

# Suggested Programs and Activities for Filipino Heritage Month

## Filipino Heritage Display

- \_ Prepare a display of literature (books, magazines, and newsletters), videos, artifacts, and/or bulletin board(s).
- \_ Locate display in a prominent place in the school or work site (e.g., library, office, central display case).
- \_ Showcase contributions from members of the Filipino Diaspora (local, national, international) through pictures, posters, photographs, etc...
- \_ Encourage educators and staff to decorate classrooms, hallways and/or walls with examples that reflect curricula outcomes, current or historical events that speaks to the commemoration of the month.
- \_ Provide resources in staff rooms and libraries to assist where necessary.

## Education through Announcements

- \_ Set aside three to five minutes a day for a public announcement in schools and worksites on the subject of Filipino Canadian Heritage during the morning, as part of the general announcement period.
- \_ Designate a student (or staff) daily, reflective of the diversity of the demographic of the school or worksite, to read information pertaining to Filipino Canadian Heritage (e.g., a quote from a writer on social justice; an excerpt from the work of a Canadian of Filipino descent; historical data that reflects struggles and victories; a short poem that reflects the subject).
- \_ Research and articulate information pertaining to the life and times of saints or clergy of Filipino descent.

## Curriculum Initiatives

- \_ Engage students in research on elements pertaining to the Filipino Canadian Diaspora with connections to individuals and themes in Canada, the United States, the Caribbean, Central America, Europe, and the Continents of Africa and Asia.
- \_ Have students analyze the messages behind the leaders and the applicability in today's world.
- \_ Integrate students' work as part of various subjects - review its origins and people responsible for the development of the subject; research the location of the first university and contributions to the world; Science - review inventors and inventions – e.g., paper, silk, compass, parachute, seismograph and other contributions to the world.
- \_ Review Canadian settlements (e.g., Vancouver, Toronto, Winnipeg and connections with the Filipino and other Asian Diaspora throughout the globe.
- \_ Develop interactive activities for students and staff by utilizing models such as “Reach for the Top” or “W5H” through ‘friendly’ competition based on historical facts and reward students for their work.
- \_ Have students create songs, puzzles, displays, literature that speaks to the commemoration of the month.

## Community Initiatives

- \_ Host a Mass in commemoration of the contributions of the Filipino Diaspora towards religion.
- \_ Invite Filipino storytellers and local artists to your school to share expertise and knowledge.

- \_ Contact specialty bookstores to display resources and give readings to students, as well as presentations to community members.
- \_ Involve Catholic School Parent Council members to host speakers on the subject of Filipino and Asian Canadian Heritage.
- \_ Utilize resources, such as the Consular Corps Association, and invite representatives to present information from countries that speak of the demographics of Filipino Canadian students within the TCDSB.
- \_ Invite local media to showcase school activities in commemoration of the month.

## **Suggested Curricular Activities for Classes and Schools**

**Philippine Heritage Display:** In a prominent place in the school, such as a hallway or library, prepare a table or bulletin board to celebrate the month. Arrange pictures, posters, photographs, magazines, newsletters, books, videos, artifacts, or students' projects to highlight Philippine history, culture, and achievements. Encourage teachers to decorate the walls outside their classrooms with students' work, reflecting their learning about Filipino people and Asian-Canadian heritage.

**A Filipino Heritage Moment:** Ask students to organize and provide information related to Filipino-Canadian heritage every morning on the announcements during June 12. The information could take the form of a short biography of a prominent Filipino-Canadian person, a poem or an excerpt from a Filipino novel, or a brief description of an important moment in history that reflects the struggles and victories of Filipinos in Canada.

**Filipino Images and Experiences in the Media:** How are Filipinos and the Philippines portrayed in the media, particularly in movies and on television? Are stereotypes being perpetuated about Filipino people? Are they omitted or misrepresented in the media? How have these stereotypes, omissions, or misrepresentations affected the way non-Filipino Canadians think about Filipino Canadians? Discuss issues of stereotyping and racism in the media with staff and students.

**Folk Tales and Legends:** Find and share stories and legends from the Philippines and Asia. Discuss with students the myths that explain natural phenomena. How are legends and myths similar throughout the world? How are they different? What is the role of women, workers, the poor, and children in these stories?

**Researching Prominent Filipino-Canadians:** Have students research prominent Filipino women and men. Encourage them to consider people from all walks of life (sports, politics, science, history, entertainment, education, or the professions) in choosing a subject. Ask students to share their information through written reports, dramatic role-playing, or portraits.

**Storytellers and Artists:** Arrange for storytellers or artists to visit the school and make presentations about Filipino Heritage Month. For storytelling, encourage staff and students to share their own stories with others.