

ENRICHED TEACHING GUIDE IN EDUKASYONG PANTAHANAN
AT PANGKABUHAYAN FOR GRADE V AND VI

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree **MASTER OF ARTS (M.A.)** this thesis entitled "**ENRICHED TEACHING GUIDE IN EDUKASYONG PANTAHANAN AT PANGKABUHAYAN FOR GRADE V AND VI**" was prepared and submitted by **PRIMA BATICA**, who having passed the comprehensive examination with a rating of **PASSED**, is hereby recommended for oral examination.

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DEDICATION

To NANAY and TATAY
Even without their presence given me
strength and inspiration

CHILDREN
MIMI, Coleen, Sol, Jude and Joy
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who in the depth of my doubts and
the midst of my uncertainties has
made this work possible,

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ABSTRACT

This study aimed to produce an enriched teaching guide to be used by the elementary school home economics teacher for teaching "Edukasyong Pantahanan at Pangkabuhayan" specifically for grade V and VI in the four Educational District of Catbalogan, Division of Samar. The descriptive and developmental method of research was utilized in this study with the questionnaire as the major tool for gathering the data. Problems in facilities as identified by the teachers obtained a grand weighted mean of 3.98 which means these problems were serious. The three ranking alternatives suggested by the teachers to solve problems in instruction were 1) start learning activities in the classroom promptly; 2) invite parents to open-house so they can witness pupils at work; and 3) teachers be assigned only to teach home economics subjects. Edukasyong Pantahanan at Pangkabuhayan teachers of the four educational districts have Home Economics as their field of specialization. Hence, they are qualified to handle the subject. Majority of the teachers were civil service eligible, have had an ample length of teaching experiences which in one way or another have contributed to a high performance rating. The inability of the teachers to use strategies that may promote a more effective teaching-learning is because most of them have not attended in-service training in the Division, regional and national level. The objectives of EPP for both grade V and VI were moderately implemented by the teachers. There is a need for a closer supervision and periodic conference in this category. The subject matter/topics for EPP for both grade V and VI were moderately implemented by the teachers. There is an urgent need therefore, to look into this matter.

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Chapter 1

THE PROBLEM: ITS BACKGROUND

Introduction

Everything keeps on changing -- The government, the people, the environment and the educational system. As time goes on, there is a tendency to discover and realize that what was relevant before may no longer be at the present time.

Our educational system is in a process of continuous transformation. The curricula in all levels -- elementary, secondary and higher education are continuously modified and changed in the light of current happenings in our country and in the world at large; just as what is being done to Home Economics education today.

In the field of education, home economics is the curricular activity which is concerned with development of home and family life. In the Philippines, however, home economics does not apply only in schools, it actually starts in the home, which is a natural setting for such education.

Solis and Fresnoza (1956:18) propounded that the home as an informal education agency is the first educational institution. The home had the sole responsibility for the education of the members of the family. It is the duty of the parents to teach their children these forms of behavior

which society demands. Benetiz (1970, Vol. VVI, No. 12) reiterated that home economics is for the realization of satisfying personal family and community goals. It is based on an understanding of the physical, psychological and sociological economic needs of the family in the Philippine cultural setting. It utilizes also the findings of the natural and social sciences and of the arts which have bearing on the problems on home and family living.

The key concept underlying the teaching of Home Economics in the school system can be found in the needs of the individual and the family and on the demands of society. The areas of study in Home Economics needs a wide range of home activity and analyzed in terms of their values in the future lives of the individual, the family and the society as a whole. The primary purpose of home economics education is to develop boys and girls become better family members and to build better and successful homes.

Based on a survey, Balongie (1980: Vol. 4 No. 2) reported that; ... home economics plays on expensive and very vital role not only in the achievement of the individual in some measure of self-actualization but also in his achievement in national development. Cognizant of its potential as a vehicle for human resource development, home economics educators emphasize meaningful and varied life

experiences which intensify Filipino values.

Home economics education, as a part of the total educational system has its own role to play. The responsibility of home economics teachers as educators is to make education effective so as to come-up and produce responsible citizen. The program of Home Economics education should be designed so as to help boys and girls gain an understanding of human relation and skills in homemaking tasks. Along this line, The Department of Education, Culture and Sports issued Department Order no. 16, S. 1980 directing all schools in the country to adopt a New Home Economics Curriculum whose main aim is to maximize our school's contribution to the attainment of national goals and national objectives.

With the implementation of the new curriculum in Home Economics Education, the objectives found in the New Learning Continuum is faced with many problem and difficulties which must be solved in order to carry on the Home Economics program effectively. Home Economics in the New Learning Continuum is being taught from Grades IV to VI in Filipino now called as Edukasyong Pantahanan at Pangkabuhayan (EPP). Subject taken up are Elementary Agriculture, Elementary Shop and Homemaking Arts, Related trade and other livelihood activities designed to develop awareness of interest in occupational jobs. However, these

are not reflected in the existing teaching guide.

The mission of elementary education is to enable every citizen to acquire basic preparation that will make him an enlightened, disciplined, nationalistic, self-reliant, God-loving, creative, versatile and productive citizen in a national community. The subject in the elementary grades which is Edukasyong Pantahanan at Pangkabuhayan offers the opportunities to carry out this mission.

Foremost among the goals of Edukasyong Pantahanan at Pangkabuhayan is the development of fundamental and basic skills in order to become productive and self-reliant individual.

Edukasyong Pantahanan at Pangkabuhayan is a learning area that could contribute to the moral, physical, social and economic upliftment of the individual. It is a common learning area for boys and girls. The activities emphasize the development of desirable work attitude relevant to every chores of home, school and community as a whole.

It is understood by the teachers and school administrators that in Grade V, the concentration is in the exploration and in the appreciation of simple and basic skills. In Grade VI, the concentration is in at least one occupational or work skills like farming, animal raising, fishing, handicraft and other simple trades.

In one of the district meetings of teachers in Catbalogan II, the problem on the lack of instructional guides in teaching Edukasyong Pantahanan at Pangkabuhayan (EPP) as well as the effectiveness of the existing guide were pointed out. The Home Economics Teachers disclosed that there is a need for a more organized and appropriate Teaching guide to ensure the success of the program, its objectives and positive transfer of learning.

It was along this viewpoint that the researcher deemed it very essential to come up and prepare a teaching guide for the intermediate grades. The researcher, therefore, feels that preparing teaching guide for teaching Edukasyong Pantahanan at Pangkabuhayan is very much wanting.

Statement of the Problem

This study aimed to produce with an enriched teaching guide to be used by the elementary school home economics teacher for teaching "Edukasyong Pantahanan at Pangkabuhayan" specifically for grade V and VI in the four Educational District of Catbalogan, Division of Samar.

Specifically, this study answered the following questions:

1. What is the profile of the Edukasyong Pantahanan at Pangkabuhayan Teachers in relation to:

- 1.1 sex;

- 1.2 age;
- 1.3 civil status;
- 1.4 educational attainment;
- 1.5 in-service trainings in Home Economics?
- 1.6 civil service eligibility;
- 1.7 performance rating for the last three years;
- 1.8 teaching experience in Home Economics?

2. What were the reaction of teachers on the existing teaching guide in relation to relevance and extent of implementation of the following:
 - 2.1 objective;
 - 2.2 contents/activities;
 - 2.3 strategies;
3. What modifications may be done on the existing teaching guide?
4. What are the problems met by the teachers in teaching Edukasyong Pantahan at Pangkabuhayan?
 - 4.1 Instruction
 - 4.2 Facilities
5. What solutions to the problems may be suggested by the teachers?
 - 5.1 Instruction
 - 5.2 Facilities

Theoretical Framework

The theoretical framework of this study is anchored on one of the Nation's address of President Marcos (1978: 2) when he propounded that the educational program of the country must be relevant and responsive to the changing time. He emphasized that every Filipino must be given the opportunity to acquire basic skills, qualities and attitude that will enable him to contribute to the improvement of his society and the programs of the nation.

Sutaria (1984: 40-41) also emphasized that the struggle of every human being are directed towards the attainment of a good life. To assure and assume his success in the pursuit of a good life, the individual must be equipped for it. It is therefore, of prime importance that the child be provided with various learning activities which are useful to life.

In a keynote speech, Benitez (1985:18) stressed that the home economist has that inter-disciplinary preparation to be able to meet the basic needs, including psychological and socio-economic need. It should be ready in providing the material need for livelihood and employment. At the same time it must also provide for people performing certain professional tasks, certain skills, certain projects, that fulfill and meet the developmental need of the family

members in the home.

Education for home and family life, therefore, have great implication on the up-bringing of boys and girls to make them better prepared to perform their roles as future home makers.

Albarracin (1985: 1-3) likewise cited that the curriculum which is the experience of the child received in school be supplemented with the existing conditions. He reiterated that as society becomes more complex in its activities and structure; our educational system must offer courses which enables the individual to make the needed adjustments and guide the individual in making him the very best kind of person who can cope up with the challenges of life in the future.

Today is the appropriate time to equip boys and girls the sediments that will enable him to meet the challenges of tomorrow. For while the prospect of the future are impressive and exciting, these can be at the time terrifying if the schools fails to equip these individual adequately for the unique challenges they will face.

Conceptual Framework

The conceptual framework of this study is illustrated through a schematic diagram found in page 9. It illustrates the totality of how the study was conducted.

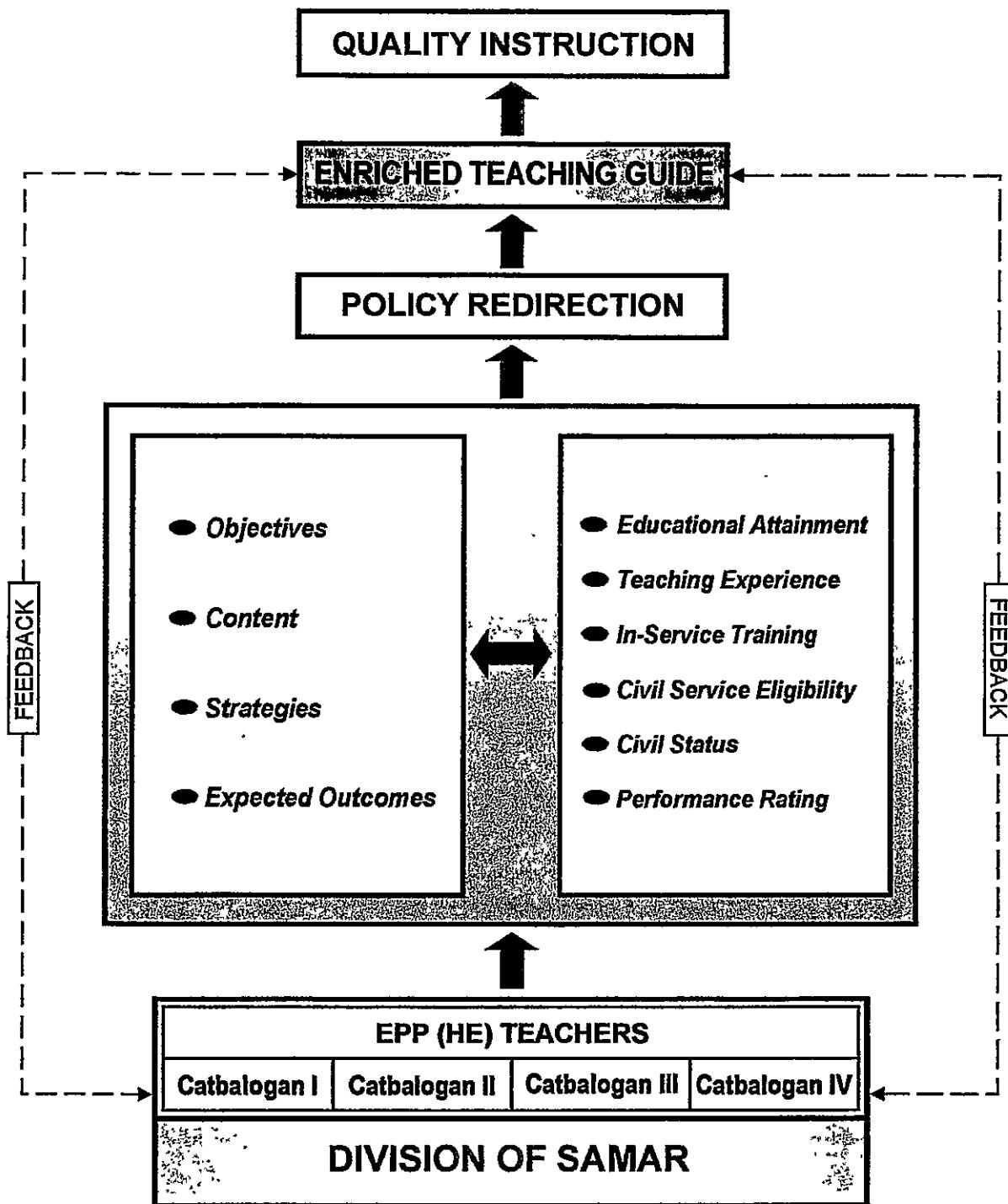


Figure 1. Schematic Diagram of the study showing the research environment, the variables, policy redirections, the product of the research and its ultimate goal which is "Quality Instructions".

At the base of the schema is the research environment which are the four educational districts of Catbalogan, Division of Samar and the population involved in the study which are the Home Economics teachers in grade V and VI. The criterion variables that was evaluated were the objectives, contents, time allotments and outcomes of the program as well as the educational attainment, teaching experience, in-service trainings, civil service eligibility, civil status and performance rating of the teachers. It is hope that The perception of the Home Economics teachers will eventually led to policy redirections of the teaching of Edukasyong Pantahanan at Pangkabuhayan which may give inputs to an enriched teaching guide and, of course, towards the goal of the study which is a more effective instruction of EPP.

The broken line from the box indicated as "Enriched Teaching Guides for EPP" to the population or respondents of the study is a mechanism for feedback as the consumer of the study are the Home Economics teachers. It will be through the teachers that the pupils may be afforded with an effective learning.

Importance of the Study

Like any other field of educational endeavor the program of Edukasyong Pantahanan at Pangkabuhayan needs continuous evaluation and improvement. The result of

teaching Edukasyong Pantahanan at Pangkabuhayan in grades V and VI had to be measured not only in terms of grades and credits but also in the extent to which instruction is reflected in the daily activities of the individual student.

Home Economics teachers. The result of this study may serve to open new horizon for the Home Economic Teachers. This may help them lessen the burden in the preparation of their lessons. This teaching guide will also enable the Edukasyong Pantahanan at Pangkabuhayan teachers to come up with a well develop individuals. The guide with the enriched activities may help the teachers gain an increased understanding in the use of the guides which are instrumental and vital to effective teaching.

School administrators/supervisors. Since this study evaluated and enriched the teaching guide of Edukasyong Pantahanan at Pangkabuhayan the researcher hopes that the findings of this study may guide the district supervisor and school principals in performing efficiently and effectively their role as administrators, specifically in the field of home economics. It may also give them the basic knowledge in laying out the Edukasyong Pantahanan at Pangkabuhayan program that will bring about more purposeful, meaningful and functional instructions.

Pupils. This study may also serve as an inspiration to the pupils and encourage them to value and love the subject and thus provide a learning that will give them better understanding into development of their skills.

Parents. This study will also benefit the parents and the community. As a well-develop child, the pupil is an asset not only to the family but to the community as well.

Future researchers. Finally, it is hoped that this study may inspire the future researchers to undertake similar studies in the field of home economics or other areas of discipline.

Scope and Delimitations of the Study

This study attempted to provide an enriched teaching guide for the Elementary Home Economics teachers in the four educational districts of Catbalogan Division of Samar to enhance a more effective teaching and learning of the basic skills in teaching Edukasyong Pantahanan at Pangkabuhayan.

This study involved 33 Home Economics teachers from the four educational districts of Catbalogan, with eight from Catbalogan I, nine from Catbalogan II, eight from Catbalogan III and eight from Catbalogan IV.

This study was conducted in the school year 1998-1999.

Definition of Terms

To obtain a clear understanding of this study, the researcher found it necessary to include definition of some terms.

Complete elementary school. This term refers to schools having complete elementary education from grade I to VI headed and administered by either a head teachers, teacher-in-charge of school or principal.

Competence. Competence denotes the ability of the Home Economics teacher to comply with the requirements prescribed by the higher offices in connection with Home Economics instruction (Atienza, 1975: 11).

Curriculum. The term curriculum refers to a systematic group of courses or sequences of subjects required for certification of a study (Good, 1993: 153). In this study it refers to the sequence of subjects offered for a particular course.

Edukasyong Pantahanan at Pangkabuhayan. This term is the Filipino equivalent for Home Economics and Technology. This is the term used for the Home Economics and Technology subject in the Elementary Grades.

Elementary Learning Continuum. This is a list of expected outcome in different curriculum areas from primary to intermediate arranged hierarchically from the easiest to the most difficult, from the simplest to the most complex. The

outcome are stated in terms of cognitive, psychomotor and effective behavior that the child is expected to acquire to enable him to participate in the improvement and development of the quality of life (MECS Order No. 60, s., 1982).

EPP. EPP is an acronym for the subject Edukasyong Pantahanan at Pangkabuhayan.

Home Economics. Home Economics is the study of human and material forum effecting homes and families and the utilization of this knowledge for the benefit of mankind (Atienza, 1975: 16). As used in this study, it deals with all phases of home living including feeding and clothing the family, care and guidance of the children. The management of family resources personal development and family relationship, health and sanitation and home and community development. It also refers to a coarse in the elementary curriculum implemented in the whole Philippines which both Grade V and VI boys and girls take simultaneously.

Home Economics Education. This term refers to the instruction given to Home Economics subjects as the guiding principle in all art of homemaking (Stewart, 1954).

Home Economics Program. The term Home Economics is defined as a plan of procedure usually designed to improve the Teaching-learning experience of the learners involving the utilization of the physical plant of homemaking arts and the participation of its entire personal integrating Home

Economics with courses of study of other educational fields (Hall, 1963: 118).

Home Economics Teacher. As used in this study, it refers to a person responsible in guiding pupils to fully understand homemaking arts, undertake research, has cultural and intellectual background responsible for a clear background and implementation of the Home Economic instruction to boys and girls and preparing young people to live in todays and tomorrows world.

Objective. The term refers to something aimed at or purposes to be attained (Groiler Webster Insternational Dictionary, 1973: 653). In this particular study, it refers to the expected outcome or goals of the Learning Continuum in EPP.

Minimum Learning Continuum (MLC). This term refers to the prescribed or number of activities required for a subject in the elementary level (MECS Order No. 60, s. 1982). In this study, it refers to prescribe learning experiences for a curricular in Edukasyong Pantahanan at Pangkabuhayan for grade V and VI.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

To guide the researcher in coming out and to give meaning and substance to the study a review of related literature and studies was done. For this purpose the researcher perused and organized concepts and studies from books, unpublished Master Thesis, and dissertation from the Philippines and from other countries.

Related Literature

Various literature read and reviewed by the researcher have some way or other enriched this study. This statement should emphasize the importance of curriculum enrichment and innovation to make program relevant to the needs of the time.

Navarro (1974: 25) believed that Home Economics is of paramount importance in helping raise living standards and is thus a vital factor in the social and economic development of the individual and of the nation. One of the inescapable fact of the time is the general awareness that home economic has done a tremendous and splendid task in improving family life. Education for home and family has advanced to such a stage of development.

Home Economics like other field of study according to

Atienza (1974: 41-42) needs continuous learning, development of interest in the study of new problem as they arise, ability to investigate questions in the areas of home economics and attitude appropriate to dealing with changing condition and opportunities in the field. These needs according to her, can be fulfilled by redirection of activities like the focusing of understanding and appreciating basic values of home and family life rather than rigid adherence to participate rules. Pupils must be motivated to learning topics that have meanings for them in home economics. Situations are likely to be read when based on much information as family expectations of children's attitude toward school composition of families, buying practices, family food practices and equipment used. Home Economics Teachers should be aware of social and economic changes that affects family and community living.

Roces (1978) in a speech delivered at the National Convention of the Philippines Home Economics Association gave his concepts on the importance of Home Economics Education as thus; ... if we are to produce homemaker who can manage a home efficiently, both in the home and their contracts outside the home; if we are to provide a satisfying setting for the family living, then a well-balanced Home Economics curriculum should be designed to

prepare the girls as well as the boys for various home responsibilities.

Pertinent to the present study is an article by Soriano (1988: 88) on Home Economics program in the schools. She centered her discussions on the following questions: 1) Are our curricular guide and instructional materials geared to the different needs of pupils from the rural areas and from the cities; 2) Are these curricular guides developed within the context of the rural communities where most constitute the major portion of our population; 3) Do our Home Economics practices -- houses approximate the home existing in the communities as to type of frustration because the people will never be able to acquire such facilities?

Soriano further claimed that according to many Filipino educators, especially the male ones, that the home economic program in the Philippines schools has not made any desirable impact on the life in the rural areas or homes. Nevertheless, they has set some cultural concepts from which motivation and meaning may find relationships.

Fitting in with the cultural and pattern of life, these are some concepts which are highly important in the overall relationship of motivation and meaning. Among these are;

1) Understanding and acceptance of the different family practices, goals and values of our Ilocano, Visayan,

Tagalog, etc. families and those of our cultured minorities.

2) Understanding the influence of values upon behavior and the awareness of such values to which the teachers and different groups of people cling. As Home Economics Teachers, let us be models in our own communities, in terms of our performance, the way we live, the influence we exert and the kind of leadership that we project and

3) Understanding concepts and generalization basic to Home Economics. As Home Economics teachers we can conduct action research in formal research on problems about the Filipino homes. These problems might include the following: buying practices of parents, family food practices, equipment used in the home, attitude of students towards the Home Economics program and many others.

Soriano's article provides a background to the present study as it gives suggestions on How the Technology and Home Economics program be meaningful to the actual life of the learner.

Villor, (1981: 42) noted that in the program of democratization of elementary education now launched in the Philippines, the goal of education, skills, habits, attitudes, and values necessary for a successful performance of his responsibilities as a citizen and rewarding personal life. The children therefore, need to develop their abilities and capacity to cope with the world of nature both

for survival and a happy personal life and for functioning successfully as responsible citizen in a society.

Educational training should take into consideration, its future role in the home and in community. Each child will soon have their own families in the future. Selected experiences in Home Economics will provide their continuous growth and will prepare them for their future role.

Craftsman (1978: 18) believed that learning resources should be drawn from the child's environment to meet his need, interest and concern. His immediate environment are made up of the school, home and community. Within these are varied learning resources as physical, material, human and technological.

The content of any course should be constantly under review according to Creeg. (1987: 24). A school program must be constantly in touch with the needs of the society.

The teacher then, play a vital role in this program. She is the one who will excite interest, inspire and stimulate or bare and depress his pupils. The teacher, therefore, needs to show a much greater readiness, prepare and review her teaching guides, devices and other materials to suit the needs of her pupils.

Related Studies:

Previous studies related to the problem under study

have been reviewed by the researcher and these were taken as basis in the procedure and conduct of the present study.

Moron (1983) in her appraisal of the Home Economics Program in the East Central Part of Leyte Division concluded that generally the status of implementation of the Home Economics program is satisfactory with the problem only on lack of reference and instructional materials in Filipino, should be provided to ensure effective instruction. She recommended further that all arts and sciences related to the training of the pupils should be a part of the Home Economics program in all schools; and the implementation of the different aspects of the Home Economics Program should be given more emphasis to insure effective results.

The study of Moron have bearing on the present study as both studies were an appraisal of the Home Economics Program, both studies gave emphasis on the profile of the teachers as a basis for evaluating the effectiveness of the program. Moron's study differ only from the present study as to location. The previous study was conducted in Leyte while the present study was conducted in Catbalogan, Samar.

In the evaluation of the Home Economics Program of Lanao del Sur, Peda (1983) studied the extent to which the interest and needs of the pupils and the people have been met. The study revealed that all activities in the Home Economics Program were needed by the girls. The needs and

interest of the people, however, varied according to their economic, religious and social status. The most useful activities throughout the province were preparing fish recipes, preparation and serving of lunch, dressing for proper occasion, cleaning the house, food selection, preparation of vegetable recipes, cooperative living with adults, nursing the sick, and mat weaving. The girls and their mothers were not interested in arranging furniture, curtains hangings and making stuffed toys.

The study of Peda is similar to the present study in the sense that both are concerned with the needs of the pupils. However, the present study looked into the possibility of enriching the Teacher's guide to afford a more richer experience for boys and girls who will take Home Economics Education in the Elementary.

Dinaya (1984) made a study of home activities of 358 secondary school girls in Negros Oriental. The study covered home activities pertaining to foods, home management, clothing and child care. The result of her findings revealed that most of the girls belonged to families with low income. The activities mostly participated in by them, among others, were setting the table at meal time and washing the dishes every after meal. The activities learned in school which were not participated

at home were canning and preserving of foods.

Another study is that of Laforteza (1986) of the home-making activities of the elementary school girls. She found out that among the activities taught in food and nutrition, the preparation and serving of food for supper was the activity performed by most of the girls. She concluded that these activities in the home making program served to bring school instruction and the home together.

The aforementioned studies were all about home economics with special mention of the activities mostly in Foods and Nutrition which are part of the learning activities in a Teaching guide. In these regards, the studies of Dinaya and Laforteza are very related to the present study. However, the present study aim to come up with an enriched teaching guide with the purpose of incorporating these experience.

A study made by Belen (1987) focused on the Home-making Arts Program of Don Mariano Marcos Memorial State University, of College of Engineering and Technology. Her study focused on the educational qualifications of Homemaking Arts teachers. The methods and techniques used in teaching Homemaking Arts, the instructional materials, equipment and tools in the implementation of the subject, including the problems met in the teaching of Homemaking Arts.

Among the significant findings of Belen's study were the following: 1) All Homemaking Arts teachers possessed civil service eligibility appropriate for teaching in the secondary level. The teachers were educationally prepared for the subject. 2) In the implementation of the Homemaking Arts program, the objectives were not fully attained. 3) The teachers used various methods and techniques of teaching Homemaking Arts which were found to be firmly effective and 4) The problems encountered in the implementation of the Homemaking Arts program were somewhat serious which needed immediate attention and solution to provide favorable condition for the program.

Belen's study have influenced the present study as both looked into the implementation of the various areas of Home Economics in the school curriculum. However, Belen's study is more on the Homemaking Arts as taught in Vocational Schools while the present study is focused on the elementary level and with specific purpose of producing an enriched teaching guide.

Noblejas (1992) in the assessment of the elementary Home Economics Program in Relation to Pupil's Achievement in the Division of Tacloban City concluded that the level achievement of pupils in Home Economics was relatively low but the more frequent the teacher uses variety of methods

the higher the pupils achieve in human development and family economics. She recommended that Home Economics Teachers in the Division of Tacloban City schools and other division of the country should strive to improve the low level of achievement of pupils in Home Economics by employing effective learning strategies and a periodic revision and enrichment of the curriculum and teaching guide.

Noblejas study has bearing on the present study as both looked into the possibilities of improving Home Economics instruction through the use of various teaching strategies and periodic revision and enrichment of the teacher's teaching guide. The previous studies however, did not come-up with an enriched teaching guide which was main objective of the present study.

A study on "Proposed Instructional Materials for Home Economics and Livelihood Education IV" was conducted by Mendoza (1992) to strengthen the basic skills and as a supplement to the Textbooks used in Teaching Home Economics in some private colleges and Universities in Metro Manila. Mendoza found out that references and instructional materials in these various institutions were not sufficient enough to have an effective instruction of the subject. She recommended that H. E. teachers should be resourceful to implement whatever instructional materials are found in the

school.

The study of Mendoza and the present study deals on the assessment of Teaching Home Economics in the elementary level. It differ in the fact that while Mendoza's study emphasizes instructional materials the present study went deeper into proposing a teaching guide for the teachers.

Herrera (1994) conducted a study on the Teaching of Home Economics in the educational district IV in the Division of Bulacan. She looked into the profile of the teachers and the status of Home Economics Teaching in the Technology and Home Economics. Teachers were qualified, competent and able to impart teaching inspite of lack of equipment, facilities and other instructional materials. She observed that while the pupils showed interest in adolescent activities like budgeting the money wisely, cooking and selecting simple recipes it would be better if the teaching environment would be similar to that of the home of the student. She suggested that the size of classes should be reduced so as to give ample time for the teachers to perform home visits.

Herrera's study has bearing on the present study as both are concern with effective Teaching in Home Economics in the elementary grades. The present study is however different from the previous study as it came up with a suggested teachers guide.

Another study was conducted by Nicasos (1994) with the purpose of developing a Teaching guide to be used by elementary school home economics teachers in the Division of Manila for further improvement of the Teachers effectiveness and performance. Nicasos study revealed that; 1) The teachers teaching Home Economics in the Division were educationally trained and qualified to handle the program. 2) The teachers were very resourceful in producing resource materials for more effective teaching of the study; 3) The implementation of the Home Economics program in the division is somewhat inefficient as the Teaching guide do not reflect on the actual needs of the pupils; 4) The teachers and students are hampered in the Teaching-learning process due to the use of Filipino as the medium of instruction.

Nicasos recommended that the teachers look into the possibility of receiving the Teaching guide to jibe with the needs of the pupils, produce instructional materials and references in Filipino as pupils have difficult in relating the English written books to the Filipino instruction in Home Economics.

The present study is closely related to this particular study, since this study deals on the Teaching of Home Economics and the problems encountered in teaching the subject. The difference, however, lies in the research environment and the respondents in the study.

Chapter 3

METHODOLOGY

This chapter presents the research design the research respondents, the research instruments used, the data gathering procedures, retrieval of questionnaires and statistical treatment of data.

Research Design

The descriptive and developmental method of research was utilized in this study with the questionnaire as the major tool for gathering the data. This method was resorted to, as this study aims to analyze and evaluate a learning continuum for grades V and VI pupils. Other pertinent data were gathered through interviews and observation.

Instrumentation

As an exploratory study, four types of instruments were used in gathering data. These were the questionnaire, documentary analysis, interviews and observation.

Questionnaire. The principal instrument used in this study was the questionnaire. This was constructed by the researcher after a thorough review of literature and studies and after making a careful analysis of the problems to determine the vital information desired.

The questionnaire is composed of four parts, Part I is on the personal profile of the respondents; Part II is on the reaction of the respondents towards the implementation of the EPP programs as to the objectives, contents and activities and strategies used in instruction and Part III is on the Problems encountered by the teachers and suggested solutions to these problems. The questionnaire is for both grade V and VI EPP teachers.

The questionnaire was so formulated to enable the respondents to answer the questions with maximum ease and facility. Instructions were adequately provided to avoid ambiguous answers from the respondents.

Documentary Analysis. Documentary analysis was also used in this study. Books and other pertinent documents, specifically, the issued Learning Competencies that give information to the study was analyzed and considered and the Performance Appraisal System (PAS) of the teachers.

Interview. A structured and unstructured interview was resorted to by the researcher to supplement data. The structured interview was used to get more information on the used of the issued learning continuum while the unstructured interview was resorted to in order to verify and check the information given through the questionnaire.

Observation. Ocular survey or walk through was done during the gathering of the questionnaire. This was necessary to supplement the data gathered through the questionnaire and to double check the veracity of answer to questions. Observation was also done to get a better idea of the teaching learning situation in the classrooms.

Validation of the Instrument

The questionnaire was prepared based on the specifications anchored on this study. It was first submitted to the masteral students specializing in Home Economics in Samar State Polytechnic College for an expert validation before it was submitted to the adviser for comments and suggestions. After taking into consideration the comments and suggestions of the adviser, it was tried out in a dry-run among teachers teaching Home Economics in the Edukasyong Pantahanan at Pangkabuhayan (EPP) in the District of Paranas. Comments and suggestions of these teachers were looked into and revision was done to improve the questionnaires. Final revision was only done after the comments, suggestions and recommendations from the adviser was taken.

Sampling Procedure

No sampling procedure was used in this study as all home economics teachers in the Edukasyong Pantahanan at

Table 1

Distribution of Respondents by Districts

| District | : No. of H.E. Teachers : | Respondents |
|--------------|--------------------------|-------------|
| Catbalogan 1 | 8 | 8 |
| Catbalogan 2 | 9 | 9 |
| Catbalogan 3 | 8 | 8 |
| Catbalogan 4 | 8 | 8 |
| Total | 33 | 33 |

Pangkabuhayan Program in the four educational districts of Catbalogan were taken as respondents.

Data Gathering

To ensure a high percentage of retrieval, the researcher personally distributed and collected the questionnaire. Permission from the Division Schools Superintendent as well as from the District Supervisor and Principals was sought before the questionnaire was distributed to the Edukasyong Pantahanan at Pangkabuhayan teachers.

Treatment of Data

As soon as the data was gathered, these were

categorized, tabulated and analyzed. Two statistical measures were used in the study, namely, the frequency count with percentage and the weighted mean.

Frequency distribution and percentage. For simple numerical facts, as in the presentation of the profile of respondents, the frequency count and simple percentage measure was utilized. This was taken by dividing the number of respondents in every item by the total number of respondents involved in the study. The formula to get the percentage is:

$$P = \frac{f}{n} \times 100$$

Where:

P = the percentage

f = the frequency

n = the number of cases

Weighted Mean. The Likert five point scale was used to present the reactions of the respondents towards the implementation of the objectives, contents/activities, strategies and expected outcomes of the existing teaching guide and also to evaluate the modified/enriched teaching guide.

The frequency of each item was multiplied by the

weights of the respective columns to obtain the weighted frequencies which was all added to get the total weighted frequency. This in turn was divided by the total frequency to arrived at the average weight which was interpreted by using the arbitrary scale adopted for its purpose.

For the presentation of the implementation of the EPP objectives and contents or activities the assigned weight and descriptive ratings is as follows:

| <u>Scale</u> | <u>Assigned Weights</u> | <u>Descriptive Ratings</u> |
|--------------|-------------------------|----------------------------|
| 5 | 4.51 - 5.00 | Highly Achieved |
| 4 | 3.51 - 4.50 | Achieved |
| 3 | 2.51 - 3.50 | Moderately achieved |
| 2 | 1.51 - 2.50 | Slightly achieved |
| 1 | 1.00 - 1.50 | Not Achieved |

The descriptive ratings for the presentation of the teaching strategies is shown below:

| <u>Scale</u> | <u>Assigned Weights</u> | <u>Descriptive Ratings</u> |
|--------------|-------------------------|----------------------------|
| 5 | 4.51 - 5.00 | Always |
| 4 | 3.51 - 4.50 | Often |
| 3 | 2.51 - 3.50 | Sometimes |
| 2 | 1.51 - 2.50 | Seldom |
| 1 | 1.00 - 1.50 | Never |

As to the presentation of problems felt of the EPP

teachers, the Likert five point scale was also resorted to. The descriptive ratings for these are reflected below:

| <u>Scale</u> | <u>Assigned Weights</u> | <u>Descriptive Ratings</u> |
|--------------|-------------------------|----------------------------|
| 5 | 4.51 - 5.00 | Very serious problems |
| 4 | 3.51 - 4.50 | Serious |
| 3 | 2.51 - 3.50 | Less serious |
| 2 | 1.51 - 2.50 | Not so serious |
| 1 | 1.00 - 1.50 | Not a problem |

Chapter 4

PRESENTATION AND INTERPRETATION OF DATA

This chapter presents the data obtained as a result of the investigation of the program Edukasyong Pantahanan at Pangkabuhayan with the end purpose of coming-up with an enriched teaching guide. It presents the profile of the Teacher - respondents, the status of the Edukasyong Pantahanan at Pangkabuhayan as implemented in the four educational districts in Catbalogan. It likewise presents the problems met by the EPP Teacher and solutions to the problems.

Profile of the Respondents

It is proven fact that an effective evaluation of a program depends to a large extent upon a competent and reliable respondents. In this study, it is of prime importance to looked into the profile of the EPP Teacher as it may contribute to the effective implementation of the program. In this study, therefore, the profile of the teacher - respondents as sex, age, civil status, educational attainment/qualification, civil service eligibility, teaching experience in EPP, performance ratings and trainings along side the program was taken into consideration.

Sex of the respondents. A great majority of the EPP-HE teacher were female. There were 31 or 93.94 percent of the 33 teacher. Only two or 6.06 percent were males. The data shows that most of those who opt to take up Home Economics as their field of specialization either in BSEEd, BSIE or BSE are females.

Ages of Respondents. The age profile of the teacher can be gleaned from Table 2. The average age of the EPP-HE teacher is 41.5 years. There were six or 18.18 percent of

Table 2

Age Profile of EPP-HE Teachers

| Age (Years) | : | No. of Respondents | : | Percent % |
|--------------------|---|--------------------|---|---------------|
| 20-24 | | 1 | | 3.03 |
| 25-29 | | 6 | | 18.18 |
| 30-34 | | 2 | | 6.06 |
| 35-39 | | 4 | | 12.12 |
| 40-44 | | 3 | | 9.09 |
| 45-49 | | 5 | | 15.15 |
| 50-54 | | 6 | | 18.18 |
| 55-59 | | 6 | | 18.18 |
| Total | | 33 | | 100.00 |
| Average age | | | | 41.5 |

the 33 teachers who have ages in the bracket of 50 - 54 and 55 - 59 years. There were also six or 18.18 percent who have ages between 25.29 years. There was only one or 3.02 percent who belong to the age bracket of 20 - 24 years.

The data signified that majority of the teachers belong to the middle age level. This illustrate further that the teachers were already matured to understand the importance of research.

Civil Status The civil status of the teachers is reflected in Table 3. The data revealed that most of the teachers were married. There were 23 or 69.70 percent who belong to this category. Five or 15.15 percent were still single while there were also five or 15.15 percent who were already widowed. The data signified that the teachers may have enough experiences as housewives and, may therefore be

Table 3

Civil Status of Teachers

| Civil Status | : No. of Respondents | : Percent % |
|--------------|----------------------|-------------|
| Married | 23 | 69.70 |
| Widow | 5 | 15.15 |
| single | 5 | 15.15 |
| | 33 | 100.00 |

able to contribute into the effective implementation of EPP because of their experiences.

Educational Qualification of Teachers. To be able to participate effectively in the implementation of Edukasyong Pantahanan at Pangkabuhayan, teachers must have the appropriate qualification. The educational qualification of teacher involved in the program is inflected in Table 4. It appears that majority of the teachers were graduates of Bachelor of Science in Elementary Education with Home Economics as their major field. There were 15 or 45.45 percent of the 33 teachers. It can also be gleam from the Table 4 that no teachers is a graduate of the masteral

Table 4

Educational Qualification of Teachers

| Degree Earned | : No. of Respondents: | Percent % |
|-------------------------------|-----------------------|-----------|
| BSEEd with MA units in H.E. | 5 | 15.15 |
| BSEEd with MA units Adm/Supv. | 3 | 9.09 |
| BSEEd - M.E. | 15 | 45.45 |
| BSE - HE | 6 | 18.18 |
| BISE - HE | 3 | 9.09 |
| AB - BSEEd | 1 | 3.03 |
| Total | 33 | 100.00 |

degree, instead there were five or 15.15 percent who have masteral units with Home Economics as their field of specialization, three or 9.09 percent specializing in Administration and Supervision.

The data revealed that generally the teachers involved in the EPP-HE program were educationally qualified to handle or teach the subjects as almost all of them were Home Economic majors.

Civil Service Eligibility of Teachers. One of the proof that a teacher is highly qualified to be in the teaching profession is passing the civil service examination given by the Civil Service Commission. Table 5 shows the various

Table 5

Civil Service Eligibility of Teachers

| C.S. Exams. | : No. of Respondents | : Percent % |
|----------------------|----------------------|-------------|
| Teachers' Exam. | 15 | 45.45 |
| Senior Teacher | 8 | 24.24 |
| Junior Teacher | 5 | 15.15 |
| PD 907 | 1 | 3.03 |
| Career Service | 2 | 6.06 |
| No. C.S. Eligibility | 2 | 6.06 |
| Total | 33 | 100.00 |

examination taken by the teachers involved in Edukasyong Pantahanan at Pangkabuhayan. Almost all the teachers have passed the required civil service examination.

As gleaned from Table 6, there were 15 or 45.45 percent which have passed the teacher's examination, eight or 24.24 percent were senior teacher eligible and five or 15.15 percent were junior teachers eligible. There were only two or 6.06 percent who do not have a civil service eligibility.

The data signifies that the teachers are capable and qualified to be involve in the effective implementation of the Edukasyong Pantahanan at Pangkabuhayan program.

Teaching experience of teachers in EPP. The length of service / experiences of the teachers in teaching EPP is shown in Table 6. It has always been said that "experienced teachers is the best teacher". It can be noted in table 7 that the EPP teachers have more than enough number of years in teaching EPP which may guarantee in the effective implementation of the program. There were 15 or 45.45 percent of the 33 teachers who have been teaching EPP from 16 years, ten or 30.30 percent for 11-15 years and three or 9.10 percent from 6-10 years. The data reflects that the teachers have acquire enough experience to effectively implement the EPP program in grade V and VI.

Table 6

Teaching Experience of Teachers in EPP

| No. of Years | : | No. of Respondents | : | Percent % |
|---------------|---|--------------------|---|-----------|
| 1 - 5 years | | 5 | | 15.15 |
| 6 - 10 years | | 3 | | 9.00 |
| 11 - 15 years | | 10 | | 30.30 |
| 16 - up | | 15 | | 45.45 |
| Total | | 33 | | 100.00 |

Performance rating of EPP teachers. The performance rating of the EPP teachers from the three years rating period is reflected in Table 7. It can be gleam from the table that majority of the teachers obtained a "very satisfactory" performance for the three years rating period with an average number of 25.67 of the 33 teacher respondents. There were only two teachers for the three years rating period who obtained a rating of "outstanding", that is one teacher in 1995-1996 and other teacher in 1997-1998.

The data above signifies that the EPP teachers were performing well in their task to impart the knowledge in Edukasyong Pantahanan at Pangkabuhayan to their pupils.

Table 7

**Performance Rating of Teachers
for Three Years**

| Performance Rating : 1995-1996 : 1996-1997 : 1997-1998 : Total : Ave. | | | | | | | | | | |
|---|----|--------|----|--------|----|--------|----|--------|-------|--|
| | | | | | | | | | | |
| Outstanding | 1 | 3.03 | 0 | 0 | 1 | 3.03 | 2 | 2.02 | 0.66 | |
| Very Satisfactory | 28 | 84.85 | 27 | 81.81 | 1 | 93.93 | 86 | 86.86 | 26.32 | |
| Satisfactory | 4 | 12.12 | 6 | 18.18 | 1 | 3.03 | 11 | 11.11 | 3.37 | |
| Total | 33 | 100.00 | 33 | 100.00 | 33 | 100.00 | 99 | 100.00 | | |

In-Service Trainings in EPP. It is a fact that teachers who upgrade their capability in their specializations contribute significantly into the effective implementation of a program. It was, therefore, a prime necessity to looked into how the EPP teachers upgraded themselves through in-service trainings. Table 9 reflects the in-service trainings attended by the teachers.

As gleam from Table 8, all of the 33 teachers have attended an in-service trainings conducted locally or through the district level. There were only 18 or 54.54 percent of the 33 teachers who have the opportunity to attend Division in-service trainings on EPP, 12 or 36.36 percent were sent to the Regional trainings and a very insignificant number of

Table 8

Age Profile of EPP-HE Teachers

| Trainings | : | No. of Respondents | : | Percent % |
|----------------|---|--------------------|---|-----------|
| Local/District | | 33 | | 100.00 |
| Division | | 18 | | 54.54 |
| Regional | | 12 | | 36.36 |
| National | | 4 | | 12.12 |

| No. of Trainings |
|--|
| four or 12.12 percent of the 33 teachers have the rare opportunity or privilege of attending a National level in-service training. |

four or 12.12 percent of the 33 teachers have the rare opportunity or privilege of attending a National level in-service training.

The data signifies that there is the urgent need to sent the teachers to more in-service trainings programs.

Status of Edukasyong Pantahanan at Pangkabuhayan Program

To get an idea into how the program of Edukasyong Pantahanan at Pangkabuhayan is implemented in the district of Catbalogan, it is but imperative to look into the implementations of its objectives, content and strategies.

Objectives of EPP in Grade V. The six general objectives of Edukasyong Pantahanan at Pangkabuhayan as

reflected in the New Learning Continuum for elementary education were the same objectives used in the questionnaire. The weighted mean or the Likert five point scale was used to determine its implementation. Five descriptive ratings were used - - these were "highly implemented", "moderately implemented", "implemented", "slightly implemented" and "not implemented" with an assigned weight of 5, 4, 3, 2, and 1 respectively.

Table 9 shows the responses of the 33 EPP teachers towards the implementation of its objectives in grade V. The total weighted mean is 2.99 which means that all of the six objectives were "implemented" by the teachers in teaching EPP in grade V.

The data implies that there is a great need for the administrators in the four districts of Catbalogan to look into the needs of their EPP teachers and come-up with a closer supervisory program in order to effectively implement and carry-out the objectives of EPP in grade V.

Objectives of EPP in Grade VI. The six objectives of Edukasyong Pantahanan at Pangkabuhayan in grade VI is reflected in Table 10. The five descriptive ratings that was used to assessed the objectives for EPP in grade V was likewise used to evaluate the implementation of the objectives for grade VI.

Table 9

Implementation of EPP Grade V Objectives

| Objectives | : (HI) : (MI) : (I) : (SI) : (NI) : | | | | | Total | WM | DR |
|--|-------------------------------------|----------|----------|----------|--------|-----------|------|----|
| | : 5 : | : 4 : | : 3 : | : 2 : | : 1 : | | | |
| 1. Nakakamit ang mga mahalagang kaisipan at panuntunan ng sa pamamahay tungo sa maayos na pagsasamahan ng mag-anak. | 1 5 | 2 8 | 20 60 | 8 16 | 2 2 | 33 91 | 2.76 | I |
| 2. Natatamo ang mga kaalaman at kasanayan sa pangangalaga ng katawan, pag-ayos ng sariling at pananamit tungo sa nabikas na paggayak. | 5 25 | 10 40 | 15 30 | 2 4 | 1 1 | 33 100 | 3.03 | I |
| 3. Nakakagamit ng mga batayan kaisipan at kasanayan sa pagluluto upang makapagbalak, makapaghahanda at nakapag-dulot ng mura, sapat at kasiyang-siyang pagkain sa mag-anak. | 1 5 | 5 25 | 17 51 | 9 18 | 1 1 | 33 100 | 3.03 | I |
| 4. Nakatutulong sa mga gawaing nakapag-papanatiling malinis at kaakit-akit na tahanan at paligid nito. | 2 10 | 15 60 | 6 18 | 8 16 | 2 2 | 33 106 | 3.21 | I |
| 5. Natatamo ang mga karagdagang pangumahin o mahalagang kaalaman, kasanayan at saloobin sa mga gawaing saklaw ng yaring-kanoy at natitiyak ng kahalagahan ng paggawa para sa pamamahala ng isang tanging tindahan. | 3 15 | 8 32 | 15 45 | 5 10 | 2 2 | 33 104 | 3.15 | I |
| 6. Natatamo ng mga pangunahing kaalaman, kasanayan at saloobin sa pagtataag at pamamahala ng isang tanging tindahan. | 1 10 | 4 16 | 10 30 | 15 30 | 2 2 | 33 88 | 2.76 | I |
| Total F | 13 | 44 | 83 | 47 | 10 | 197 | | |
| Total Weighted Mean | 70 | 181 | 234 | 94 | 10 | 589 | 2.99 | I |

Legend: 5 - Highly Implemented - - - 4.51 - 5.00
 4 - Moderately Implemented - - 3.51 - 4.50
 3 - Implemented - - 2.51 - 3.50
 2 - Slightly Implemented - - 1.51 - 2.50
 1 - Not Implemented - - 1.00 - 1.50

The total weighted mean for the implementation of the six objectives was 3.04 which means that the objectives were implemented only one of the six objectives obtained a weighted mean of 3.70 which means that it was moderately implemented. This was objective number 4 which is on "Nagagampanan ng paglilinis at pag-aayos ng tahanan at ng paligid".

The data revealed that there is an urgent need for the teachers to look into the various factors that have affected the effective implementation of the objectives so measures can be evolved to improve its implementation.

Implementation of Course Contents/Activities in Grade

V. For effective evaluation into the status of teaching Edukasyong Pantahanan at Pangkabuhayan, it is also worthwhile to find out how far were the course content and activities were carried out by the teachers. The status of implementation of the course contents and activities for grade V is reflected in Table 11. There were seven main topics of the course contents as provided for in the learning continuum which were reflected in the questionnaire. The grand weighted mean for these seven main topics is 2.56 which means that these course contents and activities were moderately achieved by the teachers in teaching EPP in grade V.

Table 10

Implementation of EPP Grade VI Objectives

| Objectives | : (HI) : (MI) : (I) : (SI) : (NI) : Total | | | | | | WM | DR |
|---|---|----------|----------|----------|--------|-----------|------|----|
| | : 5 | : 4 | : 3 | : 2 | : 1 | : | | |
| 1. Nakakamit ang mga mahalagang kaisipan at panuntunan ng sa pamamahay tungo sa maayos na pagsasamahan ng mag-anak. | 3 15 | 5 20 | 16 48 | 8 16 | 1 1 | 33 100 | 3.03 | I |
| 2. Natatamo ang mga kaalaman at kasanayan sa pangangalaga ng katawan, pag-ayos ng sariling at pananamit tungo sa nabikas na paggayak. | 7 35 | 10 40 | 9 27 | 5 10 | 2 2 | 33 114 | 3.45 | I |
| 3. Nakakagamit ng mga batayan kaisipan at kasanayan sa pagiimbak ng iba't ibang pagkain. | 1 5 | 1 4 | 18 54 | 8 16 | 5 5 | 33 84 | 2.55 | I |
| 4. Nagagampanan ang paglilinis at pag-aayos ng tahanan at ng paligid. | 6 30 | 12 48 | 14 42 | 1 2 | 0 0 | 33 122 | 3.70 | MI |
| 5. Natatamo at nalilinang ang mga pangunahing kaalaman, kasanayan at saloobin sa iba't ibang gawaing saklaw ng pagkalahatang industriya nagagamit ng mga ito sa paglikha at paggawa ng mga bagay para sa ikabuhi at ikauunlad ng mag-anak at panayaman. | 3 15 | 4 16 | 15 45 | 10 20 | 1 1 | 33 97 | 2.94 | I |
| 6. Natatamo ng mga pangunahing kasalanan, kasanayan at saloobin sa pagtataug at pamamahalaga ng tindahang kooperatiba. | 1 5 | 4 16 | 15 45 | 5 10 | 8 8 | 33 84 | 2.55 | I |
| Total F | 21 | 36 | 87 | 37 | 17 | 198 | | |
| Total Weighted Mean | 105 | 144 | 261 | 74 | 17 | 601 | 3.04 | I |

Legend :

- 5 - Highly Implemented - - - 4.51 - 5.00
- 4 - Moderately Implemented - - 3.51 - 4.50
- 3 - Implemented - - 2.51 - 3.50
- 2 - Slightly Implemented - - 1.51 - 2.50
- 1 - Not Implemented - - 1.00 - 1.50

There were seven main content or suggested activities in the learning continuum for teaching EPP in grade V. These main topics are 1) Pagsasamahan at Pamumuhay ng mag-anak; 2) Kasanayan sa pag-aayos ng sarili at pananamit; 3) Kasanayan sa pagkain at nutrition; 4) Mga gawain sa pamamahay; 5) Mga bagay na yaring kamay; 6) Kasanayan sa tindahang kooperatiba. The grand weighted mean for the six main activities or topics is 3.20 which means that these activities were "moderately achieved" by the teachers.

The total weighted mean for suggested activities A which is on "Pagsasamahan at Pamumuhay ng Mag-anak" is 3.27 which means that these activities were "moderately achieved". There were three sub-topics under this category which were rated as "moderately achieved". These are the topics on "Mga paraan ng pagtugonsa mga pansariling pangangailangan at suliranin", "mga pagbabagong nagaganap sa isang nagdadalaga at nagbibinata", "Pagtulong sa gawaing mag-anak upang makatipid sa oras, lakas at kagamitan" which got a weighted mean of 3.18, 2.88 and 3.15 respectively. One sub-topic obtained a rating of 3.55 or "highly achieved". This is the sub-topic on "Mga bagay na kinakailangan at mga bagay na nagugustuhan ng bawat kasapi ng mag-anak". Sub-topic one got a rating of 2.39 which means that it was only "slightly achieved".

Table 11

Implementation of Course Contents and Activities in Grade V

| Contents/Activities | : (HI) : (MI) : (I) : (SI) : (NI) : Total | | | | | | WM | DR |
|---|---|-----|-----|-----|-----|-----|------|----|
| | : 5 | : 4 | : 3 | : 2 | : 1 | : | | |
| A. Pagsasamahan at Pamumuhay ng Mag-anak | | | | | | | | |
| 1. Nagkakaiba-iba ng katangihan ng bawat kasapi ng mag-anak. | 7 | 8 | 11 | 5 | 2 | 33 | 3.39 | SA |
| | 35 | 32 | 33 | 10 | 2 | 112 | | |
| 2. Mga bagay na kinakailangan at mga bagay na nagugustuhan ng bawat kasapi ng mag-anak. | 8 | 11 | 7 | 5 | 2 | 33 | 3.55 | HA |
| | 40 | 44 | 21 | 10 | 2 | 117 | | |
| 3. Mga paraan ng pagtugen sa mga pansariling pangangailangan at suliranin . | 5 | 6 | 14 | 6 | 2 | 33 | 3.18 | MA |
| | 25 | 24 | 42 | 12 | 2 | 105 | | |
| 4. Mga pagbabagong nagaganap sa isang nagdadalaga at nagbibinata. | 2 | 6 | 15 | 6 | 4 | 33 | 2.88 | MA |
| | 10 | 24 | 45 | 12 | 4 | 95 | | |
| 5. Pagtulong sa gawain ng mag-anak upang makatipid sa oras, lakas at kagamitan. | 2 | 8 | 18 | 3 | 2 | 33 | 3.15 | MA |
| | 10 | 32 | 54 | 6 | 2 | 104 | | |
| Total F | 24 | 39 | 65 | 23 | 12 | 163 | | |
| Total Weighted Mean | 120 | 156 | 195 | 50 | 12 | 533 | 3.27 | MA |
| B. Pag-aayos sa Sarili | | | | | | | | |
| 1. Kahalagahan sa kalusugan ng wastong pangangalaga ng katawan. | 3 | 5 | 16 | 8 | 1 | 33 | 3.03 | MA |
| | 15 | 20 | 48 | 16 | 1 | 100 | | |
| 2. Wastong pangangalaga at pagkukumpuni ng damit. | 7 | 10 | 9 | 5 | 2 | 33 | 3.45 | MA |
| | 35 | 40 | 27 | 10 | 2 | 114 | | |
| 3. Kagamitang sa iba't ibang uri ng pagkukumpuni. | 6 | 12 | 14 | 1 | 0 | 33 | 3.70 | HA |
| | 30 | 48 | 42 | 2 | 0 | 122 | | |
| 4. Wastong paraan ng pagsusulsi at pagtagapi. | 3 | 4 | 15 | 10 | 1 | 33 | 3.24 | MA |
| | 15 | 16 | 45 | 20 | 1 | 107 | | |
| 5. Wastong paraan sa pagsusulsi ng mga punit. | 1 | 4 | 15 | 13 | 8 | 41 | 2.44 | SA |
| | 5 | 16 | 45 | 26 | 8 | 100 | | |
| Total F | 20 | 35 | 69 | 37 | 12 | 173 | | |
| Total Weighted Mean | 100 | 140 | 207 | 74 | 12 | 533 | 3.08 | MA |

| C. Kasuotan Para sa Sarili | | | | | | | |
|--|------------|------------|------------|-----------|-----------|------------|----------------|
| 1. Mga kabutihian at wastong paggawa ng sariling kasuotan. | 0 0 | 8 32 | 10 30 | 10 20 | 5 5 | 33 87 | 2.64 MA |
| 2. Wastong gamit ng mga kagamitan sa pananahi. | 0 0 | 10 40 | 8 24 | 10 20 | 5 5 | 33 89 | 2.70 MA |
| 3. Wastong gamit at pangangalaga sa bawat bahagi ng makina. | 3 15 | 11 44 | 9 27 | 5 10 | 5 5 | 33 101 | 3.06 MA |
| 4. Nakagagawa ng tamang paraan para sa pananahi ng damit. | 4 20 | 6 24 | 9 27 | 11 22 | 3 3 | 33 96 | 2.90 MA |
| 5. Pagpapahalaga sa nayaring kasuotan sa paggamit nito. | 8 40 | 11 44 | 8 24 | 5 10 | 1 1 | 33 119 | 3.60 HA |
| Total F | 15 | 46 | 44 | 41 | 19 | 165 | |
| Total Weighted Mean | 75 | 184 | 132 | 82 | 19 | 492 | 2.98 MA |
| D. Kasanayan sa Pagkain at Nutrisyon | | | | | | | |
| 1. Kahulugan ng sapat na pagkain. | 5 25 | 15 60 | 12 36 | 1 2 | 0 0 | 33 123 | 3.73 HA |
| 2. Pagbabalak ng mura, sapat at kasiyasiyang pagkain at hapunan. | 7 35 | 10 40 | 9 27 | 5 10 | 2 2 | 33 114 | 3.45 MA |
| 3. Paggawa ng mga menu para sa almusal, tanghalian at hapunan. | 6 30 | 12 40 | 14 42 | 1 2 | 0 0 | 33 114 | 3.45 MA |
| 4. Paghahanda ng mura at sapat na pagkain para sa pamilya. | 3 15 | 5 20 | 16 48 | 7 14 | 2 2 | 33 100 | 3.03 MA |
| 5. Wastong paghanda o pagdulat ng pagkain. | 3 15 | 5 20 | 16 48 | 7 14 | 2 2 | 33 91 | 3.00 MA |
| Total F | 24 | 47 | 67 | 21 | 6 | 165 | |
| Total Weighted Mean | 120 | 180 | 201 | 42 | 6 | 549 | 3.33 MA |
| E. Mga Gawain sa Pamamahay | | | | | | | |
| 1. Kahalagahan ng gawain sa takdang panahon. | 3 15 | 16 64 | 8 24 | 4 8 | 2 2 | 33 113 | 3.42 MA |
| 2. Malinis na tahanan. | 3 15 | 7 38 | 14 42 | 9 18 | 0 0 | 33 105 | 3.12 MA |
| 3. Maayos at kaakit-akit na tahanan. | 3 15 | 15 60 | 10 30 | 4 8 | 1 1 | 33 114 | 3.45 MA |
| 4. Malinis at maayos na bakuran. | 1 5 | 4 16 | 15 45 | 8 20 | 3 3 | 33 89 | 2.70 MA |

| | | | | | | | | |
|--|---------|----------|----------|---------|--------|-----------|------|----|
| 5. Mga wastong gawi upang maiwasan ang sunog. | 3 15 | 5 20 | 16 48 | 8 16 | 1 1 | 33 100 | 3.03 | MA |
| Total F | 16 | 52 | 63 | 27 | 7 | 165 | | |
| Total Weighted Mean | 80 | 208 | 189 | 54 | 7 | 538 | 3.26 | MA |
| F. Mga Bagay na Yaring Kamay | | | | | | | | |
| 1. Mga gawaing saklaw ng yaring kamay. | 7 35 | 8 32 | 11 33 | 5 10 | 2 2 | 33 112 | 3.39 | MA |
| 2. Mga kagamitan at kasangkapang pangkamay. | 8 40 | 11 44 | 7 21 | 5 10 | 2 2 | 33 117 | 3.55 | MA |
| 3. Mga paamaraan at hakbang sa pagbuo ng isang proyekto. | 2 10 | 8 32 | 17 51 | 4 8 | 2 2 | 33 103 | 3.12 | MA |
| 4. Pagsasaayos at silid-gawain sa tahanan. | 2 10 | 6 24 | 15 45 | 6 12 | 4 4 | 33 95 | 2.88 | MA |
| 5. Mga ibang proyekto at gawain sa tahanan. | 2 10 | 7 28 | 14 42 | 6 12 | 4 4 | 33 96 | 2.90 | MA |
| Total F | 21 | 40 | 64 | 26 | 14 | 165 | | |
| Total Weighted Mean | 105 | 160 | 192 | 52 | 14 | 513 | 3.10 | MA |
| G. Laboratoryung Pantingiang Pangangalakal | | | | | | | | |
| 1. Panalakad ng pamahalaan sa tanging pagtitinda. | 3 15 | 5 20 | 16 48 | 8 16 | 1 1 | 33 100 | 3.03 | MA |
| 2. Paminiling mga paninda para sa pantingiang tindahan. | 7 35 | 8 32 | 9 27 | 5 10 | 4 4 | 33 108 | 3.27 | MA |
| 3. Pag-aayos ng mga paninda sa tindahan. | 2 10 | 8 32 | 15 45 | 5 10 | 3 3 | 33 100 | 3.03 | MA |
| 4. Pagtitinda nang may kahusayan. | 2 10 | 6 24 | 15 45 | 7 14 | 3 3 | 33 96 | 2.90 | MA |
| 5. Pagkukuwenta ng pinagbilhan sa tindahan. | 2 10 | 8 32 | 12 36 | 8 16 | 2 2 | 33 97 | 2.94 | MA |
| Total F | 16 | 35 | 67 | 33 | 13 | 164 | | |
| Total Weighted Mean | 80 | 140 | 201 | 66 | 13 | 500 | 3.05 | MA |
| Grand Weighted Mean | | | | | | | 2.56 | MA |

Legend: 5 - Fully Achieved 4 - Highly Achieved 3 - Moderately Achieved 2 - Slightly Achieved 1 - Not Achieved

Main topic B on "Pag-aayos ng sarili" got a weighted mean of 3.08 which also suggest that the topic was only "moderately achieved". There were three sub-topics in this category that were "moderately achieved" and these sub-topic were on "Kahalagahan sa kalusugan ng wastong pangangalaga ng katawan", sub-topic or "Wastong pangangalaga at pagkukumpuni ng damit", and sub-topic No. 4 on "Wastong paraan ng pagsusulsi at pagtagpi" which were rated as 3.03, 3.45 and 3.24 respectively. The sub-topic on "kagamitan sa iba't-ibang uri ng pagkukumpuni" was rated 3.70 which means that it was "highly achieved".

The total weighted mean for suggested activities on "kasuotan para sa sarili" was 2.98 which means that these activities were "moderately achieved". Of the five suggested activities only sub-topic 5 was rated "highly achieved" with a weighted mean of 3.60. Sub-topics 1-4 were all rated "moderately achieved" with ratings of 2.64, 2.70, 3.06 and 2.90 respectively.

The main topic on "kasanayan sa Pagkain at Nutrisyon" obtained a total weighted mean of 3.33 which again suggested that the topic was "moderately achieved". In this category, it was sub-topic one on "Kahulugan ng sapat na pagkain" which was ratd 3.75 which means that it was "highly achievd" while sub-topic two, three, four and five were rated "moderately achieved" with a weighted mean of 3.45, 3.45,

3.03 and 3.00 respectively.

The weighted mean for main topic E on "Mga Gawain sa Pamamahay" was 3.26 which again means that it was "moderately achieved". All the sub-topics in this category were "moderately achieved". These were sub-topics on "kahalagahan ng gawain sa takdang panahon", "Malinis na tahanan", "Maayos at kaakit-akit na tahanan", "Malinis at maayos na bakuran" and "Mga wastong gawi upang maiwasan ng sunag". These five sub-topics were rated 3.42, 3.12, 3.45, 2.70 and 3.03 respectively.

The weighted mean for main topic F which is "Mga bagay na yaring kamay" is 3.10 which means that these activities were "moderately achieved". In this category, four sub-topics were rated by the teachers to be "moderately achieved". These were the sub-topics on "Mga gawaing saklaw ng yaringkamay", with a weighted mean of 3.39, "Mga pamamaraan at hakbang sa pagbuong isang proyekto with 3.12", "Pagsasaayos ng silih-gawain sa tahanan" with 2.88 and "Mga ibang proyekto at gawain sa tahanan" with a weighted mean of 2.90. Only one sub-topic in main topic 7 was rated as "highly achieved" with a weighted mean of 3.55. This was the sub-topic on "Mga kagamitan at kasangkapang pangkamay".

The last main topic for teaching EPP in grade V is on "Laboratoryang Pantinging Pangangalakal" which obtained a total weighted mean of 3.05 which again means that it was

only "moderately achieved". In this category, all the five sub-topics were "moderately achieved". This is for sub-topic to five which were rated as 3.03, 3.27, 3.03, 2.90 and 2.94 respectively.

The data as shown in Table 11 greatly signifies that there is a need for the grade V EPP teachers to put more endeavor either in their effectiveness as teacher or more motivation for the pupils so teaching-learning process can be more functional.

Implementation of Grade VI Course Content and Activities. Edukasyong Pantahanan at Pangkabuhayan is likewise a co-educational subject in grade VI. But while there are seven main topic in grade VI there are only six main topics in grade VI. The six main topics in the EPP learning continuum in grade VI are as follows: 1) Pagsasamahan at pamumuhay ng mag-anak; 2) Kasanayan sa pag-aayos ng sarili at pananamit; 3) Kasanayan sa Pagkain at Nutrisyon; 4) Mga gawain sa pamamahay; 5) Mga bagay sa yaring kamay; and 6) Kasanayang sa Tindahang Kooperatiba.

To get an idea into the implementation of these suggested activities, the EPP teachers were requested to evaluate its implementation by using the likert five point scale with the descriptive rating of "fully achieved", "highly achieved", "moderately achieved", "slightly

Table 12

Implementation of Course Contents and Activities in Grade VI

| Contents/Activities | : (HI) : (MI) : (I) : (SI) : (NI) : | | | | | Total | WM | DR |
|--|-------------------------------------|----------|----------|----------|--------|-----------|------|----|
| | : 5 : | : 4 : | : 3 : | : 2 : | : 1 : | | | |
| A. Pagsasamahan at Pamumuhay ng Mag-anak | | | | | | | | |
| 1. Epekto ng pagkatao at katangian ng mga kaaapi ng mag-anak sa kanilang pagsasamahan. | 1 5 | 4 8 | 15 45 | 8 16 | 5 5 | 33 79 | 2.39 | SA |
| 2. Natutugunan ang mga pangangailangan ng mag-anak. | 3 15 | 5 20 | 16 48 | 8 16 | 1 1 | 33 100 | 3.03 | MA |
| 3. Mga nungkahi kung paano matutugunan ang mga pangangailangan/suliranin ng mag-anak. | 7 35 | 10 40 | 9 27 | 5 10 | 2 2 | 33 114 | 3.45 | MA |
| 4. Pagtulong sa kasapi ng mag-anak. | 6 30 | 12 48 | 14 42 | 1 2 | 0 0 | 33 122 | 3.70 | HA |
| 5. Pangangalaga ng mag-anak na masakitin, natatada o kapus-palad. | 3 15 | 4 16 | 15 45 | 10 20 | 1 1 | 33 97 | 2.94 | MA |
| Total F | 20 | 35 | 69 | 32 | 9 | 165 | | |
| Total Weighted Mean | 100 | 132 | 207 | 64 | 9 | 512 | 3.10 | MA |
| B. Kasanayan sa Pag-aayos ng sarili at Pananamit | | | | | | | | |
| 1. Mga wastong pangangalaga sa balat. | 6 30 | 12 48 | 13 39 | 1 2 | 1 1 | 33 120 | 3.64 | HA |
| 2. Mga wastong pag-aalis ng mantsa sa damit. | 7 35 | 10 40 | 9 27 | 5 10 | 2 2 | 33 114 | 3.45 | MA |
| 3. Paggawa ng isang proyekto na kasuotan. | 1 5 | 4 16 | 17 42 | 10 20 | 4 4 | 33 87 | 2.64 | MA |
| 4. Wastong pagtatahi ng damit o kasuotan. | 6 30 | 12 48 | 14 42 | 1 2 | 0 0 | 33 122 | 3.70 | HA |
| 5. Pagbibiling yaring kasuotan na angkop sa sarili o sa kasapi ng mag-anak. | 3 15 | 5 20 | 16 48 | 8 16 | 1 1 | 33 100 | 3.03 | MA |

| | | | | | | | | |
|--|-----|-----|-----|----|---|-----|------|----|
| Total F | 33 | 42 | 66 | 25 | 8 | 165 | | |
| Total Weighted Mean | 115 | 172 | 198 | 50 | 8 | 542 | 3.29 | MA |
| C. Kasanayan sa Pagkain at Nutrisyon | | | | | | | | |
| 1. Kahalagahan ng pag-iimbak ng pagkain para sa mag-anak. | 6 | 14 | 12 | 1 | 0 | 33 | | |
| | 30 | 56 | 36 | 2 | 0 | 124 | 3.76 | HA |
| 2. Mga pamamaraan ng pag-iimbak ng pagkain. | 6 | 10 | 9 | 5 | 3 | 33 | | |
| | 30 | 40 | 27 | 10 | 3 | 110 | 3.33 | MA |
| 3. Pag-iimbak ng iba't ibang pagkain para sa mag-anak. | 6 | 13 | 10 | 3 | 1 | 33 | | |
| | 30 | 52 | 30 | 6 | 1 | 119 | 3.60 | HA |
| 4. Mga mabuting ugali sa pag-iimbak. | 6 | 12 | 12 | 3 | 0 | 33 | | |
| | 30 | 48 | 36 | 6 | 0 | 120 | 3.64 | HA |
| 5. Mga kawilihan sa pag-iimbak ng pagkain para sa mag-anak. | 6 | 12 | 12 | 2 | 1 | 33 | | |
| | 30 | 48 | 36 | 4 | 1 | 119 | 3.60 | HA |
| Total F | 30 | 61 | 55 | 14 | 4 | 165 | | |
| Total Weighted Mean | 150 | 244 | 165 | 28 | 5 | 592 | 3.60 | HA |
| D. Mga Gawain sa Pamamahay | | | | | | | | |
| 1. Ang paglilinis ng iba't ibang bahagi ng tahanan, kagamitn at kasangkapan. | 3 | 16 | 8 | 5 | 1 | 33 | | |
| | 15 | 64 | 34 | 10 | 1 | 114 | 3.45 | MA |
| 2. Pagpupksa ng pests sa tahanan gaya ng lamok, daga at atb. | 6 | 12 | 12 | 2 | 1 | 33 | | |
| | 30 | 48 | 36 | 8 | 1 | 123 | 3.73 | HA |
| 3. Nagagampanan ang pag-aayos ng tahanan. | 3 | 15 | 10 | 4 | 1 | 33 | | |
| | 10 | 60 | 30 | 8 | 1 | 109 | 3.30 | MA |
| 4. Nakatutulong sa pag-aayos sa bakuran. | 1 | 4 | 15 | 13 | 0 | 33 | | |
| | 5 | 16 | 45 | 26 | 0 | 92 | 2.79 | MA |
| 5. Mga wastong gawi upang maiwasan ang sakuna. | 3 | 5 | 16 | 8 | 1 | 33 | | |
| | 15 | 20 | 48 | 16 | 1 | 100 | 3.03 | MA |
| Total F | 16 | 52 | 61 | 32 | 4 | 165 | | |
| Total Weighted Mean | 75 | 208 | 183 | 78 | 4 | 548 | 3.32 | MA |
| E. Mga Bagay sa Yaring Kamay | | | | | | | | |
| 1. Mga kabutihang naidudulot sa isang mag-anak ng mga gawaing yaring kamay. | 7 | 8 | 11 | 5 | 2 | 33 | | |
| | 35 | 32 | 33 | 10 | 2 | 112 | 3.39 | MA |
| 2. Wastong paggamit, pangangalaga at pag-liliqpit ng mga kasangkapan at kagamitan. | 8 | 11 | 7 | 5 | 2 | 33 | | |
| | 40 | 44 | 21 | 10 | 2 | 119 | 3.60 | HA |

| | | | | | | | | |
|--|------------|------------|------------|-----------|-----------|------------|-------------|-----------|
| 3. Paglikha at pagbuo ng isang bagay o proyekto. | 2 10 | 8 32 | 18 54 | 3 6 | 2 2 | 33 104 | 2.15 | MA |
| 4. Paglikha o pagbuo ng isang proyekto na kinakailangan ng mag-anak. | 2 10 | 6 24 | 14 42 | 7 14 | 4 4 | 33 94 | 2.85 | MA |
| Total F | 19 | 33 | 50 | 20 | 10 | 132 | | |
| Total Weighted Mean | 95 | 132 | 150 | 40 | 12 | 429 | 3.25 | MA |
| F. Kasanayan sa Tindahang Kooperatiba | | | | | | | | |
| 1. Kaalaman, kasanayan at saloobin sa pagtatatag at pamamahala ng tindahang kooperatiba. | 3 15 | 5 20 | 16 48 | 8 16 | 1 1 | 33 100 | 3.03 | MA |
| 2. Kahulugan at layunin isang tindahang kooperatiba. | 7 35 | 8 32 | 9 27 | 5 10 | 4 4 | 33 108 | 3.27 | MA |
| 3. Mga paninda sa tindahang kooperatiba. | 6 30 | 12 48 | 14 42 | 1 2 | 0 0 | 33 122 | 3.70 | MA |
| 4. Pagtitinda sa tindahang kooperatiba nang may kahusayan. | 3 15 | 4 16 | 15 45 | 10 20 | 1 1 | 33 97 | 2.94 | MA |
| 5. Pagkukuwento ng pinagbilhan sa tindahang kooperatiba. | 1 5 | 4 16 | 15 45 | 10 20 | 3 3 | 33 89 | 2.70 | MA |
| Total F | 20 | 33 | 69 | 34 | 9 | 165 | | |
| Total Weighted Mean | 100 | 132 | 207 | 68 | 9 | 518 | 3.13 | MA |
| Grand Weighted Mean | | | | | | | 3.20 | |

Legend :

| | |
|-------------------------|---------------------|
| 5 - Fully Achieved | — — — — 4.51 - 5.00 |
| 4 - Highly Achieved | — — — — 3.51 - 4.50 |
| 3 - Moderately Achieved | — — — — 2.51 - 3.50 |
| 2 - Slightly Achieved | — — — — 1.51 - 2.50 |
| 1 - Not Achieved | — — — — 1.00 - 1.50 |

achieved" and "not achieved" with the scale of 5, 4, 3, 2, and 1 respectively.

The grand weighted mean for the six categories is 3.20 which means that the suggested activities or contents of EPP

for grade six was "moderately achieved".

The total weighted mean for main topic A on "Pagsasamahan at Pamumuhay ng Mag-anak" is 3.10 which means that the topic or activities was "moderately achieved". Among the sub-topics, three were rated "moderately achieved", with ratings of 3.03, 3.45 and 2.94. These were sub-topics on "Natugunan ang mga pangangailangan ng mag-anak", "Mga mungkahi kung paano matutugunan ang mga pangangailangan/suliranin ng mag-anak" and "Pangangalaga ng mag-anak na masakitan, matatanda o kapus-palad". The sub-topic on "Pagtulong sa kasapi ng mag-anak" got a weighted mean of 2.70 or "highly achieved" while "Epekto ng pagkatao at katangian ng mga kaapi ng mag-anak sa kanilang pagsasamahan" obtain a weighted mean of 2.37 or. "slightly achieved".

Main topic B "Kasanayan sa Pag-aayos ng sarili at pananamit" obtained a total weighted mean 3.29 which means it was "moderately achieved". In this category, three sub-topics were rated "moderately achieved". These are sub-topics "Paggawa ng isang proyekto sa kasuotan", "Mga wastong pag-aalis ng mantsa sa damit", "Pagbibili ng yaring kasuotan na angkop sa sarili o sa kasapi ng mag-anak" which were rated with 2.64, 3.45 and 3.03 respectively. There were two sub-topics that obtained a rating of "highly achieved". These are sub-topics "Mga wastong pangangalaga sa balat",

and "wastong pagtatahi ng damit o kasuotan" with weighted mean of 3.64 and 3.70 respectively.

For topic C on "Kasanayan sa Pagkain at Nutrisyon" the total weighted mean obtained was 3.60 with a descriptive rating of "highly achieved". There were four sub-topics that also got the descriptive rating of "highly achieved". There were sub-topics on "kahalagahan ng pag-iimbak ng pagkain para sa mag-anak", "Pag-iimbak ng iba't ibang pagkain para sa mg-anak", "Mga mabuting ugali sa pag-iimbak" and "Mga kawiwilihan sa pag-iimbak ng pagkain para sa mag-anak" with weighted mean of 3.76, 3.60, 3.64 and 3.60 respectively.

Main topic D "Mga gawain sa Pamamahay" got a weighted mean of 3.32 with the descriptive rating of "moderately achieved". In this main topic, four sub-topics were "moderately achieved" and only one sub-topic was "highly achievd". Sub-topics that were moderately achieved were on "Ang paglilinis ng iba't-ibang bahagui ng tahanan, kagamitan at kasangkapan", "Nagagampanan ang pag-aayos ng tahanan", "Nakakatulong sa pag-aayos sa bakuran", and "Mga wastong gawi upang maiwasan ang sakuna with weighted mean of 3.45, 3.30, 2.79 and 3.03 respectively.

The total weighted mean for Main topic D, "Mga Bagay na yaring kamay" is 3.25 which means that this suggested activity was "moderately achieved". Three of the four sub-

topics were rated "moderately achieved". These were sub-topics on "Mga kabutihang naidudulot sa isang mag-anak ng mga yaring gawain kamay", "Paglilikha at pagbuo ng proyekto" and "Paglikha o pagbuo ng isang proyekto sa kinakailangan ng mag-anak with weighted mean of 3.39, 3.15 and 2.85 respectively. The sub-topic was got a weighted mean of 3.60 or "highly achieved" was on "Wastong paggamit, pangangalaga at pagliligpit ng mga kasangkapan at kagamitan."

For the last main topic on "kasanayan sa Tindahang kooperatiba" the total weighted mean was 3.15 or moderately achieved. Four of the five sub-topics were likewise rated as "moderately achieved". These were sub-topics on "kaalaman, kasanayan at saloobin sa pagtatatag at pamamahala ng tindahang kooperatiba", "kahulugan at layumin ng isang tindahang kooperatiba", Pagtitinda sa tindahang kooperatib nang may kahusayan" and "Pagkukuwento ng pinagbilhan sa tindahang kooperatib" with weighted mean of 3.03, 3.27, 2.94 and 2.70 respectively.

The data presented in Table 12 clearly signifies that there is still a great need for the EPP teachers to do in order to encourage and motivate learners for a more effective teaching-learning activities.

Strategies in Teaching EPP. To get an insight into the effectiveness of the teaching-learning process in

Edukasyong Pantahanan at Pangkabuhayan is also to look into the strategies or techniques of imparting knowledge by the teachers to their students. There were twelve strategies that were identified by the EPP teachers where in they reacted using the five point scale of likert. The descriptive rating employed were "always utilized", "often utilized" "sometimes utilized", "seldom utilized", "Never utilized" with rating of 5, 4, 3, 2, and 1 respectively.

Table 13 reflects the various strategies utilized by teachers in EPP for both grade V and VI. The technique or strategies that were "often utilized" by the teachers were "Lecture-Discussion" with a weighted mean of 3.85 and "Question and answer method" with a weighted mean of 3.85. This data implies that the EPP teachers were still into the traditional technique of teaching. There were six strategies that obtained the descriptive rating of "sometimes utilized". These were the strategies on "lecture method", "lecture-demonstration", "role-playing", "discovery method", "laboratory method", with the corresponding rating of 3.36, 3.45, 2.76, 2.82, 3.27 and 3.33. The strategies that were "seldom utilized" by the teachers were "socialized recitation", "Buzz session", "Modules teaching" and "skit and drama presentations". These strategis were given the weighted mean of 2.12, 2.21, 2.12 and 2.39 respectively.

The data reflected by Table 14 suggest that though

Table 13

Strategies Used by Teachers in Teaching EPP-HE

| Strategies | : (HI) | : (MI) | : (I) | : (SI) | : (NI) | Total | WM | DR |
|---------------------------------|--------|--------|-------|--------|--------|-------|------|----|
| | : 5 | : 4 | : 3 | : 2 | : 1 | | | |
| 1. Lecture - Method | 3 | 11 | 15 | 3 | 1 | 33 | | |
| | 15 | 44 | 45 | 6 | 1 | 111 | 3.36 | SU |
| 2. Lecture - Discussion | 7 | 14 | 12 | 0 | 0 | 33 | | |
| | 35 | 56 | 36 | 0 | 0 | 127 | 3.85 | AU |
| 3. Lecture - Demonstration | 7 | 10 | 9 | 5 | 2 | 33 | | |
| | 35 | 40 | 27 | 10 | 2 | 114 | 3.45 | SU |
| 4. Socialized Recitation | 1 | 4 | 3 | 15 | 10 | 33 | | |
| | 5 | 16 | 9 | 30 | 10 | 70 | 2.12 | AU |
| 5. Question - Answer Method | 10 | 14 | 5 | 2 | 7 | 33 | | |
| | 50 | 56 | 15 | 4 | 2 | 127 | 3.85 | AU |
| 6. Role Playing | 2 | 3 | 15 | 11 | 2 | 33 | | |
| | 10 | 12 | 45 | 22 | 2 | 91 | 2.76 | SU |
| 7. Discovery Method | 6 | 4 | 6 | 12 | 5 | 33 | | |
| | 30 | 16 | 18 | 24 | 5 | 93 | 2.82 | SU |
| 8. Laboratory Method | 5 | 12 | 10 | 2 | 1 | 33 | | |
| | 25 | 48 | 30 | 4 | 1 | 108 | 3.27 | SU |
| 9. Project Method | 4 | 12 | 10 | 2 | 2 | 33 | | |
| | 20 | 48 | 30 | 10 | 2 | 100 | 3.33 | SU |
| 10. Buzz session | 2 | 4 | 5 | 10 | 12 | 33 | | |
| | 10 | 16 | 15 | 20 | 12 | 73 | 2.21 | SU |
| 11. Modules Techniques | 2 | 3 | 6 | 8 | 14 | 33 | | |
| | 10 | 12 | 18 | 16 | 14 | 70 | 2.12 | SU |
| 12. Skit and Drama Presentation | 0 | 4 | 12 | 10 | 7 | 33 | | |
| | 0 | 16 | 36 | 20 | 7 | 79 | 2.39 | SU |
| Total F | 50 | 95 | 108 | 83 | 58 | 394 | | |
| Total Weighted Mean | 249 | 380 | 324 | 166 | 58 | 1277 | 3.24 | I |

Legend: 5 - Always Utilized - 4.51 - 5.00 2 - Seldom Utilized - 1.51 - 2.50
 4 - Often Utilized - 3.51 - 4.50 1 - Never Utilized - 1.00 - 1.50
 3 - Sometimes Utilized - 2.51 - 3.50

teachers are still into the traditional method of teaching, they have employed or utilized a variety of strategy in teaching.

Problems Encountered by EPP Teachers

Just like any other program, the implementation of Edukasyong Pantahanan at Pangkabuhayan in Grade V and VI are best with problems. These problems were categorize by the teachers into two groups: Problems that affect instructions of the program and problems on facilities encountered by the teachers. The Likert five-point scale was also deemed proper as the proper instrument for getting an insights into these problems. The descriptive ratings utilized were "very serious", "serious", "uncertain", "less serious" and "Not very serious". These were given the scales of 5, 4, 3, 2, and 1 respectively.

Problems in Instruction. The problems encountered by the teachers along side instruction in the EPP program in reflected in Table 14. There were ten identified problems by the teachers. There was only one problem where the teachers were "uncertain". This problem No. 6 on "Home Economics period often use for cleaning school surroundings" which got a weighted mean of 3.42. The other nine problems were considered "serious" by the teachers. These are the problems on "Large home economics classes", "Heavy teaching

Table 14

**Problems in Instruction Encountered
by EPP Teachers**

| Problems | : (HI) : (MI) : (I) : (SI) : (NI) : . | | | | | Total | WM | DR | |
|---|---------------------------------------|-----|-----|-----|-----|-------|------|----|--|
| | : 5 | : 4 | : 3 | : 2 | : 1 | | | | |
| Problems in Instruction | | | | | | | | | |
| 1. Large home economics classes. | 10 | 12 | 3 | 8 | 0 | 33 | | | |
| | 50 | 48 | 9 | 16 | 0 | 123 | 3.73 | 5 | |
| 2. Heavy teaching load of home economics teachers. | 11 | 14 | 5 | 2 | 1 | 33 | | | |
| | 55 | 56 | 15 | 8 | 1 | 135 | 4.09 | 5 | |
| 3. Poor study habits of children. | 12 | 16 | 3 | 2 | 0 | 33 | | | |
| | 60 | 64 | 9 | 8 | 0 | 141 | 4.27 | 5 | |
| 4. Uncooperative parents. | 8 | 9 | 11 | 3 | 2 | 33 | | | |
| | 40 | 36 | 33 | 6 | 2 | 117 | 3.55 | 5 | |
| 5. Irregular attendance of home economics pupils. | 9 | 8 | 13 | 2 | 1 | 33 | | | |
| | 45 | 32 | 39 | 4 | 1 | 121 | 3.67 | 5 | |
| 6. Home economics period often use for cleaning school surroundings. | 7 | 9 | 10 | 5 | 2 | 33 | | | |
| | 35 | 36 | 30 | 10 | 2 | 113 | 3.42 | 0 | |
| 7. Financial inability of several children to meet requirements of home economics instruction/projects. | 12 | 15 | 3 | 2 | 1 | 33 | | | |
| | 60 | 60 | 9 | 4 | 1 | 134 | 4.06 | 5 | |
| 8. Lack of instructional materials. | 8 | 9 | 12 | 4 | 0 | 33 | | | |
| | 40 | 36 | 36 | 8 | 0 | 120 | 3.64 | 5 | |
| 9. Too many co-curricular activities. | 12 | 14 | 5 | 2 | 0 | 33 | | | |
| | 60 | 56 | 15 | 4 | 0 | 135 | 4.09 | 5 | |
| 10. Pupils can hardly read and write. | 10 | 12 | 8 | 2 | 1 | 33 | | | |
| | 50 | 48 | 24 | 4 | 1 | 127 | 3.84 | 5 | |
| Total F | 96 | 118 | 75 | 51 | 17 | 357 | | | |
| Total Weighted Mean | 180 | 472 | 225 | 74 | 17 | 1268 | 3.55 | 5 | |

Legend: 5 - Always Utilized - 4.51 - 5.00 2 - Seldom Utilized - 1.51 - 2.50
 4 - Often Utilized - 3.51 - 4.50 1 - Never Utilized - 1.00 - 1.50
 3 - Sometimes Utilized - 2.51 - 3.50

load of teachers", "Poor study habits of children", "Uncooperative parents", "Irregular attendance of Home Economics pupils", "Financial inability of several children to meet requirements of home economics". "Lack of instructional materials", "Too many co-curricular activities" and "Pupils can hardly read and write" with 3.73, 4.09, 4.27, 3.55, 3.67, 4.06, 3.64, 4.09 and 3.84 respectively.

The data in Table 14 reflects that there is an urgent for the teachers to look into the immediate solutions of these problems for a more effective teaching-learning process.

Problems in Facilities. The 10 problems in facilities encountered by the teachers in the implementation of the EPP program is reflected in Table 15. The total weighted mean obtained was 3.98 which means that these problems are rather serious. Of the ten problems cited, one was rated as "very serious" with a rating of 4.53 and this was on "Lack of references in Home Economics". The other nine problems were rated "serious". These are on "Lack of funds for Home Economics equipment" with 4.12; "Inadequate tools and equipment in food laboratory" with 4.12; "No table appointment in food laboratory" with 3.90; "No sewing machine in sewing rooms" with 3.97; "Absence of Home

Table 15

**Problems in Facilities Encountered
by EPP Teachers**

| Problems or Facilities | : (HI) : (MI) : (I) : (SI) : (NI) : Total | | | | | WM | DR |
|---|---|-------|-------|-------|-------|------|---------|
| | : 5 : | : 4 : | : 3 : | : 2 : | : 1 : | | |
| 1. Lack of funds for H.E. equipment. | 14 | 12 | 5 | 1 | 1 | 33 | |
| | 70 | 48 | 15 | 2 | 1 | 136 | 4.12 I |
| 2. Inadequate tools and equipment in foods laboratory. | 12 | 15 | 4 | 2 | 0 | 33 | |
| | 60 | 60 | 12 | 4 | 0 | 136 | 4.12 I |
| 3. No table appointment in food laboratory. | 11 | 14 | 5 | 1 | 1 | 33 | |
| | 55 | 56 | 15 | 2 | 1 | 129 | 3.90 I |
| 4. No sewing machine in sewing rooms. | 12 | 14 | 3 | 3 | 0 | 33 | |
| | 60 | 56 | 9 | 6 | 0 | 131 | 3.97 I |
| 5. Absence of home economics building. | 12 | 15 | 5 | 0 | 1 | 33 | |
| | 60 | 60 | 15 | 0 | 1 | 136 | 4.12 I |
| 6. No comfort room in Home Economics building. | 16 | 10 | 4 | 3 | 0 | 33 | |
| | 80 | 40 | 12 | 6 | 0 | 138 | 4.18 I |
| 7. Poor water supply in food laboratory. | 12 | 14 | 5 | 1 | 1 | 33 | |
| | 60 | 56 | 15 | 2 | 1 | 134 | 4.06 I |
| 8. Lack of references in Home Economics. | 15 | 16 | 2 | 2 | 0 | 33 | |
| | 75 | 64 | 6 | 4 | 0 | 149 | 4.52 VS |
| 9. No provision for canteen and lunch rooms. | 6 | 10 | 12 | 3 | 2 | 33 | |
| | 30 | 40 | 36 | 6 | 2 | 112 | 3.39 U |
| 10. Absence of black boards in Home Economics laboratory rooms. | 4 | 9 | 14 | 5 | 1 | 33 | |
| | 20 | 36 | 42 | 10 | 1 | 109 | 3.30 U |
| Total F | 114 | 129 | 59 | 21 | 7 | 330 | |
| Total Weighted Mean | 570 | 516 | 177 | 42 | 7 | 1312 | 3.98 |

Legend:

- 5 - Very serious problems - 4.51 - 5.00
- 4 - Serious problems - 2.51 - 3.50
- 3 - Uncertain - 2.51 - 3.50
- 2 - Less serious problems - 1.51 - 2.50
- 1 - Not Very Serious - 1.00 - 1.50

Economics building" with 4.18 and "Poor water supply in food laboratory" with 4.06. Problems on "No provision for canteen and lunch rooms" and "Absence of blackboard in Home Economics laboratory" was rated as "uncertain" with ratings of 3.39 and 3.30 respectively.

The data in Table 15 signifies that the teachers were indeed handicapped in giving effective teachin-learning process due to inadequate and lack of facilities.

Suggested Solutions to Problems

Problems have to be meet and solved. In this regard, the teachers also come-up with some suggested solutions for the problems. The suggested solutions to the problems were also categorized to two - - suggested solutions for problems in instruction and for facilities. The alternatives were ranked.

Suggested solutions/alternatives or instruction. There were twelve suggested solutions given by the teacher for solving their problems with regards to instruction which is reflected in Table 16. The first five ranking were "start learning activities in the classroom promptly; invite parents to open-house so they can witness pupils at work; Teachers be assigned only to teach home economics subjects; conduct frequent home visitations and conduct in-service trainings in EPP teaching strategies". The least ranking of

Table 16

**Suggested Solutions to Problems
Met by Teachers in EPP**

| Suggested Solutions | : | F | : | Percent | : | Rank |
|---|---|-----|---|---------|---|------|
| A. For Instructions | | | | | | |
| 1. Limit classes to only 25 pupils. | | 16 | | 6.78 | | 9.5 |
| 2. Teacher be assigned only to teach Home Economics subjects. | | 24 | | 10.17 | | 3 |
| 3. Motivate pupils to study by giving them homeworks/assignments. | | 12 | | 5.08 | | 12 |
| 4. Give incentives to pupils who perform their homeworks. | | 18 | | 7.63 | | 7.5 |
| 5. Conduct frequent home visitations. | | 21 | | 8.90 | | 4.5 |
| 6. Invite parents to open-house so they can witness pupils at work. | | 28 | | 11.86 | | 2 |
| 7. Use indigenous materials for projects/articles. | | 14 | | 5.93 | | 11 |
| 8. Give daily quizzes to check attendance of pupils. | | 18 | | 7.63 | | 7.5 |
| 9. Encourage pupils to use "used clothing" for sewing projects. | | 16 | | 6.78 | | 9.5 |
| 10. Conduct in-service training on H.E. teaching strategies. | | 21 | | 8.90 | | 5 |
| 11. Start learning activities in the classroom promptly. | | 29 | | 12.29 | | 1 |
| 12. Give remedial teaching for non-readers. | | 19 | | 8.05 | | 6 |
| Total | | 286 | | 100.00 | | |

Table 17

**Suggested Solutions to Problems
Met by Teachers in EPP**

| Suggested Solutions | F | Percent | Rank |
|---|-----|---------|------|
| B. For Facilities | | | |
| 1. Solicite donation from PTA for purchase of home economics tools and equipment. | 14 | 10.29 | 7 |
| 2. Seek donation for equipment from civic-minded people in the community. | 18 | 12.50 | 6 |
| 3. Conduct fund raising projects as "garage sale" "raffles" and etc. | 21 | 15.44 | 3 |
| 4. Request school administrator for a better water supply. | 26 | 19.11 | 1 |
| 5. Solicite books from co-teachers and civic-minded citizens. | 18 | 13.24 | 5 |
| 6. Lobby for a space for a canteen/lunch counter. | 24 | 17.65 | 2 |
| 7. Request administrator/PTA for a home economics building. | 18 | 13.23 | 4 |
| Total | 136 | 100.00 | |

the 12 identified solutions were "List classes to only 25 pupils" and "Encourage pupils to use used clothing for sewing projects" which were ranked as 9.5.

Suggested Solutions/alternatives for facilities. The

suggested alternatives to solve problems on facilities is reflected on Table 17. There were only seven identified alternatives. The three ranking suggested alternatives were "Request school administrator for a better water supply", "Lobby for a space for a canteen or lunch counter", and "conduct fund raising projects". The least ranking were "solicite donations for PTA for purchase of home economics tools an equipment which was ranked seven and "Seek donation from civic-minded people" as ranked sixth.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings of this study, its conclusions and recommendations.

Summary of Findings

The following were the major findings of this investigations.

1. A great majority of the Edukasyong Pantahanan at Pangkabuhayan teachers were female. There were 31 or 93.94 percent of the 33 teachers who responded to this investigation.

2. The average age of the EPP teachers was 41.5 years. There were six or 18.18 percent of the teachers who belong to age bracket of 50-54 and 55-59 years. There were also six or 18.18 percent of these teachers who belong to the age bracket of 25.29 years.

3. Most of the teachers were married. There were 23 or 69.70 percent of the 33 respondents who professed to be in this status.

4. Majority of the EPP teachers were home economics major. They have different under-graduate degree but have specialized in home economics. Only one or 3.03 percent of the teacher was not a home economics major.

5. Majority of the teachers were holder of civil service eligibility. Thirty-two of the 33 respondents have attested to this. Only two or 6.06 percent have claimed that they were not holder of a civil service eligibility.

6. Fifteen or 45.45 percent of the teachers have been in the service for sixteen years and up while 10 or 30.30 percent have been teaching EPP/HE for 11-15 years.

7. Performance rating of the teachers were mostly "very satisfactory". There were 28 or 84.85 percent who obtained this rating in SY 1995-1996, 27 or 81.82 percent in 1996-1997 and 31 or 93.93 percent in 1997-1998.

8. Thirty-three of the teachers claimed they have attended in-service training in the implementation of the EPP program in the district level. Very few have the opportunity to attend in-service training in the Regional or National level. There were only 12 or 36.36 percent who attested that they have the opportunity to attend regional trainings and only four or 12.12 in a national training.

9. All the six objectives of EPP for grade V were implemented by the teachers. The total weighted mean was 2.99.

10. The total weighted mean for the implementation of the EPP objectives in grade six was 3.04 which means that these were "implemented" of the six objectives, one obtained

a weighted mean of 3.70 with a descriptive rating of "moderately implemented".

11. The seven main contents or suggested activities for grade V and EPP program was moderately achieved by the teachers. The grand weighted mean for this was 3.20.

12. The grand weighted mean for the six objectives of EPP for grade VI is 3.20 which have signified that these objectives were moderately achieved.

13. The teaching strategies that were always utilized were lecture-discussion and the question and answer with weighted means of 3.85. The strategies that were seldom utilized were socialized recitation, buzz session, modules and the skit and drama presentation with weighted means of 2.12, 2.21 and 2.39 respectively.

14. Problems met by EPP teachers along instruction obtained a grand weighted mean of 3.55 with the descriptive rating as serious.

15. Problems in facilities as identified by the teachers obtained a grand weighted mean of 3.98 which means these problems were serious.

16. The three ranking alternatives suggested by the teachers to solve problems in instruction were 1) start learning activities in the classroom promptly; 2) invite parents to open-house so the can witness pupils at work; and 3) teachers be assigned only to teach home economics

subjects.

17. The three ranking alternatives suggested for problems in facilities were on 1) request school administrators for a better water supply; 2) lobby for a space for a canteen/lunch counter; 3) conduct fund raising projects.

Conclusions

In the light of the findings that had been presented, the following conclusions are drawn:

1. Edukasyog Pantahanan at Pangkabuhayan teachers in the four educational districts of Catbalogan were mostly female, middle age, and married.

2. Edukasyong Pantahanan at Pangkabuhayan teachers of the four educational districts have Home Economics as their field of specialization. Hence, they are qualified to handle the subject.

3. Majority of the teachers were civil service eligibles, have had an ample length of teaching experiences which in one way or another have contributed to a high performance rating.

4. The inability of the teachers to use strategies that may promote a more effective teaching-learning is because most of them have not attended in-service trainings in the Division, regional and national level.

5. The objectives of EPP for both grade V and VI were moderately implemented by the teachers. There is a need for a closer supervision and periodic conference in this category.

6. The subject matter/topics for EPP for both grade V and VI were moderately implemented by the teachers. There is an urgent need therefore, to look into this matter.

Recommendations

Based on the foregoing conclusions, the following recommendations are hereby given:

1. For more effective implementation of the EPP program, there is a great need to come up with a faculty development program. It is encouraged that EPP teachers be sent to finish or take-up graduate studies with Home Economics as their field of specialization.

2. Periodically, send teachers to higher level in-service trainings and to re-echo these trainings to their peer. This will not only motivate teachers to improve their teaching-learning strategies but will promote more initiatives to more effective strategies.

3. There must be a closer monitoring and supervision of teachers. This is very essential for a more effective teaching and thus improve the implementation of the EPP program from moderately achieved to even very highly

achieved.

4. Administration should endeavor to provide the necessary facilities for a more effective teaching of EPP. Laboratory rooms for foods and sewing rooms should be well equipped. Provide funds for purchase of laboratory materials and supplies, and essential commodities for instructional purposes.

5. Encourage parents to visit the school periodically. This will encourage them to be more helpful to the school and will also prompt the administrators to look into the needs of the school.

6. Come-up with an enriched learning continuum for EPP grade V and VI realigning the same with the needs of the pupils.

7. Encouraged future researcher to conduct studies on EPP program.

7.1 Assessment of the EPP program of Catbalogan II after five years.

7.2 Revised curriculum guide for EPP after five years.

7.3 Instructional materials appropriate for EPP.

Chapter 6

ENRICHED TEACHING GUIDE FOR GRADE V AND GRADE VI EPP

This chapter presents the enriched teaching guide for Edukasyong Pantahanan at Pangkabuhayan for Grade V and Grade VI.

Rationale

Modern technologies have come into being to make things easier and scientific. The Filipino educators have done something for the learners to keep pace with this development. In the search for knowledge different instructional materials are being utilized to make learning more meaningful.

Self-learning kits or modules have been introduced, workbooks and exercises have been used to supplement the learning activities and self-evaluation of what has been learned inside and outside the classrooms. The Minimum Learning Continuum (MLC) embodies in teaching guides for teaching Edukasyong Pantahanan at Pangkabuhayan has to be revised and enriched to suit the needs of the learner and the community.

While the Minimum Learning Continuum (MLC) has been prepared and simplified to help teachers in their problem of

selecting what is to be learned by the pupils, it is also imperative that teachers make revisions and enrichment in the MLC.

Educational training should take into consideration, the future role in the home and in the community. Each child will soon have their own families in the future. Selected experiences in EPP will provide their continuous growth and will prepare them for this future role. This teaching guide for grade V and VI, therefore, was envisioned to help them in their development for this role.

Chapter 6

LAWAK: PANANAGUTANG KASAPI NG MAG-AANAK (Ika-anim na Baitang) 20 days

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|---|---|---|---|
| 1. Nakakikilala ng nagagawang pamamaña, kapaligiran at pag-papahalaga sa kalikasan at kasalanan ng isang tao. | Sariling karanasan | Pag-julat ng isang karanasan | Tseklist |
| 2. Nakakikilala ng mga bisa na kauniaran | Ang kapaligiran ay nakakaapekt sa sariling pagunlad sa lipunan, sa pangkaisipan ng sarili, moral at espiritual na pag-unlad ng iba't ibang kasapi ng pamilya. | Pagpapakita ng mga larawan Gumawa ng talata tungkol sa kabuhihang naidudulot ng magandang kapaligiran | Pantiliyak na pagsubok |
| 3. Nakakikilala ng mga bisa na may pangunahing pangangailangan na dapat matugunan upang makamit ang ganap na pag-unlad. | Ang pangangailangan ng tao ay a) pisikal o pangkatawan b) pangkaisipan c) pandamdamin d) moral at espiritual e) pang-aliwan | Ang pangangailangan ng tao ay: a) pisikal o pangkatawan b) pangkaisipan c) pandamdamin d) moral at espiritual e) pang-aliwan | Pagpapakita ng tsarif tungkol sa pagkakaiba ng pangangailangan at kagustuhan ng mag-anak na ang bawat isa ay may halimbawa. |
| 4. Nakakikilala ng mga pang-nahing pangangailangan ng bawat kasapi ng mag-anak. | Pang-mag-anak na pangangailangan: 1. Paggkain 2. Tahanan 3. Kasuotan | Pagsasadula ng gawain ng bawat kasapi ng mag-anak. | Pagdiyagnos na pagsubok. |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|---|---|---|---------------|
| <p>5. Nasasabi ang mga inaakalang nangyayari kung ang mga pang-nahing pangangailangan na bawat kasapi ng mag-anak ay matugunan o hindi</p> <p>6. Nakatatakay sa kahalagahan ng pagtugon sa pangangailangan</p> <ol style="list-style-type: none"> 1. Ng isang tao 2. Ng mag-anak 3. Mga kapus-palad <p>7. Nakatatakay ng mga paraan ng pagtugon sa mga pangunahing pangangailangan ng mag-anak</p> <p>8. Nagagampanan agad nang mabuti at taus-puso ang mga panangutian.</p> | <p>4. Gamot</p> <p>5. Pamamahalan</p> <p>Matugunan ang pangangailangan ng bawat kasapi kung:</p> <ol style="list-style-type: none"> 1. May hanapbuhay 2. Mga pamamaaring pang-kabuhayan 3. Marunong gumamit sa pinagkukunang pangkabuhayan <p>Pangangailangan ng isang tao, mag-anak, kapus-palad</p> <ol style="list-style-type: none"> 1. Pagkain 2. Kasuotan 3. Tirahan 4. Pera <p>Sa tahanan</p> <ol style="list-style-type: none"> 1. Mga Kagamitang panghanan 2. Oras, paraan at uri ng paglipilingkod sa pamayanan <p>Tungkulin ng bawat kasapi ng mag-anak na gampanan ang pananagutan sa bawat isatulad ng:</p> <ol style="list-style-type: none"> 1. Pag-aalaga kung maysakit 2. Pag-ako sa iniwang gawain 3. Paghahanapbuhay | <p>"Resource Person"</p> <p>Pantiyak na pagsubok</p> <p>Tseklist</p> <p>Magsagawa ng isang pangkatang pag-uusap</p> <p>Magkaroon ng pangkatang pag-uulat at kailakayan</p> <p>Makinig sa panauhing tagap-salita sa kanyang pagpapahayag</p> <p>Pagsulat na pagsubok</p> | |

| MGA LAYUNIN | NILALAMAN | PAMAWARAAN | PAGPAPAHALAGA |
|---|--|--|-------------------|
| 9. Nakatutukoy ang mga tungkulin ng mga anak. | Tungkulin ng bawat kasapi <ol style="list-style-type: none"> Anak na babae pagtulong sa mga gawain ng ina Anak na lalaki-pagtulong sa mga gawain ng ama | Ilarawan ang pag-akma ng dapat gawin ng mag-anak sa panahon ng biglaang kagipitan o pangangailangan tulad ng: <ol style="list-style-type: none"> Kamalayan o sakuna Pagkawala ng hanapbuhay talanan o pananim at iba pa. | Tseklist |
| 10. Naigagalang ang mga karapatan ng iba. | Igatlang ang nakatatandang kapitid at mga karapatan <ol style="list-style-type: none"> Pagtawag ng kuya, ate, at iba pa. Paggamit ng po at opo. Pagsundot sa kautusan | Ipakita nang may mga tiyak na halimbawa kung paanong ang paggalang sa karapatan ng bawat isa ay nagagawa sa tahanan | Paggawa ng talata |
| 11. Kahihinatnan kung ang pangangailangan ng mag-anak ay di-mabigyan ng kasiyahan | Pagkakaroon ng tungkalian at inggitan ng bawat isang kasapi ng mag-anak <p>Mga Suliranin:</p> <ol style="list-style-type: none"> Kakulangan sa wastong pagkain Paglalasing Pagkasugapa sa mga ipinagbabawal na gamot Wasak na tahanan Masamang kabataan | Mag-tuulat at talakayin | Tseklist |
| 12. Nakapagbibigay ng katuturan ng pinagkukunang pang-mag-anak (Family Resources) | Pinagkukunan ng mag-anak <ol style="list-style-type: none"> Paghahanapbuhay Pagtatanim Sariling pagsisikap | Pantiyak na pagsubok | |
| 13. Nakakikitala ng kahalagahan ng pagpapaunlad ng kakayahan | 1. Kaalaman sa wastong pag-aayos ng tahanan | Gumawa ng isang pangwakas ng pahayag sa kung sino ang | Tseklist |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|---|---|--|-----------------------------|
| at kasanayan sa pangangasiwa ng tahanan. (Home Management) | <p>2. Kaalamen sa mga kagamitan sa tahanan</p> <p>3. Wastong pamamalakad ng tahanan</p> | <p>mangyayari kung mayroon isang hindi makatutupad sa kanyang tungkulin sa tahanan</p> | |
| 14. Nakatitiyak ng mga paraan tungo sa mabisa at matagumpay na pangangasiwa ng tahanan | <p>1. Matalinong pagpapasiya</p> <p>2. Pagtupad sa tungkulin sa mga gawain sa bahay</p> <p>3. Pagbabadyet sa kita ng mag-anak</p> <p>4. Paglilipit ng kasangkapan sa wastong paraan</p> | <p>Tseklist</p> <p>Talakayin ang mga sunod-sunod na paraan na dapat isakatupairan tungo sa matagumpay na pangangasiwa ng tahanan</p> | <p>Pantiyak na pagsubok</p> |
| 15. Nakapagtatalakay ng mga maaaring kalabasan ng pagbigay kasiyahan sa mga pangunahing pangangailangan ng mga mapapalad at mga kulang palad na kaanak. | <p>1. Pagtulong na pisikal at espirituwal</p> <p>2. Pagkukkop sa mga kapus-palad</p> <p>3. Pagbibigay ng lumang kasuotan at sapat na pagkain</p> | <p>Pagtatalakay at pagbibigay ng sariling opinyon kung ano ang mangyayari sa mga kapus-palad at kulang-palad na kaanak</p> | <p>Pantiyak na pagsubok</p> |

GABAY SA PAGTUTURO NG KARUNUNGANG PANTAHANAN

Lawak: Pagkain at Nutrisyon
(Ika-anim na Baitang)

50 days

Nakagagamit ng mga batayang kaisipan at kasanayan sa pagbabalak, paghahandan at pagdudulot ng mga inimbak na pagkain para sa pang-araw-araw na pangangailangan ng mag-anak.

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|---|--|---|---------------------------|
| A. Nakapagbabalak ng pag-iimbak ng mga pagkain para sa mag-anak | Ang pag-iimbak ng pagkain ay isang pamamayan ng pagpapanatili ng pagkain sa mabuting kalagayan bago dumating ang okasyong naggagamitan nito. | Pagdidisplay ng mga larawang may kaugayan sa pag-iimbak ng pagkain; pagbubuo ng katuturan | Pandiyagnosis na pagsubok |
| 1. Nakapagbubuo ng katuturan ng "mag-iimbak ng pagkain | Ang pag-iimbak ay paghahanda sa pagkain upang manigilang ang pagtitubo ng mikrobyo na siyang sanhi ng pagkabulok niyo. | Pangkatang gawain: Pananaliksik at pag-uulat | Tseklist |
| 2. Nakapagpapaliwanag ng kahalagahan ng pag-iimbak ng pagkain | Maraming maidudulot na kabutihin ang pag-iimbak ng pagkain. * Pagkakaroon ng sapat na pagkain para sa buong taon | Pakikipanayam sa mga magulang, guro at iba pang tao tungkol sa kahalagahan ng pag-iimbak | |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|-------------|---|---|---|
| | <ul style="list-style-type: none"> * Angkop sa libangan para sa malayang oras * Paglutas ng suliranin ng gutom at malnutrition * Pagkakakitaan ng mag-anak * Paraan ng pagtitipid * Pagkakataon ng pagpapamalas ng pagtitulungan at pagkakaisa * Iba pang kahalagahan | <p>3. Nakapagtatalakay ng mga pamamaraan ng pag-iimbak ng pagkain.</p> <p>May limang pamamaraan ng pag-iimbak:</p> <p>Refrideryasyon, sterilisasyon, pagtuturo, "excluding air" at pagalagay ng preserbatiba.</p> <p><u>REFRIDERYASYON</u></p> <p>Ang refrideryasyon ay pag-iimbak ng pagkain sa pamamagitan ng pagalagay sa mababang temperatura.</p> <p>Mga paraan ng pagrerefrideryasyon:</p> <ul style="list-style-type: none"> "freezing" "cold storage" <p><u>ISTERILISASYON</u></p> <p>Ang isterilisasyon ay paraan ng pagpatay ng mikrobyo sa matinding init.</p> <p>"Canning" o pagssasalata</p> | <p>Pantiyak na pagsubok</p> <p>Pagi-usapan ang pagkakaiba ng bawat isa.</p> <p>Pantiyak na pagsubok</p> <p>Pagpapakita ng wastong pagtatako ng ibat ibang pagkain sa friyeder</p> <p>Pantiyak na pagsubok</p> |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|----------------------------------|--|---|--|
| 3.3 Pagtutuyo | <p>PAGTUTUYO Ang pagtutuyo ay pagbibilad ng pagkain o naglalagay ng pagkain sa ilalim ng araw.</p> <p>Mga pagkaing maaaring patuyuin: mga butil isda prutas karme</p> <p>3.4 "Excluding AIR"</p> <p><u>Halimbawa:</u> Ang itlog ay nilulubog sa parapina o "vaseline" o ilalagay sa baso. Napipigilan ng parapina ang pagpasok na hangin sa balat ng itlog.</p> | <p>Pagpapakita ng iba't-ibang pagkain iniimbak sa pamamagitan ng pagtutuyo</p> <p>Pagpapakita ng pagtutuyo ng pagkain (prutas, isda o karme)</p> <p>Pagpapakita ng paglubog ng itlog sa parapina o "vaseline" or paglalagay sa baso</p> | Pantiyak na pagsubok |
| 3.5 Paglagay ng mga preserbatiba | <p>PAGLAGAY NG MGA PRESERBATIBA</p> <p>* Pag-aalat o pag-aasin paglalagay ng sapat na asin sa pagkain</p> <p>* Pagmamatamis - paglalagay ng arnibal</p> <p>* Pag-aatsara - paglalagay ng solusyon binubuo ng suka, asin at asukal at mga rekado</p> <p>* Pagpapausok - paggamit ng usok</p> | <p>Pagpapakita ng pag-aalat ng pagkain paggawa ng arnibal pagtitimpla ng solusyon</p> <p>Pagpapauusok ng solusyon pamburo</p> | <p>Pantiyak o pagsubok</p> <p>Tseklist</p> |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|-------------|--|---|---------------|
| | <p>* Pagbuburo - pagbababab ng pagkain sa asin at tubig na pinakuluan o asin at hugas o asin at ang atbp.</p> <p>Ang mga preserbatiba ay mga sangkap o bagay na nagpapapigil sa pagtubo ng mikrobyo sa pagkaing liimbakin.</p> <p>Ang mga sumusunod ay mga preserbatiba:</p> <ul style="list-style-type: none"> - asin - asido - asukal - rekado <p>Ang asin ay sumisipip ng tubig, Kailangan ito sa pag-aalat o sa pag-iimbak ng karne, isda, ilog at gulay.</p> <p>3.5.3 Nasasabi ng gamit ng bawat preserbatiba sa pag-iimbak</p> | <p>Pagdisplay ng iba't ibang uri ng preserbatiba</p> <p>Pantiyak na pagsubok</p> <p>Ang asin ay sumisipip ng tubig, Kailangan ito sa pag-aalat o sa pag-iimbak ng karne, isda, ilog at gulay.</p> <p>Ang asukal ay kailangan sa pagmamatamis. Ginagawa itong arnibal na maaring timplahing malabnaw, katamtamang timpla o malapot. Kailangan din sa paggawa ng solusyon pang-atsara.</p> <p>Ang mga asido tulad ng suka ay nagpapapigil sa tagtubo ng mikrobyo at nagbibigay ng lasa.</p> | |

| MGA LAYUNIN | NIILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|--|---|--|---|
| 4. Makapipigil ng mga pagkaing maaaring imbakin. | <p>Ang mga rekado tulad ng luya, bawang, paminta, sinamon, atbp ay nagbibigay ng lasa sa pagkaing imbakin.</p> <p>4.1 Nasasabi ang mga katangian ng mga pagkaing maaaring imbakin.</p> <p>4.1.1 ilog</p> <p>4.1.2 isda</p> <p>4.1.3 karne</p> <p>4.1.4 prutas</p> <p>4.1.5 guiyay</p> | <p>Ang mga pagkaing maaaring imbakin ay ilog, isda, karne, prutas, gulay at mga butil.</p> <p>4.1.1 Nasasabi ang mga katangian ng mga pagkaing maaaring imbakin.</p> <p>4.1.1.1 ilog - sariwa, mabigat</p> <p>4.1.1.2 isda - sariwa</p> <p>4.1.1.3 karne - sariwa</p> <p>4.1.1.4 prutas - sariwa, sapat ang pagkahininoq, mabigat, walang galos</p> <p>4.1.1.5 guiyay - sariwa, may mabuting kalagayan</p> | <p>Balik-aral sa napag-araalan sa ikalimang baitang tungkol sa pagpili na sariwang ilog, isda, atbp.</p> <p>Pamamasyal (field trip) sa pamilihan</p> <p>Pagsubok sa kasariwaan ng ilog</p> <p>Dula-dulaan tungkol sa pagpili ng angkop na pagkaing imbakin</p> <p>Paligasahan sa paglikha ng mga tugma, "jingles", "slogans" at maiksing tulia.</p> |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|--|--|--|-----------------|
| <p>B. Nakapaghahanda para sa pag-iimbak</p> <p>1. Naipaliwanag ang mga dapat tandaan sa pag-iimbak ng pagkain upang panatilihin ang mga sustansiya at magjing matagumpay ang pag-iimbak (o mga alituntunin sa pag-iimbak)</p> | <p>Dapat tandaan ang mga sumusunod sa pag-iimbak ng pagkain:</p> <ul style="list-style-type: none"> * Imbakin lamang ang mga sariwang pagkain na nasa mabuting kalagayan. Ang sobrang hinog, bulok, at may galos ay sanihing pagkain ng pagkasira ng inimbak. * Tiyaking malinis at maisterila ang mga kasangkapan/ kagamitan bago magsimula ng gawain * Gamitin ang angkop na pamamaraan ng pag-iimbak. * Gumawa ng mabilis * Sundin ang oras na itinagubilin ng resipe * Tiyaking natakpan ng mahigpit ang mga garapon upang walang makapasok na mikrobyo. * Itago ang inimbak na pagkain sa malamig at tuyong lugar. | <p>Pag-aanyaya ng isang "Resource Person"</p> <p>Pagsasabi ng isang karanasan na di malilimitan may kaugnayan sa pag-iimbak ng pagkain</p> | <p>Tseklist</p> |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|--|--|---|----------------------------------|
| 2. Nakikilala ang mga kasangkapan/kagamitan sa pag-iimbak. | <p>Ang mga kasangkapan / kagamitan sa pag-iimbak ay ang mga sumusunod:</p> <ul style="list-style-type: none"> * mga malinis at isterilisasyong garapon * mga pakuluan * mga kutsilyo * kolander * mga mangkok o palanggana * mga tray * timbangang at iba pang panukat * oras * termometro * salaan * mga eskoba * mga tuwalya | <p>Pagpapakita ng mga kasangkapan at kagamitan para sa pag-iimbak</p> <p>Pagkikilala ng bawat isa at pagtukoy sa gamit nito</p> | Pantiyak na pagsubok Tseklist |
| 3. Natatalakay ang gamit ng bawat kasangkapan | <p>* iba pang kasangkapan o kagamitan</p> <p>* Ang mga garapon ay para sa pagkaing iimbakin</p> <p>* Ang mga pakuluan ay para sa pag-isterilisa o pagpapakuwan</p> <p>* Ang kolander ay para sa pagtutuluan ng tubig mula sa pagkaing iimbakin</p> <p>* Ginagamit ang mga kutsilyo sa paghihiwa</p> <p>* Kailangan ang mga mangkok para sa pagtitimplahan ng solusyon o preserbatibra</p> | <p>Pagtatalakay ng gamit ng bawat isa</p> <p>Pagpapaliwanag ng guro</p> | Pantiyak na pagsubok Tseklist |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|-------|--------|----------|--------|-------|---------|--------|------------|--|----------|------------|--|--|--------------|------|--|--|---------|---------|-----------|----------|---------|-----------|--|--|--------|---|
| | <ul style="list-style-type: none"> * Ang mga palangganang ay ginagamit sa paghuhugas ng mga sangkap * Kailangan ang timbangang at iba pang panukat upang malihanda ang wastong sukat ng hinihinig ng resibeng irahanda | <ul style="list-style-type: none"> * Ang oras ay gebay sa tamang oras na dapat sundin sa pag-iimbak | Tseklist | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Nakalikom at nakagagawa ng talaan ng mga pagkaing iniiimbak | <p>4.1 itlog</p> <p>4.2 isda</p> <p>4.3 karne</p> <p>4.4 prutas</p> <p>4.5 gulay</p> | <table> <thead> <tr> <th>Ilog</th> <th>Karne</th> <th>Prutas</th> </tr> </thead> <tbody> <tr> <td>- maalat</td> <td>- tapa</td> <td>- jam</td> </tr> <tr> <td>-atsara</td> <td>- buro</td> <td>- konserba</td> </tr> <tr> <td></td> <td>- tosino</td> <td>- marmalad</td> </tr> <tr> <td></td> <td></td> <td>- longganisa</td> </tr> <tr> <td>Isda</td> <td></td> <td></td> </tr> <tr> <td>-daging</td> <td>- hamon</td> <td>- preseba</td> </tr> <tr> <td>-bagoong</td> <td>- bakon</td> <td>- "jelly"</td> </tr> <tr> <td></td> <td></td> <td>- buro</td> </tr> </tbody> </table> | Ilog | Karne | Prutas | - maalat | - tapa | - jam | -atsara | - buro | - konserba | | - tosino | - marmalad | | | - longganisa | Isda | | | -daging | - hamon | - preseba | -bagoong | - bakon | - "jelly" | | | - buro | Paglikom ng mga resipe ng mga pagkaing maaaring imbakin |
| Ilog | Karne | Prutas | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - maalat | - tapa | - jam | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -atsara | - buro | - konserba | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | - tosino | - marmalad | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | - longganisa | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Isda | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -daging | - hamon | - preseba | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -bagoong | - bakon | - "jelly" | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | - buro | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Nakapaghahanda ng banghay-gawain o piano ng paggawa | | <p><u>Gulay</u></p> <p>-atsara</p> <p>-buro</p> | <p>Ang banghay-gawain ay gabay sa paggawa upang makatipid sa pera, oras at pagod.</p> <p>Ang banghay-gawain ay nagtitaglay ng mga sumusunod na bahagi:</p> <ul style="list-style-type: none"> * Mga layuin * Pangalan ng resipe * Mga sangkap | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5.1 Naipaliwanag ang kahalagan ng banghay | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5.2 Nakabubuo ng banghay-gawain may kumpletong bahagi | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| MEGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|--|---|---|--|
| 6. Nakapaghahanda ng mga resipe at nakasunod sa wastong kaugalian sa paggawa | <ul style="list-style-type: none"> * Pamamaraan * Mga kasangkapan/kagamitan * Iskor kard | <ul style="list-style-type: none"> Paghahanda ng mga resipeng itinakda para sa ikaanim na baitang | Iskor kard Puna mula sa kamag-arat at guro |
| 6.1 Nakapaghahanda ng mga resipeng itinakda para sa ikaanim na baitang | <ul style="list-style-type: none"> Mga itinakdang resipe: * Itlog na maalat * Daing na bangus * Tapa * Burong mangga * Atsarang papaya * Pineapple jam | <ul style="list-style-type: none"> Pantiyak na pagsubok | Pantiyak na pagsubok |
| 6.2 Nakapaghahanda ng iba pang resipe | <ul style="list-style-type: none"> Mga resipeng pagpapayaman (optional) * atsarang itlog * Bagoong * Tosino * Longganisa * Burong mustasa * Atsarang sayote * halayang ubi * kamote pastiliyas | <ul style="list-style-type: none"> Paghahanda ng karagdagang resipe (optional) | Pantiyak na pagsubok |
| 6.3 Nakasusunod sa wastong kaugalian | | <ul style="list-style-type: none"> Pagsuot ng kumpleto at angkop na kasuotang pangkusina; paghugas ng mga pagtianggal ng mga alahas sa kamay bago gumawa; paghahanda at pag- | |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|---|---|--|-----------------------------|
| <p>K. Nakapagdudulot ng mga pagkaing inimbak</p> <p>1. Nakasusunod o nakapaglilikhah ng wasto at kaakit-akit na paraan ng pagdudulot ng pagkaing inimbak.</p> | <p>aayos ng mga kinakalilangan kasangkapan at kagamitan; pagpapanatiling malinis na gawaan at iba pa.</p> <p>Ang mga inimbak na pagkain ay idinudulot sa iba't ibang paraan:</p> <ul style="list-style-type: none"> * bilang palaman ng thipay sa almusal o minindal at mga pagdiriwang * bilang pangunahing putahe sa tanghalian o hapunan * bilang panghimagas o pampagana * bilang panggulay sa putahe <p>Maaaring iba-ibahan o gawaing kaakit-akit ang paraan ng pagdudulot ng inimbak na pagkain</p> <p>Mga halimbawa:</p> <ul style="list-style-type: none"> * Itlog na maaiat | <p>Pagpapakita ng mga halimbawa ng wastong paraan ng gamit ng inimbak na pagkain</p> <p>Pangkatang Gawain-Paligsahan sa pagdudulot ng pagkaing inimbak</p> <p>Iskor kard</p> | <p>Pantiyak na pagsubok</p> |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|--|---|---|---------------|
| | <p>*Tapa, Daging</p> <p>Hati-hatiin sa angkop na laki ang tapa o daing at ihawin o iprito.</p> <p>Pagkaluto Isaayes sa mababaw na plato at ihain na may kasamang sawsawan tulad ng ketsup, kalamansi, hinawang kamatis o kamyas o iba pa.</p> <p>Ang "serving dish" para sa pagkaing inimbak ay batay sa dami ng pagkain at sa gamit nito</p> <ul style="list-style-type: none"> * mababaw na plato at kutsara * bandeheido at tinidor * malalim na plato at kutsara iba pang angkop na kasang-kapan <p>D. Nakapaghahain ng pagkaing inimbak para sa pangkatang salu-salo</p> <p>(Pangkatang salu-salo)</p> <p>Nakapagdisplay ng mga inimbak na pagkain para sa "Mini-Food Bazaar"</p> | <p>Pagpili ng angkop na lalagyan para sa pagkaing inimbak.</p> <p>Pantiyak na pagsubok</p> <p>Pangkatang salu-salo</p> <p>Iskor Kard</p> | |
| 2. Nakikilala ang mga angkop na kasangkapan o kagamitan sa pagdudulot ng pagkaing inimbak. | | <p>Ang mga produkto sa pag-iimbak ay maaaring pagsasaluhin ng bawat pangkat.</p> <p>Ang pagkakaroon ng "Mini-Food Bazaar" ay isang paraan upang maipamalas ang kaalaman at kakayahan ng mga batang babae sa "Pagkain at Nutrisyon".</p> | |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|--|---|---------------------------|---|
| E. Nakasasagot ng 75% - 80% ng lahat ng aystem sa pagsusulit tungkol sa pagkain at nutrisyon Nakasusunod sa mga panuto sa panggawaing pagsusulit. | Magsisilbing panggayak para sa mga ibang mag-aaral upang lumahok sa pag-iimbak. Nakasusunod sa mga panuto sa panggawaing pagsusulit. | Pakikilahok sa pagsusulit | Lagumang pagsusulit sa yunit Panggawaing pagsusulit |

MGA MUNGKAHING RESIPE PARA SA PAG-IMBAK
AT PAGLULUTO NG PAGKAIN

Itlog na Maalat

1. Mga Sangkap

6 na itlog na manok
1 1/2 tasang asin
4 tasang tubig

2. Pamamaraan:

- a. Linisin ang mga kasangkapan
- b. Hugasan ang itlog
- c. Sukatin ang mga sangkap
- d. Ihanda ang solusyon
 - Pakuluin ang asin at tubig
 - Haluin ang asin at tubig
 - Palamigin
- e. Ayusin ang itlog sa garapon
- f. Ibuhos ang pinalamig na solusyon
- g. Takpan ng papel o tela
- h. Buksan pagkaraan ng 6-8 araw

Pineapple Preserve

1. Mga Sangkap at kagamitan:

1 pirasong pinya (buo)
1/4 tasang asukal
1 1/4 tasang tubig

2. Pamamaraan:

A. Paghahanda

1. Linisin ang mga kagamitan
2. Hugasan, balatan, hiwain ang pinya at alisin ang matigas na bahagi sa gitna
3. Hiwain ang pinya nang parisukat
4. Sukatin ang asukal at tubig para sa arnibal

B. Pagsasagawa:

1. Isaayos ang pinya sa malinis na bote
2. Ibuhos ang arnibal sa loob ng bote
3. Alisin ang hangin
4. Isara at higpitang takip ng bote
5. Istirilisahan ng 25 minuto

Ginataang Langka

1/4 k. hilaw na langka

1 sibuyas, bawang, hipon, siling pang-sigang

1 puswelong kakang gata

1/4 puswelong malabnaw na gata

Pamamaraan:

1. Pakuluin ang 1/2 puswelong malabnaw na gata
2. Isama ang bawang, sibuyas, siling pang-sigang at hipon
3. Pagkulo, isama ang langka at hayaang maluto.
4. Isama ang i puswelong kakang gata, timplahan ng asin at paminta.

Mechado

1 k. karne (buo, kabilugan, round)
 4 na butil ng bawang
 1/4 tasang mantika
 1 sibuyas (hiwain ng maliliit)
 1 pirasong patatas
 1 karot
 1 hiwa ng dayap o lemon na may balat
 1 kutsarang toyo
 1 kutsarang pamintang durog
 1 puswelong tomato sauce
 1 dahon ng laurel
 1 kutsarang asin
 1 1/2 puswelong tubig

Pamamaraan:

1. Lutiin ang karne sa mantika hanggang manula.
2. Igisa ang bawang at sibuyas. Lutuin sa loob ng 5 minuto kasama ang karne.
3. Ilagay ang dayap, toyo, paminta, tomato sauce, laurel at asin. Pakuluhan ng ilang minuto.
4. Dagdagan ng tubig, takpan at pakuluin.
5. Idagdag ang mataas kapag malambot na ang karne.
6. Salain ang sarsa at ibuhos sa karne at isaayos sa bandehado.

Batsoy

1/2 kilong lamang ng baboy
 1 puswelong dugo ng baboy (buo)
 3 butil' na bawang
 1 sibuyas
 3 puso ng sibuyas na mura
 kapirasong luya
 2 1/2 puswelong sabaw ng sinaing
 patis, vetsin, miswa

Pamamaraan:

1. Hiwa-hiwain ang mga laman-loob ng 1 pulgada na pakuddrado
2. Papulahin sa mantika ang bawang, luya at sibuyas.
3. Isunod ang hiniwang lamang loob. Timplahan ng 2 kutsarang patis.
4. Makaraan ang ilang minuto, ibuhos ang sabaw-sinaing.
5. Pakuluin ng limang sandali at ihulog ang miswa. Timplahan ng vetsin.

Menudo

1/2 kilong baboy
 1 guhit na atay
 2 sibuyas
 3 kamatis

Batsoy

1/2 kilong lamang ng baboy
 1 puswelong dugo ng baboy (buo)
 3 butil na bawang
 1 sibuyas
 3 puso ng sibuyas na mura
 kapirasong luya
 2 1/2 puswelong sabaw ng sinaing
 patis, vetsin, miswa

Pamamaraan:

1. Hiwa-hiwain ang mga laman-loob ng 1 pulgada na pakuddrado
2. Papulahin sa mantika ang bawang, luya at sibuyas.
3. Isunod ang hiniwang lamang loob. Timplahan ng 2 kutsarang patis.
4. Makaraan ang ilang minuto, ibuhos ang sabaw-sinaing.
5. Pakuluin ng limang sandali at ihulog ang miswa. Timplahan ng vetsin.

Menudo

1/2 kilong baboy
 1 guhit na atay
 2 sibuyas
 3 kamatis

2/3 puswelong garbansos

2 patatas

2 siling pula

3 butil na bawang; dahon ng laurel

1 pirasong karot

toyo, vetsin, asin, pasas

Pamamaraan:

1. Igisa ang bawang, sibuyas at kamatis.
2. Isunod ang hiniwang baboy. Timplahan ng 2 kutsarang toyo at sabawan ng 1/2 puswelong tubig. Takpan.
3. Ihulog ang dahon ng laurel at siling pula.
4. Kapag malambot na ang baboy. Isunod ang patatas.
5. Timplahan ng vetsin at sa huli, ihalo ang atay.

Palabok

4 puswelong katas ng hipon

1/2 puswelong cornstarch o gawgaw

1 sibuyas

3 butil na bawang

asin, paminta, atsuete

Pamamaraan:

1. Igisa ang bawang at sibuyas.
2. Ibuhos ang 3 1/2 puswelong katas ng hipon. Haluin at pakuluin.

3. Timplahan ng asin at paminta.
4. Papulahin sa pamamagitan ng atsuete.
5. Ibuhos ang natitirang 1/2 puswelong cornstarch.
6. Haluin at pakuluin.

Arroz Caldo

1/2 k. manok
1 sibuyas bawas
1 kutsaritang bawang
1/2 tasang bigas na malagkit
2 pirasong luya
1 kutsarang kasubha
5 tasang tubig, patis, asin

Pamamaraan:

1. Papulahin ang bawang sa mantika.
2. Igisa ang sibuyas, manok.
3. Isama ang bigas at haluin, dagdagan ng tubig.
4. Haluing madalas at dagdagan ng tubig kung kailangan.
5. Timplahan ng asin, patis at paminta.
6. Budburan ng kasubha.
7. Ihain nang mainit at may kasamang patis at kalamansi.

Puto Galapong

2 gatang na bigas

1 1/2 tasang asukal na puti

1 kutsaritang baking powder

asin

Pamamaraan:

1. Ibabad ang bigas at gilingin (galapong)
2. Ihalo sa galapong ang baking powder at asukal.
3. Ilagay sa mga hulmahan at lutuin sa pasingaw.
4. Budburan ng anis pag malapit nang maluto.
5. Ihain nang may kasamang kinudkud na niyog.

Spicy Dilis

1/4 tuyong dilis

1 kutsara cornstarch

1 piraso itlog

1/4 tasa asukal na pulsa

1/2 kutsarita siling labuyo

1 tasa mantika

Pamamaraan:

1. Ilagay ang dilis sa lalagyan.
2. Idagdag ang asukal, asin at sili sa binating itlog.
3. Idagdag ang cornstarch, haluin.
4. Ilagay ang dilis sa solusyon.
5. Iprito nang unti-unti sa mainit na mantika.
6. Patiktikin sa kolander, isaayos sa lalagyan.

PAG-AAYOS NG SARILI AT PANANAMIT

(Ika-anim na Baitang)

Pangkalahatang Layunin: Natatamo ang mga batayang kaalaman, Kasanayan at pamamaraan sa wastong pangangalaga at pag-aayos ng katawan, pag-aayos ng sarili at pagpili ng wastong panamit tungo sa mabilis ng pagayak.

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|--|--|--|---|
| 1. Natatatakay ang wastong pangangalaga sa balat | <p>Ang wastong pangangalaga sa ating katawan ay mukatutulog sa pagpapanatili ng malusog na balat</p> <p>Mga iba'-ibang sakit sa balat</p> <ol style="list-style-type: none"> Anan Tagihawat at blackheads Anghit Alipunga (foot odor) Acne Buni Galis <p>1.1 Nasasabi ang mga pangkaraniwang sakit sa balat bunga ng pagdadala ng pagbibinata</p> <p>1.2 Natutukoy ang mga sanihing dahilan ng mga tumutubong sakit sa balat.</p> | <p>Pagpapaskil sa paskilan ng mga larawan ng wastong pangangalaga sa katawan</p> <p>Pagsasaliksik</p> <p>Pag-ujlat ng bawat mag-anak</p> <p>Pagjatalakayan</p> <p>Padudula-dulaan</p> <p>Pakikinig sa Resource Person tutad ng Nars, Dermatologist, manggagamot at magulang</p> <p>Mga sanihing mga tumutubong sakit sa balat</p> <p>A. Di-mabuting Gawaing Pangkalusugan (Poor Health habits)</p> <ol style="list-style-type: none"> 1. Pagpupuyat 2. Pagkain na maramitika 3. Paggamit ng di-sariling kagamitan 4. Di-panahong paggamit ng mga pantulog sa nagpapaganda 5. Hindi pagdumi araw-araw 6. Bihirang pallijo | <p>Pantiyak ng pagsubok</p> <p>Pantiyak ng pagsubok</p> <p>Pamantayan</p> <p>Gawaing Pangkalungan</p> <p>Tseklist</p> <p>Pantiyak na pagsubok</p> |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|---|---|---|--|
| 1.3 Nakapagsasabi at papaliwanag ng wastong paggamit ng mga pantulong sa pag-aayos at tumpak ng mga gawaing pangkalusugan na makakatulong sa mabuting pag-aayos | Mga wastong kagamitang pantulong sa pag-aayos ng sarili: Sariling bimbo at tuwalya Sipilyo sa ngipin Suklay at sipilyo sa buhok Sariling espongha para sa pulbos sa mukha | Pagsaliksik Pag-uliit ng mga karanasan Role Playing | Pamantayan sa wastong pag-aayos ng sarili |
| 1.4 Matatalakay sa mga kaukulang lunas para sa iba't-ibang sakit sa balat | <p>Sariling panyo Sariling medyas at mga kasuotan sa paa</p> <p>Sariling mga kasuotan/damit Iba't-ibang sakit sa balat:</p> <ol style="list-style-type: none"> 1. An-an - Ap-ap solution; ipahid sa bahaging apektado ayon sa payo ng manggagamot. Kalamansi, ipahid sa bahaging may an-an. 2. Tagihawat - mga komersyal na lunas tulad ng exy, topak atbp. Iwasan ang pagpupuyat, pagkain ng mamantikang pagkain, pang-hihiram ng bimbo, tuwalya o espongha ng iba at ang pagtititis sa mga ito upang iwasan ang inspeksyon o pagdami. 3. Anghit - Paggamit ng mga komersyo na panlunas tulad ng Veto, Guard, Mum atbp. | <p>Pakikinig sa "Resource Person"</p> <p>Pagsaliksik Pagpapakitang gawa</p> <p>Pagtatalakayan Resource Person</p> <p>Pagpapakita ng mga paraan ng paggamit ng mga "herbal plants" para sa mga sakit sa balat</p> <p>Panatilihinh malinis ang mukha.</p> | <p>Pantiyak na pagsubok</p> <p>Pantiyak na pag-uliit</p> <p>Pagpapakita ng paraan ng paghahanda ng tawas bago ito gamitin</p> <p>Pagpapawisang mga kasuotan/damit.</p> |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|-------------|---|---|---|
| | <p>Iwasan ang panghihiram ng damit ng iba.</p> <p>4. Alipunga - lagyan ng mabangong pulbos ang paa pagkatapos maligo, mapunasan at mapatuyo. Iwasan ang pagsuot ng sapatos kung basa ang paa.</p> <p>5. Buni - Paglalagay ng dinikdik na bawang sa bahaging may buni</p> <p>6. Galis - magkunsulta sa mangga- gamot para sa panlunas.</p> <p>2. Nakapangangalaga at nakapag- papanatili ng kaayusan ng kasu- otan.</p> <p>2.1 Nakapag-isa-isa ng mga kaha- lagahan ng wastong panganga- laga sa mga kasuotan.</p> <p>2.2 Nakapagbabanggit ng mga iba't-ibang paraan ng panganga- lagang ibinibigay sa mga kasuo- tan</p> <p>2.3 Nakapag-alis ng mga pang- karaniwang mantsa sa damit.</p> | <p>Pantiliyak na pagsubok</p> <p>Pagtatalakayan</p> <p>Pagpapalitan ng kuru-kuro</p> <p>Ang mga kasuotan ay dapat na pangalagaan upang:</p> <ol style="list-style-type: none"> 1. Makapagtípid 2. Maganda at mayos tingman 3. Mapapkinabangan nang matagal <p>Iba't-ibang pangangalaga sa kasuotan</p> <ol style="list-style-type: none"> 1. Pagpapahangin 2. Pagsusulsi 3. Pagtagtagpi 4. Paglalagay ng mga pangunahing kawit o fasteners 5. Pagtatastas 6. Pag-aalmiro 7. Pag-aalis ng mantsa <p>Ang mga mantsa sa damit ay higit na madaling alisin kung ito'y bagong kapit pa lamang.</p> | <p>Pantiliyak na pagsubok</p> <p>Pantiliyak na pagsubok</p> <p>Pagbibigay ng mga "Situational Problems" sa mga bata</p> |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|---|---|--|------------------------------------|
| 2.3.1 Nakapagsasabi ng karaniwang mantsa sa damit | Iba't-ibang uri ng mantsa sa mga kasudan 1. Dugo 2. Kalawang 3. Bubble gum, pintora 4. Tinta, ball pen 5. Kape, Tsokolate 6. Mga Mantsa ng prutas 7. Grasa o langis | Pagjilaba ng mga damit na may mantsa Pagjilabanong sa magulang at mga labandera ukol sa iba't-ibang kagamitan sa pag-aalis ng mantsa. | Pagmamasid Pantiyak na pagsubok |
| 2.3.2 Nakatatalakay ng iba't-ibang paraan at kagamitan sa pag-aalis ng mantsa | Paraan/kagamitan sa Pag-aalis ng mantsa 1. Dugo - (a) bagong mantsa - ibabag ang bahaging may mantsa sa malamig na tubig, kasuotan, pagkatapos ay labhan sa mainit-init na tubig na may sabon at banlawang mabuti. (b) Lumang mantsa - ibabad sa mainit-init na tubig na may "ammonia". 2. Kalawang - Patakan ng katas ng kalamansi ang bahaging may mantsa, ikuha ng ilang oras, kusutin at banlawan. 3. Bubble Gum - ikuskus ang yelo sa bahaging may mantsa upang ito ay tumigas. Tuklapin ito ng kutsilyo kung hindi pa rin maaalis ay pahiran ng gas. Sabunin at banlawan. 4. Pintura - kuskusin ang bahaging may pintura. Pahiran ng "Thinner" o gas ang mantsa, sabunin at banlawan. | Pagpapakita ng guro ang paraan ng pag-aalis ng mantsa tulad ng dugo at iba pa | Pantiyak na pagsubok |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|---|--|--|--|
| 5. Tinta o Ballpen - Lagyan agad ng katas ng kalamansi at budburan ng asin and bahaging may mantsa at pabayaan ng ilang minuto. Sabunan, kusutin at banlawang mabuti. | 6. Kape/Tsokolate - (1) ibabad sa malamig na tubig at labhan. Sabunan at banlawang mabuti. (2) Budburan ng "borex" ang bahaging may mantsa at ibabad sa malamig na tubig at banlawan ng mainit na tubig. | 7. Grasa o Langis - pahiran ang bahaging may mantsa ng "Carbon Terrachloride" salaing mabuti sa maligamgam na tubig at banlawan | Pagbibigay halaga ng damit na inalisan ng mantsa |
| 3. Nakagagawa ng payak na kasutan (daster) | 3.1 nakatatalakay ng mga salik nadapat isa-alang-alang sa pagpili ng angkop na kasuotan | Mga batayang sa pagpili ng angkop na kasuotan: <ol style="list-style-type: none"> 1. Guiang 2. Katauhan 3. Badyet na pananamit 4. Kasarian 5. Panahon 6. Okasyon 7. Lugar | Pagpapakita ng iba't-ibang kasutan at mga larawan tungkol sa angkop na kasuotan. |
| 3.2 Nakapipili ng telang nababagay sa payak na kasuotang pambahay | Iba't-ibang uri ng telang angkop sa daster: <ol style="list-style-type: none"> 1. Paplin 2. Parkai 3. Gingham 4. Organza 5. "superfine" 6. Pranela | Pagpapakita ng halimbawa ng tunay na daster at larawan ng mga daster. | Pantiyak na pagsubok |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| 3.3 Nakatutukoy ng mga kanaianis ng mga kaugalian sa pamimili ng mga kagamitan sa pananahi | Mamili ng maaga Mamili sa magalang at tataw sa tindera Maging magalang at malapap | "Role Playing sa pamimili Pagtatalakay tungkol sa ipinakita | Pantiyak na pagsubok |
| 3.4 Nakagagawa ng plano ng proyekto para sa daster | Ang plano ng proyekto ay gabay o patnubay sa paggawa ng proyekto | Pagpapakita ng isang plano ng proyekto na may iba't-ibang bahagi | Pantiyak na pagsubok |
| 3.4.1 Nakatatalakay ng kahahagan ng plano ng proyekto | 1. Pangalan ng proyekto 2. Layunin 3. Disenyu 4. Mga kagamitan 5. Mga hakbang sa paggawa 6. Pagpapahalaga | Pagtatalakay at pagbuo ng proyekto | Pagmamasid |
| 3.4.1 Nag-iisa-isa ang mga bahagi ng plano ng proyekto | Mga gagamitin sa pagpapahalaga ng daster, iskor kard | Mga gagamitin sa pagpapahalaga ng daster, iskor kard at "rating scale" na gagamitin at pagtatalakay tungkol sa paggamit | Pagmamasid |
| 3.4.3 Nakapaghahanda ng mga gagamitin sa pagpapahalaga ng proyekto | | | |
| 3.5 Nakagagawa ng pag-aayos ng padron | Ang mga sukat na kailangan sa paggawa ng daster: | Pagpapakita ng pagkuha ng mga sukat na kailangan | Pagmamasid |
| 3.5.1 Naipalihiwanag ang mga kailangang sukat ng katanwan sa paggawa ng daster | 1. Balikat 2. Dibdib 3. Laim ng leeg 4. Haba ng daster | 1. Balikat 2. Dibdib 3. Laim ng leeg 4. Haba ng daster | Pagtatalakay sa gamit ng padron |
| 3.5.2 Naissasayos ang padron ayon sa sariling sukat ng katanwan | Ang wastong sukat ng balikat, dibdib at lim ng leeg at haba ng daster ay dapat isaa-aling-alang sa pagkopya sa padron | Ang wastong sukat ng balikat, dibdib at lim ng leeg at haba ng daster ay dapat isaa-aling-alang sa pagkopya sa padron | Pantiyak na pagsubok |

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| <p>3.5.3 Nakapagpalagay ng wastong palugit ng iba't-ibang bahagi ng padron.</p> <p>Iguhit and insinasayos na padron sa "Pattern Paper" at lagyan ng mga palugit na:</p> <ol style="list-style-type: none"> 1. Sentimetro sa leeg at kili-kili 1/2 "inch sa balikat at tagiliran 1/2 "inch sa laylayan gumamit ng "gauge" sa paglagay ng palugit sa padron <p>(gumamit ng medida o panukat sa paggawa ng "gauge")</p> | <p>Pakitang-turo sa paggawa ng "gauge" ayon sa mga palugit at paggamit ng "gauge" sa paglalain ng mga palugit sa iba't-ibang bahagi ng padron</p> <p>Pagsasanay sa paggupit ng padron na gumagamit ng "long at short strokes".</p> | <p>Pantiyak na pagsubok</p> <p>Pantiyak na pagsubok</p> <p>Pantiyak na pagsubok</p> | |
| <p>3.6 Nakahanda ag tela bago gupitin</p> <p>3.6.1 Nakatalakay ng kahalagahan ng pagpaaurong ng tela</p> <p>3.6.2 Nakapaghahambing ng pagkakaiba ng hilantsa ng telang pahalang, paayon at uriya.</p> | <p>Ang mga paghahanda ng tela bago tabasin</p> <p>pagpapauaorong ng tela</p> <p>pagtutuwid ng tela</p> <p>mamalanta ng tela</p> <p>Mga bahagi ng tela:</p> <p>wamp - payong sinulid ng tela</p> <p>woof - pahalang na sinulid ng tela</p> | <p>Pagtatatalakay kung bakit kailangan panurungin ang tela bago tabasin</p> <p>Paggamit ng mga hakbang sa pagpapauaorong ng tela</p> <p>Nagpapakita ng tela at pagkilala sa mga bahagi</p> | <p>Pantiyak na pagsubok</p> <p>Pantiyak na pagsubok</p> <p>Pantiyak na pagsubok</p> |
| <p>3.7 Nakakatalakay ng mga kau-galian at mga hakbang pangkaligtasan habang gumagawa.</p> | <p>Mga hakbang pangkaligtasan habang gumagawa:</p> <ol style="list-style-type: none"> 1. Panatilihing maayos ang mga panustos sa pananahi 2. Gumamit ng didal kung nanahi sa kamay. 3. Gumamit ng gunting sa pagputol ng sinulid. 4. Gumamit ng sinulid sa abot-siko ang haba. 5. Putulin ang sinulid na panlinis. 6. Panatilihing malinis ang paligid habang gumagawa. 7. Isara ng maayos ang makina pagkatapos mananili. | <p>Pagtatatalakay ng mga kau-galian o pamantayan sa paggawa</p> <p>Pamantayan na paggawa</p> | |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| 3.8 Nakapagtatbas ng tela na mayos | Mga hakbang na dapat tandaan sa paglalatag ng tela: Ilatag muna ang malaking bahagi ng padron nang ayon sa hilatsa ng tela. | Pakitang turo ng wastong paglalatag ng lahat ng padron sa tela bago tabasin | Tseklist |
| 3.8.1 Nakapagtatbas ng padron sa tela sa wastong paraan | | | |
| 3.8.2 Nakapag-aaspili ng paron sa tela ng mayos | <ul style="list-style-type: none"> - Ang padron ay iaspili sa tela - May layong isa hanggang dalawang pulgada mula sa gilid - Hindi inaanagt ang tela upang ito'y nakalapat kung gugupit | <ul style="list-style-type: none"> Pagmamasid sa wastong pag-aaspili ng padron sa tela | Pantiyak na pagsubok |
| 3.8.3 nakakagupit ng tela nang mayos | <p>Mga tuntunin sa paggupit ng tela: Ang tela ay ginugupit ng nakalapat sa mesa at hindi inaangat ito.</p> <p>Ang malaking kumpay ng gunting ay ginagamit sa tawid na gilid ng padron at ang likong bahagi nito ay gunagamitan ng maliliit na kumpay ng gunting.</p> | <ul style="list-style-type: none"> Pagpapakita sa wastong paggupit sa tela Balik pakitang turo ng tela | Tseklist |
| 3.9 Nakapaglilipt ng marka sa tela sa malinis at matuwid na paraan | <p>Ang tela ay itinutupi sa kabaligtaran. Ginagamitan ng karbon paper at tracing wheel sa paglilipt ng marka ng palugit.</p> | <ul style="list-style-type: none"> Pagkilala sa iba't-ibang kagmitan sa paglilipt ng marka | Pantiyak na pagsubok |
| 3.10 Nakagugunita ng marka sa wastong pagpapatakbo ng makina at paglalagay ng sinulid | <p>Maari ring gamitin ng "TailoringChalk"</p> <p>Mga ilang bahagi ng makina at ang mga gamit ng bawat isa</p> <ol style="list-style-type: none"> 1. Pressor foot - pumipigil sa tela 2. Spoon foot - pinaglalagyan ng sinulid 3. Bobbin - kinalatgyan ng sinulid ng pang-halim. Ito ay nakalagay sa bobbin case. | <ul style="list-style-type: none"> Pagpapakiting maayos na paglilipt ng marka ng palugit sa tela | Pantiyak na pagsubok |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|-------------|--|--|--|
| | <p>4. Treadle - tinatapakan upang gumarlaw ang balance wheel at hand wheel</p> <p>5. Needle bar - panagkakabitang karayom sa makina</p> <p>6. Stitch regulator - nagpapaliwanag at nagpahigpit ng tahi</p> <p>3.10.1 Nakatutukoy ng kahlagahan sa wastong pagsisirulid at pagpatakbo ng makinang panahi</p> <p>3.11 Naisasagawa ang iba't-ibang paraan sa pagbubuo ng duster</p> | <p>Maganda ang takbo ng makina at maiiwasan ang pagpuputol-putol ng sinulid ng sinulid kapag wasto ang pagkakalagay ng sinulid nito</p> <p>Ang wastong paraan sa pagbuo ng duster:</p> <ol style="list-style-type: none"> 1. Paglalagay ng tahing pampigil sa leeg at uka sa manggas 2. Pagkakabit ng balikat 3. Paglalagay ng lapat na tutop sa leeg 4. Pagkakabit ng tagliran 5. Paglalagay ng lapat ng tutop sa kili-kili 6. Paggawa ng lipi sa laylayan <p>3.11.1 Nakapaglalagay ng pampigil na tahi sa wastong paraan</p> | <p>Pagpapakita sa makina ang wasto, Aktwal na pagpapatakbo ng makina paraan ng paglalagay ng sinulid</p> <p>Pagbibigay ng wastong pagbubuo na mga hakbang sa pagbubuo ng duster</p> <p>Pagpapakita ng tabas sa duster at halimbawa ng yaring duster</p> <p>Pantiyak na pagsubok</p> <p>Pantiyak na pagsubok</p> <p>Pagpapakita ng modelong tabas na duster na may pampigil na tahi</p> <p>Pantiyak na pagsubok</p> <p>Pagpapakitang turo ng paglalagay ng pampigil ng thi sa leeg at manggas</p> <p>Paglalagay ng pampigil na tahi sa duster</p> |
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| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| 3.11.2 Naikakabit ang mga balikat ng duster nang maayos | Ang payak na dugtong ay pinapasabahan sa kabaligtaran | Pagsusuri ng isang modelo | |
| 3.11.3 Nakapaglalagay ng lapat na tutop sa leeg ang duster | Ang kabaligtaran ng 2 telang pagdugtungin ang nakpalibabaw | Pagpapakitang-turo ng paggawa ng payak na dugtong sa balikat ng duster | Pagsusulit na paggawa |
| 3.11.4 Nakapagtatahi ng balinsyanang dugtong sa tagliliran ng duster | <p>Ang mga hakbang sa paglalagay ng lapat na tutop sa leeg ay:</p> <ol style="list-style-type: none"> 1. Pag-aaspili, paghihilibana at pagpapasada o pananahi ng lapat na tutop sa leeg 2. Pagbabawas (grading) 3. Paggupit-gupit (clipping) 4. Tahing pang-ilalim (undersitching) 5. Pagtahi sa gilid ng tutop (edge stitching)... 6. Pagliliip <p>Ang gilid ng duster ay idinudugtung sa pamamagitan ng balensyana dahil ito ay mas matibay kaysa payak na dugtong</p> <p>Ang balensyana ay dalawang beses tinatahi sa makina</p> | <p>Pagsusuri ng mga yaring duster</p> <p>Pagmamasid ng mga hakbang ng paglalagay ng tutop sa leeg</p> <p>Pagtatatakayan</p> <p>Pagpapakitang turo at balik-pakitang turo, paglalagay ng lahat ng tutop sa leeg ng duster</p> <p>Pagpapakita ng yaring tagliliran ng duster</p> <p>Paghahambing ng payak na dugtong at balensyana</p> | <p>Pagsusulit na paggawa</p> <p>Pantiyak na pagsubok</p> <p>Tseklist sa pagyari ng leeg</p> <p>Product scale tungkol sa paggawa ng balensyana</p> <p>Pakitang turo ng paggawa ng balensyana sa gilid ng duster</p> <p>Pagtatahi na balensyana sa mga gilid ng duster</p> |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| 3.11.5 Maipapahayag ang mga katangian ng malihim na balensyana | Mga katangian na balensyana 1. Pantay na 3/4 cm ang lapad 2. Tuwid ang tahi sa makina 3. Walang lumalakas sa karayagan | | Pantiyak napagsubok Pagsusulit sa paggawa |
| 3.11.6 Nakapaglalagay ng lapat na tutop sa uka ng manggas ng duster | Sundin ang paraan ng pagyari sa leeq Pakitang turo at balik pakitang turo sa paglalagay ng lapat na tutop sa uka ng manggas | | Tseklist sa pagyari ng uka ng manggas ng duster |
| 3.12.7 Nakapaglalagay ng lupil sa laylayan ng duster | Mga hakbang sa paggawa ng lupil: 1. Itupi ng 1/2 cm. Ang pinanlay na laylayan, hilbanahan at tahiin sa makina (edge stitching) alisin ang hilbana 2. Itupi ng muli ayon sa lapad na gusto. 3. Laspli at hilbanahan 4. Tahiin ang lupil, alisin ang hilbana | Paggawa ng "gauge" para sa tupi Pakitang-turo ng paggawa nt lupil sa laylayan ng duster | Tseklist |
| 3.11.7 Nakapagpahalaga ng natapos na daster | Ang isang na daster ay may wastong kayarian, pantay at lapat ang mga tutop at maayos ang lapat | Pagpapahalaga sa natapos na daster Pagmamasid "iskor kard" | Pagpapahalaga sa natapos na daster Pagmamasid "iskor kard" |
| 4. Nakakabili ng yaring kasuotan na angkop sa sarili o sa kasapi ng mag-anak | Ang wastong pagpili ng yaring kasuotan na angkop sa sarili o kasapi ng mag-anak ay makakatulong sa pangangailangan ng kasuotan nito. | Paghahandagan ng "fashion show" ni Rating Scale | Paghahandagan ng "fashion show" ni Rating Scale |
| 4.1 Natutukoy ang mga bagay na dapat isa-alang-dapat isa-alang-alang sa pamimili ng yaring kasuotan | Ang mga bagay na dapat isa-alang-alang sa pamimili ng yaring kasuotan ay: | Pagtatala ng mga yaring kasuotan ni Pagmamasid angkop sa sarili o kasapi na sa ilang ngailangan ng kasuotan nito. | Pagdadalain ng mga yaring na angkop sa sarili o kasapi ng mag-anak. |

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| <p>1. Uri ng tela 2. Tibay ng tahi na damit 3. Lapat sa katawan 4. Pangangalaga 5. Halaga</p> <p>4.2 Natatalakay ang kabutihan at Ang pagbili ng maayos at mabuting di-kabutihan dulot ng pamimiyaring kasuotan ay nakakatipid ng panahon lataas at pera</p> <p>4.3 Naipapakita ang wastong pamimili ng yaring kasuotan</p> | <p>Pagsusuri ng mga yaring kasuotan ayon sa:</p> <p>Uri ng tela, tibay ng tahi, lapat sa katawan, pangangalaga, halaga</p> <p>Pagtatalakay ng mga bagay na dapat isa-alang-alang sa pamimili ng yaring kasuotan</p> <p>Pantiyak na pagsubok</p> <p>nasan ukol sa nakabilang yaring kasuotan</p> <p>Paghahambing ng mga dinahang yaring kasuotan sa klase</p> <p>Pagtatalakayan ng kabutihan at dikabutihan ng pamimili ng yaring kasuotan</p> <p>Ang wastong pamimili ng yaring kasuotan ay nagkakaroon ng:</p> <ol style="list-style-type: none"> 1. Katalinuhan sa pamimili 2. Karagdagang kaayusang pansarili <p>Pagbibigay ng mga tuntunin sa wastong pamimili ng yaring kasuotan</p> | <p>Pagsusuri ng mga yaring kasuotan ayon sa:</p> <p>Uri ng tela, tibay ng tahi, lapat sa katawan, pangangalaga, halaga</p> <p>Pagtatalakay ng mga bagay na dapat isa-alang-alang sa pamimili ng yaring kasuotan</p> <p>Pantiyak na pagsubok</p> <p>nasan ukol sa nakabilang yaring kasuotan</p> <p>Paghahambing ng mga dinahang yaring kasuotan sa klase</p> <p>Pagtatalakayan ng kabutihan at dikabutihan ng pamimili ng yaring kasuotan</p> <p>Ang wastong pamimili ng yaring kasuotan ay nagkakaroon ng:</p> <ol style="list-style-type: none"> 1. Katalinuhan sa pamimili 2. Karagdagang kaayusang pansarili <p>Pagbibigay ng mga tuntunin sa wastong pamimili ng yaring kasuotan</p> | <p>Pantiyak na pagsubok</p> <p>nasan ukol sa nakabilang yaring kasuotan</p> <p>Paghahambing ng mga dinahang yaring kasuotan sa klase</p> <p>Pagtatalakayan ng kabutihan at dikabutihan ng pamimili ng yaring kasuotan</p> <p>Ang wastong pamimili ng yaring kasuotan ay nagkakaroon ng:</p> <ol style="list-style-type: none"> 1. Katalinuhan sa pamimili 2. Karagdagang kaayusang pansarili <p>Pagbibigay ng mga tuntunin sa wastong pamimili ng yaring kasuotan</p> | <p>Pantiyak na pagsubok</p> <p>nasan ukol sa nakabilang yaring kasuotan</p> <p>Paghahambing ng mga dinahang yaring kasuotan sa klase</p> <p>Pagtatalakayan ng kabutihan at dikabutihan ng pamimili ng yaring kasuotan</p> <p>Ang wastong pamimili ng yaring kasuotan ay nagkakaroon ng:</p> <ol style="list-style-type: none"> 1. Katalinuhan sa pamimili 2. Karagdagang kaayusang pansarili <p>Pagbibigay ng mga tuntunin sa wastong pamimili ng yaring kasuotan</p> |
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| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| 4.4 Nakagagawa ng kaukulang pagbabago ng yaring | <p>May mga paraan ng pagpapatibay ng yaring kasuotan</p> <p>a. Pagtatahing muli ng mga dugtong hunsal</p> <p>b. Pagpapahaba o pagpapaikli ng laylayan</p> <p>k. pagtatahing muli ng butones, kawit at iba pa</p> <p>Nakaitipid ng panahon, lakas at pera kung manunong magpatibay ng mga yaring kasuotan</p> | <p>Pagpapakitang gawa ng mga paraan ng pagpapatibay ng yaring kasuotan</p> <p>Tseklist</p> <p>Paggawa ng mga ito sa sahiling dam</p> <p>Paggawa ng mga paraan ng pagpapahala sa paraan ng pagpatibay ng yaring kasuotan</p> | |

PAMAHAY

LAWAK: PAMAMAHAAY
(Ikaanum na Baitang)
55 days

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| <p>A. Nagagampanan ang tungkulin sa pagpapanatiling malinis ang tahanan</p> <p>Nasasabi ang tungkulin ng bawat kasapi sa pagpapanatiling malinis ang tahanan</p> | <p>May tuwiran at di-tuwiranang pananagutan ang bawat kasapi ng mag-anak sa pagpapanatiling malinis at maayos ang tahanan.</p> <p>Tuwiran:</p> <ol style="list-style-type: none"> 1. Lihisin at ayusin ang sariling siliid 2. Gampanan ang tungkulin sa pag-illinis na itinatalaga ng ina <p>Di-tuwiran:</p> <ol style="list-style-type: none"> 1. Pagpupumas ng mga paa bago pu-masok ng batay laot maputik ang phianggalingan. 2. Pagasauli sa mga ginagamit na na bagay sa dapat kalagyan. 3. Wastong paggamit ng palkuran. 4. Maglapon ng basura (tulad ng balat ng kendi nilamukos na papel) sa basurahan. | <p>Pag-uusap tungkol sa mga tungkuling ginagampanan sa pagillinis ng sariling karanasan</p> <p>Pasulat na pagsubok</p> | <p>Teskilat</p> <p>Pag-uusap tungkol sa mga gawaling makatutulong sa pagpapasintilling malinis ang tahanan,</p> <p>Pagsuri sa talatakdaan sa pag-illinis</p> |

| MGA LAYUNIN | NILALAMAN | PAMAWARAAN | PAGPAPAHALAGA |
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| <p>Araw-araw Lingguhan Paminsan-na</p> <p>Gawain Gawain minsan</p> <p>Pagpapa-linis ng alikabok</p> <p>Pagpapa-linis ng agiw sa kisame</p> <p>Pagpapa-kintab ng hid ng pior- sa kabinet</p> <p>Pag-aayos Pagpapa-hid ng pior- pag-aayos ng kabinet</p> <p>Pag-aayos Paglilinis ng gamot ng mga kabiente</p> <p>Paglilinis Paghuhugas ng salamin at pag-aayos ng mga ping-pong</p> <p>Paglisiko- gan at baso ba ng ding- Platera ding at sahig</p> <p>ng lindoro Paglilinis ng aparador ng at lababo lalagyan ng damit</p> | <p>Paggawa ng sailling talatakdaan</p> | <p>Tseklist</p> <p>Paglilinis sa bawat silid</p> <p>"Practice House"</p> <p>Pagsusulit pagganap</p> | <p>"Role Playing"</p> <p>Pagpapakita sa wastong paraan ng paglilinis ng bawat silid</p> <p>Paglilinis ng mga silid sa "Practice House"</p> |

2. Nalilinis nang wasto ang mga sumusunod na bahagi ng tahanan

2.1 Silid tulungan

Ligitin at ayusin ang higaan
Palisan ng alikabok ang mga kasang-kapan
Wallsan ang silid, pakintabtin

2.2 Sala o Silid tanggapan

Palisan ng alikabok ang mga kasang-kapan
Ligitin at ayusin ang mga babasahin

| MGA LAYUNIN | NILALAMAN | PAWAWARAAN | PAGPAPAHALAGA |
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| <p>2.3 Siliid-kainan</p> <p>2.4 Siliid-lutuan</p> <p>2.5 banyo at palikuran</p> <p>3. Napangangalagaan at maliliit ang mga kagamitan sa paglilinis</p> <p>3.1 Wastong pangangalaga ng mga kagamitan pagkakalapos gamitin</p> | <p>Paliwan ang tubig sa mga piorera o diligin ang mga halaman sa piso Walisan ang sahig Pakintabin ang sahig</p> <p>Linisin at ayusin ang mesang kainan at alisin ng alikabok ang ibabaw ng platera at iba pang kasangkapan Walisan ang tubig Pakintabin ang sahig</p> <p>Linisin ang kalan, mesang gawaan at lababo</p> <p>Walisan ang sahig Punasan ng basahang-basa ang sahig Itapon ang laman ng basurahan Linisin ang basurahan</p> <p>Punasan ng basahan ang dingding Walisan at baldihuan ang sahig Linisin ang Intidoro at lababo</p> <p>Walisan tingling, walisan tambo, basahan mop, isis o iskoba, bunot</p> | <p>1. Walis tingling - hugasan at patuyuin ang walls na tingling</p> <p>2. Walis tambo - ipagpag ang basahan patuyuin, tiklipin nang mayaos</p> <p>3. Basahan - labhan ang basahan, patuyuin tiklipin nang mayaos</p> <p>4. Labhan ang basahan ng "mop" at patuyuing isandal nang pabaligtad ang "mop" sa kabinet</p> | <p>Pagsusulit pagganap</p> <p>Pagpapakita sa wastong pangangalaga sa bawat kagamitan</p> |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| <p>3.2. Nailigpit ang mga karaniwang peste sa tahanan</p> <p>4. Nakapupulsa ng mga karaniwang peste sa tahanan</p> <p>4.1 Natutukoy ang mga karaniwang naidudulot ng mga ito</p> <p>4.2 Natatalakay ang mga samang naidudulot ng mga ito</p> | <p>5. Kayunin ang dumì ng bunot</p> <p>6. Takpang mabuti ang piorvaks</p> <p>7. Hugasan at patuyuin ang panalok ng basura</p> <p>Iligpit nang maayos sa kabinet ang mga gamit sa paglilinis</p> <p>Ang mga karaniwang peste sa tahanan ay ang mga langaw, lamok, lipis, surol</p> <p>Samang naidudulot ng mga peste sa tahanan:</p> <p>1. Langgam - nangangagat at naga-dala ng mikrobyo sa pagkain ng magapangan</p> <p>2. Langaw - mabilis magkakalat ng sakit tulad ng "pagtataas" dahil sa dalang mikrobyo sa mga dinapuang pag-kain</p> <p>3. Lamok - nangangagat at pinagmulang sakit na malaria at H-fever</p> <p>4. Lipis - nagkakalat ng mikrobyo at ai masakit kumagat</p> <p>5. Anay - umuuubos ng mga tahoy at papai</p> <p>6. Daga - nangangagat, narinirang damit at pinagmulan ng peste buboneka</p> <p>7. Puigas - kumakain ng dugo ng tao nagging sahi ng gallis</p> | <p>Pagsasalaysay ng mga karanasan tungkol sa mga peste sa tahanan</p> <p>Pagtukoy sa mga peste sa tahanan</p> <p>Pag-Isa-isa sa mga samang dulot ng mga ito</p> <p>Pagtatalakay</p> <p>Pagsasalaysay ng mga karanasan tungkol sa mga peste sa tahanan</p> <p>Pasulat na pagsusulit</p> <p>Pantiyak na pagsubok</p> | |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| 4.3 Nakepagpapaliwanag ng mga sanhi at paraan ng pag-iwas sa pagdami ng mga ito. | <p>Matutin at masukai na paligid ang karaniwang sanhi ng pagdami ng mga peste sa tahanan</p> <p>Upang maliyasan ang pagdami ng mga ito:</p> <ol style="list-style-type: none"> 1. Takpan ang mga di-dumadaloy na tubig sa basurahan 2. Lagging takpan ang mga lagyan ng tubig 3. Palitan madalas ang tubig sa mga pionera 4. Linisin ang madililing na sulok ng bahay na maaring pamuhay ng mga daga 5. Lagging takpan at iligpit ang pagkain 6. Panaliliing malinis ang tahanan at ang paligid nilo 7. Lagging paliguuan ang alagang aso at alisan ito ng pulgas 8. Wastong pangangalaga ng basurahan gaya ng: <ol style="list-style-type: none"> 8.1 lagting natatakip ang basurahan 8.2 wastong pagtatapon ng mga bituka ng isda at manok 8.3 ang pagtatapon o pagsusunog ng mga papel at dahon 8.4 paghugas ng mga basurahan | <p>Pagpapaliwanag sa mga sanhi at paron ng pag-iwas sa pagdami ng mga peste sa tahanan. Paggawa ng dalawang basurahan: isa para sa tuyong basura at ang isa ay para sa basa</p> | Panilyak na pagsubok |
| 4.4 Naipaliwanag kung paano mapupukea ang mga peste sa tahanan | <p>Pagpuksa sa mga peste sa tahanan:</p> <ol style="list-style-type: none"> 1. Gumamit ng mabisang "Insecticide" 2. Gumamit ng panghuli at pantasa sa daga 3. Budburan ng pamatay ng pulgas ang alagang aso 4. Paarawan ang mga gamit sa pagtuig upang mamatay ang mga surot | <p>Pakikilig sa "resource person"</p> <p>PanonoD sa pakitang pagpuksa ng "resource person"</p> | Tasklist |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| | <p>5. Tumawag sa Vermin and Pest Control at pahombahan ang mga paligid ng tahanan pagpulsa tahanan sa langaw, lamok, surut at daga</p> <p>6. Ipagamot ang mga haligi ng bahay ng laban sa anay kung maiila na ang anay papalitan ang bahaging Inaansay at ilapon ang mga papel at aktlat na may bakas ng kain ng any. Pati na ang lupa sa paligid ng bahay ay palayyan na rin ng gamot laban sa anay.</p> <p>Wastong pag-aayos ng mga silid ayon sa pangangallangan ng mag-anak</p> <p>B. Napapanatiling maganda at tahanan.</p> <p>1. Naisasaayos ang mga silid ayos sa pangangallangan ng mag-anak</p> <p style="text-align: right;"><u>Silid Tullukan</u></p> <p>ang kama o higean ay ayusin sa lugar na hindi nakakasiaw. Ilayo ito sa dingding upang magnihawa ang pagkilos sa paligid nito at maging madali ang paglilitis. Ilaagay ang salamin sa may sapat na hindi nakakasiaw. Ilayo ito sa dingding kama.</p> <p>Ang aparador o kabinet ng damit ay ilipit sa tokador upang magling madali ang pag-aayos at pagbibihis.</p> | <p>Pagsusuri sa mga larawan magagan-dang ayos ng iba't-ibang silid ng tahanan.</p> <p>Pagdalaw sa tahanan o sa "Practice House" at pagsubi-dito</p> <p>Pagtalakay sa wastong pag-aayos at ang mga kabutihang naidudulot nito.</p> | <p>Pag-aayos ng mga kasangkapan sa bawat silid ng "Practice House"</p> <p>Tasklist at Pasulat ng pagsusulit</p> |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| | <p><u>Silid Tanggapan o Sela</u></p> <p>Ayusin ang "sala sei" nang paharap sa pinto.</p> <p>Ilagay ang sopa at ang iba pang maling kasangkapang nakakasagai sa mga daanang papunta sa ibang silid ng bahay.</p> <p><u>Silid Kainan</u></p> <p>Ayusin ang laki at hugis ng mesang kainan sa silid na paglalagyan. Maglakan ng sapat na upuan para sa bilang ng mga lasapil ng mag-anak upang magkakasabay-sabay sila sa pagkain.</p> <p>Ayusin ang platera o ang kablnet na paglalagyan ng di ginagamit na kasang-kapan sa pagkain upang magsilbi itong palamutin sa silid kainan.</p> <p>Maglagay ng malit na mesang maaring gawing patungan ng mga kasangkapan kapag naghahain o maglillipit sa daan upang hindi na kailangan pang tumayo ang kumakain sa tuwing may dadaan.</p> <p><u>Lutuan o Kusina</u></p> <p>Ayusin ang kusina upang magsaan at madali ang paggawa sa lutuan.</p> | | |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| | <p>Gantit ang / _____ / na kaayuan ng kusina upang maging madali ang pag-gawa.</p> <p>/ _____ / 1. Mesang gawaan 2. Lababo 3. Kalan</p> <p>Mainam ding ayusin ang mesang gawa-an, lababo at kalan sa hugis na / _____ / / _____ / 1. mesang gawaan / _____ / 2. Lababo / _____ / 3. Kalan</p> <p>ayusin ang mga kasangkapan sa lugar na paggagamitan ng mga ito: Sa ibabaw o ilalim ng mesang gawaan-kusilyo, sangkalan, pantakal o panukat na nasa tasa at iba pang gamit na pag-hahanda ng pagkain. Sa may lababo - patuyuan ng pinggan at lalagyan ng sation Sa may kalan - lahat ng gamit sa pagluto</p> <p>Maglaan ng dalawang basurahan sa kusina, Isa para sa basang basura at Isa para sa tuyong basura.</p> <p>Sunigin ang tuyong basura sa manitalang ang basang basura ay ibaon sa "compost pit"</p> | | |

| MGA LAYUNIN | NIL ALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| | <p>Banyo at Palkurian</p> <p>Ilagay sa:</p> <ol style="list-style-type: none"> 1. malapit na sabitan ng damit at tuwalya sa lugar na hindi mababasa 2. maglagay ng lalagyan ng "toilet paper" sa indoro <p>Ang kabinet para sa mga sa mga gamot ay taasan upang di maabot ng mga bata. Ikandado kung maaari.</p> <p>Pagsusuri sa halimbawa at tungkol sa pag-aayos ng bulaklak</p> <ol style="list-style-type: none"> 2. Nakapaggaganda ng tahanan sa pamamagitan ng: <ol style="list-style-type: none"> 2.1 pag-aayos ng bulaklak <p>Ikebana</p> | <p>Ilagay sa:</p> <ol style="list-style-type: none"> 1. malapit na sabitan ng damit at tuwalya sa lugar na hindi mababasa 2. maglagay ng lalagyan ng "toilet paper" sa indoro <p>Ang kabinet para sa mga sa mga gamot ay taasan upang di maabot ng mga bata. Ikandado kung maaari.</p> <p>Pagsusuri sa halimbawa at tungkol sa pag-aayos ng bulaklak</p> <ol style="list-style-type: none"> 2. Nakapaggaganda ng tahanan sa pamamagitan ng: <ol style="list-style-type: none"> 2.1 pag-aayos ng bulaklak <p>Ikebana</p> | <p>Pagsusuri pagganap sa paggawa ng Ikebana</p> <p>Pagsusuri sa halimbawa at tungkol sa pag-aayos ng bulaklak</p> <p>Ang ikebana ay paraan ng pag-aayos ng bulaklak na gumamit ng ibat-ibang taas na kumakatawan sa langit, tao at lupa. Ang pinakamataas na bulaklak na kumakatawan sa langit ay dapat maging 1 1/2 ng tuwang ng bibig na lalagyan ang haba. Ang susunod ng pangkat na kumakatawan sa tao ay dapat maging 3/4 ng pinakamataas na bulaklak samantalang ang pinakamababa na kumakatawan sa lupa ay taunilang ang agwut sa lalagyan ng bulaklak, sa pag-aayos, salitan ng naba-bagay na dahan.</p> <p>Gumamit ng payak na lalagyan upang matuon ang parangin o pantsir sa kaanyuan ng bulaklak</p> |

| MGA LAYUNIN | NILALAMAN | PAWAMARAAN | PAGPAPAHALAGA |
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| <p>2.2 Pagkasabit ng larawan sa dingding</p> <p>2.2.1 Naipapaliwanag ang paraan ng pagkukuwadro ng larawan</p> | <p>Bago isabit sa dingding ang larawan, ilo ay dapat munang ikuadro. Sa pagkukuwadro ng larawan -</p> <ol style="list-style-type: none"> 1. Sa patayo parihaba, ang may pinakamalapad na palugit ay ang ilalim, ang itaas na palugit sa magkabilang tabi; ay pareho ng lapad 2. Sa pahigang parihaba, ang pinakamalapad na palugit ay nasa ilalim susnod ang magkabilang tabi at pinamakitid ang palugit ng nasa itaas 3. Ang parisukat ang palugit sa ibaba ang pinakamalapad samantala ng delawang gilid at ang ibaba ay magkakatulad ang lapad | <p>Nagsusulit nagganap sa nagkukuwadro Pagsasabit ng palamuti pendingding sa Practicer House"</p> <p>Pananaliksik tungkol sa pagkukuwadro ng larawan Pagtalakay sa mga kaalamanang nasaiksik</p> | |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| <p>2.3 Nalpapakita ang wastong pagkakabit ng kurtina</p> <p>2.3.1 Nalisa-isa ang mga katangian ng magagandang</p> <p>6. Ibagay ang laki ng isasabit sa dingding na pagsesabitan.</p> <p>7. Pagpantay-pantayin ang leas ng mga isasabit na larawan.</p> <p>8. Itago sa likod ng kuwadro ang alambie at pakong pagsabit sa larawan.</p> | <p>Mga katangian ng magandang pagkakabit ng kurtina:</p> <ol style="list-style-type: none"> 1. Pantay ang sahig 2. Tiwid at hindi lumulundo 3. Ang jurtina ay mayroong sapat na piliges hindi banat 4. Ang haba ay anayos sa telang gamit at sa balangkas ng bintana <p>a. Ang manlisis na kurtina ay karaniwang hanggang pasamano lamang ng bintana</p> <p>b. Ang makapal na kurtina ay hanggang sa ilalim ng pasamano o sa guhit ng dingding</p> <p>5. Nakatago ang pakong pihagsasabitan</p> <p>Mga gamit sa pagkakabit ng kurtina:</p> <ol style="list-style-type: none"> 1. Baras o kabilyang pangkurtina (Curtain red) 2. Sabitan (neck) 3. Argely (curtain rings) <p>2.3.2 Nasasabi kung anu-anong mga kinakallangan sa pagkakabit ng kurtina</p> <p>2.4 Nakagagawa ng mga palamutinng panlahan sa pamamagitan Ng:</p> <p>2.4.1 paghubura ng punda ng unan</p> | <p>Tagsusuri at nagpapahalaga sa pagkakabit ng kurtina sa "Practice House"</p> <p>"practice House"</p> | |

| MGA LAYUNIN | NILALAMAN | PAWAMARAAN | PAGPAPAHALAGA |
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| 2.4.1.1 Nakagagawa ng piano ng proyekto | Mga burdang gagamitin: hiliting satin "slip stitch" eyellet | Pag-aaral ng paggawa ng mga burdang pagganap sa pagbuburana: Inting statin baynila "French knot" eyellet "slip stitch" | Pagsusulit ng pagganap sa pagbuburana: ng: Inting statin baynila |
| 2.4.1.2 Nakapagbulburda ng punda unan | Kalangjian ng mga burdang ginamit: 1. Hiliting satin-makinis pantay-pantay at tabi-tabi ang tahi. 2. "Slip st." - makinis, may silo sa labas na kurba, tabi-tabi ang tahi. 3. Baynilak- pantay-pantay ang laki ng bingkas na hibla, may silo, di kita | Paggawa ng punda ng unan ha may disenyoong binurdaha ng mapag-aralang tahing burda | Paggawa ng punda ng unan ha may disenyoong binurdaha ng mapag-aralang tahing burda |
| 2.4.1.3 Napahahalahan ang naya-ring proyekto | Kalangjian ng mga burdang ginamit: 1. Hiliting satin-makinis pantay-pantay at tabi-tabi ang tahi. 2. "Slip st." - makinis, may silo sa labas na kurba, tabi-tabi ang tahi. 3. Baynilak- pantay-pantay ang laki ng bingkas na hibla, may silo, di kita | Pantiyak na pagsubok | Pantiyak na pagsubok |
| 2.4.2 Nakapagagaganitsilyo ng "center piece" o "table runner" | sa pamamagitan ng pinag-dugtong-dugtong na "motif" | Wastong paggawa ng: kabilbe (shell) Kumpel (cluster) | Pagsusulit na pagganap sa pagsunod ng panuto sa paggaganitsilyo |
| 2.4.2.1 nakasusunod sa paggawang motif | | 1. Ang mga tahing ganitsilyo ay may katamtamang luyang 2. Ang kalgitaran ay sinilinis ng karayagan ang pagkakayari | Paggawa ng "center piece" o "table runner" |
| 2.4.2.2 Nakapagpapahalaga ng natapos na proyekto | | 3. Napanatiling malinis ang proyekto | |
| 2.4.3 Nakagagawa ng dish garden | | Paggawa ng Dish Garden | Pakikiling at pagmamasid sa "resource person" |
| | | | "dish garden" |
| | | | Mababaw na paso o lalagyan, alambre, o "nylon screen", dinikdik na uling, buhangin "compost soil" garden soil bato thiamine tablets at mga munting dekorasyon at tumot |
| | | | Pamamaraan: |

| MGA LAYUNIN | NILALAMAN | PAWAMARAAN | PAGPAPAHALAGA |
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| | <p>1. Bulasan ng shlaki ng 26 ang paso</p> <p>2. Ibabad ang halaman sa tubig na may thiamine tablets</p> <p>3. Ilagay ang alambre o "screen" sa butas ng paseo.</p> <p>4. Ilagay ang isang bahagi ng uling idagdag ang buhangin</p> <p>5. Layos ang mga halaman</p> <p>6. Idagdag ang "compost soil" at lupa sa hardin</p> <p>7. Takpan ng fumot ang lupa</p> <p>8. Lagyan ng palamuting bato at ceramics upang laiong gumanda</p> <p>9. Wisikan ng tubig</p> <p>2.5 Napapanatiling ng malinis</p> <p>kaakli-aklit ang bakuran</p> <p>2.5.1 Kalinisa ng bakuran</p> | <p>Panatilihing malinis ang bakuran sa pamamgitan ng:</p> <p>pagwawalls at pagsisiga ng basura</p> <p>paglatakip sa "compost pit"</p> <p>paglalapon o pagbabaoon sa mga basurahang di maaring sunugin</p> <p>pagliliinis ng deluyan ng tubig</p> <p>paglalambak sa makababang parte ng bakuran upang di-bahalin</p> <p>Mabisang paggamit ng ibang bahagi ng bakuran:</p> <p>1. Gumawa ng sampayan sa likod ng bahay o sa kabilang lugar na malapit sa labahan</p> <p>2. Magtanim ng gulay sa likuran</p> <p>3. Ang kulungan ng manok at baboy ay ilagay sa pinaklikod na likod na bahagi ng bakuran</p> | <p>Pagsulat na pagsubok</p> <p>Pakikibahagi ng karanasan</p> <p>Paggawa ng plano ng bakuran na ipinakikita ang tamang lugar para sa sampayan, gulayan, manukan at babuyan</p> |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| K. Nakasusunod sa mga hakbang pang kaligtasan kung may lindol/bagyo | <p>4. Sa may tabi nito ay gumawa ng "com-post pit"</p> <p>Mga hakbang pang kaligtasan may lindol:</p> <p>Kapag inabutang ng lindol; sa loob ng bahay o gusali</p> <ol style="list-style-type: none"> 1. Tumayo sa tapat ng pintuan o magtago sa ilalim ng malalaking kasang-kapan tulad ng mesa o kama. 2. Tumayo sa mga babaeaging bintana o sa tapat ng mga nakabitilng ilaw. 3. Panatilihing bukas ang pinto upang may madaling makalabas kung kinahallangan. 4. Patayin ang "switch" at ang kalan. 5. Tingnan kung may kasama na napinsala o nasugatan upang agad malapatan ng lunas. <p>Kapag inabutang ng lindol sa labas ng bahay:</p> <ol style="list-style-type: none"> 1. Lumayo sa mataas na gusali, poste, puno at mga ilinya ng kuryente. 2. Kung malapit sa isang gusali, tumayo sa pinto nito. 3. Kung abutang sa sasakyen, pahintulutin ang sasakyen hanggang matapos ang lindol. 4. Iwasan ang pagpasok sa gusaling napinsala ng lindol. <p>Maaaring may gumuho pa sa mga bahagi nito</p> | <p>Pakikihing sa "resource person"</p> <p>Pakikibahagi ng karanasan sa lindol at bagyo</p> <p>Pagsasanay sa dapat gawin kung may lindol</p> <p>Pasulat na pagsusulit</p> | |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| | <p>Mga hakbang pangkaligasan kung may bagyo</p> <p>Kapag natiling ang babala sa pagdating ng bagyo:</p> <ol style="list-style-type: none"> 1. Maghanda ng "flashlight" kandila, pospoiro, mga sapat na pagkain at pangunang lunas. 2. Laging makinig sa radio tungkol sa kalagayan ng panahon. 3. Iwasang lumabas ng bahay. 4. Kung hindi maiwasan ang paglabas ng bahay, magsuot ng makapal na damit at kapote, tityaking magsapatos upang magding mailiksi sa pagkilos. <p>Kung inaakalang babahain ang hyong tahanan:</p> <ol style="list-style-type: none"> 1. Ibaba ang "switch" 2. Itaas ang pagkain, mga damit at mga lasangkapang di dapat mabasa. 3. Laging makinig sa radio at magmasid upang malaman kung dapat lumikas. <p>Kung kinakailangang lumikas:</p> <ol style="list-style-type: none"> 1. Isara ang lahat ng bintana, pinto, at ibaba ang switch. 2. Dalhin sa paglikas ang: <ul style="list-style-type: none"> a. mahalagang papelés b. sapat na tasuotan c. sapat na pagkain d. Gamot sa sipon, ubo at lagnat e. ID o pagkakaitianian sa pook na patutunguhan g. Mga gamit ng bata kung may bata sa pamilya | <p>Pagpapalitan ng mga karanasang kaugnay ng bagyo</p> <p>Pakikipagtatakeyan sa mga dapat gawin kung may bagyo</p> <p>"Role playing" kung paano ang paglikha</p> | |

| MGA LAYUNIN | NILALAMAN | PAWAMARAAN | PAGPAPAHALAGA |
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| Nakapagbibigay ng pangunahing ilisan: | <p>1. Mataas na lagnat (40 c) - Hubaran ang maysakit, paypayan at hasain ng malamig na tubig ang harap na bahagi ng katawan o tapa-lan ng tuwalyang basa ng malamig na tubig ang dibdib at noo. Dalasan ang pagpapait upang manatiling malamig ito hanggang sa bumabat ang temperatura.</p> <p>Painumin ng maraming tubig o likido ang pasyente.</p> <p>2. Pagdilae - Painumin ng maraming likido. Iwasan ang pagabitigay ng pagkaing may laba. Legyan ng asin ang ipalinom na likido.</p> <p>Dalhin agad sa doktor upang hindi tumala.</p> <p>3. Nakoryente - sa sandaling nailayo na ang biktima sa pintangyarihan ng sakuna, tingnan kung tumitibok pa ang puso. Kapag madalang o halos wala nang tibok ang puso, masahilin ang dibdib sa ipatat ng puso o kayay hingahan sa bibig upang makahinga at maging normal ang tibok ng puso. Panalilihang nakahiling hanggang sa dumating ang doktor.</p> <p>4. Pagkawala ng malay - Luwagan ang damit. Bahagyang ipaling sa likod ang ulo at hatakin ang pangangasa hilahin ang dila. Kung mukhang tulala (in a state of shock) ihiga ng mas mataas ang ulo kaysa paa.</p> | <p>Pakikinig at pagmamasid sa "resource person"</p> <p>Pakikinig at pagmamasid sa "Resource person"</p> <p>Pagsulat na pagmamasid sa "Resource person"</p> <p>Pagsulat na pagmamasid sa "Resource person"</p> | <p>Pagsulat na pagmamasid</p> |

TINGIANG PANGANGALAKAL

TINGINAN PANGANGALAKAL
(Ika-anim na baitang)
20 days

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| <p>1. Personalidad ng Tindahang kooperatiba</p> <p>a. Mga katangian</p> <ol style="list-style-type: none"> 1. Pampisikal a. Gusali ng tindahan b. Pambungad c. Kagamitan ng gusali <p>b. Uri</p> <ol style="list-style-type: none"> 1. Uri ng pagmamay-ari 2. Uri ng tindahan 3. Kalakal na ipinagbibili 4. Paglilingkod na ibinitibay <p>c. Kasanayan</p> <ol style="list-style-type: none"> 1. Pammilli 2. Pagtitinda 3. Pagtatak 4. Pagtanggap 5. Pagpapresyo 6. Pagtitago ng | <p>Ibigay ang kahulugan ng kaanyuan ng tindahang kooperatiba</p> <p>Ilarawan ang mga katangian ng tindahang kooperatiba</p> <ol style="list-style-type: none"> a. Pampisikal b. Karakter c. Kasanayan <p>Malibahayag ang kahalagahan ng ibat-ibang katangian ng tindahang kooperatiba</p> <p>Malibahayag ang kahalagahan ng ibat-ibang katangian ng tindahang kooperatiba</p> <p>1. Uri ng pagmamay-ari</p> <p>2. Uri ng tindahan</p> <p>3. Kalakal na ipinagbibili</p> <p>4. Paglilingkod na ibinitibay</p> <p>c. Kasanayan</p> <ol style="list-style-type: none"> 1. Pammilli 2. Pagtitinda 3. Pagtatak 4. Pagtanggap 5. Pagpapresyo 6. Pagtitago ng | <p>Nagpaktita ng larawan ng taoang may kaakit-akit na personalidad</p> <p>Gamitin ang larawan sa pagjilalad ng karl-karilang katangian ng kooperatibang tindahan gaya ng:</p> <ol style="list-style-type: none"> a. Pisikal na katangian b. Karakter na katangian c. Kasanayang katangian <p>Tingnan sa mga bata kung paanoong ang mga katangian ito ay mahahalintulad sa kooperatibang tindahan</p> <p>Ibigay ang kahalagahan ng pagpapiano.</p> <p>Ipaliwanag ang kahulugan ng pagbubuto</p> <p>Isa-isahin ang mga hakbang sa pagtatag ng tindahang kooperatiba</p> <p>Gumuhit ng tindahan na ipinapakita ang iba't-ibang katangian ng tindahang kooperatiba</p> <p>Malaman ang kaanyuan ng tindahang kooperatiba</p> <p>Gumuhit ng tindahan na ipinapakita ang iba't-ibang katangian ng tindahang kooperatiba</p> <p>Malaman ang kaanyuan ng tindahang kooperatiba</p> <p>Gumawa ng balangkas ng mga gawain sa pagtatatag ng tindahan.</p> <p>Lumimang ng sistematisikong paramaraman ng pagtatatag ng tindahang kooperatiba</p> | |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| <p>Mga hakbang sa pagtatatag ng Tindahan ng kooperatiba</p> <p>a. Pagpapalano</p> <p>b. Pagtatatag</p> <p>k. Pamamahala at pangangasiwa</p> <p>d. Pagpiggil</p> <p>e. Pagpapahalaga</p> <p>3. Pagkakayari ng Organisasyon</p> <p>a. Tagapamahala</p> <p>b. Lupon ng patnugot</p> <p>k. Lupon ng Audit</p> <p>d. Mga kasapi o miyembro</p> <p>4. Pangasiwaan</p> <p>a. Lupon ng patnugot</p> <p>b. Lupon ng audit o inventaryo</p> <p>5. Pamuhunan sa tindahan ng kooperatiba</p> <p>a. Puhunan</p> <p>1. Finagkukunan</p> <p>2. Sosyo</p> <p>3. Takdang Interes 8% por西ento sa kapital</p> <p>4. Takdang puuhunang 20% ng kapital</p> <p>5. Halagang natitira sa netong tubo</p> | <p>Ipaliwanag kung bakit ang pagpapahalaga ay kailangan sa pagtagumpay ng tindahan kooperatiba</p> <p>Nakikita ang ibat ibang kasapi ng tindahan ng kooperatiba</p> <p>Ilarawan kung paanong ang lupon ng patnugot ay nabubuo at paanong ang mga pangunahing tungkulin sa tindahan ng kooperatiba ay nabubuo</p> <p>Kilalaan ang mga kasaping pangasiwaan</p> <p>Sabihin kung ilan ang kasapi ng lupon ng Audit</p> <p>Ibigay ang kahalagahan ng nabuting pangasiwaan sa tindahan ng kooperatiba</p> <p>Ipaliwanag ng kahulugan ng puuhunan</p> <p>Magbigay ng iba pang lawag sa perang inilagay sa negosyo</p> <p>1. Finagkukunan</p> <p>2. Sosyo</p> <p>3. Takdang Interes 8% por西ento sa kapital</p> <p>4. Takdang puuhunang 20% ng kapital</p> <p>5. Halagang natitira sa netong tubo</p> | <p>Ilahad sa mga mag-aaral ang target ng organisasyon ng tindahan ng kooperatiba para sa talakayan</p> <p>Talakayin ang detalye kung papaano ang kasapi ay mahirang sa mga tungkulin sa kooperatiba</p> <p>Maglahad ng tsart sa mga mag-aaral na nagsasaad ng kabuuuan ng tauhan ng pangasiwaan ang tindahan ng kooperatiba.</p> <p>Talakayin ang iba't ibang tungkulin ng a. Lupon ng patnugot</p> <p>Maglahad ng tsart sa mga mag-aaral na nagsasaad ng kabuuuan ng tauhan ng pangasiwaan ang tindahan ng kooperatiba</p> <p>Talakayin ang iba't ibang tungkulin ng a. Lupon ng patnugot</p> <p>Magbigay ng iba pang lawag sa perang inilagay sa negosyo</p> <p>1. Finagkukunan</p> <p>2. Sosyo</p> <p>3. Takdang puuhunang o kapital</p> <p>4. Takdang interes ng kapital</p> <p>5. Halagang natitira sa tindahan</p> | <p>Atamin ang kahalagahan ng mabuting pangasiwaan sa tindahan ng kooperatiba</p> <p>Waging maalam sa hangganan ng mga pinuhunan</p> <p>Pantiyak na pagsubok</p> <p>Paibayaan silang bumasa ng mga sumusunod:</p> <p>a. Finagkukunan ng puuhunan</p> <p>b. Sosyo</p> <p>c. Takdang puuhunang o kapital</p> <p>d. Takdang interes ng kapital</p> <p>e. Halagang natitira sa tindahan</p> |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| | <p>Masasabi ang talagang kahulugan ng takdang puuhunan sa negosyo o kapital</p> <p>Ihayag ang kahulugan ng pamuhunan ibigay ang nakatakdang puuhunan na kailangang ibigay ng isang miyembro sa tindahan</p> <p>Kooperatiba sa talagang kapital</p> <p>Lumutus ng simpleng suliranin ukol sa kapital</p> <p>II.</p> <ol style="list-style-type: none"> 1. Isa-isahan ang mga dahilang dapat isaalang-alang sa pagsisimula ng laboratoryong tindahan 2. Tumurang ang mga kasapi ng kooperatibang laboratoryong tindahan <p>a. Mga kasapi</p> <ol style="list-style-type: none"> 1. Sinumang guro o mag-aaral 2. Atomalkong kasapi <p>a. Mag-aaral sa ikaranin na baitang</p> <p>b. Guro ng pagbibiling Tingian</p> <p> • Baitang VI</p> <p>c. Pinuno ng Paaralan</p> <p>b. Puuhunan ng tindahan</p> <ol style="list-style-type: none"> 1. Butaw ng P1.00 | <p>Ganyakin ang mga batang lumutus ng mga pagasaanay ukol sa puuhunan o kapital ay ang interes nilo</p> <p>Ipalwanag sa mga bata kung paano naukuha nang kabuuang tubo ng tindahan</p> <p>Magtagtag ng laboratoryong tindahan kooperatibang paaralan</p> <p>Alamin ng mga dahilan dapat isaalang-alang sa pagsisimula ng laboratoryong tindahan kooperatiba</p> <p>Magpakita ng tsart ng organisasyon ng tindahan kooperatiba</p> <p>Tatakayin ang mga kasapi ng kooperatibang laboratoryong tindahan</p> <p>Pangalawang ng "resource person" tungkol sa paksaang aralin</p> <p>Sabihin ang karamtamang bilang na kasapi ng laboratoryong tindahan kooperatiba</p> <p>Sabihin ang karamtamang bilang ng kasapi ng laboratoryong tindahan kooperatiba</p> <p>Sabihin ang butaw ng bawat miembro ng kooperatibang laboratoryong tindahan</p> | <p>Magpundar ng puuhunan sa kooperatibang laboratoryong tindahan</p> |
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| MGA LAYUNIN | | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| 2. Katiamtamang halagang mapag-kakasunduan ng mga kasapi | K. Pamunuan ng kooperatibang tindahan | Ibigay ang kahalagahan ng puhunan sa pagpapalakbo ng tindahan | Talakayin sa kanila ang halagang kailangang maging puhunan sa pagsisimula ng kooperatibang tindahan | Malamang mabuti ang kahalagahan ng puhunan sa pagsisimula ng kooperatibang tindahan |
| 1. Mga kasapi ng lupon | | Kilalanin ang pamunuan ng kooperatibang laboratoryong tindahan | Edilk-aranan kung paanong ang mga pinuno ng kooperatibang laboratoryong tindahan ay nailagay | Ihatal ang mga kasapi ng lupon ng mga direktor |
| 2. Manedyer ng kasapi ng lupon | | | 1. Mga kasapi ng lupon | Alamin ang mga tungkulin ng lupon ng mga direktor |
| 3. Lupon ng audit o imbenetaryo | | | 2. Mga kasapi ng lupon | Ihatal ang mga kasapi ng lupon ng audit o imbenetaryong sa kooperatibang tindahan. |
| D. Mga tungkulin ng mga miembro | | | | Isagawa ang iba't-ibang gawain sa tindahan |
| 1. Tumulong sa pamimili ng mga paninda | | | | hang kooperatiba |
| 2. Tumulong sa pagpresyo, pag-mamarka, pagdisplay, at pag-imbak ng paminda | | | | |
| 3. Pagbibili ng mga paninda | | | | |
| 4. Pag-imbenetaryo at pagtatalog ng rekord | | | | |
| E. Gusali at ang krokis tindahan | | | | |
| 1. Gusali | | | | Pagkatapos ng pagtatalakayang ukol sa mga tuntunin sa pagtatalog ng kooperatibang laboratoryong tindahan |
| a. Bakanteng silid ng eskuwelahan | | | | |
| b. Pansamantalang bodega | | | | |
| | | | | Bayaan ang mga mag-aaral na pumili |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
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| <p>2. Kroksis</p> <p>a. Lugar ng tindahan</p> <p>b. Lugar ng gusali</p> <p>c. Laki ng tindahan</p> <p>d. Hugis ng tindahan</p> <p>e. Pasukan at labasan</p> <p>g. Pasilyo ng tindahan</p> <p>h. Sahig ng tindahan</p> <p>i. Dingding at kisame</p> <p>3. Kaayusan ng mga kagamitan at kaginhawaan sa pamimili</p> <p>III.</p> <p>1. Sino ang nagpapalo ng pamimili</p> <p>a. Manedyer ng kooperatibang laboratoryong tindahan</p> <p>2. Mga dahilang dapat isa-alang-alang sa pamimili ng mga kalkal</p> <p>a. Ano ang bibilhin+A1334</p> <p>1. Alamin ang mga kailangan ng mga mamimili sa kanilang kinalin, isinusot at ginagamit</p> <p>b. Kailangang mamimili</p> <p>1. Pangangailangan ng mga mamimili</p> <p>2. Pamanahong uri ng panlinda</p> | <p>Sabihin ang kahulugan ng "kroksis ng tindahan"</p> <p>Isa-isahan ang mga dahilang dapat isa-alang-alang sa pamimili</p> <p>1. Paghahanda ng market list</p> <p>2. Pagdadala ng jalagyan sa pamimili</p> <p>3. Oras, panahon, lugar ng pamimilihan</p> <p>Sabihin kung sino ang magpapalo ng pamimili ng paninda</p> <p>1. Sabihin ang kahulugan ng "kroksis ng tindahan"</p> <p>2. Mga dahilang dapat isa-alang-alang sa pamimili ng kalkal</p> <p>a. Alamin ang mga kailangan ng mga mamimili sa kanilang kinalin, isinusot at ginagamit</p> <p>b. Kailangang mamimili</p> <p>1. Pangangailangan ng mga mamimili</p> <p>2. Pamanahong uri ng panlinda</p> | <p>ng pagtatayuan nito. Pagkatapos ng pagpili ihanda ito.</p> <p>Pabayaan ang mag-aaral na dumalaw sa iba't-ibang tindahan at magmasid ng kroksis</p> <p>Hinukin silang ilahad ang karanasan sa kahikase ang mabuting kroksis</p> <p>Talakayin ang mga dahilang dapat isa-alang-alang sa pagpapabuti ng kroksis</p> <p>Naglakas ng ilustrasyong nagpapakita ng mga tungkulin ng manedyer at mga miembro ng kooperatibang laboratoryong tindahan</p> <p>Ibigay sa mga mag-aaral ang pamamahala sa pamimili ng kalkal</p> <p>Sabihin ang kahulugan ng "kroksis ng tindahan"</p> <p>1. Sabihin ang kahulugan ng "kroksis ng tindahan"</p> <p>2. Mga dahilang dapat isa-alang-alang sa pamimili ng kalkal</p> <p>a. Alamin ang mga kailangan ng mga mamimili sa kanilang kinalin, isinusot at ginagamit</p> <p>b. Kailangang mamimili</p> <p>1. Pangangailangan ng mga mamimili</p> <p>2. Pamanahong uri ng panlinda</p> | <p>Pahalagahan ang mabuting kroksis ng tindahan</p> <p>Pantiyak na pagsubok</p> <p>Gumawa ng tsar ang miembro ng kooperatibang laboratoryong tindahan sa isinasaad ang kanilang mga tuntunin.</p> <p>Malaman ang mga tungkulin ng laboratoryong tindahan</p> <p>Alamin ang kahalagahan ng dahilang dapat isa-alang-alang ng sa pamimili para sa kooperatibang laboratoryong tindahan</p> <p>"Ang panlindang mahusay ang pagkapatimili ay maituturing na nabili na ang kahati!"</p> |
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| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|---|--|---|--|
| <p>k. Saan namimili</p> <ol style="list-style-type: none"> Mga termino at mga kondisyon ibinibigay Isa-daban sa maraming pagkukunian <p>d. Magkano ang pamimilihin</p> <ol style="list-style-type: none"> Panustos at pangangallangan sa kahalagahan Magagamit na pera Kaluwagan sa pag-iimbak <p>e. Paano namimili</p> <ol style="list-style-type: none"> Pamamaraan sa pamimili Pakikipag-ayos Diskuwento o tawad <p>3. Mga formulasyong ginagamit sa pagkuha ng pinagkukunan o pinhanggalingan ng impormasyon</p> <ol style="list-style-type: none"> Rekord ng benta Inquiry slip (pag-sisiyasat o pagtatanong na papel) Kallangang ang papel (want slip) | <p>Ipaliwanag ang dahilang dapat isalang-alang sa pamimili.</p> <p>Tiyakin ang batayan sa pagpasya ang halaga ng bibilhin</p> <p>Ibigay ang mga dahilang dapat alalahanin sa pagpasya ng halagang gagamitin sa pamimili</p> <p>1. Panustos at pangangallangan sa kahalagahan</p> <p>2. Magagamit na pera</p> <p>3. Kaluwagan sa pag-iimbak</p> <p>4. Paano namimili</p> <ol style="list-style-type: none"> Pamamaraan sa pamimili Pakikipag-ayos Diskuwento o tawad <p>5. Mga formulasyong ginagamit sa pagkuha ng pinagkukunan o pinhanggalingan ng impormasyon</p> <ol style="list-style-type: none"> Rekord ng benta Inquiry slip (pag-sisiyasat o pagtatanong na papel) Kallangang ang papel (want slip) | <p>Pagpapaliwanag at pagsasa ng isang karanasan sa pamimili.</p> <p>Sabihin ang kahalagahan ng market list</p> <p>Pagbibigay halimbawa ng wastong pamimili</p> <p>Ipaliwanag ang kahulugan ng mga sumusunod:</p> <p>Turuan ang kahulugan ng pakikipag-ayos sa pamimili</p> <p>Ipaliwanag ang kahulugan ng mga sumusunod:</p> <p>Rekord ng benta pag-sisiyasat na papel at kallangang papel</p> <p>Iharawan ang gamit ng mga formulasyong ito.</p> | <p>Gumawa ng listahan ng mga bibilhin na mayroong mga sumusunod:</p> <ol style="list-style-type: none"> Tamang katalakal Tamang presyo Mabuting paglilingkod Malapit na lugar <p>Pumili ng mga parinida sa kooperatibang laboratoryong tindahan</p> <p>Lumikom ng ibat-ibang formulasyong ginagamit sa kooperatibang laboratoryong tindahan</p> <p>Sulatang ang mga formulasyong para magsilbing huwaran</p> <p>Magiging maalam sa mga formulasyong ginagamit sa pangkooperatibang laboratoryong tindahan</p> <p>Alamin ang mga bagay na dapat isaaiang-alang sa paglalagay ng presyo ng mga sumusunod:</p> <ol style="list-style-type: none"> Pangkaraniwang presyo ng artikulo Panahon ng taon Halaga ng paghawak |
| <p>IV.</p> <ol style="list-style-type: none"> Pagprepresyo ng mga parinida Mga bagay na dapat isalang-alang sa pagprepresyo: <ol style="list-style-type: none"> Pangkaraniwang presyo ng artikulo Panahon ng taon | | <p>Iisa-isahan ang mga bagay na dapat isalang-alang sa paglalagay ng presyo</p> <p>Ibigay ang kahulugan ng pangkaraniwang presyo ng artikulo</p> | <p>Mag-anyaya ng isang taong sanggunian upang magsalita ukol sa mga sumusunod:</p> <ol style="list-style-type: none"> Pangkaraniwang presyo ng artikulo Panahon ng taon Halaga ng paghawak |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|--|---|--|--|
| <p>3. Halaga ng paghawak</p> <p>a. Nabulok</p> <p>b. Nababasag</p> <p>4. Paligsahan</p> <p>5. Fair Trade Laws & Price Control Regulations (makatarungang batas sa pangangalakal)</p> <p>6. Lugar ng tindahan</p> <p>7. Paglilingkod ng tindahan</p> <p>8. Naayong presyo</p> <p>9. Patakaran ng pagprepresyo</p> <p>10. Anyo at kaakit-akit na aytem</p> <p>a. Pagtatas at pagbababa ng presyo</p> <p>2. Pagdisplay ng mga kalakai</p> | <p>Ipaliwanag kung bakit ang mga nabulok at nababasag na paninda ay isalang-alang sa pagtataas ng presyo tingian</p> <p>Sabihin kung paanong ang paligsahan umaapektu sa pagprepresyo ng mga paninda</p> <p>Ipaliwanag ang kahalagahan ng Fair Trade Laws Control Regulations</p> <p>Turuan kung paanong ang lugar ng tindahan ay nakaapektu sa pagprepresyo.</p> <p>Mapaliwanag kung bakit ang tindahan nagbibigay ng mahusay na paglilingkod ay mataan na presyo ng mga paninda</p> <p>Ilarawan ang kahulugan ng naayong presyo</p> <p>Turuan ang kahulugan ng patakaran ng pagprepresyo ng tindahan</p> <p>Ipaliwanag ang kahulugan ng pagtatas at pagpapababa ng presyo</p> <p>Ibigay ang pagkakalba</p> <p>Ipaliwanag ang alituntunin sa pagdisplay ng mga kalakai</p> <p>Kilalanin ang kasangkapan ginhagamit sa pagdisplay ng mga kalakai</p> <p>Sabihin ang mga panindang maaring idisplay nang patin</p> | <p>d. Paligsahan</p> <p>e. Fair trade laws at price control regulation</p> <p>g. Lugar ng tindahan</p> <p>h. Paglilingkod ng tindahan</p> <p>i. Patakaran ng pagprepresyo ng tindahan</p> <p>l. Matayos na presyo</p> <p>m. anyo at kaakit-akit na aytem</p> <p>Himulkin ang mga batang lumahok sa talakayan sa kase</p> <p>Paggawa ng krokis</p> <p>Pagpapaliwanag ng pagkakalba ng uri ng tindahan</p> <p>Tseklist</p> <p>Talakayin ang paksa sa kase at lumutas ng mga pagssasanay ukol dito</p> <p>Ipakita sa kases ang larawan ng isang mayos at wastong desplay ng mga paninda</p> <p>Talakayin ang pagdisplay ng paninda at kasangkapan gaganit</p> | <p>Gumawa ng tsarif ukol sa pantahanang aytem at ilagay ang kaukulang presyo</p> <p>Kwentahan ang pagtatas at pagbaba ng presyo ng mga paninda sa tindahan</p> <p>Idisplay ang bago at kaakit-akit na paninda</p> <p>Tumulong sa wastong pagdisplay ng paninda</p> |

| MGA LAYUNIN | NILALAMAN | PAMAMARAAN | PAGPAPAHALAGA |
|--|---|--|---|
| <p>3. Pag-imbak ng mga paninda</p> <ol style="list-style-type: none"> 1. Salamin/plastik 2. Lalagyang lata 3. Kahon 4. Karton 5. Kahong de yelo 6. Repolyerator 7. Sillid imbakan <p>4. Paano inilimbak ang mga paninda</p> <p>5. Bakit inilimbak ang mga paninda</p> | <p>Ipatiwanang kung bakit ang ibang paninda ay ididisplay sa ibabaw ng mesa</p> <p>Isa-isahin ang iba't-ibang kasangkapan sa pag-imbak</p> <p>Sabihin kung saan inilimbak ang mga paninda</p> <p>5. Paano inilimbak ang mga paninda</p> <p>4. Paano inilimbak ang mga paninda</p> <p>5. Bakit inilimbak ang mga paninda</p> | <p>Magkaroon ng field trip sa malaking tindahan pamayanhan</p> <p>Magmasid kung paanong inilimbak ang mga paninda</p> <p>Bayaang gumawa ng kabuuang ulat ng kanilang obserbasyon</p> <p>Patnubayan ang klase sa pagtatalakayen kung paano at bakit inilimbak ang paninda</p> <p>Turuhan ang mga dahilan ng pag-imbak ng nabubulok na paninda</p> | <p>Alamin ang pangangailangan ng mga pag-imbak ng kalakal</p> <p>Gumawa ng tsart ng pag-uuri at pagtatala ng mga kalakal na maating ilimbak sa: <ol style="list-style-type: none"> Lalagyan Plastik Lata Mga kahon </p> <p>Uriin ang nabubulok na paninda at di-nabubulok na paninda at ilimbak ang mga ito nang maayos</p> |

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APPENDICES

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar
Graduate & Post-Graduate Studies

June 25, 1998

The Dean
Graduate School
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to apply for Pre/Final Oral Defense of my Thesis/Dissertation entitled ENRICHED TEACHING GUIDE IN EDUKASYONG PANTAHANAN AT PANGKABUHAYAN FOR GRADE V AND VI

on the date convenient for your Office.

Very truly yours,

(SGD.) PRIMA B. BATICA
Graduate Student

Recommending Approval:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate & Post-Graduate Studies

Date: July 4, 1998
Time: 10:00 A.M.

APPENDIX D

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

Dear Colleague,

Please help me finish my masteral studies by answering this questionnaire. I desires to enrich the teaching guide of the Edukasyong Pantahanan at Pangkabuhayan. This can be done only through your utmost cooperation.

Thank you and rest assure that your honest answer will be kept confidential.

Sincerely yours,

PRIMA BATICA

Directions:

Kindly answer every items by supplying the data called for or by putting a check (/) mark before the item.

Part I

Name _____ Age _____ Civil Status _____

Educational Attainment:

Ed. D. or Ph.D. Degree BSEEEd - H.E.

With Doctoral units BSE - H.E.

M.A. H.E. degree BSIE - H.E.

With M.A. units others, pls. specify

No. of years of experience teaching EPP/H.E. _____

Civil Service Eligibility:

Teachers Examination P.D. 907
 Senior Teacher Career Service
 Junior Teacher No examination taken

Average performance rating for last three years

Outstanding Satisfactory
 Very Satisfactory Unsatisfactory

Part II - Implementation of Edukasyong Pantahanan at Pangkabuhayan in Grade V and VI.

Directions:

Please put a check (/) mark on the number that may correspond your perception into the extent of implementation of EPP in your respective schools.

Legend:

5 - highly achieved
 4 - achieved
 3 - moderately achieved
 2 - slightly achieved
 1 - not achieved

A. Objectives

Grade V

1. Nakakamit ang mga mahalagang kaisipan at panuntunan ng sa pamumuhay tungo sa maayos na pagsasamahan ng mag-anak.
2. Natatamo ang mga kaalaman at kasanayan sa pangangalaga ng katawan, pag-ayos ng sarili at pananamit tungo sa mabikas na paggayak.

3. Nakakagamit ng mga batayang kaisipan at kasanayan sa pagluluto upang nakapagbalak, nakapaghanda at nakapagdulot ng mura, sapat at kasiya-siyang pagkain sa mag-anak.
4. Nakatutulong sa mga gawaing nakapag-pagpapanatiling malnis at kaakit-akit ng tahanan at ng paligid nito.
5. Natatamo ang mga karagdagang pangunahin o mahalagang kaalaman, kasanayan at saloobin sa mga gawang saklaw ng yaring kamay at natitiyak ang kahalagaan ng paggawa para sa kabutihan ng isang mag-anak.
6. Natatamo ang mga pangunahin kaalaman, kasanayan at saloobin sa pagtatatag at pamamahala ng isang, tinging tindahan.

Grade VI

1. Nakakamit ng mga mahalagang kaisipan at panuntunan sa pamumuhay tungo sa maayos na pagsasamahan ng mag-anak.
2. Natatamo ang mga kaalaman at kasanayan sa pangangalaga ng katawan, pag-aayos ng sarili at pananamit tungo sa mabikas na paggayak.
3. Nakagagamit ng mga batayang kaisipan sa pag-iimbak ng iba't-ibang pagkain.
4. Nagagampanan ang paglilinis at pag-aayos ng tahanan at ng paligid.
5. Natatamo at nalilinang ang mga pangunahing kaalaman, kasanayan at saloobin sa iba't ibang gawaing saklaw ng pangkalahatang industry at nagagamit ng mga ito sa paglikha at paggawa ng mga bagay para sa ikabubuti at ikauunlad ng mag-anak at panoyanan.

B. Contents/Activities

Grade V:

* Pagsasamahan at Pamumuhay ng mag-anak

1. Nagkakaiba-iba ng katangian ang bawat kasapi ng mag-anak.
2. Mga bagay na kinakailangan at mga bagay na nagugustuhan ng bawat kasapi ng mag-anak.
3. Mga paraan ng pagtugon sa mga pansariling pangangailangan at suliranin.
4. Mga pagbabagong nagaganap sa isang nag-dadalaga at nagbabinata.
5. Fagtulong sa gawain ng mag-anak upang makatipid sa oras, lakas at kagamitan.

* Pag-aayos ng Sarili

1. Kahalagahan sa kalusugan ng wastong pangangalaga ng katawan.
2. Wastong pangangalaga at pagkukumpuni ng damit.
3. Kagamitang kailangan sa iba't ibang uri ng pagkukumpuni.
4. Wastong paraan ng pagsusulsi at pagtagpi.
5. Wastong paraan sa pagsusulsi ng mga punit.

* Kasuotan para sa sarili

1. Mga kabutihan at wastong paggawa ng sariling kasuotan.
2. Wastong gamit nga mga kagamitan sa pananahi.

3. Wastong gamit at pangangalaga sa bawat bahagi ng makina.
4. Nakagagawa ng tamang padron para sa pananahi ng damit.
5. Pagpapahalaga sa nayaring kasuotan sa paggamit ito.

*** Kasanayan sa Pagkain at Nutrisyon**

1. Kahulugan ng sapat na pagkain.
2. Pagbalak ng mura, sapat at kasiya-siyang pagkain ng mag-anak.
3. Paggawa ng mga menu para sa almusal, tanghalian at hapunan.
4. Paghahanda ng mura at sapat na pagkain para sa familia.
5. Wastong paghanda p pagdulot ng pagkain.

*** Mga Gawain sa Pamamahay**

1. Kahalagahan ng gawain sa takdang panahon.
2. Malinis na tahanan.
3. Maayos at kaakit-akit ang tahanan.
4. Malinis at maayos ang bakuran.
5. Mga wastong gawi upang maiwasan ang sunog.

*** Mga Bagay na Yaring kamay**

1. Mga gawaing saklaw ng yaring kamay.
2. Mga kagamitan at kasangkapan pangkamay.
3. Mga pamamaraan at hakbang sa pagbuo ng isang projects.

4. Pag-sasaayos ng silid-gawain at tahanan.
5. Mga ibang proyekto at gawain sa tahanan.

*** Laboratoryang Pantingiang Pangangalakal**

1. Pamalakad ng pamahalaan sa tindi ang pagtitinda.
2. Pamimili ng mga paninda para sa pantingiang tindahan.
3. Pag-aayos ng mga paninda sa tindahan.
4. Pagtitinda nang may kahusayan.
5. Pagkukuwento ng pinagbilhan sa tindahan.

Grade VI

*** Pagsasamahan at Pamumuhay ng Mag-anak**

1. Epekto ng pagkatao at katangian ng mga kasapi ng mag-anak sa kanilang pagsasamahan.
2. Natutugunan ang mga pangangailangan ng mag-anak.
3. Mga mungkahi kung paano matutugunan ang mga pangangailangan/suliranin ng mag-anak.
4. Pagtulong sa kasapi ng mag-anak.
5. Pangangalaga ng mag-anak na masakitin, matatanda o kapus-palad.

*** Kasanayan sa Pag-aayos ng sarili at Pananamit**

1. Mga wastong pangangalaga sa balat.
2. Mga wastong pag-aalis ng mantsa sa damit.
3. Pag-gawa ng isang proyekto na kasuotan.

- 4. Wastong patatahi ng damit o kasuotan.
- 5. Pagbibili ng yaring kasuotan na angkop sa sarili o sa kasapi ng mag-anak.

* **Kasanayan sa Pagkain at Nutrisyong**

- 1. Kahalagahan ng pag-iimbak ng pagkain para sa mag-anak.
- 2. Mga pamamaraan ng pag-iimbak ng pagkain.
- 3. Pag-iimbak ng iba't ibang pagkain para sa mag-anak.
- 4. Mga mabuting ugali sa pag-iimbak.
- 5. Mga kawilihan sa pag-iimbak ng pagkain para sa mag-anak.

* **Mga Gawain sa Pamamahay**

- 1. Ang paglilinis ng iba't ibang bahagi ng tahanan, kagamitan at kasangkapan.
- 2. Pagpupuksa ng peste sa tahanan gaya ng lamokm daga atbp.
- 3. Nagagampanan ang pag-aayos ng tahanan.
- 4. Nakatutulong sa pag-aayos sa bakuran.
- 5. Mga wastong gawi upang maiwasan ang sakuna.

* **Mga Bagay na yaring kamay**

- 1. Mga kabutihang naidudulot sa isang mag-anak ng mga gawaing yaring kamay.
- 2. Wastong paggamit, pangangalaga at pag-lilipit ng mga kasangkapan at kagamitan.
- 3. Paglikha at pagbuo ng isang bagay o proyekto.

4. Paglikha o pagbuo ng isang proyekto na kinakailangan ng mag-anak/

* **Kasanayan sa Tindahan Kooperatiba**

1. Kaalaman, kasanayan at saloobin sa pagtatalag at pamamahala ng tindahan kooperatiba.
2. Kahulugan at layunin ng isang tindahan kooperatiba.
3. Mga paninda sa tindahan kooperatiba.
4. Pagtitinda sa tindahan kooperatiba nang may kahusayan.
5. Pagkukuwenta ng pinagbilhan sa tindahan kooperatiba.

III. Strategies:

Direction: The following are strategies used in teaching E.P.P. which of these methods/techniques/strategies do you use in class? Please check (/).

Legend:

- 5 - Always
- 4 - Often
- 3 - Sometimes
- 2 - Seldom
- 1 - Never

| Strategies | 5 | 4 | 3 | 2 | 1 |
|-----------------------------|---|---|---|---|---|
| 1. Lecture Method | | | | | |
| 2. Lecture - Discussion | | | | | |
| 3. Lecture - Demonstration | | | | | |
| 4. Socialization Recitation | | | | | |

5. Question and Answer

6. Role Playing

7. Skit and Drama Presentation

8. Discovery Method

9. Laboratory Method

10. Project Method

11. Others, please specify

Part IV. Problems Encountered by Home Economics Teachers in Teaching Intermediate Home Economics

Direction: Please check (/) the following problems you met in teaching Home Economics. Use the scale values as indicated.

4 - Very serious problem
 3 - Serious problem
 2 - Less serious problem
 1 - Not a problem

Problems on Instruction

5 : 4 : 3 : 2 : 1

A. Problems on Instruction

1. Large home economics classes.

2. Heavy teaching load of home economics teachers.

3. Poor study habits of children.

4. Uncooperative parents.

5. Irregular attendance pf home economics pupils.

- 6. Home economics period often use for cleaning school surroundings.
- 7. Financial inability of several children to meet requirements of home economics instruction/projects.
- 8. Teacher is not well-acquainted with the various approaches, methods and techniques in teaching home economics.
- 9. Too many co-curricular activities taken cared of.
- 10. Others, please specify.

B. Problems on Facilities

- 1. Lack of funds to buy home economics equipments.
- 2. Inadequate building, laboratories, home living units and lunch counter/canteen.
- 3. Poor sources of water supply.
- 4. Lack of supplies and facilities for instruction.
- 5. Lack of books and references in Filipino.
- 6. Others, please specify

Part V - Suggested Solutions to the Problems.

Direction: Please check (/) the following solutions that may solve the problems you met in teaching Home Economics.

A. Suggested Solutions for Instruction

- 1. Limit classes to 35 pupils.
- 2. Teachers be assigned only to home economics.

- ____ 3. Motivate pupils to study by giving them home works/assigned.
- ____ 4. Give incentives to pupils who perform their home economics.
- ____ 5. Conduct frequent home visitation.
- ____ 6. Invite parents to open-house so they can witness pupils at work.
- ____ 7. Use indigenous materials for projects/articles.
- ____ 8. Give daily quizzes to check attendance of pupils.
- ____ 9. Encourage pupils to use "used clothing" for sewing projects.
- ____ 10. Conduct in-service training for home economics teachers specifically on teaching strategies.
- ____ 11. Start learning activities promptly.
- ____ 12. Others, please specify.

B. Suggested Solutions to Faculties

- ____ 1. Solicite donation from PTA for purchase of home economics equipment.
- ____ 2. Solicite home economics equipment from civic-minded people in the locality.
- ____ 3. Conduct fund-raising projects such as "garage sale", "raffles", etc.
- ____ 4. Request school administrator for a better water supply.
- ____ 5. Produce enrich instructional materials in Filipino.
- ____ 6. Others, please specify.

APPENDIX E

SAMAR STATE POLYTECHNIC COLLEGE
College of Graduate Studies
Catbalogan, Samar

July 16, 1998

The District Supervisor
Paranas Central Elementary School
Paranas, Samar

Madame:

I have the honor to request permission from your kind office that the undersigned be permitted to conduct a dry-run of my questionnaire for a masteral thesis on "Enriched Teaching Guide in Edukasyong Pantahanan at Pangkabuhayan" for Grade V and VI.

Hoping for your kind consideration on this request.

Very truly yours,

PRIMA B. BATICA
Researcher

Recommending Approval:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, College of Graduate Studies

APPENDIX F

SAMAR STATE POLYTECHNIC COLLEGE
College of Graduate Studies
Catbalogan, Samar

August 1, 1998

The Division Schools Superintendent
Division of Samar
Catbalogan, Samar

Madame:

In my desire to finish masteral studies, I have the honor to request permission from your good office that I be permitted to field my questionnaire to Home Economics teachers teaching Edukasyong Pantahanan at Pangkabuhayan in the four districts of Catbalogan.

Hoping for your kind consideration in this request.

Very truly yours,

(SGD.) PRIMA B. BATICA
Researcher

Recommending Approval:

(SGD.) RIZALINA M. URBIZONTONDO, Ed.D.
Dean, College of Graduate Studies

APPROVED:

JESUSITA L. ARTECHE, Ed.D.
Schools Division Superintendent

APPENDIX G

SAMAR STATE POLYTECHNIC COLLEGE
College of Graduate Studies
Catbalogan, Samar

August 2, 1998

The District Supervisor
Catbalogan I District
Catbalogan Central School
Catbalogan, Samar

Madame:

In my desire to work on my masteral thesis on "Enriched Teaching Guide in Edukasyong Pantahanan at Pangkabuhayan" for Grade V and VI, please allow me to administer my questionnaire to the Home Economics teachers in the district.

Enclosed herewith is an approved request from the Division Schools Superintendent, Division of Samar. Hoping for your approval of this request.

Very truly yours,

(SGD.) PRIMA B. BATICA
Researcher

Recommending Approval:

(SGD.) RIZALINA M. URBIZONTONDO, Ed.D.
Dean, College of Graduate Studies

APPROVED:

(SGD.) BEATRIZ ORBESO
District Supervisor

APPENDIX K

SAMAR STATE POLYTECHNIC COLLEGE
College of Graduate Studies
Catbalogan, Samar

August 2, 1998

The District Supervisor
Catbalogan II District
Catbalogan Central School
Catbalogan, Samar

Madame:

In my desire to work on my masteral thesis on "Enriched Teaching Guide in Edukasyong Pantahanan at Pangkabuhayan" for Grade V and VI, please allow me to administer my questionnaire to the Home Economics teachers in the district.

Enclosed herewith is an approved request from the Division Schools Superintendent, Division of Samar. Hoping for your approval of this request.

Very truly yours,

(SGD.) PRIMA B. BATICA
Researcher

Recommending Approval:

(SGD.) RIZALINA M. URBIZONTONDO, Ed.D.
Dean, College of Graduate Studies

APPROVED:

(SGD.) FLORFINA T. DARADAL
District Supervisor

APPENDIX L

SAMAR STATE POLYTECHNIC COLLEGE
College of Graduate Studies
Catbalogan, Samar

August 2, 1998

The District Supervisor
Catbalogan III District
Catbalogan Central School
Catbalogan, Samar

Sir:

In my desire to work on my masteral thesis on "Enriched Teaching Guide in Edukasyong Pantahanan at Pangkabuhayan" for Grade V and VI, please allow me to administer my questionnaire to the Home Economics teachers in the district.

Enclosed herewith is an approved request from the Division Schools Superintendent, Division of Samar. Hoping for your approval of this request.

Very truly yours,

(SGD.) PRIMA B. BATICA
Researcher

Recommending Approval:

(SGD.) RIZALINA M. URBIZONTONDO, Ed.D.
Dean, College of Graduate Studies

APPROVED:

(SGD.) JAIME MABESA
District Supervisor

APPENDIX M

SAMAR STATE POLYTECHNIC COLLEGE
College of Graduate Studies
Catbalogan, Samar

August 2, 1998

The District Supervisor
Catbalogan IV District
Catbalogan Central School
Catbalogan, Samar

Madame:

In my desire to work on my masteral thesis on "Enriched Teaching Guide in Edukasyong Pantahanan at Pangkabuhayan" for Grade V and VI, please allow me to administer my questionnaire to the Home Economics teachers in the district.

Enclosed herewith is an approved request from the Division Schools Superintendent, Division of Samar. Hoping for your approval of this request.

Very truly yours,

(SGD.) PRIMA B. BATICA
Researcher

Recommending Approval:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, College of Graduate Studies

APPROVED:

(SGD.) NORA PEREZ
District Supervisor

CURRICULUM VITAE

CURRICULUM VITAE

NAME: PRIMA B. BATICA
DATE OF BIRTH: July 17, 1954
PLACE OF BIRTH: Taft, Eastern Samar
ADDRESS: No. 188 McKinly St. Brgy. Munoz
Catbalogan, Samar
PRESENT POSITION: Elementary Grade Teacher III
STATION: Catb. II Central Elem. School
Catbalogan, Samar
CIVIL STATUS: Married

EDUCATIONAL BACKGROUND

ELEMENTARY: Taft Elementary School
Taft E. Samar
SECONDARY: Taft National High School
Taft E. Samar
COLLEGE: Samar College
Catbalogan, Samar
1977 - 1978
Major: HOME ECONOMICS

CURRICULUM PURSUED: Master of Arts in Home Economics

CIVIL SERVICE ELIGIBILITY: PD. No. 907, 1st Grade

TEACHING EXPERIENCE: 20 YEARS

IN-SERVICE TRAINING ATTENDED

Division Conference Workshop in School for Service Management - Boy Scout Building, July 21-23, 1995, Catbalogan, Samar

Echo-Seminar Workshop on Reading Enhancement for Elementary Schools - Catbalogan II Central Elementary School, Oct. 25-27, 1995.

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