
 <p>University of Santo Tomas Research Center for Social Sciences and Education</p> <p>and the</p>  <p>Fondazione Gravissimum Educationis</p>	<p>Learning Area: Social Studies 2021–2022</p> <p>Duration of the Lesson: 120 minutes Period: Week 5 Quarter 3</p>	
<p>Teacher</p>	<p>ANGELICA M. BURAYAG,PHD</p>	
<p>LEARNING OBJECTIVES</p>		
<p>Content Standards. Refer to the DepEd Curriculum Guide.</p>	<p>demonstrates understanding of the effect of arising issues related to society and gender sensitivity to actively strengthen the equality and respect amongst people</p>	
<p>Performance Standards Refer to the DepEd Curriculum Guide.</p>	<p>able to creates various and creative ways in developing and obtaining respect and equality in the society and its people</p>	
<p>Learning Competencies Write the LC code of each.</p>	<ol style="list-style-type: none"> 1. gives importance to the government and people’s responses regarding the issues of violence and discrimination 2.analyze the situation pertaining to the controversial issues raised in the discussion. 3.compose artistic performance highlighting the ethical and servant leadership in promoting laws that recognize the rights of individual. 4. strengthen the support and respect amongst young people in the prevention of early sexual encounters. <p>LC Code: AP10KPIIIId-7 CSE Code: K2B1 CSE Readers</p>	
<p>Focus</p>	<p><input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Problem Solving <input type="checkbox"/> Creative Thinking</p>	
<p>CONTENT</p>		
<ol style="list-style-type: none"> 1. Controversial issues on early sexual encounters 2.Possible responses of the government and the people regarding the issues of violence against women and children? 		
<p>LEARNING RESOURCES</p>		
<p>Resources</p> <ol style="list-style-type: none"> 1.AP 10 MELC Curriculum Guide 2. CSE Readers /CSE Standards 3. Administrative Order No 10 Series 2009 of SUBJECT: Standards for Rape Crisis Centers 4.5207-Article Text-15132-1-10-20150303 (2).pdf” RESPONSES OF PNP WOMEN’S DESK OFFICERS’ TO 	<p>Input materials [These refer to reading materials and other resources that will help you launch the key concepts and processes.]</p> <ul style="list-style-type: none"> ▪ modified dice cipher:crack the codes from Dan Thomasson ▪ stairway foundation videos from youtube channel ▪ power point presentation ▪ readings on the possible responses of government and the people regarding the issues of violence against women and children 	<p>Output materials [These refer to exercises and activity text to be accomplished by the participants during and after the session.]</p> <ul style="list-style-type: none"> ▪ Analysis of each group on the debate topic: Early Sexual Encounters: Is it poverty or lack of parental guidance? • Group 1 - Jingle-Making. Students create a short music where rhythm, rhyme, and wordplay are evident. Students get the important keywords or

<p>VIOLENCE AGAINST WOMEN Espineli, Ruby Ann L. Lontoc, Marissa C./</p> <p>5. United Nations Study on Violence against Children Response to the questionnaire received from the Government of the Philippines. .ohchr.org/documents / HRBodies/ /CRC/Study ViolenceChildren/ Responses/Philippines.pdf</p>		<p>statement in the reader about Voices against violence. highlighting the ethical and servant leadership in promoting laws that recognize the rights of individual .After that, they will use the melody of their favorite song to sing the important concepts they have written.</p> <ul style="list-style-type: none"> • Group 2 - Choral Reading. Choral reading is reading aloud in unison with a group of students. The group presents a choral reading on the responses of government and the people regarding the issues of violence against women and children. • Group 3- E-Advocacy, Students create a short advocacy ads where rhythm, rhyme, and wordplay are evident. Students get the important keywords or statement on how they are going to help the young girls and boys in the prevention of early sexual encounters
<p>References</p>	<p>1.AP 10 MELC Curriculum Guide 2. CSE Readers /CSE Standards 3. Administrative Order No 10 Series 2009 of SUBJECT: Standards for Rape Crisis Centers 4.5207-Article Text-15132-1-10-20150303 (2).pdf’ RESPONSES OF PNP WOMEN’S DESK OFFICERS’ TO VIOLENCE AGAINST WOMEN Espineli, Ruby Ann L. Lontoc, Marissa C./ 5. United Nations Study on Violence against Children Response to the questionnaire received from the Government of the Philippines. .ohchr.org/documents / HRBodies/ /CRC/Study ViolenceChildren/ Responses/Philippines.pdf</p>	
<p>Essential Questions</p>	<p>1.Why do you think that poverty and lack of parental guidance are the main reasons of early sexual encounters? 2. How do girls /boys and young women/men experience violence and abuse?</p>	
PROCEDURES		
<p>Teaching-Learning Episodes</p>	<p>A. Motivation (Time Allotment: 5 minutes) Task 1. Dice Cypher Activity:Identifying the hidden words</p> <p>B. Activity (Time Allotment: 10 minutes) Task 2. Video clips: two different videos (stairway foundation videos from youtube channel)</p> <p>The students will be shown a video clip about the early sexual encounters and would be asked their reactions about the video and Guided questions:</p>	

1. Why do you think that poverty and lack of parental guidance are the main reasons of early sexual encounters?
2. How do girls /boys and young women/men experience violence and abuse?
3. What will be the effects of this arising issues “Poverty and lack of parental guidance” that leads to early sexual encounters of the youth in our country?
4. What should the possible responses of the government and the people regarding the issues of violence against women and children?

C. Analysis (Time Allotment: 30 minutes)

Task 3. Debate

1. The teacher will divide the group in to two group

Group I- Poverty

Group II- Lack of Parental Guidance

Topic: Early Sexual Encounters:

Is it poverty or lack of parental guidance?

- 2, Setting of Ground rules:

3. Elicit answers based on the following questions:

1. Why do you think that poverty and lack of parental guidance are the main reasons of early sexual encounters?
2. . How do girls /boys and young women/men experience violence and abuse?

C. Abstraction (Time Allotment: 15 minutes)

Reading of Articles

- a. Administrative Order No 10 Series 2009 of SUBJECT: Standards for Rape Crisis Centers.
- b. 5207-Article Text-15132-1-10-20150303 (2).pdf” RESPONSES OF PNP WOMEN’S DESK OFFICERS’ TO VIOLENCE AGAINST WOMEN Espineli, Ruby Ann L. Lontoc, Marissa C.
- c. United Nations Study on Violence against Children Response to the questionnaire received from the Government of the Philippines.

Inquiry questions:

1. What will be the effects of this arising issues “Poverty and lack of parental guidance” that leads to early sexual encounters of the youth in our country?
2. What should the possible responses of the government and the people regarding the issues of violence against women and children

D. Application (Time Allotment: 45 minutes)

Task 3. Artistic Performance

This activity is composed of artistic performances where teacher forms four groups (number of members may vary on class size).

Specific topic will be assigned to each group for them to perform with 15 minutes preparation.

After 15 minutes, each group will be given 10 minutes to present.

	<p>Group 1 - Jingle-making. Students create a short music where rhythm, rhyme, and wordplay are evident. Students get the important keywords or statement in the reader about voices against violence. highlighting the ethical and servant leadership in promoting laws that recognize the rights of individual. After that, they will use the melody of their favorite song to sing the important concepts they have written.</p> <p>Group 2 - Choral Reading. Choral reading is reading aloud in unison with a group of students. The group presents a choral reading on the responses of government and the people regarding the issues of violence against women and children</p> <p>Group 3- E-Advocacy, Students create a short advocacy ads where rhythm, rhyme, and wordplay are evident. Students get the important keywords or statement on how they are going to help the young girls and boys in the prevention of early sexual encounters</p> <p>E. Closure/Reflection (15 minutes)</p> <p>The teacher will ask students to read the statement and to give a short feedback about its meaning.</p> <p>“Ang pamahalaan ay itinayo para tumugon sakapakanan ng mga tao...dapat muna silang sumunod sa manipestasyon (sinasabi) ng mga mamamayan na mas nakaaalam ng kanilang mga pangangailangan...” Jose P. Rizal Isagani sa Kab. 15 ng El Filibusterismo</p>
<p>Inquiry Questions</p>	<ol style="list-style-type: none"> 1. What will be the effects of this arising issues “Poverty and lack of parental guidance” that leads to early sexual encounters of the youth in our country? 2. What should the possible responses of the government and the people regarding the issues of violence against women and children?
METACOGNITIVE DEVELOPMENT AND ASSESSMENT	
<p>Assessment Tools</p>	<ul style="list-style-type: none"> ▪ Holistic and analytic rubrics for performance task.
<p>Metacognitive Extension</p>	<ul style="list-style-type: none"> ▪ Journal assignments on other social issues that deal with sexuality
REFLECTION	
<p>Reflection</p>	<ul style="list-style-type: none"> ▪ The teacher will ask students to read the statement and to give a short feedback about its meaning. <p>“Ang pamahalaan ay itinayo para tumugon sakapakanan ng mga tao...dapat muna silang sumunod sa manipestasyon (sinasabi) ng mga mamamayan na mas nakaaalam ng kanilang mga pangangailangan...” Jose P. Rizal Isagani sa Kab. 15 ng El Filibusterismo</p>