**National Service Training Program**

**INTRODUCTION**

**THE NATIONAL SERVICE TRAINING PROGRAM (NSTP)**

* Also known as the **REPUBLIC ACT 9163.**
* Is a program designed to **enhance civic consciousness** and **defense preparedness** among the Filipino youth by developing the ethics of service and patriotism while undergoing training in any of its three program components.
* All incoming freshmen students, male or female, enrolled in any **baccalaureate course** or **in any two-year technical- vocational or associate courses**, are required to complete one (1) NSTP component of their choice for two semesters as a graduation requirements.
* Originally, there was only the Reserve Officers Training corps (ROTC); but later, the two other components were introduced to provide students in the tertiary level options on what program to take, aside from ROTC which provides training on military science.

**THREE COMPONENTS OF NSTP**

1. **ROTC** - Reserved Officer Training Corps)

Provides training on military science.

1. **LTS -(Literacy Training Service)**

Another Component of the NSTP, intended to develop the student’s ability to share his/ her knowledge in basic literacy and numeric skills to out-of-school youths and even to the elder ones who are in need of such basic abilities.

1. **CWTS - (Civic Welfare Training Service)**

Involves trainings and activities contributory to the improvement of the quality of life of the people in a chosen client communities in the different areas.

-It also provide students venue to gain deeper understanding of the dynamics of the community, as well as to develop civic conciousness and a sense of social responsibility, through the activities that will undertake at the community level.

**AREAS ARE:**

1. **PUBLIC HEALTH**
2. **EDUCATION-for LTS**
3. **ENVIRONMENT**
4. **ENTREPRENEURSHIP**
5. **PUBLIC SAFETY**
6. **SPORTS AND RECREATION**
7. **CULTURE AND ARTS**
8. **MORAL AND CITIZENRY.**

**How NSTP Shall be taken-up:**

**Each of the NSTP components shall be undertaken for an academic period of two(2) semesters and credited for three (3) units per semester at least 54 training hours per semester.**

**ONE ROTC course combined with LTS or CWTS is not allowed. Students have to complete two semesters of one NSTP component.**

**VENUE FOR THE IMPLEMENTATION:**

**In the case of ROTC, The venue shall be inside the premises of the school with activated ROTC units or in military camps to be determined by the Major Service Reserve Command.**

**In the case of CWTS and LTS, it shall be in the school where the students are enrolled in and in the identified or designated communities for practicum.**

**CONSTITUTIONAL BASIS OF THE NSTP:**

**ARTICLE 2, 1987 Philippine Constitution**

**SECTION 4. The prime duty of the Government is to serve and protect the people.**

**The Government may call upon the people to defend the State and in the fulfillment thereof, all citizens may be required, under conditions provided by LAW, to render personal, military or civil service .**

**SECTION 5. The maintenance of peace and order, the protection of life, liberty, and property, and promotion of the general welfare are essential for the enjoyment by all people of the blessings of democracy.**

**SECTION 6. The state recognize the vital role of the youth in nation- building and shall promote and protect their physical, moral, spiritual, intellectual, and social well being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in the public and civic affairs.**

**SUBJECT: NSTP 1**

**MODULE 1- GOOD CITIZENSHIP VALUES**

**LEARNING OBJECTIVES**

1. The student should be able to define and expound on the nature of values.
2. The student should be able to cite the four core values of good citizenship including their sub-values.
3. The student should be able to relate or apply the concepts discussed to the different real life situations.

**INTRODUCTION:**

What is the difference between VALUE and VALUES?

**Value** literally means the worth or importance of a particular thing. Some things have greater value than the others. Things with greater value are the most preferred and given priority by individuals.

When we talk of **Values** in its psycho-social context, it is the expression of the person’s ultimate ends, goals, or purpose of social action. They serve as basis for decision making since human beings normally make choices on the basis of what will bring them happiness and contentment both intrinsically and extrinsically. Happiness is the end point of every human action. This desire for happiness helps create the picture of what we really needed or wanted to have or experience. In the process, we are able to identify the things which we will value most.

**DISCUSSION HIGHLIGHTS**

HOW DO WE DEVELOP OUR VALUES?

Values are shaped by various factors that enter human experiences and senses. Since we all get into different situations in each day of our life, it is, therefore, fairly true that we develop values distinct from the others. This explains why we do not always agree on things. What is correct for us may not be acceptable to others.

But since we live in a complex society, we always tend to surrender some of our personal views or pieces of behavioural pattern to avoid being rejected or ostracized. In the end, we compromise our own values in exchange for social acceptance.

Individuals are forced, either by intra or extra personal factors, to pattern their behaviour after the generally accepted standards. These standards are established when most of the people agreed and put them into practice. These standards are also subjected to constant re-evaluation and modification as time passes by. Some of them may endure the test of time and remain within the prevalent social system while others may not.

**CORE VALUES OF GOOD CITIZENSHIP**

**A. PAGKAMAKA-DIYOS**

1) Faith in the Almighty

FAITH – refers to the deeply-rooted submission to divine being, person, or belief system.

Two essential elements of faith:

\*Trusting

\*Believing

2) Respect for life

Respect for life is respecting the precept that every life is a gift and therefore deserves to be born and be given the opportunity to show his/her worth to the society.

3) Order

It is manifested when situations move in their proper course.

In modern communities like in the urban areas, human conduct is governed by bodies of rules formulated and imposed in accordance with the existing legal framework.

4) Work

It refers to the use of one’s physical and mental abilities to satisfy his/her needs.

5) Concern for the Family and the future Generation.

Family is the basic foundation of the society.

**B. PAGKAMAKA-TAO**

1) Love

Love strengthens the foundation of the family and other social groupings. It is the strongest force within the human community.

2) Freedom

It is the state of being free to exercise all the rights and privileges in the pursuance of happiness.

3) Peace

It is the prevalence of harmony in all facets of social relationship.

Each society has its own way of pursuing peace.

4) Truth

It is the facts corresponding with actual events (Webster’s Dictionary)

Truth in itself does not always go in conformity with what is acceptable to an individual or a group, especially when the same truth will contradict with how they will view a certain situation.

5) Justice

It is that principle by which the rationality of actions, conditions and situations are determined, this principle is influenced by moral and natural laws as well as legal standards imposed by a government.

Justice is generally expressed in two ways: Distributive and Retributive

Distributive justice- maintains the idea of social equality by giving people what they deserve.

Retributive justice – promotes constructive punishment as corrective measure for erroneous or felonious actions committed against a person or the society.

**C. PAGKAMAKA-BANSA**

1) Unity

It is the state of being one and in harmony with one another.

Unity is the most important element needed by any society to achieve to achieve stability and progress.

2) Equality

It implies providing standardized or uniform rights and privileges as well as duties and obligations to every citizen.

3) Respect for Law and Government

The government is an element of the state mandated to formulate and enforce laws designed to regulate human conduct and improve the life of the people within its jurisdiction.

4) Patriotism

It is the state in which a person wilfully expresses pride and respect towards his country’s culture, achievements, and aspirations.

5) Promotion of the Common Good.

Common good refers to that condition that is beneficial to all or most members of the society.

**D) PAGKAMAKA- KALIKASAN**

**Environment** refers to everything that surrounds us from the natural world to the physical structures produced by humans.

Human interventions are important to gain full benefits of natural resources but such interventions have gone beyond the limits of the domain reserved for human utilization.

All forms of life are dependent to nature. Destruction of nature will mean destruction of all life form.

**Module 2- DISASTER MANAGEMENT AND PUBLIC SAFETY**

**Learning Objectives:**

At the end of this unit, the student must be able to:

1. The students should be able to understand the nature and causes of disasters.
2. The students should be able to share inputs on disaster management planning.
3. The students should be able to provide insights on how crimes may be prevented.

**Discussion Highlights**

**SECTION 1: DISASTER**

**DISASTER-** is the impact of natural or man-made events which have adverse effects to life, property, and economic activities resulting in temporary or permanent changes to both social and physical environment.

**EFFECTS OF DISASTER**

1. Injury or loss of life
2. Damage to property and infrastructures
3. Disruption of economic activities
4. Disruption of essential services
5. Environmental damage
6. Psycho-social interference

**SECTION 2: COMMON CAUSES OF DISASTER**

1. **Volcanic Eruption**.

Volcanoes can be disastrous in two ways:

1. By spewing solid elements into the air called **lahar,(**Lahar pollutes the air and water resources and could also damage the top soil making it difficult to support the existence of plants and trees), and
2. By releasing molten solid elements known as **lava. (Lava** moves out of the crater and destroy everything that crosses its path.
3. **Tsunami**

-A chain of fast moving huge waves commonly caused by the eruption of underwater volcanoes, earthquakes, or even the impact of meteorites. Tsunami can assault coastlines, often with little or no warning.

**3. Tropical Cyclone**

- A storm system that produces strong winds and torrential rain.

**4. Flood**

- The rising of water level in a particular area which results from very high volume of rainwater and the lack of efficient drainage system or a relief system that will drain the excess water.

Flash flood – a huge volume of waters that move freely towards the lower grounds in strong force.

5. **Landslide**

-It involves the immediate cascading of huge volume of soil particles from higher ground to the lower level usually caused by the strong current of water from the mountain or hill top.

**6. Drought**

- It is a condition in which the soil dries up, commonly caused by intense heat and the absence of rainfall.

**7. Epidemic**

- The outbreak of diseases involving a large volume of population in a certain.

**8. Armed Conflict and Civil Unrest**

-It involves armed encounters between hostiles forces.

**9. Earthquake**

- Often caused by the movement of tectonic plates. When rocks separating the plates moves, sudden seismic ground-shaking movements occurs.

**10. Fire**

- it involves the destruction of properties due to intense heat brought about by fire. It may also result in the loss of lives.

**SECTION 3: FIRE**

**Fire –** refers to the rapid oxidation of matter accompanied by heat. It has three element which are essential to one another that when you take away just one, fire dies down. Fire breaks-out when a certain material reaches its **flashpoint** due to a prolonged exposure to heat.

**Flashpoint –** is the amount of time and heat needed to cause the burning of an object.

**Classification of materials that burn.**

1. **Flammable –** which has lower flashpoint and can contract fire with even a slight spark.
2. **Combustible –** which take time and more intense heat is needed to burn.

**Elements of Fire**

1. Oxygen – only 16% of it is needed to start a fire.
2. Heat - It transform an object into another phase.
3. Fuel – Solid, liquid or gas elements that feed the fire.

**Classes of Fire**

1. **Class A –** Originating from ordinary combustible materials which can be extinguished by cooling commonly with the use of water.
2. **Class B –** Originating from flammable and combustible liquid which can be extinguished by removing the oxygen or fuel. Chemical agents, wet cloth, sand and soil are usually used for this class of fire.
3. **Class C –** Originating from electricity charged or mechanical devices which can only be extinguished by removing the oxygen or fuel. Dry chemicals, sand or soil and similar approaches are used to prevent further damage like electrocution.

**The Behavior of Fire**

1. **Conduction.** Fire moves through direct contact between a burning object and another flammable or combustible material.
2. **Convection.** Fire transfers through the hot vapor that moves upward towards the direction of an object located at a higher place.
3. **Radiation.** Heat waves cause the movement of the fire from one burning object to another, located a little farther from its place when the heat becomes so intense.

**Common causes of Fire**

1. **Arson –** or deliberate burning of any property.
2. Smoking near a flammable or combustible material or while lying on bed and drunk.
3. Defective or neglected cooking devices, flat iron and other heating materials.
4. Playing with fire near flammable or combustible materials.
5. Defective electrical wiring and octopus connections.
6. Accidents such as the explosion of a gas tank.
7. Natural phenomenon like lighting and intensely warm climate.

**Fire Prevention Measures**

1. Do not store flammable /combustible materials near cooking appliances or heating devices.
2. Do not make a bonfire near flammable or combustible materials.
3. Do not smoke near flammable or combustible materials.
4. Keep matches, lighters and ignition devices out of children’s reach.
5. Keep a supply of water or fire extinguisher at home.
6. Do not leave the kitchen while cooking.
7. Maintain storage of flammable chemicals outside the house and in a cool place.
8. Check the condition of electrical appliances and devices regularly.
9. When sensing gas leak, open the windows and wait for several minutes before turning on the light.
10. Do not leave lighted candle or any similar lighting devices unattended. Do not place them near the curtain or any other flammable or combustible materials.
11. Check LPG for leak; keep its tank tightly closed when not in use.
12. Unplug all appliances when not in use.
13. Avoid using substandard electrical materials.
14. Do not overload extension’s chord.
15. In case of fire, water or sand can be used to extinguish it. Water should not be used for fire that originated from electricity.
16. Fire prevention at all times is better than control.

**What to Do in Case of Fire**

**S –** soubd the alam

**A –** advice the fire department (117 or local emergency numbers)

**F –** fight the fire

**E –** evacuate

**HOW TO USE THE FIRE EXTINGUISHER**

**P –** pull the pin

**A –** aim the nozzle

**S –** squeeze the lever

**S –** sweep side by side focusing on the fuel and not on the flame.



NOTE: When extinguishing fire, focus on the fuel and not on the flame.

**SECTION 4: DISASTER PREVENTION APPROACHES**

**What to do BEFORE, DURING and AFTER an EARTHQUAKE**

1. When inside the house or building, hide under a table. Do not stay near any fragile or breakable materials like glass, ceramics and concrete walls. Open the door and windows.
2. At the kitchen, stay away from the stove, refrigerator and cabinet. Shut-off electrical appliances, cooking stove and other heating devices, close the LPG and leave the kitchen immediately if necessary and hide under the table.
3. If you are in a place with many people, do not run towards the exit door to avoid being caught in a stampede. Look for a safe place to hide.
4. Do not use an elevator when inside a tall building; use the stair instead. It is still better if you will just hide under a tough structure.
5. When outside the house or building, stay in an open area far from electric post, buildings, billboards and other tall and unstable vertical structures.
6. While driving, stop and stay at the safest side of the road. Avoid overpass and bridges and stay in a place far from electric posts, billboards and other vertical and unstable structures.
7. Make sure that tall cabinets and refrigerators are standing firmly on their places and remove everything placed at the top that might fall when the ground shakes.
8. Follow structural design and engineering practices when constructing a house or building.
9. Evaluate the structural soundness of buildings and houses; strengthen or retrofit if necessary.
10. Conduct and participate in regular earthquake drills.
11. Prepare homes, workplace or schools by strapping or bolting heavy furniture/ cabinets to the walls; checking the stability of hanging objects like ceiling fans and chandeliers.

**WHAT TO DO BEFORE, DURING AND AFTER A STORM OR TYPHOON**

1. Inspect the whole house structure, especially the roof.
2. Cut the branches of a tree that reach toward your house.
3. Remove all excess galvanized iron sheets and other debris on the roof which may be thrown-off to the ground when the storm arrives.
4. Keep an emergency kit at home that contains the following: batteries, flashlights or candles and a match, drinking water, canned goods and opener, spare clothes and first aid kit, medicines and other valuable belongings or documents.
5. Stay inside the house and listen to the radio for important bulletin or news.
6. Wait for the bulletin on the status of the typhoon/storm before going outside the house.
7. Move to a higher ground or to the designated evacuation area if necessary.

**WHAT TO DO BEFORE AND DURING A FLOOD**

To avoid the damages brought about by flood, the following should be considered:

1. Clean the canals. Remove clogging materials like plastic, styro, foil and the like. They are not biodegradable and should not be thrown in water channels.
2. Release dam water slowly to avoid over flowing and/ or damage.
3. People living along the river banks and low lying areas should move to higher grounds before flood comes. It’s too risky evacuating when already flooded.
4. Prepare enough supply of food and water.
5. Prepare life vests and other safety gadgets.
6. Be ready with portable boat or raft (even made from bamboo or Styrofoam will do).
7. Domesticated animals should be placed in safer grounds.
8. Properties and belongings should be placed in safer areas to avoid being swept by the stong water current.

**TSUNAMI**

Tsunami might follow after a strong earthquake, especially if the origin is in the ocean floor. This disaster can be announced but its occurrence can be as fast as anytime after the announcement or warning has been given.

The best thing to do to Avoid this is to move to a higher places when expecting tsunami.

**SECTION FIVE: CRIME PREVENTION**

**Crime** is the commission or omission, by a person having capacity, of any act, which is either prohibited or compelled by law, and the commission of which is punishable by a proceeding, brought in the name of the government whose law has been violated.

**Crime Prevention –** is an act to be done in order that a crime could not happen.

**CRIME PREVENTION MEASURES OUTSIDE THE HOUSE**

1. **Avoid walking alone.** Walk near the curb and don’t pass too close to shrubbery, dark walkways, and other concealed places.
2. **Carry a whistle in your hand which is ready to use when sensing trouble to catch attention.** If someone is following you, immediately cross the street and use the whistle.
3. **Don’t accept rides from strangers.** If a vehicle approaches and you are threatened, turn and run in the opposite direction.
4. **When arriving home by taxi, or private car, request the driver to wait until you have entered your house.**
5. **Don’t display money or credit cards.** Unless absolutely necessary, never wear expensive jewelry or carry large amount of money.
6. **Have your keys ready so that you can open your house door immediately.** If a door or window has been forcibly opened or broken while you were absent, do not enter your house or call out. Someone may still be inside. Use a neighbor’s phone immediately to call the police or barangay tanod.

**CRIME PREVENTION AT HOME**

1. Make sure the family members know the general whereabouts of everyone for the day.
2. Instruct all family members, most especially the young children and household help not to entertain strangers at the gate or on the phone.
3. Verify the identity of the caller on the phone before giving any information.
4. Inform the family members, including the house hold help of the persons or numbers to be contacted in an emergency, or if there is any suspicious characters at your door or on the phone.
5. Household help applicant whose identity is not known to any members of the family or any close relative or friends, must be asked to present a police clearance and ID pictures.

**CRIME PREVENTION TIPS FOR YOUNGSTERS**

1. Do not accept invitations or gifts from strangers.
2. Go straight home after class.
3. Report suspicious characters around the house or school to someone in authority.
4. Watch movies or attend parties in groups.
5. Inform your parents, guardians and elders about your whereabouts and whom you are with for communications and safety purposes.
6. Avoid vices like: drugs, drinking sprees and gambling that attract bad elements.
7. Keep your personal belongings in safe places before leaving the house or dormitories.
8. Avoid loitering in dark places.

**WHAT TO DO AFTER THE OCCURRENCE OF A CRIME**

The Scene of the Crime Operatives (SOCO) – are needed to conduct thorough investigations on the crime scene, since they are the ones who have the technical knowledge and equipment to gather sufficient and reliable information and evidences.

**SECTION SIX: COMMON CRIMINAL ACTS**

**CRIME AGAINST A PERSON**

1. **Physical Injury.** An injury that is done, either intentionally or unintentionally by an individual, by the force of nature or by moving objects resulting to an injury in any part of a person’s body.
2. **Homicide.** The unlawful killing of a person without direct intent.
3. **Murder.** The unlawful killing of another human being with direct intent or aforethought.

**CRIME AGAINST PROPERTY**

1. **Robbery.** An act of unlawfully taking one’s property with the use of force and intimidation.
2. **Theft.** An act of unlawfully taking one’s property but in the absence of direct intent, force, or intimidation.
3. **Arson.** Unlawful and deliberate burning of one’s property.

**CRIME AGAINST CHASTITY**

1. **Rape.** An unwanted of forces sexual intercourse. When a victim is a minor, it is called **statutory** **rape** which carries a more severe punishment.
2. **Sexual Harassment.** The act of soliciting or demanding, either directly or indirectly, sexual favors by a person of higher stature than the victim.
3. **Act of Lasciviousness.** An act of maliciously kissing or touching any part of the body of another person against her will.

**SUBJECT: NSTP III**

**MODULE 3: LEADERSHIP**

**LEARNING OBJECTIVES:**

1. The students should be able to gain knowledge on the nature and complexities of the leadership process.
2. The students should be able to share views on the leadership philosophies of certain leaders.
3. The students should be able to practice leadership both inside and outside the school.

**INTRODUCTION:**

**Difference between a leader and a boss.**

A **boss** manages their employees, while a **leader** inspires them to innovate, think creatively, and strive for perfection. Every team has a **boss**, but what people need **is** a **leader** who will help them achieve greatness.

**DISCUSSION PROPER:**

**I-THE LEADERSHIP PROCESS**

**What is leadership?**

* Leadership is the process of influencing, motivating, and enabling people to perform at the level necessary in achieving the group’s or organization’s pre-stated goals
* Leadership does not always involve changing the mindset of the members, but also creating an environment that will bring out the best in each individual.
* Effective leadership capability is developed through a never ending process of self-study, training and hands-on application.

**IMPORTANT ELEMENTS IN THE LEADERSHIP PROCESS**

**1. INFLUENCING**

The members’ work attitude is being patterned after that of the leader’s which is reflective of the members’ trust and confidence of the latter’s leadership capability.

**2. MOTIVATING**

The leader motivates the group by letting each member know the importance of each task towards the attainment of the group’s goals in the members’ personal gain.

**3. GOAL ACHIEVEMENT**

The leader must have to ensure that every action taken by the group is aimed toward the attainment of the pre-established goals and objectives.

**Everyone can be a leader, but not everyone has capable to lead.**

**II-THE LEADERSHIP APPROACHES**

**LEADERSHIP STYLE**

**1. Authoritarian or Dictatorial**

**The leader is very much task-oriented accomplishes task through threat of punishment.**

**2. Democratic or Consultative**

**The leader is more people-oriented and encourages suggestions from members through a system of consultation.**

**3. Free-reign or Laissez-faire**

**The leader is depending more on subordinates for decisions and the implementation of work plan.**

**Factors That Influence The Leader’s Choice Of Leadership Style**

1. **The leader’s training and experience.**
2. **The subordinates’ abilities (both mental and physical), and experiences.**
3. **The nature and structure of the organization, the resources and the environment (both physical and social).**

**III-KNOWN LEADERS**

1. **George Washington (1732-1799)**

He led America’s Continental Army to victory over Britain in the American Revolutionary war (1775-1783). Following the end of the war in 1783, Washington retired to his plantation on Mount Vernon, to live a private life away from politics. He presided over the Constitutional Convention which drafted the US Constitution in 1787.

Washington became the United States 1st President and served two four-years terms. And because of his significant contribution to the founding of the United States of America, he became known as the *Father of the Nation*.

1. **Adolf Hitler (1889-1945)**

He became leader of Nationalist ***Socialist German Workers Party*** popularly known as the ***Nazi Party*** prior to becoming the leader of Germany.

He gained power while Germany was facing crisis after the country’s defeat in the 1st World War. Hitler ruled with absolute authority and pursued an aggressive foreign policy with the intention of expanding Germany. Germany annexed Austria, the Czech lands and invaded Poland, which dragged the entire Europe in another full scale war. Thus, the 2nd World War started.

Hitler’s aggressive policies had culminated in the killing of approximately 11 million people, including the genocide of some six million Jews. In what is now known as the ***Holocaust.*** In the final days of the war, Hitler, along with his wife, Eva Braun, committed suicide in his under ground bunker, as the city was overrun by the Red Army of the Soviet Union.

1. **Mahatma Gandhi (1869-1948)**

Mohandas Karamchand Gandhi was a major political and spiritual leader of India. He is recognized as the ***Father of the Nation*** for spearheading the national campaign for his country’s independence from British domination. He pioneered the ***Satyagraha*** or the resistance of tyranny through mass civil disobedience founded upon the principle of total non-violence.

Gandhi organized the poor farmers and laborers to protest against oppressive taxation and wide spread discrimination. He led nationwide campaigns for the alleviation of poverty, for the liberation of women, for brotherhood among different religions and ethnicities, for an end to untouchability and caste discrimination, and for economic self-sufficiency of the nation.

1. **Martin Luther King Jr. (1929-1968)**

A Baptist minister and leader of the American civil right movement. He led the African-Americans in the struggle against discrimination. On the 100th anniversary of Abraham Lincoln’s Emancipation Proclamation in 1963, King organized a march in Washington, D.C that drew 200,000 people demanding equal rights for minorities.

In 1964, King became the youngest man to be awarded the ***Nobel Peace Prize*** for his work as a peacemaker, promoting non-violence and equal treatment for the different races. But on April 4, 1968, King was assassinated in Memphis, Tennessee.

1. **Pope John Paul II (1920-2005)**

Reigned as Pope of the Catholic Church and head of the sovereign state of Vatican City from October 16, 1978, until his death more than 26 years later. He is the only polish pope, and was the first non-Italian pope since the German Adrian VI in the 1520s.

On the April 2, 2005 at 9:37pm local time, Pope John Paul II died in the Papal Apartment while a vast crowd kept vigil in Saint Peter’s Square below. Millions of people including the leaders of different nations flocked to Rome to pay their respect.

1. **Ferdinand E. Marcos (1917-1989)**

He served the longest term in history as president of the Philippines. His good visions and policies for the country were overshadowed by many issues on cronyism, massive craft, corruption and violation of human rights. Marcos’ regime was overthrown in the 1986 popular uprising known as the ***Edsa People Power Revolt*** which forced his entire family to flee to Hawaii.

He died on exile in Hawaii at 1989 and up to the present, his wish of buried at ***Libingan ng mga Bayani*** is still awaiting nod of government. Until now, his family is facing many charges in anti-graft court as part of the effort of the government to recover all the wealth his family had amassed during his reign in power.

**SUBJECT: NSTP III**

**MODULE 6: DRUG EDUCATION**

**LEARNING OBJECTIVES :**

1. The students should be able to know the social causes and effects of drug addiction.
2. The students should be able to identify and cite the effects of some common addictive substances.
3. The students should be able to share insights on how drug addiction may be prevented.

**INTRODUCTION:**

**Drug education** is the planned provision of information, resources, and skills relevant to living in a world where [psychoactive substances](https://en.wikipedia.org/wiki/Drugs) are widely available and commonly used for a variety of both medical and non-medical purposes, some of which may lead to harms such as [overdose](https://en.wikipedia.org/wiki/Drug_overdose), [injury](https://en.wikipedia.org/wiki/Injury), infectious [disease](https://en.wikipedia.org/wiki/Disease) (such as [HIV](https://en.wikipedia.org/wiki/HIV) or [hepatitis C](https://en.wikipedia.org/wiki/Hepatitis_C)).

**DISCUSSION HIGHLIGHTS:**

**Section 1: SUBSTANCE ABUSE**

* 1. DRUG. A substance used in treatment of health disorder.
* 2. DRUG ABUSE. The consumption of any regulated or prohibited substance without proper advice from competent authorities.
* 3. DRUG ADDICTION - The state of chronic intoxication caused by repeated and improper consumption of any regulated or prohibited substance.
* It is characterized by:
* A. An overpowering desire to take the substance
* B. A tendency to increase the dosage.
* C. A psychological and physical dependence on the substance.
* 4. DRUG DEPENDENCE- The state of uncontrollable drive to take a particular substance to achieve physical and psychological stability following a continuous but improper use of the same substance.
* 5. DRUG TOLERANCE- A condition in which the body builds up a resistance to the effects of drugs, so that larger quantities are needed to obtain the same effect.
* 6. WITHDRAWAL SYNDROME -The condition in which the user become uncomfortable and very irritable as an after effect of the drug taken.

**CLASSIFICATIONS OF DANGEROUS SUBSTANCE**

* 1. PROHIBITED DRUGS -Substances that are highly dangerous when taken without proper authorization.
* 2. REGULATED DRUGS -Substances that have great medicinal value but potentially harmful when taken without proper authorization and needed to be administered by doctors.

**COMMON SIGNS OF SUBSTANCE ABUSE**

* 1. Irritability, discourteous, defiant and aggressive behavior.
* 2. Untrustworthy and lack of self-confidence.
* 3. Unhealthy and disinterested about his grooming and appearance.
* 4. Has low frustration tolerance.
* 5. Loses interest in studies and work.
* 6. Sudden change of habits.
* 7. Inappropriate eye pupil dilation and contraction.
* 8. Prefers to be in a company of bad elements.
* 9. Inappropriate wearing of sunglasses.
* 10. Reduced or impaired physical activities.

**COMMON REASONS WHY PEOPLE TURN INTO DRUGS**

* 1. Lack of parental guidance.
* 2. To escape from problems.
* 3. Curiosity about its effects.
* 4. To be accepted in group or peer pressure.
* 5. Ignorance on the effects of substance.
* 6. To emulate a negative role model.
* 7. Lack of outlets for other interests.
* 8. Lack of self-confidence.
* 9. Depression and frustrations.
* 10. To stay awake, alert and full of vigor.

**Section 2: BASIC CLASSIFICATIONS OF ADDICITIVE SUBSTANCE**

* 1. NARCOTICS. Drugs that produce sleep or stupor and relieve pain due to their depressant effect on the central nervous system. They can be fatal, and long term users may develop collapsed veins, liver diseases and long complications.
* EXAMPLES OF NARCOTICS DRUGS
* a. OPIUM. Formed from the latex released by lacerating the immature seed pods of opium poppies.
* b. MORPHINE. A highly potent and highly addictive opiate analgesic drug that acts directly to central nervous system.
* c. CODEINE. Also known as *methylmorphine* is an opiate used for its analgesic and anti-diarrheal properties.
* d. HEROIN. An addictive drug that is processed from morphine and usually appears as a white or brown powder. Short-term effects include a surge of euphoria followed alternately wakeful and drowsy states and cloudy mental functioning.
* 2. DEPRESSANTS OR SEDATIVES. Chemicals that work on the central nervous system and depress its activity resulting in calmness, relaxation, reduction of anxiety and sleepiness, slowed breathing, slurred speech, staggering gait, poor judgment, and slow, uncertain reflexes. Referred to as downers.
* EXAMPLES OF DEPRESSANTS OR SEDATIVES
* a. BARBITURATES. Drugs that act as a central nervous system depressants. They produce different effects from mild sedation to anesthesia.
* b. ALCOHOL. Toxic chemical compound with a distinctive perfume-like odor and is usually contained in beverages. It warms the body and has depressant effect, especially when taken in large amount.
* 3. STIMULANTS. Drugs which increase mental alertness, relieve fatigue, and offset drowsiness also known as uppers.
* EXAMPLES OF STIMULANTS
* A. AMPHETAMINES. These come in a yellowish crystal either in tablet or capsule form. They produce euphoria, sleeplessness and loss of appetite
* B. COCAINE. The most potent stimulant of natural origin. It is extracted from the leaves of the coca plant which is grown in the Andean highland of South America. Cocaine comes in the form of crystalline and inhaled through nose.
* C. SHABU. A white odorless crystal or crystalline powder with a bitter numbing taste. It is the street name for the chemical substance known as Methamphetamine HCL. It also popularly know as poor man's cocaine.
* D. CAFFEINE. An element commonly found in coffee which prevents sleepiness.
* E. NICOTINE. An element found in cigars and cigarette which can relieve emotional stress.
* 4. HALLUCINOGENS. Are a diverse group of drugs that alter perception, thoughts, and feelings. They cause hallucinations, or sensations and images that seem real, but they are not.
* A. LYSERGIC ACID DIETHYLAMIDE-25 or LSD. Lysergic acid diethylamide, also known colloquially as acid, is a hallucinogenic drug. Effects typically include altered thoughts, feelings, and awareness of one's surroundings. Many users see or hear things that do not exist.
* B. MARIJUANA. Cannabis, also known as marijuana among other names, is a psychoactive drug from the Cannabis plant used primarily for medical or recreational purposes.
* C. ECSTACY. Ecstasy or molly, is a psychoactive drug primarily used for recreational purposes. The desired effects include altered sensations, increased energy, empathy, as well as pleasure. When taken by mouth, effects begin in 30 to 45 minutes and last 3 to 6 hours.
* 5. INHALANTS. Inhalants are a variety of psychoactive substances that are primarily inhaled. Teens are the most likely to abuse inhalants. Though inhalant addiction is not common, its effects can still be fatally damaging to those who are afflicted.
* A. SOLVENTS. Solvents are liquids that vaporize at room temperature. These organic solvents can be inhaled for psychoactive effects and are present in many domestic and industrial products such as glue, aerosol, paints, industrial solvents, lacquer thinners, gasoline, and cleaning fluids.
* B. CONTACT CEMENT. Aromatic solvents to alleviate their hunger, and resulting in crime to fund their addiction.
* C. ACETONE. Acetone or propanone, is a liquid solvent used to remove nail polish or glue.
* **EFFECTS OF DRUG ABUSE TO AN INDIVIDUAL**
* 1. MALNUTRITION. As an addiction takes hold and grows, other aspects of life become less of a priority. Relationships, work, even food, can all suffer in the face of drug or alcohol abuse. That may explain the correlation between addiction and malnutrition. For some, it’s related to the loss of appetite brought on by alcohol or drugs like heroin. In other ways, it’s just practical: If someone isn’t taking care of themselves in other ways, they aren’t watching their nutrition either.
* 2. PANIC REACTION. Prolonged harmful reaction include anxiety and depressive states can lead to injury and death.
* 3. PHYSICAL DAMAGES. Liver and kidney damages may result when taken in a large quantities and habitual state.
* **OTHER EFFECTS OF DRUG ABUSE TO AN INDIVIDUAL**
* MENTAL HEALTH ISSUE
* -FINANCIAL ISSUE
* -BROKEN RELATIONSHIPS
* -DRUG OVERDOSE
* -LEGAL ISSUES
* -DRIVING ISSUES

**Section 3: DRUG PREVENTION MEASURES**

**GOVERNMENT RESPONSIBILITIES**

* 1. There must be a clear anti-drug policies and make sure that these policies are being observed and laws strictly enforced.
* 2. Government must provide adequate programs and facilities for total development especially of young individuals.
* 3. Implement or encourage programs that will strengthen the moral fiber of the society.

**PARENTAL RESPONSIBILITIES**

1. Have time for the children.

2. Help young individuals gain self-confidence.

3. Encourage the children to participate in socially, emotionally, morally, physically, mentally, and spiritually enriching activities in the school or in the community.

4. Encourage the children to plan for a sound future.

5. Help them to appreciate the value of good health and healthy lifestyle.

**INDIVIDUAL’S RESPONSIBILITIES**

1. Learn to say NO even when the one offering is your close friend or relative.

2. Learn how to deal with negative feelings and emotions.

3. Talk to someone who can be trusted if you need advice for your problems.

4. Learn to socialize.

5. Enhance your special talents and explore new interests and hobbies.

**THE FOUR PILLARS OF ACTION AGAINST ILLEGAL DRUGS**

The Government's national anti-drug strategy involves four pillars of action, patterned after that of the ASEAN + China Cooperative Operations in Response to Dangerous Drugs (ACCORD).

1. SUPPLY REDUCTION. The objective of supply reduction is to take away the drugs from the person through market denial operations and prevention of diversion of these drugs to the illicit markets.

2. DEMAND REDUCTION. It is geared towards reducing the consumer's demand for drugs and other substances.

3. ALTERNATIVE DEVELOPMENT. It aims to reduce production of marijuana and eventually eliminate its cultivation through sustainable rural development and alternative livelihood programs and other socio-economic programs.

4. CIVIC AWARENESS. Promotion of Civic Awareness is done through the use of a public communication strategy that utilizes the tri-media in conveying anti-drug abuse messages and through the conduct of community outreach programs that also deal on the evils of drug abuse and legal consequences of being involved in illegal drugs.

**PROHIBITED ACTS AS PROVIDED IN COMPREHENSIVE DANGEROUS DRUGS LAW (R.A 9165)**

**PROHIBITED ACTS**

* 1. Use of illegal drugs.
* 2. Possession of illegal drugs.
* 3. Possession of instruments and other drug paraphernalia.
* 4. Manufacturing of illegal drugs or any chemicals used as raw materials.
* 5. Selling or distribution of instruments or chemicals used in the manufacture of illegal drugs.
* 6. Maintaining a place used in drug sessions or selling of illegal drugs.

**GENERAL INFORMATION ON RANDOM DRUG TESTING FOR TERTIARY STUDENTS**

1. What is the legal basis for the conduct of the random drug testing for tertiary students? - Article 3 Section 36 (c) of Republic Act No. 9165, otherwise known as the "Comprehensive Dangerous Act of 2002".

**2. What are the objectives of random drug testing?**

-The random drug testing will be conducted for the following purposes:

**A**. To determine the prevalence of drug users among students.

**B.** To assess the effectiveness of school-based and community-based prevention programs.

**C.** To differ the use of illegal drugs.

**D.** To facilitate the rehabilitation of drug users and dependents; and

**E.** To strengthen the collaboration efforts of identified agencies against the use of illegal drugs and the rehabilitation of drug users and dependents.

**3. Who are going to be tested?**

Students in public and private, tertiary/higher education institutions.

**4. What agencies are participating in this endeavor?**

1. Department of Education (DepEd)
2. Commission on Higher Education (CHED)
3. Technical Education and Skills Development Authority (TESDA)

**5. Do these agencies have the capabilities to conduct the drug testing?**

The conduct of drug testing is not responsibility of the said (3) agencies, but they have to coordinate closely with the DOH-Accredited Testing Centers/Laboratories that will do the testing in the schools. The school, through its respective health personnel, shall assist the Drug Testing Laboratory in the conduct of test.

**6. What, therefore, are the responsibilities of CHED with regard to the implementation of this program?**

The three (3) major participating agencies shall:

1. Issue an appropriate order informing all schools about the gov’t actions against dangerous drugs
2. Formulate and conduct training programs on drug counseling for guidance counselors to enhance their skills in handling drug dependency cases.

**7. Is there really a need to implement a program of this kind?**

The program shall be implemented primarily for the prevention of drug dependency and rehab of drug users and dependents.

**8. Since the selection is at random, how will the selection done?**

The selection shall be through lottery based upon the decision of Selection Board.

**9. Who compose the Selection Board?**

The selection board shall be the board constituted at the level of the school composed of the Drug Testing Coordinator as chairperson, one representative each from the students, faculty and parents as members.

**10. Who shall be the Drug Testing Coordinator?**

It shall be the President/Chief Executive Officer in tertiary/higher education institutions.

**11. What are the responsibilities of the Drug Testing Coordinator?**

The Drug Testing Coordinator shall:

1. Convene the Selection Board within five days from the receipt of notice from the Supervising Agency stating the school is included in the program

Ensure the confidentiality and integrity of random drug testing for the students, teachers, administrators and personnel of the school.

**12. If found to be positive of drugs, the students may be a subject of discrimination among his schoolmates. How will this concern be prevented?**

Nobody will know the result of the drug test except the Drug Testing Coordinator. The results of the test shall be treated with utmost confidentiality. No school shall post or publish the results whether positive or negative.

**13. If found to be positive of drug dependency, will the student be expelled from the school?**

A positive confirmatory drug test shall not be a ground for expulsion or any disciplinary action against the student. But will only be given sanctions as provided by the school and can be re-enroll again (for Private schools).

**14. How is the process of rehabilitation done?**

It includes after-care and follow-up treatment directed towards the physical, emotional/psychological, vocation, social and spiritual change/enhancement of a drug dependent to enable him/her develop his/her capabilities and potentials and to become a law abiding citizen.

**15. Who selects the Drug Counselor of the school and what are his/her tasks?**

The Drug Testing Coordinator shall designate a Drug Counselor, a person trained in the techniques of guidance and counseling particularly dealing with cases of drug dependency.

**16. If after the counseling period the student shows no sign of improvement, what will be the next step?**

If the student fails the drug test the second time, the DOH-accredited facility or physician may make a recommendation to the student, parent, and Drug Testing Coordinator to have the student referred to a DOH-accredited facility suited to the student’s level of dependency.

**17. Can it be detected if the student is using drugs for medical treatment purposes and not for illegal use of drug?**

Prior to testing, the selected students shall be asked to reveal the prescription medicines, vitamins, food supplements that they had ingested within the past five (5) days.

**18. What if a student selected for the drug testing refuses to undergo such test? Will he be penalized for such an act?**

Students who refuse to undergo random drug testing shall be dealt with the rules and regulations of the schools; provided that at no time shall refusal to undergo testing give rise to presumption of drug use and that school shall impose sanctions on such refusal.

**19. Who pays for the drug test?**

The government shoulders the costs of random drug testing of students.

**[Start NSTP Finals]**

**SUBJECT: NSTP III**

**MODULE 5 - Environment and Solid Waste Management** (Section 1, 2, 3 & 4)

**LEARNING OBJECTIVES:**

1. The students should be able to gain important knowledge on the various aspects of the physical environment.
2. The students should be able to identify the causes and effects of environmental problems.
3. The students should be able to present and put into practice ways of combating environmental problems.

**INTRODUCTION:**

Maintaining a balanced environment is essential to the continuance of life. When we destroy or allow the destruction of the environment, we contribute to the destruction of life forms here in our planet.

**DISCUSSION PROPER:**

**SECTION 1: THE PHYSICAL ENVIRONMENT**

**THE CONCEPT OF THE ENVIRONMENT**

**1. ENVIRONMENT -** refers to everything that surrounds us. It includes the natural world as well as the things produced by humans.

**2. BIODIVERSITY -** refers to the number of species of plants and animals in a given community. The variety of species existing in different ecosystem provide protection and stability in the environment.

**3. ECOLOGY -** is the study on how living things interact and depend on each other.

**4. ECOSYSTEM -** pertains to symbiotic relationship between organisms and species within one particular area in which each depends on each other to support the continuance of life.

**5. ENERGY FLOW -** pertains to the process involving of the transfer of energy from one source to another. Living organisms need nourishment from different sourced like sunlight, water and food in order to have enough energy to stay existence and perform their basic natural functions.

**CLASSIFICATION OF CONSUMERS**

1. Herbivores - Consumers that eat plants only.
2. Carnivores - Consumers that eat meat only.
3. Omnivores - Consumers that eat both plants and meat.
4. Decomposers - Consumers that get their food from the dead organisms and provide nutrients to the plants.

**6. SUCCESSION -** is a regular pattern of changes over time in a type of species in a certain ecosystem. The process of change may take over hundred of years. Various factors may cause the process of succession like reduction or lost of the nourishment and destruction of habitat. The final or stable that is left undisturbed is called **the climax community.**

**LEVELS OF ORGANIZATION WITHIN AN ECOSYSTEM**

1. ORGANISM - individual living thing.
2. SPECIES - group of organisms that are able to reproduce together, sharing common genes therefore resemble each other.
3. POPULATION - group of individuals of the same species living in a particular place.
4. COMMUNITY - group of interacting populations of different species.

**INTERACTION OF ORGANISM IN AN ECOSYSTEM**

1. PREDATION – One organism skills and eats another organism. The organism that is eaten the prey and the other is called the predator.

2. COMPETITION – Two or more species attempt to use limited resources.

3. PARASITISM – Feeding on another organism without immediately killing it. The parasite takes its nourishment from another organism known as the host.

4. MUTUALISM – There is a cooperative partnership between two species where both are equally benefitted

5. COMMENSALISM – A relationship in which one species benefits and the other is neither harmed nor helped.

**Ways of Adopting to the Environment**

1. EVOLUTION BY NATURAL SELECTION – the lost or acquisition of a particular trait including changes in genetic characteristic due primarily to the changes in the environment and unequal survival or reproduction of certain species.

2. CO-EVOLUTION – Two or more species evolve in response to each other.

3. EXTINCTION – The irreversible disappearance of a population or species due mostly to the destruction of natural habitat and the lost of sources of nourishment.

**SECTION 2: AIR AND CLIMATE CHANGE**

**WHAT IS AIR?**

It is the invisible mixture of gases (such as nitrogen and oxygen) that surrounds the Earth and that people and animals breathe. : the space or sky that is filled with air.

**Earlier, the air we breathe is used to be pure and fresh. But, due to increasing of industrialization and concentration of poisonous gases in the environment, the air is getting more and more toxic day by day. Also, these gases are the cause of many respiratory and other diseases.**

**General Classification of Sources in Air Pollutants**

1. Mobile source - includes sources that move from place to place, carrying with them pollutants that affect any area they pass by. Common examples of this are motor vehicles that run through fossil fuels.
2. Stationary source - pertains to the sources of harmful contaminants which are stationed in one place. Examples are power plants and or factories which use chemicals and fossil fuels.
3. Area source - includes sources not mentioned above, such as smoking, cooking, burning of garbage, dust from construction and unpaved grounds and many more.

The top five killer diseases in the Philippines are air pollution-related. These diseases are heart, pulmonary and cardiovascular diseases, tuberculosis, and cancer. According to some studies, 70% to 90% of these diseases are cause by pollutions emitted by mobile sources.

**MAJOR AIR POLLUTANT**

1. Oxides of Carbon (COx)

2. OXIDES OF SULPHUR (SOX)

3. OXIDES OF NITROGEN (NOX)

4. HYDROCARBONS (HCS)

5. OTHER ORGANIC COMPOUNDS

6. METALS AND OTHER INORGANIC COMPOUNDS

7. LIQUID DROPLETS

8. SUSPENDED PARTICULATE MATTER (SPM-SOLID PARTICLES)

9. PHOTOCHEMICAL OXIDANTS

**THE GREENHOUSE EFFECT**

Greenhouse effect is a condition in which radiation from sun freely enters the earth's surface, causing adverse effect to the biosphere. Ozone shield is supposed to filter UV rays and allow them to bounce back out to the universe. But the presence of greenhouse gases in the atmosphere is disrupting this natural order by trapping these harmful radiation causing the temperature on the earth surface to rise up, resulting to global warming. Common examples of greenhouse gases are carbon dioxide, Nitrous Oxide, Chlorofluorocarbons, and methane.

**CLIMATE CHANGE**

For thousands of years, the temperature and the balance of greenhouse gases have stayed just right for humans, animals and plants to survive. Today, we are having problems keeping this balance because we are releasing more greenhouse gases into the atmosphere, such as carbon dioxide, chlorofluorocarbons, methane, and nitrous oxide in significant amounts.

The earth’s climate has changed drastically in the past since the prehistoric ice ages. Those changes, however, occurred over hundreds or thousands of years while the present changes in the earth’s climate are taking place in a faster phase.

**EFFECTS OF GLOBAL WARMING**

1. Health problems which include hypertension and heat stroke, skin cancer, respiratory infection and eye problems.
2. More severe weather events, like drought, typhoons, very warm summer , soil erosions and tornadoes.
3. Forest and grassland fires.
4. Damage to water sources.
5. Loss of balance in the ecosystem.

**REDUCING THE RISK OF GLOBAL WARMING**

1. Save electricity and turn to renewable sources of energy.
2. Minimize the use of papers and their by-products.
3. Walk or bike for short-distance and take the mass transport system for longer trips.
4. Regularly maintain vehicle engines.
5. Save the forests and promote green spaces.
6. Avoid using products that contain chemicals harmful to the atmosphere.

**Republic Act No. 8749 - The Philippine Clean Air Act of 1999**

It is a law enacted by the government in response to the growing call for measures necessary to counter the worsening problems on air pollution. It provides for a comprehensive air pollution control policy in the Philippines.

**Guiding Principles of Clean Air Act**

1. Protect and advance the right of people to a balanced and healthful ecology.

2. Promote and protect the global environment while recognizing the primary responsibility of local government units to deal with environmental problems.

3. Recognize that the responsibility of cleaning the environment is primarily area-based.

4. Recognize that *polluters* must pay.

5. Recognize that working towards a clean and healthy environment is the concern of all.

**Section 3: WATER RESOURCES**

WATER - occupies the 3/4 of the earth's surface, All living creatures need water to survive , Water keeps the human body healthy & essential to sustain life, human body is 75% water.

**Some Importance of Water**

All living creatures need water to survive

Water keeps the human body healthy

Water helps the environment in keeping up with ambient temperature

**5 COMMON CAUSES OF WATER POLLUTION**

**1.** **WASTE DISCHARGES** - domestic water-waste is the principle cause of pollution of the different water bodies.

**2.** **HEAT (THERMAL POLLUTION)** - the rise in the temperature of water can cause a body of water to dry up.

**3.** **HARMFUL CHEMICALS** - from pesticides and mining sites

**4.** **SILTATION** -water that flows from the higher grounds like denuded mountains carries some small particles of soil containing minerals that can be toxic when it reaches the waterways.

**5.** **EUTHROPICATION** - It is a condition in which the amount of oxygen in the water is reduce due to the increase presence of bacteria.

**THE PHILIPPINE CLEAN WATER ACT OF 2004 (REPUBLIC ACT NO. 9275)**

-The law aims to protect the country's water bodies from becoming polluted by land-based sources. It provides for comprehensive and integrated strategy to prevent and minimize pollution through a multi-sectoral and participatory approach involving all stakeholders.

**HIGHLIGHTS OF CLEAN WATER ACT**

1. Management of water quality will either be based on watershed, river, basin or water resources region.

2. Management will be localized. Multi-sectoral governing boards composed of representatives of mayor and governors as well as local government units, representatives of relevant national government agencies, duly registered non-government organizations, the concerned water utility sector and the business sector will be established to address water quality issues within their jurisdiction.

3. All owners or operators of facilities that discharge waste-water are required to get a permit to discharge from DENR or the Laguna Lake Development Authority.

4. The Department of Public Works and Highways (DPWH) will prepare a national program on sewage or septage management not later than 12 months from the effectivity of the Act. LGU’s are to provide the land including the right of way roads for the construction of sewage and or septage treatment facilities and raise funds for the operations and maintenance of said facilities. The Department of Health (DOH) will formulate guidance and standards for the collection, treatment and disposal of sewage as well as the guidelines for the establishment and operation of centralized sewage treatment system.

5. Anyone discharging waste-water into a water body will have to pay a waste-water charge. This economic instrument is expected to encourage investments in cleaner production and pollution control technologies to reduce the amount of pollutants generated and discharged.

**SECTION 4 – SOLID WASTE MANAGEMENT**

Land represents the solid section of the earth’s surface. It is where humans build houses or grow crops to support existence. Decomposers found at the surface of the soil transform waste organic materials into nutrients needed by plants to grow or bear fruits for the consumption of different organisms including humans.

Non-Biodegradable solid wastes and toxic chemicals render the soil useless for growing crops and supporting other plant-species essential to maintaining balance in the environment. Harmful contaminants can kill organisms acting as decomposers.

**THE FOUR CLASSIFICATIONS OF SOLID WASTES**

1. ORGANIC/BIODEGRADABLE - Waste which may be transformed into plant nutrients through the process of composting.
2. NON-BIODEGRADABLE/RECYCLABLE - Waste materials which may be utilized as raw materials in the manufacture of new products.
3. NON-BIODEGRADABLE/ NON-RECYCLABLE - Waste materials which are harmful to the soil and may not be utilized as raw materials for new products.
4. HAZARDOUS NON-RECYCLABLE - Waste materials which require treatment using applicable technologies before being disposed-off or used as raw materials for new products.

**STEPS TO PROPER WASTE MANAGEMENT**

Step 1. Sort your garbage into a few different bins.

Step 2. Bring any garbage that can be reused, such as toys or clothing, to a secondhand store to be resold.

Step 3. Take recyclables such as glass, plastics and paper to a local recycling center.

Step 4. Turn food into compost

Step 5. Leave the bin in sight for garbage collectors on your pick up day.

**THE FOUR R'S OF WASTE MANAGEMENT**

1. REDUCE
2. REUSE
3. RECYCLE
4. REFUSE

**WASTE SEGREGATION**

1. classify or sort waste right at the source.
2. some waste may no longer be recycled or reused.
3. each type must be separated from others by placing them in a container provided for each type.

**THE PROCESS OF COMPOSTING**

COMPOSTING - The natural process of converting solid biodegradable waste materials into plant nutrients by the organisms called decomposers. modern approaches for composting have been adapted for fast conversion of growing volume of solid wastes.

**STEPS IN COMPOSTING**

1. Prepare the compost bin. Make sure that containers are free from harmful chemicals such as petroleum.
2. Put a small amount of soil at the bottom of the bin, then place small amount of organic waste and cover with soil.
3. Sprinkle some water occasionally to help decomposers do their work faster.
4. Cover the compost bin in such a way enough air can still penetrate inside.
5. Stir the compost occasionally and see if composting process is completed. The process is complete when the substance turn dark brown already.
6. Modern method may be applied by using compost starter, happy soil, and deodorizers.

**REPUBLIC ACT 9003 - (ECOLOGICAL SOLID WASTE MANAGEMENT ACT OF 2000)**

This law provides the legal framework for the country's systematic comprehensive and ecological solid waste management program that shall ensure protection of public health and the environment. It also provides for the creation of National Solid Waste Management Commission (NSWMC), the National Ecology Center ( NEC ) and the Solid Waste Management Board in every province, city and municipality and in the country which are the mandated to formulate a National Solid Waste Management Framework; 10-year solid waste management plans by local government units consistent with the National Solid Waste Management Framework.

**SALIENT FEATURES OF R.A 9003**

1. Mandatory segregation of solid waste to be conducted primarily at the source such as household, institutional, industrial, commercial and agricultural sources.

2. Setting of minimum requirements to ensure systematic collection and transport of waste and the proper protection of the health of garbage collectors.

3. Promotion of eco-labeling in local products and services.

4. Prohibition of non-environmentally acceptable products and packaging including the importation of consumer products packaged in non environmentally acceptable materials.

5. Establishment of Material Recovery Facilities ( MRF ) for recyclable wastes in every barangay or cluster of barangays and the putting-up if reclamation or buy-back centers for toxic materials.

6. Prohibition against the use of open dumps and setting of guidelines/criteria for the establishment of controlled dumps and sanitary landfills.

7. Prohibition on littering, throwing, dumping of waste materials in public like roads, sidewalks, canals, esteros, parks and establishment, including the open burning of solid waste.

8. Manufacture, distribution or use of non environmentally acceptable packaging materials.

9. Provision of rewards, inventive both fiscal and non-fiscal, financial assistance, grants and the like to encourage LGUs and the general public to undertake effective solid waste management.

10. Promotion of research on solid waste management and environmental education in the formal and non formal sectors.

SUBJECT: NSTP III

MODULE 7: Public Health

**LEARNING OBJECTIVES**

1. The students should be able to gain important knowledge on the concept of public health.
2. The students should be able to identify the common health problems in the community level as well as their causes.
3. The students should be able to present ways on how public health concerns may be addresses.

**INTRODUCTION:**

The health of the population as a whole, especially as the subject of government regulation and support.

A public health problem, therefore, is **a medical issue that affects a significant portion of a specific population**. Some examples include chronic illnesses like Type 2 diabetes, infectious diseases such as HIV and tuberculosis, mental health challenges, and even motor vehicle accidents.

**DISCUSSION HIGHLIGHTS:**

Section One - The Concept of Public Health

* Public Health - Involves *policies and actions designed to promote the overall health* of the people in a community.
* Hygiene - Refers to the *practices aimed towards preventing diseases and the maintenance of health* through cleanliness and healthy living.
* Sanitation - Pertains to the *hygienic practice* of waste disposal and keeping the environment within hygienic standards.
* Nutrition - Refers to the *balanced intake of the nutrients* necessary to enable the human body or parts of the body to perform its functions. Many Health problems may be prevented with a healthy diet.

**There are seven major classes of nutrients:**

Carbohydrates, Fats, Fiber, Minerals, Protein, Vitamins, and Water.

**MACRONUTRIENTS -** Needed in relatively large amounts

* Carbohydrates, Fats, Fiber, Protein, and Water
* Provide energy

**MICRONUTRIENTS -** Needed in smaller quantities

* Minerals, Vitamins
* Include antioxidants and phytochemicals

*Most food contain a mix of some all of the nutrient classes. Some nutrients are required regularly, while others are needed only occasionally.*

**Causes of Malnutrition**

1. Lack of sufficient budget for food
2. Lack of knowledge on the nutritional values of foods
3. Lack of knowledge on proper food preparations
4. Incorrect feeding practices
5. Unavailability of nutritious food or food shortage

**Malnutrition -** refers to deficiencies, excesses, or imbalances in a person's intake of energy and/or nutrients.

**Effects** of **Malnutrition** to Children

1. Weak body resistance
2. Weak mental capability
3. Derailed Growth

**Things to know about Breast-feeding**

1. Breast milk is the most nutritious and complete food for infants
2. **Colostrum** (first drop milk from the mother) are rich in antibodies needed by infants to strengthen their resistance against infections
3. Breast-feeding helps in the fast recovery of mother’s health after giving birth
4. It makes the infant closer to the mother
5. Breast- feeding must begin immediately after the child

**Section Two - Common Health Problems**

Examples of Common Communicable Diseases

1. Sore Eyes - Caused by a virus in which the surface of the eyeball and the inside of the eyelids become inflamed. It may be transferred by hand contacts.
2. Chicken Pox - Highly contagious disease which affects young ones during their early years, but is more severe in adults. Infection is easily spread via airborne droplets that are exhaled or expelled causing outbreaks in places where there are person-to-person contacts. Health centers offer free vaccination against chicken pox.
3. Cholera or El Tor - Contagious and serious disease which is an infection of small intestine, characterized by severe diarrhea that causes a person to lose up to half a liter of water an hour. It is caused by germs taken into the body through food and drinks. Rats, cockroaches, flies and ants are common carriers or cholera. Common symptoms are: pain in back or in the legs and arms, frequent bowel movement, vomiting and dehydration
4. Tuberculosis (TB) - A highly contagious bacterial infection usually affecting the lungs. This is a disease which is the most common cause of death in the Philippines. Symptoms are: Fever, sweating especially at night, malaise, weakness and poor appetite, chronic cough; blood in the sputum, chest pain, shortness of breath and swelling in the neck due to enlarged lymph nodes.
5. Typhoid Fever - A bacterial infection that first attacks the intestines and then spread to the liver, spleen and gall bladder. The disease is highly infectious, transmitted through contaminated water and food. Even after a person has recovered from typhoid fever, he may remain a carrier of bacteria for years. Typhoid fever can be fatal if not treated promptly. Symptoms are: Severe headache, cough, high fever, chills, loss of appetite, weakness, constipation and abdominal pain.
6. Diarrhea - Is a loose, watery stool. A person with diarrhea typically passes stool more than three times a day. Acute diarrhea is a common problem that usually lasts 1 or 2 days and goes away on its own without special treatment. Prolonged diarrhea persisting for more than 2 days may be a sign of a more serious problem and poses the risk of dehydration. Chronic diarrhea may be a feature of a chronic disease.

*Note: Vaccines for some common diseases are available for free at government health centers.*

Diarrhea can cause dehydration, a state which means that the body lacks enough fluid to function properly. Dehydration is particularly dangerous in children and older people and it must be treated promptly to avoid serious health problems.

The fluid and electrolytes lost during diarrhea need to be replaced promptly because the body cannot function without them. Electrolytes are the salts and minerals that affect the amount of water in your body muscle activity, and other important functions.

Liquids like broth and soups that contain sodium and fruit juices, soft fruits or vegetables that contain potassium, help restore electrolyte levels. Over-the-counter rehydration solution like Pedialyte is also a good electrolyte source and is especially recommended for use in children.

**Section** **Three - Sexually Transmitted Diseases (STDs)**

STDs are diseases or infections which are transmitted between humans by means of sexual contact. There are also instances in which some sexually transmitted infections are transmitted through birth, needles, breast- feeding or even by using public toilets.

1. Genital Herpes - Caused by the herpes simplex viruses type 1 (HSV-1) and type 2 (HSV-2). Signs typically appear as one or more blisters on or around the genitals or rectum. The blisters break, leaving tender ulcers (sores) that may take two or four weeks to heal the first time they occur. Typically, another outbreak can appear weeks or months after the first, but it almost always is less severe and shorter than the first outbreak.
2. Syphilis - Caused by the bacteria Treponema pallidum. Syphilis is passed from person to person through direct contact with a syphilis sore. Sores occurs mainly on the external genitals, vagina, anus, or in the rectum. Sores also can occur on the lips and in the mouth. Pregnant women with the disease can pass it to the babies they are carrying. Syphilis cannot be spread through contact with toilet seats, doorknobs, swimming pools, hot tubs, shared clothing, or eating utensils.
3. Gonorrhea - Caused by Nesseria gonorrheae, a bacterium that can grow easily in the warm, moist areas of the reproductive tract, including the cervix (opening to the womb), uterus (womb), and fallopian tubes (egg canals) in women, and in the urethra (urine canal) in women and men. The bacterium can also grow in the mouth, throat, eyes and anus.
4. Non-gonococcal Urethritis (NGU) - An inflammation of the urethra. The symptoms of which can include pain or a burning sensation upon urination, a white/cloudy discharge and a feeling that you need to pass urine frequently. There are instances that the infected person develops no symptoms.
5. Acquired Immune Deficiency Syndrome (AIDS)

**ACQUIRED** - The virus is acquired directly through sexual contact or through other body fluid from the person infected with HIV.

**IMMUNE** - It attacks the immune system, the body’s defense against illnesses.

**DEFICIENCY** - The body’s immune system become defenseless and unable to fight infections once AIDS sets in.

**SYNDROME** - Those sick with AIDS will develop a set of symptoms or d diseases as a result of a weakened immune system.

HIV stands for Human Immunodeficiency virus, the virus that causes AIDS. HIV is found in the blood and other body fluids such as semen, vaginal secretions and breast milk of mothers infected with the virus. A person can be infected with HIV for a long time (even up to 10 years) and not know it. Some people only find out that they have HIV when it has already developed into AIDS.

Because HIV attacks the immune system, people with HIV (or AIDS) can have several other illnesses, illnesses that the immune system could no longer fight that may lead to patient’s death. Disease that commonly afflict AIDS victims are pneumonia, diarrhea, tuberculosis, herpes and many more.

**Symptoms of AIDS**

1. Unexplained, continuous swelling of glands (for example, in the breasts; neck and armpits)
2. Soaking night sweats
3. Fever
4. Chills
5. Paralyzing fatigue
6. More than ten pounds of weight loss in less than two months
7. Diarrhea that lasts for several weeks

**Although these signs and symptoms may also indicate many other illnesses, it is best to consult the doctor immediately once they occur, There are blood tests that can determine if a person is infected with HIV.**

**How HIV/AIDS is Transmitted**

1. Through sexual contact, primarily unprotected vaginal or anal intercourse. Transmission through oral sex is also possible.
2. By sharing needles (used with syringes) such as those used as drug paraphernalia.
3. By receiving transfusions of HIV- infected blood
4. Through transplant of an HIV- infected organ
5. By using contaminated skin- piercing instruments like needles, syringes, razor blades, tattoo needles of circumcision instruments.
6. Through injury by contaminated needles or other sharp objects.
7. Through prenatal modes, which means passed from mother to infant during pregnancy, childbirth or breast- feeding
8. By getting the mucus membranes such as the eyes or open wounds splashed with infected blood or other body fluids.

***Note:*** *Materials and instruments like needles, razor blades and the like are only contaminated if they carry traces of blood or body fluids from an HIV- infected person.*

**Steps in Preventing AIDS**

1. Maintain a high sense of moral values.
2. Be Faithful to the partner.
3. Provide programs that will strengthen the family.
4. Stay away from bad vices and influences
5. Provide adequate programs and facilities designed to uphold total development of young individuals.
6. Use other acceptable methods prescribed by the government.

**Section** **Four -Dengue H- Fever**

**Dengue H- Fever**

Dengue Hemorrhagic-Fever is one of the common but serious infectious viral diseases found in sub-tropical countries like the Philippines. It is an infection carried by the Aedes Aegypti mosquito.

Young children and young adults are the ones commonly affected. And because the mosquito breeds so quickly, the disease can spread to cause an epidemic. Symptoms of dengue Il-fever change as the disease develops.

**Aedes Aegypti –**

Dengue fever is transmitted by the mosquito of the genus Aedes aegypti Aedes comes from the Greek term meaning unfriendly or unpleasant. True to its meaning. the mosquito is detested in anyone's household.

Aedes Aegypti bites during daytime and breeds in clear stagnant water. Possible breeding places include flower vases. old rubber tires. discarded open tin cans and water pails. It is characterized by white stripes on its thorax (body) and is smaller in size than the ordinary household mosquito.

The mosquito is usually found in tropics and subtropics. The adult mosquito rests the dark places of the house.

**Symptoms of Dengue H-Fever**

1. The patient experiences a sudden onset of high and prolonged fever. The fever may last up to seven days.
2. Joint and muscle pains which usually come during the initial Stage of infection.
3. Pain behind the eyes of which pain is especially evident when the patient moves his eyes.
4. Feebléness of weakness, is felt by the patient, and the movement of the entire or parts of the body will be very difficult.
5. Appearance of tiny red spots called petechiac. also known as masculo- papolar, on the skin. A dengue case usually reveals 20 in one cubic inch of the skin.
6. Nose bleeding after fever starts to wane.
7. Enlargement of the liver which will be evident at the abdominal area.
8. Vomiting of brownish to blackish discharge.
9. Dark-stained stools. Blood may also accompany the stools.

**Preventing Dengue through the Four O’clock Habit**

1. Keep drums, pails and other water containers covered to avoid breeding grounds for mosquitoes.
2. Replace water in the flower vase regularly.
3. Clean all the side portions of water storage at least once a week.
4. Roof gutters must be maintained in such a way that rain water freely towards the down spout.
5. Old tires used as weight to support roofs must be disposed or punctured.
6. Dispose all empty tin cans, bottles and other things that can that may serve as breeding ground for mosquitoes.
7. Say no to indiscriminate fogging.

**SUBJECT: NSTP III**

**MODULE 8 - ENTREPRENEURSHIP AND LIVELIHOOD**

**LEARNING OBJECTIVES:**

1. The students should be able to understand the contribution of small businesses to the development of the nation.
2. The students should be able to identify the potential of small businesses which are feasible in the community level.
3. The student should be able to share knowledge on how small businesses and livelihood programs may be promoted in the community level.

**SECTION ONE: ENTREPRENEURSHIP**

**WHAT IS ENTREPRENEURSHIP?**

It refers to the person's ability to produce, introduce and make accessible to the people alternative or new products and services in response to existing needs of prospective market with the primary purpose of gaining profit in the process.

**CONTRIBUTION OF ENTREPRENEURSHIP TO THE ECONOMY**

* ***1. Creating markets for existing or new products and services.*** They capitalize on their resourcefulness, creativity and persistence to create demands.
* ***2****.* ***Opening the market for untapped raw materials.*** This is usually driven by their desire to come up with original concept which they believe would be the best formula in winning the competition. Others will search for alternative materials or sources for cost cutting purposes.
* ***3. Mobilizing Capital Resources.*** They cause the movement of products and services in the economy. In doing so, even capital resources change hands benefiting not only the capitalists but also the other stakeholders of the economy.
* ***4. Generating Employment Opportunities.*** Entrepreneurs hire workers to help them in the day – to-day operation of the business. As the business grows or more business -minded people are lured into the industry, the greater will be the demand for workers.
* ***5. Contributing Greatly to the GDP and Local Labor.*** *Based on the data presented by NSO, SMEs contribute 32% to the GDP, make up 99.6% of all the registered business in the Philippines and generate 70% of all employment.*
* ***6. They pay taxes.*** *More businesses will mean more taxpayers contribute to the efforts of government of providing basic services to the people.*

**SECTION TWO: Small and Medium Business Enterprise (SME)**

Republic Act 6977 or the Magna Carta for Small Enterprises defines small and medium enterprises (SME) as any business activity or enterprise engaged in

\*industry

\*agribusiness; and/or

\*services

whether single proprietorship, cooperative, partnership or corporation whose total assets inclusive of those arising from loans but exclusive of the land on which the particular business entry's office, plant and equipment are situated, must have value falling under the following categories:

Micro less than P50,000.00

Cottage P50,001 500,000

Small P500, 001 5,000,000

Medium 5,000,001 20,000,000

**Common Reasons Why A Small Business Fails**

1. Lack of knowledge and experience on the part of those who planned and manage the business.

2. Lack of resources to support all the capital requirements.

3. Location of the business is not suitable.

4. Poor inventory management.

5. Premature implementation of expansion plan.

6. Lack of competent workers to take care of the production process.

**Types of Businesses**

1. **Manufacturing - this is for people who have interest and ability to produce goods for distribution of the market.**
2. **Trading - This involves the marketing of ready made- products and services**
3. **Services - This type of business is good for people who love to meet and work with people. It includes tutorial services, event management, consultancy, transportation services and many more of such nature.**
4. **Agri-business - This is suited to rural setting since it eaters with production, processing and marketing of agricultural products.**

**Factors to Consider in Choosing the Right Business**

**1. Personal Interests**

**2. Knowledge or talents**

**3. Training and work experience**

**4. Start-up capital**

**5. Government programs**

**6. Market trends**

**PROMOTING SMALL BUSINESS AND LIVELIHOOD**

**1. Skills Training - Is designed to provide employees with the targeted training they need to gain the knowledge and abilities necessary to fulfill the specific requirements of their job positions.**

**2. Trade Fair - An exhibition at which businesses in a particular industry promote their products and services.**

**3. Business orientation seminars - Can provide employees with a proper introduction to your company, what's expected and where they fit in to overall goals.**

**4. Job Fair - Also referred commonly as a job expo or career fair or career expo, is an event in which employers, recruiters, and schools give information to potential employees.**

**5. Micro-Financing - Is a banking service provided to unemployed or low-income individuals or groups who otherwise would have no other access to financial services. Microfinance allows people to take on reasonable small business loans safely, and in a manner that is consistent with ethical lending practices.**

**6. Tax incentives - Is an aspect of a country's tax code designed to incentivize or encourage a particular economic activity by reducing tax payments for a company in the said country.**

**7. Promotion thru cooperatives- Are enterprises which adhere throughout the world to common values very different from those which mark out capitalist enterprises.**

**SECTION THREE: BUSINESS PLANNING**

It is widely believed that only 1 out of 5 businesses today will be around after five years. The failures of most enterprises may be attributed to the lack of well-crafted business plan. The business plan serves as the businessman's road map to success.

**PRINCIPLES OF PLANNING**

1. Planning must be realistic. It must be based on available resources, and attainable goals.

2. Planning must be based on felt needs. The objectives of the entrepreneur should fit the needs of its prospective market.

3. Planning must be flexible. Resources, needs and economic conditions change. Planning should be adjusted to such changes to keep the business running

**CONTENTS OF A BUSINESS PLAN**

**1.** Statement of mission, vision, and objectives

**2.** Business title and description

**3.** Product/Service description

**4.** Industry analysis ( S W O T )

Strength, Weaknesses, Opportunities, Threats

**5.** Production and Inventory management plan

**6.** Equipment and manpower requirements

**7.** Marketing plan and pricing policy

**8.** Financial Plan

**SOURCES OF CAPITAL**

**Small entrepreneurs usually meet financial requirements for his/her investment by resorting to his/her personal savings or his other assets, loans from relatives, close friends, banks and other private and government financial institutions.**

**2 main Categories**

**Debt financing -** which essentially means you borrow money and repay it with interest;

**Equity financing -** where money is invested in your business in exchange for part ownership.

**SECTION FOUR: GOVERNMENT REQUIREMENTS FOR SMALL BUSINESSES**

**Required by the Business Permit Licensing Office (BPLO):**

**1. Barangay Clearance for Business -** Barangay Business Clearance is one of the permits or documents required when registering a new business in the Philippines. This certificate is also needed when renewing your expired Mayor's Permit or Business License, changing a new business location, and changing a new business commercial name.

**2. *Cedula*-Community Tax -** The community tax certificate is a documentary requirement when filing an income tax return, registering a new business or applying for postal ID. It is processed through the barangay or municipal offices where the applicant resides.

**3. DTI Registration for single proprietorship -** This is to make sure no other business or organization has the same name as yours. DTI registration is the first step for sole proprietorship businesses to ensure you can go on with establishing your business without any legal hassles along the way.

**4. SEC Registration for partnership and corporation -** SEC registration for partnership and corporation SEC ( Securities and Exchange Commission) Provided under Section 3 of Presidential Decree No. 902-A, the SEC has absolute jurisdiction, supervision, and control over all corporations, partnerships, and associations that are grantees of primary franchises and licenses or permits issued by the government.

**5. Sketch location**

Xerox copy of contract of lease

**Other requirements after BPLO:**

1. Sanitary Permit to Operate
2. CENRO Certificate or Environmental Compliance Certificate
3. Fire Safety Inspection Certificate

**SUBJECT: NSTP III**

**LESSON 9 - SPORTS, RECREATION, CULTURE AND ARTS**

**LEARNING OBJECTIVES:**

1. The students should be able to know and relate the importance of sports, recreational activities, cultural activities and arts to the total development of an individual as well as the community.
2. The students should be able to cite different activities that will promote physical, mental, emotional, spiritual and social well being.
3. The students should be able to share ideas on how sports, recreation, cultural activities and arts may be promoted in the community level.

**INTRODUCTION:**

Sports are activities that involve a significant level of physical involvement in which two or more participants compete with the ultimate goal of winning within pre-establish rules and procedures. Some sports require more mental than · physical strength and abilities.

Recreations are physical and mental activities in which participants perform based on procedures but in the absence of formal rules since the main goal is relaxing the mind and the body. It is also useful for socialization and strengthening the bond within the family. Sports activities can be recreational if there are no formal rules to be followed and the participants only want to enjoy the game**.**

**DISCUSSION HIGHLIGHTS:**

**SECTION 1: Sports and Recreation**

**CONTRIBUTION OF SPORTS AND RECREATION:**

* **TO THE INDIVIDUAL**

**1. PHYSICAL HEALTH** - Sports and recreations help in the development of the parts of the human body like the muscles and other vital organs such as the Lungs and the Heart.

**2. MENTAL DEVELOPMENT** - Sports and Recreational activities encourage a competitor to explore for ideas and strategies in order to out-point or outwit the opponent, thus improving his or her mental ability.

**3. Social Well** - being Sports and recreation give individuals an opportunity to meet and play with other people.

**4. Emotional Development Recreational** activities relieve stress and help a person gain self-confidence, self-control, courage and determination.

* **TO THE COMMUNITY**

1. Provides opportunities for individuals to showcase and hone their talents.

2. When people are engaged in productive activities other than studies and work, problems in the community will be minimized. There will be no time for vices or unproductive activities.

3. Sports and recreations produce good role models, especially to the youth. People who excel in his/her chosen discipline enjoy special privileges which served as good motivation for others to aspire to become the best in his/her field. Communities that participate in sport and recreation develop strong social bonds, are safer places and the people who live in them are generally healthier and happier than places where physical activity isn’t a priority.

SECTION 2: Culture

**The word culture is derived from the Latin word *colere* which means to cultivate. It generally refers to the pattern of human activities which lead to the improvement in the way of life of the people. It includes customs, traditions, technology, art, science, as well as moral patterns.**

**Example of Cultural Activities in the Philippines:**

**1. Ati-Atihan (Kalibo, Aklan)**

-The Ati-Atihan Festival commemorates the 13th century land deals between 10 migrating Bornean chieftains and the aboriginal Ati King Marikudo.

- It also honors the town patron, the infant Sto. Nino.

**2. Panagbenga (Baguio)** It is held during the flower season in the City of Pines. The main feature of the festival is the parade of floats made of flowers.

**3. Tacloban Pintados Festival (Tacloban)**

Back during pre-Hispanic years, tattoos signifies courage among the natives of Tacloban. These days, they symbolize a cultural revival, and a wild, wacky fiesta called the Pintados.

Kadayawan sa Dabaw (Davao City)

**4. Davao's annual festival**, **Kadayawan sa Dabaw** promises a weekend funfair and fun-tribal

style.

**5. Maskara Festival (Bacolod City)** The festival in the City of Smile that made Bacolod City famous began as an event to inspire the locals to face the hard times with a smiling face, thus masks with smiling faces are worn by revelers who join the parade.

**SECTION 3: ARTS**

**Art** refers to a diverse range of human activities, creations and expressions that serve as media for communicating ideas, emotions and appreciations of things that enter human experiences.

**GENERAL CLASSIFICATION OF ART**

The **visual arts** are forms that focus on the creation of works which are primarily made to be appreciated through the human eyes, such as painting, sculpture, photography, printmaking and filmmaking. **Visual art** is further classified into graphic and plastic arts.

**1. GRAPHIC ARTS**. It covers any form of visual artistic representations like paintings, drawings and photography which are presented on a two-dimensional surface.

A. Drawing. An artwork that depicts images created by lines using a pencil, crayon and even brush.

B. Painting. Taken literally is the practice of applying pigment suspended in a carrier (or medium) and a binding agent (a glue) to a surface (support) such as paper, canvas or a wall.

C. Computer Graphics.

Designs or drawings are produced with the use of a computer. Multi-colored and multi-dimensional and even animated images can be created using a software. This is the trend especially in the advertising industry today,

D. Photography.

A chemical-mechanical process by which images are produced on sensitized surfaces by action of light The rapid advancement of technology posed a threat to the old process photo developing. Digital camera and digital printing produced better output because the images can still be improved even after the shot has been taken.

e. Graphic Processes. It concerns with the mass-reproduction of graphic works using different processes like relief printing, intaglio printing and surface printing

* Relief printing includes woodcuts and wood engraving
* Intaglio printing involves dry point, etching and engraving
* Surface printing covens processes such as lithography and silkscreen printing

f. Filmmaking.

The process of making a motion-picture, from an initial conception and research, through scriptwriting, shooting and recording, animation or other special effects, editing, sound and music work and finally distribution to an audience;

g. Comics.

A graphic medium in which images are utilized in order to convey a sequential narrative

**2. PLASTIC ARTS.**

This includes all types of visual arts presented in three-dimensional forms using materials that can be molded or modulated. Examples are plastics, clay, concrete mix and glass.

A. Architecture.

 Producing design for houses, buildings, as well as landscapes

b. Landscape Architecture.

It evolves the preparation of designs

of gardens and other exterior grounds intended to enhance the beauty of the entire structure.

c. Urban Planning.

Refers to the planning of the physical aspect of a community.

d. Interior Design. Design and arrangements of architectural interiors.

for convenience and beauty

e. Sculpture. It includes at works in three-dimensional forms representing natural or abstract objects.

f. Crafts. Refers to the creation of an object with artistic value and usually intended as a hobby.

g. Industrial Design. Refers to design of objects for industrial or commercial production.

h. Fashion Design. Covers the design of dresses of all types.

I. Production Design. Involves the creation of backdrops or settings for theatrical plays and motion picture. form a ceramic.

j. Ceramics and Ceramic Art. Artwork made out of clay bodies and fired to form a ceramic.

k. Collage. A work of formal art. primarily in the visual arts, made from an assemblage of different forms, thus creating a new whole.

l. Mosaic. The art of creating images with small pieces of colored glass, stone or other materials

**The Process of Creating an Artwork**

**1. The Idea**

**Extrinsic Ideas** are found in the environment such as objects, colors, sounds, or situations. **Intrinsic Ideas** are formed using the artist's imagination and experiences.

**2. The Material**

When an idea had been reached, preparation of the materials will be the next step. The choice of the materials will be based on how the artist would like this idea to come out.

**3. The Application**

The last stage is to bring out the idea using the mediums and kind of presentation he would like his art piece to come out.

**Presentation of the Subject**

1. Realism.  Portraying the subject as it is.

2. Abstraction.  The idea is presented in different forms and the artist maintains the true subject only to himself/herself.

a. Distortion. The subject is in Misshapen condition, or the regular shape is twisted out.

b. Elongation. The subject is presented in lengthened or extended form

c. Cubism.  It uses cone, cylinder or a sphere in the presentation of the subject.

d. Abstract Expressionism. Generally uses large canvas and the subject is projected in strong color and lacks refinement of the other details like uneven brush strokes and rough textures.

3. Symbolism. The idea or the subject is presented using symbols or the symbol itself represents something that cannot be represented directly by any material objects. ​

4. Fauvism. Adds verve to any subject by deliberately applying bright and happy colors so that

the artwork itself will come out representing a very pleasant mood.

5. Dadaism. The artist tries to provoke the people by presenting a subject that depicts of the evils they see in the society.

6. Futurism. The artist focuses his/her subject on his vision or ideas of the modern society.

7. Surrealism. The subject is generally Intended to counter the evils and other restrictions that the artist perceived in the society. ​

8. Impressionism. The painter tries to capture fleeting moments and moods with unmixed colors and broken brush strokes in natural light.

9. Expressionism. The artist distorts reality for an emotional effect; it is a subjective art form. Expressionist painters interpreted things around them in exaggerated distorted ways as they try to paint what they were feeling inside.

10. Pop Art. Using materials and inspiration from the everyday world such as tin cans, and comic strips and expressing their ideas in bright mood.

**Literary arts**

Literature is the art of transforming spoken or written words and their meaning into forms with artistic, emotional, social, and moral value.

1. Prose

-It is an unpretentious form of writing; adopted for the discussion of facts and topical news

-From Latin word "prosa", means straightforward.

• often articulated in free form writing style.

• Can be used for;

-Books

-Newspaper

-Magazine

-Encyclopedias

-Letters

2. Essay \* Expository writing focusing on a certain subject or topic. • the writer presents his/her personal ideas or views but in a rational way.

3. Poetry \* Literary piece produced using a special form in order to express an emotion or views on a certain subject. Examples: -Haiku -Free verse -Cinquains -Epic -Ballad -Acrostic -Sonnets

4. Miscellaneous Literary Pieces \* It is not intended for artistic expression but created with artistic value. Example: -Letters -Biography -Journals -Historical narrations

MUSIC \* An art form in which the medium is sound organized in time. •Vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion. •From the Greek word "mouzikē", which means (art) of the Muses.

**PROPERTIES OF MUSIC**

1. Pitch - refers to the highness or lowness of tone.
2. Duration - depends on the length of time over which vibration is maintained.
3. Volume - refers to the force or percussive effects as a result of which the tone strikes us as being loud or soft.
4. Timbre - of tone color is the individual quality of the sound produced by other instrument.

**MEDIUMS OF MUSIC**

1. Vocal Music
2. Instrumental Music
3. Music combined with other Arts
4. Opera
5. Operetta and Musical Comedy
6. Oratorio and Cantata

**PERFORMING ARTS**

**PLAY –** is a form of literature written by a playwright and intended for theatrical performance.

**Types of Play**

1. Comedy is a play with humorous theme.
2. Tragedy - a type of play which is often involves death and is designed to cause the reader or viewer to feel sadness.
3. Musical Theatre - a form of theatre combining music, songs, dance routines, and spoken dialogue.
4. One-act Play - a play that depicts of any one situation which can come in one or more scenes, as opposed to play that take place over several acts.

**DANCE**

Dance - involves the rhythmic movement of the body and the feet accompanied by music.

1. Folk Dance
2. Social Dance
3. Ballet
4. Modern Dance

Lesson 10 - The Concept of Community

Sub-topic:

* **Developing and Maintaining the Viability of Social Organizations for Community Development**

Community pertains to the group of people living within one geographic area. Rural areas- are characterized by common socio-cultural attributes such as language customs and traditions. Urban areas- commonalities in socio-cultural attributes are not always present because the people are preoccupied with many concerns. These concerns are brought by the complexities of the modern way of life.

**Types of community**

1. Geographic community. Geography is the most powerful force that causes the creation of the community in which the people’ mobility or day-to-day activities are confines within and limited by physical boundaries.

2. Tribal community. The cohesiveness of the community is strengthened by common racial attributes and socio-cultural orientations that were passed-on from generation to generation.

3. Built-up community. Usually located in the urban areas and is not always characterized by cohesiveness because the peoples’ socio-economic concerns prevail over the entire social environment.

4. Symbolic community. The community is founded on deep-rooted submission to a belief system.

Levels of Awareness of the Community

1. First Stage (Indifference) during this stage, the people show less interest in any effort that will bring improvement in their community.

2. Second Stage (Dependency) In this stage, the people are already aware of the problems of their community but unable to find solution.

3. Third Stage (Passive) The people have already reached the level of becoming aware of their role in finding solutions to the problems of their community.

4. Fourth Stage (Active-Participative) In this stage, there are already leaders who spearhead the efforts to find solution to the problems. Community Organizing it refers to the efforts of either the government or a private organization to make the people in a particular place work together towards the betterment of their community.

Basic Principles in Community Organizing

1. Each community is unique in all aspects.

2. Communities have the right to self-determination.

3. Developmental social change must be from, by and for the people of community.

4. Effective lines of communication must be established within the organization.

5. The community must be able to develop leaders.

Community Work

Community Work is the process by which the efforts of the people themselves are united with those of government authorities to improve the economic, social, and cultural conditions of the communities. It may involve various methods of intervention but with common objective of encouraging collective efforts from the planning to implementation process in dealing with problems.

Community Scanning or Profiling

It pertains to the gathering of useful and relevant information about a particular community. Community workers are supposed to make plans and decisions based on facts in order for their actions to be effective in pushing for transformative change.

Methods Used in the Gathering of Data

1. Actual Interview with the people or groups concerns which is usually done with use of a ready-made questionnaire or survey form.

2. Visual Observation wherein the community worker will go to the client community and do an actual on-site study of the situations.

3. Immersion, in which the community worker will stay in the community and live with the people so that he can have an actual experience of the situation in the place.

4. Mapping, which is done through an illustration showing the physical set-up of a particular area.

Social Responsibility

It pertains to the inherent duty of a citizen or group to contribute to the development of the community.

**This responsibility may be manifested in two ways:**

1. **Passive exercise** of responsibility by refusing to do an act which will have negative effects to the community.

2. **Active exercise** wherein people or organization confronts a certain problem or issue negatively affecting the community.

**Developing and Maintaining the Viability of Social Organizations for Community Development**

**Definition and Nature of Social Organization**

It is the integration of social norms and social acts as persons or as groups behave in a given social system. It also refers to the “ways” in which human conduct becomes social arranged, that is, to the observed regularities in the behavior of people that are due to the social conditions in which they find themselves, rather than to their psychological or physiological characteristics as individual. Social Organization as a system of division of labor, and specialization of activities.

Types of Social Organization

**a.** **Formal Organization**. It refers to the organizational pattern designed by the management. They govern the relations among members and which should be confronted with.

**b. Informal Organization**. It refers to the social interactions that develop among the workers above and beyond the formal one determined by the organization. example: they not only work as a team but also as friends.

**Role of Social Organization in Community Development**

Modern Society depends largely on social organizations as the most rational and efficient form of bringing in social grouping known to effect positive changes. The organization creates a powerful social tool because it combines its personnel with its resources. It can be utilized to achieve the development goals.

Elements and/or Attributes Necessary to Develop And Maintain Viability Of Social Organizations

**1. Effective program for recruitment and development of talent**. It is essential for social organizations to have the kind of recruitment that will bring a steady flow of able and highly motivated individuals. Recruitment policy allows the selection of active local leaders and members. Sound recruitment depends upon the chairman or the officers/members (of the concerned organization) who are responsible for the said function.

**2. Establishing hospitable environment for the individual and making clear to him his responsibilities**. There must be a hospitable environment for the individual and his responsibilities should be made clear to him. The members play a very important role; the success or failure of an organization rests on the hands of the members. Knowing their responsibilities is a factor that can contribute to the existence of viable organizations.

**a. Respect for his fellows**. Willingness to recognize that the importance of every individual is a primal requisite for the maintenance of the social organization.

**b. Help build harmonious relationship**. The relationships of the members, to a great extent, determine the viability of the organization.

**c. Express his ideas/feeling openly and clearly**. The proper functioning of the organization toward the realization of its goals, suggestions, comments, etc. from the members are very important.

**3. Sound System Of Evaluation**

**a. Organization Level**.

The organization must have a built-in system of evaluating its performance in relation to its goals.

**b. Individual Level**.

The organization must encourage criticism and self-criticism to minimize misunderstanding among members. Questions should not be left unanswered during the process of discussions. Unanswered questions could lead to difficulty and may result to erroneous results or discontentment. Example: bonding, team-building

**4. Adaptability of Internal Structure**.

The organization must be manned with people.

1. **Division of Labor**.

The activity of the organization should be divided and grouped so as to contribute most effectively to its objectives. Why divide work? -because men differ in nature, capacity, skill, and can gain greatly in dexterity by specialization. Effective-doing the right thing Efficient-doing things right -because the same man cannot be at two places at the same time -because one man cannot do two things at the same time ¬-because the range of knowledge and skill is so great that a man cannot, within his life span.

1. **Specialization**.

The work of every individual in the organization should be combined as far as possible to the performance of a single leading function.

1. **Coordination**.

It means that an organization manifests a spirit of cooperation and goodwill and integrates themselves into teams in order to produce good results. Most organizations fail due to lack of coordination among the leaders and members.

**5. Leadership.**

The selection of leader is an important factor for an organization to develop. It lies in the leader the success or failure of the implementation of a program or project.

**6. Effective Internal and External Communication**. Communication is a process by which information, decisions, and directives pass through a social system and the ways in which knowledge, opinions and attitudes are formed or modified. Social Organizations become what they are, due to the ability of members within them to relate with each other.

**7. Flexibility.**

Flexibility is the ability to adjust, adopt, or change to new situations. It could be affected by the following:

**a. Flexibility of Policies and Procedures**. The success of an organization is dependent upon its policies and operating procedures. Many organizations remain stagnant because they fail to recognize the element of flexibility. The importance of accepted, rules of orders and methods or procedures has been emphasized in organizations,

**b. Flexibility of Objectives**. Objectives are said to be direct the activities of the organization toward the achievement of goals. Objectives can be flexible to suit new innovations or new thrusts.

**c. Flexibility of Plans**. A plan is a guide to an activity but does not function like a road map.

**Strategies/Approaches For Effective Community Development Program.**

In community development, the efforts of the people themselves are united with those of governmental authorities to improve their economic, social, and cultural conditions to integrate these communities into the life of the nation, and to contribute fully to the national progress.

**Community development embodies two major ideas:**

* + - 1. That of conscious acceleration of economic technological and social change;
      2. That the locality referring to planned social change in a town or city; it relates to projects that have obvious local significance and that can be initiated and carried out by local people.

**Four types of Functions in Community Development**

1. Local Leaders

2. Community Organizers

3. The subject matter specialist, agriculturist, nutritionist, etc.

4. The person responsible for helping the administrative machinery of a national program in running order.

**Preliminary Survey and Programming**

1. Done with full participation of the community

2. Information used as diagnosis covering as many aspects of community life

3. Can be obtained from local surveys / general information available

4. Set up program priorities

**Education and Training**

Training should concentrate on the process of social change and the role of popular participation on this process, on human relations and social work processes preferably by organizing training to facilitate the adoption of interdisciplinary approach.

**Four Categories of Education and Training**

**1. Expository Course**

Provides trainer with adequate skill and knowledge to enable them to work effectively with rural people and bring about desirable change in which in turn make them improve their own level of living thru their own effort.

**2. Specialized Development Course**

Provides managerial, technical, agricultural and vocational skills to local government units’ officials to effectively mobilize human resources

**3. Community Development Action Course**

Provides training for citizens to help to develop potential human resources lying idle in rural areas and participate actively in cultural, educational, and governmental activities.

**4. Special and Joint Action Training Program**

Provides coordinated effort for training of local and foreign groups or agencies involved in community development.

**Local Leaders**

Local Leaders May be ineffective in inducing change; their ability to act decisively may be limited by ignorance of modern methods or by an unwillingness to alter existing social institutions and power relationships.

**Communication**

1. New institutions and groups in the community can be linked to communication sources from which continuous and persistent stimuli are injected into local communities.

2. Efforts should be made to relate programmes and content of mass media to the needs and problems of rural communities.

3. A link between local communities and schools, universities and training institutions should be promoted.

4. Establish a dialogue between the community and government officials.

**Institution Building**

Involves developing new institutions or organizations or reforming existing one, planning and guiding organizations which induce and produce innovation so that they gain support and become viable. Institutionalization is considered when these new institutions become an integral part of the process by which peoples activity answers their basic needs.

**Process in the Institutional and Mobilization**

1. Incorporate all interests in the local community so that they don’t become instruments of special interest groups

2. New institutions should be provided with adequate financial, technical and political support.

3. They should be continually exposed to new knowledge and scientific advances relevant to their needs

4. They should become autonomous as soon as possible

**Integrated Planning and Joint Action Program**

1. **Comprehensive/Integrated Plan**

a. Planning should be done by the lower echelon/grassroots

b. Its the peoples program and should start with their own initiative and active participation, to enable them to solve their problems with the least government assistance.

c. Encompass all major programs and relate to overall objectives of the national government.

1. **Community Projects**

These translate the principle of self-help into reality by undertaking organized activities, initiated and participated by themselves in answer to their own problems and needs.

**Categories of Community Projects**

* 1. Grant-in-aid
  2. Loan-in-aid
  3. Purely self-help or Non-GIA

1. **Joint Action Program**

It aim is to provide a coordinated and integrated effort of the different government and private agencies to strive and support development programs in providing and uplifting the lot of the masses.

**Evaluation**

* It is an essential tool for a day to day guidance of operation and for the final assessment of each achievement and impact
* It is basis for a redirection of implementing programs/projects or checking loopholes in the initial phase of implementation.