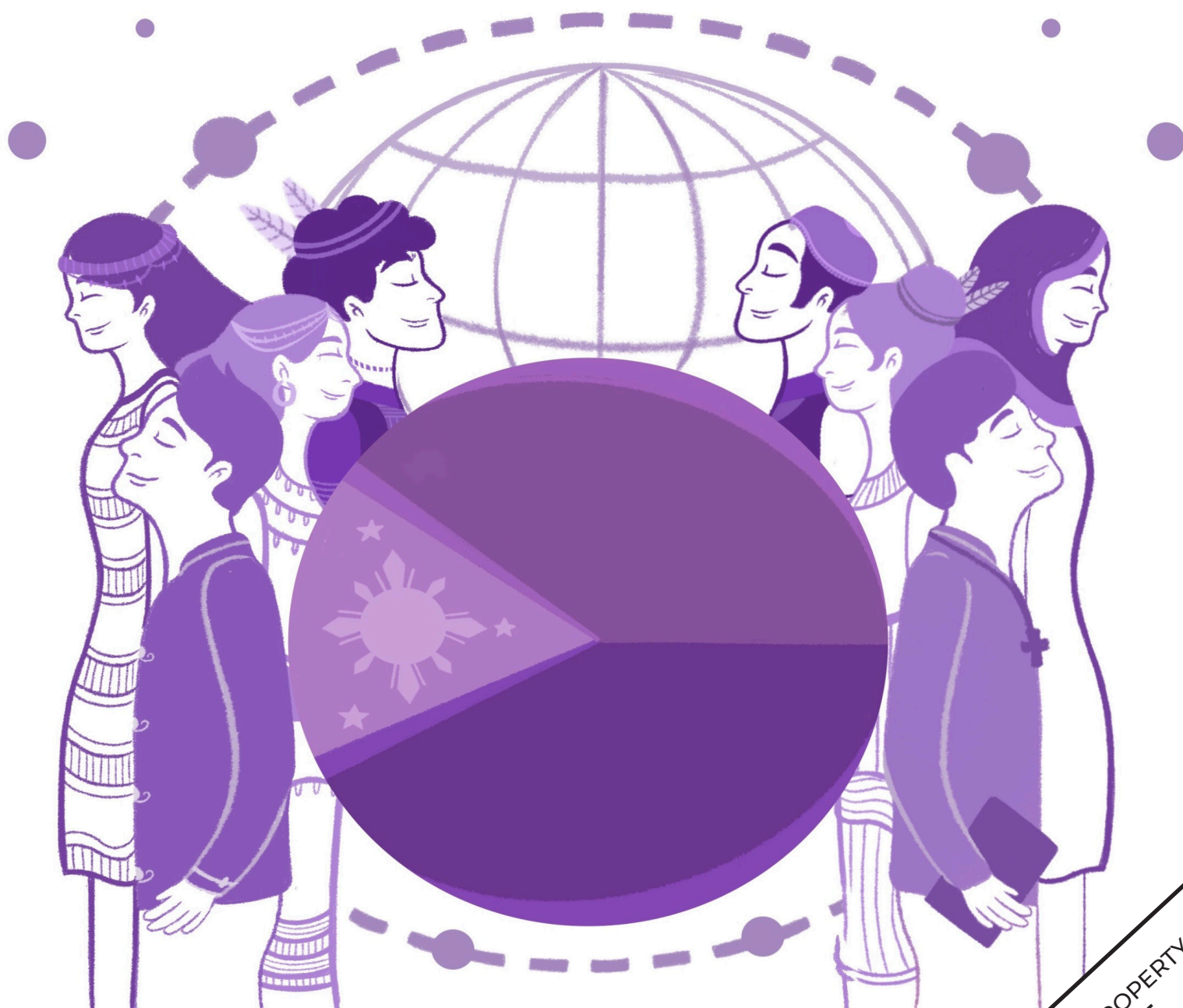


# LEARNING STRAND 5 UNDERSTANDING THE SELF AND THE SOCIETY

SESSION GUIDES FOR MODULE 4:  
UPHOLDING WOMEN & CHILDREN'S RIGHTS

ALS Accreditation and Equivalency Program: Junior High School



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# SESSION GUIDES

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

**JUNIOR HIGH SCHOOL: UNDERSTANDING THE SELF AND THE SOCIETY**  
SESSION GUIDES FOR MODULE 4 (UPHOLDING WOMEN & CHILDREN'S RIGHTS)

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

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*and*

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## User's Guide

*For the ALS Teacher/Instructional Managers/Learning Facilitator:*

Welcome to the session guides of 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).

The module and the session guides were 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.







## UPHOLDING WOMEN & CHILDREN'S RIGHTS Session Guide 1

### I. Objectives

1. explain the rights of Filipino children (LS5US-CP-PSH-JHS-19); and
2. suggest ways and means of protecting children's rights (LS5US-CP-PSH-JHS-22).

### II. Subject

A. **Lesson 1:** Children's Rights

B. **Materials:** Upholding Women & Children's Rights Module, newspaper, bond papers, manila paper, markers

### III. Procedures

#### A. Introductory Activity

Before starting the session, let the learners answer Pre-Assessment on page 2 of the module. Have the learners do this activity on their notebooks.

#### 1. Activity

Group Activity

- a. Divide the class in four groups. Let them do the Trying This Out activity on page 4 of the module. Ask them to do this activity in a bond paper.
- b. Guide them as they identify and explain the right of the child in their chosen article. Let them present their works in front of the class.

#### 2. Analysis

- a. After the presentation, ask the learners:
  - What have you learned about children's rights?
  - Are you aware of these rights? Why? Why not?

- b. The teacher assigns the category of rights that each group will present
  - Group 1 – Survival Rights
  - Group 2 – Development Rights
  - Group 3 – Protection Rights
  - Group 4 – Participation Rights
- c. Ask the learners to read UN Convention on the Rights of the Child on page 5 of the module and use this as a source for their presentation. Guide the learners in explaining and providing illustrations for each category of children's rights.
- d. Let them present their role play. Each group will provide feedback to the presenter. Affirm every performance.

### 3. **Abstraction/Generalization**

- a. With the same group, ask the learners to prepare and present a short role play that shows children's rights according to the Convention on the Rights of the Child.
- b. Present to the class the UN Convention on the Rights of the Child. Ask these follow-up questions to the class.
  - What are the four categories of child's rights?
  - What rights are included in each category? Provide real-life scenarios that can support and present each right.

### 4. **Application**

#### Activity I Situation Analysis

- Allow the learners to do the individual activity on Sharpening Your Skills, page 8 of the module. Let them write their answers on a whole sheet of paper.
- Each learner analyzes these situations to identify the specific child's rights.

<p>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."</p>
<p>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.</p>
<p>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 of all the children in armies. "I want to go home. I want to see my family," Jonathan said.</p>
<p>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.</p>
<p>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."</p>

- |   |
|---|
| <p>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</p> |
| <p>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.</p>                           |

### Activity II Group Activity

With the same groupings, let them do the Sharpening Your Skills group activity on page 12 of the module. Have them use manila paper to accomplish the diagram and in presenting their output.

### IV. Evaluation

Ask learners to write an essay answering this question: *Why is there a need for children’s rights?* Be guided by the rubric below:

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

### UPHOLDING WOMEN & CHILDREN'S RIGHTS Session Guide 2

#### I. Objectives

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

#### II. Subject

- A. **Lesson 2:** Women's Rights
- B. **Materials:** Upholding Women & Children's Rights Module, audio-visual devices, manila paper, marker

#### III. Procedures

##### A. Introductory Activity

Ask the learners to read Let's Get To Know on page 1 of the module. *"Nanette 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."*

Ask: In your opinion, what rights can help Nanette deal with her dilemma?

##### 1. Activity

- a. Present to the class a short video clip entitled "The Impossible Dream" from <https://youtu.be/t2JBPBIFR2Y>. Let the class watch it.
- b. After watching let them answer the questions in Trying this Out on page 16 of the module. Have them write their answers on their notebooks.

### 2. Analysis

- a. Group Activity. Divide the class in groups of five. Instruct the class to read Magna Carta of Women on page 17 of the module. Then, let them create a diagram explaining this. Let them use manila paper in doing this task.
- b. Allow them to be guided with these points of discussion:
  - What is Magna Carta of Women? What is its relevance?
  - What are the women's rights included in RA No. 9710?
  - Provide real-life situation to illustrate each women's right
- c. Let each group do the group reporting. Provide feedbacks and supporting illustrations.

### 3. Abstraction/Generalization

- a. Let the learners ponder and reflect upon these follow-up questions:
  - What is Magna Carta of Women? What is its relevance?
  - What are the women's rights included in RA No. 9710?
  - Provide real-life situation to illustrate each women's rights.
- b. Ask the learners to read Don't Forget on page 31 of the module.

### 4. Application

Allow the learners to do the activity on Sharpening Your Skills, page 21 of the module. Have them accomplish this task using a short bond paper.

## IV. Evaluation

Ask learners to answer Treading The Road to Mastery on page 23 of the module. Remind them to answer it on a short bond paper.

### **UPHOLDING WOMEN & CHILDREN'S RIGHTS** **Session Guide 3**

#### **I. Objectives**

1. discuss violations of women's rights and how these can be prevented and eliminated (LS5US-CP-PSH-JHS-15); and
2. note details in material viewed (LS1CS/EN-V-PSC-JHS-15).

#### **II. Subject**

- A. **Lesson 3:** Fight Against Violence
- B. **Materials:** Upholding Women & Children's Rights Module, manila paper and markers, audio-visual devices

#### **III. Procedures**

##### **A. Introductory Activity**

Ask the learners to recall some of the children and women's rights. Call every student and have them identify at least one right of either children or women's rights.

##### **1. Activity**

Group Activity

- a. Divide the class in groups of four. Let them do Trying This Out activity on page 25 of the module. Have them write their answers on a manila paper.
- b. Let them present their works in front of the class.
- c. Affirm the learners for their works.

##### **2. Analysis**

- a. Have an open discussion to the class that talks about Anti-Violence against Women and Children. Use these guide questions to process the discussion.
  - What is RA No. 9262? Which sector of the society is being protected by this law?
  - What acts are included in violence against women and

children? Provide examples for each, and explain how each affects women and children.

### 3. **Abstraction/Generalization.**

- a. Let the learners ponder and reflect upon these questions:
  - Why is it essential to be knowledgeable about Anti-Violence against Women and Children?
  - Is it enough to know the provisions under RA No. 9262? Why or why not?
- b. Ask the learners to read Don't Forget on page 31 of the module.

### 4. **Application**

Let the learners do the activity on Sharpening Your Skills, page 29 of the module. Ask the learners to write their answers on a whole sheet of paper.

## IV. **Evaluation**

Ask learners to answer Treading The Road To Mastery on page 30 of the module. Do this activity on a separate sheet of paper.



## PRE-ASSESSMENT

PAGE 2

### Child's Rights

- Right to a good enough standard of living
- Right to a safe place to live in
- Right to acceptable nutrition
- Right to medical care
- Right to good quality education
- Right to special education
- Right to play and relax
- Right to enjoy and benefit from culture
- Right against human trafficking
- Right to protection against unfair treatment
- Right against cruel punishment
- Right against child labor
- Right to be protected from dangerous drugs
- Right against sexual abuse
- Right to an opinion

### Women's's Rights

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

## LESSON 1: CHILDREN'S RIGHTS

### SHARPENING YOUR SKILLS

PAGE 8

*(Answers may vary)*

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

*Possible answers could be:*

1. Raise awareness in the community on children's rights
2. Report to authority abuse on children
3. Donate to institutions that care for young people
4. Volunteer in the institutions that care for the children
5. Pray for the protection of the children
6. Respect the rights of the children

### **TREADING THE ROAD TO MASTERY**

PAGE 14

*(Answers may vary)*

#### **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: WOMEN'S RIGHTS

### TRYING THIS OUT

PAGE 16

*(Answers may vary)*

**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 from 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.

### SHARPENING YOUR SKILLS

PAGE 21

Possible Answer:

- Discrimination
- Victim blaming
- Women abusive of power
- Patriarchal way of thinking
- Lack of education and skills development

## **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 employments 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.

**Possible Answer:**

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

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

## LESSON 3: FIGHT AGAINST VIOLENCE

### TRYING THIS OUT

PAGE 25

*(Answers may vary)*

Similar meaning to the word violence.

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

### 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

## 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 Zyryus 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 Zyryus 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
2. D
3. B
4. C
5. B
6. D
7. C
8. D
9. A
10. A

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