



2E- EDUC - 3 - Principles and Methods of Teaching

SY 2025-2026 Term 1

Worksheet #3 – New Literacies / 21st Century Skills and Awareness of the Current World Problems in Relation to the 17 UN SDGs : Entry Point for Integration into the School Curriculum (as Framework for “Project Work/Developing Creative and Integrated Lesson Plans)

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Date submitted: August 31, 2025

Part 1. Directions

- Reflect on the New/21st Century Literacies (i.e. Multicultural and Global Literacy, Media Literacy, Cyber/Digital Literacy, Social Literacy, Financial Literacy, Ecological Literacy, Arts and Creativity Literacy, and Science Literacy).
- Do honest self- assessment on how you perceive you possess the knowledge, awareness and skills of the new / 21st Century literacies.
- Rank/ order your top 3 new literacies you perceived you are Strong at and top 3 new literacies you perceived you are Weak at. Give justifications or reasons for your assessment.

A. My Perceived Three Strong and Three Weak New/21st Century Literacies

| Top 3 Strong New Literacy/ 21 st Century Literacies | | Top 3 Weak New literacy/21 st Century Literacies | |
|--|---|---|---|
| 21 st Century Literacy | Justifications/ Reasons | Literacy | Justifications/ Reasons |
| Cyber/Digital Literacy | I have been spending lots of time in the internet, getting familiarity over the different digital spaces, digital cultures and other dangers it posses. | Financial Literacy | Compared to my colleagues who are well versed on financial investments, I have felt that I was way behind to them. As of the moment, my techniques in propagating my money is limited, as I only intend to upskill and find a work with decent pay, save along the process, and hopefully retire with sufficient pension. Other than that I |



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| | | | don't have any plans. |
| Social Literacy | Garnering a socio-active upbringing from my undergraduate university where most faculties has Marxist upbringing has helped me to be more aware and social attuned to the issues our society face today, especially to the working class. | Multicultural and Global Literacy | I have encountered students from Igorot, Ifugao, and from various religious backgrounds such as Islam from my previous work. And there are times they correct me as some of the information presented on textbooks and reputable sources that I discuss can be still less accurate in portraying their culture and explaining it to people who aren't part of their culture. |
| Arts and Creativity Literacy | I have been an avid consumer of forms of arts and literature, especially since the emergence of social online platforms where there is a instantaneous cultural, art, and literary exchange across the internet. | Ecological Literacy | While I am currently aware of issues regarding climate justice, I feel like my viewpoint is still limited on certain things regarding the said topic. As of the moment, I view climate crisis as a product of irresponsible over-production driven by capitalism, but it would be better if I use different other perspectives than a Marxist one. |

1. What are the benefits of knowing your strong and weak new literacies /21st century literacies?

It can help me to **reflect on what literacies I need to improve** upon in order to meet the demands of our ever-changing society. As future professional teachers, we are expected not only to know all of these literacies but to guide future generations to **uphold and inculcate these literacies to our student** in order to make our future more sustainable and keep it grounded towards the direction that benefits the common good.





B. Looking at the Philippine National Problems/Issues in the Perspectives of New Literacies for Integration in the School Curriculum

| New/21 st Century Literacies | Current problems and issues associated /related to the new literacies in the country today | List of the Most Suitable School Subjects or Topics as entry points for integration | Suggested possible Actions/ Teaching and Learning Approaches/Methods/Strategies (as ways of integration) to address the identified problems |
|--|---|---|---|
| Globalization and Multicultural Literacy | Lack of appreciation on marginalized and less mainstream cultures (i.e. Muslims, tribal communities across the country). | Elementary and Secondary Level – Araling Panlipunan | If there are members from the marginalized communities, they will be requested to give a week of guided sharing to the class regarding their traditions, foods, and stories. If there aren't, the school can invite guest speakers from the marginalized communities. |
| Media Literacy | AI generated contents being assumed as an authentic content on public spaces. | Senior High School Level – Media Information Literacy | They will be asked to do activities where they will distinguish authentic vs. AI-generated contents, as well as prove that certain contents are authentic by fact-checking tools accessible to the class. |
| Cyber/Digital Literacy | Scam recruitments, where aspiring OFWs fall for faceless, nameless, and non-registered recruiters who ends up being recruited in scam hubs overseas | Elementary and Secondary Level – Technology and Livelihood Education Tertiary Level – The Contemporary World | They will be asked to read basic laws, regulations, and relevant memorandums and official statements regarding how a recruiter agency gets duly recognized by the Department of Migrant Workers and the exact hiring process of a duly mandated recruitment agency for overseas employment. |
| Social Literacy | How the Job Order and Contract of Service work arrangements not only doesn't serve the interest of the | Secondary Level – Araling Panlipunan Tertiary Level – The Contemporary World | The class will arrange an opportunity to meet with labor unions or organizations advocating worker's rights and to talk regarding the issues surrounding JO and COS workers. |



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| | working class but also how unconstitutional it is | | |
| Financial Literacy | Rampant use of gambling as a means of earning money instead of a stable job | Senior High School Level – Math (especially Statistics and Probability), Entrepreneurship | <p>The Statistics and Probability teacher can integrate concepts of probability like “rare event rule” of how a seemingly impossible chance can be safely considered and generalized as impossible in terms of concepts surrounding probability (lottery, slot machines, etc.)</p> <p>The teacher can also ask the students to create a sustainable business plan for a local small-scale business that students can afford to start.</p> |
| Ecological Literacy | How waste segregation practices are generally disregarded in Filipino communities | Elementary and Secondary Level – Science, Values Education | The students can be asked to make an activity as they audit what kind of trashes do their household generate and to document how they integrate lessons regarding waste segregation to their daily lives as a performance task. |
| Arts and Creativity Literacy | Lack of a national supported entertainment industry, mirroring South Korean government’s effort to boost the economy through local entertainment | <p>Elementary and Secondary Level – MAPEH, Araling Panlipunan</p> <p>Tertiary Level – The Contemporary World</p> | The teacher can invite a local musician, artist, or filmmaker to spearhead a workshop where it can showcase the skills of the guest speaker as well as hone the skills of the students as the guest speaker reflects on his experiences as an artist in the show business industry in the Philippines. |
| Science Literacy | Lack of funding on science initiated projects and start-up companies related to agriculture | Elementary and Secondary Level – Technology and Livelihood Education, Science | The school can host science fair events fostered on agricultural advances as they invite farmers and technology investors to improve the agricultural technology in the country. |





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1. Why is it important to be aware of the current problems today in relation/inherent to the new literacies?

These literacies are relevant in today's living that we should make an effort to raise our awareness into it. **Being aware of these issues can possibly stir proactive actions not only for the teachers who will present these issues but also to the learners who will realize these issues.** The problems I have offered above, which ranges from seemingly simple misfortunes all the way to social systemic issues, are being experienced by a typical Filipino individual or family. If the students realize that these issues might be affecting them directly or indirectly, it can serve as a wake up call to everyone. By also raising awareness to our student regarding the issues that some of the people in our society experience, we can **somewhat indirectly shape the future generation leaders of our country, our learners**, to be attuned to these mundane yet problematic issues we face as a country.

2. What do you think are the challenges, problems or concerns that you will encounter teaching or integrating the new /21st century literacies in your lessons?

Given that each of the learners came from diverse backgrounds, they might form certain beliefs and have formulated a distinct head spaces regarding the issues I am presenting to them. Given that most of these issues are leading and extremely opinion oriented (e.g. JO and COS are not only unconstitutional but also unethical to my moral standards), **my beliefs and opinions that I have with these issues might be met by my students with skepticism or with complete, if not violent, disagreements.** If I encounter this, I will remind them that discussions within the academic institution can serve as a safe space where we not personally attack the individuals with differing opinions but instead focus on arriving at a much more informed opinions on the matter. Some also **might not be as interested with some of the issues I presented given that some might not be affected with such issues**, but with a masterful and captivating presentation of these issues, the teacher can instill interest to everyone even when the topic doesn't seem to be apparently relevant to their lives.

Part 2. Direction:

1. Study very well and understand the concept of Sustainable Development and the 17 United Nations Sustainable Development Goals(SDGs) from different sources such as

<https://sdg.neda.gov.ph/sdgs/>

<https://www.youtube.com/watch?v=Vo6k2rRhXTU/>

[https://www.youtube.com/watch?v=TU-ijw4dLzo, /](https://www.youtube.com/watch?v=TU-ijw4dLzo,/)

<https://www.youtube.com/watch?v=FRZiXdL30d4>

2. Be aware of the Philippine Development Plan 2023-2028 at this link:

<https://www.youtube.com/watch?v=zt7pNmDnF98>

3. Individually accomplish the tables below and upload in ePNU.

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Brief Information on SDGs?

The Sustainable Development Goals (SDGs) are also known as the Global Goals. The SDGs are new, universal set of goals, targets and indicators that UN member states will be expected to use to frame country agendas and policies over the next 15 years. It consists of 17 goals, 169 targets and 232 unique indicators. The SDGs is a comprehensive set of goals recognizing the connections between the people and the planet, comprised of 169 targets, integrated and indivisible to balance the three dimensions of sustainable development: the economic, social and environmental.

There are 244 indicators listed in the final indicator. However, since nine indicators repeat under two or three different targets, the actual total number of individual indicators in the list is 232.

LEAVE NO ONE BEHIND. This is what guided world leaders of 193 countries to solving the globe's most pressing problems of today.

Poverty. Hunger. Inequality. Climate Change. The Millenium Development Goals (MDG) were on its 15-year deadline, and although it was a success, people knew that there was a need to continue the legacy of the MDG and build on a more sustainable future—not only for the generation today, but for the future generations to come.

As a result, the United Nations, along with 193 countries of different backgrounds and cultures, adopted the 2030 Agenda for Sustainable Development, with 17 SDGs at its core.

The phrase Leave No One Behind was the guiding principle for these goals, and was actually the official motto set by the United Nations. The SDGs was meant to be inclusive, for everyone. It was meant to provide a comprehensive roadmap—a guide for us to achieve the future we want. A future where everybody is able to have food in their tables with their families, a future where employment is attainable to everyone, and a future where citizens do not live on less than \$1.25. A future where our natural resources are taken care of. This is the future we want.

The Philippine Development Plan (PDP) is the blueprint of the government where priorities of the political leadership are translated into policy and strategy framework and, then, into programs and projects. From policy to action, the PDP reflects all of the 17 SDGs. The integration of the SDGs in the PDP is essential, as this document serves as a guide to the national budget planning and appropriations (which goes through Congressional Budget Hearings). It is worth noting that actions taken to achieve the SDGs should be viewed as complementary, if not concurrent, activity with the implementation of the PDP.

The Philippine Development Plan 2023-2028 is a plan for deep economic and social transformation to reinvigorate job creation and accelerate poverty reduction by steering the economy back on a high-growth path. This growth must be inclusive, building an environment that provides equal opportunities to all Filipinos, and equipping them with skills to participate fully in an innovative and globally competitive economy.



ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

First, the bad news on education. Poverty, armed-conflict, and other emergencies keep many, many kids around the world out of school. In fact, in developing regions, kids from the poorest households are four times more likely to be out of school than those of the richest households. Now for some good news. Since 2000, there has been enormous progress on the goal to provide primary education for all children worldwide. The primary school enrollment rate in developing regions reached 91%. By measures in any school, that's a good grade. Now, let's get an even better grade for all kids and achieve the goal of universal primary and secondary education, affordable vocational training, access to higher education, and more.

BY 2030:

Targets: By 2030

- 1. Ensure that all girls and boys complete free, equitable and quality primary and secondary education** leading to relevant and Goal-4 effective learning outcomes





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2. **Ensure that all learners acquire the knowledge and skills needed** to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
3. **Substantially increase the supply of qualified teachers**, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states
4. **Ensure equal access for all women and men** to affordable and quality technical, vocational and tertiary education, including university
5. **Substantially increase the number of youth and adults** who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
6. **Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable**, including persons with disabilities, indigenous peoples and children in vulnerable situations
7. **Ensure that all youth and a substantial proportion of adults**, both men and women, achieve literacy and numeracy
8. **Build and upgrade education facilities** that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
9. **Substantially expand globally the number of scholarships available to developing countries**, in particular, least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

A. Looking at the Philippine National Problems /Issues in the Perspectives of United Nations 17 Sustainable Development Goals

| SDG # and Title | List of Related Current Problems /Issues /Challenges Faced by our country today | List of the Most Suitable Subjects (2 or 3 subjects) and Topics/Sub-Topics as entry point for integration in the school curriculum/lesson planning | List of the Most Suitable 21 st Century Literacy (high occurrence and high probability for an integration) |
|-----------------|---|---|---|
| #1- No Poverty | Assessing the effectiveness of 4Ps in alleviating poverty | Araling Panlipunan, Entrepreneurship | Financial Literacy |
| #2- Zero Hunger | Food waste is so rampant in the urban communities | Science, Technology and Livelihood Educ. | Ecological Literacy |





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| #3- Good Health and Well-being | Access to decent state-funded medical services regardless in urban or remote rural areas | Science, MAPEH (Health) | Science Literacy |
| #4- Quality Education | Reports from intercountry assessments point a weak reading comprehension among PH students | English, Filipino | Cyber/Digital Literacy (use of technology to promote literacy), Media Literacy |
| #5- Gender Equality | Stigmatization of men's mental health | Edukasyon sa Pagpapakatao, Personal Development, MAPEH (Health) | Social Literacy |
| #6- Clean Water and Sanitation | Issues surrounding certain water service providers | Science (how is water sourced and distributed), Araling Panlipunan, Values Education (ethics of non-responsive water service providers) | Science Literacy, Social Literacy |
| #7- Affordable and Clean Energy | Electricity providers are still monopolized by private enterprises | Science (how electricity is generated and distributed), Araling Panlipunan, Values Education (ethics of private enterprise monopoly), The Contemporary World | Science Literacy, Social Literacy |
| #8 – Decent Work and Economic Growth | Constitutionality of JO and COS workers | Araling Panlipunan, Edukasyon sa Pagpapakatao, Values Education | Social Literacy |
| #9 – Industry, Innovation and Infrastructure | Poor government supports on agricultural workers, technology, crop preservation facilities, farm-to-market roads, etc. | Technology and Livelihood Education, Araling Panlipunan | Science Literacy |
| #10- Reduced Inequalities | Some working adolescents and young adults couldn't still afford | Araling Panlipunan, Edukasyon sa Pagpapakatao | Social Literacy |



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| | to send themselves to public education | | |
| #11- Sustainable Cities and Communities | Ghost flood control projects impacts the usability of roads on extreme rainy weather | Science (how flood control systems works and its importance), Araling Panlipunan (how ghost flood control projects are products of corruption) | Ecological Literacy, Social Literacy |
| #12 – Responsible Consumption and Production | Promoting upcycling over recycling as a sustainable way of disposing trash | Technology and Livelihood Education, Science | Ecological Literacy, Science Literacy |
| #13 – Climate Action | Revitalizing discourses on the proposed Bataan nuclear energy power plant | Science, Araling Panlipunan (history of places with successful/failed nuclear power plants) | Science Literacy |
| #14- Life Below Water | China's practices of leveling (as in destroying) the marine ecosystem in contested territories around South China Sea / West PH Sea | Science, Araling Panlipunan | Multicultural and Global Literacy |
| #15- Life on Land | Rampant illegal (and even <i>legal</i>) mining practices ruining habitable communities relying on natural resources for daily sustenance | Science, Araling Panlipunan, Values Education (a discourse on how mining positively impacts our economy but devastates mined communities) | Ecological Literacy, Social Literacy |
| #16- Peace, Justice and Strong Institutions | Victims of extrajudicial killing during Duterte's presidency | Araling Panlipunan, Edukasyon sa Pagpapakatao, Politics and Governance | Social Literacy |
| #17- Partnership for the Goals | Strengthening the alliance of neighboring Southeast Asian Countries instead of other imperialistic countries | Araling Panlipunan, Edukasyon sa Pagpapakatao | Multicultural and Global Literacy |



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Answer briefly.

1. Why do you think it is important to integrate the concept of Sustainable Development and Sustainable Development Goals (SDGs) in the school subjects/curriculum/lesson planning?

As far as I know, the UN SDGs are a product of series of scientific papers built from inter country efforts and discussions throughout the years on how to build a sustainable communities to improve human conditions on a small and large scales. Given that these are evidence-based goals aimed in helping developing countries like the Philippines, we can help our education system to **lead our learners to scientific, systematic, and empirical ways on how to turn our developing country into a developed one sustainably**. We don't have to adopt a "trial-and-error" ways of determining how to turn our country into a developed country sustainably.

2. What do you think are appropriate teaching approaches, methods or strategies that teachers could use to integrate the SDGs in the school subjects/curriculum/lesson planning? Please specify.

If ever the teacher encounters a specific topic that can be relevant to any goals outlined by the UN, they can offer a **case analysis or discussion of a specific community (whether a country, a city within a country, or a small remote community)** who has already championed such goals within their daily living and let the learners reflect on how aiming for such goals and actually realizing it can be beneficial and sustainable to the residents of the community. As the teacher models the ideal community to the learners, it can stir up motivation for students to exert efforts in attaining such goals as soon as they grow up to be professionals and leaders of our country.

3. What do you think are the challenges, problems or concerns that you will encounter in integrating SDGs in your lessons? Be specific of the SDG and provide examples.

The main challenge I foresee in integrating the UN SDGs is the **gap between the long-term, global ideals of the SDGs and the immediate, survival-oriented realities of the learners**. I have encountered many students from my 6 years of teaching where they are caught in a survival mindset; for them, the primary goal of education is to secure a job and a steady paycheck. It's difficult to prioritize abstract concepts like "sustainable societies" when faced with the question of "*Where can I get food for tonight's dinner?*" or worse, "*Will I have the luxury to afford to eat something today?*" So while they can agree with me as I discuss how good and realistic we can achieve sustainability if we only aim for these goals religiously, their priority is to secure a job that make ends meet despite how the job is unsustainable for them in the long run.

Submitted to:
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