

# Homeroom Guidance

Quarter 1 – Module 1:

I am Responsible



## Homeroom Guidance Self-learning Module – Grade 2

Quarter 1 Module 1: I am Responsible

2020 Edition

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# Homeroom Guidance Grade 2

## Quarter 1 – Module 1:

### I am Responsible

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#### Gabay sa Magulang/Tagapag-alaga

Isinulat ang modyul na ito upang gabayan ang inyong anak na linangin ang kaniyang aspetong pansarili at pakikipagkapuwa, akademiko at karera. Dinisenyo ito para sa *distance learning* o alternatibong pamamaraan ng pagkatuto na hindi nangangailangan ng pisikal na presensya sa paaralan, bilang tugon sa direktiba sa pag-iingat laban sa pandemyang COVID-19.

Malaki ang gampanin ng mga magulang upang mapagtagumpayan ang mga gawaing nakalatag dito. Kakailanganin ng mag-aaral ang inyong patnubay at gabay sa mga gawaing nakapaloob dito. Kung kaya, hinihingi ng Kagawaran ang inyong suporta upang mapagtagumpayan niya ang mga hamon sa buhay, maisakatuparan ang mga inaasahang gawain at higit sa lahat, matutuhan ang mga kasanayan sa buhay na kailangan nilang taglayin sa yugtong ito.

Basahin ang mga tagubilin, katanungan (Processing Questions) at nilalaman ng bawat bahagi ng modyul na ito kasama ang mag-aaral.

**Gawain 1.** Pagtugon sa mga kagamitan na kakailanganin sa pagbuo ng gawain.

**Gawain 2:** Pakikibahagi sa pagbibigay ng karapatan at responsibilidad bilang isang bata.

**Gawain 3:** Pagpapalawak sa mga konsepto kung sakaling hindi ito nauunawaan ng mag-aaral.

**Gawain 4:** Paggabay sa pagguhit at pagsasagawa ng naayon sa nakasaad sa direksiyon.

**Gawain 5:** Pakikibahagi sa pagtugon ng mga natutunan ng mag-aaral upang maisakatuparan ang layunin ng gawain.

**Gawain 6:** Paggabay sa pagguhit at pagbuo ng simbolo nang ayon sa kaniyang naiisip at nararamdaman upang mapagtagumpayan ang gawain.

Makatutulong ang araling ito na maunawaan niya ang kaniyang mga karapatan at responsibilidad, at magamit ito upang mapalawak ang kaniyang kakayahan. Siguraduhing maipapasa niya ang kaniyang sagutang papel sa petsa at oras na itinakda ng kanyang gurong-tagapayo.

## Introductory Message

For the learner:

In this module, you will be guided in identifying your likes, dislikes, talents, and interests, as well as your basic rights as a child.

As you go through the different activities, you will realize that as you grow older, you will learn simple tasks at home and in school which will make you a more responsible and obedient child.

The module has six interactive activities for you to follow, namely:

**Let's Try This** – which will help you get ready to learn;

**Let's Explore This** – which will guide you towards what you need to learn;

**Keep in Mind** – which will give you the lessons that you need to learn and understand;

**You Can Do It** – which will help you apply the lessons learned in daily activities;

**What I Have learned** – which will test and evaluate your learning;

**Share Your Thoughts and Feelings** – which will help you express your thoughts, opinions and feelings.

Make sure to read, think, follow, and enjoy every task that you are asked to do.

Have fun! Stay safe and healthy!

# MODULE

# 1

## I AM RESPONSIBLE



### Learning Objectives

At the end of this module, you are expected to:

1. enumerate some basic rights and responsibilities of a child;
2. classify the tasks as responsibility or right;
3. name your hobbies and interests;
4. describe the physical and social changes that happened to yourself as a learner; and
5. tell the results of your actions.

**Period:** Week 1 and 2 of 1st Quarter

**Suggested Total Time Allotment:** 120 minutes

### Materials Needed:

clean sheet of paper

newspaper or any similar resources around your place

crayons

pencil

glue or paste



## **Introduction**

This module is designed to help you understand your rights and responsibilities as a child. By doing the activities, you will get to know your hobbies and interests. These are relevant to your rights and responsibilities. Try to see the changes in physical and social areas which will make you become a better person.



## **Let's Try This**

**Suggested Time Allotment: 30 minutes**

1. Look for materials that represent your household tasks during the community quarantine. It can be from newspapers and magazine. It can also be anything that is in your house.
2. Cut out at least three pictures from your materials. Paste these on a clean sheet of paper.
3. If there are no available materials, you can draw.
4. Answer the following questions.

### **Processing Questions:**

1. Which among your household tasks do you like the most?
2. Which among the tasks are hard to do?



## **Let's Explore This**

**Suggested Time Allotment: 30 minutes**

Talk to any of your family members about at least three (3) rights and three (3) responsibilities of a child. Write it down on a clean sheet of paper. Then, answer the questions below.

### **Processing Questions:**

1. After talking to your household members, do you now understand your rights and responsibilities?
2. Do you have these rights and responsibilities every day or once in a while?
3. Do you think it is important to know your rights and responsibilities? Why?



## **Keep in Mind**

**Suggested Time Allotment: 30 minutes**

Talk to your household member/s about your rights and responsibilities that you need to understand better.

Try to do the tasks listed below. Think if you are enjoying the rights of a child.

As we do our rights and responsibilities every day, we see changes in our physical body and the way we relate with people. These changes help improve as a person.

To help you better understand the topic, read the following:

- **Responsibilities** are the given tasks that you need to do.
- **Household Chores** are tasks at home (could be assigned or initiated).
- **Rights of a Child** are the things that a child should enjoy as stated in the law.
- **Social Change** is a change in your ability to relate with others.
- **Physical Change** is a change in the body.

**Sample responsibilities and tasks that can be given to a child:**

- Wipes the table
- Sets the table
- Waters the plant
- Fixes the bed
- Takes a bath
- Does class assignment
- Sweeps the floor
- Puts the clothes in the closet
- Brushes teeth
- Keeps the room clean and orderly
- Wears face mask and face shield when going out of the house



## **Rights of a child**

- To be born
- To have a name
- To have a family
- To have a home
- To eat nutritious food
- To play
- To study
- To be free from harm
- To be safe and protected

## **Physical Change**

- Growth of hair
- Presence of permanent teeth
- Gain weight
- Strong muscles
- Increase in height

## **Social Change**

- Learning what is right and wrong
- Enjoying being with friends
- Improving communication with family

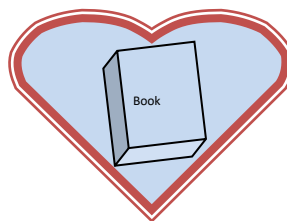


## You Can Do It

**Suggested Time Allotment:** 10 minutes

Copy this activity on a clean sheet of paper. Inside the shape, draw something that represents the statement below. Using your blue crayon, color the whole shape with **blue** if it is a **RIGHT**; and use **green** crayon if it is a **RESPONSIBILITY**. Then, answer orally the questions below.

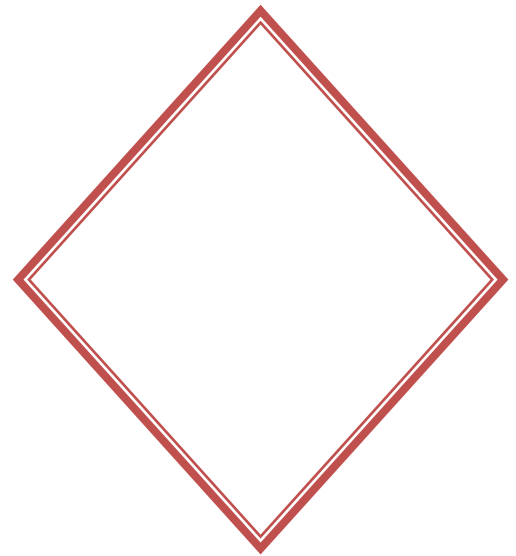
Example:



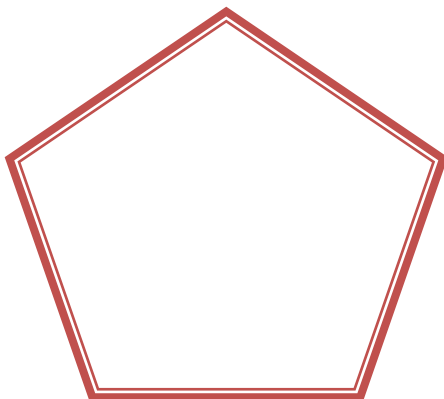
I read books



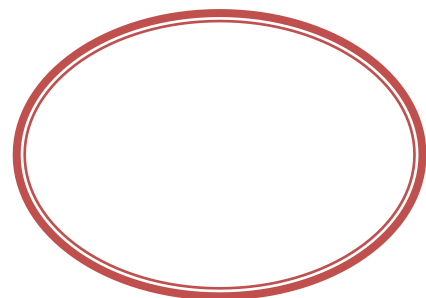
I sweep the floor



I eat fruits.



I brush my teeth



I stay at home.

### Processing Questions:

1. Was it easy for you to differentiate rights from responsibilities?
2. Why is it important to know the difference between the responsibilities and rights of a child?



### What I Have Learned

**Suggested Time Allotment: 10 minutes**

Share to one of your household members the lessons you learned from this module. Take note of his/her reaction. Then, on a clean sheet of paper, copy and answer the paragraph below.

I have learned that \_\_\_\_\_. I shared it  
to my \_\_\_\_\_. He/She said that I  
am \_\_\_\_\_.



### Share Your Thoughts and Feelings

**Suggested Time Allotment: 10 minutes**

On a clean sheet of paper, draw an object that shows the good side of enjoying your rights and the responsibility that matches it. Copy and complete the sentence below.

(draw your symbol here)

“My symbol means that I take responsibility of being

”

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**For inquiries or feedback, please write or call:**

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