needed:</p> <p>Labels displaying "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree"</p>
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	<p>2. Establishing the Purpose of the Lesson</p> <p>OPTION 1 - PHOTO-LOGIC LENS. The teacher will present two photos and facilitate a guided discussion. The discussion will begin with a photo of learners participating in a street rally, followed by a photo of learners engaged in a TESDA training program.</p> <ol style="list-style-type: none"> 1. The teacher will ask the learners to observe the photos and share their initial opinions or interpretations. 2. Learners will explain and justify their responses based on what they see and understand from the images. 3. The teacher will prompt reflection by asking, "Why do people think differently about the same issue?" <p>Photo 1 Source: https://www.rappler.com/moveph/photos-students-walkout-edsa-people-power-anniversary-february-2025/</p> <p>Photo 2 Source: https://www.gettyimages.com/detail/news-photo/students-take-part-in-a-class-to-learn-welding-skills-at-news-photo/167785934</p> <p>Photo 1</p> 	<p>Note to the Teacher:</p> <p>The teacher will process the activity by connecting the learners' varied interpretations to their personal experiences, values, beliefs, and ways of understanding reality. The teacher will emphasize that differences in perspectives are natural because individuals analyze situations using different forms of reasoning and lived experiences.</p> <p>The discussion may then be bridged to the lesson on philosophical inquiry by relating the learners' responses to the major branches of philosophy, such as:</p> <ul style="list-style-type: none"> ❖ Ethics - examining judgments about what is right or wrong. ❖ Epistemology - examining how knowledge, beliefs, and interpretations are formed and justified through evidence and experience. ❖ Logic - analyzing arguments, reasoning processes, and differing viewpoints. ❖ Metaphysics - exploring the nature of reality, existence, and how people understand human experience. ❖ Aesthetics - interpreting meaning, value, and significance from visual representations,
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Photo 2



OPTION 2 - REAL-LIFE HOOK (DILEMMA). The teacher will present a series of real-life scenarios involving moral, personal, and social issues. Learners will reflect on each situation and evaluate the actions or decisions presented.

1. Learners will indicate their responses by voting "YES" or "NO" for each scenario presented.
2. Learners who disagree or feel uncertain may explain their alternative course of action and justify their response using their own experiences, values, or reasoning.
 - a. I caught my friend cheating. I will not report it to the teacher.
 - b. I found a Php 500.00 bill at the canteen. I will turn it over to my teacher or to the proper authority.
 - c. My groupmate did not contribute to our performance task but still wants equal credit. I will not inform the teacher about the issue.
 - d. I witnessed classmates mocking someone because of their appearance or background.

such as editorial cartoons, photographs, or other images.

Through this discussion, learners will be guided to appreciate the role of philosophical thinking in analyzing personal experiences, social issues, and real-life situations using critical, reflective, and reasoned inquiry.

Application of the IDF:

The activity promotes learner-centered engagement, constructivist meaning-making, inquiry-based questioning, and interdisciplinary integration of competencies that encourage critical and reflective thinking.

Materials Needed:

Learners participating in a street rally

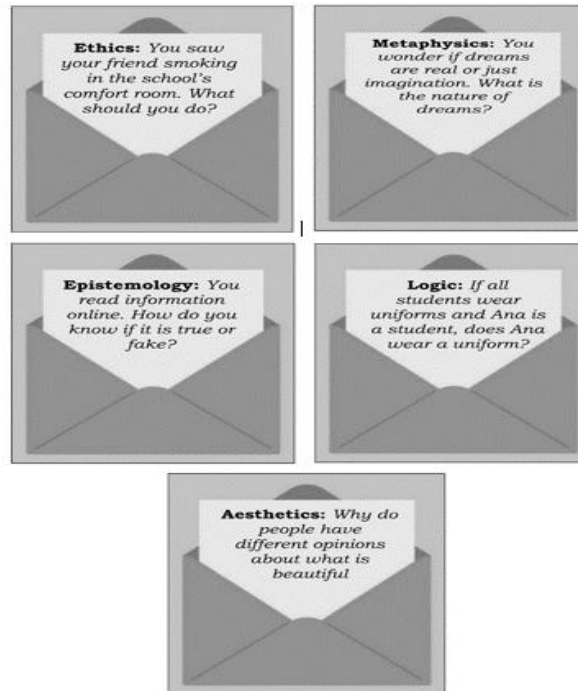
Learners engaged in a TESDA training program

Slide deck of the real-life scenarios for Option 2

	<p>I will speak up or report the behavior to stop the discriminatory act.</p> <p>e. I saw a viral post spreading fake news about a public issue. I will not report it or verify the information before sharing it.</p> <p>3. After each item, the teacher will facilitate a brief sharing by asking: <i>"Why did you choose that response?"</i></p>	
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>OPTION 1: I AM A BRANCH! The teacher will present an illustration of a tree with five labeled branches. Each branch contains a question related to a major branch of philosophy.</p> <ol style="list-style-type: none"> 1. Learners will take turns choosing one branch from the tree and reading the corresponding question aloud. 2. The chosen learner will answer the question based on personal understanding, experience, or reasoning. 3. After each response, the teacher will reveal and identify the corresponding branch of philosophy represented by the question. 4. The teacher will then facilitate a brief discussion explaining the nature, focus, and basic concerns of each branch of philosophy. 5. As the activity progresses, the teacher will encourage learners to compare the branches and recognize how philosophical questions relate to real-life experiences and human thinking. <p>Branch 1. Ethics Question: Is it ever right to lie to protect a friend? Focus of the Teacher's Discussion: Ethics examines moral principles and human conduct. It helps individuals determine what is good, fair, just, and morally acceptable in different situations. It seeks to answer questions such as:</p>	<p>Note to the Teacher: The teacher must emphasize the development of learners' critical thinking and deep conceptual understanding through guided inquiry and discussion.</p> <p>Equal importance should be given to fostering appreciation of how philosophical ideas influence human thought, values, and decision-making in real-life contexts.</p> <p>For the Option 2 activity, the teacher may refer to the Option 1 activity as a guide to the key concepts and focus of discussion for each branch of philosophy.</p> <p>The teacher may also include discussions on digital art and memes as examples in Aesthetics.</p> <p>Application of the IDF: The activity promotes learner-centered, inquiry-based, and constructivist learning, in which learners actively construct their understanding of philosophical concepts through questioning and</p>

	<ol style="list-style-type: none"> 1. What is right and wrong? 2. How should people act toward others? <p>Branch 2. Metaphysics Question: Do we human beings possess a soul? Focus of the Teacher's Discussion: Metaphysics explores the fundamental nature of reality, existence, and being. It encourages individuals to reflect on the nature of human existence, identity, and the world around them. It seeks to answer questions such as:</p> <ol style="list-style-type: none"> 1. What is reality? 2. What does it mean to exist? <p>Branch 3. Epistemology Question: How do we determine whether something is true? Focus of the Teacher's Discussion: Epistemology examines the nature, sources, and limits of knowledge. It helps individuals evaluate information, question truth claims, and understand how beliefs are formed and justified. It seeks to answer questions such as:</p> <ol style="list-style-type: none"> 1. What is knowledge? 2. How do people acquire and verify knowledge? <p>Branch 4. Logic Question: If all humans are mortal and Juan is human, is Juan mortal? Focus of the Teacher's Discussion: Logic is the branch of philosophy that studies the principles of correct reasoning and sound argumentation. It helps individuals analyze statements systematically, draw valid conclusions, and avoid faulty reasoning. It seeks to answer questions such as:</p> <ol style="list-style-type: none"> 1. What constitutes correct or valid reasoning? 2. How do we evaluate whether an argument is logically valid or invalid? 	<p>discussion. It also supports competency development by engaging learners in critical thinking, meaning-making, and real-life application of ideas across the five branches of philosophy.</p> <p>Materials Needed: Tree illustration: https://www.shutterstock.com/search/tree-five-branches Retrieved May 7, 2026</p> <p>Flip cards as illustrated in the Option 2 activity. The teacher may modify the material.</p> <p><i>The activity addresses Objective Number 1.</i></p>
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	<p>Branch 5. Aesthetics</p> <p>Question: What makes a painting beautiful?</p> <p>Focus of the Teacher's Discussion: Aesthetics is the branch of philosophy that studies beauty, art, and human appreciation of sensory experiences. It helps individuals understand how meaning, emotion, and creativity are expressed and interpreted in various forms of art. It seeks to answer questions such as:</p> <ol style="list-style-type: none"> 1. What is beauty? 2. What is art? How is it experienced or appreciated? <p>OPTION 2: PHILOSO-FLIP CARDS. The teacher will prepare five (5) sets of flip cards, each containing a real-life situation related to the five branches of philosophy (Ethics, Metaphysics, Epistemology, Logic, and Aesthetics). The cards will be posted or shown randomly to the class.</p> <ol style="list-style-type: none"> 1. Learners will select one flip card and read the situation aloud. 2. The learner will explain their reasoning based on the situation presented. 3. After the response, the teacher will reveal the branch of philosophy and provide a brief discussion of its key focus and concerns. 4. The teacher will encourage class discussion by asking learners whether they agree or have different interpretations. 5. The activity will continue until all branches have been discussed, emphasizing connections between philosophical concepts and real-life situations. 	
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2. Discussing New Concepts

OPTION 1. PHILOSO-BRANCH CHALLENGE GRID. The learners will complete a challenge grid by answering questions aligned with the five branches of philosophy, their key concerns, and their practical applications in real-life situations.

1. The grid contains items representing the branches of philosophy, their core ideas, and their practical applications in life.
2. Learners will earn points based on the number of items answered accurately and thoughtfully, with a maximum score of 15 points.
3. The teacher will randomly select learners to present and explain their outputs, followed by a brief class discussion and feedback.

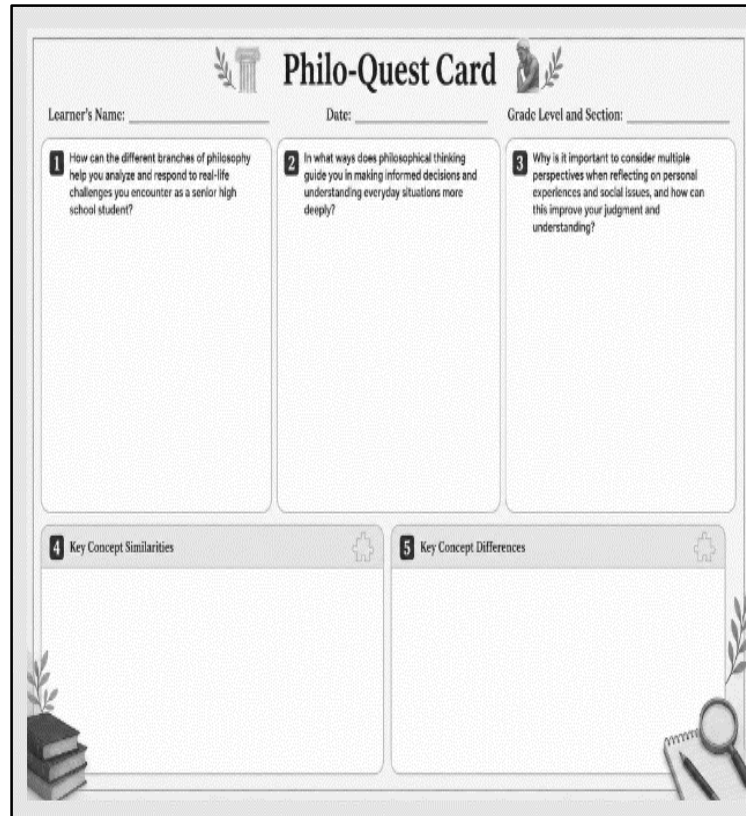
Give three concepts related to Ethics.	What are the key concerns of Ethics?	Give one real-life situation where Ethics can be applied.
Give three concepts related to Metaphysics.	What are the key concerns of Metaphysics?	Give one real-life situation where Metaphysics can be applied.
Give three concepts related to Epistemology.	What are the key concerns of Epistemology?	Give one real-life situation where Epistemology can be applied.
Give three concepts related to Logic.	What are the key concerns of Logic?	Give one real-life situation where Logic can be applied.
Give three concepts related to Aesthetics.	What are the key concerns of Aesthetics?	Give one real-life situation where Aesthetics can be applied.

Guide Questions:

1. How do the five branches of philosophy (Ethics, Metaphysics, Epistemology, Logic, and Aesthetics) help us better understand real-life situations and human experiences?
2. Why is it important to distinguish the key concerns of each branch of philosophy when analyzing a problem or situation?
3. How can you apply the ideas from the different branches of philosophy in making informed, reasonable, and meaningful decisions in your daily life?

	<p>OPTION 2 - PHILO-QUEST: REALITY RUN CHALLENGE. The learners will complete a Philo-Quest Card by answering structured prompts aligned with the five branches of philosophy, focusing on concepts, key concerns, and real-life applications.</p> <ol style="list-style-type: none"> Each learner will either receive or draw a Philo-Quest Card containing one set of questions covering Ethics, Metaphysics, Epistemology, Logic, and Aesthetics. <ol style="list-style-type: none"> How can the different branches of philosophy help you analyze and respond to real-life challenges you encounter as a senior high school learner? In what ways does philosophical thinking guide you in making informed decisions and understanding everyday situations more deeply? Why is it important to consider multiple perspectives when reflecting on personal experiences and social issues, and how can this improve your judgment and understanding? Learners will complete all sections of the card, providing concise but meaningful answers that reflect understanding of each branch and its application to real-life situations. After completing the task, learners will form small groups to compare answers and identify similarities and differences in their responses. The teacher will randomly select learners to present one branch from their completed Philo-Quest Card and explain their reasoning. The teacher will provide feedback and reinforce correct understanding of each branch, 	<p>Note to the Teacher: The provided guide questions may be used for the Option 2 activity to support learner responses and deepen discussion.</p> <p>Possible Answers to the Option 2 Activity:</p> <ol style="list-style-type: none"> The branches of philosophy help me think critically and better understand situations. They guide me in making informed decisions using logic, values, and reason. Philosophical thinking helps me analyze situations carefully, consider consequences, and respect diverse opinions before making decisions. It also encourages me to question situations, seek truth, and think before acting in daily life. Considering different perspectives helps me understand others better and avoid quick judgments. It also helps me make fair, balanced decisions by seeing the full picture and not just one side. <p>Application of the IDF: The activities promote learner-centered and inquiry-based learning by allowing learners to actively explore and apply philosophical concepts. They also help develop critical</p>
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emphasizing how philosophical thinking is applied in everyday decision-making.

The image shows a 'Philo-Quest Card' template. At the top, it has a title 'Philo-Quest Card' flanked by a classical column icon on the left and a laurel wreath icon on the right. Below the title are three fields: 'Learner's Name:', 'Date:', and 'Grade Level and Section:'. The card is divided into five numbered sections. Section 1 is a large box with the question: 'How can the different branches of philosophy help you analyze and respond to real-life challenges you encounter as a senior high school student?'. Section 2 is a large box with the question: 'In what ways does philosophical thinking guide you in making informed decisions and understanding everyday situations more deeply?'. Section 3 is a large box with the question: 'Why is it important to consider multiple perspectives when reflecting on personal experiences and social issues, and how can this improve your judgment and understanding?'. Section 4 is a smaller box titled 'Key Concept Similarities' with a puzzle piece icon. Section 5 is a smaller box titled 'Key Concept Differences' with a puzzle piece icon. The bottom left corner features an illustration of a stack of books with a laurel wreath, and the bottom right corner features an illustration of a magnifying glass and a pen.

3. Developing Mastery

OPTION 1. PHILO-DECISION SCENARIO CARDS. The teacher will present real-life scenario cards related to social media, school life, and personal experiences. Learners will analyze each situation and decide what action to take using philosophical reasoning and critical thinking.

1. Learners will read each scenario:

thinking and understanding of the five (5) branches of philosophy.

Materials Needed:

Challenge Grid to be utilized in Option 1 Activity

Philo-Quest Card to be utilized in Option 2 Activity

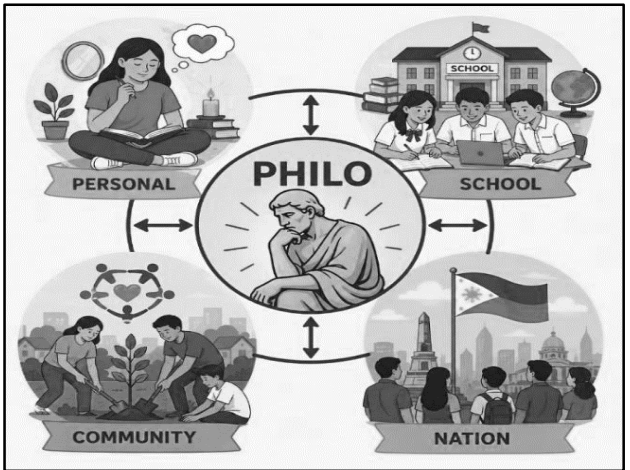
The activities address Objectives 1 and 2.

Note to the Teacher:

The activity will guide learners toward developing critical and reflective thinking, philosophical reasoning, truthfulness, fairness, responsibility, and ethical decision-making. The expected responses do not need to be identical because philosophy values reflective and reasoned thinking.

	<ol style="list-style-type: none"> a. Social Media Truth Check. You see a viral post claiming a controversial issue about your school, but it has no clear source. You are unsure whether the information is true or false. b. Personal Moral Choice. You accidentally receive extra change when buying food at the canteen. The seller does not notice the mistake. c. Quiz Integrity Dilemma. During an exam, your seatmate accidentally drops a small note with possible answers near your desk. The teacher is not looking. d. Social Media Pressure. A trending online challenge encourages learners to skip classes for fun and post about it for likes. Many classmates are joining in. e. Online Identity and Ethical Boundaries. A popular influencer posts content that subtly promotes stereotypes about a marginalized group, but frames it as "just humor." The content is widely shared, and calling it out may lead to online conflict or being labeled as "too sensitive." <ol style="list-style-type: none"> 2. Learners will explain their decisions and justify it using philosophical ideas (e.g., truth, fairness, reasoning, values). 3. In pairs, learners will compare their answers and discuss how philosophy helps make better decisions in real-life situations. 4. The teacher will guide the discussion by highlighting how philosophy develops critical thinking and supports responsible decision-making. 	<p>The teacher may modify the guide questions, provided that they remain aligned with the importance of philosophy, particularly in developing critical thinking, enhancing decision-making, encouraging self-reflection, promoting open-mindedness, and applying philosophical understanding to real-life issues.</p> <p>Application of the IDF: The activity strengthens competency development by engaging learners in critical thinking, ethical decision-making, self-reflection, and the application of philosophical concepts to authentic social, academic, and digital life contexts.</p> <p>Materials Needed: Philo-Decision Scenario Cards for the Option 1 activity</p> <p>"I Agree," "I Question," and "I Challenge" labels to be posted in the designated areas of the classroom for the Option 2 activity</p> <p><i>The activity addresses Objectives 1 and 2.</i></p>
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	<p>Guide Questions:</p> <ol style="list-style-type: none"> 1. How does philosophy help you develop critical thinking when analyzing and responding to the real-life situations presented in the scenarios? 2. In what way does philosophical thinking guide you in making responsible and ethical decisions in school, social media, and personal life situations? 3. How do the scenarios show that philosophy encourages self-reflection, open-mindedness, and application of ideas to real-life issues? <p>OPTION 2. PHILO-REACTION WALL: "I AGREE / I QUESTION / I CHALLENGE." The teacher will prepare three designated areas in the classroom labeled "I AGREE," "I QUESTION," and "I CHALLENGE." These will serve as reaction zones where learners physically position themselves based on their philosophical stance.</p> <ol style="list-style-type: none"> 1. The teacher will present a series of thought-provoking statements related to everyday life, values, and society. <ol style="list-style-type: none"> a. "It is always better to tell the truth, no matter the consequences." b. "What is considered beautiful depends largely on personal opinion." c. "People believe things are true simply because they hear them often." d. "Rules should always be followed without question." e. "Reality is the same for everyone, regardless of perspective." 2. After each statement, learners will move to one of the three reaction zones depending on their response. 3. Selected learners from each zone will explain their reasoning using philosophical ideas such as truth, fairness, logic, or personal values. 	
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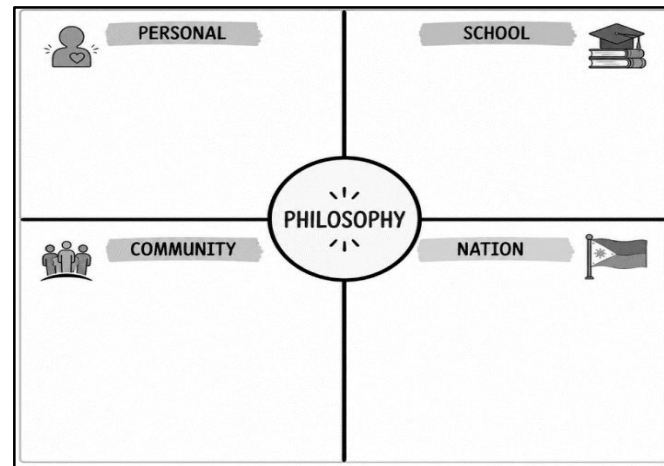
	<ol style="list-style-type: none"> The teacher will facilitate a brief synthesis after each round, highlighting how different branches of philosophy relate to the responses. The activity will continue for several statements to encourage reflection, comparison of ideas, and respectful exchange of viewpoints. 	
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Applications</p> <p>OPTION 1. PHILO IS AT THE CENTER. The teacher will present an infographic showing "PHILO" at the center and its connections to different spheres of life.</p> <ol style="list-style-type: none"> Learners will observe the image and share their interpretations of its meaning and message. The teacher will facilitate the discussion by guiding learners to identify how philosophy is reflected in different aspects of life (personal, school, community, and national) and applied in real-life situations. 	<p>Note to the Teacher: The teacher may use other images appropriate to the learners' needs.</p> <p>Application of the IDF: The activities follow a learner-centered, competency-based, and outcomes-driven approach. The framework highlights the integration of real-world contexts, active learning strategies, and reflective practices to develop 21st-century skills.</p> <p>Materials Needed: Infographic of "Philo at the Center" for the Option 1 activity "Philo in My World Map" for the Option 2 activity</p> <p>The activities address Objective 3.</p>

Guide Questions:

1. Looking at the central drawing, what do you think the person is doing, and what might the lines radiating from them represent?
2. How do the arrows show that "PHILO" is connected to your personal life and school experiences?
3. In the "Community" image, people are planting a tree together. How does philosophical thinking help individuals work more effectively as a group in situations like this?

OPTION 2: "PHILO IN MY WORLD MAP." The teacher will present a blank life map divided into four quadrants: Personal, School, Community, and Nation.

1. Learners will identify and write situations in each quadrant where philosophical thinking is applied (e.g., decision-making, ethics, responsibility).
2. They will explain how philosophy influences choices and behavior in each area.
3. A short sharing session will follow, where learners compare answers and insights.



	<p>2. Making Generalizations</p> <p>OPTION 1. PHILO LENS: SELF, SOCIETY, AND LIFE. The teacher will ask the learners to respond to the following guide questions:</p> <ol style="list-style-type: none"> 1. What are the different branches of philosophy and their basic concerns? 2. Why is philosophy important in daily life? 3. How can philosophy be applied in reflecting on personal and social issues? <p>OPTION 2. PHILO IN REAL LIFE: THINK, QUESTION, UNDERSTAND. The teacher will ask the learners to complete the following statements.</p> <p>The different branches of philosophy are _____, _____, _____, _____, and _____.</p> <p>The basic concerns of these branches are _____, _____, _____, _____, and _____.</p> <p>The importance of philosophy in my daily life is _____.</p> <p>I can apply philosophy in reflecting on personal and social issues by _____.</p>	<p>Note to the Teacher: The teacher may modify the suggested activities to align with learners' needs.</p> <p>Application of the IDF: The activities embody the key principles of contextualization, learner engagement, the development of higher-order thinking skills, and the meaningful application of knowledge, ensuring that philosophy is not only understood as a discipline but also lived and practiced in everyday decision-making and reflection.</p> <p>Materials Needed: Chart of the incomplete statements for the Option 2 activity</p> <p><i>The activity addresses Objectives 1, 2, and 3.</i></p> <p>Summary of Instructional Design Framework (IDF) Application</p> <ul style="list-style-type: none"> ❖ Learner-Centered: Activities promote collaboration and reflection. ❖ Contextualized: Real-life examples and local issues are used. ❖ Technology-Enhanced: Multimedia and interactive tools are included.
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	<p>5. A learner carefully checks if a classmate's argument is valid by examining whether the conclusion logically follows from the given statements. Which branch of philosophy is being applied?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>A. Logic</p> <p>B. Ethics</p> </div> <div style="width: 45%;"> <p>C. Metaphysics</p> <p>D. Aesthetics</p> </div> </div> <p>6. A Grade 11 learner sees a viral post claiming that a "new grading policy" will automatically pass all learners, causing classmates to panic and neglect their study habits. The learner examines the source, checks official announcements, and warns others after verifying the information. Which importance of philosophy is BEST demonstrated?</p> <div style="display: flex;"> <div style="width: 45%;"> <p>A. Encouraging self-reflection through personal evaluation of study habits</p> <p>B. Developing critical thinking by evaluating truth claims before acceptance</p> <p>C. Promoting open-mindedness by considering alternative academic policies</p> <p>D. Enhancing decision-making through emotional control in stressful situations</p> </div> </div> <p>7. A learner is pressured to submit copied answers in an online assignment due to a lack of time. Instead of immediately refusing or complying, the learner weighs academic integrity, personal consequences, and long-term goals before deciding to submit original work. Which philosophical importance is MOST evident?</p> <div style="display: flex;"> <div style="width: 45%;"> <p>A. Enhancing decision-making through rational evaluation of consequences</p> <p>B. Encouraging self-reflection on personal learning effectiveness</p> <p>C. Applying philosophical understanding to digital ethics issues</p> <p>D. Promoting open-mindedness toward academic collaboration practices</p> </div> </div> <p>8. After repeatedly arguing with their parents about curfew rules, a learner pauses to consider whether their reactions are driven by emotion or fairness. The learner reassesses their attitude and begins to communicate more respectfully. Which importance of philosophy is MOST reflected?</p> <div style="display: flex;"> <div style="width: 45%;"> <p>A. Developing critical thinking in evaluating rules imposed by authority</p> <p>B. Encouraging self-reflection on personal behavior and attitudes</p> <p>C. Enhancing decision-making in family conflict resolution</p> <p>D. Promoting open-mindedness toward generational differences</p> </div> </div> <p>9. In a classroom discussion about controversial issues like the legalization of divorce, a student initially disagrees strongly but listens carefully to classmates' arguments and considers valid points that challenge their beliefs. Which importance of philosophy is most shown?</p> <div style="display: flex;"> <div style="width: 45%;"> <p>A. Promoting open-mindedness through acceptance of differing perspectives</p> </div> </div>
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	<p>B. Enhancing decision-making by avoiding emotional bias</p> <p>C. Developing critical thinking through argument analysis</p> <p>D. Applying philosophical understanding to civic participation</p> <p>10. A learner notices increasing cases of anxiety and burnout among classmates due to academic pressure. They propose a peer-support initiative that balances achievement and well-being, backed by reasoned arguments at a learner council meeting. Which importance of philosophy is MOST applied?</p> <p>A. Encouraging self-reflection on emotional resilience</p> <p>B. Developing critical thinking in identifying school-related stress patterns</p> <p>C. Applying philosophical understanding to real-life issues in the school context</p> <p>D. Enhancing decision-making through leadership participation</p> <p>KEY TO THE ASSESSMENT</p> <ol style="list-style-type: none"> 1. B. Ethics - Ethics deals with moral principles and questions of right and wrong behavior. The situation involves deciding whether lying is morally acceptable, which is a clear ethical concern. 2. C. Metaphysics - Metaphysics studies reality, existence, and the nature of being, including abstract concepts like free will and determinism. 3. B. Epistemology - Epistemology is the study of knowledge-how we know what is true and how we determine whether information is justified or reliable. 4. A. Aesthetics - Aesthetics deals with beauty, art, and taste. It helps us understand and evaluate artistic expression and meaning in artworks. 5. A. Logic - Logic focuses on correct reasoning and argument structure, ensuring that conclusions follow validly from premises. 6. B. Developing critical thinking by evaluating truth claims before acceptance - The learner analyzes and verifies information before accepting it as true, which is a direct application of critical thinking-an essential contribution of philosophy in dealing with misinformation. 7. A. Enhancing decision-making through rational evaluation of consequences - The learner carefully evaluates consequences before making a responsible choice, showing how philosophy improves decision-making in complex real-life situations. 8. B. Encouraging self-reflection on personal behavior and attitudes - The learner examines their own behavior and emotional responses, demonstrating self-reflection-a key philosophical practice for personal growth.
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	<p>9. A. Promoting open-mindedness through acceptance of differing perspectives - The learner actively considers opposing views, showing openness to new ideas, which is central to philosophical thinking.</p> <p>10. C. Applying philosophical understanding to real-life issues in the school context - The learner applies philosophical reasoning to address a real social concern (mental health concerns in the school community), demonstrating practical application of philosophy.</p> <p><i>The assessment addresses Objectives 1, 2, and 3.</i></p> <p>PERFORMANCE TASK. THINKING BEYOND THE SURFACE: A PHILOSOPHICAL REFLECTION ON LIFE AND SOCIETY.</p> <p>I. PERFORMANCE TASK DESCRIPTION. Learners will write a reflection paper analyzing a personal experience or a social issue through philosophical reflection. The paper should demonstrate critical thinking, self-reflection, and understanding of how philosophy helps people examine beliefs, values, actions, and societal concerns.</p> <p>II. TASK PROPER. Each learner will write a 2-3-page reflection paper on a chosen personal or social issue. Learners may choose from the following or propose another topic approved by the teacher:</p> <p>Personal Issues</p> <ul style="list-style-type: none"> ❖ Academic pressure and stress ❖ Friendship and peer influence ❖ Responsible use of social media ❖ Family conflicts ❖ Decision-making and accountability <p>Social Issues</p> <ul style="list-style-type: none"> ❖ Cyberbullying ❖ Fake news and misinformation ❖ Poverty and inequality ❖ Environmental responsibility
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- ❖ Discrimination and respect for diversity

III. GUIDE QUESTIONS

The reflection paper must answer the following questions:

1. What is the issue or experience about?
2. Why is this issue important in everyday life?
3. What values, beliefs, or principles are involved?
4. What philosophical questions arise from this issue?
5. How does this issue affect individuals or society?
6. What insights or realizations did you gain?
7. How can philosophy help people make wiser and more responsible decisions regarding this issue?

IV. FORMAT REQUIREMENTS

- ❖ Length: 2-3 pages
- ❖ Font Style: Times New Roman
- ❖ Font Size: 12
- ❖ Spacing: 1.5 spacing
- ❖ Must contain: Title, Introduction, Body, and Reflection/Conclusion

V. CRITERIA FOR SCORING

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)	Percentage
Depth of Reflection	Demonstrates deep, meaningful, and critical reflection with insightful analysis of the issue	Shows clear reflection and analysis with relevant insights	Shows limited reflection and minimal analysis	Reflection is superficial or unclear	30%
Application of Philosophy	Effectively applies philosophical concepts, questioning, and reasoning to the issue	Adequately applies philosophical thinking to the issue	Shows partial or inconsistent application of philosophical ideas	Shows little to no application of philosophy	30%
Insight and Personal Realizations	Presents mature realizations, self-awareness, and thoughtful conclusions	Presents relevant realizations and understanding	Presents simple or general realizations	Realizations are unclear or lacking	15%
Organization and Coherence	Ideas are exceptionally organized, logical, and easy to follow	Ideas are organized and mostly coherent	Organization is inconsistent or confusing in some parts	Ideas lack organization and clarity	10%
Use of Evidence and Examples	Uses highly relevant experiences, observations, or examples to support reflection	Uses relevant examples to support ideas	Uses limited or vague examples	Examples are absent or unrelated	10%
Mechanics and Format	Free from grammatical, spelling, and formatting errors	Contains a few minor errors that do not affect understanding	Contains several errors that somewhat affect clarity	Contains many errors that affect readability	5%
TOTAL					100%

The performance task addresses Objective 3.

VII. REFLECTION

(Feedback and Continuous Improvement)

In this section, teachers are encouraged to record important observations during the teaching and learning process, such as learners' behavior, participation, engagement, and performance on assessment. Teachers should reflect on which strategies worked well, which parts of the lesson learners found difficult, and what adjustments should be made to address those difficulties. They should also note potential improvements for future lessons. These reflections help identify best practices and areas for improvement in instruction.

<p>VIII. USE OF GENERATIVE AI</p>	<p>The writer used Generative AI (ChatGPT) as an instructional design support tool to develop and enhance learning materials. It was used to improve the guide questions in the Option 1 Activity under Activating Prior Knowledge to better elicit learners' prior understanding and activate relevant schema. It also helped refine the situational prompts in the Option 2 Activity under Establishing the Purpose of the Lesson, ensuring stronger alignment with learning competencies and promoting meaningful learner engagement.</p> <p>Furthermore, ChatGPT was used to strengthen the Assessment section by improving its structure, coherence, and alignment with the intended learning outcomes. It also enhanced assessment items to reflect Higher Order Thinking Skills (HOTS), with a focus on learners' ability to analyze, evaluate, and apply concepts. In addition, it supported the refinement of the Performance Task and the development of corresponding scoring criteria or rubric to ensure clearer, more objective, and competency-based evaluation standards.</p> <p>Lastly, the tool was used to generate visual materials for the Finding the Practical Applications section to enhance instructional clarity and learner engagement. In addition, ChatGPT supported the creation of the Philo-Quest Card (Discussing New Concepts-Option 2 Activity: Philo-Quest Reality Run Challenge), including its instructional content and visual representation to further enrich the learning experience.</p>
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Learning Area	Doing Philosophy: Differentiating Truth and Opinion and Scientific or Factual Truth from Philosophical Truth	Lesson Exemplar	3
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I. OBJECTIVES	
A. Content Standard	Learners demonstrate understanding of the nature, importance, and ways of doing Philosophy.
B. Performance Standard	Learners apply philosophical analysis, abstraction, and reflection to articulate the meaning of real-life experiences.
C. Learning Competencies	Recognize the importance of analyzing the ways of doing Philosophy.
II. REFERENCES and MATERIALS (Selecting Resources and Material)	<p>Abella, R. 2016. Ginkgo Biloba and Its Health Benefits. https://www.healthline.com/nutrition/ginkgo-biloba-benefits</p> <p>Arendt, Hannah. 1967. "Truth and Politics." The New Yorker, February 25, 1967. Truth and Politics The New Yorker.</p> <p>Beck, S. M., H. Ruge, C. Schindler, M. Burkart, R. Miller, C. Kirschbaum, and T. Goschke. 2016. "Effects of Ginkgo Biloba Extract EGb 761® on Cognitive Control Functions, Mental Activity of the Prefrontal Cortex and Stress Reactivity in Elderly Adults with Subjective Memory Impairment: A Randomized Double-Blind Placebo-Controlled Trial." Human Psychopharmacology: Clinical and Experimental 31 (3): 227–242. https://doi.org/10.1002/hup.2534.</p> <p>Muega, M. A. G. 2010. "Values/Moral Education: Current Conceptions and Practices in Philippine Schools." Alipato: A Journal of Basic Education 4. https://www.academia.edu/10236900/Values_Moral_Education_Current_Conceptions_and_Practices_in_Philippines_Schools.</p> <p>Psicologia – Luca Mazzucchelli. 2018. "Don't Always Believe What You See: The Story of the Six Blind Men and the Elephant." YouTube video, January 11, 2018. https://www.youtube.com/watch?v=8VcBse8V1mY.</p>

	<p>Rappler. 2023. "Miss Universe Organizers Apologize Over Top 5 Mix-up Amid Rigging Allegations." November 23, 2023. https://www.rappler.com/entertainment/pageants/miss-universe-organization-statement-top-five-mixup-accidental/.</p> <p>Saxe, John Godfrey. 1872. "The Blind Men and the Elephant." In The Poems of John Godfrey Saxe. New York: James R. Osgood and Company. https://en.wikisource.org/wiki/The_Poems_of_John_Godfrey_Saxe/The_Blind_Men_and_the_Elephant</p> <p>Stanford Encyclopedia of Philosophy. 2022. "Truth." In The Stanford Encyclopedia of Philosophy, Winter 2022 ed., edited by Edward N. Zalta. https://plato.stanford.edu/entries/truth/.</p> <p>Zhang, H.-F., L.-B. Huang, Y.-B. Zhong, Q.-H. Zhou, H.-L. Wang, G.-Q. Zheng, and Y. Lin. 2016. "An Overview of Systematic Reviews of Ginkgo Biloba Extracts for Mild Cognitive Impairment and Dementia." Frontiers in Aging Neuroscience 8: 276. https://doi.org/10.3389/fnagi.2016.00276.</p>	
III. CONTENT (Sequencing Content)	<p>Doing Philosophy</p> <ul style="list-style-type: none"> • Differentiating Truth and Opinion • Differentiating Scientific or Factual Truth from Philosophical Truth 	
IV. OBJECTIVES (Setting Clear Objectives and Analyzing the Tasks)	<ol style="list-style-type: none"> 1. Explain how philosophizing leads to wisdom through reflection and analysis of real-life experiences. 2. Distinguish opinion from truth. 3. Differentiate between scientific (factual) truth and philosophical truth. 4. Evaluate situations that demonstrate the difference between opinion and truth based on theories of truth. 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge</p> <p>OPTION 1: K-W-L Chart</p> <p>The learners will fill in the K-W-L Chart. They will construct the K-W-L Chart in their notebooks, which will serve as their guide throughout the session.</p> <p>For the "What I Know" column, they will be asked about what they know about philosophizing, opinion, truth, scientific truth, and philosophical truth. It is subdivided into three columns. In the "Absolutely Certain" column, learners will write facts and</p>	<p>IDF APPLICATION</p> <p>The K-W-L Chart activity helps learners connect prior knowledge with new learning while developing critical and reflective thinking skills. As learners distinguish between certainty, assumptions, and questions, they practice intellectual honesty and openness to truth. This process relates to the study of philosophy by encouraging learners to examine beliefs carefully, seek evidence, and appreciate the importance of wisdom and discernment in making judgments about reality, truth, and knowledge. Through collaborative reflection and inquiry, learners</p>

concepts they are fully confident in, supported by evidence or prior learning. In the "Somewhat Sure" column, they will write ideas that they believe to be true but may need clarification or confirmation. In the "Uncertain or Guessing" column, learners will write their assumptions or incomplete knowledge that requires further investigation.

For the "What I Want to Know" column, they will list questions or scenarios they would like to explore during the lesson.

What I Know			What I Want to know
Absolutely Certain	Somewhat Sure	Uncertain or guessing	

After the learners have finished completing the K-W-L Chart, the teacher will invite volunteer learners to share their responses with the class.

become more responsible thinkers who value both reason and respectful dialogue. The teacher will use the Report and Share strategy. The activity will be allotted 20 minutes.

NOTE FOR THE TEACHER:

This activity is designed to activate prior knowledge and establish a roadmap for inquiry regarding the distinctions between opinion, truth, and methods of philosophizing. By subdividing the "Know" column, we encourage learners to practice metacognition, thinking about the quality and certainty of their own knowledge.

IDF RELEVANCE

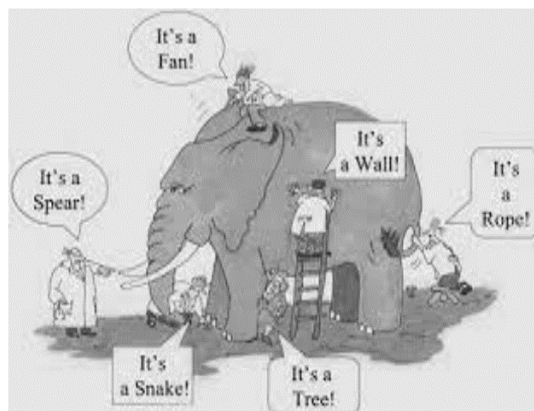
This activity follows a constructivist approach by allowing learners to choose their own words and generate personal associations, thereby honoring each learner's unique cognitive schema.

OPTION 2: The Six Blind Men and the Elephant

Directions: Read the poem "The Six Blind Men and the Elephant."

https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr8/blms/8-1-1a.pdf

Answer the Guide Questions.

**Guide Questions:**

1. How does this story illustrate the challenges of finding the truth, and what does it imply about the nature of opinions?
2. Can you think of a real-life situation where different perspectives lead to conflicting interpretations of the truth?
3. Why is it important for the blind men to share their individual experiences?
4. Can you think of a situation in your own life where considering different perspectives helped you better understand what might be true?

NOTE FOR THE TEACHER:

The primary goal is for learners to practice "philosophical reflection," which involves examining a particular experience from a broader, holistic perspective rather than a fragmented one. Promote peer discussion. The activity is estimated to take 15 minutes, followed by 5 minutes for answering the guide questions.

MATERIALS NEEDED:

A clear copy of the image and the accompanying story, "The Six Blind Men and the Elephant," for each learner group.

IDF APPLICATION

The Guide Questions activity encourages learners to analyze multiple perspectives and recognize that individual viewpoints may represent only part of the truth. Through reflection and discussion, learners develop philosophical thinking by evaluating how evidence, reasoning, and dialogue contribute to a deeper understanding of truth and reality.

	<p>5. How can individuals apply the lessons from the story in their personal lives?</p> <p>Possible Answers:</p> <p>1. The story shows that each blind man understood only one part of the elephant, so each believed that his own experience represented the complete truth. This illustrates that discovering the whole truth can be difficult because people often see only a limited part of a situation. It implies that opinions are shaped by personal experiences and may be incomplete or biased if people do not consider other perspectives.</p> <p>2. One real-life situation is during group projects in school or at work. Some members may think that a teammate is not helping because they cannot see the work that the teammate is doing behind the scenes, while others know that person is contributing in different ways. Different perspectives can create conflicting ideas about the same situation.</p> <p>3. It is important for the blind men to share their experiences because each one only understood a single part of the elephant. By listening to one another, they could combine their observations to gain a fuller, more accurate understanding of the whole elephant. Sharing perspectives helps people develop a more complete understanding of a situation.</p> <p>4. One situation could be a misunderstanding with a friend or family member. Sometimes we judge a person's actions based only on our feelings, but after hearing their side, we realize there were reasons behind their behavior. Understanding different</p>	
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perspectives could prevent conflict and lead to greater empathy and mutual understanding.

5. Individuals can apply the story's lessons by being open-minded, listening to others, and avoiding quick judgments. People should recognize that their own perspective may not be complete. By respecting different opinions and working together, they can make wiser decisions and develop a more complete understanding of the truth.

2. Establishing the Purpose of the Lesson

After completing the activities for activating prior knowledge, learners will understand what they will learn and why it matters.

OPTION 1: Word Associations: Building Logical Connections

Directions: Based on the story "The Six Blind Men and the Elephant," choose five words from the box below. Write other related words or ideas associated with your chosen words. Write your answers in the space provided.



NOTE FOR THE TEACHER:

The teacher should listen carefully to learner explanations to identify misconceptions and clarify them later. The teacher will use peer sharing.

MATERIALS NEEDED:

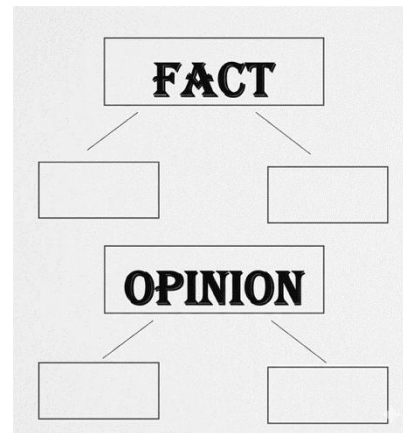
Paper or large sticky sheets; markers or colored pens

Processing Questions:

How do these words work together to help us distinguish between what is true and what is merely a personal opinion?

OPTION 2: Fill Me Up!

Have you encountered the following words before?
Complete the diagram below.



Guide Questions:

1. In your own words, how would you define a fact and an opinion?
2. Look at the examples you wrote in the graphic organizer. Which of them can be verified through a scientific experiment or supported by historical records?

NOTE FOR THE TEACHER:

This activity focuses on the philosophical skill of critical reflection and analysis, encouraging learners to examine ideas, distinguish facts from opinions, and evaluate different perspectives in the search for truth. To ensure that assessment remains aligned with learning objectives, teachers should emphasize that a "fact" must be verifiable through evidence or observation, whereas an "opinion" is based on subjective beliefs or feelings. The teacher will use the Report and Share strategy. The activity is allotted 20 minutes.

MATERIALS NEEDED:

A copy of the graphic organizer

IDF APPLICATION

The graphic organizer activity helps learners organize prior knowledge, distinguish facts from opinions, and establish meaningful connections among philosophical concepts. By classifying ideas and reflecting on their understanding, learners develop critical thinking and prepare for deeper discussions about truth, opinion, and philosophizing.

<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>OPTION 1: Situational Analysis</p> <p>Directions: Read the following statements and determine whether each is a fact or an opinion.</p> <ol style="list-style-type: none"> 1. My classmate ate the last piece of pizza. 2. It takes 20 minutes to walk from my home to the school. 3. The school resource officer firmly directed the learner to sit on the bench. 4. Living near the school is better because it reduces transportation expenses. 5. My classmate is selfish because she ate the last piece of pizza without sharing it with me. <p>OPTION 2: Video Analysis</p> <p>Directions: Watch the video carefully, then distinguish between the statements that present facts and those that express opinions.</p> <p>https://www.youtube.com/watch?v=emDQia_wH8o&t=18s</p> <p>Processing Question:</p> <p>How can distinguishing between facts and opinions help us make informed decisions in everyday life?</p>	<p>NOTES FOR THE TEACHER:</p> <p>For 20 minutes, ask learners to classify each statement. Encourage learners to justify whether each statement is a fact or an opinion by identifying evidence or explaining whether the statement reflects a personal belief or can be objectively verified.</p> <p>NOTES FOR THE TEACHER:</p> <p>This activity serves as an interactive assessment tool to gauge learners' understanding of key philosophical concepts by asking them to identify and distinguish important terms related to the lesson. Circulate around the classroom to monitor learners' responses and provide guidance as needed. The teacher will use Report and Share strategy.</p>
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2. Discussing New Concepts

OPTION 1: Who Am I?"

Read each description and identify the correct term by choosing the appropriate answer from the word box.

Logic	Epistemology	Philosophizing
Valid	Argument	Inquiry
Theory	Invalid	Truth
Reasoning		

1. "I am the guide to correct reasoning. I am the formal study of how to reason correctly and avoid mistakes."

Answer: _____

2. "I am a seeker on a mission. I am the process of looking for information or trying to understand a new concept."

Answer: _____

3. "I am the structure of reasoning. I am the set of statements and reasons that work together to support a conclusion."

Answer: _____

4. "I am the "Big Think." I am what you are doing when you sit down to ponder life's deepest questions."

Answer: _____

5. "I am a broken bridge. I am the term used when your reasoning is incorrect, flawed, or simply does not hold up."

Answer: _____

6. "I am the mapmaker of the mind. I am the branch of philosophy that asks, 'How do we know what we know?'"

Answer: _____

NOTES FOR TEACHER:

Learners will be provided a game. The learners will answer the puzzle to get the correct term. The definitions have been organized into a structured reference note for your teaching materials, focusing on the distinction between the components of an argument and the broader concepts of logical inquiry. The teacher will use Report and Share.

IDF Application:

This activity uses guided discovery and skill practice because learners apply concepts individually.

	<p>7. "I am the gold standard. I am the term for reasoning that is logically valid and sound." Answer: _____</p> <p>8. "I am the architect's blueprint. I am a system of ideas used to explain how or why something works." Answer: _____</p> <p>9. "I am what is true and can be justified by evidence. I remain when a belief is supported by sufficient evidence and sound reasoning." Answer: _____</p> <p>10. "I am the bridge between thought and conclusion. I am the mental process of connecting ideas, evidence, and logic to arrive at a logical conclusion or understanding." Answer: _____</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. Logic 2. Inquiry 3. Argument 4. Philosophizing 5. Invalid 6. Epistemology 7. Valid 8. Theory 9. Truth 10. Reasoning 	
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	<p>OPTION 2</p> <p>PART 1: "Opinion," "Fact," and "Katotohanan": Does Our School System Value Conceptual Understanding?</p> <p>By Michael Arthus G. Muega</p> <p>The concepts of opinion and truth are subject matters in a number of Philippine K-to-12 textbooks. I'm using the word "truth" because Filipino textbooks use the word "<i>katotohanan</i>" when discussing these subjects. Note, however, that the term used in the international 21st-century skills literature is "fact" rather than "truth." Do fact and <i>katotohanan</i> mean one and the same thing? Another problem: Is "fact" the same as "statement of fact"? No answer could be found in the textbooks. Suppose we skip this issue and agree that both are the same. "Ninoy Aquino was shot with a magnum .357 handgun." Is this a fact or an opinion? We could say this is an opinion if stated by a ballistics expert presenting his expert opinion in a court of law. But if it is stated by the shooter himself, and such indeed was the case, then, we say it's a fact. Something seems odd here, though. Depending on who is holding the belief, the statement in question could be an opinion or a fact. Here's another matter: How do Philippine public and private schools that comply with the DepEd's K-to-12 curriculum test whether students have a clear understanding of the concepts of fact (<i>katotohanan</i>) and opinion, assuming they are clearly distinct? But are they always different? I asked a pupil about this topic, and I found "opinion" and "<i>katotohanan</i>" are the terms used in their Filipino textbooks. If such terms are the Filipino equivalents of "opinion" and</p>	<p>IDF Application: Present the text through PowerPoint presentation. After the presentation, learners will answer the guide questions.</p>
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	<p>"fact," a simple analysis will reveal that "katotohanan" is not an accurate translation of "fact". This matter might have some interesting but problematic implications for the development of students' conceptual understanding of opinion and fact, or katotohanan and opinion. While $1+1=2$ is an example of truth (i.e., katotohanan), it's not necessarily considered a fact. In the language of the media, facts are supposed to be answers to the who, what, when, where, why, and how questions. And they may not necessarily be true or accurate; hence, those who challenge one's facts would say, "Check your facts." How many really died or were killed? Who killed whom? How much money is missing? When exactly did the event in question happen? A fact, it appears, is information that is not necessarily true. What are we to say of the firearm expert's opinion that Aquino was shot with a magnum .357 handgun? Could an opinion also be true? Opinion, fact, and katotohanan: these are not easy subject matters for grade 4, 5, and 6 students. I'm not saying, though, that they could not be taught to schoolchildren as young as their ages. What is the Filipino term for "fact"? There is undisputed information (e.g., time/date of death, place of death, wounds, injuries, cause of death) in court cases, and such information is referred to as facts. But the truth may have yet to be known whether one is guilty of murder or whether a questioned city ordinance is unconstitutional is a question of truth that has yet to be answered. So, we could say facts appear to be easier to find, whereas truth could be very slippery. I find support here: "...discerning truth is a matter of interpreting the facts. In a courtroom setting, the same facts are available to both prosecution and defense. Each</p>	
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	<p>attorney puts his own spin or construction upon the evidence, but this does not imply that both sides are right. There is still one truth. It would be absurd to insist otherwise. Depending on the type of case before the bar, an individual's entire future may hang in the balance on the jury's ability to recognize this single truth. The correct meaning emerges when the significance of the pattern and the real relationship between the facts becomes clear."</p> <p>SUPPLEMENTARY THOUGHTS</p> <p>(1) The existence of the physical universe is a fact. However, there are many truths or opinions about the universe. The scientists say it had a natural beginning and destiny. Some theistic believers believe it was created by God. Facts are often undisputed; truths are horses in an epistemological race.</p> <p>(2) This is from a Stanford Encyclopedia of Philosophy article titled "Truth": "The basic idea of the correspondence theory is that what we believe or say is true if it corresponds to the way things actually are – to the facts." So, facts are out there, i.e., outside the mind. Truth is a true belief, i.e., something held in the believer's mind.</p> <p>PART 2: To deepen our understanding of truth, we will now explore Hannah Arendt's distinction between factual truth and philosophical truth and how these two kinds of truth shape the way we evaluate information and claims in everyday life.</p>	<p>NOTES FOR TEACHER:</p> <p>For 20 minutes, present the text through presentation. After the presentation, learners will be grouped into four and answer the guide questions.</p> <p>Break the reading into smaller chunks with guiding labels:</p> <ol style="list-style-type: none"> 1. The Problem with translation What is the difference between “fact” and “katotohanan”? 2. Expert opinion and evidence Can an expert opinion become accepted as fact? 3. Facts and Truth Are facts always equal to truth? 4. Philosophical Reflection Why is truth difficult to determine? The teacher will use Report and Share.
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	<p>Difference Between Philosophical and Factual Truth According to Hannah Arendt (WSS/Philosophy)</p> <p>Factual truth and philosophical truth differ in their nature and the way they are established:</p> <p>1. Factual Truth:</p> <p>Nature: Factual truth concerns events and circumstances that have actually occurred. It is grounded in the real world and established through evidence, testimony, and documentation.</p> <p>Establishment: It depends on witnesses and records, and it exists only to the extent that it is spoken about and acknowledged. Factual truth is political by nature because it involves events and actions that concern many people.</p> <p>Vulnerability: Factual truth is fragile and can be easily manipulated or denied, especially in the political realm, where power can distort or erase facts.</p> <p>2. Philosophical Truth:</p> <p>Nature: Philosophical truth deals with abstract principles and ideas that are often derived from rational thought and contemplation. It concerns what is considered universally true, beyond the realm of human affairs.</p> <p>Establishment: It is established through reasoning, logic, and philosophical inquiry. Philosophical truth</p>	<p>NOTES FOR TEACHER:</p> <p>The teacher will provide examples.</p> <p>Factual Truth: “I have 3 cookies in my hand. “You can see them and count them right now. If you eat one, the truth changes.</p> <p>Philosophical Truth:</p> <p>1 + 1 = 2 This is a universal principle. Even if you have no cookies, the idea that one plus one equals two is always true, everywhere.</p>
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	<p>often transcends the immediate reality and is not dependent on empirical evidence.</p> <p>Stability: Philosophical truth is less vulnerable to manipulation because it is based on rational principles that are not easily altered by external influences.</p> <p>In summary, factual truth concerns concrete events and is established through evidence and testimony, whereas philosophical truth concerns abstract principles and is established through rational thought and reasoning.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Have you ever believed something online that later turned out to be false? What made you believe it at the time? 2. Why can people have different opinions even when they know the same facts? 3. Why is it important to verify facts before sharing information online or at school? <p>3. Developing Mastery</p> <p>OPTION 1: Reak-Suri</p> <p>Directions: Read the article below. Then, write your reaction and explain how you would determine whether the claims presented are true.</p> <p>The newest miracle drug promises to cure a variety of diseases and provide many health benefits to its users. The Ginkgo extract is taken from the Ginkgo biloba tree, which has been used in Chinese medicine for thousands of years. In the United States, Europe, and Asia, many people are taking Ginkgo</p>	<p>NOTES FOR TEACHER:</p> <p>Learners will be divided into three groups and be provided a copy of the article. Remind the learners to determine the truth of the claims given based on the text. Get their reactions after reading the article. Promote Peer Discussion.</p> <p>Possible Answers for the Guide Questions:</p> <p>Have you ever believed something online that later turned out to be false? Why did you believe it?</p>
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	<p>supplements and have reported several benefits, such as improved memory and sharper thinking.</p> <p>Numerous scientific studies show that Ginkgo extract offers several benefits for the human body. It has been proven to improve blood flow to the brain. This unique benefit has led many to use Ginkgo supplements to treat ailments such as Autism Spectrum Disorder (ASD), Alzheimer's, dementia, attention-deficit/hyperactivity disorder (ADHD), depression, dyslexia, migraine, and drug addiction.</p> <p>Several medical studies have found that using Ginkgo extract improves blood circulation. Ginkgo supplements, therefore, can be used to treat diseases such as high blood pressure and heart disease, and can help in the recovery from stroke. Ginkgo also gives significant benefits to people suffering from asthma, vertigo, kidney disease, glaucoma, diabetes, and cancer. Also, people taking Ginkgo supplements were found to have better memory and showed fewer signs of aging. The Ginkgo supplements are safe to take 3 to 5 times daily for maximum health benefits. The supplements can be taken with other medicines and rarely cause adverse side effects. Any person, young and old, can take the Ginkgo supplement, so share the benefits of health with your family today! (Abella 2016).</p>	<p>Materials:</p> <p>This activity will use text reading.</p> <p>IDF Application</p> <p>This activity uses guided discovery and skill practice because learners apply concepts individually.</p>
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	<p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Which statements in the text are presented as facts? 2. Which claims require reliable evidence, such as scientific studies or other credible sources, before they can be accepted? 3. Which words make the text sound promotional or biased? 4. What credible sources would you use to verify the health claims? 5. Based on your analysis, is the text informative, persuasive, or misleading? Explain your answer using evidence from the text. <p>OPTION 2: The Truth Sorting Challenge</p> <p>Directions: Categorize each of the following statements as either scientific/factual or philosophical. Then provide a brief justification for your choice.</p> <ol style="list-style-type: none"> 1. Statement: "The Earth revolves around the Sun." Category: <hr/> Justification: <hr/> 	<p>NOTE FOR TEACHERS:</p> <p>The teacher should circulate to check progress and correct errors immediately</p> <p>Materials Needed:</p> <p>Worksheets</p> <p>IDF Application</p> <p>The Guide Questions activity helps learners to construct new knowledge.</p>
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	<p>2. Statement: "A life lived only for oneself is not a meaningful life." Category:</p> <p>_____</p> <p>Justification:</p> <p>_____</p> <p>3. Statement: " Freedom is the most beautiful thing in life." Category:</p> <p>_____</p> <p>Justification:</p> <p>_____</p> <p>OPTION 3: Let's Try This</p> <p>Directions: The class will be divided into two groups. Each group will discuss the assigned case and use the guide questions below to analyze it. After the discussion, each group shall present its analysis to the class for critique and the final discussion.</p> <p>Miss Universe 2023 "Rigging" of Results</p> <p>The Miss Universe Organization (MUO) is a global, inclusive organization that celebrates all cultures, backgrounds, and religions. They create and provide a safe space for women to share their stories and drive impact personally, professionally, and philanthropically. The women who participate in this international platform serve as inspirational leaders</p>	<p>IDF Application</p> <p>This activity uses guided discovery and skill practice because learners apply concepts individually. Promote Peer Discussion</p> <p>NOTE FOR TEACHERS:</p> <p>The teacher will group the learners into three. He/She should circulate to check progress and correct errors immediately.</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> • Worksheets
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	<p>and role models to their communities and fans around the world. The Miss Universe Organization exists to advocate for a future forged by women with the courage to push the limits of what's possible. MUO empowers women to realize their ambitions and build self-confidence as a catalyst for future success. The MUO community is a sisterhood that is committed to uplifting one another.</p> <p>The most recent owner of MUO is Anne Jakkaphong Jakrajutatip of JKN Global Group, a Thai media tycoon and trans rights activist. She is the first non-American and first transgender woman to own the 7-decade-old pageant. In October 2023, Jakkaphong expanded her business, JKN Global Group, headquartered in Samut Prakan, Thailand, by taking over the MUO offices in New York City after buying the Miss Universe, Miss USA, and Miss Teen USA pageants for \$20 million.</p> <p>The recently concluded 72nd Miss Universe 2023, held on November 18, 2023, in El Salvador, with 84 contingents, was very controversial. During coronation night, Ms. Universe-Philippines was among the top 10 and was believed to be in the top 5. Before the announcement of the Top 5 candidates, an IG post from the Miss Universe El Salvador official page showed Ms. Universe Philippines among the top 5, but during the announcement, Ms. Philippines was excluded. After this, the previous post was deleted and replaced with a new one reflecting Miss Thailand instead of Ms. Philippines. The Filipino audience claimed that Ms. Dee of the Philippines was robbed, since she was supposed to be in the Top 5, given that she bagged almost all the special awards. The special awards she received include the Spirit of Carnival</p>	
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	<p>Award, Voice for Change Gold Winner, Fan Vote Winner, and Best in National Costume.</p> <p>According to Rappler, Miss Universe Organizers admitted to and apologized for mixing the names of the Pageant's Top 5 candidates during the 2023 edition's coronation night. An official social media post was made last November 23, 2023, in response to online backlash accusing the organization of allegedly "rigging" the results at the last minute. Accordingly, the pageant was a "cooking show" because the owner influenced the judges. Much like Michelle Dee bagging all the special awards but missing the Top 5, students and parents might claim the results were "cooked" based on favoritism rather than the actual grade point average.</p> <p>Questions for Discussion:</p> <ol style="list-style-type: none"> 1. Can you say that the controversy surrounding the alleged "rigging" of the results in Miss Universe 2023 is more a matter of opinion or objective truth? 2. Based on the available evidence, what do you think is the truth? Is there sufficient evidence to support the claim that the results were "rigged"? Why or why not? 3. Which statements in the story can be classified as claims, opinions, or facts? Which of these, if any, can be considered true based on the available evidence? 4. How would you distinguish between the perspectives of individuals who express doubts about the fairness of the competition and the factual evidence, or lack of evidence, supporting those claims? 	
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	<p>5. What is your view on this issue? Do you consider yourself more of an "absolutist" or a "relativist"? Explain your answer.</p>	
<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Applications OPTION 1: The Truth Tracker: Dissecting News and Views</p> <p>Copy an article from the internet, a newspaper or a magazine. Identify the facts and opinions presented in the article. Determine how you will verify the factual claims and evaluate the opinions presented in the article. Write your answers on a separate sheet of paper.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Which statements in the article can be proven with data, records, or physical evidence (facts), and which rely on beliefs, feelings, or judgments (opinions)? 2. or the opinions identified, what is the author's background? How might the author's expertise, experience, or possible bias influence those opinions? 3. Based on the balance of facts and opinions, is the article's primary purpose to inform, persuade, or entertain? Explain your answer using evidence from the article. 	<p>IDF Application This activity uses guided discovery and skill practice because learners apply concepts individually. Use Report and Share.</p> <p>NOTE FOR TEACHERS: The teacher should circulate to check progress and correct errors immediately.</p> <p>Materials Needed: Worksheets</p> <p>IDF Application This activity uses guided discovery and skill practice because learners apply concepts individually. Use Peer Discussion.</p>

	<p>OPTION 2: Responding Appropriately</p> <p>Directions: Read the conversation below and answer the following questions.</p> <p style="text-align: center;">Blurred Lines</p> <p>Rhod: Did you hear about what happened between Angel and her boyfriend?</p> <p>Mark: What happened?</p> <p>Rhod: They got into a huge fight last night. Angel called me up. She was crying, and she said that Mike hit her.</p> <p>Renzon: Wait, what? That's not, right? Mike came by my place last night, and he was pretty shaken up. He had scratch marks on his arms and a bite on his left hand. He said Angel just attacked him and was accusing him of seeing another girl.</p> <p>Rhod: No! Angel said it was Mike who started to hit her, and she had to defend herself!</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Which statements are facts, and which claims still require verification through reliable evidence? 2. What should a responsible friend do if someone appears to be in danger? 3. How can philosophical reflection help us avoid bias in this situation? 	<p>NOTE FOR TEACHERS:</p> <p>The teacher will group the learners into three. He/She should be handled carefully the learners.</p> <p>Materials Needed:</p> <p>Worksheets</p>
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OPTION 1: My Belief Statement

OPTION 1: My Belief Statement

Read the instructions carefully and complete the activity below. Base your answers honestly on your own experiences, ideas, and knowledge. Write one clear belief or opinion:

1. I believe that: _____

2. My Subjective Inputs (feelings, experiences, opinions) in my belief:

3. My Objective Information (facts, evidence, data)

OPTION 2: 1-2-3 EXIT TICKET

Identify the terms described in the following statement.

1. _____ are a series of statements that provide reasons and evidence to support or justify a claim or conclusion.

2. Some arguments may contain _____. These are products of faulty reasoning. We must be aware of the various kinds of fallacies, as these affect the validity of arguments.

3. Opinions are often influenced by _____. This means that a person's beliefs, experiences, or preferences may affect how he or she interprets information or sees reality. We must be aware of

IDF Application

This activity uses guided discovery and skill practice because learners apply concepts individually.

NOTE FOR TEACHERS:

The teacher should go around to check. Use Report and Share.

IDF Application

This activity uses guided discovery and skill practice because learners apply concepts individually. Use Report and Share.

NOTE FOR TEACHERS:

After revealing the correct answer, the teacher can ask the learners to explain their answers.

	<p>bias so that we can examine different points of view objectively and critically.</p> <p>Possible Answers:</p> <ol style="list-style-type: none"> 1. Argument 2. Fallacy 3. Bias 	
<p>VI. ASSESSMENT (Assessing Learnings)</p>	<p>Multiple-Choice Test Directions: Read each question carefully and choose the best answer.</p> <p>1. Which statement is an example of an opinion? A. Water boils at 100°C at sea level. B. The Earth revolves around the Sun. C. Chocolate ice cream is the best flavor. D. Humans need oxygen to survive. Answer: C</p> <p>2. Which statement is supported by scientific evidence? A. Kindness is the greatest virtue. B. Plants produce oxygen through photosynthesis. C. Everyone should value honesty. D. Happiness is the meaning of life. Answer: B</p> <p>3. What is the main difference between an opinion and a fact-based truth? A. Truths are always emotional. B. Opinions can be proven with evidence. C. Truths are based on facts or evidence, while opinions are personal beliefs. D. Opinions are always false. Answer: C</p> <p>4. Which of the following best represents a philosophical claim about truth or values? A. Gravity pulls objects toward Earth. B. The Philippines is in Southeast Asia. C. Justice is essential for a peaceful society. D. Ice melts at 0°C. Answer: C</p>	

5. According to the Correspondence Theory of Truth, a statement is true when:
A. Many people believe it.
B. It matches reality or facts.
C. It is useful in daily life.
D. It agrees with religious teachings.

Answer: B

6. Which statement best illustrates the Coherence Theory of Truth?
A. A claim is true if it fits consistently with other accepted beliefs.
B. A claim is true if scientists can test it.
C. A claim is true if it is popular.
D. A claim is true if it is useful.

Answer: A

7. The statement "Exercise improves physical health" is considered factual because it:
A. Depends only on feelings.
B. Can be supported by scientific studies.
C. Is a philosophical idea only.
D. Cannot be tested.

Answer: B

8. Which theory of truth holds that an idea is true if it proves useful in practice?
A. Correspondence Theory
B. Coherence Theory
C. Pragmatic Theory
D. Relativism

Answer: C

9. Which question is most helpful when evaluating a claim?
A. Is the claim popular?
B. Does the claim have evidence and logical support?
C. Does the claim sound interesting?
D. Is the claim easy to remember?

Answer: B

10. Which statement is best classified as an opinion rather than a factual truth?

- A. The heart pumps blood through the body.
- B. Earth has one moon.
- C. Online learning is better than face-to-face classes.
- D. Water is made of hydrogen and oxygen.

Answer: C

PERFORMANCE TASK:

Directions: Select one current issue in society today. Explain how you would apply the methods of philosophizing to evaluate the truthfulness of claims related to the issue. Write your response in the space provided.

	A sample rubric for assessing the activity is provided below.				
	Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
	Selection of Issue	The issue is highly relevant, clearly defined, and provides a complex foundation for philosophical inquiry.	The issue is relevant and clearly defined with a solid foundation for inquiry.	The issue is identified but is either too broad or lacks clear societal relevance.	The issue is vague, irrelevant, or not clearly identified.
	Application of Methods	Demonstrates a sophisticated application of multiple philosophical methods to analyze the issue and evaluate the truthfulness of related claims.	Correctly applies at least one philosophical method to analyze the issue and evaluate truth claims.	Attempts to apply a philosophical method, but the application is superficial or slightly misinterpreted.	Shows little to no understanding of how to apply philosophical methods.
	Depth of Analysis	Provides a thorough, nuanced analysis that considers multiple perspectives and underlying assumptions.	Provides a clear analysis that addresses the core of the issue with logical reasoning.	Analysis is mostly descriptive rather than critical; it lacks depth in reasoning.	Analysis is missing or consists only of unsupported opinions.

Alignment with Evidence and Truth	Arguments are rigorously grounded in evidence and logic; they distinguish clearly between opinion and truth.	Distinguishes between opinion and truth using logical steps and relevant evidence.	An attempt is made to evaluate truth claims, but the distinction between belief and fact remains unclear.	Does not attempt to evaluate truth claims and relies primarily on subjective opinion.
Clarity and Structure	The response is exceptionally well-organized, eloquent, and follows a logical progression of thought.	The response is organized and clear, making the philosophical argument easy to follow.	The response is somewhat organized but may be repetitive or slightly disorganized.	The response is disorganized, making it difficult to understand the main argument.

Directions: Check the column that best describes your performance according to the task criteria.

Criteria and Indicators	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
Content: I clearly demonstrated the required concepts, skills, and understanding in completing the task.				
Organization: My output or presentation is logical, neat, and easy to follow.				
Effort: I gave my best effort in completing this task.				
Timeliness: I completed and submitted the task by the deadline.				
Problem Solving: I was able to handle challenges or difficulties independently.				

	Reflection: 1. What did I do best in this lesson? _____ 2. What part of the lesson was the most difficult for me, and why? _____ 3. If I were to do these lesson activities again, I would improve: _____
VII. REFLECTION (Feedback and Continuous Improvement)	In this section, teachers are encouraged to record important observations during the teaching and learning process, such as learners' behavior, participation, engagement, and performance on assessment. Teachers should reflect on which strategies worked well, which parts of the lesson the learners found difficult, and what adjustments should be made to address those difficulties. They should also note potential improvements for future lessons. These reflections help identify best practices and areas for improvement in instruction.
VIII. USE OF GENERATIVE AI	In preparing this Lesson Exemplar (LE), the author(s) used ChatGPT and Gemini AI to enhance the content and review its grammar. The author(s) reviewed and finalized the material and takes full responsibility for the content of this LE.

Learning Area	Philosophical Analysis	Lesson Exemplar	4
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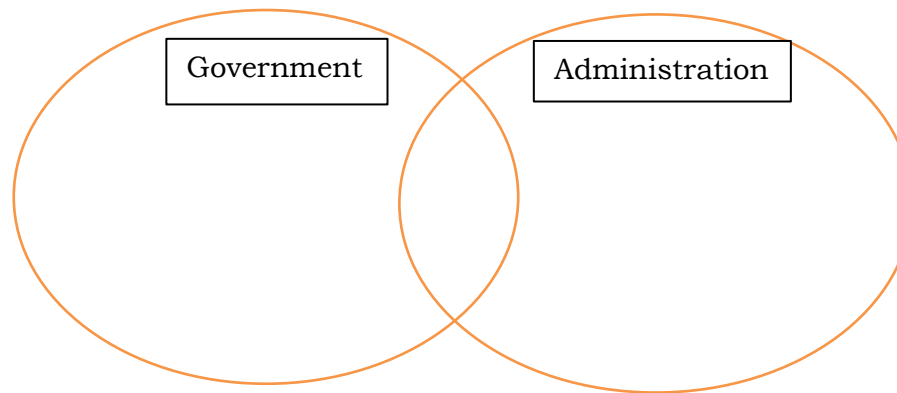
I. OBJECTIVES		
A. Content Standard	<i>Learners demonstrate understanding of the nature, importance, and ways of doing Philosophy.</i>	
B. Performance Standard	<i>Learners apply philosophical analysis, abstraction, and reflection to articulate the meaning of real-life experiences.</i>	
C. Learning Competencies	<i>Recognize the importance of analyzing the ways of doing Philosophy</i>	
II. REFERENCES and MATERIALS (Selecting Resources and Material)	Boston-Kemple, Tracy E. 2012. <i>A Conceptual Analysis of Key Concepts in Inclusive Education</i> . PhD dissertation. Accessed March 2, 2026. https://ir.uiowa.edu/etd/2828 Soltis, Jonas F. 1978. <i>An Introduction to the Analysis of Educational Concepts</i> . MA: Addison-Wesley.	
III. CONTENT (Sequencing Content)	<ul style="list-style-type: none"> • Philosophical Analysis <ul style="list-style-type: none"> 1. Generic-type Analysis 2. Differentiation-type Analysis 3. Conditions-type Analysis 	
IV. OBJECTIVES (Setting Clear Objectives and Analyzing the Tasks)	<ol style="list-style-type: none"> 1. Discuss philosophical analysis 2. Demonstrate philosophical analysis to examine statements, arguments, or situations. 3. Explain how philosophical analysis helps in understanding issues and making decisions. 	
V. PROCEDURES		ANNOTATIONS
	1. Activating Prior Knowledge OPTION 1: Agree or Disagree Side <ul style="list-style-type: none"> • Post or write four statements on the board, one in each of the four columns. • Sample Statements: <ul style="list-style-type: none"> ○ "All opinions are acceptable." 	<i>The goal of the activity is to assess learners' prior knowledge and understanding of the topic.</i>

	<ul style="list-style-type: none"> ○ "Experience is the best teacher." ○ "We should question everything." ○ "Feelings are more important than reason." ● Each group will choose one statement, decide whether they agree or disagree with it, defend their position, and explain their reasoning. <p>General Guide for the "Agree or Disagree" Activity:</p> <ul style="list-style-type: none"> ● The teacher will divide the class into 4 groups. ● The teacher facilitates the discussion by encouraging learners to justify their responses rather than simply provide answers. ● Learners may justify their responses using the following response framework. ● Learners may either agree or disagree with each of the statements. During this introductory activity, the teacher assesses learners' ability to articulate their thoughts. The teacher also evaluates the clarity of learners' language and reasoning, as well as their ability to express ideas coherently. ● Probe learners' responses using follow-up questions such as: <ul style="list-style-type: none"> ○ "Why do you think that?" ○ "Can you give an example?" <p>OPTION 2: The 3-Word Boundary Test</p> <p>Choose a common everyday object. A chair works well because most learners are likely looking at or sitting on one.</p> <p>Instructions:</p> <p>"In your groups (or with a partner), you have exactly 60 seconds to write a definition for a 'chair' using no more than 15 words. It must be so accurate that an alien who has never seen a chair could identify it without confusing it with something else.</p>	<p>Teachers' Notes on the Instructional Objectives (IOs):</p> <ul style="list-style-type: none"> ● Modify or refine the instructional objectives (IOs) as needed to suit your classroom context.
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	<p>2. Establishing the Purpose of the Lesson</p> <p>In this part, learners will understand the lesson's learning objectives, relevance, and real-life applications. This part sets expectations and motivates learners by answering the question, "Why are we learning this?"</p> <p>The teacher will present the following learning objectives:</p> <ul style="list-style-type: none"> • Discuss different kinds of philosophical analysis, such as generic-type analysis and differentiation-type analysis. • Apply philosophical analysis to examine statements, arguments, or situations. • Use philosophical analysis in real-life situations to understand social issues and make well-informed decisions. 	
<p>A. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>OPTION 1: When expressing our thoughts or ideas, it is important to communicate them clearly. A clear and well-informed presentation of ideas begins with a clear understanding of the concepts we intend to present. For instance, when presenting concepts that share similar or contrasting characteristics, it is important to analyze them first to identify their defining features. The following pairs of concepts may be used for analysis:</p> <ol style="list-style-type: none"> 1. Government and Administration 2. Justice and Equality 3. Accountability and Responsibility <p>Contextual Example:</p> <ol style="list-style-type: none"> 1. In the Philippines, some news outlets unintentionally use the terms "government" and "administration" interchangeably in headlines or news reports. In this activity, the teacher may present two sample headlines 	<p><i>This discussion serves as a foundation for the succeeding lesson on abstraction and concept formation.</i></p> <p>Teacher Guide Questions:</p> <ul style="list-style-type: none"> • What do you think each concept means in your own words? • How are the two concepts in each pair similar? • How are they different? • Can you give a real-life example of each concept? • Why is it important not to confuse these terms?

or news reports. Based on the given samples, learners will identify the characteristics of each concept and determine their essential elements. They will also reflect on the reasons why these two concepts are often confused.

Sample Venn Diagram



The teacher scaffolds learners' understanding through visual aids and structured discussion.

The teacher may use a comparison chart (side-by-side columns) or a Venn diagram to highlight similarities and differences.

The teacher may also use a concept map to illustrate relationships among concepts.

The teacher may also organize learners into groups of two or four for a collaborative discussion. Learners will discuss their ideas about the concepts and record the possible elements in a table.

Teacher's Guide:

For additional examples, teachers are encouraged to read Jonas Soltis's book, *An Introduction to the Analysis of Educational Concepts*. The step-by-step process may also be used to analyze other practical concepts such as discipline and punishment, empathy and compassion, and participatory and deliberative processes.

OPTION 2: The teacher may also use this thought-provoking activity for the following two pairs of concepts: (1) justice and equality and (2) accountability and responsibility.

Sample Table:

Concept	Accountability	Responsibility
<i>Sample Element(s)</i>		

2. Discussing New Concepts

OPTION 1: Teacher-Centered Discussion

This part involves the explicit teaching or guided exploration of the lesson's key ideas. It includes defining terms, explaining relationships, using models or analogies, and encouraging interaction among learners.

- **Philosophical Analysis**

1. **Generic-type analysis** (Soltis 1978) is a philosophical and conceptual technique used to define the fundamental meaning of a concept by examining its root or most basic characteristics often by setting aside questions of value or quality.

For example: What are the distinctive features of education? How can education be defined?

Note on Learners' Varying Levels:

Teachers play a central role in the classroom and directly experience its realities. Therefore, teachers may use their professional judgment to assess learners' varying levels of reading comprehension. The teacher should determine whether the activity is appropriate and feasible for the specific classroom context.

	<p>The following is a step-by-step process for analyzing a concept.</p> <p>Step 1: Choose a concept for analysis. Example: classroom participation</p> <p>Step 2: Provide at least three instances, situations, activities, or scenarios that illustrate the concept of classroom participation. Example: (1) A learner raises a hand to answer a question. (2) Learners contribute ideas during a group discussion. (3) A learner asks questions during a lesson.</p> <p>Step 3: Identify the defining features of classroom participation based on the given scenarios. Example: active engagement, expression of ideas, and interaction with the teacher or classmates</p> <p>Step 4: Identify the broader category to which classroom participation belongs. Example: classroom behavior or learning engagement</p> <p>Step 5: Define classroom participation by combining the information from Steps 1 to 4. Begin with the broader category identified in Step 4, followed by the defining features from Step 3 and the examples from Step 2.</p> <p>Example: Classroom participation is a form of classroom behavior or learning engagement in which learners actively express their ideas and interact with the teacher or classmates. The following scenarios illustrate classroom participation: a learner raising a hand to answer a question; learners contributing ideas during a</p>	
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	<p>group discussion; and a learner asking questions during a lesson.</p> <p>2. Differentiation-type analysis (Soltis 1978) is a form of conceptual analysis in education designed to clarify vague or complex terms by distinguishing the target concept from similar, related, or easily confused concepts.</p> <p>Example:</p> <ul style="list-style-type: none"> • Differentiate between happiness and pleasure. • Differentiate between lying and cheating. • Differentiate between dignity and integrity. <p>3. Conditions-type analysis (Soltis 1978) is a method of conceptual analysis in educational philosophy designed to clarify the meaning of a concept by identifying the necessary and sufficient conditions for its application. It is a technique within ordinary language analysis that goes beyond simply defining a term by identifying the specific, often implicit, criteria that must be met before a concept can be correctly applied.</p> <p>Example: State the conditions under which a particular activity (e.g., studying) is genuinely taking place.</p> <p>The following are examples of such conditions:</p> <ul style="list-style-type: none"> (a) a topic, subject matter, or object is being studied (b) there is an intentional effort to understand the object of study more fully. 	
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	<p>Guide Question:</p> <p>Why are philosophical analysis skills important in addressing current societal issues, such as those found in social media and politics?</p> <ul style="list-style-type: none"> <p>Philosophical Reflection</p> <ul style="list-style-type: none"> Philosophical reflection is the deep, holistic examination of life experiences, beliefs, and actions to understand their meaning, purpose, and underlying assumptions. It involves looking at the broader picture to gain wisdom and improve decision-making. It is a form of thinking that addresses questions such as: <ul style="list-style-type: none"> (1) Is the definition derived from my analysis widely or universally acceptable? If not, what is lacking in my definition, and how can I improve it? (2) Is my argument sound and cogent? If not, what is lacking in my argument, and how can I strengthen it? <p>OPTION 2: Distinguishing Differences (Learner-Centered)</p> <p>Instead of introducing or defining terms, begin with a concrete, thought-provoking scenario to encourage learners to think critically.</p> <p>Present the following two situations:</p> <p>Scenario A: A Taekwondo instructor shouts, "Routine!" Without hesitation, every learner immediately drops and</p>	<p>Philosophical analysis is an essential tool for identifying, evaluating, and challenging disinformation and misinformation on social media platforms and in political discourse.</p> <p>Teacher's Guide:</p> <p>What is missing from the instructor's method that prevents it from being considered true teaching?</p>
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	<p>performs five roundhouse kicks. The instructor says, <i>"I have successfully taught them discipline."</i></p> <p>Scenario B: A teacher presents a controversial historical event. The teacher then presents multiple primary sources representing different perspectives and asks learners to write a brief essay defending their own position.</p> <p>The teacher will ask learners to vote by a show of hands or through a quick digital poll.</p> <ul style="list-style-type: none"> • Is there any difference between Scenarios A and B? • What makes Scenario B different from Scenario A? • Which scenario better represents authentic teaching, A or B? <p>3. Developing Mastery</p> <p>OPTION 1: Reflective Questions:</p> <p>After the discussion, the teacher presents an illustrative example to assess learners' reflective thinking. The teacher will ask learners to reflect on the following situation:</p> <p>If human beings were incapable of analysis, the following could happen: (Consider the possible consequences if human beings lacked the ability to analyze.)" Write a four- to five-sentence response.</p> <p>Note on Learners' Varying Levels:</p> <p>Teachers play a central role in the classroom and directly experience its realities. In this regard, teachers may use their professional judgment to assess learners' varying levels of reading comprehension. The teacher should determine whether the activity is appropriate and feasible for the specific classroom context.</p>	<p>Sample Answer:</p> <p>The following is a sample response. Learners' answers may vary.</p> <p>"If we could not use philosophical analysis to look at our lives and our world, we'd run into a lot of big problems. First, it would create confusion because we wouldn't agree on what "good" truly means. Values like being fair, honest, or respectful would be hard to follow if everyone had a different definition for them. For example, what one person thinks is a "brave" act, another person might think is just "disrespectful". Without philosophical analysis to help us examine and discuss these differences, we might rely on conflict rather than reasoned dialogue to resolve disagreements.</p> <p><i>Note: This material is copyrighted by Prof. Michael Arthus G. Muega. Including this note serves as sufficient acknowledgment when this analysis format is used to analyze other concepts.</i></p>
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<p>B. Demonstrating Knowledge and Skills</p>	<p>OPTION 2: Reflective Question</p> <p>The teacher may also use the following reflective question. How do we know that what we are doing at this moment is an example of philosophical analysis?</p>	<p>Sample Answer:</p> <p>Without this kind of deep thinking, people are more likely to be misled or manipulated because they may not question the information they receive. Philosophical analysis is a tool that helps clarify ambiguities in communication. These issues require us to examine different perspectives and consider their possible consequences. Without the clarity provided by philosophical analysis, addressing complex issues involving values, principles, or concepts would be extremely difficult.</p> <p><i>Note: This material is copyrighted by Prof. Michael Arthus G. Muega. Including this note serves as sufficient acknowledgment when this analysis format is used to analyze other concepts.</i></p>
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	<p>1. Finding Practical Applications</p> <p>OPTION 1: Think, Share, and Re-share</p> <p>Scenario: A learner shared a Facebook post in the class group chat announcing a class suspension. Most learners believed the post and decided not to attend classes. However, one learner examined the post and noticed that its source appeared unreliable. The learner discovered that the announcement had been posted the previous month. As a result, the learner prevented the entire class from missing school unnecessarily.</p> <ul style="list-style-type: none"> • Prompts: <ul style="list-style-type: none"> ○ How does the learner examine and analyze the misleading Facebook post? ○ What does it mean to think analytically? ○ How important is it to think analytically? • Learners think individually, discuss their ideas in pairs, and then share their insights with the class. <p>OPTION 2: Re-examining the Vagueness</p> <p>Scenario: According to the announcement, all citizens should wear face masks at all times to help prevent the spread of COVID-19.</p> <ul style="list-style-type: none"> • Prompts: <ul style="list-style-type: none"> ○ Does this mean that all citizens, including infants, should wear face masks? ○ Does this mean that you should wear a face mask even when you are alone at home? ○ Which part of the announcement is vague? ○ How can the announcement be made clearer? 	<p><i>This activity serves as the application phase of the lesson by assessing learners' ability to apply their understanding to an illustrative example.</i></p> <p>Teacher's Guide for the "Think, Share, and Re-share" Activity:</p> <p>Allow learners 10-15 minutes to complete Option 1.</p> <p>Teacher's Guide for the "Re-examining the Vagueness" Activity:</p> <p>Allow learners at least 10 minutes to complete Option 2.</p>
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2. Making Generalizations

OPTION 1: Break down the statements to identify the key concepts.

Instruction: Ask learners to identify the possible defining features of the statement "Honesty is the best policy." Since this activity applies generic-type analysis (identifying the root meaning), the teacher may also provide a non-example to help learners distinguish defining features from non-defining features.

Real-Life Statement	Key Concept	Possible Defining Features
Graduation is a key to success.		
Honesty is the best policy.		
Do not talk to strangers.		

Sample Answer:

Examples of Non-Defining Features:

Non-Defining Features

Graduation is a key to success: Being rich, having a famous name, or owning a luxury car.

Honesty is the best policy: Speaking loudly, being liked by everyone, and always being blunt.

The following is a sample response. Learners' answers may vary.

Real-Life Statement: Graduation is a key to success.

Key Concept: Success

Possible Defining Features:

- Achievement of goals
- Personal fulfillment
- Career and professional growth
- Financial stability
- Continuous improvement

Real-Life Statement: Honesty is the best policy.

Key Concept: Honesty

Possible Defining Features:

- Truthfulness
- Reliability
- Accountability
- Integrity
- Sincerity

Real-Life Statement: Do not talk to strangers.

Key Concept: Strangers

	<p>OPTION 2: Divide the learners into two groups. Give them the following two short scenarios to read and discuss:</p> <p>Case A (The Model Case):</p> <p>A teacher gives every learner the same test. Each learner is given 30 minutes to complete the test. The same grading criteria are applied to all learners.</p> <p>Guide Question: Does this scenario demonstrate fairness? Why or why not?</p> <p>Case B (The Contrary Case):</p> <p>A teacher gives a history test. She gives her favorite learner the answers before the test starts. She gives another learner, whom she dislikes, less time to finish the test.</p> <p>Guide Question: Why is this scenario <i>not</i> fair? What specific element makes it unfair?</p> <p>Instructions: Bring the class back together and ask learners to identify the elements present in Scenario A but absent in Scenario B. Ask them to list the defining features of fairness and unfairness on the board.</p>	<p>Possible Defining Features:</p> <ul style="list-style-type: none"> • Unknown identity • Lack of familiarity • Social distance • Potential risk <p>Note on Learners' Varying Levels:</p> <p>Teachers play a central role in the classroom and directly experience its realities. In this regard, teachers may use their professional judgment to assess learners' varying levels of comprehension. The teacher should determine whether the activity is appropriate and feasible for the specific classroom context. If necessary, the teacher may modify the activity to suit the learners' level of understanding.</p>
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VI. ASSESSMENT <i>(Assessing Learnings)</i>	This activity serves as the performance assessment of learners' understanding of the lesson.					
	OPTION 1: Beyond Thinking: Practicing Conceptual Analysis					
	Instructions: Complete the following table. Analyze the given concepts. Use the analysis of the concept of respect as your guide. The tasks under Columns 6 and 7 are optional.					
1	2	3	4	5	6	7
Concept(s) to Analyze	Instances, situations, activities, or scenarios that illustrate the concept(s) being analyzed (at least three)	Defining Feature(s) of the Concept(s) Being Analyzed (Abstracted from the instances, situations, or scenarios listed in Column 2)	Broader Category to Which the Concept(s) Belong	Definition(s) of the Concept(s) Being Analyzed	Evaluation (optional) Context(s) in Which the Concept(s) May Be Considered a Positive Value	Evaluation (optional) Context(s) in Which the Concept(s) May Be Considered a Negative Value

	Sample Answer for the Concept of "Respect"	<p>1. Learners listen while a classmate is speaking.</p> <p>2. Using polite language toward teachers and peers.</p> <p>3. Accepting different opinions in discussions.</p>	Recognition of the dignity, rights, and ideas of others.	Moral value or social value	<p>(1) Respect (4) is a moral or social value (3) that recognizes the dignity, rights, and ideas of others.</p> <p>The following are examples that illustrate respect:</p> <p>Learners listen while a classmate is speaking, use polite language toward teachers and peers, and accept different opinions during discussions.</p>	Respect is widely, if not universally, regarded as desirable because it promotes positive classroom relationships and mutual understanding .	Respect may be misused to silence criticism or discourage questioning of authority.	
	Responsibility							

	Discipline							
	<i>Note: This table is copyrighted by Prof. Michael Arthus G. Muega. Including this note serves as sufficient acknowledgment when this table and analysis format are used to analyze other concepts.</i>							

	Sample Rubric:				
	Criteria	Exemplary <i>20 points</i>	Proficient <i>18 points</i>	Developing <i>16 points</i>	
	Clarity of Language	The learners express their ideas clearly, logically, and coherently while supporting their arguments with appropriate evidence.	The learners generally express their ideas clearly and support most arguments with relevant evidence.	The learners' explanations lack clarity and are supported by limited evidence.	
	Use of Evidence	Information is obtained from sources with enough interpretation and evaluation to develop a comprehensive analysis or synthesis. The claims of cited experts are critically examined.	Information is obtained from sources with enough interpretation and evaluation to develop a coherent analysis or synthesis. The viewpoints of cited experts are questioned and evaluated to some extent.	Information is obtained from sources with some interpretation and evaluation, but not enough to develop a coherent analysis or synthesis. The viewpoints of cited experts are examined only superficially.	
	Quality of Explanation	The issue or problem is	The issue or problem is	Some concepts remain unclear	
				The concepts remain unclear,	

		explained critically and comprehensively using relevant information that promotes a thorough understanding.	adequately explained, although some ideas require further clarification.	or insufficiently defined.	ambiguous, and insufficiently defined.	
	Total: 60 points					
	OPTION 2: Formative Assessment Instruction: Choose the best answer. 1. Which question best illustrates generic-type analysis? A. Who invented the concept? B. What are the key features of education? C. How many learners passed? D. Which answer is easiest? 2. Philosophical reflection involves: A. Blind acceptance of ideas B. Deep examination of experiences, beliefs, and actions C. Avoiding difficult questions D. Memorizing arguments only					

	3. Differentiation-type analysis aims to:
	<p>A. <i>Clarify concepts by distinguishing them from related ideas</i></p> <p>B. Memorize terms</p> <p>C. Remove all definitions</p> <p>D. Simplify grading systems</p>
	4. Which condition is necessary in studying?
	<p>A. Reading continuously without understanding the subject matter</p> <p>B. <i>Attempting to understand the subject matter</i></p> <p>C. Avoiding the difficult topics</p> <p>D. Finishing quickly to watch the latest episode of an anime series</p>
	5. Which pair of concepts is the best subject for differentiation-type analysis?
	A. Government and Education
	B. <i>Government Officials and Government Employees</i>
	C. Understanding and Misunderstanding
	D. Knowing and Ignorance
	6. A high school history teacher assigns an independent research project where learners must find, analyze, and cite primary sources entirely on their own to form an argument. The teacher provides no lectures or direct guidance during the two-week unit. The learners successfully complete the assignment and pass the exam.
	A) It proves that direct instruction is an essential feature of teaching, meaning teaching did not actually occur here.

	<i>B) It identifies direct instruction as an accidental (contextual) feature of teaching, proving a generic type can function through structured facilitation alone.</i>
	C) It shows that learner success is the only essential feature required to define the generic type of teaching.
	D) It reclassifies the scenario entirely as the generic type of "Learning," eliminating the category of "Teaching" from the analysis.
	7. An adult is casually working on a car engine in their driveway while their 6-year-old child watches closely from a few feet away. The adult is completely focused on the repair, frustrated, and muttering steps to themselves. Weeks later, the child accurately identifies car parts and explains to a friend how an engine works.
	A) Because the child did not receive a formal grade or assessment to prove mastery
	B) Because the setting was informal rather than a structured classroom environment
	<i>C) Because the adult lacked the intent to bring about learning in the child, making it an instance of modeling or imitation rather than generic instruction</i>
	D) Because the child only learned mechanical facts rather than a deep conceptual understanding
	8. A corporate trainer uses a highly aggressive, repetitive psychological conditioning program to force employees to memorize a new compliance handbook. By the end of the weekend, every employee can recite the handbook word-for-word and pass the compliance test with a perfect score.
	A) It fits the generic type of education because the intended outcome (knowledge acquisition) was successfully achieved.
	B) It fits the generic type of education because a test proved that the criteria for knowing were met.

	<i>C) It does not fit the generic type of education because the manner of transmission (conditioning/force) violates the ethical and intellectual freedom essential to the concept.</i>
	D) It creates a new generic subtype called "Forced Education" that carries the same conceptual weight as traditional education.
	9. A university professor wants to engage learners in "Critical Thinking" regarding a controversial political theory. To save time, the professor gives the learners a checklist of logical fallacies, a pre-selected article, and tells them exactly which paragraphs contain biased arguments to critique.
	A) It remains intact because the learners are still actively analyzing an argument using a tool (the checklist).
	<i>B) It collapses into the generic type of "Rule-Following" or "Procedural Execution" because an essential feature-independent judgment was removed.</i>
	C) It upgrades to a higher level of critical thinking because the teacher eliminated distracting variables.
	D) It transforms into "Subject-Matter Expertise" because the learners are dealing with complex political content.
	10. A school district mandates a new learner-centered learning initiative. To comply, a science teacher rearranges all the desks into collaborative clusters and requires learners to speak to one another for 10 minutes during every class. However, during these 10 minutes, the learners are simply reading a script written by the teacher to find the single correct answer to a worksheet.
	A) It is a valid structural variant of the generic type because the physical form (desks clustered, learners talking) matches the definition.

	<p>B) It is a partial generic type because it meets the behavioral criteria, though not the intellectual criteria.</p> <p><i>C) It is a conceptual illusion; the teacher has adopted the superficial appearance of the concept while completely omitting the essential substance (learner agency and inquiry).</i></p> <p>D) It successfully redefines learner-centered learning to better fit highly rigid, curriculum-driven environments.</p>
<p>VII. REFLECTION <i>(Feedback and Continuous Improvement)</i></p>	<p>In this section, teachers are encouraged to record important observations during the teaching and learning process, such as learners' behavior, participation, engagement, and performance in assessments. Teachers should reflect on which strategies worked well, which parts of the lesson learners found difficult, and what adjustments should be made to address those difficulties. They should also note potential improvements for future lessons. These reflections help identify best practices and areas for improvement in instruction.</p>
<p>VIII. USE OF GENERATIVE AI</p>	<p>In preparing this Lesson Exemplar (LE), the author(s) used ChatGPT to generate a sample template activity for Activity 2, which demonstrates knowledge and skills. The following prompt was used: "Sample template activity for concept analysis." The author(s) also used Gemini AI with the prompt "Simple icebreaker for concept analysis" to develop Option 2 of the Activating Prior Knowledge section. Likewise, in developing Option 2 of the Generalization activity, the author(s) used the prompt "Simple activity for learners using Soltis's concept analysis" in Gemini AI. Moreover, the author(s) used Gemini AI with the prompt "Create five situational multiple-choice questions for generic-type analysis based on Soltis's framework for Assessment Items 6-10." The author(s) reviewed, verified, and finalized the content. The author(s) take full responsibility for the content of this LE.</p>

Learning Area	Ways of Doing Philosophy: Differentiating Truth and Opinion Differentiating Scientific or Factual Truth from Philosophical Truth	Lesson Exemplar	5
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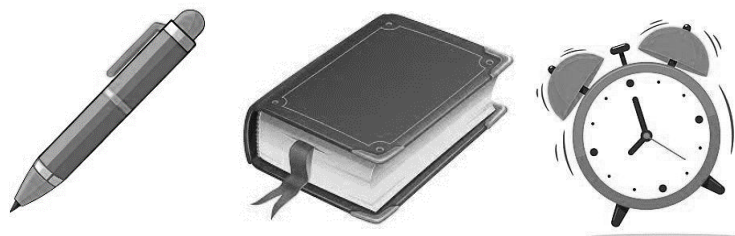
I. OBJECTIVES	
A. Content Standard	<i>Learners demonstrate understanding of the nature, importance, and ways of doing philosophy.</i>
B. Performance Standard	<i>Learners apply philosophical analysis, abstraction, and reflection to articulate the meaning of real-life experiences.</i>
C. Learning Competencies	<i>Recognize the importance of analyzing the ways of doing philosophy</i>
II. REFERENCES and MATERIALS (Selecting Resources and Materials)	<p>Boston-Kemple, Tracy E. 2012. <i>A Conceptual Analysis of Key Concepts in Inclusive Education</i>. PhD dissertation. Accessed March 2, 2026. https://ir.uiowa.edu/etd/2828</p> <p>Soltis, Jonas F. 1978. <i>An Introduction to the Analysis of Educational Concepts</i>. MA: Addison-Wesley.</p>
III. CONTENT (Sequencing Content)	<ul style="list-style-type: none"> • <i>Ways of Doing Philosophy</i> <ul style="list-style-type: none"> ○ <i>Philosophical Abstraction</i> ○ <i>Philosophical Reflection</i>
IV. OBJECTIVES (Setting Clear Objectives and Analyzing the Tasks)	<ol style="list-style-type: none"> 1. Identify philosophical abstraction and reflection by analyzing each concept through examples. 2. Apply philosophical abstraction and reflection by interpreting a personal or provided scenario and identifying its underlying meaning. 3. Explain how abstraction, concept formation, and reflection contribute to decision-making by using real-life situations as examples. 4. Demonstrate open-mindedness and critical thinking by actively participating in discussions and respectfully expressing thoughtful insights.

V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	1. Activating Prior Knowledge OPTION 1: Three Lenses <ul style="list-style-type: none"> ● Procedure: <ul style="list-style-type: none"> ○ The teacher will present the following practical classroom scenario: "A learner cheats to avoid failing grades." ○ Let the learners analyze the scenario. ○ After the learners have analyzed the scenario, ask the following questions: ● What does "cheat" mean? ● What principles or values are involved? ● Why might a learner choose to cheat to avoid receiving a failing grade? 	Note to the Teacher: <ul style="list-style-type: none"> ● In this activity, the goal is to introduce the concepts of philosophical abstraction and philosophical reflection by connecting them to the previous topic, namely philosophical analysis. ● The teacher may review the concept analysis from the previous lesson by examining the concept presented in the activity, such as cheating. Sample Answers: <ol style="list-style-type: none"> 1. Cheating is an intentional act of breaking an established rule. People who cheat might do so for the following reasons: <ol style="list-style-type: none"> a) Personal gain b) Testing the limits of rules 2. The following values may be involved: <ol style="list-style-type: none"> a) Integrity b) Honesty c) Responsibility d) Accountability 3. A learner's response may include, but is not limited to, the following: <ol style="list-style-type: none"> a) They may not want to disappoint themselves or their family. b) They may seek positive social recognition from others.

OPTION 2: Abstract It!

- **Procedure:**

- The teacher will show concrete objects to the learners, such as a pen, a book, and a clock.



(Note: The teacher may use objects other than the examples provided.)

- **Guide Questions:**

- What do you think does each object represent?
- What do you think is the symbolic meaning of each object?
- How can you relate your interpretation to your own experience?

Note to the Teacher:

- This activity focuses on learners' ability to identify general principles derived from different objects.

Sample Answers:

- Pen-perseverance, progress, freedom,
- Book-knowledge, learning, history.
- Clock-goals, planning, time, priorities

Explanation:

- Pen-It represents a tool that people use to promote continuous progress.
- Book-It represents knowledge because it contains information from the past and present that people can learn from.
- Clock-It represents the passage of time and the pursuit of personal goals and aspirations.

	<ul style="list-style-type: none"> ▪ disappointment ○ The teacher will guide the learners in identifying abstract ideas connected to their experiences. ○ Examples of abstract ideas: <ul style="list-style-type: none"> ▪ courage ▪ love ▪ responsibility ▪ freedom ● Guide Questions: <ul style="list-style-type: none"> ○ Why did you choose those abstract concepts? ○ In what ways does philosophy help people derive meaning from their experiences? <p>OPTION 3: What Do You See?</p> <ul style="list-style-type: none"> ● Instructions <ul style="list-style-type: none"> ○ The teacher will present the following image. ○ Answer the following guide questions: 	<p>IDF Application:</p> <p>The activities connect learners' prior experiences with philosophical concepts, symbolic objects, and their everyday meanings.</p>
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	<ul style="list-style-type: none"> ● Guide Questions: <ul style="list-style-type: none"> ○ What is happening in the picture? ○ What deeper meaning can you derive from the picture? ○ How can you relate this to your own experience? 	
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p>OPTION 1: Situational Analysis</p> <ul style="list-style-type: none"> ● Instructions: <ul style="list-style-type: none"> ○ Let the learners read the short story below. ○ After reading the story, ask the learners to answer the following guide questions. <p style="text-align: center;">The Broken Vase</p> <p>One afternoon, Marco was cleaning their living room while his parents were away. On top of a small wooden table stood an old flower vase that had belonged to his grandmother. It was not expensive, but it was treasured because it reminded the family of her love and care.</p> <p>While cleaning, Marco was using his phone, and he accidentally bumped the table. The vase fell to the floor and shattered into pieces. Marco froze. His heart raced like a drum trapped inside a box. He thought about hiding the broken pieces so his parents would never know. But after a few moments, he sat quietly and stared at the fragments scattered on the floor.</p> <p>When his parents arrived home, Marco admitted what had happened. His mother became sad, not</p>	<p>Note to the Teacher:</p> <ul style="list-style-type: none"> ● The goal of this activity is to help learners analyze the meaning of the object in the story. This activity serves as an introduction to the discussion of philosophical abstraction, concept formation, and philosophical reflection. <p>Sample Answers:</p> <ol style="list-style-type: none"> 1. Marco accidentally broke the vase. 2. The vase may symbolize the following: <ul style="list-style-type: none"> ● Memories ● Family connections ● History or heritage ● Trust ● Responsibility 3. Marco realized that some mistakes are difficult to undo, but the values of responsibility and honesty can help repair trust between people.

	<p>because the vase was expensive, but because it carried sentimental value. Still, she appreciated Marco's honesty. That night, Marco realized that some mistakes are difficult to undo, but our values of responsibility and honesty can help repair trust between people.</p> <ul style="list-style-type: none"> ● Guide Questions: <ol style="list-style-type: none"> 1. What is the main problem in the story? 2. What does the vase symbolize in the story? 3. If you were Marco, what realization would you gain from the story? <p>OPTION 2: Beyond What We See</p> <ul style="list-style-type: none"> ● Instructions: <ul style="list-style-type: none"> ○ The teacher will present meaningful images, such as: <ul style="list-style-type: none"> ▪ a wilted flower ▪ a learner alone in a crowded room ▪ hands helping another person stand <p><i>(Note: The teacher may use images other than the examples provided.)</i></p> <ul style="list-style-type: none"> ○ The learners will answer the guide questions. <ul style="list-style-type: none"> ● Guide Questions: <ul style="list-style-type: none"> ○ What is happening in the image? ○ What philosophical idea do you think the image represents? ○ What realization can you gain from the image? 	<p>Note to the Teacher:</p> <ul style="list-style-type: none"> ● This activity aims to help learners understand how stories and symbolic objects can communicate abstract philosophical ideas and reflections.
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	<p>2. Discussing New Concepts</p> <p>OPTION 1: Discussion</p> <ul style="list-style-type: none"> • Abstraction and Concept Formation • Abstraction is the mental process of identifying the common or essential features shared by a concept while setting aside its nonessential characteristics. <p>Example: Identifying common qualities across learning activities in the following subjects:</p> <ul style="list-style-type: none"> ○ Science - A learner observes plants growing under different conditions and identifies the common factors involved in photosynthesis. ○ Mathematics - A learner solves different algebraic problems and identifies the underlying mathematical pattern. ○ Values Education - A learner reflects on honesty after a role-play activity. ○ Araling Panlipunan - A learner connects historical events to current social issues. <p>Key Features Identified:</p> <p>Science - comprehension Mathematics - application Values Education - reflection Araling Panlipunan - relevance to life</p> <ul style="list-style-type: none"> • Concept formation is the mental integration of the defining features identified from objects of perception or thought. 	
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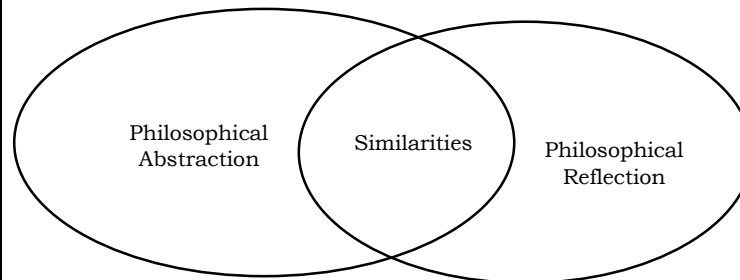
	<p>Example: Integrating the common qualities or features identified from educational activities and learning engagements into a mental unit called a concept in the following subjects:</p> <ul style="list-style-type: none"> ○ Based on its key feature, Science emphasizes gaining understanding. As a result, learners can observe and conduct different experiments, take notes, or create models. ○ One of the key features of Mathematics is developing problem-solving skills by using different strategies, practicing mathematical procedures, and applying them to new situations. ○ One of the principles of Values Education is to emphasize the internalization of values. By internalizing these values, learners can reflect on moral stories, participate in discussions, and make well-informed moral decisions. ○ Learning Araling Panlipunan helps learners recognize the relevance of historical knowledge by examining past events and connecting them to contemporary society. ○ <ul style="list-style-type: none"> ● Philosophical Reflection <ul style="list-style-type: none"> ○ It is the deep, holistic examination of life experiences, beliefs, and actions to understand their meaning, purpose, and underlying assumptions. It involves looking at the big picture to gain wisdom and improve decision-making. 	<p>Note to the Teacher:</p> <ul style="list-style-type: none"> ● The goal of this activity is to help learners compare and differentiate philosophical abstraction and philosophical reflection by identifying their unique characteristics, shared features, and purposes in philosophical thinking.
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- It is a form of thinking that addresses questions such as:
 - 1) Is my definition, based on the analysis, widely or universally accepted? If not, what is lacking in my definition? If so, how can I improve my definition?
 - 2) Is my argument sound? Is it cogent? If not, what is lacking in my argument? If so, how can I strengthen my argument?

OPTION 2: Venn Diagram

- **Instructions:**

- Review the concepts of Philosophical Abstraction and Philosophical Reflection discussed in class.
- Using the Venn diagram provided, write the characteristics unique to each concept in the appropriate circles.
- In the overlapping section of the Venn diagram, write the similarities shared by philosophical abstraction and philosophical reflection.
- After completing the diagram, be prepared to explain your answers during the class discussion.



Sample Answers:

Abstraction	Similarities	Reflection
Focuses on universal concepts	Both require deep thinking and critical inquiry.	Focuses on personal insights and realizations
Moves from concrete experiences to deeper meaning	Both go beyond surface-level observation	Examines experiences, actions, and decisions
Identifies patterns, symbols, and themes	Is used in philosophical analysis and decision-making	Encourages introspection and self-understanding

Answer Key:

- **Philosophical Reflection** - Because it presents realizations developed through reflection on experiences and relationships.
- **Philosophical Analysis** - Because it examines how society understands success and human worth.
- **Philosophical Abstraction** - Because it moves from a specific experience to a broader, universal idea about the human desire to belong and be accepted.
- **Philosophical Abstraction** - Because it extracts abstract concepts from a concrete situation and connects the experience to universal human ideas.

	<ul style="list-style-type: none"> • Guide Questions: <ol style="list-style-type: none"> 1. How are abstraction and reflection connected in philosophical thinking? 2. Which of the two do you use more often in daily life? Explain your answer briefly. 3. <p>3. Developing Mastery</p> <p>OPTION 1: Philosophical Sorting Box</p> <ul style="list-style-type: none"> • Now that we have explored the key concepts, it is time to assess your understanding. • Instructions: <ul style="list-style-type: none"> ○ Read each statement carefully. ○ Determine whether the statement belongs to: <ul style="list-style-type: none"> ▪ Philosophical Analysis ▪ Philosophical Abstraction ▪ Philosophical Reflection ○ After classifying each statement, provide a brief explanation or justification for your answer. Explain why the statement belongs to that category. ○ Be prepared to share and defend your answers during the class discussion. <ol style="list-style-type: none"> 1. I realized that mistakes can help a person grow and mature. 2. Society often values people based on academic success. 3. People conform to what is trending, which reflects the human desire for acceptance. 	<ul style="list-style-type: none"> ▪ Philosophical Reflection - Because it emphasizes gaining personal realizations through reflection on experiences and relationships. <p>Note to the Teacher:</p> <ul style="list-style-type: none"> • This activity aims to reinforce learners' understanding of the process of philosophical thinking through collaborative work. <p>IDF Application:</p> <p>This activity equips learners with knowledge and understanding by exploring the concepts of philosophical abstraction, concept formation, and philosophical reflection in greater depth.</p>
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	<p>4. The way most people today post on social media represents both freedom and responsibility.</p> <p>5. True friendship should not depend on social media connections.</p> <p>OPTION 2: Reflection Relay</p> <ul style="list-style-type: none"> • Instructions: <ul style="list-style-type: none"> ○ The class will be divided into 4-6 groups, each consisting of four members. Each member will have an assigned role. <ul style="list-style-type: none"> ▪ Narrator - Describes the concrete situation or event ▪ Analyzer - Examines the issue, assumptions, or problems ▪ Abstracter - Identifies the deeper philosophical concept ▪ Reflector - Shares realizations or lessons learned ○ The teacher will provide a situation. <p>Situation 1: "The Viral Rumor"</p> <p>A learner saw a social media post accusing one of their classmates of cheating during an examination. Without verifying the information, many learners immediately shared the post and criticized the accused learner online.</p> <p>After several days, the school discovered that the accusation was false and based only on a misunderstanding. The accused learner became emotionally distressed and stopped attending classes</p>	
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	<p>for a week because of embarrassment and online bullying.</p> <p>Situation 2: "Friendship Betrayal"</p> <p>Allie trusted his close friend with a personal secret. Later, he discovered that the friend had shared the secret with others as a joke. Allie felt betrayed and began questioning whether trust and loyalty still exist in friendships.</p> <p>Situation 3: "Academic Pressure and Burnout"</p> <p>Sophia is a top-performing learner who studies late every night to maintain high grades. Because of pressure from family, teachers, and herself, she rarely rests or spends time with friends. Eventually, she becomes emotionally exhausted and begins questioning whether academic success is worth sacrificing her happiness and well-being.</p> <p>Situation 4: "Poverty and Unequal Opportunities"</p> <p>A hardworking student wants to continue studying in college, but struggles financially. Despite academic ability and determination, the student worries about not having the same opportunities available to wealthier classmates, who can easily access resources and support.</p> <ul style="list-style-type: none"> ○ Each member will work on their assigned task. ○ Each group will present their answers. 	
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	<ul style="list-style-type: none"> ○ The teacher may ask follow-up questions such as: <ul style="list-style-type: none"> ▪ Which part was most difficult? ▪ How did abstraction differ from reflection? ▪ Why is philosophical thinking important for the responsible use of social media? 	
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Applications</p> <p>OPTION 1: What Do You Think?</p> <ul style="list-style-type: none"> ● Procedure: <ul style="list-style-type: none"> ○ Read the short story below. ○ After reading, reflect by answering the guide questions. <p>Andrew, a young Grade 9 learner living on the island of Palawan, is naturally curious about many things. Whenever something captures his curiosity, he begins to ponder it and develop different ideas or explanations.</p> <p>One night, while watching a shooting star streak across the night sky, his imagination was immediately sparked. He began asking questions about what shooting stars are, how they appear in the night sky, and how vast the universe is.</p> <ul style="list-style-type: none"> ● Guide Questions: <ul style="list-style-type: none"> ○ In what real-life situations do you feel curious, like Andrew? ○ How does your curiosity help you understand yourself and the world better? 	<p>Note to the Teacher:</p> <ul style="list-style-type: none"> ● This activity is designed to deepen learners' understanding and prepare them to apply philosophical concepts in practical, real-life situations.

	<p>OPTION 2: Exit Reflection Ticket</p> <ul style="list-style-type: none">● Procedure:<ul style="list-style-type: none">○ The teacher will give the learners reflection slips.○ The learners will answer the reflection questions honestly and thoughtfully on the provided exit slip.● Guide Questions:<ul style="list-style-type: none">○ What important idea did you learn today?○ What realization did you gain from the lesson?	<p>Note to the Teacher:</p> <ul style="list-style-type: none">● The activity aims to help learners synthesize the lesson through concise reflection and personal insight. <p>IDF Application:</p> <p>This activity allows learners to apply philosophical abstraction, concept formation, and philosophical reflection to real-life situations and performance tasks.</p>
<p>VI. ASSESSMENT <i>(Assessing Learnings)</i></p>	<p>OPTION 1: Philosophy in Action</p> <p>Goal: Apply philosophical analysis (i.e., breaking down a situation or concept into its parts, assumptions, values, and issues), philosophical abstraction (i.e., identifying general principles, essential features, or deeper meanings from concrete examples), and philosophical reflection (i.e., examining experiences, beliefs, and actions to gain insights and make better decisions) in analyzing a real-life experience or social issue to uncover underlying assumptions, values, meanings, and realizations.</p> <p>Role: You are a group of young philosophical analysts and reflective thinkers invited to participate in a youth forum entitled "Beyond Appearances: Understanding Life Through Philosophy."</p> <p>Audience: Your classmates and teachers who seek a deeper understanding of human experiences and social realities.</p> <p>Situation: Many people react emotionally or superficially to experiences without carefully analyzing the underlying issues. As a philosophical analyst, your task is to examine a real-life experience, issue, or situation and interpret it using:</p> <ul style="list-style-type: none">● Philosophical Analysis● Philosophical Abstraction● Philosophical Reflection	

Product: Your group will create one of the following outputs:

- Reflective Essay
- Short Video Presentation
- Dialogue or Monologue Presentation

The output must contain the following:

- **Part 1: Description of the Situation or Experience**

- Briefly narrate or present a real-life experience, issue, or observation based on one of the following:
 - academic pressure
 - discrimination
 - social media behavior

- **Part 2: Philosophical Analysis**

- Analyze the situation by examining its key ideas, assumptions, values, and issues. Answer the following guide questions:
 - What is the main issue or problem in the situation?
 - What philosophical concepts are connected to the issue?
 - What beliefs or values are present?
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- **Part 3: Philosophical Abstraction**

- Identify the key principles or essential features of the concept being examined.

- **Part 4: Philosophical Reflection**

- Share your realizations and insights by answering the following questions:
 - What did you learn from analyzing the situation or experience?
 - How can philosophical thinking help people make better decisions?
 - How did this activity change your understanding of yourself and others?

Rubric					
Criteria	Excellent 5 points	Proficient 4 points	Developing 3 points	Beginning 2 points	Score
1. Organization and Clarity	Completely clear and well organized.	Mostly clear and well organized in all parts.	Clear in some parts but lacks overall organization.	Unclear and disorganized throughout.	
2. Reasoning	Concepts are critically analyzed and comprehensively clarified in the presentation.	Concepts are clearly analyzed and explained in the presentation.	Some concepts are unclear, insufficiently defined, or ambiguous.	Concepts remain undefined, ambiguous, and unclear.	
3. Supporting Evidence	The information provides concrete evidence supported by a coherent and comprehensive analysis.	The information provides sufficient evidence supported by a partially coherent analysis.	The information provides some evidence but lacks coherent analysis.	The information lacks sufficient evidence and does not provide a clear interpretation	
4. Presentation	Excellent tone of voice and clarity of expression keep the audience engaged in the presentation.	The tone of voice and clarity of expression are sufficient to keep the audience's attention throughout the presentation.	The tone of voice and clarity of expression are adequate but only occasionally sustain the audience's attention.	The tone of voice is monotonous, and the lack of clarity of expression causes the audience to disengage from the presentation.	
Total Score					

OPTION 2: Multiple Choice Test

Directions: Read each question carefully. Choose the letter of the best answer.

1. What is meant by *abstraction*?
 - A. Memorizing definitions without examples
 - B. Mental isolation of the features of a concept using examples
 - C. Organizing concepts into categories
 - D. Comparing unrelated ideas
2. Which situation best illustrates abstraction?
 - A. Listing the birthdays of classmates
 - B. Copying notes from the board
 - C. Identifying honesty as a common feature in moral situations
 - D. Memorizing formulas without understanding
3. Concept formation refers to:
 - A. Repeating information several times
 - B. Mental integration of defining features into a single concept
 - C. Guessing meanings without evidence
 - D. Ignoring similarities among examples
4. Which example best demonstrates concept formation?
 - A. Memorizing dates in history
 - B. Combining the common features of learning activities into a single concept of learning
 - C. Copying answers from classmates
 - D. Identifying spelling errors only
5. Which feature was abstracted from the examples of participation?
 - A. Silence
 - B. Competition
 - C. Isolation
 - D. Active engagement
6. Philosophical reflection involves:
 - A. Blind acceptance of ideas
 - B. Deep examination of experiences, beliefs, and actions
 - C. Avoiding difficult questions
 - D. Memorizing arguments only

7. Which question reflects philosophical reflection?
 - A. "What page is the lesson found on?"
 - B. "How many learners are present?"
 - C. "Is my argument sound, and how can I strengthen it?"
 - D. "What time does class end?"
8. Which feature is commonly observed in learners who participate in discussions, ask questions, and share ideas?
 - A. Active engagement
 - B. Passiveness
 - C. Competition
 - D. Isolation
9. Philosophical reflection mainly encourages a person to:
 - A. Accept ideas without questioning
 - B. Avoid critical thinking
 - C. Memorize concepts quickly
 - D. Examine beliefs and experiences deeply
10. Philosophical reflection helps improve decision-making because it:
 - A. Encourages people to understand meaning and purpose
 - B. Prevents people from thinking deeply
 - C. Relies only on emotions
 - D. Avoids examining assumptions

Answer Key:

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

<p>VII. REFLECTION <i>(Feedback and Continuous Improvement)</i></p>	<p>In this section, teachers are encouraged to record important observations during the teaching and learning process, such as learners' behavior, participation, engagement, and performance in assessments.</p> <p>Teachers should reflect on which strategies worked well, which parts of the lesson learners found difficult, and what adjustments should be made to address those difficulties. They should also note potential improvements for future lessons. These reflections help identify best practices and areas for improvement in instruction.</p>
<p>VIII. USE OF GENERATIVE AI</p>	<p>In preparing this Lesson Exemplar (LE), the author(s) used ChatGPT to generate a GRASPS-based assessment activity and additional learning activities. The following prompts were used: <i>"Provide an example of a GRASPS template"</i> and <i>"Provide sample activities for the 'Finding Practical Applications' section."</i> The author(s) reviewed, revised, and finalized the content. The author(s) assume full responsibility for the content of this LE.</p>

Learning Area	The Human Person as Embodied Being in the world (zoon logon, pagkatao)	Lesson Exemplar	6
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I. OBJECTIVES	
A. Content Standard	Learners demonstrate ways of doing Philosophy on the Human Person as an embodied being in the world, with and for others, toward human and social flourishing.
B. Performance Standard	Learners initiate a project that promotes human and social flourishing.
C. Learning Competencies	Recognizing the importance of applying the ways of doing Philosophy on the Human Person as an embodied being in the world, with and for others, toward human and social flourishing.
II. REFERENCES and MATERIALS (Selecting Resources and Material)	<p>Ramos, C. C. <i>Introduction to Philosophy of the Human Person</i>. 2020.</p> <p>Mercado, Leonardo. <i>Elements of Filipino Philosophy</i>. Quezon City: Divine Word Publications, 1994.</p> <p>Department of Education. <i>SHS Self-Learning Module, Quarter 1, Week 3: "The Human Person as Embodied Spirit."</i> Philippines: Department of Education, n.d.</p> <p>Merleau-Ponty, Maurice. <i>Phenomenology of Perception</i>. Routledge, 1962.</p> <p>https://www.youtube.com/watch?v=7maJOI3QMu0</p> <p>Materials: Laptop/projector, meta cards per student, manila paper, markers, case strips,</p>
III. CONTENT (Sequencing Content)	<p>The Human Person as Embodied Being in the world (<i>zoon logon, pagkatao</i>)</p> <p>A. Personhood</p> <ul style="list-style-type: none"> - Rationality (from awareness to creative rationality) - Freedom (from choosing to creating)
IV. OBJECTIVES (Setting Clear Objectives and Analyzing the Tasks)	<p>At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> 1. Explain the human person as an embodied being by differentiating awareness, understanding, and creative rationality. 2. Compare "freedom of choice" vs. "freedom to create" by analyzing given real-life cases and presenting the differences.

	3. Analyze how the human person as an embodied spirit experiences and engages with the world through the unity of body and mind.	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>Review: Ask: In our previous discussion, we learned that humans possess reason and freedom. Many people associate reason primarily with the mind. Do you think reason is separate from the body, or does the body also play a role in how we think and act?</p> <p>Expected Answer: In the MIND. Teacher says: “Today, we will discover how the body and mind work together in shaping our thoughts, actions, and experiences.”</p> <p>1. Activating Prior Knowledge</p> <p>OPTION 1: “BODY VS. MIND - 4 CORNERS OF THE ROOM”</p> <p>1. Post 4 statements in the room corners: A: “We think using the brain alone.” B: “The body is a hindrance to intelligence.” C: “Economic status can affect a person’s sense of freedom.” D: “Some people believe disability affects a person’s independence or identity.”</p> <p>2. Instructions: “Go to the corner that best reflects your opinion or what you think is most accurate.”</p> <p>3. Processing: Ask 1 student /corner: “What assumptions underlie your choice? What experience tells you that?”</p> <p>4. Bridge: “Many of us grew up thinking that the body is separate from, or less important than, the mind, and that this limit us and makes us feel less human.”</p> <p>ok “What makes us truly human, and how do mind, body, and experience shape our understanding of life?”</p>	<p>OPTION 1: “BODY VS. MIND – 4 CORNERS OF THE ROOM”</p> <p>Note to the Teacher:</p> <ul style="list-style-type: none"> • Facilitate the activity by allowing learners to freely choose the corner that reflects their beliefs. • Remind students that there are no right or wrong answers to promote a respectful and open learning environment. • During processing, ask learners to explain their choices based on personal experiences or observations. • Connect their responses to the philosophical concept of the human person as an embodied being.

Possible Answer:

- What makes us truly human is the unity of our mind, body, and experiences. We think, feel, act, and make choices that shape who we are. Our bodies allow us to experience the world, our minds help us understand and reflect, and our experiences teach us lessons that give life meaning and purpose.



OPTION 2: “MIRROR REFLECTION”

Purpose and Content of the Activity

1. Helps learners reflect beyond physical appearance and develop self-awareness
2. Shows that humans are not only physical bodies but also thinking, choosing, and meaningful beings
3. Introduces the idea of the human person as an **embodied being** with mind, body, and inner life working together

IDF Application:

- Uses an interactive, learner-centered activity that activates prior beliefs and experiences.
- Inclusive, as all opinions and perspectives are respected and valued.
- Developmentally appropriate, allowing learners to express ideas through movement and discussion.
- Facilitative, as the teacher guides understanding through questioning and reflection rather than direct instruction.

OPTION 2: “MIRROR REFLECTION”

Note to the Teacher:

- Guide students into a reflective discussion that goes beyond physical appearance.
- Encourage 2–3 learners to share their thoughts.

	<p>Sample questions:</p> <ol style="list-style-type: none"> 1. What do you see when you look at yourself beyond your physical appearance? 2. What makes you unique as a person aside from your looks? 3. How do your thoughts, feelings, and choices show who you really are? <p>Processing: (Let 2–3 students share) Explain that humans are not just bodies—we are thinking, choosing, and creative beings.</p> <p>2. Establishing the Purpose of the Lesson</p> <p>Differentiation Strategies:</p> <p>For Visual Learners: Use colored Venn diagrams, pictures, symbols, or illustrations representing the mind, body, and spirit.</p> <p>For Verbal Learners: Allow learners to explain their answers orally rather than in writing.</p> <p>For Learners with Writing Difficulties: Provide pre-written examples or word banks (e.g., “thinking,” “exercise,” “faith,” “discipline,” “kindness”).</p>	<ul style="list-style-type: none"> • Affirm all responses positively to build confidence and openness. • Emphasize that human beings are not only physical bodies but also thinking and creative persons. <p>IDF Application:</p> <ul style="list-style-type: none"> • Uses reflective questioning to connect learners’ self-awareness with the lesson. • Inclusive, as it values and respects individual perspectives. • Developmentally appropriate, supporting adolescent identity formation and self-reflection. • Facilitative, as the teacher guides learners in constructing understanding through sharing and discussion. <p>2. Establishing the Purpose of the Lesson</p> <p>Note to the Teacher:</p> <ul style="list-style-type: none"> • Clearly present the lesson objectives and explain their relevance to learners’ real-life experiences. • Emphasize that the lesson is not only academic but also personal and practical in understanding human limitations, freedom, and dignity.
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For Advanced Learners:

Ask them to connect the concept of embodied being to real-life social issues such as poverty, disability, or mental health.

For Collaborative Learners:

Assign roles within groups such as writer, presenter, illustrator, or timekeeper.

For Struggling Learners:

Give guide prompts such as:

“What do you do when making decisions?”

“How does your body help you learn?”

“What values guide your actions?”

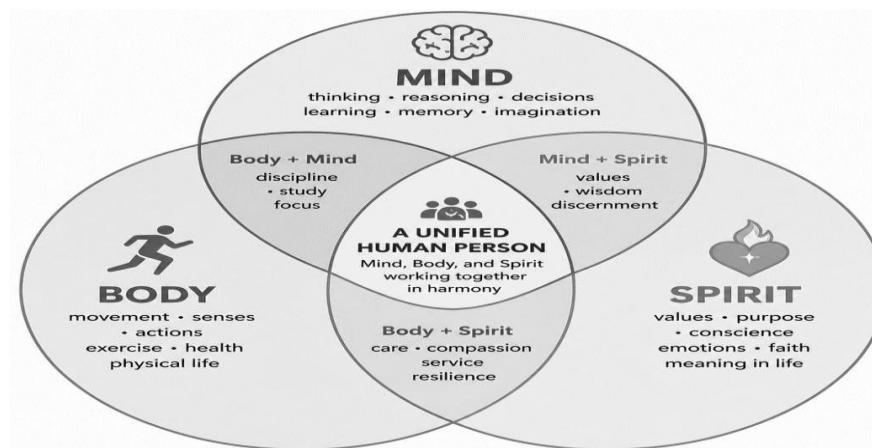
OPTION 1: “The Embodied Being Venn Diagram”

Objective:

Help learners understand the unity of the mind, body, and spirit as dimensions of the human person.

Materials Needed:

- Manila paper or bond paper
- Markers or pens
- Printed or drawn Venn diagram with three overlapping circles



- Use motivating statements that connect the lesson to situations students may encounter in daily life.

IDF Application:

- Learning goals are clear, meaningful, and connected to real-life situations.
- The lesson is inclusive by recognizing diverse human experiences such as poverty and disability.
- The lesson is developmentally appropriate as it relates philosophical concepts to adolescents’ struggles and identity formation.
- The lesson is facilitative, as the teacher encourages purposeful, reflective discussions to foster deeper understanding.

Source:

Merleau-Ponty, Maurice.
Phenomenology of Perception.
Routledge, 1962.

Phenomenology of Perception by Maurice Merleau-Ponty

This book explains the idea that the human person is an **embodied being**—a unity of body, mind, and lived experience. It supports the

	<p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide the class into small groups with 5 members each. 2. Provide each group with a Venn diagram labeled: <ul style="list-style-type: none"> • Mind • Body • Spirit 3. Instruct learners to write examples inside each circle: <ul style="list-style-type: none"> • Mind – thinking, reasoning, decision-making • Body – movement, senses, physical actions • Spirit does not refer only to religion. It also refers to a person's inner self—values, purpose, conscience, emotions, hopes, and the ability to find meaning in life. 4. In the overlapping parts, ask students to identify experiences or actions that connect these dimensions, such as: <ul style="list-style-type: none"> • studying with discipline • helping others • making responsible choices 5. In the center overlap, students will write a short phrase describing the human person as an Embodied Being (e.g., “A unified person with thoughts, actions, and values”). 6. Each group presents its output and explains how the three dimensions work together in everyday life. <p>Guide Questions:</p> <ul style="list-style-type: none"> • Why can the human person not be separated into mind, body, and spirit alone? • How do these dimensions influence our decisions and actions? 	<p>concept that humans think, act, feel, and relate to the world as a single, integrated person, not as separate parts.</p> <p>Note to the Teacher: In discussing Maurice Merleau-Ponty's Phenomenology of Perception, emphasize that the human person experiences the world through the body. The body is not just a physical object separate from the mind; rather, it is part of how people think, feel, act, and relate to others. Learners should understand that human experiences are always “lived” through the unity of body, mind, and emotions.</p> <p>Concrete Example: Ask learners to imagine touching a hot pan. Before they even stop to think, their body immediately reacts by pulling their hand away. This shows that perception and action happen through the embodied self. The person does not first separate “mind” from “body” before responding—the whole person experiences and reacts as one integrated being. This activity helps learners understand that the human person is an embodied being, meaning the mind, body, and spirit work together as one whole person. <i>It aims to help learners:</i></p>
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	<ul style="list-style-type: none"> • What happens when one dimension is neglected? <p>Expected Output: A completed Venn diagram showing the interconnectedness of the mind, body, and spirit.</p> <p>Our Journey Today: <i>From “I HAVE A BODY to I AM MY BODY”</i> <i>“The human person is an embodied being because the mind, body, and spirit work together. Our thoughts, actions, and values shape how we live and relate with others.”</i></p> <p>By the End, learners can: 1. Explain the human person as an embodied being by differentiating awareness, understanding, and creative rationality. 2. Compare “freedom of choice” vs. “freedom to create” by analyzing given real-life cases and presenting the differences. 3. Analyze how factors such as the body, poverty, or disability influence human freedom.</p> <p>Say: “This is not just for a test. It is for when you feel ‘stuck because of your body, your wallet, or your situation.</p> <p>Philosophy should help you see that your limits are not cages. They can be doorways.”</p>	<ul style="list-style-type: none"> • Identify the roles of the mind, body, and spirit • Give examples of how these three work together in real life • Understand that human actions are shaped by thinking, feeling, and values • Realize that a person is not separated into parts but is a unified whole <p>Overall, the activity helps learners see that we understand and live life through the connection of mind, body, and spirit.</p>
B. Instituting New Knowledge	<p>1. Presenting Examples OPTION 1: “Embodied Thinking Lab”</p> <p>Objective: Experience that rationality is bodily. Procedure:</p> <p>A. 4 volunteers, blindfolded. Each holds 1 object: a lemon, a rock, a spoon, a cloth.</p> <p>B. Round 1 - AWARENESS: “Do not speak; just feel. What does your hand register first?” Answer: cold, soft, rough, heavy</p>	<p>1. Presenting Examples</p> <p>OPTIONS 1 and 2: “Embodied Thinking Lab” and “Human Experience Station”</p> <p>Note to the Teacher:</p> <ul style="list-style-type: none"> • Facilitate the activity by carefully guiding volunteers through each round.

	<p>Teach: “This is AWARENESS - pre-reflective. Your body knows before your brain labels. Even infants do this.</p> <p>C. Round 2: UNDERSTANDING: “What is this object? How do you know?” Answer: lemon because of the smell and shape I touched before. Teach: This is UNDERSTANDING - body, memory, v and culture gives meaning to raw sensation.</p> <p>D. Round 3: CREATIVE RATIONALITY: “If you had no eyes, how would you use this to help a classmate?” Answer: lemon as medicine for insect bites. Rock as a paperweight for windy days. Teach: This is CREATIVE RATIONALITY - body and situation, and others equals invention. You did not just know. You created. This is <i>DISKARTE</i> (it refers to practical wisdom or innovation, not just "getting by" or "cutting corners")</p> <p>E. Debrief the Class: “Did the brain work alone? NO. The hand, nose, and skin thought with it. This is ZOON LOGON: We are rational animals. Reason is embodied.”</p> <p>OPTION 2: “Human Experience Station”</p> <p>Objective: Demonstrate that human understanding and decision-making are shaped by the body, experiences, emotions, and relationships with others.</p> <p>Procedure: A. Set-Up Prepare 4 stations with different simple experiences or situations:</p> <p>Station 1: Smelling coffee or perfume Station 2: Listening to a short audio clip or music “River Flows in You” – Yiruma (soft piano instrumental)</p>	<ul style="list-style-type: none"> • Encourage the class to observe how the senses, memory, and creativity work together. • After each round, briefly explain the concepts of awareness, understanding, and creative rationality using learners’ responses. • During debriefing, connect the experience to the idea that human thinking is embodied and not separate from the body. <p>IDF Application:</p> <ul style="list-style-type: none"> • Uses a hands-on, experiential activity that makes abstract philosophical concepts concrete and relatable. • Inclusive, as all learners can participate through observation and discussion. • Developmentally appropriate, engaging students through sensory and interactive learning. • Facilitative, as the teacher guides learners to discover concepts through experience, reflection, and processing rather than direct lecture.
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	<p>Station 3: Touching textured objects (cotton, sandpaper, ice) Station 4: Viewing an emotional picture or scenario Choose volunteers or rotate groups through the stations.</p> <p>B. Round 1 – AWARENESS “What did you immediately notice or feel?” Possible Answers:</p> <ul style="list-style-type: none"> • “The ice feels cold.” • “The music sounds relaxing.” • “The picture feels sad.” <p>Teach: “This is AWARENESS. Before analyzing, the body and senses already respond to the world. Human experience begins through embodied interaction.”</p> <p>C. Round 2 – UNDERSTANDING “Why do you think you reacted that way?” Possible Answers:</p> <ul style="list-style-type: none"> • “The music reminded me of home.” • “The smell reminds me of my grandmother.” • “The picture made me feel empathy.” <p>Teach: “This is UNDERSTANDING. Experiences, memory, emotions, and culture help us interpret what we sense.”</p> <p>D. Round 3 – CREATIVE RATIONALITY “How can this experience help you understand or help others?” Possible Answers:</p> <ul style="list-style-type: none"> • “Music can calm stressed classmates.” • “Cold objects can help reduce fever.” • “Pictures can raise awareness about poverty.” 	<p>Station 2: https://www.youtube.com/watch?v=7maJOI3QMu0</p>
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	<p>Teach: “This is CREATIVE RATIONALITY. Human persons do not only experience the world; they use reason and creativity to respond meaningfully to others.”</p> <p><i>E. Debriefing</i> <i>(Ask the class)</i> “Did learning happen through the brain alone?” Expected Answer: “No. Our senses, emotions, experiences, and relationships also shaped understanding.” Teach: “This shows that the human person is an EMBODIED BEING. Thinking, feeling, sensing, and acting work together in understanding the world.”</p> <p>2. Discussing New Concept</p> <p><i>OPTION 1: “Relate and Reflect”</i></p> <p><i>Objective:</i> Help students connect philosophical concepts to their daily experiences and personal decisions.</p> <p><i>Procedure:</i></p> <ol style="list-style-type: none"> 1. Divide the class into small groups with 5 members each. 2. Give each group a real-life situation. 3. Ask them to identify the concept shown and explain it. 4. Let groups share their answers briefly. <p><i>Situations and Guide Questions</i></p> <p>1. Embodied Being / Zoon Logon A student starts a small online business. Even when they feel tired from schoolwork, they still make time to pack orders and find ways to improve sales.</p>	<p>2. <i>Discussing New Concept</i></p> <p><i>OPTION 1: “Relate and Reflect”</i></p> <p><i>Note to the Teacher:</i></p> <ul style="list-style-type: none"> • Discuss the concepts clearly using simple explanations, relatable examples, and guided questioning. • Encourage learners to connect each concept to their personal experiences and daily life situations. • Allow interactive discussions for reflection on embodiments, freedom, dignity, and human limitations. • Emphasize respect and sensitivity when discussing poverty and disability.
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	<p>Guide Question: How do discipline and physical effort show the unity of body and mind in running a business?</p> <p>2. Pagkatao (Human Relating) A college student joins a group study session where they listen to different ideas, respect opinions, and help classmates understand difficult lessons. Guide Question: How does working and interacting with others in college help develop your personality and understanding of people?</p> <p>3. Awareness and Understanding An employee feels stressed at work and later understands it because they do not manage their time well and often miss deadlines. Guide Question: How does understanding the cause of stress help a person perform better in the workplace?</p> <p>4. Creative Rationality A student trainee does not have all the materials for practice, so they improvise with available tools to complete their training activity. Guide Question: How does resourcefulness and logical thinking improve skills training and problem-solving?</p> <p>5. Freedom of Choice vs Freedom to Create A student freely chooses to join an academic club and later creates a study guide to help classmates prepare for exams. Guide Question: How does choosing an activity in college become more meaningful when it leads to creating something useful for others?</p> <p>6. Human Freedom and Limitations A student trainee may initially be unable to perform a certain technical skill due to physical limitations, so they focus on another specialization where they can excel. Guide Question: How can limitations guide a person to discover new skills or career paths?</p>	<ul style="list-style-type: none"> • The lesson will begin with a short lecture in which the teacher introduces the key concepts clearly and concisely. This will be followed by Socratic questioning to encourage deeper thinking, analysis, and reflection. Learners will then engage in collaborative group discussions to connect the concepts to real-life experiences and applications. <p>IDF Application:</p> <ul style="list-style-type: none"> • Presents concepts in a learner-centered and meaningful way. • Inclusive, it recognizes diverse human experiences and promotes respect for all people. • Developmentally appropriate, as abstract ideas are explained using familiar examples and real-life situations. • Facilitative, as the teacher guides understanding through interaction, reflection, and questioning rather than direct lecture.
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	<p>7. Poverty and Human Dignity A student starts working in a simple job to support their family while continuing to improve their skills for better opportunities. Guide Question: How does working hard despite financial hardship show human dignity in employment?</p> <p>8. Disability and Human Dignity A young student entrepreneur with a disability starts an online business from home and successfully manages orders and customers. Guide Question: How can entrepreneurship empower persons with disabilities to succeed independently?</p> <p><i>Processing / Debriefing</i> Ask students:</p> <ul style="list-style-type: none"> • Which situation did you relate to most? • How do these concepts appear in your everyday life? • Why is understanding the human person important? <p><i>Let us discuss the concepts:</i></p> <p>Instructional Strategy: Socratic Lecturette with Collaborative Learning</p> <p><i>Strategy Description:</i> The lesson will use a short lecture to introduce key concepts, followed by Socratic questioning to guide learners in thinking deeper about the ideas. After this, learners will work in groups to discuss and connect the concepts to real-life situations.</p>	
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	<p>Expected Learner Engagement:</p> <ul style="list-style-type: none"> • Listen and understand key concepts from the teacher • Answer guided and critical thinking questions • Discuss ideas in small groups • Connect concepts to real-life experiences • Share simple insights and examples with the class <p><i>This approach helps learners understand, think critically, and apply concepts to everyday life.</i></p> <p>1. Embodied Being, -The human person is a unity of body, mind, and spirit. -The body is not separate from the self—it is part of who we are -We experience the world through our body and interpret it through our mind</p> <p>2. Zoon Logon, -Aristotle: Human is a rational animal. -Reason is animal and bodily.</p> <p>3. Pagkatao, -Filipino personhood equals loob, katawan, and kapwa. -You become more human when you relate to others.</p> <p>4. Awareness, -The ability to perceive and recognize internal and external experiences -It is the first level of knowing -Example: Noticing pain, emotions, or surroundings</p> <p>5. Understanding, -The ability to interpret and give meaning to what we are aware of -Goes beyond sensing—it involves thinking and reflection -Example: Realizing why you feel anxious</p> <p>6. Creative Rationality, -The ability to use reason in a creative and purposeful way -Enables problem-solving, decision-making, and innovation</p>	<p>Note (Venn Diagram: Embodied Being)</p> <p>- The human person is a unity of body, mind, and spirit. - These three are connected and work together. - The body is not separate from who we are—it is part of ourselves. - We experience the world through the body, understand it through the mind, and give meaning through the spirit. - The center of the Venn diagram shows the human person as an embodied being.</p>
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	<p>-Example: Finding solutions to challenges or expressing ideas creatively</p> <p>7. Freedom of Choice,</p> <p>-The ability to select between different options</p> <p>-Focuses on decision-making</p> <p>-Example: Choosing between studying or relaxing</p> <p>8. Freedom to Create,</p> <p>-The deeper ability to shape one's life and produce meaningful actions</p> <p>-Involves purpose, responsibility, and creativity</p> <p>-Example: Building a project, helping others, expressing oneself</p> <p>9. Human Freedom,</p> <p>-The capacity to act based on reason and will</p> <p>-True freedom is not just doing what one wants, but doing what is good and meaningful</p> <p>10. Limitations of the Body,</p> <p>-The body can both enable and restrict actions</p> <p>-Example: Illness may limit movement, but can also build resilience</p> <p>11. Poverty as a Condition,</p> <p>-Lack of resources can limit opportunities and choices</p> <p>-However, it can also strengthen determination and creativity</p> <p>12. Disability and Human Dignity,</p> <p>-Disabilities may limit certain abilities, but do not reduce a person's worth</p> <p>-Individuals can still exercise freedom in meaningful ways</p>	
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	<p>3. Developing Mastery</p> <p>OPTION 1: “Class Synthesis Discussion”</p> <p>Ask: “How can a person remain free despite limitations?” or “Can limitations sometimes help people become more creative or resilient? Why?”</p> <p>As embodied beings, we experience the world through our bodies. While limitations such as the body, poverty, or disability may restrict us, they do not define us. Through awareness, understanding, and creative rationality, we can still exercise meaningful freedom—not only by choosing, but by creating and shaping our lives.</p> <p>OPTION 2: “Freedom Within Limits”</p> <p>Objective: Reinforce understanding of embodied being, freedom, and human limitations through guided application.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Students answer the questions individually, then share with a partner. 2. Selected answers are discussed in class. 	<p>3. Developing Mastery</p> <p>OPTIONS 1 and 2: “Class Synthesis Discussion” and “Freedom Within Limits”</p> <p>Note to the Teacher:</p> <ul style="list-style-type: none"> • Facilitate the class synthesis discussion by encouraging learners to express their understanding of freedom despite limitations. • Allow students to share real-life examples and personal experiences. • Guide learners in connecting their responses to the concepts of embodied being, awareness, understanding, and creative rationality. • Use follow-up questions to deepen reflection and assess understanding of the lesson. <p>IDF Application:</p> <ul style="list-style-type: none"> • Uses a reflective and interactive formative assessment activity. • Inclusive, as all learners are encouraged to share ideas and perspectives. • Developmentally appropriate, as students apply concepts to real-life
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Guide Questions:

- How can a person be free even with limitations?
- Give one real-life example of freedom despite limitation.

Example: **Grace Padaca**, a Polio survivor who served as the Governor of Isabela. For historical inspiration, **Apolinario Mabini**, known as the "Sublime Paralytic," used his brilliant mind to drive the Philippine struggle for independence despite being paralyzed.



- How do body, mind, and situation affect our choices?
- What creative solution can you use when faced with a difficulty?

Class Synthesis:

Complete the statement: "A person can remain free despite limitations because _____."

Key Idea:

Human freedom is not the absence of limits, but the ability to make meaningful choices and create purpose despite them through awareness, understanding, and creative rationality.

situations meaningful to adolescents.

- Facilitative, as the teacher guides understanding through interaction, reflection, and questioning rather than direct lecture.

<p>A. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application</p> <p>OPTION: “FROM AWARENESS TO FREEDOM”</p> <p>Task 1: Distinguishing Human Capacities</p> <p>Directions: Read the situations below. Identify whether the statement shows awareness, understanding, or creative rationality.</p> <p>Write your answer and explain briefly.</p> <ol style="list-style-type: none"> 1. Carlo notices that he feels tired and unfocused in class. 2. Maria realizes that she is tired because she slept late finishing her assignments. 3. John Creates a study schedule to manage his time better. <p>Answers with brief explanations</p> <p>1. Awareness Explanation: Carlo is simply recognizing or becoming conscious of his current condition (feeling tired and unfocused).</p> <p>2. Understanding Explanation: Maria is not only noticing her condition but also identifying the cause (sleeping late), showing comprehension of the situation.</p> <p>3. Creative Rationality Explanation: John goes beyond awareness and understanding by actively designing a solution (study schedule) to improve his situation.</p> <p>Guide Questions:</p> <ul style="list-style-type: none"> • What is being recognized? • Is there an interpretation happening? • Is there a solution or creative action involved? 	<p>1. Finding Practical Application</p> <p>OPTION: “FROM AWARENESS TO FREEDOM”</p> <p>Objective:</p> <ul style="list-style-type: none"> • Learners deepen their understanding of the human person as an embodied being by applying key concepts to real-life situations. • Students distinguish awareness, understanding, and creative rationality as essential human capacities. • Learners differentiate freedom of choice from freedom to create, recognizing that true freedom involves purposeful and meaningful action. • Learners examine how the body, poverty, and disability can both limit and expand human freedom. • Students realize that, despite limitations, individuals can still exercise freedom through critical thinking, creativity, and responsible action. • Learners appreciate that being an embodied person means living with limitations while still having the
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	<p>Task 2: Freedom in Action (Case Analysis)</p> <p>Directions: Analyze the cases and determine whether they show freedom of choice or freedom to create. Explain your answer.</p> <p>Case A: Liza chooses between joining her friends and staying home to study.</p> <p>Case B: Mark designs a small business plan to help his family earn extra income.</p> <p>Case Analysis Answers:</p> <p>Case A: Freedom of Choice Explanation: Liza is simply deciding between two existing options (social activity or studying), which involves selecting from available alternatives.</p> <p>Case B: Freedom to Create Explanation: Mark is not just choosing—he is actively creating a solution (a business plan) to address a need and improve their situation.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> • Which action involves simple decision-making? • Which action involves creating something meaningful? • Which type of freedom has a greater impact? Why? 	<p>capacity to grow, create meaning, and act responsibly.</p> <p>Note to the Teacher:</p> <ul style="list-style-type: none"> • Facilitate activities that connect philosophical concepts to real-life situations. • Encourage individual reflection, collaborative discussion, and respectful sharing of ideas during tasks and group work. • Use processing questions to guide analysis of awareness, understanding, creative rationality, and human freedom in everyday experiences involving body, poverty, and disability. • Emphasize that limitations do not remove human dignity and freedom. <p>IDF Application:</p> <ul style="list-style-type: none"> • Applies authentic, learner-centered activities that connect concepts to meaningful contexts. • Inclusive, as it values diverse experiences and fosters empathy toward persons facing limitations. • Developmentally appropriate, as learners analyze relatable adolescent and social situations.
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	<p>Processing Answers:</p> <p>1. Which action involves simple decision-making? → Case A (Liza choosing between friends or studying)</p> <p>2. Which action involves creating something meaningful? → Case B (Mark designing a business plan)</p> <p>3. Which type of freedom has a greater impact? Why? → Freedom to Create has a greater impact because it goes beyond choosing between options. It involves producing solutions, improving situations, and generating meaningful change in life or society.</p> <p>Task 3: Limits or Possibilities? (Group Work)</p> <p>Directions: Form small groups. Each group will analyze one situation and answer the questions.</p> <p>Situations:</p> <p>Group 1 – Body: A student-athlete gets injured and cannot join competitions.</p> <p>Group 2 – Poverty: A student lacks gadgets for online learning.</p> <p>Group 3 – Disability: A visually impaired person wants to pursue education.</p> <p>Sample Answer: Group 1 – Body (Student-athlete injured)</p> <p>1. Limit: The injury limits the student’s physical ability to join sports competitions.</p> <p>2. Possibility (Creative Rationality): The student can focus on recovery, train mentally (strategy, game analysis), or support the team as a coach or assistant.</p> <p>3. Freedom to Create: The student may create new roles, such as mentoring younger athletes or improving sports knowledge and planning.</p> <p>4. Explanation of personhood: Even with injury, the student remains a full person because</p>	<ul style="list-style-type: none"> • Facilitative, as the teacher guides critical thinking, collaboration, and reflection through questioning and interaction. <p>Task 1: Distinguishing Human Capacities</p> <p>Note to the Teacher:</p> <ul style="list-style-type: none"> • Guide learners in analyzing each situation using the provided guide questions. • Encourage students to explain their answers clearly and confidently. • Help learners distinguish awareness, understanding, and creative rationality through discussion and real-life examples. <p>IDF Application:</p> <ul style="list-style-type: none"> • Use relatable situations that promote critical thinking and self-reflection. • Inclusive, as all learners are given opportunities to share ideas and interpretations. • Developmentally appropriate, as it draws from familiar adolescent experiences. • Facilitative, as the teacher guides learning through questioning and reflective discussion.
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	<p>human dignity is not dependent on physical ability but on rationality and the capacity to make meaning and decisions.</p>	<p>Task 2: Freedom in Action (Case Analysis)</p> <p>Note to the Teacher:</p> <ul style="list-style-type: none"> • Facilitate the case analysis by guiding learners to compare the two forms of freedom. • Encourage students to explain their reasoning clearly and support their answers. • Use processing questions to deepen understanding of meaningful and responsible human actions. <p>IDF Application:</p> <ul style="list-style-type: none"> • Applies analytical and discussion-based learning. • Inclusive, as it allows multiple perspectives and interpretations. • Developmentally appropriate, as learners relate freedom to daily decisions and responsibilities. • Facilitative, as the teacher supports higher-order thinking through guided analysis and questioning. <p>Task 3: Limits or Possibilities? (Group Work)</p> <p>Note to the Teacher:</p> <ul style="list-style-type: none"> • Organize learners into groups and promote respectful collaboration during situational analysis.
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	<ul style="list-style-type: none"> • Guide students to focus not only on limitations but also on ways individuals can exercise freedom, creativity, and resilience. • Encourage thoughtful discussion on how people respond meaningfully to challenges. <p>IDF Application:</p> <ul style="list-style-type: none"> • Promotes collaborative and real-world learning experiences. • Inclusive, as it fosters empathy and respect for persons in different life situations. • Developmentally appropriate, as it uses authentic social issues relevant to learners. • Facilitative, as the teacher encourages cooperative learning, reflection, and problem-solving. <p>2. Making Generalization</p> <p>OPTION 1: “One-Line Wisdom”</p> <p>Ask students: “If you could summarize today’s lesson in one powerful sentence, what would it be?”</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • “My body does not limit me—I live through it.” 	<p>2. Making Generalization</p> <p>OPTIONS 1 and 2: “One-Line Wisdom” and “Exit Ticket Reflection”</p>
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	<ul style="list-style-type: none"> • “Freedom is not just choosing, but creating meaning.” <p>We see that the human person is an embodied being who thinks, understands, and creates through the body. Freedom is not just choosing, but creating meaning—even in the presence of limitations.</p> <p>The human person is an embodied being, meaning that we are not just minds or bodies alone, but a unity of both. Our thinking and knowing begin with awareness, deepen through understanding, and are fully expressed in creative rationality, where we use reason to solve problems and create meaning.</p> <p>Human freedom is not limited to simply making choices (freedom of choice), but is more deeply realized in our ability to create, shape, and give purpose to our lives (freedom to create). Although factors such as the body, poverty, and disability may limit certain actions or opportunities, they do not take away our humanity or our capacity for freedom.</p> <p>As embodied persons, we remain capable of thinking, choosing, and creating meaning even within limitations. Therefore, true freedom is not the absence of limits, but the ability to respond to them with responsibility, creativity, and purpose.</p> <p>OPTION 2: “Exit Ticket Reflection”</p> <p>Objective: Help learners summarize the key idea of embodied being and freedom in a quick reflective output.</p> <p>Procedure: At the end of the lesson, ask students to answer on a small piece of paper:</p>	<p>Note to the Teacher:</p> <ul style="list-style-type: none"> • Encourage learners to express the lesson's main idea in a single meaningful sentence in their own words. • Allow volunteers to share their reflections with the class. • Guide learners in connecting their responses to the concepts of embodied being, human freedom, and creative rationality. • Conclude the discussion by clearly and meaningfully synthesizing the key ideas of the lesson. <p>IDF Application:</p> <ul style="list-style-type: none"> • Uses reflective and learner-centered synthesis. • Inclusive, as all learners are encouraged to share personal insights and perspectives. • Developmentally appropriate, as students summarize concepts through self-expression and reflection. • Facilitative, as the teacher guides learners in organizing and connecting ideas to form meaningful conclusions about human freedom and embodied existence.
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	<p>1. What is one important idea you learned today?</p> <p>2. How does this idea apply to your life?</p> <p>3. Finish the sentence: “A human person is an embodied being because _____.”</p> <p>Key Idea: Students recognize that the human person is a unity of body and mind, and that true freedom is the ability to create meaning and act responsibly despite limitations.</p>	
<p>VI. ASSESSMENT <i>(Assessing Learnings)</i></p>	<p>A. Concept Check - 6 points: Write A=Awareness, U=Understanding, CR=Creative Rationality, FC= Freedom of Choice, FCr=Freedom to Create, L=Limit</p> <ol style="list-style-type: none"> 1. You flinch when a ball flies towards you. 2. You know “quiet dad” means he is disappointed. 3. You use a plastic bottle as a funnel. 4. You picked the Academic Track because it is the only one offered. 5. You started a car wash business because no jobs were available. 6. You cannot join the varsity due to asthma. <p>Answers</p> <ol style="list-style-type: none"> 1. A – Awareness 2. U – Understanding 3. CR – Creative Rationality 4. FC – Freedom of Choice 5. FCr – Freedom to Create 6. L – Limit <p>B. Short Analysis - 4 points: 4 sentences. Choose one: a PWD, a poor vendor, or a sick person.</p> <ol style="list-style-type: none"> 1. State one limit to his/her freedom of choice. 2. Describe his/her act of creative rationality. 3. Name the freedom to create that is exercised. 4. Explain why he/she still has full personhood. 	

Rubric: 4 pts = All 4 elements + correct concepts.

3 pts = 3 elements.

2 pts = 2 elements.

1 pt = 1 element.

Sample Answer (Poor Vendor)

1. A poor vendor's freedom of choice is limited because he cannot easily choose another job due to a lack of money and education.

2. He shows creative rationality by finding ways to sell products creatively to attract more customers.

3. The freedom to create that is exercised is starting and managing a small vending business.

4. He still has full personhood because every human person has dignity, intelligence, and worth despite poverty or limitations.

C. Performance Task: "Real-Life Freedom Showcase"

Objective:

Apply concepts of embodied being, freedom, and human limitations to real-life situations.

Task Description:

Students will create a short output (individual or pair work) that shows how a person understands and responds to real-life situations using philosophical concepts.

Case Analysis Poster or Short Write-Up

Analyze one real-life situation (e.g., a student with no gadgets, an athlete with an injury, or a student with financial difficulty) and explain:

- Awareness, understanding, and creative rationality in the situation
- Freedom of choice vs. freedom to create
- How limitations affect or do not fully limit freedom

Criteria for Assessment (Simple Rubric):

- Accuracy of concepts (Embodied Being, Freedom) – 40%
- Real-life relevance and clarity – 30%

	<ul style="list-style-type: none"> • Creativity and presentation – 20% • Reflection depth – 10% <p>Output Goal: Students demonstrate that human persons are embodied beings who can still think, choose, and create meaning despite real-life limitations.</p>
VII. REFLECTION <i>(Feedback and Continuous Improvement)</i>	<p>In this section, teachers are encouraged to record important observations during the teaching and learning process, such as learners’ behavior, participation, engagement, and performance on assessment.</p> <p>Teachers should reflect on which strategies worked well, which parts of the lesson learners found difficult, and what adjustments should be made to address those difficulties. They should also note potential improvements for future lessons. These reflections help identify best practices and areas for improvement in instruction.</p>
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author used ChatGPT in order to simplify directions and check word usage. The author reviewed and finalized the content. The author takes full responsibility for the content of this LE.</p>

Learning Area	Human Personhood: Embodiment and Being in the Natural World (dweller and consumer)	Lesson Exemplar	7
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I. OBJECTIVES	
A. Content Standard	Learners demonstrate understanding of the nature, importance, and ways of doing Philosophy.
B. Performance Standard	Apply philosophical analysis, abstraction, and reflection to articulate the meaning of real-life experiences.
C. Learning Competencies	Recognize the importance of applying the ways of doing Philosophy on the Human Person as an embodied being in the world, with and for others, toward human and social flourishing
II. REFERENCES and MATERIALS (Selecting Resources and Materials)	<p>Aristotle. <i>Nicomachean Ethics</i>. Translated by W. D. Ross. Oxford: Oxford University Press, 2009. Originally published ca. 350 B.C.E.</p> <p>Aquinas, Thomas. <i>Summa Theologiae</i>. Translated by Fathers of the English Dominican Province. Christian Classics, 2006. Originally published 1265–1274.</p> <p>Bonvallite. Bayanihan2.JPG. 30 Dec. 2012. WikimediaCommons, https://commons.wikimedia.org/wiki/Bayanihan_2.JPG.</p> <p>ChatGPT. Response to user prompt. By <u>OpenAI</u>. May 20, 2026. https://chatgpt.com/c/6a0d476b-849c-83ec-8392-4222c08386f8.</p> <p>Department of Education. <i>K to 12 Curriculum Guide: Senior High School Core Subject – Introduction to the Philosophy of the Human Person</i>. Philippines: DepEd Philippines, 2016.</p> <p>“Filipino Family Eating Together in a Nipa Hut.” Shutterstock. Accessed May 8, 2026.</p> <p>Merleau-Ponty, Maurice. <i>Phenomenology of Perception</i>. Translated by D. A. Landes. London: Routledge, 2012. Originally published in 1945.</p>

	<p><u>OpenAI</u>. <i>ChatGPT</i> (May 6 version) [Large language model]. 2026. <u>ChatGPT</u></p> <p>OpenStax. <i>Philosophy: A Text with Readings</i>. Houston: OpenStax, Rice University, 2021. <u>OpenStax</u></p> <p>“People Planting Trees in the Philippines.” Photograph. Accessed May 8, 2026. Unsplash.</p> <p>https://unsplash.com/</p> <p>“Person in a Wheelchair Working Independently,” photograph, accessed May 8, 2026, [Website Name], URL.</p> <p>Plato. <i>The Republic</i>. Translated by Benjamin Jowett. New York: Dover Publications, 2008. Originally published ca. 380 B.C.E.</p> <p>RDNE Stock Project. <i>A Girl Using a Smartphone in the Classroom</i>. Photograph. Pexels. Accessed May 8, 2026. https://www.pexels.com/photo/a-girl-using-smartphone-in-the-classroom-8419515/</p> <p>Santos, Maria. Construction Worker Operating Pavement Drill in Makati. Photograph. Philippine Daily Inquirer, June 12, 2018. https://example.com/photo</p>	
III. CONTENT <i>(Sequencing Content)</i>	Human Personhood <ul style="list-style-type: none"> • Embodiment • Being in the Natural World (dweller and consumer) 	
IV. OBJECTIVES <i>(Setting Clear Objectives and Analyzing the Tasks)</i>	<ol style="list-style-type: none"> 1. Explain the key philosophical views about the human as an embodied being in the world 2. Discuss a philosophical view on what it means to be “with and for others.” 3. Recognize the importance of living “with and for others” as being in the natural world. 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	1. Activating Prior Knowledge Option 1: "Body or Person?" <ul style="list-style-type: none"> ○ Instructions: The teacher shows pictures of different human actions (e.g., eating, thinking, loving, working). Ask students: "Are 	Note to the Teacher: <ul style="list-style-type: none"> • Show pictures or demonstrations of human activities.

these actions done only by the body, or by the whole person?"



- Ask learners to identify which body part, mind, emotion, or whole person is involved.
- The goal of this activity is to help learners realize that human actions, emotions, relationships, and responsibilities involve the whole person as an embodied being connected to others and the environment.

Emphasize that humans can think, feel, choose, and relate with others.

IDF Application:

- Uses experiential and reflective learning to understand the human person as an embodied being.
- Encourages inclusive participation by sharing personal experiences and perspectives.
- Connects daily human activities to philosophical understanding.

Note to the Teacher

- Let students do the “Mirror Me” partner activity by copying each other’s movements and expressions.

	<p>“Filipino Family Eating Together in a Nipa Hut.” Shutterstock. Accessed May 8, 2026.</p> <p>Santos, Maria. Construction Worker Operating Pavement Drill in Makati. Photograph. Philippine Daily Inquirer, June 12, 2018. https://example.com/photo</p> <ul style="list-style-type: none"> ○ “Can a person’s actions show their thoughts and feelings? How?” ○ “Why do humans use both body and mind in everyday activities?” ○ “What makes human actions meaningful and not just simply considered mere physical movements?” ○ “How do our actions affect other people?” ○ “What does this activity tell us about being a complete human person?” <p>Option 2: “Mirror Me”</p> <ul style="list-style-type: none"> ● Instruction to the teacher: Ask students to pair up. One student will act as the “leader” and perform simple movements or facial expressions (e.g., smiling, frowning, stretching), while the other student will imitate like a mirror. After 1–2 minutes, let them switch roles. After the activity, ask them to sit and reflect briefly. ● Teacher Questioning: ● “While copying your partner’s actions, did you also notice or feel the emotions behind the movements? What does this tell you about the connection between the body and inner self?” 	<ul style="list-style-type: none"> ● Ask students to switch roles as leader and follower. ● Guide a reflection on how body movements connect with feelings and the inner self. <p>.</p> <p>IDF Application This activity engages learners physically and emotionally, helping them realize that the body expresses thoughts and feelings, not just as an object but as part of the whole person.</p> <p>Note to the teacher:</p> <ul style="list-style-type: none"> ● Ask students why it is important to relate well with others and nature. ● Give examples of cooperation, bayanihan, and caring for the environment. ● Emphasize the value of respect, responsibility, and positive relationships in the community.
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	<ul style="list-style-type: none"> • “How can a person’s actions express their thoughts, feelings, and intentions? Why do humans use both body and mind in everyday activities?” • “How did your actions affect or connect with your partner during the activity? What does this tell us about being a complete human person?” <p>2. Establishing the Purpose of the Lesson</p> <p>Option 1: "Why are we here?"</p> <ul style="list-style-type: none"> ○ Instructions: Ask the class: "Why do we need to study how we relate to others and to nature?" Discuss the relevance of these concepts in building a better society and environment. <p>Example:</p> <p>Helping classmates during group activities or school projects.</p> <p>Participating in barangay clean-up drives or tree-planting activities.</p> <p>Showing bayanihan during disasters by helping affected families or donating relief goods.</p>	<p>Note to the teacher:</p> <ul style="list-style-type: none"> • Present a community or environmental issue for students to analyze. • Ask students to create a news headline about the situation. • Guide reflection on the importance of caring for others and the environment. <p>IDF Application:</p> <p>This activity captures learners’ interest by connecting the lesson to real-world issues. It helps establish the lesson’s purpose by showing the relevance of intersubjectivity and environmental responsibility in society.</p>
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	<p>Option 2: “Headline Maker”</p> <ul style="list-style-type: none"> • Instruction to the teacher: Present students with a short issue or scenario (e.g., environmental destruction, bullying, lack of community cooperation). Ask them to imagine they are journalists and create a headline that reflects the situation. Then, ask: <i>“What could have been done differently?”</i> Let a few students share their answers. • Teacher Questioning: <ul style="list-style-type: none"> ○ “What message does your headline show about how people treat others or nature?” ○ “How are these situations connected to our daily lives?” ○ “Why is it important to understand our relationship with others and the environment?” 	
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>Option 1: “Picture Analysis”</p> <ul style="list-style-type: none"> ○ Instructions: Show images of: <ol style="list-style-type: none"> 1. A person interacting with a gadget. 	<p>IDF Application: This activity develops learners’ observational and analytical skills by having them interpret visual materials and link them to real-life social and environmental relationships. It enhances understanding of intersubjectivity and human–nature interaction while promoting collaboration and communication skills</p> <p>RDNE Stock Project. <i>A Girl Using a Smartphone in the Classroom.</i> Photograph. Pexels. Accessed May 8,</p>

2. A group of people helping each other.



3. A person planting trees.



2026.

<https://www.pexels.com/photo/a-girl-using-smartphone-in-the-classroom-8419515/>

Bonvallite. Bayanihan2.JPG. 30 Dec. 2012. WikimediaCommons, https://commons.wikimedia.org/wiki/Bayanihan_2.JPG.

“People Planting Trees in the Philippines.” Photograph. Accessed May 8, 2026. Unsplash. <https://unsplash.com/>

4. A differently-abled person and a senior citizen



“Person in a Wheelchair Working Independently,” photograph, accessed May 8, 2026,

“Senior Citizen Gardening Outdoors,” photograph, accessed May 8, 2026,

Ask students to carefully observe each picture and guide them in analyzing the relationships shown. Use the following questions to deepen their thinking and encourage reflection:

1. What is happening in each picture?
2. What kind of relationship is shown between the people and their environment, or with others?
3. What values are being shown in each picture?
4. How do these relationships show that every person has dignity and purpose?
 - Integration: Arts (Visual Analysis) and Social Sciences (Sociology/Anthropology)

	<p>Option 2: “Situation Sorting” (Analytical Group Activity)</p> <table> <tr> <th data-bbox="622 252 763 276">Situation</th><th data-bbox="1043 236 1160 292">Positive Embodiment</th><th data-bbox="1234 236 1391 292">Negative Embodiment</th></tr> <tr> <td data-bbox="622 331 1025 467">1. Maria exercises regularly and eats nutritious food to care for her body and well-being.</td><td data-bbox="1043 387 1066 411">✓</td><td></td></tr> <tr> <td data-bbox="622 507 1025 643">2. John stays up all night playing online games despite having classes the next day.</td><td></td><td data-bbox="1234 563 1256 587">✓</td></tr> <tr> <td data-bbox="622 683 1025 738">3. Ana helps an injured classmate walk to the clinic.</td><td data-bbox="1043 707 1066 730">✓</td><td></td></tr> <tr> <td data-bbox="622 778 1025 914">4. A student skips meals to lose weight quickly without considering the effects on health.</td><td></td><td data-bbox="1234 834 1256 858">✓</td></tr> <tr> <td data-bbox="622 954 1025 1058">5. Carlo practices proper hygiene every day as a sign of self-care and discipline.</td><td data-bbox="1043 994 1066 1018">✓</td><td></td></tr> <tr> <td data-bbox="622 1098 1025 1201">6. Some teenagers encourage their friends to smoke cigarettes.</td><td></td><td data-bbox="1234 1129 1256 1153">✓</td></tr> <tr> <td data-bbox="622 1241 1025 1369">7. Lea joins a dance activity to express herself and improve her physical and emotional well-being.</td><td data-bbox="1043 1289 1066 1313">✓</td><td></td></tr> </table>	Situation	Positive Embodiment	Negative Embodiment	1. Maria exercises regularly and eats nutritious food to care for her body and well-being.	✓		2. John stays up all night playing online games despite having classes the next day.		✓	3. Ana helps an injured classmate walk to the clinic.	✓		4. A student skips meals to lose weight quickly without considering the effects on health.		✓	5. Carlo practices proper hygiene every day as a sign of self-care and discipline.	✓		6. Some teenagers encourage their friends to smoke cigarettes.		✓	7. Lea joins a dance activity to express herself and improve her physical and emotional well-being.	✓		<p>Note to the teacher:</p> <ul style="list-style-type: none"> • Present real-life situations for group analysis. • Ask students to identify positive or negative embodiments in a table. • Discuss answers and relate them to responsible daily choices. <p>IDF Application: This activity strengthens learners’ ability to analyze and categorize real-life situations, deepening their understanding of intersubjectivity and human–nature relationships. It promotes collaboration, critical thinking, and values formation</p>
Situation	Positive Embodiment	Negative Embodiment																								
1. Maria exercises regularly and eats nutritious food to care for her body and well-being.	✓																									
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7. Lea joins a dance activity to express herself and improve her physical and emotional well-being.	✓																									

	<p>8. A student uses hurtful actions to bully a classmate. ✓</p> <p>2. Discussing New Concept</p> <p>Option 1: "My Embodied Check-in"</p> <p>Instructions:</p> <p>1. Guided Check-in</p> <ul style="list-style-type: none"> ○ Ask students to get comfortable in their seats, close their eyes if they feel safe doing so, or simply soften their gaze. ○ Guide them with prompts like: <ul style="list-style-type: none"> ■ "Notice your breath. Where do you feel it most right now?" ■ "Scan your body. Are there any places where you feel tension, warmth, coolness, or comfort?" ■ "What emotions are present for you right now, however subtle? Where do you feel these emotions in your body?" ■ "What thoughts are currently occupying your mind?" ■ "Just observe, without judgment, how your physical body, emotions, and thoughts are all happening together in this moment." 	<p>Note to the teacher:</p> <ul style="list-style-type: none"> • Guide students in a calm "My Embodied Check-in" activity. • Ask students to focus on their breathing, body sensations, thoughts, and emotions. • Encourage students to observe themselves calmly without judgment.
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	<p>2. Quick Share</p> <ul style="list-style-type: none"> ○ Ask students to briefly share <i>one</i> thing they noticed during their check-in with a partner or in a small group. It could be a physical sensation, an emotion, or a thought. Emphasize that there's no right or wrong answer, and they only need to share what they're comfortable with. <p>This activity quickly highlights the interconnectedness of their physical, emotional, and cognitive experiences, making the abstract concept of "embodied being" tangible and personal.</p> <p>Lecture-Discussion</p> <p>1. Embodied Being (The human person as a whole and living being - with both mind and body.)</p> <ul style="list-style-type: none"> • Discussion Guide for Teacher: In understanding the human person as an embodied being, the mind also plays an important role, as it enables a person to think, understand, decide, imagine, and reflect. The mind helps the person become aware of thoughts, feelings, values, and actions. The body and mind work together in every human action. The mind gives meaning, 	<p>Note to the teacher:</p> <ul style="list-style-type: none"> □ Ask students to share one bodily sensation, emotion, or thought with a partner or in a group. □ Remind students that sharing is voluntary and all answers are accepted. □ Maintain a respectful and safe space for listening and sharing. <p>IDF Application: The activity applies a mindful, learner-centered instructional design that is experiential, reflective, and inclusive. It helps learners concretely understand the concept of the human person as an embodied being by guiding them to observe and integrate their physical sensations, emotions, and thoughts in a meaningful, lived experience.</p> <p>Note to the teacher:</p> <ul style="list-style-type: none"> • Explain that a human person is made of body, mind, and spirit. • Emphasize that the body is an important part of human identity. • Discuss how the body helps people move, feel, express emotions, and relate with others.
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	<p>intention, and direction to actions, while the body expresses these thoughts and intentions through words, gestures, and behavior. This relationship shows that the human person is a unified being in which body, mind, and spirit are interconnected and inseparable.</p> <ul style="list-style-type: none"> Contextualized Examples: <ul style="list-style-type: none"> When students play basketball at school or barangay courts, their bodies express skill, discipline, and teamwork. When a student helps with household chores or attends school activities, the body becomes an instrument of learning and service. Philosophical Link (Simplified): <ul style="list-style-type: none"> Plato: Body and mind are different, but the mind is more important. Aristotle: Body and mind work together as one. St. Thomas Aquinas: Human is body + soul united. Merleau-Ponty: We experience the world through our body (we “live” it, not just think it). Confucius – A person develops the self through proper actions, relationships, and moral living. 	<p>IDF Application: This lecture-discussion is contextualized to the daily experiences of Filipino Grade 11 learners, such as school life, community activities, and environmental issues in the Philippines. It integrates philosophy with real-life situations, making abstract concepts more understandable. It promotes critical thinking, values formation, and environmental awareness</p> <p>Note to the teacher:</p> <ul style="list-style-type: none"> Explain that human beings are naturally social. Discuss how people grow, learn, and survive through relationships. Emphasize that no one lives completely independently of others.
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	<ul style="list-style-type: none"> ○ Buddhism – Mind and body are interconnected; human actions and awareness shape life and experience. ● Key Point for Learners: We are embodied persons--our mind and body are part of who we are as human persons. <p>2. With and For Others (Intersubjectivity and Social Responsibility)</p> <ul style="list-style-type: none"> ● Discussion Guide for Teacher: Explain that humans are naturally social beings. We cannot live, learn, and grow alone. We depend on family, friends, teachers, and community. ● Contextualized Examples: <ul style="list-style-type: none"> ○ Group activities in class where learners help one another complete tasks. ○ Bayanihan spirit during disasters (e.g., helping families during typhoons). ○ Students sharing food, notes, or helping classmates who are struggling. ● Key Ideas: <ul style="list-style-type: none"> ○ “With others” – We live in relationships (with family, classmates, and the community). ○ “For others” – We help, care, and serve others, not just ourselves. ● Key Point for Learners: <i>“Being human means we are responsible not only for ourselves but also for others.”</i> 	<p>Note to the teacher:</p> <ul style="list-style-type: none"> ● Explain that humans are part of nature, not separate from it. ● Highlight that we depend on the environment for air, water, food, and shelter. ● Emphasize the responsibility to care for and protect the natural world. <p>IDF Application: This activity strengthens learners’ critical thinking, moral reasoning, and communication skills through analysis of real-life situations. It helps students connect philosophical concepts such as embodied spirit and intersubjectivity to everyday experiences in school and community life. It also promotes active listening, respectful sharing of ideas, and values formation</p>
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	<p>3. Being in the Natural World (Human–Nature Relationship)</p> <ul style="list-style-type: none"> • Discussion Guide for Teacher: Explain that humans are part of nature, not separate from it or above it. We depend on the environment for air, water, food, and life. • Contextualized Examples: <ul style="list-style-type: none"> ◦ Flooding in many parts of the Philippines is due to improper waste disposal. ◦ Tree planting activities in schools and barangays. ◦ Clean-up drives in coastal areas or rivers. • Key Idea: Humans are stewards of nature, not owners who can freely destroy it. • Key Point for Learners: <i>“If we harm nature, we also harm ourselves and future generations.”</i> <p>Synthesis Question (for Class Discussion):</p> <ul style="list-style-type: none"> • “How do your experiences as a student show that you are an embodied person, a social being, and part of nature?” 	<p>Note to the teacher:</p> <ul style="list-style-type: none"> • Have groups draw two circles labeled “Embodied Spirit” and “With and For Others,” then brainstorm ideas for each. • Let students connect related ideas with lines or arrows and add brief explanations. • Conduct a gallery walk and short discussion to share insights and deepen understanding of responsibilities to others and society. <p>IDF Application:</p> <p>This activity promotes constructivist learning, where learners actively build understanding by connecting personal ideas, social relationships, and philosophical concepts through collaboration and reflection.</p>
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	<p>3. Developing Mastery</p> <p>Option 1: "Concept Connection Web"</p> <p>Materials:</p> <ul style="list-style-type: none"> • Large sheets of paper (or digital whiteboard/tool) • Markers or pens <p>Instructions:</p> <p>1. Individual Brainstorm</p> <ul style="list-style-type: none"> ○ Divide the class into small groups (3-4 students per group). ○ Give each group a large sheet of paper. ○ In the center of the paper, have them write "Embodied Spirit" in one circle and "With and For Others" in another, placing them slightly apart. ○ Instruct each group to individually brainstorm all words, phrases, or ideas that come to mind when they think of "Embodied Spirit." These could be feelings, actions, characteristics, or philosophical ideas. They should write these down around the "Embodied Spirit" circle. ○ Then, repeat the process for "With and For Others." 	
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	<p>2. Group Connection & Elaboration</p> <ul style="list-style-type: none"> ○ Now, as a group, they should draw lines or arrows between the concepts they've written down to show how they connect to "Embodied Spirit" or "With and For Others." ○ More importantly, encourage them to draw lines <i>between</i> concepts in "Embodied Spirit" and those in "With and For Others." This is where the deeper understanding comes in. ○ For each connection, they should briefly write <i>why</i> they think these concepts are linked on the connecting line or arrow. (e.g., "Embodied Spirit" "Empathy" "With and For Others," with a note on the arrow "because understanding my own feelings helps me understand others' feelings"). <p>3. Gallery Walk & Discussion</p> <ul style="list-style-type: none"> ○ Once groups are done, have them post their "Concept Connection Webs" around the room. ○ Students then do a "gallery walk," observing other groups' webs. ○ Bring the class back together for a brief discussion: 	
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	<ul style="list-style-type: none"> ■ "What were some interesting or surprising connections you saw in other groups' webs?" ■ "Did any group make a connection you hadn't considered?" ■ "How does seeing these connections help us understand how 'embodied spirit' relates to being 'with and for others'?" <p>Option 2: “Situation Reflection Cards” (Individual and Pair Reflection Activity)</p> <ul style="list-style-type: none"> • Instructions to the Teacher: Prepare short situation cards and distribute one card per student pair. Each card contains a real-life scenario (e.g., a student helping a classmate who has no load for an online class, a learner ignoring littering in school, a group cooperating during a clean-up drive, a person prioritizing gadgets over family interaction). <ol style="list-style-type: none"> 1. Ask students to read and reflect on the situation individually for 1 minute. 2. Then, let them discuss their answers to the guide questions with their partner. 3. After the discussion, randomly call 2–3 pairs to share their insights with the class. • Guide Questions: 	<p>Note to the teacher:</p> <ul style="list-style-type: none"> • Distribute “Situation Reflection Cards” and let students reflect individually for one minute. • Have students discuss their reflections with a partner using guide questions. • Call 2–3 pairs to share their insights with the class.
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	<ul style="list-style-type: none"> ○ What is happening in the situation?” ○ “What actions or behaviors of the people in the situation can you observe?” ○ How is the human person being shown as an embodied being? ○ Is the action showing “with and for others”? Why or why not? ○ What would be a better action in this situation? <ul style="list-style-type: none"> ● Integration: Oral Communication (Speaking and Listening Skills), Values Education (Ethics), Social Sciences (Human Relationships and Society) 	
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>Option 1: ICT-Integrated Activity: “Digital Story: Human Person as an Embodied Spirit”</p> <p>Activity Title: <i>My Body, My Story: Expressing the Human Person as an Embodied Spirit</i></p> <p>Instructions: “Create a short digital story that shows how the human person is an embodied spirit — a unity of body and inner self (thoughts, feelings, values, and intentions). Choose pictures or short video clips that show how your body expresses your emotions, decisions, relationships, talents, and responsibilities in everyday life. Include short captions explaining how each image reflects the connection between the body and spirit, and how human actions become meaningful through this unity. Your digital story should</p>	<p>Note to the teacher:</p> <ul style="list-style-type: none"> ● Explain that students will create a short digital story about the human person as an embodied spirit. ● Ask students to use images or symbols to show emotions, thoughts, relationships, talents, and roles. ● Instruct students to add captions and use digital tools creatively and respectfully (e.g., PowerPoint, Canva, video apps).

	<p>also show how relationships with others help shape who you are as a person.”</p> <p>Output Options:</p> <ul style="list-style-type: none"> • PowerPoint/Google Slides presentation • Short video (MP4 format) • Digital poster (Canva) <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. How did your body express your thoughts, feelings, values, and identity in your digital output as an embodied spirit?” 2. How did technology help you better understand the idea of being an embodied spirit? 3. What did you realize about yourself as a person with both body and spirit? <p>Assessment Criteria:</p> <ul style="list-style-type: none"> • Content accuracy (embodied spirit concept) • Creativity and presentation • Clarity of reflection • Proper use of ICT tools <p>Option 2: “Community and Environment Sketch”</p> <ul style="list-style-type: none"> • Instructions to the Teacher: Provide each student with a sheet of paper and drawing materials (a pen, a pencil, or crayons, if 	<p>IDF Application:</p> <p>The activity applies an ICT-integrated, learner-centered instructional design that is experiential, inclusive, and reflective, enabling students to meaningfully construct understanding of the human person as an embodied spirit through creative digital expression.</p> <p>Note to the teacher:</p> <ul style="list-style-type: none"> • Give learners drawing materials to sketch their community or barangay. • Ask students to include at least 3 human activities and 2 environmental elements showing interaction and care.
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	<p>available). Ask learners to draw a simple sketch of their own community or barangay, showing both people and natural elements (e.g., houses, schools, trees, rivers, animals, roads, and neighbors interacting).</p> <ol style="list-style-type: none"> 1. Instruct students to include at least 3 human activities (e.g., helping neighbors, studying, farming, selling goods). 2. Include at least 2 environmental elements (e.g., trees, river, mountains, clean/dirty surroundings). 3. After drawing, ask students to write 2–3 sentences explaining their artwork. 4. Allow 2–3 students to share their sketch in class. <ul style="list-style-type: none"> • Guide Questions: <ul style="list-style-type: none"> ○ What does your sketch show about your community? ○ How do people in your drawing relate to each other? ○ How do people in your drawing take care of or affect the environment? ○ What message does your artwork give about community and nature? • Integration: Arts (Visual Representation and Creativity), Social Sciences (Community Studies), Values Education (Environmental Responsibility) 	<ul style="list-style-type: none"> • Let students write 2–3 sentences explaining their work and share it with the class.
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	<p>2. Making Generalization</p> <ul style="list-style-type: none"> • Option 1: Summary (Teacher-Led Synthesis) <ul style="list-style-type: none"> ○ “As Filipino learners in public schools, we are human persons, because we have bodies that allow us to exist, move, and actively participate in daily life—such as attending classes, helping our families, and engaging in community activities.” ○ “Our humanity is shown not only through thinking, but through our actions—how we respect and treat others with kindness, cooperation, and concern, especially in school and community situations like group work, bayanihan, and helping during times of need.” ○ “We also express our humanity through our care for the natural environment—by practicing proper waste disposal, joining clean-up drives, planting trees, and protecting our surroundings for future generations.” • Key Generalization for Learners: <ul style="list-style-type: none"> ○ “We are complete human persons because we have bodies that allow us to act in the world, we build meaningful relationships with others, and we have the responsibility to care for the environment.” 	<p>Note to the teacher:</p> <ul style="list-style-type: none"> • Lead a short discussion on humans as embodied spirits expressed through actions, relationships, and care for the environment. • Connect the lesson to students’ daily Filipino experiences at home, at school, and in the community. • End by having students reflect on the generalization about being complete human persons.
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	<p>Option 1. Learner-Centered Activity: “I Am a Complete Human Person”</p> <p>Instructions: Students will independently complete a reflective and creative task that connects their personal experiences to the concept of being a complete human person.</p> <p>Option 2. Activity Title: <i>My Life, My Roles, My Responsibility</i></p> <p>Task:</p> <ol style="list-style-type: none"> 1. Draw a simple diagram or concept map with three circles labeled: <ul style="list-style-type: none"> ○ Body (What I can do) ○ Others (My relationships) ○ Environment (My responsibility to nature) 2. Inside each circle, write or draw at least 2 examples from your own life (e.g., helping at home, playing sports, caring for pets, recycling, studying, etc.). 3. At the center of the diagram, write the generalization: <ul style="list-style-type: none"> ○ <i>“I am a complete human person because I use my body to act, build relationships, and care for the environment.”</i> 4. On the back or below the diagram, answer in 3–4 sentences: <ul style="list-style-type: none"> ○ “How do I show that I am a responsible human person in my daily life?” <p>Sharing Option (Learner-Centered):</p> <ul style="list-style-type: none"> ● Students will form pairs and share one example from each circle. 	<p>Note to the teacher:</p> <ul style="list-style-type: none"> ● Explain that students will reflect on what it means to be a complete human person. ● Ask learners to create a concept map with three circles labeled Body, Others, and Environment, including real-life examples. ● Let students write a short reflection and share their work with a partner or the class. <p>IDF Application: This generalization is contextualized to the experiences of Filipino Grade 11 public school learners, connecting philosophical ideas to real-life school, family, and community situations. It emphasizes that being human involves embodiment, social responsibility, and environmental stewardship, making abstract concepts more meaningful and applicable to learners’ daily lives.</p>
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	<ul style="list-style-type: none"> Volunteers may present their work to the class. <p>Focus: This activity allows learners to connect personal experience with self-understanding, responsibility, and real-life application of the concept of being an <i>embodied spirit</i></p>	
<p>VI. ASSESSMENT (Assessing Learnings)</p>	<p>MULTIPLE CHOICE</p> <p>Directions: Read each question carefully. Choose the letter of the correct answer.</p> <ol style="list-style-type: none"> What does it mean to say that a human person is an embodied being? <ul style="list-style-type: none"> A. A person is only a physical body B. A person is only a thinking mind C. A person is a unity of body, mind, and spirit D. A person exists without relationships <p>Answer: C. A person is a unity of body, mind, and spirit</p> Why is the body important in understanding the human person? <ul style="list-style-type: none"> A. It is only for appearance B. It allows people to express themselves and interact with the world C. It has no connection to emotions D. It is separate from the self <p>Answer: B. It allows people to express themselves and interact with the world</p> How do the body and mind work together in human actions? <ul style="list-style-type: none"> A. The body acts without the mind B. The mind and body are completely separate C. The mind gives intention while the body expresses actions D. Only the mind is important <p>Answer: C. The mind gives intention while the body expresses actions</p> Which philosopher believed that the body and mind work together as one? <ul style="list-style-type: none"> A. Plato B. Aristotle C. Confucius D. René Descartes <p>Answer: B. Aristotle</p> 	

	<p>5. What does “with and for others” mean?</p> <ul style="list-style-type: none"> A. Living only for oneself B. Ignoring community needs C. Building relationships and helping others D. Avoiding interaction with people <p>Answer: C. Building relationships and helping others</p> <p>6. Which situation best shows intersubjectivity?</p> <ul style="list-style-type: none"> A. Ignoring classmates during group work B. Helping a friend understand a lesson C. Refusing to join community activities D. Spending time alone all day <p>Answer: B. Helping a friend understand a lesson</p> <p>7. Which Filipino value reflects cooperation and helping one another?</p> <ul style="list-style-type: none"> A. Pride B. <i>Bayanihan</i> C. Competition D. Isolation <p>Answer: B. <i>Bayanihan</i></p> <p>8. Why should humans care for the environment?</p> <ul style="list-style-type: none"> A. Humans depend on nature for life B. Nature is only for decoration C. Only animals need nature D. The environment has no importance <p>Answer: A. Humans depend on nature for life</p> <p>9. Which action shows responsibility toward nature?</p> <ul style="list-style-type: none"> A. Throwing garbage into rivers B. Burning plastics carelessly C. Joining a community clean-up drive D. Cutting trees illegally <p>Answer: C. Joining a community clean-up drive</p>
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	<p>10. What is the main message of the lesson about the human person?</p> <p>A. Humans are isolated individuals</p> <p>B. Humans are only thinkers</p> <p>C. Humans are embodied persons connected to others and nature</p> <p>D. Humans do not have responsibilities</p> <p>Answer: C. Humans are embodied persons connected to others and nature</p> <p>Performance task</p> <p>Title: “Me, My Community, and My Environment in Action”</p> <p>Task Description: Students will create a simple integrated output that shows understanding of being an embodied person, living with others, and caring for nature in a Philippine community context.</p> <p>Task Options</p> <p>Option A: Short Role-Play (Group Activity)</p> <ul style="list-style-type: none"> • Create a 3–5-minute role-play depicting real-life situations in school, at home, or in the barangay. • The role-play must show: <ol style="list-style-type: none"> 1. Embodied Being (using the body in meaningful action—learning, helping, working) 2. With and For Others (helping, cooperation, respect, <i>bayanihan</i>) 3. Care for Nature (clean-up drive, proper waste disposal, tree planting, environmental protection) <p>Option B: Poster or Infographic (Individual/Pair Work)</p> <p>Create a poster or infographic with the theme: “I Am a Human Person: With Others and for Nature”</p> <ul style="list-style-type: none"> • Must include: <ul style="list-style-type: none"> ○ At least 3 illustrations/images or drawings ○ At least 3 short captions explaining each concept
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	<ul style="list-style-type: none"> ○ Clear message about human dignity, relationships, and environmental care <p>Option C: Community Reflection Essay (Individual Work)</p> <ul style="list-style-type: none"> • Write a 1–2 paragraph reflection essay answering: <ul style="list-style-type: none"> ○ How do I show that I am an embodied person in my daily life? ○ How do I show care for others in school and the community? ○ How do I contribute to caring for the environment? <p>Criteria for Scoring (Rubric – 20 points total):</p> <ul style="list-style-type: none"> • Content Accuracy (10 pts) – Correct understanding of concepts • Creativity and Presentation (5 pts) – Clear and engaging output • Relevance to Real-Life Context (3 pts) – Connected to Filipino daily life • Cooperation/Participation (2 pts for group work) <p>Annotation:</p> <p>This performance task is contextualized for senior high school students in public schools, drawing on familiar experiences such as school interactions, family life, bayanihan culture, and environmental practices. It allows learners to demonstrate their understanding of philosophy through real-life applications, creativity, and the formation of values, promoting critical thinking, collaboration, and social responsibility, all aligned with DepEd’s holistic learning approach.</p>
<p>VII. REFLECTION <i>(Feedback and Continuous Improvement)</i></p>	<p>In this section, teachers are encouraged to record important observations during the teaching and learning process, such as learners’ behavior, participation, engagement, and performance on assessment.</p> <p>Teachers should reflect on which strategies worked well, which parts of the lesson learners found difficult, and what adjustments should be made to address those difficulties. They should also note potential improvements for future lessons. These reflections help identify best practices and areas for improvement in instruction.</p>
<p>VIII. USE OF GENERATIVE AI</p>	<p>In preparing this Learning Exemplar (LE), the author(s) used ChatGPT in order to support instructional design, not as a replacement for the teacher. It helped ensure that the lesson is relevant, contextualized, and well-structured. In preparing this Learning Exemplar (LE), the</p>

	author used ChatGPT and Gemini AI to broaden the content, generate images, and check grammar. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE. ed, and aligned with DepEd learning competencies, ultimately improving the learning experience of students. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.
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Learning Area	The Human Person as Being With and for Others (zoon politikon, pagkamakatao) a. Interpersonal Relationships b. Institutional Relationships (economic, political, cultural)	Lesson Exemplar	8
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I. OBJECTIVES	
A. Content Standard	<i>Learners demonstrate ways of doing Philosophy on the Human Person as an embodied being in the world, with and for others, toward human and social flourishing.</i>
B. Performance Standard	<i>Learners initiate a project that promotes human and social flourishing.</i>
C. Learning Competencies	<i>Recognize the importance of applying the ways of doing Philosophy on the Human Person as an embodied being in the world, with and for others, toward human and social flourishing</i>
II. REFERENCES and MATERIALS <i>(Selecting Resources and Materials)</i>	<p>The Internet Classics Archive Politics by Aristotle Aristotle. <i>Politics</i>. Accessed May 27, 2026. https://philopedia.org/works/politics/.</p> <p>Bayanihan (A Spirit of Cooperation and Camaraderie) – Wikimedia Commons Wikimedia Commons. “Bayanihan (A Spirit of Cooperation and Camaraderie).” Accessed May 27, 2026. https://commons.wikimedia.org/wiki/File:Bayanihan_(A_spirit_of_cooperation_and_camaraderie).jpg.</p> <p>Filipino Values Video Automate. video. “Filipino Values.” Accessed May 27, 2026. https://automate.video/filipino_values_fb6cc050.</p> <p>YouTube Video 1 “YouTube Video.” YouTube video, accessed May 27, 2026. https://www.youtube.com/watch?v=5bcNyKjroUs.</p>

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<https://www.youtube.com/watch?v=oyOKX31mWbE>OpenAIChatGPT

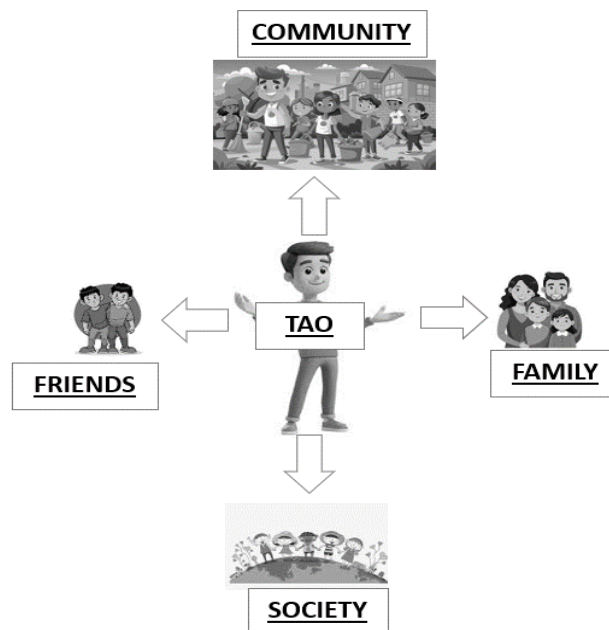
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III. CONTENT <i>(Sequencing Content)</i>	<i>The Human Person as Being With and for Others (zoon politikon, pagkamakatao)</i> <i>a. Interpersonal Relationships</i> <i>b. Institutional Relationships (economic, political, cultural)</i>	
IV. OBJECTIVES <i>(Setting Clear Objectives and Analyzing the Tasks)</i>	1. Explain the meaning of zoon politikon and human personhood (pagkamakatao). 2. Demonstrate the effective Interpersonal Relations and Institutional Relations skills (economic, political, and cultural). 3. Value human relationships as essential to personal growth through effective analysis.	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	1. Activating Prior Knowledge Option 1: “Community Inside the Classroom” Procedure: <ul style="list-style-type: none">• Assign roles (teacher, student, parent, government, worker, etc.).• Students act as a mini-society inside the classroom.• They simulate rules, cooperation, and responsibilities. Purpose: Shows how institutional relationships work in real life. The teacher can explain: Teachers must emphasize how institutional relationships work in real life by connecting lessons to students’ everyday experiences in the family, school, community, government, religion, and workplace. They should explain that institutions are groups or systems that help maintain order, guide behavior, and support people’s needs in society. Through real-life examples, discussions, role-playing, community situations, and reflective activities, learners can better understand how cooperation, rules, responsibilities, and relationships within institutions affect daily living. Teachers should also encourage critical thinking and	<i>Note to Teachers:</i> The teacher activates schema through questioning and visuals (IDF: Activation of Prior Knowledge). <ul style="list-style-type: none">➤ The Learners are guided to connect personal experiences to the lesson, making learning meaningful and relevant.➤ When facilitating this activity, clearly explain to students that they will simulate a small society in the classroom to understand how people interact within different institutions. Begin by assigning roles such as teacher, student, parent, government official, and worker.➤ During the simulation, guide students to act in accordance with their assigned roles while observing how rules, cooperation, and responsibilities are practiced. Encourage realistic

	<p>respect for different roles and relationships to help students become socially responsible individuals.</p> <p>Institutional relationships work in real life through the cooperation and interaction of different institutions such as the family, school, government, and workplace, each performing specific roles to maintain order and meet society's needs. These institutions influence one another, and when they work together effectively, they help create a more organized, peaceful, and productive society.</p>	<p>interactions—for example, “government” may set simple rules, “workers” may perform tasks, and “students” may follow instructions and collaborate. Allow the activity to flow naturally, but step in when necessary to ensure order and meaningful participation.</p> <p>After the activity, facilitate a short debriefing.</p> <ul style="list-style-type: none"> ➤ Ask students what they observed about cooperation, leadership, and responsibility. Help them connect their experience to real-life institutional relationships, such as those in schools, government, and workplaces. ➤ Emphasize that society functions well when people understand their roles and work together with respect and accountability.
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Option 2: Word Association

- The teacher writes the word “**TAO**” on the board.
- Learners give words they associate with it (e.g., family, friends, and society).



Procedure:

- Write all responses around the center word.
- Discuss how these words show that a human person lives with and for others.
- The teacher may add some pictures to every detail in the diagram.

Note to Teachers:

Teachers may guide learners to share their insights confidently during class discussions. In the Word Association activity, encourage learners to freely express words related to “TAO” such as family, friends, respect, community, and society. This activity helps learners realize that a human person naturally lives and grows through relationships with others.

Purpose:

- Activates awareness that identity is shaped through relationships
- Leads to the idea of *zoon politikon* (social nature of humans)

Transition: Humans naturally relate to others

	<p>Process Questions:</p> <ul style="list-style-type: none"> Looking at the diagram, how do these different groups (family, friends, society) shape a person's character or 'pagkamakatao'?" What would happen if you lived alone? <p>2. Establishing the Purpose of the Lesson</p> <p>Option 1. Concept Introduction (Mini Discussion)</p> <ul style="list-style-type: none"> Introduce <i>zoon politikon</i>: <ul style="list-style-type: none"> Humans are naturally social beings Explain <i>pagkamakatao</i>: <p>Being human involves concern for others. The idea of <i>zoon politikon</i>, from Aristotle, holds that the human person is naturally social. A person cannot fully develop alone; growth happens through relationships and participation in society. <i>Pagkamakatao</i> reflects our capacity for empathy, responsibility, and concern for others.</p> <p>Brief Discussion</p> <ul style="list-style-type: none"> Introduce <i>zoon politikon</i> <p>The term <i>zoon politikon</i>, introduced by Aristotle, means “human beings are naturally social beings.” Humans cannot live completely alone because they naturally seek relationships, communication, and a sense of belonging with others. From birth, people depend on family, friends, school, and community for growth and development. Through interaction with others, individuals learn values, language, culture, and proper behavior in society.</p>	<p>Note to Teachers: The Teacher should keep the discussion interactive and learner-centered. Avoid dominating the conversation; instead, guide students toward discovering the concept on their own.</p> <ul style="list-style-type: none"> This mini-discussion aims to deepen learners’ understanding of key concepts through guided interaction, clarification, and exchange of ideas. Learner-Centered Approach: Activities promote active participation through discussions, group work, and reflection. <p>Problem-Based Learning: Scenario analysis helps learners think critically about real-life situations.</p> <ul style="list-style-type: none"> Collaborative Learning: Group tasks develop communication and teamwork skills.
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- **Explain *pagkamakatao***

Pagkamakatao refers to a person's humanity or human dignity. It emphasizes the unique qualities of being human, such as kindness, respect, compassion, responsibility, understanding, and concern for others. A person shows *pagkamakatao* through good actions, proper decision-making, and maintaining positive relationships with family, classmates, and the community. It reminds learners to value themselves and treat others with respect and empathy.

For example, during disasters, people often work together by donating food, volunteering, or helping neighbors in need, without expecting anything in return. This shows that humans are naturally social beings who care for others and participate in the community, reflecting the idea of *zoon politikon* and *pagkamakatao*.

Option 2: Video/Photo Analysis

- Show images/videos of community cooperation.



Real-World Application: Activities connect concepts to daily life and community involvement.

- **Assessment Integration:**
Formative assessments (role play, reflection) and summative assessments (application tasks) ensure understanding.

Note to Teachers:

The teacher should encourage learners to explain their answers and give real-life examples. This will help deepen their understanding of social relationships and make the activity more meaningful.

- Learners identify examples of “being with and for others.”



(184) Soldier Serenades Tacloban Kids - YouTube

<https://www.youtube.com/watch?v=5bcNyKjroUs>

Aristotle described human beings as “**zoon politikon**” or “social/political beings,” meaning people naturally live with others and depend on relationships and cooperation in society. Community cooperation, such as *bayanihan*, is a real-life example of this idea because people work together for the common good.

These images depict the Filipino practice of *bayanihan*, in which community members help one another voluntarily. This demonstrates that humans naturally build relationships, cooperate, and support one another in the workplace, during disasters, or in community activities. It reflects Aristotle’s concept of *zoon politikon* because people cannot live successfully in isolation.

	<p>Process Questions:</p> <ol style="list-style-type: none"> 1. What values or beliefs are shown in the photo or video? <i>(Remembering/ Identifying)</i> 2. What issue or theme is being presented? <i>(Understanding)</i> 3. How does this photo or video relate to our lesson or topic? <i>(Applying/ Analyzing)</i> 4. Why do you think this photo or video was taken? <i>(Evaluating/ Critical Thinking)</i> 	
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>Option 1: “Relationship Sorting” (Interpersonal vs Institutional)</p> <p>Procedures:</p> <p>Present situations:</p> <ul style="list-style-type: none"> ○ Helping a classmate with an assignment ○ Talking with a friend ○ Following school rules ○ Buying goods in the market ○ Participating in a community program ○ Attending religious activity <ul style="list-style-type: none"> ● Students classify: <ul style="list-style-type: none"> ○ Interpersonal (person-to-person) ○ Institutional (society/system-based) <p>In this activity, learners sort different examples of relationships into two categories: Interpersonal Relationships and Institutional Relationships. Interpersonal relationships include family, friends, classmates, and peers, while institutional relationships involve connections with schools, government, church, and other organizations.</p>	<p>Note to Teachers:</p> <ul style="list-style-type: none"> ● The teacher starts with simple observation questions before moving on to deeper-thinking questions. This helps students build confidence and engage more meaningfully in the discussion. ● The teacher presents images and videos depicting <i>bayanihan</i> and other forms of community cooperation, such as helping during disasters, community clean-up drives, and working together on neighborhood activities. These examples relate to the lesson on <i>zoon politikon</i>, Aristotle's idea that human beings are naturally social and live and grow through relationships with others.

	<p>Aristotle explained that human beings are <i>zoon politikon</i> or social beings. This means people naturally form relationships and live with others in society. Human personhood, or <i>pagkamakatao</i>, is shown in how individuals interact with, respect, and care for others.</p> <p>The activity relates to Aristotle's concept of <i>zoon politikon</i> by helping learners understand that human beings are naturally social and develop through interaction with others. People build relationships, participate in communities, and learn values through social experiences. Both interpersonal and institutional relationships show that humans depend on one another to grow and function in society.</p> <p>The activity also connects to human personhood (<i>pagkamakatao</i>) because learners recognize the importance of respect, empathy, responsibility, and cooperation in every relationship. Through positive interactions with family, friends, schools, and community institutions, individuals develop moral values, a sense of social responsibility, and concern for the common good.</p> <p>By sorting and analyzing relationships, learners realize that:</p> <ul style="list-style-type: none"> • Humans cannot live in isolation. • Relationships shape identity and behavior. • Respect for human dignity is important in all interactions. • Active participation in society strengthens communities and promotes harmony 	<p>Note to Teachers: The teacher should encourage learners to explain their answers and give real-life examples. This will help deepen their understanding of social relationships and make the activity more meaningful.</p>
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	<p>In the activity “Relationship Sorting” (Interpersonal vs Institutional), learners classify examples of relationships into two groups:</p> <ul style="list-style-type: none"> • Interpersonal Relationships – relationships with family, friends, classmates, and peers that involve personal interaction, care, trust, and communication. • Institutional Relationships – relationships connected to larger social institutions such as schools, government, church, or organizations where rules, responsibilities, and social roles are present. <p>The activity connects to <i>zoon politikon</i> by helping learners realize that human beings develop through relationships and social participation. People learn values, behaviors, and responsibilities through interactions with others and institutions in society.</p> <p>It also connects to <i>pagkamakatao</i> because learners recognize that:</p> <ul style="list-style-type: none"> • Respect and empathy are important in all relationships. • Human dignity must be practiced in both personal and institutional interactions. • Responsible participation strengthens the community. • Positive relationships contribute to personal growth and social harmony. 	
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Process Questions:

1. How did you group the different relationships?
2. What characteristics helped you identify interpersonal and institutional relationships?
3. Which situations were easy or difficult to classify?
Explain your answer.

Option 2: Video/Photo Analysis

- Show images/videos of community cooperation.



<https://www.youtube.com/watch?v=oyOKX31mWbE>

Note to Teachers:

The interactive discussion aims to actively engage learners in sharing ideas, asking questions, and collaboratively building understanding.

	<ul style="list-style-type: none"> • Learners identify examples of “being with and for others.” <p>Procedures:</p> <ul style="list-style-type: none"> • Prepare a short video clip or photo related to the lesson topic. • Ask the learners to quietly observe the video or photo carefully. • Let the learners take note of: • The people involved, their actions, emotions shown, and the relationships or interactions presented. • After viewing, divide the learners into pairs or small groups for discussion. • Provide guide questions such as: • What is happening in the video/photo? • What relationships are shown? • What values or behaviors can you observe? • How does the situation relate to real life? • Give learners time to discuss and share their ideas within the group. • Call selected learners or groups to present their answers to the class. • Process the activity by connecting the learners’ observations to the lesson about human persons as social beings and the importance of relationships. <p>Process Questions:</p> <ol style="list-style-type: none"> 1. Why do you think this photo was taken? 2. What issue or theme is being presented? 3. How does this image relate to our lesson or topic? 4. What values or beliefs are shown in the photo? 	
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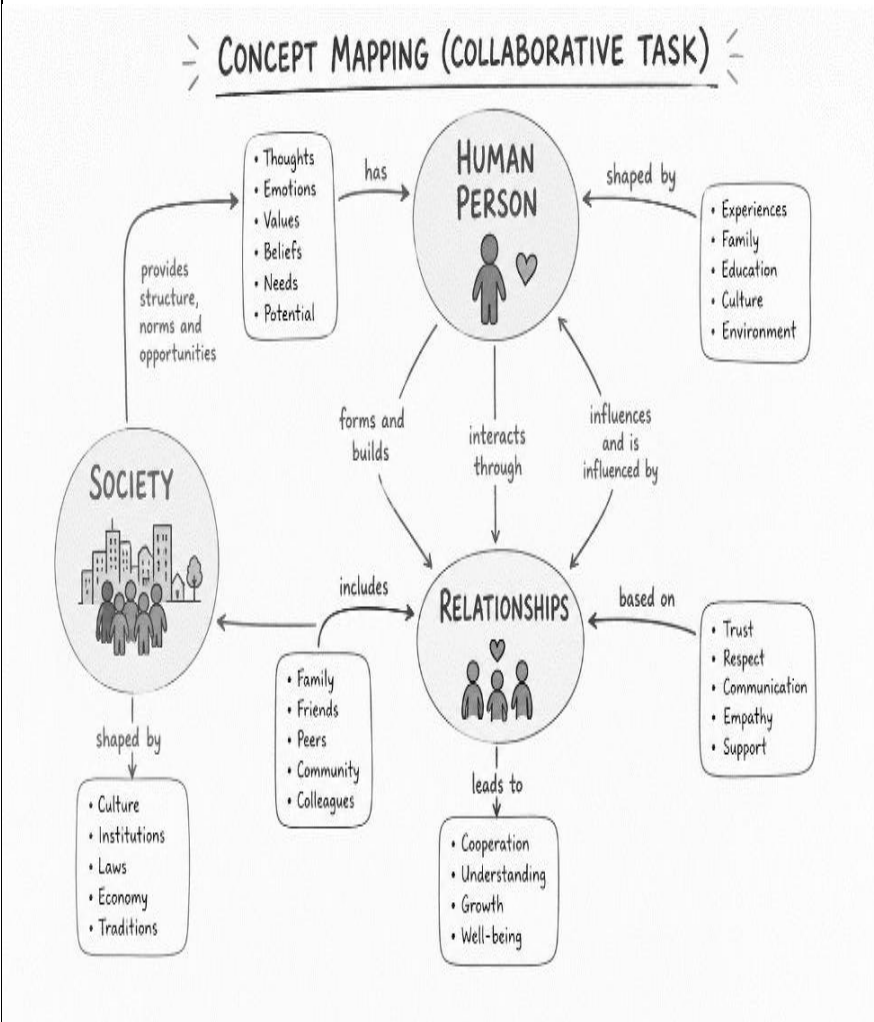
	<p>3. Discussing New Concept</p> <p>Option 1: Interactive Discussion</p> <p>1. Human beings as social (zoon politikon) Human beings are naturally social and cannot live in isolation. From birth, people are already part of relationships with family, friends, and the community. These relationships help shape personality and behavior. Aristotle's idea of zoon politikon emphasizes that humans are meant to live in society.</p> <p>2. Development through relationships People learn important skills, values, and language through interaction with others. Growth and development happen through everyday experiences with family, peers, and teachers. These interactions help shape a person's identity. Without relationships, learning and development would be limited.</p> <p>3. Pagkamakatao (human dignity) Every person has inherent dignity and worth regardless of status, appearance, or ability. This means everyone deserves respect and kindness. Pagkamakatao reminds us to treat others fairly and avoid discrimination or bullying. Respecting human dignity strengthens positive relationships in society.</p> <p>4. Types of relationships There are two main types of relationships: interpersonal and institutional. Interpersonal relationships are personal connections with family, friends, and classmates that are built on trust and communication. Institutional relationships involve larger systems such as economic, political, and cultural structures. Both types influence how people interact in society.</p>	<p>Note to Teachers:</p> <ul style="list-style-type: none"> Facilitate the discussion by encouraging active participation and connecting the concepts to the learners' daily experiences. Use simple examples and real-life situations that learners can easily relate to, such as family interaction, friendship, classroom cooperation, and community involvement. Encourage learners to share their opinions respectfully and to listen to others' ideas.
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	<p>5. Living with and for others</p> <p>Human life becomes meaningful when people live in cooperation with others. Respect, empathy, and participation in society are important values in daily life. Through relationships, individuals contribute to their community and grow as people. Ultimately, being human means living with and for others.</p> <p>On a broader level, humans also engage in institutional relationships, which involve interaction with larger systems in society. These include economic, political, and cultural systems.</p> <p>Economic relationships are seen when families work to earn money for daily needs, when students buy food from the school canteen, or when individuals learn the value of saving allowance.</p> <p>Political relationships are reflected in the following laws and rules: obeying school regulations, participating in student government elections, and respecting community policies.</p> <p>Cultural relationships, on the other hand, are expressed through shared traditions, beliefs, and values, such as celebrating school events, participating in fiestas, or practicing the Filipino value of bayanihan, or helping one another in the community.</p> <p>In everyday life, these concepts are deeply connected. A student exists not only as an individual but also as part of a family, a school, and a society. Through interpersonal relationships, they learn cooperation and empathy. Through institutional relationships, they understand how society functions and how they contribute to it. And through pagkamakatao, they are reminded that every interaction must be guided by respect for human dignity. Altogether, being human means living with and for others, continuously growing through relationships that shape both identity and society.</p>	<p>This lesson may be integrated with Economics, Araling Panlipunan, and Values Education by connecting the learners' daily experiences to social relationships and community life.</p> <ul style="list-style-type: none"> <p>Economics Integration:</p> <p>Discuss how families work to provide basic needs, how students manage their allowance, and how buying goods in the school canteen reflects economic relationships. Emphasize responsible spending, saving, and wise use of resources.</p> <p>Araling Panlipunan Integration:</p> <p>Relate the lesson to the importance of laws, rules, and participation in society. Examples may include following school policies, joining student government activities, respecting community regulations, and understanding one's role as a citizen in society.</p> <p>Values Education Integration:</p> <p>Highlight Filipino values such as respect, empathy, cooperation, bayanihan, and concern for others. Encourage learners to practice kindness, fairness, and respect for human dignity in their</p>
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	<p>Procedure:</p> <ul style="list-style-type: none"> • Encourage all learners to participate. • Maintain a respectful and inclusive classroom atmosphere. • Validate learners' responses and connect them to the lesson concepts. • Use probing questions to deepen understanding. <p>Summarize key ideas after each discussion point.</p> <p>Process Questions:</p> <ol style="list-style-type: none"> 1. What does Zoon Politikon mean, and how does it apply to your daily life? In what ways do you show that you are a social being at home, in school, and in your community? 2. Why is pagkamakatao (human dignity) important in dealing with others, and how do trust, respect, and communication help improve your relationships? 3. What are examples of interpersonal and institutional relationships you experience every day, and how do these affect your life as a student? 4. How do economic, political, and cultural systems influence your daily activities or decisions, and why is it important to understand both interpersonal and institutional relationships? 	<p>relationships with family, classmates, and the community.</p>
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Option 2. Concept Mapping (Collaborative Task)

- Groups create a concept map connecting:
 - Human Person
 - Relationship
 - Society



Note to Teachers:

The teacher encourages students to explain their concept maps rather than just present them. This helps reveal their thinking process and deepens understanding.

“Relationship Sorting” (Interpersonal vs Institutional

In the activity, learners classify examples of relationships into two groups:

- **Interpersonal Relationships** – relationships with family, friends, classmates, and peers that involve personal interaction, care, trust, and communication.
- **Institutional Relationships** – relationships connected to larger social institutions such as schools, government, church, or organizations where rules, responsibilities, and social roles are present.

The activity connects to *zoon politikon* by helping learners realize that human beings develop through relationships and social participation. People learn values, behaviors, and responsibilities through interactions with others and institutions in society.

It also connects to *pagkamakatao* because learners recognize that:

- Respect and empathy are important in all relationships.
- Human dignity must be practiced in both personal and institutional interactions.
- Responsible participation strengthens the community.
- Positive relationships contribute to personal growth and social harmony.

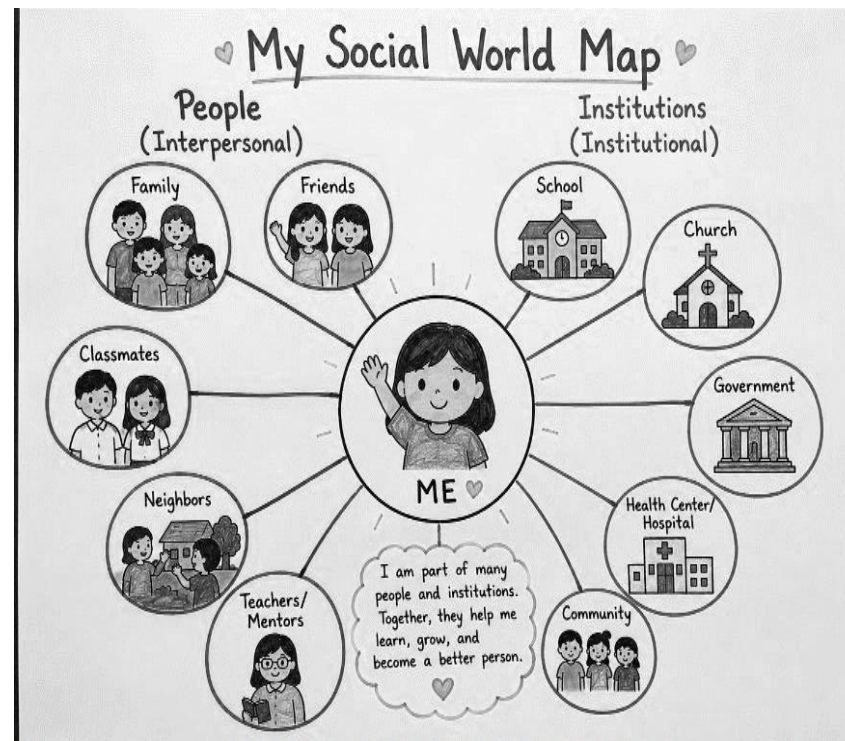
	<p><i>Procedure:</i></p> <ol style="list-style-type: none"> 1. Divide the class into small groups with 4–6 members each. 2. Assign roles if needed (leader, writer, artist, presenter, timekeeper). 3. Explain that the activity aims to show how a human person develops through relationships and society. Present the key concepts: <ul style="list-style-type: none"> • Human Person • Relationships • Society 3. In the center, students write “Human Person.” 4. Around it, connect related ideas using arrows, lines, or linking words. 5. Encourage them to include examples such as: <ul style="list-style-type: none"> • Family • Friends • Community • Values • Cooperation • Culture <p>Process Questions:</p> <ol style="list-style-type: none"> 1. Based on the map, what are the three essential characteristics of a Human Person that lead to the formation of relationships? 2. How do the values of "Cooperation" and "Respect" act as a bridge between individual relationships and the development of institutions like schools or government? 	
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3. Evaluate the impact on a "Community" if the "Human Person" no longer recognizes the inherent "Dignity" of others.

3. Developing Mastery

Option 1. "My Social World Map"

- Students draw:
 - They themselves are at the center
 - Around them:
 - People → Interpersonal
 - Institutions → Institutional
- Present outputs briefly



Note to Teachers:

- In this activity, the teacher helps learners identify, visualize, and reflect on the different people, groups, and institutions that shape their social relationships and daily life.
- Make sure students understand that their "social world" is unique and evolving, and there is no single correct answer—what matters is their reflection and explanation.
- A personal "Social World Map" showing the learner's interpersonal and institutional relationships and their importance in daily life. The teacher may add some pictures in every detail indicated in the map for students' collaboration and active participation.

	<p>Process Questions:</p> <ul style="list-style-type: none"> • Who are the people who most influence your life? • Which institution helps you grow as a person? • How do these relationships help you become responsible? • Why is it important to belong to a community or institution? <p>Option 2: Role Play</p> <ul style="list-style-type: none"> • Groups act out situations showing: <ul style="list-style-type: none"> ◦ Good interpersonal relationships ◦ Participation in institutions (school, community) <p>Procedure:</p> <ol style="list-style-type: none"> 1. The class will be divided into small groups (4–6 members each). 2. Each group will be given time to plan and prepare a short role play (3–5 minutes). 3. The role play must show real-life situations that demonstrate: <ul style="list-style-type: none"> ◦ Good interpersonal relationships (e.g., respect, cooperation, helping others, communication) ◦ Participation in institutions such as school or community (e.g., classroom teamwork, community clean-up, school activities, barangay involvement) 4. Each group should assign roles to every member and ensure active participation. 5. Groups will present their role play in front of the class. 6. After each presentation, the class may provide brief feedback or insights, guided by the teacher. 	<p>Note to Teachers:</p> <ul style="list-style-type: none"> • The teacher will explain that learners will perform a short role-play demonstrating good interpersonal relationships and active participation in school or community activities. • Learners will be grouped and given time to plan and practice their presentation. During the activity, the teacher will observe teamwork, communication, and cooperation among learners. <p>After the presentations, the teacher will ask guiding questions and provide feedback on the values demonstrated in the role-plays.</p>
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	Rubrics for Assessment				
	Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
	Content Understanding	Shows a clear and accurate understanding of interpersonal relationships and institutions	Shows good understanding with minor gaps	Shows limited understanding	Shows unclear or incorrect ideas
	Relevance to Topic	Role play is highly relevant and well-connected to the lesson	Mostly relevant to the lesson	Some parts are relevant	Not related to the lesson
	Creativity & Presentation	Very creative, engaging, and well-executed	Creative and clear presentation	Some creativity but lacks clarity	Minimal effort and unclear presentation
	Teamwork & Participation	All members actively participate	Most members participate	Some members participate	Few members participate
	Communication Skills	Clear voice, confident, and well-expressed	Mostly clear and understandable	Somewhat unclear	Difficult to understand
	Total Score: /20				
C. Demonstrating Knowledge and Skills	1. Finding Practical Application Option 1: Reflection Questions and Sharing <ul style="list-style-type: none"> Ask: <p><i>How do you show that you are a being 'with and for others?'</i> <i>"What can you do today to show you care for others?"</i></p>				
	Note to Teachers: The teacher encourages the learners to consider simple acts of kindness, respect, and helpfulness they can perform at home, at school, or in the community. <ul style="list-style-type: none"> Learners may share their answers orally or write them 				

	<p>Procedure:</p> <ul style="list-style-type: none"> • Let 3–5 students share answers • Explain that sharing helps everyone understand how relationships and institutions shape a person. • Speak clearly and confidently • Listen respectfully • Avoid interrupting speakers • Show appreciation after each presentation <p>Option 2: Real-Life Task</p> <ul style="list-style-type: none"> • Learners list 3 ways to improve relationships in: <ul style="list-style-type: none"> ○ Family ○ School ○ Community <p>Procedure:</p> <ul style="list-style-type: none"> • Explain that learners will consider real-life actions that can improve relationships across different areas of life. • Present the task: <p>“List three ways to improve relationships in the family, school, and community.”</p> <ul style="list-style-type: none"> • Allow learners to work individually, in pairs, or in small groups. • Give enough time for brainstorming and writing. • Walk around the classroom to monitor participation. • Assist learners who need clarification or examples. • Encourage learners to consider realistic, positive actions. 	<p>briefly. The teacher will highlight the importance of showing concern and compassion for others in everyday life.</p> <p>Note to Teachers:</p> <ul style="list-style-type: none"> • The teacher will explain that learners will accomplish a short real-life task by listing three ways they can improve relationships in their family, school, and community. • Learners will be given time to reflect and write practical actions that show respect, cooperation, and care for others. Afterward, a few volunteers may share their answers, and the teacher will emphasize the importance of building positive relationships in everyday life.
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	<p>Option 4: Mini-Project Planning (Collaborative)</p> <ul style="list-style-type: none"> Groups design a simple activity (e.g., helping classmates, a clean-up drive). <p>Procedure:</p> <ol style="list-style-type: none"> Divide the class into small groups with 4–6 members each. Explain that each group will plan a simple project or activity to benefit the classroom, school, or community. Give examples such as: <ul style="list-style-type: none"> Helping classmates with cleaning the room Clean-up drive Sharing school supplies Tree planting Peer tutoring Community assistance activity Instruct each group to discuss and write the following: <ul style="list-style-type: none"> Title of the activity Objective or purpose Persons involved Materials needed Simple procedure or plan Expected outcome Give the groups 10–15 minutes to brainstorm and prepare their plan. Encourage teamwork, cooperation, and equal participation among members. After the discussion, ask each group to present their mini-project plan to the class. Process the activity by emphasizing that cooperation and helping others are ways of living “with and for others” in society. 	<p>Note to Teachers:</p> <ul style="list-style-type: none"> The teacher will explain that learners will work in groups to create a simple mini project that promotes helping others, such as assisting classmates or organizing a clean-up drive. Each group will be given time to discuss and plan their activity, identifying their goal, target participants, and simple steps to carry out the project. The teacher will guide and monitor each group to ensure collaboration and the feasibility of ideas. After planning, groups may briefly present their proposed activity to the class.
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	<p>2. Making Generalization</p> <p>Option 1: Sentence Completion</p> <ul style="list-style-type: none"> “A human person is a social being because ____.” <p>Procedure:</p> <ol style="list-style-type: none"> Ask the learners to prepare a sheet of paper or a notebook. Write the sentence on the board or present it on a screen: “A human person is a social being because ____.” Explain that learners should complete the sentence using their own ideas based on the lesson and classroom discussion. Encourage learners to think about: relationships with family and friends, cooperation with others, communication, belongingness in the community. Give the learners 3–5 minutes to write their answers. After writing, invite several learners to share their responses in class. Acknowledge different answers and emphasize that humans naturally need interaction, care, and cooperation with others. <p>Option 2: Exit Ticket</p> <ul style="list-style-type: none"> Learners answer: <ul style="list-style-type: none"> What is <i>Zoon Politikon</i>? Why are relationships important? <p>Procedure:</p> <ol style="list-style-type: none"> Prepare small pieces of paper or ask learners to use a sheet of paper. Explain that before leaving the classroom, each learner must answer the exit ticket questions briefly and honestly. Write or present the following questions on the board: 	<p>Note to Teachers:</p> <ul style="list-style-type: none"> The teacher will ask the learners to reflect on their understanding of what it means to be with others. Learners will be given time to think and complete the sentence based on their own ideas and experiences. The teacher may call a few volunteers to share their answers and briefly discuss common responses, highlighting the idea that humans naturally need relationships and interaction with others. <p>Note to Teachers:</p> <ul style="list-style-type: none"> The teacher will administer an exit ticket activity <p>where learners will answer brief questions before leaving the class. The prompts “What is Zoon Politikon?” and “Why are relationships important?” will be written or given to the learners, who will respond individually in a concise manner.</p>
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	<ul style="list-style-type: none"> • What is Zoon Politikon? • Why are relationships important? <p>4. Instruct learners to write their names and answer the questions using 1–3 sentences each.</p> <p>5. Give the learners 3–5 minutes to complete their responses.</p> <p>6. Remind them that the activity is meant to check their understanding of the lesson.</p> <p>7. After answering, ask learners to submit their papers before leaving the classroom.</p> <p>8. Review the responses to identify learners’ understanding and concepts that may need further clarification in the next discussion.</p>	<ul style="list-style-type: none"> • The teacher will collect the responses as a quick assessment of understanding and use them to check learners’ grasp of the lesson on human relationships and social nature.
VI. ASSESSMENT <i>(Assessing Learnings)</i>	I-MULTIPLE CHOICE Instructions: Read each passage carefully and choose the best answer. <p>1. Aristotle’s concept of zoon politikon suggests that human beings are naturally social and cannot fully develop their potential in isolation. Which of the following supports the above statement?</p> <p>A. Individuals often seek solitude to find peace and clarity.</p> <p>B. Self-preservation is the primary instinct of all living organisms.</p> <p>C. Language and morality are developed through interaction with a community.</p> <p>D. Modern technology allows people to live independently without physical contact.</p> <p>Answer: C. Language and morality are developed through interaction with a community.</p>	

	<p>2. If a person practices pagkamakatao, they will necessarily demonstrate empathy and responsibility toward their community. Which of the following, if TRUE, will STRENGTHEN the given information?</p> <p>A. Pagkamakatao is defined as the capacity for compassion and concern for others.</p> <p>B. Many people claim to be makatao but do not participate in community service.</p> <p>C. Empathy is a biological trait found in most mammals.</p> <p>D. Community development is primarily the responsibility of the government.</p> <p>Answer: A. Pagkamakatao is defined as the capacity for compassion and concern for others.</p> <p>3. If a person practices pagkamakatao, they will necessarily demonstrate empathy and responsibility toward their community. Which of the following, if TRUE, will STRENGTHEN the given information?</p> <p>A. Economic systems determine the quality of life for most citizens.</p> <p>B. Governments create the laws that keep a society orderly.</p> <p>C. Strong interpersonal trust is the foundation upon which functional institutions are built.</p> <p>D. Most people spend more time at work than they do with their families.</p> <p>Answer: C. Strong interpersonal trust is the foundation upon which functional institutions are built.</p> <p>Answer: C. Strong interpersonal trust is the foundation upon which functional institutions are built.</p> <p>4. Interpersonal relationships are built on trust and respect, while institutional relationships involve interactions with social systems such as the market and the law.</p> <p>If the given information is true, it may be inferred that</p> <p>A. Trust and respect are irrelevant in a professional or market setting.</p> <p>B. A person exists simultaneously in both person-to-person and system-based networks.</p>
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	<p>C. It is impossible to have a respectful relationship with a government official.</p> <p>D. Institutional relationships are always cold and lack human emotion.</p> <p>Answer: B. A person exists simultaneously in both person-to-person and system-based networks.</p> <p>5. "Humans are only social because they are forced to be; if we could survive alone, we would avoid others." The above information is weak because</p> <p>A. It ignores the widely accepted truth that human growth happens through relationships.</p> <p>B. It assumes that survival is the only goal of human existence.</p> <p>C. It contradicts the historical evidence of hermits living in the desert.</p> <p>D. It fails to define what "survival" means in a modern context.</p> <p>Answer: A. It ignores the widely accepted truth that human growth happens through relationships.</p> <p>6. Cultural traditions and education (Institutional Relations) shape a person's identity and influence their daily decisions. Which of the following supports the above statement?</p> <p>A. People often change their fashion sense based on global trends.</p> <p>B. Individuals learn their values and language from the schools and traditions they grow up in.</p> <p>C. Genetic factors are the sole determinant of human behavior and personality.</p> <p>D. Most people prefer to make decisions without asking for advice from others.</p> <p>Answer: B. Individuals learn their values and language from the schools and traditions they grow up in.</p>
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	<p>7. To achieve social flourishing, we must prioritize the development of political institutions over individual morality. Which of the following, if TRUE, STRENGTHENS the above information?</p> <p>A. Individual morality is the root of all social cooperation.</p> <p>B. History shows that even good people cannot flourish under a corrupt or failing political system.</p> <p>C. Many people find happiness through religious practices rather than politics.</p> <p>D. Political institutions are often slow to change regardless of public opinion.</p> <p>Answer: B. History shows that even good people cannot flourish under a corrupt or failing political system.</p> <p>8. A person who lives in complete isolation for their entire life can still fully realize their identity as a human person. Which of the following, if TRUE, WEAKENS the above information?</p> <p>A. Solitude can sometimes lead to deep philosophical insights.</p> <p>B. Human identity is shaped and mirrored through the influence of others.</p> <p>C. Some people are more introverted than others and prefer being alone.</p> <p>D. Isolation is a common practice in certain monastic traditions.</p> <p>Answer: B. Human identity is shaped and mirrored through the influence of others.</p> <p>9. Bayanihan is a Filipino value showing community cooperation and "being with and for others". Based on the given information, it may be said that</p> <p>A. Bayanihan is only applicable in rural areas where houses are moved.</p> <p>B. Cooperation is a practical application of the concept of zoon politikon.</p> <p>C. Filipino values are superior to the values of other cultures.</p> <p>D. Individuals should only help others if they are paid for their labor.</p> <p>Answer: B. Cooperation is a practical application of the concept of zoon politikon.</p>
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	<p>10. "The government is a social system that has no real impact on the daily lives of ordinary students."The above argument is PROBLEMATIC because</p> <p>A. It fails to account for how laws and public education systems structure a student's environment.</p> <p>B. It assumes that students are not interested in politics.</p> <p>C. It ignores the fact that many students do not yet have the right to vote.</p> <p>D. It overestimates the power of the individual to change the world.</p> <p>Answer: A. It fails to account for how laws and public education systems structure a student's environment.</p> <p>11. Growth happens through participation in society; a person cannot fully develop alone. Which of the following supports the above statement?</p> <p>A. Many artists produce their best work when they are alone in their studios.</p> <p>B. Social skills, empathy, and ethical behavior are learned through social interaction.</p> <p>C. Technology allows us to learn anything we want via the internet.</p> <p>D. Some people feel more "themselves" when they are away from society.</p> <p>Answer: B. Social skills, empathy, and ethical behavior are learned through social interaction.</p> <p>12. Economic relationships (buying and selling) are purely institutional and have nothing to do with being "for others". Which of the following, if TRUE, PROVIDES SUPPORT for the given information?</p> <p>A. Markets rely on the principle of mutual benefit between buyer and seller.</p> <p>B. Most economic transactions are driven by self-interest rather than a desire to help others.</p> <p>C. Ethical consumerism involves caring for the workers who make products.</p> <p>D. Business owners often donate a portion of their profits to local charities.</p>
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Answer: B. Most economic transactions are driven by self-interest rather than a desire to help others.

13. Since humans are "social beings," there is no such thing as an individual identity.

Which of the following, if TRUE, CHALLENGES the above information?

- A. Every person has unique personal experiences that differentiate them from the group.
- B. People tend to follow the trends of their peer groups.
- C. Cultural traditions provide a shared identity for large groups of people.
- D. Most people feel a strong need to belong to a community.

Answer: A. Every person has unique experiences that set them apart from the group.

14. Interpersonal relationships are "person-to-person," while institutional relationships are "society-based". **The given information logically suggests that**

- A. A friendship with a classmate is an interpersonal relationship.
- B. Following school rules is a form of interpersonal relationship.
- C. Institutional relationships are more valuable than interpersonal ones.
- D. You cannot have both interpersonal and institutional relations at the same time.

Answer: A. A friendship with a classmate is an interpersonal relationship.

15. "Human personhood (pagkamakatao) is a fixed trait you are born with and cannot be developed." **The above information is problematic because**

- A. It contradicts the idea that pagkamakatao is a capacity that can be practiced and grown.
- B. It suggests that some people are born "better" than others.
- C. It focuses too much on the biological aspect of being a human.
- D. It fails to explain why different cultures have different values.

Answer: A. It contradicts the idea that pagkamakatao is a capacity that can be practiced and grown.

II- “My Relationship Reflection” Short Video Presentation

Instructions:

1. Create a **2–3-minute short video presentation** entitled **“My Relationship Reflection.”**
2. In your video, briefly discuss:
 - The people who influence your life
 - Why relationships are important
 - How can you improve your relationship with others
 - What you learned about the human person as a social being
3. You may include:
 - Pictures or short video clips
 - Background music
 - Captions or text
 - Narration or personal reflection
4. Use any available ICT tools or applications such as:
 - CapCut
 - Canva
 - PowerPoint
 - TikTok Editor
 - KineMaster
 - Mobile phone video recorder
5. Observe proper language, respect, and creativity in presenting your reflection.
6. Save the video in MP4 format and submit it through:
 - Messenger group
 - Google Drive
 - USB
 - A. It contradicts the idea that pagkamakatao is a capacity that can be practiced and grown.
 - B. It suggests that some people are born "better" than others.
 - C. It focuses too much on the biological aspect of being a human.

- D. It fails to explain why different cultures have different values.
- Answer: A. It contradicts the idea that pagkamakatao is a capacity that can be practiced and grown.
- Classroom presentation

Suggested Guide Questions

- Who are the people who help shape who you are today?
- How do relationships affect your life?
- Why is communication important in relationships?
- How can you become a better member of your family, school, or community?

Score	Description
5 – Excellent	The video presentation is clear, creative, and well-organized. Ideas about relationships and being a social being are explained very well. Shows strong reflection, confidence, and effective use of ICT tools.
4 – Very Good	The video presentation is well organized and easy to understand. Ideas are explained clearly with good reflection and proper use of ICT tools.
3 – Good	The presentation shows understanding of the topic, but some ideas are unclear or incomplete. Limited creativity and reflection are shown.
2 – Fair	The presentation shows little understanding of the topic. Organization and explanation are weak, with minimal effort in ICT integration.
1 – Needs Improvement	The presentation is incomplete or unclear. Shows a very limited understanding and a lack of preparation.

VII. REFLECTION <i>(Feedback and Continuous Improvement)</i>	<p>In this section, teachers are encouraged to record important observations during the teaching and learning process, such as learners' behavior, participation, engagement, and performance on assessment.</p> <p>Teachers should reflect on which strategies worked well, which parts of the lesson learners found difficult, and what adjustments should be made to address those difficulties. They should also note potential improvements for future lessons. These reflections help identify best practices and areas for improvement in instruction.</p>
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author used ChatGPT and Gemini AI to broaden the content, check grammar, and create images. The author reviewed and finalized the content. The author takes full responsibility for the content of this LE.</p>

Learning Area	The Meaning of Human Personhood	Lesson Exemplar	9
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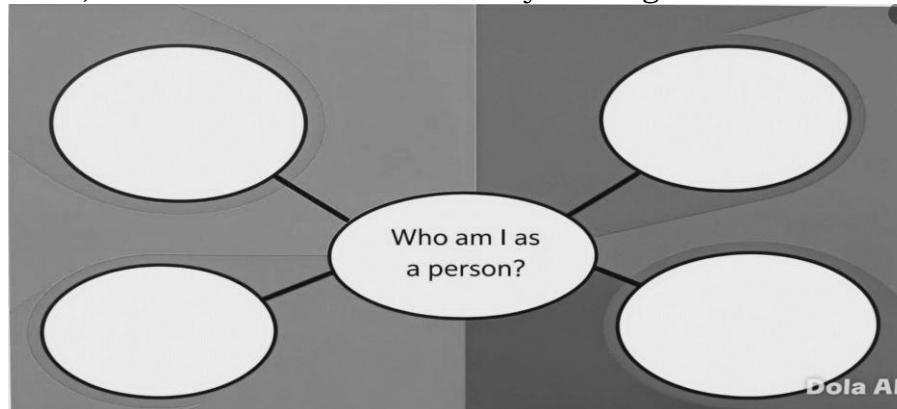
I. OBJECTIVES	
A. Content Standard	<i>Learners demonstrate understanding of the nature, importance, and ways of doing Philosophy.</i>
B. Performance Standard	<i>Learners apply philosophical analysis, abstraction, and reflection to articulate the meaning of real-life experiences.</i>
C. Learning Competencies	<i>Recognize the importance of applying the ways of doing Philosophy on the Human Person as an embodied being in the world, with and for others, toward human and social flourishing.</i>
II. REFERENCES and MATERIALS (<i>Selecting Resources and Materials</i>)	<ul style="list-style-type: none"> • Aguilar, Freddie. “Buhay nga Naman ng Tao.” AZLyrics. Accessed May 21, 2026. https://www.azlyrics.com/lyrics/freddieaguilar/buhaynganamanngtao.html • Department of Education. K to 12 Basic Education Curriculum: Senior High School Core Subject – Introduction to the Philosophy of the Human Person. Pasig City: Department of Education, 2016. https://www.deped.gov.ph • “Editorial Cartoon on Education and Human Flourishing.” Brainly.ph. Accessed May 10, 2026. https://brainly.ph. • Henley, William Ernest. “Invictus.” Academy of American Poets. Accessed May 21, 2026. https://poets.org/poem/invictus. • OpenAI. ChatGPT-generated instructional narrative on the human person and values. Generated May 20, 2026.
III. CONTENT (<i>Sequencing Content</i>)	<p>The Meaning of Human Personhood</p> <p>a. Human Flourishing as Reason for Being</p> <ul style="list-style-type: none"> • What is Human Flourishing • Why Human Persons Flourish
IV. OBJECTIVES (<i>Setting Clear Objectives and Analyzing the Tasks</i>)	<ul style="list-style-type: none"> • Explain the concept of human personhood. • Describe human flourishing using real-life indicators such as health, relationships and purpose. • Discuss the importance of human flourishing in one's daily life. • Analyze factors such as values, choices and relationships that lead to human flourishing and its contribution to a meaningful life.

V. PROCEDURES		ANNOTATIONS										
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge</p> <p>Option 1: Simple Recall</p> <p>Direction: Based on Lesson 8, choose the correct answer from the given options to complete each statement.</p> <ol style="list-style-type: none">1. The human person is naturally a _____ being who needs others.2. “Being with others” means living in _____ and sharing experiences with people.3. “Being for others” means showing _____ and concern for others.4. Healthy relationships are built on _____ and respect.5. Our relationships with others help us understand our _____ as human persons. <table><tr><th colspan="5">OPTIONS</th></tr><tr><td>identity</td><td>trust</td><td>care</td><td>harmony</td><td>social</td></tr></table>	OPTIONS					identity	trust	care	harmony	social	<p>Note to the teacher:</p> <ul style="list-style-type: none">• As a preliminary activity, the teacher will check students' retention of concepts learned in the previous lesson.• Answer key: 1. Social 2. Harmony 3. Care 4. Trust 5. Identity <p>IDF Application:</p> <ul style="list-style-type: none">• This activity helps students recall basic ideas about the human person through simple memory questions.
	OPTIONS											
identity	trust	care	harmony	social								
	<p>Option 2: Beyond the Melody</p> <p>Direction: Interpret the song guided by the following questions:</p> <ol style="list-style-type: none">a. What does the song say about being human?b. Are we free or controlled by fate? Why?c. How can we rise above life’s problems? <p style="text-align: center;">Ang Buhay Nga Naman Ng Tao <i>by Freddie Aguilar</i></p> <p style="text-align: center;"><i>Oh, ang buhay nga naman ng tao 'Di mo maintindihan at 'di mo malaman Kung saan ka tutungo At kung nakamit mo na ang pangarap 'Di pa rin masiyahan, ang nais mo'y madagdagan Limot mo na ang 'yong pinagmulan Bakit nga ba ganitoAng tao'y walang kasiyahan (La la la la la la la...)</i></p>	<p>Note to the teacher:</p> <ul style="list-style-type: none">• The teacher will group the students into five groups. Each group listens to “Ang Buhay Nga Naman ng Tao” by Freddie Aguilar and discusses its meaning. They are given 3–5 minutes to share ideas within the group, then one representative presents their group’s summary to the class. <p>IDF Application:</p> <ul style="list-style-type: none">• This activity encourages students to analyze the song's message and connect it to the concept of human										

*Bakit nga ba ganito?
Ang tao'y walang kasiyahan*

Option 3: Who am I as a Person?

Directions: Create a web diagram. In the center, write “Who am I as a person?” Around it, list people or groups (e.g., family, teachers) who shaped your values, dreams, and decisions. Then, write a short reflection below your diagram.



2. Establishing the Purpose of the Lesson

Option 1: What am I Thinking of Myself?

Directions: Write 5 words that describe who you are (e.g., roles, traits, values, hobbies, likes, dislikes, preferences). After writing, share your answers with a classmate of the opposite gender and explain why you chose those words. As a pair, identify common ideas and differences.

personhood and to their personal experiences.

Note to the teacher:

- The teacher guides students in identifying the people or groups that have influenced their values, decisions, and goals, and then facilitates sharing and reflection on how these relationships shape their identity as human persons.

IDF Application:

- This activity encourages students to reflect on their identity and recognize how different people and social groups influence their values, goals, and personal development.

Note to the teacher:

- This activity connects to the previous activity on knowing oneself by helping students reflect on how they see themselves. Provide colored paper cutouts for students to write their answers, share with a partner, and post on the wall to show uniqueness. The teacher explains that a human person is more than labels because each person has dignity, value, and purpose.

	<p>Option 2: Why Am I Here? Direction: Form a line across the room. The left side represents “I am still searching for my purpose,” while the right side represents “I already have a clear purpose.” Stand on the point that best represents you. After positioning, explain your choice to a partner or the class.</p> <p>Option 3: Human Person #Hashtag Directions: Draw 3 emojis and create 3 #hashtags reflecting the human person in daily life, such as #MayPag-asa, #kayakopa, and #lifegoeson. Post it on the blackboard for everyone to see the outputs. Five (5) students shall give a brief explanation of their hashtags.</p>	<p>Note to the teacher:</p> <ul style="list-style-type: none"> • The teacher shall process the activity, stating that, as humans, we all face adversities; hence, we must face them, no matter how difficult they are. <p>IDF Application:</p> <ul style="list-style-type: none"> • The teacher facilitates an activity where students explore self-concept and life purpose through writing, sharing, and comparing responses with peers.
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples Option 1: Short Article In a busy school, people are often known by labels—“top student,” “troublemaker,” “athlete,” or “quiet one.” But one afternoon, a student quietly returned a lost wallet without expecting anything in return. Another stood up for a classmate being bullied, even at the risk of becoming a target. These moments often go unnoticed, yet they reveal something deeper than names or roles. A human person is not just defined by what others see, but by the choices they make, the values they uphold, and the way they treat others. In every decision—to be honest, to be kind, or to be brave—a person shows who they truly are.</p> <p>Process Questions:</p> <ol style="list-style-type: none"> 1. Which example in the paragraph stood out to you? Why? 2. What does it show about being a human person? 3. If people only judged you by labels, what important part of you would they miss? 	<p>Note to the teacher:</p> <ul style="list-style-type: none"> • These activities connect to previous lessons by helping students reflect on their identity, values, purpose, and human flourishing. Through sharing and reflection, students apply the idea of personhood in real life.

Option 2: I Checked It!

Direction: Put a check (/) mark if you agree with the statement; otherwise, X.

1. I understand that I am more important than the labels or roles people give me, because I have my own dignity, value, and identity as a person.
2. I am aware of my strengths and weaknesses as a person.
3. I make decisions based on what I believe is right.
4. I respect myself and recognize my own worth.
5. I treat others with dignity and respect.
6. I reflect on my actions and try to improve myself.
7. I take responsibility for my choices and actions.
8. I value my relationships with others.
9. I strive to find meaning and purpose in my life.
10. I believe that I can grow and become a better person.

2. Discussing New Concept**Option 1: Oh, words! Let's Define!**

Below is a box in which words are related to human personhood. Using these words, give a definition of human personhood.

HUMAN PERSONHOOD		
dignity	freedom	rationality
conscience	responsibility	identity
Self-awareness	morality	values
respect	empathy	love
relationship	Social nature	choice

Note to the teacher:

- The teacher must mention to the students that there are various aspects of human personhood.

IDF Application:

- The teacher guides students in exploring human personhood through a short article, a self-assessment checklist, and guides questions that help them understand identity, dignity, and personal growth.

Note to the teacher:

- This activity connects to the previous activity, which is article critiquing, by helping students identify the values and qualities that show true human personhood. Students then create their own definition using the given words. The teacher must also define the words given to ensure understanding among learners.

Definitions of Human Personhood from Known Authors:

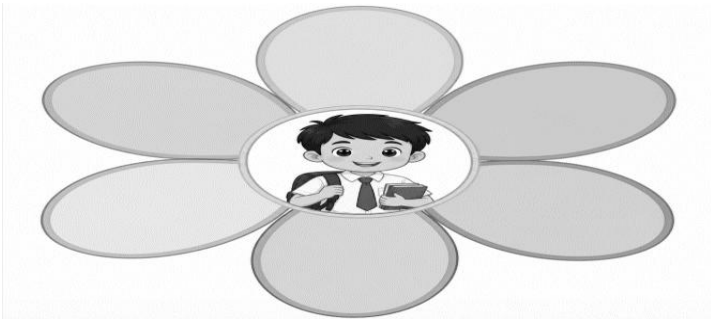
Philosopher	Statement	Meaning
Aristotle	"Man is by nature a rational animal."	A human person can think, reason, and understand. Rationality makes humans unique.
Thomas Aquinas	"Person signifies what is most perfect in all nature—a subsistent individual of a rational nature."	Human persons have dignity, intellect, and free will that allow moral decision-making.
Karol Wojtyła	"The person is a being who is capable of self-determination."	Human persons have freedom and can shape their own lives through choices.
Muhammad	"All humans are equal like the teeth of a comb."	All people have equal dignity regardless of status, race, or wealth.
Siddhartha Gautama	"All beings desire happiness and seek to avoid suffering."	Human persons seek peace and happiness, leading to compassion and ethical living.
Confucius	"To be fully human is to cultivate ren (humaneness)."	A person becomes truly human through kindness, respect, and good relationships.
Jean-Paul Sartre	"Man is condemned to be free."	Human persons are free and responsible for their choices and actions.
Rabindranath Tagore	"Man's true nature is spiritual."	Human persons seek truth, harmony, and unity beyond physical life.
Laozi	"Man follows the earth. Earth follows heaven. Heaven follows the Tao."	Human persons flourish by living in harmony with nature and the universe.
Jose Rizal	"The dignity of a person is shown through freedom, education, and love of country."	Human dignity develops through education, morality, and responsible citizenship.

Note to the teacher:

- The teacher shall present the following definitions to the students, lifted from various philosophers and academicians.
- After presenting the definitions, the teacher shall ask students to identify common ideas and choose the definition they agree with most, explaining their reasons. This will guide them to recognize that human personhood involves rationality, dignity, freedom, and individuality.

IDF Application:

- The teacher facilitates a concept-defining activity in which students clarify key ideas about human personhood by analyzing and explaining essential terms, fostering a deeper understanding of their meanings and relevance in real-life contexts.

	<p>Option 2: Giving Meaning!</p> <p>Direction: Create your own acronym (using any word you like) that represents what it means to be a human person. Each letter should stand for a quality, value, or characteristic of personhood. Be creative and be ready to explain your choices.</p> <p><i>Example:</i> T – Thinking A – Acting with purpose O – Openness to others</p> <p><u>Definition of Human Personhood:</u></p> <p>Human personhood is the status of being a person, encompassing unique moral, legal, and cognitive capacities such as self-awareness, rationality, agency, and social interaction.</p> <p>Option 1: The Flower that Blooms</p> <p>Direction: Draw a flower with six (6) petals. In the center, an image of a human person representing you. In each petal, write words that are needed for a person to flourish, such as relationships, purpose, freedom, religion, physical attributes, and others. Write a short reflection below the flower explaining whether a person can still flourish if one petal is removed.</p> 	<p><i>Note to the teacher:</i></p> <ul style="list-style-type: none"> After the students have completed the activity, relate their output to the technical definition of human personhood. <p><i>Note to the teacher:</i></p> <ul style="list-style-type: none"> This activity relates to the definition of human personhood by helping students identify the values, relationships, and qualities needed for a person to grow and flourish. Through the flower petals, students connect self-awareness, rationality, freedom, and social interaction to meaningful human development.
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Option 2: Life Ladder

Directions: Draw a 5-step ladder on paper. Label the bottom step “Surviving” and the top step “Flourishing.”

Guide Question: What helps a person move to the next step?”

Write the answer on each level of the ladder.

LADDER OF LIFE:**Note to the teacher:**

- The teacher should guide the students using these ideas: basic needs (Step 1), relationships (Step 2), purpose and talents (Step 3), freedom and good choices (Step 4), and helping others (Step 5). After the activity, discuss how people can still grow and flourish despite life’s challenges.

IDF Application:

- The teacher facilitates a visual and reflective activity in which students represent human flourishing through symbolic illustrations of a flower and a life ladder, identify key factors that support personal growth, and reflect on how these elements contribute to moving from survival to flourishing.

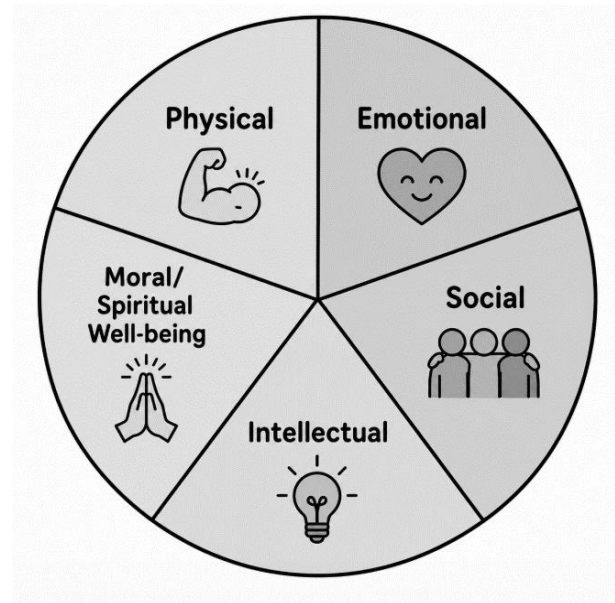
Note to the teacher:

- This activity helps students identify the different aspects of well-being needed to move from surviving to flourishing and reflect on how these areas work together in becoming a whole person within 10–15 minutes.

Aspects of Human Flourishing

Option 1: The Whole Person Wheel

Directions: Draw a circle and divide it into five equal parts like a pie chart. Label each part as: Physical, Emotional, Social, Intellectual, and Moral/Spiritual Well-being.



In each section, write one example of how you take care of that aspect in your daily life (e.g., sleeping well, talking to friends, praying, studying, helping others).

Content:

Human flourishing refers to living a meaningful and well-balanced life. It is not only about being successful but also about growing as a whole person. The main aspects of human flourishing include:

1. Physical Well-being – This refers to having good health and taking care of the body. It includes proper nutrition, adequate

Note to the teacher:

- The teacher guides students in discussing and defining the different aspects of human flourishing (physical, emotional, social, intellectual, and moral/spiritual) and helps them connect these to human personhood, showing how each aspect contributes to a meaningful and complete life.

	<p>rest, exercise, safety, and meeting basic needs such as food and shelter.</p> <p>2. Emotional Well-being – This is about understanding and managing emotions in a healthy way. It includes having inner peace, self-confidence, and the ability to cope with stress and challenges.</p> <p>3. Social Well-being – This involves building and maintaining good relationships with family, friends, and the community. It includes respect, cooperation, and healthy communication with others.</p> <p>4. Intellectual Well-being – This refers to the development of the mind. It includes learning, thinking critically, solving problems, and making wise decisions in life.</p> <p>5. Moral and Spiritual Well-being – This involves living with values, doing what is right, and finding meaning and purpose in life. It also includes faith, reflection, and guiding principles that help a person grow as a good individual.</p> <p>Option 2: Flourishing Station Rotation</p> <p>Directions: The class will be divided into five groups. Each group will rotate through five stations, each representing one aspect of human flourishing: Physical, Emotional, Social, Intellectual, and Moral/Spiritual well-being.</p> <p>At each station, students will answer a short prompt or complete a task, such as listing examples, sharing experiences, or answering guiding questions about how that aspect is developed in real life.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Which aspect of human flourishing do you think is easiest to develop? Why? 	<p>Note to the teacher:</p> <ul style="list-style-type: none"> • The teacher guides students in presenting their outputs and helps them compare and analyze the ideas of different philosophers about why the human person flourishes. <p>IDF Application:</p> <ul style="list-style-type: none"> • The teacher facilitates a station-rotation pedagogical approach in which students collaboratively engage in structured, interactive tasks across five learning stations
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	<ol style="list-style-type: none"> 2. How do the different aspects of human flourishing help a person live a meaningful and balanced life? 3. What actions can you do every day to improve your physical, emotional, social, intellectual, and moral/spiritual well-being? <p>After completing all stations, each group will choose one important insight and share it with the class by answering the question:</p> <p>How does this aspect help a person live a meaningful and flourishing life?"</p> <p><u>Different Philosophers on Human Flourishing</u></p> <p>Option 1: Philosopher's Circle Discussion Directions: The class will be divided into small groups. Each group will be assigned one thinker: Aristotle, Plato, Thomas Aquinas, Martin Seligman, Jose Rizal, and Prospero Covar. Each group will discuss and summarize how their assigned thinker explains human flourishing. Guide Questions:</p> <ol style="list-style-type: none"> 1. What does your philosopher say about human flourishing? 2. What is needed for a person to flourish based on his idea? 3. How can this idea be applied in your daily life as a student? 4. After the group discussion, each group will present its ideas to the class. <p>Option 2: Flourishing Match and Explain Directions: The class will be divided into 5 groups. Each group will be given a set of cards containing names of philosophers (Aristotle, Plato, Thomas Aquinas, Martin Seligman, Emerita Quito, and Rolando Gripaldo) and another set of cards with statements about human flourishing.</p>	<p>representing the physical, emotional, social, intellectual, and moral/spiritual dimensions of human flourishing, promoting active, experiential, and student-centered learning.</p> <p><i>Note to the teacher:</i></p> <ul style="list-style-type: none"> • The teacher will guide students on which idea of human flourishing they agree with most. <p><i>Note to the teacher:</i></p> <ul style="list-style-type: none"> • The teacher will divide the class into 5 groups and distribute the philosopher cards and statement cards to each group. The teacher will instruct the students to match each philosopher with the correct
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	<p>Students will match each philosopher with the correct idea of flourishing and then explain why they matched them that way.</p> <p>Content:</p> <p>Human Persons Flourish</p> <p>Human persons flourish because they are naturally oriented toward growth, meaning, and fulfillment. According to Aristotle, human flourishing is achieved through <i>eudaimonia</i>, which means living a life of virtue and rational activity in accordance with reason. For him, a person flourishes when they develop good character and live a life of balance and excellence.</p> <p>Similarly, Plato emphasizes that a good and flourishing life is achieved when the rational part of the soul governs the appetitive and spirited parts. For Plato, a person flourishes when they pursue truth, wisdom, and harmony within the self and society.</p> <p>From the Christian philosophical view of Thomas Aquinas, human flourishing is found in living according to natural law and ultimately in union with God. He believed that true happiness is not fully found in material things but in living a moral life directed toward a higher purpose.</p> <p>From the view of Martin Seligman, a modern positive psychologist, human flourishing happens when individuals experience positive emotions, engagement, good relationships, meaning, and accomplishment (PERMA model). This shows that happiness alone is not enough; a person must also find purpose and meaningful connections.</p> <p>Human persons also flourish because they possess reason and free will, enabling them to make choices that foster self-improvement and moral growth. They are not meant to remain stagnant but to continuously develop their potential.</p>	<p>idea of human flourishing and discuss the reasons for their answers. After the activity, selected groups will present and explain their matches to the class.</p> <ul style="list-style-type: none"> • The teacher shall present the content of the activities given.
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In addition, human beings flourish because they have a deep need for relationships and a sense of belonging, which help them feel supported, valued, and connected to others. Lastly, they flourish when they live with purpose and values, guiding their actions toward a meaningful and responsible life.

Overall, human persons flourish when they use their rationality, build strong relationships, and live a life guided by meaning, virtue, and purpose.

3. Developing Mastery

Option 1: Case Analysis

Directions: Analyze the situation below and suggest 5 ways in which the character can live life to the fullest by filling in the chart that follows.

Scenario:

Mariano is a student who has learned that he only has a short time left before he needs to move to another country with his family. He feels sad because he will leave his friends, school, and community behind. Before leaving, he wants to make his remaining days meaningful and memorable.

If you were Mariano, what would your plans be for your remaining days? Accomplish the chart below:

Aspects	What will I do?
Physical	
Emotional	
Spiritual	
Social	
Intellectual	

Note to the teacher:

- The teacher guides students in reflecting on meaningful ways to value relationships, experiences, and personal growth in preparation for life changes.

IDF Application:

- The teacher facilitates a case-analysis pedagogical approach in which students critically examine real-life scenarios to identify, interpret, and apply concepts related to human personhood and flourishing, fostering higher-order thinking, reflection, and problem-solving skills.

Option 2: Exit Card

Direction: Write your thoughts on the concepts or ideas you learned in this session by completing the statement below:

I (name) _____ learned the concept of _____ which states that _____, I can use this concept _____ through _____.

Option 3: I Stand For!

Directions: Make a short essay stating your stand regarding the difference between a flourishing human person and a successful person.

Criteria	Excellent	Good	Fair	Needs Improvement	Points
Content	Ideas are clear, accurate, and complete. Shows deep understanding of the topic with relevant examples and explanations.	Ideas are mostly clear and accurate. Shows understanding of the topic with some supporting details.	Ideas are somewhat clear but lack details or accuracy. Limited understanding of the topic.	Ideas are unclear, inaccurate, or incomplete. Shows little understanding of the topic.	30 pts
Organization of Thoughts	Ideas are logically arranged and easy to follow. Transitions and flow are smooth.	Ideas are generally organized and understandable. Minor lapses in sequence or flow.	Ideas are somewhat organized but may be confusing at times.	Ideas are disorganized and difficult to follow.	20 pts
			TOTAL		50 pts

Note to the teacher:

- The teacher shall collect the exit cards and review whether the students understood the lesson.

Note to the teacher:

- The teacher ensures that students can distinguish a successful person from a flourishing person.

<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application Option 1: Scenario Analysis</p> <p>The class will be divided into small groups. Each group will be given a real-life or simulated scenario.</p> <p>Scenario 1: A working student balances studies, work, and family responsibilities while pursuing personal goals.</p> <p>Scenario 2: A wealthy businessman has financial success but feels lonely and unhappy.</p> <p>Scenario 3: A teenager spends too much time online and has poor relationships with others.</p> <p>Scenario 4: A community volunteer helps others despite living a simple life.</p> <p>Scenario 5: A person with disability continues pursuing dreams despite challenges.</p> <p>Each group will analyze the assigned scenario by identifying the qualities of human personhood shown and determining whether the person is experiencing human flourishing. The group will also discuss the factors that help or hinder the person's growth and suggest actions that may lead to a more meaningful and fulfilling life. Each group will present its analysis through a poster or infographic.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What qualities of human personhood were shown in the scenario, and how did these influence the person's decisions and actions? 2. Based on the scenario, do you think the person is experiencing human flourishing? Explain your answer using specific examples from the situation. 	<p>IDF Application:</p> <ul style="list-style-type: none"> • The following activities help students understand human personhood by analyzing real-life situations and identifying values, choices, and relationships. They also help students describe human flourishing using indicators like health, relationships, and purpose. Overall, the activities show how human flourishing leads to a meaningful life. <p>Note to the teacher:</p> <ul style="list-style-type: none"> • The teacher will divide the class into 5 groups, distribute the scenarios, and guide the learners in analyzing how the situations reflect human personhood and human flourishing. The teacher will facilitate the presentations and the processing of insights from each group, with each group given 5 minutes. <p>IDF Application:</p> <ul style="list-style-type: none"> • The activity applies collaborative and inquiry-based learning by engaging students in analyzing real-life situations, reflecting on human personhood and flourishing, and presenting their insights through group discussion and visual presentation.
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3. What factors helped or hindered the person's growth, and what actions could improve the person's well-being and fulfillment in life?

Option 2: It's My Life!

The class will reflect on their lives by identifying real-life indicators of human flourishing, such as health, relationships, purpose, education, and personal growth. Students will list at least one strength and one area for improvement for each indicator, and briefly explain how each contributes to or hinders their personal flourishing. Afterward, selected students will share one insight with the class on how they can better achieve a meaningful and fulfilling life.

INDICATORS	STRENGTH	FOR IMPROVEMENT
Health		
Relationships		
Purpose		
Education		
Personal Growth		

Option 3: My Goal Map

Students will create a simple goal map showing how they can achieve human flourishing in their life. They will identify one personal goal for each indicator of flourishing (health, relationships, purpose, and personal growth) and briefly explain how each goal contributes to becoming a better person. After completing their goal map, selected students will share their outputs with the class.

Note to the teacher:

- The teacher will guide students in identifying and reflecting on their own life indicators of human flourishing. The teacher will facilitate brief sharing and process key insights from the activity.

Note to the teacher:

- The teacher will guide students in creating their personal goal maps, ensuring that their goals relate to human flourishing indicators. The teacher will facilitate sharing and highlight key insights from the activity.

	<p>2. Making Generalization Option 1: Poem Analysis Directions: Read and analyze the poem Invictus by William Ernest Henley by answering the 3 reflective questions below.</p> <p style="text-align: center;"><i>Invictus</i></p> <p style="text-align: center;"><i>Out of the night that covers me, Black as the pit from pole to pole, I thank whatever gods may be For my unconquerable soul.</i></p> <p style="text-align: center;"><i>In the fell clutch of circumstance I have not winced nor cried aloud. Under the bludgeonings of chance My head is bloody, but unbowed.</i></p> <p style="text-align: center;"><i>Beyond this place of wrath and tears Looms but the Horror of the shade, And yet the menace of the years Finds and shall find me unafraid.</i></p> <p style="text-align: center;"><i>It matters not how strait the gate, How charged with punishments the scroll, I am the master of my fate, I am the captain of my soul.</i></p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. How does the poem show the idea that a human person has freedom and responsibility in shaping his or her own life (human personhood)? 2. In what ways does the speaker demonstrate resilience and purpose despite suffering, and how does this relate to human flourishing? 3. What does the line “I am the master of my fate; I am the captain of my soul” suggest about the role of choice and self-determination in achieving a meaningful life? 	<p>Note to the teacher:</p> <ul style="list-style-type: none"> • The teacher will present the poem and guide students in analyzing it through reflective discussion questions. The teacher will facilitate sharing of insights and connect responses to the concepts of human personhood and human flourishing. <p>IDF Application:</p> <ul style="list-style-type: none"> • The activity applies reflective and constructivist learning by guiding students to analyze the poem, connect its message to the concepts of human personhood and flourishing, and formulate generalizations about freedom, resilience, responsibility, and self-determination in the pursuit of a meaningful life.
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	<p>Option 2: Editorial Cartoon Scrutiny Direction: Analyze the editorial cartoon in relation to human personhood and human flourishing.</p> 	<p>Note to the teacher:</p> <ul style="list-style-type: none">The teacher shall guide students to reflect on how education helps students to flourish in this life. <p>IDF Application:</p> <ul style="list-style-type: none">The activity applies visual and critical thinking strategies by engaging students in interpreting the editorial cartoon's message and drawing generalizations about human personhood and human flourishing based on the societal issues and human experiences presented.
<p>VI. ASSESSMENT (Assessing Learnings)</p>	<p>Post test Option 1: Multiple Choice Direction: Choose the letter of the correct answer.</p> <ol style="list-style-type: none">According to Aristotle, a human person is a _____. A. spiritual being B. rational animal C. social worker D. political leaderBoethius defines a person as an individual with _____. A. wealth and power B. rational nature C. physical strength D. emotional control	

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| | <p>3. For St. Thomas Aquinas, a human person has _____.
 A. fame and success
 B. perfect beauty
 C. dignity and free will
 D. political authority</p> <p>4. Immanuel Kant believes that a person should always be treated as an _____.
 A. enemy
 B. object
 C. end in himself
 D. instrument</p> <p>5. According to Karol Wojtyła, a human person is capable of _____.
 A. self-destruction
 B. self-determination
 C. dependence
 D. isolation</p> <p>6. Muhammad teaches that all humans are _____.
 A. different in value
 B. equal in dignity
 C. superior in rank
 D. competing beings</p> <p>7. Siddhartha Gautama says that all beings desire _____.
 A. power
 B. wealth
 C. happiness
 D. fame</p> <p>8. Confucius teaches that being human involves cultivating _____.
 A. wealth
 B. humaneness
 C. strength
 D. intelligence</p> <p>9. Martin Luther King Jr. believes a person truly lives when he serves _____.
 A. himself
 B. the rich
 C. others
 D. no one</p> <p>10. Jean-Paul Sartre's idea of human personhood emphasizes _____.
 A. predestination</p> |
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	<p>B. freedom and responsibility C. divine control D. social ranking</p> <p>11. Rabindranath Tagore describes human nature as primarily _____. A. political B. physical C. spiritual D. economic</p> <p>12. Laozi teaches that human beings should live in harmony with _____. A. technology B. nature and the Tao C. politics D. war</p> <p>13. Which is NOT an aspect of human flourishing? A. physical well-being B. emotional well-being C. financial domination D. social well-being</p> <p>14. Human flourishing means living a life that is _____. A. meaningful and balanced B. competitive and aggressive C. isolated and independent D. wealth-focused</p> <p>15. According to Aristotle, human flourishing is achieved through _____. A. fame B. eudaimonia (virtue and reason) C. wealth accumulation D. physical strength</p> <p>Answer Key:</p> <p>1. B – Rational animal Aristotle defines humans as rational beings who use reason to think and act.</p> <p>2. B – Rational nature Boethius says a person is an individual who possesses the ability to reason.</p> <p>3. C – Dignity and free will St. Thomas Aquinas teaches that humans have dignity and the freedom to choose.</p> <p>4. C – End in himself Kant believes a person should be valued as an end, not used as a means.</p>
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5. B – Self-determination
Wojtyła emphasizes that humans can choose and govern their own actions.
6. B – Equal in dignity
Islam teaches that all humans are equal in worth before God.
7. C – Happiness
Buddha teaches that all beings naturally seek happiness and the end of suffering.
8. B – Humaneness
Confucius highlights “ren” or humaneness as essential to being truly human.
9. C – Others
Martin Luther King Jr. emphasizes service to others as true human living.
10. B – Freedom and responsibility
Sartre believes humans are free and responsible for their choices.
11. C – Spiritual
Tagore views human nature as deeply spiritual rather than material.
12. B – Nature and the Tao
Laozi teaches harmony with nature and the natural order (Tao).
13. C – Financial domination
Human flourishing is about well-being, not dominance or wealth over others.
14. A – Meaningful and balanced
Flourishing means living a well-balanced and meaningful life.
15. B – Eudaimonia (virtue and reason)
Aristotle says flourishing is achieved through virtuous living guided by reason.

Option 2: True or False

Direction: Write TRUE if the statement is correct; otherwise, FALSE.

1. Aristotle believes that human beings are rational animals capable of thinking and reasoning.
2. According to Kant, it is acceptable to treat people as tools as long as it benefits others.
3. Boethius defines a person as an individual substance of a rational nature.
4. Human flourishing refers only to financial success and material wealth.
5. Confucius teaches that being truly human involves practicing kindness and humaneness (ren).
6. Sartre believes that humans have freedom but are also responsible for their choices.
7. Emotional, social, and moral well-being are not part of human flourishing.
8. Siddhartha Gautama teaches that all beings desire happiness and seek to avoid suffering.
9. Martin Luther King Jr. believes that a meaningful life involves serving others and working for justice.
10. Human persons flourish when they develop only physical well-being.

ANSWER KEY:

1. True
Aristotle defines humans as rational animals capable of thinking and reasoning.
2. False
Kant believes people should never be treated as mere tools, even for good purposes.
3. True
Boethius defines a person as an individual substance with a rational nature.
4. False
Human flourishing is not only about wealth but also includes overall well-being and meaning in life.
5. True
Confucius emphasizes ren (humaneness or kindness) as essential to being truly human.
6. True
Sartre teaches that humans are free and fully responsible for their choices.
7. False
Emotional, social, and moral well-being are important parts of human flourishing.
8. True
Buddha teaches that all beings seek happiness and aim to avoid suffering.
9. True
Martin Luther King Jr. emphasizes service to others and justice as part of a meaningful life.
10. False
Human flourishing involves more than physical well-being; it includes mental, social, and moral aspects.

Performance Task: Option 1: Life Guide Presentation

Create a “Life Guide Presentation” (poster, infographic, or digital slideshow) that explains human personhood and human flourishing in relation to current societal issues, such as the flood-control corruption issue in the Philippines. Explain human personhood in your own words and describe human flourishing using real-life indicators such as health, relationships, and purpose. Show how corruption and poor values affect individuals, communities, and society. Discuss how values, choices, and relationships influence human behavior and how good moral decisions can lead to a meaningful and flourishing life.

Rubric:

Criteria	Excellent	Good	Fair	Needs Improvement	Percentage
Content	Presents accurate, complete, and well-explained concepts. Demonstrates deep understanding of the topic with relevant supporting details and examples.	Presents mostly accurate concepts with adequate explanations and supporting details.	Presents limited or partially accurate concepts. Some explanations are unclear or lacking details.	Presents inaccurate or incomplete concepts with little explanation or understanding shown.	30%
Analysis	Provides insightful and thorough discussion of values, choices, and corruption. Ideas are critical, reflective, and supported by clear reasoning.	Provides clear discussion of values, choices, and corruption with reasonable analysis and examples.	Provides limited analysis. Discussion lacks depth, clarity, or supporting reasoning.	Provides minimal or unclear analysis with little connection to values, choices, or corruption.	30%
Relevance	Strongly connects the topic to real-life issues and situations using meaningful and appropriate examples.	Connects the topic to real-life issues with relevant examples.	Shows some connection to real-life issues but examples may be vague or limited.	Shows little or no connection to real-life issues.	20%
Presentation	Output is highly organized, creative, and clear. Ideas are presented neatly and effectively.	Output is organized and clear with some creativity shown.	Output shows limited organization and creativity. Some parts may be unclear.	Output lacks organization, clarity, and creativity.	20%
			TOTAL		100%

Option 2: Idol ng Bayan

Direction: Interview one person in your community who you think is living a meaningful and flourishing life (e.g., teacher, farmer, vendor, health worker, parent, or barangay worker). Prepare at least five interview questions guided by the following: ask about their daily life and work, the challenges they face, how they take care of their health and well-being, what gives them meaning or happiness in life, how their family or community supports them, what values guide their decisions, and what they believe it means to live a good and meaningful life.

After the interview, write a short reflection explaining what you learned. Describe how the person shows human personhood and human flourishing, and how their values and choices help them live a meaningful life despite challenges in the community.

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Weight
Content	Accurate and complete understanding of the topic. Key ideas are clearly explained with relevant details and examples.	Mostly accurate understanding with minor missing details or slight errors in explanation.	Basic understanding; some ideas are unclear, incomplete, or partially incorrect.	Limited or incorrect understanding; ideas are mostly inaccurate or unrelated.	30%
Interview and Analysis	Strong and insightful analysis of interview responses. Clear interpretation and identification of key ideas or patterns.	Clear analysis with some interpretation, but lacks depth in explaining insights.	Simple summary of responses with minimal analysis or interpretation.	No real analysis; responses are copied or poorly summarized.	30%
Relevance	All ideas are highly relevant and clearly connected to the topic and real-life situations.	Most ideas are relevant with few minor lapses in connection.	Some ideas are relevant, but several are weakly connected to the topic.	Ideas are mostly irrelevant or not connected to the topic.	20%
Clarity and Organization	Well-organized and easy to understand. Ideas are logically arranged with clear flow.	Generally organized with minor issues in flow or clarity.	Some organization is present but ideas may be confusing at times.	Disorganized and difficult to understand; ideas lack structure.	20%
TOTAL					100%

VII. REFLECTION <i>(Feedback and Continuous Improvement)</i>	<p>In this section, teachers are encouraged to record important observations during the teaching and learning process, such as learners' behavior, participation, engagement, and performance on assessment.</p> <p>Teachers should reflect on which strategies worked well, which parts of the lesson learners found difficult, and what adjustments should be made to address those difficulties. They should also note potential improvements for future lessons. These reflections help identify best practices and areas for improvement in instruction.</p>
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author used ChatGPT and DOLA AI in order to simplify directions, check word usage, and generate images. The author reviewed and finalized the content. The author takes full responsibility for the content of this LE.</p>

Learning Area	Human Person as Agent of Social Transformation	Lesson Exemplar	10
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I. OBJECTIVES	
A. Content Standard	<i>Learners demonstrate ways of doing Philosophy on the Human Person as an embodied being in the world, with and for others, toward human and social flourishing.</i>
B. Performance Standard	<i>Performance Standard: Learners initiate a project that promotes human and social flourishing.</i>
C. Learning Competencies	<i>Recognize the importance of applying the ways of doing Philosophy on the Human Person as an embodied being in the world, with and for others, toward human and social flourishing</i>
II. REFERENCES and MATERIALS <i>(Selecting Resources and Materials)</i>	<p>BOOKS</p> <p>Adler, Mortimer J. 1982. <i>The Paideia Proposal: An Educational Manifesto</i>. New York: Macmillan Publishing Co.</p> <p>Brameld, Theodore. 1950. <i>Education for the Emerging Age: Newer Ends and Stronger Means</i>. New York: Harper & Brothers.</p> <p>Counts, George S. 1932. <i>Dare the School Build a New Social Order?</i>. New York: John Day Company.</p> <p>Freire, Paulo. 1970. <i>Pedagogy of the Oppressed</i>. New York: Continuum.</p> <p>Hutchins, Robert M. 1936. <i>The Higher Learning in America</i>. New Haven: Yale University Press.</p> <p>Ornstein, Allan C., and Francis P. Hunkins. 2003. <i>Curriculum: Foundations, Principles, and Issues</i>. 4th ed. Boston: Allyn & Bacon.</p> <p>Ornstein, Allan C., and Daniel U. Levine. 2008. <i>Foundations of Education</i>. 10th ed. Boston: Houghton Mifflin.</p> <p>Sadker, David M., and Karen R. Zittleman. 2007. <i>Teachers, Schools, and Society: A Brief Introduction to Education</i>. 8th ed. New York: McGraw-Hill.</p> <hr/> <p>ONLINE RESOURCES</p> <p>Fiveable. 2025. "Major Philosophical Perspectives in Education." Retrieved May 26, 2026, from https://fiveable.me/introduction-education/unit-2/major-philosophical-perspectives-education/study-guide/EXohYC6ZRlxARnDf.</p> <p>Lumen Learning. 2025. "Philosophical Perspectives of Education." SUNY-HVCC Education 106. Retrieved May 26, 2026, from https://courses.lumenlearning.com/suny-hvcc-education106/chapter/5-3-philosophical-perspective-of-education/.</p>

	<p>Navedo Aponte, Hector. 2024. "Educational Philosophies." Retrieved May 26, 2026, from https://www.hectornavedoaponte.com/educational-philosophies-perennialism-essentialism-progressivism-and-reconstructionism.</p> <p>Social Sci LibreTexts. 2025. "What is the Difference Between Teacher-Centered vs. Student-Centered Philosophies?" Retrieved May 26, 2026, from https://socialsci.libretexts.org/Bookshelves/Education_and_Professional_Development/Foundations of Education and Instructional Assessment (Kidd et al.)/02%3A Educational Philosophy/2.05%3A What is the difference between teacher-centered vs. student-centered philosophies.</p> <p>University of Arkansas Libraries. 2026. "What is an Educational Philosophy?" <i>Introduction to Education</i>. Retrieved May 26, 2026, from https://uark.pressbooks.pub/introductiontoeducation/chapter/educational-philosophies/.</p> <p>Wikipedia. 2025. "Educational Perennialism." Last modified June 20, 2025. https://en.m.wikipedia.org/wiki/Educational_perennialism.</p>	
III. CONTENT (Sequencing Content)	<p><i>Human Person as Agent of Social Transformation</i></p> <p>-Philosophies of Education on Human Flourishing</p> <p>-The Filipino as a Thinker, Learner, and Social Change Agent</p>	
IV. OBJECTIVES (Setting Clear Objectives and Analyzing the Tasks)	<ol style="list-style-type: none"> 1. Recognize the importance of applying the ways of doing philosophy in various life and social situations to achieve a flourishing life 2. Explain how the human person can develop and contribute to human flourishing and become an agent of social transformation, as framed in the philosophies of education. 3. Demonstrate commitment to lifelong learning and critical thinking as foundations for sustainable social transformation 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge</p> <p>Option 1: This Is Me!</p> <p>Direction:</p> <p>A. Form 4 -5 groups in the class.</p> <p>B. In your groups, draw a picture illustrating how you envision yourselves 20 years from now. Afterward, explain why you aspire to become this version of yourselves.</p> <p>Guide Questions:</p>	<p>Note to Teacher:</p> <ul style="list-style-type: none"> • This activity lets the learners visualize and present their ideal future selves 20 years from now through drawings and group explanation. By sharing their vision, learners begin to realize that their personal goals are part of a

	<ol style="list-style-type: none"> 1. What are your future selves like in 20 years? 2. What values or goals guide you in choosing these future selves? 3. How will your future person help your family or community? 4. What do you need today to become this person tomorrow? 5. How is this related to living a flourishing life? <p>Option 2: Then and Now Direction: A. Form 4 -5 groups in the class. B. Work in groups. Make two separate drawings</p> <ul style="list-style-type: none"> • Drawing 1: Who are you today? • Drawing 2: Who do you hope to be? Choose someone you want to emulate in the future. <p>C. Discuss: How will your education and values help in achieving the dream?</p> <p>Guide questions:</p> <ol style="list-style-type: none"> 1. How would you describe yourself right now: your strengths, qualities, values, or things you are proud of? 2. What qualities, achievements, or values of this person do you admire most? Why? 3. How will becoming this person help you live a good, meaningful, and flourishing life? 	<p>bigger concept, human flourishing, which involves growing as a person, developing one’s potential, and contributing to the good of others and the community.</p> <p>IDF Relevance</p> <ul style="list-style-type: none"> • The IDF scaffolding here is "implicit"—the teacher does not yet introduce philosophical terms but creates the experiential foundation upon which Perennialism ("timeless values") and Essentialism ("necessary skills") will later be mapped. <p>Note to Teacher:</p> <ul style="list-style-type: none"> • This activity asks learners to compare who they were in the past and who they are now. It helps them realize that growth and change are natural parts of being human and are key steps toward living well and fully. <p>IDF Relevance</p> <ul style="list-style-type: none"> • This activity uses experiential learning and personal reflection. It builds understanding from the learners’ own stories and experiences — they construct
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B. Establishing the Purpose of the Lesson

Option 1: My Ways

Directions:

Read each word carefully and rate its level of importance in achieving human flourishing or a meaningful and fulfilled life. Use a scale of **1 to 3**, where:

- **1** = Not Important
- **2** = Moderately Important
- **3** = Extremely Important

Check your rating in the corresponding column and be prepared to briefly explain your answers.

Keys to Human Flourishing	3	2	1
Happiness			
Success			
Relationships			
Contribution			
Knowledge			
Purpose			
Wealth			
Health			
Power			
Virtue			

Guide questions:

1. Which items did you rate as “Extremely Important (3)”?
Why do you consider these most essential for a meaningful and fulfilled life?
2. Which items did you rate as “Moderately Important (2)”?
Why are they important but not the most essential?
3. Which item did you rate as “Not Important (1)”?
Why do you think it will not lead to real human flourishing?

meaning first, before formal concepts are introduced.

Note to Teacher

- This activity guides learners to reflect deeply on their priorities and explain why they value some things more than others in achieving human flourishing
- After hearing the responses from the learners, the teacher provides feedback that there is no single “correct “ranking- what matters most is that you have clear, strong reasons for what you believe.

IDF Relevance

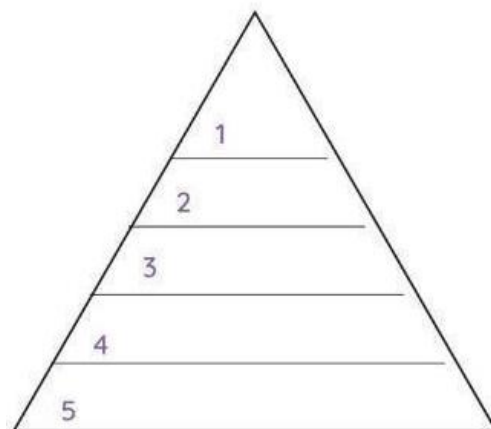
- This activity operationalizes the IDF “values clarification” model (Raths, Harmin, & Simon, 1966).

4. Based on your ratings, what is the most important lesson about what it truly means to flourish as a human person?

Option 2: My Pyramid of Priorities

Direction:

1. Form groups of 4-5 members.
2. Draw a large pyramid with 5 levels on a bond paper.
3. Decide among members the priorities for Human Flourishing.
4. Place the next most important values upward, step by step.



Guide Questions:

1. What are the 5 priorities/values your group chose for the pyramid? Why did you select these?
2. Which value did you place at the top (Level 1 -highest priority)? Why do you consider it the most important for living a flourishing life?
3. How can you apply these priorities in your daily life?

**C. Instituting
New
Knowledge**

3. Presenting Examples
Option 1: Vision

Listen to this song entitled “One Day” by Matisyahu
<https://www.youtube.com/watch?v=03bHHEkbZsw>

Guide Questions:

1. What are the societal problems mentioned in the lyrics of the song?
2. What are the causes of these problems in society?
3. Can the ways of philosophy help improve the cited situation?

Option 2: What Do I See? What Can I Do?

Direction:

1. Look carefully at the pictures.

A.



Note to Teacher:

- The activity in Option 1 uses the song “One Day” by Matisyahu as a medium to help learners identify real-world issues, understand their root causes, and reflect on how philosophical thinking can guide one to solutions and better ways of living.
- Option 2 uses visual materials, such as pictures, to help learners observe, analyze, and interpret situations or problems in society, and then consider possible responses.

IDF Relevance:

- Both activities exemplify IDF's "multimodal meaning-making" (Mayer, 2009):
- The IDF for both activities is an "inquiry-based learning" framework that is operationalized through three levels of questioning: (1) Literal comprehension (identifying problems); (2) Inferential analysis (causes); (3) Evaluative synthesis
- (philosophical solutions).

B.



C.



2. What specific problem or situation is shown in the picture?
3. Why do you think this problem happens?
4. How does this problem relate to human flourishing?

Sources:
Picture A:

https://cdn.pixabay.com/photo/2024/02/23/17/58/ai-generated-8592554_1280.jpg

Picture B

<https://live-production.wcms.abc-cdn.net.au/>

Picture C

<https://www.reforest.com/blog/wpc-content/uploads/2024/12/Major-Environmental-Challenges-of-2025.webp>

2. Discussing New Concept

This is the explicit teaching or guided exploration of the lesson's key ideas. It includes defining terms, explaining relationships, using models or analogies, and encouraging learner interaction.

Option 1. Unlocking Terms: Match Column A to the definition of the terms in Column B

Column A	Column B
1. Perennialism	a. The “Mastery Power Up.”
2. Essentialism	b. Timeless wisdom
3. Social Reconstruction	c. The “Change-Maker.”
4. Philosophical Analysis	d. The “Clear Thinking.”
5. Progressivism	e. The Experience Philosophy

Educational Philosophies & Concepts

A. **Perennialism (Timeless wisdom)**

-Perennialism comes from the word *perennial*, meaning “lasting for a long time” or “everlasting.” This philosophy believes that the most important truths, knowledge, and values are universal, unchanging, and applicable to all people across all the time, cultures, and generations. It argues that human nature is constant, so education should focus on what is enduring rather than what is temporary or trendy.

Note to Teacher:

- This section introduces and explains key philosophies of education: Perennialism, Essentialism, Social Reconstructionism, Progressivism, and Philosophical Analysis. Through a matching task and guided discussion, learners will define each concept, understand its core focus, and explicitly explore how each philosophy contributes to human flourishing (personal growth, fulfillment, and well-being) and social flourishing (betterment, progress, and justice in the community and society). It connects educational ideas to real life, showing that education is not just about learning, but about building a good life and a better world.

- The key answers are as follows:

- 1.b. Timeless wisdom
2. a. The “Mastery Power Up”
- 3.c. The “Change-Maker”
- 4 d. The “Clear Thinking
- 5.e. The “Experience Philosophy”

	<p>“Timeless wisdom” fits perfectly because Perennialism prioritizes knowledge and values that have stood the test of time — ideas that were important centuries ago and remain important today. It teaches that wisdom is not something new or changing, but something we discover, preserve, and pass on from one generation to another.</p> <hr/> <p>B. Essentialism (The “Mastery” “Power Up”)</p> <p>-Essentialism focuses on teaching the essentials — the basic knowledge, skills, and competencies that every person must have to function effectively and productively in society. It is rooted in the belief that schools should equip learners with fundamental tools needed for life, work, and citizenship. Unlike Perennialism, it is open to including modern subjects, but only those that are essential and practical.</p> <p>- The “Mastery / Power Up” terms describe the philosophy’s main goal: to give learners the necessary foundation and proficiency. Essentialism aims to equip students with the essential knowledge and skills to make them capable, competitive, and ready for real life. The focus is on mastering what is necessary and useful.</p> <hr/> <p>C. Social Reconstructionism (The “Change-Maker”)</p> <p>-Social Reconstructionism views education as the most powerful tool to address social problems, correct injustices, and rebuild society into a better, more just, and humane place. It believes that society is flawed — marked by inequality, poverty, conflict, and discrimination — and that schools should actively work to change and improve social conditions rather than just preserve or transmit existing cultures.</p>	<p>IDF Relevance:</p> <ul style="list-style-type: none"> • This activity applies to IDF's "explicit instruction" principle (Archer & Hughes, 2011) for foundational vocabulary. The "tagline" definitions serve as mnemonic devices—linguistic "handles" that make abstract terms memorable through metaphor and alliteration (Levin, 1981)
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	<p>The label “The Change-Maker” captures the very essence of the philosophy: it produces individuals who do not just accept the world as it is but work to improve it. A “change-maker” is someone who identifies problems, proposes solutions, and takes action — exactly what Social Reconstructionism aims to develop in every learner. It connects education directly to social responsibility and nation-building.</p> <hr/> <p>D. Philosophical Analysis (The “Clear Thinking”)</p> <p>-Philosophical Analysis is also called Analytic Philosophy in education. It does not focus on what knowledge to teach, but rather on how we think, how we use language, and how we clarify ideas. It argues that many problems in education, society, and life arise from confusion, unclear language, vague concepts, and a lack of logical thinking. Its main goal is to bring clarity and precision to our thoughts and expressions.</p> <p>“Clear Thinking” is the perfect description because Philosophical Analysis is all about removing confusion and ambiguity. It trains the mind to be precise, logical, and sharp. “Clear thinking” means understanding exactly what you know, what you mean, and what you believe — and being able to explain it clearly to others. It is the foundation for all sound learning and reasoning.</p> <p>E. Progressivism-(The Experience Philosophy)</p> <p>Progressivism is a learner-centered educational philosophy that believes education is life itself, not just preparation for life. It is called “Experiential Philosophy” because it builds all learning from experience and action. It believes that education is the</p>	
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	<p>most powerful tool for changing, improving, and transforming society.</p> <p>Source: Ornstein, A. C., & Levine, D. U. (2008). <i>Foundations of Education</i> (10th ed.). Houghton Mifflin. (Chapters on educational philosophies: Perennialism, Essentialism, Social Reconstructionism, and Analytic Philosophy)</p> <p>Option 2: Case Study</p> <p>Direction: Select from the box the educational philosophy manifested in each situation below:</p> <table border="1"> <tr> <td>Perennialism</td><td>Progressivism</td><td>Essentialism</td></tr> <tr> <td>Social Reconstruction</td><td>Philosophical Analysis</td><td></td></tr> </table> <p>1. The teacher notices that her Grade 7 students frequently engage in conflicts and dishonest behavior. To help develop their moral character, she allotted 10 minutes each day in discussing timeless stories, classic sayings, and moral lessons. After each story, she asks questions such as: “<i>What lesson can we learn from this?</i>” and “<i>Why is this truth important to people in every generation?</i>”</p> <p>2. The teacher observes that students often struggle in making moral decisions, such as whether telling the truth is always necessary. During the lesson, she presents real-life dilemmas and encourages learners to examine their ideas through questions like: “<i>Is lying ever acceptable?</i>” and “<i>How do we know if an action is right or wrong?</i>” She then asks students to explain and analyze the reasons behind their answers.</p> <p>3. The teacher observes that her Grade 8 students have difficulty in reading comprehension and basic mathematical skills. To address this, she focuses her lessons on <i>fundamental subjects</i> such as reading, writing, mathematics,</p>	Perennialism	Progressivism	Essentialism	Social Reconstruction	Philosophical Analysis		<p>Note to Teacher: In this activity, learners analyze real classroom situations and identify the four educational philosophies being applied. It allows them to connect theoretical concepts to actual teaching practices and explicitly recognize how each philosophy contributes to human flourishing (by shaping character, building skills, or developing thinking) and social flourishing (by promoting values, justice, or improvement in the community).</p> <p>IDF Relevance:</p> <ul style="list-style-type: none"> • This case study applies to IDF's "near transfer" principle (Perkins & Salomon, 1992)—applying newly learned concepts to slightly varied but recognizable contexts (classroom teaching scenarios).
Perennialism	Progressivism	Essentialism						
Social Reconstruction	Philosophical Analysis							

	<p>science, and discipline. She also emphasizes values like punctuality, responsibility, and respect.</p> <p>4. The teacher notices that Grade 11 students show little concern for environmental issues and proper waste disposal. Believing that <i>education should help improve society</i>, she integrates lessons on environmental responsibility and encourages learners to participate in recycling campaigns and waste segregation programs through the YES-O and SSLG organizations.</p> <p>5. A teacher notices that her Grade 8 students find Science lessons boring and difficult to understand. Instead of just lecturing from the textbook, she brings them to the school garden. She lets them plant seeds, observe growth, record changes, and solve problems like “Why are some plants dying?” or “How can we make them grow better?” Students work in groups, discuss, experiment, and learn by doing. She tells them, “We learn best when we experience and discover things on our own.”</p> <p>3. Developing Mastery</p> <p>In this part, learners will engage in guided and independent practice activities to reinforce the concept. This may include drills, problem-solving, application tasks, or peer collaboration. This is the explicit teaching or guided exploration of the lesson's key ideas. It includes defining terms, explaining relationships, using models or analogies, and encouraging learner interaction.</p> <p>Option 1: Discovery Path</p> <p>Direction. Students will work in 4 small groups. Each group is assigned to one philosophy of education, completes a specific task related to it, and then shares the work with the class.</p>	<ul style="list-style-type: none"> Key answers for Option 2: Case Study <ol style="list-style-type: none"> Perennialism Essentialism Social Reconstruction Philosophical Analysis Progressivism <p>Note to Teacher:</p> <ul style="list-style-type: none"> The activity is a guided and independent practice designed to help learners deepen their understanding of the five educational philosophies. The class is divided into four small groups; each group is assigned one specific philosophy, given a focused task, and becomes “experts” on that concept, with clear, meaningful ideas connected to real life.
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	<p>Group 1: Perennialism Focus: Timeless truths, values, and developing rational thinking Task:</p> <p>Read this short story: “Once, a young person asked a wise elder: ‘What is the most important thing to learn in life?’ The elder replied: ‘To know what is good, to love what is good, and to do what is good. This is the same for everyone, everywhere, and always.’”</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What timeless truth or value is expressed in the story? 2. Why do you think this truth remains important to people regardless of time, culture, or place? 3. How can understanding and practicing this truth help a person achieve a meaningful and flourishing life? 4. What is one concrete way you can practice this value in your daily life as a student? <p>Prepare a 2-minute presentation sharing your answers and one way you can practice this value daily.</p> <p>Group 2: Essentialism</p> <p>Focus: Mastering basic knowledge, skills, and discipline as foundations for life</p> <p>Task: 1. Imagine you are preparing to live independently and help your family and community.</p> <p>Task 2: List 3 essential skills and 2 essential values that you think every person must learn well.</p> <p>Task :3. Explain why you chose these — how do they serve as the "basic tools" for you to succeed, be capable, and live well?</p>	<p>IDF Relevance:</p> <ul style="list-style-type: none"> • This activity exemplifies IDF's "expert group/jigsaw" cooperative learning (Aronson et al., 1978) with expert groups and teaching groups. Each group becomes the "class expert" on one philosophy, creating positive interdependence and individual accountability.
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	<p>Task: 4 Discuss: How does mastering these skills and values help you reach your full potential?</p> <p>Prepare a 2-minute presentation showing your list and explanations.</p> <p>Group 3: Philosophical Analysis Focus: Critical thinking, examining ideas, and reasoning to make wise choices</p> <p>. Read this situation: “You found a wallet with money inside, but no name or ID. No one saw you pick it up. What would you do?”</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What possible actions can you take in this situation? 2. What values are involved in each possible action? (e.g., honesty, fairness, kindness, responsibility) 3. Which choice do you think is the most ethical? Explain your reasoning clearly. 4. Why is it important to think carefully before making moral decisions? 5. How can critical thinking help you become a more responsible and better person? <p>Prepare a 2-minute presentation showing your analysis and final decision.</p> <p>Group 4: Social Reconstructionism Focus: Identifying social issues, taking action, and building a better society</p> <p>Task: 1. Think of one small problem in your school or community (e.g., littering, noise, lack of plants, unkind behavior).</p>	
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	<p>Task 2. Answer the following:</p> <ol style="list-style-type: none"> What is the problem, and how does it affect people's lives? What can students like you do to help solve or improve it? How will solving this problem help everyone live better and happier lives? <p>Task: 2. Plan a simple 1-step action you can do together.</p> <p>Prepare a 2-minute presentation explaining the problem and your proposed action.</p> <p>Sharing and Reflection (Whole Class) After all groups present, answer these questions together:</p> <ol style="list-style-type: none"> How is each philosophy different from the others? In what ways do all of them aim to help people grow and flourish? Which approach do you think is most useful for you? Why? <p>Option 2: Compare and Distinguish</p> <p>Direction:</p> <p>Answer the following questions to show you understand the differences among the five educational philosophies:</p> <ol style="list-style-type: none"> What is the main difference between Perennialism and Essentialism? How is Analytic Philosophy different from the other four philosophies? Which philosophy is most concerned with solving problems and changing society? Why? 	<p>Note to Teacher:</p> <ul style="list-style-type: none"> This activity aims to help learners analyze, compare, and distinguish the core beliefs and approaches of the 5 major educational philosophies. Allow learners to choose their preferred visual format (chart, diagram, mind map, or table) in answering the activity.
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		IDF Relevance: Encourages Critical & Comparative Thinking: learners analyze, classify, and relate ideas, moving from simple knowledge to deeper understanding.
D. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application In this stage, learners apply what they have learned to real-life or simulated scenarios, problems, or tasks. This involves transferring knowledge and skills into authentic contexts and will serve as scaffolding for the performance task.</p> <p>Option 1: Live Life</p> <p>Direction: Read the scenario carefully.</p> <ol style="list-style-type: none"> 1. Identify the core educational problem or challenge. 2. Analyze the scenario through the lens of each given educational philosophy (Perennialism, Social Reconstructionism, Philosophical Analysis, Essentialism). 3. Propose a practical application or solution for the scenario, clearly indicating which philosophy primarily informs your approach and why. You may combine elements if you justify your choice <p>Scenario 1: The Disengaged High Schooler</p> <p>A senior high school in an urban area is experiencing student disengagement. Many students feel that subjects like history and literature are not relevant to their lives. As a result, they show low participation in class, poor attendance, and declining academic performance.</p>	<p>Note to Teacher:</p> <ul style="list-style-type: none"> • Scenario 1 (disengagement) tests the learner's ability to diagnose root causes (curriculum relevance vs. student motivation) and prescribe philosophically informed interventions. <p>IDF Relevance:</p> <ul style="list-style-type: none"> • The IDF "perspective-taking" requirement—analyzing through all four lenses before proposing a solution—develops "cognitive flexibility" (Spiro et al., 1987) and prevents premature closure. The "primary philosophical basis" requirement ensures learners engage in "committed relativism" (Perry, 1970)—recognizing multiple valid perspectives while making reasoned choices.

	<p>Most lessons are taught through lectures and textbook-based activities, with little connection to real-life situations. Students become less interested because they do not see the importance or application of what they are learning.</p> <p>The school administration is now looking for ways to improve teaching strategies and make learning more meaningful and engaging for students</p> <ul style="list-style-type: none"> • Perennialist Approach: • Social Reconstructionist Approach: • Philosophical Analysis Approach: • Essentialist Approach: • Progressivist Approach: • Proposed Solution (with primary philosophical basis): <p>Option 2: The Ideal Agent of Transformation</p> <p>Direction</p> <p>A. Select a person: choose a national hero, a famous leader, a well-known personality, or any person admired for good deeds and contributions.</p> <p>B. Study his/her character, education, values, way of thinking, and actions.</p> <p>C. Identify which qualities or practices are developed and enhanced as guided by the educational philosophies of Perennialism, Essentialism, Social Reconstructionism, and Philosophical Analysis:</p> <p>Guide Questions:</p>	<p>Note to Teacher:</p> <ul style="list-style-type: none"> • The teacher encourages learners to synthesize the five educational philosophies by imagining or identifying a person who embodies all of them. Learners will analyze the person's characteristics, values, actions, and contributions, then explain how they brought positive change to society. • The teacher explains why each philosophy is linked with the qualities needed for transformation.
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	<ol style="list-style-type: none"> 1. Who is this person? 2. What does he/she know, value, think, and do? 3. How did he/she transform society? <p>2. Making Generalization</p> <p>In this phase, the learners will draw conclusions or summarize the key takeaways from the lesson. It can be done through discussions, reflective questions, or concept mapping.</p> <p>Option 1:"PHILOSOPHICAL EDUCATION AND TRANSFORMATION"</p> <p>Direction:</p> <p>A: Grouping Divide the class into 4 small groups. Assign one philosophy to each group.</p> <p>B: Task for Each Group will answer the following guide questions. Write your answers on a Manila paper or activity sheet.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Based on what you know about your assigned philosophy, what specific qualities, skills, or values does it help develop in a person? 2. How do these developed qualities make a person capable of bringing about change or transformation? 3. What generalization can you make about the role of this philosophy in shaping someone to become an agent of positive change? 	<p>IDF Relevance:</p> <ul style="list-style-type: none"> • This activity acts as scaffolding for the final generalization <p>Note to Teacher:</p> <ul style="list-style-type: none"> • The generalization aims to help students leave with transferable principles for becoming strong agents of transformation, not just memorized definitions. <p>IDF Relevance:</p> <ul style="list-style-type: none"> • The three guide questions follow the "SOLO taxonomy" (Biggs & Collis, 1982): (1) Unistructural (identifying single qualities); (2) Multistructural (relating qualities to change capacity); (3) Relational (synthesizing into generalization about agency).
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	Rubric:				
	Criteria	Excellent (4pts)	Good (3pts)	Satisfactory (2pts)	Needs Improvement (1pt)
	Content and Understanding	Shows deep understanding	Shows good understanding	Shows basic understanding	Little understanding
	Connection to Transformation	Clearly links philosophy to specific qualities, and explains exactly how these lead to positive change, using clear examples	Links philosophy to change well; explains the connection, but with fewer examples and less detail.	Make a basic connection	Does not connect philosophy to transformation
	Organization & Structure	Presentation flows logically	Good flow; has clear parts, but some ideas jump or are not well arranged	Somewhat disorganized	Very disorganized
	Presentation Skills	Engaging; uses simple, clear language to answer questions	Mostly engaging; clear language; answers basic questions correctly.	Hard to follow, struggles to answer questions	Not engaging; very hard to understand; cannot answer the questions

	<p>Option 2 Community Outreach Program</p> <p>Direction:</p> <p>A. Choose a barangay, identify its needs, and organize a suitable community project.</p> <p>B. Prepare an action plan and secure an approved permit from the School Head and Barangay Captain.</p> <p>C. Conduct the activity, document the whole process, and submit a complete report.</p> <p>D. Use the template below for the action plan</p> <table><tr><th>Activity</th><th>Objective</th><th>Schedule</th><th>Recipient</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>E. Fill in this Commitment Form by writing what promise to develop in yourself, based on any of the four philosophies. Sign it as your personal pledge.</p> <p style="text-align: center;">My Commitment</p> <p>I, _____</p> <p>_____</p> <p>_____</p> <p>_____.</p> <p>_____</p> <p>Name & Signature</p> <p>Conclusion:</p> <p>The teacher makes a generalization statement to wrap up the lesson:</p>	Activity	Objective	Schedule	Recipient									<p>Note to Teacher:</p> <ul style="list-style-type: none">● Supervise the learners as they conduct the outreach program and ensure their safety.● The teacher will facilitate reflective questions for the learners and encourage them to create a commitment form to become agents of social transformation.● The Commitment Form serves as both the product and the evidence of learning. It demonstrates comprehension of the philosophies and the learner’s ability to translate them into actionable commitments.● The teacher may encourage the student to create his/her own narrative design, which serves as a commitment form. <p>IDF Relevance:</p> <ul style="list-style-type: none">● It is rooted in constructivist and experiential learning theories, which hold that learners build knowledge and skills most effectively through direct experience, real-world problem-solving, and active engagement with their environment.
Activity	Objective	Schedule	Recipient											

	<p>"All these philosophical approaches work together to transform a person into an agent of positive change. Perennialism gives us the values and wisdom to know what is right, essentialism gives us the skills and discipline to do what is needed, philosophical analysis gives us the ability to think and decide wisely, and social reconstructionism gives us the motivation and action to improve our community. Therefore, philosophical education prepares us to be people who can change ourselves for the better and change the world around us for the good of all</p>	<ul style="list-style-type: none"> • It also integrates project-based learning principles, ensuring that learning is contextualized, meaningful, and produces tangible outputs. The design prioritizes both skill development and social responsibility, aligning with educational goals of civic competence and community engagement.
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VI. ASSESSMENT (Assessing Learnings)

This section will serve as a culminating assessment intended to evaluate the entire unit, including both the Content Standard and the Performance Standard.

Option 1: Assessment 1

Directions: Write a 500-word My Personal Educational Philosophy. Your essay will be guided by this question:

1. Which among the four educational philosophies will guide you as a Filipino student and as a citizen?

Criteria	Excellent (20–25 points)	Proficient (14–19 points)	Basic (8–13 points)	Needs Improvement (0–7 points)
Content & Relevance (Response to the question)	Clearly identifies the chosen philosophy and provides a deep, meaningful explanation of why it is the best guide as a student and citizen. Strong connection to Filipino identity and values.	Identifies the chosen philosophy and explains its application. Relates ideas to being a student/citizen but lacks depth or specific examples.	Identifies the philosophy, but the explanation is vague or general. Connection to Filipino identity is weak or unclear.	Fails to clearly identify a philosophy or answer the question. Content is irrelevant or off-topic.
Understanding of Philosophy (Knowledge of concepts)	Demonstrates a thorough and accurate understanding of the chosen philosophy. Clearly distinguishes it from other philosophies and accurately explains its core principles.	Shows a good understanding of the philosophy. Core principles are explained correctly, but comparison with other philosophies is limited.	Basic understanding of the philosophy. Some concepts may be misunderstood or explained incorrectly.	Little to no understanding of the philosophy. Concepts are misrepresented or missing.
Organization & Structure (Flow of ideas)	Ideas are logically arranged with a clear introduction, body, and conclusion. Smooth transitions between paragraphs; the essay flows naturally and coherently.	Has a clear structure and logical flow. Transitions between ideas are present but could be smoother.	Structure is inconsistent or disorganized. Ideas jump around; the introduction or conclusion may be weak or missing.	No clear structure or organization. Ideas are scattered and difficult to follow.
Writing Style & Language (Grammar, clarity, tone)	Language is clear, precise, and appropriate. Tone is formal yet engaging. Grammar, spelling, and punctuation are correct throughout.	Language is clear and mostly correct. Minor errors in grammar or spelling, but the meaning is not affected.	Language is simple or repetitive. Several errors in grammar and spelling that sometimes distract the reader.	Language is confusing or informal. Many grammatical and spelling errors make the text hard to understand.

Word Count & Development (Depth and length)	Meets the 500-word requirement. Ideas are fully developed, well-explained, and rich in detail.	Meets the required length or is very close. Ideas are developed, but could be more detailed or expanded.	Significantly shorter or longer than required. Ideas are underdeveloped or too brief.	Does not meet the length requirement. Ideas are very brief or incomplete.
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Option 2: Multiple Choice

Directions: Read each item carefully and select the best answer.

- Which educational philosophy believes that education should focus on enduring truths and the unchanging nature of humans and the world, emphasizing the cultivation of the intellect?
A. Essentialism B. Perennialism C. Social Reconstructionism D. Philosophical Analysis
- Teacher A believes that the primary goal of education is to transmit the basic knowledge, skills, and values that are essential for the functioning of society. Which philosophy does Teacher A adhere to?
A. Essentialism B. Perennialism C. Progressivism D. Philosophical Analysis
- This philosophy views education as a tool for changing the social order and addressing societal problems. It posits that schools should prepare students to become active agents of social change and reform.
A. Essentialism B. Progressivism C. Social Reconstructionism D. Realism
- Which philosophy emphasizes that human beings are not just products of society, but are transformative agents who have the power to reconstruct and improve their environment?
A. Perennialism B. Social Reconstructionism C. Essentialism D. Idealism
- A curriculum designed under this philosophy emphasizes learning through experience, problem solving, collaboration, and activities that connect classroom lessons to real-life situations and the interests of learners.
A. Essentialism B. Existentialism C. Perennialism D. Progressivism
- Which philosophy uses logic and critical thinking to clarify concepts, meanings, and language, aiming to eliminate ambiguity and confusion in educational discourse?
A. Social Reconstructionism B. Essentialism C. Philosophical Analysis D. Perennialism

7. A teacher brings students to the community to interview residents, observe problems, and design small solutions. This practice follows which philosophy?
 A. Philosophical Analysis B. Essentialism C. Progressivism D. Perennialism
8. Under Perennialism, the aim of education is to:
 A. Prepare students for specific jobs and careers.
 B. Discover the truth and ensure the preservation of culture
 C. Train students to reconstruct society immediately. D. Analyze the meaning of educational terms
9. Which statement best describes the role of the learner according to Social Reconstructionism?
 A. The learner is a passive recipient of knowledge.
 B. The learner is an individual who must adapt to the existing norms.
 C. The learner is a future leader and change-maker who shapes the future of humanity.
 D. The learner is a mind that needs to be filled with facts and information.
10. Which philosophy is primarily concerned with the "how" we define terms and concepts, rather than the "what" or "why" of educational values?
 A. Philosophical Analysis B. Essentialism C. Perennialism D. Social Reconstructionism

ANSWER KEY

1. B (Perennialism)
2. A (Essentialism)
3. C (Social Reconstructionism)
4. B (Social Reconstructionism)
5. D (Progressivism)
6. C (Philosophical Analysis)
7. C (Social Reconstructionism)
8. C (Progressivism)
9. C (Social Reconstructionism - highlights the transformative role)
- 10.A (Philosophical Analysis)

<p>VII. REFLECTION <i>(Feedback and Continuous Improvement)</i></p>	<p>In this section, teachers are encouraged to record important observations during the teaching and learning process, such as learners' behavior, participation, engagement, and performance on assessment.</p> <p>Teachers should reflect on which strategies worked well, which parts of the lesson learners found difficult, and what adjustments should be made to address those difficulties. They should also note potential improvements for future lessons. These reflections help identify best practices and areas for improvement in instruction.</p>
<p>VIII. USE OF GENERATIVE AI</p>	<p>In preparing this Learning Exemplar (LE), the author(s) used Dola in order to formulate meaningful activities for the lesson, Grammarly for correction of text grammar, and Kimi for framing the annotation. The author reviewed and finalized the content. The author takes full responsibility for the content of this LE.</p>