

Our Values Teaching Guide

Version 1.2 (February 2021)



INTEGRITY
INITIATIVE

Foreword

“The introduction of multimedia to the classroom can lead to higher-level thinking as the computer takes care of low-level routine tasks, supports inquiry learning by making available a wide range of resources, accommodates different learning styles, and changes the role of the teacher from knowledge source to learning facilitator.”

Source: Adapted from Sui, D.Z. and Bednarz, R. S. (1999) The message is the medium: Geographic education in the age of the Internet, *Journal of Geography*, 98 (3), p. 96.

These sample lesson plans are opportunities for students to heighten their main learning channels through audio-visual support, especially from the internet; at the same time, these sample plans also try to elicit learning moments by coaxing learners in a safe, inclusive environment to expand their learning channels through movement and music (kinaesthetic learning), pictures and photos (spatial learning), and deep written and discussed reflection (intrapersonal and interpersonal learning).

PwC Philippines has also included their much-acclaimed ‘Our Values’ Photo Story collection, so that young photojournalists can also teach their peers.

Intertextuality—or the interconnectedness of texts from various media—is the critical approach used in this guide to navigate text, photo, video, web interface, and other future texts. By introducing different media to students guided by one overarching set of values, students learn to map out histories, cultural specifics, and most of all, extract tropes—over-arching themes which create a common ground for these texts—from the plethora of material proffered them. The 21st century is the age of multimedia bombardment, and it is crucial for students of this century and succeeding generations to have the proficiency required to read any text from any source well. So much fakery is peddled all over the web and other mass media; it is time to shine a light on the timeless, universal, and shared pillars which the human race would otherwise call ‘values’—or, in philosophical discourse, what constitutes ethical living, personal credo, or ‘the good life’.

It is hoped that by immersing ourselves in the visual landscape of our children, we Filipinos will discover exactly what our best qualities are, how the next generation views our nation, and where we are heading in the 21st century as a result of discovering and living Filipino values in the real world.

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6. Suyo
7. Putik
8. Solo vita
9. Side car
10. Luksong baka
11. Palo-sebo
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13. ‘Boluntaryo’
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23. Sauli
24. Hating-kapatid
25. Pre-loved
26. Labing-isang ilog
27. Bukang-liwayway
28. Harana
29. Tuba
30. Kuya ‘Putol’
31. Lakbay-turo
32. Pagpahingas
33. Pasan
34. Marawi
35. Baseco
36. Thesis
37. ‘Group-fie’
38. Barbecue
39. Tapat
40. Capiz
41. Ibajay
42. Kalabaw
43. Bayawak
44. Brownie
45. Laging kasama
46. Yaya
47. Kasambahay
48. Baha
49. Doktor
50. Monumento
51. Boodle fight
52. Salu-salo
53. Halakhak
54. Unang sahod
55. Medalya
56. Tabing riles
57. Aruga
58. Relo
59. Kariton
60. Nanay
61. Lola
62. Inang
63. Imis!
64. Lola’s Boy
65. Rayuma
66. Party Lolo
67. Renewal
68. Keyk
69. ‘Kaedad’
70. Uncle
71. Kwadro
72. Puntod
73. Mangyan
74. Lawton
75. Cleft lip
76. Pangarap
77. Pagpag

About Our Values Photo-Story contest

We have captured our Filipino values in photos and have told the stories behind them



In February 2017, PwC Philippines launched a photo-story contest asking students to capture images reflecting Filipino values and to write the story behind the photos they have taken.

Through the photo-story contest, the firm hopes to raise Filipino youth awareness of our values which are changing amidst all that is going on around us.

PwC Philippines recognize that our values, in part, may be the cause of our problems today and can just as well be critical to the solutions we seek as a nation. We would like to discover what our youth deems important and what they see and think our Filipino values are.

A total of 77 photo-stories have been chosen to be part of the initial campaign in 2018.

In 2019, PwC Philippines has donated this collection to the Integrity Initiative, Inc.

Since then, the Integrity Initiative and PwC Philippines continue to develop and promote the campaign throughout the country.

About Integrity Initiative Inc.

Integrity Initiative, Inc. (II, Inc.) is a non-profit organization incorporated on 09 July 2013 under the direction and purview of a Board comprised of representatives from by the American Chamber of Commerce of the Philippines, Asian Institute of Management, Coalition Against Corruption, European Chamber of Commerce of the Philippines, Financial Executives of the Philippines, Institute for Solidarity in Asia, Makati Business Club, and Management Association of the Philippines.

II, Inc. is primarily engaged in a long-term private sector-led campaign to promote common ethical and acceptable integrity standards in the business community and among various sectors of society. II, Inc. aims to continue the activities that were initiated by Project SHINE, a four-year project funded by Siemens AG and the first undertaking of the Integrity Initiative which started in December 2010. The SHINE Project's ultimate objective is the institution of a certification and accreditation system, like that of the ISO, that will provide competitive advantages to compliant companies. Companies will be audited, accredited, and certified based on compliance to ethical ways of doing business and strict integrity standards.

II, Inc. recognizes tools, concepts and materials developed by international organizations such as the World Bank Institute, the United Nations, and non-government organizations fighting corruption, including Transparency International, World Economic Forum, International Business Leaders Forum, International Chambers of Commerce, and Center for International Private Enterprises. Specific frameworks such as the United Nations Convention Against Corruption (UNCAC) as well as the UN Reporting Guidance on the 10th Principle under the Global Compact, Organization for Economic Cooperation and Development (2011) Convention on Combating Bribery of Foreign Public Officials in International Business Transactions, and the Asia-Pacific Economic Cooperation (APEC) Anti-Corruption Code of Conduct for Business were also adopted.

The Integrity Initiative's desired goal is to create a critical mass of ethically-conscious and self-regulating companies that have robust Integrity Management Systems in place, and are applying the principles of transparency and accountability in their dealings with other companies as well as government offices in the long term.

integrityinitiative.com/

INTEGRITY
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About PwC Philippines

Isla Lipana & Co is PwC in the Philippines

PwC Philippines have provided professional services in the Philippines for 97 years. We stick to the highest quality standards in delivering audit and assurance, tax and advisory services within and outside the Philippines.

Their clients include government agencies and leading corporations, both local and foreign, across different industries. We mainly serve these industries:

- Financial services.
- Technology, information communications and entertainment.
- Other services and emerging enterprises.
- Our diverse team of experienced professionals includes accountants, tax advisers, systems analysts, economists, human resources professionals, project development managers, industrial engineers, and investment advisors.

Its people are active in various professional, public and private sector organisations and participate in public forums involving taxation, investment incentives and advocacy issues. We make sure we keep up with the latest developments so that we can give clients informed advice on different issues that might affect their businesses.

Isla Lipana & Co. performs audit, taxation, advisory and Japanese business services

PwC Philippines deliver quality services to our clients through our main office in Makati City and Cebu City and Iloilo City branches. We now have 28 partners and over 1,000 professional staff following

The Our Values Photo-Story campaign is part of the firm's holistic corporate responsibility projects.

pwc.com/ph



Our Values Photo-Story teaching guide

S-E-T-L-A lesson outline

- First, students “See” the picture and read the story.
- Next, they “Exchange” ideas and thoughts in exploring the photo-story.
- Third, they “Think” about their shared ideas and thoughts in order to reflect deeper and thereby “Learn” about the identified value for the lesson.
- Lastly, the students “Act” on tasks/activities to further reinforce their learning of the said value.

Learning Theories Bases

- David Kolb’s Experiential Learning Cycle
- Jerome Bruner’s Learning Modes
- Edgar Dale’s Cone of Experience

S

See

Visual-narrative introduction of the lesson

E

Exchange

Sharing of ideas & thoughts

T

Think

Reflection about shared ideas & thoughts

L

Learn

Identification and discussion of the values & behaviors

A

Act

Workshop/
Group activities

*to be differentiated per level according to developmental appropriateness

Our Values Photo-Story

Recommended lesson plans

Quarter 1 Lesson #1: “Mangyan”

Value: Love of Learning

Featured Our Values Photo-Story	Gr. 1-10 DepEd ESP Curriculum Guide Batayang Pagpapahalaga/ Mga Kaugnay na Pagpapahalaga	Gr. 11-12: SHS PD Curriculum Content & Learning Competencies
“Mangyan” (Love of Learning)	Katatagan ng Loob (Fortitude)	Developmental Stages in Middle and Late Adolescence: List ways to become a responsible adolescent prepared for adult life



Mangyan - Our Values Photo-Story

Integrity Initiative | PwC Philippines

Mangyan

Indigenous children sacrifice more for education

In April 2016, we travelled to Oriental Mindoro for a church mission. We climbed Mt. Halcon and visited Mangyan tribes. We gave them food, clothes and other essentials. There I met a little girl who was so shy but still managed to wear her most beautiful smile. I hugged her and talked to her.

“Do you go to school?”

“Yes, Ma’am.”

“How far is your school from here?”

“I have to go down the mountain and it takes me two hours to get there.”

“That’s not easy. What motivates you to go to school?”

“In school, I can read books, I can learn. And I love reading books.”

Photo-story by Ruth Morado, BS Accountancy, Lyceum of the Philippines University, Cavite

Teaching guide for ‘Mangyan’

Grades 1-3

See	Teacher shows the photo to the class and reads the story together with them. If needed, teacher translates difficult sentences or words in the mother tongue of the children.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="610 636 2455 990" style="list-style-type: none">• What do you see in the photo?• Who is the person in the photo?• When did this photo take place?• Where did this photo take place?• Why was the girl with the photographer?
Think	Teacher lets children reflect about love of learning by asking the following processing questions: <ul data-bbox="610 1053 2455 1188" style="list-style-type: none">• How far is the girl’s school from her home?• Why does the girl continue to go to school despite its far distance from her home?

Teaching guide for ‘Mangyan’

Grades 1-3

Learn	<p>Teacher discusses the value of love of learning. He/she emphasizes the following key points:</p> <ul style="list-style-type: none">• All human persons have the right to go to school. This is so that they will learn the knowledge, skills and attitudes that will enable them to reach their dreams and be productive members of the society.• However, some people find it harder to go to school because of the place they live. Rural places like in the far-flung mountains only have very few schools and some children have to journey through rivers and mountains everyday in order to attend school.• Even in urban areas like in big cities, some children find it difficult to attend school everyday due to lack of money for food or transportation allowance.• Difficulties that may hinder one to attend school may also be emotional. Some children do not have enough support and care of their parents/guardians. Thus, they lack the motivation to attend school.• A person’s love for learning will encourage him/her to attend school despite these challenges. It will enable him/her to keep learning and reach his/her dreams and have a better to life for him/her and his/her family. <p><small>*Reference: United Nations. (1984.) Universal Declaration of Human Rights. Retrieved from https://www.un.org/en/universal-declaration-human-rights/.</small></p>
Activities	<p>“My school challenges” show and tell</p> <p>Materials: paper, pencil, crayons</p> <ol style="list-style-type: none">1. Let children draw then color their challenges to going to school.2. Ask some children to talk about their work in front of class. Be sure to appreciate their sharing and say something inspiring afterwards.

Teaching guide for ‘Mangyan’

Grades 4-6

See	Teacher shows the photo to the class and reads the story together with them. If needed, teacher translates difficult sentences or words in the mother tongue of the children.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="610 636 2455 984" style="list-style-type: none">• What do you see in the photo?• Who is the person in the photo?• When did this photo take place?• Where did this photo take place?• Why was the girl with the photographer?
Think	Teacher lets children reflect about love of learning by asking the following processing questions: <ul data-bbox="610 1053 2455 1178" style="list-style-type: none">• How far is the girl’s school from her home?• Why does the girl continue to go to school despite its far distance from her home?

Teaching guide for ‘Mangyan’

Grades 4-6

Learn	<p>Teacher discusses the value of love of learning. He/she emphasizes the following key points:</p> <ul style="list-style-type: none">• All human persons have the right to go to school. This is so that they will learn the knowledge, skills and attitudes that will enable them to reach their dreams and be productive members of the society.• However, some people find it harder to go to school because of the place they live. Rural places like in the far-flung mountains only have very few schools and some children have to journey through rivers and mountains everyday in order to attend school.• Even in urban areas like in big cities, some children find it difficult to attend school everyday due to lack of money for food or transportation allowance.• Difficulties that may hinder one to attend school may also be emotional. Some children do not have enough support and care of their parents/guardians. Thus, they lack the motivation to attend school.• A person’s love for learning will encourage him/her to attend school despite these challenges. It will enable him/her to keep learning and reach his/her dreams and have a better to life for him/her and his/her family. <p><small>*Reference: United Nations. (1984.) Universal Declaration of Human Rights. Retrieved from https://www.un.org/en/universal-declaration-human-rights/.</small></p>
Activities	<p>“The three tales” role play</p> <ol style="list-style-type: none">1. Divide children into three groups.2. Give the following three scenarios for them to enact including showing how they will overcome the challenges to going to school:<ul style="list-style-type: none">• Far-flung mountain: Like the girl in the photograph, they have journey a two-hour trek down a mountain everyday to go to school.• Big city: They live in an informal settlers’ area in a big city with rowdy neighborhood. Their parents do not have regular income and cannot give them daily allowance.• Absentee parents: Their parents are both Overseas Filipino Workers (OFW). Their parents assigned their eldest brother, a Grade 11 student, to watch over them but unfortunately he is always out drinking with his friends.

Teaching guide for ‘Mangyan’

Grades 7-10

See	Teacher shows the photo to the class and reads the story together with them. If needed, teacher translates difficult sentences or words in the mother tongue of the children.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="623 626 1392 960" style="list-style-type: none">• What do you see in the photo?• Who is the person in the photo?• When did this photo take place?• Where did this photo take place?• Why was the girl with the photographer?
Think	Teacher lets children reflect about love of learning by asking the following processing questions: <ul data-bbox="623 1055 2126 1168" style="list-style-type: none">• How far is the girl’s school from her home?• Why does the girl continue to go to school despite its far distance from her home?

Teaching guide for ‘Mangyan’

Grades 7-10

Learn	<p>Teacher discusses the value of love of learning. He/she emphasizes the following key points:</p> <ul style="list-style-type: none">• All human persons have the right to go to school. This is so that they will learn the knowledge, skills and attitudes that will enable them to reach their dreams and be productive members of the society.• However, some people find it harder to go to school because of the place they live. Rural places like in the far-flung mountains only have very few schools and some children have to journey through rivers and mountains everyday in order to attend school.• Even in urban areas like in big cities, some children find it difficult to attend school everyday due to lack of money for food or transportation allowance.• Difficulties that may hinder one to attend school may also be emotional. Some children do not have enough support and care of their parents/guardians. Thus, they lack the motivation to attend school.• A person’s love for learning will encourage him/her to attend school despite these challenges. It will enable him/her to keep learning and reach his/her dreams and have a better to life for him/her and his/her family. <p><small>*Reference: United Nations. (1984.) Universal Declaration of Human Rights. Retrieved from https://www.un.org/en/universal-declaration-human-rights/.</small></p>
Activities	<p>“My challenges as a student” journal essay</p> <ol style="list-style-type: none">1. Let student write down the challenges they face as a student and the solution/s they are doing to overcome them.2. Guidelines:<ul style="list-style-type: none">• At least 250 words• Follows proper essay outline of Introduction, Body and Conclusion• Correct spelling of words and rules of grammar


Teaching guide for ‘Mangyan’

Grades 11-12

See	Teacher shows the photo to the class and reads the story together with them. If needed, teacher translates difficult sentences or words in the mother tongue of the children.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="626 632 1392 962" style="list-style-type: none">• What do you see in the photo?• Who is the person in the photo?• When did this photo take place?• Where did this photo take place?• Why was the girl with the photographer?
Think	Teacher lets children reflect about ways to become a responsible adolescent prepared for adult life by asking the following processing questions: <ul data-bbox="626 1099 2126 1284" style="list-style-type: none">• How far is the girl’s school from her home?• Why does the girl continue to go to school despite its far distance from her home?• How is going to school important to one’s future as an adult?
Learn	Teacher discusses the lesson of ways to become a responsible adolescent prepared for adult life by going to school despite challenges. He/she emphasizes the following key points: <ul data-bbox="626 1421 2439 1834" style="list-style-type: none">• All adolescents ought to go to school. In fact, Filipino parents are obligated to send their children to school until senior high school.• This obligation for adolescents to go to school is a preparation for their adult life—so that they will learn the knowledge, skills and attitudes that will fully enable them to reach their dreams and be productive members of the society as an adult.• However, some people find it harder to go to school because of the place they live. Rural places like in the far-flung mountains only have very few schools and some children have to journey through rivers and mountains everyday in order to attend school. (continued)

Teaching guide for ‘Mangyan’

Grades 11-12

Learn	<ul style="list-style-type: none">• Even in urban areas like in big cities, some children find it difficult to attend school everyday due to lack of money for food or transportation allowance.• Difficulties that may hinder one to attend school may also be emotional. Some children do not have enough support and care of their parents/guardians. Thus, they lack the motivation to attend school. • Despite these challenges, a person’s love for learning will encourage him/her to attend school. It will enable him/her to keep learning, be a productive adult citizen and have a better to life for him/her and his/her family. <p><small>*References: Republic of the Philippines. (May 15, 2013.) Republic Act No. 10533: An act enhancing the Philippine basic education system by strengthening its curriculum and increasing the number of years for basic education, appropriating funds therefor and for other purposes. Retrieved from http://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533; United Nations. (1984.) Universal Declaration of Human Rights. Retrieved from https://www.un.org/en/universal-declaration-human-rights/.</small></p>
Activities	<p>“#ParaSaFuture” SOCIAL MEDIA CHALLENGE</p> <p>Ask students to post on social media a picture or video of challenge/s they encounter as a student (e.g. traffic). They need caption it with a narrative connecting how continuing to go to school will prepare them to be adults in the future (e.g. they will learn how to persevere or manage their time).</p>

Quarter 1 Lesson Plan #2: ‘Lawton’

Value: Gratitude to Parents

Featured Our Values Photo-Story	Gr. 1-10 DepEd ESP Curriculum Guide Batayang Pagpapahalaga/ Mga Kaugnay na Pagpapahalaga	Gr. 11-12: SHS PD Curriculum Content & Learning Competencies
“Lawton” (Gratitude to Parents)	Pampamilyang Pagkakabuklod (Family Solidarity)	The Challenges of Middle and Late Adolescence: express his/ her feelings on the expectations of the significant people around him/her (parents)



Lawton ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Lawton

A son looks up to his father, not only for his profession, but also because of his example

I took this photo a few days before I started my final year in college. I rode with my father, the jeepney driver, to Lawton. From there, I would ride a bus going to Cavite. My father looked up to ask a passenger where he was going. At that very moment, I thought to myself:

“Pa, I already know where I’m going. I’ll do my very best to graduate and become a CPA so I could help you in providing the needs of our family. I feel elated that all your hard work will soon come to fruition. I will never let you down. You are the man I look up to. I couldn’t thank you enough.”

Photo-story by Leonardo T. Saldivar Jr., BS Accountancy, Lyceum of the Philippines University, Cavite

Teaching guide for ‘Lawton’

Grades 1-3

See	Teacher shows the photo to the class and reads the story together with them.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="610 578 2458 988" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo?• When did this take place?• Where did this take place?• Why is the man who took the photo riding the jeep?• Why is the jeepney driver looking at the mirror?
Think	Teacher lets children reflect about being grateful to one’s parents by asking the following questions: <ul data-bbox="610 1075 2458 1425" style="list-style-type: none">• What did the photographer think about when his father was asking a passenger on where he/she was going?• Are the photographer’s thoughts right? Why or why not?• What are your own parent/s’ efforts to sustain you and enable you to go to school?• Given your own parent/s’ said efforts, how then should you feel towards them? How will you interact with them?

Teaching guide for 'Lawton'

Grades 1-3

Learn	Teacher discusses the value of gratitude to one's parent/s. He/she emphasizes the following key points: <ul style="list-style-type: none">• We were born into the world due to our parents. We owe our life in this earth to them.• As human persons, we need others to survive and thrive. Our parents/guardians are the primary people in the world that take care and nurture us starting from infancy.• Parents vary (e.g. physical characteristics, race, socio-economic status, occupation, personality) and are imperfect since human persons are unique and not perfect. However, proper gratitude must be accorded to them for giving us life, taking care of us, and loving us in the best way they can.• Gratitude to parents come from (1) humility in acknowledging that we cannot live by ourselves and we needed, and will continuously need, others to survive and thrive and (2) justice to give to our parents their due credit.
Activities	Thank you card Materials: white bond paper, writing instrument (e.g. pencil and pens), coloring materials (e.g. crayons, color pencils, cray pastel) Let children write a thank you card to their parents with a message of at least one (1) sentence and drawings. They need color their drawings and give it to their parent/guardian when they get home.

Teaching guide for ‘Lawton’

Grades 4-6

See	Teacher shows the photo to the class and reads the story together with them. If needed, teacher translates difficult sentences or words in the mother tongue of the children.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="610 632 2458 1039" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo?• When did this take place?• Where did this take place?• Why is the man who took the photo riding the jeep?• Why is the jeepney driver looking at the mirror?
Think	Teacher lets children reflect about being grateful to one’s parents by asking the following questions: <ul data-bbox="610 1135 2458 1481" style="list-style-type: none">• What did the photographer think about when his father was asking a passenger on where he/she was going?• Are the photographer’s thoughts right? Why or why not?• What are your own parent/s’ efforts to sustain you and enable you to go to school?• Given your own parent/s’ said efforts, how then should you feel towards them? How will you interact with them?

Teaching guide for 'Lawton'

Grades 4-6

Learn	<p>Teacher discusses the value of gratitude to one's parent/s. He/she emphasizes the following key points:</p> <ul style="list-style-type: none">• We were born into the world due to our parents. We owe our life in this earth to them.• As human persons, we need others to survive and thrive. Our parents/guardians are the primary people in the world that take care and nurture us starting from infancy. ☒• Parents vary (e.g. physical characteristics, race, socio-economic status, occupation, personality) and are imperfect since human persons are unique and not perfect. However, proper gratitude must be accorded to them for giving us life, taking care of us, and loving us in the best way they can.• Gratitude to parents come from (1) humility in acknowledging that we cannot live by ourselves and we needed, and will continuously need, others to survive and thrive and (2) justice to give to our parents their due credit.
Activities	<p>Parent timeline</p> <p>Materials: at least five (5) pictures of parent/guardian while student was growing up; white bond paper, writing instrument, coloring materials; scissors; glue</p> <ol style="list-style-type: none">1. Ask children to cut and glue pictures of their parent while growing up.2. Under each photo, ask children to write one to three sentences of what thing/s they thank for at their respective life stage.3. They may give it to their parent/guardian at home or post on classroom walls.

Teaching guide for ‘Lawton’

Grades 7-10

See	Teacher shows the photo to the class and reads the story together with them.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="610 582 2458 926" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo?• When did this take place? Where did this take place?• Why is the man who took the photo riding the jeep?• Why is the jeepney driver looking at the mirror?
Think	Teacher lets children reflect about being grateful to one’s parents by asking the following questions: <ul data-bbox="610 1005 2458 1373" style="list-style-type: none">• What did the photographer think about when his father was asking a passenger on where he/she was going?• Are the photographer’s thoughts right? Why or why not?• What are your own parent/s’ efforts to sustain you and enable you to go to school?• Given your own parent/s’ said efforts, how then should you feel towards them? How will you interact with them?

Teaching guide for 'Lawton'

Grades 7-10

Learn	<p>Teacher discusses the value of gratitude to one's parent/s. He/she emphasizes the following key points:</p> <ul style="list-style-type: none">• We were born into the world due to our parents. We owe our life in this earth to them.• As human persons, we need others to survive and thrive. Our parents/guardians are the primary people in the world that take care and nurture us starting from infancy.• Parents vary (e.g. physical characteristics, race, socio-economic status, occupation, personality) and are imperfect since human persons are unique and not perfect. However, proper gratitude must be accorded to them for giving us life, taking care of us, and loving us in the best way they can.• Gratitude to parents come from (1) humility in acknowledging that we cannot live by ourselves and we needed, and will continuously need, others to survive and thrive and (2) justice to give to our parents their due credit.
Activities	<p>Short story</p> <p>Materials: one picture showing a moment student was grateful to parent/guardian about; white bond paper, writing instrument, coloring materials; scissors; glue</p> <ol style="list-style-type: none">1. Ask students to write a short story about a moment that they grateful for their parent/guardian, based on the photo (e.g. graduation, birthday party, etc.).2. The story should have complete story elements (e.g. characters, plot, setting) and at least 250 words.

Teaching guide for ‘Lawton’

Grades 11-12

See	Teacher shows the photo to the class and reads the story together with them.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="610 582 2455 930" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo?• When did this take place?• Where did this take place?• Why is the man who took the photo riding the jeep?
Think	Teacher lets students reflect about expressing his/her feelings on the expectations of their parents by asking the following questions: <ul data-bbox="610 1053 2455 1491" style="list-style-type: none">• What did the photographer think about when his father was asking a passenger on where he/she was going?• What are your own parent/s’ efforts to sustain you and enable you to go to school?• Do you know your parents’ expectations of you after you finish school and you become an adult? If yes, what are they?• How do you feel about their expectations?• Do you have the same or different goals for yourself as compared to your parents’ expectations?

Teaching guide for 'Lawton'

Grades 11-12

Learn	<p>Teacher discusses the topic of expressing his/her feelings on the expectations of their parents. He/she emphasizes the following key points:</p> <ul style="list-style-type: none">• Parents have expectations for their children when they become adults (e.g. expectations for their children's career, choice of partner, choice of location to live, etc.).• It is important for parents and children to be aware of each other's expectations to avoid possible disappointments, frustrations and resentment. Parents need to communicate to their children their expectations when the latter become adults, while children must be open to hearing them.• At the end, though parents may have their expectations about their children, their children still possess their free will (freedom) to be who they want to be or do what they want to do in the future as adults. This freedom must be used for choosing the good and not simply doing what one wants even if it is wrong or bad for oneself and others.• Children must respectfully communicate their personal goals as adults to their parents. Meantime, parents must respect their children's personal goals as an adult if they are honest and good. <p><small>References: Pinckaers, S. (2001.) Morality: The catholic view. St. Augustine's Press. Wojtyla, K. (1994.) Love and responsibility. Harper Collins.</small></p>
Activities	<p>Letter to dad & mom</p> <ol style="list-style-type: none">1. Let students write their personal goals as adults through the form of a letter. It should include, though not limited to, goals in the following key life areas: a. Spirituality: religion to practice, level of piety and its influence over other life areas b. Career and finances: profession, reason/s for wanting to enter the profession, level of material lifestyle c. Social: state of life (married or single), location of residence, criteria for life partner, intended age of marriage (if intends to marry)2. The letter should have a respectful tone. It should also end with asking their parents' expectations to them when they become adults in return.

Quarter 1 Lesson #3: ‘Pangarap’

Value: Ambition

Featured Our Values Photo-Story	Gr. 1-10 DepEd ESP Curriculum Guide BatayangPagpapahalaga/ Mga Kaugnay na Pagpapahalaga	Gr. 11-12: SHS PD Curriculum Content & Learning Competencies
“Pangarap” (Ambition)	Pagpapahalaga sa Sarili (Self-esteem): Pagtitiwala sa sarili (Self-confidence)	The Challenges of Middle and Late Adolescence: make affirmations that help one become more lovable and capable as an adolescent



Pangarap ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Pangarap

Life's hardships can push you forward, not backward. Turn all your setbacks around with a positive outlook towards life

I met this kid in the province of Tarlac. He was a Tacloban survivor, an academic achiever, and someone who has big dreams for himself and his family.

“What are your dreams for the future?”

“Nothing is impossible when you set your mind to it; as a wise saying goes, ‘Pag gusto mo maraming paraan, pag ayaw mo maraming dahilan’. So I plan to reach this dream by sheer hard work, determination and faith in God. I have faith that He will help us in our darkest hours.”

Photo-story by Kevyn Brian Choco, BS BA Marketing Management, Chiang Kai Shek College, Manila

Teaching guide for ‘Pangarap’

Grades 1-3

See	Teacher shows the photo to the class and reads the story together with them. If needed, teacher translates difficult sentences or words in the mother tongue of the children.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="626 622 1344 960" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo?• What is he doing?• When did this take place?• Where did this take place?
Think	Teacher lets children reflect about self-confidence in achieving one’s ambition by asking the following questions: <ul data-bbox="626 1099 1797 1359" style="list-style-type: none">• What is his dream/s?• How does he plan to achieve them?• What are your dream/s? Do you believe you can achieve them?• How do you plan to achieve them?

Teaching guide for ‘Pangarap’

Grades 1-3

Learn	<p>Teacher discusses the value of self-confidence in achieving one’s ambition. He/she emphasizes the following key points:</p> <ul style="list-style-type: none">• It is important for us to have ambitions or dreams in life. These dreams include what we want to become or do in the future (e.g. career, lifestyle, state of life whether married or single).• These dreams will motivate us to keep going through life, such as persevering to study, enough if challenges come.• We must believe that we are capable in achieving our dreams. There may be challenges that we face now but with persistence, prayer and support from others we will be able to achieve them.• Self-confidence that we can achieve our ambition/s also increases our chance to achieve our dreams. When we are more confident, we tend to be more motivated, creative in finding ways/ solutions and persevering. Thus we are more likely able to reach our dreams. <p>Reference: Ryan, R.M. & Deci, E.L. (2017.) Self-determination theory: Basic psychological needs in motivation, development, and wellness. New York: Guilford Publishing.</p>
Activities	<p>Dream board</p> <p>Materials: white bond paper, writing instrument (e.g. pencil and pens), coloring materials (e.g. crayons, color pencils, cray pastel)</p> <p>Let children draw then color their dreams for their future. Afterwards, let them write 1-3 complete sentences about them.</p> <p>You may post their dream boards on the classroom walls to serve as motivation for them keep attending school throughout the school year.</p>

Teaching guide ‘for Pangarap’

Grades 4-6

See	Teacher shows the photo to the class and reads the story together with them. If needed, teacher translates difficult sentences or words in the mother tongue of the children.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="623 632 1670 898" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo? What is he doing?• When did this take place?• Where did this take place?
Think	Teacher lets children reflect about self-confidence in achieving one’s ambition by asking the following questions: <ul data-bbox="623 1029 1790 1296" style="list-style-type: none">• What is his dream/s?• How does he plan to achieve them?• What are your dream/s? Do you believe you can achieve them?• How do you plan to achieve them?

Teaching guide for Pangarap

Grades 4-6

Learn	<p>Teacher discusses the value of self-confidence in achieving one's ambition. He/she emphasizes the following key points:</p> <ul style="list-style-type: none">• It is important for us to have ambitions or dreams in life. These dreams include what we want to become or do in the future (e.g. career, lifestyle, state of life whether married or single).• These dreams will motivate us to keep going through life, such as persevering to study, enough if challenges come.• We must believe that we are capable in achieving our dreams. There may be challenges that we face now but with persistence, prayer and support from others we will be able to achieve them.• Self-confidence that we can achieve our ambition/s also increases our chance to achieve our dreams. When we are more confident, we tend to be more motivated, creative in finding ways/ solutions and persevering. Thus we are more likely able to reach our dreams. <p>Reference: Ryan, R.M. & Deci, E.L. (2017.) Self-determination theory: Basic psychological needs in motivation, development, and wellness. New York: Guilford Publishing</p>
Activities	<p>“My dreams” journal essay</p> <ol style="list-style-type: none">1. Let students write an essay about their dreams and their plans on how to achieve them.2. Guidelines:<ul style="list-style-type: none">• At least 250 words• Follows proper essay outline of Introduction, Body and Conclusion• Correct spelling of words and rules of grammar

Teaching guide for ‘Pangarap’

Grades 7-10

See	Teacher shows the photo to the class and reads the story together with them. If needed, teacher translates difficult sentences or words in the mother tongue of the children.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="623 632 1670 890" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo? What is he doing?• When did this take place?• Where did this take place?
Think	Teacher lets children reflect about self-confidence in achieving one’s ambition by asking the following questions: <ul data-bbox="623 1033 1790 1292" style="list-style-type: none">• What is his dream/s?• How does he plan to achieve them?• What are your dream/s? Do you believe you can achieve them?• How do you plan to achieve them?

Teaching guide for ‘Pangarap’

Grades 7-10

Learn	<p>Teacher discusses the value of self-confidence in achieving one’s ambition. He/she emphasizes the following key points:</p> <ul style="list-style-type: none">• It is important for us to have ambitions or dreams in life. These dreams include what we want to become or do in the future (e.g. career, lifestyle, state of life whether married or single).• These dreams will motivate us to keep going through life, such as persevering to study, enough if challenges come.• We must believe that we are capable in achieving our dreams. There may be challenges that we face now but with persistence, prayer and support from others we will be able to achieve them.• Self-confidence that we can achieve our ambition/s also increases our chance to achieve our dreams. When we are more confident, we tend to be more motivated, creative in finding ways/ solutions and persevering. Thus we are more likely able to reach our dreams. <p>Reference: Ryan, R.M. & Deci, E.L. (2017.) Self-determination theory: Basic psychological needs in motivation, development, and wellness. New York: Guilford Publishing</p>
Activities	<p>Dream fashion show</p> <ol style="list-style-type: none">1. Divide the class into groups.2. Make them organize a fashion show in which they will strut on the catwalk their future selves living their dreams wearing the respective matching outfit.3. After the catwalk portion, have an emcee ask each of the fashion show participants how did they achieve their dreams.

Teaching guide for ‘Pangarap’

Grades 11-12

See	Teacher shows the photo to the class and reads the story together with them. If needed, teacher translates difficult sentences or words in the mother tongue of the children.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="623 626 1670 884" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo? What is he doing?• When did this take place?• Where did this take place?
Think	Teacher lets children reflect about making affirmations that help one become more lovable and capable as an adolescent by asking the following questions: <ul data-bbox="623 1027 1907 1357" style="list-style-type: none">• What is his dream/s?• How does he plan to achieve them?• What are your dream/s? Do you believe you can achieve them?• How do you plan to achieve them?• What qualities do you have that will help you to achieve your dreams?

Teaching guide for ‘Pangarap’

Grades 11-12

Learn	<p>Teacher discusses the value of making affirmations that help one become more lovable and capable as an adolescent. He/she emphasizes the following key points:</p> <ul style="list-style-type: none">• It is important for us to have ambitions or dreams in life. These dreams include what we want to become or do in the future (e.g. career, lifestyle, state of life whether married or single).• These dreams will motivate us to keep going through life, such as persevering to study, enough if challenges come.• We must believe that we are capable in achieving our dreams. There may be challenges that we face now but with persistence, prayer and support from others we will be able to achieve them.• Self-confidence that we can achieve our ambition/s also increases our chance to achieve our dreams. When we are more confident, we tend to be more motivated, creative in finding ways/ solutions and persevering. Thus we are more likely able to reach our dreams.• Therefore, it is important that we make affirmations everyday that we are capable now as adolescents and we are capable of achieving our dreams in the future. <p>Reference: Ryan, R.M. & Deci, E.L. (2017.) Self-determination theory: Basic psychological needs in motivation, development, and wellness. New York: Guilford Publishing</p>
Activities	<p>“An interview with my idol” video</p> <ol style="list-style-type: none">1. Divide the class into groups.2. Make them interview a person that the group collectively admires in whatever field it may be (e.g. successful career person, known community leader, influential religious personality, parent/s of successful child/ren, etc.)3. Their video should comprise of the following:<ul style="list-style-type: none">• Introduction about the person including short bio with relevant details and reasons of the group for choosing him/her;• Interview with the person about his/her journey from childhood, particularly the challenges he/she faced as an adolescent, towards how he/she has overcome them and possessed his/her achievements now

Quarter 2 Lesson #1: ‘Cleft Lip’

Value: Respect for Persons with Disabilities

Featured Our Values Photo-Story	Gr. 1-10 DepEd ESP Curriculum Guide Batayang Pagpapahalaga/ Mga Kaugnay na Pagpapahalaga	Gr. 11-12: SHS PD Curriculum Content & Learning Competencies
“Cleft Lip” (Respect for Persons with Disabilities)	Paggalang (Respect)	Mental Health and Well-being in Middle and Late Adolescence: Identify his/her own vulnerabilities and create a plan to stay mentally healthy during adolescence



Cleft lip ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Cleft lip

Appreciate your classmate, even if he is different.

His mother loves him, as yours loves you

This was taken during an outreach program conducted by NFJPIA - Region VI in Iloilo City. I saw this kid staring longingly at a group of children who were playing together:

“Why aren’t you playing together with the other kids?”

“They are mean to me. They told me I was ugly because of my cleft lip.”

“Do you believe them?”

“No. My mama tells me I’m handsome every day. I believe my mama.”

Photo-story by Ma. Joanna B. Acedillo, BS Accountancy, University of the Philippines - Visayas, Iloilo City

Teaching guide for ‘Cleft lip’

Grades 1-3

See	Teacher shows the photo to the class and reads the story together with them. If needed, teacher translates difficult sentences or words in the mother tongue of the children.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="626 638 2328 1019" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo?• When did this take place?• Where did this take place?• Why do you think the children did not want him to play? Why do you think the boy still looked happy?
Think	Teacher lets children reflect about the proper way to respect persons with disabilities (PWD) by asking the following “How” questions: <ul data-bbox="626 1155 1664 1268" style="list-style-type: none">• How would you feel if you were the boy with cleft lip?• How will you act if you were one of the normal children?

Teaching guide for ‘Cleft lip’

Grades 1-3

Learn	<p>Teacher discusses the value of respecting person with disabilities (PWDs). He/she emphasizes the following key points:</p> <ul style="list-style-type: none">• All human persons, whether one is normal or has disabilities, has human dignity.• Human dignity means that every human person feels that he/she must be respected (self-respect) and seen worthy and capable (self-worth).*• Thus, we must respect everyone including persons with disabilities.• We must treat PWDs fairly and give them equal opportunities – whether at school or play. <p><small>*Reference: Law v. Canada (Minister of Employment and Immigration). (1999.) 1 SCR 497</small></p>
Activities	<p>Role play</p> <ol style="list-style-type: none">1. Teacher groups children into three (3) groups.2. Each group will role play the following scenes and what then they will do. <ul style="list-style-type: none">• Home: Guests of your parents visit your home for your birthday party including a child who cannot speak.• School: You have a classmate who has difficulty with hearing. He told you that he cannot understand the teacher’s instructions for an activity.• Community: While walking on the street, you see a man on a wheelchair having a difficulty crossing the street and is being honked by cars.

Teaching guide for ‘Cleft lip’

Grades 4-6

See	Teacher shows the photo to the class and reads the story together with them.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="623 592 2328 962" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo?• When did this take place?• Where did this take place?• Why do you think the children did not want him to play? Why do you think the boy still looked happy?
Think	Teacher lets children reflect about the proper way to respect persons with disabilities (PWD) by asking the following “How” questions: <ul data-bbox="623 1099 1664 1208" style="list-style-type: none">• How would you feel if you were the boy with cleft lip?• How will you act if you were one of the normal children?

Teaching guide for ‘Cleft lip’

Grades 4-6

Learn	<p>Teacher discusses the value of respecting person with disabilities (PWDs). He/she emphasizes the following key points:</p> <ul style="list-style-type: none">• All human persons, whether one is normal or has disabilities, has human dignity.• Human dignity means that every human person feels that he/she must be respected (self-respect) and seen worthy and capable (self-worth).*• Thus, we must respect everyone including persons with disabilities.• We must treat PWDs fairly and give them equal opportunities – whether at school or play. <p><small>*Reference: Law v. Canada (Minister of Employment and Immigration). (1999.) 1 SCR 497</small></p>
Activities	<p>Mini-poster show n’ tell</p> <p>Materials: white bond paper, pencil, crayons</p> <ol style="list-style-type: none">1. Teacher asks children to draw a personal situation in which they helped a PWD. If they have not yet experienced such, they may draw a scenario in which they would like to help one.2. Ask children to color their drawing and write one to three sentences below describing it.3. Let several children shown and tell about their work in front of the class.

Teaching guide for ‘Cleft lip’

Grades 7-10

See	Teacher shows the photo to the class and reads the story together with them.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="623 588 1661 990" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo?• When did this take place?• Where did this take place?• Why do you think the children did not want him to play?• Why do you think the boy still looked happy?
Think	Teacher lets children reflect about the proper way to respect children with disabilities (CWD) by asking the following “How” questions: <ul data-bbox="623 1129 1661 1244" style="list-style-type: none">• How would you feel if you were the boy with cleft lip?• How will you act if you were one of the normal children?

Teaching guide for ‘Cleft lip’

Grades 7-10

Learn	<p>Teacher discusses the value of respecting person with disabilities (PWDs). He/she emphasizes the following key points:</p> <ul style="list-style-type: none">• All human persons, whether one is normal or has disabilities, has human dignity.• Human dignity means that every human person feels that he/she must be respected (self-respect) and seen worthy and capable (self-worth).*• Thus, we must respect everyone including persons with disabilities.• We must treat PWDs fairly and give them equal opportunities – whether at school or play. <p><small>*Reference: Law v. Canada (Minister of Employment and Immigration). (1999.) 1 SCR 497</small></p>
Activities	<p>Comic strip</p> <p>Materials: white bond paper, writing instrument (e.g. pencil and pens), coloring materials (e.g. crayons, color pencils, cray pastel)</p> <ol style="list-style-type: none">1. Teacher asks students to make a comic strip about fellow teenagers respecting a PWD.2. The comic strip should have at least three (4) frames and two (2) characters with speech bubbles.

Teaching guide for ‘Cleft lip’

Grades 11-12

See	Teacher shows the photo to the class and reads the story together with them.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="610 582 2455 990" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo?• When did this take place?• Where did this take place?• Why do you think the children did not want him to play?• Why do you think the boy still looked happy?
Think	Teacher lets children reflect about the identifying their own vulnerabilities and creating a plan to stay mentally healthy during adolescence by asking the following “How” questions: <ul data-bbox="610 1123 2455 1316" style="list-style-type: none">• How would you feel if you were the boy with cleft lip?• What are your own vulnerabilities or insecurities?• What do you do to overcome them?

Teaching guide for ‘Cleft lip’

Grades 11-12

Learn	<p>Teacher discusses the value of identifying their own vulnerabilities and creating a plan to stay mentally healthy during adolescence. He/she emphasizes the following key points:</p> <ul style="list-style-type: none">• We as human persons are not perfect. We have our own vulnerabilities or insecurities which come from our imperfections in different aspects of our life (e.g. family, socio-economic status, physical characteristics, race, etc.).• We have vulnerabilities which we may have control of (e.g. living healthy to have fit weight) and others which we do not have control of (e.g. genetic physical characteristics, family born into, or race).• We must do something to overcome those vulnerabilities/insecurities that we have control of, while we must accept and let go of those we cannot.
Activities	<p>Group Vlog (video log)</p> <ol style="list-style-type: none">1. Teacher groups students with five (5) members maximum.2. Each group will create a video log (vlog) of their vulnerabilities/insecurities throughout the day (e.g. pimples they see when they wake up) and discuss what they can do to those they can control and about accepting those which they cannot control.3. The video should be according to the following:<ul style="list-style-type: none">• Minimum of five (5) minutes and maximum of ten (10) minutes in length; and• Should show video editing and cinematography.4. Groups will screen each video and talk about it afterwards in class.

Quarter 2 Lesson #1: 'Pagpag'

Value: Generosity

Featured Our Values Photo-Story	Gr. 1-10 DepEd ESP Curriculum Guide BatayangPagpapahalaga/ Mga Kaugnay na Pagpapahalaga	Gr. 11-12: SHS PD Curriculum Content & Learning Competencies
"Pagpag" (Generosity)	Pagkabukas-palad (Generosity)	Coping with Stress in Middle and Late Adolescence: Demonstrate personal ways of coping with stress for healthful living



Pagpag ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Pagpag

Picky with your food? Think of those who don't have any

I was walking to school after buying some food. I noticed these happy, excited faces as they continued to run. The little one stopped beside me, looked up at me, and asked for the food I carried. I asked him:

“I'll give you some of my food if you answer my question. Is that okay?”

“Okay!”

“Why were you running?”

“It is because we saw a lady throw some packed lunch into the garbage can.”

“But it's dirty. You might get sick.”

“Yes. But it is how we have lived until now.”

I was so moved by what he said that I gave them my food and some money for drinks.

Photo-story by Kenth Warren Cervantes, Senior High School, Cor Jesu College, Digos City

Teaching guide for ‘Pagpag’

Grades 1-3

See	Teacher shows the photo to the class and reads the story together with them. If needed, teacher translates difficult sentences or words in the mother tongue of the children.
Exchange	Teacher asks “Who”-“What”-“When-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="623 632 1344 962" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo?• When did this take place?• Where did this take place?• Why are the children running?
Think	Teacher lets children reflect about generosity (giving to others) by asking the following questions: <ul data-bbox="623 1055 2113 1310" style="list-style-type: none">• What are the children asking from the photographer?• Why were the children excited upon seeing a lady throw food in the garbage can?• Why were the children eating such food?• Did the photographer do what is right? Why/why not?

Teaching guide for ‘Pagpag’

Grades 1-3

Learn	Teacher discusses the value of generosity. He/she emphasizes the following key points: <ul style="list-style-type: none">• The world and its things are not only for us but for others as well. Our material blessings (e.g. money, food, clothes, toys) are given to us not only for ourselves but for others.• Some people have more; some people have less than what they need. Part of being grateful for the blessings received and being a good community member is giving to needy fellowmen or generosity.• When we give, we allow ourselves to receive more blessings in return.
Activities	Giving journal Materials: white bond paper, pencil, coloring materials <ol style="list-style-type: none">1. Ask children to draw at least three (3) things they have which they may give to others.2. Under each object, write at least one sentence about whom they will give it to and why (e.g. “I will give my biscuits to the child on the street because he was asking for food.”)

Teaching guide for ‘Pagpag’

Grades 4-6

See	Teacher shows the photo to the class and reads the story together with them.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="626 598 1344 930" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo?• When did this take place?• Where did this take place?• Why are the children running?
Think	Teacher lets children reflect about generosity (giving to others) by asking the following questions: <ul data-bbox="626 1029 2113 1288" style="list-style-type: none">• What are the children asking from the photographer?• Why were the children excited upon seeing a lady throw food in the garbage can?• Why were the children eating such food?• Did the photographer do what is right? Why/why not?

Teaching guide for ‘Pagpag’

Grades 4-6

Learn	Teacher discusses the value of generosity. He/she emphasizes the following key points: <ul style="list-style-type: none">• The world and its things are not only for us but for others as well. Our material blessings (e.g. money, food, clothes, toys) are given to us not only for ourselves but for others.• Some people have more; some people have less than what they need. Part of being grateful for the blessings received and being a good community member is giving to needy fellowmen or generosity.• When we give, we allow ourselves to receive more blessings in return.
Activities	“Bring your own gift” (BYOG) <ol style="list-style-type: none">1. Ask children to bring at least one thing from home that is working, presentable and they do not need.2. Ask a class representative to collect them and give to the Outreach Office of the school.

Teaching guide for ‘Pagpag’

Grades 7-10

See	Teacher shows the photo to the class and reads the story together with them.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="610 592 2455 930" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo?• When did this take place?• Where did this take place?• Why are the children running?
Think	Teacher lets children reflect about generosity (giving to others) by asking the following questions: <ul data-bbox="610 1009 2455 1276" style="list-style-type: none">• What are the children asking from the photographer?• Why were the children excited upon seeing a lady throw food in the garbage can?• Why were the children eating such food?• Did the photographer do what is right? Why/why not?

Teaching guide for 'Pagpag'

Grades 7-10

Learn	Teacher discusses the value of generosity. He/she emphasizes the following key points: <ul style="list-style-type: none">• The world and its things are not only for us but for others as well. Our material blessings (e.g. money, food, clothes, toys) are given to us not only for ourselves but for others.• Some people have more; some people have less than what they need. Part of being grateful for the blessings received and being a good community member is giving to needy fellowmen or generosity.• When we give, we allow ourselves to receive more blessings in return.
Activities	School giving gallery <p>Materials: white cartolina; markers; scissors; glue</p> <ol style="list-style-type: none">1. Group students into five members per group. Ask them to identify a school helper (e.g. janitor, security guard, canteen staff, etc.) whom they would like to give a thing to which they will get from home/buy from their savings.2. Each group should:<ul style="list-style-type: none">• Take a photo when giving their gift to the school helper;• Print the photo and glue it on the cartolina;• Under the photo, write 3-5 sentences about their reason/s for choosing the said person and gift;• Decorate it with art (e.g. colored drawings, cut-outs, etc.); and• Post it on their classroom walls or, if permitted by school authorities, exhibit around school.

Teaching guide for 'Pagpag'

Grades 11-12

See	Teacher shows the photo to the class and reads the story together with them.
Exchange	Teacher asks “Who”-“What”-“When”-“Where”-“Why” questions to facilitate sharing of ideas and thoughts: <ul data-bbox="623 592 1344 920" style="list-style-type: none">• What do you see in the photo?• Who is/are the person/s in the photo?• When did this take place?• Where did this take place?• Why are the children running?
Think	Teacher lets the students reflect about personal ways of coping with stress for healthful living by asking the following questions: <ul data-bbox="623 1069 2217 1324" style="list-style-type: none">• What are the children asking from the photographer?• Why were the children excited upon seeing a lady throw food in the garbage can?• What were the expressions on their faces as they ran to ask the photographer for food?• When you are faced with difficulties of your own, how do you respond to them?

Teaching guide for ‘Pagpag’

Grades 11-12

Learn	<p>Teacher discusses the value of personal ways of coping with stress for healthful living. He/she emphasizes the following key points:</p> <ul style="list-style-type: none">• The world including the people in it is not perfect and there will always be causes of stress everyday. Stress is a situation where a person feels anxious. It may be due to something good (e.g. preparing for a test) or bad (e.g. lack of food or poverty, natural calamity like typhoon, etc.).• There are healthy ways to cope with stress such as: Asking support from others; Prayer to one’s God; Getting active (e.g. walking, doing activities); Taking care of oneself (e.g. sleeping adequately, eating healthy, etc.) <p>Reference: Center for Disease Control and Prevention. (September 3, 2019.) Coping with stress. Retrieved from https://www.cdc.gov/violenceprevention/suicide/copingwith-stresstips/html</p>
Activities	<p>“Chill” mini-docu</p> <p>Materials: gadget/s with video-taking and –editing functions</p> <ol style="list-style-type: none">1. Group students into five members per group.2. Each group to:<ul style="list-style-type: none">• Shoot and edit a video about their personal stressors and how they healthily cope with the, like a documentary (with Narration, Interviews, Location Shots; Music and Sound, Graphics, etc.);• Present it at class with a short explanation afterwards. A “film festival” may also be done in which students around the school may come in and view their min-documentaries, in coordination with school authorities.

Our Values Photo-Story Collection



Barefoot – Our Values Photo-Story

Integrity Initiative | PwC Philippines

Barefoot

Friends are better than gadgets or toys

While on an outreach program in an Aeta Community in Batangas, we had the opportunity to bond with these innocent, playful kids. They played happily among friends, unmindful of what went on around them. We asked:

“How are the kids when they are not in school?”

One of the elders replied “They just play together outside, happy with each other. We do not have TV or toys.”

Photo-Story by Rozzema Eustacio, BS Accountancy, Lyceum of the Philippines, University, Cavite



'Papa, kiss!' ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

'Papa, kiss!'

Every moment you spend with your little one is priceless

At a weekend bonding, we stopped walking to rest. Weekends at the mall are times that my sister and I have our Papa only for ourselves.

"I love you, Papa! This is the best day ever!"

Photo-story by Alyssa Samantha Saliendra, Junior High School, Siena College Quezon City



Dalangin ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Dalangin

She may be too young to fast, but not too young to pray

During Lent, our Lola told us that fasting was not for kids. She taught my cousin, Andy, to pray the rosary instead.

“Our Father, Hail Mary, Glory Be” —the same prayers my Lola taught me.

Photo-story by Marie Jean Aagsalud, BS BA Major in Internal Auditing, Far Eastern University, Manila



Walis ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Walis

Don't hesitate to coach young children to do social work

One day at church, I saw young children playing hide and seek. Some of them tried to hide indoors. I wanted them to take their youthful energy and enthusiasm to do something useful, like cleaning up the community street.

Much to my surprise, the children enjoyed themselves so much that they didn't want to stop for a snack at all.

“Kuya, let's sweep the street again tomorrow!”

Photo-story by Hans Emmanuel N. Alpajor, BS Accountancy, New Era University, Quezon City



Mano po ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Mano po

Preserve our timeless traditions, like kissing elders' hands as a sign of respect

This child comes home from playing and finds his visiting grandparents. What's the first thing he does?

Lolo: "Kaawaan ka ng Diyos, apo."

Mother: "Kay lola rin. Magmano ka anak."

Lola: "Pagpalain ka ng Diyos, apo ko."

Photo-story by Aaron Patrick Tango, BSBA Operations Management, Far Eastern University - Diliman, Quezon City



Suyo

Be humble and seek forgiveness like little siblings

I saw these kids lined up at university grounds while waiting for the program to start. I talked to a little girl holding a flower.

“Those are pretty flowers you picked.”

“I picked them to give to my little sister.”

“Why?”

“Because we got into a fight. I’ll give this as a peace offering.”

Photo-story by Jonathan A. Caraang, BS Accountancy, Pamantasan ng Lungsod ng Maynila



Putik

Let go, have fun — childhood comes only once

We had an outreach program event in Gabaldon, Nueva Ecija. I was sitting near the river while my colleagues were swimming with other kids. Then, I heard some kids laughing loudly in the distance. I saw one, two, three, four kids coated with mud all over their bodies. I overheard a conversation with one of my colleagues and the kids.

They dived in the mud not far from the river, and so their bodies were all covered in brown. One of the kids said it was so sticky so they had to run to the river to wash it all off following They were very loud and were laughing the whole time.

“Where have you kids been?”

“We dived into the mud.”

“But it is so sticky and I want to wash it all off!”

“Hahaha! It won’t wash off that easily!”

Photo-story by Victor B. Calinao Jr., BS Electronics Engineering, Polytechnic University of the Philippines, Manila



Solo vita ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Solo vita

You will find joy if you count your blessings

On an ordinary day at home, I saw my 9-year-old niece happily playing alone outdoors. Her father was an OFW for years, while her mother worked as a medical representative. Though she didn't have any siblings, she still managed to enjoy her youth without other kids to play and share stories with. When asked why she seemed so happy under the scorching noontime sun on a summer day, she said:

“Because I have a cat to play with, because I have food to eat, and because I’m not sick.”

Photo-story by Lourdezza Martinez, BS Accountancy, Technological Institute of the Philippines, Manila



Side car ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Side car

There is no age requirement in sharing responsibility

During my free time, I went to places where I could take pictures. Along the streets of Balatas, Naga City, I bumped into a group of children riding in a pedicab. I asked one of them:

“Why are you riding a pedicab?”

“We’re heading off to school.”

“How often do you drive a pedicab?”

“Every time my father is at the rice fields. Despite my age, I am happy driving my cousin to school.”

Photo-story by Dennis Carlo G. Caudilla, BS Accountancy, Naga College Foundation, Naga City



Luksong baka ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Luksong baka

Playing traditional games preserves the fun of a Filipino childhood

This photo was captured when I was practicing for the Regional School Press Conference (RSPC) at Valenzuela People's Park. Those two kids were playing 'luksong baka' happily, not minding the day's heat.

"Ry! Let's play a game!"

"What game, Jon?"

"Luksong baka!"

"Sure! Let's go!"

Photo-story by Fay Beatriz Garcia, Junior High School, Manuel A. Roxas High School, Manila



Palo-sebo ~ Our Values Photo-Story Integrity Initiative | PwC Philippines

Palo-sebo

Cooperation brings more success than competition

It was a relative's birthday celebration, and we all played games. In the picture is the game 'Palo-sebo'. A group of friends tried to get the jackpot at the top of the tall, slippery bamboo tree. They decided to help each other and divide the prize amongst themselves. And after three attempts—success!

“Go for it! Just a little more!”

“We are tired!”

“Just a little more!”

“The bamboo might fall! It's swinging! It's swinging!”

“You can do it!”

Photo-story by John Ruzzel Liper, BS Accountancy, Polytechnic University of the Philippines, Manila



Treetops ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Treetops

Never take your childhood friends for granted

These are moments of joy with a young friend atop these trees. Some connections are never lost through decades, only set aside.

“Boys, what are you doing up there?”

“We’re picking fresh fruit. We always eat fruit after work.”

“What work do you do?”

“We run errands for our parents and help them on the field. My friend and I would come here to climb this tree and lie on big branches to rest. This is our playground!”

Photo-story by Fay Beatriz Garcia, Junior High School, Manuel A. Roxas High School, Manila



‘Boluntaryo’

When your friend volunteers you for fun, go along, speak up, and have fun, too!

We gathered at least ten children at an outreach program in Pampanga and spent the rest of the day teaching them. We later realized that we were the ones being taught by these kids.

“Whoever answers the question will get a prize from us!”

“Ma’am! Ma’am!”

“Yes, Mark?”

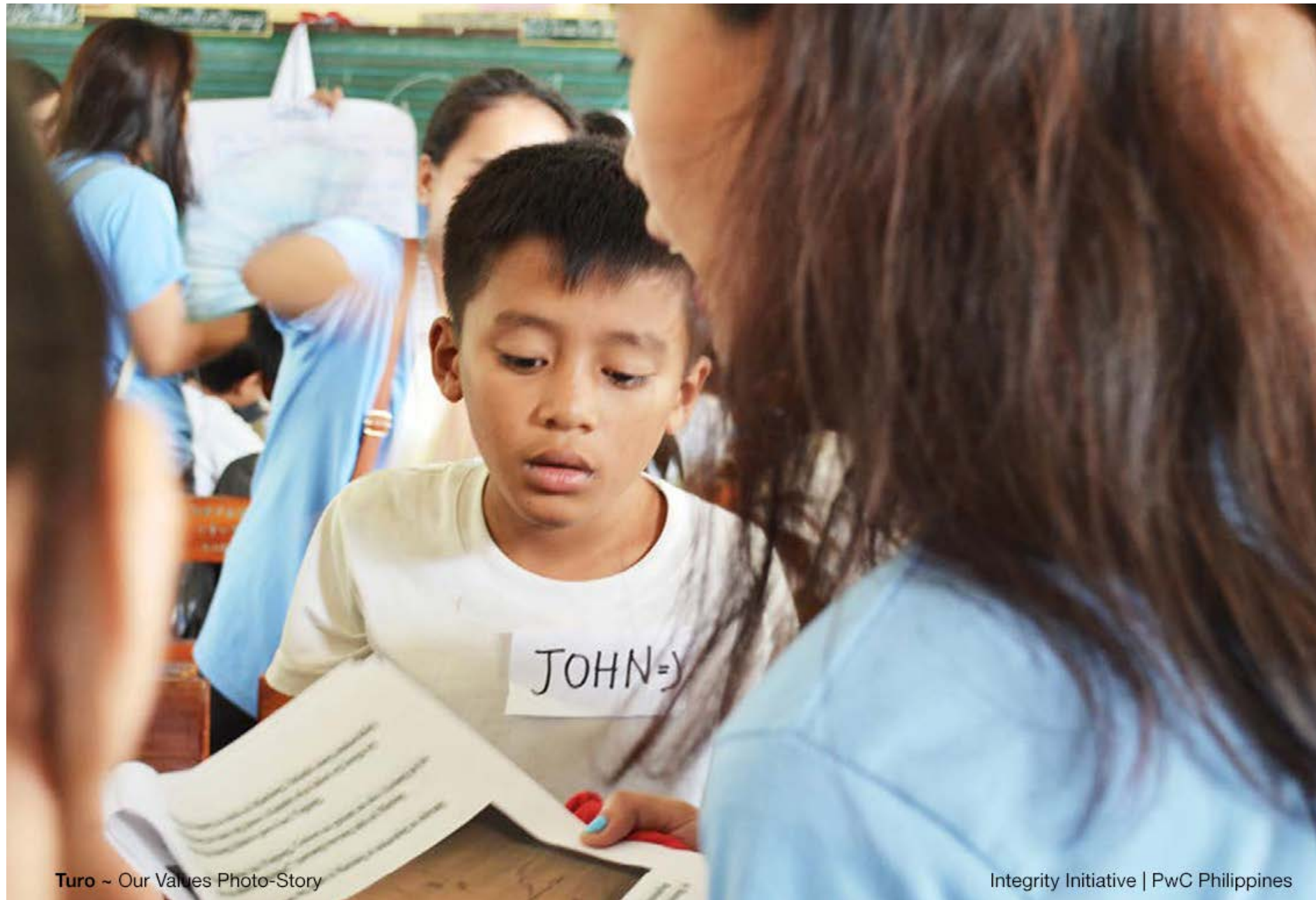
“Not me, ma’am. I’m raising my hand for Jairuz. He knows the answer!”

“The answer is monkey.”

“That’s correct, Jairuz!”

“Yes! You did it!”

Photo-story by Kimberly S. Zapatero, BS Accountancy, New Era University, Quezon City



Turo

Be a volunteer teacher and learn from the experience

We spent a whole day teaching at an outreach program in Pampanga. We realized later that we, too, were students—and were being taught.

“All right kids, we will be reading you a story. Listen carefully, okay?”

“Teacher, can I come closer?”

“Why? I’m just going to read it aloud for you.”

“I just want to read along.”

Photo-story by Kimberly S. Zapatero, BS Accountancy, New Era University, Quezon City



Demolisyon ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Demolisyon

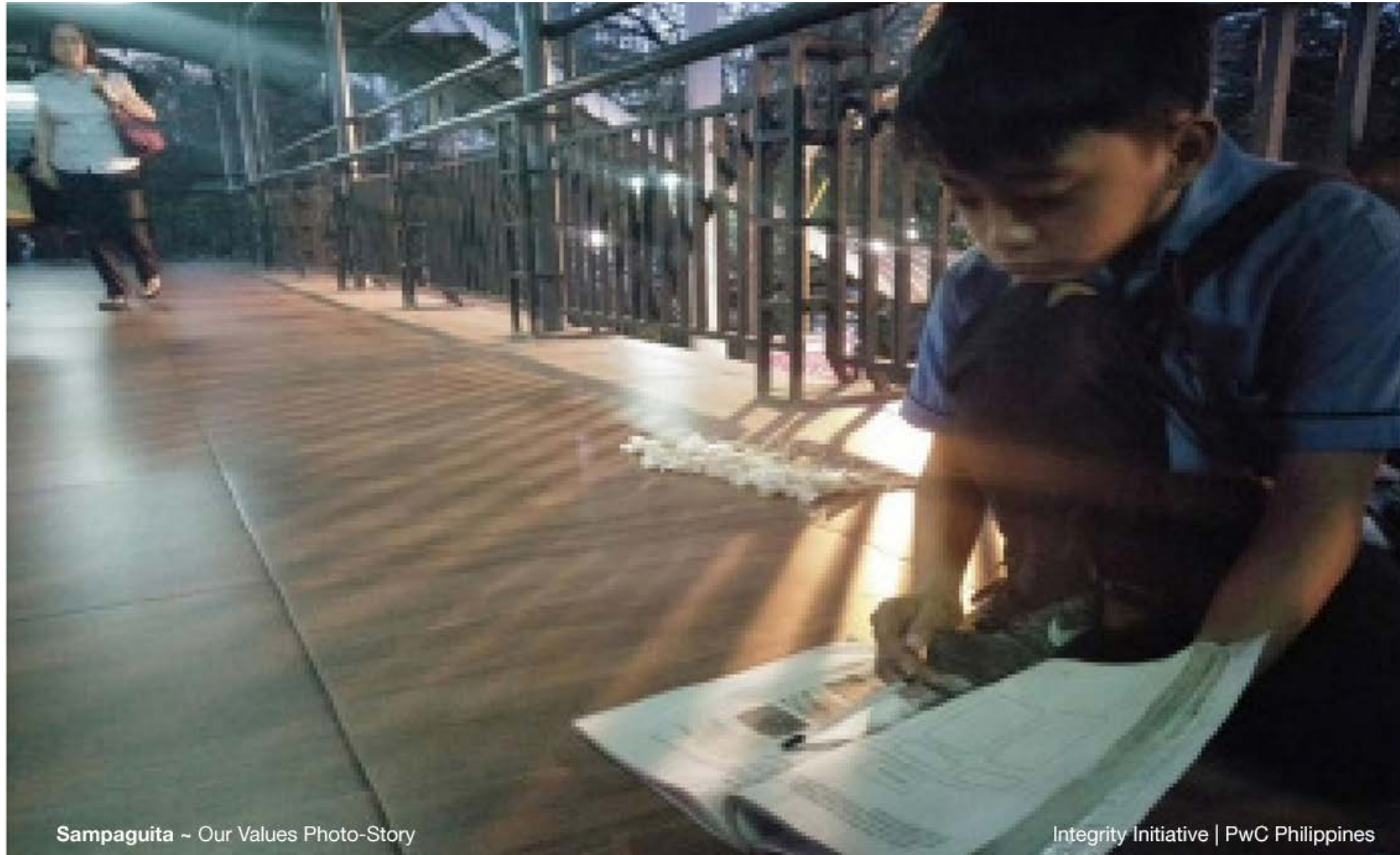
Setbacks may keep you from school, but nothing can keep you from studying

Erika, 12 years old and a graduating pupil, is the oldest among the four children of Mr. and Mrs. Amorillo from a demolition area in Naga City. Erika is an honor student, but is the only one who can take care of her siblings—which means she can't go to school on some days. Nonetheless, Erika teaches her younger siblings and their friends how to read and write using the wooden walls of their home.

Her home will soon be demolished to make way for a new mall.

"Today is sacrifice, tomorrow is paradise," Erika whispers to herself each day she misses school.

Photo-story by Marcial P. Pineda III, BS Accountancy, Mountain Province State Polytechnic College, Mountain Province



Sampaguita ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Sampaguita

At a young age, learn to multitask to help you thrive in future complexities

There was once a boy studying under the overpass near Ortigas Avenue.

“Bili po kayo.”

“Why are you selling sampaguitas while studying?”

“Because I want to pass my exam tomorrow, and I still need to sell these.”

I am touched by what he said to us, and then instead of buying what he was selling,

I just gave him some money and told him to study well.

Photo-story by Jenielyn M. Malazarte, Rizal Technological University, Mandaluyong City



Lakbay-aral

Don't complain: endure and overcome.
Remember Michelle who walks for hours
to get to school

As part of our documentary project in Broadcast Journalism, we followed Michelle: the eldest daughter of Mirasol, on her way to school. She walked for hours, climbed mountains, and crossed a small river to get to school each day.

“Don't you get tired doing this every day?”

“No.”

“Have you ever fallen while trying to climb this part of the mountain?”

“Yes, I have fallen from it at one time. My uniform was all covered with mud.”

“What did you do after that?”

“I went back to our house and changed, and then I started walking to school again.”

Photo-story by Diether Lazo Lamonte, BA Broadcast Communication, Polytechnic University of the Philippines, Manila



Kropek ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Kropek

You are never too young to solve your own problems

My friends and I went to Rizal Park (Luneta) to relax. While relaxing, I saw a girl wearing her school uniform who asked if we can buy some of her kropek.

“Please buy some of my kropek.”

“Are your school hours done?”

“Yes. After school, I must walk around to sell kropek.”

“Where are your parents? Why are you doing this?”

“They’re at home. I must do this to have pocket money and to help my family.”

Photo-story by Diether Lazo Lamonte, BA Broadcast Communication, Polytechnic University of the Philippines, Manila



Kuya

Stressed over homework? Remember young kuya who at his age works hard for his six siblings

Child labor is a serious issue. For some children, they labor at a young age because they have to be the breadwinners for their younger siblings.

“How old are you? And why are you working at an early age?”

“I have six siblings. My only source of income is to sell this. I don’t care about my age, since I am the oldest. It is not about me but also my family, my dreams, and their future.”

“Here, maybe this can help.” I handed him some money.

“No, I cannot accept that, I’m not a beggar, just buy one instead.”

My heart jumped: I bought one of his plastic buckets.

Photo-story by John Carlo San Agustin, Senior High School - Business and Management (ABM), Columban College Barretto Inc., Olongapo City



Gabriella ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Gabriella

To be a working student can be a lesson in itself, as well as a source of pride

After school, Gabriella helps her mother sell street food and merienda in the afternoon. She talks to their customers to keep them entertained. This is why their business is one of the most popular food stalls in the district.

“I want to get a college degree, and this is the source of our income. Since my sisters are in college, I am the only one here so, of course, I help my mother. Our father passed away recently and mama needs a lot of support. I really enjoy this a lot because I cook different food. Someday, I would like to be a chef.”

Photo-story by Karen May Factor, BS Accountancy, Technological University of the Philippines, Quezon City



Gulod

Earning early in life is good, but a good education will give you a better life

We climbed Mt. Gulugod Baboy and that is where I met this 17-year-old boy who was assigned to be our tour guide for the hike. He helped and guided us to reach the first peak in the rain.

“What is your name?”

“I am Joseph Meneses.”

“How long have you been working as a tour guide?”

“I have been (working) here for 10 years, which is why I know the paths and shortcuts on the mountain.”

“Wow. Are you still studying?”

“Yes, I am going to take ALS and still I have to work. My stepfather works in the construction while my mother is a housewife, and I have siblings. You can say that I am the breadwinner in my family. That is why I am happy when people come here to hike, I can tour them and earn some money for our food.”

Photo-story by Jhenna Catherine Cueto, AB Communication, De La Salle University, Lipa City



Lakatan ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Lakatan

When faced with a difficult problem, don't despair: adapt

A little boy was selling bananas on the street one day:

“How much is a kilogram of Lakatan?”

“PHP48.00 po Miss”

“You're so young. How old are you? “

“I'm 11 po.”

“Why are you alone?”

“Because my Papa is with our Bunso. He is sick and we need to buy a medicine for him. I just want to help my papa to keep our bunso. And that's why I volunteer to sell.”

“When I get a college degree, I want to be President so I can help all the Filipinos like us who don't have power or money to buy all they need.”

Photo-story by Kate B. De Luna, BSBA-HRDM, Rizal Technological University, Mandaluyong City



Sauli

When you help someone, you teach him to help the next one as well

I support my Pastor's advocacy, in which volunteers teach beggars to grow closer to God despite their hard luck. I met one of their members who had gone astray in the past.

"I was one of 'them'. At the very young age, I was addicted to drugs, I smoke, drank alcohol, and didn't go to school."

"Then what happened when you met the Pastor?"

"I realized a lot of things. I curbed my bad habits and I am now better at my studies with the help of God and Pastor. Because of my experience, I want to help young ones like me to have goals in life."

Photo-story by Thalia Faye Danabar, Rizal Technological University, Mandaluyong City



Hating-kapatid ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Hating-kapatid

If you share a small meal, you may not be sharing much food, but you will be sharing much joy together

In giving something, we receive a feeling. Amidst hardship, we still find a way to share what little we have with our brothers and sisters. As I walked through one neighborhood, I found four little girls— who happened to be sisters— sharing a slice of pizza with their faces lit up by their beautiful smiles. I listened to their conversation:

“Slow down now. Let’s divide it into equal pieces so that everyone could eat.”

“Wow. Pizza is delicious! We should buy some sometime.”

Photo-story by Kenth Warren Cervantes, Senior High School, Cor Jesu College, Digos City



Pre-loved ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Pre-loved

Let's take care for our belongings: when we hand them down to our younger siblings, they'll still be in good shape

For a Humanities project, we shot a video at a nearby settlement: a little girl caught my attention as she was walking with her bike happily.

“Hello little girl. Where are you going with your bike?”

“I am walking uphill with my bike, and then going down again while riding it.”

“But isn't it tiring? Why are you using this old bike anyway?”

“No. Because it's fun. This was my older sister's bike. Then she gave it to me, because she doesn't use it anymore. I love this bike.”

Photo-story by Kenth Warren Cervantes, Senior High School, Cor Jesu College, Digos City



Labing-isang ilog ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Labing-isang ilog

The next time you eat vegetables, think of those who carried them on their backs across 11 rivers

We came upon a group of indigenous people selling locally grown crops near Taytay Public Market. The tribe members trek seven mountains starting from Sitio Nayon, Tanay, Rizal – carrying sacks of fruits and vegetables to earn a living. One afternoon, I approached the eldest, Manang Virginia:

“How long do you travel carrying this load?”

“We start walking during Thursday afternoons and reach this place Friday mornings.”

“Do you cross rivers, too?”

“Yes, 11 rivers.”

Photo-story by Christine Joyce Calderon, BS BA Major in Internal Auditing, Far Eastern University, Manila



Bukang-liwayway

Sleep early and rise early to be productive

Sitio Nagsandig’s master net-weaver and humble protector rises early mornings to weave fishing nets. This is Tatay Edwin. I hadn’t noticed it during my first morning with the community, but as I woke the next day to a beautiful golden sunrise, I was surprised to find Tatay Edwin outside, already hard at work.

“Maaga ako natutulog. Hinihintay ko lang ‘yung news sa TV tapos ayun, matutulog na ako. Tapos gigising ako nang mga alas-dos ng umaga para humabi ng mga lambat.”

“Hindi po ba kayo inaantok sa aga?”

“Humahabi na lang ako. Nakakagawa siguro ako ng mga anim na lambat sa oras na iyon, tapos binebenta ko sila sa bayan. Nakakaipon din naman.”

Photo-story by Alexander Wang Jr., BS Management Engineering, Ateneo de Manila University, Quezon City



Harana ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Harana

Profit can take the form of money, or in making other people happy

I remember taking this picture in 2016 while noticing this old man carrying his old ukulele to play random songs for people around. Under the scorching sun I asked an old, serenading man who caught my attention:

“Why are you playing your guitar under this heat?”

“It’s okay. I have my hat anyway. Besides, I do not merely play for money. I play so people would hear my song and so I can spread happiness.”

Photo-story by Kenth Warren Cervantes, Senior High School, Cor Jesu College, Digos City



Tuba ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Tuba

If you have to, overcome your fears to earn an honest living

During a recent visit to my hometown in Misamis Oriental, I was amazed by how a man climbed a tall coconut tree as if climbing a stairwell. More amazing was how he sat on leaf stalks with no sign of any worry at all to collect coconut sap or 'tuba'. He climbed more trees as though he could fly, leaping from tree to tree.

"I climb coconut trees to make a living. Over the years, I've shed my fear of heights, because my family and I need to eat. It has become second nature to me these days."

Photo-story by Mary Nyn Heruela, Senior High School, Xavier University Senior High School, Quezon City



Kuya 'Putol' ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Kuya 'Putol'

Though the body be incomplete, let your soul be whole. What is important is not to have an amputated spirit

While I was on my way to school, I saw a man named Paulino, better known as 'Kuya Putol', who was a tricycle driver in Valenzuela City. His tricycle is different from others because it has a drinking glass for a bicycle handle.

"I have been driving for almost 25 years. When I first started, I had two hands. An accident happened to me in 2002. That is how I lost my right hand."

"Do you have children?"

"Yes, I have six. That is why I am still working despite what happened to me. I need to work for them."

Photo-story by Christine Elviña, BA Major in Internal Auditing, Far Eastern University, Manila



Lakbay-turo ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Lakbay-turo

Some people pushed a truckload to help you study, at least do your part

We visited Sitio Bais, a community situated in the mountains of La Carlota City, Negros Occidental to give school supplies to students enrolled at their locale's lone school. The travel takes around two hours from the city and people have to walk for about two hours when they reach the area where cars are no longer safe to enter because of the cliffs and rough landscape.

“Push a little harder!”

“Can we help?”

“Thanks — push!”

After much effort, we got there, and so did the community school supplies. Lucky kids!

Photo-story by Rohi Yocariza, BS Accountancy, University of the Philippines Visayas, Iloilo City



Pagpahingas ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Pagpahingas

Leisure time spent well is not only fun, but also productive

This photo was taken post-Lenten Season, 2017 during our walk near the beach at dusk. We saw some kids with baskets collecting something from the sand.

“What are you doing?”

“We are looking for shellfish. We pick shellfish to eat for supper.”

Photo-story by Alfie Jan Tangunan, BS Accountancy, Mindanao State University-Iligan Institute of Technology, Iligan City



Pasan ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Pasan

Sometimes we need to continue to work through our pain—until it is gone

My friend and I wanted to showcase the lives of different people from all walks of life. We focused on taking shots of people doing different activities. One time, we saw a gloomy vendor at the market and wondered why she looked sad. We approached and started to talk with her. We asked her how she felt.

“I’m lonely. I’m struggling with a lot of problems. And it’s hard to believe that all of it will be solved –I am in pain.”

Photo-story by Ivern Bautista, BS Accountancy, Lyceum of the Philippines University, Cavite



Marawi ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Marawi

Not all heroes need to fight

When war raged mid-May 2017 in Marawi City, many refugees escaped to the safest place they knew: Iligan City. Maranaos looked for shelter in Iligan, leaving their belongings and money behind. The evacuees' anguish melted my heart, because they knew that this war would last for months. But the heroic deed I witnessed that time was the unity of student-volunteers from Iligan to accommodate refugees from Mindanao State University –Main Campus. These refugees were mainly MSU students who were staying as transients in Marawi years before the war started.

Photo-story by Alfie Jann L. Tangunan III, BS Accountancy, Mindanao State University - Iligan Institute of Technology, Iligan City



Baseco

Find positives amidst the hardship

While I was walking around the settlements of Baseco to conduct research for a social design project, a kid stopped me:

“Kuya, take a picture of me!”

“Sure!” (takes the shot) “Smile!”

Photo-story by Juan Antonio C. Francisco, BS Architecture, University of Santo Tomas, Manila



Thesis ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Thesis

When you're stressed, find ways to de-stress

My groupmates and I were getting ready for our thesis defense when I caught them taking a selfie.

“Hey guys! Before we go, let's take a selfie first!”

“Why do you love to take a lot of photos, Meg?”

“Photos remind me of all the good memories that we have.”

Photo-story by Andrea Santiago, BS Finance, De La Salle University, Manila



Group-fie ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

‘Group-fie’

To make people smile instantly, take a ‘group-fie’, then make friends

The photo was taken on September 24, 2017 at the seaside of Lipay, Sta. Cruz, Zambales during the data-gathering activity of PUP Journalism students for their investigative reports.

“Kuya, selfie tayo.”

“Ay sige, tara. Ngiti kayo ha? 1, 2, 3, smile!”

“Kuya, isa pa po yung wacky naman.”

“Sure.”

Photo-story by Jhon Marlou Abcede, BA Journalism, Polytechnic University of the Philippines, Manila



Barbecue ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Barbecue

You can be generous, even if you yourself is in need

Kuya Roy runs a ‘tuhog-tuhog’ stand which I frequent when I go home late from school.

“You’re staying here late? Good thing. I’m so hungry.” I said as I quickly took a stick and started to eat as kuya Roy was busy cooking stuff following ‘Easier for customers to see you’re still open.’ I said, jokingly.

“Yeah, it’s because I’m willing to wait for my ‘suki’ like you,” He kidded. “So, you forgot your ‘tawad’?”

“It’s nice you have lights, it’s easier for customers to see you’re still open.” I said, jokingly.

“Yeah, it’s because I’m willing to wait for my ‘suki’s like you,” He kidded. “So, you forgot your ‘tawad’?”

“No, thanks, it will lessen your ‘kita’, I declined shyly.

“Go ahead, I know you’re ‘bitin’. He insisted and I ate three pieces more.

“Salamat kuya, ha.” I smiled before leaving, remembering his generosity that night despite the little that he had.

Photo-story by Alexis Paul Rodriguez, BS Accountancy, Manuel S. Enverga University Foundation, Lucena City



Tapat

Honesty is the key to many 'suki'

Nanay Iyay is the most preferred fish vendor by locals where I live. Many consumers, including my mom, prefer to buy fish and other seafood from Nanay Iyay.

“Is it true that you have a secret ingredient in your fish, ‘Nay? Even my mom is your suki for these fish you sell. So what is it?”

“I’ve been in this kind of business for a very long time. I can say that this has become my life. Those people buying from me have become my lifetime friends or family. So, I do stuff their bags with ‘family’ honestly and with truthfulness. When I say that this kind of fish is fresh, I can guarantee 101% that it is very fresh. It is just if you love what you’re doing, you’ll do it right.”

Photo-story by Alfie Jan Tangunan, BS Accountancy, Mindanao State University-Iligan Institute of Technology, Iligan



Capiz ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Capiz

Look closely for art given by Mother Nature herself

While on vacation in Sariyaya, Quezon, our family took a nighttime walk on the beach to look at the stars and the moon. It was low-tide, so we walked almost 30 meters away from the shore. While we took photos of the moon, we saw a man with a gas lamp in hand while searching thoroughly for something in the sand.

“Sir, are you searching for those tiny white crabs?”

“Nope, I’m looking for some shells tonight. The timing was great, because it is low tide and I can walk further.”

“Why are you searching for shells at this time? Why not in the morning?”

“The shells I’m looking for are capiz shells. They shine differently and are easier to look for at night.”

“But the shells you have are already broken pieces of the whole. Can you still use those?”

“Why yes, of course! I use them for my art pieces and sell them to tourists. I don’t care if I pick a broken shell or a dirty one. My sister and I have always found ways to use them.”

Photo-story by Timothy Figueroa, BS Electronics Engineering, Technological University of the Philippines, Manila



Ibajay ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Ibajay

Recycling is not only for the environment, it's also for art

When we were in Ibajay, Aklan, we were right on time for the Ati-Atihan Festival. We watched the parade of costumes for Ms. Gay during the festival. Then Ms. Nicaragua's national costume caught my attention, so I grabbed the opportunity to walk near him. I asked him how they came up with such a beautiful costume.

"Which materials did you use?"

"My team and I used recycled materials like newspapers, empty plastic bottles, feathers, broom reed, and used boxes. We also used some glitter-glue and adhesive to enhance the costume."

"Really? That's amazing."

Photo-story by Johanarel Ella, Rizal Technological University, Mandaluyong City



Kalabaw ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Kalabaw

Treat your beast of burden like your best friend

“I have been a herdsman for 23 years. I took care of many carabaos for many years. I have been a farmer since I was 7 years old. I ride our carabao going into the fields. I eat my lunch at the farm with our carabao. Also, I talk to our carabao whenever I have problems. I could sustain the needs of our family with the help of our carabao. I am grateful to our carabao, my best friend.”

Mang Domeng worked as hard as the carabao. I can't help but think he did so, so that we do not have to.

Photo-story by Kevin Delos Reyes, BS Accountancy, San Beda College-Manila, Manila



Bayawak ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Bayawak

Children should stay away from risks they are too young to understand

The Ati Natives of Loay earn their keep by entertaining tourists with dance, drums, and tribal music. Sometimes they demonstrate their rope-swinging skills; at other times, they show tourists different kinds of lizards for photos. What they earn covers the needs of the whole tribe.

“Do you want to take pictures with me for twenty pesos?”

“Sure, but It looks like your pet needs some food.”

“We fed him before you arrived.”

“Are you not afraid to hold that lizard?”

“This monitor lizard has been my pet since I was a kid. His mouth is tied for your safety. This lizard helps me earn money to buy food.”

Photo-story by Christian James A. Agustin, BS Accountancy, Far Eastern University, Makati



Brownie ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Brownie

If you love animals, they will love you back

This was taken when we were on vacation in Bohol. I saw a boy playing with his dog, and when he saw me looking at him, he hid behind a tree. I asked to him to come closer, and he came close to me.

“Is that your puppy?”

“Yes, she’s also my sister, my best friend, and my companion. I love her so much because she’s always there to play with me.”

Photo-story by Kyrsten Henri Gutierrez, BS BA Major in Operations Management, Far Eastern University-FERN College, Quezon City



Laging kasama

A compassionate child should be nurtured to grow up a compassionate adult

Often, animals are not treated right: Sometimes they were harmed, abandoned and, worst of all, eaten. But in this scenario faith in humanity is somehow restored:

“Where did you find him?”

“At the river abandoned by his mother, that’s why I took him instead.”

“Here in my arms, you will be safe. I am your friend and not your enemy. Wherever I go I will take you with me, and treat you the way you have to be treated. I’ll give you food and my love like no one else in this world.”

Photo-story by John Carlo San Agustin, Senior High School, Accountancy, Business and Management (ABM), Columban College Barretto Inc., Olongapo City



Yaya ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Yaya

Your yaya has a family. Be grateful because she treats you like her own

Ate Connie is my yaya. She has worked with our family for 20 years now, and has raised a daughter living in Miag-ao, Iloilo remotely. Ate Connie has sacrificed much for the people she loves. Sometimes I wonder if she feels lonely, or if she misses her own family. But she stayed with us, and I grew up in her care.

“Why did you stay all those years?”

“I stayed all these years because the family that took me in treated me as if I was a part of their own.”

Photo-story by Samantha Louise Wong, Ateneo de Manila University, Quezon City



Kasambahay ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Kasambahay

Respect the sacrifice of your kasambahay. She is a mother—and a grandmother, too

Aling Amor is our household help who does the laundry and ironing of clothes. While she washed some clothes, I grabbed the chance to have a conversation with her and asked about her life.

“Aling Amor, why are you still working?”

“I need to work for my grandchildren. Their parents left them with me.”

“You’re too old for that.”

“This is the best thing I can do for my grandchildren. I need to feed them and send them to school because I love them. I care about their future.”

Photo-story by Joshua Maru B. Tejada, BS BA Major in Internal Auditing, Far Eastern University, Manila



Baha ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Baha

Be responsible even if conditions are less than perfect

Typhoons are common in the Philippines. Many areas are low, so the flood covers both roads and houses. But even if the waters have reached beyond waist levels, my father still managed to go and get food for our family, calmly, positively, like there were no calamity.

“Seems like you’re enjoying it instead.”

“Then what would I do? It’s just water rising. Face it, it’ll be gone after a few days.”

Photo-story by Rozzema Eustacio, BS Accountancy, Lyceum of the Philippines University, Cavite



Doktor ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Doktor

If you choose to work in the caring professions, be kind: do not discriminate

I visited the Rural Health Unit at our community for a check-up. While the doctor was talking to me and giving me medication, a woman suddenly barged in. I was taken aback when I saw the distress on the woman's face.

The doctor welcomed her like he would a typical patient. The woman was accompanied by her husband and son. They talked for a couple of minutes and, while I listened, I was moved by what the doctor did. He didn't hesitate to cater to the needs of his patient at that emergency moment.

Photo-story by Prexie R. Paliangayan, BS Chemical Engineering, Bicol University, Legazpi City



Monumento

To let others learn from the mistakes of history, we must keep telling our story

At a protest during the anniversary celebration of the EDSA Revolution, I saw this man shouting. With his right arm raised, I realized that this man had been a victim of abuse and punishment in the era of Martial Law.

“Never again! Never again! Huwag tayong papayag na maulit ang Martial Law sa ating bansa.”

“Tay, what brought you here?”

“I was a victim of Martial Law. My family searched for me when police arrested me. They put me behind bars, I didn’t know where I was, which jail I was in. Other prisoners and I managed to escape when Marcos was overthrown.”

Photo-story by Eddie Lagrimas, BA Political Science, New Era University, Quezon City



Boodle fight ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Boodle fight

Eating together is more important than eating expensive food

Days before my grandmother's birthday, our family decided to have a boodle fight instead of going out to a restaurant or hiring a catering service. This was for me far more fun and enjoyable because we had the chance to eat together, literally as one.

"Let's have a boodle fight instead of hiring a catering service!"

"Yeah, so we can bond more together and prepare the food for sharing ourselves!"

Photo-story by Oliver Castro, BS BA Major in Human Resource Development, University of Santo Tomas, Manila



Salu-salo - Our Values Photo-Story

Integrity Initiative | PwC Philippines

Salu-salo

A family that eats together stays together

We had a family picnic in the mountains of Tanay, Rizal. The whole clan was there—my Lola, Tito, Tita, parents, siblings and cousins. We brought Filipino food to share with each other. I saw my cousins laughing while they were eating.

“It feels good that we have family reunions once in a while.”

“True! There is nothing more exciting than eating together as a family and sharing these meals that we love while enjoying every conversation.”

“Thirty years from now, will we still be doing this?”

“Of course! We will still have family reunions and eat together, only that there will be babies running around and our hair will be whiter.”

Photo-story by Andrea Santiago, BS Finance, De La Salle University, Manila



Halakhak ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Halakhak

The key to instant joy is a sense of humor

One day, I visited my niece at her home. I came across two mothers who were talking to each other. When I asked if I could take some pictures, they just laughed without even asking what the pictures were for.

“Is it okay even if I’m holding eggs for dinner? It’s shameful! Hahaha!”

“No, it’s okay. We were born with pretty faces. I used to be an actress when I was younger. Hahaha!”

Photo-story by Lourdezza Martinez, BS Accountancy, Technological Institute of the Philippines, Manila



Unang sahod ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Unang sahod

On your first payday, treat your father, and give him the best day

On a summer weekday, I was at the office doing work for a part-time job. It was my first time to work in the “real world” since there were no classes. That day was my first pay-day. My dad is a busy person, a known executive in a certain industry. Despite being well off, I grew up with a disciplinarian and authoritative father. My father would often remember his humble beginnings: from growing up in the province to being a boss in the city.

On the day I received my first paycheck, I spotted my Dad’s favorite fast-food chain. Without hesitation, I pulled out my phone and called my dad. My dad isn’t the usual touchy-feely dad, but he can be sweet just as he is—even on the phone.

“Hello, Dad!”

“Why anak? Kumain ka na?”

“Wala lang, Dad! Makati ka ba? Baka gusto mo kumain sa McDo ng Makati Cinema Square? First Payday ko ngayon.”

“Oo. Makati ako ngayon, sige anak!”

Photo-story by Janilo Ocampo, AB Economics and BS Accountancy, De La Salle University, Manila



Medalya ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Medalya

Giving your parents your medals mean that you are a grateful child

In school, top-performing students are awarded with honors and given medals to recognize their achievements. But there is someone more deserving of an award, someone not necessarily academically gifted but certainly outstanding in life.

“My daughter is very good. I’m so proud to have you.”

“No, dad. You are the real awardee. Your sacrifice of going overseas and working for my education – no medal can equal your hard work. You deserve more than this.”

Photo-story by Rozzema Eustacio, BS Accountancy, Lyceum of the Philippines University, Cavite



Tabing riles ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Tabing riles

You are your parents' real treasure: study well and be the best you can be

Along the railroad of Bicutan Station, Paranaque City, a family caught my attention, not because of the way they live, but because of the smiles on their faces. Whatever their situation is, they still choose to live happily.

“How do you support the daily expenses of the family?”

“I accept electrical repair services and do a little retail on some days.”

“To gain extra income, I search for pet bottles to trade for some coins.”

“My eldest, Janjan, is now on his first grade that is why I needed to work harder for them.”

Photo-story by Ma. Clarence A. Duyog, BSOA-Office Management, Rizal Technological University, Mandaluyong City



Aruga ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Aruga

A father can be someone who is not related to us by blood but bound to us by love

Behind the authentic, genuine and outright joy of Pastor Demie O.Tidon is the child he loves.

“Pas, what is the best experience of being a Father to your only child?”

“The best experience is looking at him when he is asleep and be able to kiss him without waking him. When I look at him, I see God.”

“What about your worst experience?”

“I adopted my son. My worst experience was when I had to punish him. You have to realize that it comes with a broken heart.”

Photo-story by Jonel John Moleño, BA Broadcasting, West Visayas State University, Iloilo



Relo ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Relo

The most valuable lessons in life can be the simplest ones from our parents

I was on my way to my dormitory on España, Manila when I chanced upon a mother teaching her daughter how to read the time on the kid's wristwatch.

"Anak, what time is it?" asked the mother.

"It's three, uhm, one, two, three, four, five, six! It's 3:06 already," replied the child.

"You read the short hand of the clock correctly. But with the long hand, you have to count by fives. Here, let me show you," said the mother as she pointed and counted by five until she reached thirty.

"Ahhh. So that's how we measure time."

The mother then took her daughter's watch and adjusted the time. "Here you go, what time is it?"

"Ahmm, it's six, ahm, five, ten fifteen, twenty, twenty five, thirty, thirty five, forty, forty five! It's six forty five," the child answered with delight.

"Very good, 'nak," as she gently patted her daughter's head.

Photo-story by Leonardo T. Saldivar Jr., BS Accountancy, Lyceum of the Philippines University, Cavite



Kariton ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Kariton

Your mother keeps pushing to tide you over. When you can, give her reprieve and comfort

After shooting an advocacy video for NSTP, I stopped by our town's market to run errands. While walking, I spotted a kid wailing while slumped in the middle of the street. Not long after, a woman pushing a loaded stroller gingerly picked him up, wiped his face, and urged him to sit in the cramped baby carriage.

“How long have you been doing this?”

“A few months. I used to sell bananas but they became too costly. That lasted for eight years until I resorted to selling sampaguita and other retail items.”

“And your husband?”

“My three kids are the only ones I have left.”

Photo-story by Christine Joyce Calderon, BS BA Major in Internal Auditing, Far Eastern University, Manila



Nanay ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Nanay

If she treated you like her son, then take care of her as though she were your real mother

Jojo is an OFW worker in Dubai. His grandmother, who raised him without help from his parents, now lives in a care home. Jojo visits her every year, whatever the expense. I took this picture at her birthday party there.

“People ask why I visit every year, even if flights aren’t cheap. I love my grandmother. I couldn’t have become successful without her. She raised me all on her own, and the least I could do is spend all I can with her while she still lives. Time is not on our side; life is short.”

Photo-story by Patricia Adora G. Alcala, BS Accountancy, Manuel S. Enverga University Foundation, Lucena



Lola ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Lola

Let us respect elderly people the same way we respect our own Lola

In this photo, this beloved grandmother has been outside the school selling candies and biscuits for some years now. Despite her old age and frail form, she still works hard. And she has the most genuine smile, which is very admirable.

“Hi, po! Lola, pabili po dalawa nito.”

Lola smiles.

Photo-story by Carissa Elma C. Tabocolde, BS Accountancy, Rizal Technological University, Mandaluyong City



Inang ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Inang

Never neglect your mother, the woman who gave you life

It was my grandmother's 80th birthday. My Tito, who has lived abroad for more than 10 years, surprised my grandmother during her special day. My Lola burst into tears when she saw my uncle. The room was filled with love, laughter, and tears of joy.

"I missed you so much, anak. I always pray for you and your family every single night."

"I missed you so much too, Inang. I am sorry I was not able to visit you for years."

"It's okay, son. I understand that you have to work for your family. My heart is simply filled with joy now that you are here."

Photo-story by Andrea Santiago, BS Finance, De La Salle University, Manila



Imis! ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Imis!

People want to be around joyful persons.
Be joyful and you'll never be alone

We spend every summer at our ancestral house in Pangasinan. Aside from sparkling beaches and native food, I always look forward to being with Lola Toyang, my father's mom. My Lola is now 97 years old. Despite her age, she is still full of life. Living in the province has done her good.

This summer, we taught her the Korean heart pose where you put your thumb over your pointing finger to make a heart shape. She was very fond of learning different poses. I was fortunate enough to have caught this moment. Who wouldn't love seeing Lola smile like that? I showed her this picture and asked her:

"Lola, what is smile in Panggalatok?"

"Imis," she replied still with a big smile on her face.

Photo-story by Ma. Angelica Samson, BS Accountancy, Lyceum of the Philippines, University, Cavite



Lola's Boy ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Lola's Boy

Spend time with your Lola while you can.
One day, you will be a Lolo, too

When I visited my Lola, she told me stories about how simple her life was when she was younger. I remember her saying:

“When I was a child we would jump and swim in streams, half naked. Haha! We didn't bother at all.”

“Same with Lolo?”

“Yes! How I wish he was still here. I know he'd be very happy!”

Photo-story by Christine D. Elviña, BSBA Major Internal Audit, Far Eastern University - Manila



Rayuma ~ Our Values Photo-

Integrity Initiative | PwC Philippines

Rayuma

Love can be expressed in other ways,
such as overcoming physical pain

This is my grandfather, the man whom I have regarded as my father since I was three years old. There is nothing he would not do for the family.

“Someone invited me to work there at the chapel as a painter. I said ‘Yes’.”

“Are you sure? How about your rayuma?”

“Kaya kong magtiis, basta para sa inyo.”

Photo-story by Mariel A. Chua, BS Accountancy, Rizal Technological University, Mandaluyong



Party Lolo ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Party Lolo

Celebrate life, regardless of age or ability

My grandfather decided to go to the birthday party of one of his close friends. Despite being an amputee, he dressed up with a hop in his step, excited to celebrate with his buddy. During the drive to the party, he was constantly cracking jokes about his friend and their times together. As soon as he arrived, he danced and sang his heart out, then shared food with his friend, and just had a good time.

“Careful, Lolo, the party isn’t until a few hours. There’s no need to rush. You might hurt your leg.”

“Nonsense. My leg’s already gone, hehe. There’s no way I could damage it any further. Besides, I have to get there early. I want to show off to everyone how handsome I am with my new prosthetic. These glasses with this body is a killer combo.”

Photo-story by Justin Teodoro Biag, BA Philosophy, University of the Philippines Los Baños, Laguna



Renewal ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Renewal

When parents renew their vows, they celebrate their long years of marriage and their children

I witnessed a couple celebrating their 30th wedding anniversary and a renewal of their vows.

“What is the secret to a long and lasting marriage?”

Couple: “Just be loyal, put God in the center of the relationship, and be happy with each other. It is the secret recipe of our marriage.”

Photo-story by Ray Martin Santos, BS HRDM, Rizal Technological University, Mandaluyong City



Keyk

It doesn't take much to make our elders happy: a simple cake they can share...and just be there

On Christmas day, we had a late celebration for Lolo and Lola's 39th wedding anniversary at a simple restaurant in Alabang. We brought some cake.

"You have diabetes! You cannot eat this! I'm the only one who can eat this!"

"Just one bite! Just one bite!"

"Okay, just one bite!"

"Wow, it's too sweet! My sugar levels will surely shoot up tomorrow."

Photo-story by Veronica Clare Lim, BS Accountancy, San Beda College, Alabang



'Kaedad'

True love overcomes marital challenges for the sake of the children

These are my mother and father. My mother is 51 years old and my father is 76 years old. Their age gap is 25 years, but that's not an issue for them. They love each other like any normal couple would. Until now, they show each other the love that they deserve.

"Ma, why did you choose Papa to be your partner in life?"

Mama: "He is loving, caring, and willing to give his everything for me and our family."

"Is your age gap a problem in your relationship?"

Papa: "Yes of course, everyone has a problem to face, but it's up to you if you will give up or if you fight for what you really want in life."

Mama: "Your Papa is the reason I am happy. Your Papa is my happiness."

Photo-story by Nicole Abigail Lumbao, BS Accounting Technology, Colegio de San Juan de Letran, Manila



Uncle

The Filipino extended family fills the gap and eases the pain

When it was time for the bride's last dance, my grandfather stood up and held my Aunt's hand.

"Oh don't cry. I am trying not to cry na nga eh."

"Sorry but I couldn't help it. You're so beautiful and I'm sure that wherever he is, he is so proud of you."

"I sure miss my father a lot. Thank you Tito for being here."

Photo-story by Hazel V. Castillo, BS Accountancy, Polytechnic University of the Philippines, Manila



Kwadro ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Kwadro

Cherish and respect portraits: one day, they may fill the void

I came to visit my grandfather at our family house, then I saw him staring at their wedding picture, it was their wedding anniversary, but grandma died 13 years ago.

“Your Lola was 22 years old and I was 20 when we married.”

“She was older, does it matter?”

“It doesn’t. Our Love is what matters.”

“Do you miss Lola?”

“I miss her every day.”

Photo-story by Kriem-Hill Benedict Siruno, BS Electrical Engineering, University of St. Louis, Tuguegarao



Puntod ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Puntod

Love is celebrating memories long after death

Every year, my mom visits my dad at his columbarium crypt on their wedding anniversary. She also brings his photo in her bag wherever she goes.

“Hi Daddy. Happy 35th Wedding Anniversary. Though you are not here on earth anymore, I still remember you every day. I hope that you will continue to watch our family from above. I love you.”

Photo-story by Andrea Santiago, BS Accountancy, De La Salle University, Manila



Mangyan - Our Values Photo-Story

Integrity Initiative | PwC Philippines

Mangyan

Indigenous children sacrifice more for education

In April 2016, we travelled to Oriental Mindoro for a church mission. We climbed Mt. Halcon and visited Mangyan tribes. We gave them food, clothes and other essentials. There I met a little girl who was so shy but still managed to wear her most beautiful smile. I hugged her and talked to her.

“Do you go to school?”

“Yes, Ma’am.”

“How far is your school from here?”

“I have to go down the mountain and it takes me two hours to get there.”

“That’s not easy. What motivates you to go to school?”

“In school, I can read books, I can learn. And I love reading books.”

Photo-story by Ruth Morado, BS Accountancy, Lyceum of the Philippines University, Cavite



Lawton ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Lawton

A son looks up to his father, not only for his profession, but also because of his example

I took this photo a few days before I started my final year in college. I rode with my father, the jeepney driver, to Lawton. From there, I would ride a bus going to Cavite. My father looked up to ask a passenger where he was going. At that very moment, I thought to myself:

“Pa, I already know where I’m going. I’ll do my very best to graduate and become a CPA so I could help you in providing the needs of our family. I feel elated that all your hard work will soon come to fruition. I will never let you down. You are the man I look up to. I couldn’t thank you enough.”

Photo-story by Leonardo T. Saldivar Jr., BS Accountancy, Lyceum of the Philippines University, Cavite



Cleft lip ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Cleft lip

Appreciate your classmate, even if he is different.

His mother loves him, as yours loves you

This was taken during an outreach program conducted by NFJPIA - Region VI in Iloilo City. I saw this kid staring longingly at a group of children who were playing together:

“Why aren’t you playing together with the other kids?”

“They are mean to me. They told me I was ugly because of my cleft lip.”

“Do you believe them?”

“No. My mama tells me I’m handsome every day. I believe my mama.”

Photo-story by Ma. Joanna B. Acedillo, BS Accountancy, University of the Philippines - Visayas, Iloilo City



Pangarap ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Pangarap

Life's hardships can push you forward, not backward. Turn all your setbacks around with a positive outlook towards life

I met this kid in the province of Tarlac. He was a Tacloban survivor, an academic achiever, and someone who has big dreams for himself and his family.

“What are your dreams for the future?”

“Nothing is impossible when you set your mind to it; as a wise saying goes, ‘Pag gusto mo maraming paraan, pag ayaw mo maraming dahilan’. So I plan to reach this dream by sheer hard work, determination and faith in God. I have faith that He will help us in our darkest hours.”

Photo-story by Kevyn Brian Choco, BS BA Marketing Management, Chiang Kai Shek College, Manila



Pagpag ~ Our Values Photo-Story

Integrity Initiative | PwC Philippines

Pagpag

Picky with your food? Think of those who don't have any

I was walking to school after buying some food. I noticed these happy, excited faces as they continued to run. The little one stopped beside me, looked up at me, and asked for the food I carried. I asked him:

“I'll give you some of my food if you answer my question. Is that okay?”

“Okay!”

“Why were you running?”

“It is because we saw a lady throw some packed lunch into the garbage can.”

“But it's dirty. You might get sick.”

“Yes. But it is how we have lived until now.”

I was so moved by what he said that I gave them my food and some money for drinks.

Photo-story by Kenth Warren Cervantes, Senior High School, Cor Jesu College, Digos City

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