

Development and Evaluation of K to 12 Transition Curriculum

Activity-Based Module for Building Care Skills

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ENDORSEMENT

This thesis entitled, “**Development and Evaluation of K to 12 Transition Curriculum Activity-Based Module for Building Care Skills**,” prepared by Ghwen Stefanie Corpuz, Kamilla Kim B. Arcilla, Adrian Russel Bernal, Gabrielle Colleen V. Buita, John Cristian P. Respicio, and Filiza Joy L. Yasay in partial fulfillment of the requirements for the degree of Bachelor of Special Needs Education with Specialization in Early Childhood Education has been examined and recommended for oral examination.

Ghwen Stefanie Corpuz, Kamilla Kim B. Arcilla, Adrian Russel Bernal, Gabrielle Colleen V. Buita, John Cristian P. Respicio, and Filiza Joy L. Yasay are ready for the oral examination.

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This is to certify that the thesis entitled, “**Development and Evaluation of K to 12 Transition Curriculum Activity-Based Module for Building Care Skills**”, prepared and submitted by Ghwen Stefanie Corpuz, Kamilla Kim B. Arcilla, Adrian Russel Bernal, Gabrielle Colleen V. Buita, John Cristian P. Respicio, and Filiza Joy L. Yasay successfully completed the oral examination in May 2025.

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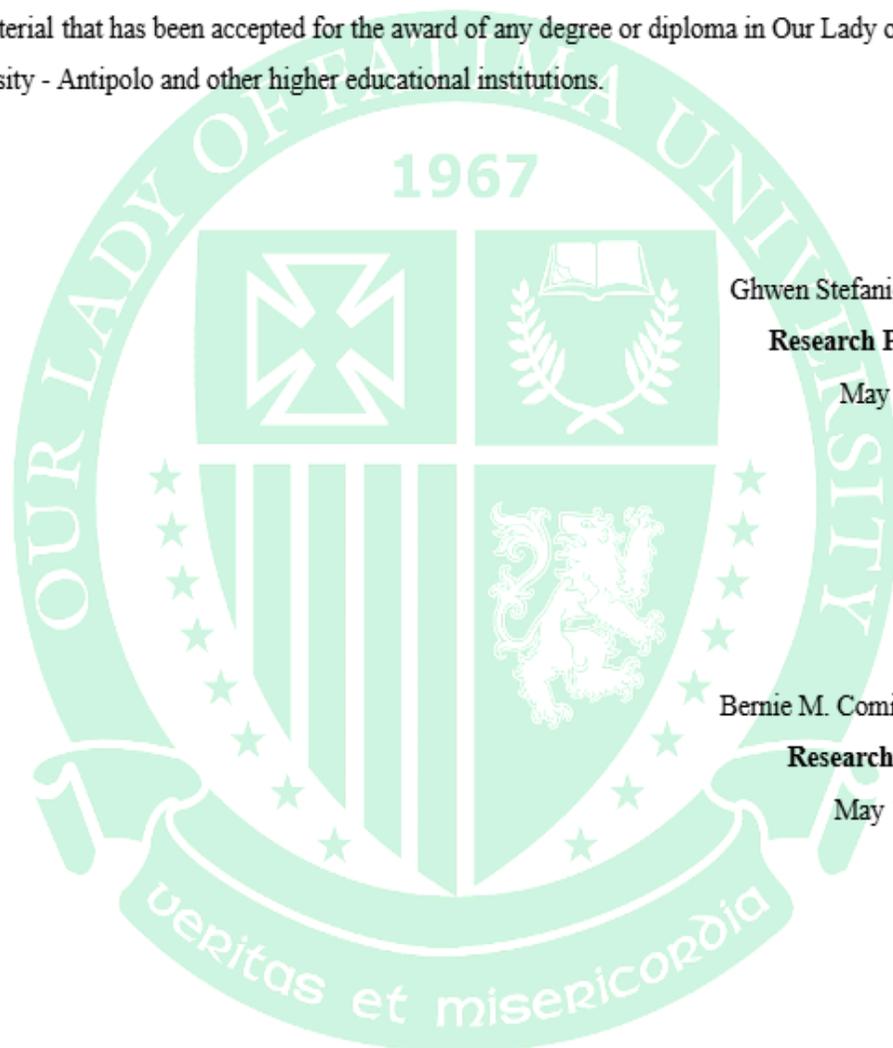
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CERTIFICATE OF ORIGINALITY

This is to certify that this research paper was originally constructed by the researchers, with the guidance of the professionals who helped to acknowledge, review, and approve this research. This research paper does not contain any material previously published or written by another person nor material that has been accepted for the award of any degree or diploma in Our Lady of Fatima University - Antipolo and other higher educational institutions.



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ABSTRACT

Possessing care skills is crucial for every individual, including children with special needs. The Policy Guidelines on the Adoption of the K–12 Transition Curriculum Framework for Learners with Disabilities (LWDs) were issued by the Department of Education (DepEd) on August 20, 2020, through DepEd Order No. 021, s. 2020. This document outlines the criteria, characteristics, and foundational beliefs of the transition plan for students with disabilities in public and private schools. As there is a deficiency in modules alongside the curriculum, the researchers developed an activity-based module to provide activities aligned with the competencies in the curriculum, thereby enhancing understanding and experience in learning care skills. In collaboration with Special Education teachers under the transition program and mainstreaming, the module was evaluated in terms of its content, layout, and design, as well as its appropriateness for diverse disabilities and overall acceptability in the contexts of home use, school use, and community use.

Results from the evaluation indicated that the module was generally acceptable and suitable for LWDs, with its content aligning with the K-12 Transition Curriculum and addressing key competencies required for independent living. The module was also deemed adaptable for various types of disabilities, with activities and instructions tailored to meet the special needs of the learners. Feedback highlighted that the module could effectively support learners in applying care skills in real-life contexts, ensuring a smoother transition from school to home and community life.

In conclusion, the study demonstrates the potential of the developed module in enhancing the transition process for LWDs. The positive evaluation results suggest that this activity-based approach can play a crucial role in promoting the independence of LWDs, making it a valuable tool for educators, caregivers, and families. The findings provide a foundation for the further development and refinement of similar modules aimed at enhancing the lives of LWDs.

Keywords: care skills, learners with disabilities, K-12 transition curriculum, module

1.0 INTRODUCTION

As of April 7, 2025, there are 2,125,198 registered persons with disabilities (National Council on Disability Affairs). With this growing number, society must take action to provide a safe space for the growth and development of these individuals. Opportunities to learn, play, socialize, and work should be accessible, relevant, and secure. Every learner with disabilities (LWDs) is entitled to live comfortably, which can be achieved through accessible and quality education (R.A. No. 11650, section 2). With this, LWDs require a curriculum that can specifically cater to each special need, building and strengthening skills to become independent and active participants in the country. Therefore, on August 20, 2020, the Department of Education issued DepEd Order No. 021, s. 2020, Policy Guidelines on the Adoption of the K to 12 Transition Curriculum Framework for Learners with Disabilities. Several packages cater to the different skills needed for thriving in society. One of these is the 'Care Skills' package. Under this package are the targeted content areas: Personal Hygiene (PH), Good Grooming (GG), Growth and Development (GD), Health Habits and Nutrition (NU), Healthcare (HC), and Personal and Community Safety (PS).

Despite the policy's objectives, there is currently a considerable deficit in the availability of activity-based modules designed for this transition curriculum. Alongside this, there are also deficiencies in activities, materials, and assessments that need to be addressed to implement the curriculum effectively.

The researchers aim to address this deficiency by developing an activity-based module, anchored in the transition curriculum mentioned above, specifically for the 'Care Skills' package. The module contains brief descriptions of each content area, objectives aligned with the learning competencies, various activities with accompanying instructions, and appropriate assessments that will measure learners' progress. The module is designed to provide a comprehensive and structured approach to developing the necessary 'Care Skills' for students, as well as to offer specific and tailored activities according to their needs.

This study aims to develop a module that will help learners with disabilities (LWDs) acquire care skills. This will also provide a more tailored and successful learning experience. With the approval of various special education teachers, the module is expected to be beneficial to

LWDs, teachers, and parents. This module will serve as a starting point towards achieving the overall goal of becoming future-ready learners with disabilities.

1.1 Literature Review

1.1.1 Content

According to the Regional Memorandum No. 91, s. 2020 (see Regional Memorandum No. 91, s. 2020), Development of Learning Resources and Survey on Alternative Learning Delivery Modes, a module should include the following: introduction, lesson proper, generalization/summary of learning, application, assessment, and additional activity. The introduction outlines the learning objectives and provides a brief description of the topic. The pre-assessment is used to determine whether the learner has a basic understanding an the topic. The pre-assessment will also help the teacher identify where to start discussing the topic. The lesson proper includes the review, activity, discussion of the activity, mini-lesson, and enrichment activity. The module needs to provide learners with an ample amount of activities and opportunities to apply the information in real-life situations, so that they can understand the lesson deeply and appreciate its importance. The post-assessment determines whether the learning objectives have been met or whether the learner requires additional support to master the concepts presented in the lesson. Further activity will give more opportunity to strengthen the learner's mastery of the idea.

1.1.2 Layout and Design

The elements of a module include the front matter (cover page, body, and inside pages), as well as the back matter. The front matter consists of the resource tile, cover art, and the developer's name. It also includes the preliminary pages, which consist of the copyright page, preface, acknowledgments, and table of contents. The body of the page consists of the module's contents. The back matter consists of the answer key, reference, and back outside cover (RM No. 91, S. 2020). Specifications for the body text and illustrations were also described in the memorandum, which is essential for creating a module (see Appropriateness to Diverse Disabilities). This is to ensure that learners can easily understand and identify the lessons and examples in the module, thereby furthering their learning success.

1.1.3 Learners with Disabilities (LWDs)

As stated in DepEd Order No. 021, s. In 2020, learners with disabilities (LWDs) are individuals whose abilities are limited, in terms of intellectual capacity and adaptive skills. These limitations can be categorized into cognitive, academic, physical, behavioral, and socio-emotional. These circumstances can hinder learners' complete and practical involvement in society; therefore, these situations require the delivery of intensive interventions that can be provided through education to enable these individuals to live a comfortable and independent life.

1.1.4 Transition and Mainstreaming Programs

Transition describes the process through which LWDs change their environment and educational level throughout their developmental lifespan, which continues until they reach their chosen exit path. It is a program aimed at assisting the transition of students with disabilities. (DepEd Order No. 021, s. 2020).

According to Rodriguez (2021), mainstreaming involves incorporating students with disabilities into regular education classrooms at designated times throughout the day. Students learn subjects such as reading, writing, or math alongside their nondisabled classmates if their abilities suggest that they can gain from the instruction. If not, they receive instruction from a special educator in an isolated classroom.

1.1.5 Appropriateness to Diverse Disabilities

Practices and regulations aimed at identifying and removing obstacles—such as those related to physical appearance, communication, and attitude—that prevent people with disabilities from fully participating in society on an equal basis with those without disabilities are necessary to include them in daily activities. By making activities, communications, and the physical environment more usable by as many people as possible at little or no additional cost, universal design aims to make life easier for everyone. People of all ages and abilities benefit from universal design. Equitable use means the design is beneficial for individuals with varying skills. Flexibility in use indicates that the design accommodates a wide range of personal preferences and capabilities. Simple and intuitive use ensures that the design is easy to comprehend, regardless of the user's level of experience, knowledge, language proficiency, or focus.

Perceptible information guarantees that the design conveys essential information effectively to the user, independent of the current lighting, visual, or auditory conditions or the individual's reading, seeing, or hearing abilities (Centers for Disease Control and Prevention, 2020).

1.1.6 Context

Throughout the academic journey of LWDs, they should be able to attain independence and purpose in society, aided by the support provided by educators, therapists, and other qualified professionals (DepEd Order No. 021, s. 2020). The researchers aimed to develop a module that would provide information, activities, and assessments applicable to various contexts, including home, school, and community. By providing these with the relevant contexts, learners will be able to adjust well and utilize their knowledge and skills appropriately and adequately.

1.1.6.1 Home Use

The primary setting for families is at home. As mentioned above, LWDs are supposed to lead an independent and purposeful life. At home, an individual needs to manage health care, prepare meals, and maintain good hygiene (Virginia Department of Education). Mastering these skills will enable LWDs to live independently at home. That is why it is essential to include activities in the module that allows LWDs to practice skills necessary for home use.

1.1.6.2 School Use

As learners, the school is the 'second home'. Being able to take care of oneself independently can increase the success in the academic aspect of the LWDs as learners become self-motivated. Being self-motivated, learners can manage time, think critically, solve problems, and improve other skills (Engler, 2022). That is why LWDS must have activities in the module that are essential for school use.

1.1.6.3 Community Use

Participating in various community activities is one of the most notable achievements LWDs can attain. Concepts such as safety, transportation, and self-advocacy skills are among the

topics LWDs need to learn to achieve independence (Milestones Autism Resources). That is why the module must include activities that are suitable for community use.

1.1.7 Care Skills Package

Care skills are the actions individuals perform daily that support independence and a purposeful life. This includes planning and sequencing task performance, organizing the necessary materials, and developing fine motor skills essential for executing daily chores (such as opening lunch boxes, drawing, or standing to pull up pants). Many school-related jobs and life skills begin with self-care abilities (Kid Sense, 2024).

It is essential, especially for SPED students, to learn care skills for maintaining good grooming and hygiene, which can boost confidence, independence, and social integration for SPED learners.

1.1.7.1 Personal Hygiene (PH)

This will demonstrate comprehension of the fundamentals of cleaning and caring for various body parts, according to DepEd Order No. 21, s. In 2020, learners with disabilities must learn proper hygiene practices as part of their overall development. It is essential to support independent living skills and personal hygiene for all students, particularly those with diverse needs. Even taking a shower can seem normal to some, but for those with physical, sensory, or cognitive impairments, it may be particularly challenging. These children can be empowered to handle personal hygiene duties with confidence and independence if effective teaching strategies are implemented in a supportive setting (Heng, 2020). (*see Appendix I*)

1.1.7.2 Good Grooming (GG)

Good grooming is essential for every learner with disabilities, enabling them to receive proper care for themselves. Children must acquire good grooming skills as early as possible. It includes maintaining proper hygiene, dressing appropriately, and ensuring one's appearance is neat (Adith, 2024), according to DepEd Order No. 21, s. In 2020, it deals with the proper way of taking a bath, trimming nails, and wearing clean, well-fitting attire, which can contribute to a positive first impression and demonstrate respect for oneself and others. Individuals who

prioritize strong grooming practices might reflect competence, confidence, and dedication to personal appearance (Indian School of Image Management, 2021). *(see Appendix I)*

1.1.7.3 Growth and Development (GC)

Students with special needs need to adopt and acquire additional knowledge about care skills related to growth and development, as per DepEd Order No. 21 s. In 2020, LWDS need to reach their full potential, become independent, and learn how to manage the emotional and physical changes that occur during puberty. The effects of and alternative ways to maintain body cleanliness, and how to develop personal skills during physical and emotional changes, as well as for personal care skills that nourish management skills. *(see Appendix I)*

1.1.7.4 Health Habit and Nutrition (NU)

As children, including those with special needs, grow and develop, they require specific nutrients to support an overall health. To acquire a healthy lifestyle, one must practice healthy eating habits (Decker, 2021). Health Habit and Nutrition (NU) includes the discussion of the difference between healthful and less healthful foods and the importance of consuming healthy foods, good eating habits and how to practice it in the daily life, proper storing of food, what food are safe to eat and not, understanding of balanced diet, and reading food labels and its indications (DepEd Order No. 021, s. 2020). *(see Appendix I)*

1.1.7.5 Healthcare (HC)

Healthcare (HC) involves understanding the appropriate ways to care for one's health, maintaining a healthy and active lifestyle, identifying natural and illness prevention methods, and understanding the proper use of medications (DepEd Order No. 021, s. 2020). According to Febres and Febres (2024), addressing the challenges in child healthcare and investing in the health of the youngest citizens is not only a moral imperative but also a wise investment in the future of our society. *(see Appendix I)*

1.1.7.6 Personal and Community Safety (PS)

Safety education is crucial for children's development because it equips them with the knowledge, skills, and confidence necessary to navigate their surroundings safely and securely. By focusing on areas such as traffic, fire safety, and personal safety, children are better equipped to make responsible decisions and steer clear of potential hazards, thereby facilitating independence and the desire to protect others as well as themselves. Safety education enhances children's well-being as they develop and interact with the world by improving awareness while modeling responsible behavior (Stout, 2023). *(see Appendix I)*

1.2 Statement of the Problem

The researchers aim to develop an activity-based module that will help build care skills in learners with disabilities (LWDs). To be able to guarantee its acceptability, these are the questions that are aimed to be answered :

1. What is the evaluation of the respondents on the developed material in terms of:
 - 1.1 content,
 - 1.2 layout and design, and
 - 1.3 appropriateness to different disabilities?
2. What is the level of acceptability of the developed materials in the context of:
 - 2.1 home use,
 - 2.2 school use, and
 - 2.3 community use?
3. Is there a significant relationship between the evaluation of the respondents and the level of acceptability of the developed material?

1.3 Purpose Statement

This study aims to develop a module that is activity-based and anchored on the transition curriculum by the Department of Education. The module will include discussions, activities, and assessments in line with the learning competencies. To ensure the acceptability of the module, the researchers will seek the level of acceptability among selected Special Education teachers. The

primary purpose is to develop a module that supports the curriculum's goals and enhances the learning experience of learners with disabilities in developing care skills.

1.4 Hypothesis

H₀: There is no significant relationship between the evaluation of the respondents and the level of acceptability of the developed module.

1.5 Theoretical Framework

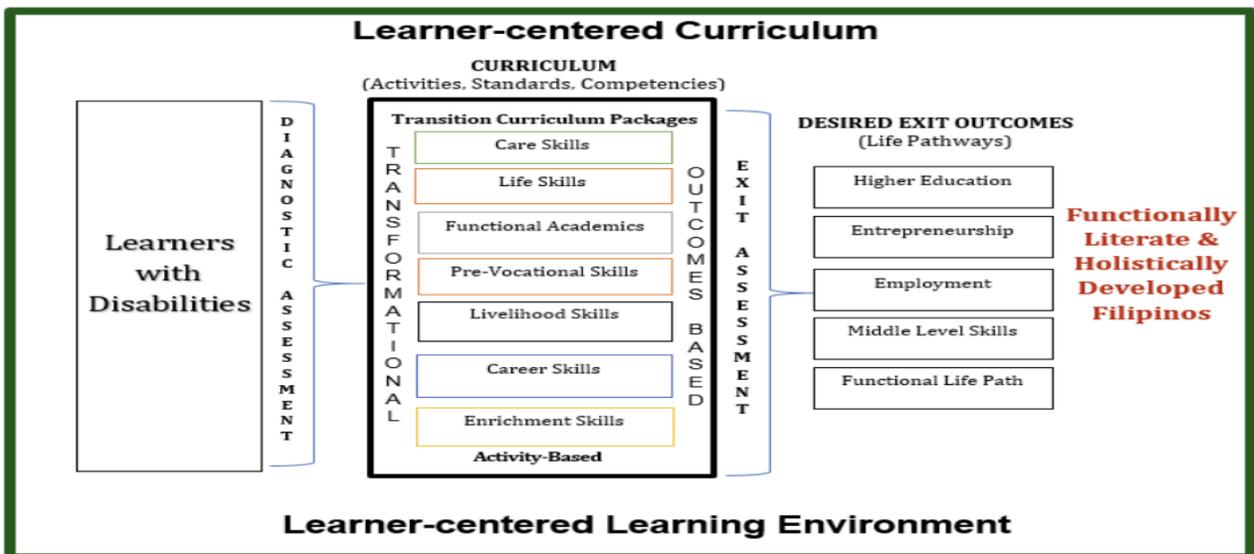


Figure 1: K to 12 Transition Curriculum Framework for Learners with Disabilities

This research aligns with the K to 12 Transition Curriculum Framework for Learners with Disabilities, as issued by the Department of Education **on August 20, 2020**, in DepEd Order No. 021, s. 2020.

Special Education aims to enable learners with disabilities to lead independent and purposeful lives. To achieve this, learners must develop knowledge and skills that support their independence and future endeavors. The Department of Education (DepEd) believed that there are seven (7) main areas that learners must succeed at, as seen in Figure 1. These are the Packages: Care Skills, Life Skills, Pre-Vocational Skills, Livelihood Skills, Functional Academics Skills, Career Skills, and Enrichment Skills. With this, DepEd designed a curriculum that focuses on these areas as a means of transition. This is to prepare and equip LWDs for five (5) possible outcomes or life pathways. LWDs can be entrepreneurs, employees, or university students. To

achieve this, a module must be developed to support the goals and purpose of the transition curriculum fully. The module should include the content areas, objectives based on the learning competencies, activities, and assessments. It will be a learner-centered module that supports the self-learning of the LWDs.

This study aims to develop an activity-based module specifically for the Care Skills Package. This package focuses on the skills necessary for independence and maximizing one's potential. This involves self-care training for learners with disabilities. Under this package are six (6) content areas, including Personal Hygiene (PH), Good Grooming (GG), Growth and Development (GD), Health Habit and Nutrition (NU), Healthcare (HC), and Personal and Community Safety (PS).

1.6 Simulacrum

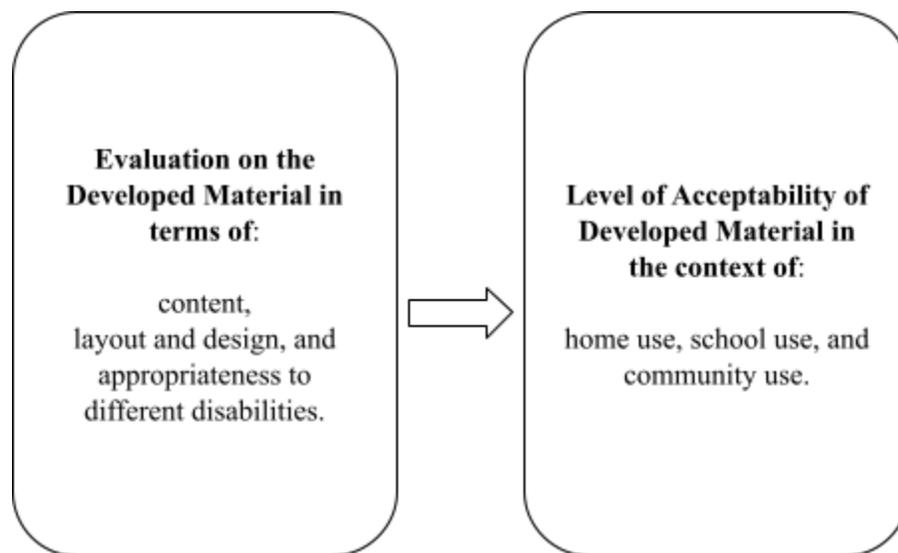


Figure 2 : Paradigm showing the relationship between the variables

Figure 2 shows the relationship between the variables in this study. This study aimed to develop an activity-based module for building care skills, which was the developed material. To achieve this, the developed material was evaluated in terms of Content, Layout, and Design, as well as its appropriateness for different disabilities, and the level of acceptability in the contexts of Home Use, School Use, and Community Use. The evaluation and level of acceptability will be the independent variables, while the dependent variable is the developed material. The study focused on finding the relationship between the independent variables that may affect the dependent variable.

2.0 RESEARCH METHOD

2.1 Design

The researchers employed a quantitative research design to assess the effectiveness of a K-12 Transition Curriculum Activity-Based Module in developing care skills in learners with disabilities (LWDs). The research employs a descriptive-exploratory approach to evaluate the module's content, layout, and design, as well as its suitability for individuals with various disabilities and its applicability in diverse environments, including home, school, and community settings. According to Aggarwal (2025), an exploratory study aims to provide insights and form hypotheses in areas that are yet to be explored, while a descriptive study aims to provide information about a specific phenomenon. Together, the researchers were able to determine the module's appropriateness in supporting LWDs in acquiring critical care skills necessary for independent living and active participation in society.

2.2 Site and Sampling

The study site is located in Antipolo City. The locale is chosen based on the location of the researchers' university, providing easy access to gather data. Additionally, the researchers' department has partnerships with the schools of the participants. Antipolo City had also been offering training to teachers in "high hopes that everyone will realize the significance of having a functional SPED program in all schools in the Division of Antipolo City to create authentic inclusive education for SPED learners" (Santos, 2019). This study employed purposive sampling, as specific qualifications were required to determine the participants. This is because the developed module required specific expertise to be evaluated appropriately. The inclusion criteria are special education teachers working under the transition and mainstream programs in all public schools in Antipolo, who are full-time and regular employees. The exclusion criteria are general education teachers handling mainstreaming students. Factors such as age, gender, and marital status are not considered, as they do not have any correlation with the study. The sample size is based on the availability and willingness of these educators to participate. In total, the study recruited twenty-nine (29) participants. The sample size is based on the availability and willingness of these educators to participate. In total, the study recruited twenty-nine (29) participants. This approach ensures that the feedback gathered reflects the perspectives of knowledgeable professionals who can assess the module's practicality and relevance for LWDs.

2.3 Research Instrument

To gather the data, the researchers conducted a survey. A paper-based questionnaire was used to collect evaluations and assess the level of acceptability of the developed module. The questionnaire, initially constructed by the researchers, is divided into two (2) sections - Evaluation Rating Sheet and Level of Acceptability. Each question is anchored to the statement of the problem. A rating scale was used in response to the statements, with five (5) indicating strongly acceptable, four (4) indicating acceptable, three (3) indicating neutral, two (2) indicating not acceptable, and one (1) indicating strongly not acceptable.

Three (3) different professionals - special education teacher, curriculum specialist, and community worker reviewed and evaluated the statements for the credibility of the questionnaire. (*see Expert Validation Form*). All validators ensured the alignment of the developed module and the questionnaire. The special education teacher ensured that the statements were applicable and appropriate in the special education setting. The curriculum specialist ensured that the important details from the transition curriculum were included and followed. The community worker ensured that statements about the community were relevant and applicable to the student's community.

The participants were selected according to the criteria set by the researchers, as mentioned in the 'site and sampling' section. With assistance from a statistician (*see Statistical Certificate*), the collected data were analyzed using Microsoft Excel's Data Analysis Toolpak and interpreted using descriptive and inferential statistics (*see Statistical Certificate*).

2.4 Data Collection

The data collection followed a systematic approach. Before starting the data collection, the researchers requested authorization from the Research, Development, and Innovation Center. An ethical certificate was provided to confirm that the study did not commit any violations. The respondents were selected according to the criteria set by the researchers, as further discussed in the 'site and sampling' section. All important documents, such as the informed consent form (ICF), letter of request from the Schools Division Office (SDO), developed module, and questionnaires, were presented to the school principals as a proposal for conducting a survey. Once approved, the documents were distributed by the school principal or representative to the participants. The data collection was conducted onsite, and the researchers personally distributed and collected the module after a specified time to assess its effectiveness. All information about

the study and module was indicated in the ICF. Respondents were given one (1) week to complete the survey. During the retrieval of the modules, the researchers had brief discussions with the participants about their suggestions and comments about the module. With assistance from a statistician (*see Statistical Certificate*), the collected data were analyzed using Microsoft Excel's Data Analysis Toolpak and interpreted using descriptive and inferential statistics. Respondents were allowed to provide suggestions that would be taken into consideration when revising the module. If the module received 'acceptable' or 'strongly acceptable', there will be no second survey. However, if it did not, the researchers would return to the respondents with the revised module and ask for another evaluation.

2.5 Data Analysis

The collected data were analyzed using Microsoft Excel's Data Analysis Toolpak. Descriptive statistics were employed to summarize and organize the responses, providing insights into the general acceptability of the module. Inferential statistics, such as frequency analysis and mean scores, were used to assess the effectiveness and appropriateness of the module in different contexts (*see Statistical Certificate*). Correlational analysis was also performed to examine relationships between the various components of the module and its overall effectiveness. The combination of descriptive and inferential statistics allowed for a comprehensive evaluation of the module's quality and potential impact.

2.6 Data Management Plan

All questionnaires were in paper form. Once retrieved, the data were only accessible by the researchers for interpretation and will be retained for a year after the completion of the study. The researchers applied the Data Privacy Act of 2012 (Republic Act No. 10173). All participants were anonymous. Information provided in the survey remained confidential and was used only for research purposes. The data were retained until the study was finalized and the module was developed. For the data disposal, the researchers used the shredding method. Once finalized, the researchers will submit for copyright registration to the National Library of the Philippines. This is to ensure that the researchers are the rightful owners of the module. The module will then be made available to the public and offered to various schools with SPED programs, including those participating in the program.

2.7 Ethical Consideration

An ethical certification from the Research, Development, and Innovation Center ensured that the researchers were not committing any violations before proceeding with the data collection. An informed consent form, based on the WHO ICF template (*see Informed Consent Form*), was presented to the respondents, explaining the nature and purpose of this research. This ensured that all data collected from the survey were protected and used only for this research.

For international guidelines, this study adhered to the Nuremberg Code of 1947 as reflected in the informed consent form. For local guidelines, this study adhered to the guidelines set by the Philippine Health Research Ethics Board (PHREB), the National Ethical Guidelines for Research Involving Human Participants (NEGRIHP) of 2022. The following were the ethical guidelines that the researchers upheld:

Non-maleficence

This study ensured the safety of all participants, both physically and psychologically. The module and questionnaire were culturally and spiritually sensitive, making them suitable for the participants and future users of the module.

Beneficence

The module primarily benefits learners with disabilities (LWDs) by providing activities that support the curriculum's goals and enhance the learning experience, making it more relevant and timely. The participants were able to have easier discussions and more learning resources with the assistance of the developed module.

Veracity

The researchers ensured that all data were treated with fairness and objectivity. The results were presented in the next chapter of this study for transparency, along with the computations. Interpretations and findings were based on the answers provided by the participants.

Justice

In selecting participants, the researchers established specific criteria for inclusion. These are based on the expertise required for evaluating the developed module. With the criteria, equitable access and fair selection and treatment were ensured. To further ensure justice in this study, an informed consent form (*see Informed Consent Form*) was provided to the participants.

Autonomy

Participants have the right to refuse or discontinue participation, as stated in the informed consent form (*see Informed Consent Form*). All participation is entirely voluntary.

Confidentiality

The researchers applied the Data Privacy Act of 2012 (Republic Act No. 10173). All participants were anonymous. Information provided in the survey remained confidential and was used only for research purposes.

3.0 RESULTS

3.1 Evaluation of the Developed Material

Table 1 : Likert Scale

Likert Scale		
Value	Description	Range
1	Strongly Not Acceptable	1.00 - 1.79
2	Not Acceptable	1.80 - 2.59
3	Neutral	2.60 - 3.39
4	Acceptable	3.40 - 4.19
5	Strongly Acceptable	4.20 - 5.00

Table 1 presents the Likert scale used to interpret and analyze the collected data. The value and description are also used in the questionnaires (*see Research Instrument*). The range, as indicated by the research statistician, provided a more detailed scope for interpreting and analyzing the hypothesis assessment.

3.2 Level of Acceptability on the Developed Material

Table 2 : The Overall Evaluation for the Content of the Developed Material

	Content	Ave	SD	Eqv
1	The module involves various activities and assessment.	4.59	0.57	Acceptable
2	The module is consistent with the targeted learning competencies anchored with K to 12 Transition Curriculum.	4.66	0.67	Acceptable
3	The module uses a context-based learning approach.	4.62	0.56	Acceptable
4	Activities and instructions are appropriate to execute at home, school, and community.	4.62	0.56	Acceptable
5	Materials needed for each activity are available at home, school, and community.	4.52	0.69	Acceptable
6	The module is free from plagiarism and has no copyright violations.	4.45	0.83	Acceptable
	Average	4.57	0.53	Acceptable

Table 2 shows the overall evaluation of the content of the developed material. Statement number two (2) received the highest mean of 4.66, indicating that the module is consistent with the targeted learning competencies anchored in the K to 12 Transition Curriculum (*see Statistical Certificate*). While the last statement received the lowest mean of 4.45, indicating that, although still acceptable, the module can still be improved in terms of being free from plagiarism and copyright violations. Overall, the evaluation of the content is acceptable, as it follows the standards of Regional Memorandum No. 91, s. 2020 (*see Regional Memorandum No. 91, s. 2020*).

Table 3: The Overall Evaluation for the Layout and Design of the Developed Material

	Layout and Design	Ave	SD	Eqv
1	The module has physical attributes that cover the necessary elements such as front matter, body inside page, and back matter	4.62	0.49	Acceptable
2	The module follows a clear and consistent format based on the Regional Memorandum no. 91, S. 2020.	4.52	0.63	Acceptable
3	The module's texts are large and easy to read.	4.52	0.74	Acceptable
4	The module is suitable to the learner's development, needs, and experiences.	4.52	0.63	Acceptable
5	The module reinforces, enriches, and leads to the mastery of the targeted learning competencies.	4.45	0.74	Acceptable
6	The module is useful for situations at home, school, and community.	4.66	0.55	Acceptable
	Average	4.55	0.55	Acceptable

Table 3 presents the overall evaluation of the layout and design of the developed material, with the last statement receiving the highest mean of 4.66, indicating that the module is practical in various settings, including home, school, and community. This is beneficial when determining the level of acceptability of the developed material. The design of the module, in accordance with the Regional Memorandum No. 91, s. 2020 (*see Regional Memorandum No. 91, s. 2020*), ensures that learners can easily understand and identify the lessons and examples in the module, thereby furthering their learning success. Statement number 5 received the lowest mean of 4.66, indicating that the module can be further improved in terms of the targeted learning competencies for the learners. Overall, the evaluation of the layout and design is acceptable, aligning with the goals and objectives of both the transition curriculum and learning resources.

Table 4: The Overall Evaluation for the Appropriateness to Diverse Abilities of the Developed Material

	Appropriateness to Diverse Disabilities	Ave	SD	Eqv
1	Designs are adaptable for learners with different types of disabilities and age.	4.41	0.82	Acceptable
2	Activities are accessible for different types of disabilities.	4.45	0.83	Acceptable
3	Instructions are easy to follow for learners with different types of disabilities.	4.34	0.18	Acceptable
4	Details are relevant to learners with different types of disabilities.	4.41	0.73	Acceptable
5	Assessments are appropriate for learners with different types of disabilities.	4.34	0.77	Acceptable
	Average	4.39	0.75	Acceptable

Table 4 presents the overall evaluation of the appropriateness of the developed material for diverse disabilities. Statement number two (2) received the highest mean of 4.45, indicating that learners with diverse disabilities can use the module. Equitable use refers to designing tools that are beneficial for individuals with varying abilities (Centers for Disease Control and Prevention, 2020). This specified that the respondents viewed the module as equitable. Statement number three (3) received the lowest mean of 4.34, which means that the instructions used in the module, although still acceptable, can be improved by making them easier to follow. Suggestions (*see Comments and Suggestions of the Respondents*) from the respondents indicated that the instructions should be shorter and less complicated, especially for students who are non-readers. Overall, the module received an evaluation of 'acceptable' in terms of its appropriateness for diverse disabilities.

3.3 Level of Acceptability of Developed Material

Table 5: The Overall Level of Acceptability for the Home use of the Developed Material

	Home Use	Ave	SD	Eqv
LWDs can apply ...				
1	Information in personal hygiene to the context of the learner's home.	4.72	0.53	Acceptable
2	Information in good grooming to the context of the learner's home.	4.66	0.61	Acceptable
3	Information in growth and development to the context of the learner's home.	4.69	0.54	Acceptable
4	Information in nutrition to the context of the learner's home.	4.72	0.53	Acceptable
5	Information in healthcare to the context of the learner's home.	4.69	0.54	Acceptable
6	Information in personal and community safety to the context of the learner's home.	4.72	0.53	Acceptable
	Average	4.70	0.53	Acceptable

Table 5 shows the overall level of acceptability for the home use of the developed material. Receiving the highest mean score of 4.72 indicates that the information on personal hygiene, nutrition, and personal and community safety can be effectively applied in the learner's home context. This supports the claim of the Virginia Department of Education that at home, an individual needs to be knowledgeable in preparing their own meals and maintaining good hygiene. With this, learners can become self-reliant, a key goal of the transition curriculum. The good grooming section, receiving the lowest mean score of 4.66, implies that improvements are needed in this area of the module. Overall, the level of acceptability for home use has a mean of 4.70 and is acceptable for the respondents.

Table 6: The Overall Level of Acceptability for the School's Use of the Developed Material

	School Use	Ave	SD	Eqv
LWDs can apply ...				
1	Information in personal hygiene to the context of the learner's school.	4.59	0.68	Acceptable
2	Information in good grooming to the context of the learner's school.	4.59	0.63	Acceptable
3	Information in growth and development to the context of the learner's school.	4.55	0.63	Acceptable
4	Information in nutrition to the context of the learner's school.	4.59	0.63	Acceptable
5	Information in healthcare to the context of the learner's school.	4.62	0.62	Acceptable
6	Information in personal and community safety to the context of the learner's school.	4.62	0.62	Acceptable
	Average	4.59	0.62	Acceptable

Table 6 shows the overall level of acceptability for the school's use of the developed material. Statements number five (5) and six (6) received the highest mean score of 4.62, indicating that for school use, these two (2) sections of the module can be of great use in the context of the learner's school. The growth and development section of the module received the lowest mean score of 4.55. This suggests that additional information, taking into account the school context, could be incorporated to enhance this section. Overall, the level of acceptability for the school's use of the developed material is acceptable. This supports the claim of Engler (2022) that the care skills of learners can lead to self-motivation, which in turn can result in greater academic success.

Table 7: The Overall Level of Acceptability for the Community Use of the Developed Material

	Community Use	Ave	SD	Eqv
LWDs can apply ...				
1	Information in personal hygiene to the context of the learner's community.	4.62	0.68	Acceptable
2	Information in good grooming to the context of the learner's community.	4.62	0.68	Acceptable
3	Information in growth and development to the context of the learner's community.	4.62	0.68	Acceptable
4	Information in nutrition to the context of the learner's community.	4.59	0.68	Acceptable
5	Information in healthcare to the context of the learner's community.	4.62	0.68	Acceptable
6	Information in personal and community safety to the context of the learner's community.	4.62	0.68	Acceptable
	Average	4.60	0.67	Acceptable

Table 7 shows the overall level of acceptability for the community use of the developed material. All statements, except statement number six (6), received a mean score of 4.62. This indicates that, although still acceptable, the nutrition section of the module needs more improvement in the context of the learner's community. Overall, the level of acceptability for community use is acceptable. This supports the claim of Milestones Autism Resources that concepts such as safety, transportation, and self-advocacy skills are among the topics LWDs need to learn to achieve independence, which is evident in the developed material based on the K to 12 transition curriculum.

Part III. Assessment of Hypothesis

Table 8.1: Summary of the ANOVA: Single Factor Calculation

Groups	Count	Sum	Average	Variance
Home Use	29	136.3333333	4.701149425	0.280514505
School Use	29	133.1666667	4.291954023	0.386083744
Community Use	29	133.5	4.603448276	0.45320197

Table 8.2: Output of the ANOVA: Single Factor Calculation

Source of Variation	SS	df	MS	f
Between Groups	0.208812261	2	0.10440613	0.279709171
Within Groups	31.35440613	84	0.37326674	
Total	31.56321839	86		

Based on the ANOVA Single-Factor Analysis provided in Tables 8.1 and 8.2, the assessment of the hypothesis involves evaluating the statistical significance of the differences in system ratings across Home Use, School Use, and Community Use among respondents.

Null Hypothesis (H₀):

There is no significant relationship between the respondents' evaluation and the level of acceptability of the developed module.

P-value:

The p-value from the ANOVA output is 0.7567, as shown in Figure 10.2, which is greater than the significance level of $\alpha = 0.05$. This indicates that the observed differences in mean ratings are likely due to change and are not statistically significant.

Decision:

Since $p\text{-value} > 0.05$, the null hypothesis is accepted. There is insufficient statistical evidence to conclude that significant differences exist between the average ratings across three groups.

Significance Level (α): 0.05

Test Statistics (F): 0.280

Critical Value (F Crit): 3.105

The observed F-value (0.208) is less than the critical F-value (3.105), confirming that the null hypothesis is not rejected.

4.0 DISCUSSION

The descriptive statistics reveal that the content dimension of the module was evaluated with a mean of 4.57, indicating strong alignment with learning Competencies and practical integration. Similarly, Layout and Design scored an Acceptable mean of 4.55, suggesting that the module's format, readability, and design are well-suited for learner needs and standards. The appropriateness category, focusing on inclusivity for learners with disabilities, had a slightly lower but still Acceptable mean of 4.39, pointing to reasonable adaptability and accessibility across diverse learner profiles.

For the Level of Acceptability, the module scored highest in Home Use with a Strongly Acceptable mean of 4.70, reflecting its exceptional relevance and applicability in household contexts. School Use and Community Use both achieved Acceptable ratings, with means of 4.59 and 4.60, respectively, indicating consistent usability across different environments.

Overall, these results suggest that the developed K-12 Transition Curriculum Activity-Based Module is highly acceptable across all evaluated dimensions, with robust reception for home-based applications. The consistently high means and relatively low standard deviations across categories demonstrate both effectiveness and consistency in meeting the needs of learners, educators, and the community.

When analyzing the data across the three contexts —Home Use, School Use, and Community Use —the ANOVA test produced an F-value of 0.280 and a p-value of 0.7567, which is greater than the significance level of 0.05. This indicates that the differences in the mean acceptability ratings (Home Use: $M = 4.70$, $SD = 0.53$; School Use: $M = 4.59$, $SD = 0.62$; Community Use: $M = 4.60$, $SD = 0.67$) are not statistically significant. This result confirms that the developed K-12 Transition Curriculum Activity-Based Module is perceived similarly in terms of acceptability across home, school, and community settings. Regardless of the context, respondents consistently rated the module as Excellent (Mastered), suggesting a stable level of approval and endorsement for module application.

5.0 CONCLUSION

The results indicated that the designed module met the standards of the respondents in terms of content, layout, and design, as well as its appropriateness for diverse disabilities, and were deemed acceptable in the contexts of home use, school use, and community use.

It has been evident that the module will be of great use to learners, even without the guidance of teachers or any adult support, in various environments of the learners' daily living. The respondents also perceive the developed module as applicable across multiple disabilities and age levels of the students. This is an excellent indicator that the module will indeed help achieve the Department of Education's goal of enabling learners with disabilities to be independent and lead a successful and purposeful life. Together with the development of the module, a bridge is also built between the Transition Curriculum and Learners with Disabilities, one package at a time.

6.0 RECOMMENDATION

To make contributions in the Special Education field, researchers developed an activity-based module anchored in the K-12 Transition Curriculum, specifically focusing on building care skills. Evaluated by different SPED teachers, the researchers can ensure that the quality of the module is appropriate for its intended user - the LWDs. To ensure the smooth and effective use of the developed module, the following recommendations should be considered by everyone involved in the process:

1. **Module Developer:** LWDs use the developed module, and many issues will surface. To ensure the continuous effectiveness of the module, it is recommended that the module be modified to meet the specific needs of the students who use it.
2. **Inclusive Learning Resources Center:** To ensure consistency and reinforcement, the Inclusive Learning Resources Center should be involved in implementing the module both at home and in the community. This also provides more opportunities for LWDs to practice their care skills in a real-world setting.
3. **Further Research:** Future researchers are encouraged to conduct additional surveys to determine whether the module remains practical and relevant to the LWDs. Aside from the Care Skills Package, there are six (6) more packages in the transition curriculum in need of a developed module that future researchers may look into. Comments and

suggestions by the respondents of this research (*see Comments and Suggestions of the Respondents*) may also be helpful for the development of other modules.

ACKNOWLEDGEMENT

The researchers would like to extend their gratitude to their research adviser for providing guidance, as well as to the members of the panel and the participants for their valuable contributions in evaluating the module. Lastly, they express their deepest thanks to the Almighty God for granting them the strength to accomplish this research.

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APPENDIX A
Letter of Request



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OFFICE OF ANTIPOLO

1st Endorsement
February 18, 2025

Respectfully referred to the **Principals/School Heads of Elementary Schools in City Schools Division Office of Antipolo**, the letter herein of **Ms. Ghwen Stefanie Corpuz**, students from Our Lady of Fatima University, to conduct a study entitled **“Development and Evaluation of a K to 12 Transition Curriculum Activity-Based Module for Building Care Skills”**, with the information that this Office interposes no objection to the said request. However, it shall be discretion of the school head concerned to allow such activity in consideration of the classes that may be affected and the time-on-task of the concerned respondent/s.

Also, if permission is granted, information gathered must be treated with confidentiality and will only be used for the purpose of the study and DepEd Order No. 9, s. 2005 shall be complied with. For your information and appropriate action.


LERMA L. FLANDEZ, CESO VI

Assistant Schools Division Superintendent
OIC – Office of the Schools Division Superintendent

I-0021-2025
@03PAR-ALA



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APPENDIX A, Continued



OUR LADY OF FATIMA UNIVERSITY

LETTER OF REQUEST

January 31, 2024

Dr. Lerma L. Flandez, CESO IV
Schools Division Superintendent
School Division Office, Antipolo City

Subject: Requesting Approval to Conduct Surveys

Dear Dr. Flandez,

Greetings!

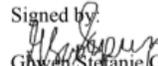
We are third-year Bachelor of Special Needs Education students, specializing in Early Childhood Education, at Our Lady of Fatima University – Antipolo.

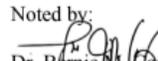
As part of our research project titled *“Development and Evaluation of a K to 12 Transition Curriculum Activity-Based Module for Building Care Skills,”* we are in the process of creating a module that will require evaluation from various SPED teachers. We would like to request your permission to conduct surveys in the following schools:

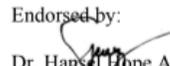
1. Antipolo City SPED Center
2. Bagong Nayon I Elementary School
3. Mayamot Elementary School
4. Peñafrancia Elementary School
5. Sta. Cruz Elementary School

We are looking forward to your positive response and willingness to accommodate this request. Your assistance will play a vital role in helping us become better, more prepared educators in the future.

Thank you and God bless!

Signed by:

Ghen Stefanie Corpuz
Principal Researcher

Noted by:

Dr. Bernie M. Comia
Research Adviser

Endorsed by:

Dr. Hansel Dope A. Perez
Program Head, College of Education

Approved by:
Dr. Lerma L. Flandez, CESO IV
SDS Antipolo City

APPENDIX B
Informed Consent Form



INFORMED CONSENT FORM

Good day!

We are 3rd year Bachelor of Special Needs Education with Specialization in Early Childhood Education students from Our Lady of Fatima University – Antipolo.

Currently, we are working on a research project titled "*Development and Evaluation of K to 12 Transition Curriculum Activity-Based Module for Building Care Skills*". We are aiming to develop an activity-based module that will support the transition curriculum's main purpose which is for learners with disabilities (LWDs) to become self-reliant, purposeful, and productive members of their families, communities, and society. This module contains information, activities, and assessments that will help the LWDs as they learn and acquire knowledge and skills they need to be independent.

The module will focus on the Care Skills Package in the curriculum which contains fundamental competencies that will enable LWDs to perform independently and develop their potentials to the fullest. This addresses the needs of LWDs who are not yet capable of or does not have any training in basic self-care, as well as those learners who are considered at risk. This package includes six (6) content areas: Personal Hygiene, Good Grooming, Growth and Development, Health Habit and Nutrition, Healthcare, and Personal and Community Safety.

This Informed Consent Form has two parts:

- Information Sheet (to share information about the research with you)
- Certificate of Consent (for signatures if you agree to take part)

You will be given a copy of the full Informed Consent Form.

PART I: Information Sheet

Purpose of the Research

We are aiming to develop an activity-based module that will support the transition curriculum's main purpose which is for learners with disabilities (LWDs) to become self-reliant, purposeful, and productive members of their families, communities, and society. This module contains information, activities, and assessments that will help the LWDs as they learn and acquire knowledge and skills they need to be independent.

Participation Selection

To ensure the quality of our developed module, we are asking for your expertise as Special Education teachers under the transition program and mainstreaming. The module will be specifically used by learners with disabilities taking the Care Skills Package. This approach ensures that the feedback gathered reflects the perspectives of knowledgeable professionals who can assess the module's practicality and relevance for LWDs.

Voluntary Participation

Your participation in this research is entirely voluntary. You have the right to refuse participation or discontinue without penalty.

APPENDIX B, Continued

OUR LADY OF FATIMA UNIVERSITY

Duration

This will be a year-long research study, following the researchers' academic year schedule. Along with that, all participants will be given one (1) week to evaluate the module and answer the questionnaire.

Risks and Benefits

This study will require a significant amount of time and effort as you evaluate the module. But rest assured that your participation will contribute to the development of the module which will be beneficial to LWDs. The module will be useful for both teachers and students as it will provide activities that will support the goals of the curriculum and to enhance the learning experience of learners with disabilities in building care skills.

Confidentiality

There will be twenty-nine (29) participants in this survey. All information provided in the survey will remain confidential and will be used only for research purposes. Your responses will be anonymous and will not be linked to your identity.

Reimbursement

The researchers will be the one to visit the participants' schools all throughout the data collection. Participants will not be asked to travel nor spend anything. A 'certificate of participation' will be given to acknowledge the time and effort that each participant has dedicated to this study.

Contact Information

If you have any questions or concerns about the questionnaire, please feel free to contact:

Ghwen Stefanie Corpuz

Principal Researcher
Our Lady of Fatima University - Antipolo
Km. 23 Sumulong Highway, Sta. Cruz, Antipolo City, Rizal
09193759001
gcorpuz8746ant@student.fatima.edu.ph

Jenica Ana A. Rivero, RN, MAN, PGDipHS

Chair, Institutional Ethics Review Committee
Our Lady of Fatima University
2nd Floor, RISE Tower, Fatima Avenue, Marulas, Valenzuela City, Metro Manila
283-9754 loc. 1204
ierc@fatma.edu.ph

Thank you for your time and contribution to this research.

Sincerely,


Ghwen Stefanie Corpuz
Principal Researcher

APPENDIX B, Continued

**OUR LADY OF FATIMA
UNIVERSITY**

Part II: Certificate of Consent

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily to participate as a participant in this research.

Print Name of Participant _____

Signature of Participant _____

Date _____

Statement by the Researchers

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that they will be given one (1) week to evaluate the developed module and answer the questionnaire.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant.

Print Name of Principal Researcher _____

Signature of Principal Researcher _____

Date _____

APPENDIX C
Research Instrument

EVALUATION RATING SHEET
Building Care Skills for Learners with Disabilities Module

Examine the module developed for Learners with Disabilities (LWDs). Read each statement carefully. Put a check (✓) on the corresponding number of your rating – with 5 as the highest number and 1 as the lowest number.

Rubric:

Rating Scale	Qualitative Description
5	Strongly Acceptable (SA)
4	Acceptable (A)
3	Neutral (N)
2	Not Acceptable (NA)
1	Strongly Not Acceptable (SNA)

Content	5 (SA)	4 (A)	3 (N)	2 (NA)	1 (SNA)
1. The module involves various activities and assessments.					
2. The module is consistent with the targeted learning competencies anchored with K to 12 Transition Curriculum.					
3. The module uses a context-based learning approach.					
4. Activities and instructions are appropriate to execute at home, school, and community.					
5. Materials needed for each activity are available at home, school, and community.					
6. The module is free from plagiarism and has no copyright violations.					

Layout and Design	5 (SA)	4 (A)	3 (N)	2 (NA)	1 (SNA)
1. The module has physical attributes that cover the necessary elements such as front matter, body inside page, and back matter.					
2. The module follows a clear and consistent format based on the Regional Memorandum no. 91, S. 2020.					
3. The module's texts are large and easy to read.					
4. The module is suitable to the learner's development, needs, and experiences.					
5. The module reinforces, enriches, and leads to the mastery of the targeted learning competencies.					

APPENDIX C, Continued

6. The module is useful for situations at home, school, and community.					
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Appropriateness to Diverse Disabilities	5 (SA)	4 (A)	3 (N)	2 (NA)	1 (SNA)
1. Designs are adaptable for learners with different types of disabilities and age.					
2. Activities are accessible for different types of disabilities.					
3. Instructions are easy to follow for learners with different types of disabilities.					
4. Details are relevant to learners with different types of disabilities.					
5. Assessments are appropriate for learners with different types of disabilities.					

APPENDIX C, Continued

LEVEL OF ACCEPTABILITY
Building Care Skills for Learners with Disabilities Module

Examine the module developed for Learners with Disabilities (LWDs). Read each statement carefully. Put a check (✓) on the corresponding number of your rating – with 5 as the highest number and 1 as the lowest number.

Rubric:

Rating Scale	Qualitative Description
5	Strongly Acceptable (SA)
4	Acceptable (A)
3	Neutral (N)
2	Not Acceptable (NA)
1	Strongly Not Acceptable (SNA)

Home Use	5 (SA)	4 (A)	3 (N)	2 (NA)	1 (SNA)
LWDs can apply...					
1. information in personal hygiene to the context of the learner's home.					
2. information in good grooming to the context of the learner's home.					
3. information in growth and development to the context of the learner's home.					
4. information in nutrition to the context of the learner's home.					
5. information in healthcare to the context of the learner's home.					
6. information in personal and community safety to the context of the learner's home.					

School Use	5 (SA)	4 (A)	3 (N)	2 (NA)	1 (SNA)
LWDs can apply...					
1. information in personal hygiene to the context of the learner's school.					
2. information in good grooming to the context of the learner's school.					
3. information in growth and development to the context of the learner's school.					
4. information in nutrition to the context of the learner's school.					
5. information in healthcare to the context of the learner's school.					

APPENDIX C, Continued

6. information in personal hygiene to the context of the learner's school.					
Community Use	5 (SA)	4 (A)	3 (N)	2 (NA)	1 (SNA)
LWDs can apply...					
1. information in personal hygiene to the context of the learner's community.					
2. information in good grooming to the context of the learner's community.					
3. information in growth and development to the context of the learner's community.					
4. information in nutrition to the context of the learner's community.					
5. information in healthcare to the context of the learner's community.					
6. information in personal and community safety to the context of the learner's community.					

APPENDIX D
Research Budget

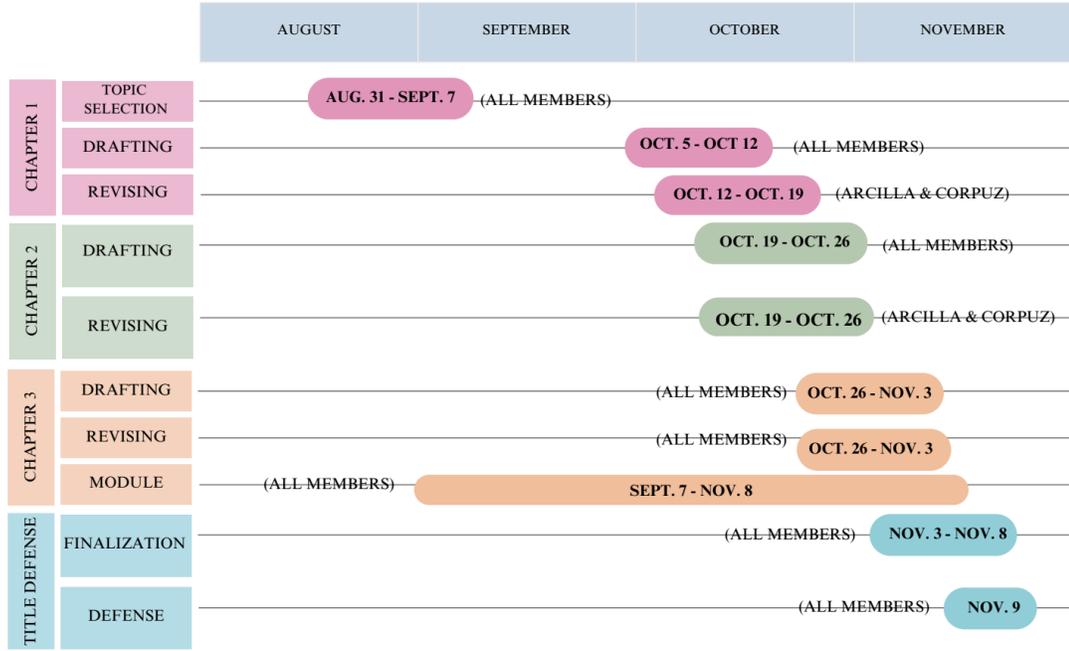
RESEARCH BUDGET

Budget per member (6): 1,417

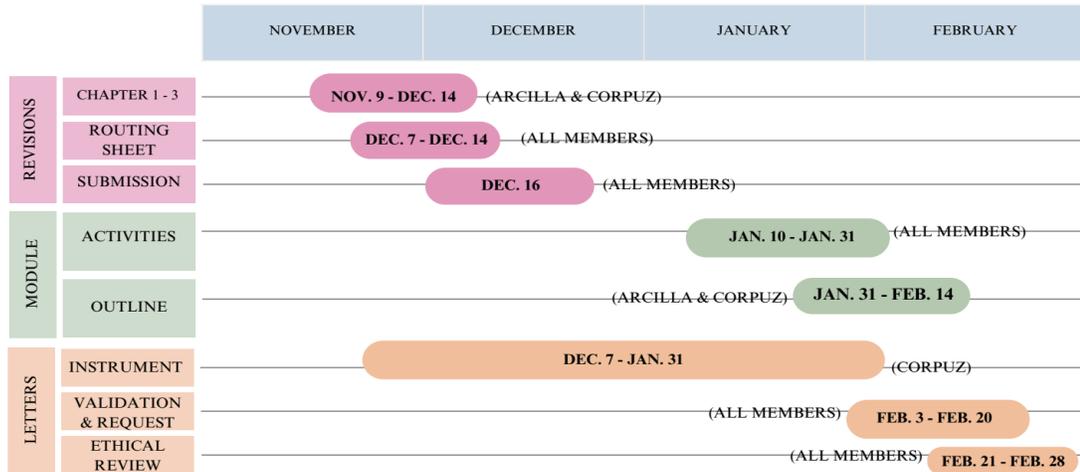
Expenses	Budget
Transportation	1,500
Materials (ink, papers, folders, clips)	3,000
Defense	3,000
Food	1000
TOTAL:	8,500

APPENDIX E Research Timeline

DEVELOPMENT AND EVALUATION OF K TO 12 TRANSITION CURRICULUM ACTIVITY-BASED MODULE FOR BUILDING CARE SKILLS GANTT CHART



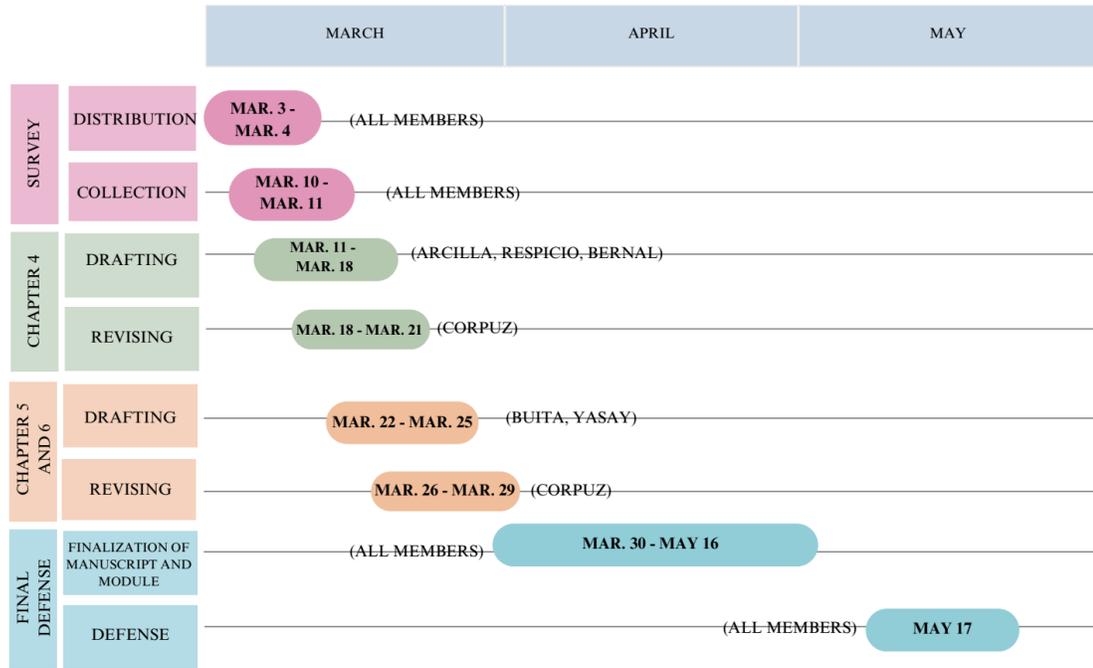
DEVELOPMENT AND EVALUATION OF K TO 12 TRANSITION CURRICULUM ACTIVITY-BASED MODULE FOR BUILDING CARE SKILLS GANTT CHART



APPENDIX E, Continued

**DEVELOPMENT AND EVALUATION OF K TO 12 TRANSITION CURRICULUM ACTIVITY-BASED
MODULE FOR BUILDING CARE SKILLS**

GANTT CHART



APPENDIX F

Research Tally

DATA TALLY

Part 1.1 Evaluation Rating Sheet - CONTENT

Statement #1 The module involves various activities and assessments.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	5
T 2	5	12	5	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	4	17	5	27	5
T 8	4	18	5	28	4
T 9	4	19	4	29	4
T 10	5	20	4		

Statement #2 The module is consistent with the targeted learning competencies anchored with K to 12 Transition Curriculum.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	5
T 2	5	12	5	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	3	26	5
T 7	4	17	5	27	5
T 8	4	18	5	28	4
T 9	4	19	5	29	4
T 10	5	20	5		

Statement #3 The module uses a context-based learning approach.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	5	21	4

APPENDIX F, Continued

T 2	5	12	5	22	5
T 3	5	13	4	23	4
T 4	5	14	4	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	4	17	5	27	5
T 8	3	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	4		

Statement #4 Activities and instructions are appropriate to execute at home, school, and community.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	5
T 2	5	12	4	22	5
T 3	5	13	3	23	5
T 4	5	14	4	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	4	17	5	27	5
T 8	4	18	5	28	4
T 9	4	19	5	29	4
T 10	5	20	5		

Statement #5 Materials needed for each activity are available at home, school, and community.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	5	21	5
T 2	5	12	4	22	5
T 3	3	13	4	23	4
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	3	26	5
T 7	4	17	5	27	5
T 8	4	18	4	28	4

APPENDIX F, Continued

T 9	5	19	5	29	4
T 10	5	20	5		

Statement #6 The module is free from plagiarism and has no copyright violations.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	5	21	4
T 2	5	12	3	22	5
T 3	5	13	3	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	2	26	5
T 7	4	17	4	27	5
T 8	5	18	5	28	4
T 9	4	19	5	29	4
T 10	5	20	4		

Part 1.2 Evaluation Rating Sheet - LAYOUT AND DESIGN

Statement #1 The module has physical attributes that cover the necessary elements such as front matter, body inside page, and back matter.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	5	21	4
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	4	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	4	17	5	27	5
T 8	4	18	5	28	4
T 9	5	19	4	29	4
T 10	5	20	4		

APPENDIX F, Continued

Statement #2 The module follows a clear and consistent format based on the Regional Memorandum no. 91, S. 2020.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	4
T 2	5	12	4	22	5
T 3	5	13	3	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	4	17	5	27	5
T 8	4	18	5	28	4
T 9	5	19	4	29	4
T 10	5	20	4		

Statement #3 The module's texts are large and easy to read.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	5	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	3	26	5
T 7	3	17	4	27	5
T 8	3	18	5	28	4
T 9	5	19	4	29	4
T 10	5	20	5		

Statement #4 The module is suitable to the learner's development, needs, and experiences.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	4
T 2	5	12	5	22	5
T 3	5	13	4	23	5

APPENDIX F, Continued

T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	4	16	4	26	5
T 7	4	17	4	27	5
T 8	3	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	4		

Statement #5 The module reinforces, enriches, and leads to the mastery of the targeted learning competencies.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	3	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	3	26	5
T 7	4	17	4	27	5
T 8	3	18	5	28	4
T 9	5	19	4	29	4
T 10	5	20	4		

6 Statement #6 The module is useful for situations at home, school, and community.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	5	21	5
T 2	5	12	5	22	5
T 3	4	13	4	23	5
T 4	5	14	4	24	5
T 5	5	15	5	25	5
T 6	5	16	3	26	5
T 7	4	17	5	27	5
T 8	4	18	4	28	4

APPENDIX F, Continued

T 9	5	19	5	29	4
T 10	5	20	5		

Part 1.3 Evaluation Rating Sheet - APPROPRIATENESS TO DIFFERENT DISABILITIES

Statement #1 Designs are adaptable for learners with different types of disabilities and age.

TEACHER	RATING	TEACHER	RATING	TEACHER	RATING
T1	5	11	4	21	4
T2	5	12	5	22	5
T3	5	13	4	23	4
T4	5	14	2	24	5
T5	5	15	5	25	5
T6	5	16	4	26	5
T7	4	17	4	27	5
T8	2	18	5	28	4
T9	5	19	4	29	4
T10	5	20	4		

Statement #2 Activities are accessible for different types of disabilities.

TEACHER	RATING	TEACHER	RATING	TEACHER	RATING
T1	5	11	4	21	5
T2	5	12	5	22	5
T3	5	13	4	23	4
T4	5	14	2	24	5
T5	4	15	5	25	5
T6	5	16	4	26	5
T7	4	17	4	27	5
T8	2	18	5	28	4
T9	5	19	4	29	4
T10	5	20	5		

Statement #3 Instructions are easy to follow for learners with different types of disabilities.

TEACHER	RATING	TEACHER	RATING	TEACHER	RATING
T1	5	11	4	21	4

APPENDIX F, Continued

T2	5	12	4	22	5
T3	5	13	4	23	5
T4	5	14	2	24	5
T5	4	15	5	25	5
T6	4	16	4	26	5
T7	4	17	4	27	5
T8	2	18	5	28	4
T9	4	19	5	29	4
T10	5	20	4		

Statement #4 Details are relevant to learners with different types of disabilities.

TEACHER	RATING	TEACHER	RATING	TEACHER	RATING
T1	5	11	4	21	4
T2	5	12	4	22	4
T3	5	13	4	23	5
T4	5	14	2	24	5
T5	5	15	5	25	5
T6	5	16	4	26	5
T7	4	17	4	27	5
T8	3	18	5	28	4
T9	5	19	4	29	4
T10	5	20	4		

Statement #5 Assessments are appropriate for learners with different types of disabilities.

TEACHER	RATING	TEACHER	RATING	TEACHER	RATING
T1	5	11	4	21	4
T2	5	12	4	22	4
T3	5	13	4	23	5
T4	5	14	2	24	5
T5	4	15	5	25	5
T6	5	16	3	26	5
T7	4	17	4	27	5
T8	3	18	5	28	4
T9	5	19	4	29	4

APPENDIX F, Continued

T10	5	20	4		
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Part 2.1 Level of Acceptability - HOME USEStatement #1 Information in **personal hygiene** to the context of the learner's home.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	5	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	4	17	5	27	5
T 8	5	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

Statement #1 Information in **good grooming** to the context of the learner's home.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	3	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	4	17	5	27	5
T 8	5	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

Statement #3 Information in **growth and development** to the context of the learner's home.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	5

APPENDIX F, Continued

T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	4	17	5	27	5
T 8	5	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

Statement #4 Information in **nutrition** to the context of the learner's home.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	5	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	4	17	5	27	5
T 8	5	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

Statement #5 Information in **healthcare** to the context of the learner's home.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	4	17	5	27	5

APPENDIX F, Continued

T 8	5	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

Statement #6 Information in **personal and community safety** to the context of the learner's home.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	5	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	4	17	5	27	5
T 8	5	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

Part 2.2 Level of Acceptability - SCHOOL USE

Statement #1 Information in **personal hygiene** to the context of the learner's school.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	3	26	5
T 7	3	17	5	27	5
T 8	4	18	5	28	4
T 9	4	19	5	29	4
T 10	5	20	5		

APPENDIX F, ContinuedStatement #2 Information in **good grooming** to the context of the learner's school.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	4	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	5	17	5	27	5
T 8	4	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

Statement #3 Information in **growth and development** to the context of the learner's school.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	4	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	3	17	5	27	5
T 8	4	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

Statement #4 Information in **nutrition** to the context of the learner's school.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	4	14	3	24	5

APPENDIX F, Continued

T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	3	17	5	27	5
T 8	4	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

Statement #5 Information in **healthcare** to the context of the learner's school.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	3	17	5	27	5
T 8	4	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

Statement #6 Information in **personal and community safety** to the context of the learner's school.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	3	17	5	27	5
T 8	4	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

APPENDIX F, Continued

Part 2.3 Level of Acceptability - COMMUNITY USEStatement #1 Information in **personal hygiene** to the context of the learner's community.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	5	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	3	17	5	27	5
T 8	3	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

Statement #2 Information in **good grooming** to the context of the learner's community.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	5	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	3	17	5	27	5
T 8	3	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

Statement #3 Information in **growth and development** to the context of the learner's community.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	5	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5

APPENDIX F, Continued

T 6	5	16	4	26	5
T 7	3	17	5	27	5
T 8	3	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

Statement #4 Information in **nutrition** to the context of the learner's community.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	3	17	5	27	5
T 8	3	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

Statement #5 Information in **healthcare** to the context of the learner's community.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	3	17	5	27	5
T 8	3	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

APPENDIX F, Continued

Statement #6 Information in **personal and community safety** to the context of the learner's community.

Teacher	Rating	Teacher	Rating	Teacher	Rating
T 1	5	11	4	21	5
T 2	5	12	4	22	5
T 3	5	13	4	23	5
T 4	5	14	3	24	5
T 5	5	15	5	25	5
T 6	5	16	4	26	5
T 7	3	17	5	27	5
T 8	3	18	5	28	4
T 9	5	19	5	29	4
T 10	5	20	5		

APPENDIX G
Correspondence



OUR LADY OF FATIMA UNIVERSITY

LETTER FOR VALIDATION

February 18, 2025

Mrs. Marialy Salunga
Chairman, Special Education Department
Bagong Nayon I Elementary School

Subject: Questionnaire Validation

Dear Mrs. Salunga,

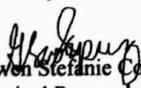
Good day! We are 3rd year Bachelor of Special Needs Education students, specializing in Early Childhood Education from Our Lady of Fatima University – Antipolo.

We are currently working on our research project titled *“Development and Evaluation of K to 12 Transition Curriculum Activity-Based Module for Building Care Skills”*. As part of our study, we will be developing a module that needs to be evaluated by different SPED teachers. To collect data, we will be conducting a survey. In order to execute that, we will be needing your expertise in validating our questionnaire to ensure its quality and value.

We are looking forward to your positive response and willingness to accommodate this request. With your support, you will be helping us to become better and well-prepared future educators.

Thank you and God bless!

Signed by:


Ghwen Stefanie Corpuz
Principal Researcher

Noted by:


Dr. Bernie M. Comia
Research Adviser

Approved by:


Mrs. Marialy Salunga
Validator

APPENDIX G, Continued



OUR LADY OF FATIMA UNIVERSITY

LETTER FOR VALIDATION

March 1, 2025

Mrs. Obdulia Baloja
Pagrai Hills Sitio Chairwoman
Barangay Mayamot, Antipolo City

Subject: Questionnaire Validation

Dear Mrs. Baloja,

Good day! We are 3rd year Bachelor of Special Needs Education students, specializing in Early Childhood Education from Our Lady of Fatima University – Antipolo.

We are currently working on our research project titled *“Development and Evaluation of K to 12 Transition Curriculum Activity-Based Module for Building Care Skills”*. As part of our study, we will be developing a module that needs to be evaluated by different SPED teachers. To collect data, we will be conducting a survey. In order to execute that, we will be needing your expertise in validating our questionnaire to ensure its quality and value.

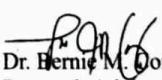
We are looking forward to your positive response and willingness to accommodate this request. With your support, you will be helping us to become better and well-prepared future educators.

Thank you and God bless!

Signed by:


Ghwen Stephanie Corpuz
Principal Researcher

Noted by:


Dr. Bernie M. Oomia
Research Adviser

Approved by:


Mrs. Obdulia Baloja
Validator

APPENDIX G, Continued



OUR LADY OF FATIMA UNIVERSITY

LETTER FOR VALIDATION

February 18, 2025

Dr. Ma. Victoria Lorna S. Buenaventura
Master Teacher II
Dela Paz National High School

Subject: Questionnaire Validation

Dear Dr. Buenaventura,

Good day! We are 3rd year Bachelor of Special Needs Education students, specializing in Early Childhood Education from Our Lady of Fatima University – Antipolo.

We are currently working on our research project titled *“Development and Evaluation of K to 12 Transition Curriculum Activity-Based Module for Building Care Skills”*. As part of our study, we will be developing a module that needs to be evaluated by different SPED teachers. To collect data, we will be conducting a survey. In order to execute that, we will be needing your expertise in validating our questionnaire to ensure its quality and value.

We are looking forward to your positive response and willingness to accommodate this request. With your support, you will be helping us to become better and well-prepared future educators.

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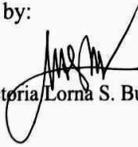
Signed by:


Ghwen Stephanie Corpuz
Principal Researcher

Noted by:


Dr. Bernie M. Comia
Research Adviser

Approved by:


Dr. Ma. Victoria Lorna S. Buenaventura
Validator

APPENDIX G, Continued



EXPERT VALIDATION FORM

Name of Researchers: Corpuz, G., Arcilla, K., Bernal, A., Buita, G., Respicio, J., and Yasay, F.
 Degree Program: Bachelor of Special Needs Education with Specialization in Early Childhood Education
 Title of Thesis: Development and Evaluation of K to 12 Transition Curriculum Activity-Based Module for Building Care Skills
 Name of Evaluator: Obdulia S. Balaja
 Highest Educational Attainment: Secondary
 School/Office Affiliation: Barangay Sitio Chairwoman

Instruction to the Evaluator: Please assess the extent to which the instrument meets the criteria for a good instrument. Kindly check (✓) the column that corresponds to your assessment. The rating scale is described below:

5	Very High	The instrument meets the criteria to a very high extent.
4	High	The instrument meets the criteria to a high extent.
3	Satisfactory	The instrument meets the criteria to a satisfactory extent.
2	Moderately Satisfactory	The instrument meets the criteria to a moderately satisfactory extent.
1	Not at All	The instrument does not meet the criteria.

Criteria	5	4	3	2	1
a. Instructions are clear.	✓				
b. Language is clear.	✓	1			
c. Items measure the target construct.	✓				
d. Content is comprehensive	✓				
e. Instrument is easy to use by respondents.	✓				

APPENDIX G, Continued

Comments/Suggestions: para po akin napagaling nila
maayos mag-isip gumawa at organize
thank you sa pagpili sa akin
and...
congratulations

Signature of Evaluator

Os Balaja
Obdulia S. Balaja

APPENDIX G, Continued



OUR LADY OF FATIMA
UNIVERSITY



EXPERT VALIDATION FORM

Name of Researchers: Corpuz, G., Arcilla, K., Bernal, A., Buita, G., Respicio, J., and Yasay, F.
 Degree Program: Bachelor of Special Needs Education with Specialization in Early Childhood Education
 Title of Thesis: Development and Evaluation of K to 12 Transition Curriculum Activity-Based Module for Building Care Skills

Name of Evaluator: _____
 Highest Educational Attainment: _____
 School/Office Affiliation: _____

Instruction to the Evaluator: Please assess the extent to which the instrument meets the criteria for a good instrument. Kindly check (/) the column that corresponds to your assessment. The rating scale is described below:

5	Very High	The instrument meets the criteria to a <u>very high extent.</u>
4	High	The instrument meets the criteria to a <u>high extent.</u>
3	Satisfactory	The instrument meets the criteria to a <u>satisfactory extent.</u>
2	Moderately Satisfactory	The instrument meets the criteria to a <u>moderately satisfactory extent.</u>
1	Not at All	The instrument <u>does not meet the criteria.</u>

Criteria	5	4	3	2	1
a. Instructions are clear.	/				
b. Language is clear.	/				
c. Items measure the target construct.	/				
d. Content is comprehensive	/				
e. Instrument is easy to use by respondents.	/				

APPENDIX G, Continued

Comments/Suggestions:

please see manuscript for recommendations.


MA VICTORIA LORNA S. BUENAVISTA
Signature of Evaluator

APPENDIX G, Continued



EXPERT VALIDATION FORM

Name of Researchers: Corpuz, G., Arcilla, K., Bernal, A., Buita, G., Respicio, J., and Yasay, F.
 Degree Program: Bachelor of Special Needs Education with Specialization in Early Childhood Education
 Title of Thesis: Development and Evaluation of K to 12 Transition Curriculum Activity-Based Module for Building Care Skills

Name of Evaluator: Maricely N. Salunga
 Highest Educational Attainment: MA in ECE SPED
 School/Office Affiliation: Bagong Nayon 1 Elementary School

Instruction to the Evaluator: Please assess the extent to which the instrument meets the criteria for a good instrument. Kindly check (/) the column that corresponds to your assessment. The rating scale is described below:

5	Very High	The instrument meets the criteria to a very high extent.
4	High	The instrument meets the criteria to a high extent.
3	Satisfactory	The instrument meets the criteria to a satisfactory extent.
2	Moderately Satisfactory	The instrument meets the criteria to a moderately satisfactory extent.
1	Not at All	The instrument does not meet the criteria.

Criteria	5	4	3	2	1
a. Instructions are clear.		/			
b. Language is clear.		/			
c. Items measure the target construct.		/			
d. Content is comprehensive		/			
e. Instrument is easy to use by respondents.		/			

APPENDIX G, Continued

Comments/Suggestions:


Signature of Evaluator

APPENDIX H
Routing Sheet



OUR LADY OF FATIMA UNIVERSITY

COLLEGE OF EDUCATION
Antipolo City Campus

ROUTING SHEET FOR PANEL OF EVALUATORS

Name of Researchers:

- Copuz, Ghwen Stefanie
- Arcilla, Kamilla Kim B.
- Bernal, Adrian Russel
- Buita, Gabrielle Colleen V.
- Respicio, John Cristian P.
- Yasay, Filiza Joy L.

Course: Special Needs Education with Specialization in Early Childhood Education

Title of Thesis/Dissertation: Development and Evaluation of K to 12 Transition Curriculum Activity-Based Module for Building Care Skills

Date of Oral Defense:

Adviser: Dr. Bernie M. Comia

Name of Panel Evaluators	Comments	Signature	Date
TIEMPO, JERRAL FERNANDEZ V.	See manuscript for journal		11-13-25
COMIA, MARLYN M.	Check manuscript for revisions		11-13-25
BUENAVENTURA, MA VICTORIA LORNA S.			11-20-25
DR. HANSEL HADE A. PEREZ	adv for building		11-20-25

APPENDIX I
K-12 Transition Curriculum - Care Skills Package

K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES



K to 12 Transition Curriculum for Learners with Disabilities
Care Skills Package



Department of Education
Bureau of Curriculum Development



DEPED-OSCC-433737

APPENDIX I, Continued

K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
PERSONAL HYGIENE (PH)				
Cleaning and taking care of different body parts	<i>The learner...</i> Demonstrates understanding of the basic concept of cleaning and taking care of different body parts	<i>The learner...</i> Performs proper ways of cleaning and taking care of the different body parts	1. Recognize the importance of cleaning and taking care of different parts of the body	TPCS_PH-ct-NG-1
			2. Demonstrate proper ways of cleaning and taking care of the different body parts	TPCS_PH-ct-NG-2
			3. Practice proper ways of cleaning and taking care of the different body parts	TPCS_PH-ct-NG-3
			4. Display self-management in caring of different body parts	TPCS_PH-ct-NG-4
Toileting Practices	<i>The learner...</i> Demonstrates understanding of appropriate toileting practices	<i>The learner...</i> Practices the appropriate toileting practices	1. Identify the common materials used in toileting practices	TPCS_PH-to-NG-1
			2. Recognize the different toileting etiquette	TPCS_PH-to-NG-2
			3. Demonstrate the different toileting etiquette	TPCS_PH-to-NG-3
GOOD GROOMING (GG)				
Good Grooming Practices	<i>The learner ...</i> Demonstrates understanding of	<i>The learner</i> Performs appropriate good grooming practices	1. Determine appropriate good grooming practices e.g. bathing, during menstrual cycle, body odor, proper care of clothes, etc.	TPCS_GG-gp-NG-1



APPENDIX I, Continued

K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	basic concepts on good grooming		2. Recognize the different materials needed to maintain good grooming 3. Practice good grooming and hygiene e.g. Oral & Dental hygiene, Hair grooming, Nails and Toes Care, Clothing, etc. 4. Demonstrate good self-management and good decision making skills in good grooming	TPCS_GG-gp-NG-2 TPCS_GG-gp-NG-3 TPCS_GG-gp-NG-4
GROWTH AND DEVELOPMENT (GD)				
Changes during Puberty Puberty-related Health issues and concerns	The learner... Demonstrates understanding of changes occurring in the body during puberty	The learner... Performs self-care and self-management during puberty	1. Identify the physical, emotional and social changes that occur during puberty 2. Distinguish the changes that occur in males and females during puberty 3. Identify the different puberty related-health issues and concerns <ul style="list-style-type: none"> - Nutritional issues - Mood swings - Body odor - Oral health concerns - Pimples/Acne 	TPCS_GD-cd-NG-1 TPCS_GD-cd-NG-2 TPCS_GD-pu-NG-3



APPENDIX I, Continued

K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
			<ul style="list-style-type: none"> - Poor Posture - Menstruation-related concerns - Circumcision - Nocturnal Emission 	
			4. Practice proper self-care when puberty-related concerns occur e.g. Menstruation, Nocturnal Emissions, Circumcision	TPCS_GD-pu-NG-4
			5. Demonstrate ways to manage puberty-related health issues and concerns	TPCS_GD-pu-NG-5
NUTRITION (NU)				
Healthful and less healthful foods	<i>The learner ...</i> Demonstrates understanding on healthful and less healthful foods	<i>The learner ...</i> Practices eating healthful food daily	<ol style="list-style-type: none"> 1. Identify healthful from less healthful foods 2. Consume the preferred healthy foods 3. Determine the effects of eating healthful and less healthful foods 	<p>TPCS_NU-hi-NG-1</p> <p>TPCS_NU-hi-NG-2</p> <p>TPCS_NU-hi-NG-3</p>
Good eating habits	<i>The learner ...</i> Demonstrates understanding on good eating habits	<i>The learner ...</i> Practices good eating habits	<ol style="list-style-type: none"> 1. Identify good eating habits to keep one's self healthy e.g. eat regular meals, eat a healthful breakfast daily, eat on time, chew food thoroughly, etc. 	TPCS_NU-gh-NG-1



APPENDIX I, Continued

K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
			2. Practice good eating habits that can help one become healthy 3. Practice good decision-making skill in food choices 4. Appreciate the value of good eating habits	TPCS_NU-gh-NG-2 TPCS_NU-gh-NG-3 TPCS_NU-gh-NG-4
Food safety	<i>The learner ...</i> Demonstrates understanding of the food safety principles	<i>The learner ...</i> Apply the proper food safety principles	1. Identify ways to keep food clean and safe 1.1 Clean all the equipment and utensils used in food preparation 2. Distinguish the ready to eat from those that are raw or that might contain harmful ingredients in food 3. Identify the proper and risky eating behaviors	TPCS_NU-fs-NG-1 TPCS_NU-fs-NG-2 TPCS_NU-fs-NG-3
Balanced Diet	<i>The learner ...</i> Demonstrates understanding of eating a balanced diet	<i>The learner ...</i> Practices eating a balanced diet	1. Identify the importance functions of food 2. Identify a balanced diet based on Food Pyramid and Food Plate 3. Recognize the importance of eating a balanced diet 4. Practice considering Food Pyramid and Food Plate in making food choices	TPCS_NU-bd-NG-1 TPCS_NU-bd-NG-2 TPCS_NU-bd-NG-3 TPCS_NU-bd-NG-4



APPENDIX I, Continued

K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
Food labels	<i>The learner ...</i> Demonstrates understanding of the importance of reading food labels in selecting healthier and safer food	<i>The learner ...</i> Practices reading food labels and food safety habits in selecting healthier/safer food and preventing food-borne diseases	1. Identify information provided on food label - Name and Description of Food - Nutrition facts - Advisory and Warning Statements - Directions for Use and Storage - Date Markings (Manufacturing Date, Expiration Date, Best Before Date) 2. Determine the importance of reading food labels 3. Interpret information provided in the food label	TPCS_NU-fl-NG-17 TPCS_NU-fl-NG-18 TPCS_NU-fl-NG-19
HEALTHCARE (HC)				
Healthcare Habits	<i>The learner ...</i> Demonstrates understanding of the proper ways of taking care of one's health	<i>The learner ...</i> Practices good health habits and hygiene daily	1. Enumerate ways of keeping oneself healthy and strong. e.g. drinking eight glasses of water daily, eating right food, sleeping on time, etc. 2. Practice ways of keeping	TPCS_HC-hh-NG-1 TPCS_HC-hh-NG-2



APPENDIX I, Continued

K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
			oneself healthy and strong	
			3. Demonstrate proper hand washing	TPCS_HC-hh-NG-3
			4. Realize the importance of washing hands	TPCS_HC-hh-NG-4
			5. Identifies proper behavior during mealtime	TPCS_HC-hh-NG-5
			6. Demonstrate proper and appropriate behavior during mealtime	TPCS_HC-hh-NG-6
			7. Realize the importance of practicing good health habits	TPCS_HC-hh-NG-7
			1. Identify various fun and enjoyable activities e.g. Sports (indoor, outdoor), exercises, dance, relays, etc.	TPCS_HC-he-NG-1
			2. Perform preferred physical activities	TPCS_HC-he-NG-2
			3. Realize the importance of doing physical activities to one's body and health	TPCS_HC-he-NG-3
			1. Identify common diseases e.g. cough, cold, etc.	TPCS_HC-pc-NG-1
			2. Demonstrate good self-	TPCS_HC-pc-NG-2
Health and Lifestyle	<i>The learner ...</i> Demonstrates understanding of keeping a healthy and active lifestyle	<i>The learner ...</i> Performs activities to keep a healthy and active lifestyle		
Prevention and Control of Diseases	<i>The learner ...</i> Demonstrates	<i>The learner ...</i> Practices healthy habits		



APPENDIX I, Continued

K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	understanding of the nature and prevention of diseases <i>The learner...</i>	to prevent and control diseases <i>The learner ...</i>	management and decision-making skills to prevent common diseases	
Substance Use and Abuse	Demonstrates understanding of the proper use of medicines to prevent misuse and harm to the body	Practices proper use of medicines	1. Identify the proper uses of medicines	TPCS_HC-su-NG-1
			2. Identify forms of medicines e.g. capsule, tablet, liquid formula, etc.	TPCS_HC-su-NG-2
			3. Differentiate prescription and non-prescription medicines	TPCS_HC-su-NG-3
			4. Describe ways on how medicines are misused and abused	TPCS_HC-su-NG-4
			5. Describe the potential dangers associated with medicine misuse and abuse	TPCS_HC-su-NG-5
			6. Follow doctor's prescription	TPCS_HC-su-NG-6
PERSONAL AND COMMUNITY SAFETY (PS)				
Safety Procedures at Home, School, and Community	<i>The learner</i>	<i>The learner</i>	1. Identify one's right and responsibilities for safety	TPCS_PS-sp-NG-1
	Demonstrates understanding of rules to ensure safety	Practices consistency in following safety rules at	2. Recognize hazards present at home, school and community	TPCS_PS-sp-NG-2



APPENDIX I, Continued

K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
	at home, school, and community	home, school and community	<ul style="list-style-type: none"> - Hazard (natural & human caused) - Hazardous products/objects - Warning labels 	
			3. Observe home and school safety procedures <ul style="list-style-type: none"> - Identify places/people to go when seeking help 	TPCS_PS-sp-NG-3
			4. Practice basic safety rules and procedures at home, school, and community	TPCS_PS-sp-NG-4
Road Safety	<i>The learner...</i> Demonstrates understanding of rules to ensure road safety	<i>The learner...</i> Practices consistency in following road safety	1. Recognize traffic signals and road signs 2. Follow road safety procedures <ul style="list-style-type: none"> - Pedestrian lane 3. Display self-management skills for road safety	TPCS_PS-rs-NG-1 TPCS_PS-rs-NG-2 TPCS_PS-rs-NG-3



APPENDIX I, Continued

K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
First Aid	<i>The learner...</i> Demonstrates understanding of basic first aid principles and procedures for common injuries	<i>The learner...</i> Practices appropriate first aid principles and procedures for common injuries	1. Identify common materials used in first aid e.g. cotton balls, alcohol, herbal medicines/ medicinal plants, etc.	TPCS_PS-fa-NG-1
			2. Identify appropriate first aid principles and procedures for common injuries <ul style="list-style-type: none"> - Wounds - Nosebleed - Burn and scald - Insect bite - Animal bite - Fainting - Musculoskeletal injuries (sprain, fracture) 	TPCS_PS-fa-NG-2



APPENDIX I, Continued

K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE
Abuse Prevention	<i>The learner...</i> Demonstrates understanding on abuse prevention	<i>The learner....</i> Adapts practices to protect one's self from offenders	3. Apply appropriate first aid treatment when needed 1. Recognize physical, verbal and sexual advances and abuses 2. Manage to seek help against the offenders 3. Practice precautionary measures to prevent sexual advances and abuses	TPCS_PS-fa-NG-3 TPCS_PS-ap-NG-1 TPCS_PS-ap-NG-2 TPCS_PS-ap-NG-3



APPENDIX I, Continued

K TO 12 TRANSITION CURRICULUM FOR LEARNERS WITH DISABILITIES

Sample: TPCS_PH-to-NG-1

LEGEND		SAMPLE	
First Entry	Transition Program Care Skills	Care Skills	TPCS
Lowercase letter/s	Content	Personal Hygiene	PH
	Level	Toileting Practices	to
		Non-Graded	NG
Arabic Number	Learning Competency	Learning Competency 1	1

CONTENT	CODE
Cleaning and taking care of different body parts	ct
Toileting Practices	to
Good Grooming Practices	gp
Changes during Puberty	cd
Puberty-related Health issues and concerns	pu
Healthful and less healthful foods	hl
Good eating habits	gh
Food Safety	fs
Balance Diet	bd
Food labels	fl
Healthcare Habits	hh
Health Lifestyle	he
Prevention and Control of Diseases	pc
Substance use and abuse	su
Safety Procedures at Home, School and Community	sp
Road Safety	rs
Safety guidelines during disasters/ situational events that may lead to injury	sg
First Aid	fa
Abuse Prevention	ap



APPENDIX J
Regional Memorandum No. 91, s. 2020



Republic of the Philippines
Department of Education
Cordillera Administrative Region

Enclosure 1 to Regional Memorandum No. _____

ELEMENTS OF LEARNING MODULE

A. Front Matter- COVER PAGE

1. Front Outside Cover Page

- It contains:
 - Resource Title (Lesson Title, Module - Learning Area, Quarter Number)
 - Cover Art
 - Name of Developer
 - DepEd identifier- Found at the bottom part of the front cover identifying the material as DepED owned LR

1.1 Preliminary Pages

- Copyright Page
 - Located at the back of the front inside cover
 - Contains:
 - Heading
 - Publisher
 - Copyright Notice, Year
- Preface
 - Introduction
 - Describes the material, the proprietorship and its purpose
 - It contains:
 - Date of Development
 - Resource Location
 - Learning Area
 - Grade Level
 - Learning Resource Type
 - Language
 - Quarter/Week
 - Learning Competency/Code
- Acknowledgement
 - Includes the list of the Division LRMSD Staff
- Table of Contents

B. Body Inside Page

1. Introduction

- It contains instructions for the learner and for the facilitator on how to use the module
- It contains learning objectives to be developed in a material.
- It introduces the topic/content of the module briefly.
- It uses the learner's language and must be conversational.

APPENDIX J, Continued



Republic of the Philippines
Department of Education
 Cordillera Administrative Region

2. Pre-assessment

- This is given to check what the learner knows about the lesson to take.
- This shall contain instruction in whether to proceed or skip the module:
 - 100% correct – skip the module
 - 50% to 99% correct – proceed with the module
- Test item-ranged shall be as follows:

Key Stage 1 :	5 items
Key Stage 2 :	10 items
Key Stage 3 :	15 items
Key Stage 4 :	15 items

3. Lesson Proper

- Review
 - Connects the current lesson with the previous lesson by going over concepts that were learned previously.
- Activity
 - Introduces the new lesson through a story, an activity, a poem, song, situation or an activity
- Discussion of the activity
 - Questions that will help the learner discover and understand the concept
 - Questions shall be asked in a logical manner that lead to formative assessment.
- Mini-lesson
 - A brief discussion of the lesson
- Enrichment Activity
 - Guided/Controlled Practice
 - Guided/Controlled Assessment
 - Independent Practice
 - Independent Assessment

4. Generalization/ Summary of Learning

- A question, fill in the blank sentence/paragraph to process what the learner learned from the lesson.

5. Application

- An activity that shall transfer the skills/knowledge gained or learned into real-life concerns/situations.

6. Post Assessment

- This evaluates the learner's level of mastery in achieving the learning objectives.
- The task given shall validate the concepts and provide more opportunities to deepen the learning.
- Test item-range shall be as follows:

Key Stage 1 :	5 items
Key Stage 2 :	10 items
Key Stage 3 :	15 items
Key Stage 4 :	15 items

APPENDIX J, Continued



Republic of the Philippines
Department of Education
 Cordillera Administrative Region

7. Additional Activity

- An activity in any form that can increase the strength of the response and tends to induce repetitions of actions/learning.

C. Back Matter**1. Answer Key**

- It contains answers to all the activities in the material.
- It shall be written upside down.

2. Reference

- It included all third party materials or sources in developing the material.
- It follows Chicago Manual of Style.

3. Back Outside Cover

- Feedback Box
 - Address
 - Contact Number
 - Office of the Management Team

ELEMENTS OF THE BODY OF ADM MODULE FOR GRADE LEVEL**Kindergarten**

Element	Label in the Module (English)	Label in the Module (Filipino)
Introduction Learning Objectives	What I Need to Know	Alamin
Pretest	What I Know	Subukin
Lesson Proper		
Activity 1	What's New	Tuklasin
Discussion of Activity 1	What is It	Suriin
Enrichment Activities Activity 1 Assessment 1 Activity 2 Assessment 2 Activity 3 Assessment 3	What's More	Pagyamanin
Generalization	What I have Learned	Isaisip
Application	What I can do	Isagawa

APPENDIX J, Continued



Republic of the Philippines
Department of Education
 Cordillera Administrative Region

Grades 1 to 3

Element	Label in the Module (English)	Label in the Module (Filipino)
Introduction Learning objectives	What I Need to Know	Alamin
Pretest	What I Know	Subukin
Lesson Proper		
Review	What's In	Balikan
Activity 1	What's New	Tuklasin
Discussion of Activity 1	What is It	Suriin
Enrichment Activities Guided Activity 1 Assessment 1 Guided Activity 2 Independent Activity 1 Assessment 1 Independent Activity 2 Assessment 2	What's More	Pagyamanin
Generalization	What I Have Learned	Isaisip
Application	What I can do	Isagawa
Assessment	Assessment	Tayahin
Additional Activities	Additional Activities	Karagdagang Gawain

Grades 4 to 12

Element	Label in the Module (English)	Label in the Module (Filipino)
Introduction Learning Objectives	What I Need to Know	Alamin
Pretest	What I Know	Subukin
Lesson Proper		
Review	What's In	Balikan
Activity 1	What's New	Tuklasin
Discussion of Activity 1	What is It	Suriin
Enrichment Activities Activity 1 Assessment 1 Activity 2 Assessment 2 Activity 3 Assessment 3	What's More	Pagyamanin
Generalization	What I Have Learned	Isaisip
Application	What I can do	Isagawa
Assessment	Assessment	Tayahin
Additional Activities	Additional Activities	Karagdagang Gawain

APPENDIX J, Continued



Republic of the Philippines
Department of Education
 Cordillera Administrative Region
TECHNICAL SPECIFICATIONS

A. Page Design and Layout

1. Page Set up

Grade Level	Paper size	Orientation	Margin	Format	Ideal Number of Pages (Body)
Kindergarten	A4	Landscape	Top: 1" Bottom: 1" Inside: 1" Outside: 1"	Mirror Margins	4 pages
Grades 1 to 2	A4	Portrait	Top: 1"	Mirror Margins	4 pages
Grades 3 to 6			Bottom: 1"		8 pages
Grades 7 to 12			Inside: 1" Outside: 1"		16 pages

**Number of pages from Title Page to Reference shall be divisible by 8 or 16*

2. Front Matter-Cover Page

2.1 Front Outside Cover

- Background color of the learning module shall be white.

Entry	Font Type	Font Size	Other Details
Resource Title	A serif or sans serif typeface with large x-height, open counters, contrast, good linkage, uniform proportion	35-45 pt, Boldface	Position: aligned at the center top part of the cover art
Subject Area, Grade Level		24 pt	Position: after the resource title
Quarter		20 pt	
Cover art/photo	N/A	N/A	Position: Center of the cover page
Name of Developer	Arial, boldface	20 pt, Boldface, UPPERCASE	Position: after the resource Identifier
Subhead: Developer	Arial	20 pt	Position: after the name of developer
DepEd identifier	Arial	14 pt	Position: after the name of Developer

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2.2 Back Outside Cover

Entry	Font Type	Font Size	Other Details
Feedback Note	Arial	12 pt	Position: at the bottom center part of the page Box Size: 5.67" x 2.12" with rounded corners Box border: 1.5 pt Background color: white Front Color: Black
Logo & Name of Donor (In case funds for printing are donated by an NGO or LGU)			Position: Bottom left part of the back cover below the feedback note

2.3 Preliminary Pages

a. Copyright Page

Entry	Font Type	Font Size	Other Details
Heading	Arial	12 pt	Center
Published by		12 pt	Center
Copyright Notice		12 pt Title: 14pt Bold face, UPPERCASE	Flush left Center

b. Preface

Entry	Font Type	Font Size	Other Details
Preface	Arial	14 pt , Bold face, Uppercase	Center
Body/Contents		12 pt	Justified



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c. Acknowledgement

Entry	Font Type	Font Size	Other Details
Acknowledgement	Arial	14 pt , Bold face, Uppercase	Center
Body/Contents		12 pt	Justified
Division LRMS Staff, Consultants		12 pt, Boldface	Center
Name of Staff		12 pt, UPPERCASE	
Position of Staff		12 pt Capitalized Each Word	

d. Table of Contents

Entry	Font Type	Font Size	Other Details
Table of Contents	Arial	14 pt, Bold face, UPPERCASE	Center
Body/Contents		12 pt, Capitalized Each Word	Flushed left

B. Body Text Specifications

1. Typography

Grade Level	Recommended Font-Family	Font Size (Body Text)	Art-to-Text Ratio
K to Grade 1	Alfabeto Century Gothic <i>(except for "P" symbol)</i> <i>(body text flushed left/ragged right to avoid hyphenations)</i>	Text 16 pt Heads 20 to 30 pt Sub Heads 16 to 18 pt	65% : 35%
Grade 2	Arial Times New Roman Bookman Old Style <i>(body text Justified)</i>	Text 16 pt Heads 20 to 30 pt Sub Heads 16 to 18 pt	60% : 40%
Grade 3		Text 14 pt	50% : 50%

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		Heads 18 to 28 pt Sub Heads 14 to 16 pt	
Grade 4		Text 14 pt Heads 18 to 28 pt Sub Heads 14 to 16 pt	40% : 60%
Grades 5 to 12		Text 11 to 12 pt Heads 15 to 24 pt Sub Heads 11 to 13 pt	30% : 70%

2. Other Specifications of the Body Text

- a. Leading space shall be at 1.15 points.
- b. Spaces between subtitles and paragraphs shall be two (2) points.
- c. Pages shall be complete and properly sequenced.
- d. There shall be no overprinting / double printing.
- e. Text line for K to 3 shall be justified.
- f. Beginning page for JHS and SHS shall be consistent on the right or left-hand page.
- g. Answer key shall be upside-down on the inside-back cover and shall be written in font size 9.
- h. Body text
 - K to 3 shall be flushed to the left; ragged right
 - Grades 4 to 12 – justified
- i. Page number shall be centered at the bottom of the page.
- j. Citations for graphics and visuals shall be on the same page.
- k. There shall be no just one word or half a word on paragraph endings.
- l. Inside pages shall 1082 be in Arabic numerals.
- m. Pages shall not end with hyphenated word or awkward page turn.
- n. Pages shall be of the same length.
- o. The last page of the manuscript shall occupy at least half of the text area.
- p. There shall be at least two (2) lines of the text below a text head at the foot of the page.

C. Illustrations

1. Illustrations shall adhere to the Social Content Guidelines.
2. Filipino characters (if applicable) shall be the subject of illustration.
3. People, animals, places, and objects shall be appropriate to the age, grade level and context of the learners.
4. Illustrations shall clarify and/or enhance concepts.
5. Illustrations and visuals shall be gender and culture sensitive.
6. Cover art shall be original and simple.
7. Cover art shall be appropriate to the age, grade level and culture of the learners.
8. Cover art shall have elements such as colors, artwork and title.
9. Title written in the cover art shall convey the theme of the book and must be interesting to the leader. Also;

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- a. Illustrations shall face toward the page gutter.
- b. Illustrations shall not be divided into two (2) pages or placed in between the gutter of the learning resource.
- c. Scanned illustration shall be saved in JPEG, PNG or TIF.
- d. Illustrations shall use line-art in single color (preferably black) and there shall be no shading effect other than hatching, cross hatching and stipple shading.
- e. Illustrations shall be near to the actual size of the requirement of the writer.
- f. Enlarging and resizing a raster illustration shall not be more than once.
- g. A right balance between filled and empty space and the proportion of illustration to text shall be created.
- h. Cropping in the joints like neck, shoulder, knee and elbow shall be avoided.
- i. Illustrations and visuals shall be attractive and appealing.
- j. Illustrations and visuals shall sustain consistency of style, color, size and angle throughout the manuscript.
- k. Illustrations shall be correct, original, realistic, simple, clear and recognizable.
- l. 2. Illustrations and visuals shall be properly labeled and captioned.
- m. Illustrations shall have appropriate and complete details such as color.
- n. For K to 3, illustrations of people, animals, places and objects shall be complete.
- o. Illustrations and visuals shall be original. Permit to use copyrighted illustrations and visuals shall be secured before using it.
- p. Illustrations shall not be a modification of an illustration from other source.
- q. The use of photocopied, scanned published illustrations, screen captured illustrations are prohibited.
- r. Flatbed scanner shall be used for manually drawn illustration.
- s. Manually drawn-illustration shall be scanned in 300 to 600 dpi in actual size to capture all the details of the illustration and to produce quality scan.
- t. Illustrations shall be framed only when necessary. Thinner lines shall be used for the frames than that of the illustrations.
- u. Local pictures and artworks shall be validated and approved by the ethnic community.
- v. Texts that are superimposed in the illustration shall be spelled out.
- w. Callouts shall be used to emphasize important parts of the illustration.
- x. Brief, consistent, and relevant file name shall be used to save similar artwork files in one manuscript.
- y. Digital illustration shall be saved in PSD layered file, SVG, JPEG, PNG or TIF.

D. Paper and Binding

Properties	In-house Reproduction	Printer (Procured/Supplier)
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Paper Size	paper size used on layout (A4)	paper size used on layout (A4)
Paper Thickness (Basis Weight)	70 – 80 gsm	70 gsm (BP)
Binding	Staple (triple) with PVC or duct tape	Saddle stitch
Cover	Acetate or Plastic Folder	Foldcote No. 12 (FC#12) (4 color) with lamination (UV coating)
Inside	1 color/4 color	1 color/4 color

E. Digital File Management

- a. Learning Module shall be encoded using Microsoft Word (at least version 97-2003).
- b. There shall be one digital file per module or learning competency.
- c. Each module file shall be named following this format:

*learning area with grade level_quarter number_module number
 lesson title_version number*

Example: science8_q1_mod1_natureofbiology_v1

- d. The draft manuscript ready for external review shall be version 1 of the module.
- e. Ready to print module shall be stored as doc and pdf files.

🚩 STYLE GUIDE

DepEd Style Guide is a set of guidelines and standards for writing, organizing, and designing (formatting) any kind of learning resources for publication.

To style learning resources written in English, the following references shall be used:

- a. For basic style concerns: the latest edition of the Chicago Manual of Style (CMOS) by the University of Chicago Press;
- b. For grammar and style concerns: the latest edition of Elements of Style by William Strunk Jr. and E. B. White;

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- c. For spelling and word division: latest edition of Merriam-Webster International Dictionary of the English Language (unabridged); and
- d. For in-text citations and reference lists: sixth edition of the 16th Edition of the
- e. Chicago Manual of Style.

To style learning resources written in Filipino, the grammar rules and standards set by the Komisyon sa Wikang Filipino, as directed by Kautusang Pangkagawaran No. 34, series 2013 (Ortograpiyang Pambansa) and Komisyon sa Wikang Filipino.

REFERENCES

- Alternative Delivery Mode Learning Resource Standards as of October 16, 2019.
LRMDS Framework version 2. 2010

APPENDIX K

Comments and Suggestions of Respondents

COMMENTS AND SUGGESTIONS

PERSONAL HYGEINE

- Page 7 Washing removes dirt make up and sweat.
- Please check on Column B, all materials use to clean one's body Ex. Nail for nail cutter. Page 9
- Activity 2 Based on the picture presented 5 items. Page 10
- Unit 1 objectives: remove the -ing in Recognizing it should be recognize.
- Add s on the word help – The nose helps us smell the things around us. Page 3
- Write the label or description on the first picture. Page 7
- Complete the instructions. Page 10
Example: draw a happy face 😊 inside the circle if the picture shows good for your body and sad face ☹ if it is not.
- Write short descriptions about the photo to about confusion. Page 10
- Complete the statement on step 5
Example: Clean your butt using soap, water or tissue paper. Page 15
- You may put red cross marks in the upper left corner of the pictures to emphasize the don'ts Especially for the visual learners. Page 19
- Multiple type of test. The alternatives should be presented in a logical order (e.g., alphabetical). Pages 23-25

GOOD GROOMING

- The picture should be consistent with the statement on step 2. Kindly use the adjective pea-size instead small.
Example: Put a pea-sized amount of toothpaste on your toothbrush. Page 28

- Complete the instructions
Example: Arrange the steps in taking a bath by writing numbers 1-7 in the box provided.
- Page 40 remove fan
- Page 62 separates choices boys and girls based on the example presented.

PUBERTY AND CHANGES TO THE BODY

- Do not use brand names “Betadine” for wound solution. You may use it as a example. Page 74
- “Gauze Pad” should be written on the third picture instead of the word Betadine. Page 74
- Page 77 Not part of the objectives

NUTRITION

- Add a check mark (✓) in your directions. Page 88 Use better pictures that better show "focusing on eating,"
- "using improper utensils," and "too much food serving." Pages 94-95
- Use pictures that better show the mold, animal bite and bubbles. Page 101
- Add an arrow to point the date markings like in page 110 to avoid confusion with name and description of the food. Page 113
- Change the green circle to square as the date markings are inside a square/box. Page 117 Align the pictures to the question it's connected to.

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- You may put each item with the choices inside a box to separate each. Pages 120-124
- Writing is not recommended Page 88.
- Pwede na po bang yung mismong picture ang I check ng bata.
- If gusto nyo po Talaga mag pa draw pwedeng I draw or paste the picture nalang.
- Activity 1: modify
- Activity 1: No need na ilagay sa circle ang sagot.
- Activity 2: Change activity

HEALTHCARE

- Adjust the brightness of the picture to make handwashing more visible.
- Page 125 Replace picture for unhealthy choices. Page 129 Activity somehow seems too difficult.
- Think of other activity. Page 132 Replace the third picture with the one that's on page 139.
- Page 133 Add a green box and red box next to healthy and unhealthy. Page 135 Use a picture that shows harmful effects to the body. Page 137
- Replace picture for headache.
- Add more pictures for allergies such as sneezing, itchy eyes, etc. Page 138
- Use examples that are more common in the community but cover the brand name. page 140
- Use a picture that shows "playing while crossing the road." Page 171

- Use a picture that better shows the hand for Hold. Page 176 Add pictures. page 177
- Do not use the brand name "Betadine" for wound solution. page 182 Correct spelling for "emotional." Page 191

Appendix L About the Researchers



Ghwen Stefanie Corpuz is a 3rd year Bachelor of Special Needs Education with Specialization in Early Childhood Education who likes to read and write. She aspires to be an educator who deeply cares for her students and be able to have a great contribution to the academic field especially in the Special Education.

Appendix L, Continued

Kamilla Kim B. Arcilla is a 3rd year Bachelor of Special Needs Education with Specialization in Early Childhood Education who likes to play online games and socialize with peers. She dreams to be an educator someday and be able to help does students that has special needs. Lastly, help students in achieving their dreams by giving the quality education they all deserve.

Appendix L, Continued

Adrian Russel Bernal is a 3rd year Bachelor of Special Needs Education with Specialization in Early Childhood Education who likes to explore a lot of places, he is a very respectful and a kind person, and he is a hardworking person and he wants to teach in the future.

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Gabrielle Colleen v. Buita is a 3rd year Bachelor of Special Needs Education with Specialization in Early Childhood Education. She'll be studying English and literature as an exchange student at Hanbat National University in South Korea starting in March 2025. She loves to dance, sing, read fiction, see movies, dine out, and listen to music. She is also passionate about education, research, and community service.

Appendix L, Continued

John Cristian P. Respicio is a 3rd year Bachelor of Special Needs Education with Specialization in Early Childhood Education who likes to explore a lot of places, he is also a talkative and good at socializing with people. As a uncle to two kids, I always have a big heart to children, provide support and care for them.

Appendix L, Continued



Filiza Joy L. Yasay is a 3rd year Bachelor of Special Needs Education with Specialization in Early Childhood Education who enjoys the creativity and joy that comes with sharing my baked good with others.