



UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA



Education with a Mission: University Perpetual Help Mindoro Mission School A Best Practice of a Community Extension Service as Showcased by the University of Perpetual Help System DALTA

Mahatma Gandhi once said, “The greatness of humanity is not in being human, but in being humane.”

At the start of his first project in Sitio Lawaan, Lumangbayan, Abra de Ilog, Occidental Mindoro, Dr./BGEN Antonio L. Tamayo, Chairman of the Board and CEO of University of Perpetual Help System-DALTA already saw the need for the Mangyan Tribe, the natives of the area to have access to education, medical and health care. It became his goal. He envisioned education to help this tribe gain an upper hand in the social ladder of life to instill in them ideas of citizenship and promote further development. In 2006, he commissioned the Chancellor’s Office of the University of Perpetual Help System to establish a mission school in the said area. Slowly but surely plans were made, social and charitable activities were done to the community to let them feel their importance in the place and at the same time, preparing the ground for the consummation of the cherished dream of the CEO.

Finally, considering the social, economic and educational needs of the community, the University of Perpetual Help Learning Center was conceived to initially start with the noble endeavour of providing free education. For a start, the school embarked first into a Functional Literacy Program on June 9, 2012 and applied for permit to operate officially. It received its Permit to Operate on September 13, 2012 from the DepED of Region IV – MIMAROPA Division of Occidental Mindoro, Mamburao, thereby becoming part of the Alternative Learning System (ALS) and Projects.

The mission school had 13 pupils then with a multi-grade level. The students were all Mangyans. The mission school provides them with free education, inclusive of their uniforms, school supplies, learning materials, even clothing and other personal necessities. This help is a product of love and service of the Perpetualite community. The mission school hired one teacher to fully guide and educate these pupils in a holistic manner. Realizing the purity of intention and the opportunity to give service, the Chairman of the



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Board and CEO together with the Perpetualite community, the parents of the neighboring sitios in the area promised to send their siblings and even other grown-ups with less education by the succeeding year.

In School Year 2013-2014, there were 111 students who registered in the Mission School. Due to the sudden increase in the number of students coming from the Mangyan community, the Mission School hired two additional teachers. Again, despite the increase in the number of students, the Perpetualite community through the leadership of Dr./BGEN Antonio Laperal Tamayo, Chairman of the Board and CEO vowed to continue providing free education and other related supplies and learning materials. In order to grace the opening of classes on June 3, 2013, the Perpetualite community conducted Tribal Games, a form of indigenous sports for the whole of Occidental Mindoro in the Mission School area. Added to this, was a Medical and Dental Mission conducted by the University of Perpetual Help Medical Center for the Mangyan communities in the neighboring sitios. This kind of service has really permeated into the hearts of the Perpetualite family. Interim programs were conducted adding to the knowledge and skills of the Mangyan pupils like Nutrition Month, and Linggo ng Wika. Students were also given the chance to experience a Christmas party and a Recognition Program at the end the school year.

Due to the recommendation of the School Superintendent, Dr. Wilfredo E. Cabral, CESO IV for the application of the Mission School for government permit, the documents were submitted to the Regional Office on September 30, 2013. Superintendent Cabral promised to support and help the institution expedite the process of getting the government permit. Eventually, the Regional Office gave its Indorsement Letter and Inspection Report for the application. The documents for application together with the Indorsement Letter and Inspection Report were forwarded to the DepEd Main Office on October 31, 2013.

For School Year 2014-2015, there were 112 students who registered in the Mission School. Thirty-three (33) students come from the Tagalog community and 79 students were from the Mangyan community. The school was still operating under the ALS Program due to the non-approval of the granting of the government permit by DepEd. The Central Office of DepEd wanted that the application for the opening of the mission school shall be the new school. In short, the agency wanted that it should have a separate



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registration from the SEC and shall exist as a separate new school and not just a branch of the University of Perpetual Help System DALTA. As a result of this, the Legal Department of the University prepared a position paper indicating that the application should remain as a branch and not a new separate school. The Mindoro Mission School is being funded by the main campus in all its operations even the salaries and wages of faculty members. Thus, it is but fitting that the mission school should exist as a branch.

Books coming from the book suppliers of the Las Pinas Campus were donated during the opening of classes as well as four (4) wall clocks. Free education, uniforms, school supplies were provided to the students as promised and pledged. The annual Christmas Gift giving was faithfully observed by the main campus and feeding programs for the pupils were continued.

It was in the month of October 2014 when the Mission School submitted and sent six (6) pupils to take the ALS Equivalency Test for High School. Only one (1) Mangyan student passed the examination. The other five (5) who did not make it had to take the next round of examinations.

By SY 2015-2016, the parents requested for the mission school to issue a card to the students. Considering that the application for a government permit is still being processed in the Department of Education, the parents of the Tagalog students decided temporarily to transfer their children to a public school with the promise to return the moment the mission school has the permit. At this time, the number of students studying at the mission school was twenty-two (22).

Finally, in the month of May 31, 2016, for SY 2016-2017, DepEd Region IV- MIMAROPA granted a government permit to operate the mission school thereby granting the authority to operate the N-K-P of the Pre-Elementary and Grade I-VI of the Elementary Courses. The official and registered name of the School is “University of Perpetual Help Mindoro Mission School.” The government permit was good for one year only and shall be renewed thereafter.

The school with the government permit that was granted, opened its classes on June 13, 2016. The total number of pupils (Pre-Elementary to Grade 6) is 114. There were 82 Mangyan pupils and 32 who were not. There were three (3) faculty members: two (2) female and one (1) male. The two (2)



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faculty members are LET passers. The first Recognition Program of the mission school with the government permit happened on April 4, 2017. The Recognition Program was held in the campus. The invited guest was Bgy. Capt. Embong R. Rodriguez, Barangay Captain of Barangay Lumangbayan.

Marking the history of the mission school of having its first graduates happened on April 5, 2017.

There were three (3) pupils who graduated from the Elementary course (Grade 6). These were:

1. Alexis Cunanan Lalong-isip
2. Jennylyn Lalong-isip Paturgo
3. Aimy Navarete Lalong-isip

The graduation was held in Matabang Elementary School. The request of holding the graduation in Matabang Elementary School was warmly accepted by Mrs. Theresa de Chaves, the Head Teacher. The graduates of the school joined the graduates of Matabang Elementary School observing the distinction during the ceremony. The invited guest of honor was Ms. Meghan D. Moreno, an alumna of Matabang Elementary School herself. Two Representatives from the DepEd Division Office in Mamburao were present.

On February 10, 2017, the Department of Education Region IV-MIMAROPA renewed the government permit of the school to operate the NKP of the Pre-Elementary and Grades I-VI of the Elementary Courses for the SY 2017-2018 with the government permit nos. K-010, E-008, s. 2017.

For the School Year 2017-2018, there were 110 students enrolled, 81 students are Mangyan while 29 are Tagalog. Seven of these are Grade 6 who graduated and finished elementary education. For School Year 2018-2019, a total of 112 students were enrolled. Eighty five (85) are Mangyan students and only 27 are Tagalog. Only 5 students graduated from this batch. One hundred fifteen (115) students enrolled for School Year 2019-2020. Eighty-eight (88) of these students are Mangyan and 27 are Tagalog pupils. There were 16 students who finished and completed their elementary education.

Currently, the University of Perpetual Help Mindoro Mission School (UPHMMS) Learning Continuity Plan outlines how the school shall continue to survive and operate amidst the new normal



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situation in the succeeding days, weeks, months or even years after the COVID 19 pandemic. The school continues its operations and functions especially in the delivery of teaching-learning services to the learners and the community as well despite its limited resources, infrastructure, and technological facilities.

The school was caught unaware and unprepared of the situation. No one really knows how this pandemic shall end and totally eradicated. It has already brought disaster, havoc, despair and sufferings locally and globally for it has devastated and crippled the normalcy situation of the country. Nevertheless, despite the uncertainty of the situation and the absence of the anticipated preparation, the school tries to be resilient and enterprising in its continuation of commitment to bring the essential services and exercise its vital mission.

The whole nation is slowly moving into the normal situation like before. However, the country or even the whole world for that matter tries to cope up with the situation and the circumstances. Thus, the whole nation and the education sector is compelled to adopt the NEW NORMAL way of life. The wearing of face masks, face shields, the social/physical distancing, the temperature checks are now the new norms as preventive measures and becomes already the accepted new norm in public.

The University of Perpetual Help Mindoro Mission School implements the same stringent measures like the universal and standard safety measures for the new normal. Online or remote transactions are followed. Classes are done online, remote, or modular as the case may be. In short, flexible learning is adopted. Adhering to the Guidelines of DepEd and IATF, residential classes or face-to-face classes are suspended for the duration of the General Community Quarantine (GCQ). For School Year 2020-2021, the school adopts a modular approach as a learning delivery option in compliance with the local COVID 19 Risk Security Classification and Compliance with minimum health standards, and the conduct of curricular and co-curricular activities including gatherings such as science fair, structure of portfolios, trade fairs, school sports, campus journalism, festival and talents, job fairs, and other similar activities are cancelled, except those conducted online. (Guidelines for Areas Placed under GCQ)



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Cognizant of the present social, domicile or residential, and economic situations of the learners wherein almost 90% belongs to the indigenous community and the parents lack basic and advance education with no permanent source of income, because they only rely on farming and occasional work for pay, the school takes serious consideration of their capacity to equip themselves with gadgets required for online and remote learning. In this case, no learner nor teacher is penalized for his/her inability to participate in online means of learning due to issues in connectivity or availability of gadgets or equipment (DepEd Memo 43 and 45).

Taking into consideration the plight of Mangyan students who have no capacity to study online, UPHMMS is integrating flexible learning classes in the curriculum and promoting creative ways of learning and engagement without physical contact and/or reporting to the classroom. The school adopts the modular approach as the delivery of instruction this school year. It provides staggered school days and smaller class sizes if and when residential classes resume. The teachers of UPHMMS craft self-learning modules for students who do not have access to internet. These modules are printed, reproduced and distributed to the houses and barangays of the students. The learning packets contain modules, school supplies such as notebooks, paper and pencils, face masks and face shields that the students can use in their studies. The older brothers and sisters of the students who are literate and capable to teach their siblings are the ones assisting the learners in understanding and answering the modules. In the absence of a literate adult in the family, the heads and elders of the community who are educated and literate help in explaining the activities in the modules. The teachers on the other hand, are always ready to answer queries through the SMS text. They also allot time for consultation or clarification when they distribute and retrieve the modules every Friday of the week.

Moreover, the teachers also had a special orientation with the parents of the students regarding Covid 19 and the precautionary measures that everybody needs to observe to avoid contacting the virus. The use of facemask and face shields as primary protection against Covid 19 was also taught to the community. The orientation highlighted the importance of hygiene particularly handwashing, hence



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hygiene kits were distributed to the Mangyan students. The teachers also explained the rationale of the school in adopting the modular approach this school year and their role in helping their children accomplish the assigned tasks.

Organization of the Outreach Program

The President of the University, Mr. Anthony Jose M. Tamayo takes full responsibility for the UPHMMS. He is assisted by the School Director of the Las Piñas Campus. But the operations of the program is done by the School Director of UPHMMS, Dr. Joven O. Sepino, and the Head of the Community Extension Services, Dr. Josephine P. Dasig.

The organizational structure represents the hierarchical arrangement of the department with the following functions:

The Head of the Community Extension Services spearheads the over-all direction of the community extension office in consultation with the School Director. The Head facilitates and develops empowerment programs based on the identified needs of the partner communities in order to address the issues based on the capacity and competencies of each college and department. The head leads in the formulation, implementation, supervision, monitoring and evaluation of approved programs and services in consultation with partner communities. She provides capacity building support for coordinators, faculty, students, non-teaching personnel and the community in collaboration with the Deans, Heads, and Human Resource Department. She establishes networks and linkages to local, regional, national and international agencies to enhance the existing outreach programs and services. She also coordinates with the concerned colleges and Research and Development Center (RDC) in developing and conducting community based researches.

The Community Extension Services (CES) Coordinator is the representative of his/her Department/Colleges. The Program Coordinator is under the supervision of the Office of the Community Extension Services in matters pertaining to extension program and services.



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The Program Assistant of the Community Extension Services assists the Head in the operation. He/She assists the program coordinators/proponents in the formulation, implementation, supervision, monitoring and evaluation of the approved programs and services.

The Administrative Staff of the Community Extension Services is responsible for the effective and office management and attends to clerical work requirements of the office.

The Community Outreach Programs of the institution provides opportunities for the students to be involved in the various community projects and programs. These programs and activities allow the students to develop their social responsibility and civic - mindedness by applying the concepts and knowledge learned in the classroom in real - life situations.

Moreover, the institution believes in the nobility of education as it teaches and transforms Indigenous students through formal education with relevant survival and work skills suitable for indigenous, local and national economies. The faculty members, non-teaching personnel and students are actively involved in the planning and implementing of the different activities of the Community Outreach Program of their department.

Planning, implementation and evaluation of the outreach program

The Community Extension Services Office, as the heart of the institution together with all the colleges and departments, leads in the planning, implementation, coordination, monitoring, and evaluation of the CES programs, projects, and activities.

Every summer, there are planning sessions and training seminars and workshops for all the CES Coordinators and student leaders. In the workshop, the CES Coordinators and students are grouped together to brainstorm and design CES programs and activities aligned to the CES advocacy of their college or department. The CES Coordinators include such programs in their annual operational plan.

Prior to the implementation of any activity is the assessment of the needs that include ocular inspection, interview of the residents or target recipients and consultation with the community leaders.



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Needs Assessment is conducted to ascertain that the programs, projects, and activities proposed and implemented by all colleges appropriately address the needs of the target community

The Community Extension Services of the university has anchored its programs and projects in the thrust, HELPERS which stand for Health, Education, Livelihood and Psychosocial, Environment, Risk and Disaster Management and Sports and Wellness as its advocacies that are undertaken by the colleges.. Health Programs are done by the College of Nursing, the Colleges of Physical Therapy, Occupational Therapy, Respiratory Therapy, Radiologic Therapy, Medical Technology, Pharmacy and Dental Medicine. Education and Literacy Programs are taken care of by the Colleges of Education and College of Arts and Sciences. Livelihood Development and Life Skills Programs are being done by the College of Business Administration and Accountancy and the College of International Tourism and Hospitality Management. Psychosocial Programs are jointly shared by the College of Arts and Sciences and Allied Health programs. Programs for Environment and Risk and Disaster Management are being undertaken by the College of Criminology, College of Maritime, College of Engineering and the School of Aviation. Sports and Wellness and Values Formation Programs are likewise managed by the College of Education and College of Arts and Sciences.

A needs assessment survey is done before a program is implemented to determine the areas that need emphasis and support. The College CES Coordinators then propose a program or an activity to help improve the areas of priority. Each activity is evaluated. The results are tallied, tabulated and analyzed to check its impact to the community. All Community Extension activities are proposed with a concept paper. Once the concept paper is approved by the CES Head and the School Director, it is ready for implementation. For effective coordination and performance assessment, all CES activities, programs, projects are systematically and extensively documented and closely monitored to check how the activities are progressing.

The monitoring serves as the feedback mechanism of the program. During the monitoring, if there are activities that are not accomplished, an action plan is prepared to address the gaps and issues during the



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implementation. It is in this phase where interventions can be done when needed. Programs, projects and activities can also be evaluated midway so as to know the appropriate adjustments that can be done to ensure success of the program. Monitoring and evaluation of the activities are checked through the accomplishment reports of each college. The CES Office ensures that the plan of activities and Action Plan timetable allotted are accomplished on the period planned.

After the implementation of the programs, projects, or activities, accomplishment reports are submitted by the CES Coordinator to the CES Office. The report contains the names of the beneficiaries, the reflection papers and evaluation of the implementers (CES coordinators, faculty, and students) and the evaluation of the beneficiaries.

The evaluation results are then tallied and analyzed for information management. Such information is used as basis for the improvement of the existing programs and development of new programs, projects, and activities. Furthermore, the data also serve as the source for research activities/studies which further enhance the community extension services of the institution or of the college. The accomplishment and evaluation reports are also considered in the budget allocation for the next school year. Each program of every college is allotted with a budget with a certain reference number for all its proposed programs, projects and activities. The amount needed in the budget is released a day or two before the implementation date of the scheduled CES programs/projects. The implementers submit a liquidation report right after the programs/projects. Supporting and official documents are attached to ensure reliability of the liquidation report.

All activities and expenditures incurred are part of the midyear and year-end report of the Department.

Impact/Quality of the outreach program

The program is anchored on the university's vision that foresees the Filipino people enjoying a quality of life in abundance, its mission that aims to graduate dynamic and well-rounded students who are citizens with great social concern, and its philosophy that the university is committed to the ideals of



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teaching, community service and research. The administration, as a catalyst of change, supports all extension activities by utilizing the university's resources in making a difference in the lives of our Mangyan brothers and sisters in Abra De Ilog, Occidental Mindoro. The students were equipped with basic literacy and competencies that prepare them for the next level of education which are hopefully, will pave the way for them and their families for the chance and opportunity for social and economic upward mobility. The Mangyan parents also realized the importance of education as an instrument in shaping a better future for their children; hence, arranged and Child Marriages viewed as a transfer of responsibilities in the impoverished community was diminished. They are also taught respect and honor human rights through character building as guided by the principles of Christianity and Catholic Doctrine. Currently, there are already 31 Mangyan students who graduated from the UPHMSS. The basic literacy that these students learned in school made them more confident in dealing with other people. This also improves their decision making skills and how they view life. These students who believe in the important role of education in their future are now enrolled in a public Junior High School in Abra De Ilog.

Sustainability of the program

. Knowledge is such a powerful element in the shaping process, thus, educational programs that create knowledge are one of the most important activities in any community. Extension, through its educational programs, plays a significant role in the knowledge-creation process and therefore is instrumental in shaping communities. (Simpson, Greg, 1998).

The University of Perpetual Help Mindoro Mission School (UPHMMS) has been in operation for 7 years now. It started as learning center under the Alternative Learning System of the Department of Education (DepEd) from 2013-2016. When the permit to operate was granted, it has provided free elementary education to the Mangyan children of the nearby sitios to help these tribes gain an upper hand in the social ladder of life as envisioned by the Chairman of the Board and CEO, Dr. Antonio L. Tamayo

UPHMMS has hurdled the challenges, issues, and problems experienced by the administrators and teachers. To sustain the operation, funding is provided by UPHSD, the main campus. Donations from the



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administrators, faculty, alumni, students, parents and external donors help in enhancing and improving the services needed by the Mangyan students. Due to the damages caused by weather and calamities, facilities are regularly maintained and improved so that the teaching and learning processes, and other school services are not hampered. Books from the suppliers of Las Piñas Campus are donated during the opening of classes. Uniforms, school supplies are provided to the students. To ensure that students come to school regularly healthy, and ready, a feeding program is done. The faculty and student volunteers of the main campus spearhead the annual Christmas Gift giving activity. This is faithfully observed every year. Through the years, it has constantly enhanced the services given through improvements and innovations needed to meet the needs of the Mangyan students and the whole UPHMMS academic community. Sustaining this worthy program is possible with the magnanimous help and support of the administrators, faculty, students, alumni, and parents of not only UPHSD-Las Piñas but also UPHSD-Molino and Calamba campuses. Presently, UPHMSS has graduated 31 students already as shown in Table 1 and this number will increase each year for the university vowed and is true to its mission to help in providing quality and abundant life to all the Filipino people.

Table 1. Graduates of the University of Perpetual Help Mindoro Mission School

Year of Graduation	Number of Graduates
2017	3
2018	7
2019	5
2020	16
Total	31

The Call for Other Educational Institutions to Operate Mission Schools to Indigenous Communities

The mechanics of the UPHMMS program can be replicated by any selfless and generous educational institution that envisions to provide opportunities in achieving quality of life for all Filipino



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people. The education of the Indigenous people also supports the World Conference of Education for All and the Sustainable Development Goal 4 that ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all. The University of Perpetual Help Mindoro Mission School believes that given the best opportunity and the quality of education it offers, the Mangyan students could become co-workers for national development and societal transformation. If some learning institutions will heed this call more Indigenous People will become literate and educated. They will also be able to see and live a better and brighter future not only for themselves but also for their tribes and communities.

There are over 11 million indigenous people in the Philippines, many of whom live in very remote locations around the country with limited access to technology and quality education.

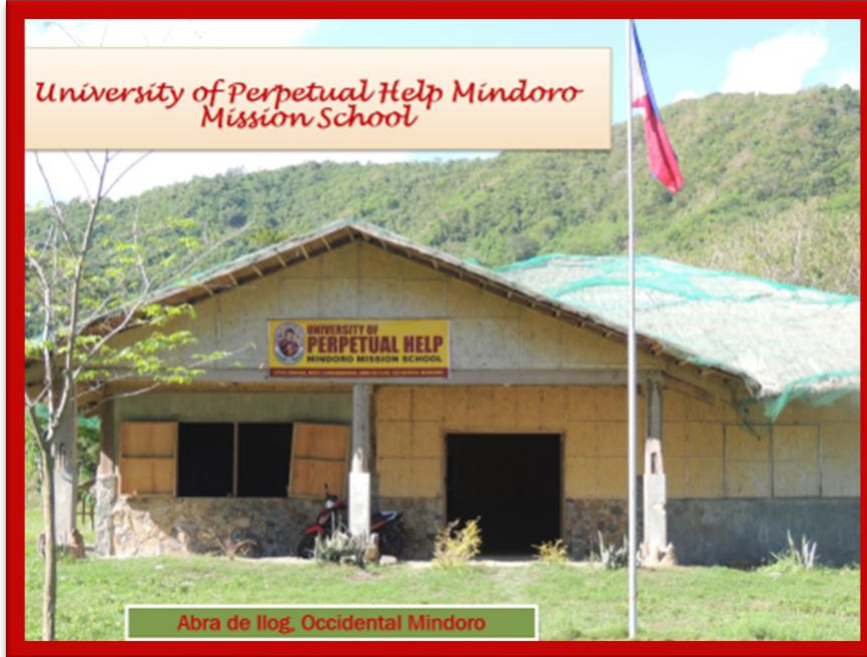
The study on the Adult Education of the Indigenous People in the Philippines as published in the UNESCO digital library cited that the Indigenous Peoples are found in the three main islands of Luzon, Visayas and Mindanao. The biggest concentration of indigenous peoples are found in the Cordillera region in northern Philippines. This mountain region which straddles the Gran Cordillera mountain range, is the ancestral home of some 14 indigenous groups like the Ibaloy, Kankanaey, Bontok, Kalinga and Ifugao.. The peoples in this area are generally referred to as Igorots which means people of the mountains. They are also the majority peoples in the region. Another large aggrupation are the indigenous peoples of Mindanao who are collectively called Lumad or “born of the earth.” The Lumads comprise 18 ethno linguistic groups such as the Subanen, Higaonon, Manobo, Mamanua, Tiboli and B’laan. The Moros are grouped into three: Maranao or dwellers of Lake ; Maguindanao of Cotabato province and the Tausug or people of the current from the province of Basilan. Negrito groups are found in the three major islands such as the Agta, Aggay and Dumagat in Luzon, Ati in the Visayan Islands and Mamanua in Mindanao. The peoples have diverse cultures but have limited access to quality education that made them at the disadvantaged state at this time and age. Helping in the formal education of the Indigenous People would pave their path to have a more promising and a more prosperous life. They will become contributing members of Philippine society. If only Higher Educational Institutions (HEIs) and other learning institutions can help in this mission to establish small schools that will help educate the indigenous people of the country, then it can truly be said that Philippine Education is for all and no one will really be left behind.



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Photo Documentation





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LOCATION

SITIO LAWAAN

BGY. LUMANGBAYAN (2,699 population)

ABRA DE ILOG

OCCIDENTAL MINDORO

THE BEGINNING

THE SITE

2011

START OF THE CONSTRUCTION

2012

NEW HOUSE FOR THE PUPILS

WITH NEW TEACHER

TEMPORARY SHELTER FOR THE PUPILS

9 All Mangyan Pupils

2 Volunteer teachers from LP Campus

2012

START OF FUNCTIONAL LITERACY PROGRAM UNDER ALTERNATIVE LEARNING SYSTEM (ALS) PROGRAMS AND PROJECTS

2012-2013



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The government permit to operate under the Alternative Learning Systems (ALS) of the Department of Education (DepEd) was issued on September 13, 2012, and the government permit to operate as a school was issued on May 31, 2016





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THE GROWTH AND EXPANSION



111 STUDENTS WITH 3 TEACHERS



GROWTH AND EXPANSION



Faculty and student volunteers from the main campus volunteered to teach on a weekly basis as their community involvement and contribution to the growth of UPHMSS,



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To ensure that Mangyan students come to school regularly, healthy and ready, feeding program is done.





To provide holistic development of the students, various school activities like Nutrition Month and Linngong Wika are celebrated.





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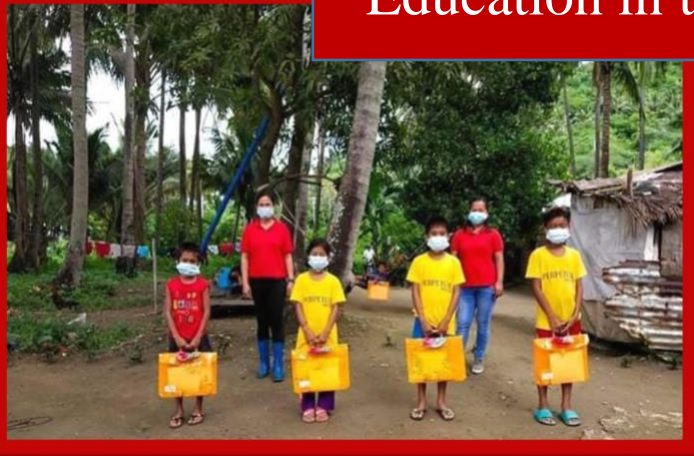
RECOGNITION



JOINT GRADUATION WITH MATABANG ELEMENTARY SCHOOL



Education in the New Nomal






UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA




UNIVERSITY OF PERPETUAL HELP MINDORO MISSION SCHOOL

Grade 2
Araling Panlipunan



Pangalan:	
Baitang:	
Pangkat:	

ALAMIN



Kaya mo bang sagutin ang mga tanong?

1. Ano ang pangalan mo?
2. Ilang taong gulang ka na?
3. Saan ka nakatira?
4. Saan ka nag-aaral?
5. Sino ang guro mo sa Filipino?

DIRECT

UNIT 1
I Can Draw

In this quarter, the learners will be able to demonstrate understanding of lines, shapes, colors and texture, and principles of balance, proportion and variety through drawing, explain that ART is all around and is created by different people, identifies different lines, shapes, texture used by artists in drawing, draws different kinds of plants showing a variety of shapes, lines and color.

DISCOVER

Learning Objectives

At the end of the lesson, we should be able to:

1. identify the different kinds of lines.
2. use different kinds of lines to create a drawing.

UNANG MARKAHAN

SIDALAMAYAN	DESCRIPTION										
Pangalan ng Aralin	Filipino Teacher: Ms. Marilyn R. Najar										
Deskripsyon ng Aralin	Ang Filipino bilang aralin ay rereviewing sa pagpapalagay ng ating pangalan ng mga bata. Sa aralin na ito, ang mga bata ay mag-aaral sa pag-aaral ng mga pangalan ng mga bata sa Filipino. Ang mga bata ay mag-aaral ng mga pangalan ng mga bata sa Filipino. Ang mga bata ay mag-aaral ng mga pangalan ng mga bata sa Filipino. Ang mga bata ay mag-aaral ng mga pangalan ng mga bata sa Filipino.										
Layunin sa Pagkatapos	<ul style="list-style-type: none"> • mag-aaral ang konsepto sa pag-aaral, pag-aaral, pagpapalagay, at pag-aaral ng mga pangalan. • mag-aaral ang iba't ibang hugay ng pangalan sa pangangalaga, at mag-aaral ang mga pangalan ng mga pangalan sa pangangalaga, at mag-aaral sa mga pangalan, at sa mga pangalan. 										
Mga Nilalaman	<p>Mga Larawan:</p> <ul style="list-style-type: none"> • maraming larang ang pangalan ng pangalan o pangalan. • maraming larang ang pangalan ng pangalan ng pangalan, pangalan ng pangalan. • maraming larang ang mga pangalan ng pangalan ng pangalan ng pangalan, pangalan ng pangalan. • maraming larang ang mga pangalan ng pangalan ng pangalan ng pangalan, pangalan ng pangalan. <p>Pangalan sa Dalawang Uri Nito</p> <p>Pangalan: bahagi ng pangalan ng pangalan ng pangalan ng pangalan, pangalan ng pangalan.</p> <p>Uri ng Pangalan</p> <ol style="list-style-type: none"> 1. Pangalan – Iyong pangalan ng pangalan ng pangalan, pangalan ng pangalan. 2. Pangalan – Pangalan ng pangalan ng pangalan ng pangalan, pangalan ng pangalan. <p>Halimburi: Juan, Maria, Defensor, Amara, Pula</p> <p>Pangalan – Pangalan ng pangalan ng pangalan ng pangalan, pangalan ng pangalan.</p> <p>Halimburi: Juan, Maria, Defensor, Amara, Pula</p>										
Pagpapaliy	<p>A. Pangalan bahagi ng pangalan ng pangalan ng pangalan ng pangalan, pangalan ng pangalan.</p> <table border="0"> <tr> <td>1. pangalan</td> <td>5. Pangalan</td> </tr> <tr> <td>2. pangalan</td> <td>6. Pangalan</td> </tr> <tr> <td>3. pangalan</td> <td>7. Pangalan</td> </tr> <tr> <td>4. pangalan</td> <td>8. Pangalan</td> </tr> <tr> <td>5. pangalan</td> <td>9. Pangalan</td> </tr> </table>	1. pangalan	5. Pangalan	2. pangalan	6. Pangalan	3. pangalan	7. Pangalan	4. pangalan	8. Pangalan	5. pangalan	9. Pangalan
1. pangalan	5. Pangalan										
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4. pangalan	8. Pangalan										
5. pangalan	9. Pangalan										

UNIVERSITY OF PERPETUAL HELP MINDORO MISSION SCHOOL

FIRST QUARTER
SCIENCE 5



Name:	
Grade:	
Section:	
Teacher:	

Learning Packets



UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA



Faculty and student volunteers do various extension activities for the students and parents of UPHMSS.





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The faculty members of the Grade School Department lead the children in singing and dancing while the student- volunteers of the College of Engineering assist the children in drawing and doing their arts and crafts.





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The faculty members and student – volunteers of the College of Radiologic Technology discuss the importance of Personal Hygiene and Monthly Period to the adolescent and adult Mangyan women. The College of Dental Medicine taught the importance of fluoride and dental hygiene.





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The Mangyan students were taught the value of Piso Savings by the faculty members and student - volunteers of the College of Business Administration and Accountancy.



Simple health assessment is done by the alumni, faculty, and student volunteers of the the College of Nursing.





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The Senior High School faculty members organize various games for the Mangyan children.





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Faculty and student volunteers teach the parents and students of UPHMMS.





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The administrators, faculty, and student volunteers had a whole day immersion in the Mangyan community. Various activities and needs assessment were done.





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Periodic Medical and Dental Missions in partnership with Perpetual Help Medical Center (PHMC) and DALTA JONELTA Foundation Inc., were also part of the services that UPHMMS provide.



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The planning of the Community Extension Services with the Administrators, Academic Heads, and CES Coordinators.

