

Year Level: First Year
Subject: English
Lesson Title: Public Official: Life and Conduct Beyond Suspicion
Time frame: 5 – 6 sessions

Core Messages: Public officials are responsible for observing norms of behaviour and duties as mandated by law
 Violation of public trust will result in criminal, administrative and civil liabilities of public officials

STAGE 1- DESIRED RESULTS	
ESTABLISHED GOAL	
The students demonstrate understanding of the moral and civil duties, responsibilities and liabilities of a public official.	
ESSENTIAL UNDERSTANDING	ESSENTIAL QUESTION
Public officials are responsible for observing norms of behaviour and duties as mandated by law. Violation of public trust will result in criminal, administrative and civil liabilities of public officials	Why should public officials observe norms of behaviour and duties as mandated by law?
LEARNERS WILL KNOW	LEARNERS WILL BE ABLE TO
<ol style="list-style-type: none"> 1. Republic Act No. 6713 otherwise known as Code of Conduct and Ethical Standards for Public Officials and employees 2. Republic Act No. 3019 otherwise known as Anti-Graft and Corrupt Practices Act 	<ol style="list-style-type: none"> 1. Arrange word phrases to form sentence 2. Interpret concept map 3. Do a K-W-L chart 4. Prepare an interview with a barangay captain 5. Conduct an interview with a barangay captain
STAGE II ASSESSMENT EVIDENCE	
PRODUCT OR PERFORMANCE TASK	EVIDENCE AT THE LEVEL OF PERFORMANCE:
The students will do the self-evaluation based on the activities related to the topic on Public Official’s Accountability	<p>The learners will evaluate themselves based on the activities related to the topic on Public Official’s Accountability following these criteria:</p> <ul style="list-style-type: none"> • Result of Self-rating • Detailed explanation • Significance of suggestion

STAGE 3: LEARNING ACTIVITIES

A. EXPLORE

1. Show pictures of public officials, former presidents, CJ, etc
2. Ask students questions re: photos (what do you know about them?, etc)
3. Two teams of six students each will be asked to go in front of the class. Each team will be given strips of paper with phrases or words. The goal is to arrange these paper strips to form a sentence. When done, a member will be assigned to write the whole sentence on the board.

Public officer and employees

must,

at all times,

be accountable to the people,

serve the people,

serve them with utmost responsibility,

act with patriotism and justice

and lead modest lives.

integrity, loyalty and

4. The teacher asks the students about skills and strategies they used to form the sentence. Teacher gives a few pointers in forming sentences (focus on noun/pronoun agreement).
5. Teacher underlines the key words in the sentence and asks the following questions to reinforce comprehension of the statement:
 - a. "Let's look at the subject and the predicate to find the main idea the sentence is trying to express:
 - b. *What is the sentence about?*
 - c. *Who needs to be accountable? What does it mean to be accountable?*
 - d. *How should public officials and employees serve the people?"*
 - e. Teacher focuses on one abstract word. She engages the whole class to brainstorm using the following concept map to be written on the board:

RESPONSIBILITY

A Barangay Captain is responsible when he/she performs his functions such as...

PUBLIC OFFICIAL

Think about our barangay captain as a government and public official

6. Each group will get an abstract word and a rectangular paper. Members of the group will be tasked to think about the word and write down concrete actions of a barangay captain to illustrate its meaning. Teacher will go

around and look at their work to show ways to work out correct noun/pronoun/verb agreement.

7. Teacher divides class into six groups to continue brainstorming in their small groups.
8. Ask the class to post their work on the board or on a big manila paper with the concept map.
9. Teacher will introduce the topic of public officer's accountability. The term accountability is clarified to the class in relation to fulfillment of duties, and a certain code of conduct or behavior expected of any leader.
10. Teacher asks each student to do the following KWL chart in his or her notebook. Each student is tasked to do the K and W columns in their notebooks.

K What do I know about laws on duties and responsibilities of a barangay captain	W What do I want to know about existing laws and rules of conduct for government officials?	L What did I learn from this lesson?

11. Then the teacher tries to summarize students' queries and interests on a big chart written on Manila paper.
12. Students are asked to share their work to the class for categories K and W.

B. FIRM-UP

13. Instruct the students to do the following as a preparation for an interview with a barangay official:
 - a. **Preparing the class for inquiry.** Teacher asks students to bring out questions for upcoming interview with *barangay* officials. Teacher shows the KWL chart to emphasize how today's activity leads to the fulfillment of goals and actions decided by the class in Activity 2.
 - b. **Tuning in.** Pair work: Teacher asks students to work in pairs in order to check each others' interview questions for correct noun-verb agreement and other grammar rules. Teacher needs to go around and look at students' works and decide on potential questions to be part of the next step.
 - c. **Sorting out.** Teacher asks 12 students to write 1 or 2 of their partner's questions and show how they edited their peer's work. Teacher summarizes the editions made by the class. She writes the summary on the board then calls on some students to read these aloud.
 - d. **Focusing the inquiry.** Class will be asked to review the KWL chart they made in relation to the interview questions written on the board. Teacher encourages students to engage in deciding whether questions will lead to the W portion of the

chart. Teachers may group questions pertaining to duties and responsibilities, norms of behavior and consequences of violations.

e. Tasking to prepare for investigating activity for the next day.

- Teacher asks for volunteers who will be responsible for raising the questions to 2 barangay officials the following day. These students will be divided into two groups and may be allowed to practice asking the questions outdoors. (Teacher may decide that one group may do their interview in English, one can be done in Filipino).
- The students remaining inside will be assigned to document answers to each question. Each question will be written on a bond paper, one set in Filipino and one set in English. When done, remaining time can be used to do an English or Filipino seatwork about writing questions and statements vis-à-vis noun-verb agreement from their textbook.

f. Wrapping up. Should there be time left, students assigned to interview will do their final practice in front of the class.

14. Rules regarding interviewing resource persons (2 *barangay* officials) in class will be reviewed.
15. Teacher reminds students regarding proper behavior. If two *barangay* officials are present, the class may be divided into two groups. One group may be asked to do the interview outdoors. Interviews will be done simultaneously.
16. Once resource persons arrive, either the students assigned or the teacher will introduce them properly.
17. Interview sessions will take place, after which proper recognition and appreciation will be given to the officials.

C. DEEPEN

18. Preparing for inquiry. Teacher shows concept map finished as part of Activity 1.

- *“The above shows an ideal barangay captain. Such is actually mandated by law. Barangay officials like other government officials are expected to perform their duties and behave accordingly because our laws state so.”*

19. Tuning in and Focusing Inquiry (Group Reading). Teacher provides a brief background of the text stating that it was culled from Republic Act 6713 Section 4, which is The Code of Conduct and Ethical Standards for Public Officials and Employees. The goal for the activity is to find out whether our interpretations of an ideal public official match what is stated in our laws, as embodied in this Code of Conduct.

- Class will be divided into 8 groups. Each group will be assigned a portion of the text to read silently together. After which, the group will decide whether that part stated in the code of conduct matches certain aspects of the concept map. The group writes this on the text beside their group number. Then groups exchange text sheets. This will go on for about 10-15 minutes. The last group posts the text in that part of the concept map.

20. Sorting out. Teacher engages whole class in discussion and deliberation. The following questions may be raised:

- a. What do you think of this portion of the concept map? Do you agree with the other group’s work? Why do you think so? What similarities can you see?*
- b. Where else on the concept map can we attach or match the description of this group? Why do you think so?*
- c. Which group was not able to match anything on the concept map? Why not? If we were to place this on the map, what other words can we use? Do we all agree with the use of this word?*

21. Summarizing. Each student (can also be done in groups, with reporting) will complete the following sentences in their notebooks:

- *The Code of Conduct and Ethical Standards means that...*

- *I learned that public officials...*
- *I feel that public officials are...*
- *I think public officials should...*

D. TRANSFER

22. Teacher posts on the board the documented portions (pictures, videos, text of Q&A) of the interviews done in Activity 4. Teacher explains that the goal of the day is to find out whether the government officials' responses to questions pertaining to their conduct and behavior of an official matches what is stated by the law in Republic Act 6713 Section 4.
23. **Small Group Activity.** Class will be divided into 4 groups to discuss and deliberate based on the following questions:
- Which portions of the interview about conduct and behavior described by barangay official matches the Code of Conduct in RA 6713?*
 - Are there areas that the barangay official failed to mention? What are these areas?*
 - Can you safely conclude that the barangay official knows the laws on their Code of Conduct? Yes or No? Justify your answers.(modify question)*
24. **Whole Group Sharing.** Each group will share their answers to the questions and their justifications.
25. **Synthesis.** Teacher synthesizes the interpretations or analysis of the groups. She tries to point out which aspects of the KWL chart have been accomplished; which questions were answered. Teacher engages class in deciding the next step in the L part of the chart. Goals for the following week are set.

SELF-EVALUATION SHEET

Read and reflect on the statements.

Rate yourself accordingly:

- 1 **Not much**
- 2 **Just right**
- 3 **Very much**

Then explain your ratings on the space provided.

	Rating	Explanation
1. I understand clearly what public accountability means.		
2. I know the Code of Conduct and Ethical Standards		
3. I know what to expect of our public officials.		
4. I feel that most of our barangay officials are responsible public officials.		
5. I understood most of the lessons tackled for this week.		
6. I actively participated in most of the group activities.		
7. Our teacher was able to prepare for this week's lessons.		
8. I find the topic on public office interesting.		
9. My group mates were able to contribute well during group activities.		

What would you want to find out next week? Any suggestions?

APPENDIX

REPUBLIC ACT No. 6713

CODE OF CONDUCT AND ETHICAL STANDARDS FOR PUBLIC OFFICIALS AND EMPLOYEES

Section 4. Norms of Conduct of Public Officials and Employees. - (A) Every public official and employee shall observe the following as standards of personal conduct in the discharge and execution of official duties:

(a) Commitment to public interest. - Public officials and employees shall always uphold the public interest over and above personal interest. All government resources and powers of their respective offices must be employed and used efficiently, effectively, honestly and economically, particularly to avoid wastage in public funds and revenues.

(b) Professionalism. - Public officials and employees shall perform and discharge their duties with the highest degree of excellence, professionalism, intelligence and skill. They shall enter public service with utmost devotion and dedication to duty. They shall endeavor to discourage wrong perceptions of their roles as dispensers or peddlers of undue patronage.

(c) Justness and sincerity. - Public officials and employees shall remain true to the people at all times. They must act with justness and sincerity and shall not discriminate against anyone, especially the poor and the underprivileged. They shall at all times respect the rights of others, and shall refrain from doing acts contrary to law, good morals, good customs, public policy, public order, public safety and public interest. They shall not dispense or extend undue favors on account of their office to their relatives whether by consanguinity or affinity except with respect to appointments of such relatives to positions considered strictly confidential or as members of their personal staff whose terms are coterminous with theirs.

(d) Political neutrality. - Public officials and employees shall provide service to everyone without unfair discrimination and regardless of party affiliation or preference.

(e) Responsiveness to the public. - Public officials and employees shall extend prompt, courteous, and adequate service to the public. Unless otherwise provided by law or when required by the public interest, public officials and employees shall provide information of their policies and procedures in clear and understandable language, ensure openness of information, public consultations and hearings whenever appropriate, encourage suggestions, simplify and systematize policy, rules and procedures, avoid red tape and develop an understanding and appreciation of the socio-economic conditions prevailing in the country, especially in the depressed rural and urban areas.

(f) Nationalism and patriotism. - Public officials and employees shall at all times be loyal to the Republic and to the Filipino people, promote the use of locally produced goods, resources and technology and encourage appreciation and pride of country and people. They shall endeavor to maintain and defend Philippine sovereignty against foreign intrusion.

(g) Commitment to democracy. - Public officials and employees shall commit themselves to the democratic way of life and values, maintain the principle of public accountability, and manifest by deeds the supremacy of civilian authority over the military. They shall at all times uphold the Constitution and put loyalty to country above loyalty to persons or party.

(h) Simple living. - Public officials and employees and their families shall lead modest lives appropriate to their positions and income. They shall not indulge in extravagant or ostentatious display of wealth in any form.

(B) The Civil Service Commission shall adopt positive measures to promote (1) observance of these standards including the dissemination of information programs and workshops authorizing merit increases beyond regular progression steps, to a limited number of employees recognized by their

office colleagues to be outstanding in their observance of ethical standards; and (2) continuing research and experimentation on measures which provide positive motivation to public officials and employees in raising the general level of observance of these standards.

Section 5. *Duties of Public Officials and Employees* - In the performance of their duties, all public officials and employees are under obligation to:*lawphi1.net*

(a) Act promptly on letters and requests. - All public officials and employees shall, within fifteen (15) working days from receipt thereof, respond to letters, telegrams or other means of communications sent by the public. The reply must contain the action taken on the request.

(b) Submit annual performance reports. - All heads or other responsible officers of offices and agencies of the government and of government-owned or controlled corporations shall, within forty-five (45) working days from the end of the year, render a performance report of the agency or office or corporation concerned. Such report shall be open and available to the public within regular office hours.

(c) Process documents and papers expeditiously. - All official papers and documents must be processed and completed within a reasonable time from the preparation thereof and must contain, as far as practicable, not more than three (3) signatories therein. In the absence of duly authorized signatories, the official next-in-rank or officer in charge shall sign for and in their behalf.

(d) Act immediately on the public's personal transactions. - All public officials and employees must attend to anyone who wants to avail himself of the services of their offices and must, at all times, act promptly and expeditiously.

(e) Make documents accessible to the public. - All public documents must be made accessible to, and readily available for inspection by the public within reasonable working hours.

Republic Act No. 3019

ANTI- GRAFT AND CORRUPT PRACTICES ACT

Sec. 3. Corrupt practices of public officers. - In addition to acts or omissions of public officers already penalized by existing law, the following shall constitute corrupt practices of any public officer and are hereby declared to be unlawful:

- (a) Persuading, inducing or influencing another public officer to perform an act constituting a violation of rules and regulations duly promulgated by competent authority or an offense in connection with the official duties of the latter, or allowing himself to be persuaded, induced, or influenced to commit such violation or offense.
- (b) Directly or indirectly requesting or receiving any gift, present, share, percentage, or benefit, for himself or for any other person, in connection with any contract or transaction between the Government and any other party, wherein the public officer in his official capacity has to intervene under the law.
- (c) Directly or indirectly requesting or receiving any gift, present, or other pecuniary or material benefit, for himself or for another, from any person for whom the public officer, in any manner or capacity, has secured or obtained, or will secure or obtain, any Government permit or license, in consideration for the help given or to be given, without prejudice to Section thirteen of this Act.
- (d) Accepting or having any member of his family accept employment in a private enterprise which has pending official business with him during the pendency thereof or within one year after its termination.
- (e) Causing any undue injury to any part, including the Government, or giving any private party any unwarranted benefits, advantage or preference in the discharge of his official administrative or judicial functions through manifest partiality, evident bad faith or gross inexcusable negligence. This provision shall apply to officers and employees of offices or government corporations charged with the grant of licenses or permits or other concessions.
- (f) Neglecting or refusing, after due demand or request, without sufficient justification, to act within a reasonable time on any matter pending before him for the purpose of obtaining, directly or indirectly, from any person interested in the matter some pecuniary or material benefit or advantage, or for the purpose of favoring his own interest or giving undue advantage in favor of or discriminating against any other interested party.
- (g) Entering, on behalf of the Government, into any contract or transaction manifestly and grossly disadvantageous to the same, whether or not the public officer profited or will profit thereby.
- (h) Directly or indirectly having financial or pecuniary interest in any business, contract or transaction in connection with which he intervenes or takes part in his official capacity, or in which he is prohibited by the Constitution or by any law from having any interest.
- (i) Directly or indirectly becoming interested, for personal gain, or having a material interest in any transaction or act requiring the approval of a board, panel or group of which he is a member, and which exercises discretion in such approval, even if he votes against the same or does not participate in the action of the board, committee, panel or group.

Interest for personal gain shall be presumed against those public officers responsible for the approval of manifestly unlawful, inequitable, or irregular transactions or acts by the board, panel or group to which they belong.

- (j) Knowingly approving or granting any license, permit, privilege or benefit in favor of any person not qualified for or not legally entitled to such license, permit, privilege or advantage, or of a mere representative or dummy of one who is not so qualified or entitled.

(k) Divulging valuable information of a confidential character, acquired by his office or by him on account of his official position to unauthorized persons, or releasing such information in advance of its authorized release date.

The person giving the gift, present, share, percentage or benefit referred to in subparagraphs (b) and (c); or offering or giving to the public officer the employment mentioned in subparagraph (d); or urging the divulging or untimely release of the confidential information referred to in subparagraph (k) of this section shall, together with the offending public officer, be punished under Section nine of this Act and shall be permanently or temporarily disqualified in the discretion of the Court, from transacting business in any form with the Government.

Antas: Taon 1
Asignatura: ARALING PANLIPUNAN
ARALIN / PAKSA: Ang Pagsulong sa Batas ay Pagsulong sa Kabuhayan
Sesyon: Dalawang Sesyon
KAISIPAN: Ang pagsunod sa mga batas ay kailangan sa pag-unlad ng ekonomiya.

MGA BATAYANG KASANAYAN SA PAGKATUTO

BEC – LC VII 7.13 Nasusuri ang mga kwalipikasyon, tungkulin at kapangyarihan ng mga sumusunod: Pangulo, Pangalawang Pangulo, Gabinete.

Ang ekonomiya ng bansa at ang matatag at mabuting pamahalaan

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN	
Naipamamalas ng mag-aaral ang pag-unawa na ang pagsunod sa batas ay kailangan sa pag-unlad ng ekonomiya.	
KAKAILANGANING PAG-UNAWA	MAHAHALAGANG TANONG
Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng matatag na ekonomiya para sa matatag at mabuting pamahalaan.	<ol style="list-style-type: none"> 1. Paano mapangangalagaan ang mga negosyo upang makatulong ito sa ekonomiya ng bansa? 2. Bakit kailangang ipaalam ng mamamayan ang mga katiwalian sa negosyo?
KAALAMAN	KASANAYAN/ KAKAYAHAN
<i>Nauunawaan ng mga mag-aaral na . . .</i> <ol style="list-style-type: none"> 1. Ang mga mamamayan ay may tungkuling ipagbigay alam sa mga kaukulan ang anumang katiwalian sa negosyo. 2. Dapat pangalagaan ang negosyo upang makatulong ito sa ekonomiya ng bansa 	<i>Ang mag-aaral ay. . . .</i> <ol style="list-style-type: none"> 1. Naiuugnay ang pag-unlad ng ekonomiya ng bansa sa pagsunod sa batas 2. Nasusuri ang papel na ginagampanan ng pamahalaan upang sugpuin ang mga ilegal na negosyo o hanapbuhay na hindi sumusunod sa panuntunan ng batas 3. Naipahahayag ang kahalagahan ng pagsunod sa batas sa pagkakaroon ng maunlad na ekonomiya

ANTAS II - PAGTATAYA

SA ANTAS PAGGANAP

Maghanap ng mga website ng mga ahensiya na maaaring malapitan ng mga mamamayan upang masugpo ang katiwalian at panloloko sa mga mamimili, katulad ng DOH, BFAD, DTI, DA, DOLE, DFA. Gumawa ng poster na naghahayag ng proteksiyon para sa mamamayan na ibinigay ng mga ahensiyang ito.

Maaari itong ibigay sa Barangay upang magamit ng mga mamamayan.

Gamitin ang Kraytirya sa Pagtataya para sa Pagtataya

SA ANTAS NG PAG-UNAWA

Gawin ng mga mag-aaral ang sumusunod na pagsasanay:

Lagyan ng (✓) ang nararapat gawin upang makatulong sa pagpapaunlad ng ekonomiya ng Pilipinas at (X) kung hindi.

___1. Dumalo sa mga seminar tungkol sa pagsisimula ng negosyo.

___2. Laging pintasan ang pamahalaan sa lahat ng ginagawa nito.

___4. Maging mabuting mag-aaral upang makatulong sa pag-unlad ng bansa.

___5. Magkaroon ng disiplina at sumunod sa mga batas.

ANTAS III – PLANO SA PAGKATUTO

A. PAGTUKLAS

Itanong sa mga mag-aaral:

Kung ikaw ay mamimili, mahalaga ba sa iyo ang mga sumusunod? Bakit?

- a. Resibo ng pinamiling gamit
- b. Tamang timbang ng biniling prutas
- c. Malinis at tamang *packaging* ng pagkain

Isulat nila ang mga sagot sa pisara.

(Mga inaasahang sagot: (1) patunay ng kabayaran (2) upang malaman kung saan gawa o ano ang mga sangkap (3) upang malaman ang halaga ng VAT)

B. PAGLINANG

Hatiin sa apat na pangkat ang mga mag-aaral at pagtanghalin sila ng maikling dula-dulaan na nagpapakita ng mga sumusunod. Isulat ito sa activity card na ibibigay sa mag-aaral .

Unang Pangkat - Pabrika ng Paputok A - Lehitimong pabrika na sumusunod sa mga pamantayan ng paggawa ng paputok

Ikalawang Pangkat - Pabrika ng Paputok B - Walang lisensya mula sa pamahalaan ang operasyon ng pabrika, may mga batang trabahador at di sumusunod sa panuntunan ng kaligtasan

Ikatlong Pangkat - Dentista A - Lisensiyado ang duktur at malinis ang klinika

Ikaapat na Pangkat - Dentista B - Nagpapraktis bilang dentista ngunit isa lamang dating

assistant ng dental technician, na umaasa sa kanyang karanasan sa pakikitungo sa mga pasyente.

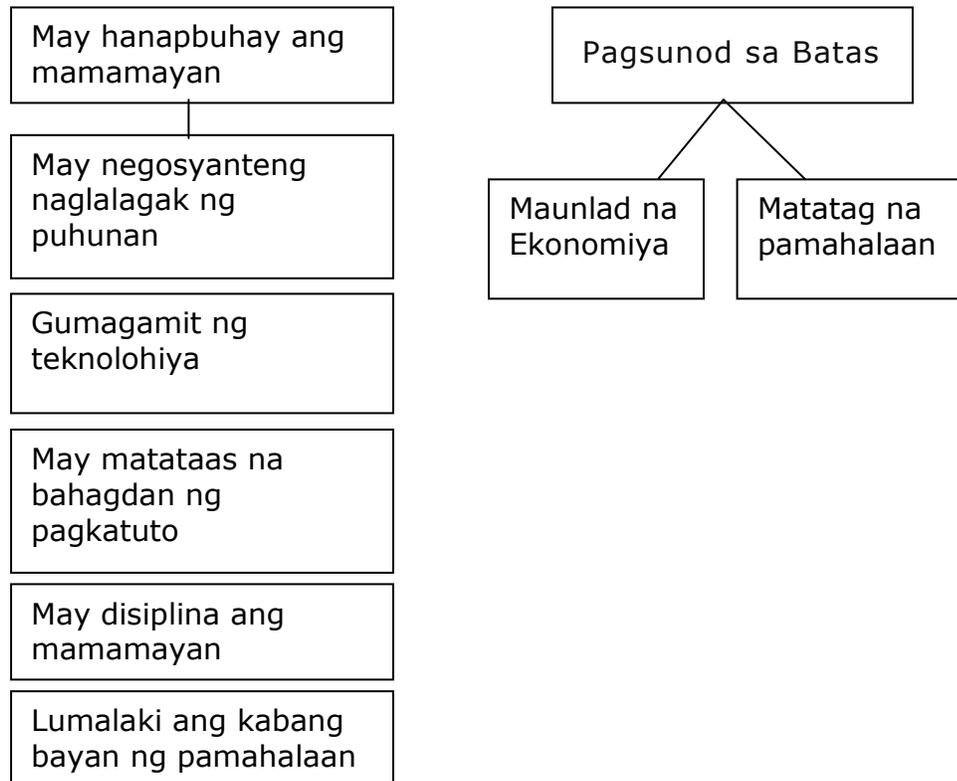
Pagkatapos ng dula-dulaan, itanong sa mga mag-aaral ang mga sumusunod :

1. Aling pangkat ang nagpakita ng hanapbuhay na sumusunod sa panuntunan ng batas? Bakit mahalaga na sumunod sa panuntunan ng kaligtasan at paggawa ang mga pabrika ng paputok?
2. Anu-ano pa ang ilang halimbawa ng pabrika na dapat sumunod sa panuntunan ng kaligtasan at kalinisan?
3. Anu-anong ahensiya ng pamahalaan ang nangangasiwa nito?
4. Ano ang masamang epektong maidudulot ng pagpapraktis ng propesyon tulad ng abogado at duktur na hindi naman lisensiyado?
5. Ano ang mabuting epekto na maidudulot sa sarili at sa bansa kapag ang tao'y nagsagawa ng legal na pagkakakitaan o hanapbuhay?
6. Ano naman ang di-mabuting epekto na maidudulot sa bansa kung hindi maparurusahan o pananagutin sa batas ang mga taong nagsasagawa ng ilegal na hanapbuhay?

(Mga inaasahang sagot: (1) kaligtasan, kalidad (2) gamot, pagkain, make-up, LPG; DOH, BFAD, DTI, DA, DOLE, DFA) (3) maaaring magbigay ng maling gamut, magdulot ng kapahamakan (4) nakatutulong sa pag-unlad ng kabuhayan at ekonomiya, pinagmamalaskitan ang mamamayan (5) walang sapat na kakayanan ang pamahalaan upang maipatupad ang batas, banta ng kaguluhan)

C. PAGPAPALALIM

Batay sa mga sagot ng mga mag-aaral, magbibigay ang guro ng panayam na ginagabayan ng *concept mapping*:



lugnay ang mga angkop na ahensiya ng pamahalaan kagaya ng DTI at DOLE. Banggitin ang RA

7392 Artikulo 154 (Tingnan sa Apendiks) at iugnay ito sa concept map.

Gabayan ang mga mag-aaral upang mabuo ang sumusunod na konsepto:

Ang pagsunod sa mga batas ay kailangan sa pag-unlad ng ekonomiya at pagkakaroon ng matatag at mabuting pamahalaan.

D. PAGLALAPAT

Itanong sa mga mag-aaral:

Bilang mamamayan, ano ang panuntunan na dapat mong isaisip kung nais mo na makatulong sa ekonomiya ng bansa?

E. TAKDANG ARALIN

Magsulat ang mga mag-aaral ng talata na naghahayag ng dapat gawin upang makatulong sa sumusunod na kalagayan nang walang nilalabag na batas:

Napasama ang tatay mo sa mga natanggal sa trabaho dahil nagbawas ng manggagawa sa kanilang tanggapan.

Mga Sanggunian

Ruiz-Dimalanta, R. and Datinguino, A. *The Rule of Law in the Philippines*, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS) Project. Manila. LIBERTAS. 2004.

Ruiz-Dimalanta, R. 2006. *Living By The Rule of Law, A Handbook For High School Students*. Manila: Libertas. pp. 71 – 73

Constitution, Art. II, sec. 19

RA 7392 Article 154

<http://sc.judiciary.gov.ph/publications/benchmark/2009/11/110906.php> 9, 19, and 20

Fabian, E. _____. *Lahing Kayumanggi*. pp. 266- 271

Camagay, M.L. , et. al. _____. *Kasaysayan at Pamahalaan ng Pilipinas*, pp. 253 – 258

Mga Kakailangang Kagamitan

Activity Card

Overhead Projector (optional)

Rubrik

Kraytiya sa Pagtataya				
Kraytiya	Napakagaling	Magaling	Katamtaman ang Galing	Mahina
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
1. Ang poster ay naghahayag ng proteksiyong para sa mamamayan na ibinigay ng mga ahesiya				
2. Tama ang mga impormasyon sa poster				
3. Maganda at malinaw ang lathala sa poster				
4. Makatutulong ang poster sa mga mamamayan sa barangay				
Kalahatan				
Marka				

APENDIKS

Constitution, Art. II, sec. 19

The State shall develop a self-reliant and independent national economy effectively controlled by Filipinos.

REPUBLIC ACT NO. 7394: THE CONSUMER ACT OF THE PHILIPPINES

ARTICLE 154. Consumer Education in Schools - The department of Education, Culture, and Sports, with the cooperation and advice of the Council, shall develop and adopt a consumer education program which shall be integrated into existing curricula of all public and private schools from primary to levels. A continuing consumer education program for out -of -school youth and adults shall likewise be developed and undertaken.

The consumer education program shall include information regarding:

- a) The consumer as a responsible member of society and his responsibility to develop:
 - 1) critical awareness which is the responsibility to be alert and questioning about the use of the price and quality of goods he uses;
 - 2) assertiveness which is responsibility to assert himself and act so he is assured of a fair deal, aware that for as long as he remains to be passive consumer he will continue to be exploited;
 - 3) social concern which is the responsibility to be aware of the impact of his consumption on other citizens, especially the advantaged; and
 - 4) environmental awareness which is the responsibility to understand the environmental consequences of his consumption, recognizing his individual and social responsibility to conserve natural resources for future generations;
- b) consumer's rights; and
- c) practical problems the consumer faces in daily life.



Antas: Taon 1
Asignatura: ARALING PANLIPUNAN

ARALIN / PAKSA: Ang Paglahok sa Prosesong Pampulitika at Pagtupad sa Karapatang Pangmamamayan

Sesyon: Dalawa

KAISIPAN: May iba't-ibang prosesong pampulitika na dapat lahukan at karapatang pangmamamayan na dapat igalang ng estado tungo sa pag-unlad ng bansa

MGA BATAYANG KASANAYAN SA PAGKATUTO

BEC LC VII 7.10 Nasisiyasat ng mapanuri ang mga kakayahan at katangian ng isang lider

7.3 Nasusuri ang uri, mga bahagi, mga katangian at kahalagahan ng Saligang-Batas

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN	
Naipamamalas ng mag-aaral ang pag-unawa sa mga prosesong pampulitika na maaaring lahukan at karapatang pangmamamayan na dapat igalang ng estado tungo sa pag-unlad ng bansa	
KAKAILANGANING PAG-UNAWA	MAHAHALAGANG TANONG
Naipamamalas ng mag-aaral ang pag-unawa na may mga prosesong pampulitika na dapat nating lahukan at karapatang pangmamamayan na dapat nating igalang	<ol style="list-style-type: none"> 1. Sa paanong paraan nakatutulong sa pag-unlad ng bansa ang pakikilahok sa mga prosesong pampulitika? 2. Paano natutupad ang karapatang pangmamamayan
KAALAMAN	KASANAYAN/ KAKAYAHAN
<i>Nauunawaan ng mga mag-aaral na . . .</i>	<i>Ang mag-aaral ay. . . .</i>
<ol style="list-style-type: none"> 1. Dapat tayong makilahok sa mga prosesong pampulitika bilang mamamayan ng ating bansa 2. Ang pagtupad sa karapatang pangmamamayan ay nakatutulong sa pag-unlad n gating bansa 	<ol style="list-style-type: none"> 1. Natutukoy ang iba't-ibang prosesong pampulitika na maaring lahukan at karapatang pangmamamayan na dapat igalang ng mamamayan na itinatakda ng ating Saligang Batas 2. Naipaliliwanag ang kahalagahan ng pakikilahok ng mga mamamayan sa iba't- ibang prosesong pampulitika at paggalang sa mga karapatang pangmamamayan

ANTAS II - PAGTATAYA

SA ANTAS PAGGANAP

Ang bawat pangkat ay gugupit ng mga larawan mula sa pahayagan o di kaya ay kukuha ng mga larawan sa Internet na nagpapakita ng paggalang sa karapatang pangmamamayan o pakikilahok sa prosesong pampulitika.

Gumawa ng album ang pangkat. Ang bawat pahina ay nagpapakita ng isang insidente. Magsulat din ng paliwanag tungkol sa larawan gabay ng mga sumusunod na tanong:

Anong prosesong pampulitika o karapatang pangmamamayan ang ipinapakita sa larawan?
 Ano ang isyung tinutukoy?
 Ano ang hiling ng mga mamamayan?
 Ano naman ang tugon ng pamahalaan?
 Paano nalutas ang suliranin?

Gamitin ang Kraytirya sa Pagtataya para sa Pagtataya

SA ANTAS NG PAG-UNAWA

Gawin ng mga mag-aaral ang sumusunod na pagsasanay:

Alin sa mga sumusunod na prosesong pampulitika ang nais mong lahukan at karapatang pangmamamayan na dapat igalang? Lagyan ng tsek (✓) ang sagot na ibig mo at isulat ang iyong damdamin tungkol dito. Ipaliwanag ang iyong mga sagot.

Gawain	Nais Makilahok	Di Nais Makilahok	Saloobin
Dumalo sa campaign meeting			
Bumoto ng pinuno			
Kumandidato sa pagiging pinuno			
Tumawag sa radyo o telebisyon tungkol sa suliranin ng paaralan/komunidad			
Mapayapang sumali sa rali			
Sumulat sa pahayagan tungkol sa suliranin ng bayan			

ANTAS III – PLANO SA PAGKATUTO

F. PAGTUKLAS

Itanong sa mga mag-aaral:

Sa paanong paraan natin maipahahayag ang ating opinyon at saloobin sa pamahalaan?

Itala ang mga sagot sa halimbawa sa pisara.

G. PAGLINANG

Pangkatang Gawain

Hatiin ang klase sa tatlong pangkat. Papiliin ang bawat pangkat ng kanilang lider at rekorder. Ibigay ang mga *activity cards*.

Unang Pangkat:

Nakatira kayo sa Barangay Mapayapa. Panahon ng halalan ng pinuno at Kagawad ng Barangay. Ano-ano ang katangian ng pinunong inyong iboboto? Ipakita ang inyong sagot sa pamamagitan ng paggawa ng mga campaign posters ng inyong kandidato.

Ikalawang Pangkat:

Drayber / may-ari kayo ng dyip. Muling tumaas ang halaga ng gasolina. Nais ninyong dagdagan ang singil ng pamasaha. Paano ninyo ito ipaabot sa pamahalaan? Gawin ito sa pamamagitan ng isang *pantomime*.

Ikatlong Pangkat:

May bakanteng lote sa tapat ng inyong paaralan. Ginagawa itong tapunan ng basura ng mga kapitbahay. I-role play ang pagiging isang "Citizen's Patrol."

Bigyan ang bawat pangkat ng 10 minuto sa pagsagot. Pagkatapos ay isa-isa mag-uulat ang bawat pangkat.

Talakayin ang ginawa ng mga mag-aaral gabay ang mga sumusunod na tanong:

Tungkol sa Unang Pangkat:

Anong prosesong pampulitika ang ginagampanan ng Unang Pangkat?
Bakit tayo kailangang bumoto? Mahalaga ba ang karapatang ito? Bakit?
Anu-anong katangian ang dapat taglay ng isang pinuno?

Tungkol sa Ikalawang Pangkat:

Ano ang unang dapat isagawa ng mga drayber ng dyip na nais magdagdag ng singil ng pamasaha: mag-apela sa LTFRB o magrali?

Nakabubuti ba o hindi ang pagsasagawa ng rali?

(Ipaliwanag ng guro na ang pagrarali ay isang karapatang pangmamamayan ngunit may mga alituntuning dapat sundin para sa kaayusan ng rali katulad ng paghingi ng permit at pagsasagawa nito nang mapayapa.)

Tungkol sa Ikatlong Pangkat:

Ano ang suliranin na ipinakita ng Ikatlong Pangkat?
Paano nila nilutas ang suliranin?

Magkaroon ng talakayan tungkol sa mga sumusunod na tanong:

Bakit mahalaga na makilahok ang mga mamamayan sa mga prosesong pampulitika? Anong karapatan ang pinaiiral sa paglahok sa mga ito?
(Inaasahang sagot: Ito ay nakakatulong sa kapayapaan at kaayusan ng bansa. Karapatang pangmamamayan)

H. PAGPAPALALIM

Lagumin ang talakayan sa pamamagitan ng pagbasa sa nakasulat at pagsagot sa tanong:

Ang mga prosesong pampulitika na maaaring lahukan ng mamamayan ay pagboto at pagsali sa partidong pulitika, mapayapang pagsali sa mga rali, boykot at iba pang uri ng kolektibong pagpapahayag ng mga saloobin at pagbuo ng opinyong publiko at pagsulat ng petisyon.

Ang mga ito ay karapatang itinataguyod ng ating Saligang Batas sapagkat nakatira tayo sa isang demokratikong bansa .

Itanong sa mga mag-aaral:

Paano makatutulong ang pakikilahok ng mga mamamayan sa iba't-ibang prosesong pampulitika at pagtupad sa mga karapatang pangmamamayan tungo sa pagkakaroon ng maayos na pamamahala sa bansa?

I. PAGLALAPAT

Pumili ng kapareha ang bawat mag-aaral at pagusapan ang tanong sa ibaba. Ihanda ang ibabahaging sagot sa klase.

Ipagpalagay na magkakaroon ng halalan ang *student council* sa iyong paaralan. Paano mo ipakikita ang iyong pakikilahok sa prosesong ito?

J. TAKDANG ARALIN

Kapanayamin ng bawat mag-aaral ang isang nakatatanda tungkol sa mga prosesong pampulitika na kanilang nalahukan. Tanungin ang naging damdamin nila sa paglahok sa prosesong ito. Sumulat ng isang talata tungkol dito.

Mga Sanggunian

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)* Manila. LIBERTAS Project.

Ruiz-Dimalanta, R. 2006. *Living By The Rule of Law, A Handbook For High School Students*. Manila. LIBERTAS Project. pp. 53 - 54

Constitution, Art. II, sec. 13 Art. III, sec. 4

BATAS PAMBANSA BILANG 880, The Public Assembly Act of 1985, Sec. 2

Reyes, Z., Tantengco, N. ____ *Daloy ng Kasaysayan at Pamahalaang Pilipino*. _____ pp. 276-277

Mga Kakailanganing Kagamitan

cartolina, pentel pen, crayola

Rubrik

Kraytiya sa Pagtataya				
Kraytiya	Napakagaling	Magaling	Katamtaman ang Galing	Mahina
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
1. Ang bawat larawan sa album ay nagpapakita ng paggalang sa karapatang pangmamamayan o pakikilahok sa prosesong pampulitika.				
2. May paliwanag tungkol sa isinasaad ng larawan sa bawat pahina				
3. Sa kabuuan, ang album ay nagpapakita kung paano iginagalang ang karapatang pangmamamayan				
Kalahatan				
Marka				

Apendiks

Constitution, Art. II, sec. 13; Art. III, sec. 4

Section 13. The State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs.

Section 4. No law shall be passed abridging the freedom of speech, of expression, or of the press, or the right of the people peaceably to assemble and petition the government for redress of grievances.

BATAS PAMBANSA BILANG 880, The Public Assembly Act of 1985, Sec. 2

Sec. 2. Declaration of policy. The constitutional right of the people peaceably to assemble and petition the government for redress of grievances is essential and vital to the strength and stability of the State. To this end, the State shall ensure the free exercise of such right without prejudice to the rights of others to life, liberty and equal protection of the law.

Antas: Taon 1
Asignatura: ARALING PANLIPUNAN
ARALIN / PAKSA: Tungkulin ng Pamahalaan na Itaguyod ang Pambansang Katatagan at Kapayapaan
Sesyon: Dalawa
KAISIPAN: Ang maayos at mabuting pangangasiwa ng pamahalaan at ang pag-iral ng batas ay mahalaga upang matamo ang pambansang katatagan at kapayapaan.

MGA BATAYANG KASANAYAN SA PAGKATUTO

BEC – LC VII 7.12 Naipahahayag ang kahalagahan ng pagkakaroon ng isang matatag at mabuting pamahalaan na nasyonal tungo sa pag-unlad ng bansa

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN	
Naipamamalas ng mag-aaral ang pag-unawa na tungkulin ng pamahalaan na itaguyod ang pambansang katatagan at kapayapaan	
KAKAILANGANING PAG-UNAWA	MAHAHALAGANG TANONG
Naipamamalas ng mag-aaral ang pag-unawa sa mga paraan na ginagawa ng pamahalaan upang mapangalagaan ang mga mamamayan.	<ol style="list-style-type: none"> 1. Bakit kailangang pangalagaan ng pamahalaan ang mga mamamayan? 2. Paano napangangalagaan ng batas ang mga mamamayan?
KAALAMAN	KASANAYAN/ KAKAYAHAN
<p><i>Nauunawaan ng mga mag-aaral na . . .</i></p> <p>Ang mga iba’t-ibang ahensiya ng pamahalaan ang nagpapatupad ng mga batas upang mapangalagaan ang mga mamamayan.</p>	<p><i>Ang mag-aaral ay. . .</i></p> <ol style="list-style-type: none"> 1. Naipaliliwanag ang tungkulin at gawain ng pamahalaan. 2. Nasusuri ang kaugnayan ng mabuting pangangasiwa at maayos na pagpapatupad ng batas sa pagtamo ng katatagan at kapayapaan sa bansa 3. Nakikibahagi sa pagsunod sa mga batas at kautusan para sa kapayapaan at kaunlaran ng ating bansa.
ANTAS II - PAGTATAYA	
SA ANTAS PAGGANAP	SA ANTAS NG PAG-UNAWA
Magbuo ng limang pangkat. Bawat pangkat ay gagawa ng diyalogo na nagpapakita ng namagitang argumento sa pagitan ng MMDA, Korte Suprema at mga asosasyon at residente ng Manila Bay. Gumamit ng magalang na pananalita at maayos	<p>Gawin ng mga mag-aaral ang sumusunod na pagsasanay:</p> <p>A. Kumpletuhin ang pangungusap:</p> <ol style="list-style-type: none"> 1. Ang batas ay ginagawa ng pamahalaan upang _____

na argument sa pagitan ng tatlo. Siguraduhing malinaw ang paliwanag ng bawat panig at magkaroon ng pagkakasundo sa dulo ng diyalogo. Isulat ang diyalogo sa Microsoft Word at ipadala ito sa email ng guro.

Gamitin ang *Kraytiryang Pagtataya* para sa Pagtataya

2. Kung hindi susundin ng mga mamamayan ang batas, magiging_____
3. Mahalaga ang pagsunod ng mga mamamayan sa batas dahil_____

ANTAS III – PLANO SA PAGKATUTO

K. PAGTUKLAS

Pagbibigay ng interpretasyon sa sipi :

”Ang pamahalaan ay para sa tao, ng tao, at akda ng tao ”

Itanong sa mag-aaral :

1. Ano ang interpretasyon na maibibigay ninyo rito?
2. Bakit mahalaga ang pamahalaan?
3. Ano ang ginagawa ng pamahalaan upang matugunan ang pangangailangan ng mga mamamayan?
Gamitin ang tsart sa pagsagot.

Pangangailangan ng Mamamayan	Ginagawa ng Pamahalaan
(Mga inaasahang sagot: pagkain, hanap-buhay, pabahay, kalusugan, paglilibang)	(Mga inaasahang sagot: nagpapatayo ng patubig, nagtatatag ng Job Fair, lupa para sa ikwater, libreng pag-aaral, pagpapatayo ng Health Center, nagpapalakad ng seguridad tulad ng PNP, nagpapatayo ng pampublikong pasyalan)

Pagkatapos ng gawaing ito, itanong sa mga mag-aaral:

Bakit kailangan ng mga tao ang pamahalaan?

Basahin ng mga mag-aaral ang balita mula sa pahayagan, *70,000 Mag-anak, Umalma sa Manila Bay Clearing Operations*
(Tingnan sa Apendiks)

L. PAGLINANG

Sagutin ng mga mag-aaral ang mga sumusunod:

7. Ano ang balak isagawa ng MMDA sa mga kabahayang nakatirik sa malapit sa Manila Bay?

8. Naayon ba sa batas ang balak na clearing operations ng MMDA? Ipaliwanag
9. Bakit dumulog sa Korte Suprema ang mga pamilyang maapektuhan ng demolisyon at ang asosasyon ng *urban poor*?
(Dapat ding ipaliwanag ng guro na hindi lahat ng iskwater ay kuwalipikado sa reloksyon ng tirahan sa dahilang may mga natulungan na ma-relocate ngunit ipinagbili lamang ang tirahan at muling manirahan bilang iskuwela sa ibang pook.)
10. Ano ang mahalagang bahagi na ginagampanan ng Korte Suprema kaugnay sa pagpapatupad ng batas at kautusan sa bansa?

Basahin din ng mga mag-aaral ang *SC Clarifies Eviction Directive in Manila Bay Clean-up Decision* (Tingnan sa Apendiks)

Talakayin ang sagot ng Korte Suprema sa isyu. Gamiting gabay ang mga sumusunod na tanong:

1. Ano ang isyung tinutugunan ng Korte Suprema?
2. Ano ang dahilan ng pagpapaalis sa mga iskwater sa Manila Bay?
3. Ipaliwanag ang paglilinaw na isinaad ng Korte Suprema.
4. Paano pinangangalagaan ng Korte Suprema ang maayos na paglilipat ng mga iskwater?

Mamili ng kapareha ang bawat mag-aaral at mapalitan ng kuro-kuro tungkol sa isyu.

Paano pinairal ng bansa ang pambansang katatagan at kapayapaan, batay sa dalawang babasahin? Isulat ang kanilang paliwanag sa papel.

M. PAGPAPALALIM

Buuin ang *graphic organizer* sa susunod na pahina. Bigyang diin ang tungkulin at gawain ng pamahalaan.

Ang Pamahalaan

Tungkulin	Mga Gawain
Kapayapaan at kaligtasan ng bansa	(Mga halimbawang sagot: Tagapaglikha ng batas, tagapagpatupad ng batas, pagpapairal ng seguridad at kaligtasan, atbp.)
Pagtugon sa pangangailangan ng tao	(Mga halimbawang sagot: pampublikong paaralan, pinapababa ang halaga ng mga bilihan, pagbibigay ng lupang pansakahan, murang pabahay)
Kaunlarang Pangkabuhayan	(Mga halimbawang sagot: Paglikha ng trabaho, pagtaguyod sa kaunlaran at kultura, sapat na sahod, pag-aangkat ng produkto)

Gabayan ang mga mag-aaral na mabuo ang sumusunod na kaisipan:

Ang isang mahusay na pamahalaan ay nagagampanan nang mabuti at mabisa ang mga tungkulin nito sa mga mamamayan. Nakasalalay ang pag-unlad at pambansang katatagan at kapayapaan sa mabuting pangangasiwa ng pamahalaan at kooperasyon ng mga mamamayan nito.

N. PAGLALAPAT

Sabihin sa mga mag-aaral:

Bilang mamamayang Pilipino, nais mong makatulong sa iyong pamahalaan.
Ano ang iyong ihihinto, sisimulan, at itutuloy sa iyong mga ginagawa upang makatulong sa iyong pamahalaan?

Buuin ang tsart sa ibaba:

Pagtulong sa Pamahalaan

Ihihinto	Sisimulan	Itutuloy
(Mga halimbawang sagot: Masasamang gawain kagaya ng katiwalian, pag-aabuso sa karapatan, diskriminasyon, masasamang bisyo, pagsali sa fraternity, paglabag sa batas)	(Mga halimbawang sagot: Paglilinis ng paligid, pagrerecycle, tamang gawain upang maging modela para sa iba, paggalang sa ibang tao, pagtangkilik sa sariling produkto, pagiging masunurin at tapat, pakikilahok sa mga programa ng pamahalaan, pagkakaroon ng positibong pananaw, pagtaguyod sa kalusugan, pagkakaroon ng tiwala sa Diyos)	(Mga halimbawang sagot: Pagsunod sa batas, paggawa ng mabubuting gawain, pagrespeto sa awtoridad, pangangalaga sa kalikasan, pagiging malikhain, masayahin, pagtangkilik sa sariling produkto)

O. TAKDANG ARALIN

Magsaliksik tungkol sa kasaysayan ng Korte Suprema. Alamin kung paano pinangangalagaan ng batas ang mga mamamayan magmula pa sa panahon ng Barangay, Kastila at Amerikano. Maghandang iulat ito sa klase.

Mga Sanggunian

70,000 Mag-anak, Umalma sa Manila Bay Clearing Operations. Balita , Pebrero 17, 2009 , p. 4
Guerra, G. *SC Clarifies Eviction Directive in Manila Bay Clean-up Decision*
(<http://sc.judiciary.gov.ph/publications/benchmark/2009/11/110906.php>)
Ruiz-Dimalanta, R. 2006. *Living By The Rule of Law, A Handbook For High School Students*. Manila. LIBERTAS. pp. 37 - 43
Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Projec
Constitution Art. VI, sec. 1; Art. VII, sec. 1; Art. VIII, sec. 1
Vivar, T. et. al. 2000. *Pilipinas: Kasaysayan at Pamahalaan*. Quezon City: SD Publications. pp. 213- 216
Reyes, Z. at Tantengco, N. _____. *Daloy ng Kasaysayan at Pamahalaang Pilipino* _____, pp. 279- 282
Rama, M., Domingo, F., Ramos, J., Cruz, J. (2006). *Pilipino, Isang Sulyap at Pagyakap*. API Ed. Crisca Int'l. Inc.

Mga Kakailangang Kagamitan
 Manila paper, krayola, pentel pen

Rubrik

Kraytirya sa Pagtataya				
Kraytirya	Napakagaling	Magaling	Katamtaman ang Galing	Mahina
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
1. Ang diyalogo na nagpapakita ng namagitang argumento sa pagitan ng MMDA, Korte Suprema at mga asosasyon at residente ng Manila Bay.				
2. Gumamit ng magalang na pananalita at maayos na argument sa pagitan ng tatlo.				
3. Malinaw ang paliwanag ng bawat panig				
4. Maayos ang pagkakasundo sa dulo ng diyalogo.				
Kalahatan				
Marka				

Apendiks

Constitution Art. VI, sec. 1

ARTICLE VI THE LEGISLATIVE DEPARTMENT

Section 1. The legislative power shall be vested in the Congress of the Philippines which shall consist of a Senate and a House of Representatives, except to the extent reserved to the people by the provision on initiative and referendum.

Constitution Art. VII, sec. 1

ARTICLE VII EXECUTIVE DEPARTMENT

Section 1. The executive power shall be vested in the President of the Philippines.

Constitution Art. VIII, sec. 1

ARTICLE VIII

JUDICIAL DEPARTMENT

Section 1. The judicial power shall be vested in one Supreme Court and in such lower courts as may be established by law.

70,000 Mag-anak, Umalma sa Manila Bay Clearing Operations

Balita , Pebrero 17, 2009 , p. 4

Sa pangambang magkaroon ng karahasan sa demolisyon ng Metro Manila Development Authority (MMDA) umapela sa Korte Suprema ang mahigit 70,000 mag-anak sa Manila Bay na maaapektuhan sa pagbubuwag ng ahensiya sa kabahayang nakatirik malapit sa look.

Kaugnay nito, naghain ng mosyon sa Supreme Court (SC) ang mahigit anim na asosasyon ng urban poor upang linawin ng SC ang naging desisyon noong Disyembre, 2008 na kumakatig sa isasagawang paglilinis sa may baybaying karagatan ng Maynila na direktang maaapektuhan ang mga naninirahan sa lugar.

Sa kanilang mosyon, hiniling ng Urban Poor Associates (UPA), Community Organizers Multiversity (COM), Community Organization of the Philippine Enterprise (COPE), Kabalikat sa Pagpapaunlad ng Baseco (Kabalikat), Ugnayang Lakas ng mga Apektadong Mag-anak sa Baybaying Ilog Pasig (ULAP), at residente sa Radial 10 (R-10) Boulevard sa Tondo, Manila , na mag-isyu ng *clarification* ang SC sa isasagawang paggiba ng MMDA sa mga tirahan ng informal settlers sa lugar.

Iginiit ng mga petitioner na sa desisyon ng SC, idineklara lang na legal ang clearing operations ng MMDA sa lugar, pero hindi tinutukoy ang instruksiyon sa gagawing demolisyon at wala ring relokasyon para sa mga maapektuhang residente.

Una nang ipinag-utos ng SC na makipag-ugnayan ang mga ahensiya sa ilalim ng ehekutibo para mapangalagaan ang makasaysayang Manila Bay na itinuturing na pangunahing *tourist spot* sa bansa.

SC Clarifies Eviction Directive in Manila Bay Clean-up Decision

By Gleo Sp. Guerra

To allay fears that the Metropolitan Manila Development Authority (MMDA) now has a court order to evict families without due process, the Supreme Court recently clarified its directive in its Manila Bay clean-up decision (GR No. 171947-48, *MMDA v. Concerned Residents of Manila Bay*, December 16, 2008) for the MMDA, as the lead agency and implementor of programs and projects for flood control projects and drainage services in Metro Manila, in coordination with and other agencies, to dismantle and remove all structures, constructions, and other encroachments established or built in violation of RA 7279, and other applicable laws along the Pasig-Marikina-San Juan Rivers, the National Capital Region (Parañaque-Zapote, Las Piñas) Rivers, the Navotas-Malabon-Tullahan-Tenejeros Rivers, and connecting waterways and *esteros* in Metro Manila.

The Court clarified that its directive covers summary eviction and structures, constructions, and encroachments that either fall (1) within the PD 1607-proscribed three-meter/20-meter/40-meter zone, as the case may be or (2) those considered as public nuisances and danger areas as defined in RA 7279. It said that the eviction process that will apply will depend on the classification of the settler or occupant. If the settler is a squatter whose structure or dwelling was built after the effectivity of RA 7279 on March 29, 1992 under Item 1, sec. 2 of RA 7279 or a professional squatter under Item 2, sec. 2 of the same law, then he can be summarily evicted, but he is entitled to an eviction notice. Only when a settler has been identified as underprivileged and homeless will all the requirements under sec. 28 of RA 7279 on, among others, notice, consultation, and resettlement, be complied with, held the Court.

The Court therefore ordered the MMDA “to proceed with dispatch in the dismantling of structures and encroachments built in violation of RA 7279. Summary evictions will be undertaken with the required eviction notice. The MMDA, however, must coordinate with the National Housing Authority and affected local government units.” (*Min. Res.*, GR No. 171947-48, *MMDA v. Concerned Residents of Manila Bay*, October 6, 2009)

<http://sc.judiciary.gov.ph/publications/benchmark/2009/11/110906.php>, accessed on September 24, 2010

Antas: Unang Taon
Asignatura: ARALING PANLIPUNAN I
Aralin/ Paksa: Maayos at Mapanagutang Pamamahala
Sesyon: Dalawa
Kaisipan: Ang Pamamahala ay may Kaakibat na Tungkulin at Pananagutan

MGA BATAYANG KASANAYAN SA PAGKATUTO

Pamantayang Pangnilalaman para sa Unang Taon – Ikaapat na Markahan

Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng pagtataguyod ng mabuting pamamahala at mapanagutang pagkamamamayan tungo sa pangangalaga ng kapakanan ng mamamayan at pagsulong ng pambansang interes

ANTAS I – INAASAHANG BUNGA	
<p>PAMANTAYAN</p> <p>Naipamamalas ng mga mag-aaral ang pag-unawa sa kahalagahan ng pagtataguyod ng maayos, mapanagutan at mabuting pamamahala sa pangangalaga ng kapakanan ng mamamayan</p>	
<p>KAKAILANGANING PAG-UNAWA</p> <p>Nakasalalay sa maayos, mapanagutan at mabuting lingkod-bayan ang maayos, mapanagutan at mabuting pamamahala. Ito ang daan upang masigurong napangangalagaan ang kapakanan ng mamamayan</p>	<p>MAHAHALAGANG TANONG</p> <p>Paano masisigurong napangangalagaan ang kapakanan ng mamamayan?</p>
<p>KAALAMAN</p> <p><i>Nauunawaan ng mga mag-aaral na:</i></p> <ol style="list-style-type: none"> 1. Mayroong walong mahalagang katangian ang mabuting pamamahala 2. Ang mabuting pamamahala ay maaaring makamit kung mayroong mabuting lingkod-bayan 3. Mahalaga ang mabuting pamamahala upang masigurong mapangangalagaan ang kapakanan ng mamamayan 4. Mayroong magagawa ang mga mamamayan upang masigurong nagagampanan ng isang lingkod bayan ang kanyang pananagutan sa mamamayan 	<p>KASANAYAN/ KAKAYAHAN</p> <p><i>Ang mag-aaral ay:</i></p> <ol style="list-style-type: none"> 1. Nakapagsusuri ng isang kaso ng pag-abuso sa kapangyarihan 2. Nakapagsusuri ng paraan ng pamamahala sa sariling barangay 3. Natutukoy ang mga karapatan at pananagutan ng opisyal o kawani ng pamahalaan

ANTAS II – PAGTATAYA

SA ANTAS NG PAG-UNAWA

NAkapagsasagawa ng pagsusuri ng kasalukuyang pamamahala ng mga pinuno ng barangay

Nakalilikha ng mga mungkahi upang makapagsimula sa pagtataguyod ng mabuting pamamahala

SA ANTAS NG PAGGANAP

Pagtataya sa ginawang pagsusuri sa paraan ng pamamahala ng barangay gamit ang sumusunod na pamantayan:

- Nakagawa ng komprehensibong ulat mula sa ginawang pagsusuri
- Nakalilikha ng 5 – 6 na mungkahi sa pagtataguyod g mabuting pamamahala
- May kalakip na pagninilay mula sa naging karanasan

ANTAS III – PLANO SA PAGKATUTO

A. PAGTUKLAS

1. Atasan ang mga mag-aaral na magsagawa ng paglalarawan ng isang ideyal na pamahalaan
2. Bigyan ang mga mag-aaral ng mga metacards. Dito nila isusulat ang mga katangian ng isang ideyal na pamahalaan.
3. Isusulat ng guro ang salitang PAMAHALAAN sa pisara. Sa paligid nito ay ididikit ng mga mag-aaral ang mga nasulatang metacards.
4. Isa-isahing tanungin ang mga mag-aaral ng kanilang paliwanag sa kanilang mga isinulat na katangian.
5. Bumuo ng paglalahat sa kanilang mga isinulat na katangian.
6. Tanungin ang mga mag-aaral;
 - a. Bakit mahalaga na maayos ang pamamalakad ng isang pamahalaan?
 - b. Sa iyong palagay, paano magiging ideyal ang ating pamahalaan?

B. PAGLINANG

1. Isulat sa Manila paper ang editorial, *Pakinggan ang boses ng mga mag-aaral* (Tingnan sa Appendix) at bigyan ang mga mag-aaral ng dalawampung (20) minuto upang mabasa ito.
2. Talakayin ang editoryal gamit ang mga gabay na katanungan:
 - a. *Sino si Dr. Solomon Hernandez?*
 - b. *Ano ang hatol ng Ombudsman kay Dr. Hernandez?*
 - c. *Bakit sama-samang nagmartsa sa kalsada sa harap ng RSU Main Campus ang mga mag-aaral?*
 - d. *Patunayan kung paano nagkaroon ng kabuluhan ang boses ng mga kabataang mag-aaral ng RSU.*
3. Gabayan ang mga mag-aaral sa pagtukoy ng dilemma o suliranin na napapaloob sa kaso ng mga mag-aaral.

Halimbawa:

Dapat bang ipagpatuloy ng mga mag-aaral ang kanilang kilos protesta upang igiit sa administrasyon ng paaralan na bumaba sa panunungkulan si Dr. Hernandez?
4. Hatiin ang klase sa dalawang pangkat. Ipatalakay sa isang pangkat ang pagsang-ayon sa dilemma at sa kabilang pangkat naman ang di pagsang-ayon sa dilemma. Papiliin ang bawat pangkat ng kani-kanilang lider at taga-ulat.
5. Sa pangunguna ng lider ng bawat pangkat, simulang talakayin ang dilemma na nakasulat sa pisara.

Dapat sikapin ng lider at *rapporteur* (tagatala) na mailista ang mga opinyon ng mga kasapi ng pangkat. Ang bawat kasapi ay maaaring magbigay ng kanilang paninindigan gaya ng mga sumusunod:

UNANG PANGKAT : PANGSANG-AYON

- a. Ang pagra-rali ay makapagpapatupad ng hatol ng *Civil Service* at *Ombudsman*
- b. Walang alam na gawin ang mga mag-aaral upang pababain ang apat na opisyal kundi mag-rali.
- c. Magkakaroon ng malaking pagbabago sa paaralan at mag-aaral kagaya ng mga bagay na pisikal at programang pag-aaral
- d. Di na kailangang hintayin pa ang sagot sa apela ng apat na opisyaes
- e. Marami pa ring magagawa ang mga nahatulan na patakarang hindi naaayon sa batas kung mananatili sila sa katungkulan

IKALAWANG PANGKAT : DI PANGSANG-AYON

- a. Huwag mag-rali dahil makakasira ito sa pag-aaral
- b. Hintayin ang apela ng apat na opisyaes
- c. Pag-usapan muna ng mga opisyal ng kabataan at opisyaes ng paaralan ang isyu.

Ang mga nabanggit ay ilan lamang sa mga suporta na maibibigay ng dalawang pangkat. Marami pang ibang maaring ibigay ang mga mag-aaral.

6. Pagkatapos ng gawain ng bawat pangkat, simulan na ang talakayan ng buong klase. Iharap ng dalawang pangkat ang kani-kanilang paninindigan na may suporta ng mga datos. Gabayan ang mga mag-aaral sa pag-aanalisa ng mga datos na ihaharap ng dalawang pangkat. Ituon ang talakayan sa mga dilemma na mababanggit.
7. Karagdagang tanong sa mag-aaral :
 1. Ano ang mga katangiang dapat taglayin ng isang mabuting lingkod-bayan (public servant) ?
 2. Bakit mahalaga ang tanggapan ng Ombudsman ?
 3. Paano nagsisilbing daan tungo sa paghahari ng batas ang pagpapatupad ng pananagutan sa mga opisyal at kawani ng pamahalaan na sangkot sa katiwalian ?

C. PAGPAPALALIM

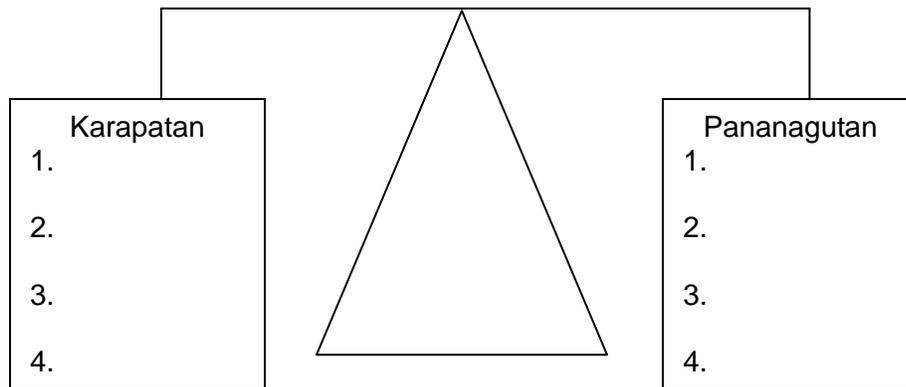
1. Talakayin sa klase ang kahulugan at kahalagahan ng mabuting pamamahala
2. Isa-isahing ipaliwanag sa kanila ang walong pangunahing katangian ng mabuting pamamahala
3. Atasan na magbahagi ng kanilang kaalaman ang mga mag-aaral tungkol sa mga katangian. At hayaan silang masuri ang kasalukuyang pamahalaan upang makita kung taglay ba nito ang mga katangian na tinalakay
4. Tanungin ang mga mag-aaral:
 - a. Ano ang bahaging iyong gagampanan bilang isang kabataan bilang tugon sa maayos at mapanagutang pamamahala ng pamahalaan?
 - b. Ano ang iyong magagawa upang makatulong sa pagsupil ng pang-aabuso sa kapangyarihan ng pinuno o lingkod-bayan?

D. PAGLALAPAT

1. Atasan ang mga mag-aaral na magsagawa ng pagsusuri sa kasalukuyang pamamahala ng mga opisyal ng barangay.
2. Tingnan kung taglay nito ang katangian ng mabuting pamamahala.
3. Gumawa ng ulat ukol sa isasagawang pagsusuri.
4. Atasan din silang sumulat ng kanilang mga rekomendasyon upang maisaayos ang kasalukuyang pamamahala.

E. PAGTATAYA

Punuan ang mga bakanteng kahon sa ibaba ng mga halimbawa ng karapatan at pananagutan ng mga opisyal o kawani ng pamahalaan.



F. TAKDANG ARALIN

1. Anu- ano ang mga katungkulan ng Komisyon sa Serbisyo Sibil?
2. Paano mapangangalagaan at maitataguyod ng Komisyon sa Serbisyo Sibil ang pagkakaroon ng masigla, mahusay at marangal na serbisyo Sibil?

SANGGUNIAN

- Editoryal. Pakinggan ang boses ng mga mag-aaral.
- Ruiz-Dimalanta, R. 2006. *Living By The Rule of Law, A Handbook for High School Students*. pp. 64-66
- Ruiz-Dimalanta, R. and Datinguino, A. *The Rule of Law in the Phillipines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.
- Domingo, F. et. Al. _____. Pakinggan ang boses ng mga mag-aaral. *Pilipinas: Isang Sulyap at Pagyakap*. _____ pp.278-281
- UNESCAP. *What is Good Governance*. Retrieved from <http://www.unescap.org/huset/gg/governance.htm> on March 24, 2011

Rubric para sa ginawang pagsusuri sa paraan ng pamamahala ng barangay

Kraytirya	4	3	2	1
a. Nakagawa ng komprehensibong ulat mula sa ginawang pagsusuri – Malinaw na nakasalaysay ang layunin – Nakamit ang layunin – Naitala ang lahat ng obserbasyon	Nakita ang lahat ng kraytirya	Nakita ang 2 kraytirya	Nakita ang 1 kraytirya	Hindi nakita ang alinman sa mga kraytirya
b. Nakalikha ng mga mungkahi sa pagtataguyod g mabuting pamamahala	Nakalikha ng 4 o mahigit pang mungkahi	Nakalikha ng 3 mungkahi	Nakalikha ng 2 mungkahi	Nakalikha ng 1 mungkahi
c. Bahagi ng ulat	Kumpleto ang lahat ng bahagi	Kulang ng isang bahagi	Kulang ng 2 bahagi	Kulang ng 3 o mahigit pang bahagi

APENDIKS

Editorial

Pakinggan ang boses ng mga mag-aaral

Noong July 12, 2005 ay nagbaba ng hatol ang tanggapan ng Ombudsman hinggil sa apat na opisyaes ng Resonate State University (RSU).

Ang hatol ay "Dismissal from Office" na may kasamang utos na pagbawi sa lahat ng benepisyong maaaring tanggapin ng isang lingkod bayan mula sa pamahalaan at habang-buhay na hindi na muling manilbihan sa alinmang pampublikong tanggapan.

Nagdiwang na ang kampo ng naghabla sa kanilang tagumpay subalit lumipas ang mahabang panahon, hindi pa rin naipatutupad ng Civil Service Commission ang ibinabang hatol.

Dumating sa punto na nainip at nagalit ang mga estudyante kung kaya't sila ay sama-samang nagmartsa sa kalsada sa harap ng R SU Main Campus. Kanilang ipinagsigawan ang damdamin at pagnanais na pababain sa puwesto si Dr. Solomon Hernandez at iba pang kasangkot sa kaso.

Ayon sa kampo nina Dr. Hernandez, sila ay nagsampa ng apela sa hukuman at inaasahan na magbababa ito ng *restraining order* upang huwag maipatupad ang nasabing desisyon ng Ombudsman hanggang hindi nadesisyunan ang *Motion for Reconsideration* na kanilang inihain. Ito ang dahilan kung bakit hindi pa bumababa sa panunungkulan ang apat na opisyaes.

Subalit kung totoo ang ulat na ating natanggap na hindi umabot sa takdang oras ng pagpasampa ng *motion* sina Dr. Hernandez, walang dapat na mangyari kung hindi ang sumunod sila sa ipinag-utos ng hukuman.

Kapwa nagkaroon ng Day in Court ang mga naghabla at ang inihabla kung kaya't maliwanag na dumaan sa tamang proseso ang paglilitis.

Hindi nagtagal ay dumating ang balita na handa nang magsumite ng *Leave of Absence* ang apat na opisyaes. Ito ang patunay na nagkaroon ng kabuluhan ang boses ng mga kabataang estudyante ng RSU.

Panalangin ng lahat na taga-Resonate State University ang maayos na pagtupad sa tungkulin ng sinumang papalit kay Dr. Hernandez.

Karagdagang Sanggunian

- Domingo, F. et. Al. _____. Pakinggan ang boses ng mga mag-aaral. *Pilipinas: Isang Sulyap at Pagyakap*. _____ pp.278-281

WHAT IS GOOD GOVERNANCE?

Recently the terms "governance" and "good governance" are being increasingly used in development literature. Bad governance is being increasingly regarded as one of the root causes of all evil within our societies. Major donors and international financial institutions are increasingly basing their aid and loans on the condition that reforms that ensure "good governance" are undertaken.

This article tries to explain, as simply as possible, what "governance" and "good governance" means.

GOVERNANCE

The concept of "governance" is not new. It is as old as human civilization. Simply put "governance" means: **the process of decision-making and the process by which decisions are implemented (or not implemented).**

Governance can be used in several contexts such as corporate governance, international governance, national governance and local governance.

Since governance is the process of decision-making and the process by which decisions are implemented, an analysis of governance focuses on the formal and informal actors involved in decision-making and implementing the decisions made and the formal and informal structures that have been set in place to arrive at and implement the decision.

Government is one of the actors in governance. Other actors involved in governance vary depending on the level of government that is under discussion. In rural areas, for example, other actors may include influential land lords, associations of peasant farmers, cooperatives, NGOs, research institutes, religious leaders, finance institutions political parties, the military etc. The situation in urban areas is much more complex. Figure 1 provides the interconnections between actors involved in urban governance. At the national level, in addition to the above actors, media, lobbyists, international donors, multi-national corporations, etc. may play a role in decision-making or in influencing the decision-making process.

All actors other than government and the military are grouped together as part of the "civil society." In some countries in addition to the civil society, organized crime syndicates also influence decision-making, particularly in urban areas and at the national level.

Similarly formal government structures are one means by which decisions are arrived at and implemented. At the national level, informal decision-making structures, such as "kitchen cabinets" or informal advisors may exist. In urban areas, organized crime syndicates such as the "land Mafia" may influence decision-making. In some rural areas locally powerful families may make or influence decision-making. Such, informal decision-making is often the result of corrupt practices or leads to corrupt practices.

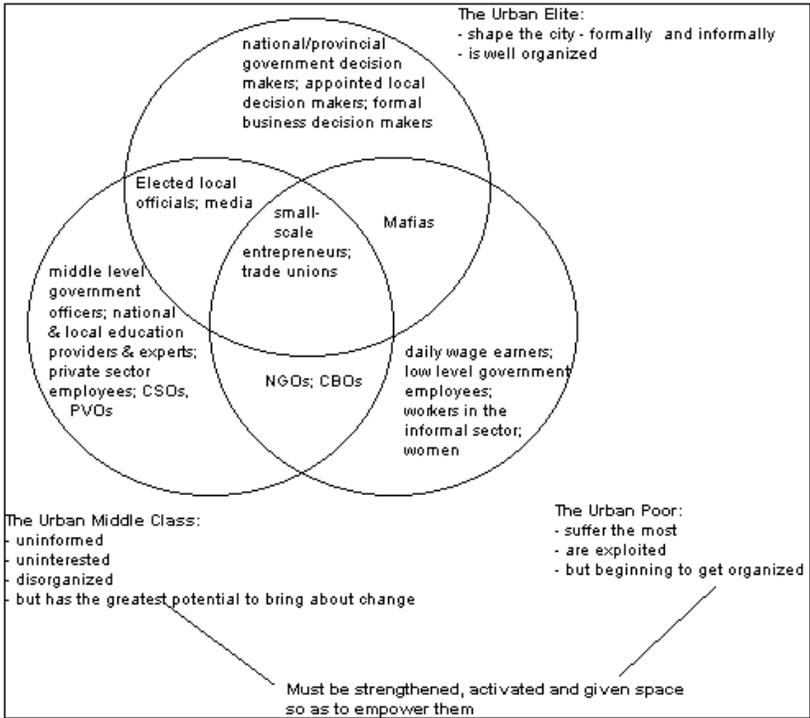


Figure 1: Urban actors
GOOD GOVERNANCE

Good governance has 8 major characteristics. It is participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and follows the rule of law. It assures that corruption is minimized, the views of minorities are taken into account and that the voices of the most vulnerable in society are heard in decision-making. It is also responsive to the present and future needs of society.



Figure 2: Characteristics of good governance
Participation

Participation by both men and women is a key cornerstone of good governance. Participation could be either direct or through legitimate intermediate institutions or representatives. It is important to point out that representative democracy does not necessarily mean that the concerns of the most vulnerable in society would be

taken into consideration in decision making. Participation needs to be informed and organized. This means freedom of association and expression on the one hand and an organized civil society on the other hand.

Rule of law

Good governance requires fair legal frameworks that are enforced impartially. It also requires full protection of human rights, particularly those of minorities. Impartial enforcement of laws requires an independent judiciary and an impartial and incorruptible police force.

Transparency

Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulations. It also means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement. It also means that enough information is provided and that it is provided in easily understandable forms and media.

Responsiveness

Good governance requires that institutions and processes try to serve all stakeholders within a reasonable timeframe.

Consensus oriented

There are several actors and as many view points in a given society. Good governance requires mediation of the different interests in society to reach a broad consensus in society on what is in the best interest of the whole community and how this can be achieved. It also requires a broad and long-term perspective on what is needed for sustainable human development and how to achieve the goals of such development. This can only result from an understanding of the historical, cultural and social contexts of a given society or community.

Equity and inclusiveness

A society's well being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society. This requires all groups, but particularly the most vulnerable, have opportunities to improve or maintain their well being.

Effectiveness and efficiency

Good governance means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.

Accountability

Accountability is a key requirement of good governance. Not only governmental institutions but also the private sector and civil society organizations must be accountable to the public and to their institutional stakeholders. Who is accountable to whom varies depending on whether decisions or actions taken are internal or external to an organization or institution. In general an organization or an institution is accountable to those who will be affected by its decisions or actions. Accountability cannot be enforced without transparency and the rule of law.

CONCLUSION

From the above discussion it should be clear that good governance is an ideal which is difficult to achieve in its totality. Very few countries and societies have come close to achieving good governance in its totality. However, to ensure sustainable human development, actions must be taken to work towards this ideal with the aim of making it a reality.

Source: <http://www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp>

Antas: Taon 1
Asignatura: ARALING PANLIPUNAN
ARALIN / PAKSA: Paggalang sa Karapatan ng mga Bulnerableng Sektor ng Lipunan
Sesyon: Dalawa
KAISIPAN: Tungkulin ng pamahalaan na tulungan at pangalagaan ang mga karapatan ng bulnerableng sektor ng lipunan.

MGA BATAYANG KASANAYAN SA PAGKATUTO

BEC LC 7.8 Nabibigyang-proteksyon ang mga bata, kababaihan at manggagawa laban sa mga pang-aabuso sa kanilang karapatan tulad ng child, women and drug trafficking, child abuse, at iba pa

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN	
Naipamamalas ng mag-aaral ang pang-unawa sa mga paraan ng pagbibigay proteksyon sa mga taong kabilang sa bulnerableng sektor ng lipunan.	
KAKAILANGANING PAG-UNAWA	MAHAHALAGANG TANONG
Naipamamalas ng mag-aaral ang pang-unawa sa mga pangangailangan ng mga bulnerableng sektor ng lipunan	<ol style="list-style-type: none"> 1. Bakit binansagang ‘bulnerableng sektor ng lipunan’ ang mga bata, katutubo, kababaihan, mga matatanda at mga may kapansanan? 2. Paano naipakikita ng pamahalaan ang proteksyon para sa mga bulnerableng sektor ng lipunan?
KAALAMAN	KASANAYAN/ KAKAYAHAN
<i>Nauunawaan ng mga mag-aaral na . . .</i> <ol style="list-style-type: none"> 1. May mga programa at proyekto ang pamahalaan na nagbibigay-proteksyon sa mga bulnerableng sektor ng lipunan. 2. May mga batas para sa proteksiyon ng mga bata, katutubo, mga matatanda, mga may kapansanan at mga kababaihan. 	<i>Ang mag-aaral ay. . .</i> <ol style="list-style-type: none"> 1. Natutukoy ang mga bulnerableng sektor ng lipunan. 2. Naipaliliwanag ang mga anyo ng paglabag sa mga karapatan ng mga ito. 3. Nasusuri ang mga epekto ng paglabag sa kanilang mga karapatang-pantao. 4. Nakapagmumungkahi ng mabisang pamamaraan sa pangangalaga ng karapatang-pantao ng mga bulnerableng sektor ng lipunan.

ANTAS II - PAGTATAYA

SA ANTAS PAGGANAP

Humanap sa Internet o mga aklat ng mga taong kabilang sa mga bulnerableng sektor ng lipunan na naging matagumpay sa kanilang buhay at nagbigay ng karangalan sa kanilang bayan.

Pumili ng isang taong kabilang sa bulnerableng sektor at gumawa ng album na naglalarawan ng buhay ng taong ito. Ipakita rin kung paano siya natulungan ng pamahalaan upang maabot niya ang maganda niyang kalagayan.

Gamitin ang Kraytirya sa Pagtataya para sa Pagtataya

SA ANTAS NG PAG-UNAWA

Gawin ng mga mag-aaral ang sumusunod na pagsasanay:

Magbigay ng reaksiyon sa pangungusap na ito:

Ang pagkilala at paggalang sa bulnerableng sektor ng lipunan ay nagbibigay daan upang makamit nila ang kanilang kakayahan nang lubusan.

Naniniwala ka ba rito? Bakit?
Sumulat ng sanaysay na nagtatalakay ng iyong opinion.

ANTAS III – PLANO SA PAGKATUTO

P. PAGTUKLAS

Ipapakita ng guro ang mga larawan ng alin man sa mga sumusunod:

11. Pang-aabuso sa kababaihan
12. Mga katutubong pinaalis sa kanilang ancestral domain
13. Matandang maysakit na nakahiga sa gilid ng kalsada
14. Taong may kapansanan na tinanggihang tanggapin sa trabaho

Itanong sa mga mag-aaral:

Mayroon ba kayong kakilala na nakaranas ng sitwasyon gaya ng ipinakita sa larawan ?
Anong situwasyon ang naranasan ng iyong kakilala?

Sabihin sa mga mag-aaral na ang tao ay nilalang ng Diyos na may pag-iisip at pagpapasiya. May taglay siyang karangalan bilang tao.

Sa lipunan, may mga taong kabilang sa bulnerableng sektor. Kailangan nila ng proteksyon ng batas at suporta mula sa pamahalaan upang magapi ang kanilang kahinaan.

Ano-anong mga pang-aabuso ang maaaring maranasan ng mga bulnerableng sektor ng lipunan?
Isulat ito sa ibaba:

Mga kababaihan _____
Mga katutubo _____
Mga matatanda _____
Mga may kapansanan _____

Ipapaliwanag ng mga mag-aaral ang mga sumusunod na batas tungkol sa mga karapatan ng

mga bulnerableng sektor bilang paglilinaw (Tingnan sa Apendiks).

Hatiin sa apat na pangkat ang mga mag-aaral. Talakayin nila ang batas at magbigay ng halimbawa ng paglabag dito.

Maghanda ang pangkat na ihayag ang kanilang paliwanag at halimbawa sa klase.

Unang Pangkat – Republic Act 8371 – Indigenous People’s Right Act of 1997
(Tungkol sa mga karapatan ng Katutubo na nakasaad sa General Provisions)

Ikalawang Pangkat – Republic Act 9257 – An Act Granting Additional Benefits And Privileges To Senior Citizens Amending For The Purpose Republic Act No. 7432, Otherwise Known As "An Act To Maximize The Contribution Of Senior Citizens To Nation Building, Grant Benefits And Special Privileges And For Other Purposes" (Tungkol sa mga pribilehiyong ipinagkakaloob sa mga Matatanda)

Ikatlong Pangkat – Republic Act 9442 – An Act Amending RA 7277 Magna Carta for Persons with Disability (Tungkol sa mga Karapatang taglay ng mga May kapansanan)

Ika-apat na Pangkat – Republic Act 9262 – Anti Violence Against Women Law - Section 5 and 6 (Tungkol sa mga anyo ng karahasan sa mga kababaihan at kaparusahan dito)

Bigyang pansin ang ginagawa ng pamahalaan upang bigyang proteksyon ang mga karapatan ng mga nabanggit na sektor.

Q. PAGLINANG

Pagkatapos ihayag ang kanilang paliwanag at halimbawa sa klase, talakayin ang mga sumusunod:

1. Paano pinaiiral ng pamahalaan ang pagbibigay ng proteksyon sa mga naturang bulnerableng sektor?
2. Sa paanong paraan nakatutulong ang mga nabanggit na batas sa mga
 - a. Katutubo
 - b. Kababaihan
 - c. Matatanda
 - d. May kapansanan
3. Bakit dapat pahalagahan ang mga bulnerableng sektor ng lipunan?

R. PAGPAPALALIM

The Golden Rule: “Huwag mong gawin sa iba ang ayaw mong gawin sa iyo.”

Itanong sa mga mag-aaral:

Paano mo maiuugnay ang mensaheng ito sa nararapat na pagtangkilik at proteksyon sa mga bulnerableng sektor ng lipunan?

S. PAGLALAPAT

Hamunin ang mga mag-aaral:

Bilang mag-aaral at responsableng mamamayan, ano ang mga hakbang na gagawin mo upang matulungan ang mga bulnerableng sektor ng ating lipunan na mapangalagaan ang kanilang mga karapatan?

Pumili ng kapareha. Mamili ng isang bulnerableng sektor ng lipunan. Talakayin kung anong mga konkretong suporta ang maaaring ibigay ng mga kabataan sa mga ito.

Gumawa ng pahayag tungkol sa napiling bulnerableng sektor ng lipunan:

Kaming mga kabataan ay handang _____

upang makatulong sa mga _____

T. TAKDANG ARALIN

Humanap ng isang taong kabilang sa bulnerableng sektor ng lipunan. Makipanayam dito. Itanong kung ano ang kanyang kalagayan, ano ang mga pangangailangan at paano natutugunan ng pamahalaan ang mga pangangailangan niya.

Maghandang ibahagi ang natutunan mula sa taong ito pagbalik sa klase.

Mga Sanggunian

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)* Manila. LIBERTAS Project..

Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law, A Handbook for High School Students.* Manila. LIBERTAS.

Reyes, Z. and Tantengco, N. 1997. *Daloy Ng Kasaysayan At Pamahalaang Pilipino* . pp. 273- 276. Quezon City : Dane Publishing House , Inc.,

Const., Art. II, sec. 10; Sec. 1 of Art. XIII

RA 8371- Indigenous People's Right Act

RA 9257 – An Act Granting Additional Benefits and Privileges to Senior Citizens Amending for the Purpose RA 7432

RA 9442- An Act Amending Republic Act 7277 Magna Carta for Persons with Disability

RA 9262 – Anti Violence Against Women Law

Mga Kakailangang Kagamitan

Larawan na nagpapakita ng pang-aabuso sa kababaihan, mga matatanda, mga katutubo at mga may kapansanan

Rubrik

Kraytiya sa Pagtataya				
	Napaka galing	Magalin g	Katamt aman ang Galing	Mahina

	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
1. Ang album ay tungkol sa isang taong kabilang sa bulnerableng sektor ng lipunan na naging matagumpay sa kanyang buhay at nagbigay ng karangalan sa kanyang bayan.				
2. Inilalarawan ng album ang buhay ng taong ito.				
3. Ipinapakita ng album kung paano natulungan ng pamahalaan ang taong ito upang maabot niya ang maganda niyang kalagayan.				
4. Malinis at maayos ang pagkakagawa sa album				
Kalahatan				
Marka				

APENDIKS

Const., Art. II, sec. 10; Sec. 1 of Art. XIII

Section 10. The State shall promote social justice in all phases of national development.

Section 1. The Congress shall give highest priority to the enactment of measures that protect and enhance the right of all the 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. xxx

REPUBLIC ACT NO. 8371

AN ACT TO RECOGNIZE, PROTECT AND PROMOTE THE RIGHTS OF INDIGENOUS CULTURAL COMMUNITIES/ INDIGENOUS PEOPLES, CREATING A NATIONAL COMMISSION ON INDIGENOUS PEOPLES, ESTABLISHING IMPLEMENTING MECHANISMS, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES

CHAPTER I GENERAL PROVISIONS

SECTION 1. Short Title. - This Act shall be known as "The Indigenous Peoples Rights Act of 1997".

SEC. 2. Declaration of State Policies. - The State shall recognize and promote all the rights of Indigenous Cultural Communities/ Indigenous Peoples (ICCs/IPs) hereunder enumerated within the framework of the Constitution:

- a) The State shall recognize and promote the rights of ICCs/IPs within the framework of national unity and development;
- b) The State shall protect the rights of ICCs/IPs to their ancestral domains to ensure their economic, social and cultural well being and shall recognize the applicability of customary laws governing property rights or relations in determining the ownership and extent of ancestral domain;
- c) The State shall recognize, respect and protect the rights of ICCs/ IPs to preserve and develop their cultures, traditions and institutions. It shall consider these rights in the formulation of national laws and policies;
- d) The State shall guarantee that members of the ICCs/IPs regardless of sex, shall equally enjoy the full measure of Human rights and freedoms without distinction or discrimination;
- e) The State shall take measures, with the participation of the ICCs/ IPs concerned, to protect their rights and guarantee respect for their cultural integrity, and to ensure that members of the ICCs/IPs benefit on an equal footing from the rights and opportunities which national laws and regulations grant to other members of the population; and
- f) The State recognizes its obligations to respond to the strong expression of the ICCs/IPs for cultural integrity by assuring maximum ICC/IP participation in the direction of education, health, as well as other services of ICCs/IPs, in order to render such services more responsive to the needs and desires of these communities.

Towards these ends, the State shall institute and establish the necessary mechanisms to enforce and guarantee the realization of these rights, taking into consideration their customs, traditions, values, beliefs interests and institutions, and to adopt and implement measures to protect their rights to their ancestral domains.

REPUBLIC ACT NO. 9257

AN ACT GRANTING ADDITIONAL BENEFITS AND PRIVILEGES TO SENIOR CITIZENS AMENDING FOR THE PURPOSE REPUBLIC ACT NO. 7432, OTHERWISE KNOWN AS "AN ACT TO MAXIMIZE THE CONTRIBUTION OF SENIOR CITIZENS TO NATION BUILDING, GRANT BENEFITS AND SPECIAL PRIVILEGES AND FOR OTHER PURPOSES"

SECTION 1. This Act shall be known as the "Expanded Senior Citizens Act of 2003."

SECTION 2. Republic Act. No. 7432 is hereby amended to read as follows:

"SECTION 1. *Declaration of Policies and Objectives.* – Pursuant to Article XV, Section 4 of the Constitution, it is the duty of the family to take care of its elderly members while the State may design programs of social security for them. In addition to this, Section 10 in the Declaration of Principles and State Policies provides: "The State shall provide social justice in all phases of national development." Further, Article XIII, Section 11 provides: " The State shall adopt an integrated and comprehensive approach to health and other social services available to all the people at affordable cost. There shall be priority for the needs of the underprivileged, sick, elderly, disabled, women and children." Consonant with these constitution principles the following are the declared policies of this Act:

- (a) To motivate and encourage the senior citizens to contribute to nation building;
- (b) To encourage their families and the communities they live with to reaffirm the valued Filipino tradition of caring for the senior citizens;
- (c) To give full support to the improvement of the total well-being of the elderly and their full participation in society considering that senior citizens are integral part of Philippine society;
- (d) To recognize the rights of senior citizens to take their proper place in society. This must be the concern of the family, community, and government;
- (e) To provide a comprehensive health care and rehabilitation system for disabled senior citizens to foster their capacity to attain a more meaningful and productive ageing; and
- (f) To recognize the important role of the private sector in the improvement of the welfare of senior citizens and to actively seek their partnership.

"SEC. 4. *Privileges for the Senior Citizens.* – The senior citizens shall be entitled to the following:

- (a) the grant of twenty percent (20%) discount from all establishments relative to the utilization of services in hotels and similar lodging establishment, restaurants and recreation centers, and purchase of medicines in all establishments for the exclusive use or enjoyment of senior citizens, including funeral and burial services for the death of senior citizens;
- (b) a minimum of twenty percent (20%) discount on admission fees charged by theaters, cinema houses and concert halls, circuses, carnivals, and other similar places of culture, leisure and amusement for the exclusive use or enjoyment of senior citizens;
- (c) exemption from the payment of individual income taxes: Provided, That their annual taxable income does not exceed the poverty level as determined by the National Economic and Development Authority (NEDA) for that year;
- (d) exemption from training fees for socioeconomic programs;
- (e) free medical and dental service, diagnostic and laboratory fees such as, but not limited to, x-rays, computerized tomography scans and blood tests, in all government facilities, subject to the guidelines to be issued by the Department of Health in coordination with the Philippine Health Insurance Corporation (PHILHEALTH);
- (f) the grant of twenty percent (20%) discount on medical and dental services, and diagnostic and laboratory fees provided under Section 4 (e) hereof, including professional fees of attending doctors in all private hospitals and medical facilities, in accordance with the rules and regulations to be issued by the Department of Health, in coordination with the Philippine Health Insurance Corporation;
- (g) the grant of twenty percent (20%) discount in fare for domestic air and sea travel for the exclusive use or enjoyment of senior citizens;
- (h) the grant of twenty percent (20%) discount in public railways, skyways and bus fare for the exclusive use and enjoyment of senior citizens;
- (i) educational assistance to senior citizens to pursue post secondary, tertiary, post tertiary, as well as vocational or technical education in both public and private schools through provision of scholarship, grants, financial aid subsidies and other incentives to qualified senior citizens, including support for books,

learning materials, and uniform allowance, to the extent feasible: Provided, That senior citizens shall meet minimum admission requirement;

(j) to the extent practicable and feasible, the continuance of the same benefits and privileges given by the Government Service Insurance System (GSIS), Social Security System (SSS) and PAG-IBIG, as the case may be, as are enjoyed by those in actual service.

(k) retirement benefits of retirees from both the government and private sector shall be regularly reviewed to ensure their continuing responsiveness and sustainability, and to the extent practicable and feasible, shall be upgraded to be at par with the current scale enjoyed by those in actual service.

(l) to the extent possible, the government may grant special discounts in special programs for senior citizens on purchase of basic commodities, subject to the guidelines to be issued for the purpose by the Department of Trade and Industry (DTI) and the Department of Agriculture (DA); and

(m) provision of express lanes for senior citizens in all commercial and government establishments; in the absence thereof, priority shall be given to them.

REPUBLIC ACT NO. 9442

AN ACT AMENDING REPUBLIC ACT NO. 7277, OTHERWISE KNOWN AS THE "MAGNA CARTA FOR DISABLED PERSONS, AND FOR OTHER PURPOSES"

SECTION 1. a new chapter, to be denominated as "Chapter 8. Other privileges and Incentives" is hereby added to Title Two of Republic Act No. 7277, otherwise known as the "Magna Carta for Disabled Persons", with new Sections 32 and 33, to read as follows:

"CHAPTER 8. Other Privileges and Incentives

"SEC. 32. Persons with disability shall be entitled to the following:

(a) At least twenty percent (20%) discount from all establishments relative to the utilization of all services in hotels and similar lodging establishments; restaurants and recreation centers for the exclusive use or enjoyment of persons with disability;

(b) A minimum of twenty percent (20%) discount on admission fees charged by theaters, cinema houses, concert halls, circuses, carnivals and other similar places of culture, leisure and amusement for the exclusive use or enjoyment of persons with disability;

(c) At least twenty percent (20%) discount for the purchase of medicines in all drugstores for the exclusive use or enjoyment of persons with disability;

(d) At least twenty percent (20%) discount on medical and dental services including diagnostic and laboratory fees such as, but not limited to, x-rays, computerized tomography scans and blood tests, in all government facilities, subject to guidelines to be issued by the Department of Health (DOH), in coordination with the Philippine Health Insurance Corporation (PHILHEALTH);

(e) At least twenty percent (20%) discount on medical and dental services including diagnostic and laboratory fees, and professional fees of attending doctors in all private hospitals and medical facilities, in accordance with the rules and regulations to be issued by the DOH, in coordination with the PHILHEALTH;

(f) At least twenty percent (20%) discount on fare for domestic air and sea travel for the exclusive use or enjoyment of persons with disability;

(g) At least twenty percent (20%) discount in public railways, skyways and bus fare for the exclusive use and enjoyment of person with disability;

(h) Educational assistance to persons with disability, for them to pursue primary, secondary, tertiary, post tertiary, as well as vocational or technical education, in both public and private schools, through the provision of scholarships, grants, financial aids, subsidies and other incentives to qualified persons with disability, including support for books, learning material, and uniform allowance to the extent feasible: Provided, That persons with disability shall meet minimum admission requirements;

(i) To the extent practicable and feasible, the continuance of the same benefits and privileges given by the Government Service Insurance System (GSIS), Social Security System (SSS), and PAG-IBIG, as the case may

be, as are enjoyed by those in actual service;

(j) To the extent possible, the government may grant special discounts in special programs for persons with disability on purchase of basic commodities, subject to guidelines to be issued for the purpose by the Department of Trade and Industry (DTI) and the Department of Agricultural (DA); and

(k) Provision of express lanes for persons with disability in all commercial and government establishments; in the absence thereof, priority shall be given to them.

The abovementioned privileges are available only to persons with disability who are Filipino citizens upon submission of any of the following as proof of his/her entitlement thereto:

(I) An identification card issued by the city or municipal mayor or the barangay captain of the place where the persons with disability resides;

(II) The passport of the persons with disability concerned; or

(III) Transportation discount fare Identification Card (ID) issued by the National Council for the Welfare of Disabled Persons (NCWDP).

The privileges may not be claimed if the persons with disability claims a higher discount sa may be granted by the commercial establishment and/or under other existing laws or in combination with other discount programs/s.

The establishments may claim the discounts granted in sub-sections (a), (b), (c), (f) and (g) as tax deductions based on the net cost of the goods sold or services rendered: Provided, further, That the total amount of the claimed tax deduction net of value-added tax if applicable, shall be included in their gross sales receipts for tax purposes and shall be subject to proper documentation and to the provisions of the National Internal Revenue Code (NIRC), as amended."

REPUBLIC ACT NO. 9262

AN ACT DEFINING VIOLENCE AGAINST WOMEN AND THEIR CHILDREN, PROVIDING FOR PROTECTIVE MEASURES FOR VICTIMS, PRESCRIBING PENALTIES THEREFORE, AND FOR OTHER PURPOSES

SECTION 1. Short Title.- This Act shall be known as the "Anti-Violence Against Women and Their Children Act of 2004".

SEC. 2. Declaration of Policy.- It is hereby declared that the State values the dignity of women and children and guarantees full respect for human rights. The State also recognizes the need to protect the family and its members particularly women and children, from violence and threats to their personal safety and security.

Towards this end, the State shall exert efforts to address violence committed against women and children in keeping with the fundamental freedoms guaranteed under the Constitution and the Provisions of the Universal Declaration of Human Rights, the convention on the Elimination of all forms of discrimination Against Women, Convention on the Rights of the Child and other international human rights instruments of which the Philippines is a party.

SEC. 5. Acts of Violence Against Women and Their Children.- The crime of violence against women and their children is committed through any of the following acts:

- a. Causing physical harm to the woman or her child;
- b. Threatening to cause the woman or her child physical harm;
- c. Attempting to cause the woman or her child physical harm;
- d. Placing the woman or her child in fear of imminent physical harm;
- e. Attempting to compel or compelling the woman or her child to engage in conduct which the woman or her child has the right to desist from or desist from conduct which the woman or her child has the right to engage in, or attempting to restrict or restricting the woman's or her child's freedom of movement or

conduct by force or threat of force, physical or other harm or threat of physical or other harm, or intimidation directed against the woman or child. This shall include, but not limited to, the following acts committed with the purpose or effect of controlling or restricting the woman's or her child's movement or conduct:

- a. Threatening to deprive or actually depriving the woman or her child of custody to her/his family;
- b. Depriving or threatening to deprive the woman or her children of financial support legally due her or her family, or deliberately providing the woman's children insufficient financial support;
- c. Depriving or threatening to deprive the woman or her child of a legal right;
- d. Preventing the woman in engaging in any legitimate profession, occupation, business or activity or controlling the victim's own money or properties, or solely controlling the conjugal or common money, or properties;
- f. Inflicting or threatening to inflict physical harm on oneself for the purpose of controlling her actions or decisions;
- g. Causing or attempting to cause the woman or her child to engage in any sexual activity which does not constitute rape, by force or threat of force, physical harm, or through intimidation directed against the woman or her child or her/his immediate family;
- h. Engaging in purposeful, knowing, or reckless conduct, personally or through another, that alarms or causes substantial emotional or psychological distress to the woman or her child. This shall include, but not be limited to, the following acts:
 - a. Stalking or following the woman or her child in public or private places;
 - b. Peering in the window or lingering outside the residence of the woman or her child;
 - c. Entering or remaining in the dwelling or on the property of the woman or her child against her/his will;
 - d. Destroying the property and personal belongings or inflicting harm to animals or pets of the woman or her child; and
 - e. Engaging in any form of harassment or violence;
- i. Causing mental or emotional anguish, public ridicule or humiliation to the woman or her child, including, but not limited to, repeated verbal and emotional abuse, and denial of financial support or custody of minor children or access to the woman's child/children.

Sec. 30. *Duties of Barangay Officials and Law Enforcers.* – Barangay officials and law enforcers shall have the following duties:

- a. respond immediately to a call for help or request for assistance or protection of the victim by entering the necessary whether or not a protection order has been issued and ensure the safety of the victim/s;
- b. confiscate any deadly weapon in the possession of the perpetrator or within plain view;
- c. transport or escort the victim/s to a safe place of their choice or to a clinic or hospital;
- d. assist the victim in removing personal belongs from the house;
- e. assist the barangay officials and other government officers and employees who respond to a call for help;
- f. ensure the enforcement of the Protection Orders issued by the *Punong Barangay* or the courts;
- g. arrest the suspected perpetrator without a warrant when any of the acts of violence defined by this Act is occurring, or when he/she has personal knowledge that any act of abuse has just been committed, and there is imminent danger to the life or limb of the victim as defined in this Act; and
- h. immediately report the call for assessment or assistance of the DSWD, social Welfare Department of LGUs or accredited non-government organizations (NGOs).

Any barangay official or law enforcer who fails to report the incident shall be liable for a fine not exceeding Ten Thousand Pesos (P10,000.00) or whenever applicable criminal, civil or administrative liability.

SEC. 35. *Rights of Victims.* – In addition to their rights under existing laws, victims of violence against women and their children shall have the following rights:

- a. to be treated with respect and dignity;

- b. to avail of legal assistance from the PAO of the Department of Justice (DOJ) or any public legal assistance office;
- c. To be entitled to support services from the DSWD and LGUs'
- d. To be entitled to all legal remedies and support as provided for under the Family Code; and
- e. To be informed of their rights and the services available to them including their right to apply for a protection order.



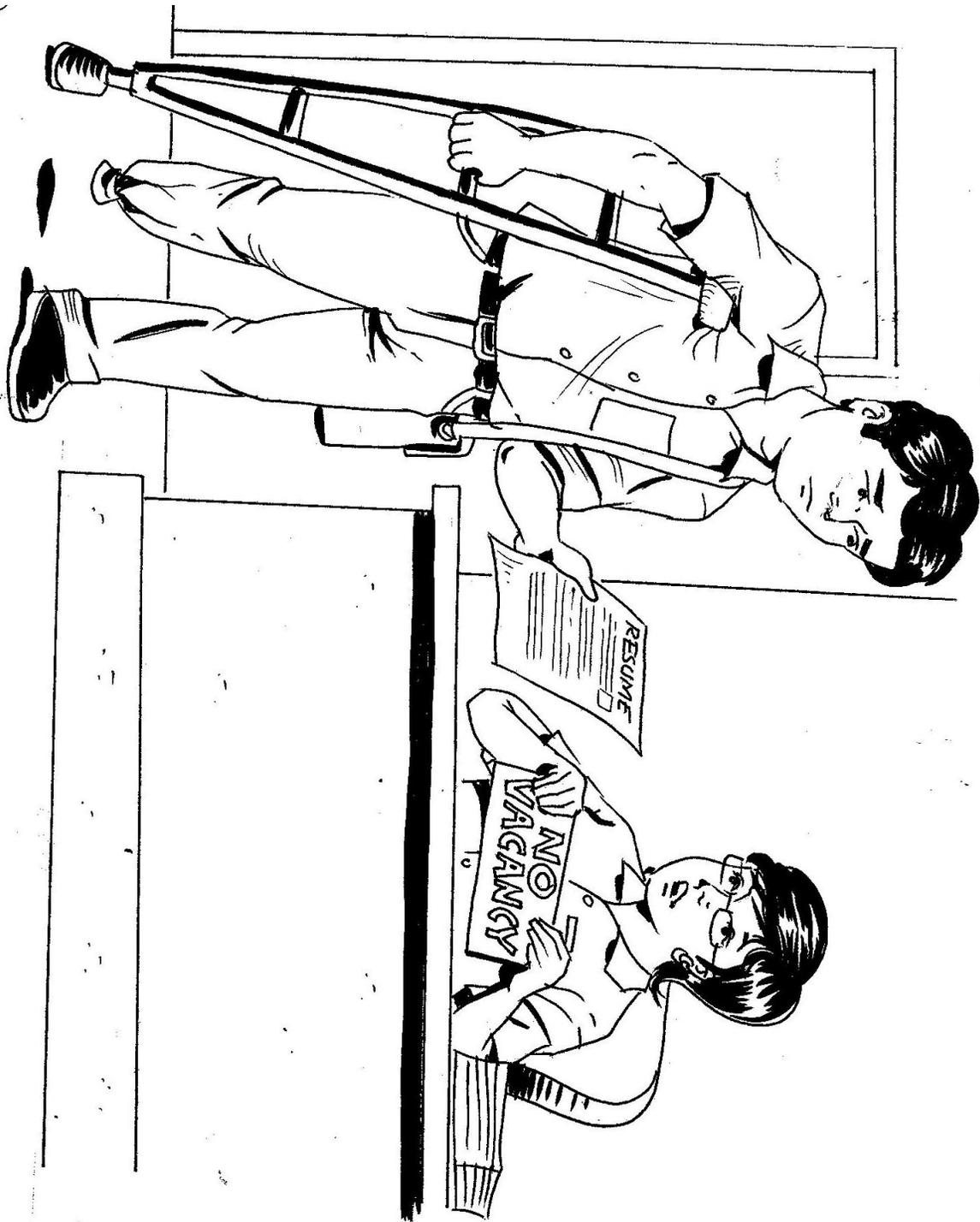
Pang-aabuso sa kababaihan



Mga katutubong pinaalis sa kanilang ancestral domain



Matandang maysakit na nakahiga sa gilid ng kalsada



Taong may kapansanan na tinanggihang tanggapin sa trabaho

Taon: Unang Taon
Asignatura: ARALING PANLIPUNAN I
ARALIN / PAKSA: Pagtataguyod sa Karapatang Pantao ng mga Kabataan, Tungkulin ng Lahat
Sesyon: Dalawa
KAISIPAN: Ang katatagan at katiwasayan ng mga kabataan ay nakasalalay sa proteksyon na ibinibigay ng pamahalaan.
 Tungkulin ng pamahalaang tiyakin na ang mga kabataan ay naitataguyod ang kanilang mga karapatan at nabibiyan ng sapat na proteksyon laban sa pang-aabuso.

MGA BATAYANG KASANAYAN SA PAGKATUTO

5B1 1. Nabibigyang-proteksyon ang mga bata laban sa mga pang-aabuso sa kanilang karapatan tulad ng *child abuse* at iba pa.

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN Naipamamalas ng mag-aaral ang pag-unawa na pinangangalagaan at tinitiyak ng pamahalaan na ang karapatang ng mga bata ay kinikilala at iginagalang ng lahat ng mamamayan.	
KAKAILANGANING PAG-UNAWA Ang mga bata dahil sa kanilang kahinaan, ay mas nangangailangan ng proteksyon mula sa iba’t ibang paraan ng pang-aabuso mula sa pamahalaan at sa lahat ng mamamayan.	MAHAHALAGANG TANONG Bakita mas nangangailangan ng proteksyon ang mga bata laban sa pang-aabuso?
KAALAMAN <i>Nauunawaan ng mga mag-aaral na . . .</i> Tungkulin ng bawat isa ang kilalanin at igoalang ang karapatang pantao ng ating kapwa anuman ang kanyang lahi, kasarian, edad o kalagayan sa buhay . Tungkulin ng pamahalaang tiyakin na ang karapatan ng mga kabataan ay kanilang natatamasa.	KASANAYAN/ KAKAYAHAN <i>Ang mag-aaral ay. . .</i> 1. Nakapagsusuri ng isang awitin na tungkol sa mga bata 2. Nakababasa ng kwento ng paglabag sa karapatan ng bata 3. Nasusuri ang mga dahilan ng pang-aabuso sa karapatan ng mga bata. 4. Naipaliliwanag ang mga programang inilulunsad at batas na ipinatutupad ng

	<p>pamahalaan upang maitaguyod ang karapatan ng mga kabataan.</p> <p>5. Nakagagawa ng photo essay tungkol sa karapatan ng bata</p>		
<p>ANTAS II - PAGTATAYA</p>			
<p>SA ANTAS NG PAG-UNAWA</p> <p>Nakagagawa ng photo essay na may paksang: “Paglabag sa Karapatang Pantao Labanan, Karapatan ng Bata Alagaan”.</p>	<p>SA ANTAS PAGGANAP</p> <p>Pagtataya sa ginawang photo essay batay sa mga sumusunod na kraytiryay:</p> <ul style="list-style-type: none"> • Nilalaman • Kalidad ng mga larawan • Paliwanag (caption) • Kakayahang makapukaw ng damdamin 		
<p>ANTAS III – PLANO SA PAGKATUTO</p>			
<p>A. PAGTUKAS</p> <ol style="list-style-type: none"> 1. Iparinig sa mga mag-aaral ang kantang “Itanong mo sa mga bata” ng Asin. 2. Ipaskil sa pisara ang <i>lyrics</i> ng kanta o kaya naman ay gumawa ng PowerPoint Presentation o movie gamit ang moviemaker. <table border="1" data-bbox="240 1100 1276 1682" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 10px; vertical-align: top;"> <p>Title: Itanong Mo Sa Mga Bata Album: Artist: Asin</p> <p style="text-align: center;">Ikaw ba’y nalulungkot Ikaw ba’y nag-iisa Walang kaibigan Walang kasama</p> <p style="text-align: center;">Ikaw ba’y nalilito Pag-iisip mo’y nagugulo Sa buhay ng tao Sa takbo ng buhay mo</p> </td> <td style="width: 50%; padding: 10px; vertical-align: top;"> <p style="text-align: center;">Ikaw ba’y isang mayaman O ika’y isang mahirap lang Sino sa inyong dalawa Ang mas nahihirapan</p> <p style="text-align: center;">CHORUS</p> <p style="text-align: center;">Masdan mo ang mga bata Masdan mo ang mga bata Ikaw ba’y walang nakikita Sa takbo ng buhay nila</p> <p style="text-align: center;">Masdan mo ang mga bata Ang buhay ay hawak nila Masdan mo ang mga bata Ang sagot ay ‘yong makikita</p> </td> </tr> </table>		<p>Title: Itanong Mo Sa Mga Bata Album: Artist: Asin</p> <p style="text-align: center;">Ikaw ba’y nalulungkot Ikaw ba’y nag-iisa Walang kaibigan Walang kasama</p> <p style="text-align: center;">Ikaw ba’y nalilito Pag-iisip mo’y nagugulo Sa buhay ng tao Sa takbo ng buhay mo</p>	<p style="text-align: center;">Ikaw ba’y isang mayaman O ika’y isang mahirap lang Sino sa inyong dalawa Ang mas nahihirapan</p> <p style="text-align: center;">CHORUS</p> <p style="text-align: center;">Masdan mo ang mga bata Masdan mo ang mga bata Ikaw ba’y walang nakikita Sa takbo ng buhay nila</p> <p style="text-align: center;">Masdan mo ang mga bata Ang buhay ay hawak nila Masdan mo ang mga bata Ang sagot ay ‘yong makikita</p>
<p>Title: Itanong Mo Sa Mga Bata Album: Artist: Asin</p> <p style="text-align: center;">Ikaw ba’y nalulungkot Ikaw ba’y nag-iisa Walang kaibigan Walang kasama</p> <p style="text-align: center;">Ikaw ba’y nalilito Pag-iisip mo’y nagugulo Sa buhay ng tao Sa takbo ng buhay mo</p>	<p style="text-align: center;">Ikaw ba’y isang mayaman O ika’y isang mahirap lang Sino sa inyong dalawa Ang mas nahihirapan</p> <p style="text-align: center;">CHORUS</p> <p style="text-align: center;">Masdan mo ang mga bata Masdan mo ang mga bata Ikaw ba’y walang nakikita Sa takbo ng buhay nila</p> <p style="text-align: center;">Masdan mo ang mga bata Ang buhay ay hawak nila Masdan mo ang mga bata Ang sagot ay ‘yong makikita</p>		

Ikaw ba'y ang taong
Walang pakialam sa mundo
Ngunit ang katotohanan
Ikaw ma'y naguguluhan

Tayo ay naglalakbay
Habol natin ang buhay
Ngunit ang maging bata ba'y tulay
Tungo sa hanap nating buhay

Masdan mo ang mga bata
Ang aral sa kanila makukuha
Ano nga ba ang gagawin
Sa buhay na hindi naman sa atin

CHORUS 2

Itanong mo sa mga bata
Itanong mo sa mga bata
Ano ang kanilang nakikita
Sa buhay na hawak nila

Masdan mo ang mga bata
Sila ang tunay na pinagpala
Kaya dapat nating pahalagahan
Dapat din kayang kainggitan

3. Ano ang mensahe ng awitin?
4. Ano ang linya sa kanta na nakapukaw ng iyong damdamin?
5. Masarap ba maging bata? Bakit o bakit hindi?
6. Ano ang maganda at di magandang dulot ng pagiging isang bata? Ipaliwanag
7. Tanungin ang mga bata. Ano ang iyong naiisip kapag naririnig mo ang salitang karapatang pambata?
8. Maaring gumawa ng graphic organizer habang ibinibigay ng mga mag-aaral ang kanilang mga kasagutan.

B. PAGLINANG

9. Ipabasa sa mga mag-aaral ang kwentong *Saan Kami Patutungo?* (Tingnan ang Apendiks).
 - a. Ano ang naramdaman ninyo para kay Karen at Joan matapos mabasa ang maikling kuwento ? Ipaliwanag.
 - b. May pananagutan ba sa batas ang kanilang ama? Bakit? Kailan maituturing na anyo ng pang-aabuso ang paraan na ginagamit sa pagdidisiplina ng magulang sa anak?
 - c. Ano ang kaso na isinampa laban kay Mang Ric?
 - d. Bakit nagaganap ang ganitong klase ng pang-aabuso sa mga kabataan?
 - e. Kung ikaw si Karen o Joan, ano ang iyong gagawin?
 - f. Ano ang maari nating magawa upang maiwasan o mawakasan ang ganitong mga pang-aabuso sa mga kabataan?
 - g. Paano tinitiyak ng pamahalaan ang kaligtasan ng mga kabataan laban sa pang-aabuso?
Pag-aaral ng mga alternatibo.
10. Gabayan ang mga mag-aaral sa pagpili ng alternatibo ng mga saksi na sina Piolo at Jericho.

11. Itanong:

- a. Anu-ano ang mga dahilan na maaaring mag-udyok kina Piolo at Jericho upang tumestigo o di tumestigo sa kaso ni Mang Ric? Kung kayo sina Piolo at Ric, tetestigo ba kayo?

Mga inaasahang sagot:

- Kung hindi ituturo si Mang Ric, ipagpapatuloy nito ang pananakit kina Karen at Joan.
- Wala silang laban kay Mang Ric subal'it maaari silang tulungan ng kanilang mga magulang. Sa kalaunan, ang saksi ay mapapahamak.
- Kawawa naman sina Piolo at Jericho, di sila makapapasok sa paaralan kapag may bista sa korte.
- Dapat lamang silang tumayong saksi. Di nila dapat pahintulutan ang pananakit sa mga kabataan.
- Dapat lamang tumanggap ng karampatang parusa si Mang Ric.
- Makatarungan ding tumayo sina Piolo at Jericho bilang saksi para mapatunayan ang kasalanan ni Mang Ric.

- b. Kung ikaw ay isang testigo sa krimeng iyon, ano ang mas magiging matimbang sa iyo upang magpasya na tumestigo? Ipaliwanag ang iyong sagot.

12. Pagkatapos na mailahad ng mga bata ang alternatibong napili, gabayan ang mga ito sa pagtukoy ng wastong alternatibo. (na dapat silang tumestigo upang hindi na ito maulit pa, na pangangalagaan ng pamahalaan ang kanilang kaligtasan, na ang pagtulong sa kapwa ay isang marangal at kapuri-puring gawain).

C. PAGPAPALALIM

13. Ipabasa sa mag-aaral ang mga nakasaad sa sumusunod sa ilalim ng Republic Act 7610:

- a. Definition of Child Abuse – Article I, Sec. 3-b
- b. Who May File a Complaint - Article XI, Sec. 27
- c. Protective Custody of the Child - Article XI, Sec.28
- d. Special Court Proceedings – Article XI, Sec. 30
- e. Common Penal Provisions – Article VI &Article XII, Sec 31

14. Talakayin ang mga sumusunod:

- a. Ano ang iba't-ibang anyo ng pang-aabuso sa mga kabataan na nasasaad sa Republic Act 7610?
- b. Sino-sino ang maaaring magsampa ng reklamo upang matulungan ang batang biktima ng *child abuse* na papanagutin sa batas ang taong gumawa ng pang-aabuso?
- c. Ano ang kaparusahang ipapataw sa taong gumawa ng pang-aabuso sa mga kabataan ?
- d. Sa paanong paraan makatutulong ang batas na ito upang mapangalagaan ang mga kabataan laban sa pang-aabuso?
- e. Bakit mahalaga na pagkalooban ng pamahalaan ng proteksiyon ang mga kabataan?

D. PAGLALAPAT

15. Atasan ang mga mag-aaral na gumawa ng isang *photo essay*. Ang photo essay ay isang *compilation* ng mga larawan na pinagsama-sama at inayos upang makabuo ng isang makabuluhang kwento. Ginagamit ang larawan upang maipahatid sa mga makakikita nito ang isang mahalagang mensahe at mapukaw ang kanilang damdamin.
16. Sa pagkakataon na ito, ang magiging paksa sa gagawing photo essay ay: “Paglabag sa Karapatan ng Bata Labanan, Kanilang Karapatan Alagaan”.
17. Ipagawa ang kanilang *photo essay* gamit ang PowerPoint o Movie Maker.
18. Kailangan nila itong i-upload sa anomang social networking site upang maging malawak ang saklaw ng makakikita nito.

Mga Sanggunian

Kaya Mo Yan!

Ruiz-Dimalanta, R. and Datinguinoo, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project

Manila. LIBERTAS Project

Reyes, Z. at Tantengco, N. _____. *Daloy ng Kasaysayan at Pamahalaang Pilipino* _____ . P. 274

Republic Act No. 7610

Executive Order No. 56, s. 1986

Presidential Decree No. 603

Mga Kakailanganing Kagamitan

mga larawan mula sa pahayagan o lumang magasin (maaring ibigay ito bilang takdang-aralin sa naunang aralin para magamit sa gawain o maari ding ang guro ang magdala)

cartolina

gunting

paste

pentel pen

Rubric para sa Photo Essay

KRAYTIRYA	15 POINTS	10 POINTS	5 POINTS
a. Nilalaman <ul style="list-style-type: none"> • Naipakita ang pagkamalikhain • Original • Angkop sa paksa • Nagpapahatid ng mahalagang mensahe 	Nakita ang lahat ng palatandaan	May kulang na 1 -2 palatandaan	May kulang na 3 - 4 na palatandaan
b. Kalidad ng mga larawan <ul style="list-style-type: none"> • Malinaw ang mga larawan • Gumamit nga iba-ibang larawan • Hindi kakikitaan ng hindi kaaya-ayang mga elemento 	Nakita ang lahat ng palatandaan	May kulang na 1 palatandaan	May kulang na 2 palatandaan
c. Paliwanag (captions) <ul style="list-style-type: none"> • Nagpapakita ng mga bago at orihinal na ideya • Nakatuon sa ideya, damdamin o karanasan • Tugma sa larawan • Maigsi ang mga pangungusap 	Nakita ang lahat ng palatandaan	May kulang na 1 -2 palatandaan	May kulang na 3 - 4 na palatandaan
d. Kakayahang makapukaw ng damdamin <ul style="list-style-type: none"> • Nakakukuha ng atensyon ng mambabasa • Naipahatid nang maayos ang tunay na mensahe • Ma epekto sa damdamin ng mambabasa 	Nakita ang lahat ng palatandaan	May kulang na 1 palatandaan	May kulang na 2 palatandaan

Apendiks

Saan Kami Patutungo?

Halos alas siyete na ng gabi ay naglalaro pa sina Piolo at Jericho sa bakuran ng kanilang bahay malapit sa bahay ni Mang Ric. Bigla na lamang silang may narinig na mga batang umiiyak sa nasabing bahay. Tumakbo sila at nabigla sila sa kanilang nakita. Natuklasan nilang pinapalo ng malapad na kahoy ni Mang Ric ang dalawa nitong anak na si Karen, walong taong gulang, at Joan, anim na taong gulang.

Naaresto at naharap sa kaso si Mang Ric.

Lumitaw sa imbestigasyon na hindi na umano mabilang ng magkapatid ang insidente ng pananakit sa kanila ng ama.

Habang inihahanda ang kaso laban kay Mang Ric, pansamantalang inilagak sa pangangalaga ng Department of Social Welfare and Development ang mga biktimang mag-aaral.

Mga Probisyong Makatutulong sa Pagpapalalim ng Kaalaman Ukol sa Paksa

Art Section 13. The State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs.

Sec. 2. Declaration of State Policy and Principles. - It is hereby declared to be the policy of the State to provide special protection to children from all forms of abuse, neglect, cruelty exploitation and discrimination and other conditions, prejudicial their development; provide sanctions for their commission and carry out a program for prevention and deterrence of and crisis intervention in situations of child abuse, exploitation and discrimination. The State shall intervene on behalf of the child when the parent, guardian, teacher or person having care or custody of the child fails or is unable to protect the child against abuse, exploitation and discrimination or when such acts against the child are committed by the said parent, guardian, teacher or person having care and custody of the same. It shall be the policy of the State to protect and rehabilitate children gravely threatened or endangered by circumstances which affect or will affect their survival and normal development and over which they have no control.

The best interests of children shall be the paramount consideration in all actions concerning them, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, and legislative bodies, consistent with the principle of First Call for Children as enunciated in the United Nations Convention of the Rights of the Child. Every effort shall be exerted to promote the welfare of children and enhance their opportunities for a useful and happy life.

Art. 3. Rights of the Child. - All children shall be entitled to the rights herein set forth without distinction as to legitimacy or illegitimacy, sex, social status, religion, political antecedents, and other factors.

(1) Every child is endowed with the dignity and worth of a human being from the moment of his conception, as generally accepted in medical parlance, and has, therefore, the right to be born well.

(2) Every child has the right to a wholesome family life that will provide him with love, care and understanding, guidance and counseling, and moral and material security.

The dependent or abandoned child shall be provided with the nearest substitute for a home.

R.A 9262

Other readings to be shortened (as needed in the discussion).

FAQs Tungkol sa RA 9262

Tanong: Ano ang RA 9262?

Sagot: Ito ang batas na ipinasa ng Kongreso noong 2004 upang protektahan ang ating kababaihan at kabataan sa karahasan at mga banta sa kanilang kaligtasan at seguridad.

Tanong: Ano ang mga uri ng karahasan laban sa kababaihan at kabataan na nais sugpuin ng RA 9262?

Sagot: Kasama pero hindi limitado dito ang karahasang pisikal o pananakit sa katawan; sekswal katulad ng pagtrato sa babae o bata bilang *sex object*, pamimilit sa babae o bata na panonoorin o gumanap sa malalawang palabas; at psikolohikal o karahasan na nagpapahirap sa pag-iisip o damdamin tulad ng *stalking* at pananakit sa mga alagang hayop ng babae o bata.

Tanong: Anong ibinibigay na proteksyon ng RA 9262 laban sa mga ganitong uri ng karahasan?

Sagot: Sa ilalim ng RA 9262, ang biktima ay maaaring kumuha ng *barangay protection order* mula sa punong barangay o kung wala siya, sa isang barangay kagawad o kaya'y isang *temporary o permanent protection order* mula sa korte para matigil ang karahasan.

Tanong: Ano ang parusa sa isang napatunayang nakagawa ng karahasan laban sa isang babae o bata na ipinagbabawal ng RA 9262?

Sagot: Ikukulong siya at pagbaybayan ng daños mula ₱100,000 hanggang ₱300,000. Siya din ay uutusang dumaan sa ***psychological counseling o psychiatric treatment***. (Hinango at isinalin sa Pilipino mula sa texto ng RA 9262 ni Atty. Gleo Sp. Guerra)

Year Level: Second
Subject: English
LESSON TITLE: The Rights of Indigenous Peoples must be protected
Time Frame: Two Sessions
CORE MESSAGE: We must respect the culture and identity of our indigenous peoples.
 Local and International laws protect the rights of indigenous peoples.

LEARNING COMPETENCIES:

LISTENING

1.2 Listen to determine steps in a process in informative texts

SPEAKING

2. Give information and express needs, opinions, feelings and attitudes in explicit terms

Rule of Law Tenet: Respect for Human Rights

STAGE I - DESIRED RESULTS	
ESTABLISHED GOAL	
Students demonstrate understanding of the rights of indigenous peoples.	
ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
<i>Students will understand that . . .</i> The rights of indigenous peoples are protected by the law.	1. Why should the indigenous peoples' rights be protected? 2. What can happen if we don't have laws supporting the UN Declaration of the Rights of Indigenous Peoples?
LESSON OBJECTIVES	
Knowledge <i>Students will know . . .</i> 1. Some UN Declaration of the Rights of Indigenous Peoples 2. A law (act) that protects the indigenous peoples in the Philippines	Skills <i>Students will be able to . . .</i> 1. Identify the different groups of indigenous peoples in the Philippines 2. Explain the local and international general provisions that protect the indigenous peoples 3. Define words using graphic organizer 4. Express their opinion on how the youth can help protect the indigenous peoples

STAGE II - ASSESSMENT EVIDENCE

PERFORMANCE TASK

Based on the matching of the RA 8371 and the UN Declaration in C2, the students will present statements proving that the Philippine government's provisions are in accordance to the UN Declaration.

Then they identify a specific indigenous group that benefits from these laws. They can search the Internet or base it on previous lessons in Araling Panlipunan about indigenous people

The make a powerpoint presentation featuring the indigenous group, its activities, practices, rights and lifestyle. Explain how the laws enable them to practice these.

Use the Evaluation Chart for assessment

OTHER EVIDENCE

The students perform the following exercises:

1. Identify an article from the Universal Declaration of the Rights of Indigenous Peoples that protects the rights of indigenous peoples.
2. Cite a section in RA 8371 that supports this article.
3. Give an example of a belief or practice of indigenous peoples that are protected by the law.

STAGE III - LEARNING PLAN

PROCEDURE AND ACTIVITIES

A. EXPLORE

The students read "The Various Indigenous Groups " (See Appendix). Based on the information provided by Asian Development Bank, the students to list down the indigenous groups that can be found in the following places:

Northern Luzon: Cagayan, Isabela, Nueva Vizcaya, Quirino	
North, Central and Southern Luzon	
Visayas	
Mindanao	

B. FIRM-UP

Using the “Front – Load the Words,” the students define words from the selection, “*Indigenous Peoples in the Philippines.*” They define the words using the Graphic Organizer below:

surplus
intrusion
substantial

coexistence
swidden
migration

worldview
assimilation
cluster

FRONT – LOAD THE WORDS

Indigenous

<p>Write a definition or description in this area</p> <p>(Definition)</p>	<p>Identify key characteristics or synonyms here.</p> <p>(Key Characteristics)</p>
<p>List examples or usage here.</p> <p>(Examples)</p>	<p>Draw a picture here to depict the word.</p> <p>(Pictures)</p>

The students read the essay, *Indigenous People in the Philippines*

C. DEEPENING

1. The teacher discusses the essay guided by the following questions:

1. What percentage of the Philippine population is composed of indigenous peoples?
2. What are the practices of indigenous peoples?
3. How were the indigenous peoples able to retain their way of life despite colonization?
4. How has “development aggression” affected the indigenous peoples?

2. Present the following excerpts to the students:

The United Nations General Assembly,
Solemnly proclaims the following United Nations Declaration on the Rights of Indigenous Peoples as a standard of achievement to be pursued in a spirit of partnership and mutual,

respect.

Article 2

Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on the their indigenous origin or identity.

Article 9

Indigenous peoples and individuals have the right to belong to an indigenous community or nation, in accordance with the traditions and customs of the community or nation concerned. No discrimination of any kind may arise from the exercise of such a right.

Article 11

1. Indigenous peoples have the right to practice and revitalize their cultural tradition and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archeological and historical sites, artifacts, designs, ceremonies, technologies and visual and performing arts and literature.

Article 11

2. States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.

How can the provisions of the law protect indigenous peoples?

Form 4 groups of students. Each one is assigned an article from the United Nations Declaration on the Rights of Indigenous Peoples. Then read REPUBLIC ACT NO. 8371 (See Appendix). Each group will look for a provision in RA 8371 that supports the UN Declaration.

D. TRANSFER

Ask the students:

How can the youth like you help protect indigenous peoples?

They make statements and write them on the board.

E. ASSIGNMENT

Choose 5 indigenous groups in the Philippines. Find out what costumes they wear.

Draw these on bond papers and submit these in a folder. Include a short write-up about the indigenous group.

References

<http://www.iwgia.org/sw16704.asp>

<http://www.chanrobles.com/republicactno8371.htm>

United Nations Declaration on the Rights of Indigenous Peoples,

<http://www.un.org/esa/socdev/unpfii/en/drip.html> accessed on September 24, 2010

Const., Art. II, sec. 22

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the*

Public Education on the Rule of Law Advancement and Support(PERLAS). Manila. LIBERTAS Project.

Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law A Handbook for High School Students*. Manila: LIBERTAS.

Ladera, H., Dela Cruz, E., Flores, M., Guevara, Eufrocina. 2003. *The New Dimensions in Learning English II* . Lesson3, pp. 76-111. Manila: Rex Book Store, Inc.

United Nations Declaration of the Rights of Indigenous Peoples. Evangelischer Entwicklungsdienst (EED), Germany.

Materials
 Objects from Indigenous Peoples' communities such as basket, clothing, musical instruments and the like, or pictures of those objects
 ½ manila paper, crayons, marking pens, individual journal

Rubric

Evaluation Chart				
Criteria	Very Good	Good	Satisfactory	Poor
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
5. Statements proving that the Philippine government's provisions are in accordance to the UN Declaration are given in the presentation				
6. There is a specific indigenous group that benefits from the laws				
7. The powerpoint presentation featuring the indigenous group, its activities, practices, rights and lifestyle.				
8. There is an explanation of how the laws enable the indigenous group to practice their rights and beliefs.				
Total				
Final Mark				

APPENDIX

Const., Art. II, sec. 22

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

Indigenous Peoples in the Philippines

The Philippines is a mountainous archipelago of approximately 30 million hectares. It comprises 7,100 islands grouped into three regions: Luzon, Visayas and Mindanao. Indigenous peoples make up approximately 10-15 per cent of the population.

Despite colonialism, the indigenous peoples retained ways of life that reflect age-old environmental adaptations, emphasizing sustainability, coexistence, community consensus and collective effort. These are expressed as worldviews and as indigenous economic, socio-cultural and political practices. Central to indigenous ways of life is the persistence of traditionally-owned lands and resources and, on this basis, of subsistence oriented hunting, gathering, agriculture and handicrafts as prevalent modes of livelihood. Surplus was sometimes produced but exchange of goods outside the community consisted mainly of forest products sought after by inter-marine traders. In general, what was produced was consumed by the producers themselves. Private ownership, in its common understanding, especially of land, did not exist. Individual ownership of land was confined to irrigated rice terraces constructed elaborately by some of the indigenous peoples in the Cordillera. All other ancestral lands and all their resources are traditionally considered community property, and the traditional leaders act as custodians.

The dominant money economy and oppressive practices against indigenous peoples have greatly affected them. The most glaring manifestation of this has been the constant expropriation of ancestral lands by the government for commercial logging, plantations and mining concessions. Dislocation brought about by these intrusions has altered or destroyed the traditional economic and social practices of many of the indigenous groups. These practices have been called "development aggression" because they lead to the loss of ancestral lands, dislocation of communities, destruction of traditional ways of life, economic impoverishment and political marginalization.

Although indigenous peoples are willing to try new market-oriented modes of livelihood for their immediate benefit, they see that much of the changes are imposed from above without their consent and participation, and are eroding their traditional ways of life and destroying their resources. Indigenous resistance to such impositions is often met with persecution and outright force, sometimes with token concessions.

Sources: Cordillera Peoples Alliance, Minority Rights Group
<http://www.iwgia.org/sw16704.asp>

The Various Indigenous Groups

Cordillera (Northern Luzon)

The Cordillera peoples, also collectively known as *Igorot*, refer to the assemblage of indigenous groups living in the highlands, foothills and river valleys of the Cordillera mountain ranges of Northern Luzon. *Tinguian*, *Isneg* and *Northern Kalinga* are found in the watershed areas of the Abulag, Tineg, and Chico rivers. These groups are largely swidden cultivators who depend on farming rice, root crops, and vegetables. Along the slopes of Mount Data and nearby areas are the *Bontoc*, *Sagada*, *Ifugao*, and *Southern Kalinga*. They are mainly wet-rice cultivators who grow their crops both on irrigated terraces and swidden fields. The Ibaloi and Kankanaey inhabit the southern region of the Cordillera and their subsistence economy is based on wet and dry agriculture. In more recent years, these groups have been integrated into the outside market economy with the growth of commercial gardening of temperate vegetables.

The following groups are found in the mountains, foothills and lowlands of Cagayan, Isabela, Nueva Vizcaya and Quirino: *Itawes (Itawit)*, *Malaweg*, *Yogad*, *Gaddang/Gad'ang*, *Kalinga-Isabela*, *Isinay*, and *Bugkalot (Ilongot)*. All of them, with the exception of *Ilongot*, *Ivatan* and *Ga'dang*, are in an advanced state of assimilation into the national mainstream with substantial erosion of indigenous identity except language.

North, Central and Southern Luzon

The main indigenous groups in these predominantly Tagalog and Bicol territories belong to the *Negrito* groups whose economies have depended on swidden agriculture, hunting and gathering, fishing, wage labour and trade. The *Negrito*, of which up to 25 major groups have been identified, are mostly distinguished by their Australoid physical features. They live in dispersed groups throughout the major islands, usually in the less-accessible forested areas. Pre-historians suggest that one migration stream (with groups now called *Alta*, *Arta*, *Agta*) settled the northern part of Luzon and moved down the eastern part, along the Sierra Madre and Pacific coast down to the Bondoc and Bicol mountains. Another branch (with groups now called *Aete*, *Ayta*, *Atta*, *Ita*, *Ati*, *Dumagat*, *Sinauna*) settled in western and southern Luzon, with larger populations now found in the Zambales-Bataan mountains and Southern Tagalog foothills, while others settled on Palawan (Batak), Panay, Negros and northern Mindanao (Mamanwa).

Visayas

"Mangyan" is the collective term for indigenous groups in Mindoro, which are usually clustered into the *Northern Mangyan (Tadyawan, Alangan and Iraya)* and the *Southern Mangyan (Buhid, Taobuid and Hanunuo)*. A small group called *Bangon* is considered a branch of the *Taobuid*. Another small group, *Ratagnon* on Mindoro's southernmost tip, is closely related to the *Cuyonin* of Palawan. Generally, the *Mangyans* of Mindoro practise swidden agriculture combined with hunting, fishing, gathering and trade.

Several groups in Palawan may be considered as indigenous: the *Agutaynen*, *Tagbanwa (Kalamianen)*, *Palaw'an*, *Molbog*, *Batak* and *Tau't batu*. The *Cuyonin* no longer consider themselves an indigenous group, having long been assimilated into the mainstream culture. In some reports, the *Agutaynen*, *Tagbanwa* and *Kagayanen* are deemed already fully assimilated, although clearly some indigenous ways of life remain.

Mindanao

The spread of Islam in Mindanao-Sulu created a differentiation among its native peoples between those who became Muslim (also called *Moro*) and those who did not (now called *Lumad*). There are nine major Islamized ethnic groups in the Mindanao-Sulu area (the *Maranaw*, *Maguindanao*, *Tausug*, *Yakan*, *Sama/Samal*, *Sangil*, *Iranun*, *Kalibugan* and *Kalagan*). The *Lumad*, or non-Moro indigenous peoples of Mindanao, are a complex

patchwork of indigenous groups. The *Lumad* stress that they are different from the Moros and they do not recognize the Moros as being indigenous. Depending on how groups are identified, the number of *Lumad* groups ranges from 15 to 21. To simplify, *Lumad* groups may be clustered into (a) the *Manobo* cluster, (b) the *Bagobo-B'laan-T'boli-Tiruray* cluster, (c) the *Mandaya-Mansaka* cluster, (d) the *Subanen*, and (e) the *Mamanwa*. There is much inter-penetration among the groups, especially between the *Manobo*, *Bagobo* and *Mandaya*. For the most part, the indigenous peoples in Mindanao basically subsist through swidden and wet rice cultivation, hunting, fishing, gathering and the trade in locally manufactured items.

Source: Cordillera Peoples Alliance, Asian Development Bank
<http://www.iwgia.org/sw16704.asp>

REPUBLIC ACT NO. 8371

[AN ACT TO RECOGNIZE, PROTECT AND PROMOTE THE RIGHTS OF INDIGENOUS CULTURAL COMMUNITIES/INDIGENOUS PEOPLE, CREATING A NATIONAL COMMISSION OF INDIGENOUS PEOPLE, ESTABLISHING IMPLEMENTING MECHANISMS, APPROPRIATING FUNDS THEREFORE, AND FOR OTHER PURPOSES]

CHAPTER I

GENERAL PROVISIONS

Sec. 1. *Short Title.*- This Act shall be known as "*The Indigenous Peoples Rights Act of 1997.*"

Sec. 2. *Declaration of State Policies.*- The State shall recognize and promote all the rights of Indigenous Cultural Communities/Indigenous Peoples (ICCs/IPs) hereunder enumerated within the framework of the Constitution:

a) The State shall recognize and promote the rights of ICCs/IPs within the framework of national unity and development;

b) The State shall protect the rights of ICCs/IPs to their ancestral domains to ensure their economic, social and cultural well being and shall recognize the applicability of customary laws governing property rights or relations in determining the ownership and extent of ancestral domain;

c) The State shall recognize, respect and protect the rights of ICCs/IPs to preserve and develop their cultures, traditions and institutions. It shall consider these rights in the formulation of national laws and policies;

d) The State shall guarantee that members of the ICCs/IPs regardless of sex, shall equally enjoy the full measure of human rights and freedoms without distinctions or discriminations;

e) The State shall take measures, with the participation of the ICCs/IPs concerned, to protect their rights and guarantee respect for their cultural integrity, and to ensure that members of the ICCs/IPs benefit on an equal footing from the rights and opportunities which national laws and regulations grant to other members of the population and

f) The State recognizes its obligations to respond to the strong expression of the ICCs/IPs for cultural integrity by assuring maximum ICC/IP participation in the direction of education, health, as well as other services of ICCs/IPs, in order to render such services more responsive to the needs and desires of these communities.

Towards these ends, the State shall institute and establish the necessary mechanisms to enforce and guarantee the realization of these rights, taking into consideration their customs, traditions, values, beliefs, their rights to their ancestral domains.

CHAPTER II

DEFINITION OF TERMS

Sec. 3. *Definition of Terms.*- For purposes of this Act, the following terms shall mean:

h) *Indigenous Cultural Communities/Indigenous Peoples* - refer to a group of people or homogenous societies identified by self-ascription and ascription by other, who have continuously lived as organized community on communally bounded and defined territory, and who have, under claims of ownership since time immemorial, occupied, possessed customs, tradition and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and culture, became historically differentiated from the majority of Filipinos. ICCs/IPs shall likewise include peoples who are regarded as indigenous on account of their descent from the populations which inhabited the country, at the time of conquest

or colonization, or at the time of inroads of non-indigenous religions and cultures, or the establishment of present state boundaries, who retain some or all of their own social, economic, cultural and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside their ancestral domains;

k) *National Commission on Indigenous Peoples (NCIP)* - refers to the office created under this Act, which shall be under the Office of the President, and which shall be the primary government agency responsible for the formulation and implementation of policies, plans and programs to recognize, protect and promote the rights of ICCs/IPs;

Source: <http://www.chanrobles.com/republicactno8371.htm>

Year Level: Second Year
Subject: English
Lesson Title: Respect for Culture and Heritage
Time frame: 2 sessions
Core Message: Other people’s rights, culture, and heritage have to be accepted and respected

English Learning Competencies

SPEAKING 3.1 Interview to get opinions about certain issues
 READING 5.4 Express emotional reactions to what was asserted or expressed in a text
 WRITING 6. Communicate thoughts, feelings, and one’s needs in letters, journal entries and interviews using appropriate styles (formal and informal)

STAGE 1- DESIRED RESULTS	
ESTABLISHED GOAL	
The students demonstrate understanding of the importance of accepting and respecting other people’s rights, cultures, and heritage	
ESSENTIAL UNDERSTANDING	ESSENTIAL QUESTION
We must accept that no two people are exactly alike so it is important to respect individual differences. Respecting individual differences mean accepting and respecting somebody’s rights, culture, and heritage.	How do you respect individual differences?
LEARNERS WILL KNOW	LEARNERS WILL BE ABLE TO
3. People’s similarities and differences 4. Importance of accepting and respecting other people’s rights, cultures, and heritage	6. Compare and contrast two different people 7. Read and understand selection 8. Define identified words from a selection 9. Perform discussion exercise 10. Write diary entry 11. Prepare a letter of advice 12. Prepare story report 13. Apply the interview process

STAGE II ASSESSMENT EVIDENCE

PRODUCT OR PERFORMANCE TASK

The students will be able to conduct interview using prepared questions.

EVIDENCE AT THE LEVEL OF PERFORMANCE:

The learner skilfully performed an interview using prepared questions following these criteria

- Introduction
- Voice
- Poise
- Content

STAGE 3: LEARNING ACTIVITIES

E. EXPLORE

1. Ask the students the following questions:
 - a. How would you compare yourself with your classmates or friends?
 - b. How similar or different are you?
2. Then, ask them to accomplish the chart, "Alike Yet Different" below.

ALIKE, YET DIFFERENT

Persons to be compared: Person A _____
Person B _____

Enter PERSON A
to be compared
on this line
Different

Enter PERSON B
to be compared
on this line

In single words or in a phrase,
list the characteristics that make
this person different from the
other.

List common characteristics of
the two people in the "Alike"
box

F. FIRM-UP

1. The selection in the Appendix, *An Indian Father's Plea*, should be assigned to the students for reading before this session.
2. The students choose the word from the box that defines the underlined words in the sentences below. They write the answer on the spaces provided before each number.

determined

tightly

historical

modern

the most important quality

possible

_____ 1. Wind-Wolf was strapped in snugly with a deliberate restriction on his arms and legs.

_____ 2. But he remained adamant.

_____ 3. He asks why the other kids in school are not taught about the power, beauty, and essence of nature or provided with an opportunity to experience the world around them firsthand.

_____ 4. He stems from a long line of hereditary chiefs, medicine men and women, and ceremonial leaders whose accomplishments and unique forms of knowledge are still being studied and recorded in contemporary books.

_____ 5. What you say and do in the classroom, what you teach and how you teach it, and what you don't say and teach will have a significant effect on the potential success or failure of my child.

G. DEEPEN

1. The students perform the following exercises during the discussion

A. Character Profile Chart. Fill out the Chart below with information about Wind-Wolf.

Name: _____

Age: _____ Sex: _____ Grade: _____

Ethnic Group: _____

Characteristics: _____

1. Who is Wind-Wolf?
2. In what ways is Wind-Wolf different from his classmates?
3. How does Wind-Wolf's Father feel about what is happening in school?
4. How does Wind-Wolf feel?

B. Diary Entry. Ask the group who completed it to present it. Add details that were missed.

1. Imagine that you are Wind-Wolf. Write a diary entry expressing how you would feel if you were treated differently by your classmates. Express also what you wish to happen in the classroom.

- a. If you were Wind-Wolf, what would you feel?
- b. Why does his white friend say "I like you, Wind Wolf, because you are a good Indian"? How do his classmates view Indians? Why is this so? What do you think can be done so that this will not be the case?
- c. If you can say something to Wind-Wolf's teacher, what would it be?

Wind-Wolf's Diary

Date: _____

Dear Diary,

Wind Wolf

C. Letter of Advice

- 1. Imagine that you were a good giver of advice. What would you say to Wind-Wolf's teacher? How can she make things all right for Wind-Wolf? What should she do? Write a letter of advice to her.
 - a. Do you think the teacher was doing the right thing? Why or why not?
 - b. If you were the teacher, how would you handle Wind-Wolf? How would you teach him? Why would you do that?

Letter of Advice:

Dear _____,

D. Story Report.

1. Provide the information needed in the Story Report Chart

- a. What did Wind-Wolf's father mean when he said: My son Wind-Wolf is not culturally "disadvantaged" but he is culturally "different." What should we do when we encounter people who are culturally different? Why?
- b. What other things can happen if we meet someone who is different from us? What good, if any, could come out of it?
- c. Did you learn anything new from the selection? What were these? How should we act when we meet people who are different from us?

<p>Story Report</p> <p>Title: _____</p> <p>Author: _____</p> <p>Characters: _____</p> <p>_____</p> <p>_____</p> <p>Setting:</p> <p>_____</p> <p>Problems:</p> <p>_____</p> <p>_____</p> <p>Solution:</p> <p>_____</p> <p>_____</p> <p>Ending: _____</p> <p>_____</p> <p>I learned that:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

SUMMARY

The students make a statement about the case of Wind-Wolf by completing the following sentences:

1. Wind-Wolf was raised by his parents following _____
2. At school, Wind-Wolf was not easily accepted by his classmates
3. Because _____
4. After the father has pointed out some things about Wind-Wolf, the teacher and students will _____
5. In class, Wind-Wolf will _____

D.TRANSFER

1. The students choose a partner. Interview each other using the following questions:
 - a. Was there any instance when you met someone or had a classmate who was different? (Expected answer: Perhaps his name sounded strange or he spoke differently or dressed differently.)

- b. What did you do?
- c. Did you feel that in some way you were like Wind-Wolf's classmate and made him feel different and strange?
- d. What should have been done? Why?
- e. What should we do if we meet people who are different from us?
- f. How should we treat each other?
(Expected answer: We should respect each other and each other's differences.)
- g. Who are the people in our country who may be different from us?
- h. Why is it important to respect people who are different from us?

2. The students prepare to share the answers in class.

EVALUATION

1. The students answer the following questions:
2. What are the symbolisms of the following in the Indian culture?
 - a. traditional Indian baby basket
 - b. strap with deliberate restriction on the arms and legs
 - c. the 'fire bird'
3. What are the traditional practices of the Indians?
4. Was Wind-Wolf really a slow learner? Explain your answer.
5. What can you say about the attitude of the children who laughed at Wind-Wolf?
6. Explain the meaning of the line, "He is caught between two worlds, torn by two distinct cultural systems."

ASSIGNMENT

1. Ask the students to search the Internet about the Aetas in the Philippines and find out about their culture, beliefs and practices.
2. Ask them to write in their notebook the similarities and differences they have with the Aetas.

Rubric for the Interview

	1	2	3	4
Introduction	Greeting absent. Begins with little or no eye contact.	Greeting is present. Begins with little or no eye contact.	Greeting is present. Use of eye contact is appropriate.	Greeting is present. Use of eye contact is appropriate. Body language used is pleasant
Voice	Inappropriate vocabulary and grammar are used. Speech is difficult to understand.	Speech is too soft or mumbles. Poor grammar is use	Good volume, grammar, and vocabulary used	Good volume, grammar, and vocabulary used. Spoken with a determined confidence.
Poise	Posture, eye contact, and uneasy behaviors were inappropriately demonstrated.	Two of the following: Posture, eye contact, or uneasy behaviors were inappropriately demonstrated.	One of the following: Posture, eye contact, or uneasy behaviors was inappropriately demonstrated.	Good posture is used. Eye contact is maintained. No nervous habits are exhibited.
Content	Were able to give meaningful and essential responses to 1 - 3 questions	Were able to give meaningful and essential responses to 4 – 5 questions	Were able to give meaningful and essential responses to 6 -7 questions	Were able to give meaningful and essential responses to all questions

APPENDIX

*An Indian Father's Plea**

Dear Teacher,

1 I would like to introduce you to my son, Wind-Wolf. He is probably what you would consider the typical Indian kid. He was born and raised on the reservation. He has black hair, dark brown eyes, and an olive complexion. And, like so many Indian children his age, he is shy and quiet in the classroom. He is five years old, is now in the kindergarten, and I can't understand why you have already labeled him a "slow learner."

2 He has already been through quite an education compared with his peers in Western society. He was bounded to his mother and to the Mother Earth in a traditional native childbirth ceremony. He has continually been cared for by his mother, father, sisters, cousins, aunts, uncles, grandparents and his extended tribal family since this ceremony.

3 The traditional Indian baby basket became his "turtle's shell" and served as the first seat for his classroom. It is the same kind of basket our people have used for thousands of years. It is specially designed to provide the child with the kind of knowledge and experience he will need to survive in his culture and environment.

4 Wind-Wolf was strapped in snugly with a deliberate restriction on his arms and legs. Although Western society may argue this hinders motor skill development and abstract reasoning, we believe it forces the child to first develop his intuitive faculties, rational intellect, symbolic thinking and five senses. Wind-Wolf was with his mother constantly, closely bonded physically as she carried him on her back or held him while breast-feeding. She carried him everywhere she went, and every night he slept with both parents. Because of this, Wind-Wolf's educational setting was not only a "secure" environment, but it was also very colorful, complicated, sensitive, and diverse.

5 As he grew older, Wind-Wolf began to crawl out of the baby basket, develop his motor skills, and explore the world around him. When frightened or sleepy, he could always return to the basket, as a turtle withdraws into its shell. Such an inward journey allows one to reflect in privacy on what he has learned and to carry the new knowledge deeply into the unconscious and the soul. Shapes, sizes, colors, texture, sound, smell, feeling, taste and the learning process are therefore functionally integrated--the physical and the spiritual, matter and energy, and conscious and unconscious, individual and social.

6 It takes a long time to absorb and reflect these kinds of experiences, so maybe that is why you think my Indian child is a slow learner. His aunts and grandmother taught him how to count and know his numbers while they sorted materials for making abstract designs for native baskets. And he was taught to learn mathematics by counting the sticks we use in our traditional native hand game. So he may be slow in grasping the methods and tools you use in your classroom, ones, quite familiar to his white peers, but I hope you will be patient with him. It takes time to adjust to a new cultural system and learn new things.

7 He is not culturally "disadvantaged", but he is culturally "different." If you ask him how many months there are in a year, he will probably tell you 13- not because he doesn't know how to count properly, but because he had been taught there are 13 full months in a year and really, there are 13 planets in our solar system and 13 tail feathers on a perfectly balanced eagle, the most powerful kind of bird to use in ceremony and healing.

8 But he also knows that some eagles may have only 12 tail feathers, or seven, that they do not have the same number. He knows that the flicker has exactly 10 tail feathers; that they are red and black, representing the directions of east and west, life and death; and that this bird is considered a

* Lake, Robert. (1990). "An Indian Father's Plea". In the Education Digest. November 1990.

“fire” bird, a power used in native doctoring and healing. He can probably count more than 40 kinds of birds, and tell you and his peers what kind of bird it is, where it lives, the season in which it appears, and how it is used in native ceremony.

9 He may have trouble writing his name on a piece of paper, but he knows how to say it and many other things in several Indian languages. He is not fluent and yet because he is only five and required by law to attend your educational system and learn your language, your values, your ways of thinking, and your methods of teaching and learning.

10 So you see, all of these influences make him somewhat shy and quiet and perhaps “slow” according to your standards. But if Wind-Wolf is not prepared for your world, neither were you appreciative of his. On the first day of class, you wanted to call him Wind, insisting that Wolf somehow must be his middle name. The students in class laughed at him.

11 As you try to teach him your new methods, helping him learn new things for self-discovery and adapt to his new learning environment, he may be looking out the window daydreaming. Why? Because he had been taught to watch and study the changes in nature. It is hard for him to make the appropriate psychic switch from the right to the left hemisphere when he sees the leaves turning to bright colors, the geese heading south, and the squirrels scurrying around for nuts to get ready for a harsh winter. In heart, in his young mind, and almost by instinct, he knows that it is the time of the year he is supposed to be with his people, gathering and preparing fish, deer meat, and native plants and herbs, and learning his assigned task in this role. He is caught between two worlds, torn by two distinct cultural systems.

12 Yesterday, for the third time in two weeks, he came home crying and said he wanted his hair cut. He said he doesn’t have any friends at school because they make fun of his long hair. I tried to explain that in our culture, long hair is a sign of masculinity and balance and is a source of power. But he remained adamant.

13 To make matters worse, he recently encountered his first harsh case of racism. Wind-Wolf had managed to adopt at least one good school friend and asked his new pal if he wanted to come home to play with him until supper. That was OK with Wind-Wolf’s mother who was walking with them. But the other boy’s mother lashed out “It is OK if you have to play with him at school, but we don’t allow those kind of people in our house!” When my wife asked why, she answered, “Because you are Indians and we are white, and I don’t want my kids growing up with your kind of people.”

14 So now my Indian child doesn’t want to go to school anymore (even though we cut his hair). He feels he does not belong. He is the only Indian child in your class, and he is well aware of it. Instead of being proud of his race, heritage, and culture, he feels ashamed.

15 When he watches television, he asks why the white people hate us and always kill us in the movies and take everything from us. He asks why the other kids in school are not taught about the power, beauty, and essence of nature or provided with an opportunity to experience the world around them firsthand. He says he hates living in the city and that he misses his Indian cousins and friends. He asks why one young white girl at the school who is his friend always tells him, “I like you Wind-Wolf, because you are a good Indian.”

16 Now he refuses to sing his native songs, play with his Indian artifacts, learn his language, or participate in his sacred ceremonies. When I ask him to help me with a sacred ritual, he says no because “that’s weird” and he doesn’t want his friends at school to think he doesn’t believe in God.

17 So, dear teacher, I want to introduce you to my son, Wind-Wolf who is not really a “typical” Indian kid after all. He stems from a long line of hereditary chiefs, medicine men and women, and ceremonial leaders whose accomplishments and unique forms of knowledge are still being studied and recorded in contemporary books. He has seven different tribal systems flowing through his blood; he is even part white.

18 I want my child to succeed in school and in his life. I don’t want him to be a dropout or juvenile delinquent or end up on drugs or alcohol because he is made to feel inferior or because of discrimination. I want him to be proud of his rich heritage and culture, and I would like him to develop the necessary capabilities to adapt to, and succeed in both cultures. But I need your help.

19 What you say and do in the classroom, what you teach and how you teach it, and what you don't say and teach will have a significant effect on the potential success or failure of my child. Please remember that this is the primary year of his education and development.

20 All I ask is that you work with me, not against me, to help educate my child in the best way. If you don't have the knowledge, preparation, experience, or training to effectively deal with culturally different children, I am willing to help you with the few resources I have available or direct you to such resources.

21 Millions of dollars have been appropriated by Congress and are being spent each year for "Indian Education." All you have to do is take advantage of it and encourage your school to make an effort to use it in the name of "equal education." My Indian child has a constitutional right to learn, retain, and maintain his heritage and culture. By the same token, I strongly believe that non-Indian children also have a constitutional right to learn about our Native American heritage and culture, because Indians play a significant part in the history of Western society. Until this reality is equally understood and applied in education as a whole, there will be a lot more school children in grades K-2 identified as "slow learners."

22 My son, Wind-Wolf, is not like an empty glass coming into your class to be filled. He is a full basket coming into different environment and society with something special to share. Please let him share his knowledge, heritage, and culture with you and his peers.

Additional Reference:

- Ladera, H., Dela Cruz, E., Flores, M., Guevara, Eufrocina. 2003. *The New Dimensions in Learning English II*. Lesson 3, pp. 76-111. Manila: Rex Book Store, Inc.

Year Level: Second
Subject: English
LESSON TITLE: Right to Due Process of Law
Time Frame: Two Sessions
CORE MESSAGE: Due process is necessary to arrive at just and fair decisions. Due process of law also safeguards the rights of the citizens.

LEARNING COMPETENCIES:

- 1.1 LISTENING Employ projective listening strategies (e. g. making predictions, noting the dramatic effect of sudden twists, etc.) when listening to stories
- 5.1 READING: Distinguish between facts and opinions

STAGE I - DESIRED RESULTS	
ESTABLISHED GOAL	
Students demonstrate understanding of the meaning of due process of law.	
ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
<i>Students will understand that . . .</i> Our rights as citizens are safeguarded through due process of law	1. How can due process of law safeguard our rights? 2. How can the lack of due process of law affect the life of a person who is deprived of it?
LESSON OBJECTIVES	
Knowledge <i>Students will know . . .</i> 1. The meaning of due process of law 2. How due process of law is applied to a case of discrimination	Skills <i>Students will be able to . . .</i> 1. Define words based on context 2. Make predictions and note twists in a story 3. Demonstrate listening skills by answering the discussion questions correctly 4. Analyze the causes and effects of the lack of due process of law
STAGE II - ASSESSMENT EVIDENCE	
PERFORMANCE TASK	OTHER EVIDENCE
The Department of Labor and Employment implements RA 10022 through redesigned pre-departure and pre-employment seminars as well as other welfare and protection programs for the OFWs, and repatriation of distressed OFWs. The DFA, through the Philippine Embassies will make a survey of the countries under their jurisdiction if the rights of migrant workers are	The students perform the following exercise: Choose the statements which are not correct, based on the case. On the blank spaces provided, they write C if the statement is correct or IC if it is incorrect. ____ 1. Ruben de la Cruz was terminated from

<p>protected in those countries. The criteria for this survey include the following: (1) if the receiving country has existing labor and social laws protecting the rights of migrant workers; (2) if the receiving country is a signatory to and/or ratifier of multilateral conventions, declarations or resolutions relating to the protection of migrant workers; (3) if the country has concluded a bilateral agreement or arrangement on the protection of the rights of overseas Filipino workers and; (4) the receiving country is taking positive and concrete measures to implement the first three criteria.</p> <p>Form groups of three and do research on the “existing labor and social laws protecting the rights of migrant workers” in Hong Kong and Middle East.</p> <p>Identify two laws and explain what these laws mean. Mention their importance to the Filipino OFW.</p> <p>Use the Evaluation Chart for assessment</p>	<p>work because of dishonesty.</p> <p>_____ 2. Ruben de la Cruz brought the matter to the Labor Arbiter which dismissed his complaint. Later the NLRC dismissed his appeal.</p> <p>_____ 3. On petition to the Court of Appeals (CA), the appellate reversed the decision of the NLRC and ruled in favor of the seafarer.</p> <p>_____ 4. The Supreme Court affirmed the decision of the CA in favor of the seafarer.</p> <p>_____ 4. Ruben dela Cruz appealed because he wanted the monetary award and placement fee.</p> <p>_____ 5. Because the employers offered no corroborating evidence, the unauthenticated logbook and other documents relied upon by the employers were disregarded for being mere self-serving statements of their own officers.</p> <p>Meaning of “unauthenticated”: A document is unauthenticated if its genuineness and due execution have not been established under the rules of evidence.</p> <p>(Answers: (1)IC (2) C (3) C (4) IC (5) C)</p>
--	---

STAGE III - LEARNING PLAN

PROCEDURE AND ACTIVITIES

F. EXPLORE

Due process of law gives a person the opportunity to present his side in any dispute or conflict before judgment.

The teacher explains the meaning of due process of law and tells the students they are to learn more about it in this lesson.

The teacher shows the students a picture of a court scene or a video recording of court proceedings (Eg: *Ipaglaban Mo* or any other Filipino movie that shows court scene).

Then the teacher asks the following questions:

What do you observe in the court scene?

Unlocking of Difficulties

The students define the words by matching columns A and B. They write the answers on the

blank spaces provided before each number:

A	B
____ 1. affirmed	a. worker in a ship
____ 2. seafarer	b. to state something positively or surely
____ 3. placement fee	c. broken trust
____ 4. substantial evidence	d. fee paid to as employment agency
____ 5. breach of trust	e. strong proof

(Answers: (1) b (2) a (3) d (4) e (5) c)

G. FIRM-UP

Listening exercise. Assign each paragraph of the reading *Employers' Burden* by Atty. Augusto Bundang to nine students who will read aloud while the rest of the class listen and take note of details.

After each student reads a paragraph, the teacher interrupts and asks: What do you think will happen next? The students make predictions and note the dramatic effect of sudden twists.

Then discuss the following questions:

1. Why was Ruben de la Cruz suddenly relieved of his duties and repatriated to the Philippines?
2. What did the seafarer do about this?
3. What evidence was presented by the employer for the claim of breach of trust?
4. Why did the Court of Appeals and Supreme Court decide in favour of Ruben?
5. What was the effect of the non-observance of due process of law by Ruben's employer on the decision of both the Court of Appeals and the Supreme Court?
6. How did Ruben benefit from the correct practice of fair play, justice and due process of law?

Explain the meaning of Due Process of Law

A sacred principle embodied in Section 1, Article III of the Constitution which mandates that "no person shall be deprived of life, liberty or property without *due process of law*, nor shall any person be denied the *equal protection* of the laws." In this connection, legal commentators love quoting the Dartmouth College case (an American case), that states: "A law which hears before it condemns, which proceeds upon inquiry and renders *judgment* only after trial."

(p. 72, Everybody's Dictionary of Philippine Law, Ismael G. Khan, Jr., 2007, C & E Publishing, Inc.)

Apply the principle of due process of law to the case of Ruben de la Cruz:

H. DEEPENING

The students make a statement about the role of the Supreme Court in applying the due process of law to the case of Ruben de la Cruz by completing the sentence below:

Because the Supreme Court observed that _____
_____,
it affirmed the award of _____ against the
employers of Ruben de la Cruz.

(Expected answers: (for dismissing the seafarer without just cause and without observing due process of law; moral and exemplary damages))

I. TRANSFER

The students explain how the following apply to the case of Ruben de la Cruz:

1. Some people think that justice is only for those who have money and power.
2. The law must not discriminate against a class, race, or color. Justice must apply equally to all, giving each individual the opportunity to be heard.

J. ASSIGNMENT

The students search for news about a case of lack of due process of law that affected any of the following workers:

1. Overseas contract workers
2. Manual laborers
3. Women factory workers
4. Media workers
5. Teachers

They should prepare to share the news in class.

References

- Bundang, A. *Employers' Burden*. Retrieved on August 21, 2009 from <http://www.ufs.ph/2007-08/11120809OP>
- Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.
- Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law A Handbook for High School Students*. Manila: LIBERTAS.
- Art. II, sec. 18 Art. III, sec. 1
- Ladera, H., De la Cruz, E., Flores, M., Guevara, E. 2003. *The New Dimensions in Learning English II*. Lesson3, pp. 112-135. Manila: Rex Book Store, Inc.

Khan, I. (2007). *Everybody's Dictionary of Philippine Law*. Quezon City: C & E Publishing, Inc

Materials

Illustration of Court Scene
Or movie that has court scene

Rubric

Evaluation Chart				
Criteria	Very Good	Good	Satisfactory	Poor
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
9. The law is pertinent to "labor and social laws protecting the rights of migrant workers."				
10. The laws cited were explained.				
11. The importance of the laws to Filipino OFW was cited.				
12. The explanation was complete, clear and logical.				
Total				
Final Mark				

APPENDIX



Art. II, sec. 18 Art. III, sec. 1

Section 18. The State affirms labor as a primary social economic force. It shall protect the rights of workers and promote their welfare.

Section 1. No person shall be deprived of life, liberty, or property without due process of law, nor shall any person be denied the equal protection of the laws.

Employers' Burden

Atty. Augusto R. Bundang

1 The case of "Centennial Transmarine, Inc., Centennial Maritime Services Corporation and/or B+H Equimar Singapore, Pte. Ltd. vs. Ruben G. dela Cruz" which was decided by the Supreme Court only last August 22, 2008, reminds employers once again that the burden of proof to show that a seafarer's employment was validly terminated rests on no one else's shoulders but on theirs.

2 In said case, the seafarer, acting as Chief Officer or Chief Mate, was suddenly relieved of his duties and repatriated to the Philippines only after four (4) months of service despite entering into a nine-month employment contract.

3 The seafarer's employers embraced the position that he was inefficient and lacked experience and knowledge of the job. Apparently aggrieved, the seafarer filed a case for illegal dismissal which was dismissed by the labor arbiter. On appeal to the National Labor Relations Commission (NLRC), the NLRC likewise dismissed his appeal.

4 Bringing the matter to the Court of Appeals (CA), the appellate court reversed the decision of the NLRC and ruled in favor of the seafarer, finding that the employers failed to comply with the required two-notice rule as well as to adduce evidence that the seafarer held a managerial post and thus, could be dismissed based on loss of trust and confidence.

5 The Honorable Supreme Court affirmed the decision of the CA in favor of the seafarer with modification and granted the seafarer's claim for his salaries corresponding to the unexpired portion of his employment contract, moral and exemplary damages, attorney's fees of 10% of the total monetary award and placement fee.

6 In dismissing the seafarer on the ground of loss of confidence, the High Court held that since the seafarer was a Chief Officer or Chief Mate who performed the functions of an executive officer next in command to the Captain, he was a managerial employee. This being so, the employers were required to show by substantial evidence the basis for their claim of breach of trust. A mere existence of a basis for believing that such employee has breached the trust of his employers would suffice for the seafarer's dismissal.

7 Since the seafarer has consistently assailed the genuineness of the entry and the authenticity of the logbook copy presented in evidence,* and since the employers offered no corroborating evidence, the unauthenticated logbook and other documents relied upon by the employers should be disregarded for being mere self-serving statements of their own officers. The Court stressed that the documents and their contents should be duly identified and authenticated lest an injustice would result from a blind adoption of the contents.

8 Interestingly, the High Court noted the employers' ambivalence in their cause. While initially, they would assert that the seafarer was relieved from his post due to incompetence, they would later claim that the seafarer's dismissal came about since he violated the vessel's safety rules.

9 Such change of theory, the High Court perceptively observed, cannot be done in the latter stage of the proceeding because it is contrary to the rules of fair play, justice, and due process. For dismissing the seafarer without just cause and without observing due process, the Court affirmed the award of moral and exemplary damages against the employers.

(Source: <http://www.ufs.ph/2007-08/11120809OP>)

*Lawyer's Note: It isn't clear what the entries in the logbook were so we cannot tell how these prove the charges of inefficiency, incompetence, and loss of confidence.

Year Level: Second
Subject: English
LESSON TITLE: The Effective Administration of Criminal Justice
Time Frame: Two Sessions
CORE MESSAGE: The five pillars of the Criminal Justice System are necessary for the effective and efficient administration of criminal justice.

LEARNING COMPETENCIES:

1.1 Determine the type of listening suited to a given text and employ appropriate strategies called for to make sense of the text.

LISTENING: 1.4.1 Identify the stand of the speaker based on the explicit statements made.

SPEAKING: 1. Speak in clear correct English appropriate to the situation and adjust rate, volume, and choice of register to suit the audience.

STAGE I - DESIRED RESULTS	
ESTABLISHED GOAL	
Students demonstrate understanding of the five pillars of justice.	
ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
<p><i>Students will understand that . . .</i></p> <p>The different but complimentary roles of the five pillars of the Criminal Justice System.</p>	<ol style="list-style-type: none"> 1. How do the five pillars of justice complement each other in administering the criminal justice system? 2. Why is it important that the five pillars of justice coordinate and work with each other effectively? 3. Why is the community one of the five pillars of justice?
LESSON OBJECTIVES	
<p>Knowledge</p> <p><i>Students will know . . .</i></p> <p>The five pillars of justice, their duties and responsibilities and agencies responsible for these</p>	<p>Skills</p> <p><i>Students will be able to . . .</i></p> <ol style="list-style-type: none"> 1. Give the meaning of words through context clues 2. Read the speech aloud properly 3. Explain the meaning of metaphors used in the speech 4. Deliver a short speech expounding on the meaning of a quote and observing the guidelines on effective speaking 5. Explain how the five pillars of justice complement each other in administering the criminal justice system

STAGE II - ASSESSMENT EVIDENCE

PERFORMANCE TASK

Chorale Reading. Divide the students into 8 groups. Each group is assigned 1 paragraph of Chief Justice Hilario Davide’s speech, *Access to Justice* (See Appendix).

Then get volunteers from each group to deliver the paragraphs in front of the class. The speaker should speak with the appropriate rate and volume.

The rest of the class listens attentively and writes down the line that strikes them the most. Then they share with a partner why they like the particular line.

Use the Evaluation Chart for assessment.

OTHER EVIDENCE

The students complete the sentences below:

1. The five pillars of justice are law enforcement, _____, _____, _____, _____.

2. Justice Davide mentioned that the key to a successful criminal justice system are:

 C _____ n
 C _____ t
 C _____ n

3. “We hold justice in our hands” means _____

4. In my community, the line “those parts of the body that seem to be weaker are indispensable” apply to the people who _____
 because _____

5. I agree with the idea of Chief Justice Davide that _____
 because _____

STAGE III - LEARNING PLAN

PROCEDURE AND ACTIVITIES

K. EXPLORE

The teacher presents pictures or video clips of some crimes taken from Internet sites. Then the teacher asks the students to give their opinion on the following:

Motive Questions:

- What do you see in the pictures/video clips?
- Who is committing the crime? Who is the victim?
- What can be done to stop such acts?

The students read the **Five Pillars of the Criminal Justice System** in the Appendix.

Illustrate the differences among the five pillars using the table below:

Five Pillars of Justice	Duties and Responsibilities	Agencies / people responsible
Law enforcement	Investigates the crime, collects evidence, and arrests suspects. It then refers the case and suspects for preliminary investigation.	Philippine National Police (PNP), which is under the Department of Interior and Local Government (DILG), and the National Bureau of Investigation (NBI), a support agency of the Department of Justice (DOJ)
Prosecution	Evaluates cases or complaints referred to it by the police, the NBI, or private persons. Subsequently, it files the appropriate information or complaint and prosecutes the case in the lower courts in the name of the People of the Philippines.	Office of the Ombudsman and the Department of Justice (DOJ), through the Public Attorney's Office and the Provincial, City and State Public Prosecutors
The Courts	Uphold the constitutional rights of the accused to due process, to be presumed innocent, to be heard, to be informed of the nature and cause of the accusation, to have a speedy, impartial and public trial, to meet the witnesses face to face, and to have compulsory process to secure the attendance of witnesses and the production of evidence	Entire hierarchy of the Judiciary, from the lower courts to the Supreme Court
Correction and Rehabilitation	Oversees the serving of a jail sentence or execution in extreme cases and the correction and rehabilitation of convicts	DOJ through the Bureau of Corrections (BOC), the Board of Pardons and Parole (BPP), and the Parole and Probation Administration (PPA)
The Community	Nurturing law-abiding citizens and to which a convict returns after serving sentence	Government institutions, legislative agencies, educational institutions and religious and civic organizations

Ask the students to give the duties and responsibilities of each pillar and identify the agencies / people responsible for their implementation.

L. FIRM-UP

Unlocking of Difficulties

The teacher asks the class to give the meaning of the underlined words or phrases as they are used in the following, as well as the clues that give the meaning.

- a. And who would understand justice, how shall you unless you look upon all deeds in the fullness of light?
- b. Let him also weigh the heart of her husband in scales, and measure his soul with measurements.
- c. And if any of you would punish in the name of righteousness and lay the ax unto

- the evil tree, let him see to its roots.
- d. And let him who would lash the offender look unto the spirit of the offended.
 - e. What judgment pronounces you upon him who though honest in the flesh yet is a thief in the spirit?

The teacher instructs the class to find the meaning of the following words in the dictionary and use them in sentences.

aggrieved
twilight
pronounce

entwined
prosecute

The class does Chorale Reading of the Selection as Performance Task.

Discuss the following questions:

1. What are the five pillars of justice enumerated by Chief Justice Davide?
2. Why does Chief Justice Davide say, "The task of ensuring access to justice through reforms in our respective pillars" is a very tall order?
3. Explain how the five pillars are like a hand with five fingers, as described by Chief Justice Davide.
4. In what way does 1 Corinthians 12:14-26 explain that there is no pillar that stands superior over others? Do you agree or disagree? Explain your answer.
5. What challenge does Chief Justice Davide leave his audience?

M. DEEPENING

Choose a pair and make a statement that expresses the following ideas:

No single pillar of the criminal justice system can, by itself alone, ensure access to criminal justice.

If one part (of the body) suffers, every part suffers with it; if one part is honored, every part rejoices with it.

The Five Pillars of the Criminal Justice System are important because

N. TRANSFER

"Justice is itself the great standing policy of civil society, and any eminent departure from it, under any circumstances, lies under the suspicion of being no policy at all."

- Edmund Burke

The students explain the meaning of the quote in writing. Then they use this as guide in delivering a short speech expounding on the meaning of the quote above. They observe proper diction, pauses, and stressing important words and phrases.

O. ASSIGNMENT

Each student chooses one pillar and then searches the Internet for descriptions of the agencies

that perform functions that serve the criminal justice system.
They should be prepared to present this in class next meeting.

References

Access To Justice: At Hand With The Five Pillars Of The Criminal Justice System by Chief Justice Hilario Davide
Five Pillars of the Criminal Justice System. On Balance: Judicial Reforms in the Philippines (Manila: Asian Institute of Journalism and Communication, 2005)
 Ruiz-Dimalanta, R. and Datinguinoo, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.
 Ruiz-Dimalanta, R. 2006. *Living by The Rule of Law A Handbook for High School Students*. Manila: LIBERTAS.

Materials:

Chief Justice Hilario Davide’s speech, *Access to Justice*
 Photo, illustration or video showing crimes committed

Rubric

Evaluation Chart				
Criteria	Very Good	Good	Satisfactory	Poor
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
1. The speakers spoke with the appropriate rate and volume.				
2. The words were pronounced properly.				
3. Pauses and stops were done at appropriate points.				
4. The tone is appropriate.				
Total				
Final Mark				

APPENDIX

Five Pillars of the Criminal Justice System

The criminal justice system has five pillars: law enforcement, prosecution, the courts, correction and rehabilitation and the community.

Law enforcement. This pillar investigates the crime, collects evidence, and arrests suspects. It then refers the case and suspects for preliminary investigation. This pillar is the main responsibility of the Philippine National Police (PNP), which is under the Department of Interior and Local Government (DILG), and the National Bureau of Investigation (NBI), a support agency of the Department of Justice (DOJ).

Prosecution. The prosecution pillar evaluates cases or complaints referred to it by the police, the NBI, or private persons. Subsequently, it files the appropriate information or complaint and prosecutes the case in the lower courts in the name of the People of the Philippines. The Office of the Ombudsman and the Department of Justice (DOJ), through the Public Attorney's Office and the Provincial, City and State Public Prosecutors, are responsible for this pillar.

The Courts. It is the duty of the courts to uphold the constitutional rights of the accused to due process, to be presumed innocent, to be heard, to be informed of the nature and cause of the accusation, to have a speedy, impartial and public trial, to meet the witnesses face to face, and to have compulsory process to secure the attendance of witnesses and the production of evidence. This pillar involves the entire hierarchy of the Judiciary, from the lower courts to the Supreme Court.

Correction and Rehabilitation. The correction and rehabilitation pillar oversees the serving of a jail sentence or execution in extreme cases and the correction and rehabilitation of convicts. Basic penology is the primary responsibility of the DOJ through the Bureau of Corrections (BOC), the Board of Pardons and Parole (BPP), and the Parole and Probation Administration (PPA).

The Community. This pillar refers to society at large, which is responsible for nurturing law-abiding citizens and to which a convict returns after serving sentence. It also includes government institutions, legislative agencies, educational institutions and religious and civic organizations. Although technically beyond the scope of the Criminal Justice System, the community completes the criminal justice system because the people are the ones being served by the other four pillars. Their vigilance is essential to make the system work.

ACCESS TO JUSTICE: AT HAND WITH THE FIVE PILLARS OF THE CRIMINAL JUSTICE SYSTEM

Chief Justice Hilario Davide

1 I am particularly pleased this morning to join this National Forum on *Access to Justice* through the Five Pillars of the Criminal Justice System, as a component of the *10 to 10 Decada Ng Reporma*; and to be amongst the leaders and representatives of the pillars of law enforcement, prosecution, judiciary, correction or reformation, and community. Our presence in this one-and-a-half day gathering underscores the immense significance and indispensability of our collaboration so that we can – as the theme of this forum aptly puts it – ensure access to justice through reforms in the five pillars of the criminal justice system.

2 The task of ensuring access to justice through reforms in our respective pillars is, without doubt, a very tall order. It requires no less than each of the pillars' genuine commitment and utmost coordination in seeing to it that justice is made accessible to all persons at all levels of the criminal justice system at all times. Access to justice, especially by the poor, is one of the six components of the Action Program for Judicial Reform (APJR) of the Supreme Court.

3 The various agencies comprising the different pillars perform functions that are inextricably linked to one another and to the other pillars. While each pursues its respective mandate and develops its own reform agenda, the underlying goal of each is, ultimately, to ensure justice for all. Thus, the collaboration and close coordination of the agencies of the five pillars become imperative as we pursue our separate yet essentially common objective.

4 By way of analogy, I liken the five pillars to a hand with five fingers. Each finger is an important element of the hand, without which a hand is not considered whole. The same may be said of the five pillars of the criminal justice system where each pillar constitutes an important component of the system, without which the system is considered incomplete. Can you just imagine a criminal justice system without law enforcement? Or perhaps without the prosecution? Without the judiciary? Without the correction or reformation? Without the community? I highly doubt the propriety of referring to such system as a criminal justice system in the absence of any one of these pillars.

5 A finger may be able to touch or even feel, but it is only with the hand that one can hold and reach out. In the same way, each of the five pillars may be able to affect the lives of those who seek refuge through it, but it is only with the five pillars' concerted action that they can truly secure the justice sought by those who are aggrieved.

6 What I am trying to say is that no single pillar of the criminal justice system can, by itself alone, ensure access to criminal justice. Rather, it is only through the joint efforts of all the pillars that this access can be ensured and attained. Corollary to this, there is no pillar that stands superior over the others. Instead, all are considered equally important. This has a Biblical or spiritual foundation. I refer to the "one body, many parts" chapter of 1 Corinthians, specifically Chapter 12 thereof, verses 14 to 26, which I quote: "Now the body is not made up of one part but of many. If the foot should say, "Because I am not a hand, I do not belong to the body," it would not for that reason cease to be part of the body." And if the ear should say, "Because I am not an eye, I do not belong to the body," it would not for that reason cease to be part of the body. If the whole body were an eye, where would the sense of smell be? But in fact God has arranged the parts in the body, every one of them, just as he wanted them to be. If they were all one part, where would the body be? As it is, there are many parts, but one body.

7 The eye cannot say to the hand, "I don't need you!" And the head cannot say to the feet, "I don't need you!" On the contrary, those parts of the body that seem to be weaker are indispensable, and the parts that we think are

less honorable we treat with special honor. And the parts that are unrepresentable are treated with special modesty, while our presentable parts need no special treatment. But God has combined the members of the body and has given greater honor to the parts that lacked it, so that there should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it.”

8 In a real sense, we hold justice in our hands. By the manner in which we perform our mandates or roles as pillars of the criminal justice system, we give justice to or take it from those seeking it. Thus, the challenge to us is to take care that justice is at all times upheld for, as the late Edmund Burke wrote four centuries ago, “[j]ustice is itself the great standing policy of civil society, and any eminent departure from it, under any circumstances, lies under the suspicion of being no policy at all.”

(Source: *Access To Justice: At Hand With The Five Pillars Of The Criminal Justice System* by Chief Justice Hilario Davide)

Additional Reference:

- Ladera, H., Dela Cruz, E., Flores, M., Guevara, Eufrocina. 2003. *The New Dimensions in Learning English II* . Lesson3, pp. 247-279. Manila: Rex Book Store, Inc.

Antas: Taon II
Asignatura: ARALING PANLIPUNAN
ARALIN / PAKSA: Ang Pagsugpo sa *Child Labor*
Sesyon: Dalawa
KAISIPAN: Ang magandang kinabukasan ng mga bata ay masisiguro kapag ang kanilang mga karapatan ay mapangangalagaan laban sa anumang pang-aabuso.

MGA BATAYANG KASANAYAN SA PAGKATUTO

BEC LC IV 4.4 Nasusuri ang mga palatuntunang nagtataguyod sa karapatan ng mga bata, kababaihan at manggagawa

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN Naipamamalas ng mag-aaral ang pag-unawa sa mga karapatan ng mga bata at kung paano ito mapangangalagaan ng pamahalaan.	
KAKAILANGANING PAG-UNAWA Naipamamalas ng mag-aaral ang pag-unawa sa mga sanhi at epekto ng child labor.	MAHAHALAGANG TANONG 1. Bakit may child labor sa iba’t-ibang bahagi ng bansang Pilipinas? 2. Paano maipakikita ang paggalang sa karapatan ng mga bata?
KAALAMAN <i>Nauunawaan ng mga mag-aaral na . . .</i> 1. Ang Pilipinas ay may Anti-Child Labor law na pinaiiiral 2. Marami pang dapat gawin ang pamahalaan upang masugpo ang child-labor at mabigyan ng proteksyon ang karapatan ng mga bata laban sa pang-aabuso	KASANAYAN/ KAKAYAHAN <i>Ang mag-aaral ay. . .</i> 1. Naipaliliwanag ang sanhi at epekto ng pag-iral ng <i>Child Labor</i> sa Pilipinas 3. Nasusuri ang kahalagahan ng pagkilala at paggalang sa karapatan ng mga bata 4. Natatalakay ang mga paraang ginagawa ng pamahalaan upang mabigyan ng proteksyon ang karapatan ng mga bata laban sa pang-aabuso
ANTAS II - PAGTATAYA	
SA ANTAS PAGGANAP Ipabasa sa mag-aaral ang Republic Act 9231 Special Protection of Children Against Child Labor, Exploitation and Discrimination Act (Tingnan sa Apendiks). Ituon ang pag-aaral sa mga sumusunod :	SA ANTAS NG PAG-UNAWA Gawin ng mga mag-aaral ang sumusunod na pagsasanay: Ipasagot sa mga mag-aaral ang sumusunod na <i>semantic differentials</i> .

<ul style="list-style-type: none"> • Section 2 – Employment of Children • Section 2-A – Hours of Work of a Working Child • Section 12-B – Ownership , Usage and Administration of the Working Child’s Income • Section 12-D - Prohibition Against Worst Forms of Child Labor <p>Hatiin sa tatlong pangkat ang mga mag-aaral at ipagawa ang mga sumusunod :</p> <p>Unang Pangkat – Magtanghal ng <i>advertisement</i> na nagsisilbing paalaala tungkol sa mga dapat sundin hinggil sa pagtatrabaho ng mga batang may gulang 15 taon pababa.</p> <p>Ikalawang Pangkat – Gumawa ng tsart na nagpapakita ng kaukulang oras na itinatakda ng batas para sa pagtatrabaho ng bata.</p> <p>Ikatlong Pangkat – Gumawa ng poster na nagpapakita ng mga napakasamang uri ng trabaho na ipinagagawa sa bata (worst forms of child labor)</p> <p>Pagkatapos ng pagtatanghal, talakayin ng bawat pangkat ang mga sumusunod :</p> <ol style="list-style-type: none"> 1. Ano ang iba’t-ibang halimbawa ng hanapbuhay na pinahihintulutan ng batas na maaaring gawin ng mga bata? 2. Anu-ano ang mga hangganan o limitasyon na itinatakda ng batas kaugnay sa pagtatrabaho ng mga bata ? Bakit mahalaga ang mga ito ? 3. Sa paanong paraan naaabuso ang mga batang manggagawa ? Magbigay ng mga halimbawa ng trabaho kung saan nalalagay sa panganib ang buhay at kaligtasan ng mga bata. 4. Bakit mahalaga ang pagpapatibay sa Republic Act 9231 ? <p>Gamitin ang Kraytiry sa Pagtataya para sa Pagtataya</p>	<p>Bilugan ang alinmang bilang sa <i>seven point scale</i>, sa ibaba kung saan ang bilang 1 ang pinakamababa at ang bilang 7 ang pinakamataas na panukat sa paglalarawan ng mga bata sa pelikula.</p> <p>Ang mga bata ay:</p> <table border="0"> <tr> <td>malungkot</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>masaya</td> </tr> <tr> <td>tamad</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>masipag</td> </tr> <tr> <td>sakitin</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>malusog</td> </tr> <tr> <td>sinungaling</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>matapat</td> </tr> <tr> <td>masamang ugali</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>mabuting asal</td> </tr> <tr> <td>pabaya</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>may malasakit</td> </tr> </table> <p>Itanong sa mag-aaral :</p> <p>Paano mahuhubog sa mga bata ang mabuting pagpapahalaga at malilinang ang kanyang angking kakayahan at talino upang sa kanyang paglaki ay maging isa siyang kapaki-pakinabang at responsableng mamamayan?</p>	malungkot	1	2	3	4	5	6	7	masaya	tamad	1	2	3	4	5	6	7	masipag	sakitin	1	2	3	4	5	6	7	malusog	sinungaling	1	2	3	4	5	6	7	matapat	masamang ugali	1	2	3	4	5	6	7	mabuting asal	pabaya	1	2	3	4	5	6	7	may malasakit
malungkot	1	2	3	4	5	6	7	masaya																																															
tamad	1	2	3	4	5	6	7	masipag																																															
sakitin	1	2	3	4	5	6	7	malusog																																															
sinungaling	1	2	3	4	5	6	7	matapat																																															
masamang ugali	1	2	3	4	5	6	7	mabuting asal																																															
pabaya	1	2	3	4	5	6	7	may malasakit																																															

ANTAS III – PLANO SA PAGKATUTO

U. PAGTUKLAS

Magsulat ang mga mag-aaral ng mga karapatan ng mga bata sa pisara. Tanungin kung alin dito ang kanilang tinatamasa.

Ipalabas ang mga piling bahagi ng *pelikula* na pinamagatang *Minsan Lang Sila Maging Bata*. Iminumungkahi na piliin lamang ng guro ang mga mahahalagang eksena na may ganap na kaugnayan sa paksa upang magugol lamang ang 20 minuto sa pelikula.

V. PAGLINANG

Talakayin ang mga sumusunod na tanong tungkol sa pelikula.

Ano ang nadama ninyo habang nanonood?

May naalala ba kayong sitwasyon na katulad ng inyong napanood?

Sino ang nakinabang sa kalagayan ng mga bata?

W. PAGPAPALALIM

Tanungin ang mga mag-aaral:

Bakit nagaganap ang ganitong sitwasyon?

Sino ang dapat magbigay ng mga pangangailangan ng mga bata?

Nagpahayag ba ang mga bata ng pagnanais na makaalis sa ganoong sitwasyon? Patunayan ang inyong sagot.

Ang lahat ng sagot ay isusulat ng guro sa pisara upang maging batayan ng pagtalakay sa karapatan ng bata. Dapat bigyang-pansin ng guro ang kahulugan ng “karapatan ng bata”.

Gamiting gabay ang tsart sa pagsusuri ng *documentary film*. Sa unang hanay ng tsart ay ilarawan ang mga sitwasyon na nakita. Sa ikalawang hanay ay ang mga pangangailangan na hindi natugunan sa mga sitwasyon. Ang mga nasa tsart na sagot ay ang mga inaasahang maaaring ibigay na sagot ng mga mag-aaral.

Sitwasyon na nakita ng mga bata sa film	Mga pangangailangan na hindi natugunan
(Mga inaasahang sagot: Hindi nag-aaral ang mga bata Mahirap na trabaho ang ginagawa ng mga bata Nakalantad sa mga mapanganib na elemento sa buong maghapon Walang sapat na pagkain)	(Mga inaasahang sagot: Sapat na edukasyon Pagkakataong makapaglibang Kaligtasan Magkaroon ng sapat na pagkain)

Itanong sa mga mag-aaral:

May epekto ba sa pagkatao at sa pag-unlad ng isang bata kung siya’y pagkaitan ng mga karapatan? Paano ?

Ipaliwanag kung paano ipinakita ang pahayag ng *Convention on the Rights Of the Child*, UN, 1991

“The State shall protect the child from economic exploitation and work that may interfere with education or be harmful to health and well being”.

Matapos ang Pagtataya Sa Antas ng Pagganap, tanungin ang mga mag-aaral:

Ano ang ginagawa ng pamahalaan upang mapangalagaan ang kapakanan ng mga bata?

X. PAGLALAPAT

Isulat ng mga mag-aaral sa *journal* ang mahalagang kaisipan na nabuo mula sa ginawang pagtalakay sa paksa sa pamamagitan ng pagkumpleto sa mga sumusunod na pangungusap :

Naunawaan ko na ang mga bata ay nangangailangan ng _____

Mahalaga na mabigyan ng proteksyon ang karapatan ng mga bata upang _____

Nalaman ko na ang mga magulang ay dapat _____

Pagsulat ng liham sa patnugot ng pahayagan

Hatiin ng guro ang klase sa apat na pangkat. Bawa’t pangkat ay bibigyan ng Manila paper at pentel pen. Sila ay bubuo ng isang liham sa patnugot ng isang pahayagan upang ipaabot sa sinumang ahensiya ng pamahalaan, pinuno ng lokal o nasyonal na pamahalaan kung ano ang kanilang nais na gawin upang matulungan ang mga batang naaabuso ang karapatan. Ang lahat na nabuong liham ay ipapaskil sa loob ng silid-

aralan, upang mabasa ng mga mag-aaral.

Ang pinakamagandang liham ay ipalalathala sa pahayagan.

Y. TAKDANG ARALIN

Sa inyong pamayanan, may mga nakikita ba kayong mga kasing-edad ninyo na hindi nag-aaral? May kakilala ba kayong may alam na ganitong mga bata? Kapanayamin sila. Itanong kung bakit sila hindi nag-aaral at kung ano ang sitwasyon nila sa bahay. Isulat ang resulta ng inyong panayam sa papel.

Mga Sanggunian

Convention on the Rights Of the Child-UN, 1991

Constitution, Art. II, sec. 13

Republic Act 9231 – Special Protection of Children Against Child Abuse, Exploitation and Discrimination Act

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS) Project*. Manila. LIBERTAS.

Ruiz-Dimalanta, R. 2996. *Living by the Rule of Law, A Handbook for High School Students*. Manila. LIBERTAS.

Mga Kakailangang Kagamitan

Video: *Minsan Lang Sila Maging Bata* directed by [Ditsi Carolino](#) and [Sadhana Buxani](#), 50 minutes
Manila Paper, pentel pen, masking tape

Rubrik

Kraytirya sa Pagtataya				
	Napakagaling	Magaling	Katamtaman ang Galing	Mahina
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
13. Ang gawa ng mag-aaral ay nagpapakita ng paraan ng pagsugpo sa child labor				
14. Natalakay ng pangkat ang mga mahahalagang tanong tungkol sa isyu nila				
15. Angkop ang pagtatanghal at pagtatalakay sa senaryong naiatas sa pangkat				
Kalahatan				
Marka				

Apendiks

Constitution, Art. II, sec. 13

Section 13. The State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs.

Buod ng Documentary Film

Minsan Lang Sila Maging Bata

Ang video documentary na ito ay nagpapakita ng kalagayan ng mga bata sa lalawigan na napilitang magtrabaho dahil sa kahirapan ng buhay. Si Dio at Tikboy ay mga batang hindi halos iniinda ang panganib ng kanilang trabaho sa katayan ng baboy sa Cebu. Sina Delena at Chito naman ay nagtatrabaho sa hacienda ng tubo sa Ormoc upang makabayad ng utang ng kanilang pamilya. Si Delena ay gustong mag-aral. Payag siya kahit tatlong araw lang sa isang linggo ngunit sa halip na lapis ang hawak, mga machete at bolo ang tangan-tangan niya sa pang-araw-araw na gawain. Sina Bobby, Liting at Moklo na masasabing napakaliit sa kanilang edad ay nagbubuhay ng sako ng semento na kanilang kinukuha mula sa barko. Bukod sa pagod dala ng 12 oras na pagtatrabaho, ang mga batang ito'y walang suot na pantakip sa ilong upang di malanghap ang alikabok ng semento. Ang mga batang ito'y hindi tumatanggap ng sapat na sahod mula sa kanilang pagpapagod sa trabaho.

Nakalulungkot isipin na marami pang mga katulad nila na ninakawan ng kanilang pagkabata. Sa halip na naglalaro at nag-aaral, naroon sila sa mga palengke't bukid, hirap sa mga gawaing hindi naman nila dapat ginagawa sa ganoong edad.

AN ACT PROVIDING FOR THE ELIMINATION OF THE WORST FORMS OF CHILD LABOR AND AFFORDING STRONGER PROTECTION FOR THE WORKING CHILD, AMENDING FOR THIS PURPOSE REPUBLIC ACTNO. 7610, AS AMENDED, OTHERWISE KNOWN AS THE "SPECIAL PROTECTION OF CHILDREN AGAINST CHILD ABUSE, EXPLOITATION AND DISCRIMINATION ACT"

Republic Act No. 9231 December 19, 2003

AN ACT PROVIDING FOR THE ELIMINATION OF THE WORST FORMS OF CHILD LABOR AND AFFORDING STRONGER PROTECTION FOR THE WORKING CHILD, AMENDING FOR THIS PURPOSE REPUBLIC ACTNO. 7610, AS AMENDED, OTHERWISE KNOWN AS THE "SPECIAL PROTECTION OF CHILDREN AGAINST CHILD ABUSE, EXPLOITATION AND DISCRIMINATION ACT"

Be it enacted by the Senate and the House of Representatives of the Philippines in Congress assembled:

Section 1. Section 2 of Republic Act No. 7610, as amended, otherwise known as the "Special Protection of Children Against Child Abuse, Exploitation and Discrimination Act", is hereby amended to read as follows:

"Sec. 2. Declaration of State Policy and Principles. - It is hereby declared to be the policy of the State to provide special protection to children from all forms of abuse, neglect, cruelty, exploitation and discrimination, and other conditions prejudicial to their development including child labor and its worst forms; provide sanctions for their commission and carry out a program for prevention and deterrence of and crisis intervention in situations of child abuse, exploitation and discrimination. The State shall intervene on behalf of the child when the parent, guardian, teacher or person having care or custody of the child fails or is unable to protect the child against abuse,

exploitation and discrimination or when such acts against the child are committed by the said parent, guardian, teacher or person having care and custody of the same.

"It shall be the policy of the State to protect and rehabilitate children gravely threatened or endangered by circumstances which affect or will affect their survival and normal development and over which they have no control.

"The best interests of children shall be the paramount consideration in all actions concerning them, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, and legislative bodies, consistent with the principle of First Call for Children as enunciated in the United Nations Convention on the Rights of the Child. Every effort shall be exerted to promote the welfare of children and enhance their opportunities for a useful and happy life."

Section 2. Section 12 of the same Act, as amended, is hereby further amended to read as follows:

"Sec. 2. Employment of Children - Children below fifteen (15) years of age shall not be employed except:

"1) When a child works directly under the sole responsibility of his/her parents or legal guardian and where only members of his/her family are employed: Provided, however, That his/her employment neither endangers his/her life, safety, health, and morals, nor impairs his/her normal development: Provided, further, That the parent or legal guardian shall provide the said child with the prescribed primary and/or secondary education; or

"2) Where a child's employment or participation in public entertainment or information through cinema, theater, radio, television or other forms of media is essential: Provided, That the employment contract is concluded by the child's parents or legal guardian, with the express agreement of the child concerned, if possible, and the approval of the Department of Labor and Employment: Provided, further, That the following requirements in all instances are strictly complied with:

"(a) The employer shall ensure the protection, health, safety, morals and normal development of the child;

"(b) The employer shall institute measures to prevent the child's exploitation or discrimination taking into account the system and level of remuneration, and the duration and arrangement of working time; and

"(c) The employer shall formulate and implement, subject to the approval and supervision of competent authorities, a continuing program for training and skills acquisition of the child.

"In the above-exceptional cases where any such child may be employed, the employer shall first secure, before engaging such child, a work permit from the Department of Labor and Employment which shall ensure observance of the above requirements.

"For purposes of this Article, the term "child" shall apply to all persons under eighteen (18) years of age."

Section 3. The same Act, as amended, is hereby further amended by adding new sections to be denominated as Sections 12-A, 12-B, 12-C, and 12-D to read as follows:

"Sec. 2-A. Hours of Work of a Working Child. - Under the exceptions provided in Section 12 of this Act, as amended:

"(1) A child below fifteen (15) years of age may be allowed to work for not more than twenty (20) hours a week: Provided, That the work shall not be more than four (4) hours at any given day;

"(2) A child fifteen (15) years of age but below eighteen (18) shall not be allowed to work for more than eight (8) hours a day, and in no case beyond forty (40) hours a week;

"(3) No child below fifteen (15) years of age shall be allowed to work between eight o'clock in the evening and six o'clock in the morning of the following day and no child fifteen (15) years of age but below eighteen (18) shall be allowed to work between ten o'clock in the evening and six o'clock in the morning of the following day."

"Sec. 12-B. Ownership, Usage and Administration of the Working Child's Income. - The wages, salaries, earnings and other income of the working child shall belong to him/her in ownership and shall be set aside primarily for his/her support, education or skills acquisition and secondarily to the collective needs of the family: Provided, That not more than twenty percent (20%) of the child's income may be used for the collective needs of the family."

"The income of the working child and/or the property acquired through the work of the child shall be administered by both parents. In the absence or incapacity of either of the parents, the other parent shall administer the same. In case both parents are absent or incapacitated, the order of preference on parental authority as provided for under the Family Code shall apply.

"Sec. 12-C. Trust Fund to Preserve Part of the Working Child's Income. - The parent or legal guardian of a working child below eighteen (18) years of age shall set up a trust fund for at least thirty percent (30%) of the earnings of the child whose wages and salaries from work and other income amount to at least two hundred thousand pesos (P200,000.00) annually, for which he/she shall render a semi-annual accounting of the fund to the Department of Labor and Employment, in compliance with the provisions of this Act. The child shall have full control over the trust fund upon reaching the age of majority.

"Sec. 12-D. Prohibition Against Worst Forms of Child Labor. - No child shall be engaged in the worst forms of child labor. The phrase "worst forms of child labor" shall refer to any of the following:

"(1) All forms of slavery, as defined under the "Anti-trafficking in Persons Act of 2003", or practices similar to slavery such as sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor, including recruitment of children for use in armed conflict; or

"(2) The use, procuring, offering or exposing of a child for prostitution, for the production of pornography or for pornographic performances; or

"(3) The use, procuring or offering of a child for illegal or illicit activities, including the production and trafficking of dangerous drugs and volatile substances prohibited under existing laws; or

"(4) Work which, by its nature or the circumstances in which it is carried out, is hazardous or likely to be harmful to the health, safety or morals of children, such that it:

"a) Debases, degrades or demeans the intrinsic worth and dignity of a child as a human being; or

"b) Exposes the child to physical, emotional or sexual abuse, or is found to be highly stressful psychologically or may prejudice morals; or

"c) Is performed underground, underwater or at dangerous heights; or

"d) Involves the use of dangerous machinery, equipment and tools such as power-driven or explosive power-actuated tools; or

"e) Exposes the child to physical danger such as, but not limited to the dangerous feats of balancing, physical strength or contortion, or which requires the manual transport of heavy loads; or

"f) Is performed in an unhealthy environment exposing the child to hazardous working conditions, elements, substances, co-agents or processes involving ionizing, radiation, fire, flammable substances, noxious components and the like, or to extreme temperatures, noise levels, or vibrations; or

"g) Is performed under particularly difficult conditions; or

"h) Exposes the child to biological agents such as bacteria, fungi, viruses, protozoans, nematodes and other parasites; or

"i) Involves the manufacture or handling of explosives and other pyrotechnic products."

Section 4. Section 13 of the same Act is hereby amended to read as follows:

"Sec. 13. Access to Education and Training for Working Children - "a) No child shall be deprived of formal or non-formal education. In all cases of employment allowed in this Act, the employer shall provide a working child with access to at least primary and secondary education.

"b) To ensure and guarantee the access of the working child to education and training, the Department of Education (DEPED) shall: (1) formulate, promulgate, and implement relevant and effective course designs and educational programs; (2) conduct the necessary training for the implementation of the appropriate curriculum for the purpose; (3) ensure the availability of the needed educational facilities and materials; and (4) conduct continuing research and development program for the necessary and relevant alternative education of the working child.

"c) The DEPED shall promulgate a course design under its non-formal education program aimed at promoting the intellectual, moral and vocational efficiency of working children who have not undergone or finished elementary or secondary education. Such course design shall integrate the learning process deemed most effective under given circumstances."

Antas: Taon 2
Asignatura: ARALING PANLIPUNAN
ARALIN / PAKSA: Ang Pangangalaga sa Ating Kapaligiran
Sesyon: Dalawa
KAISIPAN: Pananagutan ng mga mamamayan na pangalagaan ang kapaligiran upang maiwasan ang pinsalang dulot ng pagkasira ng likas na kapaligiran.

MGA BATAYANG KASANAYAN SA PAGKATUTO

BEC LC IA Nasusuri ang mga dahilan at epekto ng mga suliraning pangkapaligiran sa pamumuhay ng mga Asyano

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN	
Naipamamalas ng mag-aaral ang pag-unawa sa pananagutan ng mga mamamayang Asyano sa pangangalaga sa kapaligiran	
KAKAILANGANING PAG-UNAWA	MAHAHALAGANG TANONG
Naipamamalas ng mag-aaral ang pag-unawa sa mga paraan ng pagpapalaganap sa pangangalaga sa kapaligiran	<ol style="list-style-type: none"> 1. Bakit kailangang magtulong-tulong ang mga Asyano para mapangalagaan ang kapaligiran? 2. Ano ang maaaring mangyari kung tayo ay hindi susuporta sa mga batas para sa proteksiyon ng kalikasan at kapaligiran?
KAALAMAN	KASANAYAN/ KAKAYAHAN
<i>Nauunawaan ng mga mag-aaral na . . .</i> <ol style="list-style-type: none"> 1. May mga kumperensiya at iba pang mga inisiyatiba ang Pilipinas, Asya at iba pang mga bansa upang mapangalagaan ang kalikasan at kapaligiran 2. Ang mamamayan ay dapat suportahan ang mga batas para sa proteksiyon ng kalikasan at kapaligiran 	<i>Ang mag-aaral ay . . .</i> <ol style="list-style-type: none"> 1. Naipaliliwanag ang isyu tungkol sa pagkasira ng kapaligiran na hinaharap ng Pilipinas at Asya 2. Nasusuri ang epekto ng mahusay na pangangalaga ng kapaligiran tungo sa kabutihan ng susunod na henerasyon 3. Nakikibahagi sa pangangalaga at pagpapanatiling maayos ng ating kapaligiran
ANTAS II - PAGTATAYA	
SA ANTAS PAGGANAP	SA ANTAS NG PAG-UNAWA
Sabihin sa mga mag-aaral na ang mga sumusunod ay mga batas para sa pangangalaga ng kapaligiran:	Gawin ng mga mag-aaral ang sumusunod na pagsasanay: Ibigay ang mga hinihingi sa bawat tanong:

<p>B. Presidential Decree No. 1219 na namamahala sa pagbebenta ng mga coral</p> <p>C. Batas Republika Blg. 7586 na nagbabawal na putulin ang mga puno at hulihin ang mga hayop na naninirahan sa mga lugar na pinoprotektahan dahil sa kanilang di pangkaraniwang pisikal at biological na kahalagahan.</p> <p>D. Batas Republika Blg. 7942 o ang Batas sa Pagmimina na nagsasaayos ng industriya ng pagmimina</p> <p>E. Batas Republika Blg. 8749 o ang Batas sa Pagpapanatili ng Malinis na Hangin na nagtatatag ng mga mekanismo laban sa polusyon</p> <p>Hanapin sa Internet and kabuuan ng mga naturang batas. Alamin ang kahalagahan ng mga ito.</p> <p>Paano mo maipapaalam sa iyong komunidad na may mga ganitong batas? Paano mo mahihikayat ang mga tao na pangalagaan ang kapaligiran?</p> <p>Gumawa ng isang poster na magagamitin sa iyong panghihikayat. Maglagay ng paliwanag tungkol sa kahalagahan ng mga naturang batas sa pangangalaga sa ating kapaligiran. Gawing makulay at kaakit-akit ang poster.</p> <p>Gamitin ang <i>Kraytirya sa Pagtataya</i> para sa Pagtataya</p>	<ol style="list-style-type: none"> 1. Ano-ano ang mga batas para sa pangangalaga ng kapaligiran? 2. Ano-ano ang mga halimbawa ng mga kumperensiya at iba pang inisiyatiba na nagsusulong sa pangangalaga ng kapaligiran?
--	--

ANTAS III – PLANO SA PAGKATUTO

Z. PAGTUKLAS

Pakinggan at sabayan ng mga mag-aaral ang awit na *Masdan mo ang kapaligiran*.

Sabihin sa mga mag-aaral na noong Hunyo 1992, nagkaroon ng malaking kumperensya tungkol sa kapaligiran at kaunlaran sa Rio De Janeiro. Ipaskil ang deklarasyon na nakasulat sa manila paper. Basahin nila ang deklarasyon sa ibaba:

Rio de Janeiro Declaration on Environment and Development

The United Nations Conference on Environment and Development,

Having met at Rio de Janeiro from 3 to 14 June 1992,

Reaffirming the Declaration of the United Nations Conference on the Human Environment, adopted at Stockholm on 16 June 1972, and seeking to build upon it,

With the goal of establishing a new and equitable global partnership through the creation of new levels of cooperation among States, key sectors of societies and people,

Working towards international agreements which respect the interests of all and protect the integrity of the global environmental and developmental system,

Recognizing the integral and interdependent nature of the Earth, our home, 27 principles were declared with the hope that States and people shall cooperate in good faith and in a spirit of partnership in the fulfillment of the principles embodied in this Declaration

Source: Report of the United Nations Conference on the Human Environment, Stockholm, 5-16 June 1972

Salungguhitan ng mga mag-aaral ang mga sumusunod:

1. Ang lugar at petsa ng Kumperensya
2. Ang layunin ng Kumperensya
3. Ang paraan upang makamit ang layunin
4. Ang inaasahang pagtanggap sa deklarasyon

Ipakita ng guro sa mga mag-aaral ang mga sumusunod na larawan:

- pagkakatubo ng kagubatan
- tambak na basura sa ilog
- langis na tumatapon sa dagat
- mga nawalan ng tahanan bunga ng matinding pagbaha

Tanungin ang mga mag-aaral tungkol sa larawan

Ano ang sanhi ng pagkasira ng kapaligirang nakikita sa larawan?

Ano ang epekto nito sa atin at sa mundo?

Paano maipatutupa ang mga paraan ng pangangalaga sa kapaligiran?

May kaugnayan ba ang kaunlaran sa kapaligiran? Ipaliwanag ang iyong sagot.

AA. PAGLINANG

Ipababasa ng guro sa mga mag-aaral ang mga sumusunod:

Ang Deklarasyon ng Rio de Janeiro Conference hinggil sa kapaligiran at kaunlaran

Prinsipyo 3

Ang karapatan sa kaunlaran ay dapat matamo upang pantay na matugunan ang mga pangangailangang pangkaunlaran at pangkapaligiran ng kasalukuyan at ng mga susunod na salin-lahi.

Prinsipyo 10

Ang mga isyung pangkapaligiran ay pinakamahusay na mahahawakan sa pamamagitan ng partisipasyon ng lahat ng mga apektadong mamamayan, sa kagyat na antas. Ang bawat indibidwal ay dapat magkaroon ng sapat na ugnay sa impormasyon hinggil sa kapaligiran na hawak ng mga awtoridad pampubliko, kabilang ang mga impormasyon sa mga mapanganib na bagay o aktibidad sa kanilang mga pamayanan, at ng oportunidad na lumawak sa proseso ng pagdedesisyon. Ang mga Estado ay dapat magpaunlak sa kabatirang pampubliko sa pamamagitan ng malawakang pagpapalaganap ng impormasyon. Ang mabisang ugnay sa mga prosesong administratibo at hudikatura, lakip na ang paghahabol ng katarungan at lunas ay dapat maibigay sa mamamayan.

Prinsipyo 25

Ang kapayapaan, kaunlaran at proteksyon ng kapaligiran ay magkakaugnay at hindi mapaghihiwalay.

Ipalawanag ng mga mag-aaral ang mga prinsipyo. Talakayin ang mga ito gamit ang mga gabay na tanong sa ibaba:

Paano nabibigyan diin ng Deklarasyon sa Rio de Janeiro Conference ang pagbibigay ng proteksiyon sa kapaligiran?

Kung ginagampanan ng mamamayan ang kanilang tungkulin sa pangangalaga sa kapaligiran, maaari kayang may maasahan na magandang kapaligiran ang susunod na henerasyon?

BB. PAGPAPALALIM

Buuin ng mga mag-aaral ang tsart sa ibaba upang maipakita ang magandang ibubunga ng pagsunod sa mga deklarasyon ng Rio De Janeiro Conference

Deklarasyon	Magandang ibubunga
Tugunan ang mga pangangailangang pangkaunlaran at pangkapaligiran ng kasalukuyan at ng mga susunod na salin-lahi	
Sapat na ugnay sa impormasyon hinggil sa kapaligiran na hawak ng mga awtoridad pampubliko	
Ang kapayapaan, kaunlaran at proteksyon ng kapaligiran ay magkakaugnay	

Dyad:

Pumili ang mga mag-aaral ng isa o dalawa sa mga deklarasyon at ipaliwanag nila kung paano sila makatutulong uapng maging matagumpay ito. Talakayin ito ng mga magkakapareha. Maghanda silang ibahagi sa klase ang kanilang mga sagot.

CC. PAGLALAPAT

Tingnan sa Apendiks ang Talaan na nagpapakita ng ilan sa mga mahahalagang kumperensiya at iba pang inisyatiba ng mga Asyanong bansa upang mapalaganap ang pangangalaga sa ating kapaligiran sa Asya.

Ano-ano ang mga inisyatiba ng mga Asyanong bansa upang mapalaganap ang pangangalaga sa kapaligiran?

Magbuo ng kaisipan tungkol sa pagpapahalagang ginagawa ng mga Asyanong bansa para sa kapaligiran.

DD. TAKDANG ARALIN

Magsiyasat sa inyong pamayanan tungkol sa mga paraan ng pangangalaga nito sa kapaligiran. Alamin kung paano ito isinasagawa.

Sumulat ng sanaysay na nagtatalakay sa tanong na:

Paano pinangangalagaan ng inyong pamayanan ang kapaligiran?

Mga Sanggunian

Art. II, sec. 16 of the Constitution

Mateo, G. , et. al._____. *Asya: Pag-usbong Ng Kabihasanan*. Quezon City: SD Publications. , pp. 422-423

Rio de Janiero Declaration on Environment and Development 1992

Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law, A Handbook for High School Students*.

Manila: LIBERTAS. pp. 5-8

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila: LIBERTAS Project.

Mga Kakailanganing Kagamitan

Larawan na nagpapakita ng mga nasirang kapaligiran tulad ng kalbong bundok, baha, maruming ilog, tambak na basura at iba pa

Rio de Janiero Declaration (mga bahagi lamang) na nakasulat sa manila paper

Awit: Asin, *Masdan mo ang kapaligiran*

Rubrik

Kraytirya sa Pagtataya				
Kraytirya	Napakagaling	Magaling	Katamtaman ang Galing	Mahina
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
16. Ang poster ay nagpapahayag ng pangangalaga sa kapaligiran				
17. May paliwanag tungkol sa kahalagahan ng mga naturang batas sa pangangalaga sa ating kapaligiran				
18. Ang poster ay makatutulong sa komunidad at makapaghihikayat sa mga tao na pangalagaan ang kapaligiran				
19. Makulay at kaakit-akit ang poster				
Kalahatan				
Marka				

Apendiks

Art. II, sec. 16 of the Constitution

Section 16. The State shall protect and advance the right of the people to a balanced and healthful ecology in accord with the rhythm and harmony of nature.

Masdan Mo Ang Kapaligiran

Asin

Wala ka bang napapansin sa iyong kapaligiran?
Kay dumi na ng hangin pati na ang mga ilog natin

Refrain 1:

Hindi na masama ang pag-unlad
At malayo-layo na rin ang ating narating
Ngunit masdan mo ang tubig sa dagat
Dati'y kulay asul, ngayo'y naging itim

Ang mga duming ating ikinakalat sa hangin
Sa langit, 'wag nating paabutin
Upang kung tayo'y pumanaw man
Sariwang hangin, sa langit natin matitikman

Refrain 2:

Mayroon lang akong hinihiling
Sa aking pagpanaw, sana ay tag-ulan
Gitara ko ay aking dadalhin
Upang sa ulap na lang tayo magkantahan

Ang mga batang ngayon lang isinilang
May hangin pa kayang matitikman?
May mga puno pa kaya silang aakyatin?
May mga ilog pa kayang lalanguyan?

Refrain 3:

Bakit di natin pag-isipan
Ang nangyayari sa ating kapaligiran
Hindi na masama ang pag-unlad
Kung hindi nakakasira ng kalikasan

Darating ang panahon mga ibong gala
Ay wala nang madadapuan
Masdan mo ang mga punong dati ay kay tatag
Ngayo'y namamatay dahil sa 'ting kalokohan

Refrain 4:

Lahat ng bagay na narito sa lupa
Biyayang galing sa D'yos kahit noong ika'y wala pa
Ingatan natin at 'wag nang sirain pa
Pagka't pag Kanyang binawi tayo'y mawawala.

Repeat Refrain 2

MGA KUMPERENSIYA AT IBA PANG INISYATIBA NG MGA ASYANONG BANSA PARA SA PANGANGALAGA NG KAPALIGIRAN

Event Name	Date and Venue	Region
Better Air Quality (BAQ) 2006	13-15 December 2006, Yogyakarta, Indonesia	Indonesia
Task Force on Hemispheric Transport of Air Pollution	18-20 October 2006, Beijing, China	China
Air Pollution, Poverty, and Health Effects in Ho Chi Minh City (APPH) Project Kick-off Workshop	10 October 2006, Ho Chi Minh City, Vietnam	Vietnam
Asian Vehicle Emission Control Conference (AVECC) 2006	20-22 September 2006, Hotel Rajputana Palace Sheraton, Jaipur, India	India
Development Partners Coordination Meeting for Clean Air - Philippines	18 September 2006, Manila, Philippines	Philippines
Development Partners Coordination Meeting for Clean Air	15 September 2006, Islamabad, Pakistan	Pakistan
Clean Air for Our Cities Exhibition	2-11 June 2006, Berjaya Times Square, Kuala Lumpur, Malaysia	Malaysia
Renewable Energy Finance Asia	15-16 June 2005, Hong Kong (plus Carbon Markets Asia, 17 June)	Hong Kong
Administrative Issues in Air Quality Management	22-23 May 2006, Bangkok, Thailand	Thailand
World Renewable Energy Summit (WRES) 2006 Beijing	15-17 May 2006, The Swissotel, Beijing, China	Beijing
Annual General Meeting of Clean Air Sri Lanka	18 March 2006, Battaramulla, Sri Lanka	Sri Lanka
4th Asian Petroleum Technology Symposium	18-20 January 2006, Siem Reap, the Kingdom of Cambodia	Cambodia
15th Asia-Pacific Seminar on Climate Change and The Asia-Pacific Regional Workshop on Article 6 of the UNFCCC	11-15 Sept 2005, Yokohama, Japan	Japan
Hart's World Fuels Conference	8-10 November 2004, Singapore	Singapore



Langis na tumatapon sa mga dagat

filename: guimaras9

<http://www.doh.gov.ph>

Photographs by Paking P. Repelente, MRU-OSEC,DOH

TOXIC MATERIALS

Health Secretary Francisco T. Duque III personally examines the bunker oil stucked along the shoreline of Barangay Lapaz in Guimaras island. The health chief said that many chemicals of bunker oil are potentially toxic and the DOH is constantly monitoring the affected communities. (August 24, 2006)



Tambak na basura sa ilog

filename: pasig river.jpg

Pasig river

http://ifiwasthepresidentofthephilippines.blogspot.com/2009_05_01_archive.html



Pagkakalbo ng kagubatan
http://bromart.multiply.com/journal?&page_start=80



*Mga nawalan ng tahanan bunga ng matinding pagbaha
Aubrey Ng's Photos - Flood in Tibasak, Cagayan de Oro
(January 3, 2009)*

<http://www.facebook.com/photo.php?pid=30118302&id=1555647278>

Year Level: 2
Subject: Araling Panlipunan
Lesson Title: Paggalang sa Kaugalian at Tradisyon
Time frame: 1 session
Core Message: Gawin natin sa iba ang nais nating gawin ng iba sa atin

Mga Batayang Kasanayan sa Pagkatuto:

IV 4A. Nasusuri ang kinalaman ng kultura sa asal at gawi ng mga Asyano
 Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspeto ng pamumuhay ng mga Asyano

ANTAS I – INAASAHANG BUNGA		
PAMANTAYAN		
Ang mag-aaral ay humahangad na maging isang aktibong kasabi ng isang samahang sibiko sa kanilang barangay.		
KAKAILANGANING PAG-UNAWA	MAHAHALAGANG TANONG	
Ang paggalang sa karapatang pantao ay pangkalahatang pangako ng mga bansang sibilisado.	Ano ang karapatang pantao? Paano nabubuo ang isang kultura?	
Layunin	Kaalaman	Values
Naipakikita ang pagkakaisa sa mga gawaing pansibiko nagbubuklod sa mga Pilipino	Pakikilahok sa mga gawaing pansibiko	Lakas ng loob at kagustuhang tumulong
Nasusuri ang pagkilala at paggalang sa mga kaugalian at paniniwala ng iba't-ibang mamamayan sa ibang bansa		
ANTAS II – PAGTATAYA		
Makilala ang pagkakaiba ng gawaing panrelihiyon at gawaing sibiko. Paano mo maipakikita ang aktibong pakikisapi sa mga gawaing sibiko?	SA ANTAS NG PAG-UNAWA	
	Mag-ulat sa klase tungkol sa isang pangkabataang organisasyong sibiko. Ipaliwanag sa klase ang kanilang mga Gawain. Kung maaari, mag-imbata ng isa sa mga pinuno o kasapi ng organisasyon sa iyong klase upang kumalap ng mga bagong kasapi.	

ANTAS III – PLANO SA PAGKATUTO

A. PAGGANYAK

Pagbalik-aralan ang mga gawain sa pamayanan na nagpapakita ng pagtutulungan ng mga tao. Gamitin ang mga sumusunod na gabay na tanong:

Anu-ano ang mga gawain sa pamayanan ang nagpapakita ng pagtutulungan ng mga tao?

Sa paanong paraan natin nakikita ang pagkakaisa at pagtutulungan ng mga tao sa pamayanan?

Ipakita sa mga mag-aaral ang mga larawang nagpapakita ng iba't-ibang pagdiriwang sa iba't ibang bansa. Talakayin ng ilang mag-aaral ang pagdiriwang na nakalarawan at kung kailan ito ipinagdiriwang.

B. PAGSUSURI

Talakayin ang mga sumusunod na tanong:

Ano ang napupuna ninyo sa mga pagdiriwang na pangsibiko? Saan iniuugnay ang kaugaliang ito?

Bakit lumalahok ang mga mamamayan sa mga ganitong pagdiriwang?

Ano ang epekto ng mga ganitong pagdiriwang sa mga mamamayan? Sa komunidad?

Bakit kailangang pahalagan ang mga ganitong pagdiriwang?

Anong mga katangiang Pilipino ang ipinakikita natin sa pagdaraos ng ganitong mga pagdiriwang, tradisyon, at kaugalian?

Ipabasa ang talatang nakasulat sa pisara o Manila paper. Ano ang masasabi ninyo sa kanilang pamilya?

Ang mag-anak ni Mang Roman ay aktibong kasapi ng mga pansibikong grupo. Silang mag asawa ay abala sa outreach programs ng simbahan. Ang panganay nila ay nangagalaga sa mga kalikasan at yamang dagat, ang ikalawa nila ay miyembro ng Habitat for Humanity, na nagtatayo ng mag bahay sa iba't ibang lugar. Ang panghuli nilang anak ay nagbibigay ng edukasyon sa mamamayan paano magtayo ng kooperatiba. Kinilala ang kanilang mag anak bilang modelong pamilya ng barangay.

C. PAGHAHALAW

Gabayan ang mga mag-aaral sa pagbuo ng sumusunod na kaisipan:

**Bakit kailangan maging aktibo sa mga gawaing bayan?
Ang mga kaugalian at tradisyon nating mga Pilipino ay
napapaloob sa ating iba't-ibang pagdiriwang pansibiko.**

D. PAGLALAPAT

Gumawa ng paskil na nagpapakita ng iyong paboritong pagdiriwang pansibiko sa inyong pamayanan. Sa likod ng paskil, isulat sa tatlo hanggang limang pangungusap kung bakit paborito ninyo ito.

E. PAGTATAYA

1. Basahin ang mga sumusunod na gawain. Lagyan ng Tsek (v) ang patlang kung ang gawain ay nagpapakita ng pagtulong sa bayan, at ekis (X) kung hindi.

_____ 1. Pakikilahok sa mga palatuntunan sa Araw ng Kalayaaan.

_____ 2. Pag-hihikayat sa iba na sumapi sa sibikong grupo.

_____ 3. Pagsali sa mga lihim na kilusang armado para maipagtanggol ang pamayanan

_____ 4. Pag-aaral sa mga existing by-laws at policies ng grupong gustong salihan.

_____ 5. Pag-iwas sa mga grupong talamak sa droga.

Mga Sanggunian

- 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)* Manila. LIBERTAS Project.
- Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law A Handbook for High School Students*. Manila: LIBERTAS
- 1987 Constitution of the Philippines, Article III, Bill of Rights, sec. 5

Mga Kagamitan

Manila paper, pentel pens
Talatang nakasulat sa manila paper

Rubrik para sa Pagtatanghal

Pamantayan	Hindi Malinaw	Bahagyang Malinaw	Malinaw
Kakayahan sa pagkilala ng organisasyong pangkabataan .	Nakabanggit ng isang organisasyong pangkabataan.	Nakabanggit ng hindi lalampas sa tatlong organisasyong pangkabataan.	Nakabanggit ng higit sa tatlong organisasyong pangkabataan.
Kamalayan sa tungkuling panlipunan.	May kamalayan sa tungkuling panlipunan.	May kamalayan sa tungkuling panlipunan at nakapagtalakay ng mga suliranin na umaapekto sa pakikilahok ng kabataan sa gawaing panlipunan.	May kamalayan sa tungkuling panlipunan at nagmungkahi ng mga solusyong maaaring gawin ng klase.
Linaw at pagkamalikhain ng mga ideya	Nagtanghal nang walang visual aid o iba pang kagamitan	Gumamit ng visual aid sa pagtatanghal	Gumamit ng kahanga-hangang visual aid, malinaw at nakakapag-udyok ang pagtatanghal .

Appendix:

Civil Code: ARTICLE 19. Every person must, in the exercise of his rights and in the performance of his duties, act with justice, give everyone his due, and observe honesty and good faith.

Constitution, Article II

Section 13. The State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs.

Constitution, Article III

Section 5. No law shall be made respecting an establishment of religion, or prohibiting the free exercise thereof. The free exercise and enjoyment of religious profession and worship, without discrimination or preference, shall forever be allowed. No religious test shall be required for the exercise of civil or political rights.

Antas: Taon 2
Asignatura: ARALING PANLIPUNAN
ARALIN / PAKSA: Ang Paghadlang sa Paglabag ng Karapatang-Pantao sa India
Sesyon: Dalawa
KAISIPAN: Ang paggalang sa karapatang- pantao ay mahalaga tungo sa pagtamo ng kapayapaan sa buhay.

MGA BATAYANG KASANAYAN SA PAGKATUTO

BEC LC B Nasusuri ang bahaging ginampanan ng konsepto ng kalayaan (freedom), pagkakapantay-pantay, katarungan at mabuting pagkamamamayan sa buhay ng mga Asyano

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN	
Naipamamalas ng mag-aaral ang pang-unawa sa paggalang ng karapatang-pantao	
KAKAILANGANING PAG-UNAWA Naipamamalas ng mag-aaral ang pang-unawa sa mga paraan ng pangangalaga sa karapatang-pantao sa Asya.	MAHAHALAGANG TANONG 1. Bakit hindi sapat ang pagtatatag lamang ng 'institutional mechanisms' para sa karapatang-pantao? 2. Paano makatutulong ang iba't-ibang bansa sa pagsugpo sa pang-aabuso sa karapatang-pantao sa Asya?
KAALAMAN <i>Nauunawaan ng mga mag-aaral na . . .</i> 1. Maliban sa 'institutional mechanisms', dapat siguruhin ng pamahalaan ang kalayaang politikal at pangangalaga sa mga bulnerableng pangkat. 2. Ang iba't-ibang bansa ay makatutulong sa pagsugpo sa pang-aabuso sa karapatang-pantao sa Asya.	KASANAYAN/ KAKAYAHAN <i>Ang mag-aaral ay. . .</i> 1. Nailalarawan ang iba't-ibang anyo ng paglabag sa karapatang-pantao na nagaganap sa India. 2. Nasusuri ang sanhi at bunga ng mga paglabag sa karapatang- pantao sa buhay. 3. Naipakikilala ang mga mekanismo at gawain na nakahahadlang sa paglabag sa karapatang pantao..
ANTAS II - PAGTATAYA	
SA ANTAS PAGGANAP Ipabasa sa mga mag-aaral ang sumusunod : Ang mga karapatang-pantao ay ang pinakadakila, likas at di-maikakait na mga karapatan sa buhay, sa karangalan, at sa pagpapaunlad sa sarili. Ang pinakadiwa ng mga karapatang ito ay ang karapatan	SA ANTAS NG PAG-UNAWA Gawin ng mga mag-aaral ang sumusunod na pagsasanay: Gamitin ang <i>Rating Scale</i> . Bilugan ang bilang na inilalarawan ng deskripsyon ng kahulugan ng bilang. 1. Ano ang iyong damdamin tungkol sa iyong

<p>sa kalayaan, paggalang sa karangalan ng isang tao at kasagraduhan ng kanilang tahanan, sa kalayaan sa pananalita at pamamahayag, na hindi dapat makulong maliban sa makatwirang paghahalugog, sa kapayapaan at kapanatagang pangkabuhayan, pantay-pantay na proteksyon ng batas, sa kalayaan ng pag-iisip, relihiyon, sa makatarungan at walang kinikilingang pakikitungo sa karapatan ng batas at sa matahimik na pagtitipon upang ilahad ang karaingan.</p> <p>Magbuo ng pangkat at talakayin ang diwa ng karapatang-pantao. Sa paanong paraan nagkukulang ang India sa pagpapatupad nito? Paano mapangangalagaan ang karapatang pantao sa India?</p> <p>Magtalaga ng isang kalihim. Isusulat nito ang mga mahahalagang opinyon ng mga kasapi ng pangkat. Ipakita sa pangkat ang naisulat. Pagkatapos ay iulat ito sa klase.</p> <p>Gamitin ang Kraytirya sa Pagtataya para sa Pagtataya</p>	<p>tinatamasang karapatang pantao?</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>2. Ano ang antas ng iyong interes sa mga balita hinggil sa karapatang-pantao?</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>4. Ano ang antas ng iyong pagtulong sa mga kamag-aral na inaaway ng kapwa mag-aaral?</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>5. Ano ang antas ng iyong paggamit ng iyong karapatan?</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>6. Ano ang antas ng pagtulong ng pamahalaan sa pagsugpo ng paglabag ng karapatang-Pantao?</p> <p>0 1 2 3 4 5 6 7 8 9 10</p>
---	--

ANTAS III – PLANO SA PAGKATUTO

EE. PAGTUKLAS

Isulat sa pisara ang mga sumusunod na sitwasyon :

1. Pagdakip ng pulis sa mga namuno sa rali
2. Mga kabataang kasapi ng armadong grupo

Itanong ang mga sumusunod:

Ano ang reaksiyon ninyo sa mga sitwasyon sa pisara?
Bakit nagaganap ang ganitong mga pangyayari?

FF. PAGLINANG

Sabihin sa mga mag-aaral na sa ibang bansa sa Asya ay mayroon ding nagaganap na mga paglabag sa karapatang-pantao. Ipabasa at ipasuri sa mga mag-aaral ang babasahing, *India: Ang pagbunsod ng salungatang dala ng pagbunsod ng ekonomiya, mapanganib sa karapatan*

(Paalala : Ang artikulong ito ay maaaring ibigay nang mas maaga at ipabasa sa mga mag-aaral bilang takdang aralin na kanilang tatalakayin sa takdang araw ng leksiyon).

Talakayin ang mga sumusunod na tanong:

1. Bakit ipinapalagay ang India na may magaling na 'institutional mechanisms'?
2. Ano ang katotohanan sa likod ng proteksyon sa karapatang-pantao sa India?
3. Itala ang mga bilang ng pang-aabuso sa Inda. Gamitin ang talaan sa ibaba:

Talaan ng Pang-aabuso sa India

Mga Pang-aabuso	2005	2006	2007
Custodial death			1,459
Pang-aabuso sa Scheduled Tribes	5,713	5,791	27,070 (2006-07)
Krimen laban sa mga bata	14,975	18,967	

4. Bakit hindi maisakatuparan ang Checks and Balances sa India na isang demokratikong bansa?
5. Ano ang iminumungkahi ng Asian Centre for Human Rights upang malutas ang suliranin sa karapatang-pantao sa India?

GG. PAGPAPALALIM

Pag-aralan ng mga mag-aaral ang nilalaman ng **Talaan ng Pang-aabuso sa India**.

Batay sa datos sa talaan, sagutin ang mga sumusunod na tanong:

Ano-anong pangkat ng mamamayan ang nakararanas ng pang-aabuso sa karapatang-pantao sa India?

Paano maikukumpara ang bilang ng pang-aabuso sa mga katutubo sa taong 2005 at 2006?

Ano ang iyong masasabi tungkol sa bilang ng pang-aabuso sa mga bata?

HH. PAGLALAPAT

Magbuo ng kaisipang tungkol sa kahalagahan ng pangangalaga sa karapatang-pantao at ang kahihinatnan ng kakulangan sa pagpapatupad ng mga ito:

II. TAKDANG ARALIN

Gumupit ng balita sa pahayagan na nagpapakita ng mga paglabag sa karapatang-pantao sa isang bansa sa Asya. Sumulat ng reaksiyon sa balitang napili.

Mga Sanggunian

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila: LIBERTAS Project.

Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law, A Handbook for High School Students*. Manila. LIBERTAS.

India: Booming economy's booming conflicts threaten rights

Asian Centre for Human Rights (ACHR), 01 Aug 2008,

<http://www.reliefweb.int/rw/rwb.nsf/db900SID/MUMA-7H78R2?OpenDocument>,

<http://www.achrweb.org/reports/SAARC-2008.pdf>

Ramirez, V. (Trans.) *India: Ang pagbunsod ng salungatang dala ng pagbunsod ng ekonomiya, mapanganib sa karapatan*

Mga Kakailanganing Kagamitan

Overhead projector

pentel pen, manila paper, cartolina

Mga larawan ng paglabag sa Karapatang-pantao

Rubrik

Kraytiya sa Pagtataya				
Kraytiya	Napakagaling	Magaling	Katamtaman ang Galing	Mahina
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
20. Ang talakayan ay tungkol sa diwa ng karapatang-pantao.				
21. Ang ulat ay nagsasaad ng mahahalagang opinyon ng mga kasapi ng pangkat.				
22. Natalakay ang kahalagahan ng proteksyon sa karapatang-pantao.				
23. Nabanggit ang mga halimbawa ng paglabag sa karapatang-pantao sa India.				
24. Natalakay kung paano mapangangalagaan ang karapatang-pantao sa India.				
Kalahatan				
Marka				

APENDIKS

India: Ang pagbunsod ng salungatang dala ng pagbunsod ng ekonomiya, mapanganib sa karapatan

Ang India ang ipinapalagay na may pinakamagaling na 'institutional mechanisms' para sa karapatang-pantao. Gayunpaman, ang talaan nito sa karapatang-pantao ay nananatiling mababa.

Patuloy ang pagkukulang ng India na siguruhin ang kalayaang politikal at pangangalaga sa mga bulnerableng pangkat katulad ng mga Dalit at Sikh na nangibang-bayan mula sa Pakistan sa Jammu at Kashmir noong 1947 at ang mga Chakma at Hajong ng Arunachal Pradesh.

"Mataas ang talaan ng mga kaso ng lantagang paglabag sa karapatang mabuhay sa pamamagitan ng kamatayan sa pagkakabilanggo (custodial death), huwad na sagupaang patayan, torture at pagpatay sanhi ng di proporsyonadong gamit ng armas. Mula Abril 1, 2007 hanggang December 31, 2007, umabot ng 1,459 ang mga kaso ng custodial death ang naitala. Ito ay nangangahulugan na may limang tao bawat araw ang napapatay sa panahon ng kanilang pagkabilanggo.

"Ang walang pakundangang paglabag sa batas ang siyang pinakamalaking dahilan sa kalakihan ng custodial death," ayon kay G. Chakma. Bigo ang National Human Right Commission (NHRC) ng India na mapababa ang bilang ng custodial death. Ang krisis sa kredibilidad nito ay bunga ng limitasyon sa pagtakda ng batas at kahinaan ng operasyon nito. May nakahaing siyam na Writ Petitions laban sa NHRC mula sa Asian Centre for Human Rights dahil sa pagtangi nitong dinggin ang mga hinaing ng mga biktima at mga nagsakdal.

Ang mga bulnerableng pangkat katulad ng Dalit at mga katutubo ay patuloy na nakararanas ng sukdulang paglabag sa karapatang-pantao. Iniulat ng National Crime Records Bureau na umabot na sa 5,791 ang mga kasong nakatala na pang-aabuso sa Scheduled Tribes noong 2006 at 5,713 noong 2005. Umaakyat ito ng 1.4% sa 2006. Mayroon ding 27,070 na kasong nakatala na pang-aabuso sa Scheduled Castes sa taong 2006-2007. "Ayon sa Asian Centre for Human Rights, ito ay hindi wasto at maliit na bilang. Halimbawa, ang naitala lamang ng National Crime Records Bureau ay dalawang kaso ng custodial rape noong 2006, pito noong 2005 at dalawa noong 2004, sa kabila ng mga ulat ng kabi-kabilaang panggagahasa", ulat ni G. Suhas Chakma.

"Ang nakakapagpabagabag ay ang pagtaas ng bilang ng mga bata na ginagamit ng pamahalaan at ng AOG sa armadong labanan. Ito ay hindi lamang sa Chhattisgarh kundi laganap na rin sa India."

Naitala ng NCRB na may 18,967 na kaso ng krimen laban sa mga bata noong 2006 at 14,975 na kaso noong 2005, na tumaas ng 26.7%.

Mayroon ding mga inaaping mga katutubo na itinuturing na 'internally displaced'. Umaabot ng 450,000 ang mga 'internally displaced persons' bunga ng labanan. Kasama na dito ang 200,000 na taga Santhal at Bodo at mga Muslims, 43,740 katao sa 20 relief camps sa Chhattisgarh, 55,476 pamilya sa Kashmiri Pandit at 35,000 mga Brus na mula sa Mizoram na sumisilong sa Tripura.

"Malinaw ang discrimination. Sa kasalukuyan, ang bawat Kashmiri pandit ay nakakatanggap ng pera sa halagang Rs 1,000 bawat buwan. Umaabot ng Rs 4,000 ang tinatanggap ng mga pamilya bawat buwan sa mga relief camp ng Jammu and Delhi, maliban pa sa tustos na pagkain araw-araw. Hindi sapat ang tulong na ito. Sa kabilang banda, ang mga nakatatanda sa tribong Bru ay tumatanggap ng Rs 2.90 bawat araw (Rs 87 bawat buwan) at ang mga kabataan ay nakatatanggap ng Rs 1.45 bawat araw (Rs 43.5 bawat buwan) at 450 gramo ng bigas sa bawat araw."

May mga diskriminasyon din ang pamahalaan at iba't-ibang sangay ng pamahalaan laban sa mga katutubo bunga ng mga proyekto para sa kaunlaran. Ang sapilitan at di-makatuwirang pagpapaalis at karampatang kabayaran ay nagpapaalala sa lumalaking hidwaan sa pagitan ng mga Nandigram ng West Bengal o Tipaimukh ng Manipur. Ang bawát Special Economic Zone at Memoranda of Understanding na nilalagdaan ng pamahalaan para sa pagtatayo ng mga patubig at iba pang proyekto ay maaring magsimula ng hidwaan.

"Ang 'Checks and balances' sa isang demokratikong bansa ay hindi permanente at walang garantiya. Pag ito ay hindi naipagtanggol, sa kalaunan, ang proteksyon ay humihina, lalo na kapag ito ay hinamon ng karaiingan ng mga kaguluhang panloob.

Ang India ay humaharap sa krisis ng proteksyon. Ang pagpatay sa 14 na miyembro ng anti-land acquisition *Bhumi Uchhed Pratirodh Committee* (Land Eviction Resistance Committee) sa Nandigram, West Bengal noong ika-14 ng Marso, 2007 ay simbolo ng krisis at mga hamon na nagbabanta sa India,” ito ang babala ng Asian Centre for Human Rights.

Maliban sa pagpapalakas ng pambansang mekanismo upang matugunan ang mga suliraning dala ng paglabag sa mga karapatang-pantao, iminumungkahi ng Asian Centre for Human Rights na magtalaga ang ika-15 SAARC Summit ng pangkat sa Group of Eminent Persons of South Asia na mag-aaral at magpaplano ng South Asia Human Rights Convention, na lalahukan ng iba’t-ibang pangkat ng mamamayan at mga stakeholders. Hinihimok din ng ACHR ang National Human Rights Institutions sa South Asia na tumulad sa gagampanin ng ibang bansa sa South East Asia upang maitatag ang South Asia Sub-Regional human rights mechanism.

Isinalin mula sa Source: Asian Centre for Human Rights (ACHR), 01 Aug 2008, <http://www.reliefweb.int/rw/rwb.nsf/db900SID/MUMA-7H78R2?OpenDocument>, <http://www.achrweb.org/reports/SAARC-2008.pdf> ni V. Ramirez, November 2010

Antas: Taon 2
Asignatura: Araling Panlipunan
ARALIN / PAKSA: Ang Paggalang sa Relihiyon, Kaugalian, at Tradisyon
Sesyon: Dalawa
KAISIPAN: Paniniwalang panrelihiyon, mga kaugalian at tradisyon ng ibang lahi ay mahalaga para matamo ang kapayapaan

MGA BATAYANG KASANAYAN SA PAGKATUTO

BEC LC C. Nasusuri ang bahaging ginampanan ng mga pananaw, paniniwalang relihiyon-pilosopiya at tradisyon sa paghubog ng kasaysayan ng mga Asyano

ANTAS I – INAASAHANG BUNGA		
PAMANTAYAN		
Nakakapagpahayag ang mag-aaral ng panata na nagpapakita ng paggalang sa karapatan ng pananampalataya ng lahat.		
KAKAILANGANING PAG-UNAWA	MAHAHALAGANG TANONG	
Nakasaad sa Saligang Batas ang paggalang sa karapatang pantao	Bakit magkaugnay ng karapatan at tungkulin? Paano natin maipapakita ang paggalang sa relihiyon o pananampalataya ng iba?	
Layunin	Kaalaman	Values
Naipaliliwanag ang mahalagang aral na napapaloob sa mga relihiyon at pilosopiyang Confucianismo, Hinduismo, Budismo, Kristiyanismo at Islam	Pagpaparaya at kakayahan sa pakikining	Pag-unawa sa ibang pananampalataya
Nasusuri kung paano nagiging daan sa kapayapaan ang paggalang at pagkilala sa mga paniniwalang panrelihiyon, mga kaugalian at tradisyon ng iba		
Nakababahagi ng paraan kung paano maipapakita ang paggalang sa kapwa na iba ang paniniwalang panrelihiyon, kaugalian at tradisyon.		

ANTAS II - PAGTATAYA

SA ANTAS PAGGANAP

Kikilalanin ng bawat mag-aaral ang isang bagay na sumasagisag sa kanyang sariling relihiyon o pananampalataya. Tatalakayin niya kung bakit niya napili ang bagay bilang makabuluhan sa kanyang pansariling pananampalataya.

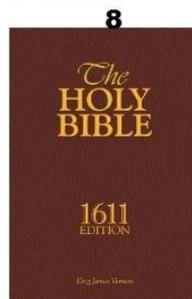
SA ANTAS NG PAG-UNAWA

Magsusulat ang mga mag-aaral ng maikling talambuhay ukol sa isang lider ng relihiyon na kanilang hinahangaan. Talakayin kung paano naipakita ng lider ang mapagparayang panrelihiyon at malalim na pananampalataya. (Hal. Papa Juan Paulo II at ekumenismo)

ANTAS III – PLANO SA PAGKATUTO

A. PAGGANYAK

Simulan ng guro ang klase sa pamamagitan ng pagpapakita ng iba't-ibang larawan na may kaugnayan sa kultura at istruktura ng ilang piling relihiyon sa Asya.



1. Quiapo Church in Manila, source: commons.wikimedia.org
2. Man praying in the Chinese Temple, China, photo courtesy of Stougard, source: commons.wikimedia.org
3. Buddhist monks, photo courtesy of Tevaprapas Makklay, source: commons.wikimedia.org
4. Ramadan, Riyadh, Saudi Arabia: Many people went to the Imam Turki mosque to pray, source: bariisiyobasto.wordpress.com/2008/09/29/eid-checklist/
5. Muslim girls, Davao, Philippines, source: www.flickr.com/photos/ari/470014791/
6. Buddha, photo courtesy of Dirk Beyer, source: commons.wikimedia.org
7. Feast of the Nazareno, photo courtesy of Scott Saboy, source: fi.wikipinas.org
8. The Holy Bible

Itanong ang mga sumusunod:

Anong mga relihiyon ang ipinapakita sa larawan?

May mga alam ba kayong paniniwala tungkol sa mga binanggit ninyong relihiyon? Ano ito?

Ano ang pinanggalingan ng inyong kaalaman tungkol sa mga binanggit na paniniwala?

B. GAWAIN

Hatiin ang klase sa limang pangkat. Bigyan ng babasahin ang bawat pangkat tungkol sa mga sumusunod na relihiyon at pilosopiya : Confucianismo, Budismo, Hinduismo, Kristiyanismo at Islam (Tingnan ang mga babasahin sa Apendiks)

Ipa review sa klase paano gawin ang mga sumusunod:

Talk show, graphic organizer, story telling technique, story frame, poster.

Sagutin ng bawat pangkat ang mga sumusunod na gabay na tanong upang maging batayan sa kanilang gagawing pangkatang gawain sa pamagitan ng binigay na method.

Ano ang mga doktrina o pangunahing aral na napapaloob sa bawat relihiyon?

Ano ang mga kabutihang dulot ng mga paniniwala kaugnay ng relihiyon?

Paano nagiging daan ang paniniwalang panrelihiyon sa pagpapaunlad ng mga likas na batas?

Unang Pangkat – Islam(*talk show*)

Ikalawang Pangkat –Confucianismo(*graphic organizer*)

Ikatlong Pangkat – Budismo (*story telling technique*)

Ika-apat na Pangkat – Hinduismo (*Story Frame*).

Ikalimang Pangkat – Kristiyanismo (*poster*)

C. PAGESUSURI

Pagkaraan ng paglalahad ng bawat pangkat, talakayin ang mga sumusunod na tanong:

Ano ang mga bagay na natutunan ninyo sa bawat relihiyon?

Ano ang mabuting gawin ninyo upang mas lalong maintindihan ang iba't-ibang relihiyon?

Magpakita sa klase ng mga larawan ng pagdiriwang ng pista, Pasko, Ramadan at Mahal na Araw.

Itanong: Makikita ba sa larawan ang impluwensiya ng Kristiyanismo at Islam sa kulturang Pilipino? Paano nakaimpluwensiya ang mga relihiyong ito sa ating kultura?

Ano ang napupuna ninyo sa mga tao tuwing may pagdiriwang?

Anong mga katangiang Pilipino ang ipinakikita natin sa pagdaraos ng mga ganitong pagdiriwang?

D. PAGHAHALAW

Itanong sa mga mag-aaral:

Kung ikaw ay isang Kristiyano at mayroon kang kamag-aral na Muslim, aanyayahan mo ba siya na dumalo sa pista sa iyong lugar? Bakit?

Paano mo ipakikita ang paggalang sa iyong kapwa na iba ang paniniwalang panrelihiyon?

Nakatulong ba ang mga natutunan ninyo ngayon sa klase sa pagbabago ng inyong paniniwala? Ipaliwanag.

Sa pamamagitan ng paghahambing batay sa ginawang talakayan, ang mga mag-aaral ay handa nang magbuo ng mga paglalahat katulad ng mga sumusunod:

- Ang mga kaalaman sa mga paniniwala kaugnay sa relihiyon ay nagiging daan upang lumawak ang pang-unawa sa kapwa.
- Ang paggalang sa mga paniniwala kaugnay sa relihiyon ay nagiging daan sa kapayapaan at pagkakaunawaan ng mga mamamayan sa iba't- ibang panig ng daigdig.

E. PAGLALAPAT

Ang bawat estudyante ay kukuha na isang pilas ng cartolina kung saan ilalagay niya sa pisara ang sa sariling palagay ay pagpapahalaga nila sa mga sariling relihiyon. Ang kulay ng kartolina na pipiliin ay tanda ng tindi ng epekto sa mag-aaral.

Rosas – mataas na antas ng pagpapahalaga
Berde – katamtaman
Asul – mababaw lamang ang tindi ng pagpapahalaga

Pag usapan ang mga nagsagot ng blue at green. Bakit nila nasabing katamtaman or mababang pagpapahalaga lamang ang epekto sa kanila ng relihiyon. Kailangan bang pahalagahan mo muna ang sarili mong relihiyon bago mo masabi na may respecto ka sa ibang relihiyon/ Bakit?

Ano naman ang masasabi mo pag meron kang kaibigan na sasabihin ka na hindi naniniwala sa anumang relihiyon at para sa kanya, likhang tao lamang ito at kaugaliang dapat ng wakasan?

F. PAGTATAYA

Basahin ng mga mag-aaral ang mga sumusunod na gawain. Lagyan ng Tsek (✓) ang patlang kung ang gawain ay nagpapakita ng paggalang at pagpapahalaga ng tradisyon at paniniwala, at ekis (X) kung hindi.

- _____ 1. Pakikilahok sa mga paligsahan tuwing pista
- _____ 2. Pag-aayuno sa panahon ng Ramadan at Mahal na Araw
- _____ 3. Pagsasawalang bahala sa ibang relihiyon
- _____ 4. Paghahain sa mesa ng ibang lutong ulam bukod sa baboy para sa bisitang Muslim
- _____ 5. Pakikiisa sa kasayahan sa pagdiriwang ng Pasko

Mga Sanggunian

- Mateo, G., et.al. 2008. Asya, Pag-usbong Ng Kabihasan. Batayang Aklat sa Araling Panlipunan. Ikalawang Taon. pp. 218-227.
- Ruiz-Dimalanta, R. and Datinguino, A. 2004. The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS). Manila. LIBERTAS Project.
- Ruiz-Dimalanta, R. 2006. Living by the Rule of Law, A Handbook for High School Students. Manila. LIBERTAS.
- International Covenant on Economic, Cultural, and Social Rights

Mga Kagamitan

- Mga larawan kaugnay sa kultura at relihiyon sa Asya
- Cartolina, Manila Paper,
- Pentel Pen

Rubrik para sa pagsulat ng talambuhay

Pamantayan	Limitado	Kasiya-siya	Magaling
Pagkabuo ng kaisipan	Hindi buo ang mga pangungusap. Hindi maipahayag ang kaisipan.	Ang mga kaisipan ay magkatugma.	Ang mga kaisipan ay magkatugma at buo ang mga pangungusap.
Pagtatalakay sa mapagparayang pananampalataya.	Kaunting pagtatalakay sa mapagparayang pananampalataya.	Bahagyang natalakay ang mapagparayang pananampalataya.	Natalakay ng sapat ang mapagparayang pananampalataya.

Pagpili ng halimbawa	Hindi naangkop ang napiling halimbawa	Angkop ang napiling halimbawa at sapat ang natalakay na impormasyon	Napaka-angkop ng napiling halimbawa at maayos ang pagtalakay ng impormasyon
----------------------	---------------------------------------	---	---

APENDIKS



PISTA

source: photo courtesy of Marcelino Rapayla Jr., commons.wikimedia.org



PASKO

source: tl.wikipedia.org/wiki/Pasko_sa_Pilipinas



RAMADAN

Ramadan, Riyadh, Saudi Arabia: Many people went to the Imam Turki mosque to pray,
source: <http://bariisiyobasto.wordpress.com/2008/09/29/eid-checklist/>



MAHAL NA ARAW

source: <http://www.pinoyexchange.com/forums/showthread.php?t=336696&page=57>, photo courtesy of Keith Bacongco

Budhismo

Naitatag ni Siddhartha Gautama Buddha noong ikaanim na siglo B.C.E. ang Budhismo. Si Buddha ay anak ng mayamang raja o pinuno ng kaharian ng Kapilavastu sa Nepal.

Ang buod ng doktrina ng Budhismo ay ang Four Noble Truths o ang Apat na Banal na Katotohanan.

1. Noble Truth of Sorrow

Ang buhay at paghihirap ay hindi mapaghihiwalay.

Ang pagsilang, edad, sakit, kamatayan, pakikisalamuha sa hindi mabuting tao at pangyayari, kagustuhan na hindi nakamit ay mga kalungkutan.

2. Noble Truth of the Arising Sorrow

Ang sanhi ng paghihirap ay pagnanasa sa kapangyarihan, kasiyahan, at patuloy na pamumuhay.

Ito ay nagmumula sa isang hangarin tulad ng paghahangad sa makalupang bagay, mahabang buhay at kapangyarihan. Ang mga hangaring ito ay nagiging daan sa muling pagsilang ng isang tao, at maaaring magbunga ng kasiyahan o kalungkutan.

3. Noble Truth of Stopping of Sorrow

Maaalis ang paghihirap kung aalisin ang pagnanasa.

Ito ay ang lubusang pag-aalis ng mga hangarin ng mga tao nang sa gayon ay wala nang maiiwan na matinding silakbo.

4. Noble Truth of the Way

Maaalis ang pagnanasa kung susunod sa Walong Wastong Landas.

Ito ang magiging daan upang matigil ang kalungkutan ng tao, ang Noble Eightfold Path: Right Views (tamang pananaw, Right Intention (tamang intensyon), Right Speech (tamang pagsasalita), Right Conduct (tamang pagkilos), Right Livelihood (tamang hanapbuhay), Right Effort (tamang pag-iisip), Right Mindfulness (tamang pagkaunawa), and Right Concentration (tamang konsentrasyon).

Ang mga doktrinang ito ay binubuo ng paniniwalang ang lahat ng bagay ay bahagi ng iba pang bagay, na ang bahagi ng bawat indibidwal, pagkaraan ng kamatayan ay magiging bahagi ng iba pang indibidwal.

Nakita sa Budismo na ang proseso ng buhay ay isang kadena ng mga dahilan.

Sa pamamagitan ng paghahangad, ang tao ay dumadaan sa proseso ng mga pangyayari at buhay na tinatawag na pagtanda. Kung hindi naliliwanagan ang isang tao, siya ay mamamatay at muling mabubuhay sa ibang anyo. Kung ang tao naman ay naliliwanagan, maaari niyang maputol ang kadena ng mga paghahangad at makamit ang Nirvana.

Hinduismo

Ang Hinduismo ay isang pilosopiya at hindi doktrina. Ang mga naniniwala ay nagtatayo ng mga magagandang templo ngunit hindi nagpapaunlad ng simbahan. Kaunting paniniwala lamang ang sama-samang binibigyan ng pagpapahalaga. Kinikilala nila ang maraming diyos at diyosa na may anyong tao tulad nila:

Vishnu – pinanggagalingan ng universe, tagapangalaga ng buhay

Shiva –diyos ng pagkawasak ngunit pinaniniwalaan ding diyos ng buhay

Ang mga halimbawang ito ng diyos at diyosa ay kinakatawan ng mga estatwa at larawan na nagsisilbing sentro ng mga pananampalataya at pag-aalay. Sa umaga, ang atensiyon ng mga diyos ay ginigising sa pamamagitan ng pagtugtog ng mga instrumentong musika. Ang estatwa ay pinaliliguan at hinahandugan ng tubig, bulaklak, betil nuts (nganga) o kaya ay isang tasa ng kanin.

Sa ngayon, sa mga malalaking bayan at siyudad, ang mga templong Hindu ay maingay, masigla tulad noong unang panahon. Sa loob ng templo, ang mga sumasamba ay nagdarasal ng malakas, ang iba naman ay nagtatawanan o kaya ay nakikipagkuwentuhan sa mga kaibigan at kakilala. Ang kapaligiran ay puno ng mga masasayang tinig.

Ang ganitong sitwasyon ay nakabigla sa mga kanluranin na nasanay sa tahimik na pananalangin sa loob ng mga simbahan.

Hindu Doctrine – Four Ends of Man

1. *Dharma* – ang dapat gawin ng tao ay tugunan ang kanyang tungkulin sa relihiyon, moralidad at tamang gawi (mores, customs, codes and laws). Kung hindi ito magiging gabay, ang tao ay masisira dahil sa paghahangad niya ng material na bagay.
2. *Artha* – pinahihintulutan ang paghahangad ng material na bagay, ngunit ito ay dapat naaayon sa Dharma ng isang particular na *Caste*.
3. *Kama* – ang pangatlong hangarin ng tao ay ang pagkakaroon ng kaligayahan sa kabila ng mga pagdurusa at pagkabigo. Kabilang dito ang paghahangad ng kaligayahan sa sining, pagkanta, pagsasayaw at teatro. Ang kaligayahang matatamo dito ay bilang paghahanda sa “spiritual union” kay Brahma.
4. *Moksha* – Ito ay ang “deliverance from the wheel of rebirth”. Matatamo ng tao ang Moksha sa pamamagitan ng tamang pag-uugali at gawa (Karma), Kaalaman (Jhana) at pananampalataya (Bhakti).

Islam

Ang pananampalatayang itinuro ni Mohammed ay tinawag na Islam na ang kahulugan ay pagsuko sa Diyos. Ang sentro ng buhay pangrelihiyong Islam ay ang *moske*, para sa mga malalaking bilang ng mga tao at ang tinatawag na *surau* sa mga maliliit na bilang ng tao. Dito, ang mga kalalakihan ay nagtitipon-tipon upang magdasal, at sa panahon ng *Ramadan* ay nagtitipon-tipon gabi-gabi upang bigkasin ang mga aral sa *Koran*. Sa mga kabataan, ang *moske* ang lugar ng edukasyon kung saan nila natututuhan ang mga aral sa *Koran* at ang mahahalagang aspeto ng pananampalatayang Islam.

Ang tinatawag na *village mosque* ay pinamumunuan ng *Imam* na siyang namumuno ng public prayers, namamahala sa *moske*, nagkakasal, gumaganap na guro at tagapamagitan ng mga sigalot na may kaugnayan sa mga batas pangrelihiyon. Ang iba pang opisyal ng *village mosque* ay ang *Khalib* na nagbibigay ng homilya sa Arabiko sa mga panalangin sa araw ng Biyernes, at ang *Bilal* na siyang nananawagan sa pang-araw-araw na panawagan sa panalangin. Marami sa kanila ang nagpupunta sa *Mecca* upang sumamba minsan sa isang taon. Ito at ang kaunting kaalaman ay sapat na upang sila ay mabigyan ng pagkilala bilang *Ulama*. Ang *Ulama* ay binibigyan ng sapat na paggalang na halos ihalintulad na sa mga santo ng mga Katoliko.

Confucianismo

Kung ilalarawan sa isang salita ang daan ng pamumuhay ng mga Tsino sa loob ng dalawang libong taon, ang salitang ito ay “Confucianismo”. Ang mga turo ni Confucius na naging batayan ng mga Tsino ay nakalagay sa aklat na tinatawag na *Analects*.

Prinsipyo ng Pagkakaisa

Kung may salita na magsisilbing prinsipyo sa buhay ito ay ang salitang *reciprocity*--huwag mong gawin sa kapwa mo ang ayaw mong gawin sa iyo.

- Pagsunod sa nakatatanda

Ang *filial son* ay isang lalaki na nagbibigay ng pagkain sa kanyang magulang, ngunit maging ang aso at kabayo ay binibigyan din ng pagkain. Kung walang pagmamahal at paggalang na kalakip, nasaan ang pagkakaiba?

- The Gentleman

Ang isang maginoo ay ginagawa muna ang kanyang pinangangaral, pagkatapos ay pinangangaral ang kanyang ginagawa.

Ang maginoo ay palaging mahinahon, ang hindi maginoo ay laging nag-aalala at naguguluhan.

Ang maginoo ay nauunawaan kung ano ang tama, ang hindi maginoo ay nauunawaan kung ano ang may halaga.

Ang maginoo ay pinahalalagan ang birtud, ang hindi maginoo ay pinahalalagan ang mga ari-arian.

Ang maginoo ay iniisip ang kaparusahan, ang hindi maginoo ay iniisip ang pansariling pakinabang.

Ang maginoo ay humihingi ng pangangailangan mula sa kanyang sarili, ang hindi maginoo ay humihingi ng pangangailangan mula sa iba.

Ang maginoo ay tinutulungan ang tao na magtagumpay sa kabutihan at hindi sa kasamaan, ang hindi maginoo ay gumagawa ng kabaligtaran.

- Pamumuno

Kung ang pinuno ay matuwid, ang lahat ng bagay ay magiging maayos kahit walang kautusan. Ngunit kung ang pinuno ay hindi matuwid, kahit na siya ay mag-utos, siya ay hindi susundin.

Pamunuan mo ang mga tao sa pamamagitan ng batas, at alalayan sila sa pamamagitan ng parusa, ang tao ay iiwas na mabilanggo, ngunit sila ay walang madaramang kahihyan. Pamunuan mo ang tao sa pamamagitan ng birtud at sawayin sila sa pamamagitan ng batas ng kabutihang asal, ang tao ay magkakaroon ng kahihyan at lalong gagawa ng kabutihan.

Kristiyanismo

Itinatag ni Hesukristo ang relihiyong Kristiyanismo noong unang siglo. Ang kanyang mga tagasunod ay naniniwala na si Hesus ang tagapagligtas na ipinadala upang matupad ang pangako ng Diyos sa sanlibutan.

Nahahati sa dalawang libro ang Bibliya o banal na aklat ng mga Kristiyano. Ito ang Luma at Bagong Tipan. Ang ilang mahalagang nilalaman ng Lumang Tipan ay ang mga pangyayari sa buhay ng mga Hudyo bilang paghahanda sa pagdating ng Tagapagligtas. Sa Bagong Tipan nakapaloob ang naging buhay ni Hesukristo, ng kanyang mga disipulo at iba pang mahahalagang pangyayari kaugnay ng pagtatatag ng Kristiyanismo.

Pinaniniwalaan sa Kristiyanismo na si Hesukristo ay Anak ng Diyos at ang Diyos ang nagsugo kay Hesukristo sa daigdig upang mamuhay tulad ng mga tao at mamatay para sa kaligtasan ng sangkatauhan at mabuhay na muli.

Darating ang panahon na si Hesukristo ay magbabalik sa daigdig upang husgahan ang lahat - buhay man o pumanaw na. Sa paghuhusgang ito ay malalaman kung sino ang pupunta sa langit o sa impierno.

Pinagtibay rin ng Simbahan ang paniniwala sa Santisima Trinidad (Holy Trinity). Ito ang paniniwala sa tatlong persona sa iisang Diyos: Diyos Ama, Diyos Anak at Diyos Espiritu Santo.

Appendix:

Constitution, Article III

Section 5. No law shall be made respecting an establishment of religion, or prohibiting the free exercise thereof. The free exercise and enjoyment of religious profession and worship, without discrimination or preference, shall forever be allowed. No religious test shall be required for the exercise of civil or political rights.

Revised Penal Code

Art. 201. *Immoral doctrines, obscene publications and exhibitions and indecent shows.* — The penalty of prison mayor or a fine ranging from six thousand to twelve thousand pesos, or both such imprisonment and fine, shall be imposed upon:

(1) Those who shall publicly expound or proclaim doctrines openly contrary to public morals;

(2) (a) the authors of obscene literature, published with their knowledge in any form; the editors publishing such literature; and the owners/operators of the establishment selling the same;

(b) Those who, in theaters, fairs, cinematographs or any other place, exhibit, indecent or immoral plays, scenes, acts or shows, whether live or in film, which are prescribed by virtue hereof, shall include those which (1) glorify criminals or condone crimes; (2) serve no other purpose but to satisfy the market for violence, lust or pornography; **(3) offend any race or religion;** (4) tend to abet traffic in and use of prohibited drugs; and (5) are contrary to law, public order, morals, and good customs, established policies, lawful orders, decrees and edicts;

(3) Those who shall sell, give away or exhibit films, prints, engravings, sculpture or literature which are offensive to morals.

International Covenant on Economic, Social and Cultural Rights

**Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI)
of 16 December 1966**

entry into force 3 January 1976, in accordance with article 27

Preamble

The States Parties to the present Covenant,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Recognizing that these rights derive from the inherent dignity of the human person,

Recognizing that, in accordance with the Universal Declaration of Human Rights, the ideal of free human beings enjoying freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his economic, social and cultural rights, as well as his civil and political rights,

Considering the obligation of States under the Charter of the United Nations to promote universal respect for, and observance of, human rights and freedoms,

Realizing that the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant,

Agree upon the following articles:

xxx

PART II

Article 2

1. Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and co-operation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures.

2. The States Parties to the present Covenant undertake to guarantee that the rights enunciated in the present Covenant will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Antas: Taon 2
Asignatura: Araling Panlipunan 3 (Kasaysayan ng Daigdig)
ARALIN / PAKSA: Sama- sama sa Pagtataguyod ng Kapayapaan Tungo sa Kaunlaran
Sesyon: Dalawang Sesyon
KAISIPAN:

MGA BATAYANG KASANAYAN SA PAGKATUTO

1.5 Naipaliliwanag ang pagbabago sa pakikitungo sa katayuan ng kababaihan sa Asya

ANTAS I – INAASAHANG BUNGA	
<p>PAMANTAYAN Naipamamalas ng mag-aaral ang pag-unawa na ang mga tradisyunal na kaugalian ay hindi dapat maging dahilan ng paglabag sa karapatang pantao ng iba.</p>	
<p>KAKAILANGANING PAG-UNAWA Naipamamalas ng mag-aaral ang pag-unawa na ang lahat ay may karapatang pantaong dapat igalang ng lahat.</p> <p>na di dapat maging batayan ang kasarian. edad, katayuan sa buhay, lahi o kalagayang panlipunan sa pagtatamasa ng mga karapatang pantao</p> <p>na kaakibat ng ating karapatang pantao ay ang ating tungkuling igalang at protektahan ang karapatan ng iba.</p>	<p>MAHAHALAGANG TANONG</p> <ol style="list-style-type: none"> 1. Bakit nagaganap ang mga paglabag sa karapatang pantao ng mga kababaihan? 2. Gaano kaepektibo ang mga patakaran at batas na pinaiiral upang masugpo ang mga paglabag na ito ? 3. Paano pa natin mapapalakas ang kampanya sa pagtataguyod ng karapatang pantao ng mga kababaihan saan mang panig ng daigdig?
<p>KAALAMAN <i>Nauunawaan ng mga mag-aaral . . .</i></p> <p>ang mga dahilan at epekto ng mga paglabag sa karapatang pantao ng mga kababaihan</p> <p>mga hakbang na ginagawa ng mga pandaigdigang organisasyon at mga bansa upang maitaguyod ang mga karapatang pantao ng mga kababaihan at matiyak na tinatamasa nila ang mga ito.</p>	<p>KASANAYAN/ KAKAYAHAN <i>Ang mag-aaral ay. . . .</i></p> <ol style="list-style-type: none"> 6. Nasusuri ang mga dahilan at epekto ng mga paglabag sa karapatang pantao ng mga kababaihan. 7. Nasusuri ang mga hakbang na ginagawa ng mga pandaigdigang organisasyon at mga bansa upang maitaguyod ang mga karapatang pantao ng mga kababaihan at matiyak na tinatamasa nila ang mga ito.
ANTAS II - PAGTATAYA	
<p>SA ANTAS PAGGANAP</p> <p>Pagawin ang mga mag-aaral ng paper quilt kung saan iguguhit o ipipinta nila ang kanilang ideya sa paksang napagdesisyon ng klase.</p> <p>Halimbawa ng mga paksa:</p>	<p>SA ANTAS NG PAG-UNAWA</p> <p>Sagutin ang mga sumusunod na tanong:</p> <ol style="list-style-type: none"> 1. Bakit nagaganap ang mga paglabag sa karapatang pantao ng mga kababaihan? Magbigay ng tatlong dahilan at ipaliwanag ang mga ito. 2. Ano-ano ang mga kasunduan, patakaran o batas

<p>Magkakaiba Ngunit lisa ang layunin Patungo sa Mundong Mapayapa at Nagkakaisa Ang Aking Pangarap Pra sa Mundong Ito Karapatan ng Kababaihan Igalang at Itaguyod Mga Kababaihan: Kaagapay sa Pag-unlad</p> <p>Butasan ang nagawang quilt sa apat na sulok at pagdugtong-dugtongin ang mga ito gamit ang yarn o laso at isabit sa labas ng sild-aralan o sa pintuan upang mabasa ng iba.</p>	<p>na pinaiiral o ipinatutupad ngayon upang maitaguyod at matamasa ang karapatang pantao ng mga kababaihan? Tumalakay ng dalawa.</p>
--	--

ANTAS III – PLANO SA PAGKATUTO

MGA PLANO SA PAGKATUTO

E. PANIMULANG GAWAIN

Pagganyak

Magsagawa ng isang laro. Hatiin ang klase sa apat na pangkat at hayaan silang pumili ng kanilang kinatawan. Magbibigay ng mga katanungan ang guro patungkol sa mga tanyag na babae sa kasaysayan at tututkuyin nila kung sino ang mga ito. Isusulat ng mga kinatawan ang kanilang sagot sa pisara.

Ang kinatawang makakakuha ng pinakamataas na puntos ang siyang panalo at bibigyan ng dagdag na puntos para sa pangkatang gawain.

Pagpoproseso:

May mga kilala ba kayong babae na masasabi ninyong kahanga-hanga rin?

Bakit sa palagay mo sila ay kahanga-hanga? Ano ang natatangi nilang kontribusyon?

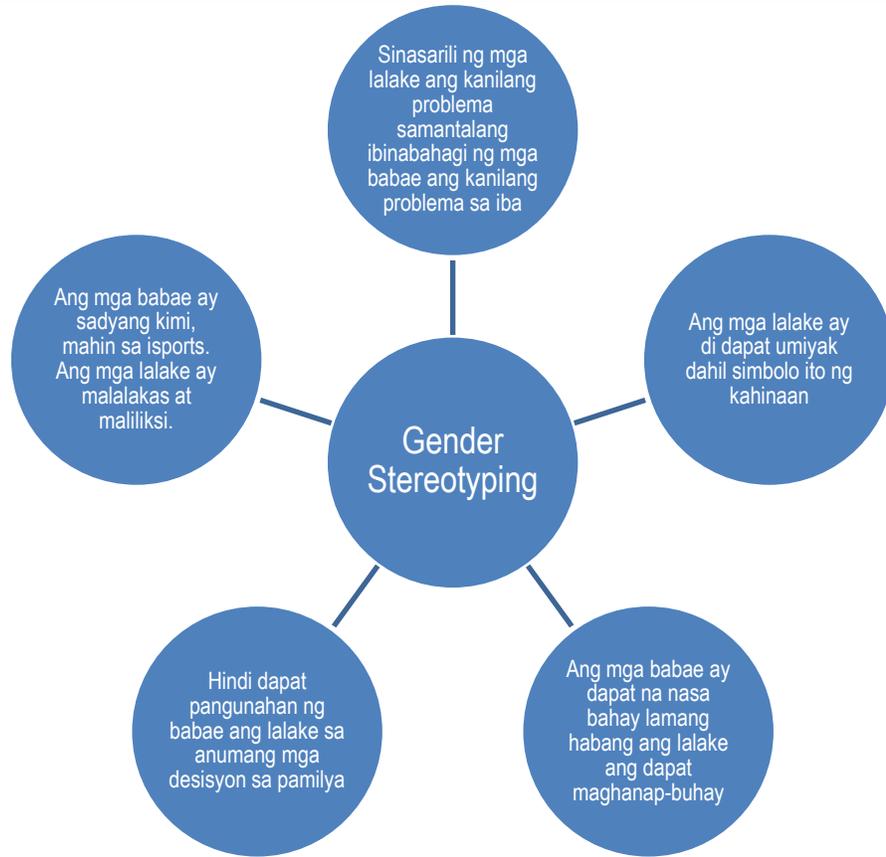
F. Paglalahad

Isusulat ng guro ang salitang gender stereotyping at tatanungin ang mga mag-aaral kung ano ang ideya nila ukol dito. Tulungan ng guro ang mga batang makabuo ng tamang ideya ukol dito. Halimbawa maaring ibigay muna ang kahulugan ng unang salit at ng pangalawang salita upang mabuo ang konsepto o kahulugan nito.

Sa pagppaliwanag ng salitang gender, ibigay ang pagkakaiba nito sa seks. (Ang gender ay cultural orientation at ang sex ay biological). paliwanag sa mga mag-aaral na ang gender stereotyping ay tumutukoy sa mga nakaugalian o nakagawiang pagtingin sa isang babae at isang lalake na nagpasalin-salin at nagpapatuloy at kadalasan ay nagiging batayan ng pagkilos ng isang tao sa lipunan.

Isang halimbawa dito ay pag-uugnay ng kulay na asul sa lalake at pink naman sa babae.

May iba pa ba kayong halimbawa na maibibigay?



Tanungin ang mga mag-aaral:

Sa inyong palagay, nakasasaklaw ba ang mga katangiang ito sa lahat ng lalake o babae? Hal.Kapag umiyak ba ang isang lalake , totoong mahina na siya? Paano kung talagang nasaktan siya?

Ano ang di-mabuting epekto kung tatanggapin ng lahat ng tao na ang lalake ay hindi dapat umiyak o ang babae ay dapat na nasa bahay lamang at lalake lamang ang maghahanap-buhay?

Dahil sa konsepto ng gender stereotyping, ano-anong mga kaugaliang nakasama sa mga kababaihan ang umusbong at naging dahilan ng pang-aabuso sa kanila?

Ipaliwanag sa mga mag-aaral na ang konsepto ng stereotyping ay isa sa mga dahilan ng paglabag ng karapatang pantao ng mga kababaihan.

Tanungin:

Bukod sa gender stereotyping, ano-anong mga konsepto, tradisyon o mga kaugalian ang masasabi nating nagiging dahilan din ng paglabag sa karapatan ng mga kababaihan?

G. Pagtatalakay at Pagsusuri

Sa inyong palagay, natatamasa ba ng mga kababaihang Pilipino ang kanilang mga karapatang pantao? Sa pandaigdigang pananaw, ano kaya ang kalagayan ng mga kababaihan?

Magpapakita ang guro ilang mga datos hango sa UNICEF ukol sa Kalagayan ng mga Kababaihan sa Mundo

The Situation of Women and Girls: Facts and Figures

Hango sa http://www.unicef.org/gender/index_factsandfigures.html. Women and Girls Situation: Facts and Figures

Gender and HIV/AIDS

- Nearly a third of all adults living with HIV/AIDS are under the age of 25 and two thirds of them are women.
- In Sub-Saharan Africa, girls are getting infected faster and earlier than boys. In the 15 to 24 age group, two girls are infected for every boy.
- Surveys indicate that compared to women who have some post primary schooling, women with no education are five times more likely to lack basic information about HIV/AIDS.

Gender and girls' education

- Over 110 million of the world's children, two thirds of them girls, are not in school.
- Of the world's 875 million illiterate adults, two thirds are women.
- Half of the girls who live in developing countries (excluding China) will be married by their 20th birthday. Increasing girls' time in school is one of the best ways to foster later, chosen marriage.

Gender and violence against women and girls and child protection issues

- Girls between 13 and 18 years of age constitute the largest group in the sex industry. It is estimated that around 500,000 girls below 18 are victims of trafficking each year.
- In some cultures the preference for boy children results in pre-natal sex selection and infanticide of girls. In India, for example, there are 933 Indian women for every 1,000 men, resulting in 40 million 'missing' women.

Gender and the Maternal Mortality Rate (MMR) and other health issues

- 1,400 women die every day from pregnancy-related causes, 99 per cent of them in developing countries.
- In Sub-Saharan Africa, a woman has a one in three chance of dying in child birth. In industrialized countries, the risk is 1 in 4,085.
- Direct obstetric deaths account for about 75 per cent of all maternal deaths in developing countries.

Emergencies

- More than 80 per cent of the world's 35 million refugees and displaced people are women and children.
- Emergencies puts women at risk of extreme sexual violence and abuse. In Rwanda, for example, 2,000 women, many of whom were survivors of rape, tested positive for HIV during the five years

following the 1994 genocide.

Batay sa mga datos na inyong nabasa, masasabi ba nating natatamasa na nga ng mga kababaihan ang kanilang mga karapatang pantao?

Ano ang ginagawang hakbang ng mga pandaigdigang samahan, ng mga bansa at mga pamahalaan upang maitaguyod ang karapatan ng mga kababaihan at matiyak na natatamasa nga nila ang mga karapatang ito?

Magsagaw ng pangkatang gawain. Bigyan ang mga mag-aaral ng mga kaugnay na babasahin at atasan silang gumawa ng maikling pagpapaliwanag ukol dito. Ipaalala sa mga pangkat na ang layunin nila ay masuri kung paano ito makatutulong sa pagtataguyod at pagtatamasa ng karapatang pantao ng mga kababaihan.

Unang Pangkat – Ang Convention on the Elimination of Discrimination Against Women

Ikalawang Pangkat – UN Declaration on the Rights of Women

Ikatlong Pangkat – Mahahalagang Probisyon ng R.A. 9261

Ikaapat na Pangkat – Ang Gampanin ng mga Kababaihan sa Pag-unlad ng Bansa

Pagkaraan ng paglalahad ng bawat pangkat, ibibigay ng guro ang mga sumusunod na tanong:

1. Sa inyong palagay, paano makatutulong ang mga batas, patakaran o kasunduang sa pagtataguyod at pagtatamasa ng mga karapatang pantao ng mga kababaihan?

D. Paghahalaw

Sa pamamagitan ng ginawang talakayan, ang mga mag-aaral ay handa nang magbuo ng mga paglalahat. Kumpletuhin ang sumusunod na pangungusap:

4. Ang mga tradisyunal na kaugalian at paniniwala sa Asya na sumasalamain sa maling pagbibigay ng mababang antas ng kababaihan sa lipunan ay _____
5. Dahil ang pantay na karapatan ng kababaihan ay napapaloob sa karta ng UN at sa Unibersal na Deklarasyon ng mga Karapatan ng Tao, tungkulin ng estado na _____
6. Kapag ang estado ay may paggalang sa karapatang pantao at ang paghahari ng batas ay nangingibabaw, ito'y magdudulot ng _____

E. Paglalapat

Pagawin ang mga mag-aaral ng paper quilt kung saan iguguhit o ipipinta nila ang kanilang ideya sa paksang napagdesisyonan ng klase.

Halimbawa ng mga paksa:

Magkakaiba Ngunit lisa ang layunin
Patungo sa Mundong Mapayapa at Nagkakaisa
Ang Aking Pangarap Pra sa Mundong Ito
Karapatan ng Kababaihan Igalang at Itaguyod
Mga Kababaihan: Kaagapay sa Pag-unlad

Butasan ang nagawang quilt sa apat na sulok at pagdugtong-dugtongin ang mga ito gamit ang yarn o laso at isabit sa labas ng sild-aralan o sa pintuan upang mabasa ng iba.

Mga Kagamitang kailangan:

- lumang folder
- oslo paper
- iba't-ibang uri ng papel (tissue, wax paper, crepe, art, construction)
- mga pangkulay
- iba-t-ibang pandekorasyon (odds and ends tulad ng butones, sequin, bead, bato, tuyong dahon, mga larawang galing sa magasin, poster na luma)

F. TAKDANG-ARALIN

Maggupit sa mga pahayagan ng mga balita na nagsasaad kung paano ang relihiyon ay nagbibigay daan sa kaguluhan? Sa pagkakaisa? Sumulat ng reaksiyon tungkol sa napiling balita.

Mga Sanggunian

- Mateo, M., et. al. *Asya – Pag-usbong Ng Kabihasanan*. Quezon City: SD Publications, Inc. pp. 218 – 226, 378-381
- UNICEF Journal
- [www.insightnews](http://www.insightnews.com) TV.com
- Unibersal na Deklarasyon ng mga Karapatan ng Tao
- Const., Art. II, sec. 14
- Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.
- Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law, A Handbook for High School Students*. Manila. LIBERTAS
- RA 9261, Anti-Violence Against Women and Their Children
- Women and Girls Situation: Facts and Figures http://www.unicef.org/gender/index_factsandfigures.html

Mga Kakailanganing Kagamitan

Tsart ng mga Datos

Mga lumang magasin o poster at iba pang materyales na maaring magamit sa paggawa ng quilt

Rubrik

Pagkakagawa ng paper quilt	Malinaw na nailhad ang konseptong nais ipahatid	Nailhad ang konseptong nais ipahatid	Hindi gaanong nailhad	Hindi nailhad
Pagkakagawa ng Paper quilt	Malinis at maayos ang pagkakagawa	Sa pangkalahatan ay maayos	Hindi gaanong maayos at malinis ang pagkakagawa	Hindi malinis, parang minadali at di angkop ipamigay
Pagkamalikhain at Paghahanda sa Ginawa	Napakamalikhain . Nagpakita ng angkop na kahandaan ang gawa	Maayos ngunit hindi gaanong malinaw	Hindi gaanong maayos at malinaw	Hindi malinaw at maayos ang pagkakalahad.
Marka				

APENDIKS

THE 1987 CONSTITUTION OF THE REPUBLIC OF THE PHILIPPINES

ARTICLE XIII

WOMEN

Section 14. The State shall protect working women by providing safe and healthful working conditions, taking into account their maternal functions, and such facilities and opportunities that will enhance their welfare and enable them to realize their full potential in the service of the nation.

Taon: Ikalawa
Asignatura: ARALING PANLIPUNAN 2 (Kabihasnang Asyano)
ARALIN / PAKSA: Ang Mga Karapatang Pantao ay Karapatan Din ng mga Kababaihan
Sesyon: Dalawang Sesyon
KAISIPAN: Ang mga tradisyunal na kaugalian at paniniwala ng lipunan ay hindi dapat maging dahilan ng paglabag sa karapatan ng iba.

MGA BATAYANG KASANAYAN SA PAGKATUTO

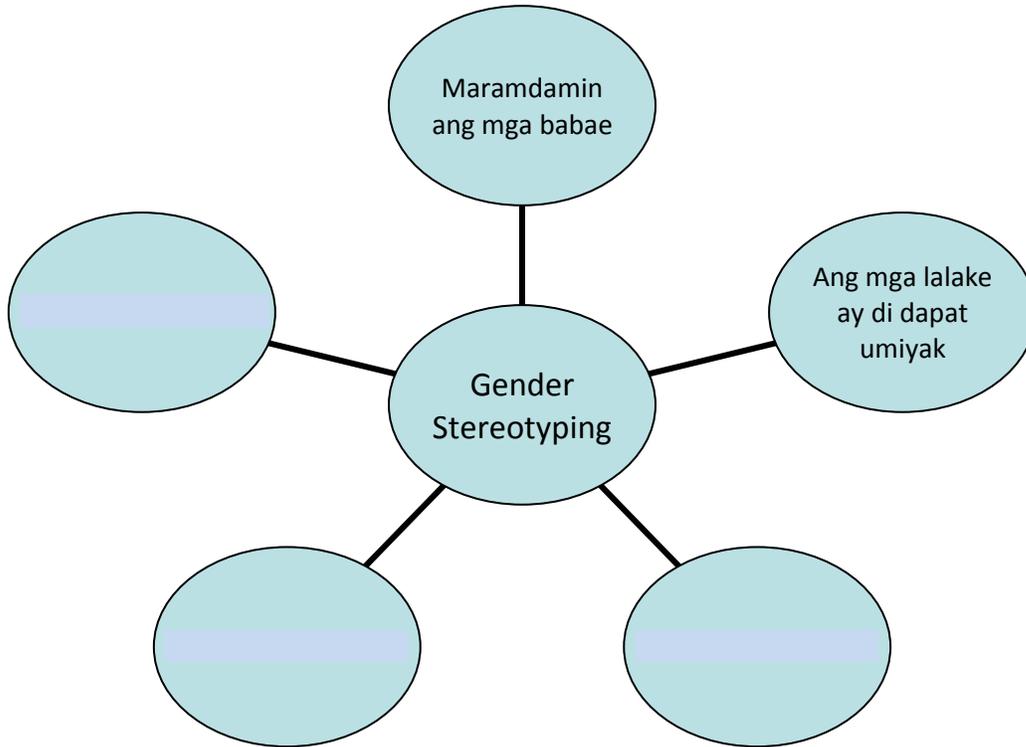
1.5 Naipaliliwanag ang pagbabago sa pakikitungo sa katayuan ng kababaihan sa Asya

ANTAS I – INAASAHANG BUNGA	
<p>PAMANTAYAN</p> <p>Naipamamalas ng mag-aaral ang pag-unawa na ang mga kababaihan ay mayroong sariling mga karapatan na natatangi lamang para sa kanilang proteksyon.</p>	
<p>KAKAILANGANING PAG-UNAWA</p> <p>Naipamamalas ng mag-aaral ang pag-unawa</p> <p>Ang mga kababaihan bilang isang marginalized na sektor ng lipunan ay mayroong mga karapatan na natatangi lamang para sa kanyang proteksyon upang hindi mapagsamantalahan ang kanyang kahinaan.</p>	<p>MAHAHALAGANG TANONG</p> <p>4. Bakit may sariling karapatan na tinatamasa ang mga kababaihan?</p>
<p>KAALAMAN</p> <p><i>Nauunawaan ng mga mag-aaral . . .</i></p> <p>Ang mga dahilan at epekto ng mga paglabag sa karapatang pantao ng mga kababaihan</p> <p>Mga hakbang na ginagawa ng mga pandaigdigang organisasyon at mga bansa upang maitaguyod ang mga karapatang pantao ng mga kababaihan at matiyak na tinatamasa nila ang mga ito.</p>	<p>KASANAYAN/ KAKAYAHAN</p> <p><i>Ang mag-aaral ay. . . .</i></p> <p>8. Nakikilala ang mga natatanging kababaihan sa kasaysayan at ang kanilang kontribusyon para sa lipunan</p> <p>9. Nakagagawa ng graphic organizer o concept map na naglalaman ng mahahalaga at magkakaugnay na konsepto tungkol sa gender stereotyping</p> <p>10. Nasusuri ang kasalukuyang katayuan ng kababaihan sa lipunan</p> <p>11. Nasusuri ang mga batas para sa kababaihan upang matukoy kung paano ito makatutulong sa pagtataguyod at pagtatamasa ng karapatang pantao ng mga kababaihan.</p>

	<p>12. Nasusuri ang mga dahilan at epekto ng mga paglabag sa karapatang pantao ng mga kababaihan.</p> <p>13. Nakagagawa ng paper quilt kung saan iguguhit o ipipinta nila ang kanilang ideya sa iba't ibang paksa ukol sa kababaihan</p>
<p>ANTAS II - PAGTATAYA</p>	
<p>SA ANTAS NG PAG-UNAWA</p> <p>Nakagagawa ang mga mag-aaral ng <i>paper quilt</i> kung saan iguguhit o ipipinta nila ang kanilang ideya sa iba't ibang paksa pangkababaihan</p> <p>Halimbawa ng mga paksa:</p> <ul style="list-style-type: none"> • Magkakaiba Ngunit lisa ang layunin • Patungo sa Mundong Mapayapa at Nagkakaisa • Ang Aking Pangarap Para sa Mundong Ito • Karapatan ng Kababaihan: Igalang at Itaguyod • Mga Kababaihan: Kaagapay sa Pag-unlad 	<p>SA ANTAS PAGGANAP</p> <p>Pagtataya sa ginawang paper quilt gamit ang sumusunod na pamantayan:</p> <ul style="list-style-type: none"> • Nilalaman • Anyo • Kagamitan
<p>ANTAS III – PLANO SA PAGKATUTO</p>	
<p>H. PAGTUKLAS</p> <p>Magsagawa ng isang laro.</p> <ol style="list-style-type: none"> 1. Hatiin ang klase sa apat na pangkat at hayaan silang pumili ng kanilang kinatawan. 2. Magbibigay ng mga katanungan ang guro patungkol sa mga tanyag na babae sa kasaysayan at tutukuyin nila kung sino ang mga ito. Isusulat ng mga kinatawan ang kanilang sagot sa pisara. 3. Ang kinatawang makakakuha ng pinakamataas na puntos ang siyang panalo at bibigyan ng dagdag na puntos para sa pangkatang gawain. 4. Matapos ang gawain ay itanong ang mga sumusunod: <ol style="list-style-type: none"> a. May mga kilala ba kayong babae na masasabi ninyong kahanga-hanga rin? b. Bakit sa palagay mo sila ay kahanga-hanga? Ano ang natatangi nilang kontribusyon? <p>I. PAGLINANG</p> <ol style="list-style-type: none"> 5. Ipapanood sa mga bata ang isang maikling clip na hango sa youtube. (http://www.youtube.com/watch?v=al9bbcgxGml) 6. Atasan silang tandaan ang mga mahahalagang bagay na kanilang mapanonood. 7. Pagkatapos ay isulat sa pisara ang salitang <i>gender stereotyping</i>. At gumawa ng <i>graphic organizer</i> o <i>concept map</i>. 8. Tanungin ang mga mag-aaral kung ano ang ideya nila ukol dito. 9. Talakayin ang etimolohiya ng salita upang mas maging madali ang pag-unawa rito. 10. Ipaliwanag sa mga mag-aaral na ang gender stereotyping ay tumutukoy sa mga 	

nakaugalian o nakagawiang pagtingin sa isang babae at isang lalake na nagpasalin-salin at nagpapatuloy at kadalasan ay nagiging batayan ng pagkilos ng isang tao sa lipunan.

11. Isang halimbawa dito ay pag-uugnay ng kulay na asul sa lalake at pink naman sa babae.
12. Hayaang magbigay ng iba pang halimbawa ang mga mag-aaral upang mas masukat ang kanilang pag-unawa.



13. Tanungin ang mga mag-aaral:

- a. Sa inyong palagay, nakasasaklaw ba ang mga katangiang ito sa lahat ng lalake o babae?
Hal. Kapag umiyak ba ang isang lalake, totoong mahina na siya? Paano kung talagang nasaktan siya?
 - b. Ano ang di-mabuting epekto kung tatanggapin ng lahat ng tao na ang lalake ay hindi dapat umiyak o ang babae ay dapat na nasa bahay lamang at lalake lamang ang maghahanap-buhay?
 - c. Dahil sa konsepto ng gender stereotyping, ano-anong mga kaugaliang nakasamâ sa mga kababaihan ang umusbong at naging dahilan ng pang-aabuso sa kanila?
14. Ipaliwanag sa mga mag-aaral na ang konsepto ng stereotyping ay isa sa mga dahilan ng paglabag ng karapatang pantao ng mga kababaihan.
15. Tanungin: Bukod sa gender stereotyping, ano-anong mga konsepto, tradisyon o mga kaugalian ang masasabi nating nagiging dahilan din ng paglabag sa karapatan ng mga kababaihan?

J. PAGPAPALALIM

16. Itanong sa mga mag-aaral:

- a. Sa inyong palagay, natatamasa ba ng mga kababaihang Pilipino ang kanilang mga karapatang pantao? Sa pandaigdigang pananaw, ano kaya ang kalagayan ng mga kababaihan?

17. Magpakita ng ilang mga datos hango sa UNICEF ukol sa Kalagayan ng mga Kababaihan sa Mundo

The Situation of Women and Girls: Facts and Figures

Hango sa http://www.unicef.org/gender/index_factsandfigures.html. Women and Girls Situation: Facts and Figures

Gender and HIV/AIDS

- Nearly a third of all adults living with HIV/AIDS are under the age of 25 and two thirds of them are women.
- In Sub-Saharan Africa, girls are getting infected faster and earlier than boys. In the 15 to 24 age group, two girls are infected for every boy.
- Surveys indicate that compared to women who have some post primary schooling, women with no education are five times more likely to lack basic information about HIV/AIDS.

Gender and girls' education

- Over 110 million of the world's children, two thirds of them girls, are not in school.
- Of the world's 875 million illiterate adults, two thirds are women.
- Half of the girls who live in developing countries (excluding China) will be married by their 20th birthday. Increasing girls' time in school is one of the best ways to foster later, chosen marriage.

Gender and violence against women and girls and child protection issues

- Girls between 13 and 18 years of age constitute the largest group in the sex industry. It is estimated that around 500,000 girls below 18 are victims of trafficking each year.
- In some cultures the preference for boy children results in pre-natal sex selection and infanticide of girls. In India, for example, there are 933 Indian women for every 1,000 men, resulting in 40 million 'missing' women.

Gender and the Maternal Mortality Rate (MMR) and other health issues

- 1,400 women die every day from pregnancy-related causes, 99 per cent of them in developing countries.
- In Sub-Saharan Africa, a woman has a one in three chance of dying in child birth. In industrialized countries, the risk is 1 in 4,085.
- Direct obstetric deaths account for about 75 per cent of all maternal deaths in developing countries.

Emergencies

- More than 80 per cent of the world's 35 million refugees and displaced people are women and children.
- Emergencies puts women at risk of extreme sexual violence and abuse. In Rwanda, for example, 2,000 women, many of whom were survivors of rape, tested positive for HIV during the five years following the 1994 genocide.

18. Itanong ang mga sumusunod:

- a. Batay sa mga datos na inyong nabasa, masasabi ba nating natatamasa na nga ng mga kababaihan ang kanilang mga karapatang pantao?
- b. Ano ang ginagawang hakbang ng mga pandaigdigang samahan, ng mga bansa at mga pamahalaan upang maitaguyod ang karapatan ng mga kababaihan at matiyak na natatamasa nga nila ang mga karapatang ito?

19. Magsagawa ng pangkatang gawain.

20. Bigyan ang mga mag-aaral ng mga kaugnay na babasahin at atasan silang gumawa ng maikling pagpapaliwanag ukol dito.

21. Ipaalala sa mga pangkat na ang layunin nila ay masuri kung paano ito makatutulong sa pagtataguyod at pagtatamasa ng karapatang pantao ng mga kababaihan.

Unang Pangkat – Ang Convention on the Elimination of Discrimination Against Women

Ikalawang Pangkat – UN Declaration on the Rights of Women

Ikatlong Pangkat – Mahahalagang Probisyon ng R.A. 9261

Ikaapat na Pangkat – Ang Gagampanan ng mga Kababaihan sa Pag-unlad ng Bansa

22. Pagkaraan ng paglalahad ng bawat pangkat, ibibigay ng guro ang mga sumusunod na tanong:

- a. Sa inyong palagay, paano makatutulong ang mga batas, patakaran o kasunduan sa pagtataguyod at pagtatamasa ng mga karapatang pantao ng mga kababaihan?

Paghahalaw

Sa pamamagitan ng ginawang talakayan, ang mga mag-aaral ay handa nang magbuo ng mga paglalahat. Kumpletuhin ang sumusunod na pangungusap:

1. Ang mga tradisyunal na kaugalian at paniniwala sa Asya na sumasalamín sa maling pagbibigay ng mababang antas ng kababaihan sa lipunan ay

2. Dahil ang pantay na karapatan ng kababaihan ay napapaloob sa karta ng UN at sa Unibersal na Deklarasyon ng mga Karapatan ng Tao, tungkulin ng estado na

3. Kapag ang estado ay may paggalang sa karapatang pantao at ang paghahari ng batas ay nangingibabaw, ito’y
_____ magdudulot ng

K. Paglalapat

23. Pagawin ang mga mag-aaral ng paper quilt kung saan iguguhit o ipipinta nila ang kanilang ideya sa paksang napagdesisyon ng klase.

Halimbawa ng mga paksa:

- Magkakaiba Ngunit lisa ang layunin
- Patungo sa Mundong Mapayapa at Nagkakaisa
- Ang Aking Pangarap Para sa Mundong Ito
- Karapatan ng Kababaihan: Igalang at Itaguyod
- Mga Kababaihan: Kaagapay sa Pag-unlad

24. Butasan ang nagawang quilt sa apat na sulok at pagdugtong-dugtongin ang mga ito gamit ang yarn o laso at isabit sa labas ng silid-aralan o sa pintuan upang mabasa ng iba.

Mga Kagamitang kailangan:

- lumang folder
- oslo paper
- iba’t-ibang uri ng papel (tissue, wax paper, crepe, art, construction)
- mga pangkulay
- iba-t-ibang pandekorasyon (odds and ends tulad ng butones, sequin, bead, bato, tuyong dahon, mga larawang galing sa magasin, poster na luma)

TAKDANG-ARALIN

Maggupit sa mga pahayagan ng mga balita na nagsasaad kung paano ang relihiyon ay nagbibigay daan sa kaguluhan? Sa pagkakaisa? Sumulat ng reaksiyon tungkol sa napiling balita.

Mga Sanggunian

- Mateo, M., et. al. *Asya – Pag-usbong Ng Kabihasanan*. Quezon City: SD Publications, Inc. pp. 218 – 226, 378-381
- UNICEF Journal
- [www.insightnews TV.com](http://www.insightnews.tv.com)
- Unibersal na Deklarasyon ng mga Karapatan ng Tao
- Const., Art. II, sec. 14
- Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.
- Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law, A Handbook for High School Students*. Manila. LIBERTAS
- RA 9261, Anti-Violence Against Women and Their Children Act

Rubrik para sa Paper Quilt

Kraytirya	4	3	2	1
a. Nilalaman o mensahe <ul style="list-style-type: none"> • Tugma sa paksa ang nilalaman • Nauunawaan ang mensahe • May mga bagong ideya na naipakita 	Nakita ang lahat ng palatandaan	May kulang na isang palatandaan	May kulang na dalawang palatandaan	Hindi nakita ang alinman sa mga palatandaan
b. Anyo (appearance) <ul style="list-style-type: none"> • Naipakita ang pagkamalikhain • Gumamit ng hindi pangkaraniwang disenyo • Malinis • Nakapupukaw ng pansin 	Nakita ang lahat ng palatandaan	May kulang na isang palatandaan	May kulang na dalawang palatandaan	May kulang na tatlong palatandaan
c. Kagamitan <ul style="list-style-type: none"> • Mayroong sariling mga kagamitan, hindi umasa sa iba • Gumamit ng mga lumang kagamitan (hal. recycled) • Gumamit ng magkakaibang mga kagamitan 	Nakita ang lahat ng palatandaan	May kulang na isang palatandaan	May kulang na dalawang palatandaan	Hindi nakita ang alinman sa mga palatandaan

Level: Third Year
Subject: English
Lesson Title: Fair Decisions through Due Process
Time frame: 1 session
Core Message: Due process is necessary to arrive at fair decisions

English Learning Competencies

SPEAKING 3.1 Conduct interviews to determine opinion on issues affecting the nation
 READING: 1. Get information from print media

STAGE 1- DESIRED RESULTS	
<p>ESTABLISHED GOAL The students demonstrate understanding of the importance of arriving at fair decisions through due process.</p>	
<p>ESSENTIAL UNDERSTANDING</p> <p>Anyone owes everyone respect to their rights as human person therefore it is implicit that to arrive at fair decisions due process should be applied.</p>	<p>ESSENTIAL QUESTION</p> <p>Why is due process necessary?</p>
<p>LEARNERS WILL KNOW</p> <ol style="list-style-type: none"> 5. The meaning of due process 6. Different concepts related to due process 	<p>LEARNERS WILL BE ABLE TO</p> <ol style="list-style-type: none"> 14. Narrate incidents of injustice that they have experienced 15. Accomplish sentence completion activity 16. Read essay on Due Process of the Law 17. Discuss different concepts found in the essay 18. Write a letter to the future 19. Make verbs agree with their subject 20. Define different terms related to due process 21. Discuss in writing the rationale behind due process
STAGE II ASSESSMENT EVIDENCE	
<p>PRODUCT OR PERFORMANCE TASK</p> <p>Apply due process in simple acts of injustice in homes, school and community and arrive at a fair decision or resolution</p>	<p>EVIDENCE AT THE LEVEL OF PERFORMANCE:</p> <p>The students skilfully presented the result of their discussion on applying due process to arrive at fair decisions following these criteria:</p> <ul style="list-style-type: none"> • Organization • Subject knowledge • Graphics • Mechanics

- Eye contact
- Elocution

STAGE 3: LEARNING ACTIVITIES

H. EXPLORE

1. Ask the students the question:
Have you ever been accused of doing something you did not do?
2. The, instruct them to choose a partner and narrate the incident to each other guided by the following questions:
 - a. Where did it happen?
 - b. How did it happen?
 - c. Who were the witnesses?
 - d. How did you defend yourself?
 - e. What was the outcome?
 - f. How did you feel about the whole thing?

I. FIRM-UP

Unlocking of Difficulties

1. The students match the antonym of the given words in Column A with Column B:

A	B
a. guilty	1) easy
b. strict	2) formal
c. uniform	3) innocent
d. corrupt	4) trivial
e. social	5) honest
f. individual	6) contract
g. expand	7) inconsistent
h. difficult	8) formal
i. informal	9) alone
j. important	10) lenient

2. Reading of the Selection
3. Post the definition of 'due process' on the board:
Due process is grounded on the principle of fairness. A person cannot be punished without first being given the chance to defend himself and prove his innocence in a fair manner.
4. Based on this definition, ask the students to fill in the blanks below:
When a person commits a crime, He / she _____
unless _____.
This follows the principle of _____.
Therefore, _____ means being fair.
Since everybody wants to be treated with fairness, it is essential to know what 'due process' is all about.
5. The students read the essay on *Due Process of Law* (See Appendix) silently.
6. As the read, they underline the vocabulary words in Column A in the essay.

7. Discuss the following questions:
 - a. How is “due process of law” encapsulated in the Philippine Constitution?
 - b. What are the essential parts of due process?
 - c. In what ways are these parts essential?
 - d. Explain the meaning of “beyond reasonable doubt?”
8. Ask the students to explain how the following concepts are discussed in the article.

The law does not discriminate against anyone. The law should apply equally to all.

Justice cannot be achieved without observing “due process of law.”

J. DEEPEN

1. Instruct the students to write a letter to the future. They should write different life lessons about the importance of living justly. They should also encourage the future generation to strengthen the practice of virtue of justice.
2. Instruct the students to make the subjects agree with their verbs.

K. TRANSFER

1. Group the students into four.
2. Ask the students to recall simple acts of injustice in their homes, in school or in the community. Instruct them to let all the members of the group share their views and experiences.
3. After all have been given time to share, they will choose one which they find more interesting to discuss.
4. Discuss within the group the process in which due process can be given to the person involved.
5. After discussing, they should come at a collective resolution to the situation.
6. Give every group the chance to present their output in class using PowerPoint or Movie Maker.

EVALUATION

1. Defining concepts. The students match the left column with the appropriate definitions on the right column.

Concepts

Definitions

Right to counsel

The accused is not required to prove his innocence; instead, the accuser is required to prove the guilt of the accused.

Compulsory process

To provide the accused with a chance to reasonably defend himself, he must have the opportunity to be represented by a lawyer.

Presumption of innocence

The right to be informed or notified of the crime for which he is being charged and arrested.

Burden of proof

At the beginning of every

criminal trial, the accused is considered to be fully and totally innocent.

The accused also has the right to use the subpoena power of the court to force favorable witnesses to come to court to provide evidence on his behalf.

Notice

2. The students discuss the following in writing:

A. The rationale behind due process
B. The consequences of not respecting due process

ASSIGNMENT

Option 1: The students search the Internet for a website that features justice/ judiciary and/or due process of law. Share this in class.

Option 2: The students interview community folks and find out if anyone of their constituents suffered the fate of undue process of laws. Report it in the class.

Rubrics for the Presentation

	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
Eye Contact	Student reads all of	Student occasionally	Student maintains eye	Student maintains eye

	report with no eye contact.	uses eye contact, but still reads most of report.	contact most of the time but frequently returns to notes.	contact with audience, seldom returning to notes.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.
				Total Points:

Source: <http://www.ncsu.edu/midlink/rub.pres.html>

APPENDIX

DUE PROCESS OF LAW

by Atty. Roberto Eugenio T. Cadiz

1 One of the most important rights guaranteed under our Constitution is the right to “due process of law.” Our Constitution states: “No person shall be deprived of life, liberty, or property, without **due process of law** ...”

2 The fundamental requirements of due process of law are “*notice*” and “*hearing*.”

3 A person cannot be arrested on mere *suspicion* that he is a criminal. By the requirement of “*notice*” is meant that a person has the right to be informed or notified of the crime for which he is being charged and arrested. A person cannot be hailed to court without formally telling him what he is being prosecuted for. He must be informed of the *specific* charges against him, so that he would then be able to defend himself.

4 The other essential part of due process is the right to a “*hearing*.” The right of the accused to be heard means the right to a trial — not just any trial, but a fair trial.

5 To provide the accused with a chance to reasonably defend himself, he must have the opportunity to be represented by a lawyer. The right to be represented by a lawyer or what is referred to as “*the right to counsel*” is guaranteed under our Constitution.

6 Also, witnesses against the accused have to be brought to court to face the accused and allow themselves to be questioned or examined by the accused or his lawyer. The accused also has the right to use the subpoena power of the court (i.e., “*compulsory process*”) to force favorable witnesses to come to court to provide evidence on his behalf.

7 Other protections have become an integral part of due process of law. For example, in every criminal case, the accuser has the “*burden of proof*.” What that means is that the accused is not required to prove his innocence; instead, the accuser is required to prove the guilt of the accused.

8 How much evidence is required to establish a finding of guilt? Criminal cases require the accuser to prove a person’s guilt “*beyond reasonable doubt*.” Thus, at the conclusion of the trial, it is entirely possible that a defendant will be found not guilty even if he had not introduced any evidence of his innocence whatsoever. It is possible that the judge, after hearing and considering all the evidence, might still not be convinced “*beyond reasonable doubt*” of the defendant’s guilt.

9 Related to the right to due process is the right to the “*presumption of innocence*,” which means that, at the beginning of every criminal trial, the accused is considered to be fully and totally innocent — and remains to be so, until the accuser convinces the judge of his guilt beyond reasonable doubt.

10 What is important to recognize is the underlying rationale behind due process of law — that the life and freedom of persons are so precious that we should ensure the strongest safeguards before they are taken away. Would you agree to a regime where police officials can arbitrarily arrest and detain someone close to you, say your father or mother, without charges or trial? Would it be alright if government agents were to punish or execute you, after some secret proceedings, where you do not even know what you are accused of or who are accusing you?

11 “Due process of law” is a safeguard that must be followed, even if it means that, sometimes, guilty people will be able to escape the law, because the price of not respecting it is that many more innocent people will end up being unjustly punished.

12 Every Filipino should be grateful that, enshrined under our Constitution, under the Bill of Rights, is the right to “due process of law.”

Additional Reference:

- Ladera, H., Dela Cruz, E., Flores, M. 1999. *The New Dimensions in Learning English II* . Lesson3, pp. 307-327. Manila: Rex Book Store, Inc.

Level: Third Year
Subject: English
Lesson Title: The Crusader of Justice
Time frame: 1 session
Core Message: The lawyer is a crusader of justice

English Learning Competencies

LISTENING 4.1 Determine what was left out and highlighted in informative and argumentative texts
 Reading: 2.4 Read closely to select appropriate details from a selection for specific purposes

STAGE 1- DESIRED RESULTS	
ESTABLISHED GOAL	
The student demonstrates understanding of the characteristics of a good lawyer, as a crusader of justice.	
ESSENTIAL UNDERSTANDING	ESSENTIAL QUESTION
A lawyer, as crusader of justice, should be guided by moral principles in the practice of their profession to ensure that truth, honesty, integrity and justice are upheld.	Why is it important for lawyers to be guided by moral principles?
LEARNERS WILL KNOW	LEARNERS WILL BE ABLE TO
7. Understand the work of a lawyer 8. The different qualities a lawyer should possess 9. Things that they can do for truth, honesty, integrity and justice 10.	22. Describe a lawyer 23. Define terms found in the essay 24. Accomplish word completion activity 25. Read a lecture and an essay 26. List down attributes of a lawyer as described in the lecture 27. Write the following <ol style="list-style-type: none"> a. Qualities of a true crusader of justice b. Code of ethics for lawyers c. A lawyer’s prayer d. A lawyer’ mission, vision and guiding principles 28. Write a formal theme draft

STAGE II ASSESSMENT EVIDENCE

PRODUCT OR PERFORMANCE TASK

Prepare the following

- a. Qualities of a true crusader of justice
- b. Code of ethics for lawyers
- c. A lawyer's prayer
- d. A lawyer' mission, vision and guiding principles

EVIDENCE AT THE LEVEL OF PERFORMANCE:

The students skilfully presented the:

- a. Qualities of a true crusader of justice
- b. Code of ethics for lawyers
- c. A lawyer's prayer
- d. A lawyer' mission, vision and guiding principles following these criteria:
 - Organization
 - Subject knowledge
 - Graphics
 - Mechanics
 - Eye contact
 - Elocution

STAGE 3: LEARNING ACTIVITIES

L. EXPLORE

1. Prepare different pictures of a lawyer. Make puzzle pieces and ask students to assemble these puzzle pieces on the board.
2. The elicit the responses to the following questions:
 - a. Who is in the picture?
 - b. Do you know the work of a lawyer? Describe.
 - c. Have you ever witnessed lawyers in action?

Unlocking of Difficulties

1. Ask the students to guess the meaning of the words and write their guess in the second column. Then they consult the dictionary to check their guessed meaning. They write the dictionary meaning in the third column:

Words	Guess	Meaning
litigation		
diligence		
foreclosure		
vague		
compromise		
negligence		
exorbitant		
distinct		
omission		
fatal		

2. Ask the students to fill in the blanks with the correct word from the box

fatal	exorbitant	negligence	litigation	vague
-------	------------	------------	------------	-------

- He did not know what to do because the woman gave a _____ direction.
- _____ is costly so most people settle instead for compromise.
- Some lawyers collect _____ fees, which is why people believe lawyers are only for the rich.
- Leaving his prints on the crime scene was the criminal's _____ mistake.
- His arrogance and _____ caused him his fortune and family.

M. FIRM-UP

Reading of the Selection

- Ask a student to read the lecture, *Notes on the practice of law* by Abraham Lincoln (See Appendix) in front of the class. The rest of the class read silently as they note details of the lecture.
- Instruct the students to discuss the following as you facilitate the activity.
 - Why did Abraham Lincoln start his lecture with the line "I am not an accomplished lawyer"?
 - What is Lincoln's advice to lawyers in paragraph 2?
 - Why should a lawyer practice and cultivate extemporaneous speech?
 - What did Lincoln say about fees? Do you agree or disagree with his idea? Explain your answer.
 - Lincoln wrote, "There is a vague popular belief that lawyers are necessarily dishonest." Do you think this applies to Filipino lawyers?
 - Why is the value of honesty important to lawyers?
 - Do you think Lincoln's advice to lawyers is valid despite the fact that he was not an

- accomplished lawyer? Why does he know what a good lawyer should be?
8. What is the purpose of the lecture? Was Lincoln able to achieve this purpose?

N. DEEPEN

1. Ask the students to list down the attributes of a lawyer as prescribed by Pres. Lincoln that should be practiced by the Filipino lawyers today.
2. According to Lincoln, "A moral tone ought to be infused into the profession." The students read *Urbanity and Integrity* by Chief Justice Panganiban (See Appendix). Then they underline the parts that show the qualities of Secretary of Justice and Senator Jose W. Diokno's that manifest the infusion of moral tone into his profession.

O. APPLICATION

1. Divide the class into four groups and instruct them to do the following:
 - a. Qualifications of a true crusader of justice
 - b. Code of ethics for lawyers
 - c. A lawyer's prayer
 - d. A lawyer's mission, vision and guiding principles
2. Point out to the students that their output should be original.
3. As them to prepare a PowerPoint presentation or a movie.
4. Give each group the opportunity to present their output.

EVALUATION

The teacher instructs the class to write the first draft of their Formal Theme writing entitled, *The Lawyer and His Role in Societ*

ASSIGNMENT

The students search the Internet for the biography of Jose W. Diokno. They'll look for incidents in his life as a lawyer that show the following characteristics of a lawyer described by Abraham Lincoln:

1. diligent _____
2. eloquent speaker _____
3. peacemaker _____
4. morally upright _____
5. honest _____

Rubrics for the Presentation

	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.
				Total Points:

Source: <http://www.ncsu.edu/midlink/rub.pres.html>

APPENDIX

Notes on the Practice of Law

Abraham Lincoln^{1*}

1 I am not an accomplished lawyer. I find quite as much material for a lecture in those points wherein I have failed as in those wherein I have been moderately successful.

2 The leading rule for the lawyer, as for the man, of every calling, is diligence. Leave nothing for tomorrow which can be done today. Never let your correspondence fall behind. Whatever piece of business you have in hand, before stopping, do all the labors pertaining to it which can then be done. When you bring a common law suit, if you have the facts for doing so, write the declaration at once. If a point of law be involved, examine the books, and note the authority you rely on, upon the declaration itself, where you are sure to find it when wanted. The same of defenses and pleas. In business not likely to be litigated — ordinary collection cases, foreclosures, partitions, and the like — make all examinations of titles, and note them, and even draft orders and decrees in advance. This course has a triple advantage; it avoids omissions and neglect, saves your labor, when once done; performs the labor out of court when you have leisure rather than in court when you have not.

3 Extemporaneous speaking should be practiced and cultivated. It is the lawyer's avenue to the public. However able and faithful he may be in other respects, people are slow to bring him business if he cannot make a speech. And yet, there is no more fatal error to young lawyers than relying too much on speech-making. If anyone, upon his rare powers of speaking, shall claim exemption from the drudgery of the law, his case is a failure in advance.

4 Discourage litigation. Persuade your neighbors to compromise when you can. Point out to them how the nominal winner is often a real loser — in fees, and expenses, and waste of time. As a peace maker, the lawyer has a superior opportunity of being a good man. There will still be business enough. Never stir up litigation. A worse man can scarcely be found than one who does this. Who can be more nearly a fiend than he who habitually overhauls the Register of deeds, in search of defects in titles, whereupon to stir up strife, and put money in his pocket? A moral tone ought to be infused into the profession, which should drive such men out of it.

5 The matter of fees is important far beyond the mere question of bread and butter involved. Properly attended to fuller justice is done to both lawyer and client. An exorbitant fee should never be claimed. As a general rule, never take your whole fee in advance, nor any more than a small retainer. When fully paid beforehand, you are more than a common mortal if you can feel the same interest in the case, as if something was still in prospect for you, as well as for your client. And when you lack interest in the case, the job will very likely lack skill and diligence in the performance. Settle the amount of fee, and take a note in advance. Then you will feel that you are working for something, and you are sure to do your work faithfully and well. Never sell a fee note — at least, not before the consideration service is performed. It leads to negligence and dishonesty — negligence, by losing interest in the case, and dishonesty in refusing to refund, when you have allowed the consideration to fail.

6 There is a vague popular belief that lawyers are necessarily dishonest. I say vague, because when we consider to what extent confidence, and honors are reposed in, and conferred upon lawyers by the people, it appears improbable that the impression of dishonesty is very distinct and vivid. Yet

* Retrieved February 2006, from http://www.law.ualberta.ca/courses/acorn/prof_resp/question_01.htm

the impression is common – almost universal. Let no young man, choosing the law for a calling, for a moment yield to this popular belief. Resolve to be honest at all events; and if, in your own judgment, you cannot be an honest lawyer, resolve to be honest without being a lawyer. Choose some other occupation, rather than one in the choosing of which you do, in advance, consent to be a knave.

Urbanity and Integrity

Chief Justice Artemio V. Panganiban

Jose W. Diokno was, as we all know, a well-respected secretary of justice and senator, one who knew the law and the ethical standards expected of public servants. As a young professional, he topped both the CPA and the bar examinations. And he took the bar test without formally graduating from law school!

He could have just rested on his accolades and reputation. However, he defied the perquisites of power and pursued the truth even if it meant abandoning his erstwhile friends, setting aside his laurels, undergoing incarceration and exposing himself to illness.

During his time—and maybe even during our time—the country was besieged by officials who arrogated absolute power to themselves, plundered the treasury, and used their public offices to amass ill-gotten wealth. There were, however, a handful who—even while serving under abusive regimes—kept themselves personally pure, discharged their functions efficiently, and refused to join the corrupt in raiding the public treasury.

While these few good men and women can be described as honest public servants, they did nothing to stamp out the evil around them, contented as they were with distancing themselves from the evil conspiracy.

Honesty is a virtue taught in grade school. I am not critical of those who sincerely practice it. But beyond honesty, the country needed—and still needs—men and women of integrity, who will not merely refuse to tell a falsehood, but who possess the moral courage to denounce a wrong and to promote the truth.

Jose W. Diokno twice supported the presidential candidacy of Ferdinand E. Marcos—in 1965 and 1969. In fact, he was elected senator under the same party as Marcos. In the beginning, he helped him. But after it became clear that Marcos was veering from the straight and narrow path, Ka Pepe did not hesitate to part from him and to denounce his excesses.

He could have kept quiet and tolerated the abuses. After all, his place in history was secure. He was brilliant, honest, eloquent and well-respected. However, he chose not only to keep himself clean and honest; he worked fervently and actively—at the risk of his own safety, health, earthly possessions and career—to restore freedom in our land, to denounce the plunderers, to help the poor and to make truth and justice prevail.

More than being honest, Jose Wright Diokno was a person of moral courage. He was moved by immutable values and principles, not by pettiness or convenience. Indeed, he was a visionary leader of exemplary integrity.

* Keynote address delivered by retired Chief Justice Artemio V. Panganiban during the launching of Diokno on Trial: Techniques and Ideals of the Filipino Lawyer, authored by the late Sen. Jose W. Diokno and updated by Atty. Jose Manuel I. Diokno, held on February 26, 2007 at the De la Salle University, Taft Avenue, Manila.

Retrieved August 21, 2009, from [RECENT SPEECHES](#) GALLERY

[HTTP://CJPANGANIBAN.PH/SPEECHES/URBANITY-AND-INTEGRITY](http://CJPANGANIBAN.PH/SPEECHES/URBANITY-AND-INTEGRITY)

Additional Reference

- Ladera, H., Dela Cruz, E., Flores, M. 1999. *The New Dimensions in Learning English II* . Lesson3, pp. 307-327. Manila: Rex Book Store, Inc.

Taon: 3
Asignatura: Araling Panlipunan
ARALIN / PAKSA: Responsableng Mamamayan, Katulong ng Pamahalaan sa Pagtataguyod ng Kaayusan
Sesyon: 2
KAISIPAN: Ang isang responsableng mamamayan ay tumutulong sa pamahalaan sa pagtataguyod at pagpapanatili ng kaayusan .

Tungkulin ng pamahalaan ang bigyan ng pagkakataon ang mga mamamayan na makibahagi sa pagtataguyod at pagpapanatili ng kaayusan at kapayapaan sa bansa.

MGA BATAYANG KASANAYAN SA PAGKATUTO

II A 2.2 Nasusuri ang mga uri ng pamahalaang ginamit ng Kabihasan n g Gresya ayon sa dami ng namumuno at lawak ng kapangyarihan.

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN Naipamamalas ng mag-aaral ang pag-unawa na dapat magtutulongan ang pamahalaan at mamamayan sa pagtataguyod at pagpapanatili ng kaayusan at kapayapaan sa bansa.	
KAKAILANGANING PAG-UNAWA Naipamamalas ng mag-aaral ang pag-unawa na mahalaga ang partisipasyon ng mamamayan sa pagpapanatili ng kaayusan at kapayapaan sa bansa. na tungkulin ng mamamayan at Pamahalaan ang itaguyod at panatilihin ang kaayusan at kapayapaan sa bansa .	MAHAHALAGANG TANONG 5. Paano makatutulong ang mga mamamayan sa pagtataguyod at pagpapanatili ng kaayusan at kapayapaan sa bansa? 6. Paano mahihimok ng Pamahalaan sa isang demokratikong bansa ang makibahagi ang mga mamamayan sa pagtataguyod at pagpapanatili ng kaayusan sa bansa?
KAALAMAN <i>Nalalaman ng mga mag-aaral na . . .</i> <i>Ang mga mamamayan ng sinaunang sibilisasyon ng Grecia at Roma ay aktibong nakibahagi sa pagtataguyod ng kaayusan sa kanilang bansa sa pamamagitan ng pagpapanukala ng mabuting sistema ng pamamahala.</i> <i>Mahalagang makilahok ang mga mamamayan sa pagtataguyod ng kaayusan sa bansa.</i>	KASANAYAN/ KAKAYAHAN <i>Ang mag-aaral ay. . .</i> Natutukoy ang mga pangyayari sa kasaysayan ng Gresya at Roma na nagpapakita ng aktibong pakikilahok ng mga mamamayan sa gampaning pulitikal, panlipunan at pangkabuhayan. Naipaliliwanag ang mga paraan ng pakikilahok ng mga mamamayan tungo sa paglutas ng mga isyung kinakaharap. Nasusuri ang kahalagahan ng sama-samang pagkilos tungo sa hinahangad na pagbabago at pag-unlad sa bansa.

ANTAS II - PAGTATAYA

SA ANTAS PAGGANAP

Hatiin ang klase sa apat na pangkat. Pagawin sila ng balangkas ng isang proyektong maari nilang isagawa upang makatulong sa pamahalaan sa pagtataguyod at pagpapanatili ng kaayusan sa kanilang pamayanan o paaralan. Maaring pumili sa mga mungkahing proyekto sa ibaba.

1. Paglulunsad ng Kampanya/ Information Drive Tungkol sa
Karapatan ng mga botante
Karapatan ng mga Kabataan
Karapatan ng mga Kababaihan

SA ANTAS NG PAG-UNAWA

Pagawin ng guro ng isang sanaysay ang mga mag-aaral ukol sa kahalagahan ng aktibong pakikilahok ng mga mamamayan sa mga isyung pulitikal, panlipunan at pang-ekonomiya ng bansa.

Pamagat:

Ang kahalagahan ng aktibong pakikilahok ng mga kabataan sa mga isyung pulitikal at panlipunan ng bansa.

Mga Gabay na Tanong:

- a. Paano ipinapakita ng mga kabataan ang aktibong pakikilahok sa mga isyung pulitikal at panlipunan ng bansa?
- b. Bakit mahalaga ito?

ANTAS III – PLANO SA PAGKATUTO

MGA PLANO SA PAGKATUTO

Pagganyak

Pangkatin ang mga mag-aaral sa dalawang pangkat. Gumawa ang guro ng dalawang *pictographs*. Isa para sa bawat pangkat. Bigyan sila ng magsindaming *human sticks*. Gamit ang *pictograph* na tulad ng nasa ibaba, ipakita sa pamamagitan ng paglalagay ng mga *human sticks* ang dami ng mamamayang sangkot sa pamahalaan. Ipasulat sa tsart ng guro sa mga mag-aaral ang mga katangian ng bawat pamahalaan.

Pictograph

Dami at katangian ng taong sangkot sa pamahalaan

Uri ng Pamahalaan	Dami ng Taong Kasali sa Pamamahala	Katangian ng Pamahalaan
Monarkiya		
Aristokrasya		
Demokrasya		
Oligarkiya		
Diktaturyal		
Awtokrasya		

Itanong sa mga mag-aaral ang mga sumusunod:

Ano ang ipinakikita ng *pictograph* ukol sa pakikisangkot ng mga mamamayan sa pamahalaan?

Sa anong uri ng pamahalaan nananaig ang lubos na pakikisangkot ng mga mamamayan?

Gawain

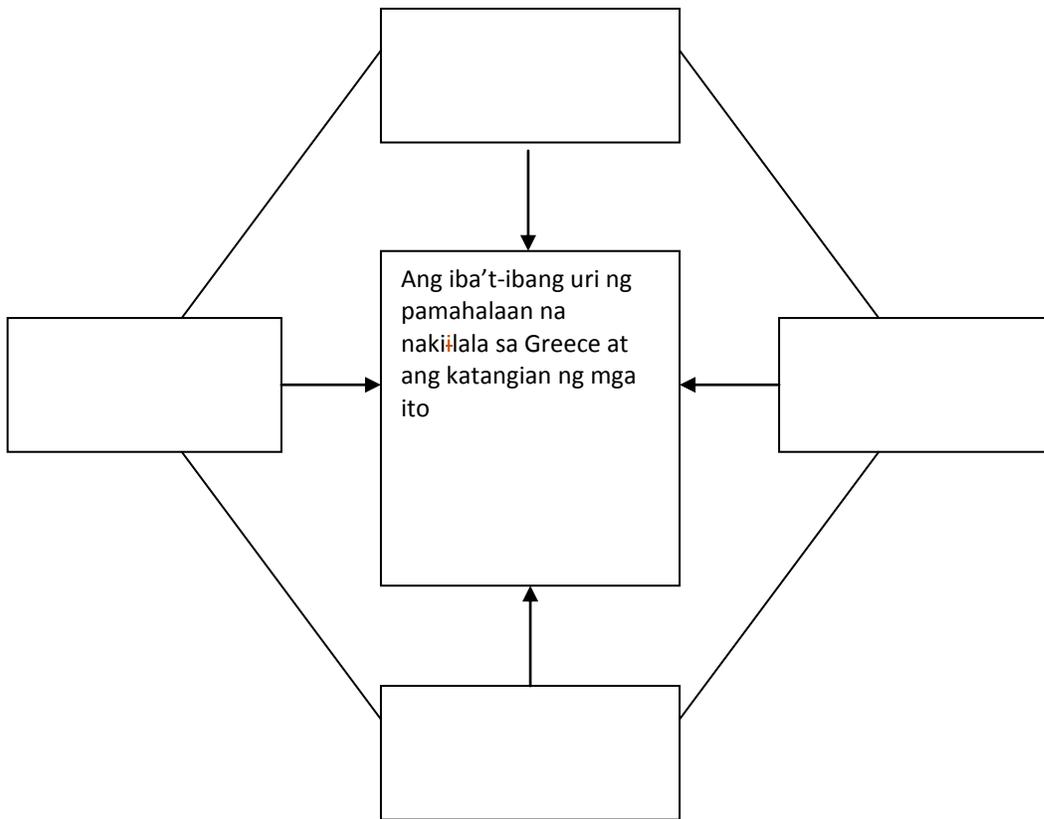
Bago ang sesyon na ito, basahin ng mga mag-aaral ang mga sumusunod na babasahin (Tingnan sa Apendiks)

Athens: Pinakademokratikong lungsod-estado ng Greece
Kaisipang Pampulitika: Pamanang Griyego
Ang Republikang Romano

Pangkatina ang klase sa tatlo at ibigay ang mga gawain sa ibaba:

Unang Pangkat :
Babasahin: *Kaisipang Pampulitika: Pamanang Griyego*, ph. 97-98

Ipagawa ang sumusunod sa Manila paper at ipaskil sa pisara pagkatapos.



Ikalawang Pangkat:
Pinakademokratikong lungsod- estado ng Greece, ph. 89-90

Ilarawan ang mga pamunuang nabuo sa Greece. Gamitin ang matrix sa ibaba:

	GREECE
A. Unang pamunuan	
B. Mga katangian ng <i>Assembly</i>	
C. Sanhi at Epekto ng reporma	
D. Ang Saligang Batas	

Ikatlong Pangkat:
Ang Republikang Romano, ph. 106-107

Pag-ibahin ang mga karapatan at tungkulin ng *patrician* at *plebeian* gamit ang tsart sa ibaba:

Patrician	Plebeian

Pagsusuri

Talakayin ang mga babasahin gamit ang mga sumusunod na tanong:

1. Anu-ano ang mga pamamaraang pulitikal ng mga Romano at Griyego na itinuturing na susi ng kanilang tagumpay bilang matatag na bansa?
2. Paano pinatunayan ng mga Griyego at Romano ang kanilang aktibong pakikilahok at pakikibahagi sa pamahalaan?
3. Gaano kahalaga ang aktibong pakikilahok ng mga mamamayan tungo sa pagsasagawa ng pagbabago sa bansa?
4. Sa kasalukuyang panahon, bilang isang demokratikong bansa, paano ipinakikita ng mga Pilipino ang aktibong pakikilahok sa mga gawaing pulitikal at sibiko?
5. Anong mga panahon o pangyayari sa kasaysayan ng bansa kinakitaan ang mga Pilipino ng pananaig ng kanilang kapangyarihan bilang mamamayan?

Paghahalaw

Itanong sa mga mag-aaral:

Paano mo ipakikita ang iyong partisipasyon sa pamayanan sa mga sumusunod na kalagayan:

- a. Nagpatupad ang inyong barangay ng programang Waste Management.
- b. Magkakaroon ng halalan ng bagong pamunuan sa baranggay.
- c. Laganap ang bentahan ng ilegal na droga sa inyong lugar.

Paglalatap

Hatiin ang klase sa apat na pangkat. Pagawin sila ng balangkas ng isang proyektong maari nilang isagawa upang makatulong sa pamahalaan sa pagtataguyod at pagpapanatili ng kaayusan sa kanilang pamayanan o paaralan. Maaring pumili sa mga mungkahing proyekto sa ibaba.

2. Paglulunsad ng Kampanya/ Information Drive Tungkol sa
Karapatan ng mga botante
Karapatan ng mga Kabataan
Karapatan ng mga Kababaihan

Takdang Aralin

Pagsasagawa ng Sarbey Ukol sa Isyu o Suliraning Panlipunan at Pagmumungkahi ng Mga Patakarang Maaring Isabatas

- Paggamit ng Paputok
- Paggamit ng mg Plastic na Lalagyan
- Bullying

Mga Sanggunian

- Vivar, T., De Leon, Z., Discipulo, N., Quiray, R., Rillo, P., Vilorio, E. 1999. *Kasaysayan at Kabihasan ng Daigdig*. Quezon City: Vibal Publishing House, Inc.
- Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)* Manila. LIBERTAS Project..
- Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law, A Handbook for High School Students*. Manila. LIBERTAS.

Mga Kagamitan

Cartolina
Icons (Human Sticks)
Manila paper, Pentel Pens

Rubrik

Kraytiya sa Pagtataya				
Kraytiya	Napakagaling	Magaling	Katamtaman ang Galing	Mahina
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
1. Nilalaman	Malinaw at angkop ang nilalaman sa hinihinging kaisipan	Angkop ang nilalaman	Hindi gaanong malinaw at angkop ang nilalaman	Hindi angkop ang nilalaman
2. Organisasyon	Maayos ang pagkalahad ng mga kaisipan	Nailahad ang kaisipan	Hindi gaanong maayos ang pagkalahad	Magulo, hindi maayos ang pagkalahad.
3. Istilo ng pagpapahayag	Malikhain at orihinal	Kakikitaan ng pagkamalikhain	Pangkaraniwang istilo ang ginamit sa paglalahad	Hindi kakikitaan ng pagkamalikhain ;masyadong pangakaraniwan at mababa sa inaasahang antas ng pagpapahayag ang ipinakita

Antas: Taon 3
Asignatura: ARALING PANLIPUNAN
Aralin/ Paksa: Ang Pagtataguyod ng Karapatang Pantao
Sesyon: Isa
Kaisipan: Tungkulin ng pamahalaan ang pangalagaan at itaguyod ang karapatan ng bawat tao

MGA BATAYANG KASANAYAN SA PAGKATUTO

Mga Karapatang Pantao

Naipaliliwanag ang mga anyo ng paglabag samga karapatang pantao

ANTAS I – INAASAHANG BUNGA	
<p>PAMANTAYAN</p> <p>Naipamamalas ng mag-aaral ang pag-unawa sa mga karapatang pantao at ang tungkulin ng pamahalaan upang ito ay pangalagaan at itaguyod</p>	
<p>KAKAILANGANING PAG-UNAWA</p> <p>Ang lahat ng tao ay ipinanganak na malaya at pantay sa karapatan. Sa tulong ng pamahalaan, kailangang ito ay mapangalagaan at maitaguyod upang masiguro ang kabutihang panlahat tungo sa pambansang katiwasayan.</p>	<p>MAHAHALAGANG TANONG</p> <p>Bakit mahalagang mapangalagaan at maitaguyod ang karapatang pantao?</p>
<p>KAALAMAN</p> <p><i>Nauunawaan ng mga mag-aaral na:</i></p> <ol style="list-style-type: none"> 5. Pantay-pantay ang lahat ng tao sa dignidad at karapatan 6. Tungkulin ng pamahalaan ang itaguyod at pangalagaan ang karapatang pantao 7. Mayroong 30 karapatan na nakasaad sa Universal Declaration of Human Rights 	<p>KASANAYAN/ KAKAYAHAN</p> <p><i>Ang mag-aaral ay:</i></p> <ol style="list-style-type: none"> 4. Nahihinuha ang katotohanan na nananaig pa rin ang hindi pagkakapantay-pantay sa isang lipunan 5. Naiisa-isa ang mga karapatang pantao at mga bagay na makapagpapalago rito 6. Nasusuri ang estado ng karapatang pantao sa bansa sa kasalukuyan 7. Nakalalahok sa isang samahan na nagtataguyod ng karapatang pantao

ANTAS II – PAGTATAYA

SA ANTAS NG PAG-UNAWA

Nakapagsasagawa ng pagsusuri sa estado ng pangangalaga at pagtataguyod ng karapatang pantao sa bansa

SA ANTAS NG PAGGANAP

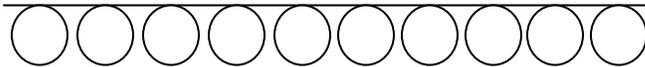
Pagtataya sa ginawang pagsusuri sa estado ng pangangalaga at pagtataguyod sa karapatang pantao sa bansa gamit ang sumusunod na pamantayan:

- Nakatukoy ng mga paglabag sa karapatang pantao sa bansa
- May ulat ng tugon ng pamahalaan sa mga paglabag sa karapatang pantao
- May natukoy na mga programa ng pamahalaan na may layuning pangalagaan ang karapatang pantao
- Natukoy ang mga ahensya ng pamahalaan na nangangalaga at nagtataguyod sa karapatang pantao
- Natukoy ang mga NGO na tumutulong sa pamahalaan upang itaguyod ang karapatang pantao

ANTAS III – PLANO SA PAGKATUTO

C. PAGTUKLAS

1. Iayos ang silid aralan upang malayang makagalaw ang mga mag-aaral para sa isasagawang gawain. Maaari rin namang lumabas ng silid aralan upang mas malaya silang makakilos at mas marami ang makababahagi sa gawain.
2. Papilahin ang mga mag-aaral. Maglagay ng guhit na siyang magiging “starting point”



3. Ibigay sa mga mag-aaral ang panuntunan sa isasagawang gawain.
 - a. May sasabihin ang guro ng mga bagay na maaaring tinatamasa ng mga tao sa kanilang buhay. (hal. may sariling bahay, may sariling sasakyan, may sariling cellphone, maybaon sa paaralan na 50 piso pataas at iba pa.)
 - b. Ang sinoman na tumutugon sa sinabi ng guro ay hahakbang papunta sa harapan ng isang beses at ang hindi naman ay hahakbang ng paurong ng isang beses.
4. Ipagpapatuloy ang gawain hanggang sa matapos ang lahat ng mga sasabihin ng guro.
5. Matapos ito ay panatilihin muna sila sa kanilang mga pwesto.
6. Itanong ang mga sumusunod sa mga mag-aaral:
 - a. Ano ang naging kapansin-pansin matapos ang gawain?
 - b. Ano ang ipinahihiwatig nito?

D. PAGLINANG

1. Atasan ang mga mag-aaral na magdala ng mga gamit sa pagguhit. (krayola, pentel pen atbp.)
2. Hatiin ang klase sa apat na pangkat at bigyan ang bawat isa ng manila paper.
3. Ibigay sa kanila ang magiging panuto sa gawain:

- a. Kailangan nilang magtulong-tulong sa pangkat upang gumuhit ng isang puno.
 - b. Isulat sa mga dahon, bunga o prutas, bulaklak at sanga nito ang mga karapatang pantao na sa kanilang palagay ay kailangan ng lahat ng tao upang makapamuhay nang may dignidad at katarungan.
 - c. At sa mga ugat ay kailangan naman nilang isulat ang mga bagay na kailangan upang mapalago at maitaguyod ang karapatan pantao. (Hal. maunlad na ekonomiya, edukasyon, mga batas na pinaiiiral at iba pa)
 - d. Kapag nakumpleto na nila ang kanilang iginuhit at nasulatan na ang mga bahagi nito ay kailangan nilang ipakita ang kanilang ginawa sa harap ng klase at ipaliwanag kung bakit ang mga salitang kanilang isusulat ang kanilang napili.
4. Bigyan ng sapat na panahon ang mga mag-aaral sa pagsasagawa ng gawain. Siguraduhin na nagtutulungan ang lahat sa gawain at pinakikinggan ang opinyon ng lahat ng kasapi ng pangkat.
 5. Matapos ang gawain ay bigyan ng panahon ang bawat pangkat na ibahagi sa klase ang kanilang ginawa.
 6. Habang nagbabahagi ang mga pangkat ay isulat sa pisara ang kanilang mga kasagutan gamit ang sumusunod na pormat:

Mga Karapatan	Makatutulong sa pagpapalago ng karapatan

7. Bumuo ng paglalahat mula sa natapos na pagbabahagi ng mga pangkat.
8. Itanong sa mga mag-aaral ang sumusunod:
 - a. Bakit kailangan ang karapatang pantao?
 - b. Bakit kailangang pangalagaan ang karapatang pantao? Sino ang may tungkulin nito?
 - c. Ano ang bahaging maaaring gampanan ng pamahalaan upang itaguyod ang karapatang pantao?
 - d. Bilang isang mamamayan, ano ang dapat mong isaalang-alang sa paggamit ng iyong mga karapatan?

E. PAGPAPALALIM

1. Ipaskil sa pisara ang listahan ng mga karapatan ayon sa Universal Declaration of Human Rights. Makatutulong kung ibubuod na ang mga karapatan upang mas madaling maunawaan ng mga mag-aaral.
2. Pagtugmain ang mga isinulat na karapatan ng mga mag-aaral sa dahon, prutas at sanga ng kanilang iginuhit na puno. Isulat ang bilang ng artikulo sa tabi ng mga karapatan na kanilang isinulat.
3. Talakayin ang mga karapatan na maaaring hindi naitala ng mga mag-aaral.
4. Sa proseso ng pagtalakay ay hayaang magbigay ng halimbawa ang mga mag-aaral. Ito man ay paglabag o nagtataguyod ng karapatan pantao.

F. PAGLALAPAT

1. Atasan ang mga mag-aaral na magsagawa ng pagsusuri sa kasalukuyang kalagayan ng pagtataguyod ng karapatang pantao sa bansa.
2. Magsagawa ng pagsasaliksik sa mga sumusunod:
 - a. Nananaig na paglabag sa karapatang pantao
 - b. Paano hinaharap ng pamahalaan ang mga paglabag na ito?
 - c. Ano ang mga programa ng pamahalaan na nangangalaga sa kaparatang pantao?
 - d. Anong ahensya ng pamahalaan ang nangangalaga sa karapatang pantao?
 - e. Anong mga NGO ang nangangalaga sa karapatang pantao? At ano ang kanilang mga programa.

3. Atasan silang gumawa ng isang komprehensibong ulat tungkol sa kanilang pagsusuri.
4. Ipaulat ito sa klase.

G. PAGSASABUHAY

1. Lumahok sa isang samahan na ang pangunahing layunin ay itaguyod ang karapatang pantao.

Sanggunian

<http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-3/Activity2.htm>

Rubric para sa ginawang pagsusuri sa estado ng pangangalaga at pagtataguyod sa karapatang pantao sa bansa

Kraytirya	4	3	2	1
<ul style="list-style-type: none"> • Nakatukoy ng mga paglabag sa karapatang pantao sa bansa 	Nakatukoy ng 4 o mahigit pang paglabag	Nakatukoy ng 3 paglabag	Nakatukoy ng 2 paglabag	Nakatukoy ng 1 paglabag
<ul style="list-style-type: none"> • May ulat sa tugon ng pamahalaan sa mga paglabag sa karapatang pantao 	Nakatukoy ng 4 o mahigit pang kaso	Nakatukoy ng 3 kaso	Nakatukoy ng 2 kaso	Nakatukoy ng 1 kaso
<ul style="list-style-type: none"> • May natukoy na mga programa ng pamahalaan na may layuning pangalagaan ang karapatang pantao 	Nakatukoy ng 4 o mahigit pang programa	Nakatukoy ng 3 program	Nakatukoy ng 2 programa	Nakatukoy ng 1 programa
<ul style="list-style-type: none"> • Natukoy ang mga ahensya ng pamahalaan na nangangalaga at nagtataguyod sa karapatang pantao • Naisalaysay ang layunin ng ahensya • Nailahad ang mga programa ng ahensya • Nailahad ang mga tulong na nagawa ng ahensya para sa mga biktima ng paglabag 	Nakita ang lahat ng kraytirya	Nakita ang 3 kraytirya	Nakita ang 2 kraytirya	Nakita ang 1 kraytirya
<ul style="list-style-type: none"> • Natukoy ang mga NGO na tumutulong sa pamahalaan upang itaguyod ang karapatang pantao 	Nakita ang lahat ng kraytirya	May kulang na isang kraytirya	May kulang na dalawang kraytirya	May kulang na tatlo o mahigit pang kraytirya

<ul style="list-style-type: none"> • Naisalaysay ang layunin ng ahensya • Nailahad ang mga programa ng ahensya • Nailahad ang mga tulong na nagawa ng ahensya para sa mga biktima ng paglabag • Nailahad ang mga kampanya ng ahensya para sa pagtataguyod ng pamahalaan ng karapatang pantao 				
--	--	--	--	--

Appendix

The Universal Declaration of Human Rights

UDHR

A revised version in easier English

1. Everyone is born free and should be treated the same way. We all have reason and conscience, and should treat one another in a spirit of friendship.
2. Everyone is entitled to the rights and freedoms in this declaration, regardless of their race, sex, language, religion, social group or country.
3. Everyone has the right to life, to freedom and to live in safety.
4. No one has the right to treat another person as a slave. Slavery is not allowed in any form.
5. No one has the right to hurt or torture another person, or to treat or punish people in a cruel, inhuman or degrading way.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone; it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their human rights are not respected.
9. No one has the right to put you or keep you in prison unjustly, or to unjustly expel you from your country.
10. Everyone has the right to a fair and public trial by a free and independent court.
11. Everyone should be considered innocent until proven guilty. If accused of a crime, you have a right to defend yourself. No one can condemn or punish you for something that you haven't done.
12. Everyone has the right to be protected if someone tries to harm them or their reputation. No one can enter your house, open your letters, or bother you or your family without good reason.
13. Everyone has a right to freedom of movement, to travel as they wish within their own country, and to leave their country and return if they want.
14. Everyone has the right to ask for protection from another country if they are being persecuted or are in danger of persecution. You lose this right if you have committed a crime.
15. Everyone has the right to a nationality and to belong to a country. No one has the right to take away your nationality or to prevent you from changing your nationality, if you wish.
16. Everyone has the right to marry, to choose their partner freely and to have a family. Nobody can force a person to marry. Men and women have the same rights when they marry and divorce. The government has a duty to protect the family.
17. Everyone has the right to own property and possessions, alone or with others. No one has the right to take these from you without good reason.
18. Everyone has the right to freedom of religion and belief, to choose a religion freely, to change their religion, and to practise it alone or with others.
19. Everyone has the right to think what they want (freedom of opinion) and say what they like (freedom of expression). Everyone should be able to search for, receive and share information and ideas freely.
20. Everyone has the right to organize peaceful meetings or to take part in peaceful meetings. It is wrong to force someone to belong to a group.
21. Everyone has the right to take part in their country's government, either directly or by freely choosing representatives. Each country should have regular elections with secret voting. Every citizen should have the right to vote. All votes should be equal. Everyone has an equal right to public services.
22. Everyone has the right to social security, and to all opportunities (economic, social, cultural) offered by their government to promote human development.
23. Everyone has the right to work, to choose their job freely, to good working conditions and to protection against unemployment. Everyone has the right to equal pay for equal work, and to join a trade union to defend their interests.
24. Everyone has a right to rest and leisure, including a right to reasonable working hours and to regular holidays with pay.
25. Everyone has the right to a basic standard of living, including food, clothing, housing, social services and medical care. You have a right to assistance and security if you are old, sick, disabled or unemployed, or if

you can't earn a living for any reason. Mothers and children are entitled to special care. All children have the same rights, whether or not their parents are married.

26. Everyone has the right to education and to go to school. All primary schools should be compulsory and free. Schools should build respect for human rights and freedom, and promote peace, international understanding, tolerance and friendship among the world's countries. Parents have the right to decide on their children's education.
27. Everyone has the right to share in the social and cultural life of their community. The works of artists, writers and scientists should be protected, and they should be able to benefit from them.
28. Everyone is entitled to a society and to a world where the rights and freedoms here are respected.
29. Everyone has duties to their community. The law should guarantee human rights, respect for others, social welfare, public safety and morality
30. No one has the right to take away any of the rights or freedoms in this declaration.

Source: <http://jalt.org/global/newsletter/42humansq.htm#undhr>

Antas: Taon 3
Asignatura: ARALING PANLIPUNAN
Aralin/ Paksa: Mga Epekto ng Paglabag sa Karapatang Pantao
Sesyon: Isa
Kaisipan: Ang bawat tao sa daigdig ay isinilang na pantay na dignidad at karapatan. Mahalagang igalang ito upang mapanatili at maitaguyod ang pandaigdigang kapayapaan.

MGA BATAYANG KASANAYAN SA PAGKATUTO

IV G. Nasusuri ang epekto ng mga nasabing paglabag sa pandaigdigang kapayapaan at pag-unlad

ANTAS I – INAASAHANG BUNGA	
<p>PAMANTAYAN</p> <p>Naipamamalas ng mga mag-aaral ang pag-unawa sa uri ng mga paglabag sa karapatang pantao, epekto nito sa sarili, sa bansa at sa mundo at ang kahalagahan ng pagsasagawa ng pagkilos para ito ay iwasan.</p>	
<p>KAKAILANGANING PAG-UNAWA</p> <p>May lumalabag sa karapatang pantao dahil pinapayagan ito ng ilan. Kailangan ng taong maging mapagmatyag at aktibo sa kampanya para sa pangangalaga at pagtataguyod sa karapatang pantao upang maiwasan ang epekto nito sa pamabansa at maging sa pandaigdigang kapayapaan</p>	<p>MAHAHALAGANG TANONG</p> <p>Paano magkakaroon ng pambansa at pandaigdigang kapayapaan?</p>
<p>KAALAMAN</p> <p><i>Nauunawaan ng mga mag-aaral na:</i></p> <ol style="list-style-type: none"> 8. Umiiral ang paglabag sa karapatang pantao saan mang bahagi ng mundo 9. May iba't ibang anyo ng paglabag sa karapatang pantao 10. Malaki ang epekto sa sarili, sa bansa at sa mundo ng pananaig ng paglabag sa karapatang pantao 11. May magagawa ang tao para mabawasan ang paglaganap ng paglabag sa karapatang pantao 	<p>KASANAYAN/ KAKAYAHAN</p> <p><i>Ang mag-aaral ay:</i></p> <ol style="list-style-type: none"> 8. Nakapagsusuri ng mga kaso ng paglabag ng pamahalaan sa karapatang pantao 9. Nakapagbibigay ng puna sa halimbawa ng diskriminasyon at hindi pagkakapantay-pantay sa ipinakitang gawain ng guro 10. Nakasusulat ng artikulo tungkol sa karapatang pantao 11. Naisasabuhay ang mga tiyak na hakbang sa pangangalaga at pagtataguyod ng karapatang pantao 12.

ANTAS II – PAGTATAYA

SA ANTAS NG PAG-UNAWA

Naisasabuhay ang mga tiyak na hakbang sa pangangalaga at pagtataguyod ng karapatang pantao

SA ANTAS NG PAGGANAP

Pagtataya sa ginawang tsart ng pagsasabuhay ng mga hakbang sa pangangalaga at pagtataguyod ng karapatang pantao batay sa mga sumusunod na pamantayan:

- Makatotohanan ang mga ginawang hakbang
- Angkop ang mga ginawang hakbang
- Naisagawa ang gawain sa loob ng isang linggo
- Naipahayag ang komitment na ipagpatuloy ang pagsasagawa nito
- May kalakip na pagninilay

ANTAS III – PLANO SA PAGKATUTO

H. PAGTUKLAS

1. Atasan ang mga mag-aaral na magdala ng mga “candy”. Ipalagay ang lahat ng ito sa basket na nasa ibabaw ng lamesa. Matapos ito ay kunin ang basket at umikot sa klase upang muli itong ibigay sa mga mag-aaral.
2. Bigyan ang ilang mga mag-aaral ng limang piraso o higit pa, ang ilan naman ay isa lamang at siguraduhin na mayroong mga mag-aaral na hindi mabibigyan ng candy.
3. Magtira ng maraming candy sa basket at sabihin sa kanila na ito ay para sa iyo dahil ikaw ang kanilang guro.
4. Hayaan ang mga bata sa kanilang mga reaksyon at pagkatapos ay itanong ang mga sumusunod:
 - a. Ano ang damdamin ninyo habang ipinamamahagi ang mga candy?
 - b. Ano ang damdamin ng mga mag-aaral na nakatanggap ng maraming candy?
 - c. Ano naman ang damdamin ng nakatanggap ng mas kakaunting pirsao ng candy?
 - d. Ano naman ang damdamin ng walang natanggap na candy?
 - e. Ano ang naging damdamin matapos makita na mas marami pang candy ang napunta sa guro na hindi naman nagbigay ng kahit na isang candy?
 - f. Nasasaksihan ba ninyo na nangyayari ang katulad na pangyayari sa bansa o sa mundo? Ibahagi ito sa klase.

I. PAGLINANG

1. Hatiin ang klase sa apat na pangkat.
2. Atasan ang mga mag-aaral na magsaliksik tungkol sa martial law na pinairal noong panahon ni Pangulong Ferdinand Marcos o sa ibang bansa na pinamumunuan ng isang diktador. Ibigay ito bilang takdang gawain.
3. Kailangan nilang suriin ang mga sumusunod:
 - a. Paraan ng pamumuno
 - b. Mga pinaiiral na batas
 - c. Mga nangyari o nangyayari pang paglabag sa karapatang pantao
 - d. Ano ang dahilan ng paglabag sa karapatang pantao?
 - e. Ang epekto ng mga paglabag sa karapatang pantao
4. Gumawa ng komprehensibong ulat at ipakita ito sa klase sa pagtutulungan ng lahat ng pangkat gamit ang PowerPoint o movie maker.

5. Kailangang siguraduhin na mapupukaw ng gagawing presentasyon ang damdamin at pansin ng mga kamag-aral.
6. Matapos ang presentasyon ng lahat ng pangkat at itanong ang mga sumusunod:
 - a. Anong damdamin ang naidulot matapos makita ang mga paglabag sa karapatang pantao na nakita sa presentasyon?
 - b. Paano kaya kung ikaw ay namuhay noong panahon na iyon? Ano kaya ang magiging epekto nito sa iyo?
 - c. Ano ang maidudulot kung patuloy na iiral ang paglabag sa karapatang pantao?
 - d. Bilang isang kabataan, ano ang magagawa mo upang masiguro na hindi na ito mangyayari sa kasalukuyang panahon?

J. PAGPAPALALIM

1. Ipabasa sa mga mag-aaral ang artikulo ukol sa paglabag sa karapatang pantao (Apendiks)
2. Magkaroon ng malayang talakayan sa klase upang maunawaan ng mga mag-aaral ang:
 - a. Mga uri ng paglabag sa karapatang pantao
 - b. Epekto ng paglabag sa karapatang pantao
 - c. Ano ang maaaring gawin upang maiwasan ang paglabag o mapigilan ang paglaganap ng paglabag?

K. PAGLALAPAT

1. Pagawain ang mga mag-aaral ng isang artikulo na kanilang ilalagay sa pahayagan ng paaralan na ang paksa ay tungkol sa karapatang pantao, paglabag dito at ang epekto nito sa kinabukasan ng mga kabataan
2. Maaari ring ibahagi ito sa mga social networking site upang mas maraming tao ang makabasa nito.
3. Simulang gumawa ng mga blog ukol sa kampanya para sa kampanya sa pangangalaga ng karapatang pantao.

L. PAGSASABUHAY

1. Atasan ang mga mag-aaral na gumawa ng mga tiyak na hakbang upang pangalagaan at itaguyod ang karapatang pantao na angkop para sa isang kabataan.
2. Gumawa ng tsart ng pagsasabuhay ng mga hakbang gamit ang pormat sa ibaba.

Halimbawa:

Mga Hakbang	Lunes	Martes	Miyerkules	Huwebes	Biyernes	Sabado	Linggo
1. liwasang pairalin ang diskriminasyon sa kapwa	x	x	✓	x	✓	✓	✓
2.							

3. Bantayan ang pagsasagawa nito sa loob ng isang linggo
4. Gumawa ng pagninilay matapos ang gawain.

Rubric para sa ginawang tsart ng pagsasabuhay ng mga hakbang sa pangangalaga at pagtataguyod ng karapatang pantao

Kraytirya	4	3	2	1
a. Makatotohanan ang mga ginawang hakbang	May isang hakbang na hindi makatotohanan	May dalawang hakbang na hindi makatotohanan	May tatlong hakbang na hindi makatotohanan	May apat o mahigit pang hakbang na hindi makatotohanan
b. Angkop ang mga ginawang hakbang	May isang hakbang na hindi angkop sa layunin	May dalawang hakbang na hindi angkop sa layunin	May tatlong hakbang na hindi angkop sa layunin	May apat o mahigit pang hakbang na hindi angkop sa layunin
c. Naisagawa ang paglalapat ng hakbang	Naisagawa sa loob ng isang linggo	Naisagawa sa loob ng 5-6 na araw	Naisagawa sa loob ng 3-4 na araw	Naisagawa sa loob ng 1 -2 araw
d. May kalakip na pagninilay – May pagsasalaysay ng mga naging karanasan sa pagsasagawa ng gawain – Nailahad ang mahalagang aral na natutunan mula sa gawain – Nailahad ang mga nakaharap na balakid sa pagsasagawa ng gawain – Nailahad ang komitment na ipagpatuloy ang pagsasabuhay ng mga hakbang	Nakita ang lahat ng kraytirya	Kulang ng 1 kraytirya	Kulang ng 2 kraytirya	Kulang ng 3 o mahigit pang kraytirya

Apendiks

Epekto ng mga paglabag sa Karapatang-Pantao (Hango)

Ang pag-iral ng hindi magandang ugnayan sa pagitan ng dalawang pangkat ang unang nagiging epekto sa paglabag sa karapatang-pantao. Malinaw ito sapagkat hindi maaaring mapayapa ang ugnayan ng dalawang pangkat na nagtutunggalian. Minsan, umaabot pa sa ibang bansa ang epekto ng nasabing kalagayan, lalo na kung nasasangkot ang Estado at ang malaking bahagi ng mga mamamayan. Kung sakali at humantong sa karahasan ang tunggalian, higit na lumalaki ang suliranin at nagiging higit na mahirap ang paglutas ditto.

Ganito ang nangyari sa South Africa kung saan higit ang dami ng Puti kaysa Itim noong panahon ng *apartheid*. Ang pagtanggig ng pamahalaang kontrolado ng mga Puti na kilalanin ang mga karapatang-sibil at pulitikal ng mga Itim and siyang nagbunga ng labis na karahasan. Maging ang lumikas sa mga kalapit-bansa ay sinundan at pinatay.

Isa rin sa mga pangunahing epekto ng paglabag sa karapatang-pantao ang pagkawala ng pagkakataon upang makapamuhay ang mga mamamayan nang ayon sa kanilang nais. Nawawalan din sila ng pagkakataong patunayan ang kanilang mga kakayahan at maabot ang kanilang mga pangarap sa buhay.

Labis ding nakaapekto sa ugnayan ng mga bansa ang mga paglabag sa karapatang-pantao.

Ginagamit din ng ilang maunlad na bansa ang usapin sa karapatang-pantao bilang sandatang pang-ekonomiya. Tumatangging makipagkalakalan ang mga ito sa mga bansang may hindi kanais-nais na record sa karapatang-pantao tulad ng ipinatupad ng Estados Unidos laban sa Cuba mula pa noong dekada 1960.

(Mula sa: Vivar, T., De Leon, Z., Discipulo, N., Quiray, R., Rillo, P., Vilorio, E. 1999. Pangangalaga sa timbang ng kalagayang ekolohikal. *Kasaysayan at Kabihasan ng Daigdig*. Quezon City: Vibal Publishing House, Inc. Ph. 365-366)

What it Means to Violate Human Rights

There is now near-universal consensus that all individuals are entitled to certain basic [rights](#) under any circumstances. These include certain civil liberties and political rights, the most fundamental of which is the right to life and physical safety. Human rights are the articulation of the need for [justice, tolerance](#), mutual respect, and human dignity in all of our activity.[1] Speaking of rights allows us to express the idea that all individuals are part of the scope of morality and justice.

To [protect human rights](#) is to ensure that people receive some degree of decent, humane treatment. To violate the most basic human rights, on the other hand, is to deny individuals their fundamental moral entitlements. It is, in a sense, to treat them as if they are less than human and undeserving of respect and dignity. Examples are acts typically deemed "crimes against humanity," including [genocide](#), torture, slavery, rape, enforced sterilization or medical experimentation, and deliberate starvation. Because these policies are sometimes implemented by governments, limiting the unrestrained power of the state is an important part of [international law](#). Underlying laws that prohibit the various "crimes against humanity" is the principle of nondiscrimination and the notion that certain basic rights apply universally.[2]

The Various Types of Violations

The number of deaths related to combat and the collateral damage caused by warfare are only a small part of the tremendous amount of [suffering and devastation](#) caused by conflicts. Over the course of protracted conflict, assaults on political rights and the fundamental right to life are typically widespread. Some of the gravest violations of the right to life are massacres, the starvation of entire populations, and genocide. Genocide is commonly understood as the intentional extermination of a single ethnic, racial, or religious group. Killing group members, causing them serious bodily or mental harm, imposing measures to prevent birth, or forcibly transferring children are all ways to bring about the destruction of a group. Genocide is often regarded as the most offensive crime against humanity.

The term "war crime" refers to a violation of the rules of [jus in bello](#) (justice in war) by any individual, whether military or civilian.[3] The laws of armed conflict prohibit attacks on civilians and the use of weapons that cause unnecessary suffering or long-term environmental damage.[4] Other war crimes include taking hostages, firing on localities that are undefended and without military significance, such as hospitals or schools, inhuman treatment of prisoners, including biological experiments, and the pillage or purposeless destruction of property.[5] Although clearly outlawed by international law, such war crimes are common. According to Kofi Annan, Secretary-General of the United Nations, it is increasingly true that "the main aim...[of conflicts]... is the destruction not of armies but of civilians and entire ethnic groups." [6]

Women and girls are often raped by soldiers or forced into prostitution. For a long time, the international community has failed to address the problem of sexual violence during armed conflict.[7] However, sexual assaults, which often involve sexual mutilation, sexual [humiliation](#), and forced pregnancy, are quite common. Such crimes are motivated in part by the long-held view that women are the "spoils" of war to which soldiers are entitled. Trafficking in women is a form of sexual slavery in which women are transported across national borders and marketed for prostitution. These so-called "comfort women" are another example of institutionalized sexual violence against women during wartime. Sexual violence is sometimes viewed as a way to destroy male and community pride or humiliate men who cannot "protect" their women. It is also used to silence women who are politically active, or simply inflict terror upon the population at large.[8] Mass rapes may also form part of a genocidal strategy, designed to impose conditions that lead to the destruction of an entire group of people. For example, during the 1990s, the media reported that "rape and other sexual atrocities were a deliberate and systematic part of the Bosnian Serb campaign for victory in the war" in the former Yugoslavia.[9]

Rather than simply killing off whole populations, government forces may carry out programs of torture. Torture can be either physical or psychological, and aims at the "humiliation or annihilation of the dignity of the person." [10] Physical torture might include mutilation, beatings, and electric shocks to lips, gums, and genitals.[11]

In psychological torture, detainees are sometimes deprived of food and water for long periods, kept standing upright for hours, deprived of sleep, or tormented by high-level noise.

Torture is used in some cases as a way to carry out interrogations and extract confessions or information. Today, it is increasingly used as a means of suppressing political and ideological dissent, or for punishing political opponents who do not share the ideology of the ruling group.[12]

In addition to torture, tens of thousands of people detained in connection with conflicts "disappear" each year, and are usually killed and buried in secret.[13] Government forces "take people into custody, hold them in secret, and then refuse to acknowledge responsibility for their whereabouts or fate." [14] This abduction of persons is typically intended to secure information and spread terror. In most cases, interrogations involve threats and torture, and those who are arrested are subsequently killed.[15] Corpses are buried in unmarked graves or left at dumpsites in an attempt to conceal acts of torture and summary execution of those in custody.[16] Because people disappear without any trace, families do not know whether their loved ones are alive or dead.

Various lesser forms of political oppression are often enacted as well. Individuals who pose a threat to those in power or do not share their political views may be arbitrarily imprisoned, and either never brought to trial or subject to grossly unfair trial procedures. Mass groups of people may be denied the right to vote or excluded from all forms of political participation. Or, measures restricting people's freedom of movement may be enforced. These include forcible relocations, mass expulsions, and denials of the right to seek asylum or return to one's home.[17] Political oppression may also take the form of [discrimination](#). When this occurs, basic rights may be denied on the basis of religion, ethnicity, race, or gender. Apartheid, which denies political rights on the basis of race, is perhaps one of the most severe forms of discrimination. The system of apartheid in South Africa institutionalized extreme racial segregation that involved laws against interracial marriage or sexual relations and requirements for the races to live in different territorial areas. Certain individuals were held to be inferior by definition, and not regarded as full human beings under the law.[18] The laws established under this system aimed at social control, and brought about a society divided along racial lines and characterized by a systematic disregard for human rights.

In addition, women are uniquely vulnerable to certain types of human rights abuses -- in addition to the sexual abuse mentioned above, entrenched discrimination against women is prevalent in many parts of the world and leads to various forms of political and social oppression. This includes strict dress codes and harsh punishments for sexual "transgressions," which impose severe limitations on women's basic liberties. In addition, women in some regions (Africa, for example) suffer greater poverty than men and are denied political influence, education, and job training.[19]

Human Rights Violations and Intractable Conflict

Many have noted the strong interdependence between human rights violations and intractable conflict. Abuse of human rights often leads to conflict, and conflict typically results in human rights violations. It is not surprising, then, that human rights abuses are often at the center of wars and that [protection of human rights](#) is central to conflict resolution.[20]

Violations of political and economic rights are the [root causes](#) of many crises. When rights to adequate food, housing, employment, and cultural life are denied, and large groups of people are excluded from the society's decision-making processes, there is likely to be great social unrest. Such conditions often give rise to [justice conflicts](#), in which parties demand that their basic needs be met.

Indeed, many conflicts are sparked or spread by violations of human rights. For example, massacres or torture may inflame hatred and strengthen an adversary's determination to continue fighting. Violations may also lead to further violence from the other side and can contribute to a [conflict's spiraling](#) out of control.

On the flip side, armed conflict often leads to the breakdown of infrastructure and civic institutions, which in turn undermines a broad range of rights. When hospitals and schools are closed, rights to adequate health and education are threatened. The collapse of economic infrastructure often results in pollution, food shortages, and

overall poverty.[21] These various forms of economic breakdown and oppression violate rights to self-determination and often contribute to further human tragedy in the form of sickness, starvation, and lack of basic shelter. The breakdown of government institutions results in denials of civil rights, including the rights to privacy, fair trial, and freedom of movement. In many cases, the government is increasingly militarized, and police and judicial systems are corrupted. Abductions, arbitrary arrests, detentions without trial, political executions, assassinations, and torture often follow.

In cases where extreme violations of human rights have occurred, [reconciliation](#) and peacebuilding become much more difficult. Unresolved human rights issues can serve as [obstacles to peace negotiations](#). [22] This is because it is difficult for parties to move toward conflict [transformation](#) and [forgiveness](#) when memories of severe [violence](#) and atrocity are still primary in their minds.

What Can Be Done?

[International humanitarian law](#) has been enacted to preserve humanity in all circumstances, even during conflicts. Such law "creates areas of peace in the midst of conflict, imposes the principle of a common humanity, and calls for [dialogue](#)." [23] It rules out unlimited force or total war and seeks to limit the use of violence in the hopes of maintaining the necessary conditions for a return to peace. Various international committees are in place to monitor compliance with human rights standards and report any violations. When breaches do occur, they are brought to the attention of [international tribunals](#) or tried in an international court or war crimes tribunal. But conflicts sometimes progress beyond the state at which international law can help. As the number of victims grows and more individuals are taken prisoner, tortured, or executed, it becomes more difficult to resort to the legal path. [24]

In addition, it is often difficult to "reconcile the safeguarding of human rights with conflict resolution." [25] Many peacekeeping and conflict-prevention initiatives have failed both to protect human rights and help the parties towards conflict resolution. In part this is due to the fact that while wars between states have diminished, wars within states have escalated. Many internal conflicts involve a surge in organized violence. Genocide, crimes against humanity, and aggression against civilians have become a central part of warfare in these "internal" conflicts. Such violence often arises out of [identity issues](#) -- in-group/out-group dynamics -- and attempts of one ethnic or religious group to gain and maintain political control and to exclude other groups. [26] Such conflicts are often not fought over principles or ideas, but rather focus on differences. The "outsiders" are dehumanized, making human rights violations such as severe discrimination or ethnic cleansing all the more psychologically feasible. Thus, attacks on human rights are often at the very heart of these internal conflicts. [27]

In response, public authorities must regain control of organized violence. This means a re-establishment of the rule of law and a [rebuilding of trust](#) in public authorities. In addition, more inclusive, democratic values are needed to defuse exclusivist ideals. [28] In the face of such violations, leaders must champion international legal norms and human rights. These human rights norms are central to the maintenance of civil society, and necessary for grounding attitudes of tolerance and mutual respect within communities.

Serious difficulties arise, however, when those in power are responsible for human rights violations. In this case, outside intervention is necessary to stop the abuse.

The Question of Humanitarian Intervention

There is much disagreement about when and to what extent outside countries can engage in [humanitarian intervention](#). More specifically, there is debate about the efficacy of using military force to protect the human rights of individuals in other nations. This sort of debate stems largely from a tension between state sovereignty and the rights of individuals.

Some defend the principles of state sovereignty and nonintervention, and argue that other states must be permitted to determine their own course. It is thought that states have diverse conceptions of justice, and international [coexistence](#) depends on a pluralist ethic whereby each state can uphold its own conception of the good. Among many, there is "a profound skepticism about the possibilities of realizing notions of universal

justice." [29] States that presume to judge what counts as a violation of human rights in another nation interfere with that nation's right to [self-determination](#). In addition, requiring some country to respect human rights is liable to cause friction and can lead to far-reaching disagreements. [30] Thus, acts of intervention may disrupt interstate order and lead to further conflict. [31]

Others think, "Only the vigilant eye of the international community can ensure the proper observance of international standards, in the interest not of one state or another but of the individuals themselves." [32] They maintain that massive violations of human rights, such as genocide and crimes against humanity, warrant intervention, even if it causes some tension or disagreement. Certain rights are inalienable and universal, and "taking basic rights seriously means taking responsibility for their protection everywhere." [33] If, through its atrocious actions, a state destroys the lives and rights of its citizens, it temporarily forfeits its claims to legitimacy and sovereignty. [34] Outside governments then have a positive duty to take steps to protect human rights and preserve life. In addition, it is thought that political systems that protect human rights reduce the threat of world conflict. [35] Thus, intervention might also be justified on the ground of preserving international security.

Nevertheless, governments are often reluctant to commit military forces and resources to defend human rights in other states. [36] In addition, the use of violence to end human rights violations poses a moral dilemma insofar as such interventions may lead to further loss of innocent lives. [37] It is imperative that the least amount of force necessary to achieve humanitarian objectives be used, and that intervention not do more harm than good. Lastly, there is a need to ensure that intervention is legitimate, and motivated by genuine humanitarian concerns. The purposes of intervention must be apolitical and disinterested. However, if risks and costs of intervention are high, it is unlikely that states will intervene unless their direct interests are involved. [38]

Many note that in order to truly address human rights violations, we must strive to understand the [underlying causes](#) of these breaches. These causes have to do with underdevelopment, economic pressures, various social problems, and international conditions. [39] Indeed, the roots of repression, discrimination, and other denials of human rights stem from deeper and more complex political, social, and economic problems. It is only by understanding and ameliorating these root causes and strengthening [civil society](#) that we can truly protect human rights.

http://www.beyondintractability.org/essay/human_rights_violations/

Antas: Taon 3
Asignatura: Araling Panlipunan
ARALIN / PAKSA: Katapatan sa Panunungkulan, Mahalaga sa Pag-unlad ng Bansa
Sesyon: Dalawa
KAISIPAN: Ang katapatan ng nanunungkulan sa pamahalaan ay mahalagang elemento para sa pangkabuhayang pag-unlad.

MGA BATAYANG KASANAYAN SA PAGKATUTO

IVA Naiuugnay ang mga pwersang pangkabuhayan sa kalagayang pulitikal ng bansa

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN	
Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng mabuting pamumuno sa kaunlaran ng bansa.	
KAKAILANGANING PAG-UNAWA	MAHAHALAGANG TANONG
Naipamamalas ng mag-aaral ang pag-unawa sa paraan ng pagpapamalas ng mga nanunungkulan ng katapatan sa pamahalaan.	<ol style="list-style-type: none"> 1. Paano naipamamalas ang pagiging tapat sa panunungkulan? 2. Paano ito naiuugnay sa kaunlaran ng bansa?
KAALAMAN	KASANAYAN/ KAKAYAHAN
<i>Nauunawaan ng mga mag-aaral na . . .</i>	<i>Ang mag-aaral ay. . .</i>
<ol style="list-style-type: none"> 1. Ang politiko ng bansa ay pinamumunuan ng mga nanunungkulan. 2. Ang kanilang pamumuno ay may mahalagang epekto sa pangkabuhayan ng bansa. 	<ol style="list-style-type: none"> 1. Nailalahad ang mga katangian ng mga mabubuting nanunungkulan sa pamahalaan. 2. Naipaliliwanag ang epekto ng maayos at mabuting panunungkulan sa pangkabuhayang pag-unlad. 3. Nasusuri ang kahalagahan ng pagiging tapat ng isang nanunungkulan sa pamahalaan sa pagtatamo ng kaunlaran ng bansa.
ANTAS II - PAGTATAYA	
SA ANTAS PAGGANAP	SA ANTAS NG PAG-UNAWA
Magbuo ng anim na pangkat. Sagutin nila ang mga sumusunod na tanong:	Gawin ng mga mag-aaral ang sumusunod na pagsasanay:
<ol style="list-style-type: none"> 1. Gaano kahalaga ang pagiging tapat sa panunungkulan sa gobyerno tungo sa kaayusan at kaunlaran? 2. Ano-ano ang epekto ng katiwalian sa pag-unlad at kapayapaan ng bansa? 3. Bilang mag-aaral /mamamayan, may bahagi ka bang dapat gampanan sa pagsugpo ng katiwalian sa pamahalaan? 	Punan ng mga mag-aaral ang mga sumusunod na pangungusap: <ol style="list-style-type: none"> a. Ang katiwalian sa pamahalaan ay nagdudulot ng _____ b. Ang tapat na panunungkulan ay nagbibigay-daan sa _____ c. Nagiging matagumpay ang pakikibaka sa katiwalian kung _____

<p>Ipaliwanag ang inyong sagot.</p> <p>Bawat pangkat ay maglalahad ng kanilang mga sagot sa pamamagitan ng role play. Ipagpalagay na iniiterbyu sila ng media para sa Media Campaign against Corruption.</p> <p>Gamitin ang <i>Kraytirya sa Pagtataya</i> para sa Pagtataya</p>	<p>Gamit ang paraang <i>Scaled Choice</i>, ibigay ang saloobin hinggil sa mga sumusunod:</p> <p>Sang-ayon Di-sang-ayon</p> <p style="text-align: center;"> _____ _____ _____ _____ _____ _____ 0 1 2 3 4 5 </p> <ol style="list-style-type: none"> 1. Paminsan-mionsan, nakasalalay sa matapat na pinuno ang kaunlaran ng bansa. 2. Ang pagiging mulat ng mga mamamayan ay solusyon sa katiwalian. 3. Nararapat lamang isumbong sa mga kinauukulang institusyon ang mga taong gumagawa ng katiwalian sa pamahalaan.
---	--

ANTAS III – PLANO SA PAGKATUTO

MGA PLANO SA PAGKATUTO

L. PAGTUKLAS

Ipakita sa klase ang isang talaan ng mga gawaing nagpapakita ng di-magandang gawain ng tao o mga tao.

- a. Pagsunod sa utos ng isang tao kung may kapalit lamang
- b. Pagbibigay ng anumang suhol (bagay o pera) upang hindi ka punahin sa isang di-magandang gawain
- c. Pagtanggap ng suhol

Itanong sa mga mag-aaral:

- Ano ang masasabi ninyo sa mga gawaing nabanggit?
- Bakit itinuturing na di-magandang gawa ang mga ito?
- Ano ang dapat gawin upang di lumaganap ang ganitong gawain?

Ipabasa sa mga mag-aaral at ipatalakay ang *Ang Pagsupil Sa Katiwalian Sa Pilipinas* (Tingnan sa Apendiks). Bigyang pansin ang partikular na panunungkulan ng mga namumuno.

M. PAGLINANG

Sa ating bayan, laganap ang katiwalian sa pamunuan. Suriin ang sitwasyon ng paglala ng katiwalian sa Pilipinas.

Gamiting gabay sa talakayan ang mga sumusunod:

- a. Anu-ano ang mga dahilan kung bakit nakikilala ang Pilipinas bilang isang bansa na maraming kaso ng katiwalian?
- b. Anu-anong mga kondisyon ang mahalaga sa pagsupil ng katiwalian?
- c. Paano makatutulong ang mga kabataan sa pagsupil ng katiwalian?

d. Ano ang damdamin ninyo tungkol sa isyu ng katiwalian sa Pilipinas?

N. PAGPAPALALIM

Magbuo ng apat na pangkat. Magkaroon ng pangkatang talakayan tungkol sa babasahin gabay ang sumusunod na tanong:

Ano ang kahalagahan ng katapatan ng mga nanunungkulan at paraan ng kanilang pamumuno sa pag-unlad ng bansa?

Ihayag ng iba't-ibang pangkat ang kanilang napagkasunduang sagot.

O. PAGLALAPAT

Gamit ang *Graphic Organizer* sa Apendiks, ipatala sa bawat pangkat ang katiwalian na maaaring maganap sa isang pamayanan at magmungkahi ng solusyon.

P. TAKDANG ARALIN

Makipanayam ang mga mag-aaral sa kanilang punong-bayan at alamin ang mga sumusunod:

1. Programa o ordinansa upang maiwasan ang pandaraya, suhulan at *red tape* sa pamahalaang lokal
2. Nilalaman ng nasabing programa o ordinansa

Mga Sanggunian

Vivar, T., De Leon, Z., Discipulo, N., Quiray, R., Rillo, P., Vilorio, E. 2008. *Kasaysayan at Kabihasan ng Daigdig*. Quezon City: Vibal Publishing House, Inc. Pp.73-105

Bhargava, V. _____. Ang Pagsupil sa Katiwalian sa Pilipinas. _____

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)* Manila. LIBERTAS Project..

Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law, A Handbook for High School Students*. Manila. LIBERTAS.

Sec. 1 of RA 3019 ,ANTI-GRAFT AND CORRUPT PRACTICES ACT

Sec. 2 of Republic Act No. 6713 "Code of Conduct and Ethical Standards for Public Officials and Employees."

1987 Constitution of the Philippines, Art. XI ACCOUNTABILITY OF PUBLIC OFFICERS, Sec. 1

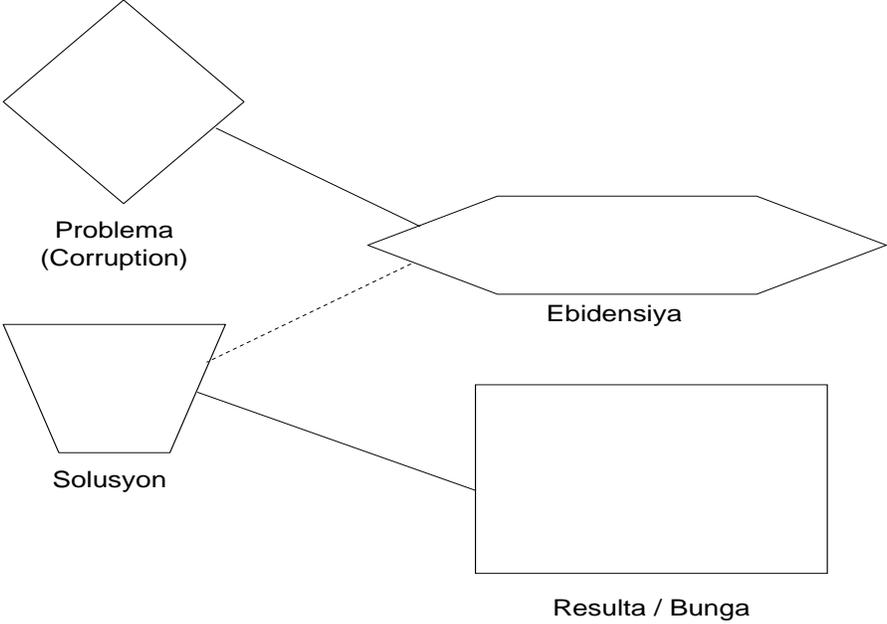
Mga Kakailangang Kagamitan

talaan ng mga gawaing nagpapakita ng di-magandang gawi ng tao o mga tao

Rubrik

Kraytirya sa Pagtataya				
Kraytirya	Napakagaling	Magaling	Katamtaman ang Galing	Mahina
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
25. Ang mga pangkat ay nagtalakayan upang masagot ang mga katanungan.				
26. Ang mga sagot ay akma sa tanong.				
27. Ang role play ay nagpapakita ng interbyu.				
28. Ang interbyu ay maayos na naisagawa.				
Kalahatan				
Marka				

Apendiks



Babasahin

Ang Pagsupil Sa Katiwalian Sa Pilipinas² Vinay Bhargava

Mula sa perspektibong internasyonal, may tatlong dahilan kung bakit ang isang malakas at kapani-paniwalang programa upang masupil ang katiwalian sa Pilipinas ay mahalaga:

1. Ang Pilipinas ay madalas nababanggit (sa pangkalakalang panunuri, sa media, at anti-corruption watchdog agencies), bilang isang bansa kung saan ang katiwalian ay pumipigil sa dayuhan at lokal na pangangapital at ito ay maaaring magpabagsak sa lagay ng bansa sa larangan ng kompetisyon. Ang pangangapital ay mahalaga upang maisulong ang ekonomiya at kabutihang panlipunan.
2. Dahil ang katiwalian ay hindi maikakailang nagpapahina sa kayamanan na magagamit sana para sa kaunlaran, nambabaluktot sa daan tungo sa serbisyo para sa mahihirap sa komunidad at nagpapaguho ng tiwala ng publiko sa hangarin at kapasidad ng pamahalaan na mapaglingkuran ang mahihirap, ang *anti-corruption strategy* ay mahalaga para maisakatuparan ang “pro-poor at pro-growth” na paninindigan ng administrasyong Estrada.
3. Dahil sa katiwalian, nagpalabas ng *pivotal international criterion* para sa pamamahagi ng tulong para sa kaunlaran, kung saan ang mga bansa ay huhugahan batay sa paraan ng pagsupil nito sa katiwalian.

Ayon sa aming pagsusuri, naaabot ng Pilipinas ang mga inilahad na kundisyon para sa matagumpay na pakikibaka laban sa katiwalian. Nakatuon sa isyung ito ang pamayanang sibil at media. Ang iba pang mabubuting elemento ay: ang kaalaman tungkol sa problema; mga halimbawa ng matagumpay na programa laban sa katiwalian ng mga pangunahing ahensiya; isang legal na balangkas na itinatag upang tumugon sa isyu; at ang pagkakaroon ng mga institusyon na may pananagutang sumupil sa katiwalian sa pampublikong sektor. Bagama't ang katiwalian ay isang problema sa Pilipinas na matatagalan pa bago lubusang masupil, nakapagpapasiglang malaman na naniniwala ang publiko na ang problema ay malulutas. Ito ay batay sa palagay ng 59% tugon sa SWS survey noong Setyembre 1998 na ang pamahalaan ay maaaring mapalakad ng walang katiwalian.

Sec. 1 of RA 3019 ,ANTI-GRAFT AND CORRUPT PRACTICES ACT

Sec. 1. *Statement of policy.* - It is the policy of the Philippine Government, in line with the principle that a public office is a public trust, to repress certain acts of public officers and private persons alike which constitute graft or corrupt practices or which may lead thereto.

Sec. 2 of Republic Act No. 6713 "Code of Conduct and Ethical Standards for Public Officials and Employees."

Section 2. Declaration of Policies. - It is the policy of the State to promote a high standard of ethics in public service. Public officials and employees shall at all times be accountable to the people and shall discharge their duties with utmost responsibility, integrity, competence, and loyalty, act with patriotism and justice, lead modest lives, and uphold public interest over personal interest.

1987 Constitution of the Philippines, Art. XI ACCOUNTABILITY OF PUBLIC OFFICERS, Sec. 1

Section 1. Public office is a public trust. Public officers and employees must, at all times, be accountable to the people, serve them with utmost responsibility, integrity, loyalty, and efficiency; act with patriotism and justice, and lead modest lives.

² Translated by Veronica Ramirez

Antas: Taon 3
Asignatura: ARALING PANLIPUNAN
ARALIN / PAKSA: Ang Paggalang at Pagsunod sa Batas para sa Kaunlaran ng Bayan
Sesyon: Dalawa
KAISIPAN: Ang paggalang sa mga itinalagang awtoridad, mga batas, at mga kautusan ay kailangan upang ang kapayapaan at pag-unlad ay lubusang makamtan.

MGA BATAYANG KASANAYAN SA PAGKATUTO

IV F. Nasusuri ang mga isyu at suliraning may kinalaman sa paggamit ng teknolohiya (isyu at suliraning ekolohikal, paglipat ng teknolohiya at iba pa)

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN	
Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng pagsunod sa batas para sa kaunlaran ng bayan.	
KAKAILANGANING PAG-UNAWA	MAHAHALAGANG TANONG
Naipamamalas ng mag-aaral ang pag-unawa sa mga paraan ng mahusay na pagsunod sa batas upang ito ay makatulong sa pag-unlad.	<ol style="list-style-type: none"> 1. Paano makatutulong ang mga kabataan sa kaunlaran ng bayan? 2. Ano ang maaring mangyari kung hindi matutong sumunod sa batas ang mga mamamayan?
KAALAMAN	KASANAYAN/ KAKAYAHAN
<i>Nauunawaan ng mga mag-aaral na . . .</i> <ol style="list-style-type: none"> 1. Ang autoridad ng pamahalaan at mga batas ay dapat igtalag at sundin. 2. Ang pagsunod sa batas ay nakatutulong sa kaunlaran ng bansa 	<i>Ang mag-aaral ay. . . .</i> <ol style="list-style-type: none"> 1. Nailalahad ang kahalagahan ng pagsunod sa batas o alituntunin 2. Naipaliliwanag ang kaugnayan ng pagsunod sa mga patakaran hinggil sa kapaligiran 3. Nasusuri ang kahalagahan ng pangigingibabaw ng kagalingang panlahat sa pagpapairal ng batas
ANTAS II - PAGTATAYA	
SA ANTAS PAGGANAP	SA ANTAS NG PAG-UNAWA
Magbuo ng <i>campaign plan</i> ang bawat pangkat para makatulong sa pagpapasunod ng mga mamamayan sa mga hakbang upang masugpo ang suliraning pangkatahimikan sa inyong barangay. Ang mga bahagi ng <i>campaign plan</i> ay ang makikita sa ibaba:	Gawin ng mga mag-aaral ang sumusunod na pagsasanay: Sumulat ng sanaysay na nagtatalakay sa kahalagahan ng pagsunod sa batas ng mga kabataan. Paano ka makakatulong sa mga out-of-school youth upang sila ay matutong sumunod sa batas?

Layunin: _____ Mga Gawain: _____ Mga kasapi at kani-kaniyang gawa: Mga kagamitan: _____ Petsa, oras at lugar : _____ Gamitin ang <i>Kraytirya sa Pagtataya</i> para sa Pagtataya	lugnay ang pagsunod sa batas sa pagsulong ng kaunlaran ng bansa. Gawing kapani-paniwala ang iyong pangangatuwiran.
---	---

ANTAS III – PLANO SA PAGKATUTO

JJ. PAGTUKLAS

Awiting ang *Masdan Ang Kapaligiran* (Tingnan sa Apendiks) bilang pagganyak sa mga mag-aaral

Hatiin ang klase sa apat. Talakayin ng bawat pangkat ang isang batas / ordinansa sa ibaba.

Ipaliwanag kung bakit may ganitong batas / ordinansa.

Bigyang diin sa talakayan ang mga sumusunod na punto:

- a. Kahalagahan ng batas o kautusang ipinairal
- b. Nakatutulong ba ang batas o kautusan sa kapakanan ng nakararami?
- c. Mabisa ba ang kautusan sa pagtatamo ng kaunlaran at kaayusan?

Unang Pangkat

Pagbabawal ng Land Transportation and Regulatory Board (LTFRB) na gamitin ng mga provincial buses ang kahabaan ng EDSA.

Ikalawang Pangkat

Ordinansa na nagbabawal sa mga estudyante na high school na pumasok sa mga mall sa oras ng klase.

Ikatlong Pangkat

Pagbabawal sa mga pedicab at jeepney drivers sa pagtigil o pababa sa hindi tamang babaan ng pasahero.

Ika-apat na Pangkat

Pagbabawal sa mga vendors sa kahabaan ng CM Recto sa Divisoria ng paglalagay ng kanilang paninda sa kalsada.

Ipaulat sa klase ang kanilang natalakay.

Basahin ng mga mag-aaral ang *Pangangalaga sa Timbang na Kalagayang Ekolohikal*. (Tingnan sa Apendiks).

Alamin nilang mabuti kung anu-ano ang mga patakaran para sa pangangalaga ng kapaligiran natin.

KK. PAGLINANG

Sa pisara, isulat ang mga sumusunod na kategorya:

lupa, hangin, pisikal ng kapaligiran, tubig, halaman

Isulat ng mga mag-aaral ang magagawa ng mga mamamayan sa bawat kategorya upang masugpo ang paglubha ng kalagayan ng kapaligiran, ayon sa babasahin.

Inaasahang sagot:

Klima	Hangin	Pisikal na kapaligiran	Tubig	Halaman
Magtanim ng mga puno, mga palumpong at damo upang lumamig ang isang lugar; Iwasan ang paggamit ng mga produktong may <i>chlorofluoro-carbons</i>	Huwag sunugin ang mga basurang hindi natutunaw tulad ng plastik upang mabawasan ang init at polusyon.	Pigilin ang sistemang kaingin sa pagsasaka; Gumamit ng <i>organic compost</i> sa pagtanim; Magtipid sa paggamit ng enerhiya. Patayin ang ilaw, TV at iba pa kapag hindi kailangan o hindi ginagamit; Gumamit ng enerhiyang solar.	Magtipid sa paggamit ng tubig; Gamitin muli ang tubig na ginamit sa pagbabanlaw;	Huwag alisin ang mga damo sa gulayan at palayan; Huwag putulin ang mga puno dahil sinisipsip ng mga ito ang <i>carbón dioxide</i> at nagbibigay ng <i>oxygen</i>

LL. PAGPAPALALIM

Talakayin ang mga sumusunod na tanong:

1. Ano ang mga sanhi ng pagkasira ng kapaligiran?
2. Anu-ano ang maaaring gawin ng mga mamamayan upang mapabuti ang kalagayan ng kapaligiran?
3. Bakit mahalaga ang pagpapa-iral ng patakaran sa pangangalaga ng kapaligiran?
4. **Paano nakakatulong ang mga batas at kautusang umiiral sa kagalingan o interes ng nakararami?**
5. Bilang mamamayan, ano ang iyong gampanin sa malasakit na binibigay ng pamahalaan sa iyong mga kapakanan o interes?

Ipaliwanag kung paano nakatutulong sa kaunlaran ng bansa ang pagsunod ng mga mamamayan sa batas. Buuin ng mga mag-aaral ang mga sumusunod na pangungusap:

1. Sa pagpapanatili ng kapayapaan at pagkakaisa sa bansa, obligasyon ng bawat mamamayan na_____
2. Ang mga batas at kasunduan ay nilikha upang_____
3. Ang paggalang sa mga itinalagang awtoridad, batas at kasunduan ay mahalaga sapagkat_____

MM. PAGLALAPAT

Magbuo ng anim na pangkat. Talakayin ng bawat pangkat ang sumusunod na mga tanong. Pagkatapos

ay iulat ito sa klase:

Bilang mag-aaral, paano kayo makatutulong sa pagpapanatili ng kaayusan sa inyong bayan?
Bilang mamamayan, paano ka makatutulong sa pagsulong sa pandaigdigang kapayapaan?

NN. TAKDANG ARALIN

Magsaliksik at maghanap ang mga mag-aaral ng mga batas tungkol sa karahimikan at kaayusan. Isulat ito sa ¼ cartolina at ipaskil sa iba't-ibang lugar sa paaralan.

Mga Sanggunian

Vivar, T., De Leon, Z., Discipulo, N., Quiray, R., Rillo, P., Vilorio, E. 1999. Pangangalaga sa timbang ng kalagayang ekolohikal. *Kasaysayan at Kabihasan ng Daigdig*. Quezon City: Vibal Publishing House, Inc. pp. 248; 253-254; 264
Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)* Manila. LIBERTAS Project..
Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law, A Handbook for High School Students*. Manila. LIBERTAS.
Civil Code, Art. 14

Mga Kakailangang Kagamitan

Cartolina, Masking tape, Internet

Rubrik

Kraytirya sa Pagtataya				
Kraytirya	Napakagaling	Magaling	Katamtaman ang Galing	Mahina
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
29. Ang <i>campaign plan</i> ay para sa isang suliranin sa barangay				
30. Kumpleto sa impormasyon ang <i>campaign plan</i>				
31. Makatotohanan ang plano at maaaring magawa sa komunidad				
32. Ang <i>campaign plan</i> ay makatutulong sa pagpapasunod ng mga mamamayan sa mga hakbang upang masugpo ang suliraning pangkatahimikan sa inyong barangay				
Kalahatan				
Marka				

APENDIKS

Civil Code, art. 14

ARTICLE 14. Penal laws and those of public security and safety shall be obligatory upon all who live or sojourn in the Philippine territory, subject to the principles of public international law and to treaty stipulations.

Pangangalaga sa Timbang na Kalagayang Ekolohikal

Kung noon, iilan lamang ang nababahala sa kalagayan ng kapaligiran tulad ng mga *conversationist* at *ecologist*, ngayon, halos lahat na: ang pamahalaan, ang Simbahan at iba't-ibang organisasyong pambansa at pandaigdig.

Nasisira ang kapaligiran: hangin, lupa, klima, pisikal na kapaligiran, mga hayop, halaman, at iba pang mga uri ng bagay ng buhay at hindi buhay nang dahil na rin sa tao.

Kapag pinabayaang mag-isa, nananatiling timbang ang mga organismo sa *ecosystem*. Ngunit kapag nasira ang isang kawing, mahihirapan lahat at manganganib ang kalagayan ng kapaligiran.

Madalas, ang tao ang dahilan ng pagkasira ng mga kawing. Ang tao rin ay maraming magagawa upang masugpo ang paglubha ng kalagayan ng kapaligiran tulad ng mga sumusunod:

1. Pigilin ang sistemang kaingin sa pagsasaka
2. Huwag alisin ang mga damo sa gulayan at palayan
3. Huwag putulin ang mga puno dahil sinisipsip ng mga ito ang *carbón dioxide* at nagbibigay ng *oxygen*
4. Huwag sunugin ang mga basurang hindi natutunaw tulad ng plastik upang mabawasan ang init at polusyon.
5. Magtanim ng mga puno, mga palumpong at damo upang lumamig ang isang lugar.
6. Magtipid sa paggamit ng tubig.
7. Gamitin muli ang tubig na ginamit sa pagbabanlaw.
8. Gumamit ng *organic compost* sa pagtanim.
9. Iwasan ang paggamit ng mga produktong may *chlorofluoro-carbons*.
10. Magtipid sa paggamit ng enerhiya. Patayin ang ilaw, TV at iba pa kapag hindi kailangan o hindi ginagamit.
11. Gumamit ng enerhiyang solar.

Masdan Ang Kapaligiran – Asin

INTRO

Wala ka bang napapansin
Sa iyong mga kapaligiran
Kay dumi na ng hangin
Pati na ang mga ilog natin

REFRAIN 1

Hindi nga masama ang pag-unlad
At malayu-layo na rin ang ating narating
Ngunit masdan mo ang tubig sa dagat
Dati’y kulay asul, ngayo’y naging itim

Ang mga duming ating ikinalat sa hangin
Sa langit, ‘wag na nating paabutin
Upang kung tayo’y pumanaw man
Sariwang hangin, sa langit natin matitikman

REFRAIN 2

Mayro’n lang akong hinihiling
Sa aking pagpanaw, sana ay tag-ulan
Gitara ko ay aking dadalhin
Upang sa ulap na lang tayo magkantahan

AD LIB

Ang mga batang ngayon lang isinilang
May hangin pa kayang matitikman
May mga puno pa kaya silang aakyatin
May mga ilog pa kayang lalanguyan

REFRAIN 3

Bakit ‘di natin pag-isipan
Ang nangyayari sa ating kapaligiran
Hindi nga masama ang pag-unlad
Kung hindi nakakasira ng kalikasan

Darating ang panahon, mga ibong gala
Ay wala nang madadapuan
Masdan mo ang mga punong dati ay kay tatag
Ngayon’y namamatay dahil sa ating kalokohan

REFRAIN 4

Lahat ng bagay na narito sa lupa
Biyayang galing sa Diyos kahit no’ng ika’y wala pa
Ingatan natin at ‘wag nang sirain pa
‘Pagkat ‘pag Kanyang binawi, tayo’y mawawala na

[Repeat REFRAIN 2]

Antas: Taon 3
Asignatura: ARALING PANLIPUNAN
ARALIN / PAKSA: Ang batas laban sa terorismo
Sesyon: Dalawa
KAISIPAN: Tungkulin ng bawâ't mamamayan na lubusang unawain, sundin, at igalang ang mga batas at awtoridad upang mapanatili ang kapayapaan at matamo ang kaunlaran.

MGA BATAYANG KASANAYAN SA PAGKATUTO

IV B. Napahahalagahan ang nagkakaisang hakbang ng mga bansa sa daigdig laban sa terorismo.

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN Naipamamalas ng mag-aaral ang pag-unawa sa terorismo bilang isang gawaing may politikal na dahilan.	
KAKAILANGANING PAG-UNAWA Naipamamalas ng mag-aaral ang pag-unawa sa mga batas laban sa terorismo.	MAHAHALAGANG TANONG 1. Bakit may mga organisadong terorismo? 2. Paano nahahadlangan ng terorismo ang kapayapaan at kaunlaran?
KAALAMAN <i>Nauunawaan ng mga mag-aaral na . . .</i> 1. Ang terorismo ay hindi isang simple o hiwa-hiwalay na krimeng bayolente o pwersahan. Ang terorismo ay sistematiko at sadyang ginagawa para sa politikal na dahilan. 2. May mga batas laban sa terorismo, hindi lamang sa antas ng bansa kundi pati na sa United Nations.	KASANAYAN/ KAKAYAHAN <i>Ang mag-aaral ay . . .</i> 1. Naipaliliwanag ang kahulugan ng terorismo 2. Nailalarawan ang mga halimbawa ng terorismo 3. Natutukoy ang sanhi at epekto ng terorismo 4. Natatalakay ang mga batas laban sa terorismo
ANTAS II - PAGTATAYA	
SA ANTAS PAGGANAP Basahin ng mga mag-aaral ang isang pahayag: Declaration on the issue of combating terrorism All acts of terrorism are criminal and unjustifiable, regardless of their motivation, whenever and by whomsoever committed and are to be unequivocally condemned, especially when they indiscriminately target or injure civilians. Magbuo ng pangkat na may limang miyembro.	SA ANTAS NG PAG-UNAWA Gawin ng mga mag-aaral ang sumusunod na pagsasanay: Gumawa ng Mind Map na nagpapakita ng sanhi at epekto ng terorismo. Iugnay ang epekto sa mga mamamayan, kapayapaan at kaunlaran.

<p>Kumuha ng balita sa Internet o sa pahayagan tungkol sa terorismo sa Pilipinas o ibang bansa. Pag-aralan ang mga ito at talakayin ang epekto ng terorismo sa mga sumusunod:</p> <ol style="list-style-type: none"> mga inosente at mahihinang mamamayan kapayapaan kaunlaran <p>Gumawa ng Power Point Presentation na nagpapakita ng mga naturang epekto ng terorismo. (Kung walang kapabilidad ang mga mag-aaral na gumawa ng Power Point Presentation, gumawa sila ng album). Ang presentasyon ay maaaring magamit para sa pagtuturo tungkol sa terorismo sa komunidad. Ipakita ang presentasyon sa klase.</p> <p>Gamitin ang <i>Kraytiryang Pagtataya</i> para sa Pagtataya</p>	
---	--

ANTAS III – PLANO SA PAGKATUTO

OO. PAGTUKLAS

Ipakita sa mga mag-aaral ang larawan ng pagpapasabog sa World Trade Center. Gamitin ito para sa pagtatalakayan.

Itanong ng guro sa mga mag-aaral:

Nabalitaan ba ninyo ang ginawang pagpapasabog sa World Trade Center sa New York City noong ika-11 ng Setyembre 2001?

Ano ang inyong nakikita sa larawan?

Sino ang mga biktima ng pagpapasabog?

Bakit kaya ginawa ang ganitong malakihang krimen?

Hayaang magbigay ng kuro-kuro ang mga mag-aaral. Pagkatapos ay sabihin:

Ang ganitong krimen ay hindi simpleng pagpatay at karahasan. Ito ay isang organisado at sistematikong krimen na may political na motibo. Ito ang tinatawag na Terorismo.

Basahin ng mga mag-aaral nang tahimik ang babasahing, “Major attacks by Abu Sayyaf in the Philippines” (Tingnan sa Apendiks)

(Para sa guro: Inaasahang batay sa mga nakaraang aralin, alam ng mga mag-aaral kung saan matatagpuan ang mga Abu Sayaf at kung ano ang kaugnayan nito sa pamahalaan).

PP. PAGLINANG

Talakayin ang babasahin gamit ang mga sumusunod na tanong:

Sino ang nagsasagawa ng pananakot?
Ayon sa inyong nakaraang aralin, saan matatagpuan ang mga Abu Sayaf?
Ano ang kanilang kaugnayan sa pamahalaan? Ilarawan ito upang matunton ang political na motibo ng Abu Sayaf.

Anong uri ng pananakot ang ginamit ng Abu Sayaf?
Kanino nakatuon ang pananakot?
Ano ang epekto ng pananakot sa mga inosente at mahihinang mamamayan?
Ano ang layunin ng kanilang paggamit ng pananakot?

Basahin naman ng mag-aaral ang RA 9372 Deklarasyon ng Patakaran (Tingnan sa Apendiks)

Magbuo ng apat na pangkat. Talakayin ng bawa't isa ang Deklarasyon, gabay ang mga sumusunod na tanong:

1. Ano ang deklarasyon ng batas Pilipino hinggil sa terorismo?
2. Paano nito ipatutupad ang mg nasabing patakaran?
3. Paano parurusahan ang mga maysalang Terorismo?

Pumili ang pangkat ng isang ARTIKULO at isang PRESIDENTIAL DECREE.
Talakayin ang ibig sabihin nito at maghanda ng paliwanag na ibabahagi sa klase.

Batay sa talakayan, ano-ano ang mga uri ng terorismo?
Ano ang mga probisyon (Artikulo at Presidential Decree) laban sa Terorismo?
Ilagay ang mga sagot sa graphic organizer sa pisara.

Mga uri ng terorismo	Artikulo at Presidential Decree

QQ. PAGPAPALALIM

Sabihin sa mga mag-aaral:

Ating napag-aralan na:

Ang terorismo ay hindi isang simple o hiwa-hiwalay na krimeng bayolente o pwersahan. Ang terorismo ay sistematiko at sadyang ginagawa para sa politikal na dahilan.

Batay sa kaisipang ito, magbuo ng pangungusap na nagsasaad ng epekto ng terrorismo sa mga sumusunod:

- d. mga inosente at mahihinang mamamayan
- e. kapayapaan
- f. kaunlaran

RR. PAGLALAPAT

Ipaskil sa pisara ang kahulugan ng Terorismo:

Ang trabaho ng mga estado, mga grupo o mga indibidwal na mga gawa o pagbabanta ng karahasan o gumamit ng mga armas, kusang pag-target sa populasyong sibilyan, mga indibidwal o mga imprastraktura para sa pangunahing layunin ng pagkalat ng takot o matinding takot sa gitna ng mga populasyong sibilyan kaugnay sa ilang mga pampulitikang o mala-pampulitikang layunin at nagtangka na may isang inilaang madla.

(Soliman M. Santos, Jr. <http://i-p-o.org/terrorism-legal-definition.htm>. 11 Set 2002)

Iugnay ng mga mag-aaral ang mga atakeng ginawa ng Abu Sayaf sa kahulugang ito. Ipaliwanag nila kung paano ipinakita ng Abu Sayaf ang mga nabanggit na kahulugan.

SS. TAKDANG ARALIN

Magsaliksik tungkol sa mga sumusunod:

- a. *Peacebuilding Commission* na itinatag ng United Nations General Assembly noong Disyembre 2005.
- b. The Security Council Adopts Declaration On The Issue of Combating Terrorism New York, Beirut 20 January 2003 (UN Information Centre)

Anu-ano ang layunin nito? Paano nito ipinatutupad ang mga layunin nito?
Sumulat ng sanaysay na nagtatalakay dito.

Mga Sanggunian

“Major attacks by Abu Sayaf in Philippines.” Philstar.com. Retrieved on August 15, 2009, from

<http://www.philstar.com/Article.aspx?articleId=495654&publicationSubCategoryId=200>)

Vivar, T., De Leon, Z., Discipulo, N., Quiray, R., Rillo, P., Vilorio, E. 2008. *Kasaysayan at Kabihasan ng Daigdig*. Quezon City: Vibal Publishing House, Inc. Pp. 313-328

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)* Manila. LIBERTAS Project.

Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law, A Handbook for High School Students*. Manila. LIBERTAS.

Declaration on the Issue of Terrorism of the UN Security Council.

Sec. 2 of Republic Act No. 9372, An Act To Secure The State And Protect Our People From Terrorism

http://www.lawphil.net/statutes/repacts/ra2007/ra_9372_2007.html

Mga Kakailangang Kagamitan

Mga larawan ng pagpapasabog sa World Trade Center, NY

Rubrik

Kraytirya sa Pagtataya				
Kraytirya	Napakagaling	Magaling	Katamtaman ang Galing	Mahina
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
33. Ang Power Point Presentation (o album) ay nagpapakita ng mga terorismo sa Pilipinas o ibang bansa batay sa pahayagan o Internet.				
34. Ipinapakita ang epekto ng terorismo sa tao, kapayapaan at kaunlaran.				
35. Maayos at makatuwiran ang nilalaman ng presentasyon.				
36. Maaring magamit ang presentasyon para sa pagtuturo tungkol sa terorismo sa komunidad.				
Kalahatan				
Marka				

APENDIKS



Larawan ng pagsabog ng World Trade Center

Source: <http://www.uncoverage.net/wp-content/uploads/2010/07/TradeCenter.jpg>

RA 9372

Republic Act No. 9372, An Act To Secure The State And Protect Our People From Terrorism

SEC. 2. Declaration of Policy. - It is declared a policy of the State to protect life, liberty, and property from acts of terrorism, to condemn terrorism as inimical and dangerous to the national security of the country and to the welfare of the people, and to make terrorism a crime against the Filipino people, against humanity, and against the law of nations.

In the implementation of the policy stated above, the State shall uphold the basic rights and fundamental liberties of the people as enshrined in the Constitution.

The State recognizes that the fight against terrorism requires a comprehensive approach, comprising political, economic, diplomatic, military, and legal means duly taking into account the root causes of terrorism without acknowledging these as justifications for terrorist and/or criminal activities. Such measures shall include conflict management and post-conflict peace-building, addressing the roots of conflict by building state capacity and promoting equitable economic development. Nothing in this Act shall be interpreted as a curtailment, restriction or diminution of constitutionally recognized powers of the executive branch of the government. It is to be understood, however, that the exercise of the constitutionally recognized powers of the executive department of the government shall not prejudice respect for human rights which shall be absolute and protected at all times.

SEC. 3. Terrorism.- Any person who commits an act punishable under any of the following provisions of the Revised Penal Code:

- a. Article 122 (Piracy in General and Mutiny in the High Seas or in the Philippine Waters);
- b. Article 134 (Rebellion or Insurrection);
- c. Article 134-a (Coup d' Etat), including acts committed by private persons;
- d. Article 248 (Murder);
- e. Article 267 (Kidnapping and Serious Illegal Detention);
- f. Article 324 (Crimes Involving Destruction), or under
 1. Presidential Decree No. 1613 (The Law on Arson);
 2. Republic Act No. 6969 (Toxic Substances and Hazardous and Nuclear Waste Control Act of 1990);
 3. Republic Act No. 5207, (Atomic Energy Regulatory and Liability Act of 1968);
 4. Republic Act No. 6235 (Anti-Hijacking Law);
 5. Presidential Decree No. 532 (Anti-Piracy and Anti-Highway Robbery Law of 1974); and,
 6. Presidential Decree No. 1866, as amended (Decree Codifying the Laws on Illegal and Unlawful Possession, Manufacture, Dealing in, Acquisition or Disposition of Firearms, Ammunitions or Explosives)

thereby sowing and creating a condition of widespread and extraordinary fear and panic among the populace, in order to coerce the government to give in to an unlawful demand shall be guilty of the crime of terrorism and shall suffer the penalty of forty (40) years of imprisonment, without the benefit of parole as provided for under Act No. 4103, otherwise known as the Indeterminate Sentence Law, as amended.

http://www.lawphil.net/statutes/repacts/ra2007/ra_9372_2007.html

Major attacks by Abu Sayyaf in the Philippines

A look at major attacks in the Philippines attributed to the violent Al-Qaida-linked Abu Sayyaf group:

April 1995: Militants raid the mostly Christian town of Ipil, killing more than 50 people after robbing banks and stores and burning the town center.

February 1997: Suspected Abu Sayyaf gunmen kill Catholic Bishop Benjamin de Jesus on Jolo Island.

April 2000: Militants seize 21 people, including Western tourists, from a Malaysian resort and take them to Jolo. All but one Filipino worker is released in exchange for millions of dollars in ransom reportedly paid by Libya.

May 2001: Americans and other tourists are snatched from a Philippine resort at the start of a yearlong kidnapping ordeal that leaves several hostages dead, including Americans Guillermo Sobero and Martin Burnham.

October 2002: Nail-laden bomb detonates in Zamboanga city, killing four, including an American Green Beret. Four more bomb attacks during the month kill 16.

February 2004: Bomb on a passenger ferry in Manila Bay kills 116 in the country's worst terrorist strike.

February 2005: Almost simultaneous bombings in Manila and two southern cities kill eight and wound more than 100.

April 2007: Seven construction workers taken hostage are beheaded in Jolo.

July 2007: Ten marines are beheaded in an ambush in Basilan.

August 2007: Fighting in Basilan kills 25 soldiers and 27 militants.

January 2009: Three Red Cross workers are kidnapped in Jolo; the last one is released in July.

August 2009: Soldiers and militants clash in Basilan, leaving more than 40 dead. – AP

(Source: Philstar.com. Retrieved on August 15, 2009, from <http://www.philstar.com/Article.aspx?articleId=495654&publicationSubCategoryId=200>)

Taon: 3
Asignatura: Araling Panlipunan
ARALIN / PAKSA: Marginalized Sector ng Lipunan: Kilalanin at Igalang Kanilang Karapatan
Sesyon: Dalawa
KAISIPAN: Tungkulin ng pamahalaan na tulungan at pangalagaan ang mga karapatan ng “marginalized” na sektor ng lipunan.
 Nararapat na bigyang pagkakataon ng pamahalaan ang mga “marginalized sectors” na makatulong sa lipunan at mapaunlad ang sariling pamumuhay.

MGA BATAYANG KASANAYAN SA PAGKATUTO

IV G Mga Karapatang-Pantao
 Nakapagmumungkahi ng mabisang pamamaraan sa pangangalaga ng karapatang-pantao.

ANTAS I – INAASAHANG BUNGA	
<p>PAMANTAYAN Naipamamalas ng mga mag-aaral ang pag-unawa na ang mga taong nabibilang sa marginalized sector tulad ng mga mahihirap, may kapansanan, mga kababaihan, mga katutubo at mga bata ay may karapatang pantao na dapat igalang at kilalanin ng lahat .</p>	
<p>KAKAILANGANING PAG-UNAWA</p> <p>Naipamamalas ng mag-aaral ang pag-unawa na..</p> <p>Ang mga taong kabilang sa marginalized na sektor ng lipunan ay katulad din ng sinoman na may karapatang pantao na dapat kilalanin at igalang. Mahalagang sila ay matulungan na mapaunlad ang kanilang kalagayan at makatulong sa lipunan.</p>	<p>MAHAHALAGANG TANONG</p> <p>7. Paano matutulungan ang mga taong kabilang sa marginalized na sektor ng lipunan?</p>
<p>KAALAMAN</p> <p><i>Nauunawaan ng mga mag-aaral na . . .</i></p> <p>Ang karapatang pantao ay dapat na tinatamasa ng lahat ng tao maging anuman ang kanyang lahi, kasarian, gulang o estado sa lipunan.</p> <p>Tungkulin ng pamahalaan at ng mga mamamayan na kilalanin at igalang ang karapatang pantao ng lahat ng tao .</p>	<p>KASANAYAN/ KAKAYAHAN</p> <p><i>Ang mag-aaral ay. . .</i></p> <p>14. Nasusuri ang mga anyo ng paglabag ng karapatang pantao na nararanasan ng mga nasa marginalized sector ayon sa dahilan, lawak at mga inisyatibong ginagawa ng pamahalaan at iba pang mga organisasyon.</p> <p>15. Nakapagsusuri ng mga batas para sa mga marginalized na sektor ng lipunan</p> <p>16. Natutukoy ang mga paglabag sa karapatan ng marginalized na sektor ng lipunan</p> <p>17. Naiisa-isa ang mga programa ng pamahalaan ng</p>

	<p>kumakalinga sa marginalized na sektor ng lipunan</p> <p>18. Nakalilikha ng mga mungkahing solusyon sa paglutas ng mga paglabag sa karapatang pantao ng mga nasa marginalized sector.</p> <p>19. Nakasusulat ng liham para sa Pangulo ng bansa upang manawagan sa pagkalinga sa marginalized na sektor ng lipunan</p>
<p>ANTAS II - PAGTATAYA</p>	
<p>SA ANTAS NG PAG-UNAWA</p> <p>Nakasusulat ng liham para sa Pangulo ng bansa na naglalaman ng mga sumusunod:</p> <ol style="list-style-type: none"> a. Ang kanilang pagkilala sa kanyang kapangyarihan bilang pinuno ng bansa b. Ang kanilang pagsasalaysay sa kasalukuyang kalagayan ng marginalized na sektor sa lipunan at ang kanilang mga pangangailangan. c. Ang kanilang panawagan upang suportahan sila ng pamahalaan. d. Ang pagbabahagi ng kanilang mga suhestiyon na mga programa para matugunan ang kanilang mga pangangailangan. e. Ang kanilang komitment upang makabahagi sa pagtugon sa pangngailangan at pagkilala sa karapatan ng marginalized na sektor ng lipunan. 	<p>SA ANTAS PAGGANAP</p> <p>Pagtataya sa isinulat na liham batay sa mga sumusunod na pamantayan:</p> <ol style="list-style-type: none"> a. Nilalaman b. Impormasyon c. Istruktura

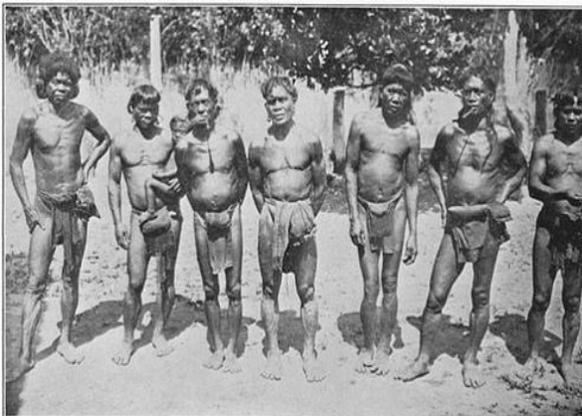
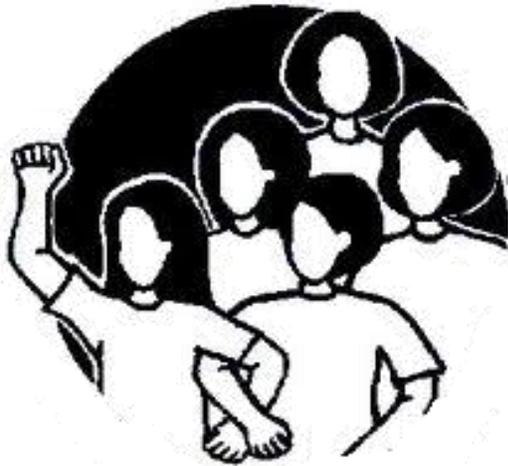
ANTAS III – PLANO SA PAGKATUTO

A. PAGTUKLAS

15. Magsagawa ng isang laro kung saan magbabanggit ang guro ng mga katangian at kaukulang gawain.
16. Kung tinataglay ng mag-aaral ang katangiang babanggitin, kailangan nilang tumugon sa kondisyon na binabanggit dito.
 - a. Manatiling nakaupo kung ikaw ay isang lalake.
 - b. Tumayo sa kinauupuan at luminya sa likuran kung ikaw ay isang babae.
 - c. Itaas ang iyong dalawang kamay kung ikaw ay wala pang labindalawang taon.
 - d. Pumunta sa harapan kung kayo ay may sariling bahay at sasakyan.
 - e. Manatili sa likuran kung nangungupahan at nagbibiyaha lamang papunta sa paaralan
 - f. Pumunta sa tabi kung ikaw ay galing sa isang pangakat etnikong minoridad.
17. Iproseso ang gawain sa pamamagitan ng pagbibigay sa kanila ng mga sumusunod na tanong:
 - a. Ano ang napansin ninyo sa ating ginawang laro?
 - b. Ano ang ipinapakahulugan ng mga gawaing kaakibat ng bawat katangian kung ihahambing natin ito sa pagkilala ng kanilang karapatan sa ating lipunan?
 - c. Ano-anong mga pangkat o katangian ang medyo mahirap ang gawaing hinihingi? Alin ang madali?
 - d. Kung ang isang tao o pangkat ng mga tao ay hindi binibigyan ng karapatang mapaunlad ang kanilang mga kasanayan o nagiging biktima ng paglabag ng karapatang pantao dahil sa kanilang kasarian, gulang, lahi , pisikal na kakayahan o kaanyuan, ano ang tawag sa kanila?
18. Sa inyong palagay, may mga tao o pangkat ba sa lipunan natin ang maituturing na nasa *marginalized* na sektor o grupo?

B. PAGTUKLAS

5. Magsagawa ng pangkatang gawain. Hatiin ang klase sa apat na pangkat. Bigyan sila ng larawan ng taong nasa *marginalized* na sektor ng ating lipunan.



6. Atasan ang mga mag-aaral na ilarawan ang mga sumusunod:
 - A. anyo ng paglabag na nararanasan ng pangkat
 - B. ang mga dahilan ng pagpapatuloy nito
 - C. ang mga epekto at,
 - D. mga mungkahing solusyon.
7. Bigyan ng manila paper at pentel pen ang bawat pangkat upang maitala ang mga sagot gamit ang tsart.
8. Maari nilang ilahad ang kanilang mga sagot sa pamamagitan ng malikhaing paraan (role play, newscast, kanta, rap, tula) . Bigyan sila ng limang minuto para sa paghahanda at pagsusulat ng sagot sa tsart at 3-5 minuto sa paglalahad.

Pangkat ng Marginalized Sector	Karapatang Pantaoing Nalabag	Mga Paglabag na Nararanasan	Dahilan	Epekto	Mga Mungkahing Solusyon

9. Matapos ang presentasyon ay itanong sa kanila ang mga sumusunod:
- Ano-ano pa ang ibang mga marginalized na sektor ng lipunan?
 - Ano ang nakaaapekto sa paglaganap ng paglabag sa karapatang pantao?
 - Paano nakakaapekto ang mga insidente ng paglabag na ito sa kalagayan ng ating bansa?
 - Ano ang maimumugkahi mong solusyon sa mga paglabag na ito? Paano ito maisasagawa?
 - Paano pinangangalagaan ng Pamahalaan ang karapatan ng mga nasa marginalized sector? Ano-anong mga batas ang nagbibigay proteksyon sa kanila?

C. PAGPAPALALIM

10. Panatilihin ang mga mag-aaral sa kanilang pangkat para sa susunod na gawain. Nauna nang inatasan ang mga mag-aaral na magsaliksik ukol sa mga batas.
- REPUBLIC ACT 9710.** MAGNA CARTA OF WOMEN
 - REPUBLIC ACT NO. 7607.** AN ACT PROVIDING A MAGNA CARTA OF SMALL FARMERS
 - Republic Act No. 8371.** AN ACT TO RECOGNIZE, PROTECT AND PROMOTE THE RIGHTS OF INDIGENOUS CULTURAL COMMUNITIES/ INDIGENOUS PEOPLES, CREATING A NATIONAL COMMISSION ON INDIGENOUS PEOPLES, ESTABLISHING IMPLEMENTING MECHANISMS, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES
 - PRESIDENTIAL DECREE 442** – THE LABOR CODE OF THE PHILIPPINES
11. Inaasahan na ang bawat pangkat ay mayroon nang sipi ng ma batas.
12. Muli silang magsasagawa ng talakayan sa pangkat upang pag-usapan ang mga sumusunod:
- Pagsusuri sa mga batas
 - Ano ang kasalukuyang kalagayan sa lipunan ng mga sektor na ito.
 - Ano ang mga bahagi ng batas ang nalalabag o hindi naipatutupad at ang mga nakikitang dahilan?
13. Papiliin ang mga mag-aaral ng magiging tagapag-ulat. Bigyan sila ng limang minuto para sa kanilang

presentasyon.

14. Pagkatapos ay itanong ang mga sumusunod:

- a. Ano ang makikita ninyong dahilan kung bakit nananatili ang paglabag sa karapatang pantao ng mga taong nabibilang sa marginalized na sektor ng lipunan?
- b. Ano ang masasabi ninyo ukol sa kanilang kasalukuyang kalagayan?
- c. Ano ang magiging kalagayan ng bansa kung mananatiling napababayaang ang kanilang sektor? Sa paanong paraan sila makatutulong upang mapaunlad ang kalagayan ng bansa?
- d. Ano ang nararapat ng pamahalaan upang magamit ang kabuuang potensyal ng mga taong kasapi ng marginalized na sektor ng bansa?

D. PAGLALAPAT

15. Pasulatin ang mga mag-aaral ng isang liham para sa Pangulo ng bansa.

16. Ang nilalaman ng sulat ay ang mga sumusunod:

- f. Ang kanilang pagkilala sa kanyang kapangyarihan bilang pinuno ng bansa
- g. Ang kanilang pagsasalaysay sa kasalukuyang kalagayan ng marginalized na sektor sa lipunan at ang kanilang mga pangangailangan.
- h. Ang kanilang panawagan upang suportahan sila ng pamahalaan.
- i. Ang pagbabahagi ng kanilang mga suhestiyon na mga programa para matugunan ang kanilang mga pangangailangan.
- j. Ang kanilang komitment upang makabahagi sa pagtugon sa pangangailangan at pagkilala sa karapatan ng marginalized na sektor ng lipunan.

Paghahalaw

17. Gumawa ng isang *journal entry* gamit ang mga sumusunod na pangungusap.

- a. Natutunan ko na ang mga kasapi ng "*marginalized sectors*" ay may likas na karapatan tulad ng_____.
- b. Nararapat na pangalagaan ng pamahalaan ang mga ito sa pamamagitan ng mga batas at programa gaya ng _____
- c. Mahalagang pangalagaan ng pamahalaan ang mga "*marginalized sectors*" sapagkat _____

Takdang- Aralin/ Kaugnay na Gawain

Sa gabay ng guro, maaring mangalap ang mga mag-aaral ng mga gamit sa paaralan upang maipamahagi sa mga batang nasa child care homes o sa isang organisasyong nangangalaga sa mga bata.

Rubric para sa ginawang liham

Kraytirya	4	3	2	1
a. Nilalaman	Naisulat sa liham ang lahat ng bahaging hinihingi	May kulang na isang bahagi	May kulang na dalawang bahagi	May kulang na tatlo o mahigit pang bahagi
b. Impormasyon <ul style="list-style-type: none">• Makatotohanan ang nilalaman, nakabatay sa totooong datos• Malikhain ang presenstasyon ng impormasyon• Makabuluhan at angkop sa paksa ang mga impormasyon	Nakita ang lahat ng kraytirya	Dalawang kraytirya lamang ang nakita	Isang kraytirya lamang ang Makita	Hindi nakita ang alinman sa kraytirya
c. Istruktura <ul style="list-style-type: none">• Kumpleto ang bahagi ng liham• Gumamit ng simpleng mga salita• Malinis at maayos ang pagkakagawa	Nakita ang lahat ng kraytirya	Dalawang kraytirya lamang ang nakita	Isang kraytirya lamang ang Makita	Hindi nakita ang alinman sa kraytirya

Year Level: 4
Subject: English
LESSON TITLE: Human rights should be respected.
Time Frame: Two Sessions
CORE MESSAGE: The human rights of all people should be respected.

LEARNING COMPETENCIES:

SPEAKING 2.2.1 Analyze and react critically to ideas presented in a speech.

LISTENING 4. Assess the effectiveness of a material listened to taking into account the speaker’s purpose and assessing whether it was achieved or not.

LITERATURE 4.2 Indicate commitment to values pertaining to humanity e.g. social justice and equality as portrayed in world literature, and concern for the environment for sustainable development.

STAGE I - DESIRED RESULTS	
ESTABLISHED GOAL	
Students demonstrate understanding of the rights human beings must enjoy and respect.	
ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
<i>Students will understand that . . .</i> A good leader defends the rights of his people.	1. Why is the speech of Martin Luther King very passionate? 2. Why does he want to improve the condition of the African Americans?
LESSON OBJECTIVES	
Knowledge <i>Students will know . . .</i> 1. The condition of the African Americans in America as described in King’s speech 2. The demands of King in his speech 3. The message and purpose of his speech	Skills <i>Students will be able to . . .</i> 1. Note important details in the speech 2. Examine the speaker’s craftsmanship and style 3. Make an interpretive reading of the speech with emphasis on the mood of the selection 4. Identify the different human rights cited in the speech 5. Examine the importance of respecting other people’s rights

STAGE II - ASSESSMENT EVIDENCE

PERFORMANCE TASK	OTHER EVIDENCE
<p>Study the map of America in the Appendix.</p> <p>Locate the following States mentioned in King’s speech:</p> <p>Mississippi, New York, Alabama, South Carolina Georgia, Louisiana, New Hampshire, Pennsylvania Colorado, California, Tennessee</p> <p>The students work in pairs. Each pair is assigned one State. They search the Internet or other material for the population of African-Americans today in the given States. Then they research on the following:</p> <p>How many African-Americans occupy top positions in the government? What jobs do most African-Americans have? What benefits and privileges do they enjoy today? What rights do they enjoy today?</p> <p>Study the facts and figures. What conclusions can you draw from these figures?</p> <p>The pairs make a Power Point presentation featuring the life of African-Americans in the given State, guided by the questions above.</p> <p>Use the Evaluation Chart for assessment</p>	<p>The students answer the questions below:</p> <ol style="list-style-type: none"> As a Baptist minister, King was familiar with the technique of ending a speech with a strong, emotionally charged conclusion. The passage beginning with “ I say to you today...” up to the last phrase “ free at last!” is the conclusion of King’s speech. Read it aloud. To what emotion does it appeal? Make an interpretive reading of the passages that are particularly emotional. Determining Author’s Craftsmanship and Style <p>Widely hailed as a masterpiece of rhetoric, King’s speech resembles the style of a Baptist sermon. It appeals to such iconic and widely-respected sources as the Bible. Biblical allusions are very prevalent. An example of these is the allusion from Psalm 30:5 “ It came as a joyous daybreak to end the long night of their captivity”. Give other Biblical allusions found in the speech.</p> Through the rhetorical device of allusion, King makes use of language and phrases from important cultural texts. Earlier in his speech, King alludes to Abraham Lincoln’s Gettysburg address by saying “ Five score years ago...” King also alludes or refers to the Declaration of Independence in the following passage: <p>“I say to you today, my friends, that even though we face the difficulties of today and tomorrow, I still have dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed-we hold this truth to be self-evident, that all men are created equal.”</p> <p>Look for other allusions in this speech and explain why King used these.</p>

STAGE III - LEARNING PLAN

PROCEDURE AND ACTIVITIES

P. EXPLORE

Ask the students the following questions:

- Distinguish the meaning of a dream, a wish and a right.
- How does it feel to wake up from a pleasant dream?
- What is your greatest wish? For whom is this wish intended?

Tell the students you are going to learn about a leader who had great dreams for his people. Then read aloud Martin Luther King's Biography(See Appendix) while the students accomplish the Author's Profile Chart below:

Author's Profile	
Name: _____	Age: _____
Sex: _____	Citizenship: _____
Wife's Name: _____	No. of Children: _____
Education: _____	Job: _____
Influences in his life: _____	

Characteristics: _____	

After the students have accomplished the Author's Profile, the students report on information about the author.

A. Presentation

Unlocking of Difficulties

Directions. The selection is filled with synonyms and antonyms. On the blank before each letter, write **S** for synonyms and **A** for antonyms.

- | | | |
|------------------------|---|---------------|
| _____ a. poverty | - | prosperity |
| _____ b. peace | - | tranquility |
| _____ c. stripped | - | robbed |
| _____ d. trials | - | tribulations |
| _____ e. battered | - | staggered |
| _____ f. injustice | - | oppression |
| _____ g. oasis | - | desert |
| _____ h. interposition | - | nullification |
| _____ i. rough | - | plain |
| _____ j. humbled | - | exalted |

Reading of the Speech, *I Have a Dream*, Dr. Martin Luther King Jr. (See Appendix)

A student volunteer starts reading the speech, then another continues, and then another until the end of the speech. Each reader should deliver it with the appropriate passion, diction, stress and pauses.

Q. FIRM-UP

Discuss the speech using the following questions as guidelines:

1. Who delivered the speech? When and where was it delivered?
2. Why did Martin Luther King Jr. think that the Negroes* are still not free? Write down instances of human rights violation as cited in the speech.

Chart B

Human Rights of the Black People That Were Violated

“* The correct term now is black, colored, or African-American”

3. How can the Negroes gain their rightful place in America? How did King say this?

Chart C

We Can Gain Our Rightful Place

4. What are King's dreams?

Chart D

Chart D

KING'S DREAMS

5. In the paragraph below, King refers to the

“American Dream”. Considering all the dreams he describes in the speech, what do you think King meant by this statement?

“I say to you today, my friends, that even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: we hold this truth to be self-evident, that all men are created equal.”

- 6. King says he has a dream of seeing Americans truly living as equals. Quote four passages that illustrate equality in day-to-day terms.
- 7. What does King plan to bring with him when he returns to the South? What are some of the things that he expects can be done with these?
- 8. According to King, what must become true if America is to be a great nation?

Anaphora, the repetition of a phrase at the beginning of sentences, is a rhetorical tool employed throughout the speech. The most widely cited example of anaphora is found in the often quoted phrase “I have a dream” which is repeated eight times as King paints a picture of an integrated and unified America for his audience.

Cite other examples of repetition in King’s speech. What important ideas do they stress about the plight of the Negroes in America?

Do you think the title “I Have A dream” is a good title for the speech?
Why do you say so?
What is the purpose of the speech?

R. DEEPENING

Ask the students to make a statement about the relevance of the speech guided by the following questions:

What can you say about the plight of the Negroes in America?
Do you think this has improved today?
Cite famous African Americans who are successful in America and explain how their condition is different from the African Americans for whom King was speaking.

S. TRANSFER

Explain the meaning of the quote below. Then identify ways on how the youth can help in upholding and respecting human rights.

“We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force and soul force.”

Dr. Martin Luther King, Jr

T. ASSIGNMENT

Look for news articles about violations of human rights, local or international. Then write an essay that expounds on human rights that were violated.

References

I Have a Dream, Dr. Martin Luther King Jr., In Anderson, R. et. al. _____. *Elements of Literature*. pp. 606-608
 Annexed short biography of Dr. King
 Ruiz-Dimalanta, R. and Datinguinoo, A. 2004. *The Rule of Law in the Philippines, A concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.
 Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law, Handbook for High School Students*. Manila. LIBERTAS.
 UN Declaration on Human Rights
 Bermudes, V., Gorgor, E., Cruz, J., Nery, R., San Juan, M. 2007. *English Expressways IV*. SD Publications, Inc. pp. 153-156

Materials

Map of the USA

Rubric

Evaluation Chart				
Criteria	Very Good	Good	Satisfactory	Poor
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
37. The Power point presentation is about the African-Americans in the given State				
38. It shows relevant facts and figures				
39. It presents the students' conclusions drawn from the facts and figures				
40. It features the life of African-Americans in the given State, guided by the questions				
Total				
Final Mark				

APPENDIX

BIOGRAPHY OF DR. MARTIN LUTHER KING, JR. 1929 – 1968

IN HIS LANDMARK SPEECH at the march to Washington, on August 28, 1963, Dr. Martin Luther King, Jr. addressed an interracial crowd of over 250,000 people with these words, "I have a dream that one day this nation will rise up and live out the true meaning of its creed...that all men are created equal." And it was this dream that drove Dr. King throughout his life.

Martin Luther King, Jr. was born on January 15, 1929, in Atlanta, Georgia to a family active in Baptist ministry. King was a gifted student who entered Morehouse College in Atlanta when he was only fifteen years old; and, in February of 1948, at only nineteen years of age, he was ordained to the ministry at Ebenezer Baptist Church in Atlanta. After receiving his B.A. in Sociology from Morehouse in 1948, he earned a Bachelor of Divinity degree at Crozer Theological Seminary in Chester, Pennsylvania, where he was valedictorian of his class. At Crozer, King became acquainted with Mohandas Gandhi's philosophy of nonviolent protest. King continued his theological studies at Boston University, earning his Ph.D. in 1955.

While in Boston, King met with Coretta Scott, an Alabama native who was studying at the New England Conservatory of Music. They were married in Marion, Alabama, on June 18, 1953. The next decade saw the birth of their four children and Dr. King's rise to the Forefront of the Civil Rights Movement.

Dr. King's involvement in the Civil Rights Movement began during his tenure as pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama. On December 1, 1955, a black woman named Rosa Parks refused to surrender her seat on a public city bus to a white passenger and consequently was arrested for violating the city's segregation law. The Montgomery Improvement Association, with Dr. King as its elected leader, organized a boycott of the city's buses. The boycott lasted for over a year and finally ended successfully in the desegregation of Montgomery's public bus system.

This victory elevated Dr. King's national visibility, introducing him as an eloquent and dynamic leader. On the heels of the success in Montgomery, Dr. King organized the Southern Christian Leadership Conference, which he led until his death in 1968. As president of SCLC, Dr. King toured the country and the world, meeting with prominent civil rights and religious leaders.

In 1960 Dr. King returned to his native Atlanta. During these next years, the height of the Civil Rights movement, Dr. King had to test his doctrine of nonviolent protest often, as he was arrested thirty times for his participation in civil rights demonstrations. A protest in Birmingham, Alabama, in the spring of 1963 put Dr. King in prison. There he wrote *Letter from Birmingham Jail*, which expanded his theory of nonviolence. In August 1963, Dr. King joined other civil rights leaders in organizing the historic March to Washington to demand equal justice for all citizens under the law. And by 1964, the efforts of the Civil Rights Movement culminated in the passage of the landmark Civil Rights Act of 1964. In December of 1964, Dr. King was awarded the Nobel Prize for Peace.

Dr. King traveled to Memphis, Tennessee, in 1968 to support a strike by the city's sanitation workers. On April 4, while standing on the balcony of a motel, Dr. King was shot and killed. The assassin, James Earl Ray, pleaded guilty but later recanted, and without a jury trial, he was sentenced to ninety-nine years in prison.

Dr. Martin Luther King's legacy lives on. The books he wrote, the speeches he delivered, the lives he touched - all have empowered us to fulfill his enlightened dream.

I HAVE A DREAM

Dr. Martin Luther King, Jr.

I AM HAPPY TO JOIN YOU TODAY in what will go down in history as the greatest demonstration in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro is still not free; one hundred years later, the life of the Negro is sadly crippled by the manacles of segregation and the chains of discrimination; one hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity; one hundred years later, the Negro is still languished in the corners of American society and finds himself in exile in his own land.

And so we've come here today to dramatize the shameful condition. In a sense, we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was the promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on the promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check; a check which has come back marked, "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we've come to cash this check, a check that will give us upon demand the richness of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make the real promises of democracy; now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice; now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood; now is the time to make justice a reality for all of God's children. It would be fatal for the nation to overlook the urgency of this moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality.

Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual.

There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of regaining our rightful place we must not be guilty of wrongful deeds.

Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force and soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality.

We can never be satisfied as long as our bodies, heavy of fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's mobility is from a smaller ghetto into a larger one.

We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating, "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not mindful that some of you have come here out of great trials and tribulation. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi; go back to Alabama; go back to South Carolina; go back to Georgia; go back to Louisiana; go back to the slums and ghettos of our northern cities, knowing that somehow this situation can, and will, be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, that even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: we hold this truth to be self-evident, that all men are created equal.

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day, even the State of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today!

I have a dream that one day, in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day, right there in Alabama, little black boys, and little black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places shall be made plain, and the crooked places will be made straight, and the glory of the Lord will be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with.

With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. This will be the day when all of God's children will be able to sing with the new meaning-"my country 'tis of thee; sweet land of liberty; of thee I sing; land where my fathers died, land of pilgrim's pride; from every mountainside, let freedom ring"-and if America is to be a great nation, this must become true.

So let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snowcapped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that.

Let freedom ring from the Stone Mountain of Georgia.

Let freedom ring from the Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi, from every mountainside, let freedom ring.

And when this happens, and when we allow freedom to ring, we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children-black men or white men, Jews and Gentiles, Protestants and Catholics- will be able to join hands and to sing in the words of the old Negro spiritual, "Free at last; thank God Almighty, we are free at last."

Year Level: 4
Subject: English
LESSON TITLE: The citizens' role in the Criminal Justice System
Time Frame: Two Sessions
CORE MESSAGE: Citizens constituting the community pillar play an important role in the Criminal Justice System.

LEARNING COMPETENCIES:

LISTENING 2.1 Point out the effectiveness of the devices used by the reader to attract and hold the attention of the listener.

READING: 5.3 Determine the validity and adequacy of proof statements to support assertions.

SPEAKING: 3.1 Interview resource persons to determine policies and social orientation.

STAGE I - DESIRED RESULTS	
ESTABLISHED GOAL	
Students demonstrate understanding of the role of the community in administering the community pillar of justice.	
ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
<p><i>Students will understand that . . .</i></p> <p>The community plays an important role in developing law-abiding citizens and in the reintegration of returning convicts.</p>	<ol style="list-style-type: none"> 1. What happens when the community fails to develop law-abiding citizens effectively? 2. How can the community make the reintegration process of returning convicts meaningful?
LESSON OBJECTIVES	
<p>Knowledge</p> <p><i>Students will know . . .</i></p> <ol style="list-style-type: none"> 1. The relation of the Community Pillar to the four other pillars of Justice 2. The importance of the community in the reintegration process of returning convicts 	<p>Skills</p> <p><i>Students will be able to . . .</i></p> <ol style="list-style-type: none"> 1. Point out devices used by the reader to attract and hold the attention of the listener 2. Create body movements that demonstrate ideas found in the reading 3. Identify some responsibilities of the youth to help the government enable the five pillars of justice to coordinate and work with each other effectively 4. Analyze why the community is an important pillar in the justice system

STAGE II - ASSESSMENT EVIDENCE

PERFORMANCE TASK	OTHER EVIDENCE
<p>What is the importance of the community in nurturing law-abiding citizens? How can the community help a convict who returns after serving sentence?</p> <p>Interview government officials and find out about the following:</p> <ol style="list-style-type: none"> 1. What are the programs for reintegration of returning convicts? 2. How are these programs implemented? 3. How do these programs affect the lives of returning convicts? 4. How can the youth support these initiatives and programs? <p>Write a report on your findings.</p> <p>Use the Evaluation Chart for assessment</p>	<p>Cite specific examples of activities that the youth like you can engage in to achieve the characteristics of a strong nation cited by Hon. Diokno, having in mind the five pillars of justice: enforcement, prosecution, adjudication, correctional, and community integration.</p> <ol style="list-style-type: none"> 1. A noble nation ----- 2. A proud nation ----- 3. A free nation ----- 4. A just nation ----- 5. An independent nation ----- 6. An honourable nation -----

STAGE III - LEARNING PLAN

PROCEDURE AND ACTIVITIES

U. EXPLORE

The teacher asks the class for their insights on the following:

- What are some laws that you obey as citizens?
- Why should the youth be law-abiding citizens?
- How does your community develop law-abiding citizens?

After the students have answered these questions, the teacher reviews the five pillars of the criminal justice system (See Appendix)

Ask them the following questions:

1. What are the five pillars of justice?
2. How do the five pillars of justice complement each other in administering the criminal justice system?
3. Why is it important that the five pillars of justice coordinate and work with each other effectively?
4. Why is the community one of the five pillars of justice?

UNLOCKING OF DIFFICULTIES

The students fill the blanks with the appropriate word. They choose from the words provided below.

noble	scrounge
variegated people	private gains
foreign dictator	condemns

1. Nobody _____ a noble people.
2. The _____ came and conquered by manipulating the economy.
3. The population of our archipelago consists of _____.
4. The first couple sought to protect their _____
5. A _____ nation makes its people proud of who and that they are.

Reading the Selection

Choose three effective readers in class. Give each one a part of the reading to read in front of the class. The rest of the class observes the effectiveness of the devices used by the reader to attract and hold the attention of the listener. Then they identify these devices.

V. FIRM-UP

Discuss the following questions.

1. What dream should all Filipinos share?
2. What five words did Hon. Jose Diokno describe his dream nation?
3. What do you think are some examples of barriers that can stop us, Filipinos, from becoming what we want to be?
4. How can we overcome these barriers?
5. What condition can make our future bright? dark?
6. How can 'variegated people' be united as one people with one future?
7. What is the role of the community in promoting a "just nation" as described by Diokno?

W. DEEPENING

The speech of Diokno on the traits of an ideal nation, which can be achieved when the five pillars of justice coordinate and work with each other effectively.

In the light of the dreams and one future that Hon. Diokno cited, what are some responsibilities of the youth to help the government promote the development of a justice system, particularly The Community?

The students work in pairs and discuss the question:

What can I do to help the government promote the pillar of community integration?

The pairs make a statement that expresses their answer.

X. TRANSFER

The students form groups and create body movements to demonstrate the following ideas found in the reading, *A Nation for our Children*:

Group A: A NOBLE nation, where homage is paid not to who a man is or what he owns, but to what he is and what he does.

Group B: A PROUD nation, where poverty chains no man to the plow, forces no woman to prostitute herself and condemns no child to scrounge among garbage.

Group C: A FREE nation, where men and women and children from all regions and with all kinds of talents may find truth and play and sing and laugh and dance and love without fear.

Group D: A JUST nation where whatever inequality exists is caused not by the way people act towards each other but by differences in natural talents; where poverty, ignorance, and hunger are attacked and every farmer has land that no one can grab from him; every breadwinner, a job that is satisfying and pays him enough to provide a decent standard of living; every family, a home from which it cannot be evicted; and everyone, a steadily improving quality of life.

Group E: An INDEPENDENT nation which rejects foreign dictation, depends on itself, thinks for itself, and decides for itself what the common good is, how it is to be attained, and how its costs and benefits are to be distributed.

Group F: An HONORABLE nation where public powers are used for the public good and not for the private gain of some Filipinos and some foreigners; where leaders speak not only well but truthfully and act honestly; a nation that is itself and seeks to live in peace and brotherhood with all other nations of the world.

Y. ASSIGNMENT

The students interview officials of the *Kabataang Barangay* and find out what policies and activities they undertake to promote the five pillars of justice. They should prepare to share their findings in class.

References

A Nation for our children by Jose W. Diokno. Retrieved August 21, 2009.

<http://www.diokno.org>

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.

Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law A Handbook for High School Students*. Manila: LIBERTAS.

On Balance: Judicial Reforms in the Philippines (Manila: Asian Institute of Journalism and Communication, 2005)

Materials

Organizational chart of the police force
Diagram of the five pillars of justice

Rubric

Evaluation Chart				
Criteria	Very Good	Good	Satisfactory	Poor
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
41. The report is based on the data gathered through interview of government officials				
42. The report gives information about the implementation and importance of the programs for re-integration of returning convicts				
43. It explains how the youth support these initiative and programs				
44. The report is brief yet concise				
Total				
Final Mark				

APPENDIX

A Nation For Our Children

By Jose W. Diokno

There is one dream that all Filipinos share: that our children may have a better life than we have had. So there is one vision that is distinctly Filipino: the vision to make this country, our country, a nation for our children.

A NOBLE nation, where homage is paid not to who a man is or what he owns, but to what he is and what he does.

A PROUD nation, where poverty chains no man to the plow, forces no woman to prostitute herself and condemns no child to scrounge among garbage.

A FREE nation, where men and women and children from all regions and with all kinds of talents may find truth and play and sing and laugh and dance and love without fear.

A JUST nation where whatever inequality exists is caused not by the way people act towards each other but by differences in natural talents; where poverty, ignorance, and hunger are attacked and every farmer has land that no one can grab from him; every breadwinner, a job that is satisfying and pays him enough to provide a decent standard of living; every family, a home from which it cannot be evicted; and everyone, a steadily improving quality of life.

An INDEPENDENT nation which rejects foreign dictation, depends on itself, thinks for itself, and decides for itself what the common good is, how it is to be attained, and how its costs and benefits are to be distributed.

An HONORABLE nation where public powers are used for the public good and not for the private gain of some Filipinos and some foreigners; where leaders speak not only well but truthfully and act honestly; a nation that is itself and seeks to live in peace and brotherhood with all other nations of the world. . .

There is no insurmountable barrier that could stop us from becoming what we want to be. Why then are we in this sorry condition? I think it is because we have forgotten one basic thing. We Filipinos are a variegated people. We live in seven thousand islands. We profess no less than five major religions. We pray in no fewer than seven native tongues. But all of us — Muslim or Christian, Tagalog or Visayan or Ilocano or Kapampangan — all of us are Filipinos not only because we are brothers in blood — many of us are not — but because we are all brothers in tears; not because we all share the same land — many of us are landless — but because we share the same dream.

Whether we like it or not, we are one nation with one future, a future that will be as bright or as dark as we remain united or divided.

Source: <http://www.diokno.org>

Five Pillars of the Criminal Justice System

The criminal justice system has five pillars: law enforcement, prosecution, the courts, correction and rehabilitation and the community.

Law enforcement. This pillar investigates the crime, collects evidence, and arrests suspects. It then refers the case and suspects for preliminary investigation. This pillar is the main responsibility of the Philippine National Police (PNP), which is under the Department of Interior and Local Government (DILG), and the National Bureau of Investigation (NBI), a support agency of the Department of Justice (DOJ).

Prosecution. The prosecution pillar evaluates cases or complaints referred to it by the police, the NBI, or private persons. Subsequently, it files the appropriate information or complaint and prosecutes the case in the lower courts in the name of the People of the Philippines. The Office of the Ombudsman and the Department of Justice (DOJ), through the Public Attorney's Office and the Provincial, City and State Public Prosecutors, are responsible for this pillar.

The Courts. It is the duty of the courts to uphold the constitutional rights of the accused to due process, to be presumed innocent, to be heard, to be informed of the nature and cause of the accusation, to have a speedy, impartial and public trial, to meet the witnesses face to face, and to have compulsory process to secure the attendance of witnesses and the production of evidence. This pillar involves the entire hierarchy of the Judiciary, from the lower courts to the Supreme Court.

Correction and Rehabilitation. The correction and rehabilitation pillar oversees the serving of a jail sentence or execution in extreme cases and the correction and rehabilitation of convicts. Basic penology is the primary responsibility of the DOJ through the Bureau of Corrections (BOC), the Board of Pardons and Parole (BPP), and the Parole and Probation Administration (PPA).

The Community. This pillar refers to society at large, which is responsible for nurturing law-abiding citizens and to which a convict returns after serving sentence. It also includes government institutions, legislative agencies, educational institutions and religious and civic organizations. Although technically beyond the scope of the Criminal Justice System, the community completes the criminal justice system because the people are the ones being served by the other four pillars. Their vigilance is essential to make the system work.

On Balance: Judicial Reforms in the Philippines (Manila: Asian Institute of Journalism and Communication, 2005)

Year Level: 4
Subject: English
LESSON TITLE: Justice tempered with mercy
Time Frame: Two Sessions
CORE MESSAGE: Justice must be tempered with mercy.

LEARNING COMPETENCIES:

LITERATURE 1: Organize information in texts bearing in mind the overall macro-discourse pattern and generic structure suited to the objective of the written discourse

STAGE I - DESIRED RESULTS	
ESTABLISHED GOAL	
Students demonstrate understanding of how justice is tempered with mercy.	
ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
<i>Students will understand that . . .</i> Justice tempered with mercy is granted as executive clemency to convicts.	1. How is justice with mercy granted? 2. How does justice with mercy affect the life of a convict?
LESSON OBJECTIVES	
Knowledge <i>Students will know . . .</i> That justice with clemency is granted to convicts through Executive clemency.	Skills <i>Students will be able to . . .</i> 1. Explain the human values of justice and mercy, as exemplified in the play. 2. Discuss the structure and literary devices used in the play. 3. Relate the concept of justice with mercy to some lines in the play. 4. Write an argumentative paper. 5. Define the concept of justice tempered with mercy.
STAGE II - ASSESSMENT EVIDENCE	
PERFORMANCE TASK	OTHER EVIDENCE
Form groups of three. Each group is given one line from the list below. Using a Cause and Effect Graphic organizer, the students explain the meaning of the following lines/ phrases as used in the play. They also give an appropriate example or illustration:	The students write an argumentative paper discussing the question: If you were Portia, what will be your judgment for Antonio and Shylock?

1. "That, in the course of justice, none of us should see salvation; we do pray for mercy."
2. "You take my house when you do take the prop"
3. "That doth sustain my house; you take my life"
4. "When you do take the means whereby I live."
5. "A Daniel come to judgment yea, a Daniel!"
6. "...There is no power in Venice that can alter a decree established..."
7. "I charge you by the law..."

Use the Evaluation Chart for assessment

STAGE III - LEARNING PLAN

PROCEDURE AND ACTIVITIES

Z. EXPLORE

The teacher asks the members of the class their opinion regarding the following:

*If the decision of the judge were unfavorable, what would you do?
Should justice be tempered with mercy?*

Explain the application of justice with mercy when Executive grants clemency to convicts. (See Appendix) Distinguish between absolute pardon and conditional pardon. Define amnesty, commutation of sentence and reprieve.

Based on these definitions, examine how each one can be applied to the convict.

AA. FIRM-UP

The students match the meaning of words in column A with column B.

	Column A	Column B
__(I)__	1. Plea	a. judgment
__(H)__	2. Mercy	b. explanation
__(G)__	3. Justice	c. promise
__(C)__	4. Oath	d. lose
__(J)__	5. Bond	e. procedure
__(B)__	6. Exposition	f. seize
__(A)__	7. Sentence	g. right action
__(F)__	8. Confiscate	h. kind sympathetic disposition
__(D)__	9. Forfeit	i. solemn appeal
__(K)__	10. Proceedings	j. a legal agreement in which a person agrees to pay a sum of money if he or she fails to comply with an agreement
__(L)__	11. Usurer	
__(M)__	12. Impugn	

- k. judicial process
- l. one who lends money at high interest rates
- m. accuse

The teacher introduces William Shakespeare to the class and the Shakespearean Theatre. The students describe the theatre.

The teacher tells the students that they are to study justice as shown in the play *The Merchant of Venice* which was performed in a Shakespearean Theatre.

Reading of the Play

The teacher asks the class to have a dramatic reading on the excerpt of “Merchant of Venice”. As the volunteers read aloud, the rest of the class reads silently, noting the values of the characters in the play.

Discuss the following questions:

1. How much interest did Shylock ask for the loan?
2. How was Antonio’s life saved?
3. What was Portia’s verdict?
4. What kind of a person is Antonio? Portia? Shylock? Cite details to support your answer.
5. Do you know what a “usurer” is? Explain what it means.
6. What was the irony at the end of the trial? Why did it end this way?
7. How is justice with mercy manifested in the play?

BB. DEEPENING

Do you think there was due process in the court proceedings of the play?

Is it possible that what is a just act in one society is unjust in another?

CC. TRANSFER

The students explain the meaning of the quote below taken from *The Merchant of Venice*.

Mercy is above this scepter’d sway;
It is an attribute to God himself;
And earthly power doth then show likest God’s
When mercy seasons justice.

How does this manifest justice with mercy?

(Expected answer:

When Antonio had the upper hand, he chose to show mercy even when he was not shown the same by Shylock.)

DD. ASSIGNMENT

Search the Internet for cases that show justice with mercy. You may refer to the executive clemency granted to convicts, if necessary. Be prepared to share the story in class.

References

Excerpts of the play *Merchant of Venice* by William Shakespeare
 Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.
 Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law A Handbook for High School Students*. Manila: LIBERTAS.
 Ladera, H., Dela Cruz, E., Flores, M., Guevarra, E. 2003. *The New Dimensions in Learning English IV*. Lesson 2, pp. 315-333. Manila: Rex Book Store, Inc.

Materials

Illustration of William Shakespeare and a Shakespearean Theater

Rubric

Evaluation Chart				
Criteria	Very Good	Good	Satisfactory	Poor
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
45. The explanation is clear and shows cause and effect				
46. The example or illustration used is logical				
47. The presentation is aided by graphic organizer and as a result, is easy to understand				
48. Delivery is articulate with clarity and brevity				
Total				
Final Mark				



THE MERCHANT OF VENICE
William Shakespeare

(Summary: Antonio, a rich merchant helps his friend Bassanio to raise money so the latter can court Portia, an intelligent, lovely and prosperous lady. Because Antonio's money is all tied up in ships which are still at sea, the two decide to borrow from Shylock, a rich Jewish usurer. Shylock agrees to lend the money for three months, at the end of which, if it remained unpaid, Shylock would take a pound of flesh nearest Antonio's heart. Sure that he would be able to repay the debt before the set date, Antonio agrees.)

However, misfortune comes. Antonio's ships are lost at sea and the debt cannot be paid as promised. Shylock insists on getting his pound of flesh. Bassanio who has already married Portia, offers to pay thrice the amount of the debt but Shylock refuses. He wants justice and justice, for Shylock, was the pound of flesh stipulated in the contract.

Meanwhile, Portia, with her friend Nerissa, arrives. Portia is disguised as a judge to try the case, while Nerissa is dressed as a lawyer's clerk.)

PORTIA: (turning to Shylock). Is your name Shylock?
SHYLOCK. Shylock is my name.
PORTIA. Of a strange nature is the suit you follow;
Yet in such rule that the Venetian Law
Cannot impugn you as you do proceed.
(To Antonio) You stand within his danger, do you not?
ANTONIO. Ay, so he says.
PORTIA. Do you confess the bond?
ANTONIO. I do.
PORTIA. Then must the Jew be merciful.
SHYLOCK. On what compulsion must I? Tell me that.
PORTIA. The quality of mercy is not strain'd,
It droppeth as the gentle rain from heaven
Upon the place beneath; it is twice bless'd;
It blesseth him that gives and him that takes;
'Tis mightiest in the mightiest, it becomes
The throned monarch better than his crown,
His scepter shows the force of temporal power,
The attribute to awe and majesty,
Wherein doth sit the dread and fear of kings;
But mercy is above this scepter'd sway;
It is an attribute to God himself;
And earthly power doth then show likest God's
When mercy seasons justice. Therefore, Jew,
Though justice be thy plea, consider this—
That, in the course of justice, none of us
Should see salvation; we do pray for mercy;
And that same prayer doth teach us all to render
The deeds of mercy. I have spoken thus much
To mitigate the justice of thy plea;
Which if thou follow, this strict court of Venice
Must needs give sentence 'gainst the merchant
SHYLOCK. My deeds upon my head! I crave the law,

The penalty and forfeit of my bond.
 PORTIA. Is he not able to discharge the money?
 BASSANIO. Yes, here I tender it to him in the court;
 Yes, twice the sum: if that will not suffice,
 I will bound to pay it ten times o'er,
 On forfeit of my hands, my head, my heart:
 If this will not suffice, it must appear
 That malice bears down truth. And I beseech you,
 Wrest once the law to your authority:
 To do a great right do a little wrong,
 And curb this cruel devil of his will.
 PORTIA. It must not be, there is no power in Venice
 Can alter a decree established:
 'Twill be recorded for a precedent,
 And many an error, by the same example
 Will rush in to the state: it cannot be.
 SHYLOCK. A Daniel come to judgment yea, a Daniel!
 O wise young judge, how do I honor thee!
 PORTIA. I pray you let me look upon the bond.
 SHYLOCK. (handing Portia the bond). Here 'tis, most reverend doctor, here it is.
 PORTIA. Shylock, there thrice thy money offer'd thee.
 SHYLOCK. An oath, an oath, I have an oath in heaven:
 Shall I lay perjury upon my soul?
 No, not for Venice.
 PORTIA. Why, this bond is forfeit;
 And lawfully by this the Jew may claim
 A pound of flesh to be by him cut-off
 Nearest the merchant's heart. Be merciful:
 Take thrice thy money; bid me tear the bond.
 SHYLOCK. When it is paid according to the tenor.
 It doth appear you are a worthy judge;
 You know the law, your exposition
 Hath been most sound: I charge you by the law,
 Whereof you are a well-deserving pillar,
 Proceed to judgment: by my soul I swear
 There is no power in the tongue of man
 To alter me: I stay here on my bond.
 ANTONIO. Most heartily I do beseech the court
 To give the judgment.
 PORTIA. Why then, thus it is:
 You must prepare your bosom for his knife.
 SHYLOCK. O noble judge! O excellent young man!
 PORTIA. For the intent and purpose of the law
 Hath full relation to the penalty,
 Which here appeareth due upon the bond.
 SHYLOCK. 'Tis very true; O wise & upright judge!
 How much more elder art thou than thy looks!
 PORTIA. (to Antonio) Therefore lay bare your bosom
 SHYLOCK. Ay, his breast:
 So says the bond: doth it not, noble judge?
 "Nearest his heart:" those are the very words.
 PORTIA. It is so. Are there balance here to weigh the flesh?
 SHY LOCK. I have them ready.

PORTIA. Have by some surgeon, Shylock, on your charge,
To stop his wounds, lest he do bleed to death.

SHYLOCK. Is it so nominated in the bond?

PORTIA. It is not so express'd, but what of that?
'Twere good you do so much for charity.

SHYLOCK. I cannot find it; 'tis not in the bond.

PORTIA. You, merchant, have you anything to say?

ANTONIO. But little: I am arm'd and well prepar'd.
Give me your hand, Bassanio; fare you well!
Grieve not that I am fallen to this for you;
For herein Fortune shows herself more kind
Than is her custom; it is still her use
To let the wretched man outlive his wealth,
To view with hollow eye and wrinkled brow
An age of poverty; from which lingering penance
Of such misery doth she cut me off.
Commend me to your honorable wife:
Tell her the process of Antonio's end
Say how much I loved you, speak me fair in death;
And, when the tale is told, bid her be judge
Whether Bassanio had not once a love.
Repent not you that you shall lose your friend,
And he repents not that he pays your debt;
For if the Jew do cut but deep enough,
I'll pay it instantly with all my heart.

BASSANIO. Antonio, I am married to a wife
Which is as dear to me as life itself;
But life itself, my wife, and all the world,
Are not with me esteem'd above thy life;
I would lose all, ay, sacrifice them all
Here to this devil, to deliver you.

PORTIA. Your wife would give you little thanks for that,
If she were by, to hear you make the offer,

GRATIANO. I have a wife whom, I protest, I love:
I would she were in heaven so she could
Entreat some power to change this currish Jew.

NERISSA. 'Tis well you offer it behind her back
The wish would make else an unquiet house.

SHYLOCK. (aside to himself). These be the Christian husbands. I have a daughter;
Would any stock of Barrabas
Had been her husband rather than a Christian!
(Aloud) We trifle time; I pray thee, pursue sentence.

PORTIA. A pound of that same merchant's flesh is thine:
The court awards it, and the law doth give it.

SHYLOCK. Most rightful judge!

PORTIA. And you must cut this flesh from off his breast;
The law allows it and the court awards it.

SHYLOCK. Most learned judge! A sentence!
Come, prepare!

PORTIA. Tarry a little; there is something else.
This bond doth give thee here no jot of blood;
The words expressly are 'a pound of flesh';
Take then thy bond, take thou thy pound of flesh';

But in cutting it, thou dost shed
 One drop of Christian blood, thy lands and goods
 Are, by the laws of Venice, confiscate
 Unto the state of Venice.

GRATIANO. O upright judge! Mark, Jew: O learned judge!
 SHYLOCK. Is that the law?
 Portia. Thyself shall see the act;
 For as thou urgest justice, be assured
 Thou shalt have justice, more than thou desirest.

GRATIANO. O learned judge! Mark, Jew: a learned judge!
 SHYLOCK. I take this offer, then; pay the bond thrice
 And let the Christians go.

BASSANIO. Here is the money.
 PORTIA. Soft, the Jew shall have all justice. Soft, no haste.
 He shall have nothing but the penalty

GRATIANO. O Jew! An upright judge, a learned judge!
 PORTIA. Therefore prepare thee to cut off the flesh
 She thou no blood, nor cut thou less nor more
 But just a pound of flesh: if thou tak'st more
 Or less than just a pound, be it but so much
 As makes it light or heavy in the substance,
 Or the division of the 20th part
 Of one poor scruple, nay, if the scale do turn
 But in the estimation of a hair,
 Thou diest and all thy goods are confiscate.

GRATIANO. A second Daniel, a Daniel, Jew!
 Now, infidel, I have you on the hip.

PORTIA. Why doth the Jew pause? Take thy forfeiture.
 SHYLOCK. Give me my principal and let me go.
 BASSANIO. I have it ready for thee; here it is.
 PORTIA. He hath refused it in the open court:
 He shall have merely justice and his bond

GRATIANO. A Daniel, still say I, a second Daniel!
 I thank thee, Jew, for teaching me that word

SHYLOCK. Shall I not have barely my principal?
 PORTIA. Thou shalt have nothing but the forfeiture,
 To be so take at thy peril, Jew.

SHYLOCK. Why, then the devil give him good of it!
 I'll stay no longer question.

PORTIA. Tarry, Jew;
 The law hath yet another hold on you.
 It is enacted in the laws of Venice,
 If it be proved against an alien
 That by direct or indirect attempts
 He seek the life of any citizen,
 The party 'gainst the which he doth contrive
 Shall seize one half his goods; the other half
 Comes to the privy coffer of the state;
 And the offender's life lies in the mercy
 Of the Duke only, 'gainst all other voice.
 In which predicament, I say, thou stand'st;
 For it appears, by manifest proceeding,
 That indirectly and directly too

Thou hast contrived against the very life
 Of the defendant; and thou has incurr'd
 The danger formerly by me rehearsed.
 Down therefore and beg mercy of the duke.
 GRATIANO. Beg that thou mayst have leave to hang thyself:
 And yet, thy wealth being forfeit to the state,
 Thou hast not left the value of a cord;
 Therefore thou must be hang'd at the state's charge.
 DUKE. That thou shalt see the difference of our sprit,
 I pardon thee thy life before thou ask it;
 For half thy wealth, it is Antonio's:
 The other half comes to the general state,
 Which humbleness may drive unto a fine.
 PORTIA. Ay, for the state, not for Antonio.
 SHYLOCK. Nay, take my life and all; pardon not that:
 You take my house when you do take the prop
 That doth sustain my house; you take my life
 When you do take the means whereby I live.
 PORTIA. What mercy can you render him, Antonio?
 GRATIANO. A halter gratis; nothing else, for God's sake.
 ANTONIO. So please my lord the duke and all the court
 To quit the fine for one half of his goods.
 I am content; so he will let me have
 The other half in use, to render it,
 Upon his death, unto the gentleman
 That lately stole his daughter:
 Two things provided more, that, for this favor
 He presently become a Christian;
 The other, that he do record a gift
 Here in the court, of all he dies possess'd
 Unto his son Lorenzo and his daughter.
 DUKE. He shall do this, or else I do recant
 The pardon that I late pronounced here.
 PORTIA. Art thou contented, Jew? What dost thou say?
 SHYLOCK. I am content.

(Source: <http://www.enotes.com/merchant-of-venice-text/act-iv-scene-i/print?start=4>)

Additional Reference

The application of this concept in our legal regime is when the Executive grants clemency to convicts.

Executive Clemency

In addition, notwithstanding the conviction of an accused, the President may exercise the power to grant **executive clemency**, which may take on several forms: **pardon, amnesty, commutation of sentence, and reprieve.**

Absolute Pardon and Conditional Pardon

The philosophy behind the grant of power to the President to grant executive clemency is founded on the recognition that human institutions are imperfect and that there are infirmities, deficiencies or flaws in the administration of justice. The power exists as an instrument or means for correcting these infirmities and also for mitigating whatever harshness might be generated by a too strict an application of the law. This principle applies to all criminal offenses committed against the state.

Pardon is an act of grace proceeding from the power entrusted with the execution of the laws, which exempts the individual on whom it is bestowed from the punishment the law inflicts for a crime he has committed. It is a voluntary act of the sovereign, granting outright remission of guilt and declaring of record that a particular individual is to be relieved of the legal consequences of a particular crime.¹ Criminal liability is totally extinguished by absolute pardon.¹

A **conditional pardon**, on the other hand partakes of the nature of a contract between the President and the convict subject to a condition which, if complied by the latter, could result in his final release but which, if violated, is subject to the corresponding sanctions of the law.¹

Amnesty

Amnesty is an act of the sovereign power granting oblivion or general pardon for a past offense, and is rarely, if ever, exercised on favor of a single individual, and is usually exerted in behalf of certain classes of persons, who are subject to trial but have not yet been convicted¹.

Criminal liability is totally extinguished by an amnesty.¹

Commutation of Sentence

A **commutation of sentence** is the reduction of penalty imposed. The object of commutation of sentence is the rehabilitation of the criminal offender.¹

Criminal liability is extinguished partially by commutation of the sentence.¹

Reprieve

Reprieve is defined as the temporary suspension of the execution of a sentence, especially of a sentence of death.

Thus, from the definitions of the different forms by which the President may exercise the power to grant executive clemency, it is plainly evident that the intention of the Constitution is to empower and enable the President to afford relief from enforcement of the criminal law which imposes a penalty and which may be unduly harsh. However, the President's pardoning power cannot be used to release or destroy the civil rights or remedies of private individuals, or to relieve against private obligations, civil penalties and forfeitures, or an order or judgment in a civil action or proceeding, or an administrative proceeding.¹

Taon: 4
Asignatura: Araling Panlipunan
ARALIN / PAKSA: Mamamayang Sumusunod sa Batas, Kabuhayan ng Bansa Pinalalakas
Sesyon: Dalawang Sesyon
KAISIPAN: Ang tamang pagtupad ng tungkulin ng mga mamamayan ay mahalaga para sa pag-unlad ng kabuhayan ng bansa.

MGA BATAYANG KASANAYAN SA PAGKATUTO

5B1 1. Nasusuri ang mga sektor ng impormal na sektor ayon sa epekto nito sa ekonomiya ng bansa.

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN Naipamamalas ng mag-aaral ang pag-unawa na dapat tumupad ang mga mamamayan sa kanilang mga tungkulin sa ilalim ng batas sapagkat mahalaga ito sa pag-unlad ng kabuhayan ng bansa.	
KAKAILANGANING PAG-UNAWA Naipamamalas ng mag-aaral ang pag-unawa na bagamat kinikilala ng batas ang karapatan ng bawat isa na mabuhay nang marangal sa pagtatguyod ng isang hanap-buhay, dapat nating tiyakin na ang ating hanap-buhay ay hindi lumalabag sa batas. Tungkulin nating magbayad ng buwis mula sa ating mga kita.	MAHAHALAGANG TANONG 8. Anu-ano ang mga dahilan ng paglago ng underground economy? 9. Paano nito naaapektuhan ang kalagayang pangkabuhayan ng ating bansa? 10. Paano sinusugpo ng pamahalaan ang paglago nito? 11. Ano ang maari nating magawa upang malutas ang suliraning dulot ng underground economy?
KAALAMAN <i>Nauunawaan ng mga mag-aaral na . . .</i> Na ang pagdami o paglago ng underground economy ay nagdudulot ng di-kanais nais na ng bansa. Maaring malagay sa panganib ang kapakanan ng mga mamimili sa pagtangkilik nila sa mga produktong galing sa underground economy. Malaking kita ang nawawala sa bansa sa paglago ng underground economy dahil ang mga ito ay hindi nagbabayad ng buwis.	KASANAYAN/ KAKAYAHAN <i>Ang mag-aaral ay. . .</i> Natatalakay ang pagharap ng mga mamamayan sa krisis pinansyal sa Pilipinas Nasusuri ang sanhi at epekto ng pag-iral ng <i>underground economy</i> sa Pilipinas Naipaliliwanag ang kahalagahan ng pagsasagawa ng karapatan sa hanapbuhay nang naaayon sa tuntunin ng batas Nakababahagi ng paraan kung paano makatutulong sa pag-unlad ng ekonomiya ng bansa.

ANTAS II - PAGTATAYA

SA ANTAS PAGGANAP

Magsulat sa kartolina (1/4 size) ng isang kampanya (campaign) upang hikayatin ang mga taong naghahanapbuhay na isagawa ang tungkulin na magfile ng *Income Tax Return* at magbayad ng tamang buwis sa pamahalaan.

SA ANTAS NG PAG-UNAWA

Ibigay ang hinihingi:
1-3 Mga Katangian ng Underground Economy
4-6 Mga Epekto ng Underground Economy sa Kabuhayan ng Isang bansa
7- 9 Mga dahilan ng Pag-iral ng Underground Economy
10- 12 Mga Hakbang na Ginagawa ng Pamahalaan Upang malutas ang Suliranin sa U. E.
13-15 Halimbawa ng mga Negosyo o hanap-buhay na Karaniwang Sangkot sa Underground Economy

ANTAS III – PLANO SA PAGKATUTO

MGA PLANO SA PAGKATUTO

E. Pagganyak

Hatiin sa 4 na pangkat ang mag-aaral. Ang bawat pangkat ay magpapakita ng *role play* ng mga sumusunod na nakasulat sa index card. Bigyan sila ng 10 minuto upang makapagplano ng gagawin.

Unang Pangkat	-	Sidewalk vendor ng mga gulay at prutas
Ikalawang Pangkat	-	Tricycle / Pedicab Driver
Ikatlong Pangkat	-	Nagtitinda ng iba't ibang lutong ulam at namamahala ng maliit na kainan sa tabi ng kalsada
Ika-apat na Pangkat	-	Empleyado sa opisina na nag-aalok sa kanyang mga kasamahan ng mga homemade na tocino, longganisa at itlog na maalat.

F. Gawain

Pagkatapos ng *role play*, hingin ang reaksiyon ng mga mag-aaral kung mayroon silang masasabing paglabag sa batas o alituntunin na maaaring ginagawa ng mga taong nauugnay sa ganitong hanapbuhay.

Gamiting gabay ang mga sumusunod na tanong:

1. Ano ang tawag sa uri ng ekonomiya na ipinakita sa mga halimbawa?
2. Ano ang sariling kahulugan na mabubuo mo sa salitang *underground economy*?
3. Ano ang iba pang anyo ng *underground economy* na nagaganap sa bansa? Bakit patuloy na nangyayari ito?
4. May naitutulong ba ang mga taong nakikilahok sa *underground economy* sa

pagpapabuti ng ekonomiya ng bansa? Bakit?

Basahin ng mga mag-aaral ang *Revenue goals already lower due to untaxed underground economy* (Tingnan sa Apendiks)

G. Pagsusuri

Talakayin ang mga sumusunod na tanong:

1. Ano ang sanhi ng pagbaba ng buwis na nakokolekta ng pamahalaan?
2. Gaano kadami ang mga taong sangkot sa *underground economy* na hindi nagbabayad ng buwis?
3. Anong batas ang hindi sinusunod ng mga taong sangkot sa *underground economy*
4. Anong hakbang ang ginagawa ng pamahalaan upang mapigil ang ganitong gawa?
5. Ano ang epekto ng hindi maayos ang pangongolekta ng buwis sa ating bansa?
6. Karapatan ng bawat mamamayan na maghanapbuhay at mamili ng trabaho ngunit ano ang kakambal na responsibilidad nito? Ipaliwanag ang iyong sagot.

H. Paghahalaw

Gabayan ang mga mag-aaral upang mabuo ang sumusunod na kaisipan:

Tungkulin at karapatan ng mamamayan na maghanapbuhay nang marangal upang mapaunlad ang sarili at makatulong sa pag-unlad ng ekonomiya ng bansa.

Mahalagang tungkulin ng mamamayan na magbayad ng tamang buwis upang may maitustos ang pamahalaan sa mga mahalagang serbisyong panlipunan.

I. Paglalapat

Hardin ng Birtud (Virtues)

Magpakita ng larawan ng mga bulaklak na may nakakabit na mga birtud (virtues). (Tignan ang halimbawa sa Apendiks) Pipili ang mga mag-aaral ng tatlong birtud na kanilang isasagawa upang maiahon ang sarili at ang bansa sa kahirapan.

Gawin ito sa pamamagitan ng dyad. Hayaang humanap ang mga mag-aaral ng kasama upang bumuo ng dyad. Bigyan sila ng limang minuto upang magbahagi ng kani-kanilang saloobin at saka tumawag ng mag-aaral upang ibahagi ang napag-usapan sa klase.

Mga Birtud:

Kasipagan	Simpleng Pamumuhay
Katipiran	Maluho
Pagkamakasarili	Katapatan
Responsable	Mapamaraan
Malikhain	

(Maaaring magdagdag pa ang guro ng listahan.)

V.TAKDANG ARALIN

1. Mamili ng isang paksa at gumawa ng maikling pagsasaliksik.
 - Matagumpay na proyektong inilunsad ng isang korporasyon at ang naging kontribusyon nito sa pag-unlad
 - Mga korporasyong may panlipunang adhikain (kapaligiran, edukasyon, kalusugan)
 - Mga matagumpay na may-ari ng korporasyon at ang kanilang sikreto sa pagtatagumpay.

Ihandang ibahagi ito sa klase sa susunod na pagkikita.

2. Kapanayamin ng mga mag-aaral ang manager at kasapi ng isang negosyong korporasyon. Kunin ang kanilang pananaw kung paano nila natatamo ang karapatan at proteksyon sa negosyo.

Ibahagi nila ito sa klase sa susunod na pagkikita.

Mga Sanggunian

Viloria, E., Cruz, N., Rillo, J., Lim, A. 2000. *Ekonomiks*. Unit 8 pp. 143-147. Quezon City: SD Publications, Inc.

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines: A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.

Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law, A Handbook for High School Students*. Manila. LIBERTAS.

Mga Kagamitan

Index card

Cartolina

Pentel pen

Rubrik

Kraytirya sa Pagtataya				
Kraytirya	Napakagaling	Magaling	Katamtaman ang Galing	Mahina
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
49. Linaw ng Pagpapahayag	Malinaw na natukoy ang isyu at mga impormasyong may kinalaman dito	Natukoy ang isyu at nagkapagbanggit ng mahalagang impormasyon upang mapatatag ang posisyon	Hindi gaanong natukoy ang isyu	Hindi natukoy ang isyu at walang impormasyong nailahad ukol dito
50. Pagpapahayag ng Posisyon/Kampanya	Malinaw at tiyak	Naipahayag nang may linaw	Hindi gaanong malinaw	Hindi nakapaglahad ng sariling posisyon
51. Kaayusan ng Pagpapahayag	Maayos at organisado	Maayos sa pangkalahatan	Hindi gaanong organisado at malinaw	Hindi malinaw at maayos
Marka				

Appendix

Revenue goals already lower due to untaxed underground economy

MANILA, Philippines - The Philippines' revised revenue targets this year may already be lower by more than a third as a result of foregone revenues from the underground economy, a finance official said.

Uncollected taxes from small neighborhood stores, roadside eateries, and ambulant vendors comprise 35 percent of the country's uncollected taxes, Department of Finance (DOF) undersecretary Gil S. Beltran said.

The amount may even be higher if it includes foregone revenues from tax cheats, he said, adding that this excludes losses posted by the Bureau of Customs (BOC) from smuggling.

This may mean that the Bureau of Internal Revenue's collection goal of P798.5 billion this year may already be "short" by 35 percent, he said.

The government may cut its revenue goals for the third time this year after it slashed targets by P52 billion from its previous P850.5 billion target.

From January to May this year, BIR collections reached P315.2 billion, 6.1 percent lower than P335.7 billion during the same period last year.

During the first five months this year, the government reported a deficit of P123.2 billion, more than six times the shortfall it posted from January to May last year.

The government's intends to collect P388.4 billion for the first six months this year.

Uncollected taxes from the underground economy significantly cut revenue collections because the sector comprises 40 percent of the economy, Beltran said.

The amount of revenues lost due to tax evasion is linked to the size of the underground economy, he added.

"But the size of the tax evasion is largely due to how much of the economy is underground," he said.

"You cannot really collect 100 percent taxes in an economy where 35 to 40 percent are underground. It is impossible. No country even from the West collects 100 percent taxes," Beltran said.

Singapore, which reportedly has the most efficient tax collection system, could only manage a 97 percent tax collection efficiency.

Despite these drawbacks, the BIR has implemented a few measures to lessen the impact of tax evasion.

Besides implementing tax audits, the agency has also begun cross matching its data with those of local government units, Beltran said.

Various programs such as – Run After Tax Evaders (RATE), Run After the Smugglers (RATS), and Oplan Kandado – are also being implemented to further enhance revenues.

Oplan Kandado, which closes down establishments that fail to pay correct taxes, have already reached P60 million in penalties since its launching in January, Beltran said.

Meanwhile, the Bureau of Customs have been meeting up to 95 percent of its revenue targets despite falling

imports.

"In the first five months, the agency was able to collect P20 billion more than what was expected from it," he said.

But in June, the Customs bureau posted a P25.9 billion shortfall, a deficit that is "not alarming," Beltran said.

"Given with the level of imports, their collection should have dropped but they were able to ease the drop to a single digit level," he said.

Manila is looking at a wider budget deficit of P250 billion or 3.2 percent of GDP instead of the revised P199.2 billion or 2.5 percent of GDP due to the deepening impact of the global crisis. - **GMA News.TV**

Source: GMA News, 07/09/2009, <http://www.gmanews.tv/story/167007/Revenue-goals-already-lower-due-to-untaxed-underground-economy>

Year Level: 4
Subject: English
LESSON TITLE: The citizens have the right and duty to vote
Time Frame: Two Sessions
CORE MESSAGE: Citizens have the power to effect changes in Government through the proper exercise of their right and duty to vote.

LEARNING COMPETENCIES:

LITERATURE 1. React to the literary techniques and styles (e.g. choice of symbols, imagery, juxtaposition) adapted by an author to achieve his purpose

READING 7.1 Define words from context and through word analysis (prefix, roots, suffixes)

STAGE I - DESIRED RESULTS	
ESTABLISHED GOAL	
Students demonstrate understanding of the citizen’s power to effect changes through exercising their right and duty to vote.	
ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
<p><i>Students will understand that . . .</i></p> <p>Elections give the citizens the power to effect changes in government through the proper exercise of their right and duty to vote.</p>	<ol style="list-style-type: none"> 1. What can happen when people do not exercise their right to vote? 2. How can elections effect changes in government?
LESSON OBJECTIVES	
<p>Knowledge</p> <p><i>Students will know . . .</i></p> <ol style="list-style-type: none"> 1. That people 18 years and above have the right and duty to vote. 2. Elections can effect changes in government. 3. Symbols are used as a literary device to emphasize effect. 	<p>Skills</p> <p><i>Students will be able to . . .</i></p> <ol style="list-style-type: none"> 1. Arrive at word meanings through context. 2. Identify the main idea of the excerpt and its supporting details. 3. Identify symbolisms used in the excerpt. 4. Explain the concept of “elections”. 5. Determine the consequences of not participating in elections.
STAGE II - ASSESSMENT EVIDENCE	
PERFORMANCE TASK	OTHER EVIDENCE
<p>Identifying symbolisms and interpretations</p> <p>The novel “Animal farm” is a satire of the Russian Revolution, and is therefore full of</p>	<p>Describe the process used by Major in <i>The Animal Farm</i>.</p> <p>Contrast this approach to democratic procedures</p>

symbolism. Generally, Orwell associates certain real characters with the characters in the book. An example of this is the character “Old Major”, who is considered an obvious metaphor for Karl Marx. Using Old Major’s naivety, Orwell concludes that no society is perfect, and there is no easy way to escape the grasp of capitalism.

Explain and interpret the ideas or persons that the following characters in the excerpt symbolize: (1) pigs; (2) dogs; (3) rats and rabbits. Describe the effect of the use of these symbols on the story.

Use the Evaluation Chart for assessment

where there is an electoral process. Write an essay discussing the contrast.

STAGE III - LEARNING PLAN

PROCEDURE AND ACTIVITIES

EE. EXPLORE

Conduct a mock-election for the position of President and Vice-President of the Philippines. Tally the votes and proclaim the winner.

Ask the students:

- Who are entitled to vote?
- Why should people vote?
- What happens after the election?

Then the teacher asks the students their thoughts regarding the following:

- What is the importance of elections in the social and political aspects of our lives?
- If there were no elections, what other options or venues are available?

Unlocking of Difficulties

Directions: Exercise 1: Match column A with column B

Column A

1. Astray
2. Socialism
3. Comrades
4. Tyranny
5. Falter
6. Rebellion
7. Overwhelming
8. Resemble

Column B

- a. ill will
- b. remaining part
- c. off the right path or route
- d. to be like or similar to
- e. companion
- f. waver; move unsteadily
- g. right action
- h. uprising against the Government

9. Enmity

i. Government in which all power is in the hands of a single ruler

10. Hindquarters

j. system of government based on public ownership and control of the means of production and distribution of goods

11. Remainder

k. extremely large in amount or proportion

l. rear of four-legged animal

(Expected answers:

(1) C (2) J (3) E (4) I (5) F (6) H (7) K (8) D (9) A (10) L (11) B)

Divide the class into groups. Each group is assigned a paragraph to read from *The Animal Farm* (See Appendix)

FF. FIRM-UP

Discuss the following questions:

1. What was Major's intention in gathering the animals?
2. Why did he ask the animals to rise against the humans?
3. What interrupted the proceedings?
4. Do you think it was necessary to put the issue to a vote?
5. How will you characterize Major? Cite details to support your answer.
6. What were the rules imposed by Major?
7. Do you think rebellion was the best option the animals have? Can you give other options the animals could do?
8. The dogs and the cat voted on both sides. Should their votes be counted? Why or why not?
9. What is the outcome of the voting?
10. Why was it necessary to vote?

GG. DEEPENING

The students give their reaction to the following statements:

1. Man serves the interests of no creature except himself.
2. All the habits of men are evil.
3. All animals are equal.
4. All the evils of this life of ours spring from the tyranny of human beings.

HH. TRANSFER

Read the lines below.

An electoral process is a necessary ingredient in any democratic society. This gives the citizens the right to choose the people they want to lead and/or the right to choose the way they want to be governed. This also gives them the opportunity to be heard on issues by giving them the chance to choose which side they are on.

What do citizens gain from elections? Explain the significance of elections in the lives of the citizens. List them down below:

II. ASSIGNMENT

Search the Internet for the electoral procedure used in the Philippines. Be prepared to share it in class.

References

Excerpt from the Novel *Animal Farm* by George Orwell

Ruiz-Dimalanta, R. and Datinguinoo, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.

Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law, Handbook for High School Students*. Manila. LIBERTAS.

Const, Art. V

Materials

Pieces of paper and a ballot box

Rubric

Evaluation Chart				
Criteria	Very Good	Good	Satisfactory	Poor
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
52. The symbolisms are based on the characters of the story.				
53. The explanation is clear and correct.				
54. The effect of the symbols on the story is described.				
Total				
Final Mark				

APPENDIX

Const, Art. V

Section 1. Suffrage may be exercised by all citizens of the Philippines, not otherwise disqualified by law, who are at least eighteen years of age, and who shall have resided in the Philippines for at least one year and in the place wherein they propose to vote, for at least six months immediately preceding the election. No literacy, property, or other substantive requirement shall be imposed on the exercise of suffrage.

Section 2. The Congress shall provide a system for securing the secrecy and sanctity of the ballot as well as a system for absentee voting by qualified Filipinos abroad.

The Congress shall also design a procedure for the disabled and the illiterates to vote without the assistance of other persons. Until then, they shall be allowed to vote under existing laws and such rules as the Commission on Elections may promulgate to protect the secrecy of the ballot.

Animal Farm
George Orwell
excerpts

Major, one of the oldest and wisest pigs of the farm, called an assembly of the animals and delivered this message to them.

“Is it not crystal clear, then comrades, that all the evils of this life of ours spring from the tyranny of human beings? Only get rid of Man, and the produce of our labor would be our own. Almost overnight we could become rich and free. What then must we do? Why, work night and day, body and soul, for the overthrow of the human race? That is my message to you, comrades: Rebellion! I do not know when that Rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done. Fix your eyes on that, comrades, throughout the short remainder of your lives! And above all, pass on this message of mine to those who come after you, so that future generations shall carry on the struggle until it is victorious.

“And remember comrades, your resolution must never falter. No argument must lead you astray. Never listen when they tell you that Man and the animals have a common interest, that the prosperity of the one is the prosperity of the others. It is all lies. Man serves the interests of no creature except himself. And among us animals let there be perfect unity, perfect comradeship in the struggle. All men are enemies. All animals are comrades.”

At this moment, there was a tremendous uproar. While Major was speaking, four large rats had crept out of their holes and were sitting on their hindquarters, listening to him. The dogs had suddenly caught sight of them, and it was only by a swift dash for their holes that the rats saved their lives. Major raised his trotter for silence.

“Comrades,” he said, “here is a point that must be settled. The wild creatures, such as rats and rabbits- are they our friends or our enemies? Let us put it to a vote. I propose this question to the meeting: Are rats comrades?”

The vote was taken at once, and it was agreed by an overwhelming majority that rats were comrades. There were only four dissenters, the three dogs and the cat, who were afterwards discovered to have voted on both sides. Major continued:

“I have little more to say. I merely repeat, remember always your duty of enmity towards Man and his ways. Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend. And remember also that in fighting against Man, we must come to resemble him. Even when you have conquered him, do not adopt his vices. No animal must ever live in a house, or sleep in a bed, or wear clothes, or drink alcohol, or smoke tobacco, or touch money, or engage in trade. All the habits of man are evil. And, above all, no animal must ever tyrannize over their own kind. Weak or strong, clever or simple, we are all brothers. No animal must ever kill any other animal. All animals are equal.

Antas: Taon 4
Asignatura: ARALING PANLIPUNAN
ARALIN / PAKSA: Pagtataguyod ng Karapatan sa Aring Intelektuwal
Sesyon: Dalawa
KAISIPAN: Ang paggalang sa Intellectual Property Rights (IPR) ay daan tungo sa pambansang kaunlaran. Ang pagsulong ng ekonomiya ay nakasalalay sa angkop at matatag na batas.

MGA BATAYANG KASANAYAN SA PAGKATUTO

IG 1.25 Nasusuri ang konsepto ng pag-aaring intelektuwal (intellectual property), kopirayt (copyrights) at iba pang mga karapatan sa pag-aaring intelektuwal (intellectual property rights) kaugnay sa pag-unlad ng mga industriya ng bansa.

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN Naipamamalas ng mag-aaral ang pag-unawa sa kahalagahan ng paggalang sa pag-aaring intelektuwal.	
KAKAILANGANING PAG-UNAWA Naipamamalas ng mag-aaral ang pag-unawa kung paano pinangangalagaan ng Intellectual Property Rights (IPR) ang mga pag-aaring intelektuwal	MAHAHALAGANG TANONG 1. Bakit tayo hindi dapat kumopya ng mga gawang malikhain? 2. Paano makakatulong ang mga kabataan sa pagsugpo sa paglabag sa IPR?
KAALAMAN <i>Nauunawaan ng mga mag-aaral na . . .</i> 1. May mga batas laban sa paglabag sa IPR 2. Makakatulong ang mga kabataan sa pagsugpo sa paglabag sa IPR	KASANAYAN/ KAKAYAHAN <i>Ang mag-aaral ay. . .</i> 1. Natutukoy ang mga gawaing pang kabuhayan na lumalabag sa karapatan sa pag-aaring intelektuwal 2. Naipaliliwanag ang mga batas 3. Nasusuri ang mga paraang legal na isinasagawa ng pamahalaan tungo sa proteksyon ng mga pag-aaring intelektuwal 4. Nakapagbibigay ng mga paraang magagawa ng kabataan upang makatulong sa pagsugpo sa paglabag sa IPR
ANTAS II - PAGTATAYA	
SA ANTAS PAGGANAP Magbuo ng apat na pangkat. Magbigay ng mga konkretong paraan upang makatulong ang kabataan sa pagsugpo sa paglabag ng IPR sa mga sumusunod na pag-aaring intelektuwal:	SA ANTAS NG PAG-UNAWA Gawin ng mga mag-aaral ang sumusunod na pagsasanay: Tingnan ang tseklist sa ibaba. Ilagay ang epekto sa kalakalan ng mga

Intellectual Properties Literary works Artistic works Books Choreographic work Musical compositions Product designs Computer programs Scientific works	gawaing labag sa batas: <table border="1" data-bbox="776 258 1339 1010"> <thead> <tr> <th data-bbox="776 258 1031 352">Gawaing labag sa batas</th> <th data-bbox="1031 258 1339 352">Epekto sa kalakalan at kulturang Pilipino</th> </tr> </thead> <tbody> <tr> <td data-bbox="776 352 1031 552">Maramihang Photocopy ng buong aklat at pagbebenta ng mga ito sa murang halaga</td> <td data-bbox="1031 352 1339 552"></td> </tr> <tr> <td data-bbox="776 552 1031 716">Pag-“download” ng musika sa internet at pagbebenta nito sa palengke</td> <td data-bbox="1031 552 1339 716"></td> </tr> <tr> <td data-bbox="776 716 1031 879">Pagkopya ng orihinal na musika at pagbebenta nito sa palengke</td> <td data-bbox="1031 716 1339 879"></td> </tr> <tr> <td data-bbox="776 879 1031 1010">Pagkopya ng mga malikhaing katha at pagbenta nito sa Internet</td> <td data-bbox="1031 879 1339 1010"></td> </tr> </tbody> </table>	Gawaing labag sa batas	Epekto sa kalakalan at kulturang Pilipino	Maramihang Photocopy ng buong aklat at pagbebenta ng mga ito sa murang halaga		Pag-“download” ng musika sa internet at pagbebenta nito sa palengke		Pagkopya ng orihinal na musika at pagbebenta nito sa palengke		Pagkopya ng mga malikhaing katha at pagbenta nito sa Internet	
Gawaing labag sa batas	Epekto sa kalakalan at kulturang Pilipino										
Maramihang Photocopy ng buong aklat at pagbebenta ng mga ito sa murang halaga											
Pag-“download” ng musika sa internet at pagbebenta nito sa palengke											
Pagkopya ng orihinal na musika at pagbebenta nito sa palengke											
Pagkopya ng mga malikhaing katha at pagbenta nito sa Internet											
<p>Gumawa ng Program of Action na may mga sumusunod na bahagi:</p> <p>Layunin: _____</p> <p>Mga Gawain (para sa bawát aspeto): _____</p> <p>Mga paraan ng paggawa: _____</p> <p>Mga kasapi sa komunidad at kani-kaniyang gawa: _____</p> <p>Mga kagamitan: _____</p> <p>Petsa, oras at lugar : _____</p> <p>Gamitin ang <i>Kraytirya sa Pagtataya</i> para sa Pagtataya</p>											

ANTAS III – PLANO SA PAGKATUTO

TT. PAGTUKLAS

Magkaroon ng talakayan tungkol sa mga naibalitang pagkakahuli ng mga kinaukulan sa mga nagbebenta ng mga kinopyang DVD ng sine at awit sa Divisoria, Quiapo at iba pang mga lugar. Hikayatin ang mga mag-aaral na mag-bigay ng kuro-kuro, gamit ang mga gabay na tanong:

1. Paano ang ginawang pagkumpiska sa mga DVD at paghuli sa mga nagbebenta?
2. Ano ang masasabi ninyo sa ginawa ng mga maykapangyarihan?
3. Bakit kailangang sugpuin ang pagbebenta ng mga kopya ng DVD?

Ipalawanag sa mga mag-aaral kung bakit hindi tama ang gumawa ng maraming kopya ng DVD ng sine at awit at ibenta ito. Ang mga produktong ito ay pag-aaring intelektuwal na nilikha ng may-akda. Gayunpaman, ang mga negosyante ay nais kumita mula sa nasabing produkto sa pamamagitan ng paggawa ng libo-libong kopya nito at pagbebenta ng maramihan sa murang halaga. Sa ganitong gawa, hindi kumikita ang may-akda at ang kanyang Intellectual Property Rights ay nilalabag.

Magbigay ng panayam tungkol sa *Intellectual Property Code*.

R. A. No. 8293 – *Intellectual Property Code of the Philippines*. Ito ang batas na nagtatakda ng “Intellectual Property Code” at nagtatatag ng Opisina ng Intellectual Property at nagbibigay ng Kapangyarihan at Gawain nito. Ang ilan sa mga

pinoprotektahang mga Intellectual Property Rights ayon sa R. A. #8293 ay ang mga sumusunod:

- Literary works
- Artistic works
- Books
- Choreographic work
- Musical compositions
- Product designs
- Computer programs
- Scientific works

Basahin ng mga mag-aaral ang babasahing *Intellectual Property Code of the Philippines* (Tingnan sa Apendiks).

UU. PAGLINANG

Talakayin ang mga sumusunod:

Ipaliwanag ang ibig sabihin ng deklarasyon:

The State shall promote the diffusion of knowledge and information for the promotion of national development and progress and the common good.

- Sino ang may karapatang magmay-ari ng *patent*?
- Paano nakakamit ang karapatang ito?
- Paano nalalabag ang *Intellectual Property Code*?
- Bakit may batas para sa *Limitations on Copyright*?

Magtala ang mga mag-aaral ng mga halimbawa ng mga pag-aaring intelektuwal na pinoprotektahan ng *copyright*:

	Mga halimbawa
DERIVATIVE WORKS	
Dramatizations, translations, adaptations, abridgments, arrangements, and other alterations of literary or artistic work Collections of literary, scholarly or artistic works, and compilations of data and other materials	
LITERARY AND ARTISTIC WORKS	
Books, pamphlets, articles and other writings; Periodicals and newspapers; Lectures, sermons, addresses, dissertations Letters	
Dramatic or dramatico-musical compositions; choreographic works or entertainment in dumb shows; Musical compositions, with or without words; Works of drawing, painting, architecture, sculpture, engraving, lithography or other works of art; models or designs for works of art; Original ornamental designs or models for articles	

of manufacture; Illustrations, maps, plans, sketches, charts and three-dimensional works relative to geography, topography, architecture or science; Drawings or plastic works of a scientific or technical character; Photographic works including works produced by a process analogous to photography; lantern slides;	
Audiovisual works and cinematographic works and works produced by a process analogous to cinematography or any process for making audio-visual recordings; Pictorial illustrations and advertisements; Computer programs; Other literary, scholarly, scientific and artistic works.	

Paano naapektuhan ng paglabag sa mga pag-aaring intelektuwal na nakatala sa itaas ang ekonomiya at kulturang Pilipino sa paglabag sa IPR?
Isulat ang mga sagot sa pisara.

VV. PAGPAPALALIM

Sa kabila ng mga batas at programa ng ating Pamahalaan upang mabigyang proteksyon ang *property rights* ay nagaganap pa rin ang malawakang paglabag nito.

Magbuo ng kaisipan ang mga mag-aaral sa pamamagitan ng pagsagot sa mga sumusunod na tanong:

Paano nakakaapekto sa ekonomiya at kulturang Pilipino ang mga gawain ng paglabag sa *Intellectual Property Rights*?

Kung magpapatuloy ang ganitong kalakaran, ano ang mangyayari sa ekonomiya at kulturang Pilipino?

WW. PAGLALAPAT

Itanong sa mga mag-aaral:

Paano makatutulong ang kabataan sa pagsugpo sa paglabag ng *Intellectual Property Rights*?

Magbuo ng apat na pangkat. Pag-usapan nila ang mga halimbawa sa talaan sa itaas. Talakayin nila kung paano sila makatutulong sa pagsugpo sa mga paglabag sa IPR ng mga naturang produkto at likha:

Unang Pangkat
Ikalawang Pangkat

Derivative works
Literary and Artistic Works

Maghanda silang ibahagi sa klase ang kanilang talakayan

E. TAKDANG ARALIN

Tingnan ang mga pag-aari ng inyong pamilya at mga kaibigan. Mayroon ba silang mga DVD ng sine o awit? Pagsabihan mo sila tungkol sa ito’y isang paglabag ng *Intellectual Property Rights*. Ipaliwanag mo kung paano nito naaapektuhan ang may-akda o may likha at kung paano rin naaapektuhan ang ating ekonomiya at kultura. Himukin mo silang huwag nang tumangkilik ng mga produktong lumalabag sa batas IPR.

Mga Sanggunian

Ruiz-Dimalanta, R. and Datinguinoo, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.

Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law, Handbook for High School Students*. Manila. LIBERTAS.

Intellectual Property Code of the Philippines, RA 8293, http://www.lawphil.net/statutes/repacts/ra1997/ra_8293_1997.html

Viloria, E., Cruz, N., Rillo, J., Lim, A. 2000. *Ekonomiks*. Unit 8 pp. 143-147. Quezon City: SD Publications, Inc.

Balita: *PhP 40 M Pekeng bag, kinumpiska ng NBI*. Pilipino Ngayon July 25, 2009

Rubrik

Kraytirya sa Pagtataya				
Kraytirya	Napakagaling	Magaling	Katamtaman ang Galing	Mahina
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
55. Ang Programa ay tungkol sa magagawa ng mga kabataan para makatulong sa pagsugpo sa paglabag ng IPR.				
56. Maayos ang pagkakasunod-sunod ng programa.				
57. Kayang gawin ng mga kabataan ang mga gawa na naitala.				
58. Makakatulong ang mga gawa sa kanilang komunidad.				
59. Nakatala ang mga tao sa komunidad na makakatulong sa mga kailangang gawi				
Kalahatan				
Marka				

APENDIKS

Intellectual Property Code of the Philippines, RA 8293

Section 2. Declaration of State Policy. - The State recognizes that an effective intellectual and industrial property system is vital to the development of domestic and creative activity, facilitates transfer of technology, attracts foreign investments, and ensures market access for our products. It shall protect and secure the exclusive rights of scientists, inventors, artists and other gifted citizens to their intellectual property and creations, particularly when beneficial to the people, for such periods as provided in this Act.

The use of intellectual property bears a social function. To this end, the State shall promote the diffusion of knowledge and information for the promotion of national development and progress and the common good.

It is also the policy of the State to streamline administrative procedures of registering patents, trademarks and copyright, to liberalize the registration on the transfer of technology, and to enhance the enforcement of intellectual property rights in the Philippines. (n)

Section 20. Definition of Terms Used in Part II, The Law on Patents. - As used in Part II, the following terms shall have the following meanings:

20.1. "Bureau" means the Bureau of Patents,

20.2. "Director" means the Director of Patents;

20.3. "Regulations" means the Rules of Practice in Patent Cases formulated by the Director of Patents and promulgated by the Director General;

20.4. "Examiner" means the patent examiner;

20.5. "Patent application" or "application" means an application for a patent for an invention except in Chapters XII and XIII, where "application" means an application for a utility model and an industrial design, respectively; and

20.6. "Priority date" means the date of filing of the foreign application for the same invention referred to in Section 31 of this Act. (n)

Section 28. Right to a Patent. - The right to a patent belongs to the inventor, his heirs, or assigns. When two (2) or more persons have jointly made an invention, the right to a patent shall belong to them jointly. (Sec. 10, R.A. No. 165a)

Section 71. Rights Conferred by Patent. - 71.1. A patent shall confer on its owner the following exclusive rights:

(a) Where the subject matter of a patent is a product, to restrain, prohibit and prevent any unauthorized person or entity from making, using, offering for sale, selling or importing that product;

(b) Where the subject matter of a patent is a process, to restrain, prevent or prohibit any unauthorized person or entity from using the process, and from manufacturing, dealing in, using, selling or offering for sale, or importing any product obtained directly or indirectly from such process.

71.2. Patent owners shall also have the right to assign, or transfer by succession the patent, and to conclude licensing contracts for the same. (Sec. 37, R.A. No. 165a)

71.2. Patent mga may-ari ay din ay may karapatan na magtalaga ng, o ilipat sa pamamagitan ng succession ang mga patente, at upang tapusin ang kontrata licensing para sa parehong. (Sec. 37, RA No 165a)

Sec. 172. *Literary and Artistic Works.* -

172.1 Literary and artistic works, hereinafter referred to as "*works*", are original intellectual creations in the literary and artistic domain protected from the moment of their creation and shall include in particular:

- (a) Books, pamphlets, articles and other writings;
- (b) Periodicals and newspapers;
- (c) Lectures, sermons, addresses, dissertations prepared for oral delivery, whether or not reduced in writing or other material form;
- (d) Letters;
- (e) Dramatic or dramatico-musical compositions; choreographic works or entertainment in dumb shows;
- (f) Musical compositions, with or without words;
- (g) Works of drawing, painting, architecture, sculpture, engraving, lithography or other works of art; models or designs for works of art;
- (h) Original ornamental designs or models for articles of manufacture, whether or not registrable as an industrial design, and other works of applied art;
- (i) Illustrations, maps, plans, sketches, charts and three-dimensional works relative to geography, topography, architecture or science;
- (j) Drawings or plastic works of a scientific or technical character;
- (k) Photographic works including works produced by a process analogous to photography; lantern slides;
- (l) Audiovisual works and cinematographic works and works produced by a process analogous to cinematography or any process for making audio-visual recordings;
- (m) Pictorial illustrations and advertisements;

- (n) Computer programs; and
- (o) Other literary, scholarly, scientific and artistic works.

172.2. Works are protected by the sole fact of their creation, irrespective of their mode or form of expression, as well as of their content, quality and purpose. (Sec. 2, P. D. No. 49a)

Chapter III
DERIVATIVE WORKS

Sec. 173. *Derivative Works.* -

173.1. The following derivative works shall also be protected by copyright:

- (a) Dramatizations, translations, adaptations, abridgments, arrangements, and other alterations of literary or artistic works; and
- (b) Collections of literary, scholarly or artistic works, and compilations of data and other materials which are original by reason of the selection or coordination or arrangement of their contents. (Sec. 2, [P] and [Q], P. D. No. 49)

173.2. The works referred to in paragraphs (a) and (b) of Subsection

173.1 shall be protected as a new works: Provided however, That such new work shall not affect the force of any subsisting copyright upon the original works employed or any part thereof, or be construed to imply any right to such use of the original works, or to secure or extend copyright in such original works. (Sec. 8, P. D. 49; Art. 10, TRIPS)

LIMITATIONS ON COPYRIGHT

Sec. 184. *Limitations on Copyright.* -

184.1. Notwithstanding the provisions of Chapter V, the following acts shall not constitute infringement of copyright:

(b) The making of quotations from a published work if they are compatible with fair use and only to the extent justified for the purpose, including quotations from newspaper articles and periodicals in the form of press summaries: *Provided*, That the source and the name of the author, if appearing on the work, are mentioned; (Sec. 11, Third Par., P. D. No. 49)

(c) The reproduction or communication to the public by mass media of articles on current political, social, economic, scientific or religious topic, lectures, addresses and other works of the same nature, which are delivered in public if such use is for information purposes and has not been expressly reserved: *Provided*, That the source is clearly indicated; (Sec. 11, P. D. No. 49)

Antas: Taon 4
Asignatura: ARALING PANLIPUNAN
ARALIN / PAKSA: Ang epektibong paglutas sa alitan sa industriya
Sesyon: Dalawa
KAISIPAN: Ang matatag na industriya ay nakatutulong sa ekonomiya.

MGA BATAYANG KASANAYAN SA PAGKATUTO

G 1.24 Nasusuri ang tungkulin ng iba't-ibang organisasyon ng negosyo sa ekonomiya at produksyon ayon sa pakikisapi at pananagutan sa pagkakaroon ng matatag na ekonomiya.

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN Naipamamalas ng mag-aaral ang pag-unawa na ang matatag na industriya ay nagpapalakas sa ekonomiya.	
KAKAILANGANING PAG-UNAWA Naipamamalas ng mag-aaral ang pag-unawa sa mga ahensiya ng pamahalaan na namamagitan sa alitan sa industriya upang mapatatag ang mga ito	MAHAHALAGANG TANONG 1. Bakit kailangang mamagitan ang ahensiya ng pamahalaan sa mga alitan sa industriya? 2. Paano nakakatulong ang CBA sa pagsasaayos ng alitan ng dalawang panig?
KAALAMAN <i>Nauunawaan ng mga mag-aaral na . . .</i> 1. Ang CBA ay itinatag upang maiwasan ang alitan sa industriya 2. Ang Bureau of Labor Relations ay itinatag upang mamagitan sa mga suliranin sa pagitan ng manggagawa at pangasiwaan	KASANAYAN/ KAKAYAHAN <i>Ang mag-aaral ay . . .</i> 1. Naibibigay ang mga dahilan ng pag-aalitan sa industriya 2. Nailalarawan kung paano ang CBA at BLR ay nakatutulong sa paglulutas ng alitan sa industriya 3. Naipaliliwanag ang kahalagahan ng paglutas ng alitan sa sektor ng industriya upang ito ay makatulong sa ekonomiya ng bansa
ANTAS II - PAGTATAYA	
SA ANTAS PAGGANAP Magbuo ng tatlong pangkat. Ipakita ng mga pangkat sa pamamagitan ng <i>role-play</i> ang <i>Collective Bargaining Agreement</i> . Kalagayan: Mayroon kayong kahilingan sa pangasiwaan ng	SA ANTAS NG PAG-UNAWA Gawin ng mga mag-aaral ang sumusunod na pagsasanay: Gumawa ng isang imbentaryo. Basahin ng mga mag-aaral ang imbentaryo sa ibaba at gawin ang sumusunod: Isulat ang numero kung ano ang iyong saloobin ukol sa kahalagahan ng maayos na paglutas ng

Talakayin ang mga larawan:

- Ano ang ipinahahayag ng larawan?
- Ano ang namamagitan sa mga tauhan sa larawan?
- Paano malulutas ang mga ganitong alitan sa industriya?

Basahin ng mga mag-aaral ang *Pagsasaayos ng Alitan sa Paggawa* (Tingnan sa Apendiks). Pag-aralan ang iba't-ibang uri ng *Bargaining*

YY. PAGLINANG

Talakayin ang mga sumusunod na tanong:

1. Ano ang ibig sabihin ng *collective bargaining*?
2. Paano ito isinasagawa?
3. Kailan nakikialam ang Bureau of Labor Relations sa isang di-pagkakasundo ng dalawang panig?
4. Ano ang nakapaloob sa *Collective Bargaining Agreement (CBA)*?
5. Pagiba-ibahin ang mga uri ng *bargaining*
6. Ano ang kabutihan ng pag-uusap tungkol sa problema at kalutasan nito?
7. Kailan dapat kumuha ng tagapamagitan na magsasaayos ng negosasyon ng dalawang panig?
8. Kailan dapat dumulog ang dalawang panig sa *National Labor Relation Commission*?

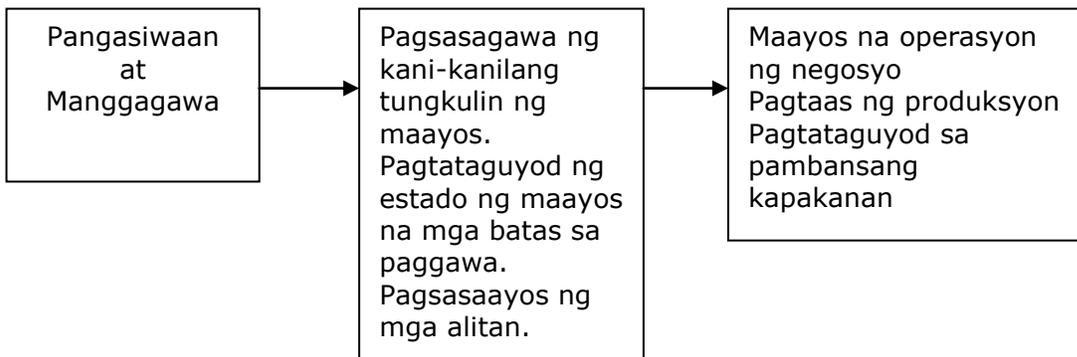
ZZ. PAGPAPALALIM

Ano ang naidudulot ng CBA sa kapakanan ng mga sumusunod:

- Mga insdustria
- Mga manggagawa
- Pambansang ekonomiya

Magbuo ang mga mag-aaral ang isang *concept map* na nagpapakita ng kahalagahan ng ugnayan ng mga tauhan ng sektor ng industriya at institusyon ng pamahalaan sa maayos na operasyon ng negosyo o industriya.

Halimbawa:



AAA. PAGLALAPAT

May mga ahesiya ang pamahalaan na maaring lapitan ng mga nag-aalitag panig sa industriya upang malutas and suliranin. Isa dito ang *Bureau of Labor Relations (BLR)*.

Basahin ng mga mag-aaral ang tungkol sa BLR. Ilarawan nila ang mga sumusunod:

Layunin ng BLR _____
Mga Gawain ng BLR _____
Mga natutulungan ng BLR _____

Ano ang maidudulot ng pakikialam ng BLR sa mga alitan sa industriya para sa mga sumusunod:

Ang mga nag-aalitang panig
Ang mga empleyado ng bawat panig
Ang katahimikan at kaunlaran ng bansa

BBB. TAKDANG ARALIN

Kumapanayam ang isang empleyado at isang may-ari ng kompanya.

Itanong ang mga sumusunod:

Paano ka makakatulong sa pagpapanatili ng maayos na relasyon sa trabaho o pagawaan?

Mga Sanggunian

Imperial, C., Antonio, E., Dallo, E., Samson, M. C., at Soriano, C. *Kayamanan IV*. Quezon City: Rex Book Store, Inc.

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.

Ruiz-Dimalanta, Racquel. 2006. *Living by the Rule of Law, A Handbook for High School Students*. Manila: LIBERTAS.

Viloria, E., Cruz, N., Rillo, J., Lim, A. 2000. *Ekonomiks*. Unit 8 pp. 130-136. Quezon City: SD Publications, Inc.

Const., Art. II, sec. 18; Art. XIII, sec. 3

Labor Code of the Philippines, PRESIDENTIAL DECREE NO. 442, AS AMENDED, Art. 4.

The Bureau of Labor Relations <http://www.blr.dole.gov.ph/>. Accessed December 6, 2010

Mga Kakailanganing Kagamitan

Mga larawan

Rubrik

Kraytiya sa Pagtataya				
	Napaka galing	Magalin g	Katamt aman ang Galing	Mahina
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
60. Ang role play ay tungkol sa CBA				
61. Naipakita ang nasasaad na kalagayan sa pamamagitan ng role play				
62. Nailarawan ng mga mag-aaral ang tamang ugnayan ng pangasiwaan at manggagawa				
63. Malinaw ang mga diyalogo at maayos ang pagganap				
Kalahatan				
Marka				

APENDIKS

Const., Art. II, sec. 18

Section 18. The State affirms labor as a primary social economic force. It shall protect the rights of workers and promote their welfare.

Art. XIII, sec. 3

Section 3. The State shall afford full protection to labor, local and overseas, organized and unorganized, and promote full employment and equality of employment opportunities for all.

It shall guarantee the rights of all workers to self-organization, collective bargaining and negotiations, and peaceful concerted activities, including the right to strike in accordance with law. They shall be entitled to security of tenure, humane conditions of work, and a living wage. They shall also participate in policy and decision-making processes affecting their rights and benefits as may be provided by law.

The State shall promote the principle of shared responsibility between workers and employers and the preferential use of voluntary modes in settling disputes, including conciliation, and shall enforce their mutual compliance therewith to foster industrial peace.

The State shall regulate the relations between workers and employers, recognizing the right of labor to its just share in the fruits of production and the right of enterprises to reasonable returns to investments, and to expansion and growth.



Pagsasaayos ng Alitan sa Paggawa

Collective Bargaining

Ang sama-samang pakikipagkasundo ng mga manggagawa na kinakatawan ng union sa pangasiwaan upang ayusin ang anumang suliranin ay tinatawag na *collective bargaining*. Ang pagsasagawa nito ay dumadaan sa isang proseso. Ang negosasyon ay dapat sumailalim sa pagkakaroon ng isang nakasulat na kasunduan. Ito ay isinasagawa sa loob ng sampung araw.

Sa unang hakbang ng pag-uusap at nagkaroon ng di-pagkakasundo ang dalawang panig o *deadlock*, ito ay hahantong sa pakikialam ng *Bureau of Labor Relations* (BLR) na siyang didinig sa karaingan ng dalawang panig. Ang pakikipagkasundo ay ginagawa upang mabuo ang tinatawag na *Collective Bargaining Agreement (CBA)* kung saan nakapaloob ang lahat ng bagay na napag-uusapan at napagkasunduan ukol sa kondisyon ng mga manggagawa.

Mga Uri ng *Bargaining*

1. *Conciliation*

Sa pamamagitan ng paghaharap ng mga panggagawa at pangasiwaan ay pinag-uusapan ang mga problema at ang kalutasan nito. Ang pagkakasundo ay isang hakbang sa paglutas ng sigalutan ng pangasiwaan at mga manggagawa.

2. *Mediation*

Kung ang pagkakasundo ay hindi nangyari, maaaring gawin ang pagkuha ng *mediator* o tagapamagitan na magsasaayos ng negosasyon ng dalawa ngunit hindi ito maaaring magpasya kung sino ang tama o mali sa kanilang kalagayan.

3. *Arbitration*

Ang mga ahensiya ng pamahalaan tulad ng *National Labor Relation Commission* ay maaaring maging arbiter sa sigalutan ng dalawang panig. Ang komite na humahawak sa kaso ay maaaring magpasya ayon sa inaakala nilang tama.

(Hango sa Imperial, C., Antonio, E., Dallo, E., Samson, M. C., at Soriano, C. *Kayamanan IV*. Quezon City: Rex Book Store, Inc. p. 358-9)

The Bureau of Labor Relations

The BUREAU OF LABOR RELATIONS was established on January 16, 1957 pursuant of Executive Order No. 213 and the Organization Plan 20-A. It took over the Conciliation Service and the Registrar of Labor Organizations created under R.A. 875 and served as a planning, policy making, consultative and advisory body in the promotion and maintenance of industrial peace.

To date the Bureau continues its mandate to develop policies, programs, projects, operation guidelines and standards relative to labor-management relations.

The Bureau also provides advisory to the Office of the Secretary and the Regional Offices on administration and enforcement of laws pertaining to labor-management relations including worker's organization, registration, and development and resolution of appealed intra and inter-union disputes.

<http://www.blr.dole.gov.ph/>

Antas: Taon 4
Asignatura: ARALING PANLIPUNAN
ARALIN / PAKSA: Ang Mga Mamimili ay may Karapatan at Tungkulin.
Sesyon: Dalawa
KAISIPAN: Ang mga mamimili ay may mga karapatan at tungkulin.

MGA BATAYANG KASANAYAN SA PAGKATUTO

F-1.20 - Naipagtatangol ang mga karapatan at nagagampanan ang mga tungkulin bilang isang mamimili

ANTAS I – INAASAHANG BUNGA	
PAMANTAYAN Naipamamalas ng mag-aaral ang pag-unawa sa mga karapatan, tungkulin at batas na kaugnay sa pamimili.	
KAKAILANGANING PAG-UNAWA Naipamamalas ng mag-aaral ang pag-unawa sa mga batas na nangangalaga sa karapatan ng mga mamimili .	MAHAHALAGANG TANONG 1. Paano mapangangalagaan ang mga karapatan at tungkulin ng mga mamimili? 2. Paano maipatutupad nang maayos ang mga batas na kaugnay sa pamimili?
KAALAMAN <i>Nauunawaan ng mga mag-aaral na . . .</i> 1. May mga batas na nangangalaga sa karapatan ng mga mamimili. 2. Bukod sa karapatan, may mga tungkulin din ang mga mamimili.	KASANAYAN/ KAKAYAHAN <i>Ang mag-aaral ay. . . .</i> 1. Naiisa-isa ang mga karapatan at pananagutan ng mga mamimili. 2. Nakikilala ang mga pananagutan at naipagtatangol ang karapatan bilang mamimili. 3. Nasusuri at nabibigyang katwiran ang kahalagahan ng mga batas ukol sa proteksyon ng mga mamimili.
ANTAS II - PAGTATAYA	
SA ANTAS PAGGANAP Ipahayag ang kaisipang “Ang mamimili ay may mga karapatan at tungkulin” Unang Pangkat - poster Ikalawang Pangkat - tula Ikatlong Pangkat - slogan Magbibigay ang guro sa bawat pangkat ng 10 hanggang 15 minuto upang maghanda ng isang presentasyon na nagpapakita ng nabanggit na kaisipan.	SA ANTAS NG PAG-UNAWA Sagutin ang mga sumusunod na tanong sa papel: 1. Ibigay ang mga batas na nagangalaga sa mga karapatan ng mga mamimili? 2. Ano naman ang tungkulin ng mga mamimili para sa bawat batas na nabanggit?

Gamitin ang *Kraytirya sa Pagtataya* para sa Pagtataya

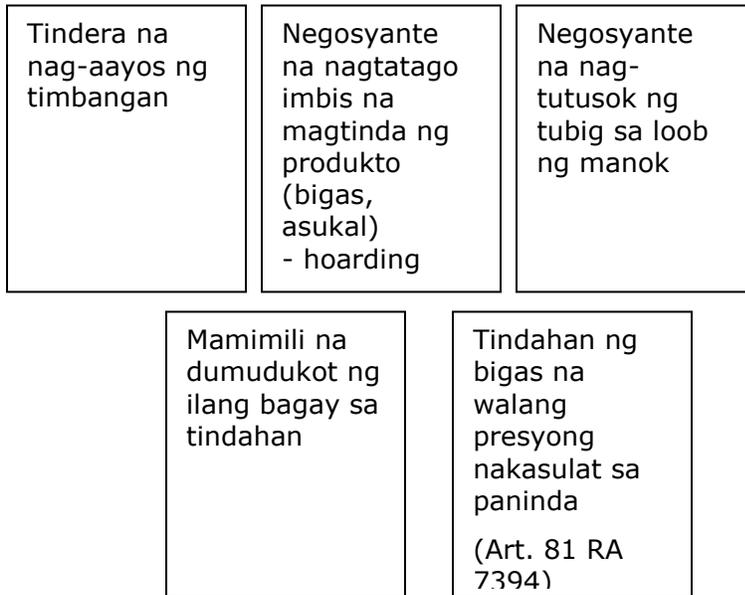
ANTAS III – PLANO SA PAGKATUTO

CCC. PAGTUKLAS

Ipaliliwanag ng mga mag-aaral ang kahulugan ng sumusunod:

“Walang manloloko kung walang paloloko”

Ipakita ang mga sumusunod na larawan (Tingnan sa Apendiks):



Itanong sa mga mag-aaral:

9. Alin sa mga nasa larawan ang naranasan mo bilang mamimili?
10. Ano ang iyong ginagawa sa ganitong pangyayari?
11. Ano ang dapat gawin ng isang mamimili sa bawa't problema sa larawan?

Pag-aralan ng mga mag-aaral ang *Gabay ng Mga Karapatan* (Tingnan sa Apendiks). Suriin nila ang mga batas na angkop sa bawat karapatan at ang mga tungkulin ng mamimili.

DDD. PAGLINANG

Talakayin ang mga sumusunod na tanong:

1. Ano-ano ang mga karapatan at tungkulin ng mga mamimili?
2. Ano-ano ang mga batas na angko sa mga ito?
3. Bakit mahalagang malaman ng mga mamimili ang kanilang mga karapatan at tungkulin?
4. Paano nakaaapekto ang mga di-magandang gawain sa pamilihan sa maayos na pagtatamo ng tao ng kanyang mga pangangailangan?

5. Paano malulutas ang mga di-magandang gawaing ito?
6. Gaano kahalaga ang mga batas sa karapatan at tungkulin ng mga mamimili sa maayos na pagtugon sa kanilang pangangailangan?

EEE. PAGPAPALALIM

Gabayan ang mga mag-aaral sa pagbuo ng pahayag. Itanong:

- Bilang mamimili, paano mo dapat ipagtatanggol ang iyong mga karapatan?
- Paano mo dapat gampanan ang iyong mga tungkulin?

Sumulat sila ng pahayag na nagsasaad ng kanilang sagot sa pisara.

FFF. PAGLALAPAT

Basahin ang mga kalagayan sa ibaba. Pagkatapos ay itala kung ano ang mga karapatan at tungkulin ng mamimili sa bawat kalagayan.

Kalagayan	Karapatan	Tungkulin
Bumili ka ng gamot sa isang parmasya. Pagdating sa bahay, nabasa mo na lampas na ito sa expiration date.		
Nagbebenta ng bigas sa palengke. Alam mo na hindi sapat sa timbang ang bigas na ibinebenta nila.		
Bumili ka ng cake para ipasalubong mo sa bahay. Pagdating mo sa bahay, natuklasan mong panis ang cake.		
Sobra ang isinukli sa pera mo sa tindahan.		
May seminar tungkol sa edukasyon sa pagkunsumo sa inyong barangay		

GGG. TAKDANG ARALIN

- J. Magdala sa klase ng balita mula sa pahayagan na may kaugnayan sa paglabag sa karapatan ng mamimili at ang ginagawa ng pamahalaan tungkol dito.**

Mga Sanggunian

Ruiz-Dimalanta, R. and Datinguinoo, A. 2004. *The Rule of Law in the Philippines, A concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.

Ruiz-Dimalanta, R. 2006. *Living by the Rule of Law, Handbook for High School Students*. Manila. LIBERTAS.

R.A. #7394 (Consumer Act of the Philippines), Apendiks, Arts. 2, 10, 110, 159, 154, 81, 84

R.A. #7394 (Consumers Act of the Philippines), Apendiks, Arts. 2, 10, 110, 159, 154, 81, 84

Kodigo Sibil ng Filipinas, Artikulo 2187, 1547

Viloria, E., Cruz, N., Rillo, J., Lim, A. 2000. *Ekonomiks*. Unit 8 pp. 98-100. Quezon City: SD Publications, Inc.

Mga Kakailanganing Kagamitan

Kartolina, meta cards, pentel pen

Rubrik

Kraytirya sa Pagtataya				
Kraytirya	Napakagaling	Magaling	Katamtaman ang Galing	Mahina
	(10 pts)	(7-9 pts)	(4-6 pts)	(0-3 pts)
64. Ang pagtatanghal ay nagpapakita sa kaisipang naturan				
65. Malikhain ang pagtatanghal				
66. Malinaw ang mensahe ng pagtatanghal				
67. Gumamit ang mga mag-aaral ng angkop na gamit				
Kalahatan				
Marka				

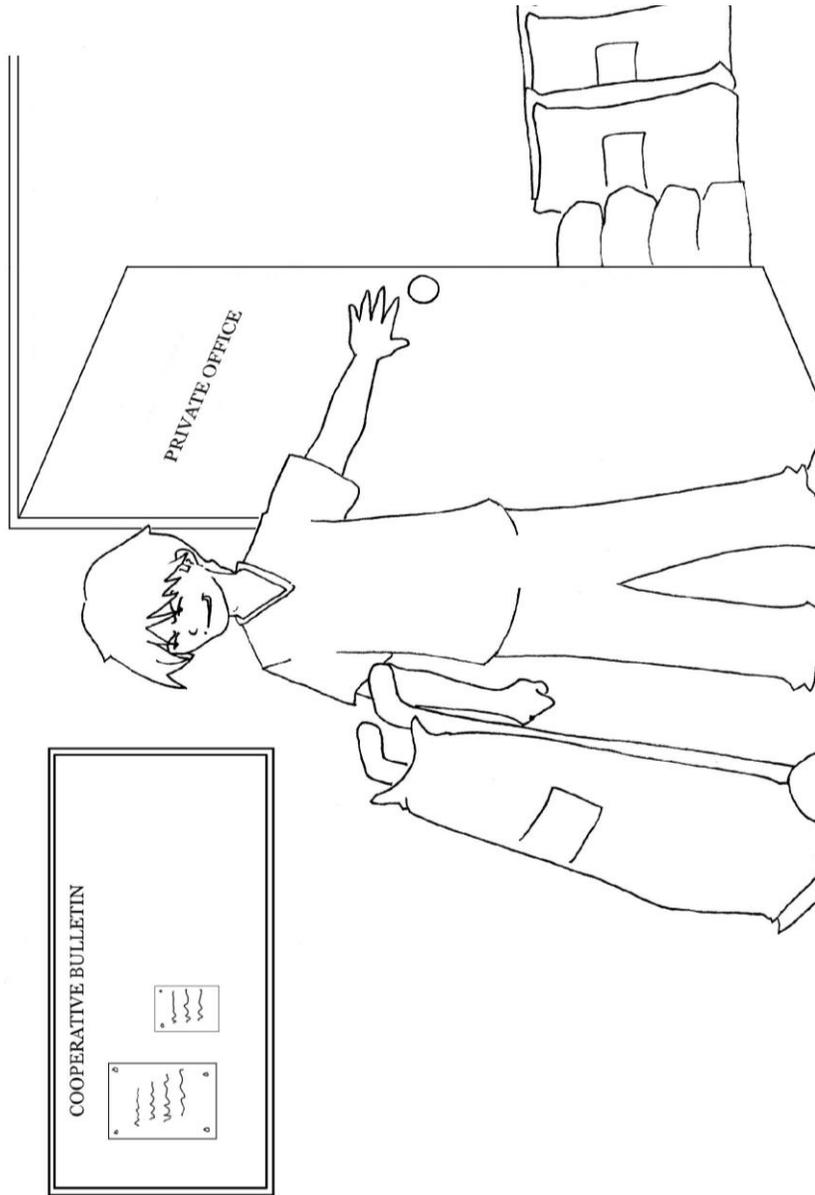
APENDIKS

Gabay ng Mga Karapatan

KARAPATAN	BATAS	TUNGKULIN
1. Magkaroon ng mga pangunahing pangangailangan	Republic Act blg. 7394 (Consumer act of the Philippines) – Art. 2 – Patakaran ng Estado na bigyang proteksyon ang kapakanan ng mga mamimili, itaguyod ang pangkalahatang kagalingan at bumuo ng mga pamantayan sa pagsasagawa ng negosyo at industriya.	Maging mapanuri sa produktong binibili.
2. Kaligtasan	<p>Artikulo blg. 2187 (Kodigo Sibil sa Pilipinas) ang pagkamatay, pagkalason, pagkakasakit at kapinsalaan dulot ng pagkain, paginom at paggamit ng produkto ay pananagutan ng kumpanyang gumawa o nagproseso nito</p> <p>Artikulo 10 (RA blg. 7394) – Pagbabawal sa pagbebenta at distribusyon ng mga produktong makasakit, hindi ligtas at mapanganib.</p>	Magkaroon ng kamalayan sa kapaligiran at magbigay-alam sa awtoridad kapag may produktong nakapipinsala.
3. Patalastasan	Artikulo 110 (RA blg. 7394) Pagbabawal at pagpaparusa sa panloloko sa paglalathala.	Maging mapanuri at mulat sa mga nangyayari sa pamilihan; at ihambing ito sa mga patalastasan.
4. Mapakinggan	Artikulo 159 (RA blg. 7394) – Dinggin ang hinaing ng mga mamimili hinggil sa paglabag ng karapatan nila bilang mga mamimili.	Isuplong ang paglabag ng batas at ilahad ang katotohanan at maging masigasig sa pagpapatupad ng karapatan.
5. Mabayaran na katumbas ang anumang kapinsalaan	Artikulo blg. 1547 (Kodigo Sibil ng Pilipinas) Ang mga produktong binili ay may kasamang garantiya na ito ay walang nakatagong pinsala, at nagsasaad ng pananagutan ng nagtitinda kung mayroon man.	Maging mapanuri at maingat sa paggamit ng bilingin.
6. Magkaroon ng impormasyon o edukasyon sa pagkunsumo	Artikulo 154 (RA blg. 7394) – Paglunsad ng edukasyon sa pagkunsumo sa mga paaralan	Aralin ang tungkol sa <i>consumer education</i> at isagawa ang natutunan mula dito.



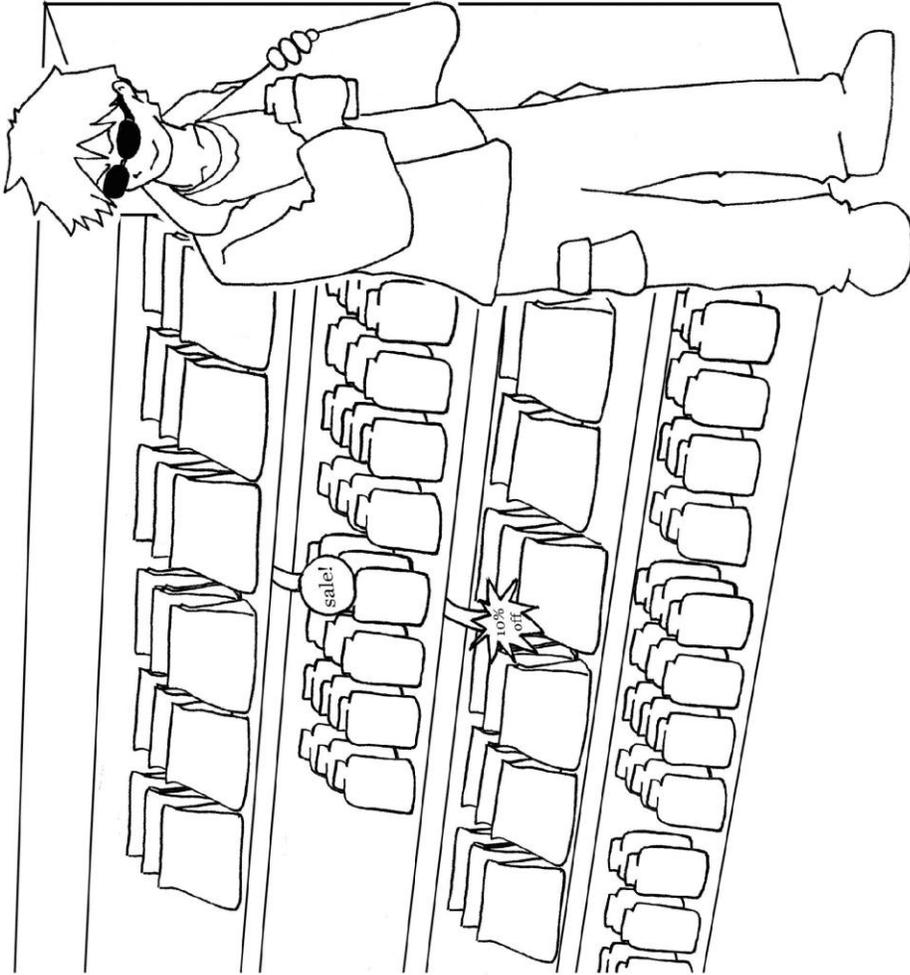
Tinderang Nag-aayos ng Timbangan



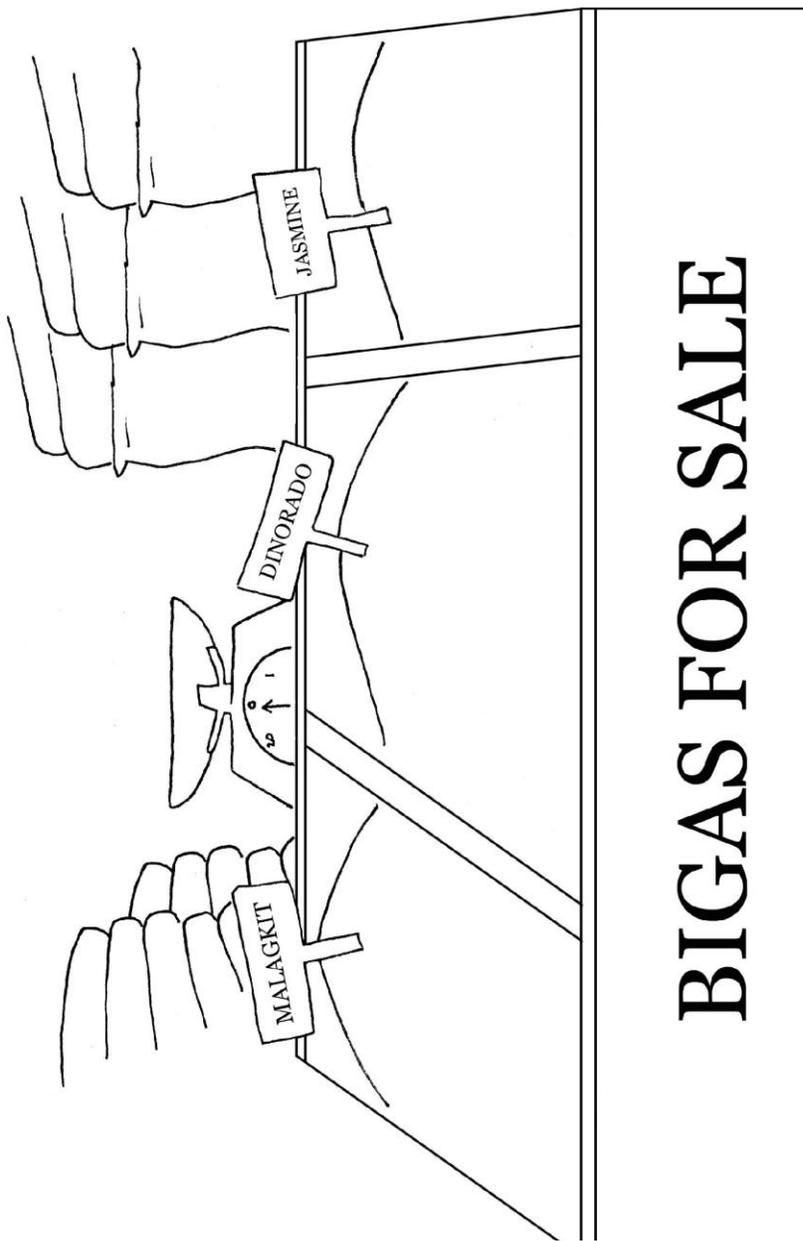
Hoarding



Nagtutusok ng tubig sa loob ng manok



Shoplifter



BIGAS FOR SALE

No Price

Taon: Ikaapat
Asignatura: ARALING PANLIPUNAN
ARALIN / PAKSA: Mabuting Pamumuhunan Pinangangalagaan, Dulot sa Lipunan ay Kaginhawaan
Sesyon: Dalawang Sesyon
KAISIPAN: Nakasalalay ang maayos na pamamahala ng mga korporasyon sa pagkilala sa karapatan nito sa pagmamay-ari, pagsunod nito sa at pagtupad sa kanilang pananagutang panlipunan sa kumpanya/organisasyon, mamimili, kapwa mamumuhunan, manggagawa at kapaligiran

MGA BATAYANG KASANAYAN SA PAGKATUTO

5B1 1. Naimumungkahi ang mabisang pamamaraan sa pagmamay-ari at pamamahala ng mga korporasyon sa Pilipinas.

ANTAS I – INAASAHANG BUNGA	
<p>PAMANTAYAN Naipamamalas ng mag-aaral ang pag-unawa na ang tagumpay ng isang korporasyon ay nakasalalay sa maayos na pamamahala nito.</p>	
<p>KAKAILANGANING PAG-UNAWA</p> <p>Ang mga korporasyon ay mayroong mga karapatan sa pagmamay-ari na dapat igalang at mayroong tungkulin na sundin ang mga batas at ang kanilang pananagutan sa lipunan upang masiguro ang kaunlaran at kaayusan.</p>	<p>MAHAHALAGANG TANONG</p> <p>Paano masisiguro ang pambansang kaunlaran at kaayusan?</p>
<p>KAALAMAN</p> <p><i>Nauunawaan ng mga mag-aaral na . . .</i></p> <p>nakatutulong sa pag-unlad ng bansa ang mga korporasyon sapagkat lumilikha sila ng trabaho, pamumuhunan, mga produkto at paglilingkod at kita sa mga mamamayan at sa pamahalaan.</p> <p>dapat kilalanin ang karapatan sa pagmamay-ari ng mga korporasyon at protektahan ng batas ang mga namumuhunan tulad ng mga korporasyon.</p> <p>ang tagumpay ng anumang anyo ng pamumuhunan ay nakasalalay sa maayos na pamamahala nito.</p>	<p>KASANAYAN/ KAKAYAHAN</p> <p><i>Ang mag-aaral ay. . . .</i></p> <p>20. Nakikilala ang mga kilala at matagumpay na korporasyon ng bansa.</p> <p>21. Nasusuri ang mga posibleng dahilan ng pagtatagumpay ng mga korporasyon</p> <p>22. Nakapagsusuri ng batas para sa mga korporasyon</p> <p>23. Nakagaplapano para sa pagtatayo ng sariling korporasyon na ginagabayan ng :</p> <ol style="list-style-type: none"> a. Mission, vision, guiding principles b. Plano sa pamamahala c. Listahan ng mga tungkuling gagampanan sa lipunan

ANTAS II – PAGTATAYA

SA ANTAS NG PAG-UNAWA

Nakapagpapalano para sa pagtatayo ng isang korporasyon at nakalilikha ng mga mahahalagang gabay para sa maayos na pamamalakad nito.

SA ANTAS PAGGANAP

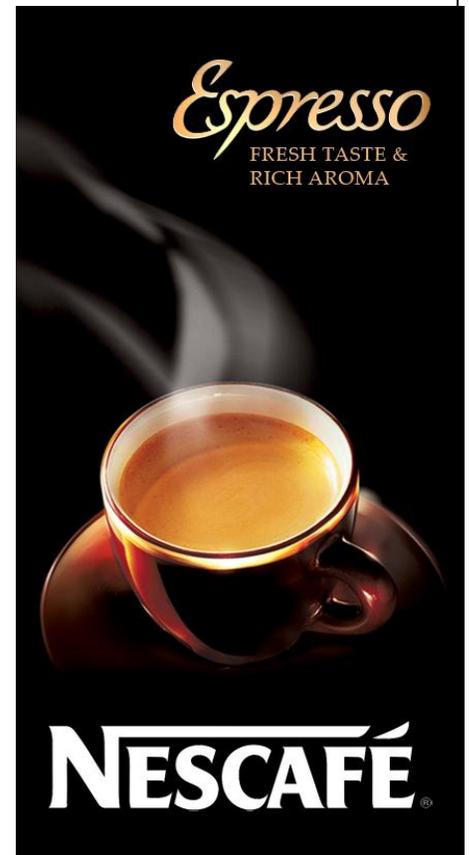
Pagtataya sa ginawang plano batay sa mga sumusunod na pamantayan:

- Kakumpletuhan ng output
- Nilalaman
- Istruktura
- Proseso

ANTAS III – PLANO SA

K. PAGTUKLAS

1. Ipakita sa mga mag-aaral ang mga sumusunod na larawan:
2. Idikit ang mga ito sa pisara. Atasan silang tukuyin kung paano nila nakilala ang mga larawan na ito



3. Itanong ang mga sumusunod:
 - a. Ano ang kanilang pagkakatulad? Ipaliwanag.

L. PAGLINANG

24. Pangkatin ang mga mag-aaral sa apat.
25. Tanungin ang mga bata kung ano sa mga korporasyon ngayon ang maituturing nilang matagumpay.
26. Atasan silang balikan ang ilan sa mga hindi malilimutang advertisement o patalastas ng mga ito sa telebisyon. Kailangan nilang gayahin ang patalastas na ito bago isagawa ang presentasyon sa harap ng klase.
27. Pag-usapan nila sa pangkat ang palagay nila na dahilan kung bakit nila nasabing matagumpay ang mga ito.
28. Matapos silang bigyan ng sapat na panahon ay hayaang magbahagi ang pangkat ng kanilang output sa harap ng klase
29. Pagkatapos ng presentasyon ay itanong ang mga sumusunod:
 - a. Sa inyong palagay, may kinalaman ba ang maayos na pamamalakad sa pagtatagumpay ng korporasyon?
 - b. Ano- ano ba ang mga dapat isaalang-alang sa maayos na pamamahala ng isang samahan tulad ng korporasyon?

C. PAGPAPALALIM

30. Atasan ang mga mag-aaral na magsagawa ng pagsusuri sa Batas Pambansa bilang 68. The Corporation Code of the Philippines.
31. Hatiin sila sa 16 na pangkat, na tatalakay sa bawat isang titulo na nakasaad sa batas.
32. Atasan silang gumawa ng buod ng mga nilalaman ng bawat titulo. Ang pinakaubod lamang ng titulo ang kanilang tatalakayin sa harap ng klase
33. Bigyan sila ng limang minuto para sa presentasyon ng kanilang output.

D. PAGLALAPAT

34. Panatilihin ang mga mag-aaral sa kanilang pangkat.
35. Atasan silang magplano para sa pagbubuo ng kanilang sariling korporasyon. Sa pagpapalano kasama ang lahat ng mga bahagi ng korporasyon at pag-usapan at gawin ang mga sumusunod:
 - a. Kanilang misyon, bisyon, at prinsipyong kanilang magiging gabay sa kanilang pamamahala
 - b. Kanilang programa para sa kanilang pamamahala
 - c. Isa-isahin ang kanilang mga gagampanang tungkulin bilang bahagi ng isang lipunan
36. Upang mas makatawag ng pansin ang kanilang presentasyon, atasan silang gumawa ng kanilang sariling ad campaign.
37. Bigyan sila ng sapat na panahon upang gawin ito. Pagkatapos ay bigyan ang bawat pangkat ng limang minuto para sa kanilang presentasyon.
38. Pagkatapos ang presentasyon ay itanong ang mga sumusunod:
 - a. Paano nakatutulong sa pag-unlad ng bansa ang mga namumuhunan tulad ng mga korporasyon?
 - b. Paano ginagampanan ng mga korporasyon at ng pamahalaan ang tungkulin nila sa bawat isa?
 - c. Anu-ano ang mga katangian ng isang korporasyong may maayos na pamamahala?
 - d. Ano ang pananagutan ng isang korporasyon sa kumpanya at mamimili?
 - e. Bakit natin masasabing napapabuti ng kalagayan ng bansa kung marami ang maybtrabaho at maraming korporasyon ang naganenegosyo sa Pilipinas?
 - f. Bakit mahalagang matiyak ng pamahalaan ang kaligtasan ng mga namumuhunan at mapangalagaan ang kanilang mga karapatan
 - g. Ano ang maaring mangyari kung hindi mabibigyan ng proteksyon ng pamahalaan ang mga namumuhunan?
 - h. Ano ang pananagutan ng isang korporasyon sa samahan? Sa mga manggagawa? sa mga maimimili? Sa kapaligiran?

PAGTATAYA

39. Punan ng tamang sagot ang mga patlang upang mabuo ang mahahalagang kosepto .

Ang maayos na pamamahala sa isang korporasyon ay nagbubunsod ng pag-unlad sa isang bansa dahil naglilikha ito ng _____, _____ at _____.

Tungkulin ng pamahalaang pangalagaan ang kaligtasan ng mga korporasyon sa pamamagitan ng _____ at _____.

Tungkulin ng mga korporasyon na _____ at _____ sa pamahalaan.

40. Mamili ng isang paksa at gumawa ng maikling pagsasaliksik.

- Matagumpay na proyektong inilunsad ng isang korporasyon at ang naging kontribusyon nito sa pag-unlad
- Mga korporasyong may panlipunang adhikain (kapaligiran, edukasyon, kalusugan)
- Mga matagumpay na may-ari ng korporasyon at ang kanilang sikreto sa pagtatagumpay.

41. Ihandang ibahagi ito sa klase sa susunod na pagkikita.

42. Kapanayamin ng mga mag-aaral ang Community Relations Department ng isang korporasyon at kasapi ng isang negosyong korporasyon. Kunin ang kanilang pananaw kung paano nila natatamo ang karapatan at proteksyon sa negosyo.

43. Ibahagi nila ito sa klase sa susunod na pagkikita.

- **Mga Sanggunian**

Vilorio, E., Cruz, N., Rillo, J., Lim, A. 2000. *Ekonomiks*. Unit 8 pp. 143-147. Quezon City: SD Publications, Inc.

Rubric para sa ginawang pagpapalano para sa pagtatayo ng korporasyon

Kraytirya	4	3	2	1
a. Kakumpletuhan ng output, nakita ang mga sumusunod <ul style="list-style-type: none"> • Pangalan ng kanilang korporasyon • Mission, vision, guiding principles • Programa para sa pamamahala • Listahan ng mga tungkulin sa lipunan 	Nagawa ang lahat ng bahagi	May kulang na isang bahagi	May kulang na dalawang bahagi	May kulang na tatlong bahagi
b. Nilalaman <ul style="list-style-type: none"> • makakamit • may kabuluhan • angkop o tugma sa kalikasan ng serbisyong ibibigay 	Nakita ang lahat ng kraytrya	Dalawa lamang ang nakitang kraytirya	Isa lamang ang nakitang kraytirya	Hindi nakita ang alinman sa mga kraytirya
c. Istrukturang <ul style="list-style-type: none"> • gumamit ng mga simpleng salita • malinis at maayos ang gawain • malinaw at madaling unawain ang nilalaman 	Nakita ang lahat ng kraytrya	Dalawa lamang ang nakitang kraytirya	Isa lamang ang nakitang kraytirya	Hindi nakita ang alinman sa mga kraytirya

<p>d. Proseso</p> <ul style="list-style-type: none"> • Natapos ang plano sa oras • Taglay ang katangian ng isang team player • Nananatiling nakapokus sa gawain 	<p>Nakita ang lahat ng kraytrya</p>	<p>Dalawa lamang ang nakitang kraytirya</p>	<p>Isa lamang ang nakitang kryatirya</p>	<p>Hindi nakita ang alinman sa mga kryatirya</p>
--	-------------------------------------	---	--	--

Year Level: Fourth
Subject: English
LESSON TITLE: RIGHTS HAVE RESPONSIBILITIES
Time Frame: One session
CORE MESSAGE: All rights have responsibilities.
It is our responsibility to respect and protect the rights of others particularly those who are unable to help themselves.
It is our responsibility to help the government uphold and secure the rights of all people.

BEC Learning Competencies:

READING Locate answers to who, what, how and why questions that are explicitly stated in the texts.

STAGE I - DESIRED RESULTS	
<p>ESTABLISHED GOALS</p> <p>The students demonstrate understanding of the responsibilities that accompany the rights they have. They will be made aware of their rights and the responsibility of the government to protect the rights of all people.</p> <p>The pupils are able to note significant details related to the central theme of a story or narrative.</p>	
<p>ENDURING UNDERSTANDING</p> <p><i>Students will understand that . . .</i></p> <p>Rights go hand in hand with responsibilities.</p> <p>Even in small ways we should show respect for and help protect the rights of others.</p> <p>It is our responsibility to help the government in upholding and protecting the rights of all people.</p>	<p>ESSENTIAL QUESTION</p> <ol style="list-style-type: none"> 1. In what ways can we help protect the rights of other people? 2. How do we help the government by respecting and protecting the rights of others?
<p>LESSON OBJECTIVES</p> <p>Knowledge</p> <p><i>Students will know . . .</i></p> <p>Possible ways of showing respect for and protecting the rights of others.</p> <p>Ways by which we can cooperate with the government in upholding and securing the rights of others.</p>	<p>Skills</p> <p><i>Students will be able to . . .</i></p> <ol style="list-style-type: none"> 1. explain how people can show respect for and protect the rights of others. 2. examine how the government performs its responsibility to protect the rights of others. 3. locate answers to who, what, how and

	why questions that are explicitly stated in the text.
--	---

STAGE II - ASSESSMENT EVIDENCE

<p>PRODUCT/ PERFORMANCE TASK</p> <p>The students will make a write up that will prove why Efrén Peñaflorida deserves to get the CNN Hero of the Year Award.</p>	<p>EVIDENCE AT THE LEVEL OF PERFORMANCE:</p> <p>The write up will be evaluated following these criteria:</p> <ul style="list-style-type: none"> • Ideas • Word choice • Constructed questions
--	---

STAGE III - LEARNING PLAN

A. EXPLORE

1. The teacher will distribute candies/ biscuits or wafer sticks to half of the students before they read a selection.
2. The other half will surely ask why they were not given but the teacher will just say, today this group receives wafer sticks from me.
3. Ignore their other questions and tell them to get ready for the reading activity.

B. FIRM-UP

Unlocking of Difficulties

4. Ask the students to look for the meaning of the words in Column A from the words or phrases in Column B.

Column A	Column B
___ 1. ragged	a. settlement
___ 2. hull house	b. storage place
___ 3. shabby	c. poorly shaped or structured
___ 4. slum	d. community where people are basically poor
___ 5. Gallery	e. worn-out

Pre-reading

5. Based on the given words, the teacher will ask the students what they think the story they will read is about. Give the following guide questions and tell them to locate the answers to the following questions as they will be stated in the text.
 - a. Who is Jane Addams?
 - b. What did she announce to build when she saw the ragged children on the shabby streets?
 - c. What is a hull house
 - d. Who helped her build the Hull House?
 - e. Why did they build the Hull house?
 - f. How did Jane Addams show respect and protect the rights of others?

Reading

6. Silent Reading : Hull House

After Reading

Have children work in pairs as they look for the answers to the questions given during the pre-reading stage.

7. Before discussing the answers to the given questions, ask the students who received their treat how they felt and then ask also the students who did not receive how they felt.
8. Explain that you did it on purpose to let them experience how it is to be deprived of something while others just get it natural.
9. Ask the class if anyone among those who received the treat shared his to a classmate. Ask him why she/he shared what he received.
10. Ask them how it feels not to be treated unequally then lead them to realize that everybody has the right to be treated equally, that everyone has the right to life.
11. Remind them also that with this right comes a responsibility to respect and protect others' rights too.
12. Ask them how the government makes sure that this right is enjoyed by everyone. (They make laws, they provide social services etc).
13. Have them answer the motive questions and locate where in the text can the answers be found.

Value Integration

14. Ask the students the following:
 - a. In your own way, how can you help our government make sure that the rights of everyone are respected?
 - b. How do you show respect for the rights of the following:
 - people with disabilities/ physically challenged
 - the poor

C. DEEPEN

15. Ask the students to read the paragraphs below and answer the questions that follow.

There are various ways by which we can help our government protect the rights of others. One is by being a good neighbor. You can be a good neighbor by respecting the right of your neighbors to have a sound sleep at night by toning down your television or radio set or your voice when most people are already asleep. Another is by respecting the rights of your neighbors to have clean surroundings. You can do this by not littering on the streets and by maintaining the cleanliness in your area. We should respect the rights of our neighbors because just like us, they also deserve a clean and peaceful neighborhood.

1. How can we show respect for the rights of our neighbors to a clean and peaceful neighborhood?
2. Why should we respect the rights of our neighbors?

By becoming a good citizen, we help the government improve the life of everyone. When we obey traffic laws, we prevent accidents and we help keep our roads safe both for pedestrians and motorists. Most accidents occur because some people do not obey traffic rules.

1. How do we help the government improve the life of everyone by obeying traffic rules?
2. Why do road accidents happen?

16. Ask the students the following

- a. What do what questions answer? (information, action,)
- b. What do who questions answer? (characters)
- c. What do how questions answer? (the manner of doing or the procedure)
- d. What do why questions answer? (the reason or the cause)

D. Application

17. Make a short write-up stating why Efren Penaflorida deserves to be awarded the CNN Hero of the Year. Construct who, what, when, how and why questions related to the write-up.

A. Assignment

Find out how a group or organization helps the government protect the rights of children, women or indigenous groups. Write a descriptive paragraph showing who they are, who they care for, what they do, how they do it and why they do it. You may use your school or local library or the internet to research the needed information.

References

Ruiz-Dimalanta, R. and Datinguino, A. 2004. *The Rule of Law in the Philippines, A Concept Paper for the Public Education on the Rule of Law Advancement and Support (PERLAS)*. Manila. LIBERTAS Project.

Cook Communication Ministries. Hull House. *God's Little Lessons for Teachers*. 2001 Lighthouse Books. Colorado, U.S.A.

CNNHeroes.Pushcart ClassesBreak-up Gangs. March 5, 2009 Issue.

<http://edition.cnn.com/2009/LIVING/wayoflife/03/05/heroes.efren.penaflorida/index.html>

Materials:

Illustration of a Hull House / Orphanage and a Woman Managing It

Rubric for the Write-Up

	4	3	2	1
a. Ideas <ul style="list-style-type: none">• Clear• Based from sources• Only included relevant ideas• Helpful to readers	All criteria are evident	Only three criteria are evident	Only two criteria are evident	Only one criterion is evident
b. Word choice <ul style="list-style-type: none">• Clear• Words suit topic/ audience• Used simple words	All criteria are evident	Only two criteria are evident	Only one criterion is evident	None of the criteria is evident
c. Constructed questions <ul style="list-style-type: none">• Who• What• when• How• why	All criteria are evident	Only 3-4 criteria are evident	Only two criteria are evident	Only one criterion is evident

Appendix

Hull House

Jane was only seven years old when she visited a shabby street in a nearby town and, seeing ragged children there, announced that she wanted to build a big house so poor children would have a place to play. As a young adult, Jane and a friend visited Toynbee Hall in London, where they saw educated people helping the poor by living among them.

She and her friend returned to Chicago, restored an old mansion, and moved in! There they cared for children of working mothers and held sewing cooking classes. Older boys and girls had clubs at the mansion. An art gallery as well as public music, reading, and craft rooms were created in the mansion. Her dream came true!

Jane didn't stop there. She spoke up for people who couldn't speak for themselves. She was eventually awarded an honorary degree from Yale. President Theodore Roosevelt dubbed her "America's most useful citizen," and she was awarded the Nobel Prize for Peace.

No matter how famous she became, however, Jane Addams remained a resident of Hull House. She died there, in the heart of the slum she had come to call home.

Source: God's Little Lessons for Teachers, Published on 2003, Manila, Philippines by Lighthouse Inspirational Books and Gifts

EFREN PENAFLORIDA

"Gang members are groomed in the slums as early as 9 years old," says Peñaflorida. "They are all victims of poverty."

For the past 12 years, Peñaflorida and his team of teen volunteers have taught basic reading and writing to children living on the streets. Their main tool: A pushcart classroom.

Stocked with books, pens, tables and chairs, his Dynamic Teen Company recreates a school setting in unconventional locations such as the cemetery and municipal trash dump.

Peñaflorida knows firsthand the adversity faced by these children. Born into a poor family, he lived in a shanty near the city dump site. But he says he refused to allow his circumstances to define his future.

"Instead of being discouraged, I promised myself that I would pursue education," he recalls. "I will strive hard; I will do my best."

In high school, Peñaflorida faced a new set of challenges. Gang activity was rampant; they terrorized the student body, vandalized the school and inducted members by forcing them to rape young girls, he says.

"I felt the social discrimination. I was afraid to walk down the street."

Peñaflorida remembers standing up to a gang leader, refusing to join his gang. That confrontation proved fateful.

At 16, he and his friends "got the idea to divert teenagers like us to be productive," he says.

He created the Dynamic Teen Company to offer his classmates an outlet to lift up themselves and their community. For Peñaflorida, that meant returning to the slums of his childhood to give kids the education he felt they deserved.

"They need education to be successful in life. It's just giving them what others gave to me," he says.

Today, children ranging from ages 2 to 14 flock to the pushcart every Saturday to learn reading, writing, arithmetic and English from Peñaflorida and his trained teen volunteers.

"Our volunteers serve as an inspiration to other children," he says.