



**Department of Education
Region X - Northern Mindanao
DIVISION OF CAGAYAN DE ORO**

Fr. William F. Masterson, SJ Avenue, Upper Balulang, Cagayan de Oro City

Learning Activity Sheets in Community Engagement, Solidarity and Citizenship



SHARED OPTIONS

Senior High Alternative Responsive Education Delivery

Competence. Dedication. Optimism

Preface

It has been elaborated in research and literature that the highest performing education systems are those that combine quality with equity. Quality education in the Department of Education (DepEd) is ensured by the learning standards in content and performance laid in the curriculum guide. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential and that inclusively, all individuals reach at least a basic minimum level of skills.

In these education systems, the vast majority of learners have the opportunity to attain high-level skills, regardless of their own personal and socio-economic circumstances. This corresponds to the aim of DepEd Cagayan de Oro City that no learner is left in the progression of learning. Through DepEd's flexible learning options (FLO), learners who have sought to continue their learning can still pursue in the Open High School Program (OHSP) or in the Alternative Learning System (ALS).

One of the most efficient educational strategies carried out by DepEd Cagayan de Oro City at the present is the investment in FLO all the way up to senior high school. Hence, Senior High School Alternative Responsive Education Delivery (SHARED) Options is

operationalized as a brainchild of the Schools Division Superintendent, Jonathan S. Dela Peña, PhD.

Two secondary schools, Bulua National High School and Lapasan National High School, and two government facilities, Bureau of Jail Management and Penology-Cagayan de Oro City Jail and Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City, are implementing the SHARED Options.

To keep up with the student-centeredness of the K to 12 Basic Education Curriculum, SHARED Options facilitators are adopting the tenets of Dynamic Learning Program (DLP) that encourages responsible and accountable learning.

This compilation of DLP learning activity sheets is an instrument to achieve quality and equity in educating our learners in the second wind. This is a green light for SHARED Options and the DLP learning activity sheets will continually improve over the years.

Ray Butch D. Mahinay, PhD
Jean S. Macasero, PhD

Acknowledgment

The operation of the Senior High School Alternative Responsive Education Delivery (SHARED) Options took off with confidence that learners with limited opportunities to senior high school education can still pursue and complete it. With a pool of competent, dedicated, and optimistic Dynamic Learning Program (DLP) writers, validators, and consultants, the SHARED Options is in full swing.

Gratitude is due to the following:

- ❖ Schools Division Superintendent, Jonathan S. Dela Peña, PhD, Assistant Schools Division Superintendent Alicia E. Anghay, PhD, for authoring and buoying up this initiative to the fullest;
- ❖ CID Chief Lorebina C. Carrasco, and SGOD Chief Rosalio R. Vitorillo, for the consistent support to all activities in the SHARED Options;
- ❖ School principals and senior high school teachers from Bulua NHS, Lapasan NHS, Puerto NHS and Lumbia NHS, for the legwork that SHARED Options is always in vigor;
- ❖ Stakeholders who partnered in the launching and operation of SHARED Options, specifically to the Bureau of Jail Management and Penology-Cagayan de Oro City Jail and the Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City;

- ❖ Writers and validators of the DLP learning activity sheets, to which this compilation is heavily attributable to, for their expertise and time spent in the workshops;
- ❖ Alternative Learning System implementers, for the technical assistance given to the sessions; and
- ❖ To all who in one way or another have contributed to the undertakings of SHARED Options.

Mabuhay ang mga mag-aaral! Ito ay para sa kanila, para sa bayan!

Ray Butch D. Mahinay, PhD
Jean S. Macasero, PhD

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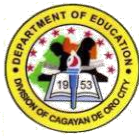
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COMMUNITY ENGAGEMENT, SOLIDARITY AND CITIZENSHIP

ACTIVITY NUMBER	LEARNING ACTIVITY TITLE	DATE	SCORE	ITEM
1	The importance of studying community dynamics and community action .			
2	Compare and contrast the definition of community			
3	Develop / affirm sense of shared identity			
4	Recognize diversities in communities			
5	Analyze functions of communities in terms, structures , dynamics and processes			
6	Compare and contrast typologies of communities			
7	Recognize the value of undertaking community action process.			
8	Acknowledge interrelationships of self and the community .			
9	Identify opportunities for community development.			
10	Recognize the importance of solidarity in sociopolitical processes			
12	Sense of value of social equity and gender equality			
13	Empowerment of community action			
14	Development of commitment and conviction			
15	Appraise the value of social equity and gender equality			
16	Methodology and approaches on community study in applied social sciences			
	Competence.	Dedication .	Optimism	



17	Research methods in conducting a community study.			
18	Develop community action plan			

Name:	Date:	Score:
Subject : COMMUNITY ENGAGEMENT , SOLIDARITY AND CITIZENSHIP		
Lesson Title : Concepts and perspective of community		
Lesson Competency : The learners will explain the importance of studying community dynamics and community action in relation to applied social sciences and the learners' future career options. (HUMSS_CSC12-IIIa-c-1)		
References : society">www.yourarticlelibrary.com>society http://sociologyguide.com/basic-concepts/Community.php		LAS No.1

Concepts of Community

Systems Perspective From a systems perspective, a community is similar to a living creature, comprising different parts that represent specialized functions, activities, or interests, each operating within specific boundaries to meet community needs. For example, schools focus on education, the transportation sector focuses on moving people and products, economic entities focus on



enterprise and employment, faith organizations focus on the spiritual and physical well-being of people, and health care agencies focus on the prevention and treatment of diseases and injuries (Henry, 2011).

Social Perspective A community can also be defined by describing the social and political networks that link individuals, community organizations, and leaders. Understanding these networks is critical to planning efforts in engagement. For example, tracing social ties among individuals

Virtual Perspective Some communities map on to geographically defined areas, but today, individuals rely more and more on computer-mediated communications to access information, meet people, and make decisions that affect their lives (Kozinets, 2002). Examples of computer-mediated forms of communication include email, instant or text messaging, e-chat rooms, and social networking sites such as Facebook, YouTube, and Twitter

Individual Perspective Individuals have their own sense of community membership that is beyond the definitions of community applied by researchers and engagement leaders.

Exercise ; Draw your own community perspective:

Name:	Date:	Score:
Subject : COMMUNITY ENGAGEMENT , SOLIDARITY AND CITIZENSHIP		
Lesson Title :Concepts and Perspective of Community		
Lesson Competency : Explain the importance of studying community dynamics HUMMS_CSC12-IIa-c-1		
References : http://sociologyguide.co/basic-concepts/Community.php		LAS No.: 2

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Exercise ; Draw your own community perspective:



Name:	Date:	Score:
Subject : COMMUNITY ENGAGEMENT , SOLIDARITY AND CITIZENSHIP Lesson		
Title :The importance of studying community dynamics and community action		
Lesson Competency : Learner explain the importance of studying community dynamics and community action HUMMS_CSC12-III a-c-1		
References : http://sociologyguide.co/basic-concepts/Community.php		LAS No.:3

Key Concepts:

What is community action? **Community action** is any activity that increases the understanding, engagement and empowerment of communities in the design and delivery of local services. The activities can vary in their objective, the role the community plays, the types of activities involved, their scale and their integration within the council. Community action will help the **community dynamics** or the degree of improvement of the community dynamics or the degree of improvement of the community. It is important to



understand these two because these will propel the success and stability of the communities. They go hand and hand and are proportionally related.

Class Activity:

Group yourselves into four (5) , List down maximum of ten(10) community activities that you have observe or experience in the society or community where you belong .Write in a manila paper and marker and make a community action plan.

Sample community action plan

Name:	Date:	Score:
Subject : COMMUNITY ENGAGEMENT , SOLIDARITY AND CITIZENSHIP Lesson		
Title :The importance of studying community dynamics and community action		
Lesson Competency : Learner explain the importance of studying community dynamics and community action HUMMS_CSC12-III a-c-1		
References : http://sociologyguide.co/basic-concepts/Community.php		LAS No.:3

Sample Action Plan

Problem: Underage youth in our community are drinking.							
Problem target population: 11 th and 12 th grade youth in Green County							
Intervening Variable/Underlying Condition: Youth are getting alcohol at local retailers. Checks show that 60% of retailers are not refusing sales to underage youth. [Retail Access]							
Strategy: Provide TIPS training							
Strategy target population: All retailers who sell alcohol in Green County							
Long Term Outcome: 90% of retailers in Green County will refuse to sell alcohol to underage youth.							
Action Steps	Time		Location	Process Indicators	Resources	Persons Responsible	Short-Term Outcome(s)
What will we do?	When will it happen?		Where will it happen?	How will we know it has happened?	What do we need to make this happen?	Who will make sure it happens?	What will success look like?

Name:	Date:	Score:
Subject : COMMUNITY ENGAGEMENT , SOLIDARITY AND CITIZENSHIP		
Lesson Title :Concepts and Perspective of Community		
Lesson Competency : Compare and contrast the definitions of community using various perspective , e.g. social sciences, institutions, civil society, and local / grassroots level HUMMS_CSC12-IIa-c-2		
References : http://sociologyguide.co/basic-concepts/Community.php		LAS No.:4

Key Concepts:

There are many ways to think about community. We will explore four of the most relevant, each of which provides different insights into the process of community engagement:

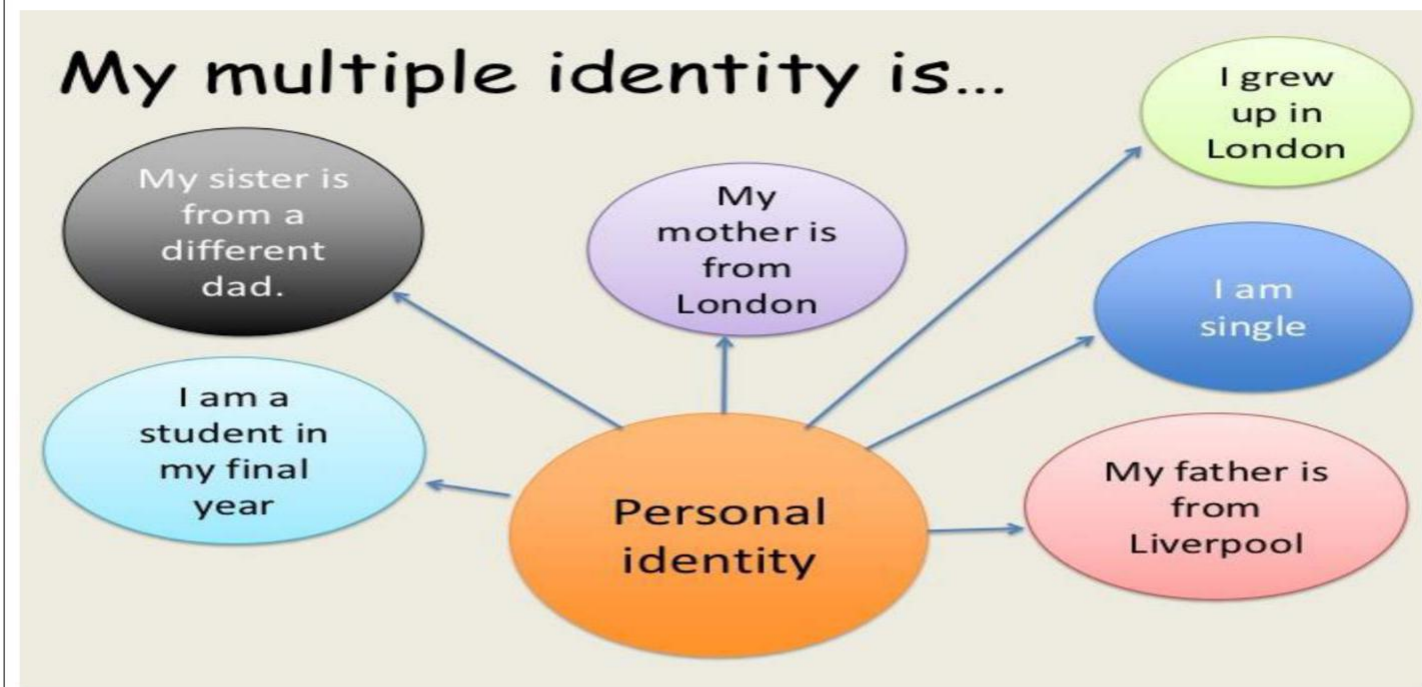
- 1. Systems Perspective** - a community is similar to a living creature, comprising different parts that represent specialized functions, activities, or interests, each operating within specific boundaries to meet community needs.
- 2. Social Perspective** - A community can also be defined by describing the social and political networks that link individuals, community organizations, and leaders.
- 3.Virtual Perspective** - Some communities map onto geographically defined areas, individual rely more and more on computer-mediated communications to access information, meet people, and make decisions that affect their lives.
- 4. Individual Perspective** - individuals have their own sense of community membership that is beyond the definitions of community applied by researchers and engagement leaders. Moreover, they may have a sense of belonging to more than one community.

Class Activity:

Get a $\frac{1}{2}$ crosswise sheet of paper, and explain in your understanding the differences of each community perspective and cite some examples

Name:	Date:	Score:
Lesson Title :Concepts and Perspective of Community		
Lesson Competency : Develop / affirm sense of shared identity and willingness to contribute to the attainment of the common good HUMMS_CSC12-IIa-c-3		
References : http://sociologyguide.co/basic-concepts/Community.php		LAS No.:5

Key Concepts:



The importance of shared identity and purpose, since every community occupies a spectrum of beliefs and values, all communities experience conflict. With a clear and shared identity and purpose, conflict is not a great threat.

Clear Identity

A clear sense of identity is expressed primarily through rituals and artifacts. A community that knows who it is and what it stands for can engage with other traditions without fear of being “tainted and without any need to convert the other.

Shared Purpose

Community must also develop a clear and shared purpose . along with a strong identity, shared purpose provides a “social glue” for its members.

Class Activity :

Each will have to make his or her Identity for the community, write it in a short bond paper.

Name:	Date:	Score:
Lesson Title :Concepts and Perspective of Community		
Lesson Competency : Recognize diversities in communities HUMMS_CSC12-IIa-c-4		
References : http://sociologyguide.co/basic-concepts/Community.php		LAS No.: 6

Key Concepts:

What are the diversities in communities?

It means understanding that each individual is unique and recognizing our individual differences. These can be along the dimensions of race , ethnicity, gender, sexual orientation , socio-economic status, age, physical abilities, religious beliefs, political beliefs and other ideologies.



•The values, beliefs, attitudes, languages, symbols, rituals, behaviors and customs unique to a particular group of people and that are down from generation to generation

•Often defined as a set of rules, because each culture provides a “blueprint” for its standard of living

Class Activity: Group yourselves into 4 members each, and have a role playing on the different dimensions of diversities that you have experience in your community.