

LEARNING MODULE

Values Education

G8 | Q4

Good Decision Making



NOTICE TO THE SCHOOLS

This learning module (LM) was developed by the Private Education Assistance Committee under the GASTPE Program of the Department of Education. The learning modules were written by the PEAC Junior High School (JHS) Trainers and were used as exemplars either as a sample for presentation or for workshop purposes in the JHS In-Service Training (INSET) program for teachers in private schools.

The LM is designed for online learning and can also be used for blended learning and remote learning modalities. The year indicated on the cover of this LM refers to the year when the LM was used as an exemplar in the JHS INSET and the year it was written or revised. For instance, 2017 means the LM was written in SY 2016-2017 and was used in the 2017 Summer JHS INSET. The quarter indicated on the cover refers to the quarter of the current curriculum guide at the time the LM was written. The most recently revised LMs were in 2018 and 2019.

The LM is also designed such that it encourages independent and self-regulated learning among the students and develops their 21st century skills. It is written in such a way that the teacher is communicating directly to the learner. Participants in the JHS INSET are trained how to unpack the standards and competencies from the K-12 curriculum guides to identify desired results and design standards-based assessment and instruction. Hence, the teachers are trained how to write their own standards-based learning plan.

The parts or stages of this LM include Explore, Firm Up, Deepen and Transfer. It is possible that some links or online resources in some parts of this LM may no longer be available, thus, teachers are urged to provide alternative learning resources or reading materials they deem fit for their students which are aligned with the standards and competencies. Teachers are encouraged to write their own standards-based learning plan or learning module with respect to attainment of their school's vision and mission.

The learning modules developed by PEAC are aligned with the K to 12 Basic Education Curriculum of the Department of Education. Public school teachers may also download and use the learning modules.

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VALUES EDUCATION 8

Module 4: Stopping Violence In School

CONTENT STANDARD: The students will demonstrate understanding of the different forms of violence in school.

PERFORMANCE STANDARD: The students will make appropriate actions to avoid and respond to violence in school.

TRANSFER GOAL: The students on their own and in the long run will be able to use their learning to become promoter of non-violence in school, at home and in the larger community.

UNPACKED COMPETENCIES	
Acquisition	Making Meaning
1 Identify common violence in school (bullying, instigating a fight, vandalism, verbal abuse) their cause and effects. (EsP8IP-IVc-14.1)	1 Explain that manifestations of love (acceptance, care, concern, empathy) and respect for oneself, for others and for life are deterrents to any form of violence in school. (EsP8IP-IVd-14.3)
2. Give the indicators of a safe and friendly environment in school (no records of violence, presence of order and discipline).	2. Explore on five effective and appropriate actions to prevent / stop violence in school (i.e. intensify lectures on non-violence, adopt policy on character building, enhance SMS to facilitate quick report, and create an anti-school violence committee (EsP8IP-IVd-14.4)

Stopping Violence in School



INTRODUCTION & FOCUS QUESTIONS:

What is school violence? What are the common causes of it? How can we prevent it?

Violence is anything that causes harm to others in various forms. Violence in school causes a lot of disruptions. Basically, it destroys the smooth flow of school's daily operation, but over and above this it could create detrimental effects on the lives of the students who are usually susceptible to it.

Bullying (including cyberbullying) has been one of the most widespread problems in schools which often leads to violence. Students going to schools intoxicated, instigating a fight, showing disrespect to authorities are just few of the problems commonly brought to the Office of the Student Behavior.

Violence in schools is often rooted at home. Ideally, parents are to nurture and reinforce positive behavior to their children. When parents fail to do so, children may develop negative and violent behavior patterns.

Preventing violence in school is not only the sole responsibility of the Discipline Officers or Values Education Teachers or the School Principal. A collective effort of all school stakeholders is needed in combating it. In the process of doing step by step preventive actions, upholding the right of every student to a safe and friendly school environment is always the most effective guiding principle.

In the course of doing the different learning activities in this module, this essential question will be answered:

How do we avoid and respond to specific forms of violence?

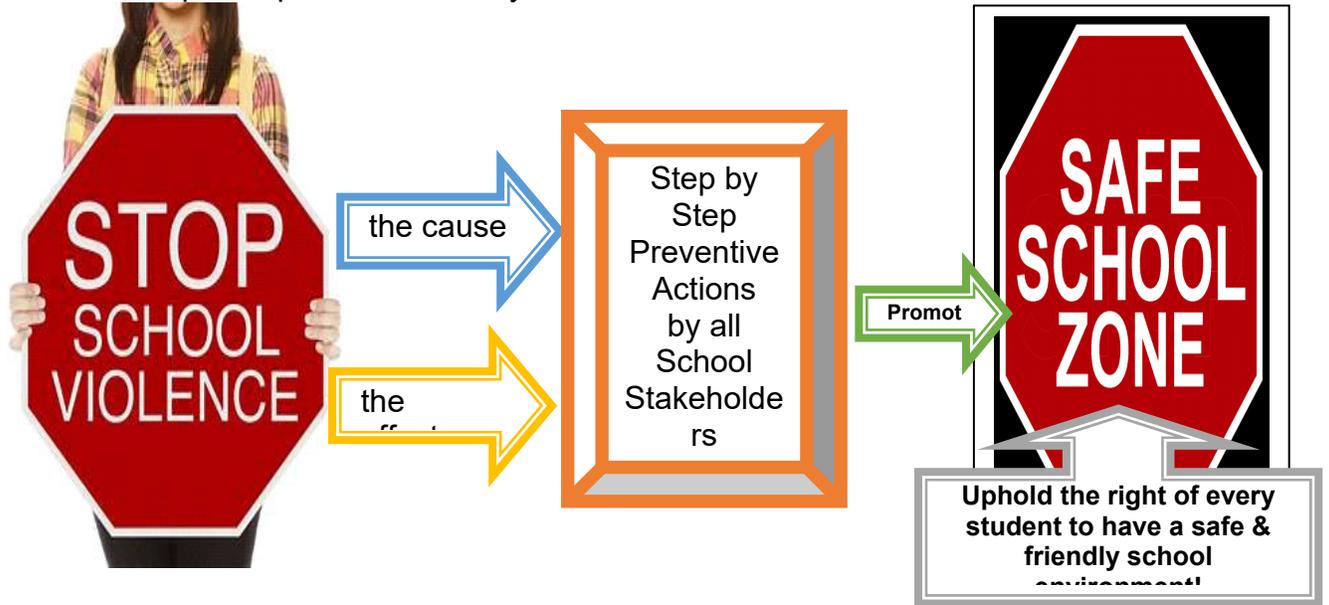
LESSONS & COVERAGE:

In order to answer, on your own, the said essential question, you need to take the following lessons:

- The common forms of violence in school, their causes and effects;
- The effective and appropriate actions to stop or respond to violence in school;
- The promotion of love and respect for oneself, for others and for life as deterrents to any form of violence in school;
- A collective effort to uphold a safe & friendly school environment

MODULE MAP:

Here is a simple map of the lessons you will cover:



EXPECTED SKILLS:

To do well in this module, you need to enhance the following skills:

- Conducting research, analyzing articles / texts & videos
- Interviewing school’s stakeholders
- Creatively presenting gathered data
- Presenting data gathered creatively
- Writing reflection journals
- Designing campaign materials against any form of violence in school

Before we go to our lessons, let us first test your prior knowledge by answering the given Pre-Test.
 Encircle the letter that corresponds to your answer.
 After taking this short test, you will see your score. Take note of those items which you were not able to answer correctly and look for the correct answers as you go through this module.

Pre-Assessment

Let's find out how much you already know about this module. Choose the letter that you think best answers the question. Please answer all items. After taking this short test, you will know your score. Take note of the items that you were not able to correctly answer and look for the right answer as you go through this module.

1. Which of the following is synonymous to violence?
 - a. amity
 - b. equality
 - c. ferocity
 - d. liberality

2. Which of the following is not usually considered a form of school violence?
 - a. bullying
 - b. gang activity
 - c. fighting
 - d. social exclusion

3. Which should not be part of an Anti-Bullying Program for schoolchildren?
 - a. What to do if they are bullied
 - b. The different types of bullying
 - c. How to fight back*
 - d. That bullying should not be tolerated

4. Which is NOT an appropriate action of a Discipline Officer in combating school violence?
 - a. Adding a police presence at school to deter crime
 - b. Being aware of social functions held by students off of school property
 - c. Investigating on discipline cases related to violence
 - d. Patrolling the school during school hours

5. Which of the following DOES NOT increase a student's likelihood to commit a type of school crime?
 - a. a history of violence
 - b. an impoverished community
 - c. biological factor
 - d. change of residence

6. Adults should know the warning signs of physical abuse so that children who are physically hurt could be helped as early as possible. Which of the following signals an occurrence of physical abuse?

- a. playful behavior
 - b. improper uniform
 - c. unexplained bruises and scrapes
 - d. change of residence
7. Teachers are mandated to report cases of suspected child abuse. Which best explains this?
- a. They have to tell the case to anyone
 - b. They could sanction the aggravator
 - c. They must pass on to the Principal all the responsibilities as the school head
 - d. They have a legal obligation to report any suspicion of maltreatment
8. Which of the following belongs to the “What Not to Do” List for a teacher regarding a disclosure of an abuse?
- a. Identify the abuser
 - b. Find solutions
 - c. Stay Calm
 - d. Overreact
9. Why is it necessary that the process of combating violence in school should start from information campaign?
- a. right information could lead to appropriate actions
 - b. all should be aware so that all could fight back against the perpetrator
 - c. ignorance is an excuse
 - d. because violence is a vague term
10. What is the best deterrent to school violence?
- a. authority & sanctions
 - b. safe & friendly school environment*
 - c. quality education
 - d. expulsion



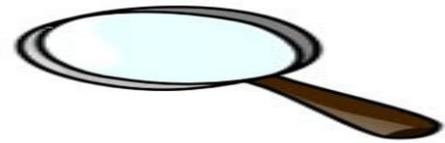
EXPLORE

Most of the teenagers today resort to violence when they could not resolve a conflict. While we all desire a healthy and harmonious environment where every individual mutually reacts with one another with respect, conflicts still inevitably arise, and worst, violence exists. In this regard, what can we possibly do? Let us start this learning unit by answering the THINKING IN AND OUT OF THE BOX.

ACTIVITY 1. Let Us Diagnose!

Share your prior knowledge by answering the **IN THE BOX part** of the Thinking IN and Out of the Box Activity

EQ: How do we avoid and respond to specific forms of violence?



I THINK....

End of EXPLORE:

You just tried finding out answers to the essential question:

How do we avoid and respond to specific forms of violence?

Let's find out how others would answer the above question and compare their ideas with your own. As you compare, you will find out if your ideas are in line with the standard. You will also learn other concepts which will help you complete a required project found at the end. This project is about **creating** an infomercial that will promote effective ways to stop/avoid violence in school.

We will start by doing the next activity.



FIRM-UP

Your goal in this part of the module is to know the following concepts: common violence in school, their causes and effects, ways to stop them and promote a safe & friendly school environment.

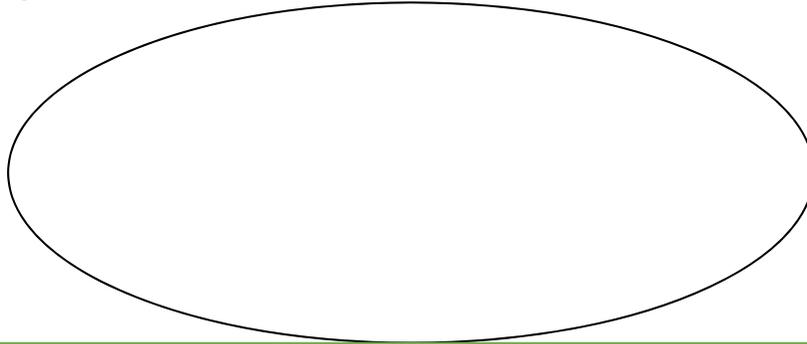
ACTIVITY 2. Very Violent or Very Peaceful?

Write “very violent” on one end of the board and “very peaceful” on the other end. Draw a long line in between the two statements. Explain that you will read statements and the participants will move to whichever side they think goes with the statement. There is no right or wrong answer and participants can stand anywhere in between the two extremes.

1. A boy hits a girl
2. You get spanked
3. Your friend gives you a hug when you feel sad
4. A family lives in poverty
5. Parents yelling at each other
6. Someone spreads a rumor about you
7. Someone calls you “stupid”
9. The teacher tells the whole class that you failed in the test
10. Someone teases you
11. Your mentor helps you with your homework
12. A friend comforts you in times of distress
13. A friend shares lunch with you
14. Your brother steals all the money you’ve saved in your piggy bank
15. Your sister calls you “chubby”

Answer the process question in a form of a drawing:

Based on the activity (Very Violent or Very Peaceful?), when do you say that an act is violent or not? Draw a symbol to illustrate this and write a short description.



Let us further see what forms of violence exists in school and reflect on how we might have contributed to it.

ACTIVITY 3. Stop & Be Informed!

In groups, present a tableau of the following situations. Your leader will explain your tableau:

- Group1: Physical violence occurs when someone uses his body or a weapon to hurt another person.
- Group 2: Verbal or emotional abuse occurs when someone uses words (written or said out loud) to hurt your feelings or scare you.
- Group 3: Sexual violence occurs when someone makes you do some kind of sexual activity when you don't want to.
- Group 4: Neglect is when someone who is supposed to be taking care of you escapes his/her responsibilities
- Group5: Institutional violence occurs when organizations or institutions discriminate against a group of people because of their skin color, gender, or how much money they have.

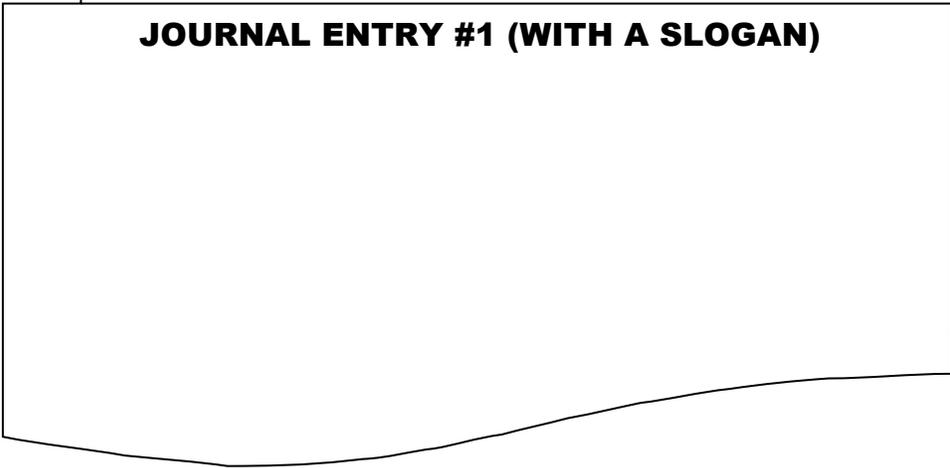
Answer the following process questions:

- a. What were the forms of violence presented by your classmates in their tableau?
- b. Why do you think they happen? Elaborate.

Journaling!

In view of the different forms of violence presented in the tableau, what everyday actions done by you or other people which might have contributed to their existence? End your journal with a pledge of commitment in a form of a slogan to stop violence.

JOURNAL ENTRY #1 (WITH A SLOGAN)



Now that you know the different forms of violence which could be existing in your school, let's proceed further to find their meaning, their causes and ways of preventing them.

VIDEO ANALYSIS: Watch this video to further widen your awareness on the different forms of violence in school, discover their causes and ways to stop them.

After watching the videos, jot down important information gathered focusing on three key terms: *types, cause, prevention*

<https://www.youtube.com/watch?v=rqJxRs0W5BU>

ACTIVITY 4. Tab the Data!

Based on the video, work in triads and complete the table below. A member of your trio could move around the room to give / exchange answers from other groups using your three chips, decide from which group you will do the trading:

Types of Violence	Causes	Prevention

Answer this process questions:

Being aware of violence in school and their types, causes & effects and suggested prevention strategies what actions would you start now to avoid these from happening to your own self? How can we plan to stop or avoid violence in school?

Using the same video, the teacher demonstrates to the class how to critique an infomercial and tells that they will also do the task on their own in the later part of the lesson discussion.

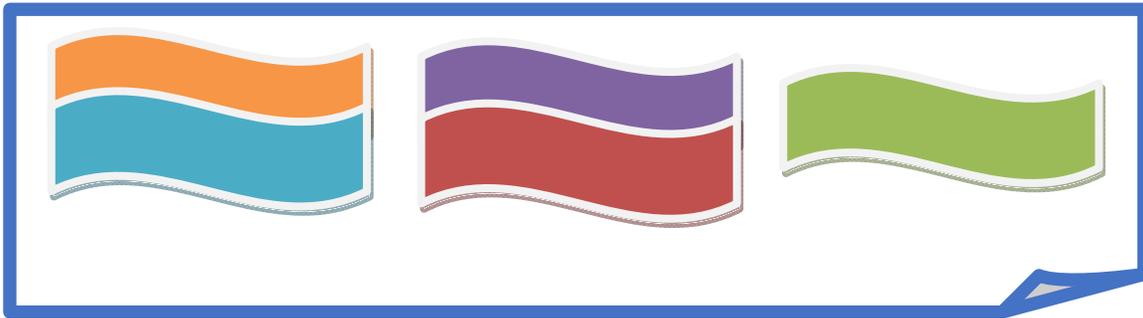
ACTIVITY 5. Red Flags, Be Aware!

Prevention is better than cure! Before violence occurs, there are circumstances that could either mitigate & aggravate it. What will you do to counter those aggravating circumstances to prevent serious threat to yourself and to others?

Put a  on the blank before the situation that may lead to violence?

- _____ 1. Ahmed asks Alex for some money and says "If you don't lend it, I won't be your friend."
- _____ 2. David spreads a false rumor that Van took his money.
- _____ 3. Alice elbows Lia on her way into class one day.
- _____ 4. Gino keeps telephoning Sandra at home even after she's asked him to stop.
- _____ 5. After an argument Henrietta tells the other girls not to sit with Therese one lunch time.
- _____ 6. A couple of boys keep making comments about Mia's body, which upsets her
- _____ 7. Vikram asks people to attend his party and, in front of everyone, Vikram tells Jason that he's not invited. They had never been friends
- _____ 8. Vanessa and Sonya keep making signs behind Leah's back.
- _____ 9. Bob tells Vanu how stupid she is, over and over again, even when others are listening.
- _____ 10. Tricia helps Tanya carries her books to her way to the classroom.
- _____ 11. Alicia pretends to ask Alister to join their group and when he agrees she says "DER" and goes back laughing to her friends.
- _____ 12. Sally is waiting in line for lunch at the cafeteria. Henry pushes in front of her without asking, but later says sorry.
- _____ 13. Ben consoles his classmate after getting a low score in a Math test.
- _____ 14. A group of students demand your money or something else valuable to you.
- _____ 15. Ardy makes rude comments about Sheree and says them loud enough for everyone to hear.

Processing: *Choose 5 red flag items which you considered as worst possible situations that could lead to violence. Fill in the flaglets below.*



Do SWAP TALK: Which of the said forms of violence have you experienced yourself? How did you feel? What did you do so far?

Let's Check # 1: Fill Out The Boxes:

Choose top 3 situations above that may lead to violence in school and give the reasons why they are most likely to occur. What concrete steps could you do to prevent these from happening in your own life?

Situation 1 Reason: How to prevent:	Situation 2 Reason: How to prevent:
Situation 3 Reason: How to prevent:	

To better understand why violence happens in our own schools, let us discover the causes and effects of violence in the Philippine schools.

ACTIVITY 6. Violence in the Philippine Schools

Watch this video then complete the post-video watch sheet below.
https://wn.com/kapuso_mo,_jessica_soho_bully_learns_his_lesson_philippines

ACTIVITY 7. “Tumula’t Magpasiya, DESIDERATA!

Read the original Filipino translation of the poem DESIDERATA by Araceli Fernando.

<https://www.wattpad.com/179747532-desiderata-poem-translated-desiderata-poem-tagalog>

In a small group, choose at least three (3) lines from the poem that suggest actions, traits or attitudes that promote or enhance a safe and friendly school environment.

Answer the following process questions:

- Based on the poem, what are the words or phrases that could promote a safe & friendly environment? Could they be adopted in a school set-up?**
- Are they present in your school? Why or why not?**

Let’s check #3: Stop Violence, Now!

Draw a symbol or a picture of a safe and friendly school environment with a short appeal to your fellow students persuading them to plan action or ways stop or avoid violence in school.

The promotion of a safe and friendly school environment begins with the single step of loving and respecting others despite differences.

ACTIVITY 8. Still Thinking in the Box!

This time, answer again the **IN THE BOX part** of the Thinking IN and Out of the Box Activity. Have your answer compared with your answer prior to the discussion. What were the things added and elaborated?

EQ: How can we plan to stop or prevent violence in school?

I THINK....

I THINK...

ACTIVITY 9. Campaign per School

After knowing the causes and effects of violence and how to stop or avoid it, will you be ready to make your own campaign in promoting a safe and friendly school environment? There are varied ways of doing it. In this module you are directed to make a persuasive / convincing “Infomercial.”

Download, watch and analyze the following videos:

https://www.youtube.com/watch?v=_gJ5KvKft-8

<https://www.youtube.com/watch?v=FJdmdHMSn2Q>

<https://www.youtube.com/watch?v=49GzqPP7YYk>

List down the important features of an infomercial and the materials needed for it to become persuasive and convincing.

FEATURES	MATERIALS NEEDED
E,g. informative	- statistics, data,

Based on your completed table, give some of the contents or characteristics of an effective INFOMERCIAL.

Prepare a STORYBOARD which will guide you in creating your infomercial. It must contain the specific content and manner of presenting it. Complete the STORYBOARD sheet below:

CRITERIA (refer to rubric)	CONTENT (sequence of statements, caption, data, etc)	MATERIALS NEEDED (photos, graphics, music, etc)

End of FIRM UP: In this section, the discussion was about the *common violence in school, their causes and effects, ways to promote a safe & friendly school environment.*

Go back to the previous section and compare your initial ideas with the discussion. How much of your initial ideas are found in the discussion? Which ideas are different and need revision? What new learning goal should you now try to achieve?

Now that you know the important ideas about the topic, let’s go deeper by moving on to the next section.



DEEPEN

Your goal in this part of the module is to have critical analysis of the importance of love and respect for oneself, for others and for life as deterrents to any form of violence in school. You will be examining situations that will help you in planning steps to stop any form of violence in school.

Do article analysis:

Schooling is the one experience that most children worldwide have in common and the most common means by which societies prepare their young for the future. But schooling is not always a positive experience for children. It can mean shivering in cold, unheated buildings or sweltering in hot, airless ones. It can mean being forced to stand in unfurnished classrooms, being hungry, thirsty or unwell; it can also mean **being frightened by the threat of punishment, humiliation, bullying or even violence at the hands of teachers and fellow pupils**. These conditions thwart learning. They are made worse when learners are without competent teachers to guide them, textbooks to learn from or exercise books to write in, or if they have textbooks of inferior quality that reinforce damaging stereotypes. Learning is further stymied when schools have no toilets, running water or electricity.

Schools must therefore focus on the whole child, which means taking into account conditions in the family or community that might be hindering his or her educational progress. Fulfilling the education-related Millennium Development Goals (MDGs) requires not just getting all children into school, but making sure that all schools work in the best interest of the children entrusted to them. **This means providing safe and protective schools** that are adequately staffed with trained teachers, equipped with adequate resources and graced with appropriate conditions for learning. Recognizing that different children face different circumstances and have different needs, such schools build on the assets that children bring from their homes and communities and also compensate for shortcomings in the home and community environment. They enable children to achieve, at a minimum, the knowledge and skills prescribed in the curriculum. **They also help them develop the ability to think and reason, build self-respect and respect for others, and reach their full potential as individuals, members of their communities and citizens of the world.** Child-friendly schools (CFS) embrace a multidimensional concept of quality and address the total needs of the child as a learner.

https://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809.pdf

Think-Pair-Share
Discussion Guide:

- a. How did UNICEF view a safe and friendly school environment?
- b. What are the obstacles to building a safe and friendly school environment that should be resolved worldwide?

Each nation must respond to the call of respecting the right of every child to have a safe and friendly school environment. Different programs have been created to respond actively to the said call.

ACTIVITY 10. Stopping Violence in School and Its Legal Bases

SIMULATE a meeting of a **Child Protection Policy Committee** in a Division Office of the Department of Education. Present in the meeting are the following: *the Principals, the Vice Principals, the Discipline Officers, the Presidents of the Parents' Association, the Presidents of the Student Council, the Barangay Chairman, Guidance Counselors and representatives from both the Teaching and Non-Teaching Staff.*

Design provisions that the schools, both DepEd and Non-DepEd schools should be following in view of DepEd Child Protection Policy of 2013 based on the following **legal bases**:

LEGAL BASES

- Philippine Constitution
- Presidential Decree 603 or "Youth and Children Code"
- Republic Act No. 7610 Special Protection Against Child Abuse
- Republic Act No. 10627 or Anti-Bullying Act of 2013
- Republic Act No. 9344, as amended or Juvenile Justice and Welfare Act
- Republic Act No. 10630 RIRR of RA 9344 Presidential Decree 603 or "Youth and Children Code"

The Philippine Constitution → The State shall protect the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development
(Art. XV. Sec. 3(b))

The Philippine Constitution → All educational institutions shall...x x x... foster love of humanity, respect for human rights ...x x x...develop moral character and personal discipline... **(Article XIV Section 3 (b))**

Article 218, 220, 233 of the Family Code of the Philippines and PD 603 “gives the school, its administrators and teachers, or the individual, entity or institution engaged in child care the special parental authority and responsibility over the minor child while under their supervision, instruction or custody”..... “Authority and responsibility shall apply to all authorized activities whether inside or outside the premises of the school, entity or institution

Present the provisions in a plenary (with some students acting as parents)
Answer this process questions: **Why is it necessary to know the legal bases of the actions to be taken to prevent / avoid violence in school? What policies do you have that aim at stopping or preventing violence? Are they in consonance with the legal bases stated above?**

ACTIVITY 11. Act Now!

Accomplish the worksheet below individually.
Analyze the given situations and answer the questions that follow based on the ardent desire of all schools and their stakeholders to act against any form of violence:

<p>EQ: How do we avoid and respond to specific forms of violence in school?</p>	<p>Situation 1 Bullies Create a Website All Dedicated to Mock David Knight</p> <p>David Knight was constantly bullied in school, but the final blow of humiliation was when he found out that someone took the effort to set up a website dedicated to abusing and mocking him.</p> <p>The website has been active for many months until a classmate told him about it. Sure enough when he went to the site it says 'Welcome to the website that makes fun of Dave Knight'. It includes pages of hateful comments and threats directed to Dave and his family. It even invited everyone to join in posting insults and lewd comments on Dave Knight.</p> <p>www.lolwot.com/10-real-stories-of-bullying-that-will-shock-you</p> <p><i>Process Question:</i> <i>What form of violence is existing in school that calls for an action ?</i></p> <p><i>What line in the situation supports your answer?</i></p>	<p>Situation 2 Click and analyze the video presented to you and answer the process questions.</p> <p>https://www.youtube.com/watch?v=aPSZf3MID6M</p> <p><i>Process questions:</i> <i>What form of violence did you see in the video?</i> <i>Why it should be addressed?</i> <i>What scene in the video supports your answer?</i> <i>Why do you say that scene supports your answer?</i></p>	<p>Situation 3 <u>REPUBLIC ACT NO. 10627 AN ACT REQUIRING ALL ELEMENTARY AND SECONDARY SCHOOLS TO ADOPT POLICIES TO PREVENT AND ADDRESS THE ACTS OF BULLYING IN THEIR INSTITUTIONS</u></p> <p><i>Process questions:</i> <i>What are the different forms of bullying that calls for an action?</i> <i>What provision in the law supports your answer?</i> <i>Why do you say that provision supports your answer?</i></p>
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	<i>Why do you say that line supports your answer?</i>		
	Answer:	Answer:	Answer:
	Supporting Texts:	Supporting Texts:	Supporting Texts:
	Reason:	Reason:	Reason:
	Common Ideas in Reasons:		
	Enduring Understanding: The students will understand that... (Appropriate actions to avoid and respond to violence in school depend on the understanding of different forms of violence and its effects)		

LET'S CHECK #4 (Short-Constructed Response):

Answer the 5 given questions using short-constructed response which will be assessed using the rubric below:

4 POINTS: the student provides a comprehensive explanation and uses sentences which further enhance his/ her excellent standpoint

3 POINTS: the student provides a sufficient explanation and uses sentences which further enhance his/ her standpoint

2 POINTS: the student provides an explanation with minimal supporting sentences

1 POINT: the student does not provide an explanation; no supporting detail was provided.

A. In your own idea, what do you think are the other reason/s, aside from those discussed already, why violence occurs?

B. Could there be a place without violence, why & how?

C. If you will be given a chance to promote to other schools the slogan: "Uphold the right of every student to have a safe & friendly environment" how would you explain it?

D. If an act of violence is not countered, what do you think are the possible effects of the said tolerance?

E. What is the best way to help a person who causes harm to others? Why do you think they should be helped?

Short-Constructed Response Sheet

Let's Check 5: Thinking Outside the Box

This time, answer the **OUT OF THE BOX part** of the Thinking IN and Out of the Box Activity. Have your answer compared with your answer prior to the discussion during the discussion. What were the things added, elaborated, clarified and deepen?

EQ: How do we avoid and respond to specific forms of violence?

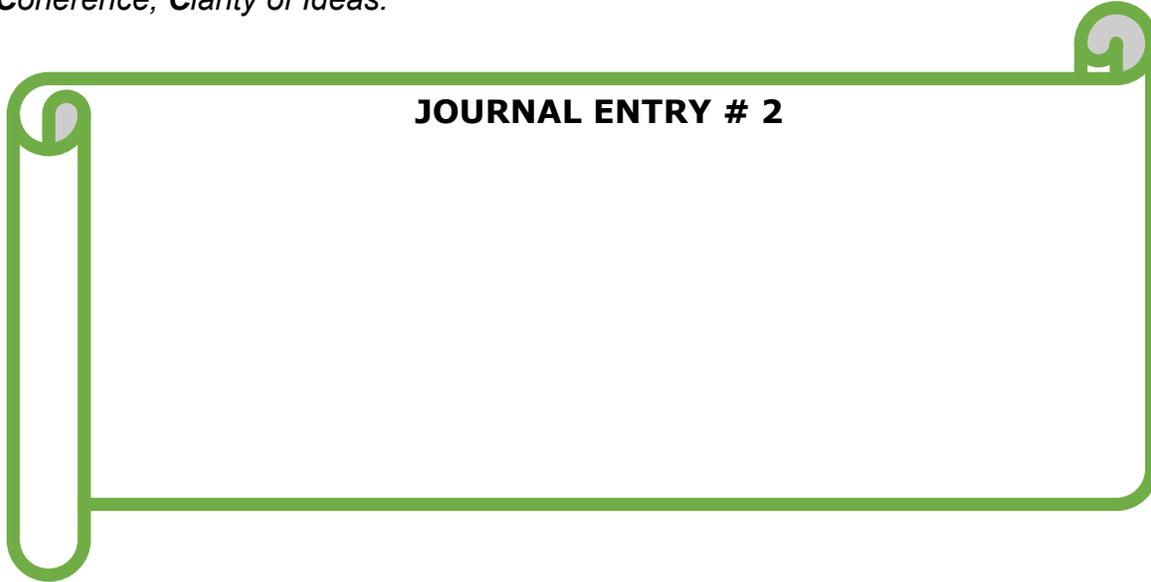
I THINK....

I THINK...

JOURNALING!

Write a reflection / essay synthesizing the importance of love and respect for oneself, for others and for life as deterrents to any form of violence in school. Consider the following 3Cs in assessing your essay (Self-Assessment): **Content, Coherence, Clarity of Ideas.**

JOURNAL ENTRY # 2



End of DEEPEN:

In this section, the discussion was about the importance of love and respect for oneself, for others and for life as deterrents to any form of violence in school.

What new realizations do you have about the topic? What new connections have you made for yourself? What helped you make these connections?

Now that you have a deeper understanding of the topic, you are ready to do the tasks in the next section.



TRANSFER

Now you will be directed to perform specific which are all leading to your main Performance Task. Your goal in this section is to apply your learning to real life situations. You will be given practical tasks which will demonstrate your understanding.

ACTIVITY 12. Stop Violence in School: A Collective Effort!

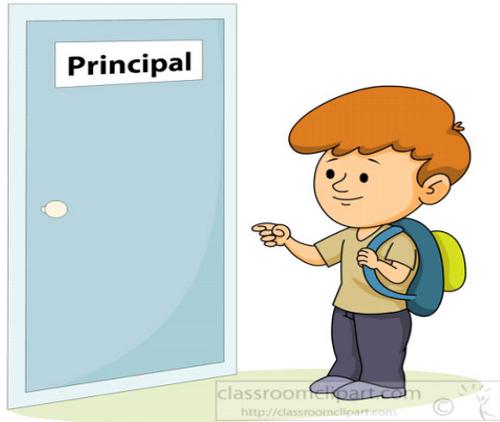
Conduct interviews with the following people in the campus regarding preventive actions to counter violence in school. Have your gathered data recorded:



**Guidance
Counselor**



**Values Education
Teacher**



Principal



Librarian

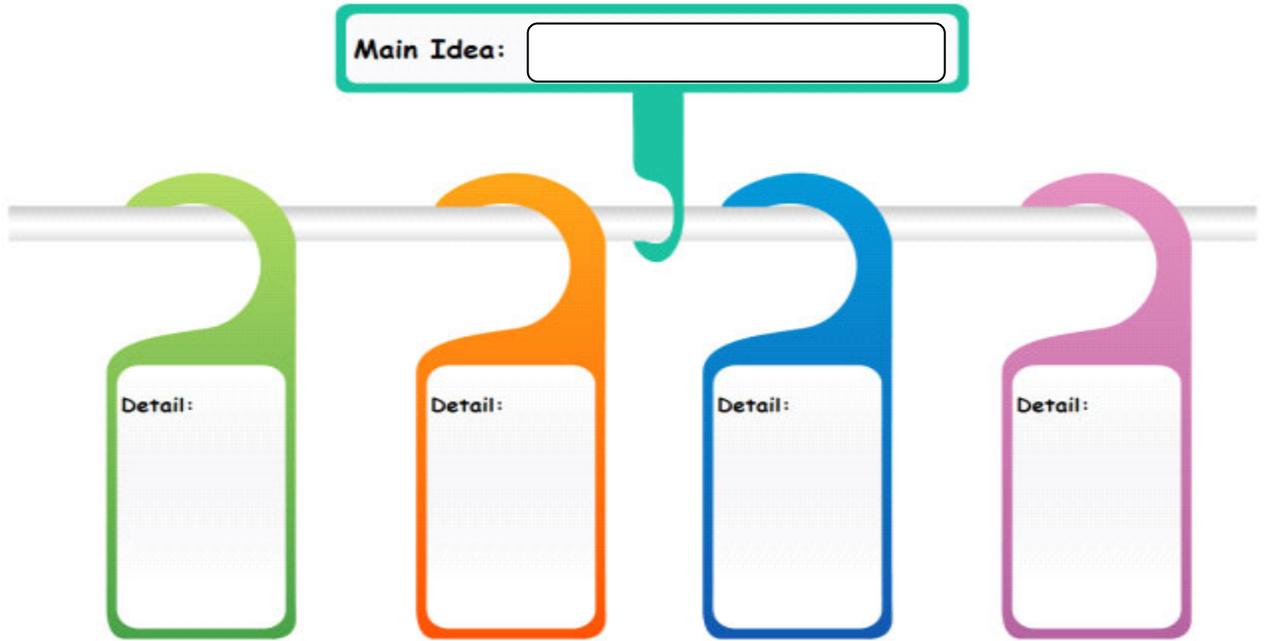


Parents



**Health Services
Personnel**

Present the data gathered using any of the graphic organizers below or using the graphic organizer of your choice: (size of a whole cartolina)



Main Idea:

Detail:

Detail:

Detail:

Detail:

Name _____ Date _____ Class Period _____

Step-by-Step Process

Directions: Write each step in chronological order. Then, add specific details about each of those steps.

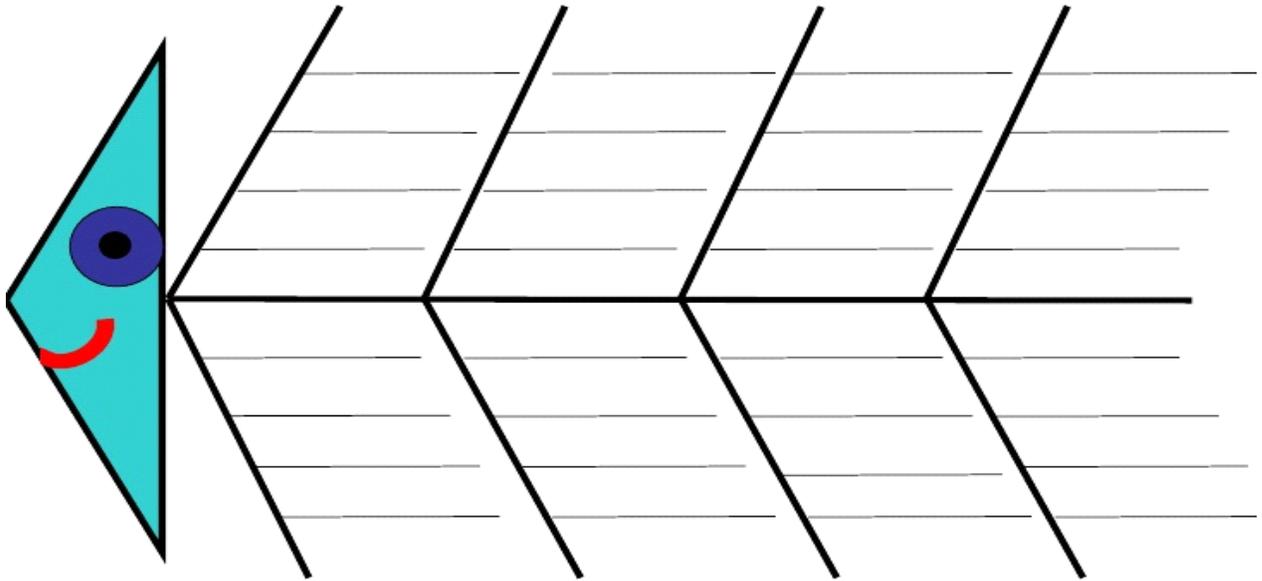


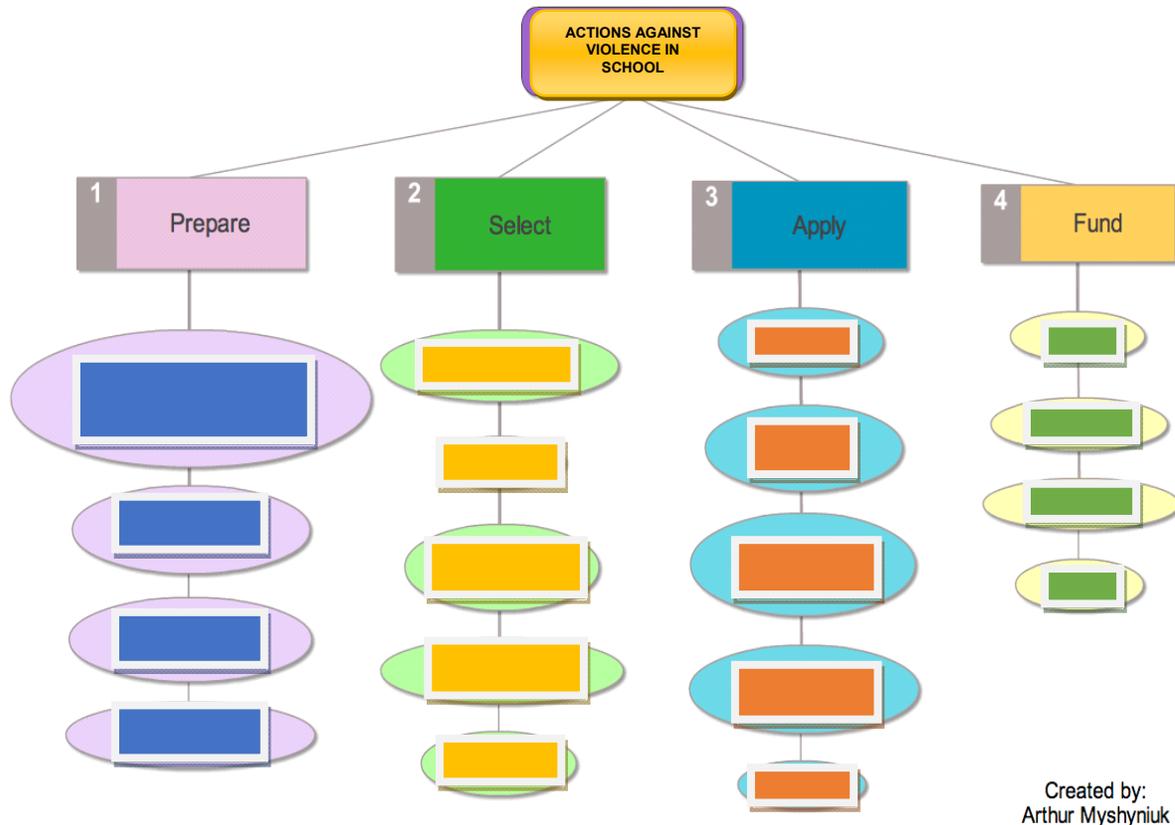
List materials required here.

	Steps		Details
Step 1		→	
Step 2		→	
Step 3		→	
Step 4		→	
Step 5		→	

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Fishbone: A Graphic Organiser



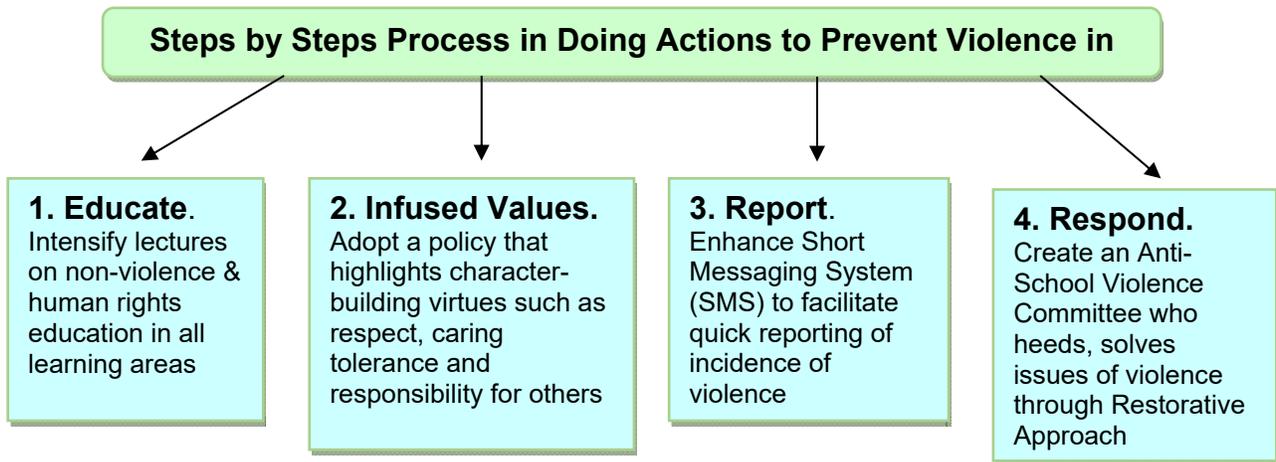


Translate the data in the graphic organizers into a vlog

Answer this process questions:

1. What is the step-by-step process in doing preventive actions to counter violence in school based on the vlog?
2. What are the common steps presented? How are they feasible in your school?
3. In countering violence in school, why is it necessary that a step by step procedure be followed?

See the similarities and differences of the data organized in the graphic organizers presented in the “Gallery Walk” with the contents of the graphic organizer below, as provided and discussed by the teacher:



Answer this process question: **In countering violence in school, why is it necessary that a step by step procedure be followed?**

Upon knowing the step by step process in doing preventive actions in view of a known violence in school, start conceptualizing your final outputs to materialize the aforesaid process and to generate favorable solution/s for your school.

ACTIVITY 13. Causes & Effects!

With the help of your teacher, do videoconferencing with other Grade 8 students outside Metro Manila / nearby provinces. Interview them to come up with comparative data of the causes and effects of the common violence in schools (those in rural and urban places).

Present your gathered data through powerpoint presentation with graphical statistics and communicate a conclusion whether such locations determine the variation of the causes & effects.

Your gathered data will be essential in your end unit output.

Now that you have realized that whether urban or rural, despite the location, violence is prevalent. This calls for actions that will effectively give solutions to help both the victims and those who cause the harm.

At the end of this learning unit, you need to make an “infomercial” at as a form of a campaign to educate students about detrimental effects of violence in school and to promote specific ways of avoiding / stopping them to help both the victims and those who caused it.

Watch different samples of “infomercial” provided by your teacher and together compare and identify the different elements of a persuasive “infomercial” so that you can effectively convey your important message.

Your “infomercial” should be able to meet the criteria / standards specified in the rubric (see next page):

CRITERIA	EXEMPLARY (4)	ACCOMPLISHED (3)	DEVELOPING (2)	BEGINNING (1)
CONTENT	The infomercial presents comprehensive information on the topic. It includes compelling evidences (facts, statistics, examples, real-life experiences).	The infomercial presents adequate information on the topic. It includes sufficient evidence (facts, statistics, examples, real-life experiences).	The infomercial presents limited information on the topic and lacks supporting examples and evidences.	The infomercial presents vague information and inappropriate examples.
RELEVANCE	The infomercial persuasively presents applicable or significant and varied actions which the target audience must do.	The infomercial presents applicable or significant actions which the target audience must do.	The infomercial presents limited actions which are not relevant to persuade the target audience.	The infomercial does not present actions which the target audience must do.
PACING	The infomercial shows a complete story and has effective and artistic flow and seamless transition of scenes and information	The infomercial shows a complete story and is enhanced by appropriate flow and transition of scenes and information	The infomercial shows a story, flow and transition which jump around.	The infomercial has no clear flow of information.

<p>USE OF VISUALS, GRAPHICS AND MUSIC</p>	<p>There was a creative use of appropriate and creative scenes, notes on titles, special effects/animation, music, etc.</p>	<p>There was an adequate use of appropriate scenes, and notes on titles, special effects/animation, music , etc.</p>	<p>There were scenes and notes on titles, special effects/animation music, etc. but with some glaring omissions in scene planning.</p>	<p>There were very few scenes with distracting use of effects and music. It could not be used even as a general guide.</p>
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ACTIVITY 14. Let's Do It!

Together with your teacher, critique a downloaded “infomercial” about violence in school.

<https://www.youtube.com/watch?v=sG7Twc6eK0A>

<https://www.youtube.com/watch?v=rqJxRs0W5BU>

<https://www.youtube.com/watch?v=gJ5KvKft-8>

Based on the said “infomercial” about violence in school, write on the board catchy/appealing statements that could be used as the texts of your planned “infomercial”

Conceptualize now your own “infomercial” based on the formulated catchy/appealing statements.

Present your concept for critiquing both by your teacher and your classmates (peer).

To enhance your concept for your “infomercial”, do the following activity under the supervision of your teacher:

Do “Wall Speaks” activity. Scribble your thoughts on post-it sheets answering the question: *What are the best concrete ways that the following school stakeholders could do to avoid/stop violence in school?*

- *Student Council Officers (yellow)*
- *Guidance Counsellors (pink)*
- *School’s Security Team (blue)*
- *Officials of Parents’ Association (orange)*
- *School Administrators (green)*

Color-coded post-it sheets will be seen on the walls of school corridors for public reading / viewing

Cut news clips from the archived newspapers in the school library about the prevalent violence in schools from Asian and Western Countries. Compare the gravity and common causes of them. Suggest possible actions to be taken to stop them in view of their culture, values and practices.

Answer this process questions:

- a. *In what way your chosen texts could convince and persuade your audience in view of your desire to campaign against school violence?*
- b. *Why is it necessary to make the campaign campus wide? globalized?*

ACTIVITY 15. Getting Ready!

To heighten the need for a campaign against any form of violence in school, or in other places, you will be doing the following as preparatory activities for your actual performance task:

Activity A:

Work on differentiated tasks presenting the indicators of a safe and friendly environment in school.

Group 1: Photography

Group2: Short Film Making

Group3: Spoken Poetry

Group 4: Mural

The differentiated tasks will be assessed based on: clarity of the indicators presented; originality of ideas and creativity.

Activity B:

Simulation: The Commission on Human Rights will have a committee hearing to discuss the issue on HAZING. Students will act as lawyers and members of the committee. What measures will you recommend to the Commission?

Activity C:

Role play situations of violence in the work place. After the role playing, cite concrete ways to counter them in view of the legal provisions found in the labor code.

Answer this process question: Why is it necessary that we stop all forms of violence even beyond the four corners of the classrooms?

After practicing individually and by groups the necessary skills for your Performance Task, you are now ready to do it. You will be guided by the performance task narrative and the rubric provided.

Now let us check if you could confidently do the performance task on your own using the following skills:

Check the column that corresponds to your answer:

Performance Task Skill	Able to do all steps by myself and with much confidence	Able to do most steps but need comments and feedback from others	Need detailed step-by-step instruction
1. I can identify the contents of an effective infomercial			
2. I can prepare infomercial storyboard			
3. I can create a log			
4. I can make an effective and artistic flow and seamless			

transition of scenes in the infomercial			
5. I can use appropriate texts, titles, special effects/animation, music, etc.			



© Can Stock Photo

PERFORMANCE TASK NARRATIVE:

There is an alarming increase in number of violence involving Grade 8 students of “Mayamot National High School, Caloocan City. To name a few, the following are three of the most commonly committed: bullying, physical assault like instigating a fight and bringing of intoxicating drinks. To counter this condition, the Office of the Discipline O launch a campaign to educate students about detrimental effects of violence in school and how to avoid and respond to them. In support to this said campaign, all Grade 8 students will be making their “Infomercial” on this. They will be grouped into five based on specific role ; i.e Student Council Officers (group1), as Guidance Counsellors (group2), as Members of the School’s Security Team (group3), as elected Officials of Parents’ Association (group4) and as School Administration (group5) . The “infomercial” which will be shown in the strategic areas of the campus should effectively deliver the message and convey specific ways or actions with the use of clear and simple graphics, creatively-engineered animations, orchestrated pacing & tone, and relatable background music. It must be supplemented by varied campaign materials (i.e leaflets, slogans, posters, photo grid) that advocate response to violence. Reach out to and network with other organizations and cause-oriented groups with #account. Have them share with you their anti-violence campaign and comment about your infomercial. At the end of your presentation, write a reflective journal on how you can be an advocate of anti-violence which will be published in your school paper.

Your “infomercial” should be able to meet the criteria / standards in the rubric (see next page):

CRITERIA	EXEMPLARY (4)	ACCOMPLISHED (3)	DEVELOPING (2)	BEGINNING (1)
CONTENT	The infomercial presents comprehensive information on the topic. It includes compelling evidences (facts, statistics, examples, real-life experiences).	The infomercial presents adequate information on the topic. It includes sufficient evidence (facts, statistics, examples, real-life experiences).	The infomercial presents limited information on the topic and lacks supporting examples and evidences.	The infomercial presents vague information and inappropriate examples.
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ACTIVITY 16. Journaling: A Self- Assessment!

Write a reflection in your journal notebook expressing the important real life lessons that you have learned after doing the Performance Task.

Include in your journal a narration of the significant things that you have learned while making your “infomercial” and while you have shown it to the people in your school premises.

Gather the reactions from people who saw your “infomercial” through the accomplished “Reaction Sheet”. Consolidate their answers and measure areas you became successful and areas you need to improve on. Check also the effectiveness of your campaign by reading and collating insights gained.



Guide Questions: How did you find the performance task? How did the task help you see the real world use of the topic?

Share your reflection by:

 <p style="text-align: center;">DYADS</p>	 <p style="text-align: center;">TRIADS</p>	 <p style="text-align: center;">TO THE BIG</p>
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End of TRANSFER

Post Assessment

Let's find out how much you already know about this module. Choose the letter that you think best answers the question. Please answer all items. After taking this short test, you will know your score. Take note of the items that you were not able to correctly answer and look for the right answer as you go through this module.

1. Which of the following is synonymous to violence?
 - a. amity
 - b. equality
 - c. ferocity
 - d. liberality

2. Which of the following is not usually considered a form of school violence?
 - a. bullying
 - b. gang activity
 - c. fighting
 - d. social exclusion

3. Which should not be part of an Anti-Bullying Program for schoolchildren?
 - a. What to do if they are bullied
 - b. The different types of bullying
 - c. How to fight back
 - d. That bullying should not be tolerated

4. Which is NOT an appropriate action of a Discipline Officer in combating school violence?
 - a. Adding a police presence at school to deter crime
 - b. Being aware of social functions held by students off of school property
 - c. Investigating on discipline cases related to violence
 - d. Patrolling the school during school hours

5. Which of the following DOES NOT increase a student's likelihood to commit a type of school crime?
 - a. a history of violence
 - b. an impoverished community
 - c. biological factor
 - d. change of residence

6. Adults should know the warning signs of physical abuse so that children who are physically hurt could be helped as early as possible. Which of the following signals an occurrence of physical abuse?

- a. playful behavior
- b. improper uniform
- c. unexplained bruises and scrapes
- d. change of residence

7. Teachers are mandated to report cases of suspected child abuse. Which best explains this?

- a. They have to tell the case to anyone
- b. They could sanction the aggravator
- c. They must pass on to the Principal all the responsibilities as the school head
- d. They have a legal obligation to report any suspicion of maltreatment

8. Which of the following belongs to the “What Not to Do” List for a teacher regarding a disclosure of an abuse?

- a. Identify the abuser
- b. Find solutions
- c. Stay Calm
- d. Overreact

9. Why is it necessary that the process of combating violence in school should start from information campaign?

- a. right information could lead to appropriate actions
- b. all should be aware so that all could fight back against the perpetrator
- c. ignorance is an excuse
- d. because violence is a vague term

10. What is the best deterrent to school violence?

- a. authority & sanctions
- b. safe & friendly school environment
- c. quality education
- d. expulsion

Glossary:

Bullying- Based on section 2 of RA 1067, bullying takes many forms. It defines bullying as "any severe or repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of the other student at school; or materially and substantially disrupting the education process or the orderly operation of a school."

Bullying is categorized into five basic forms: cyberbullying, physical, relational aggression, verbal and sexual bullying.

Cyberbullying is in the use of social media, instant messaging apps, and any information technology.

Physical bullying- usually involves hitting, kicking, destroying, or stealing property.

Relational aggression- uses relationships to control or hurt others. This includes talking behind a person's back, spreading rumors, etc.

Verbal bullying-is name-calling, insulting, threatening, intimidating, and also racist remarks and sexist comments.

Sexual bullying- involves humiliating words that target a person sexually, making vulgar gestures, uninvited touching, name-calling, and the likes.

Child-Friendly School- develop a learning environment in which children are motivated and able to learn. Staff members are friendly and welcoming to children and attend to all their health and safety needs

Discipline- that makes people more willing to obey or more able to control themselves, often in the form of rules, and punishments if these are broken, or the behaviour produced by this training

Discipline Officer- he / she is the leader of the school discipline team who is in charge of the planning, organization, development and monitoring of matters relating to student discipline in school

Hazing- is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate

Human Rights- are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Infomercial- is a form of television commercial, which generally includes a phone number or website which is commonly used to educate people about pressing issues and concerns

Intoxicating Drinks- alcoholic drinks causing intoxication

Non-violence- the use of peaceful means, not force, to bring about political or social change

Peaceful- free from disturbance; tranquil; not involving war or tranquil

Physical Assault- is the act of inflicting **physical** harm or unwanted **physical** contact upon a person or, in some specific legal definitions, a threat or attempt to commit such an action. It is both a crime and a tort and, therefore, may result in either criminal and/or civil liability.

Restorative Approach- a system of justice that focuses on the rehabilitation of offenders through reconciliation with victims and the community at large

Vandalism- wilful or malicious destruction or defacement of public or private property

Verbal Abuse-harsh and insulting language directed at a person

Violence- defined as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation

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