

Understanding Culture, Society, and Politics

Activity Sheets

(First Quarter)

Department of Education

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UNDERSTANDING CULTURE, SOCIETY AND POLITICS ACTIVITY SHEETS

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Core Subject Title: **Understanding Culture, Society and Politics**

Quarter: **1st**

Content: **Starting points for the understanding of culture, society and politics**

Learning Competency 1: Articulate observations on human cultural variation, social differences, social change and political identities through an introspective learning activity

Code: UCSP11/12SPU-Ia-1

ACTIVITY 1

Directions:

1. Get one whole sheet of paper.
2. Write your name inside the circle.
3. Draw figure 1 on the sheet of paper.

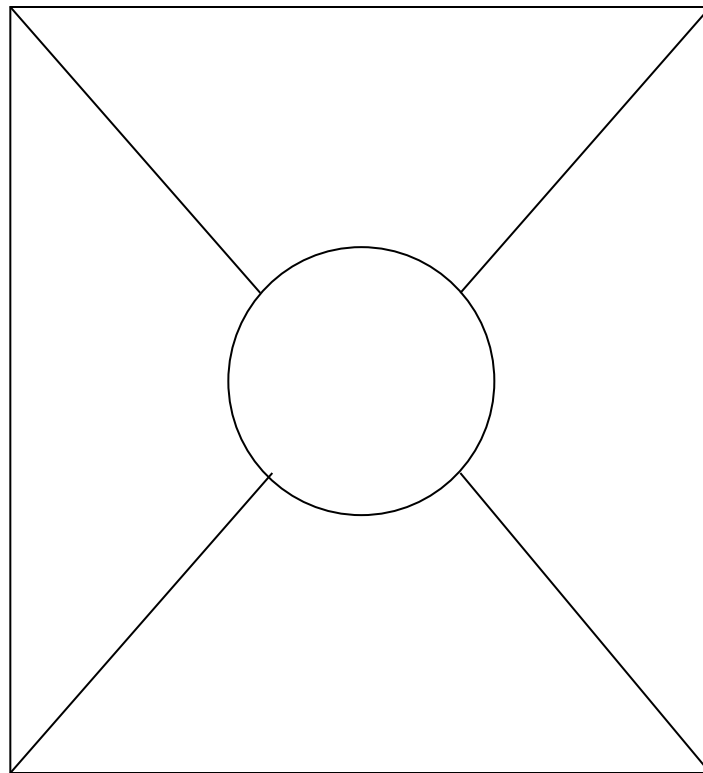


Figure 1

4. Write the following information of yourself in the 4 spaces:
- a. gender
 - b. socio-economic class
 - c. ethnicity
 - d. religion

ACTIVITY 2

Directions: The teacher will group the students into 4. Each group will choose a leader and a secretary to consolidate their answers on a table similar to what is shown below.

Gender	Socio-Economic Class	Ethnicity	Religion

ACTIVITY 3

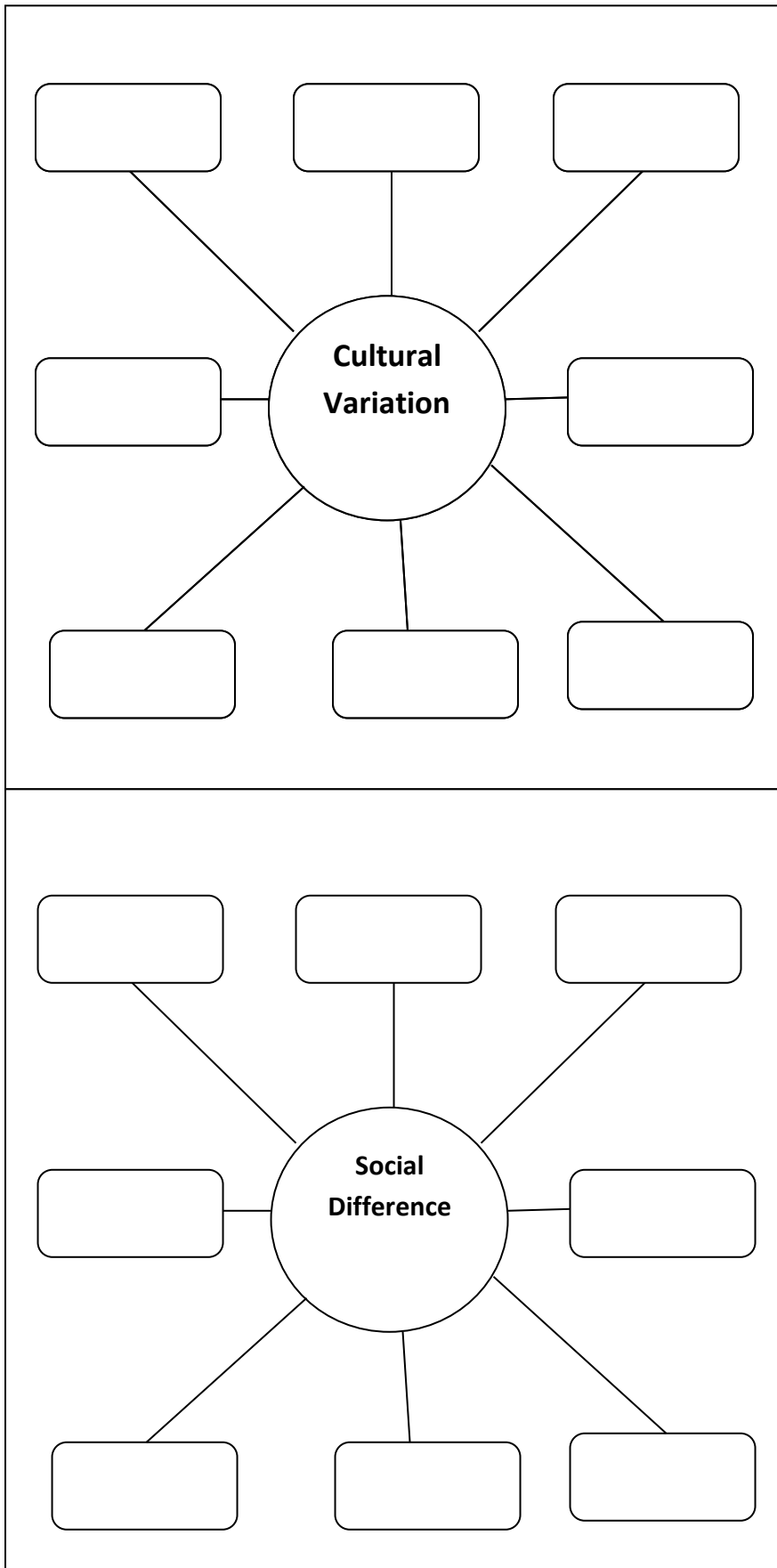
Directions: Based on the output from the previous activity, the teacher will ask the students to discuss their observations based on the following questions:

1. What are the similarities and differences of every individual?
2. Do these similarities and differences affect the life of the whole community?
Why?

The teacher will give each group a time frame of 2 minutes to present their answers group outputs. Processing of answers shall follow.

ACTIVITY 4: Concept Mapping

Directions: The teacher will distribute worksheets containing sun diagrams which the students shall accomplish in 10 minutes.



Learning Competency 2: Demonstrate curiosity and an openness to explore the origins and dynamics of culture and society and political identities

Code: UCSP11/12SPU-Ia-2

ACTIVITY 1

Directions: Identify the cultural elements of the Philippines and the USA then select a partner and share your answers with each other.

Culture	Philippines	USA
Language		
Religion		
Food		
Musical Instrument		
Dance		
Song		
Holiday and Ceremony		
Costume		
Sport		
Tradition		

ACTIVITY 2

Directions: Write the causes and consequences of social change with special focus on the premise of political scenario creates economic scenario and vice versa.

SOCIAL CHANGE	
CAUSES	CONSEQUENCES

ACTIVITY 3

Directions: Complete the table by writing the significant contributions of the specified administrations to the different sectors of the country.

Sector	Estrada Administration	Arroyo Administration	Aquino Administration
Education			
Health			
Agriculture			
Finance			
Environment			
Labor and Employment			
Justice			
Science and Technology			
Tourism			
Transportation			

Learning Competency 3: Analyze social, political and cultural change

Code: UCSP11/12SPU-Ib-3

ACTIVITY 1

Directions: Draw a picture of public transportation means in Philippine society across different eras to depict the technological, cultural, social and political change in every society.

19th Century	20th Century	21st Century

ACTIVITY 2: Picture Perfect

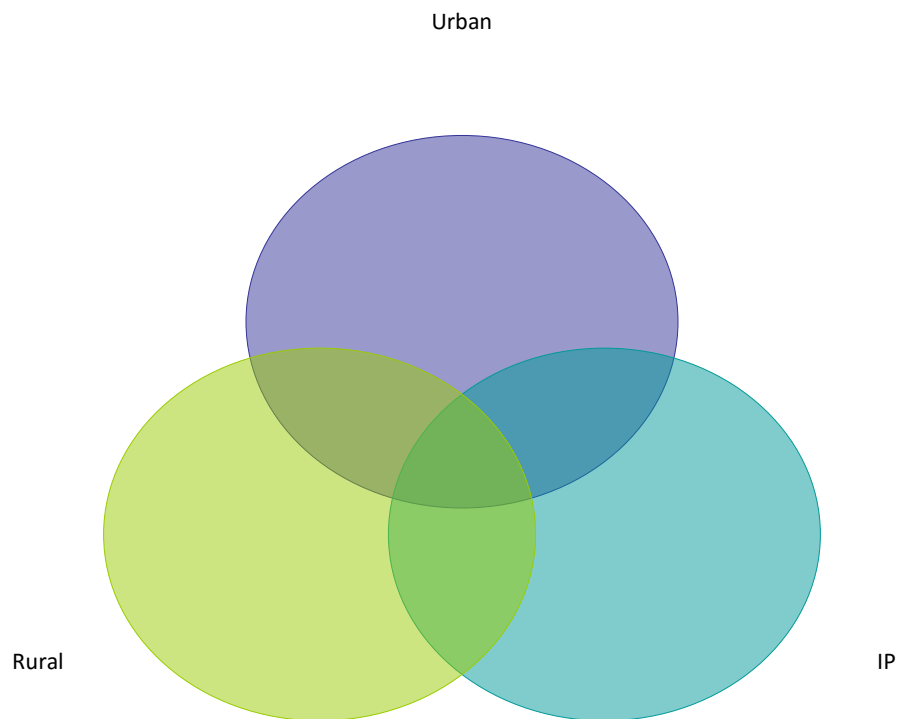
Directions: The teacher will divide the students into 3 groups and each group is given 2 minutes to prepare illustrations for their assigned community guided by the details below:

Group 1: Urban community

Group 2: Rural community

Group 3: IP community

After the group presentations, the teacher will draw an expanded venn diagram to compare the three communities discussed:



Learning Competency 4: Recognize the common concerns or intersections of anthropology, sociology and political science with respect to the phenomenon of change

Code: UCSP11/12SPU-Ib-4

ACTIVITY 1: Group Research

Directions: The teacher will divide the class into three groups who will conduct a research anchored on the listed topics below:

Group 1: Philippine Communication

Group 2: Philippine Transportation

Group 3: Philippine Dances

Period	Anthropology	Sociology	Political Science
Pre-Spanish			
Spanish			
American			
Modern Society			

ACTIVITY 2: Group Presentation

Directions: After the conducted group research on the assigned topics, students will present their findings through variety show, panel discussion or newscasting.

Learning Competency 5: Identify the subjects of inquiry and goals of Anthropology, Political Science and Sociology

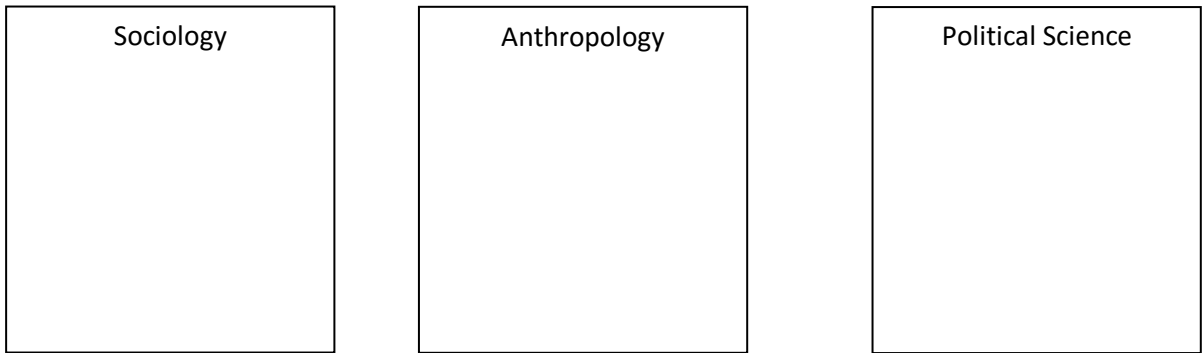
Code: UCSP11/12SPU-Ib-5

ACTIVITY 1: Individual Research

Directions: The teacher will let the students conduct an individual research on the basic concepts and goals of Sociology, Anthropology and Political Science.

ACTIVITY 2: Learning Station

Directions: The teacher will divide the class into three groups and assign specific learning stations for each. Each learning station shall have one manila paper where the students shall write their ideas on the written concepts in a two minute time frame per learning station.



The last station of the group will be their assigned topic and one member shall report the consolidated answers.

ACTIVITY 3: Panel Discussion

Directions: The teacher shall play video clips on sociology, anthropology and political science. After the viewing activity, a panel discussion shall be made to process gained knowledge and insights.

Content: **Defining Culture and Society from the perspectives of anthropology and sociology**

Learning Competency 1: Explain anthropological and sociological perspectives on culture and society

Code: UCSPC11DCS-Ic-6

ACTIVITY 1: Think, Pair and Share

Directions: The teacher will ask the class to think of a familiar country to them and fill-in the needed information on the specified areas below:

Anthropological Perspective	Area of Study	Sociological Perspective
	Culture	
	Socialization	
	Deviance	
	Inequality	
	Health and Illness	
	Family Pattern	
	Social Change	
	Race	
	Ethnic Group	

After twenty minutes, the teacher will ask the class to find a partner and share his/her work. The teacher will choose few pairs to report their works.

Learning Competency 2: Describe society and culture as a complex whole.

Code: UCSPC11/12DCS-Ic-7

ACTIVITY 1: Poster Making

Directions: The teacher will ask the students to make an illustrative interpretation of the theme, *“Society and culture as a complex whole”*.

ACTIVITY 2: Exhibit

Directions: The teacher will conduct a one-day exhibit on the student learning outputs about society and culture which will be evaluated by 3 judges.

Learning Competency 3: Identify aspects of culture and society

Code: UCSP11/12DCS-Ic-8

ACTIVITY 1: Pictionary

Directions: The teacher will group the class into two. The first group will be assigned to act-out specific words written on a sheet of paper while the second group will guess what is being tried to act-out by the actors and actresses.

Concepts or Words:

Culture	Society
Knowledge	Social interaction
Belief	Social class
Art	Social grouping
Morals	Social relation
law	Social stratification
Custom	
Habits	

ACTIVITY 2: Open Discussion

Directions: The teacher will lead the interactive discussion from the previous guessed word and shall choose one student who will pick a word to expound based on previous discussions. The student who discussed the word will choose another student for the next word and so on.

Learning Competency 4: Raise questions toward a holistic appreciation of cultures and societies

Code: UCSP11/12DCS-Id-9

ACTIVITY 1: Freedom Wall

Directions: The teacher will prepare a freedom wall for the students to write their questions on culture and society.

ACTIVITY 2: Carousel Brainstorming

Directions: The teacher will divide the class into two groups and ask them to make the first group the inner circle and the second group the outer circle. The teacher will choose questions from the freedom wall whereas the inner circle members will answer the questions and the outer circle members shall function as observers. After 10 questions, the two groups will take role turns.

Learning Competency 5: Become aware of why and how cultural relativism mitigates ethnocentrism

Code: UCSP11/12DCS-Id-10

ACTIVITY 1: Individual Research

Directions: The teacher will instruct the students to conduct a research on cultural relativism and ethnocentrism with corresponding examples.

ACTIVITY 2: Sharing of Ideas

Directions: The teacher will ask the class to form one big circle and explain the sequence of the research sharing activity. Each student will share his/her own research about cultural relativism and ethnocentrism.

ACTIVITY 3: Group Discussion

Directions: The teacher will group the class into 4 and allow them to discuss among themselves the advantages and disadvantages of cultural relativism and ethnocentrism.

	Advantages	Disadvantages
Cultural relativism		
Ethnocentrism		

Learning Competency 6: Identify forms of tangible and intangible heritage and their threats

Code: UCSP11/12DCS-Ie-11

ACTIVITY 1: Field Trip and Album

Directions: The teacher will accompany the students in a one-day field trip to the museum. The students will identify the tangible and intangible heritage samples that they can see and take photos of them. After the field trip, the students will prepare a narrative report with pictures for submission to the teacher.

ACTIVITY 2: Essay Writing

Directions: The teacher will ask the student to write an essay on the threats to the tangible and intangible heritage based on their field trip experience.

Content: Looking back at human biocultural and social evolution

Learning Competency 1: Trace the biological and cultural evolution of early to modern humans

Code: UCSP11/12HBS-Ie-12

ACTIVITY 1: Diorama of human evolution

Directions: The teacher will divide the class into five groups. Each group will make a diorama of human evolution using recyclable materials.

ACTIVITY 2: Exhibit

Directions: The teacher will conduct a one-day exhibit of the constructed dioramas.

Learning Competency 2: Explore significance of human material remains and artifactual evidence in interpreting cultural and social including political and economic processes

Code: UCSP11/12HBS-If-13

ACTIVITY 1: Photo Essay

Directions: The teacher will ask the students to find their partners. Each pair will make a photo essay through powerpoint presentation of the significance of human material remains and artifactual evidence.

ACTIVITY 2: Presentation of the Photo Essay

Directions: The teacher will ask each pair to present their photo essay which will be evaluated by 3 judges.

Learning Competency 3: Recognize museums, archaeological and historical sites as venues to appreciate and reflect on the complexities of biocultural and social evolution as part of being and becoming human

Code: UCSP11/12HBS-If-14

ACTIVITY 1:

The teacher will ask the students to conduct a research on 15 different national and local museums and historical sites . The students shall get a brief background of the museum and heritage sites then compile everything in a scrap book for submission.

Content: Becoming a member of society

Learning Competency 1: Explain the development of one’s self and others as a product of socialization and enculturation

Code: UCSP11/12BMS-Ig-15

ACTIVITY 1: Johari Window

Directions: The teacher will ask the students to fill-in related information inside the four quadrants below.

Known to self and know to others	Unknown to self and known to others
Known to self and unknown to others	Unknown to self and unknown to others

After accomplishing the four quadrants, the students will explain their Johari Window output

Open Self	Blind self
Hidden Self	Unknown Self

ACTIVITY 2: Sharing of Johari Window

Directions: The teacher will ask the students to find a partner and instruct them to share their Johari window entries through and in-class presentation.

Learning Competency 2: Identify the context, content, processes and consequences or enculturation and socialization

Code: UCSP11/12BMS-Ig-16

Directions : The teacher will group the class into two and ask them to answer the table below.

	Socialization	Enculturation
Context		
Content		
Processes		
Consequences		

ACTIVITY 2: Role-Playing

Directions: The teacher will divide the class into four groups. Two groups will role-play sample of socialization and the other two groups will role-play sample situations of enculturation

Learning Competency 3: Identify the social goals and the socially acceptable means of achieving these goals

Code: UCSP11/12BMS-Ih-17

Activity 1: Group Work

Directions: The teacher will group the class into three and ask them to answer the table shown below:

Age	Social Goals	How to achieve these goals
0-5		
6-12		
13-18		
18-21		
22-above		

The group will choose a leader and documentor. Each group will report their answers in class.

Learning Competency 4: Advocate inclusive citizenship

Code: UCSP11/12BMS-Ih-18

ACTIVITY 1: Individual Research

Directions: The teacher will ask the students to conduct an individual research on individual citizenship rules of 5 countries

ACTIVITY 2: Sharing of Ideas

Directions: The teacher will ask the students to share their research in the class and encourage them to share ideas through an in-class presentation.

Learning Competency 5: Promote protection of human dignity, rights and the common good

Code: UCSP11/12BMS-Ih-19

ACTIVITY 1: Development of Advocacy Materials

Directions: The teacher will group the class into three and assign them to develop materials on human dignity, rights and the common good guided by the task distribution below:

Group 1: Slogan

Group 2: Jingle

Group 3: poster

ACTIVITY 2: Presentation of Advocacy materials

Directions: Each group will present their advocacy materials to the class.