
 University of Santo Tomas Research Center for Social Sciences and Education and the  Fondazione Gravissimum Educationis	Learning Area: Social Studies 2021–2022 Duration of the Lesson: 4 Sessions Period: Quarter 3, Week 3-4
Teacher	CHERRY GIL J. MENDOZA MASTER TEACHER II PARAÑAQUE NATIONAL HIGH SCHOOL MAIN
LEARNING OBJECTIVES	
Content Standards.	<i>Ang mag-aaral ay nakagagawa ng mga malikhaing hakbang na nagsusulong ng pagtanggap at paggalang sa iba't ibang kasarian upang maitaguyod ang pagkakapantay-pantay ng tao bilang kasapi ng pamayanan (K to 12 MELCS, 2020).</i>
Performance Standards	<i>Ang mag-aaral ay may pang-unawa sa mga epekto ng mga isyu at hamon na may kaugnayan sa kasarian at lipunan upang maging aktibong tagapagtaguyod ng pagkakapantay-pantay at paggalang sa kapwa bilang kasapi ng pamayanan (K to 12 MELCS, 2020).</i>
Learning Competencies	<i>Nasusuri ang diskriminasyon sa kababaihan, kalalakihan at LGBT (Lesbian, Gay, Bisexual, Transgender) (K to 12 MELCS, 2020).</i>
Focus	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Creative Thinking
CONTENT	
<p>Article 1 of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) defines discrimination against women as “any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.” The United Nations on the other hand, defines violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual, or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."</p> <p>Gender Equality is part of the 17 Sustainable Goals or SDGs. According to UN Women, an estimated 736 million women, globally—almost one in three—have been subjected to intimate partner violence, non-partner sexual violence, or both at least once in their life (30 per cent of women aged 15 and older). Ninety percent of the members of the United Nations ratified the Convention on the Elimination of All Forms of Discrimination Against Women or CEDAW and yet violence against women is still one of the world’s biggest problems. The Philippines was the first country in the ASEAN to ratify the Convention in 1981 and yet according to the 2017 National Demographic and Health Survey conducted by the Philippine Statistics Authority, one in four Filipino women aged 15-49 has experienced physical, emotional, or sexual violence by their husband or partner. Moreover, violence against women increased since the beginning of the COVID-19 pandemic. UN Women called this violence against women and girls the shadow pandemic.</p> <p>In this lesson, the students will be able to understand the following:</p> <ol style="list-style-type: none"> 1. Discrimination and violence against women prevails throughout the world, in different cultures. 2. Factors resulting to discrimination and violence against women are cultural, technological, socio-economic, and legal. 3. According to United Nations, there are various forms of violence against women, including physical, sexual, and psychological violence perpetrated by the State, perpetrated in communities, and in families. Forms of violence against women are diverse and interrelated. 4. Gender inequality has intergenerational effects. 5. There are agencies working on the elimination of discrimination and violence against women. The world has UN Women, and the Philippines has Philippine Commission on Women. 	

6. A wide-range of activities and programs are implemented worldwide to combat discrimination and violence against women, but the problem still thrives and persists.
7. Some of the important laws that everyone needs to understand are the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) also known as International Bill of Rights for Women, Magna Carta of Women, and Republic Act 9262: Anti-Violence Against Women and Their Children Act.; and
8. Everyone can respond and contribute to end discrimination and violence against women now.

LEARNING RESOURCES

Resources	Input materials	Output materials
	<ul style="list-style-type: none"> ▪ Women in Public Life: Gender, Law and Policy in the Middle East and North Africa ▪ Violence against women ▪ Gender equality through the cartoonists' lens ▪ What Filipinos think of women in today's society ▪ End femicide in Latin America ▪ The challenge of gender equality in Africa ▪ The plight of women in India ▪ Let's change the story: Violence against women in Australia ▪ Convention on the Elimination of All Forms of Discrimination Against Women ▪ The Shadow Pandemic: Domestic violence in the wake of COVID-19 ▪ Women's rights in the Duterte era: Deciphering The Philippines with Atom Araullo ▪ Frequently asked questions: Types of violence against women and girls ▪ Laws on Women ▪ Philippines drops 8 places in gender equality, remains top in Asia ▪ Barangay VAW Desk 	<ul style="list-style-type: none"> ▪ Accomplished Self-Learning Module ▪ Google Form about Women in the Middle East and North Africa or MENA ▪ Photo Essay about Women in Mindanao ▪ Interview with their Barangay VAW Desk Officer ▪ Group Action Plan
References	<ol style="list-style-type: none"> 1. OECD/CAWTAR. (2014). <i>Women in Public Life: Gender, Law and Policy in the Middle East and North Africa</i>. OECD Publishing. https://read.oecd-ilibrary.org/governance/women-in-public-life_9789264224636-en#page1 2. World Health Organization. (2021, March 9). <i>Violence against women</i>. https://www.who.int/news-room/fact-sheets/detail/violence-against-women 3. UN Women. (2018, March 2). <i>Gender equality through the cartoonists' lens</i>. https://www.unwomen.org/en/digital-library/multimedia/2018/3/photo-gender-equality-through-cartoonists-eyes 4. CNN Philippines. (2020, March 8). <i>What Filipinos think of women in today's society</i>. YouTube. https://www.youtube.com/watch?v=cd5Piw8WyqM 	

	<p>5. United Nations. (2018, October 15). <i>End femicide in Latin America</i>. YouTube. https://www.youtube.com/watch?v=T1XdQuRBrLE</p> <p>6. africanews. (2021, March 8). <i>The challenge of gender equality in Africa</i>. YouTube. https://www.youtube.com/watch?v=GOo4zSYtN-k</p> <p>7. CNN. (2013, January 9). <i>The plight of women in India</i>. YouTube. https://www.youtube.com/watch?v=XtHgTf67hzc</p> <p>8. Our Watch. (2017, March 29). <i>Let's change the story: Violence against women in Australia</i>. YouTube. https://www.youtube.com/watch?v=fLUVWZvVZXw</p> <p>9. UN Women. (n.d.). <i>Convention on the Elimination of All Forms of Discrimination Against Women</i>. https://www.un.org/womenwatch/daw/cedaw/</p> <p>10. UN Women. (2020, May 27). <i>The Shadow Pandemic: Domestic violence in the wake of COVID-19</i>. YouTube. https://www.youtube.com/watch?v=IINP_bW-o0</p> <p>11. CAN. (2019, September 6). <i>Women's rights in the Duterte era I Deciphering The Philippines with Atom Araullo</i>. YouTube. https://www.youtube.com/watch?v=shmihCkNfBU</p> <p>12. TheAsiaFoundation. (2012, May 7). <i>Philippines- Women in Mindanao</i>. YouTube. https://www.youtube.com/watch?v=xQStHMa7lpU</p> <p>13. World Bank. (2015, September 15). <i>Philippines: Women Are Partners in Development</i>. YouTube. https://www.youtube.com/watch?v=So44LKQ5JOk</p> <p>14. UN Women. (n.d.). Frequently asked questions: <i>Types of violence against women and girls</i>. https://www.unwomen.org/en/what-we-do/ending-violence-against-women/faqs/types-of-violence</p> <p>15. Philippine Commission on Women. (n.d.). <i>Laws on Women</i>. https://pcw.gov.ph/laws-issuances-and-other-legislation-on-women/</p> <p>16. Philippine Commission on Women. (n.d.). <i>Philippines drops 8 places in gender equality, remains top in Asia</i>. https://pcw.gov.ph/philippines-drops-8-places-in-gender-equality-remains-top-in-asia/</p> <p>17. Philippine Commission on Women. (n.d.). <i>Barangay VAW Desk</i>. https://pcw.gov.ph/barangay-vaw-desk/</p>
Essential Questions	How can acceptance and respect be promoted in different gender to uphold the rights of people as part of the community? (<i>Taken and translated into English from the DepEd Teacher's Guide</i>)
PROCEDURES	
Teaching-Learning Episodes	<p>The teacher will establish connection with her students. (3 minutes)</p> <ul style="list-style-type: none"> • The teacher will ask her students to describe their week. The students will type in their answers in the chat box. <p>The teacher will facilitate the preliminary activities. (15 minutes)</p> <ul style="list-style-type: none"> • News Sharing • Drill <ul style="list-style-type: none"> - 5 Facts about Women in the Middle East and North Africa or MENA. How do you feel about these? - The students will share their reactions through Google Form. The link will be posted in the chatbox. <p style="text-align: center;">https://forms.gle/PrTLyCSfCcp8ihaR7</p> <p>The teacher will introduce the topic through picture analysis. (5 minutes)</p>

- She will use editorial cartoons. These are part of the book “Make Place for Women” which spotlights many of the challenges women encounter in their daily lives such as, education, sexuality, work or religion.





Guide Questions:

1. What did you observe from the pictures?
2. How did these illustrations describe men and women?
3. What do these editorial cartoonists want to convey?

The teacher will present the Most Essential Learning Competency and the session's objectives. (2 minutes)

MELC 2- Nasusuri ang karahasan at diskriminasyon sa kababaihan, kalalakihan at LGBT (Lesbian, Gay, Bi-sexual, Transgender).

1. Define discrimination and violence against women.
2. Analyze the different forms, causes and implications of discrimination and violence against women.
3. Examine discrimination and violence against women in the world and in the Philippines.
4. Develop a plan on how to eliminate or end discrimination and violence against women in your community.

The students will watch a short video entitled, "What Filipinos think of women in today's society". (3 minutes)

<https://www.youtube.com/watch?v=cd5Piw8WyqM>

The class will be grouped into four. (20 minutes)

- The task is to examine the status of women in the following:

Group 1: Latin America

<https://www.youtube.com/watch?v=T1XdQuRBrlE>

Group 2: Africa

<https://www.youtube.com/watch?v=GOo4zSYtN-k>

Group 3: India

<https://www.youtube.com/watch?v=XtHgTf67hzc>

Group 4: Australia

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

- Each group will be given time to analyze a short video. Each group is expected to answer the following:
 1. What do women experience in this country/part of the world?
 2. What are the factors contributing to these situations?
 3. What are the implications of these in their society?
 4. What do you think should be the response of the government and its citizens on this issue?

SESSION 2:

Each group will present their output. (20 minutes)

The class will wrap-up the presentations. (15 minutes)

Guide Questions:

1. What can you say about the status of women in different cultures?
2. Are there similarities and differences among women in the different parts of the world?
3. What are the things that need to be done?

The teacher will present information about CEDAW. (15 minutes)

<https://youtu.be/rI8lNB-XMIk>
<https://youtu.be/OBdDB5PKrmk>
<https://youtu.be/umETapJ4b8o>

Guide Questions:

1. What is CEDAW?
2. What does CEDAW say about discrimination and violence against women?

The students will share their insights and experiences in accomplishing their Self-Learning Module. (10 minutes)

SESSION 3:

The students will analyze the status of women in the Philippines through a documentary video. (50 minutes)

<https://youtu.be/shmihCkNfBU>

The class will share their reactions about the video. (10 minutes)

Guide Questions:

1. What is the status of women in the Philippines?
2. How can the Philippine government and its citizens completely eliminate discrimination and violence against women?

The teacher will ask the students to watch the videos entitled, “Philippines- Women in Mindanao and Philippines: Women Are Partners in Development” at home.

<https://www.youtube.com/watch?v=xQStHMa7lpU>
<https://www.youtube.com/watch?v=So44LKQ5JOk>

- Students are expected to make a photo essay using adobe spark to describe the status of women in Mindanao. They are expected to share it in class.

SESSION 4:

Discussion on students’ performance task. (20 minutes)

A. Interview with their Barangay VAW Desk Officer. This activity will enhance the students’ communication and collaboration skills. The teacher will group her students according to their barangays and guide them in setting an appointment with their Barangay VAW Officer. The interview will be done online. The purpose of this activity is to let the students discover the status of women in their barangays, the programs on discrimination and violence against women being implemented in their community and the challenges they are facing in eliminating this problem.

B. Group Action Plan. After discovering and reflecting on the status of women in their community, students are expected to make a group action plan on how they can contribute

	<p>to eliminate discrimination and violence against women. The action plan includes planned work, activities and tasks, resources needed, timeline, person (s) responsible, and evidence of success. This will be assessed with the use of rubric. The teacher can use this rubric, https://www.uwsp.edu/cnr-ap/leaf/Pages/Example-Action-Plan-Grading-Rubric.aspx from the University of Wisconsin, Stevens Point. The activity aims to develop the 4Cs- communication, collaboration, critical thinking, and creativity. The development until the implementation and reflection stage of the action plan will be based on the Sandpit-Synergy- Showcase Model (Mclay & Reyes, 2019).</p> <p>Presentation of final output will be scheduled before the quarter ends to give the students ample time to prepare and execute their plans. The teacher will serve as mentors to the students.</p>
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Inquiry Questions	<ul style="list-style-type: none"> ▪ How can you help in eliminating discrimination and violence against women in your community? ▪ How can you promote gender equality in your community?
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METACOGNITIVE DEVELOPMENT AND ASSESSMENT

Assessment Tools	<ul style="list-style-type: none"> ▪ Self- Assessment ▪ Oral Presentations ▪ Peer Review ▪ Rubrics ▪ Case Studies
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Metacognitive Extension	<ul style="list-style-type: none"> ▪ Photo Essay ▪ Blog or Vlog
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REFLECTION

Reflection	<p>The students are expected to translate their action plan into into blog or vlog to encourage others to do the same. This will be presented with the use of Adobe Spark.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What did you discover in your community about the status of women? 2. What was your reaction about the status of women in your community? 3. Did it prompt you to take action? 4. What can you do to eliminate discrimination and violence against women? 5. How can you mobilize other young people to take actions for gender equality?
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