RATIONALE

- Iligan is composed of predominantly Christian population with minority that compose of the Maranaos, Higaonons, and many settlers and migrants from other parts of the country.
- Each tribe/minorities has gained pride from where they belong that may lead to discrimination to other practices due to lack of appreciation and respect to ones' culture and ideologies.
- One of the ways that may strengthen the trust towards one another, is to promote one aspect of how these minorities live through foods.
- Certain delicacy can tell a lot about a certain culture, and to see and taste its flavor may bridge the gap among them.
- This project focuses of the native delicacies commonly prepared by the cultural groups during special occasions which may help our students to be more open, appreciate and recognize various cultures in the locality.
OBJECTIVES

• Demonstrate originality and inventiveness in work
• Understand the interconnection of diverse cultures
• Articulate thoughts and ideas clearly and effectively through speaking and writing
• Use technology as a tool to organize and communicate information
• Adapt to varied roles and responsibilities
• Bridge cultural differences and use different perspectives to increase innovation on the quality of work
SUBJECT AREAS/YEAR LEVEL

• English
• Chemistry/Science
• Mathematics
• TLE (Technology and Livelihood Education III)
• TLE (Computer Education III)

TARGET AUDIENCE
Third Year and First Year students of ILIGAN CITY EAST HIGH SCHOOL – STA. FILOMENA AND ILIGAN CITY EAST HIGH SCHOOL – HINAPLANON respectively.

NUMBER OF CLASSES: 6 classes
DURATION: 4 months
ACTIVITIES

• Phase I  Orientation
• Phase II  Basic Training
• Phase III  The Implementation
• Phase IV  Collaboration/Community Emersion
• Phase V  Cooking Demonstration/Innovative Cooking
• Phase VI  The Festival
• Phase VII  Evaluation and Reflection
Phase I Orientation

- Teacher organizes conducted a mass orientation during the First Parent Teacher meeting on June 16, 2011.
Phase II Basic Training

• Basic training on basic computer operations and basic concept on photography
• participants were the First Year students and were assisted by third year students.
  Computer teachers were the Resource Persons.
Phase III  The Implementation

• PBL project was integrated in 5 learning areas; English, Science, Computer Education, TLE, and Mathematics. Teachers handling these subjects interacted and collaborated for updates and for synchronization in the two schools. Specific learning objectives were based on the general target objectives of this project.
Changes of Matter laboratory activity in chemistry using the ingredients commonly found in indigenous delicacies
Students reporting outputs of their interview and innovative recipes
Screenshots of students output. Left – result of students brainstorming using flowcharts. Right- PPT showing overview of heritage, recipes and results of interview
Math Activity where students were asked about the measurements done in particular recipes. It also includes concepts of multiplying fractions.
Phase IV  Collaboration/Community Emersion

• All third year students from different sections met and collaborated for the finalization of questionnaires for interview. Each group was asked to plan and made schedules for a community visit for interview.

Students conducting interview with a Muslim woman about recipes she knew as an assignment for their English class.
Phase V Cooking Demonstration/Innovative Cooking

The students demonstrated and innovated the basic recipes of the delicacies during the Nutrition Month program supervised by TLE teachers. Select teachers were asked to evaluate outputs.

Snapshot from a video of students doing cooking demonstration
Phase VI The Festival

As a culminating activity of the project, students displayed the top 5 commonly prepared delicacies (5 main dishes and 5 deserts) of the three tribes. The program was attended by schools division representatives, and community leaders and parents of two collaborating schools.
Students display innovative dishes. Students are required to dress up and entertain guests through dances according to their assigned tribe.
Phase VII Evaluation and Reflection

• The students were asked to write their reflections relating what they have learned, experiences and difficulties they have encountered during the process. They were also asked to evaluate their performance for the whole duration of the project.
Students’ Reflections

• Students learned the about the core concepts taught in their English, Technology and Livelihood Education, Chemistry and Math.

  These experience was too great because we learned many about food and it contribute to our lessons we learned how to make a process in English, while in TLE we learned how to make a flowchart and how to innovate the foods and in Chemistry we can observe what are the chemical change of the foods.

• Students are enjoying the activities and thus became motivated to work on their projects

  And it was an awesome project for me because even if you are not so intelligent you can participated the project unlike the other project that needs intelligence.

  I really had a great time during the festival because it was really fun for me taking pictures of the people enjoying the festival. I really love to had another great experience like this in my upcoming next year.
Students’ Reflections

• Students were able to value cooperation, teamwork, and time management

In this project we encountered many problems such as making research about the culture and tradition for every tribe. In this problem we learned that in a project like this needs cooperation and teamwork.

We need to double time because three subjects are involve with this activity.
Students’ Reflections

• As the festival was going to end I knew that this project is not only developing our relationships with other students but also developing us and apply what we learned in our three subject Chemistry, TLE, and English. I am very happy that I was a part of this project.
Teachers’ reflections

• Students love and appreciate outdoor activities
• Retention is higher when students work in real world activities
• Objectives were attained as evidenced in the results of students’ post test and reflections.
• Collaborating with other teachers from different subject matter and schools can be possible for as long as the design of instruction is well-planned out.
UNESCO
Bangkok
Asia and Pacific
Regional Bureau of Education

TEAM STRUCTURE

JULIANA O. BARORO/NILA E. VILLAVER
Principals: Supervising

DAISY B. GENTILES
ORGANIZER

JOCELYN B. SUBANG
ORGANIZER

MILA-LITA B. TEJADA
ORGANIZER

NATIVIDAD FINLEY
ORGANIZER

STUDENTS
FIRST YEAR & THIRD YEAR

HIGAONON GROUP

CHRISTIAN GROUP

MARANAOG/MUSLIM GROUP

LEADER
SECRETARY/WRITERS
INTERVIEWERS
REPORTER/PRESENTER
PHOTOGRAPHERS/VIDEOGRAPHERS
THANK YOU!

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