

A Day in the life: Philippines



Elementary Teacher Resource

The Canadian Catholic Organization for Development and Peace is one of the most established international development organizations in Canada. It was founded in 1967 by the Catholic bishops of Canada to inspire the solidarity of Canadians towards their sisters and brothers in the Global South suffering the injustice of poverty.

Today, Development and Peace is a strong and diverse movement of Canadians from coast to coast acting for justice so that the poorest can live in dignity and with respect.

Development and Peace is also known as *Caritas Canada*, the Canadian member of *Caritas Internationalis*, a global confederation of Catholic international development agencies.

About this Video

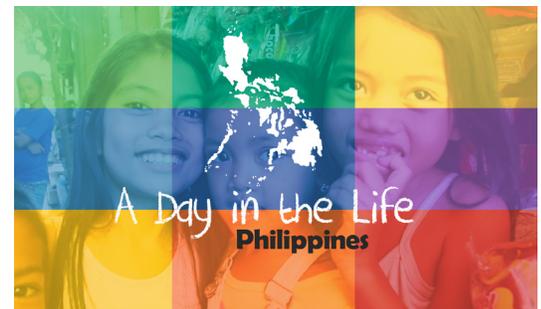


Click the projector to access the video!

“A Day in the Life – Philippines” is a series of two videos aimed at elementary (primary) and junior high (middle) school students. The video “A Day in the Life - Philippines - Elementary” (4 minutes), features 11-year old Jonacel Berja, who lives in Tacloban, Philippines, which was devastated by Super Typhoon Haiyan in November 2013. This typhoon was one of the strongest typhoons in its history, claiming 6,000 lives ([OCHA, 31 Dec 2013](#)).

Jonacel tells us about a typical day in her life, the games she likes to play with her friends, the food she eats, what she enjoys in school, and her future aspirations. We also learn about Jonacel’s responsibilities at home. Your students will likely recognize similarities and differences between Jonacel’s life and their own.

The videos and the accompanying follow-up activities below will enable teachers to address a range of world issues, including food, water, religion, the environment and climate change, which support learning across the curriculum.



Background – Climate Causes

One of the greatest social injustices today is that the populations who are least responsible for causing climate change are bearing its worst impacts, most notably increasingly frequent and more severe environmental disasters, and erratic agricultural production due to climate variability.

With over 7,000 islands and the effect of el Niño, the Philippines are extremely vulnerable to the effects of climate change. The number of typhoons per year have almost doubled. Moreover, eroded coastlines and coral reefs, due to the increase in intensity and quantity of climate disasters, forecast an increased risk of tropical storms. Yet, the Philippines emit 0.9 metric tonnes of CO₂ per capita – more than sixteen times less than Canada.

This educational resource can help increase Canadian students’ awareness about the local effects of environmental disasters on children; the increased risks of climate change on vulnerable populations and what we can do about it here at home; and the global Catholic response to support affected communities’ reconstruction efforts. Environmental disasters such as the drought in West Africa and the typhoon in the Philippines, are increasing in frequency and severity due to the effects of climate change. For more information on climate change, please refer to Development and Peace’s 2015 Fall Education Campaign *Create a Climate of Change* www.devp.org/climateofchange

How to use this Video

The video can be used to explore some of the key principles of Catholic Social Teaching, particularly in regards to how we respond to environmental disasters. It can also stimulate discussion on how to help mitigate the effects of climate change, for the common good of all peoples.

See

Before you Watch this Video

1. Ask the students to tell each other about their typical school day.

Suggested method: Think-Pair-Share

- What time do you wake up?
- What foods do you eat? What are your favourite foods?
- How do you get to school?
- What do you do after school?
- Do you have a job?
- Do you volunteer somewhere?
- Do you do chores at home, if so, what are they?
- When do you play with your friends?
- What are your favourite games?



2. Ask the students to discuss what they already know about the Philippines.

Suggested method: KWL Chart (What We Know – What We Want to Know – What We Learned)

- Have there been any stories about the Philippines in the news recently?

3. Ask the students to create a mind map about what they expect to see in the video:

- Where is the Philippines?
- What do you think the Philippines looks like?
- What is the climate like? Hot? Cold? Rainy? Dry?
- What do you think it was like to live in the Philippines before the typhoon?
- What do you think it was like after the typhoon?
- What do you think a day in the life of Jonacel is like?
- What do you think school is like in the Philippines? Is it similar or different than a school in Canada?
- What do you think Jonacel will eat for breakfast?
- What would she do in her free time?

The mind maps should be revisited after watching the videos to discuss any misconceptions and challenge any potential stereotypes the children may have displayed.

The First Time you Watch the Video

Ask the students to pay attention not only to what is being said, but also to the images.

- What are the similarities and differences between Jonacel's and your life?
- How does Jonacel's day compare to yours?
- What have you learned from Jonacel?
- What have you learned about the typhoon?
- What is the most interesting or shocking fact you learned?

Revisit the mind maps the students did before watching the video, and:

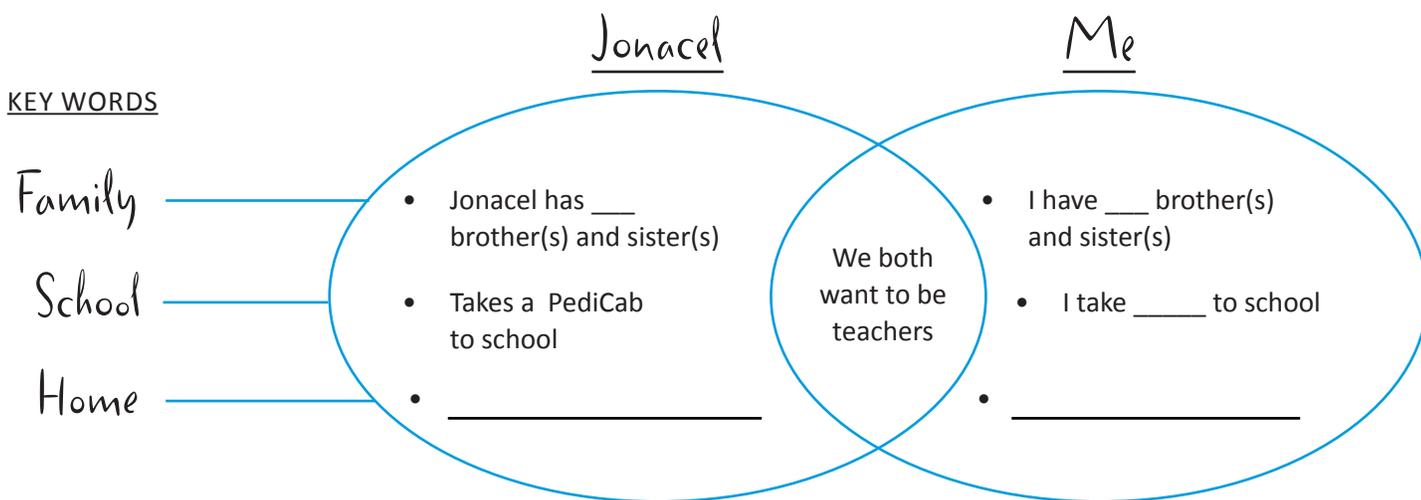
- Add the new things students learned about the Philippines.
- Discuss any misconceptions and challenge any stereotypes they may have had before watching the videos.

Judge & Act

The Second Time you Watch the Video

Suggested method: Venn Diagram

Watch the video again and ask the students to note the similarities and differences between Jonacel's life and their own. Produce a grid to compare. A third viewing may be helpful in helping students to identify similarities and differences between Jonacel's environment and community and their own.



SOME SUGGESTED KEY WORDS: Home, Games, Food, Schedule, Typhoon, Interests

Discerning Action

Select 1 or 2 of the Catholic Social Teachings (see below) on which to focus. Review the definition with the students and discuss the key questions. Select an action relevant to your context guided by reflections and suggestions provided.

Catholic Social Teaching

The videos can be used to explore the principles of Catholic Social Teaching.

Human Dignity

Everyone is created in the image of God and is to be treated with respect. We have to think about the whole person: their mind, body, heart, soul, and environment. We have to recognize what we have in common and celebrate our diversity.

Key Questions:

- What does it mean that God created each of us in His image?
- Can a person's dignity (their value, their worth), be given or taken away?
- Why do human beings have dignity?
- What did you notice about Jonacel's house, clothes, education, feelings, friends, and family, about Jonacel's relationship to the environment, her faith?
- How does the Bible passage Genesis 1: 2 – 27 speak about the dignity and value of every human being and how does it apply to people affected by Typhoon Haiyan, like Jonacel?

Suggested Activities:

- Brainstorm ways to preserve and promote the dignity of one another, in the school community, local and globally.
- Consider the important dimensions of the human person and how to address them.

Common Good

We must consider others, and the whole human family, when we make decisions. God created the world for all His children to share.

Key Questions:

- What does the Catholic Social Teaching principle "common good" mean to you?
- Who is our "neighbour"?
- Should a healthy environment (clean water, good food, clean air, etc) be a common good?
- How does Jonacel serve the common good of her family?
- How do you serve the common good of your family?

Suggested Activities:

- Brainstorm ways to promote the common good of the school environment, your city and country.
- Produce a Common Good Charter.

Solidarity

As members of one global family, we are committed to the good of every person and group, and responsible to one another. Even if we are different, we are our sisters' and brothers' keepers, called to love one another in this world.

Key Questions:

- What does a just society (a fair society) look like?
- How can you/we see Jonacel as our sister?
- Does solidarity differ from charity? (Charity: the generous act of giving what I feel is mine, to others.)
- What are some solidarity actions that we have taken in the past?
- What are some actions that we can take in solidarity with Jonacel?

Suggested Activities:

- Brainstorm some solidarity actions that you, as an individual, or the whole school community can take.
- Draw/ paint/ write a poem that portrays and defines what solidarity means to you as a school community.

Preferential Option for the Poor

We must ensure every person's needs are met. The needs of those who are poor, vulnerable, hurt and sick must come first.

Key Questions:

- Who are the most vulnerable in our local community? In our country? Our global community?
- How do we make sure we take care of the poor, vulnerable, hurt and sick, first?
- Why is Jonacel's life more vulnerable to future environmental disasters than yours in Canada?
- What Bible verses, chapters or stories talk about how we ought to treat the poor and vulnerable? (*Isaiah, Micah, etc...*)

Suggested Activities:

- Brainstorm ways and opportunities to learn about and hear the point of view of the poor and vulnerable.

Stewardship of Creation

The Earth is a holy gift from God. We have to use, protect and care for it in a way that is good for all people and for the future.

Key Questions:

- How did the typhoon impact Jonacel's life?
- Why do typhoons happen? Why are they happening more now than in the past?
- How can we appreciate the gift of God's natural creation?
- How can we be more conscious of our own use of paper, food, water, etc...?
- What are the consequences if we do not care for the earth?
- What Bible verses or stories teach us about caring for creation?

Suggested Activities:

- Produce an action plan to be better stewards of God's creation. Share this with others at school and at home.
- Participate in the *Create a Climate of Change* campaign www.devp.org/climateofchange

Subsidiarity & the Role of Government

Leaders and governments must work for the good of all members, promote human dignity, and protect human rights. Every person should have the opportunity to be involved in making decisions that affect them and about their community.

Key Questions:

- Who should be responsible for helping people and communities recover from the impacts of the typhoon?
- Who should be involved in the decisions about how the community is built?
- What is the role of the local people?
- What is the role of the local government?
- What is our role as students? as a school community?
- How can we, as citizens, ensure that Canada takes care of the most vulnerable in Canada and in the world?
- How can we practice subsidiarity in our community, making sure that those who are affected by decisions are a part of the decision-making process?

Suggested Activities:

- Make a chart of roles and responsibilities in the response to the typhoon.

Participation

Every person belongs to the community, and has the right and responsibility to contribute to the community. Only when everyone is involved, in their own way, is our community complete.

Key Questions:

- How can our attitudes, words, and practices be respectful of all members of our community?
- If we were to make a decision as a class, how might we ensure that all members of our class were involved in the process? (consultation, representation, voting, etc)

Suggested Activities:

- Make a Participation Charter for your classroom, school or community.

Rights & Responsibilities

Every person has a right to live, to work, to have food, clean water, a home, and education. Every person has a responsibility to help one another.

Key Questions:

- What rights does Jonacel have? (Consider referring to the Convention on the Rights of the Child)
- How can we help make sure that Jonacel's rights as a child are respected?
- Archbishop Oscar Romero once said, "Aspire not to have more but to be more." What does this mean?

Suggested Activities:

- Research the life of [Archbishop Oscar Romero](#).
- Read the [Convention on the Rights of the Child](#).
- Find out more about the work of [Development and Peace](#). How does Development and Peace support our sisters and brothers around the world to achieve their rights?

Economic Justice

People are more important than money. People have a right to work. All persons have a right to fair payment for their work, and safe workplaces.

Key Questions:

- How do we practice placing more importance on people than on money?
- When we fundraise at school, how can we make sure people are taken care of?
- Do the organizations and projects we support help local people find and keep work, or do they take away that opportunity?

Suggested Activities:

- Make a classroom or school-wide chart on Principles of Ethical Fundraising.
- Ask Development and Peace for a copy of these principles, as well as suggestions, as a guide.

Peace

To love God and to love each other as God loves us, we must live with compassion. Peace is achieved when we live in right relationship with God and with each other.

Key Questions:

- How do we live compassion?
- What does it mean to live in right relationship with someone? How do we treat them?
- What does it mean to live in peace and right relationship with Jonacel? (Does it only mean that we are not fighting with her and her country?)
- How do you resolve conflict in your school and school activities?

Suggested Activities:

- Make a Peace Charter, outlining what the classroom or school community's rights, responsibilities and privileges are to creating and maintaining a culture of peace in your own community, as well as the broader, local and global community.