

MENTOR'S GUIDE

ADDRESSING LEARNERS' **GENDER,** **NEEDS, STRENGTHS, INTERESTS,** AND **EXPERIENCES** DURING THE PANDEMIC AND BEYOND



An online module on PPST 3.1.2 (Using differentiated, developmentally appropriate learning experiences

to address learners' gender, needs, strengths, interests, and experiences)

This Mentor's Guide on Addressing Learners' Gender, Needs, Strengths, Interests, and Experiences during the pandemic and beyond was developed in collaboration with the **Philippine National Research Center for Teacher Quality (RCTQ)**, a partnership between the **Philippine Normal University** and the **University of New England Australia**, with support from the **Australian Government**.

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OVERVIEW

This Mentor's Guide on ***Addressing Learners' Gender, Needs, Strengths, Interests, and Experiences (GNSIE) during the pandemic and beyond*** was developed to complement the online Module for Teachers.

The online module is part of a two-module series that contains illustrations of good teaching practices in two indicators of the **Philippine Professional Standards for Teachers (PPST)**.

-  Addressing Learners' Gender, Needs, Strengths, Interests, and Experiences during the pandemic and beyond
-  Teaching Learners in Difficult Circumstances

The development of these modules is consistent with ideas around *emergency remote teaching* (ERT), the purpose of which is to set up instructional support for teachers that are reliably available during an emergency crisis (Hodges, et al., 2020). Through the two modules, teachers will learn and acquire skills in supporting their learners during these times of social distancing and non-traditional learning arrangements.

The online modules will be relevant to the professional practice of all teachers in enhancing their knowledge and skills in the identified PPST Proficient Career Stage indicators. It is anticipated that these modules will continue to be made available, and remain a valuable resource for teachers, even after the COVID-19 crisis.



This guide material is for master teachers and school leaders to mentor and further support teachers. As complementary materials, both the teacher's module and this mentor's guide are suitable to use in learning action cells (LAC), classroom applications, and mentoring, among others.

For Mentors

This guide emerged from the Teacher's Module on PPST Indicator 3.1.2, which aims to help you mentor your mentees effectively.

Based on the view that collaboration is an important process in the teaching and learning process, especially in the **Emergency Remote Teaching** (ERT) setting, this guide will aid you in responding to the queries of your mentees that require further discussions and processing. This 'team-up' approach helps build better communication and interaction as you learn from each other.

As mentor, you play an important role in the achievement of the intended learning outcomes stipulated in the Module. Likewise, your participation in this endeavor will help your mentees acquire the knowledge, skills, attitude, and values as they advance in the higher career level.

Mentoring Instructions

1

Check the Modules

Before meeting the educators, check if modules are properly filled out. Assess their performances based on the provided discussion per activity below. Use this information in preparing your feedback and facilitating your discussion with them.

2

Set a one-on-one session

This session is simply a chance for educators to process what they have learned with another person by airing out their thoughts and having argumentative and complementary discussions.

This is also a chance for you to do the following:

- Give them your **feedback** based on how they answered the activities.
- Clarify **important points** indicated in the key learnings and the guide below.

- ✓ Ask for and confirm changes in their perspectives and teaching plans.
- ✓ Have **similar discussions which** you think are relevant.

REQUIRED READINGS

As a mentor, you should make sure that the teachers taking this module have an understanding of its purpose and contents provided in the **Philippine Professional Standards for Teachers Domain 3: Diversity of Learners** (Strand 3.1).



CHAPTER

1

RECOGNIZING LEARNERS' **WELL-BEING** AND **GENDER DIVERSITY****What My Mentees Should Know**

During the discussion of this chapter with your mentees, it is important to remind them that everyone has sexual orientation, gender identity, gender expression, and sex characteristics (SOGIESC). Explain that sex assigned at birth is based on primary sex characteristics (e.g., external genitalia). There are secondary sex characteristics that become prominent during puberty. There are three sex categories with one's sex characteristics — female, intersex, and male. Otherwise, one is considered transgender. There are also gender identities that do not fall under the gender binary (e.g., nonbinary, gender queer). Gender expression is how a person conveys his/her gender.

Reiterate that learners' SOGIESC do not affect their *well-being and capacity to learn*. It is the stigma, discrimination, and violence based on one's gender and SOGIESC that are considered stressors. Hence, they negatively affect one's well-being.

It is also important to note that the COVID-19 pandemic exacerbates the gender-based stigma, discrimination, and violence experienced by learners. Diversity and inclusion are enablers that positively affect one's well-being and, in turn, improve learners' academic performance.



Lastly, applying an *all-Inclusive approach* in creating teaching instructions will value the learners' diversity in SOGIESC, which can improve learning experiences for all teachers and learners.

What Resources and References Should My Mentees Use

To know more about the topics of Learner Needs and the Needs-Based Model, they may look into the following references:

References	
1. Measuring Wellbeing: A Guide for Practitioners	https://b.3cdn.net/nefoundation/8d92cf44e70b3d16e6_rgm6bpd3i.pdf
2. FAQ on Health and Sexual Diversity: The Basics	https://www.who.int/gender-equity-rights/news/20160517-faq-on-health-and-sexual-diversity.pdf
3. Guidelines for Psychological Practice with Transgender and Gender Nonconforming People	http://dx.doi.org/10.1037/a0039906
4. Impact of COVID-19 Crisis on LGBTQ Youth	https://www.psychiatrytimes.com/view/impact-of-covid-19-crisis-on-lgbtq-youth
5. A teaching tool for breaking the big concept of gender down into bite-sized, digestible pieces.	https://www.genderbread.org/

Analysis Guide for Activities

How are you?

There are no right or wrong answers in the "How are you?" activity.

These questions serve as a temperature check as well as an introductory activity to the concept of well-being. What is important is that before educators go deeper into the discussion of well-being, they should know that questions like "How are you?" can be broken down into questions like...

How was your sleep?

How was your last meal?

How was your day?

among others. Understanding that there are multiple factors to be considered to answer "How are you" sets the foundation for the discussion of well-being.

Questions under SOCIESC Discussion

There is no single or even right or wrong answer for the questions “*What is sex?*”, “*What are you?*”, “*What do you like to wear?*,” and “*Whom do you like?*” However, it is important to tell them that their answers would more or less be possible indicators for each concept under SOGIESC.

My SOGIESC

The answers to my SOGIESC activity are arbitrary.

It depends solely on how mentees assess their own experiences. However, the whole discussion of SOGIESC should be the basis of completing the activity. As a mentor, you should remind them that the important lesson that they must learn from this is that all of us, even they, have SOGIESC. Should they have further questions about the topic, both of you can talk about the information provided in the module. Below are frequently asked questions that are not fully covered by the module. Use them to guide your answers to similar questions raised by mentees.



FREQUENTLY ASKED QUESTIONS

1

What is the difference between **bisexual** and **pansexual**?

Bisexual refers to individuals who are attracted to the same and other genders. It previously referred to individuals having an attraction to the same and the opposite gender, but its definition was extended to go beyond the gender binary (American Psychological Association (APA, 2017).

Pansexuality refers to having an attraction regardless of gender and can fall under the ‘bi’ umbrella.

2

On **crossdressing**...

Crossdressing refers to the act of wearing clothing not often associated with one's gender.

Unfortunately, it is being used to refer to transgender individuals who wear gender-affirming clothing. In these cases, the term crossdressing should be avoided since transgender individuals are merely expressing themselves in a manner that is appropriate to their gender identity.

3

On **restrooms**...

Restrooms in many spaces are often gendered and many policies guiding the use of these facilities are often cissexist or showing or feeling discrimination or prejudice against transgender people, which makes it hard for transgender and gender non-conforming individuals to use these facilities. Oftentimes, they are forced out of these spaces and ridiculed on the spot.

To ensure accessibility of these facilities, gender-neutral and/or gender-inclusive restrooms can be placed.

- **Gender-neutral facilities** refer to spaces accessible to everyone regardless of gender.
- **Gender-inclusive facilities** refer to gendered spaces that are open to transgender and gender non-conforming individuals. Policies may be needed to ensure that people can access whichever facility they are comfortable with.

4

Why should we refrain from using the term **homosexual**?

The term **homosexual** has long been used to pathologize same-gender attraction. To avoid stigma, the terms gay and lesbian are politically correct.

5

What is the difference between **transgender** and **transexual**?

The term **transexual** entails an intent to transition medically while transgender refers to a person whose gender identity does not match one's assigned sex at birth.

The term **transgender** is more appropriate than transexual since not all transgender individuals have the intent nor the capacity to medically transition and the term transexual often focuses on sex rather than gender. It is also important to note that both terms should be used as adjectives.

6

On same-sex marriage/marriage equality...

Same-sex marriage refers to legally-recognized marriage between two people with the same sex/gender markers.

At present, marriage in the Philippines is only between a man and a woman.

Same-sex civil union refers to legally recognized same-sex relationships. However, the rights and obligations in a civil union may be different from those in a marriage.

Marriage Equality refers to the social structure in which same-sex marriage and opposite-sex marriage are recognized as equal by law.

7

What is the SOGIE Equality Bill?

The **SOGIE Equality Bill** is an anti-discrimination bill that was first filed in 2000 and still remains pending in Congress.

It seeks to ensure the protection of anyone regardless of their SOGIE by prohibiting discriminatory practices and encouraging positive depiction of people of diverse SOGIE in media and literature.



SOGIESC Quick Check

Below are the answers to the SOGIESC Quick Check. As a mentor, process the responses or answers of your mentees. Discuss questions that they may have, then make sure to go over the topic again with them guided by the discussion provided in the module.

Question	Key	Feedback
<p>1. Paula is a Grade 5 student from Bayombong Elementary School. She confides to her best friend that she likes one of the girls from their class. In this scenario, what aspect of Paula's SOGIESC is highlighted?</p> <ul style="list-style-type: none"> a. Sexual Orientation b. Gender Identity c. Gender Expression d. Sex Characteristics 	<p>a. Sexual Orientation</p>	<p>Paula is attracted to one of her classmates. She is in the 5th grade and most people can actually date back their 'first crush' much earlier in their lives.</p> <p>Feelings of attraction are natural. It may be physical, emotional, romantic, or sexual. The absence of attraction is also a natural thing. Paula feels attraction towards one of her female classmates.</p>
<p>2. Julie is an incoming senior high school student who was picking up new uniforms. She asked for their principal's permission to wear pants instead of the usual skirt that comes with the blouse for female students. Following the DO no. 65, s. 2010, the principal allowed her to wear what she's comfortable with. In this scenario, what aspect of Julie's SOGIESC is illustrated?</p> <ul style="list-style-type: none"> a. Assigned Sex at Birth b. Gender Identity c. Sexual Orientation d. Gender Expression 	<p>d. Gender Expression</p>	<p>Julie feels more comfortable wearing clothing that is considered as more "manly." This reflects how she expresses her gender.</p>

3. Sam raised in her English class that she wants to be referred to by feminine pronouns during their online classes. She said that she identifies as a girl so her classmates should refer to her with female pronouns. In this scenario, what aspect of Sam's SOGIESC is highlighted?

- a. Sexual Orientation
- b. Assigned Sex at Birth
- c. Gender Identity
- d. Sex Characteristics

c. Gender Identity

Sam identifies as a woman. This reflects her identity in terms of the gender she identifies with — her gender identity. Sam should be referred to with the pronouns which she identifies with, whatever her assigned sex is. If she was assigned male at birth, she may identify as a transgender woman while If she was assigned female at birth, she may identify as a cisgender woman.

4. Gabbie is a 4-year-old girl who will be enrolling for preschool. Upon enrolment, a mistake in her personal documents was observed. Her birth certificate listed her as a male. In this scenario, what aspect of Gabbie's SOGIESC is highlighted?

- a. Sex Characteristics
- b. Gender Identity
- c. Assigned Sex at Birth
- d. Gender Expression

c. Assigned Sex at Birth

Gabbie was born with female sex characteristics but she was assigned male in her certificate of live birth. It is a clerical mistake that can be corrected. But what we want to show in this scenario is that our sex is basically assigned at birth.

5. Kenneth is a Grade 7 student. Upon checking his image on the Zoom app during the online discussion of their modules, he observes that he is starting to develop Adam's apple. In this scenario, what aspect of Kenneth's SOGIESC is illustrated?

- a. Sexual Orientation
- b. Sex Characteristics
- c. Gender Expression
- d. Gender Identity

b. Sex Characteristics

Kenneth is experiencing changes in his body as he enters the age of puberty. This is a manifestation of his male secondary sex characteristics.

Empathy Map

In the empathy map, there is no right or wrong answer. It is only an attempt by the mentees to imagine themselves in the shoes of learners with diverse SOGIESC. However, you can evaluate if their answers were informed by the concluded discussion on stigma and discrimination.

Learning Evaluation

The best answers to the questions are the ones underlined. Again, go over each question and explain why the options are the best answers. Discuss any questions that the mentees may have answered incorrectly. Ask them why they chose a different answer. Make sure to go over the topic again guided by the discussion provided in the module.



Paula is a learner of yours and in one of her consultations with you, she opens up that she is a lesbian. This means that Paula is attracted to people from the (same / different / both) gender/s.

Refer to discussion on sexual orientation.

Julie is an incoming senior high school student. She tells you that she is more comfortable expressing herself in a more (feminine / masculine) way since she likes wearing skirts and wearing her hair long.

Refer to discussion on gender expression.

Sam raised in her English class that she wants to be referred to by feminine pronouns during their online classes since she identifies herself as a transgender girl. Sam is a (boy / girl / nonbinary).

Refer to discussion on gender identity.

Gabbie is a 4-year-old girl. Her parents are preparing the documents for Gabbie's enrolment to preschool. One of the documents is her birth certificate which lists her assigned (sex / gender) at birth as female.

Refer to discussion on assigned sex at birth.

Kenneth is a Grade 7 student who was assigned male at birth. When he is reviewing the recording of their class, he notices that his voice is much deeper and he has a prominent Adam's apple. This means that he is starting to exhibit (**primary / secondary**) sex characteristics.

Refer to discussion on sex characteristics.

(**Stressors / Enablers**) positively affects one's well-being.

(**Stigma / Discrimination / Inclusion**) refers to the unjust treatment of an individual based on some actual or perceived grounds such as race, ethnicity, age, gender, SOGIESC, and disability.

Refer to discussions on stigma, discrimination, diversity, and inclusion.

LGBTQIA individuals experience stress because of the stigma and discrimination they receive from other people. This stress is considered as an example of (**majority / minority**) stressors.

Refer to discussion on stressors.

(**Discrimination / Inclusion**) is the practice of ensuring equal and accessible opportunities for everyone.

Refer to discussion on enablers, diversity, and inclusion.

The All-Inclusive Approach aims to develop (**positive / neutral / negative**) relationships among teachers and learners.

Refer to the discussion on the all-inclusive approach.

SOGIESC is something that (**all / some / none**) of us have.

Refer to discussion on SOGIESC, and My SOGIESC activity. 12.

Only (**we / others / authorities**) can identify our SOGIESC. Refer to discussion on SOGIESC, and My SOGIESC activity.

Refer to discussion on SOGIESC, and My SOGIESC activity

Learners' experiences of (**sexual orientation / discrimination**) affect their capacity to learn.

Refer to discussion on sexual orientation and discrimination.

We (**should / should not**) recognize and build on the diversity of our learners.

Refer to key learnings.

Learners who are part of the LGBTQIA community are (**normal / sick**).

Refer to key learnings.

How I Can Capacitate My Mentees

Below is a sample work plan for coaching and mentoring for Chapter 3: Learners' Needs.

Objectives / Targets	Activities / Strategies	Success Indicator / Expected Output
1. To summarize concepts and ideas: <ul style="list-style-type: none"> ● Learners' Gender ● Sex ● Gender ● Sex Characteristics ● Gender Identity ● Gender Expression ● Sexual Orientation ● Enablers ● Stressors 	<ul style="list-style-type: none"> ● Discussion, FGDs ● FAQs in this Mentor's Guide ● Provide feedback 	Your mentees can: <ul style="list-style-type: none"> ● Explain the various concepts and ideas ● Give examples for each concept and idea discussed ● Realize the importance of well-being of learners especially during challenging times

Objectives / Targets	Activities / Strategies	Success Indicator / Expected Output
<ul style="list-style-type: none"> Well-being 		
2. To differentiate each component of SOGIESC	<ul style="list-style-type: none"> FAQs in this Mentor's Guide Give examples of different combination of sexual orientation, gender identity, gender expression, and sex characteristics My SOGIESC activity Provide feedback 	<p>Your mentee can:</p> <ul style="list-style-type: none"> Ask questions regarding the SOGIESC concepts Value their worth and role as educators (in loco parentis)
3. To design activities that will identify learners' stressors and enablers	<ul style="list-style-type: none"> Discuss and do the activities in the WHO resource "Doing What Matters in Time of Stress" Provide feedback 	<p>Your mentee can:</p> <ul style="list-style-type: none"> Design an activity (through classroom activities or conversations with learners) that will surface learners' stressors and enablers. Think of other activities that can be done in online and modular classes that will help improve learners' well-being
4. To dispel stereotypes based on gender, sex, and SOGIESC.	<ul style="list-style-type: none"> Discussion, FGDs Provide feedback 	<p>Your mentee can:</p> <ul style="list-style-type: none"> Reflect on current teaching processes and identify points to improve (especially those that may seem sexist, homophobic, transphobic) Create an action plan that can improve mentees' teaching strategies

Objectives / Targets	Activities / Strategies	Success Indicator / Expected Output
5. To make activities and SOGIESC learning experience inclusive	<ul style="list-style-type: none"> ● Stop-Start-Continue Activity ● Discussion, FGDs ● Provide feedback 	<p>Your mentees can:</p> <ul style="list-style-type: none"> ● Design and make an action plan for online and modular learners using the Stop-Start-Continue activity ● Welcome the information gained from the identification of learners' enablers and stressors

What My Mentees Should Know

For this chapter, it is important that your mentees understand that all learners have their own different sets of competencies and characteristics that set them apart from each other. Once your mentees see the value of these competencies and characteristics, guide your mentees on how they can facilitate an environment which can help them achieve their goals and address their problems.



Reinforce to them that learning environments should always be inclusive to learners of diverse genders, strengths, interests, needs, and experiences.

Remind your mentees that effective remote learning can occur with proper preparation and consideration of the nine interrelated dimensions.

Discuss with them different ways that they can use in adapting their activities to the current teaching modalities available.

Lastly, it is important that your mentees understand how inclusive and effective remote education, which utilizes the strength of learners, can positively affect their well-being, and facilitate an easier accomplishment of the learner's goals.

What Resources and References Should My Mentees Use

To know more about the topics of Learner Strengths and the Strength-based Approach, they may look into the following references:

References

- | | |
|--|---|
| 1. Implementation of Strengths-based Approach | https://doi.org/ 10.4102/sajip.v29i1.8 |
| 2. Maximizing Student Success with Differentiated Learning | https://doi.org/10.1080/00098655.2013.832130 |

Analysis Guide for Activities

Analysis in Support Group Part

The questions in this part can be answered with the following:

1

In the example, there are different options of presenting the assigned topics to the teachers; through acting, drawing, or singing. They are evaluated based on their understanding of their assigned topics, but they may express their ideas using different tools, skills, and capacities.

2

The learners are given the option of choosing the activity which they feel more comfortable doing based on their strengths. This is also a group activity. Learners in different groups will be given the chance

to use their other competencies such as leadership, interpersonal skills, textual analysis, among others to fill the gaps of other members of the group which ultimately results in a better group output.

3

The learners being able to choose their preferred ways of presenting indicate their evaluation of their group's strength which is already a key factor in determining learner's strength. Teachers can also make their own assessments based on their evaluation of the learners' presentations.

Question 4 is personal. Mentees can enrich the example based on their own experiences of facilitating activities.

Going Forward and Stop-start-continue

Going forward is a section in which mentees can identify their own capacities and think of ways to incorporate what they've learned in future lesson plans. In the stop-start-continue, they expand on their answers and assess what they can do very soon, what they want to continue, and what they can't do as of this moment.

As a mentor, you can facilitate a discussion on identifying challenges in your mentees' implementation and think of ways they can be addressed in the future.

What is important here is that you guide them to see things in a different light and potentially address their reservations.

Learning Assessment



Written below are the answers to each question. Again, go over each question and *explain why the options are the best answers*. Provided is an explanation which can be used as your guide. Discuss any questions that the mentees may have answered incorrectly.

Process by asking what led them to their answer and relate it with the explanation below. *Make sure to go over the topic again* guided by the discussion provided in the module.

Question	Answer	Explanation
<p>1. Jenny is a Grade 8 student. She knows how to play the guitar and usually chooses to present class projects through writing a song. Her talent falls under which category of strength?</p> <p>a. visual-spatial b. intrapersonal c. musical-rhythmic d. logical-mathematical</p>	c. musical-rhythmic	Jenny is using her abilities to produce and appreciate rhythm, pitch, and timbre and has appreciation of the forms of musical expressiveness.
<p>2. A group of Grade 2 students loves to play basketball after classes. Bea is able to lead the group by taking the role of the leader. She usually breaks up fights between her playmates and is able to solve misunderstandings. Her skills in solving misunderstandings fall under which category of strength?</p> <p>a. linguistic-verbal b. interpersonal c. bodily-kinesthetic d. visual-spatial</p>	b. interpersonal	Bea is able to understand the different sides of her playmates. This means that she has interpersonal skills.

Question	Answer	Explanation
<p>3. Teacher Gino started a "Show and Tell" portion in his preschool class every Friday through Zoom meeting. He assigns a learner who will bring something or show a talent that the learner will then have to tell a story about. Teacher Gino wants to know what strengths his learners possess. Which stage of the strength-based approach is he performing?</p> <p>a. exploration b. engagement c. expansion d. evolution</p>	a. exploration	Teacher Gino is still identifying the strengths of his learners. This means that he is still in the second stage of the strength-based approach.

Question	Answer	Explanation
4. Which of the following terms is not gender-inclusive? a. teacher b. lawyer c. bus driver d. congressman	d. congressman	The term "congressman" uses a gendered word 'man.' Instead, speakers can use the term "congress representative" or "lawmaker."
5. Which of the following members of the family can fix a broken toilet? a. father b. mother c. sister d. any of the above	d. any of the above	Skills should not be gendered. House chores and maintenance can be done by any member of the family regardless of their gender.



Here are the answers for the **True or False** part of the Learning Assessment.

Explanations for the answers are also provided below.

Statement	TRUE or FALSE
1 The most important capacities to develop in learners are their abilities to solve mathematical problems and to speak in fluent English.	<i>False</i> , different learners have different strengths. It is important to develop these strengths for each learner.
2 It is important to know your learners' strengths and create activities that will hone those talents, abilities, skills, values, and knowledge.	<i>True</i> , it will aid the learners' growth and will improve their academic participation if their strengths are utilized in learning.
3 All activities should be performed by learners in a certain way for them to be able to learn.	<i>False</i> , learners have different strengths that teachers can use to facilitate learning. As educators, we should use these strengths in teaching our learners.
4 LGBTQIA learners should not be allowed to attend schools because they will just be bullied.	<i>False</i> , this is against the learners' right to education. It is important to make learning spaces safe for all learners. The bullies should be educated on why their actions are wrong.
5 Strict implementation of school uniforms for learners should be observed.	<i>False</i> , this is against DepEd directives. To foster more inclusive and safer learning spaces, implementation of school uniform should be observed more lightly. If school uniforms are required, the differences in socioeconomic status between learners will be highlighted. Also, learners may be hindered in realizing their right to education if we have strict rules on this matter.

Statement	TRUE or FALSE
6 It is important to tell the whole class and co-faculties about a learner's SOGIESC disclosed to you by the learner.	<i>False</i> , a learner's SOGIESC given in confidence should always be kept in confidence as its disclosure may put that learner in danger.
7 Women are better teachers.	<i>False</i> , we should foster equality. This means looking at professions outside gender.
8 Using self-paced modules is one-way teachers can teach during the pandemic.	<i>True</i> , there are different ways of teaching during the pandemic and using self-paced modules are one of them.
9 Student-instructor ratio is one of the modalities of remote learning design.	<i>False</i> , the student-instructor ratio is one of the dimensions of remote learning design. It is not a modality.
10 It is important to be aware of your learners' access to education during the pandemic to be able to design an effective remote learning experience for them.	<i>True</i> , as educators, we should be more inclusive by determining the best ways of teaching our learners during the pandemic.

How I Can Capacitate My Mentees

Below is a sample work plan for coaching and mentoring for Chapter 2: Empowering Learners' Strengths.

Objectives / Targets	Activities / Strategies	Success Indicator / Expected Output
1. To summarize concepts and ideas: <ul style="list-style-type: none"> ● Learners' Strengths ● Openness to Experience ● Conscientiousness ● Extraversion ● Agreeableness ● Neuroticism 	<ul style="list-style-type: none"> ● Discussion, FGDs ● Provide examples for each of the concepts and ideas ● OCEAN Model ● Provide feedback 	Your mentees can: <ul style="list-style-type: none"> ● Explain the various concepts and ideas ● Give examples for each concept and idea discussed ● Recognize the value of meeting learners' needs in the class ● Realize the importance of being inclusive in terms of learners' strength and diversity especially during challenging times
2. To categorize examples for each type of learners' strength	<ul style="list-style-type: none"> ● OCEAN Model ● Provide feedback 	Your mentees can: <ul style="list-style-type: none"> ● Supply their own examples on how they are able to observe learners' strengths through classroom activities ● Value their worth and role as educators (in loco parentis)
3. To design their own activities that will engage, explore, expand, and evolve learners' strengths	<ul style="list-style-type: none"> ● 4Es: Engagement, Exploration, Expansion, Evolution ● Discuss different ways that mentees can identify and work with their learners' strengths ● Provide feedback 	Your mentees can: <ul style="list-style-type: none"> ● Design their own strength exploration activity to be able to identify learners' strengths. ● Think of other activities that can be done in online and modular classes that will make use of identified learners' strengths. ● Welcome the information gained from the strength-based approach of identifying learners' strengths and use said information in the classrooms

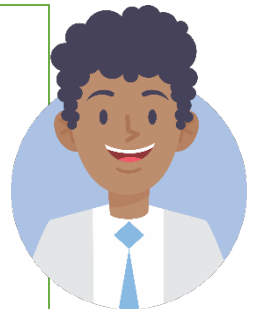
<p>4. To make their own safe learning spaces</p>	<ul style="list-style-type: none"> ● Review the suggested practices to foster safe learning spaces ● Show sample checklists for various grade levels (preschool, elementary, high school) ● Discussion, FGDs ● Provide feedback 	<p>Your mentees can:</p> <ul style="list-style-type: none"> ● Design and make their classrooms (physical or virtual) become safe learning spaces for online and modular learners for preschool, elementary, or high school levels ● Design an action plan of making learning experience more inclusive
<p>5. To design their own learning plan for the remote teaching setup</p>	<ul style="list-style-type: none"> ● Sample learning plan for remote teaching setup ● Discussion, FGDs ● Provide feedback 	<p>Your mentees can:</p> <ul style="list-style-type: none"> ● Devise a differentiated learning plan with consideration for the remote teaching setup ● Respect and work around learners' access to learning in this time of pandemic

What My Mentees Should Know

For this chapter, Ascertaining Learners' Needs, your mentees would need to recall *Maslow's Hierarchy of Needs*, the context of mental health, as well as the use of computer-based games and technology when designing and planning tasks and activities in classes during emergency remote teaching and beyond.

In the context of Maslow's Hierarchy of Needs, your mentees should bear in mind that for learners to achieve self-fulfillment, their basic and psychological needs must be met first.

It is also vital that your mentees take into account the learners' mental health especially during times of disasters or calamities.



The present environment is causing worry and anxiety to learners. It might exacerbate the existing mental health issues. The use of computer-based games and technology in online and modular classes as a form of social connection with classmates and friends may be used to replace physical interaction.

Continue to encourage and to build social connections among peers into the school day intentionally, via group works and activities, and find ways to sustain those connections throughout the school year (Basu, 2020) as they help with social connectedness.

The Saskatchewan Ministry of Education (2015) proposes a *Needs-Based Model* in teaching which ensures that learners are provided with supports in the development and attainment of competencies and independence; learners are given access to appropriate learning opportunities, resources, and supports; learners are supported through differentiated and responsive instruction, and they are afforded with inclusive opportunities to reach their potential.

Below are some practices that your mentees can use to promote a Needs-Based Model in teaching:

What Resources and References Should My Mentees Use

To know more about the topics of Learner Needs and Needs-Based Model, teachers may look into the following references:

References	
1. Supporting Students with Additional Needs	https://www.saskatchewan.ca
2. Actualizing a Needs-Based Model	https://publications.saskatchewan.ca
3. Kids May Face Mental Health Issues as School Begins Amid Pandemic	https://www.hsph.harvard.edu

4. Toward a Better Experience: Examining Student Needs in the Online Classroom through Maslow's Hierarchy of Needs Model	https://jolt.merlot.org/vol8no2/milheim_0612.pdf
5. Enhancing School-Based Mental Health Services with a Preventive and Promotive Approach to Universal Screening for Complete Mental Health	https://doi.org/10.1080/10474412.2014.929951

Below are resources that your mentees can use when designing a Needs-Based Approach plan of instruction:

Resources	
Doing What Matters in Times of Stress	Doing What Matters in Times of Stress (https://www.who.int/publications/i/item/9789240003927)
Online Mental Health Self-Assessment Checklist	https://www.thinkmentalhealthwa.com.au/mental-health-self-assessment-checklist/
Online Mental Health Self-Assessment Tool	Mental Health Check Up Online Quiz Think Mental Health (https://www.thinkmentalhealthwa.com.au/mental-health-self-assessment-checklist/)

Analysis Guide for Activities

Analysis in Activity 1: Analysis of Present Practice

In Activity 1, the teachers were asked about their present teaching practice, their knowledge of their learners, and whether they utilize a variety of differentiated strategies to attend to their learners' specific needs.

A. Do I know my students as learners?

- Under *Category A*, the mentees are asked to recall whether they tried to find a way to get to know their learners.
- The mentees will be able to answer the questions regarding learners' cultural identity, linguistic background, gender preference, family circumstances, learning strengths, as well as preferred and available mode of learning if the teacher provided a simple checklist or questionnaires at the beginning of the school year that the learners and their parents may answer. Teacher-visits, which were done during face-to-face classes prior to the pandemic, also aid in getting to know learners deeper.

B. Do I know myself as a teacher?

- Under *Category B*, the mentees are asked to answer questions about themselves as teachers.
- The mentees must be able to reflect on their personal beliefs, biases, and assumptions as well as their preferred learning style and consider whether these actually affect their practice.

C. If I were a learner now, how would I want my teacher to

- In *Category C*, encourage the mentees to empathize with their learners by putting themselves in the shoes of their learners. Empathy in the classroom builds positive classroom culture, strengthens the

teach and relate to me?

sense of community, and prepares learners to become good leaders (Owen, 2015).

For *Activity 1 KSAV Task*, the mentees' answers may vary. However, make sure that the mentees fill out the KSAV Boxes completely. By filling out this particular activity, the mentors will be able to discern if their mentees learned something new about themselves and their practices.

Analysis in Activity 2: Analysis of Present Practice

The boxes below show the correct answers for the categorization activity.

Word Bank

achieving	water	house	shirt	respect from others	property
sleep	underwear	rice	health	sense of recognition	becoming
performing	confidence	friends	mother	employment	partner

Physical Needs	Security Needs	Social Needs	Esteem Needs	Self-Actualization Needs
water	Health	Friends	Confidence	Achieving
sleep	Employment	Mother	Respect from others	Becoming
rice	property	Partner	Sense of recognition	performing

When mentees are able to *correctly classify needs* in their appropriate categories, they will be able to design and prepare learning plans that will address their learners' needs, which will lead to both the teacher and learners achieving self-actualization.

Analysis in Activity 3: Analysis of Present Practice

Here, the answers of the mentees may vary but they must still be based on the options provided in the Mental Health and Self-Care Treasure Trove.

Scenario 1	Task / Activity
<p><i>In the middle of an online class for your Grade 4 learners, you noticed that some of them are constantly yawning and rubbing their eyes.</i></p> <p><i>What do you do?</i></p>	<p>The teacher must provide the necessary brain/movement break based on choices provided under physical skills which are:</p> <ul style="list-style-type: none"> ● Yoga Breaks ● Stretching ● Walking ● Exercising ● Movement Break

Reason/s for Choosing the specific task/activity:

People yawn and rub their eyes when they feel sleepy. It may not be the teacher's fault when such things happen. As a teacher, if you notice your learners are exhibiting the aforementioned behavior, it is better to take breaks to help wake them up, focus, and concentrate once again on the discussion or given tasks (Terada, 2018).

Scenario 2	Task / Activity
<p><i>You would like to encourage your Grade 7 modular learners to continue being in touch with their classmates and friends as you know that they might feel lonely due to the COVID-19 restrictions.</i></p> <p><i>What activity would you explicitly include in their module?</i></p>	<p>Here, possible answers would come from choices under personal skills:</p> <ul style="list-style-type: none"> ● Communicating with a friend ● Asking for help ● Looking for support systems

Reason/s for Choosing the specific task/activity:

Just like what we have mentioned in the module, mentees must intentionally continue to encourage and build social connections among peers into the school day, via group works and activities, and find ways to sustain those connections throughout the school year (Basu, 2020). This facilitates social connectedness which may lessen feelings of loneliness and exclusion.

Scenario 3

During a discussion in your Grade 12 online class, one learner reveals that he is feeling quite anxious due to several neighbors contracting the virus.

What do you do?

Task / Activity

For this particular scenario, answers of your mentees may vary. They may get answers from the physical, emotional, social, spiritual, and even personal skills.

Reason/s for Choosing the specific task/activity:

Mentees may choose to provide tasks/activities from the aforementioned skills. Whatever they choose, remember to mention the importance of self-care and mental health especially during times of calamities and tragedies.

It is normal to feel anxious and worried. If the feeling persists and it already gets in the way of performing daily tasks and learning, it is best to ask for professional help.

Scenario 4	Task / Activity
<p><i>You want your preschool modular learners to develop a healthy learning environment at home. You want to do this by collaborating with family members that you know will help facilitate modular learning at home.</i></p> <p><i>What activity will you include in the learners' modules?</i></p>	<p>The teacher may provide answers from the work skills which includes:</p> <ul style="list-style-type: none"> ● Time management ● Setting Work/School Boundaries ● Setting a positive workplace/study space ● Having break times ● Continued learning
Reason/s for Choosing the specific task/activity:	
<p>It is important to collaborate with parents and other family members especially during emergency remote teaching. They are the ones who will help teachers facilitate activities and tasks at home. Studying at home will require more discipline and willpower from learners as there are several distractions at home. Providing parents and family members tips on how to set-up a conducive learning environment at home will assist in making the difficult adjustment become more manageable.</p>	

Support Group Analysis

1

What kind of activities did Teacher Camille implement to introduce the concept of family and family diversity?

Teacher Camille read the story, "The Family Book" by Todd Parr

2

Do you think she was able to tap on a specific learner's needs through her pedagogy?

Answers of mentees may vary

3

If you were to enhance Teacher Camille's practice, what differentiated activity would you use?

- Answers of mentees may vary
 - It is best if the mentees provide their own differentiated activity and be able to explain why they chose the said activity.
-

4

What mental health awareness activity did teacher Camille include in her class? If you were to teach the same lesson, what mental health activity would you use? Cite examples for both online and modular learners.

- Teacher Camille did a physical activity – animal stretches or basic YOGA positions.
 - Mentees may provide their own physical activity skills
-

Analysis in Assessment

Task 1

In *Task 1 of Assessment*, the mentees must assess and reflect on what they have learned from the chapter. They can continue practices that are effective and address the needs and mental health of learners. The mentees can also look at existing practices that they can change and further develop. They could also evaluate certain practices that are ineffective and do not focus on the importance of learners' needs, self-care, and mental health, which they could refrain from doing.



How I Can Capacitate My Mentees

Below is a sample work plan for coaching and mentoring for Chapter 3: Ascertaining Learners' Needs which will help guide you as you train and guide your mentees.

Objectives / Targets	Activities / Strategies	Success Indicator / Expected Output
1. To summarize concepts and ideas: <ul style="list-style-type: none"> ● Learners' Needs ● Physiological Needs ● Safety Needs ● Social Needs ● Esteem Needs ● Self-Actualization ● Mental Health 	<ul style="list-style-type: none"> ● Discussion, FGDs ● Provide examples for each of the concepts and ideas ● Maslow's Hierarchy of Needs Diagram ● Provide feedback 	Your mentees can: <ul style="list-style-type: none"> ● Explain the various concepts and ideas ● Give examples for each concept and idea discussed ● Recognize the value of meeting learners' needs in the class ● Realize the importance of mental health, especially during challenging times

<p>2. To categorize examples for each tier in Maslow's Hierarchy of Needs</p>	<ul style="list-style-type: none"> • Maslow's Hierarchy of Needs Diagram • Give examples of "needs" under each tier • Present activities/tasks that will meet learners' needs for each tier • Provide feedback 	<p>Your mentees can:</p> <ul style="list-style-type: none"> • Supply their own examples on how they can meet learners' needs given various scenarios in a class • Value their worth and role as educators (in loco parentis)
<p>3. To design their own Calm Down Kits for learners' mental health</p>	<ul style="list-style-type: none"> • Video-watching, arts and crafts activities • Discuss and do the activities in the WHO resource "Doing What Matters in Time of Stress" • Provide feedback 	<p>Your mentees can:</p> <ul style="list-style-type: none"> • Design their own Calm Down Kits for learners • Think of other activities that can be done in online and modular classes address mental health concerns of learners • Appreciate the roles of arts and crafts as well as physical activities to counter stress, anxiety, or worries
<p>4. To make their own mental health checklist for learners:</p> <ul style="list-style-type: none"> • Preschool • Elementary • High school 	<ul style="list-style-type: none"> • Answer Mental Health Checklist • Show sample checklists for various grade levels (preschool, elementary, high school) • Discussion, FGDs • Provide feedback 	<p>Your mentees can:</p> <ul style="list-style-type: none"> • Design and make their own mental health checklist for online and modular learners for preschool, elementary, or high school levels • Welcome the information gained from the interest-based checklists filled out by learners (and parents for the preschoolers) and use said information in the classrooms

5. To design their own learning plan guided by the Needs-Based model

- Sample learning plan with differentiated instruction based on learner's needs
- Discussion, FGDs
- Provide feedback

Your mentees can:

- Devise a differentiated learning plan with consideration for learners' needs, mental health, and incorporating the use of technology
- Respect and work around learners' individuality and uniqueness

DISCOVERING LEARNERS' INTERESTS

What My Mentees Should know

The Professional Teacher undertaking the Module should recognize the importance of acknowledging that the *interest of learners* is particularly relevant especially during challenging times when a learner's sustained interest in a topic or topics in class holds so much influence.

When learners are interested in what the teacher is teaching, they will exhibit behaviors such as increased attention, greater concentration, pleasant feelings of applied effort, increased willingness to learn, and engaging in the learning activity freely, with persistence, energy, and intensity (Sousa & Tomlinson, 2010).



Establishing learners' situational interests is advantageous in helping stimulate the learners' attention and engagement. Prompting learners' situational interest does not necessarily have to be too long, five to ten minutes will be enough to activate their situational interest.

When a *learners' situational interest* is triggered, their preliminary interest in the topic might lead to becoming their individual interest. When this happens, the learners will develop positive feelings about the topic that

was taught and they will try to learn more about the topic that caught their attention voluntarily (Hidi & Renninger, 2006).

Some examples of activities that can prompt *situational interest* include:



Playing music



Showing a short video



Telling a personal story



Engaging in a movement activity



Featuring Interactive Online games

Consequently, it is important to note that when your mentees look for and use activities to prompt learners' interest, they have to make sure that these activities will be *related to the topic or lesson* that they will be teaching. It is also equally significant to remember that not all learners are the same. Some learners may find the situational activities to be distracting, as such, the teachers must make sure to assess the learners' responses in the activities as often and as honestly as possible.

The *Interest-Based Learning Approach* or IBL Approach suggests that when teachers know both their learners and their content well, they have many opportunities to enhance teaching and learning by linking what matters most in a topic or discipline to what matters most to learners (Sousa & Tomlinson, 2010).

The elements of an IBL approach include but are not limited to the following characteristics:

1. Attention-Grabbing Activities,
2. Student Connection,
3. Appeal to Multiple Learning Preferences,
4. Connection Between Yesterday's Lesson and Today's Lesson, and
5. Presentation of Learning Objectives

(Shanholtzer et al., 2019).

What Resources and References Should My Mentees Use

To know more about the topics of *Learner Interest and Interest-Based Learning* (IBL) Approach, your mentees might want to read the following:

Books, Journals, and Articles	
1. <i>Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom</i> by David Sousa and Carol Ann Tomlinson	Available in open sources
2. <i>Learner Interest Matters: Strategies for Empowering Student Choice</i> by John McCarthy	https://cutt.ly/7nlc83O
3. <i>The Four-Phase Model of Interest Development</i> by Suzanne Hidi & K. Ann Renninger	https://cutt.ly/gvON7yV



For *sample resources*, your mentees might want to adapt the following resources for online, modular, and face-to-face classes that they can ask their learners to fill out:

Resources:	
1. Interest Checklist Adapted Version	https://cutt.ly/fvO1UPm
2. Interest-Based Everyday Literacy Checklist	https://cutt.ly/7vO10nk
3. Case tools –Early Preschool-Interest Based Everyday Activities	https://cutt.ly/ovO0Qql

Your mentees can adapt the checklist above for adolescent or older learners.

Analysis Guide for Activities

Analysis in Activity 1: Self-Reflection

In Activity 1, the teachers were asked to tick (✓) the statements if they agree with what they know about learners' interests and the importance of utilizing learners' interests in designing effective learning plans.

All numbers, from one to five (1-5), may be checked as all the statements are indicative of the significance of teachers really reaching out and taking the time to get to know each and every one of their learners; teachers working together with learners' family members; teachers giving the extra mile to learners who may show more challenging attitudes and behavior in class; and teachers designing differentiated and developmentally appropriate learning plans to impart knowledge to all of their learners in class.

Analysis in Activity 2: List/Draw five things the teacher did over the weekend

In this part of the activity, the answers of the teachers may vary. What is important is that you, as the mentor, will be able to explain to your mentees how hobbies and interests differ from chores and responsibilities.

<i>Interests</i>	<ul style="list-style-type: none"> ● A condition when an individual wants to know or learn about something or someone ● Holds a person's curiosity, attention, and concern ● Ex. academic pursuits, researching
<i>Hobbies</i>	<ul style="list-style-type: none"> ● An activity done regularly, during leisure time, for pleasure ● Ex. gardening, playing the guitar (or other instruments)

<i>Chores</i>	<ul style="list-style-type: none"> ● Routinary tasks, usually, household tasks ● Ex. cleaning the house, ironing clothes
<i>Responsibilities</i>	<ul style="list-style-type: none"> ● Tasks or activities one is required to do as part of a job, role, or obligation ● Ex. checking exams, recording grades

Analysis in Activity 3: Identifying Situational Interest (SI) and Individual Interest (II)

Individual Interest (II): Nos. 1, 3, 7, and 9

Situational Interest (SI): Nos. 2, 4, 5, 6, 8, and 10

Situational Interests are activities or tasks presented by teachers to catch the attention of learners. These activities may only be around five minutes long.


Individual Interests are activities or tasks learners positively engaged in voluntarily and of their own volition.

In *Analysis of Activity 3*, additional questions on how has the teacher's perspective changed towards preparing and planning lessons geared towards addressing your learners' individual interests? How so?

Here, the answers of your mentees may vary. As a mentor, you can facilitate a discussion on how they motivate their learners in class before introducing a new topic or lesson. It is important that your mentees realize that when situational interests of learners are captured, even for a moment, they can build on it such that it will lead to the development of the learners' individual interests on topics and lessons that may be taught in the future.

Analysis of Assessment

Below are the answers to the Learning Assessment found at the end of Chapter 4. Once again, the answers of your mentees may vary; however, they must still be centered on the learner's interest.

Scenario 1:	Learner Interest	Your IBL approach:
<p>A Grade 8 learner is struggling with Biology where the topic is about the human cell.</p>	<p>The learner enjoys doing arts and crafts activities</p>	<p>The teacher may show images or actual hand-made examples of a cell made from materials that are available at home.</p>  <p>10 Awesome Ways to Make a Cell Model Image from: https://cutt.ly/HvOZyqS</p>

Scenario 2:	Learner Interest	Your IBL approach:
<p>A Grade 3 learner is having difficulty with Math where the topic is about fractions.</p>	<p>The learner likes playing and building things out of Legos.</p>	<p>The teacher may present samples of fractions out of Lego or block pieces.</p> <p>Image from: https://cutt.ly/ivOLhSc</p>

Scenario 3:	Learner Interest	Your IBL approach:
Grade 10 learners are struggling with learning the events that happened during <i>"Panahon ng Himagsikang Pilipino."</i>	These learners often join theatrical plays in school.	The teacher can show a short play about what happens when there's a war or s/he can be more specific and actually look for theatrical plays on <i>Himagsikang Pilipino.</i>

Scenario 4:	Learner Interest	Your IBL approach:
A preschool learner is having a hard time with Alphabet Knowledge.	The learner enjoys watching Coco Melon on his parents' phone.	The teacher may actually show a Coco Melon video on ABCs or she may introduce a different video or song about letters.

Scenario 5:	Learner Interest	Your IBL approach:
A Grade 12 learner is challenged by the Entrepreneurship subject.	The learner enjoys watching live online-selling in his spare time.	For online classes, the teacher may show videos of celebrities or social media influencers engaging in online-selling. For modular classes, the teacher may provide a picture and a brief discussion of successful people who built their business empires because of their acute entrepreneurial skills.

How I Can Capacitate My Mentees

As a mentor, you play a vital role in enabling your mentees to apply the IBL Approach in their classes. Below is a sample work plan for coaching and mentoring specifically for Chapter 4 – Discovering Learners' Interests:

Objectives / Targets	Activities / Strategies	Success Indicator / Expected Output
1. To differentiate concepts: <ul style="list-style-type: none"> • Interests • Engagement • Readiness • Situational Interest • Individual Interest 	<ul style="list-style-type: none"> • Discussion, FGDs • Provide examples for each of the concepts • Provide feedback 	Your mentees can: <ul style="list-style-type: none"> • Identify the various concepts • Give examples for each concept discussed • Appreciate the role of learner's interests in learning
2. To categorize examples for Situational Interests and for Individual Interests	<ul style="list-style-type: none"> • Provide sample scenarios when the mentees would have to think of an activity to prompt learners' situational interest • Give examples on how to further encourage and maintain learners' individual interest • Provide feedback 	Your mentees can: <ul style="list-style-type: none"> • Think of their own activities to trigger situational interest • Present their own ideas on how to sustain individual interest • Understand that interests of learners must continuously be supported and nurtured
3. To prepare a plan based on the Four-Phase Model of Interest Development (Hidi & Renninger, 2006)	<ul style="list-style-type: none"> • Fill in the blanks in an incomplete outline of a four-phase model of interest plan based on a certain lesson/topic in class • Provide feedback 	Your mentees can: <ul style="list-style-type: none"> • Make their own plan
4. To make their own interest-based checklist for learners: <ul style="list-style-type: none"> • Preschool • Elementary • High school 	<ul style="list-style-type: none"> • Discussion, FGDs • Show sample checklists for various grade levels (preschool, elementary, high school) • Provide feedback 	Your mentees can: <ul style="list-style-type: none"> • Design and make their own interest-based checklist for online and modular learners for preschool, elementary, or high school levels • Welcome the information gained from the interest-based checklists filled out by learners (and parents for the preschoolers) and use said information in the classrooms

What My Mentees Should Know

Teachers as mentees should learn about the principles of non-discrimination and equality in this chapter. This chapter on learners' experiences discusses and contextualizes these principles through illustrations of practice that taps into the diverse experiences of learners. Making use of different subjects like Physical Education, *Araling Panlipunan*, and others, and tapping into the learner's diverse experiences make the discussions more relatable to the learners.

In understanding the diversity of learners, it is important for teachers to understand that learners are coming from varied backgrounds and have different experiences.



For the learners to connect more meaningfully with the lesson, discussions and activities, facilitated by the teachers, should be able to draw out learners' experiences and facilitate reflective learning.

Activities such as sharing, journal writing, and others are shown in this chapter and can be used further using the mentee's own activities. The activities in this

chapter are samples of what learners might have encountered or experienced in and outside of the classroom or virtually.

What Resources and References Should My Mentees Use

Along with the sample materials and references in this chapter, below are additional materials and references that mentees can use.

Resources:	
Chapter 1: Equality and Non-Discrimination	http://hrlibrary.umn.edu/edumat/hreduseries/TB6/pdfs/HRYes%20-%20Part%202%20%20Chapter%201.pdf
Kutsar, D. & Warming, H. (2014). <i>Children and non-discrimination: Interdisciplinary textbook. Children's Rights Erasmus Academic Network.</i>	https://resourcecentre.savethechildren.net/node/9528/pdf/crean-english-for_homepage.pdf
Sheahan, F. (2008). <i>Translating the right to non-discrimination into reality. Save the Children Sweden</i>	https://resourcecentre.savethechildren.net/sites/default/files/documents/2617.pdf

Analysis Guide for Activities

Activity 1 – Self-Reflection

Self-reflection is the preliminary activity in this module. It allows the learners to reflect on their knowledge, skills, attitudes, and values. There are no right or wrong answers in self-reflection. As the learners answer this activity, teachers can make use of learners' prior knowledge, skills, attitudes, and values as connection points from previous chapters.

Activity 2 – Your Own Understanding

This activity sets the tone for Chapter 5. There are no right or wrong answers in this activity. However, exploring and unpacking learners' answers are needed because it is important for teachers to know how learners understand terms such as stereotyping, fairness, and prejudice.

For online classes, sharing of answers can make learners realize commonalities with their ideas about the terms. To process the learners' sharing, questions like "What are your experiences with these terms?", "How did you feel?", "If something about your experiences could be changed, what would it be?", among others can be used.

Activity 3 – Pairings and Groupings

Although options are presented in this activity, answers may vary especially when learners expound on their experiences with how their teachers made use of pairings and groupings. A suggestion to explore learners' experiences in PE is by letting learners share their experiences on the specific activities where pairing and grouping were used. Another suggestion is to ask learners if they have experienced other ways their teachers in other subjects have paired or grouped them.

Questions under Principle of Non-Discrimination and Equality

Discussion

How non-discrimination and equality are defined by learners depend on numerous factors including the diversity of their experiences. Hence, the questions “What is non-discrimination?”, “What is equality?”, and “How are non-discrimination and equality been manifested, practiced, and shown?” can elicit diverse answers. It is important to explore the answers of learners so that they will understand the principles more clearly.

Activity 4 – Your COVID-19 Experiences

Answers to this activity will be diverse, especially since learners have diverse backgrounds (i.e., socioeconomic status, etc) even if they are from the same LGU. Answers to the questions “What practices/protocols/policies do you think should be strengthened? revised?”, “How do you think our present situation can be improved?”, and “As a student, how can you contribute to the improvement of our situation?” should be discussed and facilitated thoroughly by the teachers.

Activity 5 – Physical Fitness Test

This activity emphasizes how perspectives on gender characteristics and differences reflect teaching practice. Discussions of this activity should expound on how language use shows these perspectives.

The answers to following guide questions should be explored.

- Have you ever thought of doing push-ups in this way? If you have heard PE teachers, students, or others refer to this physical fitness test in this way, what do you think they mean by “girl push-ups”? What do you think about learners who do modified push-ups?
- Do you know of any practices in school that are discriminatory or unequal in nature? Have you experienced any forms of discrimination or inequality? Do you know anyone who has experienced this?

Activity 6 – Self-Reflection

Look for a short reading (i.e., news article, political reviews, etc.) to be given to the learners about the events mentioned in this activity. When discussing international current events and local views, beliefs, and perspectives, take note of covering important discussion points such as history and context. It is recommended that perspectives be grounded with knowledge and understanding of discussions in Araling Panlipunan (AP). Hence, coordination with AP teachers is suggested.

How I Can Capacitate My Mentees

Master teachers/school heads/supervisors can use the outline below to capacitate mentees on this chapter.

Master teachers/school heads/supervisors can also try out this work plan.

Objectives / Targets	Activities / Strategies	Success Indicator / Expected Output
1. To identify concepts: <ul style="list-style-type: none"> • Experiences • Principle of Nondiscrimination • Equality • Diversity • Inclusive Education 	<ul style="list-style-type: none"> • Discussion, FGDs • Contextualization of concepts • Provide feedback 	Your mentees can: <ul style="list-style-type: none"> • Give examples for each concept discussed • Identify practices that exemplify each concept • Relay experiences pertaining to each concept

Objectives / Targets	Activities / Strategies	Success Indicator / Expected Output
<p>2. To identify possible ways to incorporate and tap learner's experiences in discussions</p>	<ul style="list-style-type: none"> • Look into local happenings or current events in your locality • Try using learner's language or lingo • Provide feedback 	<p>Your mentees can:</p> <ul style="list-style-type: none"> • Use relatable examples in discussions • Find stories or anecdotes that learners can relate with
<p>3. To prepare reflective activities pertaining to concepts</p>	<ul style="list-style-type: none"> • Make use of pair share activities • Journal writing activities • Use current events both local and international to contextualize concepts • Provide feedback 	<p>Your mentees can:</p> <ul style="list-style-type: none"> • Plan activities to complement and/or supplement sample activities • Create journal entries on reflective activities to share with learners

DIVERSE LEARNING ENVIRONMENT: CHALLENGES AND OPPORTUNITIES

The activities in this session will allow teachers to:

- *consolidate* what they learned in previous sessions;
- identify the *challenges and opportunities* of creating a diverse learning environment that is responsive to all learners' gender, needs, strengths, interest, and experiences; and
- *collaborate with their colleagues* in designing a GNSIE-responsive learning plan for remote learning.



At the end of the session, mentees should be able to *describe opportunities and challenges* in creating a learning environment that is responsive to all learners' gender, needs, strengths, interests, and experiences in the time of COVID-19, and think about how they might aid in exploring the opportunities and meeting the challenges in their own practice of designing a developmentally-appropriate and diverse online classroom learning environment during and post pandemic.

Consolidating Activity 1.

Creating a learning environment that is responsive to all learners' gender, needs, strengths, interests, and experiences in the time of COVID-19

Facilitation Steps

1. Ask the mentees to discuss *what it means to be* a GNSIE-responsive teacher during and following a pandemic based on their learning in the previous chapters.
2. Now ask the mentees to think of the *various ways in which they integrate differentiated instruction* based on their learners' gender, needs, strengths, interests, and experiences in their own practices, and contemplate on other possible ways in which differentiation could be increased in a remote learning environment.
3. Then divide the mentees into small groups to *compare notes and share their insights*. Afterwards, invite each group to share its responses.

Intersectional lens to addressing learner's gender, needs, strengths, interests, and experiences

Facilitation Steps

1. Use the list of *key approaches to inclusive education* in facilitating the discussion on ways in which teachers can support learners at risk of exclusion during the pandemic through a GNSIE-responsive differentiation strategy.
2. Then lead a discussion on *applying an intersectional lens* to the implementation of Indicator 3.1.2 for a more targeted and effective intervention to address disparities affecting learning and education outcomes that are exacerbated by the pandemic.
3. Feel free to ask the participants or use a real-life example from your own classroom in highlighting the importance of understanding the ways in which each of the indicators—gender, needs, strengths, interests, and experiences—*intersect and inform each other* in shaping each learners' diverse learning experiences.

Consolidating Activity 2.

Identifying the challenges of and opportunities for creating a diverse learning environment that is responsive to all learners' gender, needs, strengths, interests, and experiences in the context of COVID-19

Facilitation Steps

1. Ask the mentees to reflect on three questions:
 - What are the *challenges that you may encounter* in creating a diverse learning environment that is responsive to all learners' gender, needs, strengths, interests, and experiences?
 - How have you *responded* to these challenges?
 - What for you are the most *significant opportunities* for creating a diverse learning environment that is responsive to all gender, needs, strengths, interests, and experiences-responsive environment during this pandemic?
2. Use the results of this task as a springboard for discussion of the *emerging challenges and opportunities* of a GNSIE-responsive plan in the delivery of remote learning during and post pandemic as gleaned from a number of research and advocacy pieces on education responses to COVID-19.
3. Ask the mentees to *consider these challenges and opportunities* as they create a GNSIE-responsive environment in a remote setting.

Consolidating Activity 3.

Evaluating learning plan for gender, needs, strengths, interests, and experiences-responsiveness

Facilitation Steps

1. Ask the mentees to examine their use of *differentiated, developmentally appropriate strategies* to address learners' gender, needs, strengths, interests and experiences in their learning plan.
2. Using the guide questions in evaluating the learning plan for GNSIE-responsiveness, ask the mentees to particularly *assess their differentiation methods*, i.e., content, processes and products, based on their learners' gender, needs, strengths, interests and experiences and the purpose of their lesson.
3. Then ask the mentees to share *new insights* gathered from the activity, and how they can contribute in promoting a developmentally-appropriate and diverse online classroom learning environment that GNSIE-responsive.

Actions to promote a developmentally appropriate and diverse online classroom learning environment that is GNSIE-responsive

Facilitation Steps

1. Lead the discussion on the action guides in promoting a *developmentally-appropriate and diverse online classroom learning environment* that is GNSIE-responsive to further capacitate mentees in implementing a developmentally appropriate and diverse online classroom learning environment in the time of pandemic.

2. Wrap up the discussion by providing *additional action guides* and, while doing so, pointing forward to their capstone project by the end of the module.

Capstone Project

Designing a GNSIE-responsive learning plan

Facilitation Steps

1. Ask the mentees to design a *learning plan* based on their learning in this module.
2. Using the checklist in designing a developmentally-appropriate and GNSIE-responsive learning plan, guide the mentees in creating the *proper differentiated instruction strategies* based on their educational context.
3. At the end of the session, underscore that the content, processes and products they choose to incorporate in their learning plan depend on their *flexibility as proficient teachers* to adapt the proper differentiated instruction strategies based on their learners' gender, needs, strengths, interests, and experiences.

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