

Balilihan's Cultural Heritage

LESSON EXEMPLAR – LESSON 4

Key Concepts/Understandings to be developed:

OBJECTIVES	
At the end of the lesson, students are expected to:	
a. Knowledge:	Describe examples of Balilihan's cultural heritage, classify them into appropriate categories (natural, built, movable, or intangible), and explain their significance to the community's identity.
b. Skills:	Promote Balilihan cultural heritage through a short and informative presentation incorporating visual aids/PowerPoint presentations.
c. Attitude:	Demonstrate an increased appreciation for the value and importance of preserving Balilihan's cultural heritage.
d. Values:	Establish a commitment to responsible stewardship of Balilihan's cultural heritage in recognizing its significance for future generations and their role in its preservation.
LEARNING CONTENT/TOPIC	
Balilihan's Cultural Heritage	
LEARNING RESOURCES	
Instructional Materials: <i>Balilihandumanan</i> app, smartphone, TV, laptop, PowerPoint presentation, reference books and websites	
PRESENTATION AND DEVELOPMENT OF LESSON	
A. Time/Duration/ Day	1 hour – Day 1
B. Activity/ Strategy (10 minutes)	<ul style="list-style-type: none">❖ The teacher will share a brief trivia about cultural heritage and its types/categories.❖ MOTIVATION: Uncover Balilihan's Treasures Navigate the <i>Balilihandumanan</i> app (Activities) titled "Uncover Balilihan's Treasures" which

	<p>shows a series of photos showcasing different cultural heritages in Balilihan. For each photo, they will guess the name of the heritage/cultural asset and describe whether it is tangible or intangible with its category.</p>
<p>D. Analysis (10 minutes)</p>	<ul style="list-style-type: none"> ❖ GUIDED QUESTIONS: The teacher will ask the following guided questions to the class based on their understanding and reflection on the activity: <ol style="list-style-type: none"> 1. Did you learn anything new about Balilihan's cultural heritage during the activity? What surprised you? 2. Did you find it easier to identify tangible or intangible heritage? Why do you think that is? ❖ GROUP PRESENTATION <p>Each group will present and promote their chosen heritage to the class using a PowerPoint presentation or visual aid based on their assignment from the previous meeting.</p> <p>They will be given a maximum of three (3) minutes of their presentation.</p>
<p>E. Abstraction (10 minutes)</p>	<ul style="list-style-type: none"> ❖ The teacher will ask the following reflective questions based on their group presentation: <ol style="list-style-type: none"> 1. How are these Balilihan cultural heritages currently being preserved? What are the challenges in its preservation? 2. How can we help preserve Balilihan's cultural heritage for future generations? What are some personal actions we can take? ❖ The teacher will facilitate a brief discussion in the Balilihandumanan app (Balilihan Cultural Heritage) on the following topics: <ol style="list-style-type: none"> a. Significant Cultural Heritage Assets in Balilihan (Spanish Belfry, Balilihan Churches, Plaza Rizal, Kawasan Falls, and Sumad Festival)

	b. Other cultural heritage assets in Balilihan
F. Application (10 minutes)	<p>❖ DESIGN A PROGRAM OUTLINE – 2028 Sumad Festival: Balilihan’s Bicentennial Celebration</p> <p>In a group, create your proposed detailed one-week program (Day 1 to Day 7) for the 2028 Sumad Festival, commemorating Balilihan’s 200th anniversary. Use a timeline format including specific activities, dates, and a clear objective for each activity.</p>
G. Assessment (10 minutes)	❖ Posttest
H. Assignment (5 minutes)	<p>❖ REFLECTION: Answer the following questions:</p> <ol style="list-style-type: none"> 1. What have you learned from the overall experiences of the Balilihons from its history? 2. Describe the history of Balilihan in one word. Why?
I. Concluding Activity (5 minutes)	<p>➤ Summarization of the lesson discussed</p> <p>➤ Open forum for questions and clarifications</p>