

## **Balilihan in the Postwar Era and Beyond**

### **LESSON EXEMPLAR – LESSON 3**

Key Concepts/Understandings to be developed:

<b>OBJECTIVES</b>	
At the end of the lesson, students are expected to:	
a. Knowledge:	Understand and identify significant events shaping the municipality and explain the meaning of its official municipal flag, logo, hymn, and symbols.
b. Skills:	Create a visual representation of their aspirations for Balilihan's future through a poster.
c. Attitude:	Recognize the social, economic, and political development of Balilihan's community and the symbolism of its official municipal representations and community projects to demonstrate an appreciation for its resilience and progress.
d. Values:	Develop a sense of pride and responsibility towards the continued development and betterment of Balilihan.
<b>LEARNING CONTENT/TOPIC</b>	
Balilihan in the Postwar Era and Beyond	
<b>LEARNING RESOURCES</b>	
Instructional Materials: <i>Balilihandumanan</i> app, smartphone, TV, laptop, PowerPoint presentation, reference books and websites	
<b>PRESENTATION AND DEVELOPMENT OF LESSON</b>	
A. Time/Duration/ Day	1 hour – Day 1
B. Activity/ Strategy (5 minutes)	❖ <b>MOTIVATION:</b> Exploring Balilihan's Hymn  To truly appreciate the Balilihan hymn, "Balilihan sa Kahangturan," listen with an open mind and heart, paying close attention to the words and their meaning.

D. Analysis (15 minutes)	<ul style="list-style-type: none"> <li>❖ GUIDED QUESTIONS: As they have listened to the municipal hymn, the teacher will ask the following guided questions:               <ul style="list-style-type: none"> <li>a. What emotions are expressed in the hymn, and what parts of the lyrics touch you most deeply?</li> <li>b. What is the overall message or purpose of the hymn?</li> </ul> </li> <li>❖ BALILIHAN HENYO Game (Pinoy Henyo adaptation)</li> </ul> <p>A photo of a municipal symbol is flashed on the TV screen at the back of the guesser. The goal of the game is to correctly guess the name in the photo in under one minute. The word-guesser must ask a series of deductive questions that become more specific over time, while the other player must reply with “Oo” (yes), “Dili” (no), or “Pwede” (maybe/possibly). The team with the fastest time to guess will be the winner.</p> <p>After the game, the teacher will reveal that the photos guessed are all municipal symbols.</p>
E. Abstraction (10 minutes)	<ul style="list-style-type: none"> <li>➤ The teacher will facilitate the discussion in the <i>Balilihandumanan</i> app (Balilihan in the Postwar Era and Beyond) on the following topics:               <ul style="list-style-type: none"> <li>a. Balilihan during the Postwar Period</li> <li>b. Balilihan Today</li> <li>c. Balilihan’s Municipal Identity</li> </ul> </li> <li>➤ After exploring Balilihan’s history in postwar, current conditions, and its municipal identity, take some time for personal reflection. Consider these questions to deepen your understanding and connect the information to your own experiences and perspectives.               <ol style="list-style-type: none"> <li>1. How has Balilihan’s postwar recovery shaped its current situation? What continuities and changes do you observe between the past and the present?</li> </ol> </li> </ul>

	<ol style="list-style-type: none"> <li>2. How does Balilihan’s municipal identity (symbols, flag, official hymn, etc.) reflect its history and values?</li> <li>3. How has this learning experience broadened your understanding of Balilihan and its people? What new perspectives or insights have you gained?</li> </ol>
F. Application (10 minutes)	<p>❖ “SHOW AND TELL” ACTIVITY: The teacher will display the photo of the official municipal flag and logo/emblem of Balilihan. Learners will carefully observe the details.</p> <p>They will be facilitated by asking these guide questions:</p> <ol style="list-style-type: none"> <li>4. What colors are used in the design? What are the shapes and objects featured?</li> <li>5. What do you think these colors, shapes, and objects might represent?</li> </ol>
G. Assessment (10 minutes)	<p>❖ BALILIHAN 2075: A Collaborative Vision</p> <p>Working in groups, create a poster depicting your shared vision for Balilihan in the next 50 years. This poster should reflect your understanding of the community’s past development and project plausible future trends. They will use any color materials they choose to design for their poster creation.</p> <p>Then, each group will present their poster to the class, explaining their vision and the reasoning behind their choices.</p>
H. Assignment (5 minutes)	<p>❖ GROUP ASSIGNMENT</p> <ul style="list-style-type: none"> <li>➤ Choose four (4) heritages (one for each category) from Balilihan that fall into these categories: <ol style="list-style-type: none"> <li>a. Natural Heritage (landscapes or natural features)</li> <li>b. Built/Immovable Heritage (structures, buildings, or monuments)</li> <li>c. Movable Heritage (objects, artifacts, artworks, or traditional crafts)</li> <li>d. Intangible Heritage (traditions, practices, or knowledge systems)</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ Then, gather information about your chosen heritage and prepare a brief presentation (3 minutes) to promote and share your research with the class. Use visual aids like photos, drawings, or maps to enhance your presentation.</li> </ul>
I. Concluding Activity (5 minutes)	<ul style="list-style-type: none"> <li>➤ Summarization of the lesson discussed</li> <li>➤ Open forum for questions and clarifications</li> </ul>