



HI-TEACH!

ENHANCE, EXPAND & EMBED

TRAINING WORKBOOK



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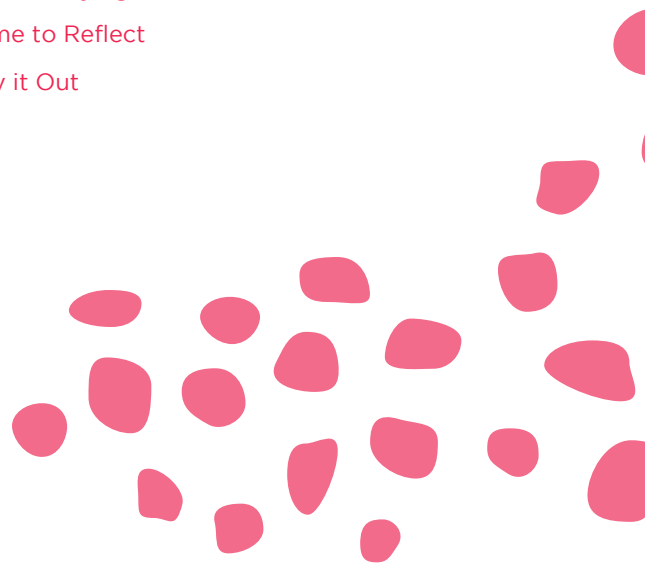
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INTRODUCTION

In 2018, the Programme for International Student Assessment (PISA) test results showed that Filipino students ranked last out of 79 countries in reading comprehension. Moreover, the Philippines also ranked 78th out of 79 countries in Science and Math. These reflected the need to improve the quality of education in the country, specifically in literacy. In 2020, the COVID-19 pandemic added a threat to the Philippine education system. For almost two years, the Philippines halted the in-person classes which affected 24.9 million students. This forced the education system to adopt distance learning options and with this shift, additional challenges arise both for content knowledge and teaching strategies.

A research study conducted by Poverty in Action showed that only 25% of the teachers have experience in remote teaching prior to COVID-19. Support for technological skills to teach functional literacy and life skills becomes more essential. Although there is more teacher training provided to address these needs, continuous support is vital to enhance their teaching methods. As technology has become a big part of the teaching practice, support in creating solutions for selecting, sharing, and using online resources for learning activities must be expanded. Digital citizenship competence is necessary to be enhanced so that teachers can ultimately turn their learners into responsible digital citizens. Knowledge on exploring other personal and contextual factors that can affect the digital citizenship competency of Filipino learners must also be inculcated. Aside from challenges in teaching, students become more exposed to different online platforms that expose more students to cyberbullying. Teachers need to increase their awareness of this issue. An intentional prevention plan must be conducted since cyberbullying has devastating consequences on academic achievement, school participation and attendance, and the physical and mental health of a student.

To address this new phase in the education system, Teach for the Philippines in partnership with Asian Development Bank develops a digital training series to address the challenges in the education system brought by the pandemic. Our hope is that you will find this digital training helpful in equipping you with content, knowledge, and skills towards achieving our ultimate mission of providing Filipino children an excellent, relevant, and inclusive education.

Welcome to Hi-Teach! Enhance, Expand, & Embed!

HI-TEACH! MISSION

Hi-Teach! Are you ready to enter a new journey in developing your teacher self in a more techy way? By the end of this program, the goal is for you to be able to answer these 3 main questions. As a teacher:



How can I **enhance** the learning outcomes of the students on functional literacy and life skills?



How can I **expand** my teaching practices and support distance learners through different modalities of learning?

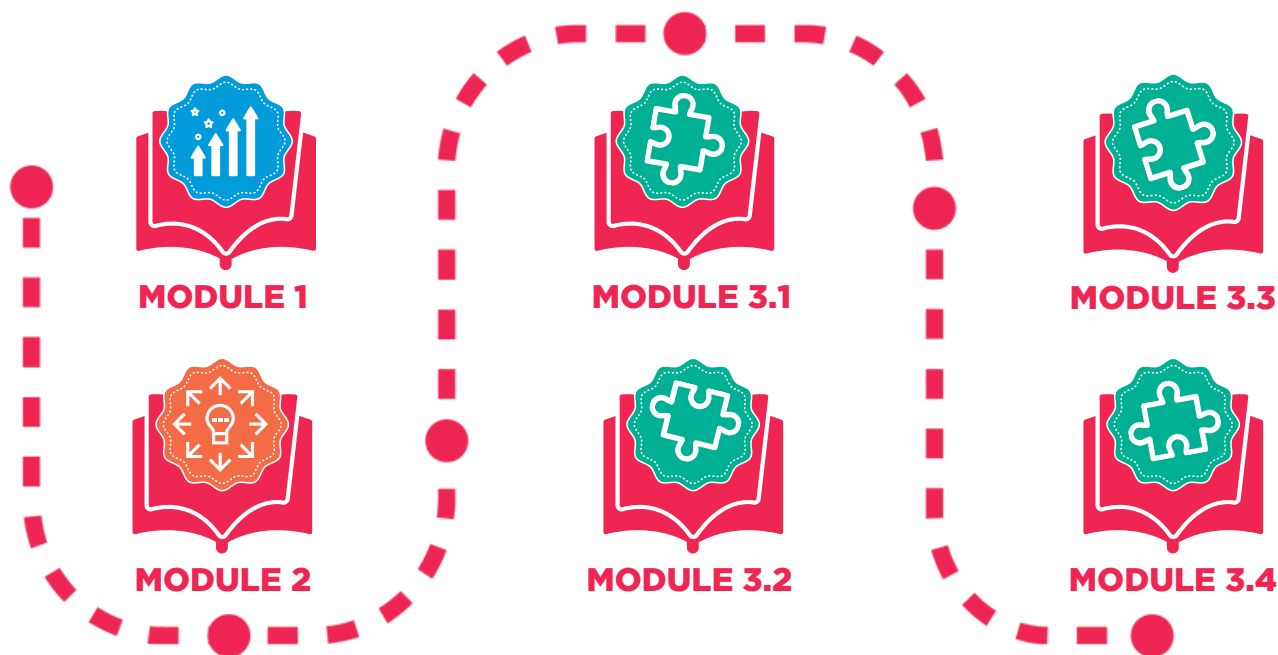


How can I **embed** digital tools, digital citizenship, and a safe learning environment to create an effective learning experience?



HI-TEACH! JOURNEY

In order to accomplish your mission, let's go through the module map that will guide you for this 6-week journey that we will be learning together:



Module 1: Focuses on how you can incorporate functional literacy and life skills in teaching.

Module 2: Presents the different modes and models of distance education.

Module 3.1: Guides on how you can improve proficiency in using digital tools.

Module 3.2: Introduces concepts around digital citizenship for teachers.

Module 3.3: Connects how you can support students with regards to digital citizenship.

Module 3.4: Increases awareness of cyberbullying and advocates how to prevent it.

By training design, you will first do **asynchronous** and then **synchronous** at the end of the week. **During the asynchronous**, use this self-learning workbook and go through the different components:



OBJECTIVES

To identify session goals/objective



KEY TERMS

To list down terms to remember



POST IT/ TALK IT OUT

To share learning or experiences (online)



RECAP

To review the previous session or activity



UNLOCK LEARNING

To share content knowledge



TRY IT OUT

To put into practice what you have learned



GETTING STARTED

To outline activities for each day



TIME TO REFLECT

To reflect on the given questions/topic



SUMMARY

To share learning or experiences (online)

During the synchronous session, get-to-know other participants, recap, and share the best practices you have created during the self-learning module. This session will be like a learning circle and it's a great opportunity to learn from the facilitator/s and with your co-teachers. Here's a sample summary of the training calendar to guide you throughout the 6 weeks.

WEEK ONE		SUBMIT IN THE COLLAB PLATFORM
Hi-Teach: Enhancing Literacy & Life Skills Learning	DAY ONE	
	DAY TWO	
	DAY THREE	
	DAY FOUR	
	DAY FIVE	

WEEK TWO		SUBMIT IN THE COLLAB PLATFORM
Hi-Teach: Expanding Distance Learning	DAY ONE	
	DAY TWO	
	DAY THREE	
	DAY FOUR	

WEEK THREE		SUBMIT IN THE COLLAB PLATFORM
Hi-Teach: Embedding Teaching with Technology (Digital Tools)	DAY ONE	
	DAY TWO	
	DAY THREE	
	DAY FOUR	

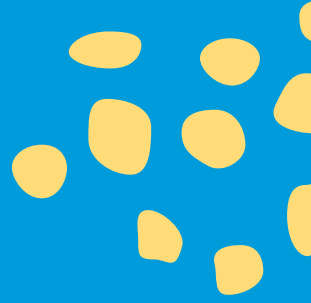
WEEK FOUR		SUBMIT IN THE COLLAB PLATFORM
Hi-Teach: Embedding Teaching with Technology (Digital Citizenship)	DAY ONE	
	DAY TWO	
	DAY THREE	
	DAY FOUR	
	DAY FIVE	

WEEK FIVE		SUBMIT IN THE COLLAB PLATFORM
Hi-Teach: Embedding Teaching with Technology (Support Learners' Digital Citizenship)	DAY ONE	
	DAY TWO	
	DAY THREE	
	DAY FOUR	

WEEK SIX		SUBMIT IN THE COLLAB PLATFORM
Hi-Teach: Embedding Teaching with Technology (Preventing Cyberbullying)	DAY ONE	
	DAY TWO	
	DAY THREE	
	DAY FOUR	

- POST IT/TALK IT OUT**
To share learning or experiences (online)
- TRY IT OUT**
To put into practice what you have learned
- TIME TO REFLECT**
To reflect on the given questions/topic
- ASYNCHRONOUS SESSION**
- SYNCHRONOUS SESSION**

Note: Since this training series is an open-source material, the collaboration platform and dates will differ depending on the implementer of the training series.



MODULE 1

ENHANCING LITERACY & LIFE SKILLS LEARNING



OBJECTIVES



Functional Literacy and Life Skills play vital roles in the lives of our developing learners. As educators, we must prepare our students for the path of lifelong learning by preparing them with these sets of skills.

At the end of this module, you will be able to:

- Discuss the different elements and importance of functional literacy and life skills;
- Recreate lesson plans in a way that incorporate functional literacy and life skills;
- Reflect on how the created lesson plans can become more engaging and effective through the aid of technology.

GETTING STARTED

Hi-Teach!

Welcome to the Hi-Teach Module Series. This is the first of the three modules that will support you in the delivery of virtual learning, and equip you with knowledge and skills for the development of students' functional literacy and socio-emotional skills.

To kickstart your journey, we shall dive into functional literacy and life skills. You may not know it, but both functional literacy and life skills as terms have been around for a long time and have influenced the way we teach in one way or another. To understand more about the two in this module, your learning shall be divided into four parts. The first 3 shall be done asynchronously while the last portion shall be done synchronously.

Here are the list of topics that shall be covered in each day:

Day 1: Importance of Functional Literacy

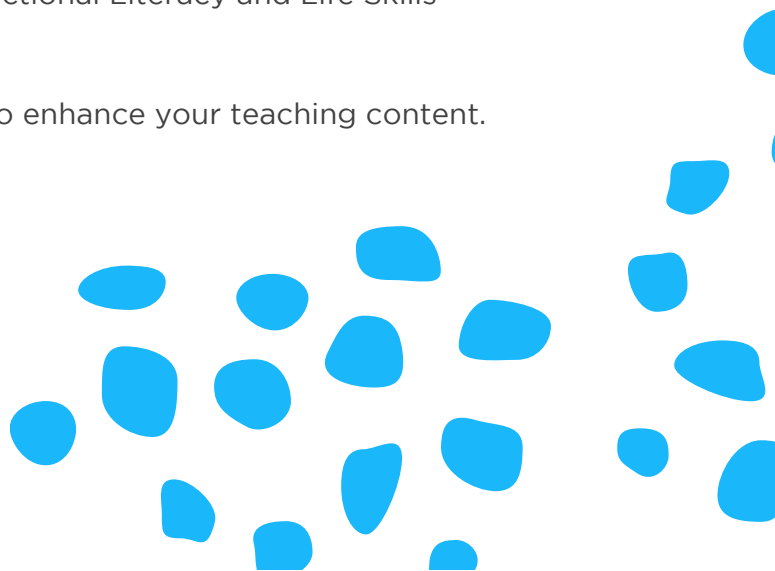
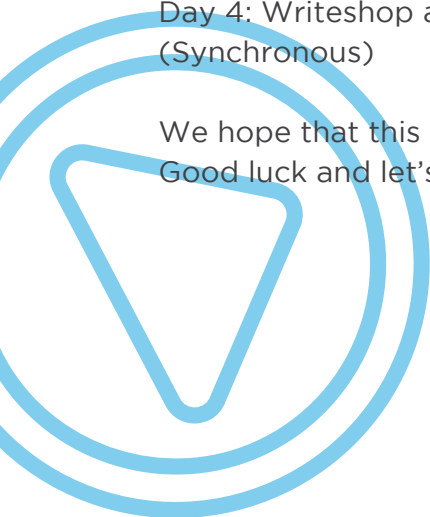
Day 2: Importance of Life Skills

Day 3: Best Practices in Teaching Functional Literacy and Life Skills

Day 4: Writeshop and Group Sharing for Functional Literacy and Life Skills
(Synchronous)

We hope that this module could be of help to enhance your teaching content.

Good luck and let's get into learning!



TESTING THE WATERS

10 MINUTES

Let's check our expectations for this module.

Have you heard of Functional Literacy (FL) and Life Skills (LS) before? Check what you know and fill in the K-W column of the chart below. You may fill in the L column at the end of this module. You may access the available template online or use your pen to directly write your answer in this page. You can try answering this activity within 10 minutes.

	WHAT I KNOW (K)	WHAT I WANT TO KNOW (W)
FL		
LS		

KEY TERMS



To navigate the module well, let's take time to read the basic definitions of the key concepts that shall be discussed in each subsection of the module:



Functional Literacy

- Refers to the level of literacy an individual possesses that enables them to participate in the activities and functions that they and their group deem important.



Literacy

- One's capacity to read and write.



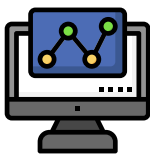
Numeracy

- One's capacity to comprehend and compute numbers.



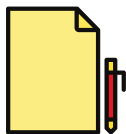
Life Skills

- Set of soft skills needed by an individual to navigate through their daily life challenges.



High Technology

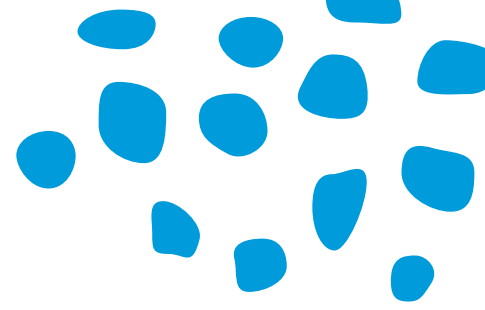
- A more complex form of technology that requires its user to have a working technical knowledge of how a particular tool works.



Low Technology

- A simpler form of technology. This form of tech requires basic technical knowledge of how a particular tool work.

DAY 1: IMPORTANCE OF FUNCTIONAL LITERACY



Hi-Teach!

For Day 1, you will learn about the importance of functional literacy, its elements, types, and the importance of its integration into your lessons. For this, you will be required to read the following links and watch the corresponding video for each subtopic:

DEFINING FUNCTIONAL LITERACY

Main Reading:

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2005). Education for All Global Monitoring Report 2006: Literacy for life. UNESCO Publishing. Chapter 1, pg. 27 - 35

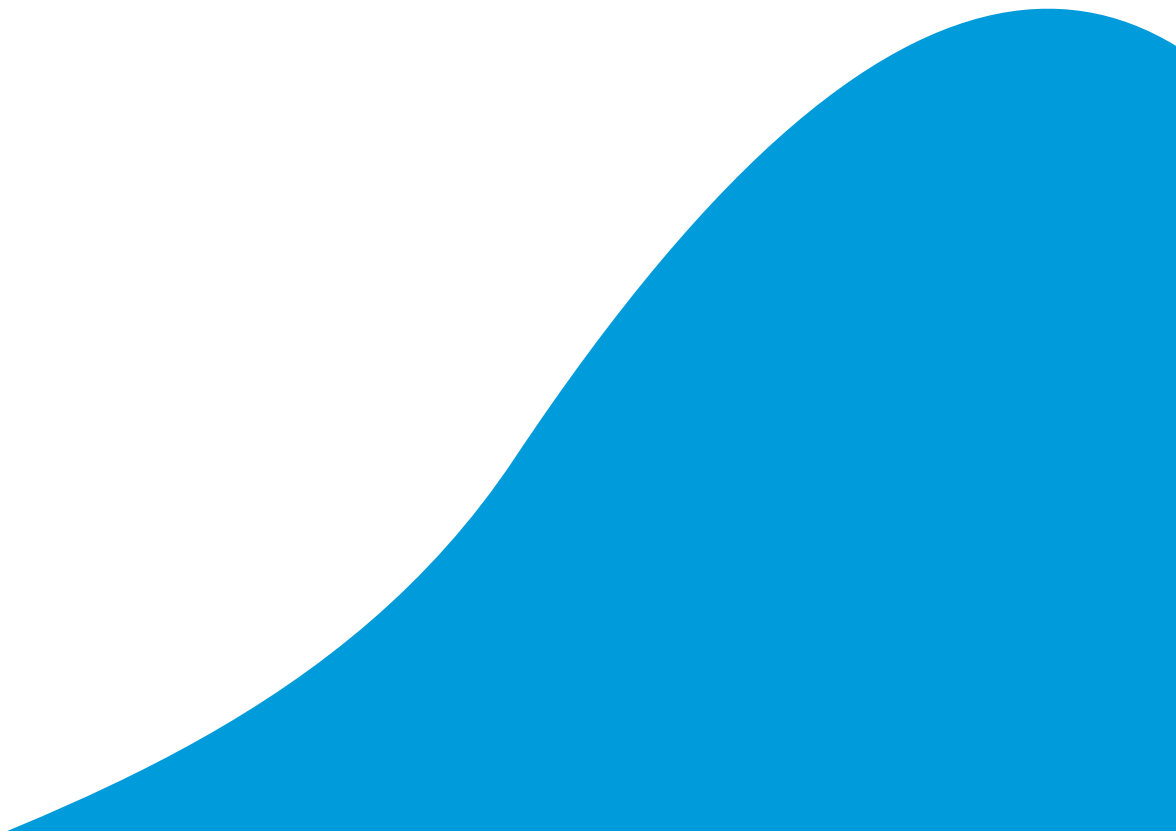
Ebook Link: <http://bitly.ws/rEPf>

Reading Time: 20 minutes

United Nations Educational, Scientific and Cultural Organization (UNESCO). (1973). Practical Guide to Functional Literacy. United Nations Educational, Scientific and Cultural Organization (UNESCO). Introduction, pg. 09 - 12

Ebook Link: <http://bitly.ws/rENN>

Time: 10 minutes



TYPES OF FUNCTIONAL LITERACY

Main Reading:

What is Functional Literacy, and why does our high-tech society need it?

Cocchiarella, C. (2018, December 30). What is Functional Literacy, and Why Does Our High-Tech Society Need It? MINDFUL TECHNICIS: Thoughts on Technology Education and Related Topics.

Website Link: <http://bitly.ws/rEGS>

Reading Time: 20 minutes

Video Presentations:

A collection of short videos discussing the different types of functional literacy:

- What is Media Literacy?

Center for Media Freedom & Responsibility - Philippines. (2014, October 10). What is Media Literacy?

YouTube Link: <http://bitly.ws/rEHe>

Viewing Time: 03 minutes and 03 seconds

- What is Media Literacy?

Media Literacy Now. (2017, January 17). What is Media Literacy?

YouTube Link: <http://bitly.ws/rEHw>

Viewing Time: 03 minutes and 19 seconds

- Religious Literacy- Introduction

The International Multi-Faith Coalition [TheIMFC Social]. (2021, September 22). Religious Literacy- Introduction

YouTube Link: <http://bitly.ws/rEHI>

Viewing Time: 04 minutes and 27 seconds

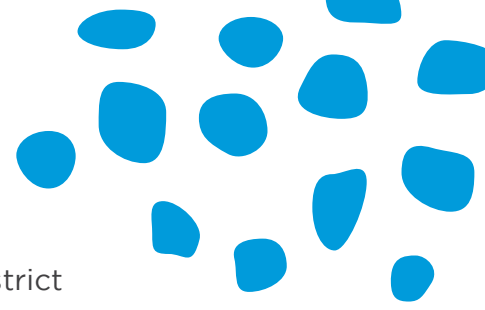
- What is Financial Literacy? | Financial Literacy Month 2020 (02:40)

NYU Student Link Center [NYU StudentLink]. (2020, April 1).

What is Financial Literacy? | Financial Literacy Month 2020

YouTube Link: <http://bitly.ws/rEIi>

Viewing Time: 02 minutes and 40 seconds



- Legal Literacy Camps: A Collaborative Model of NGO and District Legal Services Authorities

Sehgal Foundation [S M Sehgal Foundation]. (2019, April 18). Legal Literacy Camps: A Collaborative Model of NGO and District Legal Services Authorities

YouTube Link: <http://bitly.ws/rEKY>

Viewing Time: 05 minutes and 23 seconds

- Scientific Literacy - Neil deGrasse Tyson (02:52)

Schlickemeyer, M. [Max Schlickemeyer]. (2014, March 4). Scientific Literacy - Neil deGrasse Tyson

YouTube Link: <http://bitly.ws/rELF>

Viewing Time: 02 minutes 52 seconds

- Health Literacy: An Overview (02:15)

Blue Cross Blue Shield of Michigan. (2021, June 24). Health Literacy: An Overview

YouTube Link: <http://bitly.ws/rEMq>

Viewing Time: 02 minutes and 15 seconds

- How to understand power - Eric Liu (07:01)

TED-Ed. (2014, November 5). How to understand power - Eric Liu

YouTube Link: <http://bitly.ws/rENs>

Viewing Time: 07 minutes

IMPORTANCE OF FUNCTIONAL LITERACY

Main Reading:

Education | Improving functional literacy in the Philippines
Mesias, S. (2019, June 26). Improving functional literacy in the Philippines. World Vision Philippines.

Website Link: <http://bitly.ws/rGac>

Reading Time: 10 minutes



UNLOCK LEARNING

Defining Functional Literacy



Functional literacy was first coined in the book *The Teaching of Reading and Writing: An International Survey* by Gray, W. in 1969 under the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Aside from their daily life challenges in the previous section, there are many more definitions provided in various journals and books defining what functional literacy is.



The UNESCO Institute for Statistics website defines functional literacy as “the capacity of a person to engage in all those activities in which literacy is required for effective function of his or her group, community, and also for enabling him or her to continue to use reading, writing, and calculation for his or her own and the community’s development.” In this definition, there is an emphasis on how an individual’s ability to read, write, and count enables them to perform their tasks and their role as a member of their community and their betterment.

But isn’t this what literacy is? What sets traditional literacy apart from functional literacy? To have an in-depth understanding of what functional literacy is, read this:

- [Practical Guide to Functional Literacy](#)

Introduction, pg. 09 - 10

United Nations Educational, Scientific and Cultural Organization (UNESCO). (1973). *Practical Guide to Functional Literacy*. United Nations Educational, Scientific and Cultural Organization (UNESCO).

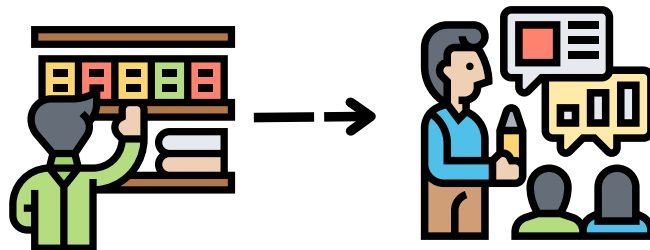
In the *Practical Guide to Functional Literacy* written by UNESCO (1973), they further explained in detail how different the two are. As traditional literacy only aims to teach reading, writing, and counting at its most basic level to grant students access in our print-based society, functional literacy is much more intentional and in-depth with its careful consideration of the student’s context. Functional literacy looks into what matters most for the students, and it ensures that the programs and activities made in its implementation will have relevance. It takes the day-to-day lives of its students into consideration and factors it into the program: What do they see in their surroundings? What kinds of situations must they adjust to, and how can literacy and numeracy help them through it? How will the lessons hit closer to their perspectives and needs? With this notion, lessons tend to be more flexible and thematic.

Different Elements of Functional Literacy

In a paper by Vágvölgyi, R. and Coldea, A., et al. (2016), they identified 5 areas in determining functional literacy:

- phonological processing;
- orthographic processing;
- sentence comprehension;
- reading speed; and
- reading comprehension

As these are essential in unlocking and understanding texts, there are key factors that must be incorporated to ensure functional literacy. This is cited in the definition of functional literacy in the Education for All Global Monitoring Report 2006: Literacy for Life:



“It is with reference to the whole range of people’s functions, whether as citizens, as producers, as private householders in their families, villages, or home neighborhoods, or as individuals seeking answers to the questions they ask themselves about the physical, social, moral, and intellectual world in which they live, that the role of literacy training is to be perceived and manifests itself.”



With this definition in mind, an educator must take account of the technical skills and indicators in performing literate tasks and use these skills as a bridge to live life for themselves and others.

Types of Functional Literacy

Through functional literacy, we could tap into different facets of our students' life to teach our lessons while providing them with the appropriate skills that are aligned to them. Through the different types of functional literacy, we may look at what type would be relevant to our lesson while broadening their perspective and understanding of the topic.

Get to know these types:

- [What is Functional Literacy, and why does our high-tech society need it?](#)

Kinds of Functional Literacy

Cocchiarella, C. (2018, December 30). What is Functional Literacy, and Why Does Our High-Tech Society Need It? MINDFUL TECHNICS: Thoughts on Technology Education and Related Topics.

<http://bitly.ws/rEGS>

- [Functional Literacy Definition With Examples - EnglishBix](#)

Functional Literacy Definition With Examples. (n.d.). EnglishBix.

<http://bitly.ws/rEH8>

1. Media Literacy

Watch the video below:



- [What is Media Literacy? \(03:03\)](#)

[Center for Media Freedom & Responsibility - Philippines. \(2014, October 10\). What is Media Literacy? \[Video\].](#)

[YouTube. http://bitly.ws/rEHe](#)

- [What is Media Literacy? \(03:19\)](#)

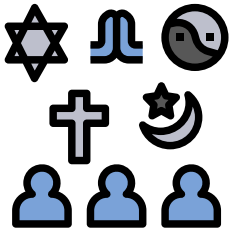
[Media Literacy Now. \(2017, January 17\). What is Media Literacy? \[Video\].](#) YouTube.

<http://bitly.ws/rEHw>

Media Literacy is the ability to use, learn from, and evaluate content from varying forms of media: from print to digital. It aims to train students to use these platforms mindfully and avoid becoming victims of misinformation. One of the key characteristics of classes embedded with media literacy is its efforts to teach students in discerning facts from fake news and the responsible use of social media as a tool of self-expression.

2. Religious Literacy

What religions do you know? Are you religiously literate? Watch the International Multi-Faith Coalition's Introduction to Religious Literacy:



- [RELIGIOUS LITERACY - Introduction \(04:27\)](http://bitly.ws/rEHI)
The International Multi-Faith Coalition [TheIMFC Social]. (2021, September 22). RELIGIOUS LITERACY - Introduction [Video]. YouTube.
<http://bitly.ws/rEHI>

Religious Literacy is the ability to understand religious texts and express one's faith while being mindful and respectful of others' beliefs. It also helps students to discern and avoid hateful beliefs and attitudes against others and within religious sects. For most schools, we teach religious literacy through Catechism classes. Still, we could also try introducing other religions and their beliefs so our students can demystify and build a culture of acceptance as well. We can do so by referring to these religions' philosophies and practices when we are teaching about culture and traditions. We could also make our lessons challenging by openly discussing religious prejudices while making sure that everyone can share their opinions and destroy harmful ideologies together. To make the discussion lighter, you can also discuss what practices and beliefs a religion might share with others.

3. Financial Literacy

What is financial literacy and how will it help our students? Watch this:

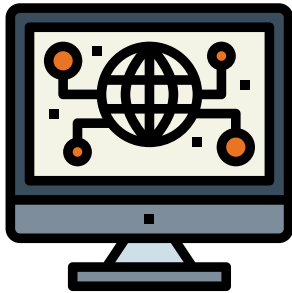


- [What is Financial Literacy? | Financial Literacy Month 2020 \(02:40\)](http://bitly.ws/rEIt)
NYU Student Link Center [NYU StudentLink]. (2020, April 1). What is Financial Literacy? | Financial Literacy Month 2020 [Video]. YouTube.
<http://bitly.ws/rEIt>

Financial Literacy is the ability to manage and spend finances wisely. Students must also be able to discern their rights and responsibilities in participating in seller and consumer activities. As of now, most teachers utilize this in their Math classes, but it can also be integrated into Social Sciences and MAPEH as additional activities where students can engage in local and community markets. Some students would also ask about investments, insurances, stocks, and even cryptocurrencies - in these cases, we could study more about these or even better, invite experts into our classes or ask for their insights to be put as additional notes in our modules.

4. Computer Literacy

Do you know how literate you are in using computers? Try this online test:



- [Basic computing skills test](http://bitly.ws/rEJc)
Wise Owl Business Solutions Ltd. (n.d.). Begin test of Basic computing skills. Wise Owl.
<http://bitly.ws/rEJc>

Computer Literacy is the ability to perform tasks using computers. These tasks may vary from basic skills (i.e. using word-processing programs, performing basic online procedures) to advanced skills (i.e. creating programs via programming languages). For our online classes, we usually teach this by demonstrating these skills through screen-sharing. But it is also notable that we try to incorporate computer literacy in our classes by giving tasks that require students to perform using computer programs and applications for their output. These may be challenging in the modular mode of instruction, but we could still try teaching these by at least introducing the interface of basic computer programs or creating activities that comply with the current curriculum design.

5. Legal Literacy

What does legal literacy look like? Watch this video on how legal literacy is being taught in the rural areas of India:

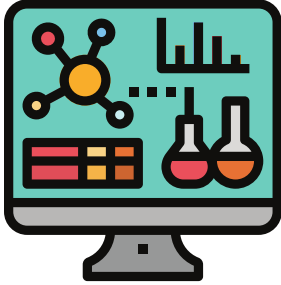


- [Legal Literacy Camps: A Collaborative Model of NGO and District Legal Services Authorities \(05:23\)](http://bitly.ws/rEKY)
Sehgal Foundation [S M Sehgal Foundation]. (2019, April 18). Legal Literacy Camps: A Collaborative Model of NGO and District Legal Services Authorities [Video]. YouTube.
<http://bitly.ws/rEKY>

Legal Literacy is the ability to understand the law and follow legal procedures. We usually teach this in our Araling Panlipunan and Edukasyon sa Pagpapakatao classes as both subjects explore situations where students will be required to learn about the government and its processes. Students also reenact how they understood the law and follow said procedures through simulated day-to-day interactions. We can try to expand using this literacy by teaching it in other subjects. For example, we can discuss laws regarding research ethics in our Science classes. We can explore how Filipino as a national language came to be as time progressed through its legal history, teach fractions through tax deductions, laws that changed the course of our national history, and so much more. As much as it is important to remember details about a specific law (i.e. what number it is, the date of its ratification, and what it means), we must also focus on the implication of said laws in their lives and others'.

6. Scientific Literacy

How does American astrophysicist Neil deGrasse Tyson see scientific literacy? Watch here:

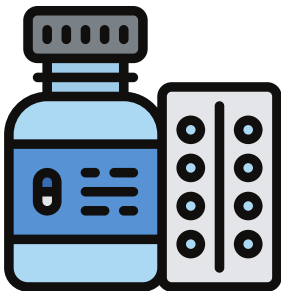


- [Scientific Literacy - Neil deGrasse Tyson \(02:52\)](https://www.youtube.com/watch?v=...)
Schlickemeyer, M. [Max Schlickemeyer]. (2014, March 4). Scientific Literacy - Neil deGrasse Tyson [Video]. YouTube.
<http://bitly.ws/rELF>

Scientific Literacy is the ability to conduct studies and research, identify pieces of evidence, and discern which information is essential to prove a scientific inquiry. In an interview with Lodi and Balschweid, this also entails that students must depend on facts, research, and knowledge instead of opinions when making decisions (Garbacz, n.d.). Scientific literacy goes beyond memorization of key terms as it highlights actual use of it. They also mentioned that this literacy spreads into different fields such as “agriculture; plant and animal production systems; natural resources; nutrition; physical, mental and emotional health; and early childhood education, among other topics” as informed decision-making is required in performing in these fields.

7. Health Literacy

What is health literacy and what are the implications of learning this? Watch here:

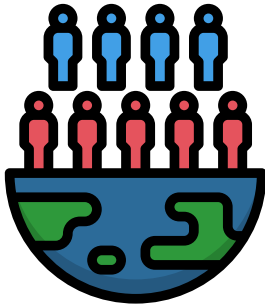


- [Health Literacy: An Overview \(02:15\)](https://www.youtube.com/watch?v=...)
Blue Cross Blue Shield of Michigan. (2021, June 24). Health Literacy: An Overview [Video]. YouTube.
<http://bitly.ws/rEMq>

Health Literacy is the ability to gather, understand, and execute medical knowledge in all aspects of one’s health. We may think that medical knowledge may be too technical to teach in an elementary class, but we must consider that knowledge pertaining to physical health, mental health, social health, exercise, healthy nutrition, etc. is also medical knowledge. Seeing it in this light will enable us to relay medical knowledge no matter how basic we think it is. It is our role as educators to research factual medical information while making sure that resources for achieving optimal health are accessible and feasible for our students. We can take the opportunity to teach health literacy by debunking certain “pamahiin” in our Araling Panlipunan classes. In mental and social health, you can create a safe space where students can freely share their feelings and thoughts without the fear of being judged – regardless of the subject you’re handling.

8. Civic Literacy

What is civic literacy and how does power play a big role in educating our students about it? Watch here:



- [How to understand power - Eric Liu \(07:01\)](https://www.youtube.com/watch?v=07:01)
TED-Ed. (2014, November 5). How to understand power - Eric Liu [Video]. YouTube.
<http://bitly.ws/rENs>

Civic Literacy is the ability of the students to know their rights, how the government works, and their roles and responsibilities in becoming good citizens. ABC Literacy Canada (2022) adds that civic literacy allows students to become contributors to making positive change in their communities, to which the previously mentioned skills must play a large part. This literacy may be confused with legal literacy, but it is important to note that civic literacy deep dives on good citizenship while the other is focused on the understanding and application of laws which can also be considered as one of the key characteristics a good citizen must possess. Aside from teaching civic rights and responsibilities in our classes, we must also ensure that they could perform this type of functional literacy in our classroom or in their communities. For online classes, this could be done through effective classroom management. Give students the opportunity to perform through class roles and voice out their concerns if they have some. For our modular classes, we could also initiate meaningful conversations by asking their opinion on key community events. By asking the right questions, we could spark their interest to be mindful of what is happening around them and how they, as good citizens, could do their part.

IMPORTANCE OF FUNCTIONAL LITERACY

As presented in the reading, functional literacy opens doors to our students. Functional literacy achieves this by supporting technical training and integrating training components in its entirety. Classes with functional literacy in mind tend to frame their lessons in a way that lets students see the fruits of their education outside their classroom.

How is functional literacy faring in our country? Read the following article from World Vision Philippines to gather context on our current standing:

- [Education | Improving functional literacy in the Philippines](http://bitly.ws/rGac)
[Mesias, S. \(2019, June 26\). Improving functional literacy in the Philippines. World Vision Philippines.](http://bitly.ws/rGac)
<http://bitly.ws/rGac>

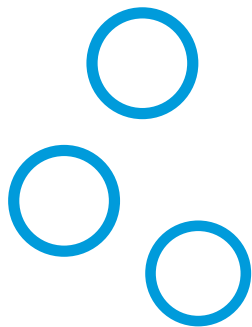
Following the findings of the Philippine Statistics Authority (PSA), 91.6% of Filipinos aged 10-64 years old is found to be functionally literate in 2019, leaving 8.4% of Filipinos illiterate or unassessed. Although these numbers look great, it leaves 6.7 million people with limited skills, options, and socio-political involvement in their communities and life due to their literacy and numeracy skills; there is so much yet to be done.

Looking through each type of functional literacy, one might argue that each type encompasses the other. This is correct, for functional literacy employs a multidisciplinary approach to educate. A reading class may incorporate an activity that would require students to read signs found in their community; a math class may include a collaborative activity where they practice setting up stores and selling goods in an online market moderated by their teacher, post their civic commitments online, and other literacy and numeracy engagements that reflect a slice of their present and prepare them for their future.

Functional literacy is a stepping stone for our students to be better-equipped and well-adjusted members of society. If our students are functionally literate, they will gain access to opportunities to grow and perform in the current standards of society.

TIME TO REFLECT

As a member of your school body, how will functional literacy benefit you as an educator, your students, and the other key stakeholders in the community? Do this by constructing a web diagram showcasing the interconnectedness of these benefits. Use the provided space below.



TRY IT OUT



Review your previous lesson plans. Pick one and integrate an exercise or activity that hones functional literacy. You may incorporate it in the motivational activity, contextualized discussion of content, or in the formative assessment of your lesson. Integrate as many types of functional literacy while still being aligned to the class topic. Accomplish this in 20 minutes. See the example output below:

Subject: Araling Panipunan

Grade Level: Grade 3

Topic: Iba't Ibang Pakinabang Pang-ekonomiko ng mga Likas na Yaman ng Lungsod at Bayan sa Pambansang Punong Rehiyon

Activity:

Babalik sa pangkat ng tig-ta-talto ang klase. Gawain ng bawat pangkat na mag-isip ng isang proyekto na maaaring makatulong upang muling mapakinabangan ang likas na yaman sa isang lugar.

Type of Functional Literacy Integrated: Science Literacy, Civic Literacy

Subject: _____

Grade

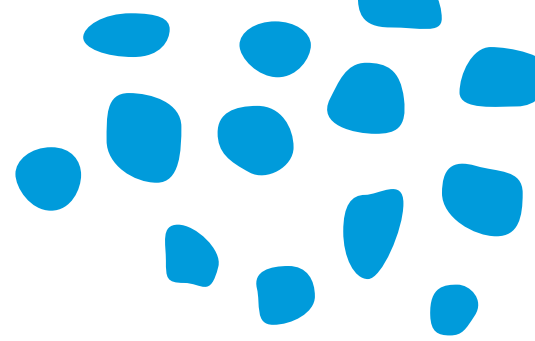
Level: _____

Topic: _____

Activity:

Type of Functional Literacy Integrated:

DAY 2: IMPORTANCE OF LIFE SKILLS



Hi-Teach!

For Day 2, you will study the importance of life skills, its elements, types, and why you must consider it as an important factor to consider when you plan your daily learning interactions with your students.

For this, you will be required to read the following links and watch the corresponding videos for each subtopic:

DEFINING LIFE SKILLS

Main Reading:

United Nations Children's Fund (UNICEF-India). (2019). Comprehensive Life Skills Framework.

Chapter 1: Defining Life Skills, pg. 05 - 08

Ebook Link: <http://bitly.ws/rGje>

Reading Time: 20 minutes

United Nations Office on Drugs and Crime (UNODC). (2003). Module 7: Life Skills. In Life Skills Training Guide for Young People: HIV/AIDS and Substance Use Prevention Module 7: Life Skills, pg. 01 - 05

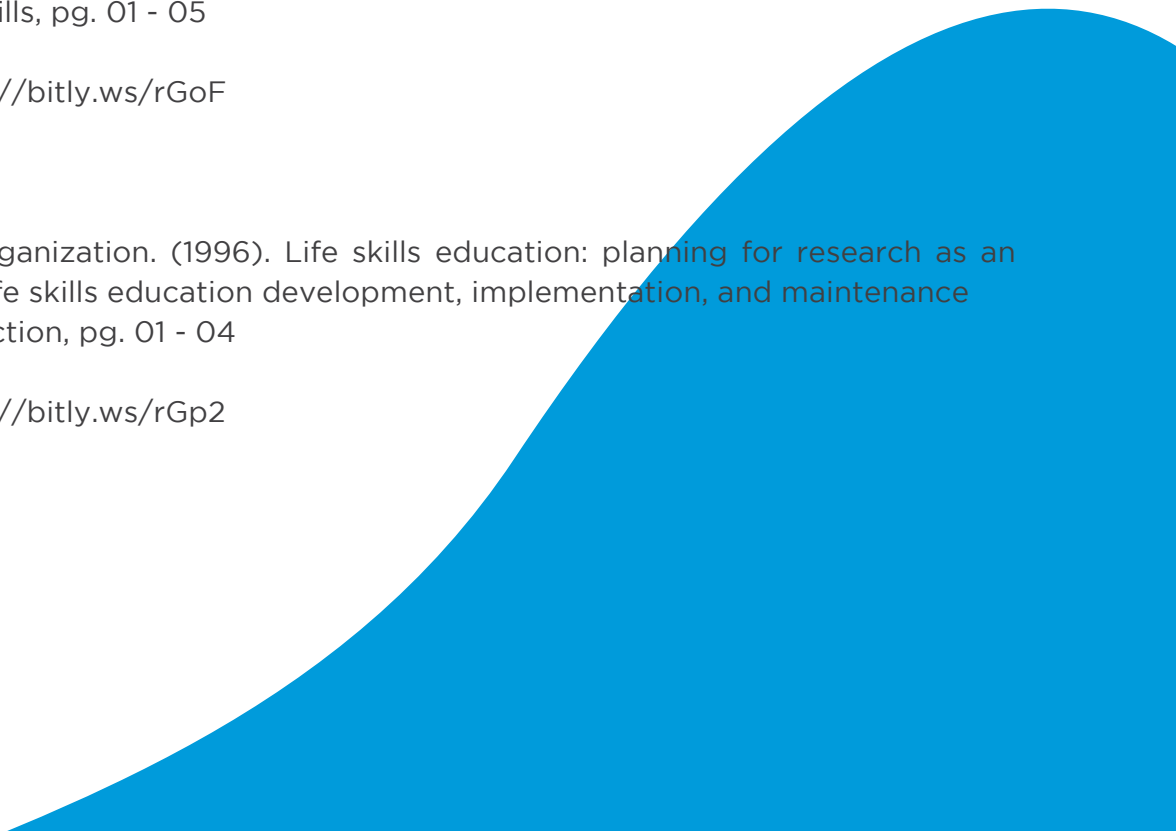
Ebook Link: <http://bitly.ws/rGoF>

Time: 10 minutes

World Health Organization. (1996). Life skills education: planning for research as an integral part of life skills education development, implementation, and maintenance Chapter: Introduction, pg. 01 - 04

Ebook Link: <http://bitly.ws/rGp2>

Time: 20 minutes



UNLOCK LEARNING



Defining Life Skills

Life skills have always been present since the start of time. These skills equip us to face the challenges of life that are not within the confines of our regular schooling. It may encompass a wide variety of skills. To understand this better, we may refer to varying international organizations for its definition. For the United Nations International Children's Emergency Fund (UNICEF), life skills



"...are a set of abilities, attitudes and socio-emotional competencies that enable individuals to learn, make informed decisions and exercise rights to lead a healthy and productive life and subsequently become agents of change."

This is supported by the World Health Organization (WHO) as they expounded that life skills are

"... the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life."



On one hand, UNESCO sees these as



"... often used to capture skills such as problem-solving, working in teams, networking, communicating, negotiating, etc. Their generic nature - their importance throughout life, in varying contexts - is held in common with literacy skills."

Combining these definitions, life skills pertain to soft skills and values that a student would need to maintain a normal and fulfilling life with others.

As much as it may be confused with the working definition and essence of functional literacy, life skills focus more on changes in behavior and attitude in life for the better while the former utilizes literacy and numeracy skills. Life may be challenging, but with life skills, our students will have better chances of coping and avoiding conflict as they have the cognitive and behavioral fortitude to be capable of doing so.

Different Elements of Life Skills

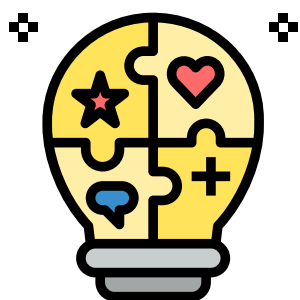
WHO (1996) listed down 10 life skills that are crucial in developing a curriculum for children and young adolescents across different cultures. These skills are also grouped into three categories:



1. Social Skills and Negotiation Skills

Skills focused on processing and giving feedback while maintaining positive relationships with others. Skills under this category are:

- a. interpersonal skills;
- b. self-awareness; and
- c. effective communication;



2. Thinking Skills

Skills focused on processing information and determining possible solutions. These are:

- a. problem solving;
- b. critical thinking;
- c. creative thinking; and
- d. decision-making;



3. Coping skills

Skills that enable individuals to manage how they react to their triggers which in turn increases their capacity to see what is within and outside of their locus of control. The skills in this category ventures on:

- a. coping with emotions; and
- b. coping with stress.

The Value of Life Skills

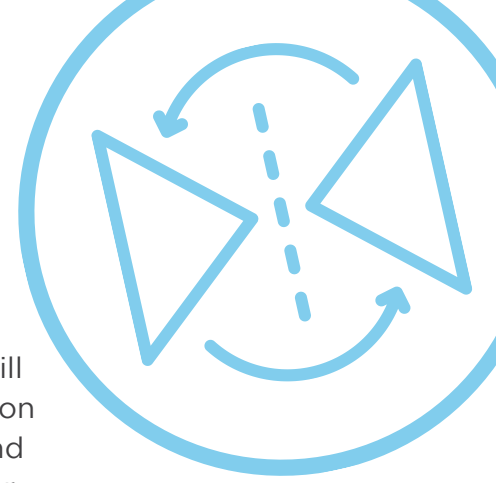
Life skills influence the health and social aspects of everyone. Acquiring knowledge is essential, but being able to maneuver life and create possibilities through self-efficacy and self-determination must be regarded in the same level. This is where life skills come in as it taps into this aspect. It is utilized by many organizations in creating programs that benefit students in opening various opportunities and life paths; from sex education to responsible citizenry. Individuals who acquire and perform life skills are more likely to have an elevated understanding of personal and social advancement, are less susceptible to health and social conflicts, and are able to recognize and uphold the importance of human rights.

Life skills are also most useful in our present social climate for we must prepare our students with the ability to process how our lives unfolded in the past years of the pandemic and onto adjusting to the new normal. By successfully integrating life skills in our classes, we can also aid our students in distress whether they are in our class or not as they can easily manage themselves or find the strength to ask for help when needed.



TIME TO REFLECT

Go back to a time when you were a student. Think of a life skill you have learned from a teacher that made the most impact on your life. Through this reflection, share what this life skill is and how it is still relevant to your teaching life. Reflect and answer the prompts below for 15 minutes.



When I was in _____, I
(insert grade level)
learned the life skill _____
(insert life skill)
when my teacher _____
(insert how life skill was taught)

Now, I find this life skill valuable as a teacher
because I _____
(insert life skill's importance)

TRY IT OUT



Review your school's current curriculum guide and pick one competency. Outline a lesson that utilizes the three categories of approaching life skills and identify one of the ten life skills it highlights in each category. Create a KSA (Knowledge, Skill, and Attitude) that the lesson must hit to achieve the targeted life skill.

Subject: _____

Topic: _____

Learning Competency from School's Curriculum Guide:


- Social Skills and Negotiation Skills

Life Skill to highlight:

Knowledge: _____

Skill: _____

Attitude: _____



- Thinking Skills

Life Skill to highlight:

Knowledge:

Skill:

Attitude:

- Coping Skills

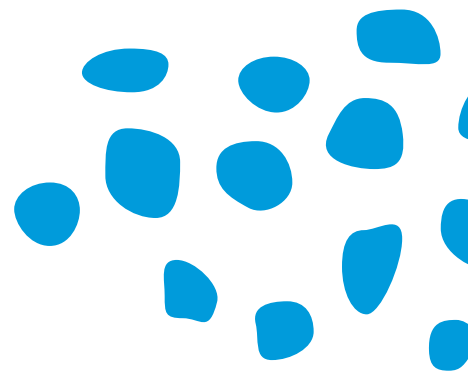
Life Skill to highlight:

Knowledge:

Skill:

Attitude:

DAY 3: BEST PRACTICES OF TEACHING FUNCTIONAL LITERACY AND LIFE SKILLS



Hi-Teach!

For Day 3, you will learn how you could successfully integrate what you learned about functional literacy and life skills, seeking insight from studies of international organizations, and adopting actual strategies curated from teachers on field with regard to different teaching modalities.

FACILITATING LEARNING IN DIFFERENT MODALITIES

Main Reading:

Teaching Styles and Methods. (2019, July 5). Classful.

Ebook Link: <http://bitly.ws/rHXa>

Reading Time: 20 minutes

STRATEGIES IN TEACHING FUNCTIONAL LITERACY AND LIFE SKILLS

Main Reading:

20 Effective Reading Strategies For Students. (2020, January 30). Edsys.

Ebook Link: <http://bitly.ws/rHVV>

Reading Time: 15 minutes

United Nations Children's Fund (UNICEF-India). (2019). Comprehensive Life Skills Framework.

Chapter 3: Theory of Change, pg. 14 - 17

Ebook Link: <http://bitly.ws/rGje>

Reading Time: 20 minutes

Norman, M., & Jordani, J. (2006). Targeting Life Skills In 4-H. University of Florida.

PDF Link: <http://bitly.ws/rHZa>

Reading Time: 15 minutes

Video Presentation:

A creative interpretation on how functional literacy and life skills go hand in hand in making lives better:

The Power of Literacy. (2014, February 6). [Video]. YouTube.

Video Link: <http://bitly.ws/rGcQ>

Viewing Time: 01:56

UNLOCK LEARNING



Facilitating Learning in Different Modalities

Based on our previous discussion, there are many ways in which we can teach and incorporate functional literacy to elevate the literacy and numeracy skills of our students. To teach it while maximizing our available resources, we must first recognize which tools will help us in facilitating learning.

As educators, we may have found ways in engaging our students and honing their functional literacy and life skills in pre-pandemic times as we have more control over the environment where our students learn; but with our current circumstances amidst the COVID-19 pandemic and as we shift towards the new normal, how will we ensure that we can still teach these valuable components of lifelong learning without compromising the quality of education our students receive?

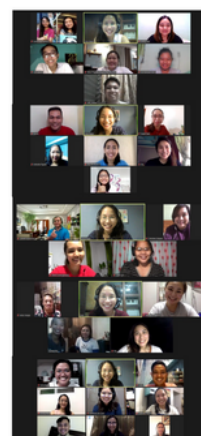
With the pandemic changing our means of connecting to our students, we have come to adopt different learning modalities that keep them within our reach. Through the Alternative Delivery Mode (ADM), the Department of Education (DepEd) was able to bridge the distance between schools and students through the online learning modality, offline or modular learning modality, and blended (online and offline) modality. Some school communities have also adopted using radios to reach far-flung areas where their students reside.

This proves that teachers do have options to continue teaching in the new normal, but with these comes the technical and content knowledge required to teach effectively with our available modality. There is a demand to cater to students who don't have access to the internet and challenge students who do. How will we approach these varying capacities of our students to participate in our classes while ensuring the delivery of quality education regardless of their access to technology?

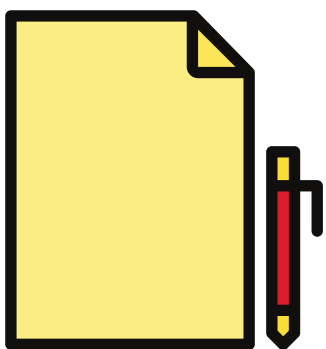
To answer these questions, we may refer to a focus group discussion of Teach for the Philippines' Teacher Fellows and Teacher Leaders. The findings from this focus group discussion detailed how these educators have adapted to the demands of the new normal while pursuing quality instruction and learning assessment.

Participants

Thank you to Ann Lazaro, Lyca Pantino, Mabz Mingoy, Jia Catiis, Chat Wansi, Jennie Gabon, Kath Esmama, Juls Irasga, Hannah Ramos, Isabelle Vinoya, Kim De Leon, Xian Romano, Caloy Caldit, Christine Eduave, Johnrill Generoso, Ian Martin, Jenny Marcelino, Mich Tejada, Rose Saori, Annie Luras ('19s), Juvhan Rebangcos, Aya Datuin, Fran De Guzman, Ruby Mesoga, Thea Paguiligan, Leah Lingatong, Shera May Lacanglacang ('20) for their participation in P&T's Focused Group Discussions, to share their best practices and the individual realities with ADM teaching!

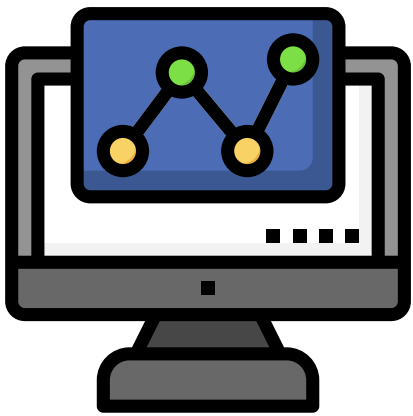






For the [Low-Technology ADM](#), optimizing school-parent partnerships, and having scheduled home visitations are some of the methods that helped them keep in touch with their students' progress. As Low-Tech ADM students usually use a modular approach, their teachers have opted to use notes to explain what the lesson is and how they fared in their assessment while also using fun decorations such as personalized notes, stickers, and drawings on their modules to uphold students' morale in doing their school tasks. Low-Tech ADM teachers also ensure that their students' parents/guardians have a working understanding of what is expected from their students as they learn at home and what their roles are as the key facilitator of learning. Parents and guardians would also receive detailed feedback from the teachers on how their child performed, what they did well, and how their lessons would move from that point forward.

On the other hand, teachers with students who [somehow have access to High-Technology ADM](#) adapt to some of the methods used in Low-Teach ADM and maximize the use of phone calls and messaging to reach their students. Check-ins are also adopted in this medium to loop parents and guardians with their student's progress. They also used these calls to gather the context of the child's family background and financial status as key considerations on how they could better deliver learning and contextualized concepts if needed to. They also have Facebook groups to share updates, instructions, and additional materials that parents and students can check.



The [High-Tech ADM](#) group focused on establishing norms online. Their classes open with reminders as well as being keen on implementing and enforcing positive discipline through structured routines and classroom management systems. These educators show appreciation for their students' effort in sharing their feelings and answers during class discussions while pushing them to be more reflective of their learnings through working on different platforms where they can process and express them well.

Teachers in the High-Tech ADM have also used gamification as a way of making class participation and assessments interactive and more appealing to their classes via auxiliary websites (i.e. Google Forms, Quizizz, Mentimeter, Padlet) or in-call applications (i.e. Zoom's polling function, whiteboard, emojis, etc.). High-Tech ADM teachers also contextualize their class topics and periodically check for their students' understanding of the topic all the time.

Making a Lesson Plan Tailored for Functional Literacy

Nevertheless, there are many practical ways in which we can teach functional literacy in our classes that can be adopted across different modalities. Some general things we can use are the following:



- Find ways to explain big concepts while levelling them to your students' understanding. Push your students to think by letting them give examples or instances where they have encountered these concepts.
- Relate your lessons to present situations; read the news and be in the loop of current events and connect your lessons to them.
- Get to know your students; their families, norms, and culture.
- Discuss your class topic by integrating examples that your students can find in their environment.
- Create a variety of activities where your students can participate while taking their interests into account.
- Scaffold activities that require students to use what they learned from your lessons to actual activities that they realistically execute in their lives.
- Take the extra time and care to process with your students why your lessons matter. Go beyond your lesson plan or module and help them visualize their future where they make full use of what they learn.

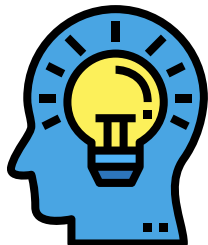


Strategies in Teaching Functional Literacy and Life Skills

Let's align our content in teaching literacy and numeracy to the demands of functional literacy and life skills. To do this, we may categorize our class activities into three: before, during, and after. Take a look at some examples of activities that you can try in each of these sections while still taking into consideration how you can apply them to your ADM of concern.

“Before” Activities

These are activities that we can do with our students before the module or the lesson opens. “Before” activities aim to help students connect with the lesson.



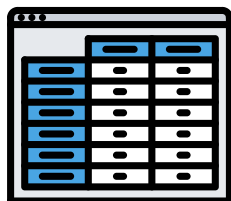
1. Prior Knowledge

Identify what students already know about your topic to pique their interest and how you can, later on, maneuver your discussion. A simple open-ended question that requires a response via recitation or blank space in the module is an example activity that activates your students’ prior knowledge.



2. Previewing

This activity asks students to gather information about the topic to better understand it. It may be looking for definitions of key terms in the lesson or interviewing members of their household.



3. K-W-L Chart

A graphic organizer that sorts what the student already knows (K), what they want (W) to learn more, and what they have learned (L) when the lesson/module is done. This scaffolds their understanding and builds anticipation for what they wish to learn and what they learned.

“During” Activities

These are activities that we can do that retain the students’ attention until the end of the discussion. These also ensure that the students are engaged in the lesson while also helping you to measure their understanding of the topic at certain points of the discussion.

1. C.U.B.E.S.

It’s an acronym with each letter corresponding to a task that a student needs to accomplish while reading through a class material:

C - Circle Important Numbers/Terms

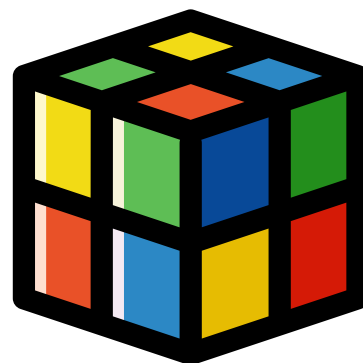
U - Underline the Question

B - Box Operation/Context Clues

E - Examine the Question

S - Solve

Using C.U.B.E.S. as a guide, students need to read closely through a problem set or technical passage. This method is not limited to Math or Science classes. Through proper framing of questions and clear instructions, a Language teacher could also use this.



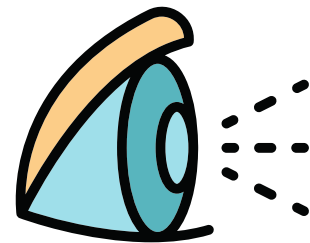
2. Questioning

In questioning, discussions must encourage students to think, question what they already know, and participate in healthy conversations about the topic. As their teacher, you could also try structuring your questions in an unexpected way (i.e. agreeing to a usually frowned upon concept/behavior) to test their capability to stand up for what they believe in and use key concepts from the lesson to prove their point. For the Low-Tech ADM, this can be done by providing well-placed questions within the discussion and not just after per se. This gives students thinking time to process what they read while avoiding information overload from nonstop reading.



3. Visualizing

Visual activities guide students to create an image of what they read in an organized manner. We can prepare a graphic organizer that is appropriate to the lesson's goals. With this activity, students can fill in parts of the graphic organizer that they can go back to when they are processing or assessing what they learned. Visual outputs like concept maps, story charts, and comics are some of the things you can do.



“After” Activities

“After” activities must check what students learned, clarify misconceptions about the lesson, and offer opportunities to reflect and share their insights.

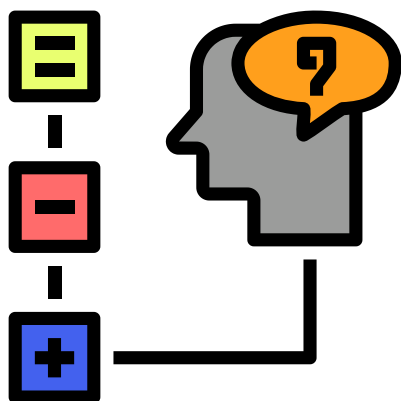


1. Cloze Reading

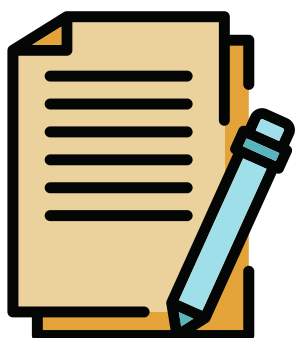
In cloze reading, students are tasked to complete sentences or statements that were discussed in the lesson by providing the missing words. Through this, students must recall what they know, and we educators could observe and assess how they will word these concepts out. This could be easily done in an online class through direct asking. In modules, we could adapt the same activity while avoiding students copying directly from the source material through the way we phrase the sentence and place the blanks.



2. Inquisition



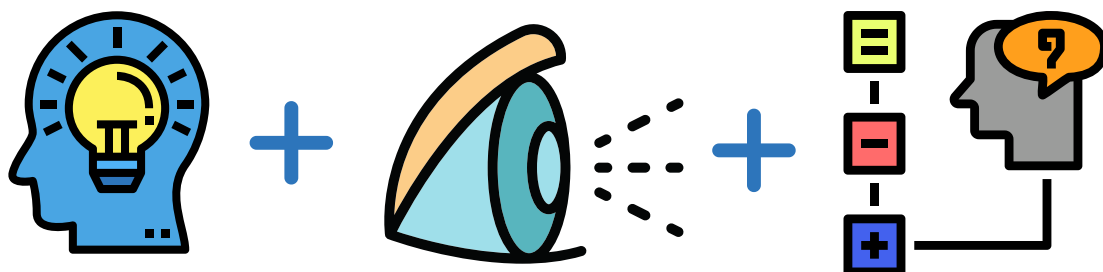
Activities on inquisition challenge how well the student understood the content. It uses three levels of questioning to measure how much a student knows: i.) Subject-Text, ii.) Personal Reality, and iii.) External Reality. For the first level, the question must target content knowledge acquired from the text (i.e. who, what, where, and when questions). In the next level, it asks students to reflect on their personal views on the lesson. Lastly, External Reality questions challenge students to think outside their usual experiences and reflect on how the lesson is reflected in a larger part of society.



3. Synopsizing

Let the students identify the main and supporting concept of the assigned passage through paraphrasing. Prepare a table or a graphic organizer where students can put their answers for this activity.

These “Before, During, and After” activities can be used in combination with each other. What matters most is we utilize each of the strategies to align with the goals of functional literacy and life skills.



Incorporating Life Skills in a Lesson Plan

UNICEF-India's Life Skills Conceptual Framework (2005) has listed the following strategies founded on the theory of change:



1. Effective pedagogical strategies focused on utilizing learner-centered approaches;
2. Enabling environments that encourage students to engage and become physically and emotionally safe;
3. Multi-faceted pathways approach centered on following equity and inclusion; and
4. A systematic approach to teaching with insight on how policies are currently implemented on a macro-level.

We may use these strategies by reflecting on our approach in the lessons that we have in our classes. We can try highlighting the following:

- Create learner-centered classes and appoint yourself as the moderator of your class activities. With a well-structured activity on hand, we should ensure that the activity we will have must give ample opportunities and time for students to try it on their own. On our end as facilitators, we may support or scaffold their learning through modeling and then later on support independence.
- Build a culture of safe spaces. It may be intimidating for our students to share their feelings for fear of being judged. We must be able to create safe spaces in our classes by constantly affirming that their feelings are valid while seeking first to understand what they mean to express.
- Provide the students with varying spaces where they can interact and participate. With their limited contact with the outside world at present, we must create spaces online that give them a sense of belonging. We may also invest in other activities that encourage collaboration between our students while also considering the level of participation they have in their class modality.
- Adapt different approaches in teaching the current curriculum content. Find a way to make learning life skills appealing by being at a level with the interests of your students while maintaining relevance and challenging their higher-order thinking skills.

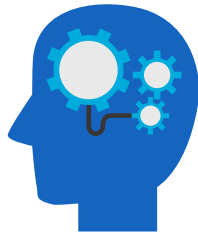




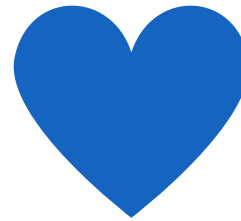
Educators may also refer to the 4-H Framework of 4-H, an organization from the United States founded in 1902 that is focused on the development of the youth sector.

4-H Framework

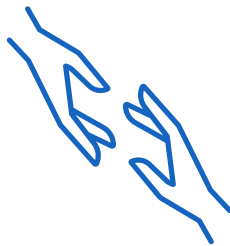
The 4-H Framework, or Targeting Life Skills Model for 4-H is a comprehensive model showing the different life skills that are needed for positive and holistic growth in four categories and eight subcategories of youth development: head, heart, hands, and health.



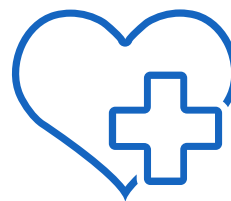
- **Head** - refers to the cognitive competencies needed for youth development. Under the head is the thinking and managing subcategory as the first manages and creates ideas while the latter is focused on honing decision-making skills.



- **Heart** - dives into the personal and social aspects of development. Its subcategories include relating, which taps on building mutual meaningful respect for the self and others, and caring, focuses on expressing compassion and care for others.



- **Hand** - highlights vocational and citizenship competencies. Giving points to fulfilling social responsibilities through giving and providing for others, and its co-subcategory working identifies skills needed to earn and sustain one's living.



- **Health** - features living and being. Living pertains to behaviors and competencies needed to maintain a healthy lifestyle, whereas being is centered on the act of humanistic and personal development pursuits.

Each category and subcategories target specific life skills. The University of Florida (n.d.) tabulated these competencies as follows:

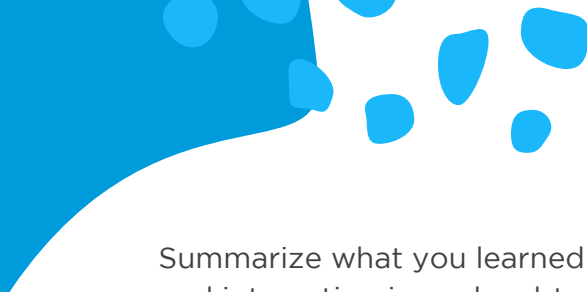
Head	Heart	Hand	Health
<u>Thinking</u> Service learning Decision-making Learning to learn Critical thinking Problem solving	<u>Relating</u> Resolution Accepting differences Communications Cooperation Social skills Conflict	<u>Working</u> Community service Volunteering Leadership Responsible contribution to group	<u>Living</u> Healthy lifestyle choices Stress management Disease prevention Personal safety
<u>Managing</u> Keeping records Resiliency Goal setting Planning or organizing Wise use of resources	<u>Caring</u> Concern for others Empathy Sharing Nurturing relationships	<u>Giving</u> Marketable/useful skills Teamwork Self-motivation	<u>Being</u> Self esteem Self responsibility Character Managing feelings Self discipline

SUMMARY

Functional literacy and life skills may be different, but they come hand in hand in ensuring a better life for our students. It is up to us as educators to take the extra time to adjust our lessons to what we seem to fit to their needs and how this can promote the habit of life-long learning for them.

Watch this video and see in its creative interpretation how functional literacy and life skills go hand in hand in making lives better:

- [The Power of Literacy. \(01:56\) \(2014, February 6\). \[Video\]. YouTube.](http://bitly.ws/rGcQ)
<http://bitly.ws/rGcQ>



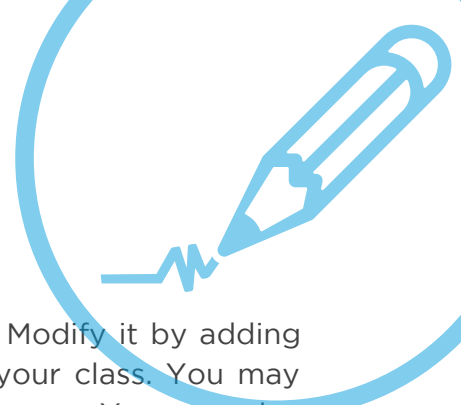
Summarize what you learned from the module. Identify what details were important and interesting in each subtopic. Fill in the needed information in the table below:

Subtopic	3 Things I Learned	2 Things I Found Interesting	1 Question I Still Have
<p>Importance of Functional Literacy</p> <ul style="list-style-type: none">• Defining Functional Literacy• Discuss the different elements of Functional Literacy• Reflect on the importance of Functional Literacy			
<p>Importance of Life Skills</p> <ul style="list-style-type: none">• Define Life Skills• Discuss the different elements of Life Skills• Reflect on the value of Life Skills			



Subtopic	3 Things I Learned	2 Things I Found Interesting	1 Question I Still Have
<p>Best practices in teaching Functional Literacy and Life Skills</p> <ul style="list-style-type: none">• Facilitating Learning in Different Modalities• Making a Lesson Plan Tailored for Functional Literacy• Incorporating Life Skills in a Lesson Plan• Strategies in Teaching Functional Literacy and Life Skills			

TRY IT OUT



Go back to your accomplished activity from M1 - B's Try it Out. Modify it by adding strategies or methods on how you will approach the lesson in your class. You may refer from the activities provided in the discussion or create your own. You may also research additional activities online if needed. Take this time to reflect how well you can teach life skills while planning an actual activity for it. Once you have thought of an activity, write the activity name and its procedure in the space provided below. You have 45 minutes to do this.

Subject: _____

Topic: _____

Learning Competency from School's Curriculum Guide:

- Social Skills and Negotiation Skills


Life Skill to highlight:

Knowledge: _____

Skill: _____

Attitude: _____

Activity: _____



- Thinking Skills

Life Skill to highlight:

Knowledge: _____

Skill: _____

Attitude: _____

Activity: _____

- Coping Skills

Life Skill to highlight:

Knowledge: _____

Skill: _____

Attitude: _____

Activity: _____

POST IT

25 MINUTES



Before we can further improve our craft in teaching, we should take the time to recognize what we are doing right. Through a Facebook post, share one of your best practices in teaching functional literacy and life skills. Provide a photo, a short description, steps on how you do it with your students, and the impact it made in your class.



Doug Out
15 mins

Wonderful day!

 Like  Comment  Share

DISCOVER MORE

To learn more about the role of functional literacy in societies past and present, and data sets on literacy, you may read the following websites and journals:

- Milner, H. (2001, June). Civic Literacy: How Informed Citizens Make Democracy Work. Conference of the Society for the Advancement of Socioeconomics (SASE), Amsterdam, Netherlands.

PDF Link: <http://bitly.ws/rGkq>

- SDG indicator metadata (Version 1.0). (2021). [The proportion of youth (aged 15–24 years) and of adults (aged 15 years and above) who have achieved or exceeded a fixed level of proficiency in (a) literacy and (b) numeracy.]. UNESCO Institute for Statistics.

PDF Link: <http://bitly.ws/rGkK>

- Technological University of the Philippines (TUP). (2020, November 16). Developing Functional Literacy [Video].

Video Link: <http://bitly.ws/rGkU>

There is a need to delve into media literacy. This is crucial nowadays due to the surge in online and social media presence among students in the past decades. You may develop this form of literacy through your online classes and online communities. In the case of modular classes, you may use the available media that your students can easily access.

Read more here:

- What is Media Literacy? - Out of The Box
What is Media Literacy? (n.d.). Out of The Box.

Website Link: <http://bitly.ws/rGm8>

Religious Literacy is the ability to understand religious texts and express one's faith while being mindful and respectful of others' beliefs. But, we must also address the issues and differences in order to promote solidarity amongst varying religions.

To know more about the context of religious differences in the country, read this:

- [ANALYSIS] Living with deep religious differences
Cornelio, J. (2021, August 22). [ANALYSIS] Living with deep religious differences. RAPPLER.

Website Link: <http://bitly.ws/rGmi>

For materials in teaching religious literacy, you may access these materials curated by the Harvard Divinity School Religion and Public Life and The International Multi-Faith Coalition:

- Videos for Teaching | Religion and Public Life at Harvard Divinity School
Harvard Divinity School. (n.d.). Videos for Teaching. Religion and Public Life at Harvard Divinity School.
Website Link: <http://bitly.ws/rGmr>

- TheIMFC Social - YouTube
The International Multi-Faith Coalition [TheIMFC Social]. (20-08-12). TheIMFC Social [Video]. YouTube.
Resource Link: <http://bitly.ws/rGmz>

On financial literacy, these national organizations currently plan to improve the level of students' skills in this area. Read here:

- The Philippines to Further National Financial Literacy - OpenGov Asia.
Hani, A. (2021, November 24). The Philippines to Further National Financial Literacy. OpenGov Asia.
Website Link: <http://bitly.ws/rGmH>

- DepEd expands financial education in K to 12 to improve literacy of Filipinos
Department of Education. (n.d.). DepEd expands financial education in K to 12 to improve literacy of Filipinos.
Website Link: <http://bitly.ws/rGmT>

To get an idea of what a module on teaching computer literacy looks like, you can refer to these files:

- Computer Literacy - Literacy Online
Computer Literacy - Literacy Online. (n.d.). Literacy Online.
Resource Link: <http://bitly.ws/rGmX>

To understand the basic principles in integrating computer literacy in your classes, read this article by Stenger (2018) here:

- Module 1 – Concepts of Information Technology (ICT) - ITdesk.info
Module 1 – Concepts of Information Technology (ICT). (2022). ITdesk.Info.
Website Link: <http://bitly.ws/rGmZ>

- 7 Ways to teach Digital Literacy | Tips and Tricks for Educators
Stenger, M. (2018, March 2). 7 Ways to teach Digital Literacy | Tips and Tricks for Educators. InformedED.
Website Link: <http://bitly.ws/rGn3>

In this article by Edutopia, they stated how digital citizenship is a key social skill we should teach our tech-savvy students. Read the following article to know more about how you could do this in your online class:

- Teaching Digital Citizenship in the Elementary Classroom | Edutopia
Hertz, M. B. (2011, October 12). Teaching Digital Citizenship in the Elementary Classroom.
Website Link: <http://bitly.ws/rGnf>

Do you have an approach on how to challenge your students into studying legal issues? Read the ILAC analysis of the Rule of Law Institute of Australia here to see how you can teach legal reasoning:

- Legal Literacy Resource - Rule of Law Education Centre
Rule of Law Institute of Australia. (2019, September 25). Legal Literacy Resource.
Website Link: <http://bitly.ws/rGnm>

Reading through the previous description of scientific literacy, we can assume that we can efficiently teach Science through the scientific method – but, we could also go beyond the scientific method by referring to some excellent points enumerated by Zucker (2021) in this article:

- Teaching Scientific Literacy | NSTA
Zucker, A. (2021, April). Teaching Scientific Literacy. National Science Teaching Association (NSTA).
Website Link: <http://bitly.ws/rGns>

You can also read more about Lodl and Balschweid interview with Garbacz on this website to have a firmer grasp on the importance of scientific literacy.

- What is Science Literacy and Why is it Important?

Garbacz, M. (n.d.). What is Science Literacy and Why is it Important? | Strategic Discussions for Nebraska. University of Nebraska-Lincoln.

Website Link: <http://bitly.ws/rGnw>

There are many ways how we could tackle health literacy inside our class. Read through the following to know more:

- How to develop health literacy in the classroom - Monash Education

Lambert, K., & O'Connell, J. (2018, December 12). How to develop health literacy in the classroom. Monash University - Australia.

Website Link: <http://bitly.ws/rGnz>

- Teaching Health Literacy in Schools

Institute for Healthcare Advancement (IHA). (n.d.). Teaching Health Literacy in Schools.

Website Link: <http://bitly.ws/rGnC>

Align your class goals in teaching health literacy with the perspective of our country's leading experts by reading this:

- Health Literacy for All Filipinos

Santiago Jr. MD, J. P. (2019). Health Literacy for All Filipinos. The Physician: An Official Publication of the Philippine Medical Association.

PDF Link: <http://bitly.ws/rGnE>

To gather more context on how you could teach civic literacy in your classroom and gather ideas for activities on this matter, you may visit:

- K-12 Civic Literacy | GenerationNation

Generation Nation. (n.d.). K-12 Civic Literacy | GenerationNation.

Website Link: <http://bitly.ws/rGnJ>

Let's build a culture of growth! If you want to discover how functional literacy is currently implemented, check this video:

- ABC+: Advancing Basic Education in the Philippines [ABCplus Learning Connects]. (2022, April 9). The Power of 5Ts on Teaching Reading [Video]. YouTube. <https://www.youtube.com/watch?v=0J5zUZ2YGGY>

Do you want to bank more strategies in teaching functional literacy and life skills? Read here:

- Best, J. (2021, April 7). 5 Ways To Bring Literacy Into ANY Classroom. 3P Learning. Retrieved April 13, 2022, from <https://www.3plearning.com/blog/5-ways-bring-literacy-classroom/>

- Haiken, M. (2021, March 2). 4 Ways to Personalize Reading for All Learners. International Society for Technology in Education (ISTE). Retrieved April 18, 2022, from <https://www.iste.org/explore/In-the-classroom/4-ways-to-personalize-reading-for-all-learners>

- Literacy teaching and learning in the COVID-19 crisis and beyond at heart of the International Literacy Day. (2020, September 15). UNESCO. Retrieved April 13, 2022, from <https://en.unesco.org/news/literacy-teaching-and-learning-covid-19-crisis-and-beyond-heart-international-literacy-day>

- Lotecka, E. L. (n.d.). Life Tech Guide for Personal-Social Skills. 1976–2019 APAL & E.L.Lotecka. <https://elguide.cc/>

- Studyo. (2021, July 16). How to develop life skills among students. <https://studyo.co/how-to>

- What is the High 5 Reading Strategy? (n.d.). Professional Learning Board. <https://k12teacherstaffdevelopment.com/tlb/what-is-the-high-5-reading-strategy/>

If you want access to a more detailed explanation of the activities and share it with your students' parents, you may access the prepared presentation here:

- Reading with A Purpose. (2021). [Slides]. Canvas. https://www.canva.com/design/DAEpD6kHIZQ/LICyQvLU1k6CUVyD1_nPw/view?utm_content=DAEpD6kHIZQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

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ABC+: Advancing Basic Education in the Philippines [ABCplus Learning Connects]. (2022, April 9). The Power of 5Ts on Teaching Reading [Video]. YouTube. <https://www.youtube.com/watch?v=OJ5zUZ2YGGY>

ABC Life Literacy Canada. (n.d.). What is Civic Literacy? | abclifeliteracy.ca. <https://abclifeliteracy.ca/civic-literacy/>

Best, J. (2021, April 7). 5 Ways To Bring Literacy Into ANY Classroom. 3P Learning. Retrieved April 13, 2022, from <https://www.3plearning.com/blog/5-ways-bring-literacy-classroom/>

Cocchiarella, C. (2018, December 30). What is Functional Literacy, and Why Does Our High-Tech Society Need It? MINDFUL TECHNIQS: Thoughts on Technology Education and Related Topics. <https://mindfultechinics.com/what-is-functional-literacy/>

Functional literacy | UNESCO UIS. (2022). UNESCO Institute of Statistics. Retrieved April 11, 2022, from <http://uis.unesco.org/en/glossary-term/functional-literacy>

Functional Literacy Definition With Examples. (n.d.). EnglishBix. <https://www.englishbix.com/functional-literacy-examples/>

Gray, W. S. (1956). The Teaching of reading and writing: an international survey [E-book]. United Nations Educational, Scientific and Cultural Organization (UNESCO). Retrieved April 12, 2022, from <https://unesdoc.unesco.org/ark:/48223/pf0000002929>

Haiken, M. (2021, March 2). 4 Ways to Personalize Reading for All Learners. International Society for Technology in Education (ISTE). Retrieved April 18, 2022, from <https://www.iste.org/explore/In-the-classroom/4-ways-to-personalize-reading-for-all-learners>

Literacy teaching and learning in the COVID-19 crisis and beyond at heart of the International Literacy Day. (2020, September 15). UNESCO. Retrieved April 13, 2022, from <https://en.unesco.org/news/literacy-teaching-and-learning-covid-19-crisis-and-beyond-heart-international-literacy-day>

Lotecka, E. L. (n.d.). Life Tech Guide for Personal-Social Skills. 1976–2019 APAL & E.L.Lotecka. <https://elguide.cc/>

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Reading with A Purpose. (2021). [Slides]. Canvas. https://www.canva.com/design/DAEpD6kHIZQ/LICyQvLU1k6CUVyD1_-nPw/view?utm_content=DAEpD6kHIZQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

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Teaching Styles and Methods. (2019, July 5). Classful. <https://classful.com/teaching-styles-and-methods/>

Technological University of the Philippines (TUP). (2020, November 16). Developing Functional Literacy [Video]. YouTube. <https://www.youtube.com/watch?v=RklqIYvZkyE>

United Nations Children's Fund (UNICEF-India). (2019). Comprehensive Life Skills Framework. <https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>

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United Nations Educational, Scientific and Cultural Organization (UNESCO). (2005). Education for All Global Monitoring Report 2006: Literacy for life. UNESCO Publishing.

United Nations Office on Drugs and Crime (UNODC). (2003). Module 7: Life Skills. In Life Skills Training Guide for Young People: HIV/AIDS and Substance Use Prevention (pp. 1-5). United Nations (UN).
https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf

What are Life Skills? | Skills You Need. (n.d.). Skills You Need.
<https://www.skillsyouneed.com/general/life-skills.html>

What is the High 5 Reading Strategy? (n.d.). Professional Learning Board.
<https://k12teacherstaffdevelopment.com/tlb/what-is-the-high-5-reading-strategy/>