

Capstone Proposal

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Expected Graduation Date:

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Working Title of Project: Integrated Literacy Program for Maranao Children in Ubay, Bohol

Faculty you have consulted for this project: Dr. Steven Wilkinson, Dr. Susan Cuambot, and Dr. Boyet Lisbe

List the courses you've taken at CGST that you will be integrating into this capstone project: Old Testament 1, Cross-Cultural Missions, and Philosophy of Christian Education.

Capstone Description (350 words)

This is to respond to God's commission to all disciples which is to go and make disciples of all nations (Matt.28:19-20) that is every people group or tribe must be reached with the Gospel. The unprecedented typhoon Odette hit Ubay, Bohol badly. All eyes are laid on them because their shelters are shattered and food scarcity is their immediate concern. Since the church takes part to help the town survive and recover, several Christian agencies connected to the local churches and responded after the calamity. While everyone is busy taking care of all natives in Bohol, the Maranaos in Ubay did not receive any help aside from Marawi from their tribe. Knowing that I am one of the deployed local missionaries for Muslims from the Asian Center of Missions, I participated in the relief goods distribution to the Maranao Community in Ubay.

Giving initiated the relationship with this tribal group and it is deepened by starting a literacy program for their children. We aim to build strong relationships with the children first and casually with the parents at the onset of our immersion in the community. I observed that the children are eager to attend the literacy class. They wanted to have our presence always in the community as well as the adult. This has to do with the inclusiveness of the children into the Kingdom of God because this is the heart of Jesus to the children (Mark 10:13-16). The Lord Jesus breaks any barrier of the Gospel whether culture, language, traditions, or customs. The Children of Ismael are in the heart of God. Our friendship takes away the fear inside about Muslims because of wrong tagging about their character. There are still Muslims who love peace and wanted their lives to be fully surrendered to God, this is the meaning of the word,” Muslim “.

This capstone is to encourage the local churches to adopt the scattered Maranao people group among us in every city or town we relocated to. This is a heavy task if only a few churches will do it. Our team came from different local churches but four of us are not enough. Despite limited resources, we risk traveling to evangelize this people group. If we do not do something, sooner they will influence us. This tribe is zealous to convert Christians to Muslims. Enough knowledge and training must be done. Utmost prayers and financial support to make a significant development inside the community.

Approach / Methods (350 words):

The first approach for this capstone project is to conduct a plain literacy program for two months. Then, starting in the month of August is allotted for the development of the so-called Integrated Literacy Program for the children with an aim to develop the different aspects of the development for the children. This means we are going to shift into a deeper approach from merely reading and writing to a curriculum that will develop them spiritually and in their little hands through artwork as requested by us . The storytelling is designed to develop the value system of the Maranao children which is to love God above all and eventually create a need in their hearts a need for a Savior Isa Almasih (Jesus Christ).

The second approach is to expose the children to three divided teaching approaches in a classroom setting. The first part is storytelling based on Pentateuch. This is geared to mold their relationship with God and prepare them to receive the Gospel. In the second part, the children will be given time to express their learning or enhance their understanding of the story through artwork. The artwork precedes reading and writing activities. Literacy serves as a supplement to their formal schooling because most of them are still needing enhancement in these areas. The class will be conducted twice a month due to distance and expenses we cannot do it every week. The result of this Integrated Literacy Program will become a basis for further teaching approaches to children.

The third approach is for the topic of storytelling for four months must focus first on the Old Testament especially the Pentateuch as to build a common ground first before going to Injil (New Testament).

The table below will show a sample class schedule for every month.

September - First Meeting	Giving of Rules and Regulations (5 min.)	The Story of Abraha m and Isaac (5min.)	Artwork (15 5 min)	Reading / Writing (15 min.)	Snacks time (5min)
Second Meeting	Giving of Rules and Regulations (5min.)	The Story of Noah (5min.)	Artwork (15 min.)	Reading/writing (15min.)	Snacks Time (5min.)

Timeline

Stage	Description	Timeline
Preparation Stage	This is the time allotted for preparing the visual aids. Train my partner for our teaching engagement with the children. Explain the flow and goal for the class to the team. This is the time also to finalize the curriculum for four months.	Month of August
Implementation Stage	There should be the inclusion of teaching strategies just to attract the children like puppetry, creative storytelling, and provision for artwork tools for the children. The use of video clips will be considered also.	Months of September to December
Evaluation Stage	An impact assessment of the Maranao children's faith and behavior will be done. This has to do with the response of the children to the Old Testament stories and whether they can retell and tell the stories to others and ask for some more clarification about them. I	Month of December

	will be using other matrices or rubrics available online to have some specific observations about the progress of this Integrated Literacy Program. Their skills in reading and writing will be evaluated according to Deped's measuring tool.	
Culmination and Presentation	Compilation of data and Presentation to Panel for Defense and Approval.	Month of December

Outline

1. Introduction

This capstone project will be focusing on Integrated Literacy Program as a means of reaching and showing the love of Jesus Christ (Isa Al Masih) to the Maranao Children of Ubay, Bohol. The children of the Maranao Community in Ubay, Bohol have difficulty in reading and identifying letters in the alphabet. Some are now studying in public schools but are not yet fluent English readers. They are survivors of the so-called Marawi siege. Some are fond of wearing hijab but some wear it occasionally. They are good Visayan language speakers but their understanding process is slow compared to a conversation using their native tongue. They are auditory in nature which is why storytelling is fit for them. Most of the children are spiritually thirsty because their parents are not as religious in doing their tradition of worship. Saying "Insha Allah" is not in their confession. We heard this acknowledgment of God's goodness from the mouth of the Imam and a few adults but not coming from the children. Based on this children are deprived of their basic needs, especially those who are not related to the leader of the

community. This ministry aims to uplift the academic and faith condition of these Maranao children.

2. Background

Every people group even in the context of Maranao varied in culture because some of them blend into their surrounding community. You will be fascinated by their passion to convert Christians to Balik Islam. There are books telling us to study their culture within their culture. We've got a common ground with them in terms of education. They can account for some Balik Islam people as part of their community. Some are more hospitable to us and the leader hosted the ministry in their home. They are called a household of peace. I am grateful for the monthly mentoring from Salam on how to do the ministry because we are learning both skills and experiences. We are about to use audio stories with their language and encourage them to interact using Discover Bible Study. The children are much inspired to learn and tamable in character but I noticed some kids also will start commotion among the group but manageable.

3. Body – Documentation, and description of the implementation of the project stages will be stated here once done.

Community Survey and Immersion

We have an initial relationship on January to the community by giving reliefs through SEEDS and followed by distribution of roofing materials by Operation Blessing and Asian Center for Mission right after Odette badly hit UBAY, Bohol, and the epicenter of that calamity. We did a protocol in their closed community by finding the President of the community and introduce ourselves as a group of “followers of Isah “who are willing to help their community. They are

amazed and accepted us. We are blessed with few NGO partners given by God and it made us realize God is sending to this people group aside from the locals in Ubay. Through house-to-house gathering of data to account for the total households within. We validated that they are counting those “Balik Islam households living outside the community. Showing tangible love by providing their felt needs at their doors such as relief goods and roofing materials after Odette became an open door to be close in their hearts. The Lord has opened our eyes to the need to reach out to the children in the community.



Literacy Program

The relationship continues and we propose a plain literacy program first which was agreed upon by the community. We formally conducted it twice a month in July and the formal Integrated Literacy program was started in November due to the interruption of typhoon “Paeng “.This plain literacy program was done last July 2022 after the relief operation when the relief operation subsides. We focus only on the children both schooled and unschooled.

Literacy Program at Madrasah



Integrated Literacy Program

Integrated Literacy Program is my proposal for this long-term ministry it became a success because of God's move to the heart of the political leader inside the community. According to our interviews with the other Muslim group to whom we were exposed. This is inside information for Maranao who is prideful that is why respect for the leaders is very much appreciated. We thank God for the wisdom from the long-term missionary in courtesy of Salam Ministry for M's advised us that we should present the materials first before the Bible Story. We are surprised that there are available audio Bible in the Maranao language that made our ministry easy this is a favor from Salam Ministry also. We were trained the proper approach to Ms and mentored them at least once a month. This idea of an Integrated Literacy Program is inspired by my Christian Education class with Doc. Cha Uba with her given curriculum adopted from ACSIE.

Lesson 1: Creation of the World

(Gen.1:1-25)



Lesson 2: Creation of Humanity
(Gen. 1:26-28)



Integrated Literacy Program
The First Sin and Its Punishment
(Gen.3:1-24)



DBS_FOUNDATIONAL STORY SETS
(TEACHING MATERIALS FROM SALAM MINISTRY)

Book 1 – Creation to Christ	
1. Genesis 1:1-25	Creation of the World
2. Genesis 1: 26-28; 2:7-10; 2: 15-25	Creation of humanity
3. Genesis 3:1-24	The first sin and its punishment
4. Genesis 4:1-16	Cain & Abel
5. Genesis 6:5-8, 13-14;7:1, 4, 23-24; 8:14-22	God Destroys and Evil Humanity
6. Genesis 22:1-19	Abraham Obeyed God
7. Exodus 12:1-5,7-14,29-30	The Passover Sacrifice
8. Exodus 20:1-17	The Ten Commandments
9. Leviticus 4:1-35	The Sacrificial Law
10. Isaiah 1: 10-20	Enough of burnt offerings & sacrifices
11. Isaiah 53: 1-12	Prophecy of the Suffering Servant
12. Luke 1:26-38, 2:1-20	The Birth of Jesus

Book 2 - The Life & Message of Jesus

1. Mark 1:1-8; John 1:29-34	John Testifies of the Savior
2. Luke 4:1-22	Temptation and Ministry of Jesus
3. Luke 5:17-32	Jesus Heals and Forgives
4. Mark 4:35-5:20	Jesus' Power
5. Luke 18:9-30	Forgiveness & sacrifice
6. Luke 10:25-37; 6:27-31	Love God and Love Your Neighbor
7. Luke 15:1-24	God Seeks the Lost
8. Matthew 13:1-9, 18-23, 44-46	Different Responses to God
9. John 11:1-44	Jesus' Power Over Death
10. John 13:1-17	Jesus' Humility
11. Matthew 26:17-30	Passover with the Disciples
12. Matthew 26:36-56	Jesus Arrested
13. Luke 23:32-56	The Crucifixion
14. John 20:11-31	The Resurrection and Ascension
15. Revelation 7:9-17	Jesus in Heaven

Book 3 – Jesus Is Lord	
1. John 1:1-18	Who is Jesus?
2. John 14:1-7, 23-27	What does Jesus offer you and ask you?
3. John 3:3-21	What is the result of faith in Jesus?
4. Mat 10:37-39; Mark 8:34-38	What is the price of following Jesus?

5. John 15:18-23; Mat 10:16-22	Should we expect persecution?
6. Acts 2: 36-41; Ps 32:1-5; Rom 10:9-10	What is your response?
7. Rom 6:1-4; Gal 3:26-28; Acts	What does baptism mean?
Book 4: Being Disciples	
8. Mat 22:1-10; Rom 5:6-9 Mat 22:1-10; Deut 6:4-9	Love God and Love Others What are His promises for His followers?
9. Luke 7:36-50 Luke 7:36-50	How will God How will God help us?
10. Mat 18:18-20; Gal 3:26-28 Mat 18:18-20; Gal 3:26-28	Are Children of God What does he tell us to do?
4. Luke 11:1-13	Seek Our Father
5. Ps 19:7-14; Mat 7:24-27	Rely on God's Word
6. Psalm 23:1-6	Are Led by God
7. Luke 5:1-11	Obey Jesus and Fish for People
8. John 15:1-17	Abide and Bear Fruit in Jesus
9. Romans 8:1-18	Live By the Spirit
10. Romans 8:26-39	Cannot be Separated from God's Love

Book 5 – Being The Church	
1. 1 Cor. 12:12-31	The Church is the Body of Christ
2. Eph. 5:25-32; Rev 19:6-9	The Church is the Bride of Christ
3. Mat 12:46-50; Eph. 1:3-10	The Church is God's Family
4. 1 Pet 2:4-10	The Church is the Spiritual Temple and the Priests
5. John 17:9-26	The Church is united
6. John 15:26; 16:5-15	The Church is Guided by the Spirit
7. Acts 2:36-47	The Church is God's Community
8. Psalm 145:1-21	The Church Praises God
9. Mark 10:42-45; 1Cor 12:4-11	The Church Serves One Another
10. John 14:12-14; Acts 5:12-29	The Church Does Signs and Wonders by the Spirit
11. 2Cor 9:6-15	The Church Gives Generously
12. 1Cor 11:23-32	The Church Remembers Christ's sacrifice

Book 6 – Being Leaders	
1. Phil 2:1-11	Jesus As Servant
2. Mat 23:1-12	Jesus Talks about leadership
3. 1 Peter 5:1-11	What do good leaders do?
4. Ezek. 34:1-16	What do bad leaders do?
5. John 10:1-18	Jesus' example as the Good Shepherd
6. 1 Thes.1:4-7; 2:1-12	Paul's Example
7. 2 Tim 2:1-7	Faithfulness and Multiplying
8. Eph. 4:1-7; 11-16	Equipping the Disciples
9. Acts 20:17-38	Paul's Instruction to Leaders
10. Romans 12: 1-21	A Sacrificed Life
11. Titus 1:5-9	Leadership Qualifications
12. Acts 14: 21-23; 20:17,28; Phil 1:1-6	Multiple Leaders

Book 7 – Growing as Disciples	
1. Mark 1:35; Luke 5:16, 6:12, 10:38-42	Disciples seek God
2. Mat 5:1-12	Disciples are blessed by God
3. Mat 6:19-34	Disciples seek God's Kingdom.
4. Luke 9:23-26, 57-62	Disciples will sacrifice to follow Jesus
5. Mat 9:35-10:1; 10:5-20	Disciples go into the harvest
6. Acts 3:1-10, 13:6-12	Disciples go with Jesus' authority
7. Mat 4:1-11	Disciples fight with God's Word
8. Gal 5:16-25	Disciples live by the Spirit's Power
9. Col 3:1-17	Disciples put off the old, put on the New
10. 1 John 1:5 – 2:2	Disciples Confess Sins
11. Mat 18: 21-35	Disciples forgive others as the Lord forgives them
12. Eph. 6:10-20	Disciples put on God's armor

Book 8 – Growing as the Church	
1. 1 Cor. 3:1-15; 3:21-23	The Church belongs to God
2. Eph. 2:11-22	The church is the household of God
3. 1 Chron. 16:8-36	The church praises God
4. Gal 6:1-10	The Church helps each other
5. Acts 6:1-7	The church serves each other
6. Acts 4:23-31	The church prays together
7. James 5:13-20	The church prays for each other
8. Acts 4:32-37, 2 Cor. 8:1-15	The church gives sacrificially
9. Acts 5:1-11	The church cannot Lie to God
10. Mat 18:15-17, 1Cor 5:1-13	The church deals with sin
11. Mat 25: 31-46	The church serves others
12. Acts 13:1-4; Romans 15:16-21	The church sends workers out

Book 9 – Growing as Leaders	
1. John 1:19-37; 3:26-30	Leaders point people to Jesus
2. Mat 3:11-17	Leaders obey God in everything
3. Mat 5:13-20	Leaders obey and teach others to obey
4. Eph. 3:14-21	Leaders pray for followers
5. Mat 7:1-5; 7:15-23	Leaders judge rightly
6. 1 Cor. 1:18-31	Leaders follow God's wisdom
7. Mat 25:14-30	Leaders are good stewards
8. Luke 22:54-62; John 21:13-17	Leaders sometimes stumble but can still serve
9. 1 Tim 4: 1-16	Leaders warn and encourage
10. Acts 17:16-34	Leaders communicate across cultures
11. James 1:2-18	Leaders have faith and endurance
12. 1 Cor. 9:16-27	Leaders give up their rights

4. Conclusion and Final Reflections

The evaluation of the reading and writing abilities of the Maranao children in Ubay as well as the progress concerning faith and behavior along the way of the ministry for four months became possible by using rubrics. I see the difference or improvement from the day of the assessment until this month December. Teaching reading and writing to Maranao children receive positive feedback from parents because most of them cannot do tutorials for their children because they strive to stay longer in the market hoping to sell their products as their means of living.

A sudden challenge came in when a suspected Maute member inter in the community before the integration was done. The center of the dispute is the Madrasah. The devil meant it to destroy God's work but He intervened for the furtherance of the Gospel. A household of peace open their homes for the Integrated Literacy Program even though Madrasah was closed. They are so willing to learn and participate. The host is so interested in the point that they asked for a copy of the coloring materials of Bible Stories. This is a very sure surprising visit in my heart because I was so scared to present the integration. Presentation of the material to those in authority is very effective so that the work will not be hindered. However, some of the children are not able to attend to the intervention of this suspicious guy. There is a silent and undergoing usurpation of leadership inside the community.

Some are really delighted with the free school supplies distributed by us and they are very excited to hear about "Jollibee". Gizmo was able to visit them but some conservative leaders Maranao Community in Bohol reacted to our partnership with Super book. The distribution of boxes from OCC was so chaotic each mother demanded boxes for their children. I see the deprivation and poverty of the children because of the low income of their parents.

READING ALOUD RUBRIC

	1	2	3	4
VOLUME	Too soft, can't hear at all	Can hear, but not loud enough	Loud enough and we can all hear <u>perfectly</u>	Volume was perfect AND added increases or decreases for emphasis.
CLARITY	Mumbled a lot. Could not understand.	Mumbled a bit. Hard to understand all the words	Pronounced <u>all</u> the words correctly	There was an extra crispness to the pronunciation.
FLUENCY	Choppy, needed to stop and figure out words.	Stopped now and then to work on a word.	Smooth like a river. Knew every word!	Flowed faster or slower depending on the story's mood.
EXPRESSION	Didn't change voice at all: <u>monotone</u>	Read in a sing-song way or did not change voice very much	Changed their voice to make it interesting <u>the whole time</u>	Sounded very professional! This reader should be on stage!
POSTURE	Held the book in front of their face Did not stand tall	Sometimes held book too high, sometimes stayed tall	Held the book properly and stood tall <u>all the time</u>	Moved comfortably during the reading...not stiff.

- The reading-aloud rubric for the group grade is 2. The children are now beginning to acquaint the sounds and connect the sounds to read three to four-letter words but the volume is too low because they are not confident enough to speak individually but as a group, their voices become louder. Fluency is affected because they have a different accent because of their mother tongue. Expression and posture in reading are very low in scale because their confidence is very low. They cannot even stand alone to read.

Handwriting Rubric

Name: _____ Date: _____

Teacher: _____ Grade: _____

	Unsatisfactory (65)	Needs Improvement (75)	Satisfactory (85)	Excellent (95)
Letter Formation Letters are drawn with straight lines and appropriate curves. Circles are closed when appropriate.	Consistently forms all letters incorrectly.	Consistently forms most letters incorrectly.	Consistently forms most letters correctly.	Consistently forms all letters correctly.
Usage Letters are used correctly. There are no capital letters inserted in the middle of words.	Consistently makes usage mistakes.	Makes many usage mistakes.	Makes few usage mistakes.	Makes no usage mistakes.
Sizing Letters are sized appropriately. Capital letters are larger than lower case letters and all lowercase letters are consistently the same size.	Never writes letters that are an appropriate size.	Rarely writes letters that are an appropriate size.	Regularly writes letters that are an appropriate size.	Always writes letters that are an appropriate size.
Line Awareness Letters sit on line, they do not float on the line or hang below unless appropriate.	Never writes with line awareness	Rarely writes with line awareness.	Regularly writes with line awareness.	Always writes with line awareness.
Neatness Handwriting shows evidence of time and effort.	Never shows evidence of time and effort.	Rarely shows evidence of time and effort.	Regularly shows evidence of time and effort.	Always shows evidence of time and effort.

Notes:

- The writing ability of the children really needs improvement. The forms of the letters are very inconsistent. They are not conscious to fill in the lines. Only a few can write on the lines but not as perfect as the standard output of writing.

NAME:		DATE:		
Behavior Rubric				
ACADEMIC BEHAVIOR -- WORKING COOPERATIVELY	4	3	2	1
Every student is expected to work cooperatively as a classmate and as a teammate at all times.	The student works cooperatively without being asked.	The student works cooperatively when asked or cued.	The student works cooperatively only when required to do so.	The student refuses to work cooperatively.
ACADEMIC BEHAVIOR - FOLLOWING DIRECTIONS	4	3	2	1
Every student is expected to pay attention to the teacher or presenter when instructions are given for an assignment or activity.	The student follows instructions and procedures without being reminded or cued.	The student follows instructions and procedures when reminded or cued.	The student follows instructions and procedures only when required to do so.	The student refuses to follow instructions and procedures.
SOCIAL BEHAVIOR	4	3	2	1
Every student is expected to follow the school rules and to behave appropriately while in school and to be courteously to everyone.	The student consistently follows school rules and uses appropriate behaviors and social skills without being asked.	The student follows school rules and uses appropriate behaviors and social skills when asked.	The student follows school rules and uses appropriate behaviors and social skills only when required to do so.	The student refuses to follow school rules and use appropriate behaviors and social skills.

- The class’s academic behavior is 4 because they did their best to complete the task while the class’s social behavior falls to 3 because some of them cannot wait during the distribution of food and some are tempted to talk so much while having some drills.

Group Faith Response Rubric

Group Faith Response	4(Excellent)	3(Satisfactory)	2 (Unsatisfactory)	1(Needs Improvement)
<p>Listening</p> <ul style="list-style-type: none"> This rubric is a personal way of measuring the spiritual progress of the Maranao children. The children are trying their best to listen but still, there are minimal distractions, but they manage to respond to the guide questions. The application is quite low because no attention during parent confronted us about the story but we are challenging them to tell the stories to their storytelling time. families. 		3		
<p>Interaction</p> <p>They responded to the prepared questions. They will participate in the retelling of the story.</p>	4			
<p>Application</p> <p>They told their parents, family members, and friends.</p>			2	

5. References – References used in this project will be indicated here.

Reading Aloud Rubric-Mrs. Neff and Mr. Daniel’s Second Grade

<https://sites.google.com/site/mrsneffandmrdanielssecondgrade/this-weeks-learning/reading-aloud-rubric>.

The Stellar Teacher Company

<https://www.teacherspayteachers.com/Store/The-Stellar-Teacher-Company>

Classroom Behavior Rubric

<http://room50web.weebly.com/classroom-behavior-rubric.html>

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