

INTRODUCTION TO THE PHILOSOPHY OF THE HUMAN PERSON

Activity Sheets

(First Quarter)

Department of Education

June 2016

Grade 11 or 12

INTRODUCTION TO THE PHILOSOPHY OF THE HUMAN PERSON

TABLE OF CONTENTS

QUARTER 1

| WEEK | OBJECTIVES | PAGE NUMBER |
|------|--|-------------|
| 1-3 | <ul style="list-style-type: none">• Welcoming the Students<ul style="list-style-type: none">a. Gathering information about the student • Orient Students about the following:<ul style="list-style-type: none">a. DepEd's Mission, Vision and Core Valuesb. The school's profile, teachers and managementc. School rules and regulationsd. Course requirementse. Grading System• Diagnostic Test, Checking and Item Analysis | 1-2 |
| 4- 5 | DOING PHILOSOPHY <ol style="list-style-type: none">1. Distinguish a holistic perspective from a partial point of view2. Recognize human activities that emanated from deliberate reflection3. Realize the value of Doing philosophy in obtaining a broad perspective in life4. Doing a philosophical reflection on a concrete situation from a holistic perspective | 6-8 |
| 6-7 | METHODS OF PHILOSOPHIZING <ol style="list-style-type: none">1. Distinguish opinion from truth2. Analyze situations that show the difference between opinion and truth3. Realize the methods of philosophy lead to wisdom and truth | 9-11 |

| | | |
|---------|---|-------|
| | 4. Evaluate opinions | |
| 8-9 | THE HUMAN PERSON AS AN EMBODIED SPIRIT <ol style="list-style-type: none"> 1. Recognize one's limitations and possibilities 2. Evaluate one's limitations and the possibilities for their transcendence 3. Recognize how the human body imposes limits and possibilities for transcendence 4. Distinguish the limitations and possibilities for transcendence | 12-13 |
| 10 – 11 | THE HUMAN PERSON IN THEIR ENVIRONMENT <ol style="list-style-type: none"> 1. Take note of environmental disorders 2. Determine things that are improperly placed and organize them in an aesthetic way 3. Show care for the environment contributes to health, well-being and sustainable development 4. Demonstrate the virtues of prudence and frugality towards environments | 14 |

QUARTER 2

| WEEK | OBJECTIVES | PAGE NUMBER |
|--------|--|-------------|
| 12- 13 | FREEDOM OF THE HUMAN PERSON <ol style="list-style-type: none"> 1. Realize that “all actions have consequences.” 2. Evaluate and exercising prudence in choices 3. Rationalize that: <ol style="list-style-type: none"> a. Choices have consequences b. Some things are given up while others are obtained in making choices | 15-17 |

| | | |
|---------|---|-------|
| | 4. Show situations that demonstrate freedom of choice and the consequences of choices | |
| 14 - 15 | <p>INTERSUBJECTIVITY</p> <ol style="list-style-type: none"> 1. Realize intersubjectivity requires accepting differences and not to imposing others 2. Appreciate the talents of persons with disabilities and those from the underprivileged sectors of society 3. Explain that authentic dialogue means accepting others even if they are different from themselves 4. Perform activities that demonstrate the talents of persons with disabilities and those from the underprivileged sectors of society | 18-20 |
| 16 - 17 | <p>THE HUMAN PERSON IN SOCIETY</p> <ol style="list-style-type: none"> 1. Recognize how individuals form societies and how individuals are transformed by societies 2. Compare and contrast different forms of societies and individualities (e.g. Agrarian, industrial and virtual) 3. Explain how human relations are transformed by social systems 4. Evaluate the transformation of human relationships by social systems and how societies transform individual human beings | 21 |
| 18- | <p>HUMAN PERSONS AS ORIENTED TOWARDS THEIR IMPENDING DEATH</p> <ol style="list-style-type: none"> 1. Recognize the meaning of life 2. Enumerate the things that one wants to achieve in life and define projects that one intends to pursue 3. Explain the meaning of life 4. Reflect on the meaning of life | 22 |

WEEK 1-3

ORIENTATION AND INTRODUCTION OF S.Y. 2016 – 2017

| DAY | ACTIVITY |
|-----|---|
| 1 | <ol style="list-style-type: none">1. Welcoming of Students2. The Department of Education's Mission, Vision and Core Values3. Teacher Introduction4. The school's profile, teachers and management |
| 2 | <ol style="list-style-type: none">1. Self-Introduction2. Identification of school and classroom rules and regulations3. Election of classroom or course officers |
| 3 | <ol style="list-style-type: none">1. Introduction of the subject matter2. Determining the grading system / attendance rules3. Identification of subject requirement/s4. Diagnostic test / checking / item analysis |
| 4 | <ol style="list-style-type: none">1. Reflections Guide Questions<ol style="list-style-type: none">a. How did I perform in my academics last year?b. What are my strengths and weaknesses?c. What are my expectations for this school year?d. How do I use my strengths in the realization of my expectations?e. What characteristics should I possess in order to achieve my goals for this school year?2. Agreement<ol style="list-style-type: none">a. Make an advance reading on the definition of Philosophy |

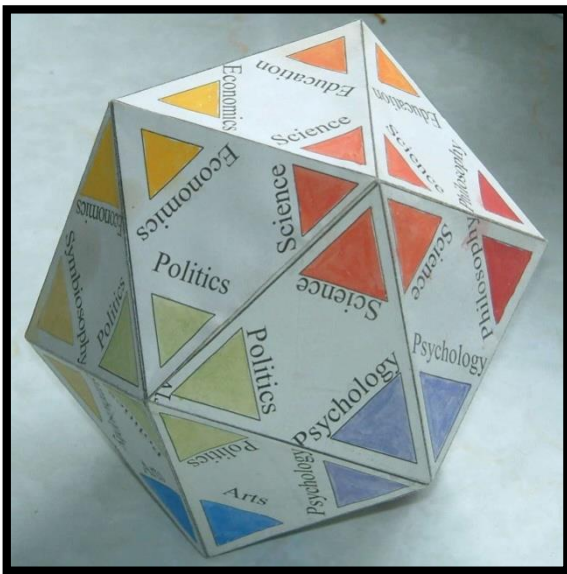
WEEK 4 - 5 DOING PHILOSOPHY

OBJECTIVES:

1. Distinguish a holistic perspective from a partial point of view
2. Recognize human activities that emanated from deliberate reflection
3. Realize the value of Doing philosophy in obtaining a broad perspective in life
4. Doing a philosophical reflection on a concrete situation from holistic perspective

ACTIVITY 1 (PPT11/12-la-1.1)

- I. Look at the pictures below. What can you say about them? Describe their similarities and differences. Write your answer in your notebook.



ACTIVITY 2 (PPT11/12-Ib-1.2)

Complete the table below. Write your answer in your notebook.

| ACTIONS | WHAT MUST BE DONE BEFORE THE ACTION? |
|--|--------------------------------------|
| 1. Buying new clothes | |
| 2. Choosing friends | |
| 3. Eating food | |
| 4. Deciding where to study for Senior High School | |
| 5. Attending classes in the afternoon | |
| 6. Going to school | |
| 7. Visiting a friend | |
| 8. Joining an organization in school | |
| 9. Playing computer games | |
| 10. Buying a new gadget | |
| 11. Asking permission if you would like to go out with friends | |
| 12. Helping a stranger | |
| 13. Traveling without your family | |
| 14. Going to mass or any religious activities | |
| 15. Watching movies that are not allowed for your age | |
| 16. Posting your opinion or feelings in the social media | |
| 17. Communicating to your siblings about a conflict | |
| 18. Giving opinions | |
| 19. Going out with the opposite sex | |
| 20. Confronting a person who verbally hurt you | |

ACTIVITY 3 (PPT11/12-Ib-1.3)

Answer the following questions and write your answer in your notebook.

1. Based on your answers in Activity 2, what must before making actions?
2. Is it helpful that you do this before making actions? Why or why not?
3. As a grade 11 student, what have you realized about this activity? Reflect and explain your answer in your notebook.

ACTIVITY 4 (PPT11/12-Ib-1.4)

What can you say about the quotation below? Do you agree with this? Express your answers on the space provided.



WEEK 6-7 METHODS OF PHILOSOPHIZING

1. Distinguish opinion from truth
2. Analyze situations that show the difference between opinion and truth
3. Realize the methods of philosophy lead to wisdom and truth
4. Evaluate opinions

ACTIVITY 1 (PPT11/12-Ic-2.1)

Choose a word from the box below.

1. Write down other related words or ideas that you can think of in relation to the word that you chose.
2. Write your answer in a one whole sheet of paper.



ACTIVITY 2 (PPT11/12-Id-2.2)

Supply relevant information on the topics below. Prepare a 2-3 paragraph essay for each topic. Make sure that you include your resources and you have read the article thoroughly. You may use the library or the internet in order to complete this task.

1. DepEd Kto12 Program
2. School Rules and Regulations
3. The Philippine Political Structure

ACTIVITY 3 (PPT11/12-Id-2.3)

Divide the class into two. The teacher will pick a topic from the list below. The class will prepare for a debate.

1. Philippine National Viand: Adobo vs. Sinigang
2. Presidential Office: Davao or Malacanang?
3. Road Order Contributor: Traffic Enforcers vs Traffic Lights

ACTIVITY 4 (PPT11/12-le-2.4)

What can you say about the picture below? Write your reflection in your notebook.



WEEK 8-9
THE HUMAN PERSON AS AN EMBODIED SPIRIT

1. Recognize one's limitations and possibilities
2. Evaluate one's limitations and the possibilities for their transcendence
3. Recognize how the human body imposes limits and possibilities for transcendence
4. Distinguish the limitations and possibilities for transcendence

ACTIVITY 1 (PPT11/12-If-3.1)

Complete the chart below. Make sure that you ask or consult your parents or any adult who have witnessed your development and reflect before you write your answer. Copy and fill out the chart in your notebook.

| Age | Things that I can do | Things that I cannot do |
|--------------|-----------------------------|--------------------------------|
| 0-3 | | |
| 4-7 | | |
| 8-11 | | |
| 12-15 | | |
| 16 up | | |

ACTIVITY 2 (PPT11/12-Ig-3.2)

Answer the following questions in your notebook.

1. What are your limitations as a person? What are the things that you consider as difficult or hard for you to accomplish or believe in?
2. What are your strengths? What are the possible things or status that you can reach or achieve in the future?
3. What are the factors affecting your limitations? How about possibilities?
4. Do you see yourself improving in 5 – 10 years' time? How can you say that you are improving?
5. How can you transcend from your current limitations?

ACTIVITY 3 (PPT11/12-lf-3.1, PPT11/12-lh-3.3, PPT11/12-li-3.4)

Complete the chart by rewriting your present limitations with reference to your answers in the previous activities. Make an action plan towards transcendence. Copy the chart in your notebook.

THE REVITALIZED ME

| MY LIMITATIONS | PLAN TOWARDS TRANSCENDENCE |
|----------------|----------------------------|
| | |
| | |
| | |
| | |
| | |

WEEK 10-11
THE HUMAN PERSON IN THEIR ENVIRONMENT

1. Take note of environmental disorders
2. Determine the things that are improperly placed and organize them in an aesthetic way
3. Show that care for the environment contributes to health, well-being and sustainable development
4. Demonstrate the virtues of prudence and frugality towards environments

ACTIVITY 1 (PPT11/12-li-4.1, PPT11/12-li-4.2)

The whole class will be instructed to interview a person who is 45-60 year old. Be guided by the following questions:

1. What are the things that you remember in your environment when you were my age?
2. What are the things that you like doing when you were young?
3. What are the positive and negative changes in the environment?
4. Do you think environment plays a vital role in a person's development? Why or why not?

ACTIVITY 2 (PPT11/12-lj-4.3, PPT11/12-lj-4.4)

After conducting the interview, the whole class will be instructed to write the summary of their findings where the following questions are answered:

1. What have I learned from the person I interviewed?
2. How do I feel about the things that I learned?
3. Will this knowledge gained from the interview help me in understanding the role of the environment in my development as a person?
4. What should I do with the environment?

WEEK 12-13 FREEDOM OF THE HUMAN PERSON

OBJECTIVES:

1. Realize that “all actions have consequences.”
2. Evaluate and exercising prudence in choices.
3. Rationalize that:
 - a. Choices have consequences;
 - b. Some things are given up while others are obtained in making choices.
4. Show situations that demonstrate freedom of choice and the consequences of their choices.

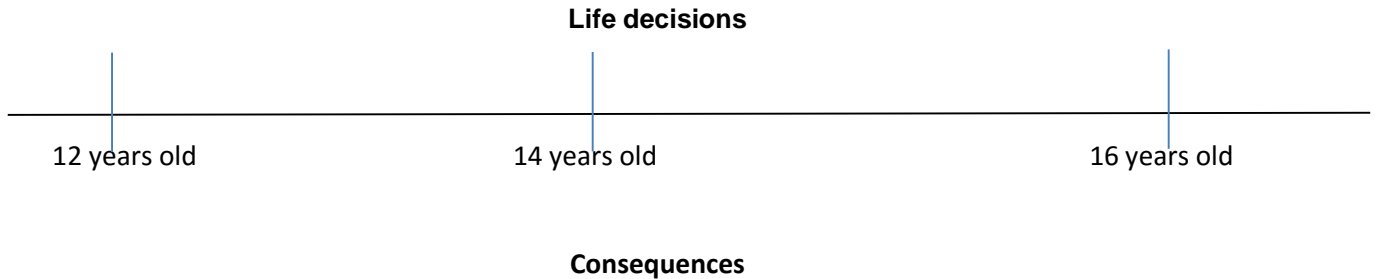
ACTIVITY 1 (PPT11/12-IIa-5.1)

- i. What can you say about the pictures below? Have you been in this kind of situation? What are the things that you considered in making choices?



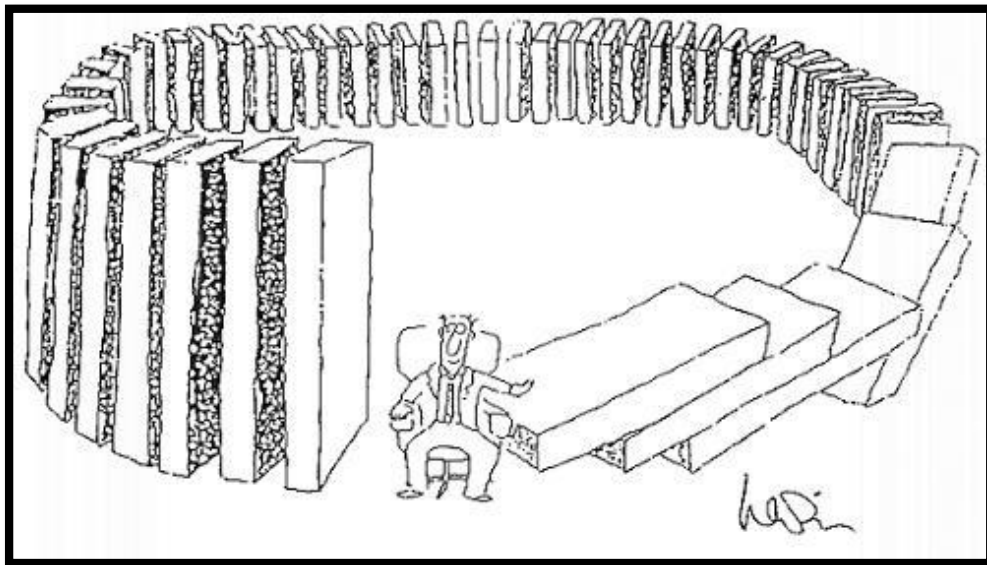
ACTIVITY 2 (PPT11/12-Ila-5.2 , PPT11/12-Ila-5.3)

As a grade 11 student, you have made some important life decisions in the past. Make a time-line of major decisions in your life and below the line then write down the consequence of those particular decisions.



ACTIVITY 3 (PPT11/12-Ilc-5.4)

What is the message of the picture? Write your reflection about this picture in your notebook.



ACTIVITY 4 (PPT11/12-IIc-5.4)

Divide the class into 4 groups. Discuss the given actions below and brainstorm about the possible consequences. Assign a leader and a reporter to present your group output.

| ACTION | CONSEQUENCES |
|--|--------------|
| a student studying his or her lesson | |
| a driver observing traffic lights | |
| athletes practicing in the gym | |
| a person taking illegal drugs | |
| a student practicing conservation of natural resources | |

WEEK 14-15 INTERSUBJECTIVITY

1. Realize that intersubjectivity requires accepting differences and not to imposing others
2. Appreciate the talents of persons with disabilities and those from the underprivileged sectors of society and their contributions to society
3. Explain that authentic dialogue means accepting others even if they are different from themselves
4. Perform activities that demonstrate the talents of persons with disabilities and those from the underprivileged sectors of society

ACTIVITY 1 ((PPT11/12-IIc-6.1)

What is your impression about the picture and statement below? Write your answer in your notebook.



1. What is intersubjectivity? How is it related with respect?
2. Do you know people who have disabilities and underprivileged? How do you deal with them?

ACTIVITY 2 ((PPT11/12-IId-6.3)

Who are these people? Choose one person whose picture is shown below and research about his life and works. Write a reflection paper about their significant contributions.



Ronnal Del Rio



Anna Kristina Arce



Gilda Quintua-Nakahara

ACTIVITY 3 ((PPT11/12-lie-6.4)

The class will be divided into two groups. Each group will plan and execute an outreach activity in the community of their choice. Make sure that all members will participate.

OUTREACH ACTIVITY PLAN

RATIONALE

- 1.
- 2.
- 3.

OBJECTIVES

- 1.
- 2.
- 3

TARGET GROUP / RECIPIENT

PROCEDURE

| TIME FRAME | TITLE OF ACTIVITY | PROCEDURE | PERSONS INVOLVED |
|-------------------|--------------------------|------------------|-------------------------|
| | | | |
| | | | |

WEEK 16-17
THE HUMAN PERSON IN SOCIETY

1. Recognize how individuals from societies and how individuals are transformed by societies.
2. Compare different forms of societies and individualities (e.g. Agrarian, Industrial and virtual)
3. Explain how human relations are transformed by social systems
4. Evaluate the transformation of human relationships by social systems and how societies transform individual human beings.

ACTIVITY 1 (PPT11/12-II-f-7.1)

Explain the following statements and give concrete examples. Write your inputs in your notebook.

1. The relationship of individuals and societies
2. Human relations are transformed by social systems

ACTIVITY 2 (PPT11/12-II-g-7.2)

Choose a partner and complete the table below.

| INDIVIDUAL'S BEHAVIOR | SOCIETAL NORMS |
|------------------------------|-----------------------|
| | |
| | |
| | |
| | |
| | |

WEEK 18
HUMAN PERSONS AS ORIENTED TOWARDS
THEIR IMPENDING DEATH

OBJECTIVES

1. Recognize the meaning of his/her own life
2. Enumerate the objectives he/she really wants to achieve and to define the projects he/she really wants to do in his/her life
3. Explain the meaning of life (where will all these lead to)
4. Reflect the meaning of his/her life

Activity 1(PPT11/12-IIh-8.1)

- I. Choose (3) from words below that best describe your future. Write your choices in your notebook. Explain your answer.
 - a. Success
 - b. Fortune or Money
 - c. Fame
 - d. Power
 - e. Recognition
 - f. Happiness
 - g. Meaning or Purpose
 - h. Sickness
 - i. Contentment
 - j. Faith
 - k. Love
 - l. Death

Activity 2 (PPT11/12-IIi-8.3) (PPT11/12-IIi-8.4)

Answer the following questions

1. What is your personal definition of life? How do you appreciate life?
2. Is death absence of life? Why or Why not?