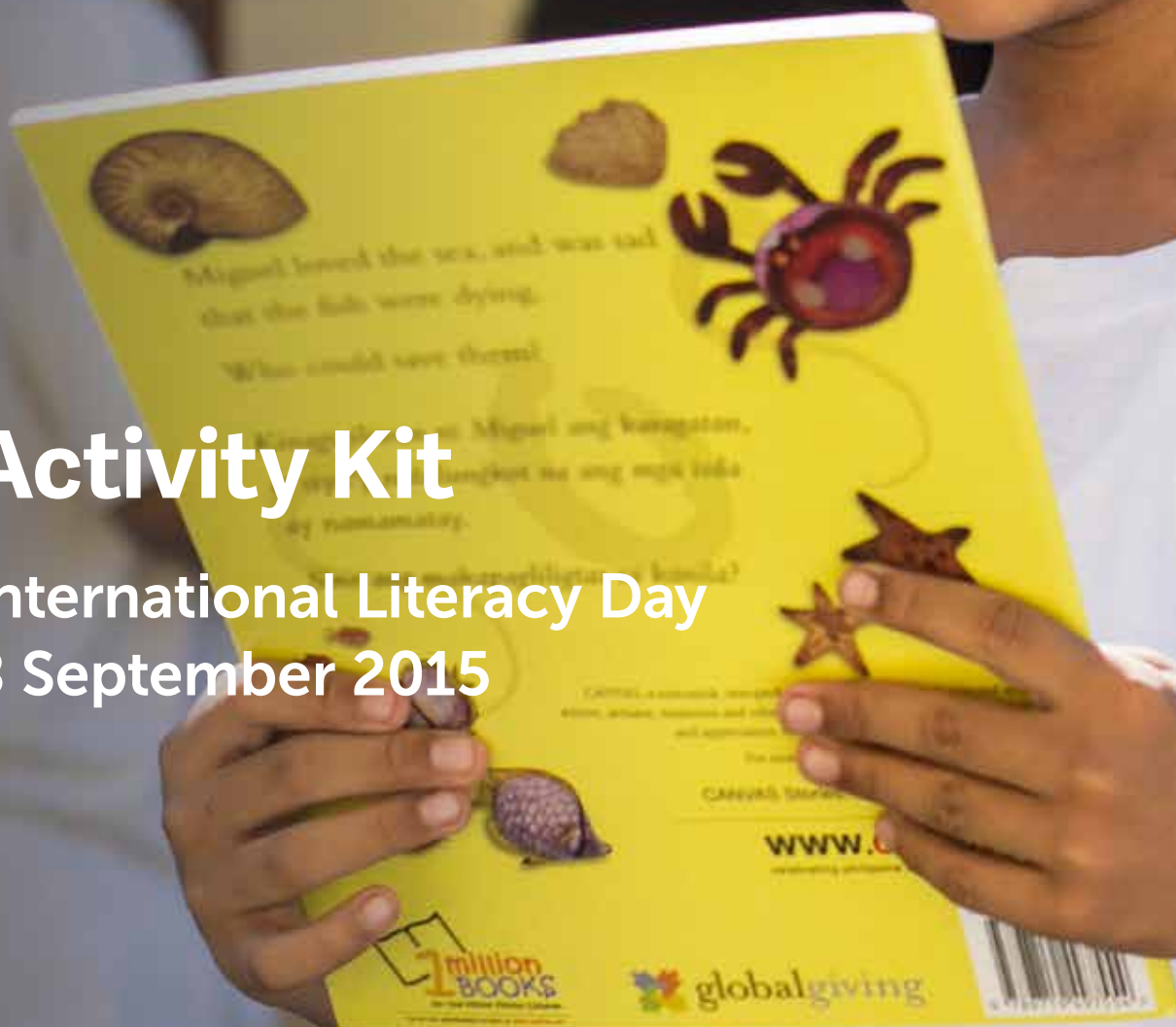


Activity Kit

International Literacy Day
8 September 2015



INTERNATIONAL
LITERACY
ASSOCIATION

The Power of People: Start a Literacy Movement



International
Literacy Day
2015
8 SEPTEMBER

Liza
2015

The Power of People: START A LITERACY MOVEMENT

We've said it before and we'll stay it again: Change is good!

This year, in addition to our new name, the International Literacy Association (formerly the International Reading Association) has a fresh take on celebrating International Literacy Day.

ILA believes in the transformative power of literacy to create more successful societies, healthy communities, and prosperous economies. As champions of a vibrant literacy community for the last 60 years, we've learned that to create a literate world, we must be willing to come together and lead the charge in our own backyards.

That is why on this International Literacy Day, we've created literacy activities and ideas inspired by a country that has done just that—the Philippines! We're intrigued by this country's powerful history, rich culture, and dedication to literacy and learning, and we know you and your students will be, too!





Thank You, Literacy Leader!

Thank you for joining us in celebrating International Literacy Day. We're grateful for your dedication and your interest in bringing to light the global reach, nature, and differences of literacy.

What you do has an impact and will get us one step closer to achieving literacy in every society in every corner of the world: every boy, every girl, every man, and every woman. What you do today and every single day will help nudge the needle to bring literacy to the 781 million people—including 126 million youth—around the world who are not literate. We at the International Literacy Association want to end illiteracy and we're truly grateful to educators like you who will help us to reach our goal.

With this activity kit, we're confident you will have the tools to increase global awareness in your classroom, sharpen literacy skills at every age level, and add some playfulness to your literacy lessons. We thank the Reading Association of the Philippines for all of the hard work they did to help us put this kit together.

And thank *you* for helping ILA make this the Age of Literacy.

Marcie Craig Post
Executive Director, ILA



Embracing the Power of People

Kumusta! The Reading Association of the Philippines (RAP), the ILA's affiliate in the Philippines, is honored that our country is the focus of this activity kit.

The Filipino culture is rich and colorful, from the myths and legends that define us, and our world-renowned hospitality and happiness as a people to our people's love for family, food, festivities, and religiosity. We are also a country of many languages, many indigenous peoples, and many stories. If there's one thing that RAP would like teachers and students using this kit to remember about the Philippines, I hope it is how much we value the ties that bind Filipino families and communities together. It is this kinship that allowed us to unite to overthrow a dictator in the peaceful EDSA revolution of 1986. It is this kinship that gives us an instant feeling of familiarity when we meet Filipinos elsewhere in the world.

May this activity kit inspire a similar kind of kinship and readers, among lovers of literature and inspire collective action for literacy.

Ani Rosa Almario
President, RAP

Putting Our Words to Work: BUILD A LITTLE FREE LIBRARY®



Also in the spirit of collective action, we've added a service element to our ILD activities. We're working with Little Free Library to encourage the construction of community libraries around the world, and we hope you'll do the same!


Visit literacyworldwide.org/littlefreelibrary to download a special kit that includes instructions for building and maintaining your own Little Free Library.

As you dive into these activities and projects to celebrate International Literacy Day, remember just how powerful people can be—especially when they put their minds together.

Make a Global Classroom Connection

This year's ILD celebration is about bringing people together for worldwide collective action, and there's an easy way to make this connection in the classroom: by partnering with another class across the globe with the help of our friends at ePals.com!

This online education community (and the leading provider of safe social learning networks) makes it easy to find global classrooms with which to connect. When you sign up and create your profile, you'll join millions of classes around the world who are already registered and ready to communicate. Search ePals.com to pair with another classroom, or add your information to the database and see who comes to you!

Once you're ready to collaborate with a classroom match, look for more long-distance learning activity ideas wherever you see this icon in the ILD kit: 

You can use these ideas to the letter or as inspiration for making up your own—either way, we can't wait to see what you and your partners come up with!



Ready to make the world feel smaller and your students' worldview bigger? Get growing!

Show us (and encourage others) by sharing your pictures on social media using the hashtag #ILD15.



107,668,231

Population of the Philippines



53%

of the population is
under 24 years of age

Major Languages

2

Filipino (Tagalog) & English

Official Languages

8

Bikol, Cebuano, Hiligaynon, Ilocano,
Kapampangan, Pangasinan, Tagalog, and Waray

171

Total Languages



26.5% of people live below the poverty line

Religions

Catholic 82.9%

Muslim 5%

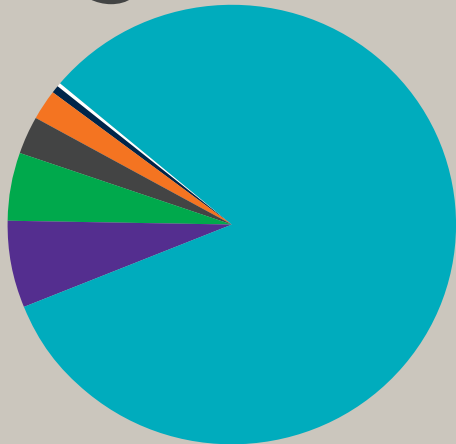
Evangelical 2.8%

Iglesia ni Kristo 2.3%

Other 6.3%

Unspecified 0.6%

None 0.1%



95.4%

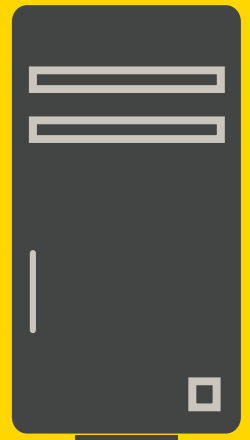
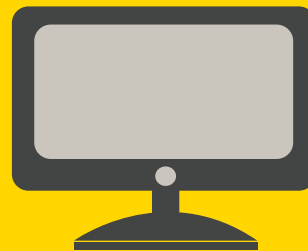
of people ages 15 and up are literate

Literacy Rates by Gender



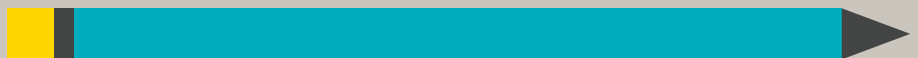
33%

of Filipinos have access to the Internet



School Life Expectancy

11 years for males



12 years for females



Activities for All Ages

INVITE A GUEST. Survey faculty, staff, parents, and extended family members to see if any of these individuals are from the Philippines. If so, ask them if they would be willing to speak with your class. Have your students prepare questions for the guest and rehearse important speaking and listening skills. Guests might also choose to retell some of their memories of the Philippines, share photos, or even teach a childhood game. As time permits, you might dig a little deeper and research local Filipino businesses or restaurants. Invite students to write persuasive letters asking the business leaders to visit your school to help students learn about their culture. —AH



LET'S TRADE. Share a short text about the Philippines, such as one that addresses notable citizens, historic events, large cities, or famous landmarks. Then, have students use ReadWriteThink.org's [Trading Card Creator](#) to generate a trading card based on the topic they learned about. —SL

WHAT'S HAPPENING IN THE PHILIPPINES? After you've taught students some basic information about the Philippines, invite them to keep up with current events in the country. Help them to develop a "nose for the news" by introducing sources of reliable, age-appropriate international news. When an important event happens in the Philippines, have students scour news articles and summarize what happened. Students can present their findings to the class using the 5Ws and 1H of journalism— who, what, where, when, why, and how. —VV

TYPHOON ACROSTIC POEMS. Bring science into your study of the Philippines by teaching students about typhoons. Explain to students that typhoons are powerful storms that impact the Philippines—Typhoon Haiyan is one recent example, having devastated the country in November 2013. Typhoons are synonymous with hurricanes (the term used for storms in the Atlantic and Northeast Pacific Oceans) and cyclones (the term used in the South Pacific and Indian Oceans). Study the science behind how these storms form. Then, using what they've learned, allow students to create informational acrostic poems about typhoons. Students might write the poems by hand or use ReadWriteThink.org's [acrostic poem interactive activity](#). —ILA

VIRTUAL FIELD TRIP. Not possible to travel to the Philippines? No problem! Take a virtual field trip. For younger students, you can create mock passports and allow students to transform the classroom into a plane. After selecting roles, such as flight attendants, pilots, passengers, and customs agents, tell students to pack their bags and line up outside of the classroom. You can act as travel agent and provide a preview of what students will see when they arrive.



For older students, assign small groups to research and plan one day's itinerary in some of the country's major cities, including Manila, Quezon City, and Caloocan. Students should use geography and map skills to navigate their city's streets to plan which landmarks to visit. They might even plan Skype visits with students that live near some of these landmarks, such as museums or monuments. Once you have "arrived" in the Philippines, follow your itineraries using Google Earth and Google Maps. —AH



Activities for All Ages (continued)

WORD CLOUD. After reading a nonfiction book about the Philippines (see Recommended Reading on page 20 for suggestions), give students 3–5 minutes to write as many descriptive words as they can about the country. As a class, put these words into a word cloud generator ([Wordle.net](https://www.wordle.net), for instance) that can be published on a class blog or social media account. —SL

COMPARE AND CONTRAST. Invite students to learn about the Philippines using the skill of comparing and contrasting. Use the fact sheet on pages 7–8 of this activity kit to introduce students to the Philippines and its people. Ask students to find similarities between the country and their own native country. Then, invite them to identify differences. You can use geography (continents, land masses, bordering oceans), people, religion, sports, food, and education as talking points for this discussion. —GN



GLOBAL PEN PALS. Make friends in the Philippines through a global pen pal exchange. Reach out to other classrooms using resources such as [Twitter](https://twitter.com), [Edmodo](https://www.edmodo.com), or [ePals](https://www.epals.com) to form your own connections. Alternatively, you might see if global pen pals are an existing group on these platforms. Using an exchange like this, you can teach important writing skills while learning about another culture. —AH



FAMILY CONNECTIONS. In line with the global pen pal activity, students can exchange family portraits with their new friends in the Philippines. When you virtually connect with your pen pals, instruct students to share information about their family members, including names, ages, and hobbies, as well as a favorite activity they do with their families. Afterward, initiate a discussion about the similarities and differences between Filipino families and those from your home country. —AB & JR



Activities for Ages 4–8

JEEPNEY BINGO. A *jeepney* is a type of motor vehicle used in the Philippines for mass transportation. Show some [photos of colorful jeepneys](#), and invite students to share impressions. Tell students they'll play a game of bingo, but with a jeepney twist. Give each student a different bingo card with a targeted word for word recognition practice written in each square. To play, draw a card from a box. Each card should have an image of a jeepney with one of the targeted words written in the middle. Read the word aloud, as students identify and mark the word on their boards. The first student to get the specified pattern (e.g., a vertical or horizontal line) is the winner and should shout, "Jeepney Bingo!" —LD

MASSKARA FESTIVAL. Each October, Filipinos gather in the city of Bacolod for the Masskara Festival. Use action words (verbs) to describe what people do at the festival—they dance, play drums, and wear masks. Show [pictures](#) of these colorful masks with grinning smiles. Then, have students make their own masks using craft materials such as paper plates, feathers, and sequins. When complete, allow students to put on their masks and look through the eyeholes. Instruct them to observe another person (perhaps on the playground) and use action words to describe what he or she is doing. —AB



TRICYCLE STEM CHALLENGE. Introduce students to *tuk tuks* (motorized, three-wheeled vehicles used in many Asian countries) by showing them a [video clip](#). In the Philippines, most people call them tricycles. Discuss the purpose of the vehicles, the size, how many people each vehicle will hold, and so on. Have students sketch a tricycle either by drawing it on paper or using an app like [Educreations](#), [Doodle Buddy](#), or [Explain Everything](#). With those sketches, students can then build their own tricycles using materials like recycled boxes, caps, and so forth. Challenge students to make their tricycles move—perhaps by using Lego wheels or a string to pull them. —LS

PLAY PATINTERO. Bring some physical activity into your students' day with a traditional Filipino game called *patintero*. Explain the rules to students, perhaps using a [video](#) to help. To play one variation of the game, use chalk to draw a large square on the ground of an outdoor playing space. Then, draw two perpendicular lines inside the square, forming four small squares. Divide students into two teams of about five players each. The players on one team (the defenders) stand on the lines; their feet must stay on those lines. The players on the other team (the attackers) will have one or two minutes to run across the lines in playing field without being touched by defenders. Teams alternate turns playing as attackers and defenders. To check that students understand the game, do a shared writing activity to create a procedure text about how to play patintero. Afterward, head outside to start playing! —AH

PUKPOK PALAYOK. Introduce students to another traditional Filipino game called *pukpok palayok*. It's very similar to the game of piñata, except players hit a clay pot hanging in the air. To play the game with a literacy twist, gather a group of five students and give them each a small stick. Then lay out a set of cards in front of the students. Each card should have a picture of a *palayok* (pot) with a sight word written on it. When you read the sight word aloud, the students should hit the proper palayok with their sticks. The first student who hits the palayok gets a point. The student with the most points wins. —AB

Activities for Ages 4–8 (continued)



PAIR UP FOR PROJECT-BASED LEARNING.

Partner up with another class in your school, country, or across the globe to complete a project-based learning unit about the Philippines. Small groups of students might each study a region of the country or they could work together on the Little Free Library project. You can incorporate standards you are already focusing on during the school year. For instance, if you are addressing speaking and listening standards, you can weave in lessons on the importance of etiquette, space, and body language when working on the project in groups or presenting in front of the class. —AH

BANDERITAS WITH WORD FAMILIES. Explain to students that *banderitas* are triangle-shaped flag bunting that is often hung during festivals in the Philippines. Give each student *banderitas* (either purchased or hand-made with construction paper and string). Write the name of different word families at the top of each flag. Then, tell students to write as many words as they can on each of the respective flags. After two minutes, the student with the greatest number of correct words in each flag or the longest *banderitas* wins. —AB

RECIPE READING. As a class, work together to make a Filipino food or drink, such as a dessert called [halu-halo](#) (or *halo-halo*). First, show students the recipe. Read it and discuss the conventions of the recipe format, including the ingredients list and directions. Weave in math by talking about how to double or triple the recipe, as appropriate. Then, bring the ingredients into class and allow students to help make the food or drink—being mindful of allergies, of course. —AH

FIESTA, FIESTA! Tell students that fiestas are celebrated in the Philippines throughout the year, in many cases in honor of a patron saint. (Roughly 83% of the population is Catholic. Also note that the term “fiesta” is of Spanish origin from when Spaniards occupied the Philippines from the 16th to 19th centuries.) Search online for [pictures of Filipino fiestas](#). Show students a handful of these photos, allowing them to choose one to analyze. Students should look closely to see what people are doing and wearing, as well as to observe the setting. Then, students can write a story based on their picture. When the stories are complete, divide students into groups according to which picture they chose, allowing each child to share his or her work. —JR



Image: Sergei Bachlakov / Shutterstock.com

PABITIN. *Pabitin* is a popular game that Filipino children play at parties. Display a picture of the game or watch an [online video](#) of children playing *pabitin*. Students will see that a frame (or grid) is made using sticks. Toys, food, and other goodies are suspended from the frame on strings. The frame is hung on the ceiling or over a tree branch, with an attached rope to adjust the height of the frame. Children stand under the *pabitin* and jump up to grab the prizes as someone raises and lowers the frame using the rope. You can make your own small version of a *pabitin* and tie cards, each showing the picture of a noun, to the frame. To play, have student stand underneath and grab one picture card at a time. They should identify the noun as a person, place, or thing. If they answer correctly, students can have another chance to grab a card from the *pabitin*. —JR

Activities for Ages 4–8 (continued)

HALF AND HALF. Gather pictures of indigenous people of the Philippines (e.g., [Ivatan](#), [T'boli](#), [Ifugao](#), and [Agta](#)) wearing some of their traditional costumes. Cut each portrait in half horizontally. Then, challenge students to correctly match the top and bottom portions together. After the activity, ask students to compare and contrast the different photos and make inferences about the climate of the Philippines on the basis of the costumes they've seen. —AB & JR



Activities for Ages 9–11



TANAGA: A POEM WITHOUT A TITLE. Explore traditional Filipino poetry by studying *tanaga* poems. Often handed down through oral history, these title-less poems tend to pose questions that invite solutions. Guide students to create their own *tanaga* poems by following the poetic form of four lines with seven syllables each. Rhyming patterns vary, though originally *tanaga* poems had an AAAA rhyme scheme. To conclude, students can share poems in an interactive poetry slam. Or, if you've connected with another class around the globe, you hold an online poetry slam via Skype. —JW

SING-ALONG CELEBRATION. Did you know karaoke was inspired by a famous Filipino inventor named Roberto del Rosario and his 1975 Sing-Along System? Promote reading fluency and word recognition by hosting a Filipino-inspired class karaoke Sing-Along Celebration! Have students read lyrics to unfamiliar songs as they sing into a microphone. Festive traditional foods, such as Mamon sponge cakes, banana lumpias, and Filipino pineapple-lemon punch can be served and enjoyed during the celebration. —JW

POURQUOI TALES. Introduce students to *pourquoi* tales, which are stories about how or why something came to exist (“pourquoi” means “why” in French). Share various Filipino *pourquoi* folk tales with students, such as those on [this website from Northern Illinois University](#). Examine the features of these stories. Students might note that the tales try to explain why something natural happened and that the stories often involve God or gods. Next, have each student choose one story and answer the question on [this reproducible](#) from ReadWriteThink.org. Once students understand the genre of *pourquoi* tales, allow them to write their own to explain a natural phenomenon. They can use [this worksheet](#) from ReadWriteThink.org to plan their stories. —MA



WOMAN OF THE HOUR: GREGORIA DE JESÚS. Integrate social studies and history into your exploration of the Philippines by focusing on one of the most prominent women in Philippine history, Gregoria de Jesús (also known as Oriang). She was a member of the Katipunan, a revolutionary society that was formed in 1892 with the intent of gaining independence from Spain. She kept the secret society's documents safe. When the society was discovered in 1896, the Philippine Revolution began. With this overview, have students research the life and struggles of de Jesús. Afterward, they can use ReadWriteThink.org's [Cube Creator](#) to make a biographical sketch of this extraordinary Filipino. —MA



INNOVATION STATIONS. Connect students to Filipino culture, geography, and traditions through the use of tech tools. Create three innovation stations for students to visit in the classroom that use apps and Web 2.0 tools. Students can test their knowledge of Filipino facts in a [Kahoot!](#) Challenge, create a [Wordle](#) with Filipino vocabulary, and join in a virtual class discussion by answering a question posed on [Padlet](#). Students can be divided into groups to circulate through stations and, over the course of one class period, engage in multiple forms of digital literacy. If time permits, you can connect with other classrooms around the world that use these same stations. —JW

Activities for Ages 9–11 (continued)

WISH YOU WERE HERE. Study geography by showing students a map of the Philippines. The country sits on 7,100+ islands, though most people live on only 11 of those islands. Explain there are 81 provinces that make up the Philippines; each province has an elected governor. Research some of the most popular tourists attractions in the country by province, such as Chocolate Hills in the Bohol province, Banaue Rice Terraces in the Ifugao province, and Boracay in the Aklan province. Then, have students pretend they have visited these places and make postcards to send home to family and friends. Postcards should include a photo of the destination on one side, and on the other side, a mailing address and short letter with a description of the place and their opinion about it. —MA



MAKING INFERENCES WITH MUSIC. Watch [this video](#) of two people playing a traditional Filipino song with the purpose of practicing the skill of making inferences. Students will have to use their background knowledge plus what they are observing in the video to draw inferences. Play the video for students one time, allowing them to enjoy the song and to share general observations. Then, show the video a second time, this time asking students to focus solely on answering the questions below:

- Look at the two people in the video. Do you feel they are resourceful? Why?
- Why do you feel think the woman playing the drums really seems to be concentrating?
- Why do you think the man speeds up the tune of his music?
- What do you think the rhythm of the drum represents?
- What can you infer about the climate of the Philippines?

After answering these questions, play the video a third and final time. Ask students to pay attention to details they may not have previously observed and to list things they notice about the Filipino culture. —BL

GO ON A KALESA RIDE. A *kalesa* is a horse-drawn carriage used in the Philippines. For a creative writing assignment, ask students to imagine they are a horse in a *kalesa* that ferries riders along the dusty streets of a Philippine city. Have them write a journal entry at the end of a day. Tell them to describe the sights, sounds, and odors that they experience, as well as what they would want to say to the *kutsero*, or driver of the carriage. —LD

PEOPLE POWER. Active democracy is important in the Philippines. To demonstrate this concept, impose certain rules in class that are almost impossible for students to do, for instance, walking in the hallway on one foot, no playing during recess, or no smiling for the whole day. Violators should be penalized, such as going to a temporary “prison” or by having to follow the rules for a longer period of time. You can also take away some students from the room for no apparent reason. (Note: The “abducted” student should still be assigned something to do during this time.)

At the conclusion of the activity, ask students to write a few paragraphs about how they feel about the rules and how they should protect their rights. Use the activity to introduce students to the People Power or EDSA Revolution of 1986 wherein the Filipinos were able to nonviolently overthrow a president that imposed martial law. Allow students to research the revolution. As a culminating activity, students can make posters about upholding human rights. —MA, AB, & JR

Activities for Ages 12–14

TEXT TALK. Did you know that the country of the Philippines is the text capital of the world? Each day, residents of the Philippines send approximately 450,000,000 text messages. Engage students in a discussion on digital citizenship and appropriate texting strategies. Students can try their hands at creating mock text messages at iPhoneFakeText.com. Print mock texts and display them to encourage discussion on digital literacy and electronic communication. —JW

WORLD TRAVELER. Present students with the following scenario: You are a travel blogger preparing for a trip to the Philippines. Your sponsors have provided \$5,000 to pay for transportation, lodging, food, and any activities during your travels. Develop your itinerary and budget, and then write a series of blog posts detailing each day of your trip. Be sure to include descriptions of all activities along the way, reviews of restaurants and accommodations, photos with correct attributions, and links to any resources used during your trip planning.



If you have connected with a class in the Philippines, those students might review your students' itineraries and blog posts to provide constructive feedback. Likewise, the Filipino students might complete the same assignment, but using your students' home country as a destination. —LH

THIS IS FOR THE MESS YOU MADE. Present students with the following scenario: You are visiting Intramuros, the famous walled city from the Spanish Era, during your family vacation to the Philippines. You are shocked to find etched graffiti on the walls of the monument. The graffiti shows the name of the person and his or her e-mail address. Furious, you decide to e-mail this person. What will you say? —VV

READY FOR TRANSLATION. Ask students if they have traveled to another country where the people spoke a language other than their native tongue. Explain that though English is one official language in the Philippines, Filipino (based on Tagalog) is the other. Have your students make a list of Filipino words and expressions that would be important if they visited the Philippines, especially considering the types of phrases a traveler needs to know (ordering at a restaurant, asking for directions, etc.).



If you're taking part in a global classroom exchange with a class in the Philippines, your students can Skype with those students to practice saying the words and phrases. —VV

READING YOUR WAY THROUGH THE PHILIPPINES. Present several travel books about the Philippines to your class. Discuss the organization of such books, including the table of contents, glossary, and features like maps and charts. Do a book talk to show how a traveler can use these books. Put students in small groups and assign one book for each group. Ask them to explore the book and allow them to play "editor." What do they find particularly useful? What might they change about the book? —VV



Activities for Ages 12–14 (continued)

BATAAN DEATH MARCH SURVIVORS. Students may or may not know that the Philippines played a key role in the Pacific Theater during World War II. Review important events and facts about the war, and then introduce the [Bataan Death March](#), which occurred in April 1942. Explain that Japanese forces made Filipino and American prisoners of war march more than 60 miles to relocate to a new camp, beating and torturing them along the way. Thousands of POWs died. (The march was later ruled a war crime by an American military tribunal.) Have students read a [primary source](#) from the memoirs of American military Capt. William Dyess, a member of the forces stationed in the Philippines when the Japanese invasion of the islands occurred. Dyess was one of three Americans who escaped from captivity.

After reading the memoir, hold a discussion about the parties involved in the account, the purpose, and the surrounding events. You can also connect the memoir to the prevalence of survivor narratives today and the role they serve in studying history and influencing public opinion. —AG

TIMELINES OF CHRISTIANITY AND ISLAM. Roughly 90% of Filipinos are Christian, whereas 5% are Muslim. Have students watch documentaries (or parts of documentaries, as time permits) about the historical background of the two religions. (Two examples: [From Jesus to Christ: The First Christians](#) and [Islam: Empire of Faith](#)) As they watch, students should take notes, paying special attention to important events. After viewing, students can create timelines using ReadWriteThink.org's [Timeline](#) mobile app to organize and summarize what they learned from the documentaries. —MA

SECRET SOCIETY. Divide the class into two groups. Instruct them to form a secret society with a determined advocacy wherein they may elect leaders, form rules, create logos, and have aliases. They can launch a campaign about their chosen cause, but the other group should neither find out their identities nor how their society is run. This activity may run for a week or so. At the end, ask each group to create presentations that include multimedia and visual elements about their secret societies. They can also share their personal experiences during the campaign. Use the activity to launch into a lesson about the Katipunan and its role in the 1896 Philippine Revolution. (See Woman of the Hour activity in the ages 9–11 category.) The students will be asked to distinguish the parallels between their secret societies and that of the Katipunan. —MA, AB, & JR



Activities for Ages 15+

MYTHS AND MONSTERS. Ancient Filipinos worshipped gods, goddesses, and told stories about mythological monsters. Research some of the deities in early Philippine mythology, such as Bathala (supreme god) and Tala (goddess of the stars). Then, dive into some of the gruesome monsters that haunt the Philippine legends. (Aswang and Kapre are just a couple.) To finish your lesson, trace the Western and Christian influences on the Philippine belief system over time, particularly the colonization by the monotheistic Spanish. —LH

CREATION STORIES. Compare and contrast the Philippine creation story of Bathala with another culture's creation story. Draw conclusions about the culture's values and beliefs on the basis of their respective stories. Press students to cite specific textual evidence to support their claims. —LH

WORDS OF WISDOM. Analyze and interpret a set of Philippine proverbs, such as those on [this extensive list](#) from Northern Illinois University's Center for Southeast Asian Studies. Ask students to think critically about what these proverbs reveal about the culture's values. Then, compare and contrast these to another culture's proverbs, for example, common American folk sayings or proverbs included in a text such as Chinua Achebe's novel *Things Fall Apart*. Ask students whether they can draw conclusions about cultural similarities and differences on the basis of these proverbs.



If you've connected with another class, ask them to share some of their culture's proverbs and to articulate what those phrases reflect about their culture. —LH

A SERIOUS CRIME. Human trafficking is a significant problem in the Philippines. Men, women, and children are used for forced labor, involuntary servitude, and prostitution. Divide students into small groups. Ask them to research why human trafficking is widespread in the Philippines despite being illegal. Possible resources include [this infographic](#) from CNN and [this article](#) from humantrafficking.org. Students should consider the Philippine immigrant culture, government, economy, and other relevant statistics, especially the impact of poverty. Students should discuss and cite findings within their groups, and then each write a developed paragraph arguing the best way to decrease this crime including research and proper citations. —TV

WORD HISTORY. Research and chart the influences of other languages on modern Filipino vocabulary. Compare and contrast the development of this language to the development of the English language since its beginnings. —LH



Activities for Ages 15+ (continued)



LET ME BE YOUR TOUR GUIDE.

Allow students time to research some major tourist attractions in the Philippines. Then, have them create 30-second commercials highlighting what the attractions have to offer. It's a good exercise in persuasive writing! After drafting scripts, students can either act out of the commercials in front of the class or use cameras and software (e.g., iMovie) to create digital versions. Video slideshow apps like [Animoto](#) may also come in handy for this project. You can share online commercials within your class or link with another classroom around the globe. Allow viewers to assess the efficacy of the persuasive writing techniques in the commercials. —SL

TO HIRE OR NOT TO HIRE.

Promote critical literacy by taking a close look at the issue of domestic helpers. The Commission on Filipinos Overseas estimates that approximately 10.5 million Filipinos work or reside abroad (roughly 11 % of the population). Many of these overseas workers are women applying as domestic helpers and caregivers. Plan a unit to explore this issue in depth. In lesson one, you might deconstruct messages in selected texts pertaining to domestic helpers. In lesson two, read supplementary texts with various points of view about the topic. And finally, in lesson three, produce counter texts and make a plan for taking social action on the issue of domestic helpers —CH

PAST, PRESENT, FUTURE.

Put students into small groups and have them each research the Philippine government in three time periods—before, during, and after colonization. In addition to gathering facts, tell students also to find pictures that illustrate each time period. When groups are done, gather back together as a class. Make a three-column chronological chart on the board to match the three time periods. Then, have each group add their facts and pictures to the chart. Analyze the information, noting any overlaps or discrepancies. Allow groups to pose questions to each another about facts they don't understand or to clarify what's happening in a picture. Afterward, you might assign students to research questions that were not answered in class. —AB & JR



Recommended Reading

Take a closer look at the history, culture, and imagination of Filipinos through literature. Here you'll find a book for any age and all ages, from poetry to fiction to graphic novels in English and Filipino.

ALL AGES



Ang mga Paborito kong Meryenda. Genaro Gojo Cruz. 2005. Ill. Dani Reyes. LG&M Corporation. This book of poetry

focuses on nutritious and tasty Filipino snacks. Filipino.



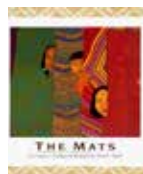
Ay Naku! Reni Roxas. 2010. Ill. Sergio Bumatay III. Tahanan. A boy's night of mischief is told in 65 simple Filipino verbs and everyday dialogue. Filipino with English glossary.



EDSA. Russell Molina. 2013. Ill. Sergio Bumatay III. Adarna House. What happened in the middle of the People Power Revolution? How did the people come together? Filipino.



Filipino Celebrations: A Treasury of Feasts and Festivals. Liana Romulo. 2012. Ill. Corazon Dandan-Albano. Tuttle. *Filipino Celebrations* makes major holidays (like Christmas) and family gatherings (like weddings and birthdays) come alive. English.



The Mats. Francisco Arcellana. 1999. Ill. H  r  mes Al  gr  . Kane/Miller. Marcelina's father comes home from a trip to Manila with beautiful handmade sleeping mats for each member of his large family, including the three daughters who died when they were very young. English.

AGES 4–8



Ako si Kaliwa, Ako si Kanan. Russell Molina. 2009. Ill. Ibarra Crisostomo. Adarna House. Do the right slipper and the left

slipper really get along? Find out in this amusing story, created to be read as a dialogue between two readers. Filipino with English translation.



Ang Sampung Bukitkit. Eugene Y. Evasco. 2010. Ill. Ibarra C. Crisostomo. LG&M Corporation. The story is about the

wonderful journey of 10 *bukitkit*, who are blown away to different places by the wind. Filipino.



Ang Tikbalang, Kung Kabilugan ng Buwan. Victoria A  nuevo and Kora Dandan-Albano. 2004. Adarna House. This story is a delightful

story of the *tikbalang*, an often-feared creature of local mythology. Filipino with English translation.



Araw sa Palengke. May Tobias-Papa. 2008. Ill. Isabel Roxas. Adarna House. A story about a young girl's first trip to the market. Filipino with English translation.



Bru-ha-ha-ha-ha... Bru-hi-hi-hi-hi-hi. Ma. Corazon Remigio. 1995. Ill. Roland Mechael Ilagan. Adarna House. Learn

about the sad life of an old lady and how she was accepted by her young neighbor in this story of laughter and understanding. Filipino with English translation.

AGES 9–11



Ang mga Lambing ni Lolo Ding. Michael M. Coroza and Maurice Risulmi. 2012. Adarna House. Lolo Ding's endearments are

seeds of character. Even if he is no longer with us, his endearments will always be remembered. Filipino, with English translation.



Barefoot in Fire. Barbara-Ann Gamboa Lewis. 2005. Tahanan. The author provides an unflinching, candid

portrayal of her preteen years set against the backdrop of a war that tested to the edge of wills of men, women, and children alike. English.



Enrique el Negro. Carla M. Pacis. 2002. Ill. Mel Silvestre. Cacho. When the Portuguese explorer Ferdinand Magellan

"discovered" the Philippines for the Spanish crown, he was accompanied by a slave named Enrique who could communicate with the inhabitants of the islands that Magellan visited. Little is known about Enrique, and it is left to historical fiction to tell his story. English.



Good Night, Lala. Maya O. Calica and Corazon Ordonez-Calica. 2013. Adarna House. A reader for intermediate students,

this is a collection of short stories about a young Kapampangan girl's experience during the Japanese occupation. English.

Recommended Reading (continued)



Tight Times. Jeanette Patindol. 2007. Ill. Sergio Bumatay III. Adarna House. They have less food to eat, fewer things to use,

fewer places to go. What does a family do when faced with tight times? English with Filipino translation.

AGES 12–14



Bagets: An Anthology of Filipino Young Adult Fiction. Carla M. Pacis and Eugene Y. Evasco (eds.) 2007. University of Hawaii

Press. A collection of short stories, written in both English and Filipino, for Filipino teenagers, that discusses their issues and concerns in well-told narratives that are funny, poignant, cautionary, and even a bit risqué. English and Filipino.



Don't Take a Bath on a Friday. Neni Sta. Romana-Cruz. 1996. Ill. Katti Sta. Ana. Tahanan. For many Filipinos, the path

from bad to good luck is littered with superstitions. This is a collection the most familiar and fascinating beliefs. English.



Light. Rob Cham. 2015. Adarna House. This wordless comic book follows the exploits of a backpack-toting

adventurer in a quest to find a mysterious treasure. Wordless.



Maktan 1521. Tepai Pascual. 2007. Visprint. An indie comic that tells a romanticized story based on the historical battle of

Maktan in the year 1521 when a native chieftan defeated Ferdinand Magellan. English.



Mythspace series. Paolo Chikiamco. 2012. Studio Salimbal. Mythspace is a graphic novel series featuring a young Filipino

searching for his family in a galaxy populated by the aliens inspired by his culture's legendary monsters. English.

AGES 15+



Alternative Alamat: Stories Inspired by Philippine Mythology. Paolo Chikiamco (ed). 2014. Rocket Kapre and Flipside.

Alternative Alamat gathers stories by contemporary authors of Philippine fantasy, which make innovative use of elements of Philippine mythology. English.



How to Traverse Terra Incognita. Dean Francis Alfar. 2012. Visprint. Alfar's second collection of speculative fiction

includes fantasy, science fiction, horror, and a few surprises from in between. English.



Salingkit, a 1986 Diary. Cyan Abad-Jugo. 2012. Anvil. Kitty Eugenio's life is far from ideal. And it's not

just any ordinary year, it's the year of the Tiger—the year of People Power, the year of Halley's Comet, the year of upheaval and change. English.



Tall Story. Candy Gourlay. 2012. Penguin Random House. In a novel packed with quirkiness and humor, Gourlay

explores a touching sibling relationship and the clash of two very different cultures (Andi lives in London; her brother Bernardo grew up in the Philippines). This debut novel won the Crystal Kite Prize for Europe and the National Book Award in the Philippines. English.



A Time for Dragons: An Anthology of Philippine Draconic Fiction. Vincent Michael Simbulan. 2009. Anvil. An

anthology of 17 short stories and one essay that aim to present the dragon in new and inventive ways, and to renew and refresh the dragon for a more sophisticated and mature audience. English.

About ILA

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers, and experts across 75 countries. ILA believes in the transformative power of literacy to create more successful societies, healthy communities, and prosperous economies. We also believe that literacy is the primary foundation for all learning and have worked to advance literacy through research, advocacy efforts, volunteerism, and professional development activities for the last 60 years. As the champion of a vibrant literacy community, we recognize the importance of working together to drive sustainable change.

To learn more about ILA, visit literacyworldwide.org.

About International Literacy Day

In 1965, UNESCO declared September 8 International Literacy Day (ILD) in an effort to focus attention on worldwide literacy needs. These needs are still prevalent today: 781 million people (nearly two-thirds of whom are women), including 126 million of the world's youth, do not know how to read or write. This year's theme, collective action, inspires students to work together to make a difference. Starting on September 8, 2015, help students learn about a new culture, broaden their worldview, and inspire collective action with ILD activities and projects. We encourage educators to celebrate ILD and to make a powerful difference, together.

About the Illustrator

Liza Flores is an award-winning illustrator based in the Philippines. She has illustrated 16 picture books, including *The Secret Is in the Soil* (2012 National Children's Book Awards Best Reads), *But That Won't Wake Me Up* (2012 Filipino Reader's Choice Awards for Children's Books), and *Chenelyn! Chenelyn!* (2000 Gintong Aklat Award, Best Children's Book). Liza is also a professional designer and a member of Ang Ilustrador ng Kabataan (Ang INK), the Philippines' first and only organization of illustrators for children. She is known for her paper-cut illustrations, and for the 2015 ILD poster, pictured on page 2, she used a collage of colored paper, assembled like paper tole—a technique that layers paper in a 3-D way. See more of Liza's works at www.liza.ph.



Contributors

The activities in this kit came from educators in the field. We recognize their invaluable contributions and thank them for their time, energy, and creativity.

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