Strengthened Senior High School

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DEPARTMENT OF EDUCATION

Lesson Exemplars for Social Sciences (Theory and Practice)

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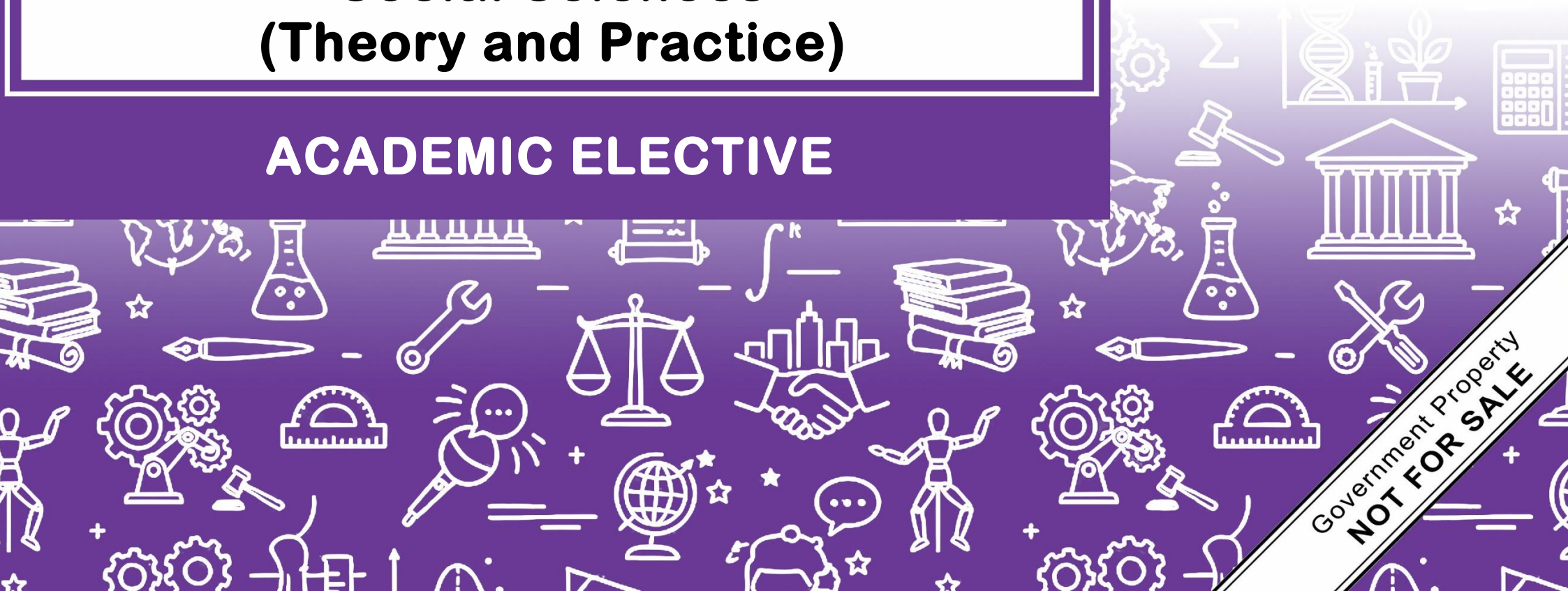

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Lesson Exemplar for Social Sciences (Theory and Practice)

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Learning Area	SOCIAL SCIENCES (THEORY AND PRACTICE)	Lesson Exemplar	1

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the historical development, key concepts, and approaches in the Social Sciences including its major theories, enabling them to analyze and explain human behavior, social structures, and cultural dynamics within diverse societal contexts.*
B. Performance Standard	*The learner applies Social Science disciplines in explaining a social issue using a multimedia presentation, infographic, podcast, or other relevant presentation scheme.*
C. Learning Competencies	*Differentiate the nature and functions of Social Science disciplines from the natural sciences and the humanities.*
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	Mills, C. Wright. *The Sociological Imagination*. New York: Oxford University Press, 1959. Excerpt: "The Promise." Accessed March 5, 2026 https://bpb-us-e2.wpmucdn.com/sites.middlebury.edu/dist/5/2398/files/2013/02/The-Promise.pdf https://www.youtube.com/watch?v=D-ZF5VRtctY https://unesdoc.unesco.org/ark:/48223/pf0000018652/PDF/018652engo.pdf.multi. https://newirishart.com/artworks/marvin-baldemor-bayanihan-cooperative-mb0418.htm https://easy-peasy.ai/ai-image-generator/images/traditional-filipino-family-living-together-warm-loving-household https://www.youtube.com/watch?v=H_RBPAsGeCU https://easy-peasy.ai/ai-image-generator/images/filipino-family-tradition-mano-po-gesture-respect https://www.youtube.com/watch?v=2JEn_fNmRUE https://www.youtube.com/watch?v=3FkpWxDUmzc https://easy-peasy.ai/ai-image-generator/images/traditional-filipino-festival-celebration-joy-colors AI Generative tools and links for visual images: https://copilot.microsoft.com/shares/Tdqn7HWc9dmJMhPGYFfVk https://copilot.microsoft.com/shares/1jY3HCX2wVBQMN4qkMQyE https://copilot.microsoft.com/shares/RoX5p7LYtPZXhz3jqnovy

III. CONTENT *(Sequencing Content)*	• Difference of the Nature and Functions of Social Science Disciplines from the Natural Sciences and the Humanities • Knowledge of the Nature and Functions of Social Science Disciplines, Natural Sciences, and humanities to real-social issues • Contribution of Social Science Disciplines in fostering positive social change and cultural understanding.
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	At the end of the lesson, the students are expected to: • distinguish the fundamental nature and key functions of Social Science disciplines from the natural sciences and the humanities, • explain the fundamental nature and key functions of Social Science from the Natural Sciences and Humanities to real-social issues, and • demonstrate a self-advocacy platform showcasing the contributions of Social Science disciplines in fostering positive social change and cultural understanding**.**

IV. PROCEDURES	**ANNOTATIONS**
A. Activating Prior Knowledge	**Day 1 of Week 1** **1. Activating Prior Knowledge** ***Option 1 (Individual) :*** **ACTIVITY: Stories Thread: Home Vis-a-Vis Community** ***Procedure:*** 1. Students share a short stories from their homes or communities based on the pictures reflecting our Filipino values, traditions, or social behaviors(*bayanihan*, family ties, fiestas, or social media habits. 2. After the sharing, each students pick a picture and will identify which discipline of Social Sciences, Natural Sciences, or Humanities best explains or studies the behavior or tradition shown in each picture. https://newirishart.com/artworks/marvin-baldemor-bayanihan- https://easy-peasy.ai/ai-image-generator/images/traditional- https://easy-peasy.ai/ai-image-generator/images/filipino-family-tradition-mano-po-gesture-respect https://easy-peasy.ai/ai-image-generator/images/traditional-filipino-festival-celebration- **Processing Questions:** *1.What Filipino values, traditions, or social behaviors are shown in the picture?* *2. How are these reflected in your own experiences at home or in your community?*	*Activating Prior Knowledge* *Option 1: Stories Thread: Home Vis-a-Vis Community* • *IDF Framework Integration: the activity explicitly introduces interdisciplinary thinking.* • *5E/ 7E Inquiry Model: fits the elicit phase drawing out prior knowledge and experiences.* • *Application of AID Design Principles: students apply their lived experiences, observational skills, and emerging disciplinary frameworks to Social Sciences, Natural Sciences, or Humanities perspectives.* • *3Rs Guiding Principles: relevant to students' real-world Filipino cultural experiences, responsive to diverse Filipino backgrounds and reflective as students examine their own experiences and think critically about how different disciplines explain the same phenomenon.*

	3. How can this situation be explained using the perspectives of: Social Sciences (relationships and society), natural Sciences (physical or environmental factors), and Humanities (culture, beliefs, and meaning)? **Option 2 <u>Group Activity:</u> ACTIVITY: "Hashtag Society"** ***Procedure:*** 1. The students will be grouped consisting 5 to 10 members to brainstorm trending hashtags or viral topics in the Philippines such as: **#WalangPasok, #SaveTheEarth, #MentalHealthPH**. 2. Discussion on these trends reveal about Filipino society, values, and concerns, and identify which discipline would best study each trend. 3. Each group will assign a secretary, reporter, critics, mediator for the sharing & discussions. 4. After the discussion, a big group sharing or Peer Feedbacking will follow. 5. Each member of each group will make a reflection based on this guide question: "What did you learn about Filipino society today?"_____. **Option 3 <u>Written/Individual/Group:</u> ACTIVITY: Community Lens** ***Procedure:*** 1.Students will be grouped consisting of 5 to 10 members. 2. Each group **chooses one issue** they experienced from **any of the levels** below: **A. School Level:** Bullying, Excessive use of social media, Poor study habits or lack of motivation **B. Local/Community Level:** Poverty or unemployment, Poor waste management or flooding, Weak community participation (decline of bayanihan) **C. National Level:** "*Diaspora"*, Climate change and disasters, Traffic, education access, or unemployment 3. Each member shares a short story or observation based on: their home, their school, their barangay or city. 4. Students write their own observations using the **Field Reporter Notes Template**. https://drive.google.com/drive/folders/1FyOc61vWp_OTgiHpmZXvmBZWbTaSeyt3?fbclid=IwY2xjawRfVOFleHRuA2FlbQIxMABicmlkETFYR09hcFU4QVluSnVaN0Z3c3J0YwZhcHBfaWQQMjIyMDM5MTc4ODIwMDg5MgABHmUNCi4__WbfvgaaXyqcI9ZFYmBphxpRs7F8nFWQGARHVtXsrljaesSa25AC_aem_Ju8pjj-tErS4Wsh-emXB2g 5. Each group assign a secretariat, reporter, and the rest of the members of the group are co-reporter who will support incase there is a queries. 6. In their respective group, each member will share how each field helps explain the issue: - **Social Sciences** – How does this issue affect people, relationships, or the community?	*Option 2: "Hashtag Society"* • *IDF Framework Integration: embeds interdisciplinary thinking requiring learners to identify which discipline explains trending Filipino hashtags.* • *5E/7E Inquiry Model: support the elicit phase by drawing out students' prior knowledge about current Filipino social trends, values, and concerns.* • *Integration of AID Principles: students apply their digital culture knowledge, understanding through collaborative brainstorming and best explains each trend with justification.* • *3Rs Guiding Principles: supports relevant phase as learners provides the meaningful context.* **Processing Questions:** *1.What do these hashtags reveal about the interests, concerns, and values of Filipinos today?* *2.Which discipline in the Social Sciences (e.g., sociology, psychology, economics, political science) can best explain these trends? Explain your answer.* *3.How can understanding these trends help promote positive social change in your community?* *Option 3: Community Lens* • *IDF Framework Integration: elicits prior knowledge by having students choose issues they have "personally seen or*

	- **Natural Sciences** – What physical, environmental, health, or technological factors are involved? - **Humanities** – What values, beliefs, culture, or meanings are connected to this issue? 7. Each group briefly shares: the issue they chose, one real example from their discussion, one insight gained from using different perspectives. **Establishing the Purpose of the Lesson** **Option 1:** **ACTIVITY: THE 3 LENSES CHALLENGE** ***Procedure*** 1. In this activity, the class will be grouped consisting of 5 to 10 members. 2. Each team chooses a Team Name (Gen Z vibes encouraged). 3. Students will analyze real community issues using: Social Sciences, Natural Sciences, and Humanities while earning points, completing mini-challenges, and sharing real-life experiences. 4. The 3 LENSES CHALLENGE is divided into **2 Parts**: **Part I: Theme: "Issue Sound familiar**" Prompt question: "Why does this happen in our community?" ***Procedure:*** 1. The teacher will flash a color card(Yellow-school issues, Blue-local issues, Pink-national issues). 2. Each group chooses ONE issue they relate to: a. School Level(Bullying, Social media addiction, Poor study habits). b. Local Level (Flooding/waste management, Poverty/ unemployment, Decline of bayanihan) c. National Level (Filipino "Diaspora", Climate change & disasters, Traffic /education access). 3. Each group will be given 3 minutes to give their quick answer to the prompt question. 4. Every correct analysis, each group will get 10 points. **Part II: Theme: "Round the 3 Lenses"** 1. This activity will consist of 3 Rounds. 2. For round 1, each group will share their analysis and answers on the prompt question related to social science lens/perspective. 3. For round 2, each group will share their analysis and answers on the prompt question related to natural science lens/perspective. 4. For round 3, each group will share their analysis and answers on the prompt question related to humanities lens/perspective. 5. Every group will choose ONE issue such as: bullying, social media addiction, poor study habits, flooding/waste management, poverty/	*experienced" across three nested levels (school, local/community, national)* • *5E/7E Inquiry Model: elicit phase by systematically drawing out students' prior knowledge and lived experiences.* • *AID Principles: students apply ethnographic observation skills by documenting real issues, integrate their diverse experiences and interpretations.* • *3Rs Guiding Principles: responsive to diverse contexts, relevant to lived community experiences, and reflective through systematic multi-perspective analysis of real social issues.* **Processing Questions:** *1.How is this issue experienced by people in your school, family, or community? Share one real example.* *2.How do the Social Sciences, Natural Sciences, and Humanities explain the different aspects of this issue?* *3.Why is it important to understand community problems using multiple perspectives?* ***Notes:*** 1. *The teacher may choose which options are applicable & appropriate for her/his diverse learners.* 2. *Please see this link for the complete rubrics for all activities in all quarter 1 lessons.* *https://drive.google.com/drive/folders/1FMjLQCwKg6ziYaToU22zNpo56J4y3cE_?fbclid=IwY2xjawRfVOFleHRuA2FlbQIxMABicmlkETFYR09hcFU4QVluSnVaN0Z3c3J0YwZhcHBfaWQQMjIyMDM5MTc4ODIwMDg5MgABHmUNCi4__WbfvgaaXyqcI9ZFYmBphxpRs7F8nFWQGARHVtXsrljaesSa25AC_aem_Ju8pjj-tErS4Wsh-emXB2g* *Establishing the Purpose of the Lesson* *Option 1: THE 3 LENSES CHALLENGE*

	unemployment, decline of bayanihan, Filipino "Diaspora", climate change & disasters, traffic, and education access. 6. Each group will answer the prompt question in every round. a. Round 1: Social Science Lens (Team shares one real-life example) Prompt: "How does this issue affect people, relationships, or the community?" b. Round 2: Natural Science Lens (Team explains one scientific factor such as: environmental conditions, biological processes, chemical reactions, or physical laws that affect people or communities.) Prompt: "What physical, environmental, health, or technological factors are involved?" c. Round 3: Humanities Lens (Team explains one value or belief) Prompt: "What values, beliefs, culture, or meanings are connected to this issue?" 7. Each group will get +10 points for every round if answers linked to: one real-life example at home, school, & barangay for Round 1, for round 2 linked to one scientific factor such as: environmental conditions, biological processes, chemical reactions, or physical laws that affect people or communities, and round 3 linked to one value or belief and Filipino culture. 8. Peer feedbacking will follow using this guide question: Which group gave the most insightful analysis?_____ 9. Each member of each group will answer the reflection question: What did you learn about Filipino society today?_____ **Option 2 (10 minutes) : ACTIVITY: Mission Pitch (Group)** **Procedure** 1. In this activity, the teacher will be grouped the class consisting of 5 to 10 members. 2. Each group will identify one pressing social issue in their school or community (e.g., bullying, waste segregation, lack of discipline, or inequality). 3. Students will reflect on how learning about Social Sciences can empower them to create positive change in their communities. 4. Each group brainstorms for 5 minutes on how understanding human behavior, culture, and social systems (Social Sciences) can help address the issue.	• *IDF Framework Integration: students will analyze the same community issue through three distinct disciplinary lenses (Social Sciences, Natural Sciences, Humanities).* • *5E/ 7E Inquiry Model: this activity support engage students in a gamified format activating prior knowledge, exploring phase as to students will explore systematically the disciplinary perspectives, it also supports the elaborate phase as students will give real-life examples from home/ school/ barangay to deepen understanding.* • *AID Principles: students will apply disciplinary frameworks to real issues, improve analysis through peer feedback, and decide which examples and explanations best illustrate their understanding.* • *3Rs Guiding Principles:* *Reflective: Peer feedback and reflection questions build metacognitive awareness* *Relevant: Issues drawn from students' lived contexts (school/ local/ national levels)* *Responsive: Flexible grouping, Gen Z team naming, and gamified format engage diverse learners* **Processing Questions:** *1.Which lens (Social Sciences, Natural Sciences, or Humanities) helped you understand the issue best? Explain why.* *2.What experience in your home, school, or barangay became clearer after using the three lenses?*

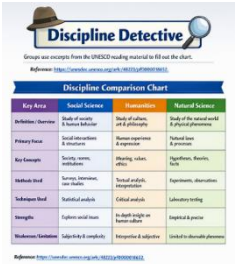
	5. They create a short **"advocacy pitch" or slogan** how Social Sciences can address solutions to social issues. 6. Peer feedbacking will follow using this guide question: Which group gave the most insightful analysis?_____ 7. Each member of each group will answer the reflection question: What new insights did your learn about social sciences?_____ **Option 3 : ACTIVITY: Three Lenses, One Reality (written activity)** ***Procedure*** 1. In this activity, students will use **Venn Diagram** to compare how the Social Sciences, Natural Sciences, and Humanities studying the same real-life issue. 2. The teacher will provide a **Venn Diagram Template** labeled Social Sciences, Natural Sciences, and Humanities. 3. Ask students to choose one relatable issue such as: climate change, social media use, or poverty. 4. In each circle, they write how each discipline would study or respond to the issue. 5. In the overlapping areas, they note similarities and disparities focus on their goals as a discipline.	*3.How did analyzing the issue through different lenses change your perspective on community problems in the Philippines?* *Option 2: Mission Pitch* • *IDF Framework Integration: students integrate Social Sciences concepts with real-world advocacy by analyzing social issues through the lens of human behavior, culture, and social systems—demonstrating applied interdisciplinary thinking.* • *5E/7E Inquiry Model: this support in the engage phase of as students will identifying pressing school/community issues activates personal experience and emotional investment, in explore phase also as students will make connections between Social Sciences concepts and real-world solutions* • *AID Principles: students will apply Social Sciences frameworks to diagnose community problems, improve solutions through collaborative brainstorming, and decide on the most compelling advocacy message and approach.* • *3Rs Guiding Principles: Reflective: this support on the reflective phase as students will be empower to change and builds metacognitive awareness of disciplinary purpose, it is on the relevant phase where issues drawn directly from students' school/community contexts (bullying, waste, inequality)* **Process Questions:** *1.How can Social Sciences help us better understand and solve problems in our community?* *2.Why is this lesson important for your role as a student and as a Filipino citizen?* *3.How can your understanding of Social Sciences inspire you to take action for positive change?*

	Processing Questions: *1.Why is it important to understand how Social Sciences, Natural Sciences, and Humanities contribute to analyzing social problems?* *2.What similarities and differences did you observe among the three disciplines?* *3.How can this knowledge help you better understand and respond to real-life issues?*	*Option 3: Three Lenses, One Reality* • *IDF Framework Integration: students use a Venn Diagram to systematically compare how three disciplines (Social Sciences, Natural Sciences, Humanities) approach the same issue, visualizing interdisciplinary connections, distinctions, and overlapping goals.* • *5E/7E Inquiry Model: it supports the explore phase and explain phase as students will explore and explain disciplinary approaches by analyzing how each field studies the same phenomenon through writing in each circle the distinct disciplinary methods and perspectives* • *AID Principles: students will apply disciplinary frameworks to analyze one issue, improve understanding by identifying overlaps and distinctions, and decide which disciplinary approaches are most relevant for different aspects of the problem.* • *3Rs Guiding Principles: it supports the reflective phase as students will visualize the diagram map the distinction of each disciplines.* ***Notes:*** 1. *The teacher may choose which options are applicable & appropriate for her/his diverse learners.* 2. *Please see this link for the complete rubrics for all activities in all quarter 1 lessons.* *https://drive.google.com/drive/folders/1FMjLQCwKg6ziYaToU22zNpo56J4y3cE_?fbclid=IwY2xjawRfVOFleHRuA2FlbQIxMABicmlkETFYR09hcFU4QVluSnVaN0Z3c3J0YwZhcHBfaWQQMjIyMDM5MTc4ODIwMDg5MgABHmUNCi4__WbfvgaaXyqcI9ZFYmBphxpRs7F8nFWQGARHVtXsrljaesSa25AC_aem_Ju8pjj-tErS4Wsh-emXB2g*

B. Instituting New Knowledge	**Day 2 of Week 1** **1. Presenting Examples** **Option 1 (Group Activity) : ACTIVITY: "Three Ways to See One Problem"** ***Procedure*** 1. The class will group by the teacher consisting of 5 to 10 members. 2. Each group chooses a familiar issue in their community or school (e.g., waste segregation, online bullying, traffic, or mental health). 3. The teacher shows a short video or news clip about the issue such as: waste segregation, online bullying, traffic, or mental health to spark interest. a. Video 1(Waste Segregation): Waste segregation sa Pampanga, automatic na?! | 24 Oras Shortshttps://www.youtube.com/watch?v=H_RBPAsGeCU b. Video 2 (Bullying): "Mga insidente ng bullying at harassment sa eskuwelahan, pinaaaksyunan ng Palasyo | 24 Oras" https://www.youtube.com/watch?v=3FkpWxDUmzc c. Video 3 (Traffic in the Philippines): TRANSPORTASYON SA METRO MANILA, BAKIT BULOK PA RIN? | Investigative Documentaries https://www.youtube.com/watch?v=D-ZF5VRtctY d. Video 4 (Mental Health): UP study: One in five Filipino youth with depression has considered ending their life | ANC https://www.youtube.com/watch?v=2JEn_fNmRUE 4. Each group will discuss and present how each discipline would approach the same problem: Group 1 - Social Science: Focus on people, behavior, and society. Group 2- Natural Science: Focus on physical or biological causes. Group 3- Humanities: Focus on values, meaning, and human experience. Group 4 – Summary of discussions & Findings of Group A, B, & C. 5. Each group will prepare a "tableau" or "skit" to showcase the group analysis on the social issues presented. Example: For waste management: Social Science: Study community habits and policies. Natural Science: Study decomposition and pollution effects. Humanities: Create art or campaigns promoting environmental responsibility. **Option 2(PAIR ACTIVITY): ACTIVITY: "Talk Like a Thinker"** ***Procedure*** 1. The class will work in pairs choose a real situation (e.g., typhoon recovery, social media influence, or cultural celebration).	*1. Presenting Examples* *Option 1: Three Ways to See One Problem* • *IDF Framework Integration: this activity align with the IDF framework as it allows students to analyze one community issue through three distinct disciplinary approaches (Social Sciences, Natural Sciences, Humanities).* • *5E/7E Inquiry Model: this activity support the Inquiry Model it allows students to* *explore disciplinary approaches through focused discussion (people/behavior, physical/biological causes, values/meaning), support the explain phase of the inquiry model as each group will give explanations and analysis through presentation.* • *AID Principles: students will apply disciplinary frameworks to real issues, improve understanding through group discussion and synthesis, and decide how to creatively represent their analysis through performance.* • *3Rs Guiding Principles: Reflective: students will create synthesis and promotes metacognitive reflection on disciplinary contributions and integration* • *Relevant: issues from the activity is drawn from students' lived contexts (waste, bullying, traffic, mental health); authentic video clips ground learning in reality.* ***Processing Questions:*** *1.How did each discipline (Social Sciences, Natural Sciences, Humanities) explain the issue?*

	2. One student will act as a **Social Scientist**, the other as a **Natural Scientist** or **Humanist**. 3. They will discuss on how their fields would understand or help solve the issue. *Ex. For typhoon recovery: Social Scientist: Studies how communities organize and recover. Natural Scientist: Studies weather patterns and disaster risks. Humanist: Reflects on human resilience and meaning after tragedy.* **Processing Questions:** *1.What did you notice about how each discipline approaches the same issue?* *2.Why is it important to understand the human, natural, and social dimensions of real-life problems?* *3.How can knowledge from Social Sciences help improve people's responses to societal challenges?* ***Option 3 (*WRITTEN): ACTIVITY: Seeing the Bigger Picture*** ***Procedure*** 1. In this activity, students will use a graphic organizer or **comparison chart** to analyze one real-life issue in their community or the country. 2. They will identify how each discipline: Social Science, Natural Science, and Humanities would study or respond to the same issue. 3. The teacher presents a news article about a real Philippine issue such as: poverty, climate change, online misinformation, or cultural diversity. 4. Students choose one issue that they can relate to or have observed in their community. 5. Using the "**Comparison Chart"**, students fill in examples and explanations showing how each discipline approaches the issue.	*2.What similarities and differences did you observe among the perspectives of the three disciplines?* *3.How can combining these perspectives lead to a deeper understanding of real-life issues?* *Option 2: Talk Like a Thinker* • *IDF Framework Integration: embody disciplinary perspectives through role-play dialogue.* • *5E/7E Inquiry Model:* *Explore: students will explore disciplinary thinking through conversational exchange. Explain: Students speak from within the role ("as a Social Scientist, I would...")* • *AID Principles: application of authentic dialogue is evident,* • *3Rs Guiding Principles: Reflective: promotes metacognitive awareness by requiring students to think as a social scientist. Relevant in the sense that the situations in the activity are drawn from Filipino context. Responsive: it accommodates diverse communication styles.* *Option 3: Seeing the Bigger Picture* • *IDF Framework Integration: gives emphasis on the systematic analysis of one Philippine issue through a comparison chart mapping Social Science, Natural Science, and Humanities approaches.* • *5E/7E Inquiry Model: Elicit/Engage: activates prior knowledge and civic awareness of students. Allow students to explore disciplinary approaches by filling in comparison chart with*

	6. After completing the chart, students write a short reflection explaining why Social Science is essential in understanding and solving the issue. 7. The output must present a complete comparison of different disciplines. **Processing Questions:** *1.What makes Social Science different from Natural Science and Humanities?* *2.Why is it important to study social issues from multiple perspectives?* *3.How can Social Science help analyze and address real-life situations in your community?* **2. Discussing New Concept** **Option 1 (<u>Group Activity):</u> ACTIVITY: "The Discipline Detectives"** ***Procedure*** **PART I** 1. The teacher will group the class into teams of 5 to 10 learners. 2. Each group becomes a team of "discipline detectives" tasked to uncover how each field (Social Science, Natural Science, and Humanities) studies human life and society. 3. The teacher explains the task: identify and differentiate the focus, methods, and functions of each discipline through teamwork and analysis. **PART II READING AND VOCABULARY SCAFFOLDING (15 minutes)** 4. Each group will be given reading supplementary material from the UNESCO International Social Science Journal: Link: https://unesdoc.unesco.org/ark:/48223/pf0000018652 5. Scaffolding for Difficult Terms: Before reading, the teacher provides a Vocabulary Guide with key terms and definitions: a. Discipline -A field of study or area of knowledge b. Methodology -The way researchers gather and analyze information c. Empirical -Based on observation or experiment d. Qualitative - Descriptive, non-numerical data (e.g., interviews, observations) e. Quantitative - Numerical data (e.g., statistics, measurements)	*examples and explanations, students will explicitly explain how each discipline studies/responds to the issue, and allow students to elaborate their understanding by articulating why Social Science is essential for addressing the issue* • *AID Principles: students will apply disciplinary frameworks through structured comparison, allow students to create multiple perspectives systematically.* • *3Rs Principles:* *Reflective: builds metacognitive awareness. Relevant: ensure cultural grounding and personal connection.* ***Notes:*** *1. The teacher may choose which options are applicable & appropriate for her/his diverse learners.* *2. Please see this link for the complete rubrics for all activities in all quarter 1 lessons. https://drive.google.com/drive/folders/1FMjLQCwKg6ziYaToU22zNpo56J4y3cE_?fbclid=IwY2xjawRfVOFleHRuA2FlbQIxMABicmlkETFYR09hcFU4QVluSnVaN0Z3c3J0YwZhcHBfaWQQMjIyMDM5MTc4ODIwMDg5MgABHmUNCi4__WbfvgaaXyqcI9ZFYmBphxpRs7F8nFWQGARHVtXsrljaesSa25AC_aem_Ju8pjj-tErS4Wsh-emXB2g* *Discussing New Concept* *Option 1: The Discipline Detectives* • *IDF Framework Integration: it allows students to systematically investigate and differentiate the focus, methods, and functions of Social Science, Natural Science, and Humanities.*

	f. Interdisciplinary - Combining knowledge from different fields g. Epistemology-The study of how we know what we know h. Paradigm - A framework or way of thinking 6. Students read assigned excerpts collaboratively, highlighting or noting key information about each discipline's focus, methods, and functions. **PART III: CHART COMPLETION (15 minutes)** 7. Groups use excerpts from the UNESCO reading material to fill out the Discipline Comparison Chart (provided by the teacher). **PART IV: PRESENTATION (10 minutes total: 2-3 minutes per group)** 8. Each group presents their findings to the class. 9. Key excerpts or evidence from the UNESCO material Insights about similarities and differences among disciplines **PART V: SYNTHESIS AND REFLECTION (10 minutes)** 10. The teacher facilitates a synthesis discussion highlighting: - similarities and differences among the three disciplines, the complementary nature of interdisciplinary approaches, real-world applications of each discipline. 11. Peer/Self-Reflection Prompts (students write brief responses): a. Self-Reflection: What was the most challenging part of identifying the differences among disciplines? What new understanding do you have about how Social Science works? b. Peer Reflection: Which group's presentation helped you understand the disciplines better? Why? What is one strength you noticed in your group's collaboration? **Processing Questions:** *1. How does the article from the UNESCO Journal describe the way Social Sciences study human behavior compared to Natural Science and Humanities?* *2. How can the insights you gained from this activity help you respond to real social issues in your community?* ***Option 2 (Pair Activity):* ACTIVITY: "Mind Mates: Seeing Through Three Lenses"** ***Procedure*** **PART 1: PAIRING AND ORIENTATION (3 minutes)** 1. The teacher pairs students and explains the activity: students will work as "Mind Mates" to explore how different disciplines view the same social issue. 2. Each pair will select one social issue from the list provided (e.g., unemployment, gender inequality, environmental degradation, poverty, online misinformation). **PART 2: READING AND VOCABULARY SCAFFOLDING (12 minutes)**	• *5E/7E Inquiry Model: this activity supports the explain phase of Inquiry Model using the Discipline Comparison Chart. Give emphasis on the elaborating understanding of students by articulating findings and comparing disciplinary approaches publicly* • *AID Principles: students apply reading comprehension and analytical skills to authentic scholarly text.* • *3Rs Guiding Principles: support reflective phase as students will: Dual reflection prompts (self and peer) build metacognitive awareness of learning process, disciplinary understanding, and collaborative skills* • *Relevant: the activity allows student to immersed in the real-world applications discussion connects disciplines to students' lived experiences.*  *https://copilot.microsoft.com/shares/Tdqn7HWc9dmJMhPGYFfVk* *https://copilot.microsoft.com/shares/1jY3HCX2wVBQMN4qkMQyE* *Option 2: Mind Mates: Seeing Through Three Lenses* • *IDF Framework Integration: students apply interdisciplinary analysis by examining a single social issue through three distinct disciplinary lenses.*

	3. Each pair receives selected excerpts from the UNESCO International Social Science Journal. Link: https://unesdoc.unesco.org/ark:/48223/pf0000018652 4. Scaffolding for Terminology: a. Discipline -A field of study or area of knowledge b. Methodology -The way researchers gather and analyze information c. Empirical -Based on observation or experiment d. Qualitative - Descriptive, non-numerical data (e.g., interviews, observations) e. Quantitative - Numerical data (e.g., statistics, measurements) f. Interdisciplinary - Combining knowledge from different fields g. Epistemology-The study of how we know what we know h. Paradigm - A framework or way of thinking 5. Reading Strategy: Partner A reads the first section aloud while Partner B listens and takes notes. Partner B re-tells the key ideas in their own words. Partners switch roles for the next section. **PART III: DISCUSSION WITH SCAFFOLDING PROMPTS (15 minutes)** 6. Pairs discuss how each discipline (Social Science, Natural Science, Humanities) would study or interpret their chosen social issue. 7. Scaffolding Prompts and Sentence Starters: For Social Science Lens: "A Social Scientist would study this issue by looking at..." "This discipline focuses on people and society, so it would examine..."Social Science methods might include surveys, interviews, or..."For Natural Science Lens: "A Natural Scientist would approach this issue by studying..."This discipline focuses on physical or biological factors, such as..."Natural Science methods might include experiments, measurements, or..."For Humanities Lens: "A Humanist would interpret this issue by exploring..."This discipline focuses on values, meaning, and human experience, so it would consider..."Humanities methods might include analyzing art, literature, philosophy, or..." **PART IV: CHART COMPLETION (10 minutes)** 8. Pairs record their insights in the Three Lenses Reflection Chart (provided by the teacher). **PART V: PEER SHARING AND FEEDBACK (10 minutes)** 9. Pair-to-Pair Sharing: Two pairs join together (forming groups of 4) to share their charts and insights. 10. Peer Feedback Prompts: "One thing we learned from your chart is..." "We think your [Social Science/Natural Science/Humanities] lens was strong because..." "One question we have about your analysis is..." 11. Teacher Feedback: The teacher circulates, provides formative feedback, and highlights strong examples of interdisciplinary thinking. **PART VI: REFLECTION (5 minutes)** 12. Students individually complete a Self-Reflection Prompt:	• *5E/ 7E Inquiry Model: this activity elicit prior knowledge about real-world problems; orientation engages students in purposeful collaborative inquiry. Explore: reciprocal reading strategy (read-aloud, note-taking, retelling) with vocabulary scaffolding. Elaborate: Chart completion elaborates understanding by requiring students to articulate disciplinary perspectives in writing; pair-to-pair sharing further elaborates through peer dialogue* • *AID Principles: Improve their understanding through reciprocal teaching and peer feedback, and Decide which disciplinary lens offers the most valuable perspective for their chosen issue through comparative reflection.* • *3Rs Guiding Principles: the activity is in reflective phase as students build metacognitive awareness of interdisciplinary thinking challenges; peer feedbacking, evaluative reflection skills.* ***Processing Questions:*** • *What new understanding did you gain about how Social Sciences differ from Natural Science and Humanities?* • *How did this activity help you reflect on the importance of studying social issues from multiple perspectives?* • *How can this understanding influence the way you view your role in society?*

	What was the most challenging part of seeing the issue through three different lenses? Which discipline's perspective surprised you the most? Why? **Option 3** **Individual(Written):ACTIVITY: "My Social Lens: Writing to Connect Knowledge and Action"** ***Procedure*** **PART 1: ORIENTATION AND VOCABULARY SCAFFOLDING (5 minutes)** 1. The teacher introduces the essay task: students will write a 300–400 word essay titled "My Social Lens: How Knowledge Helps Build a Better Society." 2. Scaffolding for Disciplinary Terminology: The teacher provides a Vocabulary Reference Guide with key terms: a. Discipline -A field of study or area of knowledge b. Methodology -The way researchers gather and analyze information c. Empirical -Based on observation or experiment d. Qualitative - Descriptive, non-numerical data (e.g., interviews, observations) e. Quantitative - Numerical data (e.g., statistics, measurements) f. Interdisciplinary - Combining knowledge from different fields g. Epistemology-The study of how we know what we know h. Paradigm - A framework or way of thinking **PART 2: READING AND NOTE-TAKING (12 minutes)** 3. Students read selected sections from the UNESCO International Social Science Journal:Link: https://unesdoc.unesco.org/ark:/48223/pf0000018652 **PART 3: ESSAY PLANNING AND DRAFTING (20 minutes)** 4. Students use the Essay Scaffold/Outline (provided by teacher) to organize their ideas: ESSAY SCAFFOLD: "My Social Lens" Introduction (50–75 words): Hook: Start with a question or statement about why understanding society matters. Sentence Starters: "Have you ever wondered why societies change?" Body Paragraph 1: Explaining Disciplinary Differences (100–125 words) Topic Sentence: Explain how Social Science differs from Natural Science and Humanities Support: Provide specific examples of focus, methods, or goals Connection: Show why these differences matter Conclusion: Knowledge for Positive Change (50–75 words) Summary: Briefly restate how Social Science differs from other disciplines Action: Suggest how knowledge from these disciplines can create positive change Closing Thought: End with a reflection on the importance of interdisciplinary thinking ***PART IV: PEER REVIEW(10 minutes)*** *Peer Review Protocol:*	*Option 3: My Social Lens: Writing to Connect Knowledge and Action* • *IDF Framework Integration: the activity give emphasis to synthesizing disciplinary understanding through individual reflective writing.* • *5E/ 7E Inquiry Model: the activity align with the explain phase of inquiry model it allows the students to scaffold through their essays which requires students to explicitly explain disciplinary differences.* *Applying disciplinary perspectives to real social issues elaborates understanding through concrete contextualization.* • *AID Principles: apply disciplinary frameworks to analyze chosen social issues through writing, Improve their essays through structured peer feedback.* • *3Rs Guiding Principles: the entire essay is reflective writing exercise; conclusion explicitly requires reflection on interdisciplinary thinking's importance.* ***Notes:*** 1. *The teacher may choose which options are applicable & appropriate for her/his diverse learners.* 2. *Please see this link for the complete rubrics for all activities in all quarter 1 lessons.*

	Students exchange essays with a partner and provide feedback using the Peer Review Checklist: *Peer Review Checklist:* *☐ Does the introduction clearly state the essay's purpose?* *☐ Does the essay explain how Social Science differs from Natural Science and Humanities?* *☐ Is a real social issue identified and analyzed?* *☐ Does the essay suggest how knowledge can create positive change?* *☐ Is the writing clear and well-organized?* *One strength: _____* *One suggestion for improvement: _____* ***Processing Questions:*** 1. *How does the UNESCO reading inspire you to use knowledge from Social Science to address real social issues?* 2. *What personal actions can you take to apply what you've learned about these disciplines in your community?* 3. *How can integrating insights from all three disciplines lead to more effective and compassionate solutions to social problems?* **3. Developing Mastery** ***Option 1:*ACTIVITY: "Concept Connection Drill"** ***Procedure:*** 1. In this activity, the teacher presents short excerpts from the UNESCO reading defining Social Science, Natural Science, and Humanities. 2. Learners work in pairs to match each discipline with its: Nature (what is the nature of the study?), function (How this discipline applies in real life?). 3. The teacher facilitates a short discussion using analogies such as: social science is like a mirror because it reflects how people live together, natural science is like a microscope because it examines the physical world, and humanities is like a painting because it expresses human meaning and values. 4. Students complete a **matching activity and concept map activity**.	*https://drive.google.com/drive/folders/1FMjLQCwKg6ziYaToU22zNpo56J4y3cE_?fbclid=IwY2xjawRfVOFleHRuA2FlbQIxMABicmlkETFYR09hcFU4QVluSnVaN0Z3c3J0YwZhcHBfaWQQMjIyMDM5MTc4ODIwMDg5MgABHmUNCi4__WbfvgaaXyqcI9ZFYmBphxpRs7F8nFWQGARHVtXsrljaesSa25AC_aem_Ju8pjj-tErS4Wsh-emXB2g* *Developing Mastery* *Option 1: Concept Connection Drill* • *IDF Framework Integration: the activity emphasizing disciplinary understanding of students by matching disciplines with their nature and real-world functions.* • *5E/7E Inquiry Model: elaborate phase: elaborate understanding by connecting abstract disciplinary concepts to concrete, memorable metaphors* • *AID Principles: apply disciplinary categorization tasks, improve conceptual clarity, analogy discussion and peer collaboration, and decide to organize and represent disciplinary relationships in their concept maps.*

	Option 2: ACTIVITY 2: "Model the Mind: Three Worlds of Knowledge" ***Procedure*** 1. The teacher presents a **Venn diagram** labeled Social Science, Natural Science, and Humanities. 2. The learners will identify overlapping areas (e.g., environmental studies, psychology, cultural geography). 3. In small groups consisting of 5 to 10 members, students will fill in examples from Philippine contexts such as disaster response, education, or cultural preservation. Groups present their diagrams briefly. The teacher provides feedback on how well they identified relationships and distinctions. **Processing Questions:** 1. *Which Philippine issue/s can be studied by all three disciplines?* 2. *How do social science disciplines work together to promote national development?* **Option 3: ACTIVITY:** "Knowledge Stations: Walk Through the Worlds" ***Procedure*** 1. The teacher will have a brief review on the key, nature, and functions of the three disciplines: social science, natural science, & humanities. 2. Students will be grouped consisting of 5 to 10 members. 3. Each group will be given 3-minutes classroom walk-through on the "knowledge stations" showing the following situations: voting during Barangay Elections, peer pressure among teenagers, typhoon formation and heavy rainfall in the Philippines, traditional Filipino Values (Bayanihan), flooding in Urban Communities, education system and cultural expectations, climate change in Coastal Areas. 4. After the 3-minutes walkthrough, each group will assign a facilitator who will assist in the collaborative discussion about these questions: Does the situation talk about people and society?Does the situation talk about nature or the environment? Does the situation talk about culture, values, or beliefs? Choose the best knowledge world for the situation: social science, natural science, humanities, or a combination of one or two or three discipline. 5. Each group will assign a reporter on the result and findings of their discussions. ***Processing Questions:*** 1. *Which discipline helped you understand the situation? Why?* 2. *Why is it that one real-life issues belong to more than one discipline?*	• *3Rs Guiding Principles: Reflective: metacognitive reflection on how disciplines and metaphorical thinking.* *Relevant: Matching "function" explicitly connects disciplines to real-life applications. Responsive: peer scaffolding.* ***Processing Questions:*** 1. *How does Social Sciences differ from Natural Science in studying human behavior?* 2. *Why does the article from the UNESCO journal describe Humanities as a study of meaning and values?* 3. *How do these three disciplines complement one another in understanding society?* *Option 2: Model the Mind: Three Worlds of Knowledge* • *IDF Framework Integration: students visualize and analyze, and identify overlapping areas.* • *5E/7E Inquiry Model: students explicitly explain disciplinary relationships by identifying and justifying overlapping areas.* • *AID Principles: categorize Philippine examples and understanding of interdisciplinary connections through collaborative diagram completion.* • *3Rs Guiding Principles: the activity is on the reflective phase it requires metacognitive reflection on disciplinary boundaries and intersections.* ***Option 3:*** *Knowledge Stations: Walk Through the Worlds* • *IDF Framework Integration: students categorize authentic Philippine scenarios across knowledge stations.*

	3. *How do these discipline help us better understand the social world and our real-life problems?* ***Notes:*** 1. *The teacher may choose which options are applicable & appropriate for her/his diverse learners.* 2. *Please see this link for the complete rubrics for all activities in all quarter 1 lessons. https://drive.google.com/drive/folders/1FMjLQCwKg6ziYaToU22zNpo56J4y3cE_?fbclid=IwY2xjawRfVOFleHRuA2FlbQIxMABicmlkETFYR09hcFU4QVluSnVaN0Z3c3J0YwZhcHBfaWQQMjIyMDM5MTc4ODIwMDg5MgABHmUNCi4__WbfvgaaXyqcI9ZFYmBphxpRs7F8nFWQGARHVtXsrljaesSa25AC_aem_Ju8pjj-tErS4Wsh-emXB2g*	• *5E/7E Inquiry Model: elaborate understanding by requiring repeated application across varied contexts* • *AID Principles: improve analytical structured collaborative discussion.* • *3Rs Guiding Principles: Reflective as students builds metacognitive awareness of disciplinary thinking. Relevant: scenarios drawn from Philippine directly connect to students' cultural identity and lived experiences.* • *Responsive: reporter role accommodates verbal-linguistic learners; multiple scenarios allow differentiated complexity*
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** ***Option 1:* ACTIVITY: "Project Bayanihan: Youth Solutions for Change"** ***Procedure*** 1. The teacher will grouped the class consisting of 5 to 10 members. 2. Each group selects a Philippine social issue (e.g., poverty, climate change, mental health, education inequality). Using the UNESCO reading as a guide, groups analyze the issue through the three disciplines: ***Social Science: How social structures and relationships influence the issue*** ***Natural Science: How environmental or biological factors contribute*** ***Humanities: How culture, values, and human expression shape responses*** - Groups create a **simulated youth-led project** (e.g., awareness campaign, community initiative, or advocacy) that integrates insights from all three disciplines. Present the project through a short skit, poster, or multimedia presentation. ***Processing Questions:*** *1. How did each discipline help you understand the chosen issue more deeply?* *2. What Filipino values embodies your project proposal?* *3. How can a youth like you take real action to address this issue in your community?*	*Finding Practical Application* *Option 1: Project Bayanihan: Youth Solutions for Change* • *IDF Framework Integration: synthesizing, analyzing, authentic.* • *5E/7E Inquiry Model: evaluate, integration and solution feasibility; peer and teacher feedback evaluate analytical depth and creative application. Extend: Youth-led project design extends learning from theoretical understanding to civic action.* • *AID Principles: Students Apply all three complex Philippine social issues.* • *3Rs Guiding Principles: Reflective: Tri-disciplinary analysis requires metacognitive reflection.* • *Relevant: Student-selected Philippine social issues and frame positions students as active civic agents; "Bayanihan" title invokes Filipino cultural value of communal cooperation.*

Sample Output for Option 1: Project Bayanihan: Youth Solutions for Change

https://copilot.microsoft.com/shares/RoX5p7LYtPZXhz3jqnovy

Option 2 (Group Activity): ACTIVITY 2: "Barangay Issue Mapping: Science, Society, and Values"

Procedure

1. In this activity, the class will be working in small groups based on barangay they resides.
2. Students will observe and investigate a real issue in their barangay or school community and analyze it using the three disciplines.
2. Each group will map the following community issues in their respective Barangay: improper waste disposal, youth vaping/smoking, flooding during heavy rains, lack of youth participation in barangay projects.
3. Each group will identify one community issue they have personally observed. Create a simple issue map answering:
    a. Social Science: Who is affected in the issue? What behaviors, rules, or institutions are involved?
    b. Natural Science: What environmental, health, or physical factors are connected?
    c. Humanities: What values, beliefs, or ethical concerns are present in the issue?
4. Groups share their findings with the class.

Processing Questions:

1.Which discipline helped you understand the grassroots of the community issue? Why?
2. In what ways did your personal experiences in the community affect how you understood and analyzed the issue?
3. How can students like you help solve this issue in your school or community through simple actions?

Option 3: ACTIVITY 3: "Ako, ang Kabataang Pilipino: My Self-Advocacy Platform"

Procedure

1. Each learner will identify a **social issue** they care deeply about (e.g., bullying, waste management, cultural discrimination, digital misinformation, mental health awareness).

Option 2: "Barangay Issue Mapping: Science, Society, and Values"

IDF SHS: *learners to synthesize key ideas and show constructive alignment on their individual reflection, peer discussion, and written takeaways.*
5E/7E inquiry model*, students reflect on learning and connect it to real-life application. Rooted in experiential learning, learners consolidate insights drawn from prior activities, supporting a transformative approach that encourages informed citizenship and personal responsibility.*
The ***3Rs Principle*** *are upheld as the lesson remains relevant to Filipino youth, responsive to students' voices, and reflective through thoughtful generalization and action-oriented insights.*

Option 3: ACTIVITY 3: "Ako, ang Kabataang Pilipino: My Self-Advocacy Platform"

- ***IDF Framework Integration****: structured: Clear platform components Constructive alignment: Personal advocacy demonstrates deep understanding.*
- *5E/ 7E Inquiry Model: Engage: Identifying issues they "care deeply about", Explore: researching issue significance and disciplinary connections, explain and articulating how disciplines address the issue, designing concrete action plans.*
- *AID Principles: Apply: Applying disciplinary knowledge to personal advocacy Improve: Developing comprehensive advocacy platforms, and decide: Individual decision-making on issue, approach, and values*
- *3Rs Guiding Principles: real-world (actionable advocacy), Contextualized (Filipino values-based), Career-aligned (leadership, civic engagement) and deeply metacognitive (self-advocacy requires self-awareness), Critical*

	2. They will make a **self-advocacy platform** that includes: the issue and why it matters to them and their community, how Social Science, Natural Science, and Humanities can help address the issue, a concrete action they can take as a student or youth leader to contribute to a solution, the Filipino values that guide their plan (bayanihan, pakikipagkapwa, malasakit). 3. Learners present their plans through a "**Youth Summit"** inside the class. There will be a **short oral sharing session**, where they explain their advocacies and proposed platforms. ***Processing Questions:*** *1. What made you interested in choosing your social issue?* *2. How can the knowledge from the three disciplines help you create meaningful change?* *3. What Filipino values will guide your actions in addressing this issue?* **2. Making Generalization** ***Option 1:* ACTIVITY 1: Think-Pair Share** **Procedure** 1. Each learner reflects silently on the question: *"How do Social Science, Natural Science, and Humanities differ in understanding human life and society?"* *2.* Pair Activity: Learners discuss their thoughts with a partner and identify one key insight. They will share their conclusions with the class in one or two sentences. The teacher summarizes the shared ideas into a collective generalization on the board. ***Option 2:* ACTIVITY 2: "Park Your Idea & Takeaways"** ***Procedure*** 1. At the end of the lesson, each learner writes a short paragraph (3–5 sentences) in a sticky notes to be posted at the "Park Your Ideas Corner" answering: *"What is the most important thing I learned about the nature and functions of Social Science, Natural Science, and Humanities, and how can I apply it to real life?"* 2. Learners submit their responses before leaving the class. The teacher reviews the reflections to gauge understanding and responsiveness.	*thinking (interdisciplinary problem-solving), Goal-oriented (concrete action plans)* ***Notes:*** *1. The teacher may choose which options are applicable & appropriate for her/his diverse learners.* *2. Please see this link for the complete rubrics for all activities in all quarter.https://drive.google.com/drive/folders/1FMjLQCwKg6ziYaToU22zNpo56J4y3cE_?fbclid=IwY2xjawRfVOFleHRuA2FlbQIxMABicmlkETFYR09hcFU4QVluSnVaN0Z3c3J0YwZhcHBfaWQQMjIyMDM5MTc4ODIwMDg5MgABHmUNCi4__WbfvgaaXyqcI9ZFYmBphxpRs7F8nFWQGARHVtXsrljaesSa25AC_aem_Ju8pjj-tErS4Wsh-emXB2g* *Option 1: ACTIVITY 1: Think-Pair Share* ***Processing Questions:*** *1. How do these disciplines complement one another in solving real-world problems?* *2. Why is it important for Filipinos to understand these differences?* *Option 2: ACTIVITY 2: "Park Your Idea & Takeaways"* **Processing Questions:** 1. *How can this knowledge help you as a Filipino youth?* *2. What action can you take to apply what you learned in your community?*
V. ASSESSMENT *(Assessing Learnings)*	*OPTION A (MULTIPLE CHOICE)* *Directions: Choose the letter of the correct answer and write it on your answer sheet.* *1. A filmmaker creates a documentary about the struggles of indigenous peoples to preserve their culture. Which discipline is most evident in this work?* *A. Humanities, because it expresses cultural identity and human meaning* *B. Natural Science, because it studies the environment of indigenous groups* *C. Natural Science, because it uses technology to record the film* *D. Social Science, because it measures population data*	

	2. A teacher asks students to write an essay on how Filipino values like bayanihan and pakikipagkapwa can help solve community problems. Which discipline's perspective is being emphasized? *A. Humanities, because it focuses on moral and cultural reflection* *B. Natural Science, because it observes human biology* *C. Natural Science, because it studies physical cooperation* *D. Social Science, because it measures social participation* *3. A group of students is studying the increasing number of out-of-school youth in their community. They conduct interviews, gather data on family income, and analyze government programs. Which discipline are they primarily applying?* *A. Humanities, because they are interpreting human emotions* *B. Natural Science, because they are collecting measurable data* *C. Natural Science, because they are testing a scientific hypothesis* *D. Social Science, because they are examining social structures and relationships* *4. A scientist studies how pollution affects marine life in the Philippines. Later, a sociologist examines how fishing communities are affected by the loss of livelihood. What does this situation show about the relationship between disciplines?* *A. Humanities and Natural Science are unrelated to social issues.* *B. Natural Science and Social Science complement each other in understanding both environmental and social impacts.* *C. Natural Science focuses only on human behavior.* *D. Social Science alone can explain all aspects of the problem.* *5. A student observes that many of her classmates experience stress due to academic pressure. She decides to conduct a survey and propose a peer-support program. Which discipline's approach is she using?* *A. Humanities, because she expresses emotions through art* *B. Humanities, because she reflects on personal experiences* *C. Natural Science, because she measures physical reactions to stress* *D. Social Science, because she studies social behavior and suggests solutions* *6. A student compares how a biologist and a historian would study the same topic—human migration. What difference would she most likely find?* *A. Both rely only on artistic interpretation.* *B. Both study migration using laboratory experiments.* *C. The biologist studies genetic adaptation, while the historian studies cultural and social causes.* *D. The historian focuses on physical changes, while the biologist studies cultural traditions.*

	7. During a typhoon, scientists forecast the storm's path, while social workers organize evacuation centers and artists create awareness posters. What does this scenario illustrate? *A. Humanities and Social Science are unrelated to scientific work* *B. Only Natural Science is useful in disaster response* *C. Social Science replaces the need for Natural Science* *D. The three disciplines working together to address human and environmental needs* *8. A community art exhibit features paintings about poverty and inequality. Visitors are encouraged to reflect on the causes of these issues and take action. Which statement best explains the role of Humanities here?* *A. It inspires empathy and moral awareness through creative expression.* *B. It measures economic growth rates.* *C. It provides statistical data about poverty.* *D. It tests scientific theories about inequality.* *9. A local government wants to reduce plastic waste. Scientists develop biodegradable materials, sociologists study people's consumption habits, and artists design campaigns promoting eco-friendly lifestyles. What does this show?* *A. Interdisciplinary collaboration among Natural Science, Social Science, and Humanities* *B. The dominance of Natural Science in solving all problems* *C. The irrelevance of Humanities in environmental advocacy* *D. The separation of disciplines in addressing issues* *10. A youth organization wants to address misinformation on social media. Which combination of disciplines would best help them create an effective solution?* *A. Humanities alone to write emotional stories* *B. Natural Science alone to analyze computer systems* *C. Social Science alone to collect survey data* *D. Social Science to study communication behavior, Humanities to craft meaningful messages, and Natural Science to understand technology* *Answer Key:* *1. A 2. A 3. D 4. B 5. D 6. C 7. D 8. A 9. A 10. D*

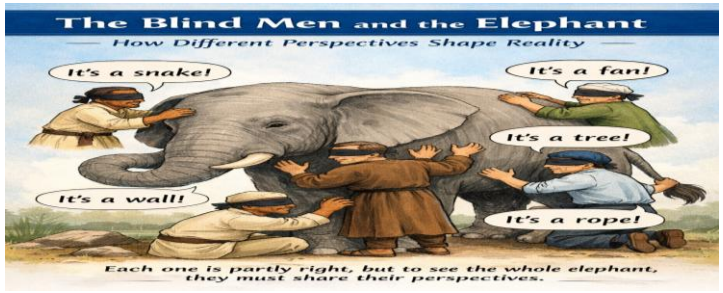
	OPTION B (PERFORMANCE TASK) ACTIVITY:#SocSciForChange: Our Voice Matters" *Procedure: This activity will allow learners to connect their understanding of Social Science with real-life social issues in their communities. It allows students to express their advocacies through digital and creative platforms that align with their intelligences ensuring inclusivity and engagement for diverse learners.* *G – Goal: Learners to apply Social Science disciplines in analyzing a local or national social issue and to create a self-advocacy platform that promotes positive social change and cultural understanding. They will express their advocacy using digital and creative tools suited to their preferred intelligences.* *R – Role: Learners will act as digital youth advocates and content creators for change, using their unique talents and intelligences to communicate their message effectively. They become voices of their generation, promoting awareness, empathy, and action through creative expression.* *A – Audience: Classmates and teachers, who will assess the clarity and relevance of the advocacy. Local community members or youth organizations, who may relate to or support the advocacy. Online audiences, as the advocacy can be shared digitally to reach a wider community.* *S – Situation: Learners are challenged to respond to a real social issue that affects their school community/Barangay: such as mental health, environmental degradation, unemployment, or cultural identity. They must analyze the issue through the lens of Social Science disciplines and design a self-advocacy platform that integrates Filipino values (bayanihan, pakikipagkapwa, malasakit) and demonstrates how Social Science fosters positive social change and cultural understanding.* *P – Product/Performance: Learners will produce a digital advocacy output(infographics, digital poster) using a platform that matches their dominant multiple intelligence.* *S – Standards / Criteria for Success (refer to rubric)* *https://drive.google.com/drive/folders/1FMjLQCwKg6ziYaToU22zNpo56J4y3cE_?fbclid=IwY2xjawRfVOFleHRuA2FlbQIxMABicmlkETFYR09hcFU4QVluSnVaN0Z3c3J0YwZhcHBfaWQQMjIyMDM5MTc4ODIwMDg5MgABHmUNCi4__WbfvgaaXyqcI9ZFYmBphxpRs7F8nFWQGARHVtXsrljaesSa25AC_aem_Ju8pjj-tErS4Wsh-emXB2g*
VI. ENRICHMENT/REMEDIATION ACTIVITIES	**OPTION 1: Simplified Venn Diagram: What's the Same? What's Different? Duration: 25 minutes** ***Procedure:*** 1. Two-Circle Comparison: Start simple with only TWO disciplines at a time: Round 1: Social Science vs. Natural Science Round 2: Social Science vs. Humanities Round 3: Natural Science vs. Humanities 2. Guided Venn Diagram Completion: Teacher provides partially completed Venn diagram with sentence frames: Social Science Circle: "Studies: people and _____" "Example: _____" Natural Science Circle: "Studies: nature and _____" "Example: _____" Overlap (Both): "Both try to understand the _____" "Both use _____ to find answers" 3. Word Bank Support: Provide word bank with key terms: society, physical world, research, questions, observations, experiments, culture, knowledge. 4. Visual Examples: Teacher shows pictures representing each discipline and students place them in correct circle. 5. Exit Reflection: Students complete:"Social Science is different from Natural Science because _____" "One thing I learned today is _____"

	OPTION 2: Discipline Detective: Clue Cards" Duration: 20 minutes ***Procedure:*** 1. Clue Card System: Teacher creates cards with "clues" that hint at which discipline is being described: Example Clue Cards: "I use surveys and interviews" → Social Science "I work in a laboratory with experiments" → Natural Science "I analyze paintings and literature" → Humanities "I study why people vote" → Social Science "I measure temperature and weather" → Natural Science "I explore the meaning of traditions" → Humanities 2. Detective Work: Students work individually or in pairs to read each clue and identify the discipline. 3. Evidence Collection: For each clue, students write: "I know this is [discipline] because _____." Keyword Highlighting: Students highlight keywords in each clue that helped them identify the discipline (e.g., "surveys," "laboratory," "meaning"). 4. Create Your Own Clues: Students create 3 new clue cards for classmates to solve.
VII. REFLECTION *(Feedback and Continuous Improvement)*	After facilitating this topic, I observed that learners _____. The key highlights included _____, while the main challenges encountered were _____. To improve instruction, I adjusted by _____, which helped enhance learner engagement and understanding.
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used Microsoft Copilot, Chatgpt, Canva AI in order to generate suggested images, activities relevant in crafting this Lesson Exemplar. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Learning Area	SOCIAL SCIENCES (Theory and Practice)	Lesson Exemplar	1

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the historical development, key concepts, and approaches in the Social Sciences including its major theories, enabling them to analyze and explain human behavior, social structures, and cultural dynamics within diverse societal contexts.*
B. Performance Standard	*The learner applies Social Science disciplines in explaining a social issue using a multimedia presentation, infographic, podcast, or other relevant presentation scheme.*
C. Learning Competencies	*Establish the interconnections among the Social Science disciplines, Natural Sciences, and the Humanities.*
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	▪ Difference between Interdisciplinary, Transdisciplinary, and Multidisciplinary Approaches" *Indian History by Dr. Venus Jain, https://youtu.be/q8bKhBP7te8* Durable) *https://www.youtube.com/watch?v=S4stcX18uVk* ▪ Frodeman, Robert, Julie Thompson Klein, and Roberto Carlos Dos Santos Pacheco, eds. *The Oxford Handbook of Interdisciplinarity*. 2nd ed. Oxford: Oxford University Press, 2017. https://academic.oup.com/edited-volume/34351. ▪ Lakehead University. *"Multidisciplinary, Interdisciplinary and Transdisciplinary."* YouTube video. Accessed March 4, 2026. https://www.youtube.com/watch?v=QVM54GrKm3M ▪ Multi, Inter or Transdisciplinary UVED (Université Virtuelle Environnement et Dévelopment ▪ The Transdisciplinary Approach - *Michigan Technological University: https://www.youtube.com/watch?v=x5xGi9EFCSY* AI Generative tools and links for visual images: ▪ *https://copilot.microsoft.com/th/id/BCO.61e5ceef-8b66-40c2-bdcf-84336b92e16b.png* ▪ *https://copilot.microsoft.com/shares/RFFZG4bWVvWvFrC4kVFF6* ▪ https://copilot.microsoft.com/th/id/BCO.168e1ba3-b2c7-49d7-8c08-4b32f5f29fd0.png ▪ https://copilot.microsoft.com/shares/MtHHaf9x1Jg15V89zmndZ ▪ https://copilot.microsoft.com/shares/RpZDpgMnTaUXoACorFdhV ▪ https://copilot.microsoft.com/th/id/BCO.6d39238a-6621-4fe8-8d52-e4da76d30ea4.png
III. CONTENT	**THE SIGNIFICANCE AND FOUNDATIONS OF THE SOCIAL SCIENCES**

(Sequencing Content)	*Social Sciences as the Study of Society:* ▪ *Multidisciplinary approaches* ▪ *Interdisciplinary approaches* ▪ *Transdisciplinary approaches* ▪ *Social issues requiring multiple perspectives (poverty, climate change, digital media)*
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	*At the end of the lesson, the learners are expected to:* ▪ *Identify and describe the different approaches (multidisciplinary, interdisciplinary, transdisciplinary) that study society;* ▪ *Illustrate the connections among various disciplines in analyzing social issues;* ▪ *Show appreciation on the importance of interdisciplinary perspectives in understanding societal problems.*

IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**Day 3 of Week 1** **1. Activating Prior Knowledge (5 minutes)** **Option 1: The Hook: The "Blindfolded Scholars" Story:** **Procedure:** 1. Start with the parable of the blind men touching different parts of an elephant (one touches the trunk and says it's a snake, another the leg and says it's a tree).  https://copilot.microsoft.com/th/id/BCO.61e5ceef-8b66-40c2-bdcf-84336b92e16b.png	**Integration with IDF (Instructional Design Framework in SHS Curriculum)** ● **Learner-Centered:** Students start with their own community experiences (poverty, trash management, misinformation). ● **Constructivist:** Builds on prior knowledge and lived realities before introducing new concepts. ● **Contextualized:** Uses Philippine societal issues, making learning meaningful and grounded in local realities. ● **Inquiry-Based:** Encourages questioning and exploration rather than rote memorization. **Application of AID Design Principles** ● **Apply:** ○ Students apply disciplinary lenses (science vs. social science vs. humanities) to analyze local problems. ● **Improve:** ○ Through partner and class sharing, students refine their understanding by hearing diverse perspectives. ● **Decide:** ○ The "Approach Decision" question pushes them to decide which issues benefit most

	2. Ask: "If the elephant is **Society**, what happens if we only look at it through one lens (e.g., only Economics or only Biology)?" Then let the learners answer the guide questions.
	
	Guide Questions:
	
	1. In the story, why did each scholar come to a completely different conclusion about what the elephant was?
	Difficulty: Learners may struggle to grasp abstract ideas like perspective, interpretation, and partial knowledge.
	
	Unlocking Strategy that teacher may use:
	
	• **Concrete analogy:** Use real-life examples (e.g., different people describing a festival from their own vantage point).
	• **Visual aid:** Show a picture of the "Blind Men and the Elephant" story to illustrate how each person touches only one part.
	• **Collaborative activity:** Assign groups to describe one object from different angles (e.g., a chair from the top, side, or underneath).
	• **Simplified language:** Emphasize that each scholar was "partly right but not completely right."
	2. If the **Elephant** represents our **Society**, which "body part" do you think the Social Sciences focus on compared to the Natural Sciences or the Humanities?
	Difficulty: Learners may find it hard to connect abstract disciplines to concrete metaphors.
	
	Unlocking Strategy that the teacher may use: (diverse learners)
	
	• **Graphic organizer:** Create a chart comparing disciplines:
	  ○ **Social Sciences:** Focus on the "heart" (relationships, institutions, behaviors).
	  ○ **Natural Sciences:** Focus on the "bones and muscles" (physical laws, biology, chemistry).
	  ○ **Humanities:** Focus on the "mind and voice" (values, culture, meaning).
	• **Role-play:** Have students act out each discipline's perspective on a social issue (e.g., climate change).
		from transdisciplinary approaches, emphasizing real-world problem-solving.
		Use of 3Rs Guiding Principles
		
		• **Relevant:**
		  ○ Issues chosen (poverty, climate change, digital media, trash management) are directly connected to students' communities and daily lives.
		• **Responsive:**
		  ○ Think–Pair–Share allows students to voice personal observations and experiences, making the activity responsive to their context.
		• **Reflective:**
		  ○ Process questions (How, Why, So What) encourage deeper reflection on the value of multiple perspectives in solving societal problems.
		
		Process Questions:
		
		• **Apply:** How does this parable illustrate the difference between a **Multidisciplinary** approach (scholars shouting their own findings) and an **Interdisciplinary** approach (scholars talking to each other to "see" the whole elephant)?
		• **Improve:** How would the scholars' understanding of the elephant **deepen** if they removed their blindfolds and integrated their observations into one report?
		• **Decide:** Based on this metaphor, **decide** which is more important: the specific data from one part of the elephant, or the "connection" between all the parts? Why?

	• **Scaffolded questioning:** Guide learners' step by step—first define each discipline, then connect it to a metaphorical "body part." 3. What are the dangers of a "one-lens/one-sided" policy when a government tries to solve a complex problem like a national health crisis? **Difficulty:** Learners may struggle to see the complexity of real-world problems and why multiple perspectives matter. **Unlocking Strategy that the teacher may use: (diverse learners)** • **Case study:** Present a simplified example (e.g., focusing only on medicine without considering mental health, economics, or education). • **Discussion prompts:** Ask students to imagine what happens if only one group (scientists, politicians, or economists) makes decisions. • **Visual metaphor:** Show a puzzle with missing pieces—illustrating that one-sided solutions leave gaps. • **Critical thinking exercise:** Compare two responses to a health crisis—one holistic, one narrow—and let students identify strengths and weaknesses. **Option 2: Visual Mapping** Procedures: 1. Teacher will present a sample photo of a local public market. 2. Based on the photo, learners list one thing a **Biologist** would see (e.g., bacteria on meat), one thing an **Artist** would see (e.g., the colors of the fruits), and one thing a **Sociologist** would see (e.g., the interaction between vendor and buyer). Let them answer the guide questions. o Learners may also get the views of other experts. **Guide Questions:**	 https://copilot.microsoft.com/shares/RFFZG4bWVvWvFrC4kVFF6 **Process Questions:** • **Apply:** If a market is non-compliant with health rules and regulation, how would these three professionals (Biologist, Artist, Sociologist) collaborate to help the community

	1. Looking at the photo of the **Public Market**, what specific "evidence" or "data" is the Biologist looking for versus what the Sociologist is looking for? 2. Even though the Artist (Humanities) and the Sociologist (Social Science) both look at "people," how do their goals differ? (e.g., Is one looking for *beauty/expression* while the other looks for *patterns/rules*?) **2. Establishing the Purpose of the Lesson (5 minutes)** **Option 1: "One Issue, Many Views" (Motivation Activity)** **Procedure:** 1. Present a **simple real-life issue** (e.g., poverty, climate change, or social media use). 2. Ask students: o *"How can this issue be studied or explained?"* 3. Let students give answers freely (e.g., science, economics, values, behavior). 4. Write their answers on the board and group them into categories (Natural Sciences, Social Sciences, Humanities). 5. Guide students to notice that **different disciplines give different explanations**. **Option 2: "Picture Analysis: What's Missing?" (Engagement Activity)** **Procedure:** 1. Show a **picture or short scenario** (e.g., flooded community, polluted river, or crowded urban area). 2. Ask students to observe and answer: o *"What is happening in the picture?"* o *"What caused this problem?"* o *"Who are affected?"* 3. Ask a follow-up question: o *"Can one subject alone fully explain or solve this problem? Why or why not?"* 4. Encourage students to think about different fields (science, society, values, governance).	recover? Who are the other experts help solve the problem at hand? ● **Improve:** Why is the Social Scientist's observation of "vendor-buyer interaction" necessary to **improve** the economic flow of the market beyond just looking at the prices of goods? Who are the other Social Scientists that will help strengthen the analysis of market economy? ● **Decide:** If you were the Market Master (leader), why would you **decide** to use a **transdisciplinary perspective** to manage the market instead of just focusing on the "sanitation" (Natural Science) or "architecture" (Humanities)? **Processing Question:** ● *"Why do you think we need different ways of studying one issue?"* **Transition to Lesson:** Teacher connects responses to the lesson by saying that these different ways represent **multidisciplinary, interdisciplinary, and transdisciplinary approaches**. **Processing Question:** ● *"What happens if we only look at one side of the problem?"* **Transition to Lesson:** Teacher emphasizes that **complex social issues require multiple perspectives**, leading to the introduction of the three approaches

B. Instituting New Knowledge

1. Presenting Examples. (6 minutes)

Option 1: **"Connecting the Dots: How Disciplines Work Together"**

Procedures:

1. The teacher will explain, identify and describe the different approaches with examples to deepen one's understanding of the use of diverse perspective. Visual image is also provided and explained to cater visual learners. **(diversity of learners)**

Multidisciplinary Approach

Different disciplines study the same issue separately, each providing its own perspective. Example: **Climate Change**

Discipline	Contribution
Environmental Science	Studies environmental changes
Economics	Examines economic costs and resources
Sociology	Studies community impact

Interdisciplinary Approach

Different disciplines combine their knowledge and methods to analyze a problem. Example: **Poverty**

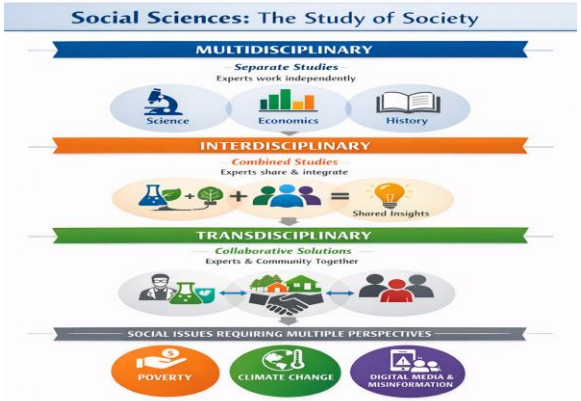
Discipline	Contribution
Economics	Income distribution
Sociology	Social inequality
Psychology	Behavior and motivation

Transdisciplinary Approach

Experts from different fields collaborate with communities to create real-world solutions. Example: **Digital Media and Misinformation**

Activity Context

Students watch a short-animated lecture explaining the differences among the three approaches. They then respond to guide questions that highlight the changing role of disciplines and the importance of including community voices.



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Learning Context

These questions aim to help learners apply multidisciplinary, interdisciplinary, and transdisciplinary lenses in understanding social issues. Activities are designed to be inclusive and adaptable for diverse learners.

- **Mode of Response –** Whole Class Discussion – Guided sharing of ideas; each group presents one key insight.

Field	Role
Communication Studies	Media literacy
Psychology	Cognitive biases
Technology	Digital platforms
Community leaders	Public awareness

Guide Questions:

1. Multidisciplinary Lens
"If poverty is studied separately by an economist, a sociologist, and a psychologist, what unique insights does each discipline provide, and what might be missing if they don't share their findings?"

- **Mode of Response – Dyad or Triad Discussion** – Students collaborate to compare insights from different disciplines.
- **Submission & rating -** Submit a short-written output (3–5 sentences per discipline). Rated by teacher using a rubric for clarity and accuracy

2. **Interdisciplinary Lens**
"How does combining environmental science and sociology change the way we understand climate change compared to studying them in isolation?"

- **Mode of Response –** Small Group Activity (4–5 members) – Students create a simple concept map showing connections between disciplines.
- **Submission & rating -** Submit group output (concept map).

3.Transdisciplinary Lens

- **Submission & rating-** Oral participation graded through a rubric for collaboration and communication.

4. Holistic Reflection (Evaluate & 3Rs)

"What dangers arise when society relies on only one perspective to solve complex issues, and how does using a kaleidoscope of perspectives make us more responsive and responsible citizens?"

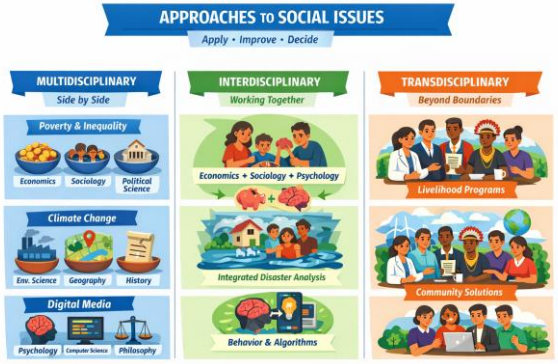
- **Mode of Response – Individual Reflection** – Students write a short paragraph connecting the lesson to real-life situations.
- **Submission & rating** - Submit written reflection. Rated by teacher using a rubric for depth and personal insight

Teacher Notes for Option 2:

- Pause the video at key points to check comprehension and connect examples to local contexts.
- Use the guide questions to scaffold thinking:
  - *Lens Change:* Show how roles shift across approaches.
  - *Interconnection:* Stress why blending disciplines improves solutions.
  - *Approach Decision:* Emphasize the value of community voices in transdisciplinary work.
- Encourage students to cite examples from their barangay or personal experiences to make the discussion authentic.
- Highlight that this phase transitions students from **activating prior knowledge** into **instituting new knowledge**, preparing them for deeper application in the next stage.

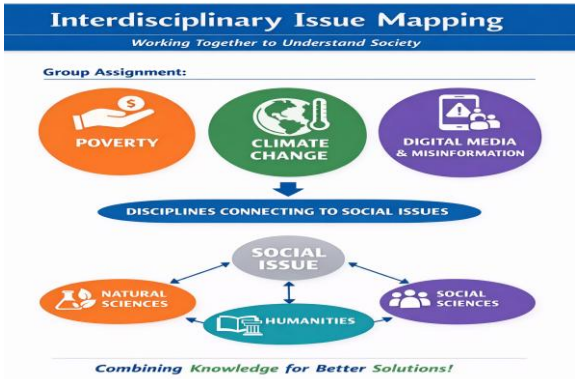
Assessment Notes:

	"Why is it important for community leaders, scientists, and citize ns to work together when addressing digital misinformation, inst ead of leaving the problem to experts alone?" ▪ Rated by teacher based on creativity and relevance. **Option 2: Explainer Video: Interdisciplinary vs. Multi disciplinary vs. Transdisciplinary** This short animated lecture https://www.youtube.com/watch?v=QVM54GrKm3M explains the differences between multidisciplinary, interdisciplinary, and transdisciplinary approaches. It illustrates how different disciplines collaborate when addressing complex social issues. **Procedures:** - The explainer video introduces how different disciplines interact when studying social issues. Students will process the video through structured activities that promote collaboration, reflection, and assessment. - Through the guided the process, the teacher lets the learners answer the guide questions: 1.How does the role of a Social Scientist change from multidisciplina ry to transdisciplinary teamwork? ▪ **Mode of response** Dyad Discussion – pairs analyze role differences ▪ **Sharing and Reporting** Dyads share key points orally during class discussion. ▪ **Submission and rating –** short written notes submitted; rated by teacher for clarity and accuracy 2.Which disciplines gave "hard facts" and which gave the "human story"? Why do we need both? 3. What insights are lost if we only rely on Natural Sciences data?	● **Rubrics** should measure: ○ Understanding of concepts ○ Collaboration and participation ○ Clarity and creativity of output ○ Reflection and application to real-life contexts ● **Submission:** Outputs may be handwritten or digital, depending on classroom resources. ● **Inclusivity:** Allow oral sharing or visual outputs for learners with writing difficulties. **Assessment Notes** ● **Rubrics** will measure: ○ Concept understanding ○ Collaboration and participation ○ Clarity and creativity of outputs ○ Reflection depth and real-life application ● **Submission:** ○ Dyad/Triad/Group outputs → short written notes or diagrams ○ Individual reflections → short paragraphs ● **Sharing:** ○ Dyads/Triads/Groups → oral reporting during class discussion ○ Whole-class → facilitated sharing guided by teacher ● **Grading:** ○ Teacher rates outputs using rubrics (clarity, relevance, creativity, reflection). ○ Oral participation is graded fairly, ensuring inclusivity. ○ Rubrics can be accessed through google drive link for this activity: https://drive.google.com/drive/folders/1FyOc61vWp_OTgiHpmZXvmBZWbTaSeyt3 **Delivery Approach**

	4.Identify an overlap of disciplines in the video. How does this improve the solution? 5.Which social issue benefits most from a transdisciplinary approach? Why include citizens' voices? 6.If disciplines disagree, how should we decide which perspective to prioritize? What balance did the video suggests? **2. Discussing New Concept (8 minutes)** **Option 1: Teacher-discussion (Lecturette)** Teacher explains the three approaches, visual image is also provided to cater diverse learning needs. Let the learners answer the guide questions. • **Multidisciplinary:** Disciplines work side by side (e.g., sociologists, economists, and biologists study poverty separately). • **Interdisciplinary:** Disciplines integrate methods and findings (e.g., combining sociology and psychology to understand digital media use). • **Transdisciplinary:** Goes beyond disciplines, involving community voices and lived experiences (e.g., climate change solutions involving scientists, policymakers, and indigenous communities). Students are introduced to the "Integration of Context":(**Apply)** • Multidisciplinary**:** Disciplines work side-by-side but stay separate. • Interdisciplinary**:** Disciplines blur boundaries to solve a problem. • Transdisciplinary**:** Transcends traditional boundaries, involving non-academic stakeholders like community leaders. ***Examples:*** ***Poverty and Inequality***	• Teacher explains the three approaches (Multidisciplinary, Interdisciplinary, Transdisciplinary) using **short lecturette + visuals**. • Learners answer guide and process questions through varied formats to accommodate diverse learning needs. https://copilot.microsoft.com/shares/MtHHaf9x1Jg15V89zmndZ  https://copilot.microsoft.com/shares/RpZDpgMnTaUXoACorFdhV **Guide Questions:**

	• Multidisciplinary**:**
	  ○ Economics studies income distribution.
	  ○ Sociology examines social class structures.
	  ○ Political Science looks at government policies.
	  ○ Each discipline works separately, like distinct salad ingredients.
	• Interdisciplinary**:**
	  ○ Economics + Sociology combine to analyze how unemployment affects family dynamics.
	  ○ Psychology adds insights on mental health impacts.
	  ○ Disciplines blend to create a fuller picture.
	• Transdisciplinary**:**
	  ○ Academics + NGOs + local community leaders collaborate to design livelihood programs.
	  ○ Solutions transcend classrooms, involving real stakeholders.
	Climate Change
	• Multidisciplinary**:**
	  ○ Environmental Science studies carbon emissions.
	  ○ Geography maps affected regions.
	  ○ History records past climate events.
	• Interdisciplinary**:**
	  ○ Environmental Science + Sociology + Economics integrate to study how climate disasters affect migration and resource allocation.
	• Transdisciplinary**:**
	  ○ Scientists, policymakers, indigenous communities, and youth activists co-create climate action plans.
	Digital Media and Society
	• Multidisciplinary**:**
	  ○ Psychology studies screen addiction.
	  ○ Computer Science examines algorithms.
	  ○ Philosophy debates ethics of AI.
	• Interdisciplinary**:**
	  ○ Psychology + Computer Science integrate to understand how algorithms shape human behavior.
	• Transdisciplinary**:**
		• **The "Economists vs. Sociologists" Distinction:** In the example of **Poverty**, what exactly is being "blended"—the data, the methods, or the goals?
		• **The Role of the Stakeholder:** Looking at the **Climate Change** example, what is the specific difference between a "Geography student mapping a region" (Multidisciplinary) and an "Indigenous community leader co-creating an action plan" (Transdisciplinary)?
		• **The Digital Lens:** In the age of **Digital Media**, how does combining Psychology and Online Counselling (Interdisciplinary) become effective?
		Process Questions:
		• **Complexity Analysis (Apply):** "Why do social problems like poverty or climate change *require* a shift from Multidisciplinary to Transdisciplinary? At what point does a problem become too big for just one expert to solve?"
		• **Bridging the Gap (Improve):** "If you were a researcher, how would digital media contribute to the analysis and solutions to social problems?
		• **The Power of Integration (Decide):** "Among the three examples (Poverty, Climate, Irresponsible Use of Digital Media), which one do you think would need a **Transdisciplinary approach** in the Philippines today? Why is involving 'non-academic stakeholders' (like farmers, jeepney drivers, or youth) a more **responsive** way to study society?" (Ex: Did you include **History** when mapping *Poverty* to see how past events shaped current inequality?)
		• **The Student's Perspective (Reflective):** "As a Senior High School student, which 'lens' (Economics, Psychology, Ethics, etc.) do you naturally lean toward when you see a social issue? How does knowing the **Integration of different lenses** change the way you will participate in community discussions in the future?"

	○ Academics + tech companies + parents + students collaborate to design responsible digital media use policies. **Option 2: Activity: *"Society Through Different Lenses"*** **Procedures:** 1. Learners will explore and differentiate the three approaches (multidisciplinary, interdisciplinary, transdisciplinary) by letting them watch the video clip and apply them to real social issues (poverty, climate change, digital media). Let the learners watch the video through the link provided below and answer the guide questions. **Recommended Educational Videos:** ▪ Multi, Inter or Transdisciplinary UVED (Université Virtuelle Environnement et Dévelopment Durable) *https://www.youtube.com/watch?v=S4stcX18uVk* ▪ Difference between Interdisciplinary, Transdisciplinary, and Multidi sciplinary Approaches" - *Indian History by Dr. Venus Jain* *https://youtu.be/q8bKhBP7te8* ▪ The Transdisciplinary Approach - *Michigan Technological University: https://www.youtube.com/watch?v=x5xGi9EFCSY* 2**. Explore (Group Task – Inquiry-Based):** Divide the class into three groups. Assign each group that applies their approach to one social issue. ○ Group A → Multidisciplinary (poverty) ○ Group B → Interdisciplinary (climate change) ○ Group C → Transdisciplinary (digital media) **Guide Questions:** ○ *Multidisciplinary:* Which disciplines study this issue separately? ○ *Interdisciplinary:* How do two or more disciplines overlap to explain the issue? ○ *Transdisciplinary:* How can experts and community members collaborate to solve it?	**Suggested Classroom Use:** ● **Before Discussion:** Show the UVED video to introduce the three approaches visually. ● **During Lecturette:** Use Dr. Venus Jain's clip to reinforce distinctions while learners take notes. ● **After Discussion:** Play the Michigan Tech video to connect the concept to real-world social issues (e.g., climate change, poverty, digital media) **Teaching Tip:** To support **diverse learners**, teachers can: ● Provide **subtitles** or **transcripts** for accessibility. ● Pause after each approach and let **dyads or triads** answer guide questions (rated for clarity and relevance). ● Encourage visual learners to sketch a mini concept map while watching. **Mode of Answering to Guide Questions:** ● **Dyads or Triads** – learners collaborate to answer questions, ensuring peer support. ● **Treatment:** ○ Answers written briefly (3–5 sentences per question). ○ Shared orally during class discussion. ○ **Rated by teacher** using rubric for clarity and relevance. **Mode of Answering to Reflection:** ● **Individual Reflection** – each learner writes a short paragraph. ● **Treatment:** ○ Submitted individually. ○ **Graded by teacher** using rubric for insight and personal connection.

	Example (Climate Change): ○ Multidisciplinary: Meteorology, Economics, Sociology studied separately ○ Interdisciplinary: Economics + Sociology = impact of costs on vulnerable communities ○ Transdisciplinary: Scientists + local leaders + citizens = community disaster-preparedness plan. 3. **Explain (Sharing – Constructivist):** Each group presents their findings in 2–3 minutes. Teacher highlights the differences and connections among the approaches. 4.**Elaborate (Application – AID Improve & Decide):** As a class, create a quick "Society Lens Chart" on the board: ○ Column 1: Issue ○ Column 2: Multidisciplinary view ○ Column 3: Interdisciplinary view ○ Column 4: Transdisciplinary solution **5. Evaluate (Reflection – 3Rs):** Students answer individually: ○ *Relevant:* Which issue connects most to your life? ○ *Responsive:* How does including community voices change the solution? ○ *Reflective:* Why is it dangerous to rely on only one discipline?. **Day 4 of Week 1** **3. Developing Mastery (10 minutes)** **Option 1: Interdisciplinary Issue Mapping** **Procedures:** 1. Learners will be divided into **small groups**. Each group is assigned a **social issue**: • Group 1 (Poverty) • Group 2 (Climate Change) • Group 3 (Digital Media and Misinformation)	○ Rubrics can be accessed through google drive link for this activity: https://drive.google.com/drive/folders/1FyOc61vWp_OTgiHpmZXvmBZWbTaSeyt3 This activity reflects **AID Principle: APPLY** (students apply knowledge to a real-world situation). **Sample diagram below:**  https://copilot.microsoft.com/th/id/BCO.6d39238a-6621-4fe8-8d52-e4da76d30ea4.png **Timeline** • **Preparation:** ○ Group work and answering guide questions → 20 minutes • **Presentation:** ○ Group sharing → 2–3 minutes per group (approx. 10 minutes total) **Reflection Writing:** ○ Individual answers → 10 minutes **Treatment of Answers** • **Group Guide Questions:** ○ Answered collaboratively in groups. ○ Submitted as short written notes.

	2. Learners will create a simple diagram showing how different disciplines contribute to understanding the issue and answer the guide questions. **Guide Questions (The "Mapping" Phase)** 1. **Role Identification:** For your assigned issue, which discipline provides the "hard facts" (e.g., statistics, physical data) and which discipline provides the "human story" (e.g., culture, ethics, behavior)? 2. **The Overlap:** Look at your diagram. Are there any points where two disciplines are pointing at the same thing? (Ex: In *Misinformation*, both **Psychology** and **Computer Science** look at why people click on fake news). Why? 3. **The Missing Piece:** Is there a discipline you initially left out that may actually play a huge role in your issue? **Process Questions (The "Critical Thinking" Phase)** 1. **Synergy Analysis (Improve):** "If we removed the **Social Science** lens from your map, what specific human solutions would be lost? Why? 2. **Stakeholder Impact (Responsive):** "Look at your map. If a **Transdisciplinary** approach was used, where would 'Ordinary Citizens' or 'Local Leaders' fit into your diagram? Would they be at the center, or are they the ones connecting the different disciplines?" 3. **Conflict and Resolution (Decide):** "Sometimes disciplines disagree (e.g., **Economics** might want to build a factory to reduce *Poverty*, but **Environmental Science** says it will harm the air). Based on your map, how should you **decide** which discipline to prioritize?" 4. **Reflective Synthesis (Reflective):** "After mapping these connections, do you still see 'Society' as a simple collection of people, or as a complex system? How does this map change the way you view your role as a student of the Social Sciences?" **Option 2: Concept Map Activity:** Learners create a **concept map** showing how at least three disciplines connect to one social issue. They will then answer the guide questions to deepen understanding.	○ **Rated by teacher** using rubric (clarity, collaboration, concept accuracy). ● **Individual Reflection:** ○ Submitted individually. ○ **Graded by teacher** using rubric (depth, relevance, real-life connection). ○ Rubrics can be accessed through google drive link for this activity: https://drive.google.com/drive/folders/1FyOc61vWp_OTgiHpmZXvmBZWbTaSeyt3 *The focus on guide questions for option 1, is on Identifying disciplines and visualizing their roles (APPLY).* *The focus on Process questions for option 1: Analyzing the significance of the connections (IMPROVE & DECIDE).* **Activity Context** Students work in small groups to map how different disciplines contribute to understanding complex social issues (poverty, climate change, digital media/misinformation). They create diagrams showing overlaps, missing pieces, and stakeholder roles, then analyze their maps through process questions. **Teacher notes:** Process questions 1 to 4 are aligned in AID principle, practically, the Apply phase, while questions 5 to 8 are for improve and decide, in the AID principle.

	Procedures: **1.** Activity is done in **small groups (4–5 learners)** to encourage collaboration. **(Groupings)** **2.** Each group produces one concept map and shared answers to the guide questions. 3. Groups will select a social issue (e.g., poverty, climate change, misinformation) and identify at least three disciplines and map their roles. 4. They will answer the guide questions (Role Identification, Overlap, Missing Piece, etc.) and present their concept map briefly in class discussion. **Process Questions:** 1. Which disciplines did you include in your concept map, and what unique role does each play in understanding your chosen issue? 2. Which discipline provides the **scientific facts** (data, measurements) and which provides the **human story** (values, culture, behavior)? 3. Did you notice any overlaps between disciplines in your map? How did you represent these overlaps visually? 4. Was there a discipline you initially overlooked but later realized was important? Why should it be included? 5. If you removed one discipline from your map, what important perspective or solution would be lost? 6. How does adding more than one discipline improve the way we understand and address the issue? 7. Where would ordinary citizens, youth leaders, or community stakeholders fit into your map if you used a **transdisciplinary approach**? 8. If two disciplines disagree (e.g., Economics vs. Environmental Science), how should society decide which perspective to prioritize? **Reflective Synthesis (3Rs)** 9. After creating your map, do you see society as a simple collection of people or as a **complex system of interconnected disciplines**? 10. How does this mapping activity change the way you view your role as a student of the Social Sciences?	**Integration with Critical Thinking & Reflection** ● **Critical Thinking Phase (Improve & Decide):** Groups extend their map by analyzing what is lost if one discipline is removed, and how adding more disciplines improves solutions. ● **Reflective Synthesis (3Rs):** Individual learners write a short reflection on how the mapping activity changes their view of society and their role as Social Science students. **Treatment of Work:** ○ **Submission:** Concept map + written answers are submitted. ○ **Discussion:** Groups share highlights during class reporting. ○ **Rating/Grading:** Teacher rates outputs using the rubric provided. ○ **Rater:** The **teacher** evaluates both the diagram and written answers

C. Demonstrating Knowledge and Skills	**1. Finding Practical Application (8 minutes)** **Option 1: The Kaleidoscope Journal** **Procedures:** **The Metaphor:** Explain to students that a single discipline is like a single-colored shard of glass. It's pretty, but it only shows one color. A **Multidisciplinary/Interdisciplinary approach** is the kaleidoscope—when you rotate the lenses together, you see the full, complex pattern of society. **Part 1: The "Three-Lens" Entry (*LO1: Identify & Describe*)** Students may select one personal social issue they encounter daily (e.g., *Traffic in my city, High prices of school supplies, or Social Media addiction*). They must write three short sentences describing the issue using the three approaches: • **Multidisciplinary:** "I see this problem through the separate eyes of an economist (cost) and a biologist (stress levels)." • **Interdisciplinary:** "I see how the economics of poverty actually changes the psychology of the people in my community." • **Transdisciplinary:** "I see how we can work with local leaders and scientists to create a new way of living." **Part 2: The "Web of Impact" (*LO2: Illustrate Connections*)** Students draw a simple "Connection Web" in their journals. • **Center Circle:** The Social Issue (e.g., Climate Change). • **Radiating Lines:** Connect the issue to one Natural Science (e.g., Meteorology), one Humanities field (e.g., Ethics), and one Social Science (e.g., Sociology). • **The "Bridge":** On the lines connecting them, they must write one word describing the link (e.g., between Ethics and Sociology, they might write *"Values"*). **Part 3: The "Value Statement" (LO3: Appreciate Importance)**	**Activity Context** Students reflect on a personal social issue using three disciplinary lenses (multidisciplinary, interdisciplinary, transdisciplinary), illustrate connections through a concept web, and write a value statement to appreciate the importance of diverse perspectives. **5E/7E Inquiry Model** • **Engage:** The kaleidoscope metaphor sparks curiosity and sets a visual foundation for learning. • **Explore:** Students explore their chosen issue through three distinct lenses. • **Explain:** They describe how each approach offers a different understanding. • **Elaborate:** The "Web of Impact" helps them visualize connections across disciplines. • **Evaluate:** The "Value Statement" prompts reflection on the importance of interdisciplinary thinking. *(7E extension: Elicit prior experiences, Extend by applying to community leadership roles.)*

	To address the affective goal of **Appreciating the perspective**, students must answer the following **3R-based prompt**: *"If I were a community leader tasked to solve this issue, why would it be dangerous or 'blind' for me to only listen to one type of expert? How does having an interdisciplinary 'Kaleidoscope' make me a more responsive citizen?"* **Option 2: "Solutions Lab – Applying Social Science Lenses"** **Procedures:** 1. **Group Assignment:** Divide the class into small groups. Each group selects one issue: o Poverty o Climate Change o Digital Media & Misinformation 2. **Step 1 – Multidisciplinary View (Apply):** Each group lists at least three disciplines that study the issue separately. Example (Digital Media): o Psychology → cognitive biases o Communication Studies → media literacy o Computer Science → algorithms 3. **Step 2 – Interdisciplinary Integration (Improve):** Groups combine insights from two disciplines to explain how the issue becomes more complex when perspectives overlap. Example: "Psychology + Communication Studies = understanding why people believe fake news and how education can counter it." 4. **Step 3 – Transdisciplinary Action Plan (Decide):** Groups design a **community-based solution** that includes experts and local stakeholders. Example: "Partner with barangay leaders, teachers, and tech experts to run a digital literacy campaign." 5. **Step 4 – Presentation:** Each group presents their **3-step solution** (multidisciplinary, interdisciplinary, transdisciplinary) in a *short role-play, poster, or infographic*. They will be rated using a scoring rubric. **2. Making Generalization (3 minutes)**	**Activity Focus for Option 2:** Groups design a 3-step solution (multidisciplinary, interdisciplinary, transdisciplinary) to a chosen issue and present it through role-play, poster, or infographic. **Implementation Details** ● **Groupings:** Small groups (4–5 learners). ● **Output:** Conceptual solution presented in role-play, poster, or infographic. **Treatment of Work:** ○ **Submission:** Group outputs are submitted (poster/infographic or written notes of role-play). ○ **Discussion:** Groups present their work in class. ○ **Rating/Grading:** Teacher evaluates outputs using rubric below. ○ Rubrics can be accessed through google drive link for this activity:

	Option 1: "Synthesizing the Star" Procedures: 1. The teacher asks guide questions. Students think and write their answers individually: • Why is it important to use multiple disciplines when studying social problems? • What might happen if we analyze issues using only one perspective? 2. **Discuss with Others:** Students share and compare ideas with a partner or small group. 3. **Share to the Class:** Selected students present their insights. The teacher asks follow-up questions to deepen thinking. 4. **Reflect on Learning:** Students briefly reflect on how their ideas changed and what they learned from others. 5. **Synthesize the Lesson:** The teacher summarizes the key idea that social problems require multiple disciplines for better understanding and solutions. 6. **Apply the Idea:** Students give a simple example of how this can be used to solve a real-life community issue. **Option 2: Performance Task: The "Issue Infographic"** **Procedures:** • Create a one-page visual representation of a chosen social issue (Poverty, Climate Change, or Digital Media). • The infographic must show: 1. The **Scientific** facts. 2. The **Human** experience/meaning. 3. The **Social** structures/solutions. • **Groupings:** Dyads or triads (2–3 learners per group). • **Materials:**	https://drive.google.com/drive/folders/1FyOc61vWp_OTgiHpmZXvmBZWbTaSeyt3 ○ **Rater:** The **teacher** is the sole evaluator, ensuring fairness. **Integration with Lesson Flow for option 2.** • **Group Assignment:** Each group chooses one issue (poverty, climate change, digital media). • **Step 1–3:** Groups complete multidisciplinary, interdisciplinary, and transdisciplinary phases. • **Step 4:** Groups present their solution in class. • **Assessment:** Teacher rates outputs using rubric; scores contribute to performance grade. **Treatment of Work:** ○ **Submission:** Each group submits their infographic (paper or digital). ○ **Discussion:** Selected groups present their infographic in class. ○ **Rating/Grading:** Teacher evaluates outputs using rubric below. ○ **Rater:** The **teacher** is the sole evaluator. ○ Rubrics can be accessed through google drive link for this activity: https://drive.google.com/drive/folders/1FyOc61vWp_OTgiHpmZXvmBZWbTaSeyt3 **Instruction to Learners:** "Your infographic should tell the story of a social issue from three perspectives: science, human meaning, and social solutions. Imagine you are explaining this issue to your community. Show the facts, the lived experiences, and the possible solutions. Use visuals, symbols, and short text to

	○ **Paper-based outputs:** Short bond paper, cartolina, or manila paper for hand-drawn infographics. ○ **Digital outputs:** PowerPoint slides, Canva, or Google Slides for computer-based infographics.	make it clear and engaging." They will be rated using a scoring rubric. **Learning Support (Tutorials):** ○ Canva Infographic Tutorial for Beginners (youtube.com in Bing) ○ How to Make an Infographic – Educational Guide (youtube.com in Bing) ○ Infographic Design Tips for Students (youtube.com in Bing)
V. ASSESSMENT *(Assessing Learnings)*	**Test I. Multiple Choice** **(5 minutes)** **Direction:** Read each item carefully. Choose the letter of the best answer. 1. Which approach studies a social issue with different disciplines working side by side but without integration? **Answer: a** a. Multidisciplinary b. Interdisciplinary c. Transdisciplinary d. Cross-disciplinary 2. Which approach blends methods and perspectives from different disciplines to create new insights? **Answer: b** a. Multidisciplinary b. Interdisciplinary c. Transdisciplinary d. Comparative 3. Which approach involves not only academic disciplines but also community stakeholders and non-academic voices? **Answer: c** a. Multidisciplinary b. Interdisciplinary c. Transdisciplinary d. Multicultural 4. Which of the following is an example of an interdisciplinary approach? **Answer: A** a. A psychologist and a computer scientist working together to study digital media addiction. b. A sociologist and an economist separately studying poverty. c. A biologist studying climate change alone. d. A historian writing about past pandemics. 5. Which of the following is an example of a transdisciplinary approach? **Answer: D** a. A philosopher debating ethics of AI alone. b. A group of scientists studying climate change data.	

c. Economists and sociologists analyzing poverty separately.

d. Policymakers, scientists, and indigenous communities collaborating on climate solutions.

Test II. Matching Type

Direction: Carefully read each scenario in **Column A** and match it with the correct answer in **Column B**. Write only the letter of the correct answer before each number in Column A. Each approach in Column B may be used once, more than once, or not at all, depending on the given scenario.

Column A (Scenarios):	**Column B (Approaches):**
1. Economists, sociologists, and psychologists each study poverty separately. 2. Psychologists and computer scientists combine methods to analyze social media addiction. 3. Scientists, policymakers, and community leaders collaborate to address climate change. 4. Historians, geographers, and political scientists each write separate reports on migration. 5. Environmental scientists and sociologists integrate findings to study disaster resilience.	a. Multidisciplinary b. Interdisciplinary c. Transdisciplinary
Key to Correction: 1 – a 2 – b 3 – c 4 – a 5 – b	

VI. ENRICHMENT/ REMEDIATION

Option 1. Enrichment Activity: *Beyond Boundaries: Solving Social Issues Together"*

Procedure:

1. **Group Task:**
   Divide students into small groups. Assign each group a social issue (e.g., poverty, climate change, digital media influence).

2. **Challenge Activity:**
   Each group creates a **"Solution Map"** that includes:
   - **Multidisciplinary:** Identify at least 3 disciplines studying the issue separately
   - **Interdisciplinary:** Show how 2 or more disciplines work together
   - **Transdisciplinary:** Propose a real-world solution involving experts and the community

3. **Creative Output:**
   Present outputs through:
   - Infographic / Poster, Short skit or role-play, Concept map

4. **Insight Sharing:**
   Groups explain how combining perspectives leads to better solutions.

Expected Output:
A clear and creative presentation showing connections among disciplines and practical solutions.

Option 2. Remediation Activity: "Connecting the Dots"

Procedure:

1. **Guided Review:**
   The teacher reviews the three approaches using simple examples.

2. **Matching Activity:**
   Students match descriptions or examples to:
   - Multidisciplinary, Interdisciplinary, Transdisciplinary

3. **Fill-in Organizer:**
   Learners complete a simple table:

Approach	Meaning (in your own words)	Example
Multidisciplinary		
Interdisciplinary		
Transdisciplinary		

4. **Guided Practice:**
   Provide one social issue. Learners identify:
   - One discipline (multi), One combined approach (inter), One real-life solution (trans)

5. **Short Reflection:**
   Learners answer:
   "Why is it important to use more than one perspective in studying society?

VII. REFLECTION *(Feedback and Continuous Improvement)*	***For Learners:*** *Reflection Activity:* "Seeing Society Through Many Lenses": Students complete the following: "I used to think Social Science was just about history and maps; now I realize it is the bridge that connects _____ and _____ to help us understand _____." ***For Teacher:*** After facilitating this topic, I observed that learners _____. The key highlights included _____, while the main challenges encountered were _____. To improve instruction, I adjusted by _____, which helped enhance learner engagement and understanding.
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used Generative AI tool for efficient synthesis of complex, multidisciplinary information and help in designing accessible, engaging materials, that integrate diverse perspectives into practical applications. The author reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Learning Area	SOCIAL SCIENCES (THEORY AND PRACTICE)	Lesson Exemplar	2

I. OBJECTIVES	
A. Content Standard	The learners demonstrate an understanding of the historical development, key concepts, and approaches in the Social Sciences including its major theories, enabling them to analyze and explain human behavior, social structures, and cultural dynamics within diverse societal contexts.
B. Performance Standard	The learner applies Social Science disciplines in explaining a social issue using a multimedia presentation, infographic, podcast, or other relevant presentation scheme.
C. Learning Competencies	Examine the historical foundation and social contexts that led to the development of the social sciences Examine various social science disciplines in terms of their fields, main areas of inquiry, methods, theories, and approaches
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	***Britannica Editors. "Social Science — Heritage of the Enlightenment in Social Science."*** *Encyclopædia Britannica, March 6, 2026. https://www.britannica.com/topic/social-science/Heritage-of-the-Enlightenment.* *→ Explains how Enlightenment ideals of **reason**, **progress**, and **secular inquiry** seeded the social sciences; connects these to **19th-century** scientific ambitions. [britannica.com]* ***"History of the Social Sciences."** Wikipedia, last modified March 11, 2026. https://en.wikipedia.org/wiki/History_of_the_social_sciences.* *→ Britannica Editors. "Social Science: Heritage of the Enlightenment." In Encyclopaedia Britannica. Accessed April 23, 2026. https://www.britannica.com/topic/social-science/Heritage-of-the-Enlightenment* *Zafirovski, Milan. The Enlightenment and Its Effects on Modern Society. New York: Springer, 2011.* *Flynn, Simone I. "Enlightenment Roots." Research Starters: Social Sciences and Humanities. EBSCO, 2021.* *Britannica Editors. "How Did the Industrial Revolution Change Society?" In Encyclopaedia Britannica. Accessed April 23, 2026. https://www.britannica.com/question/How-did-the-Industrial-Revolution-change-society* *Flynn, Simone I. "Sociology in the Nineteenth Century." Research Starters: History. EBSCO, 2021.* *Giddens, Anthony. Sociology. 7th ed. Cambridge: Polity Press, 2013.*

	→ *Emphasizes the **problem of social order** after revolutions as the theoretical impetus for new social-science frameworks. [britannica.com]*	
III. CONTENT	Historical context of the emergence of the social sciences	
IV. OBJECTIVES	a. Explain the historical and social contexts that led to the emergence of the Social Sciences. b. Discuss the major intellectual movements and social transformations that influenced the development of Social Science disciplines. c. Analyze how historical changes such as the Scientific Revolution, Enlightenment, and Industrial Revolution encouraged systematic studies of society. d. Draw insight on how historical foundations and social context influences the development of knowledge about society.	
IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **Option 1: "Where Does It Belong?" Discipline Sorting** **Procedure:** **Option 1: "Where Does It Belong?" Discipline Sorting** **Procedure:** 1. Prepare cards containing different topics or issues such as: Elections, Culture and traditions, Poverty, Human behavior in groups Population growth, Trade and business 2. Divide the class into small groups. 3. Ask them to sort the topics according to the discipline they think studies them. 4. Introduce possible disciplines: Sociology, Economics, Political Science, Anthropology, Psychology 5. Each group explains why they matched certain topics with specific disciplines. **Processing Questions:** • Why do different disciplines study different aspects of society? • What do these disciplines have in common? • How do they help us understand human society? **Option 2: "Everyday Social Questions" Brainstorming** **Procedure:**	*The teacher will select one activity for activating prior knowledge and briefly explain its purpose and procedure to the class.* *Using the **IDF Framework**, the teacher Introduces the lesson by engaging learners in activities that reveal their initial ideas about society and the social sciences. Through **"Where Does It Belong?"** (Discipline Sorting), students classify topics under different fields, helping surface their prior knowledge and misconceptions. In **"Everyday Social Questions"** (Brainstorming), learners generate real-life questions about human behavior, activating familiar experiences. These tasks Deepen the teacher's understanding of student perspectives and guide instructional decisions. To conclude, the teacher Facilitates Reflection by helping learners identify*

1. Begin the activity by asking the learners to think about situations they observe every day at home, in school, and in their community.
2. Present the question:

"What questions do people ask about society and human behavior?"

Explain that many questions come from simple observations of how people live, act, and interact**.**

3. Ask each learner to write at least three questions related to society or human behavior on sticky notes or slips of paper.
4. Collect the learners' responses and post them on the board for everyone to see.
5. With the class, read the questions and group similar ones under common themes such as:
   - Economy, Culture, Politics/Government, Human Behavior
6. Briefly discuss why the questions were grouped together and what they show about society and people's behavior.
7. Conclude the activity by explaining that these everyday questions are studied and analyzed in the Social Sciences, such as Economics, Sociology, Anthropology, and Political Science.

Sample Observations Turned into Questions

Observations	Questions
People work every day to earn money.	Why do people need jobs to survive?
Some families have more money than others.	Why are some people richer than others?
Communities celebrate festivals and traditions.	Why are traditions important to people?
Citizens follow laws and rules.	Why do societies need rules and laws?

Processing Questions:

- Why is it important to study these questions scientifically?
- Which social science discipline might study these questions?

2. Establishing the Purpose of the Lesson

Option 1: "If There Were No Social Sciences…" Reflection Procedure:

patterns in their responses, preparing them for the next phase of learning.
*Aligned with the **AID Design Principles**, these activities remain Accessible through simple prompts and everyday examples, Inclusive by allowing all learners to participate in various modes, and Developmentally Appropriate for SHS students capable of categorizing concepts and analyzing social issues with growing independence.*

Option 1
Expected Outcome:
Students recognize that **social sciences are composed of different disciplines that systematically study society and human behavior**.

Option 2
Expected Outcome:
Students understand that **social sciences develop as disciplines to answer important questions about society**.

These activities are relevant, responsive, and reflective because they guide learners to

	1. Ask students to imagine a world where no one studies society, culture, politics, or the economy. 2. Write the question on the board: **"**What problems might happen if no one studies society?" 3. Students write three possible consequences individually. 4. Students share their answers with a partner and then with the class. **Processing Questions:** • How would governments solve social problems without studying society? • How would we understand poverty, crime, or inequality? • Why do you think scholars started studying society scientifically? **Option 2: "Society in Crisis" Scenario Analysis** **Procedure:** 1. Present short scenarios to the class such as: o Rapid growth of factories and crowded cities o People protesting unfair governments o Widening gap between rich and poor 2. Ask students to discuss in groups: o What problems do you see in these situations? o What questions about society arise from these events? o Who might study these problems? 3. After discussion, explain that situations like these during the Industrial Revolution and the French Revolution encouraged scholars to systematically study society. **Processing Questions:** 1. What was the main problem or crisis presented in the scenario? 2. Which social institutions (family, government, economy, education, etc.) played a role in the situation? How? 3. Who holds the most responsibility in addressing the crisis? Why? **Option 3: "Our Society Today" Issue Connection** **Procedure:**	*understand the lesson's goals and appreciate its real-life importance. In the "If There Were No Social Sciences…" Reflection, students consider how essential the social sciences are in helping people make sense of society, prompting them to imagine how life would change without these fields. The "Society in Crisis" Scenario Analysis enables learners to apply social science perspectives to realistic situations, showing how these disciplines help analyze and address societal challenges. Meanwhile, "Our Society Today" Issue Connection allows students to relate current social issues to the lesson, making the content meaningful and connected to their daily experiences. Collectively, these tasks encourage critical thinking, deepen understanding of the role of social sciences, and highlight the lesson's relevance to real-world contexts.* ***Option 1:*** Expected Realization: **Students recognize that** major social problems and changes led scholars to develop the social sciences**.** **Option 2:**

	1. Ask students to list current social issues they observe in their community or country (e.g., poverty, unemployment, political conflicts). 2. Write their answers on the board. 3. Ask the class: o Why is it important to study these problems? o How can understanding society help solve them? 4. Explain that social scientist's study similar issues today just as scholars did in the past. **Guide Questions:** • What can we learn from studying the past social changes? • Why do societies need disciplines that study human behavior and social systems?	**Expected Realization:** Students understand that **social sciences emerged because societies were experiencing major transformations and challenges**. **Option 3:** **Expected Realization:** Students see that **understanding the historical origins of social sciences helps us analyze and solve modern social issues**.
B. Instituting New Knowledge	**1. Presenting Examples** **Option 1: "Picture Clues from History"** This activity explores pictures that show the historical context of social sciences as a discipline. **Materials:** Printed pictures or slides showing: • Early scientific experiments and observatories • Philosophers discussing ideas about government and rights • Factories and crowded industrial cities **Procedure:** 1. Show students a set of historical *images of early observatories and explanations of scientific methods.* The li*nks contain paintings and summaries about rights, freedom, and government ideas.* It also *Include photos and explanations of urban crowding and factory life* related to the three events.[history.com]; [worldhistory.org]; britannica.com]. 2. Ask students to observe the images carefully for **2–3 minutes**. 3. Students answer the following questions in pairs: o What is happening in the picture? o What changes in society do you observe? o What problems or questions might arise from this situation? 4. Let pairs share their observations with the class.	*Using the IDF framework, these activities become relevant, responsive, and reflective as they guide learners from concrete examples to deeper understanding. In the **Introduce** stage, "Picture Clues from History," "Mini Story of Social Change," and "Ideas That Changed the World" present relatable, real-life situations that make the new concept easy to grasp. In the **Deepen** stage, students explore how these events or ideas shaped societies, helping them connect historical change to present-day issues in a meaningful way. Finally, in the **Facilitate Reflection** stage, learners consider how these examples relate to their own lives and communities, making the*

	Below are examples of discussion points about historical foundation and social contexts of social sciences. **Example Discussion Points:** • Scientific discoveries encouraged people to study phenomena using evidence. • Enlightenment thinkers promoted reason, freedom, and new political ideas. • Industrialization created urbanization, labor issues, and social inequality. **Option 2: "Mini Story of Social Change"** **Procedure:** 1. Present a short narrative scenario to the class: *"In the 1800s, many people left rural farms to work in factories in growing cities. Workers faced long hours, low wages, and crowded living conditions."* 2. Ask students to discuss in groups: o What social problems can you identify in this story? o Why would scholars want to study these conditions? o What disciplines might emerge to analyze these issues? 3. Groups share their insights. **2. Discussing New Concept** **Option 1: Guided Concept Building – "What are the Foundations of Social Science?"** **Procedure:** 1. Begin by presenting key terms: o Historical foundations o Social context o Social sciences 2. Ask students what they think these terms mean before giving formal definitions. 3. Explain that social sciences developed as scholars tried to understand society during periods of rapid change. 4. Introduce key historical developments such as the Scientific Revolution, Age of Enlightenment, and Industrial Revolution. *Shows*	*lesson personally significant and encouraging them to think about how social change continues today. Through this flow, the activities not only explain the concept clearly but also make learning purposeful and connected to real-world experiences.* *Option 1:* **Purpose:** Students see **real historical examples** that triggered the systematic study of society. Option 2: **Teacher Connection:** Explain that situations like this during the **Industrial Revolution** motivated scholars to study society systematically, contributing to disciplines such as sociology and economics. **Purpose:** Students connect **real-life historical experiences** with the development of social sciences. *The guided concept building supports the **Development** phase of the IDF Framework*

	how thinkers applied reason to law, government, and society. [worldhistory.org], *Explains how Enlightenment ideas shaped social sciences.* [britannica.com] 5. Provide each student with a copy of the guided organizer containing the following columns: *Historical Event, Key Ideas Introduced, Social Changes,* and *Contribution to Social Sciences*. 6. As a class, revisit the three major historical events discussed in the lesson: the **Scientific Revolution**, the **Age of Enlightenment**, and the **Industrial Revolution**. 7. Clearly guide students on how to complete each section of the organizer: • **Historical Event** – Write the name of the historical period. • **Key Ideas Introduced** – Identify the important ideas, principles, or ways of thinking that emerged during the period, such as reason, the scientific method, or the use of evidence. • **Social Changes** – Describe how society changed during this time, including changes in work, governance, beliefs, or daily life. • **Contribution to Social Sciences** – Explain how these ideas and changes helped develop the study of society, human behavior, or social institutions. **Historical Event** | **Key Ideas Introduced** | **Social Changes** | **Contribution to Social Sciences** **Processing Questions:** 1. Which everyday situations or issues do you think require social science to understand? 2. Based on the discussion, what are the major foundations or roots of social science (e.g., history, philosophy, economics, politics, culture)? 3. How did these foundations shape the development of social science as a field? **Option 2: Analogy Activity – "Society as a Living System"** **Procedure:** 1. Present the analogy: *"If the human body needs doctors to understand diseases, society needs social scientists to understand social problems."* 2. Ask students to compare the roles:	*and the **Explain** stage of the 5E/7E Model by helping learners clarify key ideas and understand the foundations of social science. Aligned with the **Integrate** step of AID, it guides students in connecting concepts from history, philosophy, and societal change, promoting rigor through conceptual analysis and relevance by showing why social science emerged as a field.* *The **analogy activity** further strengthens the **Elaborate** stage by enabling learners to visualize society as an interconnected system. It continues to reflect the AID Integrate principle by linking abstract concepts to familiar structures, building relationships through shared interpretation, and deepening relevance by making complex social dynamics easier to understand.* *The **Guided Timeline Discussion** reinforces the **Development** phase of IDF by situating new concepts within major historical shifts. Supporting the **Elaborate** stage of the 5E/7E Model, it helps students extend understanding through cause-and-effect reasoning. This activity adds rigor by examining how significant events shaped the rise of social science and enhances relevance by showing how societal challenges influenced its development.* *Option 1:*

Field	What They Study	Purpose
Medicine	Human body	Treat illness
Social Science	Society and human behavior	Understand and solve social issues

3. Discuss how major historical changes created "social problems" that scholars wanted to study.

Processing Questions:

- Why do societies experience social problems?
- Why did scholars begin studying society systematically?
- How did historical changes influence these studies?

Option 3: Guided Timeline Discussion – "When Society Changed"
Procedure:

1. Present a timeline of important historical transformations:
    - Scientific Revolution – emphasized observation and scientific methods.
    - Age of Enlightenment – promoted reason, freedom, and political rights.
    - Industrial Revolution – created urbanization, economic change, and social inequality.
2. Ask students to work in small groups and answer:
    - What new ideas emerged during this period?
    - What social problems appeared?
    - Why would scholars want to study society during this time?
3. Groups present their insights.

3. Developing Mastery

Option 1: Historical Event – Social Impact Matching
Procedure:

1. Prepare two sets of cards:
    - **Historical Events**
    - **Social Changes / Intellectual Ideas**
2. Students work in **pairs** to match each historical event with its corresponding social impact.

Learner Interaction:
Students compare answers with classmates and refine their understanding.

Option 3

Teacher Clarification:
Explain that these historical transformations encouraged scholars to **apply scientific thinking to the study of society**, which eventually led to the development of social science disciplines.

*The **Historical Event – Social Impact Matching** activity reinforces the **Focus** phase of the IDF Framework and the **Elaborate** stage of the inquiry model by having learners connect major historical events to their corresponding social effects. Through this process, students apply concepts to concrete examples, aligning with the **Integrate–***

Example Matching Task

Historical Event	Social Impact
Scientific Revolution	Use of observation, experimentation, and scientific thinking
Age of Enlightenment	Emphasis on reason, natural rights, and democratic ideas
Industrial Revolution	Urbanization, factory work, and social inequality

3. After matching, students explain why the pair belongs together.

Processing Questions:

1.How did these historical events brought changes in society?

2. How did historical changes gave birth to the different disciplines in social sciences?

Option 2: Social Problem Analysis (Group Task)

Procedure:

1. Divide the class into **small groups**.
2. Provide each group with a **historical scenario** such as:
   "A city rapidly grows because of factories. Workers migrate from rural areas, housing becomes crowded, and working conditions are poor."
3. Students discuss:
   - What social problems are present?
   - Why would scholars want to study these issues?
   - Which social science discipline might analyze these problems?
4. Groups present their analysis.

Demonstrate *steps of AID. The task encourages* ***rigor*** *through analytical matching and enhances* ***relevance*** *by illustrating how societal change unfolds over time.*

The ***Social Problem Analysis (Group Task)*** *strengthens the* ***Focus*** *phase of IDF and supports the* ***Evaluate*** *stage of the 5E/7E Model as learners examine real social issues using social science perspectives. It aligns with the* ***Demonstrate*** *step of AID by allowing students to show applied understanding through collaborative reasoning. This group work fosters* ***relationships*** *through teamwork, builds* ***rigor*** *through deeper problem analysis, and increases* ***relevance*** *by linking the lesson to current societal challenges.*

Option 1:

Learning Reinforcement: Students understand the **relationship between historical events and the development of social science thinking.**

Option 2:

Learning Reinforcement: Students connect **historical transformations with the need to systematically study society**.

✅ **Expected Learning Outcome**

Through guided and independent practice, learners

		will recognize that historical transformations—particularly the **Scientific Revolution**, **Age of Enlightenment**, and **Industrial Revolution**—created new ideas and social challenges that encouraged scholars to study society systematically, leading to the development of social sciences
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **Option 1: Social Scientist in Action (Simulation)** **Procedure:** 1. Present a simulated scenario: *"A city experiences rapid industrial growth. Factories are being built, rural workers are migrating to urban centers, housing is crowded, and labor strikes are increasing."* 2. Ask learners to work in small groups to answer: o What social problems do you observe? o Which historical events or contexts could help explain these changes? o Which social science discipline would you use to study these problems? o What insights from past historical transformations (Scientific Revolution, Enlightenment, Industrial Revolution) can help you understand this situation? 3. Groups share their analysis with the class. **Option 2: Historical Roots Mind Map** **Procedure:** 1. Provide students with a **blank mind map t**emplate with the center node labeled **"Social Sciences"**. 2. Ask learners to add branches for: o **Intellectual Movements** (e.g., Scientific Revolution, Enlightenment) o **Social Transformations** (e.g., Industrialization, urbanization)	The **Social Scientist in Action (Simulation)** activity strengthens the **Focus** phase of the IDF Framework and supports the **Elaborate** stage of the inquiry model by allowing learners to apply concepts through realistic role-play. It aligns with the **Demonstrate** step of AID as students perform authentic social science tasks. This simulation promotes **rigor** through analytical decision-making and builds **relationships** as learners collaborate to solve problems. The **Current Issue Analysis** activity also reinforces the **Focus** phase of IDF and supports the **Evaluate** stage of the 5E/7E Model by engaging learners in examining real societal concerns using social science perspectives. It reflects the **Demonstrate** phase of AID through evidence-based interpretation, while enhancing **relevance** by connecting lesson concepts to contemporary issues in society. The **Historical Roots Mind Map** supports the IDF **Focus** phase and aligns with the

	○ **Emerging Disciplines** (e.g., Sociology, Political Science, Economics) 3. Instruct students to examine their mind maps and identify clear connections showing how historical contexts—such as intellectual movements and social transformations—influenced the development of specific social science disciplines. Prompt learners to use arrows, labels, or brief notes to explain these relationships (e.g., how industrialization led to the study of sociology or how Enlightenment ideas influenced political science). 4. Invite selected learners or groups to present and explain their mind maps to the class. Encourage them to describe the connections they identified and justify their ideas using examples from the lesson. Provide feedback, clarify misconceptions, and reinforce correct explanations to strengthen understanding of how social sciences developed from historical contexts. **2. Making Generalization** **Option 1: Reflective Discussion – "What Did We Learn?"** **Procedure:** 1. Ask the class to reflect on the question: *"How did historical events and social transformations shape the study of society?"* 2. Conduct a **roundtable discussion**, letting each student contribute one insight. 3. Guide the discussion to highlight: ○ The **Scientific Revolution** encouraged observation, experimentation, and systematic thinking. ○ The **Age of Enlightenment** promoted reason, natural rights, and ideas about governance. ○ The **Industrial Revolution** created social problems that required systematic study. 4. Teacher summarizes the discussion, emphasizing how these contexts led to the development of social science disciplines.	**Extend** stage of inquiry by helping learners connect historical foundations to present-day social science ideas. It reflects the **Integrate–Demonstrate** phases of AID as students synthesize and organize what they have learned. This activity promotes **rigor** through conceptual mapping and strengthens **relevance** by showing how past developments continue to shape current social science thinking. Option 1: **Learning Outcome:** Students connect **historical foundations to real social issues** and see how social science knowledge develops to understand society. Option 2: **Learning Outcome:** Students understand that knowledge about society builds on both **historical insights and current social contexts**. Option 3: **Learning Outcome:** Students can **visually connect historical events and social contexts to the emergence of knowledge about society**, reinforcing

	Option 2: Concept Mapping – "From History to Knowledge of Society" **Objective:** Allow learners to visually synthesize lesson content. **Procedure:** 1. Provide students with a **blank concept map** with "Social Sciences" at the center. 2. Ask students to create branches for: o **Intellectual Movements** (Scientific Revolution, Enlightenment) o **Social Transformations** (Industrial Revolution, urbanization, labor issues) o **Emerging Disciplines** (Sociology, Political Science, Economics, Anthropology) 3. Students add connecting lines and brief explanations showing **how each historical context influenced social sciences**. 4. Students present their concept maps in pairs or groups.	preparation for the performance task. Option 1: **Key Takeaway:** Social sciences emerged as a response to intellectual and societal changes, aiming to understand and address complex social issues. Option 2: **Key Takeaway:** Students can **visually organize the relationship between historical foundations, social contexts, and social science development**. ✅ **Tip for Teacher** **Synthesis:** End the lesson with a **summary statement**, such as: *"The Social Sciences developed because major historical transformations—intellectual, political, and social—created new ways of thinking and new social challenges. Studying society systematically allows us to understand these changes and apply this knowledge to contemporary issues."*
V. ASSESSMENT *(Assessing Learnings)*	**Multiple Choice. Write the letter of the correct answer.** **1. A city experienced rapid urbanization during the Industrial Revolution, leading to overcrowded housing, poor sanitation, and labor strikes. Which social science discipline would**	

	BEST study these problems and why? A. Literature, to write stories about B. History, to memorize dates of industrialization C. Sociology, to examine social structures and inequality workers D. Economics, to calculate factory profits and increase labor force participation rate Sociology, to examine social structures and inequality workers **Answer:** C. Sociology, to examine social structures and inequality **2. Enlightenment thinkers argued that governments should protect natural rights. How did this intellectual movement influence the development of political science?** A. It created laws for factories workers B. Religious became foundation of modern laws C. Governments strengthened cultural norms and values D. It emphasized the systematic study of rights and responsibilities of citizen **Answer:** D. It emphasized the systematic study of rights and responsibilities of citizen **3. Which scenario BEST illustrates the effect of the Scientific Revolution on modern social science research?** A. Study of poverty need empirical data B. A king decrees rules without evidence C. Workers protest unfair labor practices D. Philosophers debate ethics without data **Answer:** A. Study of poverty need empirical data 4. **During the Industrial Revolution, child labor became widespread. A social scientist wants to analyze this problem. Which reasoning demonstrates a historical-context approach? Child labor…** A. should be investigated during the 17th and 18th century. B. occurred because children lacked motivation to attend school. C. was wrong because it violates modern laws in protecting children's rights. D. should be banned because it harms children's physical and emotional health. **Answer A** **5.** Which of the following shows the connection between social context and the emergence of social sciences? A. Experiences on natural disasters B. Arguments on the existence of god C. Social inequalities and political unrest D. Invention of industrial machineries and equipment **Answer:** C. **6. Imagine you are a social scientist studying voter behavior today. Which historical foundation**

	MOST directly supports the idea of using systematic observation and evidence? A. Age of Enlightenment B. Industrial Revolution C. Scientific Revolution D. Renaissance **Answer:** A. Age of Enlightenment **7. A country faces growing income inequality due to technological changes. How can understanding historical social transformations help social scientists address this issue?** A. By tracing past events B. By copying laws from other countries C. By considering history and focusing only on technology D. By analyzing previous industrial and social changes in the world **Answer:** D. By analyzing previous industrial and social changes in the world **8. Which statement BEST explains why multiple social science disciplines emerged simultaneously during the 18th–19th centuries?** A. Complexity of social phenomena B. Monarchs funded only economic research C. Scholars wanted to compete for recognition D. Social sciences developed based on social contexts **Answer:** A. Complexity of social phenomena **9. How did the Age of Enlightenment influence methods used in modern social science research?** A. Focused on philosophical reasoning and logic B. Emphasized reason and evidence-based inquiry C. Promoted industrial work ethics over reasoning D. Encouraged reliance on tradition and authority **Answer:** B. Emphasized reason and evidence-based inquiry **10. A researcher studies migration patterns caused by urbanization in 19th-century Europe. Which reasoning shows the learner is applying historical foundations and social context?** A. Investigating social changes in societies B. Analyzing historical causes of migration C. Writing the experiences of factory workers D. Listing factory names and nationalities of workers **Answer:** A. Investigating social changes in societies
VI. Enrichment/ Remediation	**Enrichment Activity 1: Concept Mapping** **Task:** Ask learners to write a **concept map** answering the question: *Why did the Social Sciences emerge, and what historical and social conditions made them necessary?*

	Guide questions for enrichment learners: • What are the problems that people try to understand in society? • Why is it important to study the problem in society? • How should social problems be studied systemically? **Expected Output:** A coherent explanation connecting **historical change → social problems → need for Social Sciences**. **Remediation Activity 1: Guided Explanation (Teacher-Led)** **Teacher Action:** Explain using simple cause-and-effect statements: • *New problems appeared, such as poverty, inequality, and unfair laws.* • *Scholars began studying society to understand and solve these problems across time.* **Student Task:** Learners complete the sentence starters: • "Social problems should be studied because ....." • "Social changes should be studied by . . . ."
VII. REFLECTION *(Feedback and Continuous Improvement)*	**Short Reflective Writing** ***From History to Today*** **Student Task:** Learners write **5–6 sentences** answering: *How did historical changes encourage people to study society systematically? Why is still important today?* **Teacher Tip:** Provide guide phrases such as *"This led to…," "As a result…," "This encouraged scholars to…"* **Purpose:** Builds **higher-order thinking** and reinforces the idea that Social Sciences respond to real social issues.
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used Copilot, AI Gemini, ChatGPT, Perplexity in order to efficiently synthesis complex, multidisciplinary information and help in designing accessible, engaging materials, that integrate diverse perspectives into practical applications. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Learning Area	SOCIAL SCIENCES (THEORY AND PRACTICE)	**Lesson Exemplar**	2

I. OBJECTIVES		
Content Standard	*The learners demonstrate an understanding of the historical development, key concepts, and approaches in the Social Sciences including its major theories, enabling them to analyze and explain human behavior, social structures, and cultural dynamics within diverse societal contexts.*	
Performance Standard	*The learner applies Social Science disciplines in explaining a social issue using a multimedia presentation, infographic, podcast, or other relevant presentation scheme.*	
Learning Competencies	*Examine various Social Science disciplines in terms of their fields, main areas of inquiry, methods, theories, and approaches* *4. Analyze key theories and methods and career opportunities in in History*	
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	*"Palace: EDSA part of history, reflects Filipinos' courage". Esguerra, DJ. February 25,2026.*https://www.pna.gov.ph/articles/1269768	
III. CONTENT *(Sequencing Content)*	*Theories and Methods and Career Opportunities in History* *Career Pathways related to Geography, History, and Linguistics*	
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	1. *Analyze key theories and methods and careers in History* 2. Identify career pathways related to history 3. Reflect on the relevance of their chosen career path in solving local problems	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**Week 2 Day 3** **Option 1: Match Me Right: Social Issues and Disciplines** **Directions:** Match each social issue in Column A with the correct Social Science discipline in Column B. Then explain your answer briefly.	**Integration of Instructional Design Framework:**

Column A (Social Issue)	Column B (Discipline)
1. Rising prices of goods	A. Sociology
2. Cultural traditions and beliefs	B. Economics
3. Voting behavior	C. Anthropology
4. Family relationships	D. Political Science
5. Population growth	E. Demography

Option 2: "Society in Action" (Analyzing Everyday Situations)
Directions:
Carefully observe each given scenario or image. Identify the social issue or practice being shown. Then, write a short explanation of your observation and determine the most appropriate Social Science discipline (e.g., Sociology, Anthropology, Economics, Political Science, Demography).

Scenario / Illustration	Social Issues	Brief Insight	Related Discipline
Image/Scenario 1: A long queue of people applying for jobs	Unemployment	Many individuals are struggling to find employment due to limited job opportunities	Answer: Economics
Image/Scenario 2: A family eating together and serving guests	Filipino values (hospitality, close family ties)	The situation reflects strong cultural practices and traditions in Filipino society	Answer: Anthropology
Image/Scenario 3: A crowded urban street	Urbanization / Overpopulation	Rapid population growth leads to	Answer: Demography

The activities—*Match Me Right* and *Society in Action*—are strategically integrated within the Instructional Design Framework (IDF) to promote meaningful learning progression.
The *Match Me Right* activity serves as the activation and recall phase, allowing students to connect prior knowledge of social issues with appropriate Social Science disciplines through guided matching. This builds foundational understanding.
The *Society in Action* activity functions as the elaboration and application phase, where learners analyze real-life scenarios, deepen their understanding, and apply concepts in authentic contexts. This encourages critical thinking and real-world relevance.
Together, these activities support a learner-centered approach by moving from basic identification to higher-order analysis, aligning with the goal of developing students' ability to interpret and apply Social Science concepts in everyday life.

with traffic and dense housing		congestion and limited space in cities	
Image/Scenario 4: Voters lining up at a polling station	Electoral participation	Citizens are actively engaging in choosing leaders through elections	Answer: Political Science
Image/Scenario 5: A community protest rally	Social inequality / Human rights issues	People express concerns over fairness, justice, and government policies	Answer: Sociology

Processing Questions

Assign Phase (Relevant / Responsive)

1. *Which social situations were easiest for you to identify? Why?*
2. *Which scenario reflects something you have observed in your own community?*

Improve Phase (Reflective)

1. *Did any scenario relate to more than one Social Science discipline? Explain your answer.*
2. *How do these situations help you understand how society functions?*

Decide Phase (Relevant / Reflective)

1. *Which social issue presented do you think is the most significant today? Why?*
2. *What possible solution can you suggest to address one of the issues?*

2. Establishing the Purpose of the Lesson

Option 1: Article Analysis: Decoding Social Issue in the Article

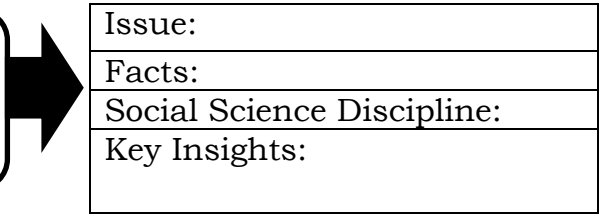
Directions: Analyze each article. Identify the central social issue, support with textual facts, link to a Social Science discipline, and share your insights or opinion.

Integration of Instructional Design Framework

The *Article Analysis* and *Quick Article Check activities are integrated within the Instructional Design Framework (IDF) to promote*

Article 1:

Palace: EDSA part of history, reflects Filipinos' courage
By Darryl John Esguerra
February 25, 2026



Source: https://www.pna.gov.ph/articles/1269768

Option 2: Quick Article Check
Directions:
Read the short article carefully. Identify the main idea by answering the guide questions. Write your answers briefly.

"Palace: EDSA part of history, reflects Filipinos' courage"
By Darryl John Esguerra
February 25, 2026

Understanding Social Issues

Main Issue:
(What problem or topic is discussed?)
Supporting Detail:
(Give one fact or idea from the article that explains the issue)
Social Science Discipline:
(Choose one: Sociology, Anthropology, Economics, Political Science, Demography)
Your Idea:
(Write your opinion or what you learned)

Processing Questions:
Assign Phase –What is the main social issue presented in the article, and what evidence supports this issue?

Improve Phase –How does the identified Social Science discipline help you better understand the issue discussed in the article?

Decide Phase

progressive learning and critical thinking.

The Quick Article Check serves as the guided understanding phase, where students identify key ideas, recognize social issues, and connect them to appropriate Social Science disciplines using structured prompts. This scaffolds comprehension and builds confidence in analyzing texts.

The Article Analysis functions as the deepening and application phase, requiring learners to examine evidence, interpret information, and express insights or opinions. This strengthens higher-order thinking skills such as analysis, evaluation, and synthesis.

Overall, these activities reflect a learner-centered and inquiry-based approach, moving students from basic comprehension to critical engagement with real-world social issues, aligned with the

	Based on the article, what is your insight or proposed solution to address the social issue? Why do you think it is effective?	*goals of Social Science education.*
B. Instituting New Knowledge	**1. Presenting Examples** **Option 1: Scenario Analysis: Understanding History in the Community** **Scenario:** A group of Senior High School students in Cavite became interested in how their community developed over time after noticing changes in land use, old buildings, and local traditions. They decided to investigate how past events, decisions, and cultural practices shaped their present community. Some students examined old photographs, documents, and eyewitness accounts of their barangay. Others analyzed patterns of change over time, such as urbanization and disaster responses. Another group explored how stories passed down from older residents influence how people understand their history today. Through their discussions, they realized that studying history involves evidence, interpretation, and applying lessons to present-day life. **Team 1 Question: (History Methods)** ¬ How do historical sources such as primary documents, photographs, and oral histories help explain the development of a community over time? **Team 2 Question: (History Theories / Perspectives)** ¬ How can different historical perspectives (such as political history, social history, or cause-and-effect analysis) shape our understanding of past community events? **Team 3 Question: (History Careers)** ¬ How do professionals like historians, archivists, and museum curators use historical knowledge and methods to preserve and interpret the past? ***Processing Questions***	***Integration of Instructional Design Framework:*** *The activities integrate the 4Es, 4Is, and 4Cs by guiding students through a structured and meaningful learning process. Learners are first engaged through real-life and community-based scenarios, then explore concepts by analyzing historical evidence and experiences. Through discussion, they explain and deepen understanding, and finally evaluate by reflecting on the relevance of history in present and future decisions. At the same time, the activities promote interest and interaction through collaborative tasks, support integration of concepts (methods, theories, and real-life applications), and develop insight into the role of history in society.* *Overall, these tasks strengthen critical thinking, communication, collaboration, and creativity (4Cs), making learning active, relevant, and learner-centered.*

	1. ***Assign Phase (Relevant / Responsive)*** *What historical methods and sources did the students use to understand their community's development?* 2. ***Improve Phase (Reflective)*** *How do different historical perspectives and the work of history professionals help in interpreting and preserving the past?* 3. ***Decide Phase (Relevant / Reflective)*** *Why is it important to apply historical knowledge in understanding present community issues, and how can it help shape future decisions?* **Option 2:** **Group Activity: "Me and My Community"** Directions: The class will be divided into four (4) groups according to the communities they belong to. Each group will participate in a brainstorming activity by discussing and answering the question provided. **History Lens:** "Identify one historical event or tradition in your community that still shapes community life today." **Process Questions:** After answering the question, the teacher will ask the following questions; 1. ***Assign Phase (Relevant / Responsive)*** *What historical event or tradition did your group identify in your community?* 2. ***Improve Phase (Reflective)*** *How does this historical event or tradition continue to influence your community today?* 3. ***Decide Phase (Relevant / Reflective)*** *Why is it important to preserve and remember this part of your community's history?*	

Week 2 Day 4
2. Discussing New Concept

Option 1: Lecturette

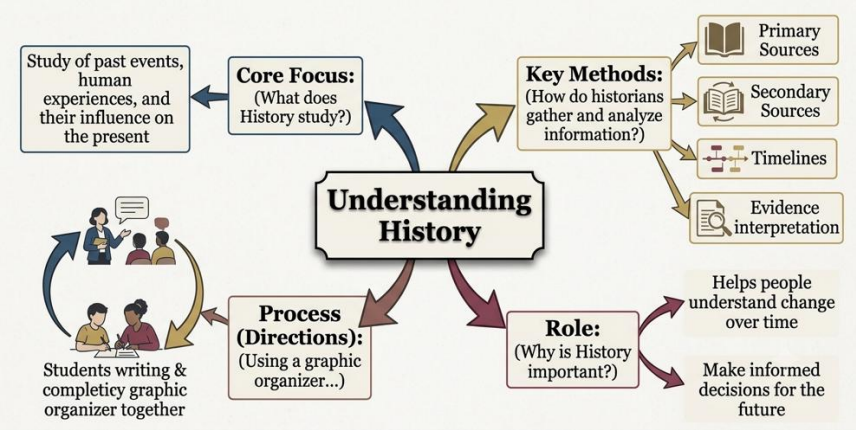
Directions: Using the graphic organizer, the teacher will discuss the core focus, key methods, main branches, and societal role History as a Social Science discipline.

History

Core Focus:
Past events, human societies' chronological development, and their lasting impacts.
Key Methods;
Archival research, timeline construction, interpretation of sources .
Main Branches;
Political history, social history, cultural history
Societal Role;
-Provides context for present decisions by studying change over time .

Option 2: Teacher-led Discussion
Directions:

Using a graphic organizer, the teacher will guide the class in exploring History as a Social Science discipline. Students will actively participate by completing each part of the organizer during the discussion**.**



The Lecturette and Teacher-led Discussion activities align with the Instructional Design Framework (4Es, 4Is, and 4Cs) by providing a structured and interactive learning experience. Through the lecturette, students are engaged and introduced to key concepts of History, while the guided discussion allows them to explore and explain ideas by completing the graphic organizer. The processing questions support evaluation, as students reflect on the importance and application of historical knowledge.
The activities stimulate interest and interaction through guided participation, promote integration of concepts (core focus, methods, branches, and societal role), and develop insight into the relevance of History in daily life. Additionally, they enhance critical thinking, communication, and collaboration (4Cs) as learners analyze, discuss, and articulate their understanding of historical concepts in a meaningful way.

Processing Questions:

Assign Phase

1. What are the core focus, key methods, and main branches of History as a Social Science?

2. Improve Phase

How do the methods and branches of History help us better understand past events and their impact on society?

3. Decide Phase

Why is it important to study History, and how can it help individuals and communities make better decisions today?

3. Developing Mastery

Option 1: Theories and Practice Diagram

Teacher Led Discussion

Directions: Using the matrix, the teacher will lead a discussion on the different theories and careers in History. The teacher will explain the dominant theories associated with each discipline and discuss how these theories are applied in real-life contexts. The teacher will also highlight the possible professions related to each discipline.

Table 1: Social Sciences, Theories, and Practices

Social Science	***Theories***	***Practice***
History	*-Great Man Theory* *-Marxism (Conflict Theory)* *Karl Marx* *-Cyclical Conception of History* *-Pantayong Pananaw (Zeus Salazar)*	*Historian* *Archivists* *Museum Curators* *Educators* *Researcher*

Processing Questions:

1. ***Assign Phase***

What are the different theories in History, and what careers are associated with this discipline?

Integration of IDF:

The Theories and Practice Diagram and Differentiated Group Activities effectively align with the Instructional Design Framework (4Es, 4Is, and 4Cs) by promoting deeper understanding and active learning.

4Es (Engage, Explore, Explain, Evaluate)

- *Engage: The introduction of historical theories and careers captures learners' interest in how history is studied and applied.*
- *Explore: Students examine different theories through the*

2. ***Improve Phase***
How do these historical theories (e.g., Great Man Theory, Marxism, Pantayong Pananaw) help explain past events and societal changes?
3. ***Decide Phase***
Which career in History interests you the most, and how can the use of historical theories be applied in that profession?

Option 2
Differentiated Activities: Group-based learning
Directions: The class will be divided into three (3) groups. Each group will be assigned a different topic to discuss. They will organize their ideas using appropriate graphic organizers and present their outputs using various modes of presentation.
Group 1: Data Retrieval Chart
Discussion of Different Theories in History

Theories in History	***Basic Assumptions***
Great Man Theory	
Marxism (Conflict Theory)	

Group 2: Data Retrieval Chart
Discussion of Different Theories in History

Theories in History	***Basic Assumptions***
Cyclical Conception of History	
Pantayong Pananaw	

Group 3: Comparative Matrix Strategy
Discussion of the Different Theories in History

matrix and group activities, allowing them to investigate ideas independently.
- *Explain: Teacher-led discussion and group presentations help clarify concepts and deepen understanding of theories.*
- *Evaluate: Processing questions guide students to reflect, apply theories, and connect them to real-life professions.*

4Cs (Critical Thinking, Communication, Collaboration, Creativity)
- *Critical Thinking: Analyzing and comparing theories develops higher-order thinking skills.*
- *Communication: Students present and explain their outputs clearly.*
- *Collaboration: Group work strengthens teamwork and shared learning.*
- *Creativity: Use of graphic organizers and varied presentations encourages creative expression.*

	<table><tr><th>Criteria</th><th>Great man Theory</th><th>Cyclical Conception of History</th><th>Marxism</th><th>Pantayong Pananaw</th></tr><tr><td>Proponent</td><td></td><td></td><td></td><td></td></tr><tr><td>Main Idea</td><td></td><td></td><td></td><td></td></tr><tr><td>Focus of Analysis</td><td></td><td></td><td></td><td></td></tr><tr><td>Explanation of Change</td><td></td><td></td><td></td><td></td></tr><tr><td>Example Interpretation</td><td></td><td></td><td></td><td></td></tr></table>	
A. Demonstrating Knowledge and Skills	**Day 4** **1. Finding Practical Application** **Option 1: Local Community Mapping** *Localized Situation involving the relevance of history* Directions: Group the students based on their barangay residence. Analyze the local issue on your own local community using the different lense of History. Use the following guide questions as the bases of your local community mapping. *Processing Questions:* 1. *What is the primary issue concerning your local community?* 2. *To what extent do a community's past decisions in solving local community concerns dictate its current vulnerability, and how can historical patterns of success and failure guide future resilience?* 3. *How do the name of your Barangay link to the social issues related to your local community?* **Option 2:** **Reflective Activity: "My Career In History: A Reflective Journal"** Direction: In this reflective journal activity, describe your chosen or envisioned career path and examine how it connects to issues in your local community by integrating perspectives from history. Reflect on how historical experiences or events influence current community challenges. Explain how your skills, interests,	***Integration of IDF:*** *The Local Community Mapping and Reflective Journal activities strongly reflect the Instructional Design Framework (4Es, 4Is, and 4Cs) by connecting learning to real-life contexts and personal experiences.* ***4Es (Engage, Explore, Explain, Evaluate)*** • *Engage: Students are motivated through localized and community-based issues that are familiar to them.* • *Explore: Learners analyze community problems using historical, geographical, and linguistic lenses.* • *Explain: Through discussion and reflection, students*

	and future profession can respond to these realities, using clear and thoughtful language. Conclude by reflecting on how your career can serve not only as a means of livelihood but also as a way to promote social responsibility and contribute to community development **2. Making Generalization** ***Expected Generalizations and Realizations:*** *History teaches us that present realities are products of past decisions, actions, and values, and that understanding historical patterns enables societies to avoid repeated mistakes and build more resilient futures. Learners who pursue careers related to History (teachers, archivists, researchers, cultural workers, public servants) develop a strong sense of responsibility to preserve truth, honor collective memory, and guide communities using lessons from the past.*	*articulate how past events and community characteristics influence present issues.* • *Evaluate: The reflective journal encourages learners to assess their insights and apply historical understanding to future career choices and community development.* ***4Cs (Critical Thinking, Communication, Collaboration, Creativity)*** • *Critical Thinking: Students analyze community issues and evaluate historical influences.* • *Communication: Learners express ideas through discussions and reflective writing.* • *Collaboration: Group activities promote teamwork and shared understanding.* • *Creativity: Students generate insights and personal reflections linking history to careers and community engagement.* *Overall:* *The activities support a learner-centered, reflective, and application-based approach,*

		helping students connect historical knowledge to real-life community issues and future career pathways, while developing essential 21st-century skills
VI. ASSESSMENT *(Assessing Learnings)*	**Activity: Community Stories and Spaces Project** Learners work in groups to explore a local community issue by combining various historical perspectives. Each group connects these perspectives to future careers related to history. **Group Task** Each group will choose a local place or community issue (e.g., a coastal area, heritage site, indigenous community, urban neighborhood, or disaster-prone area). The group will analyze it through Historical lenses and relate each lens to their future career. **History Role** Future Careers: Historian, archivist, heritage officer, museum curator Instructions: Research the historical background of the place or issue, including past events, traditions, or changes over time. **Expected Output:** The group will produce a short video presentation or visual poster explaining: • How history interact in the chosen community • How professionals from the field of History can work together to address the issue • How these careers related to History contribute to community development and social responsibility **Please see this link for the complete rubrics for all activities in all quarter 1 lessons.* ***https://drive.google.com/drive/folders/1FyOc61vWp_OTgiHpmZXvmBZWbTaSeyt3***	
VII. ENRICHMENT / REMEDIATION ACTIVITIES	***Activity: Concept Profile*** *Directions: Create a concept profile about Understanding History (Theories, perspectives, methods, careers) by completing the guide questions.* ***Concept Profile:*** ***A. Field and Focus:*** *What is the main field of the discipline (History)? What does it study?*	

_____

_____

B. *Main Areas of Inquiry*

What key questions or issues does this discipline (History) seek to understand?

_____

_____

C. *Key Theories*

List at least one important theory used in the discipline (History).

Theory Name: _____

Proponent: _____

Brief Description: _____

D. *Methods and Approaches*

What methods are commonly used in the discipline (History)e? (observation, mapping, document analysis, interviews)

Description of Method: _____

E. *Careers Related to the Discipline*

Identify two careers connected to the field and their contribution to society.

Career	***How it contributes to society***
1.	*1.*
2.	*2.*

F. *Real-World Application*

Give one example of how this discipline helps explain or solve real-world problems.

_____

_____

_____

G. *Reflection*

Why is this Social Science discipline important in understanding society?

_____

_____

_____

_____

_____

_____.

VIII. REFLECTION *(Feedback and Continuous Improvement)*	*After facilitating this topic, I observed that learners* _____ _____. *The key highlights included* _____ _____. *while the main challenges encountered were* _____ _____ *To improve instruction, I adjusted by* _____ _____, *which helped enhance learner engagement and understanding.*
IX. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used Copilot, AI Gemini, ChatGPT, Perplexity in order to efficiently synthesis complex, multidisciplinary information and help in designing accessible, engaging materials, that integrate diverse perspectives into practical applications. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Learning Area	SOCIAL SCIENCES (THEORY AND PRACTICE)	**Lesson Exemplar**	3

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the historical development, key concepts, and approaches in the Social Sciences including its major theories, enabling them to analyze and explain human behavior, social structures, and cultural dynamics within diverse societal contexts.*
B. Performance Standard	*The learner applies Social Science disciplines in explaining a social issue using a multimedia presentation, infographic, podcast, or other relevant presentation scheme.*
C. Learning Competencies	• *Analyze Political Science in understanding power, governance and political behavior, major political theories, and key methods of political inquiry* • *Explain diverse career opportunities in government, law, international relations, research, media, advocacy, and security* • *Evaluate economics as a social science, including theories and methods and career opportunities, influenced by globalization*
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	"Conservatism History, Ideology & Examples | Study.com." 2026. Study.com. 2026. https://study.com/academy/lesson/conservatism-history-ideology-examples.html. "Economic Systems: Communism | Research Starters | EBSCO Research." 2021. EBSCO. 2021. https://www.ebsco.com/research-starters/political-science/economic-systems-communism. "Monetarism (Economic Theory) | EBSCO." 2022. EBSCO Information Services, Inc. | Www.ebsco.com. 2022. https://www.ebsco.com/research-starters/economics/monetarism-economic-theory. "What Is Economics? An Intro to Economics." n.d. Www.youtube.com. https://www.youtube.com/watch?v=dVTNmSmUo14. 2026. Thepunside.com. 2026. https://thepunside.com/what-does-fascist-mean/. Boerger, Lara. 2016. "Neoclassical Economics | Exploring Economics." Exploring-Economics.org. December 18, 2016. https://www.exploring-economics.org/en/orientation/neoclassical-economics/. https://gemini.google.com/app Kenton, Will. 2022. "What Is Socialism?" Investopedia. Dotdash Meredith. January 31, 2022. https://www.investopedia.com/terms/s/socialism.asp. Liberto, Daniel. 2021. "Marxian Economics Definition." Investopedia. January 16, 2021. https://www.investopedia.com/terms/m/marxian-economics.asp.

<table>
<tr><td></td><td>Mateo, Janvic. 2026. “Philippines Falls in Corruption Index, among Worst in SEA.” Philstar.com. February 11, 2026. https://www.philstar.com/headlines/2026/02/12/2507429/philippines-falls-corruption-index-among-worst-sea.
Schar School of Policy and Government. 2019. “What Is Political Science?” YouTube. https://www.youtube.com/watch?v=DhdRJHovAaU.
Young, Julie . 2024. “Classical Economics and the Evolutions of Capitalism.” Investopedia. July 25, 2024. https://www.investopedia.com/terms/c/classicaleconomics.asp.</td></tr>
<tr><td>III. CONTENT
(Sequencing Content)</td><td>The Social Science disciplines:
<table>
<tr><td>Anthropology</td><td>Economics</td><td>Geography</td></tr>
<tr><td>History/ Kasaysayan</td><td>Linguistics</td><td>Political Science</td></tr>
<tr><td>Psychology</td><td>Sociology and Demography</td><td></td></tr>
</table></td></tr>
<tr><td>IV. OBJECTIVES
(Setting Clear Objectives and Analyzing the Tasks)</td><td>- Describe Political Science and Economics as social sciences and the major methods and theories and explain their roles in understanding society.
- Identify various career paths related to Political Science such as careers in government, law, international relations, research, media, advocacy, and security
- Develop a practical action plan that uses concepts, methods, and theories from Political Science and Economics to propose solutions to societal problems from the perspective of different Political Science careers
- Demonstrate awareness and responsibility by valuing the role of Political Science and Economics in addressing societal concerns and promoting informed citizenship.</td></tr>
</table>

<table>
<tr><th>IV. PROCEDURES</th><th>ANNOTATIONS</th></tr>
<tr><td>A. Activating Prior Knowledge Day1</td><td>
DAY1
1. Activating Prior Knowledge
Option 1: Rank Me Up!
- Divide students into four groups.
- Give each group a situation with four characters.
- Students must rank the characters from 1–4 based on who has the most influence in that situation.
- Groups explain their reasoning to the class.
<table>
<tr><td>Home</td><td>School</td><td>Basketball Court</td><td>Community</td></tr>
<tr><td>Middle child
Oldest child
Parents
Youngest child</td><td>Head Teacher
Principal
Students
Teacher</td><td>Head coach
Referee
Star player
Team captain</td><td>Barangay captain
Barangay tanod</td></tr>
</table>
</td><td>
SHS- IDF: This activity is reflective where students make meaning of the characters and people in the community. This is also aiming to engage students with the local community contexts.

Option 1: Rank me Up!
Processing question:
1. What was the basis of the ranking?
2. What influences their rank?
3. How does this relate to power?
Students can respond that the basis of ranking can be power, age, knowledge, resources, or income.
</td></tr>
</table>

			Local business owner Resident

Option 2: Who are they?

- Show pictures of influential people in different sectors:
- Examples: (1) Manny V. Pangilinan, Heart Evangelista, (local mayor), (school head), (local police officer), and others
- Ask the students to identify these people and their sectors or affiliations
- Ask the students the following processing questions:

Processing Question
Option 2: Who are they?

1. **From what sector or affiliations are they known for?**
2. **What makes them known/ influential?**
3. **What is the source of their influence?**

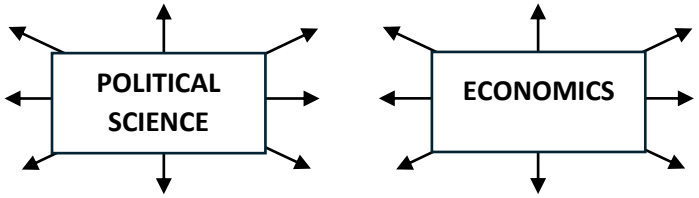
Students can respond that these people are influential because of their position and financial capacity.

Teacher prompts:
People's influence is most often based on what they have and what they can do. Sometimes, the source of influence comes from money, power, and prestige.

2. Establishing the Purpose of the Lesson

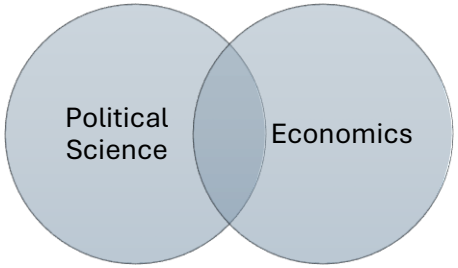
Option 1: Word Map

- Students connect words that they can relate with the words "Political Science" and "Economics"
- *Students will use the given words to create a sentence to define Political Science and Economics*



Open 2: Dugtungan Na

- The goal of the activity is to define Political Science and Economics with a dugtungan activity.
- The teacher will start with 'Political Science is'…

	- Students will give words that will be appropriate for completing the sentence. - Part 2 will be 'Economics is…' - The teacher will present the purpose of the lesson for the day.	
B. Instituting New Knowledge	**DAY 2** **1. Presenting Examples** Option 1: Video Analysis - Students will watch the following videos https://www.youtube.com/watch?v=DhdRJHovAaU (Political Science) https://www.youtube.com/watch?v=dVTNmSmUo14 (Economics) - After watching the videos, students will create a Venn Diagram to compare and contrast the two Social Science disciplines. - Students will have an open discussion with the class about their Ven Diagram  *Option 2: Put-Me-Together* - Students will be grouped into four - Each group will be given a set of puzzle pieces that they will arrange to form an image - A maximum of 5 minutes will be given to all groups to put the puzzle pieces together. - Pictures could be as follows (note: this activity is flexible; the teacher can create or change the pictures)	*SHS-IDF: This activity is **reflective** where students will analyze the contents of the video. This will also allow the students to **explore** the source of information.* **Processing Questions:** **1. What is economics?** **2. What are the basic problems that economics are addressing?** **3. What is political science?** **4. What are the basic problems that political science is addressing?** **5. How are political science and economics similar? Different?** *SHS-IDF: This activity is **reflective** where students will analyze the contents of the pictures. This will also allow the students to **explain** the information they gathered from the pictures and **evaluate** the source of information.*

- Points can be given to each group depending on their rank on the activity.

- Teacher will discuss the concepts of Political Science and Economics using the pictures.

2. Discussing New Concept

Option 1: Discussion

- Teacher will lead the discussion on the following topics:

Economic Theories	Political Science Theories
Classical Neoclassical Marxism Monetarism	Communism Socialism Conservatism Fascism

General principles (this can guide the students on what the theories focus on)

Classical economics focuses on the idea that the economy works best when markets are free, and the government interferes as little as possible. Economists such as Adam Smith and David Ricardo believed that when people pursue their own interests in business and trade, the whole economy grows. This idea is known as the "invisible hand." Self-regulating democracies and capitalistic market developments form the

Source: AI Generated: https://gemini.google.com/app

Processing Questions:

1. **What situations are shown in the picture?**
2. **Why are these situations happening?**
3. **What are the basic problems the pictures are discussing?**
4. **What words can be connected to the pictures?**

Possible response for analysis:

Pictures (top)

- ***Picture shows leadership inside the house and in the community. Leaders are needed to achieve a certain goal or target. If leaders fail to give instructions or give guidance, targets and goals won't be met.***

Pictures (bottom)

- ***Pictures show budgeting and how people deal with limited resources. If resources are not dealt with properly, targets won't be met.***

	basis for classical economics. Before the rise of classical economics, most national economies followed a top-down, command-and-control, monarchic government policy system. Many of the most famous classical thinkers, including Smith and Turgot, developed their theories as alternatives to the protectionist and inflationary policies of mercantilist Europe. Classical economics became closely associated with economic, and later political, freedom. (https://www.investopedia.com/terms/c/classicaleconomics.asp) According to **neoclassical economics**, the central economic problem is the limited nature of social resources. Due to this scarcity, economics as science should study the organization of an economy in order to establish welfare by the optimal allocation of resources. Simply put, the economy can be understood as an exchange economy in which rational actors with exogenously determined resource allocations interact in markets. Those actors trade with each other since the interaction generates mutual utility. Productivity is seen as the source for the functioning of the economy and the determinant of the wealth of a nation. (https://www.exploring-economics.org/en/orientation/neoclassical-economics/) **Marxist economics**, developed by Karl Marx, focuses on the problems of capitalism. Marx argued that workers produce value through their labor but are paid less than the value they create. The extra value becomes profit for business owners. He believed this system causes inequality and conflict between workers and owners, and that it could lead to major changes in society. Marxian economics, derived from Karl Marx's seminal works, critiques capitalism's treatment of labor, arguing that it exploits workers and undervalues their contributions. This school of thought challenges classical economic theories by advocating for a system where the state plays a crucial role in economic decisions to ensure fairer wages and benefits across society. (https://www.investopedia.com/terms/m/marxian-economics.asp) **Monetarism** is an economic theory that emphasizes the role of government in controlling inflation by managing the money supply within the economy. Developed in the 1940s by economist Milton Friedman, monetarism arose as a counterpoint to Keynesian economics, which advocates for government intervention to stabilize economic fluctuations. Monetarists argue that excessive government spending can lead to inflation, proposing instead that a stable money supply should be maintained to ensure economic stability. (https://www.ebsco.com/research-starters/economics/monetarism-economic-theory) **Communism** is an economic and political system that envisions a classless society through collective ownership of resources and centralized control over production and distribution. Rooted in the theories of Karl Marx, communism aims to eliminate social inequalities by redistributing wealth according to the principle "from each according to his ability, to each according to his needs." (https://www.ebsco.com/research-starters/political-science/economic-systems-communism) **Socialism** is a system in which the public, rather than private individuals, owns or controls major industries and resources. It aims to reduce inequality by distributing	**Option 2:** *SHS-IDF: This activity is **relevant,** as students will create an output based on objectives and goals set by the tasks. It is an opportunity for the students to **elaborate on** their knowledge of the subject matter and topic.* **Option: Collage- making** **Processing Questions:**

	resources more evenly across society. Governments often play a large role in planning production and providing social services. (https://www.investopedia.com/terms/s/socialism.asp **Conservatism** is a political ideology that emphasizes tradition, stability, and the maintenance of established institutions. Conservatives generally support limited government intervention in the economy, private property rights, and gradual change rather than rapid reforms. They believe that long-standing traditions and social structures help maintain order in society. https://study.com/academy/lesson/conservatism-history-ideology-examples.html **Fascism** is more than just a political opinion; it is a system that prioritizes loyalty to the state or leader, often at the expense of personal freedoms. Fascists typically support militarism, censorship, and the use of propaganda to maintain control over society. They often oppose democracy, liberalism, and communism, seeing these systems as threats to national unity. (https://thepunside.com/what-does-fascist-mean/) *Option 2: Collage- making* - Students will be grouped into 8 - Each group will be assigned an economic or a political theory - Groups will be tasked to create a collage that will explain the economic or political theory - Groups will be given 5 minutes to discuss their collage - The following guide questions can be used as guide questions for the collage and the presentations For the complete rubrics list, please access this drive: https://drive.google.com/drive/folders/1FyOc61vWp_OTgiHpmZXvmBZWbTaSeyt3 ***DAY 3*** **3. Developing Mastery** **Before these activities, the teacher will ask the students what careers they can connect with POLITICAL SCIENCE and ECONOMICS. ** *Option 1: Dress Up*	**(Economic Theories)** **1. What is the main idea of the theory?** **2. How does this economic theory discuss the distribution of resources?** **(Political Theories)** **1. What is the main idea of the theory?** **2. How does his political theory discuss power and governance?** *SHS-IDF: This activity is **reflective**, in which students will consider career paths in political science and economics and how these careers contribute to society by addressing various societal issues.* ***Suggested issues: Waste management issues, corruption, gender-based violence, and health and sanitary issues in the community***

	- Students will pick one career that is linked with political science (such as careers in government, law, international relations, research, media, advocacy, and security) - Students will dress up as practitioners or professionals of these careers - Group the class into three, and the groups will create a scenario where these careers work together to solve or address a societal issue. *Option 2: Career Talk Day* - The teacher will invite practitioners or professionals in government, law, international relations, research, media, advocacy, and security. - The teacher will ask the guests to talk about their work or job and the importance of these careers in addressing social issues or social problems in the Philippine context. - The teacher will encourage the student audience to engage and ask questions to the guests	***Suggestions:*** ***Teachers can pool resources from parents or local community linkages for this activity.***
C. Demonstrating Knowledge and Skills	**DAY 4** **4. Finding Practical Application** *Option 1: Read- Solve- Suggest* - Group the class into 8. - Groups will write an *open letter* addressing the specific professional and practitioners (careers), discussing how and why this issue is to be addressed, and how their careers can be of help in addressing the issue. - Students will read the article "Philippines falls in corruption index, among worst in SEA." Source: *https://www.philstar.com/headlines/2026/02/12/2507429/philippines-falls-corruption-index-among-worst-sea* *Janvic Mateo - The Philippine Star (February 12, 2026 | 12:10 am)* (Teacher can pick another article)	*SHS-IDF: This activity is **responsive** because students will be responding to the issues given and be suggesting possible ways to solve the issues with the help of their ideas on the careers linked to political science and economics. It is also **relevant** because it discusses contemporary issues experienced by the contemporary society. This is an opportunity for the students to **explain** the links of different careers and their roles in creating solutions to societal issues.*

- Groups will read the articles or **(if with permission post in social media)**

For the complete rubrics list, please access this drive: https://drive.google.com/drive/folders/1FyOc61vWp_OTgiHpmZXvmBZWbTaSeyt3

-

Option 2: Act On Me

- Group the class into 5
- Assign a political and economic career to each group
- Each group is to pick a social issue, and they will create an action plan using the ideas and background of the assigned career
- Action Plan Guide (can be revised)

Social Issue:	
Career:	
Proposed Action Plan	
Strategy	
STEPS What to do?	
HUMAN RESOURCES Who is(are) the person(s) involved?	
FINANCIAL RESOURCES What are the budgetary requirements? (Price or materials, equipment needed)	

Processing Questions:

1. **Why is this the proposed action plan?**
2. **What is the importance of the proposed human resources in the action plan?**
3. **What is the expected outcome after the proposed action plan?**

LINKAGES What government agencies should be tapped and why?		

For the complete rubrics list, please access this drive:
https://drive.google.com/drive/folders/1FyOc61vWp_OTgiHpmZXvmBZWbTaSeyt3

*SHS-IDF: This activity is **reflective**, in which students will reflect on the importance of political science and economics in creating a better society.*

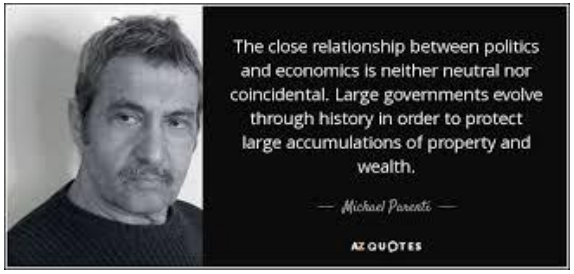
2. Making Generalization

Exit Slip

- *Complete the sentence:*
- *Knowing political science and economics is* _____
  _____

Quote Analysis

- *Let the students analyze the quotation below and answer the processing questions:*



SHS-IDF: This activity will allow students to reflect on the value of political science and economic careers in society.

Processing Questions:

1. What is the message of the quotation?
2. How is this quotation related to the lesson discussed?

Reflection (Takeaway)

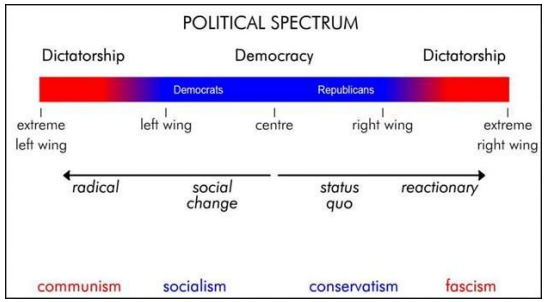
Are you pursuing careers in political science or economics, and why?

V. ASSESSMENT *(Assessing Learnings)*	MULTIPLE CHOICE QUIZ: 1. A country removes most regulations on businesses, believing that competition will naturally balance prices and improve efficiency. Which economic theory best supports this policy, and what could be a possible limitation of applying this theory in modern economies? **A. Classical Economics** B. Communism C. Marxism D. Monetarism 2. A company studies consumer behavior and adjusts its pricing based on how much satisfaction (utility) customers receive from its products. How does this scenario reflect the principles of a specific economic theory, and why is this approach effective in market analysis? A. Marxism B. Monetarianism C. **Neoclassical Economics** D. Socialism 3. A society eliminates private ownership of factories and redistributes resources equally among citizens. Which ideology is being applied, and what is one major challenge this system might face in practice? **A. Communism** B. Conservatism C. Fascism D. Liberalism 4. A government resists rapid reforms and instead implements slow, incremental policy changes to preserve social order. Which ideology does this reflect, and how might this approach impact a country facing urgent social issues? A. Communism **B. Conservatism** C. Fascism D. Socialism 5. In a certain economy, wealth is concentrated among a small group of business owners, while workers receive low wages despite high productivity. Using Marxist analysis, how would this situation be interpreted, and what solution might be proposed? A. Focus on controlling inflation through money supply B. Allow markets to self-correct without intervention C. Emphasize individual decision-making in markets **D.** Identify class conflict and advocate for redistribution or worker control
VI. ENRICHMENT/ REMEDIATION ACTIVITIES	Option 1: Illustrate the Community - Students will create an illustration of their local community. This may be done either digitally or by hand. - The drawing should depict the following:

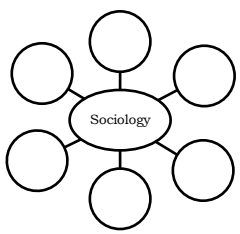
	a. Local political system (e.g., household decision-making, neighborhood leadership, or community governance) b. Local economic system(s) (e.g., small businesses, markets, sources of income) - Students will write a short essay explaining their illustration. The essay should: • Describe the political and economic systems shown • Explain the economic and political practices observed in their community • Discuss the relationship between the local political system and the local economic system Option 2: Photo Compilation and Video Reel - Students will take photographs of their local community that show the following: a. Local political system (e.g., household decision-making, neighborhood leadership, or community governance) b. Local economic system(s) (e.g., small businesses, markets, sources of income) - After collecting the photos, students will create a short video (reel) that highlights the connection between the local political and economic systems in their community. - The video may include: • Text captions • Voice-over narration • Brief explanations describing how the political and economic systems are connected -
VII. REFLECTION *(Feedback and Continuous Improvement)*	*After facilitating this topic, I observed that learners* _____ _____ *The key highlights included* _____ _____ *While the main challenges encountered were* _____ _____ *To improve instruction, I adjusted by* _____ _____ *Which helped enhance learner engagement and understanding.*
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used Copilot, AI Gemini, and ChatGPT. The author(s) reviewed and finalized the writing of the content. The author(s) take full responsibility for the content of this LE.

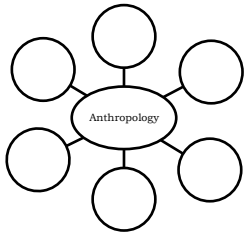
Learning Area	SOCIAL SCIENCES (THEORY AND PRACTICE)	**Lesson Exemplar**	4

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the historical development, key concepts, and approaches in the Social Sciences including its major theories, enabling them to analyze and explain human behavior, social structures, and cultural dynamics within diverse societal contexts.*
B. Performance Standard	*The learner applies Social Science discipline in explaining a social issue using a multimedia presentation, infographic, podcast, or other relevant presentation scheme.*
C. Learning Competencies	*Analyze key theories and methods and careers in Sociology and Anthropology; and* *Compare Sociology and Anthropology in terms of theories and methods and careers in understanding societies and culture.*
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	Macionis, John J. Sociology. Fourteenth Edition. Pearson Education, Inc. 2010 Diah, Nurazzura Mohamad. "An Overview of the Anthropological Theories".International Journal of Humanities and Social Science. An Overview of the Anthropological Theories Vol. 4, No. 10(1); August 2014. https://ijhss.thebrpi.org/journals/Vol_4_No_10_1_August_2014/19.pdf Barnard, Alan. History and Theory in Anthropology. Cambridge University Press.2004 https://fpa2014.wordpress.com/wp-content/uploads/2014/07/barnard-historytheoryanthropology.pdf https://www.gmanetwork.com/news/topstories/nation/957779/ph-still-world-s-bullying-capital-63-of-grade-5-pupils-bullied-edcom-ii/story/ https://www.abs-cbn.com/news/nation/2026/2/13/rising-teenage-pregnancy-among-young-teens-in-philippines-0821 https://www.pna.gov.ph/articles/1266605?__cf_chl_tk=JFlPqc83zSKvrM8APTd29MveFlQRDuA4i4OTizkX_8Q-1773273289-1.0.1.1-Zy1UPdEHkBaXhoLnVzhHKadibFBmFh4KeGRi.d0Ahup0 https://www.hrw.org/news/2026/02/17/philippine-supreme-court-grants-property-rights-to-same-sex-couples https://www.hrw.org/news/2023/01/26/philippines-officials-red-tagging-indigenous-leaders-activists https://pco.gov.ph/news_releases/3-years-into-pbbms-peaceful-drug-war-more-drugs-seized-fewer-suspects-killed/
III. CONTENT *(Sequencing Content)*	Social Science Disciplines: *Sociology* *Anthropology*
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	At the end of the lesson students will be able to: ● Explain the fields of inquiry and major areas of study of Sociology and Demography, and Anthropology; ● Identify and analyze key concepts, theories, and methods used in Sociology and Demography, and Anthropology;

	• Compare Sociology and Demography, and Anthropology in terms of theories, methods, and reflect on how they explain human behavior and social structures; • Evaluate possible career pathways related to Sociology and Demography, and Anthropology; and • Reflect on personal interests that will meet societal needs.	
IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	***Day 1*** **1. Activating Prior Knowledge**  *Option 1. Recalling the SPECTRUM* Instructions: Review your understanding of the political spectrum and how different ideologies shape government policies. Carefully analyze each situation presented and determine which part of the political spectrum it most closely aligns with (e.g., left-wing, right-wing, or centrist). 1. What type of government is implementing strict laws that limit personal freedoms to strengthen national unity and traditional values, and how can it be classified on the political spectrum? 2. Why might both extreme-left and extreme-right ideologies lead to forms of dictatorship according to the political spectrum? 3. If Political Science focus on the systematic study of government systems, political behavior, policies, and power, what do you think is the discipline in Social Science that focus on the study of society?	*The SHS IDF emphasizes connecting new learning to students' existing knowledge and experiences. By asking students to "look back" at the political spectrum, the teacher activates prior learning and ensures students recall foundational concepts (left, center, right, extreme ideologies). This aligns with the IDF principle of helping students* ***organize and apply knowledge****. Students must not only recall the spectrum but also* ***analyze real-world scenarios*** *to match ideologies with government actions. Students reflect on political systems critically, making learning* ***meaningful and applicable to society***

Option 2. Concept Map
Instructions: Create a concept map that represents your understanding of the Social Science disciplines. Begin with each discipline as your main concept, then add related terms, concepts, and examples based on your knowledge from the discussion. You may add more circles or connecting lines as needed to show relationships among ideas.





Process Questions:

a. What is the main focus or the field of inquiry of Sociology, and Anthropology?
b. How are Sociology and Anthropology connected in understanding human society and behavior?

Option 3: I-R-F Chart
Instructions: Write your initial ideas or assumptions about Sociology and Anthropology. After some activities, you will be asked to answer the Refined column. You will write the new information or corrected ideas so learned about the 2 disciplines. At the end of the lesson, you will write your reflection in the final insights.

Discipline	***I***nitial Ideas	***R***efined Understanding	***F***inal Insights
Sociology			
Anthropology			

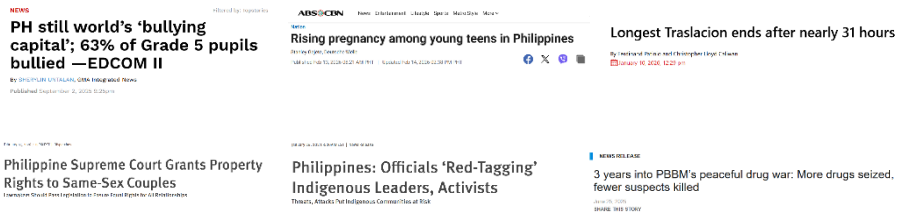
2. Establishing the Purpose of the Lesson

Option 1. Headline-Specified

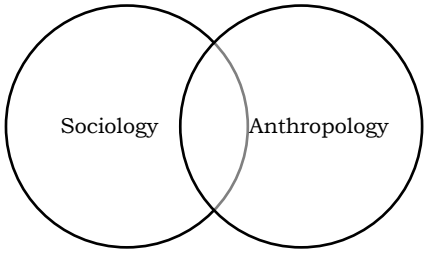
*The IDF is applied by **connecting students' prior knowledge and experiences to the new topic**. By asking them to create a concept map, students recall what they already know about human society, population patterns, and culture, and think about how these ideas relate to the three social science disciplines. This aligns with the IDF's emphasis on engaging learners, activating relevant background knowledge, and preparing them to construct new understanding.*

For IRF Chart:
You may ask the students the following questions to help them in writing the initial ideas:
1.What do you think Sociology studies?
2. What comes to mind when you hear Demography?
3.What do you think Anthropologists study
At the end of the lesson, guide the students in answering the Final Insights by asking the question:
1.What important ideas did you learn about Sociology, Demography, and Anthropology?
2. How did your understanding change from your initial ideas?
3. Why is it important to study these three disciplines when examining social issues in society?

*When students decide which discipline best represents each news headline, the IDF encourages **knowledge construction through analysis and reasoning**. Learners identify key elements of the news—social behavior, population data, or cultural context—and link them to the appropriate discipline. This step allows*

	Instructions: Read each given news headline carefully. Determine which field can best help explain or analyze the issue presented. Write the title of each news headline in the appropriate column below. Be ready to justify your answers during discussion.  **Sociology** | **Anthropology** | | Why is it important to study Sociology and Anthropology in order to better understand issues in society? *Option 2. Meta Cards* Instructions: Using your meta cards, organize your ideas and construct a clear response to the question below. Write key concepts, examples, or insights from each discipline (Sociology and Anthropology) on your cards, then use them to form a well-structured answer.	*students to organize concepts, strengthen comprehension, and see practical applications of theoretical knowledge.* Prepare the following materials for the Meta Cards activity. - *Meta cards or small pieces of paper/ cartolina (at least 3–5 per student or group)* - *Markers or pens* - *Tape (for posting on the board/ wall)* - *Manila paper or board space for organizing ideas* - *(Optional) Colored meta cards to represent each discipline:* *Sociology – one color* *Demography – another color* *Anthropology – another color*
B. Instituting New Knowledge	**Presenting Examples** *Option 1. Soc-Ant Analysis* Instructions: Read each scenario carefully. Then answer the process questions that follow. Base your answers on your understanding of social experiences, relationships, and community situations. Provide clear and thoughtful explanations. *Scenario 1:* A Senior High School in a local community has reported a rising number of teenage pregnancies among students	*For Option 2. News Analysis*

	aged 15–19. This has affected school attendance, student performance, and family dynamics. The issue has also sparked discussions on access to reproductive health education, peer influence, and cultural norms regarding early marriage and sexuality. Process Questions: a. How can family, friends, and society influence why some teenagers become pregnant? b. What do the numbers about teen pregnancies in your community tell us about how common it is? c. How do cultural practices affect teenagers' choices that might lead to pregnancy? *Scenario 2*: A significant number of students are working part-time jobs to help support their families while completing their studies. Some students struggle to balance work and school responsibilities, leading to fatigue, lower academic performance, and limited participation in school activities. Teachers and school counselors have observed that the support systems, family expectations, and community resources play a major role in how these students cope. Process Questions: a. How do the following situations affect working students' ability to balance their job and studies? a.1family expectations a.2 peer influence a.3 school support b. How do students face these situations? c. How do working students affect the cultural practices of Filipino families? *Option 2. News Analysis* Instructions: Read the news on EDCOM report about the Filipino Students graduating in High School despite being illiterate. Analyze the news by answering the following questions. Process Questions:	*Link to the News:* *https://edcom2.gov.ph/around-18m-filipinos-finished-high-school-despite-being-functionally-illiterate/* *Discussion Part* *For Sociology:* Study of human society, social relationships, institutions, and patterns of social interaction. It examines how individuals behave within groups and how social structures influence human actions and opportunities. The term sociology was first introduced by Auguste Comte, who proposed that society could be studied scientifically in the same way as the natural sciences. 1.Social Institutions Sociology investigates institutions that organize social life, such as family, education, religion, government, and the economy. These institutions shape human behavior and maintain social order. 2. Social Stratification and Inequality Sociologists analyze how societies organize inequalities based on class, gender, race, ethnicity, and power. This field examines issues such as poverty, discrimination, and social mobility. 3. Social Interaction and Socialization Sociology studies how individuals interact in everyday life and how people learn norms, values, and behaviors through socialization. 4. Social Change and Development Sociologists examine how societies change over time due to technological advancement, globalization, political developments, and economic transformations. 5. Social Problems and Public Issues Issues such as crime, unemployment, health disparities, and environmental challenges are analyzed to understand their causes and social consequences. Anthropology:

	a. How does the article define functional literacy of Filipino children? b. Why do young Filipinos graduate from basic education system with low comprehension skills? c. How do the following factors contribute to the persistence of low functional literacy among graduates? c.1population trends c.2 community conditions, and c.3 culture d. How do the following institutions ensure that students become functionally literate before graduating? d.1schools, d.2 families, and d.3 communities e. What concepts are highlighted in the article that focus on the following disciplines? e.1 Sociology e.2 Demography e.3 Anthropology *Option 3. Soc-Anth Connection* Instructions: Fill in the Venn Diagram. Write the key concepts, ideas, or areas of study in the appropriate sections of the diagram. The outer sections show the unique focus of each discipline while the overlapping sections show how the disciplines are related or interconnected.  Process Questions: 1.What are your key concepts and ideas on the two disciplines? 2.Why do we need to study the two discipline?	Study of human populations, particularly their size, structure, distribution, and changes over time. Demographers analyze population patterns and trends to understand how populations grow, decline, and move across geographic areas. One of the earliest scholars to study population dynamics was Thomas Robert Malthus, who examined the relationship between population growth and resource availability. 1. Population Size and Growth Demographers study how populations increase or decrease through births, deaths, and migration. 2. Fertility and Reproduction This area examines birth rates, reproductive behavior, and factors influencing family size. 3. Mortality and Life Expectancy Demography analyzes death rates, causes of death, and improvements in health that influence life expectancy. 4. Migration and Population Distribution Demographers study population movements within and across countries and how migration affects economic and social development. 5. Population Structure and Composition This field examines the characteristics of populations such as age, gender, education, and occupation. Anthropology: Study of human beings, their cultures, biological characteristics, languages, and historical development. It seeks to understand both the diversity and unity of human societies across time and space. The concept of culture as a central element of anthropology was significantly developed by Edward Burnett Tylor, who defined culture as the complex whole of knowledge, beliefs, customs, and habits acquired by humans as members of society. 1. Cultural Anthropology

3. How do the two discipline may help us understand social problems?

Day 2

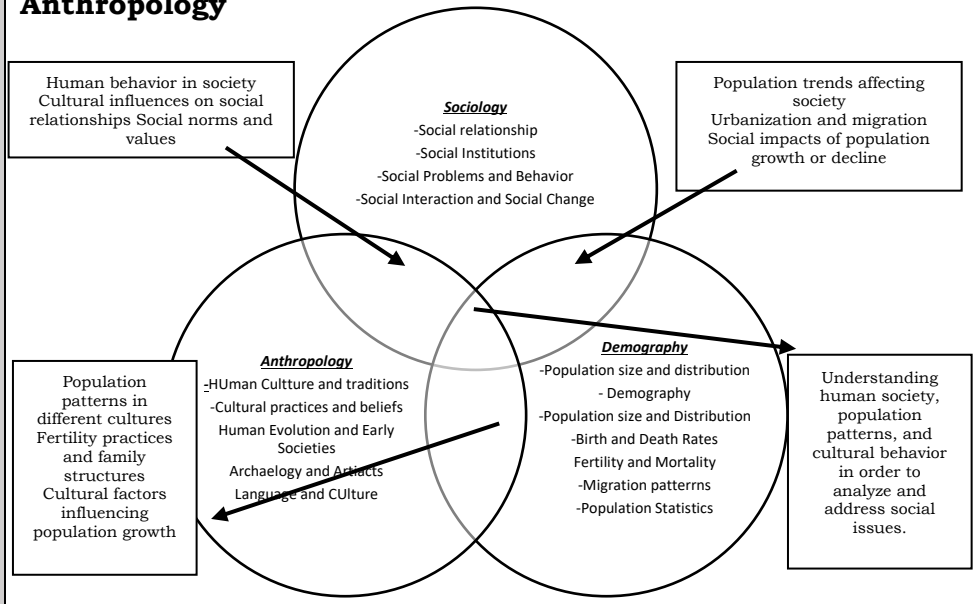
2. Discussing New Concept

Instructions: Complete the matrix by identifying the main focus and the field of inquiry of the three disciplines in the box below.

Social relationships and institutions	Social structure, inequality, social change
Population patterns and trends	Culture, language, human origins, traditions
Human culture and evolution	Population growth, migration, fertility, mortality

Discipline	*Main Focus*	*Key Field of Inquiry*
Sociology		
Anthropology		

Interrelationship of the Sociology, Demography and Anthropology



This field studies cultural practices, beliefs, traditions, and social organization of different societies. Cultural anthropologists often conduct ethnographic research to understand how people interpret their social world.

2. Biological (Physical) Anthropology

This branch examines human evolution, genetic variation, and biological adaptations. It explores how humans evolved and how biological traits influence survival and development.

3. Archaeology

Archaeology investigates past human societies by analyzing material remains such as tools, artifacts, and settlement patterns.

4. Linguistic Anthropology

This field studies the relationship between language and culture, including how language shapes communication, identity, and social relationships.

Guide the group in doing the gallery walk. Provide the reading material in advance or assigned them to research about the topic. Assign them to bring manila paper, marker, or any material that would make their output creative.

You may visit the link for your reference: https://assets.openstax.org/oscms-prodcms/media/documents/IntroductiontoSociology3e-WEB_9QTqRGQ.pdf?utm_source=chatgpt.com

For the teacher:

Gallery Walk.

Instructions: Students will be divided into three groups, with each group assigned one major area of study related to the Social Science disciplines (Sociology, Demography, and Anthropology). Each group will analyze their assigned topic and prepare a short presentation for a Gallery Walk activity.

Major Areas of Study:

Sociology	Demography
• **Social Structure and Organization** – Examines how society is organized, including institutions like family, education, religion, and government. • **Social Processes and Interaction** – Looks at how people interact, communicate, and influence each other in groups. • **Culture and Society** – Studies norms, values, beliefs, and customs that shape human behavior. • **Social Change and Development** – Focuses on how societies evolve over time and the factors driving change. • **Social Problems** – Investigates issues like poverty, crime, inequality, discrimination, and social justice. • Examples: Family dynamics, urbanization, education systems, gender roles, social movements	**Cultural Anthropology** – Examines cultural practices, beliefs, rituals, and traditions of different societies. **Physical or Biological Anthropology** – Studies human evolution, genetics, primates, and physical adaptation. **Archaeology** – Investigates past human societies through artifacts, monuments, and historical sites. **Linguistic Anthropology** – Explores the relationship between language, culture, and society. **Applied Anthropology** – Uses anthropological knowledge to solve practical problems in areas like health, education, and development. Examples: Indigenous cultures, fossil studies, language preservation, social rituals, human adaptation to environment

Day 3

Discussion.

Major Theories in Sociology

	Structural-Functional	Social-Conflict	Symbolic-Interaction Approach
What is the level of analysis?	Macro-level	Macro-level	Macro-level

Each group will organize their ideas into a clear visual presentation. They must highlight:

- Key concepts
- Main focus of the discipline
- Real-life examples (if applicable)

Assign one **presenter** and one or more **explainers** per group.

Groups will post their outputs in designated areas of the classroom. One group stays in place as presenters while the other groups rotate. Presenters will explain their work briefly (3–5 minutes per group). Visitors will listen, observe, and take notes using guide questions.

After each presentation, groups will rotate to the next station. Continue until all groups have visited all outputs. Maintain order and observe time limits strictly. The class will regroup for discussion. The teacher will ask synthesis questions to connect all ideas.

The teacher will rate each group based on the rubrics.

To the teacher: You may assign the class into three groups, allow them to choose the theory that they want to create a poster. Assign also a presenter to explain their output. Rubric should also be presented to the students before doing the activity.

Follow the guideline in conducting panel discussion:

- *Start with Introductions: Panelists introduce themselves and their area of expertise.*
- *Moderator Leads: The moderator presents questions, manages turn-taking, and ensures all panelists have equal opportunity to speak.*
- *Panelists Respond Thoughtfully: Each panelist answers clearly, providing examples, evidence, and personal insights.*

What image of society does the approach have?	Society is a system of interrelated parts that is relatively stable. Each part works to keep society operating in an orderly way. Members generally agree about what is morally right and morally wrong.	Society is a system of social inequalities based on class (Marx), gender (feminism and gender-conflict approach), and race (race-conflict approach). Society operates to benefit some categories of people and harm others. Social inequality causes conflict that leads to social change.	Society is an ongoing process. People interact in countless settings using symbolic communications. The reality people experience is variable and changing.	
What core questions does the approach ask?	How is society held together? What are the major parts of society? How are these parts linked? What does each part do to help society work?	How does society divide a population? How do advantaged people protect their privileges? How do disadvantaged people challenge the system seeking change?	How do people experience society? How do people shape the reality they experience? How do behavior and meaning change from person to person and from one situation to another?	

Activity: Panel Discussion

Instructions: A set of students will act as Anthropologist. Each Anthropologist will discuss the following theory:

1. Evolutionism
2. Diffusionism
3. Functionalism
4. Structuralism

- *Stay Respectful: Avoid interrupting others; listen actively and respond respectfully to differing opinions.*
- *Use Notes Wisely: Panelists may refer to notes but should maintain eye contact and engage with the audience.*

Audience Participation

- *Ask Relevant Questions: Audience members can ask questions after panelists present, staying on topic and respectful.*
- *Take Notes: Audience members can jot down key ideas, examples, or points to reflect on later.*

You may also use the following videos in discussing the lesson, before proceeding to the activity.

To the teacher: Rubric for poster making is provided in the google drive.

Listen carefully to the panel discussion and answer the questions below. Take notes for each theory and provide your reflections where indicated. Panel Interview Worksheets are provided in the Learning Activity Sheets.

Day 4

Career Pathways Related to the Three Disciplines (see annotations for process questions)

Discipline	Career Pathways	Typical Employers	Skills Highlighted
Sociology	Social Researcher/Analyst Policy Analyst/Social Planner Community Development/Social Worker Human Resource Specialist Urban Planner/ Public Administrator Market Research Analyst	Government agencies (national/local) NGOs, corporations, universities/schools, International Organizations	Research, data analysis, critical thinking, problem-solving, communication, interpretation observational, policy analysis, cultural awareness and sensitivity
Demography	Population Analyst Public Health Specialist Urban and Regional Planner Policy Planner Research Consultant/Data Scientist	Statistical offices, international organizations, universities/schools, healthcare agencies	Quantitative analysis, statistical modeling, forecasting, G Information System, Data Interpretation, Population Projection and Planning, Database Management, Computer and Data Visualization Skills
Anthropology	Ethnographer Museum Curator	Museums, universities/schools, NGOs,	Ethnography, cultural analysis, fieldwork,

Career Pathways related to the Three Discipline

Process Questions:

a. What are the possible career pathways in the three disciplines: Sociology, Demography, and Anthropology?
b. What types of organizations or institutions typically employ the following professionals, and why are their roles important in these workplaces?
   b.1 Sociologist
   b.2 Demographer
   b.3 Anthropologist
c. If you were to pursue one of these career pathways, what skills, knowledge, and competencies would you need to develop to succeed in the field? Explain why these skills are important.

*When students answer the reflection questions in the **Final Insights column**, the IDF is applied by fostering **synthesis and evaluation**. Students consolidate their learning, articulate the value of studying Sociology, Demography, and Anthropology, and explain how the disciplines help analyze social issues. This step aligns with the IDF's focus on **higher-order thinking,***

	Language/Linguist Specialist Development Consultant Forensic Anthropologist	government, international development	communication, historical research, participant observation, cross-cultural comparison, cultural sensitivity and awareness, documentation ang recording skills, artifact analysis

Developing Mastery

Option 1: I-R-F Chart

Instructions: Reflect on your learning by completing the I-R-F Chart below. Carefully revisit your ideas and experiences from the discussion. Use the guide questions provided (see annotations) to help you develop deeper and more meaningful answers.

Disciplines	***I***nitial Ideas	***R***efined Understanding	***F***inal Insights
Sociology			
Anthropology			

Option 2. CHECKPOINT

Instructions: Write a short reflection paragraph explaining how Sociology and Anthropology work together in helping us understand social issues and address social problems.

reflection, and meaningful application of knowledge *to real-world contexts.*

Guide Questions for I-R-F Chart

a. What important ideas did you learn about Sociology, Demography, and Anthropology?

b. Have you seen the changes from your initial ideas to the present ideas about the three disciplines? How did your understanding change from your initial ideas?

c. Why is it important to study these three disciplines when examining social issues in society?

C. Rubrics Demonstrating Knowledge and Skills

1. Finding Practical Application

Instructions: You will work in collaborative groups to analyze a contemporary social issue in your community by applying concepts

This GRASPS activity makes learning ***responsive, relevant, and reflective*** *because students connect* ***academic knowledge with real-world social***

	from Sociology and Anthropology. Your task is to understand the causes, impacts, and possible solutions of the issue using a multidisciplinary perspective. *Understanding Social Issues through Sociology and Anthropology* Goal - Analyze a contemporary social issue in their community by applying concepts from Sociology, Demography, and Anthropology to understand its causes, impacts, and possible solutions. Role - You are a social researcher and community analyst tasked with investigating a pressing social problem in your community like poverty, teenage pregnancy, migration, unemployment, or cultural conflicts. Audience - Classmates, teacher, and local community stakeholders who need an evidence-based report to address social issues. Situation - Your community has been experiencing a social problem that affects multiple groups of people. You may choose the social problem identified in the "role". You need to conduct a multidisciplinary analysis that will show the contributions of the following disciplines: 1. Sociology: Social structures, institutions, and inequalities that influence the problem. 2. Anthropology: Cultural beliefs, practices, and values that shape people's behaviors and perceptions related to the issue. Product – Create either multimedia presentation or an infographic that includes the following: A. Identification of the social issue and its significance in the community. B. Analysis of the issue using the three disciplines. C. Proposed feasible and evidence-based interventions or solutions using knowledge from the three disciplines D. Integrate data, statistics and cultural context that you gather from the community	***issues*** *while practicing* ***critical thinking, research, and communication skills****.*

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<td>E. Make your output organized, clear, and engaging. *Enumerate the guidelines, rubric to be included in the annotations
2. Making Generalization

Instructions: Write three (3) sentences that summarize your key takeaways from today's lesson. Focus on the most important ideas you learned and how they help you understand social issues in society. Afterward, answer the follow-up question provided in the annotations. Make sure your response is clear, complete, and based on your understanding of the lesson.</td>
<td>Questions for "Making Generalization"
a. What are your personal interests or strengths, and how could they be applied to help your community or society?
b. How can developing specific skills in these disciplines allow you to contribute meaningfully to society?</td>
</tr>
<tr>
<td>V. ASSESSMENT
(Assessing Learnings)</td>
<td colspan="2">Instructions: Read each questions carefully. Write the letter that corresponds the correct answer.
1. Which statement best describes Sociology?
A. The study of human populations, including size, distribution, and growth
B. The study of social behavior, relationships, and social institutions
C. The study of material culture and ancient artifacts
D. The study of human evolution and biological traits
2. A researcher studies the cultural practices, beliefs, traditions, and ways of life of different human societies to better understand human behavior and social development. Which discipline does this represent?
A. Sociology
B. Demography
C. Anthropology
D. Political Science
3. Which of the following is an example of a social structure studied in Sociology?
A. Family, education, and religion as organized institutions
B.Material artifacts from ancient civilizations
C. Genetic diversity in human populations
D.Age distribution of a population
4. Which career is most directly related to Anthropology?
A. Cultural resource manager
B. Population data analyst
C. Social policy analyst
D. Urban planner
5. A demographer analyzing migration trends to develop public health programs is working in which career path?
A. Population analyst</td>
</tr>
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B. Social researcher
C. Museum curator
D. Archaeologist

6. Which field of inquiry focuses on human culture, language, and traditions?
   A. Sociology
   B. Economics
   C. Demography
   D. **Anthropology**
7. Which scenario demonstrates the combined use of Sociology, Demography, and Anthropology?
   A. **Studying the effect of family structures on education while analyzing population growth and cultural practices in a rural community**
   B. Conducting a survey on voter preferences in a city
   C. Excavating fossils to study human evolution
   D. Measuring national income using economic indicators
8. How can these three disciplines together help solve urban migration challenges?
   A. Sociology studies social inequality, Demography examines migration patterns, Anthropology studies cultural integration.
   B. Sociology measures income levels only, Demography collects birth data, Anthropology studies fossils.
   C. Sociology studies voting patterns, Demography analyzes weather trends, Anthropology designs urban infrastructure.
   D. Sociology, Demography, and Anthropology all focus solely on ancient civilizations.
9. Which of the following combinations correctly pairs the discipline with its typical career?
   A. Sociology – Policy analyst; Demography – Population analyst; Anthropology – Cultural anthropologist
   B. Sociology – Urban planner; Demography – Social researcher; Anthropology – Marketing analyst
   C. Sociology – Archaeologist; Demography – Linguist; Anthropology – Population analyst
   D. Sociology – Museum curator; Demography – Teacher; Anthropology – Statistician
10. A community organizes weekly cultural festivals to promote unity and cooperation among residents. According to Structural-Functionalism, what is the primary significance of these festivals?
   A. They allow individuals to compete for social dominance.
   B. They maintain social cohesion and reinforce shared values.
   C. They encourage cultural diffusion from neighboring communities.
   D. They reflect evolutionary stages of societal development.
11. A large corporation hires local workers but pays very low wages while maximizing profits. A labor union forms to demand better working conditions. Which statement best applies Conflict Theory to this situation?
   A. Social harmony is maintained through collective norms.
   B. The low wages are part of a natural progression of society.
   C. Society is shaped by conflicts between groups with unequal power.
   D. Workers and employers share meanings through daily interactions.

12. Two students from different cultural backgrounds participate in a school debate about community development. They interpret each other's gestures, language, and expressions differently. Which insight best reflects Symbolic Interactionism?
A. Social institutions exist to maintain societal stability.
B. **Meanings and social realities are created through interaction.**
C. Conflicts between groups shape the social structure.
D. Cultural traits spread gradually across societies.

13. An anthropologist observes that early societies gradually shifted from hunting-gathering to farming and then to industrial urban societies. Which concept of Evolutionism does this scenario illustrate?
A. Cultural traits spread through contact between societies.
B. Societies evolve in predictable stages from simple to complex forms.
C. Social norms and institutions maintain stability within society.
D. Individuals create meaning through symbolic interaction in society.

14. A tribe adopts agricultural practices and pottery styles from a neighboring group after trade and cultural contact. What does this scenario best illustrate according to Diffusionism?
A. Cultural evolution occurs in fixed stages.
B. Cultural traits are transmitted and spread across societies.
C. Social institutions function to maintain social cohesion.
D. Individuals assign meanings to symbols and gestures.

15. Maria enjoys analyzing social patterns in her community and is curious about why some neighborhoods have more crime than others. Which career pathway would best allow her to apply her interest to benefit society?
A. Sociologist – studying social behaviors and relationships to address social issues
B. Demographer – analyzing population trends and migration patterns
C. Anthropologist – studying cultural artifacts and traditions
D. Economist – managing budgets and financial systems

VII. Enrichment / Remediation Activity

Option 1. Back to the Basic Chart (Remediation)
Instructions: This activity is designed to help you review and strengthen your understanding of the three Social Science disciplines. Complete the chart below by writing simple and clear ideas about each discipline. You may use keywords or short phrases.

Discipline	What it is about?	Example of a social issue it helps explain
Sociology		
Anthropology		

	Which discipline do you find easiest to understand? Why? *Option 2. Social Issue Investigator Challenge* (Enrichment) Instructions: Choose ONE current social issue in your community or country (e.g., poverty, migration, teenage pregnancy, unemployment, or cultural conflict). Act as a social scientist investigator and write a short analytical response. Your output must include: A. Identification of the social issue B. Explanation using Sociology, Demography, and Anthropology C. One possible evidence-based solution D. A short reflection: Why is a multidisciplinary approach important in solving this issue? Write your answer in paragraph form and make sure it is clear and well-organized.
VII. REFLECTION *(Feedback and Continuous Improvement)*	*After facilitating this topic, I observed that learners* _____ *The key highlights included* _____ *while the main challenges encountered were* _____ *To improve instruction, I adjusted by* _____ *which helped enhance learner engagement and understanding* _____ _____
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used ChatGPT in order to suggest and revise activities and organize my ideas. The author reviewed and finalized the writing of the content. The author takes full responsibility for the content of this LE.

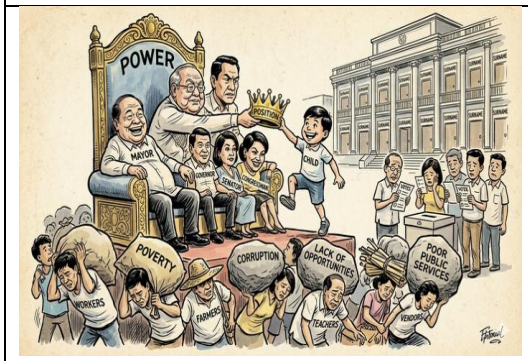
Learning Area	SOCIAL SCIENCES (THEORY AND PRACTICE)	**Lesson Exemplar**	5

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the historical development, key concepts, and approaches in the Social Sciences including its major theories, enabling them to analyze and explain human behavior, social structures, and cultural dynamics within diverse societal contexts.*
B. Performance Standard	*The learner applies Social Science disciplines in explaining a social issue using a multimedia presentation, infographic, podcast, or other relevant presentation scheme.*
C. Learning Competencies	*Examine various Social Science disciplines in terms of their fields, main areas of inquiry, methods, theories, and approaches* *11. Analyze key theories and methods and careers in Geography* *12. Analyze key theories and methods and careers in Linguistics*
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	*"Palace: EDSA part of history, reflects Filipinos' courage". Esguerra, DJ. February 25,2026.*https://www.pna.gov.ph/articles/1269768 *"Metro Manila hosts 217 languages – but is losing its own, warns research,"*Escosio, J. *August 06,2025.* https://newsinfo.inquirer.net/2092284/metro-manila-hosts-217-languages-but-is-losing-its-own-warns-research "Sierra Madre: Mountain Range for Resilience," n.d. https://climate.gov.ph/news/934. *AI Generated Tool for extracting Images* Gemini.ai https://gemini.google.com/app/6f84e2fc37164762 https://gemini.google.com/app/3ad8b6ce95aef902 https://gemini.google.com/app/d6ea1c4ec507b7el AI Generated for the matrix *https://www.perplexity.ai/search/matrix-that-compares-geography-0Yc59pHQSEqaTNurS44yGg*
III. CONTENT *(Sequencing Content)*	*Different Social Science Disciplines* *Geography and Linguistics* *Career Pathways related to Geography and Linguistics*
IV. OBJECTIVES	1. *Analyze key theories and methods and careers in;*

(Setting Clear Objectives and Analyzing the Tasks)	*1.1 Geography* 1.2 *Linguistics* 2. Identify career pathways related to geography and linguistics. 3. Reflect on the relevance of their chosen career path in solving local problems

V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**Day 1** **1. Activating Prior Knowledge** ***Option 1:*** **Activity: "Through the Lens of Society" – Identifying Social Science in Real Life** Directions: Carefully examine each image. Identify the social issue(s) it represents and provide a brief insight about it, then determine the most closely related Social Science discipline (e.g., Sociology, Anthropology, Economics, Political Science).	**Integration with the IDF (Instructional Design Framework in Strengthened SHS Curriculum** This activity supports the IDF goal of developing **analytical, socially aware**, and **critically thinking** graduates prepared for civic participation and lifelong learning. **Integration of the 5Es / 7Es Inquiry-Based** **Engage:** ● Visual images stimulate curiosity and emotional connection. ● Learners activate prior knowledge about social issues they may have encountered in their communities or media. **Explore:** ● Students independently and collaboratively examine images. ● They generate initial interpretations without being given direct definitions or answers **Integration of AID principle** *Apply* ● Learners apply prior knowledge of Social Science disciplines to match Column A and Column B. Concepts previously discussed are used in a structured task.

Table 1: Social Science in Real Life

Illustration	***Social Issue/s***	***Related Social Science Discipline***
 AI Generated Gemini.ai	Possible Answer: Political dynasty	**P S** **O C** **L I** **I E** **T N** **I C** **C E** **A** **L**

 Retrieved from: https://jenikirbyhistory.getarchive.net/amp/media/water-carriers-in-iloilo-1899-3e047f	Possible Answer: <u>Water carriers in Iloilo, 1899</u> In the Philippine Islands, as in all other countries of the Orient, it is customary for the natives to carry their drinking water from public wells	**ANTHROPOLOGY**
 AI Generated image: Gemini.ai	Possible Answer: <u>Inflation</u>	**ECONOMICS**
 AI Generated image: Gemini.ai	Possible Answer: <u>Filipino Hospitality</u>	**ANTHROPOLOGY**

Improve

- Through discussion, feedback, or peer sharing, learners refine their matches and explanations.

Decide

- Learners make informed decisions about which discipline best explains a given social issue.

Integration of the 3Rs Guiding Principles of Delivery

3Rs in IDF

- **Relevance**

- Learners see how Social Science disciplines apply to everyday experiences in national issues

- **Responsive**

- The activity allows for multiple valid interpretations, respecting diverse learner perspectives.

 THE CROWDED HOUSE: Managing the Impact of Rapid Population Growth in the Philippines. AI Generated image: Gemini.ai	Possible Answer: Overpopulation	**D** **E** **M** **O** **G** **R** **A** **P** **H** **Y**

Processing Questions:

Assign Phase (Relevant / Responsive)

1. What social issues did you immediately recognize in each image?
2. Which image felt most familiar or relatable to your own experiences or observations in society?

Improve Phase (Reflective)

3. Were there any images where more than one discipline seemed applicable? Why?

Decide Phase (Relevant/ Reflective)

4. Among all the images, which social issue do you think requires the most urgent attention today? Why?

Option 2: Sync and Spill: Social Issues Edition

Directions: Sync the items in Column A with their matches in Column B. Once paired, spill the insights: identify the social issue, link it to a Social Sciences discipline, and share a short description or key insight about it.

Social Sciences	**Social Issues**	**Descriptions / Key Insights**
1. Anthropology	A. Political dynasty	
2. Demography	B. Filipino Hospitality	
3. Economics	C. Korean Wave in the Philippines	
4. Political Science	D. Inflation	
5. Sociology	E. Impeachment cases against public officials	
	F. Philippine population as of July 2024 based on POPCEN 2024 is 112.73 million	

*This activity strongly aligns with the IDF's emphasis on **authentic, integrative, and competency-based learning**. By engaging learners with real, contemporary, and locally relevant articles, the task situates Social Science*

Processing Questions:

Assign Phase (Relevant / Responsive)

1. *Which social issue was easiest for you to match with its corresponding Social Science discipline? Why do you think the connection was clear?*
2. *Looking at the matched pairs, which social issues do you think are most visible or commonly experienced in Philippine society today?*

Improve Phase (Reflective)

3. *Can you identify some social issues that can be studied by more than one Social Science discipline and explain how another discipline might also analyze it?*

Decide Phase (Relevant/ Reflective)

4. *Among the social issues discussed, which do you believe has the greatest impact on national development today? Justify your answer.*

2. Establishing the Purpose of the Lesson

Option 1: Article Analysis: Decoding Social Issue in the Article

Directions: Analyze each article. Identify the central social issue, support with textual facts, link to a Social Science discipline, and share your insights or opinion.

Article 1

Sierra Madre: Mountain Range for Resilience

September 26, 2024

Issue:
Facts:
Social Science Discipline:
Key Insights:

Source Link:*https://climate.gov.ph/news/934*

"Sierra Madre: Mountain Range for Resilience," n.d. https://climate.gov.ph/news/934.

Article 2

Metro Manila hosts 217 languages—but is losing its own, warns research
By: Jan Escosio
August 06,2025

Issue:
Facts:
Social Science Discipline:
Key Insights:

*learning within meaningful societal contexts***.**

Integration of 5Es

Explore:

- *Learners independently read and examine the articles.*

Explain:

- *Learners articulate the identified issue, cite textual facts, and explain why a particular Social Science discipline applies.*

Elaborate / Extend:

- *Through the "Key Insights" section, learners connect article content to broader societal implications, prior lessons, or personal perspectives.*

Integration of the Apply–Improve–Decide (AID) Design Principle

Apply

Learners apply previously learned concepts of Social Science disciplines to real-world texts.

Improve

Through peer discussion, guided questioning, or teacher feedback, learners refine:
Their identification of issues
Their choice of textual evidence
Their disciplinary alignment

Decide

Learners make informed decisions by discipline
Formulating reasoned insights or opinions grounded in evidence

Integration of 3Rs Guiding Principles of Delivery aligned with IDF

Relevant

The selected articles tackle current and pressing Philippine issues
Learners see how Social Sciences help explain issues that affect

	Source Link:*https://newsinfo.inquirer.net/2092284/metro-manila-hosts-217-languages-but-is-losing-its-own-warns-research*	*national identity, sustainability, and social cohesion* ***Reflective*** *Learners consider the broader implications of the issue. Their realizations are based on evidence*
B. Instituting New Knowledge	**Day 2** **1. Presenting Examples** **Option 1: Scenario Analysis:** A group of Senior High School students from a barangay in Cavite spotted that their community faces constant flooding from river swelling and intense rains. While probing the problem, they start posing various questions. A few look into how the area's position and weather shifts fuel the flooding. Others review old accounts of previous calamities to see how locals handled them before. One team checks out how the local names of places in Bacoor like Talaba and Salinas relate to this event. These talks help the students grasp that decoding community challenges means looking at location, past events, and shared stories. Team 1 Question: (Question about Landscape / Geography) ➢ How do Barangays natural topography, shifting climate patterns like stronger habagat rains and typhoons, and man-made infrastructure such as concrete barriers (riprap) collectively heighten its vulnerability to frequent baha? Team 2 Question: (Question about Linguistics) ➢ How do the names of Barangay like "Barangay Talaba" and "Barangay Salinas" link to the situation of flooding? Team 4 Question: (Question that integrates Geography and Linguistics) ➢ "How can a local community reconcile the physical realities of its changing landscape (Place), the lessons of its past adaptations, and the power of its local narratives (Communication) to architect a resilient future where humanity and the sea can co-exist?" *Processing Questions;* *Assign Phase;* *1. What specific problem is the barangay experiencing, and how is it described in the situation?*	*This situational analysis reflects the IDF emphasis on **authentic, community-based learning contexts**. The flooding scenario in a Cavite barangay situates abstract Social Science concepts within a **real, familiar, and pressing local issue**, ensuring relevance and learner engagement.* ***Integration of 5Es / 7Es*** ***Engage / Elicit*** *- Learners elicit prior knowledge and lived experiences. They connect personal/community experience to the lesson* ***Explore*** *The group questioning phase allows learners to explore the issue from multiple disciplinary angles without teacher-imposed explanations.* ***Explain*** *Learners explain their reasoning through formulated questions and discussions, articulating how each discipline helps decode the flooding problem.* ***Evaluate*** *Understanding is evaluated formatively through the quality of questions posed, depth of reasoning, and the ability to connect disciplines meaningfully.*

	2. *Why is it important to examine the issue using location and local narratives?* *Improve Phase;* 3. *How do geography and language offer different but connected explanations of flooding?* 4. *How does combining these perspectives help students better understand the community's situation?* *Decide Phase;* 5. *Based on your analysis, what is the most critical factor contributing to flooding in the barangay?* *Integrative Closing Question;* 6. *How does understanding place and valuing local narratives empower communities to respond more effectively to environmental challenges like flooding?* **Option 2:** **Group Activity: "Me and My Community Landscape"** Directions: The class will be divided into two (2) groups to have a brainstorming activity about the following posted questions; **A.** Geography Lens: "Describe one physical or environmental feature of your community that affects your daily life (e.g., mountains, traffic flow, rainfall, population density)." **B.** Linguistics Lens: "List the languages or dialects you speak at home, in school, and in public spaces. Why do you use each one?" **Process Questions:** After answering the two (2) questions, the teacher will ask the following questions; 1. *What similarities do you notice in your answers across the three lenses?* 2. *Which of these—place, past, or language—affects you the most, and why?* 3. *How might understanding these three disciplines help communities solve real-life problems?*	**Integration of the Apply–Improve–Decide (AID) Design Principle** ***Apply*** *Learners apply disciplinary knowledge by analyzing flooding using Geography, History, and Linguistics lenses rather than treating the issue as a single-cause problem.* ***Improve*** *Through group discussions and comparative questioning, learners **refine and improve their initial ideas**, correcting simplistic explanations* ***Decide*** *Learners decide which factors matter most, how disciplines intersect, and what insights are most useful for future community resilience.* ***Integrating 3Rs Guiding Principles of Delivery*** ***Relevant*** *The flooding issue, barangay setting, and local place names ensure that learning is **personally and socially meaningful** to learners.* ***Reflective*** *The questions require learners to reflect on **cause-and-effect relationships, historical responsibility, and cultural meaning**, promoting deeper understanding rather than surface learning.* ***Responsive*** *The open-ended nature of the questions allows the teacher to respond flexibly—adjusting prompts, validating lived*

Things to Ponder:
Our daily experiences are shaped by different aspects of social science—place, history, and language. Through the geography lens, we recognize how the physical environment influences how people live and interact within their community. Through the history lens, we understand how past events and traditions continue to shape present community life. Through the linguistics lens, we become aware of how language reflects identity, culture, and social interaction. By examining these three perspectives, we gain a deeper appreciation of how social science disciplines help us better understand our communities and address real-life challenges.

2. Discussing New Concept

Option 1: Lecturette

Directions: Using the provided matrix or the semantic web, the teacher will discuss the core focus, key methods, main branches, and societal role of Social Sciences disciplines like Geography, History, and Linguistics.

Matrix

Aspect	**Geography**	**Linguistics**
Core Focus	Spatial distribution of phenomena, human-environment interactions, and physical landscapes	Language structure, evolution, use in culture, society, and communication
Key Methods	Mapping, spatial analysis, field observation of places and patterns	Phonetic analysis, syntax studies, corpus linguistics, cross-cultural comparisons .
Main Branches	Human geography, physical geography, economic geography	Phonology, syntax, semantics, sociolinguistics

experiences, and deepening inquiry based on student responses.

Integration of IDF Principles;

The activity is contextualized and follow learner-centered principles. The scenario is place-based and localized (barangay in Cavite, Bacoor), which is strongly aligned with IDF's emphasis on contextualization and localization. Students are not introduced to disciplines in abstraction; instead, they encounter them through a real community problem (flooding). This supports the IDF goal of meaningful learning grounded in lived experience.

Integration of Disciplines;
The activity deliberately integrates Geography, History, and Linguistics, reflecting IDF's push toward interdisciplinary thinking.

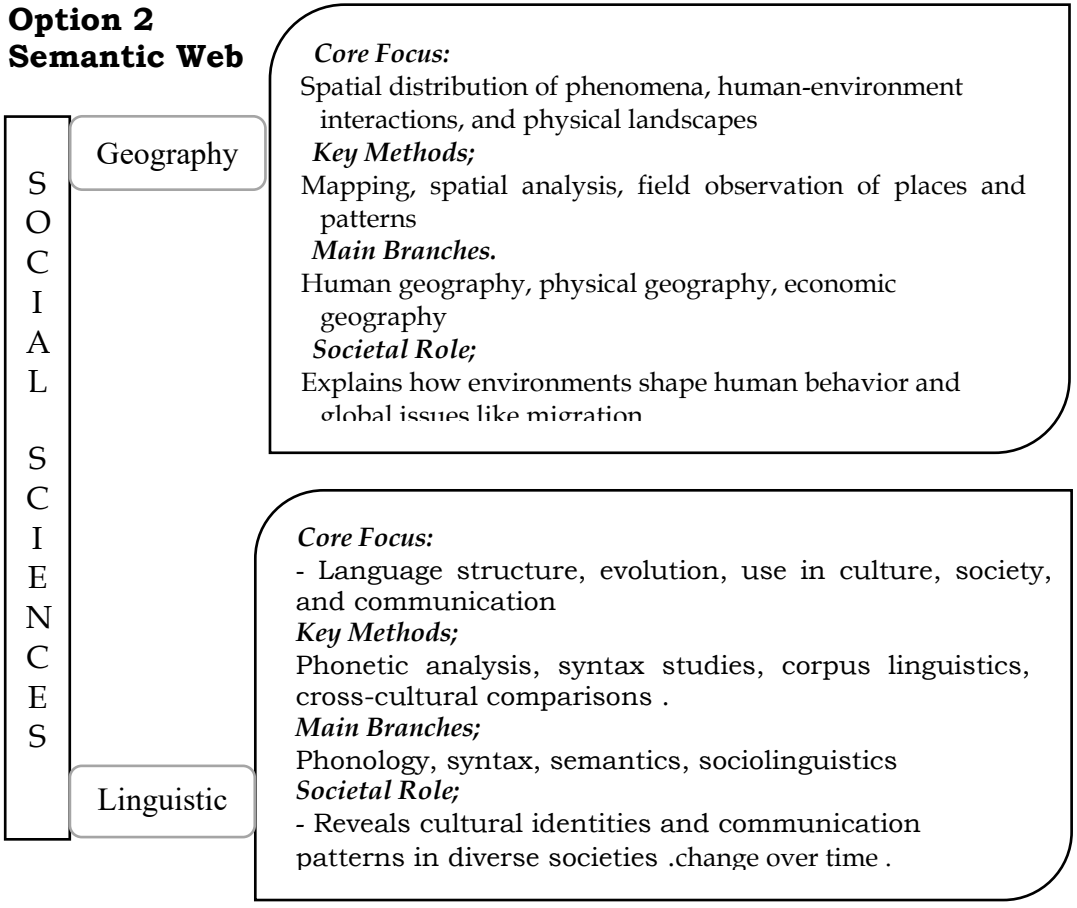
Integration of 5Es / 7Es:
Engage
The flooding scenario immediately captures student interest because it is familiar, it is current, and It affects daily life. The narrative format (students investigating their own barangay) lowers abstraction and increases emotional and cognitive engagement.

Explore:
Students explore the issue through discipline-specific questions:
Team 1: Geography
Team 2: History
Team 3: Linguistics

Societal Role	Explains how environments shape human behavior and global issues like migration .	Reveals cultural identities and communication patterns in diverse societies .

Source:https://www.perplexity.ai/search/matrix-that-compares-geography-0Yc59pHQSEqaTNurS44yGg

Option 2
Semantic Web



Team 4: Integrated perspective

Explain:
Learners articulate how each lens explains flooding, they begin constructing explanations ***before formal definitions*** *are introduced (which will happen in the lecturette).*

Integration of 3Rs:
Relevant:
The flooding issue is local, timely, and personally meaningful

Reflective;
Students reflect on:
How the past shapes the present
How language carries meaning and memory
How place influences life chances

Day 3
3. Developing Mastery

Option 1: Theories and Practice Diagram
Teacher Led Discussion

Directions: Using the matrix, the teacher will lead a discussion on the three (3) Social Science disciplines—Geography, History, and Linguistics. The teacher will explain the dominant theories associated with each discipline and discuss how these theories are applied in real-life contexts. The teacher will also highlight the possible professions related to each discipline.

Table 1: Social Sciences, Theories, and Practices

Social Science	***Theories***	***Practice***
Geography	*-Humanistic Geography* *-Feminist Geography* *-Environmental Determinism and Possibilism*	*Urban Planners* *Cartographers* *Surveyors* *GIS (Geographic Information System) Specialist* *Educators* *Environmental Consultant*
Linguistics	*-Interactionism / Social Interactionist Theory (George Herbert Mead and Charles Horton Cooley)* *-Generative Grammar (Noam Chomsky)* *-Sociolinguistics (William Labov)* *-Ethnolinguistic / Sapir-Whoprf Hypothesis*	*Speech Language Pathology / Audiology* *Writer, Editor, Publisher* *Educators/Language Teacher* *Forensic Linguistics*

Processing Questions:

Assign Phase:

1. *Based on the matrix, what is the relationship between theories and practice in the social sciences?*
2. *Why do you think each social science discipline has multiple theories rather than just one?*

Improve Phase:

3. *How do theories influence the way professionals perform their work in society?*
4. *What might happen if professionals practice their field without understanding theory?*

Decide Phase:

5. *If you were to choose a career from the list, which discipline and theory would guide your work?*

Reflective Question:

6. *How do Geography, History, and Linguistics work together to help us understand society, and why is theory essential in transforming knowledge into practice?*

Option 2

Differentiated Activities: Group-based learning

Directions: The class will be divided into two (2) groups. Each group will be assigned a different topic to discuss. They will organize their ideas using appropriate graphic organizers and present their outputs using various modes of presentation.

Group 1: Data Retrieval Chart

Discussion of Different Theories in Geography

Theories in Geography	***Basic Assumptions***
Humanistic Geography	
Feminist Geography	
Environmental Determinism and Possibilism	

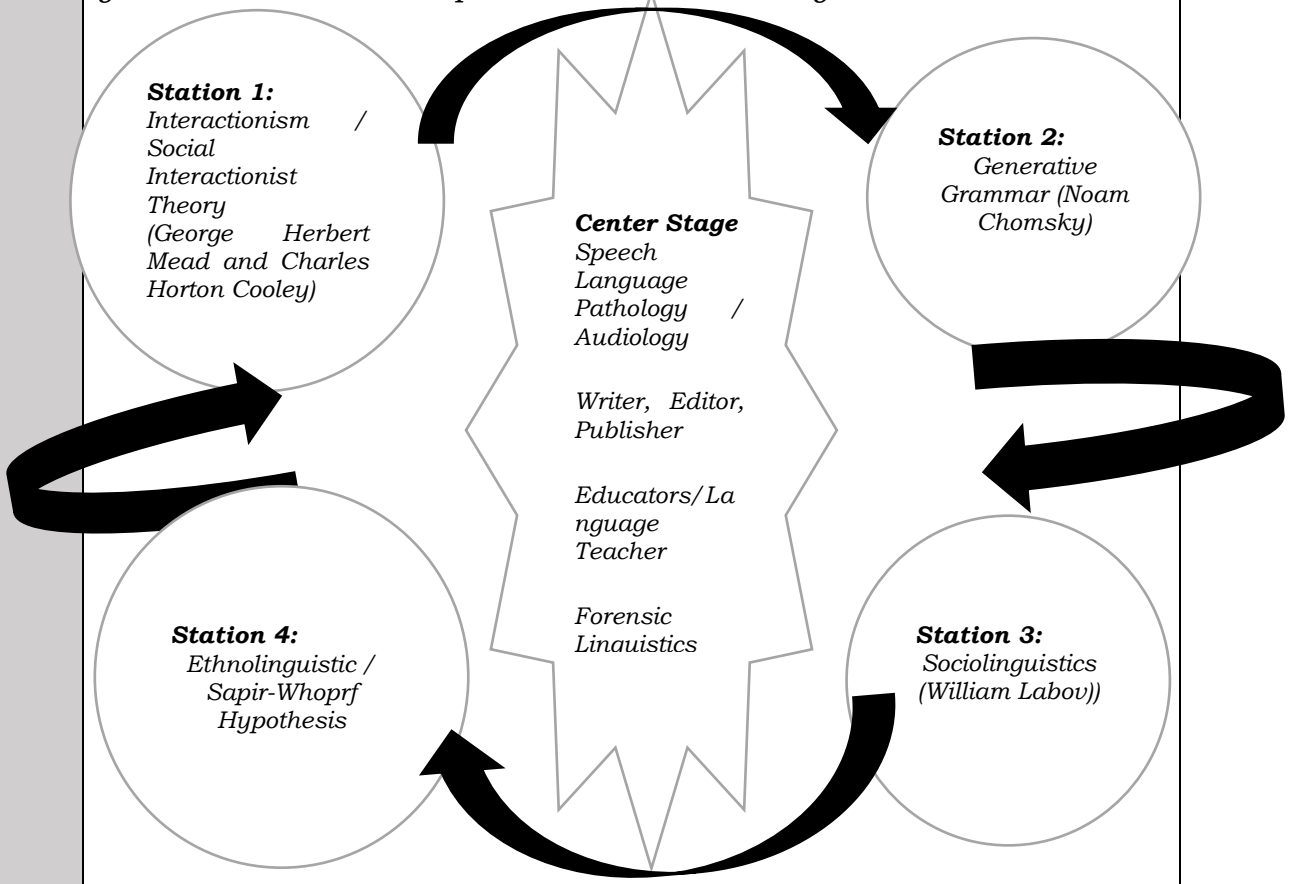
Group 2

Activity: Carousel Activity - Learning Stations Theories and Careers in Linguistics

Directions: Group 3 will prepare learning stations, each exploring a Linguistics theory's perspective. Assign one speaker per station to explain its key assumptions.

Learners rotate through all 4 stations. After completing the rotations, answer a short assessment.

At the central stage, watch costumed skits of Linguistics-related careers—guess each career and explain its connection to Linguistics.



C. Demonstrating Knowledge and Skills	**Day 4** **1. Finding Practical Application** **Option 1: Local Community Mapping** *Localized Situation involving the relevance of geography and linguistic* Directions: Group the students based on their barangay residence. Analyze the local issue on your own local community using the different lenses of Social Sciences disciplines such as Geography, History, and Linguistics. Use the following guide questions as the bases of your local community mapping. *Processing Questions:* 1. *What is the primary issue concerning your local community?* 2. *How do your Barangays natural topography / geography links to the concerns of your Barangay?* 3. *How do the name of your Barangay link to the social issues related to your local community?* 4. *"How can a local community reconcile the physical realities of its changing landscape (Place), the lessons of its past adaptations, and the power of its local narratives (Communication) to architect a resilient future where humanity and the sea can co-exist?"* **Option 2:** **Reflective Activity: "My Career, My Community: A Reflective Journal"** Direction: In this reflective journal activity, describe your chosen or envisioned career path and examine how it connects to issues in your local community by integrating perspectives from geography and language. Reflect on how geographic factors (such as location, environment, and resources) and linguistic or cultural practices influence current community challenges. Explain how your skills, interests, and future profession can respond to these realities, using clear and thoughtful language. Conclude by reflecting on how your career can serve not only as a means of livelihood but also as a way to promote social responsibility and contribute to community development **2. Making Generalization** ***Expected Generalizations and Realizations:*** *Social Science disciplines help learners understand that communities are shaped by place, time, and language—and that informed individuals can*	**Instructional Design Framework Integration;** *- Authentic, Performance-Based Learning* *-This part of the lesson exemplifies authentic learning, a key feature of the IDF.* *-Students are no longer working with hypothetical scenarios; they are now analyzing their own barangays using Social Science lenses.* *-The task mirrors real-world inquiry done by planners, historians, researchers, and community workers.* *- This reflective activity supports IDF's focus on career guidance, life skills, and values formation.* ***Integration of 5Es / 7Es:*** ***Elaborate:*** *Students extend their understanding by:* *-Applying concepts to their barangay* *-Making connections across disciplines* *- Generating community-based explanations* *Extend:* *Learners extend learning into **civic** awareness and social responsibility. The mapping task shows how academic knowledge can influence community resilience and development.* *- Learners extend learning into their future selves.* ***Integration of AID Principles:*** *Apply Phase:*

	transform society by using this understanding to respond responsibly to real-world challenges. *Geography helps us understand how physical environments, human activities, and spatial relationships shape daily life and community vulnerability. Learners who pursue Geography-related careers (urban planners, environmental analysts, disaster risk officers, geographers) contribute to communities by promoting sustainable development, environmental justice, and disaster resilience.* *Linguistics teaches learners that language is not only a means of communication but also a carrier of culture, history, identity, and power. Learners who pursue careers in Linguistics-related fields (teachers, translators, communicators, cultural advocates, media practitioners) contribute by bridging communities, preserving local languages, and ensuring inclusive communication.*	*- Students apply what they have learned by:* *-Identifying real community issues* *-Linking physical geography to social concerns* *-Interpreting linguistic meanings of their local communities* ***Improve Phase:*** *- The integrative question pushes learners to refine their thinking by combining:* *>Place (Geography)* *>Narratives and communication (Linguistics)* *- Students move from fragmented explanations to systems thinking.* *Decide Phase;* *- Students implicitly decide:* *> Which factors matter most* *> Which insights should guide future action* *- Decision-making here is contextual and evidence-based, not abstract.*
VI. ASSESSMENT *(Assessing Learnings)*	**Activity: Community Stories and Spaces Project** Learners work in groups to explore a local community issue by combining geographic analysis and linguistic or cultural perspectives. Each group connects these perspectives to future careers related to geography, history, and linguistics. **Group Task** Each group will choose a local place or community issue (e.g., a coastal area, heritage site, indigenous community, urban neighborhood, or disaster-prone area). The group will analyze it through three lenses and relate each lens to a future career. **Geography Role:** Future Careers: Urban planner, environmental scientist, GIS specialist, geographer Instructions: Analyze the physical location, environment, resources, population patterns, or spatial challenges of the community.	

	Linguistic Roles: Future Careers: Linguist, language teacher, translator, cultural researcher, communication specialist Instructions: Examine the languages, dialects, narratives, or cultural expressions used by the community and how they shape identity and communication. **Expected Output:** The group will produce a short video presentation or visual poster explaining: • How geography, history, and language interact in the chosen community • How professionals from each field can work together to address the issue • How these careers contribute to community development and social responsibility **Please see this link for the complete rubrics for all activities in all quarter 1 lessons.* ***https://drive.google.com/drive/folders/1FyOc61vWp_OTgiHpmZXvmBZWbTaSeyt3***
VII. ENRICHMENT / REMEDIATION ACTIVITIES	***Activity: Concept Profile*** *Directions: Choose one Social Science discipline from the listed below and create a concept profile by completing the guide questions.* • *Geography* • *Linguistics* ***Concept Profile:*** ***A. Field and Focus:*** *What is the main field of the discipline? What does it study?* _____ ***B. Main Areas of Inquiry*** *What key questions or issues does this discipline seek to understand?* _____ ***C. Key Theories*** *List at least one important theory used in the discipline.* *Theory Name:* _____ *Proponent:* _____ *Brief Description:* _____ ***D. Methods and Approaches*** *What methods are commonly used in the discipline? (observation, mapping, document analysis, interviews)* *Description of Method:* _____ ***E. Careers Related to the Discipline*** *Identify two careers connected to the field and their contribution to society.*

	<table><tr><th>***Career***</th><th>***How it contributes to society***</th></tr><tr><td>*1.*</td><td>*1.*</td></tr><tr><td>*2.*</td><td>*2.*</td></tr></table> ***F. Real-World Application*** *Give one example of how this discipline helps explain or solve real-world problems.* _____ _____ ***G. Reflection*** *Why is this Social Science discipline important in understanding society?* _____ _____
VIII. REFLECTION *(Feedback and Continuous Improvement)*	*After facilitating this topic, I observed that learners* _____ _____. *The key highlights included* _____ _____. *while the main challenges encountered were* _____ _____ *To improve instruction, I adjusted by* _____ _____, *which helped enhance learner engagement and understanding.*
IX. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used Copilot, AI Gemini, ChatGPT, Perplexity in order to efficiently synthesis complex, multidisciplinary information and help in designing accessible, engaging materials, that integrate diverse perspectives into practical applications. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Learning Area	SOCIAL SCIENCES (Theory and Practice)	Lesson Exemplar	6

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the historical development, key concepts, and approaches in the Social Sciences including its major theories, enabling them to analyze and explain human behavior, social issue using a multimedia presentation, infographic, podcast, or other relevant presentation scheme.*
B. Performance Standard	*The learner applies Social Science disciplines in explaining a social issue using a multimedia presentation scheme.*
C. Learning Competencies	*Examine the value of transdisciplinarity in understanding society.*
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	Macionis, John J. Sociology. Boston: Pearson Education, 2018. OpenStax. "Introduction to Sociology." OpenStax. Accessed March 10, 2026. https://openstax.org. Repko, Allen F. "Interdisciplinary Research: Process and Theory." Issues in Integrative Studies 28 (2010): 45–60. https://faculty.etsu.edu/leroyfra/MALSWriting/1a2writinginterdisciplinary.html Thompson, Derek. "The Future of Work." The Atlantic, July 12, 2021. https://www.theatlantic.com/ideas/archive/2021/10/great-resignation-accelerating/620382/ Journal articles on academic materials on transdisciplinarity, social issues, and multimedia learning. International Symposium on Transdisciplinary, Val-d"Oise, France.1998. https://unesdoc.unesco.org/ark:/48223/pf0000114694?posInSet=2&queryId=bdb14883-f598-4a73-8f84-b2c5b93bb14f Gutierrez de Blume, Antonio P. Revised on October 27, 2025, Published on November 18, 2025, Accessed on March 15, 2025. https://www.mdpi.com/2071-1050/17/22/10320 Polk, M. Achieving the promise of transdisciplinarity: a critical exploration of the relationship between transdisciplinary research and societal problem solving. Sustain Sci 9, 439–451 (2014). https://doi.org/10.1007/s11625-014-0247-7 https://scholar.google.com/?utm_source=chatgpt.com

III. CONTENT *(Sequencing Content)*	*Transdisciplinarity: Integration and Collaboration among and beyond the Disciplines.*	
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	*At the end of the modules, students are expected to:* *1.* Explain the concept of transdisciplinarity in understanding social issues. *2.* Apply multiple Social Science perspectives in examining a real-life social issue. *3.* Present a multimedia output that demonstrates ones contribution to solve a social problem by integrating ideas from the social sciences and other disciplines.	
IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **(5 minutes)** **Option 1** **Activity: Word Association: What Comes to Mind?** Procedure: 1. Display the following words on the board: Social Issue, Discipline, Community, and Solution. 2. Accompany each word with a related image: o Social Issue: Picture of pollution or poverty. o Discipline: Picture of books or a classroom setting. o Community: Picture of people working together, a neighborhood scene. o Solution: Picture of a group planning, recycling, or a community garden. 3. Ask students to look at the words and pictures, then write down one word, idea, or example they associate with each term. 4. Share answers and briefly discuss how these images and terms connect to real-life social issues. Processing Questions 1. What comes to mind when you hear the words “social issue”, “discipline”, and “community”? 2. Can you think of a social issue that relates to your community? How would you describe it in terms of its impact on people?	*Activating Prior Knowledge* Option 1: Word Association • IDF Framework: Makes the lesson relevant by connecting key terms to students’ own experiences. It’s responsive, drawing from their prior knowledge. • 5E Model: Fits into the Engage phase, sparking curiosity and preparing students to dive deeper into the topic. • AID Principles: Encourages active learning through sharing and reflecting on ideas, making learning personal and impactful. • 3Rs Principles: Reflective as students explain their associations, relevant to real-world issues, and responsive to their own understanding. Teacher will show sample pictures on social issue, discipline, and community as follows: https://chatgpt.com/s/m_69e844f4d5188191a5a593763e47aa80 https://chatgpt.com/s/m_69e85ea82f30819195b22ec83e19c373

	3. How will the different social science disciplines look at the issue? 4. Why do you think it's important to consider multiple disciplines (such as economics, sociology, or psychology) when examining social issue? **Option 2** **Activity: Issue Sorting: Which Discipline Can Help?** Procedure: 1. Read the given social issue carefully. 2. Identify at least two or more disciplines that can help explain or understand the issue. 3. Then, write a short explanation of how each discipline contributes to understanding the problem. 4. Be ready to discuss your answers with your group or with the whole class. Processing Questions 1. What are some disciplines you think can explain or help us understand the social issue you chose? 2. How do you think different disciplines (like sociology or economics) would look at the same social issue in different ways? 3. In your opinion, why is it important to combine multiple disciplines when addressing real-world social problems? How might this lead to more effective solutions? **Option 3** **Activity: Picture and Problem Analysis: What is Happening and How Can We Respond?** Procedure: 1. Observe the picture, video clip, or news headline presented by the teacher. 2. Analyze the situation. 3. Write your answers clearly and support them with ideas based on your knowledge, observations, or experiences. 4. Afterward, share your insights with the class. Processing Questions:	 https://chatgpt.com/s/m_69e8613777688191981c434950814db8 Option 2: Issue Sorting • IDF Framework: Enhances interdisciplinary learning by connecting different subjects to a social issue, making the lesson relevant and responsive to real-world problems. • 5E Model: Supports the Explore phase, encouraging students to dig deeper into the connections between disciplines and issues. • AID Principles: Promotes active learning by having students apply their knowledge and impactful learning as they consider how various fields can address issues. • 3Rs Principles: Reflective as students analyze the issue, relevant to their own lives, and responsive by relating it to what they know. Option 3: Picture and Problem Analysis • IDF Framework: Makes learning responsive by asking students to engage with a real-world issue, enhancing its relevance. • 5E Model: Aligns with the Elaborate phase, where students analyze the problem from multiple perspectives. • AID Principles: Encourages active learning through critical thinking and deep learning by exploring the root causes of the issue. • 3Rs Principles: Reflective as students consider causes and solutions, relevant to their own communities, and responsive to real-world social challenges. **Notes**:

	1. What social issue is presented in the picture, video, or headline? Describe it briefly. 2. What are the possible causes of this issue? Explain using real-life observations or experiences. 3. Which disciplines (e.g., sociology, economics, psychology) can help explain this issue? How does each contribute? 4. Why is it important to use multiple disciplines in understanding and solving this issue? **2. Establishing the Purpose of the Lesson** **(5 minutes)** **Option 1** **Activity: Think-Pair-Share: Why are we learning this?** Procedure; 1. Read the lesson focus written on the board. With a partner, answer this question: "*Why is it important to study social issues using ideas from different disciplines?"* "Studying social issues through different disciplines is important because it allows us to understand the problem from multiple perspectives, such as _____ _____ " 2. After discussing, share one answer with the class. Processing Questions 1. Why is it important to study social issues in today's society? 2. How can ideas from different disciplines (e.g., sociology, economics, psychology) help us understand and solve social problems? 3. How can learning about social issues from different perspectives help you: a. Prepare for your future career? b. Contribute to your community or society? **Option 2**	1. The teacher may choose which options are applicable & appropriate for her/his diverse learners. Written activities for options 2 & 3 maybe in the form of verbal activities for diverse learners. 2. Please see this link for the complete rubrics for all activities in all quarter 1 lessons. *https://drive.google.com/drive/folders/1FyOc61vWp_OTgiHpmZXvmBZWbTaSeyt3* --- These activities activate students' prior knowledge, engage them in critical thinking, and help them connect personal experiences to social issues in meaningful ways. *2. Establishing the Purpose of the Lesson* Activity 1: Think-Pair-Share • IDF Framework: Connects the lesson to students' lives, making it relevant and responsive by allowing them to reflect on the importance of studying social issues through multiple disciplines. • 5E Model: Fits the Engage phase, sparking curiosity and encouraging discussion on the value of interdisciplinary learning. • AID Principles: Promotes active learning by involving students in dialogue and impactful learning through real-life application. • 3Rs Principles: Reflective as students consider the relevance of the topic, relevant to real-world challenges, and responsive to their personal perspectives. Activity 2: Complete the Statement • IDF Framework: Enhances relevance by connecting the lesson to students' personal experiences and communities, making it responsive to their needs.

	Activity: Complete the Statement Procedure; 1. Complete this statement in 2–3 sentences: *"This lesson is important because it helps me understand* _____ _____*."* 2. You may use examples from your school, family, community, or social media. Processing Questions 1. Why is this lesson important to you? 2. How do you think studying social issues will help you understand people better in your community or school? 3. How do you think understanding social issues using ideas from different disciplines can help solve real-world problems in society? **Option 3** **Activity: My Role in Addressing Social Issues** Procedure: 1. After reading the lesson goals, write a short response to this question: *"How can this lesson help me become more aware and useful in addressing a social issue in my community?"* "This lesson helps me see how social issues affect my community, and I can use what I've learned to _____." 2. Share your answer with the class. Processing Questions 1. Why do you think it's important for you to understand social issues in your community? 2. How can understanding social issues through different disciplines help you take action in your community? 3. What role can you play in addressing social issues in your community, and how can your actions makes a positive change?	• 5E Model: Supports the Explore phase by prompting students to think about the practical applications of the lesson. • AID Principles: Encourages active and impactful learning as students reflect on how the lesson can benefit them in real-world situations. • 3Rs Principles: Reflective as students connect the lesson to their own lives, relevant to their experiences, and responsive by allowing them to express their personal thoughts. Activity 3: My Role in Addressing Social Issues • IDF Framework: Demonstrates relevance by showing how the lesson can help students take action on social issues, making the content responsive to community needs. • 5E Model: Aligns with the Elaborate phase, encouraging students to think critically about their role in addressing real issues. • AID Principles: Fosters active learning and deep learning by having students reflect on their contributions to social change. • 3Rs Principles: Reflective as students think about their role, relevant to community issues, and responsive to their ability to make a difference. These activities set the stage for the lesson by connecting the content to students' lives, encouraging reflection on its real-world relevance, and engaging them in meaningful discussion and action.

B. Instituting New Knowledge	**1. Presenting Examples** **(6 minutes)** **Option 1** **Activity: Picture Talk: Looking at a Real-Life Issue** Procedure: 1. Study the picture shown by the teacher about a social issue such as poverty, flooding, bullying, or unemployment. Then answer this question: "What issue do you see, and why do you think this situation happens?" "The issue I see is _____, and I think this happens because _____." 2. Share your answer with the class. Processing Questions 1.What social issue do you see in the picture? 2.Why do you think it's important to address? 3.What might be the cause of the social issue shown in the picture? 4.How could this be explained by different disciplines? 5.How could the situation in the picture be addressed using ideas from multiple disciplines? 6.What are some possible solutions? **Option 2** **Activity: Short Scenario: More Than One Way to Understand the Problem** Procedure: 1. Read the short situation given by the teacher about a real-life social issue. "Many young Filipinos are struggling to find stable jobs after graduating from college or vocational programs. This is due to factors such as limited job opportunities, a mismatch between skills and market needs, and economic challenges." 2. Then answer: "How can different disciplines help explain or respond to this problem?" 3. Give at least two perspectives in your answer. Processing Questions	*1. Presenting Examples* Activity 1: Picture Talk • IDF Framework: Encourages relevance by using real-life social issues, making the lesson directly applicable to students' lives. It fosters responsiveness by connecting current issues with students' experiences. • 5E Model: This aligns with the Engage phase, prompting students to think critically about real-world issues and forming the foundation for deeper learning. • AID Principles: Promotes active learning through visual analysis and discussion. It also encourages impactful learning, as students relate the issue to their personal thoughts and experiences. • 3Rs Principles: Reflective as students consider the causes of the issue, relevant to the real world, and responsive as students share and discuss their insights with peers. Activity 2: Short Scenario • IDF Framework: Enhances interdisciplinary learning, showing how multiple subjects can provide varied perspectives on social issues, making the lesson more relevant and responsive to diverse viewpoints. • 5E Model: Fits into the Explore phase, where students dive deeper into understanding a social issue by analyzing it from different disciplinary perspectives. • AID Principles: Encourages actionable knowledge as students see how different disciplines can offer real-world solutions, and deep learning by considering multiple viewpoints. • 3Rs Principles: Reflective as students think about the different ways to approach a problem, relevant to real-world problem-solving, and responsive by

	1. Why do you think social issues are complex and hard to solve? 2. Can you explain how looking at a problem from two or more different perspectives can help us understand it better? 3. If you were to address the problem presented in the scenario, what would be your approach? 4. which disciplines would you involve? Why? **2. Discussing New Concept (8 minutes)** "Today we will explore how social issues can be better understood when we look at them from different perspectives. In real life, problems such as poverty, bullying, or environmental issues are complex. Because of this, one field of study alone may not be enough to fully explain them. This is where the idea of transdisciplinarity becomes important." "Transdisciplinarity means integrating ideas from different disciplines and even beyond academic fields to better understand a problem and think of meaningful solutions. For example, if we look at the issue of poverty, different disciplines can help explain different parts of the problem." "Economics may explain income, employment, and resources. Sociology may help us understand family and community conditions. Psychology may explain how poverty affects a person's emotions and behavior. Political Science may explain the role of government policies and programs." "When we combine these perspectives, we gain a deeper and more complete understanding of the issue. This also allows us to think of better and more practical responses to social problems." *Processing Questions:* 1. Based on the discussion, how would you explain the concept of transdisciplinarity in understanding social issues?	addressing how each discipline contributes to understanding the issue. 2. Discussing New Concept Introduction to Transdisciplinarity Related topics are as follows: Teachers may start with UNESCO's Transdisciplinarity: Stimulating Synergies, Integrating Knowledge, which gives a foundational explanation of transdisciplinarity and why it matters in addressing societal issues. https://unesdoc.unesco.org/ark:/48223/pf0000114694?posInSet=2&queryId=bdb14883-f598-4a73-8f84-b2c5b93bb14f What is transdisciplinary education? It is helpful because it explains transdisciplinary learning as collaboration across disciplines and with actors beyond school. https://www.mdpi.com/2071-1050/17/22/10320 Journal articles on academic materials on transdisciplinarity, social issues, and multimedia learning. https://scholar.google.com/?utm_source=chatgpt.com • IDF Framework: Introduces interdisciplinary learning, showing students how combining multiple disciplines helps solve complex social issues. It's relevant to real-world challenges and responsive to the complexity of problems like poverty and bullying. • 5E Model: Aligns with the Explain phase, where the teacher provides a clear explanation of transdisciplinarity and how different fields contribute to understanding problems. • AID Principles: Encourages active learning by explaining the real-world application of transdisciplinary approaches. It supports

	2. Why is it important to examine a social issue using perspectives from different disciplines? 3. Choose one social issue you know. How can different disciplines help explain or address this issue? **3.Developing Mastery** **(10 minutes)** **Option 1** **Activity – Issue Perspective Mapping** Procedure: 1. Form small groups. 2. The teacher will present a social issue (e.g., bullying in school). 3. Identify at least three disciplines that can help explain the issue. 4. Write how each discipline helps understand the problem. *Processing Questions* 1. What social issue is being presented in the example? 2. Which disciplines can help explain the issue? 3. How does each discipline help us understand the issue? **Option 2** **Activity: Analyzing Causes of a Social Issue** Procedure: 1. Read the short scenario given by the teafcher about flooding in a community. 2. In Marikina City, heavy rains caused the Marikina River to overflow, flooding several neighborhoods. Many homes were submerged, displacing families. The flooding was made worse by poor drainage systems, illegal construction in flood-prone areas, and deforestation in the mountains. While the government and local groups worked to help, many residents are still struggling to recover. 3. In your group, discuss the causes of the flooding and how different disciplines—like environmental science, sociology, political science, and economics—can explain the problem. 4. Think about the role of the community and the government in addressing the issue.	deep learning, helping students see the value of multiple perspectives. • 3Rs Principles: Reflective as students think critically about how various disciplines work together. It is relevant to their lives and responsive to the need for real-world solutions. These activities help students understand the value of combining disciplines to tackle complex issues, encouraging critical thinking, reflection, and real-world application. *3.Developing Mastery* Activity 1: Issue Perspective Mapping • IDF Framework: Promotes interdisciplinary learning, encouraging students to use different disciplines to understand social issues. It's relevant and responsive to real-world problems. • 5E Model: Fits the Elaborate phase, helping students deepen their understanding by exploring issues from multiple angles. • AID Principles: Supports active learning and deep learning, pushing students to collaborate and think critically. • 3Rs Principles: Reflective as students consider different perspectives, relevant to real-world problems, and responsive to community needs. Activity 2: Analyzing Causes of a Social Issue (Flooding Scenario) • IDF Framework: Encourages interdisciplinary thinking, helping students understand how various fields contribute to solving real-world issues like flooding. • 5E Model: Aligns with the Explore phase, where students investigate and analyze causes using multiple disciplines. • AID Principles: Promotes impactful learning and active learning by examining practical causes and solutions. • 3Rs Principles: Reflective as students analyze the issue, relevant by addressing

	Processing Questions 1. What are the possible causes of the social issue presented? 2. How can different disciplines explain these causes? 3. Why is it important to look at the issue from different perspectives? **Option 3** **Activity: Connecting Perspectives for Solutions** Procedure: 1. Choose a real-life social issue in your community (e.g., unemployment, poverty, cyberbullying). 2. Analyze the issue by identifying different perspectives and possible solutions. 3. Share your group's ideas with the class. Processing Questions 1. What social issue did your group choose to analyze? 2. What perspectives or disciplines can help explain the issue? 3. How can these perspectives contribute to possible solutions?	community concerns, and responsive by encouraging problem-solving. Activity 3: Connecting Perspectives for Solutions • IDF Framework: Integrates transdisciplinary learning, highlighting how combining disciplines leads to practical solutions for community issues. • 5E Model: Fits the Elaborate phase, allowing students to connect knowledge from different fields to propose solutions. • AID Principles: Encourages active learning and actionable knowledge, guiding students to develop real solutions. • 3Rs Principles: Reflective as students synthesize multiple perspectives, relevant to their community, and responsive by taking action. These activities deepen students' understanding of social issues by encouraging collaboration across disciplines, critical thinking, and practical problem-solving.
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **(8 minutes)** **Option1** **Activity: Disaster Preparedness Plan for a Community** Procedure: 1. Imagine you are part of a local government unit in your barangay. 2. You need to create a disaster preparedness plan to prevent the impacts of flooding in your community. 3. Consider the different social science perspectives you've learned. *Processing Questions:* 1. What disciplines can help in creating a disaster preparedness plan for flooding? 2. How can these perspectives contribute to a more effective plan?	*1. Finding Practical Application* Activity 1: Disaster Preparedness Plan • IDF Framework: Encourages interdisciplinary learning, making it relevant to real-world issues like flooding. It's responsive as it directly applies to community needs. • 5E Model: Fits the Elaborate phase, where students apply their knowledge to create actionable, cross-disciplinary plans. • AID Principles: Promotes active learning and deep learning by encouraging critical thinking to improve real-world plans. • 3Rs Principles: Reflective as students integrate multiple perspectives, relevant to their community, and responsive by crafting a practical disaster plan. Activity 2: Multimedia Campaign

	3. What specific actions should be included in the plan to ensure community resilience? **Option 2** **Activity: Multimedia Campaign to Raise Awareness on Social Issues** Procedure: 1. Create a multimedia campaign (video, poster, or infographic) on a current social issue in your community, such as poverty, bullying, or flooding. 2. Use insights from different disciplines to highlight the issue. 3. Propose a solution. *Processing Questions:* 1. How can different disciplines help you understand and present the chosen social issue? 2. What message would you like to communicate through your campaign? 3. How can your campaign inspire others to take action on the issue? **Option 3** **Activity: Community Response to Social Problems** Procedure: 1. As a group, design a community project that addresses a social problem in your local area (e.g., flood relief, mental health awareness, or access to education). 2. Your project should combine insights from multiple disciplines. *Processing Questions:* 1. What social issue did your group choose, and why is it relevant to your community? 2. How can different disciplines help your project succeed? 3. What resources (human, financial, or material) are needed to implement this project?	• IDF Framework: Promotes relevant and responsive learning by using multimedia to raise awareness on real social issues, encouraging creative solutions. • 5E Model: Aligns with Elaborate, where students apply interdisciplinary knowledge to communicate a social issue through a campaign. • AID Principles: Fosters active and impactful learning, enabling students to inspire action through their multimedia creations. • 3Rs Principles: Reflective in their approach to the issue, relevant to current problems, and responsive by empowering students to create campaigns that promote change. Activity 3: Community Response Project • IDF Framework: Encourages interdisciplinary collaboration, making the project relevant to local issues and responsive by addressing real community needs. • 5E Model: Fits the Elaborate phase, where students synthesize knowledge to design a project that addresses a social problem. • AID Principles: Supports active and deep learning by having students design real solutions, considering resources and collaboration. • 3Rs Principles: Reflective as students apply their learning, relevant to community issues, and responsive to the need for actionable, real-world solutions. These activities engage students in applying interdisciplinary knowledge to address real-world issues, fostering creativity, collaboration, and active problem-solving for their communities.

	2.Making Generalization **(3 minutes)** **Option 1** **Activity: Reflective Discussion on Transdisciplinarity** Procedure: 1. Reflect on how different social science disciplines (Sociology, Economics, Political Science, Environmental Science) helped us understand the issue of flooding. 2. In a class discussion, share your key takeaways from using these disciplines to analyze the issue. *Processing Questions:* 1. How did the integration of different disciplines help you gain a deeper understanding of social issues experienced in different regions of the country? 2. What is the main benefit of using a transdisciplinary approach to solve complex problems? 3. How can this approach be applied to other real-world social issues, like poverty or bullying? **Option 2** **Activity: Concept Mapping of Social Issues** Procedure: 1. Create a concept map that shows how different disciplines (e.g., Sociology, Economics, Political Science, Environmental Science) relate to a real-world social issue like flooding or mental health. 2. Draw connections between the disciplines and the issue. 3. Summarize the key takeaways in your map. *Processing Questions:* 1. What key factors from each discipline did you include in your concept map? 2. How do the different disciplines connect to explain the social issue? 3. What action steps would your concept map suggest addressing the issue?	*2.Making Generalization* Activity 1: Reflective Discussion on Transdisciplinarity • IDF Framework: Promotes interdisciplinary learning, showing how different disciplines help understand complex issues, making it relevant and responsive to students. • 5E Model: Fits the Elaborate phase, encouraging students to connect and reflect on how combining knowledge from various fields enhances problem-solving. • AID Principles: Supports deep learning by integrating multiple perspectives, ensuring impactful learning through real-world applications. • 3Rs Principles: Reflective as students see how interdisciplinary approaches address problems, relevant to real-world issues, and responsive by applying these methods to other challenges. **Activity 2: Concept Mapping of Social Issues** • IDF Framework: Encourages interdisciplinary learning by linking various disciplines to social issues, making it relevant and responsive. • 5E Model: Aligns with the Elaborate phase, where students deepen understanding by mapping connections and proposing solutions. • AID Principles: Promotes active learning and actionable solutions through concept mapping, encouraging students to think critically. • 3Rs Principles: Reflective as students analyze interdisciplinary connections, relevant to their understanding of social issues, and responsive in solving real-world problems creatively.

V. ASSESSMENT *(Assessing Learnings)*	Multiple Choice: Write the letter of correct answer on the space provided for. (5 minutes) _____1. Which economic theory states that economic growth is best achieved through free markets with little government involvement? A. Classical Economics B. Communism C. Marxism D. Monetarism _____2. Which economic theory focuses on individual choices, supply and demand, and maximizing satisfaction or utility? A. Marxism B. Monetarism C. Neoclassical Economics D. Socialism _____3. Which political ideology supports shared ownership of production and aims for a society without social classes? A. Communism B. Conservatism C. Fascism D. Liberalism _____4. Which political ideology values tradition, social stability, and slow or gradual change? A. Communism B. Conservatism C. Fascism D. Socialism _____5. Which statement best explains the central idea of Marxism? A. Governments should only regulate the money supply. B. Markets should function without government control. C. Economic choices should depend only on individuals. D. Economic inequality is caused by conflict between workers and owners _____6. Which of the following is a solution provided by Political Science in addressing social issues like poverty? A. Financial assistance for businesses B. Social campaigns for behavioral change C. Laws and policies to redistribute wealth D. Education on environmental conservation

_____7. What role does Economics play in understanding issues like unemployment?
A. It studies how cultural norms affect unemployment rates
B. It focuses on government policies to mitigate unemployment
C. It studies the emotional effects of unemployment on individuals
D. It helps explain the financial causes and impacts of unemployment
_____8. How can teaching people about floods help a community?
A. By building more roads
B. By making the area richer
C. By stopping the rain from falling
D. By helping people know what to do before and during floods
_____9. Which of the following is a short-term action to help communities affected by flooding?
A. Building new drainage systems
B. Improving waste management infrastructure
C. Implementing long-term flood prevention policies
D. Providing immediate relief such as food and water
_____10. What does Environmental Science help us understand about flooding?
A. The laws made about floods
B. The money lost because of floods
C. The history of old flood stories
D. The natural causes and effects of floods on the environment
_____11. Which of the following disciplines focuses on the study of resource distribution and wealth?
A. Sociology
B. Economics
C. Political Science
D. Environmental Science
_____12. What is the role of Sociology in addressing poverty?
A. It studies the emotional impact of poverty.
B. It designs economic policies to reduce poverty.
C. It helps explain the financial aspects of poverty.
D. It analyzes how social structures and inequalities contribute to poverty.
_____13. Which action can help reduce flooding in cities?
A. Cutting more trees
B. Planting trees and cleaning waterways
C. Throwing garbage into canals
D. Building more houses near rivers

_____14. Which of the following is an example of political science in action related to social issues?
A. Studying how families cope with poverty
B. Exploring cultural influences on social behavior
C. Understanding the economic impacts of social issues
D. Investigating government policies on healthcare and welfare

_____15. Why is transdisciplinary learning important in addressing real-world issues?
A. It helps develop narrow, specialized solutions.
B. It limits the scope of problem-solving to one perspective.
C. It focuses on theoretical rather than practical solutions.
D. It encourages cooperation among different fields to solve complex issues.

_____16. Which of the following is a key contribution of political science in solving environmental problems?
A. Raising public awareness about environmental risks
B. Studying economic impacts of environmental changes
C. Understanding human behavior in environmental issues
D. Designing environmental protection laws and regulations

_____17. What is the primary role of economics in addressing social issues like unemployment?
A. Creating public awareness campaigns
B. Explaining how unemployment affects society emotionally
C. Studying the financial causes and effects of unemployment
D. Analyzing the social relationships that lead to unemployment

_____18. How can Sociology help in solving social issues like bullying in schools?
A. By creating laws to punish bullies
B. By studying the psychological effects of bullying
C. By explaining economic factors that influence bullying
D. By analyzing social norms, peer pressure, and group behavior

_____19. Which of the following solutions would be a short-term response to flooding?
A. Restoring forests and wetlands to prevent floods
B. Providing emergency shelter, food, and supplies
C. Implementing long-term urban planning policies
D. Building flood barriers and improved drainage systems

_____20. Which of the following is an economic consideration when addressing social issues?
A. The legal implications of policies
B. The emotional impact on individuals
C. The cost of public awareness campaigns
D. The financial cost of implementing solutions

_____21. Which social science studies problems like overcrowding, poor sanitation, and inequality in society?
A. Geometry
B. Music
C. Literature
D. Sociology
_____22. Enlightenment thinkers believed that people have rights. What did this idea help develop?
A. Sports rules
B. Political Science
C. Factory machines
D. Farming methods
_____23. Which example shows the use of careful observation in studying society?
A. Following rumors
B. Making stories only
C. Guessing without proof
D. Watching people's behavior and gathering evidence
_____24. How can a student study child labor using history?
A. By ignoring the past
B. By reading one poem only
C. By memorizing factory names only
D. By comparing child labor before and today
_____25. Why did social sciences develop?
A. Because only kings made decisions
B. Because science had no effect on people
C. Because natural disasters ended all problems
D. Because people wanted to study society more carefully
_____26. Which historical period encouraged the use of observation and evidence in research?
A. Stone Age
B. Middle Ages only
C. Ancient Mythology
D. Scientific Revolution
_____27. Why is history important in studying income inequality today?
A. It is only about memorizing dates
B. It has no connection to modern problems
C. It replaces the need for research
D. It helps us understand how problems developed over time

_____28. Why did different social science disciplines appear during the 18th and 19th centuries?
A. Because kings stopped education
B. Because scholars wanted fewer subjects
C. Because people avoided studying society
D. Because society was changing and people had many new questions
_____29. How can a student better understand migration during industrialization?
A. By studying dates only
B. By ignoring the causes
C. By writing a fictional story only
D. By linking industrialization, urbanization, and social change
_____30. Which approach happens when different disciplines study one social issue separately without combining their ideas?
A. Cross-disciplinary
B. Interdisciplinary
C. Multidisciplinary
D. Transdisciplinary
_____31. Which approach blends methods and perspectives from different disciplines to create new insights?
A. Comparative B. Interdisciplinary C. Multidisciplinary D. Transdisciplinary
_____32. Which approach involves not only academic disciplines but also community stakeholders and non-academic voices?
A. Interdisciplinary B. Multicultural C. Multidisciplinary D. Transdisciplinary
_____33. Which of the following is an example of an interdisciplinary approach?
A. A biologist studying climate change alone.
B. A historian writing about past pandemics.
C. A sociologist and an economist separately studying poverty.
D. A psychologist and a computer scientist working together to study digital media addiction.
_____34. Which of the following is an example of a transdisciplinary approach?
A. A philosopher debating ethics of AI alone.
B. A group of scientists studying climate change data.
C. Economists and sociologists analyzing poverty separately.
D. Policymakers, scientists, and indigenous communities collaborating on climate solutions.
_____35. A group of economists, sociologists, and psychologists each study poverty separately, without combining their methods. What approach is being used? Answer: c
A. Interdisciplinary B. Transdisciplinary C. Multidisciplinary D. Cross-disciplinary

_____36. Psychologists and computer scientists work together to analyze social media addiction, blending their methods and perspectives. What approach is this?
A. Comparative B. Interdisciplinary C. Multidisciplinary D. Transdisciplinary
_____37. Scientists, policymakers, and community leaders collaborate to address climate change, involving both academic and non-academic stakeholders. What approach is this?
A. Interdisciplinary B. Holistic C. Transdisciplinary D. Multidisciplinary
_____38. Historians, geographers, and political scientists each write separate reports on migration without integrating their findings. What approach is being used?
A. Comparative B. Interdisciplinary C. Multidisciplinary D. Transdisciplinary
_____39. Environmental scientists and sociologists integrate their findings to form one shared explanation of disaster resilience. Which approach is best shown in this situation?
A. Cross-disciplinary
B. Interdisciplinary
C. Multidisciplinary
D. Transdisciplinary
_____40. Students study why many young people stop going to school by doing interviews and checking family income. What field are they using?
A. Music
B. Mathematics only
C. Natural Science
D. Social Science
_____ 41. When students examine family income, education, and government support to understand out-of-school youth, what are they studying?
A. Dance
B. Painting
C. Natural Science
D. Social Science
_____42. A scientist studies pollution in the sea, while a sociologist studies how it affects fishing families. What does this show?
A. Only sociology matters
B. Only natural science matters
C. The two fields are unrelated
D. Different disciplines can help explain one problem

_____43. A documentary shows the struggles of indigenous peoples to protect their culture. Which discipline is most shown here?
A. Algebra
B. Humanities
C. Natural Science
D. Chemistry only
_____44. During a typhoon, scientists track the storm, social workers help people evacuate, and artists make awareness posters. What does this show?
A. Only science is important
B. Art is not useful in disasters
C. Social workers do not help in emergencies
D. Different fields can work together in solving problems
_____45. Writing about Filipino values like bayanihan and pakikipagkapwa shows which discipline?
A. Biology
B. Geometry
C. Humanities
D. Natural Science
_____46. A teacher asks students to write an essay on how Filipino values like bayanihan and pakikipagkapwa can help solve community problems. Which discipline's perspective is being emphasized?
A. Humanities, because it focuses on moral and cultural reflection
B. Natural Science, because it studies physical cooperation
C. Social Science, because it measures social participation
D. Natural Science, because it observes human biology
_____47. Scientists create eco-friendly materials, sociologists study people's habits, and artists make campaigns about reducing plastic waste. What does this show?
A. Humanities is not useful
B. Only scientists can solve problems
C. Problems should be solved by one field only
D. Different disciplines can work together

	_____48. How is a biologist's study of migration different from a historian's study? A. Both focus only on art B. They study exactly the same way C. Both use only laboratory experiments D. A biologist studies living things, while a historian studies past events and society _____49. A community art exhibit shows paintings about poverty and inequality. What is the role of Humanities here? A. It gives exact statistics B. It measures business income C. It tests chemicals in the paintings D. It helps people feel, reflect, and understand social issues _____50. A youth group wants to fight misinformation on social media. Which combination of disciplines can best help? A. Humanities only B. Natural Science only C. Social Science only D. Social Science, Humanities, and Natural Science KEY ANSWERS 1. A 2. C 3. A 4. B 5. D 6. C 7. D 8. D 9. D 10. D 11. B 12. D 13. B 14. D 15. D 16. D 17. C 18. D 19. B 20. D 21. D 22. B 23. D 24. D 25. D 26. D 27. D 28. D 29. D 30.C 31. B 32. D 33. D 34. D 35.C 36. B 37. C 38. C 39. B 40. D 41. D 42. D 43. B 44. D 45. C 46. A 47. D 48. D 49. D 50. D
VI. Enrichment/ Remediation	**Option 1: Case Study Analysis** **Procedure:** 1. Present a brief case study on a social issue, like poverty, unemployment, or environmental pollution, highlighting how it affects the community. 2. Ask students to identify at least two disciplines (e.g., sociology, economics, political science) that could help explain the issue. 3. Have students write a short paragraph explaining how each discipline would contribute to understanding the problem. 4. Encourage students to work in pairs or small groups and discuss their findings before sharing with the class.

	Processing Questions: 1. What social issue is presented in the case study? 2. How can different disciplines help explain the causes and effects of this issue? 3. Why is it important to use multiple disciplines to fully understand a social issue? **Option 2: Design a Community Action Plan** **Procedure:** 1. Assign a social issue (e.g., bullying, mental health awareness, flooding) and have students form small groups. 2. Ask each group to propose a solution using ideas from at least three different disciplines (e.g., sociology for community dynamics, economics for resource allocation, psychology for individual behaviors). 3. Students should create a multimedia presentation (e.g., a poster, video, or infographic) showcasing their solution and explaining how each discipline contributes to the approach. 4. Groups will present their action plan to the class, explaining how the integration of multiple disciplines offers a more effective solution. **Processing Questions:** 1. What social issue did your group choose, and why is it important? 2. How did combining different disciplines help shape your solution? 3. How can your proposed solution be implemented in real-life scenarios?
VII. Reflection	After facilitating this topic, I observed that learners _____. The key highlights included _____, while the main challenges encountered were _____. To improve instruction, I adjusted by _____, which helped enhance learner engagement and understanding.
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used Generative AI tool- ChatGPT in order to enhance the clarity, relevance, and efficiency of the content creation process, providing a structure approach to presenting complex ideas and ensuring alignement with educational frameworks. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Learning Area	SOCIAL SCIENCES (THEORY AND PRACTICE)	Lesson Exemplar	7

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the historical development, key concepts, and approaches in the Social Sciences including its major theories, enabling them to analyze and explain human behavior, social structures, and cultural dynamics within diverse societal contexts.*
B. Performance Standard	*The learner applies Social Science discipline in explaining a social issue using a multimedia presentation, infographic, podcast, or other relevant presentation scheme.*
C. Learning Competencies	*Analyze the key theories and methods and career pathways of counseling*
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	Grafiati. (2022b, February 12). *Journal articles on the topic "Education, Guidance and Counseling|Education, Educational Psychology|Psychology, Counseling."* Grafiati. https://www.grafiati.com/en/literature-selections/education-guidance-and-counseling-education-educational-psychology-psychology-counseling/journal/?utm_source=chatgpt.com https://www.gmanetwork.com/news/topstories/metro/979397/deped-ramps-up-mental-health-support-after-taguig-learner-s-death/story/ Refer to the link for the rubrics. https://drive.google.com/drive/folders/1gLIXsTXJxkp1L1K_I13sxSzbZyGY7fh7?usp=drive_link
III. CONTENT *(Sequencing Content)*	Counseling as an Applied Social Science: Concepts, Theories, Methods, and Career Pathways 1. Defining Counseling as an Applied Social Science 2. Major Counseling Theories and Filipino Indigenous Concepts 3. Key Counseling Methods and Techniques 4. Influence of Filipino Cultural Values on Counseling Practices 5. Career Pathways in Counseling
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	At the end of the lesson, students will be able to: • Define counseling as an applied social science • Discuss major counseling theories such as psychoanalytic, humanistic, cognitive-behavioral, and systems theory. • Explain selected Filipino indigenous concepts (e.g., *kapwa, pakikiramdam,* and *bayanihan*) and their relevance to counseling practices.

	• Differentiate key counseling methods and techniques, including individual counseling, group counseling, career counseling, and crisis counseling. • Analyze the influence of Filipino cultural values such as *hiya, pakikisama, paggalang,* and family orientation on counseling relationships and interventions. • Discuss possible career pathways in counseling • Reflect on the importance of counseling in promoting personal well-being and social development**.**

IV. PROCEDURES	**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** *Option 1. K-W-L Chart.* Instructions: Write down the concepts, theories, methods, and techniques you already KNOW about counseling. List the questions or topics you want to learn about counseling. Write your answer in the WHAT column. Complete the LEARNED column after finishing all the activities to reflect on what you have learned.

Know	**What**	**Learned**

Option 2. The "S-S-S" Framework (Sipat, Sinag, Suri)

Instructions: Ask the students to answer the prompt in the **Sipat** Column of the S-S Framework.

Sipat (The Glance)	**Sinag (The Light/Intent)**	**Suri (The Analysis)**
When you hear 'Counseling,' what image comes to mind? Is it a clinic,	Which specific 'dark' area do you want to understand?	Based on the theories discussed, how has your "**sipat**" changed?

*The SHS IDF emphasizes connecting new learning to students' existing knowledge and experiences. By asking students to "look back" at the political spectrum, the teacher activates prior to learning and ensures students recall foundational concepts (left, center, right, extreme ideologies). This aligns with the IDF principle of helping students **organize and apply knowledge**. Students must not only recall the spectrum but also **analyze real-world scenarios** to match ideologies with government actions. Students reflect on political systems critically, making learning **meaningful and applicable to society**.*

Throughout the activity, the teacher should maintain a supportive and non-judgmental learning environment where students feel comfortable expressing their ideas openly. The focus should remain on reflection and conceptual growth rather than correctness. Group sharing or pair discussions may be used to deepen engagement before individual writing. Ultimately, the teacher should highlight that learning in this framework is a gradual process that moves from initial perception (Sipat), to clarification of

a school office, or a friend talking to?		Which career pathway now seems most professional to you?

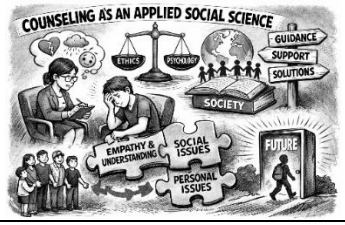
2. Establishing the Purpose of the Lesson

Option 1. News Analysis
Instructions: Read the news by following the link. After reading, carefully answer the process questions. Be ready to share your answers and insights.
Link:
https://www.gmanetwork.com/news/topstories/metro/979397/deped-ramps-up-mental-health-support-after-taguig-learner-s-death/story/

Process Questions:

1. What incident prompted the Department of Education (DepEd) to mobilize mental health support?
2. What actions did DepEd take to respond to the situation in the school community?
3. Why is it important for schools to provide mental health support to students and teachers during difficult situations?
4. How can counseling help students who are experiencing emotional or personal problems?
5. In what ways can counseling help schools address social concerns and promote the well-being of students

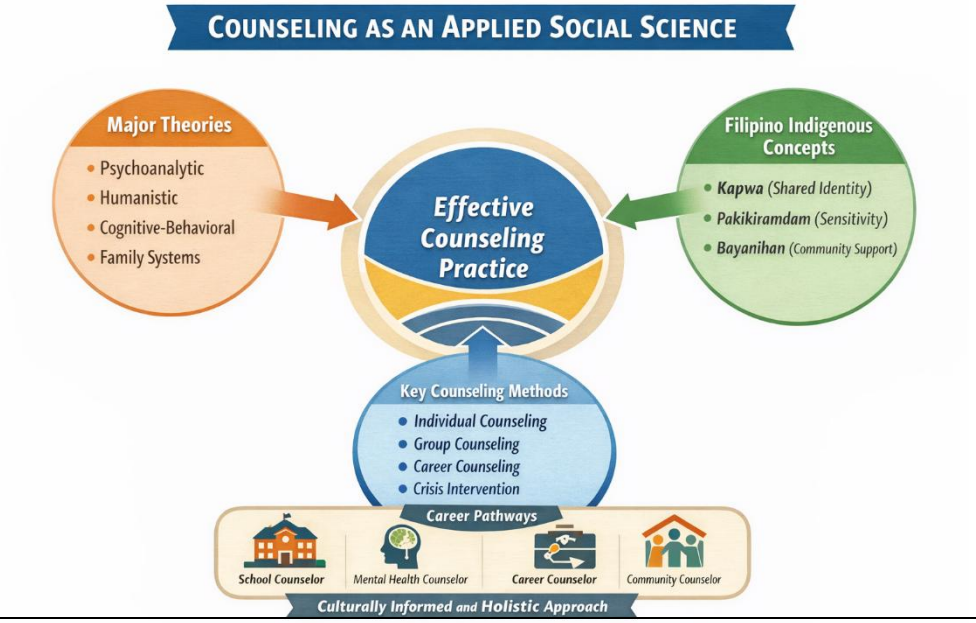
Option 2. Editorial Cartoon
Instructions: Look closely at the editorial cartoon. Take note of the characters, symbols, objects and text. Consider the problem, issue, or message that the cartoon is highlighting. Use your understanding of the cartoon in answering the following process questions.



understanding needs (Sinag), and finally to deeper analysis and conceptual transformation (Suri).).

*In the **News Analysis** and **Editorial Cartoon** activities, the SHS IDF is applied by guiding students through the **Engage** → **Explore** → **Apply/Analyze** sequence. Students are first **engaged** by encountering real-life content—either a news article about DepEd's mental health response or a visual editorial cartoon—which activates prior knowledge and sparks curiosity. They then **explore** by identifying key facts, symbols, and issues through process questions, encouraging critical observation, inquiry, and reflection. Finally, they **apply and analyze** their understanding by connecting the information to counseling concepts, mental health practices, and social concerns, demonstrating higher-order thinking and the ability to relate theory to real-life contexts. Throughout, the framework ensures that learning is student-centered, reflective, and grounded in both cognitive and socio-emotional skills.*

The teacher begins the activity by presenting an editorial cartoon to the class and instructing students to observe it carefully, focusing on its characters, symbols, objects, and any text included. The teacher emphasizes careful observation and interpretation rather than immediate judgment, encouraging students to "read" the visual elements as clues to a deeper message. Students are given time to examine the cartoon individually before engaging in discussion or written responses.

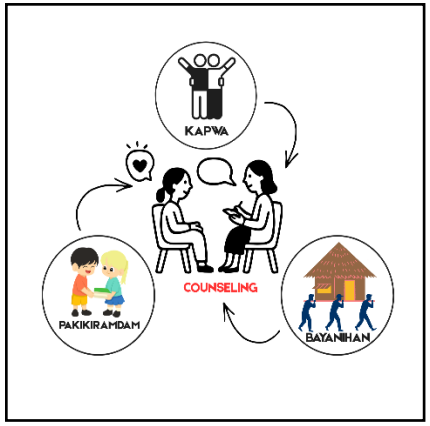
	Process Questions: 1. What do you see in the editorial cartoon? 2. What problem or situation is the cartoon showing about people or society? 3. How does the cartoon show the role of counseling in helping individuals deal with personal or social issues? 4. Why is counseling important in addressing personal and social problems in society?	
B. Instituting New Knowledge	**Presenting Examples** *Option 1. Think-Pair-Share* Instructions: Study the diagram carefully. Reflect on what counseling means as an applied social science based on the concepts presented in the diagram. Find a partner and discuss your ideas and interpretations of the diagram. Share what you think counseling as an applied social science involves. Present your insights and key points from your discussion to the class.  	*In the **Think-Pair-Share** and Filipino values activities, the SHS IDF is applied by structuring learning around **Engage** → **Explore** → **Apply/Analyze**. Students are first **engaged** by observing diagrams or pictures, which activates prior knowledge and prompts reflection on counseling concepts and Filipino cultural values. During the **explore** phase, they discuss their interpretations with a partner or group, analyzing key theories, methods, and cultural influences on counseling effectiveness, guided by process questions that deepen understanding. Finally, in the **apply/analyze** phase, students synthesize their insights by sharing them with the class and connecting their discussion to real-life counseling practices, demonstrating critical thinking, collaborative learning, and the integration of cognitive and socio-emotional skills. The framework ensures learning is interactive, reflective, and culturally responsive, promoting both understanding and application of counseling as an applied social science.* The teacher begins the Think-Pair-Share activity by presenting the diagram to the class and instructing students to study it carefully. Students are encouraged to observe the elements of the diagram closely and reflect individually on what counseling means as an applied social science based on the concepts shown. At this stage, the teacher emphasizes independent thinking and allows sufficient time for students to process their initial ideas without interruption.

Process Questions:

a. What are the four major counseling theories presented in the diagram?
b. Why do you think Effective Counseling Practice is placed at the center of the diagram?
c. Why are counseling methods important in the counseling process?
d. How do cultural values influence the effectiveness of counseling practices in the Philippines?
e. Which part of the diagram do you think is most important in achieving effective counseling practice? Explain your answer.

Option 2.

Instructions: Study the picture carefully. Think about what each Filipino value means. Consider how these influence counseling practices. Discuss with your group your personal understanding and be prepared to explain how each Filipino value contributes to effective counseling.



Process Questions:

1. What does the value of Kapwa mean, and how is it applied in counseling?
2. How does Pakikiramdam help a counselor understand the client better?
3. Explain how Bayanihan can be seen in the context of helping someone through counseling.
4. Based on the diagram, why do you think Filipino values are important in counseling practices?

*Before administering each activity, the teacher **discussed the relevant topics with the class**, ensuring that the concepts, theories, and practices were clearly explained and understood by the students. This preparatory discussion helped students gain the necessary knowledge and understanding before they proceeded to create their outputs for the assigned activities.*

The teacher may use the table in the assessment of the scenario:

Scenario	*Counseling Theory*	*Reason for Choice*
Scenario 1		
Scenario 2		
Scenario 3		
Scenario 4		

Day 2

2. Discussing New Concept

Concept Map.

Instructions: Collaborate with your group members. Discuss your ideas before starting. Define counseling as an applied social science. Think about its role in helping individuals. Consider also its role in addressing social concerns. and explain its role in addressing individual and social concerns. Be ready to explain your concept map to the class. Highlight the main ideas and connections.

Process Questions:

a. How does counseling help individuals manage personal challenges while also promoting overall well-being?
b. In what ways can counseling address social problems in communities, schools, or workplaces?
c. Which counseling methods or approaches are most effective in connecting individual support with social impact, and why?

Counseling Theories

Instructions: Read each scenario below. Using the table of counseling theories, determine which counseling theory best applies to each scenario. Justify your answer by referring to the key concept, focus of counseling, role of the counselor or example technique from the table.

Theory	**Key Concept**	**Focus of Counseling**	**Role of Counselor**	**Example Technique**
Psychoanalytic	Unconscious mind childhood experiences	Understanding underlying causes of behavior	Interpreter of unconscious thoughts	Dream analysis, free association
Humanistic	Self-actualizatio	Enhancing self-awareness	Facilitator, supportive guide	Active listening, uncondition

The teacher begins the activity by presenting the scenarios and guiding students to use the counseling theories table as their main reference. The teacher explains that each scenario must be analyzed by identifying the most appropriate counseling theory based on its key concept, focus, counselor role, and techniques. Students are reminded to carefully read each situation and use the table as evidence for their answers.
Students then work individually or in pairs to match each scenario with the correct counseling theory.

After identifying the appropriate theory, students are required to justify their answers by citing specific elements from the table. The teacher emphasizes that explanations must be based on concepts, not guesses, to ensure meaningful application of learning.

	n, personal growth	and potential		al positive regard
Cognitive-Behavioral	Thoughts influence emotions and behavior	Changing negative thinking patterns	Teacher, coach	cognitive restructuring, thought journaling
Systems/Family Therapy	Individual as part of a system	Improving relational patterns in families	Collaborator, mediator	Genogram analysis, family role-playing

Scenario 1. Ana, a 17-year-old student, constantly struggles with self-confidence. She finds herself snapping at friends and family without knowing why. Her counselor explores her childhood experiences and discovers that Ana's critical father often dismissed her achievements.

Scenario 2. Edna, a senior high school student, feels uncertain about his future career and often doubts his abilities. The counselor focuses on listening empathetically, showing acceptance, and encouraging Edna to explore her strengths and interests to reach her potential.

Scenario 3. Gab, a grade 12 student, constantly thinks, "I will fail this exam; I'm not smart enough," which causes him to panic and procrastinate. His counselor works with him to identify these negative thoughts and teaches strategies to challenge and replace them with realistic, positive thinking.

Scenario 4. The Cruz family seeks counseling because siblings constantly argue, creating tension at home. The counselor examines the family dynamics, identifies patterns of conflict, and facilitates communication exercises so each member understands the others' perspectives.

The teacher begins the activity by dividing students into groups of five and giving clear instructions for two connected tasks. First, each group discusses real-life Filipino situations where the cultural values of *kapwa*, *pakikiramdam*, and *bayanihan* are evident. The teacher guides students to choose one cultural value and connect it to counseling practices. Groups are then given 10 minutes to collaboratively create a tableau that visually represents their chosen cultural value. The teacher reminds students to ensure equal participation and assigns one member per group to briefly explain the scene and its connection to counseling during presentation.

After the tableau activity, the teacher transitions to the second task, where each group receives four counseling scenarios to analyze. The teacher instructs students to identify the most appropriate counseling method for each situation—individual, group, career, or crisis counseling—based on the needs presented in the scenario.

Group Dynamics
Instructions: Form a group of 5. Discuss within the group a real-life Filipino situation where the cultural values of kapwa, pakikiramdam, and bayanihan are demonstrated. Choose one cultural value and identify how it can be connected to counseling practices. Within 10 minutes, create a tableau that illustrates your chosen cultural value. Assign one member who will briefly explain the scenario and how the cultural value relates to counseling.

Which Counseling Method Fits?
Instructions: Each group will receive four different scenarios. Read and analyze each situation. Determine which counseling method is most appropriate for the situation:

a. Individual Counseling'
b. Group Counseling
c. Career Counseling
d. Crisis Counseling

Write your answers in the table and explain why the counseling method is appropriate. One member from each group will present their output to the class.

Scenario	Counseling Method	Explanation
1. Sharon, a quiet Grade 12 student who usually keeps to herself, has started having panic attacks before tests and can't sleep because of constant yelling at home. She slips a note into the counselor's mailbox asking for a private meeting during lunch period so she can finally talk about the fighting between her parents and her fear that they might split up.		
2. Every Wednesday after school, four students meet in the counselor's office. They were all targeted with rumors, name-		

	calling, and social-media posts that made them dread coming to school. Now they sit in a circle, share what happened that week, laugh about the small victories, and help each other rebuild their confidence.			
	3. Jessie, a Grade 12 student who has always been an academic achiever and works part-time, stops by the counseling office right before the application deadlines. He's torn because his mother wants him to go to the state university like his older brother, his father thinks vocational school for welding would be smarter, and Jessie himself is wondering if he should just get a full-time job and figure life out later. He looks exhausted and says, "I have no idea what I actually want."			
	4. Mel witnessed a traumatic incident. Her hands won't stop trembling, and every few seconds she squeezes her eyes shut like she's trying to block out the images that keep flashing back			
	Day 3 *Role-Play Model* Instructions: The group will create a simple model or visual representation of the counseling profession. One member will role-play the counseling professional, demonstrating how they help a client in a specific situation. Other members will act as clients or narrators explaining the counselor's roles and responsibilities. After the presentation, the group will explain the following:			The teacher begins the activity by grouping students and giving instructions for a role-play and model-making task that represents the counseling profession. The teacher explains that each group will create a simple visual model or scenario where one member acts as the counselor, while others serve as clients or narrators. Clear roles are assigned within the group to ensure participation and understanding of each member's function.

- The role of the counselor
- The type of problem addressed
- The importance of this counseling career

Developing Mastery

Option 1: K-W-L Chart.
Instructions: Complete the LEARNED column and reflect on your learnings for this lesson.

Know	What	Learned

Processing Questions:

1. Did your idea about counseling improve after the discussion?
2. What additional information about counseling have you learned from the lesson?

Option 2. The "S-S-S" Framework (Sipat, Sinag, Suri)

Instructions: Ask the students to answer the prompt in the **Sinag** Column of the S-S Framework.

Sipat (The Glance)	**Sinag (The Light/Intent)**	**Suri (The Analysis)**
When you hear 'Counseling,' what image comes to mind? Is it a clinic, a school office, or a friend talking to?	Which specific 'dark' area do you want to understand?	Based on the theories discussed, how has your "**sipat**" changed? Which career pathway now seems most professional to you?

*In the **K-W-L Chart** and **S-S-S Framework** activities, the SHS IDF is applied through the **Engage → Explore → Apply/Analyze** sequence, guiding students to reflect, inquire, and synthesize their learning. Students are first **engaged** by recalling prior knowledge and initial impressions of counseling (K column or "Sipat"), which activates curiosity and personal connection to the topic. During the **explore** phase, they identify gaps in understanding or "dark areas" they want to learn about (W column or "Sinag"), promoting self-directed inquiry and goal-setting. Finally, students **apply and analyze** their new knowledge by reflecting on what they have learned (L column or "Suri") and considering how their understanding of counseling theories and career pathways has evolved, demonstrating critical thinking and integration of theory into personal and professional contexts. These activities ensure that learning is **student-centered, reflective, and connected to real-life applications**, aligning with the SHS IDF's focus on knowledge construction, metacognition, and practical relevance.*

C. Demonstrating Knowledge and Skills

Day 4

1. Finding Practical Application

Option 1. The Professional Matchmaker

Instructions: The teacher will set up four workplaces in the four corners of the room

Corner 1	**Corner 2**	**Corner 3**	**Corner 4**
The school (Guidance Office)	The Hospital/Clinic (Clinical/ Mental Health)	The Corporate Office (Industrial/ HR)	The Community/ NGO (Rehabilitation / Social Advocacy)

The students will be tasked to identify the professional that they think is best equipped to handle the following cases.

Case 1: A call center agent experiencing extreme burnout and stress
Case 2: A child struggling with learning disability and bullying.
Case 3: A person recovering from drug addiction who wants to reintegrate into the society
Case 4: A veteran dealing with severe PTSD and clinical depression

Processing Questions:

1. Who do you think is best suited to handle each case enumerated?
2. Why do you think one counseling pathway is better for a specific client than the others?

Option 2. The "Why versus How" Case Analysis

Instructions: The class will be divided into small groups, and the teacher will ask each group to analyze the following scenario:

Elena is a high-performing student who suddenly stops submitting her work. She tells you, "I feel like a failure if I'm not perfect, and my parents only praise me when I get high grades."

*In the **Professional Matchmaker** and **"Why versus How" Case Analysis** activities, the SHS IDF is applied through the **Engage → Explore → Apply/Analyze** sequence to help students connect counseling theories to real-life client situations. Students are first **engaged** by encountering realistic cases, which activates prior knowledge and sparks curiosity about different counseling careers and approaches. During the **explore** phase, they work individually or in groups to analyze each case, discuss which counseling pathway or lens is most appropriate, and consider the factors influencing client behavior, such as stress, family expectations, or cultural values like hiya. Finally, they **apply and analyze** by justifying their decisions, recommending interventions, and reflecting on why specific counseling pathways are more suitable for particular clients, demonstrating higher-order thinking and practical problem-solving. These activities ensure that learning is **interactive, reflective, and rooted in real-world application**, promoting critical thinking, collaboration, and culturally sensitive decision-making in counseling practice.*

The teacher begins the activity by arranging the classroom into four designated corners representing different counseling workplaces: the school guidance office, hospital/clinic, corporate office, and community/NGO setting. The teacher explains that each corner represents a specific counseling pathway and that students will act as "professional matchmakers" by identifying which setting and counseling professional is most appropriate for each given case. The teacher ensures that students understand the function of each workplace before proceeding.

For each case, the teacher reads the situation aloud and allows students to move to the corner they believe best fits the client's needs. After positioning, the teacher facilitates brief sharing from each group, asking students to justify their choice based on the client's condition and the role of the counseling professional. The teacher then processes responses by highlighting why certain

Processing Questions:

1. Which of the following lenses will you use to explain Elena's behavior?
   Lens A: It's about her thoughts and her fear of failure
   Lens B: It's about her upbringing and need for parental approval?
2. Based on the lens that you chose, what should the counselor do to help Elena:
   A. Challenge her "perfect" thoughts
   B. Just listen and let her cry
3. How does *hiya* (shame) toward her parents make this harder for Elena?

2. Making Generalization

Option 1. Exit Ticket

Instruction: Asks the students to fill in the table by answering the given questions.

Something New (*What new learning have you gained from the lesson?*)	
Something Challenging (*What part of the lesson do you think is hardest to apply in a real-life scenario?*)	
Future Path (*On a scale of 1-5, with 5 as the highest, how interested are you in pursuing a career in counseling?)*	

Option 2. The "3-2-1 Bridge to Practice."

Instructions: Complete the table.

counseling pathways are more appropriate for specific cases, reinforcing the idea of specialization in counseling practice.

List **three** specific items (Theories or Methods) you learned today that you think are essential for a professional counselor.	
Identify **two** career pathways in counseling and state one major difference between them in terms of their "clientele" or "environment."	
Choose **one** Western counseling technique (like the *Empty Chair* or *Reframing*) and explain how you would "Filipinize" it to make it less intimidating for a client who feels **Hiya** (shame).	

Option 3: Option 2. The "S-S-S" Framework (Sipat, Sinag, Suri)

Instructions: Ask the students to answer the prompt in the Sipat Column of the S-S Framework.

Sipat (The Glance)	**Sinag (The Light/Intent)**	**Suri (The Analysis)**
When you hear 'Counseling,' what image comes to mind? Is it a clinic, a school office, or a friend talking to?	Which specific 'dark' area do you want to understand?	Based on the theories discussed, how has your "**sipat**" changed? Which career pathway now seems most professional to you?

V. ASSESSMENT *(Assessing Learnings)*	**Instructions: Identify the best answer that completes the analogy correctly.** **1. Counseling is to applied social science as _____ is to clinical practice.** A. Entertainment B. Diagnosis **C. Professional relationship using theories and methods** D. Therapy only for mental illness **2. Ana: Childhood Experiences:: Counselor: _____** A. Teaches coping skills **B. Interprets unconscious thoughts** C. Encourages self-actualization D. Facilitates group discussion **3. Counselor: Self-Actualization:: Humanistic Theory: _____** A. Challenge negative thoughts **B. Enhance self-awareness and personal growth** C. Explore family dynamics D. Focus on past trauma **4. Gab: Negative Thoughts:: Cognitive-Behavioral Theory: _____** **A. Modify thinking to influence behavior** B. Interpret unconscious conflicts C. Focus on group collaboration D. Facilitate personal growth **5. Family: Conflict Resolution:: Systems Theory: _____** A. Individual therapy **B. Examine relational patterns and roles** C. Challenge cognitive distortions D. Promote self-actualization **6. Student: Community Contribution:: Counselor: _____** **A. Kapwa, Pakikiramdam, Bayanihan** B. Hiya C. Cognitive restructuring D. Career guidance

	7. Four students: Weekly Discussion:: Counseling Method: _____ A. Individual Counseling **B. Group Counseling** C. Career Counseling D. Crisis Counseling **8. Embarrassment: Sharing Problems:: Cultural Value: _____** A. Kapwa **B. Hiya** C. Bayanihan D. Pakikiramdam **9. Hospital/Clinic: Mental Health:: Counseling Career Pathway: _____** A. School Counseling **B. Clinical/Mental Health Counseling** C. Corporate Career Counseling D. Community Rehabilitation Counseling **10. Maria : Anxiety & Isolation :: Counseling : _____** A. Only addresses academic performance **B. Promotes personal well-being and social development** C. Replaces family support D. Diagnoses mental illness
VII. Enrichment / Remediation Activity	*Option 1. Counseling Match-up Cards (Remediation)* Instructions: The teacher will provide students with a set of shuffled cards. One set contains short descriptions of counseling scenarios, and another set contains counseling theories or methods (e.g., Psychoanalytic, Humanistic, CBT, Group Counseling, Crisis Counseling, etc.). Students will work individually or in pairs to match each scenario with the correct counseling theory or method. After matching, students will write a short explanation for each pair, answering: 1. What is happening in the scenario? 2. Why is this counseling theory or method appropriate? The teacher will then go around the class to check answers, provide immediate feedback, and clarify misunderstandings. This activity helps students revisit key concepts and strengthen their understanding of basic counseling applications.

	Option 2. Simulation Case Study (Enrichment) **Instructions:** Students will work in small groups to create their own original counseling case study based on real-life issues faced by Filipino adolescents or communities (e.g., academic stress, family conflict, peer pressure, mental health concerns). Each group must: 1. Create a detailed case scenario. 2. Identify the most appropriate counseling theory and method. 3. Explain the counselor's role and possible intervention techniques. 4. Present how Filipino cultural values (e.g., kapwa, bayanihan, pakikiramdam, hiya) influence the counseling process. Groups will present their case study through a short role-play or oral presentation. The teacher will facilitate discussion, ask probing questions, and highlight how counseling theories are applied in complex real-world situations.
VII. REFLECTION *(Feedback and Continuous Improvement)*	*After facilitating this topic, I observed that learners* _____ *The key highlights included* _____ *while the main challenges encountered were* _____ *To improve instruction, I adjusted by* _____ *which helped enhance learner engagement and understanding* _____ _____
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used ChatGPT in order to suggest and revise activities and organize my ideas. The author reviewed and finalized the writing of the content. The author takes full responsibility for the content of this LE.

Learning Area	SOCIAL SCIENCES (THEORY AND PRACTICE)	Lesson Exemplar	8

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the behavioral and the applied social sciences, recognizing the roles of professionals, while grasping the functions and impacts of these disciplines in promoting social change and community well-being.*
B. Performance Standard	*The learners consult with a professional from an applied social science discipline (e.g., counseling, social work, criminology, education, communication) to gain insights into their roles and contributions to social change, analyze the discipline's real world impact, and synthesize findings into a reflective report or presentation, demonstrating effective communication and ethical awareness.*
C. Learning Competencies	*Examine social work as an applied social science, including its key theories and approaches, and methods and career opportunities*
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	*Cauyan, JM and Quilicol, R. 2021.Discipline and Ideas in the Applied Social Sciences. Textbook. Vibal Group Inc* *UW School of Social Work. "What Is Social Work?," February 1, 2024. https://www.youtube.com/watch?v=uO6FywS3p8c.* *UNICEF East Asia & Pacific. "Importance of Social Workers Phillipines," May 28, 2021. https://www.youtube.com/watch?v=oRlm4r_t180.* *_____. "Careers in Social Work, Part 2." Accessed August 27, 2016. http://www.socialworkers.org/pubs/choices2.asp* *Zastrow, C. 2010. Introduction to Social Work and Social Welfare: Empowering People. Boston: Cengage Learning*
III. CONTENT *(Sequencing Content)*	*The Focus of Social Work: Theories, Methods, and Career Pathways* 1. *Understanding Social Work as an Applied Social Science* 2. *Focus of Study in Social Work*

	3. *Theories and Approaches Guiding Social Work Practice* 4. *Methods of Social Work Practice* 5. *Career Opportunities in Social Work*	
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	*At the end of the lesson, learners should be able to;* *a. define social work as an applied social science and identify its key characteristic;* *b. explain how social work addresses social problems and promotes social welfare;* *c. explain the basic idea of each identified theory of social work;* *d. differentiate the methods of social work practice using a graphic organizer;* *e. describe the roles and responsibilities of a social worker in one specific field; and* *f. reflect on personal interest in social work careers by writing a 4–5 sentence reflection on how social workers contribute to society.*	
IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**Week 8 Day 1** **1. Activating Prior Knowledge** ***Option 1*** ***Individual Activity:*** ***Categorization Activity: Professions in Counseling*** *Directions: Classify the flashcards according to the possible types of employment available for counselors in various practice settings in the Philippines. A particular social work profession may fit in multiple categories if applicable. Complete the table below and provide a justification for your answers.* ***Option 2:*** ***Group Activity: Mapping Counselors Professions*** *Directions: In your groups, sort the flashcards of future professions related to counseling. Place each card in the appropriate category on Table 1. Some professions may fit into multiple categories. Report your placements to the class with clear justifications.*	*This lesson segment is intentionally designed to surface learners' prior knowledge, challenge misconceptions, and support conceptual change about social work as a profession. The use of structured pre- and post-viewing tasks aligns with learner-centered, inquiry-driven instruction as prescribed by the Strengthened Senior High School Curriculum.* ***Alignment with the IDF:*** *-The activities emphasize conceptual understanding, metacognition, and values formation, which are key outcomes of the SHS curriculum.* *- Learners move from recall and recognition (what they already know) to analysis and evaluation (how their thinking changed).* ***Integration of AID Principle;*** *Apply Phase:*

- Academic advising
- Addiction counselor
- Addiction counselor
- Bereavement counselor
- Career Services
- College counselor
- Community outreach Worker
- Counselor for veterans
- Couple Counselor
- Crisis counselor
- Employment Assistance
- Hospice counselor
- Marriage
- Marriage and Family Counselor
- Mental Health aide / Worker
- Out-placement counselor
- Outreach programming
- Pastoral counselor
- Private practice
- Rehabilitation counselor
- School counselor
- Substance abuse counselor
- Wellness programming

Table 1:
Types of Employment Available for Counselors in Different Practice Setting in the Philippines

School	*Community Agency*	*Religious Setting*	*Industries*	*Health Care and Rehabilitation*	*Military*

Processing Questions:

Apply Phase:

1. *Which professions did you assign to more than one employment setting? What characteristics of these professions allow them to function across different contexts in the Philippines?*

Improve Phase:

2. *Which profession was most difficult to classify? What questions or uncertainties did this difficulty reveal about your understanding of that role?*
3. *What misconceptions about counseling professions were challenged or corrected during this activity?*

This phase grounds learning in learners' realities and affirms that prior knowledge—whether accurate or not—is a legitimate starting point for learning.
Improve Phase:
Learners critically examine how new information improves or reshapes their understanding. This aligns with formative assessment and supports conceptual growth.
Decide Phase:
Learners synthesize learning and make personal and ethical judgments, reinforcing career awareness and informed decision-making.

Application of 3Rs
Relevant:
-The topic of social work is connected to real societal needs, community contexts, and possible career paths.
- Video content provides authentic professional voices, increasing learner engagement.
Reflective:
- Both options require learners to compare before-and-after thinking, a core reflective practice.
- Written reflections encourage metacognition rather than rote recall.
Responsive:
- The open-ended nature of responses allows teachers to identify misconceptions, adjust pacing, and provide targeted clarifications in subject lessons

Decide Phase:

4. *Which employment setting do you think has the greatest need for counselors in the Philippine context today? What social issues informed your decision?*
5. *If you were to choose one counseling profession to pursue in the future, which practice setting would you prioritize, and why?*

2. Establishing the Purpose of the Lesson

Activity: Video Analysis

https://www.youtube.com/watch?v=uO6FywS3p8c&t=25s

Source: UW School of Social Work. "What Is Social Work?," February 1, 2024. https://www.youtube.com/watch?v=uO6FywS3p8c.

Option 1: 3-2-1 Learning Activity

*Directions**:** Before watching the video, jot down three things you already know about social work. As the video unfolds, note two new things you learn. Finally, write one lingering question you still have.*

Three (3) Things I Know (Before Watching the video)	*Two (2) Things I Learned (After Watching the Video)*	*One (1) Question I Still Have*
1)	*1)*	*1)*
2)	*2)*	
3)		

Processing Questions:
Assign Phase:

1. *Among the three things you listed before watching the video**,** which idea do you think was most accurate?*

Improve Phase:

2. *Among the two new things you learned**,** which one significantly changed or expanded your understanding of social work?*
3. *In what ways did the video help you understand the roles and responsibilities of social workers beyond helping individuals?*

Decide Phase

4. *After watching the video, how has your personal view of social work as a profession changed?*

OPTION 2: Anticipation – Reaction Guide

Directions: Before watching the video, write at least three statements that reflect your initial ideas or perspectives on social work, then mark each one as "Agree" or "Disagree." After watching the video, revisit your statements, revise them as needed, and explain what changed your perspective.

My Initial Perspectives about Social Work	*Agree or Disagree*	*Revised Perspectives*
1.		
2.		
3.		

Processing Questions:
Assign Phase

1. *Which of your initial perspectives do you think is commonly shared by many people?*

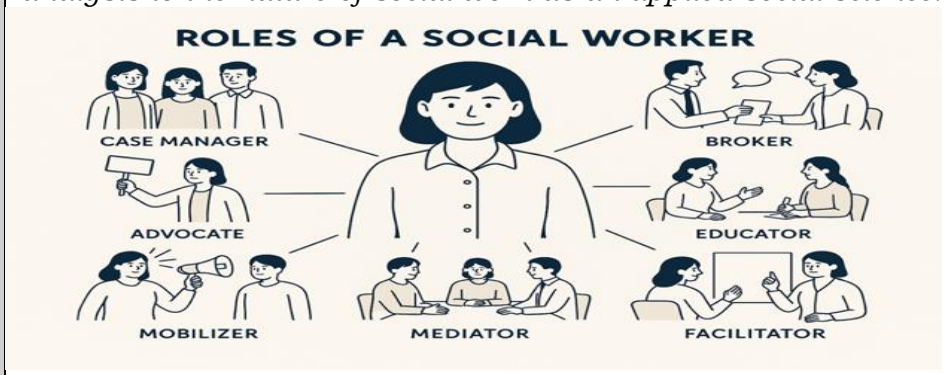
Improve Phase

2. *Which statement showed the greatest change after watching the video?*

Decide Phase:

3. *If you were to explain social work to someone who misunderstands it, what key message would you emphasize and why?*

B. Instituting New Knowledge	**1. Presenting Examples** ***Option 1: Documentary Analysis*** *Directions: Watch the documentary that highlights the realities of social work in the Philippines. After viewing, respond to the processing questions.* **Importance of Social Workers Phillipines** *UNICEF East Asia & Pacific. "Importance of Social Workers Phillipines," May 28, 2021. https://www.youtube.com/watch?v=oRlm4r_t180.* *After watching the video, the learners will answer the following questions;* *Assign Phase:* 1. *According to the video, who are social workers and what roles do they play in Philippine society?* 2. *What specific social issues and vulnerable groups are highlighted in the video as being served by social workers?* 3. *What challenges do social workers in the Philippines face based on the video?* *Improve Phase:* 4. *Can you relate the work of social workers in the video to issues in your own community?* *Apply Phase:* 5. *If you were a policymaker, what support systems would you prioritize for social workers based on the video?*	***Integration of Instructional Design Framework:*** *This activity operationalizes the IDF emphasis on learner agency, real-world relevance, and purposeful engagement. Instead of directly defining social work, learners are guided to activate prior knowledge, interrogate new information, and surface misconceptions through structured inquiry.* - *The video serves as an authentic stimulus that situates learning in a real-world context, aligning with IDF's call for contextualized and meaningful learning experiences.* - *The 3-2-1 Learning Activity and Anticipation–Reaction Guide promote knowledge construction rather than information transmission, which is central to IDF.* - *By establishing what learners already know, what they are learning, and what they still question, the activity clarifies the purpose of the lesson from the learner's perspective, not merely the teacher's objective.* *Integration of 5Es / 7Es:* *This activity primarily addresses the Engage and Elicit phases of the 5Es/ 7Es model.* *Engage* *- The video captures learners' interest and introduces the real-world relevance of social work.*

	Option 2: Illustration Analysis (Group Activity) ***"One Profession, Many Roles: Understanding Social Work in Action"*** *Directions: Divide the class into seven (7) groups. Assign each group one specific role performed by a social worker. Discuss the importance of these roles in community development and analyze how each role addresses the needs of individuals, groups, and the wider community. Use the guide questions provided to help interpret the illustration and connect your analysis to the nature of social work as an applied social science.*  *Source:* *https://m365.cloud.microsoft/chat/?fromCode=cmcv2&redirectId=516C8938D4AE4E299D4ABA5B79484215&internalredirect=CCM&origindomain=CCM&auth=2* *Processing Questions;* *Assign Phase;* 1. *What are the different roles of a social worker illustrated in the image? How is each role visually distinguished from the others?* *Improve Phase* 2. *How do the roles of case manager and broker differ in terms of assisting clients?* 3. *In what ways do the roles of educator, facilitator, and counselor support personal growth and empowerment?* 4. *How do the roles of mediator and advocate address conflict and social injustice?* 5. *Why is the role of mobilizer important in addressing community-wide concerns?*	*Elicit* *- Learners surface prior knowledge and assumptions through the "Three Things I Know" or initial perspectives.* ***Integration of AID (Assign, Improve, Decide) Principle:*** *Apply* *- This phase validates existing knowledge and helps learners recognize learning continuity.* *Improve* *- Learners identify new information that expanded or reshaped their understanding.* *Decide* *- Learners reflect on how their perception of social work as a profession has changed.* *- They begin forming personal and value-based judgments about the field.* *Integration of 3Rs (Relevant, Reflective, Responsive)* *Relevant:* - *The video presents real-world social work practice, making abstract concepts tangible.* - *Learners connect the topic to social issues, professions, and lived realities.* *Reflective:* *- Activity options require learners to:* - *Examine prior beliefs* - *Reflect on learning shifts* - *Articulate lingering questions*

Decide Phase;

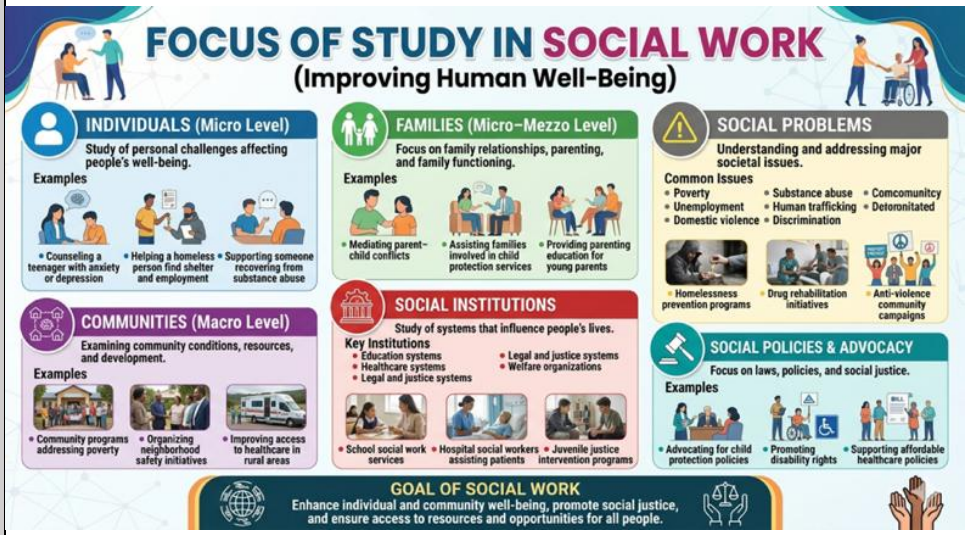
6. *Which role do you think is most crucial in responding to social problems in your community? Explain your choice.*
7. *If you were a social worker, which role would you find most challenging to perform? Why?*

Week 8 Day 2

2. Discussing New Concept

Option 1: Lecturette

Directions: Using an AI generated infographic, the teacher will discuss about the focus of Study in Social Work



Processing Questions:

Assign Phase:

1. *Based on the infographic, what are the main areas that social work focuses on as a field of study?*
2. *How does social work address concerns at the individual, family, group, and community levels?*

Improved Phase:

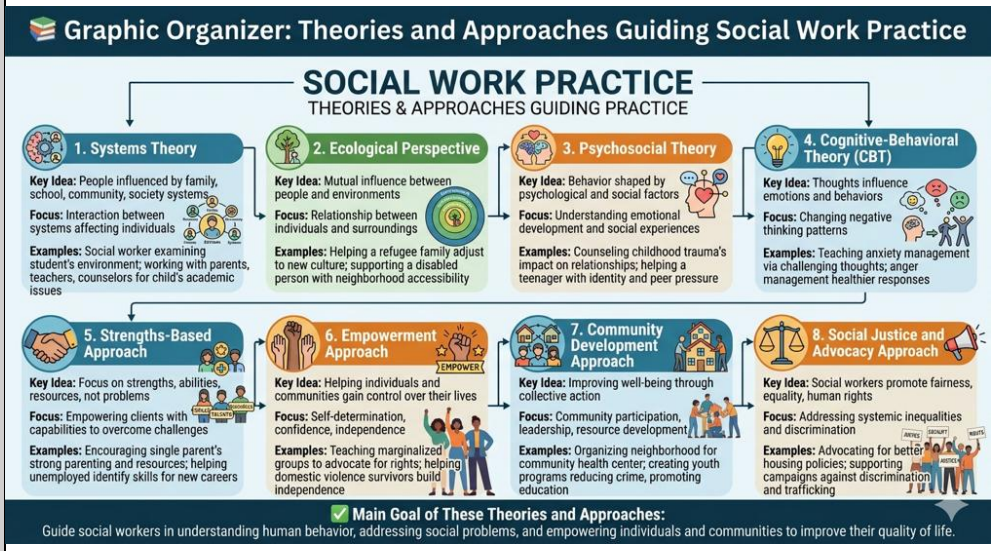
3. *Why is it important for social workers to understand social policies when addressing social problems?*

Decide Phase;

4. *If you were to work in your own community, which focus area would you prioritize and why?*

Part II: Lecturette

Direction: Using an AI generated infographic, the teacher will discuss about the focus of Social Work Practice (Theories and Approaches Guiding Social Work Practice)



Processing Questions:

Assign Phase:

1. *What common goal do these theories and approaches share in addressing social problems?*
2. *How does each theory help social workers understand human behavior and social situations?*

Improve Phase:

3. *Why is it necessary for social workers to use different approaches depending on the client's situation?*

Decide Phase:

4. *Which theory or approach do you think is most effective in addressing social problems in your community? Why?*
5. *If you were a social worker, how would you decide which approach to use in a given situation?*

Integration of Instructional Design Framework:

This part of the lesson demonstrates purposeful content delivery aligned with the IDF by shifting from engagement to structured sense-making. While the teacher facilitates a lecturette, learning remains learner-centered through:

Integration of 5Es / 7Es

- This segment corresponds primarily to the Explain and Elaborate phases of the 5Es/ 7Es model, following the initial Engage/ Elicit activities.

Integration of AID (Assign, Improve, and Design) Principle

Apply

- Learners identify and describe key ideas directly from the infographic.

- Focus is on accurate comprehension and application of new knowledge.

Improve:

- Learners analyze relationships, interconnections, and implication

Decide:

- Learners make value-based and context-sensitive judgments, such as:

- *Prioritizing focus areas*
- *Selecting theories for community issues*
- *Aligning career choices with personal values and societal needs*

Part III: Lecturette

Directions: Using an AI generated infographic, the teacher will discuss about the Career Opportunities for Social Work according to Zastrow (2008)

Processing Questions:

Assign Phase:

1. *Which career opportunities focus primarily on children and families, and what are their main responsibilities?*
2. *What roles do social workers play in healthcare and mental health settings according to the discussion?*
3. *Which social work careers are involved in justice, corrections, and legal systems, and what populations do they serve?*

Improve Phase:

4. *Among the career opportunities presented, which field do you think has the greatest impact on social change? Why?*

Decide Phase:

5. *Which social work career best aligns with your personal values, skills, and interests?*
6. *Based on societal needs today, which social work career do you think should be prioritized or expanded? Why?*

Integration of 3Rs Guiding Principles of Delivery:

Relevant

- Infographics highlight real social issues, real practice settings, and real career roles.

- Decision questions explicitly connect learning to:

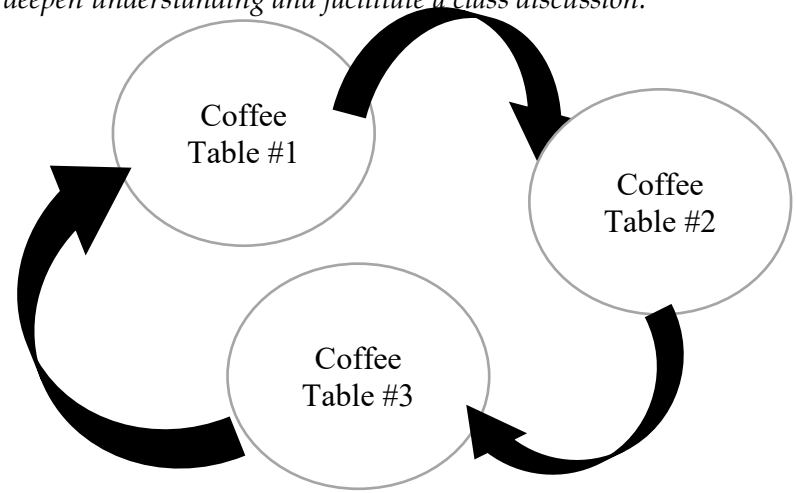
- *Learners' communities*
- *Personal interests*
- *Current societal needs*

This part of the lesson exemplar exemplifies effective concept development by balancing structured teacher input with inquiry-driven processing. Through the use of infographics, purposeful questioning, and flexible activity formats, the lesson integrates IDF, the 5Es/7Es model, the Apply–Improve–Decide principle, and the 3Rs to promote deep, relevant, and reflective learning about social work as an applied social science.

Option 2;
Group Activity: Coffee Table Discussion
Directions: Divide the class into three (3) groups and assign each group to a coffee table with a specific topic. Using the provided infographic, students will discuss their assigned topic and identify key ideas with the class.
After 10 minutes, the remaining students will rotate to the next coffee table to learn about the next topic. Continue rotating until all students have visited and discussed every topic.
Coffee Table Topics:

- *Coffee Table #1: Focus of the Study in Social Work*
- *Coffee Table #2: Social Work Practice*
- *Coffee Table #3: Career Opportunities in Social Work*

After all rotations are completed, the teacher will ask essential questions for each topic to deepen understanding and facilitate a class discussion.



3. Developing Mastery
Option 1: Group Activity: Situational Analysis
Direction: Read your assigned situation carefully and conduct a focus group discussion about it, focusing on the following points:
Problem Presented

- *What are the key issues affecting the client?*

Social Diagnosis

- *What are the underlying factors contributing to the situation?*
- *Consider economic, family, environmental, and psychosocial factors.*

	Recommendations ● *What services or interventions should be provided to address the problems?* *Action Plan* ● *What specific steps should the social worker take?* ● *Which agencies or community resources may be involved (e.g., barangay, school, health center)?* ***Option 2: Group Activity: Role Playing Simulation*** *Directions: Divide the class into three groups. Assign each a unique situation. Prepare a short script and perform a role-play simulation addressing:* *Problem Presented* ● *What are the key issues affecting the client?* *Social Diagnosis* ● *What are the underlying factors contributing to the situation?* ● *Consider economic, family, environmental, and psychosocial factors.* *Recommendations* ● *What services or interventions should be provided to address the problems?* *Action Plan* ● *What specific steps should the social worker take?* ● *Which agencies or community resources may be involved (e.g., barangay, school, health center)?* ***Note: Please see this link for the complete rubrics for all activities in quarter 2 lessons.*** ***Situation for Group 1:*** *Maria (not her real name), a 10-year-old Grade 4 pupil, was referred to the school social worker by her class adviser due to frequent absenteeism and signs of poor hygiene. Maria lives in a densely populated urban community in Las Piñas City with her mother, Ana (32), and two younger siblings aged 6 and 3.* *Maria's father left the family two years ago and has not provided financial support since then. Ana works as a laundry helper (labandera) and sometimes as a street vendor. Her income is irregular, and she often leaves home early in the morning and returns late at night.* *Because of this, Maria is usually left in charge of taking care of her younger siblings. On many school days, she misses classes because she needs to babysit them while her mother works. When she does attend school, teachers report that she often appears tired, hungry, and unprepared for lessons.* *During a home visit conducted by the social worker, it was observed that the family lives in a small makeshift house with limited ventilation and sanitation. Food supply in the household is inconsistent, and the children sometimes eat only once or twice a day.*	***Integration of IDF:*** *This activity exemplifies the IDF emphasis on authentic, performance-based learning by immersing learners in realistic social work scenarios that mirror actual community issues.* *Learners are not merely recalling concepts but are required to apply theories, methods, and values of social work in context.* *Key IDF features evident in this activity include:* ● *Authenticity: The cases reflect real-life social issues commonly encountered in Philippine communities (e.g., child neglect, domestic violence, elder care).* ● *Integration of knowledge, skills, and values: Learners synthesize theoretical understanding, ethical considerations, and practical decision-making.* ● *Learner agency: Students assume the role of social workers, making professional judgments rather than following prescribed answers.*

	Ana shared that she feels overwhelmed with the responsibility of raising three children alone. She admitted that she sometimes asks Maria to skip school to help at home because she has no one else to take care of the younger children. She also expressed feelings of stress and financial hardship. *The barangay health worker confirmed that the youngest child has missed several scheduled health checkups. The neighbors reported that the children are often seen playing outside unsupervised late in the evening.* *The school social worker is now tasked with assessing the situation and determining the appropriate intervention to support the child and the family.* ***Situation for Group 2:*** *Liza (not her real name), a 29-year-old mother, sought help at the barangay office in Las Piñas City after an incident involving her husband, Mark (34). The barangay referred her to the municipal social worker for assessment and assistance.* *Liza and Mark have been married for eight years and have two children, aged 7 and 5. Mark works as a construction worker with irregular income, while Liza stays at home to care for the children.* *During the intake interview, Liza disclosed that Mark has become increasingly physically and verbally abusive, especially when he drinks alcohol after work. She reported that in the past year, he has slapped her several times, shouted insults at her, and threatened to leave the family without financial support.* *The most recent incident occurred three nights ago when Mark arrived home intoxicated and accused Liza of mismanaging the household money. During the argument, he pushed her against the wall in front of their children. The children began crying, and their 7-year-old tried to intervene.* *Neighbors reported hearing frequent shouting from the house, and one neighbor accompanied Liza to the barangay hall after seeing bruises on her arm.* *Liza shared that she has not reported the previous incidents because she was afraid that her husband might become more violent or stop providing financial support. She also said she worries about the emotional impact on her children but feels she has no alternative source of income or place to stay.* *During the interview, Liza appeared anxious and tearful. She expressed a desire to keep her children safe but is uncertain about what steps to take next.* *The social worker must now assess the situation and determine appropriate interventions to ensure the safety and well-being of the mother and children.* ***Situation for Group 3:*** *Mr. Ramon (not his real name) is a 74-year-old widower living with his daughter, Teresa (42), and her family in a small house in Las Piñas City. The case was referred to the barangay social worker after neighbors expressed concern about his condition.* *According to neighbors, Mr. Ramon is often seen sitting alone outside the house for long periods. They noticed that he appears weak, poorly groomed, and sometimes*	• *Career readiness: The activity simulates professional social work tasks such as assessment, intervention planning, and referral* *This group activity represents the culmination of inquiry-based learning in the lesson, allowing learners to apply theories, methods, and values of social work to authentic situations. Through structured analysis, role-playing, and decision-making, the activity integrates IDF, the 5Es/7Es model, the Apply–Improve–Decide principle, and the 3Rs—preparing learners for both academic understanding and real-world social engagement.*

	asks neighbors for food. One neighbor reported that Mr. Ramon mentioned he had not eaten a proper meal for an entire day. *Mr. Ramon previously worked as a jeepney driver but stopped working several years ago due to declining health. He suffers from hypertension and arthritis, making it difficult for him to move around without assistance.* *During the home visit conducted by the social worker, Mr. Ramon appeared frail and complained of joint pain. His sleeping area consisted of a thin mat in a corner of the living room. He shared that he often feels like a burden to his daughter and tries not to ask for help.* *Teresa explained that she works long hours as a market vendor while her husband works as a tricycle driver. She admitted that caring for her father has become difficult due to financial constraints and the need to support her own three children. She also stated that sometimes there is not enough food for everyone in the household.* *Mr. Ramon also revealed that he has not been visiting the health center regularly and has missed several medical checkups because no one is available to accompany him.* *The barangay social worker must now assess the situation and determine the appropriate interventions to ensure the safety, dignity, and well-being of the elderly individual while supporting the family.*	
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** ***Option 1: Interview a Social Worker:*** *Directions: Form a group of five (5) members. Identify and arrange an interview with a social worker in any social work practice setting within your barangay or local community (e.g., barangay office, health center, social welfare office, NGO). Observe and interview the social worker to gather information about the following:* • *Roles and functions performed* • *Core competencies demonstrated* • *Methods and/or theories applied in practice* *Document your observations and analysis clearly and systematically. Using Canva, create a presentation that summarizes your findings. Present your output in class on the scheduled presentation day.* ***Note: Please see this link for the complete rubrics for all activities in quarter 2 lessons. Find the rubric title, "Analytic Rubric for the Interview Activity"*** ***https://docs.google.com/document/d/19XqX39eQnVIbGIB2FDmZ2GBi56tj77zS/edit?usp=sharing&ouid=115987966444193446812&rtpof=true&sd=true***	

Option 2:

Group Work: Survey

Directions: Divide the class into five (5) groups. Each group will conduct a survey among young adults aged 18–21 who are currently enrolled in a social work program. Use the following guide questions during the survey:

- *How has your experience with the program been so far?*
- *What benefits have you gained from this social work program?*
- *What improvements would you suggest for the program or facility?*
- *Has the program helped you become a better and healthier individual?*
- *What additional services or support would you like from this program?*

After conducting the survey, compile the participants' responses and the group's recommendations in a folder. Then, create a slideshow presentation using Canva that summarizes your findings.

Finally, two representatives from each group will present the slideshow to the class.

2. Making Generalization

Option 1

Activity: Making Sense of Social Work: From Theory to Practice

Directions: Learners will construct meaning by connecting concepts to real-life social issues and career pathways. Form groups of 4–5 learners. Each group will complete a "Social Work Synthesis Map" using the guide questions below. Each group must discuss and agree on one clear generalization statement that answers the question:

"What is social work, and why is it important to society?"

Concept of Social Work		**Importance of Social Work to Society**
_____		_____
_____		_____
_____		_____

Option 2: Generalization Statement Creation

Directions: Divide the class into five (5) groups. Write one concise generalization statement that integrates all five components.

The statement should begin with:

- *"Social work is…" or*

	• *"Social work focuses on…"* _____ *Example statement:* *"Social work is an applied social science that uses theories and methods to help individuals, groups, and communities address social problems and improve quality of life through various professional roles."*	
V. ASSESSMENT *(Assessing Learnings)*	***Option 1: Multiple Choice*** *Directions: Analyze each question. Write the letter of the correct answer on a separate sheet.* *1. Which scenario BEST illustrates why social work is considered an applied social science rather than a purely theoretical discipline?* *A. Researcher studies poverty trends using census data* *B. Historian analyzes welfare policies during the colonial period.* *C. Psychologist conducts laboratory experiments on human behavior.* *D. Social worker uses sociological theories to design a community-based intervention for displaced families* *2. If social work were treated only as an academic discipline without practice, what would MOST likely be the consequence?* *A. Reduced need for ethical standards* *B. Greater objectivity in social research* *C. Increased funding for social services* *D. Stronger theoretical frameworks but weaker community impact* *3. A social worker assessing a child's situation considers family income, school environment, community safety, and government policies Which focus of social work is best reflected by this approach?* *A. Individual pathology* *B. Legalistic intervention* *C. Charity-based assistance* *D. Person-in-environment perspective* *4. Why is the focus of social work broader than simply helping individuals cope with personal problems?* *A. Individual counseling is ineffective* *B. Social work prioritizes economic growth* *C. Social workers replace government officials* *D. Social problems are rooted in structural and systemic conditions* *5. A social worker helping a survivor of domestic violence focuses on empowerment, challenging power imbalances, and advocating for policy reform. Which theoretical approach is MOST evident?* *A. Systems Theory* *B. Feminist Theory* *C. Behavioral Theory* *D. Psychodynamic Theory* *6. Why is it important for social workers to use multiple theories rather than rely on only one?* *A. Avoid ethical accountability* *B. Standardize all interventions* *C. Replace professional judgment* *D. Social problems are complex and multi-dimensional* *7. A social worker facilitates a support group for out-of-school youth while also coordinating with local agencies to improve access to education. Which combination of methods is being used?* *A. Casework and research* *B. Counseling and psychotherapy* *C. Administration and policy analysis* *D. Group work and community organization* *8. Which situation BEST demonstrates why social work methods must be adapted to context?*	

	A. Using the same intervention for all clients to ensure fairness *B. Avoiding community involvement to maintain professionalism.* *C. Applying individual casework to address a community-wide disaster* *D. Adjusting methods based on cultural, social, and environmental factors* *9. A graduate wants to work on child protection policy, disaster response planning, and social welfare programs. Which career path BEST matches these interests?* *A. School guidance counseling* *B. Marketing and communications* *C. Clinical social work in private practice* *D. Policy and development-oriented social work* *10. How does the wide range of career opportunities in social work reflect its nature as an applied social science?* *A. Practice is independent of social theory* *B. Career paths are limited to counseling roles* *C. Social workers are trained only for government employment* *D. Social work applies theory across micro, mezzo, and macro settings* ***Answer Key: 1. D. 2. D. 3. D. 4. D. 5. B. 6. D. 7. D. 8. C. 9. D. 10. D*** **Option 2: Reflective Journal** Instructions: Write a 5-10 sentence reflective journal entry expressing your thoughts about social work as a career. In your reflection, consider how social workers contribute to society by helping individuals, families, and communities address social problems. You may also include your personal interest in social work or how learning about the profession influenced your perspective. _____ ***Note: Please see this link for the complete rubrics for all activities in quarter 2 lessons. Find the rubric title, "Analytic Rubric for the Reflective Journal" https://docs.google.com/document/d/19XqX39eQnVIbGIB2FDmZ2GBi56tj77zS/edit?usp=sharing&ouid=115987966444193446812&rtpof=true&sd=true***
VI. ENRICHMENT / REMEDIATION ACTIVITIES	**Option 1: Exit Ticket: One Profession, Many Roles** **Exit Ticket: One Profession, Many Roles** *Directions*: Choose one role of a social worker below and write a short response for the exit questions. a. Case manager b. Advocate c. Mobilizer d. Broker e. Educator f. Facilitator g. Mediator 1. Chosen Social Work role: _____ 2. Main Function of this role: _____ 3. Who does this role help? (Please underline) (Individual / Group / Community / All of the Above) 4. Why is this role important in community development? _____ ***Note: Kindly submit this exit ticket before leaving the class.*** ***Option 2: Enrichment Activity*** **Symbol and Reflection: My Chosen Role in Social Work** Directions: Individually, choose one role of a social worker (e.g., counselor, community organizer, case worker, advocate, program coordinator, child protection worker, or health social worker).

	In a short written reflection (1–2 paragraphs), answer the guide questions below: 1. What is the main role of this social worker? 2. Why is this role important in helping individuals, families, or communities? 3. What community problem or need does this role address? 4. How does this role show that social work is an applied social science? Kindly include a simple illustration, symbol, or scenario that represents the role you chose Reflection: _____ _____ _____ _____ Symbol/Illustration:
VII. REFLECTION *(Feedback and Continuous Improvement)*	*After facilitating this topic, I observed that learners* _____ *The key highlights included* _____ *while the main challenges encountered were* _____ *To improve instruction, I adjusted by* _____, *which helped enhance learner engagement and understanding.*
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used Copilot, AI Gemini, ChatGPT, Perplexity in order to efficiently synthesis complex, multidisciplinary information and help in designing accessible, engaging materials, that integrate diverse perspectives into practical applications. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Learning Area	SOCIAL SCIENCES (THEORY AND PRACTICE)	**Lesson Exemplar**	8

I. OBJECTIVES	
A. Content Standard	The learners demonstrate an understanding of the behavioral and the applied social sciences, recognizing the roles of professionals, while grasping the functions and impacts of these disciplines in promoting social change and community well-being.
B. Performance Standard	The learners consult with a professional from an applied social science discipline (e.g., counseling, social work, criminology, education, communication) to gain insights into their roles and contributions to social change**,** analyze the discipline's real-world impact**,** and synthesize findings into a reflective report or presentation, demonstrating effective communication and ethical awareness.
C. Learning Competencies	Analyze the goals, key educational theories and philosophies, and methods of educational research and education in the Philippines
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	• Dewey, John. *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Macmillan, 1916. • Ornstein, Allan C., and Daniel U. Levine. *Foundations of Education*. 13th ed. Boston: Cengage Learning, 2019. • UNESCO. *Education 2030: Incheon Declaration and Framework for Action*. Paris: UNESCO, 2016. • Bruner, Jerome. *The Process of Education*. Cambridge, MA: Harvard University Press, 1960. • Piaget, Jean. *The Psychology of Intelligence*. London: Routledge, 1950. • Vygotsky, Lev S. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press, 1978. • Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th ed. Thousand Oaks, CA: Sage Publications, 2018. • Fraenkel, Jack R., Norman E. Wallen, and Helen H. Hyun. *How to Design and Evaluate Research in Education*. 10th ed. New York: McGraw-Hill Education, 2019. • Department of Education (DepEd). *The K to 12 Basic Education Curriculum*. Pasig City: Department of Education, 2016. • Republic of the Philippines. *Republic Act No. 10533: Enhanced Basic Education Act of 2013*. Manila: Official Gazette, 2013. • Durkheim, Émile. *Education and Sociology*. New York: Free Press, 1956. • Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum, 1970.

	• Ballantine, Jeanne H., and Joan Z. Spade. *Schools and Society: A Sociological Approach to Education*. 6th ed. Thousand Oaks, CA: Sage Publications, 2015. • KRITIKE PDF. [kritike.org], ERIC. [eric.ed.gov], ERIC record. [eric.ed.gov], SlideShare. [slideshare.net]
III. CONTENT *(Sequencing Content)*	The Role of Education: Theories, Methods, and Career Pathways 1. Defining Education and its Goals 2. Key Educational Theories and Philosophies 3. Methods of Educational Research 4. Teaching by Key Stage in the Philippines 5. The Relationship between Education and Society 6. Career Pathways in Education
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	*At the end of the lesson the students are expected to:* 1. Define education and its goals 2. Discuss educational theories and philosophies 3. Analyze the methodologies commonly applied in educational research 4. Explain the concept of teaching by key stage in the Philippine education system 5. Analyze the reciprocal relationship between education and society 6. Illustrate real-life situations showing how professionals in education influence student development, curriculum delivery, or school operations.

IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**Week 8 Day 3** **1. Activating Prior Knowledge** **Option 1: *"Word bank Matching" (4 minutes)*** **Procedure** **1.** Provide students with a list of key terms (e.g., education, lifelong learning, socialization, academic development) and a separate list of definitions. **2.** Instruct students to match each term with its correct definition by drawing lines, writing the letter/number pair, or placing cards together. **3.** Give students time to read each definition carefully and make	*The Activating Prior Knowledge section, the teacher selects one activity **Word Bank Matching**, **Concept Map**, or **Real-Life Examples** to help learners recall, organize, and connect their existing understanding to the new lesson. **Word Bank Matching** enables students to quickly recognize and link familiar terms with their meanings, revealing their baseline knowledge of key concepts. **Concept Map** encourages learners to visually organize ideas and show relationships, making their thinking visible and guiding the teacher in identifying misconceptions or gaps. Together, these activities align with the **IDF Framework** by clarifying curriculum intent and supporting effective delivery while fostering meaningful formation. They also reflect the **Elicit/Engage phases of the 5E/7E inquiry model**, preparing learners for*

	matches based on their understanding of the basic concepts. **4.** Review each term and definition together. Encourage students to explain why they chose their answers to promote deeper understanding. **Process Questions:** 1. How would you explain the difference between education, lifelong learning, and academic development based on the definitions you matched? 2. Which term from the activity do you think is most connected to the idea of preparing individuals for society, and what clues in the definition helped you identify this? 3. Can you give a real-life example from your own experience or community that illustrates one of the terms you matched. Which term does it reflect and why? **Option 2: "Concept Map" (7 minutes)** **Procedure** **1.** Inform students that they will create a concept map showing their understanding of education and its various goals. **2.** Ask students to place the definition of education at the center of the map, then create branches that explain its personal, social, economic, and moral goals. **3.** Allow students time to add sub-branches, keywords, or examples that support each goal, encouraging them to organize ideas visually. **4.** Invite students to briefly share or compare their maps with a	*deeper exploration. Within the **AID principle**, this stage supports the **Acquisition** of foundational ideas needed for integration and demonstration. Guided by the **3Rs**, these strategies ensure learning is relevant to students' contexts, responsive to their prior understanding, and supportive of learner responsibility as they draw from what they already know.* ***Expected Outcomes*** ***- Students correctly identify and match key terms with their definitions**, demonstrating foundational understanding of the concepts.* ***- Learners strengthen their vocabulary related to education**, allowing them to engage more confidently in later discussions and activities.* ***- Students show improved comprehension** of how concepts such as education, socialization, lifelong learning, and academic development differ and relate to one another.* ***- Misconceptions are identified and corrected**, ensuring a solid base for deeper learning in the next stages of the lesson.* ***Expected Outcomes*** ○ ***Students clearly identify and explain the four major goals of education** (personal, social, economic, moral).* ○ ***Learners visually organize concepts**, making meaningful connections between the definition of education and its related goals.* ○ ***Students demonstrate deeper understanding** of how the different goals contribute to an individual's development and society's functioning.* ○ ***Misconceptions are corrected**, ensuring that learners develop an accurate and integrated view of educational purposes.*

	partner or small group to see similarities or differences in how they structured the concepts. **5.** Address any misunderstandings and highlight key connections that should appear in all concept maps to ensure conceptual accuracy. **Processing Questions:** 1. How does your concept map show the relationship between the definition of education and its different goals (personal, social, economic, and moral)? 2. Which branch of your concept map do you think is most interconnected with the others, and what does this tell you about the importance of that goal of education? 3. Based on your concept map, which goal of education do you find most meaningful in your own life, and why? **2. Establishing the Purpose of the Lesson** **Option 1: Concept Explanation Card (10 minutes)** **Procedure** **1.** Inform students that they will select one educational theory from the provided list (e.g., Behaviorism, Constructivism, Humanism, etc.) and create a short explanation card based on their understanding. **2.** Instruct students to write a 3–4 sentence explanation in their own words that includes: o The main idea of the chosen theory o Its key principle or belief about how learning occurs o A simple statement about how the theory views teaching and learning **3.** Give students time to read, think, and write their explanation clearly and simply, ensuring they express understanding rather than copying definitions. **4.** Facilitate partner or small-group sharing so students can compare interpretations. Clarify any misconceptions	○ ***Learners engage in reflective thinking****, recognizing how these goals relate to their own schooling and lived experiences.* In Establishing the Purpose of the Lesson, the teacher selects and implements an introductory activity—either the **Concept Explanation Card** or **Comparing Two Educational Theories**—to clarify the lesson's intended learning outcomes and establish a meaningful direction for instruction. When the teacher chooses the **Concept Explanation Card**, learners are guided to express their preliminary understanding of key terms, thereby supporting the **Intent** phase of the **IDF Framework** as foundational concepts aligned with the curriculum are surfaced. This activity also aligns with the **Engage/Elicit** phase of the **5E/7E Inquiry Model**, as it activates prior knowledge and prepares learners for deeper conceptual engagement. Alternatively, when the teacher chooses **Comparing Two Educational Theories**, learners analyze conceptual similarities and distinctions between theories, enabling them to recognize the central focus of the lesson. This strengthens the **Acquisition** component of the **AID Principle**, as students build essential conceptual grounding necessary for later integration and demonstration. The teacher's chosen activity likewise upholds the **3Rs Guiding Principles**, ensuring **Relevance** by connecting new learning to what students already know, **Responsiveness** by enabling the teacher to assess learners' initial understanding and readiness, and **Responsibility** by encouraging learners to articulate their own interpretations of the lesson's purpose. Through the strategic choice of activity, the teacher ensures that

	by discussing similarities and differences in their explanations. **Processing Questions** 1. What is the central idea of the educational theory you explained, and how does it describe the way learners acquire knowledge or skills? 2. Which part of the theory do you think is most useful for teachers, and why is it important in guiding classroom practices? 3. How does this theory connect to your own experiences as a learner? Can you recall a moment in school where a teacher used an approach like the theory you selected? **Option 2: Comparing Two Educational Theories (7 minutes)** ***Procedure*** 1. Inform students that they will compare two educational theories from the provided list (e.g., Behaviorism vs. Constructivism, Humanism vs. Cognitivism). The goal is to identify similarities, differences, and how each theory views teaching and learning. 2. Give students a simple chart or organizer with categories such as: Main idea of each theory, how learning occurs, Role of the teacher, Role of the learner, Key principles or practices 3. Let students fill out the comparison organizer using their own understanding and notes. Encourage them to think critically about how each theory approaches learning. 4. Ask students to share their comparisons in pairs or small groups. Guide them to notice both clear differences and interesting overlaps between theories. 5. Highlight the essential distinctions between the selected theories and correct any misconceptions.	learners clearly understand the significance, focus, and expected outcomes of the lesson before proceeding to more complex inquiry tasks.

	Processing Questions 1. What are the most important differences between the two theories you compared, especially in how they explain how learning happens? 2. Which of the two theories do you think is more effective for today's learners, and what evidence or reasoning supports your choice? 3. Can you recall a learning experience that reflects one of the theories you compared? How does that experience help you understand the theory better?	
B. Instituting New Knowledge	**1. Presenting Examples** ***Option 1: Scenario Matching (10 minutes)*** ***Procedure*** **1.** Present students with a set of short scenarios related to education, learning behavior, or classroom situations, along with a list of corresponding concepts or theories (e.g., socialization, lifelong learning, behaviorism, collaborative learning). **2.** Provide each student or group with the scenario cards and the list of concepts to match. Make sure the scenarios are clear and varied to cover multiple ideas. **3.** Instruct students to read each scenario carefully and decide which educational concept or theory it best represents. They should justify their choices by identifying clues within the scenario. ***4.*** Facilitate a brief whole-class or small-group discussion where students compare answers. Encourage them to explain their reasoning and listen to alternative interpretations. **5.** Provide the correct matches, address misconceptions, and highlight key indicators that help identify each concept or theory in real-life situations. **Processing Questions:** 1. What clues in the scenario helped you identify the concept or theory it represents?	In the Presenting Examples section, the teacher selects **Scenario Matching** or **Method Comparison Worksheet** to help learners deepen their understanding of concepts through clear, structured examples. **Scenario Matching** links theoretical ideas to concrete situations, reinforcing the **IDF Intent** by showing how curriculum concepts apply in real contexts, while strengthening **Delivery** through guided interpretation and supporting **Formation** as students analyze decisions and outcomes. The **Method Comparison Worksheet** further builds understanding by prompting learners to compare and evaluate different approaches, helping them recognize similarities, distinctions, and appropriate applications. These activities align with the **Explore–Explain phases of the 5E/7E Inquiry Model**, as students examine examples and articulate their understanding of how concepts function in practice. Within the **AID framework**, this phase fosters **Integration** by connecting examples to new knowledge and initiates **Demonstration** as learners begin justifying their interpretations. Consistent with the **3Rs**, the activities ensure **Relevance** through authentic examples, **Responsiveness** by allowing the teacher to adjust instruction based on learners' analyses, and **Responsibility** as students evaluate and explain how concepts and

	2. How are the scenarios you matched similar or different in the way they show learning, behavior, or educational practices? 3. Can you think of a real-life situation either from school or your community that matches one of the concepts you identified? How does it relate to the scenario? ***Option 2: Method Comparison Worksheet (10 minutes)*** ***Procedure*** ***1.*** Explain that students will compare two or more teaching methods (e.g., Lecture, Collaborative Learning, Inquiry-Based Learning, Experiential Learning) to understand how each supports learning differently. **2.** Provide a comparison chart with these columns: (Method Name, Brief Description, Strengths, Limitations, Role of Teacher, Role of Learner, Best-fit Contexts/Subjects, Example Activity). **3.** Instruct students to fill in the chart using class notes or short method briefs you provide. Encourage concise, evidence-based notes (bullet points are fine). **4.** Have students compare charts with a partner, discussing any differences and adding missing points or examples. **5.** Facilitate a quick share-out: invite pairs to highlight one strength, one limitation, and a best-fit context for each method. Clarify misconceptions and underscore when/why each method is effective. **Processing Questions:** 1. Looking across your chart, what are the most significant	methods are applied. Through these example-driven tasks, learners gain a clearer and more grounded understanding essential for deeper learning.

	differences in how the methods position the teacher and learner roles, and how might those differences affect student engagement? 2. Which method (or combination of methods) do you judge to be most effective for achieving today's lesson goals, and what evidence from your comparison supports your choice? **2. Discussing New Concept** **Option 1: Key Stage Concept Mapping (10 minutes)** **1.** Explain to students that they will create a concept map to show their understanding of the four key stages of the Philippine Basic Education curriculum (Key Stage 1, 2, 3 and 4). **2.** Provide students with a map template or ask them to draw one. Instruct them to write each Key Stage in separate branches. **3.** Ask students to add information to each Key Stage, including: o Grade levels covered o Learning focus or developmental goals o Appropriate teaching approaches or strategies **4.** Students complete their concept map based on notes, prior knowledge, and class discussions. Encourage them to make connections or comparisons among stages. **5.** Invite students to share their maps with a partner or small group.	In the *Discussing New Concept* section, the teacher uses **Key Stage Concept Mapping**, **Sorting Card – "Which Key Stage?"**, and the **Key Stage Gallery Walk** to help learners organize, classify, and collaboratively examine new ideas. **Key Stage Concept Mapping** supports the **IDF Intent** by visually clarifying essential curriculum concepts and strengthens **Delivery** through structured guidance. The **Sorting Card – "Which Key Stage?"** activity reinforces understanding by requiring learners to analyze characteristics and categorize information, aligning with the **Explore–Explain phases of the 5E/7E Inquiry Model**. These activities develop **Acquisition** and **Integration** in the **AID Principle**, as students connect new information to prior knowledge while beginning early **Demonstration** of understanding through their classifications and explanations. Aligned with the **3Rs**, this approach ensures **Relevance** through meaningful examples, **Responsiveness** as the teacher adapts instruction based on learner outputs, and **Responsibility** as learners actively construct and validate their understanding of the new concept.

	Processing Questions 1. How does your concept map show the different learning goals and characteristics of each Key Stage in the Philippine Basic Education system? 2. Which Key Stage shows the biggest shift in learning focus, and what features in your concept map helped you identify this change? 3. How do the differences among Key Stages help you better understand how learners grow and what teaching strategies are appropriate at each stage? ***Option 2: Sorting Card – Which key stage? (10 minutes)*** **1.** Explain to students that they will analyze various learning competencies, teaching strategies, or classroom activities and decide which Key Stage (1, 2, 3, or 4) each item best belongs to in the Philippine Basic Education system. **2.** Provide students with cards containing short descriptions such as phonics instruction, project-based learning, basic numeracy, specialized subjects, or inquiry-based tasks. **3.** Instruct students to read each card carefully and sort them into the Key Stage they believe is most appropriate, using their understanding of learner characteristics and curriculum focus at each level. **4.** Allow students to compare their sorting decisions with a partner or small group. Encourage discussion to justify choices and identify differences in reasoning. **Processing Questions** 1. What features of a learning task or competency helped you decide which Key Stage it belonged to? 2. Which Key Stage was the easiest or hardest to sort items into, and what does this reveal about the differences between the	In the *Developing New Mastery* section, the teacher selects activities such as the **Cause-and-Effect Infographic**, **Social Issue Case Analysis**, or **Concept Sorting Relay** to strengthen learners' application and deeper understanding of new concepts. The **Cause-and-Effect Infographic** enables students to visually organize relationships and outcomes, supporting the **IDF Intent** by clarifying essential conceptual connections and reinforcing **Formation** through analytical thinking. The **Social**

	stages? 3. How can knowing the characteristics and learning focus of each Key Stage help teachers choose the right teaching strategies for their learners? **Week 8 Day 4** **3. Developing Mastery** **Option 1: Cause-and-Effect Infographic (10 minutes)** **1.** Explain to students that they will create a simple infographic illustrating how society influences education and how education impacts society. Provide sample themes such as technology and teaching, education and poverty reduction, or culture and curriculum. **2.** Give students a blank infographic outline or let them design their own. Instruct them to clearly label the cause (societal factor) and effect (educational impact), or vice versa. **3.** Allow students time to choose an example, research or recall relevant real-life connections, and represent the relationship visually using icons, arrows, boxes, or short text. **4.** Students design their infographic individually or in pairs. Remind them to keep their visuals simple and meaningful so the cause-and-effect relationship is easy to understand. **5.** Invite volunteers to present their infographics. Discuss common themes and correct misconceptions about how society and education influence one another. **Processing Questions** **1.** What cause-and-effect relationship did your infographic highlight, and how does it show the connection between society and education?	**Issue Case Analysis** encourages learners to examine real-world scenarios, apply theoretical frameworks, and propose informed responses, aligning with the **Explore–Elaborate phases of the 5E/7E Inquiry Model** and illustrating the **Integration–Demonstration** stages of the **AID Principle**. Across these activities, the **3Rs** are evident: learning becomes **Relevant** through authentic contexts, **Responsive** as the teacher adapts based on observed understanding, and **Responsible** as learners articulate and defend their interpretations. Collectively, these strategies develop mastery by enabling students to apply, analyze, and consolidate newly learned concepts through varied and meaningful tasks.

	2. Which element—societal cause or educational effect—do you think has the stronger influence in your example, and why? **3**. How does your chosen example help you better understand the role of education in addressing real-life challenges in your community or society? **Option 2: Social Issue Case Analysis (10 minutes)** **1.** Explain to students that they will analyze short case scenarios involving real social issues—such as lack of access to schooling, digital divide, community literacy efforts, or youth unemployment—to see how education and society affect one another. **2.** Provide each student (or group) with a written case. Ensure cases vary in complexity to support differentiated learning. **3.** Instruct students to answer two guiding prompts: o How does the social issue affect education? o How does education respond to or influence the issue? Encourage them to cite clues from the scenario. ***4.*** Allow students to compare their interpretations with a partner or group. Invite them to explain their reasoning and consider alternative viewpoints. **Processing Questions** **1.** What part of the scenario helped you understand how the social issue influences the educational experience of learners or schools? 2. Do you think the educational response in the scenario is e	

	effective? Why or why not? What alternative actions could improve the situation? **3.** Can you connect the issue in the scenario to something you have seen in your community, school, or personal experience? How is the situation similar or different?	
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **Option 1: Scenario Role Play (10 minutes)** **Procedure** **1.** Explain to students that they will work in small groups to perform a short role play demonstrating how an educator's actions influence student development, curriculum delivery, or school operations. Provide sample scenarios such as a guidance counselor helping a struggling student, a teacher using differentiated instruction, or a principal enforcing a new school policy. **2.** Give each group a scenario card or allow them to choose one. Instruct them to discuss the situation, identify the main issue and plan a short skit showing the educator's role and its impact. **3.** Allow time for students to prepare dialogue, assign roles, and rehearse. Encourage creativity but remind them to focus on showing the cause and effect of the educator's actions. **4.** Have each group present their role play to the class. Ask the audience to observe the educator's behavior, the student or school response, and the resulting impact. **5.** After all presentations, discuss the common themes observed. Clarify misconceptions and highlight the importance of educators' decisions in real-life school settings. **Processing Questions:**	The role-play activity strengthens the **Development** phase of the IDF framework and aligns with the **Explore/Engage** stages of the 5E/7E Model. By activating learners' prior knowledge in line with the **AID principle** and encouraging collaboration, it enables students to demonstrate authentic behaviors and recognize key professional responsibilities, making the lesson more meaningful and relevant. Building on this, the case-to-action analysis promotes **rigor**, as learners examine a scenario, weigh possible actions, and justify their decisions. Positioned within the **Explain and Elaborate** phases of the 5E/7E Model and the **Integrate** step of AID, this activity requires students to apply conceptual understanding to real-world dilemmas, thereby deepening higher-order thinking and professional reasoning. As part of the **Evaluate** phase of the 5E/7E Model and the **Demonstrate** step of AID, it reinforces both rigor and relevance through the accurate linking of ideas to real-life situations, supporting mastery of the lesson's core understandings.

	1. What specific action did the educator in your role play take, and how did it affect the student or school situation? **2.** How did the interactions in the scenario show the connection between an educator's role and the improvement of learning or school operations? **3.** If you were the educator in the scenario, what might you do differently or similarly, and why? **Option 2: Case-to-Action Analysis: "What Should the Professional Do?" (15 minutes)** **1.** The teacher explains that learners will analyze a real-life school situation and propose what an education professional should do. **2.** Each group receives a short case describing an issue involving student development, curriculum delivery, or school operations. **Sample Cases:** • A student who shows declining performance due to family issues. • A teacher who needs to adapt the curriculum for mixed-ability learners. • A conflict between students affecting school climate. • A teacher struggling with classroom management. **3.** Learners read the case, identify the central issue, and determine which education professional is involved. **4.** Groups propose 3–5 appropriate actions the professional should take and briefly justify each action. **5.** Groups share their recommended actions with the class. **6.** The teacher leads a short discussion comparing proposed actions and highlighting good practices.	

	Processing Questions: 1. Were the proposed actions appropriate and ethical? 2. What principles of professionalism or curriculum delivery were demonstrated? 3. How would these actions impact students or school operations in real life? **2. Making Generalization** **Option 1: "Theory-in-a-Tagline" (10 minutes)** 1. The teacher explains that learners will create a short tagline or slogan capturing the essential idea of an educational theory or philosophy. 2. Assign or allow learners to choose a theory • Examples: Behaviorism, Constructivism, Humanism, Progressivism, Essentialism, Existentialism, Social Learning Theory. 3. Learners identify key words, big ideas, and main principles of their chosen theory. They use these to craft a 7–10 word tagline that captures the theory's core message. 4. Each learner/group presents their tagline to the class. Taglines are written on the board or posted on chart paper. 5. The teacher highlights patterns and clarifies misconceptions. The teacher synthesizes by stating how each tagline reflects the heart of the theory. **Processing Questions:** 1. Which key idea or principle did you focus on when creating your tagline? 2. How does your tagline show how the theory works in classroom practice?	The **"Theory-in-a-Tagline"** activity supports the **Focus** phase of the IDF framework and aligns with the **Evaluate** stage of the 5E/7E Model. As part of the **Demonstrate** component of the AID principle, it requires learners to distill the central idea of the lesson into a concise and memorable statement. This synthesis task strengthens rigor and increases relevance by helping students clearly express the essence of what they have learned. Similarly, the **"Impact Statement"** activity operates within the **Focus** phase of IDF and the **Evaluate** stage of the 5E/7E Model. It enables learners to demonstrate applied understanding by articulating the real-world significance of the lesson's concepts. Through this reflective process, students deepen rigor and relevance as they consider how the ideas influence professional actions, decisions, and ethical responsibilities.

	3. What part of the theory did you consider most important to include in your tagline? Why? **Option 2: Impact Statement (10 minutes)** **1.** The teacher explains that learners will create a short impact statement summarizing how education professionals make a difference in students' lives or school operations. 2. The teacher writes or displays this sentence starter: **"Education professionals influence learners and schools by..."** 3. Learners think about examples discussed in class (e.g., role play, case analysis, scenarios). They complete the sentence in **1–2 meaningful sentences** showing their general understanding. 4. Learners share their impact statements with a partner, small group, or the whole class. 5. The teacher highlights common ideas and clarifies misconceptions. **Processing Questions:** 1. What key role or action of an education professional did you emphasize in your impact statement? 2. How does this action influence student learning, curriculum delivery, or school operations in real life? 3. Do you think your impact statement clearly shows how an education professional makes a difference? Why or why not?	

V. ASSESSMENT *(Assessing Learnings)*	**A. Multiple Choice: Read and write the letter of the best answer.** 1. What is the primary purpose of education? A. To memorize facts C. To promote holistic development B. To follow school rules D. To prepare students for exams **Answer: C** 2. Which learning theory emphasizes observable behavior changes? A. Behaviorism B. Constructivism C. Humanism D. Progressivism **Answer: A** 3. What does qualitative research aim to understand? A. Numerical patterns C. Human experiences and meanings B. Statistical relationships D. Experimental outcome **Answer: C** 4. Why is Key Stage 1 (Grades 1–3) important in the Philippine system? A. It prepares students for employment C. It introduces complex academic theories B. It focuses on basic literacy and numeracy D. It trains students for national competitions **Answer: B** 5. If a community values digital skills, what should a school do to respond? A. Remove technology from the curriculum C. Integrate digital literacy into learning activities B. Continue traditional teaching only D. Limit student access to computers **Answer: C** 6. If a student wants to support learners' emotional well-being, which career fits best? A. Curriculum evaluator B. Guidance counselor C. Librarian D. Registrar **Answer: B** 7. Which situation best shows society influencing education? A. A school adding a reading program C. A principal revising class schedule B. A teacher mentoring a student D. A community requesting classes on local culture **Answer: D** 8. Which example shows how teaching strategies differ between key stages? A. Grade 4 students study calculus B. All students follow the same daily routine C. Both Grade 2 and Grade 12 use the same worksheets D. Younger learners use concrete materials, while older students engage in research tasks **Answer: D**

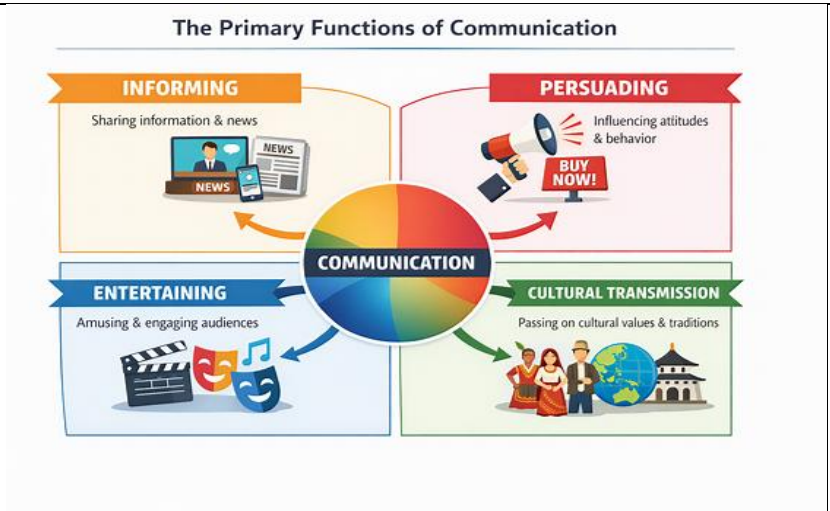
	9. Which approach would be most appropriate if the goal is to let students explore and solve real-world problems? A. Behaviorism. B. Essentialism C. Progressivism D. Traditionalism **Answer: C** 10. A school wants to improve curriculum delivery. Which professional should lead the planning team? A. Curriculum coordinator B Registrar C. School nurse D. Security officer **Answer: A** **B. Essay Questions** 1. Evaluate the role of education in addressing social inequality in the Philippines. Provide evidence to support your position. 2. Compare and contrast behaviorism and constructivism in terms of classroom discipline. Which approach is more effective in today's context? 3. Assess whether the current implementation of key stages in the K–12 curriculum adequately prepares learners for higher education or employment.
VI. Enrichment/Remediation	**Option 1: Education Beyond the Classroom (Enrichment)** **Activity Tasks:** • Create a short reflective essay or infographic answering: "How does education help achieve national development and personal growth?" • Include examples from the different sectors of the Philippine society (e.g., teachers, OFWs, community leaders). **Expected Outcome:** Deepened understanding of education as a lifelong, societal process. **Option 2: Breaking Down the Concept of Education (Remediation)** **Activity Tasks:** • Match the given definitions of education with examples (e.g., schooling, values formation). • Complete the sentence frame: "Education is important because _____." **Expected Outcome:** Clear and basic understanding of education and its major goals.

VII. REFLECTION *(Feedback and Continuous Improvement)*	**Theory-to-Self Reflection Journal** **Procedure** 1. Assign learners to review key educational theories/philosophies (e.g., Idealism, Realism, Pragmatism, Constructivism, Behaviorism). 2. Each learner selects **one theory** that resonates with them most. 3. They write a short reflective journal entry. **Reflection Guide** Learners respond to the following: • What is the core idea of this theory/philosophy? • How have I experienced this theory as a student or teacher? • How can this theory improve my teaching or learning practices? **Feedback & Continuous Improvement** • Teacher gives **formative feedback** focusing on: o Accuracy of understanding o Depth of reflection • Learners improve their entry and add a **"What I will do differently"** section.
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used Copilot, AI Gemini, ChatGPT, Perplexity in order to efficiently synthesis complex, multidisciplinary information and help in designing accessible, engaging materials, that integrate diverse perspectives into practical applications. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Learning Area	SOCIAL SCIENCES (THEORY AND PRACTICE)	**Lesson Exemplar**	9

I. OBJECTIVES	
A. Content Standard	*The Learners demonstrate an understanding of the behavioral and the applied social sciences, recognizing the roles of professionals, while grasping the functions and impacts of these disciplines in promoting social change and community well-being.*
B. Performance Standard	*The Learners consult with a professional from an applied social science discipline (e.g. counseling, social work, criminology, education, communication) to gain insights into their roles and contributions to social change, analyze the discipline's real-world impact, and synthesize findings into a reflective report or presentation, demonstrating effective communication and ethical awareness.*
C. Learning Competencies	*Analyze communication and multimedia arts as an applied social science including its major theories, and career pathways.*
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	• *McQuail, D. (2010). Mass Communication Theory. Sage Publications.* • *List of Communication Theories and Applications* (*communicationtheory.org in Bing) https://www.bing.com/search?q="https%3A%2F%2Fwww.communicationtheory.org%2Flist-of-theories%2F"* • *DepEd K to 12 Curriculum Guide – Media and Information Literacy.* • *Multimedia samples: advertisements, social media posts, news clips, films.* • *Technology tools: projector, laptops/tablets, presentation software.*
III. CONTENT *(Sequencing Content)*	*Communication and Multimedia Arts*
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	1. (2) Examine major communication and multimedia theories and evaluate their relevance in understanding contemporary social issues and practices. 2. (1) analyze the primary functions of communication and multimedia in shaping social interaction, information dissemination, and cultural development. 3. Relate theoretical concepts of communication and multimedia to real-world scenarios by demonstrating effective communication and multimedia skills in both social and community contexts.

	4. Investigate diverse career pathways in communication and multimedia studies, highlighting how theoretical foundations support professional practice.	
IV. PROCEDURES *(Selecting Strategies, Making Meaningful Content, Delivering Lesson and Assessing Learning)* This section focuses on selecting learner-centered, evidence-based instructional approaches such as problem-based learning, collaborative tasks, interdisciplinary integration, and technology-enhanced instruction. These strategies are intended to foster active engagement, critical thinking, and adaptability across diverse learning pathways. The chosen approaches and methodologies will be reflected through varied and relevant activities and assessments that emphasize real-world relevance and application, thereby enhancing learner engagement and comprehension. **(Each part shall have 2-3 varied activities)**		**ANNOTATIONS** **Instruction to the teacher on how to facilitate the activities.* **In the Annotation, explicitly explain how the IDF is applied in each part of the lesson*
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **Option 1:** Quick Write — Learners jot down their daily media use (social media, TV, radio) and its purpose. **Option 2: Functions of Communication Exploration** • Present a model showing the primary functions of communication: informing, persuading, entertaining, and cultural transmission.	**Instruction to Teacher:** Facilitate either a Quick Write or Think-Pair-Share activity. Guide learners to connect their daily media use or communication experiences to broader social and cultural contexts. Encourage sharing and reflection. **Option 1** **Processing Questions:** 1. *What is your purpose of using multimedia?* 2. *Can you say that there is transformation in the way you communicate when you use social media? Why? Why not?* 3. *In what ways does your choice of media affect your emotional health and personal balance?* 4. *Does the use of social media support your overall well-being? Why? Why not?* 5. *How can the way you use communication and multimedia contribute to the following situations?* *a. building stronger relationships; and* *b. promoting positive change in your community?*



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- Provide real-life examples (e.g., news broadcast, advertising campaign, cultural festival coverage).
- Encourage learners to analyze how these functions shape social interaction and cultural development.

Option 2

Processing Questions:

1. *Which function of communication do you think has the greatest impact in shaping social interaction today?*
2. *How does information dissemination through media influence decision-making in your community?*
3. *In what ways can understanding these functions help you apply communication skills more effectively in real-world scenarios.*

- **IDF (SHS Curriculum):** Builds foundational connections between learners' prior experiences and new concepts, ensuring scaffolding for deeper learning.
- **5E/7E Model:** This stage corresponds to *Engage*—capturing interest and linking personal experiences to lesson objectives.
- **AID Principles:** Activities are **Active** (learner-centered writing/discussion), **Interactive** (peer sharing), and **Dialogic** (guided reflection through processing questions).
- **3Rs Guiding Principles:**
- **Responsive:** Tailored to learners' media habits, differentiated through writing or discussion, and technology-integrated.
- **Relevant:** Connects communication to real-world daily practices and emotional well-being.
- **Reflective:** Promotes metacognitive awareness, critical thinking about media use, and goal-oriented

	DAY 2 **2. Establishing the Purpose of the Lesson** Today we'll see how communication and multimedia theories explain social issues and shape interaction, information sharing, and culture. These activities show why this knowledge matters in daily life and communities. **Option 1 : Real-Life Impact Brainstorm** • Divide learners into small groups. • Ask each group to brainstorm how communication and multimedia influence the following: a. social interaction; b. information dissemination; and c. cultural development in their community. • Groups present their ideas briefly. **Option 2: Theory-to-Issue Connection** **Instruction to Teacher:** • Present a current social issue (e.g., misinformation, climate change awareness, cultural preservation). • Ask learners on their your views about the strategy of the media about the following situations **1. Cultivation Theory** **Situation:** A Grade 11 student named Jessa watches crime dramas every night. Over time, she begins to believe her neighborhood is unsafe—even though crime rates are low. She avoids walking alone and constantly checks the news for threats. Her perception of reality has been shaped by repeated exposure to violent media, demonstrating the "Mean World Syndrome." **2. Uses and Gratifications Theory** **Situation:** Mark, a senior high school student, follows a popular podcast to stay updated on tech trends. He listens during his commute not just for information, but also to feel connected to a community of tech enthusiasts. He later shares	adjustments for intentional communication. **Instruction to Teacher:** Facilitate either a Real-Life Impact Brainstorm or Theory-to-Issue Connection. Guide learners in linking communication theories and functions to social issues, cultural identity, and community practices. Encourage group sharing and discussion. **Option 1** **Processing Questions** 1. *How does communication shape the way people interact in your community?* 2. *What examples show how multimedia influence* a. *cultural identity?* b. *social change?* 3. From the given examples, What are the different views about communication that emerged in the analysis of multimedia in relation to cultural identity and social change? **Option 2** 1. How does the media's strategy shape public understanding of this issue? 2. Which communication or multimedia theory best explains the media's approach? 3. Do you think the strategy is effective in addressing the issue? Why or why not? • **IDF (SHS Curriculum):** Clarifies lesson objectives and aligns them with competencies in analyzing communication theories and functions. • **5E/7E Model:** This stage corresponds to *Explore* and *Explain*—learners investigate real-world issues and connect them to theoretical foundations.

	what he learned with classmates, satisfying his need for both knowledge and social interaction. **3. Framing Theory** **Situation:** Two news outlets report on a student protest. One frames it as "Youth Advocating for Climate Action," while another calls it "Disruptive Student Rally." Although both describe the same event, the framing influences how audiences interpret the students' intentions—either positively or negatively. **4. Spiral of Silence Theory** **Situation:** During a class debate on political issues, Ana hesitates to share her opinion because most of her classmates support the opposite view. She fears being judged or isolated, so she stays silent—even though her perspective could enrich the discussion. The perceived dominance of the majority opinion discourages minority voices. **5. Two-Step Flow Theory** **Situation:** In a school club, everyone waits for their president, Carlo, to react to a new government policy before forming their own opinions. Carlo reads multiple sources and shares his thoughts in a group chat. His interpretation influences how others understand and respond to the issue—more than the original media coverage itself. ● Facilitate a short discussion linking theory to practice.	● **AID Principles:** Activities are **Active** (group brainstorming, issue analysis), **Interactive** (collaborative sharing), and **Dialogic** (discussion linking theory to practice). ● **3Rs Guiding Principles:** ○ **Responsive:** Activities are tailored to learners' contexts, differentiated by group or issue-based analysis, and supported with multimedia examples. ○ **Relevant:** Connects theories directly to real-world social issues, contextualizing learning to community and career pathways. ○ **Reflective:** Learners critically evaluate the role of communication in shaping society, fostering metacognitive insights and goal-oriented understanding.
B. Instituting New Knowledge	**1. Presenting Examples** Let's move from our own experiences to real-life examples that show how communication and multimedia theories connect to social issues, culture, and careers—highlighting their relevance in daily life and communities. **Option 1: Case Study on Social Issues** ● Present a short case study (e.g., how social media influenced public opinion during a health campaign or election). ● Ask learners to identify which communication perspectives (e.g., Agenda-Setting, Uses & Gratifications) explains the phenomenon.	**Instruction to Teacher:** Present either a case study or multimedia example. Guide learners in identifying relevant communication theories and functions, then facilitate discussion on their impact on social issues, cultural development, and community practices. **Option 1: Processing Questions:** 1. *What is the article all about?* 2. *What is the central issue/thesis statement being tackled in the article?* 3. *How does the case study illustrate the relevance of communication perspectives in understanding social issues?*

	• Discuss how media functions (informing, persuading, cultural transmission) are evident in the case. **Processing Questions:** 1. *How does the case study illustrate the relevance of communication perspectives in understanding social issues?* 2. *Which functions of communication are most visible in this example? why?* 3. *How do they shape interaction or information sharing?* 4. *Why is it important to connect perspectives to real-world practices when analyzing media influence?* **Option 2: Multimedia Example Analysis** • Show learners a multimedia example (e.g., a public service announcement video, a viral social media post, or a cultural documentary clip). a. public service announcement video https://www.youtube.com/watch?v=t6E6iJyKj2o b. viral social media post https://www.youtube.com/watch?v=XS6ysDFTbLU c. cultural documentary clip https://www.youtube.com/watch?v=vdb4XGVTHkE • Ask them to analyze how communication functions are demonstrated and how theoretical concepts apply. • Facilitate a discussion on how these examples influence community behavior and cultural development.	*4. Which functions of communication are most visible in this example? why?* *5. How do they shape interaction or information sharing?* *6. Why is it important to connect perspectives to real-world practices when analyzing media influence?* **Option 2** **Processing Questions:** 1. *How does this multimedia example demonstrate the functions of communication in shaping culture and social interaction?* 2. *Which theoretical concepts can help explain the effectiveness of this example?* 3. *In what ways can you apply similar communication strategies in your own community or social context to address social problems?* • **IDF (SHS Curriculum):** Builds knowledge by linking theory to authentic examples, scaffolding learners from abstract concepts to practical applications. • **5E/7E Model:** This stage corresponds to *Explore*—learners investigate real-world cases and *Explain*—they articulate how theories and functions apply. • **AID Principles:** Activities are **Active** (case analysis, media critique), **Interactive** (group sharing, discussion), and **Dialogic** (guided questioning to connect theory and practice). • **3Rs Guiding Principles:** ○ **Responsive:** Tailored to learners' contexts, differentiated through case or multimedia formats, and technology-integrated. ○ **Relevant:** Connects theories to real-world social issues and cultural identity, aligning with career pathways. ○ **Reflective:** Learners critically evaluate examples, think metacognitively about

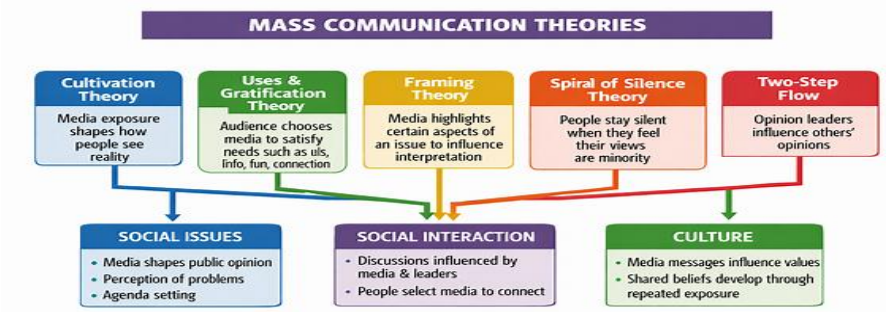
	DAY 3 **2. Discussing New Concept** Let's now focus on the key ideas of our lesson. We will define important terms, explore how communication and multimedia theories connect to social issues, analyze their functions in shaping culture and interaction, and see how these concepts apply to real-world scenarios and career pathways. This discussion will help us build a clear foundation before moving into deeper applications. **Option 1: Defining and Exploring Theories** • Present definitions of major communication and multimedia theories (e.g., Agenda-Setting, Uses & Gratifications, Cultivation Theory). • Use analogies or simple models (e.g., "Agenda-Setting is like a spotlight—media decides what issues we focus on"). • Guide learners in identifying how these theories explain contemporary social issues.	communication's role, and articulate goal-oriented insights. **Instruction to Teacher:** Present definitions of major theories and functions using analogies and real-life examples. Guide learners in connecting concepts to social issues and career pathways through discussion. **Option 1** **Processing Questions:** 1. *How do the following communication theories help us understand the way media highlights certain social issues?* a. Add theories 2. *Which communication theory best explains your own experience with media use?* 3. *Why is it important to evaluate the relevance of these theories in today's society?* • **IDF (SHS Curriculum):** Provides structured knowledge acquisition, ensuring learners grasp theoretical foundations before application. • **5E/7E Model:** This stage corresponds to *Explain*—teacher clarifies concepts, and *Elaborate*—learners extend understanding by linking to personal experiences and careers. • **AID Principles:** Activities are **Active** (concept mapping, analysis), **Interactive** (peer discussion, career reflection), and **Dialogic** (teacher prompts with guiding questions). • **3Rs Guiding Principles:** o **Responsive:** Tailored with analogies and differentiated by learner interests (theories, functions, careers). o **Relevant:** Contextualized to everyday communication, cultural identity, and career readiness.

	3. Developing Mastery Now that we've explored the key ideas, it's time to practice and apply them. These activities will help you strengthen your understanding of communication and multimedia theories, their functions, and their relevance to real-world contexts and careers. **Option 1: Theory Application Drill** • Provide short scenarios (e.g., a news outlet prioritizing certain issues, a social media trend). • Ask learners to identify which communication theory applies and explain why. **Option 2: Function Identification Exercise** • Present different media samples (e.g., a news clip, advertisement, cultural documentary). • Learners identify the primary communication function (informing, persuading, entertaining, cultural transmission) and discuss its impact.	○ **Reflective:** Learners evaluate relevance of theories, analyze functions, and set personal goals for applying concepts. **Instruction to Teacher:** Provide practice tasks such as theory application drills, function identification exercises, or career role-plays. Facilitate guided practice and encourage independent application. **Option 1** **Processing Questions:** 1. *Which theory best explains the scenario, and how?* 2. *How does this theory help us understand the influence of media on society?* 3. *Why is it important to evaluate theories in analyzing social practices?* **Option 2** **Processing Questions:** 1. *Which communication function is most evident in this example?* 2. *How does this function shape social interaction or cultural development?* 3. *How can you apply this understanding to improve your own communication practices?* • **IDF (SHS Curriculum):** Reinforces mastery by applying knowledge to varied contexts—social issues, media samples, and career simulations. • **5E/7E Model:** This stage corresponds to *Elaborate* and *Evaluate*—learners extend understanding through practice and demonstrate mastery. • **AID Principles:** Activities are **Active** (scenario analysis, role-play), **Interactive** (collaborative exercises), and **Dialogic** (discussion of results and reflections). • **3Rs Guiding Principles:**

		○ **Responsive:** Differentiated tasks (analysis, identification, role-play) tailored to learner strengths, supported with multimedia. ○ **Relevant:** Learners apply theories and functions to authentic scenarios, linking communication skills to community and career contexts. ○ **Reflective:** Learners critically evaluate their practice, refine strategies, and connect learning to personal and social goals.
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** In this stage, you will apply what you've learned to real-life or simulated scenarios. These activities will help you transfer communication and multimedia concepts into practical applications that connect to social issues, cultural development, and career pathways **Option 1: Social Issue Media Analysis** • Provide learners with a current social issue (e.g., misinformation, climate change awareness). • Ask them to analyze how media coverage reflects communication theories and functions. • Learners present findings in small groups. **Option 2: Community Communication Project** • Assign learners to design a short multimedia campaign (poster, social media post, or video) addressing a community concern (e.g., health awareness, local cultural event). • Learners apply communication functions and theoretical concepts in their design.	**Instruction to Teacher:** Facilitate activities where learners apply communication theories and functions to real-life or simulated contexts. Guide them in analyzing media coverage, designing community campaigns, or role-playing career pathways. Encourage group collaboration and reflective sharing. **Option 1** **Processing Questions:** 1. *Which communication theory best explains how media influences public perception of this issue?* 2. *What functions of communication are evident in the way the issue is presented?* 3. *How can analyzing media coverage help us better understand* *a. social practices; and* *b. cultural development?* **Option 2** **Processing Questions:** 1. *Which communication function does your project emphasize, and why?* 2. *How do theoretical concepts guide the strategies you used in your campaign?* 3. *In what ways can multimedia projects like this strengthen community interaction and cultural identity?* • **IDF (SHS Curriculum):** Strengthens competency by transferring knowledge

	DAY 4 **2. Making Generalization** Let's now consolidate what we've learned. In this stage, you will reflect, discuss, and summarize the key ideas about communication and multimedia theories, their functions, real-world applications, and career relevance. This will help you form clear generalizations that connect the lesson to your own life and future.	into practice, ensuring learners demonstrate skills in authentic contexts. ● **5E/7E Model:** This stage corresponds to *Elaborate*—learners extend understanding through application, and *Evaluate*—they present and justify their outputs. ● **AID Principles:** Activities are **Active** (hands-on projects, role-play), **Interactive** (group analysis, collaborative design), and **Dialogic** (discussion linking theory to practice). ● **3Rs Guiding Principles:** o **Responsive:** Activities are tailored to learner interests, differentiated by task type (analysis, project, simulation), and technology-integrated through multimedia. o **Relevant:** Learners connect communication concepts to real-world social issues, cultural identity, and career pathways. o **Reflective:** Learners critically evaluate their work, think metacognitively about strategies, and articulate goal-oriented insights for community and career impact. **Instruction to Teacher**: Guide learners to consolidate their understanding by facilitating one activity—concept mapping, reflective discussion, or career reflection—and provide clear instructions with guiding questions. Encourage sharing of insights and help them connect theories to social issues, culture, and career pathways, ensuring relevance to their personal experiences and future goals. **Option 1** **Processing Questions:** 1. *What key relationships between theories and functions did you identify in your concept map?* 2. *How do these connections help explain the role of communication in society?*

Option 1: Concept Mapping



Ask learners to create a concept map showing the relationship between communication theories and their functions in shaping social issues, interaction, and culture.

- Facilitate sharing and highlight common connections.

Option 2: Career Pathway Reflection

- Ask learners to reflect on diverse communication career pathways and summarize how theoretical foundations support professional practice.
- Learners share short reflections in pairs or small groups.

3. *Which concept do you think is most relevant to understanding contemporary social issues, and why?*

Option 2
Processing Questions:

1. *Which career pathway in communication interests you most, and why?*
2. *How do communication theories and multimedia skills prepare professionals for success in these careers?*
3. *In what ways can careers in communication contribute to solving social issues and promoting cultural development?*

IDF Framework (SHS Curriculum)
Interdisciplinary: Links communication theories to social issues, culture, and careers.

- **Disciplinal**: Reinforces mastery of communication and multimedia concepts.
- **Functional**: Shows practical applications in daily life and professional pathways.
- **Developmental**: Encourages reflection and personal growth through generalization.

5E/7E Inquiry-Based Model

- **Engage**: Learners recall prior experiences.
- **Explore**: Concept mapping and discussions deepen inquiry.
- **Explain**: Sharing insights consolidates understanding.
- **Elaborate/Extend**: Career reflections connect learning to future contexts.
- **Evaluate**: Processing questions serve as formative assessment. *(7E adds "Elicit" for prior knowledge and "Extend" for career relevance.)*

◇ **AID Design Principles**

		Alignment: Activities match competencies on theory-to-practice connections. **Integration**: Combines theory, social issues, culture, and careers. **Design**: Structured options (maps, discussions, reflections) scaffold learning toward synthesis. ◇ **3Rs Guiding Principles** ● **Responsive**: Adapts to learners' experiences and career interests. ● **Relevant**: Connects theories to real-world issues and community identity. ● **Reflective**: Promotes personal insight and critical thinking about communication's role. **Note: Please see the link for the complete rubrics for all the activities in all quarter 2 lessons.** https://drive.google.com/drive/folders/1dPiv-296hrRs35LZa9icqAHvtYR_3098?usp=sharing
V. ASSESSMENT *(Assessing Learnings)*	Instructions: Answer the following multiple-choice questions carefully. Each item is designed to assess your understanding of communication and multimedia theories, their functions, real-world applications, and career pathways. Choose the best answer for each question. _____**1. A news outlet consistently highlights economic issues while downplaying environmental concerns. Which theory best explains this influence, and why?** A. Cultivation Theory – because repeated exposure shapes reality perceptions B. Diffusion of Innovations Theory – because new ideas spread through society C. Agenda-Setting Theory – because media prioritizes issues for public attention D. Uses and Gratifications Theory – because audiences select content to meet needs **Answer:** C. Agenda-Setting Theory _____**2. Comparing Cultivation Theory and Uses & Gratifications Theory, which key difference stands out?** A. Neither theory relates to media influence B. Both theories emphasize identical processes C. Cultivation emphasizes audience choice, while Uses & Gratifications emphasizes media power D. Cultivation emphasizes long-term exposure shaping perceptions, while Uses & Gratifications emphasizes active audience needs	

	Answer: D. Cultivation emphasizes long-term exposure shaping perceptions, while Uses & Gratifications emphasizes active audience needs _____**3. A government health campaign uses posters to inform, radio ads to persuade, and TV dramas to entertain while embedding health messages. What does this combination illustrate?** A. Communication functions operate independently B. Communication functions only entertain audiences C. Communication functions are irrelevant to social issues D. Communication functions overlap and reinforce each other **Answer:** D. Communication functions overlap and reinforce each other _____**4. When a cultural documentary both informs viewers and strengthens cultural identity, which conclusion can be drawn?** A. Communication functions are mutually exclusive B. Communication functions only persuade audiences C. Communication functions are limited to entertainment D. Communication functions can simultaneously serve multiple purposes **Answer:** D. Communication functions can simultaneously serve multiple purposes _____**5. A student designs a social media campaign for climate awareness. Analyzing this, which communication function is most dominant, and why?** A. Entertaining – because it uses humor B. Persuading – because it encourages behavioral change C. Informing – because it provides factual knowledge only D. Cultural Transmission – because it preserves traditions **Answer:** B. Persuading – because it encourages behavioral change _____**6. Comparing a health awareness poster and a viral TikTok video, what analytical insight emerges?** A. Both use identical strategies B. Both are irrelevant to cultural development C. Neither contributes to communication functions D. The poster emphasizes informing, while the video emphasizes entertaining and persuading **Answer:** D. The poster emphasizes informing, while the video emphasizes entertaining and persuading _____**7. A journalist and a PR officer both rely on communication theories. What key difference in application can be analyzed?** A. Both use theories only for entertainment B. Neither career applies communication theories C. Journalists ignore theories, while PR officers rely on them D. Journalists use theories to report objectively, while PR officers use them to shape public perception **Answer:** D. Journalists use theories to report objectively, while PR officers use them to shape public perception

	_____**8. Analyzing career pathways, why is multimedia skill integration essential for digital content creators compared to traditional journalists?** A. Both careers require identical skills B. Multimedia skills are irrelevant to digital creators C. Journalists use more advanced multimedia than digital creators D. Digital creators rely more on interactive and visual storytelling, while journalists rely on text-based reporting **Answer:** D. Digital creators rely more on interactive and visual storytelling, while journalists rely on text-based reporting _____**9. Comparing careers in advertising and cultural documentation, which analytical insight emerges?** A. Both careers emphasize identical functions B. Neither career contributes to social development C. Advertising emphasizes persuasion, while cultural documentation emphasizes cultural transmission D. Advertising ignores communication theories, while documentation relies on them **Answer:** D. Advertising emphasizes persuasion, while cultural documentation emphasizes cultural transmission _____**10. Why is analyzing career pathways in communication important for learners?** A. It restricts opportunities to one field B. It helps them memorize definitions only C. It eliminates creativity in career choices D. It connects theoretical foundations to practical applications in diverse professions **Answer:** D. It connects theoretical foundations to practical applications in diverse professions
VI. ENRICHMENT/REMEDIATION ACTIVITIES	**Activity Option 1: Theory-to-Practice Role Play** Learners are divided into small groups. Each group is assigned a communication theory (e.g., Cultivation, Uses & Gratifications, Framing, Spiral of Silence, Two-Step Flow). They role-play a short scenario that demonstrates how the theory applies to a real-world issue (e.g., misinformation, cultural identity, climate change awareness). After presenting, the class discusses the impact of the theory on social interaction and cultural development. **Processing Questions:** 1. Which communication theory did your group demonstrate, and how does it explain the scenario? 2. How does this theory help us understand the influence of media on society and community practices? 3. Why is it important to connect communication theories to real-world issues when analyzing media influence? **Activity Option 2: Multimedia Function Analysis** Learners are shown different multimedia samples (e.g., a news clip, advertisement, cultural documentary). They identify the primary communication function (informing, persuading, entertaining,

	cultural transmission) and explain how it shapes social interaction and cultural identity. Groups then compare their findings. **Processing Questions:** 1. Which communication function was most evident in the multimedia example, and why? 2. How does this function influence cultural development or decision-making in your community? 3. In what ways can understanding these functions help you apply communication skills more effectively in real-world scenarios?
VI. REFLECTION *(Feedback and Continuous Improvement)*	After facilitating this topic, I observed that learners _____. The key highlights included _____, while the main challenges encountered were _____. To improve instruction, I adjusted by _____, which helped enhance learner engagement and understanding.
VII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used [Microsoft Copilot] in order to [to assist in drafting and organizing instructional content for clarity and coherence]. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Learning Area	SOCIAL SCIENCES (THEORY AND PRACTICE)	Lesson Exemplar	9

I. OBJECTIVES	
A. Content Standard	The learners demonstrate an understanding of the behavioral and the applied social sciences, recognizing the roles of professionals, while grasping the functions and impacts of these disciplines in promoting social change and community well-being.
B. Performance Standard	The learners consult with a professional from an applied social science discipline (e.g., counseling, social work, criminology, education, communication) to gain insights into their roles and contributions to social change, analyze the discipline's real-world impact, and synthesize findings into a reflective report or presentation, demonstrating effective communication and ethical awareness.
C. Learning Competencies	Examine criminology as an applied social science including its theories, methods and careers
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	Frank E. Hagan, *Introduction to Criminology: Theories, Methods, and Criminal Behavior*, 10th ed. (Thousand Oaks, CA: SAGE Publications, 2017. Larry J. Siegel, *Criminology: Theories, Patterns, and Typologies*, 13th ed. (Boston, MA: Cengage Learning, 2018) Edwin H. Sutherland, Donald R. Cressey, and David F. Luckenbill, *Principles of Criminology* (Lanham, MD: Rowman & Littlefield, 1992). Siegel, Larry J., and Joanne Marie Ziembo-Vogl. *Criminology: Theories, patterns, and typologies*. Wadsworth/Cengage Learning, 2010.
III. CONTENT *(Sequencing Content)*	Criminology: The Study of Crime, Justice, and Social Impact 1. Defining Criminology as an Applied Social Science 2. Key Focus Areas of Criminology 3. Major Criminological Theories 4. Methods of Criminological Research 5. Career Pathways in Criminology

IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	a. Explain the nature and scope of criminology as an applied social science. b. Discuss and apply criminological theories in crime analysis. c. Describe the research methods used in criminology d. Discuss career paths in criminology and related fields e. Applying criminology concepts that will develop proactive citizens to empower community to drive social change by fostering inclusive public safety, and championing justice	
IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** **Option 1: "Picture/Video This" Visual Prompt** This activity will activate learners' awareness of crime and society as a context for criminology. **Procedure:** 1. Show learners **images or short video clips** of: ○ A police investigation https://www.youtube.com/watch?v=1mM-5tfjjDc&t=181s ○ Community crime prevention programs https://www.youtube.com/watch?v=cJ7iGWpGZ-Y ○ Court hearings or rehabilitation programs https://chatgpt.com/c/69e995f4-9c84-839c-b608-a57af3b84a1d **Processing Questions:** ○ What is happening in this image? ○ Who is involved, and why? ○ Why is understanding this important for society? ○ How does the discipline of criminology study these social issues? **Option 2: Think-Pair-Share – Crime in Our Community** **Procedure:** 1. Pose the question: *"Have you observed or heard about a crime or social problem in your community? How did people respond?"* 2. Ask the students to **think individually** for 1–2 minutes. 3. Ask the students to pair up to **share their experiences**.	The presented set of activities reflects the principles of the **K to 12 Instructional Design Framework**, particularly its emphasis on **learner-centered, contextualized, and reflective teaching-learning processes**. The use of **relevant reflective activities** ensures that learning begins from the learners' own experiences and gradually progresses toward conceptual understanding. In the **Activating Prior Knowledge** phase, activities such as *"Picture This"* and *Think-Pair-Share* align with the framework's principle of **constructivism**, where learners build new knowledge based on what they already know. By analyzing images and sharing community experiences, learners are encouraged to **reflect on real-life situations involving crime**, making learning **contextualized and meaningful**. These reflective tasks also demonstrate **spiral progression**, as learners revisit their existing understanding of social issues (e.g., crime, community response) and prepare to deepen this knowledge through formal study of criminology. The

	Processing Questions: o How did the people of the community solve the crime? o How could studying crime help communities prevent it? o Which professions or disciplines study these problems scientifically? **2. Establishing the Purpose of the Lesson** **Option 1: "Crime in Our Community" Quick Discussion** **Procedure:** 1. Ask learners to recall a crime or social issue in their community or news. 2. Share in pairs and then discuss as a class. Processing Questions: o Who committed the crime? Who was the victim? o What kind of crime happened in your community? o How did it happen? o Why did the crime happen? o Who addresses these issues? o Who do you think have the competencies to solve crimes systematically and scientifically? o Why is it important to solve crimes in the community? o Do you think you can participate in solving crimes in community? **Option 2: "Who Solves the Crime?" Brainstorm** **Activity:** 1. Present a **short, fictional crime scenario** (e.g., theft in a school). 2. Ask learners to list down the persons that should solve the crime. Processing Questions: o What kind of crime happened in the video? o How did it happen? o Who addresses these issues? o Who do you think have the competencies to solve crimes systematically and scientifically? o Why is it important to solve crimes in our community? o Do you think you can participate in solving crimes in the community?	use of processing questions promotes **higher-order thinking skills (HOTS)** by requiring learners to explain, analyze, and evaluate situations rather than simply recall information.In the **Establishing the Purpose of the Lesson** phase, activities such as *"Crime in Our Community," "Who Solves the Crime?"* and *"Quick Poll"* embody the framework's focus on **clear learning goals and relevance**. Learners reflect on **who addresses crime, how it is solved, and why it matters**, helping them understand the **practical value of criminology**. Furthermore, these activities support **differentiated and interactive learning**, as learners engage through multiple modalities—visual (images/videos), interpersonal (pair/share), and intrapersonal (reflection). This ensures inclusivity and responsiveness to diverse learner needs, which is a key component of the instructional design framework.Overall, the activities demonstrate that **relevant reflective practice** is integral to the K to 12 Instructional Design Framework.

	Option 3: "Quick Poll: Why Study Crime?" **Objective:** Activate curiosity and personal connection. **Activity:** 1. Ask learners to raise hands or vote on questions like: ○ "Have you ever seen a crime happen?" ○ "Do you want to know why people commit crimes?" 2. Ask students to discuss briefly how criminology helps answer these questions. Processing Questions: ○ What kind of crime happened in your community? ○ How did it happen? ○ Who addresses these issues? ○ Who do you think have the competencies to solve crimes systematically and scientifically? ○ Why is it important to solve crimes in our community? ○ Do you think you can participate in solving crimes in the community?	
B. Instituting New Knowledge	**1. Presenting Examples** **Option 1: "Picture Talk: What Is Happening?"** **Procedure:** 1. Show 3–4 pictures related to crime situations (e.g., cyberbullying, vandalism, police investigation, community patrol). https://chatgpt.com/c/69eac33b-1ea0-839d-9228-55e2d6629252 2. Ask learners: ○ What is happening in the picture? ○ Why do you think the crime occurred? ○ Who is involved in solving the problem? **Processing:** Explain that **criminology studies crime, criminals, victims, and society's response to crime**. It is considered an **applied social science** because it uses knowledge from sociology, psychology, and law to understand and prevent crime. Teacher may use the concept map below as guide in processing the discussion. https://chatgpt.com/c/69e96d70-e824-8323-bb68-82f5d9815c5f	Activities such as *"Picture Talk"* and *"Mini Case Investigation"* align with the framework's principle of **contextualization and constructivism**. Learners are first exposed to **realistic and relatable crime situations**, allowing them to **observe, reflect, and hypothesize** before formal definitions are introduced. Through guided questions, learners engage in **initial analysis of causes, actors, and societal responses**, which promotes **inquiry-based learning**. The teacher's processing then bridges these observations to the concept of **criminology as an applied social science**, demonstrating

	Purpose: The activity provides a **visual and concrete example** to spark curiosity about the study of criminology. **Option 2: "Mini Case Investigation" (Presentation)** **Activity:** 1. Present a short case scenario: *Example:* "A group of teenagers vandalized a public wall after being challenged by their friends." 2. Ask students to form a group of three to four members and discuss the following questions: o Why might the teenagers have committed the act? o Which social factors influenced their behavior? o How could authorities or the community respond? **Processing:** Introduce the idea that criminologists use **different theories** (e.g., peer influence, social learning, strain) to analyze why crimes occur.Teacher may use this reference (Siegel, Larry J., and Joanne Marie Ziembo-Vogl. *Criminology: Theories, patterns, and typologies*. Wadsworth/Cengage Learning, 2010.) **Purpose:** Learners begin to see how **criminological theories help analyze real-life crime situations**. **2. Discussing New Concept** **Option1: Cyberbullying Investigation** **Scenario:** Several students have been receiving hurtful messages and offensive posts on social media. Some victims avoid school, and a teacher notices declining performance. **Procedure:** 1. Divide learners into **investigation teams**. 2. Teams analyze the case using the guide below: **Task** — **Questions / Actions** **Nature & Scope** — How does criminology study cybercrime and its effects on victims and society?	**scaffolding**—a key feature of the K to 12 framework. Activities like *"Cyberbullying Investigation"* and *"Crime Mapping Challenge"* represent the **concept development stage**, where learners engage in **guided analysis and structured inquiry**. These tasks align with the K to 12 focus on: • **Spiral progression**, as learners deepen their understanding of crime by integrating **theories, research methods, and professional roles** • **Interdisciplinary learning**, since criminology is explored through its connections with sociology, psychology, and law • **Higher-order thinking skills (HOTS)**, as learners analyze patterns, explain behaviors, and propose solutions The use of collaborative investigation promotes **active learning and social constructivism**, where knowledge is co-constructed through discussion and reflection. Learners are not only understanding concepts but also **applying them to realistic and socially relevant issues**, strengthening meaning and retention.

	Criminological Theories Which theory explains the cyberbullying behavior? (Social learning theory, strain theory) **Research Methods** Which method could study the problem? (Online surveys, interviews, observation) **Career Paths** Which professionals are involved? (Criminologist, cybercrime investigator, school counselor, law enforcement) **Option 2: Crime Mapping Challenge (Visual / Analytical)** **Scenario:** A neighborhood reports repeated vandalism and theft at different locations. The local barangay wants to identify patterns to prevent future crimes. **Procedure:** 1. Provide learners with a **map of the neighborhood** with crime incidents marked. Below is the link of a neighborhood map. https://chatgpt.com/c/69e997e5-1c68-8323-8427-f330d65d2923 2. In groups, learners: ○ Analyze patterns and explain the **scope of criminology** (why certain areas are targeted, social factors) ○ Discuss which **theories** explain offenders' behavior in those areas ○ Suggest **research methods** to collect more data (observations, surveys, interviews) ○ Recommend **careers/professionals** needed to address the problem (criminologist, social worker, police) **Outcome:** Learners develop **analytical thinking**, seeing **real-world crime trends** and linking theory, research, and professional application. **3. Developing Mastery** **Option 1: Crime Scene Investigation Simulation** **Scenario:** Several tablets and laptops were stolen from the school library. Security footage shows students entering restricted areas during lunch. **Procedure:**	Activities such as *"Crime Scene Investigation Simulation," "Crime Mapping and Analysis,"* and *"Community Crime Prevention Workshop"* align with the **application and transfer phase** of the K to 12 framework. These tasks require learners to: • **Synthesize knowledge** of criminology (nature, theories, methods, careers) • **Apply concepts to complex, real-world scenarios** • **Generate solutions and make informed decisions** This stage reflects **authentic assessment**, where learners demonstrate understanding through **performance-based outputs** such as investigations, presentations, and prevention plans. It also promotes **transformative learning**, as learners see themselves as **active contributors to community safety and social change**.

	1. Set up the classroom as a **mock crime scene** with clues (maps, witness statements, photos). 2. Divide learners into **investigation teams**. 3. Tasks for each team: o Identify **the crime and its social impact** → covers **nature and scope** o Apply a **criminological theory** to explain the suspects' behavior → covers **theories** o Decide which **research method** would help study or solve the case → covers **research methods** o Identify the persons who will solve the crime? o **career roles** needed to address the crime 4. Teams present their **analysis and proposed solution**. **Option 2: Crime Mapping and Analysis** **Scenario:** A neighborhood reports repeated vandalism and theft at multiple locations over the past month. **Procedure:** 1. Provide learners with a **map marking crime locations**. 2. In groups, learners: o Analyze the **pattern of crimes** → understand the **scope of criminology** o Identify **criminological theories** that explain offenders' behaviors → apply **theories** o Suggest **research methods** to gather further data → covers **research methods** o Determine which **professionals** would address or prevent these crimes → covers **career paths** 3. Groups share a **crime prevention recommendation plan**. Below is the sample template for a crime prevention plan. **Option 3: Community Crime Prevention Workshop** **Scenario:** Graffiti and petty theft occur in the community park, making residents feel unsafe. **Procedure:**	

	1. Learners work in **groups as community safety teams**. 2. Tasks: o Discuss the **social and environmental factors** influencing crime → covers **nature and scope** o Apply **criminological theories** to explain why offenders engage in these behaviors → covers **theories** o Decide on **research methods** to investigate the problem → covers **research methods** o Identify **career roles** (criminologist, social worker, police, community officer) for implementing solutions → covers **career paths** 3. Each group presents a **comprehensive prevention plan** using posters, skits, or presentations	
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **Option 1: Community Crime Prevention Planning** **Scenario:** A local park has experienced vandalism, theft, and minor assaults over the past month. Resident report feeling unsafe and want solutions. **Procedure:** 1. Divide learners into **community safety task forces**. 2. Tasks: o Analyze the **problem** using criminology concepts (nature and causes of crime, social/environmental factors). o Apply **criminological theories** to explain offenders' behaviors. o Propose **evidence-based solutions** using research methods (surveys, observation, interviews). o Identify **community partners and professionals** to implement solutions (police, social workers, youth groups, local government). 3. Learners present a **crime prevention and community safety plan** to the class. **Learning Outcome:** Learners **apply criminology concepts** to **real community problems** and propose solutions fostering public safety and justice. **Option 2: Simulated Community Risk Assessment (Evaluating & Decision-Making)**	The given activities strongly reflect the **application, transfer, and generalization phases** of the **K to 12 Instructional Design Framework**, where learners move beyond understanding concepts to **applying knowledge in real-life contexts and internalizing learning through reflection**. These stages highlight the use of **relevant reflective and transformative practices**, which are essential in developing socially responsible and critically thinking learners. Activities such as *"Community Crime Prevention Planning," "Simulated Community Risk Assessment,"* and *"Crime Prevention Awareness Campaign Design"* exemplify the framework's emphasis on **contextualization, performance-based learning, and real-world application**. Learners are engaged in **authentic tasks** that simulate real

	Scenario: Students role-play as a **community safety task force** tasked with assessing the risk of theft, vandalism, and cybercrime in a simulated neighborhood. Choose any one of the crimes. **Procedure:** 1. **Evaluate Risk:** o Ask the learners to assess the data (maps, incident reports, witness statements) to identify high-risk areas and vulnerable groups. 2. **Hypothesize Causes:** o Ask the learners to apply **criminological theories** to explain potential causes of crimes in the community. 3. **Decision-Making:** o Let the learners prioritize which problems to address first and justify interventions. 4. **Innovate Solutions:** o Let the learners propose preventive measures and awareness programs that **maximize safety and inclusivity**. 5. **Reflect:** o Analyze the potential impact of their interventions on community trust, social justice, and crime reduction. **Processing Questions:** o What types of crimes are present in your assigned community (e.g., theft, vandalism, cybercrime)? o What factors may contribute to the occurrence of these crimes? o How do these crimes affect individuals and the community as a whole? o What actions can your task force recommend to reduce or prevent these crimes? o What did you learn about crime prevention through this activity? **Activity 3: Crime Prevention Awareness Campaign Design (Creating & Evaluating)** **Scenario:** Cyberbullying, petty theft, and vandalism are common in the school community. Learners are tasked with designing a campaign to **empower peers and neighbors** to prevent these crimes	community issues, requiring them to: • **Apply criminology concepts and theories** to analyze problems • Use **research-based approaches** (e.g., surveys, observation, interviews) • **Collaborate and make decisions** grounded in evidence • Design **practical and innovative solutions** for crime prevention Activities such as *"Transformative Reflection Circle," "From Knowledge to Action Concept Map,"* and *"Ethical Decision & Community Pledge"* align with the **generalization and reflection phase** of the K to 12 frameworks. This stage is crucial for helping learners **synthesize, internalize, and transfer learning to new situations**. Through reflective dialogue and synthesis tasks, learners: • **Consolidate key criminology concepts, theories, and methods** • Reflect on **personal insights and behavioral implications**

	HOTS Procedure: 1. **Research & Analyze:** o Investigate crime trends using surveys, interviews, or observation. o Identify key risk factors and vulnerable groups. 2. **Synthesize & Create:** o Develop a **multimedia awareness campaign**: posters, social media posts, videos, or skits. o Incorporate strategies to **promote inclusion, public safety, and justice**. 3. **Evaluate Impact:** o Predict potential challenges and assess how the campaign might change behavior. o Suggest improvements based on evaluation criteria. 4. **Present & Defend:** o Present the campaign to classmates or community stakeholders and **justify design choices** using criminology concepts. **2. Making Generalization** **Option 1: Transformative Reflection Circle** **Procedure:** 1. Learners sit in a circle. Teacher poses **provocative reflective questions**: o Which crime scenario resonated most with you, and why? o What have you learned from our activities? o How would you act differently in your community knowing what you've learned?" o Which criminological concept can you apply in real life to promote safety and justice?" 2. Each learner shares insights and discusses **practical actions** they could take. 3. Teacher synthesizes key takeaways and highlights how theory, research, and career roles connect to **community transformation**. **Option 2: "From Knowledge to Action" Concept Map.** **Procedure:** 1. Learners create a **concept map** linking: o Key criminology concepts learned o Theories applied	• Translate knowledge into **practical actions and ethical commitments**

	○ Research methods explored ○ Career roles identified ○ Real-life actions to foster **inclusive public safety and justice** 2. Groups present their maps, highlighting how **each element informs proactive solutions**. 3. The teacher guides a discussion on **which strategies are most feasible and impactful**. **Option 3: Ethical Decision & Community Pledge** **Procedure:** 1. Present learners with a **realistic ethical dilemma**, e.g.: ○ Witnessing bullying or vandalism in the community or online ○ Finding a peer involved in minor theft 2. In groups, learners: ○ Analyze the situation using **criminology concepts and theories** ○ Decide on an ethical course of action and **justify it** ○ Reflect on how this action could **positively impact community safety** 3. Individually, learners write a **pledge** outlining **how they will apply what they learned** to promote justice and inclusive safety.	
V. 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.* **1. Which of the following BEST describes criminology as an applied social science?** A. The study of crime only through legal statutes B. The study of crime, criminals, victims, and society's response C. The study of social media trends among teenagers D. The study of law enforcement procedures only **Answer:** B **2. Which criminological theory explains crime as a behavior learned through observation and interaction with others?** A. Social Learning Theory B. Strain Theory C. Rational Choice Theory D. Social Control Theory **Answer:** A **3. Which research method is commonly used by criminologists to study criminal behavior in a natural environment?**	

	A. Laboratory experiment B. Case study and observation C. Content analysis of literature D. Meta-analysis **Answer:** B **4. According to Strain Theory, why do individuals commit crimes?** A. They lack supervision from family or society B. They learn criminal behavior from peers C. They experience frustration when legitimate goals are blocked D. They calculate benefits and risks rationally **Answer:** C **5. Which of the following careers focuses on analyzing crime data to understand patterns and prevent criminal activity?** A. Criminologist B. Forensic psychologist C. Police officer D. Correctional officer **Answer:** A **6. What is the primary purpose of applying criminological theories?** A. To enforce laws strictly B. To explain the causes and motivations of criminal behavior C. To memorize historical crime cases D. To design buildings with security cameras **Answer:** B **7. Which research method involves asking a group of people structured questions to gather data about crime?** A. Interview B. Survey C. Observation D. Case study **Answer:** B **8. The Social Control Theory suggests that crime occurs when:** A. People are frustrated by social pressures B. Individuals lack strong bonds to family, school, or community C. Criminals weigh risks versus rewards D. Society encourages criminal behavior **Answer:** B

	9. Which of the following BEST describes a role of a forensic analyst in criminology? A. Investigating and interpreting physical evidence from crime scenes B. Writing laws for crime prevention C. Conducting school safety drills only D. Supervising parole officers **Answer:** A **10. Why is criminology considered an applied social science?** A. It only studies crime in books and theory B. It applies research and theory to prevent, analyze, and respond to crime in society C. It focuses solely on punishing criminals D. It studies crimes without considering their social impact **Answer:** B
VI. REFLECTION *(Feedback and Continuous Improvement)*	*This section presents the key highlights and challenges encountered by both teachers and learners during the teaching-learning process throughout the unit. It also includes the adjustments made by the teacher to improve instruction.*
VII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used Copilot, AI Gemini, ChatGPT, Perplexity in order to efficiently synthesize complex, multidisciplinary information and help in designing accessible, engaging materials that integrate diverse perspectives into practical applications. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Learning Area	SOCIAL SCIENCES (THEORY AND PRACTICE)	Lesson Exemplar	10

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the behavioral and the applied social sciences, recognizing the roles of professionals, while grasping the functions and impacts of these disciplines in promoting social change and community well-being.*
B. Performance Standard	*The learners consult with a professional from an applied social science discipline (e.g., counseling, social work, criminology, education, communication) to gain insights into their roles and contributions to social change, analyze the discipline's real-world impact, and synthesize findings into a reflective report or presentation, demonstrating effective communication and ethical awareness.*
C. Learning Competencies	**Examine gender studies and development, including its theories and concepts, methods of inquiry, interdisciplinary nature, and career pathways**
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	———. "Pananakit ng nobyo sa influencer na si Mica Nicdao, posibleng paglabag sa VAWC | 24 Oras." Video. *YouTube*, November 28, 2025. https://www.youtube.com/watch?v=vnD3PZnd5wo. "Feminist Standpoint Theory | Internet Encyclopedia of Philosophy," n.d. https://iep.utm.edu/fem-stan/. ANC 24/7. "PH Women Commission: PH Made Significant Strides on Gender Equality, but Gaps Remain | ANC." Video. *YouTube*, March 9, 2024. https://www.youtube.com/watch?v=wY6FxUr1GYM. Blog. "Gender Studies: Definition, Scope, Interdisciplinary Nature & Impact – The Blog," May 24, 2022. https://jgu.edu.in/blog/2022/05/24/the-rise-of-gender-studies-as-an-interdisciplinary-field-the-relevance-of-gender-studies/. Cottais, Camille. *Marxist and Socialist Feminism*. Translated by Matilde Fourey, 2021. https://igg-geo.org/wp-content/uploads/2021/04/Technical-Sheet-Marxist-and-socialist-feminism.pdf. GMA Integrated News. "Miyembro ng LGBTQIA+ community, nakaranas umano ng diskriminasyon sa isang bar | SONA." Video. *YouTube*, June 27, 2023. https://www.youtube.com/watch?v=R71PSmengdE. New York Magazine. "Boys and Girls on Stereotypes." Video. *YouTube*, March 7, 2018. https://www.youtube.com/watch?v=aTvGSstKd5Y. Oliveira, Luiz Eduardo, and José Augusto Batista Dos Santos. "Aula 7." *Literatura De Língua Inglesa V*, n.d., 96–98. https://cesad.ufs.br/ORBI/public/uploadCatalago/10154406122018Literatura_de_Lingua_Inglesa_V_-_aula_07.pdf.

	One News PH. "Women's Advocate Underscores Pay Gap between Men and Women in the Workplace." Video. *YouTube*, June 14, 2023. https://www.youtube.com/watch?v=oTHFokApGCw. Singh, Manju. *Judith Butler's Theory of Performativity.* 2022. https://ijrpr.com/uploads/V3ISSUE8/IJRPR6666.pdf The Fourth World Conference on Women. "Beijing Declaration and Platform for Action," 1995. https://www.un.org/womenwatch/daw/beijing/pdf/BDPfA%20E.pdf. Thompson, Karl. "Liberal and Marxist Feminism: Perspectives on Society." *ReviseSociology* (blog), October 9, 2025. https://revisesociology.com/2016/07/11/liberal-radical-marxist-feminist-perspectives-society-sociology/.
III. CONTENT *(Sequencing Content)*	*Gender Studies and Development as Interdisciplinary Social Sciences* *A. Definition of Gender Studies and Development* *B. Key Theories and Concepts in Gender Studies and Development* *C. Methods of Inquiry in Gender Studies and Development* *D. The Interdisciplinary Nature of Gender Studies and Development* *E. Career Opportunities in Gender Studies and Development*
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	- Define and explain the basic concepts and theories of Gender Studies and Development such as gender, gender roles, gender equality, and gender inequality. - Identify and describe the different methods of inquiry used in Gender Studies, including qualitative and quantitative research methods - Analyze how Gender Studies is interdisciplinary by explaining its connections with other fields Develop an appreciation for careers that promote gender equality and social development by putting up an awareness campaign about gender workers.

IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**DAY 1** **1. Activating Prior Knowledge** *Option 1: Gender Box* - Teacher will draw two boxes- Man Box and Woman Box - Students will write on a strip of paper characteristics of a 'man' and a 'woman' - Students will post the characteristics to the box where these characteristics are expected - This activity will be done for 5 minutes. - Teacher can also introduce this video to expound the understanding of gender to the students: https://www.youtube.com/watch?v=aTvGSstKd5Y	*SHS- IDF:* *This activity allows students to be **reflective** with their own experiences and context. This will introduce the content of the lesson in a meaningful and impactful way through real life experiences.* *Processing Questions (Gender Box):* *1. Why did you put these characteristics under these genders?* *2. Who assigned these characteristics to these genders?*

3. *What happens if these strips of paper stays in their box and people will follow them religiously?*
4. *What happens when the strips of paper is transferred from one box to another?*
5. *As a man or a woman, how do you feel about the characteristics listed inside your box?*

Option 2: Step Forward If…

- Students will line up.
- Students will step forward for every statement that is true to their **personal** experiences.
- Make sure that the students will only depend on their personal experiences.
- This activity can be done in 10-15 minutes.

For Women	**For Men**
Step forward if you were expected to help more with household chores because you are a woman.	Step forward if you were told you need to be tough, strong, or not cry because you are a man.
Step forward if someone told you certain hobbies or careers are "not for women' or too "boyish"	Step forward if you have been judged for interests or hobbies considered "feminine."
Step forward if you have felt unsafe walking alone at night.	Step forward if someone assumed certain caregiving or household tasks aren't for men.
Step forward if someone commented on your appearance instead of your abilities.	Step forward if you felt pressure to pursue leadership or "masculine" roles even if you didn't want to.
Step forward if you were encouraged to be "ladylike" or polite" more than others.	Step forward if you felt unsafe showing vulnerability in front of peers or family.

Processing Questions: (reflective part) (Step Forward If…)

1. *Look at your point origin, how can you describe your distance from your point of origin (line where the students started)?*
2. *Why do you think you are there?*
3. *How does this affect you as a man or as a woman?*
4. *What will happen if these experiences will continue to occur and affect people of your gender?*
5. *How will these experiences affect you as a person now and in the future?*

Step forward if you have noticed fewer women in leadership roles or in media representations of your profession.	Step forward if you were discouraged from expressing emotions openly because you are a man.
Step forward if you were expected to be nurturing or caring because of your gender.	Step forward if society expected you to earn more or provide financially because of your gender.
Step forward if you avoided speaking up to prevent being labeled "bossy" or "aggressive."	Step forward if you have experienced limited representation of men in nurturing roles in media or school.

2. Establishing the Purpose of the Lesson

Option 1: ACROSTIC

- Present the words GENDER STUDIES and DEVELOPMENT to the students.
- Let the students will think of words and phrases that they can relate to the central words using the first letter of the said words.
- Students will explain the idea of GENDER STUDIES and DEVELOPMENT using the words and phrases that were given in the acrostic.
- The teacher will guide the students in utilizing given words and phrases to come up with a viable discussion.

G-	D-
E-	E-
N-	V-
D-	E-
E-	L-
R-	O-
S-	P-
T-	M-
U-	E-

SHS-IDF:
*This activity allows students to be **responsive** and **reflective.** Through their concrete experiences and conceptualization, students will relate words to their ideas of the concepts.*

Processing Questions:
ACROSTIC

1. *What is gender studies?*
2. *What are the concepts that we talk about in gender studies?*
3. *What is development?*
4. *How are these two concepts related?*
5. *How did the area of gender studies progressed or evolved throughout the years?*

D- N-
I- T-
E-
S-

- Teacher will lead the discussion on the evolution of gender studies.
  Women and development
  Women in development
  Gender and Development
  Gender Studies and Development

Option 2: Frayer Model

- Using the Frayer Model, the teacher will lead the students in defining the terms: Gender and Development.

Frayer Model: GENDER STUDIES	
Define	*Characteristics*
Examples	*Non- examples*

Frayer Model: DEVELOPMENT	
Define	*Characteristics*
Examples	*Non- examples*

- Give 15 minutes to create the Frayer Model
- Based on the results of the Frayer Model, the teacher will lead the discussion on the definition of GENDER STUDIES, DEVELOPMENT and the connection of the two concepts.
- Teacher will lead the discussion on the evolution of gender studies.
  Women and development
  Women in development
  Gender and Development
  Gender Studies and Development

*SHS-IDF: This activity allows students to **explore** the meaning of gender studies and development and allow them to **evaluate** the connection of the two concepts. This is highly **reflective** because it will try to make sense of the two different concepts together.*

Processing Questions:

1. What is gender?
2. What are the concepts that we talk about in gender studies?
3. What is development?
4. How are these two concepts related?
5. How did the area of gender studies progressed or evolved throughout the years?

Notes to teacher:
Concepts of Gender Studies can be found here (although there are other sources):

https://jgu.edu.in/blog/2022/05/24/the-rise-of-gender-studies-as-an-interdisciplinary-field-the-relevance-of-gender-studies/

B. Instituting New Knowledge	**1. Presenting Examples**
	Option 1: News Analysis
	- Students will analyze the following news and discuss their insights about the reports
	- The teacher will present the following videos and will ask the studets to note their insights for the discussion
	- A discussion every after video will be needed to process the thoughts of the students.
	- The processing question can aid the discussion flow.
	
	News 1: Gender- base violence
	https://www.youtube.com/watch?v=vnD3PZnd5wo
	News 2: Political underrepresentation
	https://www.youtube.com/watch?v=wY6FxUr1GYM
	News 3: LGBTQIA+ Discrimination
	https://www.youtube.com/watch?v=R71PSmengdE
	News 4: Wage Gap
	https://www.youtube.com/watch?v=oTHFokApGCw
	
	Option 2: Power in Numbers
	- Students will be grouped into four
	- Each group will be given a specific set of issues regarding gender
	- The groups will be tasked to get the numbers and statistics regarding the assigned issues
	- The students are to be given 20 minutes to conduct their research
	  o Group 1- Gender- Based Violence
	  o Group 2- Political Underrepresentation
	  o Group 3- LGBTQIA+ Discrimination
	  o Group 4- Wage Gap
		*SHS-IDF: This activity expects students to be **reflective** of the issues related to gender. It allows students to filter out **relevant** information to their own contexts.*
		
		Processing questions
		1. What were the videos about?
		2. What issues were discussed in the videos?
		3. Why are these issues happening?
		4. Why do we have to talk about these issues?
		5. What will happen if these issues persist?
		
		*SHS- IDF: Students will try to make meaning of the numbers and statistics behind gender issues and gender concerns. This activity will allow students to **elaborate** the meaning of the statistics and the numbers to real-life context and their implications as concerns of gender. This is also a vital skill in understanding quantitative research.*
		Processing Questions:
		(Power in Numbers)
		1. What are these issues about?
		2. What are the statistics connected to these issues?
		3. What do these numbers mean?
		4. Why do we have to talk about the numbers of these issues?
		5. What will happen if these number still rises?

	DAY 2 **2. Discussing New Concept** *Option 1: Paint- me- a Picture* - Students will be grouped into 4. - Each group will be assigned a gender theory - The groups will form a tableau depicting the assigned gender theory - One person from the group will explain the formed tableau. Group 1- Queer Theory Group 2- Feminist Theory (Marxist, Socialist, Liberal) Group 3- Gender Performativity Group 4- Standpoint Perspective - This rubric can be used for grading the group's presentation: *Option 2: Vlog It!* - Students will be grouped into 4. - Each group will be assigned a gender theory - The groups will create a vlog explaining the assigned theories: - Students will be given 30 minutes to analyze the reading and for group planning and dynamics and another 30 minutes for vlogging. - Students can utilize free apps for the vlogging process (like CapCut, Canva, etc) - The vlogs is limited to 5-10 minutes. Group 1- Queer Theory Group 2- Feminist Theory Group 3- Gender Performativity	*SHS- IDF: This activity lets students be **engaged** with social issues and concerns in the aspect of gender by forming scenes showing different perspectives. This will also allow students to **reflect** on current gender concerns and apply these concerns to the emergence of the different theories arising in the discussion of gender studies.* Guide Questions for the tableau - What elements are present in the tableau? - What is the tableau trying to explain? - What social situations do the theories explain? Processing Questions: 1. What were the elements present in the tableau? 2. What is the tableau explaining? 3. What social situations are the theories explaining? Guide Question for the Vlog: 1. What is this gender theory about? 2. How does this gender theory explain gender roles in society? 3. Why is it important to understand this gender theory *SHS-IDF: Students are encourage to **be reflective** of different gender issues and come up with themes, symbols*

	Group 4- Standpoint Perspective - Please see the drive link for the complete set of rubrics. *Teacher notes:* - **QUEER THEORY:** There are a number of queer theorists that tries to explain 'queer theory'. One of the earliest is Michel Fouault. As Oliveira and dos Santos (n.d.) explains: *The assertions he makes on this topic point at a denaturalization of the dominant understandings of sexual identity, which is of great avail to a theory [queer] that calls into question heteronormativity. According to the aforementioned author, sexuality is not a human attribute – or "fact of nature" if you will –, but a discursive production, and as such, a human construct. His Histoire de la sexualité (1976) – or History of Sexuality – advances the argument that the power exercised by various institutions apparently "to suppress" sexuality was actually responsible for producing it as a "hidden truth" that must be rooted out.* (https://cesad.ufs.br/ORBI/public/uploadCatalago/10154406122018Literatura_de_Lingua_Inglesa_V_-_aula_07.pdf) - **FEMINIST THEORY** There are three major theories under the Feminist Theory- Liberal Feminism, Marxist Feminism and Socialist Feminism). If which explains that gender inequality is commonly rooted in different ways. For Liberal Feminists, inequality stems from discrimination and outdated social norms (Thompson, 2016) https://revisesociology.com/2016/07/11/liberal-radical-marxist-feminist-perspectives-society-sociology/ For Marxist Feminism, women oppression should disappear with the collapse of a capitalist systema and he end of class oppression. Socialist Feminism believes that both gender and class forms of oppression and privileges. It also asserts that capitalism builds on patriarchy to exploit women (Cottais,, n.d.) https://igg-geo.org/wp-content/uploads/2021/04/Technical-Sheet-Marxist-and-socialist-feminism.pdf - **GENDER PERFORMATIVITY** According to Judith Butler (1990), gender identity is a performative compelled by social sanction and taboo. This explains that biological make up does not determine behavior but it is learned through particular ways of society, thus, gender is implied as a performance to please social expectations (Singh, 2022). - **STANDPOINT PERSPECTIVE (Feminist Standpoint Theory):**	*and ideas that will help them create the activity. This will also allow them to **explore** to deeper gender concerns to come up with ideas that will be translated to icons or symbols.* Guide questions in forming the logo 1. What are the issues or concerns in different disciplines regarding gender studies? 2. How are these issues and concerns depicted in the logo?

	("Feminist Standpoint Theory | Internet Encyclopedia of Philosophy," n.d. https://iep.utm.edu/fem-stan/.) Feminist standpoint theorists make three principal claims: (1) Knowledge is socially situated. (2) Marginalized groups are socially situated in ways that make it more possible for them to be aware of things and ask questions than it is for the non-marginalized. (3) Research, particularly that focused on power relations, should begin with the lives of the marginalized. **3. Developing Mastery** *Note to Teacher: This diagram was based on the different areas of concerns coming from the Beijing Platform for Action (focused on women) https://pcw.gov.ph/beijing-platform-for-action/* *Option 1. Logo Making* - The class will be divided in groups with 9 members. - The students will be assigned 1 discipline/ area of concern that can be interconnected with Gender Studies (refer on the diagram) - Task: Groups will create a logo for their assigned discipline - The logos should incorporate the issues and concerns regarding the assigned discipline/ area of concern and gender studies - The class will be given 20 minutes to create the logos and 5 minutes to present each logo. - The logos will be put into a template circling around Gender Studies	*SHS-IDF: This activity expects students to **reflect and respond** to th current and most pressing gender concerns. It also aims the students to **explore** the topic in a deeper level to give appropriate comments regarding the concerns.*

	- This template can be used (teacher can change the template) - Please see the drive link for the complete set of rubrics: *Option 2: PodCast* - Students will be grouped into 2. - They will create and record a PodCast that will discuss issues in different disciplines/ areas of concern regarding gender studies. - Students will be given 20 minutes for research and 25 minutes for research and planning and 20 minutes to create and record the podcast. - The podcast should last for 10-15 minutes only - The PodCasts will be used as their presentations for (a) *Class discussions* (b) *Plenary discussions with other grade levels* (c) *Teacher meetings* - Please see the google drive link for the complete set of rubrics.	Guidelines in making the PodCast: - *What are the issues of gender studies in different fields/ disciplines?* - *What are the actions (if any) of the local community or government regarding the issues and concerns?* - *How does this affect the people involved and the society as a whole?*
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** *Option 1: Community Pledge Wall and Seminar* - Students will invite people and conduct a simple talk about gender studies and development. - Students can invite practitioners from the field that will give talks on gender studies and development (e.g. Police Officer from Women's Desk, HR Personnel, Women Advocates from NGOs, Gender Specialists, Development Specialists) - Students will invite local people to write their pledge on how they can contribute to gender empowerment in the local community *Option 2: Interview* - Students will be tasked to interview people, practitioners and professionals in the field of gender studies and development.	*SHS-IDF: This activity expects students to **reflect and respond** to th current and most pressing gender concerns. It also aims the students to **explore** the topic in a deeper level by getting responses from people in the field. It also allow them to be **engaged** with first hand experiences to careers that has first hand information on gender concerns and issues.*

	- Examples are the following: (e.g. Police Officer from Women's Desk, HR Personnel, Women Advocates from NGOs, Gender Specialists, Development Specialists) - This activity can be done outside classes. Teacher can provide a letter for the students as a formal request and invitation for the interview. - Students can ask the following questions (follow ups are encouraged and additional questions are welcome) • *What is your role in promoting gender equality within your organization or field of work?* • *What are the most common gender-related issues or challenges you encounter in your profession?* • *How does your organization address gender discrimination or support gender inclusivity in the community or workplace?* • *Can you share a program, policy, or initiative that has helped improve gender equality or support marginalized genders?* • *What advice would you give to students who want to advocate for gender equality and gender-sensitive practices in their future careers?* **2. Making Generalization** *Option 1: My Own Pledge* - Guided by the teacher, the class will record the pledge of the students on how they can help in advocating gender empowerment. *Option 2: Documentary Analysis* - Teacher will let the students watch the documentary *https://www.youtube.com/watch?v=F90q56cAxpE* *Reel Time: Gender sensitivity, nauunawaan ba ng mga kabataan?*	
V. ASSESSMENT *(Assessing Learnings)*	1. A sociology student argues in class that ideas about sexuality change depending on historical period, culture, and social institutions such as religion, medicine, and law. She says sexuality is not simply a natural biological fact but something society shapes and talks about. Which theory best explains her argument? A. Liberal Feminism	

B. Marxist Feminism
C. Queer Theory
D. Standpoint Theory

2. Maria noticed that in her workplace, women rarely get promoted to leadership positions even though they have the same qualifications as men. She believes the issue can be solved by implementing equal opportunity laws and changing discriminatory workplace policies. Which feminist perspective best represents Maria's view?
A. Liberal Feminism
B. Marxist Feminism
C. Queer Theory
D. Standpoint Theory
3. During a discussion on women's oppression, a student argues that women's inequality mainly exists because of capitalism. He says that once the capitalist system and class inequality disappear, gender oppression will also disappear. Which theory does this statement reflect?
A. Gender Performativity
B. Liberal Feminism
C. Marxist Feminism
D. Socialist Feminism
4. In a school play, a teacher explains that society teaches boys to act "strong" and girls to act "gentle." She says these behaviors are not determined by biology but are repeated actions learned to meet social expectations. Which concept best describes this explanation?
A. Feminist Standpoint Theory
B. Gender Performativity
C. Liberal Feminism
D. Queer Theory
5. A researcher studying workplace discrimination decides to begin her research by interviewing female factory workers and domestic workers because she believes marginalized groups can provide deeper insights about inequality. Which theory supports this research approach?
A. Feminist Standpoint Theory
B. Gender Performativity
C. Liberal Feminism
D. Socialist Feminism
6. Which situation best illustrates Gender-Based Violence?
A. A woman is not chosen to run for a political position by her party.
B. A company refuses to hire someone because of their sexual orientation.
C. A woman is physically abused and threatened by her partner in their home.
D. A woman receives a lower salary than her male coworkers for the same job description.
7. Which scenario demonstrates Political Underrepresentation?
A. A woman is denied access to education.
B. Few women hold seats in the national parliament.
C. Women are paid less than men in the same workplace.
D. A person is bullied at school because of their gender identity.

	8. Which example shows LGBTQIA+ Discrimination? A. A woman is not allowed to vote in an election. B. A political party chooses only male candidates. C. A worker receives unfair pay compared to coworkers. **D. A qualified applicant is rejected from a job for being gay.** 9. Which situation represents the Wage Gap? A. A woman is discouraged from running for office. B. A lesbian couple is refused service at a restaurant. C. A woman experiences harassment in public spaces. **D. A female employee earns less than a male employee who does the same work** 10. A government introduces a policy requiring equal pay for men and women doing the same work. What issue is this policy mainly addressing? A. Gender-Based Violence B. LGBTQIA+ Discrimination **C. Political Underrepresentation** D. Wage Gap Correct Response: 1. C 2. A 3. C 4. B 5. A 6. C 7. B 8. D 9. D 10. C
VI. ENRICHMENT/ REMEDIATION ACTIVITIES	Option 1: Gender and My Community - Students will take a photograph of a scene in their local community that shows a typical everyday activity or situation. - Based on the photograph, students will identify the different social science disciplines or areas that are present in the scene. They may use the Beijing Platform for Action framework as a guide in identifying relevant areas - Students will then write a short essay that: • Describes what is happening in the chosen scene • Identifies and explains the disciplines or areas observed • Analyzes the scene using a gender-based theory or perspective to explain the situation Option 2: Gender Fairness Banner - Students will create a banner that promotes fair and just treatment of all genders in society. - The banner should be made on a whole sheet of cartolina (poster size). - The banner must include: • A clear message or slogan advocating gender fairness and sensitivity • Relevant symbols, images, or illustrations that support the message • Creative and visually appealing design

	- Ensure that the message is respectful, inclusive, and easy to understand.
VII. REFLECTION *(Feedback and Continuous Improvement)*	*After facilitating this topic, I observed that learners* _____ _____ *The key highlights included* _____ _____ *While the main challenges encountered were* _____ _____ *To improve instruction, I adjusted by* _____ _____ *Which helped enhance learner engagement and understanding.*
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used Copilot, AI Gemini, ChatGPT, Perplexity in order to efficiently synthesize complex, multidisciplinary information and help in designing accessible, engaging materials that integrate diverse perspectives into practical applications. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

Learning Area	SOCIAL SCIENCES (THEORY AND PRACTICE)	**Lesson Exemplar**	10

I. OBJECTIVES	
A. Content Standard	The learners demonstrate an understanding of the behavioral and the applied social sciences, recognizing the roles of professionals, while grasping the functions and impacts of these disciplines in promoting social change and community well-being.
B. Performance Standard	The learners consult with a professional from an applied social science discipline (e.g., counseling, social work, criminology, education, communication) to gain insights into their roles and contributions to social change, analyze the discipline's real-world impact, and synthesize findings into a reflective report or presentation, demonstrating effective communication and ethical awareness.
C. **Learning Competencies**	Examine the value of transdisciplinarity in understanding society.
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	*McGregor, Sue L. T. 2023. "Shifting Paradigms: Bringing Transdisciplinarity Into the Light." Transdisciplinary Journal of Engineering & Science 14 (December). https://doi.org/10.22545/2023/00235.* https://www.youtube.com/watch?v=6v7pKzGQ6oA https://www.youtube.com/watch?v=Rk5D9cVwZq8 https://www.youtube.com/watch?v=GzvG2vL2RkQ https://www.youtube.com/watch?v=Zk7v0wV3ZyQ https://www.youtube.com/watch?v=0vFQ0sQ6WbE
III. CONTENT *(Sequencing Content)*	*This section outlines the lesson or topic that learners need to learn to independently attain the* ***Content Standard*** *and achieve the* ***Performance Standard*** • The Interdisciplinary Lens: Viewing Society Through Multiple Social Science Fields • Interdisciplinarity and transdisciplinarity approach in understanding society
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	*At the end of the lesson, the students are expected to:* 1. *analyze societal issues using a transdisciplinary approach.* 2. *integrate applied social sciences (such as Psychology, Economics, Criminology, etc.) promoting social well-being and addressing social challenges.*

	3. *design a community-based program proposal encouraging boundary-crossing thinking and addressing real-world community problems.*	
IV. PROCEDURES		**ANNOTATIONS**
D. Activating Prior Knowledge	**DAY 3** **1. Activating Prior Knowledge** **Option 1: ACTIVITY: "Gendered Realities in My Barangay"** **Procedure:** 1. Each group selects a real gender-related situation observed in their barangay or school, such as: unequal household roles, teenage pregnancy, catcalling or harassment, gendered expectations for boys/girls, limited opportunities for LGBTQ+ youth, gender stereotypes in school tasks. 2. They fill a Connection Map, at the center is the real gender issue Branches: Psychology: emotions, self-esteem, behavior, sociology: norms, family expectations, traditions, economics: financial impacts on males vs. females, anthropology: cultural beliefs, criminology: law, rights, protection from harassment 3. Students will recall how gender studies examined issues using multiple lenses how they extend that skill to broader societal issues. **Processing Questions:** 1. *What inspired you to choose this gender issue?* 2. *Which discipline helped you understand this gender issue more deeply, based on your own experience?* 3. *How do you analyzing a gender issue using multiple lenses prepare you for examining other social issues in this new lesson?* **Option 2: ACTIVITY: "On-the-Spot Photo Interpretation"** ***Procedure:*** 1. The class will work in pairs. 2. Each pair will choose a photo showing a real Filipino social issue (Typhoon Yolanda aftermath, jeepney modernization protest, overcrowded classrooms, sari-sari store economics, etc.).	*This activity aligns with the IDF framework by providing a structured and purpose-driven task where learners analyze real barangay-based gender issues using multiple social science lenses, ensuring constructive alignment with the competency of interdisciplinary understanding while building from prior K–10 knowledge. It reflects the ELICIT phase of the 5E/7E model by drawing out learners' existing experiences and initial interpretations of gender issues. Through the AID process, the teacher analyzes prior knowledge, implements the Connection Map as a scaffold, and informally evaluates understanding through group outputs and responses. It strongly embodies the 3Rs as it is relevant (community-based issues), responsive (acknowledges diverse gender realities), and reflective (encourages deeper analysis across disciplines).* *This activity supports the IDF framework by engaging learners in a structured yet interactive analysis of real Filipino social issues through visual stimuli, promoting constructive alignment with interdisciplinary competencies and ensuring contextualized learning. It fits the ELICIT phase by activating learners' prior knowledge and personal experiences related to the images before*

	3. Each pair will explain how two or more disciplines can interpret that image. **Processing Questions:** *1. Do you have a personal experiences in relation to the scenario in the picture? Can you share one experience?* *2. In the photo, what are the Filipino families activities that connect to the issue?* **Option 3: ACTIVITY: My Gender Experience Recall: Connecting to Society"** ***Procedure:*** 1. The learner writes a short paragraph responding to: ***"Recall a real situation in your life, school, or barangay where gender expectations, gender roles, or gender treatment were visible. Describe what happened and how it affected you or someone else."*** Then answer: 1. *Which social science fields helped you understand this gender experience (e.g., Psychology, Sociology, Economics, Criminology, Anthropology)?* *2. How does examining a gender-related experience prepare you for today's lesson on viewing society through many disciplines?* **Processing Questions:** 1. *What real situation or example about gender have you seen at home, in school, or in your community?* 2. *How did this situation show that family, culture, or society affects how people see gender?* 3. *Why is it important to use different social science fields to better understand gender issues?* **Establishing the Purpose of the Lesson** **OPTION 1: ACTIVITY: One Problem, Many Experts** ***Procedure*** 1. The teacher will divide the class consisting of 5 to 10 members. 2. Each group will given **one real-life social issue** familiar to Filipino youth, such as: cyberbullying, student stress or mental health concerns, poverty, teenage pregnancy, unemployment, disaster recovery after typhoons,	*formal discussion. Guided by the AID approach, the teacher gathers baseline understanding, uses photos as developmental materials, facilitates pair analysis, and evaluates insights through processing questions. It upholds the 3Rs principles by being relevant (real national/local issues), responsive (connects to learners' exposure and perspectives), and reflective (promotes critical interpretation and meaning-making).* *This activity aligns with the IDF framework through a learner-centered and reflective approach that connects personal gender experiences to interdisciplinary analysis, ensuring meaningful and purpose-driven learning anchored in real-life contexts. It fulfills the ELICIT phase by surfacing learners' prior beliefs, experiences, and understanding of gender issues. Using the AID model, the teacher analyzes individual responses, implements guided reflection, and evaluates readiness through written outputs. It clearly integrates the 3Rs, being relevant (personal experiences), responsive (respects individual diversity and voices), and reflective (deepens self-awareness and critical thinking toward broader societal understanding).* *This activity aligns with the **IDF framework** as it provides a structured and purpose-driven approach that connects real-life Filipino social issues to the roles of various social science professionals, ensuring constructive alignment with the lesson's competency*

	3. Ask each group: *If this issue happens in your community, who are the professionals that can help explain or address it?* 4. Each group will identify possible professionals such as: psychologist, guidance counselor, social worker, economist, criminologist, sociologist, public official. 5. Students will ask these professionals to explain how they contribute in solving or understanding the issue. 6. Each group present their answers. **Processing Questions** *1.Why is it important for different types of professionals to work together in solving social problems?* *2. How can the behavioral and applied social sciences help improve life in the community?* *3. Why is this lesson important for Filipino youth today?* **OPTION 2: ACTIVITY: "POV SWITCH: Two Ways of Seeing One Issue"** ***Procedure:*** 1. In this activity, the class will work in Pair. 2. Each learner will analyze same real-life issue with their classmates. 3. each pair will choose one real issue affecting their classmates, school, or barangay: Examples: a classmate who skips class, TikTok misinformation, family financial struggles, online bullying, disaster stress in the community, unhealthy coping habits gender role expectations at home, jeepney/tricycle issues, barangay safety problems 4. Partner A explains the issue using Psychology (behavior, emotions, mental processing) Partner B explains the same issue using another field: Sociology / Economics / Anthropology / Criminology. Then they compare answers. **Processing Questions:** 1. *What ideas or points did your partner notice that you did not?* 2. *Why is one point of view not enough to fully understand the issue?*	*while building on learners' prior knowledge from K–10 and promoting relevance and engagement; it reflects the **ELICIT phase of the 5E/7E model** by drawing out learners' initial understanding of social issues and their assumptions about who can address them, and through the **AID (ADDIE) process**, the teacher analyzes prior knowledge, implements a collaborative group task, utilizes authentic issues as learning materials, and evaluates understanding through presentations and processing questions, while strongly integrating the **3Rs principles** as it is relevant to learners' community realities, responsive to societal concerns affecting Filipino youth, and reflective in helping learners realize the importance of interdisciplinary collaboration in solving social problems.* *This activity supports the **IDF framework** by engaging learners in a structured and learner-centered comparison of perspectives, ensuring constructive alignment with interdisciplinary thinking and building upon prior knowledge while maintaining relevance to real-life school and community issues; it fits the **ELICIT phase** by surfacing learners' existing ways of interpreting issues and highlighting initial limitations in single-discipline thinking, and guided by the **AID approach**, the teacher analyzes baseline understanding, implements paired analysis as a strategy, develops insight through perspective-switching, and evaluates learning through comparison and reflection, while embodying the **3Rs principles** by being relevant to everyday experiences,*

	3. *How does this activity show the importance of using different social science perspectives?* **OPTION 3: ACTIVITY: "Headline That Hits Home"** ***Procedure:*** 1. In this activity, the teacher presents 2–3 actual Philippine headlines such as: youth mental health cases rising in the Philippines, teen pregnancy still increasing in PH regions, inflation continues to strain Filipino families. 2. Student chooses one headline they personally relate to. 3. Student writes a short reflection: ***How does this issue affect me, someone I know, or my community?*** 4. Teacher will now connects the reflection to the idea that real issues require multiple social science lenses. **Processing Questions:** 1. *Which part of the headline feels real or familiar to you or your community?* 2. *Why do you think this issue is hard to solve based on your own experience or observation?* 3. *How does this headline show that we need to look at problems from different social science perspectives?*	*responsive to diverse viewpoints, and reflective in helping learners recognize the need for multiple lenses in understanding social realities.* *This activity aligns with the **IDF framework** through a structured and meaningful engagement with real Philippine headlines that connect directly to learners' lived experiences, ensuring constructive alignment with lesson goals while promoting relevance, responsiveness, and learner engagement; it reflects the **ELICIT phase** by activating prior knowledge, personal connections, and initial interpretations of societal issues, and through the **AID (ADDIE) process**, the teacher analyzes learners' experiences, implements reflective writing as a strategy, develops understanding through contextualized materials, and evaluates readiness through learners' reflections and responses, while integrating the **3Rs principles** as it is relevant to current national issues, responsive to learners' personal and community contexts, and reflective in encouraging deeper awareness of why multiple social science perspectives are needed to understand complex societal problems.*
E. Instituting New Knowledge	**1. Presenting Examples** **OPTION 1: ACTIVITY: One Picture, Many Lenses** ***Procedure*:** 1. Divide the class into small groups. 2. Give each group one picture showing a real-life issue, such as flooding, cyberbullying, academic stress, unemployment, or relief distribution. 3. Ask the group to describe what they see in the picture.	*This activity aligns with the **IDF framework** by providing a structured and purpose-driven learning experience where learners analyze real-life issues through multiple disciplinary lenses, ensuring constructive alignment with the competency while building on prior knowledge and promoting engagement through contextualized visuals; it reflects the **ENGAGE phase of the 5E/7E model** by stimulating learners' interest,*

	4. Let them identify the issue shown. 5. Ask them to explain the issue using at least three fields such as Psychology, Sociology, Economics, Communication, or Criminology. 6. Let them identify professionals who may help address the issue. 7. Ask each group to present their answers. **Processing Questions:** 1. *What do you think this picture is easy for Filipino students to relate to?* 2. *How did using different fields help your group understand the issue more clearly?* 3. *What does this activity show about the importance of using many disciplines to understand social issues?* **OPTION 2: ACTIVITY: Community Problem Wall** ***Procedure:*** 1. Divide the class into groups. 2. Ask each group to list one or two social issues they commonly observe in their community or school. 3. Let them write each issue on a sheet of paper and post it on the board. 4. Ask the group to explain why the issue is real and relevant. 5. Let them connect the issue to social science fields and possible professionals involved. 6. Ask them to suggest one simple response or support system. 7. Let groups share their answers. **Processing Questions:** 1. *Why is it important to start with real problems that students actually see in their surroundings?* 2. *How can the social sciences help us understand and respond to everyday issues in school or the community?* 3. *What does this activity show about the importance of working together across different fields and groups?*	*curiosity, and active participation through relatable images and collaborative discussion, and through the **AID (ADDIE) process**, the teacher analyzes learners' initial understanding, implements group-based visual analysis, develops insights using authentic materials, and evaluates learning through presentations and processing questions, while integrating the **3Rs principles** as it is relevant to Filipino realities, responsive to learners' experiences, and reflective in encouraging deeper and more meaningful interdisciplinary understanding.* *This activity supports the IDF framework through a structured and learner-centered approach that allows students to identify and analyze real community issues, ensuring constructive alignment with interdisciplinary competencies while strengthening relevance and engagement rooted in learners' lived experiences; it fits the ENGAGE phase by actively involving learners in sharing and discussing issues that matter to them, thereby increasing motivation and ownership of learning, and guided by the AID approach, the teacher analyzes learners' inputs, implements collaborative posting and discussion, develops connections through linking issues to disciplines and professionals, and evaluates understanding through group sharing and reflection, while embodying the 3Rs principles as it is relevant to actual community contexts, responsive to learners' voices, and reflective in highlighting the importance of interdisciplinary and collective problem-solving.*

	OPTION 3: ACTIVITY: Social Issue Photo Analysis ***Procedure*** 1. Show each group one photo, such as students crossing floodwater, a crowded jeepney terminal, a family in an evacuation center, or a student being bullied online. 2. Ask the group to describe what they see in the picture. 3. Let them identify the social issue shown. 4. Ask them to explain the issue using at least three social science fields. 5. Let them identify professionals or sectors that may help address the issue. 6. Ask the group to share their analysis with the class. **Processing Questions** *1.What real experiences of Filipino youth or families can you see in the photo?* *2. How did using different social science fields help you understand the issue better?* *3. Why is it important to involve both experts and the affected community in solving the problem?* **DAY 4** **2. Discussing New Concept** **OPTION 1: ACTIVITY: Jigsaw Group Discussion** (From Integration to Emergence: Interdisciplinary vs. Transdisciplinary Thinking) ***Procedure*** 1. Distribution of Supplementary Material from the excerpt of McGregor, Sue L. T. 2023. "Shifting Paradigms: Bringing Transdisciplinarity Into the Light." *Transdisciplinary Journal of Engineering & Science"* Grouping (3 minutes) 2. The teacher divides the class into three groups.	*This activity aligns with the IDF framework by presenting structured and meaningful examples of real-life Filipino situations that promote engagement and constructive alignment with interdisciplinary analysis, building on learners' prior knowledge while ensuring contextual relevance and responsiveness; it reflects the ENGAGE phase by capturing learners' attention through familiar and relatable images and encouraging active participation and discussion, and through the AID (ADDIE) process, the teacher analyzes prior understanding, implements guided photo analysis, develops insights through multi-disciplinary connections, and evaluates learning through group sharing and processing questions, while integrating the 3Rs principles as it is relevant to lived experiences, responsive to social realities, and reflective in deepening learners' appreciation of multiple perspectives and collaborative approaches in understanding societal issues.* *This activity aligns with the **IDF framework** by providing a structured and purpose-driven learning process where learners collaboratively construct meaning from scholarly material, ensuring constructive alignment with the competency while building on prior knowledge and promoting engagement through cooperative learning; it reflects the **ENGAGE phase of the 5E/7E model** by actively involving learners in exploring key concepts through reading, discussion, and shared synthesis, thereby stimulating curiosity and*

	3. Each group is given printed/digital excerpts from McGregor's article focusing only on the assigned topic: 4. Guided Silent Reading (7 minutes) Learners silently read their assigned section. They highlight or note: Key definitions, Key processes (integration vs. emergence), Important metaphors or explanations (e.g., stew vs. cake). 5. Concept Contribution to Class Synthesis (7 minutes) | Group	Assigned Reading Focus | |---|---| | Group 1 | **Interdisciplinary Thinking** – definition, integration, collaboration | | Group 2 | **Transdisciplinary Thinking** – characteristics, emergence, inclusion beyond academe | | Group 3 | **Interdisciplinary vs. Transdisciplinary Relationship** – differences and paradigm shift | 6. Each group prepares a brief visual or written summary (diagram, keywords, arrows). 7. Groups sequentially share, building a class explanation of how interdisciplinary thinking leads toward transdisciplinary thinking. 8. Teacher Integration (3 minutes)The teacher emphasizes: Interdisciplinary thinking as integrative and coordinated and transdisciplinary thinking as emergent and paradigm-shifting. **Processing Questions:** 1. *How did the integration of the interdisciplinary thinking different from emergence in transdisciplinary thinking?* 2. *Why does McGregor say that transdisciplinary thinking goes beyond interdisciplinary thinking?* 3. *How did working together as a group help you understand these ideas more clearly?*	*participation, and through the **AID (ADDIE) process**, the teacher analyzes learners' prior understanding, designs and implements a jigsaw strategy using contextualized academic excerpts, develops deeper conceptual insight through group synthesis, and evaluates learning through presentations and processing questions, while integrating the **3Rs principles** as it is relevant to real societal analysis, responsive to diverse learner perspectives, and reflective in helping learners internalize the shift from interdisciplinary integration to transdisciplinary emergence.* *This activity supports the IDF framework through a structured and learner-centered task that connects real Philippine issues to multiple social science perspectives, ensuring constructive alignment with interdisciplinary and transdisciplinary competencies while promoting relevance and engagement; it fits the ENGAGE phase by immersing learners in*

	OPTION 2: ACTIVITY: *Mapping Philippine Social Issues through Disciplines* Output: Issue–Discipline Matrix (Table/Chart) ***Procedure:*** 1. Learners receive selected excerpts from excerpt of McGregor, Sue L. T. 2023. "Shifting Paradigms: Bringing Transdisciplinarity Into the Light." *Transdisciplinary Journal of Engineering & Science"* focusing on: Interdisciplinary integration, Transdisciplinary emergence and inclusion of non-academic knowledge 2. Group Assignment(5 mins) Each group is assigned a current Philippine issue, such as: Urban poverty, Online disinformation, Juvenile delinquency, Mental health of Filipino youth, Community disaster resilience 3. Matrix Construction (10 mins) Groups create a matrix showing: o Columns: Psychology | Sociology | Economics | Criminology | Emerging Transdisciplinary Insight o Rows: Causes, impacts, solutions 4. Presentation & Synthesis (7 mins) Groups present how integration leads to new, transdisciplinary understandings**.** Processing Questions: *1. Which discipline helped you understand the issue best at first?* *2. What new ideas or insights appeared only after combining different disciplines?* *3. Why is using a transdisciplinary approach important for solving problems in Philippine communities?* **OPTION 3: ACTIVITY: Barangay Social Issues through a Transdisciplinary Lens** Output: Problem–Solution Flowchart Time Allotment: 30 minutes ***Procedure:*** 1. Reading Review (5 minutes)Groups reread: pp. 306–307 (Transdisciplinary Thinking) from the excerpt of McGregor, Sue L. T. 2023. "Shifting Paradigms: Bringing Transdisciplinarity Into the Light." *Transdisciplinary Journal of Engineering & Science".* 2. Focus on inclusion of non-academic actors and emergence of solutions.	*meaningful analysis of familiar societal problems, encouraging active participation and ownership of learning, and guided by the AID approach, the teacher analyzes learners' baseline understanding, implements the matrix as a scaffold for organizing ideas, develops insights through integration of disciplines, and evaluates understanding through group presentations and synthesis, while embodying the 3Rs principles as it is relevant to local contexts, responsive to societal realities, and reflective in enabling learners to recognize emergent insights beyond single-discipline explanations.* *This activity aligns with the IDF framework by providing a structured and context-based task that integrates academic knowledge with community realities, ensuring constructive alignment with the goal of understanding transdisciplinary approaches while building on prior learning and enhancing engagement; it reflects the ENGAGE phase by involving learners in analyzing authentic barangay issues and recognizing the role of both experts and community stakeholders, and through the AID (ADDIE) process, the teacher analyzes prior knowledge, implements flowchart-based group work, develops understanding through the integration of disciplines and community perspectives,*

	3. Group Task (15 minutes) Each group selects a barangay issue (e.g., drug abuse prevention, disaster preparedness). 4. They create a flowchart showing: Applied social science contributions Community stakeholders, Emergent, transdisciplinary solutions 5. Presentation (10 minutes) **Processing Questions:** 1. *Why is it important for communities to take part in solving social problems?* 2. *How can this approach help improve the well-being of people in the community?* 3. *How is this method different from solutions made only by experts?* **3. Developing Mastery** **OPTION 1:** ACTIVITY: Case Scenario: One Problem, Many Perspectives ***Procedure:*** 1. The teacher presents a **simple case scenario**: *"Many Filipino students are experiencing stress due to academic pressure and social media."* 2. The teacher will grouped the class consisting 5 to 10 members 3. Each group: 1. Identifies the problem 2. Uses at least 2–3 disciplines (Psychology, Economics, etc.) 3. Explains how each discipline helps understand the issue 4. Gives a combined solution (transdisciplinary) 4. Each groups write their answers in a simple table and present briefly. Processing Questions *1. How did different disciplines help you understand the problem better?* *2. What changed in your thinking when you combined ideas from different fields?* *3. Why is it important to solve problems using more than one perspective?*	*and evaluates learning through presentations and processing questions, while integrating the 3Rs principles as it is relevant to learners' immediate environment, responsive to community needs and voices, and reflective in emphasizing the value of inclusive, collaborative, and transdisciplinary problem-solving for social well-being.* *This activity aligns with the IDF framework by providing a structured and purpose-driven task where learners analyze a relevant Filipino youth issue using multiple disciplinary perspectives, ensuring constructive alignment with the competency while building on prior knowledge and promoting active engagement; it reflects the ENGAGE phase of the 5E/7E model by immersing learners in a relatable scenario that stimulates interest and participation, and through the AID (ADDIE) process, the teacher analyzes learners' prior understanding, implements collaborative group analysis, develops insights through integrating disciplines, and evaluates learning through group outputs and processing questions, while embodying the 3Rs principles as it is relevant to learners' lived experiences, responsive to current youth concerns, and reflective in encouraging deeper thinking about the value of multiple perspectives in solving complex problems.* *This activity supports the IDF framework through a structured and engaging use of authentic multimedia resources that connect real Philippine social issues to interdisciplinary analysis, ensuring constructive alignment while promoting*

OPTION 2: ACTIVITY: Documentary Clip Analysis

Procedure:

1. In this activity the class will work in pairs.

2. Each pair will choose one documentary film to watch and identify the main issue presented from amonf the documentary video clip suggested:

3. Each pair will choose ONE video clip about current social issue in the Philippines. The teacher plays a **2–3 minute video clip**:

a. I-Witness: "Mind Matters" (Mental Health Documentary)
https://www.youtube.com/watch?v=6v7pKzGQ6oA

b.*"Kara David: Class of 2020 (I-Witness Documentary)"*
https://www.youtube.com/watch?v=Rk5D9cVwZq8

c. *"Atom Araullo Specials: Manila Slums"*
https://www.youtube.com/watch?v=GzvG2vL2RkQ

d. *"I-Witness: Bagyong Yolanda Survivors"*
https://www.youtube.com/watch?v=Zk7v0wV3ZyQ

e. *"How Fake News Affects Filipinos (GMA News Report)"*
https://www.youtube.com/watch?v=0vFQ0sQ6WbE

4. Each pair will answer the Fill-In Chart.

Question	Answer
1. Issue(What is the issue shown in the video?)	
2. Disciplines What disciplines (e.g., Psychology, Sociology, Education) can explain the issue?	
2. Solution (What possible solution can be created using combined ideas?)	

Processing Questions

1. *What did you learn about the issue from the video?*
2. *Why is it not enough to have one discipline in solving the problem?*
3. *How can combining ideas from different fields help improve solutions?*

learner engagement and contextual relevance; it fits the ENGAGE phase by capturing learners' attention through real-life documentary clips and encouraging active participation and discussion, and guided by the AID approach, the teacher analyzes baseline knowledge, implements paired analysis using a guided chart, develops understanding through integrating insights from different disciplines, and evaluates responses through discussion and processing questions, while integrating the 3Rs principles as it is relevant to current societal issues, responsive to learners' media exposure and realities, and reflective in helping learners synthesize ideas toward meaningful solutions.

This activity aligns with the IDF framework by offering a structured and context-rich task that connects complex Philippine social issues to interdisciplinary and transdisciplinary thinking, ensuring constructive alignment while building on learners' prior knowledge and enhancing engagement through authentic scenarios; it reflects the ENGAGE phase by involving learners in analyzing realistic and relatable community

	OPTION 3: ACTIVITY: Situational Case Analysis in the Philippine Context ***Procedure*** 1. Each group will: analyze three (3) Philippine-based situational cases **a. SITUATION 1: <u>Mental Health Concerns Among Senior High School Students:</u>** In a public senior high school in a densely populated city, teachers notice a growing number of Grade 11 students who are frequently absent, easily irritated, and disengaged during class. Some students report difficulty sleeping and constant pressure from academic workloads, family expectations, and financial problems at home. The guidance counselor is handling many students at once, while some parents believe that emotional stress is just part of growing up. Barangay health workers say there are no regular mental health programs for adolescents in the community. **Central Conflict:** Mental health concerns among students are affecting learning, but responses from the school, family, and community are uncoordinated and limited. **Guide questions:** *1. How can schools, families, barangay officials, and health professionals work together?* *2. What new solutions might emerge when students' voices are included?* *3. How can this community-based program promote long-term mental well-being?* **b. SITUATION 2: <u>Increasing Petty Theft Among Youth in a Coastal Barangay</u>:** In a coastal barangay in the Visayas, several families lost their fishing boats and livelihood after a series of strong typhoons. Months later, barangay officials report an increase in petty theft involving out-of-school youth, such as stealing mobile phones, groceries, and repair tools. Police responses focus on warnings and short detentions, but community leaders worry that these actions only worsen the situation. Parents admit they are struggling financially, and some youth say they have no alternative ways to earn money. **Central Conflict:** Youth involvement in crime is linked to economic hardship, but current responses focus more on punishment than long-term solutions.	*situations that stimulate critical thinking and participation, and through the AID (ADDIE) process, the teacher analyzes learners' initial understanding, implements group-based case analysis, develops insights through integrating multiple perspectives and stakeholders, and evaluates learning through guided responses and discussions, while embodying the 3Rs principles as it is relevant to real community issues, responsive to societal needs and learner diversity, and reflective in promoting deeper appreciation of collaborative and inclusive approaches to social problem-solving.*

	Guide questions: *1. How can law enforcers, LGUs, families, NGOs, and youth work together?* *2. What solutions emerge when economic, social, and community actions are combined?* *3. How can crime prevention programs promote rehabilitation and social well-being?* **c. SITUATION 3: <u>Spread of Online Misinformation in a Rural Community</u>:** In a rural barangay, false information circulating on social media causes fear and confusion among residents. Some youth share unverified posts about health issues, government programs, and local conflicts. This has led to tension among families and distrust toward barangay officials. Teachers try to discuss media literacy in class, but parents feel unprepared to guide their children online. Barangay leaders are unsure how to respond without causing more conflict. **Central Conflict:** Misinformation affects community relationships and decision-making, but lacks a coordinated response involving schools, families, and the barangay. **Guide questions:** *1. How can schools, families, barangay officials, and youth groups work together?* *2. What new solutions emerge when education and community engagement are combined?* *3. How can collective action promote informed and responsible digital citizenship?*	
F. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **OPTION 1: ACTIVITY: Community Response Plan: Learning from a Professional** ***Procedure*** 1. This activity helps learners work together to consult with a professional and use the insights gained to design a **community-based program proposal** for a real issue affecting their school or community. 2. The class will be grouped consisting 5 to 10 members.	*This activity aligns with the IDF framework by providing a structured and purpose-driven, real-world application of learning where learners integrate interdisciplinary knowledge and engage with professionals, ensuring constructive alignment with performance standards while building on prior K–10 and SHS learning and promoting relevance and responsiveness to community contexts; it reflects the EXPLORE–EXPLAIN–*

	3. Let each group choose one issue that is common in their area, such as: bullying, school stress, waste management, misinformation, early pregnancy, absenteeism, flooding, neighborhood safety 4. Ask each group to identify one accessible professional they can consult. Depending on location and resources, this may be a: guidance counselor, teacher, social worker, barangay official, police officer, health worker, communication practitioner. 5. Let the group prepare 4 to 6 simple interview questions about: the professional's role, the issue in the community, actions already being done, other people or sectors that should help 6. Allow the group to consult the professional through any available means: face-to-face, phone call, text message, online call, printed questionnaire, teacher-facilitated class interview 7. Assign flexible group roles so all learners can participate: interviewer, note-taker, organizer, visual maker, presenter 8. Ask the group to create a **community response plan** containing: community problem, consulted professional, what they learned, disciplines involved, partner sectors/groups, proposed community-based program, expected benefits. 9. Let groups present through any format: o poster o oral report o manila paper presentation o role play o slideshow, if available 10. Process the activity by linking it to **boundary-crossing thinking**, social change, and community well-being. **Processing Questions:** *1. What important insight/s did you gain from the professional about the community issue?* *2. Why is it important for different people, groups, and disciplines to work together in solving this issue?* *3. How can this activity help you understand your role in promoting community well-being?*	*ELABORATE phases of the 5E/7E model as learners explore real issues through consultation, explain their understanding through group synthesis, and elaborate by designing a community response plan, and through the AID (ADDIE) process, the teacher analyzes learners' readiness, designs and implements an authentic inquiry task, develops understanding through direct or simulated engagement with professionals, and evaluates outputs through presentations and processing questions, while embodying the 3Rs principles as it is relevant to real community issues, responsive to available local resources and stakeholder input, and reflective in helping learners recognize their role in promoting social change and community well-being.*

	OPTION 2: ACTIVITY: Brochure Making ***Procedure*** 1. Ask learners to choose one real-life issue affecting Filipino youth or the local community, such as cyberbullying, academic stress, fake news, teenage pregnancy, poverty, waste management, or disaster preparedness. 2. Let them identify at least **two or three applied or behavioral social science disciplines** related to the issue, such as Psychology, Sociology, Economics, Criminology, Communication, or Education. 3. Ask them to identify the **professionals** who may help address the issue. 4. The learners will gather insights from a professional through any available means: face-to-face interview, text or chat, phone call, written response, teacher-provided interview transcript if direct consultation is not possible 5. Ask them to create a **brochure** that contains: title of the issue, short explanation of the issue, disciplines involved, professionals and their roles, effects on the community, a simple call to action or suggested response. 6. Allow learners to make the brochure using: bond paper or cartolina, markers and crayons, cut-outs from magazines, digital tools, if available, 7. Let learners present their brochure briefly to the class. **Suggested Brochure Parts** • **Front Cover** – Title and slogan • **Inside Panel 1** – Description of the issue • **Inside Panel 2** – Disciplines involved • **Inside Panel 3** – Professionals and their roles • **Back Panel 1** – Effects on the community • **Back Panel 2** – Suggested response or action • **Back Cover** – Call to action **Processing Questions:** *1. Why is it important for learners to know the roles of professionals who help address social issues?* *2. How can your brochure help raise awareness or encourage action in your school or community?*	*This activity supports the IDF framework through a structured and creative task that allows learners to apply interdisciplinary understanding in communicating real social issues, ensuring constructive alignment with competencies while reinforcing engagement and contextual relevance; it reflects the EXPLORE–EXPLAIN–ELABORATE phases as learners explore issues and professional roles, explain their understanding through content organization, and elaborate by producing a meaningful advocacy tool, and guided by the AID approach, the teacher analyzes prior knowledge, designs and implements a performance-based output, develops insights through integration of disciplines and communication strategies, and evaluates outputs through presentation and content accuracy, while integrating the 3Rs principles as it is relevant to Filipino youth issues, responsive to learners' creativity and available materials, and reflective in encouraging awareness, advocacy, and community-oriented action.*

	3. What does your brochure show about the importance of combining knowledge, communication, and community action? **OPTION 3: ACTIVITY: Program Proposal Making: Boundaries Across Disciplines** ***Procedure*** 1. Divide the class into groups. 2. Ask each group to choose one real community problem that affects Filipino youth or the barangay, such as bullying, mental health concerns, waste problems, misinformation, school absenteeism, or neighborhood safety. 3. Let the group consult with one professional from an applied social science discipline, such as a counselor, social worker, criminologist, teacher, communication practitioner, or barangay official. 4. Ask learners to gather information about: the nature of the problem, who is affected, what is currently being done, what more can be done, which other sectors should be involved. 5. Remind learners that the proposal should show boundary-crossing thinking, meaning that it must involve cooperation among different disciplines, professionals, and community members. 6. Let groups present their proposal through oral presentation, manila paper, concept map, or slideshow if available. **Suggested Format for the Program Proposal** • Title of the Program • Community Problem • Rationale • Objectives • Target Beneficiaries • Disciplines and Professionals Involved • Planned Activities • Expected Outcomes **Processing Questions** *1. Why is your proposed program important for your community?* *2. How did the professional's ideas strengthen your proposal?*	*This activity aligns with the IDF framework by offering a structured and authentic performance task that requires learners to synthesize interdisciplinary and transdisciplinary knowledge into a community-based program proposal, ensuring strong constructive alignment with learning standards while building on prior knowledge and enhancing engagement through real-life application; it reflects the EXPLORE–EXPLAIN–ELABORATE phases as learners explore community problems and stakeholder roles, explain their analysis through proposal components, and elaborate by designing comprehensive, boundary-crossing solutions, and through the AID (ADDIE) process, the teacher analyzes learners' understanding, designs and implements a proposal-making task, develops deeper insights through integration of multiple perspectives and consultation, and evaluates learning through outputs and presentations, while embodying the 3Rs principles as it is relevant to actual community concerns, responsive to stakeholder needs and contexts, and reflective in fostering critical thinking, collaboration, and responsibility in addressing complex societal issues.*

	3. Why is it important to use transdisciplinary thinking when addressing real community problems? **2. Making Generalization** **OPTION 1: ACTIVITY: "The Web of Society: Interdisciplinary Concept Map"** **Procedure:** 1. In this activity the class will be grouped consisting 5 to 10 members. 2. Each group creates a concept map titled "Understanding Society Through Interdisciplinary Lenses." 3. In the center, write "Society," then branch out to different social science disciplines (e.g., Sociology, Psychology, Anthropology, Economics, Political Science). 4. The concept map will explain how each discipline helps explain society and connect overlapping ideas to show interdisciplinarity and transdisciplinarity. **5.** Present the concept map and explain how combining these disciplines deepens understanding of social issues. **Processing Questions:** *1. What did you discover about how different social science disciplines connect to each other?* *2. Why is it important to view society through multiple disciplines?* *3. How can this understanding help address real issues in your community?* **OPTION 2: ACTIVITY: "Quote Reflection: Through the Lens of Many Fields"** **Procedure:** 1. Present a quote such as: **"No single discipline can claim to understand society in its entirety." – Adapted from C. Wright Mills**	*This activity aligns with the **IDF framework** by providing a structured and purpose-driven synthesis task where learners consolidate their understanding of how different social science disciplines interconnect, ensuring constructive alignment with the competency while building on prior learning and promoting meaningful engagement; it reflects the **EXPLORE–EXPLAIN–ELABORATE phases of the 5E/7E model** as learners explore relationships among disciplines, explain these connections through concept mapping, and elaborate by integrating ideas into a holistic understanding of society, and through the **AID (ADDIE) process**, the teacher analyzes learners' conceptual grasp, designs and implements a visual synthesis task, develops deeper understanding through collaborative mapping, and evaluates learning through presentations and explanations, while embodying the **3Rs principles** as it is relevant to societal understanding, responsive to learners' varied interpretations, and reflective in helping learners see the interconnected and transdisciplinary nature of social realities.* *This activity supports the IDF framework through a structured and reflective task that allows learners to internalize and articulate the value of interdisciplinarity and transdisciplinarity, ensuring constructive alignment with learning*

	2. Ask each learner to write a short reflection (200–300 words) explaining how the quote relates to interdisciplinarity and transdisciplinarity. 3. Learners connect the quote to what they learned and give one real-life example where multiple disciplines help explain a social issue. **Processing Questions:** *1. What message does the quote convey about understanding society?* *2. How does the idea of interdisciplinarity deepen your understanding of social issues?* *3. In what ways can you apply this insight to real-life situations?* **OPTION 3: ACTIVITY: "Two Minds, One Society: Dialogue on Interdisciplinary Thinking"** ***Procedure:*** 1. Learners work in pairs and choose two professionals from different social science fields (e.g., a psychologist and a sociologist). 2. They write a short dialogue showing how both professionals discuss one social issue (e.g., poverty, education, mental health). 3. The dialogue ends with a short conclusion on how combining their insights gives a fuller understanding of the issue. 4. Pairs perform or read their dialogues in class. **Processing Questions:** *1. What did you learn from comparing the perspectives of two disciplines?* *2. How do these perspectives complement each other in understanding social issues?* *3. Why is collaboration among different fields important in promoting social change?*	*goals while promoting relevance and learner engagement; it reflects the EXPLORE–EXPLAIN–ELABORATE phases as learners explore the meaning of the quote, explain their understanding through written reflection, and elaborate by connecting concepts to real-life examples, and guided by the AID approach, the teacher analyzes learners' insights, implements a reflective writing task, develops deeper conceptual understanding, and evaluates learning through written outputs and responses, while integrating the 3Rs principles as it is relevant to learners' lived experiences, responsive to individual perspectives, and reflective in encouraging critical thinking and personal meaning-making.* *This activity aligns with the IDF framework by providing a structured and creative synthesis task where learners demonstrate understanding of interdisciplinary thinking through dialogue, ensuring constructive alignment while building on prior knowledge and enhancing engagement; it reflects the EXPLORE–EXPLAIN–ELABORATE phases as learners explore different disciplinary perspectives, explain these through dialogue construction, and elaborate by synthesizing insights into a unified understanding of a social issue, and through the AID (ADDIE) process, the teacher analyzes learners' comprehension, designs and implements a performance-based task, develops understanding through collaborative dialogue, and evaluates learning through presentations and discussions, while embodying the 3Rs principles as it is relevant to real social issues,*

		responsive to learners' creativity and perspectives, and reflective in emphasizing the importance of collaboration across disciplines in addressing societal challenges.
V. ASSESSMENT *(Assessing Learnings)*	**SUMMATIVE TEST** **Directions:** Choose the letter of the correct answer and write it on your answer sheet. 1. What is Psychology mainly concerned with? A. The study of stars and planets B. The study of laws and government C. The study of numbers and equations D. The scientific study of mind and behavior 2. Why is Psychology important in everyday life? A. It is only useful inside the classroom. B. It helps people understand thoughts, feelings, and actions. C. It teaches people how to avoid all problems. D. It focuses only on mental illness. 3. Which theory explains behavior as something shaped by rewards and punishments? A. Behaviorism B. Cognitive Theory C. Humanism D. Psychodynamic Theory 4. Which theory focuses on thinking, memory, and problem-solving? A. Behaviorism B. Biological Theory C. Cognitive Theory D. Psychodynamic Theory 5. Which of the following best defines counseling as an applied social science? A. A process of diagnosing mental illnesses for treatment B. A professional relationship that helps individuals manage personal and social concerns using evidence-based theories and methods C. A group activity for entertainment in schools D. A therapy session exclusively for clinical patients 6. A counselor focuses on listening empathetically to help a client explore personal strengths, potential, and self-actualization. Which theory is being applied? A. Humanistic B. Cognitive-Behavioral C. Psychoanalytic D. Systems/Family 7. Gab constantly thinks, "I will fail this exam; I'm not smart enough," causing anxiety and procrastination. The counselor teaches him to identify and challenge these thoughts. Which counseling approach is being used? A. Systems/Family Therapy B. Cognitive-Behavioral C. Humanistic	

D. Psychoanalytic

8. Which of the following career pathways involves working in hospitals or clinics to address mental health and clinical concerns?

A. School Counseling
B. Clinical/Mental Health Counseling
C. Career Counseling in Corporate Offices
D. Rehabilitation/Community Counseling

9. A social worker assessing a child's situation considers family income, school environment, community safety, and government policies. This approach BEST reflects which focus of social work?

A. Individual pathology
B. Charity-based assistance
C. Person-in-environment perspective
D. Legalistic intervention

10. Why is the focus of social work broader than simply helping individuals cope with personal problems?

A. Social work prioritizes economic growth
B. Social problems are rooted in structural and systemic conditions
C. Individual counseling is ineffective
D. Social workers replace government officials

11. Why is it important for social workers to use multiple theories rather than rely on only one?

A. To avoid ethical accountability
B. Because social problems are complex and multi-dimensional
C. To standardize all interventions
D. To replace professional judgment

12. A social worker facilitates a support group for out-of-school youth while also coordinating with local agencies to improve access to education. Which combination of methods is being used?

A. Casework and research
B. Group work and community organization
C. Counseling and psychotherapy
D. Administration and policy analysis

13. What is the primary purpose of education?

A. To memorize facts C. To promote holistic development
B. To follow school rules D. To prepare students for exams

14. Which learning theory emphasizes observable behavior changes?

A. Behaviorism B. Constructivism C. Humanism D. Progressivism

15. What does qualitative research aim to understand?

	A. Numerical patterns C. Human experiences and meanings B. Statistical relationships D. Experimental outcome 16. A school wants to improve curriculum delivery. Which professional should lead the planning team? A. Curriculum coordinator B Registrar C. School nurse D. Security officer 17. Which of the following BEST describes criminology as an applied social science? A. The study of crime only through legal statutes B. The study of crime, criminals, victims, and society's response C. The study of social media trends among teenagers D. The study of law enforcement procedures only 18. Which criminological theory explains crime as a behavior learned through observation and interaction with others? A. Social Learning Theory B. Strain Theory C. Rational Choice Theory D. Social Control Theory 19. Which of the following careers focuses on analyzing crime data to understand patterns and prevent criminal activity? A. Criminologist B. Forensic psychologist C. Police officer D. Correctional officer 20. What is the primary purpose of applying criminological theories? A. To enforce laws strictly B. To explain the causes and motivations of criminal behavior C. To memorize historical crime cases D. To design buildings with security cameras 21. Which theory explains how the news makes people think some topics are more important than others? A. Cultivation Theory B. Diffusion of Innovations Theory C. Agenda-Setting Theory D. Uses and Gratifications Theory 22. What is the main difference between Cultivation Theory and Uses & Gratifications Theory? A. Neither theory talks about media influence B. Both theories say the same thing

C. Cultivation focuses on how long-term media exposure shapes people's views, while Uses & Gratifications focuses on how people actively choose media to satisfy their needs

D. Cultivation focuses on audience choice, while Uses & Gratifications focuses on media power

23. Which situation best illustrates Gender-Based Violence?

A. A woman is not chosen to run for a political position by her party.

B. A company refuses to hire someone because of their sexual orientation.

C. A woman is physically abused and threatened by her partner in their home.

D. A woman receives a lower salary than her male coworkers for the same job description.

24. Which scenario demonstrates Political Underrepresentation?

A. A woman is denied access to education.

B. Few women hold seats in the national parliament.

C. Women are paid less than men in the same workplace.

D. A person is bullied at school because of their gender identity.

25. Which example shows LGBTQIA+ Discrimination?

A. A woman is not allowed to vote in an election.

B. A political party chooses only male candidates.

C. A worker receives unfair pay compared to coworkers.

D. A qualified applicant is rejected from a job for being gay.

26. Which situation represents the Wage Gap?

A. A woman is discouraged from running for office.

B. A lesbian couple is refused service at a restaurant.

C. A woman experiences harassment in public spaces.

D. A female employee earns less than a male employee who does the same work.

27. Which statement BEST describes an interdisciplinary approach to studying society?

A. Studying issues in one field

B. Allowing disciplines to work separately

C. Combining insights from multiple disciplines through collaboration

D. Replacing social sciences with community opinions

28. In McGregor's article, the "stew" metaphor refers to which approach?

A. Monodisciplinary thinking

B. Multidisciplinary thinking

C. Interdisciplinary thinking

D. Transdisciplinary thinking

29. Using an interdisciplinary lens allows learners to understand society by:

A. Avoiding theory
B. Removing all boundaries
C. Integrating knowledge from different social science fields
D. Prioritizing community knowledge over academic knowledge

30. In the transdisciplinary “cake” metaphor, the final product represents:
A. Separate inputs
B. Additive knowledge
C. A unified understanding beyond individual contributions
D. Loss of disciplinary identity without integration

31. A learner becomes nervous when asked to report because of a painful past experience. Which theory may best explain this behavior?
A. Humanism B. Trait Theory C. Behaviorism D. Psychodynamic Theory

32. A researcher wants to gather answers from many students about stress in school. Which method is most suitable?
A. Survey B. Case study C. Experiment D. Observation

33. Ana is a student who constantly fears failing exams and often reflects on her childhood experiences to understand her anxiety. Which counseling theory would best apply to Ana’s situation?
A. Cognitive-Behavioral B. Humanistic C. Psychoanalytic D. Systems/Family

34. During counseling, a student expresses that they feel isolated and want to contribute positively to their community. The counselor encourages collaboration and sensitivity to shared experiences. Which Filipino indigenous concepts are reflected in this approach? (Choose all that apply)
A. Kapwa B. Pakikiramdam C. Bayanihan D. Hiya

35. A social worker helping a survivor of domestic violence focuses on empowerment, challenging power imbalances, and advocating for policy reform. Which theoretical approach is MOST evident?
A. Psychodynamic Theory
B. Systems Theory
C. Feminist Theory
D. Behavioral Theory

36. Which situation BEST demonstrates why social work methods must be adapted to context?
A. Using the same intervention for all clients to ensure fairness
B. Applying individual casework to address a community-wide disaster
C. Adjusting methods based on cultural, social, and environmental factors
D. Avoiding community involvement to maintain professionalism

37. Which situation best shows society influencing education?
A. A school adding a reading program

B. A teacher mentoring a student
C. A principal revising class schedules
D. A community requesting classes on local culture

38. Which example shows how teaching strategies differ between key stages?
A. Grade 4 students study calculus
B. All students follow the same daily routine
C. Both Grade 2 and Grade 12 use the same worksheets
D. Younger learners use concrete materials, while older students engage in research tasks

39. Which research method is commonly used by criminologists to study criminal behavior in a natural environment?
A. Laboratory experiment
B. Case study and observation
C. Content analysis of literature
D. Meta-analysis

40. The Social Control Theory suggests that crime occurs when:
A. People are frustrated by social pressures
B. Individuals lack strong bonds to family, school, or community
C. Criminals weigh risks versus rewards
D. Society encourages criminal behavior

41. A government health campaign uses posters to inform, radio ads to persuade, and TV dramas to entertain while embedding health messages. What does this combination illustrate?
A. Communication functions operate independently
B. Communication functions only entertain audiences
C. Communication functions are irrelevant to social issues
D. Communication functions overlap and reinforce each other

42. Comparing a health awareness poster and a viral TikTok video, what analytical insight emerges?
A. Both use identical strategies
B. Both are irrelevant to cultural development
C. Neither contributes to communication functions
D. The poster emphasizes informing, while the video emphasizes entertaining and persuading

43. A sociology student argues in class that ideas about sexuality change depending on historical period, culture, and social institutions such as religion, medicine, and law. She says sexuality is not simply a natural biological fact but something society shapes and talks about. Which theory best explains her argument?
A. Liberal Feminism
B. Marxist Feminism

C. Queer Theory
D. Standpoint Theory

44. Maria noticed that in her workplace, women rarely get promoted to leadership positions even though they have the same qualifications as men. She believes the issue can be solved by implementing equal opportunity laws and changing discriminatory workplace policies. Which feminist perspective best represents Maria's view?

A. Liberal Feminism
B. Marxist Feminism
C. Queer Theory
D. Standpoint Theory

45. Which example BEST illustrates an interdisciplinary analysis of a social issue?

A. Studying poverty alone
B. Using personal opinion
C. Consulting psychology and sociology to explain unemployment
D. Relying only on traditional community practices

46. A student often feels anxious about exams and struggles to balance schoolwork and personal problems. The school assigns a professional who listens, gives advice, and helps the student manage emotions and study habits. Which career pathway in Psychology does this professional belong to?

A. Engineer
B. Architect
C. Accountant
D. Guidance Counselor

47. Maria struggles with anxiety and feels socially isolated. Her counselor helps her develop coping strategies and supports her participation in community activities. Which of the following statements best describes the role of counseling in this scenario?

A. Counseling only addresses academic performance.
B. Counseling promotes personal well-being and contributes to social development by improving coping skills and community engagement.
C. Counseling replaces family support and social networks.
D. Counseling focuses only on diagnosing mental illness.

48. Which scenario BEST illustrates why social work is considered an *applied* social science rather than a purely theoretical discipline?

A. A researcher studies poverty trends using census data
B. A social worker uses sociological theories to design a community-based intervention for displaced families.

	C. A historian analyzes welfare policies during the colonial period. D. A psychologist conducts laboratory experiments on human behavior. 49. In a community where most jobs and daily activities depend on computers, online communication, and digital tools, parents and local leaders expect schools to prepare students for a technology-based future. How should the school respond to this community need? A. Remove technology from the curriculum B. Continue traditional teaching only C. Integrate digital literacy into learning activities D. Limit student access to computers 50. According to Strain Theory, why do individuals commit crimes? A. They lack supervision from family or society B. They learn criminal behavior from peers C. They experience frustration when legitimate goals are blocked D. They calculate benefits and risks rationally ***Answers key:*** 1.D 2.B 3.A 4.C 5.B 6.A 7.B 8.B 9.C 10.B 11. B 12. B 13. C 14. A 15. C 16. A 17. B 18. A 19. A 20. B 21. C 22. D 23. C 24. B 25. D 26. D 27. C 28. C 29. C 30. C
VI. ENRICHMENT/REMEDIATION ACTIVITIES	**OPTION 1: ACTIVITY: Complete the Interdisciplinary Sentence"** Duration: 15 minutes ***Procedure:*** 1. Sentence Frames: Provide structured sentence starters: "Interdisciplinary means using _____ disciplines to _____" "When we use multiple Social Science lenses, we can _____" "A sociologist and an economist studying poverty would both look at _____, but the sociologist would focus on _____ while the economist would focus on _____" "Using only ONE discipline to study society is limited because _____" "Transdisciplinary is different from interdisciplinary because it also includes _____" 2. Word Bank Support: Provide key terms: multiple, integrate, combine, perspectives, community members, stakeholders, social relationships, money, resources, complete picture 3. Partner Practice: Students complete sentences with a partner, then share with class 4. Visual Diagram: Students draw a simple picture showing "one lens vs. multiple lenses

	OPTION 2: ACTIVITY: The Blind Men and the Elephant Story" **Duration: 20 minutes** **Procedure:** 1. Story Introduction: Read/show the parable of blind men touching different parts of an elephant (one touches trunk, one touches leg, one touches tail) - each thinks the elephant is something different 2. Connection to Interdisciplinarity: Discuss:"How is this like using only ONE Social Science discipline?" "What happens when we only use one perspective?" "How can we get the 'full picture' of society?" 3. Simple Application: Use a familiar Philippine scenario: "A new mall opens in your barangay" Students identify what different disciplines would "see": Economist sees: jobs, business, money Sociologist sees: community changes, social spaces, Political Scientist sees: permits, regulations, local government, Psychologist sees: consumer behavior, happiness 4. Drawing Activity: Draw the "elephant" (the issue) with labels showing what each discipline sees 5. Exit Ticket: "Interdisciplinary approach means _____. It is important because _____."
VII. REFLECTION *(Feedback and Continuous Improvement)*	*After facilitating this topic, I observed that learners _____. The key highlights included _____.* *while the main challenges encountered were _____ _____. To improve instruction, _____, which helped enhance learner engagement and understanding.*
VII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used Copilot, AI Gemini, ChatGPT, Perplexity in order to efficiently synthesize complex, multidisciplinary information and help in designing accessible, engaging materials that integrate diverse perspectives into practical applications. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.