



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 Introduction to Philosophy of the Human Person



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

Ray Butch D. Mahinay, PhD  
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**INTRODUCTION TO THE PHILOSOPHY OF HUMAN PERSON- SECOND QUARTER**

ACTIVITY NO.	LEARNING ACTIVITY TITLE	DATE	SCORE	ITEM
1	Holistic Versus Partial Point of View			
2	Our Human Activities from Reflection			
3	Importance of Doing Philosophy			
4	My Philosophical Reflection			
5	Opinion and Truth			
6	Analyzing Situations			
7	Methods of Philosophizing			
8	Evaluating Opinions			
9	My Limitations and Possibilities			
10	Possibilities for Transcendence			
11	The Human Body's Limitation			
12	Limitations and Possibilities for Transcendence			
13	The Disorder in the Environment			
14	Practicing Orderliness in our Surroundings			
15	Showing Care for the Environment			
16	Prudence and Frugality towards our Environment			
17	Our Actions and Their Consequences			
18	Exercising Prudent Choices			
19	The Role of Sacrifice in Making a Choice			
20	Exercising Freedom in Decision Making			
21	Accepting Each Other's Differences			
22	Appreciating People with Disabilities			
23	The Role of Dialogue in Intersubjectivity			
24	Skills and Talents of PWDs			
25	The Origin of Societies			
26	Forms of Societies and Individualities			
27	The Social Systems			
28	The Transformation of Human Relationships			
29	The Meaning of Life			
30	Setting Our Life Goals			
31	The Role of Death in Finding Life's Meaning			
32	Discovering the Essence of Our Existence			

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Holistic versus Partial Point of View		
Learning Competency: Distinguish a holistic perspective from a partial point of view. PPT11/12-Ia-1.1		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 1

CONCEPT NOTES

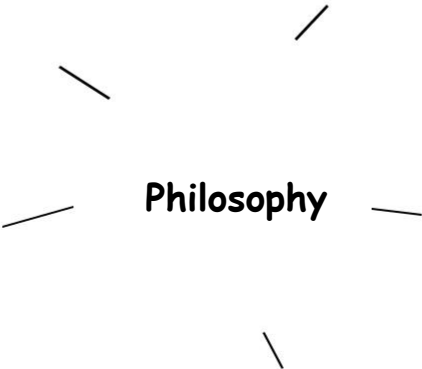
By nature, human beings are inquisitive. Out of our curiosity, we wonder about many things and ask a lot of questions. Questions that give meaning to our life experiences and the world we live in. Simple questions such as: "What is this?" "Why oceans are deep?" "Why flowers are colorful?" actually display a sense of wonder and curiosity.

The word PHILOSOPHY comes from the Greek words: *philos* (love) and *sophia* (wisdom). It is the study or discipline that uses human reason to investigate the ultimate causes, reasons, and principles which govern all things. People who engage in philosophy are called philosophers or "lovers of wisdom."

HOLISTIC THINKING is a view that considers large-scale patterns in a system while PARTIAL THINKING focuses on specific aspects of situation.



**EXERCISE:** Complete the graphic organizer by writing in the circles words that describe Philosophy





Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Our Human Activities from Reflection		
Learning Competency: Recognize human activities that emanated from deliberate reflection PPT11/12-Ib-1.2		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 2

## CONCEPT NOTES

In our daily lives, Philosophy has an important place. All people have a tendency to wonder and doubt. We also have a never-ending need to learn and discover new experiences.

PLATO, Greek philosopher explained man's need to philosophize because of his sense of wonder. French philosopher, RENE DESCARTES traced the need to philosophize to doubt. KARL JASPERS a Swiss-German philosopher saw experience as a reason for a man to philosophize. Finally, the love for wisdom drives a man to philosophize. SOCRATES is the philosopher who exemplified this idea.

**EXERCISE** Write **W** if it is a question out of state of **wonder**, **D** if it is out of **doubt**, and **E** for **experience**.

- \_\_\_\_\_ 1. Where did we come from?
- \_\_\_\_\_ 2. Why do we exist?
- \_\_\_\_\_ 3. Can I finish this course?
- \_\_\_\_\_ 4. What is my purpose in life?
- \_\_\_\_\_ 5. Is this medicine really effective?

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Importance of Doing Philosophy		
Learning Competency: Realize the value of doing philosophy in obtaining a broad perspective on life. PPT11/12-Ib-1.3		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 3

### CONCEPT NOTES

Doing philosophical reflections can be beneficial in everyday situations. **WISDOM** as a product of philosophizing, refers to one's ability to apply knowledge particularly in making sound decisions in daily life.

Philosophy will help a person in making critical analysis and interpretation of concepts, definitions, arguments, and problems. It also enhances the ability of a person on problem-solving and decision making. Moreover, it enables a person to communicate clearly and adequately present his or her ideas. Finally, knowledge of Philosophy can contribute to self-development.

**EXERCISE** Match the situations in column A to the importance of doing Philosophy in column B. Write the letter of your choice on the space before the number.

#### A

- \_\_\_\_\_ 1. Expressing ideas to others
- \_\_\_\_\_ 2. Determining one's purpose in life
- \_\_\_\_\_ 3. Processing information from TV advertisement
- \_\_\_\_\_ 4. Coming up with alternative solutions
- \_\_\_\_\_ 5. Knowing one's limitations and potentials

#### B

- a. Making critical analysis and interpretation
- b. Enhancing problem-solving and decision making
- c. Communicating clearly and presenting ideas
- d. Contributing to self-development

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : My Philosophical Reflection		
Learning Competency: Do a philosophical reflection on a concrete situation from holistic perspective. PPT11/12-Ic-1.4		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 4

## CONCEPT NOTES

Simple actions we do everyday take a new meaning when we start making reflections of it. When buying a pair of shoes for example, we usually ask: "Will this fit me?" "Will I feel comfortable wearing it?" However, when we start asking deeper questions like "Do I need to buy this?", "Is it worth spending for this item?", the simple act of buying shoes becomes different.

**REFLECTION** is examining one's thoughts, feelings, and actions. As you engages in reflecting, the more you learn about one's life and experiences. Reflection is vital in ensuring that our actions and decisions are well thought. It is also thinking in consideration of implications and consequences of actions. Reflection can also help us a lot in facing more challenges in life that needs sound decision.

**EXERCISE** The moment you wake up in the morning, reflect on the three (3) important things you have to do for a day. Write your thoughts on the space provided.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Opinion and Truth		
Learning Competency: Distinguish opinion from truth. PPT11/12-Ic-2.1		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 5

## CONCEPT NOTES

Everyday we encounter a lot of information from various sources. These information can be helpful or harmful. Helpful information leads us to right choices. On the other hand, harmful information can have harmful effects on our lives. For example, the use of falsely claimed miracle drug, the belief on news or event posted in social media.

How do we distinguish if someone is telling the truth? **TRUTH** is found at the heart of any inquiry. Knowledge must be truthful to gain validity and acceptance. **KNOWLEDGE** is the clear awareness and understanding of something. Statements which are observed to be real or truthful are considered **FACTS**. Statements that are not evidently or immediately known to be true is a **CLAIM**.

**EXERCISE** Write F if the statement is based on facts and C if it is stated as a claim.

- \_\_\_\_\_ 1. Playing basketball is better than volleyball.
- \_\_\_\_\_ 2. I know that birds fly.
- \_\_\_\_\_ 3. Flowers have different colors.
- \_\_\_\_\_ 4. I know that her family is good.
- \_\_\_\_\_ 5. He lives in Cagayan de Oro City.

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Analyzing Situations		
Learning Competency: Analyze situations that show the difference between opinion and truth. PPT11/12-Id-2.2		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 6

### CONCEPT NOTES

How do we know if something is true? The importance of belief in determining the truthfulness of a statement is emphasized by philosophers.

One basis for determining the truth is that **a belief is true if it can be justified or proven through the use of senses**. Our senses should be sufficient enough to determine the truthfulness of the statement. Another basis is, **a belief is true if it is based on facts**. It is by acquiring the supporting facts or getting people's views. Determining the truth also requires a person **to prove a belief through an action**. Statements that can be applied in real life is a way to prove its truthfulness. **Beliefs should be subjected to tests** as well in order to prove the validity of a statement.

**EXERCISE** Arrange the statements in the order of determining the truthfulness of a belief. Write the statements on the corresponding boxes.

"I was awarded as the MVP last year in our school."

"I am a basketball player."

"I passed the screening for varsity in basketball in school."

"I can dribble and shot the ball smoothly."

Ways of Proving the Truthfulness of Belief	Beliefs/Statement
1. Proving through the use of senses	
2. Based on supporting facts.	
3. Proving through actions.	
4. Subjected to tests.	

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Methods of Philosophizing		
Learning Competency: Realize that the methods of philosophy lead to wisdom and truth PPT11/12-Id-2.3		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 7

### CONCEPT NOTES

After knowing how philosophizing recognizes truth, it is then important to apply it in various situations in life. Everyday in our life, the ideas we encountered can be considered as truth or opinion.

Remember, **FACTS** are statements that are observed to be real of truthful. Statements that provide beyond facts are considered **OPINIONS**. These statements contain conclusions or perspectives which can be a basis for making an argument. **CONCLUSION** is a judgement based on facts. **ARGUMENTS** are reasons to convince the reader or listener.

**EXERCISE** Read the following statements. Determine which one states a fact or opinion. Write these statements on the corresponding column.

- The cat ate the fish in the table.
- His brother is selfish because he did not visit him for one month.
- For one month now, his brother did not visit him.
- It takes 30 minute walk from her home to school.
- It is better to attend a school near the home.

FACT	OPINION



Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Evaluating Opinions		
Learning Competency: Evaluate opinions. PPT11/12-Ie-2.4		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 8

CONCEPT NOTES

**OPINIONS** are statements that do not only give facts but also provide conclusions or perspectives which can be a basis for making an argument. However, opinions are also influenced by bias. We must be aware of these biases so that we can objectively determine the points of argument.

When there is **BIAS** in an opinion, a person having the opinion may have views and tendencies that affect the way the reality is seen. Bias cannot be avoided but what is important is that people engaging in the discussion are aware of the personal biases. Most common biases are the following: **Correspondence bias** is a tendency to judge a person's personality by his actions without regarding the external factors. **Confirmation bias** is readily accepting a belief that fits own views and reject others that go against it. **Framing** is focusing on a certain aspect only while ignoring the other aspects. **Hindsight** is to see the past events as predictable. **Conflict of interest** is a person or group has a vested interest in the issue. **Cultural Bias** is analyzing an event or issue based on one's cultural standards.

**EXERCISE** Match the type of bias in column A with the examples on column B. Write the letter of your choice on the space provided.

A		B
____1. Correspondence Bias		a. How can I accept this belief? I am a Bisaya!
____2. Confirmation Bias		b. These soldiers who fight in war are murderers also.
____3. Framing		c. Investigation has still not pointed the cause of fire but it appears to be the resident fault.
____4. Cultural Bias		d. As the father of the accused, I believe I have the right to express my opinion.
____5. Conflict of Interest		e. We Filipinos take care of our family members. It is okay to have extended family.

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : My Limitations and Possibilities		
Learning Competency: Recognize own limitations and possibilities. PPT11/12-If-3.1		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 9

CONCEPT NOTES

There is something in the person that makes him or her unique from other beings. The **SPECIAL TRAITS** that a human possess makes an individual **PERSON UNIQUE**.

**SELF-AWARENESS** is the first trait that defines a person. It refers to a clear perception of oneself - thoughts, emotions, identity, and actions. This awareness leads to the concept of the "self." That is being actively aware that you are perceiving and experiencing reality. Awareness of the self leads a person to experience interiority, the focused on one's inner life and identity. Another trait is **SELF-DETERMINATION** which refers to the capability of persons to make choices and decisions based on own preferences. We are persons because we act and are also aware of what we are doing. This is closely related to exercising one's freewill to do actions whenever we want from various alternatives. And that a person is also aware of the consequences of the choices he makes in accordance to morality. **EXTERNALITY** is another trait that defines a human person. This is the ability to reach out and interact with others and the world. Final trait that describes the human person is **DIGNITY**. All human beings have an inherent value or worth.

**EXERCISE** Explore your possibilities and limitations. In the "I Can" column, write the abilities and skills you can do. In the "I Can not" column, list down the things you have tried but you could not because you have limitations.

I CAN	I CANNOT



Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Learning Title : Possibilities for Transcendence		
Lesson Competency: Evaluate own limitations and the possibilities for their transcendence. PPT11/12-Ig-3.2		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 10

CONCEPT NOTES

Our body is not the only thing that defines us. There is unseen aspect of the human person which also defines us. This element is the **SPIRIT** which enables us to practice our distinct characteristics. The human person is an embodied spirit.

The person is also biologically deficient. It means that we are not equipped with all the best physical attributes. However, there is one important trait of human person that enables him to surpass his limits. This trait is **TRANSCENDENCE**.

**EXERCISE** Explore your possibilities for transcendence. Fill out the table with the appropriate responses.

I want to be...	I can achieve this by...
I want to do the following...	I can make this happen by....

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : The Human Body's Limitations		
Learning Competency: Recognize how the human body imposes limits and possibilities for transcendence. PPT11/12-Ih-3.3		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 11

CONCEPT NOTES

Using philosophical inquiry, we understand that we have a body although this body of ours is not a detached entity. Having a body implies ownership. This concept is introduced by **GABRIEL MARCEL**. For instance, nobody can claim ownership to my body other than myself. This follows that I am responsible for the well-being of my body.

Hence, we can not simply dismiss our body in the inquiry of our self. If we include our body as part of our inquiry, then we treat it not just a mere body. But as an embodied being, we face ourselves first, through our bodies. Our body is the starting point of inquiry.

**EXERCISE** List down three (3) of your favorite bodily features. Identify also your three (3) body parts you would like to enhance.

Parts of my body that I like	Parts of my body that I want to improve
1.	1.
2.	2.
3.	3.

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Limitations and Possibilities for Transcendence		
Learning Competency: Distinguish the limitations and possibilities for transcendence. PPT11/12-Ii-3.4		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 12

### CONCEPT NOTES

As human being in the world, we are also described as being-in-the-world. This means that we are born with limitations. Life becomes more difficult with our limitations but it also makes our lives more exciting and challenging.

French philosopher, Jean-Paul Sartre refers to **FACTICITY** as our first limitation. This are the things in our lives that are already given. Such as our parents, date and place we are born. Another limitation is our **SPATIAL-TEMPORAL** condition. We are limited because our life is just temporary. **BODY AS INTERMEDIARY** limits us because we can never fully and directly experience the world.

**EXERCISE** Write the information below.

1. Name of Father \_\_\_\_\_
2. Name of Mother \_\_\_\_\_
3. Date of Birth \_\_\_\_\_
4. Place of birth \_\_\_\_\_
5. Number of Siblings \_\_\_\_\_

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : The Disorder in the Environment		
Learning Competency: Notice disorder in the environment. PPT11/12-Ii-4.1		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 13

### CONCEPT NOTES

Philosophy seeks to understand the relationship of humanity and its environment. The discipline in Philosophy that studies the moral relationship of human beings and its environment is called **ENVIRONMENTAL PHILOSOPHY** or **ENVIRONMENTAL ETHICS**.

Environmental philosophers explore the roles of human beings in the natural world, the interaction between human activities and nature, and how humans respond to the challenges in the environment. It is understood that as a rational being, human beings has the capacity to preserve, transform, protect, and develop the environment.

**EXERCISE:** Describe the picture below in five (5) words.

1.

2.

3.

4.

5.
- 



Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Practicing Orderliness in our Surroundings		
Learning Competency: Notice things that are not in their proper place and organize them in an aesthetic way. PPT11/12-Ii-4.2		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 14

## CONCEPT NOTES

In understanding the relationship between humanity and the environment various perspectives can be used. Major views used by philosophers are anthropocentrism, biocentrism, and ecocentrism.

**ANTHROPOCENTRISM** considers humans the most significant species on the planet. Humans consider nature as a way to survive. Hence, humans are free to develop and transform one's environment. **BIOCENTRISM** gives equal importance to all organism on the planet. All organisms have an inherent value and so need to be protected. For instance, animals are protected by the government by imposing law such as R.A. 8485 "The Animal Welfare Act of 1998." **ECOCENTRISM** emphasizes on ecosystems and biological communities. Humankind is part of the whole biological system. Humans are considered stewards of nature.

**EXERCISE:** Identify three (3) objects that are not in proper place and where you should place it.

Objects	Where you found it?	Its proper place
Example. Mug	Bed	Kitchen
1.		
2.		
3.		

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Showing Care for the Environment		
Learning Competency: Show that care for the environment contributes to health, well-being and sustainable development. PPT11/12-Ij-4.3		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 15

CONCEPT NOTES

Given the challenges in our environment, philosophers emphasize on actions that address the environmental problems. One of the major approaches that drives environmentalism is **SUSTAINABLE DEVELOPMENT**. This concept focuses on the protection of the environment by reconciling human activities and economic development. It emphasizes on the wise choices we make in the use of our natural resources with regard to the future generation.

As human persons, being-in-the-world, our accountability is not only to respect our fellow but also everything in the world. Sustainability relies on three important concepts. **ENVIRONMENTAL INTEGRITY** is about maintaining the nature of the environment. Our activities should not drastically disrupt the surroundings, for example our landscapes. **ECONOMIC EFFICIENCY** refers to the practice of prudence in the use of our resources to ensure minimum waste. **EQUITY** is a concept that promotes conservation in consideration for the next generation.

**EXERCISE** Examine the picture below. How will you practice care and sustainability for our natural resources? Write one sentence.





Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Prudence and Frugality towards our Environment		
Learning Competency: Demonstrate the virtues of prudence and frugality towards our environment. PPT11/12-Ij-4.4		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 16

### CONCEPT NOTES

In making personal choices in the use of our natural resources, the values of prudence and frugality can guide us. **PRUDENCE** is our ability to regulate our own actions. **FRUGALITY** is being thrifty with the use of our resources.

The practice of prudence and frugality will ensure sustainability of our natural resources and lessen scarcity for future use. Upholding the concepts and values of environmentalism is our contribution in solving the greater environmental challenges.

**EXERCISE:** Examine the picture below that shows environmental problem. Write one simple step to help solve the problem.



1. \_\_\_\_\_

2. \_\_\_\_\_

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Our Actions and Their Consequences		
Learning Competency: Realize that "all actions have consequences." PPT11/12-IIa-5.1		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 17

### CONCEPT NOTES

All human actions have **CONSEQUENCES**. The act of choosing or the ability to choose is valuable because it gives the human person the reason to make deliberate actions out of motives that reveals his autonomy an agent or as an individual. The renowned French Existentialist, Sartre, said that "to act in bad faith is to allow others to choose for you or for a chance to take its lead. Chance and choosing are not incommensurable.

If a person has the capacity to choose, then that person can be held responsible over the consequences of his action. If the choice lies in his own hands, he would take considerable time before acting on something because he knows that if the consequence is not what he intends to happen, he gets the blame. Hence the person becomes prudent with choices he makes.

**EXERCISE** Write the possible consequence in the given human action.

ACTION	CONSEQUENCE
1. Helping others	_____
2. Throwing garbage anywhere	_____
3. Cheating	_____
4. Studying hard	_____
5. Smoking	_____



Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Exercising Prudent Choices		
Learning Competency: Evaluate and exercise prudence in choices PPT11/12-IIa-5.2		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 18

## CONCEPT NOTES

Another reality that we have to face as we exercise our freedom is the fact that freedom is experienced through the act of making choices. Although human freedom gives us the ability to think countless decisions and possible actions, we only get to choose and enact one of these possible actions or decisions.

When we make the choice to do a particular action, we can never go back and redo our actions and make another choice. Real life is not a movie where we can stop and rewind events and get a "second take" on the situation. Therefore, it is very important that when confronted with choices, we exercise caution and prudence and reflect on our possible courses of action.

**PRUDENCE** (good judgment) is achieved through reflection. This requires us to reflect on our actions, consider their effects, and make the proper choices regarding the most beneficial decisions or actions.

**EXERCISE** Write **P** if the statement describes a prudent (wise) act and **I** if it is imprudent (unwise).

- \_\_\_\_\_ 1. Overspending your daily budget.
- \_\_\_\_\_ 2. Recycling your used paper to reduce spending on office supplies.
- \_\_\_\_\_ 3. Paying your bills on time.
- \_\_\_\_\_ 4. Making rash decisions.
- \_\_\_\_\_ 5. Taking a test without studying.

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : The Limits of Freedom		
Learning Competency : Realize that: a. Choices have consequences b. Some things are given up while others are obtained in making choices PPT11/12-IIb-5.3		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 19

## CONCEPT NOTES

**HUMAN FREEDOM** should be exercised with control and a recognition of reasonable limits. We set limits to our own freedom and learn to moderate or control our thoughts, emotions, and actions depending on the situation. A person can never choose to limit his or her own freedom or even surrender it entirely it will result in greater benefits.

Limiting our freedom requires us to sacrifice certain self-interests and accept certain realities that are beyond our control. Our sense of right and wrong guides as in recognizing and deciding on the limitations to our freedom.

**EXERCISE:** Our society imposes restrictions on our individual freedom. Road signs, for instance, are placed to promote order and harmony. Identify the road signs below and write your answer on the blank provided.



1. \_\_\_\_\_



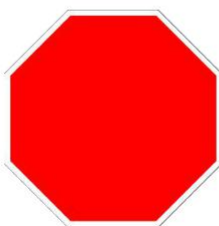
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Exercising freedom in Decision Making		
Learning Competency: Show situations that demonstrate freedom of choice and the consequences of their choices PPT11/12-IIc-5.4		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 20

### CONCEPT NOTES

**FREEDOM** is an intrinsic and essential property of the person. This means that the human person by nature is free being and that it is in his or her nature to seek freedom. An important indication of human freedom is the ability to make choices and perform actions. Our freedom to act sets us apart from other beings.

Freedom is rooted in the human person's self-determination and the exercise of intellect and free will. This means that a person's every action is freely determined and these actions define him or her. We can freely choose to be a good person and to act in a good way. This is the nature of **SELF-DETERMINATION**: that a person's actions determine what kind of person he or she becomes.

**EXERCISE:** Look at the situation below. Maria loses her balance and accidentally drops her books. As a good person, write down three ways to help her.



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Accepting Each Other's Differences		
Learning Competency: 6.1. Realize that intersubjectivity requires accepting differences and not to imposing on others PPT11/12-IIc-6.1		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 21

## CONCEPT NOTES

The interaction between the self and the other is related to the philosophical concept of **INTERSUBJECTIVITY** which is the mutual recognition of each other as persons. As humans, we have the natural and universal tendency to relate, to establish attachments and seek close relationships with other people. Our human nature drives us to reach out to other people and interact with them in meaningful ways.

Important values related to intersubjectivity include acceptance of differences and embracing diversity. We understand that each person is unique, therefore, differences will exist among groups of people. When we look at physical traits and even behavior, we can see that no two persons look and think the same. We have to accept that people have different views and beliefs. What unites us all is our shared **HUMANITY** and **DIGNITY**.

**EXERCISE:** Make a personal profile of yourself. Share your information in the class to show your uniqueness as a person.

- A. Name \_\_\_\_\_
- B. Nick Name \_\_\_\_\_
- C. Age \_\_\_\_\_
- D. Address: \_\_\_\_\_
- E. Language: \_\_\_\_\_
- F. Religion \_\_\_\_\_
- G. Hobbies: \_\_\_\_\_
- H. Music: \_\_\_\_\_
- I. Movie: \_\_\_\_\_

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Appreciating People with Disabilities		
Learning Competency: Appreciate the talents of persons with disabilities and those from the underprivileged sectors of society and their contributions to society PPT11/12-IIId-6.1		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 22

## CONCEPT NOTES

The recognition of our shared humanity and dignity is what drives us to extend assistance and act with concern towards others, especially towards individuals or groups that experience hardships and discrimination. For instance, those who are physically and mentally challenged often experience hardships because of their condition. Despite their limitations, many of them have successfully transcended their disabilities to become productive and happy individuals.

**HELEN KELLER** (1880-1968) was an American author, political activist, and the first deaf-blind person to earn a bachelor's degree. **NICHOLAS JAMES "NICK" VUJICIC** is an Australian evangelist and motivational speaker who was born with phocomelia, a condition in which a person is born with no arms and legs. And lastly, **ROSELLE AMBUBUYOG**. She is the first visually-impaired Filipino to graduate summa cum laude from Ateneo de Manila University in 2001. Despite her handicap (loss of vision), she was a consistent honors student.

**EXERCISE** Write the most extraordinary talent of the following PWDs:

1. Hellen Keller \_\_\_\_\_
2. Nicholas James "Nick" Vujicic \_\_\_\_\_
3. Roselle Ambubuyog \_\_\_\_\_



Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : The Role of Dialogue in Intersubjectivty		
Learning Competency: Explain that authentic dialogue means accepting others even if they are different from themselves PPT11/12-IIId-6.3		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 23

### CONCEPT NOTES

A **DIALOGUE** is an interaction between persons that happens through speech or the use of words, expressions, and body language. It occurs when two persons “open up” to each other and give and receive one another in their encounter. Genuine dialogue occurs when persons are willing to share themselves with one another. The awareness of each other’s presence as a true person is defined by the acceptance of each other’s uniqueness and differences.

For Martin Buber, human intersubjectivity is a true encounter through the three spheres of dialogue that “I” engages in. The **I-THOU** is the encounter between man and man where language is exchanged and is described as always mutual, real, and direct; it is an evidence of the reality of human intersubjectivity through language.

**EXERCISE:** Using the image below, write a simple conversation of former classmates who are re-united after 20 years.



Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Skills and Talents of PWDs		
Learning Competency: Perform activities that demonstrate the talents of persons with disabilities and those from the underprivileged sectors of society PPT11/12-Iie-6.4		
References : Introduction to the philosophy of Human Person by Aleli M. LAS No.: 24 Caraan by DIWA Learning Systems Inc. 2016		

CONCEPT NOTES

Various advocacies supporting persons with disabilities have resulted in the institution of events and commemorations such as **PARALYMPICS**, an international sport competition modeled after the Olympics that features athletes with disabilities. The United Nations has also instituted days of awareness. Such as World Down Syndrome Day (March 21), World Autism Awareness Day (April 2), and International Day of Persons with Disabilities (December 3).

Countries around the world are encouraged to celebrate these days with activities that highlight individuals with disabilities. In many of these events, people with disabilities come together to showcase their abilities and talents in talent shows, symposiums, and conventions. These events bring together "able" and "disabled" people in the spirit of friendship and cooperation.

**EXERCISE:** Based on the image below, identify the disability and the talent/ability of the PWD.



Disability \_\_\_\_\_  
Talent/Ability \_\_\_\_\_

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : The Origin of Societies		
Learning Competency : Recognize how individuals form societies and how individuals are transformed by societies PPT11/12-IIIf-7.1		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 25

## CONCEPT NOTES

Philosophers consider **SOCIETY** as the product of deliberate actions by individuals who come together in pursuit of a common goal. Society is considered unique among all other groups because of the nature of the human persons that compose it. As well as the relationships among its members. As individual persons, members of society are able to transform themselves and attain development through their interactions within society, in turn, humans are also able to influence society through their actions.

Thomas Hobbes, John Locke and Jean Jacques Rousseau proposed the **SOCIAL CONTRACT THEORY** to explain the origins of societies. Although there are variations on this theory, perhaps one common feature they all have is the fact that the different individuals enter into a kind of agreement with one another. Individual members put aside their self-interest in order to create a community where they may live in harmony with others.

**EXERCISE:** Man is not absolutely free in the society according to the Social Contract theorists. Government impose restrictions to create order. Give a governmental policy on the following:

1. Smoking \_\_\_\_\_
2. Waste Segregation \_\_\_\_\_
3. Jaywalking \_\_\_\_\_
4. Street Beggars \_\_\_\_\_
5. Parking \_\_\_\_\_



Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Forms of Societies and Individualities		
Learning Competency: Compare different forms of societies and individualities (eg. Agrarian, industrial and virtual) PPT11/12-IIg-7.2		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 26

## CONCEPT NOTES

**AGRARIAN SOCIETY** - is formed by people who organized themselves to cultivate land and produce food. The new inventions of tools such as ploughs combined with irrigation techniques, brought about an increase in food supplies.

**INDUSTRIAL SOCIETY** - the industrial society is a social system whose mode of production focuses primarily on finished goods that were made with the aid of machines. In industrial societies, the largest portion of the labor force is involved in mechanized production of goods and services.

**EDUCATIONAL SOCIETY** - education is also a form of a society composed of people whose main role is to transfer knowledge or information within an educational institution.

**VIRTUAL/SOCIAL NETWORKS** - it refers to all components that are part of a society's culture based on the functional rather the physical. It specifically refers to enhanced telecommunication systems and computing technology that people use to interact with each other within the said society.

**EXERCISE:** Identify if the item belongs to an Agrarian, Industrial, Educational or Virtual/Social Network. Write your answer on the blank.

1. Facebook \_\_\_\_\_
2. Farmlands \_\_\_\_\_
3. Factories \_\_\_\_\_
4. Schools \_\_\_\_\_
5. Youtube \_\_\_\_\_

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : The Social Systems		
Learning Competency: Explain how human relations are transformed by social systems PPT11/12-IIg-7.3		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 27

## CONCEPT NOTES

A **SOCIAL SYSTEM** consists of a group of individual actors interacting with each other in a situation that has at least a physical or environmental aspect. These actors are motivated in terms of a tendency toward "optimization of gratification" and whose relation to their situations, including each other, is defined and mediated in terms of a system of culturally structured and shared symbols.

There are four factors that make up social system and the relationships involved in forming it. First, a social system is composed of two or more individuals, which are called actors. Second, the actors interact with one another physically or in an environment. Third, the interaction is goal-directed, which means they are interacting because they have a goal to achieve. Fourth, the relationship is mediated by shared symbols.

**EXERCISE:** Arrange the following factors of Social System. Write 1 - 4 to signify the order.

The relationship is mediated by shared symbols. \_\_\_\_\_

A social system is composed of two or more individuals \_\_\_\_\_

The actors interact with one another physically or in an environment. \_\_\_\_\_

The interaction is goal-directed. \_\_\_\_\_

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : The Transformation of Human Relationships		
Learning Competency: Evaluate the transformation of human relationships by social systems and how societies transform individual human beings. PPT11/12-IIh-7.4		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 28

### CONCEPT NOTES

**SOCIAL SYSTEMS** are regarded as open systems, that is, the individuals in a social system have regular interactions with their environing systems (or the external environment). The environing systems include cultural and personality systems, the behavioral and other subsystems of the organism, and through the organism, the physical environment.

According to Talcott Parsons, an American Sociologist, social systems can be analyzed in many ways. In the **DYNAMIC MODES OF ANALYSIS**, social changes are inevitable and it would be difficult to maintain the order and organization of the social system. Members of the society are said to continually adapt to the changing environment. This change will then affect other roles and the interrelations and interactions in the family institutions.

**EXERCISE:** Write down the modern counterpart of the following:

THEN	NOW
1. Communicating through telephone	_____
2. Encoding through a typewriter	_____
3. Cooking over a wood fire	_____
4. Riding a carriage ( <i>Kalesa</i> )	_____
5. Handwashing clothes	_____

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : The Meaning of Life		
Learning Competency: Recognize the meaning of his/her own life PPT11/12-IIh-8.1		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 29

### CONCEPT NOTES

Attempts to find meaning in life is to seek to transcend the limits of an individual. According to Nozick, the phrase, **"THE MEANING YOU GIVE YOUR LIFE"** refers to the way you choose to transcend your limits, the particular package or pattern of external connections you successfully choose to exhibit. Life's meaning is naturally connected to the relationships a human person has with others. Although man is limited by mortality, he can use the traces to go beyond that limit.

Life's meaning will and cannot be reduced to the sum total of the value of all activities that you do or all the relationships that you have even if you are putting in 100% of your time and all your effort in such relationships. A person accepts the fact of universal finitude and limits, and struggles bravely to overcome and transcend his own limits so as thereby achieving meaningfulness. Each moment in man's life, he faces with the reality of limits but if he bravely struggles to overcome these limits, then his life becomes more meaningful.

**EXERCISE:** Despite the many limitations of man, life remains meaningful. List down five (5) common human limitations.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Setting Life Goals		
Learning Competency: Enumerate the objectives he/she really wants to achieve and to define the projects he/she really wants to do in his/her life PPT11/12-IIh-8.2		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016 <a href="http://www.actionforhappiness.org/take-action/set-your-goals-and-make-them-happen">http://www.actionforhappiness.org/take-action/set-your-goals-and-make-them-happen</a>		LAS No.: 30

## CONCEPT NOTES

One's **GOAL** refers to his ambition or effort; an aim or desired result. Goals are important in the sense that they give one direction in life. Having goals for things we want to do and working towards them is an important part of being human. It gives us a sense of meaning and purpose, points us in the direction we want to go and gets us interested and engaged, all of which are good for our overall happiness.

The strongest intention about one's life is a **LIFE PLAN** which is an individual's list of coherent, systematic purposes and intentions for his life. It specifies the person's major goals.

Over 2000 years ago, Aristotle said "Well begun is half done." With regards to goals, he's right (as he seems to have been on a lot of things). Paying attention to how we set our goals makes us more like to achieve them and achieving them makes us feel good about ourselves and our lives.

**EXERCISE:** List down five (5) personal goals you need to accomplish in the next ten (10) years.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : The Role of Death in Finding Life's Meaning		
Learning Competency: Explain the meaning of life (where will all these lead to) PPT11/12-IIh-8.3		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 31

## CONCEPT NOTES

The end of life is signaled by death. This phenomenon clearly shows the mortality of the human person. The phenomenon of **DEATH** is inevitable and is an undeniable fact of experience. Death is one of the possibilities of the human person.

Everyone faces the facticity or eventuality of death. As Victor Frankl said, **"DEATH ITSELF IS WHAT MAKES LIFE MEANINGFUL."** If you have accepted and understood the notion of death, you will be able to embrace the life that you have, including the reality of death. Death may limit the possibilities of being, but if death is a being's possibility, then human persons must contend and accept the impossibility to live infinitely.

Understanding and accepting death makes life meaningful because it limits the human possibilities and removes the human compunction of doing tasks and activities if life is infinite.

**EXERCISE:** An epitaph is an inscription on a tomb or a grave in memory of the person buried there. Create your own epitaph.



Rubric:

Message (10) \_\_\_\_\_

Creativity (10) \_\_\_\_\_

Neatness (10) \_\_\_\_\_



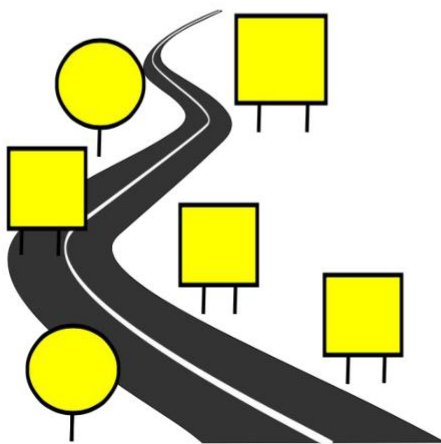
Name:	Date:	Score:
Subject : Introduction to the Philosophy of the Human Person		
Lesson Title : Discovering the Essence of Our Existence		
Learning Competency: Reflect on the meaning of his/her own life PPT11/12-IIh-8.4		
References : Introduction to the philosophy of Human Person by Aleli M. Caraan by DIWA Learning Systems Inc. 2016		LAS No.: 32

### CONCEPT NOTES

**EXISTENTIALISM** is a philosophical tradition that focuses on the centrality on the human person's existence. Through human condition (the inevitable positive or negative events of existence as a human being), a person realizes how it is to be human. One will understand how to live according to this nature through human condition. It is human nature which defines a human person, but it is through his or her condition that the nature of the human person is revealed.

The quest for meaning is a quest for **TRANSCENDENCE**. To understand that life is meaningful must also take into account that human life is finite and limited. Life's meaning is gained when you put yourself to activities which accepts your finite nature and limits, yet at the same time does not hinder you to try to overcome or go beyond limits. Thus, to find meaning is to bravely struggle against these limits and create a measure of organic unity between the different facets of one's life in one value-laden context.

**EXERCISE** Create a "life map" (symbol timeline) that illustrates your own life. Your life map must contain three (3) symbols that represent your personal struggles you have overcome in your life.



Rubric:

Content (10) \_\_\_\_\_

Creativity (10) \_\_\_\_\_

Neatness (10) \_\_\_\_\_