

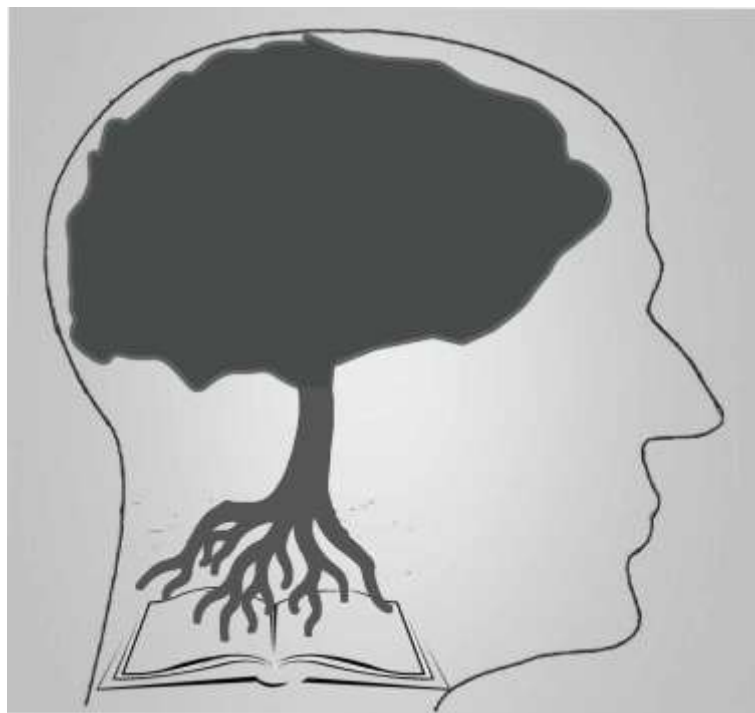
Government Property  
**NOT FOR SALE**

**SENIOR HIGH SCHOOL**

# **Introduction to the Philosophy of the Human Person**

**Module 1- Quarter 2**

**The Freedom of the Human Person**



**Department of Education • Republic of the Philippines**

**Introduction to the Philosophy of the Human Person**  
**Alternative Delivery Mode**  
**Module 1- Quarter 2 : The Freedom of the Human Person**  
**First Edition, 2020**

**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this book are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education

Secretary: Leonor Magtolis Briones, PhD

Undersecretary: Diosdado M. San Antonio, PhD

Assistant Secretary: Alma Ruby C. Torio, PhD

**Development Team of the Module**

<b>Author:</b>	Daryl H. Bao
<b>Content Editor:</b>	Carwin P. Murillo and Ivy O. Niñeza
<b>Language Editor:</b>	Cynthia M. Garrido
<b>Proofreader :</b>	Irish Joy Q. Nacua
<b>Illustrator/s:</b>	Shem C. Tayanes Jr. and Jayford F. Pajaron
<b>Layout Artists:</b>	Erwin Mark G. Poblete
<b>Development Team:</b>	
<b>Chairperson:</b>	Dr. Arturo B. Bayocot, CESO III <i>Regional Director</i>
<b>Co-Chairpersons:</b>	Dr. Victor G. De Gracia Jr. CESO V <i>Assistant Regional Director</i> Jonathan S. dela Peña, PhD, CESO V <i>Schools Division Superintendent</i> Rowena H. Para-on, PhD <i>Assistant Schools Division Superintendent</i> Mala Epra B. Magnaong, <i>Chief ES, CLMD</i>
<b>Members:</b>	Neil A. Improgo, <i>PhD, EPS-LRMS</i> ; Bienvenido U. Tagolimot, Jr., PhD, <i>EPS-ADM</i> ; Erlinda G. Dael, PhD, <i>CID Chief</i> ; Ferminia M. Labis, <i>EPS (Araling Panlipunan)</i> ; Celieto B. Magsayo, <i>LRMS Manager</i> ; Loucile L. Paclar, <i>Librarian II</i> ; Kim Eric G. Lubguban, <i>PDO II</i>

**Printed in the Philippines by**

**Department of Education - Alternative Delivery Mode (DepEd-ADM)**

Office Address: Masterson Avenue, Upper Balulang, Zone 1, Cagayan de Oro City,  
Cagayan de Oro, Lalawigan ng Misamis Oriental

Telefax: (02) 634 – 1054 or 634 – 1072

E-mail Address: [blr.lrqad@deped.gov.ph](mailto:blr.lrqad@deped.gov.ph) / [blr.lrpd@deped.gov.ph](mailto:blr.lrpd@deped.gov.ph)

# **Introduction to the Philosophy of the Human Person**

## **Module 1- Quarter 2 The Freedom of the Human Person**

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges and universities. We encourage teachers and other education stakeholders to email their feedback, comments and recommendations to the Department of Education at [action@deped.gov.ph](mailto:action@deped.gov.ph)

We value your feedback and recommendations.



## TABLE OF CONTENTS

	Page No.
Cover page	
Table of Contents	iv
Overview	1
General Instructions	1
Lesson 5: The Freedom of the Human Person	2
What I Need to Know	2
Lesson 1.1: What is Freedom?	3
What's In	3
What's New	4
Lesson 1.2: Elements of Freedom	5
What's More	6
What I Have Learned	7
What Can I Do	7
Assessment	8
Answer Key	9
References	10

# OVERVIEW

Good day learners! Congratulations on making it this far in Introduction to the Philosophy of the Human Person. We continue now with the next topic at hand, the Freedom of the Human Person. In this module, we will explore the concept of freedom and the different aspects connected to it. Further, we will examine different situations in our life wherein the importance of our choices is emphasized. Afterwards, we will test how far you have understood the lesson through short tests as well as reflective activities.

Specifically, this module consists of the following lessons:

- Lesson 1: What is Freedom?
- Lesson 2: Elements of Freedom

## GENERAL INSTRUCTIONS

### For the learners:

To be guided in achieving the objectives of this module, do the following:

1. Read and follow instructions carefully.
2. Write all your **ANSWERS** in your **PHILOSOPHY ACTIVITY NOTEBOOK**.
3. Answer the pretest before going through the lessons.
4. Take note and record points for clarification.
5. Compare your answers against the key to answers found at the end of the module.
6. Do the activities and fully understand each lesson.
7. Answer the self-check to monitor what you learned in each lesson.
8. Answer the posttest after you have gone over all the lessons.

### For the teacher:

To facilitate and ensure the students' learning from this module, you are encouraged to do the following (you may edit this part):

1. Clearly communicate learning competencies and objectives
2. Motivate through applications and connections to real life.
3. Give applications of the theory
4. Discuss worked-out examples
5. Give time for hands-on unguided classroom work and discovery
6. Use formative assessment to give feedback
7. Introduce extensions or generalizations of concepts
8. Engage in reflection questions
9. Encourage analysis through higher order thinking prompts
10. Provide alternative formats for student work
11. Remind learners to write their answers in their Philosophy Activity Notebook

# Lesson 5

## The Freedom of the Human Person



### WHAT I NEED TO KNOW?

When you woke up this morning, what did you do first? Did you wash your face? Took a bath? Or immediately walked towards the dining table for a hearty breakfast?

What made you do so? Who decided what you wanted to do? If your answer is yourself then you already have some practical application of freedom.

In this module, the learner will be able to:

- Realize that all actions have consequences.
- Evaluate and exercise prudence in choices
- Realize that choices have consequences and some things are given up while others are obtained in making choices
- Show situations that demonstrate freedom of choice and the consequences of their choices.
- 

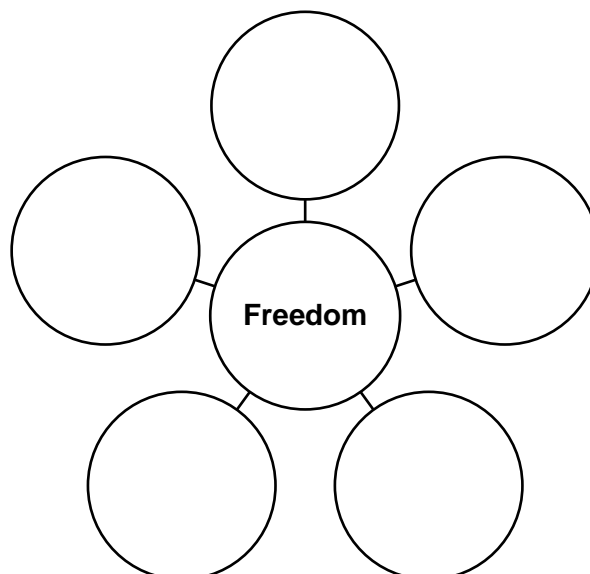


<https://www.cleanpng.com/free/waking->



### WHAT I KNOW

**INSTRUCTIONS:** Fill the graphic organizer below with what you know of the meaning of freedom.





# WHAT'S IN?

## Lesson 1.1: What is Freedom?

In our previous discussions about the human person, we have learned that a person must possess 4 qualities that validates him or her as a person namely: self-awareness, externality, dignity, and self-determination. Self-determination is the capability of the person to make choices and decisions based on their own preferences, monitor, and regulate their own actions and be goal-oriented and self-directed. It is in this self-autonomy that we, as human persons are free to choose whatever and whenever our wants and needs set us into and let us dictate the direction of which our life is heading. An important indication of human freedom is the ability to make choices and perform actions. Our freedom to act sets us apart from other beings.

Let's compare how animals and human persons behave to get a better understanding of freedom. We see some animals behave like human beings because they seem to perform actions in response to commands. A well-trained dog can perform certain tasks on command such as "stay" or "fetch" because it has been trained and conditioned to perform them. The same cannot be said about human beings. You cannot just approach a stranger, toss him or her a ball and say "fetch!" Surely, you will be embarrassed with curious and suspicious stares from that person. A person will not respond automatically to the command "fetch" because he or she is not conditioned to obey like a dog.

The human person does not experience the world in the same way that animals do. Animals act instinctively, meaning their actions are more like predetermined responses to certain stimuli. A person on the other hand, can choose the course of action to take when given incitement or faces with a certain situation. With us humans, our inherent freedom makes us very dynamic creatures and our actions do not necessarily follow a set pattern.

Freedom is categorized into three kinds:

### 1. Physical Freedom

This is the first type of freedom that comes into mind when talking about freedom. It refers to the absence of any physical restraint and the freedom of mobility to act and go whatever, whenever and wherever he or she pleases.

### 2. Psychological Freedom

It is also called the freedom of choice. The person is free to perform actions that he or she considers right and wise. A person is also free to act or not to act. Psychological freedom is innate and cannot be denied a person. No outside force or influence can compel a person to take action against his or her will.

### 3. Moral Freedom

This refers to using freedom in a manner that upholds human dignity and goodness. Freedom is not an object that a person may use in whatever way he or she pleases. A person becomes freer when he or she uses freedom well but becomes less free when he or she uses it in a bad way. Humans have a natural inclination for what is true and good and when a person uses his or her freedom to do acts that violate human dignity and goodness, he or she dehumanizes himself or herself and effectively negates human freedom.





## WHAT'S NEW?

Read and reflect on the situation below:

Bert was on his way home from school when unknowingly, he stumbled upon a wallet. It appears to be full of cash as well as several Identification Cards of the owner.

Bert knows he was short on the budget he needed to complete the school project he was working on and he could also spend some on new shoes.

Imagine that you are in his situation. Which among the situations pictured below will be your most truthful action?



<https://www.shutterstock.com/search/lost+wallet>



<https://www.shutterstock.com/search/lost+wallet>

Turn-in the wallet to the nearest police station and tell them what happened

Take the money and spend it on the things you need and want

Leave the wallet alone and continue walking home

Freedom gives us the choice to undertake one of these possible actions. It also enables us to come up with new choices. For example, some may take some of the cash before reporting it to the police to purchase their needs. The essence of freedom is that it does not confine our actions to those do set or expected by others; we can imagine our actions and decide to undertake them.

Now recall your answer and ask yourself why you chose to take that action. Reflecting upon your actions will enable you to know yourself better as a person. Your actions also determine to uphold human dignity and freedom. Having freedom, however, also entails certain responsibilities. It is possible for a person to diminish or deny a freedom through the choices that he or she makes.

Freedom requires a degree of control from the person who exercises it. A person becomes freer when he or she exercises control over himself or herself. On the other hand, a person becomes less free when he or she is no longer in control of himself or herself and is instead controlled by other forces. For example, persons suffering from addiction are less free because they are overpowered by their addiction to certain substances and can barely control themselves when presented with these things. People who act solely based on their emotions are also less free because they allowed themselves to be controlled by their feelings without any regard for ethical considerations. To lose control of oneself diminishes human freedom and dehumanizes the person.

“We are who we are because of the choices we make.” Life is a long journey, and, in this journey, we would likely face the same situations again and again. Every repeated choice that we make in the same scenario can develop into a habit. If this habit continues, it becomes one of your character traits.



## WHAT IS IT?

### Lesson 1.2: Elements of Freedom

What makes us Free?

How does Freedom shape our experiences?

There are two elements that define freedom. **Voluntariness** refers to the ability of a person to act out of his or her own free will and self-determination. This means that a person may decide to act or not to act, and these decisions are made of his or her own free will. Voluntariness also means that a person may act even if he or she is not required or called to act. Voluntary acts are free acts which can be assigned a corresponding moral value.

Let us analyze the following scenario and figure out how voluntariness was expressed in the situation.



<https://www.shutterstock.com/search/drowning+person>

Freddy was on vacation in a resort prior to graduating senior high school. He was relaxing on the poolside when he noticed two kids playing near the pool without their parents. He did not mind them since he knows there is an on-standby lifeguard in the area. After a short while Freddy heard a splash. When he looked, he saw both kids struggling to grasp for air desperately wailing their hands on the air to call for help. He immediately got up and headed for the Lifeguard tower but to his dismay, no one was there. Freddy knows he is not an expert swimmer, but he decides to rescue the children himself. He successfully secured both to the side of the pool.

Reflect on the actions and choices that were made in that situation. Why did the children play near the pool unsupervised? Why was the Lifeguard not there? Why did Freddy save them? Did Freddy have to save the two children whom he did not know at the expense of his own life? One can argue that he does not have the responsibility to save them since he is not a lifeguard. If he did that, what would be the result of his inaction? Would it be possible for other people to be heroic just like he did? What can you say about Freddy's actions? What do you think will be the result of his actions?

Whenever we decide to act, this results in a certain consequence. All human actions have consequences, and this affect not only the person who commits the action, but also other people in our surroundings. As a free being, the person must accept the consequences of his or her actions to take responsibility for them. The second element of freedom, **responsibility**, refers to the person being accountable for his or her actions and their consequences.

Taking responsibility can either mean a person will voluntarily taking responsibility for his or her own actions or being held responsible by other people. Whenever you know you committed a bad action, you can either voluntarily confess to it or other people will point it out and hold you responsible. Responsibility can also have a positive or negative meaning, and it goes hand in hand with voluntariness in determining the morality of an action.

The realization of voluntariness and responsibility in the exercise of our freedom give our actions and experiences a whole new meaning. We can now reflect on our actions to better understand them and guide us towards making the best possible decision.

Another reality that we must face as we exercise our freedom is the fact that freedom is experienced through the path of making choices. Although human freedom gives us the ability to think of countless decisions and possible actions, we only get to choose one of these possible actions or decisions. Having the ability to choose and to enact a course of action does not automatically mean that we should act every time. It is also possible that the choice not to take action may be an acceptable and moral choice in a given situation.

When we make the choice to do a particular action, we can never go back and redo our actions and make another choice. Real life is not a movie where we can stop and get a second take on the situation. Therefore, it is very important that when confronted with choices, we exercise caution and prudence and reflect on our possible courses of action.



## WHAT'S MORE?

**INSTRUCTIONS:** Answer the following questions briefly and straight to the point.

1. Why are voluntariness and responsibility important elements of freedom?
2. Is the choice of "doing nothing" a valid and moral choice? In what situations is this choice acceptable?
3. How can self-reflection aid you in exercising freedom and making choices?



## WHAT I HAVE LEARNED?

- \_\_\_\_\_ is an intrinsic and essential property of a person. The human person is by nature free and seeks freedom. Our freedom to act sets us apart from other beings.
- Freedom is also understood to be the power to create and define oneself. It is also rooted in the person's \_\_\_\_\_ and the exercise of intellect and free will.
- Having and exercising freedom requires certain responsibilities. Human action can either uphold or diminish freedom. A person becomes \_\_\_\_ free when he or she does not exercise control over his or her actions. Actions that diminish freedom also dehumanize a person.
- There are three kinds of freedom. \_\_\_\_\_ refers to the absence of physical restraint. \_\_\_\_\_ is the freedom of choice. \_\_\_\_\_ refers to the responsible use of freedom which upholds human dignity and goodness.
- The two important elements of human freedom are voluntariness and responsibility. \_\_\_\_\_ refers to the ability of the person to act out of his or her own free will and self-determination. \_\_\_\_\_ refers to the person being accountable for his or her actions and their consequences.
- Freedom is experienced through the act of making choices. It is therefore important for persons to exercise caution and \_\_\_\_\_ and reflect on possible courses of action in making decisions or doing actions.



## WHAT I CAN DO?

**INSTRUCTIONS:** Analyze the following situations. Give your recommendations on how the persons involved can exercise freedom more responsibly.

1. Julia's family is well-known for being wealthy and influential. However, her family faced hard times in the previous year. Her father's business closed, and they were forced to sell most of their possessions and live a much simpler life. Julia, however, wishes to maintain her image among her friends. She has resorted to borrowing money from relatives to keep up with her well-off barkada.

2. Mang Tony's meat stall has been very profitable these days. It turns out that he has been tampering with the weighing scales and has been selling less meat at increased prices. One time, some meat went stale and he decided to mix it with other fresh meat so he could still sell it.



## ASSESSMENT

**A. INSTRUCTIONS:** Identify the following. Place your answer on a separate piece of paper.

- \_\_\_\_\_ 1. This is the ability to make choices and perform actions and is an essential property of the human person.
- \_\_\_\_\_ 2. This is freedom from any physical restraint.
- \_\_\_\_\_ 3. This is the freedom of choice.
- \_\_\_\_\_ 4. This is the ability to act out of one's own free will and self-determination.
- \_\_\_\_\_ 5. This refers to the person being accountable for his or her actions and their consequences.

**B. INSTRUCTIONS:** Put a check beside the number of the statement which shows responsible use of freedom. Write your answers on a separate piece of paper.

- \_\_\_\_\_ 1. Instead of spending her excess allowance on a new pair of shoes, Reyna decides to open a bank account and start saving up for her future.
- \_\_\_\_\_ 2. Despite the threats made on his life, the witness decided to come forward and divulge important information regarding the crime he witnessed.
- \_\_\_\_\_ 3. A woman used the internet to humiliate her ex-boyfriend by spreading lewd photos of him on social media.
- \_\_\_\_\_ 4. Despite knowing that many of his clients were poor and desperate, a moneylender continues to impose very high interest rates on loans.
- \_\_\_\_\_ 5. A businessman did not accept a high-paying position in an overseas firm and instead decided to start his own business and spend more time with his family.



## ADDITIONAL ACTIVITIES

**INSTRUCTIONS:** Reflect on the following questions and write your answers on a separate piece of paper

- 1. In what way can you change or improve your behavior so that you will be better able to uphold human freedom?
- 2. What is the most significant decision that you have made in your life so far? Describe how this has affected you.

**Good Job!**

You have now finished this module. You may now proceed to the next one



## ANSWER KEY

**What I can do?**  
Rubric:  
Content – 15  
Coherence – 10  
Grammar - 5

**Additional Activities**  
Rubric:  
Content – 15  
Coherence – 10  
Grammar - 5

**What can I do?**  
1. Freedom  
2. Self-determination  
3. less  
4. Physical Freedom  
5. Psychological Freedom  
5. Moral Freedom  
6. Voluntariness  
7. Responsibility  
8. Prudence

**What's more?**  
Rubric:  
Content – 10  
Coherence – 7  
Grammar - 3

**Assessment:**  
A.  
1. Freedom  
2. Physical Freedom  
3. Psychological Freedom  
4. Voluntariness  
5. Responsibility  
B.  
1. ✓  
2. ✓  
3. —  
4. —  
5. ✓

**What I know?**  
-Varied words related to freedom

## REFERENCES:

Abella, R. (2016). Introduction to the Philosophy of the Human Person. 2016. C & E Publishing, Inc. Quezon City

Image: Girl Waking up in Bed. Retrieved from: [https://classroomclipart.com/clipart-view/Clipart/Home/girl-waking-up-in-the-morning-streching-in-bed-clipart\\_jpg.htm](https://classroomclipart.com/clipart-view/Clipart/Home/girl-waking-up-in-the-morning-streching-in-bed-clipart_jpg.htm)

Image: Man Finding Wallet on the Ground. Retrieved from: <https://www.shutterstock.com/image-vector/lost-wallet-224154025>

Image: Man Reporting to the Police. Retrieved from: [https://www.gograph.com/vector-clip-art/male-cartoon-police-officer\\_4.html](https://www.gograph.com/vector-clip-art/male-cartoon-police-officer_4.html)

Image: Man Picking-up lost Wallet. Retrieved from: <https://depositphotos.com/13950964/stock-illustration-cartoon-wallet-prank.html>

Image: Boy Running. Retrieved from: <https://www.clipart.email/clipart/fast-clipart-free-432828.html>

Image: Man, Rescues Drowning Children. Retrieved from: <https://www.shutterstock.com/search/water+rescue+child>

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

Department of Education – Division of Misamis Oriental Don A.  
Velez St., Cagayan de Oro City

Contact number: 0917 899 2245

Email address: [misamis.oriental@deped.gov.ph](mailto:misamis.oriental@deped.gov.ph)