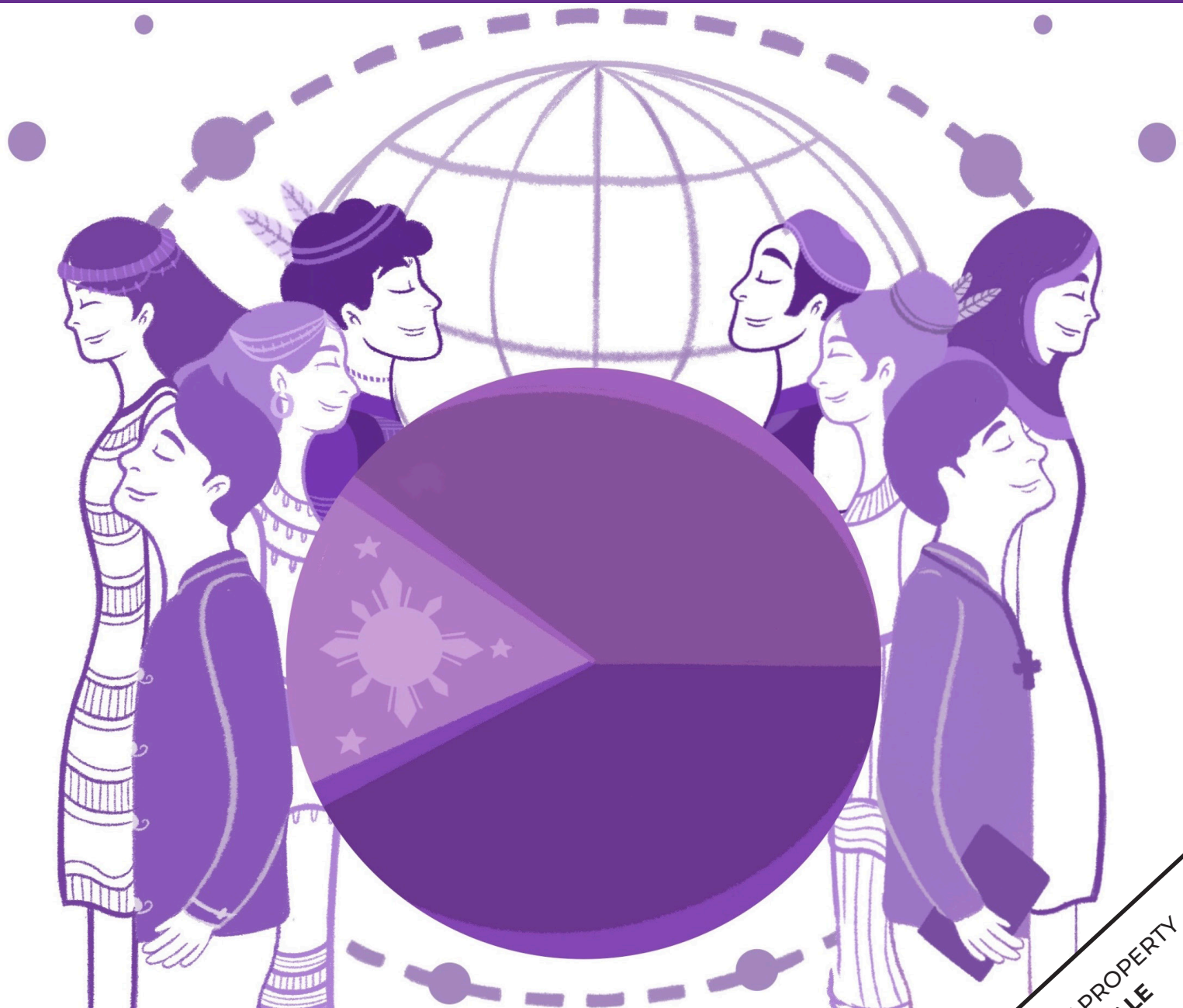


LEARNING STRAND 5 UNDERSTANDING THE SELF AND THE SOCIETY

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

ALS Accreditation and Equivalency Program: Junior High School





**PROMOTING THE RIGHTS
OF OLDER PERSONS AND PERSONS
WITH DISABILITIES**

**UNDERSTANDING THE SELF AND THE SOCIETY
MODULE 5**

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

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User's Guide

For the ALS Learner:

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

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



Let's Get to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



Pre-assessment

This part includes an activity that aims to check what you already know about the lesson. If you get all the answers correct (100%), you may decide to skip this module.



Setting the Path

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



Trying This Out

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



Understanding What You Did

This includes questions that process what you learned from the lesson.



Sharpening Your Skills

This section provides an activity that will help you transfer your new knowledge or skill in real-life situations or concerns.



Treading the Road to Mastery

This is a task which aims to evaluate your level of mastery in achieving the given learning competency.



Don't Forget

This part serves as a summary of the lessons in the module.



Explore More

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Reach the Top

This part will assess your level of mastery in achieving the learning competencies in each lesson in the module.

Answer Key

This contains answers to all activities in the module.

Glossary

This portion gives information about the meanings of the specialized words used in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer the Pre-assessment before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your ALS Teacher/Instructional Manager/Learning Facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your ALS Teacher/Instructional Manager/Learning Facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

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MODULE 5

LET'S GET TO KNOW



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. In this

Module, you and Aurelio will learn about the different rights and privileges available to the Filipino elderly and persons with disabilities.

- **Lesson 1** – Rights and Privileges of the Elderly
- **Lesson 2** – Rights of Persons with Disabilities
- **Lesson 3** – Specific Measures for Persons with Disabilities

What will you learn from this module?

After studying this Module, you should be able to:

- explain the rights of the elderly (LS5US-CP-PSH-JHS-24);
- discuss the privileges of senior citizens (LS5US-CP-PSH-JHS-25);
- exhibit appropriate attitudes such as confidentiality, privacy, courtesy, and respect (LS5US-CP-PSH-JHS-28);
- identify the rights of PWDs (persons with disability) (LS5US-CP-PSH-JHS-30);
- respect the rights and be aware of the privileges of PWD (LS5US-CP-PSH-JHS-29);
- show respect and compassion for PWDs (LS5US-CP-PSH-JHS-32); and,
- note details in material viewed (LS1CS/EN-V-PSC-JHS-15).



MODULE 5

PRE-ASSESSMENT

Directions. Enumerate three (3) examples of rights of the elderly and three (3) examples of rights of persons with disabilities in the Philippines. Do this activity on a separate sheet of paper.

| RIGHTS OF THE ELDERLY |
|-----------------------|
| |
| |
| |

| RIGHTS OF PERSONS WITH DISABILITIES |
|-------------------------------------|
| |
| |
| |



LESSON 1

SETTING THE PATH

RIGHTS AND PRIVILEGES OF THE ELDERLY

At the end of this lesson, you will be able to:



explain the rights of the elderly (LS5US-CP-PSH-JHS-24);



discuss the privileges of senior citizens (LS5US-CP-PSH-JHS-25); and



exhibit appropriate attitudes such as confidentiality, privacy, courtesy, and respect (LS5US-CP-PSH-JHS-28).



LESSON 1

TRYING THIS OUT

Directions. Choose your answers to complete the statements below. Do this activity on a separate sheet of paper.

1. I have contact with senior citizens...
 - daily
 - monthly
 - never
 - rarely
2. In a week, I would estimate that the time I spend with seniors is...
 - 1–2 hours
 - less than 1 hour
 - more than 2 hours
 - none
3. The number of seniors I have had regular contact with in my life is...
 - 1
 - 2
 - 3
 - 4
 - more than 4
 - none
4. If I see a senior citizen in the marketplace, I...
 - look and smile
 - look at him/her
 - look away
 - speak to him/her
5. I have thought about working as a caregiver to senior citizens.
 - Never
 - Seriously considering this work
 - Sometimes
6. When I am around older people in any place, I feel...
 - bored
 - happy
 - nervous
 - scared
7. When I think about becoming a senior citizen, I feel...
 - curious
 - happy
 - nervous
 - sad
 - scared

LESSON 1

8. *Encircle five (5) descriptors you agree with the most.*

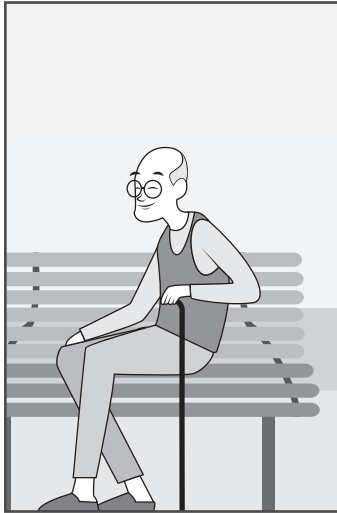
I think senior citizens are...

| | | | | |
|-------------|-----------|-------|--------|-----------|
| energetic | funny | moody | sleepy | weak |
| interesting | poor | smart | smelly | scary |
| boring | impatient | low | loving | prayerful |



LESSON 1

UNDERSTANDING WHAT YOU DID

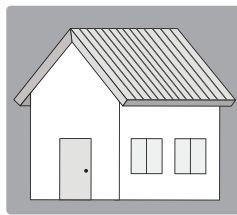


UNITED NATIONS PRINCIPLES FOR OLDER PERSONS

Older men and women and the people younger than them share the same rights. Our rights do not change as we grow older. Unfortunately, what does change is that older men and women are treated less valuably in society. As people get older, they face increasing obstacles in their participation, become more dependent on others, and risk losing some or all their personal freedom.

These threats can make them vulnerable to abandonment, abuse, and violation of their rights. Older men and women could experience such violations on a familial, communal, or institutional level. It is a must for us to pay greater attention to older people's rights to justice and equality.

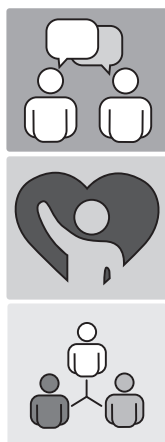
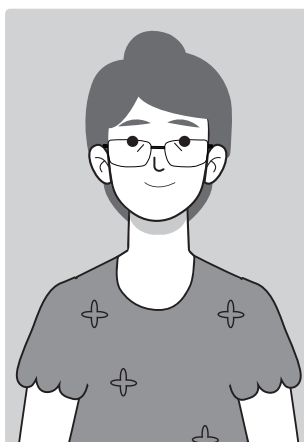
All member countries of the United Nations, including the Philippines, are encouraged to integrate the **UN Principles for Older Persons** into their national programs. It states that older persons should have the right to:



INDEPENDENCE

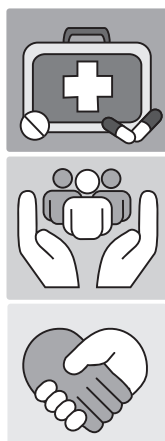
- ✓ Have access to enough food, water, shelter, clothing, and health care through their own income or support from their family and the community
- ✓ Have the opportunity to work or have any sources of income
- ✓ Have access to appropriate educational and training programs
- ✓ Be able to live in environments that are safe
- ✓ Be able to reside at home for as long as possible

LESSON 1



PARTICIPATION

- ✓ Be able to participate actively in the formulation and implementation of policies related to their well-being
- ✓ Be able to serve as volunteers in positions appropriate to their interests and skills
- ✓ Be able to form movements or associations for older persons



CARE

- ✓ Benefit from family as well as community care and protection
- ✓ Have access to health care
- ✓ Have access to social and legal services
- ✓ Get full respect for their dignity, beliefs, needs, and privacy

SELF-FULFILLMENT

- ✓ Be able to pursue opportunities for the full development of their potential
- ✓ Have access to educational, cultural, spiritual, and recreational resources

DIGNITY

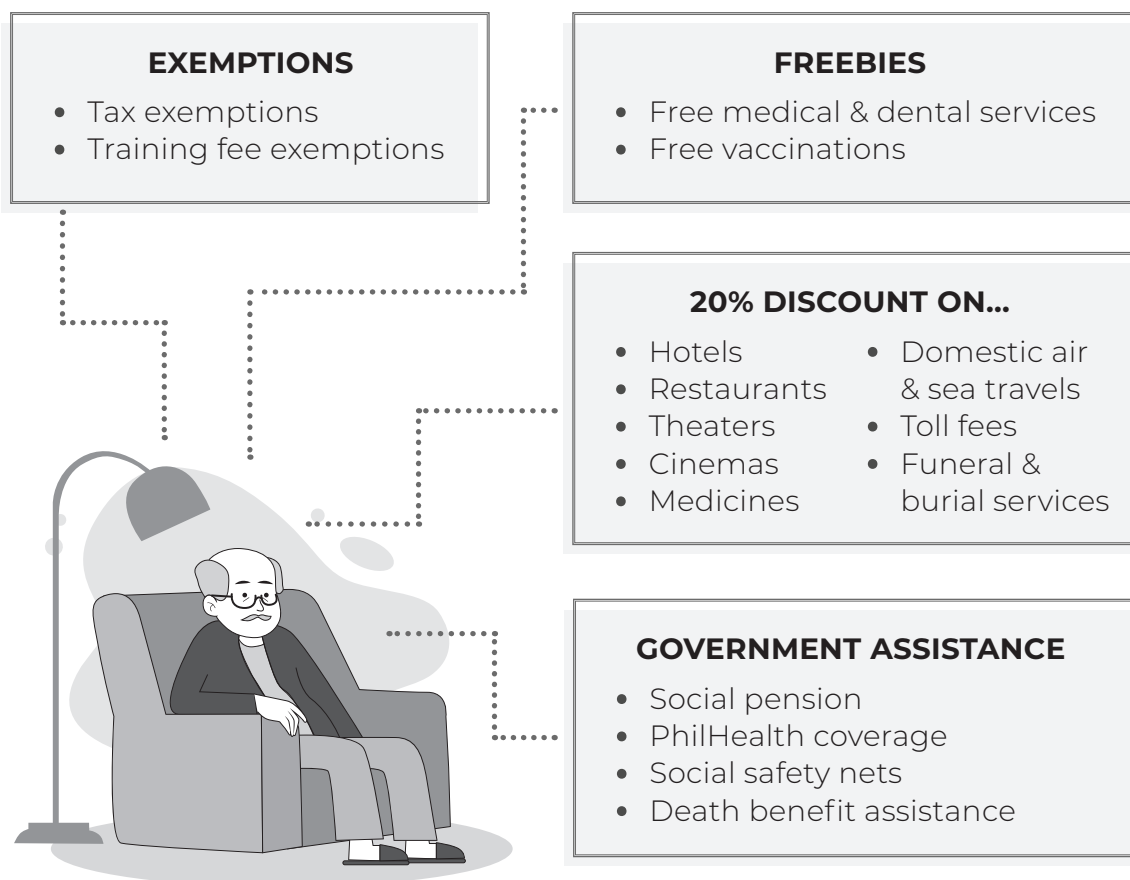
- ✓ Be able to live free from exploitation and physical or mental abuse
- ✓ Be treated fairly regardless of age, gender, racial, or ethnic background, disability, or other status

SENIOR CITIZENS IN THE PHILIPPINES

According to the Philippine Statistics Authority, from 7.6 million in 2015, the number of senior citizens or Filipinos 60 years old and over are expected to reach 11.7 million by 2025 and 22.6 million by 2045. Many of these senior citizens are not aware of their benefits and privileges.

The Philippine government provides elderly Filipinos with benefits and privileges through Republic Act No. 9994 or the **Expanded Senior Citizens Act of 2010**. This law aims to help the elderly in lessening their expenses during their golden years. The following are the benefits and privileges that elderly people are entitled to receive:

Expanded Senior Citizens Act of 2010



20% DISCOUNT ON...

Medical-related privileges

- Generic and branded medicines
- Hearing aids, eyeglasses, wheelchairs, crutches, dentures
- Medical examinations, laboratory tests, dental services
- Professional fees of attending doctor
- Professional fees of licensed health workers providing home health care services

Transportation

- Air and Sea
- Land (LRT, MRT, PNR, bus, jeep, taxi, and shuttle service)

Accommodation, food, and places of leisure

- Hotels
- Resorts
- Restaurants
- Theaters
- Cinemas
- Museums
- Concert halls
- Amusement parks

Recreation centers

- Gyms
- Badminton and tennis courts
- Ballroom dancing studios
- Bowling lanes

Funeral services

- Hospital morgue
- Casket or urn
- Embalming
- Cremation cost, and other services

EXEMPTIONS

Tax Exemption

Income tax exemption for minimum wage earners

Training Fee Exemption

Training fees for socio-economic programs conducted by private and government agencies

FREEBIES

- Free medical and dental services in government facilities
- Free vaccinations for indigent senior citizens

GOVERNMENT ASSISTANCE

Training Fee Exemption

Indigent senior citizens shall get a monthly allowance of ₱500

Mandatory PhilHealth Coverage

All senior citizens are covered by the national health insurance program

Social Safety Nets

Food, medicine, and financial assistance to reduce the effects of economic, disaster, and calamity shocks

Death Benefit Assistance

Assistance of a minimum of ₱2,000 shall be given to the relative who took care of the deceased senior citizen

Benefits and Privileges for Retirees

Continuance of benefits and privileges by SSS, GSIS, and PAG-IBIG

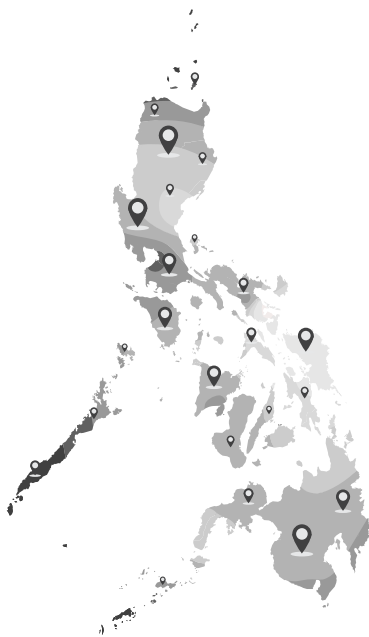
OTHERS

Express Lanes

Express or priority lanes shall be provided in all private, banking, commercial, and government establishments

Educational Privileges

Scholarships, grants, financial aids, subsidies, and incentives

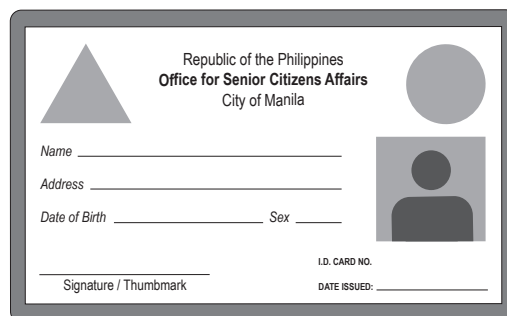


Because of its many provisions and conditions, the senior citizen law in the Philippines could be too complicated for common people to understand. The following are important things about the special benefits for senior citizens:

- 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.

LESSON 1

- To avail the privileges under the Senior Citizen Act, a senior must present his or her senior citizen ID. A senior may also present his or her government-issued ID that shows his or her age in case their senior citizen ID is not on their person. It is illegal for businesses not to accept any government-issued ID presented by the senior.



How a Senior Citizen ID generally looks

- 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 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.



LESSON 1

SHARPENING YOUR SKILLS

I. Individual Activity. Read the scenarios below and explain why these are considered as moments of showing disrespect or mistreatment toward the elderly. Limit your answers to 2–3 sentences only. Do this activity on a separate sheet of paper.

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 has 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.

LESSON 1

II. Group Activity. On a cartolina, suggest three (3) new programs or policies that you believe the government should implement for the senior citizens. Use the following graphic organizer for your presentation. All members are required to present. Your group will be evaluated using the rubric below.

| PROGRAM/POLICY 1: | PROGRAM/POLICY 2: | PROGRAM/POLICY 3: |
|-----------------------------------|-----------------------------------|-----------------------------------|
| DETAILS: a. b. c. | DETAILS: a. b. c. | DETAILS: a. b. c. |

| CRITERIA | EXCEEDS EXPECTATIONS (15) | SATISFACTORY (10) | NEEDS IMPROVEMENT (5) | SCORE |
|--------------|--|---|--|-------|
| CONTENT | All suggested programs/policies are valid and well explained | Some of the suggested programs/policies are valid and clearly described | All suggested programs/policies are questionable | |
| DELIVERY | Holds attention of entire audience; speaks with very acceptable volume | Holds attention of some of the audience; speaks with acceptable volume | Holds no contact 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 | |
| TOTAL | | | | |



LESSON 1

TREADING THE ROAD TO MASTERY

Directions. Write an essay composed of three (3) paragraphs entitled, “The Rights and Privileges of A Filipino Senior Citizen.” Your answer will be evaluated using the rubric below. Do this activity on a separate sheet of paper.

“The Rights and Privileges of A Filipino Senior Citizen”

| 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 grammatical errors. | Limited response with minimal explanation. A number of spelling, punctuation, and grammatical errors. |



LESSON 2

SETTING THE PATH

RIGHTS OF PERSONS WITH DISABILITIES

At the end of this lesson, you will be able to:



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



LESSON 2

TRYING THIS OUT

Directions. Unscramble the words and form a sentence out of them. Write your answers on a separate sheet of paper.

WORD BANK

| | | |
|------------|-----------------|----------------|
| ew _____ | rea _____ | lal _____ |
| dan _____ | entffdeir _____ | lla _____ |
| vhea _____ | biiialtes _____ | deefrntf _____ |
| adn _____ | aehv _____ | lla _____ |
| ew _____ | het _____ | igthrs _____ |
| easm _____ | | |

Sentence:



LESSON 2

UNDERSTANDING WHAT YOU DID

MAGNA CARTA FOR PERSONS WITH DISABILITIES

Republic Act No. 7277 or the Magna Carta for Persons with Disabilities defines PWDs as “those suffering from restriction of different abilities, as a result of mental, physical, or sensory impairment, to perform an activity in the manner or within the range considered normal for a human being.”



EMPLOYMENT



EDUCATION



HEALTH



AUXILIARY SOCIAL SERVICES



TELECOMMUNICATIONS



ACCESSIBILITY

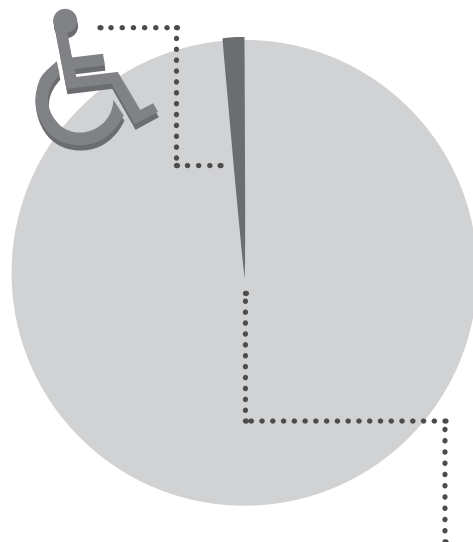


POLITICAL & CIVIL RIGHTS

The World Health Organization (WHO) considers persons with disabilities as the largest minority group in the world. In the Philippines, based on the 2010 national census, there are more than one million Filipinos with disabilities or 1.57% of the total population.

The Department of Education (DepEd) classifies PWD students as having any of the following:

- learning disability
- hearing impairment
- visual impairment
- intellectual disability/mental retardation
- behavioral problem
- orthopedical/physical impairment
- autism
- speech defect
- chronic illness
- cerebral palsy



There are more than 1 million Filipinos with disabilities or 1.57% of the total population

RIGHTS OF PERSONS WITH DISABILITIES

Under the Magna Carta for PWDs, persons with disabilities have rights to employment, education, health, auxiliary social services, telecommunications, accessibility, and political and civil rights.



Employment – equal opportunity for employment, sheltered employment, incentives for employees, vocational rehabilitation, vocational guidance, and counseling



Education – access to quality education, financial assistance for those who are deserving, special education, vocational or technical training programs, and non-formal education



Health – national health program, rehabilitation centers, and health services



Auxiliary Social Services – services that will restore the PWDs' social functioning and participation in community affairs



Telecommunications – TV stations and telephone companies providing the needs of the deaf people; PWD materials free of postal charges

LESSON 2



Accessibility – barrier-free environment, access to public transportation



Political and Civil Rights – right to vote, right to assembly, right to form organizations or associations



LESSON 2

SHARPENING YOUR SKILLS

I. **Individual Activity.** Analyze the picture and answer the question below. Limit your answer from three (3) to five (5) sentences. Do this activity on a separate sheet of paper.



LESSON 2

II. Group Activity. As a group, read and analyze the given case study and answer the questions that follow. Write your answers on a Manila paper. You will present your answers in class and will be evaluated using the rubric below.

| CRITERIA | EXCEEDS EXPECTATIONS (15) | SATISFACTORY (10) | NEEDS IMPROVEMENT (5) | SCORE |
|--------------|--|--|--|-------|
| 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 contact 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 | |
| TOTAL | | | | |

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

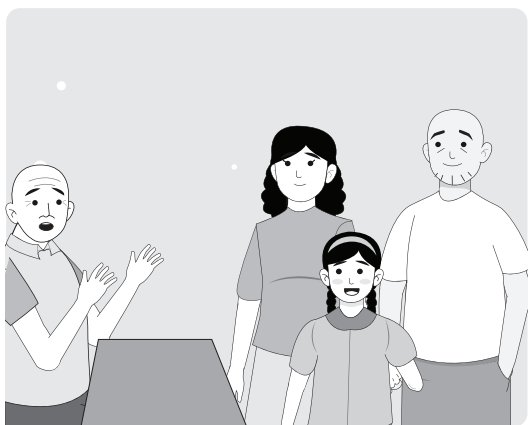
Her classmates sometimes make fun of Sandra because of her disability. One of Sandra's teachers raised the issue of the students' behavior toward Sandra during one of the weekly faculty meetings, but no actions were implemented.



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.

LESSON 2

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 move their daughter to a special school in town saying that other children with disabilities attend 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?



LESSON 2

TREADING THE ROAD TO MASTERY

Directions. Identify the rights of PWDs being described or violated in the given situations. Write the letter of the correct answer on a separate sheet of paper.

1. Mary is a physically challenged secondary fresh graduate who applied for a job in a fast-food restaurant to be able to help her family. She was hired and is happily serving as the cashier of the restaurant.
 - A. Right to Education
 - B. Right to Employment
 - C. Right to Auxiliary Social Services
 - D. Right to Political and Civil Rights
2. As information continues to evolve around COVID-19, ABC TV Network decided to provide deaf people with access to information by including interpreters who use sign language in their news programs to relay information to the deaf community.
 - A. Right to Health
 - B. Right to Education
 - C. Right to Employment
 - D. Right to Telecommunication
3. Jacob has visual impairment but it did not stop him from yearning to learn. He graduated magna cum laude from the People's University with a degree in Secondary Education. He studied abroad to pursue a master's degree.
 - A. Right to Health
 - B. Right to Education
 - C. Right to Accessibility
 - D. Right to Auxiliary Social Services
4. With the new project of the City Government of Baybayin, residents with disabilities can now enjoy the services of the newly-built hospital for free.

LESSON 2

- A. Right to Health
 - B. Right to Education
 - C. Right to Employment
 - D. Right to Telecommunication
5. APC Mall has separate toilets for PWDs equipped with grab bars, with doors as wide as wheelchairs, and with installed Braille buttons in its elevators for the visually impaired.
- A. Right to Health
 - B. Right to Education
 - C. Right to Employment
 - D. Right to Telecommunication
6. Paula, who has psychosocial disability, went to Masigla Elementary School to exercise her right to vote. But to her disappointment, she was not granted the right to access the special polling place for persons with disability like her even after she presented a valid ID.
- A. Right to Health
 - B. Right to Accessibility
 - C. Right to Telecommunication
 - D. Right to Political and Civil Rights
7. The Provincial Social Welfare Office launched a program which aims to provide free massage and haircut training to persons with disability. The agency hopes to help the PWDs to generate income enough to sustain their needs.
- A. Right to Health
 - B. Right to Accessibility
 - C. Right to Telecommunication
 - D. Right to Political and Civil Rights



SPECIFIC MEASURES FOR PERSONS WITH DISABILITIES

At the end of this lesson, you will be able to:



respect the rights and be aware of the privileges of persons with disability (LS5US-CP-PSH-JHS-29);



show respect and compassion for PWDs (LS5US-CP-PSH-JHS-32); and



note details in materials viewed (LS1CS/EN-V-PSC-JHS-15).



LESSON 3

TRYING THIS OUT

Directions. Think of a creative solution to the following situations. Do this activity on a separate sheet of paper.

1. How would you know that someone is knocking at your door if you can't hear?
2. How would you answer the phone without speaking?
3. How would you climb up the stairs without using your legs?
4. How would you know when to cross the road safely without being able to see?
5. How would you tie your shoelace without using your hands?





LESSON 3

UNDERSTANDING WHAT YOU DID



SPECIFIC MEASURES TO ENHANCE THE INCLUSION and PARTICIPATION OF PERSONS WITH DISABILITIES

As mandated by law, Filipino citizens with disabilities are entitled to a variety of specific measures in the country. To protect, support, and recognize the rights of PWDs, the following benefits are provided based on **Republic Act No. 10745 or An Act Expanding the Benefits and Privileges of Persons with Disability**. These entail specific measures to promote the rights of persons with disabilities and accelerate progress towards their equality with the broader population. These measures seek to address historical and structural inequality by providing preferential measures and targeted action for persons with disabilities, including:

20% DISCOUNT ON...

- Hotels and similar lodging establishments
- Restaurants

LESSON 3

- Recreation centers
- Theaters, cinemas, concert halls, and other places of culture, leisure, and amusement
- Medicines in all drugstores
- Medical and dental services, including diagnostic and laboratory fees and professional fees of attending doctors in all private hospitals and medical facilities
- Domestic air and sea travels
- Public railways and public utility vehicles
- Toll fees for skyways and expressways (for PWDs owning a vehicle)
- Funeral and burial services for the death of PWDs

5% DISCOUNT ON...

Basic necessities

- rice, corn, bread;
- fresh, dried, and canned fish as well as other marine products;
- fresh pork, beef, and poultry meat;
- fresh eggs,
- fresh and processed milk,
- infant formulas,
- fresh vegetables,
- root crops,
- coffee,
- sugar,
- cooking oil,
- salt,
- laundry soap, detergents,
- charcoal,
- candles, and

- other commodities as classified by the Department of Trade and Industry and the Department of Agriculture

Prime commodities

- fresh fruits;
 - dried, processed, and canned pork;
 - beef and poultry, meat, dairy products not falling under basic necessities,
 - noodles,
 - onions,
 - garlic,
 - diapers,
 - herbicides,
 - poultry,
 - veterinary products for poultry, swine and cattle feeds,
 - paper,
 - school supplies,
 - nipa shingle,
 - plyboard,
 - construction nails,
 - batteries,
 - electrical supplies,
 - light bulbs,
 - steel wire, and
- other commodities that may be classified by the Department of Trade and Industry and the Department of Agriculture

EMPLOYMENT OPPORTUNITIES

- All government agencies, offices, or corporations shall reserve at least 1% of all positions for PWDs

- Private corporations with more than 100 employees are encouraged to reserve at least 1% of all positions for PWDs

OTHER SPECIFIC MEASURES

- Express lanes in all commercial and government establishments
- Accessible biometrics registration and voting precincts
- Designated public attorneys with expertise on the rights of persons with disabilities
- Educational assistance to pursue primary, secondary, tertiary, post tertiary, and vocational or technical education in both public and private schools
- Protection against verbal and nonverbal ridicule and vilification
- ₱15,000 worth of benefits to qualified PhilHealth members or dependents in need of lower limb prosthesis



LESSON 3

SHARPENING YOUR SKILLS

I. Individual Activity. Read the following situations and write the LETTER of the best answer on a separate sheet of paper.

1. Cecilia is a 7-year-old girl who is in a wheelchair. She would like to study in a private primary school, but the classes are held in a four-story building, with many stairs. Cecilia's parents go to the school to discuss her options. What do you think is the best option for Cecilia?
 - A. The class she wants to attend should be held on the ground floor of the building so that Cecilia can easily go to school.
 - B. Cecilia's parents should arrange for her to study from home. It is not the school's responsibility to change things for just one pupil.
 - C. The school should create wheelchair access areas (e.g., ramps and elevators) to ensure that all persons with disabilities have access to the building.

2. Charles, a 30-year-old man, has been diagnosed with a mental illness. The illness causes him to have unpredictable behavior. However, he is taking medication for his illness and it has improved his life a lot. He has just completed a course in mechanics. A job advertisement has recently been placed in a car repair shop for a mechanic. He would like to apply for this position. Should the car repair shop manager consider his application?
 - A. No. Charles is mentally ill and cannot be trusted to fulfill the duties of the job. The manager should just ignore his application.
 - B. No. Charles's illness may mean that he is in danger when working as a mechanic. He might injure himself or others.
 - C. Yes. Charles is managing his illness and the manager does not have any reason to think that Charles cannot do the job of a mechanic.

LESSON 3

II. Group Activity – Part 1. You need to watch the video that your teacher will assign to your group and analyze it using the given template as your guide. Do this activity on a separate sheet of paper.

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

| TITLE OF THE VIDEO |
|---|
| Background Knowledge <i>Before watching the video, what are the things that you already know about the topic?</i> |
| Main Points of the Video <i>What are the key points and details you learned from the video?</i> |
| Vocabulary <i>What are the new terms you heard in the video?</i> |
| Questions You Have <i>What questions do you have in mind after watching the video?</i> |

LESSON 3

Group Activity – Part 2. After analyzing the video, you need to prepare for an oral presentation. You may use visual aids as you do your reporting. Each group will be evaluated using the rubric below.

| CRITERIA | EXCEEDS EXPECTATIONS (15) | SATISFACTORY (10) | NEEDS IMPROVEMENT (5) | SCORE |
|-----------------|--|--|--|--------------|
| 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 contact 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 | |
| TOTAL | | | | |



LESSON 3

TREADING THE ROAD TO MASTERY

Directions. Read, analyze, and answer the question below. Write an essay with three (3) paragraphs. Your answer will be evaluated using the rubric below. Do this activity on a separate sheet of paper.

?

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

| 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. |



MODULE 5

DON'T FORGET



- Older men, women, and the people younger than them share the same rights.
- As people get older, they face increasing obstacles in their participation, become more dependent on others, and lose some or all their personal freedom.
- All member countries of the United Nations, including the Philippines, are encouraged to integrate the UN Principles for Older Persons into their national programs concerning older persons' rights to justice and equality.
- The Philippine government provides elderly Filipinos with benefits and privileges through Republic Act No. 9994 or the Expanded Senior Citizens Act of 2010.
- According to the Magna Carta for Persons with Disabilities, PWDs are those suffering from restriction of different abilities (as a result of mental, physical, or sensory impairment) to perform activities in a manner or within the range considered to be normal for a human being.
- The Department of Education (DepEd) classifies PWD students as those having learning disability, hearing impairment, visual impairment, intellectual disability/



“

mental retardation, behavioral problem, orthopedical/physical impairment, autism, speech defect, chronic illness, and cerebral palsy.

- Filipino citizens with disabilities are entitled to a variety of privileges based on Republic Act No. 10745 or An Act Expanding the Benefits and Privileges of Persons with Disability.

”



MODULE 5

EXPLORE MORE

For additional activities related to the topics of this Module, these resources may be helpful:

A Global Response to Elder Abuse and Neglect

(https://www.who.int/ageing/publications/ELDER_DocAugust08.pdf)

Connecting people with disabilities and community members

(https://rtc.umn.edu/docs/Friends_Connecting_people_with_disabilities_and_community_members.pdf)

How older people's human rights are denied – animation

(<https://youtu.be/ekLjnHtwPc8>)

People with Disabilities Face Barriers. Inequality Shouldn't Be One of Them.

(<https://youtu.be/ure8Lrbh5HY>)



MODULE 5

REACH THE TOP

Directions. Choose the letter of the correct answer. Do this activity on a separate sheet of paper.

1. It is an agency that considers persons with disabilities as the largest minority group in the world.
 - A. World Health Organization (WHO)
 - B. Department of Health (DOH)
 - C. Department of Education (DepEd)
2. As mandated by law, all government agencies, offices, or corporations shall reserve at least how many percentages of all positions of PWDs?
 - A. 10%
 - B. 3%
 - C. 1%
3. Private corporations with more than 100 employees are encouraged to reserve at least how many percentages of all positions for PWDs?
 - A. 1%
 - B. 3%
 - C. 10%
4. As stated in the UN Principles for Older Persons, the elderly should...
 - A. be able to participate actively in the formulation of policies only related to their well-being.
 - B. be able to participate actively in the formulation and implementation of policies related to their well-being.
 - C. be able to participate actively in the implementation of policies related to their well-being.
5. Under the Magna Carta for PWDs, persons with disabilities have the following rights except?
 - A. Right to sheltered employment
 - B. Right to a barrier-free environment
 - C. Right to quality travel assistance

6. Express lanes for Persons with Disabilities (PWDs) must be seen in establishments such as?
 - A. Commercial and Government
 - B. Public Institutions
 - C. Private institutions

7. Senior citizens are individuals belonging to what age group?
 - A. 50 years and over
 - B. 65 years and over
 - C. 60 years and over

8. A person with Disabilities (PWDs) may request educational assistance to pursue...
 - A. primary, secondary, and tertiary education in public schools
 - B. primary, secondary, and tertiary education in both private and public schools
 - C. primary and secondary in both public and private schools

9. Elderly Filipinos are entitled to how many percentages of discounts on generic and branded medicines?
 - A. 20% on branded and 50% on generic
 - B. 50% on branded and 20% on generic
 - C. 20% on both branded and generic

10. In cases where a senior citizen is also a person with a disability (PWD), the senior can...
 - A. use both of his/her senior citizen ID and PWD ID to get double discounts
 - B. only use either his or her senior citizen ID or PWD ID to avail of the discount
 - C. use both his senior citizen ID and PWD ID to get a 10% discount on each

ANSWER KEY

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.

ANSWER KEY

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.

ANSWER KEY

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

ANSWER KEY

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.

SHARPENING YOUR SKILLS

PAGE 32

1. C
2. C

TREADING THE ROAD TO MASTERY

PAGE 35

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

GLOSSARY

| | |
|----------------------|---|
| Census | Official count of the population of a country |
| Disability | Physical or mental condition that limits a person's movements, senses, or activities |
| Magna Carta | Legal document enumerating the rights of a group |
| Minority | A small group in society that is different from the rest because of their culture or conditions |
| Privilege | A special advantage available to a particular person or group |
| Senior citizen | A citizen aged from 60 years old onwards |
| Sheltered employment | A setting in which PWDs receive trainings to develop work-related skills and behavior |

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