

# UNIT I

## HISTORY OF NSTP AND NEUST

### Overview

This unit gives you an idea of the importance of the National Service Training Program (NSTP). This unit will orient the students in RA 9163 or the law on the National Service Training Program.

### Learning Objectives

At the end of the lesson I will be able to:

1. Know the history and importance of NSTP Program.;
2. Cite and understand the legal basis of NSTP, and
3. Relate or apply the concepts discussed to the different real-life situations.

### Setting Up

Name: \_\_\_\_\_

Course/Year and Section: \_\_\_\_\_

In a separate piece of paper, answer the following

1. If the government's prime duty is to serve and protect its citizens, what is our responsibility to the state in return?

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2. Why is it that the government recognizes the important role of the youth in the nation building?

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## Lesson Proper

### **HISTORY OF NATIONAL SERVICE TRAINING PROGRAM (NSTP)**

Service is rendered in many ways. It is the act of doing something with someone or for any cause without expecting anything in return. In the National Service Training Program (NSTP), service is done either through military ways or non-military ways. Service by applying military science is done through Reserve Officer Training Corps (ROTC) while non –military service is done through the Civic Welfare Training Service (CWTS) and Literacy Training Service (LTS).

The National Service Training Program (NSTP) started when Commonwealth Act No. 1, otherwise known as the “National Defense Act”, was passed into a law. It is an act to provide for the national defense of the Philippines penalizing certain violations thereof, appropriating funds therefore, and for other purposes under the government of President Manuel L. Quezon (1935). Commonwealth Act No. 1 required the male college students, to render 2 years (4 semesters) of Military Training to be reserved cadets for the national defense of the Philippines.

On August 8, 1980, the amendment of Commonwealth Act No. 1 gave existence to Presidential Decree No. 1706, also known as the “**National Service Law**”. It mandates compulsory national service from all the citizens of the Philippines. It is divided into three main component programs namely: Civic Welfare Service (CWTS), Law Enforcement Service (LES) and Military Service (MS). Since it was a requirement in tertiary education, male college students were given the option to choose from the components mentioned.

The implementation of the National Service law was suspended by the Presidential Memorandum Order No. 1 of Late President Corazon C. Aquino briefly after the ouster of Marcos. They changed it to **Basic Reserve Officer Training Corps (ROTC)**, effective school year 1986-1987.

In the year 1991, the Basic ROTC Course was modified to **Expanded ROTC Program** through the Implementing Rules and Regulation of Republic Act No 7077. They modified it so college students will take military subjects in the first curriculum year and choose among the following components (Military Training Service, Civic Welfare Service, and Law Enforcement Service) in the second-year curriculum.

On March 18, 2001, a floating corpse wrapped in a carpet was found on the Pasig River. Their hands were bound and the face was wrapped with packing tape. That body was identified as Mark Welson Chua. He was 19-year-old engineering student of University of Santo Tomas (UST). The death of this cadet, who was reported to be a victim of illegal ROTC practices, led to an unexpected massive protest among college students together with their concerned parents who are against the ROTC Program. The scandals and controversies led them to a proposal to change the Expanded ROTC Program into “National Service Program”. However, another proposal was created before the National Service Program was able to prosper. The proposal is what we know now as the National Service Training Program (NSTP).

A new and latest amendment was brought for creating the Republic Act 9163, which is also known as the “National Service Training Program” ([http://www.vnseameo.org/InternationalConference2010/Full%20Papers/English/Amparo\\_Talag.doc](http://www.vnseameo.org/InternationalConference2010/Full%20Papers/English/Amparo_Talag.doc)) - (NSTP) it is signed into law on January 23, 2002, and the implementation of this Act commenced in the school year of 2002-2003. NSTP comprises three program components namely: Civic Welfare Training Service (CWTS),

Literacy Training Service (LTS), and Reserve Officer Training Corps (ROTC). ( <https://www.coursehero.com/file/p2trb7a9/appropriating-funds-therefore-and-for-other-purposes-under-the-government-of/> )

#### REPUBLIC ACT NO.9163 (January 23, 2002)

- This Act shall be known as the "**National Service Training Program (NSTP) Act of 2001**"
- an act establishing the **NATIONAL SERVICE TRAINING PROGRAM (NSTP)** for tertiary level students, amending for the purpose republic act no. 7077 and presidential decree no. 1706, and for other purposes.

The **National Service Training Program** is a program designed to develop and enhance civic consciousness and defense preparedness among the Filipino youth by developing ethics of service, nationalism, and patriotism while undergoing training in any of its three program components. ( <https://www.slideshare.net/JohnAdrianCA/introduction-to-nstp> )

#### COMPONENTS OF NSTP

For those courses involving military services though optional, it is highly recommended to take the Reserve Officer Training Corps (ROTC). All incoming freshmen students in the Tertiary Level are required and may choose from the three components to wit:

1. **Reserve Officer Training Corps (ROTC).** A program tailored to provide military training for tertiary level students to motivate, train, organize, and mobilize them for national preparedness. The year 2019 is significant in Reserve Officer Training Corps (ROTC) as President Rodrigo Duterte announced his desire to make the Reserve Officer Training Corps mandatory in senior high school.
2. **Literacy Training Service (LTS).** A program tailored to develop students to become educators of literacy and numeracy skills to the school children, less privileged out of school youth, and other segments of our society in need of their service.
3. **Civic Welfare Training Service (CWTS).** Program activity is contributory to the general welfare and the betterment of life of the members of the community, the upgrading of its facilities, especially those devoted to improving health, quality of education, environment protection, entrepreneurship, safety, recreation, and the morals of the citizenry.

#### Constitutional Basis of NSTP:

Art 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 the people of the blessings of democracy.

Section 13. The State recognizes 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 public and civic affairs.

#### **GUIDELINES IN THE IMPLEMENTATION OF THE NATIONAL SERVICE PROGRAM (NSP) AT THE HIGHER EDUCATIONAL LEVEL**

1. All entering tertiary level of students, male and female starting AY 2002-2003, undertake training in any of the three (3) components (MS, CWS, ES) of the National Service Program (NSP) of their choice as a requirement for graduation in any baccalaureate degree.
2. For the second semester foray 2001-2002 students who passed MS 11 under the Expanded Reserve Officers Training Corps (E-ROTC), may either continue or opt to enroll in any of the two (2) components.
3. All male non-freshmen tertiary level students who have not taken the E-ROTC Program shall be covered by Guideline Number 1.
4. Students shall follow the policies and guidelines governing the program they opt to undergo, as may be required by the lead agencies DND, CHED, and DILG.
5. All Freshmen student trainees shall initially undertake 5 common Basic Training Module (CBTM), to a semester for a total of 51 hours. Those who have taken MS 1 in AY 2001-2002 or earlier shall be considered to have complied with the CBTM requirements.
6. A preference Survey shall be administered to student trainees towards the end of CBTM.
7. The office of student services (OSS) of CHED shall serve as the National Secretariat for the NSP in higher education.
8. CHED Regional Offices (CHEDROs) shall designate a Regional Coordinator who will monitor the implementation in Higher Educational Institution (HEIs) under the jurisdiction, in coordination with the Regional DND and DILG offices. He/she shall render periodic progress reports as may be required and necessary to the CHEDRO in the area.
9. Each HEI shall similarly designate a Program Coordinator who will monitor the implementation of the NSP in their prospective colleges/universities and shall render periodic reports as may be required and necessary to the CHEDRO in their area.
10. Establishment of National Service Program Office (NSPO) in HEIs and designation of its Over-all Coordinator Commandant shall have the approval of the DND, through the AFP Chief of Staff.
11. The current DMST Facilities of HEIs, which shall henceforth be called the National Service Program Office (NSPO), shall be made available for use in the implementation of the NSP Program.
12. Trainors, Coordinators, and implementors of the NSP, MS, CWS, and LES shall undergo training for the uniform interpretation and implementation of the programs to be conducted by DND, CHED, and DILG in collaboration with other concerned agencies.
13. Orientation and Information campaign shall be conducted by the CHEDROs and HEIs for the school administration and other concerned program stakeholders, in coordination with OSS-CHED.

14. Coordination with the Philippine National Police (PNP) and the Armed Forces of the Philippines (AFP) on the matter concerning Les and MS implementation respectively shall be done by HEIs whenever necessary
15. All schools may charge and collect an NSP from each student trainee equivalent to 1.5 units/semester.
16. Fees collected shall form part of the Trust Fund, which shall be managed by the school, exclusively for the operation of the NSP and as per its accredited curriculum/POI.
17. Seventy percent (70%) of the NSP fee collected shall be proportionally allocated to the three (3) programs according to its number of enrollees; the remaining thirty percent (30%) shall be used to cover unprogrammed expenses related to NSP implementation.
18. Each coordinator shall prepare a Program of Expenses (POE) of their respective NSP component, to be consolidated by the Over-all Project Coordinator (Commandant), and submitted to the school head of the HEI for the approval.
19. Certificate of completion shall be issued by the Over-all coordinator (Commandant) to student trainees who have successfully complied with the program requirements upon the recommendation of the respective Program Coordinators.
20. HEIs shall provide group insurance coverage chargeable to the NSP trust fund for all student trainees. Parent's consent/waivers shall be required when undertaking off-campus activities.
21. Cross enrolment shall be allowed if the program component chosen by the students is not offered in the HEI where he/she is enrolled in.
22. DND shall remain the Overall lead agency in the implementation of the NSP.

[\(https://www.coursehero.com/file/p1j8au0/All-freshmen-students-trainee-shall-initially-undertake-5-common-basics/\)](https://www.coursehero.com/file/p1j8au0/All-freshmen-students-trainee-shall-initially-undertake-5-common-basics/)

### **NUEVA ECIJA UNIVERSITY OF SCIENCE AND TECHNOLOGY** **HISTORICAL BACKGROUND**

The Nueva Ecija University of Science and Technology (NEUST) started in June 1908 as a vocational course at the Wright Institute in San Isidro, Nueva Ecija where young Filipinos were trained in woodworking and basic telegraphy. Said vocational course lasted until SY 1927-1928 when the general secondary school was transferred to Cabanatuan City.

However, on June 9, 1929, the school continued its operation in San Isidro, under a new name, Nueva Ecija Trade School (NETS) with woodworking as the vocational course offered in addition to the existing secondary curriculum inherited from the Wright Institute.

To meet the increasing demand for vocational education in the whole province, the trade school was transferred on June 7, 1931, to Cabanatuan City. Enrolment increased; however, the program was interrupted in December 1941 by the outbreak of the Second World War in the Pacific.

Immediately after the war, the trade school was reopened on September 6, 1945, Rehabilitation program took place. The trade school continued with its mission of meeting the vocational and manpower needs of students coming from both Nueva Ecija and the nearby provinces. On June 8, 1948, a course in dressmaking was opened and female students were admitted to the School. A few years later, food trades and cosmetology courses were also offered.

On May 8, 1953, the NETS was converted into the Central Luzon School of Arts and Trades (CLSAT) under Republic Act No. 845. CLSAT was recognized as a center of manpower/vocational training for both youths and adults not only in the province but also in the whole Region III.

Series of developments continued until the CLSAT was converted into the Central Luzon Polytechnic College (CLPC) under Republic Act No. 3998 which was signed on June 18, 1964, by then-President Diosdado Macapagal.

Thirty-four years later, the CLPC, under the leadership of President Gemiliano C. Calling, was converted into a specialized university, the Nueva Ecija University of Science and Technology under the Republic Act. No 8612.

The Bill converting CLPC into NEUST was signed on February 19, 1998, by Speaker Jose de Venecia. It was forwarded to President Fidel V. Ramos on February 24, 1998, and lapsed into law on March 27, 1998.

The University, therefore, ensures that the requirements of business, industry, services, and other sectors as well as the needs of the local, regional and national development for high-quality professionals and highly skilled middle-level manpower are addressed.

The leadership of Dr. Callingas the first University President ended up when he died on July 5, 2006. The baton of leadership was turned over to Dr. Hilario C. Ortiz as Acting President and then finally, he was formally sworn into office on August 5, 2007, as the Second University President. On August 4, 2011, Atty. Hilario C. Ortiz, Ph. D. was again given another four-year term as University President.

Dr. Feliciano P. Jacoba was appointed as the third University President on February 10, 2016, and in 2019 she was re-appointed for her second term as university president. Dr. Jacoba already made a mark on the history of NEUST as the First Woman President of the University.

### **Mission and Vision**

#### **MISSION**

To develop new knowledge and technologies and transform human resources into productive citizenry to bring about development impact to local and international communities

#### **VISION**

NEUST is a locally responsive and internationally relevant and recognized University of Science and Technology

#### **THE TAGLINE**

Transforming communities through Science and Technology

#### **CORE VALUES**

Nationalism  
Excellence

Unity  
Spiritually  
Transparency

Considering the state of S and T education in the Philippines, the following are possible areas of assistance and cooperation for SUCs:

- Conduct of research and development projects;
- Scholarship grants for undergraduate, masters, and doctoral, degree on science and technology;
- Library books grant;
- Laboratory equipment grant;
- Continuing Education Program from Science and Technology teachers;
- Provision of employment opportunities for science graduates;
- Maintenance and upgrading of Science and Technology programs and R and D centers; and
- Faculty Exchange Program.

**References:**

Espinas, Arnold L., Ferrer, Melchor P., Dalanagin. Propecasio D., Santos, Miguel R., De Jesus Marilyn T., Cabasag, Julius F. (2011) Reference test in NSTP. Mutya Publishing

Handbook on Community Training Programs for Participatory, ISF. Manila; Central for Rural Technology Development, Philippine Business for Social Progress,1999

Sonia Gasilla, Ed.d. Edeliza Dela Cruz-Lazo, Palino M. Mapue, NSTP (Literacy Training Service 1)

Study Guide in NSTP 1 for NEUST students (2019)

**Online References:**

[http://www.vnseameo.org/InternationalConference2010/Full%20Papers/English/Amparo\\_Talag.doc](http://www.vnseameo.org/InternationalConference2010/Full%20Papers/English/Amparo_Talag.doc)

<https://www.coursehero.com/file/p2trb7a9/appropriating-funds-therefore-and-for-other-purposes-under-the-government-of/>

<https://www.coursehero.com/file/p1j8au0/All-freshmen-students-trainee-shall-initially-undertake-5-common-basics/>



## Assessing Learning

### Activity 1

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Facilitator: \_\_\_\_\_ Year & Section: \_\_\_\_\_

#### I. IDENTIFY THE FOLLOWING:

- \_\_\_\_\_ 1. This is a law created on August 8, 1980, amending  
\_\_\_\_\_ Commonwealth Act No. 1 to give existence to Presidential  
Decree No. 1706.
- \_\_\_\_\_ 2. This was suspended by the Presidential Memorandum Order No.  
\_\_\_\_\_ 1 of President Corazon C. Aquino in 1986.
- \_\_\_\_\_ 3. This is the act was signed into law on January 23, 2002, also  
\_\_\_\_\_ known as the National Service Training Program
- \_\_\_\_\_ 4. It comprises three program components namely: CWTS, LTS,  
\_\_\_\_\_ and ROTC.
- \_\_\_\_\_ 5. The first name of NEUST which started in San Isidro, Nueva Ecija  
\_\_\_\_\_ in 1908 as a vocational course.
- \_\_\_\_\_ 6. It was converted into CLPC under RA 3998.
- \_\_\_\_\_ 7. The first woman President of NEUST.
- \_\_\_\_\_ 8. The first President of NEUST.
- \_\_\_\_\_ 9. In the core values of NEUST, what is the meaning of "N".  
\_\_\_\_\_
- \_\_\_\_\_ 10. Also, in the core values of NEUST, "E" means...  
\_\_\_\_\_

#### II. In a sheet of paper, tell something about the following.

1. Nueva Ecija University of Science and Technology
2. National Service Training Program
3. Civic Welfare Training Service
4. Literacy Training Service
5. Reserve Officer Training Corps
6. Commission on Higher Education
7. Non-Government Organization
8. Department of National Defense
9. State Universities and Colleges

10. Central Luzon Polytechnic College

**III. Answer the following questions briefly.**

1. If the government has the prime duty to serve and protect its citizens, in return, what is also our responsibility to the state?
2. Why is that the government recognizes the important role of the youth in nation-building?
3. What do you think is the reason why female students are now required to take NSTP?
4. Why are foreigners not required to take up NSTP?

**IV. Recitation (Submission through e-mail or messenger)**

1. NEUST March, Vision, Mission, Taglines
2. NEUST Administrative Council members

## UNIT II

### CITIZENSHIP TRAINING

#### Overview

This unit shall orient you on the definition and importance of citizenship training. Likewise, the unit will show us the difference between nationalism and patriotism. This also introduces us to the idea of suffrage, citizenship, and the duties of our government officials to its citizens.

#### Lesson Objectives

At the end of the lesson I will be able to:

1. define citizenship training;
2. identify current issues, events, and concerns on Politico, socio-economic, and cultural situations;
3. appreciate nationalism and patriotism; and
4. define and analyze selected lessons from the 1987 Philippine Constitution.

#### Setting Up

Name:

Course/Section:

In a separate sheet yellow paper, answer the following:

1. What does it mean to be a nationalist?
2. As a Filipino citizen, what is your responsibility to your country?
3. Make a proposed project or program to help reduce the pain or suffering of people in your barangay during this time of the pandemic.

## Lesson Proper

### Citizenship Training

**Citizenship Training** is a program wherein it develops our characters to become more mindful of our responsibilities, rights, and roles in society.

### Volunteer Act of 2007 (RA9418)

An act institutionalizing strategy for rural development strengthening volunteerism and for other purposes.

#### Volunteer Act of 2007

- Legislation that recognizes volunteerism or “bayanihan”;
- Let’s the government partnership achieve the desired transformation development through volunteerism;
- this Act recognizes different roles in the different sectors; and
- encourage academic institutions to continuously teach and practice volunteerism

#### The three main objectives of the Volunteer Act of 2007

1. To provide a policy framework on volunteerism that shall underscore the fundamental principles necessary to harness and harmonize the broad and diverse efforts of the voluntary sector in the country into an integrative and effective partnership for local and national development as well as international cooperation and understanding.
2. To provide a conducive and enabling environment for volunteers and volunteer service organizations by a setting mechanism to protect volunteers’ rights and privileges and give due recognition to highlight their roles and contributions to society; and
3. To provide an effective institutional mechanism to strengthen the role of the Philippine National Volunteer Service Coordinating Agency (PNVSCA) to perform its mandates and to oversee the implementation of this Act.

<https://www.officialgazette.gov.ph/2007/04/10/republic-act-no-9418/>

### Nation Building and Community Service: Finding our Role in Nation Building

The term nation building or national development is usually used to refer to a constructive process of engaging all citizens in building social cohesion, economic prosperity, and political stability in a nation inclusively and democratically. Going by the definition, it is seen that all citizens are to be involved in building or developing a nation. Thus, the involvement of youth in national development is a must. Youths play one of the most important roles in nation-building.

<https://www.bartleby.com/essay/Role-Of-Youth-In-National-Development-PKFRXYA57KUEZ>

Sec. 13, Art II of the 1987 Philippine Constitution declares that “ the State recognizes 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 public and civic affairs”.

One of the resources of the state is the youth. As our national hero once declared “*ang kabataan ang pag-asa ng bayan*”, the vital role of the youth in nation-building is indeed indispensable for they are the leaders of tomorrow. Unlike the previous generations, today’s younger citizenry is better educated and far more well-informed and articulate and politically conscious, mainly due to easier access to information, particularly through the internet and other forms of technology.

**As a student, what can you contribute to the transformation of the Philippines?**

1. Study hard and finish your course.
2. Attend to your personal and filial responsibilities.
3. Respect/obey the laws and rules of the land.
4. Be an active citizen within the bounds of the law.
5. Join organizations or associations created for the betterment of our society.
6. Learn more about our historical /cultural heritage.
7. Love your country, your culture, traditions, and your people.
8. Be a human person that is acting within the bounds of morality.
9. Follow and respect your parents.
10. Take part in any activities or organizations that take part in the nation-building.
11. Be a good ambassador wherever you go because it will reflect your nationality.
12. Always do what is right in the eyes of man and in God’s eyes
13. Vote wisely during elections.

We can do our share in nation-building by helping improve a lot of people around who is in need. Even merely helping improve our domestic helper’s lives is already doing something. To help someone who feels worthless to feel worthy again and even only to have empathy and compassion for another is to contribute to the building of a just and humane society. We can transform our country from below by earning an honest living, treating one another as brothers and sisters giving everyone his/her due and living, and working together in harmony. By dint of many small efforts on the part of many people, starting with ourselves, we can do something good for others and our country too. We can find heroes among the ordinary people, those who help build our nation by the truly heroic act of being good and responsible citizens.

**As a Filipino Citizen, you can help by/through:**

1. Do not buy smuggled goods.
2. Follow traffic rules.
3. Whenever you buy or pay for anything, always ask for an official receipt.
4. When you talk to others, especially to foreigners, speak positively about our race and our country.
5. Do not litter. Dispose of your garbage properly. Segregate, recycle, conserve.
6. Support your church or charitable or civic organizations.

7. Adopt a scholar.
8. Be a good parent. Teach your kids to abide by the law and to love our country.
9. Pay your taxes.
10. Have faith in the Divine Providence.
11. Safeguard the purity of suffrage and abide by the decisions of the majority.
12. Lead and respect your parents.
13. Honor the memory of our heroes.
14. Lead a clean and frugal life.

## **Filipino Bayanihan, Nationalism and Patriotism**

### **BAYANIHAN**

Mutual assistance, group liability, or social group work are some terms used to signify a sense of belongingness, teamwork, social responsibility, and unity of purpose among the people in a community. The Filipino word for it is *bayanihan*, from the root word *bayani*, which means hero. Thus, *bayanihan* would translate to doing a selfless heroic act of helping others without expecting something in return. From this heroic concept of support, the idea of communal action and cooperation in pursuit of a common task sprang up.

*Bayanihan* is commonly manifested in a neighborhood effort in helping a family move their nipa hut to a new location. Imagine a throng of people carrying a 'straw and wooden' house on their shoulders and transporting it in a closely synchronized undertaking with cheers and singing along the way.

*Bayanihan* is manifested in various communal actions. Farmers ask their fellow farmers to help in planting and harvesting and reciprocate the favor when asked in turn. This Filipino trait is likewise observed during emergencies, such as earthquakes, typhoons, fire, and other calamities, as well as in times of sickness and deaths of community members where helping others becomes a given.

The concept of *bayanihan* has come a long way. The internationally-acclaimed national folk-dance group Bayanihan Dance Company showcases the best of the Filipino traditional culture through dance. In the field of information technology, a group of Filipinos developed Bayanihan Linux, a volunteer effort at developing a local version of the Linux operating system and was coined by Luis Sarmenta. The Harvard Business Review has featured the term referring to an appeal for global efforts in corporate social responsibility. In local banking, a savings window has been named the Bayanihan Savings Program to underscore the Filipino value of pooling common resources to help one another. Truly, the *bayanihan* spirit remains very alive in every Filipino.

<https://www.studymode.com/essays/Filipino-Pride-Lite-Version-64473769.html>

### **NATIONALISM AND PATRIOTISM**

The words 'nationalism' and 'patriotism' are often used interchangeably, meaning one for the other. There is, however, a wide distinction between nationalism and patriotism as political concepts. Let us consider the following.

Nationalism, etymologically, means love, care for, preservation and patronage of one's native land and everything in it – the country of birth of a national, whether it be Filipino or otherwise. To be a Filipino nationalist, therefore, the ethnological ramifications of nationalism must all be present in one's being. This implies a heartfelt dedication for the love, care, and preservation of the Philippine territory, the inhabitants, Philippine sovereignty, its government, all things that represent and symbolize the country; the aspirations, hopes, dreams, and needs of the Filipino people.

On the other hand, patriotism is taken from the Latin term *pater*, which literally means "father". Patriotism is the willingness and determination to lay down one's life for the fatherland – the constant resolve to sacrifice one's life and limb for the preservation of the State. It is the total realization of that love for the country, which is nationalism. In other words, to be patriotic is to be nationalistic. Conversely, one cannot be patriotic without being nationalistic.

In the Philippines, today, we are lacking in patriots largely due to the diffusion of Filipino values, culture, the influence of *conquistadores*, and the confluence of historical bad governance. The Philippine State is in dire need of statesmen who truly understand the basics of politics – politics being defined as the systematic study of the state – the state is defined as having four basic elements: territory (the Philippine archipelago, its waters, subterranean shelves, etc.), people (the Filipino people who are nationalistic and patriotic), sovereignty (freedom from foreign dictates), and government (a body politic composed of delegates who are considered to be representatives of the people to stand and fight for Filipino interests, dreams, aspirations, and hopes).

<https://www.wesiscar.blogspot.com/2010/09/philippine-nationalism-and-patriotism.html>

For as long as our political leaders hide us about things, for as long as the Filipino people refuse to learn, for as long as we remain mediocre, for as long as we could not help to change our self inwardly, for as long as we continue to refuse to have change, nationalism, and patriotism will only be words in the dictionary.

Do you consider yourself a patriot or a nationalist? How?

- Do you know the symbol of your country and explain every part that makes it?
- Do you know the lyrics of your National Anthem?
- What is the history of your country?
- Who were the loyal generals of President Emilio Aguinaldo?
- Can you name the presidents of the Philippines from Aguinaldo to Duterte?
- Why do malls play the "Lupang Hinirang" in their movie theaters?
- In a formal program, why does the national anthem come first before the prayer?
- What does it take to be a Filipino? To be a truly Filipino citizen?

<https://www.slideshare.net/100000861051472/patriotism-and-nationalism>

### **What does Nationalism mean?**

From the Philippines, its stronghold, nationalism is a devotion of love for one's country. Nationalism means to give more importance to unity by way of cultural background, including language and heritage. It implies to a person that his country is the most superior among other countries and he will defend it no matter what.

## **What does Patriotism mean?**

Patriotism is a devotion to one's country for no other reason than being a citizen of that country. It is a common virtue that pertains to the love for a nation, with more emphasis on values and beliefs. Patriotic one will be ready to make any sacrifice for his country. He will never live selfishly for himself alone. A soldier for instance makes the supreme sacrifice of his life for the sake of his country.

You may call yourself a patriot if you consider these:

1. Respect the flag and value Filipino identity.
2. Know your nation's history and be able to share it to others
3. Be a productive citizen.
4. Be aware of the issues in our country.
5. Stand proud of every Filipino achievement.
6. Patronize and support our products.
7. Respect everyone and value our traditions.
8. Speak out our language and not hesitate to tell us where you came from.
9. Remember and commemorate our heroes' sacrifices for our country.
10. Love our family, our neighbors, and our compatriots.

<https://www.slideshare.net/100000861051472/patriotism-and-nationalism>

## **Selected lessons from 1987 Constitution: Citizenship, Suffrage, and Accountability of Public Officers**

### **The Philippines, a democratic and republican state.**

The above declaration is a re-statement of the democratic character of our government. A republican government is a democratic government by representatives chosen by the people at large. The essence- therefore, of a republican state is an indirect rule. The people have established the government to govern themselves. Its officers from the highest to lowest are servants of the people and not their masters. They can only exercise the powers delegated to them by the people who remain as the ultimate source of political power and authority.

Section 1 adds the word "democratic" because the government, while essentially a republican democracy, embodies some features of a pure or direct democracy such as initiative, referendum, and recall.

### **CITIZENSHIP**

One of the elements of the state is people/citizenship, along with the territory, government, and sovereignty, they made up a state.

Citizenship is membership in a political community which implies reciprocally, a duty of allegiance on the part of the member and duty of protection on the part of the state.

**The following are the citizens of the Philippines as provided in the 1987 Philippine Constitution:**

1. Those who are citizens of the Philippines at the time of the adoption of this Constitution;
2. Those whose fathers or mothers are citizens of the Philippines;



3. Those born before January 17, 1973, of Filipino mothers, who elect Philippine citizenship upon reaching the age of majority;
4. Those who are naturalized under the law

[\(https://filipinolawgroup.com/dual-citizenship-philippines/\)](https://filipinolawgroup.com/dual-citizenship-philippines/)

## GENERAL WAYS OF ACQUIRING CITIZENSHIP

1. **Involuntary method** – by birth, because of blood relationship or place of birth; and
2. **Voluntary method** – by naturalization

### Citizens by birth

1. **Jus sanguinis.** Blood relationship is the basis for the acquisition of citizenship under this rule. The children follow the citizenship of the parents or one of them. This is the principle followed in the Philippines.
2. **Jus soli.** Place of birth serves as the basis for acquiring citizenship under this rule. A person becomes a citizen of the state where he is born irrespective of the citizenship of the parents. This principle prevails in the United States.

[\(https://www.coursehero.com/file/p37lasm/Citizens-by-birth-1-Jus-sanguinis-Blood-relationship-is-the-basis-for-the/\)](https://www.coursehero.com/file/p37lasm/Citizens-by-birth-1-Jus-sanguinis-Blood-relationship-is-the-basis-for-the/)

### Citizen, Subject, Alien, Dual Citizenship and Dual Allegiance

Citizen is any person having the title of citizenship. He is a member of a democratic community who enjoys full civil and political rights and is accorded protection inside and outside the territory of the state. In a monarchical state, he is often called a subject. An alien/foreigner, on the other hand, is a citizen of a country who is residing or passing through another country.

Dual citizenship is the possession of two citizens' original citizenship of an individual, that of his original citizenship and that of the country where he became naturalized while dual allegiance is the continued allegiance of naturalized nationals to their mother country even after they have acquired Filipino citizenship. It is declared inimical to the national interest.

## SUFFRAGE

Suffrages the right and obligation to vote of qualified citizens in the election of certain national and local officers of the government and the decision of public questions submitted to the people.

### Nature of Suffrage

It is a mere privilege and should be granted to individuals only upon the fulfillment of certain minimum conditions deemed essential for the welfare of society

### Scope of Suffrage

1. Election. It is how the people choose their officials for definite and fixed periods.
2. A plebiscite is a name given to a vote of the people expressing their choice for or against a proposed law. Likewise, it is used to secure the approval of the people directly affected before certain proposed changes affecting local government units may be implemented.

3. Referendum. it is the submission of law or part passed by the national or local legislative body to the voting citizens of a country for their ratification or rejection.
4. Initiative. It is the process whereby the people directly propose and enact laws.
5. Recall. It is a method by which a public officer may be removed from office during his tenure or before the expiration of his term by a vote of the people.

<https://www.slideshare.net/KeytBLUE20/article-4-and-article-5>

### **Qualification of Voters**

1. Citizen of the Philippines;
2. Not otherwise disqualified by law;
3. At least 18 years of age; and
4. Have resided in the Philippines for at least one (1) year and in the place wherein he proposes to vote at for at least six (6) months preceding the election.

<http://dotr.gov.ph/images/front/GAD/issuances/1987constitution.pdf>

### **Persons disqualified to vote**

1. Any person sentenced by final judgment for not less than 1 year, such disability not having been removed by plenary pardon or granted amnesty. But such a person shall automatically regain his right to vote upon expiration of five (5) years after service of sentence.
2. Any person sentenced by final judgment for crimes involving disloyalty such as rebellion, sedition, violation of the anti-subversion and firearms laws, or any crime against national security. Such a person shall automatically regain his right to vote upon expiration of five (5) years after service of sentence.
3. An insane or incompetent person as declared by a competent authority.

<https://edoc.pub/81011330-textbook-on-the-philippine-constitution-1pdf-4-pdf-free.html>

### **ACCOUNTABILITY OF PUBLIC OFFICERS**

The Constitution states that “Public office is a public trust. Public officers and employees must at all times be accountable to the people, serve them with utmost responsibility, integrity, loyalty, and efficiency, act with patriotism and justice, and lead modest lives.”

<http://dotr.gov.ph/images/front/GAD/issuances/1987constitution.pdf>

The constitutional provision sets down in unequivocal terms the mandate that all government officials and employees whether they be the highest in the land or the lowliest public servants shall at all times be answerable for their misconduct to the people from whom the government derives its powers.

<https://www.coursehero.com/file/p7aokkp9/standards-of-conduct-demanded-from-judges-are-designed-to-promote-public/>

### **Mechanism of Accountability**

**Impeachment** is a method of national inquest into the conduct of public men. It is essentially like criminal prosecution before a quasi-political court instituted by a written accusation called articles of impeachment upon a charge of the commission of the crime or some official misconduct or neglect.

[\(https://www.coursehero.com/file/p66s22ng/IMPEACHMENT-1-IMPEACHMENT-DEFINED-Impeachment-is-a-method-of-national-inquest/\)](https://www.coursehero.com/file/p66s22ng/IMPEACHMENT-1-IMPEACHMENT-DEFINED-Impeachment-is-a-method-of-national-inquest/)

### **Impeachable Officials**

1. The President and Vice President
2. Members of the Supreme Court
3. Members of the Constitutional Commission
4. Ombudsman

All other public officers not mentioned may be removed from office as provided by law but not by impeachment.

### **Ground for Impeachment**

1. Culpable violation of the constitution
2. Treason – the act of betraying one's country
3. Bribery – giving of a bribe
4. Graft and Corruption
5. Other high crimes

### **OBLIGATIONS OF A FILIPINO CITIZEN AS PROVIDED IN THE 1987 PHILIPPINE CONSTITUTION**

1. To be loyal to the Republic
2. To love and defend the country
3. To contribute to the development and welfare of the state
4. To uphold the Constitution and obey the laws
5. To cooperate with duly constituted authorities
6. To exercise rights responsibly and with due regard for the rights of others
7. To engage in gainful work
8. To register and vote

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<http://dotr.gov.ph/images/front/GAD/issuances/1987constitution.pdf>

## Assessing Learning

Name: \_\_\_\_\_ Student Number:  
\_\_\_\_\_

Facilitator: \_\_\_\_\_ Year & Section:  
\_\_\_\_\_

1. Explain, the Philippines as a Republican and democratic state.
  2. What is the difference between nationalism and patriotism?
  3. What are your obligations as a citizen under the 1987 Philippine Constitution?
  4. As student how can you contribute in nation-building?
  5. In this difficult time brought by pandemic, how do you defined bayanihan and how can you practice or share such spirit of bayanihan as student.
-

## UNIT III.

### DRUG EDUCATION

#### Overview

This unit gives you an idea of the importance of Drug Education and Human rights. This unit gives you the idea of the causes and effects of drug addiction.

#### Learning Objectives

At the end of the lesson I will be able to:

1. Describe the nature and effects of drug abuse and substances such as alcohol, tobacco, and others in personal health and social relationship.
2. Distinguish accurate information on the health, legal, and social consequences of drugs and substance abuse and examine how this negatively impacts the person who uses the drug, and his or her family, friends and community.
3. Make a personal commitment to remain drug-free and develop a plan to address drug and substance abuse

#### Setting Up

Name: \_\_\_\_\_

Course/Year and Section: \_\_\_\_\_

1. Is there a need for separate court to hear drug related cases?

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## Lesson Proper

### DRUG EDUCATION AND VICE CONTROL

#### Definition and Concept

**DRUG** - is any substance that brings physical, psychological, emotional, and behavioral changes when used.

**DRUG ABUSE** - is the continuous misuse of any substance, licit, illicit which results in changes in an individual's physical, mental, or behavioral condition.

**DRUG ADDICTION** - The state of chronic intoxication caused by repeated and improper consumption of any regulated or prohibited substance.

It is characterized by:

- b. An overpowering desire to take the substance.
- c. A tendency to increase the dosage.
- d. The psychological and physical dependence on the substance.

**DRUG DEPENDENCE** - The state of an uncontrollable drive to take a particular substance to achieve physical and psychological stability following a continuous but improper use of the same substance.

**DRUG TOLERANCE** - A condition in which the body builds up a resistance to the effects of a drug so that larger quantities are needed to obtain the same effect. An uncontrolled increase in the amount of substance taken may lead to an overdose which can result in death.

**WITHDRAWAL SYNDROME** - The condition in which the user becomes uncomfortable and very irritable as an aftereffect of the drug taken. In this stage, the user tends to lose control of himself and become hysterical or violent.

#### **WHY DO PEOPLE TURN TO DRUGS?**

- Peer pressure
- Curiosity
- Adventure
- Feel good
- Escape from reality
- Easy access to drugs

#### **HISTORY AND COMMONLY ABUSED DRUGS IN THE PHILIPPINES**

##### A. PRE-MARTIAL LAW ERA

- a. **Hallucinogens** – drugs which affect sensation, thinking and emotion

Example: Marijuana, Hashish, LSD

- b. ***Sedatives*** – drugs which reduces anxiety and excitement

Example: Barbiturates, Tranquilizers, Alcohol

- c. ***Narcotics*** – drugs that relieve pain and induce sleep

Example: Opium and derivatives like Heroin, Morphine, Codeine

#### B. MARTIAL LAW ERA

- a. ***Cough Syrups*** – with narcotic and non-narcotic cough suppressants

Example: Corex, Endotussin, Robitussin AC, etc.

- b. ***Inhalants*** – chemicals used by manufacturing industries

Example: Rugby, Glue, Thinner

#### C. AFTER EDSA REVOLUTION

- a. ***Stimulants*** – drugs which increase alertness

Example: Amphetamine, Derivatives, Cocaine

### ***HOW CAN YOU TELL IF A PERSON IS ON DRUGS?***

#### **Changes in...**

1. Appearance
2. Mood
3. Behavior
4. Interest

### **ILL EFFECTS OF DRUGS**

These are several effects of drugs:

#### A. MENTAL HEALTH/PSYCHOLOGICAL EFFECTS

- a. Disturbance in Perception – auditory and visual hallucination
- b. Disturbance in Orientation – paranoia, psychosis
- c. Disturbance in Memory
- d. Disturbance in Judgement – a depression that may lead to suicide

#### B. PHYSICAL HEALTH/PHYSIOLOGICAL EFFECTS

- a. Systemic
  1. Cardiac (HEART) Pathology – irregularity of heartbeat, elevated or lowered blood pressure, chest pain, convulsions or death from cardiac arrest



2. Pulmonary (LUNG) Illnesses
3. Hepatic (LIVER) Problems
4. Renal (KIDNEY) Diseases

b. General Health

- Malnutrition or weight loss
- Infections
- Accidents
- Blood Transmitted Disease

C. BEHAVIORAL EFFECTS

Substance seeking behavior can lead to various criminal and anti-social acts.

**COMMON SIGNS OF DRUG ABUSE**

The following are the profile of a drug dependent or a substance abuser:

- Changes in attendance in school or work
- Changes in the usual capabilities in school/work
- Abrupt changes in overall attitude
- Generally lazy, irritable, discourteous, aggressive
- Usually untrustworthy and lacks self-confidence
- Manipulative
- Have a distorted view of reality
- Low frustration tolerance
- Con-game player
- Lacks interest in his/her studies/work (withdrawal from responsibilities)
- Blames everybody but himself (blame tosser)
- No respect for the rights of others
- Prefers to stay with peers (barkada)
- May frequently go to odd places (to take drugs)
- Poor physical appearance (unconcerned with grooming and hygiene)
- Wearing of sunglasses at inappropriate times
- Unusual effort to cover arms to hide needle marks (long-sleeved garments)
- Stealing items which can be readily sold
- Unexpected borrowing of money from relatives and friends
- Association with known drug abusers

**CLASSIFICATION OF DRUG ABUSERS**

Substance abusers can be classified according to the frequency of their substance use.

1. ***Experimenters*** – people who abuse the drug(s) for an experimental basis.
2. ***Occasional Users*** – abuse the drug occasionally/whenever there are special occasions. They abuse the drug once in two (2) weeks to twice a week.

3. **Regular Users** – abuse the drug regularly approximately three (3) to four (4) times a week or every other day.
4. **Drug Dependents** – people who tend to abuse the drug(s) every day (almost every day) or about five (5) to seven (7) times a week.
5. **Mentally-ill Chemical Abuser/Substance-Induced Psychosis** – drug abusers who manifest signs and symptom of psychotic disorders caused by the effects of drugs (hallucinations, disorientation, delusions, etc.)

## SUBSTANCE DEPENDENCY AND KEEPING DRUG-FREE

### **WHAT ARE THE CRITERIA FOR DRUG DEPENDENCY?**

- Withdrawal symptoms
- Need to take drugs to overcome withdrawal symptoms
- Compulsion
- Tolerance
- Relapse
- Reduced social/occupational act

### **HOW CAN WE STAY AWAY FROM DRUGS?**

- Devote ourselves to our studies and other productive activities at home or in school
- Stay away from people, places, and events that promote drug use
- Learn to manage feelings and cope with stress without using Drugs
- Develop a strong moral and spiritual foundation
- Educate yourself about the effects of drug abuse
- Always say **NO**

### **WHAT ARE THE COUNTER-MEASURES FOR SUBSTANCE ABUSE?**

| CLASSIFICATION  |   | MANAGEMENT            |
|---|---|-----------------------|
| Abstainer   | → | Preventive Education  |
| Experimenters<br>Occasional Users<br>Regular Users          | } | Counselling           |
| Drug Dependent  | → | Drug Rehabilitation   |
| Mental Ill Chemical Abuser<br>(Substance-Induced Psychosis) | → | Psychiatric Treatment |

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

**1. Is there a legal basis for the conduct of random drug testing for tertiary students?**

Article III Section 36© of Republic Act No. 9165, otherwise known as the "Comprehensive Dangerous Drugs Act of 2002"

**2. Who is going to be arrested?**

Based on the implementing guidelines, random drug testing shall apply to students in public and private, tertiary/higher education institutions.

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

The three (3) major government agencies participating in the drug testing program and also called "supervising agencies" in the guidelines, since they supervise the school is the:

- Department of Education (DepEd)
- Commission on Higher Education (CHED), and
- Technical Education Skill Development Authority (TESDA).

**4. Do these agencies have to conduct drug testing?**

It is not the responsibility of the said three (3) agencies to conduct drug testing, but they have to coordinate closely with the DOH-Accredited Testing Center/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.

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

The three (3) major participating agencies shall:

- a. Issue an appropriate CHED order informing all schools under their supervision about the government's actions against dangerous drugs;
- b. Formulate and conduct training programs on drug counseling for guidance counselors to enhance their skills in handling drug dependency cases.

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

The Drug Testing Coordinator shall be President/Chief Executive Officer in Tertiary/higher education institutions.

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

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

**8. If found to be positive of drug dependency, will the students 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 in event that it is determined that the student is a drug dependent, the school may impose the appropriate sanctions against the student as provided for in the schools' Students Handbook of Regulations and the Manual of Regulations for Private Schools, if the student shall then be allowed to re-enroll.

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

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

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

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

**11. 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

**12. Can it be detected if the students are using drugs for medical treatment purposes and not for illegal use of the drugs?**

Before drug 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. The Drug testing Coordination shall keep the list and shall utilize this in the evaluation of the confirmatory drug test.

**13. What if a student selected for the drug testing refuses to undergo such a 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 the presumption of drug use or dependency, provided further that the school may impose sanction on such refusal other than the offense of drug abuse of dependency.

**14. Who pays for the Drug Test?**

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

**15. Is there a penalty imposed on schools that refuse to implement the drug testing program?**

Schools that refuse to implement the random drug testing program shall be liable under Section 32 of RA 9165 without prejudice to other administrative sanctions imposed by the Supervising Agencies. The Supervising Agency shall report the same to the Philippine Drug Enforcement Agency (PDEA) and the Dangerous Drugs Board (DDB)

**Philippine Drug Enforcement Agency (PDEA)**  
**(RA 9165)**

**Mission**

As the Lead Agency in the enforcement of the anti-drug law, the PDEA:

- Suppresses the supply of dangerous drugs;
- Implements Dangerous Drugs Board policies;
- Controls and regulates the legitimate use of dangerous drug and controlled precursors and essential chemicals;

- Supervises the anti-drug activities of the drug law enforcement agencies;
- Coordinates the participation of all stakeholders in the anti-drug campaign.

<https://pdea.gov.ph/transparency/8-transparency/89-mission>

These are some of the important provisions in the Republic Act 9165 also known as the Comprehensive Dangerous Drugs Act of 2002.

- **SEC 5** – sale, administration, dispensation, delivery, distribution, and transportation of dangerous drugs
- **SEC 6** – maintenance of den, dive or resort
- **SEC 11** – possession of dangerous drugs
- **SEC 15** – use of dangerous drugs
- **SEC 19** – unlawful prescription of dangerous drugs
- **SEC 36** – authorized drug testing
- **SEC 54** – voluntary submission of a drug dependent to confinement, rehabilitation
- **SEC 60** – confidentiality of records under the voluntary submission
- **SEC 61** – compulsory confinement of a drug dependent who refuses to apply under the voluntary submission

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## Assessment of Learning

### Activity 3

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_  
\_\_\_\_\_

Facilitator: \_\_\_\_\_ Year & Section: \_\_\_\_\_  
\_\_\_\_\_

Identification: Write the correct answer before the number.

\_\_\_\_\_ 1. Is any substance that brings physical, psychological, emotional, and behavioral changes when used.

\_\_\_\_\_ 2. Is the continuous misuse of any substance, licit, illicit which results in changes in an individual's physical, mental, or behavioral condition.

\_\_\_\_\_ 3. The state of chronic intoxication caused by repeated and improper consumption of any regulated or prohibited substance.

\_\_\_\_\_ 4. The state of an uncontrollable drive to take a particular substance to achieve physical and psychological stability following a continuous but improper use of the same substance.

\_\_\_\_\_ 5. A condition in which the body builds up a resistance to the effects of a drug so that larger quantities are needed to obtain the same effect. An uncontrolled increase in the amount of substance taken may lead to an overdose which can result in death.

\_\_\_\_\_ 6. The condition in which the user becomes uncomfortable and very irritable as an aftereffect of the drug taken. In this stage, the user tends to lose control of himself and become hysterical or violent.

\_\_\_\_\_ 7. people who abuse the drug(s) for an experimental basis.

\_\_\_\_\_ 8. abuse the drug occasionally/whenever there are special occasions. They abuse the drug once in two (2) weeks to twice a week.

\_\_\_\_\_ 9. abuse the drug regularly approximately three (3) to four (4) times a week or every other day.

\_\_\_\_\_ 10. people who tend to abuse the drug(s) every day (almost every day) or about five (5) to seven (7) times a week.

## UNIT IV.

### ENVIRONMENTAL PROTECTION AND DISASTER RISK MANAGEMENT

#### Overview

Many people today are unable to live in dignity as human beings because they cannot acquire the necessary food, housing, health, sanitation, and education as a result of the deterioration of the environment. The quality of life of the people cannot advance unless the living environment is nurtured and valuable natural resources are protected and preserved.

The Constitution is aware of the continuing degradation of the Philippine Environment which has become a matter of national concern. Consequently, the need for an environmental protection program to prevent further injury or damage to plant and animal life and property and more important to protect human life, health, and safety.

#### Learning Objectives

At the end of the lesson, I will be able to:

1. define and expound Environmental Protection and Preservation.
2. understand the Fundamentals of disaster awareness and Risk Reduction
3. appreciate the significance of the National Disaster and Risk Reduction Management Council.

#### Setting Up

1. In a piece of short bond paper, draw about what happens in our mother earth, and give a short explanation.





## Lesson Proper

### Protection of the Environment is a Global Issue

Every nation is duty-bound to protect its place. In the face of drastic disruptions of weather patterns around the world, global cooperation and efforts are needed to help solve the growing hazards to the habitability of our planet for all life forms. It is not hard to foresee the kind of political instability and social disorder that can result from climatic instability. Parenthetically, the Philippines is located within the typhoon belt and the pacific ring of fire which makes it vulnerable to seismic and meteorological hazards.

Environment refers to everything that surrounds us. It includes the natural world as well as the things produced by humans. Ecology is the study of how living things interact and depend on each other.

The ecosystem is the symbiotic relationship between organisms and species within one particular area in which each depends on each other to support the continuance of life. It is composed of the living and non-living components. Ecosystems are found in the various sections of the natural environment which include: forests, deserts, grasslands, freshwater, marine areas, and even caves.

Environmental Protection is a practice of protecting the natural environment on individual, organization controlled or governmental levels, for the benefit of both the environment and humans.

Environmentalism is an ideology that delves into the importance of natural resources. This ideology speaks on the indispensability of the environment that destruction of the latter would impede or stop development. Furthermore, the ideology claims that environmental protection is a must for everyone's survival. **Environmentalism** likewise states that environmental protection can go hand in hand with sustainable development.

### Causes of Environmental Degradation

1. Migration
2. Industrial growth
3. Population growth
4. Use of modern technology
5. Natural resources utilization

### Climate Change

The build-up of carbon monoxide and other gases creates the phenomenon of the Greenhouse effect (due to pollutants from the burning of fossil fuels and deforestation) and the ozone layer's depletion pose the danger of warming up or overheating the earth and exposing the coastal areas to tidal waves with the melting of the polar ice.

The carbon dioxide (also methane, nitrous oxide, perfluocarbons, and sulfur hexafluoride), greenhouse gases released primarily, traps the sun's heat and prevents it from radiating back into space. The earth is reacting to the weather changes as seen in the shrinking glaciers, the splitting of chunks of the Antarctic ice sheet, and the freak weather phenomenon such as El Nino and La Nina.

<https://edoc.pub/81011330-textbook-on-the-philippine-constitution-1pdf-4-pdf-free.html>

### Other Impacts of Climate Change

1. Water scarcity
2. Reduction in food production
3. Disease problems
4. Mass extinction of species.
5. Sea level rise
6. River flooding

## Ways of Adapting to the Environment

1. **Evolution by Natural Selection.** The loss or acquisition of a particular trait including changes in the genetic characteristics 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 loss of sources of nourishment.

**Disaster** is a damaging or destructive event that causes serious loss, destruction, hardship, unhappiness, or death. It consists of the occurrence of the consequences of the event. Disasters either brought by nature or those that can be attributed to people are everybody's concern. Disasters or calamities will happen anytime, anywhere, and will surely strike us irrespective of our social standing in the society. Its inevitability is clear and can be proven by records showing its devastating effect on the lives and properties of the people.

Yearly almost all kinds of disasters hit the Philippines as such it discloses the fact that the Philippines is a high-risk country when it comes to disasters and calamities notwithstanding the fact the geographical status of the Philippines being located within the Pacific Ring of Fire.

The heart-tearing scenarios after disaster and calamities were the primary reasons for the necessity of disaster preparedness and awareness. Seeing many people crying and with faces of uncertainties, hearing stories of hopelessness and desperateness had touched the heart of the authors and made them realized that they or all of us are with a moral obligation of being aware and prepared in such catastrophe.

## Common Causes of Disasters

1. **Flood** the rising of water level in a particular area which results from a very high volume of rainwater and the lack of an efficient drainage system or a relief system that will drain the excess water.
2. **Earthquake** an earthquake (also known as a quake, tremor or temblor) is the shaking of the surface of the Earth, resulting from the sudden release of energy in the Earth's lithosphere that creates seismic waves. Earthquakes can range in size from those that are so weak that they cannot be felt to those violent enough to toss people around and destroy whole cities. The seismicity, or seismic activity, of an area, is the frequency, type, and size of earthquakes experienced over some time. The word tremor is also used for non-earthquake seismic rumbling.

At the Earth's surface, earthquakes manifest themselves by shaking and displacing or disrupting the ground. When the epicenter of a large earthquake is located offshore, the seabed may be displaced sufficiently to cause a tsunami. Earthquakes can also trigger landslides, and occasionally volcanic activity.

In its most general sense, the word earthquake is used to describe any seismic event — whether natural or caused by humans — that generates seismic waves. Earthquakes are caused mostly by rupture of geological faults, but also by other events such as volcanic activity, landslides, mine blasts, and nuclear tests. An earthquake's point of initial rupture is called its focus or hypocenter. The epicenter is the point at ground level directly above the hypocenter.

3. **Fire.** It involves the destruction of properties and loss of lives due to intense heat brought about by fire.
4. **Civil Unrest and Armed Conflict.** These are armed encounters between aggressive, hostile, and lawless elements.
5. **Tropical Cyclone.** A storm system that produces strong winds and torrential rain. Cyclones feed on heat released when moist air rises, resulting in condensation of water vapor contained in the moist air.  
A storm surge, storm flood or storm tide is a coastal flood or tsunami-like phenomenon of rising water commonly associated with low-pressure weather systems (such as tropical cyclones and strong extratropical cyclones), the severity of which is affected by the shallowness and orientation of the water body relative to storm path, as well as the timing of tides. Most casualties during tropical cyclones occur as a result of storm surges. It is a measure of the rise of water beyond what would be expected by the normal movement related to tides.
6. **Volcanic Eruption.** Several types of volcanic eruptions—during which lava, tephra (ash, lapilli, volcanic bombs, and volcanic blocks), and assorted gases are expelled from a volcanic vent or fissure—have been distinguished by volcanologists. These are often named after famous volcanoes where that type of behavior has been observed. Some volcanoes may exhibit only one characteristic type of eruption during a period of activity, while others may display an entire sequence of types all in one eruptive series.

There are three different types of eruptions. The most well-observed are magmatic eruptions, which involve the decompression of gas within magma that propels it forward. Phreatomagmatic eruptions are another type of volcanic eruption, driven by the compression of gas within the magma, the direct opposite of the process powering magmatic activity. The third eruptive type is the phreatic eruption, which is driven by the superheating of steam via contact with magma; these eruptive types often exhibit no magmatic release, instead of causing the granulation of existing rock.

7. **Tsunami.** A chain of fast-moving huge waves commonly caused by the eruption of underwater volcanoes, earthquakes, or even the impact of meteorites. A tsunami can assault coastlines often with little or no warning.
8. **Landslide.** The term landslide or, less frequently, landslip refers to several forms of mass wasting that include a wide range of ground movements, such as rockfalls, deep-seated slope failures, mudflows

and debris flows. Landslides can occur underwater, in which case they are called submarine landslides and in coastal and onshore environments. Although the action of gravity is the primary driving force for a landslide to occur, there are other contributing factors affecting slope stability. Typically, pre-conditional factors build up the specific surface or sub-surface conditions that make a slope prone to failure, whereas the actual landslide often requires a trigger before being released.

9. **Epidemic.** The outbreak of diseases involving a large volume of the population in a certain area. This unfortunate event may occur from lack of clean water, lack of or inadequate health services, and the lack of awareness in preventing diseases.
10. **Drought.** This is a condition in which the soil dries up, commonly caused by intense heat and the absence of rainfall. Drought makes it difficult for the soil to support the plants and other living organisms that depend on it.

## ABOUT 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 a 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 electrically charged or mechanical devices which can only be extinguished by removing the oxygen or fuel. Dry chemicals, sand soil, and similar approaches are used to prevent further damage like electrocution.

### COMMON CAUSES OF FIRE

1. Arson (Sadyang pagsunog)
2. Playing with fire near flammable or combustible materials
3. Natural phenomenon like lightning and intensely warm climate
4. Smoking near flammable or combustible material or while lying on bed drunk.
5. Defective electrical/cooking devices, flat iron, and other heating materials
6. Explosion due to defective gas tank.

### FIRE PREVENTION MEASURES

1. Fire prevention at all times is better than control
2. In case of fire, water or sand can be used to extinguish it.
3. Do not overload the extensions chord.
4. Avoid using substandard electrical materials.
5. Unplug all appliances when not in use.
6. Do not store flammable materials near cooking appliances or heating devices.
7. Do not make a bonfire near flammable or combustible materials.
8. Do not smoke near flammable or combustible materials.
9. Keep matches, lighters, and ignition devices out of children's reach.
10. Keep a supply of water or fire extinguisher at home.

11. Have a periodic check-up of electrical installation.
12. Check LPG for a leak; keep its tank tightly closed when not in use.
13. Do not play with fire.
14. Keep matches and other flammable materials from children
15. Do not leave a lighted candle or any similar lighting devices unattended.
16. When sensing gas leak, open the windows and wait for several minutes before turning on the light.
17. Check the condition of electrical appliances and devices regularly.
18. Maintain storage of flammable chemicals outside the house and in a cool place.
19. Do not leave the kitchen while cooking.
20. Be aware. Attend and listen to fire and safety seminars.

## **WHAT TO DO IN CASE OF FIRE**

**S** – Sound the alarm

**A** – Advise the fire department (local emergency numbers)

**F** – Fight the fire

**E** – Evacuate

## **What Should I Do Before, During, And After An Earthquake?**

### **What to Do Before an Earthquake**

- Make sure you have a fire extinguisher, first aid kit, a battery-powered radio, a flashlight, and extra batteries at home .
- Learn first aid.
- Learn how to turn off the gas, water, and electricity .
- Make up a plan of where to meet your family after an earthquake .
- Don't leave heavy objects on shelves (they'll fall during a quake ).
- Anchor heavy furniture, cupboards, and appliances to the walls or floor .
- Learn the earthquake plan at your school or workplace .

### **What to Do During an Earthquake**

- Stay calm! Stay inside if you are indoors and stay outside if you're outdoors.
- Stand against a wall near the center of the building or in a doorway, or crawl under a heavy furniture (a desk or a table) if you are indoors. Take note to stay away from nearby windows or outside doors.
- Stay away from power lines or buildings (items or objects inside the building or the building itself might fall on you) or anything that may fall and just stay in the open if you are outdoors.
- There might be a broken gas line so take care not to use matches, candles or anything that might cause an open fire.
- If you are inside the car during the earthquake, do not leave the car. Just stop the vehicle, stay inside and wait for the earthquake to stop.
- Don't use elevators (they'll probably get stuck anyway).

### **What to Do After an Earthquake**

- Check yourself before you check others for injuries. If knowledgeable and you are capable of moving, provide first aid for anyone who needs it.
- Check water, gas, and electric lines for damage. Shut off the valves or source if any of them were damaged. If you smell gas inside the house, open all windows and doors, and leave the premises if possible, and report it to the authorities. (borrow someone else's phone)
- Turn on the radio to keep yourself updated. Unless it's an emergency, do not use your phone.
- Keep out of buildings especially damaged ones.
- Take extra care around broken glass and debris. Wear boots or sturdy shoes to keep yourself from cutting your feet
- Be careful of chimneys (they may fall on you).
- Do not go to beaches if possible. There are still possibilities of tsunamis and seiches even after the ground stop shaking
- Stay away from damaged areas
- Follow the emergency plan or the instruction of the person in charge if you are at school or work or outside of your house.
- Expect aftershocks.

<https://virreyexercise5.weebly.com/directive.html>

## What Should I Do Before, During, And After Typhoon?

### Before Typhoon

1. Keep yourself updated. With lots of media platforms, it is almost impossible to not have any update on the movement and course of the typhoon.
2. Examine and clean up the drainage system of your house. If you notice any clogging, clean up or remove the thing that is causing the clog. Inspect your house for any damage such as holes on the roof, damage on the door, windows or leakages on the ceiling. Make certain that it is fixed as soon as possible
3. Store an ample amount of ready-to-eat foods and water. Make sure that the foods and water that you will store are adequate for you and your family and will last for a few days. Ready-to-eat foods such as canned/packed foods are especially helpful when cooking is no longer feasible.
4. Place your electronic appliances or things that generate electricity on the second or third floors or any part of the house that is elevated and least likely to be reached by water.
5. If the authorities advised you to evacuate, follow them. These people are more knowledgeable than you regarding the situation. Stop being hard-headed, at least during the time of distress.
6. Keep the emergency kits ready at all times. Emergency kits usually include supplies for first aids, candle, flashlights, life vests, and battery-operated radio.

<https://bangayan.weebly.com/what-to-do.html>

### During typhoon

1. Stay inside your house if there are no advice or notice to evacuate. Keep calm and postpone or cancel any plans or schedules to travel.
2. Stay posted. Continue to watch or listen to your radio, television or internet and keep yourself updated on the movement of the typhoon.

3. You better turn off the main source/s of electricity once you noticed any sign of the water level rising. Keep your appliances and other electric powered items in high areas or in places where the water will not reach them. Avoid using such tools during the flood.
4. Do not wade or play along the flooded areas. This is to keep yourself from contracting diseases caught from dirty waters. If unavoidable, make sure to wear protective gears such as raincoats and boots, to protect yourself. Calmly follow and comply when asked by the authorities to evacuate.

<https://virreyexercise5.weebly.com/directive.html>

### **After the Typhoon**

1. Make sure to check the radio, television or the internet (if accessible) to update yourself regarding the progress of the typhoon.
2. Make sure to heed the advice of the authorities regarding the safety and stability of your house, most specially if it was heavily damaged. If the authorities are uncertain of the house's condition, do not go in yet. If your house didn't take much damage, make sure that you still have your house inspected and the minor damage still repaired immediately. Just be vigilant and safe when inspecting your house and avoid the scattered debris as much as possible.
3. Look out for live wires or any electrical outlet that may have been submerged in water. If your knowledge on the electrical wirings are not sufficient, ask a knowledgeable person to check and inspect the wires and appliances before you use it again.
4. Always wear protective gears like boots. Diseases like Leptospirosis and other water-borne diseases does not only spread during the typhoon but also after. The bacteria that is causing the disease may still linger in moist soils or scattered debris. Once the bacteria come into contact with your open wound, the chances of contracting the disease is increased.
5. Before drinking, boil the water first to make sure they aren't contaminated.
6. Clean up. Dispose of things that may be a ground for mosquitoes to breed. Such pieces of stuff may include tires, cans, or pots.

<https://bangayan.weebly.com/what-to-do.html>

### **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 so that a crime could not happen.

### **Crime prevention measures**

1. Avoid walking alone especially at night.
2. Don't accept rides from strangers and be aware when talking with them.
3. Have your keys ready so that you can open your house/car door.
4. Carry a whistle in your hand which is ready to use when sensing trouble to catch attention.
5. When arriving home by taxi, tricycle especially during night requests the driver to wait until you have entered your house.



6. Don't display money or credit cards.

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Editors note: In celebration of the Philippine 117<sup>th</sup> Independence Day, Inquirer net is publishing short essays submitted by our readers, Inquirer .net 12, June 2015

Bureau of Non- Formal Education, Department of Education

## Assessing Learning

### Activity 4

Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Year. & Section: \_\_\_\_\_

#### I. IDENTIFICATION

- \_\_\_\_\_ 1. Everything that surrounds us. It includes the natural world as well as the things produced by humans.
- \_\_\_\_\_ 2. The study of how living things interact and depend on each other.
- \_\_\_\_\_ 3. The symbiotic relationship between organisms and species within one particular area in which each depends on each other to support the continuance of life. It is composed of the living and non-living components. Ecosystems are found in the various sections of the natural environment which include: forests, deserts, grasslands, freshwater, marine areas, and even caves.
- \_\_\_\_\_ 4. The practice of protecting the natural environment on individual, organization controlled or governmental levels, for the benefit of both the environment and humans.
- \_\_\_\_\_ 5. The ideology that focuses on the importance of natural resources. It advocated the need for man to live in harmony with nature to prevent the life-sustaining environment it encourages individuals to change the lifestyle that is disruptive of the natural functioning of mother nature and to adopt programs and measures for protecting the environment and pursue a development program that is sustainable and environmentally friendly.
- \_\_\_\_\_ 6. The destruction of environment.
- \_\_\_\_\_ 7. 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.
- \_\_\_\_\_ 8. an act to be done in order that a crime could not happen.
- \_\_\_\_\_ 9. The outbreak of diseases involving a large volume of the population in a certain area. This unfortunate event may occur from lack of clean water, lack of or inadequate health services, and the lack of awareness in preventing diseases.
- \_\_\_\_\_ 10. This is a condition in which the soil dries up, commonly caused by intense heat and the absence of rainfall. Drought makes it difficult for the soil to support the plants and other living organisms that depend on it.

## II. ENUMERATION

1. What are the Philippine laws enacted for the protection of the environment? Cite as many as you can and be ready to share it in class.

[illegible]

2. Research and make a brief discussion on how are you going to prevent other common causes of disaster which are not thoroughly discuss on this chapter.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

4. What are the causes, symptoms, treatment prevention of the following diseases?

1. Leptospirosis, Dengue, Rabbits, HIV, Tuberculosis, hepatitis, SARS, and Birds flu.

## UNIT V

### OTHER NATIONAL SECURITY CONCERNS

#### Overview

The National Security Policy is a statement of principles that should guide national decision-making and determine courses of action to be taken in order to attain the state or condition wherein the national interests, the well-being of our people and institutions, and our sovereignty and territorial integrity are protected and enhanced. The purpose of the National Security Policy is to identify the strategic priorities to establish the correct balance in the “guns or butter” debate for the allocation of scarce resources; and to establish the prioritization, among others, between external and internal defense.

#### Learning Objectives

1. At the end of the lesson I will be able to understand what National Security means.
2. Identify the importance of National Security in the Philippines.
3. Enumerate and understand the elements of National Security.

#### Setting Up

Name:

Course/Section:

1. What is your understanding about National Security?
2. In your point of view, can you give some example how to achieve National Security.

## Lesson Proper

The National Security Policy lays down the fundamental and comprehensive framework on inter-related issues and concerns that may impinge on national security. This comprehensive national security policy shall provide general guidelines for revisiting, enhancing, and formulating our related national policies. The formulation of the National Security Policy is a task that is reposed in the President. As Head-of-State, Head-of-Government, and Commander-in-Chief of the Armed Forces of the Philippines, the President is primarily responsible for the management of our national security and the decision making attendant thereto.

The National Security Policy focuses on four key elements namely: (1) Governance; (2) Delivery of Basic Services; (3) Economic Reconstruction and Sustainable Development; (4) Security Sector Reform.

“Our quest must not only focus on ensuring stability of the State and the security of our nation. Our ultimate goal must be the safety and well-being of our people.”

Senator Benigno S. Aquino III

Peace and Security Forum

## II. FOUNDATIONS OF NATIONAL SECURITY

### A. Constitutional Mandate

The fundamental mandate of the National Security Policy is to serve the national interests of the Philippines. Relevant constitutional provisions assert and define various aspects of the national security agenda which are aimed at upholding and promoting peace, prosperity, freedom and democracy, consistent with the values enshrined in the

Constitution, to wit:

- ☐ Pursuit of an independent foreign policy based on national sovereignty and national interest.
- ☐ Definition of national territory consistent with new international covenants.
- ☐ Renunciation of war as an instrument of national policy.
- ☐ Freedom from nuclear weapons.
- ☐ Right to self-determination.
- ☐ Civilian supremacy over military.
- ☐ Concept of a citizen army.
- ☐ Role of the armed forces as protector of the people and the State.

“We, the sovereign Filipino people, imploring the aid of almighty God, in order to build a just and humane society and establish a government that shall embody our ideals and aspirations, promote the common good, conserve and develop our patrimony, and secure to ourselves and our posterity the blessings of

independence and democracy, under the rule of law and a regime of truth, justice, freedom, love, equality and peace ...” Preamble of the 1987 Philippine Constitution

## **B. Elements of National Security**

There are seven elements of our national security that amplify the national interests. All of these elements consider the psycho-social aspects of national security such as people’s perceptions or beliefs, social norms, and character that affect the appreciation of government’s policies and programs. These are:

### **Socio-Political Stability**

It is to achieve peace and harmony among all Filipinos, regardless of creed, ethnic origin, and social status. The government and the people must engage in nation-building under the rule of law, constitutional democracy, and the full respect for human rights. At the same time, the government is accountable to the people and as such, must ensure sociopolitical stability through good governance by focusing on its purpose and outcomes for its citizenry and performing efficiently and effectively in clearly defined roles and functions.

### **Territorial Integrity**

This means that the territory of the country is intact and under the effective control of the government. It is to ensure the permanent inviolability of our national territory and its effective control by the Government and the State. This includes the preservation of our Exclusive Economic Zone (EEZ) and its protection from illegal incursions and resource exploitation. It is this geographic fact that the national interest is enhanced whereby, the land territories as well as bodies of water within our Philippine maritime jurisdiction are effectively secured.

### **Economic Solidarity**

It is to collectively pursue and build the economy to be strong, capable of supporting national endeavors, and derives its strength from the solidarity of our people who have an organic stake in it through participation and ownership. This is the core interest of the national vision to ensure that Filipinos become stakeholders in economic and business enterprises so that they will collectively defend, protect, and improve the economic system for themselves and the future generations of Filipinos.

### **Ecological Balance**

The national survival rests upon the effective conservation of our natural environment in the face of industrial and agricultural expansion and population growth. This dimension of national security seeks to support development that is environmentally sustainable for the benefit of the nation and the people who depend on it. As the country sustains its economic growth, there is a clear indication that the ecological balance is being threatened by natural calamities and other man-made destructive activities. The environment, with its life support systems, is in a position to sustain and secure development for the benefit both of the present and future Filipino generations. Ecological balance is a shared responsibility of all Filipinos, as individuals, families, and communities.

### **Cultural Cohesiveness**

This element implies that the Filipinos have shown their collective sense of value to the principles of freedom and human dignity of a person. These inherent manifestations of the Filipino values have been shown when our forebears had fought for our freedom against their colonizers, authoritarian rulers and oppressive powers as exemplified by the resistance of LapuLapu, Jose Rizal, Apolinario Mabini, Andres Bonifacio and Jose Abad Santos. The most recent manifestations of this value were the martyrdom of Senator Benigno Aquino and the courageous heroism demonstrated by his wife, Corazon Aquino in the struggle to restore democracy. This also means that our people is imbued by a common set of values and beliefs handed down by their forebears on moral and ethical standards, drawn from our traditions and cultural heritage, embodying a Filipino identity transcending socio-economic, religious, ethnic, and linguistic differences.

### **Moral-Spiritual Consensus**

The Filipino people must be propelled by the national vision inspired and manifested in words and deeds, by patriotism, national pride and the advancement of our national goals and interests. The primordial element for our national survival is national unity, where the people have become proud of their country, their culture and tradition, and their history. Consequently, there is moral and spiritual consensus among the Filipinos on the wisdom and righteousness of our shared national vision, as enunciated by the President. This shared vision inspires and motivates the citizens to get involved and participate vigorously in the programs that promote the country's security and development goals and objectives.

### **Peace and Harmony**

The Philippines as a democratic country is committed to world peace and the preservation of world order. National security is engendered and sustained through harmonious relations with our neighbors and allies. For this purpose, it is for the enduring interest of the country to forge harmonious engagement and relationship with other nations starting with the member-countries of the ASEAN. The country and people must pursue constructive and cordial relations with all nations and peoples, and are free from any control, interference or threat of aggression from any of them.

### **C. Social Contract with the Filipino People**

The National Security Policy objectives are anchored on the Social Contract with the Filipino People of President Benigno S. Aquino III, whose 16-point agenda commits to deliver the following:

- (1) A commitment to transformational leadership;
- (2) A government that prioritizes jobs that empower the people and provide them with opportunities to rise above poverty;
- (3) Making education the central strategy for investing in our people, reducing poverty, and building national competitiveness;
- (4) Recognizing the advancement and protection of public health, which includes responsible parenthood, as key measures of good governance;
- (5) A truly impartial system of institutions that deliver equal justice to rich and poor;
- (6) A leadership that executes all the laws of the land with impartiality and decisiveness;



(7) Achieving food security and more equitable economic growth, worthy of re-investment for sustained productivity;

(8) Well-considered programs that build capacity and create opportunities among the poor and the marginalized in the country;

(9) A government that creates conditions conducive to growth and competitiveness of private businesses, big, medium and small;

(10) A government that creates jobs at home, so that working abroad will be a choice rather than a necessity; and when its citizens do choose to become OFWs, their welfare and protection will still be the government's priority;

(11) Discerning selection based on integrity, competence and performance in serving the public good;

(12) Professional, motivated, and energized bureaucracies with adequate means to perform their public service missions;

(13) Promotion of equal gender opportunity in all spheres of public policies and programs;

(14) A broadly-supported just peace that will redress decades of neglect of the Moro and other peoples of Mindanao;

(15) Planning alternative, inclusive urban developments where people of varying levels are integrated in productive, healthy and safe communities; and

(16) A government that will encourage sustainable use of resources to benefit present and future generations.

Reference:

<https://www.files.ethz.ch/isn/156790/Philippines%202011-2016.pdf>

### **Assessing Learning**

Name:

Course/ Section:

Answer the questions

1. What can you say about the National Security in the Philippines?
2. What are the elements of the National Security and give an example of each elements.

## UNIT VI.

### SELF AND FILIPINO SOCIETY

#### Overview

This unit introduces you to different perspectives regarding a human person. This unit also gives you an idea about the characteristics of Filipino values and what makes Filipinos different from other nationalities.

#### Learning Objectives

At the end of the unit, I can:

1. Define a person, its characteristics, essence and the stages of development of a person;
2. Define and expound on the nature of values;
3. Cite the four core values of good citizenship including their sub-values; and
4. Apply the concepts discussed to the different real-life situations.

#### Setting Up

Name: \_\_\_\_\_

In a separate piece of paper, answer the following:

1. What do you think makes us human?

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2. As Filipinos, what do you think makes us different from other nationalities?

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## Lesson Proper

### THE HUMAN PERSON: OVERVIEW

*“Madaling maging tao, mahirap magpakatao”* is a statement that requires an in-depth discussion. To be a human person requires beyond being a biological man, a Human being is a person but not per se a human person that can create a positive result towards society.

As far as ancient times, the question of how to be a human person had been consistently raised and evaluated. Using a wide range of theories and observations, brilliant psychologists, philosophers, theologians, and even natural scientists had written and made an in-depth analysis on the matter of human nature.

Man is not simply defined using the dictionary. This viewpoint aims to revisit and challenge our perception of human nature; and the possibility of achieving a productive society through the actualization of a person’s highest potential.

### THE HUMAN PERSON: Revisited

A human person is a combination of - physical, spiritual, emotional, and intellectual attributes. There are several definitions of a human person based on different perspectives:

Aristotle and Boethius, philosophers, described the humans as a rational being. As a rational or thinking being, a person can know, reason out, and apply what he knows. On the other hand, Socrates maintains that man is a being who thinks and wills.

A substance of physical and spiritual is how the theologians describe a human person. Spiritual in nature because man has a soul and is created by a Superior Being with divine purpose. Physical in nature, because a person is created with body and faculty that correspond to his/her relationship with society.

In dictionaries, they define a human person as a living, self-conscious animal, or a thing.

[\(https://graduateway.com/nstp-module/\)](https://graduateway.com/nstp-module/)

### WHO AM I?

Let us re-evaluate and understand the characteristic of a person in order to fully understand the meaning of a person:

#### Characteristics of a person

Eddie Babor discussed in his/her book “The Human Person, Not Real But Existing” that a human person has several characteristics, among which are the following:

1. Rational – Every person is a rational being. This is characteristic is what differentiates us humans from all other beings in the world. Also, as a rational being, a person has the liberty to do what they want, to think and to reason. They can decide which is right and which is wrong because they are intellectual being
2. Unique – every person is unique in their own way. Each person has their own identity; thus, we can say that no two persons are the same. Generally speaking, human beings have the same or similar characteristics and physical features, but no two persons are the same because each of them have different opinions, perceptions, set of values and priorities in life.
3. Free - All human beings are born free. They are free to do or not to do specific action. However, every person must be responsible for his/her action. In other words, a person can do whatever he/she pleased but not to the extent of harming his/her co-creatures.
4. Social being – Every person is intrinsically a social being. He/she cannot detach his/her “being “from others and all other creatures in the universe. Human nature is characterized by their togetherness and relationship towards other creatures; be it a thing, object, or their fellowman.
5. Sexual – All created living things are sexual but the uniqueness of expression of a person’s sexuality makes it all different. The person’s expression of emotions, attitudes, feelings, actions, and thoughts in a sexual activity best exemplify their uniqueness from animals.

<https://www.studocu.com/ph/document/baliuag-university/bs-industrial-engineering/lecture-notes/lesson-2-lecture-notes-1-2/5537765/view>

The characteristics and their definitions above reveal that a human person is the ultimate expression of the Supreme Being that has the freedom, the capacity and ability to reason, reflect and relate to their co-existence

### Core and Related Values

| DIMENSION    |              | VALUES   |
|--------------|--------------|--|
| HUMAN PERSON | AS SELF      | PHYSICAL<br>Health – Physical Fitness, cleanliness, harmony with the material universe, beauty, and art  |
|              |              | INTELLECTUAL<br>Truth –Knowledge, creative and critical thinking   |
|              |              | MORAL<br>Love –Integrity/honesty, self-worth/self-esteem, personal discipline  |
|              |              | SPIRITUAL<br>Spirituality –Faith in God  |
|              | IN COMMUNITY | SOCIAL<br>Family<br>Society<br>Social Responsibility –Mutual Love/respect, fidelity, responsible parenthood, concern for others/common good, freedom/equality, social justice/respect for human rights, peace/active non-violence, popular participation |
|              |              | ECONOMIC<br>Economic Efficiency –Thrifty/conservation of resources, work ethics, self-reliance, productivity, scientific and technological knowledge, vocational efficiency, entrepreneurship  |
|              |              | POLITICAL<br>Nationalism – Common identity, national unity, the esteem of national heroes, commitment, civic consciousness/pride, “Bayanihan”/solidarity, loyal to the country<br>Global Solidarity –International understanding and cooperation         |

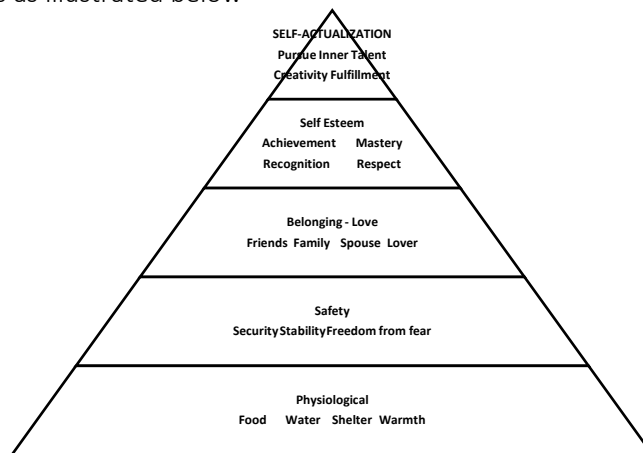
\*\* Source: Values Integration and Promotion: A Civic Welfare Service Core and Related Value

## The Essence of a Person

By understanding the character and definition of a person, the next question would be “how are we going to maximize these characteristics to be able to create a positive result?”

There are similar guiding principles in realizing a person’s competence and ability. The person as a whole is best explored in the field of humanistic psychology. This study theorized that a person’s behavior and relationship with others is shaped by his/her inner feelings and self-image.

The theory of Abraham Maslow is one of the foundations of humanistic psychology. His theory on hierarchy of needs is as illustrated below



The hierarchy of needs has five levels, namely:

1. Physiological Level – These are biological needs such as food, water, and clothing. These are the most important needs because once person is deprived of these, a person will ultimately find a way to fulfill the satisfaction of this need.
2. Safety – When physiological needs are met, the person transcends in finding security and protection from physical and emotional harm
3. Social and Belongingness – When the needs for physiological and safety had been satisfied, the desire for affection, belonging, friendship can become active. Maslow states that people seek to overcome the feeling of loneliness and alienation.
4. Esteem - there are two esteem needs: (1) The self-esteem that includes achievement, mastery, confidence, and (2) the esteem the person gets from others which include recognition, respect, attention, etc. the person feels self-confident. They feel valuable when these needs are satisfied. On the other hand, the person may feel inferior, weak, helpless and worthless when these needs are not met.
5. Self-Actualization – It is the highest form of motivation. This need was described by Maslow as the need to reach the person’s peak potential

As discussed above, Maslow’s theory pointed out that a person must satisfy the first other lower needs before he can realize his/herself-worth and potential. Accordingly, when lower needs are unmet, the person cannot fully devote himself to fulfilling his/her potentials (Boeree;1988). He theorized that the driving force of human personality is their own self-actualization. Thus, a person cannot appreciate

intellectual and aesthetic learning when the person is hungry, and his/her safety is difficult to obtain. “Artistic and scientific endeavors do not flourish in a society where people must struggle for food, shelter, and safety. The highest motive- self-actualization – can only be fulfilled after all other needs are fulfilled”.

Following Maslow’s theory, Carl Rogers, (1902-1987) person-centered therapy theory, believed that every person has within him an inherent desire towards a positive transformation and development of his/her capacity. Furthermore, he came to believe that man is good and inherently possesses a seed of goodness no matter how imprudent his/her actions are.

The theory of person-centered therapy of Carl Rogers explained that persons themselves are the only ones able to change the direction of their lives and which path to take. The therapist’s role is to act as a “sounding board” while the person himself explores and analyzes his/her problem (Intro to Psych 10<sup>th</sup> ed. By Atkinson, Smith, Bem, p. 523)

Following the view of Roger’s theory, the writer of this article personally believes that the therapist being referred to should not be restricted to psychologists only, but must also be identified with the person’s environment and the people surrounding him. In other words, the role of our society should be a “sounding board” of our reflections in life to be able for the individual to realize his/ her problem and create his/her solutions for it. It is the individual who will eventually direct his/her own life and not the people around him.

[\(https://graduateway.com/nstp-module/\)](https://graduateway.com/nstp-module/)

## **IN A NUTSHELL**

The definition and characteristics of a person, the presumptions of Carl Rogers, Abraham Maslow, and Erik Erikson that have been analyzed are simply guiding principles and motivations to better understand ourselves and examine out potentials. As JFT Bugental pointed out, “man’s life has greater possibilities but not realized”. In other words, a lot of opportunities await each person and that they are blind enough not to take notice of said opportunities

As discussed previously, the person himself is the best qualified in changing and directing his/her life. He has always been given an alternative to whether to do or not to do an act but this action should be accompanied by responsibility.

Being human, our dealing, regardless of whether it is positive or not, does not negate our value as a person. Self-actualized persons allow their innate positive values to transform further and realize that by understanding his/herself is the best way he can effectively relate to others.

Furthermore, every person must be guided by the understanding that he exists in this world achieving his/her temporary assignments. Each person should start now by utilizing his/her gifts and talents in obtaining his/her goals to positively transform and help others realize their worth as a person. They must make full use of it and fulfill the greatest challenge that the Supreme Being has given them.

[\(https://graduateway.com/nstp-module/\)](https://graduateway.com/nstp-module/)

## THE FILIPINO VALUE SYSTEM

### What are values?

Before probing into the discussion of values – Filipino values, in particular – it is worth looking into the word itself. The word “value” was derived from the Latin word “*valere*” which means to be strong and vigorous. This proceeds from the premise that a human person has to have strength or valor in every endeavor. It is the basis on which his/her strength in facing the challenges of life should be directed.

Dr. Tomas Q. D. Andres (1989) would define values as “things, persons, ideas or goals which are important to life; anything which enables life to be understood, evaluated, and directed.”

On the other hand, Edgar Sheffield Brightman defines value as “whatever is liked, prized, esteemed, desired, approved, or enjoyed by anyone at any time. It is the experience of enjoying a desired object or activity. Hence, value is an existing realization of desire.”

Collectively, the values of society would be the standards or principles for which an act is judged to be what is right or wrong, correct, or incorrect. As such, this is the standard set for each member of the community as to what is desirable. In other words, values in society give meaning and direction to every individual’s life and influence his/her human behavior.

Based on these definitions, we can say that values are those which are considered by the society as desirable and important and have attained the status as the moral impetus for every action done by each member, it is geared towards the desired end or goal.

### What are Filipino Values?

Significantly, Filipino Values are the standards or principle that was set by the Filipino society which is the basis for what is right or wrong, the standards or principles that every member of the Filipino society should strive to attain to reach the ultimate realization of their life, regarding their person and about their family and society in general.

[\(https://graduateway.com/nstp-module/\)](https://graduateway.com/nstp-module/)

The following are some examples of the best Filipino values:

1. ***Pagkamaka-Diyos***
  - Faith in the almighty
  - Respect for life
  - Order
  - Work
  - Family-oriented
2. ***Pagkamaka-Tao***
  - Love
  - Freedom
  - Peace
  - Truth
  - Justice
3. ***Pagkamaka-Bansa***



- Patriotism
- Unity
- Respect for law and government
- Equality
- Equity
- Promotion of the common good

#### **4. *Pagkamaka-Kalikasan***

- Respect for the environment
- Care of creation
- Balance of ecology

### **Significance of Studying Filipino values**

Several studies have been made on Filipino Values. A lot of researchers have always been interested in examining the Filipino Values because it influences a Filipino's behavior in particular, and shaping the Philippine Society in general. How Filipinos feel and motivated to do a specific task is directed and evaluated by his/her set of values. One has to understand the underlying values on which every Filipino act to understand the Filipino culture and the development of the Filipino individual. Thus, a study on Filipino values would provide us a deeper understanding of Filipino culture.

The shaping of the Philippine society into a successful and progressive nation would depend on understanding and appreciating the positive side of Filipino values and how they are applied to attain such a goal. Thus, it is imperative that a full understanding and appreciation of the positive side of our very own principles be made and used for our personal and national success.

In this unit, our main goal would be to help you understand our Filipino values. This will enable us to make use of the positive side and disregard or change our negative ones. Thus, in the end, through the development and use of positive Filipino values, we may bring out the best in the Filipino Society in general and the individual in particular.

### **Understanding Filipino Values and Culture**

The lifestyle and values being practiced in the Filipino society is a mixture of a variety of races. Among those who influenced the Filipino culture and values are our ancestors - the Malays and Indones, our colonists – the Spaniards and the Americans, and nationals of other countries who have dealt with the Philippine society through trade – the Chinese and the Indians. This results in a mixture of influences, which are conflicting sometimes, is uniquely Filipino.

The rich Christian values of Europe, the pragmatic and democratic values of America, and the spiritual values of Asia blend together make the most dominant of the Filipino values.

Family is considered to be the basic unit of the Filipino society. Family is where the values and principles are nurtured and imbibed to each member. The tradition of close family ties has long been practiced and considered as the foundation of the Philippine society. So much is the effect of this tradition that the members of the constitutional commission of the 1987 Philippine Constitution deemed it proper to include it as a State policy and a chapter of the fundamental law of the land. Thus, Article XV, Section 1

of the said constitution provides that “The State recognizes the Filipino family as the foundation of the nation.”

It is in the family that the Filipino individual is introduced to the concept of structure and hierarchy of power. He is always reminded to submit to the authoritarian familial set-up, where roles are prescribed especially for younger members of the family.

[\(https://www.coursehero.com/file/p13s4l25/Several-studies-have-been-made-on-Filipino-Values-They-have-always-been/\)](https://www.coursehero.com/file/p13s4l25/Several-studies-have-been-made-on-Filipino-Values-They-have-always-been/)

The Filipino family is structured in a way that autocratic leadership rests on the elder members, where the young submit themselves to the decision of family elders. He is indoctrinated with the tradition of the primacy of the emotional economic, and moral support is the family.

The Filipino individual identifies himself with his/her family. Right from childhood, he is made to believe that he belongs to the family. The Filipino individual is always encouraged to get advice from his/her parents and submit to his/her parents’ direction, counsel, and advice. He is admonished to be good because any disgrace that he commits is a disgrace to the family, in times of misfortune, he is assured of his/her family’s support, sympathy and love.

Thus, Filipino society, in contrast with Western societies, prefers a rather “structured” way of life, and not where he can be assertive of his/her individuality.

However, the modern era is catching up with the Filipino society. Changes must occur if the Filipino society is to survive in a changing world. The Filipino society will have to keep up with the changes brought about by modernization. The society must prepare itself for a serious re-evaluation of its values. In most instances, it will have to break away from its past and adjust itself towards the future.

[\(https://graduateway.com/nstp-module/\)](https://graduateway.com/nstp-module/)

## FILIPINO CHARACTERISTICS

Every country has its differing values and stereotypes, and the Philippines is no exception. We Filipinos firmly believe that our country has the best values in the world. Although we have been colonized by several countries, many core values from our ancestors remained intact and are still honored to this day. Filipinos are not perfect, but we have great characteristics and qualities every one of us should be proud of. Below I’ve listed some of the most well-known positive and negative traits of Filipinos.

### Positive Traits

#### 1. Hospitality

Hospitality is one of the well-known characteristics of a Filipino. Foreigners, who come visit the Philippines, cannot help themselves from falling in love with the warm hospitality shown to them by the locals. It’s a different kind of value system, which has existed for thousands of years. Here are some examples of the hospitality that Filipinos show, not only to foreigners but also to their fellow citizens.

- When visiting a friend’s house, the parents or the host will welcome you with a very warm welcome. The host will continue to take care of their guest by letting them sit down or

preparing meal or snack. The host will insist on not letting you leave on an empty stomach. A host will always make sure you had a great time visiting them.

- If the visitor is going to stay the night, the host will prepare the spare room for them.
- Meals offered to guests are very special. A host always finds a way to prepare great-tasting food that her visitor wants to eat.

<https://owlcation.com/social-sciences/Filipino-Traits-and-Characteristics>

## 2. Respect

This is often observed by people of all ages, regardless of their age.

- Children respect elders by saying “*po*” and “*opo*”, which mean “yes” when answering their elders.
- Children or young adults also show respect by putting their elders’ hands on their foreheads
- Filipinos also show respect at work by making a bow to their employers

<https://www.coursehero.com/file/50541157/sikolohiyang-filipinopptx/>

## 3. Strong Family Ties and Religious

Families are important to Filipinos. It is not rare to keep the family intact for generations.

- Religion is also important and creates a strong bond marking God as the center of their lives so they go and pray to church together.
- Families make sure to have quality time together especially after a day’s work. Just watching television or eating a family meal will be valued and prioritized in everybody’s schedules.

<http://f2fenglish.org/8193>

## 4. Generosity and Helpfulness

Filipinos are generous people. We don’t hesitate to help someone in need even when we don’t have much ourselves.

- During special occasions such as birthdays or “fiestas” –parties when people from other places visit your home to celebrate with you – there are lots of foods specially prepared for everyone! Friends, family, friends of friends, and even strangers can gather and they are always willing to share food and help out.
- Filipinos are always ready to help a neighbor when they are in need.

<https://owlcation.com/social-sciences/Filipino-Traits-and-Characteristics>

## 5. Strong Work Ethic

Yes, we are hardworking people to the point that we are willing to work almost the whole day just to feed our families. That’s how Filipinos are.

- One example of a hardworking person is a farmer. They earn so little but they still work very hard for not much compensation.
- Filipinos always find creative ways to earn a living, like creating a small business from their home where they sell foods or other items for the convenience of their neighbors.

## 6. Love and caring

This is so true! Filipinos are the sweetest and most loving people in the world. I'm not just saying this because I'm a Filipino; if you know us well, you will soon figure this out.

- Men are so sweet and romantic when it comes to love. They will send their beloved flowers, bring her to a very romantic place, text her sweet quotes, and tell often how special she is to them.
- Filipino women are also romantic and very caring which often makes foreigners want to marry them. Women tend to prepare dinner before their husband comes home. They are loving, and value the relationship, always staying faithful to their husbands. They love deeply and sincerely.

### Negative Traits of Filipinos

Here are some of the negative traits which also really represent Filipinos.

- Fatalism/ *Bahala na*: An attitude of "what goes around comes around" or "come what may". We tend to surrender our future to fate. We often accept bad news or circumstances without trying to stop or change them. This can sometimes be helpful in adversity, but it can also keep us from finding ways out of situations. Also, constantly expecting the worst can get pretty depressing.

Filipinos are a religious group of people by nature. They continue to believe in supernatural beings and in different kinds of spirits dwelling in individual person, places, or things. They believe in a Supreme Being who will take care of things for them. The Filipino is very religious who has a saint to pray to each day of the week.

The term *bahala na* comes from the words *Bathala na*. It reflects the Filipino's dependence on the supernatural being and fate. This tends to move toward the commonly conceived procrastination character of the Filipino.

- Crab mentality: Is very widespread in politics. People insist on pushing each other down in order to make way for their gain. Along the election season, we see a lot of politicians ruining each other. This also happen among regular people. I think it goes to the point of selfishness.
- Colonial Mentality: Most Filipinos even those in poverty are fond of branded imported items and they think that anything American or Western made are superior while anything locally made is inferior. It even extends to the physical appearance and pedigree. Good example: The Filipino entertainment industry is loaded with mestizos or half-white/half-Filipino wherein the mestizos get the lead role while the more native-looking actor ends up either in maid roles or comedian or villains. Also, the prevalence of whitening products and cosmetic surgeries or procedures designed to change the natural Southeast Asian look of a Filipino/s.

<https://owlcation.com/social-sciences/Filipino-Traits-and-Characteristics>

### Some characteristic of a Filipino may either be positive or negative

The characteristic that makes a Filipino vary from a different society is his/her uniquely blended culture and values, for the reason of several influences that shaped its identity, are bipolar like a coin that has two sides. They may either be positive or negative in polarity. Let us take for example the value of *utang na loob*, or debt of gratitude. The value of *utang na loob*, the altruistic drawing of interior goodness of a

person by returning a debt of gratitude, is by itself positive. However, when one is coerced to honor a debt of gratitude and return the favor, then it becomes negative.

Due to this ambivalence of Filipino values, they have the potential of being used for good or evil. They may either help or hinder personal and national development, depending on how they are understood or practiced or lived.

[\(https://www.coursehero.com/file/p1neph4j/The-Filipino-family-is-structured-in-a-way-that-autocratic-leadership-rests-on/\)](https://www.coursehero.com/file/p1neph4j/The-Filipino-family-is-structured-in-a-way-that-autocratic-leadership-rests-on/)

In order to shape the Filipino society into a successful and progressive nation, there is a need to re-evaluate the different values that influence every Filipino individual's action to a set of circumstances. We need to identify the positive side of every Filipino value and develop them in order to yield a more successful and developed society.

Let us then try to discuss some of the values in the Filipino society and re-evaluate them to develop a more positive value for the Filipino individual.

### *Utang na Loob*

There is no specific translation that can approximate the meaning of this Filipino value of *utang na loob*. Debt of gratitude is a lean excuse for a translation because it does not even approximate the fertile concept of the Filipino value of *utang na loob*.

[\(https://graduateway.com/nstp-module/\)](https://graduateway.com/nstp-module/)

*Utang na loob* is a situation where an individual is required to return a favor or service received. However, the return of such service or favor cannot be translated into monetary equivalent and may be reciprocated in a month of service or even a lifetime.

[\(https://www.coursehero.com/file/p7lsuo1/Utang-na-loob-is-a-situation-where-an-individual-is-required-to-return-a-favor/\)](https://www.coursehero.com/file/p7lsuo1/Utang-na-loob-is-a-situation-where-an-individual-is-required-to-return-a-favor/)

For example, a congressman proudly “gives” a town a new chapel, a bridge, or a waiting shed (no matter whether the money came from his/her pocket or the government), this makes the people indebted to him. And when elections come, he recites the litany of his/her projects and people “ought” to repay these through their votes. No to repay this form of debt means that those who were benefited are *walang utang na loob*. After having been elected the people would approach this congressman for return of favor by seeking employment from them. Thus, this would end into a vicious cycle, where the person *na pinagkakautangan ng loob* becomes the giver and the giver becomes the person *na may utang na loob*.

However, *utang na loob* may be interpreted in a positive outlook. If it is used with the concept of justice, truth, and human dignity, it would reflect the beautiful aspect of the Filipino character. Thus, this altruistic feeling must voluntarily come from within the person himself, *kusang loob*; and should not be demanded by coercing the person who has *utang na loob*, so as blind his/her sense of judgment.

Furthermore, this value should be used discriminately. The *pagtatanaw ng utang ng loob* should emerge from within the self of an individual with a sense of justice to repay the person for the favor or services rendered.

We should always remember that in demanding for the return of indebtedness, the golden rule “Do unto others as you would want them to do unto you”. By demanding the return of the favor, would you

wish to become indebted in return? And when indebted, would you want that person to act the same way when they are demanding the return of the favor?

[\(https://graduateway.com/nstp-module/\)](https://graduateway.com/nstp-module/)

### Other Strengths of the Filipino Character

| Strengths of the Filipino Character | Results  |
|-------------------------------------|--|
| 1. Pakikipagkapwa-tao               | <ul style="list-style-type: none"> <li>• Camaraderie and feeling of closeness to one another, the foundation for unity as well as a sense of social justice</li> </ul> |
| 2. Family Oriented                  | <ul style="list-style-type: none"> <li>• The feeling of belongingness and rootedness and a basic sense of security</li> </ul>  |
| 3. Joy and Humor                    | <ul style="list-style-type: none"> <li>• Emotional balance, optimism, a healthy disrespect for power and office and the capacity to survive</li> </ul>                 |
| 4. Flexibility and Adaptability     | <ul style="list-style-type: none"> <li>• Productivity, innovation, entrepreneurship, equanimity, and survival</li> </ul>   |
| 5. Hard work and Industry           | <ul style="list-style-type: none"> <li>• Productivity and entrepreneurship for some and survival despite poverty for others</li> </ul>                                 |
| 6. Faith and Religiosity            | <ul style="list-style-type: none"> <li>• Courage, daring, optimism, inner peace, as well as the capacity to genuinely accept tragedy and death</li> </ul>              |
| 7. Ability to Survive               | <ul style="list-style-type: none"> <li>• Bravely live through the harshest economic and social circumstances</li> </ul>  |

[\(https://www.coursehero.com/file/p5aihrdc/Bahala-na-Filipinos-by-nature-are-a-religious-group-of-people-They-firmly/\)](https://www.coursehero.com/file/p5aihrdc/Bahala-na-Filipinos-by-nature-are-a-religious-group-of-people-They-firmly/)

### Other Weaknesses of Filipino Character

| Weaknesses of the Filipino Character         | Results  |
|--|--|
| 1. Extreme Personalism                       | <ul style="list-style-type: none"> <li>• Leads to graft and corruption</li> </ul>  |
| 2. Extreme Family Centeredness               | <ul style="list-style-type: none"> <li>• Lack of concern for the common good and acts as the block of national consciousness</li> </ul>  |
| 3. Lack of Discipline                        | <ul style="list-style-type: none"> <li>• Inefficient and wasteful work systems, violation of rules leading to more serious transgressions and casual work ethics leading to carelessness and lack of follow-through</li> </ul> |
| 4. Passivity and Lack of Initiative          | <ul style="list-style-type: none"> <li>• Easily designed to one's fate and thus easily oppressed and exploited</li> </ul>  |
| 5. Colonial Mentality                        | <ul style="list-style-type: none"> <li>• The basic feeling of national inferiority that makes it difficult for them to relate as equal to Westerners.</li> </ul>   |
| 6. Kanya-kanya Syndrome                      | <ul style="list-style-type: none"> <li>• Dampening of cooperative and community spirit and in the trampling upon the rights of others.</li> </ul>  |
| 7. Lack of Self-Analysis and Self-Reflection | <ul style="list-style-type: none"> <li>• Emphasis on form more than substance</li> </ul>   |

[\(https://www.coursehero.com/file/p5aihrdc/Bahala-na-Filipinos-by-nature-are-a-religious-group-of-people-They-firmly/\)](https://www.coursehero.com/file/p5aihrdc/Bahala-na-Filipinos-by-nature-are-a-religious-group-of-people-They-firmly/)



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<https://www.coursehero.com/file/p5aihrdc/Bahala-na-Filipinos-by-nature-are-a-religious-group-of-people-They-firmly/>



## Assessing Learning

### Activity 6

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_  
\_\_\_\_\_

Facilitator: \_\_\_\_\_ Year & Section: \_\_\_\_\_  
\_\_\_\_\_

#### I. Identify the following:

- \_\_\_\_\_ 1. These are biological needs such as food, water and clothing that include achievement, mastery, confidence and the esteem the person gets from others
- \_\_\_\_\_ 2. The unbroken determination to exercise free choice as well as self-restraint.
- \_\_\_\_\_ 3. It means to be strong and vigorous.
- \_\_\_\_\_ 4. The basic social unit in the Philippine society
- \_\_\_\_\_ 5. An attitude of “what goes around, comes around” or “come what may”.
- \_\_\_\_\_ 6. This is prevalent in politics where people tend to push each other down to clear the way for their gain.
- \_\_\_\_\_ 7. Most Filipinos, even those in poverty, are fond of branded imported items and they think that anything American or Western made are superior while anything locally made is inferior.
- \_\_\_\_\_ 8. A situation where an individual is required to return a favor or service received.
- \_\_\_\_\_ 9. The ability to merge one’s identity with that of another person.
- \_\_\_\_\_ 10. Things, persons, ideas, or goals which are important to life; anything which enables life to be understood, evaluated, and directed.

#### II. Enumerate and write the results of the strengths and weaknesses of Filipino character.

## UNIT VII

### VOLUNTEERISM

#### Overview

*This unit shall orient you on the definition and importance of volunteerism. Likewise, the unit will show you the importance of volunteerism as a tool and mechanism in the attainment of genuine development.*

#### Lesson Objectives

*At the end of the lesson I will be able to:*

- 1. Define volunteerism;*
- 2. Identify the elements of volunteerism;*
- 3. Appreciate the role of the youth in strengthening volunteerism and the importance of voluntary action.*

#### Setting Up

Name: \_\_\_\_\_

Course/Year and Section: \_\_\_\_\_

*In a separate piece of paper, answer the following*

- 1. If the government's prime duty is to serve and protect its citizens, what is our responsibility to the state in return?*

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- 2. Why is it that the government recognizes the important role of the youth in the nation-building?*

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*"The smallest act of kindness is worth more than the grandest intention."*

~Oscar Wilde

## Lesson Proper

Studies and literatures in human behavior have claimed that helping others without expecting in return helps cure our emotional pain and brings joy in our hearts. Humanitarian efforts are so effective in making up with the imperfections of every society. Possibly, the last bastion of human existence will rely on the hands of the unpaid or unsung helpers of humanity.

**Volunteerism** is an act or practice, or principle of contributing one's time, talents, and resources freely to worthwhile purposes without tangible compensation. (quizlet)

Volunteerism is the taking of initiative or letting oneself in (for the benefit of another) without expecting in return.

By **volunteering** you are doing an unselfish activity that places the welfare of other people ahead of your personal concerns. **Volunteers** receive nothing in return but gains self-worth, self-respect and fulfillment in their hearts.

**Volunteering** allows you to connect to your community and make it a better place. **Volunteering** is a two-way street: It can benefit you and your family as much as the cause you choose to help. Dedicating your time as a **volunteer** helps you make new friends, expand your network, and boost your social skills.

### ELEMENTS OF VOLUNTEERISM (BV. Semah: Young at Heart GH. July 05,2016)

**1. SELFLESSNESS** The first element of volunteerism should be selflessness. The “genesis” of every noble volunteering initiative is a desire to make life better for others, especially those who are underprivileged. Volunteers are those individuals who are committed to solving a problem in society not for any direct economic benefits but with the objective of putting smiles on the face of others. As English novelist George Elliot rightly wrote “what do we live for if not to make life less difficult for others”?

**2. SACRIFICE** Selflessness leads to sacrifice. To sacrifice simply means to give up something valuable in order to attain a desired objective. True volunteerism requires a great deal of sacrifice. A response to the call to volunteerism demands a willingness to sacrifice one’s time, energy, money and other resources as well as stepping outside your comfort zone all in the name of making a difference in the life of others. Sometimes to show love will mean “to give, but give until it hurts”. And that’s what sacrifice is all about.

Be encouraged to volunteer for a worthy cause.

**3. SERVICE** Another necessary element of volunteerism is service. One question that keeps ringing in the mind of well-meaning volunteers is; what can I do in my own small way to contribute to “healing the world and making it a better place.”? The foundation of volunteerism is LOVE. And love as Mother Teresa once said “ cannot remain by itself — it has no meaning. Love has to be put into action and that action is service.”

Be encouraged to volunteer for a worthy cause.

**4. SUPPORT** Finally, every worthwhile volunteering endeavour needs the unremitting support of individuals, corporate bodies and even the political authority. Individuals or groups who are volunteering to provide solutions to some identified problems and causing a positive change in society should be acknowledged

and encouraged. You should support such ones financially if you have the means. If not, you can equally support with your prayers and that will also count as an invaluable contribution.

Be encouraged to volunteer for a worthy cause for what may you do voluntarily could possibly contribute for the betterment of the society.

The dream of a brighter future can only be realized when change makers, that is SELFLESS individuals who are making SACRIFICES to SERVE in love are SUPPORTED.

The government alone cannot provide solutions to all the problems that exist in our communities. Together with the support of other sectors, the youth as volunteers of today and future leaders could provide great help to the government in addressing social problems.

### **The Filipino Youth**

The Filipino youth as the hope of the future are considered as the most valuable resource of the country. The youth's enterprising spirit and progressive idealism can contribute a lot in our desire to build a progressive Philippines. The "Youth in Nation-Building Act" (RA 8044) which was enacted in 1995 established the National Youth Commission and the National Comprehensive and Coordinated Programs on Youth Development. This act defined the Filipino youth as those with ages 15-30.

### **Role of the youth in nation-building**

The 1987 Philippine Constitution have clearly recognized the vital role of the youth in nation building. The constitution in recognizing the importance of the youth as partners of the government in nation building created a specific constitutional provision for the promotion and protection of the physical, moral, spiritual, intellectual, and social well-being of the youth. Likewise, as youth is the future of this land, the constitution instructed the state to inculcate on the minds of the youth the concept of nationalism and patriotism while encouraging them to be involve in public and civic affairs.

### **Volunteer Act of 2007 (RA9418)**

An act institutionalizing strategy for rural development strengthening volunteerism and for other purposes.

### **Volunteer Act of 2007**

- Legislation that recognizes volunteerism or "bayanihan";
- Let's the government partnership achieve the desired transformation development through volunteerism;
- this Act recognizes different roles in the different sectors; and
- encourage academic institutions to continuously teach and practice volunteerism

The three main objectives of the Volunteer Act of 2007

1. To provide a policy framework on volunteerism that shall underscore the fundamental principles necessary to harness and harmonize the broad and diverse efforts of the voluntary sector in the country into an integrative and effective partnership for local and national development as well as international cooperation and understanding.

2. To provide a conducive and enabling environment for volunteers and volunteer service organizations by a setting mechanism to protect volunteers' rights and privileges and give due recognition to highlight their roles and contributions to society; and

3. To provide an effective institutional mechanism to strengthen the role of the Philippine National Volunteer Service Coordinating Agency (PNVSCA) to perform its mandates and to oversee the implementation of this Act.

<https://www.officialgazette.gov.ph/2007/04/10/republic-act-no-9418/>

## **BENEFITS OF VOLUNTEERISM**

1. Volunteering connects you to others
2. Volunteering helps you make new friends and contacts
3. Volunteering increases your social and relationship skills
4. Volunteering is good for your mind and body
5. Volunteering increases self-confidence.
6. Volunteering combats depression.
7. Volunteering can provide career experience
8. Volunteering can teach you valuable job skills

As a student, what can you contribute to the transformation of the Philippines?

1. Study hard and finish your course.
2. Attend to your personal and filial responsibilities.
3. Respect/obey the laws and rules of the land.
4. Be an active citizen within the bounds of the law.
5. Join organizations or associations created for the betterment of our society.
6. Learn more about our historical /cultural heritage.
7. Love your country, your culture, traditions, and your people.
8. Be a human person that is acting within the bounds of morality.
9. Follow and respect your parents.
10. Take part in any activities or organizations that take part in the nation-building.
11. Be a good ambassador wherever you go because it will reflect your nationality.
12. Always do what is right in the eyes of man and God's eyes
13. Vote wisely during elections.

We can do our share in nation-building by helping improve a lot of people around who is in need. Even merely helping improve our domestic helper's lives is already doing something. To help someone who feels worthless to feel worthy again and even only to have empathy and compassion for another is to contribute to the building of a just and humane society. We can transform our country from below by earning an honest living, treating one another as brothers and sisters giving everyone his/her due and living, and working together in harmony. By dint of many small efforts on the part of many people, starting with ourselves, we can do something good for others and our country too. We can find heroes among the ordinary people, those who help build our nation by the truly heroic act of being good and responsible citizens.

As a Filipino Citizen, you can help by/through:

1. Do not buy smuggled goods.
2. Follow traffic rules.
3. Whenever you buy or pay for anything, always ask for an official receipt.
4. When you talk to others, especially to foreigners, speak positively about our race and our country.
5. Do not litter. Dispose of your garbage properly. Segregate, recycle, conserve.
6. Support your church or charitable or civic organizations.
7. Adopt a scholar.
8. Be a good parent. Teach your kids to abide by the law and to love our country.
9. Pay your taxes.
10. Have faith in the Divine Providence.
11. Safeguard the purity of suffrage and abide by the decisions of the majority.
12. Lead and respect your parents.
13. Honor the memory of our heroes.
14. Lead a clean and frugal life.

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ELEMENTS OF VOLUNTEERISM (BV. Semah: Young at Heart GH. July 05, 2016)

<https://www.officialgazette.gov.ph/2007/04/10/republic-act-no-9418/>

Quizlet

<https://www.officialgazette.gov.ph/constitutions/the-1987-constitution-of-the-republic-of-the-philippines/the-1987-constitution-of-the-republic-of-the-philippines-article-v/#:~:text=Suffrage%20may%20be%20exercised%20by,months%20immediately%20preceding%20the%20election.>

<https://www.officialgazette.gov.ph/constitutions/the-1987-constitution-of-the-republic-of-the-philippines/the-1987-constitution-of-the-republic-of-the-philippines-article-iv/>

<http://www.officialgazette.gov.ph/constitutions/1987-constitution/>

## Assessment

Name:

Course/Section:

### True or False

- \_\_\_\_\_1. According to Oscar Wilde, Humanitarian efforts are so effective in making up with the imperfections of every society.
- \_\_\_\_\_2. By volunteering you are doing an unselfish activity that places the welfare of other people ahead of your personal concerns.
- \_\_\_\_\_3. Dedicating your time as a volunteer helps you make new friends, expand your network, and boost your social skills.
- \_\_\_\_\_4. The first element of volunteerism should be sacrifice.
- \_\_\_\_\_5. True volunteerism requires a great deal of sacrifice.
- \_\_\_\_\_6. The foundation of volunteerism is SACRIFICE.
- \_\_\_\_\_7. The government is the only one who provide solutions to all the problems that exist in our communities
- \_\_\_\_\_8. To provide a conducive and enabling environment for volunteers and volunteer service organizations by a setting mechanism to protect volunteers' rights and privileges and give due recognition to highlight their roles and contributions to society is one of the main objectives of Volunteer Act of 2007.
- \_\_\_\_\_9. Volunteering helps you make new friends and contacts is one of the benefits of volunteerism
- \_\_\_\_\_10. We can do our share in nation-building by helping improve a lot of people around who is in need.

## Part II: Fill in the blanks



\_\_\_\_\_ 1. An act or practice, or principle of contributing one's time, talents, and resources freely to worthwhile purposes without tangible compensation.

\_\_\_\_\_ 2. The first element of volunteerism.

\_\_\_\_\_ 3. An act institutionalizing strategy for rural development strengthening volunteerism and for other purposes.

\_\_\_\_\_ 4. Another term for Volunteer Act of 2007 or volunteerism

\_\_\_\_\_ 5. This act defined the Filipino youth as those with ages \_\_\_\_\_.

\_\_\_\_\_ 6. The "Youth in Nation-Building Act" (RA 8044) which was enacted in \_\_\_\_\_ established the National Youth Commission and the National Comprehensive and Coordinated Programs on Youth Development.

\_\_\_\_\_ 7. The foundation of volunteerism is LOVE. And love as \_\_\_\_\_ once said " cannot remain by itself — it has no meaning. Love has to be put into action and that action is service."

\_\_\_\_\_ 8. Third Element of Volunteerism

\_\_\_\_\_ 9. Do not buy \_\_\_\_\_.

\_\_\_\_\_ 10. Honor the memory of our \_\_\_\_\_.

# UNIT VIII

## PEACE EDUCATION

### Overview

This unit gives you the idea of what Peace Education is all about. Furthermore, the unit shall explain what is Religious Pluralism, Cultural diversity and its impact on the attainment of genuine peace. This unit shall also help you understand Conflict Management and its different Styles.

### Learning Objectives

At the end of the unit, I will be able to:

1. Define Peace Education and identify its components;
2. Give the meaning of Religious Pluralism;
3. Know the significance of Cultural diversity;
4. Understand integrative negotiations and peer mediation in resolving conflicts; and
5. Promote social conditions that are conducive to Peace.

### Setting Up

Name: \_\_\_\_\_

Course/Year and section: \_\_\_\_\_

*Directions:* According to Alicia Cabezudo and Magnus Haavelsrud, "Peace education alone will not achieve necessary changes for peace. It prepares learners to achieve change". Have you ever asked yourself, what will be the impact of Peace Education to you as a human being? Or how this will change your life? With this stance, answer the following questions by writing on the spaces provided.

1. Does Peace Education can be a great help not only in you but also in society?

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2. In your own perception, does Peace Education really matters? Why?

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## **Lesson Proper**

### **What is Peace Education?**

Peace education activities promote the knowledge, skills, and attitudes that will help people either to prevent the occurrence of conflict, resolve conflicts peacefully, or create social conditions conducive to peace.

Core values of nonviolence and social justice are central to peace education. Nonviolence is manifested through values such as respect for human rights, freedom, and trust. Social justice is realized by principles of equality, responsibility, and solidarity.

To achieve these ideals, peace education programs across the world address a wide range of themes. These include nonviolence, conflict resolution techniques, democracy, disarmament, gender equality, human rights, environmental responsibility, history, communication skills, coexistence, and international understanding and tolerance of diversity.

Peace education can be delivered to people of all ages, in both formal and informal settings. Programs exist at local, national, and international levels, and in times of peace, conflict, and post-conflict.

To create public dialogue different factions of society are often brought together in peace education programs – these typically include civil society groups, schools, tribal leaders, and the media. Yet due to the many areas covered by peace education, initiatives are primarily determined by culture and context, as well as by the projects' scopes and objectives.

Peace education and peace building are therefore intrinsically linked. The UN's actions for peace building include education as one of its principal components. For peace building initiatives to remain sustainable attitudes towards war and violence must be transformed and translated into long-term behavioural changes that seek alternative solutions to armed conflict.

### **Religious Pluralism as a Component of Peace Education**

Religious pluralism is an attitude or policy regarding the diversity of religious belief systems co-existing in society. It can indicate one or more of the following:

1. As the name of the worldview according to which one's religion is not held to be the sole and exclusive source of truth, and thus the acknowledgment that at least some truths and true values exist in other religions.
2. As acceptance of the concept that two or more religions with mutually exclusive truth claims are equally valid, this may be considered a form of either toleration (a concept that arose as a result of the European wars of religion) or moral relativism.
3. The understanding that the exclusive claims of different religions turn out, upon closer examination, to be variations of universal truths that have been taught since time immemorial. This is called Perennialism (based on the concept of philosophiaperennis) or Traditionalism.

4. Sometimes as a synonym for ecumenism, i.e., the promotion of some level of unity, co-operation, and improved understanding between different religions or different denominations within a single religion.
5. As a term for the condition of harmonious co-existence between adherents of different religions or religious denominations.
6. As a social norm and not merely a synonym for religious diversity.

Religious pluralism, broadly construed, is a response to the diversity of religious beliefs, practices, and traditions that exist both in the contemporary world and throughout history. The terms “*pluralism*” and “*pluralist*” can be depending on context or intended use, signify anything from the mere fact of religious diversity to a particular kind of philosophical or theological approach to such diversity, one usually characterized by humility regarding the level of truth and effectiveness of one’s religion, as well as the goals of respectful dialogue and mutual understanding with other traditions. The term “*diversity*” refers here to the phenomenal fact of the variety of religious beliefs, practices, and traditions. The terms “*pluralism*” and “*pluralist*” refer to one form of response to such diversity.

## Gender and Sexuality

In general terms, “sex” refers to the biological differences between males and females, such as the genitalia and genetic differences.

“Gender” is more difficult to define, but it can refer to the role of a male or female in society, known as a gender role, or an individual's concept of them, or gender identity.

Sometimes, a person's genetically assigned sex does not line up with their gender identity. These individuals might refer to themselves as transgender, non-binary, or gender-nonconforming.

The State recognizes the fundamental right of every person regardless of sex, age, class, status, ethnicity, colour, disability, religious and political beliefs, sexual orientation, or gender identity or expression to be free from any form of discrimination

The SOGIE (Sexual Orientation and Gender Identity and Expression) Equality Bill, also known as the Anti-Discrimination Bill (ADB), is proposed legislation of the Congress of the Philippines. It is intended to prevent various economic and public accommodation-related acts of discrimination against people based on their sexual orientation, gender identity, or expression.

Gender Equality including the LGBT community is a vital element of peace education. As all of us are involved in the desire to attain peace, it is just but proper or indispensable to involved gender equality on our journey towards the road of long-lasting peace.

The term “culturally diverse” is often used interchangeably with the concept of “multiculturalism.” Multiculturalism is defined as:

“...a system of beliefs and behaviours’ that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society.

Sociologist Dr. Caleb Rosado, who specializes in diversity and multiculturalism, described seven important actions involved in the definition of multiculturalism:

1. recognition of the abundant diversity of cultures;
2. respect for the differences;
3. acknowledging the validity of different cultural expressions and contributions;
4. valuing what other cultures offer;
5. encouraging the contribution of diverse groups;
6. empowering people to strengthen themselves and others to achieve their maximum potential by being critical of their own biases; and
7. celebrating rather than just tolerating the differences to bring about unity through diversity.

### **Why is cultural diversity a “good thing”?**

Culture is the lens with which we evaluate everything around us; we evaluate what is proper or improper, normal or abnormal, through our culture. If we are immersed in a culture that is unlike our own, we may experience culture shock and become disoriented when we come into contact with a fundamentally different culture. People naturally use their own culture as the standard to judge other cultures; however, the passing judgment could reach a level where people begin to discriminate against others whose “ways of being” are different than their own—essentially, we tend to fear that which we do not understand.

Cultural diversity is important because our country, workplaces, and schools increasingly consist of various cultural, racial, and ethnic groups. We can learn from one another, but first, we must have a level of understanding about each other to facilitate collaboration and cooperation. Learning about other cultures helps us understand different perspectives within the world in which we live, and helps dispel negative stereotypes and personal biases about different groups.

Also, cultural diversity helps us recognize and respect “ways of being” that are not necessarily our own, so that as we interact with others, we can build bridges to trust, respect, and understanding across cultures. Furthermore, this diversity makes our country a more interesting place to live, as people from diverse cultures contribute to language skills, new ways of thinking, new knowledge, and different experiences.

### **How can you support cultural diversity?**

1. Increase your level of understanding about other cultures by interacting with people outside of your own culture—meaningful relationships may never develop simply due to a lack of understanding.
2. Avoid imposing values on others that may conflict or be inconsistent with cultures other than your own.
3. When interacting with others who may not be proficient in English, recognize that their limitations in English proficiency in no way reflects their level of intellectual functioning.
4. Recognize and understand that concepts within the helping profession, such as family, gender roles, spirituality, and emotional well-being, vary significantly among cultures and influence behaviour.
5. Within the workplace, educational setting, and/or clinical setting, advocate for the use of materials that are representative of the various cultural groups within the local community and the society in general.

6. Intervene appropriately when you observe others engaging in behaviours that show cultural insensitivity, bias, or prejudice.
7. Be proactive in listening, accepting, and welcoming people and ideas that are different from your own.

Cultural diversity supports the idea that every person can make a unique and positive contribution to the larger society because of, rather than despite, their differences. Imagine a place where diversity is recognized and respected; various cultural ideas are acknowledged and valued; contributions from all groups are encouraged; people are empowered to achieve their full potential, and differences are celebrated.

## **Definition of Conflict Management**

Conflict management is the practice of being able to identify and handle conflicts sensibly, fairly, and efficiently. Since conflicts in a business are a natural part of the workplace, there must be people who understand conflicts and know how to resolve them. This is important in today's market more than ever. Everyone is striving to show how valuable they are to the company they work for and at times, this can lead to disputes with other members of the team.

## **Conflict Management Styles**

Conflicts happen. How an employee responds and resolves conflict will limit or enable that employee's success. Here are five conflict styles that a manager will follow according to Kenneth W. Thomas and Ralph H. Kilmann:

1. An accommodating manager is one who cooperates to a high degree. This may be at the manager's own expense and work against that manager's own goals, objectives, and desired outcomes. This approach is effective when the other person is an expert or has a better solution.
2. Avoiding an issue is one way a manager might attempt to resolve conflict. This type of conflict style does not help the other staff members reach their goals and does not help the manager who is avoiding the issue and cannot assertively pursue his or her own goals. However, this works well when the issue is trivial or when the manager has no chance of winning.
3. Collaborating managers become partners or pair up with each other to achieve both of their goals in this style. This is how managers break free of the win-lose paradigm and seek the win-win. This can be effective for complex scenarios where managers need to find a novel solution.
4. Competing: This is the win-lose approach. A manager is acting in a very assertive way to achieve his or her own goals without seeking to cooperate with other employees, and it may be at the expense of those other employees. This approach may be appropriate for emergencies when time is of the essence.
5. Compromising: This is the lose-lose scenario where neither person nor manager achieves what they want. This requires a moderate level of assertiveness and cooperation. It may be appropriate for scenarios where you need a temporary solution or where both sides have equally important goals.

## **THE RULE OF LAW IN THE WEST PHILIPPINE SEA DISPUTE**

**By Ret. Supreme Court Associate Justice Antonio Carpio**

### **What is the dispute in the West Philippine Sea?**

China claims “indisputable sovereignty” over all the waters, islands, reefs, rocks, seabed, minerals, and living and non-living resources falling within its 9-dashed line claim in the South China Sea. The 9-dashed line area comprises almost 90% of the total area of the South China Sea. China’s 9-dashed line claim encroaches on 80% of the Philippines’ 200-nm exclusive economic zone (EEZ) and 100% of its 150-nm extended continental shelf (ECS) facing the South China Sea – what the Philippines calls the West Philippine Sea. China’s 9-dashedline claim has similar effects on the EEZs and ECSs of Vietnam, Malaysia, Brunei, and Indonesia facing the South China Sea. The countries most adversely affected by China’s 9-dashed line claim, in terms of the size of the area encroached by the 9-dashed line claim, are the Philippines, Vietnam, Malaysia, Brunei, and Indonesia, in that order.

### **Is there an international law that governs the resolution of the West Philippine Sea dispute?**

The 1982 United Nations Convention on the Law of the Sea, or UNCLOS, which entered into force in 1994, governs the conflicting maritime claims in the South China Sea. All the claimant states in the South China Sea dispute, including the Philippines and China, have ratified UNCLOS. UNCLOS is the Constitution for the world’s oceans and seas. UNCLOS codified the then-existing customary international law of the sea, created novel entitlements in favour of coastal and landlocked states, and adopted a compulsory dispute settlement mechanism to ensure that there is a final authoritative body to interpret and apply its provisions.

### **What is the right or entitlement of the Philippines under international law that is being violated by China?**

Under UNCLOS, every coastal state is entitled as a matter of international law to a 200-nm EEZ, plus an additional 150-nm ECS where applicable, drawn from baselines on continental land or islands. In place of this additional 150-nm ECS, a coastal state may adopt an ECS of up to 100-nm seaward from the 2,500-meter isobaths. This legal maritime entitlement is one of the most important reasons why developing coastal states approved UNCLOS. Without this important legal maritime entitlement, there might have been no UNCLOS. In case of overlapping EEZs or ECSs, the opposing or adjacent coastal states shall negotiate in good faith an equitable maritime boundary.

China’s 9-dashed line claim negates, and thus violates, the Philippines’ legal entitlement under UNCLOS to an EEZ and ECS. China’s 9-dashed line claim also negates, and thus violates, the right of all states on this planet, including the Philippines, to fish in the high seas or the area beyond the EEZ of a coastal state. China’s 9-dashed line claim furthermore negates and thus violates, the right of all states on this planet, including the Philippines, to the seabed and its mineral resources beyond the ECS of a coastal state. Finally, China’s claim of “indisputable sovereignty” to areas of the South China Sea beyond the EEZs of coastal states violates the prohibition under UNCLOS against states subjecting the high seas to their sovereignty.

## **What are the ramifications/consequences of this case in the Philippines?**

The Philippines has wisely chosen to bring its maritime dispute with China to a forum where warships, fighter planes, and missiles do not count, eliminating the military advantage of China and ensuring that the outcome of the dispute will be decided only under the Rule of Law. It was a wise decision, but one borne out of necessity because it was the only viable option open to the Philippines.

We have to admit that as a nation we have neglected to maintain a credible self-defense force, particularly in our naval assets despite our being an archipelagic country with extensive coastlines and a vast EEZ. We are paying dearly for this neglect, by losing Mischief Reef in 1995, Scarborough Shoal in 2012, and most likely Ayungin Shoal soon. To remain a sovereign and independent nation, to maintain our territorial integrity, to avoid further humiliation, and to maintain our self-respect as a nation, we must build and maintain a credible self-defense force. There is simply no alternative to this. No nation can remain sovereign, independent, and free for long without maintaining a credible self-defense force, even if international law and world opinion are on its side.

As a nation, we must also understand that the maritime and territorial dispute with China in the West Philippine Sea is an inter-generational struggle to maintain our sovereignty and territorial integrity. Our generation may win the legal battle in the UNCLOS arbitration case, but for sure China will not simply abandon its massive structure in Mischief Reef or withdraw its surveillance vessels in Scarborough Shoal.

After securing a favourable ruling from the arbitral tribunal, our generation must still win over world opinion and convince the Chinese people that they will become a rogue nation if their Government continues to violate international law. The Chinese leaders may not survive politically if they simply abandon the 9-dashed line claim without the Chinese people being convinced that their 9-dashed line claim is against international law. The present generation of Chinese has been taught from the time they entered school that the South China Sea belongs to them.

The next generation of Filipinos, and even the generation after them, must continue to wage a worldwide campaign to convince the Chinese people that the 9-dashed line claim has no basis in international law.

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## Assessing Learning

### Activity 8

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Facilitator: \_\_\_\_\_ Year. & Section: \_\_\_\_\_

1. Identify the roles of family and youth in the Peace Building.

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2. Make a reflection on Mindanao and Moro peace crisis.

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3. Research on the history of different insurgencies and armed conflicts.

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4. Is martial law on your analysis and historical perspective proper?

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5. How can you promote peace in the West Philippine issue?

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## UNIT IX: DIMENSION OF DEVELOPMENT

### DIMENSIONS OF DEVELOPMENT

#### Overview:

Human Development is Multi-dimensional, but what do we mean by this? Human development is so often tied to the idea that a person as a multi dimensional being doesn't undergo development in singularity or in just one aspect and from there other aspects or personality of a human being starts to grow, as a multi dimensional being we are capable of processing things and having a perspective in a periscope which enables us to see the whole, bits and pieces of everything presents itself to use in singularity and from there we begin to piece the puzzle. Thus Human Development is also multi-dimensional and that we do not only develop a certain aspect of ourselves but we develop and grown in multi-dimensionality and perspectivity.

#### Learning Outcomes

1. Apply critical and analytical thinking skills to the affairs of daily life
2. Discuss the importance of Dimensions of development.

#### Setting Up

Name: \_\_\_\_\_

Course/Year and Section: \_\_\_\_\_

In a separate piece of paper, answer the following:

What do you think makes us human?

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## Eight Stages of Development

| Stage                         | Crisis  | Virtue   |
|-------------------------------|---|--|
| Infancy<br>(Birth)            | <p>Basic Trust vs. Mistrust</p> <ul style="list-style-type: none"> <li>• The child is helpless dependent on adults.</li> <li>• Caring is the satisfying needs of the child</li> <li>• If parents are rejecting and the satisfying needs of the child are inconsistent, it develops feelings of mistrust</li> </ul>  | <p>Hope</p> <ul style="list-style-type: none"> <li>• Emerges as an enduring belief in the attainability of fervent wished (trusting children are more future-oriented)</li> <li>• Children lacking enough trust cannot hope because they must worry constantly about whether their needs will be satisfied and therefore are tied to the present.</li> </ul> |
| Early Childhood<br>(Ages 1-3) | <p>Autonomy vs Shame and Doubt</p> <ul style="list-style-type: none"> <li>• Children develop rapidly varied skills.</li> <li>• Learns how to hold on and let go feces and urine</li> <li>• A child can willfully decide to do something or to do it</li> <li>• Effects of parental discipline and control over the development of the child's self-control</li> <li>• From a sense of self-control without loss of self-esteem comes a lasting sense of good will and pride</li> <li>• From a sense of self-control comes a lasting propensity for doubt and shame</li> </ul> | <p>Will</p> <ul style="list-style-type: none"> <li>• Defined as the unbroken determination to exercise free choice as well as self-restraint</li> </ul>  |
| Pre-school Age<br>(Ages 4-5)  | <p>Initiative vs Guilt</p> <ul style="list-style-type: none"> <li>• Initiative – the general ability to initiate ideas and actions and to plan future events</li> <li>• The child begins to explore what kind of person he can become limits are tested to find out what is permissible and what is not.</li> <li>• Guilt develops if parents ridicule the child's self-initiated behaviors and fantasies.</li> </ul>   | <p>Purpose</p> <ul style="list-style-type: none"> <li>• The courage to envisage (predict or visualize) and pursue goals by the defeat of infantile fantasies, by guilt and by foiling fear of punishment</li> </ul>  |

[\(https://www.coursehero.com/file/p2uiasrl/Furthermore-he-came-to-believe-that-man-is-basically-good-and-inherently/\)](https://www.coursehero.com/file/p2uiasrl/Furthermore-he-came-to-believe-that-man-is-basically-good-and-inherently/)

|                                   |   |  |
|-----------------------------------|---|--|
| <b>School Age<br/>(Ages 6-11)</b> | <p><b>Industry vs Inferiority</b></p> <ul style="list-style-type: none"> <li>• Industry – the sense of enjoyment from work and sustained attention</li> <li>• The child learns skills necessary for economic survival the technological skills that will allow him to become a productive member of his/her culture</li> <li>• School is the place where a child is trained for future employment</li> <li>• Inferiority causes the child to lose confidence in his/her ability to become a contributing member of society</li> </ul> | <p><b>Competence</b></p> <ul style="list-style-type: none"> <li>• It is the free exercise of dexterity and intelligence in the completion of tasks, unimpaired by infantile inferiority</li> </ul> |
|-----------------------------------|---|--|

[\(https://graduateway.com/nstp-module/\)](https://graduateway.com/nstp-module/)

|  |  |  |
|--|--|--|
| <b>Teen Age<br/>(Ages 12-19)</b>         | <p><b>Identity vs Role Confusion</b></p> <ul style="list-style-type: none"> <li>• Identity – means essentially how a person sees themselves concerning their world. It is a sense of self or individuality in the context of life and what lies ahead</li> <li>• Role Confusion – the negative perspective – an absence of identity – meaning that the person cannot see clearly or at all who they are and how they can relate positively with their environment</li> </ul> | <p><b>Fidelity</b></p> <ul style="list-style-type: none"> <li>• Self-confidence and self-esteem necessary to freely associate with people and ideas based on merit, loyalty, social and interpersonal integrity, discretion, personal standards and dignity, pride and personal identity, seeing useful personal role(s) and purpose(s) in life</li> </ul> |
| <b>Young Adulthood<br/>(Ages 20-25)</b>  | <p><b>Intimacy vs Isolation</b></p> <ul style="list-style-type: none"> <li>• Intimacy – the ability to merge one's identity with that of another person.</li> <li>• Isolation – the inability to share one's identity with that of another person</li> </ul>   | <p><b>Love</b></p> <ul style="list-style-type: none"> <li>• Defines as the mutuality of devotion forever subduing the antagonism inherent in dividend functions</li> <li>• Development of a greater sense of intimacy</li> </ul>   |
| <b>Middle Adulthood<br/>(Ages 35-64)</b> | <p><b>Generativity vs Stagnation</b></p> <ul style="list-style-type: none"> <li>• Generativity – the impulse to help members of the next generation.</li> <li>• Stagnation – interpersonal impoverishment – the lack of concern about the next generation.</li> </ul>  | <p><b>Care</b></p> <ul style="list-style-type: none"> <li>• The widening concern for what has been generated by love, necessity; it overcomes the ambivalence adhering to an irresistible obligation</li> </ul>  |
| <b>Old Ages<br/>(65-death)</b>           | <p><b>Ego Integrity vs Despair</b></p> <ul style="list-style-type: none"> <li>• Ego Integrity – the satisfaction with life and the lack of fear of death</li> <li>• Despair – the lack of satisfaction with life</li> </ul>  | <p><b>Wisdom</b></p> <ul style="list-style-type: none"> <li>• The person has more ego integrity than despair</li> <li>• Defined as a detached concern with life</li> </ul>   |

The stages of development are patterned sequence encompassing appropriate physical, emotional, and cognitive tasks that individuals must muster in a struggle to adjust to the demands of the social environment.

Every stage is viewed as a psychosocial crisis or conflict – and whether the conflict of a specific stage is resolved successfully or not, the individual is pushed into the next stage by both biological maturation and social demand. The conflict in each stage involves conflicting tasks such as trust vs. mistrust.

[\(\)https://www.coursehero.com/file/p61aghsj/Child-learns-skills-necessary-for-economic-survival-the-technological-skills/](https://www.coursehero.com/file/p61aghsj/Child-learns-skills-necessary-for-economic-survival-the-technological-skills/)

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## Assessing Learning

### Activity 9

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Facilitator: \_\_\_\_\_ Year. & Section: \_\_\_\_\_

Identification:

1. means essentially how a person sees themselves concerning their world. It is a sense of self or individuality in the context of life and what lies ahead
2. the negative perspective – an absence of identity – meaning that the person cannot see clearly or at all who they are and how they can relate positively with their environment
3. the inability to share one's identity with that of another person
4. Defines as the mutuality of devotion forever subduing the antagonism inherent in dividend functions
5. the impulse to help members of the next generation.
6. interpersonal impoverishment – the lack of concern about the next generation.
7. The widening concern for what has been generated by love, necessity; it overcomes the ambivalence adhering to an irresistible obligation
8. the satisfaction with life and the lack of fear of death
9. the lack of satisfaction with life
10. It is the free exercise of dexterity and intelligence in the completion of tasks, unimpaired by infantile inferiority

## UNIT X

### INTRODUCTION TO COMMUNITY BASED-MANAGEMENTS

#### Overview

This unit shall orient you about Community Service and its importance in improving the quality of life. Moreover, the unit shall discuss the different types of communities and their characteristics. Lastly, ethical principles shall be thoroughly discussed as these matters are very important in dealing with the community through humanitarian services.

#### Learning Objectives

At the end of the unit, I will be able to:

1. Define Community and its different types;
2. Delimit the Fundamentals of Community Service;
3. Realize and formulate solutions on problems and issues in the Community;
4. Familiarize on approaches and methods in Community Organizing and Mobilization;
5. Adopt Ethics and Attitudes in Community Work to the group.

#### Setting Up

Name: \_\_\_\_\_

Course/Year and section: \_\_\_\_\_

Coretta Scott King says, “The Greatness of a Community is most accurately measured by the compassionate actions of its members”.

*Direction:* From the quotation stated above, give your point of view or reflection by writing your answer on the space provided.

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## Lesson Proper

### What is Community?

A Community is a social unit (a group of living things) with commonality such as norms, religions, values, customs, or identity.

Communities may share a sense of place situated in a given geographical area (e.g. a country, village, town or neighbourhood) or in virtual space through communication platforms. Durable relations that extend beyond immediate genealogical ties also define a sense of community, important to their identity, practice, and roles in social institutions such as family, home, work, government, society, or humanity at large. Although communities are usually small relative to personal social ties, “community” may also refer to large group affiliations such as national communities, international communities, and virtual communities.

The English-language word “community” derives from the old French “*comunité*” (currently “*Communauté*”), which comes from the Latin *communitas* “community”, “public spirit” (from Latin *communis*, “common”).

Human communities may share intent, belief, resources, preferences, needs, and risks in common, affecting the identity of the participants and their degree of cohesiveness.

### Key Concepts

#### Gemeinschaft and Gesellschaft

In *Gemeinschaft und Gesellschaft* (1887), German sociologist Ferdinand Tönnies describes two types of human association: *Gemeinschaft* (usually translated as “community”) and *Gesellschaft* (“society” or “association”). Tönnies proposed the *Gemeinschaft – Gesellschaft* dichotomy as a way to think about social ties. No group is exclusively one or the other. *Gemeinschaft* stress personal social interactions, and the roles, values, and beliefs based on such interactions. *Gesellschaft* stress indirect interactions, impersonal roles, formal values, and beliefs based on such interactions.

### What are the elements of Community?

The important elements of the community are as follows:

1. Demographics
  - Characteristics of population
  - Tells about the movement of the population in the community that you will serve

## 2. History

- Allows you to identify certain patterns of change and people's way of adapting these changes that can be useful in plotting your activities
- Events of the past that contributed to the development of the community

## 3. Understanding the economy, culture, and the community structures

- An economy consist of economic systems of a country or other area; the labour, capital and land resources; and the manufacturing, production, trade, distribution and consumption of goods and services of that area;
- Income level of the people
- Culture (Latin: *cultura*, lit. "cultivation") ways of living of the people
- Structures physical, political, and social culture

## Types of Community

1. Geographic Community is the most powerful force that causes the creation of the community in which the people's mobility or day-to-day are confined within a limited by physical boundaries. They establish their culture by doing their activities within a common social environment.
2. Tribal Community. The cohesiveness of the community is strengthened by common social racial attributes and socio-cultural orientations that were passed on from generation to generation.
3. Symbolic Community. The community is founded on deep rooted submission to belief system. This community is oftentimes characterized by exclusivity which is driven by the people's desire to freely express and practice their belief apart from discriminating view of others.
4. Built-up Community. Usually located in urban areas and is not always characterized by cohesiveness because the people's socio-economic concerns prevail over the entire social environment.

## Other Types of Communities

1. Interest – Communities of people who share the same interest or passion.
2. Action – Communities of people trying to bring about change.
3. Place – Communities of people brought together by geographic boundaries.
4. Practice – Communities of people in the same profession or undertake the same activities.
5. Circumstance – Communities of people brought together by external events/situations.

Community Service is when you work for free to help benefit the public or your community. Usually students who choose to do community service do so volunteers, meaning that they choose to help out because they want to do so. Community service can have a lot of positive effects on students such as helping them to develop skills, making, and allowing them to improve the quality of life of others.

Community Service is a non-paying job performed by one person or a group of people for the benefit of the community or its institutions. Community service is distinct from volunteering, since it is not always performed on a voluntary basis. Personal benefits may be realized, but it may be performed for a variety of reasons including citizenship requirements, a substitution of criminal justice sanctions, requirements of a school or class, and requisites for receipt of certain benefits.

Engaging in community service provides students with the opportunity to become active members of their community and has a lasting, positive impact on society at large. Community service or volunteerism enables students to acquire life skills and knowledge, as well as provide a service to those who need it most.

Community organizing is a process where people who live in proximity to each other come together into an organization that acts in their shared self-interest.

Unlike those who promote more-consensual community building, community organizers generally assume that social change necessarily involves conflict and social struggle in order to generate collective power for the powerless. Community organizing has as a core goal the generation of durable power for an organization representing the community, allowing it to influence key decision-makers on a range of issues over time. In the ideal, for example, this can get community-organizing groups a place at the table before important decisions are made. Community organizers work with and develop new local leaders, facilitating coalitions and assisting in the development of campaigns.

## **Types of Community Engagement**

1. Community engagement with a focus on community development or community building
2. Community participation in consultation and decision-making
3. Community engagement that helps organizations, businesses etc. to improve their service delivery or to achieve their goals
4. Community engagement as part of social change movements or as part of the work of voluntary community organizations

## **Approaches to Community Organization**

Neighbourhood organizing is one form of community organizing. This is nothing but an effort by the community to solve the day to day problems and help those in need. There are three type approaches to neighbourhood organizing.

1. **The Social Work Approach:** In this approach, the society is viewed as a social organism and therefore the efforts are oriented towards building a sense of community. The community organizer whose role is of an "enabler or an advocate" helps the community identify a problem in the neighbourhood and strives to achieve the needed social resources by gathering the existing the social services and by lobbying with some in power to meet the needs of the neighbourhood. This method is more consensual and the neighbourhood is seen as a collective client.

2. **The Political Activists Approach:** Saul Alinsky, the Godfather of community organizing is the founder of this approach. The basic philosophy of this approach is based on his thinking that "the more representative the organization the stronger the organization." In this approach the community is seen as a political entity and not as a social organism. Here, the neighbourhood is viewed as a potential power base capable of getting power. The role of the community organizer is to help the community understand the problem in terms of power and necessary steps are taken to mobilize the community. The problem of the neighbourhood is always identified as absence of power and in the interest of gaining power for the neighbourhood the organizers are faced with conflicts with groups, interests and elites. Since most of the community organizers come from outside the community, it has faced the problems of equality of power relations and leadership in the community.
3. **Neighbourhood Maintenance/Community development Approach:** This approach has emerged out of both the previous approaches namely within the same neighbourhood movements. It is seen in the form of civic associations. This association uses peer group pressure to provide services in the community. They use this strategy to pressurize the officials to deliver services to the community but sometimes this approach takes the form of political activists approach as they realize that their goals can be only achieved only through confrontations. In this approach we see the characteristics of de-emphasis on dissent and confrontation and these organizations view themselves as more proactive and development minded.
4. **Neighbourhood Development Approach:** Neighbourhood Model is the oldest model of community organization. This model has been practiced in India and in some of the underdeveloped countries. It has been used in the developmental activities. In general it is believed that people living in a neighbourhood have the capacity to meet the problems they come across in their day to day life through their own efforts and resources. The main aspect here is that the community realizes its needs and takes appropriate steps to meet the needs of the community, which will bring greater satisfaction to all its members both individually and collectively. The role of the worker in this model is to induce a process that will sensitize the community and make the community realize its needs. Based on the value of self-sustenance the worker energizes the community and makes the community self-reliant, and not merely depending on the help from outside. So rather than providing services in the community, the communities are energized to meet its own needs. This model encourages the people to think for themselves rather
5. **System Change Approach:** As the name suggests, the system change model aims at developing strategies to either restructure or modify the system. Thus it is termed as "System Change approach to community work". Although we find glimpses of this model gaining more acceptances, this has not become very popular. We know of various mechanisms that cater to the needs of the society. Such as education, health services housing, women empowerment, and employment. All these services are rooted through various systems and all these systems do have sub-systems. The fundamental aspect in this model is that due to various reasons the systems become dysfunctional. For example the system of education as we have it today, reveals that the cities have better educational facilities as compared to the rural areas. This system (education policy) of education has generated disparities in the society. i.e. access to education, lack of basic facilities, trained staff, etc. The system instead of becoming a tool of empowering mechanism brings disparities between people of different socio-economic condition. So the system has failed to achieve its objectives. Thus the worker on observing this dysfunction in the community finds it important to develop strategies to restructure or modify the system.

6. **Structural Change Approach:** One of the most difficult and rarely practiced models of community work is structural change model. The society consists of small communities and it is nothing but "a web of relationships". These relationships of the people are formally structured by the respective countries' state policies, law and constitutions and informally by its customs, traditions etc. that determines the social rights of the individuals. The social structure in some of the societies is controlled by the state. Understanding the macro- structure of social relationship and its impact on the micro realities, the worker tries to mobilize the public opinion to radically change the macro-structure. Thus the structural change model aims to bring a new social order, an alternative form of society which will transform the existing conditions at the micro-level. This can happen only if an alternative form of political ideology is adopted. This form of community work may originate from a community itself but it has wider coverage i.e. the entire society or nation. Sometimes this takes the shape of social action, which is another method of social work profession. Since the general situation in the developing countries is very peculiar, it is very difficult for the community worker to actually practice this model.

## **Ethics and Attitudes in Community Work**

Ethical community work/engagement involves working to high ethical standards and so how we go about engagement is vitally important. The following are some of the principles:

1. **Careful planning and preparation:** Through adequate and inclusive planning, ensure that the design, organization, and convening of the process serve both a clearly defined purpose and the needs of the participants.
2. **Inclusion and demographic diversity:** Equitably incorporate diverse people, voices, ideas, and information to lay the groundwork for quality outcomes and democratic legitimacy.
3. **Collaboration and shared purpose:** Support and encourage participants, government and community institutions, and others to work together to advance the common good.
4. **Openness and learning:** Help all involved listen to each other, explore new ideas unconstrained by predetermined outcomes, learn and apply information in ways that generate new options, and rigorously evaluate public engagement activities for effectiveness.
5. **Transparency and trust:** Be clear and open about the process, and provide a public record of the organizers, sponsors, outcomes, and range of views and ideas expressed.
6. **Impact and action:** Ensure each participatory effort has real potential to make a difference, and that participants are aware of that potential.
7. **Sustained engagement and participatory culture** promote a culture of participation with programs and institutions that support on going quality public engagement.

## **Additional Ethical Principles**

1. Courage
2. Inclusiveness
3. Commitment

4. Respect & honesty
5. Flexibility
6. Practicability
7. Mutual obligation

### **What is Community Immersion?**

Community immersion allows individuals who are not familiar with the people and communities where they will work immerse themselves in these settings. This gives them the opportunity to reflect on their assumptions, attitudes, and the knowledge base of their profession and to gain cultural competence. In the education field, it is an approach that has evolved with changing composition and diversity of schools and the continuing preponderance of white and female teachers.

### **How It Works**

Communities become integral partners in educator preparation in different ways. Individuals can participate in:

- a residency program, where they live and work in a community and take courses for a specified period of time; and
- a field experience-based program, where methods courses are held in urban schools and summer exposures include exploring and learning about the community and interning with community agencies.

### **Why immersion is an important approach (strategy) in giving service to the communities?**

- An old proverb says that “Experience is the best teacher”
- Through community immersion, the students will be exposed in further and other realities of life which they may or may not belong
- The role of the youth in the national/local development cannot be overemphasized. To reinforce this, are the very words of our national hero, “The youth is the hope of the Motherland”



**Reference:**

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T.,Cabasag,Julius F.(2011)Reference test in NSTP.Mutya Publishing

**Online Resources:**

<https://medium.com/familyengagementplaybook/gfrp-community-immersion-84ff40545db0#:~:text=What%20it%20is,and%20to%20gain%20cultural%20competence>

[https://www.academia.edu/29905321/NSTP\\_lecture\\_notes](https://www.academia.edu/29905321/NSTP_lecture_notes)

## Assessing Learning

### Activity 7

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Facilitator: \_\_\_\_\_ \_Year & Section:  
\_\_\_\_\_

I. Identify the approach involved in each statement.

- \_\_\_\_\_ 1. The society consists of small communities and it is nothing but "a web of relationships.
- \_\_\_\_\_ 2. It aims at developing strategies to either restructure or modify the system.
- \_\_\_\_\_ 3. It aims to bring a new social order.
- \_\_\_\_\_ 4. This is seen in the form of civic associations.
- \_\_\_\_\_ 5. The worker tries to mobilize the public opinion to radically change the macro-structure.
- \_\_\_\_\_ 6. The society is viewed as a social organism and therefore the efforts are oriented towards building a sense of community.
- \_\_\_\_\_ 7. The fundamental aspect in this model is that due to various reasons the systems become dysfunctional.
- \_\_\_\_\_ 8. This approach has emerged out of both the previous approaches namely within the same neighbourhood movements.
- \_\_\_\_\_ 9. The basic philosophy of this approach is based on his thinking that "more representative the organization the stronger the organization.
- \_\_\_\_\_ 10. This method is more consensual.

1. What are the principles governing ethics and attitudes in community service?

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2. In a separate sheet of paper make a project plan of yourself community service.

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