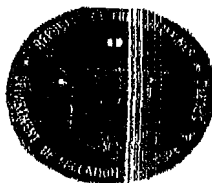


**HUMAN RIGHTS EDUCATION  
TEACHING EXEMPLARS  
(FOR ELEMENTARY AND  
SECONDARY LEVELS)**

**Joint Project of the Department of  
Education, Culture and Sports and the  
Commission on Human Rights  
Philippines**

**HRE/ED/CR/55**

5935



REPUBLIC OF THE PHILIPPINES  
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS  
UL Complex, Meralco Avenue, Pasig City



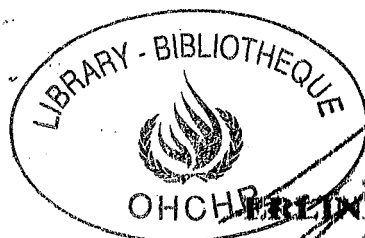
OFFICE OF THE SECRETARY

## MESSAGE

The period 1998-2008 has been declared as the Philippine Decade for Human Rights Education. The development of the Human Rights Education Teaching Exemplars for elementary and secondary levels is a very timely undertaking as we in the Department of Education, Culture and Sports and the Commission on Human Rights aim to bring down all human rights efforts to the classroom to benefit most especially our school children. These teaching exemplars are our most meaningful work along human rights education.

The human rights teaching exemplars do not merely make our children aware of their rights as children but convey the message of respect for the dignity of every person regardless of race, gender, status, religion and physical attributes. We hope that these exemplars will have some significant impact on teachers as well as the learners. Making children aware of the situations and conditions that lead to exploitation and violation of their rights as children is developing in them, vigilance and assertiveness without being aggressive. This is our way of protecting and defending our children from abusers and violators. This is also to ensure that we are developing children who will become protectors and defenders of other people's rights and welfare.

Our human rights education program has gone beyond the advocacy level. We are making sure that we take part actively in the development of our citizenry. Human rights education is a process of developing enlightened individuals and the formation of values that promote respect, fair treatment and justness. Understanding human rights is understanding what it means to be human. Without knowledge and right attitude to human rights promotion, we are lacking the necessary ingredients of what it means to be human.



IRENDA C. PEFIANCO

Secretary

HRE/EO/CR/58

## **ACKNOWLEDGMENT**

### **Commission on Human Rights**

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- All teachers, principals and supervisors from DECS and private schools who participated in the field-testing of the teaching exemplars
- All public and private schools which served as field-testing/try-out schools, as follows:

#### **Region I**

Lingsat Elementary Schools  
La Union National High School  
Catbangan Central School  
Parada High School

#### **Region III**

Meycauayan East Central School  
Mariano Ponce High School  
Malolos South Elementary School  
Don Eulogio de Guzman Memorial High School

#### **Region IV**

Looc Central School  
Looc National High School  
Romblon East Elementary School

#### **Region V**

Banquerohan National High School  
Ibalon Elementary School  
Pag-asa National High School  
Albay Central School



## Region VI

San Rafael Central Elementary School  
Barotac Viejo National High School  
S. Albeto Elementary School  
Mandurriao National High School  
Gines Viejo Elementary School  
Guimbal National High School

## Region IX

Western Immaculate Conception School  
Southcom Elementary School  
Ayala National High School  
Zion Evangelical School  
Don Pablo Lorenzo Memorial High School  
Mercedes Central School

## Region XI

Sta. Ana Central Elementary School  
Daniel Aguinaldo National High School  
Quezon Elementary School  
Dr. Pablo Lorenzo National High School  
S. Albeto Elementary School  
Mercedes Central High School  
Quezon Elementary School  
Quezon National High School  
Butuan City Elementary School  
Agusan National High School  
Urios Grade School  
Urios High School  
Baan Elementary School  
Taligaman National High School  
Zion Evangelical School  
Don Pablo Lorenzo Memorial High School  
Mercedes Central School

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## Region XII

Sta. Ana Central Elementary School  
Daniel Aguinaldo National High School  
Quezon Elementary School  
Dr. Pablo Lorenzo National High School

## Region XIII

Sta. Ana Central Elementary School  
Daniel Aguinaldo National High School

## Region VII

Lahug Elementary School  
Don Carlos Gothong Memorial National High School  
Guadalupe Elementary School  
Ramon Duterte High School

## Region X

Tablon Elementary School  
Gusa Regional High School  
East City Central School  
Lapasan National High School  
Xavier Grade School  
Cagayan Capitol College

## Region XII

Iligan City Central School  
Iligan City National High School  
Iligan City East High School  
Don Carlos Gothong Memorial High School  
Guadalupe Elementary School  
Ramon Duterte High School  
Baclaran Central Elementary School  
Paranaque Elementary School  
Paranaque National High School

Tablon Elementary School  
Gusa Regional High School  
East City Central School  
Lapasan National High School  
Xavier Grade School  
Cagayan Capitol College

## Region XIII

Sta. Ana Central Elementary School  
Daniel Aguinaldo National High School  
Quezon Elementary School  
Dr. Pablo Lorenzo National High School

## Region XIV

Sta. Ana Central Elementary School  
Daniel Aguinaldo National High School

|                       |   |
|-----------------------|---|
| <i>Title</i>          | <b>RAIN RAIN GO AWAY</b>                              |
| <i>Grade Level</i>    | <b>1</b>  |
| <i>Subject</i>        | <b>Science and Health</b>                             |
| <i>Concept</i>        | <b>The child has a right to a correct information</b> |
| <i>Time Allotment</i> | <b>40 minutes (1 session)</b>                         |

## I. OBJECTIVES

1. describe the weather (The Earth's atmosphere 1.1)
2. state the importance of weather information in our daily life
3. state that every child has the right to correct weather information


## II. CONTENT/MATERIALS

- A. **Topic:** Describing the Weather  
Right to Information
- B. **Material:** Weather Chart

## III. PROCEDURE

### A. Activity

- Ask pupils to sing a "Weather Song" that is appropriate to the weather - "Rain Rain Go Away" or any song about sunny day.
- Let pupils observe the weather outside.  
Ask: What can you say about the weather?
- Post the weather chart below and ask the pupils to say something about the weather by completing the chart.

|                              |   |
|------------------------------|---|
| Today is _____ (day)         |  |
| It is a _____ (weather) day. |   |

- Teacher may use drawings – sun for sunny day or rain for rainy/stormy day.

## B. Analysis/Abstraction

1. Why is it a sunny/rainy day? What can we see?
2. How do we get to know about the weather condition?

Expected Responses:

- by looking around
  - by observing the skies
  - by watching weather news
  - from parents, teachers
  - by listening to the radio
  - by reading the newspaper
- } Ask leading questions to surface these

Aside from our own observations, from other people, the television radio and newspapers tell us about the weather condition. They help us prepare for a storm or typhoon.

3. How important is the weather news to you as school children?

Expected responses:

- The weather news helps us prepare for storm/rain.
- The weather news tells us whether to go to school or stay at home.

4. What will happen if there are no TV, radio and newspaper?

Expected response: We will not know about the weather condition.

The TV radio and newspaper are very important sources of information. They let us know what is happening around us. Even children need to know the weather condition and other things/events happening outside their homes. This is one of the children's rights. We call this -

|                      |
|----------------------|
| RIGHT TO INFORMATION |
|----------------------|

Teacher defines RIGHT.

Rights are needs that have to be met.  
All children must enjoy their rights as children.

Teacher defines INFORMATION.

Information is news

Information is what we should know

Information makes us think

Information makes us knowledgeable

Information must be CORRECT

The weather information/news helps us prepare for the coming storm

### C. Application

Ask: What children's right have you learned today?

|                                |
|--------------------------------|
| RIGHT TO A WEATHER INFORMATION |
|--------------------------------|

### IV. EVALUATION

- Ask the pupils what to do in the following situations below by encircling the letter of the best answer.
  1. Plants are wet ... Roads are slippery... The wind is blowing hard... Trees are swaying... Children need to stay inside their homes.
    - a. Children stay inside their homes
    - b. Children go to school
    - c. Children play in park
  2. Ernie Baron announces the coming of a storm.
    - a. Children bring their umbrellas and raincoats
    - b. Children wear their new pair of shoes
    - c. Children bring fan
  3. The sun is shining bright and the skies are clear.
    - a. Children wear sweaters and boots
    - b. Children go to school
    - c. Children stay at home

### III. ASSIGNMENT

- Prepare to report on tomorrow's weather. Write what children's right is met here.

Right to \_\_\_\_\_.

|                |  |
|----------------|--|
| Title          | RIGHT PICTURE  |
| Grade Level    | I  |
| Subject        | English (Reading Comprehension 2)                    |
| Concept        | Children have the rights to food, home and clothing. |
| Time Allotment | 2 sessions (80 Minutes)                              |

## I OBJECTIVES

1. Tell what set of related pictures is about. (Reading Comprehension 2.2.1)
2. Enumerate children's rights to food, home and clothing.
3. State the importance of these rights to children.

## II CONTENT

- A. Topic: Identifying set of related pictures  
: Rights to food, home and clothing

### B. Materials

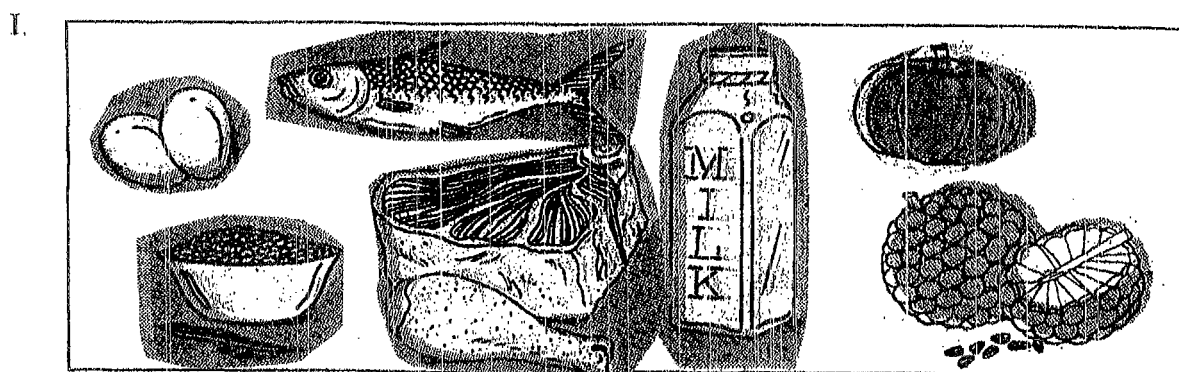
Set of related pictures-food, home, clothing

## III. PROCEDURE

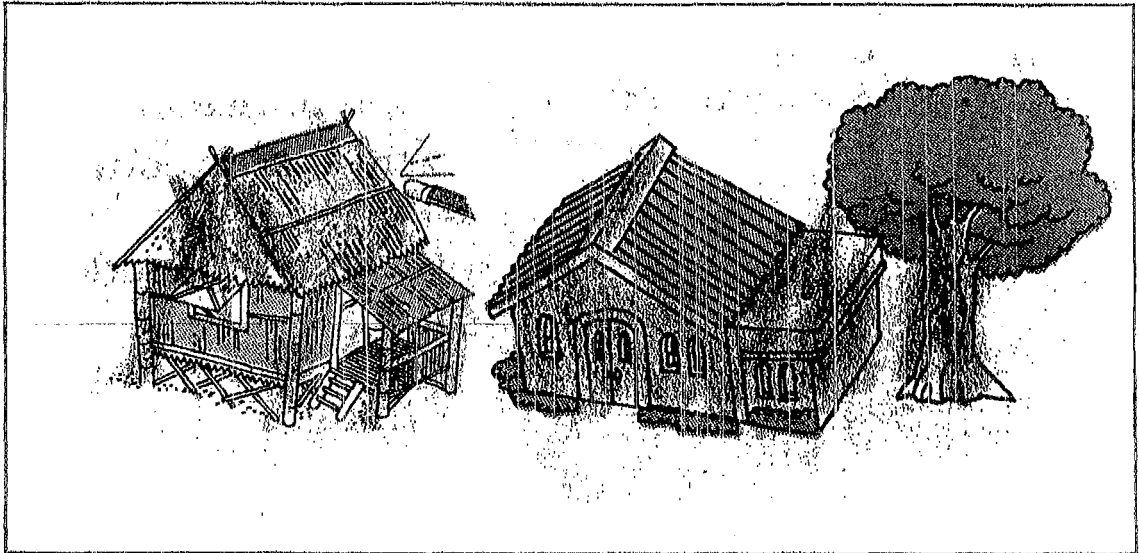
### A. ACTIVITY

Let the pupils sing an appropriate song

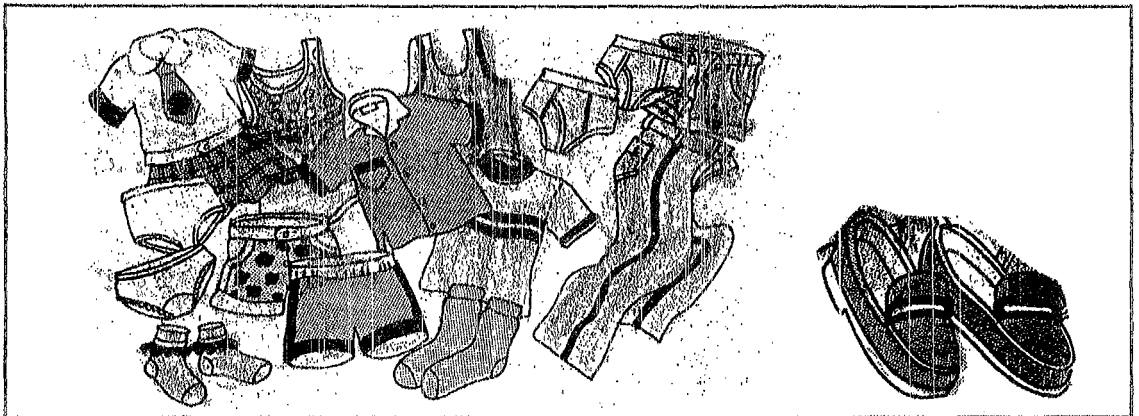
Post the following set of related pictures. Pictures should not be labelled. Teacher presents set of pictures one at a time.



II.



III.



Ask the pupils to identify what they see in each box

I - rice, milk, chicken, fish, banana, squash, atis

II - nipa, bungalow

III - blouse, skirt, pants, shoes, socks

### B. Analysis

Teacher goes through each set of related pictures to help pupils in categorizing the pictures.

\* Ask: What are these?

Expected answer: Set 1 - food

Set 2 - house/home

Set 3 - clothing



\* Who needs food, home and clothing?

Expected responses: people  
children

\* Why do children need food? home? clothing?

(Teacher may need to discuss these one at a time.)

- Children need home for comfort, to be safe from danger.
- Children need food to grow, be healthy, strong and intelligent.
- Children need clothes to keep warm and protection from sickness, heat and cold.

### C. Abstraction

\* Provide usual input on MLC (Reading Comprehension: Telling what a set of related picture is all about)

\* What rights have you learned today?

Right to food, shelter and clothing

\* Define what right is.

Right is a need that has to be met.

\* The rights to food, shelter and clothing are given to children to make sure that:

- children will grow well and healthy
- children's welfare is taken care of

### D. Application

What right of children have you learned today?

Rights to \_\_\_\_\_ and \_\_\_\_\_

## IV. EVALUATION

Ask the pupils to identify the following pictures and label each set of related pictures. Identify the right shown in the pictures. Write this on the space provided.

Right to \_\_\_\_\_

Right to \_\_\_\_\_

Right to \_\_\_\_\_

## V. ASSIGNMENT

Ask pupils to make a list of other rights they enjoy at home.

|                       |  |
|-----------------------|--|
| <i>Title</i>          | : <b>SAVE THE PLANET EARTH, PLEASE...</b>                    |
| <i>Grade</i>          | : <b>II</b>  |
| <i>Subject</i>        | : <b>Science and Health</b>                                  |
| <i>Concept</i>        | : <b>We all have a right to a clean and safe environment</b> |
| <i>Time Allotment</i> | : <b>40 minutes</b>  |

### **I. OBJECTIVES:**

1. Explains why human beings should practice care and concern for the earth. (MLC 4.2 - The Earth)
2. States that all persons have a right to live in a clean and safe environment.
3. Identifies ways of showing care and concern for the earth.

### **II. CONTENTS**

**A. Topic:** Right to a Clean and Safe Environment

**B. Materials:**

- Copy of the song: "I Know A Place" written in manila paper
- Set of Pictures of clean and safe environment (Ideal Environment), beautiful sceneries and landscapes, green pastures, etc.
- Set of pictures that would show destruction of the earth: flash floods, polluted rivers and seas (dying fishes), garbage thrown everywhere, forests with cut down trees, polluted community (factories all over, cars and jeeps which are smoke belchers, etc.)

### **III. PROCEDURE**

**A. Activity**

Priming: Let the pupils sing the song: I Know a Place

#### **I Know a Place**

I know a place, where no one ever goes  
 There's peace and quiet, beauty and repose  
 It's hidden in the valley, beside the mountain stream  
 And lying there beside the stream  
 I know that I can dream  
 Only a place of beauty to behold  
 Snow-peaked mountains, towering to the skies  
 Now I know, why God made this world for me.  
 For you, for me (2x).

- Post the set of pictures (ideal environment): clean, green and peaceful environment /communities and the pictures that show the destruction of the earth, such as nuclear war and its effects, flash floods, garbage thrown everywhere, etc.

## B. Analysis

Ask the following questions:

### 1. What do you see in the pictures?

Expected answers:

For Set I Pictures:

- Clean environment
- peaceful community
- beautiful landscapes
- green pastures

For Set II Pictures:

- flash floods
- forests with cut down trees
- polluted rivers and seas and dead fishes floating
- garbage all over
- nuclear explosion and dying people

### 2. Referring to the set of pictures, ask: in what kind of environment would you prefer to live? Why?

### 3. Who do you think is responsible for the destruction of the environment?

Expected answers: - People

- We

### 4. What do you think will happen if the environment is not taken care of?

Expected answers: - We will get sick because of pollution

- There will be flash floods, landslides, etc
- We will have no more food to eat and clean water to drink
- We will eventually die

### 5. Will you allow the total destruction of the environment? If not, what should you do?

## C. Abstraction

Guide the pupils to generate the following learnings:



- The people should practice care and concern for the earth, otherwise, it will be destroyed and we will have no more place to go. There is only one earth and we should take care of it. We will all die if the earth gets destroyed.

- All persons have the right to live in a clean and safe environment. Thus, it is our duty to protect the environment so that the next generation of people will also enjoy this right.
- There are several ways by which we can help protect the environment and make the earth a beautiful place to live in like:
  - plant more trees
  - don't throw garbage everywhere
  - do not cut down trees

#### D. Application

Ask the pupils to enumerate ways in which they can help protect and save the environment.

#### E. Evaluation

Answer the following questions. Draw a  if the statement shows care and concern for the environment and  (sad face) if not.

- \_\_\_\_\_ 1. I will throw garbage into the river.
- \_\_\_\_\_ 2. I will plant trees in our backyard.
- \_\_\_\_\_ 3. I will pick flowers in the park.
- \_\_\_\_\_ 4. I will throw sandwich and candy wrappers anywhere I want.
- \_\_\_\_\_ 5. I will help in the cleaning of open canals in front of our house.

#### IV. Assignment

Ask the pupils to draw in bond paper their house and its surroundings. Let them describe their drawing before the class (on a volunteer basis).

Ask: Do you like the place where you live? Why? Why not?

End the lesson with the clincher:

**LIVE AND LET LIVE**

|                     |   |  |
|---------------------|---|--|
| <i>Title</i>        | : | <b>BORN FREE</b>                                     |
| <i>Grade</i>        | : | <b>II</b>  |
| <i>Concept</i>      | : | <b>The child has the freedom to express oneself.</b> |
| <i>Subject Area</i> | : | <b>English</b>                                       |
| <i>Period</i>       | : | <b>80 Minutes</b>                                    |

## **I. OBJECTIVES**

1. Write sentences from a picture stimulus. (MLC II, Manuscript Writing B. 1.1.2)
2. Express ones ideas and feelings freely.
3. Practice freedom of expression with corresponding responsibility. (Art. 12, the Rights of the Child)

## **II. CONTENT**

**A. Subject Matter:** Freedom to express oneself.

**B. Material:** Pictures of: girl talking before a crowd  
sad boy telling something to parent  
group of people carrying placards and man holding a loud speaker

## **III. PROCEDURE**

**A. Drill:** Spelling (Horn Method)

**B. Review**

- a. Capitalization
- b. Punctuation Marks

**C. Activities:**

**A. Motivation**

Show pictures of the following:

- girl talking before a crowd
- sad boy telling something to parent
- group of people carrying placards and man holding a loud speaker



- c. Divide the class into 3 groups. Assign each a picture. Let the children write 3 sentences about the picture assigned to them.

After 5 minutes, ask each group to write their answers on the board. Let each leader of the groups read the sentences. Observe how the sentences start and end.

#### D. Analysis/Abstraction

- How were the sentences started? \_\_\_\_\_
  - capital letter
- How did they end the sentences?
  - period, exclamation point, etc.

Let pupils go to the board and underline the letter at the beginning of every sentence which begins with capital letter and encircle the punctuation mark at the end of every sentence.

What should one remember then?

A sentence starts with a capital letter.  
A sentence ends with a punctuation mark like  
period, exclamation, and question mark

Go back to the answers of the children. Ask:

- What is the girl doing?
  - The girl is talking before a crowd.
- What do you think is she telling to the crowd?
  - She is sharing her ideas
- What is the boy doing?
  - He is sad/lonely, etc
- What are the people doing?
  - They are having a rally.
- Why do you think people hold rallies?
- What do the characters in the pictures tell us?
  - They are sharing/expressing their ideas and feelings.
- Do they have the right to express their ideas? Why?
- What should we remember in expressing our ideas and feelings?
  - feelings of other people
  - the effect of the action to other people
- What did you learn about expressing one's ideas and feelings?

A person has the right to express her/his ideas and feelings freely but we have to consider the effect of our action/or what we say to others.

### E. Application

Pupils are given a situation to dramatize.

- Ludy accidentally dropped the flower vase while she was wiping the table. Mother noticed the disappearance of the said flower vase when she arrived. Ludy explained to her mother what happened.

### IV. EVALUATION

A. Direction: Put a check mark ( ) in the column which you believe applicable to you.

|  | Not At All | Seldom | Always |
|--|------------|--------|--------|
| 1. Answers parents politely.                         |            |        |        |
| 2. Says "sorry" for mistake committed.               |            |        |        |
| 3. Asks permission before leaving or going somewhere |            |        |        |
| 4. Corrects other people nicely/graciously           |            |        |        |
| 5. Speaks with people cautiously                     |            |        |        |

B. Direction: Write the following sentences correctly.

1. he tells his parents what he feels
2. mother told her to follow directions given her
3. she does not like to answer back her father
4. she is always considerate to others
5. Mimi helps her friend explain the lesson

### V. AGREEMENT

What do you think is best for us to do tomorrow so we can practise expressing ourselves freely? Shall we play the role of a teacher, pupil, mother, sister and youngest brother in different situations? Who would like to become the leader of Group I? Of Group II? You may plan for your group's activity.

|                       |                                      |
|-----------------------|--------------------------------------|
| <i>Title</i>          | 555                                  |
| <i>Grade</i>          | III                                  |
| <i>Subject</i>        | Science and Health                   |
| <i>Concept</i>        | A small family can meet basic needs. |
| <i>Time Allotment</i> | 40 minutes (1 session)               |

## I. OBJECTIVES

1. Enumerate the advantages of having a small family in meeting basic needs (MLC 5.6)
2. Compare a small and a big family in meeting basic needs.
3. Discuss the effects of family size in terms of providing family's basic needs.

## II. CONTENT

- A. Topic: Meeting and Providing Basic Needs and Rights of Children
- B. Materials: Cartolina strips bearing the following phrases:

Right to nutritious food

Right to comfortable home

Right to clothing

Right to education

Right to health services

Pictures: small family; big family; each family member sleeping on a bed; many family members sleeping in one room/bed

### III. PROCEDURE

#### A. Activity No. 1

Priming: Ask the following questions:

- Who among you here eats sardines?
- Who can picture the situation inside a sardines can?

~~Using an imaginary space, ask for five pupils to stay inside the space and do whatever they want to do (They can sit, play, lie down, dance, etc.) Call for another group (about twenty or more and let them all stay inside the same space. Make sure that the pupils will be limited in their movements, their bodies crashing against each other. Let them move without going outside the space. Observe their reactions.~~

#### B. Analysis No. 1

Ask the following questions:

- How did the members of the first group feel while inside the space?
- How did the members of the second group feel?  
(Teacher will publish responses in No. 1 and 2)
- What does the activity tell us? (Expected answer: The more persons occupy a space, the more it becomes uncomfortable to them.)

#### Activity No. 2

- Present the following pictures, with brief description or introductory statements without giving clues regarding the answers to the questions found in Analysis No. 2
  - a small family
  - a big family
  - each family member sleeping in a bed
  - many family members sleeping in one room/bed

#### Analysis No. 2

Ask the following questions: (Publish responses)

- What can you say about the situation of a small family (big family) in terms of its:
  - home?
  - food?
  - clothing?
  - medical services?
  - education?

### C. Abstraction

Use published data in comparing big and small families in meeting basic needs. Discuss the advantages of having a small family in meeting basic needs such as:

- sufficient and nutritious food
- comfortable home
- proper medical attention
- education
- clothes

Say:

These basic needs correspond to rights given to children – (post strips of children's rights) Ask pupils to read them.

Discuss the relationship between meeting basic needs and providing children their basic rights to food, shelter, clothing, medical services and education.

### D. Application

Say:

When the time comes that you want to raise your own families, which do you prefer – a small family or a big family? Relate this to meeting basic needs and the rights to food, shelter, clothing, medical services and education.

## III. EVALUATION

Tell the "Children's Right" that is talked about in each story. Match column A with column B. Write only the letter of your answer.

| A   |  | B  |                             |
|-----|--|----|-----------------------------|
| (C) | 1. Anita was the 10 <sup>th</sup> member in the Acera family. But she was adopted and sent to school by Mrs. Reyes.                                      | A. | Right to health services    |
| (E) | 2. Carlos have many other brothers and sisters. He could hardly have a new pair of short pants. One day, relief-clothes were given to him from the DSWD. | B. | Right to nutritious food    |
| (A) | 3. The Red Cross donated blood to Cynthia, a Grade III pupil who met a car accident. She is the only child of Councilor Villanueva.                      | C. | Right to education          |
| (D) | 4. Beeboy and the rest are not happy in a very small house. Beeboy stowed-away and was told to stay home with Dean Gutierrez.                            | D. | Right to a comfortable home |
| (B) | 5. The anemics school children from big families were given packs of powdered milk, cereal and cheese.   | E. | Right to clothing           |

#### IV. ASSIGNMENT

Answer the following questions:

1. How many are you in the family?
  2. Is it a big family or a small family?
  3. What are the rights you enjoy?
-



**Title : I FEEL SO SPECIAL**

**Grade : III**

**Subject : English**

**Concept : While children have special rights, they have duties/responsibilities to observe.**

**Time Allotment: 40 minutes (1 session)**

### **I. OBJECTIVES**

1. Recite a poem with gestures (Reading 1.1)
2. Enumerate some children's rights and corresponding duties/responsibilities

### **II. CONTENT**

**A. Topic: Reading, Literacy Appreciation Skills**

**B. Materials:**

- Poem: I feel So Special
- Strips of paper where the following rights are written:

Right to food, shelter and clothing

Right to education

Right to health services

Right to love and care

### **III. PROCEDURE**

#### **A. Activities**

1. Priming: Ask the following questions:

- a. Who among you like reciting poems?
- b. What are some of your favorite poems?  
(Teacher may call 1 or 2 volunteers to recite their favorite poems with gestures.)

(Note to teacher: If there are no pupil volunteers to recite a poem proceed to the next activity.)

2. Post the poem on the board and give a little introduction of the activity. Give the following instructions on proper reading:

Pronounce words clearly  
Read with proper intonation and  
syllabication  
Recite with feelings

3. Teacher recites the poem first to observe the standard.
4. Ask the whole class to recite the poem without gestures.
5. Ask for a volunteer to recite the 1<sup>st</sup> stanza with corresponding gestures/action. (Do the same with the rest of the poem)

### **I FEEL SO SPECIAL**

I feel so special  
Because my father and mother love me  
They give me things I need – food, clothes  
and wonderful home

It's good to be in school, too  
I learn to read, write, count and play  
And when I don't feel well,  
I am brought to the doctor

I feel so special  
And I thank my father and mother, too.

6. Ask the whole class to recite the poem.
7. Call for volunteers to recite the poem with gestures.

### **B. Analysis**

Ask the following:

1. How did you feel reciting the poem with gestures?
2. Who do you think is speaking in the poem?  
Expected answers: The child.
3. Who is special in the poem?
4. Why does the child feel special?

5. What does the child get from his/her parents? (Publish responses)
6. What do you call these things given by parents to children? (Needs)
7. Why do the parents give these things to their children? (Varied answers will be given. Lead children to come up with the word "rights".)

### C. Abstraction

1. Say: Needs correspond to rights.
2. Therefore, what are rights?

Expected answers:

- "Rights are answers to needs. These are privileges, gifts, or services given to children."

3. What are examples of children's needs? (Please refer to the poem)
4. Post the pre-prepared right statements one by one as the children give the different needs. Give an explanation to each right

Right to Food, Shelter and Clothing  
 Right to Education  
 Right to Health Services  
 Right to Love/Care

5. Introduce the concept of duty/responsibility.
6. Emphasize that in every right, there is a corresponding responsibility.
7. Go through the rights statements and ask the pupils to state the corresponding duty/responsibility. Use the suggested format below.

Example:

| RIGHTS             | RESPONSIBILITY                             |
|--------------------|--|
| Right to Education | - To study hard<br>- Go to school everyday |

- ASK: What have you learned about rights and responsibilities?  
 Supplement answers with this statement.

Rights are gifts to children. Use them properly so everybody would enjoy his/her own rights.

### C. Application

Connect A and B by matching the rights and corresponding duties/responsibilities.

#### A

Right to play and recreation.  
Right to health services  
Right to healthy food  
Right to clothing  
Right to education

#### B

Eating food prepared by mother  
Take care of one's health  
Go to school everyday  
Washing and ironing clothes  
Be sport

### IV. EVALUATION

1. Say: Children, let's go back to the poem we discussed earlier where some of the needs were mentioned. Let us read again the poem with feelings and gestures.
2. Ask the whole class to recite the poem with gestures.

### V. ASSIGNMENT

- Memorize the poem. Tomorrow we will ask some volunteers to recite the poem.

|                       |  |
|-----------------------|--|
| <i>Title</i>          | <b>ICAN, CAN YOU?</b>  |
| <i>Level</i>          | IV   |
| <i>Subject Area</i>   | English  |
| <i>Concept</i>        | Responsibility goes with the right to freedom of opinion and expression. |
| <i>Time Allotment</i> | 40 minutes (one session)   |

## I. OBJECTIVES

- Use words that describe persons, animals, places, ideas (adjectives) (MLC 5.5, p.8)
- Discuss freedom of opinion and expression and its corresponding responsibility (Art. 19 Universal Declaration of Human Rights)

## II. CONTENTS

**A. Topic :** Right to Freedom of Opinion

**B. Material:**

- Adaptations: Basic and Beyond FNB Communication Arts Series

## III. PROCEDURE

Clarify words difficult to understand through a drill.

### A. Activity

The teacher will assign a group of pupils to prepare a role-play of the adaptations days before the lesson's scheduled date.

**NARRATOR:** Once, some mother animals met in the farm. Each mother was very proud of her baby.

*Mother Goat:* My kid can jump and play  
with kids older and bigger  
than he is

*Mother Cow:* My calf is the finest of all the  
baby cows I've seen. He carries  
his head up and walks straight.

*Mother Horse:* my colt has very long legs for running fast. He is the fastest among his playmates. I'm very proud of him!

*Mother Cat:* you should see my kitten  
It's like a pretty white ball.  
Its fur is as soft as cotton.

*Mother Dog:* my puppy coat is as smooth as silk. Mine is the cutest puppy ever born.

NARRATOR: Nobody wanted to be outdone. So the mother animals agreed to have a baby contest. The contest was planned. The date was set but each mother kept postponing the contest to make her baby healthier and prettier than the others.

Do you know what happened?

- Adaptation -

1. Ask: How would you think your mothers would react if you were a candidate in a contest? (Get a few answers.) Say: today we will watch a group of mothers compare their baby to other babies and see if they are similar to our mothers.
2. Presentation of role play.

## B. Analysis

1. What did each mother say about her?
2. What do you notice with the words they used in comparing their baby with the other babies? (words using suffixes like *-er* and *-est*) When do we use *-er* and *-est*?
3. Do the mothers have the right to say those things about their babies? (Yes) Why? (Right to self expression/opinion)
4. What is the importance of this right?
5. Did any of the mothers say something negative about the other babies? If so, do you think she has the right to do so? Why? (Expected answer: The freedom of expression should be exercised with care and responsibility. The right to this freedom goes with the responsibility of avoiding saying negative comments about other people or insulting them.)



### **C. Abstraction**

With the different activities and discussions we had, what have you learned?

Lead the pupils to surface the following:

- Adjectives
- Every person has the right to express his/her opinions with corresponding responsibilities

Give additional inputs on Art. 19, Universal Declaration of Human Rights.

### **D. Application**

Ask the pupils that they will do if they think they need something which the school should provide.

## **IV. EVALUATION**

Describe the following:

1. your mother or father
2. your pet or any animal in the zoo
3. your community
4. a new born baby

## **V. ASSIGNMENT**

Ask the pupils to write a letter to each of her two friends who are quarreling. The letter should try to pacify the friends using positive statements.

I.

|                         |   |
|-------------------------|---|
| <i>Title</i>            | <b>HEALTH IS WEALTH</b>   |
| <i>Grade Level</i>      | V   |
| <i>Subject Area</i>     | English   |
| <i>Concept</i>          | Every child has the right to the best possible health and medical care. |
| <i>Period Allotment</i> | 60 minutes (1 Session)  |

## I. OBJECTIVES

1. Note details on editorial/story read (MLC – Listening No. 2.1)
2. Explain the importance of health care.

## II. CONTENT

### A. Topic: Noting Details

### B. Materials

- Children are People Too, Daniel O'Donnell, Article 24 p. 104-108
- Editorial, Manila Bulletin, April 3, 1997
- Poem: Health is Wealth
- Story: Beautiful Hair (By: Dr. Lourdes P. Santiago)

## III. PROCEDURE

### A. Activities

- Start the session with this stanza of a poem on health. Make a little introduction of the activity before letting the children read the poem.

### **HEALTH IS WEALTH**

Health is wealth, so all men's safe  
This is the truest truth on earth  
For without it, men can not work  
For the other joys of life.

Ask:

What is the message of the poem? (Elicit answers from 2-3 pupils)

Expected Answer: Health is very important.

(Link the priming activity to the main activity)

Say:

Often times we get information from radios, televisions, books, magazines and newspapers about the importance of good health. As pupils, do you know when our country observes child health month?

Note to the teacher:

1. A copy of the editorial should be photocopied and multiplied for distribution to all pupils.
2. If the material (editorial) is somewhat difficult for the class, unlocking of difficult words/terms is suggested.
3. Say:

Read and try to note down important details of an editorial which I got from the Daily Bulletin. I'll give each one a copy. You are given five (5) minutes to read. We will have a discussion after reading it.

### CHILD HEALTH MONTH

Of the many sectors of society, perhaps the most vulnerable to almost all types of threat are their children. Despite the glowing certainty of a brighter future amidst continued economic growth, the fate of our country's children can not be left to chance alone. They will have to be continually cared for, securing the full maximization of their potentials through the effective delivery of basic social services, from education to health.

In recognition of the fact that the well-being of our country's children will spell the difference between sustained as against stunted development, the government has persistently given emphasis on measures designed to increase public awareness of the need to secure and protect children's interest. At present, to provide stress to a specific need, the whole month of April has been declared as Child Health Month by virtue of Presidential Proclamation No. 958.

The observance of Child Health Month should allow the concerned government agencies, private institutions and associations engaged in child health care, as well as the heads of the country's millions of families, to take stock of the efforts they have exerted in protecting the child's welfare. Already, the gains in these areas provide an ideal breeding ground for further improvement.

As an example, the incidence of infant mortality has been reduced in 1996. Malnutrition among children of pre-school age has been dramatically cut as a result of the increased distribution to food and micronutrient supplements through the Araw ng Sangkap Pinoy (ASAP) campaign. Finally, greater strides have been taken in the preventive areas of immunization for polio and Hepatitis B reached in 1996, a continued achievement that has courted commendations from international health organizations.

In this regard, we join in this month's observance of Child Health Month by way of calling on all sectors to recommit themselves to the protection and enhancement of each and every Filipino child's physical and mental well-being.

## B. Analysis

Discuss the details of the editorial by answering these questions:

1. What is the editorial all about?
2. When do we observe child health?
3. Who is given importance in this celebration?
4. Why was infant mortality/death reduced in 1996?
5. How do we observe CHILD HEALTH MONTH?

(Publish responses of pupils using colored chalk for every category using this format)

| WHAT?        | WHO?     | WHEN? | WHY?  | HOW?   |
|--------------|----------|-------|---|--|
| Child Health | Children | April | Government and private agencies joined efforts in practicing child's welfare. | By way of calling all sectors to recommit themselves to the protection of Filipino children. |

### BEAUTIFUL HAIR

During the town fiesta in the municipality of Villa Cristina, one of the contestants for the Fiesta Queen was a young lady named Lilian. Lilian did not get the title but she received a Special Award for having the Beautiful Hair.

During the interview, when asked how she managed to have and maintain a beautiful hair, these were her answers:

"I am aware that hair needs food so I have to eat the right kinds of food to keep it healthy. I keep it clean. I shampoo my hair two to three times a week. Despite the many convincing advertisement of different kinds of shampoo, I still choose Gugo Extract as my hair conditioner. This is the natural extract from the Gugo stem bought from the store of herbal plants. This is very much cheaper from locally prepared commercial shampoo. Now take it from me – keep your hair healthy and beautiful because the hair is the crowning glory of a woman."

#### Questions:

1. What is the story about?
2. When did the story happen?
3. Who is the only character in the story?
4. What help Lilian win the Special Award?
5. Despite the many very convincing advertisement of different kinds of shampoo, why did she choose Gugo Extract as her Hair conditioner?

Expected Answer: Because she has the right to choose the kind of shampoo she wants to use. She believes that is the best shampoo to make her hair healthy and beautiful.

6. Do you also like to have beautiful hair like Lilian? How? Why?

#### IV. ASSIGNMENT

- From magazines, make clippings about tips in making hair healthy and beautiful. Select the ones you would like to follow and share these to the class tomorrow. Tell them why you have chosen such.

### C. Abstraction

1. What right was emphasized in the editorial?  
(This is a compulsory question to be asked?)
2. Discuss the provisions of Article 24 on Health Care and Convention on the Rights of the Child.
3. Say: Let's go back to our discussion a while ago.
4. What can we say about the grouping of answers on the board?  
What do they refer to?

Expected answers:

|        |        |
|--------|--------|
| people | places |
| event  | ideas  |
| date   | etc.   |

- Deliver a lecturette on questions to develop the skills in noting details. Use the published data/answers as springboard.

| FIRST LEVEL QUESTION  | HIGHER LEVEL QUESTIONS |
|---|------------------------|
| What-events/happenings<br>When-refer to dates<br>Who-refer to people<br>Where - refer to places | How )<br>Why ) reasons |

### D. Application

Ask the students to explain the importance of the provisions of Article 24 on Health Care.

*"Healthy Body makes a Healthy Country"*

## IV. EVALUATION

- A. Read the story below and answer the question that follow in a one-half sheet of paper.

IX

|                       |   |
|-----------------------|---|
| <i>Title</i>          | TO WHOM IT MAY CONCERN                                    |
| <i>Grade</i>          | VI  |
| <i>Subject</i>        | English   |
| <i>Concept</i>        | People should pay attention to violations of their rights |
| <i>Period Covered</i> | 1 session   |

## I. OBJECTIVES

1. The student can write a letter to express an opinion (English-Writing MLC B(3)(3.2), p.7
2. The student can express his opinion about violation of rights.

## II. CONTENT

- A. **Topic:** Writing an Opinion Letter
- B. **Materials:** Different types of letters complaint (friendly, excuse, invitation, etc.)

## III. PROCEDURE

### A. Activity

1. Before the session, post on conspicuous places within the classroom the different types of letters. With the aid of a bell, let the pupils by groups hop from one place to another viewing the different letters. Two minutes for each letter will do.
2. After the "shopping spree" of letters, focus on the letter-complaint about a violation of human rights.

### B. Analysis

- Ask:
- What is the complaint all about?
  - What human rights has been violated?
  - What means did the complainant use so that he would be heard?
  - To whom did the complainant address his/her complaint?
  - If you were to hear the complaint, how would you decide on that?
  - What will be your decision?
  - In real life, what violation of human rights have you experienced?
  - What did you do?
  - What was the result?

### C. Abstraction

Highlight the discussion with these inputs:

- We have rights
- We can prevent violation of our rights
- We can have redress for violation of our rights through certain means such as writing letter-complaints to people concerned.

All people, whether children or adult, have rights. These include the right to be heard, the right to privacy, right to be secured, etc. All of us must respect everyone's right. On the other hand, we all have to be vigilant that our rights are respected by others, too.

If something wrong is being done to us by other people like our parents, friends, teachers, government leaders, etc., we can do something to stop the wrongdoing. There are many ways to do that. One way is to write letters to the concerned persons to tell them that they are doing something wrong to us and to ask them to stop such wrongdoing or we can send letters to newspaper editors to express our opinion about anything, especially about matters affecting our community or country. This right to express thought and opinion and to ask that wrongdoings be corrected are guaranteed by the Constitution and provided for in the Universal Declaration on Human Rights.

Moreover, Article 12 and 13 of International Convention on the Rights of the Child (ICRC) provides that children have freedom to express view. These rights are useful in expressing our complaints or in letting people know about our feelings, opinions on things being done to us. These are important tools to change our condition.

### D. Application

Let them recall an incident which they think is a violation of their rights as students committed by person/s in authority.

Based on the said incident, let them write a letter-complaint/opinion letter addressed to authorities concerned.

Call on some students to read letters they prepared.

## IV. EVALUATION

Present these situations to the class.

You were cursed by the janitor and shouted at with impritable words. What will you do?



Let them choose one from the above situations and prepare a letter-complaint related with it.

You found that the letter kept in your bag from your former classmate abroad which is missing. The next day the secret being confided to you by your friend in his letter becomes the subject of gossip in your school. Many of your classmates pointed at your seatmate as the one who stole that letter and spread the secret. What will you do?

## V. ASSIGNMENT

Direction: Write on the blank the person/authority to whom you will write a letter if:

1. you were maliciously looked upon and followed by a stranger every time you go out of your school alone.

---

---

2. somebody violated your "No Trespassing" sign placed in front of your house.

---

---

3. a person accused you of something which you have not done.

---

---

4. a schoolmate got your book without your permission and failed to acknowledge you as the owner when you got it back.

---

---

5. you were put to shame publicly.

---

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VIII

|                       |   |
|-----------------------|---|
| <i>Title</i>          | <b>I WANT TO LIVE, TOO</b>  |
| <i>Grade</i>          | <b>VI</b>   |
| <i>Subject</i>        | <b>Health and Science</b>   |
| <i>Concept</i>        | <b>Overpopulation affects the environment and the quality of life of the people</b> |
| <i>Time Allotment</i> | <b>40 minutes (one session)</b>   |

### **I. OBJECTIVE**

- Infer that shortage of food, water and space may seem due to a growing population (MLC 5.1 p.10)

### **II. CONTENT**

**A. Topic:** Overpopulation and the Environment

**B. Materials:**

- Article II, Sec. 16 of the 1987 Constitution
- Spreads of standard size of newspaper
- Pieces of aspirin
- Pieces of candies/cookies (any wrap food)
- Paper trees

### **III. PROCEDURE**

**A. Activities**

1. Say: Class this morning/afternoon we are going to play a game. Watch closely because I might ask you to relate your observations.
2. Lay out the newspapers.
3. Place 3 pieces of aspirin and 3 pieces of candy on each newspaper.
4. Put same number of trees on each newspaper (can be pop-up trees).
5. Explain to the pupils that the newspaper represents land and resources (objects/materials that support needs/life); the aspirin represents the medicine needed to maintain good health; candies represent the food resources (water, air, etc.) present; and the trees represent the natural resources.

6. Mark the newspapers as community "A", "B" or "C" respectively.
7. Ask one pupil to occupy community "A" and to get candy and aspirin.
8. Ask three pupils to occupy community "B" and to get one candy and aspirin each at the same time.
9. Ask ten pupils to occupy community "C" and to get candy and aspirin at the same time. The pupils should be inside the community.
10. Explain to the pupils that the persons asked to occupy the newspaper represents the people living in the community.
11. Ask the pupils to maintain their respective position.

#### B. Analysis

1. Let the pupil-participants describe their experience in each community.
2. Describe the situation in community "A"

Expected answers:

- comfortable
- can easily make use resources
- more than enough resources
- trees not damaged

*Community "B"*

Expected answers:

- there are enough resources
- needs are sufficiently met

*Community "C"*

Expected answers:

- crowded
- difficult to find space/not enough space
- trees were damaged

3. Among the communities, which will have the most difficult/best life? Why?

Expected answer: (a) "C", because a lot of people will share limited resources; people have difficult time meeting the needs. (b) "A", comfortable, can easily make use resources, more than enough resources, trees not damaged.

4. From our games, what happens to the environment when there are too many people occupying one place?

Expected answers:

- trees will be cut to give way to houses
- congestion, increase in dirt, pollution
- space/lot conversions (ricefields to subdivisions)

5. What happens to the people when there are only few resources available/present?

6. How will you feel if you were in community "A", "B", "C"? Why?

Expected answers:

- "A" – Happy because I have enough resources to support my needs. There is space to move. There is peace.
- "B" – Okey, needs are sufficiently met
- "C" – Uncomfortable/worried because there is no means to support myself. Because I am not sure if I'll have the supplies to meet my needs.

7. Which community do you think you can live best? Why?

Expected answer: "A"

### C. Abstraction

From our discussion, what ideas have you gained?

Growing population affects the environment and the quality of life of the people. (Note: Teacher should properly guide the pupils to come up with the above concept.) Teacher will do the lecturette after pupils to come up with the concept.

People have a right to live a quality life, a good quality of life includes a healthful environment, adequate food, clothing, shelter, medical care, among others. (Cite appropriate Constitutional provision and UNDHR.)

The growth of population affects the enjoyment of such rights. As the number of people increase, more trees and resources are required to build houses, more land will be used for housing and factories, more food will be required to feed the people. People will also use more natural resource products such as paper. There will also be an increase in the consumption of water and electricity. In short, limited resources will be distributed to a greater number of people. As more and

#### IV. EVALUATION

Put Q on the space provided before the item if it is an effect of overpopulation and X if it is not.

- Q 1. Food shortage
- X 2. Increase in food production
- Q 3. Dirty rivers
- Q 4. Construction of more houses

#### V. ASSIGNMENT

Ask pupils to prepare a poster on this theme:

#### **"POPULATION CONSERVATION OF NATURAL RESOURCES"**

*(\*aa/\*sbb/lbm/F:I Want to Live...*

more people use the resources, quarrel among people may arise. Some wars are in fact a result of the fight for resources to support a country's needs.

Indiscriminate use of natural resources and unchecked overpopulation can result to a situation where some enjoy the rights more than anyone that is why some people have no sufficient food or adequate houses to protect themselves while some will have it in excess.

The situation in Community "C" dramatize this need. It shows that chaos may result if people fight for less and less resources. Some may be able to secure the resources to support themselves, but others will fall. As a result, those who failed will get hungry, sickly. They may not even have a land to build their house in. They may not be able to send their children to school. This situation does not respond to the right to life of the people. On the other hand, the struggle to live can also have an adverse effect on the environment as people begin to indiscriminately and carelessly use the resources (trees, water, etc.) to support their needs. This indiscriminate use poses a danger to the very existence of the people as they may consume all the resources available and have nothings to support their future existence and survival. In the Philippines, the right to a healthful environment and to a quality life are protected by the Constitution. (Note: Teacher should explain healthful environment and quality life clearly to the pupils.)

### C. Application

1. Growing of population in a certain communities may cause shortage of food, water, space and other resources on said areas. If you happen to live in a community which shows these conditions, can you help in your own little way minimize worsening of the condition?

Expected answer: Yes

2. In what way?

Expected answers:

Protect environment by

- a. maintaining cleanliness of surroundings
- b. planting trees (reforestation)
- c. conserving water and electricity
- d. avoiding waste of resources such as
  - unreasonable cutting of trees
  - dynamite fishing
  - etc.

|                       |   |
|-----------------------|---|
| <b>Title</b>          | <b>DIFFERENT BUT THE SAME</b>   |
| <b>Grade</b>          | <b>VI</b>   |
| <b>Subject</b>        | <b>English</b>  |
| <b>Concept</b>        | <b>Human beings regardless of race, color, ethnicity have equal rights and dignity, worthy of respect and protection.</b> |
| <b>Time/Allotment</b> | <b>160 minutes (2 sessions)</b>   |

## I. OBJECTIVES

- Identify central theme of passage/story read. (MLC, 1, p.7)
- Explain that all human being while different in appearance and circumstances have equal rights and dignity which shall be respected.

## II. CONTENT

### A. Topic: Human Beings: Their Rights and Dignity

### B. Materials

- Pictures of indigenous people
- Story: "Saging" by Alfonso Tomas Araullo. Junior Inquirer, April 5, 1997
- Song "Persons Are Gifts"

### PERSONS ARE GIFTS

Persons are gifts of God to me  
That comes all wrapped so differently  
Some so lovely, other so tightly  
But wrappings are not the gifts  
I am a gift to others too  
Willingly given to you and you  
We are all persons we are all gifts  
So let's have a grand  
Exchange of gifts.

Traditional

- Sec. 22, Article II, 1987 Constitution
- Article I, Article II Universal Declaration of Human Rights
- Article 28, Convention on the Rights of the Child

(Note: The story should be given as an assignment. Reading should be done at home. Tell the pupils to look for the meaning of the following words in the dictionary to enhance their understanding of the story.)

|            |           |
|------------|-----------|
| trek       | hecker    |
| baneful    | ardous    |
| pilfering  | arrogance |
| melancholy | timbre    |
| rage       | wrath     |

(First Session)

### III. PROCEDURE

#### A. Activities

1. Let pupils sing the song "Persons Are Gifts." Ask them the message of the song. (Teacher must help pupils surface the message of the song)
2. Display pictures of indigenous people. Ask the pupils: What do these pictures remind you of?

Expected answer:

- They remind us of the body in the story you assigned us to read.

#### B. Analysis

Ask further the pupils the following questions?

- a. What is the story about?
- b. Who is the main character in the story?
- c. What was Saging's main ambition? What did he do to achieve his ambition?
- d. Was it easy for Saging to achieve his ambition? Why or why not?
- e. Was the attitude of the people toward Saging correct? Why or why not?
- f. How do you compare Saging with the lawlanders?
- g. Does Saging have the right to study?  
(Yes, all human beings have a right to study. See Article 28, International Covenant on the Right of the Child.)



h. How will you feel if you were in Saging's place? Do you want to be treated the way people treated Saging?

i. Is Saging a human being? Can you find similarities between you and Saging?

Expected answers:

- We both have feelings
- We both have dreams
- We both need love and care
- We both need our family
- We both like to play
- We both need to learn, etc.

j. The story contains certain rights. Can you name some of them?  
(Lead students to point out the right to education, right to respect of minorities, right to equality, right to dignity.)

k. Can you give an example of people similarly treated as Saging?

Expected answers

- persons with disability
- persons belonging to cultural minorities

(Second Session)

### C. Abstraction

1. Who can give a brief summary of the story?

2. Can you state the theme of the story?

3. What learnings did you get from the story?

Expected Answers:

- a. All human beings are equal.
- b. All human beings have dignity.
- c. Minorities deserve our respect.
- d. The bad attitude of people towards minorities makes life more difficult for them.
- e. Minorities have the same needs as other people.

4. Teacher recapitulates the story and relate it to the rights identified. Show to the students at this point the basis of the discussion. (The constitution, the ICRC and UDHR provisions.)

- a. All human beings, of whatever race or color are equal. All have dignity. All enjoys the same rights provided by law.

- b. Ridiculing minorities violates their dignity and rights.
- c. One's color, disability, or ethnicity is not a license for people to put down the person with disability or of a different color, race, or culture.

#### **D. Application**

1. Can you recall the attitude of the townspeople towards Saging? If you were Saging's classmate would you be indifferent to him? Why?

Expected answer;

- No 1 will befriend him because he is also a human being. He has the right and dignity as a person like me.

2. In your community Saging is reflected in the personality of cultural communities and disabled persons around you. How will you show that you respect and protect their rights and dignity?

Expected answer:

- a. Treat them as normal persons
- b. Never make fun of them
- c. Be ready to help them when your assistance is needed

#### **IV. EVALUATION**

Tell the pupils to give the central theme after reading the paragraph.

Jose came home one day crying. He was met by his mother very much surprised. This was the first time that this incident happened to her son. Jose's mother asked why he was crying and he related the cause. His mother just smiled when she knew that her son was discriminated upon in the game because of his disability. He is limping. She pacified him by promising to meet and call the attention of his teacher about the incident.

#### **V. ASSIGNMENT**

Write a paragraph describing ways of protecting and respecting rights and dignity of individuals.

up with townspeople who whispered behind his back. But school was important to him. So important that he left his flute behind for the time being.

The town was still recovering from the disaster that had dragged it down. But life was slowly coming back to normal and this include the arrogance of its inhabitants towards people like Saging who were not just considered outsiders but were also looked down upon. Saging was terribly irritated by their superior airs. They were quick to eye any "black mountain monkey" or "*baluga*" who happened to be passing by. But he tried not to heed them; he knew better than to encourage these hecklers. Saging was very patient.

His school was just beside the municipal hall, south of the marketplace. The school grounds was considerably small with a tired-looking flagpole in front. All the pupils had to make do with six cramped classrooms that leaked when it rained. The school lacked everything from chairs to books to teachers. The wheels of education hardly seemed to be turning around here.

The information they learned in school was old and stale - a typical neglected public school. Saging worked very hard to be accepted in school. But it was not easy. He even changed his name to Arnold just to be able to avoid the ridicule his native name would have provoked from his classmates and teachers. Arnold never got into a conversation with anyone. They acted as if he was not meant to be there.

It was no surprise that his grades were low. His classmates and teachers were quick to conclude that he and others like him were born dumb. On the other hand, they thought highly of themselves. Saging laughed to himself when he thought of how silly people were to believe in their own flattery.

Saging persevered and learned to speak and read in Filipino. This new skill fascinated him. He read everything from can labels to the flyers supplied by candidates running for office in the municipal elections. Whenever he had money to spare, Saging bought newspapers to read. Not because he was interested in what the papers had to say but simply because he wanted to read everything he could lay his hand on.

Saging was also more than willing to read to his friends back home. Sometimes he would make short poems that he recited to his clan. They all liked the poems not so much because they were very good (not to say that they were bad either); rather more because they were written by one of them. His folk looked up to him with new found hope, something they had not had for such a long time. Needless to say his community was very proud of him.

This achievement, however, was short lived. Reality soon caught up with the young bird's flight. The yield of the small, ash-covered vegetable

## SAGING

By Alfonso Tomas Araullo

Published in the April 5, 1997 edition of the "Junior Inquirer"

The trek was 20 kilometers long, and the path was not inviting either. But the young Aeta boy was willing to walk the sometimes muddy, sometimes rough and often rock-strewn road in pursuit of a dream.

Saging's ambition was to be able to study. It was almost an obsession. His thirst for learning and perhaps plain luck were what brought him everyday to the public school four long hours away, by foot, from the hut where his family lived.

Saging lived with his mother and sister on Mt. Pinatubo. Their simple, communal life had been disrupted when the rage of the volcano broke out a few years back. Its wrath brought complete devastation to their ancestral land.

For a while, Saging and his family slept on the cold, cement floor of a relocation center. This hellish experience, more baneful than the calamity itself, made them return to the mountain. Back to the shroud of grey that covered trees, the ground boulders, nooks, crannies crevices and even rivers.

But this time, life on the mountain was more arduous. Each morning, it took more effort to get up to go to their *kaingin*. More strength to till the land. More steps to reach town and exchange their spears for candles and a few precious pieces of *de lata*.

Work, eat, sleep and more backbreaking work became the routine of each waking day.

But Saging, who has always been optimistic, looked at this misfortune positively, for the reason that the calamity forced the government to recognize their inhabitation of the mountain. Now they were special, like some exotic breed of fish.

Saging had a bamboo flute which he carved himself when he was much, much younger. It had a simple abstract design near the mouth-piece and was obviously a much-used instrument by the telltale assortment of depressions and scratches. Saging carried it everywhere he went.

No one had actually seen Saging play his flute. He was never persuaded to play it in front of his people. It just seemed something he came to be identified with. But his people assumed the low sad timbre, which they occasionally heard floating in the mountain air, to be his music.

Saging willingly endured a four-hour hike every school day just to get to school. He was often hungry during these journeys, and he had to put

## **THE 1987 CONSTITUTION OF THE REPUBLIC OF THE PHILIPPINES**

### **Article II**

**Section 22.** The State recognizes and promotes the rights of indigenous cultural communities within the framework of national unity and development.

## **UNIVERSAL DECLARATION OF HUMAN RIGHTS**

**Article I.** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article II.** Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

## **COVENTION ON THE RIGHTS OF THE CHILD**

**Article 28.** States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular.

- a. Make primary education compulsory and available free to all;
- b. Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- c. Make higher education accessible to all on the basis of capacity by every appropriate means;
- d. Make educational and vocational information and guidance available and accessible to all children;
- e. Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

plot gradually declined until it was doubtful whether enough could be harvested to feed them one meal a day. If Arnold were to continue his studies, he had to earn enough to pay for his school expenses himself. His survival instinct directed him to do odd jobs at the fish port; every once in a while even pilfering fish that have fallen on the ground. But he never really earned enough to pay for school doing this. There was also never enough to provide for his family's needs.

Saging's grades were starting to sink. He could no longer absorb information at school. Try as he might, he couldn't cope with the demands of his studies. Ultimately, he failed to get promoted to the next grade level.

Saging now spent most of his time on the mountain by himself, with his bamboo flute, gazing at the empty sky. He was confused; he didn't know what to make of his situation. He kept thinking where he had gone wrong; why the education he dreamed of did not work for him. Why were there so many hurdles for him compared to other people his own age. Maybe for some reason there are extra hurdles for being an Aeta. He didn't know the answers.

Saging was pained not only by his disappointment with himself but more so because he believed that he had let his people down. He thought long and hard. He realized that he was doomed to live and die on the mountain, a fate that did not seem to bother him before when he was still in school. Now the realization devastated him. Perhaps in protest, Saging became terribly ill, his condition worsening everyday. He was quiet as he lay in bed and was surprisingly calm. Yet if anyone bothered to look closely he would see the pain the pale face. Saging died a few weeks later.

Then they heard it, the faint and melancholy strains of a bamboo flute. The music echoed throughout the mountain, reached down to the town itself and wrapped the souls of the people living there in its intricate interplay of sound and emotion. No one could understand the pained wisdom contained in every note of this music.

All this was for a fleeting moment. In the town, far beyond the silence of the mountain, the school bell noisily rang.

V

|                        |  |
|------------------------|--|
| <i>Title</i>           | <b>CHANGE OF HEART</b>                                   |
| <i>Grade</i>           | VI   |
| <i>Subject</i>         | Health and Science                                       |
| <i>Concept</i>         | Everyone has the right to a clean and green environment. |
| <i>Time Allocation</i> | 80 minutes (two sessions)                                |

### **I. OBJECTIVES**

- Enumerate ways of controlling/preventing harmful effects of human activities to the environment. (MLC I & II, 5.1)
- State that everyone has the right to a clean and green environment.

### **II. CONTENT**

A. **Topic:** Control of Harmful Effects of Human Activities to the Environment

B. **Materials**

- Pictures showing different sources of living.
- Article: Change of Heart "Six Polluting Firms Turn Ecologists," PDI February 20, 1997, p. 18
- Constitution of the Philippines (Art. XII, Sec. 4)

### **III. PROCEDURE**

(First Session)

A. **Activities**

1. Picture analysis of different human activities that destroy/pollute the environment.

Fishermen  
using  
dynamite in  
fishing

Factories  
spewing  
black  
smoke

Man  
dumping  
garbage  
in the river

Girl  
cutting  
down a  
tree

2. Ask the following questions:

- a. What do you think the people are doing to the environment as shown in the picture?
- b. In what ways do they pollute/destroy the environment?

3. Ask the students to read the article "Change of Heart" silently. Remind them to observe the standards for silent reading strictly. Give the following motivating questions to guide them in their reading.

- a. What should be done to protect and conserve the environment?
- b. What right(s) can be inferred from the article?

**B. Analysis**

1. Why did the polluting firms turn ecologists?

- They were threatened with closure because of violation of environmental laws.

2. Who led these firms to become active environmentalists?

- San Miguel Corporation

3. What measures will be undertaken by these firms to protect and conserve the environment?

- a. Reforestation of denuded areas of Mt. Arayat
- b. Rehabilitation of mangrove and bamboo areas along coastlines
- c. Construction of multi-million peso waste water treatment
- d. Use of special enzymes in the chemical treatment of wastes
- e. Putting up of an Environmental Guarantee Fund (EGF) to help finance environment programs.

4. Why is it important to protect and conserve our environment?

It is important to protect and conserve our environment because they prevent:

- a. Soil erosion
- b. Flooding
- c. Coastal siltation (Teacher has to explain the term)
- d. Loss of ground water
- e. Desertification (teacher has to explain the term)
- f. Global warming (teacher has to explain the term)



5. How do you feel if your environment is clean and green?

- a. Comfortable
- b. Happy
- c. Calm

(Second Session)

**C. Abstraction**

1. Review the ideas discussed in the previous session. Ask the pupils what they have learned from the discussion. Help pupils form the following generalizations:
  - a. Harmful effects of human activities to the environment can be controlled/prevented through the partnership of industrial firms and government agencies.
  - b. Environment degradation is caused by man through his various activities.
  - c. Everyone has the right to a clean and green environment.
2. Teacher will do a lecturette on the legal provisions in the 1987 Constitution (Art. XII, Sec. 4)

**D. Application**

1. Ask what students should do to maintain a clean and green environment.
  - a. Recycle used material
  - b. Wise use and conservation of water and electricity
  - c. Plant trees
  - d. Never burn garbage
2. How can you protect your right to a clean and green environment?
  - Encourage others to observe practices seen above.

**IV. EVALUATION**

Ask pupils to write a paragraph on how one can control harmful effects of human activities to the environment. (Teacher should give guide questions to pupils.)

**V. ASSIGNMENT**

Interview teachers and make a list of ways in promoting a clean and green environment.

**CHANGE OF HEART**  
**Six Polluting Firms Turn "Ecologists"**  
By Gerald Lacuarta

Angeles City -- Six big industrial firms that were earlier threatened with closure for violating environmental laws have, ironically, vowed to become "active environmentalists" during a recent conference here.

The industrial firms, led by San Miguel Corporation, which operates a sprawling brewery complex in San Fernando town, pledged to finance environmental programs in identified "ecological flashpoints" in the region.

Ricardo Serrano, regional director of the Department of Environmental and Natural Resources (DENR) said, industrial firms also pledged to include in their corporate agenda "environment-enhancing activities" to complement the government's effort in environmental protection and conservation.

Among the industrial firms that vowed to become "Active Environmentalists" during a technical conference yesterday are the controversial Central Fermentation Industrial Corporation (CFCI) and the Far East Alcohol Co. (FEACO) in Apalit town, Pampanga, Sugar Development Corp. (PASUDECO) and Cosmos Bottling Corp. (UPPC) in Calumpit, Bulacan.

The conference was called by Serrano to assess the level of industrial pollution in Central Luzon, following reports that some industrial firms in the region continue to violate DENR regulations by operating without environmental permits.

The participating firms pledged to reforest denuded portion of Mt. Arayat and to rehabilitate bamboo and mangrove areas along riverbanks and shorelines to arrest soil erosion and coastal station.

Serrano lauded efforts of big industrial firms to irrigate pollution and reduce the pollution load of their production effluents.

Last year, the CFCI inaugurated P50-million waste water treatment facility designed by foreign engineering firm which specializes in biotechnology.

FEACO, on the other hand, started using a yeast separator and special enzymes in the biological and chemical treatment program.

The UPPC has also started the construction of a P136-million waste water treatment plant. PASUDECO for its part has undertake an additional P3.8-million pond rehabilitation and bio-augmentation treatment program.

Serrano also urged industrial firms to put up an Environmental Guarantee Fund (EFG) to finance environmental activities in partnership with the DENR, local government units, and non-government organizations with proven track record in environment advocacy.

**year Level**

**First Year**

|                       |   |
|-----------------------|---|
| <i>Title</i>          | : <b>CLEAN, GREEN AND PRISTINE</b>  |
| <i>Concept</i>        | : Right to a balanced and healthy ecology   |
| <i>Year</i>           | : First   |
| <i>Subject Area</i>   | : Science and Technology  |
| <i>Period Covered</i> | : One (1) session   |
| <i>Writer</i>         | : Atty. Flora C. Atilano<br>Attorney V<br>Commission on Human Rights<br>IBF Bldg., Julia Vargas Ave.,<br>Pasig City |

## **I. OBJECTIVES**

1. Relate the importance of maintaining a clean and healthy environment (p.8 DLC 3.1/3.2) to one's right to a balanced and healthy ecology.
2. State responsibilities in maintaining a balanced and healthy environment

## **II. MATERIALS**

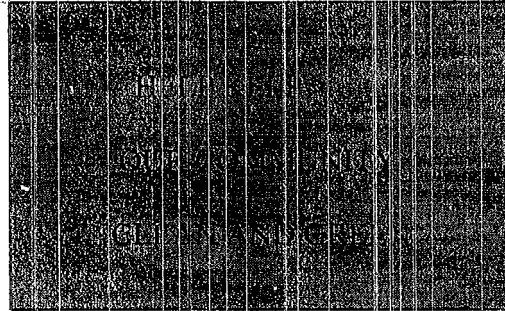
1. Poster/slogan - "Clean and Green"
2. Publication: "RP's Ecosystem Endangered"  
(Environment Watch Phil. Agenda February 1-15 1997)
3. Art.II Sec. 16

## **III. PROCEDURES**

### **A. PRIMING**

1. What road signs/slogans do we see usually in streets regarding cleanliness in surroundings.  
Publish responses.

2. Show this slogan.



3. Have the children read the Article "RP's Ecosystem Endangered".
4. Unlock difficulties. (As you read the articles you will encounter the following words.

Ecosystem

biographic zones

biodiversity

equatorial waters

toxic and hazardous

endemic species

### ***RP's ECOSYSTEMS ENDANGERED***

*The Philippines' 15 biogeographic zones are losing their rich biodiversity. Commercial investments development programs and urbanization are increasingly fragmenting them.*

*The country's geography (varying heights of mountains) and location - exposed to shifting winds and typhoons and to the uro-Suwo or Japanese currents (warm equatorial waters flowing northward the eastern coast) - produce a complex mix of ecosystems and habitat types in the 15 zones.*

*Six of them are major island groups with many endemic species dating as far back as the Pleistocene Age: Luzon, Mindoro, Palawan, Negros-Panay, Sulu and Mindanao. Forty (40) percent of the fauna and 70 percent of the flora in these places do not exist anywhere else in the world.*

*Even if we protect these areas their chances of survival are reduced" warned Roger Birosel Earthsavers Movement secretary-general. "If the population of the species inhabiting the zones become too small they will eventually be wiped out" he adds.*

*Birosel cites an Asian Development Ban report covering 1972-1993 on environmental quality which says the Philippines has an average 14-percent rate of unsustainable development.*

*From 1970-1990 the Philippines raised imports of toxic and hazardous substances by 300 percent. "And there is not a single toxic and hazardous treatment facility in the entire country," he laments.*

### **B. ANALYSIS**

1. What is the news article all about?

Philippines' Ecosystem  
is in danger

2. Why is the ecosystem in danger? What factors contribute to this situation?

Expected Answers:

- commercial investments development
- programs
- urbanization
- natural calamities (typhoons)
- fauna and flora could not be protected
- high import on toxic and hazardous substances

3. How does the ecosystem problem affect people's lives?

Expected answers:

- This poses problem on health and the environment where we live.

4. What can you say about our ecosystem problem?

### C. ABSTRACTION

1. Building on the responses, provide additional input on other caused threats to the Philippine ecosystem.
2. Effects of environmental degradation to the world we live in and people especially children.
3. Relate this to :
  - The right of every individual to live in a community where a balanced and healthful ecological system is ensured or guaranteed by the State.

4. Ask : What are your responsibilities in maintaining a clean and healthy environment?

Response:

The responsibility of the people, including children to assert this right.

- The responsibility of every individual to help conserve our endemic species, flora and fauna; keep our community clean and green; and waters clear, clean and pristine.

#### D. APPLICATION

Let the students write an essay on their dream environment and how they can contribute to its protection.



|                       |   |
|-----------------------|---|
| <i>Title</i>          | <b>ME AND MY PARENTS</b>  |
| <i>Concept</i>        | Children are entitled to the right to parental love and care.   |
| <i>Year Level</i>     | First   |
| <i>Subject Area</i>   | Values Education  |
| <i>Period Covered</i> | One (1) Session   |
| <i>Writers</i>        | <p>Flora C. Atilano<br/> Attorney V<br/> Commission on Human Rights<br/> Pasig City</p> <p>Gloria D. Cuevas<br/> Classroom Teacher<br/> Las Piñas National High School<br/> Las Piñas, Metro Manila</p> |

## **I. OBJECTIVES**

1. Recognize that a person has rights and corresponding duties and responsibilities.
2. Identify some basic rights of the child and children's responsibilities to parents.

## **II. MATERIALS**

- DLC. VE, p.4
- Reading Selection: Living with Parents  
(Discovering yourself, p. 184. Villanueva, et.al.)
- Poem: My Son. My Son (by Salud del Rosario, Phil. Prose and Poetry p. 118)
- Philippine Constitution (1987) Sec. 11 & 12, Art. II
- Convention on the Rights of the Child (Art. 29(6))
- Poster/Flash cards on respect

## **III. PROCEDURE**

### **A. ACTIVITY**

1. Class, let us pause for a while and reflect on our personal attitudes towards our parents.

2. Show poster/picture of a daughter/son kissing the hands of parents.

Q: What message does the picture convey? (Be sure to surface the values of respect)



3. Link the experience of students about respect to the main activity.

Say: Let us explore in this activity how respect is associated with our rights.

4. Present the selection.

#### **LIVING WITH PARENTS**

A good solid parent-child relationship is a two-way affair. It is unrealistic and unfair to expect the parents to do all the work. Both sides should try hard to make the relationship fruitful, effective and satisfying.

Parents are human beings too. Often they are busy people with problems of their own. They may have to make both ends meet in the face of the rising cost of living. They may have problems about their jobs. Whatever burdens they may have it is their sincerest wish to give the best that they can to their children. What then is the part of the children?

The youth of today can do much to improve communication with his parents. This is not hard to do for our young people who are better at this than their parents. Mass media has developed this art to a great speak. Schools are teaching students to speak up and express themselves. To most parents communication with their children has become a problem. Therefore the children can keep communication lines with their parents open.

Some parents complaint that when they ask questions they are accused of prying. When they keep quiet, they are accused of being uninterested.

How can communication with parents be effective? Children should talk to their parents at the right time and they should know when the right time is. Of course, it is the time when the father has a free afternoon and he is relaxed at home. Surely not when he just arrived home after a hard day at the office. They should talk to their mother when he just arrived home after a hard day at the office. They should talk to their mother when she doesn't have to hurry with lunch before a hot stove.

Many children think they are better educated and more intelligent than their parents. They might be right. But they must remember their parents have been around 40 to 50 years. There is much that children can learn from their parents' experiences.

Children are not expected to agree with their parents on all issues, but they should respect their parent's opinions. Parents cannot answer all questions or solve all their children's problems. They are no supermen and they don't presume to be. All they want is to be loved, to be respected, to be recognized and to be appreciated. Is this asking too much?

## B. ANALYSIS

(Keep a reflection of the activities in mind.)

Study the selection.

1. What does the selection tell about?
2. What kind of relationship parents and children should have?
3. How can there be a harmonious parent-child relationship?

KEEP AN OPEN-LINE COMMUNICATION

4. Why is it important to keep an open-line communication with parents?

EXPRESS OURSELVES AND  
UNDERSTAND EACH OTHER BETTER.

5. What values are important in maintaining good parent-child relationship?

TRUST  
OPENNESS  
LISTENING  
RESPECT

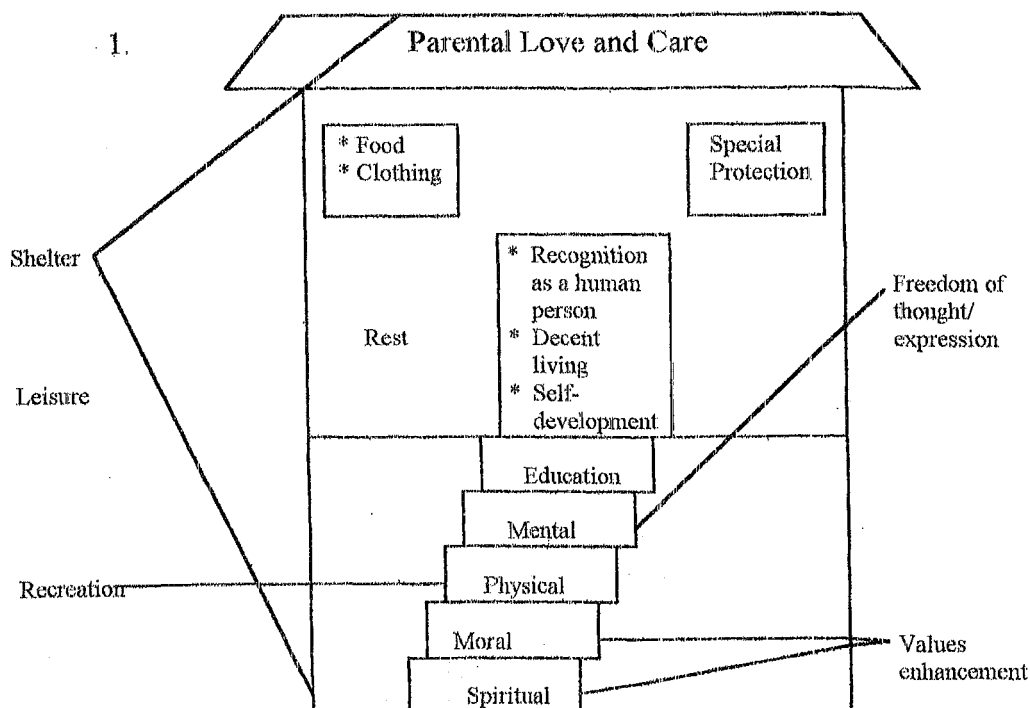
6. What are the basic children's rights conveyed in the story?

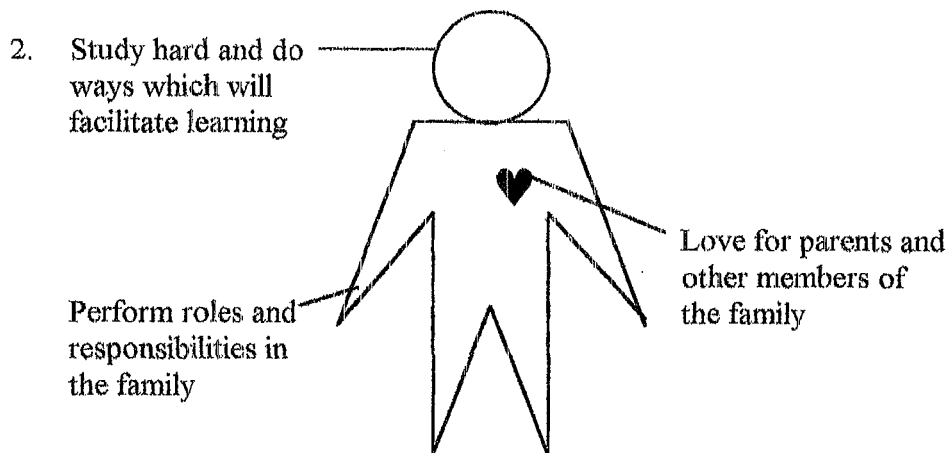
- Right to be recognized as a human person
- Right of children to parental love and care
- Freedom of expression
- Right to be respected

7. What are the responsibilities of children to the parents?

### C. ABSTRACTION

Use the illustration below to explain the rights of children responded to by parents, values that should be operating in parent-child relationship, ways of maintaining good parent-child relationship and responsibilities of children to parents.





### ASSIGNMENT

Write a paragraph on the topic "Me and My Parents" highlighting the rights you enjoy and your contributions in maintaining your family a good family. Be ready to read it in class.

|                       |   |
|-----------------------|---|
| <i>Title</i>          | <b>THE GREATEST LOVE OF ALL</b>   |
| <i>Year Level</i>     | First Year  |
| <i>Concept</i>        | Every child has the right to dignity and education should prepare him for life in the spirit of peace and understanding   |
| <i>Subject Area</i>   | English   |
| <i>Period Covered</i> | One session   |
| <i>Writer</i>         | Gloria C. Cuevas<br>Classroom Teacher<br>Las Pinas National Highschool<br>Las Pinas, Metro Manila<br><br>Atty. Flora C. Atilano<br>Attorney V<br>Commission on Human Rights<br>IBP Bldg., Julia Vargas Avenue<br>Pasig City |
| <i>Revised by</i>     | Emolyn A. Corteza<br>Schools Division Superintendent<br>DECS, Bago City   |

## **I. Objectives**

Students will be able to :

1. Predict and anticipate outcome s (DLC, English II B.3.9)
2. Exercise theirs and respect other's right to dignity.
3. Manifest acts of understanding, peace and tolerance in the home, school and community.
4. Create with their teachers an environment of understanding, peace and tolerance in the classroom and in school.

## **II. Materials**

- \* The song "The Greatest Love Of All"
- \* Cassette Tape
- \* Activity cards

### III. Procedure

#### A. Introduction : The song "The Greatest Love Of All"

\* I will play a song. Please sit quietly and allow the song to flow into you. Listen to your hearts and your thoughts as you listen to the song. (Teacher displays the lyrics of the song on the board while she plays the music.)

\* At the end of the song, the teacher leaves some few seconds for silence. She then asks:

- How did you find the song?
- What do you see as the message of the song?

(Expected answer: That the greatest love of all is loving the self by giving it dignity and having a sense of pride.)

\* Today, we will reflect more on this.

#### B. Activity

1. Divide the class into four groups. Each group is given an activity card.

##### For Group I

*Den-den is an orphan. Her parents died in an accident when she was in Grade III. Since then, she has lived with her spinster aunt.*

*Unfortunately for Den-den, her aunt is a cold, unhappy woman. Although she provides Den-den with her material needs, she is very harsh and cruel to her. Den-den gets screamed at, scolded and insulted most of the time. She feels she cannot do anything right at all in the eyes of her aunt.*

\* Given the above, what do you think will be their effects on Den-den? How do you think will Den-den react to the situation?

\* Discuss this among yourselves and at the end of 5 minutes, choose one member to report to the class the results of your discussion.

## For Group II

*Timmy is the new student in class. He transferred from one of the mountain schools in the province.*

*His classmates find Timmy strange and laughable. They find him "baduy" in the way he dresses and acts. They also find funny, the way he speaks English and Filipino.*

*School has become a torment for Timmy because he has no friends at all. Instead, he is often teased and made a victim of cruel jokes.*

\* What do you think will be the effects of his classmates' behavior upon Timmy?

\* Discuss the story among yourselves and after 5 minutes, one member of the group is appointed to report to the class, the results of your discussion.

## For Group III

*The First Year - Banaba Class is the envy of the other students in the school.*

*Their classroom is very neat and pretty with all the members working on its structuring and beautification. Their class adviser, Ms. Lila Sanchez, is said to be loving, caring and gentle with their students. She is always interested in their welfare and never fails to listen to their problem and be happy for their achievements. She also constantly inspires them to do better, telling them that she has confidence in their abilities. In her class, she also encourages them to give their opinions and not to be afraid to speak their minds.*

*It is also said that when a student does something wrong or bad she never scolds him in front of the class but speaks to him in private.*

\* How do you think, do the students in this class behave towards:

- a) themselves
- b) each other
- c) Ms. Sanchez

\* Discuss this among yourselves and at the end of 5 minutes, choose one member to make a report of your discussion to the whole class.



## For Group IV

*In Barrio Mariposa is a family which is often on the lips of others when family life is being talked of.*

*The father is a hardworking farmer who diligently tills his field from sunrise to sunset. At the end of a hard day's work, he would come home and after a few moment's rest would rise to help his wife as she prepares supper. When the children are home, he would ask them about their day in school, help them with their assignments and check them on their needs for the next day.*

*His wife is gentle, religious, family-dedicated woman. She feeds her family nutritious meals, sends them to school clean and neatly dressed. She provides them with a clean, sanitary and tidy home.*

*On weekends, she allows the children rest and play but also ask them to help their father in the fields and to assist in household chores.*

\* What kind of adults do you think will grow out of the children of this home? Why do you think so?

\* Discuss the story among yourselves. At the end of 5 minutes, choose a member of the group to report to the class the results of your discussion.

### C. Analysis

1. Group reports are given by the chosen reporters.
2. Teacher asks :
  - a. In the reports of Groups I and II, what are Den-den and Timmy deprived of? (expected answers : their sense of pride, their dignity and their self-worth)
  - b. When the people are deprived of their sense of pride, their dignity, and their self-worth, what happens to them? (Expected answer : Their self-confidence is lost. They feel they are less as persons. They will do self-destructive things like taking drugs, stop schooling, etc.. They will be violent to others too.)
  - c. In the reports of Groups III and IV, how would you compare the situations in the two other reports? (Expected answer : They are the reverse.)

\* What do you see as the ways by which people can make others feel good about themselves? (Expected answer : by being appreciative of others by making them feel important instead of making them feel small; by showing them we care for them; by doing to others what we want others do to us; by respecting others people's opinions, thoughts and feelings; and accepting people for what they are)

\* What do you see as the ways by which you can exercise your right to dignity? (Expected answers : by behaving in respectful ways ourselves and by making known our feelings about being maltreated)

#### **D. Abstraction**

1. Teacher deepens discussion on:
  - a. People's right to dignity
  - b. The practice of peace, harmony and understanding in our relationships with others so as we do not transgress on their dignity.
2. Teacher reviews students on how to make future predictions from given situations.

#### **E. Applications**

1. Students draw up a CLASS MANIFESTO where they commit themselves together with the teacher to a class environment of respect, dignity, peace, harmony and understanding.
2. The class sponsors a school symposium on the right of the child to dignity, peace, harmony and understanding.
3. Teacher gives the class a test on predicting outcomes.

#### **Clincher**

The session is ended with the students singing with the tape, the song "The Greatest Love Of All".

**year Level**

**second Year**

|                       |  |
|-----------------------|--|
| <i>Title</i>          | "UNLESS YOU BE LIKE LITTLE CHILDREN...."                                   |
| <i>Year Level</i>     | Second Year  |
| <i>Concept Focus</i>  | Children have the inherent right to life.                                  |
| <i>Subject Area</i>   | English  |
| <i>Period Covered</i> | One Session  |
| <i>Writer</i>         | Esperanza J. Chee Kee<br>Master Teacher<br>Ateneo High School, Quezon City |

## I. OBJECTIVES

Note details from newsreport read.

State that because every child has the inherent right to life, he shall not be subjected to torture or other cruel, inhuman or degrading treatment or punishment.

## II. MATERIALS

Poster or Cardboard with the words "Bantay Bata" on it  
 Reading Material: "Raymond: a little boy's cry for help"  
 Articles 6, 19, and 37.a, Rights of the Child  
 Article 5, Universal Declaration of Human Rights

## III. PROCEDURE

### A. ACTIVITY

1. How many of you know about the phrase *Bantay Bata*? What do you know about it? (Expected answers: It is a group dedicated to helping children who are victims of abuse of all types: physical, sexual, emotional, etc.)
2. Say: People are encouraged to report cases of child abuse to Bantay Bata.) Since the start of Bantay Bata, many reports and complaints have been made about children who are victims of child abuse. Today, we will read about one specific child and his experience. But before I give you the mimeo copies of Raymond's story, I will give you a list of questions which you should try to answer while you read the selection.

REMEMBER: AS YOU READ, LOOK FOR ANSWERS TO THE GIVEN QUESTIONS WRITE THESE DOWN ON A PIECE OF PAPER.

## B. ANALYSIS

- a. At his hospital bed, what happened whenever Raymond was touched?
- b. Trace the sequence of steps that are followed whenever Bantay Bata receives a report that may be considered a life and death situation.
- c. How long did it take for Raymond to be found? Identify the groups that helped in his search.
- d. Identify the abusers of Raymond and explain his relationship with them.
- e. Narrate in chronological order Raymond's ordeal.
- f. Describe Raymond's present situation.
- g. Why should children be protected from beating and other forms of abuses.

## C. ABSTRACTION

### 1. On Noting Details

Say: Reading tasks come in many forms. Sometimes, you let your eyes go down a page quickly while you are looking for a certain information, like when you're looking for a telephone number in a directory. This is known as skimming. Sometimes, you read merely to be entertained. So, there is very little stress as you read. At other times, like when you are researching for a topic, you need to read and re-read a passage so that you can extract the gist from it.

What we did in this activity is to read for a purpose. With the questions given to you before the actual reading activity, your reading had a direction. You read with one aim in mind: get answers to the given questions. In short, you noted details.

### 2. On Human Rights Concept.

Elicit responses to the question: Raymond's experience can really anger anyone. Why? (Expected Answer: Raymond is a five year old boy who should be enjoying his childhood like other children of his age. But

what he has experienced are hurts and injuries that his little body can hardly endure.)

Lecturette on Article 6, 19 and 37a of the Rights of the Child.

The Preamble of the Convention on the Rights of the Child states:

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment in an atmosphere of happiness, love, and understanding.

Quote articles 6 and 37.a.

“States parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent (s), legal guardian(s) or another person who has the care of the child.”

#### D. APPLICATION

Tell students to form pairs to recall Raymond's story but this time, in the light of the articles cited above. Ask them to share their ideas/comments on the following topic:

Show how Raymond's story helped you understand more clearly the rights of the child.

## OPERATION BANTAY BATA

### **Raymond: A little boy's cry for help**

"Nanay, nanay, tulungan mo ako! Ayan na. . . . ayan na! Tama na. . . . ayaw na. . . . tama na!" ("Mama. . . . Mama. . . . help me. . . . please! She's here. . . . she's here! Stop. . . . please, please don't. . . . please stop!") were the loud and pitiful cries of a five-year-old boy on a hospital bed each time someone places a gentle hand on him. He was almost beaten to death by his foster parent inside their home. His name is Raymond. This is his story.

On March 12, 1997, Wednesday, at exactly 5:40 p.m. the ABS-CBN Foundation's Bantay Bata 163 Hotline received a call from Barangay Captain Ruperto Concepcion of Barangay Caniogan, Pasig City. He revealed that an anonymous individual reported an unidentified child was beaten almost to death and is suffering from major physical injuries caused by the constant and habitual beating by his foster parent. Bantay Bata 163 immediately confirmed that case as a life and death situation. At around 7:00 p.m. the Quick Action Response Team of Bantay Bata 163, together with Pasig City's mobile police force and Officers of Barangay Caniogan, began the search-and-rescue mission for Raymond.

With the assistance of the Department of Social Welfare and Development (DSWD), social worker Carol de Leon, the Ugnayan Pag-Asa (NGO) and concerned individuals, the rescue team learned of Raymond's whereabouts. It was a long and hard search for the abused boy of Pasig City. Finally, at around midnight, the search and rescue team found Raymond in one of Pasig City's government hospitals. The child was registered under a different name, apparently to avoid recognition, a name his abusers gave him when they personally left him at the hospital and abandoned him there.

The child's attending physician confirmed that Raymond was indeed physically abused and was severely beaten. His head was enlarged and has traces of healed and fresh wounds. His eyes were severely swollen and his lips were bulging. His body was filled with healed and fresh wounds from cigarette burns. He had bruises all over. Raymond was a living punching bag and human ash tray in one. He was beyond recognition.

When the team transferred Raymond to another hospital, he was found to be in an even more serious condition. His medical tests showed he had a fractured skull, several fractured ribs, multiple bruises on his arms, legs, and thighs. He was barely a breathing five-year-old survivor fighting for dear life.

Upon questioning, Raymond's aunt and foster parent Emi Navarro-Billiones together with Leonila "Neil" Billiones, Emi's house partner, denied beating the boy. They claimed he was being possessed by supernatural powers and his injuries were results of the attacks made by the evil spirits on him. Neil later admitted beating Raymond every time she was piqued by the child's naughtiness.

Recently, one of Raymond's close relative dropped by the Bantay Bata office to shed light on the boy's family background. She said that the boy came from a poor family in La Libertad, Negros Oriental. Raymond's mother, Lady, was a vegetable vendor in their province and raised Raymond all by herself. Her husband, Dioscoro, went to Isabela in 1993 and never came back.

According to the boy's relative, on June 1996, Lady's sister, Emi Navarro together with Leonila "Neil" Billiones, came to Negros Oriental. They asked Lady if they could take care of Raymond, send him to school and give him a better life. In her desire to offer her little boy a better future, she yielded to the request. Before long, Raymond was on his way to Manila to fulfill a young boy's dream of becoming a good lawyer someday and to somehow live a more comfortable life in the city. . . . or so it seemed. Soon, the beating started and the child's cry for help began. Raymond's dream ended when his nightmares started.

The boy's relative added that when he came to live with the Billiones' in Pasig, Neil also physically abused him. Neil, a lady guard of E.E. Security and Service stationed at Gerry's Commercial in Caniogan, Pasig City, would always hit him on the head, slap him on the face and hit him anywhere the abuser wishes to. He said Neil was short-tempered and would hurt anyone she got hands on whenever she was annoyed.

At present, Raymond is undergoing extensive medical treatment. His medical tests showed no significant signs of improvement since his first day in the hospital. The doctors found a blood clot in his head, a fractured skull, a few broken ribs, bruises all over his body, probable cigarette burns inside his mouth as well as his genitals and signs of enlargement of the head.

Raymond has no family. No friends. And most of all, no one to cry for help. He needs your help. To stay alive. To survive. Hear his cry. His cry for help.



|                       |  |
|-----------------------|--|
| <i>Title</i>          | <b>"ESCAPE SCHOOL" -- AVOIDING ABDUCTORS AND CHILD MOLESTERS</b>           |
| <i>Year Level</i>     | Second Year  |
| <i>Concept Focus</i>  | Everyone, especially young people, must be security-conscious.             |
| <i>Subject Area</i>   | English (Language lesson)  |
| <i>Period Covered</i> | 2 Sessions   |
| <i>Writer</i>         | Esperanza J. Chee Kee<br>Master Teacher<br>Ateneo High School, Quezon City |

## **I. OBJECTIVES**

Demonstrate competence in getting things done, especially in issuing warnings and instruction or directing others. (DLC # 4, 4.3 AND 4.4)

State the need to be conscious of one's security and to cite means to prevent the abduction of children.

## **II. MATERIALS**

- News clippings about kidnappings, abductions and deaths of young people
- Column of Neal Cruz in Philippine Daily Inquirer: "Teaching children to avoid and escape kidnappers"
- Articles 35 and 36, The Rights of the Child
- Article 3, UDHR

## **III. PROCEDURE**

### **A. ACTIVITY**

1. Ask: From stories we hear and others you know about, what information do we know about famous kidnappings? Who were the victims? Were they alone? Were they all children? How many were saved?
2. Say: In the past, it was believed that the best kidnapping victims are rich kids. But lately, even children from not-so-rich families are abducted and/or molested. In other words, no one is safe from kidnapping.

3. Today, we will go to "Escape School" and find out ways to avoid kidnappers.

4. Distribute reading material.

## B. ANALYSIS

Content. Ask the questions below.

1. What TV show does Neal Cruz refer to in this column? What was the topic in that show?
2. What suggestions did he make. (Teacher will list these on the board)
3. Get a partner and choose from among these the top five rules that you think can be applied by you and your classmates. Be sure to give your reasons for your choices.
4. According to Cruz, what suggestions were not given by Oprah but are relevant to the Philippine situation?
5. Why do we need to be alert all the time?

## C. ABSTRACTION

### Lecturette on GRAMMAR CONTENT

Remember: you will make imperative sentences, whether these are commands or requests. Be sure you know how these differ from one another.

Remember, too, that imperative sentences use the simple form of the verb and often, the YOU subject is not used.

Lastly, be sure to make your imperative sentences clear: use the DON'T structure or add details like the if-clause.

### LECTURETTE on Human Rights Focus

Quote from the preamble of the Convention on the Rights of the Child:

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community.

Refer also to Article 35 and 36 of The Rights of the Child.

Lecturette. With so many kidnapping cases happening around us today, it is important that we be aware that this is a great danger to everyone. So, these survival tips first presented in Oprah's talk show and shared by Neal Cruz are quite helpful.

Being security-conscious might save us from any harm.

#### D. APPLICATION

Give a test. Ask pupils to identify/list ten tips/suggestions they learned on avoiding kidnappers.

## TEACHING CHILDREN TO AVOID AND ESCAPE KIDNAPPERS

*by Neal H. Cruz*

The "Oprah" show last Monday night on Studio 23 is must viewing for all parents with young children. Those with video tape recorders should tape it for repeated showing to children. And Channel 23 should replay it, with repeated announcements beforehand, so those who missed Monday's episode can watch and tape it.

The show called "Escape School," teaches children how to avoid and escape child abductors and kidnappers. Police experts offer tips on how the minds of potential abductors operate and how their intended victims can outsmart them. Using child actors, it shows how children can escape and hide from kidnappers. And it shows children who actually escaped from their abductors relate in their own words how they did it. It even has a Macaulay Caulkin look-alike who saw the movie "Home Alone" and used the child star's tricks there to thwart real-life robbers.

Some tips:

- If you are grabbed in a public place, scream, shout, make noise, anything to attract attention. Abductors don't want witnesses. Even if the criminal threatens you, "Stay there, don't make any noise or I will shoot you," try to escape and make noise anyway. Chances are he won't shoot you because there would be too many witnesses. Chances are bigger that you would be shot when the two of you are alone than when you are in a public place. The best time to get away is right away.
- If you are grabbed in a supermarket, knock down groceries from shelves to attract other people's attention.
- If you are chased in a street, run into any open door.
- If you are in parking lot, trigger off the alarm of parked vehicles.
- If you are locked in a car's trunk, rip out the electric wires inside and kick out the tail lights to attract attention.

If you are in the front seat, cause an accident by grabbing the wheel and pressing on the horn. Rip out the wires under the dashboard to disable the car. Slide into the back seat and get out the back door. Stomp on the accelerator to

bump the car ahead. Or grab the car keys and throw it away, and run away if you can.

- If you are kept prisoner in a house, signal by turning the lights on and off in your room. If you are in a multi-story unit, clog the sink and toilet and turn on the faucets to flood the bathroom so that the water drips to the floor below and attract attention. And try to open every window you can reach.
- Hide in closets, cupboards, cabinets, trash cans, under piles of laundry, etc. so that the abductor will think you have escaped and will look for you. Once he leaves the house, you can escape.
- Walk farthest away from the street so that anybody in a passing car cannot just grab you.
- If a car stops beside you, run in the opposite direction. You cannot outrun a car but the time it would take for the car to turn around and chase you will give you enough time to escape.
- Don't bike in a street where you can be grabbed.
- Don't go into anybody's car.
- Don't talk to strangers. Don't allow yourself to be within arm's reach of a stranger.

The show also demonstrated some tricks abductors commonly use to lure victims to get them within arm's reach:

- A common trick is to ask for directions.
- Another is to ask a kid to drop some letters in a nearby mailbox. As the child leans into the car window to reach for the letters, he is pulled inside and the car speeds away.
- As the abductor walks beside an intended victim, he spills a bag of groceries and asks the child for help in picking them up. As he stoops down to pick them up, he is grabbed.
- Or the intended victim will be offered a gift, say candy or flowers, and when his guard is down and he gets within arm's reach, he is grabbed and sped away in a car.

Even homes are no longer safe. The police pointed out that many children were taken away from their beds while their parents were sleeping in an adjoining room. So their advice is: Be security conscious even in your own home.

\* \* \*

Of course some of the tips are not applicable here, like calling 911. Even assuming you can get through clogged telephone lines, chances are nobody will answer you. Even if you get through to the police, chances are the abductor would have taken you away to another hiding place before the police even gets going.

And there are conditions here that have not been touched upon in the show, like children momentarily out of sight of their parents in shopping malls being led away. Or that children have no choice but to talk on the streets or because the sidewalks are full of parked vehicles or sidewalk vendors.

I think our police or television stations, should make similar tapes that apply to local conditions to teach children and their parents how to avoid or escape abductors and kidnappers. Many schools are now offering short summer sports courses for children but I have yet to hear of one offering a course similar to Oprah's "Escape School." Or homeowners associations can do it for their residents. I think classes like these are the most important they should attend. It can save their lives.

Years ago, a police reporter named Mike Parungao wrote several books as guides on how to avoid crime (and fires, which is timely every summer). These books are out of print. I think it is time new editions are made available for the public. Or the police can publish similar guides.

Oprah mentioned two books - "Missing" and "Street Sense for Parents" - but these are in the United States. I don't know if they are available here.

Oprah will have another episode on child predators and molesters, who are also becoming common in the Philippines. Watch it and tape it.

You should teach your children survival strategy, to develop the quick wits they need to know to escape from abductors and child molesters.

|                       |  |
|-----------------------|--|
| <i>Title</i>          | <b>BE FREE... BE RESPONSIBLE</b>   |
| <i>Year Level</i>     | Second Year  |
| <i>Concept Focus</i>  | Freedom and Responsibility Interplay   |
| <i>Subject Area</i>   | Science and Technology (Biology)   |
| <i>Period Covered</i> | 80 minutes   |
| <i>Writer</i>         | Corazon T. Barrientos<br>Officer-in-Charge<br>Asst. schools Division Superintendent<br>DECS Division Office<br>Tuguegarao, Cagayan |

## **I. OBJECTIVES**

- a. Make correct ethical judgment or decision in relation to the values of respect for living thing, self-reliance and productivity in the environment (DLC 3.1)
- b. Explain the intrinsic relationship between freedom and responsibility.

## **II. MATERIALS/REFERENCES**

- DLC in Science and Technology p.10
- Science and Technology Textbook p.1
- Reading on Concepts of Freedom, Responsibility and Democracy
- Article 29 of the Universal Declaration of Human Rights
- Newsprint, masking tape, colored chalk

## **III. PROCEDURE**

### **A. ACTIVITY**

1. Introduce the session with the "Seventeen Dots" Activity
  - \* Distribute sheets with the 17 dots to students and tell them to **DO ANYTHING WITH IT** in a minute.
  - \* Ask students to display on the chalkboard their work.
2. Ask the following questions : (do not publish responses)
  - \* What was the job of each one?
  - \* What did each one do? (ask 2-3 volunteers to share their work)
  - \* What was the result of the activity? Why?

Expected responses:

"We came up with the different outputs because we were given the freedom to DO ANYTHING with the sheet of paper with 17 dot."

Note to the teacher:

Discuss the responses briefly. Since this serves as a means in setting the mood of the participants to the main activity you need not publish the student's responses.

3. Link the Seventeen Dots experience with the activity.

What happened in your seventeen dots experience? We have our own goal and freedom to do what we want to achieve.

In this session we will role play situations that we encounter in our lives as students where the interplay of freedom and responsibility is as natural as the air we breathe.

4. Group students into 3. Present the article below:

Mr. Cruz tells his children that as they go about their daily lives they meet and interact with living things. The plants in the garden, in the fields and forests, microscopic organisms in ponds, canals and other bodies of water, pest, birds and all other animals around us are part of their living world. Their relatives, friends and classmates are also part of their living world. Mr. Cruz always believes that his family have the right to freely use these living things. But what are our responsibilities towards these living things?

You list down as many responsibilities as you can towards these living things.

B. ANALYSIS

Process the following questions.

- \* What does the article tell us?
- \* What can the living things do to men?
- \* What are the two groups of living things mentioned in the situation?
  - plants and - animals
- \* What does Mr. Cruz believe in?  
Expected answer- freedom to use the living things
- \* Why do we need to perform our responsibilities to living things?



- \* What other important values can we develop as we interact with the living things?

Expected answers : productivity, self-reliance, respect

### C. ABSTRACTION

Building on the responses of pupils on their responsibilities towards living things, provide additional inputs, as follows:

#### Productivity

- \* Using modern technology in increasing production like rice, corn, peanuts, etc.
- \* Food processing
- \* Improving variety of plants through varied means like grafting, pollination, marcoting, etc.

#### Self-Reliance

- \* Backyard gardening
- \* Poultry raising
- \* Cow fattening, etc.

#### Respect (For the living things)

To take care of the living things:

- \* catch only the big fishes
- \* do not cut young trees
- \* do not use excessive inorganic fertilizers, etc.

#### Additional Readings

In the situation that we went through, we realize that as we go about our daily lives, we meet and interact with living things. Everything around us, including our parents, classmates, relatives, teachers, and others are part of our living world. In this regard, some important values were surfaced in the discussion like productivity, self-reliance and respect. As we develop these values, we need to make ethical judicious decisions in managing the living environment.

As we make judicious decision, we can not help but exercise our freedom to choose to decide but we must also be responsible for any choice that we make, the values of productivity, self-reliance and respect are very important, guiding us in exercising our freedom and responsibility.

Give more inputs on freedom and responsibility. Explain the relationship of freedom and responsibility.

FREEDOM is the power of acting without compulsion. it is something one must deserve and which must be exercised well. Hence, it requires intelligence and moral discipline.

Freedom is not absolute. It is conditioned/limited by the situation in which men find themselves. Breaking away from these constraints however, is not all there is to being free. One does not only aspire to be "free from" rather freedom is full when one is "free to do what he wants/what has to be done" like what should be done to manage our environmental resources such as the plants and the animals.

### RESPONSIBILITY

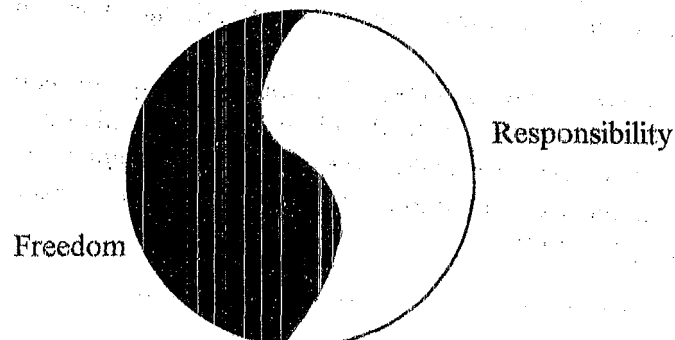
On one hand, responsibility refers to the capacity to freely take action according to the situation one finds himself in. A person is responsible when he is able to respond to the requirements of his situation ("RESPONSE-able" or "PANANAGUTAN"). Participation in any of its varied forms is an exercise of one's responsibility in a democracy.

At the same time, responsibility refers to the quality of being answerable/accountable for one's conduct and obligations - "Paninindigan". This implies a consideration of the consequences of one's action and the willingness to assume accountability for these.

5. Present the relationship between freedom and responsibility through the :

YIN/YANG symbol and the Freedom-responsibility Graph in a newsprint.

There is an intrinsic relationship between freedom and responsibility. As we see and perform freedom, we also have to assume greater responsibility. Moreover, it is responsibility that makes freedom full and meaningful. Conversely, we cannot exercise responsibility effectively if we are not free.



#### D. APPLICATION

Make an Action Plan showing your respect to the living things. Make ethical judgement<sup>with</sup> decisions.

| LIVING THINGS   | I WILL DO... | I WILL NOT DO... |
|---|--------------|------------------|
| <ul style="list-style-type: none"><li>* Trees</li><li>* Fishes</li><li>* etc.</li></ul> |              |                  |

**year Level**

**Third Year**

|                   |  |
|-------------------|--|
| <i>Title</i>      | <b>YOUR RIGHTS ARE MINE TOO!</b>   |
| <i>Year level</i> | III  |
| <i>Concept</i>    | Every child has the right to be protected from all forms of discrimination                           |
| <i>Subject</i>    | Technology and Home Economics  |
| <i>Duration</i>   | One session  |
| <i>Writer</i>     | Anita M. Chauhan<br>Dean, Graduate school<br>Central Luzon Polytechnic University<br>Cabanatuan City |

## **I. OBJECTIVES**

1. Understand the importance of being well-born; (DLC Home management and Child Care5)
2. Express appreciation of the principles of non-discrimination and equality by respecting human rights;
3. Identify the categories of human rights.

## **II. MATERIALS**

1. Drawing entitled "Threats to Being well-born" See Annex "A"
2. Pictures of new born babies of different races without any clothing.
3. Reading materials on human rights  
Sources: Educator's Human Rights Handbook  
Barangay Human Rights Action Center Handbook
4. Illustrations by Plantu, French Political Cartoonist on the Principle of Human Rights; Source : Questions and Answers p.9 See Annex "B"

## **III. STRATEGIES**

### **A. ACTIVITY**

Post the drawing and pictures of babies on the flannel board or blackboard.

## B. ANALYSIS

Focus first the attention of the class on the pictures. Ask the following questions:

1. What do you observe in the pictures of new born babies?
2. Is it important for babies to be born healthy?
3. What would be the significance of being well-born?

Then focus on the drawing and ask the following questions:

4. What explains why some babies are not well-born?
5. What other factors that keep babies from being well-born are not included in the illustration?

Then focus the attention to the fact that when a person is born, he/she is born naked.

6. These babies have something in common, they were all born naked just like you and me. Is this a fact in a person's life? Do you know of anyone who was ever born with clothes on? Of course not! The mere fact that all persons are born naked just like these babies in the pictures proves some truths about human beings. What are these?

Write the students responses on the blackboard.

7. What is the significance of being born naked to the dignity and rights of babies?
8. Did babies have a choice of who their parents should be when they were born? Did anyone of us here have a choice?
9. Did babies have a choice of their environment when they were born? How about their homes?
10. However, there is one thing that babies had when they were born. What is it?

Write the student responses. Desired answer : Human Rights  
Human Rights is thus, a precious gift to every person.

11. If any baby did not have any choice of who their parents are, neither of his/her home or environment, what are the responsibilities of the adults around him/her? What are the responsibilities of the government? What are the responsibilities of the community or society?

### C. ABSTRACTION

Ask the students for their learning on the topics discussed. Give additional inputs on the following:

Whatever be the race, color, sex, language, religion, political or other opinion, national or social origin, property birth or other status of a person, he/she is entitled to human rights. This is explicitly stated under Article 2 of the Universal Declaration of Human Rights which spells out many of the fundamental human rights. This article states the principle of non-discrimination which is also spelled out in the two international covenants on human rights.

That all human beings are equal in dignity and rights is a principle enhanced under Article 1 and 7 of the Universal Declaration of Human Rights:

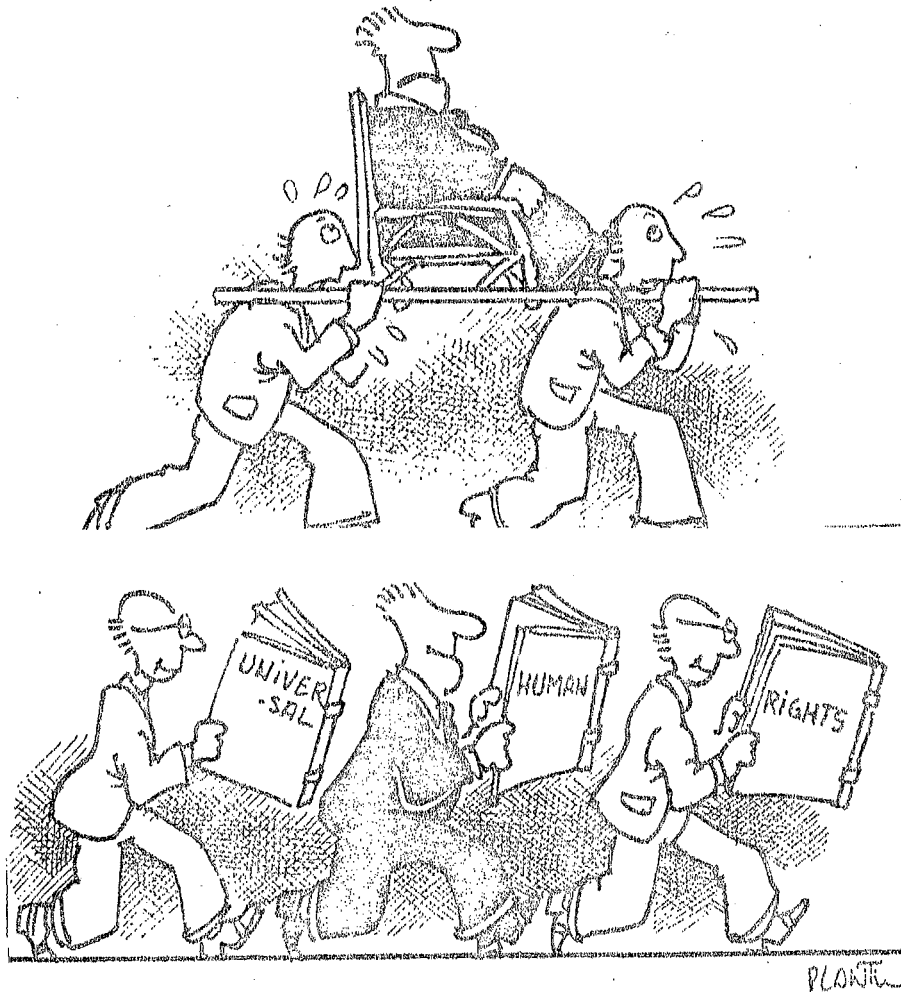
Article 1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

xxx

Article 2. All are equal before the law and are entitled without the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this declaration and against any incitement to such discrimination.

Human rights, thus, make every person equal in dignity with others.

The drawings of Plantu



First appeared in *Pauvres chéris*, Paris, Éditions du Centurion.

This drawings by Plantu, a French political cartoonist first appeared in *Pauvres, chéris*, Paris. It aptly captures the principle of equality of men in rights and dignity.

REMEMBER NOW

Human rights is the great equalizer

Our country, as a member of the united Nations also adheres to the policy of equality as expressed under Article II Section 2 of the 1987 Philippine Constitution. It also values the dignity of every human person and guarantees full respect for human rights (Article II Section 11, 1987 Phil. Constitution).



Under Article XIII Social Justice and Human Rights of the Phil. Constitution, Section 1 states that "the Congress shall give highest priority to the enactment of measures that protect and enhance the right of all people to human dignity, reduce social, economic and political inequalities and remove cultural inequities by equitably diffusing wealth and political power for the common good.

At present, Filipinos like other races in the world enjoy human rights. These rights can be classified in many ways. The most common classification is that according to the aspect of life to which these rights are applicable. Thus, human rights are categorized as civil rights, political rights, economic rights, social rights and cultural rights.

1. Civil rights. These rights are rights that enable individuals to have control of their freedom and life. They protect the individual from the abuses of power of the State through limitations against government and its branches. Civil rights are those rights which the law will enforce at the instance of private individuals for the purpose of securing to them the enjoyment of their means of happiness. Examples:

1. right against involuntary servitude
2. freedom from torture
3. rights of the accused
4. liberty of abode
5. freedom of speech, of expression or of the press
6. right to peaceful assembly
7. right against arbitrary arrest
8. right to information
9. right to privacy of communication

2. Political rights are those rights which enable us to participate in running the affairs of the government either directly or indirectly. Examples are the right to vote, right to information on matters of public concern and the right to initiative and referendum.

3. Economic and social rights are those which the law confers upon the people to enable them to achieve social and economic development, thereby ensuring them their well-being, happiness and financial security. Examples are the right to property, education and promotion of social justice.

4. Cultural rights are those rights that ensure the well-being of the individual and foster the preservation, enrichment and dynamic evolution of national culture based on the principle of unity in diversity in a climate of free artistic and intellectual expression.

Finally, so you and I will not forget, here's a popular definition of human rights.

Human rights is the supreme, inherent and inalienable rights that are due to man simply because of being man.

According to Jacques Maritain, the human person possesses rights because of the very fact that he is a person, a whole master of himself and of his acts, and which consequently is not merely as and but an end, which must be treated as such. He further said "... the human person has the right to be respected, is the subject of rights, possesses rights. These are things which is owed to man because of the very fact that he is a man.

Lastly, in our lesson today, let's not also forget this : A baby is born with inherent and inalienable rights as a human being. By virtue of the baby's frailty, it is the responsibility of adults, of the government and of the community to protect him/her from all threats to his/her life, dignity and self-development.

#### D. APPLICATION

Answer the items below by selecting the appropriate response. Use the abbreviations:

- SA - strongly agree
- A - Agree
- NS - Not sure
- DA - Disagree
- SDA - Strongly disagree

- \_\_\_\_\_ 1. A baby is not yet a full grown adult, hence he/she does not have all the rights.
- \_\_\_\_\_ 2. A person's entitlement to human rights depends on his/her socio-economic status in life.
- \_\_\_\_\_ 3. Human rights is the great equalizer in society.
- \_\_\_\_\_ 4. The community has a responsibility to promote and protect human rights.
- \_\_\_\_\_ 5. Parents should enjoy their rights more than their children do.
- \_\_\_\_\_ 6. Discriminating any person is a violation of his/her rights.
- \_\_\_\_\_ 7. All persons have human rights by virtue of being human.
- \_\_\_\_\_ 8. Our civil rights protect us from the abuses of government or the state.
- \_\_\_\_\_ 9. Our economic rights should ensure our well-being and dignified existence as a human being.
- \_\_\_\_\_ 10. The government should ensure every person's equality before the law.

|                       |   |
|-----------------------|---|
| <i>Title</i>          | NAME THAT GRAPH   |
| <i>Year Level</i>     | III   |
| <i>Concept Focus</i>  | Economic stability and social security are interdependent and interrelated        |
| <i>Subject Area</i>   | Mathematics III   |
| <i>Period Covered</i> | 1 session   |
| <i>Writer</i>         | Cleofe S. Velasquez-Ocampo<br>HRMO I, DECS  |
| <i>Edited by</i>      | Emoly A. Cortez<br>Schools Division Superintendent<br>DECS, Division of Bago City |

## I. OBJECTIVE:

1. Translate a graphical representation into statements that describe relationship. (DLC 4.2)
2. Analyze the importance of national economic growth to the social security of the citizens.

## II. MATERIALS

- graphs

## III. PROCEDURE

\* Before the teacher proceeds with the activity, she unlocks 2 important terms:  
Gross National Product and Social Security

### A. Activity

1. Divide the class into 4 groups.
2. Distribute a copy of one type of graph to each group.
3. Ask each group to analyze the graph for about 5 minutes.

### B. Analysis

Ask the groups the following questions:

What is the graph about?

What data are being shown in each graph?

(Expected answers: Graph 1 GNP and Budgets for Social Services  
Graph 2 GNP and Employment  
Graph 3 Employment and Crime Rate  
Graph 4 GNP and Buying Power)

What do these two sets of data show?

Expected answer:

1. Graph 1 shows that as the GNP increases the Budgets for social services also increases.
2. Graph 2 shows that as the GNP increases employment also increases
3. Graph 3 shows that as employment decreases crime rate increases.
4. Graph 4 shows that as the GNP increases buying power increases.
5. GNP and employment are indicators of economic state while budgets for social services, employment, crime rate and buying power are indicators of social security.

What relationship can you draw between economic stability and social security as revealed in the relationship statements evolved from each graph?

(Expected answer: Economic stability and social security are interdependent and interrelated.)

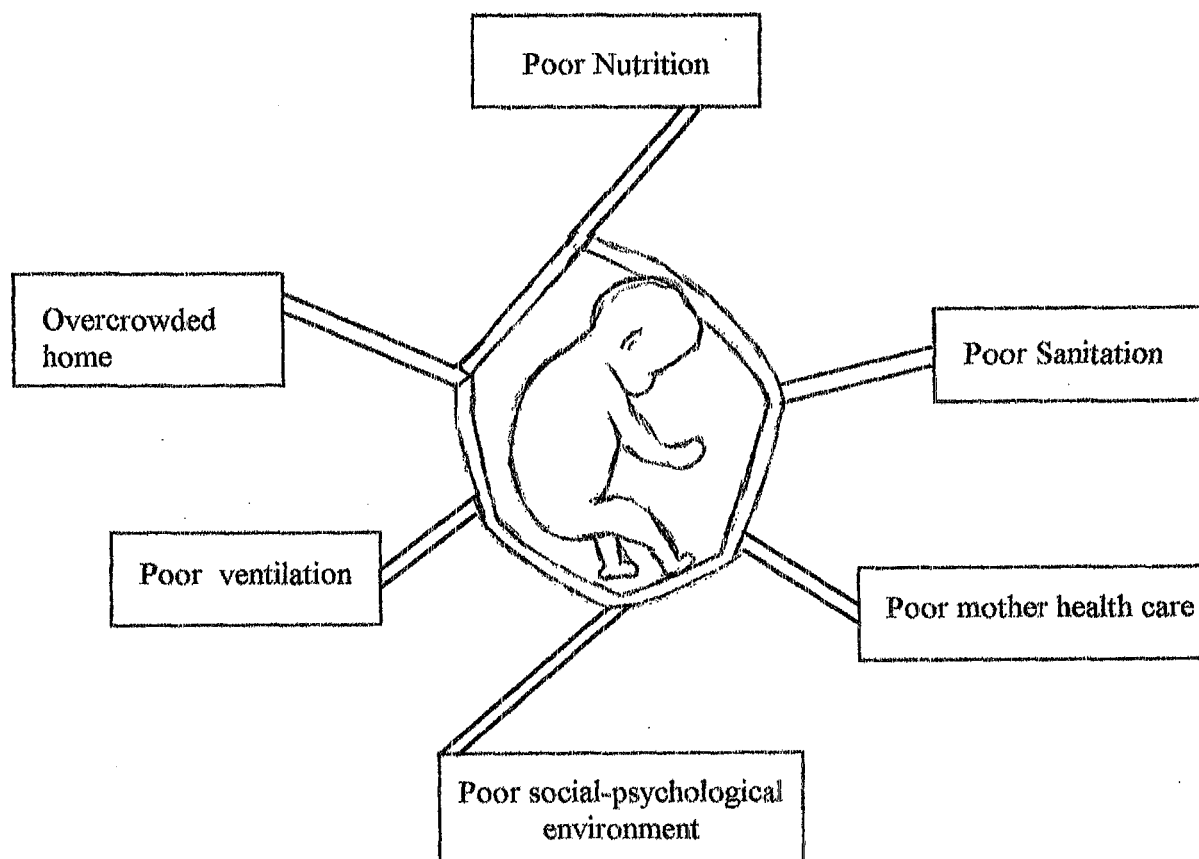
C. Abstraction:

1. Ask students what they learned from the answers/discussions
2. Teacher deepens discussion on the following:
  - How graphs are used to show relationships.
  - The human right concept of interdependence of economic stability and social security.

D. Application

1. Give a formative test on interpreting graphs.
2. Ask students to discuss relationship between economic stability and social security

**THREATS TO BEING WELL-BORN**



|                       |   |
|-----------------------|---|
| <i>Title</i>          | <b>WATER IS LIFE</b>  |
| <i>Year Level</i>     | III   |
| <i>Concept Focus</i>  | Everyone has a right to life and to a clean and healthy environment                 |
| <i>Subject Area</i>   | S & T III   |
| <i>Period Covered</i> | 1 Sesion  |
| <i>Writer</i>         | Cleofe S. Velasquez-Ocampo<br>HRMO I, DECS  |
| <i>Edited by</i>      | Emelyn A. Corteza<br>Schools Division Superintendent<br>DECS, Division of Bago City |

## I. **OBJECTIVES**

1. Identify the vital elements and compounds and point out their functions in living organisms. (DLC II 1.1.5) (Water as a vital compound.)  
How about the elements?
2. Discuss the importance of water to life.
3. Discuss human rights which are violated when clean water and water sources are not accessible/available to people.

## II. **MATERIALS**

- picture of pristine and polluted water sources
- news clipping on the outbreak of Hepa B (PDI, March 9, 1997)

## III. **PROCEDURE**

### Introduction

1. Post the pictures of both pristine and polluted water sources on the board.
2. Solicit reactions of the class to the pictures.

## A Activity

1. Divide class into 5 groups.
2. Give a copy of the clipping to each group.
3. Ask the students to discuss the news items in their group.

Guide questions for discussion:

- What happened?
- Who were involved?
- Why did it happen?

## B. Analysis

### Analysis 1

1. What is the news item about?
2. What was the cause of the disease?
3. (Expected answer: Contaminated or unclean water.)
4. What is water?
5. Why is water important?
6. What happens when the body loses water?
7. What happens when the body uses unclean water?

### Analysis 2

What happened after the Hepatitis B outbreak? What was the reaction of the students, parents and the public?

(Expected answer: Angry, blames the school and the government.)

Do they have the right to blame the school and the government? Why?

What rights are violated when people are deprived of access to clean and safe water?

(Expected answer: Right to life and right to a clean and healthy environment.) Add information on specific rights. (What article on the International Convention on the Rights of the Child?)

What would you suggest we should do to protect these rights?

## C. ABSTRACTION

Guide/help the class to make a generalization on the following concepts:

1. Water, its composition, its importance to the body and to all living creatures.
2. Human right to a clean and healthy environment.  
Human right to life.

3. Article 24: Right to health care. Sec. 2 of the International Convention on the Rights of the Child which states that:

"To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution."

4. How these rights can be protected?

#### D. APPLICATION

1. Identify sources of water contamination in the school and community and report to the class.
2. Ask students to write a short essay on the importance of water.



year Level

Fourth Year

|                       |   |
|-----------------------|---|
| <i>Title</i>          | <b>FOR THEIRS IS THE KINGDOM OF HEAVEN</b>  |
| <i>Year Level</i>     | 4th Year  |
| <i>Concept</i>        | Children have the right to special protection against abuse and exploitation.       |
| <i>Subject Area</i>   | English   |
| <i>No. of Minutes</i> | 60 minutes  |
| <i>Writer</i>         | Emolyn A. Corteza<br>Schools Division Superintendent<br>DECS, Division of Bago City |

## **I. OBJECTIVES**

1. Explain how and why people develop particular attitudes under certain conditions (DLC, Literature, B.4.1)
2. Recognize that children have the right to special protection against abuse and exploitation
3. Identify what their rights are under RA 7610 and 7658
4. Be vigilant about their rights to this special protection
5. Exercise their right to special protection against abuse and exploitation.

## **II. MATERIALS**

- Instructions for the game "BLIND TRUST"
- Copies of the articles "The Sugarcane Children of Negros"
- Copy of the song "A Little Love"
- Provisions of Republic Act 7658, Amending Section 12, Art. III of RA 7610

## **III. PROCEDURE**

Priming Activity:

Instruction: The game "BLIND TRUST" (see attached for instructions)

1. What did you notice about the "blind" and the "guides"? (Ask the observer)
2. How did the "blind" feel as they were being led around? (Ask the "blind")  
(Helpless/anxious/afraid/apprehensive/forced to trust the one leading)
3. How did the "guides" feel as they were leading the blind? (Ask the "guides")  
(I have someone to protect and this is a responsibility/Aside from my own self, I have another one to take care of)
4. In our society, who are considered to be those needing greater support and guidance because they are not yet able to feed for themselves responsibly enough? (Children).
5. Who are supposed to give this support and guidance? (Their parents, teachers, government)

Today, we will look at the life of some special group of children those whom we call children in labor..

#### ACTIVITY:

Teacher gives out copies of the article:

#### **"The Sugarcane Children of Negros"**

#### ANALYSIS:

Overhead Question: How do you feel about the story you have just heard? (Gather 3-5 responses)

#### Analysis Questions:

1. Do you know of other children in the same situation where they sacrifice schooling totally or partially and become bread earners for their families? Ask about 2 or 3 to share their stories of children in the same situations.)
2. Why have these children become what they are? (Because they need to earn money for the family.)
3. Why did they feel this way? Why do they believe they should sacrifice themselves? (Because to them, the family - their parents, younger brothers and sisters are more important than their own selves.)
4. How did this feeling come about?  
(Because of                - the poverty they were born in  
                                     - the same way of life they see about them  
they came to the conclusion that one has to make sacrifices for the family.)

5. Do you agree with how and what these children feel and believe? Why? Why not?
6. What is the ideal state for children to be in?  
(Being cared for, fed adequately, sent to school, have enough time to rest and play)
7. In cases where the family is in need of our help to earn money, do we have an obligation to do so? Why do you think so?
8. In the future, you too, will become parents. What will you do to prevent your children from finding themselves in the same situation these children in the stories are in?  
(- Practice responsible parenthood - have only a number of children you can afford to feed, nourish, care for and school.  
- Have the children work only as a last resort.  
- Working children must also be given time to rest and to play.  
- Parents should not make their children assume their roles. Some parents no longer work because it is the children who are made to work instead.)
9. What do you say as to the wages being paid these children?
10. What is your reaction to their employers?
11. Are their parents and employers of these children being fair to them? (No.)
12. Are there ways by which these children are protected? (Laws, Drives like Bantay-Bata, Child Welfare Institutions)
13. What are you supposed to do when you are taken advantage of? or when other children are taken advantage of?

#### ABSTRACTION

1. The teacher tells the students that there are indeed laws that protect the welfare of children. She discusses RA 7658.
2. Teacher then asks the students what their learnings are from the lesson. Their answers may be:
  - That children's welfare is protected by law.
  - That we have the obligation to help the family where our help is needed, but we also have the right to be protected from abuse and exploitation.
  - That we should be watchful of these rights and report those who abuse or exploit us.
  - That people develop certain attitudes because of the conditions they are in. (DLC objectives)

## BLIND TRUST

### Instruction:

1. Teacher asks for 10 volunteers.
2. Each of the chosen 10 chooses a pair from among themselves.
3. One of the pair acts the role of the "BLIND" and the other the "GUIDE."
4. The rest of the class are the OBSERVERS. Observers are to keep absolute silence. They are to closely observe the actions/reactions of both the "BLIND" and the "GUIDE."
5. A space in the classroom is cleared.
6. The "Blind" is blindfolded with handkerchief or bandana prepared beforehand by the teacher.
7. The BLIND and the GUIDE are to take a journey and move in accordance with what the teacher reads from the script.

### SCRIPT:

Today, you are going to the next town to accompany your BLIND FRIENDS who will enroll in a Braille class being offered there.

You now begin your trip. (Remember instruction no. 7)

- You are going down the stairs of the house to the sidewalk where you'll take a tricycle to the bus terminal.
- You are now entering the tricycle.
- You have now reached the bus terminal and you're getting down the tricycle.
- You extend your hand to your blind friend to help her out. Her hands slips your grasp and she falls down to the sidewalk.
- You help her up and you now get up the waiting bus.
- You find a seat for your blind friend.
- You now reach the town and you get off the bus.
- You walk and walk and finally you reach the school.

**This is where the simulation ends.**

CLINCHER: To cap the session let us sing the song, "A LITTLE LOVE"

### A LITTLE LOVE

A little love that slowly grows and grows,  
not one that comes and goes,  
that's all I ask of you.

A sunny day to look up to the sky,  
a hand to help me by,  
that's all I ask of you.

Don't let me down, oh show me that you care  
Remember when you give  
You also get a share.

Don't let me down, I have no time to wait.  
tomorrow may not come,  
by then will be too late.

### APPLICATION

1. Teacher gives a formative test on how people develop certain attitudes because of the conditions they are in. (DLC, English, objectives)
2. Students are asked to list down in their reflection notebooks ways by which they can protect or correct their being abused and exploited.
3. Teacher assign the students to write a letter to the Sangguniang Bayan, copies furnished the Mayor and the Committee on Children's Welfare, signed by all members of the class, asking for the enactment of some local ordinances for the protection of children from abuse and exploitation.

## THE SUGARCANE CHILDREN OF NEGROS

It is blistering now. The dust flies off the lumps of dry sod at the slightest stirring of the late February breeze. Summer has come early to the sugarcane fields of Negros. It is harvest time once again.

Matt Limco, investigative reporter for the Philippine Daily Arbiter shades her eyes to look up the skies. The sun is at its zenith. It is time for the laborers to stop work and avail of their one hour midday break.

Soon enough, at the sound of the whistle from the "kapatás" or foreman, the laborers stand up and slowly walk to the nearby shade. About six children of elementary school age are among the fifteen laborers who emerge from the fields.

Matt Limco introduced herself and is invited to eat her lunch with them. She does so and she shares with the group what she has brought with her. They laugh embarrassedly at their own meager lunch - boiled rice mixed with corn and a piece or two of dried fish. Most of the children have boiled bananas and "toyo" or fish sauce. Matt notices the selfless sharing among the laborers not only of their scanty food but also of their problems and some hopes.

After lunch, Matt asks to talk to the children. The adults take a nap under the shady trees.

After the talk, Matt sadly bids the children goodbye. She wends her way home, bringing with her some painful information and realizations about them:

1. The children live in abject poverty - in one-room shanties provided by the hacienda owner.
2. The average number of living children in the family is 5. There would have been more but infant mortality runs high.
3. Their parents work in the fields too but when the children are able to, some parents take a break from time to time. Three of the children have fathers who drink a lot and one has a mother who gambles often.
4. The children have been pulled out of school because they need to work so the family income can be supplemented.
5. They put in a long way ten hour a day, from six o'clock in the morning to five o'clock in the afternoon, with a one-hour lunch break.
6. The children plant sugarcane stalks or weed the plants, fertilize, harvest the cane and/or load them in trucks for transport to the sugar centrals - all these under either a hot sun, a drizzle or downpour of rain.
7. They are paid only half of what adults receive per day and the adults in actuality do not even get the law-mandated wages.

8. Their earnings go to paying their parents' debts to the hacienda owner who supplies them with rice, sugar, salt, tinned goods, on credit during the non-working season.
9. They believe it is their obligation to sacrifice even their own schooling for the sake of the family.
10. After a ten-hour day in the fields, they are still expected to work at home like fetching water from the barrio water pump or river, cutting firewood, tending to the family baby, cooking meals or washing dishes.
11. They are constantly physically exhausted that even during times when they could, they have no more energy nor desire to play.
12. They also have dreams, and without exception this includes graduating at least from the elementary. They also hope to own a tricycle (driving one is much lighter work than loading sugarcane) someday or a small sari-sari store. They are not, however, hopeful about their dreams coming true.
13. They really do not know if the government can do anything for them. They believe the AMO (or master, referring to the hacienda owner) can, if the sugar industry returns to its former glory and the farms once again, are earning more.
14. They leave everything to God, believing they cannot change their destiny. To them, it is toiling on the soil and that their own children will hardly escape this same destiny.

Matt Limco suddenly sees in her mind's eye how the sugarcane children look - thin, some coughing, gaunt, lifeless. She remembers, with a shiver, that once when she looked into their eyes, she saw nothing but a deep, desolate abyss of unquestioning resignation.

Matt Limco feels a sudden rage - at parents, at employers, at the government. For she remembers the Lord saying of children,

"Theirs is the Kingdom of Heaven."



|                       |   |
|-----------------------|---|
| <i>Title</i>          | <b>ONE HEART, ONE WORLD</b>   |
| <i>Year Level</i>     | 4th Year  |
| <i>Concept</i>        | Unity and understanding among peoples and nations are prerequisites to national and world peace and progress. |
| <i>Subject Area</i>   | Values Education  |
| <i>No. of Minutes</i> | 40 minutes  |
| <i>Writer</i>         | Emolyn A. Cortez<br>Schools Division Superintendent<br>DECS, Division of Bago City                            |

## **I. OBJECTIVES**

1. Examine the hindrances to the unity and understanding among nations in terms of their effects on world peace and progress; (DLC, Values Education, 1.1.3).
2. Analyze tragic effects of conflicts among nations on their own progress and development.
3. Identify the values whose absence in the nation's psyche would result to misunderstanding and conflicts.
4. Recognize and accept the importance of respect for the rights of individuals and nations in the achievement of national and world understanding and unity.
5. Commit themselves to peace and unity enhancing acts at home, in the school and in the community.

## **II. MATERIALS NEEDED**

1. Copy of the song: "It's A Small World"
2. Reports on:
  - a. World War I
  - b. World War II
  - c. Iraq-Kuwait/Saudi Arabia Conflict
  - d. Israel-Palestine Conflict

### III. PROCEDURE

Introduction: The class is invited to sing, "It's A Small World"

#### IT'S A SMALL WORLD

It's a world of laughter, a world of tears,  
It's a world of hope and a world of fears.  
There's so much we can share, that it's time we're aware  
It's a small world after all.

#### CHORUS

It's a small world after all  
It's a small world after all  
It's a small world after all  
It's a small, small world.

There is just one moon and a golden sun  
And a smile means friendship to everyone.  
Though the mountains divide and the oceans are wide  
It's a small world after all.

#### CHORUS

How do you find the song? Do you believe in this line, "There is but one moon and a golden sun and a smile means friendship to everyone."

Does the same moon and sun shine on Filipinos, as well as on the Chinese, the Americans or the Russians? Would a smile in the Philippines also mean friendship in France or in Japan? (Gather some 3 to 5 responses).

And yet, despite the universality of many things, the thousand and one things that are common to people of different nations and of different languages or creeds, we see and know of many misunderstandings among nations.

In today's lesson let us have a review of them and let us discover the factors that have led to misunderstandings and disunity among the nations of the world.

First we will hear reports on the following which will be delivered by assigned members of the class.

1. The 1st World War
2. The 2nd World War
3. The IRAQ-KUWAIT/SAUDI ARABIA Conflict
4. The ISRAEL-PALESTINE Conflict

## 5. The Mindanao Conflict

Note: Teacher assigns these topics to selected reporters a week before the lesson is to be taken up.

Teacher then writes the following instructions on the board:

While listening to the reports being delivered, teacher takes down notes on:

1. the causes of the conflicts
2. the effects on the nations involved as to:
  - the life of the people
  - the nation's development and progress

### ANALYSIS:

After every report, the teacher conducts an interactive discussion focusing on the causes of the conflicts and their effects. She publishes these using the following format:

| CONFLICT                        | CAUSES | EFFECT |
|---------------------------------|--------|--------|
| 1. World War I                  |        |        |
| 2. World War II                 |        |        |
| 3. IRAQ-Kuwait/<br>Saudi Arabia |        |        |
| 4. Israel-Palestine             |        |        |
| 5. Mindanao                     |        |        |

## ABSTRACTION:

1. From what you have heard from the reports as reflected on the published data here on the board, what do you see as the values that have been remiss in the hearts and minds of those people and nations who provoked the conflicts?

Expected answers:

- Tolerance (as in the case of the religious issue between Israel and Palestine, England and Ireland).
- Rights of others to life and dignity (as in the case of Germany's Hitler towards the Jews)
- Right of self-determination (as in the case of Japan during the 2nd World War when it wanted to colonize the Philippines to establish its supremacy in the East) thus depriving other nations of their own liberty and self-government.
- Benevolence as opposite to greed ( in the case of Iraq vs. Kuwait and Saudi Arabia because the former coveted the oil deposits of the last two states)
- Peaceful co-existence (as in the case of the Christians and Muslims of Mindanao).

2. If these values have been practiced by the said nations and/or groups , what would have happened in place of those harrowing conflicts?

(Expected answer: UNITY and UNDERSTANDING )

3. If unity and understanding prevail among nations, what would result, do you think?

(Expected answer: PEACE and PROGRESS)

4. Now, who can state the relationship between unity and understanding among nations and peace and progress?

Expected answer:

|   |
|---|
| <p>UNITY AND UNDERSTANDING AMONG NATIONS ARE<br/>PREREQUISITES TO WORLD PEACE AND PROGRESS.</p> |
|---|

Teacher publishes the above in bold letters on the board and have the class repeat it in unison, three times.

## CLINCHER

One beautiful saying I saw on a billboard goes this way: **"Let there be peace in the world and let it begin with ME."**

## APPLICATION:

To make the lesson we learned today a personal thing for us, let us commit ourselves to acts that enhance peace and understanding between us and others.

1. Write in your notebook your personal commitment to this. Start by saying,

"From this day forward, as a commitment to peace and understanding with others, I will:

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
  - etc.
2.
  - a. Initiate a reconcilliation with someone you have not been talking to warmly during these past days/weeks/month/year.
  - b. Start a new friendship especially with some friendless or unpopular persons

Note: If the lesson is not finished before the end of the period, it is suggested that the analysis and abstraction will be left for the next day.

|                       |  |
|-----------------------|--|
| <i>Title</i>          | THIS WORLD IS YOURS, MINE AND OURS   |
| <i>Year/Level</i>     | 4th Year   |
| <i>Concept</i>        | Every citizen has the social responsibility of contributing to the improvement of his world. |
| <i>Subject Area</i>   | English  |
| <i>No. of Minutes</i> | 60 minutes   |
| <i>Writer</i>         | Emelyn A. Cordeza<br>Schools Division Superintendent<br>DECS, Division of Bago City          |

## I. OBJECTIVES

1. React to information obtained from various sources: mass media, talks, panel discussions, debates when discussing global issues (DLC, B.21.2)
2. Identify social responsibility issues confronting the world today
3. Manifest acts of social responsibility at home, in school and in the community.

## II. MATERIALS

1. Bulletin board display of pictures, posters, articles, news items depicting some social issues confronting the nation and the world
2. Taped speeches/announcements on certain social issues
3. Cassette recorder

## III. PROCEDURE

Introduction: The song, "Home on the Range"

Oh, give me a home where the buffaloes roam  
Where the deer and the antelope play  
Where seldom is heard a discouraging word  
And the sky is not cloudy all day.

Home, home on the range  
Where the deer and the antelope play,  
Where seldom is heard, a discouraging word  
And the sky is not cloudy all day.

- What message does the song bring to you? What picture does it paint (Gather about 3 responses)

Expected answers: A peaceful, beautiful world

A harmonious, kind world

A clean, unspoiled environment

- How would you compare this kind of world conveyed by the song, to that we have at present?
- Do you think, there is no way for our world now to return to the sylvan peace and beauty of that world of long ago? Why? Why not?

In this session, let us explore the whys and wherefores of what we fear about our world today.

#### ACTIVITY:

1. Let us look at our bulletin board (Teacher unveils the class bulletin board display prepared beforehand). It contains pictures and newspapers items and articles on:
  - a. burgeoning world population
  - b. global warming
  - c. environmental destruction
  - d. alarming advances in computer technology (threatened privacy and human rights because of the Internet)
  - e. the power of media to build, destroy and influence our lives
  - f. health issues, e.g. AIDS, Drug Addiction, cancer and heart diseases
  - g. materialism
  - h. poverty

(Allow 5 minutes of viewing)

2. Listen to taped announcements or speeches on the issues mentioned in no. 1 (Teacher prepares them beforehand).

## ANALYSIS:

1. What do you see as threats to the survival and/or betterment of our world today, from what you observed in our bulletin board displays and listened to on those taped speeches and announcements? (Expected answers: burgeoning world population, global warming, environmental destruction, alarming advances in computer technology, the power of media for both evil and good, health issues, materialism).

Teacher publishes these in one column which she will label later on as WHAT IS.

2. How would you want our world to be, instead? Instead of giving an oral reply, come to the board and draw here in this designated place a feature of this ideal world. (The students come to the board to draw their answers. The end product is a picture of this ideal world.) To facilitate students' responses, maybe the teacher could start the whole process by putting in first her idea of a certain feature that should characterize a "dream world." Teacher will later label this as WHAT SHOULD BE.
3. Let us reflect for a moment on this our world now and the dream world we want to have (teacher plays evocative instrumental music as she tells the class to keep silent for a minute and reflect on these two worlds.)

Do you still see some hopes for our present world to become the world we want it to be? How? Let us take this factor by factor:

- For a burgeoning world population, what can we do as citizens of this world? (Expected answers: Responsible parenthood - having only children one can feed, school and rear adequately and well)
- As to global warming and environmental destruction, what can we do? (Students enumerate environmental conservation practices they should carry out)
- As to the use of computer technology, how can we prevent its becoming a monster? (Expected answer: Responsible use of the computer; not using it to invade other people's privacy, or to gamble, or for other illegal and immoral ways like robbing banks or engaging in pornography.)
- As to media, how should it be used? (Expected answer: For responsible reporting and transmitting of information, presentation of issues and provision of wholesome entertainment. Students can contribute to this through responsible and discriminating viewership). Teacher asks in what specific ways can this be done.
- As to poverty, what can be done about this, the fact that there are too rich nations where there are too many very poor ones? What should be the role of these rich nations in this kind of world situation? (Expected answer: The rich nations have



the duty and responsibility to extend help in the development of the poor nations by sharing their resources and their expertise.) Students are made to cite examples of how the rich nations of the world help the third world countries.

- Materialism has also brought about many of the world's ills. It has resulted to greed which has made other nations desire to colonize and subjugate the weaker ones in order to increase their power and resources or wealth. How can this be remedied? (Through a return to spirituality; values orientation movements especially in education.)

The world is also anxious over the explosion of AIDS, the attraction of the young to prohibited drugs, the rise in cancer and heart diseases. What steps can be taken toward these? (Stepped up and unrelenting researches on the control of these diseases and tighter controls on the drug traffic; attractive youth programs to defuse the attraction of drugs.)

The teacher's blackboard would look this way:

| WHAT SHOULD BE           | WHAT IS   | RESPONSES   |
|--------------------------|---|---|
| (Drawing of dream world) | (Social issues)<br>- Burgeoning world population<br>- Global warming & environmental destruction<br>- Indiscriminate use of computer technology<br>- Power of media<br>- Poverty<br>- Materialism<br>- Health concerns such as AIDS CANCER, DRUGS | - Responsible parenthood<br>- Environmental conservation, beautification, sanitation<br>- Restrictions on illegal & immoral use of computers<br>- Media watch to monitor media sufferings<br>- Shared wealth program<br>- Return to spirituality movements and programs<br>- Intensified research (in case of disease) and stringent control (in case of drugs) |

From our data here on the board, we see possible responses to these problems confronting our societies. When there is a problem that needs some solution, or a task that needs doing, and someone or some people do it, how would you describe the persons? (RESPONSIBLE.)

#### ABSTRACTION:

When we, as persons and citizens, do something to prevent the occurrence of or contribute to the solution of problems and concerns occurring in our society, whether at home, in school, in the community, in the country or in the world, then we manifest what we call SOCIAL RESPONSIBILITY. Social responsibility is a sense of obligation to do something to alleviate certain recognized and experienced social ills. What happens to our society will also affect our personal lives, therefore we have a duty to make our society or community a pleasurable, safe and secure place to live in.

Can you cite some of the insights you have gained, learnings you have gathered from this exploration of our world?

(Some expected answers maybe:

- Every citizen has a social responsibility to make his community a better place to live in.
- Problems, no matter how grave, find their solutions in what people will do to eliminate or at least minimize them.
- The greater we have a sense of ownership of the community we live in, the greater is our desire to respond to its concerns.)

CLINCHER: To end, may I share with you this thought provoking little story:

On the street I saw a naked child, hungry and shivering in the cold. I became angry and said to God, "Why do you allow this? Why don't you do something?"

God looked at me and replied, "I certainly did something. I made you."

Only then I learned why God made me.

It was so I can do something for others.  
(Song of the Bird, de Mello, 1982)

## APPLICATIONS

1. Identify some social problems in your community.
  - Choose one to which you can contribute your time, effort and talent to its solution.
  - Share this with the class during your homeroom period and submit a written report to your English teacher about this.
2. Keep a record of the times you manifest social responsibility at home, in the school or in the community. Do this in your reflection notebook
3. Write a letter to the editor of the paper where you read about something you want to react or to feel you have to react to. Provide your English teacher a copy of this.

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