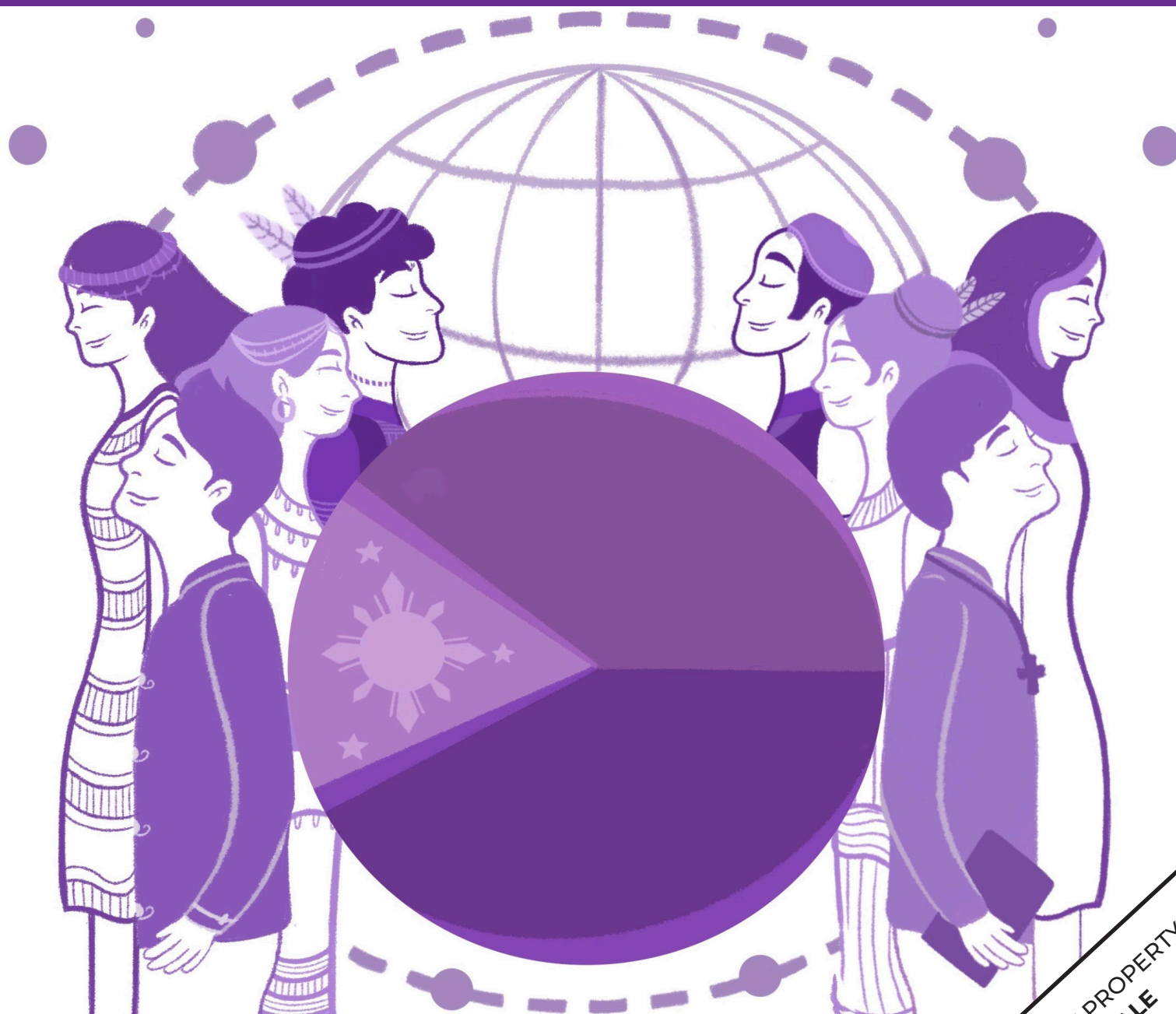


LEARNING STRAND 5 UNDERSTANDING THE SELF AND THE SOCIETY

SESSION GUIDES FOR MODULE 5:
PROMOTING THE RIGHTS OF OLDER PERSONS AND PERSONS WITH DISABILITIES

ALS Accreditation and Equivalency Program: Junior High School



SESSION GUIDES

Alternative Learning System - Accreditation and Equivalency (ALS-A&E)

**JUNIOR HIGH SCHOOL: UNDERSTANDING THE SELF AND THE SOCIETY
SESSION GUIDES FOR MODULE 5 (PROMOTING THE RIGHTS OF OLDER
PERSONS AND PERSONS WITH DISABILITIES)**

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 5: Understanding the Self and the Society
Session Guides for Module 5 (Promoting the Rights of Older Persons and Persons with Disabilities)

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User's Guide

For the ALS Teacher/Instructional Managers/Learning Facilitator:

Welcome to the Session Guides of this Module entitled Promoting the Rights of Older Persons and Persons with Disabilities under Learning Strand 5 Understanding the Self and Society of the ALS K to 12 Basic Education Curriculum (BEC).

This module was collaboratively designed, developed, and reviewed by select DepEd field officials and teachers from formal school and ALS, and private institutions to assist in helping the ALS learners meet the standards set by the ALS K to 12 Basic Education Curriculum (BEC) while overcoming their personal, social, and economic constraints in attending ALS learning interventions.

This learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As an ALS Teacher/Instructional Manager/Learning Facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.

RIGHTS & PRIVILEGES OF THE ELDERLY **Session Guide No. 1**

I. Objectives

1. Explain the rights of the elderly (LS5US-CP-PSH-JHS-24).
2. Discuss the privileges of senior citizens (LS5US-CP-PSH-JHS-25).
3. Exhibit appropriate attitudes such as confidentiality, privacy, courtesy, and respect (LS5US-CP-PSH-JHS-28).

II. Subject

- A. **Lesson 1:** Rights and Privileges of the Elderly
- B. **Materials:** Promoting the Rights of Older Persons and Persons With Disabilities Module, audio-visual devices

III. Procedures

Introductory Activity

Before starting the session, let the learners read Let's Get to Know on page 1 of the module.

“Aurelio is a visually impaired professor. Despite his disability, he managed to finish his bachelor’s, master’s and doctorate degrees from top universities in the country. He spent 35 years in teaching college students. This year, he will be celebrating his 60th birthday, which means that he will soon become a senior citizen. Aurelio is curious about the new benefits that he will receive as he enters into a new chapter of his life.”

Ask: Are you familiar with the rights of the elderly? Can you identify some?

Let the learners answer the *Pre-assessment* in page 2. Have them write their answers on a separate sheet of paper.

1. Activity

Ask the learners to do the *Trying This Out* activity on page 4 of the module. Ask them to write their answers on a whole sheet of paper.

2. Analysis

Collaborative Activity

- a. After answering the questions in *Trying This Out*, ask the learners the following questions:
 - How do you find the activity?
 - What did you discover about yourself in dealing with senior citizens after answering the activity?
- b. Divide the class into two groups. Let them create an advocacy campaign that talks about the elderly rights, and that aims to spread awareness of its underlying causes.
 - Group 1 will talk about the **United Nations Principles for Older Persons**. Have them read and understand this topic on page 6 of the module.
 - Group 2 will discuss the **Expanded Senior Citizens Act of 2010**, as explained on page 8 of the module.
- c. Use this guide as point of discussion for the advocacy campaign.
 - What are the rights and privileges of the elderly?
 - Provide examples or real-life situation that illustrate and support each right.
 - What is the relevance and significance of these rights and privileges?
- d. Present the important provisions and conditions of the senior citizen law in the Philippines and explain it to the class.
 - This law applies everywhere in the Philippines. If a senior citizen is denied of the mandatory 20% discount, he or she may defend and insist his or her right to the store owner or manager.
 - A senior must present his or her senior citizen ID to avail the privileges under the Senior Citizen Act. Even without it, a senior may present his or her government-issued ID that

shows his or her age. It is illegal for businesses not to accept any government-issued ID presented by the senior.

- If a senior is bedridden or too weak to buy food and medicine, any relative may claim the senior citizen discount on his or her behalf for as long as the senior is the one who will use the product.
- In cases where the senior is also a person with disability (PWD), the senior can only use either his or her senior citizen ID or PWD ID to avail the discount.

3. Abstraction/Generalization

Ask these as follow-up questions:

- a. What are the rights stated by the national program of UN Principles for Older Persons?
- b. What are the benefits and privileges of elderly Filipinos stated in the Republic Act No. 9994?

4. Application

Ask the learners to do the *Sharpening Your Skills* activities.

A. Individual Activity Situation Analysis (page 13)

- Allow the learners to do the individual activity on *Sharpening Your Skills*. Let them write their answers on a whole sheet of paper.
- Each learner analyzes these situations to identify disrespect and mistreatment toward the elderly.
 1. A senior citizen gave a gift to a younger person. The younger person did not accept the gift because it was not really what she was hoping to receive. The younger person showed disappointment through body language and words.
 2. A senior citizen was invited to a birthday party with his/her relatives. The senior citizen was not greeted upon

arrival, not acknowledged, and left the party without being thanked for coming.

3. A senior citizen was standing in line at the cashier. The younger person saw that the senior citizen did not move ahead quickly as the line progressed. The younger person bad-mouthed the senior by saying, “Go move, you dumb old senior!”
4. A senior citizen is no longer able to go to the market, so he/she relies on his/her daughter to buy hearing aid batteries. The daughter had no time to buy batteries for several weeks, so the senior citizen continues to perform daily tasks without the hearing aid; hence, he/she cannot hear sounds from his/her phone, TV, or radio.
5. A care worker at a home for the aged assisted his co-worker in bathing senior citizens who are not able to do so on their own. The two workers decided to take nude photos of the senior citizens using their smartphones and then posted these on their Facebook accounts just for laughs.

B. Group Activity (page 14)

With the same groupings, let them do the *Sharpening Your Skills* group activity. Use cartolina to create the diagram and present their proposed programs and policies for the senior citizens.

CRITERIA	EXCEEDS EXPECTATIONS (15)	SATISFACTORY (10)	NEEDS IMPROVEMENT (5)
CONTENT	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows a minimal understanding of parts of the topic
DELIVERY	Holds attention of entire audience; speaks with very acceptable volume	Holds attention of some of the audience; speaks with acceptable volume	Holds no attention with audience; speaks in low volume

SESSION GUIDE 1

ENTHUSIASM	Shows strong interest about the topic	Shows some interest about the topic	Shows less interest about the topic
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IV. Evaluation

Ask learners to write an essay entitled, “*The Rights and Privileges of A Filipino Senior Citizen.*” Be guided by the following rubric:

EXCEEDS EXPECTATIONS (15)	SATISFACTORY (10)	NEEDS IMPROVEMENT (5)
Meaningful response with specific ideas. Virtually no spelling, punctuation, or grammatical errors	Sufficiently developed response with enough explanation. Few spelling and punctuation errors, minor grammatical errors	Limited response with minimal explanation. A number of spelling, punctuation, or grammatical errors

RIGHTS OF PERSONS WITH DISABILITIES **Session Guide No. 2**

I. Objectives

1. Identify the rights of persons with disabilities.
(LS5US-CP-PSH-JHS-30)

II. Subject

- A. **Lesson 2:** Rights of Persons with Disabilities
- B. **Materials:** Promoting the Rights of Older Persons and Persons With Disabilities Module, audio-visual devices, manila paper, marker

III. Procedures

1. Activity

Paired activity

- a. Allow the learners to work in pairs. With their partner, let them do the *Trying This Out* activity on page 17 of the module.
- b. Ask them to share to the class the sentence they formulated using the unscrambled words?

2. Analysis

After answering the *Trying This Out* activity, ask learners the following questions:

- a. Why have you come up with the sentence?
- b. Is the statement true or is it false? Why?

3. Abstraction/Generalization

Group Activity

- a. Divide the class in groups of five. Instruct the class to read and study **Magna Carta for Persons with Disabilities** on page 18 of the module. Then, let them create an infographic about it.
- b. Allow them to be guided by these guide questions:
 - What is RA No. 7277?

- What are the rights of persons with disabilities? Provide real-life situations to illustrate these rights.
- c. Each group will present their infographics to the class. Provide feedback and follow-up questions to support and/or clarify the content of the presentation

4. Application

a. Individual Activity (page 21)

- Allow the learners to do the individual activity on *Sharpening Your Skills*.
- Have them write their answers on a whole sheet of paper.

b. Group Activity (page 22–23)

- With the same groupings, let the learners do the group activity. They will read and analyze the given case study and answer the follow-up questions.
- Let them prepare visual materials in presenting their output. Be guided by the following rubric:

CRITERIA	EXCEEDS EXPECTATIONS (15)	SATISFACTORY (10)	NEEDS IMPROVEMENT (5)
CONTENT	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows a minimal understanding of parts of the topic
DELIVERY	Holds attention of entire audience; speaks with very acceptable volume	Holds attention of some of the audience; speaks with acceptable volume	Holds no attention with audience; speaks in low volume
ENTHUSIASM	Shows strong interest about the topic	Shows some interest about the topic	Shows less interest about the topic

- **Case Study**

Sandra is a 10-year-old learner with a physical disability. Her family is poor. Luckily, she was able to get a scholarship from a non-government organization to continue her schooling.

Her classmates sometimes make fun of Sandra because of her disability. One of Sandra's teachers raised the issue of the students' behavior toward Sandra during one of the faculty weekly meetings, but no actions were implemented.

One day, during the lunch break, one of Sandra's classmates took her bag, took out her lunch, and threw the bag on the floor. In response, Sandra pushed the girl who eventually fell down, wounded her knee, and bled.

The parents of the injured girl came to see the school principal and complained about the incident. They asked that Sandra be expelled from the school. The parents of the injured girl threatened the school principal. They said that they would remove their daughter from the school and give the academic institution a bad name if their request would not be granted.

The school principal called Sandra's parents and told them about the case of their daughter. The principal suggested that they should move their daughter to a special school in town. He said that other children with disabilities were attending the special school.

He also said that it would not be a good idea to enroll Sandra in a regular school. The parents accepted the proposal of the principal and Sandra was moved to a special institution. After some days, one of Sandra's relatives sought advice from an organization for persons with disabilities.

- **Questions**
 1. What is the main issue of this case?
 2. Who should have done something to resolve the issue?
 3. What are the possible effects of the decision to move Sandra to a special school?

4. What actions can be done by the school for this specific case and how can it prevent similar cases from happening in the future?

IV. Evaluation

Ask learners to answer *Treading The Road To Mastery* on page 24 of the module. Remind them to choose only the letters and answer on a separate sheet of paper:

SPECIFIC MEASURES FOR PERSONS WITH DISABILITIES Session Guide No. 3

I. Objectives

1. Respect the rights and be aware of the privileges of persons with disability (LS5US-CP-PSH-JHS-29).
2. Note details in materials viewed (LS1CS/EN-V-PSC-JHS-15).
3. Show respect and compassion for PWDs (LS5US-CP-PSH-JHS-32).

II. Subject

- A. **Lesson 3:** Specific Measures for Persons with Disabilities
- B. **Materials:** Promoting the Rights of Older Persons and Persons With Disabilities Module, manila paper and markers, audio-visual devices

III. Procedures

Introductory Activity

Ask the learners to recall some of the rights of persons with disabilities. Call students and have them identify at least one right of PWD under RA No. 7277.

1. Activity

Group Activity

- a. Divide the class in five groups. Instruct them to think and show creative solutions to the situation given in *Trying This Out* on page 27 of the module.
 - **Group 1 - Question 1:** How would you know that someone is knocking at your door if you can't hear?
 - **Group 2 - Question 2:** How would you answer the phone without speaking?
 - **Group 3 - Question 3:** How would you climb up the stairs without using your legs?

- **Group 4 - Question 4:** How would you know when to cross the road safely without being able to see?
- **Group 5 - Question 5:** How would you tie your shoelace without using your hands?

b. Let them present their creative solutions in front of the class.

2. Analysis

Process their given solutions by asking:

- What made you come up with that solution?
- Would you recommend your solution to people with disabilities? Why? Why not?

3. Abstraction/Generalization

Have an open discussion about the benefits of the persons with disabilities to the class. Use these guide questions as points for discussion.

- What is RA No. 10745? What are the privileges and benefits of PWDs mandated by this law?
- Can PWDs have employment opportunities?
- What are the other privileges of PWDs in terms of education, health and transportation?
- How can we show respect to the rights and privileges of persons with disabilities?

4. Application

Let the learners do the *Sharpening Your Skills* on pages 32–34.

A. Individual Activity

Let the learners do the individual activity on page 32. Ask the learners to write their answers on their notebook.

B. Group Activity

Divide the learners into 3 groups and assign each group a video clip to analyze using the template in the module as a guide.

SESSION GUIDE 3

- **Group 1 - iJuander: Ang pagsubok ng PWD teacher na si Richard** (<https://youtu.be/8UvpTDW9siM>)
- **Group 2 – Reel Time: PWD, ibinahagi kung paano nalampasan ang sinapit na pangungutya** (<https://youtu.be/4j3maLcDb7w>)
- **Group 3 – Good News: Naligaw na PWD, paano tutulungan ng mga tao? | Social experiment** (https://youtu.be/Udq_S2K1EYE)

IV. Evaluation

Let the learners answer *Treading The Road To Mastery* on page 35 of the module. Ask them to write an essay entitled, “*How do we create a welcoming environment for persons with disabilities?*”. Be guided by the following rubric:

EXCEEDS EXPECTATIONS (15)	SATISFACTORY (10)	NEEDS IMPROVEMENT (5)
Meaningful response with specific ideas. Virtually no spelling, punctuation, or grammatical errors	Sufficiently developed response with enough explanation. Few spelling, punctuation, and minor grammatical errors	Limited response with minimal explanation. A number of spelling, punctuation, and grammatical errors

Ask learners to answer *Reach The Top* on page 39 of the module. Do this activity in a separate sheet of paper.

PRE-ASSESSMENT

PAGE 2

Rights of the Elderly

- Right to access to enough food, water, shelter, clothing, and health care
- Right to participate actively in the formulation of policies related to their well-being
- Right to form associations of older persons
- Right to access to social and legal services
- Right to access to educational, cultural, spiritual, and recreational resources
- Right to live free from exploitation and physical or mental abuse

Rights of Persons with Disabilities

- Right to employment
- Right to education
- Right to health
- Right to auxiliary social services
- Right to telecommunications
- Right to accessibility
- Right to political and civil rights

LESSON 1: RIGHTS & PRIVILEGES OF THE ELDERLY

SHARPENING YOUR SKILLS

PAGE 13

Possible answers

1. Instead of not accepting the gift, the younger person should have accepted it from the senior citizen. Gifts are meant to be appreciated and in the case of the senior citizen it was not given, which might make him/her feel uncared or unwanted.
2. It is wrong because everyone should be treated fairly and with dignity, especially a senior citizen. Greeting is a way for us to pay our respect and to acknowledge other peoples' existence.

3. No one deserves to be badmouthed and, in this case the younger person should have extended his/her patience and understanding toward the senior citizen. This could have prevented the humiliation it caused the elderly.
4. The daughter should have cared and assisted her parent. Delay on the purchase of batteries resulted in the difficulty of the elderly to access educational, cultural, spiritual, and recreational resources. It did not make him/her feel the sense of fulfillment.
5. The whole being of a Senior Citizen should be protected, this is why the identity and privacy of the senior citizen should be kept with utmost confidentiality at all times. In this situation the care workers violated the rights of the elderly or stripped the elderly of his or her dignity.

TREADING THE ROAD TO MASTERY

PAGE 15

Title: The Rights and Privileges of a Filipino Senior Citizen

Possible Answer: Senior Citizens of the Philippines are entitled to their rights and privileges as stipulated in RA 9994. It emphasizes here additional benefits and privileges of our beloved senior citizens. Filipino senior citizens deserve these grants because they have once served the country in several ways and, in one way or another, still contribute to nation building.

LESSON 2: RIGHT OF PERSONS WITH DISABILITIES

TRYING THIS OUT

PAGE 17

Unscrambled words

we	are	all
and	different	all
have	abilities	different
and	have	all
we	the	rights
same		

Possible sentence

We are all different and have all different abilities and we all have the same rights

SHARPENING YOUR SKILLS

PAGE 21

Possible Answer

They are considered members of the minority group or group that is usually being singled out because of their different cultural background compared to the majority. They can be identified as Persons with Disability or PWD and as members of Muslim community.

TREADING THE ROAD TO MASTERY

PAGE 24

1. B
2. D
3. C
4. B
5. C
6. D
7. A

LESSON 3: SPECIFIC MEASURES FOR PERSONS WITH DISABILITIES

TRYING THIS OUT

PAGE 27

Possible Answers

1. I would install a door bell but other than producing sounds, this tool would produce bright lights so I would know that someone is knocking at my door.
2. I would redirect it to a recorded operator so that the caller could leave a message.
3. I would prefer to use a wheelchair and take an elevator or escalator to climb into another floor level, but if these are not available I would ask someone to assist me going up.
4. I would find a tactile paving to assist me in crossing the streets, but if this is not available I would ask someone to assist me.
5. I would make sure that my shoelaces have gripper so it would not be difficult for me to tie it again and again. Or if not, I would put magnets on my shoes and shoe laces so that they could easily connect to one another once I shake them.

PAGE 32

SHARPENING YOUR SKILLS

1. C
2. C

PAGE 35

TREADING THE ROAD TO MASTERY

How do we create a welcoming environment for persons with disabilities?

Possible Answer: Persons with disabilities are functional members of society. Therefore, we must provide them a welcoming environment just like what everyone else deserves to have. Let us watch our language whenever we talk to them. As much as possible let us not

ANSWER KEY

give them reasons to feel bad or sad about their condition, instead, we speak kind words toward them.

Allow them to get opportunities where they can showcase the gifts that they have and not look at them as people who are incapable of doing anything. Let us encourage them to take part in the programs given by both the government and private sectors for them.

If we have opportunities to help them in going up to various floor levels, and even prioritize them in lines like in transportation and restaurants. PWDs should be treated with the utmost respect and dignity. They might be physically challenged but it does not make them less of a person. We never know, these people might be a lot better than us in several aspects.

REACH THE TOP

PAGE 39

1. A
2. C
3. A
4. B
5. C
6. A
7. C
8. B
9. C
10. B

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