

HOME FOR CHILDREN:
GROWING UP WITH TEACHERS AND
CLASSMATES THAT WERE LIKE
PARENTS AND SIBLINGS

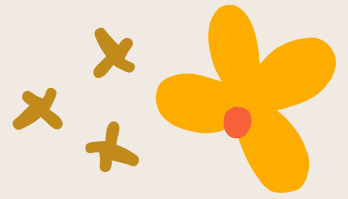
Amihan Ramos



HI.

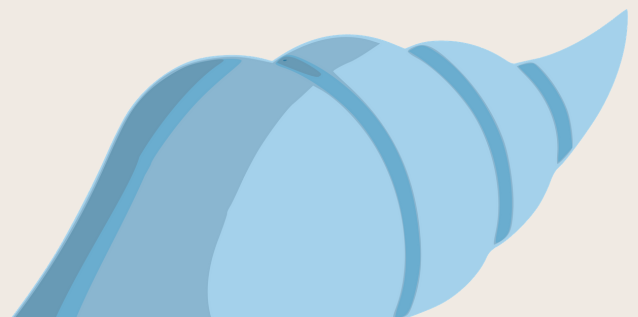
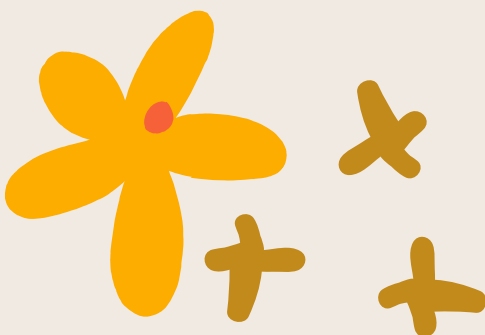
MY NAME IS AMIHAN. I TURNED NINETEEN LAST MAY, WHICH MEANS I HAVE BEEN STUDYING IN COLF FOR ELEVEN YEARS. WHEN I ENROLLED IN COLF FOR THE FIRST TIME, I WAS SEVEN YEARS OLD AND EXCITED TO BE IN ELEMENTARY. AT FIRST, I WAS NERVOUS ABOUT MOVING TO A NEW SCHOOL BUT MY CLASSMATES WERE VERY WELCOMING EVEN IF THEY HAD KNOWN EACH OTHER SINCE PRE-SCHOOL AND DID NOT NEED TO MAKE NEW FRIENDS. BEFORE CLASS TIME, WE PLAYED OUTSIDE IN THE SCHOOL GARDEN OR IN THE CLASSROOM, WHERE WE WOULD PLAY WITH BLOCKS, PLASTIC DINOSAURS, AND TOYS THAT WE PRETENDED WERE REAL POTS AND PANS. A LOT OF CLASS TIME WAS STORY TIME AND PLAYTIME. IN GRADE 2, WE USED POKER CHIPS AND PLASTIC CUPS TO SOLVE BEGINNER-LEVEL DIVISION AND MULTIPLICATION PROBLEMS.





AFTER THE TEACHER READ US A STORY, WE WOULD BE ASKED TO REFLECT ON THE LESSONS WE LEARNED FROM IT. MOST OF OUR TASKS WERE TO DRAW A SCENE AND DESCRIBE IT WITH THREE TO FIVE SENTENCES. BEFORE WE COULD MARKER AND COLOR A TASK, WE WOULD HAVE TO SHOW THE TEACHER OUR DRAFT AND CORRECT ANY SPELLING OR GRAMMAR MISTAKES. IN THE TASK IN THE LAST PAGE, I COMPARED EXPLORING THE WORLD IN THE 1500S TO EXPLORING OUTER SPACE. I FOCUSED ON THE SIMILARITIES THAT I FOUND BETWEEN THE TWO OF THEM. UNDER MY DRAWING, I EXPLAINED THAT BOTH TYPES OF EXPLORATION ADD TO THE COLLECTIVE KNOWLEDGE OF THE HUMAN RACE AND ARE ASSOCIATED WITH GLORY AND TECHNOLOGICAL ADVANCEMENT.

SOME OF THE CLASS PROJECTS WE HAD WERE FUNDRAISING ACTIVITIES THAT TAUGHT US HOW TO DELEGATE RESPONSIBILITIES AND WORK TOGETHER. IN GRADE 1, WE MANAGED OUR OWN SARI-SARI STORE WITHIN THE SCHOOL FOR ONE DAY. I REMEMBER BEING EXCITED ABOUT ATTENDING TO CUSTOMERS AND GIVING THEM THEIR FOOD AFTER THEY PAID. WE ALSO ORGANIZED DAYS WHERE WE COOKED AND SOLD FOOD FROM STORYBOOKS THAT WE READ TOGETHER AS A CLASS IN GRADE 1 AND 2. THAT TYPE OF FUNDRAISER WAS CALLED "COOK-FOR-A-BOOK". I ENJOYED PARTICIPATING IN THOSE FUNDRAISERS BECAUSE THEY MADE ME FEEL USEFUL AND LET ME GET CLOSER TO MY CLASSMATES.



Me & Amihan!



This Amihan was 6 years old when we met her at Lamesa dam. She was braver than I was on riding the zipline (across the dam!)
-True story lol!

Amihan the Botanist



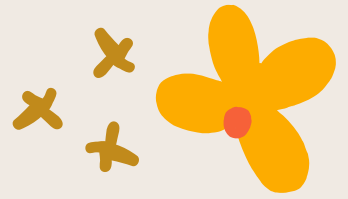
This girl passed Philippine Science. She now lives in Australia. Amihan studies plants.

Amihan the Artist



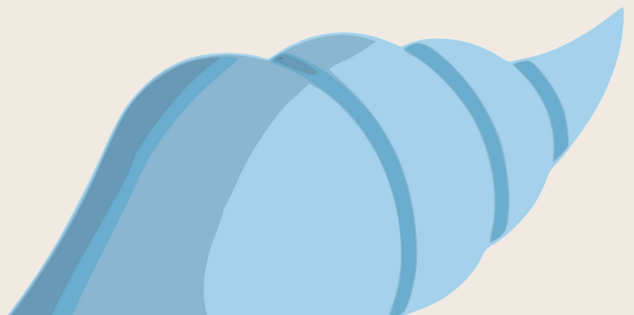
Amihan draws award-winning paintings. She went to a good school. She loves animals.

IN THIS TASK, WE WERE ASKED TO DRAW AND DESCRIBE THREE PEOPLE THAT HAD THE SAME NAME AS US, BUT BECAUSE I HAD ONLY MET ONE OTHER AMIHAN IN MY LIFE, THE TEACHER ALLOWED ME TO DRAW TWO OLDER VERSIONS OF MYSELF, WHICH WERE A BOTANIST AND AN ARTIST. THE FUNDAMENTAL ESSENCE OF MY DREAM REMAINS UNCHANGED: I STILL WANT TO MAKE ART AND STUDY BIOLOGY, THOUGH ANIMALS INTEREST ME MORE THAN PLANTS NOW. AFTER I GRADUATE FROM COLF, I'M GOING TO STUDY BIOLOGY IN COLLEGE AND BEGIN WRITING MY NOVEL, BUT BEFORE I CAN START IT, I HAVE TO CHOOSE WHICH ONE OF MY ORIGINAL STORIES I WANT TO TELL FIRST.



IN GRADE 3, I JOINED THE MIDDLE SCHOOL DANCE TEAM AND MET OTHER STUDENTS OUTSIDE OF MY CLASS THERE. I DID NOT KNOW IT THEN, BUT THEY WOULD BE THE PEOPLE THAT I WOULD SPEND THE REST OF MY COLF LIFE WITH. DANCE TEAM CHALLENGED ME TO BE LESS SHY ABOUT PERFORMING IN FRONT OF OTHER PEOPLE, WHETHER IT WAS THE SMALL GROUP OF OTHER CHILDREN IN THE DANCE TEAM OR THE PARENTS AND FRIENDS THAT WOULD ATTEND OUR SCHOOL EVENTS. DANCE TEAM ALSO GAVE ME ANOTHER ACTIVITY THAT I COULD PUT MY ENERGY INTO ASIDE FROM MY ACADEMICS. BY THE END OF GRADE 4, I WAS ACQUAINTED ENOUGH WITH THE CHILDREN FROM THE OTHER GRADE 4 CLASS THAT WHEN WE BECAME CLASSMATES IN GRADE 5, IT WAS EASY TO BECOME FRIENDS WITH THEM.

AFTER ALL THE STUDENTS IN MY BATCH WERE PUT INTO ONE CLASS, WE WERE ABLE TO GET CLOSER TO EACH OTHER. CHILDREN FROM THE DIFFERENT CLASSES STARTED FORMING NEWER, BIGGER FRIEND GROUPS THAT WERE THE RESULT OF TWO OR MORE FRIEND GROUPS FROM THE DIFFERENT CLASSES COMBINING. I HAVE PLENTY OF MEMORIES WITH MY FRIENDS IN AND OUT OF SCHOOL SINCE UPPER SCHOOL WAS THE TIME WHERE I STARTED GOING OUT WITH MY FRIENDS MORE. THE FIRST SLEEPOVER THAT I HAD WITH MY CLASSMATES WAS DURING A CLOSE FRIEND'S BIRTHDAY PARTY. WE KNEW EACH OTHER FROM DANCE TEAM, AND SO DID EVERYONE ELSE IN OUR FRIEND GROUP. AFTER DANCE TEAM, WE WOULD WAIT FOR OUR PARENTS TO PICK US UP IN THE MILK TEA SHOP BELOW THE DANCE ROOM. ON MOST EVENINGS, WE WOULD SHARE STORIES AND LAUGH AT OUR INSIDE JOKES. THERE WERE ALSO NIGHTS WHERE WE WOULD DO OUR HOMEWORK AND HELP EACH OTHER STUDY.





©VIANCKA CO.

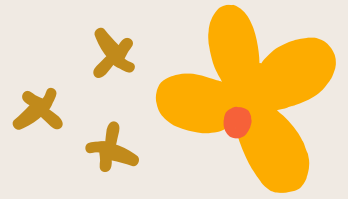
OUR CLASSROOMS WERE ALWAYS COLORFUL BECAUSE ALL THE ROOMS WERE DECORATED WITH OUR TASKS AND PROJECTS. HERE IS A SECTION OF A WALL IN OUR GRADE 6 CLASSROOM WITH OUR WORK TAPED TO IT. MY WORK, THE PAPER WITH THE GIRL IN THE SNOW GLOBE, IS IN THE BOTTOM ROW BELOW THE BLACK PORTRAIT PAPER.

THE MOST MEMORABLE SUBJECT FOR ME IN UPPER SCHOOL WAS SOCIAL STUDIES BECAUSE WE STARTED LEARNING ABOUT ANCIENT CIVILIZATIONS DURING THAT PERIOD. IN GRADE 5, TEACHER FE TAUGHT US ABOUT ANCIENT CHINA. WE WENT ON A FUN FIELD TRIP TO BINONDO TO ENRICH OUR KNOWLEDGE ABOUT CHINESE CULTURE AND THE CHINESE SETTLEMENTS IN THE PHILIPPINES DURING THE SPANISH COLONIZATION.



© KALA CONSTANTINO

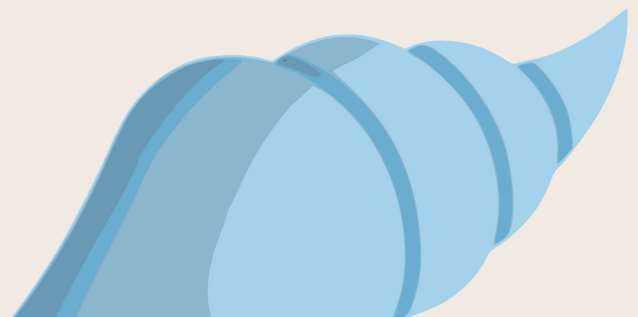
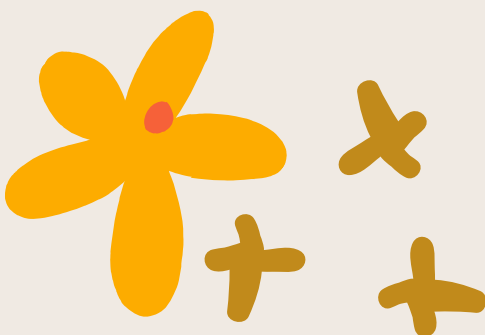
WE LEARNED ABOUT ANCIENT EGYPT IN GRADE 6. FOR OUR FINAL PROJECT IN SOCIAL STUDIES, MY GROUP CONSTRUCTED A WATER TABLE THAT SHOWED WHAT A PORTION OF THE NILE LOOKED LIKE IN ANCIENT EGYPT. WE COMMISSIONED A WOODEN BOX WITH ONE SIDE MADE OF GLASS FOR THE BASE. THEN, WE MOLDED THE CHANNEL WHERE THE RIVER WOULD GO AND FILLED THE AREAS OUTSIDE OF THE CHANNEL WITH SOIL AND SAND. WE DECORATED THE TOP OF THE SAND WITH PLASTIC PLANTS AND TREES, CLAY HOUSES, AND PAPER PYRAMIDS. WE ALSO MADE TWO BOATS OUT OF FIBERS TO PLACE INSIDE THE RIVER. I REMEMBER STAYING IN SCHOOL AFTER CLASS TO WORK ON THE PROJECT WITH MY GROUPMATES. EVEN IF IT TOOK US WEEKS TO FINISH, IT WAS WORTH THE TIME AND THE EFFORT BECAUSE WE HAD FUN WHILE WE WERE DOING IT AND WERE PROUD OF WHAT WE HAD ACCOMPLISHED AFTERWARDS.



IN GRADE 7, I MOVED TO MAKATI SCIENCE HIGH SCHOOL BECAUSE ITS CURRICULUM HEAVILY LEANED TOWARDS SCIENCE, MATH, AND TECHNOLOGY. I MOVED BACK TO COLF BEFORE I STARTED GRADE 8 BECAUSE I MISSED THE SCHOOL, THE TEACHERS, AND MY FRIENDS. WHEN I WENT BACK, I WAS PLACED IN THE SAME CLASS THAT MY OLD CLASSMATES FROM GRADE 6 WERE IN. THEY WERE THE SAME FRIENDS THAT I HAD KNOWN ONE YEAR AGO, BUT IT TOOK SOME TIME BEFORE I READJUSTED TO BEING IN COLF AGAIN.

AFTER I HAD CAUGHT UP WITH THE EVENTS THAT TOOK PLACE OVER THE YEAR THAT I MISSED IN GRADE 7, I FELT LIKE I BELONGED IN COLF AS MUCH AS THEY DID. MY MOM CONVINCED ME TO JOIN DANCE TEAM AGAIN AND I STARTED LEARNING ABOUT THE NEW PARTNER DANCES THAT ARE INTRODUCED TO THE STUDENTS WHEN THEY REACH JUNIOR HIGH SCHOOL.

JUNIOR HIGH SCHOOL ALSO INTRODUCED ME TO ELECTIVES, WHICH WERE EXTRA CLASSES THAT TAUGHT US TECHNICAL, LANGUAGE, AND ART SKILLS. EACH YEAR, I CHOSE A DIFFERENT ELECTIVE BECAUSE I WANTED TO TRY AS MANY AS I COULD. ART WAS MY FAVORITE ELECTIVE BECAUSE IT GAVE ME THE OPPORTUNITY TO EXPERIMENT WITH ACRYLIC PAINT.





THIS IS ONE OF THE TWO CHARACTERS THAT I PAINTED ON A 15 X 20 ILLUSTRATION BOARD FOR MY ART ELECTIVE. THIS CHARACTER IS FROM THE MINDS OF TERRY PRATCHETT AND NEIL GAIMAN. HIS NAME IS AZIRAPHALE AND HE IS FROM THE BOOK GOOD OMENS.



THIS PAINTING WAS INSPIRED BY THE ANCIENT MAGUS BRIDE, WHICH WAS A SHOW THAT I LIKED AT THE TIME FOR ITS DARK AND FOLKLORISH THEMES.

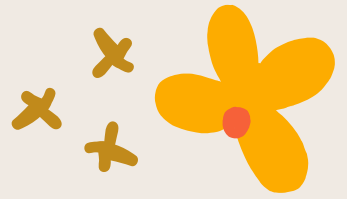
THE MOST MEMORABLE PROJECTS THAT WE MADE DURING JUNIOR HIGH SCHOOL WERE THE MATH PROJECTS. ALL THE MATH PROJECTS WE HAD WERE TACTILE BY DESIGN, WHICH HELPED ME RELATE THE THEORETICAL ASPECT OF MATH TO ITS PRACTICAL APPLICATIONS IN THE REAL WORLD. EACH YEAR, WE WOULD HAVE A DIFFERENT MATH PROJECT THAT WE WOULD MAKE BY HAND. PERSONALLY, THE MOST CHALLENGING MATH PROJECT I HAD TO DO WAS TO DESIGN AND CREATE A HOUSE MODEL.



© VIANCKA CO.

THESE ARE THE HOUSE PROJECTS THAT WE MADE FOR MATH IN GRADE 10. MY HOUSE IS THE BROWN HOUSE WITH THE BROWN ROOF IN THE CORNER LOT.

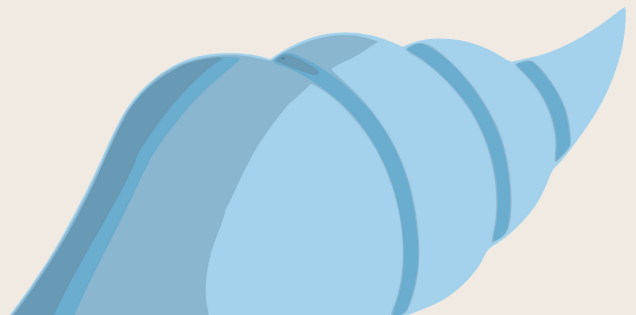


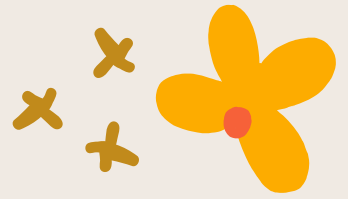


THIS WAS A PROJECT THAT TOOK US ONE YEAR TO COMPLETE. IN THE FIRST QUARTER, WE DRAFTED THE FLOOR PLAN OF OUR HOUSE. MY DAD, WHO IS AN ARCHITECT, HELPED ME WITH THE LAYOUT OF THE HOUSE. HE TAUGHT ME WHAT ROOMS ARE USUALLY NEXT TO EACH OTHER AND HOW IMPORTANT IT IS TO MINIMIZE THE AMOUNT OF DEAD SPACE IN A HOUSE.

IN THE SECOND QUARTER, WE DESIGNED AND GLUED THE WALLS OF THE HOUSE TOGETHER. THEN WE ATTACHED IT TO THE ILLUSTRATION BOARD, WHICH WE COVERED IN GREEN, GREY, AND BLACK. SOME STUDENTS CHOSE TO PAINT THEIR ILLUSTRATION BOARDS GREEN FOR THE LAWN. OTHERS DECIDED TO USE GREEN CONSTRUCTION PAPER.

IN THE THIRD QUARTER, WE MADE THE ROOF OF THE HOUSE OUT OF CORRUGATED CARDBOARD. IN THE FOURTH QUARTER, WE CREATED THE ADVERTISEMENTS THAT WE USED TO PITCH OUR HOUSE TO THE STUDENTS IN OTHER CLASSES THAT POSED AS CLIENTS DURING THE CURRICULUM FAIR.

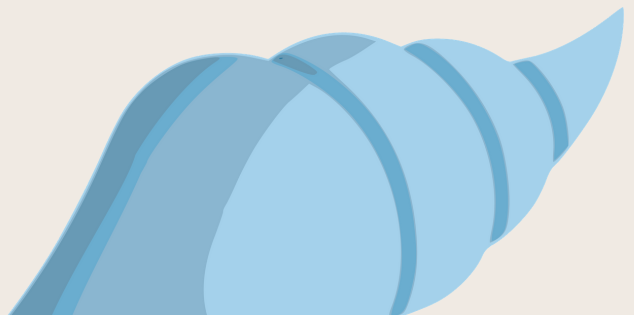




BEFORE WE MOVED UP TO GRADE 11, WE WERE ASKED TO CHOOSE A TRACK. I CHOSE STEM BECAUSE SCIENCE HAS ALWAYS BEEN MY FAVORITE SUBJECT IN SCHOOL. BIOLOGY AND CHEMISTRY WERE MY FAVORITE TRACK SUBJECTS. I APPRECIATE ALL THE TEACHERS THAT HELPED ME WHEN I WAS STRUGGLING WITH THE ADDITIONAL SCIENCE AND MATH CLASSES. WHENEVER TEACHER JEN TAUGHT US A NEW PHYSICS CONCEPT, I COULD ALWAYS SEE HOW EXCITED SHE WAS TO SHARE HER KNOWLEDGE WITH THE CLASS. AFTER LESSONS, SHE WOULD UPDATE US ABOUT THE LATEST SCIENTIFIC DEVELOPMENTS AND ASK ABOUT HOW WE WERE DOING AND IF WE WERE GETTING ENOUGH REST.

TEACHER JF AND TEACHER JJ WERE THE BEST MATH TEACHERS I COULD HAVE ASKED FOR. NO MATTER HOW MANY TIMES I APPROACHED THEM BECAUSE I NEEDED HELP, THEY WERE ALWAYS PATIENT WITH ME. THEY WOULD USUALLY GUIDE ME TOWARDS ARRIVING AT THE ANSWER BY MYSELF BUT WHEN I NEEDED ADDITIONAL HELP, THEY WOULD ALWAYS MAKE TIME IN THEIR SCHEDULE TO ANSWER MY QUESTIONS.

MY FAVORITE CORE SUBJECTS IN SENIOR HIGH SCHOOL WERE READING AND WRITING IN GRADE 11 AND PHILOSOPHY IN GRADE 12. I LIKED LISTENING TO TEACHER ZACH SHARE HIS OWN INTERPRETATION OF A NOVEL OR A PHILOSOPHER'S ARGUMENT. HE SUPPORTED ME AS A TEACHER BY ENCOURAGING ME TO TAKE CREATIVE LIBERTIES IN HIS SUBJECTS. BEING ABLE TO EXPRESS HOW I REALLY FELT OR THOUGHT MADE ME FEEL LIKE I WAS BEING MORE GENUINE TO MYSELF.



IN GRADE 11, THE STEM TRACK HELPED FACILITATE THE SCHOOL'S ANNUAL MATH AND SCIENCE FAIR. I PARTNERED WITH VIANCKA TO TEACH THE YOUNGER CHILDREN HOW TO BUDGET THEIR MONEY WITH A MATH GAME. THE PLAYERS WERE GIVEN A FIXED AMOUNT OF MONEY AND A CARD OF EXPENSES THAT THEY HAD TO SPEND ON EACH ROUND. VIANCKA AND I WORKED WITH THE CHILDREN'S PARENTS TO TEACH THEM HOW TO PRIORITIZE THEIR NEEDS OVER THEIR WANTS. WE ALSO TAUGHT THEM THE IMPORTANCE OF SETTING ASIDE SOME MONEY AFTER EACH ROUND SO THAT THEY WOULD HAVE MORE MONEY IN THE NEXT ROUND.



Savings




- No cost**
- Change in piggy bank
 - Five percent of income
 - Ten percent of income
 - Invest for retirement
 - Contribution to charities and religious groups



Furnishings




- No cost**
- Borrow from relatives or friends
 - Rent furniture or live in furnished apartment
 - Buy at a garage sale or thrift shop
 - Buy new furniture

Housing with Utilities 

live with relatives sharing cost of utilities (no phone)

share an apartment or house with others, including basic utilities (no phone)


rent place of your own, including basic utilities (no phone)

Communications 



No phone **No cost**

Phone with limited long distance calls

Phone with many long distance calls

Cell phone 

High-speed Internet

Insurance  

Auto

Liability coverage only

Complete coverage

Health and Disability

No coverage **No Cost**


Fringe benefits of job

Basic health coverage

Individual health & disability coverage

Renters

Property and liability coverage

Gifts 

Make your own

Purchase cards or small gifts occasionally

Purchase frequent gifts for family and friends

THIS IS THE PRINTOUT FROM UTAH STATE UNIVERSITY THAT WE USED TO TEACH THE STUDENTS ABOUT BUDGETING THEIR MONEY, WHICH WAS REPRESENTED BY THE NUMBER OF POKER CHIPS THAT WE GAVE TO THEM EACH ROUND. LOOKING BACK AT IT NOW, THE EXPERIENCE EXPOSED ME TO THE DIFFERENT VALUES THAT PARENTS WANT TO IMPART TO THEIR CHILDREN. I REMEMBER ONE MOTHER STRESSING THE SIGNIFICANCE OF GIVING TO CHARITY AND ANOTHER MOTHER THAT TOLD HER SON THAT HE COULD NOT RELY ON HER ALL THE TIME BECAUSE HE WOULD HAVE TO MAKE DECISIONS BY HIMSELF WHEN HE GOT OLDER. IT MADE IT MORE APPARENT TO ME THAT EVERYONE IN A CHILD'S LIFE IS RESPONSIBLE FOR RAISING THEM IN SOME DEGREE, WHICH IS WHY I SHOULD BE A GOOD ROLE MODEL TO THE YOUNGER CHILDREN.



**The Impact of the COVID-19 Pandemic on Filipinos
with Diabetes, Hypertension, and Hypotension**

Amihan P. Ramos
Community of Learners
Practical Research 2
Feny de los Angeles-Bautista
October 31, 2020

**THE EFFECTS OF CLIMATE CHANGE ON LOCAL
FARMERS AND FISHERMEN IN THE PHILIPPINES**


AMIHAN P. RAMOS

Research paper submitted in partial fulfilment of the
requirements for Research 2
Community of Learners

Submitted to: Feny de los Angeles-Bautista
January 20, 2021

THESE ARE THE TITLE PAGES OF TWO RESEARCH PAPERS THAT I WROTE IN GRADE 12. I AM PROUD TO BE THE AUTHOR OF THESE PAPERS BECAUSE THE TOPICS THAT I CHOSE ARE IMPORTANT TO ME AND THE VULNERABLE COMMUNITIES IN THE PHILIPPINES. FOR THE FIRST RESEARCH PAPER WE HAD TO WRITE IN GRADE 12, WE HAD TO WRITE ABOUT THE COVID PANDEMIC IN THE PHILIPPINES. I CHOSE TO FOCUS ON HOW IT WAS AFFECTING FILIPINOS WITH DIABETES, HIGH BLOOD PRESSURE, AND LOW BLOOD PRESSURE IN 2020.

FOR THE THIRD RESEARCH PAPER WE HAD TO WRITE, I CHOSE TO WRITE ABOUT HOW CLIMATE CHANGE IS AFFECTING THE LOCAL AGRICULTURE AND FISHING INDUSTRY IN THE PHILIPPINES TO DRAW ATTENTION TO HOW IT IS DISPROPORTIONALLY AFFECTING DEVELOPING COUNTRIES AND POOR COMMUNITIES.



AS MY TIME IN COLF DRAWS TO A CLOSE, I'D LIKE TO THANK ALL THE FRIENDS AND THE TEACHERS THAT MADE MY CHILDHOOD HAPPY AND FULL OF EXCITEMENT. TO ALL THE STAFF MEMBERS THAT HAVE SHOWN ME KINDNESS, THE TEACHERS THAT TREATED ME LIKE ONE OF THEIR OWN CHILDREN, AND THE FRIENDS THAT ALWAYS SAW THE BEST IN ME, THANK YOU. I HOPE THAT I'VE TOUCHED YOUR LIVES IN SOME WAY TOO BECAUSE EACH OF YOU HAS MADE ME INTO THE PERSON I AM TODAY. THIS IS MY LOVE LETTER TO YOU. THANK YOU FOR EVERYTHING YOU HAVE TAUGHT ME. AND EVEN IF THIS IS HOW THE BOOK ENDS, THIS ISN'T GOODBYE.

SINCERELY,
AMIHAN

