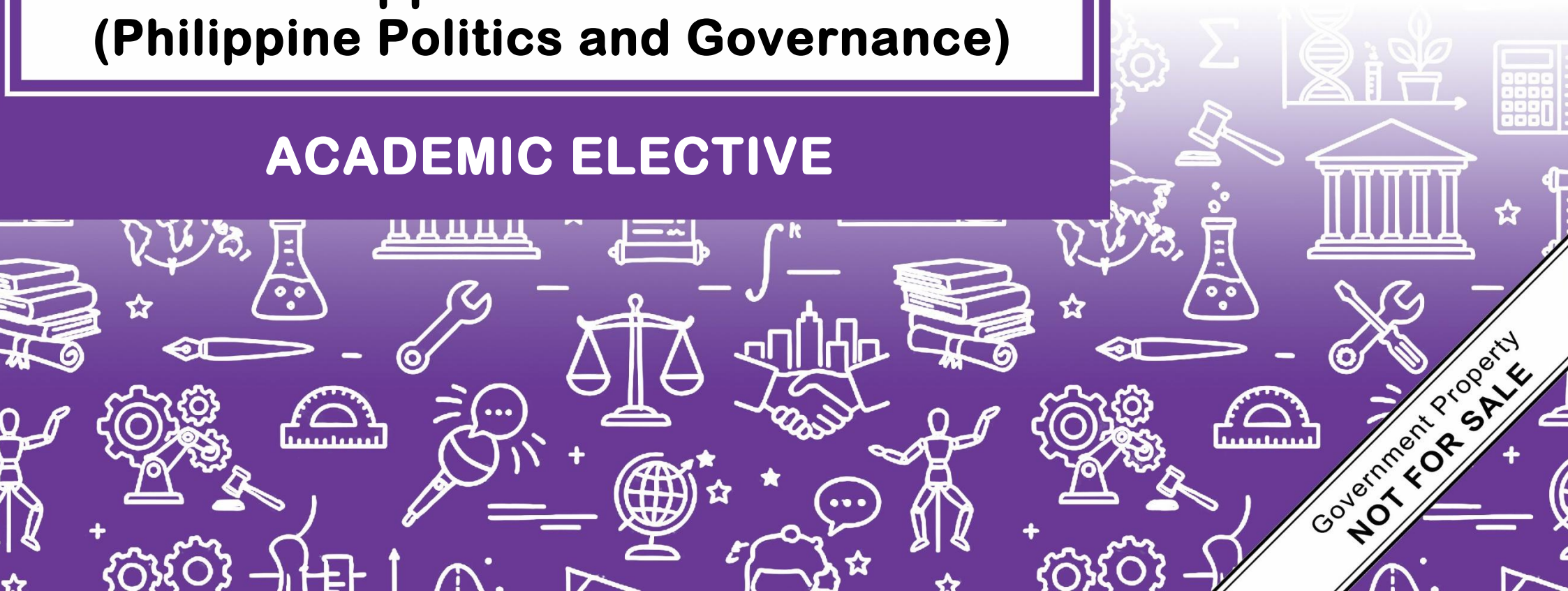
Strengthened Senior High School

DepED
DEPARTMENT OF EDUCATION

Lesson Exemplars for Philippine Governance (Philippine Politics and Governance)

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Lesson Exemplar for Philippine Governance (Philippine Politics and Governance)

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Learning Area	PHILIPPINE GOVERNANCE (PHILIPPINE POLITICS AND GOVERNANCE)	**Lesson Exemplar**	1

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an in-depth understanding of the concept and principles of politics and governance, including the role of political ideologies, the concepts of state and nation, and the significance of the 1987 Constitution in shaping democratic governance, human rights, and the rule of law in the Philippines and the global context.*
B. Performance Standard	*The learners critically analyze real-world political and governance issues by applying key concepts such as power, ideology, the state, and constitutional principles through research-based presentations, debates, or advocacy campaigns that reflect democratic values, human rights, and social justice.*
C. Learning Competencies	*Analyze the interplay of politics, power, and governance and their impact on society*
D. Learning Objectives	At the end of the lesson students will be able to: ● Distinguish the concepts of politics, governance, and power, and explain their significance in everyday Philippine life. ● Analyze the nature, dimensions, types, and consequences of power using real-life Filipino contexts. ● Evaluate the relationship between politics, power, and governance in shaping public policy and social order. ● Justify the importance of shared governance and defend the value of active citizen participation.
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	For Teacher References: *Day 1* — Politics: Heywood, A. (2019). Politics (5th ed.). Red Globe Press. | Abueva, J.V. (1997). Philippine Politics and Government. UP Press. | Constantino, R. (1978). Neocolonialism and the Philippines. Foundation for Nationalist Studies. | Enriquez, V.G. (1992). From Colonial to Liberation Psychology. UP Press. *Day 2* — Governance: UN ESCAP. (2021). What is Good Governance? https://www.unescap.org | World Bank. Governance Overview. https://www.worldbank.org | Rhodes, R.A.W. (1996). The New Governance. Political Studies. | RA 7160 — Local Government Code (1991). | 1987 Philippine Constitution, Article II. *Day 3* — Power: French, J.R.P. & Raven, B. (1959). The bases of social power. Univ. of Michigan Press. | Yukl, G. (1989). Leadership in Organizations (2nd ed.). Prentice-Hall. *Day 4* — Shared Governance: COMELEC. Voter Registration & SK Guidelines. https://www.comelec.gov.ph For Classroom Materials: *Day 3*: Eric Liu. How to Understand Power. TED-Ed. https://www.youtube.com/watch?v=c_Eutci7ack

	Philippine Constitution, Article II, Sec. 1. | RA 7160 — Local Government Code (1991).	
III. CONTENT *(Sequencing Content)*	***The Concepts of Politics and Governance*** *1.1 The meaning of politics* *1.2 The meaning of governance* *1.3 Nature, dimensions, types, and consequences of power1.4 Shared governance between government and citizens*	
	RELEVANCE *STATEMENT (Read aloud at the start of Day 1)* ● Some of you are 18 — or will be soon. That means voter registration is no longer a distant idea. But registering to vote is only the beginning. Every school policy you follow, every barangay ordinance that affects your family, every government decision about fuel prices, tuition, or public transport — these are the products of politics, governance, and power. You have been living inside these systems your entire life. This lesson gives you the language to understand them, the tools to question them, and the preparation to change them. That is what civic life requires — and that is what the next four days are about.	
IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	***Day 1*** **A. 1. Activating Prior Knowledge** ***Option* 1. *Semantic Web: What is Politics*** **Instructions**: Write POLITICS at the center of the board. Ask students to call out any word, person, event, or feeling they associate with it. Draw connecting lines as they respond. Push deeper with the following questions: 1. Why did you think of that? 2. Where have you seen that? 3. Is this something that only happens in government — or also at home, school, or barangay? Do not define politics yet. Ask: "Is politics something distant from your life, or closer than you think?" Keep the web on the board throughout Day 1. ***Option 2. Think-Pair-Share*** **Instructions**: Ask: "Think of one decision in your home, school, or barangay that affected you. Who made it? Did you have a say?"	*Do not filter responses. Surface misconceptions honestly — they are teaching moments.* *The semantic web is a diagnostic tool. Return to it at the end of Day 1 to show students how their understanding has grown.* PULSO note: This is the Present stage — anchor learning in political reality students already live. Point out that all scenarios involve politics — the process of deciding who gets what,

	Students pair and share, then selected pairs report to class. Use responses to surface the idea that collective decision-making is politics. **2. Establishing the Purpose of the Lesson** ***Option 1. Power Check: Who Decides?*** **Instructions to the students**: Read scenarios one at a time. Signal who should decide: Government/ Citizens/ Both. Raise the emoji that corresponds to who you think should make the decision. Use ❤️‍🩹 if the decision should be made by the government, 😊 if it should be decided by citizens, and 👍 if both the government and citizens should work together in making the decision. • Should the SK hold a community clean-up drive this Saturday? • Should social media be regulated to prevent election disinformation? • Should jeepney drivers be required to shift to electric vehicles? • Should 16-year-olds be allowed to vote in Philippine elections? **Ask the class:** Who has the most influence in decisions like these? What do these scenarios reveal about the relationship between citizens and those in power?	when, and how. Use this to transition to the discussion. PULSO note: This is the Unpack stage — students begin to see competing interests and governance questions in familiar situations. *To the teacher:* Print or present each picture. Let the students answer the questions individually. Call volunteers in sharing their answers. Process the activity using the following guide questions: • How are these situations connected to your life? • Who makes decisions in these scenes? • Why should we care about these events?

Option 2. Picture Analysis

Instructions: Describe 2-3 locally relevant images — a barangay assembly, a youth protest, an SK election.







Ask:
1. Who makes decisions in these scenes?
2. Why should we care about these events?
3. How are they connected to your life?

Pause after each section. Ask a quick comprehension question before proceeding.

3.Discussion: What is Politics

Politics in Everyday Life

Open by telling students they have been experiencing politics all their lives — in family decisions, class elections, barangay curfews. At its core, politics is the process through which groups make collective decisions about who gets what, when, and how.

Four Perspectives on Politics

Perspective	What it means	Philippine Example
Art of Government	How the state makes and enforces laws	Congress passing the Anti-Terrorism Act
Public Interest	Promoting the common good	Government implementing the 4Ps program
Compromise & Consensus	Resolving conflict through negotiation	Peace talks with the MILF in Mindanao

Filipino thinkers are not supplementary — they are central. Give them equal time alongside Western scholars.

Power	Struggle over who gets power and how it is used	Political parties competing in elections

A Filipino Lens on Politics

•*Jose Abueva:* Philippine politics is shaped by utang na loob, hiya, and pakikisama — cultural values that influence how Filipinos relate to authority.

•*Renato Constantino*: Colonial history created a tendency toward dependence on strong leaders — a pattern visible in Philippine elections today.

•*Virgilio Enriquez*: *Kapwa* (shared identity) is the foundation of collective Filipino political action — visible in *bayanihan* and people power.

Ask the class: "Which of these perspectives best describes Philippine politics today? Can you think of a situation where *utang na loob* shaped a political decision in your community?"

4. Activity: Concept Map on Politics

Option 1: Group Concept Map
Instructions: Groups of 4-5. On manila paper, create a concept map showing: their own definition of politics; the four perspectives with a Philippine example each; one Filipino cultural value that shapes politics in their community; their answer to: *"Is politics only for politicians, or does it affect all of us?"* After group collaboration, a gallery walk or group sharing will follow for 10 minutes. Highlight local examples that connect to the four perspectives.

PULSO note: This is the Link stage — everyday political experience connects to disciplined political concepts.

Circulate during group work. Ask: "Which perspective is most visible in your barangay? How does kapwa or utang na loob shape politics near you?"

Avoid giving direct answers. Prompt students to organize their own thinking.

Collect exit tickets. Use recurring misconceptions and unanswered questions to open Day 2.

PULSO note: This is the Organize stage where students begin to synthesize insights and reflect on the implications of the issue for citizenship, governance, and democratic

	Option 2: Individual Graphic Organizer Instructions: Students complete a four-quadrant organizer individually: *one quadrant per perspective, each with a definition and a local example*. Collect the output as formative assessment. **5. Closure: Exit Ticket** **Instructions: Answer in 2-3 sentences each:** 1. *In your own words, what is politics?* 2. *Give one example of politics in your school or barangay right now.* 3. *What is one question you still have about politics?* ***** Return to the semantic web. Ask students what they would add, change, or remove. Preview Day 2: tomorrow they explore governance — and discover why it is not the same as government.	*life. Students may formulate policy recommendations, participate in deliberations, create advocacy materials, reflect on civic responsibilities, or propose community-based actions.*
B. Instituting New Knowledge	**Presenting Examples** **1. Recap of Day 1** **Instructions:** Ask 2-3 volunteers to share their exit ticket responses. Synthesize three key takeaways: • Politics is collective decision-making — it happens everywhere, not just in government. • Politics is not limited to politicians — it lives in families, schools, and barangays. • Filipino values shape how politics works in Philippine society. Address any misconceptions from exit tickets. Then tell the students: "Today we move from politics to governance — and discover a distinction that most Filipinos do not make." **Option 1: Quick Think: Government or Governance?** **Instructions:** Write GOVERNMENT and GOVERNANCE side by side on the board. Ask the class: "Are these the same thing?" Give	*Keep the recap brief — 5 minutes synthesis, 5 minutes addressing exit ticket questions* *Do not confirm or correct responses yet. Build anticipation — students will return to*

students 2 minutes to think individually, then take 3-4 responses. Note answers without confirming or correcting — return to them after the discussion.

Option 2: Typhoon Scenario

Instructions: *Present the following scenario to the class: "After a typhoon, the barangay captain coordinated relief, an NGO distributed food, youth volunteers cleared debris, a company donated generators. Who was governing?" Take responses. Use to establish that governance involves more actors than just government.*

2. Discussing the Concept

What is Governance

	Government	Governance
Nature	Formal institution with legal authority	Broader process of decision-making and implementation
Scope	Limited to state institutions	Includes government, NGOs, private sector, and citizens
Focus	Authority and control	Coordination, participation, and effectiveness
Accountability	Vertical — to citizens through elections	Multi-directional — to citizens, institutions, and partners

their initial answers after the discussion to see how close they were.

- *Use the typhoon scenario from the prior knowledge activity to illustrate each row of the comparison table as you go.*
- *The Filipino cultural and legal grounding is essential — it shows students that governance is not a foreign concept but something embedded in their own laws and traditions.*

PULSO note: This is the Link and Scrutinize stage — concepts connect to evidence from Philippine law and community life.

Eight Indicators of Good Governance (UN ESCAP)

Indicator	Philippine Example
Participatory	Barangay assemblies where residents identify priority projects
Rule of Law	Ombudsman investigating a mayor for misusing disaster funds
Transparent	LGUs posting budgets on official Facebook pages
Responsive	City deploying relief goods within 24 hours after a typhoon
Consensus-oriented	City council consulting transport groups before re-routing
Equitable & Inclusive	Schools launching programs for IP learners and PWDs
Effective & Efficient	Government agencies shifting services online
Accountable	DPWH releasing reports explaining delayed infrastructure projects

A Filipino Lens on Governance

- Bayanihan — communities coming together — is the oldest expression of participatory governance in Filipino culture.
- RA 7160 (Local Government Code, 1991) institutionalized shared governance by devolving power to LGUs — giving barangays authority over local affairs.

- The 1987 Constitution, Article II states that sovereignty resides in the people — governance is ultimately everyone's responsibility.

Ask the class: "Which of the eight indicators does your barangay do well? Which needs the most work?"

Activities:

Option 1: Good Governance Situation Analysis

Instructions: Divide the class into four groups. Each group analyzes one situation, identifies the good governance indicator demonstrated, explains why. The groups are given 10 minutes to discuss their answers. The class then has 2-3 minutes per group sharing. After all groups have presented, ask the class: "Which indicator does your barangay need most? What can young people do right now to promote good governance?"

Group	Situation
1	A mayor was investigated by the Ombudsman for misusing disaster relief funds. The investigation continued despite his political influence.
2	A city council consulted transport groups, residents, and business owners before implementing a traffic re-routing plan.
3	A school launched a special program for IP learners, PWDs, and students with limited internet access.
4	A barangay invited youth organizations, parents, and senior citizens to attend a public assembly to identify priority projects.

- *Circulate during group work. Prompt: "Is this something you have seen in your barangay? What would it look like if this indicator was missing?"*

PULSO note: This is the Scrutinize stage — students evaluate governance evidence from their own community

- *Provide the three guide questions before playing — not after. Students need a purpose for watching. These focused questions allow genuine reflection rather than superficial coverage.*

	Option 2. Individual Reflection ***Instructions:*** ***Video Analysis.*** *Students select two indicators from the table, write one sentence each explaining what it means and one sentence describing whether they see it in their community. Share with a partner before a brief class discussion.* ***Discussion: Understanding Power*** **Instructions:** Watch the video using the link below. Before playing, give students three focused guide questions to consider while watching: Link to the video: How to understand power – Eric Liu https://www.youtube.com/watch?v=c_Eutci7ack Guide Questions: 1. *What are the basic sources of power — where does power come from?* 2. *How does the video connect power, narrative, and influence?* 3. *Which source of power do you think is most present in Philippine politics today?* After the video, the class will be given 3 minutes for individual writing, then 2-3 responses per question will be taken from the class. Bridge: "Eric Liu's sources of power map closely onto the five types identified by French and Raven — which we explore next." **Discussion: Nature, Dimensions, Types, and Consequences of Power** **Nature of Power** Power is the ability to achieve a desired outcome or influence others' behavior. Heywood distinguishes “power to” as the ability	

to act while "power over" is the ability to control others. In politics, power over is what determines who makes decisions, whose voices are heard, and who benefits.

Three Dimensions of Power (Heywood)

Dimension	What it means	Philippine Example
Decision-Making	Influencing what decisions are made through force, exchange, or persuasion	Senator using political connections to direct budget toward their province
Agenda-Setting	Preventing certain issues from being discussed — controlling what gets on the table	Mayor blocking a youth representation proposal from being raised in council
Thought Control	Shaping what people think, want, or believe — influencing minds, not just actions	Social media campaigns portraying poor Filipinos as lazy, making poverty seem personal rather than systemic

Filipino informal power mechanisms:
Utang na loob creates obligation that influences votes. *Hiya* functions as a social coercive power. *Pakikisama* suppresses dissent and reinforces dominant voices. Understanding these is not about criticizing Filipino values — it is about recognizing how they can be used to maintain power over ordinary people.

- *Connect the types of power to Filipino cultural mechanisms: utang na loob relates to referent and reward power; hiya to coercive power; pakikisama to legitimate and referent power.*

PULSO note: This is the Link and Scrutinize stage — students analyze power as it operates in their own cultural and political context.

Option 1: Semantic Web: What is Power?

Write POWER at the center of the board. Ask students to call out associations. Push deeper by asking the following questions:

1. *"Where have you personally experienced power — at home, school, barangay, or online?"*
2. *"Was that power used to help people or to control them?"*
3. *"Have you ever felt powerless? What made you feel that way?"*

Ask the class: "Is power always obvious, or can it be invisible? Can ordinary people like you have power

Option 2: Power Observation Sharing

Ask the students to share to the class the power situation they observed or experienced at home, in school, or anywhere. Ask them: "Who had power? Was it formal or informal? How did it affect others?" Use their responses to transition into the discussion.

Five Types of Power (French & Raven)

Type	What it means	Filipino Example
Reward	Compliance to gain something valued	Barangay captain promises road priority if residents support his programs
Coercive	Compliance to avoid punishment	Traffic enforcer threatens to impound vehicle for non-payment
Legitimate	Compliance because the person has rightful authority	Students follow school rules because they recognize the principal's authority

Expert	Compliance because of trust in the person's knowledge	Residents follow a health worker's vaccine advice
Referent	Compliance because of admiration or identification	Peers join a clean-up drive because a popular youth leader leads it

Three Consequences of Power (Yuki)

Consequence	What it means	Filipino Example
Compliance	Going along without full belief — following because one has to	Jeepney drivers complying with modernization despite personal disagreement
Commitment	Genuinely supporting a decision — following because one wants to	Youth volunteers joining an SK environmental program because they believe in it
Resistance	Actively opposing or refusing to comply	Transport groups staging protests against the jeepney phase-out

Ask the class: "Which type of power do Filipino politicians rely on most? Which consequence leads to the best governance outcomes? When is resistance a legitimate civic response?"

- *The deliberate gap in P-P-G is pedagogically intentional — it shows students the three concepts are connected and incomplete without each other.*

PULSO note: This is the Organize stage — students synthesize learning toward civic understanding.

	3. Developing Mastery ***Option 1: Photo Essay*** ***Instructions:*** Work individually by collecting 3-6 photos representing politics in home, school, and community. Each photo must be accompanied by a short caption with 2-4 sentences explaining how politics is shown in the situation. Students may present their work in a printed poster. (Rubric is provided in the link) ***4.Closure*** **P-P-G + Exit Ticket** Ask students to begin their P-P-G statement in their notebooks: Complete in your own words: Politics is… _____ Power is … _____ Governance is … _____ ● 3 minutes individual writing. Ask 3-4 volunteers to share their work. Then read all three completed statements aloud together as a class. Tell students: "These three concepts are one system." **Exit ticket: Ask the students to write their answers to the following questions on a piece of paper before leaving:** 1. *What is the most important difference between government and governance?* 2. *Name one indicator of good governance and give your own community example.* 3. *What question do you still have about governance?* Preview Day 3: Briefly mention shared governance, the student's role as a citizen, and the final assessment.	- *Collect exit tickets. Pay attention to Question 3 — acknowledge students' unanswered questions at the start of Day 4.* *PULSO note: This is the Organize stage — students synthesize power concepts toward civic self-understanding.* *Address unanswered questions from Day 2 exit tickets before proceeding.*

	Day 3: Continuation of Discussing the Concept **Recap:** Ask 2-3 volunteers to share Day 2 exit ticket responses. Synthesize: • Governance is broader than government — it involves citizens, NGOs, the private sector, and the state. • Good governance has eight measurable indicators visible in Philippine community life. • Governance is everyone's responsibility — not just that of elected officials. Tell students: "Both politics and governance rest on one foundation — power. Without understanding power, you cannot fully understand why politics works the way it does, or why governance succeeds or fails." **Option 1: Barangay Problem Scenario** Present: "Your barangay has a serious flooding problem because the drainage is broken. The barangay captain says there is no budget. A local NGO has offered to help but needs community support. Youth volunteers want to organize but don't know how to get official backing. Barangay elections are three months away." 1. *Who are all the actors who could help solve this?* 2. *What can the government do? What can citizens do? What can both do together?* 3. *If you were a student in this barangay, what could you do right now — before the elections?* Use the students' responses to establish that what they just described is shared governance. **Option 2: EDSA Question** *Ask the class: "In 1986, millions of ordinary Filipinos — not just politicians or soldiers — gathered at EDSA and changed the direction of the nation. Was that governance? Who had power in that moment?" Use students' responses to introduce shared governance and collective civic action.*	*PULSO note: This is the Present and Unpack stage — students encounter shared governance as a lived reality before the concept is named.* - *Connect shared governance explicitly to the P-P-G framework: politics + power + governance all converge at the citizen. This is the civic competence payoff of all four days.* *PULSO note: This is the Link and Scrutinize stage — constitutional principles and Filipino history ground the concept of shared governance*

Discussion: Shared Governance and Active Citizenship

What is Shared Governance?

Shared governance means governing is not the sole responsibility of elected officials — it is shared between government and citizens. The government alone cannot solve all societal problems. Citizens have both the right and the responsibility to participate.

- 1987 Constitution, Article II, Section 1: sovereignty resides in the people — the people, not the government, hold the highest authority in a democracy.
- RA 7160 (Local Government Code, 1991): civil society organizations must be represented in local development councils — citizens have a formal seat at the governance table.
- Sangguniang Kabataan (SK): the most direct expression of youth shared governance — Filipino youth aged 15-24 have a formal role in local decision-making.

The Spectrum of Active Citizenship

Level	What it looks like	Example
Informed	Staying updated on political and governance issues	Reading credible news about local government decisions
Engaged	Participating in community processes	Attending barangay assemblies; voting in SK elections
Advocating	Actively pushing for change	Signing petitions; joining youth campaigns for policy reform

	Leading	Taking on governance roles	Running for SK office; organizing community initiatives

Active citizenship does not require holding office. It starts with being informed and engaged — and both are available to every student in this room right now.

A Filipino Lens on Shared Governance

- *Bayanihan* — communities coming together without a single authority directing the effort — is the oldest expression of shared governance in Filipino culture.
- EDSA 1986 — millions of ordinary citizens determining the direction of the nation — is the most powerful modern example of collective civic power in Philippine history.
- Contemporary youth activism — on climate change, anti-corruption, and education rights — continues this democratic tradition.

Ask the class: "What type of power did the Filipino people exercise at EDSA? What were its consequences? What is one thing your SK could do in your barangay that would be a genuine act of shared governance?"

C. Demonstrating Knowledge and Skills

1. Finding Practical Application

Option 1: **Group Dynamics: Power, Politics, and Governance in Action**

Divide the class into three groups. Geve them 15 minutes for preparation, 3-4 minutes each to present their work. Each output must use real or realistic Philippine contexts and accurately reflect concepts from all four days.

- *Circulate during preparation. Ask: "Which concept from the four days are you illustrating? Is it clear? Is your example grounded in a real Philippine situation?"*
- *Manage time strictly: 15 minutes prep, 3-4 minutes per group.*

PULSO note: This is the Organize stage — students synthesize four days of learning into civic communication.

Group	Format	Task
1	Skit	Demonstrate a Philippine scene — barangay meeting, school situation, or community issue — showing all three dimensions of power: decision-making, agenda-setting, and thought control.
2	News Report	Simulate a TV news report on a current Philippine governance issue. Include stakeholder interviews showing all three consequences of power: compliance, commitment, and resistance.
3	PSA	Create a 3–4-minute public service announcement for Filipino youth aged 17-18, encouraging voter registration and governance participation. Explain shared governance in student-friendly language.

After each presentation, ask: "Which concept did this group illustrate most effectively? What does their example reveal about how politics, power, and governance interact in the Philippines?"

Day 4

Recap: Ask 3 volunteers to read their full P-P-G statements. Synthesize:

- Politics is collective decision-making — it happens everywhere.
- Governance is broader than government — it involves multiple actors.
- Power has dimensions, types, and consequences — it shapes who governs and how.

	Tell the students: "You understand what politics is, what governance means, and how power works. Today we ask the most important question: where do YOU fit in?" ***Application of Learning:*** ***Performance Task: Position Paper*** Instructions: Write a 150-200 word position paper addressed to your barangay captain on ONE of the following: • The need for youth representation in your barangay development council • The importance of transparency in your barangay's use of public funds • Why your barangay should hold regular public assemblies involving all community sectors **Your paper must:** • State your position clearly in the opening sentence. • Use at least two lesson concepts (politics, governance, power, shared governance, or a specific type/dimension of power). • Provide at least one local example from your community. • End with a specific, actionable recommendation for your barangay captain. **2. Making Generalization** Ask students to add one final sentence to their P-P-G statement — not a definition, but a civic commitment: As a Filipino citizen, I will… (one specific civic action I commit to taking)	

	Instructions: Ask 3-4 volunteers to share their commitment. Close with: Four days ago, many of you thought politics was something that happened far away — in Congress, in Malacañang, in places that had nothing to do with your daily life. Today you know differently. Politics is in your classroom. Power is in your barangay. Governance is in your hands. The question is not whether you will participate in the political life of this country — you already are. The question is whether you will participate consciously, critically, and courageously. That choice is yours.	
V. ASSESSMENT *(Assessing Learnings)*	Part I. Choose the best answer. 1. A barangay captain promises road priority 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 problems. This 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 government on social media without taking action • D. Voting only in national elections and ignoring local governance 5. Transport groups staging protests against the jeepney phase-out are an example of: • A. Compliance B. Commitment C. Resistance D. Legitimate Authority	

Part 2 — Constructed Response

Answer in 3-5 sentences each.

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 to improve 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.

Score	Descriptor
5	Accurate, uses concepts correctly, specific Philippine example, clear and well-developed explanation.
3-4	Mostly accurate, concepts mostly correct, example present but may be general.
1-2	Partial understanding, concepts mentioned but not correctly applied, example missing or irrelevant.
0	No response or no understanding shown.

VII. Enrichment / Remediation Activity

Enrichment:

Option 1: Op-Ed Writing

Write a 150-200 word opinion piece for a school or community publication on a current Philippine political or governance issue. Use at least three lesson concepts, identify the type and dimension of power involved, and propose a specific civic action for readers.

Option 2: News Analysis

Find a current Philippine news article on a governance or political issue. Analyze using the P-P-G lens: What is the issue? Who holds power, and what type? Which dimension of power is most visible? What are the likely

	consequences — compliance, commitment, or resistance? What does this reveal about shared governance in the Philippines? **Remediation:** **Option 1: Concept Organizer** Complete the following table: Concept | In my own words | One example from my life Politics | | Governance | | Power | | Shared Governance II **Option 2: Guided Reflection** Answer in 2-3 sentences using the sentence starters: "Politics matters to me because..." "One type of power I see in my school or barangay is..." "I can participate in governance right now by..." "Good governance is important because..."
VII. REFLECTION *(Feedback and Continuous Improvement)*	After facilitating this four-day lesson, I observed that learners _____. The key highlights included _____, while the main challenges were _____. To improve instruction, I adjusted by _____, which helped enhance learner engagement and understanding. For the next time I teach this lesson, I would _____.
VIII. USE OF GENERATIVE AI	In preparing this revised Lesson Exemplar, the author used Claude (Anthropic) to support the redesign of activities, the integration of Filipino perspectives and the PULSO framework, the development of the four-day instructional sequence, and the formulation of higher-order assessment items. The author reviewed, contextualized, and finalized all content. The author takes full responsibility for the content of this LE.

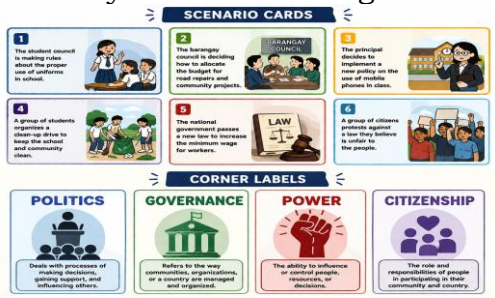
Learning Area	PHILIPPINE GOVERNANCE (PHILIPPINE POLITICS AND GOVERNANCE)	**Lesson Exemplar**	2

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an in-depth understanding of the concept and principles of politics and governance, including the role of political ideologies, the concepts of state and nation, and the significance of the 1987 Constitution in shaping democratic governance, human rights, and the rule of law in the Philippines and the global context.*
B. Performance Standard	*The learners critically analyze real-world political and governance issues by applying key concepts such as power, ideology, the state, and constitutional principles through research-based presentations, debates, or advocacy campaigns that reflect democratic values, human rights, and social justice.*
C. Learning Competencies	*Differentiate major political ideologies and explain how they influence governance systems in the Philippines and around the world.*
D. Learning 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.
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	***Teacher Reference (for preparation only)*** ▪ On Political Ideology (Day 1): Heywood, A. (2019). Political Ideologies: An Introduction (6th ed.). ▪ Palgrave Macmillan. Agoncillo, T. (1990). History of the Filipino People (8th ed.). Garotech Publishing. ▪ Constantino, R. (1978). Neocolonialism and the Philippines. Foundation for Nationalist Studies. ▪ Wurfel, D. (1988). Filipino Politics: Development and Decay. Cornell University Press. On Major Ideologies (Days 2-3): ▪ Esping-Andersen, G. (1990). The Three Worlds of Welfare Capitalism. Princeton Univ. Press. Smith, A. (1776/2000). The Wealth of Nations. Modern Library. ▪ Naughton, B. (2018). The Chinese Economy (2nd ed.). ▪ MIT Press. Payne, S. (1995). A History of Fascism 1914-1945.

	▪ Univ. of Wisconsin Press. Marshall, P. (1992). Demanding the Impossible: A History of Anarchism. HarperCollins. ▪ On Philippine Ideological Context (All Days): Thompson, M.R. (1995). The Anti-Marcos Struggle. Yale University Press. ▪ De Dios, E. & Hutchcroft, P. (2003). Political Economy of the Philippines. Sensitivity Reference — Fascism: US Holocaust Memorial Museum. Teaching about Fascism. https://www.ushmm.org/teach ***Classroom Materials (used directly in activities)*** Days 2-3 — Four Case Files (distributed as handouts or displayed): 1. Nordic Welfare System (Sweden, Norway, Denmark) 2. United States Free-Market Capitalism 3. China State-Controlled / Socialist Market Economy 4. Philippines Mixed Economy **Data sources for Case Files**: ▪ OECD. Society at a Glance 2024. https://www.oecd.org/social/society-at-a-glance PSA. Philippine Economic Performance Reports. ▪ https://psa.gov.ph World Bank. Country Overviews: Philippines, China, United States. ▪ https://www.worldbank.org IMF. People's Republic of China: Economic Outlook 2024. ▪ https://www.imf.org ADB. Philippines: Economic Indicators 2023. ▪ https://www.adb.org/countries/philippines Day 1 — Filipino ideological history: Rizal, J. (1887). Noli Me Tangere. [Excerpts as illustration of liberal nationalism] 1987 Philippine Constitution, Article II. **Link for Rubrics and Discussions: http://bit.ly/42reA9q**
III. CONTENT *(Sequencing Content)*	***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
Relevant Statement (Read aloud at the start of Day 1)	Every opinion you hold about society is shaped by an ideology — even if you have never used that word. When you say the government should provide free education for everyone, that is an ideological position. When someone says people should earn their own way without government help, that is also an ideological position. When a leader promises to restore national greatness through a strong, centralized hand — that too is ideology, and one that Filipinos have experienced through within living memory. In two years or less, many of you will register to vote. But a ballot is only as meaningful as the thinking behind it. This lesson gives you the tools to look past personalities and popularity — to ask: What does this leader actually believe about the role of government, the

	distribution of wealth, and the rights of citizens? That is ideological thinking. And in the Philippines, where political parties are personality-based and voters are frequently manipulated, it may be the most important civic skill you develop in this classroom.	
IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**Day 1 – What is Political Ideology?** **1. Activating Prior Knowledge (15 minutes)** **Option 1: "Political Pulse Check"** **Teacher's task:** 1. Present three scenario cards one at a time — display on board or read aloud. After each, ask students to raise their hand if they agree, cross their arms if they disagree, or fold their hands if they are unsure. 2. Facilitate movement-based opinion sharing. 3. Encourage respectful dialogue. 4. Connect learners' responses to political ideologies. **Learners' Task** 1. Analyze each issue and choose a position. 2. Explain their position in 1-2 sentences. **Scenario Cards:** **Card 1:** The government should provide free college education for all Filipinos, funded by higher taxes on wealthy citizens and corporations. **Card 2:** Private businesses, not the government, should control most industries. The less government interferes in the economy, the better. **Card 3:** A strong leader who can restore order and national pride is more important than democratic processes that slow things down. **Process questions:** ▪ "Why did you take that position? ▪ What values influenced your decision? ▪ How might someone with a different background view this differently? ▪ What role should the government play?" **Teacher's task:** Do not resolve disagreements yet. Tell students: "These different positions reflect different belief systems about how society should work. Those belief systems have a name — political ideologies. That is what this lesson is about."	**For Option 1:** **Alignment with Frameworks** **IDF Integration:** Activation and Connection Phase Learners connect personal experiences and prior knowledge to real political realities. **AID Principle:** • **Apply -** Learners apply prior experiences and opinions to current political issues. • **Improve -** Learners refine their understanding after hearing different perspectives. • **Decide -** Learners decide and justify their position on societal issues. **3Rs Integration:** • **Relevant -** Issues are connected to current social realities and youth experiences. • **Responsive -** Learners are encouraged to express diverse perspectives respectfully. • **Reflective -** Learners reflect on why they hold certain political beliefs. **Teacher's annotations:** - Card 3 is deliberately provocative — it echoes authoritarian and fascist ideology. Do not name it yet. Let students react naturally. - This discomfort is pedagogically valuable and returns in Day 3.

	Assessment: 1. Participation checklist 2. Observation of critical engagement **Option 2: Think-Pair-Share: What Do I Already Believe?** *Instructions: Ask students to write and complete the following sentences for 2 minutes: "* *I believe the government should...* *I believe people have a right to...* *I believe a just society is one where..."* *Have students pair up and share their answers. Select pairs to report to the class. Use responses to surface the idea that everyone already holds ideological beliefs — they just do not always know the names for them yet.* **2. Establishing the Purpose of the Lesson (10 minutes)** **Option 1**: **Four Corners - Where Do You Stand?** **Procedures:** Label four corners of the classroom: • Corner A: Strong Government Control • Corner B: Balanced Approach • Corner C: Strong Individual Freedom • Corner D: Community / Collective Ownership **Teacher's task:** Read the following issues one at a time. After each, students move to the corner that best reflects their preferred approach. Each corner group discusses: "Why did you choose this corner? What does your position say about the role of government?" • Free healthcare for all Filipinos • Taxation of the wealthy to fund social programs • Privatization of public utilities like water and electricity • Government regulation of social media and the press	- Do not correct or confirm positions. The goal is to surface the diversity of belief — not to arrive at the right answer. PULSO note: This is the Present stage — students encounter real ideological tensions before the theory is named. **For Option 1:** **Alignment with Frameworks** **IDF Integration:** • Structured flow: stimulus → movement → discussion → reflection • Active learner engagement with clear scaffolding **AID Integration:** • **Apply:** Scenario classification • **Improve:** Peer discussion and justification • **Decide:** Teacher-led synthesis linking to ideologies **3Rs Integration:** • **Relevant:** Real-life governance scenarios • **Responsive:** Movement and peer interaction • **Reflective:** Exit slip interpretation **Teacher's annotations:** ▪ *The Four Corners activity uses a different mechanic from the Pulse Check — movement vs. hand signals. This intentional variation*

	After all issues, tell students: "The corners you moved to reflect ideological tendencies. By the end of this lesson, you will be able to name them." **Learner's Task: (3Rs-Aligned Engagement)** 1. Listen/read scenario cards 2. Decide which concept (Politics, Governance, Power, Citizenship) it relates to. 3. Move to the chosen corner (kinesthetic engagement) 4. Discuss reasons with peers in the same group 5. Share insights on why they chose that category 6. Infer how beliefs may influence leadership and governance **Bridge Questions to Political Ideologies:** 1. *Do people always agree on how governance should work? Why or why not?* 2. *What influences leaders' decisions and policies?* 3. *Can different beliefs lead to different government systems?* **Quick Reflective Exit Response** Learners write a short answer: "One thing I learned about how society is organized is _____ because _____." The teacher has the option to choose between the two scenario cards and may use the following for the visual learners:   **Option 2: Why Does Ideology Matter to You?** *Present lesson objectives clearly. Then ask three questions for Think-Pair-Share:* ▪ *"Why do people disagree politically?* ▪ *How do beliefs shape policies?* ▪ *Why does it matter which ideology a leader follows?" Connect responses to the lesson:*	*keeps engagement high across the two activities.* ▪ *PULSO note: This is the Unpack stage — students begin to see that ideological disagreements are structures not random.* **For Quick Reflective Exit, the teacher may use:** **Mode of Response:** Written (1–2 sentences) **Submission:** Exit slip / notebook **Assessment:** Formative check **Rating:** 5 points (clarity + relevance) **Teacher's Closing notes:** "You have experienced how people interpret situations differently depending on their views of governance and society. These differences are rooted in deeper belief systems called political ideologies, which we will now explore."

	Transition after students share their answers: "These disagreements are not random — they are rooted in different ideologies about the role of government, the economy, and individual rights." **3. Discussion: What is Political Ideology (25 minutes)** **Defining Political Ideology** A **political ideology** is a coherent set of beliefs about how society should be organized — specifically about the role of government, the distribution of resources, individual rights, and social order. Ideologies answer the question: "What kind of society do we want to live in, and how do we get there?" Every ideology addresses three pillars: • *The Role of Government: How much power should the state have?* • *The Economic System : Who controls resources and production?* • *Core Values – What does this ideology prioritize: freedom, equality, order, tradition, or community?* **Why Ideology Matters in the Philippines** Philippine political parties are almost entirely personality-based — politicians switch parties freely, and voters have no reliable ideological guide to a party's platform. This makes ideological literacy especially critical for Filipino voters: you cannot rely on a party label to tell you what a candidate believes. You must evaluate the ideology behind the policies. The following are ideological turning points in Philippine history: • *Jose Rizal's Noli Me Tángere was a liberal nationalist document — it challenged colonial authority using the language of individual rights and national sovereignty.* • *The Huk Rebellion (1940s-1950s) was ideologically socialist — it mobilized landless peasants against economic inequality and landlord power.* • *Marcos's Martial Law (1972-1986) was ideologically authoritarian nationalist — it used the language of national discipline and anti-communism to justify the suppression of democratic rights.*	**Teacher's annotations:** - *The Philippine ideological history section is essential — it shows students that ideology is not abstract but has shaped their country, their families, and their daily lives.* - *Avoid taking a partisan position. Present each ideological moment factually and let students form their own analysis.* ***PULSO note:*** *This is the Link stage — political concepts connect to Philippine constitutional and historical reality.*

	• *EDSA 1986 was a liberal democratic response — it reasserted constitutional rights, civil liberties, and people's sovereignty against authoritarian rule.* • *Contemporary debates — the Marcos rehabilitation, red-tagging of activists, charter change proposals — are all ideological battles happening right now.* **For critical thinking, ask:** "Looking at Philippine history — which of these ideological moments do you think had the most lasting impact on how Filipinos experience governance today? Why?" **Activity: Concept Builder – What Ideology Do I Already Hold?** **Option 1: Individual Concept Builder Graphic Organizer** Learners complete a two-part organizer individually. **Part 1**: In their own words, students complete these three sentences: 1. I believe the government should... 2. I believe the economy works best when... 3. I believe a just society is one where... **Part 2:** Based on the Four Corners activity and the discussion, which corner (A, B, C, or D) best reflects their current beliefs? Why? What values drive that position? After 10 minutes, learners pair and compare. Brief class sharing: 3-4 volunteers. Tell students: "You have just done something most Filipinos never do — articulated your own ideological position. By Day 4, you will be able to name it precisely and apply it to real policy problems." **Option 2: "Ideology Semantic Web"** *Write POLITICAL IDEOLOGY at the center of the board. Ask students to contribute words, questions, examples, or concerns they associate with the concept after the day's activities. Build the web collaboratively. Return to it at the end of Day 4 to show how understanding has deepened across the four days.*	**Teacher's annotations:** *The Concept Builder is the author's activity — preserved and refined.* - *The key addition is the personal reflection dimension: students articulate their own ideological position, not just define ideology abstractly.* - *This personal grounding is critical for civic competence — students who can identify their own ideological leanings are more self-aware voters and citizens.* **Teacher's annotations:** - *Collect exit tickets.* - *Use Question 3 responses to group students for Day 2's Case File Analysis.* - *ix students with different ideological tendencies in each group.*

	4: Closure: Exit Ticket (15 minutes) **Answer in 2-3 sentences each:** 1. *In your own words, what is a political ideology?* 2. *Give one example of an ideological disagreement you have witnessed — in your family, school, community, or online.* 3. *Based on today's Four Corners activity, which corner best describes your current beliefs? What value drives that position?* Preview Day 2: "Tomorrow we explore the first three major ideologies — Liberalism, Conservatism, and Socialism — and examine how each one plays out in real governance systems around the world and here in the Philippines."	***PULSO note**: This is the Organize stage — students articulate an initial ideological self-assessment as a civic starting point.*
B. Instituting New Knowledge	**Day 2 – Liberalism, Conservatism, and Socialism Presenting Examples.** **1. Recap of Day 1 (10 minutes)** Ask 2-3 volunteers to share their exit ticket responses. Synthesize three key takeaways: • A political ideology is a coherent set of beliefs about the role of government, the economy, and core social values. • Everyone already holds ideological beliefs — even without knowing the formal names. • Philippine politics has been shaped by ideological forces throughout history — from Rizal to Marcos to EDSA to today. Address any misconceptions from exit tickets. Tell students: "Today we name and examine the first three major ideologies — Liberalism, Conservatism, and Socialism — and we will see each one operating in a real country's governance system." **2. Discussing the Concept: Liberalism, Conservatism, and Socialism (20 minutes)** **Three Ideologies — A Comparative Overview**	**Teacher's annotations:** - *Use the exit ticket groups (from Day 1 Question 3) to seat students for today's Case File Analysis activity.* **Teacher's annotations:** - *The Philippine expression row is critical — it grounds each ideology in concrete, familiar policy examples. Give students time to react to each example before moving on.* - *Conservatism in the Philippine context is culturally significant — connect it to*

	Liberalism	Conservatism	Socialism
Core Value	Individual freedom and equal rights	Tradition, stability, gradual change	Social equality and collective welfare
Role of Government	Protect civil liberties; regulate to ensure fairness	Limited intervention; preserve existing order	Strong role in redistributing wealth and providing services
Economic System	Market economy with civil liberty protections	Private property; free market with social stability	High taxation; public ownership of key services
Philippine Expression	1987 Constitution; civil liberties guarantee; press freedom	Traditional family values in policy; resistance to divorce and reproductive health legislation	4Ps conditional cash transfer; free tuition in SUCs; PhilHealth universal coverage
Global Example	United States, Canada, Germany	United Kingdom, Japan	Norway, Sweden, Denmark (Democratic Socialism)

Sensitivity Note — Fascism and Anarchism:

These ideologies are covered in Day 3. Fascism in particular requires careful, historically grounded handling. Do not preview them today beyond acknowledging they exist on the ideological spectrum.

Ask after presenting the table: "Which of these three ideologies do you think is most visible in current Philippine government policy? Give a specific example. Can a government hold more than one ideology at the same time?"

debates about divorce, the Reproductive Health Law, and LGBTQ+ rights.

***PULSO note**: This is the Link stage — ideology concepts connect to real Philippine governance decisions.*

Teacher's annotations:

- *The Case File Analysis is the author's strongest original contribution — preserved and refined. Day 2 covers Cases 1 and 4 (Nordic and Philippines). Days 3 covers Cases 2 and 3 (US and China).*

Presenting Examples: Ideology in Action — Case File Analysis

Option 1: Case File Analysis (Triads)

Divide the class into groups of three members. Each group analyzes ONE case file. After 15 minutes, triads that analyzed the same case pair up to compare findings before a brief class share.

Case File	System	Key Features
Case 1: Nordic Welfare System (Sweden, Norway, Denmark)	Democratic Socialism	Free healthcare and education; high taxation; strong social protection; private businesses operate within a regulated welfare state.
Case 2: Philippines Mixed Economy	Mixed / Pragmatic	Combination of public and private sectors; government regulates key services; private sector drives most industries; social programs exist but are limited.

Analysis Guide Questions per Case:

1. *What type of government involvement is shown?*
2. *Who controls economic decisions?*
3. *What values are prioritized — freedom, equality, order, or welfare?*
4. *Which ideology best fits this system? Why?*
5. *What would each of the three ideologies today say about this system — would they support, criticize, or reform it?*

Philippine Case — additional questions:

6. *Where do you see Liberalism in current Philippine policy? Where do you see Socialism? Where do you see Conservatism?*
7. *Is the Philippines ideologically consistent, or does it borrow from multiple ideologies depending on the issue?*

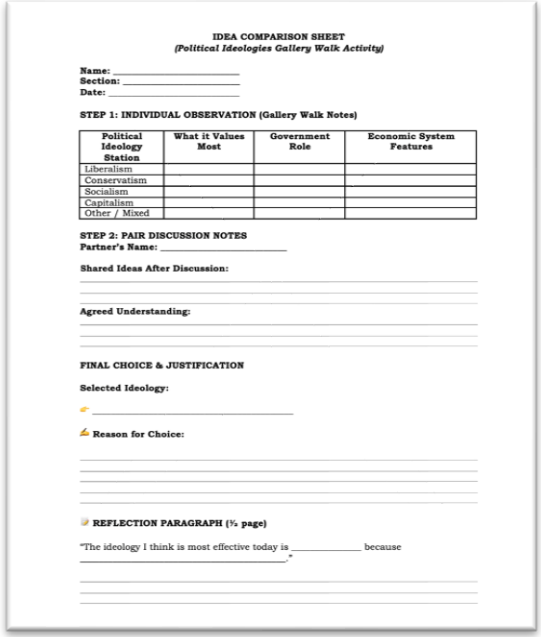
Option 2: Gallery Walk — Ideology Showcase

Prepare two learning stations — one for the Nordic system and one for the Philippines — each with a poster summary, short scenario, and key data points. Students observe individually, fill out an IDEA COMPARISON SHEET, then discuss in pairs. Each student selects the

- *The Philippines' case is the most important for civic competence. Give it the most discussion time.*

PULSO note: *This is the Scrutinize stage — students evaluate real ideological systems using evidence, not just definitions.*

Sample worksheet below for **Idea Comparative Sheet:**



IDEA COMPARISON SHEET

(Political Ideologies Gallery Walk Activity)

Name: _____
Section: _____
Date: _____

STEP 1: INDIVIDUAL OBSERVATION (Gallery Walk Notes)

Political Ideology Station	What it Values Most	Government Role	Economic System Features
Liberalism			
Conservatism			
Socialism			
Capitalism			
Other / Mixed			

STEP 2: PAIR DISCUSSION NOTES
Partner's Name: _____

Shared Ideas After Discussion:

Agreed Understanding:

FINAL CHOICE & JUSTIFICATION

Selected Ideology:

_____

Reason for Choice:

REFLECTION PARAGRAPH (½ page)

"The ideology I think is most effective today is _____ because _____."

	ideology they find most applicable to the Philippines today and justifies their choice in a short paragraph. **3. Developing Mastery and Closure: Ideology Decision Lab- Snapshot (20 minutes)** **Option 1: Ideology Decision Lab — Snapshot** Pairs analyze two Philippine policy scenarios. For each scenario, student pairs identify which of today's three ideologies (Liberalism, Conservatism, Socialism) best fits the policy — and which would most strongly oppose it. They justify their answers using ideological principles. **Policy Scenario 1:** The government proposes making all public college education completely free, funded by a new 5% wealth tax on the top 1% of income earners. **Policy Scenario 2:** A bill proposes to legalize divorce in the Philippines, citing individual freedom and the rights of women in abusive marriages. *For each: Which ideology supports this policy? Which opposes it? Why? What values are in conflict?* **4. Closure: Exit ticket:** 1. *In your own words, what is the key difference between Liberalism and Socialism?* 2. *Give one Philippine policy that reflects Conservatism. Explain why.* 3. *Which of today's three ideologies is closest to your own beliefs? Has your answer changed from Day 1?* Preview Day 3: "Tomorrow we examine three more ideologies — Communism, Fascism, and Anarchism — including one that the Philippines has lived through, and one that requires especially careful and historically grounded study."	**Teacher's annotations:** - *The Ideology Decision Lab is the author's activity — preserved and positioned here as a mastery check before exit. Scenarios are deliberately chosen for Philippine relevance and ideological tension.* - *Free college and divorce are live political debates in the Philippines — students will have strong personal reactions. Channel this into ideological analysis, not partisan argument.* ***PULSO note:*** *This is the Scrutinize and Organize stage — students apply ideology to real policy decisions.* The scoring rubrics in this LE and the ready to use template for different activities can be accessed through the link provided below: **http://bit.ly/42reA9q**
C. Demonstrating Knowledge and Skills	**Day 3 – Communism, Fascism, and Anarchism** *Day 3 requires special care. Communism, Fascism, and Anarchism are intellectually important but emotionally and politically charged, especially in the Philippine context*	**Teacher's annotations:** - *The framing statement is important — it sets the tone for handling sensitive*

where red-tagging is a live issue and the Marcos martial law period is within the memory of many students' families.

Maintain strict intellectual balance. Present each ideology factually and historically. Do not endorse or condemn. The goal is ideological literacy — the ability to recognize and analyze these systems — not indoctrination.

For Fascism, specifically frame it as a historical ideology with documented real-world consequences. Use the USHMM teaching guidance as preparation. Do not allow the discussion to normalize or romanticize authoritarian rule.

1. Recap of Day 2 (*10 minutes)*

Ask 2-3 volunteers to share their Day 2 exit ticket responses. Synthesize:

- Liberalism prioritizes individual freedom and civil rights; supports the market economy with civil liberty protections.
- Conservatism emphasizes tradition, stability, and gradual change; prefers limited government in social and economic life.
- Socialism prioritizes social equality and collective welfare; uses high taxation and public services to reduce inequality.

Tell students: "Today we move to three ideologies that are more extreme — and in different ways, more historically consequential. Two of them — Communism and Fascism — shaped some of the most significant events of the 20th century. One of them directly shaped Philippine history. Approach all three with intellectual seriousness and historical grounding."

Discussion: Communism, Fascism, and Anarchism (25 minutes*)*

Three More Ideologies — With Historical Grounding

	Communism	Fascism	Anarchism
Core Value	Classless society; collective ownership; elimination of exploitation	Extreme nationalism; national unity through strong centralized power	Total abolition of the state; voluntary cooperation among free individuals

ideology with rigor rather than emotional reaction.

Teacher's annotations:

- *Do not avoid the Marcos comparison. It is historically accurate and pedagogically essential. Students who cannot recognize authoritarian patterns in their own country's history are less equipped to protect democracy.*
- *If students become defensive or emotional, redirect to the ideological criteria: "Let's look at the definition of fascism we discussed. Which of these characteristics were present? Which were not? That is the analysis we are doing."*

Role of Government	State controls all production; government is the instrument of the working class until the classless society is achieved	Dictatorial state controls all aspects of social, economic, and political life; suppresses all opposition	No government — all forms of hierarchical authority are rejected as oppressive
Economic System	Public ownership of all means of production; central planning; no private property	State-directed economy serving national goals; private ownership permitted but subordinated to state authority	Voluntary exchange; cooperative production; no enforced economic system
Historical Examples	China (Maoist period), Cuba, Soviet Union, Vietnam, North Korea	Italy under Mussolini (1922-1943), Nazi Germany — used only as historical examples, not models	Revolutionary Catalonia (1936-1939) — historical example only; no modern state
Philippine Connection	Huk Rebellion (1940s-1950s); CPP-NPA; contemporary red-tagging of activists and progressive groups	Marcos Martial Law (1972-1986): authoritarian nationalism, suppression of opposition, controlled press — exhibits significant fascist characteristics	No direct Philippine equivalent; closest parallel is grassroots community organizing outside formal government structures

On Fascism and the Philippine Context:

The Marcos Martial Law period (1972-1986) is a Philippine case that exhibits significant fascist characteristics: extreme nationalism, dictatorial power, suppression of political opposition, and state control of media. This is a factual historical comparison — not a political statement about any current leader or party. Students should be encouraged to analyze this comparison using ideological criteria, not family loyalty or political partisanship.

On Red-Tagging:

***PULSO note**: This is the Link and Scrutinize stage — ideology connects to Philippine constitutional history and contemporary human rights.*

Red-tagging is labeling activists, journalists, and community organizers as communists or terrorists without evidence. It is a contemporary Philippine phenomenon with significant human rights implications. It reflects the use of ideological labeling as a tool for political repression. Discuss factually and encourage students to apply their ideological literacy to evaluate this practice.

Ask: "Why is it important to be able to recognize fascist characteristics in a government, even if that government does not call itself fascist? Why does the labeling of activists as communists — without evidence — matter for democracy?"

Presenting Examples: Case Files 2 and 3. (*25 minutes)*

Option 1: Case File Analysis (Triads)

Using the same format as Day 2, groups of 3 analyze ONE case file. After 12 minutes, triads that analyzed the same case pair up to compare findings before a 5-minute class share.

Case File	System	Key Features
Case 3: United States Free-Market Capitalism	Liberal Capitalism	Private individuals and corporations control most businesses; limited government role; free market competition; strong emphasis on individual freedom and entrepreneurship.
Case 4: China Socialist Market Economy	Communist / State-Controlled	Government controls major industries (energy, transport, banking); centralized economic planning; controlled private sector growth; blend of socialist state control and market elements.

Analysis Guide Questions per Case:

1. *What type of government involvement is shown?*
2. *Who controls economic decisions?*
3. *What ideology best describes this system?*
4. *What are the strengths of this system for ordinary citizens? What are the risks?*
5. *How does this system compare to the Philippines' mixed economy from Day 2?*

Teacher's annotations:

- *The US and China cases are ideologically opposite — place them together deliberately. Students should see the contrast between liberal capitalism and communist state control as a live global tension.*

***PULSO note**: This is the Scrutinize stage — students evaluate real ideological systems using evidence, comparing across cases.*

	Option 2: Gallery Walk — Cases 3 and 4 *Set up two stations — US capitalism and China's socialist market economy — each with a poster, short scenario, and key economic data. Students fill out an IDEA COMPARISON SHEET individually, then discuss in pairs. Each student writes a short response: "The ideology of [US/China] benefits ordinary citizens by... but risks... because..."* **Developing Mastery: Ideology Debate — Two Positions, One Issue (*20 minutes)*** **Option 1: Ideology Debate** Divide into six groups — one per ideology. Present a single Philippine policy issue. Each group must argue for or against the policy from their assigned ideology's perspective. Groups have 5 minutes to prepare a one-minute position statement. **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 all 6 positions were argued, ask: "Which ideological argument did you find most persuasive? Which did you find most dangerous? Why?" **Option 2: Ideology Comparison Matrix** *Students complete a full six-ideology comparison matrix individually or in pairs: columns for Core Value, Government Role, Economic System, and one Philippine Example per ideology. This replaces group debate and is better suited for quieter or more reflective learners. Brief pair discussion after completion.*	**Teacher's annotations:** - *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 by discussing what regimes with fascist characteristics did and present a personal advocacy position.* - ***PULSO note**: This is the Scrutinize and Organize stage — students apply and debate ideological positions on a real Philippine policy question.* **Teacher's annotations:** - *Collect exit tickets. Use Question 3 to assess whether students can apply ideological analysis to contemporary*

3. Closure: Exit Ticket. (10 minutes)

Answer briefly:

1. *What is the most important difference between Socialism and Communism?*
2. *Why is it important to recognize fascist characteristics in a government, even if it does not call itself fascist?*
3. *Which ideology from Days 2-3 is most visible in Philippine politics today? Give one specific policy example.*

Preview Day 4: "Tomorrow we put ideology to work — you will act as policy advisers, apply ideological thinking to real Philippine governance problems, and write a civic message directly to a first-time voter."

Day 4 – Ideology in Action

A. Recap of Days 1-3 (10 minutes)

Ask 3 volunteers to share Day 3 exit ticket responses. Synthesize the full ideological spectrum:

Ideology	Core Value	Government Role
Liberalism	Individual freedom	Protect civil liberties; regulate for fairness
Conservatism	Tradition and stability	Limited intervention; preserve social order
Socialism	Social equality	Strong role; redistribute wealth; fund public services
Communism	Classless society	State controls production; guides transition to equality
Fascism	National unity	Dictatorial; suppresses opposition; state controls all
Anarchism	Individual freedom from all authority	Abolish the state; voluntary cooperation only

Philippine politics — the key civic competence outcome of Days 2-3.

Teacher's annotations:

- *The summary table is a quick reference — not a re-teaching. Move through it briskly and spend more time on today's application activities.*

Tell students: "You now have the analytical framework. Today you use it as policy advisers and as citizens."

Address unanswered questions from Day 3 exit tickets before proceeding.

2. Application of Learning (25 minutes)

Option 1: POLICY MAKERS FOR A DAY: IDEOLOGY IN ACTION

Divided the class into 4-5 groups. 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 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 new vehicles or leave it to the market?	Conservatism
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 democracy?)

Teacher's annotations:

- *Group 5's fascism scenario is deliberately uncomfortable — it asks students to think through what authoritarian content regulation looks like and why it is incompatible with democracy. This is a critical civic competence moment, not an endorsement of fascism.*

- ***PULSO note:** This is the Organize stage — students apply ideological thinking to civic and governance problems as active participants, not passive observers.*

The rubrics and ready to use template for Community Action Plan can be

	After all presentations, ask: "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?" **Option 2: Community Solution Design: Ideology-Based Problem Solving** *Triads choose a community issue (poverty, education access, unemployment, inflation) and select a political ideology to guide their solution. They design a Community Action Plan showing: what the ideology says about this problem, what solution it prescribes, how government is involved, and what the likely outcomes are for citizens. Brief poster presentation, 2-3 minutes per group.* **3. Making Generalization (20 minutes)** **Option 1: Big Idea Builder + Letter to a First-Time Voter** **Step 1** (5 minutes): Students individually complete the generalization frame: > *"Political ideologies matter for Filipino democracy because they _____, which means that as a citizen I should _____ so that _____."* **Step 2** (10 minutes): Students write a short letter (100-120 words) to a classmate or younger sibling who is about to register to vote for the first time. The letter should: • Explain what a political ideology is in plain language • Give one example of how ideology shapes a Philippine policy they care about • Tell the reader one question they should ask about a candidate's ideology before voting **Step 3** (5 minutes): 3-4 volunteers read their letters aloud. Class responds: "Is this letter convincing? Does it help a first-time voter understand why ideology matters?" **Option 2: "Think-Generalize-Create": Ideology Summary Map** *Triads construct a summary concept map connecting all six ideologies to: government role, economic system, core values, and one Philippine*	accessed through the link provided below: **http://bit.ly/42reA9q** **Teacher's annotations:** - *The Letter to a First-Time Voter replaces the third concept map from the original LE. It is a stronger civic competence payoff — students communicate ideological thinking to a real audience in plain language, which is exactly what democratic literacy requires.* ***PULSO note**: This is the Organize stage — students synthesize ideological learning into civic communication directed at democratic participation* **OVERALL GENERALIZATION OUTCOME:** These activities help learners: ⇒ Synthesize key ideas into meaningful generalizations ⇒ Connect theory to societal structures ⇒ Develop higher-order thinking (analysis → synthesis → evaluation) ⇒ Express informed and respectful viewpoints ⇒ Prepare for performance tasks (poster, concept map, reflection)

	policy example each. A generalization statement is added at the center. Brief 1–2-minute explanation per group. This option is better for classes where students need more structured synthesis before independent writing.	
V. ASSESSMENT *(Assessing Learnings)*	*Parts 1 and 2 are completed in class after the generalization activity (20 minutes). Part 3 is a take-home task due at the next meeting.* *Assessment design note: Items are distributed across four cognitive levels — Knowledge (recall), Understanding (comprehension), Application (scenario-based), and Analysis (Philippine political context). The performance task (Part 3) is the primary measure of the lesson's civic competence goal: ideological literacy applied to real democratic participation.* **Part 1 — Multiple Choice (10 minutes, 9 items)** Choose the best answer. **KNOWLEDGE** (Items 1–2) 1. What is a political ideology? A. A system of laws enforced by the state B. A coherent set of beliefs about the role of government, the economy, and social values C. A type of economic activity driven by private businesses D. A government organization that manages public services 2. Which ideology advocates for the total abolition of the state and believes individuals can organize society through voluntary cooperation alone? A. Conservatism B. Communism C. Anarchism D. Liberalism **UNDERSTANDING** (Items 3–4) 3. Which statement BEST describes the difference between Socialism and Communism? A. Socialism abolishes the state entirely; Communism allows a limited government. B. Socialism seeks to reduce inequality through public services and high taxation; Communism aims for a classless society with public ownership of all production. C. Socialism promotes free markets; Communism promotes strong government control of the economy. D. There is no meaningful difference between the two ideologies. 4. A government emphasizes preserving family traditions, limits reproductive health services, and resists proposals for divorce legislation. Which ideology BEST describes this governance approach? A. Liberalism B. Conservatism C. Socialism D. Fascism **APPLICATION** (Items 5–7) 5. Sweden provides free healthcare, free university education, and strong unemployment support, funded through high taxation. Citizens and private businesses coexist, but the welfare state is central. Which ideology BEST describes this system? A. Communism B. Democratic Socialism C. Conservatism D. Anarchism	

6. A political leader declares a national emergency, suspends elections indefinitely, closes critical media outlets, arrests opposition senators, and announces that national unity requires a single, centralized authority. Which ideology does this MOST closely reflect?

A. Liberalism B. Conservatism C. Socialism D. Fascism

7. The Philippines allows private businesses to drive most industries while the government provides public education, PhilHealth, and the 4Ps program. Which ideological description BEST fits this system?

A. Pure Capitalism B. Communism C. Mixed Economy D. Anarchism

ANALYSIS — Philippine Context (Items 8–9)

8. During Martial Law (1972–1986), the Marcos government used extreme nationalism to justify suppressing political opposition, controlling the press, and centralizing all executive power. A student argues this makes Martial Law a Philippine example of fascism. Which response BEST evaluates this argument?

A. The argument is incorrect because fascism only existed in Europe during World War II.

B. The argument has merit because the Marcos government exhibited several defining characteristics of fascism: extreme nationalism, dictatorial power, and suppression of opposition.

C. The argument is incorrect because Marcos called his system “Constitutional Authoritarianism,” not fascism.

D. The argument is inconclusive because Martial Law also had socialist elements.

9. A Philippine senator argues: "Red-tagging community organizers and human rights lawyers as communist terrorists — without evidence — is a violation of democratic rights and is itself an ideological act of political repression." Which ideological framework BEST supports this senator's argument?

A. Fascism, because it prioritizes national security over individual rights

B. Conservatism, because it supports gradual change through existing institutions

C. Liberalism, because it defends civil liberties, due process, and protection from arbitrary state power

D. Anarchism, because it rejects all forms of government authority

Answer Key (Teacher Use Only)				
Items 1–4 (Knowledge & Understanding):	1-B	2-C	3-B	4-B
Items 5–7 (Application):	5-B	6-D	7-C	
Items 8–9 (Analysis — Philippine Context):	8-B	9-C		

Items 8-9 are the most important items in this assessment. They test whether students can apply ideological analysis to Philippine political history and current events — the core civic competence this lesson aims to develop.

Item 8: Accept responses that demonstrate ideological reasoning, not just factual recall. A student who says "the argument has merit because..." and cites specific fascist criteria is demonstrating analysis, not memorization.

Item 9: This item directly addresses red-tagging — a live Philippine human rights issue. It is pedagogically essential that students can identify the ideological stakes in this debate. Correct answer is C (Liberalism), but credit students who can justify an alternative with sound ideological reasoning.

Part 2 — Matching Type (5 minutes, 6 items)

Match Column A with Column B. Each letter is used only once.

Column A: Case Scenario	Column B: Ideology
1. A nation where the government owns all major industries — energy, transport, and banking — aiming to build a classless society where all citizens work and are compensated according to their abilities and needs.	A. Fascism
2. A society that prioritizes individual freedom and a free-market economy where the government's role is limited to protecting private property, ensuring competition, and upholding the rule of law.	B. Anarchism
3. A regime characterized by extreme nationalism and dictatorial power where the state controls all aspects of social, economic, and political life, suppressing any opposition in the name of national unity.	C. Communism
4. A community that advocates for the total abolition of all hierarchical government, believing individuals can organize themselves through voluntary cooperation without any state authority.	D. Socialism
5. A government that provides free healthcare, free education, and strong unemployment support through high taxation, while private businesses continue to operate in a regulated market economy.	E. Liberalism

6. A political approach that emphasizes the preservation of traditional institutions, social stability, and gradual rather than radical change in governance and economic policy.	F. Conservatism

Answer Key (Teacher Use Only)

1-C 2-E 3-A 4-B 5-D 6-F

Item 1 now correctly answers Communism (not 'Socialism/Communism') — consistent with the lesson's careful distinction between the two ideologies in Days 2-3.
Six items cover all six ideologies taught in the lesson. No ideology is left untested.

Part 3 — Performance Task (Take-home, due next meeting)

Position Paper on a Philippine Policy Issue

Write a 150–200-word position paper on ONE of the following current Philippine policy debates:

- Should the Philippine government fully fund universal healthcare, eliminating PhilHealth premiums and making all public hospital services free, funded through a higher income tax on the wealthiest Filipinos?
- Should the government nationalize all private water distribution concessions and make water a free public service funded through general taxation?
- Should social media platforms operating in the Philippines be legally required to remove content that the government classifies as disinformation, under penalty of shutdown?

Your paper must:

- State your position clearly in the opening sentence.
- Identify the political ideology that BEST supports your position — and explain why using specific ideological principles.
- Identify the ideology MOST LIKELY to oppose your position — and represent their strongest argument fairly, not as a caricature.
- Address one weakness or limitation of your own ideological position honestly.
- End with a specific recommendation to a Filipino policymaker.

Criterion	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Position clarity	Clear, specific, and compelling from the opening sentence	Clear but lacks specificity	Stated but vague	No clear position stated
Ideological accuracy	Supporting ideology correctly identified and its principles accurately applied to the policy issue	Mostly correct with minor errors in application	One ideology is used or concepts are applied with errors	Ideology missing or incorrect
Counter-ideology fairness	Opposing ideology correctly identified and its STRONGEST argument represented fairly and accurately — not a caricature	Mostly correct; counter-argument present but slightly weakened	Counter-ideology vague or partially correct	Counter-ideology missing
Intellectual honesty	A genuine limitation or weakness of the student's own ideological position acknowledged and addressed	Limitation mentioned but not developed	Limitation vaguely implied	No acknowledgment of any limitation
Recommendation	Specific, actionable, ideologically consistent, and realistic in the Philippine context	Present but general or not fully consistent with the ideology	Vague or disconnected from the ideology	No recommendation

The fourth criterion (Intellectual honesty) is new and essential. A student who cannot acknowledge a weakness in their own ideological position has not achieved genuine ideological literacy — they have simply adopted a new dogma. Democratic citizenship requires the ability to hold a position while remaining open to its limitations.

The third criterion now specifies 'strongest argument' — this prevents students from dismissing opposing ideologies with a straw man. Representing an opposing view fairly is a core democratic deliberation skill.

For the social media regulation scenario: a student who argues from a fascist/authoritarian position should not receive credit for ideological accuracy — this option is designed to reveal the ideological danger of government content control, not to legitimize it. Redirect students who choose this path to the civic competence discussion from Day 3.

GENERALIZATION AND CLOSURE (Day 4, after assessment)

Ask students to return to the generalization frame they completed earlier and add one final civic commitment:

> *"As a Filipino voter, I will use my understanding of political ideology to _____ before I cast my first ballot."*

Ask 3-4 volunteers to share. Close with:

> When you walk into a voting booth for the first time, you will not be choosing between good people and bad people. You will be choosing between different visions of what society should look like — different beliefs about the role of government, the rights of citizens, and the distribution of wealth and opportunity. Those are ideological choices. You now have the vocabulary, the analytical tools, and the Philippine historical grounding to make that choice consciously — not by name recall, not by family loyalty, not by a viral meme. That is what this lesson was for. Use it.

VI. ENRICHMENT/ REMEDIATION

ENRICHMENT — Extend & Create: Ideology in My World	REMEDIATION — Reteach & Rebuild: Ideology Clarity Clinic
Option A: Ideological Analysis of a Current Philippine News Article Find a current news article about a Philippine government policy or political event. Analyze it using the ideological framework: What ideology does this policy or action reflect? Which ideology would support it? Which would oppose it? What are the implications for Filipino citizens? Write a 200-word analysis. Option B: Comparative Essay Choose TWO ideologies and write a 200-word comparative essay: How do they differ in their view of the role of government? Of the economy? Of individual rights? Which is more visible in the Philippines today — and why does that matter for democratic governance?	Step 1: Review the six-ideology summary table from the Day 4 recap with the teacher or a peer. Step 2: Complete a Guided Ideology Worksheet: - Match each ideology to its correct definition - Match each ideology to one Philippine example - Complete the sentence: "I know the difference between Liberalism and Socialism because..." Step 3: Answer in 2-3 sentences each: "What is political ideology in your own words?" "Give one example of how ideology affected Philippine history." "Which ideology is closest to your own beliefs? Why?" Assessment: Correct answers (5 pts) + Improvement from previous work (3 pts) + Participation (2 pts)

VII. REFLECTION *(Feedback and Continuous Improvement)*	**For Learners**: Complete the following — "I used to think political ideologies were just abstract theories; now I realize they are _____ because _____. As a Filipino citizen, this means I should _____." **For Teacher**: After facilitating this four-day lesson, I observed that learners _____. The key highlights included _____, while the main challenges were _____. To improve instruction, I adjusted by _____, which helped enhance learner engagement and understanding. For the next time I teach this lesson, I would _____.
VIII. USE OF GENERATIVE AI	In preparing this revised Lesson Exemplar, the author used Claude (Anthropic) to support the redesign of activities, the integration of Filipino ideological history and the PULSO framework, the development of the four-day instructional sequence, and the formulation of higher-order assessment items. The author reviewed, contextualized, and finalized all content. The author takes full responsibility for the content of this LE.

Learning Area	PHILIPPINE GOVERNANCE (PHILIPPINE POLITICS AND GOVERNANCE)	**Lesson Exemplar**	3

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an in-depth understanding of the concept and principles of politics and governance, including the role of political ideologies, the concepts of state and nation, and the significance of the 1987 Constitution in shaping democratic governance, human rights, and the rule of law in the Philippines and the global context.*
B. Performance Standard	*The learners critically analyze real-world political and governance issues by applying key concepts such as power, ideology, the state, and constitutional principles through research-based presentations, debates, or advocacy campaigns that reflect democratic values, human rights, and social justice.*
C. Learning Competencies	*Examine the concepts of state and nation and assess their implications for international relations*
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	Agoncillo, Teodoro A. The Revolt of the Masses: The Story of Bonifacio and the Katipunan. Quezon City: University of the Philippines Press, 1956.) Merriam-Webster. "Nation." In Merriam-Webster.com Dictionary. Accessed May 10, 2026. https://www.merriam-webster.com/dictionary/nation Merriam-Webster. "State." In Merriam-Webster.com Dictionary. Accessed May 10, 2026. https://www.merriam-webster.com/dictionary/state National Commission on Indigenous Peoples (NCIP). Indigenous Peoples in the Philippines. https://www.ncip.gov.ph Norman Davies, God's Playground: A History of Poland, vol. 2, 1795 to the Present (New York: Columbia University Press, 2005 Office on Muslim Affairs (OMA). Muslim Communities in the Philippines. https://www.oma.gov.ph 1987 Philippine Constitution, Article II, Section 22 (State recognizes and promotes rights of indigenous cultural communities).

	Penn State College of Earth and Mineral Sciences. "State, Nation and Nation-State: Clarifying Misused Terminology." Accessed May 10, 2026. State, Nation and Nation-State: Clarifying Misused Terminology | GEOG 128: Geography of International Affairs Stiglitz, J. (2002). Globalization and Its Discontents. W.W. Norton. United Nations. Universal Declaration of Human Rights (1948). https://www.un.org UNHCR. Youth Congress. "Sumpah Pemuda" [The Youth Pledge]. October 28, 1928. Museum Sumpah Pemuda, Jakarta, Indonesia.	
III. CONTENT *(Sequencing Content)*	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 rightsF — 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	
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	At the end of the lesson, students 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, recognizing 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.	
IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**1. Activating Prior Knowledge** *Option 1: "Anticipation/ Reaction Guide"* Instructions: Ask the students to read and analyze each statement, and in the Before the Statement Column, check whether you agree or disagree with the statement:	For the **Anticipation/ Reaction Guide,** teacher should take note of the following: - *Do not confirm or correct responses during the Before column. Let students record their genuine prior understanding, including misconceptions — these are the teaching moments.*

Agree	Disagree	Statement	Agree	Disagree
☐	☐	A state can continue to exist even if its government changes through revolution, election, or coup d'état.	☐	☐
☐	☐	People belonging to the same nation must always live within one country or state.	☐	☐
☐	☐	A country with many ethnic groups, languages, and cultures cannot become a nation-state.	☐	☐
☐	☐	Conflicts in international relations may arise when the boundaries of a nation do not match the boundaries of a state.	☐	☐
☐	☐	Globalization weakens the importance of states because international organizations and multinational companies can influence national decisions.	☐	☐

Processing Question:

1. Did you have a hard time agreeing or disagreeing with the given statement? Explain your answer.

Option 2: "K-W-L-S Chart"

Instructions: Fill in the K and W columns of the K-W-L-S chart to list your prior knowledge and the things you want to know about the topic to be discussed.

Know	**W**ant to Know	**L**earned
So What?		

- *The Anticipation Guide will be revisited on Day 3 (After column) — this makes learning growth visible to students.*
- *PULSO note: This is the Present stage — students encounter the political reality of state-nation tensions before the concepts are formally introduced.*

If the Anticipation Guide is not suitable for your class context, use the K-W-L-S Chart as the sole prior knowledge activator. Students fill in K (What I Know) and W (What I Want to Know) individually for 5 minutes, then share in pairs. Take 3-4 responses from the class before proceeding.

Distribute one K-W-L-S Chart per student at the start of Day 1. Students fill in K and W on Day 1, L on Day 3, and S on Day 4. This is not four separate activities — it is one progressive reflective tool that tracks learning development across the lesson.

	Processing Questions: 1. What are the things that you have written in the **K**now and **W**ant to Know Column of the chart? 2. In what subjects or lessons did you learn those things? 3. Why did you write the things you have written in the **W**ant to Know column? **2. Establishing the Purpose of the Lesson** *Option 1: "Passport to the World"* Instructions: Describe the following images for students to visualize or display actual images if available. For each, ask: "What does this image have to do with states, nations, and how countries relate to each other?" • A Philippine passport • A group of OFWs at the NAIA saying goodbye to their families • A United Nations General Assembly meeting • Filipino athletes competing under the Philippine flag at the Olympics • A climate change conference where world leaders negotiate emissions targets • A photo of Bangsamoro youth after the ratification of the BOL in 2019 Processing Questions: 1. What do these images have in common? 2. Why do countries interact with one another? 3. What makes a person belong to a particular country or nation? 4. What would change if there were no states at all? *Tell students: "By the end of this lesson, you will be able to explain every one of these situations using the concepts of state, nation, and international relations."* *Option 2: "Identity Scavenger Hunt"* Instructions: Ask students to look at their personal belongings and find two items: one that represents who they are as a person or member of a group (e.g., a religious symbol, a local dialect they speak, a cultural marker); and one that	Note for the Teacher: - *The Bangsamoro image is deliberately included — it grounds the lesson in a live Philippine nation-state issue before any concepts are defined.* - *PULSO note: This is the Unpack stage — students begin to see that state, nation, and identity are not the same thing, and that their distinctions have real consequences.*

<table>
<tr>
<td></td>
<td>represents their legal status as a citizen (e.g., a school ID, a PhilSys card, a birth certificate).

Processing Questions:

1. What do the items you chose reveal about your identity as an individual or as a member of a group or nation?
2. How can personal belongings reflect culture, values, or social influences in our daily lives?</td>
<td></td>
</tr>
<tr>
<td>B. Instituting New Knowledge</td>
<td>Presenting Examples

Option 1: Station Rotation (Concept Analysis)
Instructions: Divide the class into three groups. Groups rotate through three concept stations, spending 8 minutes each. At each station, students complete a T-Diagram: Left side — What it is / Right side — What it is NOT.

<table>
<tr><th>Station</th><th>Topic</th><th>Material</th></tr>
<tr><td>Station 1</td><td>The State — Four Elements</td><td>Infographic: People, Territory, Government, Sovereignty. Students identify each element in the context of the Philippines. Is the Philippines a state? How do we know?</td></tr>
<tr><td>Station 2</td><td>The Nation — Without a State</td><td>Short text: The Kurdish people (estimated 30-40 million people sharing a language, culture, and history) have no internationally recognized state of their own, divided among Turkey, Iraq, Iran, and Syria. Similarly, the Katipunan fought for a Filipino nation before the Philippine state formally existed. Students discuss: Can a nation exist without a state?</td></tr>
<tr><td>Station 3</td><td>Globalization — Supply Chain</td><td>Supply chain map of a smartphone: raw minerals mined in the Democratic Republic of Congo → processed in China → designed in the US and South Korea →</td></tr>
</table>
</td>
<td>- Station 2 connects stateless nations to the Philippine context — the Katipunan example is particularly important because it shows that the Filipino nation predates the Philippine state.

- Station 3's smartphone supply chain is the author's most creative contribution — preserve it exactly. It makes globalization visible and concrete in a way that students immediately connect to.

- PULSO note: This is the Link stage — concepts of state, nation, and globalization connect to real political and economic realities.

Note that all materials for this part can be accessed through the following link: https://surl.lt/usgpuw</td>
</tr>
</table>

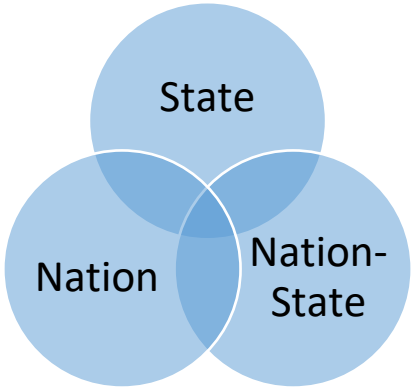
		assembled in China → sold in the Philippines. Students trace how many states and nations are involved before the phone reaches a Filipino student's hand.

After all rotations, the class briefly discusses the following process questions.

Process Questions:

1. What differences did you observe between a state, a nation, and a nation-state based on the stations?
2. Which station helped you understand the concept most clearly? Why?
3. Based on the smartphone activity, how are countries and nations connected in everyday life?
4. Why do some groups of people fight for national identity even without having their own state?

Option 2: "Venn Diagram — Comparing Political Communities"
Instructions: Students read the Penn State article on State, Nation, and Nation-State (https://www.e-education.psu.edu/geog128/node/534) individually or in pairs. 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, nation, and nation-state?
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?

Closure: Exit Ticket
Answer in 2-3 sentences each:

1. *In your own words, what is the difference between a state and a nation?*
2. *Give one Philippine example of a nation-state tension — where national identity and state boundaries create complexity.*
3. *What is one question you still have about state, nation, or globalization?*

Day 2

The Philippines: One State, Many Nations

The Philippine state has one government, one territory, and one sovereignty. But within that state live over 100 ethnolinguistic groups — speaking different languages, practicing different traditions, and holding different historical relationships to the Philippine government. This makes the Philippines not a nation-state in the simple sense, but a multi-ethnic state where national identity is contested, negotiated, and still being built. (Please see discussion on this link: https://surl.lt/usgpuw

2. Discussing New Concept

Option 1: "Cultural Identity Gallery Walk"

Instructions: Divide the class into six groups. Assign each group one Filipino cultural community from the list below. Groups create a mini-poster or infographic (15 minutes) containing: location, language, traditions and beliefs, arts or clothing, contributions to Philippine culture, and one challenge the community faces today. Display outputs around the classroom for a Gallery Walk (10 minutes). Students rotate, observe, and write two insights from other groups.

Group	Community	Region
1	Ifugao	Cordillera Administrative Region
2	Maranao	Lanao del Norte / Lanao del Sur
3	Tausug	Sulu Archipelago
4	T'boli	South Cotabato
5	Badjao	Sulu / Tawi-Tawi / Basilan
6	Mangyan	Oriental Mindoro

Collect exit tickets. Use Question 2 to assess whether students can apply the state-nation distinction to Philippine reality — the key application of Day 1.

Day 2 requires cultural sensitivity and careful facilitation. Indigenous Peoples and Muslim communities have historically been marginalized in mainstream Philippine education. This lesson is an opportunity to correct that — to present these communities not as problems to be managed but as integral parts of the Philippine nation whose rights, contributions, and perspectives deserve equal recognition.

Avoid romanticizing or exoticizing any cultural group. The goal is not a cultural parade but a civic understanding: what does it mean to be a Filipino nation when we are this diverse, and what obligations does the Philippine state have to all its peoples?

- *A state is a political-legal entity with four elements: people, territory, government, and sovereignty.*
- *A nation is a group of people sharing a common identity, culture, language, or history — but not necessarily a state.*
- *A nation-state is when the two align — but in practice, most states contain multiple nations, and many nations have no state of their own.*

Tell students: "The Philippines is one of the most complex examples of a nation-state in Asia — because it is not one nation. It is many. Today we explore what that means."

For the Gallery Walk: emphasize that the goal is not a cultural showcase but a civic understanding. Each poster should include the challenge the community faces — this prevents the activity from becoming a romanticized parade of costumes and dances.

	Process Questions: a. What common values unite Filipinos despite these cultural differences? b. Why is it important to recognize Indigenous Peoples and Muslim communities as essential parts of the Philippine nation — not just cultural curiosities? c. What obligations does the Philippine state have to these communities? What does the law say? d. How can young people promote respect for cultural diversity in their own schools and communities? *Option 2: "Voices of the Nation: Role-Play Forum"* Instructions: Present the scenario in the class: **The national government plans a large dam project in an Ifugao ancestral domain. The project will displace 5,000 Indigenous community members but will provide electricity to 2 million people in nearby cities."** Divide the class into groups representing: **an Indigenous youth leader**, **an Ifugao elder**, **a government infrastructure official**, **a environmental NGO representative**, and **an urban resident who needs electricity**. Each group prepares a 2-minute position statement addressing the following: ● Possible benefits of the project ● Concerns of the community ● Rights that must be protected ● Solutions that promote unity and respect The teacher will facilitate a class forum after the presentations. Processing Questions: 1. What challenges do Indigenous Peoples and Muslim communities experience in society? 2. How can the government balance national development with cultural rights and identity? 3. What does Free, Prior, and Informed Consent (FPIC) mean in practice?	*For the Role-Play: the dam scenario is based on real Philippine IPRA disputes. Students who play the government role must engage with FPIC as a legal obligation, not a bureaucratic formality.* *PULSO note: This is the Scrutinize stage — students evaluate competing claims, rights, and interests in a real multi-ethnic governance situation.* *Explain to students that they will be exploring different perspectives related to the topic. Remind them to be respectful of the diverse cultural backgrounds and perspectives at all times.*

4. What does this activity teach about unity in a diverse nation?

Closure: Exit Ticket
Answer in 2-3 sentences each:

5. *How does the existence of the Bangsamoro and Indigenous Peoples change how you understand the Philippines as a nation?*
6. *What is one right that the Philippine state has recognized for Indigenous Peoples or Muslim Filipinos that you did not know about before today?*
7. *Do you think the Philippines is a unified nation? Explain your answer.*

Question 3 is intentionally open-ended — there is no single correct answer. A student who says "No, not yet" with sound reasoning is demonstrating just as much civic thinking as one who says "Yes." The goal is evidence-based reflection, not a predetermined conclusion.

Day 3

The Globalization Debate: Connected World or Divided World?"

Instructions: The class will be divided into 5 groups. Each group will be working 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:

Group 1	OFWs and Migration: Is labor export good governance or a failure of the state?
Group 2	International Trade: Do imported goods help or hurt Filipino workers and local industries?
Group 3	Climate Change: Should the Philippines demand reparations from high-emitting states, or focus on adaptation?
Group 4	Global Pandemics: Did the international community's COVID-19 vaccine distribution protect or disadvantage the Philippines?
Group 5	Human Trafficking: Is the Philippine state doing enough to protect its citizens abroad, or does globalization make this impossible?

Group 1's issue — whether labor export is good governance — is the most civic-competence-rich question in the activity. A government that exports workers because it cannot create sufficient jobs at home is making a governance choice, not a natural economic response. Push students to see and examine this.

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 in response to 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?"** *Option 2: Globalization Spectrum* Instructions: Draw a spectrum on the board from "Globalization is entirely beneficial" to "Globalization is entirely harmful." For each of the five issues (migration, trade, climate, pandemics, human trafficking), ask students to physically position themselves on the spectrum and defend their position in a partner discussion. After discussing all five issues, students write a 3-sentence synthesis: "**Overall, I think globalization [benefits/harms] the Philippines because... However, it also...**"	

Developing Mastery

Recap of Days 1–3

Instructions: Ask 3 volunteers to share their Day 3 CER individual reflection. Synthesize the four days:

Day 1: A state has four elements; a nation is a shared identity; a nation-state aligns both, but rarely perfectly.

Day 2: The Philippines is a multi-ethnic nation-state — one state containing many nations with distinct rights and identities.

Day 3: Globalization makes states and nations increasingly interdependent, creating both opportunities and challenges for the Philippines.

Option 1: "Anticipation/ Reaction Guide"
Instructions: Ask the students to read and analyze each statement, and in the **After the Statement Column**, check whether you agree or disagree with the statement:

Agree	Disagree	Statement	Agree	Disagree
☐	☐	A state can continue to exist even if its government changes through revolution, election, or coup d'état.	☐	☐
☐	☐	People belonging to the same nation must always live within one country or state.	☐	☐
☐	☐	A country with many ethnic groups, languages, and cultures cannot become a nation-state.	☐	☐
☐	☐	Conflicts in international relations may arise when the boundaries of a nation do not match the boundaries of a state.	☐	☐

☐	☐	Globalization weakens the importance of states because international organizations and multinational companies can influence national decisions.	☐	☐

Processing Question:
1. Did you have a hard time agreeing or disagreeing with the given statement? Explain your answer.

2. How do your responses change before and after the discussion?

Option 2: "K-W-L-S Chart"
Instructions: Fill in the L column of the K-W-L-S chart to enumerate the things students learned during the discussion.

Know	**W**ant to Know	**L**earned
So What?		

Processing Questions:
1. What are the things that you have written in the Learned Column of the chart?
2. How will you apply this learning/s in the real-world scenario?

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C. Demonstrating Knowledge and Skills	**Day 4** **1. Finding Practical Application** *Option 1: "See-Think-Wonder Journaling"* Instructions: Students write a structured reflection journal (10-12 sentences total) about one international relations issue that directly affects them or their community. The journal follows three prompts: • **SEE**: What is the impact of this international relations issue on human beings? Who is most affected — and why? • **THINK**: How did state policies — Philippine and international — either fail or help individuals affected by this issue? Give a specific example. • **WONDER**: How can we as Filipino citizens — not just as global citizens — influence the way this issue is addressed? What is one specific action you can take? Students share their responses with a partner, then 3-4 volunteers share them with the class. Ask: "Is it realistic for an SHS student to influence international relations? What does civic participation at the global level look like? *Option 2: Policy Memo* Instructions: Students write a 100-120-word policy memo addressed to a Philippine government official (their choice: the Secretary of Foreign Affairs, the NCIP Chairperson, the DOLE Secretary, or the President). The memo should identify one international relations issue affecting Filipinos, explain why it is a state responsibility, and recommend one specific policy action. Brief sharing: 3-4 volunteers read their memos aloud.	*This is the Organize stage — students synthesize their learning into civic reflection and democratic action directed at real governance problems.*

2. Making Generalization

Option 1: "Exit Ticket"

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

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

Option 2: "One-Minute Paper"

Instructions: Each student will complete a "One-Minute Paper" on a half-sheet of paper or index card by answering the prompts below:

- What is the most important idea I learned about globalization and its relationship to states and nations?
- How does globalization affect the identity, power, or interaction of states and nations in the Philippine context?
- What is one real-life example — from my own community or family — that shows this connection?

V. ASSESSMENT *(Assessing Learnings)*	**Instructions: Choose the letter of your answer.** **1. Which of the following is NOT one of the four elements of a state?** A. People B. Culture C. Territory D. Sovereignty **2. A group of people sharing a common language, history, and cultural identity but living in different countries best describes a:** A. State B. Nation C. Nation-state D. Federal government **3. Which situation BEST illustrates the difference between a state and a nation?** A. A group sharing common laws and territory but speaking different languages B. A group sharing a common culture and history but living in different countries C. A country with clearly defined borders and an organized government D. A country with both a unified government and a population sharing one culture **4. The Bangsamoro people have a distinct culture, history, and identity — but they live within the Philippine state. This situation is best described as:** A. A stateless nation within a multi-ethnic state B. A nation-state with complete political and cultural unity C. A state without a population or cultural identity D. A complete merger of globalization into a single government **5. A development project is planned in an Ifugao ancestral domain. Under Philippine law, what must the government secure from the Ifugao community before proceeding?** A. A majority vote from the national legislature B. Free, Prior, and Informed consent (FPIC) from the affected community C. Approval from the Office of the President only D. A certificate of no objection from neighboring municipalities **6. A Filipino nurse works in the United Kingdom, sends remittances home to her family in Leyte, and joins Filipino cultural events in London. Which dimension of globalization does this BEST illustrate?** A. Political globalization only B. Economic globalization only C. Economic, cultural, and social dimensions of globalization simultaneously D. Environmental globalization through climate cooperation

	7. The Philippines contributes less than 1% of global carbon emissions yet ranks among the world's most climate-vulnerable countries. Which international relations challenge does this BEST illustrate? A. The Philippines benefits disproportionately from global trade agreements. B. States that cause the least harm often bear the greatest consequences of others' decisions — a fundamental inequality in international relations. C. Climate change is a cultural issue, not a political one. D. Small states have more influence in international climate negotiations than large ones. **8. A student argues: "The Philippine government's labor export policy is not a success story — it is a governance failure. Sending millions of Filipinos abroad because the state cannot create enough decent jobs at home means the state is not fulfilling its basic obligation to its people." Which concept from the lesson BEST supports this argument?** A. Sovereignty — the state's right to make decisions without external interference B. Nation — the shared cultural identity of Filipinos, regardless of where they live C. State obligation — the responsibility of the state to its people as the most fundamental element of the state D. Globalization — the natural movement of labor across borders regardless of state policy **9. China has constructed artificial islands and installed military infrastructure in areas of the South China Sea that the Philippines claims as part of its exclusive economic zone. The 2016 arbitration ruling by the Permanent Court of Arbitration declared China's nine-dash line claims invalid under international law. China has refused to recognize the ruling. Which assessment BEST explains the implications of this situation for Philippine sovereignty?** A. The arbitration ruling is irrelevant because international law does not apply to maritime disputes. B. The situation illustrates how a more powerful state can challenge a less powerful state's sovereignty despite international legal protections, highlighting the limits of international law without enforcement mechanisms. C. The Philippines has no legal claim to the area because China built the islands first. D. The situation shows that globalization eliminates all territorial disputes between states. **10. A senator proposes a bill requiring all foreign technology companies operating in the Philippines to store Philippine user data on servers within Philippine territory. Supporters argue this protects national sovereignty and data security. Critics argue it will discourage foreign investment and reduce Filipinos' access to global digital services. Which statement BEST evaluates the governance tension this bill represents?**

<table>
<tr><td></td><td>A. States should always prioritize economic growth over sovereignty concerns.
B. The bill illustrates the tension between national sovereignty and the realities of economic globalization — a tension every state must navigate in the digital age.
C. Sovereignty is an outdated concept that has no place in a globalized world.
D. Foreign technology companies should always comply with host country laws without question.</td></tr>
<tr><td>VII. Enrichment / Remediation Activity</td><td>Option 1: The "Global Response Summit" (Enrichment)
Instructions:
Students will act as representatives of various entities to resolve a cross-border crisis, demonstrating how identity, sovereignty, and global interconnectedness collide.
<table>
<tr><td>The Setup</td><td>The Established States: Countries with defined borders and sovereign governments (e.g., "The Republic of Technologia").
The Stateless Nations: Cultural groups seeking recognition or protection but lacking a formal state (e.g., "The Highland Tribes").
The Global Intervenors: International organizations (like the UN or WHO) and Multinational Corporations (MNCs).</td></tr>
<tr><td>The Scenario (The Catalyst)</td><td>A massive climate event (super-typhoon) has caused a public health emergency in the ancestral lands of a stateless indigenous community — the Highland Tribes. Because they are a nation without a state, neighboring states are arguing over who is responsible for their humanitarian needs and migration. A global technology corporation owns the supply chain for urgently needed medical equipment but is concerned about security and intellectual property rights in the affected region.</td></tr>
<tr><td>The Task: The Negotiation T-Chart</td><td>Each group must fill out a T-Chart before entering the summit:
• Step 1 — T-Chart: Left side: Your group's identity (Are you a State, Nation, or Nation-State? What are your political and cultural goals?). Right side: Global Impact (How does</td></tr>
</table></td></tr>
</table>

		globalization help or hinder your group's response to the crisis?). • Step 2 — Position Statement: Prepare a 2-minute statement explaining your group's position on: who is responsible for the Highland Tribes, what international cooperation is required, and what the limits of your group's sovereignty allow or prevent. • Step 3 — Negotiation: Groups present their positions. The teacher facilitates a negotiation toward a resolution. • Step 4 — Individual Reflection (written): "What does this simulation reveal about the real challenges facing stateless nations like the Bangsamoro and Philippine Indigenous Peoples in a globalized world?"	
	Group Assignments:	Group 1: The Republic of Technologia (an Established State with advanced technology but limited humanitarian capacity) Group 2: The Highland Tribes (a Stateless Nation with rich cultural identity but no international legal standing) Group 3: The UN Humanitarian Mission (a Global Intervenor with a mandate but limited enforcement power) Group 4: The Global Medical Corporation (a Multinational with supply chain control but profit motive) Group 5: The Neighboring Republic (an Established State concerned about refugee influx and border security)	

	Option 2: "Fill in the Concept Map" (Remediation) **Instructions:** Provide each learner with a partially completed concept map with three main branches labeled: ● State ● Nation ● Nation-State Under each branch, include incomplete prompts such as: ● "Has _____ (government/culture/sovereignty/identity)" ● "Example: _____" ● "Describes people with shared _____" Learners will complete the missing words using a word bank provided by the teacher Ask the learners to write one real-life example for each concept Processing Questions: a. What word helped you best remember each concept? Why? b. Which concept was easiest to complete? Which was most difficult? *c.* How can a concept map help you understand differences among state, nation, and nation-state?
VII. REFLECTION *(Feedback and Continuous Improvement)*	*After facilitating this topic, I observed that learners* _____ *The key highlights included* _____ *while the main challenges encountered were* _____ *To improve instruction, I adjusted by* _____ *which helped enhance learner engagement and understanding* _____ _____
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used ChatGPT and Gemini AI in order to suggest and revise activities and organize my ideas. The author reviewed and finalized the writing of the content. The author takes full responsibility for the content of this LE.

Learning Area	PHILIPPINE GOVERNANCE (PHILIPPINE POLITICS AND GOVERNANCE)	**Lesson Exemplar**	4

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an in-depth understanding of the concept and principles of politics and governance, including the role of political ideologies, the concepts of state and nation, and the significance of the 1987 Constitution in shaping democratic governance, human rights, and the rule of law in the Philippines and the global context*
B. Performance Standard	*The learners critically analyze real-world political and governance issues by applying key concepts such as power, ideology, the state, and constitutional principles through research-based presentations, debates, or advocacy campaigns that reflect democratic values, human rights, and social justice*
C. Learning Competencies	**Analyze the 1987 Constitution as a social contract that defines the Philippines as a constitutional democracy and ensures governance, human rights, and the rule of law based on the collective will of the Filipino people**
D. Learning Objectives	At the end of the four-day lesson, students will be able to: • Explain how the 1987 Philippine Constitution serves as a social contract by identifying the rights guaranteed to citizens and the corresponding duties of the state. • Examine the essential characteristics of the Philippines as a constitutional democracy as defined by the structure and principles of the 1987 Constitution. • Distinguish specific provisions of the Bill of Rights (Article III) that protect human rights and ensure the rule of law. • Examine real-world situations where constitutional rights are upheld or violated and recommend actions consistent with the Constitution as the collective will of the Filipino people.
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	"Marcus Tullius Cicero Quote: 'the Safety of the People Shall Be the Highest Law.'" 2026. Quotefancy.com. 2026. https://quotefancy.com/quote/1036859/Marcus-Tullius-Cicero-The-safety-of-the-people-shall-be-the-highest-law. ABS-CBN News. 2018. "TV Patrol: Asawa Ng Nasawi Sa Drug Ops, May Hiling Sa Pagbabalik Ng 'Tokhang.'" YouTube. January 12, 2018. https://www.youtube.com/watch?v=vs5m54IcMwQ. Civil Service Review TV. 2020. Review of Gen. Info - the Evolution of the Philippine Constitution. Civil Service Review TV. https://www.youtube.com/watch?v=Ec1m6AMfWgs&t=37s.

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III. CONTENT	*The 1987 Philippine Constitution as a Social Contract* *1.1 The meaning of a social contract and why the 1987 Constitution embodies it* *1.2 The Philippines as a constitutional democracy: key characteristics* *1.3 Article II — Declaration of Principles and State Policies* *1.4 Article III — Bill of Rights: specific sections protecting human rights and the rule of law* *1.5 Constitutional limits on government power and the duties of the state*
Relevance Statement	***Read aloud at the start of Day 1*** *Have you ever been treated unfairly and had no one to turn to? Have you ever seen someone arrested and wondered if their rights were protected? Have you ever wondered why some politicians seem to act as if they are above the law — and what, if anything, stops them?* *The 1987 Philippine Constitution exists to answer all of these questions. It is not just a legal document stored in a government archive. It is the most important agreement in this country — a social contract between the Filipino people and the government they created. It says: here are the rights every Filipino has. Here are the duties the government must fulfill. Here are the limits on power that no president, no general, and no majority vote can override.* *This lesson is not about memorizing articles and sections. It is about understanding what that contract says, what it protects, and — most importantly — what happens when the government breaks it. Because in two years or less, many of you will vote for people who will swear an oath to uphold this Constitution, you need to know what that oath means — and whether they are keeping it.*

IV. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	**DAY 1: The Constitution as a Social Contract** **1. Activating Prior Knowledge** *Option 1: RnR: Rights and Rules Inventory* 1. The teacher will divide the class into three (3) groups. 2. Each group will be assigned a specific context: Group 1- Home/ House Group 2- School Group 3- Community 3. Each group identifies and lists: (1) five rules or responsibilities people are expected to follow in their context; and (2) five rights that individuals enjoy or are protected within that context. 4. The groups will be given ten (10) minutes to discuss and complete the activity. 5. The teacher will facilitate a short processing discussion highlighting the relationship between rights and responsibilities and connect the activity to the idea of the Constitution as a social contract that balances individual freedoms with social order. Process Question 1. Why are these rules important? What would happen if they were not followed? Who enforces them? Is enforcement always fair? What happens when rules protect some people but not others?" 2. Connect to the lesson: "What you just described — a set of rights and rules agreed upon by a community — is the basic idea of a social contract. The Constitution is that agreement, written down and made legally binding, for the entire nation." *Option 2: Classroom Constitution* *1.* Divide into three groups. *2.* Each group creates rules for an ideal classroom society, including consequences for violations. 10-15 minutes to prepare, then present.	*SHS- IDF:* *This activity allows students to be **relevant** with their own experiences and context. This will introduce the content of the lesson in a meaningful and impactful way through real life experiences.* **Notes to teacher:** **This activity helps students realize that rights and rules are not abstract but lived daily. Bridge personal experiences to constitutional principles explicitly before moving on.** *SHS- IDF:* *This activity is reflective in nature. It allows students to focus on the goals of the lesson while encouraging them to think*

	3. The whole class negotiates which rules to accept, revise, or remove. Process: *"What rules were deleted and why? What remained and why? How do you feel about the process? Will you follow the rules you agreed on? Why or why not?"* *Connect: "This is how a constitution is formed — through compromise, consensus, and collective agreement. The rules you created together are your social contract."* Helpful article: The Constitution is often described as the fundamental law of the land. In a deeper sense, it may also be understood as a social contract: a foundational political and legal covenant by which the people organize themselves into a state, define the powers of government, limit those powers, protect liberties, and express the values by which public life is to be governed. In the Philippine context, this idea has special force. Philippine constitutionalism has been shaped by colonial experience, revolution, authoritarianism, democratization, and repeated efforts to restore the principle that all government authority comes from the people and exists for the people (Respicio, 2026). **2. Establishing the Purpose of the Lesson: Preamble Reflection** *Option 1: Preamble Reflection: Discovering Constitutional Values in the Preamble* 1. Distribute a printed copy of the 1987 Philippine Constitution Preamble or display it on the board. 2. Give students five minutes to read it silently, underlining or highlighting constitutional values they identify.	*critically and reflect on the ideas and perspectives shared by their classmates.* **Notes to teacher:** **Option 2 simulates the constitutional framing process. It makes the idea of collective agreement tangible. The negotiation phase is the most important part: students experience firsthand why some rights are non-negotiable even when the majority disagree.** **PULSO note: This is the Present stage — students encounter the political reality of rights and rules in their own lived contexts before the Constitution is introduced.** *SHS- IDF:* *This activity is reflective because it encourages students to think deeply about the meaning of the Preamble and relate this to their personal and societal values. The activity is also relevant because it connects constitutional principles to real-world issues such as human rights, democracy, equality, and responsible citizenship.* **Notes to teacher:** ***The Preamble explains the context of the constitution. With the Preamble of the 1987 Philippine Constitution, it reflects that the 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. Guide questions: • Which values did you highlight? Why do you think these were chosen? • Who wrote this Preamble — the government, or the people? • What does it mean that it begins with 'We, the sovereign Filipino people'? What does sovereignty mean in practice? Connect: "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." *Option 2: Video- Think- Pair-Share: The Evolution of the Philippine Constitution* 1. Before watching, present guide questions: *What is a Constitution? Why is it important? How did the Philippine Constitution evolve over time?* *2.* Play the video. Students take notes while watching. *3.* Link: *https://www.youtube.com/watch?v=Ec1m6AMfWgs&t=37s* Gen Info- The Evolution of the Philippine Constitution Civil Service review TV 4. After watching, the students will participate in a Think–Pair–Share activity: - *Think: Students will reflect individually on the guide questions.* - *Pair: Students will discuss their answers with a partner.*	***traces the power of the land to the people. As Respicio (2026) explains: At the core of the Philippine constitutional thought is the principle that sovereignty resides in the people and all government authority emanates from them.*** ***The Preamble is the most accessible entry point into constitutional study. Every word is intentional and help students see that "sovereign Filipino people' means authority flows upward from citizens, not downward from rulers."*** *SHS- IDF:* *This activity is highly reflective. Through the "Think" stage, students individually process the information from the video and connect it to the guide questions. The activity promotes metacognition as students analyze how the Constitution evolved over time and reflect on its role in protecting rights and guiding the nation. This is also responsive because it uses technology- integrated materials to cater to visual learners.* *Notes to the teacher:* *For Option 2: verify the video link before class. If unavailable, use the printed Preamble and a brief teacher-led discussion on the 1935, 1973, and 1987 Constitutions instead.* **PULSO note: This is the Unpack stage — students begin to see what the Constitution is for,**

	- *Share: Pairs will compare insights and prepare key points to share with the class.* 5. Teacher synthesizes and connects to the social contract concept: *"Every revision of the Philippine Constitution reflects a shift in the social contract — who holds power, what rights are protected, and what the people demand of their government."* 3. **Discussion: What is a Social Contract? + Presenting Examples: Article II** ***See discussion of Day 1 from the compilation** **4. Presenting Examples** *Option 1: Draw My Principles: Gallery Exhibit* 1. Assign each group one section from Article II. 2. Students create a symbol, illustration, or artwork representing the main idea of their assigned section. 3. At the bottom, students write: the constitutional principle; and a 2-3 sentence explanation of the symbol and its connection to the provision. 4. Display outputs for a gallery walk. Selected students explain their work to the class. 5. See Rubrics from the list. *Option 2: Principles in Action: Article II* 1. Each group is assigned one section from Article II. 2. Groups create a short role-play or tableau showing how the principle is applied — or violated — in real life. 3. After the presentation, groups explain: the constitutional principle shown; why it is important; and how it affects Filipino citizens and the government. 4. See rubric from the list. ***Helpful article/ discussion:*** Article II of the Philippine Constitution establishes the foundational principles, state policies and ideological framework of the government. It clearly states that the Philippines is a democratic, republican state wherein sovereignty resides in the people and that the government's prime duty is to	**who it belongs to, and what it protects.** **Note to the teacher:** **The Social Contract table is the conceptual core of the entire lesson. Give it adequate discussion time. The three questions after the table are the most important — they connect the abstract idea to real Philippine governance failures.** **PULSO note: This is the Link stage — the social contract concept connects to the actual text and principles of the 1987 Constitution.** *Notes to the Teacher:* **For the Gallery Exhibit: emphasize that the symbol must represent the principle, not just illustrate the words. A student who draws a scale for 'justice' without connecting it to a specific constitutional provision has not demonstrated understanding.** *SHS- IDF:* *The activity is responsive because it uses collaborative and performance-based learning strategies that actively engage students. The role-play and tableau presentations allow students to express ideas creatively while accommodating different learning styles such as*

	serve and protect its citizens. This discussion also possesses the values of a social contract that the Constitution embodies. As Respicio (2026) explains: *A **social contract** is a political and legal idea that government derives legitimacy from the consent of the governed. Individuals do not live under public authority merely because rulers claim power. Rather, political authority becomes rightful when it is exercised under a framework accepted as binding by the political community.* *When applied to the Constitution, the idea means that the people, acting as the sovereign body, establish a basic charter that:* • *creates government,* • *allocates powers,* • *imposes limits,* • *protects rights,* • *declares principles,* • *and sets the terms by which public authority may be exercised.* *Thus, the Constitution is not only a legal text. It is also the most authoritative statement of the terms on which political power is entrusted.* **5. Closure: Exit Ticket** **Answer in 2-3 sentences each:** 1. *In your own words, what is a social contract? How does the 1987 Philippine Constitution embody this idea?* 2. *Choose one principle from Article II. Explain what it requires of the government — and what happens when the government fails to meet that requirement.* 3. *What is one question you still have about the Constitution, the Bill of Rights, or constitutional democracy?* *Preview Day 2: "Tomorrow we examine constitutional democracy in practice — using a real Philippine case where the government's actions were questioned against constitutional standards."*	*visual, interpersonal, and kinesthetic learning.* **Note to the teacher:** **Collect exit tickets. Use Question 3 to identify misconceptions and questions to address in Day 2.**

DAY 2- Constitutional Democracy in Practice

Day 2 centers on the Tokhang scenario analysis — the author's most powerful civic education activity in this LE. It requires careful facilitation. The goal is not to take a political position on the drug war but to apply constitutional standards to government action. Students are evaluating actions against constitutional criteria, not debating drug policy.

Prepare students with this framing: 'Today we are not asking whether the drug war was a good policy. We are asking a different question: Did the government's actions in implementing this policy comply with the Constitution it swore to uphold? That is a constitutional question, not a political one.'

1. Recap of Day 1

Ask 2-3 volunteers to share their exit ticket responses. Synthesize:

- A social contract is a foundational agreement between the people and the government: citizens consent to be governed; the government must protect rights and serve the people within constitutional limits.
- The 1987 Philippine Constitution is that social contract — written, legally binding, and supreme over all other laws and government actions.
- Article II establishes the foundational principles: democratic republic, sovereignty in the people, human rights, civilian supremacy, and social justice.

Address questions from exit tickets.
Tell students: *"Today we examine what constitutional democracy means when government actions are tested against these principles. We will use a real Philippine case."*

2. Discussing the Concept: The Philippines as a Constitutional Democracy
***See discussion from the compilation**

Ask: "Looking at this table — which column do you think is more often violated in Philippine political history? Give a specific example. What happens to the social contract when a constitutional democracy fails to uphold these requirements?"

Teacher Notes:
The "Declaration of Principles and State Policies" can be noted with the key principles and policies of the constitution which reflects constitutional democracy:

- Foundation and Government- Establishing the country as a republican state with sovereignty residing in the people and affirms civilian authority over the military
- Human Rights and Social Policy- Guarantees human rights, protects the family as basic unit, ensures gender equality
- Foreign Policy and Security- Promotes peaceful and independent foreign policy
- Governance and Integrity- It mandates honest public service and requires transparency.

3. Developing Mastery: Scenario Analysis — Oplan Tokhang and the 1987 Constitution

Option 1. Scenario Analysis: Analyzing Oplan Tokhang through the Lens of the 1987 Constitution

1. Play the news video: TV Patrol — Asawa ng nasawi sa drug ops, may hiling sa pagbabalik ng Tokhang (ABS-CBN News, 2018). https://www.youtube.com/watch?v=vs5m54IcMwQ
2. Verify the video link before class. If unavailable, use the printed scenario summary below as a substitute. The constitutional analysis is the same regardless of the media format.

Scenario Summary (use if video is unavailable):

During the Duterte administration's anti-drug campaign (Oplan Tokhang, 2016-2019), thousands of Filipinos were killed in police operations and vigilante killings. Human rights organizations documented cases where suspects were killed without arrest, trial, or conviction. Police reports in many cases listed suspects as 'killed while resisting arrest.' The Commission on Human Rights investigated and found patterns of extrajudicial killing. Families of victims reported that suspects were not given the opportunity to surrender or access legal counsel. The International Criminal Court opened a preliminary examination into the killings in 2018.

3. Divide the class into groups. Each group analyzes the scenario using the following framework:

B. Instituting New Knowledge

Constitutional Question	Relevant Provision	Group Analy
Rights Identification: Which rights in the Bill of Rights are implicated by Oplan Tokhang?	Article III, Sec. 1 (Due Process and Equal Protection); Sec. 2 (Right against unreasonable searches); Sec. 14 (Right to be presumed innocent)	
State Duties: What duties does the Constitution impose on the state in law enforcement?	Article II, Sec. 4 (Prime duty to serve and protect the people); Article III, Sec. 1 (Due Process)	
Constitutional Democracy Test: Does Oplan Tokhang's implementation reflect the principles of constitutional democracy — rule of law, accountability, respect for human rights?	1987 Constitution, Preamble; Article II; Article III	
Social Contract Analysis: When the state kills citizens without trial, what happens to the social contract?	The entire Constitution as a social contract between citizens and government	

SHS- IDF:
The activity is responsive because it accommodates diverse learning styles, particularly visual and creative learners. The activity is relevant because it connects constitutional principles to real-life values such as democracy, nationalism, peace, accountability, and social justice

Notes to the teacher:
The Tokhang analysis is the most important civic competence activity in this LE. Handle it with intellectual seriousness — not political partisanship. The question is not 'was Duterte right or wrong' but 'did this policy's implementation comply with the Constitution.'

The closing question is the most important in the entire lesson: a popular majority cannot make an unconstitutional action constitutional. This is the fundamental insight of constitutional democracy, and it is the lesson's primary civic competence payoff.

PULSO note: This is the Scrutinize stage — students evaluate real government actions against constitutional standards,

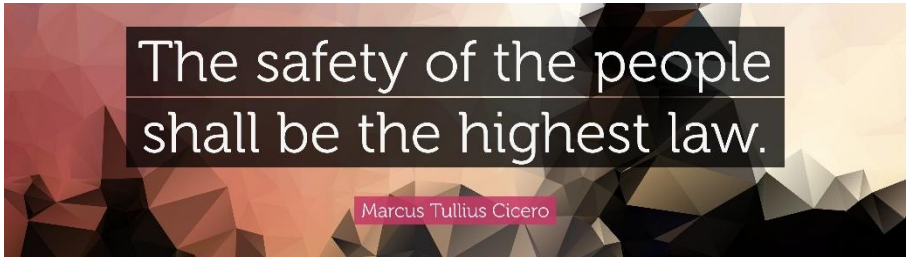
	Groups present their analysis (2-3 minutes each). Class discussion synthesizes findings. Closing question: "The Tokhang campaign was popular among many Filipinos at the time. Does public popularity make a government action constitutional? Why or why not? What does your answer reveal about the nature of constitutional democracy?" *Option 2: Community Dialogue* *1.* Divide the class into small groups. *2.* Each group is given a community-based peace and order situation: police checkpoints, curfew implementation, drug-related arrests, community watch programs, or searches by authorities. *3.* Using guide questions, groups prepare a short dialogue showing different community perspectives — citizen, police officer, parent, barangay official, student. Guide Questions: *What actions were done?* *What rights must still be protected?* *What responsibilities does the government have?* *How can peace and order be maintained while respecting human rights?* *4.* Groups present their dialogue. The teacher connects to the Constitution as a social contract: even in the name of peace and order, the government cannot override constitutional rights. **4. Closure: Exit Ticket** Answer in 2-3 sentences each: 1. Name two constitutional rights that may have been violated by Oplan Tokhang's implementation. Cite the specific Article and Section. 2. A classmate argues: 'The drug war was constitutional because most Filipinos supported it.' How would you respond using what you learned about constitutional democracy? 3. What is one question about the Bill of Rights you want answered tomorrow?	*analyzing evidence and competing perspectives.* *SHS- IDF:* *The activity is reflective because it encourages students to critically examine government actions and their impact on constitutional rights. Through the guide questions, students reflect on important democratic principles such as due process, human rights, accountability, and the rule of law. The activity also promotes critical thinking by asking students to evaluate whether state actions remain consistent with the Constitution and democratic values.*

	Preview Day 3: "Tomorrow we study the Bill of Rights in depth — the specific provisions that protect every Filipino from government abuse, and how they apply to situations in your own life."	**Notes to the Teacher:** ***Question 2 is the most important item on this exit ticket. It directly tests whether students understand that constitutional limits cannot be overridden by popular support — the central insight of the day.***
C. Demonstrating Knowledge and Skills	**Day 3** **1. Recap of Day 2** Ask 2-3 volunteers to share Day 2 exit ticket responses. Synthesize: • Constitutional democracy means the government's power is limited by the Constitution — even popular government actions must comply with constitutional standards. • The Tokhang analysis showed that due process, presumption of innocence, and the right to life are not optional — they are constitutional obligations the state cannot waive, even in the name of public safety. • The social contract breaks down when the government uses force against citizens without constitutional justification. **Tell students:** *"Today we study the specific provisions that protect you. The Bill of Rights is the Constitution's most direct guarantee that the government cannot treat citizens arbitrarily. Every provision exists because of a real abuse that people suffered."* **2. Discussion: The Bill of Rights- Article III** *** See discussion in compilation** **3. Finding Practical Application** *Option 1: News Cast Simulation* 1. Divide the class into groups of 5-8 members. Each group is assigned or chooses one provision from the Bill of Rights.	*SHS- IDF:* *The activity is relevant because it connects the Bill of Rights to current social issues and everyday experiences involving freedom, justice,*

	2. Groups create a 7-10 minute news cast simulation showing a realistic Philippine scenario where a constitutional right is violated. The presentation must include: • News Anchor — presents the situation • Field Reporter — reports from the scene • Interviewee / Witness — shares their experience • Persons involved in the incident 3. During the simulation, the group must: clearly present the situation; identify the specific constitutional right violated (citing Article and Section); explain how the right was violated; discuss the importance of protecting the right; and suggest possible actions or remedies that uphold the Constitution and the rule of law. 4. See the rubrics from the compilation. *Option 2: Word Cloud Making* 1. The teacher will divide the class into five (5) groups. 2. Each group will be assigned specific sections from the Bill of Rights (Article III of the 1987 Philippine Constitution). Suggested sections (but not limited to) See the 1987 Philippine Constitution for the following sections: • Section 1 • Section 4 • Section 5 • Section 7 • Section 11 • Section 15 3. Each group creates a word cloud of at least 30 **significant words** from their assigned sections. 4. Groups then: identify the three most important words in their cloud and explain why; connect each word to a real Philippine situation where that right is relevant; and explain what happens when the government violates each right. 5. This deepens the Word Cloud beyond word selection into genuine constitutional analysis. 6. See rubrics from the compilation.	*and human rights. By presenting realistic scenarios, students recognize how constitutional rights affect Filipino citizens and how government actions should remain consistent with democratic principles and the rule of law.* *The activity is also responsive because it uses collaborative and performance-based learning strategies that actively involve students in the learning process.* **Notes to the Teacher:** **The News Cast Simulation is a strong civic competence activity because students must not only identify a violated right but propose a constitutionally grounded remedy. That 'remedy' step is the most important.** **Suggested scenario assignments: Group 1 — Sec. 1 (due process: a barangay punishes a resident without hearing); Group 2 — Sec. 2 (warrantless search of a student's bag); Group 3 — Sec. 4 (a school bans students from posting political opinions online); Group 4 — Sec. 7 (LGU refuses to show its budget); Group 5 — Sec. 14 (a person detained for weeks without charges).** *SHS- IDF (Word Cloud)* *The activity is reflective because students must analyze constitutional provisions and determine which words best represent the ideas and goals of the Bill of Rights. By selecting and explaining significant terms, students engage in critical*

	4. Closure: Exit Ticket ***Answer in 2-3 sentences each:*** 1. 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. 2. Can constitutional rights be limited? Under what circumstances? What safeguards exist to prevent abuse of those limitations? 3. What would you tell a friend who says, "the Bill of Rights only matters for criminals, not for ordinary people like me"? *Preview Day 4:* *"Tomorrow we apply everything we have learned — you will build a Community Pledge Wall and complete a Constitutional Audit of a real government action."* **Day 4** **1. Recap of Days 1-3** Ask three volunteers to share Day 3 exit ticket responses. Synthesize the four-day arc: Day 1: The Constitution is a social contract — a mutual agreement between citizens and government with rights and duties on both sides. Day 2: Constitutional democracy means government power is limited by the Constitution — even popular actions must comply with constitutional standards. Day 3: The Bill of Rights protects every Filipino from arbitrary government action — due process, free speech, presumption of innocence, and access to justice are non-negotiable. Tell students: "Today you apply everything. You will make a public commitment to the Constitution — and then you will evaluate whether a real government action upholds or violates it."	*thinking and reflection on the meaning and importance of constitutional rights.* *PULSO note: This is the Scrutinize stage — students evaluate constitutional violations, analyze evidence, and propose remedies grounded in the rule of law.*

	2. Application of Learning *Option 1: Community Pledge Wall and Seminar* 1. Divide the class into groups. Assign each group either a principle from Article II or a provision from Article III. Each group discusses: the meaning of their assigned principle/right; its importance in real life; and one real-life action that shows how it is applied or upheld in the community. 2. Groups create a pledge statement (5-7 sentences) expressing how they, as students and citizens, will uphold or respect their assigned constitutional principle. 3. Students write pledges on paper or sticky notes and contribute them to a Community Pledge Wall displayed in the classroom hallway for the school community to see. Closing question: "A pledge is only meaningful if you understand what you are committing to. For your group's principle — what would you personally do if you saw it violated in your school or barangay?" *Option 2: Community Interview* 1. Students individually or in pairs conduct a short interview with one person in their home or community (parent, guardian, neighbor, tricycle driver, vendor, teacher, or any adult). 2. Interview questions: a. "What do you think is important for people to have in a fair society?" b. "Have you ever experienced being treated unfairly? What happened?" c. "What rules or rights do you think people should always respect?" d. "Why do you think laws or rules are important in our community?" 3. Students write a short summary: what the person said; how it connects to a constitutional right or principle; and what they personally realized. Selected students share their reports. The teacher connects everyday community experiences to the Constitution's role in protecting rights and promoting fairness.	*SHS- IDF:* *The activity is relevant because it connects constitutional principles and rights to real-life actions and behaviors expected in school, home, and community settings. By committing to a pledge, students recognize that the Constitution is not just a legal document but a guide for everyday conduct and citizenship.* *SHS- IDF:* *The activity is reflective because students are encouraged to process and make meaning from real-life stories shared by people in their community. By summarizing responses and linking them to constitutional principles or rights, students develop a deeper understanding of how the Constitution is experienced in everyday life. The*

	2. Making Generalization: *Option 1: My Own Pledge: Exit Card* + Cicero Reflection *Step 1* 1. The students will create an exit card by completing this sentence: *I pledge to uphold the 1987 Philippine Constitution as the collective will of the Filipino people by* _____ *Sample response:* *"I pledge to uphold the 1987 Philippine Constitution as the collective will of the Filipino people, by respecting the rights it guarantees, fulfilling the duties it requires, and ensuring that democracy and justice guide my actions as a citizen."* *Step 2:* *Quote Analysis:* 1. The teacher will show the quotation below:  Accessed from: https://quotefancy.com/quote/1036859/Marcus-Tullius-Cicero-The-safety-of-the-people-shall-be-the-highest-law 2. Ask students to respond to the following: - What does Cicero mean by "the safety of the people?". Is this the same as "law and order"? - How does this quotation relate to the social contract and the Bill of Rights?	*reflection section also allows students to think about their personal realizations regarding fairness, justice, and governance.* ***Notes to teacher:*** ***Question 3 is a civic literacy question. It tests whether students understand that constitutional rights protect everyone, not just those accused of crimes. The Bill of Rights protects the innocent from being wrongly treated as criminals.*** **Note to the Teacher:** **The Interview activity grounds constitutional principles in community voices — a powerful civic education strategy. If time is limited in class, assign it as homework the night before Day 4.** Note to the Teacher: The four-day arc should feel like a building argument: social contract (Day 1) → tested by real events (Day 2) → grounded in specific rights (Day 3) → applied to citizenship (Day 4).

	- 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. 3. 3-4 volunteers share their responses. 4. Teacher synthesizes: *"The Constitution does not choose between safety and rights — it demands both. A government that sacrifices rights in the name of safety has broken the social contract, not upheld it."* *Option 2:* Each student writes one sentence that completes: 'The 1987 Philippine Constitution is a social contract because_____. As a citizen, I must _____, and the government must_____' Students share with a partner, and then 3-4 volunteers share with the class. The teacher uses responses to synthesize the lesson's key insight.	Note to the Teacher: The closing question elevates it from a symbolic gesture to a genuine civic commitment: students must specify what they would actually do, not just what they believe. Notes to the Teacher: The synthesis statement about safety and rights is the lesson's most important civic competence payoff. A student who can explain why constitutional rights and public safety are not opposites has achieved the 'evaluate' level of the learning competency. ***PULSO note: This is the Organize stage — students synthesize their learning into civic identity and democratic commitment***
V. ASSESSMENT *(Assessing Learnings)*	*The assessment is distributed across three parts aligned to the four lesson objectives and the learning competency (evaluate the 1987 Constitution as a social contract). The competency requires evaluation — the highest cognitive level. Parts 1 and 2 are completed in class (20 minutes). Part 3 is a take-home performance task.* Short Quiz: Part 1 — Multiple Choice (10 minutes, 8 items) Choose the best answer. 1. Which statement BEST explains why the 1987 Constitution is described as a social contract? A. Citizens obey only laws they personally agree with. B. Government rules without accountability as long as it maintains peace and order. C. Citizens consent to be governed and the government is obligated to protect rights and serve the people within constitutional limits.	

	D. Government and citizens have no binding obligations to each other. 2. Article II, Section 1 of the 1987 Constitution states that "sovereignty resides in the people." What does this mean for the relationship between citizens and the government? A. The people obey the government because it has superior force. B. The government's authority comes from the people and must be exercised for the people's benefit. C. Sovereignty belongs to elected officials once they win an election. D. The military holds ultimate authority to protect national sovereignty. 3. Which provision of the Bill of Rights protects a Filipino citizen from being arrested and detained indefinitely without being brought before a court? A. Section 1 — Due Process C. Section 15 - Writ of Habeas Corpus B. Section 4 — Freedom of Speech D. Right to Information 4. A law is passed that is widely popular among voters but requires suspects to prove their own innocence rather than requiring the state to prove guilt. In a constitutional democracy, what is the most appropriate interpretation of this law? A. The law is valid because it reflects the will of the majority. B. The law is valid if it reduces crime effectively. C. The law is invalid because it violates the constitutional right to presumption of innocence under Article III, Section 14. D. The law is valid if it is enforced consistently and without political bias. 5. A government official collects taxes from citizens but uses the funds for personal projects that benefit only his political allies. Which aspect of the social contract does this MOST directly violate? A. Citizens' duty to follow the law B. The government's obligation to use public resources for public benefit and be accountable C. The freedom of speech guaranteed under Article III D. The principle of civilian supremacy over the military 6. A barangay official orders the search of all residents' homes during a drug operation without securing search warrants. Which constitutional right is MOST directly violated? A. Section 4 — Freedom of Speech B. Section 11 — Free Access to Courts C. Section 2 — Right against Unreasonable Searches and Seizures D. Section 5 — Freedom of Religion 7. After a crisis, a leader claims that human rights protections under the Constitution should be suspended to restore order, pointing to strong public support for the measure. From a constitutional democracy perspective, what is the BEST evaluation of this claim? A. The leader is correct because order is more important than individual rights B. The action is valid because widespread public support constitutes democratic legitimacy C. The claim undermines the fundamental principle that constitutional limits protect citizens from abuse of power — even by popular governments D. The leader is correct because the Constitution allows unlimited emergency powers when public safety is threatened

8. A student argues: “The Bill of Rights only matters for criminals. If you have nothing to hide, you don’t need it.” Which response BEST evaluates this claim using constitutional principles?

A. The student is correct — law-abiding citizens do not need constitutional protection.
B. The Bill of Rights exists specifically to protect all citizens from the government’s potFential abuse of power — including innocent people mistakenly accused, journalists, activists, and anyone who disagrees with those in power
C. The Bill of Rights only protects citizens who can afford legal representation.
D. Constitutional rights apply only during formal court proceedings, not in daily life.

Part 2 — Identification (5 minutes, 5 items)
Identify the constitutional provision or concept being described.Write your answer on your answering sheet.

Word Bank:
social contract — constitutional democracy — Bill of Rights — due process — sovereignty — Article II — writ of habeas corpus

1. The principle that no person can be deprived of life, liberty, or property without fair legal process.
2. The foundational agreement between the Filipino people and the government, in which citizens consent to be governed and the government is obligated to protect rights and serve within constitutional limits.
3. The constitutional mechanism that prevents the government from detaining a person indefinitely without bringing them before a court of law.
4. A system of government in which the powers of the state are defined and limited by a constitution, rights are protected even against majority will, and the rule of law applies to all — including the highest officials.
5. The article of the 1987 Philippine Constitution that contains the Declaration of Principles and State Policies, including the affirmation that sovereignty resides in the people and that the state’s prime duty is to serve and protect its citizens.

Answer Key (Part 1 and 2)

1. C	2. B	3. C	4. C	5. B
6. C	7. C	8. B		
1. Due Process	2. Social Contract	3. Writ of Habeas Corpus	4. Constitutional Democracy	5. Article II

Part 3 — Performance Task: Constitutional Audit (Take-home, due next meeting)

Constitutional Audit	Your Constitutional Audit must include:
Select ONE real Philippine government action, policy, or event from the list below (or propose your own with you teacher’s approval): • The filing of cyberlibel charges against journalists critical of the government (e.g., Rappler/Maria Ressa case)	• Description of the government action (2-3 sentences — factual, not opinionated) • Identification of the constitutional provisions implicated — cite specific Article and Section numbers

	• The red-tagging of community organizers, teachers, or youth activists as communist terrorists • The Anti-Terrorism Act of 2020 and its provisions on warrantless arrest and prolonged detention • The PhilHealth investigation and alleged corruption in pandemic fund usage • Any local government action in your own barangay or municipality that you believe raises constitutional questions	• Analysis: Does this action uphold or violate the Constitution as a social contract? Explain using specific constitutional language • Social contract assessment: Which obligation of the social contract — the people's or the government's — is fulfilled or broken by this action? • Recommendation: What should the government do to bring this action into compliance with the Constitution? • See rubrics from the compilation Length: 200-250 words. You may use bullet points for the identification section

Generalization and Closure (Day 4, after assessment)

After students share their pledges from the Community Pledge Wall, close with:

The 1987 Philippine Constitution was written by people who had just lived through martial law. They knew what it meant for a government to have no limits. They knew what it felt like for a citizen to have no rights. They wrote the Constitution not as a perfect document but as a promise — a social contract between the Filipino people and every government that would come after. That promise has been tested many times since 1987. It will be tested again — in your lifetime, maybe soon. The question is not whether the Constitution will be challenged. It will be. The question is whether citizens who understand what it says, what it protects, and what it demands will be there to hold the line.

That is what this lesson was preparing you to do.

VI. ENRICHMENT/ REMEDIATION ACTIVITIES

ENRICHMENT- For advanced learners

Option A: Article Analysis and Reflection 1. Read: Sarmiento, R. (2005). The Constitution as a Social Contract. https://attyralph.com/2005/11/07/the-constitution-as-a-social-contract 2. Write a 200-word reflection addressing: *1. According to the article, why is the Constitution considered a social contract among the Filipino people?* *2. How does the Constitution limit the powers of government while protecting the rights of citizens?* *3. In what ways can citizens — specifically SHS students — help uphold the Constitution and contribute to the common good in society?*	Option B: Constitutional Amendment Proposal 1. Identify one provision of the 1987 Constitution that you believe needs to be strengthened, updated, or added to better protect Filipino rights in the digital age (e.g., right to privacy online, right to a clean digital environment, protection from algorithmic disinformation). 2. Write a 200-word proposal: what change you would make, why it is needed, and how it would strengthen the social contract between the Filipino people and their government.

	REMEDIATION- Ideology Clarity Clinic • Step 1: Review the Social Contract table and the Bill of Rights table from Days 1 and 3 with the teacher or a peer. • Step 2: Complete the following sentence frames: The Constitution is a social contract because____. Article II tells the government that it must _____. The Bill of Rights protects me from_____. Constitutional democracy means that even if the majority wants it, the government still cannot_____. • Step 3: Answer the following questions in 2-3 sentences each: *"What is one right in the Bill of Rights that you think is most important? Why?"* *"Give one example of how the government might violate the social contract. What should citizens do when this happens?"* Assessment: Completeness (4 pts) + Accuracy (4 pts) + Participation (2 pts)
VII. REFLECTION *(Feedback and Continuous Improvement)*	*After facilitating this topic, I observed that learners* _____ *The key highlights included* _____ *While the main challenges encountered were* _____ *To improve instruction, I adjusted by* _____ *Which helped enhance learner engagement and understanding.*
VIII. USE OF GENERATIVE AI	In preparing this revised Lesson Exemplar, the author used Generative AI tools including Claude (Anthropic) to support the redesign of activities, the development of the four-day instructional sequence, the integration of constitutional references, and the formulation of higher-order assessment items aligned to the learning competency. The author reviewed, contextualized, and finalized all content. The author takes full responsibility for the content of this LE.

Learning Area	PHILIPPINE GOVERNANCE (PHILIPPINE POLITICS AND GOVERNANCE)	**Lesson Exemplar**	5

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the roles, functions, and powers of the executive, legislative, and judicial branches as well as the local government units (LGUs), the principles of separation of powers and checks and balances, decentralization, and the importance of public accountability as a cornerstone of democratic governance.*
B. Performance Standard	*The learners evaluate current issues and propose informed solutions (or public policies) that promote democratic values, good governance, and national development.*
C. Learning Competencies	*Explain the principle of separation of powers and the system of checks and balances among the three branches of government in promoting accountability, preventing abuse of power, and ensuring good governance*
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	*Bolledo, Jairo. "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/.* *De Leon, Hector S. Textbook on the Philippine Constitution. Revised ed. Manila: Rex Book Store, 2008.* *KARAPATANnatin TV. "Branches of Philippine Government: Checks and Balances and Accountability Mechanisms #CHR101," January 14, 2022. https://www.youtube.com/watch?v=F0ft_syedXQ.* *Panti, Llanesca T. "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/?top_picks&order=6%20Article%202:* *Respicio, Harold. "Separation of Powers in the Philippines: How Checks and Balances Work." RESPICIO & CO., November 16, 2025. https://www.respicio.ph/commentaries/separation-of-powers-in-the-philippines-how-checks-and-balances-work.*

	Sibika PH. "Ano Ang Checks and Balances?," March 22,2023. https://www.youtube.com/watch?v=Gu1EFxbz8h0. *Tjin, Thum Ping. "Principles of Democracy: Checks and Balances." New Naratif, October 15, 2024. https://newnaratif.com/principles-of-democracy-checks-and-balances/.*
III. CONTENT *(Sequencing Content)*	*5.1 The separation of powers as a fundamental principle in a democratic government* *5.2 The principle of checks and balances and its provisions as expressed in the 1987 Constitution*
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	*At the end of the lesson, learners should be able to:* a. discuss the historical foundations of separation of powers in Philippine political history, from the Spanish colonial period to the 1987 Constitution; b. discuss the principle of separation of powers and the system of checks and balances by identifying the specific powers of the executive, legislative, and judicial branches and how each can check the others; c. explain real Philippine political events that demonstrate checks and balances in action – including the Vice President Duterte impeachment and Carandang vs. Duterte case; and d. explain the importance of the principle of separation of powers and the system of check and balances in promoting accountability, preventing abuse of power, and ensuring good governance.
IV. PROCEDURES	**ANNOTATIONS**
A. Activating Prior Knowledge	**Day 1** **1. Activating Prior Knowledge** ***Relevance Statement: (Read aloud at the start of Day 1)*** ***In 2026, the House of Representatives voted to impeach Vice*** *President Sara Duterte. In the same year, former president Rodrigo Duterte lost a legal battle against Ombudsman Arthur Carandang, who had been removed from office in 2018 — a decision the Supreme Court ruled was illegal, reinstating Carandang and ordering his back pay. In 2020, the ABS-CBN franchise was denied by the House, shutting down the country's largest media network.* *Each of these events is a lesson in the same subject: the principle of separation of powers and the system of checks and balances. The President appoints but cannot remove the Ombudsman at will — that is a check on executive power. Congress impeaches but cannot convict alone — the Senate tries the case. The Supreme Court can declare presidential removals unconstitutional — Carandang proved it. The House can deny a franchise — but that power raises questions about press freedom that courts may still review.* *These are not textbook examples. They are this week's news. Separation of powers and checks and balances are not historical concepts about Montesquieu or the American founding fathers. They are the architecture of Philippine democracy*	*In this activity, the students are guided to complete a table that explores the different political powers exercised by the three branches of the Philippine government. Each student carefully reads the listed political powers and identifies the corresponding branch responsible for exercising each power—Executive, Legislative, or Judicial. At the same time, the students examine and confirm the constitutional basis of each power by indicating the specific Article and Section from the 1987 Philippine Constitution.* *As the table is filled out, the students also analyze how each power affects the other branches. They determine which branch is being checked or limited by a particular power and identify which branch can potentially block or counter that action. This process encourages students to*

operating right now. This lesson teaches you to read that architecture — and to recognize when it is working and when it is being dismantled.

Option 1
Individual Activity:
Quick Power Match Game

Directions: Complete the Political Power Matrix by identifying the branch of government that exercises each power, the constitutional basis, and how other branches can check or limit it.

Political Power Matrix

Political Power	***Constitutional Basis of the Power (Indicate the specific Article and Section in the 1987 Philippine Constitution)***	***Which Branch of Government Exercises this Power?***	***Which Branch(es) are Affected or Limited by this Power?***	***Which Branch Can Limit or Override this Power?***
Appointment Power	*Article VII Section 16*	*Executive Branch*		*Legislative*
Pardoning Power	*Article VII Section 19*	*Executive Branch*	*Judicial Branch*	
Approve or Veto Bills	*Article VII Section 27*	*Executive Branch*	*Legislative Branch*	
Borrowing Power	*Article VII Section 20*	*Executive Branch*		*Legislative Branch*
Military Power	*Article VII Section 18*	*Executive Branch*		*Judicial Branch*
Diplomatic Power	*Article VII Section 21*	*Executive Branch*		*Legislative Branch*
Power to enact laws	*Article VI*	*Legislative Branch*		*Judicial Branch*
Power to act as Board of Canvassers for Presidential and Vice-Presidential elections	*Article VI, Section 4*	*Legislative Branch*	*Executive Branch*	
Power to Initiate Impeachment	*Article XI Section 3*	*Legislative Branch*	*Executive and Judicial Branch*	

think beyond identification and develop a deeper understanding of the system of checks and balances.

After completing the table, the class engages in a short discussion where students share their answers and reasoning. To further highlight how no single branch holds absolute authority, the teacher then asks the guiding question, "Which branch can regulate or counter this function?". Through this activity, students actively connect constitutional provisions to the practical workings of government.

- *The completed matrix is provided as a teacher reference — show it only after students have attempted the activity themselves. The goal is for students to construct the connections, not read them.*
- *The martial law row is the most important: it shows that even the President's emergency military power is checked by both Congress (revocation) and the SC (review of factual basis). Connect to LE3's Lagman v. Medialdea.*

PULSO note: This is the present stage — students encounter the system of powers and checks as a concrete political architecture before the historical and conceptual discussion.

Adjudicatory Power	*Article VIII*	*Judicial Branch*	*Executive Branch*	
Judicial Review	*Article VIII*	*Judicial Branch*	*Legislative and Executive Branch*	
Power of the court to interpret the Constitution	*Article VIII*	*Judicial Branch*	*Executive and Legislative BRanch*	

Processing Questions:

1. Based on the table, how does each branch limit the others?
2. Which political power do you think is most easily abused?
3. Which check on that power is most effective? Why?

Note to the Teacher: Tell the students: "This table is the architecture of Philippine democracy. Every row is a relationship between branches. Every check is a safeguard against the concentration of power."

Option 2:

Group Activity: Check and Balances Challenge

Directions: *The class is divided into three groups representing the Executive, Legislative, and Judicial. The teacher presents a political power. The group that believes that the power belongs to them says POWER. The group that can check or counter it says BLOCK. A representative explains the power (1 minute), and the checking group justifies their BLOCK (1 minute).*

Processing Questions:

1. How did your group determine which powers belong to you?
2. Which power was hardest to classify?
3. Why is it important for each branch to be able to check the others?

Appointment Power

Borrowing Power

Military Power

Diplomatic Power

Power to Enact Laws

Alignment with Instructional Design Framework (IDF)

Learner-Centered & Active Learning

- *The activity positions learners as active participants, not passive receivers.*
- *Students take on roles (Executive, Legislative, Judicial), promoting experiential learning.*
- *The "POWER" and "BLOCK" responses simulate real-world governance dynamics.*

This task allows learners to construct understanding of checks and balances through embodied participation, consistent with IDF's emphasis on active and authentic learning experiences.

Integration of AID Principle:

Apply

Learners apply theoretical knowledge of:
Government structure,
Constitutional powers, and Immediate use of knowledge in identifying correct branch.

Improve:

Through peer listening and comparison, misconceptions are corrected and understanding becomes more precise

Decide:

Groups must decide whether to claim a power ("POWER"), and decide how another branch can counter

2. Establishing the Purpose of the Lesson

Activity: Article Analysis

(Note: Please see this link for the copy of articles for this activity.)

https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki?usp=sharing

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.

Historical Period	*Type of Government*	*How Power was Distributed?*	*Is 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."

Teacher background note: *A key contrast to draw out: the 1973 Constitution under Marcos concentrated all power in the President, effectively eliminating separation of powers. The 1987 Constitution was a direct reaction — deliberately distributing power, creating the JBC, strengthening Judicial Review, limiting emergency powers, and requiring Congressional concurrence for martial law extension. The Constitution was ("BLOCK"). It also encourages analytical and evaluative thinking*

Sample answers for teacher reference:

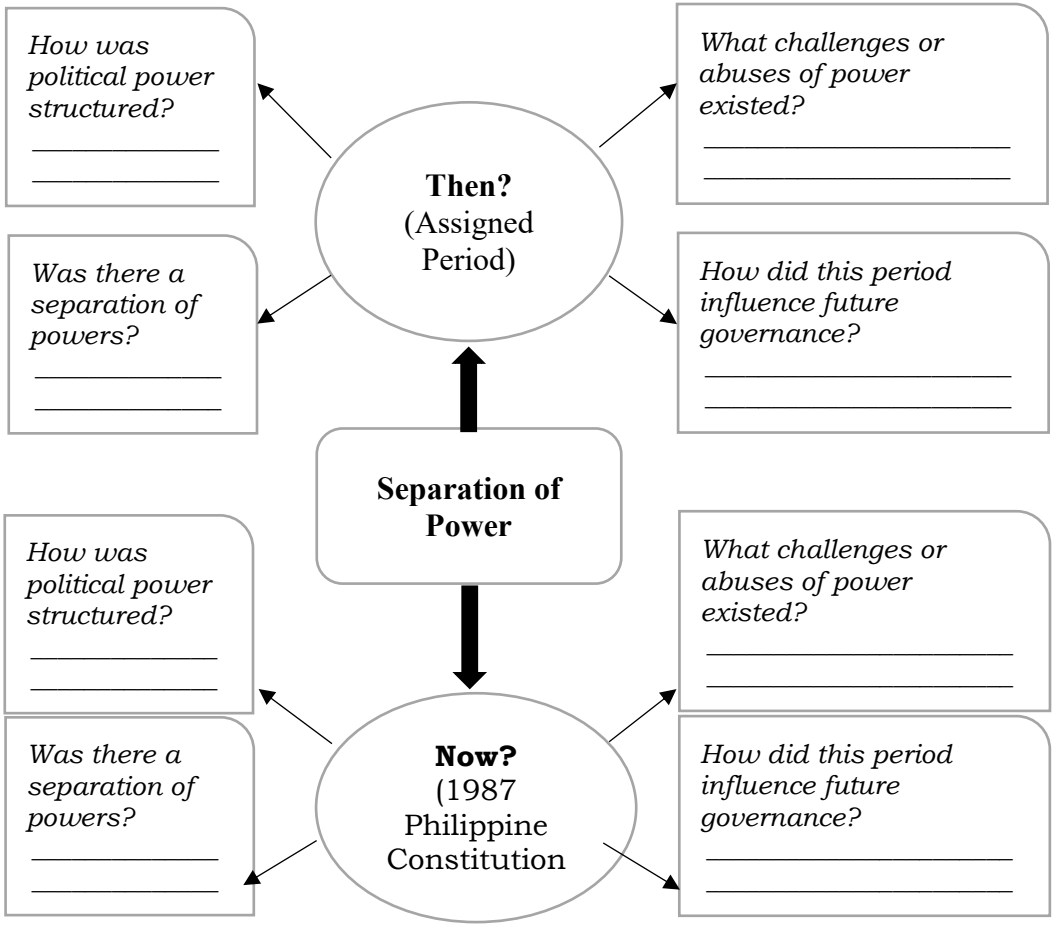
Spanish Colonial: Absolute monarchical power; no separation; citizens had no rights. Malolos Republic: First Filipino attempt at democratic governance; created a legislative body separate from executive. American Period: Introduced democratic institutions; limited separation; Philippines still under US authority. 1935 Constitution: Presidential system with checks; but weakened in 1940 amendment (extended presidential term). 1973 Constitution: Near-total concentration of power in Marcos; no real separation; martial law suspended all checks. 1987 Constitution: Strongest implementation; all three branches co-equal; explicit checks on each.

PULSO note:

This is the Link stage — the historical development of separation of powers connects to the constitutional design of the 1987 system and explains why each check exists.

Integration of Instructional Design Framework:

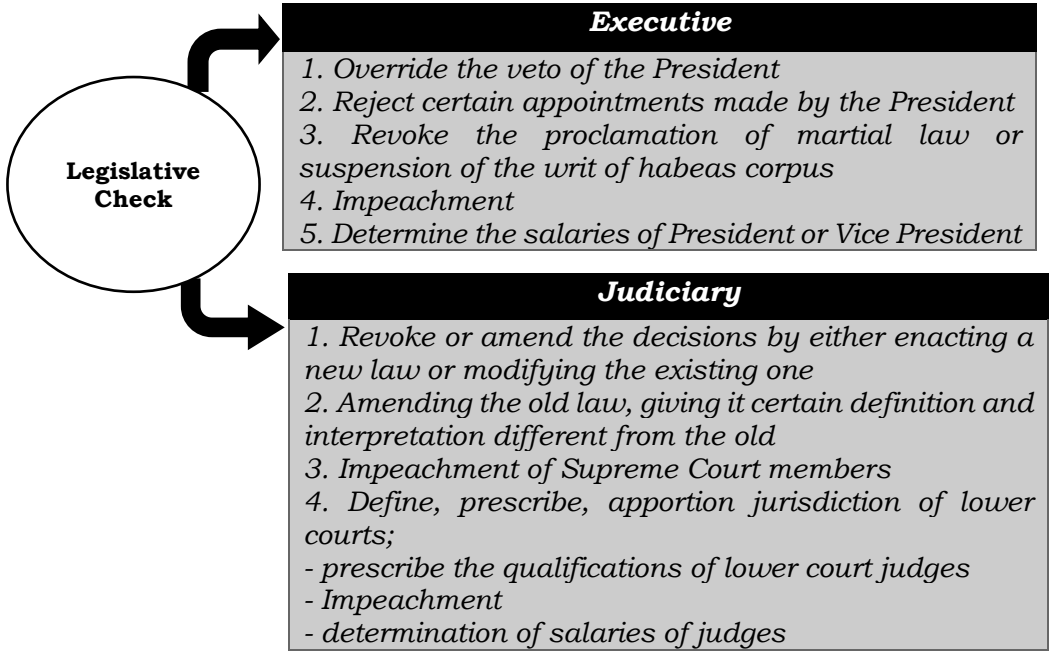
The activity demonstrates the Instructional Design Framework (IDF) through its standards-based and competency-driven approach, focusing on analyzing political structures and evaluating democratic principles. Learners engage in meaningful performance tasks such as timeline completion, reflection, and concept mapping, which promote deeper understanding.

	written by people who had just lived through what happens when separation of powers fails. ***Option 2: Historical Dialogue: Then and Now*** ***Directions:*** *Divide the class into five groups, each representing one historical period: Spanish Colonial, Malolos Republic, American Period, 1935 Constitution, 1973 Constitution. Each group analyzes its assigned period and compares it with the 1987 Constitution using a two-column concept map. A representative presents the comparison. The teacher synthesizes: 'How does each earlier period help explain why the 1987 Constitution is designed the way it is?'*  	*It follows the knowledge-to-meaning-to-transfer progression: students first extract information from the article, organize it through the timeline, and then apply their understanding in reflection and comparison with the 1987 Constitution.* *The activity also reflects scaffolded learning, using guided tools to support learners from identification to analysis and evaluation. The gradual shift from individual work to group collaboration and class presentation illustrates progressive scaffolding, enabling learners to build confidence and engage in independent, critical reasoning.* ***Note to Teacher:*** *Question 1 should produce answers pointing to the 1973 Marcos Constitution. If students point to the Spanish colonial period, both are valid — the key is that they can articulate the consequence for citizens when no checks exist*

	C. Closure: Exit Ticket **Answer briefly:** 1. *Which historical period best demonstrates what happens when separation of powers fails? What were the consequences for citizens?* 2. *Why do you think the framers of the 1987 Constitution were so careful to distribute power across three branches?* 3. *Name one constitutional check that you did not know about before today. . Explain what it does.* ***Preview Day 2:*** *"Tomorrow, we study how each branch specifically checks the other two — and how those checks played out in recent Philippine political events."*	
B. Instituting New Knowledge	**Day 2** **1. Presenting Examples** **A. Recap of Day 1** Recap (5 minutes): Ask 2 volunteers to share Day 1 exit ticket responses. Synthesize: • The 1987 Constitution distributes power across three co-equal branches: Executive, Legislative, Judicial. • This distribution was a deliberate response to the Marcos era, when concentrated power was used to abuse citizens. • Each branch holds specific powers — and each can check the others through constitutional mechanisms. ***Option 1: Video Analysis*** *Note: Watch one or both videos (teacher's choice is based on class readiness and time):* ***Directions to students:*** *Watch the two assigned videos on checks and balances and the separation of powers. After viewing, answer the processing questions clearly and concisely. Be ready to share your responses during class discussion.*	***Note to Teacher:*** *If internet access is unavailable, the teacher delivers a brief 5-minute lecture on the same three questions using the expected answers above as a guide. The conceptual content is more important than the video format.* *The Expert Circles format is retained from the original LE — it is a strong cooperative learning structure that distributes cognitive load appropriately*

	Video 1 *https://www.youtube.com/watch?v=Gu1EFxbz8h0&t=10s* *Sibika PH. "Ano Ang Checks and Balances?," March 22, 2023. https://www.youtube.com/watch?v=Gu1EFxbz8h0.* ***Video 2*** *https://www.youtube.com/watch?v=F0ft_syedXQ* *KARAPATANnatin TV. "Branches of Philippine Government: Checks and Balances and Accountability Mechanisms #CHR101," January 14, 2022. https://www.youtube.com/watch?v=F0ft_syedXQ.* ***Processing Questions:*** *1. What is the doctrine of Separation of Powers?* *2. What is the Purpose of Separation of Powers?* *3. What is the principle of Check and Balances?* ***Expected Answers:*** *Separation of powers distributes legislative, executive, and judicial authority across three co-equal branches so no single person or institution can concentrate all power. Checks and balances is the system by which each branch can monitor, limit, and correct the actions of the other two.* ***Option 2: Cooperative Video Exploration Challenge*** ***Activity: "Expert Circles" (Jigsaw Method)*** ***Directions to the teacher****: Divide the class into Home Groups (4-5 members). Each member becomes an Expert assigned to a focus area: Expert 1 (Separation of Powers), Expert 2 (Purpose of Separation), Expert 3 (Checks and Balances), Expert 4 (Real-life Philippine examples from the video). Experts from different groups meet in Expert Groups to watch and discuss their assigned focus. They return to their Home Groups and teach each other. Groups share insights with the class.* *Expert 1: Separation of Powers* *Expert 2: Purpose of Separation of Powers* *Expert 3: Checks and Balances* *Expert 4: Real-life Examples from the Video* ***Activity Procedure:*** *A. Experts from different groups meet in Expert Groups to watch and discuss parts of the video together.* *B. After viewing, all learners with the same assigned role will meet in Expert Groups to discuss their assigned topic, clarify key ideas, and prepare a simple explanation*	

	C. Learners will then return to their Home Groups and: • *teach their assigned topic to group members* • *complete the group understanding of the entire lesson* *D. Sharing of insights or answers during the class discuss* ***Note: Please see this link for the complete rubrics for all activities in quarter 2 lessons. Find the rubric title, "Analytic Rubric for the Cooperative Video Exploration Challenge: Expert Circles"*** *https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki?usp=sharing* **2. Discussing New Concept** ***Option 1: Teacher-Led Discussion*** ***Starting Statement for Teachers:*** *No branch of government in the Philippines operates without limits. The 1987 Constitution creates a web of mutual accountability: each branch has the power to check — and be checked by — the others. This is not a system designed for efficiency. It is designed for safety.* ***Directions:*** *Using the graphic organizer, the teacher will explain how the principle of checks and balances operates among the three branches of government* ***Topic 1: Executive Check*** *Focus of Discussion: How does the Executive check the other two (2) branches?* **Executive Check** ***Legislative*** *1. Through its veto power* ***Judiciary*** 1. Through its power of pardon, it may set aside the judgment of the judiciary 2. Through power of appointment – power to appoint members of the Judiciary upon the recommendation of the Integrated Bar of the Philippines	***Note to Teacher:*** *- The Carandang case is the most powerful concrete example in this lesson — it shows all three branches in action simultaneously: the President removed the Ombudsman (executive action), citizens and lawyers challenged it in court (judicial process), and the SC ruled the removal unconstitutional and ordered reinstatement (judicial check on executive). Use it to show the full system at work.* *-The VP Duterte impeachment is ongoing as of the time of writing. Treat it as a live demonstration of how the system works, not as a partisan issue. The question is not 'was the impeachment justified?' but 'how does this demonstrate checks and balances?'* ***PULSO note:*** *This is the Link and Scrutinize stage — checks and balances connect to real constitutional provisions and real Philippine political events that students can evaluate using the framework.* ***Integration of IDF:*** *The activity demonstrates strong alignment with IDF through*

	Processing Questions: *Assign Phase:* *1. How does the Executive branch check the Legislative branch?* *2. What powers does the Executive use to influence decisions of the Judiciary?* *Improve Phase:* *3. How does the veto power of the President affect the law-making process of the Legislature?* *4. Why is the Executive's power to appoint members of the Judiciary important in maintaining balance among branches?* *Decide Phase:* *5. Do you think the Executive's checking powers are sufficient to maintain balance with the other branches? Explain your answer.* ***Reflection questions connected to the current political situation**;* *"In recent events, how has the executive branch used its appointment power? What impact did those appointments have on governance? Can you think of a recent situation where the executive was checked by either the legislature or the judiciary?"* ***Topic 2: Legislative Check*** *Focus of Discussion: How does the Legislature check the other two (2) branches?*  	*structured, scaffolded, and flexible delivery.* ***Integration of 5Es/7Es:*** ***Engage:*** *Reflection questions linked to current political events activate prior knowledge and interest.* ***Explore:*** *Tea Party discussion allows learners to interact, share, and co-construct understanding.* ***Explain:*** *Teacher-led explanation using graphic organizer formalizes concepts.* ***Elaborate*** *Improve-phase questions deepen analysis (e.g., why impeachment matters).* ***Evaluate:*** *Decide-phase questions require judgment and justification.* ***Elicit:*** *Assign questions draw out prior/basic understanding.* ***Extend*** *Reflection questions apply learning to real-world governance.* ***Integration of AID Principle:*** *-The processing questions are very clearly aligned with AID:*

Processing Questions;

Assign Phase:

1. How can Congress limit the power of the President?

2. What actions can the Legislature take against members of the Judiciary?

Improve Phase:

3. In what way does the power to revoke martial law protect citizens' rights?

4. How does impeachment promote accountability in both the Executive and Judicial branches?

Decide Phase:

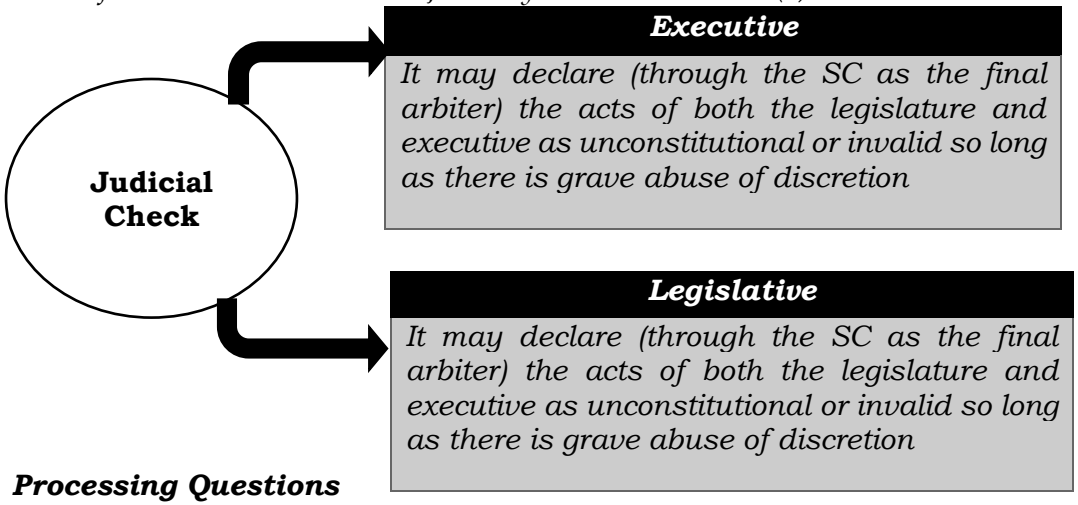
5. Do you think impeachment is an effective tool for maintaining accountability? Explain your answer.

Reflection questions connected to the current political situation:

How does the impeachment process against the Vice President demonstrate the power of the House of Representatives as part of checks and balances? As a citizen, how should people engage when major political processes like impeachment take place?

Topic 3: Judicial Check

Focus of Discussion: How does the Judiciary check the other two (2) branches?



Processing Questions

Assign Phase:

1. What condition must be present for the Supreme Court to nullify an act of the Executive or Legislature?

Improve Phase:

2. How does the concept of "grave abuse of discretion" limit the actions of the Executive and Legislative branches?

Integration of 3Rs

Relevant

-Questions are connected to recent political issues.

-Learners see the real-world application of check and balances.

- Lessons are contextualized to Philippine governance.

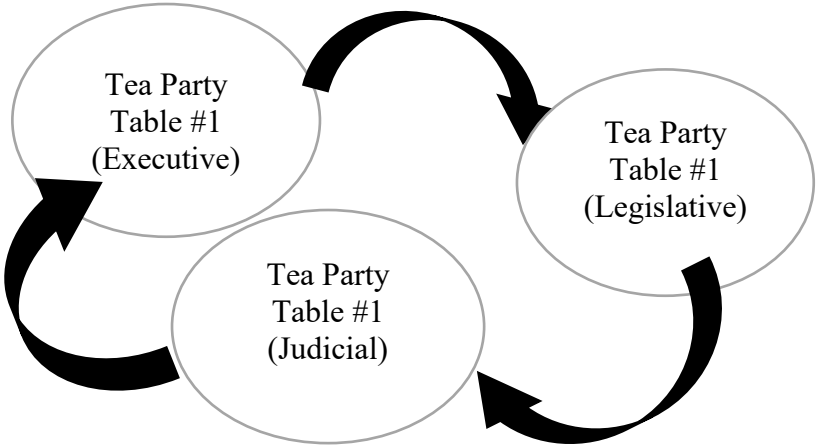
Responsive

-The activity provides two delivery modalities (teacher-led and collaborative) that open opportunities to discussion and peer interaction.

- The tea party strategy encourages active participation and supports social learning.

Reflective:

-Reflection questions elicit personal judgment, civic awareness, and ethical thinking.

	Decide Phase: *3. Do you believe the Judiciary is effective in limiting the powers of the Executive and Legislative? Explain your answer.* ***Reflection questions connected to the current political situation:*** *What condition must be present for the SC to nullify an executive or legislative act? How does the concept of 'grave abuse of discretion' limit the actions of both branches? As a citizen, how can understanding the Judiciary's role help you evaluate government actions?* ***Option 2*** ***Group Activity: Tea Party Discussion*** *Directions: Divide the class into three groups. Each group is assigned a Tea Party Table with a specific topic: Table 1 (Executive Check), Table 2 (Legislative Check), Table 3 (Judicial Check). Using the provided infographic, groups discuss their topic and identify key ideas. After 10 minutes, rotate. After all rotations, teacher facilitates a class discussion using the reflection questions above for each topic.* *Tea Part Table Menu:* • *Tea Party Table #1: Executive Check* • *Tea Party Table #2: Legislative Check* • *Tea Party Table #3: Judicial Check*  *Note: After all group rotations are completed, the teacher will facilitate a class discussion by asking essential questions for each topic. The same set of processing questions will be used to deepen understanding and reinforce key concepts.*	*Question 3 is the most important civic competence question of Day 2. The correct response: checks and balances do slow down governance – that is intentional. Speed without accountability produces tyranny, not efficiency. The Philippine Marcos era is the proof.*

C. Closure: Exit Ticket

Answer briefly:

1. *Name one way the legislative branch checks the executive. Give a specific Philippine example.*
2. *Name one way the judiciary checks the legislative. Give a specific Philippine example.*
3. *A classmate argues: 'Checks and balances slow down the government and make it inefficient.' How would you respond?*

Preview Day 3:

"Tomorrow we apply checks and balances to real and hypothetical scenarios — you will analyze government actions and determine whether they comply with the constitutional system."

Day 3

3. Developing Mastery

A. Recap of Day 2

Ask 2 volunteers to share Day 2 exit ticket responses. Synthesize:

- Each branch checks the others through specific constitutional powers: executive (veto, appointment), legislative (impeachment, override, revocation), judicial (Judicial Review).
- Real Philippine events show these checks operating in practice: the Carandang reinstatement, VP Duterte impeachment, SC rulings on Martial Law.
- Checks and balances are designed to slow the abuse of power, not to slow governance — the distinction is essential.

Note to Teacher: Tell students: "Today, you apply everything. Each group will analyze a scenario and determine which branch is acting, whether it is an abuse or proper use of power, and how checks and balances should respond."

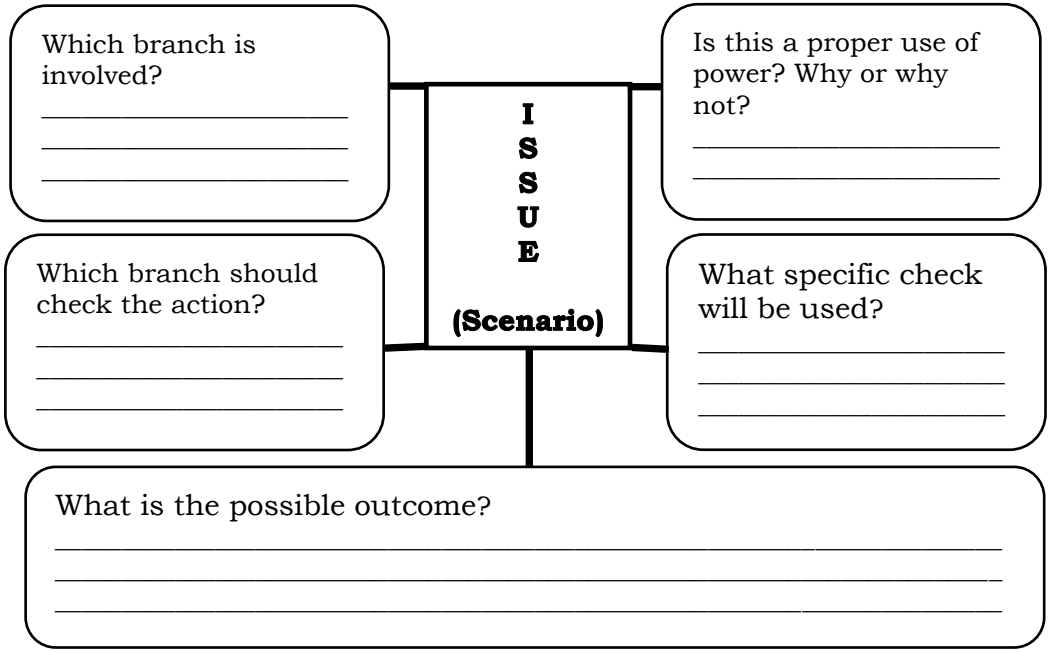
Option 1: Group Activity:

"Constitutional Scenario Analysis"

Objective: To apply the concept of checks and balances to real-life or hypothetical situations.

Note to Teacher:

- Scenario 8 is deliberately based on the Carandang case – a real, recent Philippine example that students may know from the news. It demonstrates how the system of checks actually worked: the SC used Judicial Review

	Directions: After learning the concepts on principles of check and balances and the separation of powers, each group will be given a short scenario/s involving government power. Using the concept map, the group members will: - identify which branch is acting, - analyze if the action is an abuse or proper use of power, - which branch should check the action, - explain how checks and balances should work in that situation, and - anticipate the possible outcomes. Each group will choose their representatives to present their output.  **Group 1:** **Scenario 1: Congressional Override** - Congress passes a bill; the President vetoes it; Congress votes again and successfully overrides the veto by a 2/3 vote of each House	*to restore the Ombudsman and correct executive overreach.* *- For Group 4: The constitutional revision scenario (Scenario 7) is important because it shows that checks and balances are not a one-way street* *– Congress can respond to an SC ruling by passing a revised law, creating a democratic dialogue between branches rather than a permanent standoff.* ***PULSO note**: This is the Scrutinize stage – students evaluate whether constitutional powers are being used properly or abused and identify the appropriate checks in each case.* ***Integration of Instructional Design Framework:*** ***Higher-Order Thinking & Performance-Based Learning*** *-The activity moves beyond recall by requiring learners to identify, analyze , evaluate, and predict outcomes.* *Tasks such as: "analyze if the action is an abuse or proper use of power" and "anticipate possible outcomes" reflect performance-based assessment, a key IDF feature.* ***Authentic & Contextualized Learning*** *- Scenarios like impeachment, veto override, and media restriction simulate real governance issues. Learners engage with authentic political situations, making learning meaningful and transferable.* ***Learner-Centered & Collaborative Design*** *- Group work and pair discussions promote active participation.*

	Scenario 2: Judicial Review - The Supreme Court declares a law passed by Congress unconstitutional because it violates the Bill of Rights. **Group 2:** **Scenario 3: Impeachment Process** - The House of Representatives impeaches the President for abuse of power; the Senate begins a trial. **Scenario 4: Appointment Confirmation** - The President appoints a new SC Justice; the Commission on Appointments reviews the appointment **Group 3:** **Scenario 5: Budget Control** - Congress refuses to approve the national budget proposed by the President, demanding significant changes before passing it. **Scenario 6: Court Appointment Influence** -The President appoints judges who are publicly known to support the administration's policies. Critics argue this compromises judicial independence. **Group 4:** **Scenario 7: Override of Judicial Decision (Indirect)** -The Supreme Court rules a law unconstitutional, and Congress responds by passing a revised version of the law. ***Note: Please see this link for the complete rubrics for all activities in quarter 2 lessons. Find the rubric title, "Constitutional Scenario Analysis"*** *https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki?usp=sharing* ***Option 2: Individual Activity: Case Analysis*** ***Directions:*** *Each student chooses three cases from a set of reflective scenario cards and answers: What law or action is at issue? Which branch is involved? Is this a proper use or an abuse of power? Which branch should check it? After completing individually, students find a partner who chose the same case and complete a Discuss-Pair-Resolution chart together.*	*- There's a .shift to teacher role from lecturer to learning facilitator* ***Integration of 5Es/7Es*** ***Engage*** *-Scenarios present conflict, tension, and controversy (e.g. "The Power Grab", "The Silenced Press").* ***Explore*** *- Learners examine cases and discuss them within groups.* ***Explain*** *- Learners articulate reasoning during presentations.* ***Evaluate*** *- Learners justify decisions and propose outcomes.* ***Integration of AID Principle*** ***Apply*** *- Learners demonstrate basic application of concepts by identifying which branch of government is involve in the given issue.* ***Improve*** *-Learners deepen understanding through reasoning and cause-effect analysis.* ***Decide*** *-Learners make judgments, defend positions, and propose solutions.* ***Pedagogical Strengths of the Activity:*** - ***Promotes civic literacy*** *(Learners understand the rights, accountability, and limitations of the government's power.)*

	Case 1: The Silenced Press The President issues an order limiting what the media can report about government decisions, claiming it is for "national security." (*Are freedoms protected—or violated? What happens next?)* **Case 2: The Endless Debate** Congress refuses to pass any laws proposed by the President, even ones that benefit the public, due to political disagreements. (*Is this a valid check—or harmful to governance?)* **Case 3: The Ignored Court** The Supreme Court rules that a certain government action is unconstitutional—but the President refuses to follow the ruling. (*Can the Court enforce its power? What should happen?)* **Case 4: The Secret Budget** Congress secretly changes the national budget to favor certain groups without transparency. (*Is this a misuse of legislative power? Who can challenge it?)* **Case 5: The Biased Judge** A judge openly supports a political leader and consistently rules in their favor in court cases. (*Is this still justice? Who ensures fairness?)* **Case 6: The Power Grab** The President starts making laws without Congress, claiming it's "for faster decision-making." (*Is efficiency more important than process* **Reflective Card No.: _____** **Case No.: _____** **Situation:** _____ **Reflection:** _____ _____ _____ _____ _____	- ***Encourages Critical and Ethical Thinking*** *(Students evaluate abuse and legitimate authority and its impact to society.)* - ***Transformational Element*** *(The activity moves learners from knowing the constitution specifically the principles of separation of power and check and balances to acting as informed and responsible citizens)* ***Note to Teacher:*** *Question 3 is the civic competence keystone of Day 3: citizens can challenge unconstitutional government actions through the courts (file a petition), through Congress (contact representatives), through media (public advocacy), and through civil society organizations. These are not just theoretical options.*

	(*to be accomplished individually) **Points of Discussion** | **Disagreements** | **Resolutions** Case No: _____ Point of Discussions: _____ _____ _____ _____ _____ _____ _____ _____ _____ ***(*to be accomplished by pair)*** ***C. Closure: Exit Ticket*** **Answer briefly:** **1.** *In your group's scenarios, which branch did you think was most at risk of abusing its power? Why?* *2. What is the difference between a legitimate exercise of power and an abuse of power? How do checks and balances help citizens tell the difference?* *3. If you were a citizen witnessing a government action that seemed unconstitutional, what steps could you take?* ***Preview Day 4:*** "Tomorrow, we analyze two real Philippine news articles using the framework of checks and balances, then complete the assessment."	
C. Demonstrating Knowledge and Skills	**Day 4** **1. Finding Practical Application** **Option 1: Individual Activity: Article Analysis:** **"Inside the Headlines: Understanding Government Power"** **Directions:** Analyze two provided news articles by completing the graphic organizer for each: 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	Note to Teacher: *- These two articles were specifically selected by the original author — preserved exactly. They are both from 2026 and represent live demonstrations of checks and balances, making the lesson's relevance immediate and verifiable.* *- The analysis of Article 2 (Carandang) is particularly important: it shows a judicial check succeeding. Students*

Article 1:

House Justice panel wants VP Duterte's removal, perpetual ban from public office
By: Llanesca T. Panti

Issue:
Facts:
Check and Balance Principles:
Constitutional Basis:
Insights:

Article 2:

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:

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*

Teacher reference answers:

Article 1 — VP Duterte Impeachment:

- *Issue: House Justice Panel recommended impeachment and permanent ban from public office*

who followed this story know that Duterte's removal was overturned. The lesson is that constitutional limits are not just theoretical — they can be enforced.

PULSO note: *This is the Organize stage — students synthesize their understanding of checks and balances into an analysis of real governance events, connecting constitutional principles to journalistic evidence*

Integration of Literacy:
The activity strengthens learners' ability to read for meaning, purpose, and evidence, encouraging them to move beyond surface comprehension toward analytical reading. Learners also develop vocabulary related to governance, law, and civic concepts.

	• *Check operating: Legislative check on the executive branch (VP is part of the executive)* • *Constitutional basis: Article XI, Section 3 (House initiates impeachment); Article XI, Section 6 (Senate tries impeachment cases)* • *Insight: Demonstrates that the House's impeachment power is a real check on elected executive officials, including the VP who was elected separately from the President* *Article 2 — Carandang / Ombudsman Independence:* • *Issue: SC ruled that Duterte's removal of Ombudsman Carandang was unconstitutional; ordered reinstatement with back pay* • *Check operating: Judicial check on executive power (SC uses Judicial Review to correct presidential overreach)* • *Constitutional basis: Article VIII, Section 1 (Judicial power + Judicial Review); Article XI (Ombudsman's constitutional independence)* • *Insight: Shows that even a president cannot remove a constitutionally independent official without proper cause — and the SC enforces this limit* **Option 2: Group Activity: News Team Activity** **Power Lab: The Check and Balances Investigation** **Activity Procedure:** *Form groups of four to five members. Assign roles: Issue Investigator, Fact Checker, Constitution Analyst, Insight Builder, News Anchor. Analyze both articles using these roles. Groups present findings through their News Anchor (5 minutes maximum). Focus: What is the issue? Which branch? How do checks and balances apply? What is the impact on governance and citizens?*	

Article 1

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

By: Llanesca T. Panti
May 06, 2026

Article 2

"Why Carandang's Victory vs Duterte is Also a Win for Ombudsman's Independence"

By: Jairo Bolledo
May 03, 2026

Note: Please see this link for the complete rubrics for all activities in quarter 2 lessons. Find the rubric title, "News Team Activity"
https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki?usp=sharing

2. Making Generalization

Option 1: From Understanding to Action

Activity: *"If I Were a Citizen Leader"*
Directions: Reflect on what you have learned about checks and balances. Then complete the statement below and include a concrete action you will take as a responsible citizen;

"Because the system of checks and balances prevents abuse of power, I believe that as a citizen, I should _____. I will do this by _____ to help promote accountability and good governance."

Note:
The citizen action statement elevates the generalization beyond abstraction. A student who can name one specific civic action they will take is demonstrating the lesson's highest civic competence outcome.

PULSO note: *This is the Organize stage — students synthesize learning into civic identity and democratic commitment*

	Sample Response**:* *"Because the system of checks and balances prevents abuse of power, I believe that as a citizen, I should stay informed and critically evaluate government actions. I will do this by following credible news sources and participating in discussions so I can help promote accountability and good governance."* ***Note:** Ask three to four volunteers who will share their answers. Tell students: "The system of checks and balances depends not just on the three branches checking each other — it also depends on citizens who are informed enough to recognize when a check is working and when it is being undermined. You are now those citizens."* ***Option 2: Generalization Statement Creation *Directions: Divide the class into five (5) groups. Write one concise generalization statement that integrates all five components.* *The statement should begin with:* ***"I realized that the separation of powers is not just a theory in a textbook; it is the..."** (Continue your thoughts here)* _____ _____ ***Sample Response:*** *"system which protects democracy by making sure government leaders are held accountable, especially during issues like impeachment or controversial appointments."* ***Note to the teacher**: The teacher synthesizes around the theme:* *"separation of powers is a living system that requires informed citizens to maintain it."*	

V. ASSESSMENT *(Assessing Learnings)*	***Option 1: Multiple Choice*** *Directions: Analyze each question. Write the letter of the correct answer on a separate sheet.* *1. Under the 1987 Philippine Constitution, which branch is primarily vested with the authority to enact laws?* *A. The Cabinet, through policy implementation* *B. The Judiciary, through interpretative rulings* *C. The Executive, through administrative issuances* *D. The Legislature, through Congress composed of two chambers* *2. A President vetoes a bill passed by Congress. Which constitutional principle is being exercised?* *A. Judicial review* *B. Delegation of powers* *C. Legislative supremacy* *D. Executive check on legislative action* *3. Congress rejects a presidential appointment after deliberation. This illustrates:* *A. Judicial restraint* *B. Executive privilege* *C. Administrative adjudication* *D. Legislative oversight over executive decisions* *4. A law enacted by Congress is later invalidated by the Supreme Court for grave abuse of discretion. This reflects:* *A. A breakdown of legislative authority* *B. A reallocation of powers among branches* *C. The supremacy of judicial policy preferences* *D. The operation of judicial review within checks and balances* *5. During a lecture, a student claims that the branches must not interact to preserve independence. Which correction best explains the idea?* *A. Interaction is banned* *B. Powers are interchangeable* *C. Interaction enables accountability* *D. Interaction ensures total institutional isolation* *6. Congress disapproves a high-level appointment made by the President after committee review. What is being demonstrated?* *A. Control* *B. Oversight* *C. Supervision* *D. Legislative authority over executive appointments through approval processes* *7. The President refuses to approve a bill passed by Congress, sending it back with objections. What constitutional mechanism is at work?* *A. Veto. B. Review C. Revision D. Executive power to check legislative action* *8. Which constitutional article vests judicial power in the Philippines?* *A. Article VI. B. Article VII. C. Article VIII. D. Article IX*

	9. A President implements a policy that shapes how a law operates without rewriting the statute itself. Which analysis best explains this situation? *A. Overreach.* *B. Encroachment.* *C. Policy execution.* *D. Executive implementation influencing the direction of enacted law* *10. A policy maker suggests establishing clearer court procedures for reviewing executive actions without altering constitutional powers. Which outcome best reflects this proposal?* *A. Delay* *B. Reform* *C. Adjustment* *D. Structured judicial processes reinforcing constitutional checks* ***Answer Key: 1. D. 2. D. 3. D. 4. D. 5. C. 6. B. 7. A. 8. C. 9. D. 10. D*** **Option 2: Reflective Essay Activity** Topic: Understanding Separation of Powers and Checks and Balances Directions: Write a reflective essay of 2-3 paragraphs (300-400 words) addressing the following: **Paragraph 1 — Understanding the Concepts:** • What is the principle of separation of powers? • What is the system of checks and balances? • How do the three branches check each other? **Paragraph 2 — Reflection:** • Why are separation of powers and checks and balances essential in promoting accountability, preventing abuse of power, and ensuring good governance? • How do they protect citizens? **Paragraph 3 — Connection and Conclusion:** • Identify a current national issue — from this week's news — that demonstrates how checks and balances work in Philippine government. Describe the issue and explain which check is operating. • State your position on this issue. Explain your reasoning using constitutional principles. • Present your conclusion: what does this issue reveal about the health of separation of powers in the Philippines today? **Generalization and Closure:** **After students share their citizen action statements, close with:** *"The principle of separation of powers is not a guarantee. It is a design — a deliberate arrangement of authority that requires people at every level to respect and defend it. When the President attempts to remove an independent official without cause, the design says: the courts will check that. When Congress uses its legislative power to silence a media institution, the design says: the courts and citizens will scrutinize that. When a branch of government accumulates too much power, the design says: the other branches will push back.* *But the design only works if the people operating within it — the officials and the citizens — understand what it is for. An official who does not know the constitutional limits of their power will violate them by accident or by ambition. A citizen who does not know those limits cannot recognize a violation when they see one.*

<table>
<tr><td></td><td>You now know the limits. Use that knowledge to watch, to question, and to demand that the system works as it was designed to work.”</td></tr>
<tr><td>VI. ENRICHMENT / REMEDIATION ACTIVITIES</td><td>
Option 1: Remediation Activity:
Note: This activity is intended to help struggling learners identify the three branches of government, understand their basic roles, and recognize simple examples of checks and balances.
Activity: Power Sorting and Guided Explanation
Activity Procedure:
1. Completion of Data Retrieval Chart
Directions: Using the given concepts/phrases, complete the data retrieval chart by placing each term under the correct column: Branch, Function, or Example. Match each branch of government with its correct function and example.
<table>
<tr><td>Enforce laws</td><td>Executive</td><td>Makes laws</td></tr>
<tr><td>President Signs/vetoes</td><td>Congress passes a bill</td><td>Judicial</td></tr>
<tr><td>Legislative</td><td>Interpret laws</td><td>Court reviews law</td></tr>
</table>
Data Retrieval Chart
<table>
<tr><td>Branch</td><td>Function</td><td>Example</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
</table>
2. Guided Checks and Balances Scenarios
The teacher will provide simple, scaffold scenarios.
Example: “The President vetoes a law. What can Congress do?
Students answer using sentence starters:
“The _____ branch checks the _____ branch by _____”
3. Simplified Reflection
Students complete:
“Checks and balances are important because _____. They help prevent _____”
</td></tr>
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<tr><td></td><td>
Option 2: News Report: Analysis and Reflection
Directions: Choose a news article related to the principles of checks and balances and separation of powers. Cut out or download the article, then write a reflection explaining its connection to these principles. Selected students will present their articles and reflections to the class.
(Activity template)
<table>
<tr><td>News Article:</td><td>Reflection:</td></tr>
<tr><td colspan="2">Analysis and Reflection</td></tr>
<tr><td colspan="2">Name:</td></tr>
<tr><td colspan="2">Grade and Section:</td></tr>
</table>
</td></tr>
<tr><td>VII. REFLECTION
(Feedback and Continuous Improvement)</td><td>After facilitating this four-day lesson, I observed that learners _____. The key highlights included _____, while the main challenges were _____. To improve instruction, I adjusted by _____, which helped enhance learner engagement and understanding. For the next time I teach this lesson, I would _____.</td></tr>
<tr><td>VIII. USE OF GENERATIVE AI</td><td>In preparing this revised Lesson Exemplar, the author used Copilot, AI Gemini, ChatGPT, and Perplexity to efficiently synthesize complex, multidisciplinary information and help in designing accessible, engaging materials that integrate diverse perspectives into practical applications. The author also used these tools to generate suggested images and illustrations for classroom display. The author reviewed and finalized the writing of the content. The author takes full responsibility for the content of this LE.</td></tr>
</table>

Learning Area	PHILIPPINE GOVERNANCE (PHILIPPINE POLITICS AND GOVERNANCE)	**Lesson Exemplar**	6

I. OBJECTIVES	
Content Standard	The learners demonstrate an understanding of the roles, functions, and powers of the executive, legislative, and judicial branches as well as the local government units or LGUs; the principles of separation of powers and checks and balances; decentralization; and the importance of public accountability as a cornerstone of democratic governance.
Performance Standard	The learners evaluate current issues and propose informed solutions or public policies that promote democratic values, good governance, and national development.
Learning Competencies	Examine the roles and powers of the President, Vice President, and Cabinet members in implementing national policies and programs.
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	Teacher References (for preparation only) On the Executive Branch and Presidential System: 1987 Philippine Constitution, Article VII (Executive Department). Supreme Court E-Library. https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/45/25550 1987 Philippine Constitution. LawPhil Project. https://lawphil.net/consti/cons1987.html Official Gazette of the Republic of the Philippines. https://www.officialgazette.gov.ph On Government Departments and Agencies (for teacher background per Cabinet department): Department of Education: https://www.deped.gov.ph Department of Health: https://doh.gov.ph Department of Social Welfare and Development: https://www.dswd.gov.ph

	Department of Agriculture: https://www.da.gov.ph Department of Public Works and Highways: https://www.dpwh.gov.ph Philippine Consulate General in San Francisco. The Government of the Philippines. https://pcgsanfrancisco.org/the-government Classroom Materials (used directly in activities) 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 Rubrics and Discussion Google Drive Link: https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki
III. CONTENT *(Sequencing Content)*	**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
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	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. Examine how the President, Vice President, and 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.

RELEVANCE STATEMENT (Read aloud at the start of Day 1)

The Executive Branch is not something you learn about and then forget. It is the branch of government that decides whether your family receives 4Ps cash assistance, whether your school gets new classrooms, whether your barangay gets drainage infrastructure, and whether relief goods reach you after a typhoon.
Every Department Secretary, every agency head, every program director in this country works under one person — the President. That means, when public services fail — when a hospital runs out of medicine, when roads are not repaired after a storm, when scholarships are not released on time — the executive branch is responsible. Understanding who is responsible, and for what, is the first step toward holding them accountable.
This lesson does not just teach you the names of Cabinet departments. It also teaches you how to look at problems in your community. "Who in the executive branch should be responding to this, and are they doing it? These are the questions this lesson prepares you to answer.

IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**Day 1- What is the Executive Branch?** **1. Activating Prior Knowledge** **Option 1: Sino ang kumikilos?- Picture Analysis** Show or describe one of the following images to the class: • Relief goods being distributed to typhoon victims • A vaccination or medical mission in a community • Road construction or repair of a project • School feeding program or distribution of school supplies *Ask students to observe carefully and respond:* What government service is shown in the picture? Which official, department, or agency is supposed to be responsible for this service? How does this service show the role of the government in people's daily lives? **Option 2: Word Web — Executive Branch** Write EXECUTIVE BRANCH at the center of the board. Ask students to contribute words they associate with it — President, Vice President, Cabinet, agency, public service, national program. Arrange responses into a word web. Ask: "Which word is most connected to the President's role? "Why should citizens know which officials implement public services?" Keep the web visible and revisit it at the end of Day 1.	**Note: 1**. The teacher may choose one from the two options based on learners' readiness, needs, available materials, and classroom context. Each activity may be modified as verbal, written, visual, paired, or guided work depending on the learners' diverse needs. 2. The rubrics for each activity option can be viewed or accessed through the provided Google Drive link: https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki - *Do not filter or correct responses. The goal is to elicit what students already know and believe about the executive branch of the government.* - *If students mention a recent government service failure (e.g., delayed calamity response), do not redirect — these are exactly the civic moments this lesson will give them tools to analyze.* *PULSO note: This is the Present stage — students encounter executive branch functions as lived political realities, not textbook definitions* *Activating Prior Knowledge* *Option 1:* Picture Analysis — "Sino ang Kumikilos?" This reflects the Engage phase of the 5E Model because learners' interest is activated through familiar visuals. It also applies to the Analysis stage of ADDIE because the teacher checks learners' prior knowledge before presenting new

	2. Establishing the Purpose of the Lesson **Activities** **Option 1: Mula Isyu Hanggang Aksyon- Real-Life Situation** Read the following situation to the class: *"Many families in a barangay are affected by flooding after a typhoon. Houses are damaged, families need food and medicine, and children cannot go to school. People want to ask for help, but they do not know which government offices should respond and how."* Ask: 1. What is the main problem in this situation? 2. Which government offices or officials should address the issue? Why? 3. What may happen if no one knew which office was responsible for addressing the concern? Tell students: "This lesson will give you the answer — not just the name of the office, but why it is responsible, what the Constitution says it must do, and what you can demand from it as a citizen." **Option 2: Bakit Mahalaga ang Serbisyo? — Purpose Through Picture** Show a picture of a government service being delivered — relief operation, vaccination, school feeding, road construction. Ask: "Why is this government service important to the people? Why should we know who is responsible for implementing it? How can this lesson help us become more aware and responsible citizens? Teacher states the lesson purpose: *"*Today we will learn about the roles and powers of the President, VP, and Cabinet members so we can understand how government programs reach the people."	content. Through the IDF Framework, the activity starts with identifying visible government services and connecting them to public needs. The 3Rs are also evident because the pictures are Relevant to real-life community experiences, allow learners to Reflect on government services, and help them Respond through simple answers. *Option 2:* Word Web — "Executive Branch" The teacher guides learners in creating a word web about the executive branch. Learners contribute words such as President, Vice President, Cabinet, agencies, and public service. This helps the teacher determine what learners already know and what misconceptions need clarification. This supports the Engage phase of the 5E Model because it encourages learners to participate using familiar terms. In ADDIE, this shows the Analysis and Design stages because the teacher uses learners' responses to guide the flow of discussion. Under the IDF Framework, learners identify important terms and begin to form connections among government roles. The 3Rs are shown through Relevance of the topic, Reflection on prior understanding, and Response through active sharing. *2. Establishing the Purpose of the Lesson* *Option 1: Purpose Through Picture — "Bakit Mahalaga ang Serbisyo?"* In this activity, the teacher uses a picture of a government service to help learners see the real value of public programs. The teacher guides learners in observing, describing, and connecting the service to the roles of the President, Vice President, and Cabinet members. Learners may answer orally, in writing, or through guided response cards depending on their needs and abilities. **Note Discussion: The Presidential Form of Government and the Executive Branch Refer** to this google drive link

	3. Discussion: The Presidential Form of Government and the Executive Branch **The Philippine Presidential System** The Philippines follows a presidential form of government. Under this system, executive power is vested in the President — an elected official who is both head of state and head of government. Unlike a parliamentary system where the Prime Minister depends on legislative support, the Philippine President derives authority directly from the people through election and exercises that authority independently, within constitutional limits. **Roles and Powers of the President** The President's powers are defined in Article VII of the 1987 Constitution. **Ask**: "Looking at these powers — which one do you think has the most direct impact on your daily life? Which one do you think is most easily abused? What does the Constitution say to limit that abuse? **The Vice President** The Vice President is elected separately from the President and serves as first in line to the presidency. The VP may be appointed to a Cabinet position by the President but does not automatically head a department. The VP's role depends significantly on the relationship with the President — in some administrations, the VP leads key programs; in others, the VP has a more limited role. **Teacher content note:** The separate election of the President and VP is a unique feature of the Philippine system that often results in different parties winning the two positions. This has governance implications students should understand — a VP from the opposition may be excluded from Cabinet roles, limiting coordination.	https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki Teacher's Purpose Statement "Today, we will learn about the roles and powers of the President, Vice President, and Cabinet members so we can understand how government programs are planned, led, and delivered to the people." *Option 2: Purpose Through Question — "Bakit Kailangang Malaman?"* In this activity, the teacher uses a guide question to help learners think about why studying government roles is important. Learners first think on their own, then share with a partner before selected pairs share to the class. This gives learners enough support and confidence before speaking. Teacher's Purpose Statement "We study this lesson because government leaders and agencies affect our daily lives. By understanding their roles, we can better understand public services, government actions, and our responsibility as citizens." *Option 3: Purpose Through Real-Life Situation — "Mula Isyu Hanggang Aksyon"* In this activity, the teacher presents a familiar community problem, such as flooding, to help learners understand why knowing government roles is useful. Learners identify the issue, think of possible help needed, and suggest which office or agency should respond. This makes the purpose of the lesson practical and connected to real life. *-The typhoon flooding scenario is deliberately chosen — it is a lived reality for many Filipino SHS students. It names multiple departments without naming them yet, building anticipation for the discussion* *-PULSO note: This is the Unpack stage — students identify stakeholders, public needs, and the governance gap before concepts are introduced*

	Ask: "Do you think it is a problem when the President and Vice President come from different political parties? How might that affect the executive branch's ability to implement programs? **4. Closure: Exit Ticket** Answer in 2-3 sentences each: 1. In your own words, what is the most important power of the President? Why? 2. Why do you think the Philippine Constitution limits the President's powers instead of letting the President decide on everything? 3. What is one question you still have about the executive branch? Return to the picture from the Activating Prior Knowledge activity. Ask: "Now that you know about executive powers — which specific official or agency is responsible for the situation in that picture?" Preview Day 2: "Tomorrow we go deeper — examining the Cabinet, the departments, and the agencies that carry the President's programs to the people."	- *The powers table is the conceptual core of Day 1. Give each row adequate discussion time. Connect every power to a real, recent Philippine example the students can recognize.* - *The question about which power is most easily abused is deliberately provocative — appointment power, emergency powers, and pardoning power all have documented Philippine examples of abuse. Let students identify these on their own.* - *PULSO note: This is the Link stage — executive branch powers connect to constitutional provisions and real Philippine governance situations.* - *Collect exit tickets. Use Question 3 to identify misconceptions and unanswered questions to address on Day 2.* - *The callback to the opening picture closes the PULSO loop for Day 1: students can now answer the question they could not answer at the start.*
B. Instituting New Knowledge	**Day 2- The Cabinet and Government Agencies** **1. Instituting New Knowledge** **Recap of Day 1** **Activities** Ask 2-3 volunteers to share Day 1 exit ticket responses. Synthesize three key takeaways: • The Philippines follows a presidential form of government — executive power is vested in the President.	*1. Instituting New Knowldege* - *Keep the recap efficient — 5 minutes synthesis, 5 minutes addressing questions. The Cabinet discussion needs substantial time* - *The "have you benefited" question personalizes the Cabinet table and builds civic awareness of the executive branch's reach into everyday life.*

	• The President holds several constitutional powers: chief executive, commander-in-chief, appointment, veto, pardon, and emergency powers. • The Vice President is elected separately and may be appointed to the Cabinet but does not automatically lead a department. Address Day 1 exit ticket questions before proceeding. Tell students: "Today we move from the President to the team the President leads — the Cabinet and government agencies who carry programs directly to communities." **2. Discussion: The Cabinet and Governing Agencies** **What is the Cabinet?** The Cabinet is composed of the heads of the executive departments appointed by the President. Cabinet members serve as the President's principal advisers and lead their respective departments in implementing national programs. They are accountable to the President and, through the President, to the Filipino people. **Key Cabinet Departments and Their Mandates** Present the following table. For each department, ask students: "Have you or your family ever benefited from a program run by this department?" **Ask**: "Which of these departments or agencies has affected your life most directly in the past year? Which one do you think has the hardest job? If you were President, which Cabinet position would you appoint your most trusted ally to – and why?" **3.Presenting Examples: Government Service in Action Activities** **Option 1: Government Service in Action — Picture-Based** Show or describe pictures of 3-4 government services. For each picture, ask students to complete the analysis guide:	- *The COMELEC note is important — students often assume COMELEC is executive. Correct this early. It will be revisited in LE6 (Public Accountability).* - *PULSO note: This is the Link stage — Cabinet departments connect to the real programs students and their families experience* **Note Discussion: The Cabinet and Governing Agencies** Refer to this google drive link https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki *3.Presenting Examples: Option 1- "Government Service in Action"* This activity uses the 5E Model – Engage/Explore because learners begin with familiar pictures and connect them to the lesson. It follows ADDIE – Implementation

Guide Question	Learner Response
What public service is shown?	
Which department or agency is responsible for this kind of service?	
What constitutional power of the President does this relate to?	
How does this service help Filipino citizen?	

Sample pictures to use (describe if not available):

- DSWD staff distributing 4Ps cash to beneficiary families
- DOH vaccination team visiting a remote barangay
- DPWH workers repairing a road destroyed by a typhoon
- DepEd teacher receiving school supplies for distribution

Ask after all pictures: "Is it possible for all of these responses to fail at the same time? When has that happened in the Philippines? Who is ultimately responsible when multiple departments fail simultaneously?"

Option 2: From Policy to Program — Short Scenario
Present the scenario: *'After a strong typhoon, many families need food, medicine, and temporary shelter.' Give students a worksheet with columns: Public Issue / Department or Agency Involved / Program or Action / Expected Result. Students fill in for the typhoon scenario, then for two additional issues of their choice. Brief pair sharing before class discussion*

because the teacher uses concrete materials suited to learners' needs. The IDF Framework is applied as learners Identify the service, determine who is involved, and formulate a simple explanation.

Option 2: "From Policy to Program"
This activity supports the 5E Model – Explore because learners examine a situation before the full discussion. It reflects ADDIE – Design and Implementation because the scenario is planned to match the competency. The IDF Framework is used as learners Identify the issue, Determine the responsible office, and formulate a possible program.

	4. Closure: Exit Ticket Answer briefly: 1. A community is experiencing a dengue outbreak. Which department should lead the response? Why? 2. Why does it matter that Cabinet members are appointed by the President and not elected by the people? 3. What is one way a citizen can find out whether a Cabinet department is doing its job? *Preview Day 3:* "Tomorrow you will apply everything you have learned in a Cabinet Meeting Simulation — where you will play the roles of the President, Cabinet Secretaries, and citizens to address a real public problem. **Day 3 – Developing Mastery: The Executive Branch in Action** **1. Recap of Day 2** Ask 2-3 volunteers to share Day 2 exit ticket responses. Synthesize: • Cabinet members are appointed by the President and lead departments that implement national programs. • Government agencies carry out specialized programs under the direction of the executive branch. • The President as chief executive is ultimately accountable when departments fail to deliver. **Tell learners:** "Today you apply everything. You will step into executive roles and work through a real public problem as the President, Cabinet members, and citizens **2. Developing Mastery: Who Should Respond?** **Option 1: 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, explain why that body is responsible, and propose one realistic action.	- *The closing question — 'who is ultimately responsible when multiple departments fail?' — is the most important civic competence question of Day 2. The answer is: the President, as chief executive, is ultimately accountable. This is the civic literacy payoff.* - *PULSO note: This is the Scrutinize stage — students evaluate executive branch responses against the standard of public service the Constitution mandates* - *Question 3 builds media literacy and civic agency — students should know that citizens can access government reports, budget data, and news coverage to evaluate executive performance.* *Developing Mastery: The Executive Branch in Action* - *Keep the recap brief. Day 3 is activity-heavy and needs maximum time for the simulation.* **Note: Application Activity Situation Card** Refer to this google drive link https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki

	Sample answers for teacher reference: • Measles outbreak — DOH; deploy vaccination teams and contact tracing • Rice price collapse — DA; coordinate with NFA on supply management • Collapsed highway — DPWH; emergency repair and road closure • OFW exploitation — DOLE/POEA; coordinate with DFA for assistance • No classrooms — DepEd; prioritize in MOOE or request DPWH infrastructure support **Option 2: Role and Responsibility Check — Matching** Give students a matching activity: Column A lists government roles (President, Vice President, Cabinet Secretary, Government Agency Director, DSWD, DOH, DepEd, DPWH); Column B lists responsibilities. Students match and then write 2-3 sentences explaining how Cabinet members help the President implement programs. The teacher checks answers and gives immediate feedback. **3.Finding Practical Application: Cabinet Meeting Simulation – Pagpupulong para sa Bayan** **Option 1: Pagpupulong para sa Bayan — Cabinet Meeting Simulation** Assign roles to students. Distribute role cards. Present one public issue for the group to address together. **Public Issue for the Simulation:** *"A super-typhoon has made landfall in your region. Thousands of families have lost their homes. Schools are damaged. Roads are impassable. There are reports of dengue cases in evacuation centers. Many workers cannot report to their jobs. The barangay*	**Note: Cabinet Meeting Simulation Card** Refer to this google drive link https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki - *The sample answers are for teacher reference only — do not display them before students complete the activity. Facilitate discussion after, using the sample answers to clarify or confirm.* - *Encourage students to think beyond the obvious department — most public issues require coordination across multiple*

	has run out of relief goods. The President calls an emergency Cabinet meeting." Each role holder gives a 1–2-minute situation report and proposes one action. The President facilitates and synthesizes responses. The group agrees on one coordinated action plan. The Citizen Representative asks: "How will you make sure the help actually reaches us?" **PULSO guide for each role:** • P — What is the public reality your department is facing? • U — Who are affected and what do they need most urgently? • L — What powers and programs does your department have to respond to? • S — Is your proposed action realistic, responsible, and equitable? • O — How will your department coordinate with other agencies and citizens? **After the simulation: Ask:** How did each role help you understand the executive branch better? Whose role was most difficult? What would happen if any of these roles failed to respond? **Option 2: Situation Analysis — Ano ang Dapat Gawin?** Give groups a situation card (typhoon, disease outbreak, unemployment spike, or infrastructure collapse). Each group identifies the public issue, the people affected, the executive officials or agencies that should respond, and one realistic action. Groups share briefly. The teacher connects all answers to the constitutional mandate of the executive branch.	*departments. The OFW situation, for example, involves DOLE, POEA, DFA, and potentially DSWD.* This activity reflects the 5E Model – Elaborate because learners apply the lesson to real-life issues. It supports ADDIE – Implementation and Evaluation because the teacher observes how learners can use the concepts. The IDF Framework is evident as learners Identify the issue, Determine the proper office, and formulate a reason. - *The Citizen Representative role is the most important in the simulation — it introduces accountability as a two-way relationship between government and citizens. The*

	4. Closure: Exit Ticket **Reflect briefly:** 1. Which Cabinet department played the most important role in your simulation? Why? 2. As the Citizen Representative — or as a citizen watching the Cabinet meeting — what would you demand from the government to ensure the response is effective and accountable? 3. What is one thing the executive branch does that you had not thought about before this lesson? *Preview Day 4*: "Tomorrow you will synthesize everything into your own government action plan and then complete the lesson assessment."	*question 'How will you make sure the help actually reaches us?' is the civic competence question at the heart of this lesson.* - *Assign the President role to a student who is confident but not domineering — the President must facilitate, not monopolize.* - *PULSO note: This is the Organize stage — students apply executive branch knowledge to organize a realistic government response and evaluate its accountability to citizens.* - *Question 2 is the civic competence keystone of this lesson. A student who can articulate what they would demand from the government as a citizen has achieved the lesson's goal.*
C. Demonstrating Knowledge and Skills	**Day 4- Demonstrating Knowledge and Skills** **1. Recap of Day 1-3** Ask 3 volunteers to share Day 3 exit ticket responses. Synthesize the full arc: • Day 1: The President holds six major constitutional powers that define executive authority in the Philippines. • Day 2: Cabinet members and government agencies translate presidential programs into actual public services delivered to communities. • Day 3: Effective executive governance requires coordination across multiple departments — and citizens can and should hold that coordination accountable. Tell students: "Today you apply everything by creating your own government action plan — and then you show what you know in the assessment." **2. Application of Learning and Making Generalization: Ang Natutuhan Ko + Civic Commitment**	*Application of Learning*

	Option 1: Ang Natutuhan Ko — Exit Statement with Civic Commitment Students complete the following statements individually, then share with a partner: **Complete in your own words:** The President's most important role is... because... Cabinet members help the government by... Government programs are important for Filipino citizens because... As a citizen, I now know that when a public service fails, I can... Ask 3-4 volunteers to share their responses, especially in the last statement. Tell students: "The last sentence is the most important thing you take from this lesson — knowing what you can do as a citizen is what makes this lesson civic education, not just information." **Option 2: One Big Idea — Concept Summary** Pairs or small groups create one summary statement, concept map, or labeled diagram showing the connection among the President, Vice President, Cabinet members, agencies, and public service delivery. One sample output format: President → appoints → Cabinet Secretaries → lead → Departments → implement programs through → Government Agencies → deliver services to → Filipino Citizens. Groups share their One Big Idea. Teacher synthesizes.	- *The three-day synthesis should feel like a progression: presidential authority → departmental implementation → citizen accountability. Make this structure explicit.* - *The fourth sentence starter — 'when a public service fails, I can...' — is deliberately action-oriented. Possible answers: file a complaint with the department, report to the Ombudsman, contact local media, raise it in a barangay assembly. Accept any civic action that is realistic and grounded in legitimate participation.* - *PULSO note: This is the Organize stage — students synthesize learning into civic identity and democratic agency.* This helps learners summarize the lesson using the PULSO process. It also supports reflection because learners connect the roles of the President, Vice President, Cabinet members, and agencies to real public service.
V. ASSESSMENT (Assessing Learnings)	**Part 1- Multiple Choice** Choose the best answer. 1. Which branch of government is mainly responsible for implementing laws and national programs in the Philippines? A. Judicial B. Executive	

	C. Legislative D. Local government 2. Who is considered the chief executive of the Philippines? A. Mayor B. Senator C. President D. Cabinet Secretary 3. Which official may assist in public service and may be appointed to a Cabinet position, but does not automatically lead a department? A. Mayor B. Senator C. Vice President D. Barangay Captain 4. What is the PRIMARY responsibility of Cabinet members in the executive branch? A. To decide court cases B. To elect the President directly C. To create laws without Congress D. To lead government departments and advise the President 5. Which of the following statements BEST explains the relationship between Cabinet departments and government agencies? A. Both have equal authority over the President B. Agencies replace departments in delivering services C. Agencies operate independently of the executive branch D. Departments make policies and agencies implement specific programs under these policies. 6. A community reports a dengue outbreak with dozens of children unvaccinated. Which department should PRIMARILY lead the response? A. DA B. DOH C. DepEd D. DPWH

	7. A group of learners lacks school supplies after a typhoon. Which response BEST shows proper coordinated executive action? A. Ignore the issue B. Wait for students to solve it alone C. Let DepEd, DSWD, and the LGU coordinate support for learners D. Tell learners that school supplies are not a government responsibility 8. Which situation shows the executive branch implementing a national program? A. A court decides a case. B. A senator files a proposed bill. C. Citizens choose candidates during election day. D. A government department distributes 4Ps cash assistance to beneficiary families. 9. After a major typhoon, the DPWH has not repaired key roads three months later. Families cannot access markets or hospitals. A student argues: 'This is the President's fault.' Which response BEST evaluates this argument? A. The argument is incorrect — the DPWH Secretary alone is responsible. B. The argument is correct, but only if the President personally ordered the delay. C. The argument is incorrect — natural disasters are not the government's responsibility. D. The argument has merit — as chief executive, the President is ultimately accountable for the performance of all Cabinet departments. 10. A President appoints close political allies to all major Cabinet positions despite their lack of relevant experience. Which constitutional power is being exercised, and what concern does this raise about governance? A. Pardoning power; it undermines the judiciary's independence B. Veto power; it prevents Congress from checking the President C. Emergency power; it removes checks on executive authority during crises D. Appointment power; it raises concerns about merit-based governance and accountability to citizens

Answer Key (Teacher Use Only)	
Items 1–2 (Knowledge):	1-B 2-C
Items 3–5 (Understanding):	3-C 4-D 5-D
Items 6–8 (Application):	6-B 7-C 8-D
Items 9–10 (Analysis):	9-D 10-C

Items 9 and 10 are the most important. They test whether students understand executive accountability — that the President's power comes with public responsibility, and that appointment power has governance consequences.
Item 9 directly mirrors the civic competence goal of this lesson: students who can evaluate a real accountability claim have achieved the lesson's purpose.

Part 2 — Identification

Identify the executive department or agency being described. Choose from the word bank.

Word Bank: DepEd — DOH — DSWD — DA — DPWH — DOLE — DILG — OCD/NDRRMC

1. This department leads the government's response to disasters and emergencies, coordinating all agencies involved in rescue, relief, and rehabilitation. _____
2. This department oversees basic education, manages public schools, and implements programs like school feeding and free textbooks. _____
3. This department implements the 4Ps conditional cash transfer and provides social protection programs to the poor and vulnerable. _____
4. This department is responsible for public health services, vaccination programs, and disease prevention across the country. _____
5. This department builds and maintains national roads, bridges, school buildings, and flood control infrastructure. _____

Answer Key (Teacher Use Only)
1. OCD/NDRRMC 2. DepEd 3. DSWD 4. DOH 5. DPWH

Part 3 — Performance Task: PULSO Policy Proposal (Take-home, due next meeting)

This is the primary measure of the lesson's civic competence goal: students use their understanding of executive branch roles to propose a realistic, citizen-informed government action plan for a real public issue in their own community. PULSO Policy Proposal

Choose ONE public issue from your own barangay, municipality, or region. Using the PULSO framework, develop a government action proposal addressed to the responsible executive official or department.

Note: PULSO Framework Sample Card Refer to this google drive link
https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki

Your proposal should be 150-200 words total across all five stages. Each stage should have at least 1-2 sentences.

Note: PULSO Framework Sample Card Rubrics Refer to this google drive link
https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki

GENERALIZATION AND CLOSURE (Day 4, after assessment)

After students complete the assessment, close with:

The Executive Branch is the arm of government that reaches deepest into Filipino daily life — through the food on your table, the road in front of your school, the medicine at your health center, and the relief goods after a storm. It is led by one person, the President, whose powers are broad but constitutionally bounded. It is carried out by Cabinet members who are accountable to the President and, through the President, to you.

Knowing who is responsible for what is not just civics knowledge. It is the foundation of democratic accountability. A citizen who can name the department, cite the mandate, and demand the response is a citizen who cannot easily be ignored. That is what this lesson was designed to give you.

<table>
<tr><td>VI. Enrichment/Remediation</td><td>
<table>
<tr><th>ENRICHMENT — For Advanced Learners</th><th>REMEDIATION — For Struggling Learners</th></tr>
<tr><td>Option A: PULSO Policy Suggestion (Extended) Using the PULSO framework, choose a national-level public issue (not barangay-level). Research the relevant department's actual programs and budget allocation. Evaluate whether the department's existing programs are adequate to address the issue, citing specific data. Propose one improvement or new program. Write 200-250 words. Option B: Executive Accountability Analysis Choose one recent news article (from the past 6 months) reporting a failure or success of an executive department. Identify the department involved, the constitutional mandate it is responsible for, the specific failure or success described, and what citizens or oversight bodies (COA, Ombudsman) have done or should do in response. Write a 200-word analysis.</td><td>Option A: Role Match Review Complete the matching activity: match each role (President, Vice President, Cabinet Secretary, Government Agency Director) to its correct responsibility. Then complete two sentences: 'The President's most important power is... because...' 'Cabinet members are important because...' Option B: Guided PULSO Completion Choose one situation from the Who Should Respond? activity (Day 3). Using sentence starters, complete the PULSO framework: 'The public issue is...' 'The people affected are...' 'The department or agency that should respond is... because...' 'One realistic action is...' 'Citizens can help by...'</td></tr>
</table>
</td></tr>
<tr><td>VII. Reflection</td><td>After facilitating this four-day lesson, I observed that learners _____. The key highlights included _____, while the main challenges were _____. To improve instruction, I adjusted by _____, which helped enhance learner engagement and understanding. For the next time I teach this lesson, I would _____.</td></tr>
<tr><td>VIII. USE OF GENERATIVE AI</td><td>In preparing this revised Lesson Exemplar, the author used ChatGPT (OpenAI) and Claude (Anthropic) to enhance the clarity, relevance, and efficiency of the content creation process, providing a structured approach to presenting complex ideas and ensuring alignment with educational frameworks including the PULSO Framework. The author reviewed, contextualized, and finalized all content. The author takes full responsibility for the content of this LE.</td></tr>
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Learning Area	PHILIPPINE GOVERNANCE (PHILIPPINE POLITICS AND GOVERNANCE)	**Lesson Exemplar**	7

I. OBJECTIVES	
A. Content Standard	The learners demonstrate an understanding of the roles, functions, and powers of the executive, legislative, and judicial branches as well as the local government units or LGUs; the principles of separation of powers and checks and balances; decentralization; and the importance of public accountability as a cornerstone of democratic governance.
B. Performance Standard	The learners evaluate current issues and propose informed solutions or public policies that promote democratic values, good governance, and national development.
C. Learning Competencies	Examine the functions and responsibilities of the Senate and the House of Representatives and how their legislative actions contribute to and shape national development.
D. Learning Objectives	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.
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	On the Legislative Branch: 1987 Philippine Constitution, Article VI (Legislative Department). Official Gazette / Supreme Court E-Library. https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/45/11447 Senate of the Philippines. Composition of the Senate. https://legacy.senate.gov.ph/senators/composition.asp House of Representatives of the Philippines. About the House of Representatives. https://www.congress.gov.ph/about Senate of the Philippines. Rules of the Senate (March 2025). https://legacy.senate.gov.ph/rules%20of%20the%20senate-final.pdf House of Representatives. Rules of the House, 19th Congress. https://docs.congress.hrep.online/download/docs/hrep.house.rules.adopted.20230530.pdf On Laws

	That Affect Students Directly (teacher background): RA 10931 (Universal Access to Quality Tertiary Education Act — free tuition in SUCs) RA 10627 (Anti-Bullying Act) RA 10929 (Free Internet Access in Public Places Act) RA 11549 (Act Increasing the Age of Sexual Consent) RA 8505 (Rape Victim Assistance and Protection Act) Materials 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) 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) Rubrics and Discussions google drive link https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki
III. CONTENT *(Sequencing Content)*	7.1 The Bicameral Legislative System: Upper and Lower Houses 7.2 The leadership, structure, roles, and responsibilities of the Philippine Senate 7.3 The leadership, structure, roles, and responsibilities of the House of Representatives 7.4 The lawmaking process: from public issue to enacted law 7.5 How legislative actions shape national development: Philippine laws that affect students 7.6 Legislative accountability: what citizens can demand from Congress
RELEVANCE STATEMENT (Read aloud at the start of Day 1)	
You are sitting in school today because of a law Congress passed. If you are in a state university or college, your tuition is free because of RA 10931 — the Universal Access to Quality Tertiary Education Act. If your school has an anti-bullying policy, it exists because of RA 10627. If you have ever used free Wi-Fi in a public place, that is RA 10929. The minimum wage your parents earn, the rights of OFW family members who work abroad, the age of criminal responsibility, the penalties for cyberbullying — all of these were decided by Congress. Congress is not just a building in Batasan, or a session hall in the Senate. It is the institution that translates the needs of Filipino citizens into the laws that govern their lives. Every law that protects you, funds your school, or sets out the rules of the society you live in passed through the Senate and the House of Representatives.	

This lesson teaches you not just how Congress is structured, but how to use it. How to understand what your senator and district representative are actually supposed to do. How to evaluate whether they are doing it. And how to bring a community problem to the institution that has the power to address it through law.

IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**DAY 1- What is Congress? The Bicameral System** **1. Activating Prior Knowledge (10minutes)** **Activities:** **Option 1: 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 it works." **Option 2: May Alam Ako sa Kongreso- Agree or Disagree** *Read five statements aloud. Students show thumbs up (Agree) or thumbs down (Disagree) and explain in one sentence:* *1. The Senate and House of Representatives both help make laws.* *2. Only the President can create laws.* *3. Laws can affect education, health, and jobs.* *4. Citizens should understand how laws are made.* *5. The Senate and House of Representatives have the same structure.* *The teacher clarifies misconceptions gently. Tell students they will verify which statements are correct using facts about Congress***.**	**Note:** 1. The teacher may choose one from the two options based on learners' readiness, needs, available materials, and classroom context. Each activity may be modified as verbal, written, visual, paired, or guided work depending on the learners' diverse needs and abilities. 2. The rubrics for each activity option can be viewed or accessed through the provided Google Drive link. https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki *1.Activating Prior Knowledge* Option 1: Picture Talk — "Sino ang gumagawa ng batas?" This activity supports the Engage phase of the 5Es Model by connecting learners' prior knowledge to familiar images. It reflects the Analysis phase of ADDIE because the teacher checks what learners already know. It applies the 3Rs through Real-life connection, Reflection, and Relevance. This activity applies **PULSO-P** by beginning with a real political or civic reality before moving to government concepts. It also supports **Constructivist Learning** because learners use what they already know from real-life situations.

	2. Establishing the Purpose of the Lesson **Activities** **Option 1: Batas sa Buhay Ko- Daily Life Connection** Show pictures or describe policies that directly affect students' daily lives. Ask students to identify one law, rule, or policy they have personally experienced: • Free tuition at state universities (RA 10931) • Anti-bullying policy in school (RA 10627) • Free Wi-Fi in public areas (RA 10929) • Minimum wage for parents or siblings (Labor Code) • 4Ps cash assistance that supported their family (RA 11310) Students complete the statement: "This law or policy helps people because..." Share with a partner. Ask 2-3 students to share. Tell students: "All of these laws passed through Congress — through the Senate and the House of Representatives. By the end of this lesson, you will understand exactly how that happened." **Option 2: Essential Question Board** Write on the board: 'How do the Senate and House of Representatives help shape national development?' Ask students for possible answers based on prior knowledge. Record key words — laws, education, health, budget, citizens, development. Tell students that the lesson will answer this question in full. **3.Discussion: The Bicameral Legislative System-** **What is Bicameral?** The Philippines has a bicameral Congress — two houses that must both approve a bill before it becomes a law. The framers of the 1987 Constitution chose this system deliberately: two houses provide two layers of scrutiny. A bill that passes one house must survive the scrutiny of another, reducing the chance that inappropriate laws are hastily passed.	- Do not correct misconceptions yet. Note which statements generate the most disagreement — these are the lesson's teaching moments. - PULSO note: This is the Present stage — students encounter legislative functions as connected to real public issues, not abstract civics facts. This activity helps learners connect familiar words to the lesson. It applies PULSO-L by linking learners' existing understanding to key concepts such as Congress, representation, and lawmaking. Option 2: Agree or Disagree — "May Alam Ako sa Kongreso" This activity encourages participation among diverse learners through simple responses. It supports Engage, uses ADDIE Analysis, and applies the 3Rs through relevant, reflective, and responsible thinking about government. This activity develops basic civic reasoning by encouraging learners to check whether statements are true or false. It applies PULSO-S because learners begin to scrutinize information before forming conclusions. *2. Establishing the Purpose of the Lesson* Option 1: Daily Life Connection — "Batas sa Buhay Ko" This activity links the lesson to learners lived experiences. It supports Engage, reflects ADDIE Design, and applies Real-life

	Comparing the Two Houses **Teacher content note:** The party-list system was created to give marginalized sectors — farmers, laborers, women, youth, indigenous peoples — representation in Congress. Party-list representatives are elected through proportional representation, not by district. Explain this to students as it directly relates to representation of people like them. **Ask:** Why do you think the Senate is elected nationally while the House is elected by district? What are the advantages of each system? Which senator or representative from your province or district do you know? What have they done? **The Two-House Chart — Activity** **Option 1: Two-House Chart: Senate and House** Students complete or copy a comparison chart. For each entry, ask: Why does this difference matter? What problem would arise if both houses had the same structure? **Option 2: Lawmaking Flow: From Bill to Law** Show the flowchart: Public Issue → Proposed Bill → Committee Hearing → Plenary Debate → Bicameral Conference Committee → President's Action → Law → Benefit to Citizens. Students trace the process and identify where the Senate and House each participate. **Ask:** "Why does the bill need to go through both houses before reaching the President?"	relevance, Reflection, and Responsible citizenship. - *The Batas sa Buhay Ko activity is the most important purpose-setter in this LE — it proves to students that Congress is not abstract. Every law listed is something they have personally experienced or benefited from.* Option 2: Essential Question Board This activity establishes learning direction. It follows the Engage phase, connects to ADDIE Design, and applies the 3Rs by making the lesson relevant, reflective, and rooted in real social issues. - *PULSO note: This is the Unpack stage — students identify the connection between laws and their lived experience before the institutional structure is introduced.* Discussion: The Bicameral Legislative System - The party-list note is essential — many students do not know this system exists or that it was designed to give representation to people like them. If any student's family belongs to an indigenous group, a farming community, or a labor sector, they may be represented by a party-list member. - PULSO note: This is the Link stage — the bicameral structure connects to the constitutional design principle of deliberation and the real people it is meant to represent. **Note Discussion**: Refer to this google drive link https://drive.google.com/drive/folder

	4.Closure: Exit Ticket Activities Answer in 2-3 sentences each: 1. What is the most important difference between the Senate and the House of Representatives? 2. Why do you think a bill needs to pass through both houses before it can become a law? 3. Name one law that affects your life. Which house of Congress do you think pushed hardest for it — and why? *Preview Day 2:* "Tomorrow we go deeper into the Senate — its specific powers, committees, and how senators actually do their work."	s/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki Closure: Exit Ticket Question 3 builds research curiosity — students may not know the legislative history of the laws they named. Encourage them to look it up before Day 2
B. Instituting New Knowledge	**DAY 2- The Senate: Structure, Powers, and Functions** **1. Presenting Examples** **Activities** **Recap of Day 1** Ask 2-3 volunteers to share Day 1 exit ticket responses. Synthesize: • Congress is bicameral — composed of the Senate (Upper House) and the House of Representatives (Lower House). • The Senate is elected nationwide; the House and Party-list are elected by district • Both houses must pass a bill before it can become a law — providing two layers of deliberation and scrutiny. Return to the Agree/Disagree statements from Day 1 (if used). Ask: "Which statements can you now confirm or correct based on yesterday's discussion?" **2. Discussing the Concept** **Discussion: The Senate of the Philippines** **Structure and Leadership of the Senate** The Senate is composed of 24 senators elected at large by qualified Filipino voters.	(Presenting Examples) Recap Day 1 - The callback to the Agree/Disagree statements is a PULSO closing loop - students see concretely how their prior knowledge has been confirmed, corrected, or expanded. Discussion: The Senate of the Philippines - The investigation power row is pedagogically critical — it connects the Senate to current events students follow. Name recent investigations: Pharmally, confidential funds, OFW welfare hearings. Students who follow the news will recognize these. - The treaty ratification row connects to LE3 (State, Nation, International Relations) from Q1 — reinforce the connection: the President signs treaties, but the Senate must concur. - PULSO note: This is the Link and Scrutinize stage — Senate powers connect to constitutional provisions and real accountability functions that affect citizens. **Note Discussion**: Refer to this google drive link https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki

Because they are elected nationally, senators are expected to represent not just a district or region but the interests of the entire Filipino nation.

Ask: "Which of the Senate powers do you think is the most important for protecting citizens from government abuse? Which one is most frequently in the news? Why does it matter that the Senate — and not just the President — has the power to ratify treaties?"

3.Developing Mastery
Activities
Option 1: 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.

Sample Organizer: (Learner Guide)

Question	Learner Response
What is the community issue?	
Who are the people most affected?	
What can the Senate specifically do about this issue? (Hearing, investigation, proposed bill, budget allocation)	
What type of law or resolution might the Senate pass?	

3. Developing Mastery
Option 1: Issue-to-Law Organizer- From Community Concern to Congressional Action

- The sixth row of the organizer — citizen action — is what separates this activity from ordinary textbook exercises. Civic competence requires students to see themselves as actors in the legislative process, not just observers.
- Sample citizen action responses to validate: Attend a public hearing. Sign a petition to a senator. Write to the Senate committee chairperson. Document and share the issue through social media. Invite a senator or representative to a school event. These are all real options

How would this legislative action help national development?	
What should citizens do to make sure lawmakers take this seriously?	

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.

Option 2: Pair Reading: Basahin at Unawain

Distribute or read aloud a short text about the Senate's role. Pairs underline: one Senate role, one Senate power, one way the Senate helps national development. Each pair answers: 'What important idea did you underline? What Senate responsibility matters most to you? Why should citizens understand how the Senate works?'
Teacher clarifies misconceptions.

	4.Closure: Exit Ticket Answer briefly: 1. Name one Senate power and explain how it protects citizens from government abuse. 2. If you could propose one bill for the Senate to pass, what would it address and why? 3. What did you learn today about the Senate that surprised you? *Preview Day 3:* "Tomorrow we will study the House of Representatives — your direct representative in Congress — and then we will simulate a legislative hearing."	Closure: Exit Ticket Question 2 builds legislative imagination — students who can identify a real public issue and frame it as a legislative need are demonstrating the lesson's civic competence goal.
C. Demonstrating Knowledge and Skills	**DAY 3 — The House of Representatives and Legislative Action** **1. Recap of Day 2 and House of Representatives Discussion** Quick recap:: Ask 2 volunteers to share Day 2 exit ticket responses. Synthesize: Senate is the Upper House with 24 nationally elected senators. Senate powers include lawmaking, budget approval, treaty ratification, impeachment trial, and investigation. **The House of Representatives** The House of Representatives is the Lower House of Congress, composed of district representatives and party-list representatives. Unlike the Senate where all senators represent the entire nation, each district representative represents a specific geographic area — their constituents. **Ask**: "Who is your district representative? Do you know what they have done for your district? What bills or programs have they pushed for? If you do not know, why not — and what does that say about legislative accountability?"	- The question 'Do you know your district representative?' consistently reveals that most students cannot answer. This is not an embarrassment — it is the civic literacy gap this lesson aims to close. Normalize the gap and then address it. - If time allows, ask students to look up their district representative using their phones before the simulation. PULSO note: This is the Link and Scrutinize stage — the House's connection to constituent representation raises the question of legislative accountability. **Note Discussion Recap:** The House of Representatives Feature and Details Refer to this google drive link https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki

Teacher content note: Students often cannot name their district representative. This is a significant civic literacy gap. Use it as a teaching moment: if citizens do not know who their representative is, they cannot hold them accountable. The House is the branch of government closest to the people — knowing your representative is the first step in using that proximity.

2. Practical Application
Activities: Legislative Hearing Simulation

Option 1: Legislative Hearing Simulation — Pagdinig para sa Bayan

Assign roles to students. Divide into groups. Each group simulates a Senate or House committee hearing on one public issue.

Role	Task in the Hearing
Committee Chairperson (Senator or Representative)	Opens the hearing; maintains order; asks the first question; synthesizes the testimony
Committee Members (2-3 Senators or Representatives)	Ask clarifying or probing questions; represent different perspectives on the issue
Expert Witness	Presents data and technical information about the issue (e.g., a doctor for health issues, a teacher for education issues)
Civil Society Representative	Speaks on behalf of the communities most affected; presents lived experience alongside data
Citizen/Student Petitioner	Represents ordinary Filipinos directly affected; speaks personally about the impact of the issue

Legislative Hearing Simulation

- The Legislative Hearing Simulation is the key civic competence activity of this lesson — it is structurally different from the Cabinet Meeting Simulation in LE1 (different branch, different process, different roles). Students experience that Congress gathers information from citizens and experts before legislating.
- The Citizen/Student Petitioner role is the most important — it makes visible the constitutional right to petition Congress. Students who play this role are practicing a real civic act.

Department Representative	Presents what the executive branch is already doing — and where gaps remain

Issue for the Simulation (teacher chooses one):

Option A: 'Many SHS students cannot afford to travel to school every day. Transportation costs consume a significant portion of family income, leading to absences and dropouts. Should Congress pass a law providing free or subsidized transportation for public school students?'

Option B: 'Mental health concerns among Filipino youth have increased significantly. Public schools have no mandatory counseling programs. Should Congress pass a law requiring mental health support services in all public schools?'

Option C: 'Thousands of Filipino graduates remain unemployed 6-12 months after graduation. Congress is debating a Youth Employment Guarantee Act. Should it be passed?'

Hearing procedure:

1. Chairperson opens the hearing and states the issue (2 minutes)
2. Each witness gives a 1–2-minute testimony
3. Committee members ask follow-up questions (3 minutes total)
4. Chairperson synthesizes: 'Based on today's hearing, what should Congress do?' (2 minutes)

After the simulation: "What did you learn about how Congress gathers information before passing a law? Why is it important that ordinary citizens — not just experts — can testify in a legislative hearing? What would you testify about if you were called to a real Senate hearing?"

A

3. Closure: Exit Ticket

Answer briefly:

1. What is the main difference between a senator and a district representative in terms of who they represent?

PULSO note: This is the Scrutinize and Organize stage — students evaluate competing claims and evidence in a legislative context and organize a response grounded in the legislative process.

2. Why is the party-list system important for students, farmers, workers, and other marginalized groups?
3. Based on the simulation — what is one thing citizens can do to influence what Congress does?

Preview Day 4: "Tomorrow you will write your own Legislative Action Brief — a real proposal to your district representative about an issue that matters to you."

DAY 4- Legislative Action and National and Assessment

1. Recap of Days 1-3 and New Link Analysis (20 minutes)

Recap (5 minutes): Ask 3 volunteers to share Day 3 exit ticket responses. Synthesize:

- The House is the Lower House — district representatives are directly accountable to their constituents.
- The party-list system gives marginalized sectors a voice in Congress.
- Citizens can influence legislation through petitions, testimonies, and public hearings.

2. Application of Learning

Activities: Batas at Bayan — News Link Analysis

Option 1: Batas at Bayan — Current Issue Analysis

Present a teacher-prepared short news headline or text about a bill being debated in Congress. Students analyze using the PULSO guide:

PULSO Stage	Guide Question	Student Response
P — Present	What public issue is shown in this news item?	
U — Unpack	Who are the people affected by this issue? What are the	

Closure: Exit Ticket

Question 3 is the civic competence keystone of Day 3: students who understand that they can testify, petition, and advocate in the legislative process have achieved a key civic literacy outcome.

- The News Link Analysis uses PULSO explicitly — it is the only place in the lesson where the framework is named directly. Explain each stage briefly before students complete the guide.
- Choose a news item that is genuinely debated and not yet resolved. Bills that have already been passed cannot be influenced by student advocacy — choose something where student analysis has civic stakes

	competing interests?	
L — Link	How does this connect to the functions of the Senate or House?	
S — Scrutinize	What evidence or argument supports or opposes the bill?	
O — Organize	What should Congress do? What can citizens do to influence this?	

Suggested news items (teacher-prepared or current):

- A bill mandating mental health programs in all public schools
- A proposal to increase the budget for 4Ps
- A bill providing free legal assistance for OFW families
- A proposed law protecting student data from online platforms

Option 2: Complete the Thought: Today I Realized...

Teacher writes sentence starters on the board. Students complete individually, then share: 'A public issue that needs attention is...' 'The Senate and House can help by...' 'Before supporting a law, citizens should check...' 'As a student, I can participate responsibly by...' 'This contributes to national development because...'

3. Making Generalization

Option 1: Today I Realized... — With Civic Commitment

Students complete the following, then share with a partner:

Complete in your own words: The most important thing I learned about Congress is… because… The Senate and House help national development by…

News Link Analysis — "Batas at Bayan"
This activity promotes real-world application and critical thinking. It supports Elaborate, reflects ADDIE Implementation, and applies the 3Rs through relevance, reflection, and responsible analysis of current issues.

This activity develops civic and media literacy. It applies **PULSO-S** by guiding learners to examine evidence and reasons instead of forming quick opinions.

	As a citizen, I now know that I can influence what Congress does by… The law I most want Congress to pass or improve is… because it would affect… Ask 3-4 volunteers to share their fourth statement. Tell students: "The law you named is a legislative demand — and you now have the knowledge to articulate it to your district representative. That is what civic participation in Congress looks like." **Option 2: One-Minute Summary** Students write a short summary: one thing they learned about the Senate, one about the House, one way Congress helps national development. Selected students share. Teacher synthesizes.	*Making Generalization* - The fourth statement — 'the law I most want Congress to pass' — is the civic competence culmination of the lesson. Students who can name a real legislative need, explain its importance, and connect it to their community are demonstrating genuine political literacy. PULSO note: This is the Organize stage — students synthesize learning into civic identity and legislative agency. Complete the Thought This activity supports the Evaluate phase by checking learners' understanding. It reflects ADDIE Evaluation and applies the 3Rs through reflection, relevance, and responsible citizenship. This activity applies PULSO-O because learners turn understanding into civic reflection and responsible participation.

		One-Minute Summary This activity supports the synthesis of learning. It fits Evaluate, reflects ADDIE Evaluation, and applies the 3Rs by encouraging learners to reflect on relevant civic knowledge responsibly. This activity supports the synthesis of learning and connects key concepts to responsible civic awareness.
V. ASSESSMENT (Assessing Learnings)	Parts 1 and 2 are completed in class after the generalization. Part 3 is a take-home performance task due the next meeting. Assessment design: Items are distributed across four cognitive levels aligned to the learning competency 'examine' and 'analyze.' The competency requires Analysis level. Items 8-10 test Analysis using real Philippine legislative scenarios. **Part 1- Multiple Choice** Direction: Choose the letter with the correct answer. 1. What is the main function of Congress in the Philippines? A. To create laws B. To enforce laws C. To interpret laws D. To manage courts 2. How many senators compose the Philippine Senate? A. 12 B. 24 C. 50 D. 100 3. Which of the following statements BEST explains the difference between a senator and a district representative? A. Senators are appointed; district representatives are elected. B. Senators make laws; district representatives only approve budgets. C. Senators serve longer terms and have more power than district representatives. D. Senators represent the entire nation; district representatives represent specific geographic districts. 4. Why is the bicameral system important in the Philippines? A. It allows one person to make all laws quickly. B. It gives only the Senate the power to approve budgets. C. It removes the participation of elected representatives in lawmaking.	

	D. It provides two layers of deliberation, reducing the risk of poorly made laws. 5. What is the PRIMARY purpose of the party-list system in the House of Representatives? A. To allow political parties to control all seats in Congress B. To replace district representatives in rural areas C. To ensure the majority party always controls the House D. To give marginalized and underrepresented sectors a voice in national legislation 6. A group of farmers wants Congress to pass a law stabilizing rice prices. Which specific action can they take to influence the legislative process? A. File a complaint with the Supreme Court B. Petition the President to issue an executive order C. Ask the barangay captain to pass a local ordinance D. Request to testify at a Senate or House committee hearing on agriculture 7. A bill about improving public school facilities is being debated in Congress. A senator argues it will be too expensive; a representative argues her district desperately needs it. Which step in the legislative process would best resolve this disagreement? A. The President vetoes the bill to end the debate B. The bill is automatically passed after 30 days of no action C. The Supreme Court rules on whether the bill is constitutional D. A bicameral conference committee meets to reconcile the two versions 8. In 2020, the ABS-CBN franchise was denied renewal by the House of Representatives, resulting in the closure of the country's largest broadcasting network and the loss of thousands of jobs. A student argues: 'The House acted constitutionally because franchise renewal is within Congress's legislative power.' Which of the following responses BEST evaluates this argument? A. The argument is legally accurate, but the decision raised serious concerns about press freedom and the use of legislative power to silence critical media B. The argument is incorrect because franchise renewal belongs to the executive branch C. The argument is incorrect because only the Senate can deny franchise renewals D. The argument is correct, and no further analysis is needed 9. A senator files a bill mandating free mental health services in all public schools. The bill has strong public support but has been sitting in committee for two years without a hearing. What does this situation BEST illustrate about the legislative process? A. Popular support alone does not guarantee legislative action — committee leadership and political priorities shape which bills advance. B. The Senate President must personally sign the bill before it can proceed. C. The committee chairperson has no authority over the bill's progress. D. The bill will automatically become law after five years.

10. Congress's power to investigate 'in aid of legislation' means it can summon witnesses and demand documents to gather information on crafting laws. During the Pharmally scandal investigation, senators summoned executives of a company that supplied overpriced medical supplies during COVID-19. Which of the following assessments BEST explains why this power is essential to democratic governance?
A. It enables the legislative branch to expose executive branch failures and ensure that laws governing procurement and public spending are strengthened.
B. It gives senators unlimited power to imprison anyone they disagree with.
C. It allows Congress to punish government officials without a court trial.
D. It replaces the role of the judiciary in investigating criminal cases.

Answer Key (Teacher Use Only)	
Items 1–2 (Knowledge):	1-A 2-B
Items 3–5 (Understanding):	3-D 4-D 5-D
Items 6–7 (Application):	6-D 7-D
Items 8–10 (Analysis):	8-A 9-A 10-A

Items 8-10 are the most important. They test whether students can analyze real Philippine legislative situations rather than recall textbook definitions.
Item 8 (ABS-CBN): The correct answer acknowledges both the constitutional legitimacy AND the democratic concern. A student who can hold both is demonstrating genuine civic analysis, not just partisanship.
Item 9 (committee bottleneck): This is a critical civic literacy lesson — most students do not know that bills can die on committees. Understanding this makes students more effective advocates.
Item 10 (Pharmally investigation): Connect to LE6 (public accountability) — the investigation power is a check on the executive branch and a tool for citizen protection.

Part 2 — Identification

Identify the term or concept described. Choose from the word bank.

Word Bank: *Senate — House of Representatives — party-list system — bicameral — committee hearing — Senate President — Speaker of the House — bicameral conference committee*

1. The stage in the lawmaking process where senators or representatives from both houses meet to reconcile differences between two versions of the same bill. _____

2. The system of representation that gives marginalized and underrepresented sectors — including farmers, laborers, youth, and indigenous peoples — seats in the House of Representatives. _____

3. The stage in the lawmaking process where witnesses are summoned, evidence is examined, and information is gathered before a bill is debated in plenary. _____

4. A legislature with two separate chambers that must both approve a bill before it can be sent to the President. _____

5. The presiding officer and leader of the House of Representatives, elected by all members of the House. _____

Answer Key (Teacher Use Only)
1. Bicameral Conference Committee 2. Party-list system 3. Committee hearing 4. Bicameral 5. Speaker of the House

Part 3 — Performance Task: Legislative Action Brief (Take-home, due next meeting)

The Legislative Action Brief is the primary measure of this lesson's civic competence goal: students use their understanding of the legislative branch to propose a real law addressing a real community problem, addressed to their actual district representative.

Legislative Action Brief

Write a 150–200-word action brief addressed to YOUR district representative (or a senator of your choice if you do not know your district representative). Your brief must:

- Identify a real public issue in your community, barangay, or school that needs legislative action
- Explain why this issue requires a law — not just an executive program or a local ordinance
- Specify what kind of legislative action you are requesting: a new law, an amendment to existing law, a budget allocation, or a Senate/House investigation
- Explain how this legislative action would benefit your community and contribute to national development
- End with a specific call to action: what do you want your representative to do, and by when?

Address your brief formally: 'Dear Senator [Name]' or 'Dear Representative [Name], [District].' If you do not know your representative's name, look it up before writing.

Criterion	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Issue identification	Specific, real issue clearly described; legislative need convincingly established	Issue described; legislative need mostly clear	Issue vague or need for law unclear	No clear issue or legislative need
Legislative accuracy	Correct type of legislative action requested; appropriate house or senator identified	Mostly correct; minor inaccuracies in legislative action type	Legislative action vague or partially correct	Incorrect or missing
National development connection	Clear, specific explanation of how the law would benefit the community and the country	Connection present but general	Vague connection to development	No connection made
Call to action	Specific, actionable, and realistic request to the representative with a sense of urgency	Request present but general	Vague request	No call to action

GENERALIZATION AND CLOSURE (Day 4, after assessment)

After students share their legislative demands, close with:

Congress is often criticized in the Philippines — for slow lawmaking, for political partisanship, for using the budget as a tool of patronage rather than public service. Some of that criticism is fair. But the institution itself exists for a purpose that is still urgent: to give Filipinos a way to translate their needs, their rights, and their demands into laws that govern everyone.

You now know how it works. You know the difference between a senator and a district representative. You know how a bill becomes a law. You know that you have the right to petition, to testify, and to demand a hearing. You know how to write a brief to your representative. None of that is just civics knowledge — it is democratic agency. Use it.

<table>
<tr><td>VI. Enrichment/ Remediation</td><td>
<table>
<tr><th>ENRICHMENT — For Advanced Learners</th><th>REMEDIATION — For Struggling Learners</th></tr>
<tr><td>Option A: Legislative History Research Choose one law that directly affects students (RA 10931, RA 10627, or RA 10929). Research its legislative history: Who authored the bill? How many years did it take to pass? What were the main arguments for and against it? Was it passed in the Senate or the House first? Write a 200-word legislative history summary and explain what it reveals about how Congress works. Option B: My Better Law Proposal Identify one existing Philippine law that you believe needs to be amended or strengthened. Write a 200-word proposal explaining: what the current law says, what its weakness is, what change you propose, which house of Congress should initiate it, and who the affected citizens are. Present to the class.</td><td>Option A: Senate or House? Sorting and Review Classify these terms under the correct column — Senate, House of Representatives, or Both: 24 senators / Upper House / Lower House / District Representative / Senator / Lawmaking / Speaker / Senate President / Party-list / Ratify treaties / Initiate revenue bills / Impeachment trial
Option B: Guided Sentence Completion Complete these sentences: ‘The Senate is different from the House because…’ ‘A bill becomes a law when…’ ‘The party-list system exists because…’ ‘One way citizens can influence Congress is…’ ‘Congress helps national development by…’</td></tr>
</table>
</td></tr>
<tr><td>VII. Reflection</td><td>After facilitating this four-day lesson, I observed that learners _____. The key highlights included _____, while the main challenges were _____. To improve instruction, I adjusted by _____, which helped enhance learner engagement and understanding. For the next time I teach this lesson, I will _____.</td></tr>
<tr><td>VIII. USE OF GENERATIVE AI</td><td>In preparing this revised Lesson Exemplar, the author used ChatGPT (OpenAI) and Claude (Anthropic) to enhance the clarity, relevance, and efficiency of the content creation process, providing a structured approach to presenting complex ideas and ensuring alignment with educational frameworks including the PULSO Framework. The author reviewed, contextualized, and finalized all content. The author takes full responsibility for the content of this LE.</td></tr>
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Learning Area	PHILIPPINE GOVERNANCE (PHILIPPINE POLITICS AND GOVERNANCE)	**Lesson Exemplar**	8

I. OBJECTIVES	
A. Content Standard	The learners demonstrate an understanding of the roles, functions, and powers of the executive, legislative, and judicial branches as well as the local government units (LGUs), the principles of separation of powers and checks and balances, decentralization, and the importance of public accountability as a cornerstone of democratic governance.
B. Performance Standard	The learners evaluate current issues and propose informed solutions (or public policies) that promote democratic values, good governance, and national development
C. Learning Competencies	Analyze the role of the Judiciary in dispensing justice and protecting constitutional freedoms and safeguards
D. Learning Objectives *(Setting Clear Objectives and Analyzing the Tasks)*	*At the end of the lesson the students are expected to:* 1. Identify the specific qualifications, leadership hierarchies, and administrative structures of the Supreme Court and lower collegiate courts. 2. Describe the role of the Judicial and Bar Council (JBC) in maintaining judicial independence and limiting political influence in judicial appointments. 3. Analyze the power of Judicial Review to determine how the Judiciary acts as the final arbiter of legal truth and protector of constitutional freedoms. 4. Analyze the key components of Philippine Supreme Court decisions to determine how the Judiciary interprets and applies laws to protect citizens' rights.
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	Chan Robles Virtual Law Library. **"Rules of the Judicial and Bar Council."** Accessed May 6, 2026. https://chanrobles.com/judicialandbarcouncilrules.html. [chanrobles.com] Constitution of the Republic of the Philippines (1987). **Article VIII – Judicial Department.** Supreme Court E-Library. Accessed May 5, 2026. https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/45/11448. [elibrary.j…ary.gov.ph] ELCOMBLUS. **"The Roles and Responsibilities of the Philippine Judiciary."** December 15, 2025. https://elcomblus.com/the-roles-and-responsibilities-of-the-philippine-judiciary/. [elcomblus.com] Respicio, J. **"Composition, Powers, and Functions of the Supreme Court."** Respicio & Co., October 15, 2024.

	https://www.respicio.ph/bar/2025/political-law-and-public-international-law/judicial-department/the-supreme-court/composition-powers-and-functions. [respicio.ph] Respicio, J. **"Judicial Review."** Respicio & Co., September 26, 2024. https://www.respicio.ph/bar/2025/political-law-and-public-international-law/judicial-department/judicial-review. [respicio.ph] Supreme Court of the Philippines. **"About the Supreme Court of the Philippines."** Accessed May 7, 2026. https://sc.judiciary.gov.ph/about-the-supreme-court-of-the-philippines/. [sc.judiciary.gov.ph] YouTube. **"Ano nga ba ang Role ng Supreme Court?"** Video. Accessed May 7, 2026. https://www.youtube.com/watch?v=wdVJNGB0mI4. Link for rubrics and discussions http://bit.ly/42reA9q
III. CONTENT *(Sequencing Content)*	The leadership, structure, roles, and responsibilities of the Philippine Judiciary

RELEVANCE STATEMENT (Read aloud at start of Day 1)

When the government kills someone without trial, who can stop it? When a law is passed that violates your rights, who can strike it down? When a powerful official abuses their position and Congress does nothing, who can still hold them accountable? The answer to all three questions is the same: the Judiciary.

The Supreme Court of the Philippines has ruled on some of the most consequential questions in recent history — whether the President can declare martial law in Mindanao, whether a Chief Justice can be removed by a legal maneuver that bypassed the impeachment process, whether red-tagging a community organizer as a terrorist violates their constitutional rights. These are not distant, abstract legal questions. They are the questions that determined whether real Filipinos lost their freedom, their jobs, or their lives.

The Judiciary is the branch of government that most Filipinos interact with least — but it is the last line of defense between citizens and government overreach. When the executive oversteps and the legislature looks away, the Supreme Court is what stands between the Constitution and its violation. This lesson teaches you how that works — and why it matters that the courts remain truly independent.

IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**Day 1** **A. 1. Activating Prior Knowledge** **The Court System and the JBC** **Option 1: Who Runs the Courts? — Think-Pair-Share** Tell the class they will begin by recalling what they already know — or think they know — about courts. Write these questions on the board: 1. Who do you think leads the Supreme Court?	The **Activating Prior Knowledge** activities are designed to engage learners by building on what they already know about the judiciary while promoting active and meaningful participation. In the Think–Pair–Share activity, learners recall and share their ideas about court leadership and structure, allowing misconceptions to surface and preparing them for deeper understanding; this reflects the **IDF's learner-centered and constructivist approach**, as well as the **5E/7E**

	2. What qualifications do you think a Supreme Court Justice must have? 3. Do you think the Supreme Court is composed of one judge or several? Students think individually for 2 minutes, then discuss with a seatmate. Selected pairs share with the class. The teacher writes key ideas and emerging misconceptions on the board without correcting them yet. Transition: "Your ideas will be verified and expanded in today's lesson." **Option 2: Visual Interpretation — Picture Prompt** Display or describe images of the Supreme Court building, a courtroom with judges in robes, and a JBC screening session. Ask students: Which details caught your attention and why? What roles do the people in these images seem to hold? What does the setting suggest about the kind of authority the courts exercise? Write emerging terms on the board: justice, court, leadership, hierarchy, authority. Transition: 'These images show how the judicial system operates. Today we study the actual structure behind them.' **2. Establishing the Purpose** **Option 1:** Role Identification — "What Does the JBC Do?" Introduce the Judicial and Bar Council (JBC) briefly: it is the body created by the 1987 Constitution specifically to protect judicial independence by screening and recommending nominees for judicial positions. Divide the class into small groups. Give each group a set of statement cards. Groups examine the statements and classify each as a JBC function (Correct) or not a JBC function (Incorrect)	**Engage/Elicit and Explore phases**, where students actively think, discuss, and refine ideas. Similarly, the Visual Interpretation activity uses images to help learners observe and infer roles and authority within the judiciary, making abstract concepts more concrete and accessible. Both activities embody the **3Rs guiding principles** by promoting **rigor** through critical thinking, **relevance** by connecting to real-world institutions, and **relationships** through collaborative discussion, ultimately establishing a strong foundation for inquiry-based learning. ***Edtech Integration*** ***Visual Interpretation-Picture Prompt,*** *learners analyze images of the Supreme Court and courtroom settings using digital tools (e.g., Jamboard or Google Slides). This promotes* ***visual comprehension and understanding of judicial concepts*** *such as authority and roles, while also developing* ***numeracy through pattern recognition****, as students identify hierarchy and relationships within the judicial* Within the **PULSO framework**, this activity addresses: **P – Present a political reality:** Courts as real institutions that exercise power **U – Unpack issues & actors:** Identifying who leads courts and why **L – Link to core concepts:** Authority, leadership, and institutional roles **Teacher Annotations** Do not correct misconceptions during this stage. Note which errors are most common — students often confuse the JBC with the Supreme Court itself, or assume judges are elected. These are the teaching moments for discussion.

Statement	Correct JBC Function?
The JBC screens and evaluates applicants for judicial positions.	
The JBC directly appoints judges without presidential involvement.	
The JBC recommends a shortlist of nominees to the President.	
The JBC conducts public elections to choose Supreme Court Justices.	
The JBC ensures that judicial nominees meet constitutional qualifications of competence, integrity, and independence.	
The JBC can veto a presidential appointment it disapproves of.	

Groups discuss how the functions they identified help protect judicial independence — particularly by preventing political influence in judicial appointments. Selected groups present their answers.

Ask: "Why do you think the framers of the 1987 Constitution created the JBC? What were they trying to prevent?"

Option 2: Cause-and-Effect Chart — JBC and Judicial Independence

Brief teacher-led introduction to the JBC and the concept of judicial independence. Distribute a Cause-and-Effect Chart: the Cause column lists JBC actions (screening based on merit,

-PULSO note: This is the Present stage — students encounter the Judiciary as a real institution with real people exercising real authority, before the formal structure is introduced.

Official Supreme Court Website (facade image):
https://sc.judiciary.gov.ph/about-us/
[sc.judiciary.gov.ph]
Official photo of incumbent Supreme Court Justices
(Manila Times):

The **Establishing the Purpose of the Lesson** activities are designed to deepen learners' understanding of the role of the Judicial and Bar Council (JBC) through active inquiry and analysis. In Option 1 (Role Identification), learners classify JBC functions through collaborative group work, allowing them to construct meaning by distinguishing correct and incorrect responsibilities. This reflects the **IDF framework** by promoting learner-centered, competency-based learning where students actively engage in analyzing institutional roles. It aligns with the **5E/7E inquiry model**, particularly the **Explore and Explain phases**, as learners investigate concepts and begin to articulate understanding through discussion and presentation. Option 2 (Cause-and-Effect Chart) further strengthens conceptual understanding by guiding learners to analyze how specific JBC actions contribute to judicial independence, reinforcing logical reasoning, and real-world application.

Edtech Integration

*In this activity, learners use **Padlet, Miro, or Canva charts** to visually organize the **cause-and-effect** relationship between JBC actions and judicial independence. This*

public interviews, shortlisting nominees); the Effect column shows how each action strengthens judicial independence. Students complete individually or in pairs. Sample entry: Cause — JBC evaluates nominees based on merit and integrity; Effect — Judges are less likely to owe their appointment to political patrons, making them more independent.

Judicial and Bar Council (JBC) Role and Process in Appointments to the Philippine Judiciary

3. Discussion: The Philippine Court System

The Hierarchy of Philippine Courts

The Philippine judicial system is organized into a hierarchy. Cases generally begin at the lowest court level and may be appealed upward.

Court Level	Description	Jurisdiction
Supreme Court (Article VIII, 1987 Constitution)	The highest court; composed of 1 Chief Justice and 14 Associate Justices. Decisions are final and binding. The SC is also the administrator of the entire court system.	Has jurisdiction over all courts; decides cases involving constitutional questions; exercises judicial review
Court of Appeals	Reviews decisions of lower courts. Composed of a Presiding Justice and Associate Justices sitting in divisions.	Appellate jurisdiction over Regional Trial Courts and quasi-judicial agencies
Sandiganbayan	A special anti-graft court that handles cases involving public officials accused of corruption, plunder, and other offenses.	Cases involving government officials at Salary Grade 27 and above

*supports **literacy** by helping students understand and explain relationships between ideas and enhances **numeracy** through **logical mapping and structured analysis** of information.*

In the **PULSO framework**, the activity covers:

U – Unpack issues & stakeholders: JBC vs. other institutions
L – Link to core concepts: Separation of powers, merit-based selection
S – Scrutinize power: How appointments limit political influence

Teacher Annotations

- Correct answers for the statement cards: Correct: 1, 3, 5. Incorrect: 2, 4, 6. The most important correction: the JBC recommends nominees, but the President still appoints — the JBC limits the pool but does not eliminate presidential discretion entirely.
- The framing question — 'What were they trying to prevent?' — is historically grounded: the JBC was created specifically in response to the Marcos era, when judges were appointed for political loyalty rather than legal competence. Students who understand this will understand why the JBC matters. PULSO note: This is the Unpack stage — students identify the institutional design behind the JBC and the problem it was created to solve.
- The Sandiganbayan is particularly important for civic education students should know this is the court specifically designed to try corrupt government officials. It exists because ordinary courts were seen as

Court of Tax Appeals	A special court for tax-related cases.	Civil and criminal cases involving internal revenue, customs, and tax assessment disputes
Regional Trial Courts (RTC)	Trial courts of general jurisdiction at the regional level.	Cases not assigned to other courts; serious criminal cases; civil cases above threshold values
Municipal / Metropolitan Trial Courts	Trial courts at the local level handle less serious cases.	Minor criminal offenses; small civil claims; preliminary investigation

Qualifications of Supreme Court Justices

Qualification	Requirement (Article VIII, Section 7)
Citizenship	Natural-born Filipino citizen
Age	At least 40 years old
Legal experience	At least 15 years as a judge of a lower court OR as a practicing lawyer in the Philippines
Integrity	Must be a person of proven competence, integrity, probity, and independence
Selection	Nominated by the JBC and appointed by the President

Ask: "Why do you think the Constitution requires 15 years of legal experience? Why is 'proven integrity' included as a qualification

insufficient to handle high-profile government corruption cases.

- The question about integrity vs. legal knowledge is the most important pedagogical moment in this section. Students who have followed Philippine judicial controversies will recognize cases where judges had legal credentials but questionable integrity.

PULSO note: This is the Link stage — the court structure connects to the constitutional design principle of an independent judiciary and the real protection this provides to citizens.

Edtech Integration

The Philippine Court System*, learners transform the court hierarchy table into a visual representation using* ***Canva, Lucidchart, or PowerPoint****, creating a flowchart or infographic. This enhances* ***literacy skills*** *by helping students understand the organizational structure of the judiciary, and develops* ***numeracy skills*** *through* ***graphical interpretation, sequencing, and analysis of hierarchical levels*** *within the court system.*

	alongside legal knowledge? What happens if a judge has legal knowledge but not integrity? **The JBC and Judicial Independence** The Judicial and Bar Council (JBC) is composed of the Chief Justice (ex **The JBC and Judicial Independence** officio Chairperson), the Secretary of Justice, a representative from Congress, a retired Supreme Court Justice, a representative of the Integrated Bar of the Philippines, a professor of law, and a private sector representative. This composition deliberately mixes legal professionals, government officials, and private citizens to prevent any single political interest from controlling the nomination process. **Ask:** Can the JBC completely eliminate political influence in judicial appointments? Why or why not? What other safeguards does the Constitution provide to protect judicial independence? **4. Closure: Exit Ticket** **Answer in 2-3 sentences each:** 1. In your own words, what is the role of the Judicial and Bar Council? Why was it created? 2. Which court would handle a case where a government official is accused of corruption? Why is there a special court for this? 3. Why is it important that the Supreme Court is the final court of appeal in the Philippines? Preview Day 2: "Tomorrow we study the concept that makes the Supreme Court the most powerful institution in Philippine law — Judicial Review."	**Teacher Annotations** -Collect exit tickets. Use Question 1 to check whether students understand the JBC's role correctly before Day 2. Common error: students confuse the JBC with the SC itself
B. Instituting New Knowledge	**Presenting Examples (DAY 2)** **Judicial Independence and Judicial Review** **1. Recap of Day 1** Ask 2-3 volunteers to share Day 1 exit ticket responses. Synthesize:	**Teacher Annotations** If many students confused the JBC with the SC, address this clearly before proceeding. The JBC–SC distinction is foundational to understanding judicial independence. The ***"If I Were a Justice… — Quick Write"*** activity effectively aligns with the **IDF**

	• The Philippine court system is hierarchical: Municipal Courts → Regional Trial Courts → Court of Appeals / Sandiganbayan → Supreme Court. • The Supreme Court is the highest court — 15 Justices, final and binding decisions, administrator of all courts. • The JBC screens and shortlists judicial nominees to protect the appointment process from pure political patronage. Clarify any misconceptions from exit tickets. Tell students: "Today we focus on why the Supreme Court's decisions are final — and what power allows it to check both the President and Congress." **B. Presenting Examples: Judicial Independence — Quick Write** **Option 1: If I Were a Justice... — Quick Write** Tell students: "You will do a short reflective writing activity. Imagine yourself as a newly appointed Justice of the Supreme Court." Present the prompt: > *"If I were a Justice of the Supreme Court, how would the Judicial and Bar Council help me maintain independence in deciding cases? What pressures might I face, and how would the JBC's merit-based selection process protect me from these pressures?"* Students write 5-7 sentences. Teacher walks around, encouraging students to connect their response to fairness, merit-based selection, freedom from political pressure, and public trust in the judiciary. 2-3 volunteers share. Teacher synthesizes: "Your reflections show that the JBC plays a crucial role — not just in selecting qualified judges, but in giving those judges the legitimacy to decide cases independently, without feeling they owe their position to a political patron." Judicial and Bar Council (JBC) Role and Process in Appointments to the Philippine Judiciary	**framework** by translating the intended competency on judicial independence into a reflective writing task, with teacher feedback provided through guided prompts and synthesis. It reflects the **5E/7E inquiry model** as students are engaged through role-play, explore ideas independently, explain through writing and sharing, elaborate by connecting to real-world pressures, and are evaluated through discussion and synthesis. The task also applies **AID principles**, combining a meaningful activity, interactive sharing, and a well-designed, authentic prompt. Additionally, it supports the **3Rs principles** by making learning relevant to real-life governance, promoting rigorous higher-order thinking, and fostering relationships through student voice and collaboration. The *Think–Write–Share* option similarly reinforces these elements by guiding learners from individual reflection to collaborative understanding of judicial independence. ***Edtech Integration*** ***If I Were a Justice...**, learners reflect on judicial independence through a short-written response and discussion, using **Google Docs or Microsoft Word Online** to submit their ideas and **Mentimeter** to share responses in real time. This strengthens **literacy skills** by developing written comprehension and expression, while supporting analytical thinking as students explain their understanding of the Judiciary's role and decision-making.* Under **PULSO**, it reflects: **L – Linking concepts** to lived experience **O – Organizing civic understanding** through reflection Within **PULSO**, learners:

Option 2: Why Judicial Independence Matters — Think-Write-Share

Present the focus question: 'Why does judicial independence matter in a democratic society?' Students think individually (2 minutes), write a brief response by listing reasons or a short paragraph, then share with a partner. Selected learners share their response to the class. Teacher synthesizes judicial independence ensures fairness, protects citizens' rights, and strengthens trust in the justice system.

2. Discussing the Concept

Judicial Review — The Judiciary's Supreme Power

What is a Judicial Review?

Judicial Review is the power of the Supreme Court to examine any law or government action and determine whether it complies with the Constitution. If the SC finds that a law or executive action violates the Constitution, it can declare that law or action unconstitutional, null, and void — even if the law was passed by Congress and signed by the President.

This power makes the Supreme Court the final arbiter of legal truth in the Philippines. No other institution — not the President, not Congress, not any government agency — has the authority to override an SC ruling on constitutionality.

Aspect	Explanation
Constitutional basis	Article VIII, Section 1: Judicial power includes the duty to settle actual controversies involving rights and to determine whether there has been grave abuse of discretion by any branch or instrumentality of government

S – Scrutinize reasons and consequences

O – Organize insights into shared understanding

Teacher Annotations

- The Quick Write humanizes the concept of judicial independence by making it personal. Students who imagine themselves as justices facing political pressure understand the JBC's protective function at a human level, not just an institutional one.

PULSO note: This is the Link stage — judicial independence connects from the institutional level to the personal responsibility of the individual judge.

- The Republic v. Sereno case is deliberately included because it raises a contested question: was the quo warranto route constitutional, or did it effectively allow the executive branch to remove a Chief Justice without going through the impeachment process? This is an unresolved civic debate. Present it as such — not as a settled question.
- The Zarate red-tagging case connects directly to Q1 LE2 (political ideology) and LE4 (Bill of Rights) — reinforce the cross-quarter connection.

PULSO note: This is the Scrutinize stage — students evaluate the SC's actual decisions against constitutional standards, analyzing evidence and competing perspectives.

What can be reviewed	Laws passed by Congress; executive orders and proclamations; administrative regulations; acts of government agencies; even acts of the JBC itself
Standard for review	A law is unconstitutional if it violates any provision of the Constitution, or if it was enacted with grave abuse of discretion
Effect of ruling	An SC declaration of unconstitutionality renders the law void from the beginning — as if it were never passed
Who can challenge	Any person with legal standing (a direct and substantial interest in the outcome) can file a petition before the SC

Real Philippine Supreme Court Decisions Using Judicial Review

Case	Year	What was challenged	What the SC decided
Lagman v. Medialdea	2017	Proclamation 216 declaring Martial Law in Mindanao	SC upheld the Martial Law declaration, finding sufficient factual basis; but the case established the SC's power to review Martial Law proclamations — a constitutional check on executive military power

Edtech Integration
In this activity, learners analyze the Judicial Review table and Supreme Court case data using ***Google Sheets, Excel, or Canva charts****, transforming information into visual graphs or charts. This enhances* ***literacy skills*** *through reading and interpreting case summaries and strengthens* ***numeracy skills*** *by supporting* ***data analysis and graphical interpretation*** *of cases by year and type.*

The *"Scenario Analysis — What If There Were No JBC?"* activity effectively integrates the IDF framework by translating the intended SHS competency on understanding the role of the Judicial and Bar Council (JBC) into an analytical group task (Delivered Curriculum), while group sharing and teacher synthesis provide immediate formative feedback that clarifies

Republic v. Sereno	2018	Whether Chief Justice Sereno could be removed via quo warranto (a legal action questioning her title to office) rather than impeachment	SC granted the quo warranto petition and removed CJ Sereno; critics argued this bypassed the constitutionally specified impeachment process for removing a Chief Justice
Gios-Samar v. DOTC	2019	Whether large infrastructure projects could bypass environmental and public participation requirements	SC required compliance with environmental regulations, affirming Judicial Review as a tool to protect constitutional rights in development projects
Zarate v. Aquino III	2021	Whether red tagging of community organizers as communist terrorists violated their constitutional rights	SC dismissed the petition but affirmed that red tagging can constitute a violation of rights; the case established important precedent on the limits of state labeling of civilians

Ask: "Which of these SC decisions do you think had the most impact on Filipino citizens' lives? Did any of these decisions surprise you? What would have happened if the Supreme Court did not have the power of Judicial Review in any of these cases?"

3. Developing Mastery

Option 1: Scenario Analysis — What If There Were No JBC?

Present the scenario: "Imagine a Philippines where the Judicial and Bar Council does not exist. The President alone decides who becomes a judge or Supreme Court Justice, with no screening, no shortlisting, no public interview."

historical and constitutional significance (Feedback). It aligns with the 5E/7E inquiry-based model by engaging students through a provocative hypothetical scenario (Engage/Elicit), allowing them to collaboratively examine implications (Explore), explain their reasoning through group responses (Explain), deepen their understanding by connecting consequences to judicial independence and Martial Law experiences (Elaborate/Extend), and evaluate ideas through class discussion and synthesis (Evaluate). The activity also reflects AID design principles, where the *Activity* involves structured scenario analysis, *Interaction* is evident in group collaboration and class sharing, and *Design* uses a counterfactual situation to make abstract constitutional safeguards more concrete and meaningful. Furthermore, it embodies the 3Rs guiding principles: *Relevance* is highlighted by linking past political realities to present institutions, *Rigor* is promoted through critical and evaluative thinking about governance and judicial fairness, and *Relationships* are strengthened through cooperative learning and shared discourse. Similarly, the *"Yes or No"? Defend Your Answer"* option reinforces these frameworks by encouraging students to take a position, justify it using evidence, and engage in democratic dialogue, fostering deeper understanding of the JBC's role while promoting critical thinking and respectful exchange of ideas.

Edtech Integration

Scenario Analysis-What If There Were No JBC? *Learners present and justify their positions using* ***Mentimeter or Slido****, where responses are collected and displayed as real-time graphs. This*

	Groups discuss and write answers to: 1. Who would appoint judges if there were no JBC? 2. What kind of people might end up as judges? What qualifications might be ignored? 3. How might the absence of the JBC affect the independence and impartiality of judges? 4. Do you think the justice system without the JBC would remain fair and credible? Why or why not? Groups share. The teacher connects to the JBC's role: "The JBC was not created by accident. It was created because the framers of the 1987 Constitution had just lived through a period when judges served at the pleasure of one man. The JBC is a lesson learned from Martial Law." **Option 2: Yes or No? Defend Your Answer** Present the question: 'Does the Judicial and Bar Council really help maintain judicial independence?' Students must answer YES or NO and write 2-3 sentences justifying their answer using ideas from the lesson. Teacher calls on both YES and NO respondents. Synthesizes: regardless of position, most justifications point to the JBC's role in limiting political influence. The debate itself is a democratic practice. **4. Closure: Exit Ticket** **Answer briefly:** 1. *What is a Judicial Review? In one sentence, explain what power it gives the Supreme Court.* 2. *Choose one SC decision from the table above. Explain in 2 sentences why it mattered for Filipino citizens.* 3. *Can a popular law be unconstitutional? Explain.* Preview Day 3: "Tomorrow we apply Judicial Review in a Mock Constitutional Challenge — you will argue like justices, citizens, and lawmakers."	*enhances **literacy skills** through **argumentation and justification** and develops **numeracy skills** by enabling students to **interpret poll data and graphical results** generated from class responses.* In **PULSO terms**, the activity strongly reflects: **P – Political reality (imagined but plausible)** **S – Scrutinizing power and consequences** **L – Linking constitutional safeguards** Within **PULSO**, learners engage in: **S – Scrutiny of claims and justification** **O – Organizing reasoned civic positions** **Teacher Annotations** - The 'Martial Law lesson learned' framing is historically accurate and important: the JBC was explicitly a post-Marcos reform. Students who understand this will understand why institutional design matters. For Yes or No: there is no single correct answer as long as it is well-reasoned. A student who says 'No, because the President still has discretion within the JBC's shortlist' is making a legitimate legal point. Reward the reasoning, not the position. **Teacher Annotations** Question 3 is the most important: the answer is YES — a law's popularity does not make it constitutional. This is the same lesson from Q1 LE4 (Tokhang analysis). Reinforce the connection.

C. Demonstrating Knowledge and Skills	**DAY 3 — The Judiciary as Guardian of Rights** **1. Recap of Day 2 + Guided Case Snapshot** Recap: Ask 2 volunteers to share Day 2 exit ticket responses. Synthesize: • Judicial Review is the power of the SC to determine whether laws and government actions comply with the Constitution. • A declaration of unconstitutionality renders the law void — even if it was popular or passed by Congress and the President. • Real SC decisions — on Martial Law, removal of a Chief Justice, red-tagging — show that Judicial Review has direct consequences for Filipino lives. **Guided Case Snapshot — What Did the Court Decide?** **Option 1: Guided Case Snapshot: What Did the Court Decide?** Present a simplified case scenario to the class: *"Congress passes a law requiring all social media users in the Philippines to register with the government using their real names and national ID numbers. The government argues this will prevent misinformation and online crime. A journalist and a youth activist challenge the law before the Supreme Court, arguing it violates their constitutional rights."* Students work in pairs to analyze the case: 1. *What law or government action is being challenged?* 2. *Which constitutional rights might be at stake? (Hint: Article III — Bill of Rights)* 3. *What arguments might the government make to defend the law?* 4. *What arguments might the challengers make?* 5. *How might the Supreme Court use Judicial Review to decide this case?*	**Teacher Annotations** - The social media registration scenario is chosen because it is real — similar proposals have been debated in the Philippines. Students may have opinions about online anonymity. Channel those opinions into constitutional reasoning: which specific Article III provision is implicated? Due process? Free expression? Privacy? -The correct constitutional provisions: Article III, Section 4 (freedom of expression), Section 3 (right to privacy), Section 1 (due process and equal protection). Do not give these to students before the activity — let them find the connection themselves. The Guided Case Snapshot and Critical Question activities reflect strong integration of the **IDF of the SHS curriculum** by anchoring learning on a relevant, real-world legal issue that promotes critical thinking, collaboration, and civic understanding. The flow of the task aligns with the **5E/7E Inquiry-Based Model**, where students are *engaged* through a provocative scenario, *explore* ideas through pair analysis, *explain* insights via sharing, and *elaborate* and *evaluate* as the teacher synthesizes responses on Judicial Review. The design also embodies **AID principles**, as learners actively participate, interact with peers, and deepen understanding by analyzing constitutional arguments. Moreover, the lesson upholds the **3Rs—Rigor, Relevance, and Relationships**: it demands higher-order reasoning (rigor), connects to contemporary issues students can relate to (relevance), and fosters collaborative dialogue (relationships). Overall, the annotation shows how inquiry-driven and context-rich instruction deepens learners' grasp of Judicial Review

	Selected pairs share. Teacher connects to Judicial Review: "When the SC decides this case, its ruling is final and binding. No appeal. No override by Congress or the President. That is what makes the SC the final arbiter of legal truth." **Option 2: Critical Question — Who Has the Final Say?** Write on the board: 'Who has the final say on the meaning of the law — the Judiciary, Congress, or the President?' Students think individually, write a 3-4 sentence response, and share. Teacher asks: 'What power allows the Judiciary to have the final say? How does Judicial Review support your answer?' Synthesis: although laws are made by Congress and implemented by the President, the Judiciary — through Judicial Review — has the final authority to interpret the Constitution. This power makes the courts the final arbiter of legal truth. **2. Practical Applications** **Option 1: Mock Constitutional Challenge — Deciding with Fairness** Divide the class into three groups representing Citizens, Lawmakers, and the Judiciary. **The Scenario:** *"Congress passes the Public Safety and Order Act — a law that allows authorities to detain any person for up to 72 hours without a warrant if they are suspected of spreading 'dangerous misinformation' about the government. The law has strong public support after a high-profile disinformation campaign caused community violence. A civil society group challenges the law before the Supreme Court."*	as the Judiciary's power to act as the final arbiter of legal truth. ***Edtech*** *In this activity, learners analyze a social media law scenario using* ***Google Docs or Kami****, where they collaboratively annotate the case by identifying the issue, rights involved, and key arguments. This strengthens* ***literacy skills*** *through* ***case comprehension and interpretation*** *and develops* ***numeracy skills*** *through* ***structured analysis and logical breakdown of legal components****.* **PULSO Integration:** **S – Scrutinize Evidence & Authority** **L – Link Judicial Review to Constitutional Supremacy** **O – Organize Reasoned Conclusions** The Mock Constitutional Challenge and Critical Reflection tasks demonstrate a cohesive integration of the **IDF of the SHS curriculum** by immersing learners in an authentic, real-life legal dilemma that strengthens interdisciplinary understanding of governance, rights, and civic responsibility while developing higher-order thinking and decision-making skills. The activity clearly aligns with the **5E/7E Inquiry-Based Instructional Model**: students are *engaged* through a compelling and controversial scenario, *explore* perspectives through group role-play and preparation, *explain* arguments during presentations, and *elaborate* and *evaluate* as the Judiciary group deliberates and the class reflects on the implications of the ruling. The design strongly reflects **AID principles**, as learners are actively involved in argument construction, interact meaningfully through structured roles and dialogue, and engage in deep learning by applying constitutional provisions to complex, realistic situations. Additionally,

Group	Task
Citizens (challengers)	Argue that the law violates constitutional rights. Identify specific provisions of the Bill of Rights that the law contradicts. Propose what the SC should decide.
Lawmakers (government side)	Defend the law. Argue that public safety justifies the restriction. Cite constitutional provisions that support government authority to maintain order.
Judiciary	Listen to both sides. After hearing arguments, deliberate and deliver a ruling: Is the law constitutional or unconstitutional? State the constitutional basis of your decision. Your ruling is final and binding.

Procedure:

1. Preparation: 10 minutes for each group to prepare arguments
2. Citizens present their challenge: 3 minutes
3. Lawmakers present their defense: 3 minutes
4. Judiciary asks clarifying questions: 2 minutes
5. Judiciary deliberates and announces ruling with constitutional basis: 5 minutes
6. Reflection discussion: 10 minutes

Reflection questions after the ruling:

1. How did it feel to decide something that affects the rights of real people?
2. Why is it important that justices are independent from political pressure when making this decision?

the lesson embodies the **3Rs—Rigor, Relevance, and Relationships**: it promotes *rigor* through critical analysis and constitutional reasoning, ensures *relevance* by connecting to contemporary issues of misinformation and public safety, and builds *relationships* through collaboration, respectful discourse, and shared reflection. Overall, the annotation highlights how experiential, inquiry-driven instruction deepens learners' appreciation of Judicial Review and the Judiciary's critical role as the final arbiter of legal truth in protecting constitutional rights. Through **PULSO**, learners progress from:

P – Presenting a political issue
U – Unpacking stakeholders
L – Linking to rights and powers
S – Scrutinizing arguments
O – Organizing a binding decision

Edtech Integration

*In this activity, learners engage in a simulated constitutional case using **Canva, Google Slides, or PowerPoint** to present arguments and decisions. This strengthens **literacy skills** through constructing arguments and understanding legal concepts, while developing **numeracy skills** by enabling students to **weigh evidence and make logical comparisons** in arriving at a reasoned judgment.*

Teacher Annotations

- For the Judiciary group: emphasize that they must decide based on constitutional grounds, not opinion. If the majority personally support the law but finds it unconstitutional, they must rule against it. This is the core lesson of judicial independence applied to practice.
- Expected constitutional arguments: Citizens will cite Article III, Sections 1 (due process), 3 (right to privacy), and 4

	3. What would have happened if the Judiciary ruled based on public opinion rather than the Constitution? 4. How does this simulation show the importance of the Judiciary in everyday life? **Option 2: Critical Real-Life Reflection** Individual writing task (15-20 minutes). Present the prompt: 'Why is it important that the Judiciary has the power of Judicial Review to make final decisions on the meaning of the law? What problems might arise if this power belonged to the executive or legislative branch instead?' Students write independently (minimum 8-10 sentences). 2-3 volunteers share. Teacher affirms reasoning that demonstrates protection of constitutional rights, separation of powers, finality of judicial interpretation, and the risk of laws being interpreted based on political interest rather than justice. **3. Closure: Exit Ticket** **Answer briefly:** 1. In the simulation, which argument — Citizens or Lawmakers — was stronger? Why? Cite a specific constitutional provision. 2. Why is an independent Judiciary more important in a democratic society than a Judiciary that follows public opinion? 3. What is one SC decision you now want to know more about? Why?	(freedom of expression). Lawmakers will cite Article II, Section 5 (defense of state), Article VII (executive police power), and Article VI (legislative authority). The Judiciary's task is to weigh these against each other. - The reflection question 'What if the Judiciary ruled based on public opinion?' is the most important civic competence question of Day 3. The SC's legitimacy depends on its independence from popularity — this is the same lesson as Q1 LE4's Tokhang analysis. PULSO note: This is the Scrutinize and Organize stage — students evaluate competing constitutional claims and organize a judgment grounded in the rule of law. Question 3 builds research curiosity — students who are genuinely curious about a specific SC decision are demonstrating engagement beyond the classroom. Encourage them to look it up. The Concept Integration Chart and Values-Based Generalization reflect strong integration of the **IDF of the SHS curriculum** by guiding learners to synthesize key judiciary concepts and connect them to democratic values and real-life governance. The task aligns with

	Preview Day 4: "Tomorrow we synthesize everything in a Concept Integration Chart and complete the assessment." **DAY 4 — Synthesis and Assessment** **1. Recap of Days 1–3** Ask 3 volunteers to share Day 3 exit ticket responses. Synthesize the four-day arc: Day 1: The court system is hierarchical; the Supreme Court is the highest; the JBC protects judicial independence through merit-based nomination. • Day 2: Judicial Review gives the SC the power to strike down unconstitutional laws and government actions — making it the final arbiter of legal truth. • Day 3: The Mock Constitutional Challenge demonstrated that judicial decisions must be grounded in the Constitution, not public opinion — the foundation of judicial independence. Tell students: "Today you synthesize all three components of the Judiciary — structure, JBC, and Judicial Review — and show how they work together to protect democracy." **2. Generalization** **Option 1: Concept Integration Chart** Students complete the chart individually or in pairs. Teacher circulates to guide thinking.	the **5E/7E Inquiry Model**, as students *explore* and organize ideas, *explain* roles and contributions, and *elaborate* and *evaluate* through reflective generalization. It also demonstrates **AID principles**, with learners actively constructing meaning, interacting through guided or paired work, and deepening understanding by linking concepts. Moreover, it upholds the **3Rs—Rigor, Relevance, and Relationships**: promoting analytical thinking (*rigor*), connecting learning to democracy (*relevance*), and encouraging collaboration and shared insights (*relationships*). Overall, the activity deepens understanding of the Judiciary's vital role in upholding the rule of law. **PULSO Integration:** **O – Organize Civic Understanding** **With PULSO integration**: ***S* – Scrutinize Power & Authority** **O – Organize Civic Understanding** ***Edtech Integration*** ***Concept Integration Chart**, learners synthesize key concepts of the Judiciary using **Canva, Mind Meister, or Google Sheets** to organize ideas into a structured chart. This enhances **literacy skills** through comprehension and synthesis of concepts and develops **numeracy skills** by organizing and interpreting information in **table or chart form**.* **Teacher Annotations** - The synthesis statement should be read aloud by the teacher after students share their chart answers. It is the conceptual anchor of the entire lesson. PULSO note: This is the Organize stage — students synthesize three days of learning into a coherent understanding of how the Judiciary functions as a democratic institution.

Judiciary Component	Role	Contribution to Democracy and Rule of Law
Court Structure (Supreme Court and lower courts)		
Judicial and Bar Council (JBC)		
Judicial Review		

After completion, teacher synthesizes: "The Judiciary ensures democracy and the rule of law through three interconnected mechanisms: a structured court system that provides accessible justice; an independent appointment process via the JBC; and the power of Judicial Review that allows courts to determine the final legal meaning of the Constitution."

Option 2: Values-Based Generalization Question

Ask: 'Why is an independent and constitutionally grounded Judiciary essential in a democratic society?' Students write 2-3 sentences connecting their answer to court structure, judicial independence, and Judicial Review. Volunteers share. Teacher highlights common themes: protection of rights, fairness and justice, checks and balances, rule of law.

V. ASSESSMENT
(Assessing Learnings)

Part 1 — Multiple Choice (10 items)

Choose the best answer.

1. Which court is considered the highest court in the Philippines?
   A. Court of Appeals B. Sandiganbayan C. Supreme Court D. Regional Trial Court

	2. What is the primary function of the Judicial and Bar Council (JBC)? A. To decide court cases B. To discipline judges who violate the law C. To screen and recommend judicial nominees to the President D. To pass laws affecting the judiciary 3. How does the JBC help maintain judicial independence? A. By controlling all court decisions B. By allowing the President to freely choose any judge without screening C. By electing judges through national elections D. By screening nominees based on merit, competence, and integrity before the President makes appointments 4. Which situation BEST illustrates the exercise of Judicial Review? A. Congress debating a proposed bill B. The President vetoing a law passed by Congress C. The Supreme Court ruling that a law violates the Constitution D. Local government enforcing a municipal ordinance 5. Lower collegiate courts such as the Court of Appeals are characterized by which feature? A. They are composed of only one judge B. They are directly elected by Filipino citizens C. They only hear criminal cases D. They decide cases as a group or division of justices 6. A government official accused of plunder is brought to trial. Which court should PRIMARILY handle this case? A. Municipal Trial Court B. Regional Trial Court C. Sandiganbayan D. Court of Tax Appeals 7. Congress passes a law allowing the government to shut down any media organization it deems a "threat" to national security, without a court order. A journalist challenges the law before the Supreme Court. Which constitutional provision is MOST likely at the center of this challenge? A. Article VII, Section 1 (executive power) B. Article VI, Section 1 (legislative power) C. Article III, Section 4 (freedom of speech, expression, and the press) D. Article VIII, Section 1 (judicial power) 8. In Republic v. Sereno (2018), the Supreme Court removed Chief Justice Sereno through a quo warranto petition filed by the Solicitor General — rather than through the constitutionally specified impeachment process. Critics argued this set a dangerous precedent. Which assessment BEST evaluates this concern? A. The concern is unfounded because the SC has full authority to decide any legal question

B. The concern has merit: allowing the executive branch to remove a Chief Justice through a legal maneuver rather than impeachment could undermine judicial independence by creating a faster, politically controllable removal mechanism

C. The concern is irrelevant because CJ Sereno's removal was clearly deserved

D. The concern is correct because no Chief Justice can ever be removed from office

9. A student argues: 'The Supreme Court should always follow public opinion because justices are supposed to serve the Filipino people.' Which of the following statements BEST evaluates this claim?

A. The argument is correct — public opinion should always guide SC decisions

B. The argument is partially correct — the SC should consider public opinion but also the Constitution

C. The argument is incorrect — the SC's legitimacy comes from applying the Constitution, not from following public sentiment; a court that rules based on popularity rather than law loses its independence and ceases to protect minority rights

D. The argument is correct because elected officials should always reflect the will of the majority

10. The Supreme Court's power of Judicial Review has been criticized as 'counter-majoritarian' — meaning it allows unelected judges to override laws passed by elected representatives. Which response BEST defends the importance of Judicial Review in a democratic society?

A. Judicial Review should be eliminated because it is undemocratic

B. Judicial Review is essential precisely because democracy requires more than majority rule — it requires protection of minority rights, constitutional limits on power, and a mechanism to correct unconstitutional laws even when they are popular

C. Judicial Review is only valid when the SC agrees with public opinion

D. Judicial Review should only apply to laws passed without public consultation

Answer Key (Teacher Use Only)			
Items 1–2 (Knowledge):	1-C	2-C	
Items 3–5 (Understanding):	3-D	4-C	5-D
Items 6–7 (Application):	6-C	7-C	
Items 8–10 (Analysis):	8-B	9-C	10-B

Part 2 — Identification (5 items)

Identify the term or concept being described. Choose from the word bank.

> **Word Bank:** *Judicial Review — Sandiganbayan — Judicial and Bar Council (JBC) — Supreme Court — quo warranto — lower collegiate courts — Chief Justice*

1. The power of the Supreme Court to examine laws and government actions and declare them unconstitutional, null, and void if they violate the Constitution. _____
2. The body created by the 1987 Constitution to screen and recommend nominees for judicial positions, protecting the process from pure political patronage. _____
3. The special Philippine court that tries cases involving government officials accused of graft, corruption, and plunder. _____
4. The highest court in the Philippines, composed of one Chief Justice and 14 Associate Justices, whose decisions are final and binding on all persons and institutions. _____
5. Courts below the Supreme Court — such as the Court of Appeals — that decide cases as a group or division rather than as a single judge. _____

Answer Key (Teacher Use Only)

1. Judicial Review 2. Judicial and Bar Council (JBC) 3. Sandiganbayan 4. Supreme Court 5. Lower collegiate courts

Part 3 — Performance Task: Constitutional Challenge Brief (Take-home, due next meeting)

Constitutional Challenge Brief

Choose ONE of the following situations. Write a 150–200-word brief arguing EITHER that the government action is constitutional OR that it is unconstitutional. You must cite specific constitutional provisions.

- Situation A: The government issues an order requiring all social media users to register with a government agency using their national ID. Those who refuse cannot post publicly. Critics say this violates freedom of expression and privacy rights.
- Situation B: A local government unit issues a curfew ordinance prohibiting all persons under 18 from being on the streets between 10 PM and 5 AM. A student argues this discriminates based on age and violates freedom of movement.
- Situation C: Congress passes a law requiring all public-school teachers to take a government-administered loyalty oath as a condition of employment. A teachers' union argues this violates academic freedom and freedom of speech.

	Your brief must include: • A clear position: constitutional OR unconstitutional • At least TWO specific constitutional provisions you are relying on (cite Article and Section) • A logical argument connecting the government action to those provisions A concluding statement: what should the Supreme Court decide? **Please refer to the attached rubric** **GENERALIZATION AND CLOSURE (Day 4, after assessment)** After students share their Constitutional Challenge Briefs, close with: The Judiciary is the most misunderstood branch of the Philippine government — because it is the quietest. It does not campaign. It does not hold press conferences. It does not distribute relief goods or build roads. What it does is decide — quietly, with legal arguments and constitutional reasoning — whether what the President and Congress do is permissible under the law that governs them all: the Constitution. When the SC ruled on Martial Law in Mindanao, it was not making a political judgment about terrorism. It was asking: did the President follow the constitutional process? When it removed Chief Justice, it was not making a political statement about corruption. It was asking: what does the Constitution say about who can hold this office and how? **The Judiciary's power is the power of the Constitution itself. And the Constitution's power is the power of the Filipino people who wrote it. That is the chain that makes Judicial Review not just legal authority, but democratic authority.**
VI. Enrichment/ Remediation	**ENRICHMENT** **Option A:** SC Decision Comparative Analysis Choose TWO Supreme Court decisions from the table in Day 2 (or research two others). Write a 200-word comparative analysis: — What constitutional provisions were at stake in each case? — How did the SC use Judicial Review in each case? — Do you think the SC made the right decision in each case? Justify using constitutional reasoning, not opinion. — What do these two cases together reveal about the limits and strengths of Judicial Review in the Philippines? **Option B**: Judicial Independence Threat Assessment Identify one current or recent development in the Philippines that you believe poses a threat to judicial independence. It may involve the appointment process, a controversial SC decision, political pressure on a judge, or a proposed law affecting the courts. Write a 200-word threat assessment: describe the development, explain why it threatens judicial independence, and propose one safeguard that could address it.

	REMEDIATION **Option A:** Concept Chart Completion Complete the guided chart: Court — Main Leader — Main Role: Supreme Court — ___ — ___ Court of Appeals — ___ — ___ Sandiganbayan — ___ — ___ Then complete these sentences: 'The JBC was created because…' 'Judicial Review means the SC can…' 'The SC's decisions are final because…' **Option B**: Case in Simple Terms The teacher provides a 3-4 sentence simplified description of one SC decision. Student answers: 'What was the issue brought to the SC?' 'What did the SC decide?' 'Why does this decision matter for ordinary Filipinos?'
VII. REFLECTION *(Feedback and Continuous Improvement)*	After facilitating this four-day lesson, I observed that learners _____. The key highlights included _____, while the main challenges were _____. To improve instruction, I adjusted by _____, which helped enhance learner engagement and understanding. For the next time I teach this lesson, I will _____.
VIII. USE OF GENERATIVE AI	In preparing this revised Lesson Exemplar, the author used Generative AI tools to support the development of the four-day instructional sequence, integration of Philippine Supreme Court case references, development of the Mock Constitutional Challenge scenario, and formulation of higher-order assessment items aligned to the learning competency. The author reviewed, contextualized, and finalized all content. The author takes full responsibility for the content of this LE.

Learning Area	PHILIPPINE GOVERNANCE (PHILIPPINE POLITICS AND GOVERNANCE)	**Lesson Exemplar**	9

I. OBJECTIVES	
A. Content Standard	The learners demonstrate an understanding of the roles, functions, and powers of the executive, legislative, and judicial branches as well as the local government units (LGUs), the principles of separation of powers and checks and balances, decentralization, and the importance of public accountability as a cornerstone of democratic governance.
B. Performance Standard	The learners evaluate current issues and propose informed solutions (or public policies) that promote democratic values, good governance, and national development
C. Learning Competencies	Examine the roles of Local Government Units (LGUs) in governance and service delivery and how decentralization affects local and national governance
D. Learning Objectives	At the end of the four-day lesson, students will be able to: • Explain the key features of decentralization in the Philippines based on the Local Government Code of 1991. • Discuss the structure of local governments (barangay, municipality/city, province) and the roles of local officials in governance and service delivery. • Determine the advantages and challenges of decentralization, using real community examples. • Examine the roles of LGUs in community development and propose a realistic action plan that demonstrates citizen engagement in local governance.
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	**Teacher References:** On Decentralization and the Local Government Code: Republic Act 7160, The Local Government Code of the Philippines (1991). Full text. https://www.officialgazette.gov.ph/1991/10/10/republic-act-no-7160 Pagsanghan, J. The local government code of 1991: opportunity and challenge. Philippine Studies 41, no. 3 (1993): 344-352. Brillantes, A.B. Decentralization in the Philippines: An overview (1987).

	Brillantes, A.B. Decentralized democratic governance under the local government code: a governmental perspective (1998). Tapales, P.D. Devolution and empowerment: LGC 1991 and local autonomy in the Philippines (1992). Elma Mae, F. Local Governance in the Philippines: A Comprehensive Review. On LGU Structure (for teacher background): DILG. Local Government in the Philippines. https://www.dilg.gov.ph 1987 Philippine Constitution, Article X (Local Government). **Classroom Materials:** Day 1 — Service strips for Sorting Game (teacher-prepared, printed and cut): At least 12 strips with services: issuing barangay clearance, national defense, garbage collection, free public education, health center services, road maintenance (national highways), road maintenance (barangay roads), issuing building permits, disaster response coordination, agricultural extension, peace and order (police), fire protection, SK programs, burial assistance, business permit issuance. Day 1 — Scenario cards for Service Delivery analysis (teacher-prepared): Scenario A: A flooding problem handled only by the national government. Scenario B: The same flooding problem handled by the barangay and city/municipality. Day 2 — LGU Organizational Chart (teacher-prepared or projected): Levels: Barangay → Municipality/City → Province → National Government Key officials per level: Barangay Captain; Mayor/City Mayor; Governor; President/National Agencies Day 3 — Case Study scenario cards (teacher-prepared): Barangay A: successful feeding program / Barangay B: failed program (see Day 3 activity) Day 3 — Community issue cards for action plan (teacher-prepared): Flooding, waste management, health services, disaster preparedness (one per group) Day 4 — Synthesis Chart template (teacher-prepared or projected, one per student)
III. CONTENT *(Sequencing Content)*	**Local Government Units (LGUs) and Decentralization** • 5.1 Features of decentralization in the Philippines under the Local Government Code of 1991 • 5.2 Structure of local governments: barangay, municipality/city, province • 5.3 Roles of LGUs in governance and service delivery • 5.4 Advantages and challenges of decentralization in governance • 5.5 The relationship between LGUs and the national government in delivering public services • 5.6 Citizens as active participants in local governance
RELEVANCE STATEMENT	Every student in this class lives under the local government. Your barangay captain knows your street. Your mayor manages the hospital you go to, the public market where your family buys food, and the roads you walk to school. Your governor coordinates flood response when the rains come and signs

	provincial scholarship that some of your classmates applied for. These are not distant officials managing abstract programs. They are the people physically closest to you in the governance system. Before 1991, almost all government decisions were made in Manila. Local officials had little power and less money — everything had to wait for national approval. The Local Government Code of 1991 changed that. It gave barangays, municipalities, cities, and provinces the authority to manage their own affairs, collect their own revenues, and respond to their own communities without waiting for Malacañang to decide. That transfer of power is called decentralization. This lesson examines what decentralization means in practice — what your barangay captain can and cannot do, why some LGUs thrive while others struggle, what the law requires them to deliver to you, and what you can demand from them when they fail. The government closest to you is also the most accountable to you. This lesson teaches you how to use that proximity.	
IV. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**Day 1** **1. Activating Prior Knowledge (15 minutes)** **Option 1: Community Problem Mapping — Think-Pair-Share** Ask students: "What are the common problems in your barangay or community?" Think (3-5 minutes): Each student lists at least three community issues and notes how each problem affects people. Pair (5-7 minutes): Students discuss with a partner: 1. Who usually solves these problems — the barangay, the city or municipality, or the national government? 2. What actions are usually taken? Are they effective? 3. Should this problem be handled locally or nationally? Why? Share (5 minutes): Selected pairs present one issue. Teacher lists responses under two columns on the board: Local Government (LGU) and National Government. **Processing Questions:** 1.Who do you approach first when there is a problem in your community? 2. What services does your barangay or LGU provide? 3. Why is it important that some decisions are made at the local level? 4. Are there cases where the national government is still needed?	- The Community Problem Mapping is the author's strongest activity — preserved exactly. It grounds the lesson in lived community experience from the first minute. Do not rush this. - For the Sorting Game: some strips will generate productive disagreement (e.g., disaster response coordination involves both LGUs and national agencies). These are the best teaching moments — do not resolve them immediately; let students' reason through them. - PULSO note: This is the Present stage — students encounter

	Option 2: Who Does What? — Sorting Game Divide into groups. Give each group a set of service strips (printed and cut). Groups sort them into two columns: National Government and Local Government (LGU). Groups explain their answers. Suggested strips: issuing barangay clearance, national defense, garbage collection, free public education, health center services, national highway maintenance, barangay road maintenance, issuing building permits, disaster response coordination, SK programs, burial assistance, business permit issuance. **Processing Questions:** 1. Which services are handled locally? 2. Why were some responsibilities given to LGUs and not kept at the national level? **2. Establishing the Purpose of the Lesson (15 minutes)** **Option 1: Service Delivery Scenario Analysis** **Present two scenarios about the same flooding problem:** **Scenario A:** **A barangay experiences severe flooding. Residents ask for help. The barangay captain says: 'I cannot do anything without approval from Manila.' The national DPWH receives 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 mobilizes the barangay emergency fund, organizes a clean-up drive, coordinates with the city government for drainage repair, and reports to DILG within 24 hours. The problem is addressed in two weeks.** **Students compare the two in pairs:** **1. Which scenario responds faster to the problem? Why?** **2. Which level of government is closer to the people?**	LGU functions as lived governance realities in their own communities before the formal structure is introduced. - The two-scenario comparison is the author's clearest statement of the lesson's purpose — retained and made more specific. The difference between the scenarios is exactly what decentralization was designed to correct. - PULSO note: This is the Unpack stage — students identify the governance problem (centralized decision-making) before the solution (decentralization) is introduced. - The Mandanas-Garcia ruling note is important and current — it significantly changed LGU funding. Teachers in provinces that received large NTA increases may want to use their own LGU as an example. - The local accountability feature is

	3. What does this suggest about how decisions should be made in governance? **Connect: "The difference between Scenario A and Scenario B is decentralization. Scenario B is what the Local Government Code of 1991 was designed to make possible across the entire Philippines."** **Option 2: Mini Role-Play: Roles in Action** **Assign roles to small groups: Barangay Officials, Mayor/City Government, National Government Agency, Community Residents. Give a simple issue: waste management or health services. Each group explains what actions they would take.** **Processing Questions:** **1. What responsibilities does each group have?** **2. Who takes the lead in solving the problem?** **3. How do different levels of government work together?** **Connect: 'This lesson examines how the Local Government Code defines and empowers these roles.** **C. Discussion:** What is Decentralization? The Local Government Code of 1991 (RA 7160) The Local Government Code of 1991 is the law that operationalized the constitutional mandate for local autonomy under Article X of the 1987 Constitution. It transferred significant powers, functions, and resources from the national government to local government units, making LGUs more capable of responding to community needs without waiting for national direction.	the most important for civic education: LGU officials can be recalled by their constituents. This is a democratic power that most students do not know they exist. Mention it explicitly. - PULSO note: This is the Link stage — decentralization connects to constitutional provisions, RA 7160, and the real governance structures students live within. - Collect exit tickets. Use Question 3 to identify gaps to address on Day 2..

Key Features of Decentralization Under the Local Government Code

FEATURE	***WHAT IT MEANS***	***WHY IT MATTERS***
Devolution of powers	Specific national government functions — in health, social welfare, agriculture, environment, and public works — were transferred to LGUs to deliver directly	LGUs now run local health centers, implement social welfare programs, and maintain local roads rather than waiting for national agencies to do so
Internal Revenue Allotment (IRA) / National Tax Allotment (NTA)	LGUs receive a constitutionally guaranteed share of national tax revenues to fund local programs	LGUs have predictable resources for local governance rather than depending on discretionary allocations from the national government
Local taxation authority	LGUs can collect their own taxes (real property tax, business tax, local fees) to supplement their IRA	LGUs can generate local revenue to fund programs specific to their community's needs
Local legislative authority	Sanggunians (local councils) can pass ordinances, resolutions, and local budgets	Local laws can be tailored to local conditions — a coastal municipality can pass a fishing ordinance; a highland barangay can pass a forest protection ordinance
Local accountability	LGU officials are directly elected by their constituents and can be removed through recall if they fail their communities	Citizens have direct democratic power over the officials closest to them

Ask: "Whic feature do you think is the most important for your community? Which one is most often ignored or violated? Have you ever heard of a barangay using its local taxation authority? Is Sanggunian passing a local ordinance that affected your daily life?

	Teacher content note: The IRA has been renamed the National Tax Allotment (NTA) following the Mandanas-Garcia ruling (2022), which significantly increased LGU shares of national revenue by including BIR and BOC collections. This means LGUs now receive more resources — but with more resources comes more accountability. Students in areas with significant LGU income should know this. **D. Closure: Exit Ticket** Answer briefly: 1. In your own words, what is decentralization? Why was it introduced in the Philippines? 2. Name one specific power that your barangay has under the Local Government Code. 3. What is one question you still have about LGUs or decentralization? Preview Day 2: "Tomorrow we study the structure of local governments in detail — who leads each level, what they are responsible for, and how they coordinate with each other and with the national government."	
B. Instituting New Knowledge	**Day 2** **Presenting Examples** **1. Recap of Day 1** (10 minutes) Ask 2-3 volunteers to share Day 1 exit ticket responses. Synthesize: • Decentralization transfers powers, functions, and resources from the national government to LGUs so they can respond to local needs more quickly and appropriately. • The Local Government Code of 1991 (RA 7160) is the primary law governing decentralization in the Philippines. • Key features: devolution of powers, National Tax Allotment, local taxation, local legislation, and local accountability through elections and recall. Address Day 1 exit ticket questions. Tell students: "Today we go deeper into the structure — who leads each level of local government, what each level is responsible for, and how they all fit together."	The case analysis is the author's contribution — retained exactly. The three situations represent three levels of LGU (barangay, city, province) in action, building from the most local to the most coordinated. Use them in this order. The provincial disaster response situation is the richest analytically — it shows vertical coordination (province directing municipalities) and horizontal coordination (municipalities

B. Presenting Examples: LGUs in Action — (30 minutes)

Option 1: Case Analysis — LGUs in Action
Present three short community situations. Divide into groups. Each group analyzes one situation:

SITUATION	ANALYSIS QUESTIONS
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.	What problem is being addressed? Which LGU unit is responsible for addressing the issue? What power or resources are being used? What are the benefits? What challenges might this barangay face?
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.	What service is being delivered? How does the city government's role differ from the barangays? What would happen without decentralization? Who ultimately benefits?
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.	How does the provincial government coordinate with lower-level LGUs? What is the role of the Local Disaster Risk Reduction and Management Council? How does decentralization help with disaster response?

Groups share their analysis. Teacher connects: "All three situations show decentralization working — local officials using local authority and local resources to serve local people without waiting for Manila."

coordinating within the province). This is the most complex governance relationship in the lesson.

The Lupong Tagapamayapa (barangay dispute resolution body) deserves a brief mention — many students do not know that the barangay has a constitutional mechanism for settling disputes without going to court. This is a direct civic benefit of decentralization.

The unequal resources challenge is the most important for national development equity. Makati's LGU budget per capita dwarfs that of a fourth-class municipality in the Cordillera. Both are decentralized, but the outcomes are radically different. Students should understand this structural inequality.

PULSO note: This is the Link and Scrutinize

Option 2: Graphic Organizer – "National vs Local Responsibilities"

Prepare a two-column chart: National Government / Local Government (LGU). Students classify services: national defense, garbage collection, national highway construction, barangay health center, free public education (DepEd), local scholarship programs, issuance of barangay clearance, national ID issuance, local business permits, agricultural extension services, fire protection. Groups explain their classification.

Processing Questions:
1. Which services are commonly handled by LGUs?
2. Why were these responsibilities transferred?
3. How can decentralization improve public service delivery?

2. Discussing the Concept

The Four Levels of Local Government in the Philippines

The Philippines has four levels of local government, organized hierarchically. Each level has its own elected officials, legislative bodies, and mandated functions.

LEVEL	GOVERNING OFFICIAL	LEGISLATIVE BODY	KEY FUNCTIONS
Barangay (smallest unit)	Barangay Captain (Punong Barangay)	Sangguniang Barangay (7 members + SK representative)	Maintain peace and order; enforce laws within the barangay; deliver basic services (health, sanitation, solid waste); settle disputes through Lupong Tagapamayapa; administer barangay funds; implement national programs at the community level

stage — LGU structure connects to constitutional provisions, and the real advantages and challenges students can observe in their own communities.

Question 3 builds a civic voice — a student who can articulate a specific governance improvement for their own community is practicing democratic participation.

Municipality	Mayor (Alkalde)	Sangguniang Bayan	Deliver social welfare services; regulate local businesses; maintain municipal roads; manage rural health units; implement agricultural programs; coordinate barangays within the municipality
City (component, independent, or highly urbanized)	City Mayor	Sangguniang Panlungsod	Same as municipality but with greater fiscal autonomy; highly urbanized cities are independent of their province; deliver more specialized services (city hospitals, specialized courts, major infrastructure)
Province	Governor (Gobernador)	Sangguniang Panlalawigan	Coordinate municipalities and component cities within the province; provide technical assistance; manage provincial hospitals; administer provincial infrastructure; declare state of calamity within the province

Advantages and Challenges of Decentralization

Advantages	Challenges
Faster response: local officials can act immediately without waiting for national approval	Unequal resources: wealthy LGUs (Makati, Quezon City) can deliver far more than poor LGUs (remote municipalities with small tax base)
Better fit: local programs can be tailored to specific community needs, culture, and conditions	Capacity gaps: some LGUs lack trained personnel, technical expertise, or management systems to use their funds effectively
Accountability: citizens can hold local officials directly accountable through elections and recall	Corruption risk: decentralization without adequate oversight creates opportunities for local-level corruption (ghost projects, fund diversion)
Participation: citizens can attend Sangguniang sessions, barangay assemblies, and local consultations	Coordination gaps: some services require national-local coordination that is not always well-designed

Ask:
1. Which advantage of decentralization do you think your community benefits from the most?
2. Which challenge affects your community most seriously?
3. What would you tell your barangay captain or mayor about improving local governance?"

D. Closure: Exit Ticket

Answer briefly:

1. What level of local government is responsible for maintaining peace and order in your immediate community? Who leads it?

2.Name one advantage AND one challenge of decentralization that you have personally observed or experienced in your community.

3.If you could change one thing about how your barangay or municipality is governed, what would it be and why?

- The Barangay A vs. Barangay B case study is deliberately constructed to distinguish between decentralization as a system (neutral) and the quality of local governance (variable). Decentralization did not fail in Barangay B — the

	Day 3 **3. Developing Mastery** **Option 1: Case Study Analysis — Barangay A vs. Barangay B** Present the following case study: **Barangay A:** Successfully implemented a feeding program for 150 undernourished children. The barangay captain formed a nutrition council with parents, teachers, and health workers. They used 30% of the barangay's health and nutrition budget, sourced vegetables from local farmers, and trained barangay health workers to monitor children's weight monthly. After six months, 80% of enrolled children improved their nutritional status. **Barangay B:** Received the same budget allocation and the same national program guidelines. The barangay captain did not form a council. A contractor was hired to deliver food packs, but many families reported they did not receive anything. The barangay council was not consulted. After six months, the COA found irregularities in procurement. The program was suspended. **Students analyze the cases:** 1. What LGU roles are demonstrated in Barangay A? Which features of decentralization made Barangay A's program work? 2. What went wrong in Barangay B? Was decentralization the problem — or was it the failure of local officials to use their authority responsibly? 3. What specific actions could citizens in Barangay B have taken to prevent or correct the failure? 4. What does this case study reveal about the relationship between decentralization, accountability, and good governance **Option 2: "LGU in My Community" — Observation Task** Students identify one LGU service in their own community: what it is, what are they responsible for and what is its impact on residents. Then they evaluate: Is this service effective? Is it accessible to all residents? What challenges does the LGU face in delivering it? How can citizens improve their service through active participation? Students write 8-10 sentences and share	officials did. This is an essential distinction for civic education. - Question 3 is the civic competence keystone: students who can name specific citizen actions (attend Sangguniang sessions, file a complaint with DILG, request COA audit, participate in barangay assembly) have achieved the lesson's goal. - PULSO note: This is the Scrutinize stage — students evaluate evidence from two contrasting cases and identify the governance factors that explain the difference in outcomes. - The legal basis requirement in the action plan is deliberate — students must cite RA 7160 or Article X of the Constitution. This requires them to connect civic action to

	them with their partner. The teacher connects to the broader lesson: 'Your observation is real community data. Local governance improves when citizens pay attention.	legal grounding, not just good intentions. - For Group 3 (transportation): this issue is sometimes addressed through LGU scholarship transport programs, motosikela pagsali programs, or coordination with DepEd. Some LGUs have partnered with local operators to provide subsidized transport. Students may know of such programs in their area. - PULSO note: This is the Organize stage — students apply their understanding of LGU roles and decentralization to organize a realistic, legally grounded civic response.

<table>
<tr><td></td><td></td><td>- Question 3 connects the group work to an individual civic agency — the action plan is not just an academic exercise but a template for real civic participation.</td></tr>
<tr><td>C. Demonstrating Knowledge and Skills</td><td>1. Finding Practical Application

Option 1: Community Action Plan Development
Divide into groups. Assign each group for one community issue. Groups develop a simple action plan that demonstrates LGU roles and citizen engagement.

<table><tr><th>Community Issue</th><th>Assigned Group</th></tr><tr><td>Persistent flooding in a barangay due to clogged canals and poor waste disposal</td><td>Group 1</td></tr><tr><td>Rising dengue cases in a municipality with no adequate vector control program</td><td>Group 2</td></tr><tr><td>High school dropouts due to lack of transportation to school</td><td>Group 3</td></tr><tr><td>Informal settlers living in a flood-prone area with no relocation plan</td><td>Group 4</td></tr></table>
Each action plan must include:
• Identified problem and the specific people affected
• Responsible LGU unit (barangay, city/municipality, or province) and the specific official or office
• Legal basis: which provision of RA 7160 or 1987 Constitution requires the LGU to act
• Proposed LGU action or program
• How citizens can support or monitor the LGU response
• Expected outcome for the community</td><td></td></tr>
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	Groups present (3 minutes each). The teacher facilitates a brief discussion connecting each plan to the features of decentralization studied in Days 1-2. **Option 2: Simulation: From Problem to Government Response** Present a scenario: A typhoon has damaged homes, roads, and schools in your municipality. Groups represent: Barangay Officials, Municipal Government, Provincial Government, National Government Agency (NDRRMC/DSWD). Each group explains their actions and coordination. Simulate step-by-step how the problem is addressed. **Processing Questions:** 1. What role did each level play? 2. How did decentralization affect the response? 3. What challenges appeared in coordination between levels? **D. Closure: Exit Ticket** Answer briefly: 1.In your action plan, which LGU unit has the most responsibility for solving the problem? Why? 2. What is one thing your action plan shows about the advantages of decentralization? What is one challenge it reveals? 3. As a citizen, what is one specific action you can take to make sure your local government implements your action plan? **2. Making Generalization** **Day 4** **A. Recap of Days 1–3 (10 minutes)** Ask 3 volunteers to share Day 3 exit ticket responses. Synthesize the full arc: • Day 1: Decentralization transfers power to LGUs so they can respond faster and more appropriately to community needs. • Day 2: The four-level LGU structure (barangay, municipality/city, province) gives each level specific powers, resources, and accountability mechanisms. • Day 3: Decentralization succeeds when local officials use their authority responsibly, and citizens actively monitor and support local governance.	

Tell students: "Today you synthesize everything into one generalization about what decentralization means for communities like yours — then you show what you know in the assessment."

B. Making Generalization (15 minutes)
Option 1: From Examples to Big Idea — Synthesis Chart
Students complete the synthesis chart individually, then form one general statement with a partner:

LGU Example from the Lesson	What the LGU Did	Result for the Community
Barangay A feeding program		
City government health clinics		
Province coordinating typhoon response		
Group's own community action plan		

After completing the chart, answer:
1. What do all four examples have in common about the role LGUs play?
2. What does this tell us about decentralization and good governance?
3.Write one general statement: 'Based on these examples, LGUs and decentralization are important because…'

Ask 3-4 volunteers to share their general statements. Teacher synthesizes: "Decentralization empowers Local Government Units to take active roles in governance and service delivery, making government more responsive to communities — though it also requires strong local leadership, adequate resources, and informed citizen participation to succeed."

Option 2: Complete the Big Idea — Sentence Builder

Students complete these statements individually or in pairs:
'LGUs are important because they…'
'Decentralization improves governance by…'
'One common role of LGUs is…'

- The synthesis chart is the author's contribution — retained and enriched. The key addition is the fourth row (Group's own action plan) which connects the generalization to students' own civic work from Day 3.

- PULSO note: This is the Organize stage — students synthesize learning from four days into a coherent general understanding of decentralization and LGU governance

	'A challenge of decentralization is…' 'Overall, governance is more effective when…' Share and compare answers in class. Teacher synthesizes connecting all five sentences to the lesson's core argument.	
V. ASSESSMENT *(Assessing Learnings)*	**Part 1 — Multiple Choice (10 minutes, 10 items)** **Choose the best answer.** **KNOWLEDGE & UNDERSTANDING (Items 1–3)** **1**. Which law transferred significant powers, functions, and resources from the national government to Local Government Units in the Philippines? A. RA 9003 (Ecological Solid Waste Management Act) B. RA 7160 (Local Government Code of 1991) C. RA 10931 (Universal Access to Quality Tertiary Education Act) D. RA 11223 (Universal Health Care Act) 2. Which LGU level is responsible for coordinating all municipalities and cities within its jurisdiction and can declare a state of calamity? A. Barangay B. Municipality C. Province D. City 3. What does 'devolution of powers' mean under the Local Government Code? A. The national government takes back authority from LGUs B. LGUs are abolished and replaced by national agencies C. Specific national government functions are transferred to LGUs to deliver directly to communities D. LGUs gain the power to override national laws **APPLICATION (Items 4–7)** 4. A barangay was able to immediately respond to a flood by conducting evacuation and relief operations without waiting for national approval. What does this situation BEST show about decentralization? A. Centralized control of disaster response B. Dependence on national government decisions for all emergencies C. Removal of national government responsibility in disaster response D. LGUs have authority to act on local needs quickly and independently 5. A city government cannot fully implement a waste management program due to lack of funds. What does this situation MOST reveal about decentralization? A. LGUs have unlimited financial resources B. Decentralization guarantees equal development across all LGUs	

	C. Challenges arise when LGU resources are insufficient to match devolved responsibilities D. The national government has no role in supporting LGUs 6. A municipality successfully reduced dengue cases through local health programs and community clean-ups coordinated by the Municipal Health Officer. What role did the LGU play? A. Foreign policy implementation B. National defense management C. International trade regulation D. Local service delivery and community health development 7. Which action BEST shows an LGU contributing to community development? A. Setting national tax rates B. Issuing foreign travel visas C. Building local roads and establishing community health centers D. Managing international trade agreements **ANALYSIS (Items 8–10)** 8. A province experiences significantly uneven development compared to urban cities despite both having decentralization. What MOST likely explains this inequality? A. Decentralization guarantees equal outcomes across all LGUs B. LGUs in all provinces have identical resources and capacity C. The national government controls all local projects equally D. Decentralization creates opportunities for local development, but differences in LGU resources, capacity, and leadership produce unequal outcomes 9. Barangay B received funds for a feeding program but failed to implement it properly — a contractor was hired without consultation; families did not receive food packs, and COA found procurement irregularities. A student argues: 'This proves decentralization does not work.' Which statement below BEST evaluate this argument? A. The argument is correct — decentralization always leads to corruption B. The argument is incorrect — decentralization worked in Barangay A with the same resources, showing that the problem is governance failure at the local level, not the system of decentralization itself C. The argument is correct because local officials always mismanage funds D. The argument is incorrect because the national government is always responsible for local program failures 10. A teacher asks: 'Why do we need LGUs if the national government already exists?' Which answer below BEST demonstrates higher-order thinking? A. LGUs are unnecessary because the national government can handle all public services B. LGUs exist only to provide political positions for local leaders

C. LGUs replace the national government entirely

D. LGUs ensure faster, more localized, and more appropriate responses to community needs — because the government closest to the people is best positioned to understand and address their specific circumstances

Answer Key (Teacher Use Only)
Items 1–3 (Knowledge & Understanding): 1-B 2-C 3-C
Items 4–7 (Application): 4-D 5-C 6-D 7-C
Items 8–10 (Analysis): 8-D 9-B 10-D

Part 2 — Identification (5 minutes, 5 items)

Identify the term or LGU-related concept being described.

Word Bank: barangay captain — Sangguniang Panlalawigan — devolution — National Tax Allotment (NTA) — Lupong Tagapamayapa — recall — Sangguniang Bayan

1. The constitutionally guaranteed share of national tax revenues given to LGUs to fund local governance and service delivery. _____
2. The transfer of specific national government functions — such as health, social welfare, and agriculture — directly to LGUs. _____
3. The local legislative body of a province, responsible for passing provincial ordinances and the provincial budget. _____
4. A democratic mechanism under the Local Government Code by which citizens can remove a local official from office before the end of their term if they are found incompetent or have lost the community's trust. _____
5. A body within the barangay that resolves disputes among residents without going to court, part of the Katarungang Pambarangay system. _____

Answer Key (Teacher Use Only)
1. National Tax Allotment (NTA) 2. Devolution 3. Sangguniang Panlalawigan 4. Recall 5. Lupong Tagapamayapa

Part 3 — Performance Task: Community Governance Assessment (Take-home, due next meeting)
The Community Governance Assessment requires students to evaluate the actual performance of their own barangay or municipality — making this the most directly civic and locally relevant assessment in the quarter.

Community Governance Assessment
Observe and evaluate one specific LGU service in your barangay or municipality. Write a 150–200-word assessment addressing the following:

- Name the LGU service and identify the specific LGU unit and official responsible for it
- Describe how the service is delivered: Is it accessible? Is it regular and reliable? Does it reach those who need it most?
- Identify one challenge the LGU faces in delivering this service effectively
- Propose one specific, realistic improvement the LGU could make — and one action you as a citizen could take to support or monitor the improvement

Criterion	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Observation accuracy	Service, responsible LGU unit, and official correctly and specifically identified; description is grounded in actual observation	Mostly accurate with minor gaps	Partially accurate or vague	Incorrect or missing
Challenge identification	A real, specific challenge identified with explanation of why it affects service quality	Challenge identified but explanation is general	Vague or implied challenge	No challenge identified
Improvement proposal	Specific, realistic, and appropriate LGU improvement proposed; citizen action is concrete and actionable	Improvement present but general; citizen action vague	Improvement vague; no citizen action	No improvement proposed
Evidence-based evaluation	Rating justified with specific evidence from observation; reasoning is clear and connected to decentralization principles	Rating present with general justification	Rating with minimal justification	No rating or no justification

	• Evaluate: On a scale of 1 (very poor) to 5 (excellent), how would you rate this service? Justify your rating with evidence from your observation. **GENERALIZATION AND CLOSURE (Day 4, after assessment)** After students share their generalizations, close with: The government closest to you is the most accountable to you. Your barangay captain walks the same streets you do. Your mayor's office is not in Manila. Your governor's decisions affect your province, your school, your family — not an abstract national average. Decentralization was designed to use that proximity as a democratic advantage. When it works — when local officials are competent, when communities are engaged, when resources are adequate — it produces services that are faster, better-targeted, and more accountable than anything a distant national bureaucracy could deliver. When it fails — when local officials are corrupt, when communities are disengaged, when resources are inadequate — it produces local versions of national failures. The difference between success and failure at the local level is, to a significant degree, you. Citizens who know what their LGU is supposed to do, who show up to barangay assemblies, who report problems to the right office, who vote in local elections with knowledge rather than habit — these are the citizens who make decentralization work. That is what this lesson was preparing for you to be.
VI. Enrichment/Remediation Activities	<table><tr><th>**ENRICHMENT- For Advanced Learners**</th><th>**REMEDIATION- For Struggling Learners**</th></tr><tr><td>Option A: Advocacy Campaign — Empowering Local Governance Create an advocacy material (poster, infographic, social media post series, or short video script) promoting one specific aspect of LGU accountability or citizen participation in your community. The output must highlight: — A specific role of your LGU that most citizens do not know about — How citizens can engage with or hold accountable that LGU function — A call to action: one specific thing citizens can do this week Present your advocacy material to the class. Option B: Comparative LGU Analysis Research two Philippine LGUs — one recognized for good governance (e.g., a Seal of Good Local</td><td>Option A: LGU Structure Matching Complete the matching activity: LGU Level – Governing Official – Legislative Body: Barangay – ___ – Sangguniang Barangay Municipality – Mayor – ___ Province – ___ – Sangguniang Panlalawigan City – City Mayor – ___ Then complete the sentences: 'Decentralization means…' 'One advantage of LGUs handling local services is…' 'One challenge LGUs face is…' 'As a citizen, I can engage with local governance by…' Option B: Guided Observation Visit or recall one LGU office in your community (barangay hall, health center, city hall). Write 5-8 sentences answering: 'What service does this office provide?' 'Who is</td></tr></table>

	Governance awardee) and one that has faced accountability problems. Write a 200-word comparative analysis: what governance practices explain the difference in outcomes? What role did citizen participation play? What does this comparison suggest about the conditions for decentralization to succeed?	responsible for it?' 'How does it help residents?' 'Is there anything that could be improved?'
VII. REFLECTION *(Feedback and Continuous Improvement)*	*After facilitating this four-day lesson, I observed that learners _____. The key highlights included _____, while the main challenges were _____. To improve instruction, I adjusted by _____, which helped enhance learner engagement and understanding. For the next time I teach this lesson, I will _____.*	
VIII. USE OF GENERATIVE AI	In preparing this revised Lesson Exemplar, the author used Generative AI tools to support the development of the four-day instructional sequence, integration of LGU case examples, restructuring of activities to eliminate repetition, and formulation of assessment items aligned to the learning competency. The author reviewed, contextualized, and finalized all content. The author takes full responsibility for the content of this LE	

Learning Area	PHILIPPINE GOVERNANCE (PHILIPPINE POLITICS AND GOVERNANCE)	**Lesson Exemplar**	10

I. OBJECTIVES	
A. Content Standard	*The learners demonstrate an understanding of the roles, functions, and powers of the executive, legislative, and judicial branches as well as the local government units (LGUs), the principles of separation of powers and checks and balances, decentralization, and the importance of public accountability as a cornerstone of democratic governance.*
B. Performance Standard	*The learners evaluate current issues and propose informed solutions (or public policies) that promote democratic values, good governance, and national development*
C. Learning Competencies	***Explain** the concept of **public accountabilit**y and **evaluate the role of constitutional commissions** and citizens' participation in safeguarding democracy and promoting good governance*
D. Learning Objectives *Setting Clear Objectives and Analyzing the Tasks)*	*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 the effective accountability mechanisms and propose solutions toward strengthening democratic values and good governance in their community.*
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	**Teacher References (for preparation only)** On Public Accountability and Constitutional Commissions: 1987 Philippine Constitution, Article XI (Accountability of Public Officers). Official Gazette. https://www.officialgazette.gov.ph/constitutions/1987-constitution/#article-xi 1987 Philippine Constitution, Articles IX-A, IX-B, IX-C (Constitutional Commissions: CSC, COMELEC, COA). Official Gazette. https://www.officialgazette.gov.ph/constitutions/1987-constitutionCommission on Audit (COA) Annual Reports and Ghost Project Findings. https://www.coa.gov.ph Civil Service Commission (CSC). About the CSC. https://www.csc.gov.ph Commission on Elections (COMELEC). About COMELEC. https://www.comelec.gov.ph

	Office of the Ombudsman. About the Ombudsman. https://www.ombudsman.gov.ph On Ghost Projects (for teacher background): Philippine Center for Investigative Journalism. COA Findings on Ghost Projects. https://www.pcij.org Video reference (for Day 1 Snap Talk activity): Kapuso Mo, Jessica Soho. Katakot-takot na Kurakot Part 18 (KMJS Special Report). GMA Network. https://www.youtube.com/watch?v=4k8i6FKq1ow **Classroom Materials (used directly in activities)** Day 1 — Ghost Projects Snap Talk: Video clip: Katakot-takot na Kurakot Part 18. https://www.youtube.com/watch?v=4k8i6FKq1ow (Prepare 2-3 minutes of relevant footage if full video is too long) Backup: Teacher-prepared written scenario summarizing a specific COA-flagged ghost project case Day 1 — Local scenario cards for Barangay Governance Web (teacher-prepared): Short descriptions of local governance situations showing accountability or its absence Day 2 — Constitutional Commissions handout (teacher-prepared): Summary chart: COA, CSC, COMELEC — mandate, composition, independence, sample action Day 2 — Accountability Flowchart template (teacher-prepared, one per group): Blank flowchart: Citizen complaint → Barangay office → COA / Ombudsman → Media → Public response Day 3 — Citizen's Charter (teacher-sourced from local government): Any official Citizen's Charter from a municipal hall, barangay office, or government agency Day 4 — Gov't Expo-Exhibit materials (teacher-prepared per group): Tri-fold board or manila paper, markers, data from COA reports or barangay bulletin boards **Rubrics and Content Discussions Google Drive Link** https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki
III. CONTENT *(Sequencing Content)*	**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

RELEVANCE STATEMENT DAY 1 (Read aloud)		
	Every peso of government money is your money. When your family pays taxes — through income tax, value added tax on everything you buy, and local taxes — that money goes to the government to be used for your benefit: your school, your health center, your road, your barangay's programs. When a government official uses that money for ghost projects — infrastructure that exists only on paper — they are not stealing from the government. They are stealing from you. Public accountability is the principle that says: government officials must be able to explain and justify how they used public power and public money. It is enforced by three constitutional commissions — the Commission on Audit (COA), the Civil Service Commission (CSC), and the Commission on Elections (COMELEC) — and by the Office of the Ombudsman. But it is also enforced by something these institutions depend on citizens who pay attention, who report problems, who demand transparency, and who vote. This lesson is not just about the names and functions of government accountability bodies. It is about understanding that you are the ultimate enforcer of accountability in a democracy. When government institutions fail, informed citizens are the last resort. This lesson teaches you what accountability requires of government — and what it requires of you.	
IV. PROCEDURES		**TEACHER ANNOTATIONS**
A. Activating Prior Knowledge	**DAY 1 WHAT IS PUBLIC ACCOUNTABILITY? GHOST PROJECTS AND GOVERNANCE FAILURE** **1. Activating Prior Knowledge** **ACTIVITIES** **Option 1: BARANGAY GOVERNANCE WEB** 1. Divide into small groups. Each group draws a web diagram showing how their barangay connects with the municipal or city government and national agencies (DSWD, DOH, DepEd) in delivering services such as health, education, or disaster response. 2. Groups identify points where accountability is necessary: • Who receives the funds? • Who is responsible for delivering the service? • Who checks whether the funds were used correctly? • What happens if the funds are misused?	*Activating Prior Knowledge* ***OPTION 1: "BARANGAY GOVERNANCE WEB"*** • *IDF Integration: Students **inquire** into governance structures through mapping.* • *5E/7E Inquiry Model: **Elicit** prior barangay observations.* • *Application of AID Design Principles: Students **Apply** mapping to visualize governance* • *3Rs Guiding Principles: Relevant by anchoring in their immediate lived environment.* • *The Barangay Governance Web connects students to their immediate governance*

	3. Groups present their webs briefly. The teacher connects: *"Every line in your web is a relationship that requires accountability. When any of these connections breaks down — when money moves, but no service is delivered — that is a governance failure. Today we study what accountability means and who enforces it."* **Ask:** Have you ever observed a situation in your barangay where accountability was present — where officials were transparent about what they did with public resources? Have you ever observed the opposite? How did it affect the community? **Option 2: Accountability in Action — Local Scenarios** 1. Present 3-4 short, localized scenarios: (1) A mayor accused of misusing calamity funds; (2) A barangay captain publicly posting the quarterly financial report on the bulletin board; (3) A city council implementing a participatory budget where residents vote on priorities; (4) A governor refusing to release public documents about road projects despite repeated requests. 2. Students identify which actions demonstrate accountability and which violate it. 3. Pairs exchange answers and provide feedback. Students write one sentence: 'Accountability is essential in local governance because…'	*experience. Do not rush this — the web drawing often surfaces real local accountability problems students have observed. These become the lesson's most relevant examples.* ***OPTION 2: ACCOUNTABILITY IN ACTION: LOCAL SCENARIOS*** ● *IDF Integration:* ***discover*** *constitutional body responses through discussion* ● *5E/7E Inquiry Model:* ***Elicit*** *prior knowledge of local accountability issues* ● *Application of AID Design Principles: Students* ***Apply*** *accountability criteria to real scenarios.* ● *3Rs Guiding Principles:* ***Reflective*** *through one-sentence summary and processing questions on personal reactions* *PULSO note: This is the Present stage — students encounter accountability as a lived governance reality in their own communities before the formal concept is introduced.* **Note: 1**. The teacher may choose one of the two options based on learners' readiness, needs, available materials, and classroom context. Each activity may be modified as verbal, written, visual, paired, or guided work depending on the learners' diverse needs. 2. The rubrics for each activity option may be viewed or accessed through the provided Google Drive link.

	2. Establishing the Purpose: Ghost Projects Snap Talk **ACTIVITIES** **Option 1: Audit in Action — Exposing Ghost Projects (Community Snap Talk)** Show a short clip from the news report on ghost projects in the Philippines: Kapuso Mo, Jessica Soho — Katakot-takot na Kurakot Part 18 (GMA Network). https://www.youtube.com/watch?v=4k8i6FKq1ow *Note: Verify the video link before class. If unavailable, use the printed scenario below as a substitute.* **Scenario Summary (use if video is unavailable):** COA (Commission on Audit) investigators discovered that a provincial government had disbursed funds for 47 farm-to-market roads in remote municipalities. When COA auditors physically inspected the sites, only 12 of the 47 roads existed. The remaining 35 were ghost projects — funds were disbursed; documents were signed, but no roads were built. Families in affected communities had no access to markets, hospitals, or schools because of unpaved terrain. The COA findings were submitted to the Office of the Ombudsman for criminal investigation Divide into community clusters of 5-6. Each cluster represents a sector: citizens, local officials, COA auditors, media, and youth leaders. Each group prepares a 1-minute Snap Talk (short, spontaneous community statement) expressing their sector's perspective: • How do ghost projects affect your sector and your community? • What actions can your sector take to promote accountability? • How can sectors cooperate to prevent corruption? Each group delivers their Snap Talk (1 minute). The teacher moderates. After all snap talks, brief peer feedback: Which presentation most clearly showed how cooperation among sectors can prevent corruption? **Processing questions:** Why do ghost projects happen? What does this reveal about accountability in government spending? How can citizens, media, and watchdog institutions like COA work together to uncover and	https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki ***OPTION 1: AUDIT IN ACTION: EXPOSING GHOST PROJECTS (COMMUNITY SNAP TALK STRATEGY)*** • *IDF Integration: Students **discover** multi-sectoral anti-corruption roles via community snap talk preparation.* • *5E/7E Inquiry Model: **Explore** sectoral perspectives on corruption impact and prevention,* • *Application of AID Design Principles: Students **Apply** sectoral analysis to real COA ghost project cases.* • *3Rs Guiding Principles: **Reflective** through written reflection on dialogue, participation, and oversight preventing corruption,* • *The Ghost Projects Snap Talk is the author's most creative activity in this LE — preserved exactly. The Snap Talk format (1-minute community statement from a sector perspective) is genuinely original and produces rich multi-perspectival discussion. Do not abbreviate it.* • *The Youth Leaders sector is the most important for civic competence: students playing this role must articulate what young people specifically can do to expose and prevent ghost projects. Push them to be concrete.* ***OPTION 2: ELECTION WATCH: THE ROLE OF COMELEC AND CITIZENS*** • *IDF Integration: Students **inquire** into electoral integrity through BSKE/election recall.* • *5E/7E Inquiry Model: **Explain** how accountability ensures credible elections via pair discussion.*

	prevent ghost projects? How can public accountability and constitutional commissions ensure government truly serves the people? **Option 2: Election Watch — The Role of COMELEC and Citizens** Ask students to recall the most recent election — BSKE, midterm, or national. Discuss reports on vote-buying, misinformation, or delayed results. Students identify the roles of COMELEC, candidates, voters, and watchdog groups like PPCRV and NAMFREL. Pairs discuss: how do accountability and transparency ensure credible elections and democratic participation? **Ask:** Why must elections be free, fair, and transparent? How can citizens prevent election-related misconduct? How does citizen participation in elections enforce accountability?	• *Application of AID Design Principles: Students **Apply** accountability analysis to real election issues.* • *3Rs Guiding Principles: **Reflective** through written reflection on informed voting's role and processing questions on election importance* • *PULSO note: This is the Unpack stage — students identify the stakeholders, the harm, and the governance of failure in ghost projects before the accountability concepts are formally introduced.* **Note: 1**. The teacher may choose one of the two options based on learners' readiness, needs, available materials, and classroom context. Each activity may be modified as verbal, written, visual, paired, or guided work depending on the learners' diverse needs. 2. The rubrics for each activity option may be viewed or accessed through the provided Google Drive link. https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki • *The five principles table is the conceptual core of this lesson. Give adequate time to the Philippine examples' column — students should recognize these as real behaviors they can observe or practice, not just textbook categories.* • *The question 'which principle must come before the others?' is deliberately challenging. There is no single correct answer — but the most defensible civic argument is transparency: without open*

	3. Discussion: What is Public Accountability? **The Meaning of Public Accountability** **NOTE FOR THE TEACHER: *For the complete discussion of The Meaning of Public Accountability and The Five Principles of Public Accountability please refer to the google drive link:*** *1.https://docs.google.com/document/d/12izW9hmSL6TezEdaPAL5dtnkYUsDi6UK/edit?usp=sharing&ouid=109299034196281765793&rtpof=true&sd=true* *2.* https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki **4. Closure: Exit Ticket** **Answer briefly:** 1. *In your own words, what is public accountability? Why is it essential for a democratic government?* 2. *Which of the five principles of accountability is most clearly violated in the ghost projects scenario from today's lesson? Cite a specific detail from the scenario.* 3. *If you were a COA auditor and discovered a ghost project, what would be your next step?* Preview Day 2: "Tomorrow we study the specific institutions that enforce accountability — the three constitutional commissions and the Office of the Ombudsman."	*information, none of the other principles can be enforced.* ● *PULSO note: This is the Link stage — accountability principles connect to constitutional provisions, specific laws (RA 9184, RA 6713), and real Philippine governance situations* *Question 3 builds a civic agency: students who know that a COA auditor would submit findings to the Ombudsman for criminal prosecution have understood the accountability chain.*
B. Instituting New Knowledge	**DAY 2— CONSTITUTIONAL COMMISSIONS AND ACCOUNTABILITY INSTITUTIONS** **Presenting Examples** **Recap of Day 1** Review Exit Tickets. Teacher will ask 2-3 volunteers to share their Day 1 exit ticket responses quickly. Public accountability is the obligation of government officials to explain and justify how they use public power and	

public resources. The five principles: transparency, integrity, participation, rule of law, and responsiveness. Ghost projects are one of the clearest examples of accountability failure — public money spent; no public service delivered.

Activity: Citizen Action Sort
Directions: Classify each action as either Promotes Accountability or Does Not Promote Accountability.

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		

Tell students: "Today we study the specific institutions the Constitution created to enforce these principles — and what happens when citizens engage with them."

2. Discussing the Concept: Constitutional Commissions and Accountability Institutions

NOTE FOR THE TEACHER: ***For the complete discussion of Constitutional Commissions and Accountability Institutions please refer to the google drive link:***

1.https://docs.google.com/document/d/12izW9hmSL6TezEdaPAL5dtnkYUsDi6UK/edit?usp=sharing&ouid=109299034196281765793&rtpof=true&sd=true
2.
https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki

- *The 'Why Independent' column in the commissions table is the most important pedagogical element. Students often understand what the commissions do but not why their independence matters. The 'what would happen without independence' framing makes the constitutional design visible.*
- *The Carandang connection links this lesson explicitly to LE3 (Judicial Branch) and LE4 (Separation of Powers)*
- *reinforce this cross-lesson arc. The SC's reinstatement of Carandang is a real demonstration that constitutional independence is not just symbolic.*

OPTION 1: ***ACCOUNTABILITY FLOWCHART***

- *IDF Integration: Students* ***inquire*** *about complaint processes.*
- *5E/7E Inquiry Model: Explain accountability enforcement via flowchart labeling.*
- *Application of AID Design Principles: Students* ***Apply*** *process mapping to complaint resolution.*
- *3Rs Guiding Principles: Responsive to students' community complaint*

C. Activity: Accountability Flowchart + Partners

Option 1: Accountability Flowchart

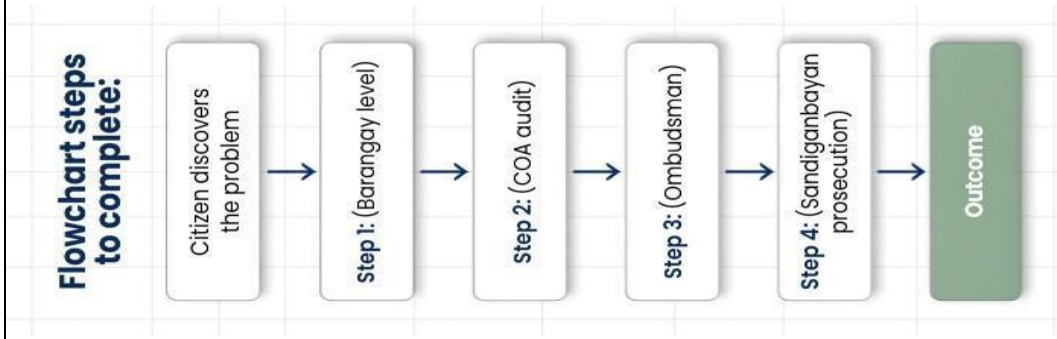
Present this scenario: A citizen discovers that a barangay health center construction project was funded, but the building was never built.

Groups create a flowchart showing how this accountability breach could be investigated and addressed.

Flowchart steps to complete:

Groups label each step with the responsible institution and describe how accountability is enforced. 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?



Option 2: Accountability Partners — Constitutional Commissions

Learners form pairs. Each pair chooses one constitutional commission (COA, CSC, or COMELEC). 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. Teacher synthesizes: how do constitutional commissions and citizens work together to uphold accountability?

experiences, and Relevant by examining familiar delayed project and complaint scenarios.

OPTION 3: ACCOUNTABILITY PARTNERS

- ***IDF Integration:*** *Discovering citizen-commission engagement through paired constitutional commission function analysis*
- ***5E/7E Inquiry Model:*** *Extending commission accountability roles to student transparency promotion and citizen demand strategies*
- ***AID Principles:*** *Applying commission knowledge to citizen engagement and deciding student transparency promotion actions*
- ***3Rs Guiding Principles:*** *Reflecting on student transparency actions responsive to school/community contexts and citizen engagement.*

- *PULSO note: This is the Link stage — constitutional commissions connect to specific constitutional provisions, the accountability principles from Day 1, and real Philippine governance events.*
- *Sample flowchart answers: Step 1 — Report to barangay captain (if captain is not implicated) or skip to COA. Step 2 — COA conducts special audit of the project; documents findings.*
- *Step 3 — COA submits findings to the Ombudsman. Step 4 — Ombudsman files case before Sandiganbayan if probable cause is found. Step 5 —*

	4. Closure: Exit Ticket **Answer briefly:** **1.** What is the difference between COA and Ombudsman? What does each institution do in an accountability case? 2. Why is COMELEC's independence essential to democracy? What would happen if the ruling political party controlled COMELEC? 3. If you wanted to file a complaint about a corrupt local official, where would you go? What would you bring? **Preview Day 3:** "Tomorrow we apply accountability — evaluating a Citizen's Charter and simulating a barangay assembly."	*Media reports the case; public puts pressure on the system.* - *The 'what happens if the institution fails to act' question is the most important thing in this activity. Citizens who know that a failed step can be escalated (e.g., filing a complaint about COA inaction with the Office of the President or through media) are more effective accountability actors.* - *Question 3 is a practical civic skill question. The correct answer: bring documentation (photos, receipts, witnesses, written complaint) to the Office of the Ombudsman, or file through the COA's citizen complaint mechanism, or report to the CSC (if the issue involves civil service misconduct). Students who know this specific answer are genuinely more empowered citizens* **Note: 1**. The teacher may choose one of the two options based on learners' readiness, needs, available materials, and classroom context. Each activity may be modified as verbal, written, visual, paired, or guided work depending on the learners' diverse needs. 2. The rubrics for each activity option may be viewed or accessed through the provided Google Drive link. https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki

C. Demonstrating Knowledge and Skills	**DAY 3 — CITIZENS AS ACCOUNTABILITY ACTORS** **1. Recap of Day 2** Ask 2-3 volunteers to share Day 2 exit ticket responses. Synthesize: • COA audits government spending; CSC manages the merit-based civil service; COMELEC administers elections. All three are constitutionally independent. • The Office of the Ombudsman receives citizen complaints and prosecutes corrupt officials before the Sandiganbayan. • The accountability chain: citizen observes → reports → COA/Ombudsman investigates → prosecutes if warranted → court decides. Tell students: "Today you practice being an accountability actor." You will evaluate a real government document, simulate a barangay assembly, and propose one civic action you will take." **Additional/Deepening Activities** **Presenting Examples** **Option 1: Accountability Map** Students think individually about a time when they or their community took action — or should have taken action — to address a local issue. 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…"	***OPTION 1: ACCOUNTABILITY MAP*** • *IDF Integration: Students **inquire** about civic action experiences.* • *5E/7E Inquiry Model: **Elicit** personal civic action experiences, **Explain** citizen-media-commission interactions via map creation,* • *Application of AID Design Principles: **Decide** personal civic commitments to promote community accountability.* • *3Rs Guiding Principles: **Relevant** by anchoring in lived experiences like petitioning and barangay assemblies.* ***OPTION 2: SCENARIO WATCH BINGO CARD***

	Option 2: Scenario Watch Bingo — Media as Accountability Actor Prepare a 4x4 Bingo card with squares describing media accountability actions: 'Journalist exposes ghost projects' / 'News outlet files FOIA request' / 'Broadcaster reports election irregularities' / 'Investigative team follows COA audit trail' / etc. Teacher reads short news snippets. Students mark matching squares. First to complete a row shouts 'Accountability!' and explains how the media example promotes transparency and democratic governance. Reflection: How can responsible journalism strengthen accountability? What happens when media is suppressed or controlled?	• *IDF Integration: Students **formulate** responsible media principles through reflection.* • *5E/7E Inquiry Model: Explore media accountability scenarios independently via card marking, explain how examples promote accountability through winner presentations.* • *Application of AID Design Principles:* • *3Rs Guiding Principles: Students **Apply** pattern recognition to match news snippets with accountability scenarios* - *PULSO Note: The personal commitment statement is the civic competence cornerstone of Day 3 — it connects abstract accountability principles to a specific action the student commits to. Accept any civic action that is realistic: attending a barangay assembly, filing an online complaint with COA, following the Ombudsman's social media for updates on local cases, reporting a pothole that has been ignored for months. All are legitimate. The Scenario Watch Bingo (retained from the original LE) is genuinely creative — it teaches media literacy alongside accountability. The ABS-CBN franchise denial connects here: suppressing critical media is an accountability failure, not just a governance of inconvenience.* **Note: 1**. The teacher may choose one of the two options based on learners' readiness, needs, available materials, and classroom context. Each activity may be modified as verbal, written, visual, paired, or guided work depending on the learners' diverse needs.

2. Practical Application: ASSEMBLEA and Citizens' Charter Evaluation

Option 1: ASSEMBLEA — Barangay Assembly Simulation

Students role-play barangay officials and residents in a barangay assembly. Issues raised must be local and drawn from students' own communities or from the teacher's scenario cards.

Role	Task in the Assembly
Barangay Captain (Punong Barangay)	Opens the assembly; presents the quarterly report (b received, expenditures, programs implemented); resp to questions
Barangay Treasurer	Presents the financial report; explains how each pes spent; answers questions about specific line item
Barangay Health Worker	Reports on health programs implemented; identifies u community health needs
SK Chairperson	Reports on youth programs; raises concerns about y related issues
Resident (2-3 students)	Asks questions about the budget, specific projects unmet community needs; demands accountability fo unexplained expenditures
COA Observer	Takes notes on the proceedings; flags any financi presentation that seems incomplete or inconsiste

After the simulation, debrief:

1. What did you learn about your own role as a citizen in a barangay assembly?
2. What questions should every resident ask in a real barangay assembly?

2. The rubrics for each activity option may be viewed or accessed through the provided Google Drive link. https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki

Finding Practical Application

OPTION 1: ASSEMBLEA

- *IDF Integration: Students **inquire** into barangay assembly processes through role-play preparation*
- *5E/7E Inquiry Model: **Elaborate** on youth voice strategies in barangay decisions*
- *Application of AID Design Principles: **Apply** collective decision-making to local issue resolution*
- *3Rs Guiding Principles: **Responsive** to students' family assembly experiences and feelings*

OPTION 2: CITIZEN'S CHARTER EVALUATION

- *IDF Framework Integration: Formulating citizen demand strategies through Citizen's Charter transparency and accountability analysis*
- *5E/7E Inquiry Model: Extending document request experiences to charter evaluation and citizen implementation demand strategies*
- *AID Principles: Applying critical analysis to charter provisions and deciding citizen demand strategies for implementation*
- *3Rs Guiding Principles: Reflecting on charter implementation responsive to*

	3. How can young people make their voices count in barangay governance decisions? **Option 2: Citizens' Charter Evaluation** Provide a real Citizen's Charter from a local government agency (barangay office, municipal hall, or any government office). Groups analyze the charter: Is the process for accessing services clearly explained? Are timeframes for action specified? Are fees transparent? Does the charter include a complaint mechanism? Groups present strengths and areas for improvement. Process: Have you or your family ever requested documents from a government office? Was the process transparent? How can citizens demand better implementation of charters in their community? **3. Closure: Exit Ticket** **Activity: Word Wall of Accountability** Each student writes one word that best summarizes public accountability for them personally. They write it on a strip of paper and add one sentence explaining how this word guides their actions as a citizen. Post all words on a shared wall or board. Peer feedback: "Which words best capture the essence of accountability?" Teacher synthesizes around the three or four most frequently chosen words.	*family service access experiences and challenges* • *PULSO Notes: The ASSEMBLEA simulation is the author's most important civic education activity in this LE — preserved exactly. The COA Observer role is added: it gives one student the explicit task of watching accountability gaps in the financial presentation, which mirrors the COA's actual role.* • *For the Citizen's Charter: if a real charter is not available, teacher can use the Anti-Red Tape Act (RA 11032) on the legal basis and describe what a proper charter should contain. Every government office is legally required to have one under RA 11032.* ***WORD WALL OF ACCOUNTABILITY*** • ***IDF Framework Integration:*** *Formulating accountability synthesis through single-word distillation and collective Word Wall* • ***5E/7E Inquiry Model:*** *Extending accountability learning to essence-capturing word synthesis and civic responsibility inspiration* • ***AID Principles:*** *Applying synthesis skills to accountability distillation and deciding word-guided citizen actions* • ***3Rs Guiding Principles:*** *Reflecting on word-inspired civic responsibility responsive to personal accountability experiences* *PULSO note: This is the Scrutinize and Organize stage — students evaluate government accountability in real*

	DAY 4 — GOV'T EXPO-EXHIBIT: QUARTER-END PERFORMANCE TASK **Note for Teachers:** *Day 4 is dedicated to the Gov't Expo-Exhibit — the quarter-end performance task for Quarter 2. It synthesizes learning from all six lessons: LE1 (Executive Branch), LE2 (Legislative Branch), LE3 (Judicial Branch), LE4 (Separation of Powers), LE5 (LGUs), and LE6 (Public Accountability). The Expo-Exhibit requires group preparation that should begin in Day 3 as homework or extended class time. Day 4 is presentation and debrief day. Adjust the schedule based on your school's resources and available space.*	*simulations and propose civic actions grounded in constitutional rights.* - *The Word Wall is the author's contribution — retained. It works because it forces students to distill four days of learning into one word and justify it. Transparency, integrity, and participation tend to dominate. If a student chooses a word like 'courage' or 'responsibility,' probe: why? What does it mean to be courageous in holding officials accountable in your community* **Note: 1**. The teacher may choose one of the two options based on learners' readiness, needs, available materials, and classroom context. Each activity may be modified as verbal, written, visual, paired, or guided work depending on the learners' diverse needs. 2. The rubrics for each activity option may be viewed or accessed through the provided Google Drive link. https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki

	ACTIVITIES **1. Recap of Days 1–3 + Assessment Brief** Ask 3 volunteers to share Day 3 exit ticket responses. Synthesize: • Public accountability requires transparency, integrity, participation, rule of law, and responsiveness from government officials. • Constitutional commissions (COA, CSC, COMELEC) are independent guardians of accountability — they cannot be controlled by the President or Congress. • Citizens enforce accountability through reports, complaints, assemblies, media, and informed voting. Brief introduction to the Expo-Exhibit: "Today is the culmination of Quarter 2. You will present your analysis of a real governance issue to an audience of your classmates, teachers, and community stakeholders. This is not just a school project — it is a civic act." **Note for Teachers:** *Administer Part 1 (Multiple Choice, 10 items) while students not yet presenting finalize their exhibits.* **2. Application of Learning: Accountability Debate** **Option 1: Accountability Debate** Divide into two teams. Debate the statement: "Public accountability is the foundation of good governance." • Pro-Accountability team: defends the statement using principles, commissions, and citizen roles from the lesson • Devil's Advocate team: challenges by arguing that accountability mechanisms are ineffective, easily bypassed, or undermine efficiency Each team has 5 minutes to prepare and 3 minutes to argue. Rebuttal: 2 minutes per team. Teacher moderates. After the debate: "Did opposing views challenge or strengthen your understanding of accountability? What does this debate reveal about why accountability is difficult to maintain in practice?" Peer feedback: "How effectively did each team defend their position using evidence from Philippine governance?"	***"ACCOUNTABILITY DEBATE"*** • *IDF Integration: Students **inquire** into accountability's foundational role through debate preparation* • *5E/7E Inquiry Model: **Evaluate** through peer feedbacking on defense effectiveness, and **Extend** to open discussions promoting community transparency* • *Application of AID Design Principles: Decide why accountability should never be compromised through reflection.* *3Rs Guiding Principles: **Reflective** through one-sentence non-compromise statement.* *PULSO Notes: The Accountability Debate is the author's contribution — retained. The Devil's Advocate role is pedagogically important: it forces students to grapple with the real limitations of accountability mechanisms. Philippine accountability institutions have been documented as captured, underfunded, or politically pressured. A student who can defend accountability while acknowledging its limitations is demonstrating mature civic thinking.* ***"THE VOICE*— Citizen Journalism"** • *IDF Integration: Formulating accountability reporting through citizen journalism article/post creation and prioritization*

	Option 2: The Voice — Citizen Journalism Students write short articles or social media posts about a local accountability issue in their community (road repairs, disaster response, scholarship distribution, barangay health center). Each report must mention one principle of accountability, one constitutional commission or body that should be involved, and one citizen's response that promotes accountability. Share outputs in class for discussion. **3. Generalization** **Activity: Idea Pyramid** Students draw a three-level pyramid: Base (meaning of accountability), Middle (five principles), Top (constitutional commissions and citizen roles). Fill in each level with key ideas. Pairs exchange and provide feedback on accuracy. Reflection: 'The most important thing I now understand about accountability is… because…' **Note: 1**. The teacher may choose one of the two options based on learners' readiness, needs, available materials, and classroom context. Each activity may be modified as verbal, written, visual, paired, or guided work depending on the learners' diverse needs. 2. The rubrics for each activity option may be viewed or accessed through the provided Google Drive link. https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki **4. Quarter-End Performance Task: Gov't Expo-Exhibit** **Goal:** To evaluate a real or localized issue of public fund misuse, ghost projects, or governance failure, and propose an informed solution that promotes public accountability, safeguards democracy, and ensures good governance. **Goal:** To evaluate a real or localized issue of public fund misuse, ghost projects, or governance failure, and propose an informed solution that promotes public accountability, safeguards democracy, and ensures good governance.	• *5E/ 7E Inquiry Model:* *Extending local news experiences to personal citizen journalism practice and reporting priorities* • *AID Principles:* *Applying investigative journalism to local issues and deciding reporting priorities through significance* • *3Rs Guiding Principles:* *Reflecting on reporting priorities responsive to community trust and familiar barangay issues* ***" IDEA PYRAMID"*** • *IDF Integration:* *Discovering accountability's hierarchical structure through three-level pyramid foundation-building* • ***5E/7E Inquiry Model:*** *Extending accountability learning to hierarchical relationships and community foundation-building strategies* • ***AID Principles:*** *Applying hierarchical thinking to accountability organization and deciding citizen pyramid-building strategies* • ***3Rs Guiding Principles:*** *Reflecting on foundation-governance connections responsive to community accountability building contexts* - *Suggested exhibit topics (aligned to all six Q2 lessons): — Ghost infrastructure projects in your barangay or municipality (LE6 + LE5) — Transparency in the use of COVID-19 funds at the LGU level (LE5 + LE6) — ABS-CBN franchise denial and press freedom as accountability (LE2 + LE6) — VP*

GRASP Component	Description
Goal	*Evaluate a real or localized issue of public fund misuse or lack of government transparency, and propose solutions that promote accountability and democracy*
Role	*Students act as government leaders at different levels: Barangay Officials (community-level issues), Local Officials (city/ provincial-level), National Officials (national-level accountability)*
Audience	*Classmates, teachers, and invited stakeholders: barangay representatives, PTA officers, local officials, or community members*
Situation	*The Gov't Expo-Exhibit is a simulated governance fair where students demonstrate how different levels of government can uphold accountability. Each group evaluates a real or localized issue of fund misuse or lack of transparency and proposes a policy or program that ensures integrity, transparency, and citizen empowerment.*
Product	*Mini Exhibit Display (tri-fold board, tarpaulin, or manila paper) + Policy Brief (2 pages maximum) + Short Oral Presentation (5-7 minutes)*

Exhibit Components:

- Title of the issue (e.g., 'Transparency in Barangay Infrastructure Projects')
- Photos, sketches, or drawings of the local projects or facilities involved
- Key data from COA reports, barangay bulletin boards, or local news
- Summary of findings and proposed solutions

Duterte impeachment and legislative accountability (LE2 + LE4) — Ombudsman independence and judicial accountability (LE3 + LE6) — Decentralization fund misuse: when devolved funds disappear (LE5 + LE6)

- *The audience of community stakeholders is the most important design element — it transforms the exhibit from a classroom exercise into a public civic act. Even if only parents can attend, their presence changes the stakes and the students' sense of purpose.*

Note: 1. The teacher may choose one of the two options based on learners' readiness, needs, available materials, and classroom context. Each activity may be modified as verbal, written, visual, paired, or guided work depending on the learners' diverse needs.

2. The rubrics for each activity option may be viewed or accessed through the provided Google Drive link. https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki

Note to Teachers: ***The Gov't Expo-Exhibit is the author's best performance task in Q2 — preserved exactly and elevated to the quarter-end culminating task for all six lessons. It is not enrichment for advanced learners;***

	Policy Brief Components (2 pages maximum): • Section 1: Description of the issue and its local relevance • Section 2: Causes, stakeholders, and impacts on citizens • Section 3: Proposed policy or program with a simple implementation plan • Section 4: Reflection on how the proposal promotes accountability and democracy **Process questions for the audience:** 1. *How does the misuse of public funds in this project affect citizens' lives? What accountability failure does it represent?* 2. *Who are the key stakeholders ensuring transparency in government spending? How can their collaboration build trust?* **3.** *What specific actions can students take within the school or barangay to promote transparency, responsible leadership, and citizen monitoring?*	***it is the primary synthesis task for all students.***
V. ASSESSMENT *(Assessing Learnings)*	**A. LESSON ASSESSMENT (LE6-specific: Public Accountability and Constitutional Commissions)** **Note to Teacher:** This *assessment covers Lesson 6 content only: public accountability principles and constitutional commissions. It is distinct from the Quarter Summative Assessment (Section VI) which covers all six lessons. Parts 1 and 2 are completed in class on Day 4. The Gov't Expo-Exhibit serves as the quarter-end performance task.* **Part 1 — Multiple Choice (10 items)** Instruction: Choose the best answer. **KNOWLEDGE & UNDERSTANDING** (Items 1–4) 1. A barangay captain posts the financial report of a community project on the bulletin board for all residents to see. Which principle of accountability is being practiced? A. Integrity B. Participation C. Responsiveness D. Transparency 2. A teacher reports a co-worker who falsified attendance records to receive unauthorized benefits. Which principle of accountability does the teacher demonstrate? A. Integrity B. Participation C. Rule of Law D. Transparency 3. A municipal treasurer submits a detailed report of fund usage to the Commission on Audit. Which constitutional commission ensures that the report is accurate, and that funds were used legally? A. Commission on Audit (COA)	

	B. Civil Service Commission (CSC) C. Commission on Elections (COMELEC) D. Office of the Ombudsman 4. A government employee was promoted because of excellent performance and qualifications, not because of personal connections to a political official. Which constitutional commission ensures that this process is fair and merit-based? A. Commission on Audit (COA) B. Civil Service Commission (CSC) C. Commission on Elections (COMELEC) D. Sandiganbayan **APPLICATION (**Items 5–7) 5. A group of students joins a youth forum where they share their opinions about local governance and propose improvements to barangay programs. Which principle of accountability is shown? A. Integrity B. Participation C. Responsiveness D. Transparency 6. A barangay health worker immediately reports a dengue cluster to the municipal health office after residents raise concerns. Which principle of accountability is demonstrated? A. Integrity B. Participation C. Responsiveness D. Rule of Law 7. During a community snap talk, residents, media representatives, and COA auditors discuss how ghost projects harm communities. Which accountability mechanism does this simulation BEST demonstrate? A. Legislative oversight through impeachment B. Multi-sectoral cooperation in exposing and preventing government corruption C. Presidential control over constitutional commissions D. Judicial review of legislative action **ANALYSIS** (Items 8–10) 8. A city mayor refuses to release public documents about a road project despite repeated citizen requests. Which principle of accountability is being violated, and which institution should citizens approach to address this? A. Integrity; report to the Civil Service Commission B. Participation; organize a community petition C. Transparency; file a complaint with the Commission on Audit or the Office of the Ombudsman D. Responsiveness; request assistance from COMELEC

9. The 1987 Constitution makes the COA, CSC, and COMELEC constitutionally independent from the President and Congress. A student argues: 'This independence is undemocratic — elected leaders should control all government institutions.' Which statement below BEST evaluate this argument?

A. The argument is correct — all institutions should be controlled by elected officials

B. The argument is incorrect — constitutional independence is essential precisely because elected officials are the ones most likely to misuse public resources and manipulate elections; independence protects citizens from those in power

C. The argument is correct because commissions should reflect the will of the majority

D. The argument is incorrect because commissions are elected by citizens directly

10. After COA auditors discovered that 35 of 47 farm-to-market road projects were ghost projects, a provincial official argued: 'The funds were released according to procedure; we cannot be held responsible if contractors did not build the roads.' Which accountability principle does this argument most directly violate, and why?

A. Participation, because citizens were not consulted

B. Transparency, because the financial reports should have been public

C. Integrity and Rule of Law, because public officials have a duty to ensure public funds are actually used for their intended purpose, not just that paperwork was completed

D. Responsiveness, because the official failed to answer questions quickly

Answer Key (Teacher Use Only)	
Items 1–4 (Knowledge & Understanding):	1-D 2-A 3-A 4-B
Items 5–7 (Application):	5-B 6-C 7-B
Items 8–10 (Analysis):	8-C 9-B 10-C

Note to Teacher: *Items 9 and 10 are the most important. Item 9 tests the fundamental civic insight of this lesson: constitutional independence protects citizens from elected officials, not from government in general. Item 10 tests whether students understand that procedural compliance does not substitute for genuine accountability — the heart of the ghost projects lesson.*

Part 2 — Identification (5 items)

Identify the institution or concept described. Write the letter with the correct answer.

Word Bank: *COA — CSC — COMELEC — Ombudsman — transparency — ghost project — Sandiganbayan — recall*

1. A government-funded infrastructure project that exists only on paper — funds are disbursed, and documents are signed, but no actual construction or service is delivered. _____

2. The constitutional commission that audits all government revenues, expenditures, and uses of public resources, and publishes findings that can expose corruption. _____

3. The constitutional body known as the 'People's Protector' — citizens can file complaints here against corrupt or negligent government officials for investigation and prosecution. _____

4. The principle of accountability that requires government actions, decisions, and financial transactions to be open and accessible to citizens. _____

5. The constitutional commission responsible for ensuring that government employees are hired, promoted, and disciplined based on merit and competence, free from political patronage. _____

Answer Key (Teacher Use Only)
1. Ghost project 2. COA 3. Office of the Ombudsman 4. Transparency 5. CSC

B. QUARTER SUMMATIVE ASSESSMENT — SECOND QUARTER, ALL SIX LESSONS

Note to the Teacher: *This Quarter Summative Assessment covers all six lessons of Quarter 2. It is SEPARATE from the LE6 Lesson Assessment above. It is administered after all six lessons are complete — either on Day 4 of LE6 or at a dedicated assessment period. The original LE6 contained a 50-item combined MC assessment that mixed LE6-specific items with items from other lessons in no clear order. This has been restructured into a clean 30-item summative covering all six lessons proportionally, at appropriate cognitive levels. Item distribution: LE1 (Executive) — Items 1-5 / LE2 (Legislative) — Items 6-10 / LE3 (Judicial) — Items 11-15 / LE4 (Separation of Powers) — Items 16-20 / LE5 (LGUs) — Items 21-25 / LE6 (Accountability) — Items 26-30*

QUARTER SUMMATIVE — MULTIPLE CHOICE (50 ITEMS)

Direction: Choose the best answer.

1. Which branch of government is primarily responsible for implementing laws and national programs?
   A. Judicial B. Executive C. Legislative D. Local Government

2. A government department distributes 4Ps cash assistance to beneficiary families after a typhoon. This BEST shows:
   A. A court deciding a case
   B. The executive branch implementing a national program
   C. A senator filing a bill
   D. Citizens voting during an election

	3. What is the primary function of the Judicial and Bar Council (JBC)? A. To decide court cases B. To discipline judges who violate the law C. To screen and recommend judicial nominees to the President D. To pass laws affecting the judiciary 4. Which court is considered the highest court in the Philippines? A. Court of Appeals B. Sandiganbayan C. Supreme Court D. Regional Trial Court 5. The President refuses to sign a bill passed by Congress, sending it back with objections. What constitutional mechanism is at work? A. Veto B. Review C. Revision D. Judicial override 6. Which constitutional article vests judicial power in the Philippines? A. Article VI B. Article VII C. Article VIII D. Article IX 7. Which law transfers significant governance powers from the national government to Local Government Units? A. RA 9003 B. RA 7160 C. RA 10931 D. RA 11223 8. Which LGU level is responsible for coordinating all municipalities and cities within its jurisdiction and can declare a state of calamity? A. Barangay B. Municipality C. Province D. City 9. A city mayor refuses to release documents about a road project despite repeated citizen requests. What accountability principle is violated, and which institution should citizens approach? A. Integrity; report to the CSC B. Participation; organize a community rally C. Transparency; file a complaint with COA or the Ombudsman D. Responsiveness; request help from COMELEC 10. Why are constitutional commissions (COA, CSC, COMELEC) made constitutionally independent from the President? A. To make them more efficient B. So they cannot be used to investigate anyone C. So they can audit, regulate, and oversee government without political interference from the very officials they are supposed to check D. Because the President already has too much work 11. After a typhoon, the DPWH has not repaired key roads three months later. A student argues: 'This is the President's fault.' Which response below BEST evaluates this? A. Only the DPWH Secretary is responsible B. Natural disasters are not the government's responsibility C. As chief executive, the President is ultimately accountable for all Cabinet departments' performance D. The President is correct only if they personally ordered the delay

	12. What is the PRIMARY purpose of the party-list system in the House of Representatives? A. To allow political parties to control all House seats B. To give marginalized and underrepresented sectors a voice in national legislation C. To replace district representatives in rural areas D. To ensure the majority party always controls the House 13. A senator files a bill for mandating free mental health services in all public schools. The bill has strong public support but has not received a committee hearing in two years. What does this BEST illustrate? A. The bill automatically becomes law after inaction B. The Senate President must personally sign all bills C. Popular support alone does not guarantee legislative action; committee priorities shape which bills advance D. The President can force Congress to hear any bill 14. Which situation BEST illustrates the exercise of Judicial Review? A. Congress debating a proposed bill B. The President vetoing a law passed by Congress C. The Supreme Court ruling that a law violates the Constitution D. Local government enforcing a municipal ordinance 15. Lower collegiate courts such as the Court of Appeals are characterized by which feature? A. They are composed of only one judge B. They are directly elected by Filipino citizens C. They only hear criminal cases D. They decide cases as a group or division of justices 16. How does the JBC help maintain judicial independence? A. By controlling all court decisions B. By allowing the President to freely choose any judge without screening C. By electing judges through national elections D. By screening nominees based on merit, competence, and integrity before the President makes appointments 17. Under the 1987 Philippine Constitution, which branch is primarily vested with the authority to enact laws? A. The Cabinet, through policy implementation B. The Judiciary, through interpretative rulings C. The Executive, through administrative issuances D. The Legislature, through Congress composed of two chambers 18. Congress rejects a presidential appointment after deliberation by the Commission on Appointments. This illustrates: A. Judicial restraint C. Administrative adjudication B. Executive privilege D. Legislative oversight over executive appointments

	19. Congress disapproves a high-level appointment made by the President after committee review. What is being demonstrated? A. Absolute congressional control over the executive B. Legislative oversight over executive appointments through the Commission on Appointments C. Judicial supervision of congressional decisions D. Executive privilege overriding legislative authority 20. What does 'devolution of powers' mean under the Local Government Code? A. The national government takes back authority from LGUs B. LGUs are abolished and replaced by national agencies C. Specific national government functions are transferred to LGUs to deliver directly to communities D. LGUs gain the power to override national laws 21. A barangay captain posts the financial report of a community project on the bulletin board for all residents to see. Which principle of accountability is being practiced? A. Integrity B. Participation C. Responsiveness D. Transparency 22. A teacher reports a co-worker who falsified attendance records to receive unauthorized benefits. Which principle of accountability does the teacher demonstrate? A. Integrity B. Participation C. Rule of Law D. Transparency 23. A municipal treasurer submits a detailed report of fund usage to the Commission on Audit. Which constitutional commission ensures that the report is accurate, and that funds were used legally? A. Commission on Audit (COA) B. Civil Service Commission (CSC) C. Commission on Elections (COMELEC) D. Office of the Ombudsman 24. A government employee was promoted because of excellent performance and qualifications, not because of personal connections to a political official. Which constitutional commission ensures that this process is fair and merit-based? A. Commission on Audit (COA) B. Civil Service Commission (CSC) C. Commission on Elections (COMELEC) D. Sandiganbayan 25. Congress passes a bill; the President vetoes it; Congress votes again and overrides the veto by a 2/3 vote. What constitutional principle is demonstrated? A. Judicial Review B. Legislative supremacy over the executive C. Executive check through veto, followed by legislative override as a check on the executive D. Presidential emergency powers

	26. In 2020, the ABS-CBN franchise was denied renewal by the House of Representatives, resulting in the closure of the country's largest network. Which assessment below BEST evaluates this event? A. The House acted unconstitutionally because franchise denial is an executive function B. The House acted constitutionally but the decision raised serious concerns about legislative power being used to silence critical media C. The decision was correct because ABS-CBN violated broadcasting laws D. Only the Senate can deny franchise renewals 27. Which court has jurisdiction over cases involving government officials accused of plunder and corruption? A. Regional Trial Court B. Court of Appeals C. Sandiganbayan D. Municipal Trial Court 28. A government official accused of plunder is brought to trial. Which court should PRIMARILY handle this case? A. Municipal Trial Court B. Regional Trial Court C. Sandiganbayan D. Court of Tax Appeals 29. Congress passes a law allowing the government to shut down any media organization it deems a 'threat to national security,' without a court order. A journalist challenges the law before the Supreme Court. Which constitutional provision is MOST likely at the center of this challenge? A. Article VII, Section 1 (executive power) B. Article VI, Section 1 (legislative power) C. Article III, Section 4 (freedom of speech, expression, and the press) D. Article VIII, Section 1 (judicial power) 30. A President vetoes a bill passed by Congress. Which constitutional principle is being exercised? A. Judicial review B. Delegation of powers C. Legislative supremacy D. Executive check on legislative action 31. After a prolonged political conflict, Congress revokes the President's proclamation of martial law. Which constitutional principle is being applied? A. Legislative limitation on executive emergency authority B. Balance of authority between judicial and executive C. Coordination of legislative and executive authority in emergencies D. Unity among the three branches during national crises 32. A barangay was able to immediately respond to a flood without waiting for national approval. What does this BEST show about decentralization? A. Centralized control of disaster response B. Removal of national government responsibility C. LGUs have authority to act on local needs quickly and independently D. Barangays can operate without any national coordination

	33. A city government cannot fully implement a waste management program due to lack of funds. What does this MOST reveal about decentralization? A. LGUs have unlimited resources B. Decentralization guarantees equal development C. Challenges arise when LGU resources are insufficient to match devolved responsibilities D. The national government has no role in LGU support 34. Which action BEST shows an LGU contributing to community development? A. Setting national tax rates B. Issuing foreign travel visas C. Building local roads and establishing community health centers D. Managing international trade agreement 35. A group of students joins a youth forum where they share their opinions about local governance and propose improvements to barangay programs. Which principle of accountability is shown? A. Integrity B. Participation C. Responsiveness D. Transparency 36. A barangay health worker immediately reports a dengue cluster to the municipal health office after residents raise concerns. Which principle of accountability is demonstrated? A. Integrity B. Participation C. Responsiveness D. Rule of Law 37. During a community snap talk, residents, media representatives, and COA auditors discuss how ghost projects harm communities. Which accountability mechanism does this simulation BEST demonstrate? A. Legislative oversight through impeachment B. Multi-sectoral cooperation in exposing and preventing government corruption C. Presidential control over constitutional commissions D. Judicial review of legislative action 38. In Republic v. Sereno (2018), the SC removed Chief Justice Sereno through a quo warranto petition rather than impeachment. Which concern does this raise? A. The SC has no authority to remove a Chief Justice B. The executive branch can remove a Chief Justice through a legal maneuver faster than the constitutional impeachment process, potentially threatening judicial independence C. The impeachment process is too slow and should be abolished D. The SC's decision was clearly unconstitutional 39. Why is Judicial Review essential in a democratic society, even though it is exercised by unelected judges? A. It should be eliminated because it is undemocratic B. It protects minority rights and enforces constitutional limits on power, even when popular majorities support unconstitutional laws C. It is valid only when the SC agrees with public opinion D. It replaces the legislative function of Congress

	40. In Republic v. Sereno (2018), the Supreme Court removed Chief Justice Sereno through a quo warranto petition filed by the Solicitor General — rather than through the constitutionally specified impeachment process. Critics argued this set a dangerous precedent. Which assessment below BEST evaluates this concern? A. The concern is unfounded because the SC has full authority to decide any legal question B. The concern has merit: allowing the executive branch to remove a Chief Justice through a legal maneuver rather than impeachment could undermine judicial independence by creating a faster, politically controllable removal mechanism C. The concern is irrelevant because CJ Sereno's removal was clearly deserved D. The concern is correct because no Chief Justice can ever be removed from office 41. A student argues: 'The Supreme Court should always follow public opinion because justices are supposed to serve the Filipino people.' Which response below BEST evaluates this claim? A. The argument is correct — public opinion should always guide SC decisions B. The argument is partially correct — the SC should consider public opinion but also the Constitution C. The argument is incorrect — the SC's legitimacy comes from applying the Constitution, not from following public sentiment; a court that rules based on popularity rather than law loses its independence and ceases to protect minority rights D. The argument is correct because elected officials should always reflect the will of the majority 42. The Supreme Court's power of Judicial Review has been criticized as 'counter-majoritarian' — meaning it allows unelected judges to override laws passed by elected representatives. Which response below BEST defends the importance of Judicial Review in a democratic society? A. Judicial Review should be eliminated because it is undemocratic B. Judicial Review is essential precisely because democracy requires more than majority rule — it requires protection of minority rights, constitutional limits on power, and a mechanism to correct unconstitutional laws even when they are popular C. Judicial Review is only valid when the SC agrees with public opinion D. Judicial Review should only apply to laws passed without public consultation 43. A law enacted by Congress is later invalidated by the Supreme Court for grave abuse of discretion. This reflects: A. A breakdown of legislative authority B. A reallocation of powers among branches C. The supremacy of judicial policy preferences D. The operation of Judicial Review within the system of checks and balances 44. A student claims that the three branches must not interact to preserve their independence. Which statement below BEST explains the proper relationship? A. Interaction among branches is constitutionally prohibited B. Powers are freely interchangeable among branches C. Interaction among branches enables mutual accountability without undermining independence D. Interaction among branches ensures total institutional isolation

	45. Why does the Constitution design government branches to be separate yet able to interact with one another? A. To limit cooperation among branches B. To promote unity and eliminate disagreement C. To simplify governance and increase efficiency D. To maintain balance of power while ensuring mutual accountability 46. Barangay B received funds for a feeding program but failed due to poor management and COA-flagged irregularities. A student argues: 'This proves decentralization does not work.' Which response below evaluates this? A. The argument is correct — decentralization always produces corruption B. The argument is incorrect — Barangay A succeeded with the same resources, showing that governance failure, not decentralization, is the problem C. The argument is correct because local officials always mismanage funds D. The argument is incorrect because the national government is always responsible 47. A barangay captain posts the quarterly financial report publicly. A COA auditor discovered a ghost road project. The Ombudsman filed charges. The Sandiganbayan convicted the responsible official. Which principle does this process BEST demonstrate? A. Separation of powers prevents all government collaboration B. Public accountability operates through multiple institutions working together in sequence C. The Ombudsman has the power to convict officials D. COA reports are not admissible in court 48. A province experiences significantly uneven development compared to urban cities despite both having decentralization. What MOST likely explains this inequality? A. Decentralization guarantees equal outcomes across all LGUs B. LGUs in all provinces have identical resources and capacity C. The national government controls all local projects equally D. Decentralization creates opportunities for local development, but differences in LGU resources, capacity, and leadership produce unequal outcomes 49. A teacher asks: 'Why do we need LGUs if the national government already exists?' Which answer BEST demonstrates higher-order thinking? A. LGUs are unnecessary because the national government can handle all public services B. LGUs exist only to provide political positions for local leaders C. LGUs replace the national government entirely D. LGUs ensure faster, more localized, and more appropriate responses to community needs — because the government closest to the people is best positioned to understand and address their specific circumstances

50. After COA auditors discovered that 35 of 47 farm-to-market road projects were ghost projects, a provincial official argued: 'The funds were released according to procedure; we cannot be held responsible if contractors did not build the roads.' Which accountability principle does this argument most directly violate, and why?

A. Participation, because citizens were not consulted
B. Transparency, because the financial reports should have been public
C. Integrity and Rule of Law, because public officials have a duty to ensure public funds are actually used for their intended purpose, not just that paperwork was completed
D. Responsiveness, because the official failed to answer questions quickly

Quarter Summative Answer Key (Teacher Use Only)	
Items 1-10:	1-B 2-B 3-C 4-C 5-A 6- C 7-B 8-C 9-C 10-C
Items 11-20:	11- C 12-B 13-C 14-C 15-D 16-D 17-D 18-D 19-B 20-C
Items 21-30:	21-D 22-A 23-A 24-B 25-C 26-B 27-C 28-C 29-C 30-D
Items 31-40:	31-A 32-C 33-C 34-C 35-B 36-C 37-B 38-B 39-B 40-B
Items 41-50:	41-C 42-B 43-D 44-C 45-D 46-B 47-B 48-D 49-D 50-C

GENERALIZATION AND CLOSURE (Quarter 2 Closing)

Note to Teacher: After the Gov't Expo-Exhibit presentations, close the quarter with this statement:

This is where the Second Quarter ends and where your civic education truly begins.

You now understand how the Executive Branch implements policy, how Congress makes law, how the Judiciary protects the Constitution, how separation of powers prevents any one branch from becoming too powerful, how Local Government Units bring governance closest to communities, and how public accountability ensures that all of this actually serves the Filipino people rather than those in power.

None of that knowledge is complete as a civic education without the last step: using it. The Gov't Expo-Exhibit you presented today is not just a school project. It is a model of what informed citizens do: they identify a governance failure, analyze its causes, propose a solution, and bring it to public attention.

	Democracy does not run itself. It runs on citizens who know how it works, care enough to watch it, and have the knowledge and the courage to demand that it does what it was designed to do: serve the people. You are those citizens.
VI. ENRICHMENT/REMEDIATION ACTIVITIES	**ENRICHMENT — FOR ADVANCED LEARNERS** **Option A: News Report on Local Accountability** Groups act as journalists reporting a local issue involving accountability. Each report must mention: — A specific accountability principle being violated — A constitutional commission or body that should be involved — A specific citizen response that promotes accountability Present reports to the class. Peer feedback: 'Was the issue relevant to our barangay? Did the reporting encourage accountability?' **Option B: Accountability Flashcard Challenge** Create a set of 10 flashcards: key term on one side, definition or example on the other side (transparency, integrity, participation, rule of law, responsiveness, COA, CSC, COMELEC, Ombudsman, ghost project). Students quiz each other, then create 3 new terms from their own community experience that should be part of any accountability vocabulary. ***Note to the Teacher: For the rubrics please refer to the google drive link:*** **https://drive.google.com/drive/folders/1HzpQREyFowKiKQijjDyGPuC9A6YoVKki** **REMEDIATION — For Struggling Learners** **Option A: Accountability Concept Review** Complete the guided review: Public accountability means... The five principles are: 1.___ 2.___ 3.___ 4.___ 5.___ COA is responsible for... CSC is responsible for... COMELEC is responsible for... The Ombudsman is responsible for... One way I can promote accountability in my community is... **Option B: Sentence Completion** Complete in your own words: 'A ghost project is a problem because...' 'COA protects citizens by...' 'Citizens can demand accountability by...' 'If I saw a government official misusing public funds, I would...'
VII. REFLECTION *(Feedback and Continuous Improvement)*	After facilitating this four-day lesson, I observed that learners _____. The key highlights included _____, while the main challenges were _____. To improve instruction, I adjusted by _____, which helped enhance learner engagement and understanding. For the next time I teach this lesson, I will _____.
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author(s) used Microsoft Copilot, Chatgpt, and Canva AI to generate suggested images and activities relevant in crafting this Lesson Exemplar. The author(s) reviewed and finalized the writing of the content. The author(s) take full responsibility for the content of this LE.