

Level:	SECONDARY 2
Learning Period:	1 Hour
Learning Goals:	Students will be able to <ul style="list-style-type: none">• Become familiar with the less fortunate people in the community• Begin to develop a more perceptive attitude towards the plight of others in the community
Big Idea:	I am called to be a man/woman for others.
CORE Values:	Resilience, Responsibility, Respect and Care
CCE Learning Outcome:	Demonstrate resilience in the face of individual, community and national challenges, and develop the ability to turn challenges into opportunities.
SEL Competencies:	Social Awareness, Responsible Decision Making, Self-management
Materials/ Media:	Activity sheets, PowerPoint presentation (slide1), art materials (for poster making), images/news articles/clippings about the needy and less fortunate people in Singapore, i.e. elderly, jobless, etc. (<i>you may ask the students to bring these materials.</i>)

CONTEXT:

There is a strong narcissistic tendency among our youth that is part of the overall changes that occur during adolescence. Sadly, this is being fed by the mass media causing a lot of confusion and uncertainty among them. The whole idea about the 'Generation Me' that is popularized by the media promotes an "it's all about me" attitude. This preoccupation filters our views of the many aspects of life.

It is a challenge for the young to learn to go beyond seeing from the surface to seeing with an open heart; to begin to look at others and be able to recognize them and the human condition that they are in. Most often, it is when we allow ourselves to be touched by the other that we become vulnerable to their reality. Greater awareness brings about genuine response.

The students' actual and specific situations vary from class to class. The context, therefore, changes and can be made more focused with a particular group of students.

LEARNING EXPERIENCE:

I. Tuning-in:

Option 1: I think...I feel... (*Activity sheet 1, p. 98*)

Instruction: Using the activity sheet or your own selected photo of an elderly, guide the students to a brief sharing. As they look at the picture, ask them to complete the sentence.

1. I think _____.

2. I feel _____.

Allow the students to share without further questions. Their reply will give you some ideas of how they perceive this particular reality in our society.

Option 2: Share your thought

Instruction: Ask the question below and invite the students to share their thoughts.

HOW WOULD YOU BUDGET A MONTHLY SCHOOL ALLOWANCE OF \$100 ONLY?

Possible feelings and reactions to the given picture:

Think...old people are weak and sickly, they need help.

...need for family support, love, care and presence.

...multiple needs of old grandparents.

OR

Feel ... happy that they have reach old age.

... worried about their frailty, health condition and lack of support.

... sad that they still have to earn their living.

... glad that they get support from their family.

Without probing their feelings and thoughts, explain that the lesson at hand is about the less fortunate people in the community and the challenges of being a man/woman concerned for these people. By our shared humanity, we are responsible for each other in the community.

II. Learning Activity:

Option 1: Understanding the needy in our community (*Activity sheets 2-8, p. 99-106*)

Instruction: Explore the different degrees of hardships that the less fortunate people experience in Singapore. Divide the class into groups and assign each with a specific topic to work on.

Topics:

1. Divorced/Widowed (*Activity sheet 2, p. 99*)
2. Sick and Frail (*Activity sheet 3, p. 100*)
3. Sole Guardian of Grandchildren (*Activity sheet 4, p. 101*)
4. Single Parent with children (*Activity sheet 5, p. 102*)
5. Young couple with children (*Activity sheet 6, p. 103*)
6. Middle-aged couple with children (*Activity sheet 7, p. 104*)
7. HIV-Aids in the family (*Activity sheet 8, p. 105*)

Using the activity sheet, ask the students to do the following:

1. Read the article about the given topic.
2. Share your ideas or personal experience about it.
3. Plan out a monthly household budget and recommendations for assistance.

Spend time for discussion on what each group has done.

Option 2: Singapore's Silent Voices (*Activity sheet 9, p. 107, Sample*)

Instruction: Divide the class into smaller groups. Using an image/picture, or a newspaper clipping, or an article about the needy and less fortunate in Singapore, ask the students to do these:

1. Study the pictures or newspaper clippings
2. Share ideas or personal experiences related to the photo or article; or share your personal encounter with needy Singaporeans.
3. Make a poster/collage by putting together all your images/newspaper clippings. Think of a suitable title and a message that brings awareness about the less fortunate.

Invite the groups to share with the class.

It is hoped that students spend some time talking about the less fortunate in their own neighbourhood; and how they feel and think about this reality. This sharing may be inspired by their own personal encounters with the poor and needy Singaporeans; by what they see on TV, and read in the newspapers. The sharing leads them to a deeper awareness of their role, as fellow human beings, students and citizens, in the life of others especially the needy.

As the students share their experiences in the big group, highlight the situation of the less fortunate. You may talk about the situation of most of our elderly today, the sick and frail, persons with disabilities as well as those who have mental health related problems. Show to them the reality of poverty even in a rich country like ours. Tell them that as human beings we share the same value, and we must share in taking responsibility for the situation of the poor. This intrinsic human value that we have is fully actualized in our relationship with others. We are called to be men and women for others. Deepen your input on being a person for others by sharing the points in the next section.

III. Inspiration/ Deepening: Link the student's learning experience with the following points:

To be men and women for others means (*Activity sheet 10, p. 108*)

1. **To be who we are meant to be:** to go out of ourselves, to give our self to others in love; love, which is our ultimate and all-embracing feature, that which gives meaning to all our other features as human beings.
2. **To become fully aware of ourselves:** when we are aware of our vision and purpose in life, we become more open to others around us and we begin to see others as part of who we truly are.

3. **To be aware of those people in need:** to pay attention to the suffering, the poor, the neglected, the elderly, and the abandoned.
4. **To be available for others:** a loving companion that understands their plight and continues to offer them the respect that they deserve as human beings.

REFLECTION:

Option1: Inspirational Poem (*Activity sheet 11. p. 109*)
Instruction: Invite the students to a deeper reflection using a poem. Read it while they silently follow. Pause in between lines. Then, ask them to share word/s or a line that they like in the poem - something that relates to their experience. Close the activity with a quotation by Edward Everett Hale:

“I am only one, but I am one. I cannot do everything, but I can do something. And I will not let what I cannot do interfere with what I can do.”

ACTION:

Option 1: Men and Women in Action
Instruction: With a partner, research a story of someone who has dedicated his/her life to others. It can be someone from your neighbourhood, or a known figure in our community, or one who is known to the world.

Write 1-2 pages of report about the person. Provide a brief introduction about the person, and then describe one significant work that he/she did for other people.

On the last paragraph, describe your feelings and reactions about what he/she has done. Finally, share your insights on how his/her example can be an inspiration to the youth of today.

Examples:

Teenager, Efren Pinaflorida, hailed as CNN hero 2009 for his work on the education of poor children through his "kariton klasrum" —pushcart classroom.

Option 2: Get into the shoe
Instruction: Imagine that you are homeless and hungry. You have no money. How would you find food? If possible, check around the community by calling or visiting places you think would be most likely to provide you with food. Then write a short report of your findings. On the last paragraph, describe your feelings and reactions about the experiences of visiting these places. Share your insights on how others can best help you in the given situation.

EVALUATION:

Instruction: Follow-up the experience of doing the "action" component of the lesson. Invite the students to share the challenges, positive and negative experiences/interactions.