Targeted Intervention Packets (TIPs) for SDO Davao Oriental

GRADE 11

GOVERNMENT PROPERTY
NOT FOR SALE

Worksheet 1: Effective Communication 11

I. Learning Competency: Engage in intrapersonal communication for reflection and goal setting.

II. Materials Needed: Pen and Paper, or Digital Note-Taking App (phone/computer)

III. Procedure

Intrapersonal communication is the process of communicating with oneself. It is an internal dialogue that occurs within a person's mind. This self-talk process helps individuals understand their thoughts, emotions, and behavior. Intrapersonal communication is a continuous process that takes place throughout a person's life. It involves both conscious and subconscious thoughts, which play a crucial role in shaping a person's personality.

Examples of intrapersonal communication can be seen in everyday life. One example of intrapersonal communication is *journaling*, which enables individuals to record their thoughts and feelings, thus providing clarity and reducing stress. Another is *mindfulness meditation*, which helps a person stay present and aware of thoughts without judgment, improves focus, and lowers anxiety. Meanwhile, *positive affirmations* are uplifting statements repeated to oneself to replace negative self-talk with confidence and optimism. One final example is *visualization,* which is the practice of imagining success or desired outcomes to strengthen motivation and prepare the mind for challenges.

Overall, intrapersonal communication is more than just "talking to yourself." It is a lifelong process that guides self-reflection, emotional balance, and personal success.

Activity

Directions: Think about a specific conversation or message you had today (in person, text, call, or online). Reflect not only on what happened but also on your inner thoughts before, during, and after the communication. Answer the following:

1. Who did I communicate with, and what was the main idea or purpose of our conversation/message?

2. Before the conversation, what thoughts or feelings did I have? Did these affect how I communicated?

3. How did I try to make my message clear and easy to understand?

4. Did the other person seem to understand me? How could I tell?

5. If I could replay this interaction, what would I do differently (in words, tone, or approach)?

IV. Reflection

Directions: Write a reflection of **at least 7 sentences**. In your journal entry, highlight your responses to the following prompts:

- What did I learn about myself as a communicator today?
- What strengths did I notice in how I express myself?
- What challenged me the most, and how did I respond internally?
- How can I use today's reflection to improve my future conversations?

Worksheet 2: General Mathematics 11

I. Learning Competency: Describe patterns by inspection, including patterns in nature and the environment, including those in arts, culture, and architecture, through inspection and representation.

II. Materials Needed: Pencil, paper, leaves, stones, shells, cloth, or any available materials, phone/camera (optional)

III. Procedure

Patterns are repeated designs, shapes, or sequences that appear both in the natural world and in human creations. In nature, patterns help plants grow, animals blend in, and environments stay balanced. In art, patterns are used to create beauty, order, and rhythm. By simply observing the world around us, we can discover fascinating patterns in leaves, shells, buildings, fabrics, and even music. Patterns help us make sense of what we see and often reveal deeper connections in science, math, and culture.

Different Types of Pattern

1. Radial Pattern: Elements radiate from a central point (e.g., flowers, spider webs).
2. Repeating Pattern: A design is duplicated at regular intervals (e.g., zebra stripes, tile designs).
3. Alternating Pattern: Two or more elements alternate in a sequence (e.g., tiger stripes, checkerboards).
4. Symmetrical Pattern: Balanced, mirrored design (e.g., butterfly wings, snowflakes).
5. Organic Pattern: Flowing, natural shapes (e.g., tree branches, rivers).
6. Geometric Pattern: Structured shapes (e.g., beehive, tiled floors).
7. Spiral Pattern: Curves growing outward from a center (e.g., seashells, galaxies).
8. Fractal Pattern: Repeated patterns at every scale (e.g., tree branches, ferns).

Activity

Complete the following tasks to explore patterns in your immediate surroundings.

1. Look around your home or surroundings. Find three (3) things with visible patterns (e.g., leaf veins, tiles, fabrics, etc.).
2. Record What You Found
   Option A: Take clear photos of each pattern using a phone or camera.
   Option B: Sketch each pattern carefully on the next page.
   For each pattern, write 2–3 sentences describing it. *(Example: "The tile has a repeating square design. The pattern is symmetrical and uses two colors.")*
3. Gather simple recycled or natural materials such as bottle caps, buttons, cardboard scraps, twigs, or string. Arrange them to form a repeating pattern (shapes, colors, or textures). Thereafter, take a photo or make a drawing of your finished pattern.

No. 2. Option B *(Sketch)*	**No. 3. My Finished Pattern** *(Drawing)*
My Caption *(2-3-sentence description)*	

IV. Reflection

- Which pattern caught your eye the most? Why?

- How do you think patterns bring order or meaning in our everyday life?

References

- https://study.com/academy/lesson/patterns-in-art-definition-types-examples.html
- BYJU's. (n.d.). Patterns in Maths (Definition, Types & Examples) | Arithmetic & Geometric Pattern. BYJUS. https://byjus.co/maths/patterns/

Worksheet 3: General Science 11

I. Learning Competency: Identify various ways physics enhances our quality of life
across different areas, including household activities, health and safety, work productivity, and leisure

II. Materials Needed: Paper/notebook, pen or pencil**,** smartphone (optional, for taking photos or researching), 5 everyday household objects (e.g., fan, light bulb, mirror, door, bicycle, cooking pan, etc.)

III. Procedure

Physics is the study of matter, energy, and the forces that govern how things move and interact. Many household items work because of common physics principles such as:

- *Force and Motion* – What causes objects to move or stop
- *Rotational Motion* – Movement around a central axis (e.g., spinning wheels)
- *Torque* - A turning force applied through a pivot point
- *Reflection of Light* – Bouncing of light waves to produce visible images
- *Heat Transfer (Conduction)* – Movement of thermal energy through solid materials
- *Friction* – Resistance between surfaces that affects movement or stopping
- *Energy Transformation* – Conversion of energy from one form to another (e.g., electrical to light or heat)

Our homes are filled with examples of physics in action—from the simple act of turning a doorknob to the complex way a refrigerator cools food. Physics principles explain how everyday objects work, how our devices function, and how we interact with our environment. Whether it's the way a fan spins to cool a room or how a mirror reflects your image, these concepts contribute to comfort, safety, and efficiency in our daily lives.

Understanding these principles not only satisfies our curiosity but also empowers us to make informed choices—such as using appliances more efficiently and ensuring our homes are safe. In this activity, you will act as an observer and investigator, exploring common items in your home to uncover how physics concepts such as force, motion, heat, and light apply in real-life settings.

1. Walk around your home and examine 5 objects or activities where physics principles are at work.
2. For each object/activity, identify the physics concept involved (e.g., torque, motion, energy, reflection).
3. Use the table below to document your observations:
   Before filling out the table, ask yourself: What makes this object work the way it does? What unseen force, movement, or energy might be involved?

Object/Activity	Physics Concept	How It Improves Life	Description
Ex. Ceiling Fan	Rotational Motion	Cools the room	A fan with arrows showing spin
1.	Reflection		
2.	Circular Motion/ Force		
3.	Heat Transfer		
4.	Torque or Lever		
5.	Electrical Energy to Light		

4. Write a short paragraph (5–7 sentences) summarizing how the use of physics in these objects contributes to a safer, more efficient, or more comfortable daily life.

   ***Optional Creative Task:** Take a photo or make a drawing of one of the items, labeling the physics concept in action.

IV. Reflection Question

Which of the objects or activities surprised you the most in terms of its connection to physics, and why?

_____
_____
_____
_____
_____

References

- General Physics 1 for Senior High School
- Khan Academy – Physics (https://www.khanacademy.org/science/physics)
- LibreTexts Physics Library – Everyday Applications of Physics (https://phys.libretexts.org/)

Worksheet 4: Life and Career Skills 11

I. Learning Competency: Examine their own sense of self through understanding key developmental stages, tasks, and protective and risk factors of late adolescence and early adulthood

II. Materials Needed

- Pen
- Markers
- Paper or digital drawing tool

III. Procedure

Human development is a process that brings about different stages of growth and changes an individual experiences from conception to maturity. Adolescence or teenage years are a time of change between being a child and being an adult. This stage brings about big changes in the body and in how a teen sees the world.

Draw a timeline of your adolescent years (ages 10-19). Mark significant events related to your physical, social, and emotional growth, noting any challenges or supportive factors. You are encouraged to be creative with your work.

Example:
Age 14 (Grade 8)

- *Physical:* Acne appeared, and I became more self-conscious about my appearance.
- *Social:* I got closer to a smaller group of real friends.
- *Emotional:* I became more aware of my emotions and sometimes I feel moodier.
- *Challenge:* I wanted more freedom and would like to spend more time with my friends.
- *Support:* My parents and class adviser helped me express myself better.

IV. Reflection Questions

How have these experiences shaped your sense of self?

_____
_____
_____
_____
_____

What are the important things you need to learn as you grow into a young adult?

_____
_____
_____
_____
_____

References

- Stages of adolescence. (n.d.). HealthyChildren.org. https://www.healthychildren.org/English/ages-stages/teen/Pages/Stages-of-Adolescence.aspx?form=XCXCUUZZ
- Littleonemag. (2023, August 31). The stages of Child development: From infancy to adolescence. LittleOneMag. https://littleonemag.com/the-stages-of-child-development-from-infancy-to-adolescence/

Worksheet 5: Mabisang Komunikasyon 11

I. Layunin: Natutukoy kung paano ginagamit nang may layunin ang wika at tono sa pagtalakay ng iba't ibang personal at interpersonal na paksa.

II. Kinakailangang Kagamitan: Panulat at Papel at Kopya ng babasahing teksto

III. Pamamaraan

Pagbabalik-tanaw

Ang **wika** ay kasangkapan sa pagpapahayag ng damdamin, saloobin, at ideya, samantalang ang **tono** ay paraan ng pagsasalita na maaaring pormal, di-pormal, masigla, o mahinahon. Mahalaga ang wastong paggamit ng wika at tono upang maging malinaw ang mensahe at akma sa sitwasyon. Halimbawa, magalang at mahinahon ang tono sa guro, samantalang mas masigla at di-pormal sa kaibigan. Sa tamang pagpili ng wika at tono, nagiging epektibo ang pakikipag-ugnayan sa iba.

Panuto: Basahin ang maikling pag-uusap nina Nonie at Carlo.

Carlo: Hi Nonie! Kumusta ang araw mo sa paaralan?

Nonie: Ayos naman, Carlo. Medyo marami lang akong assignments pero kaya ko naman. Ikaw, kumusta?

Carlo: Medyo stress din sa exams, pero binibigyan ko ng oras ang pag-aaral. Salamat sa pagtanong.

Nonie: Naiintindihan ko 'yan. Kung gusto mo, puwede tayong mag-aral nang sabay para mas madali.

Carlo: Salamat sa alok mo, Nonie. Gusto ko 'yan. Salamat din sa pagiging maunawain kapag medyo abala ako.

Nonie: Wala iyon. Magkaibigan tayo, at mahalaga sa akin na nagtutulungan tayo.

Carlo: Tama ka riyan. Minsan kahit may hindi tayo pagkakaintindihan, napag-uusapan naman natin nang mahinahon para hindi lumala ang problema.

Nonie: Oo, mahalaga talaga ang mahinahong tono para manatili tayong magkaibigan.

Carlo: Salamat, Nonie. Masaya ako dahil may kaibigan akong marunong makinig at umunawa.

Nonie: Ako rin, Carlo. Lagi tayong magtulungan at unawain ang isa't isa.

Unang Sulyap *(Paunang pagtingin at pag-unawa sa teksto)*
Panuto: Basahin at unawain ang dayalogo nina Carlo at Nonie. Pagkatapos, sagutin ang mga tanong upang matukoy ang layunin ng paggamit nila ng wika at tono.

1. Ano ang ipinapakitang layunin ng paggamit ng wika nina Carlo at Nonie sa kanilang pag-uusap?

2. Anong uri ng tono ang ginamit ni Carlo nang ikuwento niya ang pagiging stress sa exams?

3. Ano ang ipinahihiwatig ng paggamit ng salitang *"Salamat"* ni Carlo kay Nonie?

4. Paano ipinakita ng usapan na ang wika at tono ay nakaaapekto sa pagiging magkaibigan nina Carlo at Nonie?

Masusing Pagsipat *(Pagsusuri ng ebidensiya mula sa dayalogo)*
Panuto: Tukuyin at suriin ang mga bahagi ng usapan na nagpapakita ng paggamit ng wika at tono. Gamitin ang mga ebidensiya mula sa dayalogo upang suportahan ang iyong sagot.

1. Paano ipinakita ni Nonie ang pagiging maunawain sa kaniyang kaibigan? Anong wika at tono ang ginamit niya?

2. Sa anong bahagi ng usapan makikita na ang mahinahong tono ay nakatulong upang mapanatili ang mabuting relasyon?

3. Tukuyin ang isang bahagi ng dayalogo kung saan ginamit ang di-pormal na wika. Ano ang epekto nito sa pag-uusap?

IV. Malalim na Pagninilay *(Paglalapat sa sariling karanasan at pagninilay*)
Panuto: Iugnay ang iyong sariling karanasan sa paggamit ng wika at tono sa pakikipag-usap. Sagutin ang mga tanong nang may pagninilay at kongkretong halimbawa mula sa iyong buhay.

1. Kung ikaw si Carlo, anong uri ng wika at tono ang gagamitin mo upang magpasalamat kay Nonie? Ipaliwanag.

2. Bakit mahalaga ang paggamit ng angkop na wika at tono sa pagharap sa personal na suliranin tulad ng stress at iba pang gawain?

3. Sa iyong karanasan, paano nakatutulong ang paggamit ng mahinahong tono sa paglutas ng hindi pagkakaintindihan?

Worksheet 6: Pag-aaral ng Kasaysayan at Lipunang Pilipino 11

I. Kasanayang Pagkatuto: Naiuugnay ang kultura at kamalayang pangkasaysayan sa sariling konteksto at karanasan (Unang Markahan)

II. Kakailanganing Kagamitan: *short bond paper* / malinis na papel, panulat, at pangdisensyo

III. Pamamaraan

Ang heograpiya ay may mahalagang papel sa paghubog ng kultura at kamalayang pangkasaysayan ng isang pamayanan. Layunin ng gawaing ito na linangin ang iyong kamalayang pangkasaysayan sa pamamagitan ng masusing pagsusuri sa kinabibilangang komunidad, upang maunawaan ang ugnayan ng pisikal na kapaligiran, kabuhayan, at kultura sa iyong personal na karanasan.

1. Gumawa ng isang payak na *infographic* o drowing na nagpapakita ng mga sumusunod:
   A. Deskripsiyon/Heograpikal na Paglalarawan ng Kinabibilangang Komunidad
   B. Mga Natatanging Kabuhayan at Kultura ng Kinabibilangang Komunidad
   C. Koneksiyon ng A at B sa Personal na Buhay

Tandaan:

Infographic- kombinasyon ng impormasyon at grapikong disenyo na may layuning ipakita ang datos o konsepto sa malikhaing paraan upang mas maunawaan ng mambabasa ang inilalahad.

Heograpikal na Paglalarawan- ay tumutukoy sa pisikal na katangian ng isang lugar.Ito ay nagbibigay impormasyon sa lokasyon, topograpiya, klima, likas na yaman, behetasyon at hayop ng isang lugar o rehiyon.

Natatanging Kabuhayan at Kultura- hanapbuhay, paniniwala, gawi, wika, sining, relihiyon, kasaysayan, at iba pang aspeto ng pamumuhay ng isang grupo ng tao o komunidad na naiiba o natatangi at nagbibigay pagkakakilanlan dito.

Paalala: Maaaring gumamit ng sariling *graphic organizer* o kumuha ng ideya sa canva o anumang *application* na higit na makapagpapayaman sa awtput. Maaaring gawing batayan ang *template* sa ibaba. Inaasahan na ang iyong awtput ay kakikitaan ng kawastuan at kaayusan ng impormasyon, kalinisan at pagkamalikhain.

IV. Repleksiyon

Sagutin ang mga sumusunod na tanong sa likod ng iyong *infographic* o drowing.

Ano ang iyong natuklasan o/at napagtanto tungkol sa iyong kinabibilangang komunidad? Bakit mahalaga na iyong malaman ang ugnayan ng heograpiya at kultura ng iyong kinabibilangang komunidad? Paano mo maipakikita ang iyong pagmamalaki sa kultura at kasaysayan na mayroon ang iyong kinabibilangang komunidad

Sanggunian

- "Reguindin-Estella: Ilaya-Ilawod | Department of History," n.d. https://history.upd.edu.ph/?rsrch_publications=reguindin-estella-ilaya-ilawod

Tala: Kung may kakayahan at kagamitan, maaaring humanap pa ng mga kaugnay na artikulo at materyal upang higit na mapaigting at mapalalim ang pag-unawa sa paksa.

Worksheet 7: Effective Communication 11

I. Learning Competency: Interpret the meaning in spoken, written, and multimodal personal and interpersonal texts and how it is shaped by audience, purpose, and context.

II. Materials Needed: Pen and Paper, or Digital Note-Taking App (phone/computer)

III. Procedure

Directions: Read the conversation below carefully. This is the evidence for your investigation.

Alex: hey
Sam: hi
Alex: i wanted to talk to u about something
Sam: ok
Alex: you seemed upset earlier. is everything ok?
Sam: im fine
Alex: are u sure? i just wanted to make sure i didnt do anything wrong
Sam: no its not you. really. i just had a bad day
Alex: oh ok. well if u need anything lmk.
Sam: thx

Activity

Part 1: *The First Read-Through (Initial Investigation)*

Directions: After your first time reading the conversation, write down your immediate impressions.

1. What is the main topic of this conversation?

2. How would you describe the general mood or tone of the conversation? (e.g., friendly, tense, casual, serious)

Part 2: *The Deep Dive (Evidence Analysis)*

Directions: Read the conversation again, paying close attention to specific words and phrases. Use evidence from the conversation to answer the following questions.

1. Who do you think Alex and Sam are to each other? What specific words or clues in the conversation tell you this?

2. Who do you think Alex and Sam are to each other? What specific words or clues in the conversation tell you this?

3. What is Sam's purpose in this conversation?

IV. Reflection *(The Communicator's Review; Reflecting on the Findings)*
Directions: Think about the conversation as a whole. What can you learn from it?

1. What did Alex do well as a communicator?

2. What could have been improved in this conversation? If you were Sam, what might you have done differently?

3. What is one specific communication skill you learned from this activity that you want to practice in your own conversations?

Worksheet 8: General Mathematics 11

I. Learning Competency: Convert measurements with different units in the same system and between different systems.

II. Materials Needed: Cup, dipper, ruler or any measuring tool, notebook

III. Procedure

> **Converting measurements** means changing a value from one unit to another, either within the same system (like meters to centimeters) or between different systems (like inches to centimeters). This skill helps us compare, measure, and understand quantities in science, cooking, travel, and daily life. Learning how to convert units accurately makes problem-solving easier and helps connect what we see in the real world with what we learn in math.

Metric System

Unit Type	Example Units	Conversion
Length	mm – cm – m – km	1 m = 100 cm = 1,000 mm
Mass	mg – g – kg	1 kg = 1,000 g
Volume	mL – L	1 L = 1,000 mL

Imperial System

Unit Type	Example Units	Conversion
Length	in – ft – yd – mi	1 ft = 12 in; 1 yd = 3 ft; 1 mi = 5,280 ft
Weight	oz – lb – ton	1 lb = 16 oz; 1 ton = 2,000 lb
Volume	tsp – tbsp – cup – pt – qt – gal	1 cup = 8 fl oz; 1 gal = 4 qt

Activity

Cardo is a naturally curious student. One afternoon, he wondered: *How big is our study table?* He didn't have a ruler or a tape measure, but he did have his smartphone, which he knew was exactly five inches long. He placed the phone end to end along the table and found that it fit six times across

1. Convert the length of the study table into feet. How many feet long is the table?

2. Convert the same length into centimeters and millimeters:

Later, the still curious Carlo Cardo picked up his favorite cup, which holds 8 ounces (about 237 milliliters).

1. If he wants to measure the dipper (tabo) that holds 42 ounces, how many cupfuls of water would he need?

2. Can he convert 42 ounces to milliliters? If yes, what is a good estimate?

IV. Reflection

- What did you learn about using every tool for measuring?

- Why is it important to make estimations carefully, even when we're just curious?

References

- *Conversion of Measurement Units - Steps, Examples & Questions*. (n.d.). Third Space Learning. https://thirdspacelearning.com/us/math-resources/topic-guides/measurement-and-data/conversion-of-measurement-units/
- *Khan Academy*. (2023). Khanacademy.org. https://www.khanacademy.org/test-prep/v2-sat-math/x0fcc98a58ba3bea7:problem-solving-and-data-analysis-harder/x0fcc98a58ba3bea7:unit-conversion-harder/a/v2-sat-lesson-unit-conversion
- https://opentextbc.ca/intermediatealgebraberg/chapter/unit-conversion-word-problems/
- https://www.expii.com/t/converting-between-measurement-systems-examples-4226
- https://thirdspacelearning.com/us/math-resources/topic-guides/measurement-and-data/conversion-of-measurement-units/

Worksheet 9: General Science 11

I. Learning Competency: Discuss safety practices in dealing with electrical hazards, such as overloading, damaged insulation, damp electrical conditions, faulty wiring, and electrocution.

II. Materials Needed: Pen and paper, printed or copied activity sheet

III. Procedure

Electricity powers many aspects of our daily lives from cooking to communication but when used improperly, it can be dangerous. Many electrical accidents happen at home due to overloading, damaged cords, wet outlets, or lack of awareness. Knowing how to recognize and respond to electrical hazards is essential for personal and family safety. This activity will help you practice thinking through real-life situations and learn safe, responsible actions to avoid harm.

1. Read the situations below.
    - **Scenario 1**: Your sibling plugs a rice cooker, electric kettle, and blender into one extension cord. Sparks appear briefly, but nothing else happens. *What would you do? Why?*
    - **Scenario 2**: Your phone charger's wire is exposed and fraying, but it still works. Your friend borrows it and plugs it into the wall. *What would you do? Why?*
    - **Scenario 3**: During a storm, you walk into the living room and see that a power outlet has water droplets around it due to a leak in the roof. *What would you do? Why?*
2. Analyze and respond on each situation, write your answer in the format: "In this situation, I would _____ because _____ _____."
3. Share your answers with a family member or a friend and compare their opinions. Ask if they have ever encountered similar situations and what they did.

*__Sample Answer:__

Scenario 2: In this situation, I would tell my friend to unplug the charger immediately because the exposed wire can cause electric shock or start a fire. Then, I would safely dispose of the charger and use a properly insulated one.

IV. Reflection Questions

Why is it important to recognize and respond properly to electrical hazards at home?

What specific actions can you take to improve your safety awareness and preparedness?

References

- General Physics 1 for Senior High School
- Meralco Bright Ideas Campaign (https://www.meralco.com.ph)
- Department of Energy, Philippines – Safety Tips (https://www.doe.gov.ph

Worksheet 10: Life and Career Skills 11

I. Learning Competency: Reflect on their own personal experiences that support self-awareness, self-acceptance, and self-regulation

II. Materials Needed: Pen, coloring materials (optional)

III. Procedure

Adolescence is a time of growth and discovery. Having a strong sense of who you are can make this journey easier and more important.

Draw a simple symbol representing a time you learned something new about yourself, especially in a personal or social setting. Write about it by describing what you learned and how it changed your perspective. It may be a situation where you feel that you have achieved something for yourself or helped someone in need. Explain what you have learned from this experience which helps develop your self-awareness.

(Draw simple symbol here)
(Explanation)

IV. Reflection Questions

Is there something new you've learned about yourself? How did it help you want to get better or grow?

How did this experience help you in identifying your strengths and weaknesses?

References

- Ferrell, N. (2024, November 10). The Power of Self-Awareness for Teens. REWRITE Self. https://rewriteself.com/self-awareness-for-teens/

Worksheet 11: Mabisang Komunikasyon 11

I. Layunin: Nahihinuha ang mga pangunahing idea mula sa mga tekstong pasalita, pasulat, at multimodal (hal. naitala at aktuwal na personal na interaksyon).

II. Kinakailangang Kagamitan: Talumpati, Balita sa radyo tungkol sa isang paksa (hal. kalamidad, ekonomiya), sanaysay, editoryal o balita ukol sa isang napapanahong isyu, larawan ng isang *infographic* tungkol sa isang paksa

III. Pamamaraan

Pagbabalik-tanaw

Pinakamahalagang punto o sentral na mensahe na nais ipahayag ng tagapagsalita o manunulat ang **pangunahing idea.** Mahalaga ang pagkilala at paghinuha nito sa iba't ibang uri ng teksto—pasalita, pasulat, at multimodal—sapagkat nakatutulong ito upang mas lalong maunawaan ang nilalaman at maipahayag nang malinaw ang kaalaman sa pakikipag-ugnayan sa iba.

- **Pasalita:** Sa isang talumpati tungkol sa kalikasan, ang pangunahing idea ay ang pangangalaga sa kapaligiran upang mapanatili ang balanseng ekolohiya.
- **Pasulat:** Sa isang artikulo tungkol sa social media, ang pangunahing idea ay ang epekto nito sa pakikipag-ugnayan ng mga kabataan.
- **Multimodal:** Sa isang infographics tungkol sa kalusugan, ang pangunahing idea ay ang kahalagahan ng tamang nutrisyon at regular na ehersisyo.

Gawain 1: Tuklasin ang Hiyas ng Kaisipan

Panuto: Suriin ang sumusunod na sipi at teksto mula sa iba't ibang anyo ng komunikasyon—pasalita, pasulat, at multimodal. Tukuyin ang pangunahing ideya ng bawat isa. Isulat ang iyong sagot sa sagutang papel.

1. Pasalita – Sipi mula sa SONA ng Pangulo:
"Uunahin ng pamahalaan ang pagpapatayo ng mga paaralang teknikal at bokasyonal upang madagdagan ang oportunidad sa trabaho ng kabataan."

Ano ang pangunahing ideya?

2. Pasulat – Sipi mula sa *editoryal*:
"Habang tumataas ang paggamit ng social media, tumitindi rin ang isyu ng maling impormasyon. Dapat maging mapanuri ang bawat mamamayan."

Ano ang pangunahing ideya?

3. Multimodal – Infographic

https://imgv2-1-f.scribdassets.com/img/document/875579215/original/f7d1ce4e52/1?v=1

Ano ang pangunahing ideya?	Ano ang pangunahing ideya?

Gawain 2: Hanapin ang Kayamanan sa bawat Teksto

Panuto: Maghanap ng iba't ibang teksto (pasalita, pasulat, at multimodal) mula sa radyo, dyaryo, social media, o iba pang plataporma. Kung walang access sa internet, maaaring gamitin ang larawan sa ibaba. Tukuyin ang pangunahing idea ng bawat isa sa pamamagitan ng pagpuno sa talahanayan. Gumamit ng hiwalay na papel kung kinakailangan.

Tekstong Pasalita	Tekstong Pasulat	Tekstong Multimodal
Hal: napakinggang balita sa radyo, podcast, talumpati, at iba pa	Hal: sipi ng nabasang sanaysay, editoryal, balita at iba pang napapanahong isyu	Hal: infographic, vodcast, reels, at iba pa
Pamagat:	Pamagat:	Pamagat:
Istasyon ng Radyo/ Podcast:	Sanggunian:	Sanggunian:
Petsa (kung kailan napakinggan):	Petsa (kung kailan nabasa):	Petsa (kung kailan nailathala:
Pangunahing Idea: _____ _____ _____ _____ _____ _____	Pangunahing Idea: _____ _____ _____ _____ _____ _____	Pangunahing Idea: _____ _____ _____ _____ _____ _____

Gamitin ang larawang ito bilang tekstong multimodal kung walang access sa internet:

Larawan mula sa Municipal Health Office – Jalajala Rizal

Repleksyon/Pagninilay

Sagutin ang sumusunod na tanong:

1. Sa anong mga sitwasyon sa totoong buhay mo magagamit ang kasanayang paghinuha ng pangunahing idea?
2. Bakit mahalagang matutuhan kung paano tukuyin ang sentral na punto sa isang teksto o usapan?
3. Paano nakatutulong ang kasanayang ito kapag nakikinig ka ng balita o nagbabasa ng artikulo?
4. Ano ang maaaring mangyari kung hindi mo matukoy ang pangunahing idea sa isang impormasyon?
5. Sa iyong karanasan, paano mo hinahanap ang sentral na punto kapag napakaraming detalye?

Worksheet 12: Pag-aaral ng Kasaysayan at Lipunang Pilipino 11

I. Kasanayang Pagkatuto: Naiuugnay ang personal at panlipunang paniniwala at pananampalataya sa kamalayang pangkasaysayan (Unang Markahan)

II. Kakailanganing Kagamitan: panulat

III. Pamamaraan

Gumawa ng isang replektibong sanaysay na binubuo ng 300-400 salita tungkol sa isang paniniwala o pananampalatay na pinaninindigan at isinasabuhay ng iyong pamilya. Gamitin na gabay ang sumusunod na tanong sa pagbuo ng isang sanaysay:

A. Ano ang isang paniniwala o pananampalataya na pinaniniwalaan at isinasabuhay ng iyong pamilya?
B. Paano ito naipasa sa inyong pamilya?
C. Ayon sa iyong pagkakaunawa, ano ang pinagmulan at kasaysayan nito?
D. May pagkakatulad ba ito o pagkakaiba sa panlipunang paniniwala o pananampalataya ng kinabibilangang komunidad? Ipaliwanag.
E. Paano ito nakaimpluwensiya sa iyong pagkilos bilang bahagi ng komunidad at lipunan?

Inaasahan na ang iyong sanaysay ay kakikitaan ng malalim na pag-unawa sa paksa, may kawastuhan ang gramatika, baybay, at gamit ng salita, may pagkamalikhain, at personal na pagpapahayag.

IV. Repleksiyon

Sagutin ang mga sumusunod na tanong.

Nakatulong ba sa iyo ang higit na pag-unawa sa paniniwala at pananampalataya ng kalinangang Pilipino sa pamamagitan ng pag-uugnay nito sa paniniwala at pananampalatayang isinasabuhay mo at ng iyong pamilya? Paano mo maipakikita ang iyong pagpapahalaga sa mga ito?

Sanggunian

- Hernandez, J. R. B. (2014). Manipulasyon o Pakikipagkapwa: Ang Ugnayang Tao-Anito sa Sinaunang Pananampalatayang Pilipino. Malay, 27(1).
- Hernandez, J. R. B. (2015). Anituismo at Kristyanismo (Bilang Reaksyon sa Artikulo ni Lasco). Saliksik E-Journal, 4(1), 1-1.

Tala: Kung may kakayahan at kagamitan, maaaring humanap pa ng mga kaugnay na artikulo at materyal upang higit na mapaigting at mapalalim ang pag-unawa sa paksa.

Worksheet 13: Effective Communication 11

I. Learning Competency: Express ideas using inclusive and respectful language in spoken, written, and multimodal forms for specific social and cultural purposes, audiences, and contexts.

II. Materials Needed: Pen and Paper or Digital Note-Taking App (phone/computer)

III. Procedure

Activity: Read the scenario below and consider the impact on different groups of people.

Part 1: *The Scenario*

The local government of your town is proposing a new ordinance that requires all public parks to close at 5 PM daily. The stated goal is to reduce noise and litter. However, this ordinance would also prevent community groups from using the parks for evening activities, such as fitness classes, cultural gatherings, and youth sports, which are vital for residents who work during the day.

Part 2: *Planning Your Advocacy*

Your task is to create a public-facing advocacy post (e.g., a community blog or social media post) to argue for a more inclusive ordinance. Before you write, plan your message.

Who is your primary audience? *(e.g., community members, local government officials, park users, etc.)*	
What is your main goal? (*e.g., to raise awareness, to propose an alternative solution, to persuade officials to change the policy).*	
What are some key words or phrases you can use to make your message respectful and non-confrontational, even while you are disagreeing with the ordinance? *(e.g., "We believe…", "Let's work together…", "Considering the needs of…")*	
What is an alternative solution or a compromise you can suggest that addresses the original concern (noise/litter) while also being inclusive of community needs?	

Part 3: *My Advocacy Post*

Write a short advocacy post (at least 2 paragraphs) that responds to the ordinance.

IV. Reflection

Read through each statement below and check the boxes that best describe your work. Use this to reflect on how effectively you used respectful and inclusive communication.

Inclusive & Respectful Language

☐ My words might come across as harsh or offensive.
☐ Some of my words are respectful, but others could be misunderstood.
☐ Most of my words are respectful and inclusive.
☐ My words are consistently respectful, inclusive, and considerate of everyone.

Tone for Dialogue

☐ My message might cause conflict or shut down the discussion.
☐ My message invites dialogue, but parts may sound confrontational.
☐ My message encourages cooperation and understanding.
☐ My message strongly promotes collaboration, empathy, and constructive dialogue.

Audience Awareness (for those who support the ordinance)

☐ I did not consider their perspective.
☐ I briefly mentioned their concerns, but not in a meaningful way.
☐ I showed respect for their concerns.
☐ I showed deep empathy and recognized their perspective.

Audience Awareness (for those who oppose the ordinance)

☐ I ignored or dismissed their concerns.
☐ I mentioned their concerns, but without depth.
☐ I respectfully considered their needs.
☐ I highlighted their needs and respectfully advocated for them.

Social Responsibility & Community Values

☐ My post only shows my personal opinion.
☐ My post shows some awareness of community values.
☐ My post balances my opinion with community responsibility.
☐ My post demonstrates strong social responsibility and promotes fairness, inclusion, and unity.

Worksheet 14: General Mathematics 11

I. Learning Competency: Use a scale in measuring and comparing distances and in estimating real-world distances to practice decision-making.

II. Materials Needed: Printed or drawn map (your barangay, or imaginary place), ruler, pencil

III. Procedure

Using a scale to interpret and compare distances on maps, blueprints, and sketches is a fundamental skill in fields like engineering, architecture, geography, and design. A **scale** is essentially a ratio that represents the relationship between the measurements on a map or drawing and the actual dimensions in the real world.

Situation

Leo, a senior high school student, enjoys geography and exploring his community. For a class activity, he created a simple map of his neighborhood, marking key places like his house, his best friend's house, the local playground, and a grocery store. He added a scale: *"1 cm = 50 meters."* Using a ruler, Leo measured **3 cm** from his house to the playground and **5 cm** to the store. After calculating, he found the real distances to be **150 meters** and **250 meters**, respectively. The task helped him see how scale and measurement apply to real-life mapping. Proud of his work, he colored the map and shared it at home. His younger sister even asked him to make one for her toy village!

Your Turn!

1. Find or draw a simple map of your neighborhood (or nearby area). Add a scale, for example: *"1 cm = 100 m."*
2. Choose two places to compare (e.g., home to school, home to store, home to a friend's house).
3. Measure the distance on the map using a ruler, then apply the scale to calculate the actual distance.

IV. Reflection

- How far are the places you usually visit?

- Was it easier to imagine distance using a scale?

- Do you think the scale you used gives a realistic representation of distances in your area? Why or why not?

- How did using a scale help you understand your surroundings better? Can you think of other real-life tasks where you might apply or need this skill?

References

- https://www.twinkl.com/resource/t-g-247-sketch-map-checklist-activity-sheet
- https://study.com/learn/lesson/understanding-maps-distance-direction-scale.html
- https://study.com/academy/lesson/how-to-construct-and-interpret-a-scale-map.html
- https://www.siyavula.com/read/za/mathematical-literacy/grade-10/scale-maps-and-seating-plans/06-scale-maps-and-seating-plans-02

Worksheet 15: General Science 11

I. Learning Competency: Demonstrate through simple activities the relationship between linear and angular quantities:
a. human movement (e.g., exercises, dance, and gymnastics), and
b. ergonomic designs (e.g., buildings, vehicles, furniture, and toys)

II. Materials Needed: Small round object (bottle cap, coin, or jar lid), small flat object (eraser, book, or small box), ruler (optional)

III. Procedure

In Physics, motion can happen in two ways:
- **Translational (linear) motion** happens when an object moves from one point to another in a straight line (like a book sliding on a table).
- **Rotational (angular) motion** happens when an object spins or rotates around a point or axis (like a fan blade or a rolling coin).

Many common tools, devices, and activities around us involve both motion types. For example, when you ride a bicycle, the wheels rotate (rotational motion) and the bicycle moves forward (translational motion). Understanding these movements helps in designing more efficient machines, tools, and even safer homes and workspaces.

1. On a flat surface (like a table or floor), do the following:
   - Push a flat object (book, eraser, or box) forward and observe how it slides.
   - Push a round object (bottle cap, coin, jar lid) and observe how it rolls.

2. Answer the following questions:
   - Which object showed translational motion?

   - Which one showed rotational motion?

   - Which object moved farther and more smoothly? Why do you think that happened?

3. Based on your observations, list 2 real-life examples for each motion type:
   - Translational:
     _____
     _____
   - Rotational:
     _____
     _____

4. Optional Measurement: Use a ruler or your hand to estimate how far each object traveled. Record your measurements.

IV. Reflection Questions

Why do you think designers choose rolling parts (like wheels or rollers) instead of sliding parts in things like chairs, carts, or suitcases?

Why is understanding the difference between translational and rotational motion important in designing efficient tools, furniture, or vehicles?

Can you think of an object that combines both types of motion effectively?

References

- General Physics 1 for Senior High School
- LibreTexts Physics (https://phys.libretexts.org)
- The Physics Classroom – Motion and Forces. (https://www.physicsclassroom.com)

Worksheet 16: Life and Career Skills 11

I. Learning Competency: Exhibit understanding of routines that promote physiological development, health, personal development, and well-being

II. Materials Needed: Pen

III. Procedure

Most individuals believe that our inner strengths enable us to act bravely in the face of fear, failure, and life's challenges. The proponent of positive psychology, Dr. Martin Seligman, says that our inner strengths lead us through life, promote optimism, and enhance wellbeing.

Understanding your own sense of self by doing breathing exercise and mindful thinking promotes safe learning and good mental health and well-being in different circumstances.

Read the following steps and try practicing this mindful activity.

1. Sit or lie in a relaxed position.

2. Take a deep breath and slowly close your eyes.

3. Notice your thoughts as they come and go and without judgement.

4. Then, shift your attention by feeling your body as you do the breathing exercise. If you feel any tensions, try to release these tensions by slowly breathing out.

5. When your body feels calm, stay in your slow breathing as you shift your thoughts on your strengths that promote good mental health and wellbeing.

6. After that, slowly open your eyes and focus on the present moment.

IV. Reflection Questions

After doing the exercise, answer the following questions.

How do you find the activity?

What was happening to your mind and body while doing the activity?

How do our strengths promote good mental health and wellbeing?

How does this mindful activity help you in your current situation?

References

- Fargo, S., & Fargo, S. (2024, March 15). Mindfulness Breathing Exercises: Guide to Techniques and benefits. Mindfulness Exercises. https://mindfulnessexercises.com/6-mindful-breathing-exercises/
- Price-Mitchell, M., PhD. (2020, November 13). Cultivating inner strengths in adolescents. Roots of Action. https://www.rootsofaction.com/inner-strengths/

Worksheet 17: Mabisang Komunikasyon 11

I. Layunin: Nakagagamit ng angkop na di-berbal na mga estratehiya upang mapahusay ang kalidad ng komunikasyong personal at interpersonal

II. Kinakailangang Kagamitan: Salamin/Cellphone na may camera, Papel at Panulat

III. Pamamaraan

Pagbabalik-tanaw

Ang mga **di-berbal na estratehiya** ay tumutukoy sa mga paraan ng pagpapahayag ng mensahe na hindi nakasalig sa salita, kundi sa kilos, galaw, ekspresyon ng mukha, tindig ng katawan, kumpas ng kamay, at paggamit ng espasyo o distansya. Sa pamamagitan ng mga ito, naipapakita ang damdamin, saloobin, at intensyon ng tagapagsalita na nakatutulong upang higit na maging mabisa, malinaw, at makabuluhan ang komunikasyong personal at interpersonal.

Halimbawa, ang **pagngiti** ay nakapagpapakita ng pagiging magiliw, ang **pagtango** ay hudyat ng pagsang-ayon, ang **pagkunot ng noo** ay nagpapahayag ng pag-aalinlangan o pagkabahala, at ang **pagtitig sa kausap** ay indikasyon ng atensyon at respeto. Sa tamang paggamit ng mga di-berbal na estratehiya, higit na napalalalim ang ugnayan at pag-unawa sa kapwa.

Gawain 1: Salamin ng Emosyon

Panuto: Pumili ng tatlong emosyon o sitwasyon (halimbawa: saya, lungkot, kaba, galit, hiya, tuwa, pagkagulat). Sa harap ng salamin, magsalita ng maikling linya (1–2 pangungusap) na may kasamang di-berbal na estratehiya tulad ng: kumpas ng kamay, ekspresyon ng mukha, tindig ng katawan, pagtitig o pag-iwas ng tingin, tono ng boses (kahit di-berbal, may kasamang pagtaas-baba). Sagutan ang sumusunod:

1. Ano ang linyang sinabi mo?

_____
_____
_____

2. Ano- anong di-berbal na estratehiya ang ginamit mo?

_____
_____
_____

3. Bakit angkop ang mga ito sa emosyon o sitwasyon?

_____
_____
_____

Gawain 2: Pagpapakita ng Angkop na Di-Berbal na Tugon sa Iba't Ibang Sitwasyon

Panuto: Basahin ang bawat sitwasyon sa bawat bilang. Matapos nito'y mag-ensayo sa harap ng salamin o i-record ang sarili habang ginagawa ang angkop na tugon mula sa iba't ibang sitwasyon. Sagutin ang mga tanong sa ibaba.

1. Napansin mong masama ang loob ng iyong kaibigan dahil may nagawa kang mali sa kaniya, ano-anong di-berbal na komunikasyon ang iyong gagamitin upang maipakita ang taos-pusong paghingi ng tawad? Ipaliwanag kung bakit angkop ang mga kilos na ito sa sitwasyon.

   _____
   _____
   _____

2. Pinarangalan sa klase ang iyong kapatid. Tuwang-tuwa ang lahat para sa kaniya. Anong di-berbal na komunikasyon ang iyong isasaalang-alang upang magpakita ng suporta sa kaniya? Ipaliwanag kung paano maipahahayag ng mga ito ang iyong damdamin.

   _____
   _____
   _____

3. Tinulungan ka ng iyong kaklase sa isang takdang-aralin. Anong di-berbal na komunikasyon ang iyong isaalang-alang upang maipakita sa kaniya ang iyong pasasalamat nang taos-puso?

   _____
   _____
   _____

4. Hindi mo mahanap ang bahay ng iyong kaibigan. Nais mong magtanong sa isang pulis na rumuronda. Anong di-berbal na komunikasyon ang iyong isasaalang-alang sa pagtatanong?

   _____
   _____
   _____

IV. Repleksiyon/Pagninilay

Panuto: Sagutin ang sumusunod na tanong:

1. Sa anong sitwasyon mo madalas gamitin ang mga di-berbal na estratehiya tulad ng ngiti, tango, o kumpas ng kamay?

   _____
   _____

2. Paano nakatutulong ang tamang paggamit ng di-berbal na komunikasyon sa pagpapatibay ng iyong relasyon sa pamilya, kaklase, o guro?

   _____
   _____

3. May pagkakataon bang mali ang naiparating mong mensahe dahil sa kilos o galaw ng iyong katawan? Ano ang natutuhan mo mula rito?

   _____
   _____

4. Paano mo gagamitin ang natutuhan mong kasanayan sa di-berbal na komunikasyon sa hinaharap bilang isang mag-aaral at mamamayan?

   _____
   _____

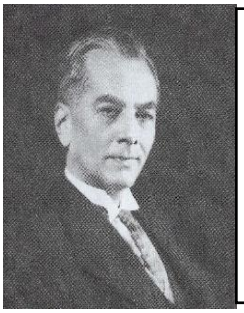
Worksheet 18: Pag-aaral ng Kasaysayan at Lipunang Pilipino 11

I. Kasanayang Pagkatuto: Nasusuri ang mga kolektibong karanasan ng pakikibaka laban sa mga dayuhan gamit ang piling kaso (cases) sa kasaysayan (Ikalawang Markahan)

II. Kakailanganing Kagamitan: short bond paper/malinis na papel, lapis, pangkulay, pangdisenyo

III. Pamamaraan

Gumawa ng isang *creative poster* o *quote art* mula sa naging bahagi ng talumpati ni Pangulong Manuel L. Quezon sa pagpirma sa *Women's Suffrage Plebiscite Bill* noong ika-30 ng Setyembre, 1936. Ang *poster* o *quote art* ay inaasahang magpapakita ng bahaging ginampanan ng mga kababaihan sa pakikibaka laban sa mga dayuhan na nagbunsod ng kamalayang Pilipino.



"Women, given a share in the administration of our government, can do more towards the promotion of social justice in the Philippines than when such a task is left in the hands of men alone, for women have a keener sense of justice than men."
— *Manuel L. Quezon*, Talumpati sa pagpirma sa Women's Suffrage Plebiscite Bill, Setyembre 30, 1936

Pinagkunan ng Larawan: https://commons.wikimedia.org/

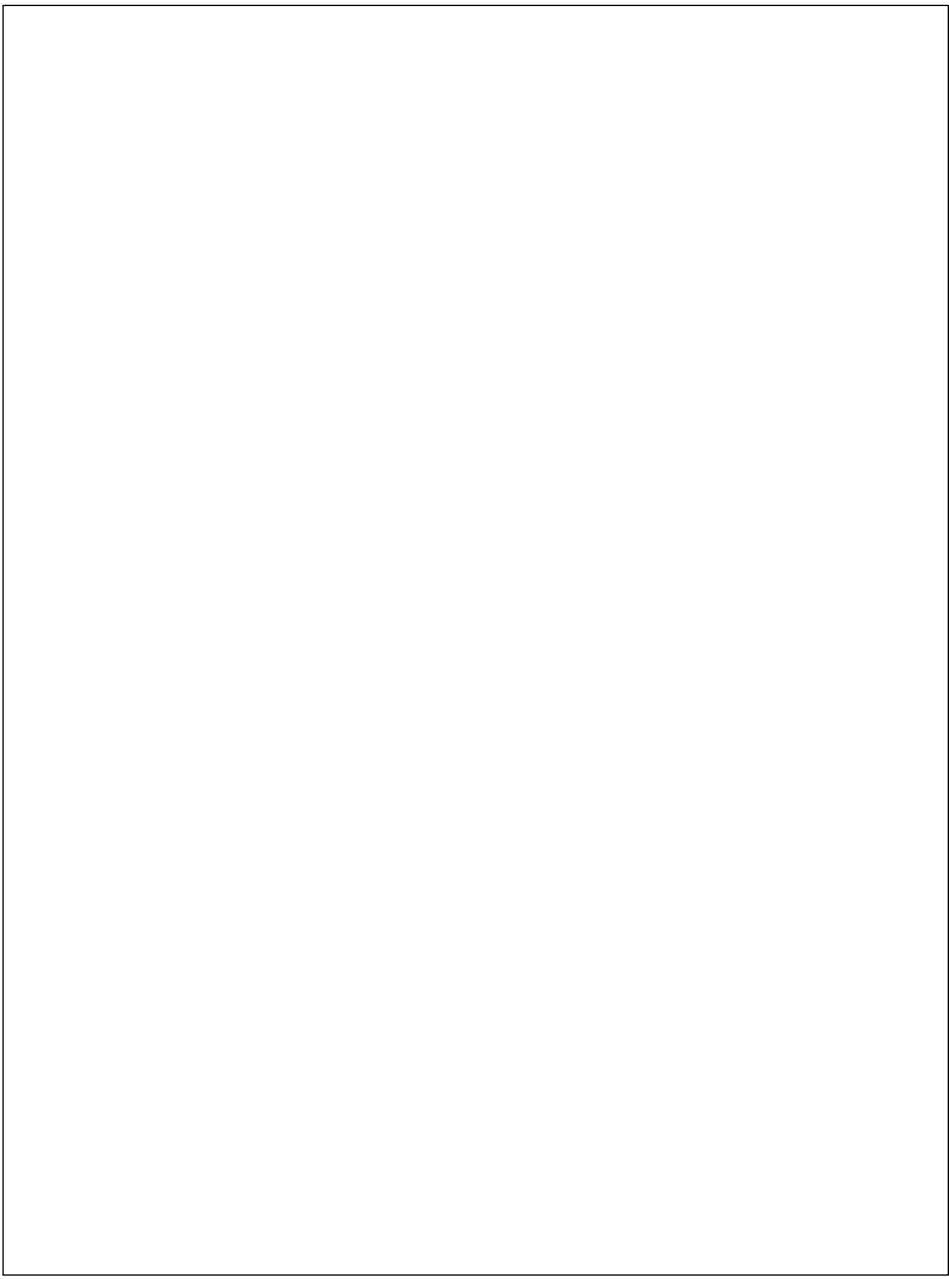
Inaasahan na ang iyong *creative poster* o *quote art* ay kakikitaan ng malinaw na mensahe, pagkamalikhain at orihinalidad, kaayusang biswal, at kalinawan ng *quote*. Gawin ang *poster* sa susunod na pahina.

IV. Repleksiyon

Sagutin ang mga sumusunod na tanong sa iyong kuwaderno.

Ano ang bahaging ginagampanan ng mga kababaihan sa pagtataguyod ng katarungang panlipunan? Paano dapat tanawin at pakitunguhan ang mga kababaihan?

Poster



Sanggunian

- Manila Bulletin. “Remembering Quezon, the Independence Advocate.” *Manila Bulletin,* 19 August 2022, sec. Opinion.

Tala: Kung may kakayahan at kagamitan, maaaring humanap pa ng mga kaugnay na artikulo at materyal upang higit na mapaigting at mapalalim ang pag-unawa sa paksa.

Worksheet 19: Effective Communication 11

I. Learning Competency: Synthesize information from multiple and diverse sources to form a coherent argument or recommendation.

II. Materials Needed: Pen and Paper or Digital Note-Taking App (phone/computer)

III. Procedure

Activity:

Part 1: *The Community Challenge*

Choose one local issue in your community that you think should be addressed. Some examples of such issues are the lack of recycling programs, worsening traffic congestion, insufficient recreational spaces, or poor quality of school lunch options.

My chosen issue	
The decision-making body I will address (e.g., the local city council, the school board, the neighborhood association)	

Part 2: *Gathering Diverse Perspectives*

Find at least two different sources of information about your chosen issue. Try to gather different viewpoints or types of information (e.g., government report, news article, social media discussion, interview).

	Source 1	**Source 2**
Type of Source		
Main Idea/Perspective (*what the sources agree on and disagree on*)		

Part 3: *Synthesizing the Evidence*

Look at the different perspectives you collected. Combine them to see the "bigger picture." Complete the organizer below:

- Key insights I learned after comparing the sources:

_____
_____
_____
_____
_____

- My position/main argument based on the evidence:

_____
_____
_____
_____
_____

IV. Reflection (*Seeing through Many Lenses*)

Complete the journal below. Write in full sentences. Your final reflection should be at least 7 sentences long.

- One important thing I learned from Source 1 was…
- Source 2 helped me realize that…
- When I compared the sources, I noticed that…
- The source that challenged me the most was… because…
- After looking at all the sources together, I now understand that…
- This influenced my advocacy post by…
- In the future, using multiple sources will help me…

Worksheet 20: General Mathematics 11

I. Learning Competency: Classify a given set of data according to its level of measurement.

II. Materials Needed: Pen

III. Procedure

Classifying data by its level of measurement helps choose the right analysis methods. There are four levels:

1. **Nominal:** Categories with no order (e.g., gender, colors).
2. **Ordinal:** Ordered categories, but no equal spacing (e.g., rankings, satisfaction levels).
3. **Interval:** Ordered data with equal intervals but no true zero (e.g., temperature in Celsius).

Ratio: Ordered data with equal intervals and a true zero (e.g., height, weight).

Activity

You asked your family members or nearby acquaintances a few questions:

1. What is your favorite household chore?

2. How much do you enjoy helping with chores at home?

3. What time do you usually wake up on weekdays?

4. How many hours do you spend on household chores each week?

Given these questions, identify the level of measurement used for each. Explain your answers.

1.	2.	3.	4.

IV. Reflection

- Which data type was easiest to collect? Why?

- Why is classifying data important?

- Which type of data (Nominal, Ordinal, Interval, Ratio) do you think is most commonly collected in daily life? Why?

References

- https://study.com/skill/learn/how-to-classify-variables-by-levels-of-measurement-explanation.html
- https://www.scribbr.com/statistics/levels-of-measurement/
- https://studyonline.unsw.edu.au/blog/types-of-data

Worksheet 21: General Science 11

I. Learning Competency: Construct a table using product labels that describe the function of the different substances (elements or compounds) present in household products such as those in bleach, detergents, baking powder, and personal care products such as shampoo, soaps, and toothpaste

II. Materials Needed: Paper or notebook, pen or pencil, 5 household product containers (with labels) – examples: shampoo, toothpaste, detergent, bleach

III. Procedure

We use chemical products every day on our bodies, clothes, and in our homes. From toothpaste that prevents cavities to detergents that remove stains, these products contain substances that serve specific purposes. Some ingredients are safe and helpful, while others require caution. Being aware of these substances helps us make safer and more informed choices as consumers. This activity allows you to investigate what you're using daily and understand how chemistry plays a role in household care.

1. Collect 5 different household or personal care products with readable labels (e.g., shampoo, toothpaste, dishwashing liquid, etc.).
2. Look at the ingredient list or chemical label on each item.
3. On a piece of paper or on your notebook, construct a simple table like the example below:

Product Name	Chemical/Substance	Function or Use
Ex. Toothpaste	Fluoride	Prevents tooth decay
1.		
2.		
3.		
4.		
5.		

4. If the label doesn't show the function, ask a family member, a friend or search briefly (if internet access is available).
5. Aim to complete at least 5 rows with different chemicals and their uses.

IV. Reflection Questions

Why is it important to understand the chemicals in household and personal care products?

How can this awareness influence your choices and behavior as a responsible consumer and member of your community?

References

- Department of Education (DepEd). K to 12 Curriculum Guide: Senior High School – General Chemistry 1. https://www.deped.gov.ph
- Department of Trade and Industry (DTI). Consumer Safety and Labeling Guidelines. https://www.dti.gov.ph
- Food and Drug Administration Philippines. Labeling of Cosmetic Products. https://www.fda.gov.ph
- Department of Environment and Natural Resources (DENR). Chemicals and Waste Program. https://www.denr.gov.ph
- LibreTexts Chemistry. Chemical Properties of Common Compounds. https://chem.libretexts.org

Worksheet 22: Life and Career Skills 11

I. Learning Competency: Exhibit understanding of fitness routines that promote health, personal development, and well-being

II. Materials Needed: Pen and paper, Internet access (optional, for exercise ideas), Quiet space for movement, Optional: Mat or towel

III. Procedure

This activity guides you from planning a fitness routine to trying a short wellness session. It aims to support both your physical health and mental well-being through intentional movement and mindful breathing.

Step 1: Plan Your Routine

- **Choose Your Fitness Activities:**
  List three simple fitness activities you can safely do at home. These should be easy to perform, require little to no equipment, and help improve your physical and mental well-being.

  Recommended Activities: (Jumping jacks, Bodyweight squats, Yoga stretches, Marching in place, Arm circles, Wall push-ups, High knees, Dance moves, Toe touches, and Lunges).

- **Create your Weekly Fitness Schedule:**
  Using a clean sheet of paper, draw a table or columns for each day of the week (Monday to Sunday). Then, assign at least one of your chosen fitness activities to each day. You can repeat activities or mix them up throughout the week to keep things interesting.

  Tip: *Keep each session short, just 5 to 10 minutes per day, so it's easy to follow and stick to. Choose a time that fits your daily routine (e.g., after waking up, during study breaks, or before bedtime.*

  Example:
  - Monday – Jumping Jacks (5 mins)
  - Tuesday – Yoga Stretches (10 mins)
  - Wednesday – Rest or Light Walking (5 mins)
  - (…and so on)

  This will help you build a consistent fitness habit that supports both your physical health and mental well-being.

Step 2: Try a Short Wellness Routine
Gentle Stretching (2 minutes):

Neck Rolls: Roll your neck slowly in one direction (5 seconds), then the other (5 seconds)

Shoulder Stretch: Cross one arm across your chest and hold (10 seconds), switch sides

Side Reach: Reach overhead to one side while standing or sitting (10 seconds), switch sides

Forward Fold: Bend forward gently to touch your toes (or reach as far as comfortable) for 10 seconds

https://www.canva.com

Mindful Breathing (2 minutes):

- Sit or stand still with hands resting
- Close your eyes softly
- Inhale through your nose for 4 seconds, hold for 2 seconds, and exhale through your mouth for 6 seconds
- Repeat 4–5 cycles
- While breathing, silently affirm: "I am calm. I am in control. I am present."

IV. Reflection Questions

How can regularly engaging in fitness activities enhance your physical and mental well-being?

How did you feel after completing the short exercise routine?

At what time of day do you think this routine would be most helpful for you?

References

- Nemours Children's Health. (n.d.). Why exercise is wise for teens. KidsHealth. Retrieved [today's date], from https://kidshealth.org/en/teens/exercise-wise.html
- Waverider. (2024, August 12). Simple exercise routines to boost your mood. Waverider Blog. https://waveriderio.blog/2024/08/12/simple-exercise-routines-to-boost-your-mood/

Worksheet 23: Mabisang Komunikasyon 11

I. Layunin: Nakabubuo ng mga mapanuring rebyu ng mga tekstong may kabuluhang kultural (hal. pelikula, maikling kuwento, tula, serye sa telebisyon).

II. Kinakailangang Kagamitan: Isang pelikula, maikling kuwento, tula, o serye sa telebisyon na may malinaw na kabuluhang kultural (maaari ring mula sa personal na napanood/nabasa), Panulat at papel/kompyuter

III. Pamamaraan

Pagbabalik-tanaw

Ang **mapanuring rebyu** ay isang akademikong sulatin na naglalayong suriin at bigyang-puna ang isang likhang sining o tekstong may kabuluhang kultural, gaya ng pelikula, maikling kuwento, tula, o serye sa telebisyon. Hindi lamang ito pagbubuod, kundi **kritikal na pagsusuri** ng tema, ideya, estilo, at sangkap ng akda. Layunin nito na hubugin ang kakayahan ng mag-aaral na maging **mapanuri, kritikal, at obhetibo** sa pagbibigay-halaga sa mga akdang kultural.

Mahalaga sa isang rebyu na:

- Maglarawan nang malinaw ang teksto o likha;
- Tukuyin ang kalakasan at kahinaan ng akda gamit ang kongkretong halimbawa;
- Magbigay ng ebidensiya upang suportahan ang sariling pananaw; at
- Suriin ang kabuluhang kultural o panlipunan ng akda.

Panuto: Basahin at unawain ang maikling kuwento.

Ang Huling Liham

Si Mara ay isang mag-aaral sa senior high school na abala sa pag-aaral at part-time na trabaho sa kapehan. Isang araw, nakakita siya ng lumang kahon sa ilalim ng kama ng kaniyang lola. Sa loob nito, may mga liham at litrato ng kaniyang lola noong kabataan niya—mga kuwento ng pag-ibig, pakikibaka sa kahirapan, at pagtutulungan sa komunidad.

Habang binabasa ang mga liham, napagtanto ni Mara ang halaga ng sakripisyo at tiyaga ng mga nakaraang henerasyon. Nalaman niya rin ang mga aral tungkol sa pakikipagkapuwa, responsibilidad, at pagmamahal sa pamilya.

Nagpasiya si Mara na isulat din ang kaniyang sariling liham pasasalamat sa kaniyang lola at bilang inspirasyon sa sarili na magpatuloy sa pag-aaral at pagtulong sa komunidad. Sa huli, naunawaan niya na ang kaalaman at karanasan ng nakatatanda ay kayamanang hindi dapat sayangin.

Gawain 1: Sulyap at Suri: Pagsusuri sa Tekstong Kultural

Panuto: Sagutin nang malinaw at kompleto ang mga tanong sa bawat bahagi gamit ang ebidensiya mula sa teksto bilang panimulang gawain sa pagbuo ng mapanuring rebyu.

A. Unang Bahagi: Pagkilala sa Tema at Mensahe

1. Ano ang pangunahing tema o mensahe ng kuwento?
2. Anong damdamin ang ipinapahayag sa kuwentong ito?
3. Paano nauugnay ang kuwento sa kultura o lipunan?

B. Ikalawang Bahagi: Pagtukoy sa Kalakasan at Kahinaan

1. Ano ang kalakasan ng kuwento? (hal. istorya, karakter, mensahe)
2. Ano ang kahinaan nito? (hal.maikling paglalarawan,kakulangan sa detalye, o iba pa)

C. Ikatlong Bahagi: Pagsusuri ng Estilo at Estruktura

1. Anong estilo o estratehiya ang ginamit ng may-akda? (hal. imahen, talinghaga, dayalogo, daloy ng kwento)
2. Paano nakatulong ang estilong ito sa pagpapahayag ng tema o mensahe?

Gawain 2: Pagsulat ng Mapanuring Rebyu

Gamit ang iyong mga sagot sa Bahagi 1–3, sumulat ng sariling mapanuring rebyu na naglalaman ng buod, tema, kalakasan at kahinaan, estilong ginamit, kabuluhang kultural, at personal na pananaw. Siguraduhing malinaw, maayos ang pagkakalahad, at may konkretong ebidensiya mula sa kuwento ang bawat sagot.

Gawain 3: Tanaw at Talino: Pagbuo ng Mapanuring Rebyu

Panuto sa Pagbuo ng Mapanuring Rebyu:

1. Pumili ng isang tekstong may kultural na kabuluhan (pelikula, maikling kuwento, tula, o serye sa telebisyon) na inyong pagbubulay-bulayan.
2. Panoorin o basahin nang maigi ang napiling teksto, pansinin ang mga elemento na nagpapakita ng kultura, tradisyon, pananaw, o isyung panlipunan.
3. Gumawa ng talatang buod ng pangunahing nilalaman ng teksto.
4. Tukuyin ang mga pangunahing idea o tema na may kinalaman sa kultura, at suriin kung paano ito ipinakita sa teksto.
5. Ipaliwanag ang epekto o kahalagahan ng teksto sa pag-unawa sa kultura o isyung panlipunan na tinatalakay nito.
6. Magbigay ng sariling opinyon o kritikal na pananaw sa teksto: ano ang mga kalakasan at kahinaan nito, at paano ito nakaapekto sa iyong pag-unawa sa kultura.
7. Isulat ang inyong mapanuring rebyu na may malinaw at maayos na daloy ng mga ideya.

IV. Repleksiyon/Pagninilay

Pagnilayan ang sumusunod na tanong:

1. Sa iyong ginawang pagsusuri, ano ang pinakamahalagang aral na iyong natutuhan tungkol sa iyong sarili, partikular sa iyong kakayahang maging mapanuri at kritikal?
2. Paano mo pahahalagahan at gagamitin ang kakayahang ito bilang isang mag-aaral na nainirahan sa makabago at dihital na mundo?
3. Ano ang pinakamadaling bahagi at ang pinakamahirap na bahagi sa paggawa ng iyong rebyu?
4. Anong mga estratehiya o hakbang ang maaari mong gawin upang mas mapabuti ang pagsusuri sa susunod?
5. Paano mo maipapakita ang kamalayang kultural at sensibilidad kapag sumusuri ng iba pang tekstong pampanitikan o kultural?

Worksheet 24: Pag-aaral ng Kasaysayan at Lipunang Pilipino 11

I. Kasanayang Pagkatuto: Natataya ang bunga ng mga kilusang panlipunan tulad ng kilusang agraryo, propaganda, at himagsikan sa pagsusulong ng kamalayang Pilipino (Ikalawang Markahan)

II. Kakailanganing Kagamitan: Bolpen

III. Pamamaraan

Basahin ang maikling artikulo patungkol sa Kilusang Agraryo noong ika-18 at ika-19 na siglo, at sagutin ang mga sumusunod na tanong.

Kilusang Agraryo sa Panahon ng Pananakop:
Laban para sa Lupa, Laban para sa Bayan

Sa panahon ng pananakop ng mga Espanyol, ang sistemang encomienda at hacienda ang naging pangunahing balangkas ng pag-aari ng lupa sa Pilipinas. Ang mga lupain ay kinontrol ng mga prayle, mayayamang Espanyol, at mga lokal na principalia, habang ang mga magsasaka ay naging mga kasamá o utusang walang sariling lupa. Dahil dito, lumaganap ang di-makatarungang kalagayan sa agrikultura, na naging ugat ng maraming pag-aalsa sa iba't ibang bahagi ng bansa.

Isa sa mga kilalang kilusang agraryo ay ang pag-aalsa sa Cavite noong 1872, na bagamat may kaugnayan sa isyu ng paggawa at edukasyon, ay may ugat din sa kawalan ng lupa at karapatan ng mga Pilipino sa sariling kabuhayan. Sa mga sumunod na dekada, ang Kilusang Propaganda at ang Katipunan ay nagsimulang isulong ang ideya ng pantay na karapatan sa lupa, kasabay ng pakikibaka para sa kalayaan.

Ang Himagsikan ng 1896 ay hindi lamang laban sa kolonyalismo kundi laban din sa sistemang agraryo na nagpapahirap sa mga Pilipino. Sa mga dokumento ng Katipunan, binigyang-diin ang pangangailangang baguhin ang sistemang panlipunan, kabilang ang pamamahagi ng lupa sa mga tunay na nagbubungkal nito.

Ang bunga ng kilusang agraryo sa panahon ng pananakop ay ang pag-usbong ng kamalayang Pilipino—isang malalim na pag-unawa sa karapatan sa lupa, katarungang panlipunan, at ang papel ng mamamayan sa pagbabago. Ang mga magsasaka ay hindi na lamang tagabukid, kundi naging simbolo ng paglaban at pag-asa para sa isang makatarungan at malayang lipunan.

Pamprosesong Tanong:

1. Ano ang naging dahilan ng pag-usbong ng mga kilusang agraryo sa panahon ng pananakop?

2. Paano nakaapekto ang kalagayan ng mga magsasaka sa pag-usbong ng iba pang mga kilusan katulad ng propaganda at himagsikan?

3. Paano nabago ng kilusang agraryo ang kamalayang Pilipino? Nakatulong ba ito sa ating bansa? Ipaliwanag.

4. Kung ikaw ay nabuhay sa panahon ng pananakop, ano ang iyong magiging paninindigan tungkol sa isyu ng lupa? Ipaliwanag.

5. Namamayani pa rin ba sa kasalukuyan ang ganitong isyu sa ating bansa? Paano ito tinutugunan ng pamahalaan? Sapat ba ang mga ito?

IV. Repleksiyon

Ano ang maaaring magawa ng isang mag-aaral na tulad mo upang matugunan ang mga isyung kinakaharap ng ating bansa partikular sa isyu ng lupa/agrikultura?

Sanggunian

- Melencio, G. E. "Kalakalang agrikultural ng Pilipinas sa panahon ng kolonisasyon : pagbubukas, pagsasara at pagtatangkang pag-ahon." *University Knowledge Digital Repository*, n.d. https://www.ukdr.uplb.edu.ph/journal-articles/3952/

Tala: Kung may kakayahan at kagamitan, maaaring humanap pa ng mga kaugnay na artikulo at materyal upang higit na mapaigting at mapalalim ang pag-unawa sa paksa.

Worksheet 25: Effective Communication 11

I. Learning Competency: Identify main messages, implied meanings, and biases in public, civic, or culturally significant communication events.

II. Materials Needed: Pen and Paper or Digital Note-Taking App (phone/computer)

III. Procedure

Activity: Communication to be Analyzed (Social Media Post from "Barangay San Jose Community Watch"):

Reference: Canva AI image generated

Caption:

"Another broken park lamp. It's a disgrace! We've been telling the youth to respect our shared spaces, but it seems they just don't care. Our beautiful park is being ruined by a few irresponsible individuals who would rather hang out at night than contribute to the community. Let's get together and fix this. Join us for a cleanup on Saturday at 9 AM. Let's take back our park!"

Part 1: Initial Reading and Comprehension

Carefully read the social media post and look at the image. Then, answer the questions that follow.

1. In your own words, what key message or central theme is the creator attempting to communicate through this post?

2. What is an implied meaning or unstated assumption in the text? What is the creator suggesting without directly saying it?

Part 2: Bias Identification and Critical Evaluation

Does the social media post show any potential biases? Consider:

- What information is included, and what might be missing?
- What words or phrases push the reader toward a certain conclusion?
- Whose perspective is emphasized, and whose is left out?

Write at least 2–3 examples of bias you notice and explain each briefly. Make sure to provide specific examples from the text to support your claims about potential biases.

Part 3: Constructive Rewriting

Imagine you are the one writing this post for the community page. Revise it to express concern about the park problem without blaming or stereotyping. Your post should encourage cooperation and inclusivity.

My Revised Post:

IV. Reflection (*Different Perspectives*)

Think about how different people might react to the original post and to your rewritten version. Write at least 5–7 sentences reflecting on the prompts below.

- How might a young person who spends time in the park feel after reading the original post?
- How might an older community member or parent feel about it?
- How did rewriting the post help you see the importance of word choice and tone in community communication

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