

ACADEMIC ELECTIVE



Learning Activity Sheets for Introduction to Philosophy of the Human Person

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If you have feedback on the LAS, please accomplish this form, which may be accessed through the following link: <https://bit.ly/sshsfeedbackform>.

Table of Contents

Lesson Activity Sheet 1: Western and Eastern Beginnings of Doing Philosophy	1
Lesson Activity Sheet 2: Branches and Importance of Philosophy	9
Lesson Activity Sheet 3: Doing Philosophy:.....	17
Lesson Activity Sheet 4: Philosophical Analysis	27
Lesson Activity Sheet 5: Ways of Doing Philosophy.....	34
Lesson Activity Sheet 6: The Human Person as Embodied Being in the world	43
Lesson Activity Sheet 7: Human Personhood:	52
Lesson Activity Sheet 8: The Human Person as Being With and for Others	58
Lesson Activity Sheet 9: The Meaning of Human Personhood	67
Lesson Activity Sheet 10: Human Person as Agent of Social Transformation	74

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	1
Lesson Title/Topic:	Western and Eastern Beginnings of Doing Philosophy

I. Activity No. 1: Think, Reflect, and Decide

II. Objective: At the end of the activity, you should be able to explain the meaning of philosophy and its nature.

III. Materials Needed: pen and paper

IV. Instructions: Read each action and complete the table below by writing what you should consider before making a decision.

ACTION	WHAT SHOULD YOU CONSIDER?
1. Your friends invite you to skip studying and play online games instead before an examination.	
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.	

Guide Questions:

1. How can careful thinking and questioning help you make better decisions in the situations above?

2. Why is it important to reflect on your actions before making a choice?

3. How do the situations show that philosophy involves critical thinking and wise decision-making in everyday life?

4. In what way does philosophy help a person distinguish between right and wrong choices?

5. How do reason and reflection influence the decisions you make in daily life?

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	1
Lesson Title/Topic:	Western and Eastern Beginnings of Doing Philosophy

I. Activity No. 2: Situational Analysis

II. Objective: At the end of the activity, you should be able to determine which situation illustrates philosophical questioning, reasoning, reflection, truth-seeking, or wisdom.

III. Materials Needed: pen and paper

IV. Instructions: Read each situation and determine which philosophical concept it illustrates: questioning, reasoning, reflection, truth-seeking, or wisdom. Explain your answer.

SITUATION	PHILOSOPHICAL CONCEPT
1. A senior high learner thinks deeply about why honesty is important, even when telling the truth may hurt someone.	
2. A learner compares different online sources to verify the accuracy of a viral social media post.	
3. An artist spends quiet time reflecting on inner peace and balance in life.	
4. A punong barangay shares life lessons about respect and living a meaningful life.	
5. A learner carefully examines evidence and logical arguments before making a decision.	

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	1
Lesson Title/Topic:	Western and Eastern Beginnings of Doing Philosophy

I. Activity No. 3: All About Philosophy

II. Objective: At the end of the activity, you should be able to compare Western and Eastern beginnings of doing philosophy.

III. Materials Needed: pen and paper

IV. Instructions:

Activity: Read the following text and answer the questions that follow.

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 philo (love) and sophia (wisdom), which together mean "love of wisdom."

The Branches of Philosophy

Classical Branches investigate fundamental questions about existence, knowledge, value, and truth.

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.

D. **Aesthetics** – It examines the nature of beauty, art, taste, sensory perception, and the principles of value judgements, addressing whether beauty is objective or subjective.

E. **Logic** – Investigates the scope, nature, and justification of logical systems, examining the fundamental concepts of truth, validity, and inference.

Branches of Applied Philosophy apply theoretical, ethical, and logical frameworks to practical, real-world issues.

- Philosophy of Sports
- Philosophy of Law
- Bioethics
- Philosophy of Education

Expanding our Philosophical Frames: Western and Eastern Beginnings of Doing Philosophy

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.

- A. **Pre-Socratic Philosophers** – Ancient Greek thinkers (e.g., Thales, Anaximander, Anaximenes, Heraclitus, etc.) who focused on cosmology and identifying the fundamental substance of reality.
- B. **Sophists** – Itinerant intellectuals and teachers who taught rhetoric, politics, and virtue for high fees. They believe that truth is relative.
- 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).
- 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.
- 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.

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.

- 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 that 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, righteousness, and proper rituals to create a stable, ordered society.

The Filipino Philosophy

1. Loob: Holistic and Interior dimensions

- 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.

2. Filipino Thought and Values: Positive and Negative Aspects

- Filipinos believe in utang na loob, which is reciprocating debts of gratitude between superiors and subordinates.

Guide Questions:

1. When making decisions, do you rely more on facts, feelings, or both? Why?

2. As a learner, how do your experiences with reality, right and wrong decisions, learning, reasoning, and ideas of beauty shape your understanding of philosophy in everyday life?

3. Have you ever experienced intuition (a “gut feeling”) that turned out to be correct?

4. As a Filipino, how can philosophy help you make better decisions as a learner and as a person?

5. 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 to your own experiences and culture? Explain using examples from your life or community.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	1
Lesson Title/Topic:	Western and Eastern Beginnings of Doing Philosophy

I. Activity No. 4: Photo Essay

II. Objective(s): At the end of the activity, you should be able to recognize philosophy as a path to discovering truth through concept-building.

III. Materials Needed: pen and paper

IV. Instructions: 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.



Guide Questions:

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?

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	2
Lesson Title/Topic:	Branches and Importance of Philosophy

I. Activity No. 1: Four Corners - Moral Decision Line

II. Objective: At the end of the activity, you will be able to explain the importance of philosophy in everyday life by reflecting on moral decisions and personal beliefs.

III. Materials Needed: activity notebook, pen or pencil, printed or digital copy of the activity guide

IV. Instructions:

In this activity, you will reflect on a moral situation and express your personal opinion about it. Since this activity will be done at home, you may imagine the "Four Corners" in your own space or write your chosen answer in your notebook.

1. Read the statement below carefully:
"Doing the right thing is always easy."
2. After reading the statement, choose the response that best matches your opinion:
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
3. Write your chosen answer in your notebook. Then explain why you chose that response by sharing your own experiences, observations, or beliefs. You may also discuss your answer with a family member or friend at home to hear different perspectives before completing your response.
4. After reflecting, answer the guide questions below using complete sentences. Be honest and thoughtful in expressing your ideas. There are no right or wrong answers as long as you can explain your reasoning clearly.

Guide Questions:

- a. What experiences or situations influenced your position on the statement?
 - b. How can personal values, culture, or society affect a person's understanding of what is right or wrong?
 - c. Should people still do what is morally right even when it is difficult or unpopular? Explain your answer.
5. Finally, write a short reflection (3-5 sentences) about what you realized regarding moral decision-making and the importance of philosophy in everyday life.

6. Congratulations on completing this activity! Keep up your curiosity and critical thinking as you move on to exploring the different branches of philosophy. I am confident that you will continue to do well, enjoy the journey ahead, and learn with enthusiasm.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	2
Lesson Title/Topic:	Branches and Importance of Philosophy

I. Activity No. 2: I am a Branch

II. Objective: At the end of the activity, you will be able to identify the different branches of philosophy and explain how each branch relates to real-life experiences and human thinking.

III. Materials Needed: activity notebook, pen or pencil, printed or digital copy of the activity guide

IV. Instructions:

In this activity, you will explore the different branches of philosophy by reflecting on simple yet meaningful questions about everyday life. Imagine that each branch of a tree represents one branch of philosophy, with each one containing a question that philosophers often consider.

1. Read each question carefully and answer it based on your own understanding, experiences, beliefs, or reasoning. You do not need to worry about having a "perfect" answer. What matters most is your ability to explain your thoughts clearly and honestly.
2. After answering each question, read the explanation provided for the branch of philosophy connected to it. As you go through the activity, try to notice how philosophical questions are related to your daily experiences, decision-making, and understanding of the world.
3. You may write your answers in complete sentences in your notebook or activity sheet. If possible, you may also discuss your ideas with a family member or friend at home to gain different perspectives.
4. Please answer only the questions written in italics. The questions found under the "About the Branch" section are provided only as guides for understanding and discussion, so you do not need to answer them.

Branch 01 - Ethics

Question: *Is it ever right to lie to protect a friend?*

After answering the question, reflect on how people decide what is right or wrong in difficult situations.

About the Branch: Ethics examines moral principles and human behavior. It helps people determine what is good, fair, just, and morally acceptable in different situations. It seeks to answer questions such as:

1. What is right and wrong?
2. How should people act toward others?

Branch 02 - Metaphysics

Question: *Do human beings possess a soul?*

Think deeply about human existence, identity, and beliefs about life.

About the Branch: Metaphysics explores the fundamental nature of reality, existence, and being. It encourages people to reflect on the nature of human life and the world around them. It seeks to answer questions such as:

1. What is reality?
2. What does it mean to exist?

Branch 03 - Epistemology

Question: *How do we determine whether something is true?*

Consider how people gather information, form beliefs, and verify facts.

About the Branch: Epistemology studies the nature, sources, and limits of knowledge. It helps people evaluate information, question truth claims, and understand how knowledge is formed. It seeks to answer questions such as:

1. What is knowledge?
2. How do people acquire and verify knowledge?

Branch 04 - Logic

Question: *If all humans are mortal and Juan is a human, is Juan mortal?*

Think about how conclusions are formed using reasoning and evidence.

About the Branch: Logic studies the principles of correct reasoning and sound argumentation. It helps people analyze ideas systematically and avoid faulty reasoning. It seeks to answer questions such as:

1. What makes reasoning correct or valid?
2. How can we determine whether an argument is logical or illogical?

Branch 05 - Aesthetics

Question: *What makes a painting beautiful?*

Reflect on how people appreciate beauty, creativity, and art in different ways.

About the Branch: Aesthetics studies beauty, art, and human appreciation of sensory experiences. It helps people understand how emotions, meaning, and creativity are expressed through art. It seeks to answer questions such as:

1. What is beauty?
2. What is art, and how is it appreciated?
5. After completing all five branches, write a short reflection (3-5 sentences) answering this question: *How do the branches of philosophy help you better understand yourself, other people, and everyday life situations?*
6. Congratulations, learner! You did a great job exploring the different branches of philosophy. I am confident that you will continue to do well as you apply these philosophical ideas to your personal experiences and real-life situations.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	2
Lesson Title/Topic:	Branches and Importance of Philosophy

I. Activity No. 3: Philo-Quest: Reality Run Challenge

II. Objective: At the end of the activity, you will be able to apply philosophical thinking in analyzing personal experiences and real-life situations using the different branches of philosophy.

III. Materials Needed: activity notebook, pen or pencil, printed or digital copy of the activity guide, Philo-Quest card

IV. Instructions:

Welcome to the *Philo-Quest: Reality Run Challenge*! In this activity, you will explore how philosophy connects to your everyday experiences, choices, and understanding of the world. You will answer reflective questions related to the five major branches of philosophy: Ethics, Metaphysics, Epistemology, Logic, and Aesthetics.

1. Imagine that your "Philo-Quest Card" is your personal guide to exploring life's important questions. As you answer each part, try to connect your ideas to real situations you encounter as a senior high school learner, a family member, a friend, and a member of society.
2. Read each question carefully and answer honestly using complete sentences. Your responses do not need to be long, but they should clearly explain your thoughts and reasoning.

Your Philo-Quest Challenge. Answer the following reflection questions in your notebook or activity sheet.

- a. How can the different branches of philosophy help you analyze and respond to real-life challenges you encounter as a senior high school learner?
 - b. In what ways does philosophical thinking guide you in making informed decisions and understanding everyday situations more deeply?
 - c. Why is it important to consider multiple perspectives when reflecting on personal experiences and social issues? How can this improve your judgment and understanding?
3. After answering the questions, review your responses and identify which branch of philosophy is most connected to each answer. You may briefly explain why you chose that branch.
 4. If possible, share your answers with a family member, friend, or classmate through chat or online discussion. Compare your ideas and observe how people may think differently about the same issue.

5. Finally, write a short reflection (3-5 sentences) answering the question below:
What did you realize about the importance of philosophy in understanding yourself, other people, and the challenges you face in everyday life?
6. Remember: Philosophy is not only about deep thinking; it is also about learning how to make better decisions, understand others, and reflect meaningfully on life experiences.
7. You did an excellent job analyzing personal experiences and real-life situations using the different branches of philosophy. Keep up your energy and passion for learning as you complete the final activity. Good luck!



Philo-Quest Card



Learner's Name: _____ Date: _____ Grade Level and Section: _____

1 How can the different branches of philosophy help you analyze and respond to real-life challenges you encounter as a senior high school student?

2 In what ways does philosophical thinking guide you in making informed decisions and understanding everyday situations more deeply?

3 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?

4 Key Concept Similarities 

5 Key Concept Differences 




LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	2
Lesson Title/Topic:	Branches and Importance of Philosophy

I. Activity No. 4: Philo in My World Map

II. Objective: At the end of the activity, you will be able to explain the importance of philosophy in daily life by relating philosophical thinking to personal and social experiences.

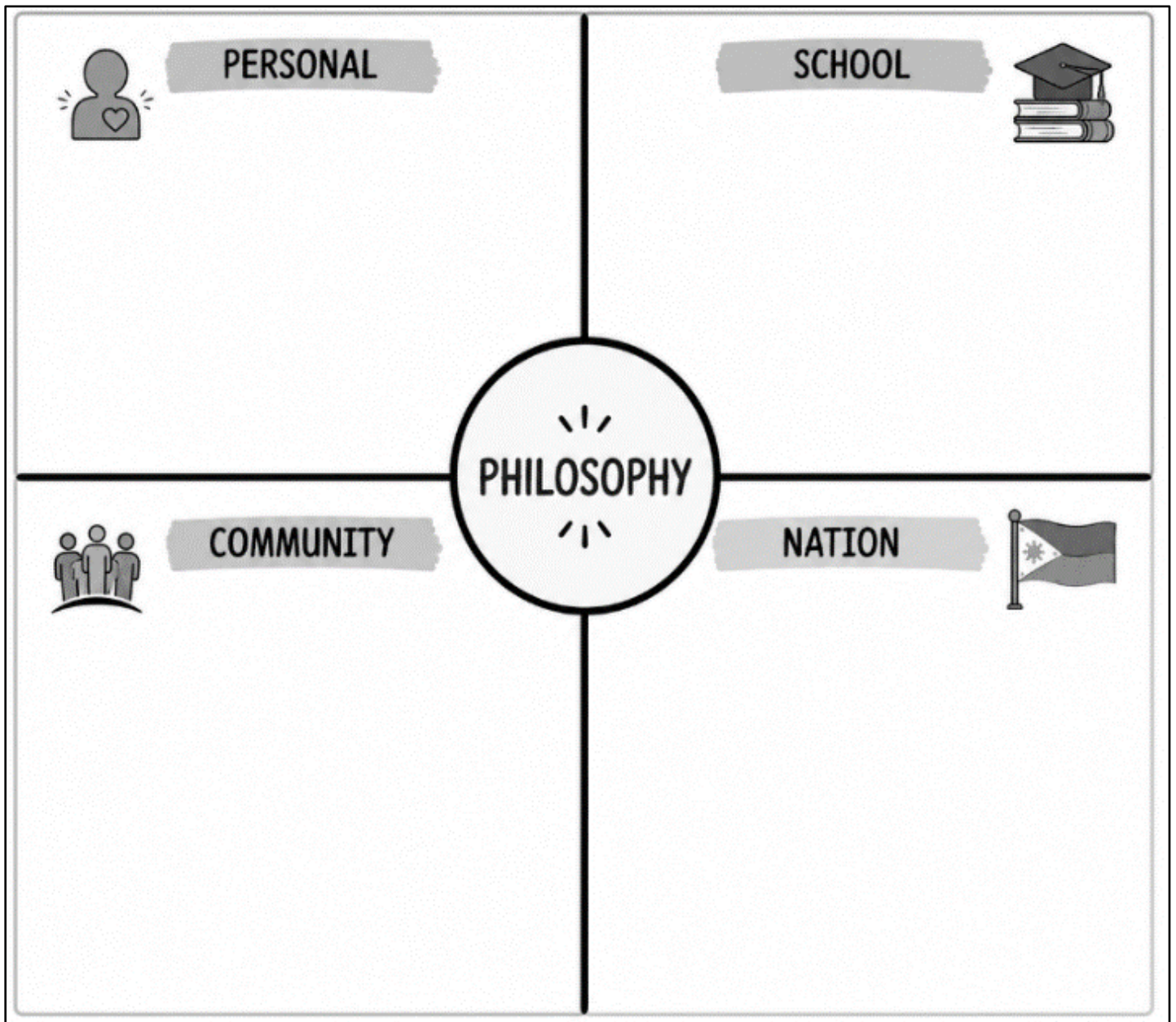
III. Materials Needed: activity notebook, pen or pencil, printed or digital copy of the activity guide, Philo Map

IV. Instructions:

In this activity, you will create your own "*Philo in My World Map*" to discover how philosophy is connected to different parts of your everyday life. You will reflect on experiences, decisions, and situations where philosophical thinking helps you understand yourself, other people, and society more deeply.

1. Imagine your life map as being divided into four parts, or quadrants:
 - a. Personal
 - b. School
 - c. Community
 - d. Nation
2. You may draw the map in your notebook or use a printed or digital template provided for you.
3. For each quadrant, think of at least one real-life situation where philosophical thinking is present. These situations may involve decision-making, responsibility, fairness, truth, values, relationships, or social issues. Here are some example situations to guide your thinking:
 - a. Making responsible choices at home
 - b. Handling academic pressure or peer influence in school
 - c. Respecting rules and helping others in the community
 - d. Forming opinions about national issues or current events
4. After identifying the situations, explain briefly how philosophy influences your thinking, choices, or behavior in each area. You may connect your answers to the branches of philosophy, such as Ethics, Logic, Epistemology, Metaphysics, or Aesthetics, whenever possible.
5. Write your answers in complete sentences and make your responses personal and meaningful. There are no fixed answers because each learner may have different experiences and perspectives.
6. If possible, share your completed world map with a family member, friend, or classmate through chat or online discussion. Compare your ideas and observe how philosophical thinking can guide people in different ways.

7. Finally, answer the reflection question below in 3-5 sentences: *How does philosophy help you become a more thoughtful and responsible person in your daily life as a learner, family member, and citizen?*
8. Congratulations on completing this activity. As your teacher, I am proud that you have learned the competencies related to the different branches of philosophy and understood the importance of philosophy in everyday life. Good luck on your next journey as you continue learning to distinguish truth from opinion.



LEARNING ACTIVITY SHEET (LAS)

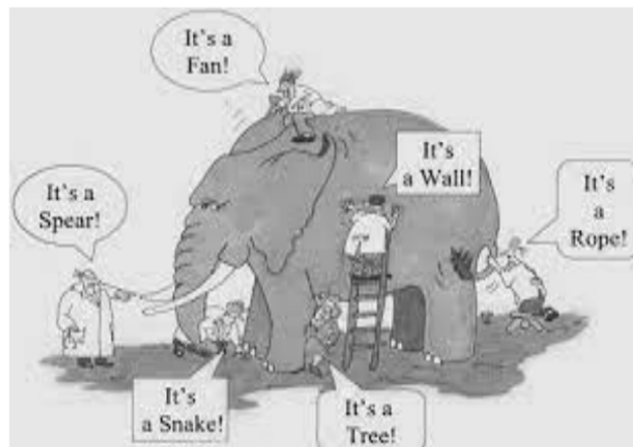
Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	3
Lesson Title/Topic:	Doing Philosophy: <ul style="list-style-type: none">• Differentiating Truth and Opinion• Differentiating Scientific or Factual Truth from Philosophical Truth

I. Activity No. 1: The Six Blind Men and the Elephant

II. Objective: At the end of the activity, you should be able to explain how philosophizing leads to wisdom through reflection and analysis of real-life experiences.

III. Materials Needed: pen and paper

IV. Instructions: Read the poem, The Six Blind Men and the Elephant, and answer the questions that follow.



The Six Blind Men and the Elephant

It was six men of Indostan
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The First approached the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the Elephant
Is very like a wall!"

The Second, feeling of the tusk,
Cried, "Ho! What have we here?
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an Elephant
Is very like a spear!"

The Third approached the animal,
And happening to take
The squirming trunk within his hands, Thus boldly up and spake:
"I see," quote he, "the Elephant
Is very like a snake!"

The Fourth reached out an eager hand, And felt about the knee.
"What most this wondrous beast is like Is mighty plain," quote he;
"'Tis clear enough the Elephant
Is very like a tree!"

The Fifth who chanced to touch the ear, Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan!"

The Sixth no sooner had begun
About the beast to grope,
Than, seizing on the swinging tail
That fell within his scope,
"I see," quote he, "the Elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right
And all were in the wrong!

So oft in theologic wars
The disputants, I ween,
Rail on in utter ignorance
Of what each other mean,
And prate about an Elephant
Not one of them has seen!

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?

5. How can individuals apply the lessons from the story in their personal lives?

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	3
Lesson Title/Topic:	Doing Philosophy: <ul style="list-style-type: none"> • Differentiating Truth and Opinion • Differentiating Scientific or Factual Truth from Philosophical Truth

I. Activity No. 2: Who Am I?

II. Objective: At the end of the activity, you should be able to identify key philosophical terms, such as logic, inquiry, argument, epistemology, and the concepts of validity and invalidity.

III. Materials Needed: pen and paper

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

Logic	Philosophizing	Epistemology
Valid		Argument

- "I am the guide to correct reasoning. I am the formal study of how to reason correctly and avoid mistakes."
Answer: _____
- "I am a seeker on a mission. I am the process of looking for information or trying to understand a new concept."
Answer: _____
- "I am the structure of reasoning. I am the set of statements and reasons that work together to support a conclusion."
Answer: _____
- "I am the 'Big Think.' I am what you are doing when you sit down to ponder life's deepest questions."
Answer: _____
- "I am a broken bridge. I am the term used when your reasoning is incorrect, flawed, or simply does not hold up."
Answer: _____
- "I am the mapmaker of the mind. I am the branch of philosophy that asks, 'How do we know what we know?'"
Answer: _____
- "I am the gold standard. I am the term for reasoning that is logically valid and sound."
Answer: _____

8. "I am the architect's blueprint. I am a system of ideas used to explain how or why something works."

Answer: _____

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: _____

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: _____

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	3
Lesson Title/Topic:	Doing Philosophy: <ul style="list-style-type: none">• Differentiating Truth and Opinion• Differentiating Scientific or Factual Truth from Philosophical Truth

I. Activity No. 3: The Truth Sorting Challenge

II. Objective: At the end of the activity, you should be able to differentiate between scientific and factual truth and philosophical truth.

III. Materials Needed: pen and paper

IV. Instructions: Categorize each of the following statements as either scientific/factual or philosophical. Then provide a brief justification for your choice.

1. **Statement:** The Earth revolves around the Sun.

Category: _____

Justification: _____

2. **Statement:** A life lived only for oneself is not a meaningful life.

Category: _____

Justification: _____

3. **Statement:** Freedom is the most beautiful thing in life.

Category: _____

Justification: _____

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	3
Lesson Title/Topic:	Doing Philosophy: <ul style="list-style-type: none">• Differentiating Truth and Opinion• Differentiating Scientific or Factual Truth from Philosophical Truth

I. Activity No. 4: The Correct Reaction

II. Objective: At the end of the activity, you should be able to evaluate situations by applying the theories of truth to distinguish between opinion and truth.

III. Materials Needed: pen and paper

IV. Instructions: Read the conversation below and answer the following questions.

Blurred Lines

Rhod: Did you hear about what happened between Angel and her boyfriend?

Mark: What happened?

Rhod: They had a huge fight last night. Angel called me up. She was crying, and she said that Mike hit her.

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 her and was accusing him of seeing another girl.

Rhod: No! Angel said it was Mike who started to hit her, and she had to defend herself!

Questions:

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?

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	3
Lesson Title/Topic:	Doing Philosophy: <ul style="list-style-type: none">• Differentiating Truth and Opinion• Differentiating Scientific or Factual Truth from Philosophical Truth

I. Activity No. 5: The Truth Tracker - Dissecting News and Views

II. Objective: At the end of the activity, you should be able to evaluate statements in a news article by applying the theories of truth to distinguish between fact and opinion.

III. Materials Needed: pen and paper

IV. Instructions: Identify the facts and opinions presented in the article. Then determine how you will verify the facts and evaluate the opinions presented.

PH Heading to Low-Growth Era, No Longer Attractive to Foreign Investors-Economist

Marilyn Cahatol

ABS-CBN News

Published January 30, 2026, 12:01 PM PHT

MANILA - The Philippines may be heading to its low-growth era as investors are no longer attracted to invest in the country following the massive flood control corruption scandal, an economist said Friday.

"I think the numbers kind of need to wake us up with the fact that we need new growth drivers for the Philippine economy, and we seem to be heading into a low-growth era already," economist and UP professor JC Punongbayan told ANC's Headstart.

The Philippines recorded a 4.4 percent expansion in 2025, far below the June projection of 5.5 to 6.5 percent, which was already a downgrade that accounted for the imposition of US tariffs and "global uncertainties." This is the slowest non-pandemic pace in 14 years.

Punongbayan stressed that the Philippine economy's growth heavily depends on investor sentiment, which has dipped sharply since late last year following the exposé of the multibillion-peso flood-control corruption issue.

"They're in a wait-and-see mode. They're waiting to see that the government credibly addresses the corruption scandal and actually holds to account people who are responsible for the scandal to begin with," he said.

This, aside from the various opportunities investors see in other countries, particularly in Vietnam, which has grown by eight percent in 2025, said Punongbayan.

"So apart from the short-run problems when it comes to the growth momentum, I'm afraid that we seem to be losing our competitiveness in the region," he said.

"Unfortunately, because of the high uncertainties in the Philippine economy, the weak governance, the weak rule of law, we're not turning out to be a terribly attractive destination for these investments," he added.

The economist also noted that the "hundreds" of permits required by the government of the Philippines became a "major turnoff" for investors.

At present, the economy's best shot is the service sector, Punongbayan said.

Guide Questions:

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. For the opinions identified, what is the background of the author? How might the author's expertise, experience, or possible perspective influence the opinions expressed?
3. Based on the balance of facts and opinions, is the article's primary purpose to inform, persuade, or entertain?

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	4
Lesson Title/Topic:	Philosophical Analysis

I. Activity No. 1: Agree or Disagree Side

II. Objective: Discuss different kinds of philosophical analysis, such as generic-type analysis, differentiation-type analysis, and conditions-type analysis.

III. Materials Needed: pen and paper, blackboard, and chalk

IV. Instructions: Carefully consider whether you agree or disagree with the given statement. Provide a reasonable justification for your answer.

Use the following guide questions as you develop your explanation:

- *“Why do you think that?”*
- *“Can you give an example?”*

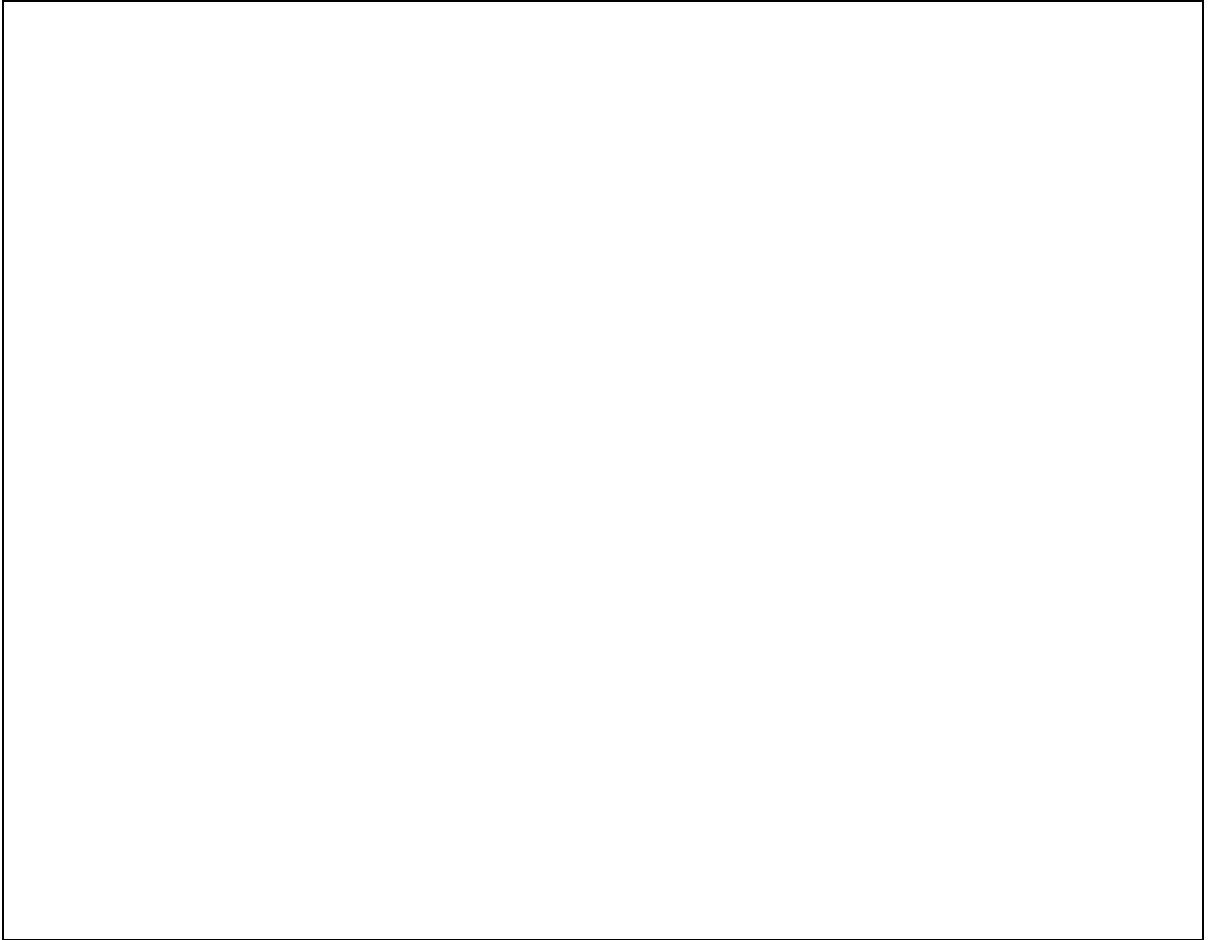
Statements:

- *“All opinions are acceptable.”*

- “Experience is the best teacher.”

- “We should question everything.”

- “Feelings are more important than reason.”



LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	4
Lesson Title/Topic:	Philosophical Analysis

I. Activity No. 2: Thought-Provoking Activity

When expressing our thoughts and ideas, it is important to communicate them clearly. It is no doubt that a clear and well-informed presentation of an idea begins with the clarity of our thoughts and the concepts we present. If, for instance, we present a set of concepts that subtly contain similar or contrasting features or elements, it is vital to establish a preliminary conceptual analysis of them.

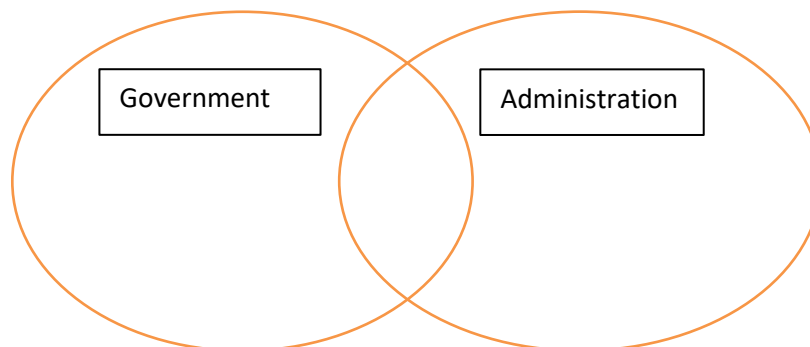
II. Objectives:

- Discuss different kinds of philosophical analysis, such as generic-type analysis, differentiation-type analysis, and conditions-type analysis.
- Demonstrate philosophical analysis to examine statements, arguments, or situations.

III. **Materials Needed:** pen and paper, blackboard, and chalk

IV. **Instructions:** Read the scenario below. Use a Venn Diagram to compare administration and government by identifying their differences, similarities, and essential elements. Write your answers in the appropriate sections of the diagram on one whole sheet of paper. Then, explain why these two concepts are often confused.

Scenario: In the Philippines, some news outlets unintentionally conflate the concepts of “government” and “administration” in their headlines or news content.



LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	4
Lesson Title/Topic:	Philosophical Analysis

I. Activity No. 3: Distinguishing the Difference

II. Objectives:

- Discuss different kinds of philosophical analysis, e.g., generic-type analysis, differentiation-type analysis, and differentiation-type analysis.
- Demonstrate philosophical analysis to examine statements, arguments, or situations.

III. Materials Needed: pen and paper

IV. Instructions: Read the two situations below. Consider the questions that follow and write your answers on one whole sheet of paper.

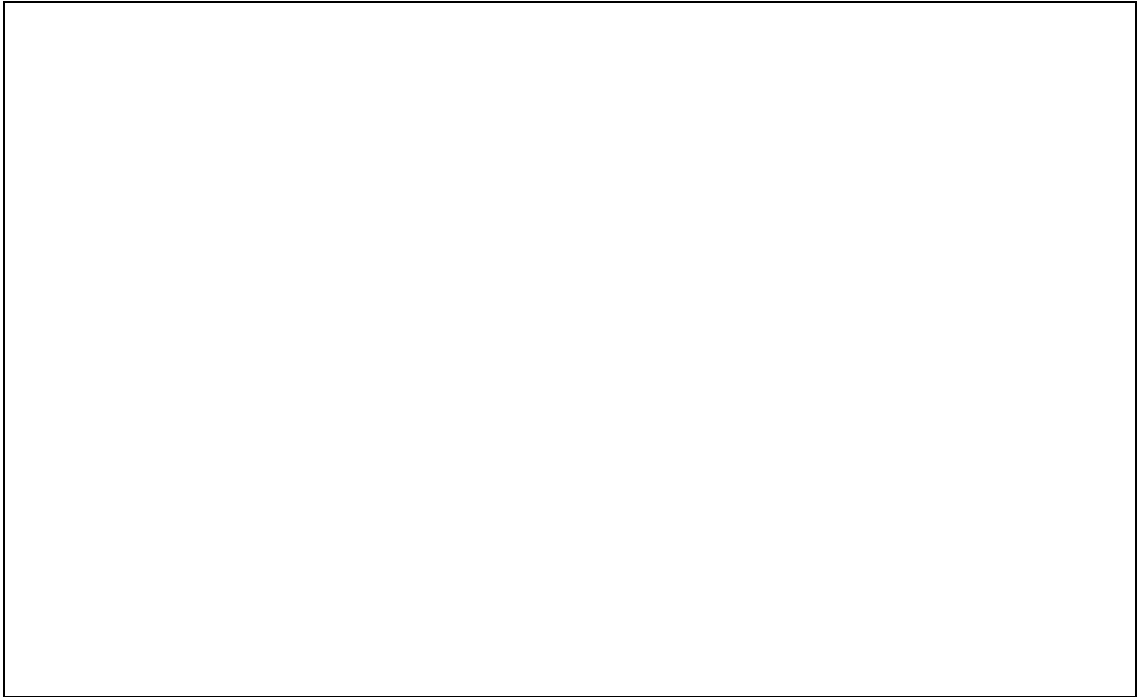
Scenario A: A Taekwondo instructor shouts, "Routine!" Without hesitation, every learner immediately drops and performs five roundhouse kicks. The instructor says, "I have successfully taught them discipline."

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.

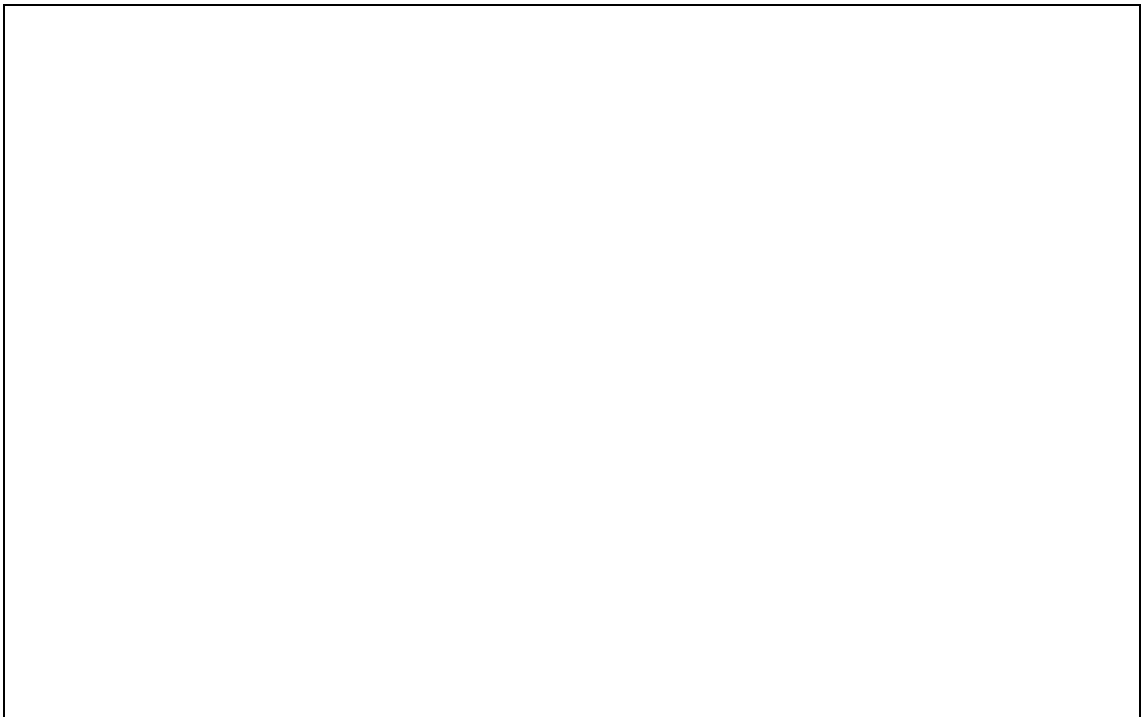
Guide Questions:

1. Is there any difference between Scenarios A and B?

2. What makes Scenario B different from Scenario A?



3. Which scenario better represents authentic teaching, A or B?



LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	4
Lesson Title/Topic:	Philosophical Analysis

I. Activity No. 4: Essay Writing

II. Objective: Apply philosophical analysis to real-life situations in order to understand social issues and make well-informed decisions.

III. Materials Needed: pen and paper

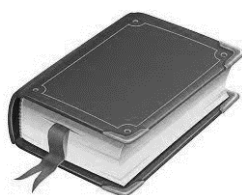
IV. Instructions: Read the illustrative scenario below. Reflect on it, then write a four- to five-sentence response on one whole sheet of paper.

Scenario: If human beings were incapable of analysis, the following could happen: (Consider the possible consequences if human beings lacked the ability to analyze.)"

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	5
Lesson Title/Topic:	Ways of Doing Philosophy: Philosophical Abstraction and Philosophical Reflection

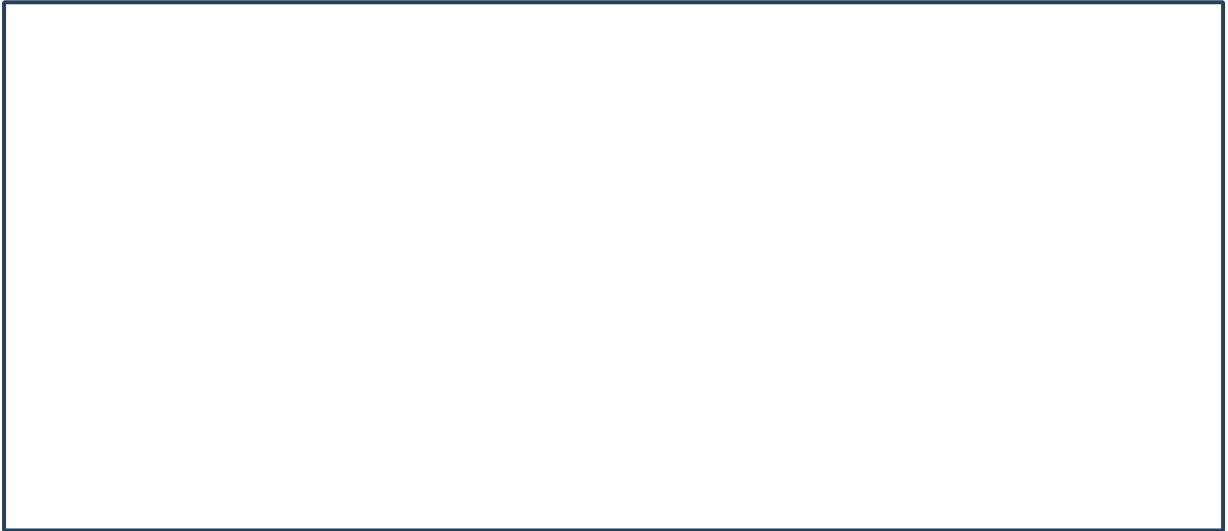
- I. Activity No. 1: Abstract it!**
- II. Objective:** At the end of the activity, you will be able to identify the general principles abstracted from different objects.
- III. Materials Needed:** pen and paper
- IV. Instructions:** Look at the pictures below. Analyze the three objects shown and answer the questions that follow.



Guide Questions:

1. What do you think does each object represent?

2. What do you think is the symbolic meaning of each object?



3. How can you relate your interpretation to your own experience?



LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	5
Lesson Title/Topic:	Ways of Doing Philosophy: Philosophical Abstraction and Philosophical Reflection

I. Activity No. 2: Situational Analysis

- II. Objective:** At the end of the activity, you will be able to explain how simple life experiences can reveal deeper meanings and valuable insights through philosophical abstraction and reflection.
- III. Materials Needed:** pen and paper
- IV. Instructions:** Read the short story below. Analyze it and answer the questions that follow.

The Broken Vase

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.

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.

When his parents arrived home, Marco admitted what had happened. His mother became sad, not 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.

Guide Questions:

1. What is the main problem in the story?

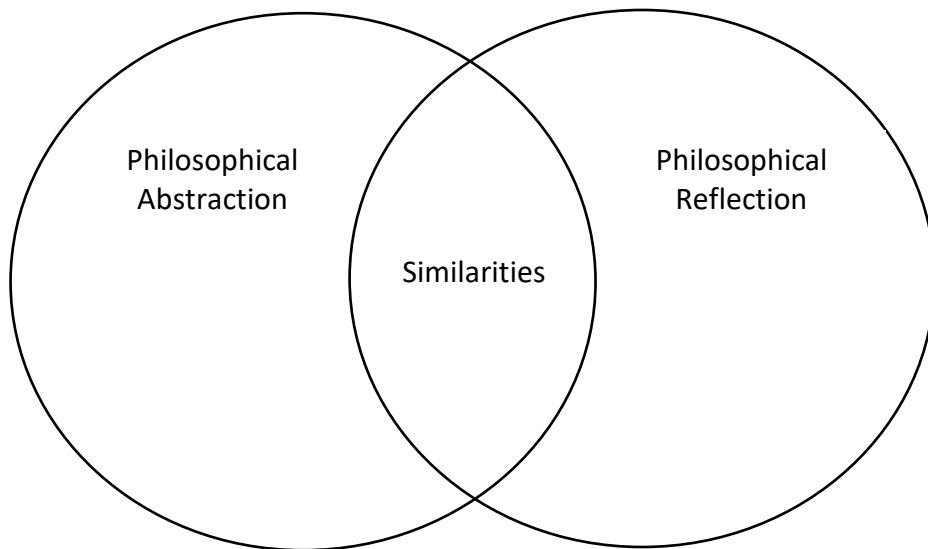
2. What does the vase symbolize in the story?

3. If you were Marco, what realization would you gain from the story?

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	5
Lesson Title/Topic:	Ways of Doing Philosophy: Philosophical Abstraction and Philosophical Reflection

- I. Activity No. 3: Venn Diagram**
- II. Objective:** At the end of the activity, you will be able to compare philosophical abstraction and philosophical reflection by identifying their unique characteristics, similarities, and roles in philosophical thinking.
- III. Materials Needed:** pen and paper
- IV. 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 their respective circles. In the overlapping section, write the similarities shared by both concepts.

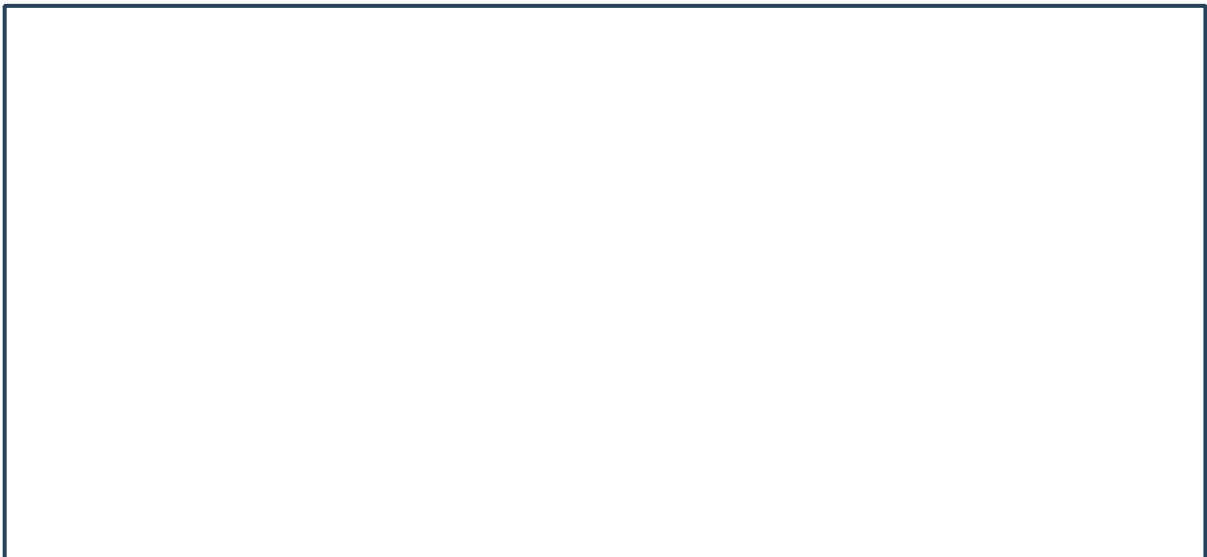


Guide Questions:

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.



LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	5
Lesson Title/Topic:	Ways of Doing Philosophy: Philosophical Abstraction and Philosophical Reflection

I. Activity No. 4: Philosophy in Action

- II. Objective:** At the end of the activity, you will be able to apply philosophical analysis, abstraction, and reflection in examining a real-life experience or social issue to uncover deeper meanings, assumptions, values, and realizations.
- III. Materials Needed:** pen and paper, rubric
- IV. Instructions:** Briefly narrate or present a real-life experience, issue, or observation related to the academic pressure that some students experience. Then, answer the questions that follow by applying philosophical analysis, philosophical abstraction, and philosophical reflection.

- **Philosophical Analysis**

- What is the main issue or problem in the situation?

- What philosophical concepts are connected to the issue?

- **Philosophical Abstraction**

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

- **Philosophical Reflection**

- What did you learn from analyzing the situation or experience?

- **How can philosophical thinking help people make better decisions?**

Rubric

Criteria	Excellent <i>5 points</i>	Proficient <i>4 points</i>	Developing <i>3 points</i>	Beginning <i>2 points</i>	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					

LEARNING ACTIVITY SHEET

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	6
Lesson Title/ Topic:	The Human Person as Embodied Being in the world (<i>zoon logon, pagkatao</i>)

I. Activity: “MIRROR REFLECTION” – Day 1

II. Objective(s):

At the end of the activity, the learners are expected to explain the human person as an embodied being by reflecting on how their thoughts, feelings, choices, and physical body work together in shaping who they are.

III. Materials Needed:

- Hand mirror or printed mirror image
- Pen or pencil
- Reflection paper or activity sheet
- Manila paper/cartolina (optional for sharing)

IV. Instructions:

Look at yourself in the mirror quietly for 1–2 minutes. Think deeply about who you are beyond your physical appearance. Answer the guide questions honestly in the space provided below. Write your answers in 3–5 sentences for each question. During the face-to-face class discussion, be prepared to share your reflection when called on. Listen respectfully while your classmates share their insights.



Guide Questions:

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?

LEARNING ACTIVITY SHEET

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	6
Lesson Title/ Topic:	The Human Person as Embodied Being in the world (<i>zoon logon, pagkatao</i>)

I. Activity: “Embodied Thinking Lab” – Day 2

II. Objective(s):

At the end of the activity, the learner is expected to explain the human person as an embodied being by demonstrating awareness, understanding, and creative rationality through bodily experience and reflection.

III. Materials Needed:

- Blindfolds
- Lemon
- Rock
- Spoon
- Cloth
- Table or tray for the objects

IV. Instructions:

Do the activity alone in a safe and quiet space. Wear a blindfold and prepare the objects in front of you. One by one, hold each object and: **Awareness:** Describe what you feel (e.g., rough, smooth, cold). **Understanding:** Identify the object and explain how you recognized it. **Creative Rationality:** Think of a useful or creative way to use it. After all objects, reflect on how your body and mind worked together.

Guide Questions:

1. How did your sense of touch help you recognize and understand the object without seeing it?

2. What does this activity show about how the body and mind work together in thinking and making decisions?

LEARNING ACTIVITY SHEET

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	6
Lesson Title/ Topic:	The Human Person as Embodied Being in the world (<i>zoon logon, pagkatao</i>)

I. Activity: “Freedom Within Limits” – Day 3

II. Objective(s):

At the end of the activity, the learner is expected to explain the human person as an embodied being by differentiating among awareness, understanding, and creative rationality, and to compare freedom of choice and freedom to create by analyzing how the body, mind, and life situations influence human freedom.

III. Materials Needed:

- Pen or pencil
- Notebook or activity sheet

IV. Instructions:

Answer all the guide questions below. Think carefully and base your answers on real-life experiences or examples. Write complete and clear explanations for each answer.



Guide Questions:

1. How can a person be free even with limitations?

[illegible]

2. Give one real-life example of a person showing freedom despite limitations.

3. How do body, mind, and life situation affect our choices?

4. What creative solution can you use when faced with a difficulty?

LEARNING ACTIVITY SHEET

Learning Area:	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	6
Lesson Title/ Topic:	The Human Person as Embodied Being in the world (<i>zoon logon, pagkatao</i>)

I. Activity: **“FROM AWARENESS TO FREEDOM” – Day 4**

II. Objective(s):

At the end of the activity, the learner is expected to differentiate among awareness, understanding, and creative rationality; distinguish freedom of choice from freedom to create; and analyze how real-life limitations influence human freedom.

III. Materials Needed:

- Pen or pencil
- Notebook

IV. Instructions:

Read each situation carefully. Answer each task in your notebook. Explain your answers briefly but clearly. Use real-life thinking when analyzing cases.

Task 1: Distinguishing Human Capacities

Read each situation and identify whether it shows **awareness, understanding, or creative rationality**. Write your answer and a short explanation.

1. Carlo notices that he feels tired and unfocused in class.
2. Maria realizes she is tired because she slept late while finishing her assignments.
3. John creates a study schedule to better manage his time.

Guide Questions:

1. What is being recognized?

2. Is there an interpretation happening?

3. Is there a solution or creative action involved?

Task 2: Freedom in Action (Case Analysis)

Read each case and identify whether it shows **freedom of choice** or **freedom to create**. Explain your answer.

- **Case A:** Liza chooses between joining her friends and staying home to study.
- **Case B:** Mark designs a small business plan to help his family earn extra income.

Processing Questions:

1. Which action involves simple decision-making?

2. Which action involves creating something meaningful?

3. Which type of freedom has a greater impact? Why?

Task 3: Limits or Possibilities?

Read the situation assigned and answer the questions.

- **Body:** A student-athlete gets injured and cannot join competitions.
- **Poverty:** A student lacks gadgets for online learning.
- **Disability:** A visually impaired person wants to pursue education.

Guide Questions:

1. What is the limitation in the situation?

2. What possible creative action can be done?

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to Philosophy of the Human Person
Lesson Exemplar:	7
Lesson Title/Topic:	Human Personhood: Embodiment and Being in the Natural World (dweller and consumer)

I. Activity No. 1: Title: "**Body or Person?**"

II. Objective: By the end of this activity, you will be able to analyze various human activities to determine whether they engage just the physical body or the whole person, helping you articulate what it truly means to be a conscious, feeling, and relational human being.

III. Materials Needed: pen and paper

IV. Instructions: Activity: **Body or Person?**

Instructions

Step 1: The Visual Prompt



Step 2: The Core Question

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

Step 3: The Writing Challenge

You will be given a **"spark line"** (an emotional prompt) that will guide your writing. Your task is to choose **one** sparkline and write three versions of the same message for three different contexts.

1. **Select one of the following emotional prompts (spark lines):**
 - **a.** Feeling excited about an upcoming event
 - **b.** Feeling frustrated about a recent situation
 - **c.** Feeling grateful for someone's help
 - **d.** Feeling nervous about a new challenge
 - **e.** Feeling proud of a recent achievement
2. **After choosing your spark line, write your three different versions below:**

a. Personal Context

Write as if you're sharing this thought with a close friend or in a personal journal (focusing on raw, unedited personal feelings).

b. Interpersonal Context

Write as if you're talking to a classmate, teacher, or someone in a professional setting (balancing your feelings with social expectations).

c. Public or Semi-Formal Context

Write as if you're posting on social media or preparing a speech for a class presentation (aiming to present your thoughts clearly to a wider audience).

I. Activity No. 2: Title: "Picture Analysis: Body, Person, and Relationship"

II. Objective

By the end of this activity, you will be able to analyze various human interactions and relationships depicted in images, using visual and social cues to evaluate how these actions demonstrate human dignity, purpose, and the expression of the whole person.

III. Materials Needed

- Pen and paper
- Printed or projected images (provided below)

IV. Instructions

Step 1: The Visual Prompt

Carefully observe each of the following pictures, paying close attention to the actions, environments, and people involved.

1. A person interacting with a gadget.
2. People helping each other.



3. A person planting trees.



4. A differently-abled and person in a wheelchair



Step 2: Analysis and Reflection

Answer the following guide questions on your paper to deepen your thinking and analyze the relationships shown in the images:

1. What is happening in each picture? Describe the physical action that is taking place.
2. What kind of relationship is shown between the people and their environment, or between the individuals themselves? Is it merely mechanical, or does it involve a deeper connection?
3. What specific human values (e.g, cooperation, perseverance, care, stewardship) are being expressed in each picture?
4. How do these actions and relationships prove that human beings are not just physical bodies, but *persons* possessing inherent dignity and a unique life purpose?

I. Activity No. 3: Title: "Situation Reflection Cards"

II. Objective

By the end of this activity, you will be able to evaluate real-life scenarios to explain how the human person functions as an embodied being, and determine whether actions reflect ethical responsibility "with and for others."

III. Materials Needed

- Pen and paper
- Situation Reflection Card

IV. Instructions

Step 1: Read and Reflect

Read the scenario on your assigned Situation Reflection Card carefully. Take one (1) minute to quietly reflect on the actions and choices of the characters involved.

Sample Scenarios:

- **Card A:** A student sharing their internet load with a classmate who cannot access the online class.
- **Card B:** A learner walking past and ignoring litter scattered across the school hallway.
- **Card C:** A student constantly checking their phone and ignoring family members during dinner.
- **Card D:** A volunteer actively participating and cooperating during a community clean-up drive.

Step 2: Written Analysis

Answer the following guide questions on your paper based on your assigned scenario:

1. What is happening in this situation? Briefly summarize the conflict or action.

2. How is the human person being shown as an *embodied being* (how do their physical actions express their inner thoughts, values, or deficiencies)?

3. Is the action showing a life lived "*with and for others*"? Why or why not?

4. If the action is negative, what would be a better, more dignified response? If it is positive, how can it be sustained?

I. Activity No. 4: Title: "My Life, My Roles, My Responsibility"

II. Objective

By the end of this activity, you will be able to construct a concept map that integrates your physical body, social relationships, and environmental stewardship, demonstrating your personal understanding of what it means to live as a responsible, embodied human person.

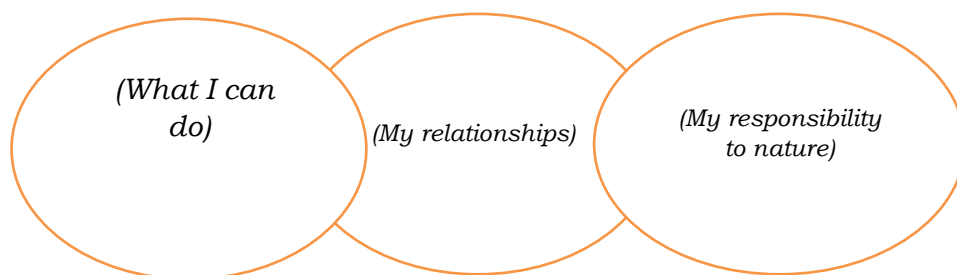
III. Materials Needed

- Blank sheet of paper (A4 or short bond paper)
- Coloring materials (pencils, markers, or crayons)
- Pen

IV. Instructions

Step 1: Create the Concept Map

On a blank sheet of paper, draw a simple concept map featuring three large, overlapping circles. Label each circle as follows:



Step 2: Personalize Your Map

Inside each circle, write down at least two (2) specific, real-life examples from your daily routine (e.g, playing sports, studying, helping at home, comforting a friend, recycling, or caring for pets).

Step 3: Anchor the Core Principle

Complete the sentence below in 1–3 meaningful statements. Think about your body, relationships with others, and your connection to the environment.

“I am a complete human person because:

Write honestly and clearly, using real-life experiences or beliefs to support your answer.

Step 4: Written Reflection

Below or on the back of your diagram, answer the following question in 3–4 thoughtful sentences:

“How do I show that I am a responsible human person in my daily life?”

LEARNING ACTIVITY SHEET

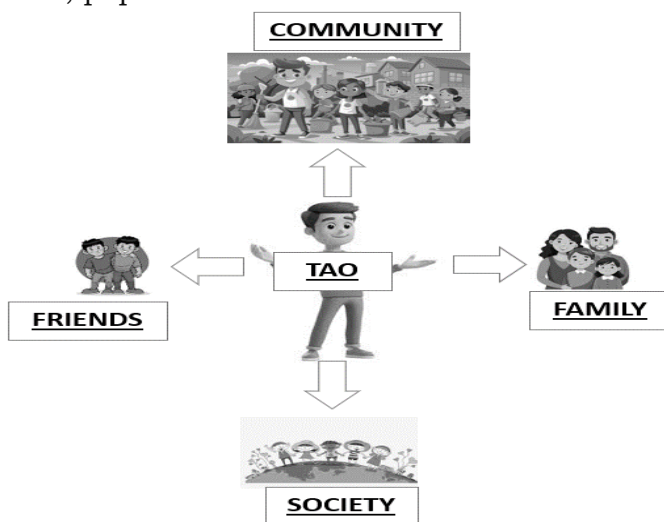
Learning Area:	Introduction to Philosophy of the Human Person
Lesson Exemplar.:	8
Lesson Title/ Topic:	The Human Person as Being With and for Others (zoon politikon, pagkamakatao) a. Interpersonal Relationships b. Institutional Relationships (economic, political, cultural)

I. Option No. 1: Title: Word Association

II. Objective: At the end of the activity, you should be able to explain the meaning of zoon politikon and human personhood (pagkamakatao).

III. Materials Needed: pen, pictures, paper

IV. Instructions:



- The students may add some pictures in every detail in the diagram.
- Write all your responses around the center word.
- Discuss how these words show that a human person lives with others on a sheet of paper.

LEARNING ACTIVITY SHEET

Learning Area:	Introduction to Philosophy of the Human Person
Lesson Exemplar.:	8
Lesson Title/ Topic:	The Human Person as Being With and for Others (zoon politikon, pagkamakatao) a. Interpersonal Relationships b. Institutional Relationships (economic, political, cultural)

Option 1: Video/Photo Analysis

II. Objective: At the end of the activity, you should be able to demonstrate effective Interpersonal Relations and Institutional Relations skills (economic, political, cultural).

III. Materials Needed: pen, pictures, videos, paper

IV. Instructions:



<https://copilot.microsoft.com/shares/YcDxgxMgWyJUy68JdhJQL>

https://www.youtube.com/watch?v=J_jDYg_8fYM&utm_source=copilot.com

- The learners are to quietly and carefully observe the video or photo.
- Let the learners take note of: people involved, their actions, emotions shown, and the relationship.
- 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 your real life?
- In a sheet of paper, the learners write their answers, connecting their observations to the lesson about human persons as social beings and the importance of relationships.

Option No. 2: Activity 2: Interactive Discussion

II. Objective: At the end of the activity, you should be able to demonstrate the effective Interpersonal Relations and Institutional Relations skills (economic, political, cultural).

III. Materials Needed: pen, paper

IV. Instructions:

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.

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.

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.

4. Types of relationships

There are two main types of relationships: interpersonal and institutional. Interpersonal relationships are personal connections with family, friends, and classmates based on trust and communication. Institutional relationships involve larger systems such as economic, political, and cultural structures. Both types influence how people interact in society.

5. Living with and for others

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.

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.

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.

Political relationships are reflected in the following laws and rules: obeying school regulations, participating in student government elections, and respecting community policies.

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.

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.

Synthesis Questions:

1. Why is the human person called a social being or *zoon politikon*?

2. How do relationships help in the development of a person?

3. Why is it important to respect the dignity (*pagkamakatao*) of every person?

4. What are the differences between interpersonal and institutional relationships?

5. How do family, school, and community influence your behavior and identity?

6. In what ways do economic relationships affect our daily lives?

7. How are political relationships shown in school and community activities?

8. What Filipino cultural practices show cooperation and unity among people?

9. Why are empathy and cooperation important in living with others?

10. Based on the lesson, what does it mean to live “with and for others”?

LEARNING ACTIVITY SHEET

Learning Area:	Introduction to Philosophy of the Human Person
Lesson Exemplar.:	8
Lesson Title/ Topic:	The Human Person as Being With and for Others (zoon politikon, pagkamakatao) a. Interpersonal Relationships b. Institutional Relationships (economic, political, cultural)

Option No.1: Real-Life Task

II. Objective: At the end of the activity, you should be able to value human relations as essential to personal growth through effective analysis.

III. Materials Needed: pen and paper

IV. Instructions:

- Learners list 3 ways to improve relationships in:
 - Family
 - School
 - Community

- The learner will consider real-life actions that can improve relationships across different areas of life.
- The learners are expected to write their answer on a sheet of paper and submit it to their teacher.
- The learners are to work individually.
- The learners will give enough time for concept mapping and writing.
- The learners walk around the house or community to monitor participation.
- Encourage learners to consider realistic, positive actions.

Directions:

List three ways in which you can improve relationships in the following areas.

Name: _____

Date: _____

Area	3 Ways to Improve Relationships
Family	1. _____
	2. _____
	3. _____
School	1. _____
	2. _____
	3. _____
Community	1. _____
	2. _____
	3. _____

Reflection:

Why is it important to maintain good relationships with others?

LEARNING ACTIVITY SHEET

Learning Area:	Introduction to Philosophy of the Human Person
Lesson Exemplar.:	8
Lesson Title/ Topic:	The Human Person as Being With and for Others (zoon politikon, pagkamakatao) a. Interpersonal Relationships b. Institutional Relationships (economic, political, cultural)

Option 2: Entrance Ticket (exit ticket)

II. Objective: At the end of the activity, you should be able to value human relations as essential to personal growth through effective analysis.

III. Materials Needed: pen and paper

IV. Instructions:

1. The learner prepares small pieces of paper or asks learners to use a sheet of paper.
2. The learner explains that before they enter the classroom, each learner must answer the exit ticket questions briefly and honestly.
3. Write or present the following questions on the board:
 - **What is Zoon Politikon?**
 - **Why are relationships important?**
4. Instruct learners to write their names and answer the questions using 1–3 sentences each.
5. Give the learners 3–5 minutes to complete their responses.
6. Remind them that the activity is meant to check their understanding of the lesson.
7. After answering, ask learners to submit their papers before entering the classroom.
8. Good Luck and enjoy the activity.

Entrance Ticket

Directions:

Answer the following questions briefly before the lesson begins.

Name: _____

Date: _____

1. What is *Zoon Politikon*?

2. Why are relationships important?

3. Give one example of a relationship you have in daily life.

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to Philosophy of the Human Person
Lesson Exemplar:	9
Lesson Title/Topic:	The Meaning of Human Personhood

Activating Prior Knowledge

- I. **Activity:** Beyond the Melody
- II. **Objective:** At the end of this activity, students should be able to analyze the song's message and relate it to the concept of human personhood and their own experiences.
- III. **Materials Needed:** paper and pen
- IV. **Instructions:** Analyze the message of the song “*Ang Buhay Nga Naman ng Tao*” by Freddie Aguilar and answer the questions that follow. In answering the questions, please be guided by the given rubric for checking.

Ang Buhay Nga Naman Ng Tao

by Freddie Aguilar

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 ganito Ang tao'y walang kasiyahan
(La la la la la la la...)
Bakit nga ba ganito?
Ang tao'y walang kasiyahan

Rubric:

Criteria	3 Points	2 Points	1 Point
Understanding of the Song	Shows a clear understanding of the message of the song	Shows partial understanding of the song	Shows little understanding of the song
Completeness of Answer	Answers the question completely with an explanation	Answers the question but lacks explanation	The answer is incomplete or unclear
Clarity of Ideas	Ideas are organized and easy to understand	Ideas are somewhat clear	Ideas are confusing or difficult to understand

Guide Questions:

- 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?

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to Philosophy of the Human Person
Lesson Exemplar:	9
Lesson Title/Topic:	The Meaning of Human Personhood

Instituting New Knowledge

- I. Activity:** What am I thinking of myself?
- II. Objective:** At the end of the activity, the students should be able to identify and describe their personal traits, values, interests, and preferences through self-reflection.
- III. Materials Needed:** paper and pen
- IV. Instructions:** Write 5 words that describe who you are (e.g., roles, traits, values, hobbies, likes, dislikes, or preferences). After writing, explain briefly why you chose those words and how they reflect who you are as a person.

My 5 Describing Words

Why I Chose This Word / How It Reflects Me

1. _____
2. _____
3. _____
4. _____
5. _____

Reflection:

What did you learn about yourself from this activity?

Rubric:

Criteria	4	3	2	1
Understanding	Very clear	Clear	Some	Not clear
Reflection	Deep answer	Good answer	Simple answer	Weak answer
Connection	Strong link to the lesson	Some link	Weak link	No link

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to Philosophy of the Human Person
Lesson Exemplar:	9
Lesson Title/Topic:	The Meaning of Human Personhood

Instituting New Knowledge

- I. Activity:** What am I thinking of myself?
- II. Objective:** At the end of the activity, the students should be able to define key terms related to human personhood using available references and explain their understanding in their own words.
- III. Materials Needed:** paper and pen
- IV. Instructions:** Using available resources such as dictionaries, books, modules, or online references, define each word related to human personhood in your own understanding. After defining the words, use them to create your own definition of Human Personhood.

HUMAN PERSONHOOD WORD BANK

Word	Definition
Dignity	_____
Freedom	_____
Rationality	_____
Conscience	_____
Responsibility	_____
Identity	_____
Self-awareness	_____
Morality	_____
Values	_____
Respect	_____
Empathy	_____
Love	_____
Relationship	_____
Social Nature	_____

Word**Definition**

Choice

My Definition of Human Personhood:

Reflection Questions:

1. Which words best describe a human person? Why?

2. What did you learn about human personhood from this activity?

Rubric:

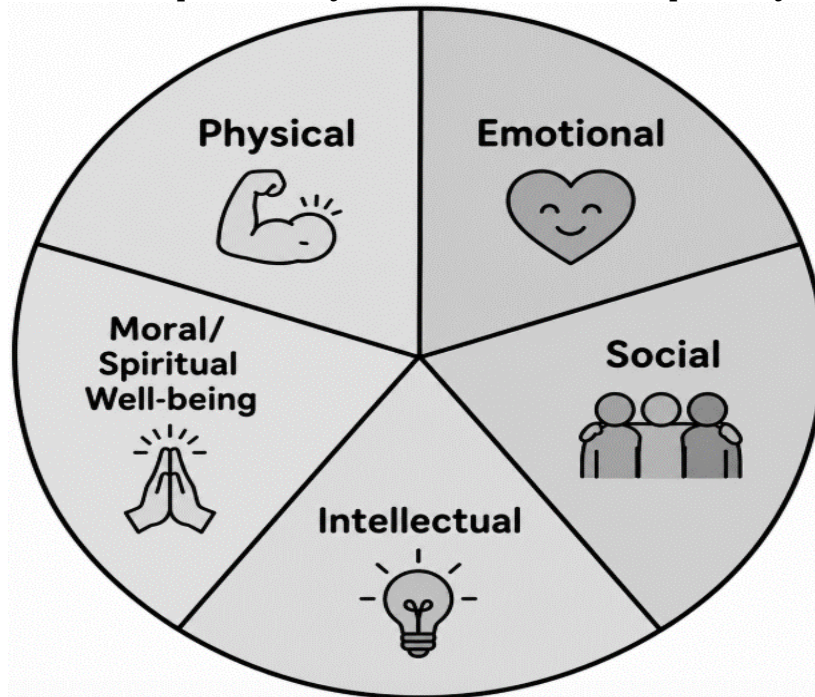
Criteria	4	3	2	1
Understanding	Very clear	Clear	Some	Not clear
Reflection	Deep answer	Good answer	Simple answer	Weak answer
Connection	Strong link to the lesson	Some link	Weak link	No link

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to Philosophy of the Human Person
Lesson Exemplar:	9
Lesson Title/Topic:	The Meaning of Human Personhood

Instituting New Knowledge

- I. **Activity:** The Whole Person Wheel
- II. **Objective:** At the end of the activity, the students should be able to identify and describe simple ways of taking care of their physical, emotional, social, intellectual, and moral/spiritual well-being in their daily lives.
- III. **Materials Needed:** paper and pen
- IV. **Instructions:** The pie chart is already provided. In each labeled section, write one example of how you take care of that aspect in your daily life.



My Whole Person Wheel Responses

Aspect of Well-being

My Example

Physical	
Emotional	
Social	
Intellectual	
Moral/Spiritual	

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to Philosophy of the Human Person
Lesson Exemplar:	9
Lesson Title/Topic:	The Meaning of Human Personhood

Demonstrating Knowledge and Skills

- I. Activity:** My Goal Map
- II. Objective:** At the end of the activity, the students should be able to identify personal goals related to health, relationships, purpose, and personal growth.
- III. Materials Needed:** paper and pen
- IV. Instructions:** Create a simple goal map by writing one personal goal for each indicator of human flourishing.

Indicator of Flourishing	My Personal Goal	How does this help me become a better person
Health	_____	_____
Relationships	_____	_____
Purpose	_____	_____
Personal Growth	_____	_____

Reflection:

Which goal is most important to you right now? Why?

Rubric:

Criteria	4	3	2	1
Understanding	Very clear	Clear	Some	Not clear
Reflection	Deep answer	Good answer	Simple answer	Weak answer
Connection	Strong link to the lesson	Some link	Weak link	No link

LEARNING ACTIVITY SHEET (LAS)

Learning Area:	Introduction to Philosophy of the Human Person
Lesson Exemplar:	9
Lesson Title/Topic:	The Meaning of Human Personhood

Demonstrating Knowledge and Skills

- I. **Activity:** Poem Analysis
- II. **Objective:** At the end of the activity, students should be able to analyze the poem "Invictus" and explain how it reflects human personhood, resilience, and self-determination in achieving a meaningful life.
- III. **Materials Needed:** paper and pen
- IV. **Instructions:** Read the poem Invictus by William Ernest Henley carefully. Then answer the reflective questions below based on your understanding of the poem.

Invictus

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.
In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.
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.
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.

Reflective Questions:

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?

Rubric:

Criteria	4	3	2	1
Understanding	Very clear	Clear	Some	Not clear
Reflection	Deep answer	Good answer	Simple answer	Weak answer
Connection	Strong link to the lesson	Some link	Weak link	No link

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	10
Lesson Title/Topic:	Human Person as Agent of Social Transformation

I. Activity Title: This_Is Me!

II. Objective(s): At the end of the activity, you will explore your future goals and personal aspirations, reflect on your values, dreams, and motivations behind what you wish to achieve in life.

III. Materials Needed: pen and paper

IV. Instructions: Create a drawing that shows how you envision yourself twenty years from now. After completing the drawing, present and answer the guide questions.

Guide Questions:

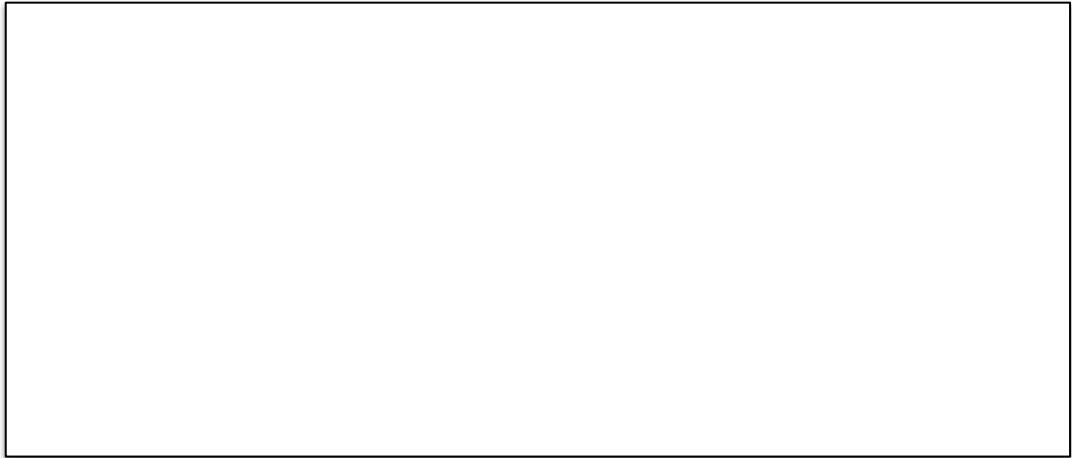
1. What is your future self like in 20 years?



2. What values or goals guided you to choose this future?



3. How will your future self be able to 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?



LEARNING ACTIVITY SHEET (LAS)

Learning Area	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	10
Lesson Title/Topic:	Human Person as Agent of Social Transformation

I. Activity Title: Discovery Path

II. Objective(s): At the end of the activity, you should be able to identify and explain the educational philosophies (Essentialism, Social Reconstructionism, Existentialism, Perennialism, and Progressivism) expressed in the following stories.

III. Materials Needed: pen and paper

IV. Instructions: Read each story and answer the guide questions.

A.



“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.’”

Source: <https://www.bing.com/search?q=image+of+a+wise+man+and+a+child+questioning>

Guide Questions:

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?

B.

At twenty-two, I decided to move out and find a place closer to the city where opportunities were brighter. It was both exciting and scary. Living independently meant managing everything myself: earning my own income, budgeting my money, doing all the household chores, and making big decisions without my parents right beside me. Every morning, I wake up early. I cook my own meals, clean my small apartment, and plan my day. I learned quickly that discipline is the foundation of independence.



Source:<https://i.pining.com/736x/08/67/bd/0867bda425e73a7f7097cf1fddaa37f5.jpg>

3. What essential skills and values do you think every person must learn well from this story?

4. How do these skills and values serve as the "basic tools" for you to succeed, be capable, and live well?

5. How does mastering these skills and values help you reach your full potential?

C.

It was a bright Saturday afternoon, and you were walking home from the public market, carrying a small bag of groceries for my family. You found a wallet with money inside but no name or ID. No one saw you pick it up and open to check inside. Your eyes widened—there was a significant amount of cash inside, enough money that you knew would be a big help to my family. What should you do?

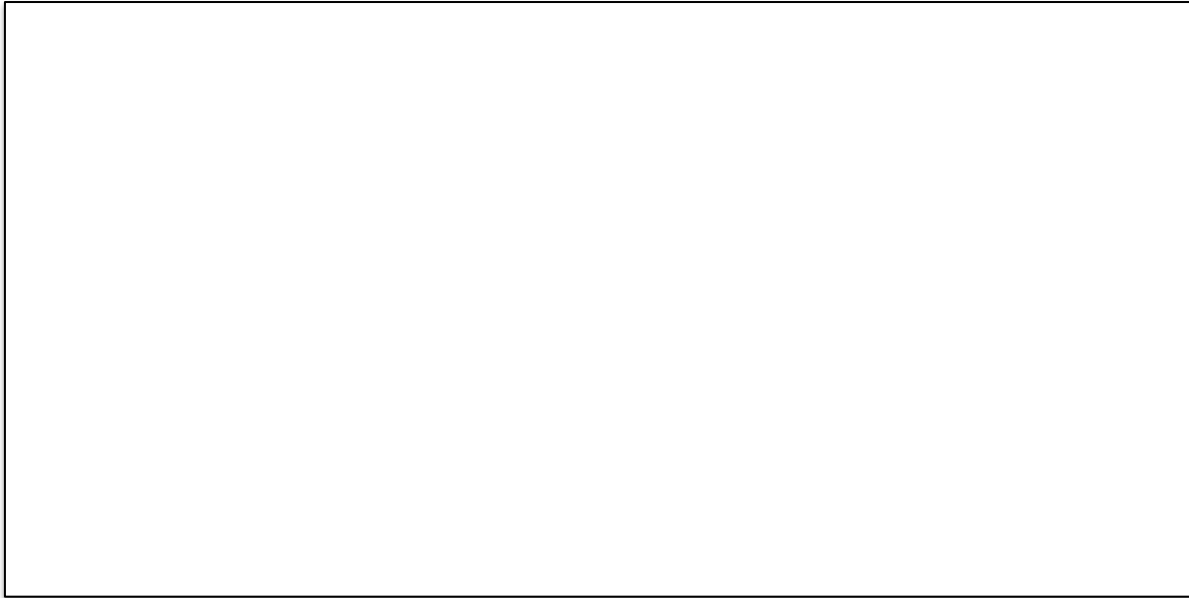


Source: <https://image.shutterstock.com/image-photo/woman-found-wallet-on-road-260nw-1493476370.jpg>

6. Which choice do you think is the most ethical? Explain your reasoning clearly.

7. Why is it important to think carefully before making moral decisions?

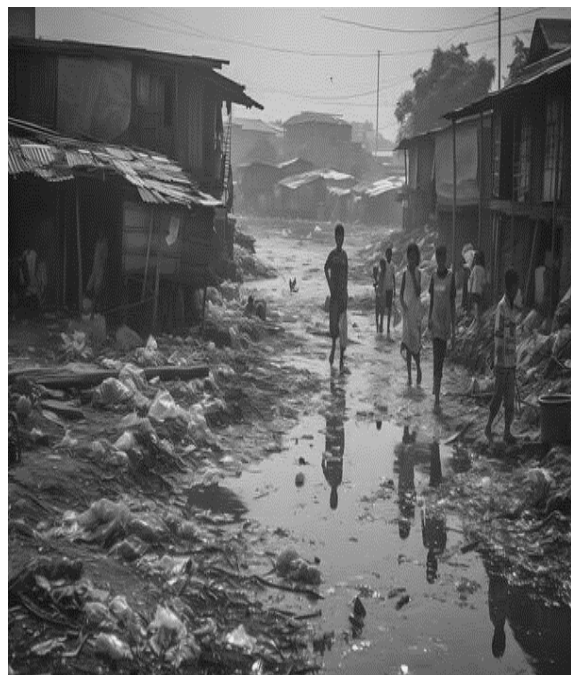
8. How can critical thinking help you become a more responsible and better person?



D.

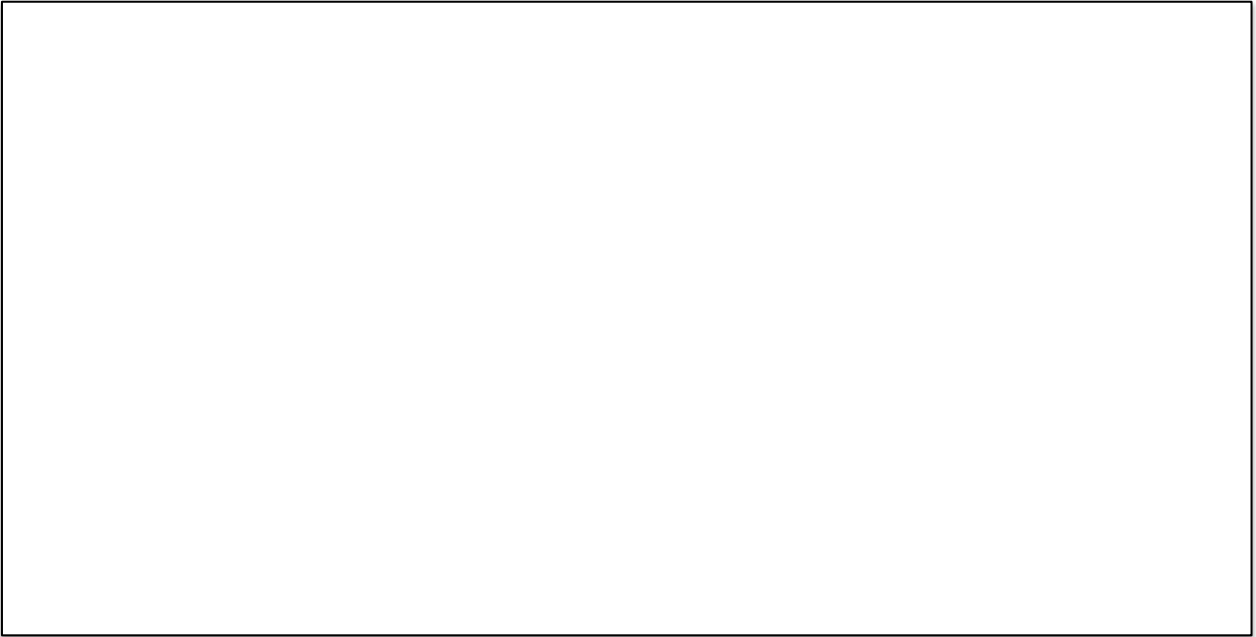
Barangay San Isidro was once known as one of the most peaceful and pleasant places to live in the town. But slowly, over time, things began to change.

Resident would walk down the street while eating a snack, and when they finished, they would simply drop the plastic wrapper on the ground instead of looking for a trash bin. Some sweep the dirt and leaves from their doorstep and push them into the gutter by the road. Families living near the river found it convenient to throw their household waste—empty bottles, food scraps, old containers, plastic bags and dead animals into the water, thinking it would just float away and disappear.

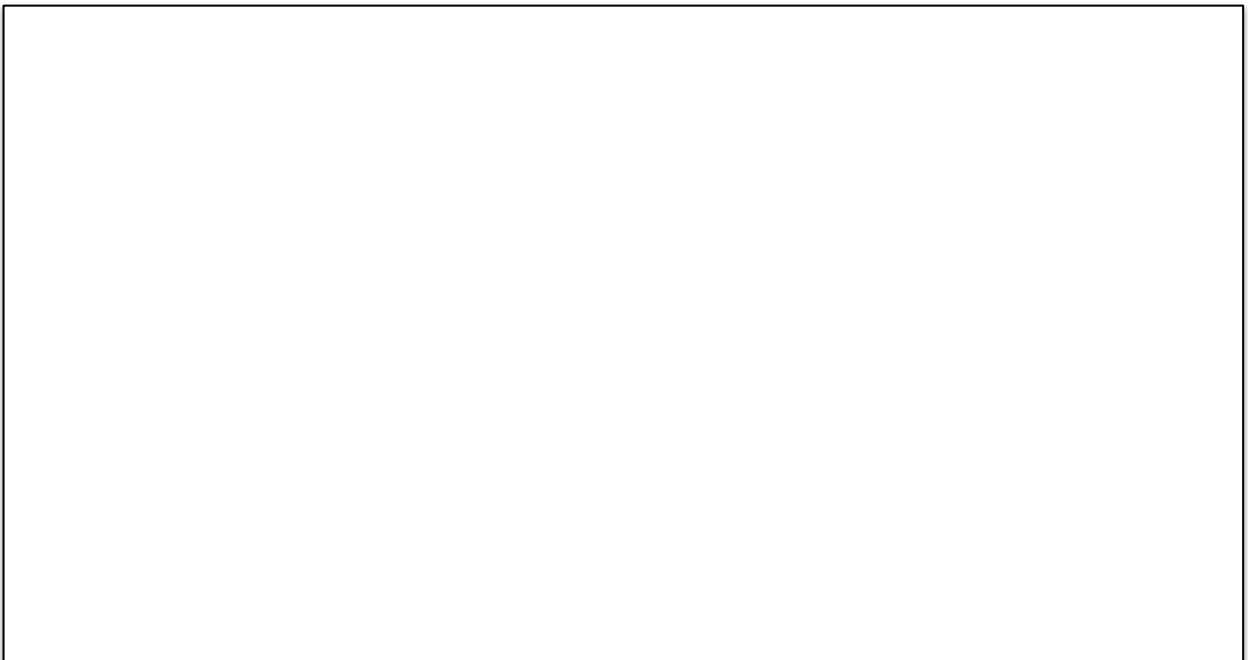


Source:https://static.vecteezy.com/system/resources/thumbnails/031/230/775/small_2x/dirt-road-on-the-street-in-africa-children-are-walking-neural-network-ai-generated-

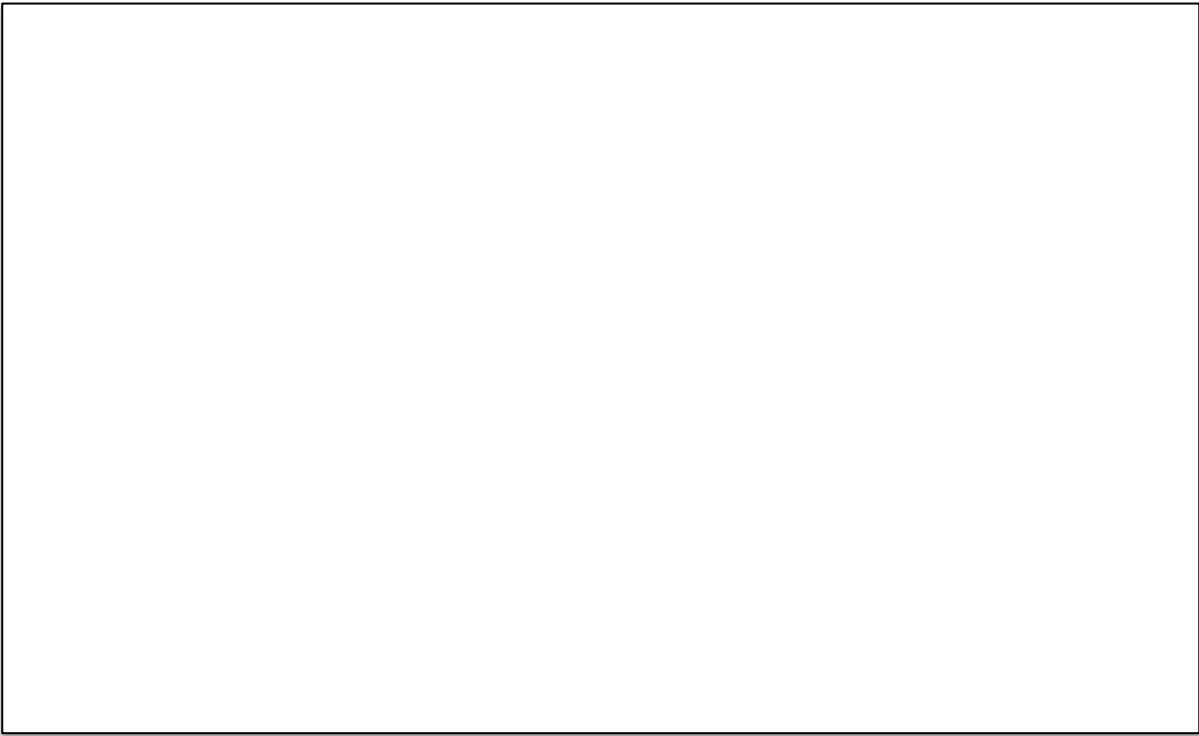
9. What is the problem, and how does it affect people's lives?



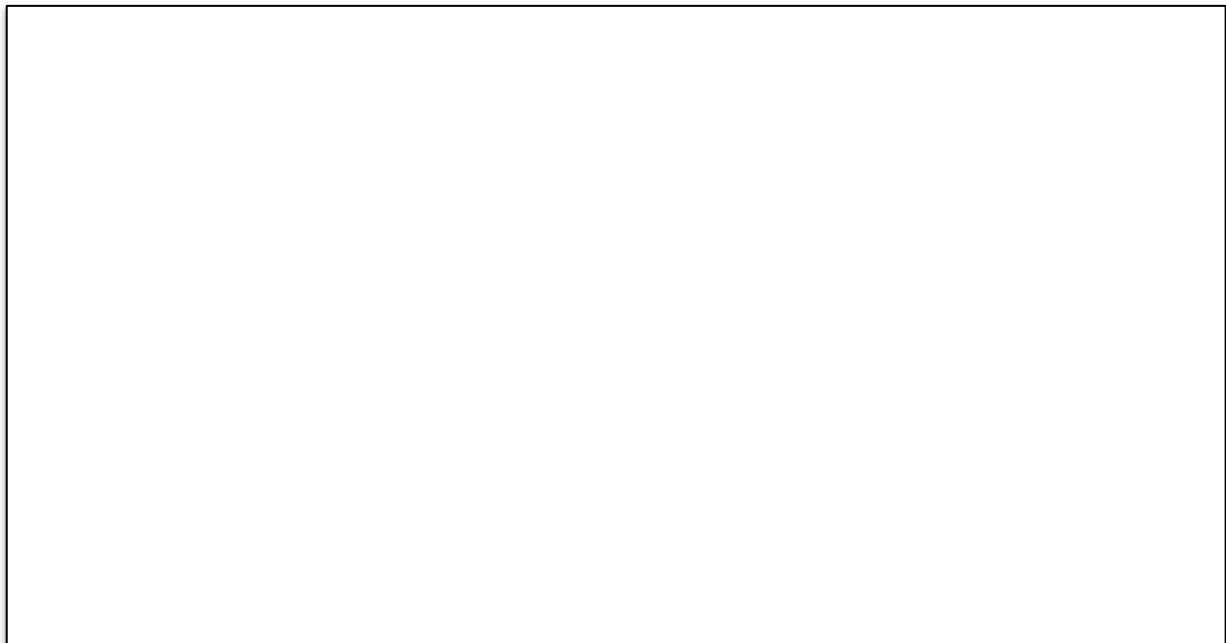
10. What can students like you do to help solve or improve it?



11. How will solving this problem help everyone live better and happier lives?



12. Which philosophy is most concerned with solving problems and changing society?
Why?



LEARNING ACTIVITY SHEET (LAS)

Learning Area	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	10
Lesson Title/Topic:	Human Person as Agent of Social Transformation

I. Activity Title: Vision

II. Objective(s):

At the end of the activity, you should be able to identify key societal issues reflected in the song's message, analyze their underlying causes, and explain how philosophical thinking can contribute to addressing and resolving these problems.

IV. Instructions: Listen to this song entitled “**One Day**” by Matiyashu

<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?

A large, empty rectangular box with a thin black border, intended for the user to write their answer to the question above it.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Introduction to the Philosophy of the Human Person
Lesson Exemplar:	10
Lesson Title/Topic:	Human Person as Agent of Social Transformation

I. Activity Title: Live Life

II. Objective(s):

By the end of this activity, learners will be able to identify and analyze a given educational scenario using the frameworks of Perennialism, Social Reconstructionism, Philosophical Analysis, Progressivism, and Essentialism, and design a practical learning solution grounded in a clearly justified philosophical approach to address student disengagement and improve the relevance of learning.

III. Materials Needed: pen and paper

IV. Instructions:

1. Read the scenario carefully and identify the core educational problem or challenge.
2. Analyze the scenario through the lens of each given educational philosophy
3. Propose a practical application or solution for the scenario, clearly indicating which educational philosophy primarily informs your approach and why.

The Disengaged High Schooler

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.

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.

The school administration is now looking for ways to improve teaching strategies and make learning more meaningful and engaging for students

- Perennialist Approach:
- Social Reconstructionist Approach:
- Philosophical Analysis Approach:
- Essentialist Approach:
- Progressivist Approach:
- Proposed Solution (with primary philosophical basis)