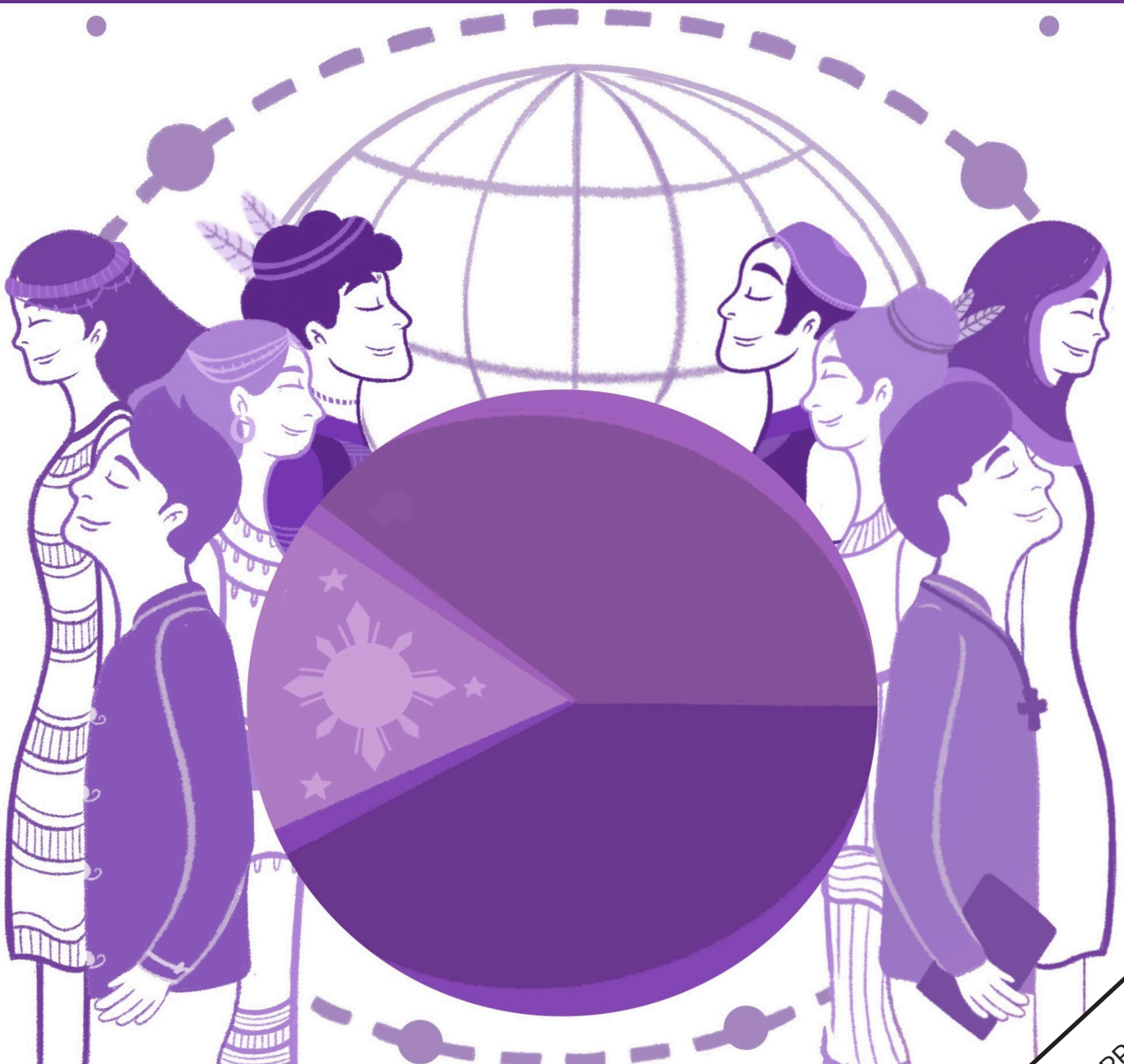


# LEARNING STRAND 5 UNDERSTANDING THE SELF AND THE SOCIETY

## MODULE 4: UPHOLDING WOMEN & CHILDREN'S RIGHTS

ALS Accreditation and Equivalency Program: Junior High School







## **UPHOLDING WOMEN & CHILDREN'S RIGHTS**

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**UNDERSTANDING THE SELF AND SOCIETY  
MODULE 4**

**ALS Accreditation and Equivalency Program: Junior High School**  
**Learning Strand 5: Understanding the Self and Society**  
**Module 4: Upholding Women & Children's Rights**

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# User's Guide

## *For the ALS Learner:*

Welcome to this module entitled Upholding Women & Children's Rights under Learning Strand 5 Understanding the Self and Society of the ALS K to 12 Basic Education Curriculum (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 to take. 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 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 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 4

# LET'S GET TO KNOW

**N**anette got pregnant at the age of 22, three months after her wedding with her husband William. Unfortunately, William's company declared bankruptcy so he lost his job. He can no longer support Nanette's needs and the baby in her womb. Nanette, on the other hand, cannot go to work because she is prone to miscarriage according to her doctor. In this module, you and Nanette will learn about the different sets of rights given to women and children.



Lesson 1 – **Children's Rights**

Lesson 2 – **Women's Rights**

Lesson 3 – **Fight Against Violence**

### **What Will You Learn From This Module?**

After studying this module, you should be able to:

- explain the rights of Filipino children (LS5US-CP-PSH-JHS-19);
- suggest ways and means of protecting children's rights (LS5US-CP-PSH-JHS-22);
- discuss the rights of women and their corresponding responsibilities (LS5US-CP-PSH-JHS-14);
- discuss violations of women's rights and how these can be prevented and eliminated (LS5US-CP-PSH-JHS-15); and
- note details in material viewed (LS1CS/EN-V-PSC-JHS-15).



## MODULE 4

# PRE-ASSESSMENT

---

**Directions:** Enumerate five (5) examples of the rights of women and children in the Philippines. Do this activity on a separate sheet of paper.

1

2

3

4

5



## LESSON 1

# SETTING THE PATH

---

# CHILDREN'S RIGHTS

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



explain the rights of Filipino children (LS5US-CP-PSH-JHS-19); and



suggest ways and means of protecting children's rights (LS5US-CP-PSH-JHS-22).

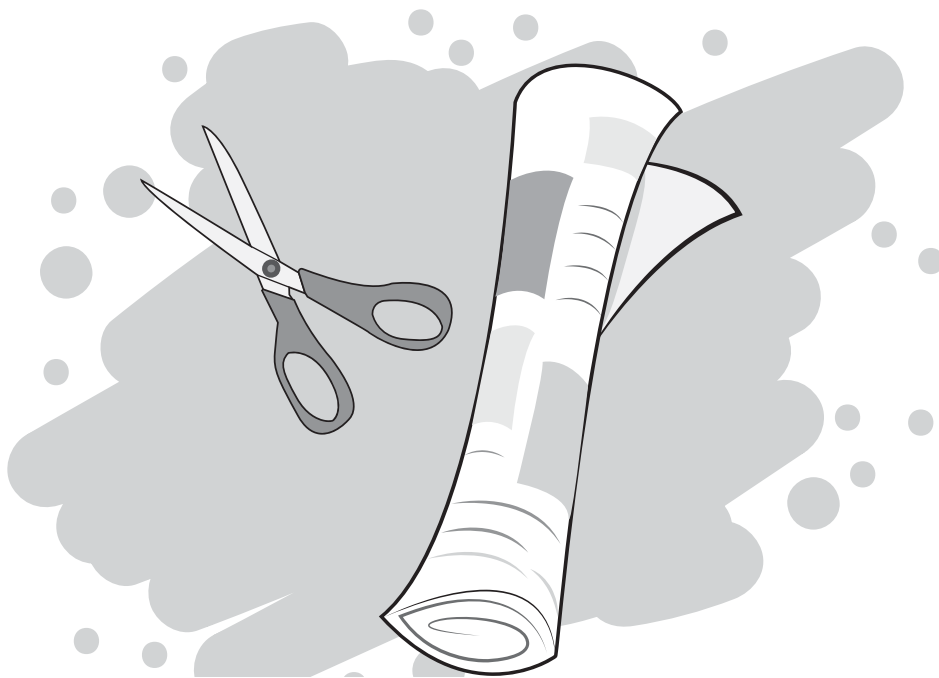


## LESSON 1

# TRYING THIS OUT

---

**Directions:** Get a newspaper. Cut and paste a news item that talks about children's rights. Identify and explain the right of the child that is discussed in the article. Limit your answer to three (3) sentences only. Do this activity on a separate sheet of paper.





## LESSON 1

# UNDERSTANDING WHAT YOU DID

## UN CONVENTION ON THE RIGHTS OF THE CHILD

Children's rights, listed in the United Nations Convention on the Rights of the Child (UNCRC), are a set of rights for every child and young person below the age of 18. This agreement sets basic guidelines for children's well-being and applies to all children from different backgrounds. Every child has rights regardless of his/her race, gender, wealth or birthplace. The UNCRC is a legal document adopted by the United Nations. This Convention requires all member countries of the United Nations, including the Philippines, to respect, protect, and satisfy children's rights through their laws.

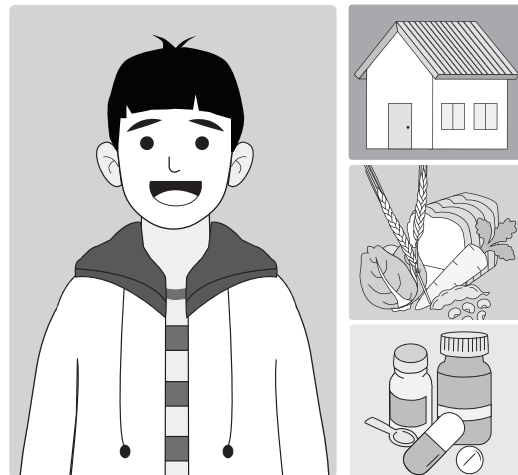


The Convention on the Rights of the Child can be classified into four categories:

### **SURVIVAL RIGHTS**

Child's right to life with the basic needs in order to live

- Right to a good enough standard of living
- Right to a safe place to live in
- Right to acceptable nutrition
- Right to the best health possible and to medical care



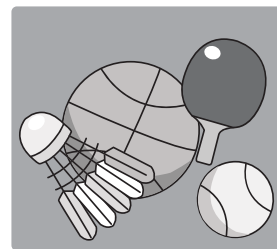
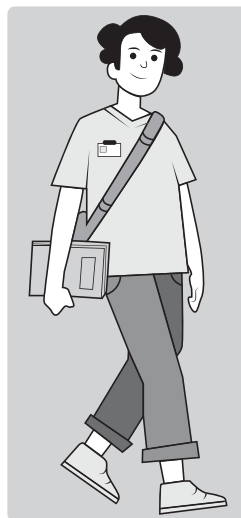
# LESSON 1

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## DEVELOPMENT RIGHTS

Things that children require in order to reach their fullest potential

- Right to good quality education
- Right to special education and care if you have a disability
- Right to play and relax by doing things like sports and music
- Right to enjoy and benefit from culture
- Right to collect information from all around
- Right to think what you like under parental supervision and choose whatever religion you want to participate in



## PROTECTION RIGHTS

That children be protected against all forms of abuse, abandonment, and slavery

- Right against human trafficking
- Right to protection against unfair treatment based on race, age, or sex
- Right to special care for refugee children
- Right against cruel punishment
- Right to be protected from recruitment into government forces or armed groups
- Right against child labor
- Right to be protected from dangerous drugs
- Right against sexual abuse





# LESSON 1

---

## **PARTICIPATION RIGHTS**

Children to take an active role in their communities and nation

- Right to an opinion and for it to be listened to and taken seriously
- Right to join or leave groups
- Right to assemble peacefully





## LESSON 1

# SHARPENING YOUR SKILLS

**Directions:** Read the following stories. Identify the specific child's right that is being described or violated in each story. Do this activity on a separate sheet of paper.

1

For some families in the province of Kansilay, child labor provides majority of the families' income. Some children work as sugarcane farmers like Joselito. Since he was 9 years old, he had spent most of his time harvesting sugarcanes with a long heavy knife, earning about 100 pesos a day. "My boss used to cheat me on my salary," says Joselito. "Now, I've learned how to count."



2



In the province of Palanyag, there are over 500 children who do not go to school because they have disabilities. Junjun and Marie both have cerebral palsy. Fortunately, they can go to kindergarten with their parents. They can also participate in activities with other children. "I can now hold my toy," says Junjun happily.

## LESSON 1

---



3

During the war in the town of Escalante, hundreds of children were kidnapped and forced to fight. One of these children was Jonathan. He participated in the bloody war for two years. Since then, the government has agreed to let go all the children in armies. "I want to go home. I want to see my family," Jonathan said.

4

In Barangay Pinagsama, there exists violence that has affected children and teenagers. Lara was 2 years old when drug dealers killed her father. She was 10 years old when they killed her mother. Lara became rebellious but she changed over time. With the help of Gabay Bata, Lara began to play volleyball. "Now, I'm a volleyball player, but when I become an adult, I'll be a volleyball coach," says Lara with a smile.

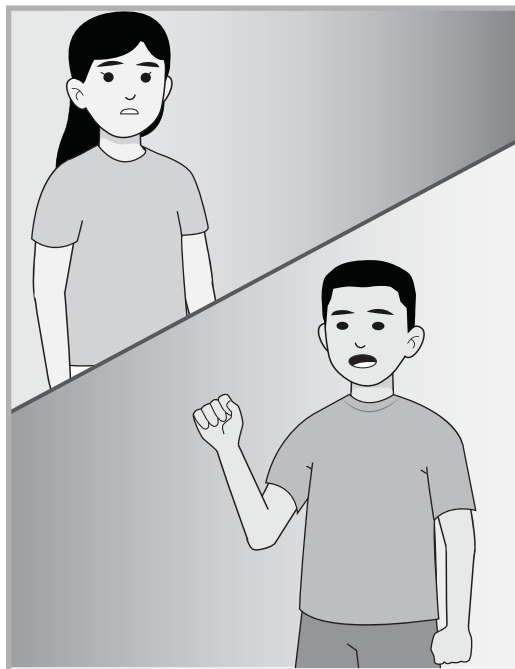


## LESSON 1

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5

In the country of Magallanes, in 2019, there was a national survey conducted among children and teenagers. This survey happened on the same day of the elections and gave the children a chance to share their opinions with the government. Seven-year old Princess said, "I want my city to be clean and free of violence." Fourteen-year old Mateo said, "Every child has the right to education."



6

The country of Tejano consists of 75 different islands in the Pacific Ocean. Since the islands are far away from each other, it has been difficult to get information from the farthest, most isolated places. In 2018, the Community Radio Society of Ibe started to set up an FM radio network for those who lived in the provinces. In January 2019, the children of Ibe could hear radio broadcasts for the very first time.



7

In Samisami Island, there were hundreds of children who were not able to go to school because of a war from 2005 to 2010. During this time, many schools were burned down and many teachers ran away. “We were hiding in the mountains most of the time. I couldn’t go to school,” Abby said. As a result, Abby was 16 years old when she became a Grade 5 student at Sitio Anahaw Elementary School.

## LESSON 1

---

**Group Activity:** Through teamwork, you need to answer the question below. Use the diagram to organize your answers and write it on a Manila paper. All members are required to express their thoughts. Each team will be evaluated using the rubric below.

?

*In your opinion, what should people do to protect children's rights and to make sure that each child in the world lives a safe, healthy, and fulfilling life?*

Three horizontal speech bubble shapes, each consisting of a grey circle on the left and a grey arrow-shaped tail pointing to the right, stacked vertically. These are intended for students to write their answers to the question above.

### Rubric for the Group Presentation

Criteria	Exceeds Expectations (15 points)	Satisfactory (10 points)	Needs Improvement (5 points)	Score
<b>Content</b>	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows a minimal understanding of parts of the topic	
<b>Delivery</b>	Holds attention of entire audience; speaks with very acceptable volume	Holds attention of some of the audience; speaks with acceptable volume	Holds no eye contact with audience; speaks in low volume	
<b>Enthusiasm</b>	Shows strong interest about the topic	Shows some interest about the topic	Shows less interest about the topic	
<b>TOTAL</b>				



## LESSON 1

# TREADING THE ROAD TO MASTERY

Directions: Read, analyze, and answer the question below. Write an essay consisting of not more than ten (10) sentences. Your answer will be evaluated using the rubric below. Do this activity on a separate sheet of paper.

?

*Why is there a need for children's rights?*

Exceeds Expectations (15 points)	Satisfactory (10 points)	Needs Improvement (5 points)
Meaningful response with specific ideas	Sufficiently developed response with enough explanation	Limited response with minimal explanation
Virtually no spelling, punctuation or grammatical errors	Few spelling and punctuation errors, minor grammatical errors	A number of spelling, punctuation or grammatical errors





## LESSON 2

# SETTING THE PATH

---

# WOMEN'S RIGHTS

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



discuss the rights of women and their corresponding responsibilities (LS5US-CP-PSH-JHS-14).



## LESSON 2

# TRYING THIS OUT

---

**Directions:** Watch the short clip entitled “**The Impossible Dream**” (<https://youtu.be/t2JBPBIFR2Y>) and answer the following questions. Do this activity on a separate sheet of paper.

?

*What is the video about?*

?

*What did you find out from the video that you might not learn from anywhere else?*

?

*Do you agree with the message of the video? Explain your answer.*



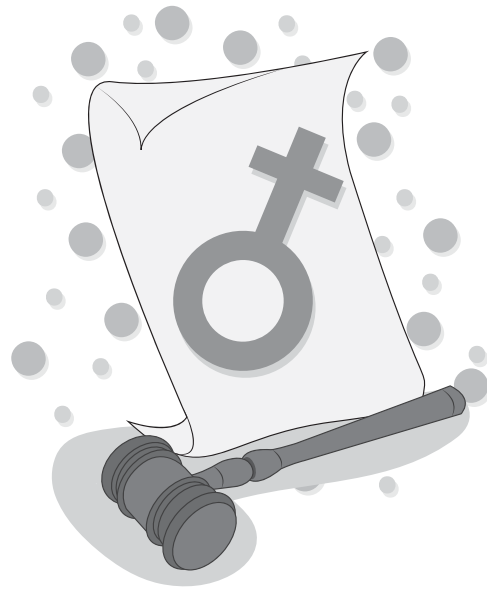
## LESSON 2

# UNDERSTANDING WHAT YOU DID

## MAGNA CARTA OF WOMEN

The Magna Carta of Women or the Republic Act No. 9710 is a women's rights law that aims to remove discrimination or unfair treatment against women. This law recognizes, protects, fulfills, and promotes the rights of Filipino women, especially those in the marginalized sector.

According to the Magna Carta of Women, every Filipina has the right to:



### **Protection from all forms of violence, including those committed by the government**

- Additional increase in the recruitment and training of women in government services that help women victims of gender-related violence
- Obligatory training on human rights and gender sensitivity to all government employees
- Establishment of Violence Against Women's Desk in every barangay



### **Security in times of disaster, calamities, and other crisis situations**

- Relief and rehabilitation activities
- Protection from sexual abuse and gender-based violence



### **Participation and Representation**

- Increase in the number of women in third level positions in the government, in development and planning councils, in political parties, and in international organizations



### **Equal treatment of men and women in the eyes of the law**

- Changing, or cancelling of laws that are discriminatory to women



## LESSON 2

---

### Equal access and removal of discrimination against women in education, scholarships, and trainings

- Revision of educational materials and curriculum to remove gender stereotypes and images
- Disallowing of expulsion, non-readmission, non-enrollment, and other related discrimination against female students and faculty in educational institutions due to pregnancy outside of marriage



### Equal participation in sports

- Removal of gender-based discrimination in competitive and non-competitive sports



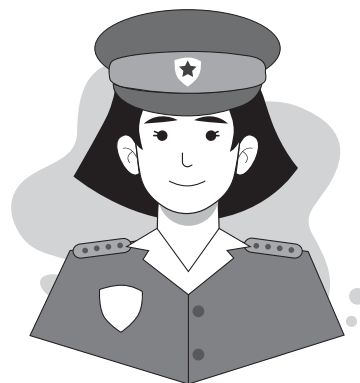
### Non-discriminatory and non-derogatory portrayal of women in media and film



- Increase awareness of the general public in recognizing the role and contribution of women in family, community, and society
- Careful use of mass media in presenting Filipino women

### **Non-discrimination in employment in the field of military, police, and other similar services**

- Dignity of women in the military, police, and other similar service shall always be respected.
- Similar promotional privileges and opportunities as their male counterpart (e.g., pay increases, additional benefits, and awards)



### **Access to comprehensive health services and health information**

- Improving access to quality maternal healthcare
- Promotion of legal, safe, and effective family planning methods



### **Equal rights in all matters relating to marriage and family relations**

- Men and women have the same rights to enter into and leave marriages, to freely choose a spouse, to decide on the number and spacing of children, to choose a profession, to own a property, or to change their nationality





## LESSON 2

# SHARPENING YOUR SKILLS

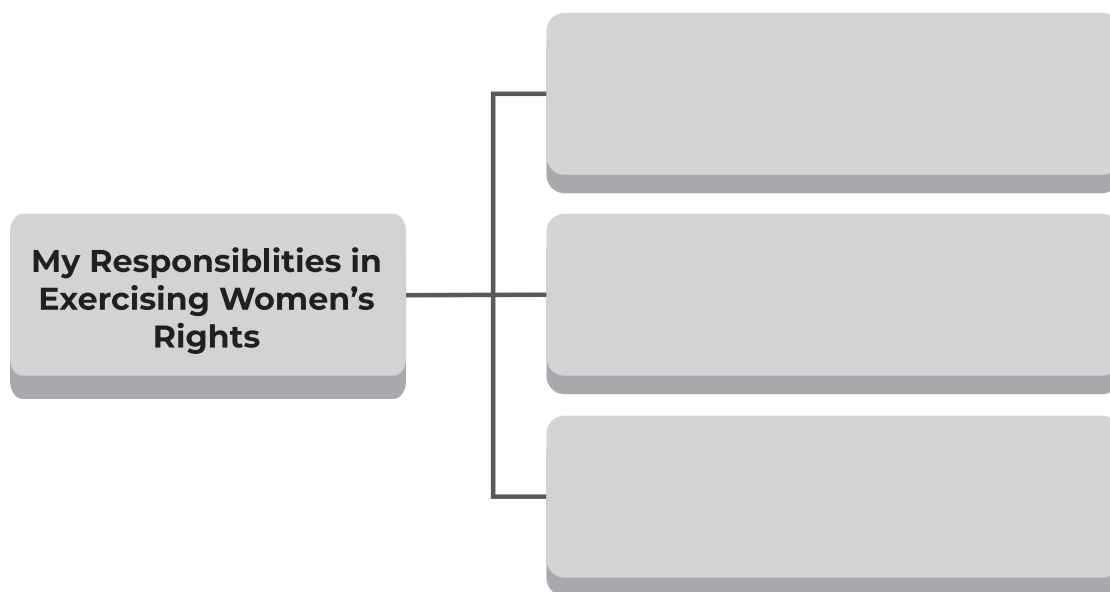
**Directions:** Write on the body of the mountain the possible issues that may prevent the full achievement of women's rights in the Philippines. Do this activity on a separate sheet of paper.



## LESSON 2

---

**Directions:** Using the diagram below, enumerate three (3) responsibilities of Filipino women in exercising their rights. Do this activity on a separate sheet of paper.







## LESSON 2

# TREADING THE ROAD TO MASTERY

**Directions:** Fill in the responsibilities that correspond to the women's rights listed in the table. Do this activity on a separate sheet of paper.

Women's Rights	Responsibility
Right to security	
Right to presentation and representation	
Right to employment in the field of military, police, and other similar services	
Right to access the comprehensive and health information	
Equal rights in all matters relating to marriage and family relations	



## LESSON 3

# SETTING THE PATH

---

# FIGHT AGAINST VIOLENCE

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



discuss violations of women's rights and how these can be prevented and eliminated (LS5US-CP-PSH-JHS-15); and



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



## LESSON 3

# TRYING THIS OUT

---

**Directions:** Complete the diagram below by writing words in the small circles that have a similar meaning to the word **violence**. Do this activity on a separate sheet of paper.





## LESSON 3

# UNDERSTANDING WHAT YOU DID

## ANTI-VIOLENCE AGAINST WOMEN AND CHILDREN



Violence against women and children can cause suffering. Violence has a long-term effect on the victims as well as social and economic damages. To solve this concern, the Philippines implemented Republic Act No. 9262 or the Anti-Violence Against Women and their Children (VAWC) Act of 2004. This law aims to protect women and children (below 18 years old) from abuses done by their partners like the following:

- Husband or ex-husband
- Live-in partner or ex-live in male or female partner
- Boyfriend/girlfriend or ex-boyfriend/ex-girlfriend
- Dating partner or ex-dating partner

VAWC includes, but is not limited to, the following acts:

### **PHYSICAL VIOLENCE**

Acts that include bodily or physical harm

## LESSON 3

---

### SEXUAL VIOLENCE

Sexual acts done against a woman or her child

- Rape
- Sexual harassment
- Acts of lasciviousness
- Treating a woman or any child as a sex object
- Making degrading or sexual suggestive comments
- Physically attacking the sexual parts of the victim's body
- Forcing him/her to watch X-rated publications and pornographic shows or forcing a woman or any child to do dirty acts and/or make films
- Forcing the wife and mistress/lover to live in the same house or sleep together in the same room with the abuser
- Prostituting the woman or any child



### PSYCHOLOGICAL VIOLENCE

Acts causing mental or emotional suffering of the victim

- Threatening
- Harassment
- Stalking
- Damage to property
- Public humiliation (embarrassment)
- Repeated verbal abuse
- Cheating
- Causing or allowing the victim (child) to:
  - Witness abuse of a family member to which the victim belongs
  - Witness pornography in any form
  - Witness abusive injury to pets



## LESSON 3

---

### **ECONOMIC ABUSE**

Acts that make or attempt to make a woman financially dependent

- Removal of financial support or stopping the victim to be involved in any legal occupation, business, or activity
- Loss of right to the use and enjoy conjugal property
- Destroying household property
- Controlling the victim's money or properties or controlling conjugal money or properties





## LESSON 3

# SHARPENING YOUR SKILLS

**Directions:** Read and analyze the following situations and complete the table below. Do this activity on a separate sheet of paper.

- Act of violence – the act that causes harm to the victim
- Offender – a person who did an illegal act
- Victim – a person harmed as the result of an illegal act

SITUATION	ACT OF VIOLENCE	OFFENDER	VICTIM
1. A young boy uses abusive language or insults to call the attention of a girl of the same age.			
2. A husband threatens to hit his wife if she refuses sexual contact.			
3. A man verbally abuses his wife every day, calling her derogatory names or insults.			
4. A father beats his two children seriously.			
5. A man locks his wife in a room during the day because she looks at other men.			



## LESSON 3

# TREADING THE ROAD TO MASTERY

**Directions:** Read and analyze the story and answer the questions below. Do this activity on a separate sheet of paper.

Amy and Ernesto are married. They have two children: Zia, 9-year old daughter and Zyrus, 6-year old son. Both of them are no longer attending the school because they need to help their parents to earn money to provide for their daily needs. Often, when they do not earn a lot of money, they are beaten by their father. Their father does the same to their mother when she does not give the money she earned from washing their neighbors' clothes.

1. List down the rights of women and children violated in the story.
2. How can you help Amy, Zia, and Zyrus to prevent or eliminate the violations committed by Ernesto that you have mentioned in item no. 1? (Answer in a maximum of three sentences.)





## MODULE 4

# DON'T FORGET



- The United Nations Convention on the Rights of the Child (UNCRC) is a set of rights for every child and young person below the age of 18.
- UNCRC requires all member countries of the United Nations, including Philippines, to respect, protect, and satisfy children's rights through their laws.
- The Convention can be classified into four categories namely survival rights, development rights, protection rights, and participation rights.
- Magna Carta of Women recognizes, protects, fulfills, and promotes the rights of Filipino women, especially those in the marginalized sector.
- Violence Against Women and Children (VAWC) includes, but is not limited to, the following acts: physical violence, sexual violence, psychological violence, and economic abuse.





## MODULE 4

# EXPLORE MORE

---

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

### **Children's Rights and Responsibilities**

([http://www.e-activist.com/ea-campaign/action.retrievefile.do?ea\\_fileid=14129](http://www.e-activist.com/ea-campaign/action.retrievefile.do?ea_fileid=14129))

### **#EndVAWPH: Gaya Gaya (End Violence Against Women)**

([https://youtu.be/\\_vipHHn-ruo](https://youtu.be/_vipHHn-ruo))

### **“Hits” Gabriela Infomercial on E-VAW**

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

### **Ending Violence against women and girls: If not you, who?**

([https://youtu.be/W\\_ZPHPutN-c](https://youtu.be/W_ZPHPutN-c))

### **Violence against children explained**

(<https://youtu.be/KhSixhVvbi4>)



## MODULE 4

# REACH THE TOP

---

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

1. Which of the following states the purpose of Republic Act No. 9710 or the Magna Carta of Women?
  - A. To ensure that women enjoy the opportunity that men also have
  - B. To give worth and appreciation to women in society
  - C. To declare that women have the right to defend themselves
  - D. To remove discrimination or unfair treatment against women
2. The United Nations Convention on the Rights of the Child (UNCRC) is classified into four categories except \_\_\_\_\_.
  - A. Survival Rights
  - B. Protection Rights
  - C. Participation Rights
  - D. Potential Rights
3. Rosie was born deaf and mute. Her parents want her to study because she is already five years old, the right age to start schooling. Unfortunately, the school where her parents inquired rejected Rosie because they do not have a program to cater learners like Rosie. Which right of Rosie was violated in the situation?
  - A. Right of good quality in education
  - B. Right to special education and care
  - C. Right to collect information from all around
  - D. Right to play and relax
4. The law that aims to protect women and children from abuses done by their partners is \_\_\_\_\_.
  - A. Republic Act No. 7610
  - B. Republic Act No. 9710
  - C. Republic Act No. 9262
  - D. Republic Act No. 9165

## MODULE 4

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5. An intentional act causing injury and trauma by way of body contact is called \_\_\_\_\_.
- A. sexual violence  
B. physical violence  
C. economic abuse  
D. psychological violence
6. An act causing mental or emotional suffering to the victim is \_\_\_\_\_.
- A. sexual violence  
B. physical violence  
C. economic abuse  
D. psychological violence
7. Rona wants to earn money to help her family. However, her brother does not allow her to work to take care of his children. What Rona's right is violated in the situation?
- A. sexual violence  
B. physical violence  
C. economic abuse  
D. psychological violence
8. The following rights belong to the Participation Rights of children except \_\_\_\_\_.
- A. Right to an opinion and for it to be listened and taken seriously  
B. Right to join or leave groups  
C. Right to assemble peacefully  
D. Right to think what you like under parental supervision and choose whatever religion you want to participate in
9. Rudy is forcing his wife and daughter to do x-rated videos to provide and sustain their daily needs. What does the situation violate?
- A. sexual violence  
B. physical violence  
C. economic abuse  
D. psychological violence

10. Which of the following shows the survival right of children?

- A. When children have a safe home, enough food, clothes, and medicine
- B. When children play and relax by doing things like sports and music
- C. When children share their opinion and for it to be listened to and taken seriously
- D. When children are protected against unfair treatment based on race, age, or sex.

## PRE-ASSESSMENT

PAGE 2

### Child's Rights

1. Right to a good enough standard of living
2. Right to a safe place to live in
3. Right to acceptable nutrition
4. Right to medical care
5. Right to good quality education
6. Right to special education
7. Right to play and relax
8. Right to enjoy and benefit from culture
9. Right against human trafficking
10. Right to protection against unfair treatment
11. Right against cruel punishment
12. Right against child labor
13. Right to be protected from dangerous drugs
14. Right against sexual abuse
15. Right to an opinion

### Women's Rights

1. Right to protection from all forms of violence
2. Right to equal treatment of men and women in the eyes of the law
3. Right to non-discrimination in employment
4. Right to access to health services
5. Right to equal rights in all matters relating to marriage and family relations

## LESSON 1: SHARPENING YOUR SKILLS

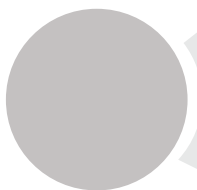
PAGE 8

1. *Possible answer:* Protection Rights - Right against child labor

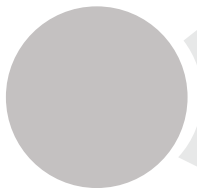
# ANSWER KEY

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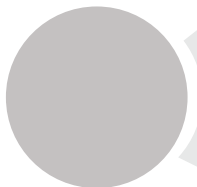
2. *Possible answer:* Development Rights - Right to special education and care if you have a disability.
3. *Possible answer:* Protection Right - Rights to be protected from recruitment into government forces or armed groups
4. *Possible answer:* Survival Rights - Right to a safe place to live in
5. *Possible answer:* Participation Rights - Right to an opinion and for it to be listened to and taken seriously
6. *Possible answer:* Development Rights - Right to collect information from all around
7. *Possible answer:* Protection Rights - Right to special care for refugee children



- Raise awareness in the community on children's rights
- Report to authority abuse on children



- Donate to institutions that care for young people
- Volunteer in the institutions that care for the children



- Pray for the protection of the children
- Respect the rights of the children

# ANSWER KEY

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## LESSON 1: TREADING THE ROAD TO MASTERY

PAGE 14

*Question:* Why is there a need for children's rights?

Possible Answer:

It is important to have children's rights in order to secure their future and our future as well. They are our next generation of leaders and agents for social change, therefore it is important that at their early age they will be nurtured and taken care of. We must do everything we can to develop their full potential. After all it is our duty because, it takes a village to raise a child.

## LESSON 2: TRYING THIS OUT

PAGE 16

1. What is the video about?

*Possible Answer:* The video is all about a woman that has multiple burden. She is a house maker, a wife, a mother and a factory worker.

2. What did you find out from the video that you might not learn anywhere else?

*Possible Answer:* Aside that women were burdened by multiple tasks, I found out that men and women were being treated equally when it comes to their salary and compensation.

3. Do you agree with the message of the video? Explain your answer.

*Possible Answer:* I agree with the message of the video that men and women should help one another in doing tasks most especially at home as well as with the treatment that women are getting from the society. They should be respected.



# ANSWER KEY

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## LESSON 2: SHARPENING YOUR SKILLS

PAGE 21

*Possible answer:*

1. Discrimination
2. Victim blaming
3. Women abusive of power
4. Patriarchal way of thinking
5. Lack of education and skills development

## LESSON 2: TREADING THE ROAD TO MASTERY

PAGE 23

**Right:** Right to security

*Possible Answer:* Responsibility: It is her responsibility to always keep herself safe.

**Right:** Right to participation and representation

*Possible Answer:* Responsibility: It is her responsibility to join and vote deserving women.

**Right:** Right to employment in the field of military, police, and other similar services

*Possible Answer:* Responsibility: It is her responsibility to make herself fit and qualified for employment.

**Right:** Right to access the comprehensive health services and health information

*Possible Answer:* Responsibility: It is her responsibility to be informed of the available health services.

**Right:** Equal rights in all matters relating to marriage and family relations

*Possible Answer:* Responsibility: It is her responsibility to speak up of her preferences and choices.

# ANSWER KEY

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## LESSON 3: TRYING THIS OUT

PAGE 25

Similar meaning to the word **violence**.

1. Destruction
2. Savage
3. Forced
4. Brutal

## LESSON 3: SHARPENING YOUR SKILLS

PAGE 29

1. Act of Violence: Psychological Abuse  
Offender: Young Boy  
Victim: Girl
2. Act of Violence: Sexual Abuse  
Offender: Husband  
Victim: Wife
3. Act of Violence: Psychological Abuse  
Offender: Man  
Victim: Wife
4. Act of Violence: Physical Abuse  
Offender: Father  
Victim: Two Children
5. Act of Violence: Physical Abuse  
Offender: Man  
Victim: Wife

# ANSWER KEY

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## LESSON 3: TREADING THE ROAD TO MASTERY

PAGE 30

1. List down the rights of women and children violated in the story.
  - Right to good quality education
  - Right to a safe place to live in
  - Right to a good enough standard of living
  - Right against cruel treatment
  - Right against child labor
  - Right to protection from forms of violence
2. How can you help Amy, Zia, and Zyrus to prevent or eliminate the violations committed by Ernesto that you have mentioned in item no. 1? (Answer in a maximum of three sentences.)

*Possible Answer:* I suggest Amy and her children Zia and Zyrus to go to their Barangay Hall and file a complaint against Ernesto. Amy and her children must take the courage to move out to spare them from experiencing violence from her husband.

## REACH THE TOP

PAGE 33

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

# GLOSSARY

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Act of Lasciviousness	act of making contact with the body of another person to get sexual satisfaction
Conjugal Property	property owned by both the husband and wife
Discrimination	treating a person unfairly
Harassment	unwanted physical or verbal behavior that hurts a person
Human Trafficking	buying and selling of people for forced labor
Marginalized Sector	groups who are prevented from having power in society because of financial status, culture, gender, etc.
Pornography	printed or visual material containing display of sexual organs or activity
Rape	unlawful sexual activity done under force or threat
Refugee	a person who has been forced to leave their country because of violence

# GLOSSARY

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Special Education

educational service for students with disabilities

Standard of Living

level of wealth and comfort people can sustain in a particular society

Stereotype

unfair belief that all people with a particular characteristic are the same

Violence

force intended to hurt or kill someone

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