Why We Need to Teach Our Children our History, Culture & Heritage

“Ang hindi marunong lumingon sa pinanggalingan ay hindi makakarating sa paroroonan”

Alice A. Pañares
Commissioner
National Commission for Culture and the Arts
Encourage the continuing and balanced development of a pluralistic culture

Preserve and integrate traditional culture and its various creative expressions as a dynamic part of national cultural mainstream
Ensure the widest dissemination of artistic and cultural products among the greatest number across the country and overseas.

Conserve and promote the nation’s historical and cultural heritage.
Our children and people should know our history, our culture, our heritage so that they have a strong sense of their NATIONAL IDENTITY AS A FILIPINO be proud of the PHILIPPINES and contribute to its development
However, Filipinos have a WEAK SENSE OF NATIONAL IDENTITY

• our past history – colonized by Spaniards and Americans (450 yrs.)
  * our culture was suppressed, negated, and diminished because
  Spanish and American culture were imposed. (However, over time we have assimilated these influences)

• Even in our independence, CULTURAL COLONIALISM seeps in subliminally.
Mass Media has invaded our homes and western culture has invaded our psyches so easily.

We eat McDonalds, KFC Chicken, HagenDaz ice Cream, Wendy’s salads, Pizza Hut, Nestle milk and chocolates more often than we eat bibingka, puto, suman and adobo.

We watch Michael Jackson, Lady Gaga, Justin Beiber, David Archuleta, Jennifer Lopez, Mariah Carey, Psy and they are paid ten times more than our local singers!
Our children and teeners today.....

• are foreign-brand conscious
• are given many choices with digital tools
• Technology is accessible, mobile, interconnected and they use it.
• Even in areas with no electricity, they find ways to connect! The internet café is just a tricycle away!
Our youth have a SUBLIMINAL BORDERLESS SCHOOL in

- FACEBOOK
- Twitter
- YouTube
- Google

They read news, books, download songs, research, connect, chat with friends, watch TV shows and play many internet games they find cool, exciting, challenging, colorful, animated, and interactive.

They can access these anytime, anyplace.

They are VISUALLY LITERATE.
<table>
<thead>
<tr>
<th>Leisure Activities</th>
<th>2000</th>
<th>2005</th>
<th>(DIF)</th>
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<tbody>
<tr>
<td>Watch TV</td>
<td>88</td>
<td>82</td>
<td>-6</td>
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<tr>
<td>Listen to Radio</td>
<td>73</td>
<td>52</td>
<td>-21</td>
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<tr>
<td>Read Books</td>
<td>50</td>
<td>35</td>
<td>-15</td>
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<tr>
<td>Watch DVD/VHS</td>
<td>37</td>
<td>25</td>
<td>-12</td>
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<td>Listen to CDs/MP3</td>
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<td>24</td>
<td>-25</td>
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<tr>
<td>Read newspaper/magazines</td>
<td>37</td>
<td>18</td>
<td>-19</td>
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<td>Watch movie in theater</td>
<td>23</td>
<td>9</td>
<td>-14</td>
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<td>Entertainment of Teeners</td>
<td>2000</td>
<td>2005</td>
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<tr>
<td>1. internet café</td>
<td>33</td>
<td>52</td>
<td>+19</td>
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<td>2. family/ self</td>
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<td>13</td>
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<td>4. school</td>
<td>16</td>
<td>1</td>
<td>-15</td>
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<td>5. business malls</td>
<td>12</td>
<td>0</td>
<td>-12</td>
</tr>
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<td>6. relatives</td>
<td>9</td>
<td>4</td>
<td>-5</td>
</tr>
<tr>
<td>7. Others</td>
<td>1</td>
<td>2</td>
<td>+1</td>
</tr>
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</table>
McCann Erikson Youth Study
2000 and 2005

The youth
1. enjoy a lot of exposure to technology across ALL ECONOMIC CLASSES
2. want access to info over media- they digest it easily and quickly
3. spend their money on internet café, phone cards, phone bills & not on food.
4. Technology is IMBEDDED in their daily lives; IMPRINTED in their language, interests, identities, and world.
There is a sentiment of a GREAT DIVIDE!
The adults feel that today’s youth is SO DIFFERENT from the way they grew up. The youth are a DIFFERENT BREED. Teachers, parents have a lot of CATCHING UP TO DO to be where the youth are today.
SUCCESSFUL INITIATIVES in TEACHING HISTORY, CULTURE, HERITAGE

1. ARTCONNECTION Resource Book (FHL, LCF)
2. PHIL. CULTURAL EDUCATION PROG. (NCCA)
3. THEATER IN EDUCATION PROGRAM (PETA)
4. ART ACROSS THE CURRICULUM (PAEA)
5. TEACHING SCIENCE THROUGH ART (PSC)
6. PHIL CULTURE & VALUES COURSE (DFA)

interactive.....multi-media.....integrative
1. ARTCONNECTION RESOURCE BOOK

May Sining at Musika sa Kasaysayan at Sibika

Produced by Ayala Foundation, Filipinas Heritage Lib., LCF
1. ARTCONNECTION RESOURCE BOOK

How to Use this Sourcebook

1. Open the book and take note of the contents of the master narrative of any chapter in the sourcebook.

2. If you need a deeper knowledge and/or illustration of any aspect of the subject matter, find the appropriate link that corresponds to the topic under discussion.

3. Use the appropriate methodology found at the end of the sourcebook as valuable tools for you.

4. Remember that a good way of determining whether students have understood and learned their lessons is their ability to recall the meaning of the key concepts.

Maitum Excavation. "Anthropomorphically decorated pottery was received by the Archaeology Division of the National Museum of the Philippines in June 1990. These were made of light-brown pottery designed and formed into human figures with complete facial expressions. They were used as adornment for secondary and multiple burial jars and can be associated to the Neolithic ages in the Philippines (ca 800 bc to 40 bc). These artifacts give evidence of ongoing cultural interactions with regional and distant societies. They are very important and significant cultural remains which were discovered in Maitum, North Cotabato. These artifacts may have been our material evidence for the backlink of Magellanisation process and, of course, the Filipino people, in general." (Shawn, 1994)

Timeline of Colonization in the Philippines

- United States
- Spain
- Japan

1643-1943
- Universal public school movement
- English language
- Americanization of Filipino culture
- Westernization of Philippine culture
- Cultural exchange
- Main Areas of Cultural Impact
1. ARTCONNECTION RESOURCE BOOK -225 pp.

*For Gr. 4, 5, 6
*Is interactive, has links
*Has visuals, drawings maps, pictures, icons
*Teaching strategies are in Filipino
* Important Concepts are highlighted
*References by Experts
*Pilot tested – 7 schools

Future Plans:
Put in DVD for wide distribution
For teachers
Train more teachers
2. PHIL. CULTURAL EDUCATION PROG. Flagship Project of the Nat. Commission for Culture & the Arts (NCCA)

• GOAL: integrate Phil. culture, history, heritage

- in ALL SUBJECTS and ALL LEVELS (K to 12) of the DepEd Curriculum;
- in governance programs of LGUs, tourism
- in the content of media programs
To strengthen our NATIONAL IDENTITY as a FILIPINO, and be proud of the PHILIPPINES

(in fullfillment of the new Heritage Bill to teach Phil. heritage, culture and history in education, government institutions and media)
2. PHIL. CULTURAL EDUCATION PROGRAM
Nat. Commission for Culture & the Arts

COMPONENT A. Cultural Index (Sagisag Kultura)
of art icons, songs, dances, events, persons, epics
myths, architecture, heritage sites, instruments,
rites, festivals from all parts of the Philippines.
Component B: TRAINING of TEACHERS

* 3-5 day workshops on Creative and Interactive Approaches in Teaching Philippine Culture in the different subjects taught by teachers.

* Scholarships for an M.A. in Cultural Education in coordination with 10 universities in Luzon, Visayas and Mindanao given to classroom teachers.

As of 2013, more than 1,200 teachers were trained in integrating Phil. culture, heritage in all subjects.
2. PHIL. CULTURAL EDUCATION PROGRAM
Nat. Commission for Culture & the Arts (NCCA)

1,200 Teachers Trained in Luzon, Visayas, Mindanao
2. PHIL. CULTURAL EDUCATION PROGRAM
Nat. Commission for Culture & the Arts (NCCA)

- Component: C. Cultural Education Kits
  - lesson plans and exemplars
  - cultural index
  - DVDs, art samples
  - multimedia materials
  - visuals and pictures
  - reference materials

for teachers, LGUs, media officers, NGOs
artists. other groups
(to be completed this 2012-2014)
2. PHIL. CULTURAL EDUCATION PROGRAM
Nat. Commission for Culture & the Arts (NCCA)

- Component D. Training of Cultural Workers, LGUs, Tourism Officials, artists, and other groups to update them on the new Heritage Bill that requires Philippine heritage, history and culture to be part of their programs and governance. (training is on-going)
3. THEATER IN EDUCATION (TIE) PROGRAM
Conducted by PETA, Phil. Educational Theater Asso.

• To provide more student participation and involvement, teachers are encouraged to include theater (drama, music, movement, arts) in their different subjects.
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Conducted by PETA, Phil. Educational Theater Asso.

Ang Batang Rizal
a play about Rizal as a young boy had many performances before school children.
PETA wants to raise funds to translate this to FILM so more children can see it here and abroad,
4. ART ACROSS THE CURRICULUM (AAC) by the PHIL. ART EDUCATORS Asso.

PAEA members produced 7 Art books for kids with teachers guides on how to integrate art in all the subjects from K to gr. 6
4. ART ACROSS THE CURRICULUM
WORKSHOPS by the PHIL. ART EDUCATORS Asso.

Teachers are given hands-on workshops on Phil. arts, culture, crafts and given tours to heritage sites since the 60s up to the present.

in Bulacan in a dap-ay in the Mt. Province
4. ART ACROSS THE CURRICULUM (AAC)
ART ED Specialization Course by the PHIL. ART EDUCATORS ASSO. Funded by NCCA and held at the PHIL. NORMAL UNIVERSITY (for 30 units)

65 TEACHERS GRADUATED IN PNU
Art Ed Specialization-30 units (1998)
All were on scholarships.
4. ART ACROSS THE CURRICULUM
PAEA with COCA COLA FOUNDATION held interactive workshops over several years, for teachers, integrating Phil. art & culture in their teaching of different subjects. Themes of Guhit Bulilit were based on Philippine culture.
5. TEACHING SCIENCE THROUGH THE ARTS
An Interactive & Integrative Approach
with PHILIPPINE SCIENCE CENTRUM

Science Teachers were surprised that they could use Art to teach Science concepts! Workshops are ongoing in Luzon, Visayas and Mindanao.
6. PHILIPPINE CULTURE & VALUES COURSE
By the FOREIGN SERVICE INSTITUTE (DFA)

for their personnel leaving for consulates and embassies abroad, who will serve as frontliners, to promote appreciation for our country’s culture and society. (1 month)

Lectures are given by Experts on Philippine:
* value system
* culture, history
* society, family, religions, education
* ethno-linguistic groups
* arts and heritage sites. Final activity is a visit to a Philippine heritage site.
Conclusion:

1. Learn from other countries who consciously promote national pride and identity.

   a. Americans – lessons to develop “American pride”

   b. Koreans – students visits Korean heritage sites yearly

   c. Thais – billboards of Thai heroes and artists

   d. Singaporeans – “Singapore” as subject & museum on how Singapore became a nation.

   e. Japanese – use of mother tongue; rites, values, pride

   f. Hongkong – Curriculum Dev. Council said Morality & National Education will be compulsory subjects in all grades beginning in 2012.
Conclusion:

3. Teach our culture in our native languages (MTB-MLE) – 12 languages. Language is a bearer of culture.

4. Emulate countries with strong national identity and pride. Implement the Heritage Bill and legislate the teaching of Philippine heritage, culture and history in schools, government agencies and private institutions.
Conclusion:

• We cannot leave the cultivation of our national identity to chance. We must TEACH Philippine history, culture, and heritage CREATIVELY to our youth, so they develop a sense of belonging and identity as a FILIPINO who is proud of the PHILIPPINES and eager to serve and work for its development.
Thank you!
Salamat!