Strengthened Senior High School

DepED
DEPARTMENT OF EDUCATION

Learning Activity Sheets for Philippine Governance (Philippine Politics and Governance)

ACADEMIC ELECTIVE



Government Property
NOT FOR SALE

Learning Activity Sheets for Philippine Governance (Philippine Politics and Governance)

This material is intended exclusively for the use of senior high school learners participating in the implementation of the **Strengthened Senior High School Curriculum**. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

Development Team

Writers: Mark Jayson M. Campaña, Analyn D. Fabian, Edna L. De Jesus, Edcelyn B. Magay, Federico P. Oclarit Jr., Elvin H. Wenceslao, Mabel M. Tomada, Patrick M. Nepomuceno, Maria Teresa A. Portillo, Marilou B. Aninion

Validators: Aureen L. Garque, Hector M. Salcedo, Roxan G. Laodenio, Rizalyn D. Cunanan, Carmencita T. Cañete, Mary Patricia C. Camu, Mikie Ianne G. Barrion, Corine C. Ular, Justine Esmaña, Ma. Zoneth E. Francisco, Mary Ann T. Tolentino

Consultant: **Felicia I. Yeban**
Philippine Normal University-Manila

Learning Area Specialists: **Marlon F. Adlit,** Senior Education Program Specialist, BLD
Michael J. Cabrera, Supervising Education Program Specialist, BCD
Kelvin L. Tolentino, Senior Education Program Specialist, BLR

Bureau of Learning Delivery
Bureau of Curriculum Development
Bureau of Learning Resources

Every care has been taken to ensure the accuracy of the information provided in this material. For queries or clarifications, you may contact the Bureau of Learning Resources – Office of the Director at blr.od@deped.gov.ph or via telephone at (02) 8634-1072.

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

Table of Contents

Lesson Exemplar 1 ..... **1**
Lesson Exemplar 2 ..... **8**
Lesson Exemplar 3 ..... **13**
Lesson Exemplar 4 ..... **18**
Lesson Exemplar 5 ..... **31**
Lesson Exemplar 6 ..... **37**
Lesson Exemplar 7 ..... **42**
Lesson Exemplar 8 ..... **47**
Lesson Exemplar 9 ..... **50**
Lesson Exemplar 10 ..... **55**

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	1	**Date:**	
Lesson Title/ Topic:	The Concepts of Politics and Governance		
Name:		**Grade & Section:**	

I. Activity No. 1	Graphic Organizer
II. Objectives:	At the end of the lesson, students should be able to: 1. Define the different perspectives discussed in the lesson using their own understanding; and 2. Provide relevant local examples that show the application of each perspective in real-life situations.
III. Materials Needed:	Pen and paper
IV. Instructions:	Complete the four-quadrant graphic organizer individually. Each quadrant should represent one perspective discussed in class. For every quadrant, write the name of the perspective; a brief definition or explanation; and one local example that clearly demonstrates the perspective in their community, school, or society. Write your answers clearly and organize your ideas properly inside the graphic organizer.
V. Synthesis:	This activity helps students deepen their understanding of different perspectives by connecting concepts to actual local situations. By defining and giving examples, the teacher helps the students recognize how these perspectives influence people's views, actions, and decisions in everyday life.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	1	**Date:**	
Lesson Title/ Topic:	The Concepts of Politics and Governance		
Name:		**Grade & Section:**	

I. Activity No. 2	Exit Ticket
II. Objectives:	At the end of the lesson, students should be able to: 1. Reflect on the important concepts learned from the lesson; and 2. Express their understanding and insights clearly through short written responses.
III. Materials Needed:	Pen and paper
IV. Instructions:	Answer each exit ticket question in 2–3 sentences. Make sure that your responses are clear, concise, and connected to the lesson discussed. Use your own words and provide specific ideas or examples whenever possible.
V. Synthesis:	The exit ticket allows students to review and summarize the key ideas learned during the discussion. Through these brief reflections, students are able to evaluate their understanding, connect concepts to real-life situations, and identify insights gained from the lesson.

In your own words, what is politics?

_____
_____
_____
_____

Give one example of politics in your school or barangay right now.

_____
_____
_____
_____

What is one question you still have about politics?

_____
_____
_____
_____
_____

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	1	**Date:**	
Lesson Title/ Topic:	The Concepts of Politics and Governance		
Name:		**Grade & Section:**	

I. Activity No. 3	P-P-G + Exit Ticket
II. Objectives:	At the end of the lesson, students should be able to: 1. Define the concepts of politics, power, and governance using their own understanding; and 2. Relate these concepts to real-life situations and societal processes.
III. Materials Needed:	Pen and paper
IV. Instructions:	Complete the phrases below using your own understanding of the lesson. Write clear and meaningful statements for each item.
V. Synthesis:	This activity helps students reflect on the core concepts discussed in the lesson by expressing their own understanding of politics, power, and governance. Through personal explanations and reflections, students develop a deeper appreciation of how these concepts influence leadership, decision-making, and society.

Politics is… _____

_____

_____

Power is …_____

_____

_____

Governance is … _____

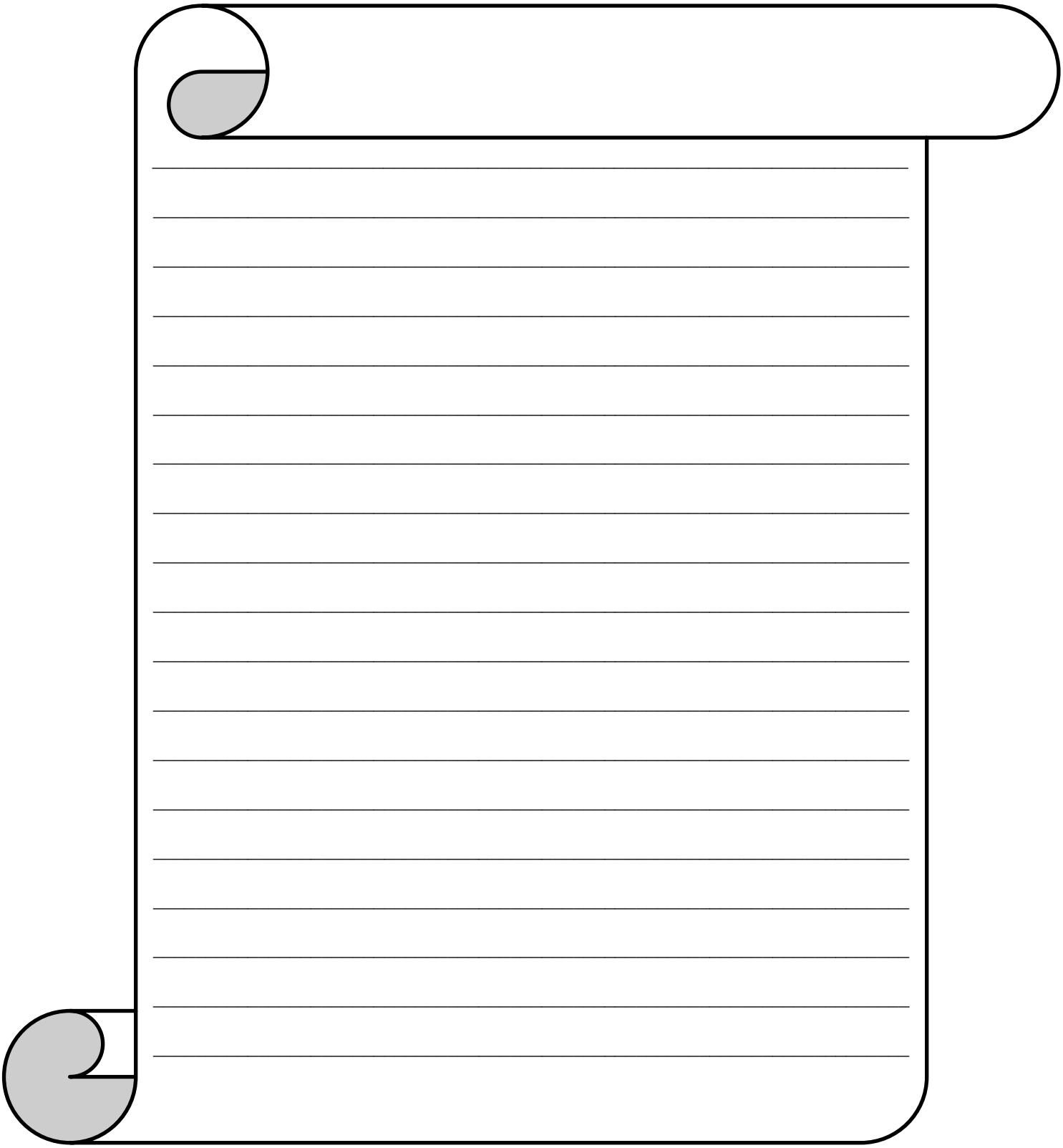
_____

_____

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	1	**Date:**	
Lesson Title/ Topic:	The Concepts of Politics and Governance		
Name:		**Grade & Section:**	

I. Activity No. 4	Position Paper
II. Objectives:	At the end of the lesson, students should be able to: 1. Analyze community issues using concepts related to politics, power, and governance; and 2. Develop a clear and evidence-based position paper that proposes practical solutions for local governance concerns.
III. Materials Needed:	Pen and paper
IV. Instructions:	Write a 150–200 word position paper addressed to your barangay captain on ONE of the following topics: the need for youth representation in the Barangay Development Council; the importance of transparency in the barangay's use of public funds; or why the barangay should hold regular public assemblies involving all community sectors. Your paper must: Clearly state your position in the opening sentence; • Use at least two lesson concepts such as politics, governance, power, shared governance, or a specific type/dimension of power; • Provide at least one local example to support your argument; and • End with a specific and actionable recommendation for your barangay captain. Use formal language, organize your ideas logically, and support your claims with clear explanations. •
V. Synthesis:	This activity enables students to apply concepts of politics, governance, and power to actual community concerns. By writing a position paper, students practice critical thinking, civic awareness, and responsible citizenship while proposing meaningful solutions that promote participatory and effective local governance.



LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	1	**Date:**	
Lesson Title/ Topic:	The Concepts of Politics and Governance		
Name:		**Grade & Section:**	

I. Activity No. 5	*Assessment*
II. Objectives:	At the end of the lesson, students should be able to: 1. Demonstrate understanding of key concepts discussed in the lesson through multiple forms of assessment; and 2. Apply critical thinking skills in selecting correct answers and explaining ideas in written form.
III. Materials Needed:	Pen and paper
IV. Instructions:	Part 1. Choose the BEST answer for each item. Read each question carefully and select the most appropriate response. Part 2. Answer each question in **3–5 sentences**. Your responses should be clear, complete, and based on the concepts discussed in the class. Use correct grammar and support your answers with relevant explanations or examples when necessary.
V. Synthesis:	This assessment allows students to show both factual understanding and deeper comprehension of the lesson. Through multiple-choice items, students recall key concepts, while constructed responses help them explain and apply ideas in context. Together, these tasks strengthen critical thinking and reinforce mastery of the topic.

1. A barangay captain promises priority in road projects to residents who support his programs. What type of power is this?

A. Coercive B. Expert C. Reward D. Legitimate

2. A mayor refuses to include youth unemployment on the town meeting agenda to avoid public criticism. Which dimension of power does this illustrate?

A. Decision-Making B. Thought Control C. Agenda-Setting D. Legitimate Authority

3. A city government works with NGOs, business owners, and community leaders to solve flooding issues. This situation best describes:

A. Government B. Coercive Power C. Political Authority D. Governance

4. Which is the BEST example of active citizenship?

A. Waiting for the barangay captain to fix problems

B. Attending a barangay assembly and raising concerns about drainage

C. Complaining about the government on social media without taking action

D. Voting only in national elections while ignoring local governance

5. Transport groups staging protests against the jeepney phase-out is an example of:

A. Compliance B. Commitment C. Resistance D. Legitimate Authority

Item 1: Choose one indicator of good governance. Explain what it means and describe a specific situation in your barangay where it is present or absent. What would you suggest improving governance there?

Item 2: A social media influencer with millions of Filipino followers repeatedly promotes the idea that only wealthy, well-connected people can effectively lead the country. Using what you know about the dimensions of power, explain what type of power is being exercised and what its potential consequences are for Philippine democracy.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	2	**Date:**	
Lesson Title/ Topic:	***Political Ideologies:*** 1.1 The meaning of political ideology and why it matters for civic life 1.2 Major political ideologies: Liberalism, Conservatism, Socialism, Communism, Fascism, Anarchism 1.3 Implications of ideology on government structures and economic systems 1.4 Philippine ideological history and contemporary ideological landscape		
Name:		**Grade & Section:**	

I. Activity No. 1	**Activity: "Ideology Debate — Two Positions, One Issue"** **Procedure:** 1. Divide the class into six groups — one per ideology. 2. Present a single Philippine policy issue. 3. Each group must argue for or against the policy from their assigned ideological perspective. 4. Groups have five minutes to prepare a one-minute position statement. **Notes:** *The Ideology Debate replaces the repeated concept map from the original LE. It raises the cognitive demand significantly — students must argue from a position they may not hold, which builds perspective-taking as a civic skill.* *Fascism and Anarchism groups require sensitive facilitation. Ensure Group 5 frames Fascism historically — "what did regimes with fascist characteristics do" — rather than as a personal advocacy position.* **Policy Issue:** The Philippine government proposes to nationalize all private water concessions and make water distribution a free public service, funded through general taxation. **Group Assignments:** • Group 1 — Liberalism: Would you support or oppose it? Why? • Group 2 — Conservatism: Would you support or oppose it? Why? • Group 3 — Socialism: Would you support or oppose it? Why? • Group 4 — Communism: Would you support or oppose it? Why? • Group 5 — Fascism: What would an authoritarian nationalist government do with this policy? • Group 6 — Anarchism: What would you propose instead of government control? After hearing all six positions, learners will answer the following questions: ▪ Which ideological argument did you find most persuasive? Which did you find most dangerous? Why?"

Type of Assessment: Performance-Based Assessment with Reflective Processing

Assessment Method:

The activity will be assessed through:

- **Group Position Statement Performance**
- **Participation during discussion**
- **Individual Reflection Responses**
- **Graded by the teacher** using rubric for insight and personal connection.
- Rubrics can be accessed through the link provided in the LE.

Treatment of Assessment Results

After evaluating outputs:

For learners who demonstrate mastery:

- Assign enrichment activities such as comparing two ideologies in current Philippine issues.
- Allow them to research real-world political platforms.

For learners needing support:

- Provide a guided review of ideology characteristics.
- Use simplified examples and comparison charts.
- Conduct short follow-up discussions or peer-assisted reviews.

Feedback Strategy:

Provide immediate oral feedback emphasizing:

- Correct application of ideological principles
- Strengths in argument construction
- Areas needing clarification and improvement

This treatment ensures assessment becomes a tool for learning improvement rather than simply grading performance.

Activity No. 2

Activity: Policy Makers for A Day: Ideology in Action

Procedure:

1. Divide the class into four to five groups.
2. Each group is assigned a Philippine policy issue and an ideological position. They act as policy advisers and must analyze the issue, recommend a solution consistent with their assigned ideology, justify the recommendation using ideological principles, and
3. Present a 2-minute policy briefing.

Group	Policy Issue	Assigned Ideology
1	Free college education for all Filipinos — should it be expanded or abolished?	Socialism
2	Privatization of PhilHealth — should healthcare be handed to private insurers?	Liberalism
3	Jeepney modernization program — should the government mandate	Conservatism

		new vehicles or leave it to the market?	
	4	Minimum wage increase — should the government set a living wage of P1,000/day?	Communism
	5	Social media regulation — should the government regulate content to prevent disinformation?	Fascism (historically grounded — what did authoritarian governments do? Is this approach acceptable in a democratic country?)

After all presentations, learners will answer the following:

- Which ideological solution did you find most practical for the Philippines?
- Which would you personally support as a citizen?
- Are these the same answers — and if not, why not?

Type of Assessment: Performance-Based Assessment with Reflective Evaluation

Assessment Method:

- **Graded by the teacher** using rubric for insight and personal connection.
- Rubrics can be accessed through the link provided in the LE.

Treatment of Assessment Results

Learners Who Demonstrate Mastery:

- Provide enrichment tasks involving current Philippine policy issues.
- Ask learners to compare multiple ideological approaches.
- Assign short policy analysis or policy critique activities.

Learners Requiring Additional Support:

- Conduct a guided review of ideological concepts.
- Provide examples and comparison organizers.
- Allow peer mentoring and small-group coaching.

Feedback Strategy:

The teacher will provide immediate feedback focusing on:

- accuracy of ideological application
- strength of policy reasoning
- clarity of recommendations
- areas for improvement

II. Objectives:

At the end of the four-day lesson, the learners will be able to:

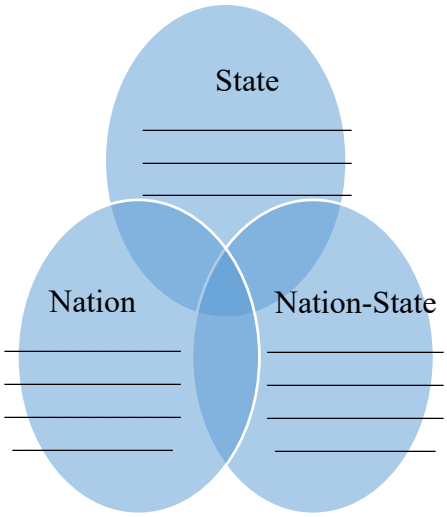
- *Define political ideology and explain why ideological literacy is essential for active Filipino citizenship.*
- *Compare the major political ideologies — Liberalism, Conservatism, Socialism, Communism, Fascism, and Anarchism — in terms of their core values, government role, and economic implications.*
- *Analyze how political ideologies have shaped governance systems in the Philippines and around the world.*

	▪ *Evaluate the ideological dimensions of current Philippine policy debates and apply ideological thinking to real governance problems.*
III. Materials Needed:	▪ Whiteboards or digital presentation tools (video clips for brainstorming and mind mapping), ▪ Markers or digital drawing tools, Laptop/E-table (if available) ▪ Strips of Kartolina/Manila Paper, Scotch tapes ▪ Access to data sources for case files about the different major political ideologies.
IV. Instructions:	1. For Activity 1, the learners will participate in an **Ideology Debate** where each group will represent a specific political ideology and analyze a Philippine public policy issue from that assigned perspective. 2. Follow the steps below carefully: a) The class will be divided into **six groups.** Each group wll be assigned one political ideology: Liberalism, Conservatism, Socialism, Communism, Fascism, Anarchism. a) They will read and analyze the **Policy Issue:** *"The Philippine government proposes to nationalize all private water concessions and make water distribution a free public service funded through general taxation."* 3. The learners will discuss their assigned ideology's principles and determine how their ideology would respond to the issue and prepare a **one-minute position statement** answering: 4. Groups will be given **5 minutes for discussion and preparation.** A representative from each group will present their position. The rest of the class listen respectfully and take notes on key arguments while a group is presenting. After all groups have presented, everyone answers the reflection individually. 5. For Activity 2, learners will become **policy advisers for a day.** Each group will analyze a Philippine policy issue and create recommendations based on an assigned political ideology. The students will follow these steps carefully: **Step 1. Group Formation:** The learners form groups consisting of 4–5 members. **Step 2: Receive Group Assignment:** Each group will be given a Philippine policy issue and will be assigned a political ideology. Students are tasked to think and act as **government policy advisers** representing that ideology. **Step 3: Group Discussion and Policy Planning** Within their group, the students will: 1. Analyze the assigned issue. 2. Identify the major concerns or problems. 3. Develop a proposed solution based on your assigned ideology. 4. Explain how your recommendation reflects ideological principles. 5. Prepare a **2-minute Policy Briefing Presentation.** Th presentation should include: • Brief explanation of the issue, proposed policy recommendation, Reasons for the recommendation and Ideological principles supporting their decision. **Step 4: Presentation Proper** Each group will present its **2-minute policy briefing.**

	While listening to other groups, students take notes, compare different ideological solutions, and observe similarities and differences among viewpoints. **Step 5: Individual Reflection** After all presentations, students answer the following reflection questions individually.
V. Synthesis:	The activities **"Ideology Debate—Two Positions, One Issue"** and **"Policy Makers for A Day: Ideology in Action"** help learners apply political ideologies to real Philippine issues through discussion, debate, and policy analysis. By assuming assigned perspectives, learners develope critical thinking, collaboration, and perspective-taking skills while recognizing how ideologies influence government decisions and public policies. These activities also encourage reflection on personal beliefs and practical societal solutions, helping learners understand the relevance of political ideologies in shaping responsible citizenship and informed decision-making.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	3	**Date:**	
Lesson Title/ Topic:	***Nation-State*** 1.1 The meaning of State: four elements (People, Territory, Government, Sovereignty) 1.2 Philippine State principles and policies under the 1987 Constitution 1.3 The meaning of Nation: the Philippines as a multi-ethnic nation — Indigenous Peoples and their rights — Muslim communities and Bangsamoro 1.4 Relations between states and nations; the nation-state concept 1.5 Globalization as a context of relations among states and nations 1.6 Issues in international relations: migration, security, public health, climate change, human rights, human trafficking		
Name:		**Grade & Section:**	

I. Activity No. 1	**Activity: "Venn Diagram- Comparing Political Communities"** **Procedure:** 1. Students will be tasked to read the Penn State article on State, Nation, and Nation-State (https://www.e-education.psu.edu/geog128/node/534) individually or in pairs. 2. Using a three-circle Venn diagram, they differentiate state, nation, and nation-state based on the reading.  **Processing Questions:** 1. What similarities and differences did you discover among a state, a nation, and a nation-state?

<table>
<tr><td></td><td>
2. Why do people often confuse the concepts of state and nation?
3. How does understanding these concepts help explain issues in international relations and globalization?

Type of Assessment: Performance-Based Assessment with Reflective Processing
Assessment Method:
The activity will be assessed through:
▪ Individual Reflection Responses
▪ Graded by a teacher using a rubric for insight and personal connection.
▪ Rubrics can be accessed through the link provided in the LE.
Treatment of Assessment Results
After evaluating outputs:
For learners who demonstrate mastery:
• Assign enrichment activities such as comparing a state, a nation, and a nation-state by citing real-world examples.
• Allow them to research deeper about the topic.
For learners needing support:
• Provide a guided review of the difference between a state, a nation, and a nation-state.
• Use simplified examples and comparison charts.
• Conduct short follow-up discussions or peer-assisted reviews.
Feedback Strategy:
Provide immediate oral feedback emphasizing:
• Differentiating concepts of state, nations, and nation-state
• Strengths in argument construction
• Areas needing clarification and improvement
This treatment ensures assessment becomes a tool for learning improvement rather than simply grading performance.
</td></tr>
<tr><td>Activity No. 2</td><td>
Activity: The Globalization Debate: Connected World or Divided World?
Procedure:
1. The class will be divided into five groups.
2. Each group will work on an activity design to be conducted in three phases.
Phase 1: Situation Analysis
a. Each group will be assigned to one globalization-related issue, such as:
<table>
<tr><td>Group 1</td><td>OFWs and Migration: Is labor export good governance or a failure of the state?</td></tr>
<tr><td>Group 2</td><td>International Trade: Do imported goods help or hurt Filipino workers and local industries?</td></tr>
<tr><td>Group 3</td><td>Climate Change: Should the Philippines demand reparations from high-emitting states, or focus on adaptation?</td></tr>
<tr><td>Group 4</td><td>Global Pandemics: Did the international community’s COVID-19 vaccine distribution protect or disadvantage the Philippines?</td></tr>
</table>
</td></tr>
</table>

Group 5	Human Trafficking: Is the Philippine state doing enough to protect its citizens abroad, or does globalization make this impossible?

b. Each group will analyze the issue using the following guide questions:
   - How does globalization connect states and nations in this issue?
   - Who benefits from globalization in this situation?
   - Who may be disadvantaged or marginalized?
   - How does this issue affect Philippine society and identity?
   - Should states become more open or more protective because of globalization?

Phase 2: Position Challenge

a. Groups will create a "Claim-Evidence-Reasoning (CER)" chart:
   - **Claim**: Is globalization more beneficial or harmful in the assigned issue?
   - **Evidence**: Provide examples, data, or real-life situations.
   - **Reasoning**: Explain why the evidence supports the claim.

b. Each group will present its analysis to the class.

Phase 3: Critical Reflection

a. After all the presentations, students individually answer the prompt: **"Can globalization strengthen national identity and sovereignty, or does it weaken them?"**

Type of Assessment: Performance-Based Assessment with Reflective Evaluation

Assessment Method:

- **Graded by a teacher** using a rubric for insight and personal connection.
- Rubrics can be accessed through the link provided in the LE.

Treatment of Assessment Results

Learners Who Demonstrate Mastery:

- Provide enrichment tasks involving current Philippine policy on issues of globalization.
- Assign short policy analysis or policy critique activities.

Learners Requiring Additional Support:

- Conduct a guided review of globalization concepts.
- Provide examples and comparison organizers.
- Allow peer mentoring and small-group coaching.

Feedback Strategy:

The teacher will provide immediate feedback focusing on:

- Understanding of Globalization Concepts

	• Situation analysis • Claim-Evidence-Reasoning (CER) • Critical Thinking and Reflection • Presentation and Communication • Collaboration and participation
II. Objectives:	*At the end of the four-day lesson, the learners will be able to:* ▪ *Differentiate the concepts of state, nation, and nation-state using Philippine and global examples.* ▪ *Analyze the Philippines as a multi-ethnic nation-state that recognizes the rights and contributions of Indigenous Peoples and Muslim communities.* ▪ *Explain globalization as a context that shapes relations among states and nations.* ▪ *Assess the implications of international relations issues — migration, security, climate change, human rights, and human trafficking — for the Philippines and Filipino citizens.*
III. Materials Needed:	▪ Worksheet ▪ Reading materials ▪ Manila Paper or Cartolina ▪ C-E-R Worksheet
IV. Instructions:	1. For Activity 1, "**Venn Diagram- Comparing Political Communities**," 2. Follow the steps below carefully: a) Students will be tasked to read the Penn State article on State, Nation, and Nation-State (https://www.e-education.psu.edu/geog128/node/534) individually or in pairs. b) Using a three-circle Venn diagram, they will differentiate between a state, a nation, and a nation-state based on the reading. 3. Students will also be tasked to answer the processing questions. 4. For Activity 2, learners will analyze the effect of globalization by working on the task in three phases. Follow these steps carefully: **Phase 1: Situation Analysis** a. Each group will be assigned one globalization-related issue b. Each group will analyze the issue using the given guide questions. **Phase 2: Position Challenge** a. Groups will create a "Claim-Evidence-Reasoning (CER)" chart:

	● **Claim**: Is globalization more beneficial or harmful in the assigned issue? ● **Evidence**: Provide examples, data, or real-life situations. ● **Reasoning**: Explain why the evidence supports the claim. b. Each group will present its analysis to the class. **Phase 3: Critical Reflection** a. After all the presentations, students will individually answer the prompt: **"Can globalization strengthen national identity and sovereignty, or does it weaken them?**
V. Synthesis:	The activities enable learners to apply the concepts through discussion, debate, analysis, and reflection. By working on the activities, learners develop critical thinking and collaboration. These activities also encourage reflection on personal beliefs and practical societal solutions to current concerns about globalization and international relations.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	4	**Date:**	
Lesson Title/ Topic:	The meaning of a social contract and why the 1987 Constitution embodies it		
Name:		**Grade & Section:**	

I. Activity No. 1	**(Day 1) Preamble Reflection**
II. Objectives:	At the end of this activity, the learner will be able to: ● Explain how the 1987 Philippine Constitution serves as a social contract by identifying the specific rights guaranteed to citizens and the corresponding duties of the state to uphold the law.
III. Materials Needed:	Ballpen Learning Activity Sheets Highlighter or colored pen (optional)
IV. Instructions:	1. Carefully read the Preamble of the 1987 Philippine Constitution. We, the sovereign Filipino people, imploring the aid of Almighty God, in order to build a just and humane society, and establish a Government that shall embody our ideals and aspirations, promote the common good, conserve and develop our patrimony, and secure to ourselves and our posterity, the blessings of independence and democracy under the rule of law and a regime of truth, justice, freedom, love, equality, and peace, do ordain and promulgate this Constitution. 2. Underline, circle, or highlight the important constitutional values mentioned in the Preamble. 3. To emphasize the Constitution as a social contract between the Filipino people and their government, answer the following questions on a separate sheet of paper: • *Who is speaking in the Preamble, and what does the phrase "We, the sovereign Filipino people" suggest about the source of governmental authority?* • *What values, aspirations, and goals do the Filipino people commit themselves to achieving through the Constitution?* • *Based on the Preamble, what responsibilities does the government have toward the people, and what responsibilities do citizens have toward one another and the nation?* • *How do the principles of justice, freedom, equality, peace, and the common good require cooperation between citizens and government?*

V. Synthesis:	*"The Preamble is the Filipino people's statement of purpose. It defines what the Constitution is for — not to give power to the government, but to organize a society around justice, democracy, and the rule of law. This is the social contract."* Through this activity, you should learn that a constitution serves as the fundamental law of the state. The Philippine Constitution evolved through different historical periods to respond to the changing needs of society and to protect democracy, human rights, and the welfare of the Filipino people. It will answer the synthesis question: *How does the Preamble reflect the Constitution as a social contract in which the Filipino people establish a government, define its purposes, and commit themselves to building the kind of society they aspire to become?* These questions progress logically from identifying the source of authority to understanding shared aspirations, examining reciprocal responsibilities, and finally synthesizing the concept of the Constitution as a social contract.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	4	**Date:**	
Lesson Title/ Topic:	The meaning of a social contract and why the 1987 Constitution embodies it		
Name:		**Grade & Section:**	

I. Activity No. 2	**(Day 1) Think- Pair-Share:** **The Evolution of the Philippine Constitution**
II. Objectives:	At the end of this activity, the learner will be able to: ● Examine the essential characteristics of the Philippines as a constitutional democracy as defined by the structure and principles of the 1987 Constitution
III. Materials Needed:	Ballpen Laptop, TV for viewing Gadget for individual viewing Learning Activity Sheet
IV. Instructions:	*1.* Scan the QR Code provided by your teacher to access the video lesson. 2. If the QR Code is unavailable, open YouTube and search for: ***"Gen Info – The Evolution of the Philippine Constitution | Civil Service Review TV."*** 3. While watching the video, take note of important ideas and historical developments. 4. Answer the guide questions below using your own understanding. 5. After completing your answers, participate in the Think–Pair–Share activity:
V. Synthesis:	Through this activity, you should understand that the Constitution establishes a balance between the powers of government and the rights and responsibilities of citizens. A constitutional democracy thrives when both public officials and citizens uphold the rule of law, respect and protect human rights, fulfill their civic responsibilities, and work collectively toward the common good. By ensuring that power is exercised within constitutional limits and that individual freedoms are safeguarded, the Constitution provides the foundation for justice, accountability, democratic participation, and peaceful coexistence in society. .

What is a Constitution?	
Why is it important?	
How did the Philippine Constitution evolve over time?	

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	4	**Date:**	
Lesson Title/ Topic:	The meaning of a social contract and why the 1987 Constitution embodies it		
Name:		**Grade & Section:**	

I. Activity No. 3	**(Day 1) Exit Ticket**
II. Objectives:	At the end of this activity, the learner will be able to: ● Explain how the 1987 Philippine Constitution serves as a social contract by identifying the specific rights guaranteed to citizens and the corresponding duties of the state to uphold the law.
III. Materials Needed:	Ballpen Learning Activity Sheet
IV. Instructions:	1. Read each question carefully. 2. Answer each item in 2–3 complete sentences. 3. Use examples or concepts discussed in class to support your answers. a. In your own words, what is a social contract? How does the 1987 Philippine Constitution embody this idea? _____ _____ _____ a. Choose one principle from Article II. Explain what it requires of the government and what happens when the government fails to meet that requirement. _____ _____ _____ b. What is one question you still have about the Constitution, the Bill of Rights, or constitutional democracy? _____ _____ _____
V. Synthesis:	Through this activity, you should realize that the Constitution serves as an agreement between the people and the government. It outlines the responsibilities of government officials and protects the rights and welfare of citizens within a democratic society.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	4	**Date:**	
Lesson Title/ Topic:	The Philippines as a Constitutional Democracy		
Name:		**Grade & Section:**	

I. Activity No. 4	**(Day 2) Exit Ticket-- The Philippines as a Constitutional Democracy**
II. Objectives:	At the end of this activity, the learner will be able to: ● Select the specific sections of the Bill of Rights that protect human rights and ensure the rule of law remains consistent with the collective will of the Filipino people.
III. Materials Needed:	Ballpen Learning Activity Sheet
IV. Instructions:	1. Answer the following questions with 2-3 sentences for each item: a. Name two constitutional rights that may have been violated during the implementation of the Oplan Tokhang. Cite the specific Article and Section. _____ _____ _____ b. A classmate argues: "The drug war was constitutional because most Filipinos supported it." How would you respond using what you learned about constitutional democracy? _____ _____ _____ c. What is one question about the Bill of Rights you want answered during our next session tomorrow? _____ _____ _____
V. Synthesis:	Through this activity, you should understand that constitutional democracy is not based solely on majority opinion. Government actions must always follow the Constitution and respect the rights and freedoms guaranteed to every citizen.

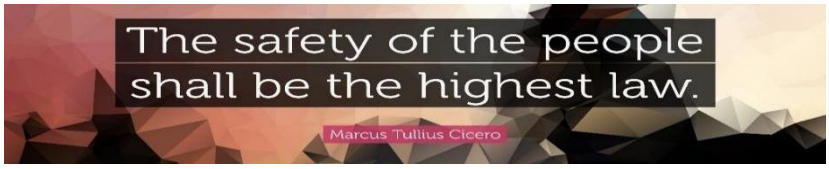
LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar	4	**Date:**	
Lesson Title/ Topic:	The Bill of Rights- Article III		
Name:		**Grade & Section:**	

I. Activity No. 5	**(Day 3) Exit Ticket-- – The Bill of Rights (Article III)**
II. Objectives:	At the end of this activity, the learner will be able to: ● Select the specific sections of the Bill of Rights that protect human rights and ensure the rule of law remains consistent with the collective will of the Filipino people.
III. Materials Needed:	Ballpen Learning Activity Sheet
IV. Instructions:	1. Review your notes and discussions about the Bill of Rights. 2. Answer each question in 2–3 complete sentences. 3. Use examples whenever necessary to support your explanations. a. Choose one Bill of Rights provision from today's lesson. Explain what right it protects, who it protects it against, and why it matters for the social contract. _____ _____ _____ a. Can constitutional rights be limited? Under what circumstances? What safeguards exist to prevent abuse of those limitations? _____ _____ _____ b. What would you tell a friend who says "the Bill of Rights only matters for criminals, not for ordinary people like me"? _____ _____ _____
V. Synthesis:	Through this activity, you should learn that the Bill of Rights protects all people, not only those accused of crimes. These rights ensure fairness, dignity, and protection from abuse of power, which are essential in a democratic society.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	4	**Date:**	
Lesson Title/ Topic:	*Constitutional limits on government power and the duties of the state*		
Name:		**Grade & Section:**	

I. Activity No. 1	**My Own Pledge: Exit Card+ Cicero Reflection**
II. Objectives:	At the end of this activity, the learner will be able to: ● Explain how the 1987 Philippine Constitution serves as a social contract by identifying the specific rights guaranteed to citizens and the corresponding duties of the state to uphold the law; and ● Select the specific sections of the Bill of Rights that protect human rights and ensure the rule of law remains consistent with the collective will of the Filipino people.
III. Materials Needed:	Ballpen Learning Activity Sheet
IV. Instructions:	1. Complete the pledge below using your own words. ***I pledge to uphold the 1987 Philippine Constitution as the collective will of the Filipino people by*** _____  1. Read the quotation carefully and answer the reflection questions in complete sentences. Use a separate sheet of paper for your answers. a. What does Cicero mean by 'the safety of the people'? Is this the same as "law and order"? b. How does this quotation relate to the social contract and the Bill of Rights? c. During Oplan Tokhang, the government argued it was protecting "the safety of the people." Using the Constitution and Cicero's quote, evaluate whether that argument is constitutionally valid. 2. Complete the sentence. Base your answers on your understanding of the Constitution, the Bill of Rights, and constitutional democracy. *The 1987 Philippine Constitution is a social contract because _____* *_____which means that as a citizen I must* *_____and the government must _____*

V. Synthesis:	Through this activity, you should understand that the Constitution establishes a balance between the powers of government and the rights and responsibilities of citizens. A constitutional democracy thrives when both public officials and citizens uphold the rule of law, respect and protect human rights, fulfill their civic responsibilities, and work collectively toward the common good. By ensuring that power is exercised within constitutional limits and that individual freedoms are safeguarded, the Constitution provides the foundation for justice, accountability, democratic participation, and peaceful coexistence in society.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	4	**Date:**	
Lesson Title/ Topic:	The meaning of a social contract and why the 1987 Constitution embodies it		
Name:		**Grade & Section:**	

I. Activity No. 1	**ABCs of Rights**
II. Objectives:	At the end of this activity, the learner will be able to: ● Explain how the 1987 Philippine Constitution serves as a social contract by identifying the specific rights guaranteed to citizens and the corresponding duties of the state to uphold the law.
III. Materials Needed:	Ballpen Learning Activity Sheets Extra sheets of paper
IV. Instructions:	Imagine that you have been asked by the Commission on Human Rights to develop an Alphabet of Rights for young Filipinos. Your task is to transform the rights guaranteed by the Constitution into words or phrases represented by the letters A to Z. For each letter: Choose a right, freedom, constitutional principle, or democratic value related to human rights. Write a short explanation (1–2 sentences).Explain why the rights are important in everyday life. Provide an example of how citizens can exercise or protect those rights. Use a separate sheet for your answer.
V. Synthesis:	*"The Preamble is the Filipino people's statement of purpose. It defines what the Constitution is for — not to give power to the government, but to organize a society around justice, democracy, and the rule of law. This is the social contract."* Through this activity, you should learn that a constitution serves as the fundamental law of the state. The Philippine Constitution evolved through different historical periods to respond to the changing needs of society and to protect democracy, human rights, and the welfare of the Filipino people.

Sample Alphabet of Rights:

Letter	Right or Constitutional Principle	Meaning	Power of the State with Respect to the Right
A	**Access to Information**	Citizens have the right to information on matters of public concern.	Government must disclose public information, promote transparency, and justify lawful restrictions on confidential information.
B	**Belief and Religion**	Individuals are free to practice, change, or reject religious beliefs.	The State may not establish an official religion nor interfere with legitimate religious practice, except when necessary to protect public order and safety.
C	**Citizen Participation**	Citizens have the right to participate in governance and public affairs.	Government must create opportunities for participation and protect democratic processes and institutions.
D	**Due Process**	No person may be deprived of life, liberty, or property without lawful procedures.	Government must follow established legal procedures and provide fair hearings before exercising coercive powers.
E	**Equal Protection**	All persons are entitled to equal treatment under the law.	Government must apply laws fairly and may not engage in arbitrary or unjust discrimination.
F	**Freedom of Expression**	Citizens may express opinions and ideas freely.	Government may not suppress lawful expression but may regulate speech in limited circumstances recognized by law.

G	**Good Governance**	Citizens are entitled to accountable and responsive government.	Public officials must exercise authority transparently, ethically, and in accordance with the Constitution and laws.
H	**Human Dignity**	Every person possesses inherent worth and deserves respect.	Government must protect human dignity and prohibit torture, degrading treatment, and abuses of power.
I	**Information Privacy**	Individuals have a right to privacy of communication and personal information.	Government may collect or access information only under lawful authority and with appropriate safeguards.
J	**Justice**	Citizens are entitled to fairness and protection under the law.	Government must administer laws impartially and ensure access to justice for all.
K	**Knowledge through Education**	Every citizen has the right to receive quality education.	Government must provide accessible and quality education and support educational development.
L	**Liberty**	Individuals enjoy freedom of action within the limits of the law.	Government may restrict liberty only when authorized by law and necessary to protect public welfare and the rights of others.
M	**Meaningful Participation**	Citizens may engage in civic and political decision-making.	Government must protect participatory mechanisms and encourage citizen engagement.
N	**Non-Discrimination**	Individuals have the right to be treated fairly regardless of	Government must prevent discriminatory practices and ensure equal access to opportunities and services.

		personal characteristics.	
O	**Opinion**	Individuals may hold personal beliefs and viewpoints.	Government may not compel citizens to adopt particular political, ideological, or personal beliefs.
P	**Peaceful Assembly**	Citizens may gather peacefully and petition the government.	Government must protect lawful assemblies and may regulate only the time, place, and manner for public safety purposes.
Q	**Quality of Life**	Citizens are entitled to conditions that support human development and well-being.	Government must pursue policies that promote health, housing, social welfare, and sustainable development.
R	**Representation and Redress**	Citizens may seek remedies for grievances and hold government accountable.	Government must provide accessible mechanisms for complaints, appeals, and legal remedies.
S	**Security of Person**	Citizens are protected from arbitrary arrest, detention, violence, and abuse.	Government must maintain peace and order while respecting constitutional safeguards and human rights.
T	**Transparency**	Citizens have the right to know how government decisions are made.	Government must conduct public affairs openly and remain accountable for official actions and expenditures.

U	**Universal Human Rights**	Rights belong to all people by virtue of their humanity.	Government must respect, protect, and fulfill human rights obligations without discrimination.
V	**Vote and Political Participation**	Citizens have the right to choose leaders and participate in democratic processes.	Government must ensure free, honest, orderly, peaceful, and credible elections.
W	**Workers' Rights**	Workers are entitled to fair wages, safe conditions, and protection of labor rights.	Government must regulate labor relations and protect workers from exploitation and unsafe conditions.
X	**eXpression of Ideas**	Citizens may communicate ideas through various forms and media.	Government may not censor lawful communication but may regulate media and communication systems consistent with constitutional standards.
Y	**Youth Participation**	Young people have the right to participate in nation-building and community affairs.	Government must support youth development programs and provide avenues for meaningful participation.
Z	**Zeal for Human Rights and Justice**	Citizens share responsibility for defending rights and democratic values.	Government must promote a culture of human rights, constitutionalism, and civic responsibility.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	5	**Date:**	
Lesson Title/ Topic:	*The Separation of Powers as a Fundamental Principle in a Democratic Government*		
Name:		**Grade & Section:**	

I. Activity No. 1	**Article Analysis: *Timeline Sense-Making Journal***
II. Objectives:	At the end of the activity, the learners will be able to: 1. Organize key features of governance across six historical periods by completing the timeline chart, 2. Compare how power was distributed and whether separation of powers existed in each period; and 3. Reflect on the impact of governance changes on democracy and citizens by writing a 3–5 sentence reflection that demonstrates clear reasoning, accuracy, and relevance.
III. Materials Needed:	***Article Source: https://www.respicio.ph/commentaries/separation-of-powers-in-the-philippines-how-checks-and-balances-work*** **Learning Activity Sheet, Ballpen, Rubrics**
IV. Instructions:	***Activity: Timeline Sense-Making Journal*** *Directions: After reading the article, each student will complete a guided timeline chart. They will identify the key features of governance per period, the changes in power distribution, and the implications on democracy. After completing the timeline, the learners will write a short reflection.*
V. Synthesis:	This activity highlights how the structure and distribution of government power have evolved across Philippine history, showing that the presence or absence of separation of powers significantly influences democratic governance and directly impacts the rights and welfare of citizens.

Activity 1: Timeline Sense-Making Journal

Historical Period	***Type of Government***	***How Power was Distributed?***	***Was there a Separation of Power? (Yes/No)***	***Key Issue/s or Problem/s***	***Impact on Citizens***
Spanish Colonial Period					
Malolos Republic					
American Period					
1935 Constitution					
1973 Constitution					
1987 Constitution					

Reflection:

Which historical period shows the strongest or weakest implementation of separation of powers? Explain your answer using specific evidence from the timeline.

_____

_____

_____

_____

_____

_____

Excerpt from the Article Entitled "Separation of Powers in the Philippines: How Check and Balances Work"

Introduction

The doctrine of separation of powers is a foundational principle in the Philippine constitutional framework, designed to prevent the concentration of authority in any single branch of government and to promote accountability, efficiency, and the protection of individual rights. Enshrined in the 1987 Philippine Constitution, this principle divides governmental functions among three co-equal branches: the Executive, the Legislative, and the Judicial. Each branch operates independently but is interdependent through a system of checks and balances, ensuring that no one branch dominates the others. This structure draws inspiration from democratic models like that of the United States but is adapted to the Philippine context, reflecting the nation's history of colonial rule, martial law, and people power revolutions. The separation of powers serves as a safeguard against tyranny, fostering a government that is responsive to the people while upholding the rule of law.

In the Philippines, the separation of powers is not absolute; it allows for necessary overlaps to facilitate governance. Article II, Section 1 of the Constitution declares that sovereignty resides in the people, and all government authority emanates from them, underscoring that the branches are mere agents of this sovereign will. This article explores the theoretical underpinnings, practical implementation, mechanisms of checks and balances, historical evolution, and contemporary challenges of this doctrine in the Philippine setting.

Historical Evolution of Separation of Powers in the Philippines

The concept of separation of powers in the Philippines has roots in the country's colonial past and its quest for self-governance. During the Spanish colonial period (1565–1898), governance was centralized under the Governor-General, who wielded executive, legislative, and judicial powers, with limited checks from Madrid. The Philippine Revolution of 1896 and the Malolos Constitution of 1899 introduced early notions of separation, establishing a parliamentary system with distinct branches, though it was short-lived due to American intervention.

Under American colonial rule (1898–1946), the Philippines adopted a presidential system modeled after the U.S. Constitution. The Philippine Organic Act of 1902 and the Jones Law of 1916 formalized the separation of powers, creating a bicameral legislature, an executive led by a Governor-General (later a President), and an independent judiciary. The 1935 Constitution, drafted during the Commonwealth period, further entrenched this doctrine, providing for a strong presidency balanced by legislative oversight and judicial review.

The post-independence era saw refinements. The 1973 Constitution under President Ferdinand Marcos initially maintained separation but was amended to concentrate power in the executive during martial law (1972–1981), effectively blurring lines through a parliamentary-presidential hybrid. This period highlighted the fragility of the doctrine, leading to abuses that culminated in the 1986 People Power Revolution. The 1987 Constitution, ratified in a post-dictatorship context, restored and strengthened separation of powers, emphasizing checks and balances to prevent future authoritarianism. It introduced provisions like the Commission on Appointments and enhanced judicial independence to reinforce the system.

Source: https://www.respicio.ph/commentaries/separation-of-powers-in-the-philippines-how-checks-and-balances-work

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	5	**Date:**	
Lesson Title/ Topic:	*The Separation of Powers as a Fundamental Principle in a Democratic Government*		
Name:		**Grade & Section:**	

I. Activity No. 2	**"Inside the Headlines: Understanding Government Power"**
II. Objectives:	At the end of the activity, the learners will be able to: 1. Identify the issue, facts, check and balance principle, constitutional basis, and insights in the two given articles, 2. Analyze the type of check and balance in each article (legislative, executive, or judicial) and provide a justified explanation that demonstrates understanding of government power in the Philippines; and 3. Explain how checks and balances are applied in each case, using clear reasoning based on accuracy, clarity, and relevance.
III. Materials Needed:	***Article sources:*** • *Article 1: House Justice Panel Wants VP Duterte's Removal, Perpetual Ban From Public Office. GMA News Online, May 6, 2026. https://www.gmanetwork.com/news/topstories/nation/986682/house-justice-panel-vp-duterte-removal-ban/story* • *Article 2: Why Carandang's Victory vs. Duterte is Also a Win for Ombudsman's Independence. Rappler, May 3, 2026. https://www.rappler.com/philippines/why-melchor-arthur-carandang-victory-duterte-win-ombudsman-independence* *Ballpen, Learning Activity Sheets*
IV. Instructions:	Analyze two provided news articles by completing the graphic organizer for each of the following: 1. Identify the Issue: What is the main legal or political conflict? 2. Facts: What key details support or define the issue? 3. Check and Balances Principles: Which check is operating here? 4. Constitutional Basis: Which Article or Section applies? 5. Insights: What does this event reveal about how checks and balances work in the Philippines
V. Synthesis:	The two articles demonstrate how checks and balances in the Philippines function to limit abuse of power, as government institutions—such as Congress and the Ombudsman—exercise their constitutional authority to hold high-ranking officials accountable while preserving institutional independence and the rule of law.

Article 1

"House Justice Panel Wants VP Duterte's Removal, Perpetual Ban from Public Office"

By: Llanesca T. Panti

May 06, 2026

Issue:

Facts:

Check and Balance Principles:

Constitutional Basis:

Insights:

"Why Carandang's Victory VS. Duterte is Also a Win for Ombudsman's independence"

By: Jairo Bolledo

May 03, 2026

Issue:

Facts:

Check and Balance Principles:

Constitutional Basis:

Insights:

Note:
You may use a separate sheet if necessary.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	6	**Date:**	
Lesson Title/ Topic:	**The Executive Branch of the Philippine Government** 6.1 Key elements of the Presidential Form of Government 6.2 Roles and powers of the Philippine President under the 1987 Constitution (Article VII) 6.3 Role of the Vice President in the executive branch 6.4 Role of the Cabinet members and government departments 6.5 Role of government agencies in public service delivery 6.6 The executive branch and citizen accountability: what citizens can expect and demand		
Name:		**Grade & Section:**	

Activity No. 1

Activity: Who Should Respond? — Application Activity

Give each student or pair a set of situation cards. For each situation, students identify the correct department or agency described, explain why that body is responsible, and propose one realistic action.

Situation	**Responsible Department / Agency**	**Why?**	**One Realistic Action**
A community in Mindanao reports a measles outbreak. Dozens of children are unvaccinated.			
Farmers in Nueva Ecija report that rice prices have collapsed due to the influx of imported rice in the market			
A national highway connecting two provinces collapsed after heavy rains.			

Many OFWs in the Middle East report illegal recruitment and contract substitution.				
A public school in a remote area has no classrooms — classes are held under trees.				

Processing Questions

1. How did you decide which department or agency should respond to each situation?
2. Why is it important for citizens to know the appropriate government office to approach when there is a public problem?
3. What can happen if the wrong department or agency responds to a public issue?

Activity No. 2

Activity: Role and Responsibility Check — Matching

Column A lists government roles (President, Vice President, Cabinet Secretary, Government Agency Director, DSWD, DOH, DepEd, DPWH) and Column B lists responsibilities. Match and then write 2-3 sentences explaining how Cabinet members help the President implement programs. The teacher checks answers and gives immediate feedback.

Column A: Government Role / Agency	**Answer**	**Column B: Responsibility**
1. President	_____	A. Helps provide social welfare services, relief assistance, and support for poor and vulnerable families.
2. Vice President	_____	B. Leads and manages a specific government department, such as health, education, or public works.
3. Cabinet Secretary	_____	C. Heads the country and makes sure that laws and national programs are implemented.
4. Government Agency Director	_____	D. Assists the President and may lead programs or advocacies depending on the assigned task.
5. DSWD	_____	E. Manages a specific government agency and makes sure its services reach the people.
6. DOH	_____	F. Takes charge of public health programs, hospitals, disease prevention, and vaccination services.

	7. DepEd	_____	G. Handles basic education, schools, teachers, learners, and learning resources.
	8. DPWH	_____	H. Takes care of public infrastructure such as roads, bridges, highways, and flood control projects.

Processing Questions

1. Which role or agency is the easiest for you to match? Why?
2. Why is it important to know the duties of each government official or agency?
3. How can these officials and agencies help the President serve the people better?

Activity No. 3

Activity: Build the Philippine Executive Branch

Create an organizational map of the Philippine Executive Branch and explain how executive power is exercised from the national government to the local community.

Instructions:

Below are cards representing offices, officials, and institutions that perform executive functions. Arrange them into a diagram showing their relationships within the Philippine Executive Branch.

Cards

- President of the Philippines
- Vice President of the Philippines
- Executive Secretary
- Cabinet Secretaries
- Department of Education (DepEd)
- Department of Health (DOH)
- Department of the Interior and Local Government (DILG)
- Department of Finance (DOF)
- Department of Foreign Affairs (DFA)
- Philippine National Police (PNP)
- Bureau of Internal Revenue (BIR)
- Provincial Governor
- Provincial Government
- City/Municipal Mayor
- City/Municipal Government
- Barangay Captain (Punong Barangay)
- Barangay Council (Sangguniang Barangay)
- Citizens

Task 1: Build the Structure

Arrange the cards to show:

1. The head of the Executive Branch
2. The national executive departments and agencies
3. The relationship between the national government and local governments
4. The place of citizens within the executive system

Students may use arrows and labels such as:

- supervises
- coordinates with
- implements policies through
- serves
- accountable to

	Task 2: Explain the Connections For at least five arrows in your diagram, explain why the connection exists. Example: *Connection* — *Explanation* President → Cabinet Secretaries — Cabinet Secretaries assist the President in implementing laws and managing executive departments. DILG → Local Governments — The DILG supervises and supports local governments while respecting local autonomy. *Task 3: Trace Government Action* Choose one issue: ● Flood control ● Dengue outbreak ● Classroom shortage ● Drug abuse ● Garbage management Using your diagram, trace how the issue would be addressed from the national government down to the barangay level. Example: President → DOH → Regional Office → Provincial Government → City Government → Barangay Health Workers Processing Questions 1. Why is the President considered the head of the Executive Branch? 2. Why are executive departments necessary? 3. What role do local governments play in implementing national policies? 4. How does government service delivery reach citizens at the barangay level? 5. Why is coordination between national and local governments important? Culminating Synthesis Question How does the structure of the Executive Branch enable the government to implement laws and deliver services from the national level to provinces, cities, municipalities, and barangays? Extension: Accountability Lens Add a final question: If a public service fails in your community, which office or official should be held accountable, and why? This moves the activity beyond identifying offices and helps students understand executive responsibility, accountability, decentralization, and local governance—key concepts in Philippine civic education.
II. Objectives:	At the end of the four-day lesson, students will be able to: 1. Discuss the roles and powers of the President, Vice President, and Cabinet members in the Executive branch. 2. Explain how the President, Vice President, Cabinet members, and government agencies work together in implementing national policies and programs.

	3. Identify the correct executive official, department, or agency responsible for a specific public issue and justify the response using constitutional provisions. 4. Evaluate the quality of executive branch responses to public needs and propose a realistic citizen-informed government action plan.
III. Materials Needed:	Days 1-3 — Pictures for activities (teacher-sourced or described): Suggested image descriptions: — Relief goods distribution after a typhoon (DSWD/OCD operation) — Medical mission or vaccination program (DOH) — School feeding or school supplies distribution (DepEd/DSWD) — Road construction or infrastructure repair (DPWH) — President leading a Cabinet meeting (Official Gazette/PNA) Day 2 — Situation cards (teacher-prepared, printed): Short public issue scenarios: typhoon damage, disease outbreak, farmer support, road repair, school supplies shortage Day 3 — Role cards for Cabinet Meeting Simulation (teacher-prepared): President, Vice President, DSWD Secretary, DOH Secretary, DepEd Secretary, DPWH Secretary, DOLE Secretary, LGU Representative, Citizen Representative Day 4 — PULSO Policy Proposal worksheet (teacher-prepared, one per student or pair
IV. Instructions:	**General Instructions for Learners**: Read each task carefully before answering. Write your answers clearly and briefly. You may ask your teacher for clarification if a situation or role is unclear. Be ready to share your answers respectfully with the class. **For Activity 1**: Read each public issue. Choose the department or agency that should respond. Then, explain why that office is responsible and suggest one realistic action it can do to help. **For Activity 2**: Match the government role or agency in Column A with its correct responsibility in Column B. Write the letter of your answer in the middle column. After matching, answer the question in 2 to 3 sentences.
V. Synthesis:	These activities show that public issues are handled by different offices depending on their duties. The President leads the Executive Branch, but the Vice President, Cabinet members, departments, and agencies help carry out programs and services. As citizens, knowing the appropriate office to approach helps us understand how the government responds to people's needs and how we can ask for immediate help in a responsible way.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	7	**Date:**	
Lesson Title/ Topic:	The Bicameral Legislative System: Upper and Lower Houses		
Name:		**Grade & Section:**	

I. Activity No. 1

Activity: Sino ang gumagawa ng batas?- Picture Talk

Show or describe one image of a real public issue — an overcrowded classroom, a flooded street, a community with no health center — alongside one image of the Senate or House of Representatives in session.

Ask students:

1. *What problem do you see in the first picture?*
2. *Who do you think can create a law or allocate a budget to address this problem?*
3. *Why should lawmakers discuss issues like this?*

Connect: "Some problems in society cannot be solved by one barangay or one executive department alone. They require a law — a rule that applies to everyone, backed by the authority of the state. That is what Congress does. Today we will study how Congress operates."

Activity: From Bill to Law: Tracing the Legislative Process

Explain the process by which a bill becomes a law in the Philippines.

1. *Why must a proposed law pass through several stages before it can become binding to all citizens?*

Directions: Read the scenario below and complete the table.

Scenario: Many students in your community believe that all public schools should provide free mental health counseling services. A member of Congress files a bill proposing for the establishment of mental health counseling centers in all public schools.

Using this proposed bill as an example, arrange the stages of the legislative process in the correct order and explain what happens to the bill at each stage.

The Journey of the Mental Health Counseling Bill

Order	Stage of the Legislative Process	What Happens to the Bill at This Stage?
_____	Filing of the Bill	

	_____	First Reading	
	_____	Committee Deliberation and Public Hearings	
	_____	Second Reading and Debates	
	_____	Third Reading and Final Voting	
	_____	Bicameral Conference Committee (if necessary)	
	_____	Presidential Action (Signing, Veto, or Inaction)	
	_____	Publication and Effectivity of the Law	

Processing Questions

1. *At which stage do you think the bill undergoes the most thorough examination? Explain.*
2. *Why are public hearings important in the law-making process?*
3. *Why must both the House of Representatives and the Senate approve a bill before it can be sent to the President?*
4. *What options does the President have once a bill reaches the Office of the President?*
5. *How does the legislative process help prevent the passage of poorly conceived laws?*

Culminating Reflection

Complete the statement:

A bill must pass through several stages before becoming a law because _____.

Synthesis Question

How does the process by which a bill becomes a law reflect democratic participation, deliberation, accountability, and the rule of law?

Activity No. 2	**Activity: Issue-to-Law Organizer**- From **Community Concern to Congressional Action** Present one public issue. Students complete the organizer individually or in pairs, then share in class.

<table>
<tr><td></td><td>Sample Organizer: (Learner Guide)
<table><tr><th>Question</th><th>Learner Response</th></tr><tr><td>What is the community issue?</td><td rowspan="7"></td></tr><tr><td>Who are the people most affected?</td></tr><tr><td>What can the Senate specifically do about this issue? (Hearing, investigation, proposed bill, budget allocation)</td></tr><tr><td>What type of law or resolution might the Senate pass?</td></tr><tr><td>How would this legislative action help national development?</td></tr><tr><td>What should citizens do to make sure lawmakers take this seriously?</td></tr></table>
Suggested issues (teacher chooses one based on class context):
• Rising cost of school supplies and uniforms for public school students
• Lack of mental health support services for students and young people
• High transportation costs making it difficult for students to attend school
• Internet access gaps between urban and rural students
• Youth unemployment after graduation from SHS or college

The last row is the most important: "What should citizens do to make sure lawmakers take this seriously?" Push students beyond ‘write a letter’ — ask about petitions, public hearings, social media campaigns, youth organizations, and the SONA.</td></tr>
<tr><td>II. Objectives:</td><td>At the end of the lesson, the learners are expected to:
1. Identify the basic structure, leadership, roles, and responsibilities of the Senate and the House of Representatives.
2. Differentiate the functions of the Senate and the House of Representatives in the Philippine bicameral legislative system.
3. Trace the lawmaking process from a public issue to an enacted law and explain how each stage involves citizen concerns.
4. Analyze how specific legislative actions- including laws directly affecting Filipino students- contribute to national development and propose a legislative response to a real community issue.</td></tr>
<tr><td>III. Materials Needed:</td><td>Day 1 — Pictures for Activating Prior Knowledge (teacher-sourced or described): — Senate session hall during plenary debate — House of Representatives session in progress — An overcrowded classroom in a public school — A flooded community or damaged infrastructure Day 1 — Agree/Disagree cards or hand signals (teacher-prepared)</td></tr>
</table>

	Day 2 — Lawmaking Flowchart (teacher-prepared or projected): Simple flow: Public Issue → Proposed Bill → Committee Hearing → Plenary Debate → Bicameral Conference → President's Action → Law → Benefit to Citizens Day 3 — Role cards for Legislative Hearing Simulation (teacher-prepared): Senate President, House Speaker, Committee Chairperson, Senator, Representative, Expert Witness, Civil Society Representative, Citizen/Student Petitioner Day 3 — Sample news headline or teacher-prepared article on a pending bill (teacher-prepared) Day 4 — Legislative Action Brief worksheet (teacher-prepared, one per student)
IV. Instructions:	**Activity No. 1: *Sino ang gumagawa ng batas?* – Picture Talk** 1. Carefully observe the two pictures presented by your teacher. ● The first picture shows a community problem or public issue. ● The second picture shows the Senate or the House of Representatives in session. 2. Think about the problem shown in the first picture and how it affects people in the community. 3. Answer the following guide questions orally or in writing: ● What problem do you see in the first picture? ● Who do you think can create a law or allocate a budget to address this problem? ● Why should lawmakers discuss issues like this? 4. Share your ideas respectfully during the class discussion. 5. Listen carefully to your classmates' answers and connect the issue to the role of Congress in making laws for the country. 6. Be ready to explain why some community problems require national laws and government action. **Activity No. 2: *Issue-to-Law Organizer* – From Community Concern to Congressional Action** 1. Read and understand the public issue assigned or chosen by your teacher. 2. Work individually or with a partner to complete the organizer. 3. Discuss the issue carefully and answer each question thoughtfully using complete ideas. 4. Identify: 5. the community problem, ● the people affected, ● possible actions of the Congress, ● the type of law or resolution that may help solve the issue, ● and how citizens can encourage lawmakers to act. 6. Use examples from real-life situations whenever possible. 7. Focus especially on the last question: ● *"What should citizens do to make sure lawmakers take this seriously?"* Think beyond simply writing letters. Consider actions such as: ● joining petitions, ● participating in public hearings, ● using social media responsibly,

	• joining youth organizations, • or following important national events like the State of the Nation Address (SONA). 8. Prepare to share your answers with the class and explain how legislative action can contribute to national development. 9. Show respect for different opinions during sharing and discussion.
V. Synthesis:	1. Reflect on how Congress helps address the needs and problems of the people through laws and government programs. 2. Discuss the importance of the Senate and the House of Representatives in the Philippine legislative system. 3. Share your ideas on how laws and legislative actions can improve the lives of Filipino citizens and contribute to national development. 4. Consider how citizens and students can participate in promoting awareness and supporting solutions to community and national issues.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	8	**Date:**	
Lesson Title/ Topic:	The leadership, structure, roles, and responsibilities of the Philippine Judiciary		
Name:		**Grade & Section:**	

I. Activity No. 1	**Cause-and-Effect Chart — JBC and Judicial Independence**
II. Objectives:	1. Identify the role and functions of the **Judicial and Bar Council (JBC)** in the appointment of judges and justices. 2. Describe how the JBC contributes to promoting judicial independence. 3. Examine the cause-and-effect relationship between JBC processes and the independence of the judiciary.
III. Materials Needed:	Printed or projected **Cause-and-Effect Chart template** Pens or notebooks Reference materials (Constitution excerpts or textbook)
IV. Instructions:	1. Work individually or in pairs. 2. Review the function and composition of the **Judicial and Bar Council (JBC)**. 3. Complete the cause-and-effect chart by identifying: • **Causes**: Key features or processes of the JBC (e.g., merit-based selection, screening of nominees). • **Effects**: How these contribute to **judicial independence** (e.g., reduced political influence, fair decision-making). 4. Be ready to share and explain your answers. 5. Participate in class discussion and compare insights with others.
V. Synthesis:	The **Judicial and Bar Council (JBC)** plays a vital role in ensuring judicial independence by promoting a fair, transparent, and merit-based selection of judges and justices. Through this process, political influence is minimized, allowing members of the judiciary to decide cases impartially and uphold constitutional principles. The cause-and-effect relationship highlights that a strong and independent appointment system leads to a judiciary that can protect rights, ensure justice, and maintain the rule of law—key foundations of a democratic society.

Activity Sheet: Cause-and-Effect Analysis

Cause-and-Effect Chart

Causes (JBC Processes/Features)	Effects (Impact on Judicial Independence)
1.	
2.	
3.	
4.	
5.	

Guide Questions:

1. How does the screening of nominees help ensure judicial independence?

2. Why is merit-based selection important in appointing judges?

3. How do JBC processes minimize political influence in the judiciary?

Reflection:

In your own words, explain why the JBC plays an important role in maintaining an independent judiciary.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	8	**Date:**	
Lesson Title/ Topic:	The leadership, structure, roles, and responsibilities of the Philippine Judiciary		
Name:		**Grade & Section:**	

I. Activity No. 2	**Scenario Analysis — What If There Were No JBC?**
II. Objectives:	1. Identify the role and purpose of the Judicial and Bar Council (JBC). 2. Explain how the JBC supports judicial independence. 3. Examine possible consequences of removing the JBC in the judicial appointment process.
III. Materials Needed:	Scenario prompt (printed or projected) Paper or notebooks Pens Reference materials (Constitution excerpts, textbook)
IV. Instructions:	1. Read the scenario: *"What if the Judicial and Bar Council (JBC) did not exist, and judges were appointed directly by political leaders without screening?"* 2. Work individually or in pairs to analyze the scenario. 3. Answer guide questions: • What changes might happen in the appointment of judges without the JBC? • How could this affect judicial independence and fairness? • What risks might arise in the justice system? 4. Write a short analysis (5–8 sentences) explaining your insights. 5. Share your responses with the class and participate in the discussion. 6. Listen to the synthesis and refine your understanding.
V. Synthesis:	The **Judicial and Bar Council (JBC)** is essential in safeguarding judicial independence by ensuring that judges are selected based on merit rather than political influence. Without the JBC, the appointment process could become vulnerable to bias, favoritism, and external pressure, weakening the integrity of the courts. This scenario highlights that an independent and transparent selection system is crucial in maintaining public trust, protecting constitutional rights, and upholding the rule of law—key foundations of a democratic society.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	9	**Date:**	
Lesson Title/ Topic:	Decentralization and Service Delivery in Local Governance		
Name:		**Grade & Section:**	

I. Activity No. 1	**Service Delivery Analysis**
II. Objectives:	At the end of the activity, learners are expected to: 1. Compare how different levels of government respond to community problems. 2. Explain the importance of decentralization in governance and service delivery. 3. Analyze how local government units (LGUs) address community concerns more efficiently. 4. Appreciate the role of the Local Government Code of 1991 in empowering LGUs.
III. Materials Needed:	Activity worksheet Pen or pencil Printed copies of the scenarios.
IV. Instructions:	1.Read the two scenarios carefully. 2. Work with a partner and compare how the problem was addressed in each situation. 3. Discuss the guide questions and write your answers in the spaces provided. 4. Answer the processing questions. 5. Share your insights with the class during the discussion. **Scenario A** A barangay experienced severe flooding. Residents asked for help. The barangay captain said: "I cannot do anything without approval from Manila." The national DPWH received the report. Three months later, a team was deployed. By then, the flood season is over. **Scenario B** The same flooding occurs in a different barangay. The barangay captain immediately mobilized the barangay emergency fund, organized a clean-up drive, coordinated with the city government for drainage repair, and reported to the DILG within 24 hours. The problem was addressed in two weeks.

	Processing Questions: 1. Which scenario responded faster to the problem? Why? _____ _____ _____ 2. Which level of government is closer to the people? Explain your answer. _____ _____ _____ 3. What does this suggest about how decisions should be made in governance? _____ _____ _____ 4. How can decentralization improve public services in communities? _____ _____ _____
V. Synthesis:	This activity shows that decentralization allows local government units (LGUs) to respond more effectively to the needs of their communities. In Scenario B, the barangay officials were able to act immediately because authority and resources were available at the local level. As a result, the flooding problem was addressed faster and more efficiently. Learners also realize that governance becomes more responsive when decision-making is brought closer to the people. Through the Local Government Code of 1991, LGUs were empowered to manage local concerns, coordinate services, and implement programs suited to their communities. Decentralization therefore strengthens public service delivery, promotes community participation, and improves local governance.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	9	**Date:**	
Lesson Title/ Topic:	LGUs in Action: Decentralization and Local Governance		
Name:		**Grade & Section:**	

I. Activity No. 2	***Case Analysis — LGUs in Action***
II. Objectives:	At the end of the activity, learners are expected to: 1. Analyze how Local Government Units (LGUs) respond to community needs and problems. 2. Explain the roles and responsibilities of barangay, city, and provincial governments. 3. Identify the powers and resources used by LGUs in service delivery. 4. Appreciate how decentralization improves governance and public services.
III. Materials Needed:	Activity worksheet Pen or pencil Printed copies of the situations
IV. Instructions:	1. Read the situation carefully. 2. Analyze the situation independently. 3.Answer the guide questions using complete sentences. 4. Write your answers clearly in the space provided. 5. Be prepared to share your analysis during the class discussion. **Situation 1** A barangay organizes a clean-up drive every Saturday. The barangay captain coordinates residents, youth volunteers (SK), and barangay health workers. The barangay uses its annual budget for garbage bags, gloves, and a small honorarium for workers. **Guide Questions:** 1. What problem is being addressed? _____ _____ _____ 2. Which LGU unit is responsible for the activity? _____ _____ _____

3. What power or resources are being used?
   _____
   _____
   _____

4. What are the benefits of the program for the community?
   _____
   _____
   _____

5. What challenges might the barangay face in sustaining the activity?
   _____
   _____
   _____

Situation 2

A city government establishes a free health clinic in each barangay, funded by a portion of the city's NTA. The city health officer trains barangay health workers and ensures medicines are restocked monthly.

Guide Questions

1. What service is being delivered by the city government?
   _____
   _____
   _____

2. How does the role of the city government differ from the barangays?
   _____
   _____
   _____

3. What might happen without decentralization?
   _____
   _____
   _____

4. Who ultimately benefits from the health program? Explain.
   _____
   _____
   _____

Situation 3

A province responds to a typhoon by coordinating all municipalities and cities in the affected area. The governor declares a state of calamity, unlocking the local calamity fund. Municipal mayors implement evacuation and relief distribution.

	Guide Questions 1. How does the provincial government coordinate with lower-level LGUs? _____ _____ _____ 2. What is the role of the Local Disaster Risk Reduction and Management Council (LDRRMC)? _____ _____ _____ 3. How does decentralization help in disaster response? _____ _____ _____ 4. Why is coordination important during emergencies and disasters? _____ _____ _____
V. Synthesis:	This activity demonstrates how Local Government Units (LGUs) perform important roles in governance and service delivery. Barangays organize community-based activities; cities manage essential public services such as healthcare, and provinces coordinate large-scale responses during disasters. Each level of local government has specific responsibilities that help address the needs of the people more effectively. Learners also understand that decentralization empowers LGUs to make decisions and use local resources for immediate community concerns. Because authority is distributed to local governments, services become more responsive, efficient, and suited to local conditions. Through cooperation among barangays, cities, municipalities, and provinces, communities benefit from better governance and improved public welfare.

LEARNING ACTIVITY SHEET

Learning Area:	Philippine Governance (Philippine Politics and Governance)		
Lesson Exemplar:	10	**Date:**	
Lesson Title/ Topic:	**Public Accountability and Constitutional Commissions** • 10.1 The meaning and principles of public accountability • 10.2 Institutions that enforce public accountability: COA, CSC, COMELEC, Office of the Ombudsman • 10.3 Roles of constitutional commissions in safeguarding democracy • 10.4 Citizens' participation in demanding public accountability • 10.5 Ghost projects, fund misuse, and corruption as accountability failures • 10.6 Practical ways citizens promote good governance: reporting, petitioning, monitoring, voting		
Name:		**Grade & Section:**	

Activity No. 1	**Accountability Flowchart** Present this scenario: A citizen discovers that a barangay health center construction project was funded, but the building was never built. Groups create a flowchart showing how this accountability breach could be investigated and addressed. **Flowchart steps to complete:** Peer feedback: "Which flowchart shows the most complete and accurate accountability chain?" **Processing questions:** "What steps are necessary to ensure a citizen's complaint leads to real action? How do different institutions work together to uphold accountability? What happens at each step if the institution fails to act?"
Activity No. 2	**Accountability Partners — Constitutional Commissions** Learners form pairs. Each pair chooses one constitutional commission (COA, CSC, or COMELEC). Explain practical ways citizens can participate in demanding public accountability and promoting good governance. Teacher synthesizes: how do constitutional commissions and citizens work together to uphold accountability? **Essential Question:** What can ordinary citizens do to promote accountability and good governance?
Activity No. 3	**Accountability Map** They pair up and share experiences, identifying common themes of accountability. Each pair creates a simple Accountability Map showing: • A local governance issue they identified • The government official or institution responsible • The accountability mechanism available (COA, Ombudsman, COMELEC, barangay assembly, media, etc.) • What citizens have done or could do to enforce accountability Peer feedback: "How clearly does the map show the connection between a citizen's action and an accountability mechanism?"

	Students write a personal commitment: "I will promote accountability and good governance by…"
Activity No. 4	**Citizen Action Sort:** Directions: Classify each action as either Promotes Accountability or Does Not Promote Accountability.
Activity No. 5	**Accountability in Everyday Life:** Identify ways citizens can participate in promoting accountability.
Activity No. 6	**Community Accountability Check:** Choose a government service in your community.
Activity NO. 7	**Community Improvement Proposal:** Develop a realistic proposal to strengthen accountability in your community.
II. Objectives:	*At the end of the four-day lesson, students will be able to:* • *Discuss public accountability and its key elements in democratic governance.* • *Distinguish the roles and functions of constitutional commissions (COA, CSC, COMELEC) in enforcing public accountability.* • *Explain practical ways citizens can participate in demanding public accountability and promoting good governance.* • *Explain accountability mechanisms and propose solutions to strengthen democratic values and good governance in the community.*

III. Materials Needed:

For **Activity 1 -Flowchart templates**

- Scenario handout or projection showing the barangay health center case
- Markers, pens, or digital editing tools
- Chart paper or printed templates for group work
- Reference materials listing the accountability chain (Barangay → COA → Ombudsman → Sandiganbayan → Media/Public)
- Peer feedback rubric or guide
- Handouts for discussion



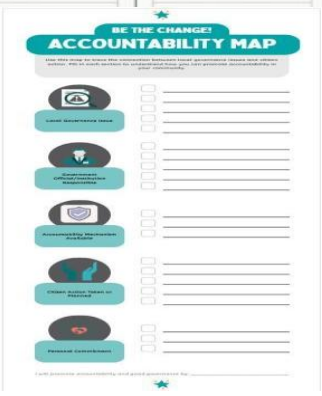
For **Activity 2: Accountability Partners — Constitutional Commissions**

- Two-column chart templates
- Information sheets about each commission (COA, CSC, COMELEC) with their roles and functions
- Markers, pens, or digital editing tools
- Presentation materials (projector, chart stands, or digital sharing platform)
- Reference guide on how citizens can engage with each commission



For **Activity 3: Accountability Map templates**

- Reflection prompts for individual thinking time
- Markers, pens, or digital editing tools
- Examples of local governance issues (optional, for students who need prompts)
- Peer feedback guide with the question: "How clearly does the map show the connection between a citizen's action and an accountability mechanism?"



For Activity 4: **Citizen Action Sort**

Action	Promotes Accountability	Does Not Promote Accountability
Participating in community consultations		
Ignoring evidence of misuse of public funds		
Voting responsibly during elections		
Verifying information before sharing it online		
Reporting corruption through proper channels		
Spreading unverified accusations on social media		

IV. Instructions:	**General Instructions for Learners**: Read each task carefully before answering. Write your answers clearly and briefly. You may ask your teacher for clarification if a situation or role is unclear. Be ready to share your answers respectfully with the class. **For Activity 1**: A citizen discovers that a barangay health center construction project was funded, but the building was never built. Groups create a flowchart showing how this accountability breach could be investigated and addressed. Groups label each step with the responsible institution and describe how accountability is enforced. **For Activity 2**: Pairs discuss: What are the main functions of this commission? How does it help citizens demand accountability? Create a two-column output: Column 1 (Role and function of the commission) and Column 2 (How citizens can engage with or benefit from this commission). Pairs present to another pair or the class. **For Activity 3:** Students think individually about a time when they or their community took action — or should have taken action — to address a local issue. **For Activity 4:** Students will sort out what particular action "Promotes Accountability" and "Does Not Promote Accountability". **For Activity 5:** Reflection: Why is accountability not solely the responsibility of government institutions? How can responsible citizenship strengthen democratic governance? Which citizen action do you think is most effective? Why?
V. Synthesis:	Through these three activities, learners explored accountability from interconnected perspectives: process, partners, and practice. In the Accountability Flowchart, students traced the formal pathway for addressing governance failures—from citizen discovery through institutional response—learning that accountability requires systematic steps and cooperation between institutions. The Constitutional Commissions activity revealed that accountability is a partnership where citizens and institutions like COA, CSC, and COMELEC must work together through active engagement and transparent response. The Accountability Map personalized these concepts by connecting real community issues to available mechanisms, demonstrating that accountability involves concrete citizen action addressing specific problems through appropriate channels. Together, these activities show that effective accountability requires understanding the process, knowing institutional partners, and taking personal responsibility to strengthen democratic governance. *Citizens contribute to public accountability when they* _____. Essential Question: How can communities strengthen accountability and promote good governance? Final Synthesis Question: How do public accountability, constitutional commissions, and active citizen participation work together to strengthen democracy and promote good governance?