

Lesson 1: Relationship with the Earth

Learning Competencies: Notice disorder in an environment (PPT11/12-III-4.1)
Notice things that are not in their proper place and organize them in an aesthetic way (PPT11/12-III-4.2)



What's New?

Activity 1: "Living Encounter"

Walk around your backyard or your entire neighborhood and look for all organisms (which include but are not limited to domesticated animals and gardened plants) that you can find there. Copy the table below on a piece of paper and use it to jot down your observation.

Organisms	Present Condition (Short Description)	Possible Reason behind this Existing Condition
Ex. Chickens	Some of the chickens in our backyard are sick.	Abrupt changes in the weather condition.
1.		
2.		
3.		

1. Have you found a lot of plants and animals in your community? Are they generally well? Why? Why not?



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We can apply the principle of **environmental aesthetics** (*pagandaheh ng kapaligiran*) to create a clean and orderly environment. This philosophical view insists that by maintaining order in the environment we can bring out the natural beauty of the surroundings and in the process contribute to the well-being of the people and other organisms living in it. Needless to say, our appreciation of the beauty of nature can help us become more concern for the environment and move us to treat nature with great respect.



What's More?

Activity 2: Research on at least three (3) specific environmental problems happening in our country. Analyze them using any of the major philosophical views. Use the table below to guide you in your work.

Environmental Problem	Analysis

Research

Criteria	Rating				
The research made by the student is relevant to the topic.	5	4	3	2	1
The student's work convey a deep personal reflection about the topic	5	4	3	2	1
The analysis made are supported by clear arguments.	5	4	3	2	1
The work is creatively done and neat.	5	4	3	2	1



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Environmental integrity – refers to maintaining the state of the environment in the midst of human activities. Here, human activities are well-thought and managed in such a way that their impact to the ecosystems becomes minimal.

Economic efficiency – refers to the wise use of resources, that is, using the resources in their entirety, if possible, to avoid unnecessary waste.

Equity – demands that we use our natural resources in such a manner that these are conserved so that the next generation will be able to use them.

Prudence – the ability to discipline and govern one's actions and behavior.

Frugality – the quality of being economical on the use of one's resources.

How will you apply these principles and values in responding to the specific environmental concerns that you have in your home, school, and community? Please give concrete examples in the space provided:

Indeed, since it is human activity that has seriously threatened the integrity of the environment, it is also our duty to do something to restore it. We already have the tools of environmentalism and sustainability in our hands, why not start reaching out for the healing of this broken Earth—trees, fish, mountains, seas... lands?



What's More?

Activity 2. Pledge for the Earth. Reflect on how you and your family use natural resources at home. Then, write a pledge of commitment to personally promote a sustainable use of these resources in your household. Fill the table below with appropriate responses.

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Assessment

A. Answer each questions correctly in its corresponding item. Write your answers in your activity notebook.

- This refers to a branch of philosophy that is concerned with the natural environment and humanity's place in it.

A. Environmental ethics	C. Frugality
B. Environmental aesthetics	D. Prudence
- This view believes that man is the most important species on the planet.

A. Biocentrism	C. Anthropocentrism
B. Eccentrism	D. Environmentalism
- This view asserts that all organisms have intrinsic value and should be protected.

A. Anthropocentrism	C. Biocentrism
B. Environmentalism	D. Eccentrism
- This view places great value on ecosystem and biological communities.

A. Eccentrism	C. Environmentalism
B. Biocentrism	D. Anthropocentrism
- Which of these statements about humankind and nature is **not** true?

A. Humankind can use the resources without regard for the consequences.
B. Humankind has a unique relationship with nature.
C. Humans are capable of changing the environment.
D. Humans are stewards of nature.
- This view advocates action to address environmental problems.

A. Biocentrism	C. Eccentrism
B. Environmentalism	D. Anthropocentrism
- This is refers to a moral approach in understanding the relationship between humans and the environment.

A. Environmental justice	C. Environmental justice
B. Environmental aesthetics	D. Environmental ethics

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8. Which of the sentences below does **not** reflect environmental ethics?
- Humans must act together to solve environmental problems.
 - Natural disasters are unrelated to human activities.
 - We should reflect on how our actions affect the environment.
 - We must uphold the welfare of the earth and everything in it.
9. This concept refers to the fair distribution of environmental benefits and the burden of addressing climate change.
- Environmental aesthetics
 - Environmental justice
 - Environmental ethics
 - Environmental philosophy
10. Which of these statements is **not** related to sustainable development?
- Human activities must promote the integrity of the earth.
 - Natural resources are to be used wisely and efficiently.
 - Resources must be conserved for other people.
 - Humankind must use up all natural resources.
- B. Write TRUE if the statement is correct and FALSE if it is wrong.
11. Communities that do not practice proper waste disposal often have dirty surroundings.
 12. Human actions will always bring negative effects on the environment.
 13. One's misuse of a resource often means that other people do not benefit from it.
 14. Prudence is the ability to regulate one's actions and behavior.
 15. As human persons, it is our responsibility to treat with respect everything in our world.
 16. There is no need to preserve the environment for the next generation.
 17. Anthropocentrism considers humans as the least significant species on the planet.
 18. Environmental ethics can guide governments to commit to responsible action for the environment.
 19. Humankind is part of the world.
 20. Environmental integrity involves maintaining the state of the environment.



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AGUILAR INTEGRATED SCHOOL
Aguilar, pangasinan

GRADE 12 IPHP
Module 3 Quarter 1

DAY & TIME	LEARNING AREA	LEARNING COMPETENCIES	LEARNING TASKS	MODE OF DELIVERY
	<p>Introduction to the Philosophy of the Human Person (IPHP)</p> <p>/</p> <p>Pambungad sa Pilosopiya ng Tao (PPT)</p>	<p>1. Recognize own limitations and possibilities. (PPT11/12-If-3.1)</p> <p>2. Evaluate own limitations and the possibilities for their transcendence. (PPT11/12-Ig-3.2)</p>	<p>Answer the Pre-Assessment / What I know.</p> <p>LESSON 1: Understanding Human Person</p> <p>I. Accomplish the activities and guide questions provided:</p> <p>Activity 1.1: "Are We Humans?" Activity 1.2: Complete Me! Activity 1.3: "Poster-Making" (Use short / A4 bond paper)</p> <p>LESSON 2: Relationship Between the Body and the Spirit</p> <p>II. Accomplish the activities and guide questions provided:</p> <p>Activity 2.1: "My Viewpoint!" Activity 2.2: "Fill Me Out!" Activity 2.3: "This Is Me!"</p> <p>LESSON 3: Limitations and Transcendence</p> <p>III. Accomplish the activities and guide questions provided:</p> <p>Activity 3.1: "My Limitations!" Activity 3.2: "The Revitalized Me!" Activity 3.3: "My Commitme</p> <p>Answer the Assessment</p> <p>READING TASKS: IPHP: The Human Person as an Embodied Spirit Pambungad sa Pilosopiya ng Tao: Aralin 3</p>	<p>Textbook and supplementary reading materials in pdf form</p> <p>Asynchronous learning with videos – file/link will be via GC</p> <p>Send outputs to google classroom account provided or any other platform recommended by the school.</p>

