

A Day in the life: Philippines



Grades 7–9 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 - Junior High” (3 minutes), features 13-year old Janine Costa, 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](#)).

Janine tells us about a typical day in her life: going to school, playing with her sister, the foods she eats, about how the typhoon affected her community. Your students may also hear and recognize some similarities and differences between Janine’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*

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?
- When do you play with your friends?

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 Janine 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 Janine 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 this Video

1. 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 Janine's and your life?
- How does Janine's day compare to yours?
- What have you learned from Janine?
- What have you learned about the typhoon?
- What is the most interesting or shocking fact you learned?

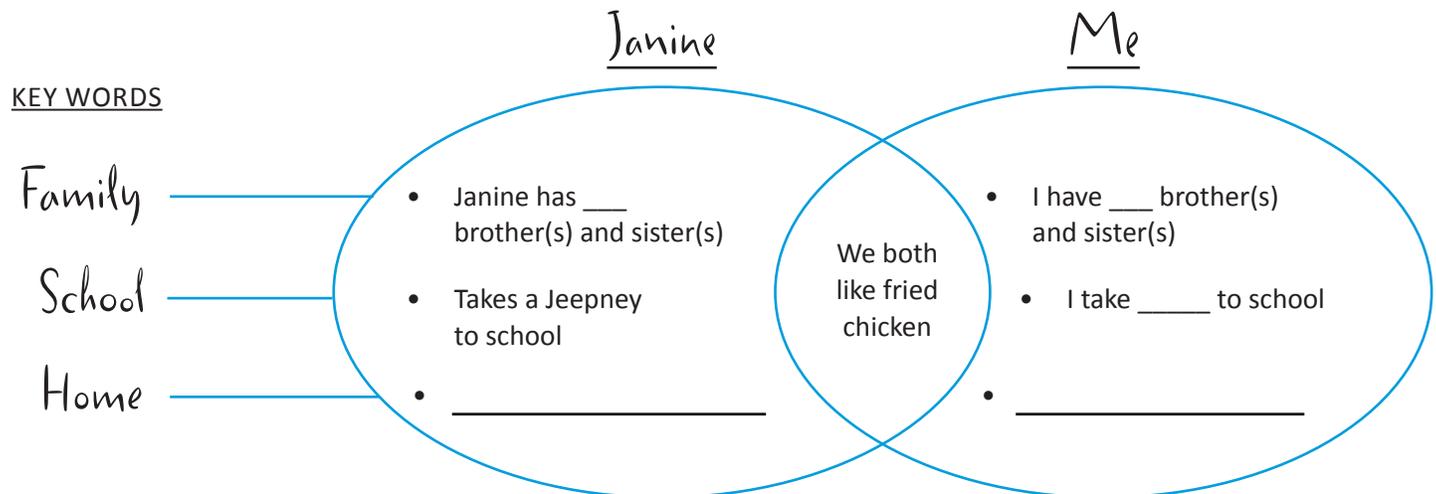
2. Revisit the mind maps the students did before watching the video, and:

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

Suggested method: Venn Diagram

Watch the video again and ask the students to note the similarities and differences between Janine'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 Janine's environment and community and their own.



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

Judge

The Second Time you Watch this Video

3. If you are using this video to explore a particular topic, ask the students questions about what they heard and saw related to that topic. Some examples may include the following:

Water

- Where does Janine get her water to bathe?
- How would using a community well change the way you would live?
- Do we accept this difference as an alternative way of life, or do we have negative ideas about it?

Climate

- What did you notice about Janine's environmental footprint? (The impact of human activities on the environment).

Prompt students to notice her transportation, the food she is eating (rice is local; chickens and eggs are kept in the neighbourhood rather than imported), how laundry is done (we see clothes drying outside), etc...

Act

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 dignity mean to you?
- Can a person's dignity (their value, their worth), be given or taken away?
- Why do human beings have dignity?
- What dimensions/ aspects of Janine's life are portrayed? (material, mental, emotional, social, ecological, spiritual?)
- How/what did you notice? (give examples)
- How do you think of those who struggle with poverty, local or globally?
- How do you think of Janine in relation to yourself?
- What Bible verse or story speaks about the dignity and value of every human being? (Genesis 1: 2 – 27; also many examples of Jesus challenging social divisions)

Suggested Activities:

- Brainstorm ways to preserve and promote the dignity of one another, in the school community, local and globally.
- Consider are 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 common good mean to you?
- Who is our neighbour?
- How can a project try to benefit all members of the community?
- How can people with different points of view work together for the good of all?
- Should a healthy environment (including access to clean water and other natural resources) be a common good?
- What inspires you and challenges you in the video?
- How can you work for justice and the common good?
- What Bible stories show the common good? (Matthew 14: Feeding of the 5,000)

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 look like?
- What does solidarity mean to you?
- With whom should we show solidarity?
- Does solidarity differ from charity? How?
- In the charitable projects we are involved in, what is the relationship between "donor" and "recipient"?
- How can we share in the struggles, issues and solutions of our sisters and brothers who are vulnerable and marginalized?
- What are some solidarity actions that you, as an individual, or the whole school community have taken in the past?
- What are some actions that you, as an individual, or the whole school community can take in solidarity with Janine who survived Super Typhoon Haiyan?

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 and global community?
- How do we prioritize the need of the most vulnerable, poor and excluded?
- How is Janine vulnerable in their experience and context in which she live?
- 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 Janine's life?
- How often is the Philippines affected by typhoons?
- Why do typhoons happen?
- How are we connected to the increase in the number and the strength of typhoons?
- 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 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 to recover and rebuild after the typhoon?
- What is the role of the local people?
- What is the role of the local government?
- What is our role as students, a school community, Canadian citizens?
- How can we advocate, as Canadians, for the priority of human dignity and the protection of the most vulnerable in Canada's policies?
- How can we practice subsidiarity in our community, and allow those closest to the issues to take leadership in the programs or projects that address them?

Suggested Activities:

- Make a chart of roles and responsibilities regarding the response to a 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?
- Are we aware of the issues facing our community? How can we get involved and participate and raise our voice, suggestions and concerns when necessary?
- How can we ensure that there is a welcoming place for all members of our community when we plan events?

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 Janine have? (Consider referring to the Convention on the Rights of the Child)
- What actions can we take to ensure others receive their rights?
- 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:

- Do we think of money as a tool or as a goal? Why?
- How can school fundraising activities be done in the most ethical ways possible?
- 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:

- What does it mean to live in peace and right relationship with Janine? (Does it only mean that we are not fighting with her or the being in conflict with the Philippines?)
- How does our school support initiatives that seek to hear and understand everyone’s voice?
- How do we resolve conflict in our 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.