



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

CHED MEMORANDUM ORDER NO. 26
Series of 2005

TO : All CHEDRO Directors
Heads of Public and Private Higher Education Institutions

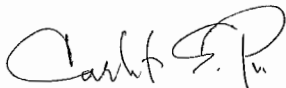
SUBJECT : PROGRAM OF INSTRUCTION (POI) ON VALUES
FORMATION

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In accordance with the pertinent provisions of Republic Act 7722, otherwise known as the "Higher Education Act of 1994", and in compliance with the provisions of the National Service Training Program (NSTP) Act of 2001 (RA 9165), specifically Section 12 thereof, and Section 8 of the NSTP-Implementing Rules and Regulations in recognition of the vital role of the youth in nation-building, CHED hereby issues the suggested POI on Values Formation. This area should be integrated under the Dimensions of Development (Global, National and Local) particularly on social welfare concerns.

Wide and immediate dissemination of this CHED Memorandum Order is desired.

Issued this 22 day of July 2005, Pasig City.


CARLITO S. PUNO, DPA
Acting Chairman

Program of Instruction on Values Formation

I. Introduction and Class Organization

- 1.1. Preamble of the 1987 Philippine Constitution
 - Values and Vision Framework
- 1.2. Millenium Development Goals

II. The Good Citizenship Core Values

2.1. Pagkamaka-Diyos

- Faith and belief in Almighty God, active spirituality
- Respect for life
- Order
- Work
- Concern for the family and future generations

2.2. Pagkamaka-Tao

- Love
- Freedom
- Peace
- Truth
- Justice

2.3. Pagkamaka-Bayan

- Unity
- Equality
- Respect for law and Government
- Patriotism
- Promotion of the Common Good

2.4. Pagkamaka-Kalikasan

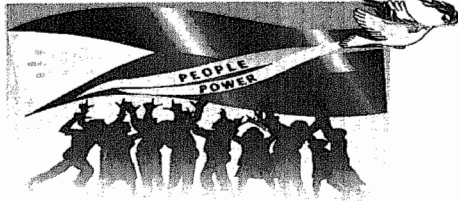
- Concern for the environment

III. Application of the Good Citizenship Core Values in Daily Life

- Success stories, best practices
- Sharing of experiences
- Current events
- Reflection exercises

Note: The above proposed POI was formulated based on the lecture of Dr. Josefina Atienza-Salvana, NSTP TWG Sept. 15, 2004, the EPPC Modules on the GCVs endorsed by CHED, and the Framework of Values Formation, NAPC Cabinet Meeting on Values Formation NEB Conference Room, September 10, 2004.

ISABUHAY ANG DIWA NG EDSA



EDSA People Power Commission

**Modules on
Good Citizenship Values**

**Prepared by
The Institution Building Team
2004**

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Table of Contents

FOREWORD	i
PREFACE	ii
ACKNOWLEDGMENTS	iii
INTRODUCTION	
Methodology	v
Good Citizenship Movement Outline of Major Points	vii
Good Citizenship Movement Rationale, Description and Objectives	viii
Preamble of the 1987 Philippine Constitution	x
The Good Citizenship Values Cluster	xi
I. PAGKAMAHA – DIYOS	1
1. Faith in the Almighty	
2. Respect for Life	
3. Order	
4. Work	
5. Concern for the Family and future Generation	
II. PAGKAMAHA – TAO	40
1. Love	
2. Freedom	
3. Peace	
4. Truth	
5. Justice	
III. PAGKAMAHA – BAYAN	76
1. Unity	
2. Equality	
3. Respect for the Law and Government	
4. Patriotism	
5. Promotion of the Common Good	
IV. PAGKAMAHA – KALIKASAN	147
1. Concern for the Environment	
Bibliography	

FOREWORD

By: **BROTHER ROLANDO R. DIZON, FSC**
Chairman, Commission on Higher Education

Two masons were making bricks. When asked by a passerby what he was doing, the first one said, "I'm making bricks," with a frown on his face. The second one said, "I'm building a cathedral," with a proud smile on his face!

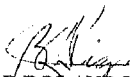
A common vision for the Philippines is what we need to build a strong nation. We must be very clear of what we want, how we want to do it and have the collective will to work together for our common dream.

The good citizenship values contained in our Constitution give us a very clear vision of the kind of people we know we should be. These modules help us examine how we can live these values. If every Filipino commits himself/herself to living these values, we will transform our society.

We must not wait for the perfect leaders to show us how to live as good citizens. Instead, like the thousands of Namfrel volunteers, we must each light our candles and stop cursing the darkness.

I salute and thank the authors and the Edsa People Power Commission for preparing these modules. I call on all schools and government institutions to use these modules to help form good citizens for a strong republic – peaceful, free and prosperous!

The future can be great and it belongs to every Filipino – if we dare to dream, to hope and to work together as one united people.



BROTHER ROLANDO R. DIZON, FSC, Ph.D.
Chairman, Commission on Higher Education

PREFACE

GOOD CITIZENSHIP

By Comm. Teresita D. Baltazar

Good governance is not enough. Let us work on being good citizens. Let us translate the good citizenship values derived from the Preamble of the Constitution into concrete action in order to build our nation.

In recent history we have engaged in two bloodless and peaceful revolutions. Yet nothing seems to have changed because we have just changed our leaders and have not changed ourselves. We keep blaming our political leaders for the mess we are in. We keep demanding good governance from them but have not demanded anything from ourselves. There seems to be a missing piece in the puzzle. If we demand good governance from those in public office, there must be a counterpart from our end and this is good citizenship. And how do we become good citizens? By living according to good citizenship values which we can derive from the preamble of the Constitution – Faith in God, Unity, Patriotism, Work, Respect for Life, Respect for Law and Government, Truth, Justice, Freedom, Love, Equality, Peace, Promotion of the Common Good, Concern for the Family and Future Generations, Concern for the Environment, and Order.

These are our values as a people. These are values that will make us good citizens, if we live by them. This must be translated into concrete actions in all aspects of our lives at all times. If we do this, then all our actions no matter how humble will build our nation in much the same way that the simple act of a humble mason of putting one stone on top of another builds a cathedral. And the realization that all our actions based on these values, no matter how small, are building our nation, will give us that sense of nationhood that has heretofore eluded us.

There is nothing new in these good citizenship values. We do not need to learn them. What is lacking is the will to live them. How then shall we move from knowing them to living them? We just have to take a look at the mess we are in and we will realize that it is the absence of these values in the way we live that has brought it about: sinfulness, discord, greed and selfishness, indolence violence and murder, anarchy, intrigue and mudslinging, oppression, exploitation, hatred, war, broken homes, environmental degradation, violation of human rights. And then we should ask ourselves. Is this the world I want to live in? Shall I be part of the problem or part of the solution? We just have to decide. Yes, I will live these values at all times, no matter what the cost, through thick and thin, come hell or high water. Because living these values is the only way to turn things around, to have a better world. Sometimes, it will not be easy to live these values. There will be a price to pay. But living these values will also have its own reward as all good works bear good fruit, maybe not in the short term, but in the long term.

If we are to build a better nation, It is not enough to press for good governance; we have to demand of ourselves, each of us, young and old, rich or poor, Muslim, Christian or Protestant, good citizenship that is values-based and values-driven.

There is still hope for our country. Let us not leave our future in the hands of our leaders alone. We can transform this country from below. If we cannot find heroes among our leaders, let us find them among the ordinary people - those who will build our nation by the truly heroic act of being good citizens day by day all the days of their lives.

ACKNOWLEDGMENTS

The *Modules on Good Citizenship Values* is the fruit of the dedication and collaborative efforts of people who have selflessly continued to hold on to their Filipino values amidst the many challenges of our time. We would like to thank the following people for their kindness and contributions without which this set of modules could not have been created:

The Office of the President, for creating the EDSA People Power Commission that is a historic reminder of the Filipinos' will and spirit as a people;

Her Excellency Gloria Macapagal-Arroyo, for her ardent support and vision in the promotion of good citizenship;

Commissioners Alberto G. Romulo & Victoria P. Garchitorena, Chairman & Co-Chairman, for their unfailing faith & hope in the Filipino as well as their exemplary leadership in the steering of the commission;

Bro. Rolando R. Dizon, FSC, whose generosity, inspiration and vision has led us to continue to hope and work for something that will eventually benefit the Filipino people;

Commissioner Loretta A. Lina, whose support, insight and deep spirituality have given us the strength to work through the challenges of our mission;

Commissioner Teresita Baltazar, for her wisdom, nationalism and unique faith in the Filipino;

Dr. Josefina A. Salvana, for her moving faith and gestures of affirmation which kept our writers continually inspired and strengthened throughout their work;

Hermenegildo C. Ceniza and Bernardo A. Bernardo, the authors, who have tirelessly translated the ideas and incorporated the recommendations of the commissioners and our partners in the making of the modules;

Fernando C. Liwanag, Head of the Secretariat, Rhoda Laura A. Moran, Fairlane E. Quitain and Maripi P. Caisip, the indefatigable EPPC Staff, for providing us all the administrative and moral support we needed each day during the drafting of the modules;

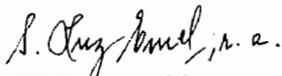
De La Salle University, for giving us our initial funding for the project which finally allowed us to embark on our mission;

Assumption School of Antipolo, Miriam College, Polytechnic University of the Philippines, University of Rizal System-Antipolo, Antipolo National High School, La Salle Greenhills, Rizal Technological University, San Isidro Elementary School, La Salle Antipolo and all other schools that have helped us pilot test the modules, for their support and unselfish effort;

The Department of Education, Commission on Higher Education, Department of the Interior and Local Government, National Youth Commission, Ayala Young Leaders Foundation and the University of the Philippines' NCPAG for their sincere advocacy of Good Citizenship Values and ardent support of our programs;

We are also grateful to the millions of Filipino heroes all over the country who have held on to their faith and values and up to this day continue to live dignified and moral lives despite the challenges of the times... WE HONOR YOU!

For those who have helped us in one way or another but whose names we failed to mention, our sincere gratitude and promise of our thoughts and prayers.



SR. LUZ EMMANUEL SORIANO, RA
Commissioner Chairperson
Institution Building Team

METHODOLOGY

Essential Components of the GCV Modules

The Modules on Good Citizenship Values use a format with the following basic/core components:

1. *Introduction Activity* in the form of either a Group Dynamics or Reflection Activity. This serves as the starting point and focus of the entire module;
2. *Activity Processing* where the outcome of the Introduction Activity is discussed and internalized by way of a group-sharing session where personal reflections may be highlighted, affirmed and synthesized.
3. *Deepening Discussion* based on suggested "discussion points" to allow the facilitator to link the values to real-life scenarios. This part of the modules is meant to allow the participants to internalize each value and develop a sense of ownership of such as being part of his nature as a responsible and good Filipino citizen.
4. *Values Application* coined, for example, as Faith in God in Action, Freedom in Action, etc. This part suggests practical ways and means by which an ordinary citizen can live and apply the values in his ordinary daily life. This part of the module is a testament to our belief that the values should not merely be learned. Rather, they should be lived and whenever possible, shared as well.
5. *Personal Resolution* in the form of a practical personal covenant to the belief and practice of the values. This will allow the participants to concretely internalize the values and develop a strong personal resolve to constantly apply them in the course of their daily lives.

Other Components of the GCV Modules

1. *Thematic quotations.* Each module starts with quotations that highlight the particular value. These are meant to affirm the importance of the values and highlight their significance in the light of the wisdom of notable personalities. (A Moslem facilitator may use quotations from Koran).
2. *Learning Objectives.* Each module is equipped with simple and attainable learning objectives to give the facilitators a sense of focus on how to deliver the essence of the values and determine expected results/outcome.
3. *Materials.* Materials and other logistical considerations are also stated in the modules relative to the needs of the prescribed activities.
4. *Anecdotes.* The modules make use of anecdotes to help re-enforce the delivery of the essence of each value. Anecdotes have proven to be laden with good values and insightful moral lessons and reflections. Hence, we consider these as very essential to the effective delivery of the modules and thus we further suggest that these be given out whenever possible. These anecdotes may be used at the beginning of the sessions or may be used as "take-home" reflections by the participants. The facilitator may further enhance the conduct of the session by providing his/her own anecdotes.

Basic Considerations for Facilitators:

1. Some songs intended for reflection and activity accompaniment have also been included in some of the modules. In the same way, other songs that the facilitator feels are more appropriate and/or effective may be added or used instead of those indicated on the modules.
2. The term “God”, when used in the different parts of the modules, pertains to the Almighty that is explicitly mentioned in the Preamble of the 1987 Philippine Constitution. Hence, the term God refers to the context of a universal Supreme Being referred to by various religions and religious sects.
3. In Focused Group Discussion activities, the facilitator is free to allot a particular time constraint, as he deems best or necessary.
4. Other instructional aids, materials, and relevant activities may be employed to enhance the manner of delivery of the modules.
5. The spiritual experience of the facilitator counts a lot for the effective implementation of the GCV modules.

All in all, the 16 modules on Good Citizenship Values resemble very closely the teachers' common lesson plan. The basic elements are present and the prescribed methodologies are both flexible and down-to-earth. One of the best features of the modules is their having been written in a very simple manner whereby their contents are realistic, practical and applicable. The approach is practical rather than highly intellectual. However, they also do not compromise essential depth and academic substance. It all really depends on the creativity and resourcefulness of the facilitator or teacher, where effective delivery is concerned.

If the teachers choose to adopt the modules and integrate them into their own curriculum and instruction, they will find themselves to have at least 16 lesson plans worth to last for more or less 16 meetings. More than being ordinary class topics, the values discussed in the modules go beyond theoretical knowledge as they delve into the participants' moral, spiritual, and cultural consciousness. The GCV Modules are our way of attempting to open the eyes of our people to prevailing social and moral realities in our country and society, and spur them to develop a sense of awareness and urgency to act proactively in their respective capacities as Filipino citizens.

As to which subject area the modules can be integrated into, we recommend that the different schools look into their academic program and identify which subject area(s) can best accommodate the modules. For the college level, the initial proposition was to integrate the modules into the NSTP Program. With the high school, it was originally proposed that such be integrated into the Citizens Advancement Training Course (CAAdT) or to the different subjects covered by the MAKABAYAN Program which comprise Social Studies, MSEP (P.E.), TEPP (Home Economics). With the grade school, the modules can be integrated (with modifications to suit a younger audience) into the Homeroom, Religion, and Social Studies Program.

Good Citizenship Movement

Outline of Major Points

Vision:

A God-centered¹, peaceful, progressive, just and humane society², with every Filipino citizen making his unique contribution to the upliftment and well-being of his family, community, country, and the world, by living the basic values of the Filipino people enshrined in the Philippine Constitution.

Mission:

To inspire and help empower all Filipino citizens, of every age and station in life, to live the basic values of the Filipino People to the best of their ability at all times and in all places.

Basic Values:

The Good Citizenship Movement shall operate guided by the basic values of the Philippine Constitution, the same set of values that it seeks to promote, affirm, and nurture. These are: Unity, Patriotism, Faith in the Almighty God, work, Respect for Life, Respect for Law and Government, Truth, Justice, Freedom, Love, Equality, Peace, Promotion of the Common Good, Concern for the Family and future Generations, Order, and Concern for the Environment.

Underlying Principles:

1. Good Citizenship is the duty of every Filipino.
2. Good Citizenship Actions proceed from Good Citizenship Values.
3. The building of a strong, peaceful, progressive nation, of the just and humane society envisioned in the Philippine Constitution requires that every Filipino citizen makes his unique contribution thereto.
4. Citizens are called to help, affirm, and reinforce one another as they seek to be good citizens.
5. Good governance and good citizenship are inseparable.

Principal Strategies:

1. Build awareness and application of, and commitment to, Good Citizenship Values.
2. Encourage, reinforce, and recognize Good Citizenship actions.

¹This phrase is used in E.O. 319

²From the 1987 Philippine Constitution

GOOD CITIZENSHIP MOVEMENT RATIONALE, DESCRIPTION AND OBJECTIVES

Rationale:

The Good Citizenship Movement aims to fulfill the Filipino people's aspirations towards the building of the Philippines as a strong republic. The GCM shall endeavor to embark on devising a program promoting good citizenship by coming up with a set of training and teaching modules on Good Citizenship Values based on the 1987 Philippine Constitution. Once tested and enhanced, the modules will then be given across the areas of the academe and local government in coordination with the Department of the Interior and Local Government, Department of Education and the Commission on Higher Education for full nationwide implementation.

Focus:

The Good Citizenship Movement will keenly monitor the progress of the program promoting good citizenship values by constantly seeking ways to enhance the modules and to make them relevant to current trends through sustained research, consultation and coordination with competent agencies and organizations.

Project Description and Objectives

1. *Research and Documentation.* Research will be undertaken to collect baseline data in the target local governments and communities. The studies to be conducted are aimed at generating benchmarks and indicators to measure the effectiveness of training interventions.
2. *Development of Training Modules.* Training modules will be developed for distribution to citizen leaders. These modules will serve as important guides in formulating good citizenship programs.
3. *Training Sessions.* Key citizen leaders as well as school teachers from the identified pilot areas will be given good citizenship training. These leaders will undergo intensive training regarding the principles, values and practices of active citizenship. The trainees will then be expected to *replicate* their experience and train other citizen leaders, teachers, and students using the same modules that will be provided to them at the end of the training session.

Project Implementation

The project will be launched in pilot sites selected on the basis of high potential for success defined in terms of accessibility for delivering training inputs as well as the presence of progressive leaders and cooperative local government officials.

In the National Capital Region, the key cities will be Manila and Valenzuela while in the rest of Luzon the cities of Antipolo, Naga, Tagaytay, and Balanga will be represented. The pilot cities in the Visayas will be Bacolod, Iloilo, Calbayog while the selected cities in Mindanao are Iligan, Surigao and Marawi.

The selected provinces in Luzon will be Laguna, Bulacan, Cavite, Bataan, and Ifugao. In the Visayas, It will include Negros Occidental, Antique, Samar and Capiz. In Mindanao, the pilot provinces will be Lanao del Norte, Lanao del Sur, Davao del Sur, and Misamis Occidental.

PREAMBLE OF THE 1987 PHILIPPINE CONSTITUTION

“We, the sovereign Filipino people, imploring the aid of Almighty God, in order to build a just and humane society and establish a Government that shall embody our ideals and aspirations, promote the common good, conserve and develop our patrimony, and secure to ourselves and posterity the blessings of independence and democracy under the rule of law and a regime of truth, justice, freedom, love, equality, and peace, do ordain and promulgate this constitution”.

The Good Citizenship Values ***(Based on the 1987 Philippine Constitution)***

PAGKAMAHA – DIYOS

1. *Faith in the Almighty*
2. *Respect for Life*
3. *Order*
4. *Work*
5. *Concern for the Family and Future Generations*

PAGKAMAHA – TAO

1. *Love*
2. *Freedom*
3. *Peace*
4. *Truth*
5. *Justice*

PAGKAMAHA – BAYAN

1. *Unity*
2. *Equality*
3. *Respect for Law and Government*
4. *Patriotism*
5. *Promotion of the Common Good*

PAGKAMAHA – KALIKASAN

1. *Concern for the Environment*

PAGKAMAKA-DIOS

The Good Citizenship Value

Of

FAITH IN THE ALMIGHTY

FAITH IN THE ALMIGHTY

Jesus said to them "Have faith in God. Whoever says to the mountain, 'Be lifted up and thrown to the sea', and does not doubt in his heart but believes that what he says will happen, it shall be done for him".
Mark 11:22-23

"For just as a body without a spirit is dead, so also faith without works is dead".
James 3:26

The only limit to our realization of tomorrow will be our doubts of today; let us move forward with strong and active faith. Franklin D. Roosevelt

1. Learning Objectives

- To enable the participants to recognize their unique Faith in God as Filipinos;
- To help participants recognize the importance of faith in their history as a people;
- To allow participants to appreciate their own faith;
- To help participants reflect on the blessings of God in their lives; and
- To affirm the participants' unique gift of faith, and illustrate to them how they can continue to live a life of faith in God.

2. Materials

- My Personal Faith Evaluation and Reflection Sheet
- Short Bond Papers
- Coloring Materials, Crayons
- Scotch Tape
- CD / Cassette Player
- Reflection Songs: *Lauds, Sa Piling Mo Hesus, Bayan Ko, Magkaisa, Handog ng Pilipino sa Mundo*

3. Introduction

a. Activity

- Have a brief introduction/discussion of the significance of the EDSA People Power experience to Filipinos. Describe the practical benefits of the experience (e.g. Defeat of tyranny, deposing of corrupt leaders, etc.) Initially, avoid mentioning the aspects of God, faith and religion, as these will be drawn from the participants themselves.
- Ask participants to creatively draw on a piece of bond paper *a symbol of the EDSA People Power Experience, or a symbol of the success of EDSA.*
- Post drawings on the board and ask the participants to observe the work of their colleagues. Allow them to reflect and identify the commonalities and messages of their chosen symbols.

b. Activity Processing Points

- Ask the participants how they arrived at their chosen symbols.
- Discuss and enumerate the significance of their symbols.
- Write salient “shared points” on the board.
- After providing a synthesis, encourage participants to reflect further by asking the following questions:
 1. What do your illustrations tell you?
 2. What qualities emerged when we united as a people during our EDSA People Power experience?
 3. What are the effects of Faith and Prayer in our lives?
 4. Do we continue to profess the same faith in God and appreciate the value of prayer in ordinary times when there is no conflict or imminent danger to our lives and nation?
 5. Do we give enough time each day to thank God for being faithful to us despite of our unfaithfulness to Him?

4. Deepening Points

- Comments on the above quotations.
- “Faith can move mountains” (stories, anecdotes of faith).
If faith in God worked miracles for us during our EDSA experiences, it can also work in our everyday lives.
- The kind of faith we professed at EDSA was one that drove us into *action* (*faith in action*). Our Faith, which moved us to act, was the single biggest factor that made EDSA work, one that indeed “moved mountains”.
- Faith in the Almighty is an innate trademark Filipino value. All of us have it. (Cite Filipino culture and attitudes/history that are testaments to this fact).
- Example: when the country was plunged into shock and misery brought about by the devastation of the 1991 earthquake, Filipinos consoled themselves and lifted each other's spirit by crying sincere tears, a symbol of their bearing each other's pains, and by praying together with an extraordinary faith to get through such a calamity.
Such an attitude clearly defines the Filipinos' unique regard for the value of Faith in the Almighty.
- We should take pride in our faith and use it to improve our lives. More than ever, our faith as a people has proven to be stronger and more meaningful. We even face the prospect of sharing our faith with those who actually introduced it to us in the first place (cite “empty churches” in pre-dominantly Catholic/Christian western countries like Spain).
- Our faith is a call to conversion; from graft and corruption, indolence, our desire for convenience rather than hard work, growing adherence to materialism at the expense of the loss of our values and integrity, and our sense of helplessness when confronted with adversity.

- We should learn how to pray from our hearts, not merely by our lips. We pray for more God-centered leaders who assume authority in the context of genuine service. We pray because without God we can do nothing.

5. **FAITH IN THE ALMIGHTY in Action**

Participants may choose to integrate the value of Faith in God in their subject areas/lessons, in their family life through the arrangement of stronger faith practices in the home (e.g. praying before having meals, praying of the rosary, encouraging children to develop a habit of prayer and reflection especially when faced with moral discernment), and in their daily lives by always attributing one's efforts to God and making Him a part of the choices and decisions that one makes.

6. **Personal Resolution**

Considering the significance of prayer in my life and in my country's history, I am more fully aware of the things I can accomplish when I live a life of Faith. I have in me the desire to do the right things, make moral decisions, and work to the best of my God-given gifts. I shall strive to hold my moral ground when I am confronted with things that undermine my values and those which may injure the well being of others.

My faith is a gift that strengthens me in times of crisis and helps me arrive at conscientious decisions. I am aware of its manifold benefits and I shall strive to nurture this gift through prayer and reflection. I also understand that my faith in God can bring me to appreciate myself, my family, friends and colleagues, my job and my people better. Thus, I will do my best to be a discerning individual with God as my source of wisdom in everything that I do. With my resolve to be a better person, I can go further by putting my faith into action. I shall live a life that is based on the right values and serve as an inspiration to others who may be struggling to strengthen their own faith in God.

- I have the gift of Faith in God;
- The gift of Faith in God in me needs to be nurtured;
- My life is strengthened by my faith in God;
- A strong Faith in God, coupled with other important values, *will* improve my life and those of others.

My Personal Faith Evaluation and Resolution

<i>Statement</i>	<i>Yes</i>	<i>No</i>	<i>Resolution</i>
1. I believe in the power of <i>Faith</i> and <i>Prayer</i> .			
2. My faith in God is one of my greatest strengths and priorities.			
3. I maintain a strong personal prayer life.			
4. My family maintains a strong prayer life.			
5. By my example, others are inspired to live a life of faith and prayer.			
6. I encourage others (my family, friends and colleagues) to be faithful and turn to prayer in times of personal set-backs and when faced with moral questions.			
7. I continually seek for ways to strengthen my own faith.			
8. My choices and decisions are fruits of prayerful reflections and discernment.			
9. I believe that my blessings are brought about by God's providence and not merely by my own works.			
10. I live out my faith everyday.			

My Personal Prayer:

Faith in God

Faith Alone

Bro. Andrew Maria, MMHC

A devout widow who was known to be a living saint was crossing a bridge with her child when an accident happened. Her son fell off the bridge and plunged into the deep water below. At this, some men got ready to jump into the water to save the child. However, the widow forbade them.

“Do not move,” she told the men, “my faith alone can save the child.”

After she had said this, the widow knelt on the bridge and prayed with great faith. In a short while, the child drowned and died. The widow wept.

Moral: Faith alone, without work, is useless.

Faith in God

The Rescue Boats

By Fr. Bel San Luis, SVD

Mang Juan was a devout Christian but rather bull-headed. When a flood hit their town, he climbed to the roof of his house. A rescue boat came by but Mang Juan begged off their help. “No, thanks. I have faith in the Lord. He will save me.”

The waves rose and Mang Juan climbed to the tip of the roof. Another boat came by to save him, but he waved it off professing his faith for the Lord.

When the waves began slapping at his feet, he clambered up the chimney. A helicopter swooped down to save him, but he still begged off, trusting in God’s providence. You can guess what happened afterwards. Poor Mang Juan drowned.

When he stood before the Lord, he complained, “Lord, I had such faith in you. Why did you fail me?” To which the Lord said reprimanding him, “What more did you want? I sent two boats and a helicopter! But you did not use them.”

Reflection: Are we using enough our God-given talents, our natural resources to succeed as a nation and as an individual? “God helps those who help themselves.”

Faith in God

Faith That Moves Mountains

Nil Guillemete, S.J.

Emmanuel was a man of faith and was especially proud of his name. He knew it meant “God with us.” He felt even prouder when he fell in love and married a beautiful girl named Miriam (the Hebrew equivalent of Mary). He would often hug his wife affectionately and say to her, “If God and Mary are with me, what can go wrong?”

Emmanuel and Miriam lived in a fertile corn farm that gave them all that they needed to live a life of comfort. However, as time passed, Emmanuel grew tired of the usual scenery of corn stalks and rolling plains. Emmanuel longed to admire the scenery of a lush valley from his veranda that was blocked from view by a clay mountain.

As time went on, Emmanuel grew more frustrated about the massive nearness of the mountain which became an obstinate obsession for him. Upon examining the district registry, he discovered that the mountain actually belonged to him by virtue of an inheritance from an uncle a few years back. The irony of it all was that the mountain was in every sense *his own!*

One evening, Miriam was reading the Bible with her husband and came upon the passage of the Gospel where Jesus said to his Apostles, “Truly, I say to you, whoever says to this mountain, ‘Be taken up and cast to the sea,’ and does not doubt in his heart, but believes that what he says will come to pass, it will be done to him” (Mk 11:22-23).

The passage struck Emmanuel like a sledge hammer and he began pacing the room in agitation. “That’s it! That’s it! It’s all a question of faith!” he exclaimed to himself. From then on, he prayed for the miraculous removal of the mountain. He did so for a year but noticed no change with the mountain which he then began to loathe.

As time wore on, he began to think that his faith was lacking in depth and intensity. His wife encouraged him by saying, “Your faith does not lack depth or intensity but might be lacking in realism. Until now you have been thinking that your mountain could be removed only by faith and nothing else. What if God wants to remove your mountain, but will do it only if you do your share.”

“And what would that be?” asked Emmanuel. “That,” she answered, “would consist in buying a bulldozer and leveling the mountain away.”

Emmanuel was astonished. “What?! Remove a whole mountain single-handedly?” Miriam smiled, “Not single-handedly because, as you like to remind people about your name, ‘God with us’ would be working with you all the time, wouldn’t he?”

Upon the inspiration of the soothing words of his wife, Emmanuel made arrangements for a bulldozer and set out to remove his mountain. From then on, Emmanuel worked tirelessly leveling his mountain at a painstaking rate. The first year was particularly difficult, and there were many times when he was ready to quit. During those times, his wife reminded him that everything he did was an act of faith and that God would give the necessary strength to finish his task.

And so nine years passed. Nine years of digging without interruption, except for occasional breaks. After the first year of digging, it looked as if he hardly made a dent on the huge mass. But gradually, it began to give way under Emmanuel’s persistence. And one day, the young man had the supreme satisfaction of admiring the beauty of the valley beyond, without anything obstructing his view. The mountain had finally been removed and transformed into bricks and pottery.

Miriam sat quietly beside him.

“So,” she said teasingly after a while, “Jesus was right: faith *can* move mountains.”

He smiled ruefully, still feeling the ache in his muscles.

“Yes,” he mused, “faith. But not just faith. Faith and hard work. Faith that *inspires* hard work.”

Moral: We should not make God do everything for us. God wants us to cooperate with Him.

The Good Citizenship Value

Of

Respect for Life

RESPECT FOR LIFE

God created man in His image; in the divine image He created him; male and female he created them. *Genesis 1:27*

Do you not know that your body is a temple of the Holy Spirit within you, whom you have from God, and that you are not your own? For you have been purchased at a price. Therefore glorify God in your body. 1 Corinthians 6:19-20

I have come that they may have life, and have it to the full. John 10:10

Life is raw material. We are artisans. We can sculpt our existence into something beautiful, or debase it into ugliness. It's in our hands. Cathy Better

1. Learning Objectives

- To rouse participants awareness of social issues that challenge their personal conviction about the value of life;
- To give participants a renewed sense of appreciation for the gift of life;
- To enable participants to realize the relevance of human dignity in their lives;
- To inspire participants to be stewards of life.

2. Materials

- Personal Reflection Sheet
- Pictures/Illustrations of social issues indicated on the Reflection Sheet

3. Introduction

a. Activity

- Give participants enough time to complete their reflection sheets (appendix 2: Personal Reflection Sheet).
- Post pictures/illustrations of abortion, prostitution, smoking, murder, war and others that underline the importance of preserving Life.
- Focused Group Discussion. Divide participants into seven (7) groups. Each group will discuss and share their reflection on a particular assigned social issue.
- Assign a documenter who will make a summary of the views of the members of the group and a reporter who will present and share the summary to the main group.

b. Activity Processing Points

1. Am I a steward of life in my own personal stand in many issues that tend to destroy and degrade the value of life?
2. Do I have habits and vices that may lead me to destroy my own health and life in the process?
3. Do I regard my fellowmen (family, colleagues, friends, others) as persons of worth and dignity?
4. Am I patient in my dealings that I never think of violence or inflicting physical harm to others as a course of action?
5. Do I value my elders? Do I recognize their special role in my life? Have I done enough to help them have meaningful and dignified lives?

4. Deepening Points

- Comments on the above quotations.
- Start off with an anecdote/actual accounts wherein respect for life is stressed.
- Every person's life is a precious gift, no individual has the right to harm or destroy it.
- Human life must be respected, protected and preserved from the moment of conception.
- "Our body is God's temple", we should take care of it and regard it as sacred.
- We should uphold and recognize each other's dignity as persons and grow to appreciate each other's worth.
- Every person is a gift in himself and deserves the opportunity to realize and share his own giftedness to society without fear of harm and persecution.
- Every person is safeguarded by basic human rights and is responsible for the rights of others.
- Every person should be given the opportunity to lead a purpose-driven life.

5. RESPECT FOR LIFE in Action

Participants may choose to integrate the value of Respect for Life in their subject areas/lessons, in their family life through a deeper personal reflection and consciousness of practices in the home (e.g. instilling of discipline, recognition of the uniqueness and worth of each member; role modeling of parents so that their children may grow with dignity and right values; and in stressing the importance of health and personal development), and in their daily lives and communities by always recognizing the dignity of others and appreciating the value of the life of every person. Participants may

choose to make a personal pledge to consciously uphold life in every circumstance and shun violence as a means of achieving an end.

6. Personal Resolution

I am a person of worth and dignity. My own humanity is a gift from God. I am aware that my life is sacred and that I ought to take care of it. As my natural human rights protect me from anything that may endanger my life and well being, I should also be responsible for upholding the rights of others. I recognize the value of every person. Hence, I will keep an open mind and charitable attitude that I may be able to appreciate their own giftedness and special roles in my life and society. I shall not be an advocate of violence or any means that may harm the life and dignity of others.

- Life is precious, it has to be developed and protected;
- I am responsible for taking care of my body and to be mindful of how I affect the health of others around me because I am aware that it is through my body that I am able to appreciate my gift of life;
- Recognizing the dignity of others is a way of respecting life in itself;
- I am responsible for the rights of others as they are of mine;
- Any form of violence defiles the sanctity of life.

Personal Reflection: "How Much Is Life Worth To Me?"

Instructions: Objectively go over the statements indicated below. If you agree with a particular statement, mark with an X the box in the column marked Agree. Otherwise, mark with an X the box in the column marked Disagree. For every issue, kindly give a brief insight of your answer on the spaces provided.

Issue	Agree	Disagree
1. Death Penalty / Capital Punishment is a good deterrent against crimes. Thus, it should be regarded as an acceptable punishment.	[]	[]
2. Abortion should be a choice accorded to every woman.	[]	[]
3. Drugs are a menace to society.	[]	[]
4. Military and rebel offensives in Mindanao are justified by the goals and aspirations of both groups.	[]	[]
5. Parents should inflict physical harm on their children to properly discipline them.	[]	[]
6. Prostitution is an acceptable profession.	[]	[]
7. It is acceptable to have our elders cared for in nursing homes and other institutions for the elderly.	[]	[]

Respect for Life

The House of Life

Bro. Andrew Maria, MMHC

The crowd said to the Mystic, "We found a big and beautiful house called LIFE. Without giving any thought to whom the House of Life might belong, we rushed inside it. Yet, to our dismay, the House of Life was empty and there was nothing in it. Life is empty, Life has no meaning."

The Mystic went to the House of Life to see if it really was empty. He knocked on the door before entering and someone from within opened it. He stayed inside the house for quite sometime while the crowd waited outside. It was already evening when the Mystic went out.

"Is the House of Life empty as we told you?" the crowd questioned him.

The Mystic answered the crowd, "the House of Life is not empty. When I was inside, I saw the most beautiful rooms with golden chairs, silver tables, and jeweled walls. Above all these, I dined and conversed with the Master of Life himself."

"How can that be? The Crowd insisted. "When we were inside the House of life, it was empty, yet now you tell us that it is not."

The Mystic rebuked the crowd, "You found the House of Life empty because you did not knock before you entered it. You rushed into life without even knocking, as if the house belonged to you. The Master of Life, seeing that you lacked *respect for life* and reverence for it, took away its beauty because you would not know how to use it. You are proud and vain to act as if you are the master of your own life. For this reason, the Master of Life gave you the house of Life to look at but not to live in. If only you had knocked before you entered, then you would have seen the beauty I saw and conversed with the Master of Life himself.

"Tell us, please," the crowd begged the Mystic, "what does it mean to knock on the Door of Life?"

The Mystic solemnly spoke, "to knock on the door of Life is to be humble enough to accept that the house does not belong to you but to the Master. To

knock on the door of Life is to seek the Master of the House and not the treasure in the House. To knock on the Door of Life is to wait with patience for the Master to open it from within and not force it from outside. To knock on the Door of Life is to follow the statutes and commandments of the Master of Life.”

“To knock on the Door of Life is to pray to the Master of Life that you may love him since he not only owns the house but your very selves as well.”

They left the mystic after they heard this. The crowd returned to the house of Life and they knocked before entering. The Master of the House of Life opened it from within. Once inside, the crowd saw the beautiful things the Mystic had seen. But most of all, they were able to dine and converse with the Master of Life himself.

Life, after all, is not empty.

Moral: Treat life with respect, and life itself will reveal its beauty to you.

The Good Citizenship Value

Of

Order

ORDER

Then Jesus entered the temple area and proceeded to those who were selling things, saying to them, "It is written, 'My house shall be a house of prayer, but you made it a den of thieves'".
Luke 19:45-46

God is not the God of disorder but of peace.

1 Corinthians 14:33

Order is the sanity of the mind, the health of the body, the peace of the city, the security of the state. As the beams of the house, as the bones of the body, so is order to all things.
Southey

1. Learning Objectives

- To be able to identify the significance of the value of Order in the lives of the participants and in nation-building;
- To be able to identify ways by which the participants can establish the value of Order in the conduct of their personal lives.

2. Materials

- *The Order of Your Life* Hand-out
- Newspaper clippings and illustrations that deal with order

3. Introduction

a. Activity

- The facilitator can start off by asking the participants to share their own understanding/definition of the word Order before giving his own.
- Give participants enough time to read through and reflect on the hand-out, *The Order of Your Life*.
- While the participants are reflecting on the hand-out, post on the blackboard newspaper clippings/illustrations that deal with the value of Order.
- Focused Group Discussion. Divide the group into sub-groups of five. Assign a documenter who will take down the meaningful points raised during the group discussion and a reporter who will share these with the big group.
- The following may be used as guide questions during the FGD:
 1. Will I be able to deal with my life better if things are in order or when my priorities are properly set?
 2. Based on my personal reflection, is my life in order?
 3. If so, how is it helping me? If otherwise, what are the things that prevent me from establishing order in my life?
 4. What will it take for me to give order to my life and set my priorities straight?

b. Activity Processing Points

1. Do I recognize the benefits of living an orderly life?
2. Have I sorted out my priorities in life?
3. Do I do my best to live a life of order each day?
4. Do I encourage others to live orderly lives, by my example?

4. Deepening Points

- Comments on the above quotations.
- Start off with an anecdote/actual accounts wherein the value of *Order* is highlighted.
- Learn to prioritize: *do first things first*.
- God is our number one value, foremost priority, and source of all our motivations and inspirations.
- Some simple ways of prioritizing or putting things in order include the following: cleanliness and proper arrangement of things, belongings, living quarters, and work area, time management (faithfully following an established routine/schedule), budgeting and expense allocation, resources management, prioritization/sorting of activities according to level of importance or urgency, and goal setting.
- In doing first things first in the light of effecting change in our country, change/transformation should begin with us before it can proceed to a broader scale. The determination to develop the value on a wider scale towards national development should then evolve into a collective resolve by every citizen to live out the value and allow it to pervade into our people's consciousness and culture.
- Learn to be orderly in your work by establishing a system and routine.
- The value of Order ensures all citizens of security (in the form of order established by laws), peace (when order is maintained by law enforcement agencies of the government and other sectors of society), harmony (as a result of the social contract borne out of the implications of the law and basic understanding of ethics and values) and progress (as the value/sense of order constantly seeks to promote efficiency and effectiveness in a person's work, job or routine, the person is able to be more productive).
- Disorder triggers situations of panic, unrest, confusion, havoc, chaos, and anarchy.
- Order is so essential to us that we even have to follow a particular order in loving (God, Country, Family,...).
- Basic values like diligence and cleanliness stem from the value of orderliness.
- Order entails the discipline of the mind, emotion and action. Some virtues/values that may be required when one wishes to develop the value of Order are prudence, temperance, discipline, humility, diligence, patience and resilience.

5. Order in Action

Some examples of how participants may cultivate and encourage the value of Order in their area of concern:

a. Teachers:

1. Encourage students to pass quality work on time.
2. Prepare your lesson plans and syllabi religiously and earnestly.
3. Teach your students the value of cleanliness and the habit of relying on time and resources management, budgeting, organization as well as other values that promote the value of order in the conduct of their daily lives/routines.

b. Baranggay Officials:

1. Design an efficient system in the delivery of basic community services (tanod/security, garbage disposal, youth development, “greening of the community”, community help desk, health care).
2. Encourage baranggay servants to maintain clean and orderly work areas and manageable daily work routines that will enable them to serve the community more efficiently.
3. Sort/prioritize community projects and set up an effective financial system so that the resources of the community are well-accounted for.
4. Set up a system of accountability among baranggay servants and officials.

c. Students:

1. Develop a good set of study habits and zealously follow through everyday.
2. Develop your organization skills and train yourself to always practice good grooming and gentlemanly/lady-like conduct.
3. Learn to manage your resources, studies and extra-curricular activities well. Learn to identify your priorities. Remember that your main priority as a student is to study well and work towards developing and perfecting your talents and gifts.
4. Follow and respect rules and regulations in and outside the school. Know that the rules are meant to keep things in order so that you may be properly formed into a good citizen and a person of worth.

6. Personal Resolution

As a good citizen, I understand that the value of order is important in my quest to improve myself as a person and as a citizen. I shall strive to arrange my life in a certain way that will allow me to be a more productive citizen. I shall inspire others by my example to live peaceful and more meaningful lives by living the value of order everyday.

The Order of Your Life

Below you will find a list of roles that you carry out everyday. On those that apply most significantly to you, identify by writing on the spaces provided, at least three (3) priorities which you feel are most important among others. Afterwards, reflect on the priorities that you have indicated for each role. Evaluate whether you have remained steadfast to your order of priorities and if you have exerted an equivalent amount of effort to fulfill them.

This sheet is meant to serve as your personal evaluation and reminder of The Order of Your Life. May you be inspired always to remain faithful and hopeful while you constantly put your life in order.

I. As a Spouse

- a.
- b.
- c.

II. As a Parent

- a.
- b.
- c.

III. As a Child

- a.
- b.
- c.

IV. As a Sibling

- a.
- b.
- c.

V. As a Boss/Subordinate/Employee

- a.
- b.
- c.

VI. As a Student/Teacher

- a.
- b.
- c.

VII. As a Public Servant

- a.
- b.
- c.

VIII. As a Filipino Citizen

- a.
- b.
- c.

Order

Your Own House First

Bro. Andrew Maria, MMHC

Cassius the Zealot entered the monastery because he wanted to atone for the sins of men. As a monk, he practiced all sorts of rigorous penances and sacrifices for this single purpose.

"Lord," he often prayed, "I offer my life for the atonement of the sins of the world."

One night, Cassius had a dream. He saw himself in a certain village where all the houses were dilapidated. Driven by his zeal and kindness, Cassius started rebuilding one house after the other. After he had rebuilt all the houses, Cassius was approached by the Lord.

"Cassius," said the Lord, "I mean to stay in your house."

Cassius pointed to his house while he walked with the Lord. "Master," he said, "That is my house."

The Lord stopped when he saw how dilapidated Cassius' house was. "I cannot stay in such a house," the Lord told him. "Your house is ready to fall down."

"But, my Lord," Cassius defended himself, "I was not able to fix my house because I spent all my time rebuilding other people's houses."

"The Lord said to Cassius, "Before you build my dwelling place in other men's hearts, be sure that I have one in yours."

With that, the Lord disappeared.

Moral: Charity begins at home.

The Good Citizenship Value

Of

Work

days you shall labor and do all your works; on the seventh day you shall rest.
Exodus 20:9-10

man will not work, he shall not eat.

2 Thessalonians 3:10

*fish to a man and he will have food to eat for a day; teach him how to fish and
all have food to eat throughout his lifetime.*
Confucius

Learning Objectives

- To highlight the significance of work and labor in one's life;
- To enable the participants to appreciate the value of work;
- To inspire participants to have a more positive outlook towards work;
- To stress the importance of setting one's priorities, identifying one's work motivation and living within one's means;
- To provide participants with an outline of core work values that will help them become more responsible and productive citizens.

Materials

- *The Million Peso Question Reflection Sheet* (appendix 3)

Introduction

a. Activity

- Have a brief introductory discussion on how the participants view their work.
- Facilitators may raise the following questions to serve as preliminary reflection points:
 1. What is your single biggest motivation for working at this point in time?
 2. Do you feel a sense of personal accomplishment with your work?
 3. Are you working to the best of your abilities in your work/profession?
 4. Are you living within your means?
- Briefly discuss some views that emerge from the discussion.
- Give participants enough time to complete their reflection sheets (appendix 3: *The Million Peso Question Reflection Sheet*).

- Focused Group Discussion. Divide participants into five (5) groups. Each group will discuss and share their reflection derived from the Reflection Sheet.
- Assign a documenter who will make a summary of the views of the members of the group and a reporter who will present the summary to the main group.

b. Activity Processing Points

1. Why am I working?
2. Am I a committed worker who delivers quality work?
3. Do I have a good motivation for working?
4. Have I wisely sorted out my priorities in life?
5. Do I have well-defined personal goals as to why I'm working?
6. What are the things that prevent me from attaining my work goals?
7. What are my strengths that can help me attain my work goals?

4. Deepening Points

- Comments on the above quotations.
- Start off with an anecdote/actual accounts wherein the value of *Work* is highlighted.
- Man is destined to work, it is in his nature.
- Discuss the Filipino culture of, and with regard to, the following: *kapit sa patalim, ningas cogon, mañana habit, etc.*
- Job and Work defined and differentiated.
- Achievement is getting things done well while activity is a matter of merely staying busy.
- Our country will progress if every Filipino puts value in honest hard work.
- Every Filipino should strive towards self-reliance.
- Learn to invest your God-given talents in your work.
- "Don't settle for mediocrity, aim for excellence".
- *Well done is better than well said – Benjamin Franklin*
- *Do your best and God will take care of the rest.*
- *Pray and work: Pray as if everything depended on God and work as if everything depended on you.*
- "Living within your means is spending less than what you earn".
- Living within one's means is a key element of success and progress as it encourages the values of discipline, frugality, prudence and the virtue of temperance.

d. WORK in Action

Participants may go into a period of personal reflection as to how they value work each day. They may begin to make a sincere personal commitment to strive to work hard and have the right values and attitudes towards their work and dealings. Participants may also opt to evaluate their actual work attitudes, motivation and priorities. This will allow them to direct themselves towards performing their work with a sounder disposition, clearer understanding of their priorities and more meaningful motivations. Teachers may inculcate the value of work -- hard work, honest work and quality work in their students by being more affirming, inspiring and appreciative of their students' efforts toward achieving quality results in their schoolwork. Community leaders may develop a more positive outlook and attitude towards the value of work among their peers and subordinates by highlighting the importance of each other's unique community function or assignments as well as the integral role each plays in the success of community undertakings.

e. Personal Resolution

I am a person that has been endowed with gifts that allow me to continually work for a better life. I shall continually strive to develop my talents and gifts and learn to be self-reliant. I am a productive member of society and I do my share in improving the quality of life of the people I serve and those whom I indirectly affect. I believe in the value and benefit of hard work, quality work, and honest work. Hence, I shall strive to always use sound moral principles in my dealings and apply my God-given gifts in my work and settle for nothing less than excellent results. I am a discerning individual where my priorities are concerned and my work-related actions are steadfastly governed by an unwavering faith and conviction in doing what is moral, honest and just.

- Every person has the inherent ability to work;
- Hard work, Quality work, and Honest work are what make a citizen a good, productive, and self-reliant member of society.
- Work is a key to national progress.

The 1 Million-Peso Question:

“Where will I put my million?”

*Below you will find a list of items that people normally consider when planning for their future. These items may also be some of the reasons why people are moved to work. If you're given a **MILLION PESOS**, how will you go about dividing your million on all these things?*

On the spaces provided, write the amount you wish to allocate for the items you consider most important to you. You may choose to assign an amount on all items or on just several provided that you don't spend over your allotted one million pesos.

- _____ 1. **Life Insurance Plan**
- _____ 2. **House and Lot**
- _____ 3. **Educational Plan**
- _____ 4. **Travel**
- _____ 5. **Shopping (clothes, jewelry, house ware)**
- _____ 6. **Time Deposit**
- _____ 7. **Business Investment**
- _____ 8. **Health (medical care, medication)**
- _____ 9. **Charity Work**
- _____ 10. **Social Life/Leisure**
- _____ 11. **Others (specify)**

Work

Anecdotes of the Great That Help Build a Better Life

Compiled by J. Maurus

Norman Vincent Peale was waiting to see Herbert Hoover. He asked the secretary how Hoover was getting on. "Well," she answered, "he's in there working hard. He works about seven or eight hours a day."

"But he's 85," protested Peale.

"Yes," the secretary agreed, "but he doesn't know that."

Moral: Work is a timeless occupation. It is both for the young and old.

-oOo-

Seventy-five drafts of Thomas Gray's poem "Elegy written in a Country Churchyard" may be seen in the British Museum. The Poet did not like the way he wrote it the first time nor the second nor the third. He was satisfied only when he had written the poem over and over 75 times.

Moral: Don't settle for mediocre work. Instead, aim for excellence in everything you do.

-oOo-

When someone was lauding his intellectual brilliance and ability in dealing with the most complex problems, Lord Louis Mountbatten, the last Viceroy of India, explained: "The truth is I am a very ordinary person, and if I have any success it is only due to hard work."

Moral: Great men are ordinary persons who work extraordinarily well.

-oOo-

The Good Citizenship Value

Of

***Concern for the Family
And
Future Generations***

CONCERN FOR THE FAMILY AND FUTURE GENERATIONS

From the beginning the Creator 'made them male and female' and said 'for this reason a man shall leave his father and mother and be joined with his wife, and the two shall become one flesh'. So they are no longer two but one flesh. Therefore, what God has joined together, let no man put asunder.

Matthew 19:4-7

When His parents saw Him, they were astonished, and his mother said to Him, 'Son, why have you done this to us? Your father and I have been looking for you with great anxiety...' He went down with them to Nazareth, and was obedient to them; and His mother kept all these things in her heart.

Luke 3:48-49, 51-52

Pilipino na sino man ang hindi marunong lumingon sa pinanggalingan ay hindi makararating sa paroroonan.

Francisco Balagtas

1. Learning Objectives

- To enable the participants to have a deeper appreciation of the value of family;
- To allow participants to assess their own family values;
- To highlight the important role of the family in a person's life and his personal development;
- To be able to illustrate prevalent social realities affecting the Filipino family today.

2. Materials

- The Family Angle: A Reflection of Modern-Day Family Realities Activity Sheet
- Newspaper clippings on Family issues and articles
- Scotch Tape
- CD / Cassette Player
- Reflection Songs: Lauds songs, Stella Maris, Family Jubilee songs

3. Introduction

a. Activity

- Have a brief introduction discussion of some major issues the Filipino family face today:
 - a. "Broken Families" (separated parents, etc.)
 - b. Teenage pregnancies
 - c. Vulnerability of the youth to drug addiction and other vices
 - d. Threats of technology and the media

e. Declining family morals and values among Filipinos

- Give participants enough time to complete their reflection sheets (appendix 4: The Family Angle: A Reflection of Modern-Day Family Realities Activity Sheet).
- Focused Group Discussion. Divide participants into eight (8) groups. Each group will discuss a particular family issue and will share their reflection on a particular assigned social issue.
- Assign a documenter who will make a summary of the views of the members of the group and a reporter who will present and share the summary to the main group.
- Post on the blackboard newspaper clippings, and other illustrations representing the occurrence of such family issues.

b. Activity Processing Points

1. What do you think are the biggest sources of danger our families face nowadays?
2. What are the most pressing issues our families face today?
3. What are some values/strengths of the Filipino family that will allow it to survive amidst urgent circumstances?
4. Is your family currently affected by the social issues? mentioned?
5. Have you developed a strong personal conviction and resolve to value the well being and unity of your family in the midst of growing threats against it?

4. Deepening Points

- Comment on the above quotations.
- Start off with an anecdote/actual accounts wherein the value of *Concern for the Family and Future Generations* is highlighted.
- *The future of humanity passes by way of the family.*
- Our family is threatened daily by many issues that tend to destroy its sanctity, unity and harmony.
- We should be vigilant and possess the resolve to always value our family as our most precious gift after our own lives.
- A family is strengthened by the love, understanding and mutual respect among its members.
- A family is the best place of refuge, strength, inspiration, example and source of love for today's youth at risk and couples whose values and virtues are challenged daily by the ways of the world of covetousness and materialism.
- More than ever, we should work harder to teach and guide our children in the ways of good values and responsibility as they are more vulnerable to negative influences brought about by the advent of high technology

and materialism which, gives them freer access to activities that potentially undermine their good values and virtues.

- Giving due respect to our elders and caring for them is a testament of our enduring value of respect for our family as a people and confirms our love and deference to the people from whose lives and labor we owe our own;
- Our family is worth more than any worldly gain.
- Make it a point to spend “quality time” with your family as this will unite you more closely and bind you in understanding and love.
- The family can survive the challenges of the times only if it is armed with sound principles and values that promote love and life.

5. CONCERN FOR THE FAMILY AND FUTURE GENERATIONS in Action

Participants may choose to evaluate their own family life more deeply. They can specifically look into how their own family cultivates love, understanding and mutual respect. They can also assess and appraise their role in the family (e.g. as a spouse, parent, or child) and devise ways to be a better family member.

Teachers may conduct classroom practices that stress the value of respect for elders, parents and siblings. They can also encourage parents to assume more active roles in their children’s development by formulating activities (e.g. projects and assignments, father and son camp-out, etc.) that promote direct parents’ involvement and participation. Teachers may also encourage their students to form peer groups and arrange for the school to have regular family counseling wherein students can obtain good advices and maintain a channel where they can exchange views on how to become good and responsible children and/or siblings.

Community leaders may encourage projects and programs that encourage the development of unity, harmony, sharing, love and work in the family. They can also establish a channel where family members of the community can express their family concerns and obtain quality advice.

6. Personal Resolution

My family is my great source of strength and inspiration and I understand that in the midst of a harsh world, it is constantly confronted with things that tend to destroy its values and sense of unity. I also know that my family is fragile. An uncaring and unloving parent or an irresponsible child can easily destroy it; the temptations presented by a world obsessed with material gratification and convenience can just as easily obliterate its values and virtues; and that my own complacency

and indecision to be a better family member can lead to the destruction of unity, harmony and the prospect of prosperity for my family. I shall make it a point to spend quality time with my family, enjoying the beauty of the love, unity and faith that bind us as we face the challenges of the world together.

I hereby make a personal promise to be a loving and responsible family member and work towards strengthening the bonds that unite my family. As a parent, I shall strive to be a paragon of good values worthy of my children's emulation. I shall work hard to assure them of a good future and arm them with a strong sense of moral conviction so that they may grow to be persons of worth and integrity. As a child, I shall strive to be responsible in my studies and in my role as a member of my family. I shall give my elders due respect and appreciate their sacrifices by exhibiting hard work in my tasks. I shall be prudent in my ways and discerning when I face the realities of the world. I shall honor my parents and elders in their old age and continue to be inspired by their example. As a person, I shall be an advocate of life and a vanguard of its preservation. I shall resist any proposal or intent that potentially undermines the sanctity and value of the family.

- The family is constantly challenged by the demands, trends and ills of the world, every person should strive to defend and preserve it;
- The family is a person's best refuge, source of love and good values in a world constantly assailed by immorality, violence and materialism;
- Every member of the family has a role to play, the duty and right to give and receive love and respect;
- The strength of the family lies in its values and the commitment of its members to responsibility, hard work and morality.

The Family Angle: A Reflection of Modern-Day Family Realities

Instruction: Below you will find some situations that families nowadays experience. For each situation, imagine yourself as the actual person involved. Cite some effects and implications of every situation and some other scenarios that you think may arise from each issue.

1. You are the family breadwinner and you decide to work abroad so you can earn more for your family.
2. You are a child whose parent(s) are working abroad.
3. You and your spouse decide to separate.
4. Your parents are separated.
5. You decide to put your aging parents in a nursing home/home for the aged.
6. As a parent, you deeply believe in the principle of liberalism and the full advantage of allowing your children to have full access to the internet and the media.
7. You are engaged in an extra-marital affair.
8. You are a parent and you are engaged in illegal activities (electricity and water pilferage, jueteng, smuggling, corruption, etc.)

Concern for the Family and Future Generations

Father's Mistake – No Time

Fr. Bel San Luis, SVD

One night, a father came to a parent-teacher conference in a city high school. During a talk with one of his son's teachers, the father broke down and began to cry.

After he regained his composure, the father apologized, saying, "My son no longer lives with me. But I still love him, and I want to know how he's doing in school."

The father then told the teacher how his wife and four children had left him that afternoon.

He was a building contractor and sometimes worked 16 hours a day. Naturally, he saw little of his family, and then slowly grew farther and farther apart.

Then the father said something sad. He said: "I wanted to buy my wife and kids all those things I had dreamed of giving them. But in the process, I got so involved in working that I forgot about what they needed most: a father who was around at nights to give them love and support".

Lesson: We can get so involved in what we are doing that we forget why we are doing it. We get so involved in living that we forget the purpose of living. We can get so involved in pursuing the things money can buy that we forget about the things that money can't buy.

Concern for the Family and Future Generations

The Love of a Mother

Fr. Benigno P. Beltran, SVD

Once there lived a poor mother and her son. When he grew up, the son fell in love with a woman who was not serious with him. He told her he would do anything he asked if only she would marry him. Half in jest, she told him: "I will marry you only if you cut out your mother's heart and bring it to me. Only in this way can you prove your love." In the dark of the night, he went into the mother's room, took from his belt a knife from his mother's kitchen, and plunged it into her breast. He cut out her heart and ran with bloodstained hands towards the home of his loved one. As he ran with the heart of his mother in his hands, he stumbled and fell. His mother's heart said to him, "Be careful, my son. You might hurt yourself."

Reflection:

The love of God is expressed through the love of a mother.

The love of our parents cannot be measured by any conceivable means. They love us in ways only they can; in ways only they know how. Love them, take care of them, and honor them.

Concern for the Family and Future Generations

Mother's Heroic Love

Fr. Bel San Luis, SVD

It happened in South Wales, United Kingdom. A young mother was making her way across the hills carrying her tiny baby in her arms.

On the way she was overtaken by a blinding blizzard (snow storm); she never reached her destination alive. When her body was found beneath the snow, the rescuers discovered that before her death, she had taken off all her outer clothing and wrapped it around her baby.

And when they un-wrapped the child, to their great surprise and joy, they found he was alive and well. She had given her life for her child.

Years later, that child had grown to manhood, became Prime Minister of Great Britain and, without doubt, one of England's greatest statesmen. His name: *David Lloyd George*.

It was the heroic, sacrificial love of the mother that saved him and made him soar to greatness.

Moral: "One good mother is worth a hundred schoolmasters."

PAGKAMAKA-TAO

The Good Citizenship Value

Of

Love

LOVE

Love is patient and kind; love is not jealous or boastful; Love is not ill mannered or selfish and irritable; love does not keep a record of the wrongs: love is not happy with evil but delights in the truth. Love never gives up. Love never fails. Love is eternal... There are faith, hope and love and the greatest of these is Love.

1 Corinthians 13

I give you a new commandment: love one another.

John 13:34

Love is the fulfillment of the law.

Romans 13:10

When man has love, he is no longer at the mercy of forces greater than himself for he, himself becomes the powerful force.

Leo Buscaglia

Love is the will to extend oneself for the purpose of nurturing one's own or another's spiritual growth.

M. Scott Peck

1. Learning Objectives

- To inculcate love as a core value from which other values emerge (e.g. kindness, charity, commitment, loyalty, hospitality, respect, etc.);
- To illustrate the real essence of love and how can it truly be applied;
- To be able to identify the fruits of love when our people see and live it as a core value in their lives;
- To be able to illustrate and appreciate real situations where love is either thriving or absent in the different sectors of society;
- To be able to have a renewed sense of appreciation of the urgency to allow love to flourish in society.

2. Materials

Option A

- VCD/VHS tape on the film 'Pay It Forward'
- VCD/VHS player
- Television set
- Reflection sheet: *Pay It Forward... With Love* (appendix 4.1)

Option B

- Pictures from magazines, newspapers illustrating love (e.g. scenes of happy and successful family life, people/orgs. doing acts of kindness and charity, EDSA 1 and 2 pictures that depict love of freedom and democracy and the common good);

- Pictures from magazines, newspapers illustrating violence and other social issues that do not display the value of love;
- Scotch Tape
- Blackboard
- Reflection sheet: *Pay It Forward... With Love* (appendix 4.1)

3. Introduction

a. Activity

1. Have a brief discussion on the relevance of love to every person;
2. Draw ideas from the participants by asking them to share their own ideas on the topic.

Option A

- Watch the film, *Pay it Forward*.
- Write the following questions on the board before watching the film to serve as the participants' reflection guide while watching the film:
 1. Describe the student's Pay It Forward project.
 2. Who was the author of the project?
 3. What was the intention of the project?
 4. What were the fruits of the Pay It Forward project of the student?
 5. Explain how it can be a grand scheme of love.
- Give participants time to answer their Reflection sheets (*Pay It Forward... With Love*);
- Focused Group Discussion. Divide participants into five (5) groups. Each group will discuss and share their reflection derived from the Reflection Questions;
- Assign a documenter who will make a summary of the views of the members of the group and a reporter who will present the summary to the main group.

Option B

- Post on the board pictures and illustrations exhibiting the presence and absence of love;
- Describe and explain each illustration.
- Ask the participants the following questions:
 1. Which of the illustrations appear to be most realistic? Ideal?

2. Which pictures do you think illustrate the kind of society you live and/or work in?
 3. What are the benefits and possible scenarios in a society where love is apparent?
 4. What are the implications of not having love in a society?
- Focused Group Discussion. Divide participants into five (5) groups. Each group will discuss and share their reflection derived from the Reflection Questions;
 - Assign a documenter who will make a summary of the views of the members of the group and a reporter who will present the summary to the main group.

b. Activity Processing Points

1. Am I a loving parent, husband/wife, child/sibling, employer/employee, citizen, and person?
2. How can I demonstrate the value of love in my family,
3. How can I be a more loving person for others?
4. What benefits can I possibly reap from being a loving person?

4. Deepening Points

- Comments on the above quotations.
- Start off with an anecdote/actual accounts wherein the value of *Love* is highlighted.
- Solicit one's definition or description of love.
- To love is to will the good of another.
- Discuss the effects of living a life without love.
- Love is the value from which the other values that form a good person develop.
- Love is a decision here, now and forever.
- Love is a commitment to action, an intellectual and thoughtful decision.
- Love entails responsibility, sacrifice and service; It is simply doing good for others. If love is real it never stops reaching out.
- Real Love is one that shares, trusts, cares, respects, accepts, and forgives.
- Love is the key to our nation progress. It will encourage our people to be committed to serve and be concerned for each other's well being, making true the pledge of *mamayan muna bago sarili... mamayang hindi makasarili*.
- The Law of Love surpasses every other law.
- The true measure of love is, loving without measure.
- The test of right love is loving without reason.

5. LOVE in Action

The participants may be encouraged to evaluate the way they regard and express the value of love with the people around them (family, elders, colleagues, friends, ordinary people, etc.). In their own respective capacities, encourage participants to perform little acts of love like being a more concerned and "available" parent to their children; being a more understanding and charitable sibling; being a more responsible and caring child; being a sincere and trustworthy colleague; and by being a good example of generosity, genuine concern, compassion and integrity to their fellowmen. The participants may also be reminded of the benefits of our people's love for freedom and democracy and how such love never fails to unite our people and work against injustice and tyranny as proven by our own history at EDSA. As the act of loving starts with a person's commitment to his personal resolution and personal evaluation, the participants may be encouraged to reflect on their daily acts and how they affect the lives of the people around them in the course of their performing their respective duties.

6. Personal Resolution

I am mindful of the fact that my life is made more meaningful by the value of love. I shall not be a believer of violence, unkindness and greed. I shall make every effort to avoid recourses that tend to harm others or cause them undue inconvenience. I shall appreciate my fellowmen and recognize the beauty that each of them bears. I shall be a vanguard of truth, justice and democracy because I love my country and fellowmen. It shall be my personal resolution to perform acts of kindness and compassion as testament of my commitment to be a loving person for others.

- From love springs other values that draw the best of every person;
- When people love, people stop resorting to violence. Thus, curing the ills that violence causes to our nation;
- When people love, they are able to form more harmonious communities where everyone shares the prospect for progress and personal growth;
- When people love, they become happier and develop a sense of moral and civic purpose.

Pay It Forward... with Love.

Love can make the world of a difference for people who need it the most. An act of love given at the right time and place can possibly save a person's life. This sheet is our way of "paying forward" the many acts of love given to us by God, our family, people we hold dear, and those whose lives we affect one way or the other. On the spaces provided, make a plan to make a specific good deed for at least three (3) people. (You may do more good deeds for more people if you wish) Make your plans practical and achievable. As this is private, include all the details you need including a time frame if possible to make your plans work. Keep this sheet of paper so that you will be reminded of your still-to-be-done good deeds and so it can continue to inspire you to do more acts of love everyday.

Who knows, you might just change the world after making one secret good deed...

1. My Family (parents/spouse/sibling/relative):

2. A Special Friend:

3. Someone I do not know but who can use my help:

Continue doing good in secret for it is your Father in heaven who sees and rewards all things done in secret.

Matthew 6:3-6

Love

Love

Andrew Maria Almonte, MMHC

While the old Gadarhin lay dying, an angel appeared to him in a dream and revealed a heavenly secret.

“Gadarhin,” the angel told him, “The Divine Judge will ask you only one question at your judgment. If you fail to answer it rightly, you’ll risk losing your salvation.”

“What is the question?”

“That’s for you to find out,” answered the angel and then left the bewildered Gadarhin.

Immediately, upon waking up from the dream, Gadarhin surprised his acquaintances when he asked for theological and philosophical books.

Wanting to gain additional knowledge, he spent each day studying the books. He thought this was the best preparation to answer God’s questions at his judgment.

Finally, Gadarhin died and immediately an angel took his soul before the Throne of God. Trembling before the Divine Judge, he heard the question:

“How much have you loved me and your fellowmen?”

Moral: In the end, Love is all that matters.

The Good Citizenship Value

Of

Freedom

FREEDOM

For you were called for freedom, brothers, but do not use this freedom as an opportunity for the flesh; rather, serve one another through love.

Galatians 5:13

Freedom consists not in doing what we like, but in having the right to do what we ought.
Pope John Paul II

The great gift of being a human being lies in our freedom to continually right our wrongs and make new persons of ourselves.

Wang Yang Ming

He that would make his own liberty secure, must guard even that of his enemies; for if he violates this duty, he establishes a precedent that will reach himself.

Thomas Paine

1. Learning Objectives

- To be able to rouse the participants' interest and appreciation of the value of freedom in their lives;
- To be able to highlight the significance of the value of Freedom as expressed and exemplified by Benigno "Ninoy" Aquino;
- To be able to develop a sound understanding of the meaning, implications and prerequisites of the value of freedom.

2. Materials

- CD of 7 of Ninoy's Vital Social Messages on Freedom
- CD Player
- Reflection Songs: Magkaisa, Handog ng Pilipino sa Mundo, Lauds

3. Introduction

a. Activity

- Have a brief introduction of the value of *Freedom* by defining the value and asking participants to share their own ideas about the value.
- Ask participants to identify some prerequisites to freedom and its implications to their lives and the nation. Add a short input on the matter by citing real examples that highlight the implications (EDSA 1 & 2, Freedom of Speech and Access to Information through the Media, etc.)
- Focused Group Discussion. Divide the participants into 7 groups. Each group will be assigned a particular social message of Ninoy Aquino.
- Each group will assign a recorder who will write down the brief statements of Ninoy and the group's shared points. A reporter will then be assigned to share with the big group the outcome of the group discussion.

- The following may be used as guide questions for the FGD:
 1. Based on Ninoy's statements, what do you think is Ninoy's notion of Freedom?
 2. What value(s) re-enforced Ninoy's idea of freedom?
 3. Based on Ninoy's experience, what are the price and prize of freedom?
 4. What other values did Ninoy reap as a result of his steadfast belief and faith in freedom?

b. Activity Processing Points

- Reporting by Groups.
- The following questions may serve as guide processing points:
 1. How did Ninoy define/describe freedom?
 2. What were some of the things that Ninoy have to give-up to gain freedom?
 3. What inspiration can we draw from Ninoy's principled stand on the value of Freedom?
 4. What values/attitudes are necessary so that we may be inspired and moved to promote and uphold freedom?
 5. In what ways can we demonstrate our love and dedication to freedom?

4. Deepening Points

- Comments on the above quotations.
- Facilitator may start off with an anecdote that highlights the value of Freedom.
- Freedom is the power to act or not to act, and so to perform deliberate acts of one's own.
- According to Dr. Jose P. Rizal, "Nations win their freedom by deserving it, by loving what is just, what is good, what is great to the point of dying for it."
- The value of Freedom is never without the virtue of responsibility.
- Freedom without responsibility results to anarchy.
- Freedom is a gift freely given, thus, it should be something freely shared.
- Freedom should be practiced with a clear understanding of its bounds, a sense of discipline and the virtue of charity.
- Our sense of Freedom should lead us to love our fellowmen, understand their plight and do what is good and right while avoiding what is wrong and evil.
- The dream of freedom is not just of one man but should be of every human heart.
- The fruit of freedom is cultivated by a people's genuine sense of cooperation and desire to be responsible for their actions for the benefit of the common good.
- The basis of freedom lies in the individuality of human person who is capable of thinking, caring and relating with other human beings.

5. FREEDOM in Action

Participants may be encouraged to be responsible for their freedom. Thus, they should learn to develop a more mature notion of freedom. That is, that real freedom is one that does not allow itself to be used to further one's vested interests or impede others from practicing their own freedom. Instead, every person should perceive freedom as one that allows him to act responsibly, conscientiously and charitably so that through it, he may grow to be a better citizen and person for others. Participants will also have to be more vigilant of how their freedom and that of others are treated and upheld by society. They must constantly remind themselves that "freedom suppressed somewhere is freedom suppressed everywhere". In this aspect, for freedom to be a reality in our nation and not just merely a dream, every citizen must be a "keeper" of the other's freedom. It is only through mutual respect and regard that people will get to appreciate their own freedom and that of others. To be truly free, each one of us should strive to be well informed of issues that are crucial to the defense and preservation of our freedom. We can only act on a cause or issue if we know sufficiently how to address it. While free press is a crucial tool in the preservation of freedom, an ordinary citizen can do more for the cause of freedom by not remaining complacent to relevant issues but rather, become enlightened by his own knowledge and emboldened to fight for freedom as our heroes and martyrs did during their lifetime.

6. Personal Resolution

As a citizen, I believe that the price of freedom is eternal vigilance and responsibility on my part. I recognize its importance and the ultimate sacrifices that my ancestors gave to secure it so that I may enjoy its fruits during my lifetime. I shall carry my freedom with dignity and responsibility, ever mindful that my own freedom does not trample on those of others. I hereby pledge to defend freedom boldly and unwaveringly so that I may be able to share its legacy to future generations. I shall make of myself an informed individual so that I may remain vigilant of the way freedom in my country is treated. Lastly, I shall honor my country's heroes and martyrs by doing my utmost to be a citizen of worth so that I may truly set my country and myself free from the bondage of immorality, injustice and complacency.

Freedom

Bird in the Hand

One day, a boy was walking at the park and found a bird lying on the ground. He picked up the bird and went to an old man sitting peacefully under the shade of a tree.

Hoping to trick the old man and display his youthful “wisdom”, he approached him, held out his clenched fists and asked, “old man, old man, tell me: is the bird in my hand dead or alive?”

The old man thoughtfully looked at him and answered, “Little boy, if I tell you that the bird in your hand is alive, you can easily crush the bird and say that it is dead; but if I tell you that the bird in your hand is dead, you can easily open your hand, set the bird free and say that it is alive. Therefore, little boy, the answer to your question is in your hands.”

Moral: God gave us our lives. He also gave us the freedom to choose what we want to make of them. Indeed, the answer to all our dreams is in our hands. We have the power to make them happen... but only if we choose to.

Freedom

The Old Man and the Scorpion

Fr. Benigno P. Beltran, SVD

Once there was a very old man who used to meditate early every morning under a large tree on the bank of the Ganges River in India. One morning, having finished his meditation, the old man opened his eyes and saw a scorpion floating helplessly in the strong current of the river. As the scorpion was pulled closer to the tree, it got caught in the long roots that branched out far into the river. The scorpion struggled frantically to free itself but got more entangled in the complex network of the tree roots.

When the old man saw this, he immediately stretched himself into the extended roots and reached out to rescue the drowning scorpion. But as soon as he touched it, the animal jerked and stung him wildly. Instinctively, the old man withdrew his hand, but then, after having regained his balance, he once again stretched himself out along the roots to save the agonized scorpion. But every time the old man came within reach, the scorpion stung him so badly with its poisonous tail that his hands became swollen and bloody and his face distorted by pain.

At that moment, a passer-by saw the old man stretched out on the roots struggling with the scorpion and shouted: "Hey, stupid old man, what is wrong with you? Only a fool risks his life for such an ugly, useless creature. Don't you know that you may kill yourself trying to save that ungrateful animal?"

Slowly, the old man turned his head, and looking calmly at the stranger's eyes, he said: "Friend, because it is the nature of the scorpion to sting, why should I give up my own nature to save?"

Moral: If others cease being human to us, we mustn't cease being human to them... for it is in our free nature to care and love.

The Good Citizenship Value

Of

Peace

PEACE

Glory to God in the highest and on earth peace to men of goodwill. Luke 2:14

Blessed are the peacemakers, for they will be called children of God. Mt. 5:9

Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.
UNESCO Constitution

1. Learning Objectives

- To be able to identify the significance of peace in the life of Filipinos;
- To be able to identify ways by which the participants/ordinary people can promote the value of peace in their homes, workplace, communities and country;
- To be able to stress the value of peace as being *the tranquility of order* and *not merely the absence of war*; ¹
- To enable the participants to appreciate the value of Peace in their lives in the context of their history as a people.

2. Materials

- Pieces of ¼ cartolina paper
- Green, yellow, white, blue, red, and black crayons
- Scotch tape
- Blackboard
- *Where there is an Absence of Peace, Peace May be Sought* (appendix 6.1)
- *Living in Peace: A Practical Guide* (appendix 6.2)

3. Introduction

a. Activity

- Facilitator may start off with an introduction of the Value of Peace by sharing an anecdote highlighting the significance and importance of peace in the life of the participants.
- Divide the group into two (2) groups by making them count-off by twos.
- Distribute pieces of cartolina to both groups.
- Provide group 1 with green, yellow, white and blue crayons while group 2 should only use red and black crayons.
- Members of group 1 are to draw symbols and other illustrations related to Peace using the crayons provided them.
- Members of group 2 are to draw symbols and other illustrations related to war, violence and other situations where the value of peace is absent.

- Ask both groups to reflect silently on the symbols, concepts and illustrations they have in mind.
- After everyone is finished with his work, post the drawings on the board, segregating the work of group 1 from that of group 2.

b. Activity Processing Points

1. (Ask members of Group 2 first then those of Group 1; write shared points on the blackboard) What did you feel while you were making your illustrations? Were the colors that you used apt to the character of the situation(s) assigned to you? What emotions did you have while reflecting on the kind of illustration you wanted to make and the time when you had to draw them on paper?
2. If you had a choice, would you have preferred to join the other group and make illustrations using their assigned theme?
3. Were the emotions you felt demonstrative of the way you'd feel when confronted by situations where the value of peace is either present or absent?
4. Which gives you more satisfaction and fulfillment: *to work for peace or to work for war, violence and disorder?*

4. Deepening Points

- Reflect on the above quotations.
- Peace cannot be attained through violence or other ways that do not promote order.
- Some examples of situations by which the end of peace cannot be reached by the means of violence and disorder:
 - a. Physically harming children as a method of disciplining them
 - b. Airing one's sentiments on government and societal issues by way of a mutiny or coup d'etat
 - c. Resorting to fights and other violent displays to settle disputes/disagreements
 - d. Stealing to pay-off a debt
 - e. Resorting to acts of corruption to attain financial security
- The Four Pillars of Peace: Love, Freedom, Truth, and Justice.
- The Two Keys to Peace: Solidarity with the poor and Sustained Economic Development.
- Peace begins with one's self and is a God-given gift that must be continuously nurtured by prayer and reflection of one's values and principles.

- Peace can be attained and sustained when people develop a deep consciousness of their Faith in God, concern for their fellowmen, loyalty to their country, and respect for the environment.
- Peace cannot thrive in a world where people do not live in dignity.
- There can be no lasting peace if the nations of the world prosper at the expense of other nations.

5. Peace in Action

Participants may be encouraged to reflect on how they have cultivated the value of peace in their families, work and dealings, as well as in the manner by which they tackle issues that affect them. Participants may also be inspired to take a more conscious effort to highlight the value of peace in their lives by establishing order in their affairs and having the will to stick by it amidst challenges of resorting to what is convenient though contrary to the value of peace. Participants may be encouraged further to review their stand on certain issues that deal with peace. These issues may well demonstrate their own appreciation and consistency in the practice and living of the value. The following issues may be cited as worth pondering: The War on Terror, the Oakwood Mutiny, the Mindanao Insurgency, the Government's Campaign Against Corruption, and the Israeli-Palestinian Conflict.

6. Personal Resolution

I am a person of peace, a builder of harmony among my fellowmen. I recognize my own obligation as a person and citizen and do my best to fulfill them. I shall not make unreasonable demands on myself and others. I am aware of my own rights and that of my fellowmen. As I am ardent in the preservation of my rights and well-being, I am further resolved to preserve the rights and well-being of the people around me. I shall strive to foster the value of peace in all my personal endeavors so that I may be able to promote harmony and friendship in my community. I abhor all means of violence and understand the consequences of such. I shall perform my duties and safeguard my rights through active but non-violent means. I further understand that the value of peace may only be present in my life if I arrange my affairs in order. I shall strive to develop the will to live a life of order so I can cultivate and reap the value of peace.

Where Peace Is Absent, *Peace May Be Sought**

VENUE	SITUATION WHERE THERE IS A LACK OF PEACE ACTION	ACTION TO HELP PROMOTE PEACE
Heart	<i>Troubled by inability to meet Financial obligations.</i>	Do a budget. Stick to it.
Home	<i>Spouses quarrelling repeatedly</i>	reflection, dialog, willingness to understand each other, shared resolutions, patience
	<i>2nd grader afraid to go to school because unable to finish homework</i>	understand child's difficulty assure child, talk to teacher
	<i>teen-ager habitually out late at night</i>	understand reason for being such, institute clear rules and sanctions, find alternative entertainment/use of time
	<i>wife suspects husband of philandering</i>	dialogue, seek reliable information, climate of trust, counseling and expert advice
Office	<i>Pilferage of supplies in the office, finger-pointing</i>	establish stricter release and monitoring system, motivation for honesty, institute penalties
Community	<i>akyat-bahay gang in neighborhood</i>	install appropriate security system, have barangay tanods do ronda
Country	<i>operations of drug syndicate</i>	be vigilant within the home and community, be involved in efforts to prevent and clean up drug abuse
World	<i>Israeli-Palestinian conflict</i>	pray for peace, keep updated on developments

Appendix 6.1

*Adopted from the work of Dr. Josefina Atienza-Salvaña

Living in PEACE: A Practical Guide*

- 1. What situations can we think of in our every day life as illustrating the lack of peace?**
 - a. In our hearts?
 - b. In our homes?
 - c. In our office (school)?
 - d. In our community?
 - e. In our country?
 - f. In our world?
- 2. Let us reflect on some concrete steps we can take to promote peace:**
 - a. With regard to our relationships
 - b. With regard to our finances
 - c. With regard to orderliness in our possessions
 - d. With regard to improving communications
- 3. The four pillars of peace (the essential conditions for peace)**
 - a. *Truth*: will build peace if every individual sincerely acknowledges not only his rights, but also his own duties to others.
 - b. *Justice*: will build peace if in practice everyone respects the rights of others and actually fulfills his duties towards them.
 - c. *Love*: will build peace if people feel the needs of others as their own and share what they have with others, specially the values of mind and spirit which they possess.
 - d. *Freedom*: will build peace and make it thrive if, in the choice of the means to that end, people act according to reason and assume responsibility for their own actions.
- 4. Developing habits of peace**
 - a. Awareness of the importance of keeping and fostering peace, internalizing the basic value of peace, and upholding the four pillars of peace as among one's basic values
 - b. Resolutions to be conscious of behavior which disturbs one's peace and that of others
 - c. Identifying obstacles to peace in one's everyday life
 - d. Consciously seeking to act in a peaceful way and to seek peaceful, non-violent, unitive, solutions to conflict
- 5. Being an example as peacemaker**
 - a. Being willing to share with others about one's commitment to build peace;
 - b. Talking about the significance of having peace as a basic value;
 - c. Helping members of one's family, specially one's children, to imbibe the basic value of peace;

6. Praying for peace

- a. Recognizing that there are limits to what one can do;
- b. The immensity of the work for peace;
- c. The work-and-prayer tandem
- d. Keeping aware of the presence of Almighty God and the teaching of one's faith

Conclusion:

The Filipino people is a peace-loving people. As Filipino citizens, we must be conscious of our desire for peace – in the various aspects of our daily life, and the need for us to take positive action towards promoting peace. There are very specific, concrete, measures we can take to be peacemakers. When we consciously strive to work for peace within our own milieu, we are contributing to bringing about peace in our country and in the world. We must combine our work for peace with prayer for peace.

The Challenge:

Our hearts yearn for peace, yet there are so many situations within our daily experience where peace is lacking. We are called to be peacemakers. What one specific resolution can I make to promote peace this week? Beyond this week?

Daily Prayer for Peace:

Almighty God, we come to you, uniting ourselves in spirit with all the members of our family, with Filipinos everywhere, and all mankind. We ask you to please grant us peace – in our hearts, in our homes, in our communities, in our country, and throughout the world. There are so many situations in our world today where peace is solely lacking. There are so many threats to peace, there are threats of war. Terrorism and criminality beset us as everyday fare. There are many families broken and hurting because of conflicts, lack of understanding, and erroneous priorities. Many times, we find ourselves lacking in peace because of lack of order. You are a God of Peace. You want peace to reign in our midst. We want to do our part in the work for peace. Please enlighten and empower us all to be peacemakers, to be bearers of your peace, to “live peace” and to “share peace”. With you nothing is impossible. We thank and praise you, O God! We trust in you!

Appendix 6.2

**Adopted from the work of Dr. Josefina Atienza-Salvaña*

PEACE

Author Unknown

Juanito was an idealistic person. He wanted everybody to be happy and lead meaningful lives. So one day, he strode to church and prayed hard for World Peace. He continued praying for the same intention for a year yet nothing seemed to change.

One day, he decided to narrow down his scope and pray for peace in his own country instead. He prayed for the same intention for another year yet violence and disturbance still seemed to be in an upsurge.

Anxious for his prayer to be finally heard, he decided to pray for peace within his family instead. He kept this intention for another year with no significant result.

Finally, on the verge of frustration he decided to pray for peace *within himself*. He prayed for this intention for the next year. Each time he did so, he felt more at peace with himself and his personal issues, his family, his neighbors until it reached a point in time that Juanito was considered a man of peace, a friend of everybody especially of the neediest among his countrymen.

Moral: Let there be peace on earth... and let it begin with me.

The Good Citizenship Value

Of

Truth

TRUTH

If you remain in my word, you will truly be my disciples, and you will know the truth, and the truth will set you free.
John 8:31-32

But whoever lives the truth comes to the light, so that his good works may be clearly seen as done in God.
John 3:21

The truth can be hidden for a time, but it cannot be overcome.

St. Augustine

1. Learning Objectives

- To be able to highlight the basic importance of Truth in one's life, its role in national development, and significance in the quest to build a more just and humane society;
- To be able to develop in the participants the desire to always adhere to and seek the truth in their daily lives and when confronted with issues that affect people and the world;
- To be able to have a renewed sense of appreciation of the role of truth in the aspect of one's own human dignity and personal development.

2. Materials

- *Truth Hand-outs (appendix 7.1)*
- *Lies Hand-outs (appendix 7.2)*
- *The Truth about Lies Hand-outs (appendix 7.3)*

3. Introduction

a. Activity

- Have a brief introduction discussion of some major issues dealing with the value of Truth:
 - a. Unexplained wealth of public officials, dishonesty in public offices.
 - b. The truth about war (The War Against Terror in Iraq)
 - c. How the media handles the truth.
 - d. The truth behind the real causes of our people's sufferings and misery and why our nation is still challenged by an ever-increasing rate of poverty.
 - e. An examination of our country's current state (economy, social developments, politics, values, the Filipino family, standard of living of Filipinos, peace and order situation, education, employment) as the participants see it.

- Give the participants time to read and reflect on the *Truth* Hand-outs (*appendix 7.1*) and the *Lies* Hand-outs (*appendix 7.2*).
- Ask the participants to choose one quote from each hand-out and allow them to reflect further on the quotations' significance by being able to link their significance to real issues that they consider to be most urgent.
- Focused Group Discussion. Divide the group into sub-groups of five. Assign a documenter who will take down the meaningful points raised during the group discussion and a reporter who will share these with the big group.
- The following may be used as guide questions for the FGD:
 1. What particular issues inspired you to decide that the quotations you chose are applicable/apt as of this time?
 2. How are the quotations you chose significant to your own life?
 3. If applied, what may be some of their implications to the issues you identified?

b. Activity Processing Points

1. Am I a truthful person?
2. During the times when I have not been truthful, did I hurt somebody in anyway? Did I make a conscious effort to tell the truth after having reflected on the implications of my actions? Did I do something to rectify my faults in this regard?
3. Do I recognize the importance of the value of truth in my life, family, work and country?
4. Am I ready to commit myself to the truth in my own dealings and in its defense as a virtue of righteousness?

4. Deepening Points

- Comments on the above quotations.
- Start off with an anecdote/actual accounts wherein the value of *Truth* is highlighted.
- Truth is important to a society because it is a condition for freedom.
- Truth entails transparency, honesty, integrity, sincerity and humility.
- Identify the fruits of a culture of truth as against the negative effects of a culture of lies.
- The truth entails sacrifices and effort but is a worthy cause that highlights our own capacity as persons to do good and live with integrity.
- When in doubt about a certain issue that tends to challenge one's integrity, look towards the "Absolute Truth" that is God and discover that only good things of value and those that esteem truth spring forth from Him ("I am the way, the truth and the life" – John 14:7).

- Honesty should be applied in all our roles in life, be it as a spouse, parent, child, sibling, teacher, colleague, superior, subordinate, public servant, etc.
- No one has a monopoly on truth.
- In the end, the truth always prevails.

5. **Truth in Action**

Some examples of how participants may cultivate and encourage the value of Truth in their area of concern:

a. Teachers:

1. Creating an *honor system* of conducting classroom instruction (e.g. quizzes, projects, researches, etc.).
2. Giving high regard and appropriate recognition of students' efforts to be honest/truthful.
3. Volunteering for election work and proving to be a paragon of honesty and truth worthy of emulation by other people especially the youth.

b. Barangay Officials:

1. Creating an efficient accounting and auditing system of the community's resources.
2. Creating projects and other initiatives that will encourage members of the community to appreciate the value of honest work (e.g. giving people equal access to livelihood projects).

c. Students:

1. Preparing well for school in terms of accomplishing assignments and requirements.
2. Never considering cheating as an option.
3. Enthusiastically and sincerely performing one's tasks and role as a student guided by a sound and prudent set of priorities.

6. **Personal Resolution**

I am a person of integrity and the truth strengthens my character. I shall always recognize its value and thus be truthful in all my dealings. I see myself as a defender of truth. Hence, I shall not participate in any activity (corruption, deceit, etc.) that runs contrary to this special role. I shall be steadfast in my faith that in the good fight for righteousness, *the Truth will set me free and it will always prevail.*

L I E S

(Famous Quotes From Famous People)

False words are not only evil in themselves, but they infect the soul with evil.

Plato (427 BC - 347 BC), Dialogues, Phaedo

Repetition does not transform a lie into a truth.

Franklin D. Roosevelt. (1882 - 1945), radio address, October 26, 1939

Liars when they speak the truth are not believed.

Aristotle (384 BC - 322 BC), from Diogenes Laertius, Lives of Eminent Philosophers

***Oh what a tangled web we weave,
When first we practise to deceive!***

Sir Walter Scott (1771 - 1832), Marmion, Canto vi. Stanza 17.

A lie gets halfway around the world before the truth has a chance to get its pants on.

Sir Winston Churchill (1874 - 1965)

Lying is done with words and also with silence.

Adrienne Rich

Nothing is easier than self-deceit. For what each man wishes, that he also believes to be true.

Demosthenes

Falsehood is easy, truth so difficult.

George Elliot

People never lie so much as after a hunt, during a war or before an election.

Otto Von Bismarck

You can fool some of the people all of the time, and all of the people some of the time, but you can not fool all of the people all of the time.

Abraham Lincoln

It is better to be defeated on principle than to win on lies.

Arthur Calwell

A man who seeks truth and loves it must be reckoned precious to any human society.

Frederick the Great

T R U T H

Chase after truth like hell and you'll free yourself, even though you never touch its coat-tails.

Clarence Darrow (1857 - 1938)

If you tell the truth you don't have to remember anything.

Mark Twain (1835 - 1910)

Where is there dignity unless there is honesty?

Cicero (106 BC - 43 BC)

Son, always tell the truth. Then you'll never have to remember what you said the last time.

Sam Rayburn (1882 - 1961), quoted Washingtonian, November 1978

An honest man can feel no pleasure in the exercise of power over his fellow citizens.

Thomas Jefferson (1743 - 1826), letter to John Melish, January 13, 1813

Our lives improve only when we take chances - and the first and most difficult risk we can take is to be honest with ourselves.

Walter Anderson

No legacy is so rich as honesty.

William Shakespeare (1564 - 1616), "All's Well that Ends Well", Act 3 scene 5

Truth is generally the best vindication against slander.

Abraham Lincoln

Believe nothing just because a so-called wise person said it. Believe nothing just because a belief is generally held. Believe nothing just because it is said in ancient books. Believe nothing just because it is said to be of divine origin. Believe nothing just because someone else believes it. Believe only what you yourself test and judge to be true.

Buddha

Most truths are so naked that people feel sorry for them and cover them up, at least a little bit.

Edward R. Murrow

It is one of the severest tests of friendship to tell your friend his faults. So to love a man that you cannot bear to see a stain upon him, and to speak painful truth through loving words, that is friendship.

Henry Ward Beecher

If it is not right do not do it; if it is not true do not say it.

Marcus Aurelius

It is not the possession of truth, but the success which attends the seeking after it, that enriches the seeker and brings happiness to him.

Max Planck

If you do not tell the truth about yourself you cannot tell it about other people.

Virginia Woolfe

The *TRUTH* about Lies

Lies are said in place of the truth...

Why not prefer to tell the Truth than settle for a lie?

There are no half-truths or white lies...

It's either you say the truth or tell a lie!

A million lies cannot make up a single truth...

You can never transform a lie into a truth.

It's easier to tell the truth than tell a lie...

With the truth, you merely have to state the facts; with lies, you'd have to cook up a thousand alibis.

You'll know when your lies have caught up with you...

When you begin to believe in them as being the truth.

Lies are the keys to a bad marriage, a run with the law, the destruction of friendship...

And a million other reasons than can make your life a chronicle of struggles and a testament of misery.

In the end, we find but a single truth about lies:

That there is No Truth and No Good in Lies.

Truth

Anecdotes of the Great That Help Build a Better Life

Compiled by J. Maurus

When Pope Leo XIII threw open the archives of the Vatican to the world, some Catholics expressed fear and disapproval. They were afraid that some facts would not be to the glory of the Church. Pope Leo gave the famous reply, "*Great is the truth and it shall prevail.*"

Moral: Be not afraid of the Truth. *The Truth will set you free.*

-oOo-

When Mahatma Gandhi appeared for the London Matriculation Examination, the paper on general knowledge contained the following question: "What is more golden than gold?"

Gandhi wrote in reply: "*Truth.*"

Moral: The Truth is weightier than gold.

-oOo-

The Good Citizenship Value

Of

Justice

JUSTICE

Treat others the way you want to have them treat you. Matthew 7:12

But Zacchaeus stood there and said to the Lord, "behold, half of my possession, Lord, I shall give to the poor, and if I have extorted anything from anyone, I shall repay it four times over". And Jesus said to him, "Today, salvation has come to this house".

Luke 19:8-9

You, Lord, are just in all your ways, faithful in all your works. Psalm 145:17

The law is not the private property of lawyers, nor is justice the exclusive province of judges and juries. In the final analysis, true justice is not a matter of courts and law books, but of a commitment in each of us to liberty and mutual respect.

Jimmy Carter

Injustice anywhere is a threat to justice everywhere. Martin Luther King, Jr.

1. Learning Objectives

- To be able to identify and analyze relevant social issues that highlight the value of justice;
- To be able to identify and appreciate one's role in the promotion and safeguarding of justice;
- To be able to inspire participants to take a more active stance in the promotion and defense of justice.

2. Materials

Justice Starts with Me Hand-out

3. Introduction

a. Activity

- Have a brief introduction discussion of some major issues dealing with the value of Justice:
 - a. Widening social disparity between the rich and poor in the Philippines
 - i. Many pending cases in the courts
(ex. Unresolved cases of the murder of Ninoy Aquino and Evelio Javier, the Kuratong Balelelg murders, etc.)

- ii. The alarming rate of people without access to basic services (ex. Shelter, water, electricity, medical care, education, protection from harm/criminality, etc.)
 - iii. Social practices that diminish the essence of social justice (ex. Inhuman working conditions, unfair and illegal labor practices, abuse of power, graft and corruption, preferential option to cater to people and agencies of power rather than to those in need, trial by publicity, the overwhelming desire of people for excess and luxury, etc.)
- Give the participants time to read and reflect on the *Justice Starts with Me* Hand-out (appendix 8.1);
 - Ask the participants to answer the hand-out while reflecting on the value of Justice at the same time;

b. Activity Processing Points

1. Have I been fair in the way I treat and value others?
2. Have I done my share in giving my fellowmen their basic share of justice by at least treating them with respect and dignity and being mindful of their rights as much as I value my own?
3. Have I expressed enough support of the plight of my people to obtain social justice? Have I been moved to act in my own way and capacity as a person to help them? Have I gone out of my way to reflect on their pains and suffering as a result of the injustices that they live with?

4. Deepening Points

- Comments on the above quotations.
- Start off with an anecdote/actual accounts wherein the value of *Justice* is highlighted.
- Justice consists in the firm and constant will to give God and neighbor their due.
- The Justice system is important as it ensures that all people, regardless of any form of distinction, will receive the full benefit and protection of the law.
- Justice is important in the life of a person because it ensures that society fosters an atmosphere of human dignity, security and one that allows every person equal opportunity to pursue prosperity, development and happiness.
- "Justice delayed is Justice denied". Reflect on the implication of this statement on our present judicial system and processes.
- Reflect on how the media can aid in the justice process and how it can impede/diminish justice when people are subjected to trials by publicity.

- Explain why there is a high level of distrust or lack of faith in the Philippine Justice System by citing instances and drawing participants' responses and ideas of common practices contributing to such.
- The Philippines has in its history a legacy of people taking justice into their own hands (e.g. NPA, MILF and MNLF Insurgencies, Coup d' etats, Mutinies, and instances of liquidation of suspected or known criminals); what are the causes of this tendency and its implication to our nation's justice system and the promotion of social justice?
- Justice is important because it is the basis by which people are moved to charity towards their fellowmen.
- Justice is the key to progress, the foundation of freedom and the bedrock principle of unity and equality among all men.

5. **JUSTICE in Action**

Participants may put the value of Justice into action in their lives by nurturing an attitude of vigilance and understanding of situations that tend to undermine justice in their relationships and in the community. They may develop a renewed consciousness of being mindful of the rights and dignity of others and maintain a high level of respect for every individual. They may further promote the value of social justice by seeking ways of reaching out to those who may be less fortunate in life (through volunteer or charitable works) and give them justice by helping them live with dignity and with a renewed hope in the justice system of our country. If every Filipino lives as a genuine and sincere "keeper" of his fellowmen's rights and dignity as persons, the prospect of living in a country that is just, loving and secure will not remain as a mere dream of the oppressed... rather, it becomes a reality to be enjoyed by all.

6. **Personal Resolution**

I recognize the inherent right of every person to live in dignity and liberty, secure from oppression and any form of abuse. As a good citizen, I shall be ever mindful that I do not trample on the rights and dignity of others and further ensure my fellowmen of my vigilance in the protection of their rights. I shall be fair and charitable in all my dealings. I shall do my best to help others whose lives maybe unjustly affected by the times and by practices that undermine their dignity as persons. I shall continue to have faith in the value of justice and act conscientiously in seeking and rendering it.

Justice Starts with Me.

Reflect on the times when you have caused injustice to someone while going about your different roles in life. Go over the list of roles in the first column and further reflect on those that apply to you. On the adjacent column, you may write a brief description of the incident. On the third column, you can identify some sincere courses of action that will allow you to rectify the injustice you have done to the other person.

<u>Roles</u>	<u>Act of Injustice</u>	<u>Course of Action</u>
1. Spouse		
2. Parent		
3. Child		
4. Sibling		
5. Relative		
6. Boss/Superior		
7. Employee/Subordinate		
8. Colleague/Friend		
9. A Member of the Community/Society		
10. Citizen/Countryman		

Justice

To Every Man His Due

Institute for Development Education
Center for Research and Communication

There was once a poor farmer who would come to town everyday in order to supply a baker with homemade *bibingka*. In exchange for five pounds of *bibingka*, the baker would give the farmer five pounds of bread for his family.

One day, the baker decided to weigh the *bibingka*. He discovered that the *bibingka* was one pound short. This made the baker very angry, and he accused the farmer of having cheated him.

But the farmer very calmly declared, "You see sir, I am poor and I have no weights at home. So I take the five pounds of bread you give me and use it as a standard. In this way, I am sure of giving you an equal amount of *bibingka*."

Moral: Justice is giving every man his due.

PAGKAMAKA-BAYAN

The Good Citizenship Value

Of

Unity

UNITY

Behold how good and pleasant it is for brethren to dwell together in unity.
Psalms 133:1

If a kingdom is divided against itself, that kingdom cannot stand. And if a house is divided against itself, that house will not be able to stand.

Mark 3:24-25

Make my joy complete by being of the same mind, maintaining the same love, united in spirit, intent on one purpose.

Philippians 2:2

As a body is one though it has many parts, and all the parts of the body, though many, are one body, so also Christ.

1 Corinthians 12:12

Remember upon the conduct of each depends the fate of all.

Alexander the Great

1. Learning Objectives

- To let the participants realize the vital importance of the value of unity in nation building and progress;
- To be able to identify concrete means by which unity can be achieved;
- To be able to identify relevant implications when the value of unity is either present or absent in the community and/or the country.

2. Materials

- Simple tokens/prizes for the group activity
- Simple snacks/junk food for the activity

3. Introduction

a. Activity

- Divide participants into groups of five (5)
- Give the following instructions for the activity:
 1. The Activity is called the Arms Raising Exercise.
 2. Each group will be composed of five members.
 3. The members of the group should hold each other's arms and hands at shoulder level during the duration of the activity.
 4. The different groups should not discuss with each other.

5. At no time should the arms be below shoulder level. Otherwise, the group that frequently violates this rule will be automatically disqualified. The groups are not allowed to lean on walls, pillars or any structure to rest their arms.
 6. The two persons at the extreme end of the line will act as the group's "free-hands". The free hands will perform the different functions that the members of the group will require (ex. If a member of the group gets tired in the course of the activity, it will be the free-hands' task to support the arm(s) of that member. The members who are in the middle cannot separate from the group or use their arms and hands to perform any function. The position of the free hand is not interchangeable. Once the free hands have been designated, they should remain so for the whole duration of the activity.
 7. "Last group standing rule". The group that raises their arms the longest wins and will be given a prize.
- Facilitators should take note of the following details:
 1. Before the activity, collect all timepieces. The participants should not be informed of the time or how long it has been since the activity started. Time the activity discreetly.
 2. Strictly monitor the groups. Observe their behavior and different complaints and comments. Ideally, the activity should not go beyond an hour.
 3. If a certain group is too tired to carry on, ask them if they want to quit. If they do, usher them to one side and allow them to rest while the other groups continue on.
 4. The activity can be processed well if the participants will feel a degree of tiredness and difficulty.
 5. About 20 minutes into the activity, give each group a pack of chips/junk food and beverage/water. Remind the participants that only the free-hands are allowed to perform any function with the use of their arms and hands.
 6. After the activity, make sure that the seminar venue is cleaned of all trash and spillage.

b. Activity Processing Points

* Have the group sit around in a circle

1. What did you feel during the activity? (Solicit enough views)
2. What difficulties/challenges did you encounter given your situation and predicament at the time:
 - a. Those who were in the middle?

- b. Those who were designated to be the group's free hands?
- c. For the free hands, how did you feel when you finally knew that you were entrusted with an important responsibility for the group?
3. The last group held on for _____ minutes. Could you have held on as long as you did if you did not have your group members to support you?
4. Why did you hold on as long as you did?
5. Actually, what you did was not very easy. In fact, the activity that we did awhile ago was actually used by the Nazis during WWII. They used it as a form of torture for the Jews at their concentration camps.
6. The difference however, is that the Jews raised both their arms without help. They were made to do this under the scorching heat of the sun or bitter cold of winter.
7. The Jews actually died in the course of the torture not because of fatigue but because the lungs collapse when the shoulders are kept raised for a certain period of time, depriving the lungs of adequate room for expansion. Under such extreme conditions, death, as a result of this torture results in merely 2 hours.
8. It is only in times of extreme national crises where our values, rights, interests, security and democracy are threatened that we are moved to unite. Why should we wait for the torturous effects of discord and disunity when we can be united in the first place and reap its fruits to the fullest?
9. Know that in your struggle as a person and citizen, you are not alone when you raise up your arms to face your problems. If you choose to be united with others in their plight, in the common interest for justice, democracy and freedom, there are good people and good citizens who are willing and waiting for you to raise their arms with you and face the challenges you face as a citizen and as a person each day.
10. (Proceed to Discussion Points to further link up activity with the value of Unity)

4. Deepening Points

- Reflect on the Quotations above.
- Significance of the statement, "United we stand, divided we fall" in the context of the activity and its applicability in our present national setting.
- The importance of amicable dialogue as a means of resolving conflicts/disagreements and the preservation of unity.

- Unity: solidarity in the *service* of humanity as opposed to crab mentality.
- Unity is about sharing a common vision and working together towards the same dream of social justice, prosperity and happiness.
- The implication of Unity in Diversity
- History is a testament of our people's legacy of strength when we are united (cite EDSA experience, the significance of PEOPLE POWER).
- A sense of Unity will lead our people to feel each other's needs and deepest sentiments and will lead them to share in the fruits of each other's progress.
- In the fight against poverty, graft and corruption, injustice, decadent values and violence, Unity is the key by which we can triumph over all these. There is indeed strength in numbers. If our people are together to really work sincerely towards making themselves good citizens, how can such evil elements thrive in our society? But this fight is won by the collective effort and resolve of our people. We should not allow one of our members to fail or falter as we view the failure and success of one of our countrymen as that of our own.
- In every bout of our country with social ills and challenges, we must be able to say to our countrymen:
 "We are in this together, We will raise each other up, and We will triumph!"

5. **UNITY in Action**

Some examples of how participants may cultivate and encourage the value of Unity in their area of concern:

1. Be united with the nation.
 Listen and/or read the news. Make a united stand with the rest of the country especially with regard issues that affect the rights of our people, protection of justice and the fight against the various social ills that beset our country.
2. Be united with your people.
 Know your people's plight. Know what impedes their progress and happiness. In your own ways, give them hope and make them understand that you are there for them in any way you can, as a responsible and loving countryman.

3. Be united with your local community.
Have a more active and dynamic involvement in your community. Be a faithful advocate of good values and civic duty.
4. Be united with your Organization of Work.
Share in the mission of your organization by being a competent worker who constantly aims for excellence. Be a dynamic and productive worker and share in the success of your organization.
5. Be united with your family.
Be a loving and faithful family member. Look upon your responsibilities with hope and enthusiasm. Look after your family and ensure that it is strengthened only with right and good values.

Personal Resolution

As a citizen, I recognize my role to foster unity among my fellowmen. I believe that I am an integral member of my country and that I can contribute to its success or instigate its failure by remaining complacent to the call for every Filipino to be united especially at this time when our country is assailed by many ills. I shall stand by my countrymen in the defense of peace and justice and further commit myself to be united in the goal of our leaders to build a country based on good values, integrity and peace and do my own share in helping my fellowmen in achieving lasting peace and real freedom from poverty, graft and corruption, injustice and violence.

Unity

The Preying Lion

Fr. Bel San Luis, SVD

Three bulls fed in a field together in the greatest peace and safety.

A lion had long watched them in the hope of making prey of them, but found little chance so long as they kept together. He therefore began secretly to spread evil and slanderous reports of one against another till he fomented jealousy and distrust among them.

Soon, they began to avoid each other and each took to feeding alone. This gave the lion the opportunity it had been waiting for. He fell on them singly and made an easy prey of them all.

Moral: Whether in our country or our organizations, civic or church, we ought to be united for the devil like the preying lion, divides and conquers.

“A kingdom divided against itself cannot stand.”

Unity

How the Tenants Solved Their Problem

Fr. Bel San Luis, SVD

Once there were six tenants sharing an apartment. Their living conditions were most inadequate. The weather in that city was very cold and their apartment had no heater.

Running water was rationed, and there was no electricity because the landlord hadn't had the wires repaired. The tenants were in conflict. They quarreled because they were all worried about their condition and personal problems.

Then one of them decided to do something about the situation. There were some things she could not do much about. For instance, she couldn't change the building... the weather... the water shortage in the neighborhood. But instead of focusing her attention on the problems, she looked for solutions.

She began by convincing the other renters that they had to join hands together and stop being selfish and quarrelling. Somehow, her appeal worked. The renters began to share the kitchen and little water there was. They were able to eat well and there was water for everyone.

Later they agreed to present a joint complaint to the landlord that the electric wiring be repaired and heating facilities possibly provided. These were gradually effected.

Indeed, they did not have the power to change everything but by changing the relationship among themselves and putting aside their individual interests and squabbling, they were able to solve their problems and live more humane lives.

Moral: We too can change our society and overcome seemingly insurmountable problems if we eradicate our selfishness and build peaceful relationships.

The Good Citizenship Value

Of

Equality

EQUALITY

***Then God said: Let us make man in our image, after our likeness.
Genesis 1:26***

Injure not the poor because they are poor, nor crush the needy at the gate; for the Lord will defend their cause....
Proverbs 22:22-23

We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with inalienable rights; that among these are life, liberty, and the pursuit of happiness.
Thomas Jefferson

Now is the time to open the doors of opportunity to all of God's children. Now is the time to lift our nation from the quick sands of injustice to the solid rock of brotherhood.
Martin Luther King, Jr.

1. Learning Objectives

- To be able to make participants appreciate the value of equality;
- To be able to illustrate the state of equality in Philippine society;
- To be able to identify the relevance and implications of the value of Equality.

2. Materials

- *What Equality Means to Most People* Hand-out
- Illustrations and newspaper clippings that illustrate the essence of the value of Equality.

3. Introduction

a. Activity

- The facilitator can start off by asking the participants to share their own understanding/definition of the word Equality before giving his own.
- Give participants enough time to read through and reflect on the hand-out, *What Equality Means to Most People*.
- While the participants are reflecting on the hand-out, post newspaper clippings/illustrations that deal with the value of Equality.
- Focused Group Discussion. Divide the group into sub-groups of five. Assign a documenter who will take down the meaningful points raised during the group discussion and a reporter who will share these with the big group.
- Participants may use the questions found on the bottom of the hand-out as their guide questions during the FGD.

b. Activity Processing Points

1. Do I treat every person with equal respect, regard and understanding?
2. Do I give my subordinates and/or co-workers equal opportunities to improve themselves and be happy where they are?
3. Have I caused pain and injustice to someone by treating him/her unfairly either by judging him/her subjectively (e.g. by way of personality, social status, cultural orientation, mannerisms, physical defects, educational attainment, etc.) instead of using a set of objective criteria (e.g. judgment based on merit, evidence, factual information, etc.)?
4. Do I regard each person as my fellowman; thus, allowing myself to appreciate him/her more as a person of dignity and worth despite of our various differences?
5. Do I regard my subordinates, people who are not as wealthy, intelligent and educated as I am as inferior despite the fact that they are human beings just like me?
6. While being a public servant, do I give more preference to the poor? Do I give more preference to the rich?
7. Do I ostracize the poor or rich people for being so?
8. Have I sufficiently worked towards making the life of others more meaningful by practicing and promoting the value of Equality?

4. Deepening Points

- Comments on the above quotations.
- Start off with an anecdote/actual accounts wherein the value of *Equality* is highlighted.
- As we come from the same Maker, we share in the same Destiny to live happily, in dignity, in peace and harmony....
- It is a universally accepted truth that “all men are created equal, gifted with reason and freewill”. This is the basic principle on which our own fundamental rights (Bill of Human Rights) are based.
- Every citizen is assured of Equality if his basic human rights are ensured.
- Every person should be given equal opportunity to develop himself, be a better person and pursue happiness in his lifetime. Thus, all agencies of society, the family, school, government and community should respect this right and aid the person in his pursuit.
- No man is over and above the law. The laws provide fairly for everyone without distinction. Justice is blind when it metes out justice. It does not judge based on prejudices but only on the basis of facts and the truth.
- The value of Equality should move every citizen to look after and care for the less-fortunate, the poor, and the oppressed. When lived by everyone, the value of Equality is every man’s assurance that he can live a life of worth and dignity, free from insecurity and injustice no matter what his circumstances in life are. Truly, the value of equality is a key by which man is set free.

5. **Equality in Action**

Some examples of how participants may cultivate and encourage the value of Equality in their area of concern:

a. Teachers:

1. Avoid having “favorites” in the class. Affirm your students as much as you can to raise their level of confidence and self-worth.
2. Do not judge your students subjectively. Remember that they are in school for a special reason: to learn and be molded into persons of integrity and good values. Therefore, it is perfectly normal if you see some “imperfections” in your students; after all, they are in school and it is your mission to teach and form them. So be kind and patient to them. Be charitable and fair in treating the young people entrusted to your care.
3. Develop an atmosphere of understanding, community and harmony in your classes. Motivate your students to look after one another and treat each other as brothers and sisters. Teach them to see beyond each other’s inadequacies and learn to appreciate each other’s uniqueness. Teach them the value of sharing so that each will have an equal opportunity to grow fully as a person, having shared in the benefits of an atmosphere of love, understanding and charity.

b. Baranggay Officials:

1. Serve the members of your community fairly. Accord to each one the respect and courtesy he/she deserves as a person. Be a happy and cheerful public servant. When you serve everyone equally with joy, your joy becomes pervasive and positively affects the members of your community.
2. The value of equality demands that we give *preferential* option to the less-privileged, the poor, powerless, and abused, so that they may experience the same happiness and joy in living in a loving and caring community that every person deserves to be in. Do not be complacent to the plight of these people. They are the ones that will provide the strongest testament of your living the values of *love* and *equality*.
3. Encourage all community officials to deal with each member of the community fairly; to serve everybody’s interest and to be unselfish in his sense of service towards everyone.
4. Adopt relevant slogans that inspire and motivate the members of the community to live out the value of Equality everyday. (e.g. Serbisyong Tapat, Kaunlaran Nating Lahat.)

c. Students:

1. Treat your classmates kindly and fairly. Don't bully those who are weak among you. When confronted with such a temptation, reflect by putting yourself on the other person's place. Be charitable instead to those who are less-fortunate than you are. Let the weakness of others be your inspiration to help and serve them so that they may feel adequate and blessed by your love and concern for them.
2. Learn to judge every person based on his/her own uniqueness and giftedness. Know that no one is perfect but that each one has the capacity to feel and the ability to love. Be patient with people and be able to appreciate the beauty in each one. If you live by this principle, you are bound to experience the joys of true friendship and harmony with the people around you.
3. Encourage others to live out the value of Equality by being a good and consistent example to them. Teach others to be fair and equitable in their judgments, decisions, and actions.

6. Personal Resolution

I believe that all men are created equal. I further believe that every person has the right to be treated fairly in the interest of love and justice. I therefore pledge to refrain from judging people subjectively. I shall treat everyone with respect as part of their inherent gift of dignity as persons. I shall be more charitable in my thoughts and deeds so that I may not trample on the rights and dignity of my fellowmen. I promise to be of service to everyone, especially the less-fortunate, the poor, abused and abandoned so that they may share in the promise of a brighter future. I shall act conscientiously and decisively to protect each person's right to equality which is most essential in establishing a community of happy, loving, caring and peaceful people.

What EQUALITY Means to Most People

(A Personal Reflection)

1. An Ordinary Filipino Citizen

- a. *Equal access to opportunities that promote personal progress and development.*
- b. *Equal opportunities in the pursuit of happiness.*
- c. *Equal access to quality education.*
- d. *Equal work opportunities.*
- e. *Equal opportunity to raise a decent and happy family grounded on good values and sound convictions.*
- f. *Equal access to institutions that provide basic needs (e.g. food, shelter, clothing, protection/security) and those that provide basic utilities and services (e.g. electricity, water).*
- g. *Equal treatment and regard by the Law*
- h. *The right to worship and to be treated fairly by the law and the community.*
- i. *Recognition and acknowledgement of one's dignity as a person.*

2. Small-scale Filipino Entrepreneurs

- a. *Equal protection and support under the law.*
- b. *Equal market opportunities.*
- c. *Preferential support by the government in the midst of Global Market Competitors to promote equal market opportunities for small local businesses.*

3. The Filipino Youth

- a. *Equal access to quality education.*
- b. *Equal access to other learning opportunities and personal development.*
- c. *Equal protection of the law against destructive values and influences.*

4. The Filipino Worker

- a. *Equal access to work and employment opportunities.*
- b. *Equality in terms of treatment by superiors (judging the worker on basis of merit and integrity, providing fair labor terms and incentives)*
- c. *Equal opportunities to improve one's self (knowledge, skill, professionalism).*
- d. *Equal protection of the law against unfair or unlawful labor practices.*

Personal Reflection:

1. *What does the value of equality mean to me? How important is it to me?*
2. *Do I treat others (my children, colleagues, students, classmates, ordinary people I meet everyday in the course of my life) with a strong sense of equality?*
3. *Am I aware of issues that threaten the value of Equality in my community/society? Have I chosen to be complacent with these issues?*
4. *How do these issues affect me as a person/citizen?*
5. *As a concerned citizen, what can I do to ensure that the value of equality is safeguarded and promoted?*

Equality

Skulls

Andrew Maria Almonte, MMHC

One day, a group of skulls in a cemetery had a conversation.

“Hey,” said a skull to another, “who were you when you were alive?”

“I was a king,” answered the skull with an air of pride.

“Yes, I was once his slave,” replied another skull. “He was a tyrant, a ruthless and merciless king!”

“How dare you speak about me like that!” countered the king-skull. “I am your king, remember?”

“Shut up!” shouted the slave-skull. “You are no longer my king nor am I your slave anymore! We are the same now – rotten skulls!”

Moral: Each man may differ in worldly stature, but each one bears the same amount of dignity as another and all share one common destiny.

The Good Citizenship Value

Of

***Respect for Law
And
Government***

RESPECT FOR LAW AND GOVERNMENT

They show that the demands of the law are written in their hearts, while their conscience also bears witness and the conflicting thoughts accuse or even defend them.
Romans 2:15

Let every person be subordinate to the higher authorities, for there is no authority except from God, and those that exist have been established by God. Therefore, whoever resists authority opposes what God has appointed, and those that oppose it will bring judgment upon themselves. For rulers are not a cause of fear to good conduct, but to evil.

Romans 13:1-3

Where law ends, there tyranny begins.

William Pitt

1. Learning Objectives

- To impress upon the participants the importance of the value of Respect for Law and Government;
- To be able to illustrate the benefits and implications of the value;
- To be able to develop in the participants a sense of appreciation of law and government.

2. Materials

- Hand-out on *A World Without Laws or Government*
(*A Personal Reflection*)
- Newspaper clippings/illustrations of crimes, lawlessness, wars, graft and corruption
- Scotch Tape
- Black board

3. Introduction

a. Activity

- Give simple and brief definitions of the following: Respect, Law, and Government. Facilitator may first ask the participants to give their own meanings and understanding of the words before providing his own.
- Give participants enough time to read through and reflect on the hand-out, *A World without Laws or Government (A Personal Reflection)*.
- While the participants are reflecting on the hand-out, post newspaper clippings/illustrations of crimes, lawlessness, wars, graft and corruption on the board.
- Focused Group Discussion. Divide the group into sub-groups of five. Assign a documenter who will take down the meaningful points raised

during the group discussion and a reporter who will share these with the big group.

- Participants may use the questions found on the bottom of the hand-out as their guide questions during the FGD.

b. Activity Processing Points

1. Am I a Law-Abiding citizen?
2. Do I appreciate and respect the work of the government as I should?
3. Do I encourage others especially my family members to be law-abiding citizens?
4. Do I continue to respect laws and the government despite of my own personal disagreement as to the ways by which some of our leaders conduct the affairs of the government?
5. Am I consistent in my sense of respect for the law and government regardless of who sits at the helm of the government?

4. Deepening Points

- Comments on the above quotations.
- Start off with an anecdote/actual accounts wherein the value of *Respect for Law and Government* is highlighted.
- Implications of the following social issues may be discussed:
 1. Basic obedience of traffic rules and regulations.
 2. Water and electricity pilferages in household.
 3. Insurgency, Coup, Mutiny as an option by individuals or groups to air grievances or pursue agenda.
 4. Tax Evasion (Give to Caesar that which belongs to Caesar, and to God that which is God's).
 5. Vote-buying, other acts of electoral fraud.
- The law is not meant to curtail freedom; it is meant to ensure that every citizen acts responsibly while exercising his freedom.
- The law and government are not meant to enslave people; they are meant to establish order in society, and by their duly constituted powers free people from the bondage of poverty, ignorance, insecurity, violence and disregard.
- The law and government should not serve the interests of a few, especially those who are in positions of power and authority. Rather, the Law and Government must give preferential option to serve and pursue the interests of the poor and less-fortunate members of society. Hence, Law and Government should lead all citizens to be charitable to others especially those in most need of help, support and protection.
- The nature of laws is to provide sanctions for the irresponsible practice of freedom. For every policy, there exists a corresponding implication.

Thus, the need for punishment/penalty as a disciplinary measure when a policy/law is violated. In the final analysis, laws and the government are meant to institute order in a society that has a tendency to abuse freedom and trample on the rights of the weak. Their roles form part of society's effort to form its members into responsible, conscientious, dignified and charitable persons.

- Love is the perfection of the Law. Fear and intimidation should not be our motivations when we obey the law and respect the mandate of the government. Rather, we should find it in ourselves to love the Law and the Government as they seek to protect our rights and dignity as persons.
- Our own respect for Law and government should stem from the ultimate law of the heart: that of mutual respect, charity and love for others.

5. *Respect for Law and Government in Action*

Some examples of how participants may cultivate and encourage the value of Respect for Law and government in their area of concern:

a. Teachers:

1. Motivate students to obey basic school rules and regulations and encourage them to be more responsible in their actions when they are outside of the home/school.
2. Help students understand the significance and principles of some basic laws and the role of the government (traffic rules, no-littering, money laundering, rule of law, government functions/hierarchy).
3. Be good examples to students by being law-abiding and never compromising one's own value of respect for law (rules) and government (authority) when confronted by a challenging situation.

b. Baranggay Officials:

1. Be good examples to your constituents. Be law-abiding and supportive of government programs and initiatives.
2. Have a more efficient and effective law enforcement group in your community (e.g. tanod and security)
3. Develop slogans and/or programs that motivate community members to respect the law and the government as well as take a more active role in the promotion of government programs.

c. Students:

1. Develop a conscious habit of abiding by rules and regulations starting with those in school and your home.

2. Seek to understand the laws and roles of the government as well as your own role as a citizen more fully.
3. Be a good example for your friends and family by being law-abiding and by respecting the work of the government.

6. Personal Resolution

I believe that the laws and the government are meant to serve my own interests as a citizen. I shall seek ways to understand the laws more so that I may be able to follow them more knowingly. I shall also strive to understand the government and its functions so that I can contribute to her efforts of improving the lives of our countrymen. In my own capacity as a citizen, I shall always be law-abiding. I shall not allow my values to be compromised by illegal acts and practices. I shall strive to take a more critical stand in making a decision to follow laws and appreciate the work of government. I shall perform my patriotic duty of always maintaining a sense of respect for her duly constituted right and authority to promote order and peace for the sake of all citizens.

A World Without Laws or Government

(A Personal Reflection)

What if...

- There are no Traffic Rules?
- Every person is "free" to do anything he wishes to another?
- Every person is allowed to use the streets as his own comfort room and garbage bin?
- There are no regulations governing the pricing of commodities by business establishments?
- There are no law enforcers?
- Dangerous drugs are allowed to proliferate in the streets?
- Every person has the right to claim anything as his own?
- The Government is not given respect and authority to carry out its functions?
- Any country has the right to attack or invade another?
- Any individual or group resorts to violence to make a statement, promote an ideology, pursue an agenda or overthrow the government?

Can I live in this world?

Is there any security for life and property in such a world?

Does having no laws or government make me a freer individual?

Can I live according to good values, sound principles and moral precepts while our world is governed by such scenarios?

Do I want my children to live in this kind of world?

Is our country moving towards this direction?

If so, What can I do?

Respect for Law and Government

The Boss Explains 'Clearly'

Fr. Bel San Luis, SVD

A company employing several thousand people was attempting to institute a pension plan. But the plan could not be implemented without one-hundred percent participation.

Every employee signed up except, one man. Many efforts were made to win over, but the man kept on resisting. Finally the President of the company called the man into his office.

"Here is a copy of the proposed pension plan and here is a pen," he said. "Sign up or you're fired." Whereupon, the man immediately picked up the pen and signed his name.

The President of the company said, "I don't understand why you refused to sign until now. What was your problem?"

To which the man replied, "Sir, you're the first person who explained it to me clearly."

Moral: Every person must learn and understand the laws of the land, the role of our leaders and his own duties and responsibilities that he may act accordingly as a good citizen.

The Good Citizenship Value

Of

Patriotism

PATRIOTISM

For whoever wishes to save his life will lose it, but whoever loses his life for my sake will save it.
Mark 8:35

The Filipino is worth dying for.
Sen. Benigno Aquino, Jr.

Patriotism is not a short outburst of emotions but a lifetime of dedication.
Adlai E. Stevenson

The willing sacrifice of the innocent is the most powerful answer to insolent tyranny that has yet been conceived by god and man.
Mahatma Gandhi

1. Learning Objectives

- To make the participants appreciate the value of patriotism in the light of their being Filipino citizens;
- To be able to identify concrete ways wherein the ordinary citizen may practice his sense of patriotism on a daily basis;
- To be able to inspire the participants to believe in their inherent capacity as Filipinos to achieve deeds of heroism in their daily lives.

2. Materials

- *Simple People, Real Heroes Everyday* Handout.

3. Introduction

a. Activity

- Facilitator may start off with an introduction of the Value of Patriotism by sharing an anecdote highlighting the significance and importance of Patriotism in the life of the participants.
- Give participants enough time to complete their handout (appendix 10.1: *Simple People, Real Heroes Everyday*).
- Focused Group Discussion. Divide the participants into 6 groups.
- Each group will assign a recorder who will write down the group's shared points. A reporter will then be assigned to share with the big group the outcome of the group discussion.
- The following may be used as guide questions during the FGD:
 1. What is your personal definition of a hero?
 2. Do you know of an ordinary person whom you think fits your description of a hero? Give a brief description of the person or of his/her heroic deed.

3. Discuss briefly with the group a "hero" on the handout, which struck you and which you feel is worth sharing.

b. Activity Processing Points

1. In my profession or position in life, what are some ways by which I can achieve simple acts of heroism?
2. Have I given enough understanding and appreciation of the simple acts of heroism of people which, in one way or the other have made my life more worthwhile?
3. Do I love my country enough that I am inspired to serve her in any way I can?
4. "If we cannot find heroes among our leaders, let us find them among ordinary people".

4. Deepening Points

- Comments on the above quotations.
- Patriotism is a call for every citizen.
- Our country needs people who are committed to serve the interest of the nation no matter who are seated at the helm of the government.
- Our country's heroes, the ones who will move our country to greater heights are not found in pedestals or pinnacles of power and prestige; they are found in the hearts and deeds of ordinary people seeking to be good citizens in their everyday lives. ("Consistency" vs. "One-shot-deal")
- There is such a thing as unsung heroes but none whose deeds do not touch the life of at least one person.
- Patriotism is about loving one's country by being a steadfast good citizen in one's daily encounter of the challenges of life and society.
- Patriotism inspires a citizen to respond to the call of service to his nation and look after his fellowmen in need.
- Patriotism is every person's sense of duty and responsibility to contribute in the development of his country, the protection of her integrity, and the upholding of the rights and dignity of his people.

5. PATRIOTISM in Action

Some examples of how participants may cultivate and encourage the value of Patriotism in their area of concern:

1. Love your country. Be vigilant and ready to defend it from internal and external threats.
2. Patronize your country and her works. In the dawn of globalization, do not disregard your country's products and good works. Be proud of what your country produces and support these in the midst of formidable foreign commercial competition.

3. Uphold and live good values so that you may serve as an inspiration to your fellowmen to strive to become good citizens themselves.
4. Be proud of your personal and national identity. Be proud of your heritage. Learn and understand your history.
5. Be a vigilant and proactive citizen. Be informed of the issues affecting your country.
6. Be a law-abiding citizen. Respect and uphold the constitution and all the other laws of the land.
7. Do simple acts of service to your fellowmen.
8. Be a good worker and make your country proud. Perform your duties as you should and with a high level of competence, aiming always for excellence.
9. Be kind and compassionate to others who may not be as fortunate as you are in terms of material wealth. Share your blessings with your fellowmen.
10. In your undertakings, bear in mind the integrity and welfare of your country. Do not go into undertakings that tend to go against national interest.
11. Carry yourself as a Filipino with dignity and pride. Do not be dissuaded by material temptations. Know that it is a person's integrity that sets him apart from other men.
12. *Be a responsible voter. Choose according to your conscience As well as the candidates' personal values and integrity. ***
13. Be true to yourself and faithful to your family and country.

6. Personal Resolution

I am a Filipino, proud and true. I honor my heritage and take pride in my commitment to be a good citizen in my daily life. I shall from here on, dedicate myself to perform simple acts of heroism that nevertheless will have positive effects in the lives of my countrymen. I shall always be mindful of my country's interest in my dealings; that I may not harm her by going into unfair or illegal activities. I shall strive to be vigilant so that I may fulfill my duty as a citizen of upholding her laws, preserving her dignity and promoting her welfare.

** Refer to separate session on Voters' Education

Simple People, Real Heroes - Everyday.

Below you will find a list of people/occupations we come across everyday. On the space provided, write at least two (2) very simple and concrete ways by which each person may fulfill a simple heroic deed each day.

Remember, to be a hero, one doesn't necessarily need to die for his country or do really great things. Real heroes are those who do their best to be good citizens everyday of their and steadfastly hold on to their good values despite the demands of the times and the challenges of circumstance. Through simple but noble deeds, the simplest among our people can be the heroes that our country needs today.

1. A Taxi/Tricycle/Jeepney Driver

- a.
- b.

2. A Nurse/Social Worker

- a.
- b.

3. A Teacher

- a.
- b.

4. A Homemaker/Housewife

- a.
- b.

5. A Brgy. Official/Tanod

- a.
- b.

6. A Utility Worker/Street Cleaner/Janitor

- a.
- b.

7. A Street Vendor

- a.
- b.

8. An Executive/Employer

- a.
- b.

9. A TV/Radio Reporter/Announcer

- a.
- b.

10. YOU

- a.
- b.

Patriotism

An excerpt from "Don't We All"

(unknown author)

I was parked in front of the mall wiping off my car. I had just come from the car wash and was waiting for my wife to get out of work. Coming my way from across the parking lot was what society would consider a bum. From the looks of him, he had no car, no home, no clean clothes, and no money. There are times when you feel generous but there are other times that you just don't want to be bothered. This was one of those "don't want to be bothered times." "I hope he doesn't ask me for any money," I thought. He didn't....

That's a very pretty car," he said. He was ragged but he had an air of dignity around him. I said, "Thanks," and continued wiping off my car. As the silence between us widened something inside said, "Ask him if he needs any help." I was sure that he would say "yes" but held true to the inner voice. "Do you need any help?" I asked. He answered in 3 simple but profound words that I shall never forget. We often look for wisdom in great men and women. We expect it from those of higher learning and accomplishments. I expected nothing but an outstretched grimy hand. He spoke the 3 words that shock me. "Don't we all?" he said. I was feeling high and mighty, successful and important, above a bum in the street, until those 3 words hit me like a 12 gauge shotgun....

No matter how much you have, no matter how much you have accomplished, you need help, too. No matter how little you have, no matter how loaded you are with problems, even without money or a place to sleep, you can give help.

Maybe God looked down, called an angel, dressed him like a bum, then said, "go minister to that man cleaning the car, that man needs help." Don't we all.

Moral: Sometimes, somehow, everybody needs somebody to lean on; for no one is so rich or poor that he can't accept or receive help, love and care from others.

Patriotism

Anecdotes of the Great That Help Build a Better Life

Compiled by J. Maurus

As a young girl, Princess Juliana watched a parade from her palace balcony in The Hague. "Do all these people belong to me?" she asked her mother. "No, indeed, child," replied Queen Wilhelmina, "we belong to all those people."

Moral: Power and prestige do not set us apart from other people. Rather, they bring us closer to them as they put us in a better position to help others in need.

-oOo-

TO BE A HERO

Uldarico Viray

It is not all who die in battle,
Are heroes of our time.
It is not all who lead the masses,
Are heroes to be sung.

Each of us can be a hero
In the daily life we live,
Each of us can be a hero,
It is easy if we please.

If we learn to share with the poor
If we stand for what is right,
If we are true, not dishonest,
We are heroes in the right.

If we help those who are in need,
If we comfort those who are sad,
If we give joy to the lonely,
Aren't we heroes in this life?

Patriotism

A Good Citizen's Guide To Responsible Voting

(A Primer for Teachers, Trainers and Resource Speakers)

I. Why should I vote?

Voting or Suffrage is a privilege and right given to every Filipino citizen. More than anything else however, it is a responsibility that every Filipino is expected to fulfill in earnest.

By voting, a Filipino is given the opportunity to be directly involved in the affairs of the nation and have a stake in national interest. Thus, voting is a privilege.

Upon having met the prescriptions of the law, every citizen is entitled to vote and cannot be deterred from fulfilling this function. Hence, voting is one of the Filipino's most inalienable rights.

By casting his vote, a Filipino makes himself a part of the nation's conscience whereby his decisions affect the history of the whole nation, the well-being of his community and the fate of his family. Therefore, by deciding the fate and interest of the whole nation, the Filipino is charged with the responsibility to promote and uphold what is beneficial to the Common Good. Thus, voting is a critical responsibility of every qualified Filipino citizen.

When a Filipino citizen chooses to forfeit his privilege, right and responsibility to vote, he makes himself an apathetic bystander amongst his people and all that they fight for in the name of true freedom, justice and love of country. He is set apart from the nation's conscience as he chooses to merely passively accept whatever results the decisions of others may bring about.

On the other hand, when a Filipino accepts his responsibility as a citizen and avails of his privilege and asserts his right to vote, he becomes a part of the nation's conscience, a builder of the future, and a vanguard of freedom and the interest of the common good. He becomes a stakeholder in every national interest and is empowered with the will to fight more passionately his cause to be able to live a more meaningful life as a Filipino citizen. By assuming an active stance in the affairs of the nation by giving his piece in the selection of his country's leaders, the Filipino truly becomes a part of his nation's destiny.

II. Whom should I vote for?

A Filipino will most certainly be met with a barrage of considerations in choosing his candidates. There are however, some basic considerations that should be taken more critically than others.

When coming up with a "line-up" of candidates, one has to determine certain facts before doing so. These facts will essentially reveal the candidates' Character, Integrity and Competence. The foregoing questions and rationales can be helpful to the voter in determining a "good" candidate.

- 1. Has the candidate previously served as a public official? If so, what were his basic platforms, thrusts, and projects?**

Rationale: This question will establish the track record of the candidate as well as his effectiveness as a public official. It will also give the voter a good idea of the relevance of the candidate's vision and working style.

- 2. Does the candidate possess the necessary and/or minimum level of mental and emotional faculties to discharge his functions effectively and efficiently?**

Rationale: This question will help the voter determine the mental and emotional capability of the candidate. Public Office entails an incredible amount of responsibility. Inherent in it also are the strains that challenge a person's resiliency, dedication and steadfastness to his purpose and values. Hence, it is imperative that the voter ascertains the competence of the candidate and whether he possesses the faculties to carry himself in moral, professional, emotional and mental stride despite the challenges of his office. Some good determinants are: educational attainment, public service/office experience, criminal/civil records, known attitudes and lifestyle.

- 3. Does the candidate have a clear, relevant and moral platform?**

Rationale: This question will help the voter determine the sincerity of the candidate, his commitment to public service, his vision and sincerity, and whether he is one who will uphold good values that will eventually draw out the best out of his constituents.

- 4. Does the candidate give importance to the family, the youth and future generations?**

Rationale: This question is best answered by the candidate's personal treatment and regard of his own family. The family is the basic unit of every society. Thus, it is just proper that the candidate gives priority to the well-being of the family, especially the youth. One should remember that the best source of a person's values, which form the fundamental basis of his decisions, is his family. As the formation of the youth virtually spells out the creation of our country's future citizens and leaders, it is important that the candidate understands fully and recognizes the relevance of pursuing initiatives and programs for the youth.

Why is it important to choose good leaders?

- Candidates who eventually get elected gain access to vital and substantial government resources which belong to the people, to us. They become the custodians of our hard-earned resources and will have the power to disburse such, ideally according to the needs of his constituents. It is therefore important that we place trustworthy, honest, prudent and responsible officials in the various government posts that are tasked to manage our resources.

2. Those whom we elect will be in-charge of determining our needs as a people, prioritizing issues that directly or indirectly affect us, and allocating resources to properly address our needs and those issues. An official who is ill-equipped in experience, knowledge and vision will not be able to address properly and effectively

our needs and the many pressing issues that confront us everyday should he be called upon to do so. A country should have leaders who are competent, forward-looking and those that have a full grasp of what our people need and the vision of how to address them.

3. The leaders we elect to public office are perhaps the most visible role models that our youth see everyday. For our country to cultivate good citizens and reap good leaders in our youth, we need people in government whom our children can perceive as moral and competent, worthy of their emulation. When we elect people to positions of service, power, and authority, we virtually display our own values as parents, teachers and leaders by the very choices that we make. When our youth finally decide to follow our own values through the examples of the leaders that we put in power, there lies in our hands the sense of accountability and culpability in whatever our children learn from them. Thus, the leaders we vote for are the people we want our children to be.
4. It is important for us to vote for good leaders since they are the ones primarily responsible in uniting our people. When beset with crises and other problems that affect the lives of our countrymen, our elected officials, being our leaders, are expected to be at the forefront, serving as our inspiration, source of wisdom and strength. When we have leaders who do not know how to lead and who do not possess the resolve to remain with us in the thick of battle, our country will fall apart in disunity and conflicts will go unresolved in the absence of people who can effectively stand up between varied vested interests and arrive at meaningful resolutions.
5. Our elected officials form our conscience as a people. They embody our judgments and aspirations. They therefore know what is best and urgent. In many ways, by voting for them, they reflect our own values. In choosing our leaders, it is important that we let our conscience speak and set aside our greed and desire to particularly push for our own individual agenda through each candidate. When we vote according to our conscience, we vote more than using common sense... we vote with all our being, bearing in mind not merely things that will benefit ourselves but also those that will benefit others... especially those who have less and those who are oppressed.

IV. What if someone approaches me and attempts to “buy” my vote?

One of our country's worsening maladies is poverty. However, as a people, we should not allow ourselves to degenerate to the level of our problems and hardships. The only way out of them is through rising above them, not going under them. We should not sell our principles, our values and conscience as a people just so that we can have a decent meal for a day. We should instead be strong for the weaker among us who have fallen prey to the evil of corruption. We should bear in mind that if all of us stand firm on our convictions and not allow people to use our problems to further their selfish agenda, vote buying and eventually corruption, will cease to have a place among our people. This act of heroism, of holding one's vote sacred, is inherent in the life of a person who constantly aims to be a good citizen and a true and noble Filipino.

V. Some points to reflect on why we SHOULD cast our votes in the May Elections

1. The Elections, the leaders we vote for can make a difference in the way our nation is run through the government in the years to come. Therefore, our decision on whom to vote for is something that can be considered of significant national importance.
2. Being given the right to choose our future government leaders at the very least gives us HOPE for we CAN choose good people to be our leaders; and having good people in government will assure us, that our needs and welfare will be addressed and safeguarded.
3. When we decide to vote this May, we will have proven to ourselves that we are ready to face our destiny as a people and indeed be responsible for the welfare of our nation.

VI. What are some facts that I need to know about the Philippine electoral process?

(See appendix 1)

VII. On Election Day, how do I cast my vote?

(See appendix 2)

Voters' Education Program

Election

What is Election ?

Election is the means by which the people choose their officials for definite and fixed periods.



What are the different types of electoral exercises ?

Regular elections	Special elections
National Local Barangay ARMM Sangguniang Kabataan (SK)	Plebiscite Referendum Initiative Recall

How often are elections held ?

- a. Every 2nd Monday of May for national and local elections
 - a. President and Vice-President: every 6 years
 - b. Senators, Congressmen, Provincial, City and municipal officials: every 3 years
- b. Every last Monday of October, every 3 years for barangay and SK officials
- c. Every 3 years from March 1993 – ARMM elections

Registration

What is registration?



Registration refers to the act of accomplishing and filing of a sworn application for registration by a qualified voter



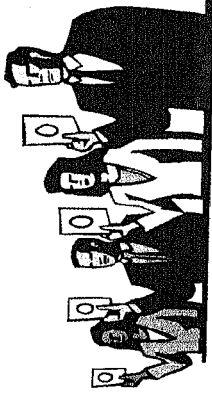
Why Should I Register?

To have the opportunity to
choose our leaders

What's in it for me?

Just like text voting, you get heard and counted.

What are the requirements for registration ?



One must be:

1. a Filipino citizen
2. at least eighteen (18) years old
3. a resident of the Philippines for one year and of the city or municipality wherein he proposes to vote for at least six months immediately preceding the election
4. not otherwise disqualified by law

What is validation of registration?

a process wherein fingerprints of the voter would be captured electronically at no expense to the voter

Where should I register?

Comelec office

Where should I validate my registration?

Barangay office

How do I go about transferring my registration ?

- You may apply with the Election officer of new residence for the transfer of your registration records.
- You will be asked to accomplish 6 application forms.

Your Vote....

Our Future

Our voting practices

- Voting by popularity
- Vote-buying

"The Philippines is a republican and democratic state. Sovereignty resides in the people and all government authority emanates from them."



PHILIPPINES

- We elect our officials directly
- Officials serve for fixed terms
- Officials are directly accountable to the people





The Government

Legislative

Judicial

Executive

Executive

- Implements programs & projects
- Monitors programs & projects
- Provides basic services
- Performs ceremonial functions

Action-oriented

Executive Positions

President

Vice President

National

Governor

Mayor

Brgy. Chairman

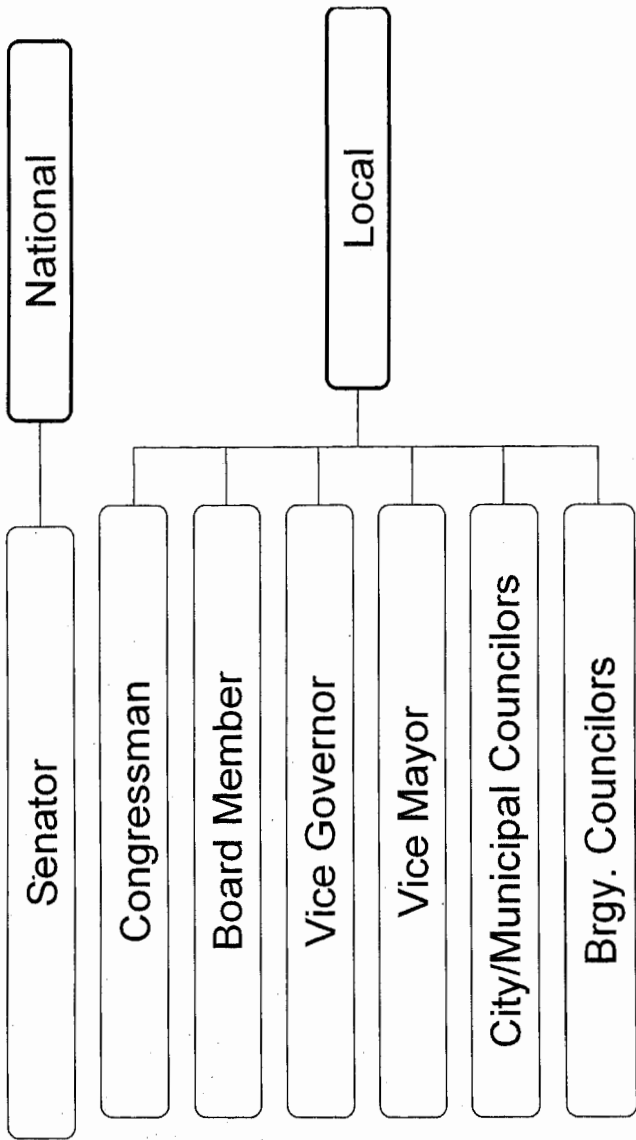
Local

Legislative

- Reviews & evaluates proposals, position papers
- Conducts research on proposed bills & position papers
- Consults experts
- Defends & analyzes proposed bills

Analyst

Legislative Positions



What is the value of your vote?

- equal chance for a vote,
whether rich or poor
- guaranteed opportunity
to participate

It is priceless!

Your vote will mean:

- better services from the executive
- better policies and laws from the legislative
- a brighter future for us, Filipinos

What must we do?

- Go out and register or revalidate your registration
- Encourage your friends to register and to revalidate their registration
- Help educate your friends. Be an NYC Voters Education Advocate
- Cast your vote
- Watch the count

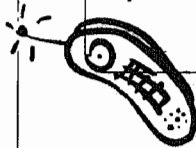
How to be an

NYC Voters' Education Advocate



Visit our
office

4th Floor Bookman Bldg.
373 Quezon Ave., Quezon City



781-2372 and 781-1163
and

look for **Ms. Joannie Sitoy**

How to be an

NYC Voters' Education Advocate

NYC-Northern Luzon Area
No. 1 Bokawan Road, Baguio City
Tel. No. (074) 445-4714

NYC-Visayas Area
2nd flr. Myra's Pension House,
Escario St., Cebu City
Tel. No. (032) 412-2319

NYC-Southern Luzon Area
3rd flr. Manzón Bldg., Elias Angeles
cor. Avana Sts., Naga City
Tel. No. (054) 811-5804

NYC-Northeastern Mindanao Area
2nd flr. Marcell Bldg., Tiano-Gomez
St., Cagayan De Oro City
Tel. No. (088) 857-5895

NYC-Zamboanga Area
3rd flr. Atilano Bldg., Veterans Ave.,
Zamboanga City
Tel. No. (062) 992-4851

***"The best way for evil to
triumph is for good men
to do nothing."***

Voters Education Program
National Youth Commission

REPUBLIC OF THE PHILIPPINES
 OFFICIAL BALLOT FOR NATIONAL ELECTION
 MAY 10, 2004
 CITY / MUNICIPALITY :
 PROVINCE :

INSTRUCTIONS TO VOTER:
 1. To vote you must completely
 blacken the oval () before
 the candidate name of your choice.
 2. Do not vote more than the authorized
 number as indicated below the
 position to be voted for.
 3. Do not fold the ballot.

FOR PRESIDENT (VOTE FOR 1) FOR SENATOR (VOTE FOR 12)

- ARAGON, Liza
- AUSTRIA, Lynne
- BERNABE, Albert
- CARPIO, Pedro
- DELA CRUZ, Antonio
- GAMILLA, Gaston
- MANALAN, Liza
- NUEBE, Albert
- QUIMPO, Pedro
- RAMOS, Penny

- ALAB, Kathleen
- ARAGON, Liza
- ARANQUE, Vivian
- AVADIA, Jerome
- AVADILLA, Cesinando
- AVALATE, Antonio
- BALENCIA, Hilda
- BAÑEZ, Gabby
- BARRO, Geneva
- CAMHO, Susan
- CANILAO, George
- CARILLO, John Lloyd
- CERVANTES, Casper
- DARIA, Loren
- DELLOSA, Philip
- DENATO, Andrea
- DOLANTE, Shiela
- DORIA, Annaliza
- DUHAT, Geraldine
- EBANO, Annaliza
- ENRIQUETA, Geraldine
- ENRIQUEZ, Lina
- ERMANIO, Jocelyn
- FERNANDO, Emma

- FURISCAL, Joseph
- LOZARIO, Iordalyn
- LUBAO, Vicky
- MANIO, Jonar
- MANIBAL, Lyrene
- MANZANO, Albert
- NARCISO, Henita
- NARBASA, Gardo
- NASALTA, Geraldine
- NAZARENO, Susie
- NOLASCO, Gilbert
- NULLANO, John
- NUMIBO, Christian
- NURELLA, Lowela
- OCKOA, Pedro
- ODANES, Andres
- OJEDA, Shiela May
- OLARTE, Amado
- ORELLAGA, Georgia
- PARAS, Anna
- PARTIDO, Gerónimo
- RACELA, Lynne
- SAMSON, Jonathan
- SARANGGANI, Emmanuel

FOR VICE-PRESIDENT (VOTE FOR 1)

- ABAD, Sheryl
- ABITO, Pedro
- AMADO, Gilbert
- BINAGO, Imee
- CREDO, Gilbert
- DINAGOS, Imee
- HAMTO, Gilbert
- JIMENEZ, Helen
- JURADO, Janice
- LUBAO, Belen

FOR PARTY LIST (VOTE FOR 1)

<input type="radio"/> 1	<input type="radio"/> 17	<input type="radio"/> 33	<input type="radio"/> 49	<input type="radio"/> 65	<input type="radio"/> 81	<input type="radio"/> 97	<input type="radio"/> 113	<input type="radio"/> 129	<input type="radio"/> 145
<input type="radio"/> 2	<input type="radio"/> 18	<input type="radio"/> 34	<input type="radio"/> 50	<input type="radio"/> 66	<input type="radio"/> 82	<input type="radio"/> 98	<input type="radio"/> 114	<input type="radio"/> 130	<input type="radio"/> 146
<input type="radio"/> 3	<input type="radio"/> 19	<input type="radio"/> 36	<input type="radio"/> 51	<input type="radio"/> 67	<input type="radio"/> 83	<input type="radio"/> 99	<input type="radio"/> 115	<input type="radio"/> 131	<input type="radio"/> 147
<input type="radio"/> 4	<input type="radio"/> 20	<input type="radio"/> 36	<input type="radio"/> 52	<input type="radio"/> 68	<input type="radio"/> 84	<input type="radio"/> 100	<input type="radio"/> 116	<input type="radio"/> 132	<input type="radio"/> 148
<input type="radio"/> 5	<input type="radio"/> 21	<input type="radio"/> 37	<input type="radio"/> 53	<input type="radio"/> 69	<input type="radio"/> 85	<input type="radio"/> 101	<input type="radio"/> 117	<input type="radio"/> 133	<input type="radio"/> 149
<input type="radio"/> 6	<input type="radio"/> 22	<input type="radio"/> 38	<input type="radio"/> 54	<input type="radio"/> 70	<input type="radio"/> 86	<input type="radio"/> 102	<input type="radio"/> 118	<input type="radio"/> 134	<input type="radio"/> 150
<input type="radio"/> 7	<input type="radio"/> 23	<input type="radio"/> 39	<input type="radio"/> 55	<input type="radio"/> 71	<input type="radio"/> 87	<input type="radio"/> 103	<input type="radio"/> 119	<input type="radio"/> 135	<input type="radio"/> 151
<input type="radio"/> 8	<input type="radio"/> 24	<input type="radio"/> 40	<input type="radio"/> 56	<input type="radio"/> 72	<input type="radio"/> 88	<input type="radio"/> 104	<input type="radio"/> 120	<input type="radio"/> 136	<input type="radio"/> 152
<input type="radio"/> 9	<input type="radio"/> 25	<input type="radio"/> 41	<input type="radio"/> 57	<input type="radio"/> 73	<input type="radio"/> 89	<input type="radio"/> 105	<input type="radio"/> 121	<input type="radio"/> 137	<input type="radio"/> 153
<input type="radio"/> 10	<input type="radio"/> 26	<input type="radio"/> 42	<input type="radio"/> 58	<input type="radio"/> 74	<input type="radio"/> 90	<input type="radio"/> 106	<input type="radio"/> 122	<input type="radio"/> 138	<input type="radio"/> 154
<input type="radio"/> 11	<input type="radio"/> 27	<input type="radio"/> 43	<input type="radio"/> 59	<input type="radio"/> 75	<input type="radio"/> 91	<input type="radio"/> 107	<input type="radio"/> 123	<input type="radio"/> 139	<input type="radio"/> 155
<input type="radio"/> 12	<input type="radio"/> 28	<input type="radio"/> 44	<input type="radio"/> 60	<input type="radio"/> 76	<input type="radio"/> 92	<input type="radio"/> 108	<input type="radio"/> 124	<input type="radio"/> 140	<input type="radio"/> 156
<input type="radio"/> 13	<input type="radio"/> 29	<input type="radio"/> 45	<input type="radio"/> 61	<input type="radio"/> 77	<input type="radio"/> 93	<input type="radio"/> 109	<input type="radio"/> 125	<input type="radio"/> 141	<input type="radio"/> 157
<input type="radio"/> 14	<input type="radio"/> 30	<input type="radio"/> 46	<input type="radio"/> 62	<input type="radio"/> 78	<input type="radio"/> 94	<input type="radio"/> 110	<input type="radio"/> 126	<input type="radio"/> 142	<input type="radio"/> 158
<input type="radio"/> 15	<input type="radio"/> 31	<input type="radio"/> 47	<input type="radio"/> 63	<input type="radio"/> 79	<input type="radio"/> 95	<input type="radio"/> 111	<input type="radio"/> 127	<input type="radio"/> 143	<input type="radio"/> 159
<input type="radio"/> 16	<input type="radio"/> 32	<input type="radio"/> 48	<input type="radio"/> 64	<input type="radio"/> 80	<input type="radio"/> 96	<input type="radio"/> 112	<input type="radio"/> 128	<input type="radio"/> 144	<input type="radio"/> 160

VOTE BOTH SIDES OF BALLOT

FOR DISTRICT REPRESENTATIVES TO CONGRESS (VOTE FOR 1)

- BARON, Serefin
- CLEMENTE, William
- FERNANDEZ, Lito
- GARCIA, Florida
- HUMARANG, Robert
- LEGASPI, Jennifer
- LUNA, Celia
- MAHALASTAS, Rcsal
- NAVARRETE, Jonard
- OLAYA, Shaina
- REMEDIOS, Cila
- RONIBAO, Cila

FOR GOVERNOR (VOTE FOR 1)

- ALMANZA, Florida
- BARDOT, Serefin
- CUEVAS, William
- GALINDES, Florida
- HAPIN, Jomer
- LIAD, Richard
- LUBILO, Roscel
- MANIKAO, James Len
- MOLAR, Julio
- MURANTA, Jose
- MURILLAGAS, Jason
- MURION, Frederick
- NARVASA, Gerónimo

FOR VICE-GOVERNOR (VOTE FOR 1)

- ASEGUNDO, William
- BERAN, Robert
- HERNANDO, Arnalyn
- ILAYA, Lito
- INAYAN, William
- JUBILO, Michelle
- JUMILLA, William
- KORAN, Robert
- LAMANO, Annalyn
- LAYA, Lito
- LINAYAN, William
- LONDONIO, Michelle
- MAAMO, William

FOR PROVINCIAL BOARD MEMBERS (VOTE FOR 5)

- | | | | | | | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 6 | <input type="radio"/> 11 | <input type="radio"/> 16 | <input type="radio"/> 21 | <input type="radio"/> 26 | <input type="radio"/> 31 | <input type="radio"/> 36 | <input type="radio"/> 41 | <input type="radio"/> 46 |
| <input type="radio"/> 2 | <input type="radio"/> 7 | <input type="radio"/> 12 | <input type="radio"/> 17 | <input type="radio"/> 22 | <input type="radio"/> 27 | <input type="radio"/> 32 | <input type="radio"/> 37 | <input type="radio"/> 42 | <input type="radio"/> 47 |
| <input type="radio"/> 3 | <input type="radio"/> 8 | <input type="radio"/> 13 | <input type="radio"/> 18 | <input type="radio"/> 23 | <input type="radio"/> 28 | <input type="radio"/> 33 | <input type="radio"/> 38 | <input type="radio"/> 43 | <input type="radio"/> 48 |
| <input type="radio"/> 4 | <input type="radio"/> 9 | <input type="radio"/> 14 | <input type="radio"/> 19 | <input type="radio"/> 24 | <input type="radio"/> 29 | <input type="radio"/> 34 | <input type="radio"/> 39 | <input type="radio"/> 44 | <input type="radio"/> 49 |
| <input type="radio"/> 5 | <input type="radio"/> 10 | <input type="radio"/> 15 | <input type="radio"/> 20 | <input type="radio"/> 25 | <input type="radio"/> 30 | <input type="radio"/> 35 | <input type="radio"/> 40 | <input type="radio"/> 45 | <input type="radio"/> 50 |

FOR MAYOR (VOTE FOR 1)

- APOLINARIO, Gilbert
- BRAGAIS, Helen
- BUEHA, Janice
- CARACAS, Helen
- DORIA, Judalyn
- ENRIQUEZ, Azerith
- NOGOY, William
- ORGANO, Arsenio
- PARIÑAS, Liza
- VILLANUEVA, Rosie Anne

FOR CITY/MUNICIPAL COUNCILORS (VOTE FOR 10)

- 1 23 45 67 89 111 133
- 2 24 46 68 90 112 134
- 3 25 47 69 91 113 135
- 4 26 48 70 92 114 136
- 5 27 49 71 93 115 137
- 6 28 50 72 94 116 138
- 7 29 51 73 95 117 139
- 8 30 52 74 96 118 140
- 9 31 53 75 97 119 141
- 10 32 54 76 98 120 142

FOR VICE-MAYOR (VOTE FOR 1)

- ANDRES, Cristadel
- BRION, Francisco
- CANLAS, Maridel
- CONDALOR, Lordalyn
- FALCAN, Yolanda
- LARIN, Alicia
- MALANA, Emmanuel
- PAZ, Ritchie Ysmael
- SORIANO, Iluener
- TURLA, Maria Paz

- 11 33 55 77 99 121 143
- 12 34 56 78 100 122 144
- 13 35 57 79 101 123 145
- 14 36 58 80 102 124 146
- 15 37 59 81 103 125 147
- 16 38 60 82 104 126 148
- 17 39 61 83 105 127 149
- 18 40 62 84 106 128 150
- 19 41 63 85 107 129 151
- 20 42 64 86 108 130 152
- 21 43 65 87 109 131 153
- 22 44 66 88 110 132 154

The Good Citizenship Value

Of

*Promotion
Of the
Common Good*

PROMOTION OF THE COMMON GOOD

All who believed were together and had all things in common; they would sell their property and possessions and divide them among all according to each one's need.

Acts 2:44-45

Common Good is a 'substantial and extremely fertile estate', no crowding or diminishment as it is shared with others.

St. Augustine

1. Learning Objectives

- To be able to highlight aspects of the value of Promotion of the Common Good;
- To be able to identify ways by which the participants will be able to promote the common good;
- To be able to awaken the participants interest in the promotion and protection of the interests of the common good.

2. Materials

- Hand-out on the poem, Commonality
- CD player
- *Lauds CD* by the Jesuit Music Ministry

3. Introduction

a. Activity

- The facilitator can start off by asking the participants to share their own understanding/definition of the term, promotion of the Common Good before giving his own.
- Divide the group into two and read aloud the poem, Commonality.
- Allow the participants to reflect on the poem (facilitator may continue playing accompanying music).
- Focused Group Discussion. Divide the group into sub-groups of five. Assign a documenter who will take down the meaningful points raised during the group discussion and a reporter who will share these with the big group.
- The following may be used as guide questions during the FGD:
 1. What things can be considered as parts of the common good?
 2. What benefits can we reap if we promote the common good?
 3. How are those things which constitute the common good violated today? By whom?
 4. What are some ways by which we can protect and promote the Common Good?

b. Activity Processing Points

1. Do I consider the welfare of my fellowmen in the conduct of my decisions and actions?
2. Have I developed the habit of sharing my blessings with others especially those who are less-fortunate?
3. Am I prepared to defend freedom and good values in the interest of the Common Good

4. Deepening Points

- Comments on the above quotations.
- Start off with an anecdote/actual accounts wherein the value of *Promotion of the Common Good* is highlighted.
- Some essential elements needed for the holistic development and progress of the common good are food, shelter, clothing, education, work, opportunity to improve one's self, ability to be free from fear, insecurity and injustice, and an atmosphere of sharing and fraternal charity.
- "Put the welfare of the greater number of people over one's own".
- We should always consider the welfare of the Common Good or of other people when we make decisions or when we act on something.
- The value of Promoting the Common Good should move us to share and reach out to others in need.
- We should all be vigilant and steadfast in guarding our human rights as these ensure the general welfare of the common good.
- Work towards things that promote the greater good of the many vs. personal gain or benefit of a select few.
- All of creation should be made available to all men. Therefore, enterprises, individuals and other entities should be mindful of the way they treat the environment, profit from other people and deal with the rights and dignity of individuals. The blessings of creation are meant for the enjoyment of all and should benefit everybody.
- National interest should prevail over individual interests.
- In the Government, this quote captures the essence of a public servant who desires the Promotion of the Common Good in his work amidst the demands and temptations of politics:

My loyalty to my party ends when my loyalty to my country begins.

-Pres. Manuel L. Quezon

5. Promotion of the Common Good in Action

Some examples of how participants may cultivate and encourage the value of *Promotion of the Common Good* in their area of concern:

a. Teachers:

1. Motivate students to be kind and charitable. Encourage them to help their classmates who have difficulty in their studies by forming peer/study groups. Motivate students to maintain a good level of academic competition without compromising the value of helping others and the sharing of gifts and talents.
2. Avoid favoritism with students. Favoritism will prevent you from serving the common good/majority of your students. Let your teaching ministry touch as many lives as possible.
3. Teach your students how to develop a genuine sense of concern for others (especially the poor) by giving them opportunities to participate in immersion and outreach activities, community interaction and societal research (interviews, field exposures, etc.).
4. Inspire your students to be critical thinkers and sensitive persons. Make them realize the consequences and implications of their decisions and actions not only with regard themselves and their immediate groups but, more so, with the larger community and the nation itself.

b. Baranggay Officials:

1. Motivate community members to develop an attitude of service towards each other. Establish community support groups (e.g. women's group, youth group, a disaster volunteer group/corps) to cater to the needs and interest of the *whole community*.
2. Allocate community resources fairly and judiciously. Always have the interest of the majority or the whole community in mind when making decisions regarding the disposition of community resources.
3. Be supportive of the programs of the government and cooperate with other communities. Remember that the community is not to be excluded from national affairs. Your community forms a corps of responsible individuals who are willing and dedicated to improve and uplift the lives of all people, including those outside your immediate community/baranggay. Where the welfare of the whole nation is concerned, the baranggay should be ready to launch and support government initiatives aimed at improving the welfare of the common good.

c. Students:

1. Learn to think beyond yourself. In the conduct of your decisions and actions, consider the effects to your family members, friends and classmates, teachers, and the people around you.
2. Learn to reach out to the many people who are not as fortunate as you are. Develop compassion and concern towards them. Be inspired to move into action by helping them in any way you can through simple acts of charity, kindness and sincere understanding.
3. Be ready to render volunteer service in times of emergencies, disasters and occasions wherein your gifts as a youth may be required in helping other people.
4. Actively participate in immersion, outreach and social exposure activities so that you may be informed of the plight of people around you and so that you can initiate actions that may benefit them.

6. Personal Resolution

I understand that I live in a community of people sharing in the same pursuit for happiness and dream for peace. I promise to be more charitable and concerned for the welfare of my fellowmen in the course of my life. I shall do my best to work along the principle of serving the interest of the common good before serving my own. By this truly heroic act, I hope to inspire others to develop in themselves as well a genuine concern and love for others so that we may all truly live in a world of love, harmony, understanding, and progress. I shall steadfastly remain vigilant and dedicated to the preservation and promotion of the common good and shall foster this value in my own life at all times.

Commonality

BB

*Though I have my own destiny,
It is one I share with all.
Among all other blessings,
These are the things I share
With every man whose dreams
I also bear;*

Life...

*That fuels man's insatiable energy and unappeasable desire to love, to serve, to learn and to fulfill
his destiny to make the best of his unlimited gifts in making the earth an even more glorious place
to live in for him and countless generations.*

The skies...

*Whose boundless horizons have inspired men to seek freedom and liberty; to conquer those that
seem indomitable.*

The seas...

*Whose mysteries and unfathomable depths have moved man to launch countless adventures from
its shores that marked the triumph of the human spirit amidst rough and uncharted courses.*

The earth....

*From whose bosom man's life is nourished; whose landscapes man tames by the sweat of his
brows.*

Nature....

*From whose gentle breeze, cool springs and teeming oceans, lush forests and azure skies, the life
of man is sustained and made full.*

Dignity...

*That assures man of his right to pursue happiness and live with worth and honor, to claim his
rightful place in a world born out of love, understanding, charity and peace.*

Knowledge....

*That brings out the best in the human genius, that which makes him superior over all worldly
mysteries.*

*Am I not the same as any man,
whose life is nourished by the same elements;
whose hands drive the same plow;
whose happiness I share
when he lives a life worthy
of his own destiny?*

*What right have I then,
to live in monopoly
of the blessings due to every man;
for am I not the same as any other;
my own life I owe
to the same Maker?*

Promotion of the Common Good

A Chinese Legend

Fr. Benigno P. Beltran, SVD

Look at that curve in the River of Chi'i with the green bamboos so luxuriant.

The Book of Songs (Waley)

Once upon a time, in the heart of the Western Kingdom, lay a beautiful garden. And there in the cool of the day was the Master of the Garden wont to walk. Of all the denizens of the garden, the most beloved was a gracious and noble bamboo. Year after year, Bamboo grew yet more noble and gracious, conscious of his Master's love and watchful delight, but modest and gentle withal. And often, when Wind came to revel in the garden, Bamboo could cast aside his grave stateliness, to dance and play right merrily, tossing and swaying, leaping and bowing in joyous abandon, leading the Great Dance of the Garden which most delighted the Master's heart.

One day, the Master himself drew near to contemplate his Bamboo with eyes of curious expectancy. And Bamboo, in a passion of adoration, bowed his great head to the ground in loving greeting. The Master spoke: "Bamboo, Bamboo, I would use thee." Bamboo flung his head to the sky in utter delight. The day of days had come, the day for which he had been made, the day for which he had been growing hour by hour, this day in which he would find his completion and his destiny. His voice came low: "Master, I am ready. Use me as thou wilt."

"Bamboo" – the Master's voice was grave – "I would fain take thee and cut thee down!" A trembling of great horror shook Bamboo.

"Cut...me...down! Me...who, thou, Master, hast made the most beautiful in all thy garden...to cut me down! Ah, not that, not that. Use me for thy Joy, O Master, but cut me not down."

"Beloved Bamboo" – the Master's voice grew graver still – "If I cut thee not down, I cannot use thee." The garden grew still. Wind held his breath. Bamboo slowly bent his proud and glorious head. There came a whisper: "Master, if thou cannot use me if thou cut me not down...then...do thy will and cut."

"Bamboo, beloved Bamboo, I would...cut thy leaves and branches from thee also." "Master, Master, spare me. Cut me down and lay my beauty in the dust; but wouldst thou take from me my leaves and branches also?"

"Bamboo, alas, if I cut them not away, I cannot use thee." The sun hid his face. A listening butterfly glided fearfully away. And Bamboo shivered in terrible expectancy, whispering low: "Master, cut away."

"Bamboo, Bamboo, I would yet...cleave thee in twain and cut thine heart, for if I cut not so, I cannot use thee." Then was Bamboo bowed to the ground. "Master, Master...then cut and cleave." So did the Master of the Garden take Bamboo and cut him down and hack off his branches and strip off his leaves and cleave him in twain and cut out his heart. And lifting him gently, carried him to where there was a spring of fresh, sparkling water in the midst of his dry field. Then putting one end of broken bamboo in the spring and the other end into the water channel in his field, the Master laid down gently his beloved Bamboo. And the spring sang welcome and the clear sparkling waters raced joyously down the channel of Bamboo's torn body into the waiting fields. Then the rice was planted, and the days went by, and the shoots grew and the harvest came.

In that day was Bamboo, once so glorious in his stately beauty, yet more glorious in his brokenness and humility. For in his beauty he was life abundant, but in his brokenness he became a channel of abundant life to his Master's world.

Moral: The real heroes among us are those who live their lives daily in genuine concern for the welfare of others.

**PAGKAMA-
KALIKASAN**

The Good Citizenship Value

Of

***Concern for
The Environment***

CONCERN FOR THE ENVIRONMENT

Let them have dominion over the fish of the sea, the birds of the air, and the cattle, and over all the wild animals and all the creatures that crawl on the ground.

Genesis 1:26

You visit the Earth and water it; make it abundantly fertile. God's stream is filled with water; with it you supply the world with grain. Thus do you prepare the Earth; you drench plowed furrows and level their ridges. With showers you keep the ground soft, blessing its young sprouts.

Psalms 65:10-11

How long can men thrive between walls of brick, walking on asphalt pavements, breathing the fumes of coal and of oil, growing, working, dying, with hardly a thought of wind, and sky, and fields of grain, seeing only machine-made beauty, the mineral-like quality of life?

Charles A. Lindbergh

For 200 years we've been conquering Nature. Now we're beating it to death.

Tom McMillan

1. Learning Objectives

- To be able to inspire participants to have a sense of ownership of nature and motivate them to live as stewards of the environment and of all creation;
- To be able to highlight the urgency of caring for the environment and nature relative to its present state of degradation;
- To be able to identify concrete ways of caring for the environment on a daily basis.

2. Materials

- 6 pieces Manila paper
- 6 rolls of Scotch tape
- 6 bottles of glue
- Twigs, leaves, small tree branches and plant stems
- Other light indigenous materials

3. Introduction

a. Activity

- Have a brief introduction discussion of some major issues dealing with the value of Concern for the Environment:
 1. Perennial waste problems in urban areas.
 2. Air pollution and Ozone Layer depletion.
 3. Proliferation of factories and industries that potentially endanger the environment.

4. Wanton denudation of forests, land quarrying, reckless mining, land reclamation from the sea, destruction of coral reefs, illegal fishing, proliferation of the endangered species trade.
 5. Lack of effective legislation designed to protect the environment.
 6. Inefficient enforcement of existing laws designed to safeguard the environment.
 7. Complacency and/or lack of resolve of the ordinary citizen towards caring for the environment.
 8. Inadequate education of the youth and masses regarding the dire state of our country's environment and natural resources.
- Divide participants into 6 groups of five (5).
 - Give the following instructions for the succeeding group activity:
 1. This activity is a contest between the different groups. The members of each group will have to select a leader among themselves.
 2. Each group will be given a set of materials.
 3. Each group will have to create/make a "House" on the manila paper by making use of all available materials.
 4. The groups may look for any additional materials within the vicinity that they can use for their work (leaves, branches, twigs, etc.)
 5. Each group member is expected to contribute to the group effort.
 6. The groups will only be given 20 minutes to finish their work. After which, they shall have to post their work on the board for everyone to see.
 - After all the groups have posted their work on the board, the following questions may be asked (write all salient shared points on the board):
 1. How much effort did you put into your work?
(if possible, try to solicit an answer from each group)
 2. What do you feel after you have completed your work?
(Solicit as much sentiments and write on the board)
 3. Do you feel a strong degree of ownership of your work?
 4. Are you willing to protect and constantly improve your work?
 - After all shared points have been briefly discussed and processed, proceed to the next phase of the activity by doing the following:
 1. Slowly destroy, crumple and step on each work.
 2. Continue doing so until all pieces of work are thoroughly destroyed.

- Allow about 15 to 30 seconds for the participants to process the sudden action of destroying their works.
- Afterwards, ask the following questions:
 1. How do you feel now that your works have been unreasonably destroyed? (write all salient shared points on the board)
 2. Are you moved enough to action: to fight, reason out, complain and protest?
 3. Why do you feel the way you do now?

b. Activity Processing Points

1. The way you felt the time you were doing your work up to the time you beheld them reflected your sense of ownership of your work, your pride for having done a splendid job out of your own efforts, sacrifices and creativity, and your own determination to succeed in your given task.
2. That's also probably how God felt when He created the world... full of happiness, pride and determination to protect, preserve and continually improve it.
3. That's also probably how people who fight ardently everyday to preserve the environment feel. These people have obviously transcended their human nature of greed and desire for excess. These people have learned to regard the environment as their own work in such a way that they have dedicated their lives (in small and large measures) to preserve and protect it. They may have well transcended the aspect of merely looking after themselves. They have by their own dedication proven themselves to be concerned even for future generations, for posterity who will inherit whatever improvements and destruction our generation will cause the environment.
4. This is how we should be as well. We should value and develop concern for the environment as though it were our own piece of work, a product of our own sacrifices and creativity. We should think beyond ourselves and our generation. We should look toward the future and secure it for our children by giving them an environment that will help them become better citizens, healthy people and concerned individuals.
5. When we destroy the environment or don't do anything to help preserve it, God probably feels the same way you did when your works were destroyed. He probably feels as mad and frustrated, and probably even more, based on the scale of destruction we deal in our environment. The Lord, unlike us though, is forgiving and always sees hope in us. Thus, He doesn't stop making magnificent landscapes and forests, azure skies,

alluring oceans teeming with life, and sunsets with masterful brushstrokes. However, God can only do so much to repair what we have damaged. With the present sorry state of our environment, we ought to do less destruction and more preservation. We are called upon for the special mission of stewardship of our environment. We should not abuse God's patience and benevolence. It is time that we assumed fully and more resolutely our role as stewards of life and nature.

Deepening Points

- Comments on the above quotations.
- Start off with an anecdote/actual accounts wherein the value of *Concern for the Environment* is highlighted.
- We should develop a sense of urgency in the way we treat our environment: Respect for the integrity of creation.
- Every person's mission of stewardship demands that he be more conscious of his actions when he relates with the environment.
- Treat Mother Nature as your own mother. In every sense of the word, she feeds us and sustains our life, treats us kindly and lovingly by providing for us faithfully, not expecting anything in return other than respect and love. As "her children", we have utterly despoiled her and given her less than the respect that she deserves. As a "parent", she also has a way of disciplining her children lest they abuse. Thus, we have floods and other calamities.

Concern for the Environment in Action

Some examples of how participants may cultivate and encourage the value of Concern for the Environment in their area of concern:

a. Teachers:

1. Motivate students to be more concerned about the environment by promoting the following initiatives:
 - a. "Clean-as-you-go" program/behavior in the classroom / cafeteria and on venues within the school campus. This attitude may be further developed in the home and outside establishments.
 - b. Field trips to sites that highlight the beauty/destruction of the environment.
 - c. Programs that cause student awareness and concern for the environment and the way it is being treated by society.
 - d. Inspiring students to support pro-environment initiatives and legislation.

- e. Making students understand the process of recycling and allowing them to apply this process in school and in their homes.
2. Fervently integrate the value of caring for the environment in one's lessons and instruction.

b. Barangay Officials:

1. Have a more efficient "Clean and Green" program in the barangay.
2. Motivate community members to develop the value of concern for the environment while at the same time making the value a source of livelihood (e.g. recycling ventures, planting of crops and fruit trees on households and community properties, sale of seedlings and plants that are grown within the community to schools and other institutions that have tree planting or "greening" projects, etc.)
3. Develop a deeper consciousness for the environment within the community as well as design a more efficient garbage collection system.
4. Teach and motivate community members to protect rivers and water ways along the community by teaching them alternative waste disposal systems and by encouraging them to use the rivers instead for livelihood and other meaningful purposes.

c. Students:

1. Develop a more conscious and consistent habit of keeping your surroundings clean as well as using environmental resources such as water and electricity wisely and prudently.
2. Have a deeper understanding of the dire state of the environment and in your own capacity contribute to the work of preserving it.

Personal Resolution

I am a steward of creation. I understand that my very existence and that of generations after me are threatened by the destruction of the environment. I pledge to be a more discerning individual by using all environmental resources properly and prudently. I shall develop a conscious effort to preserve and protect the environment from further degradation. I shall treat the environment as though it were my own masterpiece, giving it great care and priding myself of its wonders and beauty. I shall ever be thankful of the grace of God and the dedication of people in their work to ensure that my family and I have clean air to breathe, clean water to drink, clean oceans to launch adventures and above all, a life that's healthy and a future worthy to be shared to the next generations.

Concern for the Environment

The Giving Tree

Fr. Benigno P. Beltran, SVD

Once there was a tree... and she loved a little boy. And everyday the boy would gather her leaves, make them into a crown and play king of the forest. The boy would also play hide and seek, climb her branches and eat her mangoes. At the end of the day when he was tired, the boy would sleep in her shade. And the boy loved the tree... very much... and the tree was very happy.

But the time went on... And the boy grew older. And the tree was often alone. Then one day the boy went to the tree who said: "Come, boy, come and climb up my trunk, swing from my branches, eat my mangoes, play in the shade and be happy." "I am too big to climb and play and I don't have money," said the boy, "If only I can have some money." "I am sorry," said the tree, "but I don't have money. Go take my mangoes, boy, and sell them to the market. That way, you will have enough money and you will be happy." And so the boy gathered all her mangoes and carried them away. And the tree was happy.

But the boy stayed away for a long time.... Then one day the boy came back to the tree who shook with joy and said: "Come, boy, come and climb up my trunk, swing from my branches, eat my mangoes, play in the shade and be happy." "I am too busy to climb trees," said the boy. "I want a house to keep me warm." "I want a wife and children and so I need a house. Can you give me a house?" "I have no house," said the tree, "The forest is my house, but you may cut off my branches and build a house." And so the boy cut off her branches and carried them away to build his house. And the tree was happy.

But the boy stayed away for a long time.... Then one day the boy came back and the tree was so happy that she could barely speak. "Come, boy," she whispered, "come and play." "I am too old to play," said the boy. "I want a boat that will take me far away from her. Can you give me a boat?" "Cut down my trunk and make a boat," said the tree. "Then you can sail away... and be happy." And so the boy cut down the trunk and made a boat and sailed away. And the tree was happy... but not really.

And after a time, the boy came back again. "I am sorry, boy," said the tree. "but I have nothing left to give you – my mangoes are gone." "My teeth are too weak for mangoes," said the boy. "My branches are gone," said the tree. "You cannot swing on them." "I am too old to swing on branches," said the boy. "My trunk is gone," said the tree. "You cannot climb." "I am too tired to climb," said the boy. "I am sorry," sighed the tree. "I wish that I could give you something... but I have nothing left. I am just an old stump. I am sorry." "I don't need very much now," said the boy, "Just a quiet place to sit and rest. I am very tired." "Well," said the tree, straightening herself up as much as she could, "well, an old stump is good for sitting and resting. Come, boy, sit down and rest." And the boy did and the tree was happy.

Moral: Mother Nature is an all-giving mother. While she gives fully, man abuses her relentlessly. It is time that we care for our ailing Mother Nature so that she will regain her beauty and strength once again, enabling her to share her life and abundance with us.

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