



# **National Service Training Program Civic Welfare Training Service 1**

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**Course Code:** NSTP-CWTS 1

**Course Description:** This course is designed as a service component of NSTP to encourage the youth to contribute to the welfare and development of the community by targeting the following areas: good citizenship, health, safety, recreation, livelihood, and environmental protection. It also seeks to (1) promote their physical, mental/psychological, moral, and social well-being, and (2) inculcate moral values, nationalism, patriotism, and respect for human rights and the constitution among them.

**Course Intended Learning Outcomes (CILO):**

- At the end of the course, students should be able to:
1. Explain the rationale of the implementation of NSTP, its components, objectives, and importance in nation-building;
  2. Discuss various social issues and problems in the country that can be addressed by community engagement programs; and
  3. Develop basic competencies in community service required in the conduct of NSTP-CWTS community engagement programs.

**Course Requirements:**

- **Assessment Tasks** – 60 %
- **Major Exams** – 40 %

<b>Periodic Grade</b>	<hr/> 100 %
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**Computation of Grades:**

<b>PRELIM GRADE</b>	= 60% (Activity 1-4) + 40% (Prelim exam)
<b>MIDTERM GRADE</b>	= 30% (Prelim Grade) + 70% [60% (Activity 5-7) + 40% (Midterm exam)]
<b>FINAL GRADE</b>	= 30% (Midterm Grade) + 70% [60% (Activity 8-10) + 40% (Final exam)]

# **MODULE 1**

## **NSTP AND CITIZENSHIP TRAINING**



### **Introduction**

Every citizen of a country has the obligation to honor and serve its nation and its countrymen. As it is the duty of the government to protect the citizens of the State, the citizens have the responsibility to defend the State, become productive and active citizens, and perform activities that will benefit larger communities. In this module, we will discuss the basis and components of the program implementation of the National Service Training Program (NSTP) as an instrument in promoting civic consciousness and service among Filipino youth. Examples of activities that can be conducted in accordance to the objectives of NSTP are also tackled in this chapter. Furthermore, there will be a discussion on some legal provisions that aid in instilling patriotism among Filipino people.



### **Learning Outcomes**

At the end of this module, students should be able to:

1. Discuss the rationale of the establishment and conduct of the NSTP;
2. Identify the components and implementing rules and regulations of The Flag and Heraldic Code of the Philippines; and
3. Explain the duties and obligations of Filipino citizens.

## **Lesson 1. The Legal Basis of the National Service Training Program (R.A. 9163)**

The National Service Training Program (NSTP) of the Philippines was promulgated through the virtue of Republic Act No. 9163 in December 2001 and was enacted in January 2002 to amend the expanded Reserve Officer's Training Corps (ROTC) Program. Republic Act No. 9163, otherwise known as "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", is also referred to as the "National Service Training Program (NSTP) Act of 2001" (Villasoto, Villasoto, Rodil, and Ahunin, 2013).

The NSTP is a program that aims to inculcate civic consciousness and defense preparedness in the youth sector by promoting sense of service and nationalism among students as they undergo training in any of its three (3) program components. These components are especially developed to enhance the youth's active participation in nation-building and contribution to the general welfare of Filipinos (Lee, 2013; and National Service Training Program Act of 2001, 2002).

## **Lesson 2. Components of NSTP**

(As stated in the *Republic Act No. 9163*)

1. *Civic Welfare Training Service (CWTS)* refers to the program component that provides activities contributory to the general welfare and the betterment of life for the members of the community or the enhancement of its facilities, especially those developed to improving health, education, environment, entrepreneurship, safety, recreation, and moral of the citizenry.
2. *Literacy Training Service (LTS)* refers to the program component designed to train students to teach literacy and numeracy skills to school children, out-of-school-youths (OSY), and other segments of society in need of their services.
3. *Reserve Officer's Training Corps (ROTC)* refers to the program component established under Sections 38 and 39 of R.A. 7077 that provides military education and training to

tertiary level students in order to motivate, train, organize, and mobilize them for national defense preparedness.

### **Lesson 3. Coverage** (dela Cruz, Lloren, Dela Druz, and Mapue, 2007)

Male and female students enrolled in any baccalaureate degree course or at least two-year technical vocational courses in public and private educational institutions are covered by the NSTP Law. They shall complete one NSTP component of their choice as a requirement for graduation.

The following are exempted from taking the NSTP (National Service Training Program Diliman, n.d.):

- Students who have already finished NSTP from a prior degree completed;
- Shiftees or transferees who have already taken NSTP prior to shifting or transferring;
- Foreign students; and
- Students enrolled in the Philippine Military Academy (PMA), Philippine Merchant Marine Academy (PMMA), Philippine National Police Academy (PNPA), and other State Universities and Colleges (SUCs) of similar nature.

### **Lesson 4. Duration**

Each of the aforementioned program components shall be taken within two (2) semesters of an academic period. The allotted time for NSTP classes is 54 to 90 hours each semester. The whole NSTP program is credited for six (6) units; three units per semester. NSTP 1 shall be taken prior to NSTP 2 (Gasilla-dela Cruz, 2005).



## **Lesson 5. The National Service Reserve Corps (NSRC)**

After completing CWTS and LTS, graduates of these NSTP components shall belong to the National Service Reserve Corps or NSRC. The NSRC is an organization created under Section 11 of RA 9163 composed of the graduates of the non-ROTC components – the CWTS and the LTS (Agas, de Leon, and Ricafrente, 2019). The State may tap the members of this Corps for literacy and civic welfare activities (e.g., in times of calamities) through the joint efforts of the Department of National Defense (DND), Commission on Higher Education (CHED), and Technical Education and Skills Development Authority (TESDA), in coordination with the Department of Interior and Local Governance (DILG) and Department of Social Welfare and Development (DSWD). On the other hand, graduates of the ROTC program shall belong to the Citizen Armed Force (CAF) (National Service Training Program Act of 2001, 2002).

## **Lesson 6. The NSTP-CWTS Components**

### *CWTS Dimensions of Development*

The six dimensions of development in NSTP-CWTS, with an acronym SERVICE, are as follows (Rivera, 2014; National Service Training Program Act of 2001, 2002; and Agas, de Leon, and Ricafrente, 2018.):

- Safety and Security – involves disaster preparedness during fire, earthquake, and other calamities that need immediate response from trained individuals in light of emergencies. Examples of activities under this area are basic lifesaving seminar and fire drill.
- Education – involves enhancement of institutional support materials and facilities for the community and school such as providing materials containing basic literacy skills for preschoolers, alternative learning system for out-of-school youth and adults, mathematics and science tutorials and extended services of skilled students.

- Recreation – involves activities that enrich youth’s capacities to relate with one another in the community, such as sports fest and parlor games.
- Values Formation and Moral Recovery – involves the development of youth to be good leaders, responsible individuals with good moral values, and active agents of development of the community.
- Industry and Entrepreneurship – involves programs and activities that are vital to economic growth, such as honing of technical skills in meat processing, silkscreen making, and establishing small business.
- Care for Health – involves extension of medical-related information and health services to the community, such as in first-aid operations, vaccination, health/nutrition technical assistance, and the likes.
- Environment – involves programs on environmental awareness and contribution to health and related fields that support the community needs.

Before conducting any of these aforementioned activities, NSTP-CWTS students should perform community needs assessment survey in the chosen community in order to identify the issues or gaps that should be addressed.

*NSTP-CWTS Core Values* (Villasoto et al., 2013)

1. Love for God
2. Human dignity
3. Discipline, truth, goodness, and social responsibility
4. Awareness, innovation, and creativity
5. Respect, synergy, and professionalism
6. Excellence and indigenous learning
7. Protection and conservation of the environment
8. Quality service delivery

## **Lesson 7. The Flag and Heraldic Code of the Philippines**

(Adapted from the *Implementing Rules and Regulations of Republic Act No. 8491*)

Republic Act 8491 or “An Act Prescribing the Code of the National Flag, Anthem, Motto, Coat-of-Arms, and Other Heraldic Items and Devices of the Philippines” is known as the “Flag and Heraldic Code of the Philippines”.

*Section 2. Declaration of Policy and Objectives* states that “It is the policy of the State to prescribe the Code of the National Flag, Anthem, Motto, Coat-of-Arms and other Heraldic Items and Devices of the Philippines; [and] ensure the promotion and implementation of its corresponding rules and regulations”. It also states that “reverence and respect shall be accorded to the flag, anthem, and other national symbols which embody the national ideals and traditions and which express the principles of sovereignty and national solidarity”.

### *The Design of the National Flag*



The National Flag shall be blue, white, and red with an eight-rayed golden yellow sun and three stars that are five-pointed.

### *Hoisting and Display of the National Flag*

- The National Flag shall be displayed in all public buildings, official residences, public plazas, and institutions of learning everyday throughout the year.
- In time of peace, the blue field should be on top. In time of war, the red field should be on top.
- A worn-out National Flag should be replaced immediately when it starts to show signs of wear and tear. It should be solemnly buried to avoid misuse and desecration.
- It shall be raised at sunrise and lowered at sunset.
- In times of inclement weather, it shall not be raised. If already raised, it shall not be lowered for the whole day.
- It shall never touch the base of the flag pole, ground, or any object beneath it.

- After being lowered, it shall be handled and folded solemnly.

### *Half-Mast*

The National Flag shall be flown at half-mast as a mark of respect and mourning for the death of any of the following officials:

- The President or former President (10 days);
- The Vice-President, the Chief Justice of the Supreme Court, the President of the Senate and the Speaker of the House of Representatives (7 days);
- Cabinet Secretaries, Associate Justices of the Supreme Court, Members of the Senate and House of Representatives, the Chief of Staff of the Armed Forces of the Philippines and the Director-General of the Philippine National Police (5 days);
- Heads of National Government Agencies, including Government Owned and Control Corporations and Government Financial Institutions (3 days);
- The Commanding Generals of the Philippine Air Force and the Philippine Army and the Flag Officer in Command of the Philippine Navy (3 days);
- Governors, Vice-Governors, city and municipal Mayors, city and municipal Vice-Mayors (3 days);
- Members of the Sangguniang Panlalawigan, Sangguniang Panlungsod, Sangguniang Bayan, Barangay Chairperson, and Barangay Council members (on the day of interment);
- Former National or Local Government Officials, appointive or elective;
- Regional Directors, Superintendents, Supervisors, Principals, Teachers and other school officials, on the day of interment and by order of the proper school authorities concerned;
- Recipients of national orders and decorations (on the day of interment and by order of the President or the Congress).

It shall also be raised at half-mast during calamities, disasters, or tragedies of national and international significance. Throughout the year, it is hoisted in half-mast position in all memorial cemeteries in the country dedicated to war veterans. When flown at half-mast, the

National Flag shall be first hoisted to the peak for a moment, then lowered to half-mast position.

#### *Casket*

The National Flag may be used to cover the caskets of the dead honored men (military, war veterans, National artists, and other civilians) who rendered noble service to the nation. No object must be put on top of it aside from religious objects. This denotes that *God is above country*.

#### *Pledge of Allegiance to the National Flag*

As stated in Section 29, the Pledge of Allegiance to the National Flag shall be recited after singing the national anthem with the right hand open and shoulder raised high.

#### *Panunumpa ng Katapatan sa Watawat ng Pilipinas*

*Ako ay Pilipino,  
buong katapatang nanunumpa sa watawat ng Pilipinas at sa bansang kanyang sinasagisag  
na may dangal, katarungan, at kalayaan na pinakikilos ng sambayanang  
Maka-Diyos, maka-tao, makakalikasan, at makabansa.*

#### *Prohibited Acts*

- To mutilate, deface, defile, trample on, cast contempt, or commit any act or omission casting dishonor or ridicule upon the National Flag or over its surface;
- To dip the National Flag to any person or object by way of compliment or salute;
- To use National Flag
  - As drapery, festoon, tablecloth;
  - As covering for ceilings, walls, statues or other objects;
  - As a pennant in the hood, side, back and top of motor vehicles;
  - As a staff or whip;
  - For unveiling monuments or statues; and

- As trademarks for industrial, commercial, or agricultural labels or designs.
- To display the National Flag:
  - Under any painting or picture;
  - Horizontally. It shall always be hoisted aloft and be allowed to fall freely;
  - Below any platform; or
  - In discotheques, cockpits, night and day clubs, casinos, gambling joints and places of vice or where frivolity prevails.
- To wear the National Flag in whole or in part as a costume or uniform;
- To add any word, figure, mark, picture, design, drawings, advertisement, or imprint of any nature on the National Flag;
- To print, paint or attach representation of the National Flag on handkerchiefs, napkins, cushions, and articles of merchandise;
- To display in public any foreign flag, except in embassies and other diplomatic establishments, and in offices of international organizations;
- To use or display or be part of any advertisement or infomercial; and
- To display the National Flag in front of buildings or offices occupied by aliens.

### *National Anthem*

The National anthem must be sung with fervor in the national language within or outside the country. Whether played or sung, it shall be in accordance with the musical arrangement and composition of Julian Felipe, and its original Filipino lyrics and march tempo. It shall not be played nor sung for mere recreation or entertainment. However, it is played during the “signing on” and “signing off” of television and radio stations, before the initial and last screening of films, and before the opening of theater performances.

### *National Motto*

Section 45 states that the Philippine National Motto shall be: “Maka-Diyos, makatao, makakalikasan, at makabansa” (For God, people, nature, and country).

### *National Coat-of-Arms*



The Coat of Arms of the Philippines or the *Sagisag ng Pilipinas* features the three five-pointed stars representing the three major island groups (i.e., Luzon, Visayas, and Mindanao), and the eight-rayed sun of the Philippines symbolizing the provinces (i.e., Manila, Cavite, Bulacan, Pampanga, Nueva Ecija, Tarlac, Laguna, and Batangas) that were placed under Martial Law by Spaniards during the Philippine Revolution. As a symbol of the State, the eagle and the lion were included to denote the two historical phases of the country – American and Spanish occupation.

### *The Great Seal*



The Great Seal shall be in circular form, containing the descriptions of the coat-of-arms, without the scroll. The inscription "*Republika ng Pilipinas*" is placed on a double marginal circle that surrounds the whole seal. Appearing on the lower part of the seal is the national motto.

### *Penalties*

Failure or refusal to observe, and violation of the abovementioned rules and provisions shall be penalized as specified in R.A no. 8491. Violators shall be punished by a fine of not less than P5,000.00 but not more than P20,000.00, and/or by imprisonment for not more than a year.

## **Lesson 8. Duties and Obligations of Filipino Citizen (Article V)**

(Lifted from the *1973 Constitution of the Republic of the Philippines*)

1. It shall be the duty of the citizen to be loyal to the Republic and to honor the Philippine flag, to defend the State and contribute to its development and welfare, to uphold the Constitution and obey the laws, and to cooperate with the duly constituted authorities in the attainment and preservation of a just and orderly society.
2. The rights of the individual impose upon him the correlative duty to exercise them responsibly and with due regard for the rights of others.
3. It shall be the duty of every citizen to engage in gainful work to assure himself and his family a life worthy of human dignity.
4. It shall be the obligation of every citizen qualified to vote to register and cast his vote.





## Assessment Task 1

Answer the following questions. Write your answers on this box.

- 1) In your own words, what is/are the objective/s of the NSTP implementation?
- 2) How does NSTP help in the pursuit of well-being among Filipino youth and the betterment of the Philippine society? Relate your answers to the duties and obligations of Filipino citizens.
- 3) What is the Flag and Heraldic Code of the Philippines, and why is it important?
- 4) As a student of NSTP-CWTS, how can you serve the community as a response to the call of public service and nation-building?

## Summary

It is the duty of the government to protect and serve its citizens. In turn, it is the responsibility of the citizens to 1) honor and defend the State, and 2) serve its people. Thus, the government may call the civilians to render their personal, civil, and military services. Recognizing the role of the youth in nation-building, NSTP in tertiary levels is implemented in order to instill in them the spirit of civic consciousness, nationalism, and civic affairs. It also aims to promote the youth's physical, moral, spiritual, intellectual, and social well-being. Aside from the rationale of NSTP's establishment, we also discussed in this chapter some guidelines in paying respect to our country and its heraldic symbols, and the duties and obligations of Filipino citizens, as significant matters in exhibiting patriotism and nationalism.

## **MODULE 2**

# **UNDERSTANDING THE SELF AND OTHERS**



### **Introduction**

In order to understand the complexities of individual differences necessary in building relationship with the community, one has to be aware of oneself first. As the Greeks say it even before the time of Socrates, “know thyself”. In this chapter, we will try to understand the nature of a human person through the lenses of social sciences, humanities, and psychology. We will focus on examining ourselves through these theories with the hopes of understanding other people, too. The importance of this topic lies on the idea that having a better understanding of ourselves and others will help us serve our community better.



### **Learning Outcomes**

At the end of this module, students should be able to:

1. Discuss the relevance of self-awareness and other-awareness in the context of community service;
2. Identify the theories of knowing oneself;
3. Conduct self-reflection using various concepts in psychology; and
4. Determine the levels of self-talk for personal development.

## **Lesson 1. Self-awareness and Other-awareness**

*Self-awareness* means being aware of one's own behaviors, attitudes, choices, styles, biases, personalities, characteristics, and so on. It also refers to having a clear perception of oneself, including strengths, weaknesses, beliefs, thoughts, motivation, and emotions. It serves as the foundation for emotional intelligence, mature adulthood, and self-leadership (Jeffrey, n.d.).

By becoming more aware of oneself, we become more aware of others. As we know more about ourselves, we navigate our relationships and how we connect with others better. By knowing who we are, we also see our impact on others. Moreover, we understand the similarities and differences between ourselves and others. Self-awareness results in empathy, which is technically referred to as "other-awareness". These two concepts are considered the two main pillars or key elements of emotional intelligence (Handel, 2017). Emotional intelligence is the ability of a person to identify and manage emotions of oneself and others, as one also influences the emotions of others (Psychology Today, n.d.). It is an important quality of a leader or a person who has a heart for community service.

Thus, this chapter is anchored on the idea that in order for us to be aware of the same things on others, we need to understand the components of the self and how these components are developed (Schermerhorn, Osborn, Uhl-Bien, and Hunt, 2012).

## **Lesson 2. Characteristics of a Person** (Babor, 2007; and Villasoto et al., 2013)

### **1. Rational**

This characteristic of humans distinguishes them from other creatures. A rational being has the ability to think, understand, and reason. S/he can distinguish between right and wrong because of his/her intellect.

### **2. Free**

Every person is born free. S/he is free to act based on his/her will. S/he has the choice to do or not to do a specific action. However, this freedom entails

responsibility for his/her own decision. One has the right to do whatever s/he wants without causing harm to others.

3. Unique

Each person is different. No two individuals have the same identity. Humans may have similarities in physical features, but they differ in perception, experiences, behavior, attitude, values, and priorities in life.

4. Social Being

Humans are naturally social beings. They regularly interact with its kind and its environment, in order to survive and achieve a goal. Interaction is also crucial to personal development.

5. Sexual

All living creatures are sexual in nature, but a human's expression of his/her sexuality distinguishes it from other living things. The expression of human emotions, attitudes, actions, thoughts, and sexual activity makes them unique.

### **Lesson 3. Big Five Personality Traits**

Personality traits are enduring characteristics of humans that reflect their thoughts, feelings, and behavior (Schermerhorn et al., 2012). The Big Five Model of the Five-Factor Model is considered the most widely accepted personality theory. Listed below are the five core factors of the "Big Five", with an acronym of OCEAN:

1. Openness to experience

– routinary and practical vs. imaginative, curious, and spontaneous

2. Conscientiousness

– impulsive and disorganized vs. careful, disciplined, and responsible

3. Extraversion
  - reserved vs. assertive, fun-loving, outgoing, and sociable
4. Agreeableness
  - suspicious and uncooperative vs. helpful, good-natured, and trusting
5. Neuroticism or Emotional stability
  - anxious and pessimistic vs. calm, unworried, secure, and relaxed

#### **Lesson 4. Maslow's Hierarchy of Needs**

In order to further understand a person's perception, behavior, and relationship or treatment towards other people, we can examine his/her inner feelings, self-image, and motivation. Abraham Maslow's Hierarchy of Needs theory identifies the levels of individual needs that affect human motivation and personality. This theory also states that people achieve their full potential by taking steps in achieving the basic needs up to the self-actualization level (Schermerhorn et al., 2012).

Listed below are the levels of the Hierarchy of Needs Five-Stage Model (McLeod, 2020; and Villasoto et al., 2013):

1. Physiological
  - Refers to the biological and basic necessities for human survival, such as air, food, water, shelter, clothing, sleep, warmth, and reproduction.
2. Safety
  - Refers to the need for security and protection. This also refers to the sense of order, predictability, and control of a person in his/her life. Safety needs can be addressed by the other members of the society (e.g., police, schools, business, and medical care).

3. Love and belongingness (or Social needs)

- Refers to the feeling of belongingness of a person. This involves the need of creating interpersonal relationships and can be fulfilled by being part of a social group (e.g., family, friends, team, work, etc.).

4. Esteem

- Can be classified into two categories: 1) esteem for oneself, and 2) desire for reputation or respect from others. Self-esteem can be satisfied through achievement, mastery, confidence or independence. On the other hand, esteem that a person gets from other people can be fulfilled through recognition, attention, and prestige.

5. Self-actualization

- Refers to the highest level of needs, as it includes the desire to reach the peak of human potential or to be what a person wants to be.

Based on Maslow's theory, a person should first fulfill the needs on the first level up to the highest level. This process is continued throughout a person's lifespan. He also proposed that fulfillment of each layer of needs is important in personality development (McLeod, 2020).



Figure 1. Abraham Maslow's Hierarchy of Needs (McLeod, 2020)

## Lesson 5. Theory of Four Temperaments

Aelius Galenus' four personality types are choleric, sanguine, phlegmatic, and melancholic. This theory of the four temperaments dates back to an Ancient Greek medical theory that is based on the four bodily humors (i.e., blood, yellow bile, black bile, and phlegm). A person with choleric personality type is thought to have dominating yellow bile, thus quick-tempered. Sanguine personality type has dominating blood, thus reacting buoyant or cheerful. Phlegmatic personality type has dominating phlegm, thus behaving sluggishly. Melancholic personality type has dominating black bile, thus acting despondent (Vorkapic, 2011).

Table 1. Galen's Four Personality Types (Howart, 1988; Thor, 2018; and Hock, n.d.)

Personality Types	Characteristics
Choleric	Shows greater anger, strength, aggression, passion and productivity
	Stubborn, opinionated, domineering
Sanguine	Exhibits extroversion, greater optimism, cheerfulness, positivity, and mindfulness
	Vanity, self-complacency, impulsive
Phlegmatic	Displays less state anxiety, depression, carefulness, methodic and composed personality, slow-moving and self-bettering attitude
	Has inclination to easiness, eating, and drinking
Melancholic	Has a contemplative or reflective personality, often considered a great benefactor to his fellow men, prayerful;
	Experiences high state of anxiety and sensitivity



## **Lesson 6. Eight Stages of Psychosocial Development** (McLeod, 2018)

Erik Erikson listed the eight stages of psychosocial development that result in a healthy personality and acquisition of virtues once each stage is successfully completed. Failure in completing a stage might lead to a reduced ability to step up to the next stage and development of unhealthy personality.

### *Stage 1. Trust versus Mistrust (birth to 18 months)*

The infant is uncertain about the world s/he is born to. S/he looks towards their primary caregiver for care and stability. Consistent care to the infant will result in the development of sense of trust. Inconsistency, unreliability, and unpredictability will result in the development of mistrust, suspicion, and anxiety.

### *Stage 2. Autonomy vs. Shame and Doubt (2 to 3 years)*

This stage focuses on developing a greater sense of will or personal control over physical skills. The child in this stage begins to show their independence and autonomy as they become more mobile, more physically developed, and assertive of their choices (e.g., what to wear and eat). If children in this stage are supported in their independence, there is a tendency that they will grow more confident and secure in their own ability.

### *Stage 3. Initiative vs. Guilt (3-5 years)*

In this stage, the child interacts with other children at school or in his immediate environment by playing. Thus, s/he is provided with the opportunity to explore their interpersonal skills. Given this opportunity to interact with others, the child develops a sense of initiative and security to lead others and make his/her own decisions. However, when a child is squelched through criticism or control, s/he will develop a sense of guilt and may slow down the development of his interpersonal skills and creativity.

#### *Stage 4. Industry vs. Inferiority (6-11 years)*

This stage occurs during the early school years, wherein social interactions of the child take place with his/her classmates and teachers. These peer groups will be considered the source of the child's self-esteem as s/he feels the need to win their approval. Success in this stage results in a sense of competence, confidence, and industriousness when they are encouraged in their initiatives. Failure in this stage occurs when they are being restricted in their initiative, thus resulting in a feeling of inferiority and restraint in reaching their potential.

#### *Stage 5. Identity vs. Confusion (12-18 years)*

Development of personal identity is vital in this adolescent stage wherein a person undergoes the transition from childhood to adulthood. Feeling of discomfort about body changes also occurs in this stage until a person adapts to it. During this period, a person explores possibilities and begins to establish their own identity. Failure to form his/her identity might result in role confusion in their place in the society or identity crisis. Success in this stage will lead to the virtue of fidelity or the ability to commit to others on the basis of accepting them despite ideological differences.

#### *Stage 6. Intimacy vs. Isolation (19-40 years)*

In this stage, people start to create more intimate relationships with others, aside from family members, towards longer-term commitments. Avoidance of building intimate relationship and fear of commitment might result in isolation and loneliness. On the other hand, success in this stage will lead to the virtue of love.

#### *Stage 7. Generativity vs. Stagnation (40-65 years)*

Generativity means making your own mark in the society that you belong to. It will be achieved by creating positive change that benefits other people. Success in this stage leads to feeling of accomplishment and usefulness. Failure will lead to becoming stagnant and unproductive.

### *Stage 8. Integrity vs. Despair (65 years-death)*

Contemplation on one's life occurs in this stage. People look back on the events of their lives and examine their achievements. A person who feels proud of his/her achievements after reflecting on his/her life will experience satisfaction. On the other hand, a person who regrets of having wasted opportunities that resulted in not achieving his/her set goals will experience the feeling of bitterness and despair.

Table 2. Erikson's Eight Stages of Psychosocial Development (McLeod, 2018)

Stages	Age	Virtue acquired in the success of each stage
1. Trust vs. Mistrust	Birth-18 months	Hope
2. Autonomy vs. Shame and Doubt	2-3 years	Will
3. Initiative and Guilt	3-5 years	Purpose
4. Industry vs. Inferiority	6-11 years	Competency
5. Identity vs. Confusion	12-18 years	Fidelity
6. Intimacy vs. Isolation	19-40 years	Love
7. Generativity vs. Stagnation	40-65 years	Care
8. Integrity vs. Despair	65-death	Wisdom

### **Lesson 7. Human Dimensions and Core Values** (Gonzales, 1997)

There are seven dimensions of a human person. The physical, intellectual, moral, and spiritual dimensions pertain to the self. On the other hand, the social, economic, and political dimensions pertain to the community. Each dimension has its corresponding values.

The physical being of humans refers to their physical health in harmony with nature. As intellectual beings, humans are described of having the ability to think and continuously search for truth and knowledge. As moral beings, humans are mindful about their choices and decisions in life that have corresponding good or evil consequences. As spiritual beings, humans cultivate a sense of faith among them. As social beings, humans develop a sense of social responsibility and allow themselves to participate in the activities within their community

in pursuit of the well-being of his/her fellowmen. As economic beings, humans realize their obligations to achieve economic efficiency that will benefit themselves and other members of the community. As political beings, humans recognize their responsibility in loving their country and fellowmen, and maintaining good governance in their state.

Table 3. Summary of Human Dimensions and Corresponding Core Values (Adapted from Agas et al., 2019)

Human Person	As Self	Dimension	Values
		Physical	Health (physical fitness, cleanliness, beauty, art)
		Intellectual	Truth (knowledge, creativity, critical thinking)
		Moral	Love (honesty/integrity, self-worth/self-esteem, personal discipline)
		Spiritual	Spirituality (faith in God)
	In Community	Social (Family, Society)	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	Economic Efficiency (thrift/conservation of resources, work ethics, self-reliance, productivity, scientific and technological knowledge, vocational efficiency, entrepreneurship)
		Political	Nationalism (national unity, esteem of national heroes, commitment, civic consciousness/ pride, spirit of “Bayanihan”/solidarity, loyalty to country)  Global Solidarity (International understanding and cooperation)

## Lesson 8. Johari Window Model

The Johari Window was created in 1950 by American psychologists Joseph Luft and Harry Ingham. It is also called disclosure/feedback model of self-awareness. This psychological tool helps people improve their self-awareness and understand their relationship with others (Saxena, 2015).

Johari Window has four regions: Open Self, Blind Self, Hidden Self, and Unknown Self. The Open Self or Arena is composed of the information about yourself that you and other people know. The Blind Self or Blind Spot refers to the information about yourself that you are unaware of, but other people know. The Hidden Self or Façade refers to the information about yourself known to you but unknown to others, such as your secrets. The Unknown Self is composed of the information that are unknown to you and to others (Saxena, 2015; and “The Johari Window Model”, n.d.).

	Known to Self	Unknown to Self
Known to others	<b>Open Self</b> (known to all)	<b>Blind Self</b> (known to others)
Unknown to others	<b>Hidden Self</b> (known only to myself)	<b>Unknown Self</b> (known to no one)

Figure 2. Johari Window Model

## **Lesson 9. The Five Levels of Self-Talk for Personality Development**

(Helmstetter, 1982)

Knowledge on self-talk helps a person become motivated, productive, and more confident in life. A person with those qualities can influence the people around him/her in a positive manner. Self-talk is defined as “a way to override our negative programming by erasing or replacing it with conscious, positive, new directions” (p. 72). Through reprogramming our thoughts with effective words and statements, we paint a new picture of ourselves based on what we want ourselves to be. We give ourselves the chance to start to become better and different from our old self. Our subconscious listens to us, and believe and perform what we direct it to do. Thus, learning the Self-Talk that will help us to live efficiently is important. Written below are the five different levels of self-talk:

### *Level 1. Negative Acceptance*

This level is considered the lowest, disadvantageous, and most harmful, yet most frequently used level of self-talk. It occurs when a person says something bad or negative about himself/herself and s/he accepts the thought. When expressed, it represents our fears and doubts in ourselves that result in questioning our own capabilities. This level is mostly characterized by the phrases “I can’t”, “I wish I could, but I can’t”, “if only I could”, and the likes.

### *Level 2. Recognition and need to change*

In this level, a person tells to himself/herself and other people of his/her need to change. The problem is recognized, but no solution is created. Level II Self-Talk statements unconsciously end with an unspoken and implicit level 1 statement of negative self-talk. It is characterized by the phrases “I need to...”, “I ought to...”, or “I should...” For example, “I’d like things to work out better...but they won’t”. This level creates guilt, disappointment, and acceptance of our self-imagined inadequacies. Just like the first level, it works against the person. In order to counter this, the moment you begin your statement in Level II Self-Talk, finish the sentence with positive thoughts and say it out loud to direct it to your subconscious mind.

### *Level 3. Decision to change*

This level is the first self-talk level that is beneficial to a person. A person recognizes the need to change and decides to do something about it. When speaking in Level III Self-Talk, phrases like “I never...” or “I no longer” are used. For example, “I no longer have a problem dealing with my workmates”. You state the decision in present tense as if the change has already taken place. Your subconscious mind will believe your statement as it receives the new direction. It will also create a new picture of you in your brain and convince you to do what you have said.

### *Level 4. Better you*

This level has been used the least, yet considered the most effective kind and most needed kind of self-talk. It is referred to as the *positive* Self-Talk, opposite of Level I. In this level, a person is “painting a completed new picture of [himself/herself], the way [s/he] wanted to be, handing it to [his/her] subconscious, and saying ‘This is the me that I want you to create! ... This is your new program’” (p. 77). When speaking in Level IV Self-talk, begin with the phrase “I am”, such as in “I am enthusiastic and very much capable of doing this. Nothing can stop me now.” A person now deals with struggles and challenges in a new, productive, and self-activating way.

### *Level 5. Universal affirmation*

Being the highest level, it is the Self-Talk level of “oneness with God” and the language for seekers of something greater than earth-bound demands. It is characterized by the words “It is...”, such as in “I am one with the universe and it is one with me”.



## Assessment Task 2

Write a brief description of yourself in this box. Examine your personality using any two (2) theories/concepts discussed in this chapter. You may ask other people or conduct a(n) (online) casual interview with other people to know their impression on you. After conducting self-reflection, state how knowing yourself better can help you serve the community.



## Summary

In this chapter, we discussed how the concept of self-awareness is related to the concept of other-awareness. These two concepts are the key elements of emotional intelligence, which is a quality needed to be seen in a leader or a community worker/servant. The theories used in self-assessment are Big Five Personality Traits, Maslow's Hierarchy of Needs, Erik Eriksons' Stages of Psychosocial Development, Human Dimensions and Core Values, and Johari Window Model. We also explained the five levels of self-talk as helpful tool in developing one's personality.

# **MODULE 3**

## **GOOD CITIZENSHIP VALUES OF FILIPINOS**



### **Introduction**

“Good governance is not enough. Let us work on being good citizens. Let us translate the good citizenship values derived from the Preamble of the Constitution into concrete action in order to build our nation.”

- Commissioner Teresita D. Baltazar

Good citizenship actions are driven by good citizenship values. Thus, in this chapter, we will discuss the social values stated in the provisions of the Constitution that every Filipino should strive to embody. These values will serve as guiding principles in our life in becoming good citizens who are actively participating for the development of the country.



### **Learning Outcomes**

At the end of this module, students should be able to:

1. Determine the conditions of recognizing a person as a citizen;
2. Discuss the Preamble of the 1987 Philippine Constitution;
3. Explain the good citizenship values of Filipinos; and
4. Enumerate the national symbols of the Philippines.

## **Lesson 1. Citizens of the Philippines** (Gasilla-dela Cruz, 2005)

Article IV Section I of the Philippine Constitution states that the citizens of the Philippines are:

1. Those who are citizens of the Philippines at the time of the adoption of this Constitution;
2. Those whose father or mothers are citizens of the Philippines;
3. Those born before January 17, 1973, of Filipino mother, who elect Philippine citizenship upon reaching the age of majority; and
4. Those who are naturalized in accordance with law.

## **Lesson 2. Preamble of the 1987 Philippine Constitution**

“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, do ordain and promulgate this Constitution.”

## **Lesson 3. The Good Citizenship Values Cluster**

(Adapted from the *Modules on Good Citizenship Values, 2004*)

Becoming good citizens can be met by living in accordance with the good citizenship values of Filipinos presented in the preamble. These Filipino values have been categorized into the four clusters: *pagkamaka-Diyos, pagkamakatao, pagkamakabayan, at pagkamaka-kalikasan*.

Table 4. The Good Citizenship Values Cluster (Lee, 2013)

Pagkamaka-Diyos	Pagkamakatao	Pagkamakabayan	Pagkamakaka-kalikasan
<ul style="list-style-type: none"> <li>• Faith in God</li> <li>• Respect for life</li> <li>• Order</li> <li>• Work</li> <li>• Concern for the family and future generations</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Freedom</li> <li>• Peace</li> <li>• Truth</li> <li>• Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Unity</li> <li>• Equality</li> <li>• Respect for law and government</li> <li>• Patriotism</li> <li>• Promotion of the common good</li> </ul>	<ul style="list-style-type: none"> <li>• Concern for the environment</li> </ul>

### 1. *Pagkamaka-Diyos*

#### A. Faith in God

A good Filipino who believes in God obeys Him and follows His teachings. Philippines is known to be the only Christian nation in Asia, wherein the majority of the Filipino citizens (80.6%) are followers of the Roman Catholic Church (Bueza, 2015). The Constitution fosters the value of putting God first and making Him the center of our lives, as He is deemed as the source of our strength and provider of our needs. Living a life of faith is vital in becoming a good citizen.

#### B. Respect for life

A good Filipino understands the value of human life and human dignity. As it is believed that humans and our lives came from God, these gifts are considered sacred, precious, and valuable; thus, the need for it to be preserved and safeguarded. People should be responsible in taking care of themselves, and

uphold their human rights and dignity. They should protect one another, and not inflict harm to themselves and to others in any manner.

#### C. Order

A good Filipino applies orderliness in his/her thoughts, emotions, and actions. By being orderly, one will develop other values of order such as prudence, temperance, discipline, humility, diligence, patience, and resilience. Living by the virtue of orderliness does not only benefit the person, but also the community, as there will be peace and unity and peace among them.

#### D. Work

A good Filipino values diligence and aims to achieve excellence in everything that s/he does. Every Filipino should put value in honest hard work, as it is considered a key to national progress. Knowing that our abilities are God-given, we offer quality work that helps in improving the quality of life of the people we serve and indirectly affect, more than we benefit ourselves. Through this, we become productive members of the society.

#### E. Concern for the Family and Future Generations

Strong families build a strong nation. A good Filipino works on strengthening their family ties by love, understanding and mutual respect among its members, looks after the welfare of each member, and helps in preserving and nurturing our environment for the benefit of the future generations. His/her thoughts and actions are anchored to his/her desire of giving what is best for his/her family in the present and future generation.

## *2. Pagkamakatao*

### F. Love

A good Filipino hopes for the well-being of his/her fellowmen. The virtue of love is associated with positive attributes of patience, kindness, selflessness, forgiveness, truthfulness, protection, trustworthiness, hope, perseverance, generosity, and respect among others. If love is given to one another, harmonious relationship among people will prevail.

### G. Freedom

A good Filipino asserts his/her rights, especially if it is for what is right. Freedom is the power to act or not to act in accordance to the person's will and decision. However, it should always be practiced with the virtue of responsibility.

### H. Peace

A good Filipino ensures a safe, harmonious, and secure environment for himself/herself and his/her fellowmen. The value of peace should be promoted inside our homes, in our workplace, in our community, and in the country as a whole.

### I. Truth

A good Filipino expresses his/her strong moral principles by standing up for the truth even if s/he is a minority. As a witness, s/he is willing to testify to tell the truth. S/he also keeps himself/herself well-informed about certain social and national issues, and demand for transparency from the administration or the government.

#### J. Justice

A good Filipino supports giving proper punishment to people who are guilty of crimes and fair treatment to everyone regardless of social class, age, and gender in accordance to what is morally and legally right. Through this, s/he helps in creating a just and humane society. S/he also helps others to get what is rightfully theirs. (S/he should also defend those who cannot defend themselves.)

### 3. *Pagkamakabayan*

#### K. Unity

A good Filipino cooperates with other people in order to achieve a common goal for the greater good. Unity is the good citizenship value that states the aspiration for oneness or being one as people, as co-citizens of the country, as members of our family, as co-workers in an institution, or as members of an organization.

#### L. Equality

A good Filipino enables the principles of fairness and equality in the community, as s/he sees other people as his/her brothers and sisters. S/he also encourages others to do the same. S/he believes that no one should be treated with prejudices or biases that hinder the equal opportunity to live a purpose-driven life.

#### M. Respect for Law and Governance

A good Filipino abides by the law and helps in maintaining order in the country. S/he also supports government programs that benefit the citizens and help address social concerns.

#### N. Patriotism

A good Filipino expresses his/her devotion for the country. S/he is loyal to the country, and takes pride in its accomplishments.

#### O. Promotion of the Common Good

A good Filipino takes part in activities or programs that help in improving the quality of life in the community. S/he also believes that everyone should be given equal opportunities to meet their needs and fulfill their potential. S/he considers the welfare of the common good than his/her personal aspirations.

### 4. *Pagkamakakalikasan*

#### P. Concern for the environment

A good Filipino is a steward of the environment. S/he respects, protects, and conserves our natural resources and other creations. S/he uses the natural resources wisely and participates in environmental conservation programs. S/he also stays vigilant of any violations that concern the environment.

## **Lesson 4. Nationalism and Patriotism**

### *Nationalism*

Nationalism is as a patriotic feeling of love for one's own country, an attitude that values the interest and welfare of a nation outweighing other individual or group interests. It includes ideology of national identity, origin, ethnicity, and cultural ties. It also refers to the movement that seeks to gain and maintain complete authority (self-governance) over domestic and international affairs (Villasoto et al., 2013).



### *National Symbols (Alba, 2009)*

Being a good Filipino citizen entails the responsibility of knowing the symbols that represent our country. The Republic Act 8491, known as the Flag and Heraldic Code of the Philippines, state the official national symbols of the Philippines are listed as follows:

1. The Philippine flag
2. Lupang Hinirang (national anthem)
3. Coat-of-arms and other heraldic items/devices of the Philippines

The other four official national symbols, which represent Philippine traditions and ideals, and convey the principles of Philippine sovereignty and national solidarity, are as follows:

4. Sampaguita (*Jasminium sambac*– national flower)
5. Narra tree (*Pterocarpus indicus*) – national tree
6. Philippine eagle (*Pithecopaga jefferyi*) – national bird
7. Philippine pearl (*Pinctada maxima*) – national gem

### *Patriotism*

Patriotism, on the other hand, refers to the love of, devotion to, and rigorous support for one's country and countrymen even if it means being ready to sacrifice ourselves (Lee, 2013). Former Philippine President Carlos P. Garcia described it as an act of unselfishness, passion, and attachment to the country, with boundless devotion to the people. It is derived from the Greek word "patris" which means "fatherland" (Villasoto et al., 2013).

### *Cultivation of the Good Citizenship Value of Patriotism (Lee, 2013)*

The following are the concrete examples of how we may cultivate and express the love for our country in our lives:

1. Love our country by being vigilant and ready to defend the country from internal and external threats.

2. Patronize the products made in our country by our countrymen, and be proud of it, despite formidable foreign competition.
3. Uphold and practice good citizenship values to serve as an inspiration to our countrymen, especially to the youth in becoming good citizens.
4. Be proud of our personal and national identity, and study our history.
5. Be vigilant and proactive citizens by making ourselves informed of issues that affect our country.
6. Be law-abiding citizens. Respect and uphold the Constitution and other laws of the country.
7. Do simple acts of service to our fellowmen by reaching out and sharing our time and talents with them.
8. Be good and honest workers who exemplifies competence and excellence in work.
9. Be kind and considerate to others.
10. Consider the integrity and welfare of our country in every endeavor and action.
11. Recognize ourselves as Filipinos with dignity and pride.
12. Vote responsibly by choosing competent political candidates according to our conscience.



### Assessment Task 3

Write your answers on this box.

1. Among the clusters of good citizenship values of Filipinos, which do you think is the most important? Why do you think so?
2. How do you exemplify nationalism and patriotism in these modern times? Provide concrete examples.

## Summary

The good citizenship values of Filipinos are clustered into four: *pagkamaka-Diyos*, *pagkamakatao*, *pagkamakabayan*, and *pagkamaka-kalikasan*. The sixteen basic values indicated in the Preamble of the 1987 Philippine Constitution are: unity, patriotism, faith in Almighty God, respect for life, respect for law and government, work, truth, justice, freedom, love, equality, peace, promotion of the common good, concern for the environment, and order. These values must be developed and inculcated in every Filipino of every age in order to become a good citizen and build a stronger nation.

# **MODULE 4**

## **HUMAN DIGNITY AND RIGHTS**



### **Introduction**

Human rights are fundamental freedom and rights that all individuals are entitled. Having knowledge on the basic human rights is important in order for us to know how we should be treated and how we should treat others. We also learn to respect each other's rights. Human rights education also enable us to protect, empower, and enable ourselves to be responsible, functional, and active citizens of the country (United Nations Association-UK, 2016). Thus, in this chapter, we will discuss principles of human rights and the rights of every Filipino as provided in the Philippine Constitution.



### **Learning Outcomes**

At the end of this module, students should be able to:

1. Explain the concept of human rights;
2. Determine the rights of every Filipino as stated in the Constitution;
3. Discuss the right of suffrage; and
4. Determine the responsibilities of voters before, during, and after elections.

## **Lesson 1. Concepts and Principles of Human Rights**

Every person has dignity. Humans constructed the principles of human rights in order to ensure that the dignity of every individual is respected (Hurights Osaka, n.d.). According to Stanford Encyclopedia of Philosophy (2014), human rights refer to the norms that aspire to protect all people everywhere from severe political, legal, and social abuses. It also refers to the basic rights and freedom that belong to every person from birth until death.

The violation and denial of human rights do not only affect an individual. It also results in conditions of social and political unrest within and between societies and nations. Human rights are also considered vital component of modern democratic societies (Gavilan, 2005).

*Characteristics of Human Rights* (United Nations Population Fund, 2005)

1. Universal and inalienable – Every person in the world is entitled to human rights.
2. Indivisible – All human rights are inseparable and of equal status. Denial of one right results in the impediment of exercising other human rights.
3. Interdependence and interrelatedness – Each human right contributes to the realization of an individual's human dignity through the satisfaction of his/her developmental, physical, psychological, and spiritual needs.
4. Equality and non-discriminatory – All individuals are equal human beings – regardless of race, color, ethnicity, gender, age, language, sexual orientation, religion, political, national, social, geographical origin, disability, property, birth, or other status – by the virtue of the inherent dignity of every person.
5. Participation and inclusion – Every person has the right to participate in and access information related to the decision-making processes in the development of policies or any actions that affect their lives and well-being.
6. Accountability and rule of law – The government of each state should be held accountable for their obligation to uphold and protect human rights.

## *Classification of Human Rights*

Hereunder are the classes of rights that every citizen of a democratic country must enjoy (Lee, 2013):

### 1. Natural rights

- God-given rights that cannot be taken away or given away
- Examples: right to life, right to love, right to marry

### 2. Civil rights

- Rights granted by the state for the promotion of common welfare of the individual citizens
- Examples: right to life, right to own property, right to marry, right to enter into any contracts, right to seek justice in the courts

### 3. Political rights

- Rights granted by the state to the people in order for the latter to participate in the establishment and administration of the government
- Examples: right to citizenship, right to suffrage, freedom of speech, freedom of the press, right to petition the government for redress of grievances

### 4. Constitutional rights

- Rights that are recognized, established, and protected by the constitution of the state
- Examples: freedom of religion, freedom of speech, right to abode, freedom from slavery

### 5. Statutory rights

- Individual's legal rights granted by the lawmaking body and can be abolished by the same body
- Examples: right to inherit property, right to a minimum wage, right to go on strike for higher wages and better working conditions

On the other hand, international human rights standards are classified under civil, political, economic, social, and cultural (Gavilan, 2005).

## **Lesson 2. Bill of Rights (Article III of the Philippine Constitution)**

Written below are the 22 sections of declaration of the rights and privileges of Filipinos that the Philippine Constitution should uphold and protect:

- Section 1. Right to life, liberty, and property
- Section 2. Right against unreasonable searches and seizures of whatever nature
- Section 3. Right to keep his/her communication or correspondence a secret, except upon lawful order of the court or when public safety or order requires
- Section 4. Freedom of speech, freedom of expression, right to a free press, right of the people assemble, and right to petition the government for redress of grievances
- Section 5. Freedom to choose and exercise religion profession and worship without discrimination or preference
- Section 6. The liberty of abode and right to travel
- Section 7. Right to information on matters of public concern (e.g., access to official records, official acts, transactions, or decisions, and government research data used as basis for policy development)
- Section 8. Right to form unions, association, or societies
- Section 9. Right to just compensation of private properties



- Section 10. Non-impairment clause
- Section 11. Free access to court and adequate legal assistance
- Section 12. Right of a person under investigation (1) to be informed of his/her right to remain silent, (2) to have competent and independent counsel of his/her own choice, (3) not to experience torture, force, violence, threat, intimidation, forms of detention, or any other means that vitiate the free will
- Section 13. Right to bail and against excessive bail, except for those who are punished by *reclusión perpetua* (life imprisonment)
- Section 14. Right to due process of law in criminal offenses; Right of the accused (1) to be presumed innocent until proven guilty, (2) to be heard by himself and counsel, (3) to be informed of the nature and cause of the accusation, (4) to have a speedy, impartial, and public trial, (5) to meet the witnesses face to face, (6) to have compulsory process to secure the attendance of witnesses and the production of evidences in his behalf; *Trial in absentia* (the trial may proceed despite the absence of the accused provided that s/he being duly notified and his/her reasons are unjustifiable)
- Section 15. Writ of Habeas Corpus (safeguard against warrantless arrests and illegal confinement/detention)
- Section 16. Right to speedy disposition of cases
- Section 17. Right against self-incrimination (witness against himself/herself)
- Section 18. Right to political beliefs and aspirations
- Section 19. Prohibition against cruel, degrading, or inhumane punishment
- Section 20. Right of a person not to be imprisoned for debts

Section 21. Right of a person against double jeopardy (putting a person on persecution for the same offense after being acquitted, convicted, or punished for the same offense)

Section 22. No to enactment of *ex post facto* law (criminalizing an act done before the passage, and aggravating penalty for crimes committed before the passage) and bill of attainder (legislative act that inflicts punishment without judicial trial)

Aside from the Bill of Rights of the Philippine Constitution, human rights in the Philippines are also guided by international laws namely the Universal Declaration of Human Rights (UDHR), the International Covenant on Civil and Political Rights (ICCPR), and the International Covenant on Economic, Social, and Cultural Rights (ICESCR) (Gavilan, 2005).

### **Lesson 3. Right of Suffrage (Article V of the Philippine Constitution)**

The right of suffrage (from the Latin word *suffragium*) or the right to vote in public, political elections refers to the right of people to choose their officials as their representatives who will exercise the power of the government for a given period (Katigbak, 2013). It is indicated in the UDHR, ICCPR, and 1987 Philippine Constitution.

#### *Article V of the 1987 Philippine Constitution*

Section 1. Suffrage may be exercised by all citizens of the Philippines not otherwise disqualified by law, who are at least eighteen years of age, and who shall have resided in the Philippines for at least one year and in the place wherein they propose to vote for at least six months immediately preceding the election. No literacy, property, or other substantive requirement shall be imposed on the exercise of suffrage.

Section 2. The Congress shall provide a system for securing the secrecy and sanctity of the ballot as well as a system for absentee voting by qualified Filipinos abroad.

The Congress shall also design a procedure for the disabled and the illiterates to vote without the assistance of other persons.

#### **Lesson 4. Citizen-Voter Education**

(Adapted from *Your Vote. Our Future: Citizen Participation in Election, 2003*)

##### *Qualifications of a Voter*

1. Citizens of the Philippines;
2. Eighteen years old and above; and
3. A resident of the Philippines for one year and in the city/municipality wherein he proposes to vote for at least six (6) months before the elections.

##### *Disqualifications of a Voter*

1. Any person who has been sentenced to be imprisoned for not less than one year;
2. Any person who committed rebellion, sedition, violation of the anti-subversion and firearms laws, or any crime against national security; and
3. Insane or incompetent persons.

##### *Action Points for Citizen-Voters*

###### **A. Pre-Elections**

- Register during the period allotted for voter registration.
- Be informed of the issues, platforms and personalities of the political candidates.
- Set specific guidelines in choosing government leaders in terms of the candidates' social affiliations and interests, competence, lifestyle, performance records.
- Conduct/participate in public debates that would inform citizens and gain the commitment of the candidates to integrate, foremost, the interests and welfare of the citizens in their program of government. This process can be used to

remind and hold the elected leaders accountable to the promises made during the campaign.

#### B. During Elections

- Vote according to your conscience
- Practice vigilance by protecting the integrity of your own vote from any undue influence, volunteering in organizations that work for clean and peaceful elections, watching out for instances of cheating in the elections, and informing the rest of the electorate of such activities.

#### C. Post-Elections

- Be vigilant in the counting and canvassing of votes
- Another arena of participation is open to the citizen voter once the candidates they have voted for assume office.
- Participate in local governance through development planning in the barangay level, consultations and public hearings, representation in local special bodies.
- Aside from direct exercise of legislative power through the system of initiative and referendum, citizen voter can participate in legislating laws through legislative advocacy, a process of engaging with the legislature and other governmental and social institutions to ensure that the concerns and welfare of the general electorate be articulated in the deliberations of bills and other legislative measures as well as in the final versions of laws.
- The citizen voter can also engage in the political and electoral process in other ways such as:
  - a. running for office;
  - b. supporting/campaigning for a political party, candidate or party-list group;
  - c. supporting initiatives of civil society organizations to ensure honest and peaceful elections; and
  - d. making views known to the elected representatives.



## Assessment Task 4

1. Andres and Joselito founded an independent labor group that aims to fight for and protect the rights of the workers. During the previous State of the Nation Address of the current president, they gathered in front of *Batasang Pambansa* to hold their protests, together with other labor groups. The police officers did not apprehend any of them throughout the conduct of the protest. What human right/s stated in the Bill of Rights had been exercised in this situation?
2. Dylan just recently became a registered voter, but he feels too lazy to vote. What will you tell him to convince him to exercise his right to vote and become a responsible voter?

## Summary

Human rights are established to secure the human dignity of all individuals, and to allow them to respect each other and live with each other. Article III of the 1987 Philippine Constitution or the Bill of Rights state the rights of every Filipino that the State should protect. Another right that every qualified Filipino should exercise is the right to suffrage stated in the Article V of the Philippine Constitution.

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**- END OF MODULE FOR PRELIMINARY GRADING PERIOD -**  
THERE WILL BE PRELIM EXAMINATION ON SEPTEMBER 21 TO OCTOBER 3, 2020.  
PLEASE SEE YOUR SPECIFIC SCHEDULE FOR THIS COURSE. THANK YOU.