



APCEIU



GLOBAL CITIZENSHIP EDUCATION

ACTIVITY II: WRITESHOP AND DEMO-TEACHING VIDEOS

Curriculum Development and Integration in the Philippines
Year 3



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EXECUTIVE SUMMARY

The Write-shop and Demo-Teaching Videos is the second objective of the third phase of the Global Citizenship Education (GCED) Curriculum Development and Integration in the Philippines. This report presents the process of the **Write-shop and Demo-Teaching Videos** that ran from May 31 to July 25, 2021.

The major goal of this objective is the development of thirty-one (31) GCED Lesson Exemplars (GLE) written by selected Teacher-Writers from across the country. These developed GLEs have gone through expert validation, revisions, and language editing in order to ensure the quality of these learning materials. Along with the development of the GLEs, recorded demo-teaching videos of the lessons are also an output of this activity.

The strategies for this activity are as follows:

1. Invitation to GCED-trained teachers to write GCED-integrated lessons
2. Training the Writers
3. Review and Consultations with the Core Team
4. Expert Validation for GCED Lesson Exemplars
5. Language Editing for GCED Lesson Exemplars
6. Finalization of GCED Lesson Exemplars
7. Recording of Demo-Teaching Videos

The outputs of this second objective are based on the developed manual in Activity 1. The manual and developed GLEs are the main outcomes planned for the Phase 3 of the GCED Curriculum Development and Integration in the Philippines.

INTRODUCTION

The Phase 3 of the Global Citizenship Education (GCED) Curriculum Development and Integration in the Philippines have been progressing steadily as it now reaches its second main objective which brought together various subject-matter experts from across the country to facilitate the development of this activity's objectives.

The *Write-shop and Demo-Teaching Videos* is part of the GCED Curriculum Development and Integration in the Philippines. It is the second installment of the third phase of the GCED Curriculum Development and Integration in the Philippines which aims to develop GCED-integrated lessons based on the manual that the PNU-GCED Core Team labored over on the previous activity. These lessons, called *GCED Lesson Exemplars (GLEs)*, are written by Teacher-Writers from various learning areas who were put under the supervision and guidance of Cluster Coordinators who are experts on eleven (11) learning areas (*English, Mathematics, Science, Filipino, Social Studies, Values Education, Music, Arts, Physical Education, Health, and Mother-Tongue Based Multilingual Education*). The Core Team would also enlist the help of Expert Validators and Language Editors to evaluate and improve the work done by the Teacher-Writers.

This activity was headed by the PNU-GCED Core Team under the supervision and guidance of the Project Consultants along with the involvement of the Department of Education-Philippines (DepEd) and the Asia-Pacific Center of Education for International Understanding (APCEIU) which are the project's partner agencies.

Several meetings and events were held to bring together the key groups of people involved for the development of the GCED Lesson Exemplars. In these meetings, the PNU-GCED Core Team oriented these people about the project and equipped them with the knowledge and tools they needed for their respective tasks for the undertaking of this stage of the project. The project does not end with the development of the GCED Lesson Exemplars as they would still be undergoing pilot-testing and further validation in the next installment of the project.

STRATEGIES AND ACTIVITIES

The Core Team asked for the assistance of the Department of Education (DepEd) to provide Teacher-Writers from across the country who would be invited to participate in the writing of the GCED Lesson Exemplars. The plan was to have three Teacher-Writers for each of the eleven (11) Learning Areas. For each of these learning areas, Cluster Coordinators would be assigned to guide the Teacher-Writers for any concern that they might have in the process of developing the GCED Lesson Exemplars.

Members of the Core Team would be assigned to supervise the Cluster Coordinators who would be facilitating the Teacher-Writers on the process of developing the GCED Lesson Exemplars. This was done for easy monitoring of the groups of people and the development of outputs.

The Project Director suggested having a three-day orientation and writeshop for these Teacher-Writers for them to be equipped with the information and tools that they would need for writing the GCED Lesson Exemplars. The Core Team deliberated for the Cluster Coordinators to have their own orientation and writeshop in order for them to have firsthand experience in: 1) using the manual developed by the Core Team, 2) using the Enhanced Content and Performance Standards developed by the Team in Phase 2 of the GCED Project, and 3) going through the process of writing their own GCED Lesson Exemplars. The developed GLEs of the Cluster Coordinators and their experience of the process of developing them would serve as their example in facilitating the Teacher-Writers.

After the writing process, the GLEs were evaluated and validated by eleven (11) Expert Validators. In this process, the Expert Validators would return their validation results to the Teacher-Writers in order for them to properly appreciate the evaluation done by the experts and to do revisions if necessary. After revisions, the GLEs would be checked and edited by Language Editors before sending them back to their respective Teacher-Writers for final editing in preparation for the recording of their demo-teaching videos.

Overall, the process of developing the GCED Lesson Exemplars is reflective of the *Consultative* and *Iterative* characteristics of the project as the GLEs themselves go from their writers and back to them for revisions and improvements as they are evaluated and validated by experts. This strategy would allow the writers to check and improve on all the different aspects of the lessons whether in content, structure, and format in order to ensure that the GLEs would be of the highest quality.

Due to the limitations brought about by the pandemic and the geographical locations of all people involved, all these meetings and events were held online, either through Zoom or Google Meet.

The schedule for Activity 2 is as follows:

May 31	Orientation for the Cluster Coordinators
June 1-9	Writing of sample GLEs c/o Cluster Coordinators
June 10	Submission of sample GLEs from Coordinators
June 11-12	2 half-days presentation of Coordinators' GLEs
June 13	Revision and finalization of Coordinators' GLEs
June 14	Submission of Coordinators' GLEs
June 15-17	3-Day Teacher-Writers' Orientation and Writeshop
June 18-25	GCED Lesson Exemplars Writing
June 26-28	Review of Lesson Exemplars Made by Teacher-Writers
June 29-July 3	Expert Validation of GLEs
July 4-July 11	Language Editing of GLEs
July 12-20	Final Editing and Video Recording (Demo teaching)
July 21-24	Preparing the GCED Lesson Exemplars for Pilot-testing
July 25	Pilot-testing (FGD questions) of GLE Manual by Cluster Coordinators and Teacher-Writers

CLUSTER COORDINATORS' ORIENTATION

In the orientation for the Cluster Coordinators, the GCED Core Team shared the vision and goal of the project to the Cluster Coordinators. The opening message was given by the Project Director, Dr. Serafin A. Arviola Jr. He welcomed the participants and guests in the meeting and set the expectations of the people involved for what's coming ahead.

Project Overview and Timeline Orientation

The overview of the project and orientation of the timeline was given by the Deputy Project Director, Prof. Carl Dellomos. He presented the objectives and expected major outputs of the project and the major activities, their timeline, and the expected outputs for said activities. He emphasized the specific involvements of the Cluster Coordinators in Activities 2 and 3.

Presentation of the Manual for Writing GCED Lesson Exemplars

Discussion about the GLE Manual was facilitated by Curriculum Specialists, Dr. Zyalie Bedural, followed by Prof. Gerry Areta. They presented the purpose of the manual, the seven principles of GCED, the Before-During-After process of How to Write the GLEs, the pedagogies, strategies, and tools of GCED, the Instructional Design of the GLE, and the specifications of the content, structure and sequence for GLEs.

Closing

The emcee facilitated a Q&A Portion where the Cluster Coordinators brought up their concerns about their responsibilities, tasks, and schedules. The meeting concluded with a message from the Department of Education brought by Dr. Isabel Victorino, Chief Education Program Specialist of the Bureau of Curriculum Development.

The Cluster Coordinators and their Learning Areas are as follows:

- Allan Reyes, PhD - Mathematics
- Raul Balbuena, MA - Science
- Salve A. Favila, PhD - Health
- Madonna C. Gonzales, PhD - Physical Education
- Ma. Lorella Arabit Zapatos, PhD - Araling Panlipunan / Edukasyon sa Pagpapakatao.
- Joseph P. Erfe, PhD - Arts and Music
- Adelyne C. Abrea, PhD - English
- Denmark Yonson, PhD - Mother-Tongue-Based Multilingual Education / Filipino.

DIALOGUE WITH CLUSTER COORDINATORS ABOUT THE GCED INTEGRATION MANUAL

After their orientation, the Core Team opened a Zoom meeting for the Cluster Coordinators to join in if they have further questions and concerns regarding the project that they want to ask and raise. Dr. Arviola and Prof. Dellomos facilitated and answered the concerns of the coordinators. The GLE content, the Coordinators' Terms of Reference (TOR), and scheduling concerns were discussed.

PRESENTATION OF THE CLUSTER COORDINATORS' GLEs

The Cluster Coordinators were tasked to present their work and have them evaluated by the Core Team. Two half-day presentations for the validation of the materials were scheduled for them on July 11-12, 2021. Coordinators for Araling Panlipunan and Arts presented on the first day. Coordinators for MTB-MLE, English, Health, Mathematics, and Science presented on the second day. An extra day was scheduled the following week for the presentation of the Coordinator for Physical Education. Core Team members were present to evaluate the work done by the Cluster Coordinators and gave their suggestions for revision of the content. This is all done in preparation for the Orientation of the Teacher-Writers.

TEACHER-WRITERS' ORIENTATION AND WRITESHOP

The three-day Teacher-Writers' Online Orientation and Writeshop was held on June 15-17, 2021, via Zoom. The setup of the Writeshop had both Asynchronous and Synchronous components. Asynchronous sessions and activities were scheduled from 8 in the morning to 4 in the afternoon. Synchronous sessions with the keynote speakers and topics were scheduled from 5 in the afternoon to 7 in the evening. The Orientation and Writeshop was designed to provide a platform for the participants to be involved with sessions and activities and engage with their fellow participants even though everything was done online. Present in these sessions were the Core Team, the Cluster Coordinators, the Teacher-Writers, and special guests from Philippine Normal University (PNU), the Department of Education (DepEd), and the Asia-Pacific Center of Education for International Understanding (APCEIU).

First Day Activities

The first day of the orientation and writeshop was held on June 15, 2021. All the invited Teacher-Writers were given asynchronous activities on Facebook where they introduced themselves to everyone, answered information forms, and watched videos about Global Citizenship Education and GCED in the Philippines in order for them to acquaint themselves with the GCED Project.

Opening Ceremony

The opening ceremony was facilitated by the Core Team and began with Inspirational Messages given by President Bert J. Tuga of PNU, Director Jocelyn DR. Andaya of the Bureau of Curriculum Development in DepEd, and Ms. Jeongmin Eom, Head of Research and Development of APCEIU.

The Project Director, Dr. Arviola gave an opening message and presented to the participants of the meeting all the people involved in the GCED Project. The Deputy Project Director, Prof. Dellomos presented the overview of the project and oriented the participants of the project timeline. A discussion about GCED Essentials: Relevance in the Philippines and the *PAGHABI* Framework was given by Dr. Rowena R. Hibanada, one of the core team members of the GCED Project.

Second Day Activities: Cluster Meetings per Learning Area

Cluster Meetings were scheduled by the Cluster Coordinators throughout the day prior to the second day synchronous session later within the day. Discussions were facilitated by the Cluster Coordinators and were about getting to know each other and orienting the Teacher-Writers with the Philippine GCED KSAs in preparation for their

presentations on the GCED Preliminaries the following day. Each learning area included three (3) Teacher-Writers each, with the exception of the learning area Mother-Tongue-Based Multilingual Education which only had one (1) Teacher-Writer. Some learning areas were joined together as they only had one Cluster Coordinator for the both of them. The clusters are as follows:

1. Mathematics Cluster
2. English Cluster
3. Arts and Music Cluster
4. MTB and Filipino Cluster
5. Science Cluster
6. Health Cluster
7. PE Cluster
8. AP and ESP Cluster

Second Day Plenary Session

The manual for writing GCED Lesson Exemplars was presented by members of the Core Team. Dr. Zyalie Bedural discussed what the manual is for and what the GCED Principles are. She explained the Before-During-After process of how to write the GCED Lesson Exemplars. Prof. Gerry Areta continued the discussion about the manual. He presented the GCED pedagogies, strategies, and tools that the Teacher-Writers have to consider in writing GLEs. He also discussed the instructional design, specifications, and social content guidelines that they need to take note of in developing the GLEs.

The emcee facilitated an open forum discussion towards the end in order to address any questions and concerns that the Teacher-Writers had. The Deputy Project Director reminded the participants of their presentation of the GLE Essentials for the Closing Ceremony the following day.

Third Day Activities: Preparation for the Teacher-Writers' presentations

Cluster Meetings were once again scheduled throughout the day with some members of the core team spending time to visit some of the Clusters to check the progress of the Teacher-Writers. The Cluster Coordinators guided the Teacher-Writers in identifying the GLE Essentials in preparation for their presentations later that day. The GLE Essentials that they needed to identify were: *Learning Area, Grade Level, Quarter, GCED Domains, GCED Indicators, GCED Theme and Topic, and the Enhanced Content and Performance Standards.*

Closing Ceremony

The outputs of the Teacher-Writers in identifying the GLE Essentials were presented in the closing ceremony. Present in this session were the Core Team, the Cluster Coordinators, the Teacher-Writers, and representatives from PNU and DepEd. All Teacher-Writers presented their outputs and some explained their vision for the GLEs that they would be developing. Comments and general impressions were given by Project Consultant, Dr. Rita Ruscoe. Closing Remarks were given by Dr. Isabel Victorino from DepEd. The closing ceremony marked the beginning of the actual writing of the GCED Lesson Exemplars.

TEACHER WRITERS' INITIAL PRESENTATION OF THE GCED ESSENTIALS FOR THEIR GCED LESSON EXEMPLARS (GLEs)

Teacher-Writers for Araling Panlipunan

Teacher Writer: Dan Ralph M. Subla

Grade Level: 3

Quarter: 1

GCED Domain/s: Behavioral

GCED Indicator/s: D.3.1.a Demonstrate ethical and responsible behavior for a just and sustainable society

GCED Theme and Topic: T.3 Environmental Protection and Sustainability; T.3.3 Environmental Practices and Behaviors

Enhanced Content Standards: Ang mag-aaral ay naipamamalas ang pang-unawa sa kinalalagyan ng mga lalawigan sa rehiyong kinabibilangan ayon sa katangiang heograpikal nito na may kaugnayan sa global, nasyonal at lokal na sistema.

Enhanced Performance Standards: Ang mag-aaral ay masiglang nakapaglalarawan ng pisikal na kapaligiran ng mga lalawigan sa rehiyong kinabibilangan gamit ang mga mapagkakatiwalan at angkop na batayang impormasyon tungkol sa direksiyon, lokasyon, populasyon at paggamit ng mapa.

Teacher Writer: Christian Mac. L. Juane

Grade Level: 6

Quarter: 1

GCED Domains: Cognitive, Socio-Emotional

GCED Indicators: D1.1.d Analyze information from reliable relevant sources; D1.1e Evaluate appropriate actions, consequences, and implications; D2.1.d Value humanity and nation as basis for identity and citizenship.

GCED Theme and Topic: T1.1 Underlying assumptions and power dynamics, T2.1 Identity formation, protection, recognition, and advancement in multicultural societies.

Enhanced Content Standards: Demonstrates analytical understanding and knowledge about the culture and communities of Filipinos before the Spanish colonization and the contributions of these in molding Filipino identity as a member of the society, country and the world.

Enhanced Performance Standards: Appreciates the role played by the ancient Filipinos in achieving freedom, justice and high regard for humanity in the emergence and development of a self-governing consciousness and identity as a free nation and state.

Teacher Writer: James G. Osmulo

Grade Level: 10

Quarter: 1

GCED Domain/s: Behavioral

GCED Indicator: D.3.1e Design initiatives to advance common good.

GCED Theme and Topic: T.4.1. Economic Interaction and Interdependence

Enhanced Content Standard: Demonstrate understanding of the causes and implications of local and global issues and economic challenges in attaining national and global progress and development from different perspectives or viewpoints.

Enhanced Performance Standard: Develops an economic program like a livelihood project based on the endemically available natural resources to help in solving problems the country and the world are faced with.

Teacher-Writers for Filipino

Teacher Writer: Mercy B. Abuloc

Grade Level: 3

Quarter: 1

GCED Domain/s: Cognitive, Socio-emotional, Behavioral

GCED Indicators: D1.1.f Formulate arguments through reasoning with evidence; D2.1.a Acknowledge the levels of shared identity and diversity: local, national, regional; D3.1.a Demonstrate ethical and responsible behavior for a just and sustainable society.

GCED Theme and Topic: T2. Culture and intercultural relations; T2.2 Cultural Expressions and Intercultural Exchanges and Communication

Enhanced Content Standards: Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at

damdamin tungkol sa pagpapahayag ng kultura at interkultural na pagbabahagi nito sa pamamagitan ng komunikasyon.

Teacher Writer: Roanne D. Taghoy

Grade Level: 6

Quarter: 1

GCED Domains: Cognitive, Socio-emotional, Behavioral

GCED Indicators: D1.1.e Evaluate appropriate actions, consequences, and implications; D2.1.c Show concern and respect for humanity based on human rights; D3.1.a Demonstrate ethical and responsible behavior for a just and sustainable society.

GCED Theme and Topic: T5 Institutions' Conflicts, Social Justice, and Human Rights; T5.1 Promotion and Advancement of Peace

Enhanced Content Standard: Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan na may paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen.

Enhanced Performance Standard: Naisasaulo ang isang tula/awiting may paksa tulad ng pagpapalaganap at pagsulong ng kapayapaan, politikal na pakikilahok at pakikisangkot, mga karapatang pantao at mga batas kaugnay nito, at pagsugpo ng mga di pagkakaunawaan, diskriminasyon at mga krimen na napakinggan, naisasadula ang mga paraan ng pagsugpo sa mga isyung ito.

Teacher Writer: Jennifer L. Sayas

Grade Level: 10

Quarter: 1

GCED Domain/s: Cognitive, Socio-emotional, Behavioral

GCED Indicator/s: D.1.1.e Evaluate appropriate actions, consequences, and implications; D2.1.e Commit to assume responsibility, mutual assistance, cooperation, and collaboration in various contexts in the world; D3.1a Demonstrate ethical and responsible behavior for a just and sustainable society.

GCED Theme and Topic: T2 Culture and Intercultural Relations; T2.3 Diversity, Coexistence, Indigenization and Global Communities

Enhanced Content Standard/s: Naipamamalas ng mag-aaral ang pagunawa at pagpapahalaga sa mga akdang pampanitikan na may paksa tulad ng pagmamalaki sa kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, karapatang pantao, sistema ng kapangyarihan at ekonomikong pag-unlad ng daigdig.

Enhanced Performance Standard/s: Nakabubuo ng kritikal na pagsusuri sa mga isinagawang critique na may paksa tulad ng pagmamalaki sa kultura, preserbasyon ng kalikasan, pagsulong sa mabuting kalusugan ng bayan, promosyon ng kapayapaan, pagkapantay-pantay sa kasarian, etnisidad, karapatang pantao, sistema ng kapangyarihan at ekonomikong pag-unlad sa mga pampanitikang Mediterranean.

Teacher-Writer for MTB-MLE

Teacher Writer: May Queen A. Animo

Grade Level: 3

Quarter: 1

GCED Domains: Cognitive and Socio-emotional

GCED Indicators: D1.1.a Recognize complex situations or problems; D2.1.b Communicate various perspectives through discourses and dialogues

GCED Theme and Topic: T2 Culture and Intercultural Relations; T2.2 Cultural Expressions and Intercultural Exchanges and Communication

Enhanced Content Standard: Demonstrates understanding of grade level literary and informational text available in diversified culture.

Enhanced Performance Standard: Uses literary and narrative texts to develop comprehension and appreciation of grade – level – appropriate diversified materials.

Teacher-Writers for Arts

Teacher Writer: Mary Joy Mantes

Grade Level: 3

Quarter: 1

GCED Domain/s: Socio-emotional

GCED Indicator/s: D2.1.d Value humanity and nation as basis for identity and citizenship.

GCED Theme and Topic: T3 Environmental Protection and Sustainability; T3.3 Environmental Practices and Behaviors

Enhanced Content Standard/s: Demonstrates understanding of the use of lines, texture, shapes, and depth contrast (size, texture) through observation of nature and one's surroundings, and drawing.

Enhanced Performance Standard/s: Creates an artwork of people in the province/ region using on the spot sketching of plants, trees, and buildings and geometric lines designs.

Teacher Writer: Helen Marie Carreon

Grade Level: 6

Quarter: 1

GCED Domain/s: Cognitive

GCED Indicator/s: D1.1.a Recognize complex situations or problems

GCED Theme and Topic: T3 Environmental Protection and Sustainability; T3.3 Environmental Practices and Behaviors

Enhanced Content Standard/s: Demonstrates understanding of the use of lines, shapes, colors, texture, and emphasis, in designing an original logo of a Filipino product or brand, and an original Filipino cartoon character using free and open-source software.

Enhanced Performance Standard/s: Creates an original logo promoting a Filipino product or brand using free and open-source software.

Teacher Writer: Merriam Genevieve Montes

Grade Level: 10

Quarter: 1

GCED Domain/s: Cognitive, Socio-emotional

GCED Indicator/s: D1.1.b Explain communicative contexts and respectful dialogue; D2.1.g Demonstrate respect for different beliefs and expressions of spirituality.

GCED Theme and Topic: T2 Cultural and intercultural relations; T2.1 Identity formation, protection, recognition, and advancement in multicultural societies

Enhanced Content Standard/s: Demonstrates understanding of art elements and processes by synthesizing and applying prior knowledge and skills demonstrates understanding of the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/occurrences, and other external phenomena.

Enhanced Performance Standard/s: Determines the difference and uniqueness of modern art in terms of aesthetics, techniques, process, and composition with emphasis on its diversity and sustainability.

Teacher-Writers for Health

Teacher Writer: Gina M. Visaya

Grade Level: 3

Quarter: 1

GCED Domain/s: Cognitive, Socio-Emotional, Behavioral

GCED Indicator/s: D1.1.a Recognize complex situations or problems

GCED Theme and Topic: T4.4 Health Issues affecting interaction and connectedness of communities at local, national and global levels.

Enhanced Content Standard/s: Demonstrates understanding of the importance of Food and Nutrition Research Institute's (FNRI) nutritional guidelines in the preparation of a balanced diet in sustaining personal and family nutrition and health.

Enhanced Performance Standard/s: Demonstrates good decision-making skills in making food choices to achieve sustain and promote lifelong wellness for self and family.

Teacher Writer: Penelope May D. Atip

Grade Level: 6

Quarter: 1

GCED Domain/s: Cognitive, Socio-Emotional, Behavioral

GCED Indicator/s: D1.1.a Recognize complex situations or problems; D2.1.b Communicate various perspectives through discourses and dialogues; D3.1.a Demonstrate ethical and responsible behavior for a just and sustainable society.

GCED Theme and Topic: T4.4 Health Issues affecting interaction and connectedness of communities at local, national, and global levels

Enhanced Content Standard/s: 1) Demonstrates understanding of personal, health issues and concerns, and 2) Demonstrates understanding of the importance of health appraisal procedures and community resources in preventing or managing them to sustain and promote personal, family and community health and wellness.

Enhanced Performance Standard/s: Practices self-management skills to prevent and control personal health issues and concerns to sustain and promote health wellness

Teacher Writer: Mark Lee Sarmiento

Grade Level: 10

Quarter: 1

GCED Domains: Cognitive, Behavioral

GCED Indicator/s: D1.1.d Analyze information from reliable relevant sources; D3.1.d Initiate actions about local, national, and global issues.

GCED Theme and Topic: T4.4 Health Issues affecting interaction and connectedness of communities at local, national and global levels.

Enhanced Content Standard/s: Demonstrates understanding of the economic, environmental and cultural guidelines and criteria in the selection and evaluation of health information, products and services.

Enhanced Performance Standard/s: Demonstrates critical thinking and decision-making skills in the selection, evaluation and utilization of health information, products and services based on environmental and economic compliance.

Teacher-Writers for Music

Teacher Writer: Mary Ann Vecino

Grade Level: 3

Quarter: 1

GCED Domain/s: Cognitive

GCED Indicator/s: D1.1.d Analyze Information from reliable and relevant sources

Theme and Topic: T3.1 Environment and Natural Resources

Enhanced Content Standard/s: Demonstrates understanding of the basic concepts of rhythm (using music and songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others and care for the environment).

Enhanced Performance Standard/s: 1) Performs simple ostinato patterns/simple rhythmic accompaniments on classroom instruments and other sound sources to a given song, and 2) Sing songs of the glocality that promote identity formation, shared responsibility, peace-oriented values, respect for others and care for the environment).

Teacher Writer: Amalia Andales

Grade Level: 6

Quarter: 1

GCED Domain/s: Cognitive, Socio-Emotional

GCED Indicator/s: D1.1.d Analyze information from reliable and relevant sources; D2.1.d Value humanity and nation as basis for identity and citizenship.

GCED Theme and Topic: T2. Culture and Intercultural relations; T2.1 Identity formation, protection, recognition, and advancement in multicultural societies.

Enhanced Content Standard/s: Demonstrates understanding of the concept of rhythm by applying notes and rests, rhythmic patterns, and time signatures (using music and songs from the locality and from other parts of the world that promote peace-oriented values, respect for others, and care for the environment)

Enhanced Performance Standard/s: Responds to beats (of the different music and songs from the locality and other parts of the world that promote peace-

oriented values, respect for others, and care for the environment) with appropriate conducting patterns of 2-4, 3-4, 4-4, and 6-8.

Teacher Writer: Martin Abraham Mejia

Grade Level: 10

Quarter: 1

GCED Domain/s: Cognitive, Socio-Emotional, Behavioral

GCED Indicator/s: D1.1.d. Analyze information from reliable relevant sources; D2.1.e Commit to Assume responsibility, mutual assistance, cooperation, and collaboration in various contexts in the world; D3.1 Ethically responsible and engaged actors for transformation.

GCED Theme and Topic: T2.2 Cultural Expressions and Intercultural exchanges and communication.

Enhanced Content Standard/s: Demonstrate understanding of 20th Century Music styles and Characteristic features (to acknowledge the shared identity and diversity).

Enhanced Performance Standard/s: Creates Municipal pieces using particular style/s of the 20th Century (to show understanding of shared Identity and diversity).

Teacher-Writers for Edukasyon sa Pagpapakatao

Teacher Writer: Donna B. Aquino

Grade Level: 3

Quarter: 1

GCED Domains: Cognitive, Socio-Emotional, Behavioral

GCED Indicator/s: D1.1.e Evaluate appropriate actions, consequences, and implications; D.2.1.e Commit to assume responsibility, mutual assistance, cooperation, and collaboration in various contexts in the world; D3.1.a Demonstrate ethical and responsible behavior for a just and sustainable society

GCED Theme and Topic: T2 Culture and Intercultural Relations

Enhanced Content Standard/s: Naipamamalas ang pag-unawa sa kahalagahan ng sariling kakayahan, pagkakaroon ng tiwala, pangangalaga, pag-iingat sa sarili tungo sa kabutihan at kaayusan ng pamilya at pamayanan, at paniniwala sa sariling kakayahan na makibahagi at magtagumpay sa isang patas na daigdig.

Enhanced Performance Standard/s: 1) Naipakikita ang natatanging kakayahan sa iba't ibang ng etikal at responsableng pamamaraan nang may tiwala, katapatan at katatagan ng loob, 2) Naisasabuhay ang iba't ibang patunay ng pangangalaga at pag-iingat para mapaunlad ang sarili, and 3) Naipakikita ang katapatan, pakikiisa at pagsunod sa mga tuntunin o anumang kasunduang

itinakda ng mag-anak na may kinalaman sa kalusugan at kaligtasan tungo sa kabutihan ng lahat at sustenableng pamumuhay.

Teacher Writer: Sheena N. Alih

Grade Level: 6

Quarter: 1

GCED Domain/s: Cognitive, Socio-Emotional, Behavioral

GCED Indicator/s: D1.1.a Recognize complex situations or problems; D2.1.d Value humanity and nation as basis for identity and citizenship; D3.1.c Act habitually based on respect and empathy.

GCED Theme and Topic: T5.4 Prevention of Conflicts, cultural inequities and Hate Crimes

Enhanced Content Standard/s: Naipamamalas ang pag-unawa sa kahalagahan ng pagsunod sa mga tamang hakbang bago makagawa ng isang desisyon para sa pagsulong ng ikakabuti ng lahat.

Enhanced Performance Standard/s: Naisasagawa ang tamang desisyon nang may pagsasalang-alang sa iba at katatagan ng loob para sa ikabubuti ng lahat.

Teacher Writer: Ronely M. Vergara

Grade Level: 10

Quarter: 1

GCED Domain/s: Cognitive, Socio-Emotional, Behavioral

GCED Indicator/s: D1.1.e Evaluate appropriate actions, consequences, and implications; D2.1.d Value humanity and nation as basis for identity and citizenship; D3.1.a Demonstrate ethical and responsible behavior for a just and sustainable society

GCED Theme and Topic: T5.1 Promotion and Advancement of Peace

Enhanced Content Standard/s: 1) Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa paggamit ng isip sa paghahanap ng katotohanan at paggamit ng kilos-loob sa paglilingkod/pagmamahal sa kapwa; 2) Naipamamalas ng mag-aaral ang pag-unawa sa tunay na gamit ng kalayaan at kaakibat na responsibilidad; 3) Naipamamalas ng mag-aaral ang pag-unawa sa dignidad at karapatang pantao.

Enhanced Performance Standard/s: 1) Nakagagawa ang mag-aaral ng mga angkop na kilos upang maipakita ang kakayahang masuri at mahanap ang katotohanan, maglingkod at magmahal; 2) Nakagagawa ang mag-aaral ng angkop na kilos upang maisabuhay ang responsableng paggamit ng tunay na kalayaan: tumugon sa tawag ng pagmamahal at paglilingkod; 3) Nakagagawa ng mga angkop na kilos upang maipakita sa kapwang itinuturing na mababa ang sarili na siya ay bukod-tangi dahil sa kanyang taglay na dignidad at pagkapantay-pantay ng bawat tao.

Teacher-Writers for Physical Education

Teacher Writer: Edgar D. Francisco

Grade Level: 3

Quarter: 1

GCED Domain/s: Cognitive, Socio-emotional, Behavioral

GCED Indicator/s: D1.1.e Evaluate appropriate actions, consequences, and implications; D2.1.e Commit to assume responsibility, mutual assistance, cooperation, and collaboration in various contexts in the world; D3.1.c Act habitually based on respect and empathy

GCED Theme and Topic: T4.2 Inclusivity and Equitable Development; T4.4 Health Issues affecting interaction and connectedness of communities at local, national and global levels

Enhanced Content Standard/s: The learner demonstrates understanding of the body parts in preparation for active participation in enjoyable physical activities that promote fitness, self-care, and respect.

Enhanced Performance Standard/s: The learner performs with coordination enjoyable movements of body awareness for personal fitness and health.

Teacher Writer: Anna Lou M. Carreon

Grade Level: 6

Quarter: 1

GCED Domain/s: Cognitive, Socio-emotional, Behavioral

GCED Indicators: D1.1.b Explain communicative contexts and respectful dialogue; D2.1.b Communicate various perspective through discourses and dialogues; D3.1.e Design initiatives to advance common good

GCED Theme and Topic: T2.2 Cultural Expressions and Intercultural Exchanges and Communication; T2.3 Diversity, Coexistence, Indigenization, and Global Communities; T4.4. Health issues affecting interaction and connectedness of communities at local, national, and global levels.

Enhanced Content Standard/s: The learner demonstrates understanding of participation and assessment of physical activities and physical fitness for personal, family, and community fitness and health.

Enhanced Performance Standard/s: The learner participates actively and assesses performance in target, striking, and fielding games physical activities. (eg. Target games (Tumbangpreso, tamaang-tao/batuhang bola, tatsing), striking.fielding games (syato, basagang palayok , kickball)

Teacher Writer: Leah Bulay-og

Grade Level: 10

Quarter: 1

GCED Domain/s: Cognitive, Socio-emotional, Behavioral

GCED Indicator/s: D1.1.c Illustrate connections from multiple perspectives and worldviews; D2.1.a Acknowledge the levels of shared identity and diversity: local, national, regional and global; D3.1.a Demonstrate ethical and responsible behavior for just and sustainable society

GCED Theme and Topic: T4.2 Inclusivity and Equitable Development
T4.4 Health Issues affecting interaction and connectedness of communities at local, national and global levels.

Enhanced Content Standard/s: Demonstrates understanding of global issues on lifestyle and weight management from multiple perspectives to promote fitness amidst diversity in the society.

Enhanced Performance Standard/s: Assumes responsibility in sustaining an active lifestyle to influence the physical activity participation for the people in the community and society, practices healthy eating habits that advocates and supports active lifestyle in the society

Teacher-Writers for English

Teacher Writer: Abdulcader Alsoufi

Grade Level: 3

Quarter: 3

GCED Domains: Socio-Emotional

GCED Indicator/s: Communicative various perspectives through discourse and dialogues.

GCED Theme and Topic: T2 Culture and Intercultural Relations; T2.1 Identity formation, protection, recognition, and advancement in multicultural societies; T2.2 Cultural Expressions and Intercultural Exchanges and Communication

Enhanced Content Standard/s: Demonstrates understanding of punctuation marks, rhythm pacing, intonation and vocal patterns as distinct features and conventions language that vary on culture, used guide for fluent reading and speaking.

Enhanced Performance Standard/s: Fluently expresses ideas about current issues in the community, the whole country, and in other parts of the world in various ways.

Teacher Writer: Ricky O. Aguilar

Grade Level: 6

Quarter: 1

GCED Domains: Cognitive

GCED Indicator/s: D1.1.d Analyze information from reliable and relevant sources

GCED Theme and Topic: T2.2 Cultural Expressions and Intercultural Exchanges and Communication; T1.4 Globalization: Processes and Challenges

Enhanced Content Standard/s: Demonstrates understanding of various verbal and non-verbal elements in orally communicating information from reliable and relevant resources.

Enhanced Performance Standard/s: Demonstrates understanding of various verbal and non-verbal elements in orally communicating information from reliable and relevant sources.

Teacher Writer: Jobeth Jang

Grade Level: 10

Quarter: 1

GCED Domain/s: Socio-economic Development and Interdependence

GCED Indicator/s: T4.4 Deepen understanding in the influence of English language, discover the interconnectedness in the daily interaction; T4.2 Inclusivity and equitable development

GCED Theme and Topic: Interaction. Interconnectivity. Inclusivity. Redeeming the English language as our heritage.

Enhanced Content Standard/s: Demonstrate understanding of how world literature and other text types serve as ways of expressing and resolving personal conflicts by promoting mental and emotional health; D2.1.e Commit to assume responsibility, mutual assistance, cooperation, and collaboration in various contexts in the world

Enhanced Performance Standard/s: Composition of short but powerful persuasive text that promotes Inclusivity education. The writing process should use a variety of persuasive techniques and devices; D2.1.g Demonstrate respect for different beliefs and expressions of spirituality.

Teacher-Writers for Mathematics

Teacher Writer: Marie Antoinette I. Lopo

Grade Level: 3

Quarter: 1

GCED Domains: Cognitive, Behavioral

GCED Indicators: D1.1.c Illustrate connections from multiple perspectives and world views; D1.1.d Analyze information from reliable and relevant sources; D3.1.a Demonstrate ethical and responsible behavior for a just and sustainable society

GCED Theme and Topic: T1.3 Interconnectedness of global, national, and local systems; T3.1 Environment and Natural Resources

Enhanced Content Standard: respectfully demonstrates understanding of addition and subtraction of whole numbers including money in multiple representations of various contexts.

Enhanced Performance Standard: explain their reasoning respectfully and apply addition and subtraction of whole numbers including money in mathematical problems using various contexts such as physical, social, or virtual environment.

Teacher Writer: Jocelyn T. Clemente

Grade Level: 6

Quarter: 1

GCED Domains: Cognitive, Socio-Emotional, Behavioral

GCED Indicators: D1.1.a Recognize complex situations or problems; D1.1.b Explain communicative contexts and respectful dialogue; D1.1.d Analyze information from reliable and relevant sources; D2.1.a Acknowledge the levels of shared identity and diversity: local, national, regional, and global; D3.1.c Act habitually based on respect and empathy

GCED Theme and Topic: T1.3 Interconnectedness of global, national, and local systems

Enhanced Content Standard: demonstrates understanding of the four fundamental operations involving fractions and decimals in various forms and as applied to local, national or global context.

Enhanced Performance Standard: able to justify outcomes in a respectful manner by applying the four fundamental operations involving fractions and decimals in mathematical problems and real-life situations and formulate possible actions on local, national or global issues.

Teacher Writer: Elma O. Jopia

Grade Level: 10

Quarter: 1

GCED Domains: Cognitive, Socio-Emotional

GCED Indicators: D1.1.a Recognize complex situations or problems; D1.1.d

Analyze information from reliable and relevant sources; D1.1.f Formulate arguments through reasoning with evidence; D2.1.a Acknowledge the levels of shared identity and diversity: local, national, regional and global

GCED Theme and Topic: T1.3 Interconnectedness of global, national, and local system

Enhanced Content Standard: Demonstrates understanding of key concepts of sequences, polynomials and polynomial equations relevant to local, national, or global community.

Enhanced Performance Standard: Formulates and solves local, national, or global problems involving sequences, polynomials and polynomial equations in different disciplines through appropriate and accurate representations.

Teacher-Writers for Science

Teacher Writer: Kristine Joan Barredo

Grade Level: 3

Quarter: 4

GCED Domains: Behavioral

GCED Indicator: D1.1.e Evaluate appropriate actions, consequences, and implications

GCED Theme and Topic: T3.4 Climate change, biodiversity, and sustainable development.

Enhanced Content Standard: Demonstrates understanding of people, animals, plants, lakes, rivers, streams, hills, mountains, and other landforms, and their importance.

Enhanced Performance Standard: Expresses their concerns about their surroundings through teacher-guided and self-directed activities.

Teacher Writer: Ranielle M. Navarro

Grade Level: 6

Quarter: 1

GCED Domain: Behavioral

GCED Theme and Topic: T3.3 Environmental Practices and Behaviors

GCED Indicator: D3.1.a Demonstrate ethical and responsible behavior for a just and sustainable society

Enhanced Content Standard: Demonstrates understanding of the different techniques in separating mixtures.

Enhanced Performance Standard: Separate desired materials from common and local products.



Teacher Writer: Melandro D. Santos

Grade Level: 8

Quarter: 2

GCED Domains: Cognitive, Socio-Emotional, Behavioral

GCED Theme and Topic: T3 Environmental Protection and Sustainability; T.3.4 Climate Change, Biodiversity, and sustainable development

GCED Indicators: D.I.I.a Recognize complex situations or problem; D.I.I.e Evaluate appropriate actions, consequences and implications; D2.1.e Commit to assume responsibility, cooperation and collaboration in various context in the world; D3.I.d Initiate actions about local, national issues (e.i. advocacies for stability) which can be taken individually and collectively.

Enhanced Content Standards: Demonstrates understanding of the concept of a species.

Enhanced Performance Standards: reports (e.g., through a travelogue) on the best practices that communities engage in to protect, and conserve endangered and economically important species

STUDENT ASSISTANTS' ORIENTATION

Project Director, Dr. Arviola and Deputy Project Director, Prof. Dellomos set a special meeting with the Student Assistants to welcome them and orient them about the project. The project overview and the project timeline were discussed to them, along with their tasks and responsibilities. The Student Assistants were given an opportunity to express their thoughts and feelings about the project and their involvement in it. They were informed that they would have to finish their school year and school requirements first before they would be tapped for the project.

EXPERT VALIDATORS' ORIENTATION

Kwentuhan with Expert Validators: Getting-to-Know-Space

Dr. Arviola facilitated the first part of the Expert Validators' Orientation by welcoming the participants and the Expert Validators one-by-one. In this part, he also gave an overview of the whole orientation program to set the minds of the participants on what they would expect from the program that afternoon.

Opening Remarks: Project Overview and Timeline Orientation

Prof. Dellomos presented an overview of the project and the project timeline. The schedule for Activity 2: Write-shop and Demo Teaching Videos from May 31 to July 25, 2021 was highlighted. The team decided to have the expert validation of the GLEs first before language editing in order for necessary revisions to be made before language editing.

Plenary Session - GCED Essentials: Relevance in the Philippines

Core Team Member, Dr. Hibanada discussed the Philippine Adaptation of GCED: Holistic Approach in Basic Education and Institutionalization (PAGHABI) Framework. It is the National Framework for Global Citizenship Education in Philippine Basic Education Curriculum. It explained how Global Citizenship Education is a response to the call for a more relevant education to develop Knowledge, Skills, and Attitudes (KSA) that learners need to make the world more just, peaceful, and sustainable.

Plenary Session - Discussion about the Manual for Writing GCED Lesson Exemplars

Core Team member, Dr. Bedural presented the first half of the manual for writing the GCED Lesson Exemplars in order for the Expert Validators to be familiarized with the content of the GLEs. The principles of GCED and how the GLEs were written (the Review-Develop-Validate phases) were discussed.

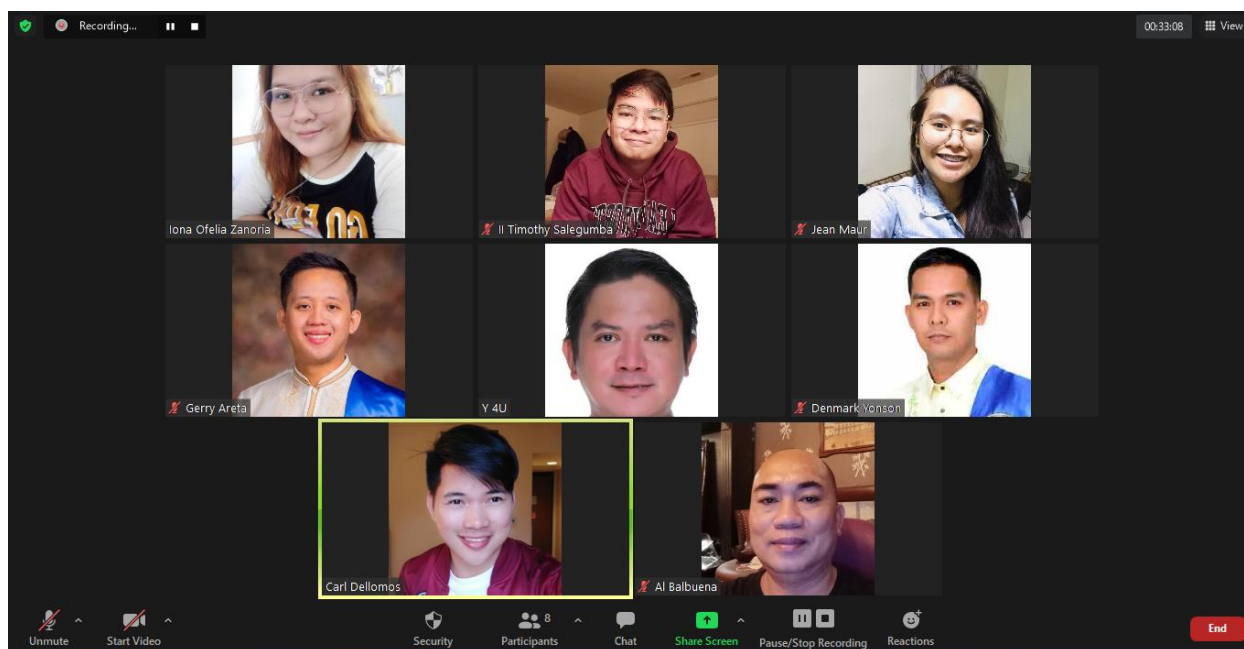
Core Team member, Prof. Areta presented the second half of the manual for writing the GCED Lesson Exemplars which includes the more technical aspects of the writing process. The GCED Integration Strategies (*Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, Pakikibahagi*), Assessment Tools and Methods, and the GLE Elements and Specifications on Content, Structure and Sequence were discussed.

Closing

In the middle and end of the program, Q&A sections were done for the Expert Validators to ask questions or raise any concerns about the project or their responsibilities. The Validators were informed that they would be provided with the copies of the necessary documents (Enhanced Standards, Manual, Validation Instrument) for the validation process.

By the end of July, the Team is expecting to finish the Activity 2 of GCED Curriculum Development and Integration Project in the Philippines Year 3.

PHOTOS



Cluster Coordinators' Orientation

Dialogue with Cluster Coordinators about the GCED Integration Manual

GCED
GLOBAL CITIZENSHIP EDUCATION
CURRICULUM DEVELOPMENT & INTEGRATION
PROJECT IN THE PHILIPPINES (YEAR 3)

STATEMENT OF PURPOSE AND LEARNING PLATFORM

SERAFIN A. ARVIOLA JR., PH.D.
Project Director, GCED Project Year 3

Teacher Writers' GCED Lesson Exemplar Orientation and Writeshop
Day 1

Recording 01:19:29 View

Participants 53 Chat Share Screen Record Reactions Leave

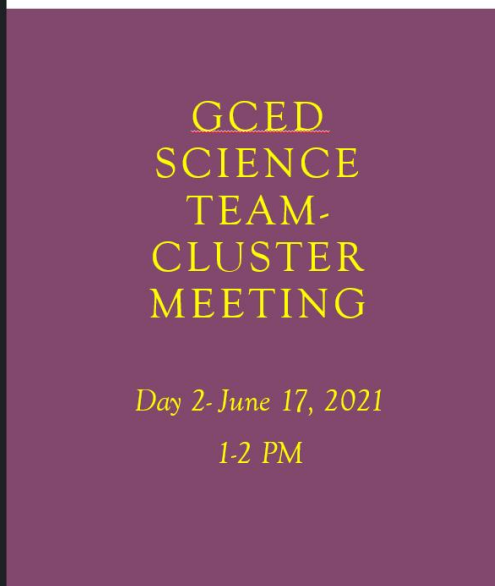
Teacher Writers' GCED Lesson Exemplar Orientation and Writeshop
Participants
Day 1



Teacher Writers' GCED Lesson Exemplar Orientation and Writeshop Day 1



Asynchronous Activity Day 2



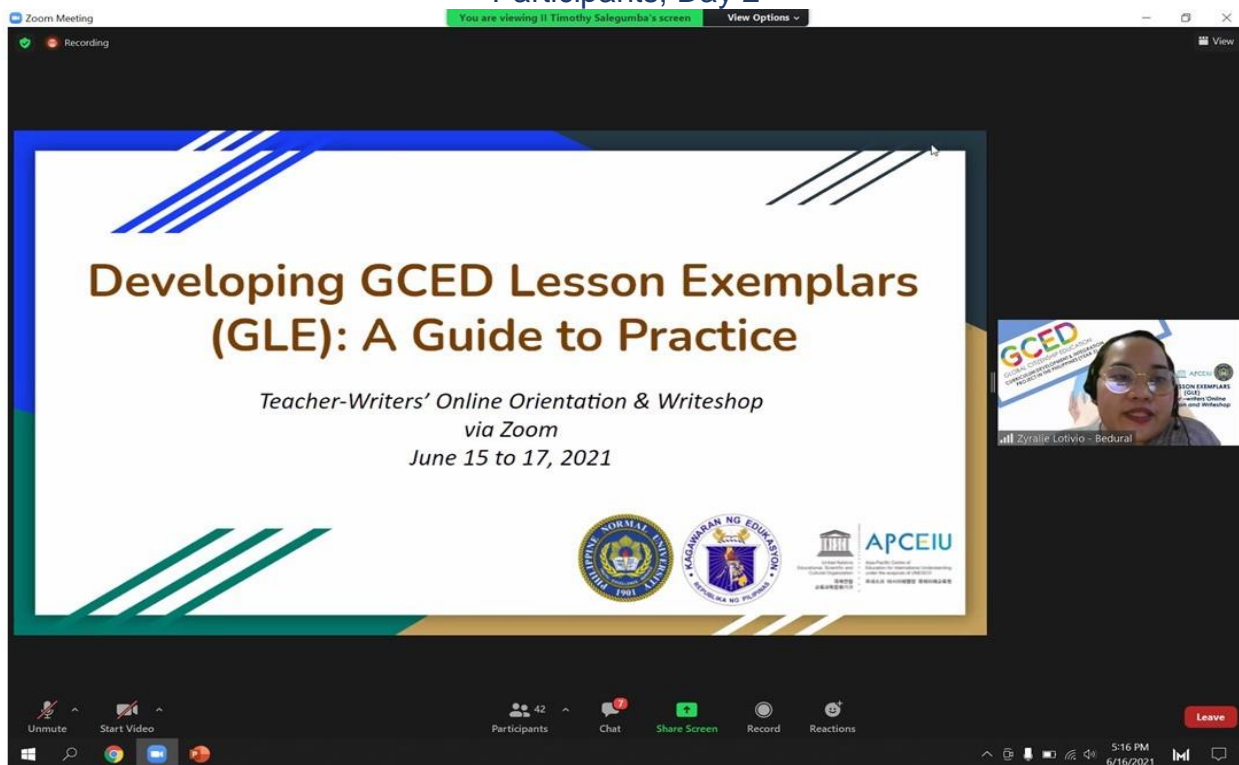
Asynchronous Activity
Day 2



Asynchronous Activity
Day 2

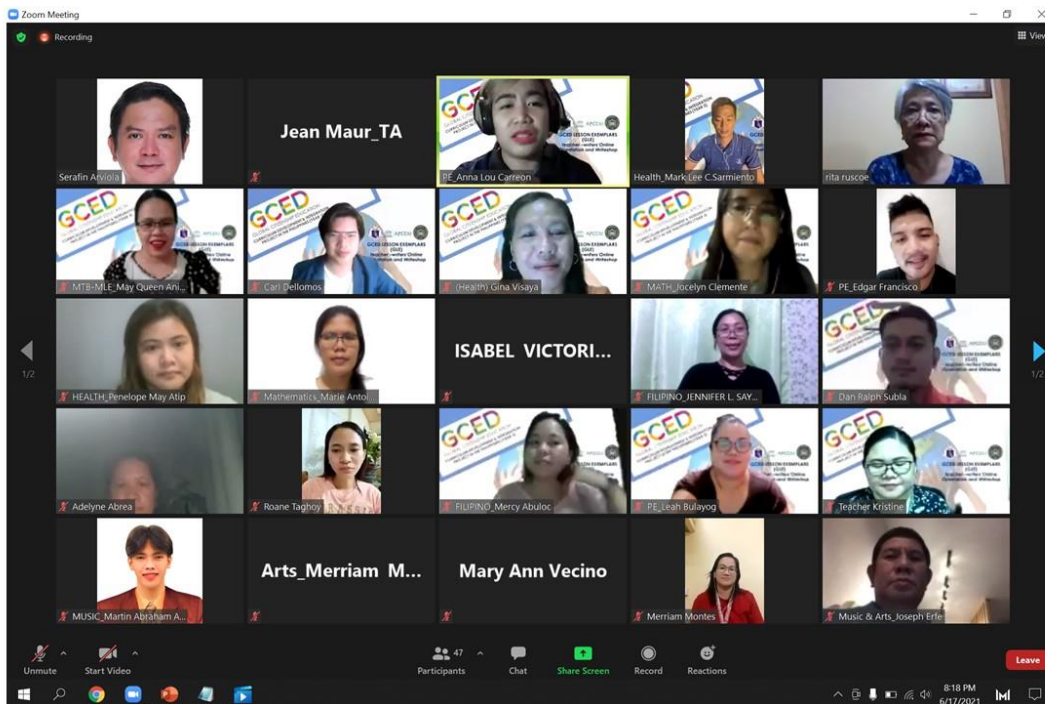


Teacher Writers' GCED Lesson Exemplar Orientation and Writeshop Participants, Day 2



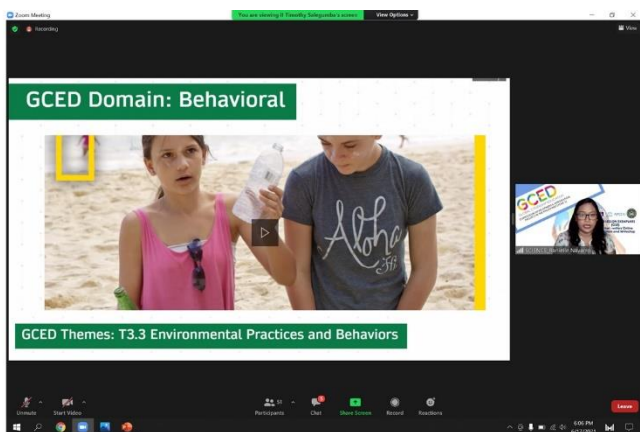
Teacher Writers' GCED Lesson Exemplar Orientation and Writeshop

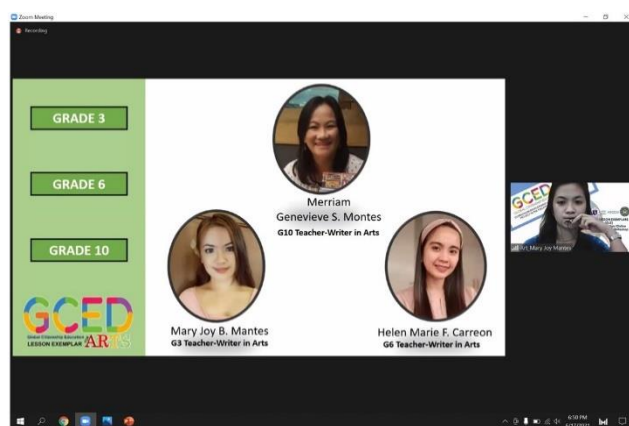
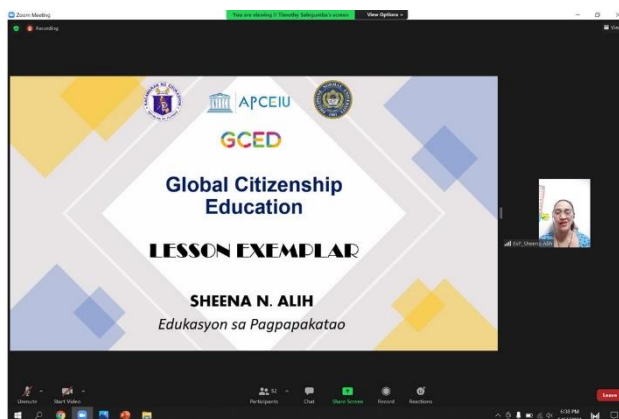
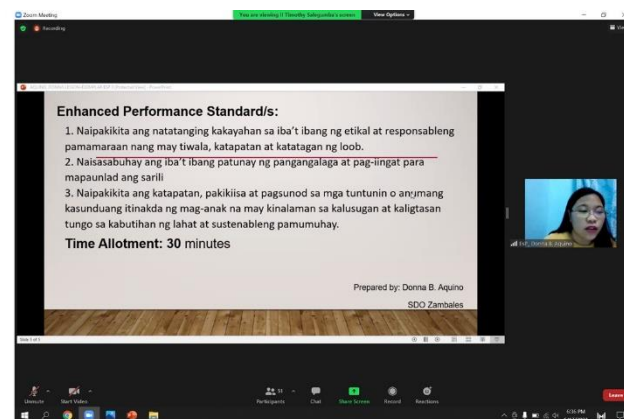
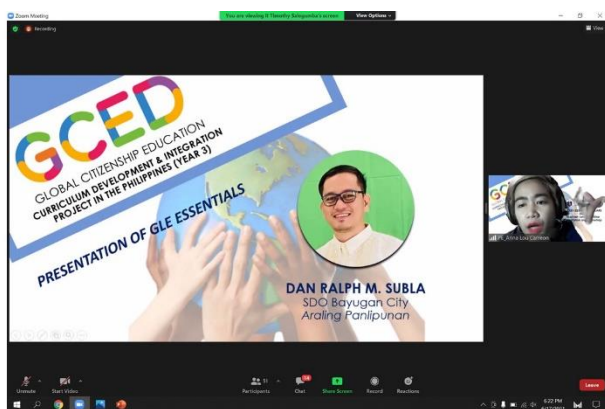
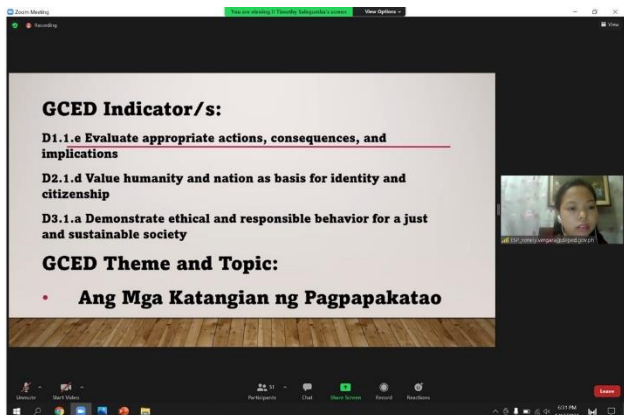
Participants, Day 2

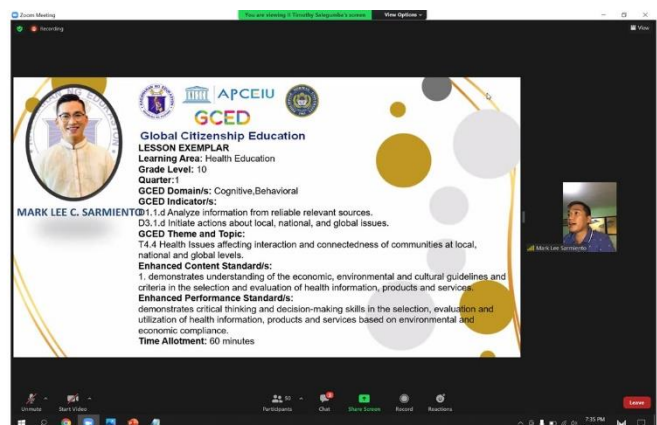
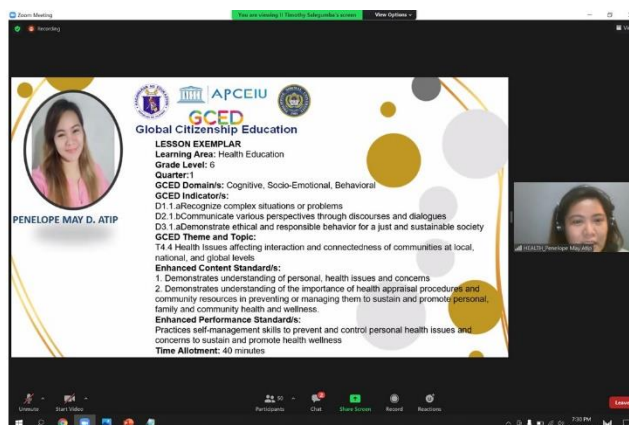
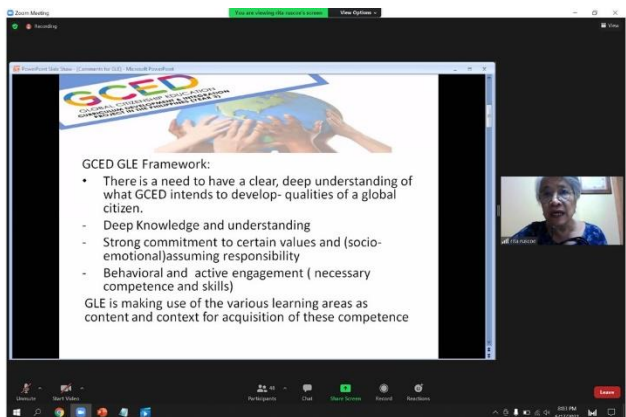
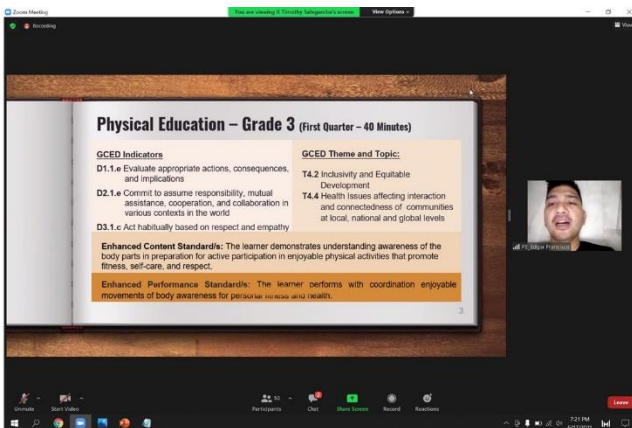
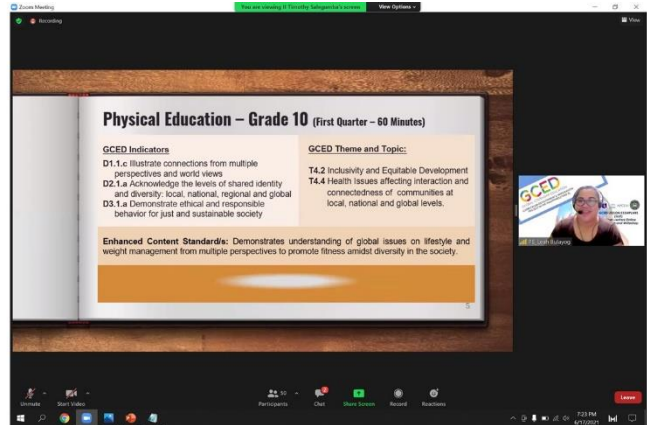
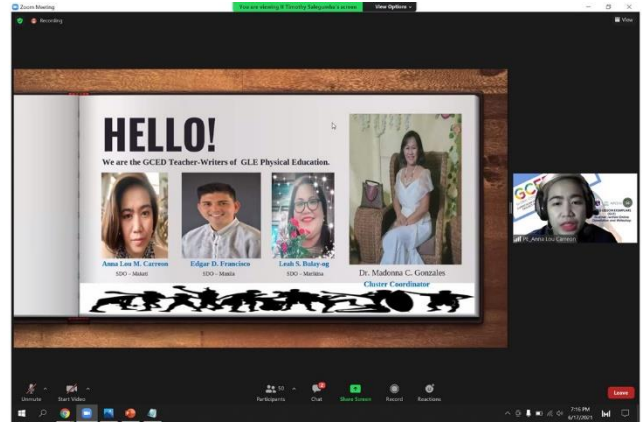


Teacher Writers' GCED Lesson Exemplar Orientation and Writeshop Participants, Day 3

Teacher Writers' GLE Presentation

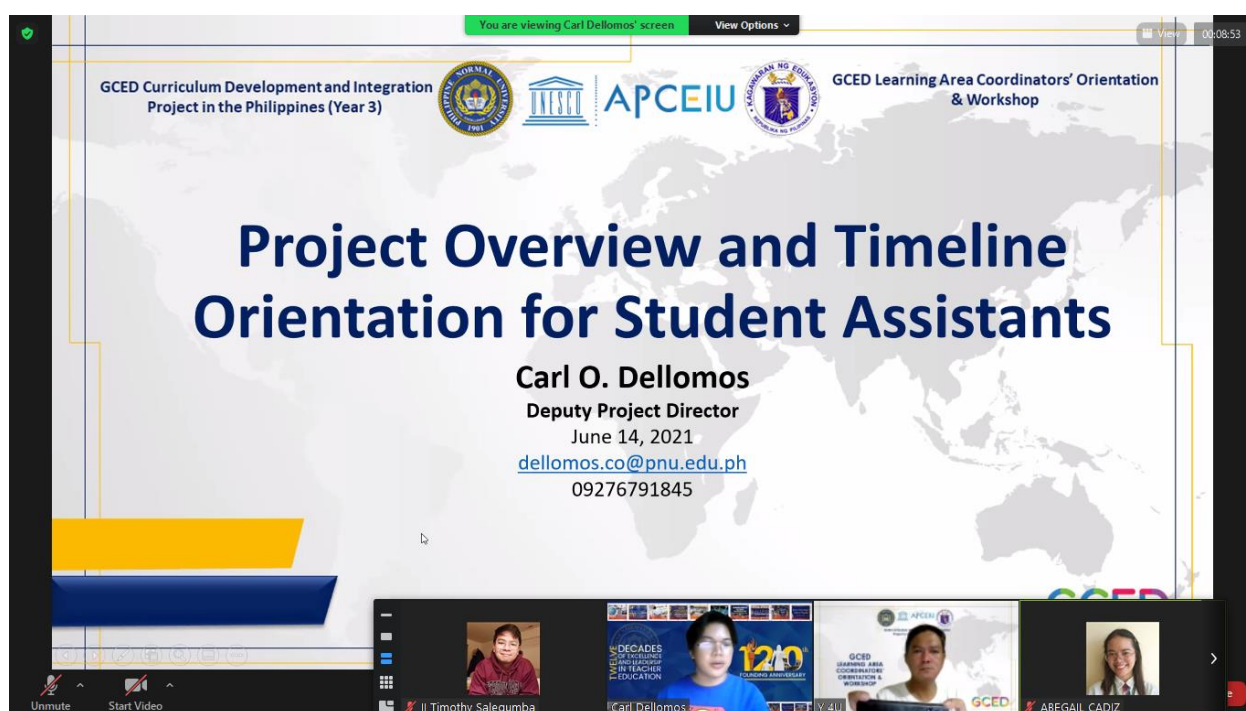




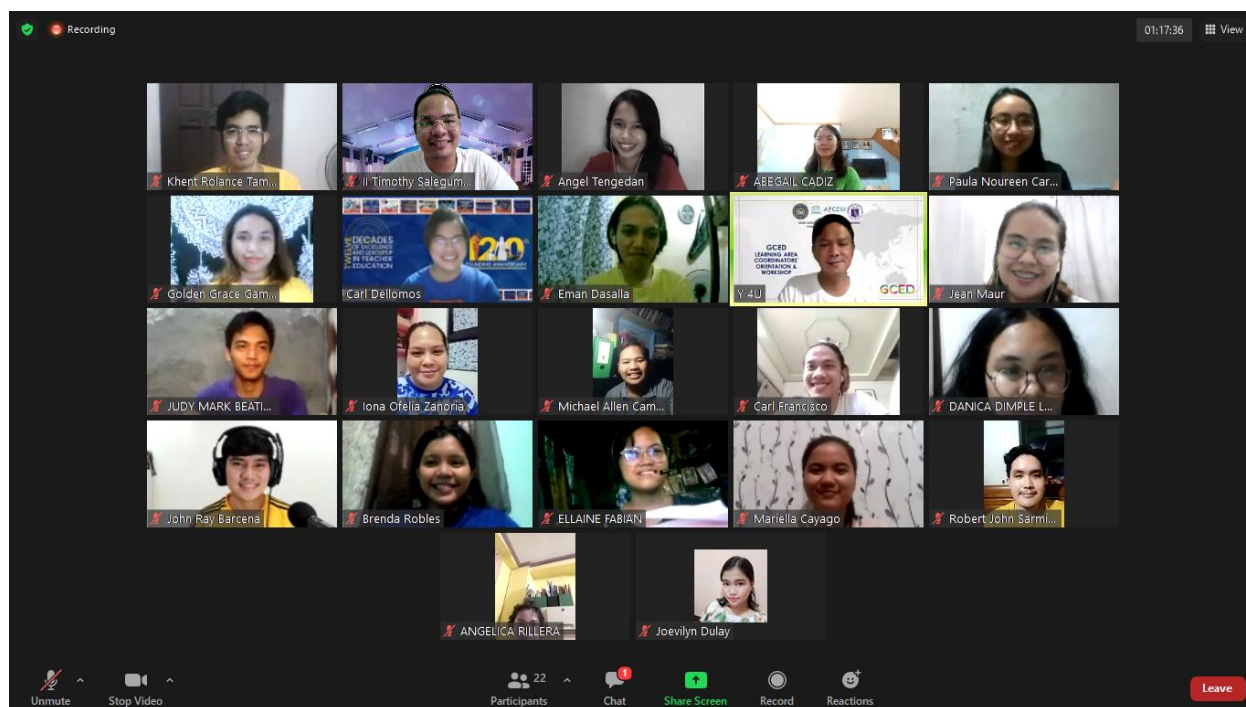




APCEIU



Student Assistants' Orientation



GCED Student Assistants



Expert Validators' Orientation



GCED Expert Validators