

On Juvenile Delinquency

By Felipe L. de Guzman

DURING the good part of last year, newspapers came out with screaming headlines about teen-age crimes: from breaking glass windows and petty robberies to rape, arson, and murder. Manila's edifices and concrete walls were emblazoned with advertisements of teen-age gang names and activities. Wild parties seemed to be the order of the day. "It's the parents' fault!" many cried. "Blame the schools. It is their responsibility," others accused. "It is due to comic books, indecent movies, and other pornographic literature that abound in the country today," still others argued.

Not one but perhaps all these help in one way or another in putting up the problem of juvenile delinquency to such proportions. But the problem was not confined to Manila. It was true in Zamboanga, in Cebu, in Cagayan, in Pangasinan — in the whole country where there were young boys and girls. But more so in urban areas, though.

And so, as teachers we can only help — first as a model to our teen-age hero-worshipping wards and then to teach them through the curriculum: by letting them become aware of the problem they themselves may be unconsciously in and to let them realize how it affects them and their community.

The following is a teaching-learning unit that may be used for the purpose by any teacher who is imbued with the spirit to help his country and people. A little modification to suit local needs, problems, and resources is in order.

TEACHING-LEARNING UNIT ON JUVENILE DELINQUENCY — GRADE VI

OBJECTIVES:

A. Attitudes, Appreciations, Ideals

1. To develop interest towards work.
2. To appreciate one's own effort.
3. To appreciate work.
4. To develop interest in reading newspapers, magazines, books, and other printed matter which promote wholesome reading.
5. To appreciate government action in combating gambling and teen-age vandalism.
6. To appreciate the help extended by the NBI,

Welfareville, SWA, and other agencies in combating delinquency.

7. To appreciate rural life.
8. To appreciate folk literature.
9. To develop the ability to admire other people and their good deeds.
10. To appreciate the thoughtfulness of parents towards their children's welfare.
11. To appreciate obedient and virtuous children.
12. To appreciate the help of resource persons.
13. To appreciate the effort of some people in providing recreational facilities for the community.
14. To appreciate and patronize our own products.
15. To appreciate education as a means of solving our life problems.
16. To develop the attitude of looking at the better side of things.

B. Knowledges, Ideas, Facts

1. To know how to use our hands for making an honest living.
2. To know and understand that gambling is a social evil.
3. To know and understand the other social evils.
4. To learn some art activities: drawing, poster-making, etc.
5. To know every day happenings by reading newspapers, listening to radio programs, etc.— but not by gossiping.
6. To know what the government is doing to combat gambling and other social evils.
7. To know the work of Welfareville, Boys' Town, and other institutions in promoting better citizenry.
8. To know the work of the NBI, the PC, and other police organizations in combating crime.
9. To know how to make simple plays, stories, and the like about the living conditions of our people.
10. To know how to make use of available materials in the solution of problems.
11. To know how to locate materials for one's use.
12. To know how other people can help solve community problems.
13. To know how to be obedient and virtuous.
14. To know how to meet people.

15. To know how to interview people.
16. To know how to write letters, questionnaires, poems, stories, etc.
17. To know how to solve problems.
18. To know how to make graphs, murals, friezes, movie rolls, posters, albums, clippings, dioramas, etc.
19. To know what occupations may be undertaken to spend one's leisure.
20. To know certain handicraft activities using local materials.

C. Skills, Habits, Abilities

1. To develop the ability to use our hands for honest work.
2. To develop the ability to engage in art work.
3. To develop the ability to make posters in the campaign against gambling and other vices.
4. To develop the habit of reading good literature.
5. To develop the ability to create literary material.
6. To be able to write down although simply local folklore.
7. To form the habit of taking note of observations.
8. To develop the ability to engage in some profitable occupation.
9. To develop the ability to make use of available community resources.
10. To develop the habit of using time wisely.
11. To develop the ability to budget one's time.
12. To develop good habits of work.
13. To develop speed, accuracy, and neatness in all activities.
14. To develop the ability to participate in group activities actively.
15. To develop the ability to make use of tables of contents, indices, and other library facilities.
16. To develop the ability to do reflective thinking.
17. To develop the ability of becoming a good follower as well as a leader.
18. To develop the habit of using one's leisure wisely.
19. To be able to participate in a debate: "Are parents responsible for the bad conduct of their children?" "Are parents to blame for juvenile delinquency?"

D. Human Relations

1. To be able to get along with the members of the group.
2. To be able to entertain resource persons and other visitors.
3. To be able to help one's parents get closer to the school.
4. To promote better parent-teacher relations.
5. To promote better understanding among people.

CONTENTS:

A. Major Problem — Juvenile Delinquency

B. Minor Problems:

1. Causes of Juvenile Delinquency
2. Forms of Juvenile Delinquency
3. Ways of Combating and Preventing Juvenile Delinquency
4. Ways of Spending Leisure Time Wisely

ACTIVITIES OR EXPERIENCES:

A. Approach

1. The class may be taken out to the community to observe what is going on. Later in the classroom, discussions will be made on the problems of the community.
2. In addition, pictures may be displayed on the bulletin board of the classroom on teen-age gangs, gambling, government activities to solve juvenile delinquency and other social problems.
3. Clippings, articles, posters, etc. may further help focus children's attention to the problem.

B. Setting Criteria to be followed in choosing the topic to be studied. E.g.:

1. Is the topic very pressing community problem? Or, Is there a very pressing need to study the topic?
2. Is the topic new and interesting? Has it not been studied before?
3. Are there available references or materials to be used for the study of this topic?
4. Is the topic within our ability to understand?

C. Raising of problems. Through the buzz session, the children may be able to raise the following questions:

1. What is juvenile delinquency?
2. What are the causes of Juvenile delinquency?
3. Why are parents blamed for teen-age wrong-doings? Or, Who are to blame for teen-age wrong-doings?
4. What is the part of schools and other agencies in the development of juvenile delinquents?
5. Why are there juvenile delinquents?
6. Why is gambling bad?
7. Why is smoking not good?
8. What are the things that our young delinquents do?
9. How does drinking liquor influence delinquency?
10. Why is the "barkada" system not good?
11. How do delinquent parents affect their children?
12. What is the government doing to stop juvenile delinquency?
13. What can the schools, churches, boy scout

organization, girl scout organization, 4-H club, and others do to help develop better boys and girls?

14. What is the practice of local politicians toward juvenile delinquents?
15. What is the effect of liquor to the body? Of cigarette to the body and its growth?
16. Why do members of teen-age gangs or "barkada" result to stealing and sometimes killing?
17. What can parents do to prevent juvenile delinquency?
18. What should the police do to check juvenile delinquency?
19. Instead of gambling, drinking, and other vices which may result in stealing and killing, what may we do to spend our leisure time wisely?
20. What are the most profitable ways of spending leisure?
21. What is the Welfareville? the SWA? the NBI? What do they do?

D.- Teacher-Pupil Planning. Among others the teacher and his pupils may plan:

1. How they can answer the problems raised. What are the various ways by which their questions may be answered? The following may be stated:
 - a. Reading books, magazines, newspapers, etc.
 - b. Studying pictures, graphs, figures, stories, etc.
 - c. Seeing films.
 - d. Interviewing people.
 - e. Inviting resource persons and listening to them.
 - f. Going on field trip.
 - g. Writing questionnaires, stories, poems, etc.
 - h. Observing the community.

Then, how can they show that they have answered their problems? They may make the following to show what they have done:

- a. murals depicting that gambling, stealing, or any other vice is bad.
- b. albums of stories, pictures, or poetry about the unit.
- c. frieze showing ways of spending leisure wisely.
- d. posters campaigning for the better use of leisure.
- e. movie rolls depicting the life of teen-age gangs and the effects of these on good society.
- f. dioramas depicting scenes about the unit.
- g. drawings, paintings, sketches, etc.
- h. graphs showing the rise and fall of juvenile delinquency in Bayambang, as well as in the entire country.
- i. charts showing the number of people liv-

ing in each purok in Bayambang, the number of those who have occupations, the number of those who are professional gamblers, etc.

- j. stories about the unit.
 - k. generalizations about the topic being studied.
 - l. vegetable gardens to show what can be done to spend one's free time.
 - m. handicraft articles to show what can be done during leisure time.
 - n. demonstrations by children how to use leisure time better by actually doing things during week-ends and off-hours: polishing shoes, selling newspapers, bread, etc., running errands, etc.
 - o. program where the children may finally show to all their classmates and perhaps to their parents about all the things they have done.
2. Where they could secure the materials that they would use for the solution of their problems. The following questions, when answered properly, may yield needed results:
 - a. Where can you find the books that you may read? From the school library? the home-room library? somebody's personal library? from somewhere else?
 - b. Where can you find the magazine that you need?
 - c. Where can you get the Manila paper, the coupon bond paper, the color, etc., that you need? Will you buy them? Individually or by groups? Can you borrow from someone?
 - d. Where can you secure the bamboo to fence your demonstration garden? Will you ask someone who has bamboos? Will you create a committee to do this? Or, will each one take care of himself?
 - e. Where can you secure additional information or data on your topic of study? Who may be approached?
 - f. Where in the community can observations be made on gambling, drinking liquor, and the like?
 3. What rules they should follow as guides in their activities. Perhaps they will cooperatively raise the following:
 - a. Let us do our work well.
 - b. When we start something, let us finish it promptly and well.
 - c. Let us respect the rights of others.
 - d. Let us cooperate with our classmates.
 - e. Let us do our best in everything we do.
 4. Their time schedule, both for the whole unit as well as for the daily activities.

5. Their winding-up or culminating activities. It could be a general reporting of what have been done. It may include presentation of things made: murals, dioramas, friezes, graphs, movie rolls, etc.; of stories written; of songs learned; of a debate whose topic has been studied; etc.

E. Evaluation

1. Cooperative Teacher-Pupil Appraisal. The pupils through the teacher's stimulation and guidance may set up criteria for evaluating how each pupil worked, us:
 - a. Did I follow the rules?
 - b. Did I participate actively in the work?
 - c. Did I cooperate willingly with my companions?
 - d. Did I keep myself busy always?
 - e. Did I follow my plans well?
or how the group reported, as:
 - a. Was the report interesting?
 - b. Did it answer the problem correctly?
 - c. Was the report written in good English?
 - d. Was the reporter himself?
2. Teacher Appraisal. The teacher may make use of the following to evaluate the child and his work:
 - a. observations
 - b. anecdotal
 - c. sociometric charts
 - d. achievement tests
 - e. study of child's works
 - f. role playing
3. Pupil Appraisal. The pupils through the direction of the teacher may keep diaries and write compositions on how they feel and think about things.

F. Other Activities classified under subject areas:

1. Language Arts
 - a. Writing compositions, letters, questionnaires, stories, plays, observations, experiences, etc.
 - b. Speaking or telling observations, stories, anecdotes, etc.
 - c. Participating in a debate, discussions, etc.
 - d. Reciting poetry.
 - e. Using new words learned in oral and written speech.
 - f. Having exercises on intonation, enunciation, and pronunciation.
 - g. Reporting what has been done.
 - h. Reading books, newspapers, magazines and other references.
 - i. Making use of tables of contents, indices, etc.
 - j. Using the dictionary and other general reference materials.

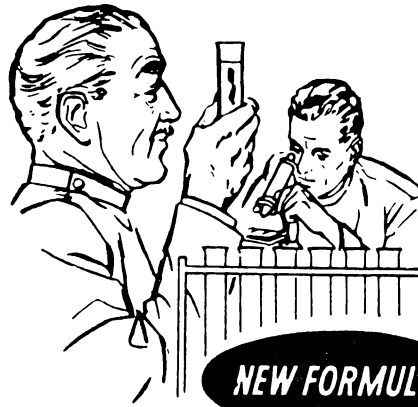
2. Arithmetic
 - a. Making graphs: bar, broken line, circular.
 - b. Interpreting graphs and other charts.
 - c. Reading and writing numbers.
 - d. Studying percentage.
 - e. Solving problems related to community problems.
 - f. Performing the four fundamental operations with emphasis on weaknesses as found in diagnostic test.
3. Elementary Science
 - a. Knowing the effect of drinking liquor and of smoking to the body.
 - b. Knowing the right kind of soil for planting.
 - c. Preparing the soil for planting.
 - d. Planting vegetables considering proper seed selection, etc.
 - e. Studying the superstitious beliefs of the people and how these affect their attitude towards life.
4. Music and Art.
 - a. Drawing, Painting, Sketching, Etching, Coloring, Spattering, etc.
 - b. Singing folk songs of the community.
 - c. Creating songs.
 - d. Listening to or singing songs for enjoyment.
5. Industrial Arts Home Economics
 - a. Learning handicraft activities to engage in during hours of leisure:
 1. crocheting
 2. sewing
 3. mending
 4. weaving buri or bamboo strips for fan
 5. toy making
 6. others
 - b. Making movie roll frame for classroom use.
6. Physical Education
 - a. Participating in wholesome group games to learn and enjoy them and which may be used later for leisure time purposes.
 - b. Participating in marching and other activities for the development of the human body.

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 - d. "Why Adolescents Smash Glass Windows,

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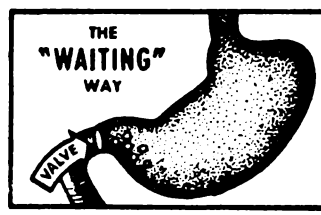
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- e. "Crime Among The Youth," J. C. Tuvera. *Sunday Times Magazine*, Jan. 16, 1956. P. 20. Also, STM, Jan. 23, 1956; Jan. 30, 1956; and Feb. 6, 1956.
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2. For skills

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- b. How Politeness Won," *Philippine Readers*, Bk. VI Osias. P. 3-ff.
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- e. "Why The Sea Is Salty," Ibid. P. 5-ff.
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- h. "General Antonio Luna," Ibid. P. 153-ff.
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- k. "A Nation's Strength," R. W. Emerson. *Essentials of English VI*. P. 62.
- l. "Correct Usage," Ibid. Pp.
- m. "The Eagle And the Rat," *Tales Our Fathers Told*, Laya, Pp. 30-33.

B. Audio-Visual

- 1. "Working Together," (Filmstrip, BW)
- 2. "Developing Responsibility" (Sound film, BW, 10 minutes)

C. Human

- 1. Parish Priest: on the moral aspect of the unit.
- 2. Justice of the Peace: on the legal aspect of the unit.
- 3. Chief of Police: on the control of juvenile delinquency.
- 4. Municipal Mayor: on administrative policies regarding the problem.
- 5. Municipal Health Officer: on the bad effects of liquor.
- 6. Home Economics Teacher: on some ways to spend leisure time.
- 7. Industrial Arts Teacher: on some ways to spend leisure time.
- 8. UNESCO experts: on any aspect of the problem.
- 9. School officials.
- 10. Others.