Strengthened Senior High School

DepED
DEPARTMENT OF EDUCATION

Learning Activity Sheets for Social Sciences (Theory and Practice)

ACADEMIC ELECTIVE



Government Property
NOT FOR SALE

Learning Activity Sheets for Social Sciences

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

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

Development Team

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

Validators: Damian II A. Abayon, Roselie A. Autor, Alan Jr. J. Paglinawan, Cora L. Balgos, Carmencita T. Cañete, Mary Patricia C. Camu, Christian G. Manangan, Mikie Ianne G. Barrion, Jeriel G. Apurillo, Jose Ramil B. Dupa

Consultant: **Zenaida Q. Reyes**, Philippine Normal University-Manila

Learning Area Specialist: **Marlon F. Adlit,** Senior Education Program Specialist, BLD
Carl Patrick Tadeo, Supervising Educatiion Program Specialist, BCD
Kelvin L. Tolentino, Senior Education Program Specialist, BLR

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

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

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

Table of Contents

Lesson Exemplar 1 ..... **1**
Lesson Exemplar 2 ..... **9**
Lesson Exemplar 3 ..... **15**
Lesson Exemplar 4 ..... **19**
Lesson Exemplar 5 ..... **28**
Lesson Exemplar 6 ..... **33**
Lesson Exemplar 7 ..... **36**
Lesson Exemplar 8 ..... **42**
Lesson Exemplar 9 ..... **50**
Lesson Exemplar 10 ..... **62**

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	1
Lesson Title/ Topic:	*•Difference of the Nature and Functions of Social Science Disciplines from the Natural Sciences and the Humanities* *•Knowledge of the Nature and Functions of Social Science Disciplines, Natural Sciences, and humanities to real-social issues* *•Contribution of Social Science Disciplines in fostering positive social change and cultural understanding.*		
Name:		**Grade & Section:**	

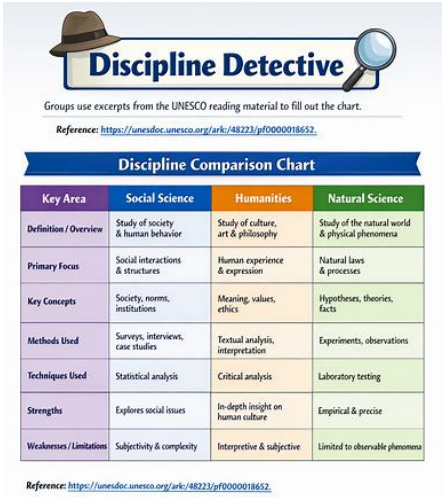
I. Activity No. 1	**ACTIVITY: "The Discipline Detectives"**
II. Objectives:	At the end of the lesson, the students are expected to: • *distinguish the fundamental nature and key functions of Social Science disciplines from the natural sciences and the humanities,* • *explain the fundamental nature and key functions of Social Science from the Natural Sciences and Humanities to real-social issues, and* • *demonstrate a self-advocacy platform showcasing the contributions of Social Science disciplines in fostering positive social change and cultural understanding.*
III. Materials Needed:	• Reading supplementary material from UNESCO International Social Science Journal (https://unesdoc.unesco.org/ark:/48223/pf0000018652) • Vocabulary Guide handout with key terms and definitions • Discipline Comparison Chart (teacher-provided) • Writing materials (pen, paper, highlighters) • Presentation materials (whiteboard/cartolina/digital presentation tools)
IV. Instructions:	***Procedure*** **PART I: GROUP FORMATION AND ORIENTATION (5 minutes)** 1. The teacher will group the class into teams of 5 to 10 learners. 2. Each group becomes a team of "**discipline detectives**" tasked to uncover how each field (Social Science, Natural Science, and Humanities) studies human life and society. 3. The teacher explains the task: identify and differentiate the focus, key concepts, methods or approaches, tools or technique, and functions of each discipline by stating the strength and weaknesses of each discipline through teamwork and analysis. **PART II: READING AND VOCABULARY SCAFFOLDING (15 minutes)** 4. Each group will be given **reading supplementary** material from the UNESCO International Social Science Journal: Link: https://unesdoc.unesco.org/ark:/48223/pf0000018652 5. **Scaffolding for Difficult Terms:** Before reading, the teacher provides a Vocabulary Guide with key terms and definitions such as: a. Discipline - A field of study or area of knowledge b. Methodology - The way researchers gather and analyze information c. Empirical - Based on observation or experiment d. Qualitative - Descriptive, non-numerical data (e.g., interviews, observations) e. Quantitative - Numerical data (e.g., statistics, measurements) f. Interdisciplinary - Combining knowledge from different fields

g. Epistemology - The study of how we know what we know
h. Paradigm - A framework or way of thinking

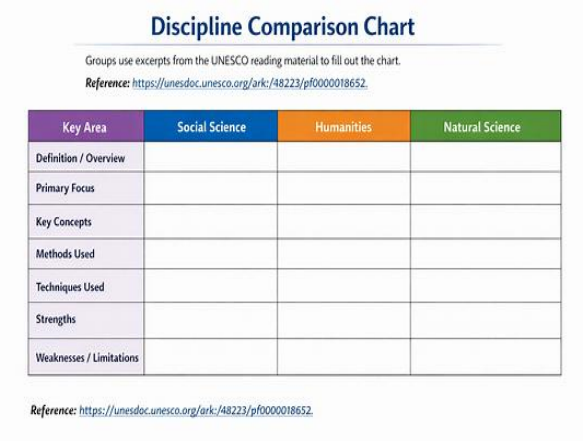
6. Students read assigned excerpts collaboratively, highlighting or noting key information about each discipline's focus, methods, and functions.

PART III: CHART COMPLETION (15 minutes)

7. Groups use excerpts from the UNESCO reading material to fill out the Discipline Comparison Chart (provided by the teacher).



PART IV: PRESENTATION (10 minutes



total: 2-3 minutes per group)

8. Each group presents their findings to the class.

9. Include key excerpts or evidence from the UNESCO material and insights about similarities and differences among disciplines.

PART V: SYNTHESIS AND REFLECTION (10 minutes)

10. The teacher facilitates a synthesis discussion highlighting:
- Similarities and differences among the three disciplines
- The complementary nature of interdisciplinary approaches
- Real-world applications of each discipline

11. **Peer/Self-Reflection Prompts** (students write brief responses):

a. Self-Reflection: What was the most challenging part of identifying the differences among disciplines? What new understanding do you have about how Social Science works?

b. Peer Reflection: Which group's presentation helped you understand the disciplines better? Why? What is one strength you noticed in your group's collaboration?

Processing Questions:

1. How does the article from the UNESCO Journal describe the way Social Sciences study human behavior compared to Natural Science and Humanities?

2. How can the insights you gained from this activity help you respond to real social issues in your community?

PART VI: SYNTHESIS AND REFLECTION (10 minutes)

12. The teacher facilitates a synthesis discussion highlighting:
- similarities and differences among the three disciplines, the complementary nature of interdisciplinary approaches, real-world applications of each discipline.

13. Peer/Self-Reflection Prompts (students write brief responses):

a. Self-Reflection: What was the most challenging part of identifying the differences among disciplines? What new understanding do you have about how Social Science works?

b. Peer Reflection:

<table>
<tr><td></td><td>Which group's presentation helped you understand the disciplines better? Why? What is one strength you noticed in your group's collaboration?</td></tr>
<tr><td>I. ACTIVITY No. 2</td><td>"Project Bayanihan: Youth Solutions for Change"</td></tr>
<tr><td>II. Objectives</td><td>At the end of the lesson, the students are expected to:

• distinguish the fundamental nature and key functions of Social Science disciplines from the natural sciences and the humanities,
• explain the fundamental nature and key functions of Social Science from the Natural Sciences and Humanities to real-social issues, and
• demonstrate a self-advocacy platform showcasing the contributions of Social Science disciplines in fostering positive social change and cultural understanding.</td></tr>
<tr><td>II. Materials Needed:</td><td>• UNESCO International Social Science Journal reading material (as reference)
• Research materials about Philippine social issues
• Presentation materials (cartolina, markers, art supplies, or digital presentation tools)
• Props for skit (if applicable)
• Writing materials</td></tr>
<tr><td>III. Instructions:</td><td>Procedure
PART I: GROUP FORMATION AND ISSUE SELECTION (10 minutes)
1. The teacher will group the class consisting of 5 to 10 members.
2. Each group selects a Philippine social issue (e.g., poverty, climate change, mental health, education inequality).
PART II: INTERDISCIPLINARY ANALYSIS (20 minutes)
3. Using the UNESCO reading as a guide, groups analyze the issue through the three disciplines:
- Social Science: How social structures and relationships influence the issue?
- Natural Science: How environmental or biological factors contribute?
- Humanities: How culture, values, and human expression shape responses?
Sample Output:
<table><tr><th>Discipline</th><th>Focus Area</th><th>Insights</th></tr><tr><td>Social Science</td><td>Social structures and relationships</td><td>Poverty is perpetuated by unequal access to education, employment, and social mobility. Family size, urban migration, and lack of social safety nets deepen inequality.</td></tr><tr><td>Natural Science</td><td>Environmental and biological factors</td><td>Poor communities often face degraded environments—flood-prone areas, lack of clean water, and malnutrition due to limited food access. Environmental degradation worsens health and productivity.</td></tr><tr><td>Humanities</td><td>Culture, values, and human expression</td><td>Cultural resilience and bayanihan spirit help communities survive hardship. However, stigma and fatalism sometimes hinder proactive solutions. Art and storytelling can inspire empathy and action.</td></tr></table>PART III: PROJECT DESIGN (25 minutes)
4. Groups create a simulated youth-led project to address solutions to these issues (e.g., awareness campaign, community initiative, or advocacy) they will integrates their insights from all three disciplines.
5. Prepare to present the project through a short skit, poster, or multimedia or canva presentation.
<table><tr><th>Component</th><th>Description</th></tr><tr><td>Project Title</td><td>“Kabataan Laban sa Kahirapan”</td></tr></table></td></tr>
</table>

Objective	To empower youth to lead community-based initiatives that promote livelihood skills, environmental awareness, and social solidarity.
Target Beneficiaries	Low-income families in Barangay 109, Tacloban City
Activities	1. **Youth Skills Workshop:** Training on sustainable crafts and small business management. 2. **Eco-Livelihood Fair:** Showcase of recycled products and local crafts. 3. **Story of Hope Exhibit:** Art and short films depicting resilience and bayanihan.
Expected Outcomes	- Increased awareness of poverty's multidimensional causes. - Empowered youth with practical livelihood skills. - Strengthened community cooperation and Filipino values.
Filipino Values Reflected	*Bayanihan*, *Pag-asa*, *Malasakit*, *Sipag at Tiyaga*
Presentation Plan	Skit and multimedia presentation showing how interdisciplinary collaboration leads to sustainable solutions.

PART IV: PRESENTATION (15-20 minutes total)

6. Each group presents their "Project Bayanihan" to the class, showcasing:
a. The chosen social issue
b. Interdisciplinary analysis
c. Proposed youth-led solution
d. Filipino values embodied in the project

PART V: PROCESSING AND REFLECTION (10 minutes)

7. After all presentations, the class engages in a discussion using the processing questions below.

Processing Questions:

1. How did each discipline help you understand the chosen issue more deeply?
2. What Filipino values embodies your project proposal?
3. How can a youth like you take real action to address this issue in your community?

V. Synthesis:

These interconnected activities guide learners from theoretical understanding to practical application of interdisciplinary knowledge. In ***"The Discipline Detectives,"*** students distinguished how Social Science, Natural Science, and Humanities differ in their methodologies, focus areas, and functions, building foundational knowledge about each discipline's unique contributions to understanding human life and society. On the other hand, ***"Project Bayanihan: Youth Solutions for Change"*** challenged students to apply this interdisciplinary framework by analyzing real Philippine social issues and designing youth-led advocacy projects that integrate insights from all three disciplines. Together, these activities fulfill the learning objectives by enabling students to distinguish disciplinary approaches, explain their application to real-world issues, and demonstrate self-advocacy platforms that showcase Social Science's vital role—working alongside Natural Science and Humanities—in fostering positive social change and cultural understanding while embodying Filipino values of bayanihan and malasakit.

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	1
Lesson Title/ Topic:	*Social Sciences as the Study of Society:* ▪ *Multidisciplinary approaches* ▪ *Interdisciplinary approaches* ▪ *Transdisciplinary approaches* ▪ *Social issues requiring multiple perspectives (poverty, climate change, digital media)*		
Name:		**Grade & Section:**	

I. Activity No. 1	**Activity: "*Society through Different Lenses*"** **Procedure:** ***Activity Flow*** 1. Let the students explore and differentiate the three approaches (multidisciplinary, interdisciplinary, transdisciplinary) by letting them watch the recommended educational videos below, and later on, applying them to real social issues (poverty, climate change, digital media). **Recommended Educational Videos:** ▪ Multi, Inter or TransdisciplinaryUVED (Université Virtuelle Environnement et Dévelopment Durable) *https://www.youtube.com/watch?v=S4stcX18uVk* ▪ Difference between Interdisciplinary, Transdisciplinary, and Multidisciplinary Approaches" - Indian History by Dr. Venus Jain *https://youtu.be/q8bKhBP7te8* ▪ The Transdisciplinary Approach - Michigan Technological University: *https://www.youtube.com/watch?v=x5xGi9EFCSY* 2. Divide the class into three groups. Assign each group with one approach: **(Group Task – Inquiry-Based):** Each group applies their approach to one social issue. o Group A → Multidisciplinary (Poverty) o Group B → Interdisciplinary (Climate Change) o Group C → Transdisciplinary (Digital Media) **Guide Questions:** o *Multidisciplinary:* Which disciplines study this issue separately? o *Interdisciplinary:* How do two or more disciplines overlap to explain the issue? o *Transdisciplinary:* How can experts and community members collaborate to solve it? 3. Each group will present its findings in 2–3 minutes. The teacher highlights the differences and connections among the approaches. **(Sharing – Constructivist):** 4. As a class, create a quick "Society Lens Chart" on the board: o Column 1: Issue o Column 2: Multidisciplinary view o Column 3: Interdisciplinary view o Column 4: Transdisciplinary solution

Society Lens Chart:

Issue	Multidisciplinary View	Interdisciplinary View	Transdisciplinary View

Guide for Completion:

- **Column 1 (Issue):** Identify a social or environmental issue (e.g., poverty, climate change, unemployment).
- **Column 2 (Multidisciplinary View):** Describe how different disciplines study the issue separately.
- **Column 3 (Interdisciplinary View):** Show how two or more disciplines work together to explain or address the issue.
- **Column 4 (Transdisciplinary Solution):** Propose a real-world solution involving experts, stakeholders, and the community working together.

Example (Climate Change):

- Multidisciplinary: Meteorology, Economics, Sociology studied separately
- Interdisciplinary: Economics + Sociology = impact of costs on vulnerable communities
- Transdisciplinary: Scientists + local leaders + citizens = community disaster-preparedness plan

5. Evaluate (Reflection – 3Rs): Students answer individually:

- *Relevant:* Which issue connects most to your life?
- *Responsive:* How does including community voices change the solution?
- *Reflective:* Why is it dangerous to rely on only one discipline?

Mode of Answering to Reflection:

- **Individual Reflection** – each learner writes a short paragraph.
- **Treatment:**
  - Submitted individually.
  - **Graded by teacher** using rubric for insight and personal connection.
  - Rubrics can be accessed through the link provided in the LE.

Activity No. 2

Activity: The Kaleidoscope Journal

Procedure:

The teacher starts by explaining to students that a single discipline is like a single-colored shard of glass. It's pretty, but it only shows one color. A **Multidisciplinary/Interdisciplinary approach** is the kaleidoscope—when you rotate the lenses together, you see the full, complex pattern of society.

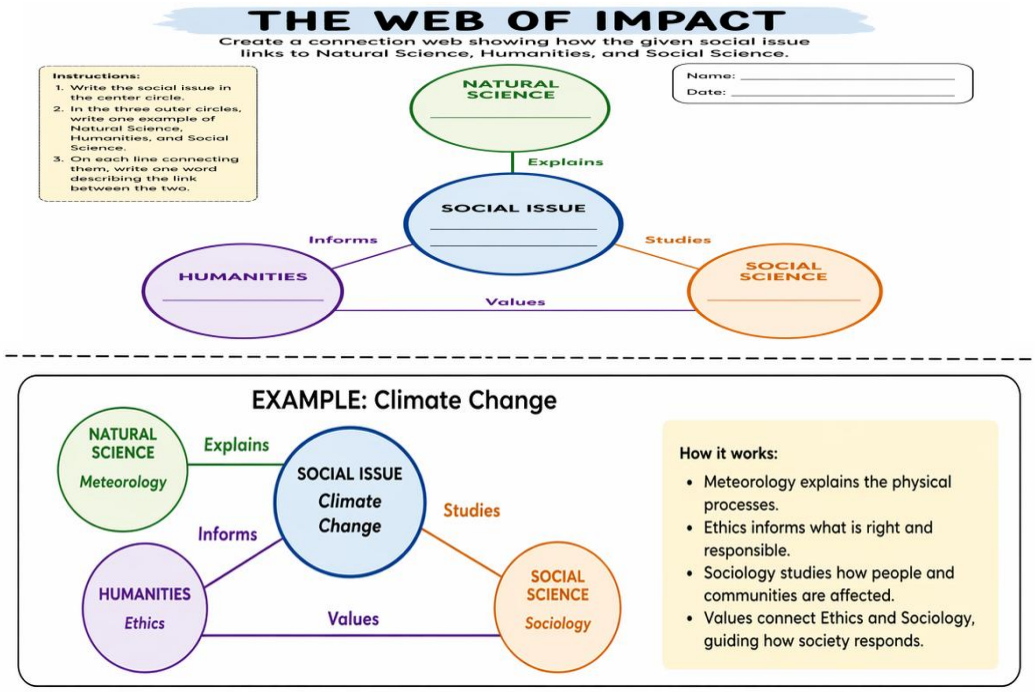
Part 1: The "Three-Lens" Entry (LO1: Identify & Describe)

Students may select one personal social issue they encounter daily (e.g., *Traffic in my city, High prices of school supplies, or Social Media addiction*). They must write three short sentences describing the issue using the three approaches:

- **Multidisciplinary:** "I see this problem through the separate eyes of an economist (cost) and a biologist (stress levels)."
- **Interdisciplinary:** "I see how the economics of poverty actually changes the psychology of the people in my community."
- **Transdisciplinary:** "I see how we can work with local leaders and scientists to create a new way of living."

Part 2: The "Web of Impact" (LO2: Illustrate Connections)

Students draw a simple "Connection Web" in their journals.

	• **Center Circle:** The Social Issue (e.g., Climate Change). • **Radiating Lines:** Connect the issue to one Natural Science (e.g., Meteorology), one Humanities field (e.g., Ethics), and one Social Science (e.g., Sociology). • **The "Bridge":** On the lines connecting them, they must write one word describing the link (e.g., between Ethics and Sociology, they might write *"Values"*).  **Part 3: The "Value Statement" (LO3: Appreciate Importance)** To address the affective goal of **appreciating the perspective**, students must answer the following **3R-based prompt**: *"If I were a community leader tasked to solve this issue, why would it be dangerous or 'blind' for me to only listen to one type of expert? How does having an interdisciplinary 'Kaleidoscope' make me a more responsive citizen?"* **Mode of Answering to Reflection:** • **Individual Reflection** – each learner writes a short paragraph. • **Treatment:** ○ Submitted individually. ○ **Graded by teacher** using rubric for insight and personal connection. ○ Rubrics can be accessed through the link provided in the LE.
II. Objectives:	At the end of the lesson, the learners are expected to: ▪ *Identify and describe the different approaches (multidisciplinary, interdisciplinary, transdisciplinary) that study society;* ▪ *Illustrate the connections among various disciplines in analyzing social issues.* ▪ *Show appreciation on the importance of interdisciplinary perspectives in understanding societal problems.*
III. Materials Needed:	▪ Whiteboards or digital presentation tools (video clips for brainstorming and mind mapping), ▪ Markers or digital drawing tools, Laptop/E-tablet (if available) ▪ Strips of Kartolina/Manila Paper, Scotch tapes

	▪ Access to research and video materials (e.g, articles, video clips, journals) about the various approaches in Social Sciences as the Study of Society and social issues.
IV. Instructions:	1. Let the students identify, describe and differentiate the three approaches (multidisciplinary, interdisciplinary, transdisciplinary) by letting them watch the recommended educational videos, and later on, applying them to real social issues (poverty, climate change, digital media). 2. Form groups and engage in colloborative discussions based on the given instructions. Each group must explore and watch the recommended educational videos. 3. For Activity 1, after the watching the recommended educational videos, they are assigned to each group which applies to their assign approach to one social issue. Afterwards, each group will present each finding and create a society lens chart and individually answer the reflection (3Rs). 4. For Activity 2, using the kaleidoscope journal, the learner will choose one everyday social issue and describe it in three short sentences: first from separate fields (**multidisciplinary**), then by showing how two fields connect (**interdisciplinary**), and finally by suggesting collaboration with experts and leaders (**transdisciplinary**). Next, draw a simple **Connection Web** with the issue in the center, linking it to one natural science, one humanities field, and one social science, writing one word on each line to show the link. Lastly, write a short **Value Statement** explaining why listening to only one type of expert is risky and how an interdisciplinary "kaleidoscope" makes you a more responsive citizen. 5. Ensure that group's output reflects a multiperspective approach to the societal issues.
V. Synthesis:	The two activities, **"Society through Different Lenses"** and the **"Kaleidoscope Journal"**—work together to help students understand and apply multidisciplinary, interdisciplinary, and transdisciplinary approaches to social issues. In the first activity, students learn the distinctions among the three lenses through videos, group inquiry, and collaborative presentations, culminating in a class chart that compares how each approach views and addresses issues like poverty, climate change, and digital media. The second activity then personalizes this learning by asking students to apply the three lenses to their own daily social concerns, visualize connections through a simple web diagram, and reflect on the importance of diverse perspectives in problem-solving. Taken together, these activities move students from **conceptual exploration** (understanding the differences among approaches) to **personal application and reflection** (seeing how multiple perspectives create richer, more responsive solutions), reinforcing the idea that society is best understood and addressed through a kaleidoscope of disciplines and voices.

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	2
Lesson Title/ Topic:	Picture Clues from History		
Name:		**Grade & Section:**	

I. Activity No. 1	**Picture Clues from History**
II. Objectives:	1. Identify key historical developments shown in the pictures related to scientific advancement, political thought, and industrialization. 2. Describe observable changes in society reflected in historical images. 3. Analyze how these historical developments influenced social conditions and human life. 4. Infer possible social issues, problems, or questions that arose from these historical changes.
III. Materials Needed:	Printed pictures or presentation slides showing: • Early scientific experiments and observatories • Philosophers discussing ideas about government and rights • Factories and crowded industrial cities
IV. Instructions:	1. The teacher will present a set of historical images related to major developments in science, politics, and industry. 2. Students will be given 2–3 minutes to carefully and quietly observe the images. 3. While observing, students will be encouraged to focus on details, such as people, activities, setting, and emotions shown in the pictures. 4. Students will then work in pairs to discuss and answer the following guide questions: • What is happening in the picture? • What changes in society can you observe? • What problems or questions might arise from this situation? 5. After the pair discussion, selected pairs will be invited to share their observations and ideas with the class. 6. The teacher will facilitate the discussion by clarifying ideas, linking responses to historical contexts and encouraging deeper thinking. 7. Key insights from the discussion will be summarized to prepare students for the next lesson.
V. Synthesis:	1. Through careful observation of historical images, students identify key developments in science, political thought, and industrialization, recognizing these as major forces that shaped human history. 2. By describing what they see in the pictures, students understand how these developments brought visible changes in society, including new ways of thinking, working, and living. 3. Analyzing the images helps students realize how scientific progress, political ideas, and industrial growth influenced social conditions and everyday human life. 4. By inferring possible social problems and questions, students recognize that historical changes often brought both improvements and challenges. 5. The guided discussion and sharing of ideas deepen students' understanding of how past events connect to present social realities. 6. Overall, the activity shows that understanding historical developments allows learners to better comprehend the continuous evolution of society and prepares them for deeper study of social change.

LEARNING ACTIVITY SHEET

Learning Area:	Social Science Theory and Practice	**Lesson Exemplar**	2
Lesson Title/ Topic:	Current Issue Analysis		
Name:		**Grade & Section:**	

I. Activity No. 2	**Current Issue Analysis**
II. Objectives:	1. Identify selected current social issues such as climate change, economic inequality, governance, and labor changes. 2. Explain how present-day social issues are connected to historical social transformations. 3. Determine appropriate social science disciplines that can be used to analyze current social problems. 4. Analyze how understanding past societies and events can help address contemporary issues.
III. Materials Needed:	• List of assigned current social issues (printed or written on the board) • Reference materials (e.g., textbook, short articles, news excerpts, or teacher-provided readings) • Notebook or reflection paper • Pen or pencil • Manila paper / bond paper (for diagram output, if group work) • Markers or pens (optional, for visual diagrams) • Presentation slides or visual aids (optional, for teacher guidance)
IV. Instructions:	1. Assign each student or group a current social issue such as climate change and migration, economic inequality, political participation and governance, or changes in labor and employment due to technology. 2. Ask students to analyze the assigned issue by answering the following guide questions: • How does this issue relate to historical social transformations? • What social science disciplines help analyze this problem? • How can understanding the past help address today's issue? 3. Instruct students to synthesize their ideas by preparing a one-paragraph written reflection or a diagram that clearly shows the connections between historical developments and the current social issue.
V. Synthesis:	1. By examining present-day social issues such as climate change, inequality, governance, and technological changes in labor, students recognize that these concerns did not emerge suddenly but are rooted in long-standing social processes. 2. Through guided analysis, students discover that current social issues are closely linked to historical social transformations and can be better understood using perspectives from various social science disciplines. 3. By reflecting through writing or visual representation, students realize that understanding past societies and experiences provides valuable insights in addressing contemporary challenges and shaping informed responses for the future.

LEARNING ACTIVITY SHEET

Learning Area:	Social Science Theory and Practice	**Lesson Exemplar**	2
Lesson Title/ Topic:	Key Theories and Methods, and Careers in History		
Name:		**Grade & Section:**	

I. Activity No. 1	**Article Analysis: Decoding Social Issue in the Article**
II. Objectives:	At the end of the activity, the learners will be able to: 1. identify the central social issue presented in each article by carefully examining the main ideas and context of the text, 2. support the identified issue with relevant textual facts and classify it under the appropriate Social Science discipline with justification; and 3. synthesize analysis into structured responses (Issue, Facts, Discipline, Insights) and present evidence-based personal insights demonstrating critical thinking.
III. Materials Needed:	**Articles:** Palace: EDSA part of history, reflects Filipinos' courage by; Darryl John Esguerra *February 25, 2026* *Source: https://www.pna.gov.ph/articles/1269768*
IV. Instructions:	Analyze each article. Identify the central social issue, support with textual facts, link to a Social Science discipline, and share your insights or opinion.
V. Synthesis:	This activity enhances learners' understanding of social issues by analyzing news articles, using factual evidence, and linking issues to Social Science disciplines. It helps learners connect real-world events to academic concepts while developing critical thinking and informed perspectives on societal concerns.

Palace: EDSA part of history, reflects Filipinos' courage
by: Darryl John Esguerra
February 25, 2026

Issue:

Facts:

Social Science Discipline:

Key Insights:

LEARNING ACTIVITY SHEET

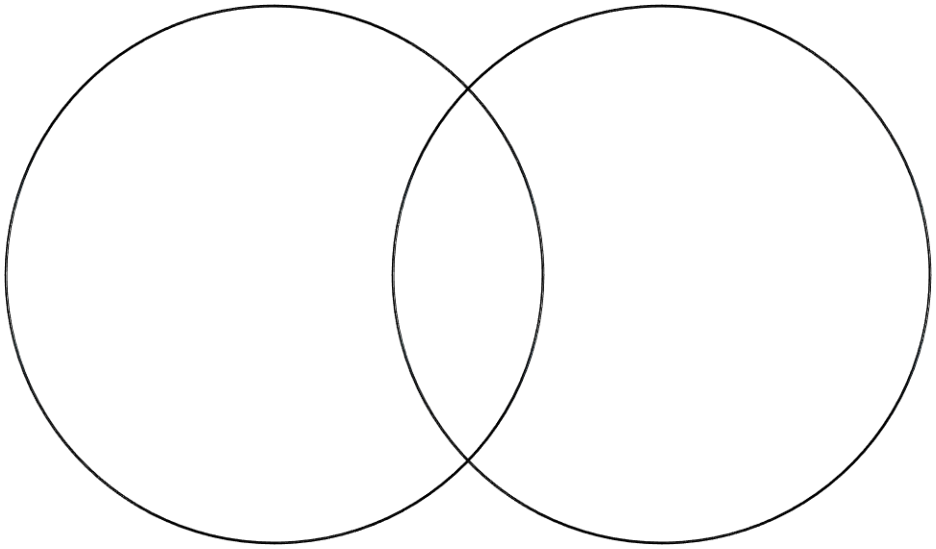
Learning Area:	Social Science Theory and Practice	**Lesson Exemplar**	2
Lesson Title/ Topic:	Key Theories and Methods, and Careers in Geography, History, and Linguistics		
Name:		**Grade & Section:**	

I. Activity No. 2	**Reflective Activity: "My Career, My Community: A Reflective Journal"**
II. Objectives:	At the end of the activity, the learners will be able to: 1. describe own chosen or envisioned career path and explain its connection to issues in their local community; 2. analyze community challenges by integrating historical perspectives; and 3. reflect on social responsibility by explaining how their skills, interests, and future profession related to History that can contribute to community development beyond personal livelihood.
III. Materials Needed:	➢ Paper, pen, journal
IV. Instructions:	Analyze each article. Identify the central social issue, support with textual facts, link to a Social Science discipline, and share your insights or opinion.
V. Synthesis:	Learners choose their career path according to how they appreciate real issues in their local community by integrating historical perspective. It promotes deeper understanding of how environmental, historical, and cultural factors shape community challenges while guiding learners to reflect on how their skills and future professions can contribute to social responsibility and community development.

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	3
Lesson Title/ Topic:	Social Science Disciplines: Political Science and Economics		
Name:		**Grade & Section:**	

I. Activity No. 1	**(Day 2) Video Analysis and Creating a Venn**
II. Objectives:	At the end of this activity, the learner will be able to: • Identify and explain the key concepts and focus of Political Science and Economics based on the assigned videos. • Compare and contrast Political Science and Economics by constructing a Venn Diagram and participating in a class discussion on their similarities and differences.
III. Materials Needed:	Ballpen Venn Diagram Cellphone, Laptop, TV (for viewing the videos) Learning Activity Sheets
IV. Instructions:	1. Watch the Videos Carefully. 2. Access and watch the following videos: a. Political Science: https://www.youtube.com/watch?v=DhdRJHovAaU b. Economics: https://www.youtube.com/watch?v=dVTNmSmUo14 3. You can access the videos here:   4. While watching, take note of the key ideas, concepts, and focus of each discipline. 5. Create a Venn Diagram. After watching the videos, create a Venn Diagram to compare and contrast Political Science and Economics. a. In the left circle, write the unique features of Political Science. b. In the right circle, write the unique features of Economics. c. In the overlapping section, write the similarities between the two disciplines.

	
V. Synthesis:	This activity is designed to help students understand the key concepts and differences between Political Science and Economics by analyzing and comparing their focus and approaches. Political Science focuses on government systems, power, and policy-making, while Economics deals with the production, distribution, and allocation of resources in society. Through the Venn Diagram, students are expected to develop analytical thinking skills by identifying similarities, differences, and the interconnectedness of the two disciplines in shaping society.

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	3
Lesson Title/ Topic:	Social Science Disciplines: Political Science and Economics		
Name:		**Grade & Section:**	

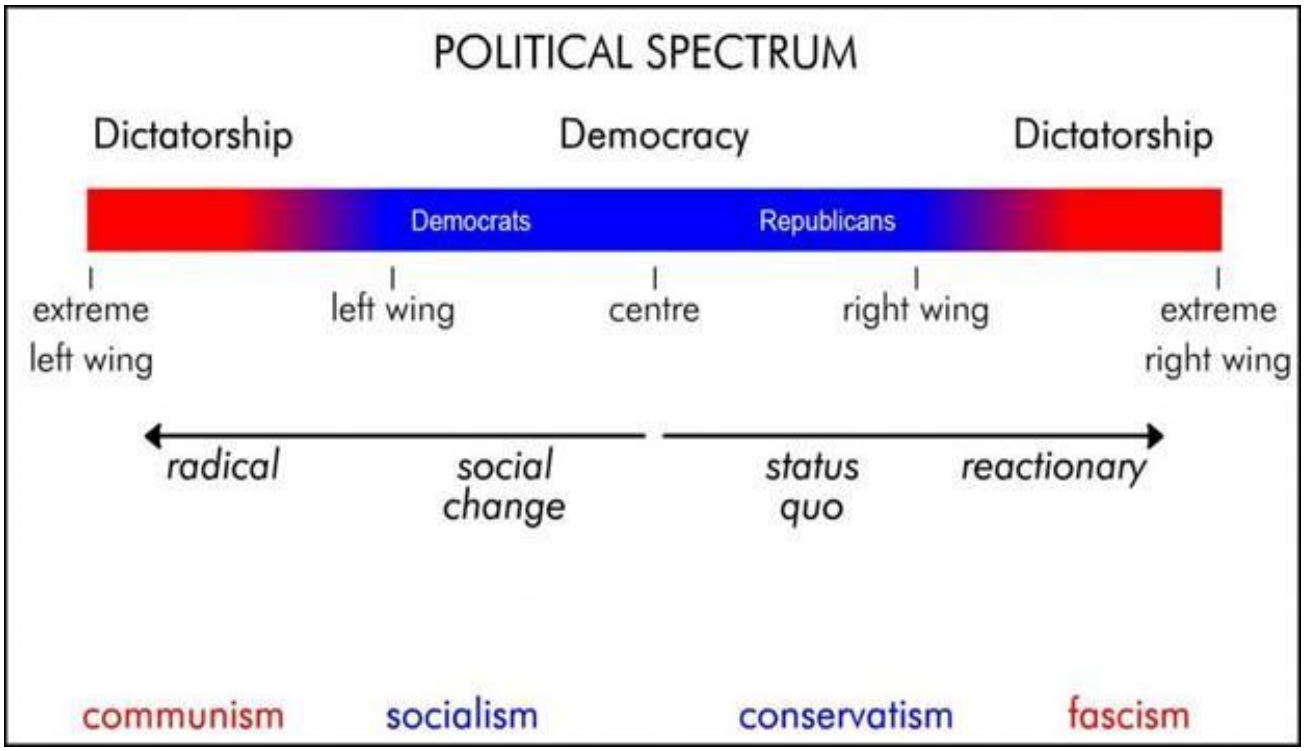
I. Activity No. 1	**Creating an Action Plan for a Social Issue**
II. Objectives:	At the end of this activity, the learner will be able to: • Analyze a selected social issue and identify appropriate actions, people, resources, and government support needed to address it through an organized action plan. • Develop a practical and structured action plan that demonstrates understanding of community needs and the roles of individuals, organizations, and government agencies in solving social problems.
III. Materials Needed:	Ballpen Learning Activity Sheets
IV. Instructions:	1. Identify a Social Issue - Think of a relevant social issue in your community (e.g., waste management, unemployment, lack of access to education, etc.). Write your chosen issue in the "Social Issue" section of the template. 2. Select a Related Career - Identify a profession or career that can help address the chosen issue (e.g., social worker, teacher, economist, public official). Write this in the "Career" section. 3. Develop Your Proposed Action Plan - Using the template provided, complete each section with clear and specific details: • Steps (What to do?) List the actions or steps needed to address the social issue. Arrange them in logical order. • Human Resources (Who is/are the person/s involved?) Identify the individuals, groups, or organizations needed to carry out the plan (e.g., volunteers, community leaders, professionals). • Financial Resources (What are the budgetary requirements?) List the materials, equipment, and estimated costs needed to implement your plan. • Linkages (What government agencies should be tapped and why?) Identify relevant government agencies or institutions that can support your plan. Explain their role and why they are important.

<table>
<tr><td></td><td>
<table>
<tr><td>Social Issue:</td><td></td></tr>
<tr><td>Career:</td><td></td></tr>
<tr><td colspan="2">Proposed Action Plan</td></tr>
<tr><td colspan="2">Strategy</td></tr>
<tr><td>STEPS
What to do?</td><td></td></tr>
<tr><td>HUMAN RESOURCES
Who is(are) the person(s) involved?</td><td></td></tr>
<tr><td>FINANCIAL RESOURCES
What are the budgetary requirements? (Price or materials, equipment needed)</td><td></td></tr>
<tr><td>LINKAGES
What government agencies should be tapped and why?</td><td></td></tr>
</table>
</td></tr>
<tr><td>V. Synthesis:</td><td>This activity is designed to help students understand real-life social issues in their community and connect them to relevant careers that can contribute to meaningful solutions. By developing a structured action plan, students are expected to learn critical thinking, problem-solving, and planning skills, including identifying resources and coordinating with stakeholders. Ultimately, the activity aims to build students' sense of social responsibility and awareness of how their chosen careers can create positive community impact.</td></tr>
</table>

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	4
Lesson Title/ Topic:	Social Sciences Discipline: Sociology and Anthropology		
Name:		**Grade & Section:**	

I. Activity No. 1	Political Spectrum
II. Objectives:	At the end of the lesson, students should be able to: 1. Differentiate the focus of Political Science and Sociology in analyzing social issues. 2. Analyze how political ideologies and social structures influence each other in shaping public policies and societal behavior.
III. Materials Needed:	Pen and paper political spectrum
IV. Instructions:	Review your understanding of the political spectrum and how different ideologies shape government policies. Carefully analyze each situation presented and determine which part of the political spectrum it most closely aligns with (e.g., left-wing, right-wing, or centrist).
V. Synthesis:	This activity highlights the interconnectedness of political systems and social structures. While Political Science examines how power, governance, and policies operate, Sociology provides insight into how these systems affect people, relationships, and social institutions. Understanding both disciplines allows learners to better analyze real-world issues such as inequality, governance, and social change through a more comprehensive and critical lens.



1. What type of government is implementing strict laws that limit personal freedoms to strengthen national unity and traditional values, and how can it be classified on the political spectrum?

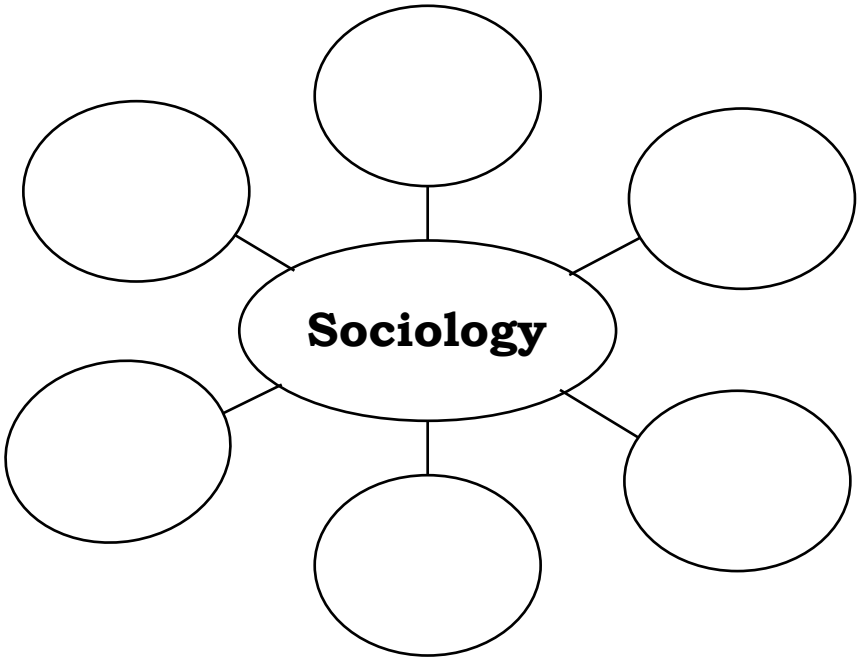
2. Why might both extreme-left and extreme-right ideologies lead to forms of dictatorship according to the political spectrum?

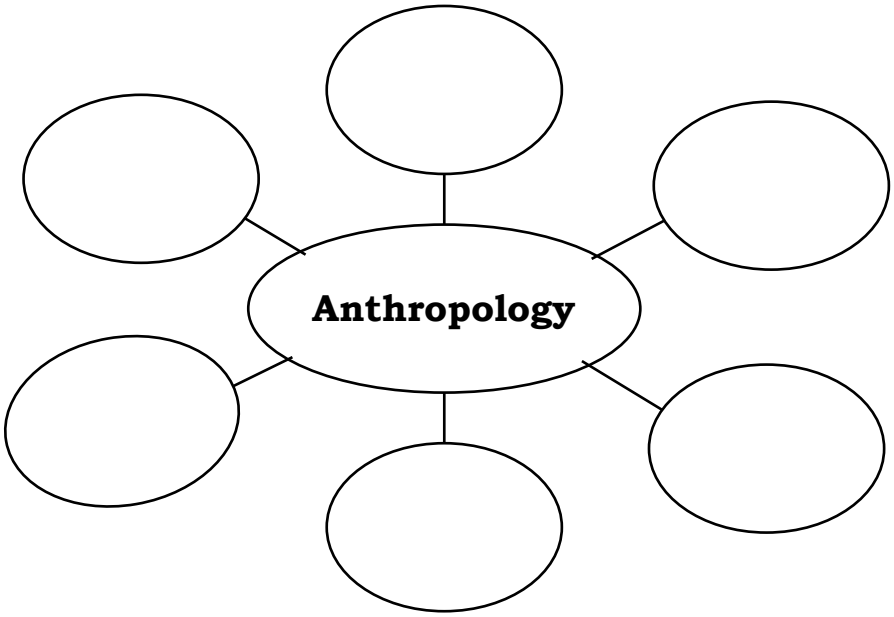
3. If Political Science focus on the systematic study of government systems, political behavior, policies, and power, what do you think is the discipline in Social Science that focus on the study of society?

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	4
Lesson Title/ Topic:	Social Sciences Discipline: Sociology and Anthropology		
Name:		**Grade & Section:**	

I. Activity No. 2	Concept Map
II. Objectives:	At the end of the lesson, students should be able to: 1. Identify and organize key concepts, terms, and examples related to Sociology, Demography, and Anthropology through the creation of a concept map. 2. Explain the relationships among the three disciplines by illustrating how social structures, population dynamics, and cultural practices interact in shaping human behavior and society.
III. Materials Needed:	Pen and paper
IV. Instructions:	Create a concept map that represents your understanding of the Social Science disciplines. Begin with each discipline as your main concept, then add related terms, concepts, and examples based on your knowledge from the discussion. You may add more circles or connecting lines as needed to show relationships among ideas.
V. Synthesis:	The activity demonstrates that understanding human society requires multiple perspectives. Sociology helps explain social relationships and institutions, and Anthropology offers insight into cultural beliefs and practices. When combined, these disciplines provide a more comprehensive and interconnected view of how societies function and evolve. This integrated understanding enables learners to better analyze real-world issues such as migration, inequality, and cultural change.





Process Questions:

a. What is the main focus or the field of inquiry of Sociology and Anthropology?

_____
_____
_____

b. How are Sociology and Anthropology connected in understanding human society and behavior?

_____
_____
_____
_____

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	4
Lesson Title/ Topic:	Social Sciences Discipline: Sociology and Anthropology		
Name:		**Grade & Section:**	

I. Activity No. 3	I-R-F Chart
II. Objectives:	At the end of the lesson, students should be able to: 1. Identify prior knowledge by allowing learners to express their initial ideas about Sociology and Anthropology. 2. Compare and refine understanding by helping learners correct or improve their ideas based on new learning about how the three disciplines explain society, population, and culture.
III. Materials Needed:	Pen and paper
IV. Instructions:	Write your initial ideas or assumptions about Sociology and Anthropology. After some activities, you will be asked to answer the Refined column. You will write new information or corrected ideas so learned about the 3 disciplines. At the end of the lesson, you will write your reflection in the final insights.
V. Synthesis:	This activity emphasizes the importance of reflective learning in understanding Social Science disciplines. By comparing initial ideas with refined understanding, learners become more aware of how their knowledge evolves through discussion and analysis. Sociology deepens their awareness of social relationships and institutions, Demography sharpens their understanding of population trends, and Anthropology broadens their perspective on cultural diversity.

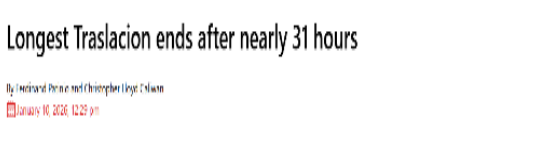
Discipline	***I***nitial Ideas	***R***efined Understanding	***F***inal Insights
Sociology			
Anthropology			

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	4
Lesson Title/ Topic:	Social Sciences Discipline: Sociology, Demography, Anthropology		
Name:		**Grade & Section:**	

I. Activity No. 4	Headline-Specified
II. Objectives:	At the end of the lesson, students should be able to: 1. Identify whether a news headline is best explained through Sociology, Demography, or Anthropology. 2. Justify choices using appropriate concepts from each Social Science discipline in understanding societal issues.
III. Materials Needed:	Pen and paper
IV. Instructions:	Instructions: Read each given news headline carefully. Determine which field can best help explain or analyze the issue presented. Write the title of each news headline in the appropriate column below. Be ready to justify your answers during discussion.













Sociology	Anthropology
Why is it important to study Sociology, Demography, and Anthropology to better understand issues in society?	

V. Synthesis:	This activity highlights the importance of using multiple Social Science perspectives in analyzing real-world issues. By identifying which discipline best explains each news headline, learners develop a clearer understanding of how these fields complement each other. Together, they provide a more complete and meaningful interpretation of societal issues, leading to better awareness and informed analysis of real-world problems..

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	4
Lesson Title/ Topic:	Social Sciences Discipline: Sociology, Demography, Anthropology		
Name:		**Grade & Section:**	

I. Activity No. 5	*Soc-Ant (Sociology-Anthropology) Analysis*
II. Objectives:	At the end of the lesson, students should be able to: 1. Identify whether a news headline is best explained through Sociology, or Anthropology. 2. Justify choices using appropriate concepts from each Social Science discipline in understanding societal issues.
III. Materials Needed:	Pen and paper
IV. Instructions:	Read each scenario carefully. Then answer the process questions that follow. Based your answers on your understanding of social experiences, relationships, and community situations. Provide clear and thoughtful explanations.
V. Synthesis:	This activity highlights the importance of using multiple Social Science perspectives in analyzing real-world issues. By identifying which discipline best explains each news headline, learners develop a clearer understanding of how these fields complement each other. Together, they provide a more complete and meaningful interpretation of societal issues, leading to better awareness and informed analysis of real-world problems..

Scenario 1: A Senior High School in a local community has reported a rising number of teenage pregnancies among students aged 15–19. This has affected school attendance, student performance, and family dynamics. The issue has also sparked discussions on access to reproductive health education, peer influence, and cultural norms regarding early marriage and sexuality.

Process Questions:

a. How can family, friends, and society influence why some teenagers become pregnant?

_____
_____
_____
_____
_____

b. What do the numbers about teen pregnancies in your community tell us about how common it is?

_____
_____
_____
_____
_____

c. How do cultural practices affect teenagers' choices that might lead to pregnancy?

_____
_____
_____
_____
_____

Scenario 2: A significant number of students are working part-time jobs to help support their families while completing their studies. Some students struggle to balance work and school responsibilities, leading to fatigue, lower academic performance, and limited participation in school activities. Teachers and school counselors have observed that the support systems, family expectations, and community resources play a major role in how these students cope.

Process Questions:

a. How do the following situations affect working students' ability to balance their job and studies?

a.1family expectations

_____
_____
_____

a.2 peer influence

_____
_____
_____

a.3 school support

_____
_____
_____

b.How do students face these situations?

_____
_____
_____
_____
_____

c.How do working students affect the cultural practices of Filipino families?

_____
_____
_____
_____
_____

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	5
Lesson Title/ Topic:	Key Theories and Methods, and Careers in Geography and Linguistics		
Name:		**Grade & Section:**	

I. Activity No. 1	**Article Analysis: Decoding Social Issue in the Article**
II. Objectives:	At the end of the activity, the learners will be able to: 1. identify the central social issue presented in each article by carefully examining the main ideas and context of the text, 2. support the identified issue with relevant textual facts and classify it under the appropriate Social Science discipline with justification; and 3. synthesize analysis into structured responses (Issue, Facts, Discipline, Insights) and present evidence-based personal insights demonstrating critical thinking.
III. Materials Needed:	**Articles:** Sierra Madre: Mountain Range for Resilience *September 26, 2024* Source Link:*https://climate.gov.ph/news/934* Metro Manila hosts 217 languages—but is losing its own, warns research by: Jan Escosio *August 06,2025* *Source Link:https://newsinfo.inquirer.net/2092284/metro-manila-hosts-217-languages-but-is-losing-its-own-warns-research*
IV. Instructions:	Analyze each article. Identify the central social issue, support with textual facts, link to a Social Science discipline, and share your insights or opinion.
V. Synthesis:	This activity enhances learners' understanding of social issues by analyzing news articles, using factual evidence, and linking issues to Social Science disciplines. It helps learners connect real-world events to academic concepts while developing critical thinking and informed perspectives on societal concerns.

Sierra Madre: Mountain Range for Resilience
September 26, 2024

Issue:

Facts:

Social Science Discipline:

Key Insights:

Metro Manila hosts 217 languages—but is losing its own, warns research
By: Jan Escosio
August 06,2025

Issue:

Facts:

Social Science Discipline:

Key Insights:

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	5
Lesson Title/ Topic:	Key Theories and Methods, and Careers in Geography, History, and Linguistics		
Name:		**Grade & Section:**	

I. Activity No. 2	**Reflective Activity: "My Career, My Community: A Reflective Journal"**
II. Objectives:	At the end of the activity, the learners will be able to: 1. describe own chosen or envisioned career path and explain its connection to issues in their local community; 2. analyze community challenges by integrating perspectives from geography, history, and language or culture; and 3. reflect on social responsibility by explaining how their skills, interests, and future profession can contribute to community development beyond personal livelihood.
III. Materials Needed:	➢ Paper, pen, journal
IV. Instructions:	Analyze each article. Identify the central social issue, support with textual facts, link to a Social Science discipline, and share your insights or opinion.
V. Synthesis:	Learners choose their career path according to how they appreciate real issues in their local community by integrating perspectives from geography, history, and language. It promotes deeper understanding of how environmental, historical, and cultural factors shape community challenges while guiding learners to reflect on how their skills and future professions can contribute to social responsibility and community development.

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	6
Lesson Title/ Topic:	Transdisciplinary: Integration and Collaboration among and beyond the Disciplines		
Name:		**Grade & Section:**	

I. Activity No. 1

Activity: Analyzing Causes of a Social Issue

Procedure:

1. Read the short scenario given by the teacher about flooding in a community.
2. In Marikina City, heavy rains caused the Marikina River to overflow, flooding several neighborhoods. Many homes were submerged, displacing families. The flooding was made worse by poor drainage systems, illegal construction in flood-prone areas, and deforestation in the mountains. While the government and local groups worked to help, many residents are still struggling to recover.
3. In your group, discuss the causes of the flooding and how different disciplines—like environmental science, sociology, political science, and economics—can explain the problem.

Area	Causes of Flooding	Interaction of Different Disciplines To Solve Social Problems

4. Think about the role of the community and the government in addressing the issue.

Role of the Community

_____

_____

Role of the Government

_____

_____

Processing Questions

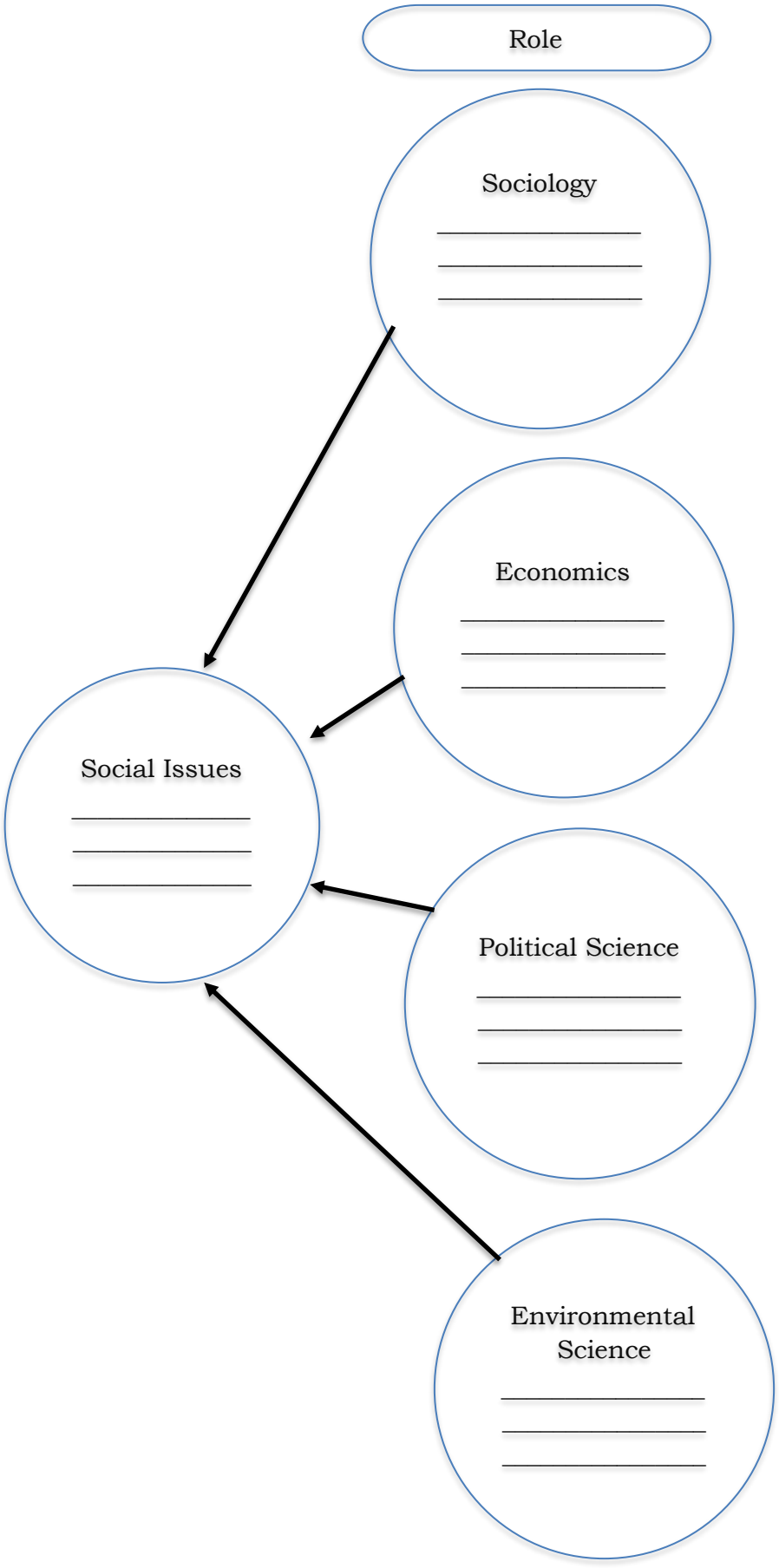
1. What are the possible causes of the social issue presented?
2. How can different disciplines explain these causes?
3. Why is it important to look at the issue from different perspectives?

Activity No. 2

Activity: Concept Mapping of Social Issues

Procedure:

1. Create a concept map that shows how different disciplines (e.g., Sociology, Economics, Political Science, Environmental Science) relate to a real-world social issue like flooding or mental health.
2. Draw connections between the disciplines and the issue.
3. Summarize the key takeaways in your map.


Role
Sociology
Economics
Social Issues
Political Science
Environmental Science

	Processing Questions: 1. What key factors from each discipline did you include in your concept map? 2. How do the different disciplines connect to explain the social issue? 3. What action steps would your concept map suggest addressing the issue?
II. Objectives:	At the end of the modules, students are expected to: *1.* Explain the concept of transdisciplinarity in understanding social issues. *2.* Apply multiple Social Science perspectives in examining a real-life social issue. *3.* Present a multimedia output that demonstrates ones contribution to solve a social problem by integrating ideas from the social sciences and other disciplines.
III. Materials Needed:	• Whiteboard or digital presentation tool (for brainstorming and mapping) • Markers or digital drawing tools • Reference materials on the social issue being studied (e.g., articles, reports, or videos on flooding or mental health) • Access to research materials (e.g., articles, journals) about the various disciplines like Environmental Science, Sociology, Economics, Political Science
IV. Instructions:	1. Read the provided case study or scenario and analyze the details of the social issue at hand. 2. Form groups and engage in collaborative discussions based on the instructions. Each group should explore the causes, effects, and possible solutions to the social issue. 3. For Activity No. 1, after discussing the causes, create a short presentation explaining how different disciplines interpret the issue. 4. For Activity No. 2, use the concept mapping tool to connect different disciplines and analyze how they contribute to understanding and solving the issue. 5. Ensure that your group's output reflects a multi-perspective approach to the issue.
V. Synthesis:	1. Reflect on the value of using multiple perspectives in solving real-world social issues. 2. Discuss how the integration of ideas from various disciplines can lead to more effective solutions to complex social problems. 3. Share your thoughts on how collaboration across disciplines can improve the quality of community response to pressing issues. 4. Consider ways in which you, as a student, can contribute to the solutions in your community using a transdisciplinary approach.

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	7
Lesson Title/ Topic:	Counseling as an Applied Social Science: Concepts, Theories, Methods, and Career Pathways		
Name:		**Grade & Section:**	

I. Activity No. 1	**(Day 1) News Analysis**
II. Objectives:	At the end of this activity, the learner will be able to: ● Analyze a current news article related to education and mental health ● Evaluate the role of counseling in promoting students' well-being. ● Develop critical thinking and reflective skills through guided questions.
III. Materials Needed:	Internet access or a printed copy of the news article Cellphone, Laptop, TV (for viewing the videos) Pen and paper Learning Activity Sheets
IV. Instructions:	1. Read the news article carefully using the provided link or printed copy of the article. *https://www.gmanetwork.com/news/topstories/metro/979397/deped-ramps- up-mental-health-support-after-taguig-learner-s-death/story/* 2. Carefully analyze the content, focusing on the key events and responses. 3. Answer the five process questions based on your understanding of the article. 4. Write your answers clearly and concisely. 5. Prepare to share your responses and insights with the class during discussion.

Processing Question	Answer
1. What incident prompted the Department of Education (DepEd) to mobilize mental health support?	
2. What actions did DepEd take to respond to the situation in the school community?	

	3. Why is it important for schools to provide mental health support to students and teachers during difficult situations?	
	4. How can counseling help students who are experiencing emotional or personal problems?	
	5. In what ways can counseling help schools address social concerns and promote the well-being of students	
V. Synthesis:	The activity highlights the importance of mental health awareness in schools, especially during critical incidents. It emphasizes the role of counseling, especially in institutions like DepEd, in providing immediate and appropriate support to affected learners and teachers. Through counseling and mental health programs, schools can create a safe and supportive environment that addresses emotional needs, promotes resilience, and helps maintain the overall well-being of the school community. Students are encouraged to recognize the value of seeking help and supporting others in times of difficulty.	

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	7
Lesson Title/ Topic:	Counseling as an Applied Social Science: Concepts, Theories, Methods, and Career Pathways		
Name:		**Grade & Section:**	

I. Activity No. 2	**(Day 4) The Professional Matchmaker**
II. Objectives:	At the end of this activity, the learner will be able to: ● Identify different counseling and professional pathways (guidance, clinical, industrial, and community counseling). ● Match real-life cases with the most appropriate helping professional. ● Explain the roles and specializations of different mental health and counseling practitioners. ● Develop decision-making and critical thinking skills in choosing appropriate interventions for clients.
III. Materials Needed:	Ballpen Printed case scenarios Learning Activity Sheets
IV. Instructions:	1. The teacher will give scenario cases to students to read and analyze. 2. The students will match the professional workplaces best suited to deal with each scenario given.

Different Workplaces			
The school (Guidance Office)	The Hospital/Clinic (Clinical/ Mental Health)	The Corporate Office (Industrial/ HR)	The Community/ NGO (Rehabilitation/ Social Advocacy)

3. Students will fill in the table and their justification.

Scenario Cases	Suited Professional to Handle	Justification
A call center agent experiencing extreme burnout and stress		
A child struggling with a learning disability and bullying.		
A person recovering from drug addiction who wants to reintegrate into society		
A veteran dealing with severe PTSD and clinical depression		

V. Synthesis:

This activity demonstrates that different life situations require specific professional expertise. Guidance counselors, clinical psychologists, industrial counselors, and community workers each have specialized roles in addressing unique concerns. Choosing the appropriate counseling pathway ensures that individuals receive effective, targeted, and ethical support. Understanding these distinctions helps students appreciate the importance of professional specialization in promoting mental health and well-being.

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	7
Lesson Title/ Topic:	Counseling as an Applied Social Science: Concepts, Theories, Methods, and Career Pathways		
Name:		**Grade & Section:**	

I. Activity No. 2	**(Day 4) The 3-2-1 Bridges to Practice**
II. Objectives:	At the end of this activity, the learner will be able to: ● Identify key counseling theories and methods essential for practice. ● Differentiate counseling career pathways based on clientele and work environment. ● Enhance reflective thinking and practical application of learning.
III. Materials Needed:	Ballpen Learning Activity Sheets
IV. Instructions:	1. Reflect on the lesson about counseling theories, methods, and career pathways. 2. Complete the table by answering the three required parts (3-2-1). 3. Write your answers clearly and provide brief explanations where needed. 4. Be ready to share your responses with the class.

List **three** specific items (Theories or Methods) you learned today that you think are essential for a professional counselor.	
Identify **two** career pathways in counseling and state one major difference between them in terms of their "clientele" or "environment."	

	Choose **one** Western counseling technique (like the *Empty Chair* or *Reframing*) and explain how you would "Filipinize" it to make it less intimidating for a client who feels **Hiya** (shame).		
V. Synthesis:	The activity bridges theoretical knowledge and real-world counseling practice. It highlights the importance of understanding core counseling approaches, recognizing differences in professional pathways, and adapting techniques to fit cultural contexts. By “Filipinizing” counseling strategies, future professionals can provide more empathetic, culturally appropriate, and effective support to clients, especially those who may feel hiya or hesitation in expressing themselves.		

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	8
Lesson Title/ Topic:	The Focus of Social Work: Theories, Methods, and Career Pathways		
Name:		**Grade & Section:**	

I. Activity No. 1	**Video Analysis: Three-Two-One Graphic Organizer**
II. Objectives:	At the end of the activity, the learners will be able to: 1. activate prior knowledge by having learners identify what they already know about social work before viewing the video; 2. enhance understanding by recognizing and recording new information gained from the video; and 3. encourage inquiry and reflection by formulating questions that show curiosity and areas for further learning about social work.
III. Materials Needed:	**Video link from youtube:**  https://www.youtube.com/watch?v=uO6FywS3p8c&t=25s *Source: UW School of Social Work. "What Is Social Work?," February 1, 2024. https://www.youtube.com/watch?v=uO6FywS3p8c.*
IV. Instructions:	Before watching the video, jot down three things you already know about social work. As the video unfolds, note two new things you learn. Finally, write one lingering question you still have.
V. Synthesis:	This activity helps learners activate prior knowledge about social work, recognize new information gained from the video, and identify remaining questions for deeper understanding. This process encourages active viewing, reflection, and curiosity, supporting a more meaningful and engaged learning experience.

Three – Two – One (3-2-1) Chart

Three (3) Things I Know (Before Watching the video)	***Two (2) Things I Learned (After Watching the Video)***	***One (1) Question I Still Have***
1)	*1)*	*1)*
2)	*2)*	
3)		

Reflection Question:
After watching the video, how has your personal view of social work as a profession changed?

_____
_____
_____
_____
_____

Commented [MG2]: Two (2) Things I Learned (After Watching the Video)

Commented [MG3]: One (1) Question I Still Have

Commented [MG1]: Three (3) Things I Know (Before Watching the Video)

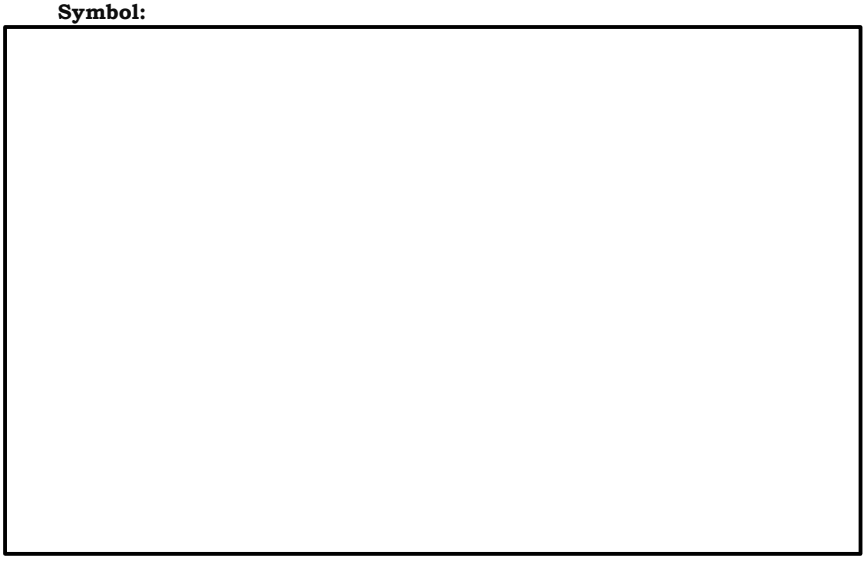
LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	8
Lesson Title/ Topic:	The Focus of Social Work: Theories, Methods, and Career Pathways		
Name:		**Grade & Section:**	

I. Activity No. 2	**Symbol and Reflection: My Chosen Role in Social Work**
II. Objectives:	At the end of the activity, the learners will be able to: 1. identify and describe a specific role of a social worker, including its main functions and responsibilities; 2. explain the importance of the chosen role in addressing community needs and supporting individuals, families, or groups; and 3. demonstrate understanding of social work as an applied social science through reflective writing and symbolic or visual representation.
III. Materials Needed:	**Drawing materials, pencil, ballpen**
IV. Instructions:	Choose one role of a social worker (e.g., counselor, community organizer, case worker, advocate, program coordinator, child protection worker, or health social worker). In a short-written reflection (1–2 paragraphs), answer the guide questions below: 1. What is the main role of this social worker? 2. Why is this role important in helping individuals, families, or communities? 3. What community problem or need does this role address? 4. How does this role show that social work is an applied social science? Kindly include a simple illustration, symbol, or scenario that represents the role you chose (optional).
V. Synthesis:	The *Symbol and Reflection: My Chosen Role in Social Work* activity allows learners to explore a specific social work role through reflection and creativity. By analyzing the role's purpose, importance, and the community needs it addresses, learners gain a clearer understanding of how social work operates as an applied social science. The activity encourages personal engagement, critical thinking, and appreciation of the diverse roles social workers play in promoting individual and community well-being.

Reflection:

Symbol:

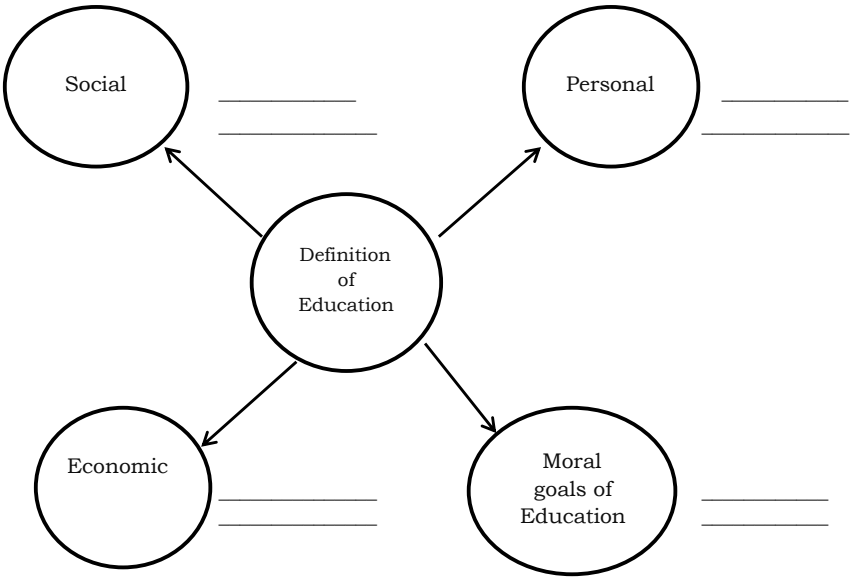


Note: You may use a separate sheet if necessary.

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	8
Lesson Title/ Topic:	Key educational theories and philosophies, and methods of educational research and education in the Philippines		
Name:		**Grade & Section:**	

I. Activity No. 1	**Concept Map**
II. Objectives:	1. Define education using prior knowledge and learned concepts. 2. Explain the major goals of education—personal, social, economic, and moral. 3. Illustrate their understanding of education and its goals through a concept map. 4. Analyze the relationships among the different goals of education by showing connections and examples within the concept map.
III. Materials Needed:	• Blank paper or concept map template • Pen or pencil • Class notes or textbook reference on education and its goals
IV. Instructions:	Procedure 1. The teacher informs the students that they will create a concept map to show their understanding of education and its various goals. 2. Students are instructed to write the definition of education at the center of the map. From the center, they will create major branches representing the personal, social, economic, and moral goals of education. 3. Students add sub-branches, including keywords, short explanations, or concrete examples that further explain and support each educational goal. They are encouraged to organize their ideas clearly and logically using visual elements such as lines, arrows, or symbols. 4. Once the concept maps are completed, students briefly share or compare their work with a partner or small group. They discuss similarities and differences in how the concepts were structured and explained. 5. The teacher addresses any misconceptions, reinforces correct ideas, and highlights key connections that should appear in all concept maps to ensure conceptual accuracy and completeness. Processing Questions: 1. How does your concept map show the relationship between the definition of education and its different goals (personal, social, economic, and moral)? 2. Which branch of your concept map do you think is most interconnected with the others, and what does this tell you about the importance of that goal of education? 3. Based on your concept map, which goal of education do you find most meaningful in your own life, and why?
V. Synthesis:	1. By defining education using prior knowledge and learned concepts, students develop a clearer and more comprehensive understanding of what education means and its importance in individual and societal development. 2. Through identifying and explaining the personal, social, economic, and moral goals of education, students realize that education serves multiple purposes beyond academic learning.



Branches/Types	Concept/Definition
Formal	
Nonformal	
Informal	

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	8
Lesson Title/ Topic:	Key educational theories and philosophies, and methods of educational research and education in the Philippines		
Name:		**Grade & Section:**	

I. Activity No. 2	**Method Comparison Worksheet**
II. Objectives:	1. Identify and describe selected teaching methods—Lecture, Collaborative Learning, Inquiry-Based Learning, and Experiential Learning—in terms of their key features and purposes. 2. Apply their understanding of teaching methods by completing a structured comparison chart using given learning resources. 3. Compare and contrast the strengths, limitations, and roles of the teacher and learners across different teaching methods.
III. Materials Needed:	• Method Comparison Worksheet • Comparison chart template • Pen or pencil • Class notes or short method briefs provided by the teacher • Notebook (optional)
IV. Instructions:	1. Explain to the learners that they will examine and compare two or more teaching methods such as Lecture, Collaborative Learning, Inquiry-Based Learning, and Experiential Learning to understand how each method supports learning differently. 2. Provide the learners with a comparison chart containing the following columns: Method Name, Brief Description, Strengths, Limitations, Role of the Teacher, Role of the Learner, Best-fit Contexts/Subjects, and Example Activity. 3. Instruct learners to complete the chart using their class notes or short method briefs provided by the teacher. Encourage concise, evidence-based entries using bullet points. 4. Ask learners to work with a partner to compare their completed charts, discuss differences and add missing information or examples. 5. Facilitate short class sharing. Invite pairs to share one strength, one limitation, and one best-fit context for each method. Clarify misconceptions and emphasize when and why each method is most effective.
V. Synthesis:	1. By identifying and describing various teaching methods such as Lecture, Collaborative Learning, Inquiry-Based Learning, and Experiential Learning, students develop an understanding that there are different ways to facilitate learning. 2. Comparing the roles of the teacher and the learners across methods enables students to recognize how teaching approaches influence learner participation, engagement, and responsibility. 3. Overall, effective teaching requires thoughtful selection of methods, as each approach has specific purposes and is best suited to particular learning situations.

Teaching Methods	Brief Description	Strengths	Limitations
1. 2. 3. 4.			

ROLE	Best-fit Contexts/Subjects
Teacher	
Learner	

Teaching Method	Example Activities
1. Lecture	
2. Collaborative Learning	
3. Inquiry-Based	

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	9
Lesson Title/ Topic:	*Communication and Multimedia Arts*		
Name:		**Grade & Section:**	

I. Activity No. 1

Quick Write – My Daily Media Use

Procedure:

1. **Think about your daily media use.**
   Recall the types of media you use in a typical day such as social media, television, radio, online videos, or news websites.
2. **Quick Write (5–7 minutes).**
   Individually, jot down the media you use and its purpose. Answer the guide questions below:
   - What type of media did you use today?
   - How much time did you spend on each?
   - What was your purpose (information, entertainment, communication, learning, etc.)?
3. **Group Sharing and Discussion.**
   In your group, share your responses and discuss how media use affects your daily life. Identify common patterns and differences among group members.

Type of Media Used	**Purpose of Use**	**Possible Effects on Learners (Positive/Negative)**

4. **Reflection on Responsibility and Awareness.**
   Think about how media use can influence behavior, learning, and decision-making.

	Role of the Learner in Responsible Media Use **Role of the Family and School in Guiding Media Use** **Processing Questions:** 1. *What is your purpose of using multimedia?* 2. *Can you say that there is transformation in the way you communicate when you use social media? Why? Why not?* 3. *In what ways does your choice of media affect your emotional health and personal balance?* 4. *Does the use of social media support your overall well-being? Why? Why not?* 5. *How can the way you use communication and multimedia contribute to the following situations?* *a. building stronger relationships; and* *b. promoting positive change in your community?*		
Activity No. 2	**Theory-to-Issue Connection – Media Strategies and Social Issues** **Procedures:** 1. **Introduction of the Social Issue** The teacher presents one current social issue, such as: ○ **Misinformation and Fake News** ○ **Climate Change Awareness** ○ **Cultural Preservation in the Digital Age** 2. **Presentation of Media Theories** The teacher briefly explains selected media theories, such as: ○ **Agenda-Setting Theory** – Media influences what issues people think are important. ○ **Framing Theory** – Media shapes how issues are presented and understood.	**Media Strategy Observed**	**Effect on Public Understanding**

	○ **Uses and Gratifications Theory** – Audiences actively choose media based on needs. ○ **Cultivation Theory** – Long-term media exposure influences perceptions of reality. 3. **Theory-to-Issue Mapping Activity** Learners analyze how media applies strategies related to the given issue using the diagram below. **Diagram: Media Theory–Issue Connection Map** **[MEDIA THEORIES**] | ┌──────────────┼──────────────┐ | | | [Agenda-Setting] [Framing Theory] [Uses & Gratifications] | | | └──────────────┼──────────────┘ | **[MEDIA STRATEGIES]** | ┌──────────────┼──────────────┐ | | | Headlines & Issue Frequency Choice of Images & Language Platform Selection (TV, Social Media) | ▼ **[CURRENT SOCIAL ISSUE]** (e.g., Misinformation / Climate Change / Cultural Preservation) | ▼ **[PUBLIC PERCEPTION & AUDIENCE RESPONSE]**		

	4. **Guided Group Discussion** In groups, learners answer the following questions based on the diagram: o How does the media highlight or downplay the issue? o What media strategies are used to influence audience understanding? o Which media theory best explains the media's approach? **Media Theory Used**		

1. **Reflection and Opinion Sharing**

Learners' Views on Media Strategy

How Media Could Improve Its Approach to the Issue

Output:

II. Objectives:	At the end of this activity, the learner will be able to: 1. Describe personal media and multimedia usage. 2. Explain the purpose of communication in daily life. 3. Reflect on how media affects interaction and well-being.
III. Materials Needed:	• Learner's Activity Sheet • Pen
IV. Instructions:	1. Reflect on your daily use of media (e.g., social media, television, radio, online platforms). 2. Answer the following questions honestly and clearly. **Guide Questions:** 1. What media do you use most every day?

	2. What is your main purpose for using these media? 3. How does media affect the way you communicate with others? 4. Does your media use affect your emotions or mood? How?
V. Synthesis:	I learned that my daily media use influences how I communicate and interact with others because _____.

I. Activity No. 2	**Exploring the Functions of Communication**
II. Objectives:	At the end of this activity, the learner will be able to: 1. Identify the primary functions of communication. 2. Analyze real-life examples of each function. 3. Explain how communication shapes social interaction and culture.
III. Materials Needed:	• Learner's Activity Sheet • Pen
IV. Instructions:	Study the four functions of communication: **informing, persuading, entertaining, and cultural transmission**. 1. Give one example for each function. 2. Explain how each example affects society or culture.
V. Synthesis:	Communication functions are important in society because they help people _____.

I. Activity No. 3	Theory-to-Issue Connection
II. Objectives:	At the end of this activity, the learner will be able to: 1. Identify major communication theories. 2. Analyze media strategies used in social issues. 3. Connect theory to real-life situations.
III. Materials Needed:	• Learner's Activity Sheet • Pen
IV. Instructions:	Read the situations below and answer the questions. Examples include: • Cultivation Theory • Uses and Gratifications Theory • Framing Theory **Guide Questions:** 1. What theory is shown in each situation? 2. How does media influence people's views? 3. Is the media strategy effective? Why or why not?
V. Synthesis:	Communication theories help explain social issues by _____.

I. Activity No. 4	Media Example Analysis
II. Objectives:	At the end of this activity, the learner will be able to: 1. Analyze multimedia examples using communication theories. 2. Identify communication functions in media. 3. Explain media impact on society and culture.
III. Materials Needed:	• Learner's Activity Sheet • Pen

IV. Instructions:	Analyze a given media example (news article, video, or social media post). Answer the following: 1. What is the main message of the media? 2. Which communication function is most visible? 3. What communication theory explains its influence?
V. Synthesis:	Media examples show that communication influences society by _____.

I. Activity No. 5	Community Communication Application
II. Objectives:	At the end of this activity, the learner will be able to: 1. Apply communication theories to community concerns. 2. Analyze how media promotes social change. 3. Demonstrate understanding through practical application.
III. Materials Needed:	• Learner's Activity Sheet • Pen • Coloring materials (optional)
IV. Instructions:	Choose a community issue (health, environment, culture). Answer the following: 1. How does media present this issue? 2. What communication function is emphasized? 3. How can communication help solve this issue?
V. Synthesis:	Communication can promote positive change in the community by _____.

I. Activity No. 6	Concept Mapping and Career Reflection
II. Objectives:	At the end of this activity, the learner will be able to: 1. Summarize key communication concepts. 2. Relate theories and functions to careers. 3. Reflect on future applications of communication skills.
III. Materials Needed:	• Learner's Activity Sheet • Pen
IV. Instructions:	1. List at least three communication theories learned. 2. Identify careers related to communication and multimedia. 3. Explain how theories support these professions.
V. Synthesis:	Overall, I learned that communication and multimedia theories are important because _____, and they can help me in my future career by _____.

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Term:**	9
Lesson Title/ Topic:	Criminology: The Study of Crime, Justice, and Social Impact		
Name:		**Grade & Section:**	

I. Activity No. 1	**"Picture This" Visual Prompt**
II. Objectives:	a. Explain the nature and scope of criminology as an applied social science. b. Discuss and apply criminological theories in crime analysis. c. Describe the research methods used in criminology d. Discuss career paths in criminology and related fields e. Applying criminology concepts that will develop proactive citizens to empower community to drive social change by fostering inclusive public safety, and championing justice
III. Materials Needed:	• Laptop/projector • Internet connection • Pictures/video • Printed screenshots (as backup) • Meta cards / paper • Markers
IV. Instructions:	1. Show learners **images or short video clips** of: ○ A police investigation https://www.youtube.com/watch?v=1mM-5tfjjDc&t=181s ○ Community crime prevention programs https://www.youtube.com/watch?v=cJ7iGWpGZ-Y Court hearings or rehabilitation programs https://chatgpt.com/c/69e995f4-9c84-839c-b608-a57af3b84a1d **Answer the following questions:** 1.What is happening in this image/video? _____. 2.Who is involved, and why? _____. 3. Why is understanding this important for society? _____. 4. How does the discipline of criminology study these social issues? _____.

V. Synthesis:	Crime investigation, community programs, and court processes are important elements in understanding Philippine justice system. The roles of agencies like the PNP and CIDG in maintaining peace and order and the importance of proper evidence handling. Through the analysis of crime-related images you gained a deeper appreciation that criminology is not just about punishment, but also about understanding behavior, preventing crime, and building safer communities.

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Term:**	9
Lesson Title/ Topic:	Criminology: The Study of Crime, Justice, and Social Impact		
Name:		**Grade & Section:**	

I. Activity No. 2	**"Picture Talk: What Is Happening?"**
II. Objectives:	a. Explain the nature and scope of criminology as an applied social science. b. Discuss and apply criminological theories in crime analysis. c. Describe the research methods used in criminology d. Discuss career paths in criminology and related fields e. Applying criminology concepts that will develop proactive citizens to empower community to drive social change by fostering inclusive public safety, and championing justice
III. Materials Needed:	• Laptop/projector • Internet connection • Pictures/video • Printed screenshots (as backup) • Meta cards / paper
IV. Instructions:	1. Observe and take a look at the picture.  https://chatgpt.com/c/69eac33b-1ea0-839d-9228-55e2d6629252

	Answer the following questions: 1.What is happening in the picture? _____. 2. Why do you think the crime occurred? _____ 3.Who is involved in solving the problem? _____.
V. Synthesis:	In this activity, you thought about crimes that may happen in your community and discussed how and why they occur. You learned that criminology helps explain crime and supports scientific ways of solving and preventing it. You also recognized that police, local officials, and other trained professionals work together to address these problems. Finally, you realized that keeping the community safe is a shared responsibility, and everyone can help in simple ways.

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	10
Lesson Title/ Topic:	Social Science Disciplines: Political Science and Economics		
Name:		**Grade & Section:**	

I. Activity No. 1	**Learning Activity: Understanding Gender Studies and Development (Frayer Model)**
II. Objectives:	• Define and describe the concepts of Gender Studies and Development by identifying their key characteristics, examples, and non-examples using the Frayer Model. • Demonstrate understanding of the two concepts by actively participating in class discussion and refining responses based on shared insights.
III. Materials Needed:	Ballpen Learning Activity Sheet
IV. Instructions:	1. Complete the Frayer Model. Using the template provided, fill in the Frayer Model for each term: A. Gender Studies Define: Write a clear and concise definition in your own words. Characteristics: List key features or important ideas related to the concept. Examples: Give real-life situations or cases that represent the concept. Non-examples: Provide situations that do not represent the concept. B. Development Define: Write a clear and concise definition in your own words. Characteristics: List key features or important ideas related to the concept. Examples: Give real-life situations or cases that represent the concept. Non-examples: Provide situations that do not represent the concept. 2. Write your answer in the template.

	Frayer Model: GENDER STUDIES
	Define / *Characteristics*
	Examples / *Non- examples*

Frayer Model: DEVELOPMENT	
Define	*Characteristics*
Examples	*Non- examples*

3. Analyze the connection of the two concepts. Answer the following questions:
    1. What is gender?
    _____
    _____
    2. What are the concepts that we talk about in gender studies?
    _____
    _____
    3. What is development?
    _____
    _____
    4. How are these two concepts related?
    _____
    _____

V. Synthesis:	The activity helps learners clearly understand the concepts of gender studies and development by breaking them down into definitions, characteristics, examples, and non-examples. It strengthens critical thinking by encouraging learners to analyze and apply these concepts in real-life situations. Learners also gain insight into gender as a social construct and development as a broad process that includes social and economic progress. Ultimately, the activity shows that gender and development are interconnected, and addressing gender issues is essential for inclusive and sustainable development.

LEARNING ACTIVITY SHEET

Learning Area:	Social Sciences (Theory and Practice)	**Lesson Exemplar**	10
Lesson Title/ Topic:	Social Science Disciplines: Political Science and Economics		
Name:		**Grade & Section:**	

I. Activity No. 2	**Learning Activity: Interview on Gender and Development**
II. Objectives:	• Gather and summarize information from an interview with a practitioner or professional in gender and development, focusing on their roles, experiences, and contributions to the field. • Reflect on real-world applications of gender and development concepts by analyzing insights from the interview and relating them to issues in society
III. Materials Needed:	Ballpen and Paper Voice Recorder/ Video Recorder Interview Guide Questions
IV. Instructions:	1. Identify a Resource Person. Choose a person to interview who is involved in gender and development work. This may include: Police officers from a Women's Desk, HR Personnel, NGO Workers or Women's Right's advocates, Gender or development specialists 2. Request Permission. Politely ask for permission to conduct the interview. Explain the purpose of your activity and agree on a convenient time and format (face-to-face, phone call, or online interview). 3. Use the provided guide questions from your teacher. You may also create additional or follow-up questions to deepen your understanding of the topic. Write down their answers in the blank provided. What is your role in promoting gender equality within your organization or field of work? _____ _____ What are the most common gender-related issues or challenges you encounter in your profession? _____ _____ How does your organization address gender discrimination or support gender inclusivity in the community or workplace? _____ _____ Can you share a program, policy, or initiative that has helped improve gender equality or support marginalized genders? _____ _____

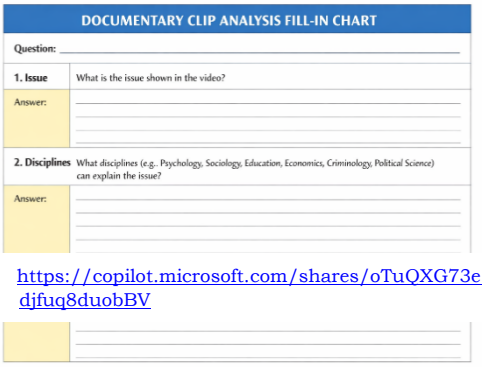
	What advice would you give to students who want to advocate for gender equality and gender-sensitive practices in their future careers? _____ _____ 4. Write a Reflection or Report. Prepare a short written output that includes: A brief introduction of your interviewee (name, profession, organization) Summary of their responses Your personal reflection on what you learned about gender and development Reflection: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
V. Synthesis:	This activity immerses learners in real-world perspectives on gender and development by engaging directly with a resource person working in the field. Through the interview, learners gain practical insights into gender-related challenges, workplace dynamics, and strategies for promoting equality and inclusion. It also develops communication and inquiry skills as learners formulate questions, listen actively, and synthesize responses. Ultimately, the reflection helps learners connect theory to practice and inspires them to take an active role in advocating for gender equality in their future careers.

LEARNING ACTIVITY SHEET

Learning Area:	Social Science Theory and Practice	**Lesson Exemplar**	10
Lesson Title/ Topic:	• The Interdisciplinary Lens: Viewing Society Through Multiple Social Science Fields • Interdisciplinarity and transdisciplinarity approach in understanding society		
Name:		**Grade & Section:**	11

I. Activity No. 1	Mapping Philippine Social Issues through Disciplines
II. Objectives:	*At the end of the lesson, the students are expected to:* 1. *analyze societal issues using a transdisciplinary approach.* 2. *integrate applied social sciences (such as Psychology, Economics, Criminology, etc.) promoting social well-being and addressing social challenges.* 3. *design a community-based program proposal encouraging boundary-crossing thinking and addressing real-world community problems.*
III. Materials Needed:	Selected excerpts from McGregor, Sue L. T. 2023. "Shifting Paradigms: Bringing Transdisciplinarity Into the Light." Transdisciplinary Journal of Engineering & Science (focusing on: Interdisciplinary integration, Transdisciplinary emergence, and inclusion of non-academic knowledge) Issue–Discipline Matrix template (table/chart) Writing materials (pen, paper, markers) Presentation materials (cartolina, whiteboard, or digital presentation tools) Assignment cards with Philippine social issue
IV. Instructions:	**PART I: READING AND ORIENTATION (10 minutes)** 1. Learners receive selected excerpts from McGregor, Sue L. T. 2023. "Shifting Paradigms: Bringing Transdisciplinarity Into the Light." Transdisciplinary Journal of Engineering & Science. 2. The teacher facilitates a brief discussion on the key concepts from the reading: Interdisciplinary integration: How different disciplines work together 3. Transdisciplinary emergence: New insights that arise from combining disciplines. Inclusion of non-academic knowledge: Incorporating community wisdom and lived experiences 4. The teacher explains the activity: Groups will analyze a Philippine social issue using multiple Social Science disciplines and identify transdisciplinary insights. **PART II: GROUP ASSIGNMENT (5 minutes)** 5. The teacher groups the class into teams of 5 to 10 members. 6. Each group is assigned a current Philippine issue, such as: Urban poverty, Online disinformation, Juvenile delinquency, Mental health of Filipino youth Community disaster resilience. **PART III: MATRIX CONSTRUCTION (10 minutes)** 7. Groups create an Issue–Discipline Matrix showing how different Social Science disciplines analyze their assigned issue. 8. The matrix should include:  https://copilot.microsoft.com/shares/Wbda26Mu7DE9yLDmyZWhP 9. For each cell, groups identify how that specific discipline would explain or address that aspect of the issue. 10. After filling up the details in the matrix, each group will make a synthesize insights from all disciplines to identify new, transdisciplinary understandings that emerge only through integration.

	PART IV: PRESENTATION & SYNTHESIS (7 minutes) 11. Each group presents their completed matrix to the class (1-2 minutes per group). 12. Groups highlight: How each discipline contributes unique perspectives? What new ideas or insights emerged only after combining different disciplines? How transdisciplinary thinking leads to more comprehensive solutions? **PART V: PROCESSING AND REFLECTION (8 minutes)** 13. The teacher facilitates a class discussion using the processing questions below. 14. Students reflect on the value of interdisciplinary and transdisciplinary approaches in addressing complex social issues. ***Processing Questions:*** 1. Which discipline helped you understand the issue best at first? 2. What new ideas or insights appeared only after combining different disciplines? 3. Why is using a transdisciplinary approach important for solving problems in Philippine communities?
I. Activity NO. 2	**Documentary Clip Analysis**
II. Objectives:	*At the end of the lesson, the students are expected to:* 1. *analyze societal issues using a transdisciplinary approach.* 2. *integrate applied social sciences (such as Psychology, Economics, Criminology, etc.) promoting social well-being and addressing social challenges.* 3. *design a community-based program proposal encouraging boundary-crossing thinking and addressing real-world community problems.*
III. Materials Needed:	Computer/laptop/smartphone with internet access Projector or screen for video viewing (if available) Documentary Clip Analysis Fill-In Chart (provided below) Writing materials (pen, paper, notebook) Headphones or speakers for audio *Suggested Documentary Video Clips:* *a. I-Witness: "Mind Matters" (Mental Health Documentary)* *https://www.youtube.com/watch?v=6v7pKzGQ6oA* *b. "Kara David: Class of 2020 (I-Witness Documentary)"* *https://www.youtube.com/watch?v=Rk5D9cVwZq8* *c. "Atom Araullo Specials: Manila Slums"* *https://www.youtube.com/watch?v=GzvG2vL2RkQ* *d. "I-Witness: Bagyong Yolanda Survivors"* *https://www.youtube.com/watch?v=Zk7v0wV3ZyQ* *e. "How Fake News Affects Filipinos (GMA News Report)"* *https://www.youtube.com/watch?v=0vFQ0sQ6WbE*
IV. Instructions:	**PART I: ORIENTATION AND PAIR FORMATION (5 minutes)** 1. The teacher explains the activity: In this activity, the class will work in pairs to watch a documentary clip about a current social issue in the Philippines, analyze the issue using multiple disciplines, and propose integrated solutions. 2. The class will be divided into pairs. 3. The teacher discusses the importance of viewing real-world issues through multiple disciplinary lenses. **PART II: DOCUMENTARY SELECTION (3 minutes)** 4. Each pair will choose ONE video clip about a current social issue in the Philippines from the suggested documentary clips: a. I-Witness: "Mind Matters" (Mental Health Documentary) b. "Kara David: Class of 2020 (I-Witness Documentary)" c. "Atom Araullo Specials: Manila Slums" d. "I-Witness: Bagyong Yolanda Survivors" e. "How Fake News Affects Filipinos (GMA News Report)" **PART III: VIDEO VIEWING (2-3 minutes per clip)** 5. The teacher plays the selected 2–3 minute video clip, or pairs watch their chosen clip independently if devices are available.

	6. Students watch attentively and take notes on the main issue presented, key details, and affected communities. **PART IV: FILL-IN CHART COMPLETION (15 minutes)** 7. Each pair will answer the Documentary Clip Analysis Fill-In Chart based on their chosen video clip: 8. Pairs discuss and collaborate to identify: The main issue shown in the video, Which disciplines can explain or address the issue? Possible solutions using combined ideas from multiple disciplines? **PART V: SHARING AND DISCUSSION (10 minutes)** 9. Selected pairs share their analysis with the class (2-3 pairs, depending on time).  DOCUMENTARY CLIP ANALYSIS FILL-IN CHART Question: _____ 1. Issue — What is the issue shown in the video? Answer: 2. Disciplines — What disciplines (e.g., Psychology, Sociology, Education, Economics, Criminology, Political Science) can explain the issue? Answer: https://copilot.microsoft.com/shares/oTuQXG73edjfuq8duobBV 10. The teacher facilitates a brief discussion on how different disciplines contribute to understanding and solving the issue. **PART VI: PROCESSING AND REFLECTION (10 minutes)** 11. The teacher leads a synthesis discussion connecting the activity to transdisciplinary thinking, applied social sciences, and community well-being. 12. Students reflect on the processing questions below. ***Processing Questions:*** 1. What did you learn about the issue from the video? 2. Why is it not enough to have one discipline in solving the problem? 3. How can combining ideas from different fields help improve solutions?
I. Activity No. 3	**Brochure Making: Raising Awareness on Social Issues**
II. Objective	At the end of the lesson, the students are expected to: *1. analyze societal issues using a transdisciplinary approach.* *2. integrate applied social sciences (such as Psychology, Economics, Criminology, etc.) promoting social well-being and addressing social challenges.* *3. design a community-based program proposal encouraging boundary-crossing thinking and addressing real-world community problems.*
III. Materials Needed	Bond paper or cartolina Markers, crayons, colored pencils, or pens Cut-outs from magazines or printed images Glue, scissors, ruler Digital tools (Canva, Microsoft Publisher, Google Slides) if available Interview guide or questionnaire Contact information of accessible professionals (guidance counselor, teacher, social worker, barangay official, police officer, health worker, communication practitioner) Brochure template or layout guide (optional)
IV. Instruction	**PART I: ORIENTATION AND ISSUE SELECTION (10 minutes)** 1. The teacher explains the activity: Learners will create an informative brochure about a real-life issue affecting Filipino youth or the local community, integrating insights from applied social science disciplines and professionals. 2. Learners choose one real-life issue affecting Filipino youth or the local community, such as: Cyberbullying, Academic stress, Fake news, Teenage pregnancy, Poverty, Waste management, Disaster preparedness 3. The teacher discusses the purpose of brochures as tools for raising awareness and encouraging community action. **PART II: DISCIPLINE IDENTIFICATION (10 minutes)** 4. Learners identify at least two or three applied or behavioral social science disciplines related to the issue, such as: Psychology, Sociology, Economics, Criminology, Communication, Education, Political Science, Social Work

	5. Learners explain how each discipline contributes to understanding or addressing the issue. **PART III: PROFESSIONAL IDENTIFICATION (5 minutes)** 6. Learners identify the professionals who may help address the issue, such as: Guidance counselor, Teacher, Social worker, Barangay official, Police officer Health worker, Communication practitioner, Economist, Psychologist **PART IV: CONSULTATION AND RESEARCH (Outside class time or designated period)** 7. Learners gather insights from a professional through any available means: Face-to-face interview, Text or chat, Phone call, Written response 8. Teacher-provided interview transcript (if direct consultation is not possible) 9. Learners take notes on the professional's role, insights about the issue, and suggested actions or responses. **PART V: BROCHURE CREATION (30-40 minutes)** 10. Learners create a brochure that contains: ***Title of the issue*** ***Short explanation of the issue*** ***Disciplines involved (and how they contribute)*** ***Professionals and their roles*** ***Effects on the community*** ***A simple call to action or suggested response*** ***Learners may make the brochure using:*** <u>Suggested Brochure Parts:</u> *Front Cover – Title and slogan* *Inside Panel 1 – Description of the issue* *Inside Panel 2 – Disciplines involved* *Inside Panel 3 – Professionals and their roles* *Back Panel 1 – Effects on the community* *Back Panel 2 – Suggested response or action* *Back Cover – Call to action* **PART VI: PRESENTATION (15-20 minutes total)** 11. Learners present their brochure briefly to the class (1-2 minutes per learner or group). 12. Learners explain: The issue they chose, The disciplines and professionals involved, The call to action or suggested response **PART VII: PROCESSING AND REFLECTION (10 minutes)** 13. The teacher facilitates a synthesis discussion connecting the activity to applied social sciences, professional roles, and community advocacy. 14. Students reflect on the processing questions below. ***Processing Questions:*** *1. Why is it important for learners to know the roles of professionals who help address social issues?* *2. How can your brochure help raise awareness or encourage action in your school or community?* *3. What does your brochure show about the importance of combining knowledge, communication, and community action?*
V. Synthesis:	*This series of learning activities guides students through a progressive journey from understanding Social Science disciplines to applying them in real-world contexts. Students begin by distinguishing Social Science from Natural Science and Humanities, then learn to analyze Philippine social issues using interdisciplinary and transdisciplinary approaches through matrix construction and documentary analysis. The activities culminate in authentic community engagement, where learners consult professionals, design evidence-based response plans, and create advocacy brochures that raise awareness and inspire action. Through this progression, students develop critical thinking, boundary-crossing collaboration skills, and civic responsibility, ultimately recognizing Social Science as a powerful tool for promoting positive social change and community well-being in the Philippine context.*