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Teacher		Jenny C. Mangawang	
LEARNING OBJECTIVES			
Content Standards.		<i>The student is able to demonstrate an understanding of human interaction with his environment that enabled the emergence of ancient civilizations that provided the legacies that shaped the lifestyle of the present generation.</i>	
Performance Standards		<i>The student develops a project proposal that promotes the preservation of the world’s heritage by the ancient civilizations for the present and the future generation.</i>	
Learning Competencies		<i>Appreciate the unique culture of the world’s regions, nations, and people (race, ethnolinguistic group, and religion). AP8HSK-Ie-5</i>	
Focus		<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Problem Solving <input type="checkbox"/> Creative Thinking	
CONTENT			
LEARNING RESOURCES			
Resources Interactive learning site (Mentimeter) Pictures Video clip PowerPointPresentation		Input materials United Nations Declaration on the Rights of Indigenous Peoples Indigenous Peoples’ Rights Act of 1997 Indigenous Peoples Education Curriculum Framework Guidelines from NCIP Information from the IP elders and other members of the community through interview Local and Foreign Studies about language death	Output materials Short-answered activity Picture Talk/Photoanalysis Reflective Journal Differentiated activities based on their learning styles
References		www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf http://www.officialgazette.gov.ph/1997/10/29/republic-act-no-8371 www.deped.gov.ph/sites/default/files/order/2015/DO_s.2015_32.pdf http://www.gla.ac.uk/esharp,2010 http://www.ethnicgroupsphilippines.com/2012/05/12/disappearing-languages-in-the-Philippines-2/ http://files.eric.ed.gov/fulltext/EJ1146183.pdf,2017	
Essential Questions		Most people have addressed the issue of collective life in our society---war, crime, poverty, corruption etc. How about the conditions of the ethnic groups? Do you consider them powerless?	

PROCEDURES

Teaching-Learning Episodes	<p>(Presenting a new lesson) Activity: <i>Think for a Moment</i> Go to www.menti.com and use the code 1030 2081 For you, what does the word ‘ethnic’ mean?</p> <p>(Establishing a purpose for the lesson) Analysis: <i>Photo-suri/Photo Analysis</i> Students will analyze the differences and similarities of the pictures.</p> <p>(Lesson Proper) Abstraction: <i>Video Presentation</i> Presenting the culture of Ayta Magbukun in Bataan through video clip.</p> <p>Content:</p> <ul style="list-style-type: none">• Brief history about the IP community• Orthography• Poems about nature, family, and values written by IP elder using Magbukun language• Researches about language death in the Philippines and other parts of the world
Inquiry Questions	<ul style="list-style-type: none">▪ Is it important for Indigenous People (IP) to preserve their culture especially language? If your answer is YES, in what way can the IP preserve their culture particularly their language? However, if your answer is NO, what could be the reason why it is no longer important for them to preserve their language as part of their culture?▪ If indigenous students use their native language in the education system, can it help or hinder their future development? Justify your answer.▪ As a youth who does not belong to any ethnic group, can you say that it is still important to study their culture and be part of our lesson? Why?

METACOGNITIVE DEVELOPMENT AND ASSESSMENT

Assessment Tools	<ul style="list-style-type: none">▪ Choose an activity in which you can show your appreciation of the native language. <table><tr><th><i>I belong to....</i></th><th><i>So my choice is...</i></th></tr><tr><td><ul style="list-style-type: none">• Visual/Spatial</td><td>digital art, caricature, editorial cartooning, poster</td></tr><tr><td><ul style="list-style-type: none">• Verbal/ Linguistic</td><td>Infographic, poem, essay, oration, spoken poetry, flip top</td></tr><tr><td><ul style="list-style-type: none">• Bodily/ Kinesthetic</td><td>Dance video, (solo, partner, group)</td></tr><tr><td><ul style="list-style-type: none">• Musical/ Rhythmic</td><td>Singing (solo, duet, group)</td></tr></table>	<i>I belong to....</i>	<i>So my choice is...</i>	<ul style="list-style-type: none">• Visual/Spatial 	digital art, caricature, editorial cartooning, poster	<ul style="list-style-type: none">• Verbal/ Linguistic 	Infographic, poem, essay, oration, spoken poetry, flip top	<ul style="list-style-type: none">• Bodily/ Kinesthetic 	Dance video, (solo, partner, group)	<ul style="list-style-type: none">• Musical/ Rhythmic 	Singing (solo, duet, group)
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Metacognitive Extension	<p>Write in your reflective journal what you learned in your lesson about the importance of preserving the native language of indigenous people. Use the following as guide questions:</p> <ol style="list-style-type: none">1. How much did I know about the topic before I started?2. What fresh insights have I gained from the discussion?3. What feelings did the topic evoke from me?4. What did I learn about myself in my engagement with the topic?5. Given this topic, what positive changes do I want to see in my personal thinking and behavior?
REFLECTION	
Reflection	<p>Students demonstrated a deep understanding of the equality of people regardless of race to which they belong. They expressed appreciation for the culture of the indigenous people. They also showed their support for the preservation of indigenous culture especially the language through indigenization of curriculum. However, they also stated the problems that may be encountered in this regard such as there are no instructional materials translated into their language and not all teachers can speak their native language. Another factor that was seen was where the fund would come from to meet the projects for the preservation of their culture. But some of the students also mentioned possible solutions that could be taken to address the aforementioned issues such as community involvement particularly the IP elders and interaction with other stakeholders. In general, the lesson was meaningful because of the active engagement of the students.</p>

Prepared by:

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