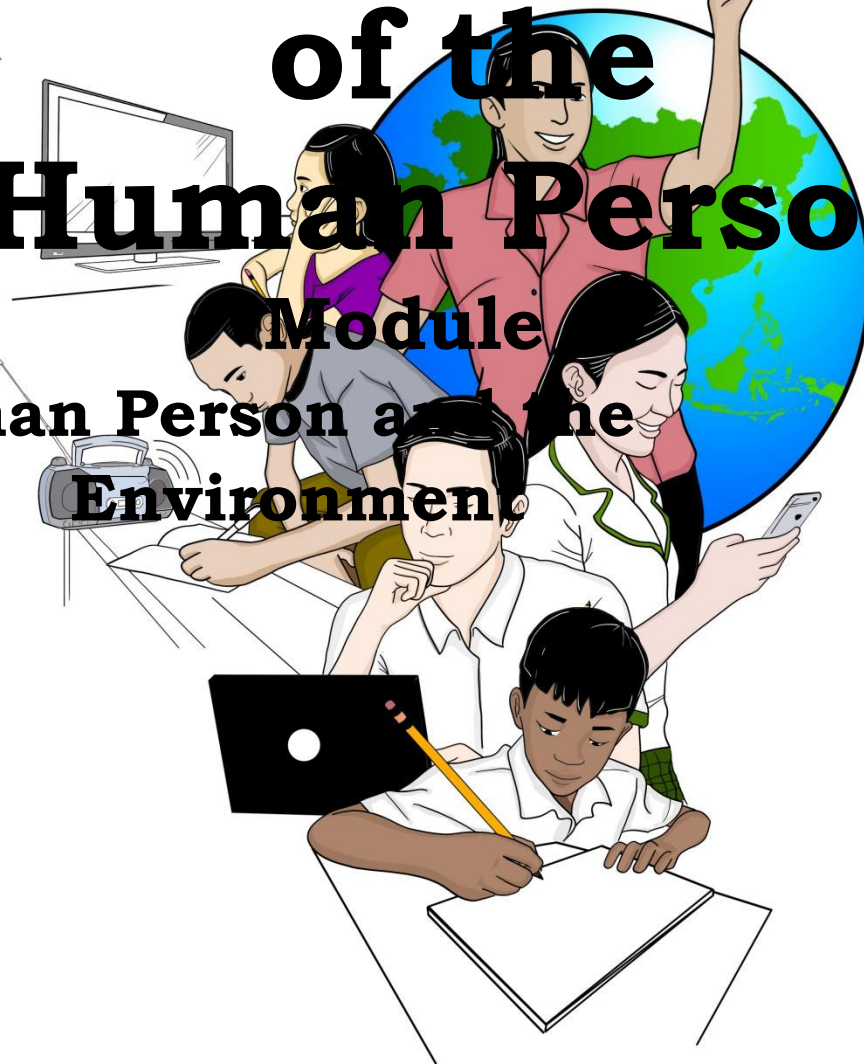


12



Introduction to the Philosophy of the Human Person Module Human Person and the Environment



SELF-LEARNING MODULE



DIVISION OF GENERAL SANTOS CITY

**Introduction to the Philosophy of the Human Person – Grade 12
Self-Learning Module (SLM)**

Quarter 1 – Module 7: Human Person and the Environment 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 module 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.

Development Team of the Module

Writers: Josephine Tabuada-Alloso, Ana Joy Macias-del Carmen

Editors:

Reviewers: Luzviminda R. Loreno – EPS-EsP /SHS Coordinator

Illustrator:

Layout Artist:

Cover Art Designer: Reggie D. Galindez

Management Team: Romelito G. Flores, CESO V – Schools Division Superintendent

Juliet F. Lastimosa, CID Chief

Sally A. Palomo, EPS - LRMS

Gregorio O. Ruales, EPS – ADM Coordinator

Luzviminda R. Loreno – EPS-EsP /SHS Coordinator

Printed in the Philippines by Department of Education – General Santos City

Office Address: Tiongson St., Lagao, General Santos City

Telefax: (083) 552-8909

E-mail Address: depedgensan@deped.gov.ph

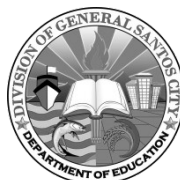
12

Introduction to the Philosophy of the Human Person

Quarter 1 – Module 7: Human Person and the Environment SELF-LEARNING MODULE



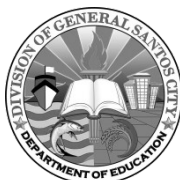
DIVISION OF GENERAL SANTOS CITY



SELF-LEARNING MODULE



DIVISION OF GENERAL SANTOS CITY



Introductory Message

For the facilitator:

Welcome to the Introduction to the Philosophy of the Human Person- Grade 12 Self-Learning Module (SLM) on Human Person and the Environment!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Introduction to the Philosophy of the Human Person- Grade 12 Self-Learning Module (SLM) on Human Person and the Environment!

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in

your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I need to know

Hello everyone! How are you today? Welcome to our seventh module. It is about the world we live in. What constitutes our world?, How it comes into existence? and How can we explain the process of change?, these are some philosophical questions that we need an answer.

Understanding the environment will open our minds for a philosophical investigation of nature. We are informed through news or personally experienced disturbances of nature such as flash floods, landslides and similar forms of

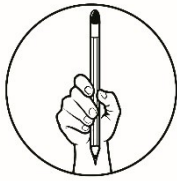
calamities. There are different views or concepts about the nature or the environment. Debates on environment are organized. Investigations of nature from the perspective of aesthetic and technological dimensions are conducted. Philosophical reflections of nature itself are encouraged. A number of values that are essentials are appreciation and reparation of our mother nature. It enhances our comprehension to look at the multidimensional concept of human persons living in and with the environment. This module consists of one lesson, namely: Human Person and the Environment.

Module 7 covers three most essential learning competencies. The learners should;

first, **notice things that are not in their proper place and organize them in an aesthetic way (MELC 4.1),**
second, **show that care for the environment contributes to health, well-being and sustainable development (MELC 4.2) and**
lastly, **demonstrate the virtues of prudence and frugality towards the environment (MELC 4.3) .**

Specifically after going through the module, the learners will be able to;

1. discuss the philosophical views and how they influence human action regarding the environment,
2. notice things that are not in proper places,
3. show care for the environment contributes to health, well-being and sustainable development and
4. demonstrate virtues of prudence and frugality towards the environment.



What I Know

As you follow the course of this module, you will learn different views and concepts of nature or environment. You will appreciate philosophical reflections on nature and its effects to your daily undertakings. Let us begin your journey through answering this task.

MULTIPLE CHOICES (15 Points)

Directions: Select the best answer from the given choices. Write the letter of you answer on the space provided before the number.

- ____ 1. It refers to prudence in decision-making regarding the use of resources to ensure that there is minimum to zero waste.
 - a. economic efficiency
 - b. environmental integrity
 - c. equity
 - d. sustainability

- ____ 2. Regularly, Madylene grooms her persian cat. What perspective is the foundation of her act?
 - a. anthropocentrism
 - b. biocentrism
 - c. ecocentrism
 - d. ecofriendly

- ____ 3. It pertains to being thrifty with the use of one' resources.
 - a. commitment
 - b. diligent
 - c. frugality
 - d. prudence

- ____ 4. It is an international agency that grants indigenous people the right to conservation, restoration and protection and productivity of their territory.
 - a. Department of Environment and Natural Resources
 - b. National Commission for Indigenous People
 - c. World Health Organization
 - d. United Nations

- ____ 5. It refers to the shifting of weather patterns.
 - a. typhoon
 - b. temperature
 - c. pandemic
 - d. climate change

- ____ 6. It refers to neat arrangement of things.
 - a. order
 - b. disorder
 - c. least
 - d. priority

- ____ 7. It refers to disruption on the neat arrangement of things.
 - a. least
 - b. priority
 - c. order
 - d. disorder

- ___ 8. It values ecosystem and biological communities.
a. environmentalism c. biocentrism
b. ecocentrism d. anthropocentrism
- ___ 9. Its view considers human persons are free to transform nature and use its resources.
a. anthropocentrism c. ecocentrism
b. biocentrism d. environmentalism
- ___ 10. Its view promotes ethical treatment of animals.
a. environmentalism c. biocentrism
b. ecocentrism d. anthropocentrism
- ___ 11. It advocates on addressing the growing environmental problems and responsive environmental awareness and action.
a. anthropocentrism c. ecocentrism
b. biocentrism d. environmentalism
- ___ 12. It upholds the welfare of the environment and everything in it.
a. environmental aesthetics c. environmental injustice
b. environmental ethics d. environmentalism
- ___ 13. Environmental ethics core ideas include ___
a. Animals and natural resources have intrinsic value and be preserved.
b. Humankind has responsibility to safeguard the planet.
c. Preservation of the environment will benefit humans.
d. All entitlements above are included.
- ___ 14. Which among the list is a disorder in the environment due to natural calamity?
a. acid rain b. contaminated tap water c. smog d. sinkhole
- ___ 15. Lucy is recognized as one of the *plantitas* in her village. Currently, she has a hundred varieties of plants in her garden. What view is the foundation of her act?
a. environmentalism c. biocentrism
b. ecocentrism d. anthropocentrism



What's In

LESSON
N
1

Human Person and the Environment



What's In

Hi everyone! Hope all is well! Look around you. What have you observed? Have you ever wondered about the changes that are happening in our environment today? What have you noticed about the weather and your surroundings?

Activity 1.a. Check list.

Direction: Base on your observation of your environment, which of the following statements regarding its state is true for you and your community?. Mark (✓) check if your answer is true or X if it is not.

Statement		Response
1	"It is hotter today compared to summer days."	
2	"Typhoon is getting stronger and more rainfall during the rainy season."	
3	"We experience more flooding in our community."	
4	"We evacuate our homes more frequently due to natural calamities."	
5	"Our community is now dirtier and more disorderly compared to the past few years."	

Activity 1.b. Simulation.

Direction : Put yourself in the given situations. Using your imagination, describe your feelings. Write it on the second column. Answer the follow up question.

Situation	Mood
1. a. Have you ever participated in the mountain trek? 1.b. Imagine yourself on top of the mountain looking down at the land below. What would you feel?	
2. a. Have you ever taken a trip to the beach? 2.b. Recall the moment when you stood up on the shore watching the sunset. Do you feel serenity or peace within yourself and the world? 2.c. Did you feel that you were part of something much larger than yourself?	

Follow up question

1. Base on your experiences. Did you feel that you were one with nature?

2. Describe that experience with nature.



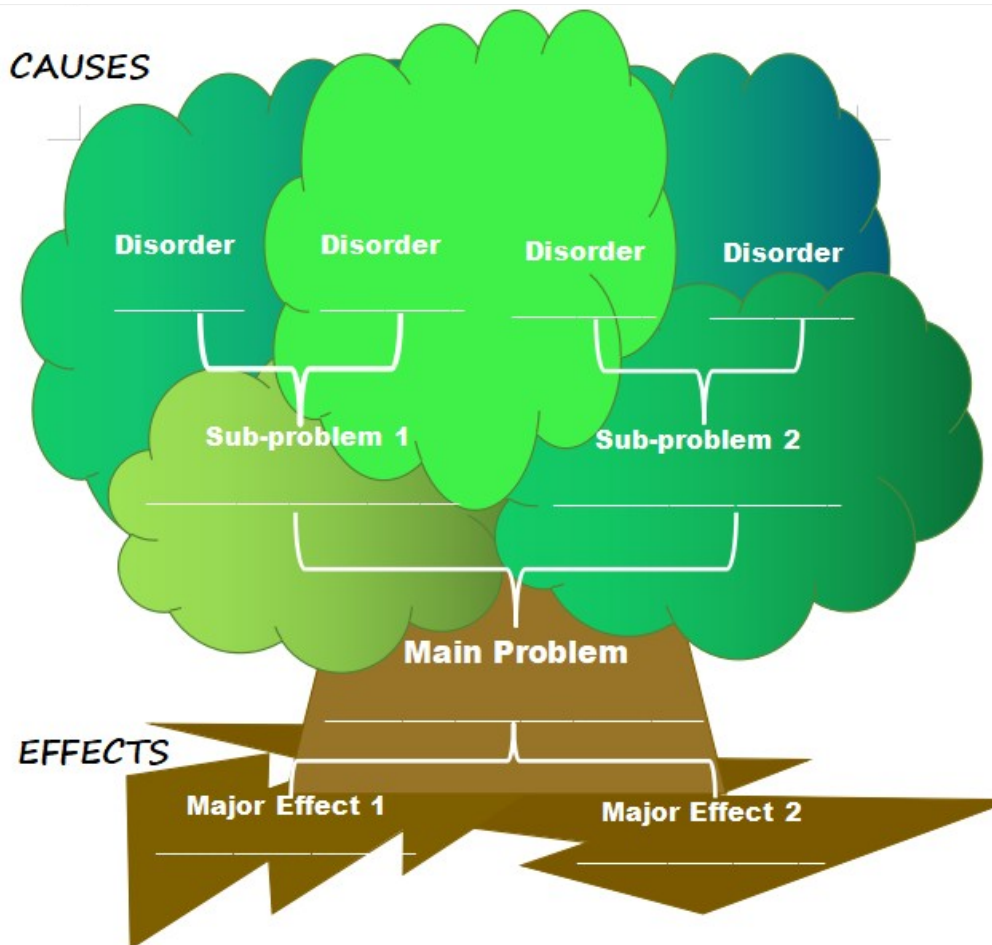
What's New

Our environment has life of its own. Constantly, it creates and maintains its balance and stability.

Activity 2. Familiarizing the Order and Disorder of the Environment

Directions: Fill the blanks with concepts that fit the parts of a Tree Analysis on Disorder of Environment. Write concepts that are relevant and sequentially follow causes and effects of disorder of the environment. Answer the processing questions.

TREE ANALYSIS OF ENVIRONMENTAL DISORDER



Processing questions:

1. Based on your answers written in the Tree Analysis, describe the disorder of the environment .

2. As a student, how can you protect, conserve and restore the environment of your purok or compound?



What Is It

In Activity No. 2, you were asked to cite causes and effects of disorder of the environment. Let us move further for you to gather additional ideas and understanding on human person and the environment. Are you ready? Let's find it.

Humanity's relationship with the Environment

There are major views that discuss the relationship between humanity and the environment. The distinction of the views are disclose in the table below.

Basis	ANTHROPOCENTRISM	BIOCENTRISM	ECOCENTRISM
Focus	Significance of humankind in the world.	All organisms have inherent value and should be protected.	It values ecosystem and biological communities.
Human person	Human persons are the most important species on the planet. They are free to transform nature and use its resources.	Human persons are not the only significant species on the planet.	Human persons are part of greater biological system or community. Their significant role is as steward or guardians of nature.
Nature	Nature as the means by which humans are able to meet their needs.	Ethical treatment of animals.	Order and balance in nature brings about stability and beauty. All biological organisms interact with each other and each organism occupies a significant place within an ecosystem.
Measure		R.A. 8485 "The Animal Welfare Act of 1998" provides the rights of the animals to be treated kindly.	Philosophical views such as "Deep Ecology" and "Gaia Hypothesis" emphasize the important role of interaction between the living and non-living components of the environment.

One important development that arose during the late twentieth century was environmentalism. This perspective advocates on addressing the growing environmental problems and responsive environmental awareness and action. Several ideas and perspectives regarding environmental action has emerged. One of the important views from environmentalism is a philosophical view called environmental ethics.

Environmental ethics is a discipline of philosophy that studies moral relationship of human being with the environment and its non-human contents. Environmental philosophers focus on issues such as humanity's role in the natural world, the interaction between nature and human activities, and humanities response to environmental challenges. Philosophers believe that persons have special relationship with nature and possess the ability to change the environment for their needs and purposes. Persons differ from other organisms that merely exist to perform biological functions as part of ecosystem. As a person, it is our responsibility to start with our own actions and how it affects our immediate environment.

Humanity addresses environmental challenges.

Human person is a rational being capable of understanding the laws which govern nature and transforming the world. This capacity permeates human person to "access" nature. Firstly, a person may opt to treat the environment as a source of raw materials for consumption or in any way as he or she pleases. Secondly, a person may view environment as something that envelops and surrounds creating a special and unique relationship with him or her. Lastly, a person has an incomparable ability of cultivating nature, bringing it closer to their intended ends. This implies while gaining sustenance from it, persons can help the environment amplify its task .

Human persons thrive best in an orderly environment. Disorder can give rise to several problems and challenges to humankind. Disorder can be brought by sudden changes in nature. Natural disasters such as typhoons, earthquakes, volcanic eruptions and landslides result minor or major damage to property, injuries, and even loss of lives. Everyday activities were disrupted in all forms of communities. In addition, there are man-made disorders in the environment like deforestation, pollution such as smog, acid rain, contamination of water, destruction of corals, overfishing and other similar activities.

Environmental ethics upholds the welfare of the environment and everything in it. Its core ideas include; firstly, all nonhuman elements of the world, including animals and natural resources, have intrinsic value and should be preserved, secondly, the preservation of the environment will benefit humans by providing for the needs of present and future generations and lastly, humankind has responsibility to safeguard the planet as stewards of creation. Apart from individual action such as initiative to tidy up your room or clean your house, environmentalism also encourages institutions, organizations and corporations to be involved in responsible activities for the environment. Handful of environmental problems we experience, such as pollution, deforestation, and loss of natural resources are caused by mining, logging companies, factories, business and many others. But an important part of environmentalism is the collective actions spearheaded by environmental groups that call attentions to environmental problems and environmental abuse.

Several views are offshoots of environmental ethics. These are Social ecology, Environmental justice and Environmental aesthetics. Social ecology deals with the society, the relationship between social problems and environmental problems and society's proactive activities in addressing environmental concerns and issues. Environmental justice promotes equitable and active involvement of communities and governments in addressing environmental challenges such as global warming, green house effect, climate change and others. Also, it calls for fair distribution of environmental benefits.

Environmental aesthetics is a philosophical view that adheres maintaining order of the environment will bring out the natural beauty of the surroundings and contribute to the well-being of the people and other organisms living in it. Hence, persons who appreciate the natural beauty of environment relate more effectively with nature.

Advocacy on Environmentalism and care for nature

Environmentalists consider the best means for humanity to take action and uphold its mission as stewards of future is sustainability.

Sustainability or Sustainable Development is one of the major concepts that drives environmentalism. It focuses on reconciling human activities and economic development with the protection of the environment. One of the major ideas of sustainability is that we must make wise decisions regarding the use of natural resources to ensure that there is still enough left for future use.

The three important principles of Sustainability are Environmental Integrity, Economic Efficiency and Equity. Environmental Integrity refers to maintaining the state of environment. This means that human activity should not truly disrupt the ecosystems and human communities located in the area. Economic Efficiency refers to prudence in decision-making regarding the use of resources to ensure that there is minimum to zero waste. Equity demands that we use our natural resources in such manner that these are conserved so that the next generation will be able to use them.

The values of prudence and frugality can guide us in our own personal use of resources. Prudence is the ability to regulate one's action and behavior. Meanwhile, frugality is being thrifty with the use of one's resources. Robert Abella throws a challenge of reflecting on how you have been using resources at home and in school, "How will you apply prudence and frugality in implementing changes to become a wiser and more considerate consumer? And How can these values guide you in addressing environmental problems in your home, school and community?"

Robert Abella said that as human persons, it is our responsibility to treat with respect not only our fellow humans, but also everything in our world. Upholding environmentalism and sustainability will enable us to take first steps in addressing environmental issues and contribute to solving the greater environmental challenge like climate change.



What's More

Having read and understand the discussion in the previous pages, do these activities to improve your learning about the lesson.

Activity 3.a. Getting Community Engagement.

Directions: Choose one community (street, purok, compound) which you can observe disorder of the environment. Provide an answer in every item.

1. Can you see evidence of changes in the environment caused by people? With minimum of three sentences, describe these changes.

2. Divide the community into most orderly, orderly and disorderly. Which part of the community is the most orderly and disorderly? Support your answer.

3. How pollution affected your health and well-being? How it affected the well-being of your family and the community?

Activity 3.b. Think! Think!

Directions: Reflect on how you and your family use the natural resources at home. Fill in the table with your responses and answer the follow up questions.

Activities that show sustainable use of resources	Activities that show misuse of resources
1.	1.
2.	2.
3.	3.

Follow up question

1. How should the misuse of resources be rectified ?

2. How do prudence and frugality guide your family in the sustainable use of resources?



What I Have Learned

Let's sum up the lesson through answering the activity below. This activity will deepen your understanding of the topic.

Activity 4.a. Fit Me Right

Directions: Match the term in Column A with the description in Column B. Write the letter of the correct answer that corresponds to each item on the space provided before each number.

Column A	Column B
___ 1. environmentalism	A. ability to regulate one's behavior
___ 2. sustainability	B. a manner of conservation for next generation
___ 3. frugality	C. moral approach
___ 4. prudence	D. public support for particular cause
___ 5. equity	E. inherent value
___ 6. Environmental justice	F. being thrifty with the use of one's resources
___ 7. ethics	G. guardians of nature
___ 8. advocacy	H. deals with social and environmental problems
___ 9. organism	I. ensure enough resources still enough left for future
___ 10. stewards	J. focus on the increasing environmental problems
	K. analyzes the relationship of humans and environment

Activity 4.b. Draw and Describe Me!

Directions: Use the corresponding column for every view. Draw something that represents the view regarding the relationship between humanity and the environment and write a short description.

Anthropocentrism	Biocentrism	Ecocentrism	Environmentalism



What I Can Do

Almost there! Activities of this portion of the module test your skill and challenges you to apply the important principles of sustainability of human person in the environment. Let's do this!

Activity 5. I Can Give My Share.

Directions: Inside the frame, draw something that represents your self in relation with nature and below it write your personal commitment to sustainability and environmentalism.

d. environmentalism

- anthropocentrism
- biocentrism

c. ecocentricism
d. environmentalism

- a. environmentalism
- b. ecocentrism

c. biocentrism
d. anthropocentrism

- Humans shaped and reshaped the environment.
- Humankind has unique relationship with nature.
- Humans are able to transform and change the environment.
- Humankind can use natural resources without regard for the consequences.

- anthropocentrism
- biocentrism

c. ecocentricism
d. environmentalism

- environmentalism
- ecocentrism

c. biocentrism
d. anthropocentrism

- anthropocentrism
- biocentrism

c. ecocentricism
d. environmentalism

- Natural disasters are unrelated to human activities.
- Man has to make action to solve environmental problems.
- We should reflect on how our actions show regard for nature.
- We must uphold the welfare of the environment and everything in it.

a.environmental aesthetics
b.environmental ethics

c. environmental injustice
d. environmentalism

- Human activities must not negatively impact the environment.
- Natural resources must be used wisely and efficiently.
- Humankind must use all natural resources.
- Resources must be conserved for other people.

- a. Climate ethics
- b. Climatic changes

c. Deep Ecology
d. Social Ecology

- _____ 12. It refers to prudence in decision-making regarding the use of resources to ensure that there is minimum to zero waste.
- | | |
|------------------------|----------------------------|
| a. equity | c. environmental integrity |
| b. economic efficiency | d. environmental injustice |
- _____ 13. It is a perspective that implies the domination of humanity leads to the domination of nature. This perspective is based on_____.
- | | |
|--------------------------|------------------------------|
| a. anthropocentric model | c. ecocentric model |
| b. biocentric model | d. all models are applicable |
- _____ 14. It is a law that recognizes the rights of animals to be treated kindly.
- | | | | |
|--------------|--------------|--------------|-------------|
| a. R.A. 1153 | b. R.A. 1155 | c. R.A. 8485 | d. RA. 9495 |
|--------------|--------------|--------------|-------------|
- _____ 15. Sarangani Bay is declared and protected as marine life sanctuary. What specific perspective is the foundation of this program?
- | | |
|---------------------|---------------------|
| c. anthropocentrism | c. ecocentrism |
| b. biocentrism | d. environmentalism |



Additional Activities

This activity will enrich your knowledge and skills of the topics regarding Human Person and Environment.

Activity 7. Think and Analyze!

Directions: Analyze the situations and provide at least three positive and three negative effects of the activity in every item. Write your answer in the assigned column. Answer the follow up question.

Situation 1. A local official led a campaign to set aside several hectares of forest land in their city as a watershed area. This area is protected and declared off-limits to loggers and miners.

Positive Effects Negative Effects

- | | |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

Situation 2. A businessman bought a twelve(12) hectares of farmland and decided to convert it into subdivision. During the development of the area, hundreds of trees were uprooted and nearby streams and canals were filled with waste materials of the construction.

Positive Effects Negative Effects

- | | |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

Follow up question

1. Between *situation 1* and *situation 2*, which of them shows the right or moral choice of giving importance to the environment. Support your answer.



Answer Key

What I know	What's I Learned	Assessment
1. a 2. b 3. c 4. d 5. d 6. a 7. d 8. b 9. a 10.c 11.d 12.b 13.d 14.c 15. a	Activity 4.a. 1. J 2. I 3. F 4. A 5. B 6. H 7. C 8. D 9. E 10.G	1. b 2. a 3. c 4. d 5. a 6. d 7. d 8. a 9. c 10. c 11. d 12. b 13. a 14. c 15. d

Rubrics for written work

Criteria	Rating				
Content and ideas are organized in a clear, logical manner.	1	2	3	4	5
Address the topic or issue and provides adequate discussion supporting the main idea.	1	2	3	4	5
Employs standard grammar conventions, proper punctuation and proper word choice.	1	2	3	4	5
Original and does not contain plagiarized content.	1	2	3	4	5
TOTAL(20 points)					

Rubrics for drawing

Criteria	Rating				
Drawing clearly conveys message .	1	2	3	4	5
There is effective use of representation.	1	2	3	4	5
Imagery used is thought-provoking.	1	2	3	4	5
The work has impact.	1	2	3	4	5
TOTAL(20 points)					

References

Abella, R. (2016). Introduction to the Philosophy of the Human Person Teacher's Manual. C&E Publishing Inc.,Quezon City.p.19-21.

Abella, R. (2016). Introduction to the Philosophy of the Human Person Textbook. C&E Publishing Inc.,Quezon City.p.61-75.

SHS-Core-Introduction-to-the-Philosophy-of-the- Human-Person-
CG.pdf.<https://www.deped.gov.ph>.

DISCLAIMER

This Self-learning Module (SLM) was developed by DepEd – Division of General Santos City with the primary objective of preparing for and addressing the new normal. Contents of this module were based on DepEd’s Most Essential Learning Competencies (MELC). This is a supplementary material to be used by all learners in General Santos City in all public schools beginning SY 2020-2021. The process of LR development was observed in the production of this module. This is version 1.0. We highly encourage feedback, comments, and recommendations.

For inquiries or feedback, please write or call:

Department of Education – Division of General Santos City
Learning Resource Management System (LRMS)

Tiongson St., Lagao, General Santos City

Telefax No.: (083) 552-8909

Email Address: depedgensan@deped.gov.ph