

LEARNING STRAND 2

SCIENTIFIC AND CRITICAL THINKING SKILLS

MODULE 1: WHY DO I NEED TO BELIEVE IN SCIENCE?

ALS Accreditation and Equivalency Program: Junior High School



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United Nations
Educational, Scientific and
Cultural Organization



Korea International
Cooperation Agency

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WHY DO I NEED TO BELIEVE IN SCIENCE?

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MODULE 1

ALS Accreditation and Equivalency Program: Junior High School

Learning Strand 2: Scientific and Critical Thinking Skills

Module 1: Why Do I Need to Believe in Science?

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User's Guide

For the ALS Learner:

Welcome to this Module entitled Why Do I Need to Believe in Science? under Learning Strand 2 Scientific and Critical Thinking Skills of the ALS K to 12 Basic Education (BEC).

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be able to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

	<i>Let's Get to Know</i>	This will give you an idea of the skills or competencies you are expected to learn in the module.
	<i>Pre-assessment</i>	This part includes an activity that aims to check what you already know about the lesson. If you get all the answers correct (100%), you may decide to skip this module.
	<i>Setting the Path</i>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
	<i>Trying This Out</i>	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
	<i>Understanding What You Did</i>	This includes questions that process what you learned from the lesson.
	<i>Sharpening Your Skills</i>	This section provides an activity that will help you transfer your new knowledge or skill in real-life situations or concerns.
	<i>Treading the Road to Mastery</i>	This is a task which aims to evaluate your level of mastery in achieving the given learning competency.
	<i>Don't Forget</i>	This part serves as a summary of the lessons in the module.
	<i>Explore More</i>	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.
	<i>Reach the Top</i>	This part will assess your level of mastery in achieving the learning competencies in each lesson in the module.
	<i>Answer Key</i>	This contains answers to all activities in the module.
	<i>Glossary</i>	This portion gives information about the meanings of the specialized words used in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module.
Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer the Pre-assessment before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your ALS Teacher/Instructional Manager/Learning Facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your ALS Teacher/Instructional Manager/Learning Facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

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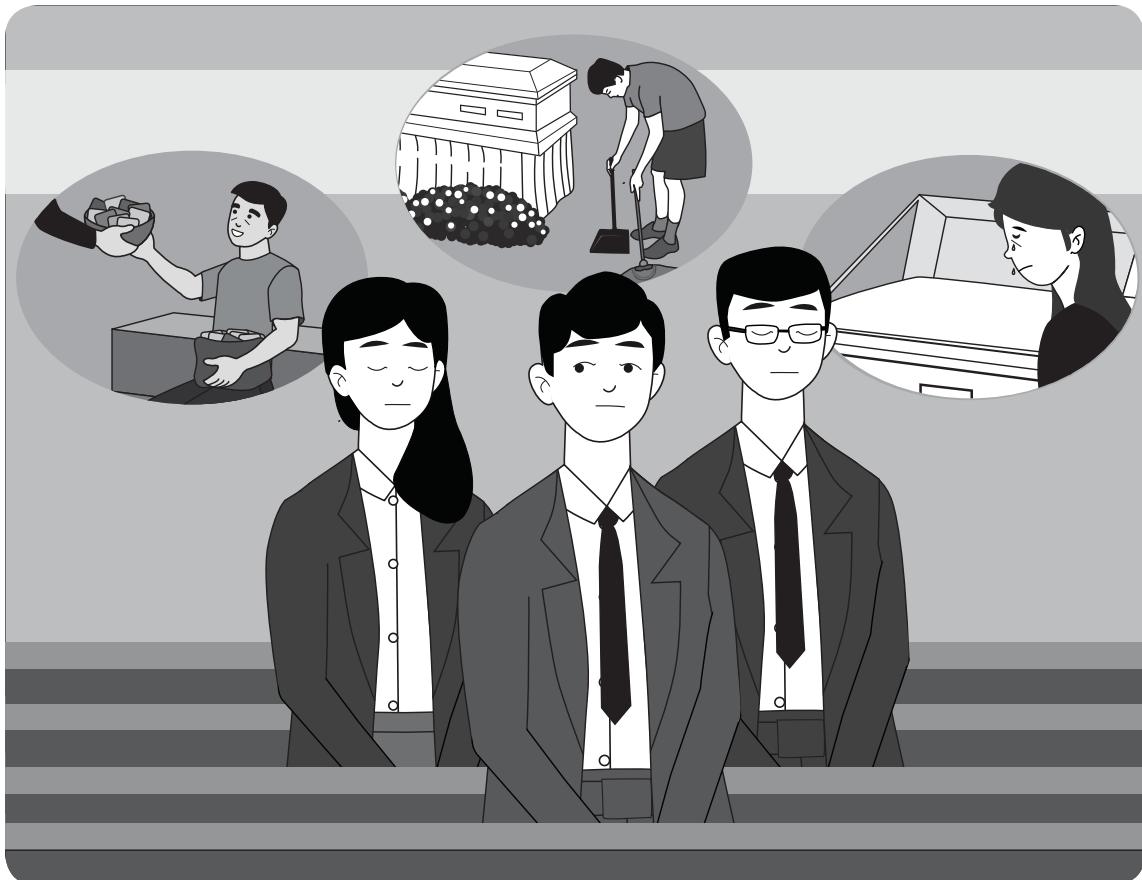
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MODULE 1

LET'S GET TO KNOW



Lolo Vicente, Jacob's grandfather, was the first person in his family who passed away. Being a new experience for him, Jacob was surprised with the superstitions that his family observed during the wake. He had to follow beliefs such as avoiding combing his hair, sweeping the floor, and taking a bath in their home where his Lolo's wake was being held. He also had to avoid shedding a tear on the coffin, sleeping while watching over the dead, letting visitors bring home food, or even thanking them when they leave. He was told that if he tried to disobey them, he would get bad luck for a long time. Jacob got curious and wanted to find out the possibility of these superstitions to be actually true. Let us test our luck with Jacob.



MODULE 1

PRE-ASSESSMENT

Directions: Choose the letter of the best answer. Write your answers on a separate sheet of paper.

1. Which of the following is NOT true about superstitions?
 - A. supported by extensive scientific literature
 - B. also known as *pamahiin* in Filipino
 - C. beliefs, half-beliefs, or simply practices
 - D. have no concrete evidence of its usefulness

2. Which of the following is a superstition?
 - A. If you step over people while they are lying down, you might wake them up.
 - B. If three people are photographed together, the person in the middle will die first.
 - C. If you go to sleep when you are hungry, you will wake up still hungry.
 - D. If your hair is wet when you lie down to sleep, you will also get your pillows and sheet wet.

3. Which of the following refers to preparing for an oral presentation?
 - A. knowing how to make the audience believe and agree with the main topics
 - B. knowing how to smoothly move from one topic to another
 - C. knowing the audience and objectives
 - D. knowing the topics and their relationships

2 WHY DO I NEED TO BELIEVE IN SCIENCE?

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4. Which of the following refers to choosing supporting information for an oral presentation?
 - A. knowing the audience and objectives
 - B. knowing how to smoothly move from one topic to another
 - C. knowing the topics and their relationships
 - D. knowing how to make the audience believe and agree with the main topics

5. Which of the following refers to establishing linking statements for an oral presentation?
 - A. knowing how to smoothly move from one topic to another
 - B. knowing how to quickly catch the audience's attention in the fastest way possible
 - C. knowing the topics and their relationships
 - D. knowing how to make the presentation memorable to the audience

6. Which of the following refers to developing a conclusion for an oral presentation?
 - A. knowing the topics and their relationships
 - B. knowing how to make the presentation memorable to the audience
 - C. knowing how to smoothly move from one topic to another
 - D. knowing how to quickly catch the audience's attention

7. Which of the following refers to choosing your main points for an oral presentation?
 - A. knowing the audience and objectives
 - B. knowing how to make the presentation memorable to the audience
 - C. knowing the topics and their relationships
 - D. knowing the quality of the presentation

MODULE 1

8. Which of the following questions is NOT considered when reviewing presentations?
 - A. Does the order of topics make sense to the audience?
 - B. Does the presentation achieve the objectives?
 - C. Is the presentation too long or too short?
 - D. What are the similarities of the main points?
9. Which of the following elements are the most important in a presentation?

A. design and substance	C. color and shape
B. drama and emotions	D. science and math
10. Which of the following is true about visual aids?
 - A. They aid the blind to understand the presentation.
 - B. They help presenters show their idea to the audience.
 - C. They only represent definition of complex words.
 - D. They provoke violent emotions among the audience.
11. Which of the following is a DON'T in presentations?

A. use big font sizes	C. use distracting animations
B. keep the background simple	D. use less words
12. Which of the following is true about using a whiteboard/blackboard as a visual aid?
 - A. It is used to show a random order of ideas.
 - B. Make sure that the audience does not finish writing what is written on the board to keep them focused.
 - C. Make sure to overlap information to prove the complexity of a topic.
 - D. It is used to emphasize or give importance to keywords.

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MODULE 1

13. Which of the following is NOT an example of a visual aid?
 - A. voice recording
 - B. flip chart
 - C. video
 - D. artefacts/props

14. Which of the following refers to wrong perceptions about beliefs or ideas?
 - A. tradition
 - B. misconception
 - C. culture
 - D. idolatry

15. Which of the following refers to rectifying misconceptions about a belief or idea?
 - A. fault finding
 - B. pointing fingers
 - C. error correction
 - D. risk reduction



LESSON 1

SETTING THE PATH

HOW DO I GET BAD LUCK?

At the end of this lesson, you will be able to:



identify superstitious beliefs and practices at home and in the community (LS2SC-SM-PSB-LE/AE/JHS-2);

explain the reason behind observing beliefs and traditions (LS2SC-SM-PSB-LE/AE/JHS-2); and

describe the effect of beliefs and traditions to daily life (LS5US-NI-PSC-AE-A.2).



LESSON 1

TRYING THIS OUT

1. Ask a family member or a friend to play with you.
2. Inform the person that you are going to enumerate common Filipino traditions/ beliefs. What both of you need to do is to count how many you actually practice.
 - You point with your lips.
 - You never eat the last bite of food on the table.
 - You consistently arrive 30 minutes late for all events.
 - You say "open" or "close" the light.
 - You say "Ha" instead of "What."
 - You say "Hoy" to get someone's attention.
 - You turn around when someone says "Psst."
 - You say "brownout" instead of "blackout."
 - You have a dipper (*tabo*) in the bathroom.
 - You have two to three pairs of slippers (*tsinelas*) at your doorstep.
 - You have aunts and uncles named "Baby," "Girlie," or "Boy."
 - You have a family member that has a nickname that repeats itself such "Deng-Deng," Ling-Ling," or "Bing-Bing."
 - You put hot dogs in your spaghetti.
 - You order things such as tapsilog, tosilog, or longsilog at restaurants.
 - You dip bread in your morning coffee.
 - Your "*baon*" is usually something over rice.
 - You use your fingers to measure the water when cooking rice.
3. Ask a family member or a friend to play with you.
 - a. Why do you practice these common Filipino traditions/beliefs?
 - b. Who taught you to observe these beliefs/habits?
 - c. Do you consider traditions/beliefs/habits as important parts of your life and identity as a Filipino? Why?
4. *Question:* What are the common answers to each question? Do you agree with them? Why? Why not?



LESSON 1

UNDERSTANDING WHAT YOU DID

For most of us, if not all of us, the way we live is a reflection of what we were taught to do while we were growing up. The main reason why we, Filipinos, do almost the same practices is because majority of us are doing it. One of the things that Filipinos are commonly known for, aside from the habits mentioned earlier, is our strict observance of superstitions.

A **superstition** (*pamahiin* in Filipino) is a belief, half-belief, or simply a practice that seems to have no concrete (visible) evidence to its usefulness. We are aware that once we hear the words pregnancy, wedding, death, or traveling, we would be able to hear our relatives mentioning different superstitions to keep us safe and lucky. Some common superstitions include:

1. If you step over people while they are lying down, they will not grow taller.

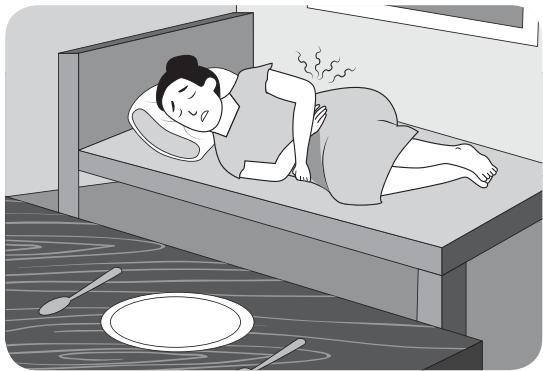


2. If three people are photographed together, the person in the middle will die first.



LESSON 1

3. If you go to bed hungry, your spirit will leave your body to look for food and will never come back.



4. If you get a wound from any accident, all the food you have eaten (especially rice) or even trains and horses will come out of it.



5. If you go to sleep with wet hair, you will wake up crazy, bald, or blind.

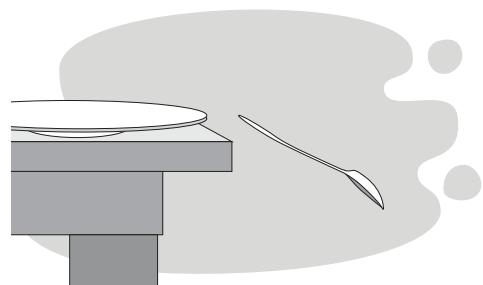


6. If you ever get lost in any place, just wear your clothes inside out to find your way back.



LESSON 1

7. When you drop a spoon while you are eating, a woman will visit you. If it is a fork, a man is coming instead.



8. If you point your finger at a tree especially during nighttime, you have to bite your finger or you will have bad luck.



9. If you jump once the clock strikes midnight on New Year's Eve, you will grow taller.



10. If you bite your tongue, someone is thinking of you.





LESSON 1

SHARPENING YOUR SKILLS

- I. **Directions:** Interview your relatives, friends, or people in the community. Ask them about superstitions that they practice before, during, or after a wedding. For each superstition, ask them about their belief on such. What will happen to a person if he/she disobeys this superstition? Complete the table below using the information you gathered during the interview. Write your answer on a separate sheet of paper.

WEDDING SUPERSTITION	BELIEF
1.	
2.	
3.	
4.	
5.	

LESSON 1

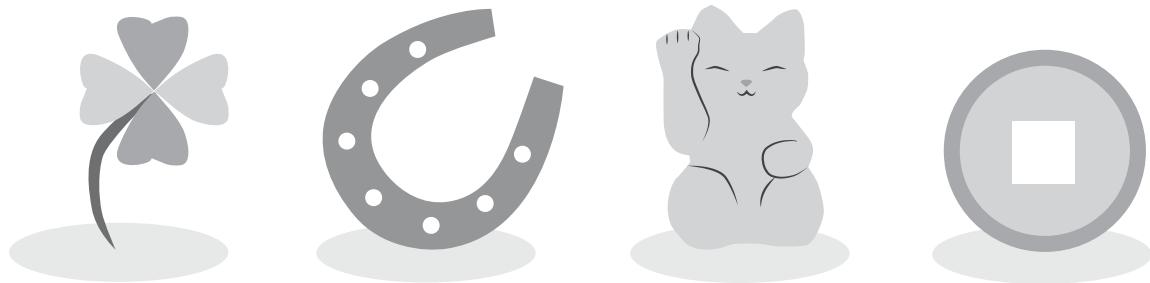


Figure 1.1. Common lucky charms mentioned in superstitions.

To a lesser extent, people develop their own superstitions. For example, students who receive a high score from a test after using a particular color of pen or wearing a certain pair of socks will now form a belief that if they use the same pen or pair of socks for the succeeding tests, they will get the same results. This, too, can be passed on to other people. Popular examples of these **lucky charms** are the four-leaf clover, golden horseshoe, lucky cat, and good luck fish.

Even in today's world of advanced technology and evidence-based conversations, a few people would still admit to holding on to certain superstitions. Although irrational, they continue believing in such because they see no harm in following them. Regardless of whether it is religious or personal, society's belief on superstitions stems from passing of culture from one generation to the next. This process of preserving culture by handing over customs, beliefs, and practices is called **tradition**.



Figure 1.2. Tradition involves passing customs, beliefs, and practices from one generation to another.

LESSON 1



Questionable as these superstitions may be, people still continue believing in them. Despite the lack of evidence, many people see superstitions to be based more on cultural habit than conscious belief. No one is born knowing what is lucky or unlucky, but if you are raised to believe that there are such beliefs, it will make you uncomfortable to do unlucky things even if you logically understand their possibilities. But, believing that good luck works can help you be better by giving you the idea of control over the events in your life. Confidence does make a difference.

- II. **Directions:** Go back to wedding superstitions. Ask the same people (or people who share the same beliefs) why they choose to practice these superstitions in the family/community. Do they also use lucky charms? If so, what are they and why do they use such? If not, why? How does it affect them in their daily life? Analyze their answers and write a summary on a separate sheet of paper.



LESSON 1

TREADING THE ROAD TO MASTERY

Directions: On a separate sheet of paper, write **S** if the statement refers to a superstition and **T** if it is a tradition.

- _____ 1. John does not sweep the floor at night to avoid sweeping away fortune.
- _____ 2. Gino dropped a spoon while eating. A spoon signifies a female. He calls his mom to ask if she is going to visit him that day.
- _____ 3. Enrico teaches his son to wake up early so he could prepare for school, just like how his father taught him.
- _____ 4. Nanette wants to eat twin bananas when she gets pregnant so she could have twin babies with William.
- _____ 5. Monique brings her grandmother's signature *adobo* during family reunions to keep her memories alive.
- _____ 6. Louie is reminded to ask for blessing from Grace's parents before proposing to her.
- _____ 7. Jesse inherits a watch from his father to remember to make time for family.
- _____ 8. Ermil was born with a mole on his foot. He will be traveling for most of his life.
- _____ 9. Lyn doesn't want black cats since it can bring death to the people living in her apartment.
- _____ 10. Angela is careful not to break her mirror since it might give her bad luck for 7 years.



LESSON 2

SETTING THE PATH

HOW DO I MAKE PEOPLE BELIEVE WHAT I SAY?

At the end of this lesson, you will be able to:



explain how to plan and organize thoughts for an oral presentation (LS1CS/EN-S-PSB- AE-12);

determine the properties of a good visual aid (LS1CS/EN-S-PSB- AE-12, LS6DC-DA/PS PSC- AE/JHS-66); and

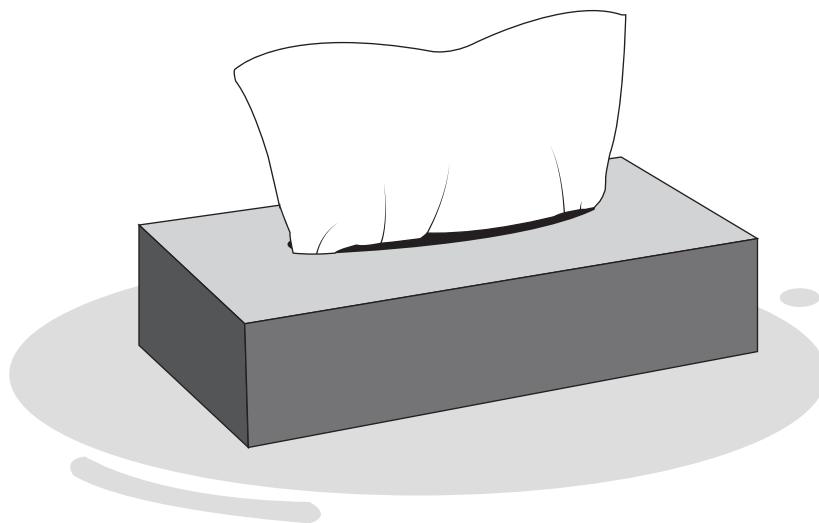
deliver an effective oral presentation (LS1CS/EN-S-PSB-AE-15, LS6DC-DA/PS PSC- AE/JHS-66).



LESSON 2

TRYING THIS OUT

1. You are applying as a sales vendor for a marketing company.
2. As a challenge, the interviewer gives you a box of tissue just like the one below.



3. The interviewer then asks you...
 - a. "Imagine that I am a customer. How can you sell the tissue box to me?"
 - b. "Using your imagination, show me five things that I can do with the tissue box."
4. Think of your answers for the two questions.
5. Give your answers to anyone you know who can pretend to be your interviewer.
6. After your performance, ask for feedback from your interviewer.
7. *Question:* What are your interviewer's feedback? Do you agree with him/her? Why? Why not?
8. *Question:* Evaluate yourself. How can you do better?



LESSON 2

UNDERSTANDING WHAT YOU DID

Convincing people to buy a product that you are selling is a difficult task especially if they do not appreciate the importance of the product. Vendors face this everyday. They are expected to make their potential customers realize that they urgently need the product being sold.

Just like a vendor, you are also convincing people in normal conversations. When talking to friends, you share stories that are interesting and can entertain them. When helping a friend study for an exam, you make sure that you are convincing enough so your friend can trust you and believe that what you are saying is true.



Figure 2.1. Convincing a customer to buy a product that you are selling.

In the school or office, professionals like teachers, scientists, and marketers need to plan good **oral presentations** to make sure their audience (students, co-workers, buyers) will believe them. To make sure that you are also as convincing as they are, there are seven stages that you need to remember:

LESSON 2

● Preparation

In preparing for your presentation, you need to know your audience and objectives. Ask yourself:

- *Who is going to see my presentation? (audience)*
- *What should the audience need to learn in my presentation? (objectives)*
- *Based on my audience and objectives, how should my presentation look like? (design)*

● Choosing Your Main Points

In choosing the main points for your presentation, you need to know your topics and their relationships. Ask yourself:

- *What are the important topics in the presentation? (at least three)*
- *How are the topics related to the objectives of the presentation?*
- *How are the topics related to each other?*
- *How should the topics be arranged?*

● Choosing Your Supporting Information

In choosing the supporting information for your presentation, you need to know how you can make the audience believe and agree with the main topics. Ask yourself:

- *What examples can I use to help the audience understand the topics?*
- *What information can I show to help the audience believe the topics?*
- *What can catch the attention and interest of my audience?*

LESSON 2

● Establishing Linking Statements

In establishing linking statements for your presentation, you need to know how you can smoothly move from one topic to another. Ask yourself:

- *What are the similarities of the main points?*
- *How can the audience understand that all main points are related to each other?*
- *How can I make a good story from the main points?*

● Developing an Opening

In developing an opening for your presentation, you need to know how to quickly catch the audience's attention. Ask yourself:

- *How will I introduce myself?*
- *How will I tell the audience about what I am going to talk about? (title, subject)*
- *How will I introduce the objectives?*
- *How will I tell the audience about what they should do during the presentation? (listen, take notes, read, ask questions)*

● Developing a Conclusion

In developing a conclusion for your presentation, you need to know how you can be memorable to the audience. Ask yourself:

- *How can I review or summarize my presentation?*
- *How can I show the audience that I have achieved the objectives?*
- *How can I make the audience more curious about my presentation?*

LESSON 2

● Reviewing Your Presentation

In reviewing your presentation, you need to double-check the quality. Ask yourself:

- *Does the order of topics make sense to the audience?*
- *Does the presentation achieve the objectives?*
- *Is the presentation too long or too short?*
- *Is the presentation interesting or boring?*





LESSON 2

SHARPENING YOUR SKILLS

I. **Directions:** Prepare a plan for an oral presentation following the seven stages mentioned in the lesson. Choose one of the topics below:

- Who is my real-life superhero?
- What is my favorite movie?
- What is my dream vacation?

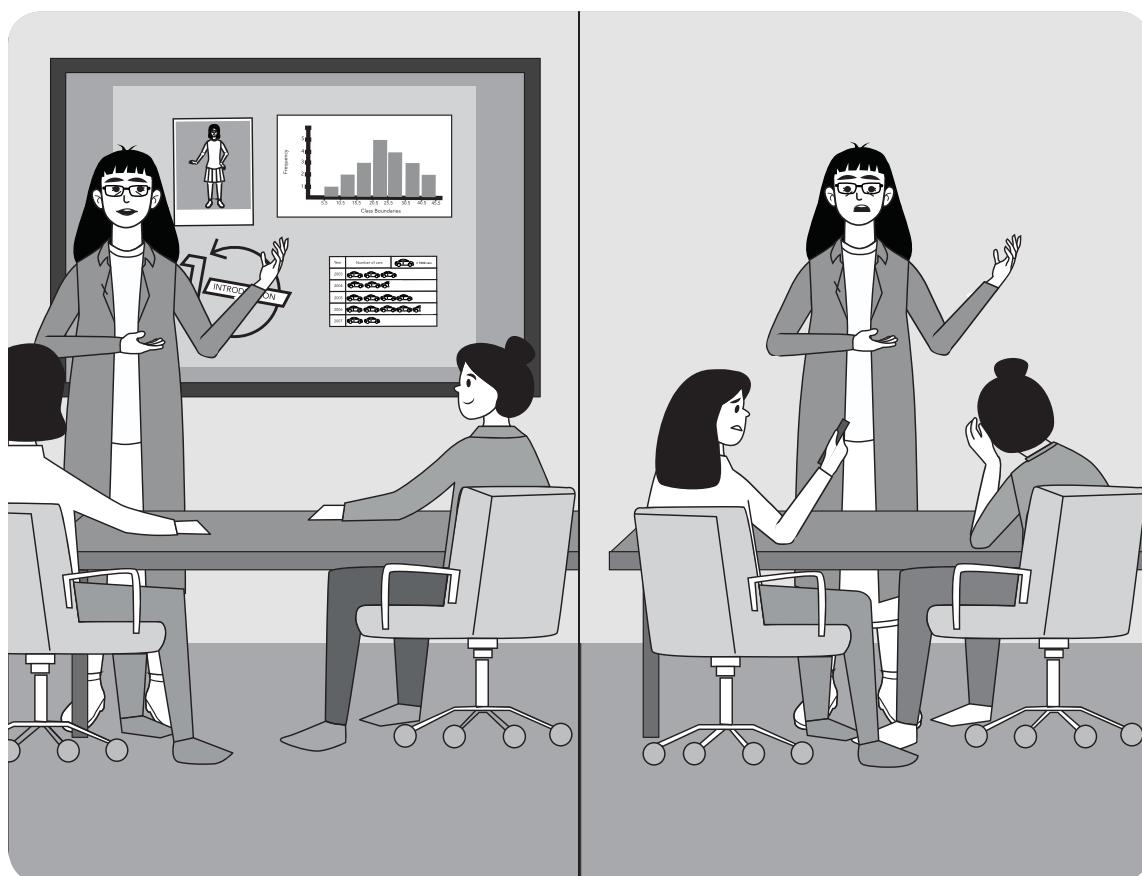
Write your answer for each step on a separate sheet of paper (see guide questions in the previous pages).

- Preparation
- Choosing Your Main Points
- Choosing Your Supporting Information
- Establishing Linking Statements
- Developing an Opening
- Developing a Conclusion
- Reviewing Your Presentation

LESSON 2

Design is one of the elements to consider when planning for your presentation. A design that is pleasing to the eyes is able to catch the attention of the audience. But, beauty is not the only basis. Substance is equally important. This means that your design should also be able to help the audience understand what you are trying to teach them.

Visual aids are powerful tools in making memorable presentations. Instead of simply relying on words, visual aids help you “show” your idea to the audience. By using such, you are going beyond just describing, discussing, and explaining.



A presentation with visual aids

A presentation without visual aids

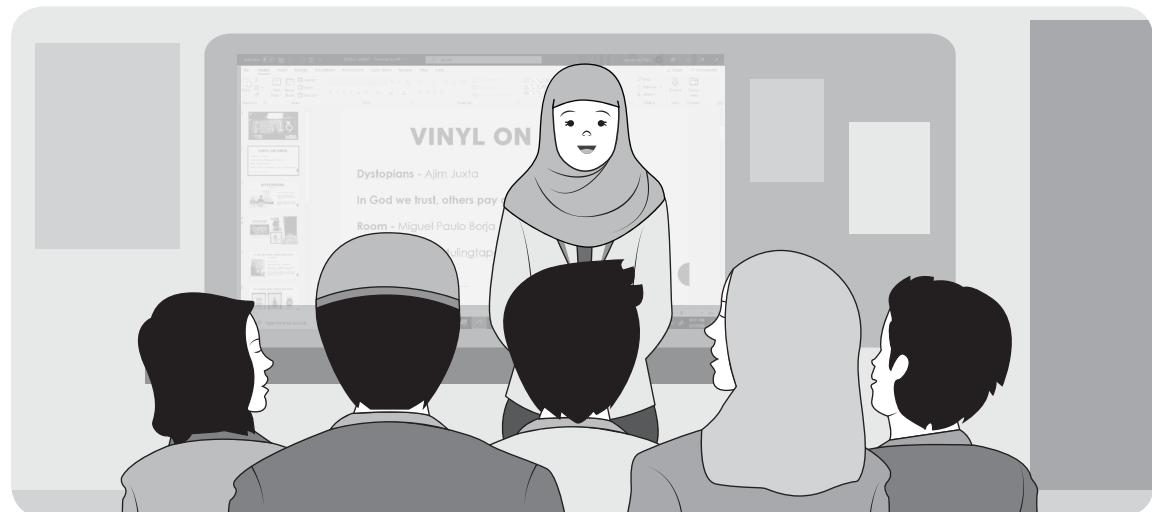
LESSON 2

There are different ways to share information in a presentation. Examples include using photographs, tables, diagrams, drawing, keywords, or video sequences. By analyzing your audience, you will be able to think of creative ways in catching their attention.

● **POWERPOINT (OR EQUIVALENT)**

Microsoft PowerPoint is the most popular form of visual aid. There are general rules in creating PowerPoint presentations:

Do...	Don't...
Use big font sizes (minimum: 27).	Make texts too small that's unreadable even for you.
Keep the background simple.	Use bright backgrounds that can hurt your eyes.
Use animations when needed.	Use distracting animations.
Use less words.	Use too much words or bullets.



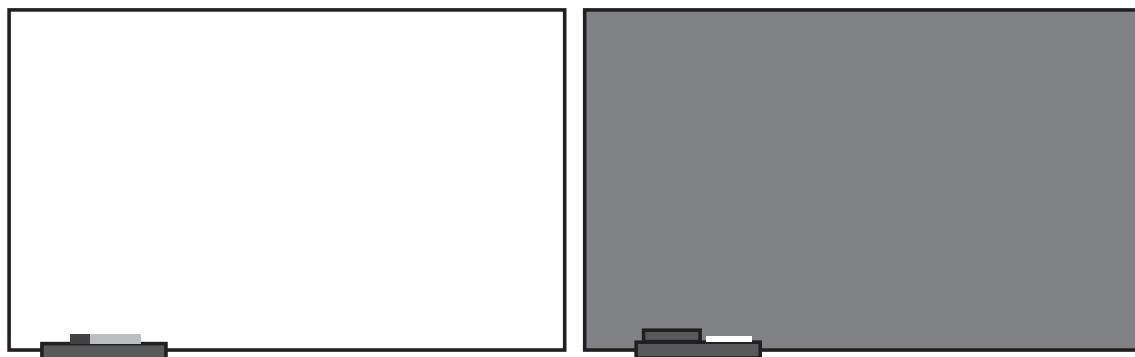
LESSON 2

● WHITEBOARD/ BLACKBOARD

Whiteboards or blackboards are useful especially when you want to show a sequence of ideas, emphasize keywords, and clarify difficult/complex terms in the presentation.

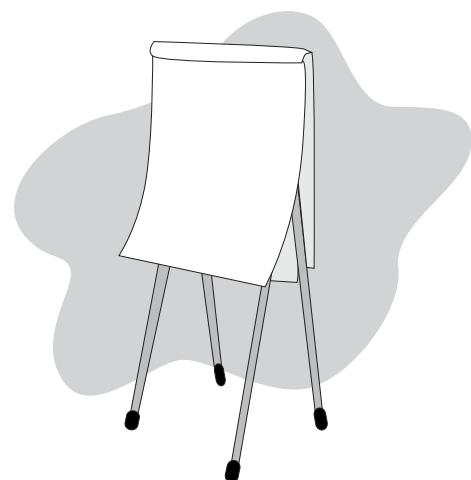
Make sure, however, that:

1. Your audience are already finished copying what you have written before cleaning the board; and
2. You have already erased other writings on the board before writing new information.



● FLIP CHART

A flip chart is a large pad of paper on a stand. It has similar uses to a PowerPoint presentation. This visual aid is effective especially when electricity is not readily available.



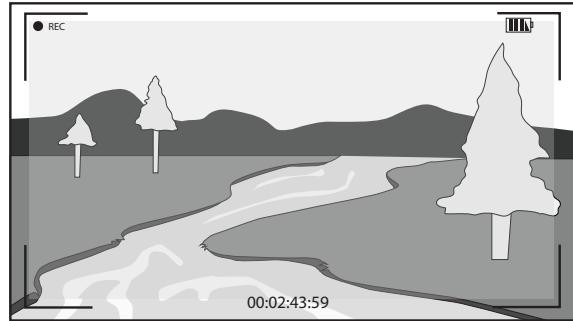
LESSON 2

• VIDEO

A video catches the attention of the audience because it shows movements, pictures, and sounds in your presentation.

Make sure that:

1. The video clip is helpful to the information you are presenting;
2. The audience understand what to focus on; and
3. The video clip is not too long.



• ARTEFACTS OR PROPS

Artefacts or Props help the audience appreciate your presentation because they can go beyond just “imagining” an idea by holding an object that is related to your topic.

Make sure that:

1. The object can be passed around to groups in the audience;
2. You provide enough time to let everyone see and hold the object; and
3. The object is hidden until it is presented to keep the focus of the audience.



LESSON 2

II. Directions: Based on the topic you chose earlier, prepare a PowerPoint presentation following the guidelines provided to you. Show it for your teacher to evaluate.



LESSON 2

TREADING THE ROAD TO MASTERY

Directions: Using your plan and visual aid, perform an oral presentation on your chosen topic for your teacher to evaluate.

Remember the following tips for an effective oral presentation:

- *Be excited* in what you say. It makes your audience feel excited, too.
- *Speak confidently*. Convince your audience that you know what you are saying. Always remember to show honesty and humility when you do not know the correct answer when they ask you questions.
- *Make eye contact* with your audience to make them feel like you are talking to them.
- *Do not read from the screen* because it is for the audience, not you.
- *Explain* your ideas clearly to help your audience understand what you want to say.
- *Pause* to show three things:
 1. importance of a particular information;
 2. movement from one topic to the next; and
 3. time for audience to catch up.
- *Avoid* filler words like “Uh,” “Uhm,” or “Like.” It tells your audience that you are unprepared and unsure of what you are telling them.

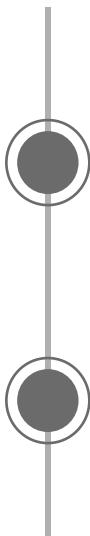


LESSON 3

SETTING THE PATH

HOW REAL ARE SUPERSTITIONS?

At the end of this lesson, you will be able to:



explain the scientific bases of common practices, beliefs, and phenomena (LS2SC-SM-PSB-JHS-3); and

speak with clarity, conciseness, and appropriateness (LS1CS/EN-S-PSB-AE-12, LS1CS/EN-S-PSB-AE-15).



LESSON 3

TRYING THIS OUT

1. Look for photos of your mom, aunt, grandmother, and female friend/s before and during their pregnancy. Ask them if they knew what their baby's gender was while they were pregnant (even without having an ultrasound).



2. *Question:* Compare and contrast the before and during pregnancy photos (at least 5) that you collected. It is said that a pregnant woman looks beautiful and kind when she is having a baby girl. On the other hand, she looks ugly and cruel when she is delivering a baby boy. Do you have the same observations? Why? Why not?
3. *Question:* Ask moms that you know if they have ever rubbed their pregnant belly. It is believed that when pregnant women rub their belly, they will give birth to a spoiled child. Was this true for them? Explain.
4. *Question:* Based on your analysis, can you say that a superstition is a fact? Why? Why not?



LESSON 3

UNDERSTANDING WHAT YOU DID

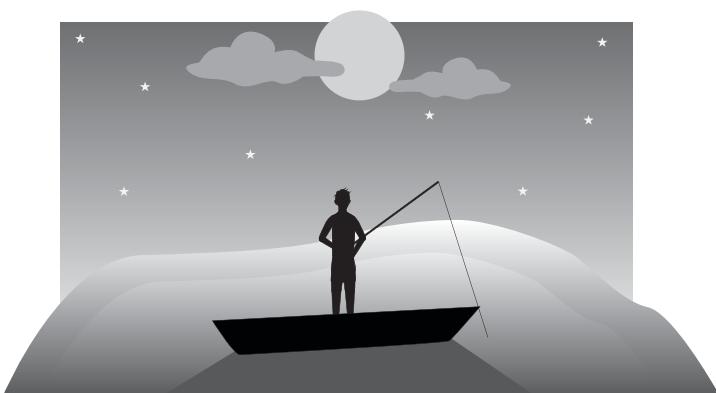
Though seen as harmless activities, finding what's wrong (**error detection**) in superstitious beliefs and correcting them (**error correction**) can benefit people who are restricted by these practices. An application of error detection and error correction can be seen in the superstitious belief in fishing.

Some Filipino fishermen avoid fishing under a full moon because spirits are believed to be roaming around bodies of water. Because of this, fish are scared to go to the surface. This leads to less fish being caught by fishermen. However, in western superstitions, it is believed that fish bite best during a full moon.



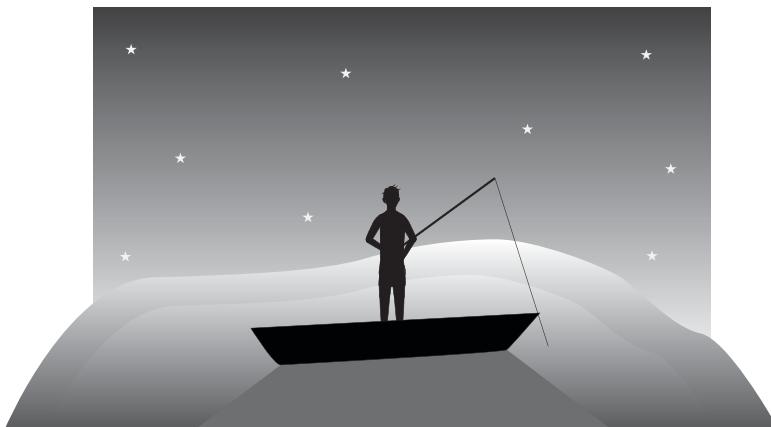
According to scientific studies, a full moon affects fishing phases in the two instances:

- A full moon reflects more light on the water at night. Because of this, fish can see better and eat more food. The reason behind seeing no fish during a full moon is not because spirits have scared them away, but because they can easily see their environment and swim away from fishermen when they arrive.



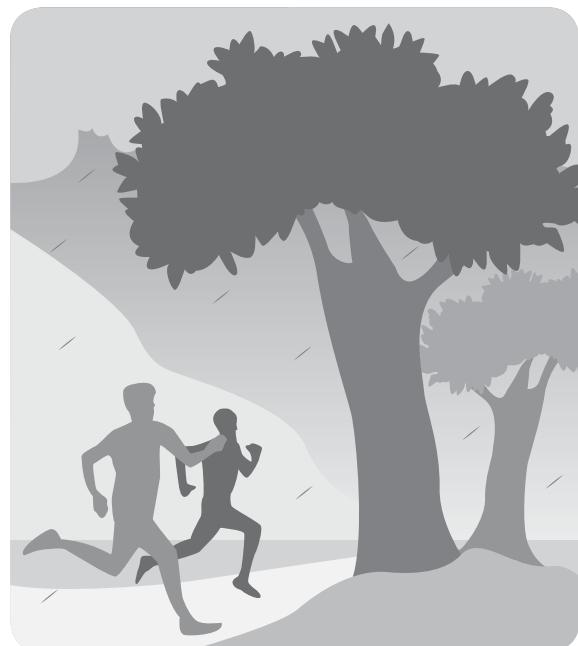
LESSON 3

- A full moon affects the pull of gravity on earth. A stronger gravity during a full moon causes stronger currents along bodies of water. These currents pull fish toward the surface of the water and allow fishermen to get more catch.



While both superstitions are partly correct, both are still partly wrong. Since some Filipino fishermen are unaware of the scientific bases of the full moon superstition, they are unable to take advantage of the situation.

Another instance is when thunderstorms hit the country. When people are out in the open field, they would often tell baseless superstitions about lightning such as staying under a tree because “it will protect you like how a house would keep you safe during a storm,” or to move to an area where lightning had already struck because as the saying goes, “lightning never strikes the same place twice.”



LESSON 3

These two superstitions have already been considered myths based on scientific facts and fatal incidents. Being relatively closer to lightning, a tree is more likely to be struck, thus, staying under it increases your chances of being electrocuted. On the other hand, unlike the popular superstition, lightning can and does strike the same place twice, maybe even more than that especially if the object is tall, pointed, or isolated. High-rise buildings such as the Empire State Building have been struck by lightning multiple times.



Sometimes, the problem is not that people lack the information needed to recognize that they are making errors but that they are unable — or unwilling — to correct them.



LESSON 3

SHARPENING YOUR SKILLS

I. **Directions:** Prepare a plan for an oral presentation following the seven stages mentioned in Lesson 2. Choose one of the topics below:

- Why are there many mushrooms after a lightning strike?
- Why is it bad for pregnant women to put nail polish?
- Why are women not allowed to read after they give birth?

On a separate sheet of paper, write your answer below for each step (see guide questions in Lesson 2).

- Preparation
- Choosing Your Main Points
- Choosing Your Supporting Information
- Establishing Linking Statements
- Developing an Opening
- Developing a Conclusion
- Reviewing Your Presentation

Use the rubric found on the next page to assess your own presentation.

LESSON 3

CRITERION	Exemplary (2)	Proficient (1)
Support/ Evidence (x3)	argument is clearly supported by accurate evidence considered credible by the audience; there is sufficient detail to support the main points of the argument	some evidence is provided, but information is not fully explained; important pieces of evidence have not been included; some data are relevant or credible but inaccurate
Clarity/ Conciseness (x2)	sentences flow smoothly, are structurally correct, and convey the intended meaning; no wordiness	majority of ideas expressed are awkward, incorrectly constructed, or wordy
Strategy/ Audience	content, structure, and language of argument are geared to intended audience	argument is missing a substantial portion of content required by audience

LESSON 3

II. Directions: Based on the topic you chose earlier, prepare visual aids following the guide provided to you. Show them to your teacher for evaluation. Refer to the criteria for evaluation below when assessing your own visual aid.

CRITERION	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Poor (1)
Layout/ Color	The composition of the poster/slides shows a visual balance among text, pictures, art, graphics, and white space. Color and contrast attract attention and guide the reader. The visual aid is neat and uncluttered.	The composition of the poster/slides shows a visual balance among text, pictures, art, graphics, and white space most of the time. Color and contrast attract attention and guide the reader most of the time. The visual aid is neat and uncluttered.	The composition of the poster/slides shows a visual balance among text, pictures, art, graphics, and white space some of the time. Color and contrast attract attention and guide the reader some of the time. The visual aid lacks neatness or is cluttered.	The composition is not balanced. Excessive use of white space or text, pictures, art, and graphics. Lacks color. Lacks contrast. The visual aid is cluttered and lacks neatness.
Visuals	A sufficient number of pictures, artwork, and graphics are deliberately related to the topic, and large enough to be seen from 6 feet away.	The composition of the poster/slides shows a visual balance among text, pictures, art, graphics, and white space most of the time. Color and contrast attract attention and guide the reader most of the time. The visual aid is neat and uncluttered.	A minimal number of pictures, artwork, and graphics are randomly related to the topic. Some are large enough to be seen from 6 feet away.	Almost all pictures, artwork, and graphics are not related to the topic. Almost all are too small to be distinguished from 6 feet away.

LESSON 3

Criterion	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Poor (1)
Text Elements	Fonts are consistent, legible, and easy to read from 6 feet away. Background colors enhance readability of all text.	Most fonts are consistent, legible, and easy to read from 6 feet away. Background colors enhance readability of most text.	Some fonts are consistent, legible, and easy to read from 6 feet away. Background colors enhance readability of some text.	Fonts are not consistent, illegible, and difficult to read from 6 feet away. Background colors make text difficult to read.
Grammar and Mechanics	No errors in grammar, capitalization, punctuation, and spelling.	Few errors in grammar, capitalization, punctuation, and spelling.	Some errors in grammar, capitalization, punctuation, and spelling.	Multiple errors in spelling, capitalization, punctuation, usage, and grammar.



LESSON 3

TREADING THE ROAD TO MASTERY

Directions: Present your topic (oral presentation) to your teacher for evaluation. Remember the tips given to you in Lesson 2.

TRAIT	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Poor (1)
NONVERBAL SKILLS				
Eye Contact	Holds attention of entire audience with the use of direct eye contact, seldom looks at notes.	Uses direct eye contact with audience consistently, but still returns to notes.	Displays minimal eye contact with audience while reading mostly from the notes.	No eye contact with audience as entire report is read from notes.
Body Language	Movements seem fluid and help the audience visualize.	Movements or gestures enhance articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
Poise	Displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Displays tension and nervousness; has trouble recovering from mistakes.
VERBAL SKILLS				
Enthusiasm	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.

LESSON 3

TRAIT	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Poor (1)
Elocution	Uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Voice is low. Student mispronounces terms. Audience members have difficulty hearing presentation.	Mumbles, mispronounces terms, and speaks too quietly for a majority of students to hear.
CONTENT	Demonstrates full knowledge by answering all questions with explanations and elaboration.	At ease with expected answers to all questions, without elaboration.	Uncomfortable with information and is able to answer only rudimentary questions.	Does not have grasp of information; student cannot answer questions about subject.
Subject Knowledge			Audience has difficulty following presentation because student randomly jumps between topics.	Audience cannot understand presentation because there is no sequence of information.
Organization		Presents information in logical, interesting sequence which audience can follow.		Student's presentation has four or more misspellings and/or grammatical errors.
Mechanics		Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Student's presentation has three misspellings and/or grammatical errors.



MODULE 1

DON'T FORGET

“

- Superstition is a belief, half-belief, or practice for which there appears to be no rational substance.
- Many people, in nearly all times, have held, seriously or half-seriously, irrational beliefs concerning methods of warding off ill or bringing good fortune, foretelling the future, and healing or preventing sickness or accident.
- Superstition has been deeply influential in history. Even in so-called modern times when objective evidence is highly valued, there are few people who would still cherish one or two irrational beliefs or superstitions.
- Tradition was the name given to those cultural features which, in situations of change, were to be continued to be handed on, thought about, preserved, and not lost.
- There are seven stages in planning a presentation:
 - 1) preparation;
 - 2) choosing your main points;
 - 3) choosing your supporting information;
 - 4) establishing linking statements;
 - 5) developing an opening;
 - 6) developing a conclusion; and
 - 7) reviewing your presentation.

”

MODULE 1

- “
- There are multiple ways to present a topic. Visual aids are used to complement information in your presentation.
 - Although superstitious beliefs are often harmless, the argument for separating error detection and error correction applies beyond superstition.
 - It is important to recognize error detection and error correction as separate processes because fixing an error effectively depends on understanding where things are breaking down.
- ”



MODULE 1

EXPLORE MORE

For additional activities related to the topics of this module, these resources may be helpful:

6 Public Speaking Tips to Hook Any Audience

<https://www.youtube.com/watch?v=k8GvTgWtR7o>

Great Openings and Closings

<https://www.youtube.com/watch?v=NyE1Kz0e--0>

How to Give a Great Presentation

<https://www.youtube.com/watch?v=MnIPpUiTcRc>

Presenting With Confidence (Part 1): Designing Visual Aids

<https://www.youtube.com/watch?v=D1O40jvmYGw>

Superstitions Quiz

<https://www.baamboozle.com/game/400>

Where Do Superstitions Come From?

<https://www.youtube.com/watch?v=quOdF1CAPXs>



MODULE 1

REACH THE TOP

You are almost done! On a separate sheet of paper, answer the following questions.

The statements below were adapted from a pregnancy article from the Makati Medical Center. Write SUPER if the statement refers to a superstition, and SCIENCE if it refers to a scientific explanation.

- _____ 1. Chocolate or any dark-colored food will give the baby a darker complexion, while milk will give a lighter complexion.
- _____ 2. Cortisol is a hormone released by people under stress. A pregnant's placenta surrounding the baby can also release this hormone which can enter the amniotic fluid in small amounts and change the metabolism of the baby.
- _____ 3. A baby's neck can be wrapped around by an umbilical cord if the mother wears accessories around her own neck.
- _____ 4. Pregnant women should not attend funerals because it might cause the baby to die.
- _____ 5. Attending funeral might cause angry spirits to take the baby away.
- _____ 6. The umbilical cord can wrap around the baby's neck during the second and third trimester because of the baby's own movements.
- _____ 7. Eating eggs with twin yolks increases the possibility of having twin babies.
- _____ 8. Identical twins are produced when a single embryo splits into two after fertilization.
- _____ 9. The only way to check the baby's gender is through an ultrasound.
- _____ 10. Genetics, family history, fertility, and treatments such as IVF (In-Vitro Fertilization) play a great role in determining the possibility of having twin babies.

MODULE 1

- _____ 11. Bananas and eggs are good sources of nutrients for pregnant mothers.
- _____ 12. Pregnant women should not sew or step over ropes to avoid labor difficulties or having cesarean sections.
- _____ 13. Dark spots on the nape, neck, groin, face, and armpits are telltale signs that the baby will be a boy
- _____ 14. Fraternal twins are produced by the fertilization of two egg cells by different sperm cells.
- _____ 15. The best way to find out what a baby will look like is through 4D ultrasounds.

ANSWER KEY

PRE-ASSESSMENT

PAGE 2

- | | |
|-------|-------|
| 1. A | 11. C |
| 2. B | 12. D |
| 3. C | 13. A |
| 4. D | 14. B |
| 5. A | 15. C |
| 6. B | |
| 7. C | |
| 8. D | |
| 9. A | |
| 10. B | |

LESSON I: HOW DO I GET BAD LUCK?

SHARPENING YOUR SKILLS

PAGE 11

ACTIVITY I AND ACTIVITY II

CRITERION	Exemplary (2)	Proficient (1)
Support/ Evidence (x3)	argument is clearly supported by accurate evidence considered credible by the audience; there is sufficient detail to support the main points of the argument	some evidence is provided, but information is not fully explained; important pieces of evidence have not been included; some data are relevant or credible but inaccurate
Clarity/ Conciseness (x2)	sentences flow smoothly, are structurally correct, and convey the intended meaning; no wordiness	majority of ideas expressed are awkward, incorrectly constructed, or wordy
Strategy/ Audience	content, structure, and language of argument are geared to intended audience	argument is missing a substantial portion of content required by audience

TREADING THE ROAD TO MASTERY

PAGE 14

- | | |
|------|-------|
| 1. S | 6. T |
| 2. S | 7. T |
| 3. T | 8. S |
| 4. S | 9. S |
| 5. T | 10. S |

ANSWER KEY

LESSON II: HOW DO I MAKE PEOPLE BELIEVE WHAT I SAY?

SHARPENING YOUR SKILLS ACTIVITY I

PAGE 21

CRITERION	Exemplary (2)	Proficient (1)
Support/ Evidence (x3)	argument is clearly supported by accurate evidence considered credible by the audience; there is sufficient detail to support the main points of the argument	some evidence is provided, but information is not fully explained; important pieces of evidence have not been included; some data are relevant or credible but inaccurate
Clarity/ Conciseness (x2)	sentences flow smoothly, are structurally correct, and convey the intended meaning; no wordiness	majority of ideas expressed are awkward, incorrectly constructed, or wordy
Strategy/ Audience	content, structure, and language of argument are geared to intended audience	argument is missing a substantial portion of content required by audience

ANSWER KEY

ACTIVITY II

PAGE 26

CRITERION	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Poor (1)
Layout/ Color	The composition of the poster/slides shows a visual balance among text, pictures, art, graphics, and white space. Color and contrast attract attention and guide the reader. The visual aid is neat and uncluttered.	The composition of the poster/slides shows a visual balance among text, pictures, art, graphics, and white space most of the time. Color and contrast attract attention and guide the reader most of the time. The visual aid is neat and uncluttered.	The composition of the poster/slides shows a visual balance among text, pictures, art, graphics, and white space some of the time. Color and contrast attract attention and guide the reader some of the time. The visual aid lacks neatness or is cluttered.	The composition is not balanced. Excessive use of white space or text, pictures, art, and graphics. Lacks color. Lacks contrast. The visual aid is cluttered and lacks neatness.
Visuals	A sufficient number of pictures, artwork, and graphics are deliberately related to the topic, and large enough to be seen from 6 feet away.	An adequate number of pictures, artwork, and graphics are clearly related to the topic.	A minimal number of pictures, artwork, and graphics are randomly related to the topic. Some are large enough to be seen from 6 feet away.	Almost all pictures, artwork, and graphics are not related to the topic. Almost all are too small to be distinguished from 6 feet away.
Text Elements	Fonts are consistent, legible, and easy to read from 6 feet away. Background colors enhance readability of all text.	Most fonts are consistent, legible, and easy to read from 6 feet away. Background colors enhance readability of most text.	Some fonts are consistent, legible, and easy to read from 6 feet away. Background colors enhance readability of some text.	Fonts are not consistent, illegible, and difficult to read from 6 feet away. Background colors make text difficult to read.
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ANSWER KEY

TREADING THE ROAD TO MASTERY

PAGE 27

TRAIT	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Poor (1)
NONVERBAL SKILLS				
Eye Contact	Holds attention of entire audience with the use of direct eye contact, seldom looks at notes.	Uses direct eye contact with audience consistently, but still returns to notes.	Displays minimal eye contact with audience while reading mostly from the notes.	No eye contact with audience as entire report is read from notes.
Body Language	Movements seem fluid and help the audience visualize.	Movements or gestures enhance articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
Poise	Displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Displays tension and nervousness; has trouble recovering from mistakes.
VERBAL SKILLS				
Enthusiasm	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.

ANSWER KEY

TRAIT	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Poor (1)
Elocution	Uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Voice is low. Student mispronounces terms. Audience members have difficulty hearing presentation.	Mumbles, mispronounces terms, and speaks too quietly for a majority of students to hear.
CONTENT	Demonstrates full knowledge by answering all class questions with explanations and elaboration.	At ease with expected answers to all questions, without elaboration.	Uncomfortable with information and is able to answer only rudimentary questions.	Does not have grasp of information; student cannot answer questions about subject.
Subject Knowledge				
Organization	Presents information in logical, interesting sequence which audience can follow.	Presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student randomly jumps between topics.	Audience cannot understand presentation because there is no sequence of information.
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more misspellings and/or grammatical errors.

ANSWER KEY

LESSON III: HOW REAL ARE SUPERSTITIONS?

SHARPENING YOUR SKILLS ACTIVITY I

PAGE 33

CRITERION	Exemplary (2)	Proficient (1)
Support/ Evidence (x3)	argument is clearly supported by accurate evidence considered credible by the audience; there is sufficient detail to support the main points of the argument	some evidence is provided, but information is not fully explained; important pieces of evidence have not been included; some data are relevant or credible but inaccurate
Clarity/ Conciseness (x2)	sentences flow smoothly, are structurally correct, and convey the intended meaning; no wordiness	majority of ideas expressed are awkward, incorrectly constructed, or wordy
Strategy/ Audience	content, structure, and language of argument are geared to intended audience	argument is missing a substantial portion of content required by audience

ANSWER KEY

ACTIVITY II

PAGE 35

CRITERION	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Poor (1)
Layout/Color	The composition of the poster/slides shows a visual balance among text, pictures, art, graphics, and white space. Color and contrast attract attention and guide the reader. The visual aid is neat and uncluttered.	The composition of the poster/slides shows a visual balance among text, pictures, art, graphics, and white space most of the time. Color and contrast attract attention and guide the reader most of the time. The visual aid is neat and uncluttered.	The composition of the poster/slides shows a visual balance among text, pictures, art, graphics, and white space some of the time. Color and contrast attract attention and guide the reader some of the time. The visual aid lacks neatness or is cluttered.	The composition is not balanced. Excessive use of white space or text, pictures, art, and graphics. Lacks color. Lacks contrast. The visual aid is cluttered and lacks neatness.
Visuals	A sufficient number of pictures, artwork, and graphics are deliberately related to the topic, and large enough to be seen from 6 feet away.	An adequate number of pictures, artwork, and graphics are clearly related to the topic. Most are large enough to be seen from 6 feet away.	A minimal number of pictures, artwork, and graphics are randomly related to the topic. Almost all are too small to be distinguished from 6 feet away.	Almost all pictures, artwork, and graphics are not related to the topic. Almost all are too small to be distinguished from 6 feet away.

ANSWER KEY

CRITERION	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Poor (1)
Text Elements	Fonts are consistent, legible, and easy to read from 6 feet away. Background colors enhance readability of all text.	Most fonts are consistent, legible, and easy to read from 6 feet away. Background colors enhance readability of most text.	Some fonts are consistent, legible, and easy to read from 6 feet away. Background colors enhance readability of some text.	Fonts are not consistent, illegible, and difficult to read from 6 feet away. Background colors make text difficult to read.
Grammar and Mechanics	No errors in grammar, capitalization, punctuation, and spelling.	Few errors in grammar, capitalization, punctuation, and spelling.	Some errors in grammar, capitalization, punctuation, and spelling.	Multiple errors in spelling, capitalization, punctuation, usage, and grammar.

ANSWER KEY

TREADING THE ROAD TO MASTERY

PAGE 37

TRAIT	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Poor (1)
NONVERBAL SKILLS				
Eye Contact	Holds attention of entire audience with the use of direct eye contact, seldom looks at notes.	Uses direct eye contact with audience consistently, but still returns to notes.	Displays minimal eye contact with audience while reading mostly from the notes.	No eye contact with audience as entire report is read from notes.
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VERBAL SKILLS				
Enthusiasm	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.

ANSWER KEY

TRAIT	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Poor (1)
Elocution	Uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Voice is low. Student mispronounces terms. Audience members have difficulty hearing presentation.	Mumbles, mispronounces terms, and speaks too quietly for a majority of students to hear.
CONTENT	Demonstrates full knowledge by answering all questions with explanations and elaboration.	At ease with expected answers to all questions, without elaboration.	Uncomfortable with information and is able to answer only rudimentary questions.	Does not have grasp of information; student cannot answer questions about subject.
Organization	Presents information in logical, interesting sequence which audience can follow.	Presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student randomly jumps between topics.	Audience cannot understand presentation because there is no sequence of information.
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more misspellings and/or grammatical errors.

ANSWER KEY

REACH THE TOP

PAGE 42

1. SUPER
2. SCIENCE
3. SUPER
4. SUPER
5. SUPER
6. SCIENCE
7. SUPER
8. SCIENCE
9. SCIENCE
10. SCIENCE
11. SCIENCE
12. SUPER
13. SUPER
14. SCIENCE
15. SCIENCE

GLOSSARY

Conclusion	the end of an event or process; discusses the overall results of an experimental procedure
Design	an arrangement of lines or shapes created to form a pattern or decoration
Effect	a change which is a result or consequence of an action or other cause
Luck	a success or failure apparently brought by chance rather than through one's own actions
Objective	a thing aimed at or sought; a goal
Opening	a beginning; an initial part
Planning	the process of thinking of activities to achieve a goal
Presentation	a speech or talk in which a new product, idea, or piece of work is shown and explained to an audience
Visual	the use of pictures or illustrations to describe a word/group of words

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