



Compiled Learning Resource Material for **Introduction to Philosophy**

(STRENGTHENED SENIOR HIGH SCHOOL)

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Module Pack Overview

This module pack follows the Grade 11 Introduction to Philosophy curriculum guide. The first two modules address Quarter 1 competencies on defining and doing philosophy. The third module begins Quarter 2 by applying philosophical methods to the human person as embodied, relational, and oriented toward human and social flourishing.

Module	Quarter	Main Competency	Major Output
1. Defining Philosophy	Quarter 1	Recognize the value of understanding the nature and importance of doing Philosophy.	Philosophy concept map and daily-life analysis
2. Doing Philosophy	Quarter 1	Recognize the importance of analyzing the ways of doing Philosophy.	Truth/opinion analysis and philosophical reflection journal
3. Philosophy of the Human Person	Quarter 2	Apply ways of doing Philosophy to the human person as embodied, with and for others, toward flourishing.	Human and social flourishing project proposal

Teacher Note
The modules are written for self-paced learning but include activities that can be done individually, in pairs, or in small groups. Teachers may adjust examples to local community issues, school policies, and learner contexts.

Module 1: Defining Philosophy

Curriculum Alignment

Curriculum Element	Alignment in this Module
Quarter	Quarter 1: Introduction to Philosophy
Content Standard	Learners demonstrate understanding of the nature, importance, and ways of doing Philosophy.
Performance Standard	Learners apply philosophical analysis, abstraction, and reflection to articulate the meaning of real-life experiences.
Learning Competency	Recognize the value of understanding the nature and importance of doing Philosophy.
Content Focus	Defining Philosophy; Western and Eastern beginnings of doing Philosophy; branches of Philosophy; importance of Philosophy.

Learning Objectives

At the end of this module, learners should be able to:

1. explain philosophy as a disciplined search for wisdom, meaning, and justified understanding;
2. compare selected Western and Eastern beginnings of philosophical inquiry;
3. describe the major branches of philosophy using everyday examples;
4. recognize the value of philosophy in making decisions, examining beliefs, and understanding real-life experiences; and
5. create a concept map that shows how philosophical questions connect to personal and social life.

Key Vocabulary

Term	Meaning in this module
Philosophy	A disciplined activity of asking fundamental questions about reality, knowledge, values, reason, human life, and meaning.
Wisdom	Good judgment that joins knowledge, reflection, values, and responsible action.
Metaphysics	The branch that asks what is real, what exists, and what reality is like.
Epistemology	The branch that asks what knowledge is, how we know, and what counts as a good reason for belief.
Ethics	The branch that asks what is good, right, fair, and responsible.
Logic	The branch that studies correct reasoning and the structure of arguments.
Aesthetics	The branch that asks about beauty, art, taste, and interpretation.
Eastern Philosophy	A broad term for Asian philosophical traditions such as Chinese, Indian, Buddhist, Confucian, Daoist, and other traditions.

Term	Meaning in this module
Western Philosophy	A broad term for philosophical traditions associated with ancient Greek inquiry and later European and global philosophical developments.

Before You Begin: Quick Check

Directions: Answer briefly in your notebook. This is not graded for mastery; it helps you check what you already know.

1. What do you think is the difference between asking a scientific question and asking a philosophical question?
2. Write one important life question that cannot be answered by a calculator or search engine alone.
3. Give one example of a belief you hold. What reason do you have for believing it?
4. What does it mean to be wise? Is wisdom the same as intelligence? Explain briefly.
5. List two topics that you think philosophers discuss.

Lesson 1.1 - What Is Philosophy?

The word philosophy is often explained from the Greek terms *philos*, meaning love, and *sophia*, meaning wisdom. In school, however, philosophy should not be treated only as a definition to memorize. Philosophy is an activity: it trains the learner to ask clearer questions, examine reasons, test assumptions, and connect ideas to life. The Department of Education curriculum describes Introduction to Philosophy as a subject that develops critical thinking, problem-solving, reflective thinking, and decision-making skills while deepening understanding of the human person and relationships.

Philosophy begins when a person does not settle for a quick answer. Instead of asking only, "What happened?" philosophy also asks, "What does it mean?" "How do we know?" "What should we do?" and "What kind of person or community are we becoming?"

Example

A student asks, "Should I join a school organization even if it will make my schedule busier?" A practical answer may list pros and cons. A philosophical answer goes deeper: What kind of growth matters to me? What duties do I have to myself, my family, and my classmates? What does a meaningful student life look like?

Lesson 1.2 - Western and Eastern Beginnings of Doing Philosophy

Many cultures developed philosophical thinking. The curriculum uses the terms Western and Eastern beginnings, but these should not be treated as two fixed boxes. They are broad labels that help learners recognize different historical starting points, questions, and styles of inquiry.

Tradition/Beginning	Common Questions	Classroom Example
Ancient Greek/Western inquiry	What is reality? What is justice? What is virtue? How should reason guide life?	Socrates asks a learner to define courage, then tests the answer through questioning.
Classical Chinese philosophy	How can society become harmonious? What is the role of virtue, ritual, compassion, and good governance?	A class discusses how respect, family duties, and community rules shape a peaceful school.
Indian philosophical traditions	What is the self? What is liberation? How are knowledge, action, and	A learner reflects on whether a person is only the body, only the mind, or an embodied self acting in

Tradition/Beginning	Common Questions	Classroom Example
	suffering connected?	the world.
Filipino philosophical reflection	How do loob, kapwa, pakikipagkapwa, and responsibility shape human life?	A learner examines why "walang pakialam" can harm classroom community and why pakikipagkapwa matters.

Western philosophy is often introduced through ancient Greek questioning, especially the use of reasoned dialogue to examine ideas. Eastern traditions include several rich philosophical sources from Asia. For example, classical Chinese philosophy includes Confucianism, Mohism, Daoism, Legalism, and Chinese Buddhism, while Indian traditions examine selfhood, consciousness, embodiment, and liberation. Filipino philosophizing may begin from lived language and experience, such as loob, kapwa, pagkamakatao, and concrete community life.

Lesson 1.3 - Branches of Philosophy

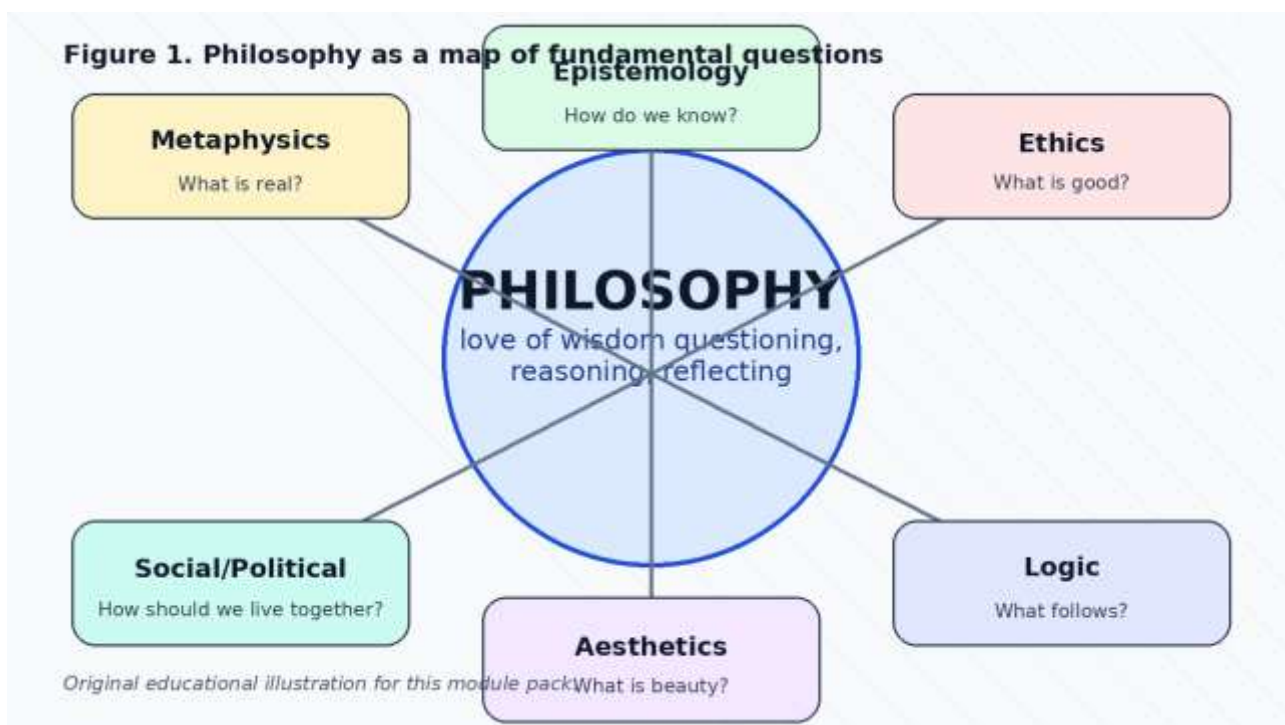


Figure 1. Philosophy as a map of fundamental questions. Use the figure to connect branches of philosophy to real-life questions.

Branch	Central Question	Sample Classroom Question	Real-Life Connection
Metaphysics	What is real?	Is a person the same person after major changes in beliefs, body, or relationships?	Identity, death, God, mind-body questions, freedom.
Epistemology	How do we know?	When is a social media post believable?	Research, testimony, fake news, evidence.
Ethics	What should we do?	Is it right to copy homework if everyone is doing it?	Character, duty, responsibility, fairness.
Logic	What follows from what?	Does the conclusion really follow from the reasons given?	Debate, problem-solving, avoiding fallacies.

Branch	Central Question	Sample Classroom Question	Real-Life Connection
Aesthetics	What is beauty or artistic value?	Can a song be meaningful even if it is not popular?	Art, design, taste, cultural expression.
Social and Political Philosophy	How should we live together?	What makes a school rule just?	Law, rights, governance, citizenship.

Lesson 1.4 - Why Philosophy Matters

Philosophy matters because human beings do not merely react to life; they interpret it. We make judgments about what is true, what is good, what is meaningful, and what kind of future is worth building. Philosophy helps learners pause, clarify, and act with reasons rather than impulse alone.

- **It develops critical thinking.** Learners learn to ask whether a claim is clear, supported, consistent, and fair.
- **It improves self-understanding.** Learners examine their values, goals, fears, and assumptions.
- **It strengthens dialogue.** Learners practice listening, giving reasons, and disagreeing respectfully.
- **It supports ethical decision-making.** Learners consider consequences, duties, rights, virtues, and human dignity.
- **It connects school learning to life.** Philosophy asks how knowledge should guide action in family, school, society, and the natural world.

Activity 1: Philosophy in Daily Life Log

Suggested Time	30-40 minutes
Materials	Notebook or worksheet
Output	A completed daily-life log with three experiences and philosophical questions.

Instructions:

1. Choose three ordinary experiences from the past week, such as helping at home, posting online, choosing friends, buying food, or dealing with conflict.
2. For each experience, write one factual question, one ethical question, and one meaning question.
3. Identify which branch of philosophy is most connected to each question.
4. Write a two-sentence reflection explaining how asking philosophical questions changed the way you viewed the experience.

Analytical Criteria:

- Questions are connected to real experiences, not invented situations only.
- The learner correctly identifies branches of philosophy and explains the connection.
- The reflection shows depth, honesty, and movement from ordinary observation to philosophical insight.

Activity 2: East-West-Filipino Comparison Matrix

Suggested Time	45-60 minutes
Materials	Notebook, printed module, optional library or internet access
Output	A comparison matrix and one explanatory paragraph.

Instructions:

1. Create a table with three columns: Western beginning, Eastern beginning, and Filipino/local reflection.

2. Write one key question for each column. Example: Western - What is justice? Eastern - What creates harmony? Filipino/local - What does pakikipagkapwa require?

3. Give one everyday situation where each question matters.

4. Write a paragraph answering this guide question: Why is it important to learn philosophy from more than one tradition?

Analytical Criteria:

- Comparison identifies both similarities and differences without stereotyping traditions.
- Examples are concrete and culturally sensitive.
- Explanation shows why plural perspectives enrich philosophical understanding.

Performance Task 1: Philosophy Concept Map

Suggested Time	60-90 minutes
Materials	Long bond paper or digital page, coloring materials if available
Output	A concept map with written explanation.

Instructions:

1. Place the word Philosophy at the center of the page.
2. Add at least five branches of philosophy around the center.
3. For each branch, write one key question and one real-life example.
4. Add at least two traditions or beginnings of philosophy and connect them to questions they commonly emphasize.
5. At the bottom, write a 100-150 word explanation of your concept map.

Analytical Criteria:

- The map accurately represents philosophical branches and questions.
- Connections are explained, not merely decorated.
- Examples demonstrate why philosophy is valuable in real life.
- The final explanation shows clear understanding of the nature and importance of philosophy.

Rubric:

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Accuracy of Concepts	All branches and traditions are accurately described.	Most concepts are accurate with minor gaps.	Some concepts are confused or incomplete.	Concepts are mostly inaccurate or missing.
Depth of Explanation	Explains connections using clear reasons and examples.	Explains connections with adequate reasons.	Gives limited explanation; examples may be vague.	Little or no explanation is given.
Use of Examples	Examples are concrete, relevant, and varied.	Examples are relevant but somewhat ordinary.	Examples are present but weakly connected.	Examples are missing or unrelated.
Organization	Work is easy to follow and visually clear.	Work is generally organized.	Organization needs improvement.	Work is difficult to follow.
Reflection	Reflection shows genuine philosophical insight.	Reflection shows adequate personal understanding.	Reflection is brief or mostly descriptive.	Reflection is missing or superficial.

Module 1 Assessment

Directions: Choose the best answer or write a brief response as indicated.

1. Which branch of philosophy asks about knowledge and justification?

- A. Ethics
- B. Epistemology
- C. Aesthetics
- D. Metaphysics

2. Which question is most clearly ethical?

- A. What is the chemical formula of water?
- B. Is it fair to keep a promise even when it becomes difficult?
- C. How many students are in class?
- D. What time does the bell ring?

3. Explain in 3-4 sentences why philosophy is more than memorizing famous thinkers.

4. Give one example of a philosophical question from your own life and identify its branch.

5. Why should learners avoid treating Eastern and Western philosophy as stereotypes?

Reflection Exit Ticket

Complete this sentence in your notebook: Philosophy becomes valuable to me when _____ because _____.

Module 2: Doing Philosophy

Curriculum Alignment

Curriculum Element	Alignment in this Module
Quarter	Quarter 1: Introduction to Philosophy
Content Standard	Learners demonstrate understanding of the nature, importance, and ways of doing Philosophy.
Performance Standard	Learners apply philosophical analysis, abstraction, and reflection to articulate the meaning of real-life experiences.
Learning Competency	Recognize the importance of analyzing the ways of doing Philosophy.
Content Focus	Doing Philosophy; differentiating truth and opinion; differentiating scientific or factual truth from philosophical truth; philosophical analysis; philosophical abstraction; philosophical reflection.

Learning Objectives

At the end of this module, learners should be able to:

1. distinguish truth from opinion using criteria such as evidence, reasons, and openness to correction;
2. differentiate scientific or factual truth from philosophical truth;
3. apply philosophical analysis by clarifying concepts and examining arguments;
4. apply philosophical abstraction by moving from concrete experiences to general ideas; and
5. write a philosophical reflection that connects experience, concepts, reasons, and personal insight.

Key Vocabulary

Term	Meaning in this module
Truth	A claim or judgment that is supported by reality, evidence, good reasons, or sound argument depending on the kind of question asked.
Opinion	A personal belief, preference, or viewpoint that may be reasonable but is not automatically proven.
Factual Truth	Truth supported by observation, records, measurement, reliable testimony, or empirical evidence.
Scientific Truth	A well-supported explanation based on systematic observation, testing, measurement, and revision.
Philosophical Truth	Truth explored through conceptual clarity, logical argument, value judgment, meaning, and reflective reasoning.
Analysis	Breaking down an idea, claim, or argument into parts to clarify meaning and test reasoning.
Abstraction	Moving from a concrete case to a general idea, principle, or pattern.
Reflection	Careful thinking about experience in order to understand meaning, values, assumptions, and possible action.

Before You Begin: Quick Check

Directions: Answer briefly in your notebook. This is not graded for mastery; it helps you check what you already know.

1. Write one statement that is clearly factual and one statement that is clearly an opinion.
2. Can an opinion be reasonable? Explain in one sentence.
3. What is the difference between proving a fact and defending a value?
4. What do you usually do when you disagree with someone?
5. Why might a philosophical question remain important even if people disagree about the answer?

Lesson 2.1 - Truth and Opinion

Doing philosophy begins with careful attention to claims. A claim is something that can be affirmed or denied. Some claims are factual, such as "The school library opens at 8:00 a.m." Other claims express preference, such as "Morning classes are better than afternoon classes." A third group raises philosophical issues, such as "A good education should form character, not only skills."

An opinion is not automatically wrong. Opinions may be shallow, biased, informed, responsible, or well-reasoned. The philosophical task is not to silence opinion but to examine it. We ask: What is the claim? What reasons support it? What assumptions are hidden? What evidence would change our mind?

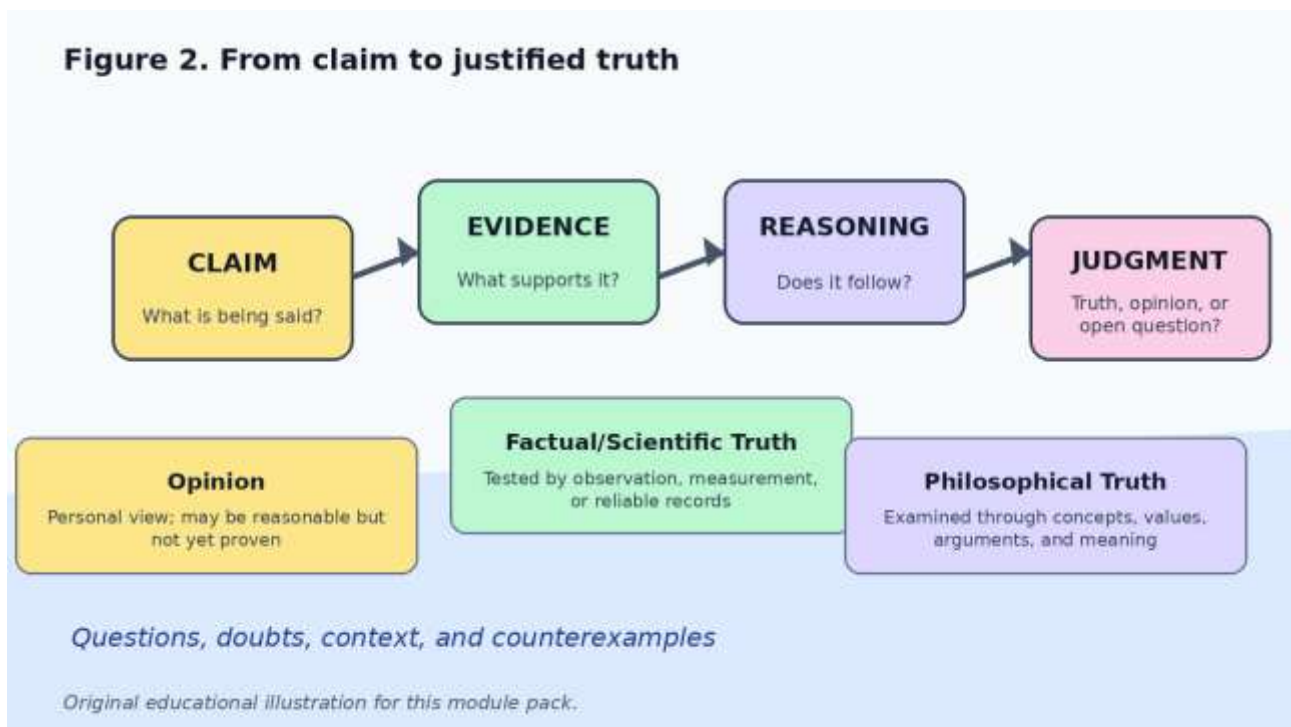


Figure 2. Use the bridge to examine whether a claim is an opinion, factual truth, scientific truth, or philosophical truth.

Statement	Likely Type	Why?	What to Ask Next
The classroom temperature is 30 degrees Celsius.	Factual truth	Can be checked by measurement.	Was the thermometer accurate?
This classroom feels uncomfortable.	Opinion with experiential basis	It depends partly on personal experience.	What conditions make it uncomfortable?
Students learn better in respectful classrooms.	Philosophical and empirical claim	It involves values and may also be studied through evidence.	What do we mean by respectful and better learning?

Statement	Likely Type	Why?	What to Ask Next
Cheating is wrong even when no one is caught.	Philosophical truth claim	It concerns ethics, responsibility, and character.	What reasons support the claim? Are there counterexamples?
Water boils at 100 degrees Celsius at sea level.	Scientific/factual truth	It can be tested under specified conditions.	What conditions affect boiling point?

Lesson 2.2 - Scientific/Factual Truth and Philosophical Truth

Scientific or factual truth is usually tested by observation, measurement, reliable records, experiments, or systematic inquiry. For example, the claim "The plant grew 5 cm in two weeks" can be checked by measurement. The claim "The barangay implemented a recycling policy in 2024" can be checked through official records.

Philosophical truth is examined through reasons, concepts, values, and arguments. For example, "A person should care for the environment even when no one is watching" cannot be settled by measurement alone. We must examine concepts such as responsibility, common good, dignity, future generations, and moral duty.

Important Distinction

Scientific truth and philosophical truth are not enemies. A wise decision often needs both. For example, deciding whether a community should ban single-use plastic needs factual data about pollution and philosophical reasoning about responsibility, fairness, and the common good.

Lesson 2.3 - Ways of Doing Philosophy

- **Philosophical analysis:** Clarify concepts, identify assumptions, examine arguments, and test whether conclusions follow from reasons.
- **Philosophical abstraction:** Move from a concrete case to a more general idea. A learner may begin with one classroom conflict and abstract the larger ideas of justice, respect, power, or responsibility.
- **Philosophical reflection:** Return to lived experience with deeper awareness. Reflection asks not only what happened but what it reveals about values, identity, relationships, and action.

Worked Example: Analyzing Freedom

Claim: "Freedom means doing whatever I want."

Philosophical Step	Application
Clarify the concept	Does freedom mean absence of rules, ability to choose, self-control, or creating meaningful possibilities?
Identify assumptions	The claim assumes that desire is enough to justify action.
Test with examples	If a person wants to bully someone, is doing so an expression of true freedom or misuse of freedom?
Abstract a principle	Freedom may require responsibility because choices affect the self and others.
Reflect	My freedom becomes more meaningful when it is guided by reason, values, and concern for others.

Activity 1: Truth, Opinion, and Philosophical Claim Sort

Suggested Time	30-40 minutes
Materials	Notebook or printed worksheet

Suggested Time	30-40 minutes
Output	A classification table with explanations.

Instructions:

1. Copy the ten statements given by your teacher or create ten statements from news, school life, family life, and social media.
2. Classify each as factual/scientific truth, opinion, philosophical claim, or mixed claim.
3. For each classification, write one reason. Do not write only the label.
4. Choose one mixed claim and explain what evidence and what philosophical reasoning are needed to evaluate it.

Analytical Criteria:

- Classifications are based on clear criteria, not guessing.
- Reasons identify evidence, values, assumptions, or concepts involved in the claim.
- The learner recognizes that some claims are mixed and require both empirical and philosophical evaluation.

Activity 2: Philosophical Analysis Worksheet

Suggested Time	45-60 minutes
Materials	Notebook, pen, optional news article or school issue prompt
Output	A completed analysis worksheet.

Instructions:

1. Choose one claim from this list or from your context: "Rules limit freedom," "Grades define success," "Respect must be earned," or "Technology makes people less human."
2. Define the two most important concepts in the claim.
3. Write two reasons that support the claim and two reasons that challenge it.
4. Identify one hidden assumption behind the claim.
5. Write a revised claim that is clearer and more balanced.

Analytical Criteria:

- Definitions are clear and avoid circular explanations.
- Supporting and opposing reasons are fair and relevant.
- The revised claim shows improved precision and philosophical balance.

Performance Task 2: Philosophical Reflection Journal

Suggested Time	60-90 minutes
Materials	Notebook or one-page worksheet
Output	A 400-600 word philosophical reflection journal entry.

Instructions:

1. Choose one real experience involving disagreement, decision-making, fairness, responsibility, identity, or truth.
2. Describe the experience in 5-6 sentences without blaming or exaggerating.
3. Identify the philosophical concept involved, such as truth, freedom, justice, dignity, responsibility, or respect.

4. Analyze the situation by stating the issue, assumptions, reasons on different sides, and possible consequences.
5. Abstract one general lesson from the experience.
6. End with a reflection: What will you think, say, or do differently next time?

Analytical Criteria:

- The entry shows analysis, abstraction, and reflection, not only narration.
- The learner connects personal experience to a philosophical concept.
- The reflection is honest, respectful, and action-oriented.

Rubric:

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Conceptual Clarity	Key concepts are precisely defined and consistently used.	Definitions are clear with minor imprecision.	Definitions are present but vague.	Concepts are undefined or confused.
Quality of Reasons	Reasons are relevant, logical, and balanced.	Most reasons are relevant and logical.	Reasons are limited or one-sided.	Reasons are unsupported or irrelevant.
Use of Evidence/Examples	Examples strongly support analysis.	Examples adequately support analysis.	Examples are weakly connected.	Examples are missing.
Reflection	Reflection moves from experience to insight and possible action.	Reflection shows understanding and some insight.	Reflection is mostly summary.	Reflection is superficial or missing.
Communication	Writing is organized, respectful, and clear.	Writing is mostly clear and organized.	Writing is understandable but uneven.	Writing is difficult to follow.

Module 2 Assessment

Directions: Choose the best answer or write a brief response as indicated.

1. A claim that can be checked by measurement or reliable records is usually a:

- A. Factual claim
- B. Pure preference
- C. Fallacy
- D. Metaphor only

2. Which question is most philosophical?

- A. How many chairs are in the room?
- B. What is the color of the wall?
- C. What makes a rule just?
- D. What is today's date?

3. Explain why an opinion can be reasonable but still not the same as truth.

4. Analyze this claim in 4-5 sentences: "A successful person is someone who earns a lot of money."

5. Describe the difference between philosophical analysis and philosophical reflection.

Reflection Exit Ticket

Write one belief you have changed or clarified after studying this module. What reason made you rethink it?

Module 3: Philosophy of the Human Person

Curriculum Alignment

Curriculum Element	Alignment in this Module
Quarter	Quarter 2: Philosophy of the Human Person
Content Standard	Learners demonstrate ways of doing Philosophy on the Human Person as an embodied being in the world, with and for others, toward human and social flourishing.
Performance Standard	Learners initiate a project that promotes human and social flourishing.
Learning Competency	Recognize the importance of applying the ways of doing Philosophy on the Human Person as an embodied being in the world, with and for others, toward human and social flourishing.
Content Focus	Human person as embodied being in the world; personhood; rationality; freedom; embodiment; natural world; being with and for others; interpersonal and institutional relationships; human flourishing; social transformation; Filipino as thinker, learner, and social change agent.

Learning Objectives

At the end of this module, learners should be able to:

1. explain the human person as embodied, rational, free, social, and situated in the natural world;
2. analyze how embodiment creates both limits and possibilities for human action;
3. distinguish interpersonal relationships from institutional relationships;
4. connect human flourishing to reason, freedom, responsibility, and community life;
5. apply philosophical analysis, abstraction, and reflection to a real issue affecting human and social flourishing; and
6. design a small project proposal that promotes human and social flourishing in school or community.

Key Vocabulary

Term	Meaning in this module
Human Person	A being who is embodied, aware, rational, free, relational, and capable of moral responsibility and meaning-making.
Embodiment	The condition of experiencing and acting in the world through a living body with senses, needs, limits, and possibilities.
Rationality	The capacity to understand, reason, evaluate, imagine, and create meaning.
Freedom	The capacity to choose and to create possibilities, guided by reason and responsibility.
Zoon Logon	A Greek idea often associated with the human being as rational or speech-capable.

Term	Meaning in this module
Zoon Politikon	Aristotle's idea of the human being as social or political, naturally connected to community life.
Interpersonal Relationships	Direct relationships among persons, such as friendship, family, classmates, teachers, and neighbors.
Institutional Relationships	Relationships structured by systems such as school, government, economy, culture, law, media, and religion.
Human Flourishing	The development of human potential through meaningful, ethical, embodied, and socially responsible living.
Social Transformation	Positive change in social conditions, relationships, or institutions toward dignity, justice, participation, and well-being.

Before You Begin: Quick Check

Directions: Answer briefly in your notebook. This is not graded for mastery; it helps you check what you already know.

1. What makes a human person more than a body?
2. What makes a human person not separate from the body?
3. Give one example of how your body limits you and one example of how it makes action possible.
4. What relationship has strongly shaped your identity? Why?
5. What does it mean for a community to flourish?

Lesson 3.1 - The Human Person as Embodied Being in the World

The human person is not a floating mind and not a mere object. We experience the world through the body: we see, hear, feel, move, become tired, become hungry, heal, grow, age, and communicate. Embodiment means that the body is not just a container of the self; it is part of how the person encounters the world and acts in it.

Embodiment creates limits. We cannot be in two places at once. We need rest, food, safety, and care. We can be hurt. But embodiment also creates possibilities. Through the body, we learn skills, express emotions, build relationships, work, create art, serve others, and care for the environment.

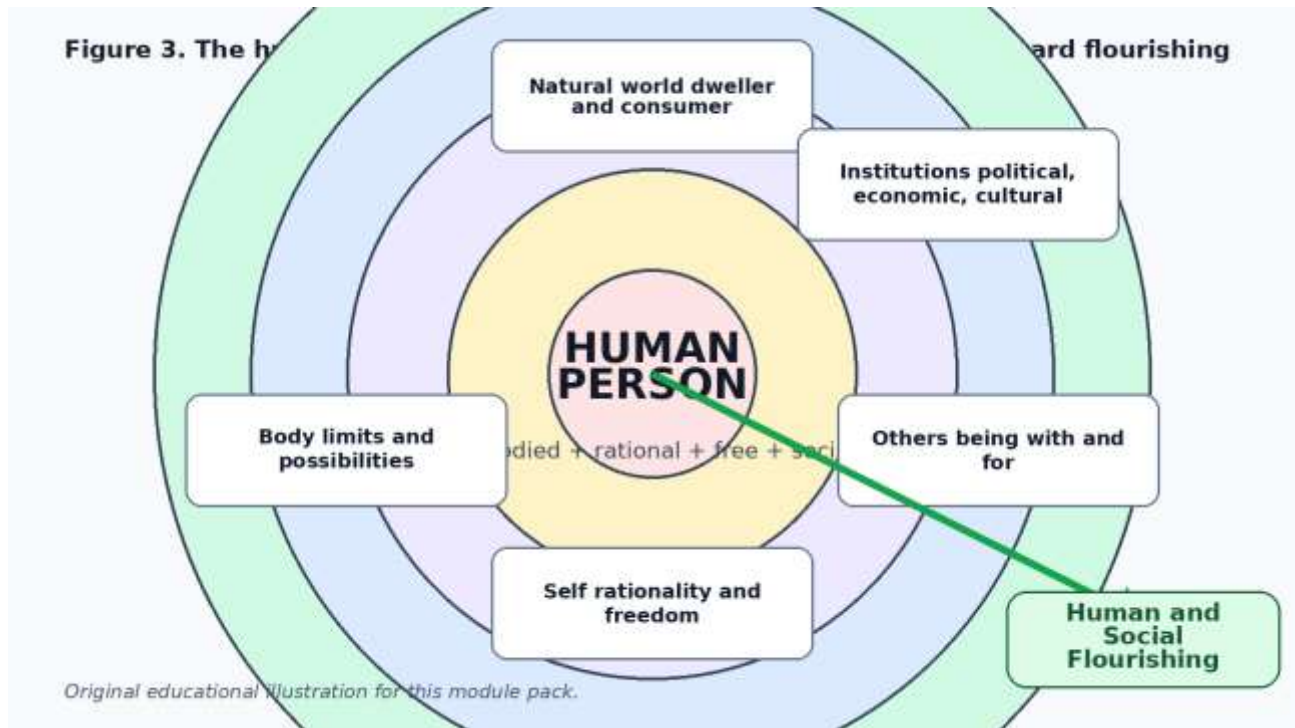


Figure 3. The human person as embodied, relational, and oriented toward flourishing.

Example

A learner who wants to study all night may think the mind alone matters. Embodiment reminds us that sleep, nutrition, posture, stress, and health affect attention and judgment. Caring for the body is part of caring for the person.

Lesson 3.2 - Personhood: Rationality and Freedom

Rationality begins with awareness but can develop into creative rationality. A rational person can ask why, compare options, imagine alternatives, create solutions, and evaluate consequences. Rationality does not mean having no emotion. Rather, it means that feelings, experiences, and desires can be examined and guided by understanding.

Freedom begins with choosing among options but matures into creating meaningful possibilities. A learner may choose which task to do first, but a more creative freedom appears when the learner designs a new study routine, forms a support group, or creates a solution to a community problem. Freedom becomes more human when joined with responsibility.

Level	Rationality	Freedom
Basic	Awareness of what is happening.	Choosing among available options.
Reflective	Asking reasons, identifying values and consequences.	Choosing with awareness of duties and effects on others.
Creative	Imagining alternatives and forming new meanings.	Creating better possibilities for self and community.
Responsible	Using reason to respect dignity and common good.	Accepting accountability for one's choices.

Lesson 3.3 - Being in the Natural World: Dweller and Consumer

The human person is a dweller in the natural world. We live in places, depend on air, water, food, land, and other living beings. But humans are also consumers. We use resources, produce waste, and shape

environments. Philosophy asks whether our way of consuming respects human dignity, future generations, and the natural world that sustains life.

Concrete Situation

A school canteen sells many plastic-wrapped items. A factual inquiry asks how much waste is produced each week. A philosophical inquiry asks what responsibilities learners, vendors, teachers, and administrators have toward health, convenience, fairness, and environmental care.

Lesson 3.4 - Being With and For Others

A person becomes fully human not in isolation but in relationships. Interpersonal relationships include family, friendship, classmates, teachers, neighbors, and online interactions. These relationships shape identity, language, habits, values, wounds, healing, trust, and responsibility.

Institutional relationships are relationships structured by systems. A learner relates to the school as an institution through rules, grading, schedules, uniforms, rights, responsibilities, and support services. A citizen relates to government through laws, public services, elections, taxes, and rights. A worker relates to the economy through wages, labor, markets, and workplace norms. Culture shapes relationships through language, traditions, symbols, and shared meanings.

Relationship Type	Example	Philosophical Question	Flourishing Concern
Interpersonal	Friendship conflict	What does loyalty require when a friend is wrong?	Trust, honesty, care.
Family	Household duties	How should responsibilities be shared fairly?	Belonging, respect, justice.
School institution	Grading policy	What makes assessment fair and humane?	Learning, dignity, opportunity.
Political/cultural institution	Barangay rules	How should community rules balance freedom and safety?	Participation, common good, rights.

Lesson 3.5 - Human Flourishing and Social Transformation

Human flourishing means more than feeling happy for a moment or owning many things. It involves becoming the kind of person who can live meaningfully, act ethically, develop abilities, participate in relationships, and contribute to the common good. Aristotle used eudaimonia to refer to living well, while contemporary capability approaches emphasize what people are actually able to do and to be, including education, movement, health, relationships, and participation.

Social flourishing matters because persons are relational. A learner cannot fully flourish in a classroom where bullying is ignored, support is absent, or dignity is denied. A community cannot flourish when people are treated as tools, excluded from participation, or deprived of meaningful opportunities. The human person as agent of social transformation asks: What can I understand, choose, create, and initiate for the good of others?

- **As thinker:** The Filipino learner asks critical questions about truth, values, culture, and society.
- **As learner:** The learner remains open to correction, dialogue, and growth.
- **As social change agent:** The learner uses reason, creativity, and compassion to promote human and social flourishing.

Activity 1: Embodiment Map

Suggested Time	40-50 minutes
Materials	Notebook, body outline template or blank paper

Suggested Time	40-50 minutes
Output	An embodiment map with a written reflection.

Instructions:

1. Draw a simple outline of a human body or use a template.
2. Around the body, write five bodily limits, such as fatigue, illness, distance, hunger, or disability barriers.
3. Beside each limit, write one possibility or responsible response, such as rest, care, planning, accessibility, teamwork, or discipline.
4. At the bottom, answer: How does embodiment affect the way I learn, relate, and make decisions?

Analytical Criteria:

- The learner treats the body respectfully and avoids body-shaming language.
- The map identifies both limits and possibilities.
- The reflection connects embodiment to learning, relationships, and responsibility.

Activity 2: Relationship Web Analysis

Suggested Time	45-60 minutes
Materials	Paper, pen, optional colored markers
Output	A relationship web and one analysis paragraph.

Instructions:

1. Write your name or the phrase "A Senior High School Learner" at the center of the page.
2. Draw lines to at least four interpersonal relationships and three institutional relationships.
3. For each line, write one responsibility and one support connected to that relationship.
4. Choose one relationship that needs improvement and analyze it using these questions: What is the issue? What values are involved? Who is affected? What responsible action is possible?

Analytical Criteria:

- Relationships are accurately classified as interpersonal or institutional.
- Responsibilities and supports are concrete.
- The analysis considers multiple persons affected and proposes a responsible action.

Performance Task 3: Human and Social Flourishing Project Proposal

Suggested Time	90-120 minutes
Materials	Proposal template, paper or digital document
Output	A 2-3 page project proposal or one-page project canvas with explanation.

Instructions:

1. Identify one issue in your school or community that affects human and social flourishing. Examples: bullying, waste, lack of peer support, misinformation, exclusion, unhealthy study habits, or disrespectful communication.
2. Describe the issue factually. What is happening? Who is affected? What evidence or observation supports your concern?
3. Analyze the philosophical concepts involved: embodiment, rationality, freedom, interpersonal relationships, institutional relationships, dignity, responsibility, or common good.

4. Propose a small project that can be initiated by learners. Examples: peer listening corner, anti-misinformation poster series, clean canteen campaign, kindness wall, study buddy system, accessibility awareness activity.
5. Write the goal, target participants, steps, materials, timeline, possible partners, risks, and expected impact.
6. Explain how the project promotes human and social flourishing.

Analytical Criteria:

- The proposal connects a real issue to philosophical understanding of the human person.
- The action plan is realistic for learners and respects school/community rules.
- The project promotes dignity, participation, care, and responsible freedom.
- The learner shows the role of the Filipino as thinker, learner, and social change agent.

Rubric:

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Philosophical Application	Clearly applies embodiment, rationality, freedom, relationships, and flourishing.	Applies most key concepts accurately.	Uses some concepts but with gaps.	Concepts are missing or inaccurate.
Community Relevance	Addresses a real and meaningful school/community need.	Addresses a relevant need.	Need is present but vague.	Need is unclear or unrelated.
Analysis of Causes and Stakeholders	Shows strong analysis of causes, affected groups, and values.	Shows adequate stakeholder analysis.	Analysis is limited.	Little analysis is shown.
Feasibility and Action Plan	Steps are realistic, ethical, and measurable.	Steps are mostly realistic.	Steps need more detail or feasibility.	Plan is unrealistic or missing.
Reflection and Social Transformation	Shows how the project promotes dignity, participation, and flourishing.	Explains expected positive impact.	Impact is mentioned but not developed.	Impact is unclear or missing.

Module 3 Assessment

Directions: Choose the best answer or write a brief response as indicated.

1. Embodiment means that:

- A. the body is only a container for the mind
- B. human experience and action happen through a living body
- C. the body prevents all freedom
- D. thinking has no relation to physical life

2. Which is an institutional relationship?

- A. friendship with a classmate
- B. relationship between learner and school grading policy
- C. sibling relationship
- D. personal conversation with a neighbor

3. Explain the difference between choosing from options and creating possibilities.

4. Give one example of a school issue and explain how it affects human flourishing.
5. In 5-7 sentences, explain how a Filipino learner can become a social change agent.

Reflection Exit Ticket

What is one small action you can initiate this week that may help another person flourish? Explain why it matters.

Answer Key and Teacher Notes

Note: Open-ended responses should be graded using the rubrics. The sample answers below indicate expected direction, not exact wording.

Module 1 Assessment Suggested Answers

- 1. B. Epistemology.
- 2. B. Is it fair to keep a promise even when it becomes difficult?
- 3. Philosophy is an activity of questioning, reasoning, and reflection. It is more than memorizing thinkers because learners must apply ideas to real experiences and examine reasons for beliefs and actions.
- 4. Answers vary. Example: "What makes a friendship genuine?" Ethics/social philosophy because it concerns values and relationships.
- 5. Learners should avoid stereotypes because traditions are diverse, historically complex, and internally debated. Comparing traditions should build understanding, not oversimplification.

Module 2 Assessment Suggested Answers

- 1. A. Factual claim.
- 2. C. What makes a rule just?
- 3. An opinion can be reasonable if it is supported by experience and good reasons, but it is not automatically truth because it may lack evidence, conceptual clarity, or sufficient argument.
- 4. Strong answers should define success, question whether money is sufficient, consider well-being, dignity, relationships, service, and possible counterexamples.
- 5. Analysis breaks down concepts and arguments; reflection connects experience to meaning, values, self-understanding, and responsible action.

Module 3 Assessment Suggested Answers

- 1. B. Human experience and action happen through a living body.
- 2. B. Relationship between learner and school grading policy.
- 3. Choosing from options means selecting among given alternatives; creating possibilities means using reason and freedom to make new paths or solutions.
- 4. Answers vary. Strong answers connect the issue to dignity, participation, learning, health, safety, relationships, or opportunity.
- 5. Strong answers explain thinking critically, learning from others, acting responsibly, and initiating small projects that promote dignity and common good.

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