

THE PHILIPPINES

LESSON PLAN

DO NOT STAY INDIFFERENT TO
IMPORTANT MATTERS





A struggle against the elements

The Philippines is an island country in South-East Asia, in the Pacific Ocean. The Philippine archipelago is comprised of more than 7,000 islands, of which 880 are inhabited. Some of the largest are Luzon, Mindanao and Samar. The country has a total area of 300,000 km², slightly smaller than that of Poland. The Philippines is the thirteenth most populated country in the world, with over 104 million inhabitants. Almost 14 million people live in the capital, Manila, and adjacent cities. The climate is equatorial with a monsoon cycle. The rainy season lasts from June to November, and the dry season, for the remainder of the year. From July to November, typhoons can occur, which bring with them heavy rainfall and gale-force wind, even reaching up to 380 kmph. People then lose all of their possessions and homes, and when the flood wave comes, crops, animals, and people perish. The country is situated in the Pacific Ring of Fire, an area of frequent earthquakes and volcanic eruptions. It is where an estimated 81 percent of all earthquakes occur and 90 percent of all active land volcanoes are located. These elements cause significant material damage and claim many lives. The Philippines has also been affected numerous times by devastating tsunamis.

A country of many contrasts

The Philippines has dreamlike beaches and popular tourist destinations such as Bohol or Daku, where you can enjoy the golden sand, the warm, azure sea and a beautiful underwater world, but also Payatas, one of the largest landfills in the world, where people make a living by gathering and sorting rubbish for less than an equivalent of \$2 a day. The modern districts



of Manila and developing neighbourhoods stand in stark contrast with poverty and the squalid conditions in which people live. Whole generations live in Payatas and collect garbage. The municipal authorities are not interested in removing this place, because the rubbish gatherers are profitable. They pick out foil, paper and metal scrap from the waste. As a result of their work, a quarter less waste ends up in the landfills. They bring the collected materials to buy-back centres, earning mere pennies, but saving the city a lot of trouble – and a lot of money: in the case of such a large city as Manila, the budget savings reach millions. After changing the location of the landfill, which had become a safety hazard for the residents, children started to jump onto passing refuse trucks and dig up the most desirable materials. Children work so that their families can survive.

Stay in the game

How can we give a chance to children whose whole life revolves around a landfill? How can we encourage them to learn, but without depriving them of the possibility to earn a living for their whole family? Roy Moore felt that the best way to do this was to create the conditions for them to receive education and to build up their self-confidence. In 2011, he founded the Fairplay for All Foundation and organised the first football team in Payatas. The children were eager to come to the practice because they received a meal afterwards. In time, a school was established for students expelled from state schools, mistreated or unable to cope. Currently, Roy is preparing another project: building a boarding school. Kulczyk Foundation supports his Team Philippines, which came in fourth at the 2018 Street Child World Cup in Moscow.



Duration:
45 minutes

SUBJECT

Do not stay indifferent to important matters

Arrange the classroom for group work. Print the materials from the appendices. Show the students fragments of the film available as an appendix to this lesson plan. Before the class, watch the full episode available at www.kulczykfoundation.org.pl.

WHY THIS IS IMPORTANT

We live in a world where a multitude of things happen at the same time. Information about some matters supersedes previous ones, and they, in turn, give way to new ones. Every day, we take in a lot of information through different channels about what is happening in different parts of the world; close to us, far away, on the other side of the globe. The vast quantity and diversity of the information we receive makes us indifferent to some of it. We do not see their meaning and significance; we are not as moved by them as we should be. At the same time, we devote our time, attention and energy to trivial matters, which we engage in only because we pick them out from the slew of other information. This lesson serves to encourage teachers and students to think about things that often go unnoticed. We want to encourage you to take a closer look at the reality around you, so that you are not indifferent to what is important to other people. These things are often also important to us, but sometimes, in our daily rush, we do not notice just how much they do concern us.



Issues

OBJECTIVES

Maybe you can take just one step with your students, maybe two, or maybe even all three. It will always be a success for both you and your students!

- Step 1 – KNOW:** The student knows that it is important to take interest in matters that are important to other people. They are aware that indifference to other people's affairs can have negative consequences.
- Step 2 – FEEL:** The student understands how a person feels when others do not understand matters that are important to them.
- Step 3 – HELP:** The student expresses willingness to help others in situations that are important to them.

INTRODUCTION

Before the class, prepare newspaper clippings with article titles, advertisements, gossip and promotion columns and photos of products and people. Choose materials that you feel can be divided into important and unimportant issues. Before the class, arrange the classroom space by pulling up two tables together, in a distance from the others, so that the students can move freely around them and complete the task together. Put the clippings on the two tables. The more of them are and the more diverse they are, the better. Ask your students to arrange the clippings into two groups, important or unimportant. Tell the students that they must justify their choice.

Emphasise that if someone does not agree with the assessment of whether the given matter is important or not, they may take the floor and ask the rest of the group to vote on it.

At the end of the exercise, ask the students the following questions:

- What makes one thing seem important to us but not another?
- What makes the same thing unimportant for one person and important for another?
- Should we be concerned with an issue that does not directly relates to us?

Explain to your students how important it is to be aware that both reaction and indifference to important issues have consequences. The ability to distinguish between important and less important matters allows us to make conscious decisions on which of them we want to engage in.



Objectives



Introduction

BEFORE THE FILM

Ask your students to watch the material together. Tell them beforehand that the film will show children from a Filipino town and a British man, Roy Moore, the founder of Fairplay for All. Roy's involvement in matters that seemingly do not concern him has changed the lives of children and adolescents of Payatas.

FILM SCREENING



AFTER THE FILM

Ask the students to share their reflections after the film. You can ask them the following guiding questions:

- How would the lives of the football players have changed if Roy had not decided to return to the Philippines after graduation?
- How did sport help to solve the issue of malnutrition and child labour in the Philippines?
- What did Roy's help involve? How do his efforts help to solve the issues referred to in the film? Why do you think he did not help children and their families simply to find a livelihood and a job outside the landfill?
- Does it matter if the aid is not directly targeted at the problem?

Hint:

Explain to the students that the Fairplay for All founder's choice of football was not accidental. This sport helps them to learn dutifulness and responsibility, cooperation and a healthy approach to competition, promotes harmonious development, improves their physical condition, strengthens the body, but most importantly, it provides joy and enables them to forget about everyday problems.

TASK

I am not indifferent

Explain to the students that in the exercise, they will be working for the local newspaper. They will be involved in creating an issue on major school and local events that require a response and providing help to someone. Divide the group into journalists, graphic designers and editors. Let them choose the editor-in-chief from among themselves. Explain what each of these jobs involves. Using newspaper clippings and preparing their own materials, e.g. interviews with people who take part in or observe important events in your school, the students are to create a draft of the newspaper issue. After finishing the work, discuss the proposed content. The editor-in-chief can tell you about the general concept of the issue and the most important stages of the work. Let the authors briefly present the events they covered. Talk about whether these events are purely local or global in nature. Think about the reasons for choosing these specific events and why they did not want to remain indifferent to these matters.

Ask:

- How can spreading information be a sign that we are not indifferent to important matters?
- Why can reaching out to others with important information be considered a form of aid?



Film
– Introduction,
screening and
reflection



Task

CONVERSATION



Ask students whether they wait for someone to help or seek out help themselves when they have a problem. There are places in the world where, without charitable NGOs, life would be very difficult. It is the norm in some countries that people do not have access to education, healthcare or food, and local authorities cannot or do not want to do anything to change this. This is why it is so important to spread information about those who cannot fight for their rights on their own. Raising awareness of their situation is already a form of help. Through such actions, the information can reach people who have the means and possibilities to provide real aid. Ask students if they felt that they were ge-

neinely interested in important issues during the assignment, or if they thought that such activities could be helpful. Ask them to explain their opinion. Thank your students for their attention and creativity. Tell them that their involvement is invaluable in the learning process.

CONCLUSIONS

Guide your students through the following steps:

1. Making them aware of the situation of another human being (**KNOW**);
2. Drawing their attention to the role of understanding another person's problem in emotional terms and relating to that person (**FEEL**);
3. Making the decision to help in an active way (**HELP**).

KNOW:

Make the students aware that they should not be indifferent to important issues; that their involvement and actions can help to improve situations where someone is suffering.

FEEL:

We can make a difference in matters that seemingly do not concern us. Reaching out to people who want to and can help is the first, easiest step we can take to make someone's life better.

HELP:

By performing tasks and watching the prepared film materials with the students, you support them in acquiring the competences and knowledge necessary to make informed choices about their commitment to help. In order to continuously develop pro-social attitudes among your students, make a point of devoting 15 minutes daily to talk about important topics and to summarise the events of the previous days. This will encourage your students to keep up to date with what is happening in their immediate area and around the world.



Conversation



Conclusions