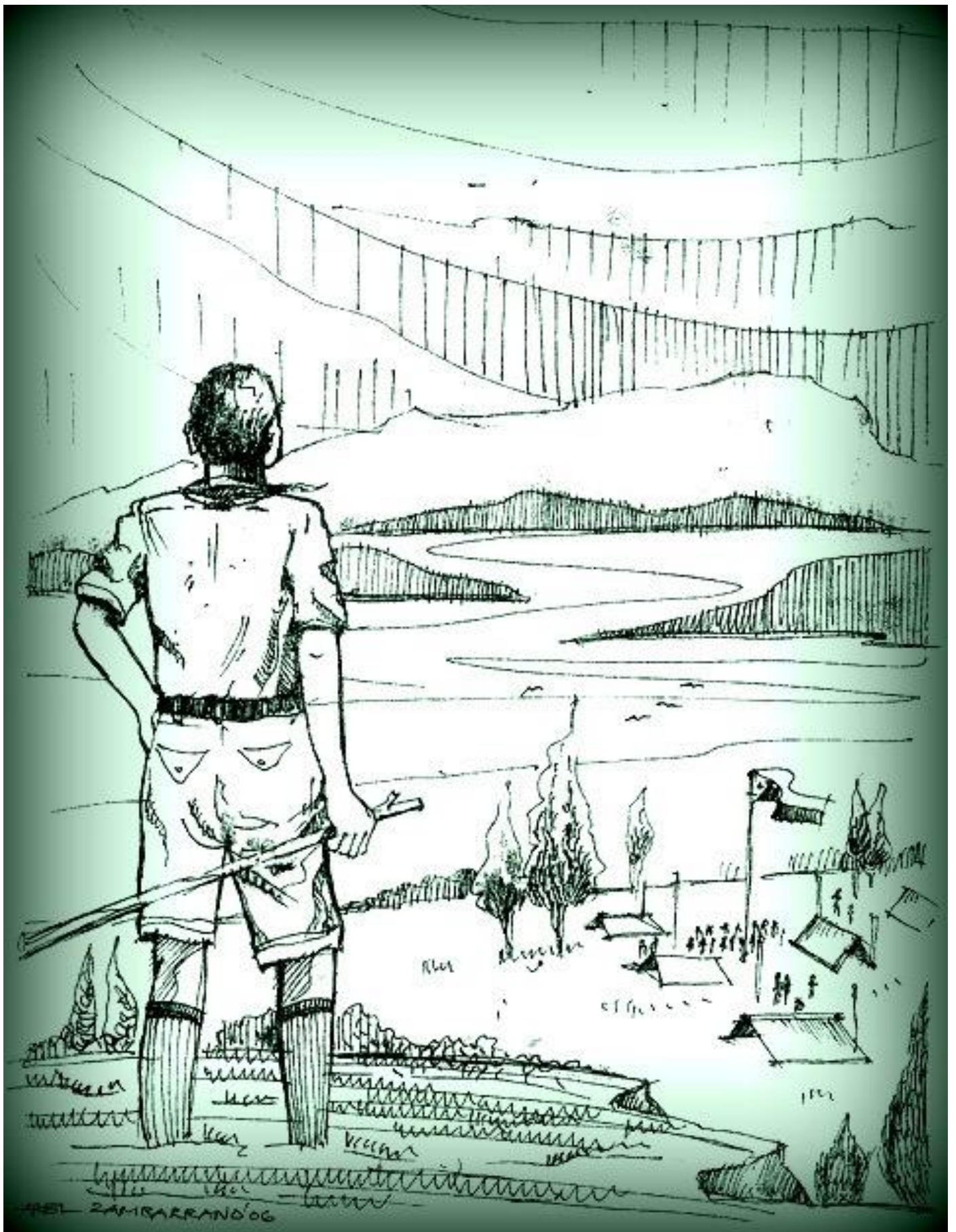


# The Teaching of NSTP-CWTS SCOUTING



by:

***EDGAR C. JIMENA, Ed. D.***



Boy Scouts of the Philippines  
**Office of the Secretary General**  
National Office  
Manila

## INTRODUCTION



The Philippines today is in the midst of the tremendous task of nation building. The Boy Scouts of the Philippines contributes its share in the task in no small measure by helping in the training and education of our youth through CWTS-SCOUTING.

The Boy Scouts of the Philippines felt a need to provide out CWTS-SCOUTING implementers with a Teaching Manual that conform with recent developments and changes on the topics that are relevant in teaching the subject if we have to be serious with our commitment towards the above-mentioned objective.

This book will give vital information in response to the task ahead. It is the product of experience and hard work to facilitate effective teaching and proactive participation of our CWTS-Scouting Implementers in the field.

Teaching CWTS-SCOUTING also provides information that completes the various requirements needed in passing the subject as provided for in R. A. 9163 of 2001.

Through this book, I hope that you will be able to gain a deeper understanding of our role in responsible leadership and good citizen training. It will be proud day for all of us in Scouting when we can say with certainty that Scouting is indeed, an agent for social change.

**(Signed) J. RIZAL C. PANGILINAN**  
*Secretary General*

## **PREFACE**

The National Service Training Program of 2001 (NSTP) has three major components. These are the Reserve Officers Training Corps (ROTC), the Literacy Training Service (LTS) and the Civic Welfare Training Service (CWTS).

As a response to the pressing need for instructional materials in the implementation of the Civic Welfare Training Service component, this resource book is written.

This is intended for both the NSTP Implementers and the trainees of the Civic Welfare Training Service Component (Scouting). Different topics were prepared for the trainees to study, whom are expected to get involved in community development. Content are lessons on different topics to provide opportunities for optimum self-development and skills needed by the trainees under this program.

It is hoped that ‘this resource book will be of useful contribution to the conduct of the Civic Welfare Training Service (Scouting) of the National Service Training Program. It is anticipated that this resource book will enable the effective implementation of the program as envisioned and of facilitating learning for human development.

ECJ

224-J Benedicto St.  
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November 28, 2005



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**OFFICE OF THE NSTP COORDINATOR**

**ENDORSEMENT**

This office takes cognizance of the indispensable help of a good material to both trainees and Implementers of the CWTS in the Higher Education Institution (HEIs). The National Service Training Program (NSTP) is one discipline, which needs books to beef up its references.

In this regard, this Office welcomes this publication of Prof. Edgar C. Jimena. This augurs well for trainees and implementers of the CWTS component of the program. This book is published by one of the WVCST NSTP Implementers, as a response to the pressing need for instructional materials in the implementation of the National Service Training Program, particularly under the Civic Welfare Training Service (CWTS- Scouting) dimension.

Hopefully, this book will be of use to NSTP Implementers, so they can keep up with the reforms the Commission on Higher Education in effecting to update and upgrade College teaching.

This also serves as the NSTP Coordinator's endorsement of the book to trainees who can be benefited by the information and activities presented in the book and to the Implementers whose reference can be augmented by the book contents.

**(Signed) EDWIN T. FOS, CSEE**

Vice President for Administration and Finance  
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To my students who is the source of energy and drive to study and explore more -in this field of endeavor. This work would not have seen light because of indecision and discouragement; I almost throw it in the fire to he burnt.

Lastly to my ever loving brothers, sisters, nephew, nieces and most especially to Andy, for providing the insight and encouragement.

And finally, to our Dear God Almighty, who is always the source of my strength and inspiration.

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November 28, 2005



My grateful acknowledgment to all my previous students in CWTS- SCOUTING last SY 2005-2006. Their suggestions and- insights made this handbook more meaningful and functional. To you my students thank you very much. Your names are listed here in grateful recognition.

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# **CWTS-SCOUTING**

## **VISION**

A Philippine Society composed of empowered citizenry – citizens with a sense of social responsibility, and responsible leaders.

## **MISSION**

- To effectively contribute in the development of social responsibility among the youth.
- To help develop in them the traits of compassionate and servant leadership.
- To enable them to discover joy of giving selfless service to their fellowmen.
- To give them the opportunity to learn and grow to be happy, healthy, and useful citizens.

## **GOAL**

To enable the greatest possible number of college students in the Philippines to undertake NSTP CWTS-SCOUTING by school year 2004 - 2005.

## **OBJECTIVES**

- To plan and ensure the implementation of CWTS-SCOUTING in all Universities, Colleges, and Technical/Vocational Schools in their area of responsibility.
- To initiate the preparation and implementation of a Memorandum of Agreement between the Institution concerned and the Local Scout Council.
- To monitor the effective implementation of CWTS-SCOUTING within the Council's area of supervision.
- To help train and develop committed and effective CWTS Instructors and radian leaders.

## ***The Civic Welfare Training Service***

The Civic Welfare Training Service, (CWTS-Scouting) is the third component of the National Service Training Program (NSTP) the R.A. 9163 that makes the ROTC program optional. This component refers to the training of tertiary students in activities contributory to the general welfare and the betterment of life and the enhancement of its facilities especially those devoted to improving health, education, environment, entrepreneurship, safety, recreation, moral and other social welfare services.

Tertiary student takes this course for two semesters earning three units per semester. The following are the objectives of the course.

1. Explain what the NSTP is, it's goals and objectives and its importance to the youth in the development of society.
2. Discuss the basic premises of the Philippine Constitution anti what it means to him/her as a Filipino citizen.
3. Explain the different provisions of the Bill of Rights that affect the existence of an individual in his community.
4. Illustrate the current Philippine Social Situation.
5. Introduce Scouting as a contributor in improving the current social situation in the Philippines.
6. Explain the Scouting developmental process and the Scout Method as a tool for social change.
7. Undertake activities that develop right values and in still social responsibility.
8. Conduct activities that will help develop in still right values among the members of their scout units.
9. Assist in the planning, organizing and conducting of community-oriented projects and activities for their Scout units.
10. Undertake recreational activities and Livelihood projects with their Scout units.
11. Assist the Local Scout Council in organizing Scout Units in their neighborhood or communities.
12. Assist in the operation of the Local Scout Council.

# Lesson 1 – Orientation on the NSTP Program

## ***I – Introduction***

Republic Act 9163 is otherwise known as “The National Service Training Program (NSTP) Act of 2001” for tertiary level students. This act was approved on 23 January 2002 but implementation commenced in the school year 2002-2003.

It is provided in Section 10, paragraph 2, of this Act that the Commission on Higher Education (CHED) and Technical Education and Skills Development Authority (TESDA) regional offices shall oversee and monitor the implementation of the NSTP in the respective regions of jurisdiction. They are going to determine if the training being conducted is in consonance with the objectives of this act. The educational institutional has to render periodic reports to the CHED, TESDA and Department of National Defense (DND) in this regard.

### **The National Service Training Program Act, R.A. 9163**

#### **An Act Establishing the National Service Training Program (NSTP) for Tertiary Level Students, Amending for the Purpose of Republic Act No. 7077 and Presidential Decree No. 1706, and for Other Purposes**

Be it enacted by the Senate and House of Representatives of the Philippines Congress assembled:

SECTION 1. *Short Title* – This act shall be known as the “National Service Training Program (NSTP) Act of 2001”.

SECTION 2. *Declaration of Policy* – It is hereby affirmed the prime duty of the government to serve and protect its citizen. In turn, it shall be the responsibility of all citizens to defend the security of the State in fulfillment there of, the government may require each citizen to render personal, military or civil service.

Recognizing the youth’s vital role in nation building, the State shall promote civic consciousness among the youth and shall develop their physical, moral, spiritual, intellectual and social well being. It shall inculcate in the youth patriotism, nationalism, and advance their involvement in public and civic affairs.

In pursuit of these goals, the youth, the most valuable resource of the nation, shall be motivated, trained, organized and mobilized in military training, literacy, civic welfare and other similar endeavors in the service of the nation.

SECTION 3. *Definition of Terms* – For purposes of this Act, the following are hereby defined as follows:



(a) “National Service Training Program (NSTP)” is a program aimed at enhancing civic consciousness and defense preparedness in the youth by developing the ethics of service and patriotism while undergoing training in any of its three (3) program components. Its various components are specially designed to enhance the youth’s active contribution to the general welfare.

(b) “Reserve Officers Training Corps (ROTC)” – is a program institutionalized under Section 38 and 39 of Republic Act no. 7077 designed to provide military training to tertiary level students in order to motivate, train, organize and mobilize them for national defense preparedness.

(c) “Literacy Training Service” is a program designed to train students to become teachers of literacy and numeracy skills to school children, out of school youth, and other segments of society in need of their service.

(d) “Civic Welfare Training Service” refers to programs of 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 devoted to improving health, education, environment, entrepreneurship, safety, recreation and morals of the citizenry.

(e) “Program Component” shall refer to the service components of the NSTP as enumerated in Section 4 of this Act.

**SECTION 4. *Establishment of /he National Service Training Program*** – There is hereby established a National Service Training Program (NSTP), which shall form part of the curricula of all baccalaureate degree courses and of at least two (2) year technical-vocational courses and is a requisite for graduation, consisting of the following service components:

(1) The Reserve Officers Training corps (ROTC), which is hereby made optional and voluntary upon the effectivity of this Act;

(2) The Literacy Welfare Training Service

(3) The Civic Welfare Training Service

The ROTC under the NSTP shall inculcate patriotism, moral virtues, respect for rights of civilians, and adherence to the Constitution, among others. Citizenship Training shall be given emphasis in all three (3) program components.

The Commission on Higher Education (CHED) and Technical Education and Skills Development Authority (TESDA), in consultation with the Department of National Defense (DND), Philippine Association of State Universities and Colleges (PASUC), Coordinating Council of Private Educational Associations (COCOPEA) and other concerned government agencies may design and implement such other program components as may be necessary in consonance with the provisions of this Act.

**SECTION 5. *Coverage*** – Students, male and female, or any baccalaureate degree course or at two (2) year technical-vocational courses in public and private educational institutions shall be required to complete one (1) of the NSTP components as requisite for graduation.

**SECTION 6. *Duration and Equivalent Course Unit*** – Each of the aforementioned NSTP program

components. shall be undertaken for an academic period of the two (2) semesters.

In lieu of the two (2) semester program for any of the components of the NSTP, a one (1) summer program may be designed, formulated and adopted by the DND, CHED and TESDA.

**SECTION 7. *NSTP Offering in Higher and Technical-Vocational Educational Institutions.*** – All higher and technical-vocational institutions, public and private, must offer at least one of the program components; Provided, that State Colleges and Universities shall offer ROTC component and at least one other components as provided herein; Provided, further, that private higher and technical-vocational education institutions may also offer the ROTC if they have at least three hundred and fifty (350) cadet students.

IN offering the NSTP whether during the semester or summer periods, clustering of affected students from different educational institutions may be done, taking into account logistics, branch of service and geographical considerations. Schools that do not meet the required number of students to maintain optional ROTC and any of the NSTP components shall allow their students to cross-enroll to other schools irrespective of whether or not the NSTP components in said schools are being administered by the same or another branch of service of the Armed Forces of the Philippines (APP), CHED and TESDA to which schools are identified.

**SECTION 8, *Fees and Incentives*** – Higher and technical-vocational institutions shall not collect fee for any NSTP components except basic tuition fees, which shall not be more than fifty percent (50%) of what is currently charged by schools per unit.

In the case of ROTC, the DND shall formulate and adopt a program of assistance and/or incentive to those students who will take the said component.

The school authorities concerned, CHED, and TESDA shall ensure that group insurance for health and accident shall be provided for students enrolled in any of the NSTP components.

**SECTION 9. *Scholarships*** – There is hereby created Special Scholarship Program for qualified students taking NSTP which shall be administered by the CHED and TESDA. Funds for this purpose shall be included in the annual regular appropriations for the CHED and TESDA.

**SECTION 10. *Management of the NSTP Components*** – The school authorities shall exercise academic and administrative supervision over the design, formulation, adoption and implementation of the different NSTP components in their respective schools; Provided, that in case of CHED or TESDA-accredited, non-government organization (NGO) has been contracted to formulate and administer a training module for any of the NSTP components, such academic and administrative supervision shall be exercised jointly with that accredited NGO. Provided, further, that such training module shall be accredited by the CHED and TESDA.

The CHED and TESDA regional offices shall oversee and monitor the implementation of the NSTP under their jurisdiction to determine in the training are being conducted in consonance with the objectives of the Act. Periodic reports shall be submitted to the CHED, TESDA and DND in this regard.

SECTION 11. *Creation. of the National Service Corps* – There is hereby created a National Service Reserve Corps, to be composed of the graduates of the non-ROTC components. Members of this Corps may be tapped by the State for literacy and civic welfare activities through the joint effort of DND, CHED, and TESDA.

Graduates of the ROTC shall form part of the Citizens Armed Force, pursuant to Republic Act. No. 7077.

SECTION 12. *Implementing Rules.* – The DND, CHED and TESDA shall have the joint responsibility for the adoption of the implementing rules of this Act within sixty (60) days for the approval of this Act.

These three (3) agencies shall consult with other concerned government agencies, the PASUC and COCOPEA, NGO's and recognized student organizations in drafting the implementing rules. The implementing rules shall include guidelines for the adoption of the appropriate curriculum for each of the NSTP components as well as for the accreditation of the same.

SECTION 13. *Transitory Provision* – Students who have yet to complete the Basic ROTC except those falling under Section 14 of this Act, may either continue in the program component they are currently enrolled or shift to any of the other program components of their choice.

Provided, that in ease he shifts to another program component, the Basic ROTC courses he has completed shall be counted for the purpose of completing the NSTP requirement; Provided, further that once he has shifted to another program component he shall complete the NSTP in that component.

SECTION 14. *Suspension of ROTC Requirement.* – The completion of ROTC training as a requisite for graduation is hereby set aside for those students who despite completing all their academic unit as of the effectivity of this Act have not been allowed to graduate.

SECTION 15. *Separability Clause.* – If any section or provision of this Act shall be declared unconstitutional or invalid, the other sections or provisions not affected thereby shall remain in full force and effect

SECTION 16. *Amendatory Clause.* – Section 35 of Commonwealth Act. No. 1, Executive Order No. 207 of 1939, Sections 2 and 3 of Presidential Decree No. 1706, and Sections 38 and 39 of Republic Act. No. 7077, as well as all laws, decrees, orders, rules, and regulations and other issuances inconsistent with the provisions of this Act are hereby deemed amended and modified accordingly.

SECTION 17. *Effectivity* – This Act shall take effect fifteen (15) days after its publication in two (2) newspapers of national circulation, but the implementation of this Act shall commence in the School Year 2002-2003.

Approved:

(SGD) FRANKLIN M. DRILON  
President of the Senate

(SGD) JOSE DE VENECIA, JR.  
Speaker of the House of Representative

This is act is a consolidation of I-LB. No. 3593 and S.B. No. 1824 was finally passed by the House of Representative and the Senate on December 19, 2002.

(SGD) OSCAR G. YABES  
Secretary of the Senate

(SGD) ROBERTO NAZARENO  
Secretary General, House of Representatives

**APPROVED: January 31, 2002**

(SGD) GLORIA MACAPAGAL-ARROYO  
President of the Philippines

## ***Implementing Rules and Regulations of the National Service Training Program (NSTP)***

Pursuant to Section 12 of Republic Act No. 9163 otherwise known as the National Service Training Program (NSTP) Act of 2001, the Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), and the Department of National Defense (DND), in consultation with concerned government agencies, the Philippine Association of State Universities and Colleges (PASUC), Coordinating Council for Private

Educational Associations of the Philippines (COCOPEA), Non-government Organizations (NGOs) and recognized student organizations, hereby jointly issue, adopt and promulgate the following implementing rules and regulations to implement the provisions of the Act.

### ***Rule I – Guiding Principles***

Section 1. Guiding Principle. While it is the prime duty of the government to serve and protect its citizens, in turn it shall be the responsibility of all citizens to defend the security of the State, and in fulfillment thereof the government may require each citizen to render personal, military or civil service.

Section 2. Role of the Youth. In recognition of the vital role of the youth in nation building, the State shall promote civic consciousness among them and shall develop their physical, moral, spiritual, intellectual and social well-being. It shall inculcate the ideals of patriotism, nationalism, and advance their involvement in public and civic affairs.

As the most valuable resource of the nation, they shall be motivated, trained, organized and involved in military, literacy, civic welfare programs and other similar endeavors in the service of the nation.

### ***Rule II – Definition of Terms***

Section 3. As used in this Implementing rules and Regulations (IRR), the following terms shall mean:

“National Service Training Program” (NSTP) – refers to the program aimed at enhancing civic consciousness and defense preparedness in the youth, by developing the ethics of service and patriotism while undergoing training in any of the three (3) Program components, specifically designed to enhance the youth’s active contribution to the general welfare;

“Reserve Officers’ Training Corps” (ROTC) – refers to the Program component, institutionalized under Section 38 and 39 of Republic Act. No. 7077, designed to provide military training to tertiary level students in order to motivate, train, organize, and mobilize them for national defense preparedness;

“Literacy Training Service” (LTS) – refers to the Program component designed to train the students to teach literacy and numeracy skills to school children, out-of-school youths and other segments of society in need to their services;

“Civic Welfare Training Service” (CWTS) – refers to the Program component or 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 devoted to improving health, education, environment, entrepreneurship,

safety, recreation and moral of the citizenry and other social welfare service.

“Program Component” – refers to the service components of the NSTP as defined herein;

“Clustering” – refers to the grouping of students enrolled in different schools and taking up the same NSTP component into one (1) group under the management and supervision of a designated school;

“Cross Enrollment” – refers to a system of enrollment where a student is officially enrolled in an academic program of a school but is allowed to enroll in the NSTP component of another school; and

“Non-Government Organization (NGO) refers to any private organization duly accredited by CHED or Recognized by TESDA.

### ***Rule III – Program Implementation***

Section 4. Coverage: All incoming freshmen students, male or female, starting School Year (SY) 2002-2003, enrolled in any baccalaureate and in at least two (2) year technical-vocational or associate courses, are required to complete one (1) NSTP component of their choice, as a graduation requirement.

All higher and technical-vocational education institutions must offer at least one (1) of the NSTP components.

State Universities and Colleges (SUCs), shall offer the ROTC component and at least (1) other NSTP component.

The Philippine Military Academy (PMA), Philippine Merchant Marine Academy (PMMA), Philippine National Police Academy (PNPA), and other SUCs or similar nature, in view of the special character of these institutions, are exempted from the NSTP.

Private higher and technical-vocational education institutions with at least 350 student cadets, may offer the ROTC component and consequently establish/maintain a Department of Military Science and Tactics (DMST), subject to the existing rules and regulations of the Armed Forces of the Philippines (APP),

Section 5. Program Components The NSTP shall have the following components which the students can choose from as defined in Rule II, Section 3 hereof: The Reserve Officers Training Corps (ROTC), Literacy Training Service (LTS), and Civic Welfare Training Service (CWTS).

All program components, the ROTC in particular, shall give emphasis on citizenship training and shall in still patriotism, moral virtues, respect for the rights of civilians and adherence to the Constitution.

The CHED and TESDA, in consultation with the DND, and PASUC, COCOPEA and other concerned government agencies, may design and implement such other non-military training components as may necessary in consonance with the provisions of R.A. 9163.

Within thirty (30) days from the approval of this IRR, the CHED, TESDA, and the DND shall issue the minimum standards for the three (3) NSTP components, which shall form part of these guidelines.

Section 6. Duration and Equivalent Course Unit Each of the aforementioned NSTP components shall

be undertaken for an academic period of two (2) semesters. It shall be credited for three (3) units per semester, for fifty-four (54) to ninety (90) training hours per semester.

A one (1) summer program in lieu of the two (2) semester program may be designed, formulated and adopted by the DND, CHED, and TESDA, subject to the capability of the school and the AFP to handle the same.

Section 7. Clustering and Cross-enrolment Clustering of students from different education institutions during semestral or summer periods may be done for any of the NSTP component. Taking into account logistics, branch of service and geographical locations.

The host school shall be responsible in managing the Program.

Schools do not meet the required number of students to maintain the optional ROTC and any of the NSTP components, or do not offer the component chosen by the students, shall allow their students to cross-enroll to other schools, irrespective of whether such school is under CHED, or TESDA; and in the case of students taking the ROTC component, irrespective of whether the two semesters shall be taken from different schools whose ROTC are administered/managed by the different branches of service of the AFP.

Students intending to cross-enroll shall be subject to the existing rules and regulations of the school of origin and the accepting school.

Section 8. Management and Monitoring The school authorities shall exercise academic and administrative supervision over the design, formulation, adoption and implementation of the different NSTP components in their respective schools.

In the case of ROTC, the school authorities and DND, subject to the policies, regulations and programs of DND on the military component of the training, shall exercise joint supervision over its implementation.

Schools which have contracted CHED-accredited or TESDA-recognized NGOs to formulate and administer training modules for any of the NSTP components shall jointly exercise such academic and administrative supervision with those NGOs. Within forty five (45) days from approval and issuance of this IRR, the CHED, TESDA and DND shall issue the necessary guidelines for the accreditation of non-government organizations (NGOs) and training modules to be utilized by these NGOs.

CHED Regional Offices, TESDA Provincial/District Offices and DND-AFP (through the Major Service Reserve Commands) shall oversee and monitor the implementation of the NSTP under their respective jurisdiction, to determine if the trainings conducted are in consonance with the Act. These Offices shall submit periodic reports to the Central Offices of CHED, TESDA and DND.

#### ***Rules IV – Fees and Incentives***

Section 9. Fees. No fees shall be collected for any of the NSTP component except basic tuition fees which should not be more than fifty (50%) of the charges of the school per academic unit.

Section 10. Incentives A program of assistance/incentives for ROTC students shall be provided and



administered by DND, in accordance with existing laws and regulations and subject to the availability of funds.

School authorities concerned, CHED and TESDA shall ensure that health and accident group insurances are provided for students enrolled in any of the NSTP components.

Schools that already provide health and accident group insurance and collect the necessary fees for the purpose from their students as of the effectivity of this Rules, are deemed to have complied with this requirement.

A Special Scholarship Program for qualified NSTP students shall be administered by CHED and TESDA, with funds for the purpose to be included in the annual regular appropriations of die two agencies, subject to the availability of funds.

### ***Rule V – Organization of NSTP Graduates***

Section 12. Suspension of ROTC Requirement. The completion of ROTC training as a requisite for graduation is set aside for students who have completed all their academic requirements for their respective courses as certified by the school on or before the effectivity of the NSTP Act of 2001, which is March 23, 2002. The concerned students may apply for graduation with their respective schools.

Section 13. Transitory Provisions. Male students who are not covered by Section 12 of this Rule and are currently enrolled but have not taken any of the Military Service (MS), Civic Welfare Service (CWS) or Law Enforcement Service (LES) programs shall be covered by the NSTP Law.

Male students who have completed two semesters of the Expanded ROTC (E-ROTC)/ National Service Program (NSP) are deemed to have complied with the NSTP requirement.

Male students who are not covered by Section 12 of this Rules and have taken only (1) semester of Basic ROTC or E-ROTC/NSP shall take one more semester of any of the NSTP components to qualify for graduation.

Students who want to qualify for enlistment in the Reserve Force or attend the Advance ROTC program shall undertake a special program for this purpose.

### ***Rule VII – Miscellaneous Provisions***

Section 14. Information Dissemination. The CHED, TESDA and DND shall provide Information on these Act and IRR to all concerned public through different modes of disseminating information.

Section 15. Amendatory Clause. Section 35 of Commonwealth Act. No. 1, Executive Order No. 207 of 1939, Sections 2 and 3 of Presidential Decree Mo. 1706, and Sections 38 and 39 of Republic Act No. 7077, as well as all laws, decrees, orders, rules and regulations and other issuances inconsistent with the provisions of the Act are hereby deemed amended and modified accordingly. This Rules may he amended, modified or replaces jointly by CHED, TESDA, and DND, in consultation with PASUC, COCOPEA, NGOs and recognized student organizations.

Section 16. Separability. Clause. If any section or provisions of this IRR shall be declared unconstitutional or invalid, the other sections or provisions not affected thereby shall remain in full force and effect.

Section 17. Effectivity. This Rules shall take effect immediately upon adoption and issuance.

Adopted and issued:

ANGELO REYES  
Secretary, DND

ESTER A. GARCIA  
Chairman, CHED

LUCITA S. LAZO  
Director General  
TESDA

## ***Bases for Student Evaluation***

The school authorities shall exercise academic supervision and administration over the implementation of the different NSTP components.

As such, basis for students evaluation is the sole responsibility of the school through its NSTP instructors.

Following are samples of basis for evaluation and grading system recommended by the

Association of CWTS Implementors of the Philippines, Inc. (ACIP) during their 15<sup>th</sup> National Congress in PAC, Magalang, Pampanga:

1. SUC's Group Output The grading system shall be as follows:

1.0	Passed
1.25	Passed
1.5	Passed
1.75	Passed
2.0	Passed
2.25	Passed
2.5	Passed
2.75	Passed
3.0	Passed
4.0	Failed (attended almost half of the course but did not continue)
5.0	Dropped (No Attendance)
INC	Incomplete (with major lacking requirement)

2. Criteria

1. Attendance	30%	Visibility is important
2. Reports/Exam	40%	Following rules & regulations and if the
Attitude/Aptitude		students is visible, he can participate in, say
Class Participation		Group Reports, Test & Exercises)
3. Project	30%	Impact Projects Participated and accomplished
TOTAL	100%	

Note: A formula or bases must be prepared to determine the exact distribution of percentage for each factor. This may depend on the number of attendance and/or absences; the number of exams and activities required; the Impact Projects participated/accomplished and the observation of the instruction towards a particular student.

## Lesson – 2 Introduction To Civic Welfare Training Service

### ***I – Introduction***

Participation in development is the cornerstone of the NSTP-CWTS. We cannot ignore the challenges that social problems pose. You are part of a country's greatest resource — its young people. You have energy and enthusiasm; you are flexible and willing to learn. You are in the universities and colleges to get the best education and are seeking to contribute to society development and nation building.

Development is the process steered by people, which would lead to better living conditions. Young people contribute as best they can to the development of their community. A local community is an ideal environment for getting development off the ground.

#### ***Bayan Ko***

*Ang bayan kong Pilipinas  
Lupain ng ginto's bulaklak  
Pag ibig ko sa kanyang palad  
Nag-alay ng ganda't dilag*

*At sa kanayang yumi at ganda  
Dayuhan ay nahalina  
Bayan ko, binihag ka  
Nasadlak sa dusa*

*Ibon mang may layang lumipad  
Kulungin mo at umiiyak  
Bayan pa kayang sakdal dilag  
Ang, di magnasang maka-alpas*

*Pilipinas kong minumutya  
Pugad ng luha ko't dalita  
Aking adhika,  
makita kang sakdal laya.*

Participation of the people concerned is often the basis for success for many community development projects. This active participation by young people is also education value for the young people themselves.

Possessing a unique and flexible NSTP-CWTS enables the youth to meet the needs of society in a wide variety of social, political and cultural conditions.

CWTS students participating in Community development projects provide opportunities for the application of developmental education. This wide range of community development includes activities as literacy campaign, waste management, health and sanitation

This puts you in an ideal position to meet the challenges that you will encounter in fulfilling the requirements set upon in the NSTP-CWTS curriculum.

***Ako Ay Pilipino***

*Ako ay Pilipino,  
May dugong maharlika  
Likas sa aking puso,  
Adhikain kay ganda  
Sa Pilipinas na aking bayan,  
Lantay na perlas ng silianganan  
Wari'y natipon ang kayamanan ng Maykapal*

*Bigay sa 'king talino,  
Sa mabuti ng laan  
Sa aki'y katutubo,  
Ang maging mapagmahal  
Ako ay Pilipino,  
Ako ay Pilipino  
Isang bansa 'sang diwa ang minimithi ko*

*Sa bayan ko't bandila,  
Laan buhay ko't diwa  
Ako ay Pilipino,  
Pilipinong Totoo*

*Ako ay Pilipino,  
Ako ay Pilipino  
Taas noo kahit kanino  
Ang Pilipino ay ako.*

## ***The Role of CWTS-SCOUTING in Social Advancement***

Why be involved in CWTS? Why be in this program at all? There are varieties of reasons why you are here. Some are here in CWTS-Scouting because they were told to be here. Others are here because of plain curiosity or simply for the fun of it. Still others are here because they would like to know, perhaps, discover what this thing called CWTS- Scouting is all about. While a few are here because of a conviction that C WTS will enable them, in ways they cannot as yet understand, achieve self-fulfillment.

I would like to think however, that you are here today because you care for the future of the ones you love. I also would like to believe you are here because you love your country the Republic of the Philippines. How is that, you may ask. What is the relation between your being here and your concern for your loved ones? What has patriotism to do with your attendance in CWTS Program?

## ***The Philippine Social Situation Today***

Every institution, be it private or public, commercial or non-commercial, government or non-government, are social institutions. These institutions comprise the Philippine society today. Looking around us will give us present scenario of what is life in our country today. Reading and listening to the different events will give us the update of our social situations. And sometimes the gains of the good things that were happening in our midst could not balance with all the negative events that are happening around us.

Philippine society today is beset with so many problems that sometimes we feel so insurmountable that even our leaders are sometimes confused. They are lost in the complexity of the problem, in the magnitude of its effect to the society, and its resultant reverberation in our culture.

Some facts about this situation are the following:

- Comparing the cost of the prime commodities in our public market today compared to its cost five years ago, a great discrepancy can be discovered.
- Our country landed from rank thirty four (34) among the corrupt nations in Asia to rank two (2<sup>nd</sup>). Because of massive unemployment, drunkenness, broken homes, child abuse, ignorance of law and order, gambling, immorality and prostitution, there is a wider gap between “the have and the have nots.”
- Inequality of land distribution, coercion and trampling of human rights are common among the masses.
- There is a very high perception that a person can find or land a job not because he knows the job but because the applicant knows somebody on the management hierarchy of an agency or workplace.
- The justice system does not work on the principle of ‘equality and justice for all’ but justice is only available to the highest bidder. Many cases in our criminal justice system can be used at this end. Look at the celebrated drug case of Cuadra, the public is not properly informed and is lost in the quagmire of criminal cases on file. Gathering dust at the corner of an office that determine its fast or slow decision

and conviction.

- Environmental conservation is not the priority of our government organizations and only a trickle of non-government organization work toward its improvement and alleviation. The destruction of ecological balance is rampant. Logging concessions continue to exist even with the strong pronouncement of the President for a total log ban. Even our marine sanctuary are being bypassed as if the government has nothing to do on upholding and conserving our marine treasures and breeding areas of our marine resources.

A close examination of these problems will make us feel inutile and become despondent about the future. Our political leaders instead of working together to remedy the situation were used to offer palliatives and social poultice. Some of our political leaders spend their time in political bickering and putting down one another instead of pooling their talent together to offer a viable, functional and applicable solution to the prevalent problems.

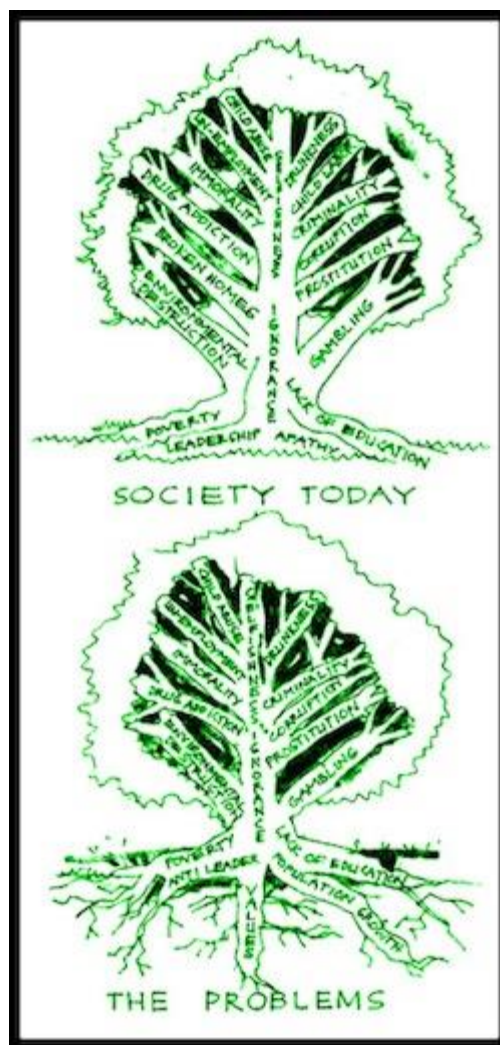
There is no blue print of the master plan in responding to the needs of the majority. It become a strike all, trial and error approach of the designated leaders to quench their thirst for popularity and gain public support in preparation for the next election. These problems have been among our midst through the years of neglect and anemic political and civil leadership. It is a social cancer that needs a long and tedious operation to recover from social apathy and ignorance of the truth.

It become embedded in the hearts and minds of the people and become second nature thus creating an attitude of hopelessness among the populace and a worst scenario in the global perspective.

It is sad to note that our people are living in a very dis-empowering environment, an environment that becomes the breeding place of all forms of injustices, hunger, mendicancy, greed, sickness, unsanitary living conditions, prostitution, drug abuse, child labor, child abuse and prostitution and self-centeredness. Because of all these, there is a degradation of values generating a lack of responsible citizens to breed responsible leaders.

The people become used to an environment where spiritual and moral values, civic consciousness and a concern for the good of majority were taken over by materialism, selfishness, and individualistic tendencies. The positive is abhorred as outmoded, impractical and retrogressive. This kind of environment threatens the very foundation of a progressive society, our Philippine society today. The illustration presented here may give more insight of the Philippine Social Situation Today.

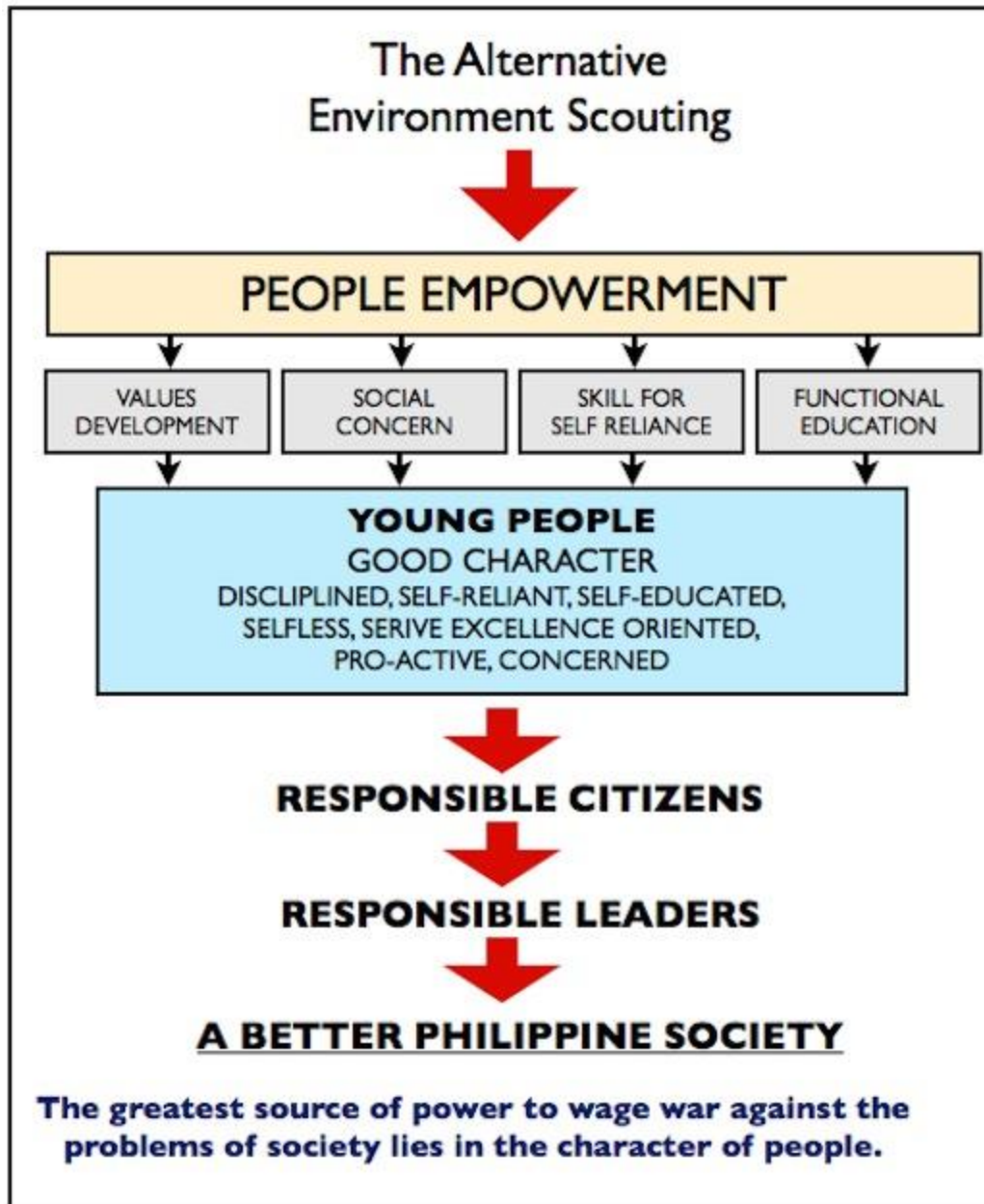
It is a belief that the solution to all the problems stated above is the re-engineering of our society. It is





an uprooting of the roots of an old tree and giving rise to a new tree. It should not focus in the giving of palliatives and painkillers but in undertaking a major surgery to cut off the tumor that is causing this social cancer.

The solution lies in the cutting off of the influence of an uncaring environment in the heart and mind of the people. We may be able to ensure the future by developing respectful, responsive and morale citizenry through a healthy alternative environment. Let us analyze the illustrative presentation of healthy alternative environment as presented here.



The healthy alternative environment is an organized way of life, a total process of development toward

responsible citizenship. It is the foundation and breeding ground of responsible leaders.

The healthy alternative environment is an enabling process where the people are given the opportunity to love unconditionally. The true meaning of the two greatest commandments of God that is (a) “to love God with our whole heart, our whole soul, our whole mind and with our whole self” and (b) “to love our neighbor as we love ourselves.”

It is a process whereby the people are given the opportunity to know and develop the above-mentioned life principles into attitudes, skills and habits, i.e, “duty to God, duty to country, duty to others and duty to self“ with “spirituality, patriotism, civic consciousness and self-reliance? All of these anchored the development of the moral of citizenry.

In this environment, the people are provided with the opportunity to develop the different areas of their personality, the physical, the intellectual, the emotional, the social and the spiritual.

At the same vein, the people are led and exposed to experience the joy of loving relationship, the self-fulfillment of being an unconditional lover of a healthy and conducive environment, which is the essence of responsible leadership.

## ***Scouting: An Alternative Environment***

The youth program in scouting is the total experience that scouting offers to a young person. It is more than the simple activity that scouts takes part in. Through the youth program, scouting provides its members with a process of personal development to help them become better citizens; --- of their village or city, their country and the world. The youth program of the Boy Scouts of the Philippines is the following:

### **The BSP Youth Program**

1. KID Scouting
2. KAB Scouting
3. Boy Scouting
4. Senior Scouting
5. Rover Scouting – 17 - 24 years of age

### **\*The BSP-CWTS Program**

The youth program of the Boy Scouts of the Philippines is augmented by its special program thrusts for the optimum development of the youth. These special programs are being integrated to the different developmental activities of the movement. The following are the special program thrusts of the Boy Scouts of the Philippines.

## ***Special Program Thrusts of the BSP***

**1. Integration of Values Education.** In this program, the member scouts are provided opportunities that will enable them to acquire and develop in themselves values that lead to the pursuit of excellence and responsible citizenship. These include physical fitness, a sense of history, nature appreciation, environmental protection and preservation, national identity, cultural pride and the recognition and understanding of their civil and political rights and responsibilities.

**2. Social Concern.** In this program, the scouts are given opportunities to develop within themselves a sense of community and concern for the greater good of all. The respect for each individual and appreciation to ones cultural diversity is greatly acknowledged and practiced. A season of peace for all and a non-violent resolution of political and social conflict and belief are emphasized. Understanding our role in global awareness and solidarity enhance our spirit of cooperation among nations.

**3. Skills for Self-Reliance.** The scouts are given opportunities to learn and develop livelihood skills and use these to earn a living for themselves as an employed or self-employed person.

**4. Functional Literacy.** The attainment of high enough level of reading, writing, and speaking to enable an individual to function effectively among other literate persons is also integrated in the program. The Boy Scout of the Philippines believed that these opportunities lead in the acquisition of basic literacy skills like reading, writing and numerical skills of the scouts.

## Lesson 3 – What is Scouting

### *I – Introduction*

Scouting is fun, adventure, and comradeship. This is how the scouts define scouting. Scouting is a game with a purpose. A wonderful game, full of play and full of laughter, keeping him busy, keeping him happy. Scouting is “learning by doing” enjoyable and exciting things. Scouting is a game with a purpose — the purpose of helping youth become adult of character, training them for good citizenship. Scouting is to train the youth to have a good character, of ability and of the way they go about helping other people. Scouting give the youth the chance to develop himself into an adult of strong character, healthy in body, skillful with his hands, and keen of mind, ready to be able to help other people.

Scouting is change. It is the development of an individual from dependence to independence, from selfishness to selflessness. It is a process of self-education for life. It is the development of a ‘Healthy, Happy, Useful Citizen”, a person of ‘character. Scouting is the Movement of the body, of thought, of emotions, of relationship. More than these, it is the movement of the soul, to be, to do and to have. Let us make scouting the happy game it is. Keep it simple--- keep it enjoyable.

#### **Scouting Is For All**

*by: LC. Maxine*

Scouting is for all,  
The big and the small;  
The young and the old,  
The timid and the bold.  
Scouting knows no season,  
It’s fun all year round; Rain or shine it’s good for all,  
Summer, winter, spring and fall.

Scouting is brotherhood of the open air,  
Enthralling boys whatever be their flair;  
Camping, hiking, mountaineering;  
Swimming, bird-watching, star gazing,  
Work or play is always done,  
One for all and all for one

Scouting draws out the boy’s best,  
Lifts him up trough to crest;  
In knowledge, skill and character,  
In all things that matter.

Scouting makes the boy a man,  
Someone who always can;  
Turn hardship around,  
Stumbling block to stepping stone.

Scout ideals make ideals scouts,  
The big difference between heroes and louts;  
Give boy and man a will, that power,  
Pelf and vice cannot kill.  
Outside trappings do not make a scout,  
It's the promise and law turned inside out;  
  
That raise him above the common clod,  
The best seed in the pod.  
Scouting is for all time and clime,  
Its brotherhood embraces all mankind  
Without regard to origin, race, color, or creed  
Catering to each one's yen and need.  
Its magic works for you and me,  
So scouts let us all be.

There are more than 30 million youth and their leaders who are in Scouting in 110 countries and who are members of the World Organization of the Scout Movement. It all began as an inspired idea of an inspiring man, Robert Stephenson Smyth Baden-Powell, later Lord Baden-Powell, or simple BP to millions of Scouts and Scouters throughout the world. Through the years, Scouting has always attracted millions of the youth because of its unique character and it's even more unique system of training.

Scouting is a game – a wonderful game, full of play and full of laughter, keeping them busy, keeping them happy. Scouting is “learning by doing” enjoyable and exciting things. Scouting is a game to you and me, too – but it is more than a game of fun. To us, it is a game with a purpose – the purpose of helping the youth become adult, training them for citizenship.

Scouting saw to it that the youth have the chance to develop himself into a responsible adult. An adult that possesses a strong character, healthy in body and skillful with his hands. Through the give and take of group living and doing things that appeal to them he develop a keen mind ready to be of help to other people.

Scouting is training the youth to reach for good citizenship and scout ideals to become a part of their everyday thinking and living. Scouting is everything you do with these youths, keep in mind that they come into Scouting for fun and fellowship. Make scouting the happy game it is!

Scouting is also an out-of-school educational youth movement , which are non-political, interdenominational and interracial. Its purpose is to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals, as good citizens and as members of their local, national and international communities.

Therefore, scouting is change. It is the development of an individual from dependence to independence, from selfishness to selflessness. It is a process of self-education for life. It is the development of a “healthy,” happy, useful citizen,” a person of sterling character. It is the movement of the body, of thought, of emotions, of relationship. More than these, it is the movement of the soul.

## ***What Scouting is Not***

Scouting is not a charity organization for people in society to run for the benefit of the poor children. It is not a school having a definite curriculum and standards of examination. It is not a messenger agency for the convenience of the public. It is not a show where surface results are gained through payment in merit badges, medals, etc. these all come from without whereas the Scout training comes from within.

## ***The Scout Movement***

The Scout Movement is defined as “a voluntary non-political educational movement for young people, open to all without distinction of origin, race or creed, in accordance with the purpose, principles and method conceived by the Founder as stated below.”

The word Movement means a series of organized activities working towards an objective. A movement thus implies both an objective to be achieved and some type of organization to ensure this. The voluntary character of Scouting emphasizes the fact that members adhere to it by their own free will and because they accept the fundamentals of the Movement. This remark applies both to young people and adults.

As an educational movements, Scouting is non-political, in the sense that it is involved in the struggle for power which is the subject-matter of politics and which is usually reflected in the system constitutionally required from all national association and is a basic characteristic of the Movement. This does not, however, mean that Scouting is completely divorced from political realities within a given country.

It is a Movement whose aims are to develop responsible citizenship; this civic education cannot be accomplished without an awareness of political realities within a country. It is a movements, which is based upon a number of principles – fundamental laws and beliefs- which condition the political options of members of the Movement Scouting is defined as an education movement. This is undoubtedly its essential characteristic and is therefore developed below at some length.

In the broadest sense of the term, education can be defined as the process aiming at the total development of a person’s capacities. Scouting must therefore be clearly distinguished from a purely recreational movement, an image, which it trends to project in some parts of the world. Despite the importance of the recreational activities in Scouting, these are conceived as a means to an end, and not as an end in themselves.

## ***Purpose of the Scout Movement***

The purpose of a movement is the reason underlying its existence; it represents its objective or aim. The purpose of the Scout Movement is “to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.”

This statement emphasizes the educational character of the Movement, which aims at the total development of a person's capacities. One of the basic principles of education is that the dimensions of the human being – namely the physical, intellectual, emotional, social, moral and spiritual is cannot be developed in isolation from each other. The process of a person's development is, by definition, an integrated one.

The statement of the purpose of the Scout Movement emphasizes that Scouting is but one of several factors which contribute to the development of young people. Thus, scouting is not meant to replace family, school, religious and other social institutions; it is conceived to complement the educational impact of these institutions.

It is also important to point out that the concept responsible citizenship that is one of the fundamental goals of Scouting, must be understood in a broad context. A person is first and foremost an individual. This individual is integrated into his community that is part of a wider political structure (district, province, state, canton, etc) the total expression of which is the sovereign state or country. The latter is in turn a member of the international community. A responsible citizen who is aware of his rights and obligation in relation to the various communities he belongs.

## ***Principles of the Scout Movement***

The principles are the fundamental laws and belief that must be observed when achieving the purpose. They represent a code of conduct that characterizes all members of the Movement. It is based upon three principles that represents the fundamental laws and beliefs of scouting. These are "Duty to God", "Duty to Others," and "Duty to Self." As indicated in the statement, the first principle refers to a person's relationship with the spiritual values of life. The person's relationship with society in the broadest sense of the term is the second principle. And the person's obligation towards himself is the third principle.

### **Duty to God**

The principle of the Scout Movement is defined as adherence to spiritual principle, loyalty to the religion expresses them and acceptance of the duties resulting therefrom. When Guiding, Baden-Powell replied " It does not come in at all. It is already there. It is a fundamental factor underlying Scouting and Guiding". A careful analysis of the Founder's writing shows that the concept of a force above man is basic to Scouting. The educational approach of the Movement consists in helping young people to transcend the material world and go in search of the spiritual values of life.

### **Duty to Others**

Duty to others is defined as:

Loyalty to one's country in harmony with the promotions of local, national and international peace, understanding and cooperation is considered as duty to others. It is also the participation in the development of society, with recognition and respect for the dignity of one's fellow being for the integrity of the natural world.

The concept of loyalty to one's country is not a narrow, chauvinistic concept, but one that is considered in harmony with the promotion of peace and understanding. It is also the cooperation of a person in local, national and international levels of activities.

The approach reflects faithfully the Founder's philosophy when he wrote; "We should take care, in inculcating patriotism into our boys and girls." Our patriotism should be of the wider, nobler kind that recognizes justice and reasonableness in the claims of others. This act of patriotism will also lead our country into comradeship with other nations of the world.

The first step to this end is to develop and goodwill within our own borders, by training our youth of both sexes to its practice as their habit of life. Jealousies of town against town, class against class and sect against sect will no longer exist. When this environment and peaceful atmosphere exist, this good feeling will be extended beyond our frontiers towards our neighbor.

Since its inception, Scouting has attached great importance to the promotion of brotherhood and understanding among young people of all nations. The multiple international gatherings of young people are only the most visible manifestation of the means used to achieve this goal that is reached in more depth through the day to day activities of the Scout program.

According to the philosophy of the Lord Robert Stephenson Smyth Baden Powell's, statement; 'participation i the development of society' expresses the basic principle of service to others and as a contribution to the development of society that is be based upon the respect of the dignity of man. It is the fundamental precept of the international community and is consecrated by the Universal Declaration of Human Rights. It simply means that very action undertaken within Scouting must be based upon the respect of the human being.

### **Duty to Self**

This principle is defined as "responsibility for the development of oneself." In scouting, man should assume responsibility for the development of his own capacities. This is in harmony with the educational purpose of the Scout Movement, whose aim is to assist the young person in the full development of his potentials in this respect, the role of the promise and law is a fundamental one and always the source of guidance of all members of the development.

### ***Adherence to a Promise and Law***

Adherence to a promise and law is the principles relating to the spiritual, social and personal dimensions that constitute the fundamental laws and belief upon which Scouting rests. All Scout associations must provide maximum opportunities for the young people on the basis of these principles as they grow into manhood. In order for these principles to be understandable and appealing to young people the basic tool used were the promise and the law that all Scout associations have.

In this respect the original promise and law conceived, by the Founder is a useful resource of inspiration that embodies the fundamentals principles of the movement. Even though the original promise and law were written for young people of England at the beginning of the 20<sup>th</sup> century, this promise and law, is still very relevant today. Therefore, each national association saw to it, that the promise and law is formulated in a modern language and adapted to its specific culture and civilization,



while remaining faithful to the fundamentals. Whenever the promise and the law is modified, this is closely supervised by World Scout Organization.

# Lesson 4 – History of Scouting

## ***I – Introduction***

I WAS A BOY ONCE.

This was the famous word in the preface of the book written by Lord Robert Stephenson Smyth Baden Powell in 1932. This statement prompted him to write “Aids to Scouting” and develop it into a program for boys later on.

In his book, he poured his beautiful boyhood experience with his four brothers, enjoying the life along the seacoast. His memories of rabbit hunting and scouting in the woods in the way of catching rabbits and cooking them give him the delight to tell the story over and over again. His bird watching and observation, tracking animals and other activities that catches his fancy give him the edge and experience in Scouting skills. Later on, when he got into the Army, he had endless fun big game hunting in the jungles of India and Africa and living among the backwoodsmen in Canada.

He later wrote, that he got real scouting in his South African campaigns. He wants to share the experiences, which he had enjoyed during his boyhood and this give him the inspiration to found a movement for the youth, the Scouting Movement.

### **Walking with BP**

Walking with BP, walking everyday, walking all the way  
Walking with BP, walking in the Scouting way  
[Heavenly sunshine (2x),  
Alleluia, Scouting’s fine] (2x)

## ***The Start of the Boy Scout Movement***

Upon learning that a small book he had written for Army use, “Aids To Scouting” was being read and avidly followed by the youngsters of Britain, he started to devote more time to the expansion of his Scouting ideas. In 1903, he was invited by Sir William Smith, founder of the Boy’s Brigade to review a rally. Seven thousand boys out of a membership of fifty thousand attended it. Baden-Powell congratulated Sir William on the magnificent showing but commented that he ought to have ten times as many boys, and would have them if there were more variety and attraction to the program.

“I agree with you,” said Sir William. “Why don’t you give us such a program? Why don’t you rewrite your ‘Aids to Scouting’ into a book for boys?” B-P saw real challenge in this. He set out to develop a program and to write and illustrate a handbook of activities. He searched for ideas on the training of boys through the ages, on physical fitness, on out of doors skills. But first and foremost, he drew on his own boyhood experiences and his adventures in India and Africa.

Before making his “Boy Scout Scheme” public, he decided to try it out. On August 1-9, 1907, he took

twenty boys to Brown Sea Island in Poole Harbor, off the southern coast of England, for the first Boy Scout Camp the world had ever seen. The scheme worked.

In January 1908, his book, “Scouting for Boys” began to appear in the bookstores and on the newsstands in England in pamphlet form, one pan every two weeks. It was published in book form on May 1, 1908 and became an instant bestseller. The Boy Scouts Association in London said his book has been translated into 35 languages and dialects and the world’s “third best seller” after the Bible and Shakespeare.

With the Cooperation of the Young Men’s Christian Association (YMCA), Lord Baden Powell organized the British Boy Scouts Association in 1908. It was given a charter of incorporation four years later. The movement reached America in 1910.

It became evident to Baden-Powell that he had created something important that would require his complete attention. In 1910, he retired from the British Army to devote himself entirely to the Movement he had founded – a movement that rapidly circled the globe. To promote the Movement, Lord Baden Powell visited all the British dominions and other countries to impart the importance of Scouting.

With the organization of Scout Units and Associations in many countries, B-P consolidated the Movement for uniformity and preservation of its standards. He was able to effect this with the organization and inauguration of the Biennial International Boy Scouts Conference (now World conference) at the close of the First World Jamboree in London in 1920. The first conference resulted in the organization of the International Committee and International Bureau to constitute the world authority on Scouting matters.

No honor did B-P treasure more than the title, “Chief Scout of the World,” which unanimously conferred on him by the Scouts and Scouters who assembled in London for the First World Jamboree of 1920. And it was in this capacity that he was greeted enthusiastically at other World Jamborees – in 1924 at Denmark, 1929 at England, 1935 at Hungary, 1937 at Holland - and was honored by many countries. The significance of his work was recognized to the fullest by his own country in 1929 when he was made a baron and Became Lord Baden-Powell of Gilwell.

At the age of 50, Baden-Powell returned to Africa to spend his remaining days in the country he loved so well. With his wife, Lady Olave Baden-Powell, World Chief guide, he settled in Nairobi, Kenya. Here he died on January 8, 1941 – a month and a half before his eighty-fourth birthday. His grave is located at the foot of Kenya Hills. Following is a passage from Lord Baden-Powell's message to the public:

“My life has been intensely happy one, not only in my own home circle, but also in the world outside. I would like before I go hence, to say how grateful I am to hundreds, aye thousands, for kindness they have rendered me.

*“I have been deeply touched from time to time by the jolly goodwill which I have met from brother scouts and from fellow subjects of all station in life.*

*“Looking back on a life of over 80 years, I have realized how little worthwhile are anger and political warfare, the most worthwhile thing is to try and put a bit of happiness into the lives of .....”*

Indeed, the heritage of Scouting that the “great founder” has passed on to mankind is now a way of life,

not only for boys, but also for adults. Universal brotherhood has never achieved greater meaning than in Scouting. Peace, Love, Fellowship, Sacrifice, and Service have nowhere been nurtured than in Scouting, as Lord Baden-Powell passed on as the mission of the Movement from its conception to the present.

The scene was Arrowe Park, England during the 1929 World Jamboree. After the Farewell March Past to the Chief Scout, the Scouts from different nations mixed up freely arm-in-arm, and as silence fell, the Chief Scout of the World buried the hatchet of war, stood and said:

*“From all comers of the earth you have journeyed to this great gathering of World Fellowship and Brotherhood. Today, I send you out from Arrowe Park to all the world, bearing my symbol of Peace and Fellowship, each one of you ambassador, bearing my message of Love and Fellowship on the wings of Sacrifice and Service, to the ends of the earth. From now on, the Scout symbol of Peace is the Golden Arrow. Carry it fast and far so that all men may know the Brotherhood of Man.”* (Source: Boy’s World 1957)

## **The Birth of the BSP**

### **Anniversary Song**

They’re the hopes of Filipinas;  
They’re the future of the land.  
Watch them marching, hear them cheering  
Theirs is a mighty band

They’re the younger generation,  
They’re the youngster of today.  
Yet tomorrow men will follow  
Whatever they might say

Hail! Boy Scouts of Filipinas!  
Here’s a lusty cheer for thee!  
Hear the Nation on this occasion  
Your Happy Anniversary.

It was apparent from the start that the goal of the Philippine Council, BSA was the eventual turnover of the Scouting Movement to Filipino hands. The close collaboration of the Filipino and American members of the Council facilitated the approval of Commonwealth Act No. 111 establishing the Boy Scouts of the Philippines.

The book on “Scouting for Filipino boys” written by R.R, de la Cruz in 1949 attributed the speed of the Filipinization process to Colonel Joseph E. H. Stevenot, the American Executive and General Manager of the Philippine Long Distance Telephone company (PLDT). RR de la Cruz, a staunch supporter of the Scouting Movement until his death at age 75 in 1995, said it was Stevenot who “sacrifices a great deal of his time, effort and even money” to work for the grant of autonomy to Philippine Scouting; 11 was under Stevenot’s stewardship that the Philippine Council-BSA drafted the BSP Bill and it was the American himself who lobbied in the National Assembly and in the office of the President for its

approval. Aluit said “his imprint on Scouting in the Philippines was indelible.”

Stevenot was in the unique position of being the transition President of the Movement. He was the last President of the Council from 1934 to its dissolution in 1937 and the first President of the BSP from its inauguration on January 1, 1938 to the outbreak of the war in 1941.

Sponsored on the floor by Assemblyman Tomas Confesor of Iloilo, the BSP Bill was passed by the National Assembly and signed into law as Commonwealth Act No. 111 by President Manuel L Quezon on October 31, 1936.

Commonwealth Act 111 created the Boy Scouts of the Philippines as a public corporation which was tasked to promote, according to Section 3 of the law, “the ability of boys to do things for themselves and others, to train them in scoutcraft, and to teach them patriotism, courage, self-reliance, and kindred virtues, using the methods, which are in common use by the boy scouts.”

The incorporators were J.E.H. Stevenot, Arsenic N. Luz, Carlos P. Romulo, Vicente P. Lim, Manuel R. Camus, Jorge B. Vargas, and Gabriel A. Daza. They are known today as the Charter Members and the Founding Fathers of the BSP. They constituted the first Executive Board of the new organization.

On December 31, 1937 the Philippine Council-BSA turned over complete control of the Scouting organization to the BSP. On January 1, 1938, New Year’s Day, a formal ceremony was held in front of the Legislative Building in Manila to inaugurate the establishment of the Boy Scouts of the Philippines. Exequiel Villacorta, who trained for six months at the U.S. National Training School at Schiff Scout Reservation in 1937, took over as Chief Scout Executive, the same position as today’s Secretary General.

The officials of the National Executive Board were:

Honorary President: President Manuel L. Quezon  
Honorary Vice President: Vice President Sergio Osmeña  
Honorary Chief Scout: US High Cossm’r. Paul V. McNutt

President: J.E. Ht Stevenot  
First Vice President: Jorge B. Vargas  
Second Vice Pres. Amb. Carlos P. Romulo  
Treasurer: Gen. Vicente Lim  
National Scout Commissioner: Judge Manuel Camus  
Chief Scout Executive: Exequiel Villacorta  
Deputy Chief Scout Executive: Severino V. Araos

President Quezon, speaking at the celebration of the BSP’s Foundation Day on October 31, 1938, set the goal of the new organization. He said, “The greatest need of our country today is a citizenry composed of strong, clean, earnest and socially efficient men. You are being trained to be such men. You will be the men who will provide our country with the kind of leadership that it needs and without it cannot endure.

Atty. Quasha said the years following the establishment of the BSP were devoted to organization and

planning. The field organization was beefed up with the creation of new Local Councils, the instructional manuals were further edited, and the badges and insignia changed. The Philippine Scouting magazine was started.

## ***The War Years***

It was soon become apparent that war was imminent with the US having difficulty dealing with Japan's increasing belligerence. Full five months before the bombing of Pearl Harbor, General McArthur received orders from President Roosevelt to accelerate the build-up of Philippine defenses.

The BSP accordingly set up and began implementing an Emergency Service Training Program, so that when the Pacific War broke out with the Japanese invasion at Pearl Harbor on December 8, 1941, there were Boy Scouts and Scouters who were prepared to handle emergencies. By this time the BSP had a membership of 36, 201.

Instantly before the national control of the local councils was disrupted by the Japanese occupation of Manila in January 1942, the Boy Scout Emergency Service Corps was formed with time enough for Villacorta's instructions for its implementation to reach the troop.

Judge Camus as National Scout Commissioner wrote the Japanese Military Police asking permission to station Boy Scouts at the University of Santo Tomas concentration camp to serve as messenger and orderlies of the internees. He was summoned to Military Police Headquarters and told flatly that the answer to his request was no. He was told also to stop all Scouting activities, including the use of the Boy Scout uniform.

During this period, the boys stopped wearing their uniform without having to be told since it was dangerous to be mistaken for soldiers in khaki. Even in civilian clothes many scouts were known to have served creditably, as they were trained to do. In the critical early days of the war when people were running to evacuation places to escape enemy bombs, which were raining in the cities, the boy scouts assisted the civilian populace. Boy Scouts helped the Red Cross volunteers in administering first aid to the wounded and putting out fires. Those qualified joined the underground and some perished in the line of duty.

General Lim and Col. Stevenot, BSP founders, died as heroes in the service of their respective countries. General Lim, a West Point graduate, was captured in 1944 and taken by the Japanese to Fort Santiago, where he was tortured for his steadfast refusal to divulge the whereabouts of the leaders of the underground. He was executed at the Chinese cemetery in Manila. Col. Stevenot went back to active service and was on the staff of General MacArthur when he was killed on a mission for the U.S. Army in New Caledonia on June 8, 1943. His body was taken to an U.S. Military cemetery in the Southwest Pacific but was brought to Manila at the request of the BSP after the war.

General Lim was president of the Philippine Council-BSA before Col. Stevenot took over the reins of the organization in 1934. An impressive account of Scout heroism was related by the Associated Press (AP) during the 50<sup>th</sup> anniversary celebration in 1994 of the famous landing of General MacArthur in Leyte. AP was able to locate Valeriano Abello, a Boy Scout before the war who was reported to have directed by semaphore signalling the initial bombardment of Japanese gun emplacements in 1944.

It seemed that Abello a resident of Palo, Leyte, noticed that the U.S. navy guns were hitting the wrong places and so he went to the shoreline with two makeshift semaphore flags to signal them to redirect their fire. AP said one ship signalled "Who are you?" and Abello promptly replied, "Boy Scout of America". He obviously took Scouting under the Philippine Council-BSA.

Scouter Cesar Javier, who did a good job compiling stories of Scout activities during the war, said;

“Exequiel Villacorta led the boy scouts in helping firemen when the Pandacan oil depot was hit by a bomb and burned for days.” He also had a story about Troop 61 of the Holy Ghost Church in Manila. The troop disguised itself as the “Knights of the Sacred Heart” organization and met regularly under the direction of a German priest. One project of the troop was to operate an air raid siren.

The October 1946 issue of Philippine Scouting Magazine had a story about the odyssey of the Boy Scouts of Lanao under Jose M.S. Grageda, the Mindanao Regional Scout Executive. The boys helped in the massive evacuation of about 200 women and children from Dansalan whose menfolk had been suddenly drafted into a military service. They had to move from one place to another in the hinterlands of Lanao to avoid detection by the Japanese. When finally they decided to stay put, the Boy Scouts helped the evacuees to plant food crops and exploit the forest of its wealth of edible and medicinal plants in a typical Scout survival situation, except that this was for real.

Grageda said in the 1946 article; that “war is the supreme test of Scouting, a test of its usefulness and efficiency under emergency conditions and the worth of its patriotic mettle under circumstances of strife -and stress.” The Japanese put up a P5,000.00 prize for Grageda’s head but they never found him.

The war ended with the formal Japanese surrender ceremony aboard the USS Missouri on August 15, 1945, but the Boy Scouts of the Philippines came back to the surface long before that. On February 24, 1945, the BSP headquarters operations officially and began the painful task of rehabilitation. The BSP’s biggest loss was the burning of its records during the battle for the liberation of Manila.



## ***Period of Rehabilitation***

But, in the words of Atty. Quasha; “With material assistance from the Boy Scouts of America and the U.S. (armed) forces, Scout leaders everywhere hewed at the reconstruction job with heroic vigor and perseverance, until at last the Boy Scouts of the Philippines was on firm foundation once more with 8,128 members.”

Bits of good news during the rehabilitation years came in quick succession.

- On October 1, 1946, the BSP was admitted as a member of the International Scout Conference, now called the World Organization of the Scout Movement.
- A year later, in 1947, while still recovering from the ravages of war, the BSP sent a delegation of 28 scouts and 6 Scouters to the Sixth World Jamboree in Moisson, France. This was the first post-war World Jamboree and the first time that the BSP was thus represented as an independent organization.
- The membership grew by leap and bounds, from modest 8,128 members in 1945 to 54,734 in 1946, to 139,681 in 1947 and to 175,057 in 1948.
- In 1951, at the 13th International Scout Conference in Australia, BSP founder and the BSP President and Chief Scout Jorge B. Vargas became the first Filipino to be elected member of the International Committee.
- Judge Manuel Camus, one of the BSP Founding Fathers, was the first post-war President and Chief Scout of the BSP and served as such until his death on December 22, 1949 at the age of 74. Mr. Vargas, who was at the helm of the BSP until his retirement in 1961, succeeded him.
- Two foreign nationals played prominent roles in Philippine Scouting during the post-war period. They were Atty. Quasha, an American and Hans Arber, a Swiss. In 1946, Quasha organized and became the Scoutmaster of an American Boy Scout Troop at the American School. The troop was simultaneously registered with the BSP and the BSA. Quasha subsequently served in the board of the Manila Council and the BSP National Executive Board.
- Hans Arber who came to the Philippines in 1937, formed troop 80 under Manila Council in 1949 and also served in the Board of the Manila Council, and the Metro Manila South Council when he moved his Manila residence to Pasay. For many years, Arber conducted Easter camps in Baguio for underprivileged boys who then became beneficiaries of scholarship funds from Troop 80.
- The BSP started holding its own national jamborees with the first one held in Balara, Quezon City on April 23-30, 1954 with 5,111 boys attending with 187 of them coming from 11 foreign countries.
- The Philippines was designated the site of the 10th World Jamboree scheduled to be held on 1959. The country was going to host the first World Jamboree to be held outside Europe. It has attendance of 11,856 participants with 2,493 coming from 50 other countries. The 10th World Jamboree was held at Mt. Makiling, Los Bafios, Laguna on July 17-26, 1959.
- Seven years were to pass before staging of the 2nd National Jamboree at Pasonanca Park in Zamboanga City on May 2-8, 1961. “Conservation” was the Jamboree theme. The event also commemorated the centenary of Dr. Jose P. Rizal and the 25<sup>th</sup> BSP foundation anniversary with total participants of 4,087 including representatives from Israel, China and America.

- President Diosdado Macapagal opened the 3rd National Jamboree that took place from June 12 (Philippine Independence Day) to 19 (Rizal's Birthday), 1965 at Capitol Hills, Cebu City. There were 4,844 participants including the scouts from China and America.

- The 24-man BSP delegation to the 11<sup>th</sup> World Jamboree in Marathon, Greece crashed. On July 28, A Sunday, United Arab Airlines plane plunged into the sea off the coast of Bombay in India, killing all the 24 members of the Philippine contingent en route to the 11<sup>th</sup> World Jamboree in Marathon, Greece. The tragedy grieved the whole country and the entire scouting world. At the plains of Marathon in Greece, the Jamboree opened as scheduled on Thursday, August 1 but with all the flags flown at half- mast in the traditional gesture of mourning.

- The year 1965 marked the registration of the 500,000<sup>th</sup> Boy Scout identified as Second Class Scout Reno Palongpong of Troop 406 from Barrio Alinsolong in Iloilo. The event was celebrated together with the 108<sup>th</sup> birth anniversary of Lord Baden-Powell on February 22. On March 5, President Diosdado Macapagal and the First Lady Eva Macapagal, honored Scout Palongpong in Malacañang.

- “Jamboree of Experience” was the designation given to the 4<sup>th</sup> National Jamboree. It was held on May 10-18, 1969 in a campsite built near the banks of Pampanga River in Palayan City, Nueva Ecija. President Ferdinand E. Marcos, the first Philippine President who was a Boy Scout, formally opened the jamboree. His son, Ferdinand Jr., a member of the Rizal Council contingent, acted as master of ceremonies. It has total participants of 7,805 scouts and scouters with 8 overseas scout associations in attendance.

- In 1973, in observance of the 50<sup>th</sup> year of organized Scouting in the Philippines, the BSP again staged a youth gathering of international proportions, the Golden Jubilee Jamboree, also designated by the World Scout Bureau as the 1st Asia-Pacific Regional Jamboree. The attendance went beyond the 20,000 mark, with 14 overseas Scout associations represented. It was truly a jamboree to remember. For the first time in the history of Jamborees held here, the gathering took place at the turn of the year, from December 28, 1973 to January 4, 1974, thus encompassing the celebration of Rizal Day and the New Year. The venue was the 10<sup>th</sup> World Jamboree Camp in Mt. Makiling, which has been expanded and developed to include the upper slopes of that storied mountain.

- The 6<sup>th</sup> National Jamboree was the first to be held in three venues: Tumauni, Isabela; Capitol Hills Scout Camp, Cebu city; and Camp Don Mariano Marcos, Davao City. To enable national Scout Officials to be present at the respective opening ceremonies, the jamboree periods were staggered at intervals of one day. Tumauni from 27 December 1977 to 3 January 1978; In Capitol Hills, 28 December to 4 January; and Camp Marcos, 29 December to 5 January. It is the first jamboree named in Filipino, planned and organized by the regional coordinating committees and the first to allow jamboree contingents to bring their own food. Isabela, 11,680 attendants, Cebu, 12,579 attendants and Davao City, 11,340 attendants.

- The 7<sup>th</sup> National Jamboree with the theme “Partners In Development” was held in three venues: Capitol Hills Scout Camp, Cebu City, April 12 to 19, 1983; Camp Jovy Fuentebella, Goa, Camarines Sur, April 11- 18, 1983; and Camp Bulatukan, Makilala, North Cotabato, April 13-19, 1983. It coincided with the Year of the Scout and the 75<sup>th</sup> Anniversary of Scouting, successfully gathered some 25,000 scouts and scouters.

- The 8<sup>th</sup> National Jamboree with the theme: “Legacy of our Founders” just like the two previous National Jamborees held was in three separate venue in view of the desire to hold a series of National Jamborees within the year-long celebration of the 50<sup>th</sup> Foundation Anniversary of -the BSP which

commenced on October 31, 1986 and culminated on October 31, 1987. It was held on the following dates and venues: Mayor Cesar C. Climaco Freedom Park, Abong-abong, Zamboanga City on November 11-17, 1986 (Mindanao); whole of Baguio City on February 21-27, 1987 (Luzon); and Sta. Barbara Scout Reservation, Brgy. Cadagmayan, Sta. Barbara, Iloilo on October 3-9, 1987.

- The 9<sup>th</sup> National Jamboree! 12<sup>th</sup> Asia Pacific Jamboree, originally schedule on January 21-27. 1991 was reset to April 22-28, 1991. Education Secretary and BSP National President Isidro D. Carifio as Camp Chief, led all the 25,000 participants, including delegations from Indonesia, Bangladesh, Maldives, Korea, Taiwan, Vietnam and the Far East Council of the Boy Scouts of America, in realizing the Jamboree theme, “Peace and Solidarity through Scouting” Mt. Makiling. Los Baños, Laguna.

- The 10<sup>th</sup> National Jamboree was held in Lipata, Surigao City, Surigao del Norte, from July 10-16, 1995. It was the first single venue National Jamboree that was held in Eastern Mindanao. Over 10, 000 scouts and scouters coming from different parts of thee country attended the jamboree. Under the theme “Scouting; A Bridge to the Future” these activities were aimed at directing positive influence toward the well-being, of the Scouts through organized activities in support of the country's vision of progress.

- First ASEAN Jamboree conceives as a complement to the government efforts to promote ASEAN cooperation and unity, was held on December 28,1993 to January 4, 1994 at ML Makiling in Los Bafios, Laguna.

It was participated in by 14,790 Scouts and Scouters from the ASEAN countries and nine national Scout Organizations from other parts of the world The sub-camps were named after heads of states of the ASEAN, namely: Chuan (Thailand), Mahathir (Malaysia), Suharto (Indonesia), Go Chok Tong (Singapore), Bolkiah (Brunie), and Ramos (Philippines).

- The Rizal Centennial Jamboree in Dapitan, Zamboanga del Norte 1996

- The Centennial Jamboree in Clark Field, Los Angeles, Pampanga in 1998

- The 12<sup>th</sup> National Jamboree in Palo, Leyte in 2001

- The Border Jamboree in Zamboanga

- The 13<sup>th</sup> National Jamboree in Mt. Makiling, Los Bafios, Laguna December 28. 2004 to January 4, 2005

The 14<sup>th</sup> National Jamboree in Mt. Makiling Los Bafios, Laguna on.....

# Lesson 5 – BSP Vision, Mission and the Scout Oath and Law

## ***I – Introduction***

An organization to be firm, functional and responsive agent of change should adopt and uphold a vision and mission statement translated into meaningful and sustainable program thrusts. This session introduces the vision and mission statement of the BSP and reaffirms its role and commitment to the development of the Filipino youth, through appropriate and feasible youth programs.

Every institution, be it public or private, commercial, non-commercial, or government; are social institutions. The Boy Scouts of the Philippines is one of them that exist because our society needs it. Scouting plays a very important role in youth development. The Role and commitment of scouting are embedded in the vision and mission.

### **A Boy's Plea**

A little love that slowly grows and grows  
Not one that comes and goes,  
That's all I ask of you

A sunny day to look up to the sky  
A hand to help me by,  
That's all I want from you

Don't let me down,  
Oh show that you care  
Remember when you give, you also get a share

Don't let me down,  
I have no time to wait  
Tomorrow might not come,  
By then t'will be too late.

### ***O Pag-ibig*** (A Boy's Plea)

*O pag-ibig at pagsintang tunay,  
Na tangi kong alay, Sa iyo 'y iaalay,  
Lingapin mo at pag-asa 'y bigyan,  
Ang abang puso ko,*

*Saiyo'y nagmamahal*

*Huwag mo sanang hayaang magdusa,  
Pag ibig sa akinIyong ipadama,  
Tandaan mo na ang pag-ibig ko,  
Tanging iaalay,  
Sa iyo aking mahal.*

## **BSP Vision and the Mission**

~~~~~  
**Vision**

To be the leading provider of outdoor-based non-formal Education, committed to develop morally straight, disciplined, concerned, Self-reliant Citizens in the best tradition of World Scouting

~~~~~  
**Mission**

To inculcate in our Scouts and Scouters love of God, country and fellowmen. To prepare the youth for responsible leadership. To contribute to nation-building according to the ideals, principles, and program of Scouting.

~~~~~  
*“To achieve this mission, the Boy Scouts of the Philippines is being guided by the Principles of Scouting, which is the brotherhood of all men regardless of color, race or creed and recognition of the existence of the Supreme Being, Scout Oath; Scout Law; Scout Motto; Scout Slogan.”*

The Boy Scouts of the Philippines, as one of the leading non-governmental organization for youth development, its primary motivation is to be the leading provider of the NSTP~CWTS program. It has been an accepted fact, that the Boy Scouts of It has been recognized and respected by all sectors of Philippine society as the first, the most stable, reliable, relevant,‘ and effective innovator of worthwhile activities for our nation’s the young people.

The BSP progressive outdoor-based non- formal education is providing the youth with positive and healthy environments. The different scout heroes are models of the youth to aspire to the highest ideals of man thus spur the scouts to educate themselves in the principles and values of Scouting as stated in the Scout Oath and Law, the Scout Motto and the Scout Slogan. In living to the Scout Ideals the youth is also at the same time developing their full- physical, intellectual, social, emotional and spiritual potential preparatory to a life of selfless service.

## **GUIDING PRINCIPLES: The Oath and the Scout Law**

### **Scout Oath**

Oh my honor,  
I will do my best, to do my duty  
To God and my country, the Republic of the Philippines,  
And to obey the Scout Law.

To help other people at all times, to keep myself  
Physically strong, mentally awake and morally straight.

Without the Scout Oath and Law, rover scouting would not have much meaning to a person. One's life would be like a mountain without a peak, or a vast ocean without any land in sight. In one's daily undertakings the Scout Oath and Law are the simple guidelines for measuring one's conduct. They are helpful in making a critical decision that will endanger one's personal integrity and credibility.

This is being achieved through the badge system – systematic program of exciting and fun-filled adventure type activities conducted mostly in the outdoors of the Boy Scouts of the Philippines, which enables the youth to acquire knowledge and skills together with right attitudes in the applications of such learnings.

It is the commitment of the BSP to religiously, unwaveringly and persistently pursue its mission in developing the youth to be morally straight, disciplined, concerned and self-reliant citizens. The Scout Oath and Law guide the youth the qualities of responsible citizenship, citizens who are autonomous, confident and exercising a deep sense of social responsibility, and the virtue of Love of God, Country and Fellowmen.

It is at the same time preparing the youth for leadership in order to contribute to the building of a strong Filipino nation who adhere closely to the founding principles of Scouting established by Lord Robert Stephenson Smyth Baden Powell.

### **Scout Law**

Scout is:

Trustworthy  
Loyal  
Helpful  
Friendly  
Courteous  
Kind  
Obedient  
Cheerful  
Thrifty  
Brave  
Clean

## Reverent

When a rover scout recite the Scout Oath and Law with the Scout Sign, he is really making three promises to one's self.

1. To do my duty to God and my country, the Republic of the Philippines, and to obey the Scout Law;
2. To help other people at all times;
3. To keep myself physically strong, mentally awake and morally straight.

On top of these three promises, is the phrase, "On my honor, I will do my best." When the scout therefore, recites the Scout Oath and Law, the three promises become a self-impose obligation and commitment on his part to do the best he can. This he does, in his honor as a person, as a Filipino, and as a rover scout. In the olden days, honor (*dangal*) is something that men cherished as they cherished fame and fortune. Today, it must be revived in its modern application although the meaning of honor remains the same. It is very important to uphold one's reputation and the manner by which an individual is perceived by the community. This is a non-negotiable part of one's personality.

When a person gives his best in everything he does, he adheres to the parting message of the founder of Scouting, Lord Robert Stephenson Smyth Baden Powell,

"The real way to get happiness is by giving our happiness to other people. Try to leave this world a little better than you found it and when your turn comes to die you can die happy in feeling that at any rate you have not wasted your time but have done your best. "

He pursues excellence in himself to give the best service that goes even beyond the immediate need. He can be expected to go the extra mile in giving selfless service.

Whenever a person has promised to do his duty, he dwells in the realm of giving than receiving. He thinks more in terms of responsibilities than of rights, of selfless service than of self-centered concern, of duty than of privilege.

- Duty to God and Country
- Duty to Others
- Duty to Self

All these for the Glory of God

A decent person has to live by these duties. Also, he has enough compassion as to be deeply and genuinely committed to serve and help fellowmen achieve their full physical, social, intellectual, emotional, and spiritual potential. He is aware of his duties and the demands of service. He strives to develop oneself and acquire the competencies and the capabilities necessary to prepare for service. He will seek to develop his full potential on the following aspects.

- Physical – he is very much aware of the importance of a healthy body in the performance of our duties. He makes sure not to abuse his body and develops good health habits.
- Mental – he have a strong desire for continuous learning. No matter how much he knows, he is aware that he still knows less and must keep on learning as there is truly so much to learn. He is very creative and innovative. He is never satisfied with what is at hand but aspires to keep on creating, correcting, strengthening, improving, innovating, and always adopting changer when it is necessary. He is always alert to serve others.
- Moral – he follows the path of righteous living and proper conduct in his relationships and behavior. He respects the rights of others. He does not indulge in conduct detrimental to the Movement he represents and to the principles he stands for. He places oneself as role models for the community and most importantly the youth and the members of his family.

In relation to oneself and his conduct or behavior towards others, a rover scout strives to develop in himself the following set of values.

1. Trustworthy – A scout is a liable and accountable person. People hold on to his promise. His thoughts, words and deeds are one. He has integrity within himself. He is transparent in all his dealings with others. He tells no lies nor half-truths just to build his own personal image.
2. Loyal – His loyalty first and foremost is to GOD, then to the Constitution, then to his fellowmen, then to the Vision Statement of the organization and to the principles for which it stands. For as long as a person stands by this, he can always depend on his loyalty.
3. Helpful – He is always ready to render assistance to anyone in need. He helps others stands on their own. However, he does not tolerate indolence or dependence. He does not encourage mendicancy.
4. Friendly – He is a friend to all. He cares for people and is very supportive of whatever is good. His friendship, however, is not one, which tolerates the commission of what is wrong. He would rather see a friend suffer reprimands and penalties than to allow him to develop a unhealthy character or destroy himself by going against what is just. .
5. Courteous – He gives due respect to all regardless of their position or social stature. He gives to everyone what is due. He is conscious of his time and to his appointment. He never let others wait. He always honor his commitments.
6. Kind – He is both compassionate and considerate to everyone. He is genuinely concerned of the welfare of his fellowmen. He works for the development, protection and the prevention of God’s creation.
7. Obedient – He respects GOD’s Commandments and all instructions, actions, laws and ordinances from lawful authorities, our superiors and our elders. He may disagrees with the stand of others and argue our own stand passionately and intensely, however, once a decision is made he obeys cheerfully as though it were his own provided that such instructions are not in violation of social and spiritual norms.
8. Cheerful – He is a happy companion and are full of joy and good sense of humor. He smiles and laughs in the most difficult situations. He also appreciates a joke done at his own expense



but never at the expense of others. He expresses a feeling of gladness founded on the satisfaction of having been of help to others.

9. Thrifty – He is frugal and saves for whatever will be of great importance and necessity in the future. He does not spend beyond his means. He does not depend on dole outs nor leave financial needs but perseveres and work hard to cam his keep. His God-given talents and strengths are his source of inspiration.

10. Brave – His passionate desire to serve God, country and fellowmen empowers him to overcome fear and timidity. It gives him the strength to fight for what is right no matter what the cost. Being brave does not only mean overcoming the fear of bodily pain or death for a noble cause but also means being able to say no in favor of what is right when everyone else is saying yes in favor of what is wrong. Bravery also means to conquer one's self and the exercise of self-control.

11. Clean – He is deeply aware of the importance of cleanliness in relation to keeping one's self and fitness. He makes certain that he is always clean in his person and neat in his appearance. , He see to it that he maintains clean in his thoughts, words, and deeds. His morality is beyond question as he is aware of his influence upon the young and upon the people who know and respects him. His clean and healthy habit, however, do not end in one's self. Conscious of his role in the development of society, he makes certain that his environment, neighbourhood and community is clean, beautiful and healthy.

12. Reverent – He has deep faith, hope, love and respect for God. This he manifests in the performance of his religious obligations and in giving selfless service to his fellowmen. He does not indulge in senseless religious discussion and debates, nor oblige others to practice his own faith. He respects the religious beliefs of others.

The above-mentioned set of values is the same with the twelve points of the scout law. Each point serves as a guide for the appropriate behavior of every rover scout throughout his life.

## Lesson 6 – The BSP Five Sectional Program

### ***I – Introduction***

The Diamond Jubilee Yearbook contained the evolution of the BSP Program. It chronicled the growth of Scouting in the Philippines, its curves and turns at certain point of the history of Philippine Scouting and it continuously evolved into becoming more relevant and effective to the Filipino youth today. At the advent of the National Service Training Program (NSTP) through the Civic Welfare Training Service (CWTS), The Boy Scouts of the Philippines had found another avenue to offer additional sectional program for the youth.

The adoption of the new program was considered as a new development on the BSP Sectional Program. It is expected that changes will continue to take place in the BSP Program if it is to remain attractive to young people through the years.

After all, the success of the Scouting Movement depends largely on its relevance and effectiveness in the pursuit of its purpose, which is “to contribute to the development of young people in achieving their full physical, intellectual, and spiritual potentials as citizen to their respective local, national and international communities.”

#### ***Magagawa Natin***

*Magagawa natin, ang lahat ng bagay  
Ang Lahat ng bagay  
Isang bagay, hindi magagawa, hindi magagawang nag iisa*

*Malulutas natin, ang mga problema  
Kung lahat tayo’y magkaisa  
Ang suliranin, dagling gagaan  
At may bagong buhay*

*Ang suliranin, dagling gagaan  
At may bagong buhay*

~~~~~

#### ***“We Can Do”***

*We can do, everything together,  
Everything together for Scouting  
There’s nothing, we can never do,  
Never can do anything at all.  
We can solve, may different problems if we work together for Scouting*

Chorus:

*All our troubles, will vanish away  
And we'll have a grand new day  
All our troubles, will vanish away  
And we'll have a grand new day*



## **A Brief View of the Whole Scouting Program**

In the early years Scouting was a program only for boys twelve years of age and over. From a purely Boy Scouting program, today it is for boys from five into early manhood. The addition of KID Scouting, KAB Scouting, Senior Scouting and Rover Scouting has greatly strengthened our Movement, in addition to catering to the changing needs and aspirations of boys and young people throughout these age ranges.

### **KID Scouting**

The latest addition to Philippine Scouting Program, KID Scouting was introduced in the mid 90's to cater to the needs of pre-school children. KID Scouting is a parent and home-centered program recently designed and released for implementation for pre-school aged boys.

Its activities take place in the home where the boy is introduced to activities that awaken their sense of responsibility in the home, through learning of skills relevant to their daily life. Early training in relevant social and moral values are done by parents and leaders with the latter having special skills and knowledge in early child education.

#### KID (Kabataang Iminumulat sa Diwa) Scouting

Age	: 5 to 6 % years of age
Unit Name	: <i>Langkay</i>
Composition	: 12-18 scouts
Sub-Unit Composition	: 4-6 scouts
Adult Leader	: Langkay Leader
Sub-unit Adult Leader	: Asst. Langkay Leader
Educ. Level	: Kindergarten
Motto	: <i>Laging Masaya</i>
Focus of Activities	: Home

In KID Scouting, the Langkay Leader supervises the unit, coordinating the policies of the sponsoring institution and Scouting. The KID Scouts meet and play together as needed between fortnightly unit meeting. They have outdoor experiences limited to immediate home surroundings under the close watch

of the parents. The Langkay Leaders look to the Institutional/Neighborhood and District Commissioner for guidance.

## **KAB Scouting**

KAB Scouting lies principally in its appeal to the entire family. It is a program not merely for boys but for boys and their parents. Since it is home and institution-centered much of its fun and benefits to the KAB Scout depends on how his father and mother and institution play and work along with him. They help him with his advancement in rank. When he becomes ten and graduates into a Boy Scout Troop, his parents and institution “graduate” with him. They look on Scouting not just as a way of having someone do things for their boy; instead they see that they, too, is the principal stakeholder for the development of their boy.

### KAB (*Kabataang Alay sa Bayan*) Scouting

Age	: 7 to 10 years of age
Unit Name	: <i>Kawan</i>
Composition	: 12-32 scouts
Sub-unit Name	: Color Group
Sub-unit Composition	: 6-8 scouts
Adult Leader	: Kawan Leader
Sub-unit Leader	: Flag Bearer
Educ. Level	: Elementary Grades [Grade L4]
Motto	: <i>Laging Handa</i>
Slogan	: <i>Gawin ang Makakaya</i>
Focus of Activities	: Home and Institution

The KAB’s meeting for a Color Group Mand play together between meetings. Chief Usa leads weekly meeting with Assistant Kawan Leader’s help. Parent supervises and may lead activities. The kawan meets once each month with KAB Scouts and their parents present. They go on picnics in their neighborhood, but KAB Scouts do not hike or camp. The Kawan Leaders look to the institution/Neighborhood and District Commissioners for guidance.

## **BOY Scouting**

In the Troop a boy starts a broader adventure. Through hiking and camping, he is more on his own and learns how to take care of himself in the open. He begins to understand the true meaning of democracy by being a working member of a patrol. His parents carry on their interest by encouraging his advancement. Growth in character and citizenship are great objectives of Scouting, and the boy is helped toward them by internalizing and living the Scout Oath and Law.

### Boy Scouting

Age	: 10 to 17-1/2 years of age
Unit Name	: Troop

Composition	: 12-36 Scouts
Sub-unit Name	: Patrol
Sub-unit Composition	: 6-8 Scouts
Adult Leader	: Troop Leader
Sub-unit Leader	: Patrol Leader
Educ. Level	: Grade 4 - 6 /High School
Motto	: “ <i>Laging Handa</i> ”
Slogan	: “Do a Good Turn Daily”
Focus of Activities	: Outdoors

The Troop Leader leads scouts acting through the Patrol Leader, while the Troop Committee supervises the troop, coordinating the policies of the sponsoring institution and Scouting. The scouts group on their natural gangs which functions at troop meetings and in other troop activities. The Patrol Leader leads the patrol activities with Assistant Patrol Leaders helping during the weekly meetings with occasional parents’ night. Since scouts are older, their activities range beyond their neighborhood. They have scout hikes and camp with their Patrol Leaders and Troop Leaders. The Scout Leaders look to the institution/Neighborhood and District Commissioners for guidance.

### **SENIOR Scouting**

Senior Scouting is a very dynamic program for teenage boys. It opens a whole new level of adventure to the older boy – who now wants to be and should be regarded as a young man.

His cruises and expeditions take him far afield. Senior Scouts learn about living in a democratic way by planning and running their own programs, with as little help as possible from their Advisers. Their normal interest in girls is encouraged by social activities. This flexible program helps the young man of thirteen or over through an important and critical period of his life.

#### Senior Scouting

Age	: 13 to 17-1/2 years of age
Unit Name	: Outfit
Composition	: 12-36 scouts
Sub-unit Name	: Crew
Sub-unit Composition	: 6-8 Scouts
Adult Leader	: Outfit Advisor
Sub-unit Leader	: Crew Leader
Educ. Level	: High School, Year I-IV
Motto	: “ <i>Laging Handa</i> ”
Slogan	: “Once a Scout, Always a Scout”
Focus of Activities	: Institution, Outdoor, and Community

The Senior Scout advances in his fields of special interest, working with men especially qualified in those fields. The Senior Scout Advisor advises them in Crews and program committees. Natural groups of Senior Scouts meet as crews, where the program committees of Senior Scouts meet for planning. The Crew Leader is the one who leads the meeting through the help of the Assistant Crew Leader. The

Senior Scouts Outfit meet at such intervals as members desire, preferably each week, with occasional special functions taking the place of the regular meeting or included an extra meetings as desired.

They are of high school age and over and also undertake a wider range of activities consistent with their heavier responsibilities in school or work. They like to hike, camp and take expeditions going farther and staying longer. The Senior Scout Advisers look to the institution/neighborhood and District Commissioners for guidance.

## **ROVER Scouting**

Rover Scouting as originally conceived by Founder, Lord Baden Powell “Rovering is a Brotherhood of the Open Air and Service? It is offered as a service program for young people to continue their attachment with Scouting. Activities, on a more mature and wider scale are planned and carried out by the Circle with the underlying objective of service to the community.

### Rover Scouting

Age	: 17-1/2 to 24 years of age
Unit Name	: Circle
Composition	: 12-64 scouts
Sub-unit Name	: Radian
Sub-unit Composition	: 6-8 Scouts
Adult Leader	: Circle Manager/Rover Leader
Sub-unit Leader	: Team/Radian Leader
Educ. Level	: College/Out-of—School
Motto	: “ <i>Laging Handa</i> ”
Slogan	: “Together We Serve”
Focus of Activities	: Service Oriented Projects/Activities

Rover Scouting activities are community and outdoor centered, with a co-educational focus and service/development-oriented activities, The Rover Scouts who is now more or less independent finds in the program opportunities for self- development, co-educational and service-oriented activities. The circle members fulfill the requirements and goes through various advancement quests and recognition. The Circle Manager through his assistant coordinates the activities of the circle.

Thus we have scouting with a continuing program for every boy from pre-school into young manhood. The program of five phases and activities are (1) KID Scouting, (2) KAB Scouting, (3) BOY Scouting, (4) SENIOR Scouting and (5) ROVER Scouting.

This scout program has one program in ideals through which all leaders, no matter to which phase they may be related, deal with the same boy. It is important for the Rover Scouts to be acquainted with all of them to be most effective in their service to all the scout units.

We have discuss that scouting is for boys, why do we find ladies among the scouters and" Rover Scouts? The Boy Scouts of the Philippines believed that to make the BSP program successful we need the support and services of the opposite sex. With the advent of the gender advocacy movement ladies has made his rightful place among the scouts and in the scouting program.

# Lesson 7 – The Elements of the Scout Method

## ***I – Introduction***

A method can be defined as the means used or the steps being followed in attaining the objectives. Whenever it is part of a Movement having a set of principles, as is the case with Scouting, the method must be based upon those principles.

The Scout Method provides an educational framework based upon how young people develop naturally. It provides an environment, which responds to their need for action, challenge and adventure. The scout method has to answer to their desire to explore, experiment, and discover. In the Scout method their natural capacity for inventiveness and resourcefulness is being honed and utilized. Scout Leaders has to understand that the scouts under their care has the need to feel acknowledged, respected and appreciated as individuals. Some of them need close supportive relationship and at the outset has the capacity for idealism.

Similarly, the Scout Method offers away of life which channels their energy in a way that enables them to experience being autonomous, supportive, responsible and committed on their way to a real scouting trail. In this way, scouts is developed to the extent of their current capacities, while helping them to progressively develop their capacities in the holistic, balance and attractive directions.

The Scout Method is the essential part of the scout educational system. It may be defined as a system of progressive self-education that complementary to the family and the school, and is based on the interaction of several elements (see diagram 1).

The following are the key elements of the Scout Method:

- a) Progressive system of objectives and activities
- b) Stimulating Adult presence
- c) Learning By Doing
- d) Adherence to the Scout Oath and Law
- e) Symbolic Framework
- f) Patrol System
- g) Learning through serving others
- h) Life in nature
- i) Learning through play

## Dynamic System

It is possible to single out these elements. However, in order to understand the Scout Method we have to grasp how they work together in combination and appreciate the connections and processes between them. The Method is what it is because the elements that make it up are coordinated and balanced.

Often, the elements of the Method are analyzed in an isolated and fragmented way, which hinders our understanding of how the whole system works. If we take equally fragmented approach to applying the Method, we may expect only poor results.

Like any other system, the Scout Method has a certain dynamic complexity, but if we understand the links between the different parts, as leaders, we may gradually become familiar on these mechanisms and incorporate them naturally (see diagram 1). In the diagram, the relationship and interconnectivity of each element is shown for a clearer view of the person who would like to understand the scout method.

### First, the People

The young people, the adult leaders and the relationship between them. At the top of the diagram are the young people, and at the bottom are the Leaders, who are adults of different ages; with the arrow representing a two-way relationship between them (see diagram 2).

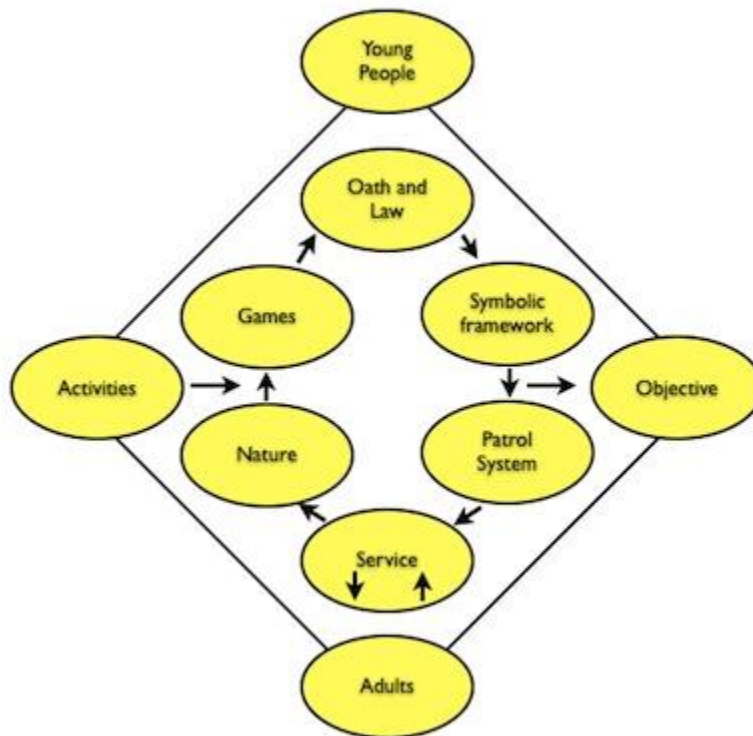
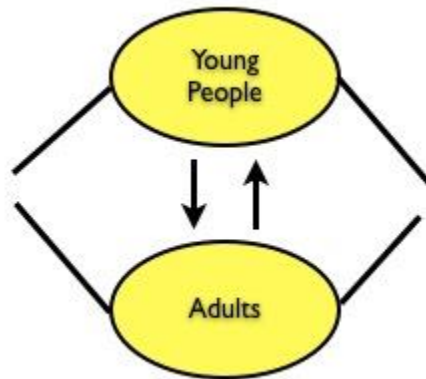


Diagram 1





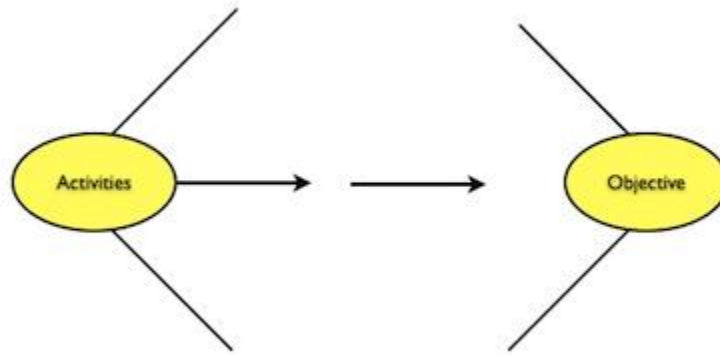
*Diagram 2*

This represents:

- The central role of the interest and educational need of young people in the Scout Method
- The stimulating adult presence, i.e. the Leaders – adults of different ages – who are at the bottom of the diagram, symbolizing their educational and supportive – not hierarchical – role
- The contribution that young people make to group life, whether individually or through their radians
- The interactive relationship of educational cooperation and mutual learning between young people and Leaders.

### **Second, What the people want to achieve**

The educational objectives and the activities, which help to attain it can be seen in diagram 3.



*Figure 3*

At the sides of the diagram are the activities on the left and the young people's development objectives on the right, joined by arrows showing the relationship between them.

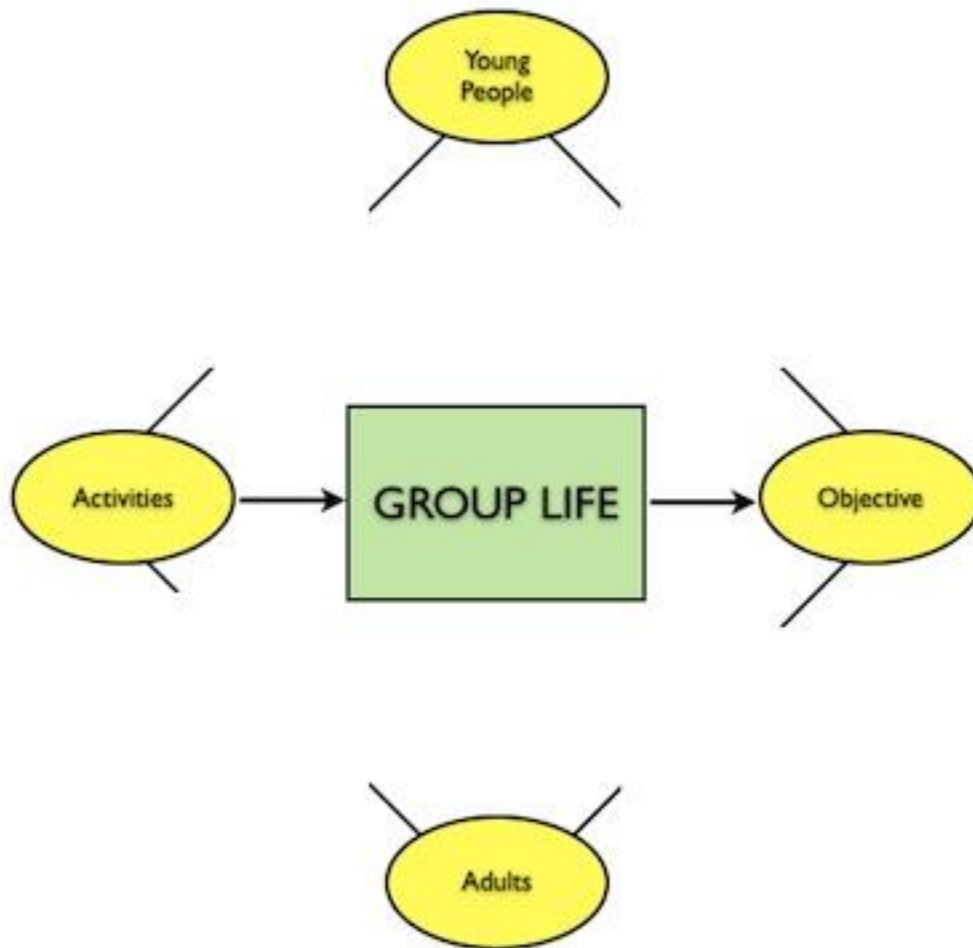
This means:

- That in the radian and the circle everything is done through activities which emphasize discovery, in keeping with the principle of learning by doing.
- That young people are asked to set themselves educational objectives, which at this age, are agreed between each young person, the other members of the radian and the Radian Leader who monitors his or her development.
- That the activities give the young people personal experiences, which little by little, enable them to achieve those objectives, with the help and mediation of their friends and Leaders. (diagram 4)

### **Third how they propose to achieve it; The other elements of the Scout Method**

In the center of the diagram, all the other aspects of the Method from a continually rotating circle (diagram 5)

- The Scout Law, a code of conduct which sets out the principles that guide us in language that is readily understood by the young people; and the Promise, a voluntary and personal commitment to live in accordance with the Scout Law.
- The symbolic framework, which organizes mechanisms of the informal peer group into a learning community.



- Service to others, which is fostered by the habit of individual good turns consists of activities and, projects which bring the young people closer to those most in need, generating a permanent Willingness to serve.
- Life in nature, a special environment in which 1:0 carry out many of the activities of the Radian and the Rover Circle.
- Learning through play. Which is attractive to young people, facilitates their integration into the group, helps them to discover their abilities and encourages an interest in exploring, adventure and discovery.

## ***Group Life***

### **Group life results from the application of Scout Method.**

The main result in applying the Scout a whole is that a special environment is the Circle and in the Radian, a particular which we call group life (Diagram 5).

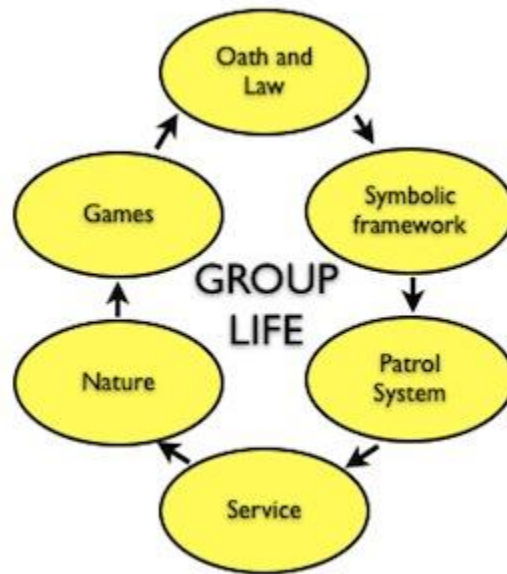
This special atmosphere is generated by the combination of things:

- The rich experience of life in the Radian
- The welcoming attitude of the Radian Leaders
- The attractive activities
- The challenge of the persona objectives
- The values of the Law and the spontaneous rules which govern shared life
- The commitment generated by the Promise
- The sense of purpose provided by the symbolic framework
- The attractiveness of life in flue outdoors
- The democratic decision-making processes
- The sense of belonging that comes from the symbols
- The significance of the celebrations
- The games and songs

In short, everything that happens as a result of the coordinated application of the Scout Method affects group life.

**Group Life is what makes young people stay.**

Group Life is what makes scouting attractive to young people. This atmosphere is so powerful that anyone coming into the Circle immediately realizes that they are in a different environment that is worth making the most of. The fact that they perceive this is what makes them stay. The richness of group life leads them to prefer scouting to any other option. If group life is rewarding, the Patrol System will unfold all its potential, the young people will come to identify powerfully with it and it will never cross their minds to leave.



**Group helps to create a learning field.**

No activity can achieve educational objectives alone; these can only be achieved through the application of all elements of the Scout Method. And so, when we talk about learning in the radian, we say that the spaces in our Scout Unit are not empty, but shot through with an invisible weave of conducts and dialogues which facilitate learning field is part of group life: it brings together, inter-links and harmonizes all the elements of the Scout-Method. The learning field is conducive for learning by experience, non-frontal learning with no classes or talks, memorizing or marks, prizes or punishments, with no vertical or authoritarian figures, but with the friendly participation of Leaders who “accompany” the young people’s development process.

**Group life creates lifestyles and forms moral conscience.**

Group life creates a warm and participative atmosphere among the scout members. It also enables young adolescents to express their natural tendencies, explore new worlds and satisfy their thirst for discovery and adventure. Group life help them build their own personality in the company of a group of friends who have similar dreams and anxieties closely monitored by adults. These adults must be the witness and mode] of the values that they are trying to offer them for emulation. In this atmosphere they develop a moral conscience and build a personal scale of values.

Moral conscience is a uniquely human faculty. It is what enables a young person to acknowledge good and evil, and to distinguish those rules and values that steer actions and are worthwhile precepts on which to base a future life plan. The atmosphere in the units helps young people to perceive and identify these values, react to them and opt for those, which they consider worth living by. At the same time, they learn to accord each value the importance it deserves, gradually and implicitly establishing a scale of values which will shape their plan.

For example, productivity is a technically useful value, but it is not in the same category as the right to

fair wage. which constitutes an ethical duty, or respect for life, which has transcendental value. We must not forget that the worthiness, depth and scope of the values that the young person has been inspired to acknowledge and to decide to live by determine the quality of his education.

What is original about Scouting in educational terms is that the young people adhere to these values while participating in a genuine process in which they are the main actors. Immersed in this atmosphere, young people live values and widen their awareness without even intending to. This is much more than an intellectual or sentimental bond. It is a lifestyle, which they really take in and incorporate, and which will shape their personality.

### **The Intensity of group life depends on the leaders**

It is said that the special atmosphere, which constitutes group life is generated by applying the Scout Method as a whole in the Unit.

This application process should be done in all undertakings of the scout unit with its members. Applying the method and ensuring that it remains faithful to Scouting's mission is a task for the Leaders.

The quality and richness of group life therefore depend on the Leaders and is one of their main responsibilities.

### ***The Scout Method***

A method can be defined as the means used or the steps followed in attaining the objectives. Whenever it is part of a Movement having a set of principles, as is the case with Scouting, the method must be based upon those principles.

The Scout method is defined as “a system of progressive self-education through:

1. A promise and law.
2. Learning by doing.
3. Membership of small groups (for example the patrol), involving, under adult guidance, progressive discovery and acceptance of responsibility and training towards self-government directed towards the development of character, and the acquisition of competence, self-reliance, dependability and capacities both to cooperate and to lead.
4. Progressive and stimulating programs of varied activities based on the interests of the participants, including games, useful skills, and service to the community, taking place largely in an outdoor setting in contact with nature.

The Scout method is thus a system of progressive self-education, to be reached as a result of the combination of the different elements. The fact that it is a system implies that it has to be conceived as an interdependent group of elements forming a unified and integrated whole. That is Why the word method is used in the singular, not in the plural.

For awhile, each of the elements comprising, it can be considered as a method in its own right (and are, in fact, considered by other movements), we can only speak of the Scout method when all these elements are combined within an integrated educational system. This system is based upon the idea of progressive self-education.

In summary, the Scout Method includes activities, usually practiced outdoors, which are service-oriented and based on the concept of “learning by doing.” The Scout Method uses the small groups as the basic unit of organization. The members grow where young people assume different level of growing responsibilities (the Patrol System), and the voluntarily assuming their responsibilities for self-development. Their voluntary adherence to a common code of behavior will give them the free will to decide on the degree of their cooperation and their responsibilities in the unit.

## Lesson 8 – ROVERING

### ***I – Introduction:***

The NSTP emphasizes that the youth, the most valuable resource of the nation shall be motivated, trained, organized and involved in civic welfare programs. On the other hand, BSP has a mission of developing the areas of development of full physical, intellectual, social, emotional, moral, spiritual, moral and personality development.

Rover Scouting is the fifth of the five sectional youth program of the Boy Scouts of the Philippines. It is a leadership and service-oriented- program for young men and women sixteen (16) years of age but not over twenty four (24) years old or a tertiary level student.

Rovering focuses on discovering the fulfilling practice of servant-leadership. Servant leadership is a leadership that focuses on what a leader can do to be effective role models to their peers and to the community. It is also a training ground on how the rover scouts can lead others. It focuses on the program that help the community achieve a better life for themselves through the conduct of community development and community service projects and activities of the rover scouts.

The Asia-Pacific Region’s concept of Rovering is the progressive journey from adolescence to adulthood, encompassing one’s duty to God, others and self through the use of the Scout Method. Rover Scouting is the fifth and final phase of the youth development program of the Boy Scouts of the Philippines.

This program is for young men and women between the ages of 16 and 25, or those who are at least tertiary level students. It is according to Baden Powell, a jolly “Brotherhood of the open-air and Service”. In his book “Rovering to Success”, he describes the “adoption of Rovering by Scouts of other nations” as the “ nucleus of world brotherhood of young men working under a common ideal of Service, and under a common bond of Friendship and Understanding.”

Starting with service to self, Rovering enable the young adults to better render service to others. The young adults are introduced to the Movement in preparation for the greater scope of service, which is the community. The community can be his neighborhood or the community of nations.

Activities in Rovering are diverse with emphasis on brotherhood, civic or, community either individually or as a group. These activities are full of adventure, excitement, challenge, and opportunities for service to others.

The general classifications of projects or activities in Rovering are:

1. Personal Development Activities/Projects
2. Livelihood Projects
3. Community Service Activities/Community Development Projects
4. Service to the Scouting Movement Activities/Projects



## 5. Religious/Spiritual Upliftment Activities/Projects

Rovering service and community development activities that may be carried out is based on one's acceptance of the "*Panunumpa at Batas ng Scout*," a basic requirement for Scout Membership.

### **The Educational Objectives of the Rover Program**

1. Contribute to the education of young adults in a non-formal way through a value system based on the Scout Oath and Law.
2. Contribute to the moral and spiritual uplift of young adults while respecting their religious convictions.
3. Assist young adults in developing decision- making skills and accountability.
4. Provide a specific method by which young adults may become self-reliant.
5. Prepare young adults for service during emergencies.
6. Provide young adults opportunities to develop physical fitness.
7. Prepare young adults for leadership in the Boy Scouts of the Philippines.
8. Train young adults in skills for socio- economic development.
9. Prepare young adults for responsible citizenship.
10. Provide opportunities for active leadership and participation in community projects that will promote development and healthful living.
11. Promote desirable Filipino customs and traditions.
12. Provide young adults opportunities to develop awareness of family responsibilities.
13. Cooperate with kindred youth groups and other agencies in worthwhile undertakings.
14. Promote international relations as a means to understanding, peace and brotherhood.

### **Early Beginnings**

Rover Scouting began in England sometime in November 1919, twelve years after Scouting has taken roots in Brown Sea Island after a successful camp organized by Baden Powell in 1907. At that time, the main focus in Scouting was only for boys, little thought was given for the next stage in their development.

When World War I broke out in August 1914, many young men in England were drafted into the Army to be sent to the front. It was during this time when many scouts beyond the age of 15 stayed in their Troops. The retention problem was first raised in the editorial issue Headquarters Gazette in 1914. The situation led some Scoutmasters to clamor for a solution to stop the leakage problem.

A scheme to remedy the problem was announced at the Commissioners' Conference at Matlock,

Derbyshire, in March of 1917 and was published by the summer of that year. A new Senior Section to the Movement was to be created and its members were, to be called Senior Scouts. It was in this scheme that the roots of Rover Scouting lay.

Baden Powell worked with the President of the Board of Education and all Scoutmasters were asked to encourage their members who had left school at 14 to take part in the scheme. But it was wartime and there was the shortage of Scoutmasters able and willing to do this sort of work. The scheme fell flat on its face since the name Senior Scout according to Neville was not that pleasing.

When the war ended, young men returning home however found the new section quite unappealing. By September 1918 the Commissioner for Training Col. Ulick de Burgh was agreeable to the scheme that the new section must cater to the returning heroes. The term Senior Scouting was dropped and Rovers were no longer referred to as older lads, but as young men.

The term Rovers suggests adventure and freedom, which are characteristics of young men, and the final stage in the evolution of his development. By November 1919, the Rover Scout Section was established.

## ***Rover Scouting in the Philippines***

Rover Scouting is a brotherhood of the open air and service. It is also a brotherhood of self-reliant and selfless service oriented persons. Furthermore, Rover Scouting is a brotherhood of persons willing to render efficient service, ready and able to do the right thing in an emergency or any given situation for the good of the rest. Lastly, it is a training ground for leaders of our community.

The Rover Program was first introduced in the Philippines in 1934. On February 1972, the National Executive Board approved the Auxiliary Program for Rover Scouting, otherwise known as the Roverette Program, which aims to develop and offer service programs for women who are at least 17 years of age. The popularity and development of Rover Scouting, however, took a standstill with Presidential Decree 460, which changed the democratic character of the Boy Scouts of the Philippines and finally dropping the Rover Program in 1975 because it was attracting more adults than youths.

Dramatic political changes in the national leadership in 1986 saw the informal return of Rover Scouting. It was during the National Scout Executives Conference of November 16-17, 1989 that a resolution was passed calling for the revival of Rover Scouting in the country. By 1990, only (61) Rover Circles were registered with 1,255 Rovers and 166 Rover Leaders. A draft program guide was presented in November 1991 by members of the Program and Training Development Committee during the 34<sup>th</sup> Annual National Scout Executives Conference held in Mt. Makiling.

Finally a Rover Scouting Program Guidebook was published in 1992. This publication signals formally the implementation of a program, which is essentially co-educational. This program, at the same time is to provide opportunity to Scouts who have reached the age of 17½ to continue Scouting. The program also allows young men aged 17 to 23 to become Rovers and young women aged 18 to 24 to become Roverettes with the option for both to join the Rover Peers Division upon reaching the age of twenty three. The National Rover Moot of 1997, which was held in Catarman, Northern Samar, revealed the need to revitalize the program to meet the aspirations of today's youth. It also prompted the Program and Adult Resources Development Division to form a Rover Review Task Group, A study of

membership of Rover Scouts shows the acceptance of the Rover Scouting Program. In 1994, at least 206 Rover Circles were registered with 5,927 Rover Scouts, It increased to 710 Circles and 20,310 Rovers in 1998. By 2003 the number of Rover Circles decreased to 620 with 19,439 Rover Scouts, 1,341 Circle Executive Committee members and 1,538 Rover Peers.

More Rover Circles is envisioned to be organized in the advent of the CWTS-Scouting program, when accredited as a non-governmental organization and a service provider of CWTS in accordance with the guidelines of the National Service Training Program (NSTP) and R.A. 9163.

The National Rover Moot of 2001 in Leyte and the National Rover moot of 2005 in Surigao del Sur last October 2005 had a lot of improvement in the different activities of Rover Scouting.

# Lesson 9 – Values Development and the Rover Scouts

“We must be the change we wish to see in the world”

by: Mahatma Gandhi

## ***Introduction***

The development of values among rover scouts is becoming a matter of increasing concern among Circle Managers and parents today. There is a clear consensus that the young deserve all the help they can get in learning to make wise choices between or among competing ways of behaving. This is not to say that value development has been ignored in the past; rather, a new awareness of the developmental significance of values in an individual learning experience has come into prominence.

Why this great concern? To a certain extent, this renewed interest in value development among Circle Managers is a result of our knowing more about how values develop and how rover scouts can be aided in this process. This concern can also be attributed to rapid and profound changes in society, which made the task of learning to value not only necessary, but also an increasingly complex process.

The latter is especially true among our people. Our nation is living through a very difficult and uncertain time. Economic difficulties, natural calamities, (killer quakes, devastating typhoon, Mt. Pinatubo disaster, etc.) breakdown in peace and order, violation of human rights and social justice are among those challenges that daily life confront us with. The rover scouts, as well as their Circle Managers are right in the middle of it.

The kind of values the rover scouts develop, and the process by which they develop these values, will spell the difference on how the society will survive its present stresses. Through all these, and even because of them, our nation and our people (as individual) continue to aspire for certain desirable goals that make life meaningful.

Scouting as an area of concern is now being; challenge as a potent force in the development of desirable values. Among Circle Managers and rover scouts to survive what we may term a life of uncertainty must understand that what is true today may not be true tomorrow. The question now is, how does scouting face the challenge?

## **Value**

A thing has value when it is perceived as good and desirable. Food, money and housing have value because they are perceived as good, and the desire to acquire them influence attitudes and behavior.

Not only material goods but also ideals and concepts are valuable such as truth, honesty, and justice. For instance, if truth is a value to us, it commands in us an inner commitment that in turn translates itself into our daily speech and action. Truth is good and desirable, it influences attitudes and behavior.

Values are inextricably linked with aspiration. What we aspire for in life to a large extent determines the values we will hold. We aspire, for example, for a better life. We aspire for good effective Circle

Managers, and therefore, workout good and effective rover leaders to run and manage Rover Scouting programs efficiently and seriously and put themselves in it.

Fundamental in all theories of value development is that values are “grown into” as individual experience more and more of life. Individuals are “born into”, and “grow in”, in a world of experiences and relations.

All of these help him to discover a meaningful way of life and a conviction to act upon this, according to an innate drive for self-direction. It is a development that accrues through the interaction of the individual with self, his relationship with others, and its total environment he lives in.

Circle Managers need not stand by, as mere observers of this natural process. Based on an understanding of the stage through which individual progress, they can actively encourage the process of value development. Most essentials here is that the value development process can be helped to happen. The support needed is similar to that which teachers provide for intellectual development.

Both kinds of development call for an environment that invites active explanation by and interaction among students, validation of ‘what is right is very much the same as validation of what is real. Both require a consensus that is meaningful (coming from a free choice among options) – a situation within the control of the Circle Managers.

Thus the task of the Circle Managers is to provide experience in the scouting activities for rover scouts “to learn-to-value”, and not simply learn about values. Rover Scouts need to be given opportunities to choose among options and then to test out these options That is surely where our Circle Managers come in. Providing rover scouts with experience in the process of learning to value is the essence of any meaningful approach to value development.

### ***Principles and Guidelines***

Value development, pursued at the national, regional, local, and institution levels, should be guided by the following principles:

- It must be oriented in the total person of the learner – mind, heart and entire being.
- It must take into consideration the unique role of the family in one’s personal development and integration into society and the nation.
- In the rover scouts context, more important than lesson plans and any list of values are the Circle Managers, who have the proper sense of values, awareness of their inner worth, and utmost of all a real down to earth person.

<b>Values Development</b>	<b>What it is not:</b>
It is not prescriptive	Value cannot be imposed.
It makes no statement on regional, local and	It does purport to e a complete list of heavenly

institutional needs and priorities.	values.
It is not exhaustive.	

What it is:

- It is descriptive. It is an attempt at an orderly description of a desirable value system on the basis of an understanding of the human person.
- It is conceptual. It lists ideals, which have to be internalized in the educational process.
- It is intended to be applicable in varying degrees to ‘all three levels of the educational systems.
- It is broad and flexible enough for adaptation to specific contexts.

### **Values Development Strategies**

Development of values must be the primary concern of all scouts today. We are all concerned about the welfare and future of the Filipino youth we teach and would like to prepare them for it. Employing in scouting activities as playground of life skills can do this value development. Some very useful and specific strategies under the umbrella of the experiential approach in the development of values are:

1. Value Inculcation. This approach is geared towards instilling and internalizing norms in the individual scout’s value system. Standards or norms accepted by a people are identified and passed on to the learner through modeling, other reinforcement techniques and instructional models.
2. Value Clarification. This strategy engages scouts in an active examination of their beliefs, behavior choices, and decisions to enable them to utilize these in their lives in society.
3. Moral Development. This is a process of working out a sense of morality, through the active structuring and restructuring of one’s own social experiences, the outcome of which is a preference that is considered desirable or acceptable by a referent group.
4. Value Analysis. This strategy consists of identifying and clarifying the value in question. It involves assembling purported facts assessing the truth of the purported facts, arriving at tentative value decisions. It also becomes a field of testing the value principle implied in the decision. This strategy aims to help the scout use logical thinking and scientific processes in dealing with value issues.
5. Value Modification. As an approach in values development, value modification assumes that changes in the attitudes and values of an individual is likely to take place if the scouts is exposed to new problems, new experiences, and new challenges. In any the particular society to which the individual belongs an individual has to experience them rather than by mere conceptualization of a specific value or values.

6. Action Learning. This provides opportunities for scout to act on their values. The assumption here is that value education is not confined to the school premises but extends to the experiential learning in the community.

Learning the different value development strategies will give you a valuable tool to make value development strategies proactive. Proactive in a sense that the Rover Scouts upon learning the values they feel important for their well being would be encouraged to share whatever beautiful experiences they may encounter in life.

## Lesson 10 – The Areas of Development

**“Handicaps can only disable us, if we let them. This is true not only of physical challenges but of emotional and intellectual ones as well... I believe that real and lasting limitations are created in our minds, not our bodies.”**

~ Roger Crawford

### ***Introduction***

Developmental psychology is the study of changes in human behavior and thought from infancy to old age. It is the study of how people change over time, but it also investigates how and why certain characteristics remain consistent over its life course.

A child changes dramatically in size, physical coordination, and thinking capacity while maturing into an adult, for example, but many also maintain the same basic temperament while growing up.

Traditionally, developmental psychologists have focused on child development, believing that most formative experiences of life occur during infancy and childhood. The early years are indeed a time of extremely rapid development, when children acquire motor skills, thinking abilities, social skills, capacities for feeling and regulating emotion, and other characteristics that will last a lifetime.

But psychologists have more recently turned their attention to adolescence and adulthood, recognizing that development continues throughout an individual's lifespan. The study of adult development focuses on the unique experiences of this stage of life and examines how adults maintain and refine their capabilities.

In studying development basic questions need to be answered. In what ways do early experiences influence later growth? To what extent does heredity influence individual characteristics? What roles do the family, community, and culture play in a person's development? How does the developing mind actively create understanding from everyday experiences? How do children acquire language? How does change in one area, such as physical growth, influence other aspects of development, such as social growth? What forms of parental discipline are effective in helping children's moral growth?

Answers to these and other questions can offer important practical guidance to those who care for the youth. For all individuals, understanding how we have become the people we are today contributes to greater self-awareness and greater appreciation of the forces that shape all people. The study of human development requires an especially broad and integrative approach. Thus, developmental psychology incorporates ideas from almost every other area of psychology.

Hence, the development of the character and personality of the person is not his sole responsibility but a joint partnership of the home, school, church, community and society. He is the product of the previous experiences and future events will further shape him. It is important to subject the individual to experiences or participation to worthwhile activities along the five areas of development to positively enhance his personality and character.



## ***I – The Physical Development***

**“Take time to PLAY, it is the secret of eternal youthfulness ”**

The development of one’s ability to move, to use legs, arms and muscles; to make right choices concerning to diet, consumption of alcohol, use of tobacco or drugs; and to live with one’s physical limitations and finding ways to live with them and overcoming them.

Through the carefully selected psychomotor, worthwhile and meaningful activities, an individual who participates actively will develop and maintain good health and high level of physical fitness. The acquisition of physical skills can motivate an individual to participate further in physical activities, hence, his growth and development will be enhanced. To gain more understanding of our physical development one needs additional information to read and more experiential activities to relate with his own development.

The study of physical development focuses on the growth of the brain, body, and physical capabilities, along with the psychological implications of this growth. Early in life, the brain and body grow remarkably in size and sophistication, leading to rapid increases in sensory ability and muscular strength and coordination. Late in life, health problems and physical changes may lead to declines in mental speed and other abilities and to changes in mood and sociability.

Scientists are discovering, however, that physical development throughout life does not produce inevitable psychological changes. Rather, the psychological effect of physical changes is largely determined by the ways in which an individual interprets and responds to them. One example is the influence of puberty on adolescents.

Despite society’s perception that hormonal changes in puberty cause adolescent turmoil, self-consciousness, and rebelliousness, careful studies of adolescents reveal that the psychological impact of puberty depends on a variety of factors. These include the timing of puberty (whether it is early or late in relation to peers), cultural values about the meaning of sexual maturity (including media portrayals of adolescence), and the warmth of family relationship, especially the relationship between the teenager and the parent of the same sex.

Although physical development usually proceeds normally, a variety of environmental factors can adversely affect it. Poor nutrition, exposure to harmful viruses, drugs, and environmental hazards (including lead and pesticides), and an enduring physical stress can imperil healthy growth beginning from conception. Maintaining good health promotes optimal physical and psychological growth.

## ***II – The Intellectual/Cognitive Development***

**“Take time to THINK, it is your source of power and inspiration.”**

Intellectual and cognitive development is the development of one’s ability to understand and interpret situations and an ideal. It is also the personal development to judge things for one’s self, to retain one’s

free will, to create and innovate and to work out solutions to a given problem.

Through participation in activities the individual develops his mental capacities. It is in his intellectual and cognitive development that he will be able to understand himself better. Cognitive development concerns the growth of the mind throughout life. One of the challenges of studying cognitive development is that there are so many aspects of mental growth, including the development of memory, perception, logical reasoning, problem-solving skill, numerical understanding, intelligence, and hypothetical thinking. Language development includes the development of vocabulary, grammar, and the pragmatics of language use.

The questions that guide research on cognitive development vary depending on the age group being studied. Studies of infancy investigate how very young children, whose minds are still quite immature, can effortlessly achieve so much understanding of the world. Are innate learning processes works'? Is rapid brain growth the reason?

Developmental psychologists use cleverly designed experiments to explore what infants know and how they achieve understanding. Studies of older adults explore how the mind adapts to the changes in sensory ability and mental speed that accompany aging.

Do some features of mental functioning improve in later life while others decline? Can older adults avoid or reverse age-related changes in mental functioning through changes in lifestyle or through training? To answer such questions, researchers are studying the mental performance of older adults with different backgrounds and lifestyles.

“There is no problem you cannot solve, no obstacle you cannot overcome, and no goal you cannot achieve.”

“Life is continuous succession of problems. It’s not what life throws at you, but how you respond to what life throws at you.”

### **III – The Emotional Development**

**“The heart is what separates the good from the great.”**

~ Michael Jordan, NBA Legend

The emotional development is the ability to acknowledge, recognize, and express feelings and emotions. It is to accept pleasure and joy, pain and sorrow and also to manage emotions and feelings in a dynamic and positive way in their own interest and those of others.

Many worthwhile activities offer opportunities for self-expression and emotional mastery. A baby depends on caregivers to manage his or her distress.

Children learn to manage emotions by seeking assistance and talking about their feeling with trusted adults. Adolescents rely on their peers for emotional understanding. Adults maintain emotional well being through supportive friendships especially in later life.

Researchers are exploring these social influences on emotion regulation in observational studies of

people of all ages, and through interviews with children, adolescents, and adults about how they manage their feelings.

#### ***IV – The Social Development***

**“The most important ingredient ‘in the formula of success is knowing how to get along with people.”**

Psychologists interested in social development focus on relationship, the growth of social skills and social understanding, and the influence of the social world on the individual.

Social relationships begin with the attachments that infants develop with their caregivers. Social life expands considerably with the growth of peer relationships in childhood, romantic relationships in adolescence, marriage and child rearing in adulthood, and friendships in the workplace, neighborhood, and elsewhere.

The people in a person’s social world (his parents, relatives, friends and others) help to shape the social life of a person. They provide infants with a sense of security, provoke the first feeling of pride, shame, guilt, or embarrassment in young children, and offer experiences of nurturing, conflict, and love at all ages. The importance of social relationships to the regulation of emotion is a topic that interests developmental scientists across the life course.

First, social development, is the development of one’s ability to recognize and accept others, as they are, different but not worse or better.

Second, it is One’s ability to recognize that persons are interdependent, acting in solidarity with others without abandoning what they are and without neglecting their own needs.

Third, it is the ability to relate with others because they want to, not because they have to.

Fourth, it is the ability to cooperate, be supportive with others, and lead when necessary.

Fifth, social development is the ability to adapt to act a freely accepted code of conduct, which is responsible, respectful of others and in conformity with the national culture.

Participation in selected worthwhile activities provides opportunities for the development of desirable social traits needed for adjustment to the social life. Worthwhile traits for the social development are a) friendliness, b) respect for the Rights of Others, c) cooperation, d) honesty in Group Competition, e) good sportsmanship, f) good leadership, and follower-ship.

In social development, basic values of good citizenship is also develop under the MAKATAO aspect. They are love, truth, freedom, justice and peace.

#### ***V – The Spiritual Development***

**“Take time to PRAY, it is the greatest and most inspirational power on earth.**

**Take the time to LOVE, it is a GOD-given privilege to be shared with all.”**

Spiritual development is the development of one’s ability to acknowledge the dimension beyond us. It also aims in accepting to explore this dimension and translate what they find meaningful to their everyday lives and into ways in which they grow in all the other areas of development.

In the spiritual development, the basic values of good citizenship under MAKADIYOS are developed. They are Faith in Almighty God, order, concern for the Family and Future Generations, Respect for Life and work.

## ***VI – The Moral Development***

Moral development concerns the development of moral values and behavior. Moral values are beliefs about what are right and wrong and all that refers to actions consistent with these beliefs. Moral development is closely tied to other aspects of psychological growth.

The ability to think and reasons enables moral judgment. The social and emotional development leads to moral values, feeling of empathy and personality development. Moral development is a lifelong process, especially as individuals encounter new and more complex ethical dilemmas in relations with peers, the situations at the workplace and in intimate relationships with other individuals.

Young children acquire a sense of right or wrong partly through parental discipline. It is also develop through everyday conversations with their parents, who convey simple lessons about people’s feelings, the consequences of breaking rules, and what it takes to be a “good boy” or “good girl”. Another resource for early moral growth is the empathy that young children feel on the distress of others.

For example, when parents or peers are upset, toddlers often look concerned and try to assist them. Psychologists continue to explore how interaction between parents and their young children contributes to the development of conscience and to the growth of caring for other people.

Moral development also influences the development of “pro-social” or altruistic behavior or actions such as sharing, cooperating, and helping performed for the benefit of others without expectation of a reward.

Studies indicate that the motivation to act altruistically emerges very early. Young children are motivated to do the right thing primarily because they want to maintain warm relationships with caregivers and others that matter to them --- not simply to avoid punishment, as was once believed.

## ***VII – The Personality Development***

The study of personality development explores how distinctive qualities of people develop over life. Their characteristic social and emotional dispositions, self-concept, views of the world, and ways of acting and thinking affect their personality.

Personality development is closely related to social and emotional development, but it is also much

broader, it encompasses the emergence of a distinctive temperament early in life, growth in self-understanding and identity, formation of personal goals and values, and the influence of one's adult roles such as marital partner, parent, and worker.

One of the scientific challenges of studying personality development is determining the extent to which personality is based on family upbringing or on genetically inherited dispositions. Certainly, parents influence their children's personalities in many important ways. In the examples they provide, in their warmth and style of discipline and in the security or insecurity they inspire.

But parents and their biological children are also genetically related, and studies of identical twins raised by different families have concluded that much of the resemblance between parents and children's personalities is based on hereditary similarity.

Even so, many characteristics in children are not easily explained by heredity, which makes continued study of the interaction of genes and family influence. Here nature and nurture become important factors to be discussed in developmental science and personality development.

What is nature? How does it affect the personality of the person? Man is equipped by nature to live in an environment vastly different from the life that now is, as a result of science, an, reasoning, habit, language, tools book, and various customs of his race.

By nature he cries from pain and fights for things he wants. He grabs and snatches from others. By nature, man recognizes that individual possesses drives, urges and impulses to certain kinds of behavior and that these should be strengthened at times, weakened at times, and completely checked at times.

What is nurture? How does it affect the personality of the person? By nurture, man must unlearn much of his nature in order to live with others in the crowded, coordinated life of industrially developed society. He learns also to merit what he takes and to earn or deserve the satisfaction of his wants. All his natural proclivities change because of nurture.

Moreover, many activities today called natural are quite different from the original tendencies of men because of the influence of nurture on his personality.

All the factors we had discussed that affect the development of one's personality could not be taken as an individual card to be added to one's personality during the time of their growth. Human growth is a complex interaction of the different aspects of personality development. It may grow rapidly on one aspect while the others remain stunted. For example, person grows physically faster than his emotion and cognitive development. "*Isip bata*" is our common expression to this. "*Malaki ang katawan isip bata naman.*"

# Lesson 11 – The Preamble of the Constitution of the Republic of the Philippines and The Bill of Rights

## *Introduction*

As a Filipino student you are expected to be knowledgeable of some of the Articles of the Philippine Constitution. It is /sad to note that its not even 10% of the Filipino populace can recite the Preamble of the Philippine Constitution. It is in the same vein that, so many cases of human rights violation is not reported because of the ignorance of our Bill of Rights.

What is this Bill of Rights? A Bill of Rights is to a large extent declaratory of fundamental principles and of the basic right of citizenship. It enumerates some of the private inalienable rights of the people, and it is as been said that the rights protected by the Bill are those that in here in the “great and essential principles of liberty and free government”. The rights in the Bill of Rights are sometimes referred to as natural laws and as being founded in natural right and justice.

Any government action in violation of the rights declared in the Bill of Rights is void, that the provisions of a Bill of Rights are self-executing to this extent; however, the legislature may enact laws to protect enforce the provisions of the Bill of Rights.

The provisions of the Bill of Rights are not to be construed by them according to their literal meaning. Since the declaration of general principles which they contain is not, and from the nature of case cannot be, so certain and definite as to form rules for judicial decisions in every case, they may, up to a conscience of the legislature rather than as absolute limitation of its power.

It was held, however, that the provisions of the Bill of Rights are primarily limitations on government, declaring rights that exist without any government grant, that may not be taken away by government and that government has the duty to protect. It is well to remember that the fundamental human rights conferred by the constitution are not absolute and courts must be careful not to transmute vital constitutional into doctrinaire dogma.

### *Pilipinas Kong Hirang*

*Ang bayan kong hirang,  
Pilipinas ang pangalan  
Perlas ng silangan, sa taglay na kariktan.  
Ngunit sawing palad dahil sa mithing paglaya.  
Laging lumuluha sa pagdaralita.*

*Kay tamis mabuhay, sa sariling bayan.  
Simoy ng amihan, himig ng kundiman.  
Sa hardin ng bulaklak, ang bango ay matimyas  
Ginto ang liwanag, tigid sa paglingap.*

The Constitution of the Philippines is the fundamental law of the land. Each citizen should understand

its different provisions. Foremost, is to understand the preamble and to recite it from memory.

## **Preamble**

We, the sovereign Filipino people, imploring the aid of the Divine Providence 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 ordain and promulgate this Constitution.

## **Know our democracy**

One great advantage of living in a democratic country like the Philippines is that the people are given a Constitution, which guarantees political, civil, and social rights to its citizens. Rights are always considered side by side with the corresponding duties.

## **Rights As A Citizen**

Our Constitution, like any other system of laws and principles, contains a Bill of Rights. The Bill of Rights is a list of rights of the [people living under the Constitution.] These rights are their guarantee against possible tyranny and oppression.

Among these rights are:

1. The right to life, liberty and property.
2. The right of domicile.
3. The freedom against unreasonable and unlawful arrests and searches.
4. The privacy of correspondence and communications.
5. The freedom of speech, press, assembly, and religion.
6. The freedom from impairment of the obligation of contract.
7. The freedom from imprisonment because of debt and non-payment of poll tax.
8. The freedom from slavery or involuntary servitude.
9. The freedom of petition and redress of grievances.
10. The prohibition of legislative enactment of ex post facto law and bill of attainder and irreparable laws.
11. The prohibition of imprisonment without due process of law.
12. The right of an accused, except those charged with capital offenses, to post bail or sureties,

as well as to be free from excessive bail and fines and the imposition of cruel and unusual punishment.

13. The freedom of access to the courts.

### **The Freedom of Speech and Press**

Each citizen should understand the freedom of speech and press. The purpose of these is to protect the parties in the free publication of matters of public event and public measures. It is to enable every citizen at any time to bring the Government and all persons in authority to the bar of public opinion by any just criticism upon their conduct in the exercise of their authority conferred upon them by the people. At the same time, it is done to guard against repressive measures by several departments of the government.

### **The Scope of the Freedom of Speech and Press**

One of the scopes of the freedom of speech and press is the freedom from previous restraint or censorship. At the same time it is a freedom to circulate opinions, which may be done in picketing. It protects the citizen of the country from the liability as in the case of privilege communication. These privileged communications may be:

1. The utterance of the Chief Executive and members of the legislature in session or committee hearings.
2. The utterance of Judges or judicial officers in the exercise of their lawful functions.
3. The statements of parties to a case and their counsel, and
4. The relevant testimony in court witnesses.

### **The Limitations on Freedom of Speech and Press**

The scope of the freedom of speech and press has limitations. The legislature may pass laws against obscenity, libel and slander. By so doing, the government is protected against seditious attacks. When one has to criticize public officials, such criticism must be directed against acts of public nature or those connected with their duties and must not unduly besmirch their reputation. This freedom is subject to regulation under the police power of the State as when it is designated to insure a free and orderly election. This freedom may be also restricted in the pursuit of war activities.

The rights of a natural person may be classified as natural, inherent rights and legal rights. The legal rights may be classified as constitutional and statutory rights. So also one's rights may be civil or political.

These rights are classified as:

1. Political Rights – which pertains to what the citizens enjoy as members of the body politic, especially to their participation in the establishment or administration of government. It is the right of suffrage and the right to be elected to public office.



2. Civil Rights – are those rights, which pertains to the civil life of man, as distinguished from his military or religious life. More technically, civil rights are those rights, which the municipal (local) law will enforce at the instance of private individuals for the purpose of securing for them the enjoyment of their means of happiness. It is the right set forth in the Bill of Rights like the right to assemble, the right to freedom of the press and speech, the right to information on matters of public concern and the right to due process.

3. Social and Economic Rights – refer to those which man enjoys by virtue of his being a member of society

4. Statutory Rights – are those rights granted by the law or act of the state to its citizens by which may be political, civil, social or economic in nature. Technically such rights granted by the local government merely implement the fundamental provisions of the Constitution. These are the rights against unreasonable searches and seizures, the right against ex post law or bill of attainder and the rights of the accused set forth in the Bill of Rights.

### **Freedom of Assembly**

The Freedom of Assembly is considered an attribute or citizenship and is a right cognate to those free speech and free press and is equally fundamental. The Constitution does not confer the right of assembly, but guarantees its free exercise. Indeed, the right of the people peaceably to assemble for lawful purposes existed long before the Constitution, being one of the attributes of citizenship under a free government and is found whenever civilization exists.

The very idea of a government, that is republican in form, implies a right on the part of its citizens to meet peaceably for consultation with respect to public affairs and to petition for a redress of grievances. The guaranty must be given the most liberal and comprehensive construction, although it must be enjoyed in a peaceable and law abiding manner.

The right to assemble is not absolute and can be regulated under the police power of the State for the freedom of assembly is dependent upon the power of constitutional government to survive. However, the power of the state to abridge freedom of assembly is the exception rather than the rule. It must find justification in a reasonable apprehension of danger to organized government; the limitation upon individual liberty must have appropriate relation to the safety of the State.

### **Duties As A Citizen**

For every right a man enjoys, he has a corresponding obligation or duty to perform. Some of them are:

1. Obedience to Law and Respect for Constituted Authority – Once a law, an ordinance, or an executive order has been enacted or issued and promulgated, it is the duty of every citizen to obey it. Respect for constituted authority is another fundamental duty of every citizen. Thus, we should give due respect to our municipal mayor, the members of the police force, the judges, the provincial governors, the President of the Republic of the Philippines, and others.

2. Prompt Payment of Taxes – Taxes are dues or monetary obligations which persons pay to the government in accordance with law. The right to impose and collect taxes is an inherent right of the government.

3. Loyalty to the Government – Every citizen must be loyal to his government. That loyalty requires exclusive love and devotion to that government and willingness to sacrifice his life and property, if need be, for its welfare.
4. Service to the Country – Loyalty to the government demands the rendering of service to the country. This service may be military, civil or personal.
5. Improvement of Social and Economic Conditions – It is likewise the duty of every citizen to work for the social and economic progress of his country.
6. Intelligent and Honest Voting – The choice of officials in democratic government is the people's privilege. Proper or improper selection of these officials will determine whether we shall have a good or bad government in action.
7. Familiarity with Local and National Affairs – It is the duty of every citizen to be well acquainted with important local or national affairs – the officials and the most important laws or ordinances currently enforced.

# Lesson 12 – Emergency Services & Disaster Preparedness

(Developing Social Responsibility # 1)

## “Service”

As a Rover, I serve the people  
As a Rover, I serve the people  
As a Rover, I serve the people  
No turning back, no turning back

When no one else will, still I serve them  
When no one else will, still I serve them  
When no one else will, still I serve them  
No turning back, no turning back

## ***Introduction to Disaster Services***

Since human persons appear on the face of the earth, their lives have been a constant interaction and adaptation with the natural environment. Interaction pertains to how human persons understand their relationship with the environment and how mother earth sustains life; while adaptation is the unpredictable changes in nature. However, human-caused disasters are predictable that can be prevented through government’s national and local policies.

The concept of emergency services and disaster preparedness comes from the understanding that human persons are caretakers of the natural environment rather than owners, for whether we like it or not, the physical environment has its own laws. The fact that when nature unleashes its power as in the case of earthquakes or typhoons, no human instrumentalities can prevent its natural course of action. Disaster management is more on managing persons with the changes brought about both by natural and human-made disasters.

## ***What Disaster Is***

A disaster is any catastrophic situations in which the day-today life patterns of man are suddenly disrupted and people are plunged into helplessness and suffering. As a result, disaster victims may have a need for food, clothing, shelter, medical and nursing care, and other necessities of life. There are three kinds of disasters: a) Natural, b) Man-made and c) Combination of both.

### Types of Disasters

<b>NATURAL</b>	<b>MAN-MADE</b>
----------------	-----------------

CAUSED BY VIOLENCE OF NATURE	CAUSED BY HUMAN ERROR
TORNADO	FIRE
EARTHQUAKE	EXPLOSION
HURRICANE/CYCLONES	VEHICULAR ACCIDENT
VOLCANIC ERUPTION	CIVIL DISORDER
EPIDEMIC	WAR OR NUCLEAR ATTACK

Natural disasters refer to those disasters that are triggered by natural phenomena.

Man-Made disasters are more complex and controversial. They stem from destructive economic activity, political disruption and even some of our cultural practices. These includes armed encounters, forced evacuation, ejection, human rights violation, bombing, red tide, brown tide, etc.

Combination of both involves both natural and man-made causes. It is the result of environmental degradation, Fire in land or sea, vehicular accident, flood, pollution, landslide, and pest infestation.

Disaster which comes with warning/disaster of sudden onset

Disaster that comes with Warning	Disaster of Sudden Onset
Typhoon	Fire
Flood	Earthquake
Volcanic Eruption	Vehicular Accident
Civil disorder	Tornado
	Explosion

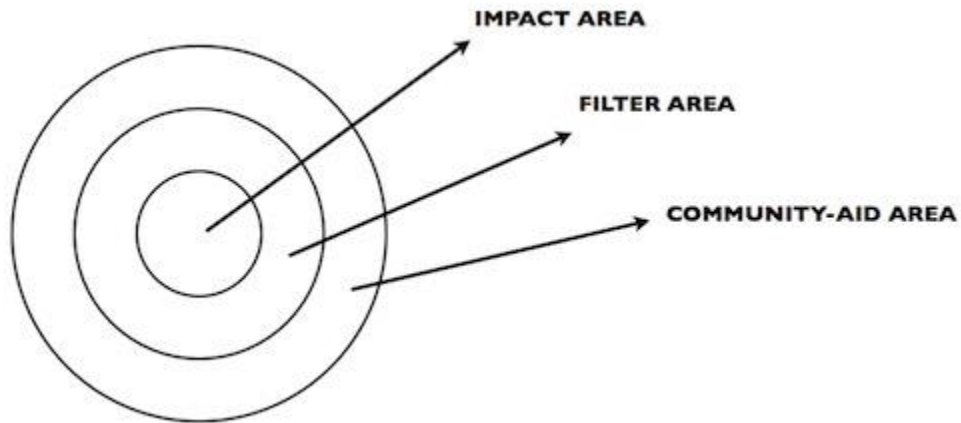
***Chronology of Disaster***

- |                              |                  |
|------------------------------|------------------|
| 1. Pre-Disaster Period       | <b>a. Threat</b> |
|                              | b. Warning       |
| 2. Disaster Emergency Period | <b>c. Impact</b> |

- d. Inventory
- e. Rescue
- f. Recovery
- g. Relief
- h. Rehabilitation**

3. Rehabilitation Period

**Geography of Disaster**



1. The impact area is the center of destruction.
2. The filter area is the periphery immediately surrounding the impact area.
3. The community-aid area is the least affected area where mobilization for relief action takes place.

Knowledge of this geography of disaster will enable disaster action team workers to function with greater dispatch during disaster Situations.

General Effects of Disaster on the Community are:

1. Transportation disrupted and traffic problems created.
2. Communication facilities disrupted or overburdened.
3. Utility and sanitary facilities destroyed or damaged.
4. Debris scattered on public and private property.
5. Community services such as fire control, police protection, and hospitals overburdened or disrupted.

## 6. Commerce and industry affected.

### General Effects of Disaster On People are:

1. Killed and injured.
2. Homeless
3. Families separated.
4. Basic needs for subsistence, destroyed, damaged, or inaccessible, including food, clothing, medicine, etc.

### Additional Health Problems Created by Disaster are:

1. Transportation of the ill and injured, personnel, and supplies.
2. Assigning personnel, obtaining, adequate information, and reporting.
3. Contamination of food and water causing spread of communicable disease.
4. Difficulties of victims of a disaster in reaching regular care facilities.
5. Need for additional staff, supplies and/or transporting patients to other facilities.
6. Reluctance to seek medical care if income or normal channel of care has been disrupted.
7. Separation of families and shattered morale.
8. Injuries and deaths may cause emotional shock that inhibits recognition of need for care.

The specific health and welfare needs arising from the sudden onset of disaster lead to dis-equilibrium and psychological imbalance of the victim. Such victim's psychological needs are assurance and security, guidance and spiritual help. His and physiological needs are food, clothing, shelter and safety of his being.

Problems arising from disaster of sudden onset may be physical and psychological. In the physical aspect are mass casualties, death, injuries, epidemics, disparity between casualties and resources, 'and poor sanitation due to congestion. Disparity between number of casualties and resources are lack of funds, manpower and facilities, communication problems, and lack of organizational skills and know-how. Psychologically, it may cause panic, anxiety, confusion, depression, despondency and problems arising from failure to meet the spiritual needs of the victims.

Similarly, the specific health and welfare needs arising from disaster that comes with warning are psychological, safety of the victims, evacuation to a safer place, information dissemination of the steps and action to be initiated to all victims, and to provide food for the survival of all. Another major problem could be the reluctance or refusal of some members of the populace to leave the site of possible disaster and evacuate to safer grounds.

## ***Phases Of Disaster Relief***

1. The Emergency Period – ‘When the immediate needs of sufferers for the basic necessities of food, shelter, clothing, and medical and nursing care are given priority,’
2. The Rehabilitation Period – “When needs of families in a disaster area are assistance in returning to normal living condition such as repairing and rebuilding of houses and other rehabilitation necessities.”

Even with pictures, charts, or discussion on, it is difficult to visualize the overwhelming stress that a disaster brings to a community. Until one has actually witnessed a disaster, it is also hard to imagine a scenario that “ it can happen here”. “However, real life disasters prove that no community and no segment of our society is immune to it. In time of disaster, the public expects the disaster preparedness worker to function with know- how in the emergency. Disaster preparedness worker should be alert to this expectation and at the same time recognizes his personal right with the same anxieties and feelings.

“Disaster Preparedness Work” is the use of one’s nursing skills in recognizing and meeting the emergency medical and nursing needs evolving from a disaster situation. As Disaster Action Team member, one has to be prepared and is trained in the basic first aid course and lifesaving techniques. If existing health care facilities such as hospitals and public health departments are not affected, the problems encountered in providing care will be minimal.

However, it is important to recognize that temporary facilities and additional staff for existing facilities are often needed.

Where, when, and how Disaster Preparedness Team can serve during disasters will vary according to problems that may be encountered but generally they may be assigned in:

1. Emergency Aid Station
2. Home Visits
3. Shelters
4. Morgues
5. Disaster Relief Headquarters
6. Hospitals

Pre-disaster planning to meet disaster phase needs include organization, planning, coordination and orientation to:

1. National Policies (DCD, NDCC, MND) Organizational Chart The DCD, NDCC and MND organizational chart will give the public the idea of the protocol of actions and movement. If properly understood, the public will be able to do some changes especially in directing communication and information dissemination.
2. Basic Disaster Policies of the Government

Herewith are the basic policies used by the different government agencies during the occurrence of

disaster and other emergency situations. Look into these policies for whatever action one has to do, it must conform to the policy guidelines in determining the policies during disaster and emergency situations.

- (a) Administrative responsibility and financial control are inseparable. In assuming responsibility for relief; therefore, the government requires that all funds utilized by it in extending relief shall be expended in accordance with its established policies.
- (b) The NDCC responsibilities during disaster are generally confined to the emergency period
- (c) Need and not loss is the basis of giving to disaster sufferers.
- (d) The family is the unit served. However, during the period immediately following the disaster, mass relief is extended.
- (e) Relief is extended in the form of food, clothing, temporary shelter, emergency medical and nursing aid, and family service.
- (f) Assistance is extended without regard to political, religious or racial discrimination.
- (g) Information about family casework is confidential.
- (h) In conducting a disaster relief operation, the NDCC avail itself of the services of volunteers. It also mobilizes and utilizes whatever local resources are available.
- (i) Disaster preparedness and relief actions are the responsibility of the chapter concerned.
- (j) The National organization in the exercise of its supervisory powers, directs, supports, and assists the chapters with supplementary supplies and experienced personnel as the need arises and/ or as required.



# Lesson 13 – Civic Welfare Services During Disaster

(Developing Social Responsibility # 2)

## “John Jacob Jingleheimer Schmidt”

John Jacob Jingleheimer Schmidt  
His name is my name too.  
Whenever we go out,  
The people always shout  
John Jacob Jingleheimer Schmidt  
Da da da da da da!

## ***Civic Welfare Services During Disaster***

### **Introduction**

All citizens have the responsibility to serve his community and people. Whenever a disaster happens in our midst, the neighboring communities always respond and lend a helping hand. As rover scouts of open air and service, one of our objective is to be of assistance and of help to our community whenever our services is needed. Let us learn the ways and means of giving the services during the disaster so that we will always be true to our promise to help other people at all times.

### **Immediate Services or activities**

The following are the immediate services or activities during disaster by the Disaster Action Team. They consist mainly of a) survey and reporting, b) providing pertinent information to the public, e) giving or distributing individual or family aid and, d) providing or distributing food, clothing and shelter.

### **Rescue and Relief During Disaster or Calamities**

Rescue and relief operations are immediate reactionary measures conducted in connection with our desire to help the victims who are adversely affected by a disaster or calamity, either through man-made or natural cases.

By definition, rescue means delivery from or to save from danger. It implies prompt action in fleeing someone or something from imminent danger or destruction or in releasing someone from captivity. Relief on the other hand, means that which lessens pain or distress, or public assistance to the needy.

Rescue and relief are so closely related to each other that when rescue operation has been conducted, relief operation usually follows.

Civil defense concept reminds us that what we can do for ourselves, what we can do to help our neighbor, our community and other country in mitigating the effects of any disaster or calamity is a measure of our civil preparedness. It is also a test in determining the strength of our country. In line

with this concept, it is obvious to say that civil defense is everybody's responsibility. Thus, saving the victim or victims in any disaster is one of our tasks.

Rescue is not only limited to the delivery of life from danger. It has well signifies preservation of property and protection of vital records from destruction. However, in this discussion, we are going to deal only with deliverance of life from danger because life is that most precious thing that anyone can possess.

Methods of rescue are so varied depending upon the kind of disaster prevailing. There is rescue from drowning, rescue from burning, and rescue from collapsed building due to tremors of burning. All those situations call for an immediate aid to save the life of the victim from danger.

### **Specifics of Rescue Operations**

For drowning, several methods can be applied to save life:

- a. wading rescue using an extension
- b. throwing rescue using a line or buoy
- c. swimming rescue using a floating support like kick-board, ring buoy or torpedo buoy

The use of any of these methods depends upon the choice of the rescuer. This is following the principle of "tow, throw, row and go" in life saving in the water.

In earthquake accidents, rescue is done in case people are buried alive in the debris. In this condition, pipes of any diameter are inserted at different levels, at any direction in different places in the debris in order to serve as inlets of air to minimize suffocation among the trapped victims. After this initial procedure, rescue work.

In a conflagration, one person alone should not do searching for a missing person in a wrecked or burning building. Teamwork is always better and safer. To conduct a search, the search team should look in every room and in every possible hiding place.

If a door is hot to touch the searcher may expect to find fire or heated gases once he opens it. Smoke explosions often occur when air comes in contact with such gases. Whether the door opens towards or away from the searcher, some protection must be done against the explosion or heat when the door is opened. In this particular instance, the searcher, should turn the doorknob, push (or/pull) and dock to one side behind the wall. This will protect the searcher from flames or explosive gases.

When it is necessary to force an entry check first that the door is locked. Entry may be made through a window at any floor level, but it is better to choose a window over the main door so that ready use can be made of the stairway. If it is necessary to force an entry, you may find it possible to break a small pane of glass in the door and so release a Yale-type lock. A spring-type padlock can frequently be sprung open by giving it a smart tap on the hinged side.

Other padlocks can be knocked off or the hoop cut by means of the belt choppers. If the door is bolted, a gentle tapping with the flat edge of the large axe will show where the door is secured and then a smart tap with the flat of the large axe may force the lock or bolt. It may sometimes be found that the hinges are the weakest portion of the door.

Roller shutter doors or cantilever doors can usually be forced by the use of a wedge crowbar where the door meets the floor, this type of door usually being bolted on either side near the side of the floor. In any case, make sure that the door that you are about to force is the most suitable door from the point of view of little damage, position and its strength.

In forcing an entry, we should always be reminded of the two safety measures.

- (1) do not swing the large axe around you head to strike a door – it may touch a plate glass window;
- (2) do not charge a door with your shoulder – it may give way and cause you to be precipitated into a room which may be heavily charged with smoke, the room may be on fire severely or the floor may be in a dangerous condition.

If the door is to be forced without tools, use the flat of your foot. Do not forget, if you are not sure what is taking place behind the door when you open it, use it as a shield and be ready to close it again. The sudden inrush of air might cause flames to belch at you or it may accelerate the ignition of an overheated room before your appliances.

Having gained entrance – if the room is heavily charged with smoke or heat, smoke lines and/or breathing apparatus may be used. If the circumstances do not warrant this situation, keep low as possible to the floor. The air is fresh nearest the floor and make a circuit of the room, keeping one hand touching the wall so as to keep your bearings and using the other hand as head guard and to test the floor ahead before actually moving forward.

Having made the circuit, go across the room diagonally until all the floor space has been covered. If a person is found, keep in the low position dragging the person out until arrival of fresh air. If there is no fire then the room may be ventilated.

When desiring to cross a weakened floor keep close to the wall as it is at this point that the floor joists are strongest because they are supported by the wall and are less likely to give way under weight.

When crossing a floor in darkness, slide one foot in front of the other keeping the weight of the body on the rear foot until satisfied that the floor is safe or that there are no holes or apertures on your path.

Staircase are negotiated in a similar manner to floors, keep close into the wall, test each tread before applying the whole of one's weight to it and if necessary, obtain the ladder and rest it on the noses of the stair treads and climb the ladder.

When descending stairs in smoke or darkness, do so backwards, in this manner the weight and balance of the body will be on the leg that is still on the good tread until the next tread has been tested.

When looking for a missing person, start from the bottom of the house and walk upward. If the victim is found unconscious put him on the floor unless his injuries forbid it. If he must be moved, carefully turn him on his back and tie his wrists together with a handkerchief or other article of clothing. The rescuer, then straddles the patient, crawl forward, dragging the victim beneath him. This is known as fireman's drag.

To move an unconscious victim downstairs, place him on his back with his head towards the stairs. The rescuer should put both his hands under the victim's armpit and cradle his head in the crook of one

elbow. Then, he should hack down the stairs slowly, letting the victim's feet trail. This is known as the incline drag.

In an emergency, a chair may be used as a stretcher. Raise the victim to a sitting position and lift him gently into a chair, supporting his knees and back. One rescuer can then carry the chair by its front legs, the other by its backrest. This is known as the chair litter carry.

If the victim is on contact with a live wire, the rescuer must not touch him without first protecting oneself. He should shut the current if he can or, if this could not be done, he should poke or pull the wire away from the victim with a dry stick, broom handle or rake handle.

If rescue work is conducted in wreckage, use levers in lifting heavy debris off a victim, popping up the objects to keep it from falling back.

Rescue work requires properly trained workers. Hastily moving the debris to free a trapped victim may cause him additional injury or may cost his life and may also injure the rescuer. This may also aggravate his injuries. Therefore, do not move an injured or unconscious person unless he has been given first aid.

As a rescuer your primary objective is to keep any injured person as safe as possible until emergency services arrive. Here are some pointers to find out a victim's condition:

#### Look at the Face

1. If he is flush, he may have skull fracture or serious injury.
2. If he is pale, he may be suffering from shock caused by bleeding, burns, broken bones, crushing injuries or fright.
3. If his lips and fingernails are blue, he may be suffocating or in state of shock.

Having taken stock of what lies ahead before you, allow yourself time to map out your "round" according to apparent urgency, then set-to methodically.

1. Immediate life-saving action is required in case of massive bleeding or to prevent choking to death by clearing an obstructed airway.
2. Only move those casualties whose safety requires them to be moved.
3. Avoid all unnecessary handling of the injured, and change their position only if really needed to make them more comfortable.
4. Administer the "kiss of life" (in preference to other forms of resuscitation where there may be internal injuries) where you can see no sign of breathing and keep it for half an hour if needed.
5. Periodically review the condition of anyone originally given up as dead for any indication of life returning.

As soon as the person returns to consciousness, talk to him calmly. Reassure him as to the conditions of any member of his party about whom he may be anxious, and take this opportunity of asking how many

there were in the group to make sure that all are accounted for. The reason behind this is that the anguish of an accident is both physical and mental, and it is in the latter field that the first-aider can do so much good. After this phase, first-aid treatment will then follow:

The DO's are:

1. Lay patients down and deal with the injury underlying cause of shock.
2. Waste no time - get the casualty to hospital – his life may depend upon immediate blood transfusion and other hospital treatment.
3. Keep his head low and turned to one side with the lower limbs raised to regain consciousness.
4. If there is an injury to his head, chest or abdomen, the shoulders should be raised slightly and supported, with his head turned in one side.
5. If the victim seems likely to vomit, place carefully in a recovery position.
6. Loosen clothing at the neck, chest and waist.
7. If the casualty complains of thirst, moisten his lip with water.
8. Protect him when necessary with blanket or duet.
9. Keep frequent records of the pulse and rates if moving him to a hospital to be delayed. The key letters are TPR which means, temperature, pulse rate and respiration.

The DON'T are:

1. Do not heat the casualty or use hot water bottles as this draws blood from the vital organs to the skin.
2. Do not give the casualty anything to drink.
3. Do not move him unnecessarily. Leaving the casualty in the position found, frequently outweighs the benefits of any other action. The more serious the injury, the more important it is not to move the casualty more than necessary.

## ***General Concepts of Rescue Operations***

The key point in the rescue operation is the of trained, well-equipped, coordinated teams, disaster action teams and medical to a disaster area. If this is done in with a disaster plan, it will ensure rapid relief of suffering and prevent further of problems. Along this concept several will be considered in order to obtain the effective rescue operation.

The factors to be considered are:

1. Organizations/agencies/services which will carry out immediate on-site operations in a fully coordinated manner.
2. Different organizations/agencies/services working in clearly defined areas, or as integrated bodies, or as a task force, depending upon the nature of rescue.
3. Responsible agency for on-site communication, on-site assessment of disaster situation, and assessment of human problems/requirements.
4. Provision made for relief of on-site personnel, for logistic support, for additional equipment/facilities/services, and for feeding rescue personnel.
5. Availability of medical services at regional/local levels, its coordinating agency, and agency responsible for its planning.
6. Reception capacity of hospitals, sufficiency of hospital staffs, provisions for augmenting hospital staffs, and provision for disaster expansion of existing hospitals.
7. Affectivity/efficiency of existing ambulance services, expansion of ambulance service and with what transport, with what personnel. Responsible agency for planning ambulance transport, ambulance routes and provisions for forward/rear ambulance shuttles.
8. Local conditions may hamper relief/rescue/first aid operations. Populace plays this very important role. Careful planning should be taken to solve the problems.

It can be clearly noted that with all these factors taken into due consideration in rescue operation, there is no doubt that maximum success could be achieved.

### **Principles in Giving First Aid**

Principles related to the single-casualty type of emergency may be expanded to apply to the mass-casualty type of situation. Principles of initial first aid are considered to be the following:

1. Assess quickly the situation and the casualty and take measures indicated as lifesaving first. This is to control hemorrhage, maintain respiration, and take any action indicated in case of accidental poisoning.
2. Keep the casualty in a dorsal position and, if on the ground, prevent loss of body heat by placing a coat, blanket, or newspapers between the casualty and the ground if he can be moved to the extent necessary to do so.
3. Avoid unnecessary handling or movement except to remove the victim from additional danger.
4. Take care of the obvious life-saving measures first but continue examining the patient to make certain other serious injuries do not go undetected.
5. Give reassurance to the victims that you know what you are doing and that he will be taken cared of quickly and adequately.
6. Give first aid to all the injuries unless facilities necessary to the care of a specific major

injury take precedence over the first aid procedure for a minor injury.

7. Prevent shock.

8. Do not give fluids in the presence of any question of abdominal injury.

9. Do not transport patients except for a life- saving measure until first aid has been completed, fractures are splinted properly, and the best available of transportation is obtained.

10. Appropriate care of the patient is more important than speed in reaching a medical facility. Only a very few emergencies such as respiratory difficulty, uncontrolled bleeding, and imminent delivery require movement as rapidly as possible to a medical facility.

### **General Principles in the Care of Mass Casualties**

Professional and non-professional personnel and supplies as well as equipment should be brought as close to the scene of the danger as possible to permit earliest possible initial treatment.

1. All medical management must be directed toward the good of serving the greatest number with critically deficient resources.

2. Treatment should be continued during the evacuation of patients from the disaster area to facilitate more definitive care.

3. As much as possible, nothing should be done to a casualty that will decrease his capacity so care for himself to the fullest extent possible consistent with good medical and nursing practice.

4. Time is an important factor. The longer the medical care for a serious injured casualty is delayed, the less is his chance for recovery.

5. Casualties must be transported carefully and quickly to the nearest medical facility for further management.

6. The magnitude of the supply needs demand uniformity in the management of specific types of injuries.

7. Adequate transportation will be required to move casualties from a disaster area to first- aid or clearing stations, and then to local and distant hospitals.

8. Communication between casualty service units is prerequisite to an orderly movement of casualties and supplies between facilities.

9. Skilled medical personnel should not be used operation. Their limited availability in relation to the size of the medical needs demands that they be used only in medical treatment facilities.

10. As much as possible much must be done for as many as possible or, do the best for the most, with the least by the fewest”.

### **Triage or Sorting**

Triage or sorting is the key to the successful management of mass casualties.

1. A procedure by means of which priority is established in the care of the casualties according to an understood plan.”
2. In emergency or disaster situations, the principles of first caring for those requiring life-saving measures, then for those who are seriously injured, leaving minor injuries last, would be practiced.”
3. In the case of thermonuclear or other war disaster situations, triage assumes a different function based on the principle of providing the simplest measures that will save the greatest number of lives. Instead of concentrating on the most critical casualties, available manpower and supplies should be used for the maximum number of people.”
4. In enemy action or war, the concern is on the survival of the nation. Emphasis is on the care of the injured who can help care for others and who can participate in the defense activities.

There are four categories of giving treatment to a victim of sudden illness or injury. To assist the First Aiders the Rescue Team classifies the victim according to priority. in treating them.

a. **Those requiring minimal treatment** – Casualties whose IJHUIBS do not impair, their function and are of such nature that they may treat themselves or be treated by non- professional personnel. These casualties truly have no priority for treatment; Ordinarily, Their cases are of such nature that treatment they receive while being sorted is all the therapy they require, and they are those who may later be utilized to help in the management of other casualties.

Some cases under this category are:

1. Small laceration or contusions
2. Simple fractures of small bones particularly of the upper extremity
3. Second degree burns of less than 10% extent but not involving face and hands.

b. **Those requiring immediate treatment** – Casualties who have a reasonable chance to survive if given lifesaving treatment that does not require extensive personnel or equipment or take too much time.

Cases Requiring Immediate care

1. All those in shock or two have been in shock and those with continuing hemorrhages.
2. Open fracture of major bones, complicated by shock, or hemorrhage or without complete and comfortable immobilization.
3. All incomplete amputations.
4. Wounds of the extremities with impaired blood supply or with tourniquet in place or with history of tourniquet applications.
5. Wounds with extensive muscle change (particularly those of shoulder girdle, thigh or calf).



6. Suspected gas gangrene.
7. All wounds with direct POE and POX; also those with wound entrance in the thigh, buttocks, perineum or lumbar region.
8. All sucking chest wounds.
9. Chest wounds in which there is any degree of respiratory difficulty or dyspnea.
10. All thoraco-abdominal wounds.
11. Maxillo-facial or neck wounds that are severe in which there is any respiratory difficulty.
12. Head and spine cases; especially head
13. Pelvic fracture with bladder injuries.
14. Extensive burns, 2nd and 3rd degree involving 20% or more of the body surface.

c. **Casualties whose treatment may be delayed without jeopardy to life** – This group may require some care but do not receive any actual immediate surgical treatment. The delay will probably lead to infection, so definitive care should be initiated possibly within twelve hours.

Casualties whose treatment may be delayed:

1. Moderate lacerations without extensive bleeding, or bleeding that can be controlled by pressure dressing.
2. Closed fractures of major bones, which can be delayed after preliminary splinting has been carried out, or when pain may be relieved by giving narcotics, positioning and similar procedures.
3. Those casualties with non-critical injuries of the central nervous system who require nursing care to prevent them from aspirating food, secretions or vomitus. Should patient's condition become worse, he may be transferred to the next group.

d. **Casualties whose therapy will be expectant or waiting** – They will be the lowest priority for surgery because the operative procedure that is required for this group is lengthy and technically complicated. Furthermore, they may require care beyond the capabilities of available units, or their conditions may be such that recovery is not possible due to extensive nature of the injury.

Casualties whose therapy will be expectant:

1. Those with critical injuries of the control nervous system or respiratory system.
2. Those with penetrating or perforating abdominal wounds which may require extensive exploration.
3. Those with multiple severe injuries, critical in nature.
4. Those with severe burns of large areas (40% or above) of the body surface. Within this

framework of classification for priority in treatment, further priority is assigned to the movement of casualties from the disaster area to the hospital facilities.

5. Prioritize in moving casualties from disaster area to hospital or emergency medical facilities.

### **Priority in Moving Casualties From Disaster Area to Hospital Facilities**

(a) First Priority is given to those with airway and respiratory difficulties, shock or impending shock due to hemorrhage or injury.

(b) Second Priority is given to those with injuries in which use of a tourniquet was deemed essential-vascular injuries and head injuries with intra-cranial pressure.

(c) Third Priority is assigned to those with soft tissue wounds requiring de-bridement, fractures and dislocations and eye injuries.

### **Suggested Plan of Action to Meet Disaster-Caused Needs and Problems**

#### **I. Injuries**

One of the problems caused by disaster is injury to the victims. The suggested plan of action in meeting this should be given enough time and attention.

For injuries the rescuer has to focus on the following objectives:

1. Minimize further injury and prevent complications
2. Relieve pain and discomfort
3. Provide means of transport to safer area
4. The relief team must be able to meet the above within 6 hours after the disaster.

The courses of actions are to:

1. Provide immediate and appropriate treatment
2. Proper handling and positioning
3. Immediate evacuation to nearest medical facility
4. Provide reassurance

#### **II. Death**

In case of deaths it is important to provide proper care, identification and disposal for the dead and notification of relatives. It is also imperative to give supportive care to relatives who came to claim their dead.

III. Lack of Resources such as manpower, funds and facilities.

The rescuer need to maximize the utilization of existing resources by organizing manpower, establish priorities and initiate the collection of funds for the support of the victims of disaster. The manpower available will be organized into teams of such as: a) First Aid, b) Communication, c) Transportation, d) Distribution of Relief, e) Survey, t) Education and Publicity, and family Service.

The Courses of Action are:

1. Delineation of functions and responsibilities of personnel (Use of volunteer groups and on-the-job training)
2. Selective use of medicines and supplies
3. Selective referral of cases to physicians
4. Improvisation of needed facilities
5. Approach socio-civic organizations and agencies
6. Encourage self-help activities.

IV. The Control Epidemics needs immediate response.

It is important to identify properly the epidemic that is attacking the population in the area.

The Course of Action are:

1. Initiate preventive measures such are isolation of the casualty, immunization of the population, environmental sanitation and early recognition, nature, mode of transmission and symptoms of communicable diseases.
2. Record of cases
3. Accomplishment of terminal disinfection

V. Poor Sanitation due to congestion in evacuation centers.

The objective is the maintenance of sanitary environment and healthy condition conducive to healthful living.

The Course of Action are:

1. Dissemination of health information on:
  - a. Effects of poor sanitation
  - b. Personal and community hygiene
  - c. Proper use of toilet facilities
  - d. Proper disposal of waste and garbage
  - e. Insect and vermin control

2. Secure help of proper authorities for maintenance of safe water supply
3. Organize teams for an effective implementation of objectives
4. Early recognition of communicable diseases

VI. Psychologically Related Problems are panic, anxiety, confusion, depression and spiritual needs.

The objective is to provide supportive measures in meeting crisis situations (Psychological First Aid) and spiritual assistance.

The Course of Action are:

1. Early identification of signs and symptoms indicative of stress by establishing rapport, verbalization of feelings and to listen with acceptance and calmness
2. Provide diversional, occupational and recreational activities
3. Refer for professional and other help
4. Encourage hope and trust in God's steadfast love
5. Refer to minister of own faith

## ***Psychological Impact of Disaster***

The psychological effects of disaster on the victims vary with individuals. The person psychological resources, the severity of the disaster, and the extent to which he and his loved one may be involved are factors affecting the individual's reaction to disaster. Based on observations of behavior following disasters, it has been suggested that individual move through four stages.

These four stages give guidance to the first aider in dealing with the victim of sudden illness or injury. The four stages are the following:

- a. Shock Stage. In this stage, victims appear to be dazed and may wonder about without an organized approach to care for themselves or others. They appear stunned and apathetic and are unable to comprehend the destruction or its consequences at this point.
- b. Euphoric Stage. This is the stage following immediate crisis characterized by "togetherness" and sharing of physical and material resources. A very useful "esprit de corps" for purposes of rescue and relief tend to develop during this stage.
- c. Suggestible Stage. This stage emerges as outside help appear and the victims begin to gain control, are able to do simple direct tasks and gradually develop considerable concern for the rest of the community, minimizing their own injuries.
- d. Ambivalent Stage. During the initial three stages, victims appear grateful to rescue workers as evidenced by expressions of praise for their efforts. As the victims gain more control of their behavior, ambivalent stage appears. Complaints against the organized rescue efforts, criticism

of voluntary and governmental agencies, and redirection of concern to one's own personal and financial problems are usually manifested during this stage.

The individual has different responses during the incident of sudden illness, injury or disaster. The Disaster Action Team should give the management of these responses.

They are the following:

a. Panic. Panic is characterized by disorganized behavior called "blind flight". The individual in panic will move in an unpredictable way and may move toward additional danger rather than away from it. This behavior is contagious and the influence of this to others is disrupting and dangerous. Isolation, control, reassurance and comfort is to this kind of responses.

b. Depressed reaction. Depressed reaction is manifested by a dazed, apathetic and unresponsive pattern of behavior. Following extreme disruptive forces, it is not unusual to find many persons sitting in the rubble, seemingly sharing at nothing. They are unable to communicate orally and incapable at the moment of constructive behavior. They are able to hear and comprehend but they do not take remedial action unless direct guidance is given to victim. It is best to establish rapport and establish relationship characterized by patience, kindness and understanding.

c. Overly active responses. This is the opposite of the depressed actions. The individual becomes overactive and over- talkative makes inappropriate remarks or jokes criticizes the authorities and seeks someone else to blame for the disaster. The individual has a tendency to take over the situation but has difficulty in adhering to any sustained activity moving from

activity to activity. When this happens it is advisable to encourage and persuade this person to assist in constructive activities to solve the situation. Avoid argument with him.

d. Severe bodily reaction. This is the "somatic reactions" or conversion reaction.

Psychological First Aid is the establishment of initial effective relationship with people in trouble due to emergency or disaster situation that may be overwhelming to them. The establishment of initial relationship through application of the principles of psychological first aid is very important and cannot be neglected. This action may mean the difference between a rapid recovery and return to ability to function in the situation. The delay of such action may increase the existing emotional problems thereby decreasing the ability to help the victims at a later time.

The following are the principles used in psychological first aid:

1. Acceptance of one's own limitation in relief roles.
2. Acceptance of everyone's right to his own feelings.
3. Acceptance of the casualty's limitation as real.
4. Evaluation of the casualty's potential quickly and accurately.
5. Encourage verbalization.

### Standing Orders For Disaster Health Service

The approved standing orders are followed under the conditions described below:

1. In an emergency when no physician available.
2. When specific orders for individual patients have not been written by attending physicians.
3. When the disaster action team worker is not able to reach the responsible physician for specific orders.
4. Orders by attending physicians for their patients supersede any Standing Order.
5. Medication dosage is indicated for adults only. Dosages for children must be reduced in proportion to the age and size of the child.
6. All patients are referred to their own physician or other usual medical facilities as soon as possible.

### Standing Orders Covering Specific Injuries & Illness and Specific Health Condition.

The injuries, illness, and special health conditions that follow include those more commonly found in disaster situation. They are listed alphabetically according to general titles and are accompanied by the pertinent standing orders. The need for emergency treatment should be determined by the patient's condition rather by the type of injury or illness.

Before giving any medications check the patient regarding allergic reactions. Aspirin is recommended in many instances to alleviate pain. It is suggested that the local physician signing the standing orders point out this recommendation For careful review.

MEDICAL PROBLEM	STANDING ORDER
First Degree Burn	Apply cold water application or submerge the burn area in cold water. Apply a dry dressing if needed. Give Aspirin, grains 10, every 4 hours it needed or (medication of local physician's choice).
Second Degree Burn	Immerse the burned part in cold water until the pain subsides. Treat for shock. Apply dry sterile dressings as protective bandage. Watch for swelling. Give aspirin, grains 10 every 4 hours if needed or (medication of local physician's choice). Do not break blisters, remove tissue, or apply antiseptic preparation or ointment.
Third Degree Burn	Don't remove adhered particles of clothing, apply antiseptic or ointment, open blisters, change original dressing. Do not immerse part in, or apply ice water. Cold may intensify the shock reaction. Encourage fluid intake – electrolyte solution if tolerated (salt, 1/2 tablespoon and sodium bicarbonate. 1/2 tsp., 1 quart water). Record intake and output. Watch for respiratory

	difficulty with severe burns of face and neck. A cold pack may be applied to the face, hands or feet. Transfer to medical facility as soon as possible.
Chemical Burns	Wash immediately with large quantity of water. Remove clothing with chemical on it. Apply dry sterile dressing only for protection of blisters or break in skin. Give aspirin, grams 10, every 4 hours if needed or (medication of local physician's choice). If eyes are affected, irrigate with water or normal saline solution, and apply (ophthalmic ointment or oil of local physician's choice).
Chocking	Assist patient to dislodge a foreign body. Remove a foreign object that is accessible to your fingers but take great care in removing it.  <u>Child:</u> Turn upside down over one arm and give 2 or 3 sharp blows between the shoulder blades.  <u>Adult:</u> Allow victim to assume a comfortable position and encourage him to cough. As a last resort, turn victim on his side use the heel of the hand to administer sharp blows between the shoulder blades. Maintain open airway, start artificial immediate medical attention.
Conjunctivitis	Take TPR, irrigate with sterile water or normal saline.
Pediculosis	Apply insecticide to scalp or body; isolation should not be necessary after application.
Pediculosis (Scalp)	Apply 1% benzene hexachloride ointment (Kwell) or (treatment of local physician's choice). Cover head with towel or cap for 12 to 24 hours Comb hair with tine tooth comb do not wash hair; repeat application in one week.
Pediculosis (Body)	Apply 1% benzene hexachloride ointment (Kwell) or (treatment of local physician's choice) to hairy areas of clothing (particularly along hems); do not bathe patient for 12 to 24 hours.
Rashes	In combination with upper respiratory symptoms and/or elevated temperature, increase fluid intake as indicated under "colds and upper respiratory infections." Keep clean and comfortable.
Itching Rashes	Cleanse area thoroughly; apply sodium bicarbonate solution (3 tsp. to 8 oz. of water) or paste; caution against scratching; avoid internal medication and possible causative external contacts with patient until seen by physician.
Scabies	After a cleansing bath, apply 1% benzene hexachloride ointment of physician's choice to entire body. with special attention to infected areas. After 24 hours repeat cleansing bath and advice complete change of clothing. Continued itching does not mean continued infection or reinfection; few cases require second treatment.
Impetigo	Cleanse with normal saline solution; remove crust gently; apply antibiotic ointment of physician's choice and dry, apply sterile dressing.
Dislocations	Immobilize; watch for swelling; apply ice cap or cold compress if open wound is not involved; give aspirin grains 10 (may be repeated once after 4

	hours). or (treatment of local physician's choice); limit fluid and restrict diet until patient is seen by physician.
Sprains and Strains	Suspect fracture and treat as such when condition is severe; immobilize part; apply ice bag, give aspirin grains 10, every 4 hours, or (medication of local physician's choice).
Fainting and Faintness	Prevent, if possible, by lowering patient's head between knees while patient is sitting; or place flat on bed with head slightly lowered. Use no stimulants because of possible cardiac involvement. After recovery, encourage liquid intake and advice rest.
Fracture	Immobilize; restrict patient's movement; keep warm, limit fluid; [Simple and Comminuted Compound] No food; watch for swelling and constriction of circulation; give aspirin; grains 10 (may be repeated once every 4 hours), or (medication of local physician's choice).  Control bleeding; cover open wounds and protruding bone with dry sterile dressings; immobilize and treat as "simple."
Headache	Take TPR; advise rest; apply ice bag or cold compress; give aspirin grains 10 every 4 hours, or (medication of local physician's choice). Maintain open airway; prevent choking or aspiration; cover wounds with dry sterile dressing. Do not leave patient unattended; give no food, fluid or medication.
Hemorrhage	Apply firm even pressure over wound; bandage with firm even pressure over dry sterile dressing; check frequently for constriction of circulation; if limb is affected; elevate it above heart level; give fluids unless ordered; give no medication. Do not remove original dressing in contact with wound.
Nosebleed	Place patient in sitting position with head slightly forward, loosen collar; advise mouth-breathing; apply firm even pressure to both sides of nose; directly bony structure.  When bleeding is controlled, advise rest, apply ice bag or cold compresses; caution against blowing nose for 24 hours.
Toothache	Apply ice bag to outer jaw; give aspirin, grains 10 every 4 hours or (medication of local physician's choice). Apply oil of cloves to tooth cavity or gum, as needed until dentist checks the patient.
Wounds	Extract only superficial debris; allow or encourage wound to bleed freely. Clean around wound with soap and water, apply dry sterile dressing. Immobilize part if joints, nerves, or tendons seem to be affected, For infected wounds treat as communicable disease: Staphylococcal infections.
Blisters	Cleanse with soap and water; do not break, if infant; treat as abrasion if broken; cover with dry sterile dressing.
Insect Bites	Cleanse with soap and water; remove sting if present. Apply cold sodium bicarbonate compresses or a paste of sodium:bicarbonate and water.
Snakebite	Keep patient at rest; restrict movements; apply constricting band above



wound (constrict venous and collateral, not deep arterial, circulation); encourage bleeding – be very careful to make incisions through the skin only and the long axis of the limb, do not make cross-cut incisions, apply mechanical suction; transfer patient to medical care as soon as possible.

The following guidelines common to all disaster assignment.

1. Remember that all disaster victims have been subjected to stresses of a severity and quality not generally encountered. It is imperative to receive all persons seeking care with warmth, understanding and honest reassurance. Be sensitive to suffering. Empathized
2. Recognize that community health and medical resource may be overtaxed, destroyed, or experiencing unusual stresses and disruption. The rescuer has to accept disruption of professional environment and delay the non-essential things. One should exercise professional judgment. The rescuer may act for the physician in his absence, according to standing orders for Disaster Care, or other instructions for treatment.
3. Expect innumerable health problems needing simultaneous attention. Always expect the unexpected. One should be flexible and always watch for chronic and communicable disease. Establish priorities. Give and record prompt treatment with or without adequate supplies and equipment. Utilize ‘other disaster action team "worker providing them on-the-job training and supervision.
4. Remember that the whole community may be disrupted, communication facilities bogged down, and transportation is not available for fast information dissemination. Chaos and confusion are inevitable. The disaster action worker should help organize the confusion. He also has to provide health supervision, maintain adequate sanitation and make appropriate referrals for follow-up care with or without the usual facilities. DAT imagination and ingenuity can fill a lot of gaps.
5. Remember too that workers are people and that unusual working conditions will cause concerns for them as well as victims. Feelings are facts – there is no “cure-all” for personal anxieties. Recognize your own limitations. Help others recognize theirs.
6. Recognize that many factors other than medical problems affect the well-being of disaster victims. The disaster action team worker is not alone – be an active team member – Make helpful and appropriate referrals.

Give **T. L. C. therapy** – To listen Carefully – this indicates your willingness to help – help victims adjust to emotional tensions, gain insight into his own feelings and ability cope with his problem.

**SOMETIMES JUST BEING THERE  
IS ALL THAT IS NEEDED.**

# Lesson 14 – Understanding Nuclear Disaster

(Developing Social Responsibility 3)

## God Bless the Philippines

God bless the Philippines, land that I love  
Stand beside her, and guide her,  
Thru the night, with the light from above.  
From the mountains, to the valleys,  
To the oceans white with foam  
God bless the Philippines,  
our home sweet home (2x)

## Philippines, the Beautiful

Oh, beautiful for spacious skies,  
For amber waves of grain  
For purple mountain majesties,  
Above thy fruited plain.  
Oh, Philippines, dear Philippines,  
God shed His grace on thee.  
And crown thy good with brotherhood,  
From sea to shining sea.

## Introduction

Nuclear disaster is Radioactive Fallout. Radioactive fallout is the deposition of the earth of Radioactive particles, released into the atmosphere as a result of nuclear explosions and by discharge from nuclear power and atomic installations. Public interest has centered particularly on the effects of fallout from the period of the large-scale atmospheric nuclear weapons testing in the 1950s and early '60s. Various allegations of resulting ill effects were made for many years, but only in 1984 was a landmark decision reached when a federal judge in Utah ruled that 10 persons had suffered from cancer because of government negligence concerning public exposure to fallout in that state. The Pension Appeal Tribunals of England and Wales reached another decision in 1985 with respect to a veteran of British atomic tests on Kiritimati (Christmas Island) in the 1950s.

Since the signing of the limited test ban treaty in 1963, fallout levels have waned worldwide. Some fallout was produced by the Chernobyl Nuclear Plant accident. Radioactive fallout materials is produced through nuclear fission and the activation of soil, air, water, and other materials in the vicinity of the detonation.

In evaluating the long-range results of fallout, it is essential to consider the genetic effects of radiation. Radiation may cause mutations, that is, changes in the reproductive cells that transmit inherited

characteristics from one generation to the next. Practically all radiation-induced mutations are harmful, and the deleterious effects persists in successive generations.

The fallout hazard in a nuclear war would be considerably more serious than in nuclear testing. Immediate lethal, as well as long-term, effects would then have to be considered. Studies of such situations have led to fallout-shelter programs as part of civil-defense plans. Means of decontaminating land, water, and food also are being developed to combat possible effects of fallout during and following a nuclear attack. Many separate investigations, however, suggest that even if some humans survive an all-out nuclear war and potential nuclear winter, they will probably be sterile.

## ***A. Sources of Radiation Hazards***

At present, radiation has become of increasing concern because of the increased use of radioactive materials for diagnostic, medical industrial, transportation and defense purposes.

The thermonuclear testing conducted by far advanced countries, the increased use of x-rays and isotopes for medical and industrial use, the development of atomic-powered ships and submarines and many others have all added to the threat to people being exposed to radiation.

The fallout hazard in a nuclear war would be considerably more serious than in nuclear testing. Immediate lethal, as well as long term, effects would then have to be considered. Studies of such situations have led to fall-out shelter program as pan of civil defense plans. Means of decontaminating land, water, and food also are being developed to combat possible effects of fallout during and following nuclear attack. Many separate investigations, however, suggest that even if some humans survive an all-out nuclear war and potential nuclear winter, they will probably be sterile the controlled-fission process used in reactors are hazardous to the environment if released in large quantities, as they were at Chernobyl in 1986. Should an accident occur and fission debris escape, the area for miles around a nuclear plant would be contaminated. To avert this, nuclear engineers design the power system so as to minimize the chances of accidental release.

## ***B. Effects of Exposures to Nuclear Radiation or Explosion***

1. Death – In 1945, when the first Atomic Bomb was dropped over Hiroshima during World War II – out of approximately 340,000 population, about 78,000 persons were killed, 38,000 were injured and 13,000 were listed as missing. This was the destruction caused by a bomb known as 20-kiloton weapon (equivalent to the destructive power of 20,000 tons of TNT or Trinitluene). At present, bombs are of megaton size equivalent to the destructive power of 1,000,000 tons of TNT.
2. Acute Radiation Syndrome and Illness.
3. Genetic and pother effects on future generation.

## **C. Control of Radiation Hazards**

1. Intelligent use and management of Radioactive materials and waste products that may still be radioactive.
2. Elimination of thermonuclear weapons test in the atmosphere to lessen radioactive fallout resulting from the explosion.

## **D. Understanding the Nature of Radiation**

1. Measurement of Radiation – unit of measurement radioactive materials making use of the number of atoms disintegrating per seconds (dps) as the basis.

- The dps (disintegration per seconds) of a curie of radioactive materials is 37,000,000 atoms.  
(MC) Millicuries – 1/1,000 of a curie (37,000,000 atoms dps)  
(UC) Microcurie – 1/ 1,000,000 of a curie (37,000,000 atoms dps)  
(r) Roentgens – unite of measurement expressing the level of radiation to which an individual was expected.

### 2. Instrument for Measuring Level of Radiation Exposures

1. Beta-Gamma Discriminating Geiger Counter – This is used for monitoring food, water, and persons.
2. Medium-Range Gamma Survey Meter – for ground survey as aerial monitoring in low flying planes. (r is multiplied by 2/200 ft.)
3. High-Range-Beta-Gamma Survey Meter – for taking measurement of extremely high level of contamination.
4. Dosimeter – used by laboratory personnel to measure the amount of radiation to which they have been exposed.

### 3. Nuclear Explosions

Explosion is defined as “the rapid release of energy within a confined or limited space.” In nuclear explosions, this may result from either:

- a. Fission Process – whereby large amounts of energy are released when the atom of a heavy element is split.  
E.g. Atom of Uranium or Plutonium is split into two parts by the reaction of a neutron. Atomic bomb is an example of this process.
- b. Fusion Process – when two light nuclei unite together to form a nucleus of a heavier atom also resulting in release of large amounts of energy.

An example of this kind of explosion is when isotopes of hydrogen are brought together or fused together to form a heavier element like helium. An example of this type of explosions is Hydrogen Bomb explosion because fusion is obtained only in the presence of a very high temperature. Hydrogen Bomb is referred to as Thermonuclear weapon.

4. Radiation Half-Life – the point at which the radio waves emitted by all radioactive substances reaches one-half of its original intensity. Each substance has its own rate of expending its energy. As energy is expended, the substance is said to decay.

Half-Life concept radiation is important in determining reasonable safety level of an area following exposures to radiation as in nuclear explosion. At present, the half-life of many radioactive elements is already known.

*E.g.*

Radium – 1,000 years half-life

Cobalt – about 5 years half-life

Sodium – 15 days half-life

## ***E. Thermonuclear Explosions***

### Three Types of Radiation Resulting From A Thermonuclear Explosion

1. Gamma Radiation – (similar to x-ray) the lightest and this type of radiation penetrates more readily. For your protection, a shielding of 1/2 in of lead or 4 inches of concrete will reduce gamma radiation to about 50%.

2. Beta Radiation – Heavier than Gamma radiation and most destructive when in direct contact with the skin. A distance of 6 to 7 ft is adequate protection to an individual, since it is rapidly absorbed by the air, also by wearing heavy clothing, covering the face, hands and legs, careful brushing of clothing and washing of the skin as quickly as possible after exposure.

3. Alpha Radiation is the heaviest of the three. Light clothing or paper over the skin is adequate protection for a person. The greatest danger from Alpha and Beta particles lie in possibility of ingesting foods possibly contaminated by them.

The amount of destruction from the detonation of thermonuclear weapons depends on the explosive power and the area level at which explosion took place such as a) air close to the surface of the earth, b) high altitude, c) underwater, and d) surface of the earth.

• **The most devastating effects would be from an explosion in the air close to surface of the earth.**

Such explosion result first to:

1. A flash brighter than sunlight followed by;
2. Tremendous shockwaves travelling at about 1,100 ft. per second then;

3. A fireball and mushroom type cloud will be formed sucking into it debris of all kinds (the mushroom-type cloud ascending at the rate of 10,000 Ft. per second) making it radioactive; and
4. The explosion will make everything in the immediate vicinity radioactive known as initial radiation. Residual radiations will later follow as the debris and other radioactive elements contained in the mushroom cloud disintegrates and carried to the direction of the wind.

***F. The factors contributing to the degree of nuclear explosion are time, distance and shielding materials for the body.***

The following chart gives pertinent details with regards to the degree of destruction from explosion of a 4-megaton weapon as to distance. The damaged area from nuclear explosion is zoned into four sections, the distance from the explosion being covered by the location of the explosion, the terrain involved, and the size of the weapon.

BLAST DAMAGES FOLLOWING EXPLOSION OF A 4-MEGATON WEAPON					
Zone	Radii in Miles	Degree of Destruction	Dead (Percent)	Injured (Percent)	Non-injured (Percent)
A	2.6	Complete	100	-	-
B	5	Severe	30	20	50
C	8	Moderate	5	25	70
D	11	Light	1	9	90

***G. Guidelines on Things to do in Radiation Fallout***

1. Persons caught in possible fallout should take immediate cover. Suggested safety covers for possible fallout are the following. Designed shelters for radioactive fallout. On the first “ floor of the house away from the windows. Or in the basement below ground level where radiation would be reduced to about one tenth of what is outside.
2. Cover the nose and mouth with handkerchief This will protect one from inhaling the dust that may be stirred up by the winds and movements of person and vehicles.
3. As quickly as possible the clothes should be brushed off or washed to remove the radioactive dust.
4. Remember, distance, time, and shielding are contributory factors as to one’s protection from radiation.
5. In case of personnel such as nurses caring for patients possibly exposed to radiation. They

should exercise care to minimize contamination of their own clothing or skin or patients should be decontaminated (disrobed and washed before being admitted). Once decontaminated, these patients are not sources of radiation even though they are still ill from the effects of it.

### ***H. Management of Casualties that were Possibly Exposed to Radiation***

1. Should be monitored, decontaminated when indicated. and classified according to the number of roentgens received if feasible.
2. Rest is essential to permit the body to mobilize its own defenses.
3. Increased fluid intake must be encouraged.
4. Intake and output must be measured.
5. High caloric fluid may be slatted immediately will high calorie solids given as tolerated (Protein should be added in very small amounts and gradually increased as the condition improves).
6. Prevent infection and observe for early symptoms of complications.

# Lesson 15 – Understanding Typhoon, Floods, Tsunamis and Earthquakes

(Developing Social Responsibility 5)

## ***Introduction***

Typhoons, flood, tsunamis and earthquakes are natural calamities. It is an emergency situation and sometimes people reacted (ho late to be saved. These calamities are serious situation or occurrence that happens unexpectedly and requires an immediate response.

In the European countries and the Americas, they have organized disaster centers and teams that is always ready to respond in emergency situations. In our case, the national government has the National Disaster Coordinating Council (NDCC) who has its local counterparts all over the country. The NDCC with the information support of Philippine Geophysical and Atmospheric Agency is the agency of the government that helps anticipate, prepare for, and respond to disasters and major or civil emergencies.

The NDCC’s main function is to coordinate national disaster relief services for events such as hurricanes, tsunamis, floods, wildfire, and terrorist attack. It also coordinates disaster preparedness programs with all the Regional and Provincial authorities and with

Department of Social Welfare Development, Office of Civil Defense and with non-profit organizations such as the Philippine National Red Cross. The NDCC also consolidates several government agencies to work together for the common purpose in providing disaster relief services to all affected areas of the calamities and disasters.

### **“Pack Up Your Troubles”**

Pack up your troubles in your old kit-bag,  
And smile, smile, smile  
Now we’re hiking on the old Scout Trail,  
Smile, boys that’s the style.  
What’s the use of worrying?

It never was worthwhile... SOOO!  
Pack up your troubles in your old kit-bag,  
And smile, smile, smile!!!

## ***Typhoons***

No matter where you live or travel on earth, you are likely to encounter a typhoon of some kind sooner or later. Some places of course, are typhoon paths and others are not. Some typhoons are deadly or cause great damage, while others bring little danger. Many typhoons bring heavy rain needed to supply drinking water and keep crops growing. All typhoons, big or small, demonstrate nature’s power.



Many scientists who study the atmosphere were first attracted to meteorology by the wonders of the typhoons. All typhoons have two things in common: low atmospheric pressure at the typhoon's center, and winds that are created by the flow of air from higher pressure outside the typhoon toward the low pressure at the center. Wind, in other words, is air that's being pushed by high pressure toward low pressure.

Areas of low pressure occur because the sun heats the earth unequally. The sun shines down almost directly on earth's tropical regions near the equator, heating this region more than the Polar Regions around the North and South poles and the middle latitudes between the poles and the tropics. Storms, along with ocean currents, redistribute heat from the tropics to the middle latitudes and the poles. Without storms and ocean currents, the tropics would grow hotter and hotter until the oceans boiled. In other words, the Sun's heat powers the weather.

Air pouring into an area of low pressure from all sides rises because it doesn't any place to go. As air rises, it cools, and if it cools enough water vapor in the air begins to condense. This condensation creates tiny drops of water that make the clouds. Under the right conditions, the tiny water drops merge to fall from the clouds as larger water drops of rain. This is why typhoons bring clouds and usually bring rain.

A typhoon is an intense storm of tropical origin, with winds exceeding 64 knots (74kph) which forms over the warm northern Pacific Ocean and Southeastern China Sea. This same type of storm is given different names in different regions of the world. In the United States, it is called a hurricane, in Australia, a willy nilly, and in India a cyclone.

In the Philippine version, a typhoon is an intense tropical disturbance characterized by a low-pressure area at the center. In the Northern Hemisphere, as a result of the earth's rotation about its axis, the wind blows counterclockwise around the center of a low-pressure area and in the Southern Hemisphere, the wind blows clockwise.

The typhoon is strongest of class weather disturbances called tropical cyclones.

There are certain regions where cyclones are favorably formed. These regions are large and warm oceanic areas. It has been observed that the lowest temperature of the ocean at the time of cyclone formation is 26 to 28 degrees Centigrade.

Tropical cyclones are classified according to the strength of the accompanying winds:

- a. **Depression.** The maximum wind speed of depression is less than 63 kilometers per hour (kph).
- b. **Tropical Storm.** The maximum wind of the tropical storm ranges from 63 kph to 118 kph.
- c. **Typhoon.** The wind speed is 118 kph or more.

The choice of giving women's names for typhoons instead of boy's name is purely arbitrary. In the Northern Hemisphere, the typhoons are named after girls. In the Southern Hemisphere, they are named after boys. The U.S. Navy and Air Force meteorologists during World War II started the practice.

The first tropical cyclone of the year starts with the name beginning in letter A as in ATRING under column 1 for 2005 and so on down the list as one disturbance succeeds another. The 5th year (2009)

will bring us back to column 1 of Atring. In the event that the number of tropical cyclones within the year exceeds 19, an auxiliary list is used, the first six of which are listed under each column. The alphabetical lists of names for tropical cyclones are listed below.

	1 2005 2009 2013	2 2006 2010 2014	3 2007 2011 2015	4 2008 2012 1016
1	ATRING	AKANG	AURING	ASIANG
2	BINING	BISING	BEBENG	BIRING
3	KURING	KLARING	KARING	KONSING
4	DALING	DELING	DIDING	DITANG
5	ELANG	EMANG	ETANG	EDENG
6	GORING	GADING	GENING	GLORING
7	HULING	HELING	HELMING	HUANING
8	IBIANG	ILIANG	ISING	ISANG
9	LUMING	LOLENG	LUDING	LUSING
10	MILING	MIDING	MAMENG	MARING
11	NARSING	NORMING	NENENG	NINGNING
12	OPENG	OYANG	ONIANG	OSANG
13	PINING	PASING	PEPANG	PARING
14	RUBING	RITANG	RENING	REMING
15	SALING	SUSANG	SENDANG	SENIANG
16	TASING	TERING	TRINING	TOYANG
17	UNDING	UDING	ULDING	ULPIANG
18	WALDING	WELING	WARLING	WELPRING
19	YEYENG	YANING	YAYANG	YERLING
<b>AUXILIARY LISTS</b>				
20	ANDING	ANING	ADING	APIANG
21	BINANG	BIDANG	BARANG	BASIANG
22	KADIANG	KATRING	KRISING	KAYANG
23	DINANG	DELANG	DADANG	DORANG
24	EPANG	ESANG	ERLING	ENANG
25	GUNDANG	GARDING	GOYING	GRASING

In the course of a typhoon, it is necessary that one should know its most dangerous part. If you are facing in the direction toward which the typhoon is moving, the side to your is called the “right side of the typhoon.” This is the “dangerous half” of the typhoon because the winds are strongest on this side.

## ***Storm Signals***

Everyone should take all necessary precautions during the approach and passage of a typhoon. It is important to be familiar with the following storm signals, which are broadcast in the radio.

### Meaning of typhoon signals

#### **Signal No. 1**

- Display: Number “1” in black painted against a white background
- Sound Signal: One siren blast of 45 seconds duration.
- Meaning: Existence of a tropical cyclone. in the areas where this signal is displayed or sounded, winds up to 60 kph (approximately 40 miles per hour or 35 knots) may be expected within 36 hours.
- Remarks: When wind speed up to 60kph are expected within 36 hours, the sound signals shall be shown at 6:10 AM, 12:10 PM, 6:10 PM, 12:10 AM. This means that the alert is on and the people are advised to watch for further developments. In the meantime, however, business may be carried on as usual except when there is flood. If the tropical cyclone moves closer or intensifies, the next higher signal occurs or will be displayed. But if it dissipates or moves away, this signal shall be lowered.

#### **Signal No. 2**

- Display: Number “2” in black painted against a white background.
- Sound Signal: Two siren blast of 45 seconds duration each, one immediately following the other.
- Meaning: The tropical cyclone is approaching or passing close to the areas where this signal is displayed or sounded. Winds 1 from 60 to 100kph (approximately 40 to 60 miles per hour to 35 to 55 knot) may be expected within 24 hours.
- Remarks: When the wind speeds 60 to 100kph are expected within 24 hours the sound signals shall be blown at 6:10 AM 12:00 PM, 6:10 PM and 12:10 AM. People are now cautioned to avoid unnecessary risks and take precautions. Among such measures to be observed are; children, especially, should not be allowed outdoors, structures of light materials should be supported against the winds,

banana plants and like vegetables should be topped to minimize damage, etc. In case the tropical cyclone weakens or moves away such that the winds expected would now be only 60 kph or less, Signal No. 1 shall be sounded or displayed. However, if the tropical cyclone intensifies further or moves very close to a locality such that winds in excess of 100 kph could now be expected, Signal No. 3 shall then be raised immediately.

### **Signal No. 3**

Display:	Number “3” in black painted against a white background.
Sound Signal:	Three siren blast of 45 seconds duration each one immediately following the others.
Meaning:	The center of the tropical cyclone is expected to pass very close or over the areas where Signal No. 3 is displayed or sounded. Winds in excess of 100kph (approximately 60 mph or 55 knot) would be expected over these areas within the next 12 hours.
Remarks:	This signal corresponds to the most dangerous situation under this system of warnings. The sound signal may be sounded anytime if the wind speeds are expected to exceed 100 kph within the next 12 hours. If these continue to exist the sound signal will then be blown at the specified times of 6:10 AM, 12:10 PM, and 6:10 PM and 12:10 AM. People are now advised to seek shelter in strong building and stay indoors, as there is great danger to life and property due to the very strong winds and flood-producing rains. When the tropical cyclone dissipate or move away the signal would be reduced or lowered according to the force of the expected winds.

### **Safety Precautions During The Approach And Passage of Typhoons**

1. Keep your radio on and listen for the latest Weather Bureau Bulletin and announcements.
2. Pay no attention to rumors.
3. Get away and stay away from low-lying beaches or other locations, which may be swept by high tides or storm waves. If your only passage to high grounds is over a road likely to be under water during severe storm, then leave early.
4. If your house is out of the danger of high tide and is well-built or anchored, then it is probably the best place to weather out the storm.
5. Board up windows. Use good lumber securely fastened. Makeshift boarding may do more damage than good. Whenever applicable, anchor house with strong guy wires.
6. Get extra food, especially things, which can be eaten without cooking or even very little preparations. Remember the electric power may be cut off.
7. If emergency cooking facilities are necessary, be sure they are in working order.

8. Store water as water service may be cut off.
9. Have a flashlight in working condition and keep it handy.
10. Check on everything that may blow away or turn loose. Flying objects become dangerous during typhoons.
11. If the eye of the typhoon passes over place, there may be a lull lasting for a few minutes to half an hour. Stay in safe place. Make emergency repairs during lull if necessary, but remember the wind will return suddenly from the opposite direction with even greater force.
12. BE CALM. Your ability to meet emergency will inspire others and help them.

## **Floods**

Flood is the condition that occurs when water overflows the natural or artificial confinements of a stream or body of water, or when run-off from heavy rainfall accumulates low lying areas. It is often the result of water overflow from rivers and streams after a heavy downpour and rainstorms.

### **Precautionary Measures On Floods.**

Listed below are the following precautionary measures in case of floods. They are the following:

1. Occupants of dwellings situated close to banks of rivers subject to sudden rise in water levels during rainstorms, should prepare to evacuate to high ground, when typhoon warnings are issued. Do not sleep or spend the night in such dwelling when there are indications of fast rising water levels in the river with continuing strong rains.
2. Evacuation plan should be made in advance. Each member of the family should be given specific instructions and responsibilities in case of evacuation.
3. Occupants of dwellings affected by swift currents should evacuate to high areas when the depth of flood is still below knee depth.
4. When a typhoon warning is announced batten down or secure weak habitations against being carried away by swift currents.
5. Do not go swimming or boating on rivers when in flood.
6. Drink only boiled water during and immediate after a flood.
7. Eat only well cooked food during the flood emergency. Protect left-overs against contamination.
8. Avoid unnecessary exposure to the elements.
9. Submit to immunization against cholera, dysentery and typhoid as required by health authorities.

## ***Tsunami or Tidal Waves***

Tsunami is a series of traveling ocean waves of long length and period usually caused by seismic disturbances in the ocean floor of confines which upon reaching the shore, loss speed but increases in height. Depending upon the residual force upon arrival, such waves may rush inshore and cause devastation to human settlements and infrastructures along the shorelines.

Along the coasts, sea waves called tsunamis that accompany some large earthquakes centered under the ocean can cause more death and damage than ground shaking. They can strike without warning, often in places very distant from the epicenter of the earthquake.

Tsunami waves are sometimes inaccurately referred to as tidal waves, but tidal forces do not cause them. Rather, tsunamis occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the Earth's crust that slopes, or rises, from the ocean floor up to the land. Tsunamis wash ashore with disastrous effects such as severe flooding, loss of lives due to drowning, and damage to property.

Precautionary measures recommended against “tsunamis” or tidal wave:

1. Not all earthquakes cause tsunamis, but some do; when you hear that a major earthquake has occurred in the Pacific Ocean area, standby for possible communications from your local emergency headquarters.
2. A strong earthquake in coastal areas should be interpreted as a natural seismic sea-wave warning; do not stay in low-lying coastal areas after a local earthquake has occurred.
3. A tsunami is not a single wave, but a series of waves. If you have been evacuated as a result of the warning from authorities, stay out of the danger area until the entire wave-series has passed.
4. A noticeable rising or falling of coastal ocean water sometimes heralds approaching tsunamis. This is nature's seismic sea-wave warning; it should be heeded by those in low—lying coastal areas.
5. There is at present no way to determine in advance the amplitudes, or size, of tsunamis in specific locations. A small tsunami at one beach can be a giant a few miles away; don't let the modest size of one make you lose respect for all.
6. When a warning is issued, a seismic sea- wave exists. The tsunami of May 1960 killed 61 persons in Hilo, Hawaii, who thought it was “just another false alarm.”
7. All tsunamis – like typhoons - are potentially dangerous, even though they may not strike each coastline or do damage at each coastline they strike.
8. Never go down to the beach to watch for a tsunami; when you can see the wave you are too close to escape it.

9. Sooner or later, tsunamis will visit every coastline in the Pacific. This means that tidal wave warnings apply to you if you live in any Pacific Ocean's coastal area.

10. During tsunami emergency, your local Weather Bureau, Civil Defense, Police and other disaster organizations will try to save your life. Give them your fullest cooperation.

## **Earthquake**

Earthquake is the shaking of the Earth's surface caused by rapid movement of the Earth's rocky outer layer. Earthquakes occur when energy stored within the Earth, usually in the form of strain in rocks, suddenly releases. This energy is transmitted to the surface of the Earth by earthquake waves. The study of earthquakes and the waves they create is called seismology (from the Greek *seismos*, "to shake"). Scientists who study earthquakes are called seismologists.

The destruction an earthquake causes depends on its magnitude and duration, or the amount of shaking that occurs. Earthquakes vary from small, imperceptible shaking to large shocks felt over thousands of kilometers. Earthquake can deform the ground, make buildings and other structures collapse, and create tsunamis (large sea waves). Lives may be lost in the resulting destruction.

Earthquakes, or seismic tremors, occur at a rate of several hundred per day around the world. A worldwide network of seismograph machines that record movement of the Earth) detects about 1M small earthquakes per year.

In the last 500 years, several million people have been killed by earthquakes around the world, including over 240,000 in the 1976 Tang-Shan, China, earthquake. Worldwide, earthquakes have also caused severe property and structural damage. Adequate precautions, such as education, emergency planning, and constructing stronger, more flexible, safely designed structures, can limit the loss of life and decrease the damage caused by earthquakes.

### Precautionary measures against major earthquakes

Earthquakes that are caused by energy releases from strained regions, are natural accompanying activities of the various movements within the earth. And there is no means of preventing these energy releases, neither could its occurrences be predicted. However, precautionary measures when properly carried out may prevent or minimize major disasters.

### Precautions for the Direct Safety to Human Lives During a Major Earthquake

1. When one happens to be inside a building and a strong earthquake occurs, the individual should seek cover under a strong piece of furniture deemed strong enough to hold fallen debris. Strong table has been proven to be able to provide safety from strong earthquake. Do not attempt to run down the building and rush out into the street. When buildings are being shaken by earthquake, it is difficult to maintain balance and there is the danger of tripping, which may cause falling down the stairs. Besides, when an individual rushes out in panic, it may start a stampede, which is worst.

2. When caught by the tremor in the street or between buildings, take refuge under strong structures. Beware of broken electric wires, falling debris, street signs, loosened eave or overhanging slabs, crumbling walls, etc. Running out into traffic lanes, especially in a busy street, is not always advisable. Tremors are not easily felt aboard moving vehicles and drivers will have no warning to stop. The danger is in being hit or ran over by the moving vehicles.

3. When at sea, earthquakes cannot at once be distinguished from natural waves especially when the sea is excessively rough. But for the more experience sea traveler, the phenomenon may be felt. Since an earthquake can generate “seiche” or “tsunami” under certain conditions, preparations for emergencies should at once be undertaken and the vessels’ position should be reported to rescue centers or proper authorities.

4. When caught in coastal area, watch for the state of the sea. If there should be an unnatural change like encroaching of the shoreline, seek for the high grounds. A tsunami could have been generated and the water starting to advance.

5. In mountainous regions, the immediate dangers are landslides, sudden change of water flows, slumping, mudflows, etc. One should get away from steep slopes, ravines or waterfalls or deep streams.

6. In the Great Kanto Earthquakes of 1923, in Japan, 399,331 persons were killed and about a million became homeless, which was due largely to fire. Immediately after a strong tremor everyone should be on the look out for incipient fires. Extinguish these fires before attempting to save lives. For if fires spread and become uncontrollable, the situation will be more disastrous. Main power switches must be cut off. Live wires hanging or strewn to the ground are even more dangerous to life and are potential causes of fires.

### Counter-Measures after the Occurrence of a Major Earthquake

Major earthquakes are usually followed by aftershocks, some of which may be moderately strong. These are relatively not as dangerous as the main shock, however, for structures already weakened by the stronger shock or shocks, these could be sufficient to cause disasters. One should stay away from unstable objects or structures, damaged wall and ceilings, fallen debris and live wires. Advice children and aged people must be brought to safety, in places like open grounds, parks, or undamaged houses or buildings. At home occupants must check for damaged or weakened structures, loose wiring, etc. and implement repairs without delay. If there is a call for assistance, every available individual may coordinate with organized working group to help effectively.

### Suggested measures for the community to observe after a major earthquake

These measures are intended for a unified group. Individual and scattered efforts are not sufficient to cope with the gigantic task of rescue work. Furthermore, in a situation where a larger number of people are involved and would be victims, the need to organize into an effective working group becomes imperative. Government and civic leaders should initiate in forming working groups before this disaster happens. In cases of fires, a civilian fire brigade can augment to the force of the fire department while in cases of rescue operations, demolition, evacuation, disaster action teams, medical and relief teams can help the government disaster rescue organizations. Moreover, in cases of impending tsunami, a communication group to disseminate warnings and evacuation teams should assist. There should be



group or groups to look into the effects of the earthquake on structure and to delineate those that are damaged and unfit for occupancy. A relocation team may also be needed.

In most cases water mainlines are damaged and water becomes polluted and unsafe for drinking. A sanitation team should insure safe drinking water and also implement sanitary measure and regulations.

# Lesson 16 – Barangay Emergency Disaster Preparedness Management

(Developing Social Responsibility 6)

## ***Introduction***

Upon organization of the National Disaster Coordinating Council, The Regional Disaster Coordinating Council is also organized. From here it emanates to the different provinces and lastly to *barangay* level.

As front liners, the people in the *barangay* are first to experience the impact of the consequences. In this regard, the *barangay* has the responsibility of protecting its residents from the effects of enemy attack, terrorism, fire, explosion, serious weather disturbance, and other disaster, that can affect the *barangay* government as well as a great hindrance to public and private activities. To cope with these effect, the *Punong Barangay* must take the necessary precaution to make certain that people in the community knows to react in any emergencies and the normal function/activities of the community can be restored/continued after a disaster interrupts it.

### **Who Builds Community**

I

It's I, It's It, It's I who builds community  
(3X)

It's I who builds community

#### Chorus:

(Roll over the ocean, roll over the sea  
Roll over the ocean and the deep blue sea)  
2x

1. It's You

2. It's We

3. It's I, It's You, It's We

## ***Barangay Emergency Disaster Preparedness management***

The Philippines being in the so-called **Circum-Pacific Ring of Fire** and **Typhoon Belt** has always been subjected to natural disasters an calamities. The great ocean and seas around, while providing

avenues for international trade and commerce, and a great source of tremendous marine resources, also serves as the spawning area destructive monsoons and typhoons.

In a year, numerous typhoons are experienced in several parts of the country that caused flash floods with considerable damages to farmland and properties. Typhoons and flash floods, in year 2000, have forced millions of Filipinos from their homes and caused billions of pesos in damage to life and properties. Although those economic losses and social displacements have been quite severe, we Filipinos have learned to overcome them. Our resiliency to surmount these difficulties, is a symbol of our resolve to rise from the rubbles and recover from natural and/or manmade catastrophes.

Disasters are natural or man-made events that deprive our people of life, health, sustenance and property, and often deflated our country’s capacity to respond. These disasters can arise from natural hazards such as earthquakes, epidemics, cyclones, typhoons, flash floods, and etc., from any man-made threats like food and water shortage, environmental and technological disaster, acute economic distress, civil unrest, armed conflict and terrorism.

As front liners, the people in the *barangay* are first to experience the impact of the consequences. In this regard, the *barangay* has the responsibility of protecting its residents from the effects of enemy attack, terrorism, fire, explosion, serious weather disturbance, and other disaster, that can affect the *barangay* government as well as a great hindrance to public and private activities.

To cope with these effect, the, *Punong Barangay* must take the necessary precaution to make certain that people in the community knows to react in any emergencies and the normal function/activities of the community can be restored/continued after a disaster interrupts it.

<b>TYPE of HAZARDS</b>	
NATURAL HAZARDS	MAN-MADE HAZARDS
<ol style="list-style-type: none"> <li>1. Typhoon and Storm Surge</li> <li>2. Climatic Variability (La Niña, 151 Nine)</li> <li>3. Flush Floods</li> <li>4. Earthquakes</li> <li>5. Tsunamis</li> <li>6. Volcanic Eruption</li> <li>7. Landslides</li> <li>8. Ground Subsidence</li> </ol>	<ol style="list-style-type: none"> <li>1. Fire Incidents</li> <li>2. Structural Collapse</li> <li>3. Sea and Air Accidents</li> <li>4. Oil Spills</li> <li>5. Civil Strife</li> <li>6. Pollution (Solid waste, air, water, and thermal)</li> <li>7. Industrial Accidents</li> <li>8. Terrorism (Bomb Threats and Explosions)</li> </ol>

The Following, Are Range Of Responsibilities And Tasks Which Are Likely To Arise During Emergencies Or Disasters:

1. Provision and dissemination of warning
2. Search and Rescue (SAR)
3. Survey, Assessment and Reporting of Disaster Effects

4. Treatment and Care of victims
5. Clearings of Debris and Rehabilitation of Roadways and Other Key Areas
6. Provision of Emergency Food and Water Supplies
7. Provision of Shelter
8. Evacuation of Individuals, Groups and livestock.
9. Provision of Health and Sanitation
10. Restoration of Essential Services such as Communication, Water Supply, and Power Supply.
11. Direction and Coordination of Counter- Disaster Measures.
12. Information and Advice to the Public.
13. Immediate Financial Assistance to the Victims.
14. Maintenance of Public Morale.
15. Counseling of Victims and Relatives.
16. Control and Distribution of Emergency Supplies
17. Liaison with the Media
18. Rehabilitation of Crops, Production and other Aspects of subsistence and Livelihood
19. Measures for Short Term Recovery
20. Application of Emergency Regulations.

The Philippine Emergency Disaster Management System:

The legal basis of our disaster management system are P.D. No. 1 s-1972, as implemented by Presidential Letter of Implementation N0. 19, s-1972 , and P.D. 1566 dated June 11,1978. P.D. No. 1 was the Integrated Reorganization Plan of 1972, which was implemented through LO1 No. 19. The said LOI defined, among others, the organization, mission and functions of the Office of Civil Defense as a Bureau under the Department of National Defense. PD No 1566, on the other hand, provided for the strengthening of the Philippine Disaster Control Capability and establishing a Community Disaster Preparedness Program Nationwide.

The guiding principles or doctrines of Disaster Management in the Philippines are laid down in Sec. 1 of PD 1566, which are as follows:

1. Self reliance of the population shall be developed by promoting and encouraging the spirit of self-help and mutual assistance among the local officials and their constituents.
2. The political and administrative subdivision of the country shall utilize all available resources in the area before asking for assistance from neighboring entities or higher authority.
3. The primary responsibility rests on the government agencies in the affected areas in

coordination with the people themselves.

4. Responsibility for leadership rests on the provincial governors, city mayors, municipal mayors, and barangay chairmen, each according to his area of responsibility.

5. It is the responsibility of all government departments, bureaus, agencies, and instrumentalities to have documented plans of their emergency functions and activities.

6. The national government exists to support the local governments. In time of emergencies and according to their level of assignment, all national government offices in the field shall support the operations of the local government.

#### Disaster Coordinating Council Organization:

1. National Disaster Coordinating Council (NDCC) Chairman – Secretary of National Defense  
Executive Officer – Executive Secretary and Administrator of Office of Civil Defence

Members; All Heads of 18 Departments/Agencies (Secretaries of) DPWH, DOTC, DSWD, DA, DepEd, DOF, DOLE, DTI, DENR, DILG, DBM, DOJ, DOH, Dir. PIA, Presidential exec. Sec. Chief of Staff of AFP, Sec-General of PNR

2. Regional Disaster Coordinating Councils (RDCCs) Chairman – Regional Director, PNP Regional Office Executive Officer – Regional director, Office of Civil Defence  
Members: – All Head of Offices of the National Government at Regional Level.

Functions:

- a. Establish physical facility to be known as the Regional Disaster Operation Center (RDOC).
- b. Coordinates the disaster operations activities in the regions.
- c. Implements within the region the guidelines set by the NDCC.
- d. Advises the local disaster coordinating councils on disaster management.
- e. Submits appropriate recommendations to the NDCC, as necessary.

3. Local Disaster Coordinating Councils (LDCCS)

3.1 Provincial disaster Coordinating Council (PDCC)

Chairman – Provincial Governor

Vice-chair. – Provincial Director, PNP

Members – Head of offices of Concerned Agencies

Functions:

- a Establishes the Provincial Disaster Operation Center (PDOC) and coordinates from the PDOC the disaster operations activities of the municipalities within the province.

- b. Implements within the province the guidelines set by the RDCC.
- c. Advises the City/Municipal and *Barangay* Disaster Coordinating Councils regarding disaster management and submits recommendations to the RDCC as necessary
- d. Places the CDCCs/MDCCs and its tasked units under the operational control of the PDCC during an emergency that affects the towns/cities.

### 3.2 City Disaster Coordinating Council

(CDCC) Chairman – City Mayor  
 Vice-Chair. – City Director,. PNP  
 Members – Head of Offices of concerned agencies

#### Functions:

- a. Establishes a City Disaster Operation Center (CDOC) and coordinates from the CDOC the disaster operations activities.
- b. Implements within the City the guidelines set by the RDCC and advises the *Barangay* Disaster Coordinating Councils regarding disaster management.
- c. Submits recommendation to the RDCC. As necessary.

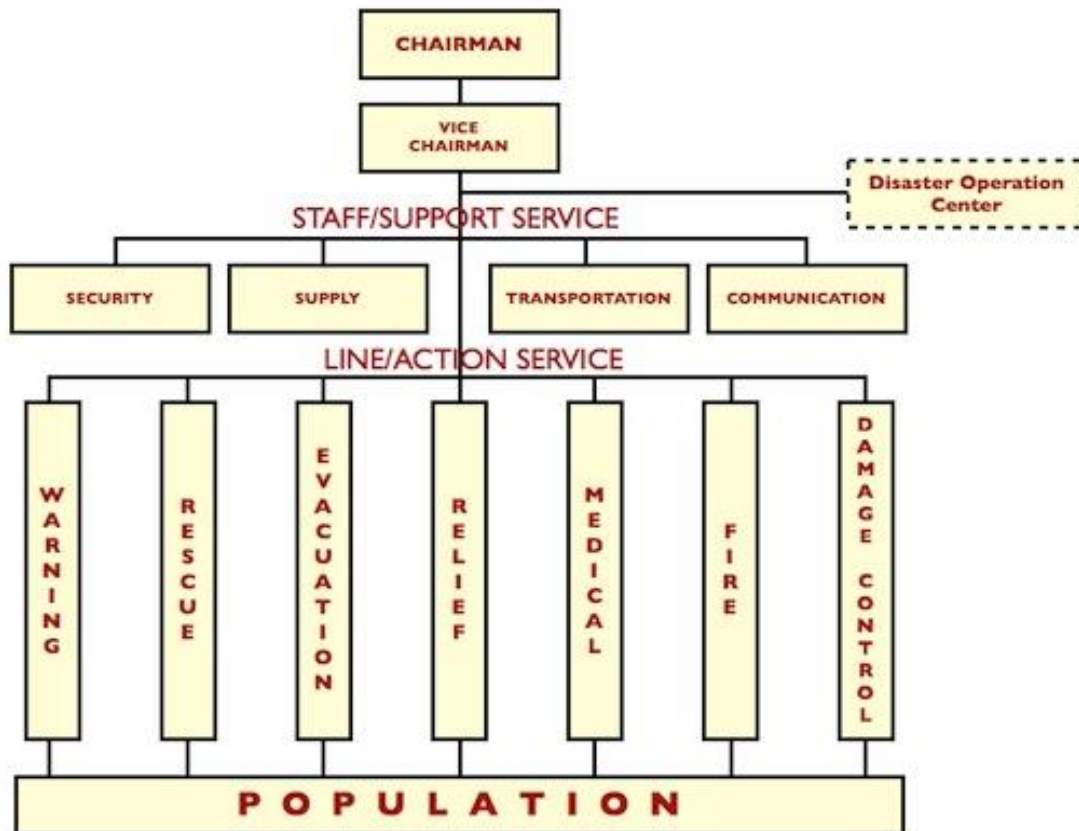
### 3.3 *Barangay* Disaster Coordinating Council (BDCC)

Chairman – *Punong Barangay*  
 Vice-Chair. – Brgy Exe. Off. (SB Disaster Chair)  
 Members: All Tasked Units

#### Functions:

- a. Establishes the *Barangay* Disaster Operation Center (BDOC) and coordinates from the BDOC the disaster operations activities of its tasked units,
- b. Implements within the *barangay* the guidelines set by the CDCC and advises the members of the BDCC regarding disaster management.

## THE BARANGAY DISASTER COORDINATING COUNCIL ORGANIZATION



Action services and staff services shall constitute the *Barangay* Disaster Coordinating Council. The number of persons in each service shall be from five (5) to ten (10) or greater, depending upon the size of the *barangay*. Line or action services are: a) warning, b) rescue, c) evacuation, d) disaster relief, e) medical, f) fire brigade, and g) damage control service. Staff or support services are organized to support the activities of the line or action services. These are the security, transportation and communication services.

### ***Duties and Responsibilities:***

BDCC Leaders:

1. The *Punong Barangay* as Chairman, is responsible for:
  - a. Developing Disaster Preparedness Plan to protect life and property and minimize damage in the event of a disaster/calamity and coordinating the planning with the next higher local authority.
  - b. Selecting, organizing and training an adequate staff to conduct the emergency

operations required by the Plan establishing designed primary and alternate evacuation areas, and

c. Directing and supervising the activities of the evacuees/victims during an enforced stay in the shelters.

The *Punong-Barangay* shall perform at least the following duties:

a. He insures that the basic provisions of the plan are disseminated to all persons in the *barangay* and establishes a *Barangay* disaster Operation Center (BDOC) from where the activities of the BDCC may be directed in an emergency.

b. He maintains liason with the Town Mayor who is the Town Disaster Coordinating Council Chairman and maintains liaison with other *barangays*.

c. He initiates and conducts training courses for disaster activities with assistance from appropriate agencies and coordinates arrangements for and directs all drills and exercises.

d. He exercises command responsibility for the implementation of the *Barangay* Disaster Preparedness Plan.

e. He arranges for and supervises the storage and disposition of required supplies and equipment.

f. He works closely and cooperates with the CDCC Chairman in all matters involving planning, organizing, training and operations and assesses the nature and extent of damage.

## 2. Vice-Chairman

The BDCC should include an Assistant! Vice chairman who serves as the principal assistant of the *Punong Barangay* and acts for him in his absence. He performs the same duties as the BDCC Whenever necessary. The Assistant chairman is the *Barangay* Executive Officer.

## 3. Warning Service Leader

The Warning Service Leader should insure waming can be received by all residents in the *Barangay*. He performs at least the following tasks:

a. Educate all *barangay* residents on the meaning of different warning signals and the different actions to be taken if such signals should be given.

b. Organize the warning service and assign members to certain blocks in the *Barangay* and keeps and maintains appropriate warning devices such as sirens, bells, gongs, horns, lights and other operates these devices when needed.

c. Maintains constant contact with the *Punong Barangay* so that warning issued by the National Agency may be properly disseminated and undertakes warning drills as



necessary.

#### 4. Rescue Service Leader

The Rescue Service Leader is responsible for locating injured, trapped and stranded persons and moving them to a place where they can be cared for safely in an emergency. Under the general direction of the *Punong Barangay*, he performs the following duties:

- a. Organize and train the Rescue Service provided for in the BDCC Plan.
- b. In cooperation with the Medical Service Leader, ensures that the member of the Rescue Services are proficient in on-the-spot first aid techniques.
- c. In cooperation with the Fire Brigade Leader, obtains appropriate equipment (e.g. hand tools, ropes and others) for temporary use during rescue operations.

#### 5. Evacuation Service Leader

The Evacuation Service Leader is responsible for supervising and expediting the planned and controlled movement of all residents in an emergency. Under the general direction of the *Punong Barangay* the Evacuation Service Leader performs the following duties:

- a. Plans movement routes and establishes movement procedure to give effect to the Evacuation Plan and divides the Barangay area into convenient zones/blocks or puroks and assigns block/purok leaders.
- b. Directs and supervises evacuation activities during drills and actual emergencies.

#### Duties of Block Leaders:

Under the general direction of the Evacuation Service Leader, these Block Leaders supervise and expedite the movement of residents from their dwellings to designated area of refuge.

- a. Making certain that routes are clearly identified and made known to the residents and maintaining a roster of physically handicapped persons regularly in the area and making appropriate special provisions for their movement in an emergency.
- b. Assuring the procedures to be followed on the receipt of warning signals are known to all residents including specifically the procedure to be followed on “Alert,” “Take Cover,” “Fire,” and any other alarm signal provided for in the plans.
- c. Assuring that all persons have vacated the assigned area when this is required by the plan.

#### 6. Disaster Relief Service Leader

The Disaster Relief Service Leader shall be for:

- a. Receipt of evacuees or victims from the Evacuation Service Leader and provision of

housing for displaced persons or evacuees in evacuation centers or in private homes is taken care of.

b. Receipt of supplies like canned food, clothing, medicines, household utensils, equipment needed for -operations, materials for temporary shelters and others.

c. Informing the MDCC through the *Punong Barangay* of the status of disaster relief activities and coordinating with other relief Agencies.

#### 7. Medical Service Leader

The Medical Service Leaders shall be for training and equipping all personnel to perform medical or first aid services in an emergency, and for supervising medical self operations within the *barangay* during emergency. His duties include among others.

a. Arranging with the government health agencies, Red Cross or other sources for First Aid and Medical Self Help training for the organization personnel who need it.

b. Supervising the selection of first aid or medical -treatment areas in shelters and elsewhere as required.

c. Directing first aid and/or medical self help operations and controlling access to medical supplies, as required to assure the proper use, conservation and availability for emergency use.

d. Maintaining an adequate sanitation and hygienic standards, and other matters relating to emergency health, hygiene and medical activities within the *barangay* during an emergency.

#### 8. Fire Brigade Leader

Being the Head of the *Barangay* Fire Brigade, he organizes Fire Fighting Teams/Brigade for initial fire-fighting operations. His duties include:

a. Providing fire-fighting instructions through available sources, such as training schools, local fire departments, and others.

b. Assuring that fire-fighters know their station, location of fire-fighting equipment in their area of responsibility and the alarm signals which directed them to their stations.

c. Deploying fire-fighting personnel to fire areas to extinguish or contain fire pending the arrival of regular fire-fighting forces.

d. Providing fire-fighting personnel with ready supply of water and working closely with the *barangay* officials and the residents on matters of fire prevention and protection

#### 9. Damage Control Service Leader

The Damage Control Service Leader is responsible for controlling utilities in the *barangay* during an emergency. His responsibilities are:

- a. Establishing a plan to attend to gas valves and power switches and deploying personnel after any disaster to reconnoiter and correct damage to utilities or to report conditions that require assistance.
- b. Clearing roadways and streets of fallen trees and other debris and clearing canals and waterways of accumulated trash/junks.
- c. Putting marks or signs on open manholes, un-repaired dangerous structure/facilities pending the arrival of technicians.
- d. After performing the primary tasks in items (a,b,c,d,e) above, the Damage Control Team may be assigned by the *Punong Barangay* to maintain physical facilities of the evacuation centers to assess any possible damage inflicted in the area.

## Duties and Responsibilities of Staff Services

### 1. The Security Service Leader

The Security Service Leader shall be responsible for protecting persons and properties in vacated houses or areas, evacuation center and area of operations. He is responsible for implementing and enforcing personnel identification and control by checking unauthorized persons and vehicles in the cordoned areas. He communicates all alarm signals or other suspicious activities to higher authorities concerned through the MDCC Chairman or any person in authority. His job is performing escort duties in the transport of persons, supplies and equipment and coordinating with the PNP for the security of the areas.

### 2. Supply Service Leader

The Supply Service Leader shall be responsible for determining the supply requirements of all Action Teams. He shall identify the sources of the supply as may be needed and receive such supplies and channel the same to the service leaders as needed.

### 3. Transport Service Leader

The Transport Service Leader shall be responsible for the transport needs of the *Barangay* Disaster Coordinating Council (BDCC). His duties include identifying all locally available transportation facilities in the *Barangay* and tapping these resources as needed. Also supporting the transportation needs of the *Barangay* during emergency operations activities.

### 4. Communication Service Leader

The Communication Service Leader shall be responsible for receiving of warning information from the local Civil Defense Authorities or other sources and disseminating the same to the *Barangay* Warning Service Leader. He maintains appropriate communications link with the municipality, organize and equip couriers and keeping records of all warning and communication messages.

## The *Barangay* Disaster Operation Center (BDOC)

The Barangay Disaster Operation Center (BDOC) must be activated at once as soon as the warning is issued by the Warning Service Leader/Members, or by any reliable source.

#### A. Pre-Impact Period

1. All members must report to the BDOC to get a last minute instruction from the BDCC Chairman.
2. All families/households in the barangay must be warned about the type of danger they will expect within the next few hours or days, as the case may be and a reassessment on the capability of the barangay must be made.
3. The Following must be rechecked:
  - a. roster of families/households
  - b. supplies of hand, food cooking utensils, clothing and blankets
  - c. medicines
  - d. materials for temporary shelters if needed
  - e. evacuation/alternate evacuation places and route/alternate routes
  - f. rescue materials and equipment
  - g. plans on how to evacuate people, if and when necessary
  - h. pick-up point of evacuees
  - i. plans for emergency repairs
  - j. transportation needs
  - k. plans on how to involve volunteers

#### B. Impact Period

As soon as disaster strikes, the leader/assistant leader or any qualified member of the specialized services must stay at the BDCC.

Their duties are to issue directives/orders to the field and to receive feedback from the field. Each specialized service must analyze all communications/reports sent out and/or received. They have to determine the material and human resources needed by those operating in the field. At the same time, they have to supervise the members and control operations.

The Communication Service Personnel through the Punong Barangay must send a message to the next higher authorities, informing them of the preparedness status of the Barangay and to follow-up this vital initial report with progress report as needed.

The Operation Center must be manned twenty-four (24) hours a day and never for a minute must be vacated by a member of any service to insure proper coordination and smooth operation among the service. If possible, this Operation Center must be located nearest the evacuation place or in the

evacuation itself, but separated from the evacuees.

This must be so, because operations will be disorderly if there are many people milling around. All instructions must emanate from this Operation Center and likewise report coming from the field must be directed to the Center for the members to act upon.

### C. Post-Impact Period

1. A final report must be accomplished by each service upon the termination of the disaster operations and the Communication Service must consolidate all this report.
2. All pre-disaster, actual-disaster, and post-disaster operations must be properly recorded and kept in tack for future reference and all agencies concerned must be furnished copies of the reports.

### D. Early Warning and Disaster Field Reporting

The following are key requirements in Warning System:

- a. Capability to initiate warning.
- b. Capability to receive warning and act on it.
- c. Capability to transmit warning from the national and lower level.
- d. Capability to disseminate warning at local and/or community level.

In the situation where there is no advance warning (e.g. earthquakes or explosion) the counter disaster organization is at a disadvantage in terms of readiness to respond. Alerting and activation arrangements contained in relevant plans and operating procedure need to cater for this eventuality as far as possible. The warning system or component parts of it must be tested and practiced periodically if it is to function satisfactorily when needed,

Disaster reporting is one of the factors that make demands of a good damage assessment. Basically, a report is an account of some matters specially investigated or it is an official statement of facts. In the process of reporting, it is important to confirm and validate the accident report. This includes how much the operations would cost aside on how the impact on human emotions of disaster may result, since they translate to the claims of victims for calamity benefits from the government.

The *Punong Barangay* and *Barangay* Officials as BDCC Chairman and Members respectively, must be vigilant in their tasks and enhance their disaster monitoring and surveillance capabilities. This will enable them to report disaster events or occurrence on real time or near-real time.

Disaster Reporting is Prepared in the Following Areas:

- a. Initial Report – This contains the first impact of disaster, which includes the brief background of the nature of disaster (What, When, Where, Why, Who and How), prevailing condition, magnitude of the disaster, emergency activities being undertaken and requirements.

b. Progress Report – This provides additional information of those earlier reported information relative to the present emergency activities, problems that arise, requirement and actions taken which is more important one.

c. Final Report – This covers all information obtained and verified since the start of the disaster until the end of the operations. Detailed information is attached as annexes. This becomes the basis of the preparation of a rehabilitation plan and prioritization of projects for funding.

**DISASTER REPORT FORMAT (Initial Report)**

Source of Report: \_\_\_\_\_

Details:

1. WHAT? \_\_\_\_\_  
(TYPE OF DISASTER)

2. WHEN? \_\_\_\_\_  
(DATE OF OCCURRENCE)

3. WHERE? \_\_\_\_\_  
(PLACE OF OCCURRENCE)

4. WHY? \_\_\_\_\_  
(CAUSE OF INCIDENT)

5. WHO? \_\_\_\_\_  
(Responding Agency Involved / Affected Population)

6. HOW? \_\_\_\_\_  
(HOW DID THE INCIDENT HAPPEN)

Reported by: \_\_\_\_\_

Date Received: \_\_\_\_\_

# Lesson 17 – Environmental Protection and Prevention

(Developing social Responsibility 7)

## ***Introduction***

God created the earth, the living and non- living things in it. He made it beautiful, livable and ecologically balance. Men endowed with superior ability and intelligence continuously discover ways to make the habitat even more comfortably livable. And in doing so, coupled with materialistic greed for possession, men gradually defaced/disfigured nature thus greatly affected its ecological balance threatening even the safety of their existence and the place where they live.

### **“It’s A Small World”**

#### I

It’s a world of laughter, a world of tears;  
It’s a world of hopes and a world of fears.  
There’s so much that we share, and it’s time we’re aware  
It’s a small world after all.

#### *Chorus:*

[It’s a small world after all,] 3x  
It’s a small, small world.

#### II

There’s just but one moon and a golden sun  
And a smile means friendship to everyone.  
Though the mountains divide, and the oceans are wide  
It’s a small world after all.

(Repeat Chorus)

## ***The Ten Biggest Environmental Challenges***

### **1. Greenhouse Gases**

The greenhouse effect, in environmental science, is a popular term for the effect that certain variable constituents of the Earth’s lower Atmosphere have on surface temperatures. These gases – water vapor, carbon dioxide, and methane – keep ground temperatures at a global average of about 15

degrees centigrade. Without them the average would be below the freezing point of water. These gases have this effect because an incoming solar radiation strikes the surface, the surface gives off infrared radiation or heat that gases trap and keep near ground level.

Environmental scientists are concerned that changes in the variable contents of the atmosphere – particularly changes caused by human activities – could cause the Earth's surface to warm up to a dangerous degree.

Water vapor is an important “greenhouse gas.” It is a major reason why humid regions experience less cooling at night than do dry regions. In recent decades there has been a global increase in atmospheric carbon dioxide, largely as a result of the burning of fossil fuels. If the many other determinants of the Earth's present global climate remain more or less constant, the carbon dioxide increase should raise the average temperature at the Earth's surface.

As the atmosphere warmed, the amount of water would probably also increase, because warm air can contain more water than the cooler air. This process might go on indefinitely. On the other hand, reverse processes could develop such as increased cloud covers and increased absorption of carbon dioxide by phytoplankton in the ocean. These would act as natural feedback -lowering temperatures.

Numerous scientists have maintained that the rise in global temperatures in the 1980s and early 1990s is a result of the greenhouse effect. 170 scientists worldwide further warned that the effect could continue to increase markedly.

With this development, most major Western industrial nations have pledged to stabilize or reduce their carbon dioxide emissions during the 1990s. The US pledge thus far concerns only of hydro-fluorocarbons (CFCs). CFCs attack the ozone layer and contribute thereby to the greenhouse effect, because the ozone layer protects the growth of ocean phytoplankton. The greenhouse effect is related to the absorption of solar energy by a planet and its ultimate re-radiation as longer- wavelength infrared energy, thus increasing the planet's surface temperature.

Global warming, caused by greenhouse gas emissions from coal, gas and oil that lock in the sun's heat and prevent it from dissipating into space, has put the world's weather patterns out of whack. And, as the world warms, scientists tell us, we can expect more super typhoons, hurricanes, or cyclones on one-hand and debilitating droughts on the other. These gases that trap heat in the atmosphere, could warm the world by an additional 2.7 to 8.1 degrees Fahrenheit by the year 2050. That could trigger massive droughts, floods, and more killer storms.

## **2. Species Extinction**

Extinction, geological history, is the complete disappearance of a species of living organisms. This occurs when the number of deaths begins to exceed the number of births among the members of the species over its geographical range, and the trend is not interrupted or reversed, Episodes of mass extinction are distinguished by the simultaneous, worldwide disappearance of many different species.

Mass extinction/abrupt disappearance of species, may be attributed to catastrophic changes in environment, such as episodes of global flooding. Extinction of species, even on a massive scale, can be accounted for in part by the usual processes of competition among species and of slow environmental change.



Pollution of the world waters are all cutting heavily into the world supply of fish, and threatening the existence of a number of species. As jungles vanish, 50 to 100 species become extinct every day. In most cases, no one knows their names – because science never got a chance to identify them. It is the greatest rate of extinction since the end of the dinosaurs.

### **3. Unsafe Drinking Water**

Water pollution is the introduction into fresh or ocean waters of chemical, physical, or biological material that degrades the quality of the water and affects the organisms living in it. This process ranges from simple addition of dissolved or suspended solids to discharge of the most insidious and persistent toxic pollutants (such as pesticides, heavy metals, and bio-accumulative chemical compounds).

Conventional or classical pollutants are generally associated with the direct input of (mainly human) waste products. Rapid urbanization and rapid population increase have produced sewage problems because treatment facilities have not kept pace with need. Untreated and partially treated sewage from municipal wastewater systems and septic tanks in un-sewered areas contribute significant quantities of nutrients, suspended solids, dissolved solids, oil, metals (arsenic, mercury, chromium, lead, iron, and manganese), and biodegradable organic carbon to the water environment. Excess dissolved solids make the water undesirable for drinking and for crop irrigation.

Some 1.2 billion people in the world do not have access to safe drinking water. In 1990, 3.2 million children under the age of five (5) died of diarrhea disease. That is 365 deaths every hour, everyday, caused by drinking contaminated water.

### **4. Overpopulation**

The nature of population growth may be understood by considering a closed population with constant per-capita birthrates and death rates. The growth rate of the population, called the intrinsic growth factor, is the birthrate minus the death rate. The number of people added per time period is the growth rate times the current population size. The growth is thus a constant percentage of the population. It is known as exponential growth. By 2050, today's population of around six (6) billions will have grown to eight (8) billion if fertility rates stabilize. If they don't the population will be an awesome 125 billion.

Increasing populations press on the environment and its resources, take away from the capital available for new investment, crowd cities with people for whom jobs are not available, upset the balance of payments, and cause ' political turmoil. After a period of uncertainty, during which the ancient idea that population is a source of national power prevailed in many high places, governments have become aware that national power – not to mention individual welfare – is more likely to be attained with fewer people.

### **5. Fisheries**

Fish are cold-blooded aquatic animals with backbones, gills, and fins. Primitive humans among the first animals' systematically hunted fish. Even today, relatively primitive societies in the South Pacific and South America depend largely on fish for food, while in many industrialized nations; fish still constitute a major part of the diet. It is said that the search for codfish led French fishermen to the

discovery of Canada and that villages sprang up on the coasts of Norway, Scotland, Japan, and other countries wherever shoals of herrings regularly came close to shore. Today fishes are harvested for unprocessed human food, fishmeal, animal feed, and oil. Sport anglers, who contribute to the economy of fishing areas and to specific industries, also pursue them avidly.

Currently, however, the increasing human population, OVERFISHING to supply this population, and pollution of the world's waters are all cutting heavily into the world supply of fish, and threatening the existence of a number of species. At the same time, regulations to curtail the taking of certain species or sizes are virtually unenforceable on an international level. The global fish catch fell from 100 million tons in 1989 to 98 million in 1991, because of over harvesting. Over fishing not only threatens water resources, but also other species that depend on water or sea life.

## 6. Ozone Hole

Ozone is a form of oxygen in, which three atoms combine to form a molecule (O<sub>3</sub>), instead of the usual diatomic form of oxygen (O<sub>2</sub>). A blue gas with a pungent odor, noticeable when the gas is formed by an electrical discharge, OZONE is a powerful oxidizing agent and an effective antiseptic and bleaching agent. In high concentration it is a severe irritant. The atmosphere ozone layer protects life against harmful solar radiation, but ozone produced in the lower atmosphere by industry and car exhaust is a pollutant. It damages crops and may be indirectly linked to some breathing disorders.

The ozone layer is a layer of the upper atmosphere lying about 20 to 25 (12 to 15 mi) above the earth's surface. It is so named because the unstable form of oxygen called ozone is concentrated in this layer. The ozone layer strongly absorbs ultraviolet radiation from the Sun. If this radiation reached the Earth's surface at unprotected levels, it would be deleterious to all forms of life. For example, it would raise the incidence of human skin cancers and cataracts, as well as reducing food production in general.

Decreases in ozone concentrations in the ozone layer were first detected by scientists in the late 70's and have since confirmed. The most massive decreases have occurred over the polar region, where ozone concentrations temporarily decline each spring, resulting in an ozone "hole" whose size appears to be increasing from year to year. In the early 1990s scientists reported that they were also detecting a summer thinning of the ozone layer over temperate regions, including the United States.

Certain pollutants decrease the concentration of ozone occurring naturally in the stratosphere, which in turn increases the amount of ultraviolet radiation reaching the Earth's surface. Such radiation may damage vegetation and increase the incidence of skin cancer. Nitrogen oxides emitted by supersonic aircraft and *chloroflourocarbons* used as refrigerants and aerosol-can propellants are the major stratospheric contaminants. It is believed that these chemicals are responsible for the noticeable loss of ozone over the polar region during the 80s. In springtime, the layer of ozone over the Antarctic is 50 percent thinner than it was 15 years ago.

## 7. Crop Yields

Land pollution is the degradation of the Earth's land surface through misuse of the soil by poor agricultural practices, mineral exploitation, industrial waste dumping, and indiscriminate disposal of urban wastes.

Soil erosion – a result of poor agricultural practices – removes rich humus topsoil developed over many years through vegetative decay and microbial degradation and thus strips the land of valuable nutrients for crop growth. Strip mining for minerals and coal lays waste thousand of acres of land each year, denuding the Earth and subjecting the area to widespread erosion problems. The increases in urbanization due to population pressures present additional soil erosion problems; sediment loads in nearby streams may increase as much as 500 to 1,000 times over that recorded in nearby undeveloped stretches of stream. Soil erosion not only despoils the earth farming and other uses. But also increases the suspended-solids load of the waterway. This increase interferes with the ecological habitat and poses silting problems in navigation channels, inhibiting the commercial use of these waters.

Smog, a contraction of the words smoke and fog, has been caused throughout recorded history by water condensing on smoke particles, usually from burning coal. Photochemical smog causes severe damage to many types of vegetation, including important crops.

Oxides of sulfur and nitrogen carried long distances by the atmosphere and then precipitated in solution as acid rain, can cause serious damage to vegetation, waterways, and buildings.

Excess suspended solids/pollutants block out energy from the Sun and thus affect the carbon dioxide – oxygen conversion process, which is vital to the maintenance of the biological food chain. Also excess dissolved solids make the water undesirable for drinking and for crop irrigation.

World grain harvests grew by 3 per cent a year from 1950 to 1984, but only one per cent since. Land overuse and pollution cost \$42 billion in crop and livestock losses in 1991.

## **8. Rain-forest Depletion**

A forest is a community of trees, shrubs, herbs, microorganisms, and animals, with trees as the most obvious living structures. Natural or human activities that destroy forest result in increased run-off and in temporarily higher levels of carbon dioxide in the atmosphere. After a forest is mature, it adds less oxygen to the atmosphere.

Forest have changed and will continue to change as trees grow and die, species migrate, and climates change. Often a forest is stressed by these changes, and the trees can become weakened and infected by insects or diseases, resulting in their death. Air pollution and water pollution created by human or natural activity can further damage trees. In Northern Europe, many hectares of forests have been affected by acid rain.

Forests have been used for consumptive purposes throughout the world. In tropical regions, where forest soils grow rapidly, forest harvesting is occurring at a rapid rate. In parts, where the soils are easily eroded and the climate is unpredictable, forests and woodlands are being diminished. Agricultural practices may lead to deforestation under pressures of increasing population.

Rain forests are being burned and cleared at a rate of 42 million acres a year. At that speed, the jungles will be almost gone by the year 2030.

## **9. Resource Depletion**

Indiscriminate cutting of timbers or trees for personal or commercial end had adversely resulted to inundation and landslide that cost innumerable lives and properties and its detrimental effects to

ecology. It takes several decades to replace wood resources that is home to the different species and the source of continuing livelihood of mankind. The people has to look into the possibility of replacing the forest in balance as it is being harvested.

The world will need twice the raw materials in 2010 than it does today. To use oil in the next decade at the rate we do now, we need to discover as much in 10 years as has been found in all of history. Fossil fuel is highly consumed and depleted at an astronomical" rate. For man to survive the onslaught of irreversible depletion of this resource, it is high time to look for an alternative source of fuel that will be used in lieu of fossil fuels.

## **10. Air Quality**

Air pollution is the accumulation in the atmosphere of substances that, insufficient concentrations endanger human health or produce other measured effects on living matter and other materials. Among the major sources of pollution are power and heat generation, the burning of solid wastes, industrial processes, and especially transportation. The six major types of pollutants are carbon monoxide, hydrocarbons, nitrogen oxides, particulate, sulfur dioxide, and photochemical oxidants.

Smog, a contraction of the words smoke and fog has been caused throughout recorded history by water condensing on smoke particles, usually from burning coal. The infamous London fogs – 4,000 deaths were attributed to the severe fog of 1952 – were smog of this type. Another type, the ice fog, occurs only at high latitudes and extremely low temperatures, and it is a combination of smoke particles and ice crystals.

All types of smog decrease visibility with the exception of ice fog, are irritating to the respiratory system. Statistical studies indicate that smog is a contributor to malignancies of many types. Photochemical smog produces eye irritation and lacrimation and causes severe damage to many types of vegetation, including important crops.

Acute effects include an increased mortality rate, especially among persons suffering from respiratory and coronary ailments. From the newer cities of the United States to the antiquated coal towns of Europe, as many as 1.25 billion people – that’s almost one-fifth of mankind - breathe air considered “unhealthy” because of smog.

## **11. Ecology... newspaper clippings**

Ecology is a biological science concerned with the interrelationships that exist between organisms and their environment. An ecosystem is an ecological community considered together with the non-living factors in its environment as a unit. (Forest, marsh, lake with their characteristic plant and animal populations are examples of natural ecosystem.) This nonliving environment is affected by climactic, edaphic (soil), and pyric (fire) factors. Living organisms respond to and interact with such abiotic factors as light, precipitation, oxygen, carbon dioxide, and mineral nutrients. In addition, organism interaction between and among the various populations, comprising an ecosystem produces competitive and other biotic influences.

The major challenge for the discipline of ecology is to present the multiplicity of environmental impacts with an awareness of their relationship to the whole and with a critical evaluation of the drawback of alternate solutions.

For examples:

- The conversion from fossil fuels to nuclear power as a source of electrical energy may reduce certain air pollutants, but thermal heating and potential radiation hazards from the latter present new environmental problems that may be even more serious and difficult to resolve.
- The disposal of solid waste in wetland ecosystem not only results in the loss of water recharge and natural flood control features, but also ignores the basic ecological principles of recycling.
- Intensive agriculture, though highly productive, requires a high-energy expenditure to maintain this level of productivity. The massive employment of pesticides in this simplified monoculture has resulted in biosphere pollution. Heavy application of fertilizers has contributed significantly to the accelerating eutrophication of aquatic ecosystems.
- Urbanization and industrialization have resulted in the discharge of many effluents that are not recycled but contribute to the contamination of our air and water. Even the solid waste problem reflects a failure of recycle resources as natural living systems.
- It must be recognized that the earth has a limited carrying capacity. Finite in size, the planet can only support a limited population and still permit the maintenance of a high quality of life. Man has to voluntarily limit his member or continue to descend to lower tropic levels – tapping the green plants as his primary energy source.

TODAY – Wed. Oct 6, 2004      **Kyoto Protocol**  
by Paulyn Paredes Sicam

Kyoto Protocol aims for the industrialized nations -to commit to the reduction of greenhouse gases emissions to seven percent below 1990 levels by 2012. While this reduction, which is required of all industrialized nations, will still not totally eradicate greenhouse effect, it is still a major step in the right direction for the world community, recognizing the urgency of changing people lifestyles and the way the nations run industry and do business.

The Kyoto Protocol goes into effect once it is ratified by the majority of the countries responsible for 55 per cent of greenhouse emissions in 1990. Early ratification came from the members of the European Union, Canada, Japan, and several Central European states, which contributed and estimated 44 percent of the world's greenhouse gas emissions.

President Vladimir Putin announced that Russia, which accounted for 17.5 per cent of the greenhouse gas emissions as of 1990, would soon be ratifying the Kyoto Protocol, bringing the total to 61.5 percent. Finally, the seven-year old treaty will become binding as international law. This leaves the United States and Australia as the only non-ratifiers among industrialized countries.

TODAY (Newspaper), June 30, 2004, Wednesday Issue

Washington – An average daily temperature increase of one degree celcius resulted in a 10 percent reduction in the rice crop, says a study that shows global warming could be bad news for one of the world's most important crops.

Increased night time temperatures were associated with significant declines in crop yield at the International Rice Research Institute Farm in the Philippines, according to report in Monday's (June 28, 2004) issue of Proceedings of National Academy of Sciences.

Increasing temperatures thought to be a result of heat trapped by industrial and other chemicals in the atmosphere, have caused mounting concern in recent years. Scientists have argued over the potential effects of climate change on crops, largely basing their contentions on laboratory tests and computer models of climate and crop yield.

This new study was a direct measurement of yields under field conditions using practices that good farmers would employ, said lead researcher Kenneth G. Cassman of the University of Nebraska.

Mary M. Peet, a professor of horticulture at North Carolina State University, who was not part of the research group, said the report was important "in that it links yield decreases in a particular location to increases in night temperature."

Many models have assumed that increases in carbon dioxide with global climate change will compensate for higher temperatures, but field data like this is valuable pointing out that even at higher carbon dioxide levels, warmer temperatures still have negative effect."

Cassman and colleagues studied 12 years of rice yields at the farm, along with weather data, to reach their conclusions. The results are generally similar to findings reported last year following a 17-year study of US crop yields. That study indicated that increases in temperature resulted in reductions in corn and soybean yields.

Cassman said researchers are working to determine the cause of the reduction, but they speculate that it is because the hotter nights make the plants work harder just to maintain themselves, diverting energy for growth.

"If you think about it, world records for marathon were attained at cooler temperatures because it takes much more energy to maintain yourself when running at high temperatures. A similar phenomenon occurs with plants," he said.

Tim L. Setter, a professor of soil, crop and atmospheric science at Cornell University, commented that higher night time temperatures could consume carbohydrates in a non-productive way. By reducing the reserves of carbohydrates, particularly at time of flowering and early grain filling, would decrease the number of kernels that would be set.

### Helpful Hint Answer to Evaluative Questions

- Mangrove reforestation helps to capture harmful carbon dioxide from the atmosphere and their subsequent storage in forest areas where they are rendered harmless to the environment. Mangrove forest are breeding grounds of crabs, seashells, shrimps and various marine organisms that help prevent the shoreline from being washed out.
- Mangrove forest is important for the protection and preservation of the sea and marine resources.
- Ecology will provide the guidelines to survival but only if man begins to change his lifestyles,

attitudes, and his rampant destruction of productive ecological systems. Only when this occurs will a realistic harmony evolve between man and the planet Earth.



# Lesson 18 – Environmental Protection and Preservation

## “Earth Covenant”

### ***Introduction***

No man is an island. Living species and non-living things are interdependent with one another to thrive on the mother Earth. Men, the most blessed intelligent homo sapiens who are supposedly the primary guardians of the nature evidently manifested unconcerned behavior that greatly contributed for its irreversible destruction.

Greed for temporary power and material possession gained or obtained through nature devastation incessantly reigns in the hearts of some. Contributory to nature ravage is pure or feigned ignorance in violation of natural laws. But a saying goes, while still there is life, there is hope. Worldwide mass educational information and awareness play significant roles to help slowly heal the scars of nature destruction. Men can do something, a lot to effect ecological improvement. And we play a big part in it. Anytime you make choices based on solid life values, then you are in a better position to sustain your level of commitment.

### **EARTH COVENANT**

A Citizen’s Treaty for Common Ecological Security

### **PREAMBLE**

We, the peoples of the Earth, rejoice in the beauty and wonder of the lands, skies, waters, and life in all its diversity. Earth is our home. We share it with all other living beings, yet we are rendering the Earth uninhabitable for the human community and for many species of life. Lands are becoming barren, skies fouled, water poisoned. The cry of people whose land, livelihood, and health are being destroyed is heard around the world. The Earth itself is calling us to awaken.

All living beings and we depend upon the Earth and upon one another for our common existence, well being, and development. Our common future depends upon a re-examination of our most basic assumptions about humankind’s relationship to the Earth. We must develop common principles and systems to shape this future in harmony with the Earth.

Governments alone cannot secure the environment. As citizens of the world, we accept responsibility in our personal, occupational, and community lives, to protect the integrity of the Earth.

### **Principles and Commitments**

In covenant with each other and on behalf of the whole Earth community, we commit ourselves to the Following principles and actions:

- **Relationship with the Earth:**



All life forms are sacred. Each human being is a unique and integral part of the Earth's community of life and has a special responsibility to care for life in all its diverse forms.

Therefore we will act and live in a way that preserves the natural life processes of the Earth and respects all species and their habitats. We will work to prevent ecological degradation.

• **Relationship with each other:**

Each human being has the right to a healthful environment and to access to the fruits of the earth. Each also has a continual duty to work for the realization of these rights for our present and future generations.

Therefore, concerned that every person has food, shelter, pure air, potable water, education, employment, and all that is necessary to enjoy the full measure of human rights – we will work for more equitable access to the earth's resources.

• **Relationship Between economic and Ecological Security:**

Since human life is rooted in the natural processes of the Earth, economic development, to be sustainable, must preserve the life- support systems of the Earth.

Therefore, we will use protective technologies and promote their availability to people in all parts of the Earth. When doubtful about the consequences of economic goals and technologies on the environment, we will allow an extra margin of protection for nature.

• **Governance and Ecological Security:**

The protection and enhancement of life on Earth demand adequate legislative, and judicial systems at appropriate local, national, regional, and international levels. In order to be effective, these systems must be empowering, participatory, and based on openness of information.

Therefore, we will work for the enactment of laws that protect the environment and promote their observance through educational, political, and legal action. We shall advance policies of prevention rather than only reacting to ecological harm.

Declaring our partnership with one another and with our Earth, we give our word of honor to be faithful to the above commitments.

---

Signature over Printed Name

Each radian has to provide other radian with their outputs for their individual member file.

# Lesson 19 – Community Health and Sanitation

## ***Introduction***

Waste is a global problem besetting us and other living things because it poses health hazards and perils our very existence today and in the near future to affect most specially the next young of inhabitants of the planet Earth. Industries that supposedly help to the development of a nation, comfort of the people and ease its lifestyle are the great contributors of junks/rubbish, aggravated by ecological unconcern of most number of people in the past and at present. In this premise, we, men of today's generation have to plan, teach the young and act to predict a healthy and livable future environment for our grandchildren. This is our share of leaving a legacy of our concerns for them to lead a healthy and good quality of life for them to do the same in the Future.

**“It's better to prepare than to repair.”**

- John C. Maxwell

**“The best preparation for good work tomorrow is to do good work today.”**

- Elbert Hubbard

## ***The State of Health Situation Today in the Philippines***

As gleaned on the ongoing health reports, major improvements have been observed in the past 50 years. Trends of certain health indicators show that mortality rate has declined, morbidity rates for certain diseases have improved, and life expectancy at birth has increased. In the past decades, infant mortality rate (IMR) and maternal mortality rate (MMR), two of the sensitive indicators of health sector performance have declined, but the rate of decline had slowed down in the 1990s.

Our health status in the Philippines based on the report and analysis of the Department of Health is not as good when compared to neighboring countries. Our infant mortality rate (at 35 infant deaths per 1,000 live births under the WHO standards for control) is 150. If we compare ourselves to Malaysia (15), that translate to 20 babies out of every 1,000 babies born that die unnecessarily of preventable deaths.

Nowadays, there are large variations in health status across population groups, income levels and geographic areas persist. Major segments of the population suffer from poor health partly because they lack access to health facilities, they receive poor quality of health care, they are burdened by the high cost of health services and medicines, and they are not covered by effective public health and primary care services.

Our country's health care system has inequities in health services. There is the geographic inequity where people who live in the rural and isolated communities receive less and lower quality health

services. And there is also the socioeconomic inequity where the poor would not receive health even if these were accessible, because these are not affordable to them.

The most recent assessment was provided by the World Health Organization (WHO) which shown that we rank No. 61 among the 200 member- countries.

Table 1 shows the 10 leading causes of mortality in the Philippines.

<b>10 LEADING CAUSES OF MARTALITY IN THE PHILIPPINES</b>						
	1989-1993			1994		
	No.	Rate	% of total death	No.	Rate	% of total death
Diseases of the heart	47023	73.9	14.9	50307	73.3	15.7
Diseases of the vascular system	34635	54.4	11	39191	57.1	12.2
Pneumonias	40374	63.5	12.8	28132	41	8.8
Malignant Neoplasm	23168	36.4	7.4	28110	41	8.7
Tuberculosis, all forms	24271	38.2	7.7	27292	39.8	8.5
Accidents	10295	16.2	3.3	14752	21.5	4.6
Chronic obstructive pulmonary diseases and allied conditions.	7725	12.1	2.5	11405	16.6	3.5
Diarrheal diseases	6939	10.9	2.2	6383	9.3	2
Other diseases of the respiratory system	6723	10.6	2.1	8382	12.2	2.6
Diabetes mellitus	3195	5	1	6105	8.9	1.9

One day is to improve the health status of those who do not now have access to quality health-care – that is the poor, the marginalized, and those who live in isolated communities.

In order to do this, there is a need to change the environment sector in order to help the marginalized and the poorest of the poor. For example, instead of improving our hospitals in order to serve just the poor, what we need to do is change the whole hospital system in the way of the money are not disadvantaged.

The latest statistics show that 33 percent of adult Filipinos are current smokers while 13 percent are ex-smokers (Dans, Antonio, et al., A Monograph on cigarette in the Philippines – Fifth National Nutrition Survey 1999). It was also reported that smoking prevalence among children is about 30 percent in urban areas with majority of them starting to smoke at the age of 13-15 years old. Tobacco is a big and profitable business at the expense of our people’s health. That’s why there is a need for the population to curb the tobacco epidemic.

It is very important to encourage the public to consider more and more the various components of health, and to start assuming responsibility. Promote good health. It is for communities, local governments, and individual families to take responsibility for their own health.

Institution like the Department of Health, hospital, schools, as technical support agencies, can provide information and guidance. They can provide tools to improve and maintain their health. But they'll have to be the ones – the individuals, the families – to actually implement activities to enhance health.

Several factors in the Philippines health sector are contributory to the health situation. These have been identified as:

- (1) the inappropriate health service delivery system, where the country has an inefficient and poorly targeted hospital system,
- (2) ineffective mechanism for providing public health programs and the mal-distribution of health professionals;
- (3) inadequate regulatory mechanism and poor health-care financing.

In order to address these problems, the agenda of health sector reforms was developed.

They are the following:

1. Provide fiscal autonomy to government hospitals. Government hospitals must be allowed to collect socialized user fees so they can reduce the dependence on direct subsidies from the government. Their critical capacities like diagnostic equipment, laboratory facilities, and medical staff capability must be upgraded to effectively exercise fiscal autonomy.
2. Secure funding for priority public health programs. Multiyear budgets must be provided to eliminate or significantly reduce the burden of infectious diseases as public health problems. Investments must be undertaken to effectively address emerging health concerns and to advance health promotion and prevention programs.
3. Strengthen the capacities of health regulatory agencies. Health regulatory agencies must be strengthened to ensure safe, quality, accessible, and affordable health services and products. Weaknesses in regulatory mandates and enforcement mechanisms must be effectively address. Appropriate legislation must be enacted to fill regulatory gaps.
4. Expand the coverage of the National Health Insurance Program (NHIP). The first step is to increase the benefits in order to attract more members. At the same time, other benefit packages will be developed which are aimed to discourage over-utilization of hospital services. This improved set of benefits and services will be used to aggressively enroll more members especially in the cities.

## ***Community Cleanliness***

Community cleanliness is important for many reasons. It is important to the physical health of each of us. A community with uncared for garbage piles will breed flies and rats, which are carriers of disease. People in such communities will have many intestinal diseases such as Cholera El Tor, Dysentery, Diarrhea, and worm infections.

The cleanliness of the community may affect the mental health of the people. It is depressing to live in a dirty place where foul odors, flies, rats and open garbage piles and other eye sores abound. A clean community gives the people who live there a sense of pride as well as a sense of responsibility for keeping it that way. Moreover, it is difficult for scouts to use the knowledge they learned on cleanliness when good examples for them to see.

Community cleanliness is important for aesthetic reasons. It is most pleasant to live in a community where the air is fresh and clean and the roads are free from garbage and other rubbish.

It is important to teach the scouts about community cleanliness because they will be the adults of tomorrow. If you instill in them the desire for a clean community, the knowledge of how to obtain one and the practice of keeping their school clean, they will become adults who are active in improving their community.

When scouts are taught about community cleanliness, they will indirectly also teach their parents and neighbors. Many parents may desire a clean community but may not know how to achieve their goal. They may learn this information from their children. In school scouts are learning how to keep their school, home and community clean. Community cleanliness is a topic, which extends outside the classroom into the daily lives of the scouts and their families.

Scouts are being taught how to practice cleanliness. Each and everyone in the community can help in spreading the gospel of community cleanliness and safety. The community officials may plan community projects on cleanliness thus setting the trend for the children in the community to follow. Such examples will encourage the children in the community to practice what they have learned in the school.

### The Problem of Refuse Disposal

Many communities have that common and unsightly problem of scattered refuse and its refuse disposal. In these communities, refuse is found along the roads, in vacant lots, canals, and in rivers. Refuse includes many things such as garbage, rubbish, street sweepings, ashes, dead animals, stable manure, and human wastes or night-soil.

From the nature of refuse you can see why it creates health problems.

A. Garbage – This is left-over vegetable, animal and fish materials from kitchens and from food establishments. They decay, giving off foul odors and crying as food for flies and rats, which may carry disease.

B. Rubbish – This is left-over vegetable, animal and fish materials from kitchens and from food establishments. They decay, giving off foul odors and serving as food for flies and rats, which may carry, disease.

C. Street Sweeping – This is left-over vegetable, animal and fish materials from kitchens and from food establishments. They decay, giving off foul odors and serving as food for flies and rats, which may carry disease.

D. Ashes – This is left-over vegetable, animal and fish materials from kitchens and from food establishments. They decay, giving off foul odors and serving as food for flies and rats, which may carry disease.

E. Dead Animals – This is left-over vegetable, animal and fish materials from kitchens and from food establishments. They decay, giving off foul odors and serving as food for flies and rats, which may carry disease.

F. Stable Manure – This is left-over vegetable, animal and fish materials from kitchens and from food establishments. They decay, giving off ‘foul odors and serving as food for flies and rats, which may carry disease.

G. Night Soil or Human Waste – This refers to human wastes that are normally wrapped and thrown away. This also includes human wastes from the pail system of toilets.

From the nature of refuse one can see why it can create public health problems such as the following ones:

1. Piles of waste materials provide living and breeding places for rats, flies, cockroaches and other insects. These are dangerous to have in your community because they can carry diseases such as intestinal worms and Cholera El Tor.
2. Garbage, composed mostly of organic waste matter, decays, giving off unpleasant odors.
3. Scattered waste materials prevent one’s community from looking its best and piles of waste materials are tire hazards.

There are three factors involved in refuse disposal; a) storage, b) collection and c) disposal.

A. Home Storage – Garbage and other refuse that accumulates at home should be stored properly to prevent the entrance of flies, cockroaches and rats and to eliminate foul odors. Using a garbage can with a lid will accomplish this purpose. To store waste properly one needs special containers.

The containers:

1. Should be small enough so that one can easily carry it when it is filled with waste.
2. Should be big enough so that you can store all the wastes in it between collection times.
3. Should have tight-fitting covers so that flies, cockroaches and rats cannot get in and so that one will not smell foul odors.
4. Should be made of material that is easily cleaned and is not easily destroyed by dogs, cats, rats, pigs, etc. Wood and metal are good materials for containers. Wire baskets are good to use for waste papers.
5. Should not be too tall; otherwise it may tip over easily.
6. Should be on a raised platform so that it is easy to see and to sweep around.

B. Refuse Collection – Some communities are lucky enough to have garbage trucks that collect and dispose of stored refuse. But many communities do not have this service. When there is no public refuse collection and disposal system, a member of the family or a family helper should collect the

refuse. He should take it to a final disposal place regularly several times a week. In order to have good sanitation, collect refuse often, otherwise refuse will pile up, creating foul odors. Never dump the family refuse into public receptacles that are intended for other purposes. Neither should it be dumped on a street corner, over the backyard fence or in a river just to get rid of it.

C. Refuse Disposal – When your community does not collect and dispose of refuse for you, then refuse disposal becomes your responsibility. There are several methods of refuse disposal that one can use in your home. Remember, in disposing of refuse, some things are better disposed of by one method rather than by another. For example, tin cans are best disposed of by burying while paper is best disposed of by burning.

Methods of refuse disposal include:

- a. Burial – One can put refuse, especially tin cans. Broken bottles, discarded pieces of iron, etc. in a pit and cover it with soil. (Use about 2 feet of soil.)
- b. Burning – One can burn materials such as dried leaves, grass, paper, hay, etc. in the open or in a simple excavated space. Burning leaves and other debris early in the morning under big mango trees is a familiar sight in many places in the Philippines.
- c. Feeding to animals – One can feed leftover food and garbage to pigs, chickens and other poultry and livestock.
- d. Composting – One can put garbage, leaves and grass to good use by composting them. Then they decayed material can be used as an excellent fertilizer to enrich soil. In the simplest home composting method, one may place garbage, leaves, other vegetable matter and animal manure into a pit and cover them with 2 or 3 feet soil. You can use the same pit over and over again until it is filled.

There are many ways to dispose of refuse. One should be suited to your particular situation. Remember, help keep your community clean. Although your own home and yard may be clean, your family will not be safe from the diseases spread by flies and rats that live on refuse unless your whole community is also clean.

For example, if garbage piles are present in your community, flies will live there and gather filth on their legs. They may fly to your house and leave disease germs on your food. Your family may become sick this way. Flies and rats and the diseases they carry know no boundaries. Garbage may be outside your yard but flies and rats will not stay only in that one area. They will visit your nearby house, bringing disease with them. Accept the responsibility of keeping your community clean and at the same time protect the health of your family. Let be a good model in our community.

Community cleanliness is one topic, which is very easy to integrate with other teaching units in PE and Health, Science, Home Economics, Practical Arts and Social Studies and Scouting. It can be integrated with prevention and control of diseases, home beautification, food production, animal raising, civic consciousness and Rover Scout Advancement. By integrating the topic of cleanliness with other subjects, you can demonstrate not only how to eliminate garbage but also how to make the best use of it.

## Rover Scout Activities on Community Cleanliness

- Take the scouts on field trips to visit model communities.
- Arrange for guest speakers to talk to the scouts on problems in community cleanliness in their place.
- Arrange for a demonstration by the Practical Arts teacher on how to build a compost pit in the school's yard.
- Have the janitor of the school demonstrate how to burn waste paper and other trash in the school.
- Arrange for demonstration on how to use a toilet properly, how to use the drinking fountain hygienically and how to use a washing basin or lavatory properly.
- Have -the rover scouts plan and carry out a Clean-Up Week in the school and community.
- Let the rover scouts practice what they learn by making them responsible for the cleanliness of the school campus.

In school rover scouts can pick up pieces of paper, plant flowers and shrubs to improve the appearance of the school. They can help in disposing properly garbage, for example, by burning waste paper and by burying tin cans. They can make compost pit and use the decayed matter as fertilizer in a food production project. They may raise animals and feed them leftover cooked food, un-used vegetable parts and fruit peeling.

In the community the rover scouts may help in community development projects involving community cleanliness. At home, rover scouts can keep record of things they do to help keep their home clean and orderly.

*“Each person and individual students shares in the responsibility of making the school and community clean, healthful and pleasant to live in.”*

*“Refuse can be useful as well as harmful”*

*“ There are healthful way of storing, collecting and disposing of refuse”*

*“Ang basura na itinitapon mo, ay babalik na babalik sa 'yo.”*

The following are the Seven (7) Guiding Principles of Solid Waste Management as discuss by Eviza (2004):

- Waste is a resource
- Waste prevention is better than waste regulation and control.



- There is no single management and technological approach to solid waste. An integrated solid waste management system will best achieve solid waste management goals.
- All elements of society are fundamentally responsible for solid waste management.
- Those who generate waste must bear the cost of its management and disposal.
- Solid waste management should be approached within the context of resource conservation, environmental protection and health and sustainable development.
- Solid waste management programs should take into consideration the physical and socio-economic conditions of the concerned communities and be designed according to their specific needs.

### **The Six Mechanics of Solid Waste Management**

Ecological Solid Waste Management is the systematic administration of activities that provide for segregation at source, segregated transport, storage, transfer, processing, treatment, and disposal of solid waste and all other waste management activities that do not harm the environment.

There are six mechanics of solid waste management and they are as follows:

I – Waste Generation – The generation of waste though the most difficult to control, in this part of the process, solid waste must be identified, source categorized, amounts of waste, their nature, type and characteristics must be analyzed.

II – On-Site Storage – A good on-site storage system must meet the following requirements:

- A. It must isolate waste from the environment effectively to avoid creating health hazards.
- B. It must aesthetically acceptable.
- C. It must facilitate collection.

\*There must be a separate container for each type.

III – Collection – Collection involves gathering of solid wastes and hauling them to transfer stations, processing and recovery stations, or final disposal site. The use of special collection schedules and/or separate trucks or haulers must be required for specific types of wastes.

IV – Transfer and Transport – From waste collection points/on-site storage, it is more economical to transfer collected wastes to larger transport vehicles before transporting them to the final disposal site.

V – Processing and Recovery – This stage includes size reduction, magnetic separation, and density separation using air classifier and other processes and operations designed to recover or produce usable materials like compost or energy such as electricity.

All recyclable waste materials should be taken to a Materials Recovery Facility (MRF) in every *barangay* or cluster of *barangays* where they would be received, sorted, processed and stored efficiently and in an environmentally sound manner.

The compostable wastes should be composted either in the backyard or at the community composting site.

Similarly, hazardous wastes must be screened and sent to appropriate waste treatment and disposal centers.

VI – Disposal – In selecting the final disposal method, the nature, amount and characteristics of waste materials must be taken into consideration to prevent secondary environmental problems. The most common and most widely accepted final disposal method is the use of a sanitary landfill.

### Classification of Solid Waste in a Household

#### I – Compostable/Biodegradable Waste:

- A. Kitchen wastes – left-overs, spoiled foods, fish/fowl cleanings, bones, fruit/vegetable peelings, seeds.
- B. Garden waste – leaves, flowers, branches, twigs, roots, weeds
- C. Human waste – soiled tissue papers, excreta
- D. Animal waste – manure, carcass

#### II – Recyclable Non-Biodegradable

Metals, glass, rubber, dry paper or cartoons, cloth or dry processed fiber, hard shells, dry, leather, feathers, recyclable plastics or plastic containers

#### III – Non-recyclable/Residual Waste

Polyvinyl chloride, disposable diapers, used worn-out rugs, (PVC) containers, candy wrappers/sachets, composite packaging (tetrapaks), often used as cooking. Oil or salad dressing bottles, containers made from multiple layers of plastic such as squeezable, sanitary napkins, ceramic bottles,

#### IV – Special/Hazardous Household Waste

Paints, thinners, batteries (dry cells), spray containers, tires, worn-out broken radios, stereos, and TV sets, large worn-out or broken household appliances such as stoves, refrigerators, dishwashers, clothes washers and dryers.

### Waste Segregation

Waste segregation has 3Rs and we call them the 3Rs of Solid Waste Management

I – REDUCE – Avoid wasteful consumption of goods. Minimize waste and conserve our natural resources. Adopt practices that reduce waste toxicity.

II – REUSE – Whenever practicable, reuse the items that are still useful instead of just throwing them away. Maintain and repair durable products. Borrow, rent or share items that are not used frequently. Sell or donate goods instead of throwing them out.

III – RECYCLE – Recycling is the process whereby portions of waste material are sorted and used for something of benefit.

#### Tips for Consumer on practicing the 3Rs:

1. Avoid over-package goods.
2. Avoid or limit the use of disposable goods such as throwaway razors, pens, diapers, and cameras.
3. Buy food in bulk. Patronize products with contents that are refillable.
4. Buy durable products.
5. Compost yard clippings and leaves. These should never be burned as the smoke could only contribute to more air pollution.
6. Patronize recycled and recyclable goods.
7. Promote community “curbside” recycling programs.
8. Eliminate household toxic wastes from the garbage stream. These include disinfectants, bleaches, over and drain cleaners, toilet cleaners, nail polish removers, chemical paint strippers and paints, expired medicines, used motor oil, transmission and brake fluids, and batteries of all kinds.
9. Limit the use of toxic substances or use substitutes. For example, soap and water can replace strong cleaning solvents. Latex paint, particularly when allowed to air dry in open cans, are less toxic in landfills than solvent- based paints.
10. Patronize products that are made from renewable rather than nonrenewable resources.
11. Patronize biodegradable products.
12. Take time to read and know about what constitutes biodegradable and recyclables.

#### **How to Make Compost**

Composting refers to the controlled decomposition of organic matter by microorganisms, mainly bacteria and fungi, into a humus-like product. Follow the steps in preparing the compost pile prepared below:

1. Chop biodegradable wastes into finer portions. The finer the waste portions the faster the compost will be ready for use.

2. Put the chopped waste into a compost pit or other small-scale composters. Do not burn on top of the piles or compost because the heat will kill biological elements that cause decomposition, delaying the composting process.
3. Sprinkle a small amount of water on the compost heap. Moisture is essential for microbial activity. On the other hand, protect the compost heap from accumulating too much liquid to avoid leaching.
4. Layer the mixture with soil to control the odor and to prevent the waste matter from attracting flies and other insects.
5. Aerate the pile by turning it with a spade once or twice a month. This provides the necessary amounts of oxygen needed to hasten the composting process.
6. When the interior of the pile is no longer hot and the material has broken down into a dark and dry soil-like consistency, the compost is ready for use.

\* Compost improves the physical, chemical and biological properties of soil. It is both a soil conditioner and a fertilizer. It can be used as a soil supplement in flowerbeds, vegetable gardens, lawns and for planting new trees or shrubs. Composts also help conserve moisture, prevent erosion, and reduce weed growth.

#### Types of Small Scales Composters:

##### **1. Twin Pits Types**

Dig two 1-meter pits that are a meter deep and half a meter apart.

Put small twigs at the bottom and place a hollow tube in the center as air inlet. Follow the rules for composting, using the pits by turns. For an average household, it might take a month to fill up each pit. This allows sufficient time for the material to decompose and mature.

##### **2. Tire Towers**

Make two piles of old car tires directly on the grounds and use them as containers for composting. To aerate, just insert anything between the tires. If placed directly on cemented ground, line the bottom with soil first.

##### **3. Bottomless Composters**

Old drums, cans, plastic water containers and even old jute or rice sacks can be used.

Remember to remove the bottom from these containers. For sacks, rip off the bottom seam and support it with three posts or pegs.

##### **4. Clay Pot Composters**

Use 10 flowerpots in turn. By the time the tenth pot is full in about a month's time, the first pot will be ready to use. Pots may be stacked one on top of the other but keep contents moist.

## **5. Plastic Bag Composters**

Line plastic bags with soil. Place a layer of chopped biodegradable waste into the bag then top with soil or leaves. Continue layering until the bag is full. Moisten the contents of each before stacking them one atop another.

## **6. Compost Bins**

These may be constructed from chicken wire or any durable basket material. They are designed to adequately accommodate the necessary ingredients and also to allow access of air.

## **Lesson 20 – PUBLIC SAFETY**

### ***The Importance of Safety Education***

It is important to know and understand safety education to be able to learn to be careful in our everyday activity. Knowing that accidents happens in a wink of an eye, its occurrence can be avoided and lessen if one is careful about his personal movement and his activities in our surroundings.

One of the causes of accidents is the carelessness of the individual and his unawareness of his natural surroundings. For example, walking very fast in a slippery sidewalk; playing an accident prone playground with broken bottles and glass; and leaving toys along the stairways where people might step on them and meet accidents.

Accidents are one of the greatest problems in the Philippines. It is the seventh causes of death in our country today. Death due to accidents for many years is 16.8 % of the total death record of our population. Because of this many safety programs and government organizations were organized like the Red Cross, the Safety Organization of the Philippines, Rescue Groups and others.

What is safety education? What are the characteristics of accidents? Where do accidents happen? How could one avoid and control accidents? How could the physical emotional and mental state of the persons become the factor of different accidents?

Safety education is to have a correct attitude and orderly arrangement of the physical factors that lessen the danger and accidents in our surroundings like slipping, burning, falling, and other untoward happenings.

### ***How to Avoid Accidents***

Accidents happen anytime which causes sickness and temporary or permanent damage to the person. It happened anywhere or in any public places where people are moving around. There are many causes why accidents happened. We can lessen or avoid accidents by being careful different day to day activities especially those that are hazardous and dangerous to our well being.

The following are the different elements of accidents:

- Accidents happen to anybody. It is important to know that being careless may the cause of sickness and accident in other people and to oneself.
- Accidents happen anytime. It always happens without our knowing it.
- Accidents may destroy properties. Ordinary accidents where properties are destroyed are accidents on the road, transportation and burning. These are the causes of sickness, loss of life or other parts of the body.

Together with the discussion on safety education are the accidents that may happen on the road, transportation, home, and other places. It is very important to give emphasis on the rules to be followed while crossing the street, driving a vehicle, and others precaution that could be done at home, schools, working places, playground and others.

## ***The Different Causes of Accidents***

An effective safety program is needed to avoid accidents. Before this happens, it is important to understand why accidents occur. The main cause of accident is carelessness and dangerous surroundings. Carelessness may be because of awkwardness; incapacity to do the work, the individual's state of mental and physical well being, and wrong practices and beliefs. Being accident prone, bad emotional condition, and dangerous surrounding are also included factors.

1. Lack of coordination – Uncoordinated movements of arms, feet, and body because of lack of skill and practice may be one of the causes of accidents. Once there is a lack of coordination of the different parts of the body, the rhythm and balance of the body is affected and may result to accidents and miscalculations of movements.
2. Doing things improperly – Accidents may happen if the person especially the children will do something more than they are capable of doing. For example a child who is trying to ride a bicycle but who have not enough skill to maintain his balance or a teenager who is driving without enough knowledge of traffic rules and regulations.
3. Bad physical and mental well-being – Bad vision, hearing or balance; tiredness, feeling faint, physical unfitness and drunkenness slows down reaction time and lessens the capacity to avoid accidents. It is dangerous to drive or cross the street for a person in this condition.
4. Negative mental attitude – Accidents may also result because of lack of respect to traffic rules and regulations, good manners and right conduct, smoking while lying, down, not using the pedestrian lane while crossing the street or leaving matches and lighter at the reach of children.
5. Negative Philosophies that affect loss of life every year through accidents like the following:
  - Accidents happen only to others not to myself.
  - To meet accidents is fate because death comes once it is time to die.
  - Carefulness is only for women because men are strong and ready to meet any casualties in life.
  - Accident is God way of punishing the sinners.
  - Accidents happen because of scientific advancements.
  - The best remedy is to learn to avoid accidents and be careful in our every move.
6. Emotional instability status – Many accidents occurs because of emotional instability and poor concentration. This kind of feeling caters carelessness, aggressiveness, and lack of

concern.

7. Being accident prone – Once a person is repeatedly meeting accident, we call this person “accident-prone”. There is no basis on this belief. Instead, a person may become accident prone because of carelessness and irresponsible habits.

8. Environmental factors – Bad weather increases accident. It is difficult to drive if it is raining heavily because the road becomes slippery when wet. Fog and poor visibility hinders driving. In this situation it is important to drive slowly and to use the front light of the vehicle.

### **Home Fire Safety Advice For All**

Every year, more than 100 Filipinos die in home fires. Thousands more suffer with the loss of house and valuables while hundreds are disfigured by fire.

If a fire occurs in your home, your chances of survival will depend on how quickly and safely you are able to get out. The following are advice on how to prevent a fire, and how to protect yourself should one occur.

#### 1. How to prevent fire from starting in your home

- a. Put phone numbers of fire department near the phone.
- b. Eliminate fire hazards through good housekeeping. Dispose waste paper, rubbish, and other flammable materials regularly.
- c. Keep matches out children’s reach.
- d. Oil or gas lamps and candles should be placed away from curtains. Do not put them where the wind . children or pets may topple them. Put out the flame before going to bed.
- e. Do not keep flammable gasoline, alcohol, and paint inside the house.
- f. Regularly check your electrical installations, and have all frayed wirings and electrical fixtures changed or repaired by a competent electrician.
- g. Do not overload electrical circuits by putting additional light and appliances.
- h. Blown fuses should not be replaced with coins, or metal.
- i. Never leave a lit cigarette or cigar or pipe unattended – it may fall on flammable materials which should start a fire.
- j. Keep a first aid kit in handy

#### 2. How to prevent fire from starting in your kitchen

These are some of the most common causes of fire in the home, but if you follow some guidelines, you’ll keep your kitchen safe.

- a. Before putting food in the pan, drain the food and test the temperature of the oil by putting in a small piece of bread. If the bread crisps up quickly, the oil is ready.
- b. Never fill a pan more than one-third full of fat or oil.
- c. Never leave the pan unattended while cooking or frying.
- d. Never put the food in the pan if the oil begins to give off smoke. Turn off the heat and leave the oil to cool, otherwise it could catch fire.
- e. If the pan catches fire. Turn off the heat if it is safe to do so, but never lean over the pan to reach the cooker controls.



- f. Cover the pan with a damp cloth or damp towel and leave to cool for at least 30 minutes. Never throw water onto the fire.
- g. If you are in any doubts about whether to try to put a pan fire yourself, don't leave the room, close the door and call the fire department.

### 3 Bedtime Routine

Many fires in the home start at night. Make sure you have a bedtime fire safety routine to help keep you and your family safe. Here are a few simple things you should do every night:

- a. Switch off and unplug all electrical appliances.
- b. Make sure no cigarettes pipes are still burning. Never smoke on bed.
- c. Before emptying ashtrays, make sure the contents are cold.
- d. Make sure that your electric stove or gas range is switched off.
- e. Put out all candles or gas/oil lamps.
- f. Close the doors of all rooms.
- g. Get a fire extinguisher or install smoke detectors.
- h. A fire extinguisher can help smother small flames and give you time to call the fire department.
- i. Smoke detectors wake people up before they are trapped or overcome by smoke.
- j. Smoke detectors are needed outside each sleeping area or on each level including basement.

### 4 Plan your escape route for safety

If a fire occur in your home, you may have to get out in dark and difficult conditions. Escaping from a fire be a lot easier if you have already planned your escape route and know where to go.

Make sure that your planned escape route remains free of any obstructions and that there are no loose floor coverings that could trip you.

Everyone in the house should be made aware of the escape route. Plan your escape route today by having into mind some of the following factors:

- a. If you have serious mobility, you may wish to consider having your bedroom on the ground floor if this is practical, and as near as possible to an exit.
- b. Plan two way out of every room, especially bedrooms. Make sure you can unlock all locks and open all windows and doors quickly, even in the dark.
- c. Make special arrangements for small children and people disabilities.

### 5. What to do if a fire starts

We all try to prevent fire starting in our home. But it only takes an unguarded or careless moment to for a fire to start. A couple of minutes later and your home could be filled with

smoke. Smoke and fumes can kill—particularly the highly poisonous smoke from some furnishings. You will have a short time to get out. Use it wisely and try not to panic.

- a. If possible, close the door of the room where the fire is and close all doors behind you as you leave. This will help delay the spread of fire and smoke.
- b. Before opening a close door, use the back of your hand to touch it. Don't open if it feels warm-since fire will be on the other side.
- c. if the smoke is thick, drop to the floor and crawl toward safety. Use wet towel or cloth to cover your nose and mouth.
- d. Get everyone out as quickly as possible. Don't waste precious time saving valuables or possessions. Make your way out as safely as you can and try not to panic. It will help if you have planned your escape route rather than waiting until there is fire.
- e. Never go back into the house until a fire officer has told you if it is safe to do so.

#### 7. If you are cut off by fire

- a. Try to remain calm. If you are unable to use the door because of flames or smoke, close the door and use towels or sheets to block any gaps. This will help stop smoke spreading into the room.
- b. Try to make your way to the window. If the room becomes smoky, crawl along the floor where it's easier to breathe because smoke rises.
- c. Attract attention of neighbors who can alert the fire brigade to arrive. If you are in immediate danger and your room is not too high from the ground, drop cushions or beddings to the ground below to break your fall from the window. If you can, get out feet first and lower yourself to the full length of your arms before dropping.

### **Checklist for Home Safety**

This chart may suggest how your home may be made safer for you and your family.

#### STAIRWAYS, FALLS AND OUTSIDE STEPS

1. Is stairway provided with a strong hand rail?
2. Are stairs and halls kept free from boxes, toys, mops, brooms, tools, and other tripping hazards?
3. Do gates to prevent small children from falling bar stairways?
4. Do you keep one hand free to hold the stair handrail?
5. Do you avoid carrying loads so big you can't see where you are going?
6. Are small rugs kept away from head and foot of stairs?
7. Is stair carpeting fastened securely?

## KITCHEN

1. Are matches put where children cannot get them?
2. Is the kitchen ventilated when stove is in use?
3. Are knives and sharp instruments kept in a special knife drawer or holder out of reach of children?
4. Do you use a can opener that does not leave sharp edges on the can?
5. Have you a heat resistant stand for your iron?
6. Do you keep lye, disinfectants, and cleaning fluids out of reach of children?
7. Are panhandles turned away from the stove edges?
8. Is grease, water, or bits of food wiped up immediately if spilled?
9. Do you open both oven and broiler doors and stands to one side when lighting the burner?
10. Do you keep linoleum fastened down and straightened warped edges?

## BATHROOM

1. Are tub and shower equipped with a strong handhold?
2. When necessary to electric appliances in the bathroom do you keep them beyond arm's reach of tub, shower and wash basin?
3. Do you have a specially designated container for discarded razor blades?
4. Do you keep poisons clearly marked? (pins in corks, or adhesive around bottles)
5. Do you keep all medicines out of reach of children?
6. Do you turn on the light before taking medicine?

## ATTIC AND BASEMENT

1. Is rubbish and flammable liter kept in metal cans pending disposal?
2. Are your tubs placed where children cannot fall into them?
3. Does your wringer safety release operate easily?
4. Is there a definite place for children to keep bicycles, wagons, skates, and play equipment?
5. Are walls and beams free from protruding nails?
6. Are your electric fuses of the proper size? (Usually 15 amperes)
7. Do you use metal containers only, for disposing of ashes?

8. Do you keep containers of scalding water out of reach of children?
9. Is waste paper kept away from the furnace – stacked neatly, in bag or box – and clear of possible basement seepage, while awaiting disposal?

#### PORCH-YARD-GARAGE

1. Are railings and banisters sound? Are they inspected periodically?
2. Do you burn rubbish in a wire metal basket?
3. Is the yard or play space free from holes, stones, broken glass, nail-studded boards, garden tools, and other litter?
4. Do you keep tools, insecticides, and other dangerous articles out of reach of children?
5. Are wires and low fences brightly painted or marked with cloth strips to make them clearly visible?
6. Are wells, cisterns, and pits kept securely covered?
7. Do children keep away from brush and leaf fires?

#### BEDROOM

1. Is furniture placed to allow clear passage between bed and door and to avoid collision in the dark?
2. Is a light switch or lamp located within easy reach from the bed?
3. Is there a bar across bunk beds to prevent falls?
4. Are low-silled windows barred or screened to prevent children from falling-out?
5. Is there a night lamp in the bedroom and hall for the safety of elderly members of the family?
6. Do you prohibit smoking in bed?
7. Do you turn off gas and electric heating devices before going to sleep?
8. Are children taught not to lean against windows or window screens?
9. Do you keep bureau and dressing table drawers closed when not in use?

#### NURSERY

1. Are the bars on the baby's crib closely spaced so he cannot get his head between them?
2. Is the baby's crib free from sharp edges or corners? .
3. Are sleeping garments and covers designed to keep the baby warm, without danger of smothering or strangling?

4. Do you keep pillows out of baby's bassinet or crib?
5. Are the baby's furniture and toys painted with non-poisonous paint?
6. Do you provide large toys for small children? (Remember that marbles, beans, peanuts, popcorn, safety pins, doll's eyes, "celluloid," toys, and similar articles have caused the deaths of many small children.)

#### STOVES – FURNACES-HEATERS

(These hazards should be checked in all rooms where stoves, furnaces or other heating devices are used.)

1. Are stoves located away from windows to avoid setting fire to curtains?
2. Are stove and furnace pipes and flues inspected and cleaned regularly?
3. Are gas burners adjusted properly and free from leaks?
4. Are the hot water heater and small gas room heaters equipped with vent pipes or flues to carry gases of combustion outside of the house?
5. Are the flames of gas burners protected from drafts?
6. Does an insulating shield protect woodwork within 18 inches distance of furnace, stoves or heaters?
7. Are non-flammable cleaners provided for use on stoves?
8. Do you keep all burnable materials well away from heating devices?
9. Do you open the flue damper on the furnace, and on coal or wood stoves, before retiring?
10. Do you have a rule against using kerosene to start fires?

#### LIVING ROOM AND DINING ROOM

1. Is furniture placed to allow free passage and checked for orderliness at night before retiring?
2. Are furniture and woodwork solid, in good repair, and free from splinters or rough spots?
3. Does the fireplace screen fit snugly?
4. Are rugs fastened down or laid on a non-slip pad?
5. Are floors waxed thinly and thoroughly rubbed?
6. Are older children taught not to give marbles, jacks, or small toys to baby brothers or sisters?
7. Do you extinguish the fire in the fireplace before retiring?
8. Do you keep from curling at the edges?

## ELECTRICAL DEVICES AND FIXTURES

(These hazards should be checked in all rooms where electrical appliances are used or where electric fixtures are located.)

1. Are electrical fixtures and appliances located and used beyond arm's length of the sink, the stove, the tub, the shower, or other grounded metal objects?
2. Do you avoid touching electrical fixtures or appliances when your hands are wet, or when you are standing on a wet floor?
3. Are all electric devices disconnected when not in use?
4. Are porcelain electric fixtures used in basement, bathroom, and kitchen?
5. Is there an insulating link in the chain on all pull-type sockets?
6. Are rubber covered extension cords used in bathroom and basement?
7. Do you disconnect any household appliance before attempting to make repair or adjustments?
8. Are all unused, open, screw-type sockets plugged permanently?
9. Do you repair frayed and worn electric cords, or discard them if repairs cannot be made?
10. Are lamps placed so that long extension cords are unnecessary?
11. Do you keep cords out from under rugs, doors, and movable furniture?
12. Are extension cords of approved type and wire size?
13. Are children taught never to touch electric sockets or fixtures?

## FOR EMERGENCY

1. Do you know the location of water, gas, and electric shut-off and do you check their operation at least once each year?
2. Do you have a first aid kit approved by your doctor or the Red Cross?
3. Do you keep the medicine supplies of your first aid kit replenished?
4. Do you elementary first aid procedures?
5. Do you know which is the quickest exit in case of fire?
6. Do you know the location of the nearest fire alarm box, or how to telephone the fire department?

## GENERAL

(The following hazards should be checked in all parts of your home.)

1. Do you have a place for everything and keep everything in its place?

2. Do you have a strong rigid stepladder, kept in good repair, and stored out of the way?
3. Do you have a playpen for children less than 18 months?
4. Are window screens and storm windows fastened securely?
5. Do you use non-flammable dry cleaners and use them only out of doors?
6. Are guns unloaded and stored in “locked cases immediately after use?
7. Are children given only blunt-end scissors for cutting paper or cloth?
8. Do you wear simple clothing, free from drooping sleeves, sashes or frills, while doing housework?
9. Do you wear low-heeled shoes for housework and keep all shoes in good repair?
10. Are needles, marbles, and other small or sharp objects kept away from young children?
11. Do you store kerosene and gasoline in special, clearly marked containers outside of the house?
12. Do you metal containers for storage of oil mops, dust rags, painting equipment, and other oily materials?
13. Do you turn on a light before entering a room that is dark?
14. Do you make sure that matches are out before throwing them away?

## ***Evaluation***

Do These: Check your safety practices. How do you score on a safety practices checklist? Find out by checking those practices which you now doing, under Yes, those you don't do, under No, and those which you do not do consistently under Sometimes.

	Yes	No	Some times
1. Obtain medical clearance before participating in a sport event?			
2. Do you wear appropriate dress, shoes, & protective device while playing?			
3. Choose a safe play space in school or elsewhere?			
4. Understand and follow the rules of the game?			
5. Control a fall by twisting out of the fall and roll?			

6. Perform the skill correctly?			
7. Train and condition, for the games and sports in which you participate?			
8. Check & maintain the safety of the equipment before & after using them?			
9. Decides to stop playing when too tired?			
<p>Yes in 9 situations – Keep being safety conscious</p> <p>Yes in 8 situations – You observe safety practices during sports activities but you could still meet an accident.</p> <p>If you scored yes in only 6 items – you could be an accident victim.</p>			



# Lesson 21 – The Evil Effects of Drug and Substance Abuse

## **Introduction**

Drug abuse is a losing game for its would-be victims. It lurks or furtively awaiting to willing victims. Victims of ignorance and adventurism, they enter to the new unknown world of social outcasts, a menace to society. Bereft of social respect but lavish with neighbor's grudge and hate, an addict does not only lose the trust of his friends, family and loved ones but loses himself and his mind. Their dastardly acts make our place unsafe for living. They may influence the innocent to be with them. Can't we do something to extirpate the problem? Our society needs our immediate assistance. We have to act now.

### ***“Bawal Na Gamot”***

#### **I**

*Bawat yugto ng sandali, halos di ko alam,  
Naglalakbay and diwa sa ligayang nakamtan  
Gamot na bawal ay ayaw ko nang tigilan  
Hinahanaphanap ko at inaasam.*

#### **II**

*O kay sarap nang buhay nang siya'y aking nakamtan,  
Akala ko ang mundo ay wala nang katapusan.  
At nang ako ay magising sa kasalanang nagawa,  
Kinabukasan ko ay nawala.*

#### **Chorus:**

*Pangarap ko'y di maabot,  
Dahil sa bawal na gamot  
Labis ko nang pinagsisihan,  
Ang aking kamalian  
Ngunit ngayon ay nasaan,  
Pag-ibig na walang hanggan.  
Labis ko nang pinagsisihan,  
Ang aking kamalian.*

## **Drugs and Drugs of Abuse**

A drug is a chemical substance used as medicine or in making medicines, which affects the body and mind and have potential for abuse. Without an advice or a prescription. from a physician, drugs can be

harmful.

There are two forms of drugs, natural and synthetic/artificial. The natural drugs include natural plants leaves, flowering tops, resin, hashish, opium, and marijuana, while synthetic drugs are produced by clandestine laboratories which include those drugs that are controlled by law because they are used in medical practice.

Drugs also help people's bodies and minds function better during an illness. But drugs have to be taken correctly in order to do these things. The wrong drug or the wrong amount of the right one can make an illness worse, destroy blood cells, damage the body and many cause death. For this reason, most drugs can be legally purchased only with doctor's written order called a prescription. He gives direction on how much medicine to take and how often.

The practice of taking drugs without proper medical supervision is called the non- medical use of drugs or drug abuse.

### **Prescriptive drugs**

These are drugs requiring written authorization from a doctor in order to allow a purchase. They are prescribed according to the individual's age, weight, height and should not be taken by anyone else. It is a personal requirement and self-medication should be strictly avoided. The pharmacist should never allow the consumer to request them knowingly without first consulting a doctor.

Once again strict emphasis of following directions needs to be stated. In addition to dosage, the physician indicates both when and for how long the medicine should be taken. These directions are intended to safeguard the patient from needlessly treating himself after his illness has been brought under control or from prematurely stopping a drug because he thinks he is well.

Since the chemistry of the body is subtle and variable, only a physician should have the responsibility of prescribing and directing the use of drugs in the treatment of illnesses. The prescriptive drugs may be classified into three: a) drug with prescription, b) regulated drugs, and c) prohibited drugs

### **Over-The-Counter Drugs (OTC)**

These are nonprescription medicines, which may be purchased from any pharmacy or drugstore without written authorization from a doctor. They are used to treat minor and short term illnesses and any persistent condition should be immediately referred to a physician. It should be strongly emphasized that "Directions" be closely followed and all precautions necessarily taken to avoid complications.

OTC drugs are used for the prevention and symptomatic relief of minor ailments. The precautions that must be observed when dispensing OTCs are the following:

- a. the correct drug with the correct drug content is given to the correct patient in the correct dosage form;
- b. the pharmacist must counsel the patient to make sure that he/she takes the drugs correctly, and
- c. the pharmacist must be aware of and know about the possible toxicities possessed by the OTC

drugs to avoid food/drug incompatibilities and overdoses.

QTCs must be used discriminately

- a. To avoid dispensing of OTC drugs to known identified habitual drug users;
- b. To avoid complications. This is done by inquiring from the buyer of the drug as to the identity of the patient, the patient's age and other information such as pregnancy, hypertension, etc.
- c. Counseling the patient so as to avoid the "self-medication" syndrome by inquiring about the buyer's source of information about the drug.

Most drugs act within a cell, rather than on the surface of a cell or in the extracellular fluids of the body. Similar to normal body chemicals, a drug enters a cell and participates in a few steps of the normal sequence of a cellular process. This drugs may later, interfere with or replace chemicals of normal cellular life, hopefully for the betterment of the person.

When two drugs are taken together or within a few hours of each other they may interact with unexpected results. This is one reason a physician should always know the names of all drugs one is using. A dose of the drug is the amount taken at one time. The doses taken become an extremely important part of drug abuse.

The amount of drug in a dose can be described as:

- Minimal dose – amount needed to heal
- Maximal dose – largest amount of a drug a person can take without toxicity
- Toxic dose – produces untoward effects
- Abusive dose – it produces side effects
- Lethal dose – cause of death

The common methods of drug administration are the following:

- Oral – the safest, most convenient and economical route whenever possible
- Injection – offers a faster response than the oral method
- Inhalation – uses gaseous and volatile drugs which are inhaled and absorb rapidly
- Topical – application of drugs directly to a body site such as the skin
- Iontophoresis – introduction of drugs into deeper layers of the skin by the use of electric current

A drug may cause effects because of any of the following:

- Overdose – when too much of a drug is taken there may be an over extension of its effects
- Allergy – some drugs cause release of histamine giving rise to allergic symptoms such as dermatitis, swelling, fall in blood pressure, suffocation and death
- Idiosyncrasy – for some reason the effect is the opposite of what is expected of from the drug
- General protoplasmic poison property – drugs are chemicals and some of them have the property of being general protoplasmic poisons
- Side effects – some drugs are not receptors for one organ but receptors of other organs as well. The effect in the other organ may constitute a side-effect which is unwanted.

### Pharmacological Classification

1. **Depressants or sedatives (downers)** – They are called downers. These are drugs, which suppress vital body functions especially those of the brain or central nervous system with the resulting impairment of judgement, hearing, speech and muscular coordination. They dull the minds, slow down body reactions to such extent that accidental deaths and/or suicides, usually happen. They include the narcotics, barbiturates, tranquilizers, alcohol, and other volatile solvents. They cause depressions, relieve pain, and induce sedation or sleep and suppress cough. These drugs can be dangerous when not taken according to physician's prescription.

Example of depressants or sedatives are Seconal and Mandrax.

2. **Stimulants (Uppers)** – They produce effects opposite to that of depressants. Instead of bringing relaxation and sleep, they produce increased mental alertness, wakefulness, reduce hunger and provide a feeling well-being. Their medical users include narcolepsy – a condition characterized by a overwhelming desire to sleep. Abrupt withdrawal of the drug from the heavy abuser can result in a deep and suicidal depression. Ex. Amphetamines, cocaine, caffeine, *shabu*, nicotine.

Nicotine is an active component of tobacco that acts as powerful stimulants of the central nervous system.

Cocaine is extracted from the coca bush or plant. The “high” of cocaine is so high that the user needs another drug to bring him/her down. “Speed ball” is a favorite combination of cocaine, which provides the “rush” and prolongs the “kick.”

Caffeine vies with nicotine for dubious distinction of being the most popular and extensively used habit forming drug. It is present in coffee, tea, cola drinks, and some wake-up pills.

3. **Hallucinogens (Psychedelic)** – are drugs that consist of a variety of mind-altering drugs, which distort reality, thinking and perceptions of time, sound, space and sensations. Hallucinogens are the only drugs that destroy the individual's concept of mass. A person under the influence of these drugs cannot tell the difference between a five-peso coin and a one-peso coin.

Marijuana – Its effect vary with the strength, the amount used, and the personality and expectations of the user. When taken in large doses, the user imagines that he sees, hears, and smells color and sounds, which makes him/her behave irrationally for 3 to 5 hours; thus the user feels lethargic and hungry, especially for sweets.

LSD (Lysergic Acid Diethylamide) is the most powerful of the psychedelics and is obtained from ergot, a fungus that attacks ryekernels.

Peyote is derived from the surface part of a small gray-brown cactus. Mexican and American Indians eat the bottom of the cactus, or dry, crush, and boil it in water as tea. Peyote emits a nauseating odor and its user suffers from nausea. This drug causes no physical dependence and therefore, no withdrawal symptoms, although in some cases psychological dependence been noted.

Mescaline is the alkaloid hallucinogen extracted from the peyote cactus and can also be synthesized in the laboratory.

STP is a take-off on the motor oil additive. It is a chemical derivative of mescaline claimed to produce more violent and longer effects than the mescaline drug.

Psilocybin is a hallucinogenic alkaloid from small Mexican mushrooms used by Mexican Indians today. These mushrooms induce nausea, muscular relaxation, and mood changes with visions of bright colors and shapes, and other hallucinogens.

**4. Volatile Solvents** – If a person sniffs toxic chemicals contained in glue and other volatile or strong-smelling substances, he can experience serious mental confusion. Damage to vital organs may also be possible. The user to acquire a feeling of ecstasy and power of high feelings sniffs these substances that vaporize easily.

Example of volatile solvent are lighter fluid, gasoline, cleaning fluid, lacquer thinner/paint thinner, rugby, hair spray, aerosols, finger nail polish, acetone, oven cleaner, cement glue used in boat and airplane models and in shoe making.

## **Legal Classification of Drugs**

### **1. Prohibited Drugs** include:

- Opium and its active components and derivative such as heroin and morphine.
- Coca leaves and its derivatives, principally cocaine, alpha and beta cocaine.
- Hallucinogenic drugs such as mescaline, lysergic acid diethylamide (LSD) and other substances producing similar effects.
- Indian Hemp and its derivatives
- All preparations made from any of the foregoing other drugs and chemical preparation, whether natural or synthetic with the psychological effects of a narcotics or a hallucinogenic drugs.

-Ecstasy (amphetamine type stimulant) is called the “hug drug” or “love potion” because it lowers the user’s inhibition and makes him or her crave for physical contact and audio-visual stimulation. Hence, synthesized sounds or the so-called “trance music” and arrays of psychedelic lights dominate “rave parties”. Ecstasy use can cause severe dehydration and can raise the user’s body temperature to as high as 108 degrees. It has already resulted to thousands of overdoses that led to numerous deaths in the United States and Europe. Warning signs of ecstasy are the unusual habits such as the usage of dark eye glasses even during night time, playing music in unbearably loud volume and irregular sleeping habits and the big increase in the expenditure.

## 2. **Regulated Drugs** are self-inducing sedatives such as:

- Self inducing sedatives such as secobarbital, phenobarbital, barbital and amobarbital
- Any other drug which contains a salt derivative or derivative of salt isomer
- Amphetamines such as Benzedrine or Dexedrine
- Any drug that produces physiological actions similar to amphetamine.
- Hypnotic drugs such as methaqualone, nitrazepam, or any other compound producing similar physiological effects.

## 3. **Additional Classification of Dangerous Drug Exempt Dangerous Drugs Preparation**

It is any of dangerous drug preparation that is compounded in such a way that it represents none, or a negligible risk of abuse. This dangerous drug preparation contains combination of drugs cannot be recovered by readily applicable processes or when its traces in the body is identified as not liable for abuse, so that the preparation does not give rise to a public health and social problem.

This has high therapeutic value, a wide use for legitimate purposes, and is a much-needed medicine thereof. The word “compounded” as herein used means the process of - combining a controlled drug with a non-controlled ingredient counteractive of the abuse liability of the controlled drug present.

### **Commonly Abused Drugs**

Drugs that are commonly abused depending on their pharmacological effects may be classified into.

1. Sedatives – drugs which reduce anxiety and excitement such as barbiturates, non-barbiturates, tranquilizers.
2. Stimulants – drugs which increase alertness and activity such as amphetamines, cocaine and caffeine.
3. Hallucinogens (also called psychedelics) – drugs which affect sensation, thinking, self-awareness and emotion. Changes in time and space perception, delusions (false beliefs) and hallucinations may be mild or overwhelming, depending on dose and quality of the drug. This includes LSD, mescaline and marijuana.
4. Narcotics – drugs that relieve pain and often induce sleep. The opiates, which are narcotics,

include opium and drugs derived from opium, such as morphine, codeine and heroin.

### **Drug Abuse and Drug Dependency**

Drug abuse as defined by the Dangerous Drugs Board (DDB), is the deliberate use of medically useful drugs, which have the capacity to alter mood and behavior without the benefit of prescription. It also refers to using drugs and substances, which are not clinically dispensable but are indispensable in research. It also means the non- medical use of drugs like taking amphetamines, sniffing rugby or acetone sporadically for “kick” or using drugs in excess of their usual dosage.

Drug abuse means the use of any drug, medically speaking, to the point where it seriously interferes with the health, economic status, or social functioning of the drug user or others affected by the drug user’s behavior.

Drug dependency, as defined by the Dangerous Drug Board (DDB), is a state of psychic (psychological) or physical reliance or dependence on a dangerous drug following the administration or use of the drug on a periodic or continuous basis. The World Health Organization (WHO) refers to it as a condition or state arising from repeated administration of a drug periodically or continuously. Dependency is the adverse effect of all drugs and in this case, drugs also include alcohol. Anyone can become dependent on any drug if he takes it too long at too high a dosage.

There are two types of dependence, namely:

1. Drug habituation or psychic dependence – is a condition resulting from repeated consumption of drug. Its characteristics include:

- a) a desire (but not compulsion) to continue taking the drug for the sense of improved well-being which it engenders,
- b) little or no tendency to increase the dose,
- c) some degree of psychic dependence on the effect of the drug, but with absence of physical dependence and hence absence of an abstinence syndrome, and
- d) the drug user is more deleteriously affected with drug than is society or another person.

2. Drug Addiction of Physical Dependency - is a state of period or chronic intoxication produced by the repeated consumption of a drug(whether natural or synthetic). its characteristics include the following:

- a) overpowering desire or need (compulsion) to continue taking the drug and to obtain it by any means,
- b) a tendency to increase the dose (drug tolerance),
- c) a psychic (psychological) and generally physical dependence on the effect of the drug,
- d) detrimental effects on the individual and society, and
- e) when the drug is stopped, physical disturbance results (withdrawal or abstinence syndrome).

## **Different Forms of Drug Abuse**

There are five forms of drug abuse that may be singled out.

1. Overdose of the drug, causing acute poisoning or death.
2. Consumption over too long a period leads to tolerance and hence to the need for a larger quantity of the substance to achieve the same effect.
3. Unsuitable dosage also plays a part in drug abuse.
4. Use of more than one psychotropic drug that may produce a dangerous cumulative or heightened effect.
5. Use of some substances prohibited for human use and sold illegally.

A drug abuser is a person who uses or administers to himself or allow other to administer dangerous drugs to himself without medical approval.

They belong to three categories namely:

- a) the experimenter – who out of curiosity, uses or administers to himself dangerous drugs and or dependence-producing substances one or a few times,
- b) the casual users who from time to time uses or administers drugs to himself in an attempt to refresh his mind and body or as a form of a play, amusement or relaxation, and
- c) the drug dependent who regularly consumes or administers dangerous drugs and/or dependence-producing substances to himself and has acquired psychological and or physical dependence on the drugs which has gone beyond a state of voluntary control.

## **Personality Profile Of a Filipino Drug Abuser**

1. Drug abusers are of average or above average intelligence.
2. They are witty and manipulative.
3. They have negative attitudes, they demonstrate hostile feelings to the world or to anybody who does not want to conform to what they want.
4. They are emotionally immature, selfish and demanding.
5. They want immediate gratification of their needs and desires.
6. They have low frustration tolerance.
7. Their interest and aptitude are on dramatics, persuasive and musical fields in that order.
8. They are depressed.
9. They are excessively dependent.
10. They have impulsive behavior.



11. They are rebellious.
12. They are pleasure-seekers.
13. They are pathological liars.
14. They like to join delinquent groups (antisocial).
15. They have difficulty in solving problems by facing them or change and seek constructive action.

### **Factors That Contribute To Drug Abuse**

A. Psychological Factors – misinformed, lack of knowledge, intellectual immaturity, confusion on right or wrong, loneliness, self-pity, rebellious from authority, poor decision maker.

B. Social Factors – irresponsible, tyrannical, autocratic overdoing parents, social indifference, “*bahala ka sa buhay mo*” and “*wala akong pakialam*” belief, inconsistent social practices, *palakasan* and *padrino* system, few accessible recreational facilities and few job opportunities.

### **Detection of Drug Abusers**

Detecting a drug abuser is not an easy task. The signs and symptoms of drug abuse, especially in the beginning stages can be identical to those produced by conditions having nothing whatsoever to do with drugs.

It is always necessary to exercise certain prudence before drawing conclusions. Some judgments might only hurt the individual, if he is innocent and one may lose his love and trust. On after observing calmly and patiently his behavior. Appearance and associations, may one pass judgment and act.

To detect a drug abuser one should observe the following:

- Neglect of personal appearance
- Diminished drive, lack of ambition
- Reduced attention span
- Poor quality of school work
- Impaired communication skills
- Less care for the feeling of others, lessening of accustomed family warmth
- Pale face, red eyes, dilation or constricted pupils, wearing sunglasses at wrong places
- Change from active to passive and withdrawn behavior
- Secretive about money, disappearance of money or valuable from the house
- Friends refusing to identify themselves, or hang up when you answer the phone
- Overreaction to mild criticisms

- Smell of marijuana, sweetish odor, like a burned rope in the clothes or room, etc.
- Symptoms of nausea, vomiting, diarrhea, tremors, muscular aches, insomnia, convulsions etc.
- Presence of:
  - Butt from marijuana joint
  - Holders for the joint
  - Presence of leaves, seeds in pockets or lining
  - Rolling papers, pipes “bong” in closet or pocket
  - Cough syrup bottles, capsules, syringes etc.
  - Visines or Eye-Mo bottles to treat red eyes
  - Devices for hiding drugs like trash cans, soft drink bottles
  - Presence of other pills like valium, artane, other tranquilizers
  - Presence of physician’s prescription pad in blank form

### **Process of Detection of Drug Abusers**

The detection of drug abusers involves five processes, namely:

- Observation – signs and symptoms of drug abuse is observed carefully. Be sure the person being observed is not aware that he is being observed.
- History taking – collateral information of the individual, his *barkadas*, his language and checking of his personal belongings without him knowing it.
- Laboratory examination
- Psychological examination
- Psychiatric examination

**Unlawful Acts and Penalties (Republic Acts 9165 and its implementing rules and regulations “the Comprehensive Dangerous Drug Act of 2002)**

POSSESSION OF DANGEROUS DRUGS		
Quantity regardless of degree of purity	DRUG	PENALTIES
10 grams or more	Opium	Life imprisonment + P500T to P1M
10 grams or more	Morphine	Life imprisonment + P500T to P1M
10 grams or more	Heroin	Life imprisonment + P500T to P1M
10 grams or more	Cocaine or Cocaine Hydrochloride	Life imprisonment + P500T to P1M
50 grams or more	Methamphetamine hydrochloride or “Shabu”	Life imprisonment + P500T to P1M
10 grams or more	Marijuana resin or Marijuana resin oil	Life imprisonment + P500T to P1M
500 grams or more	Marijuana	Life imprisonment + P500T to P1M
10 grams or more	Other dangerous drugs: MMDA or “Ecstasy” PMA, TMA, LSD, GHD, etc.	Life imprisonment + P500T to P1M
If the quantity involved is less than the above/foregoing quantities		
10 grams but less than 50 grams	Shabu	Life imprisonment plus fine
5 grams but less than 10 grams	Opium, morphine, heroine, cocaine, marijuana, shabu, “ecstasy,” PMA, TMA, LSD, GHB, etc.	20 years and 1 day to life imprisonment and P400T to P500T fine
Less than 5 grams	Opium, morphine, heroine, cocaine, marijuana, shabu, “ecstasy,” PMA, TMA, LSD, GHB, etc.	12 years and 1 day to 20 years imprisonment and P300T to P400T fine
Plant, cultivation, or culture of plants classified as Dangerous Drugs		
Regardless of quantity	Marijuana, opium poppy, or any other plant	Life imprisonment and a fine ranging from P500T to P1M
Positive for use after confirmatory test	Use of any dangerous drug	Penalty of a minimum of six (6) months rehabilitation in a

		government center for drug abuse
Possession (unless authorized by law) of Equipment, Instrument, Apparatus, and other Paraphernalia intended for smoking, consuming, administering, injecting, ingesting, or introducing any Dangerous Drug into the body.		
Possession or under his/her control	Equipment, instrument, apparatus and other paraphernalia for dangerous drug	4 years imprisonment and P50T fine
Manufacture (unless authorized by law) of Dangerous Drugs and/or controlled Precursors and Essential Chemicals		
Engagement in the manufacture	Manufacture of any dangerous drug	Life imprisonment to death plus P500T to P10M
Manufacture	Manufacture of any controlled precursor and essential chemicals	12 years and one day to 20 years imprisonment and P100T to P500T fine

### **Substance Abuse**

Substance abuse is the use of alcohol and tobacco as the source of substance for abuse of health and physical well being.

A. **Alcohol.** Alcohol is the colorless substance, tasteless clear liquid, which gives a burning sensation to the mouth, esophagus and stomach. Like many drugs alcohol is toxic. It can poison the human body if taken in large amounts or in combination with other drugs. Alcohol is a depressant not a stimulant.

#### Types of drinkers

1. Occasional drinker – drinks on special occasions or uses alcohol as a home remedy, takes only a few drinks per year.
2. Frequent drinker – drinks at parties and social affairs. Intake of alcohol may be once a week or occasionally reaches three or four times per week, uses beverages to release inhibitions and tensions.
3. Regular drinker – may drink daily or consistently on weekends usually comes from cultural background where wine or beer is used with meals to enhance the flavor of food. .
4. Alcohol dependent – drinks to have good time, excessive drinking occurs occasionally but drinker may not become alcoholic.
5. Alcoholic - has lost control of his use of alcohol. Alcohol assumes primary goal in his life, even to the exclusion of physical health and interests of family and society in general.

## Motives for Drinking:

1. Traditional – social and religious functions
2. Status – symbol of success and prestige
3. Dietary – dining incomplete without wine, integral part of today's way of "gracious living"
4. Social – releases tensions and inhibitions of user can tolerate and enjoy another's company
5. Shortcut to adulthood – user unsure of maturity, drinks to prove self
6. Ritual – fosters group feeling, cocktail parties, toasts made to brides, wishes for good health
7. Path of least resistance – doesn't want to drink but doesn't want to abstain so goes along with everyone else

## Effects of alcohol on the body

When a person drinks alcohol, it passes down into the stomach. Here, unlike foods we eat, it does not need to be digested or broken down by juices in the stomach. It is absorbed easily into the blood stream and most of it stays in the blood.

While in the bloodstream, the alcohol is carried around the body many times as the heart pumps blood through the vessels. The alcohol stays in the blood and can only be passed out of the body when the liver changes it. A healthy liver takes approximately one hour to remove the alcohol in one bottle of beer. While the liver is trying to remove the alcohol, the alcohol is having effects on body functions.

**B. Tobacco.** The use of tobacco is one of the foremost public health problems in the world today. Tobacco had for centuries been used all over the world as a way of increasing the enjoyment of life or as an aid in coping with some of its problems.

The World Health Organization estimates that around the world one person dies every 13 seconds from tobacco-related diseases.

Doctors cite 50,000 scientific studies from various independent bodies that have proved beyond doubt that smoking is responsible for around 90% of all cases of lung cancer, 95% of all cases of chronic bronchitis and emphysema, and 25% of heart conditions in men under 65 years of age.

The World Health Organization Advisory Panel on Smoking and Health estimates that at least two million of 30 million Filipinos under 20 today will eventually be killed by cigarettes. Smoking threatens not only adults, but also children – born and unborn. The Philippine Obstetrical and Gynecological Society notes that prematurity in infants of mothers who smoke is three times or more common than in mothers who do not smoke. Spontaneous abortion is likewise more common in smoking mothers. Since six percent of pregnant women smoke, about 91,600 infants are exposed to danger every year.

Too often smoking habits begins in the early teens or even earlier: Becoming a smoker may have the immediate value to some teenagers of being accepted by their peers. A smoker feels mature because smoking is an adult behavior forbidden to the child. To smoke is to provide a level of physiological stimulation and pleasure and might even serve the functions of an act of defiance to authority figures.

The effects of smoking consist primarily of ill- health and of human suffering. These necessarily affect, too, the productivity of the work force, the need for medical care and other variables. Thus, smoking impairs society's total well-being and poses substantial economic loss to the nation.

## Lesson 22 – PORNOGRAPHY

### **Introduction:**

#### **IF A CHILD LIVES**

With hostility, he learns to fight;  
With criticism, he learns to condemn;  
With fear, he learns to be apprehensive;  
With jealousy, he learns to hate;  
With approval, he learns to like himself;  
With encouragement, he learns self-confidence and integrity;  
With praise, he learns to be appreciative;  
With acceptance, he learns to love;  
With fairness he learns justice;  
With honesty, he learns what truth is:  
With friendliness, he learns that the world  
is a nice place in which to live.

### **Pornography**

Pornography comes from the Greek word *pornographos*, an adjective meaning ‘writing about prostitutes.’ Also from ancient Greek *porne*, meaning female sexual slaves, and *graphos*, meaning writings or graphic depictions thereof.

Pornography, or obscenity (which is the legal term), is any material, pictures, films, printed matter, or devices dealing with sexual poses or acts considered indecent by the public. Webster defines pornography as:

1. ‘The depiction of erotic behavior (as in pictures or writing) intended to cause sexual excitement.
2. Materials (as book or a photograph) that depicts erotic behavior and is intended to cause sexual excitement.
3. The depiction of acts in a sensational manner so as to arouses a quick intense emotional reaction (the pornography of violence).

Robin Morgan stated, “Pornography is the theory, rape is the practice.” Feminists such as Diana H. Russel have redefined pornography as material that combines sex and/or the exposure of genitals with abuse or degradation in a manner that appears to endorse, condone, or encourage such behavior.” In 1984 feminist legal scholar Catherine

A. MacKinnon and author Andrea Rworkin suggested a legal definition of pornography as the graphic,

sexually explicit subordination of women through pictures and or words that includes women dehumanized, objectified, enjoying pain, humiliation, or rape in a content that makes these conditions sexual.

Social science research has examined in laboratory experiments the content of pornography and its effects on men. Content analyses of pornography conducted by Gloria Cowan between 1976 and 1985 demonstrated increases in violent, degrading, and racist representations of women. Neil Malamuth's research found that exposure to eroticized rape scenarios increased males' self reported likelihood of rape, rape fantasies in male college students, and males acceptance of rape myths and violence against women.

Men's exposure to degrading pornography, studied by Dolf Zilman and Jennings Bryant, was found to increase sexual callousness toward women, decrease support for the women's movement, and decrease recommended jail sentences for rapists.

Based on these findings, Russel developed a model of pornography as a cause of rape, in which exposure to pornography result to the following:

- 1) predisposes men to rape through conditioning of their sexual arousal to rape,
- 2) undermines men's internal inhibitions and social inhibitions against acting out rape desires, and
- 3) undermines potential victim's abilities to avoid or resist rape or sexual abuse.

Even nonviolent degrading pornography was found to increase rape-supportive attitudes in some studies. In 1989 James Check, identified two types of pornography. The first type is the violent pornography and the other type is the degrading or dehumanizing (nonviolent) pornography. In contrast, erotica (based on the root word eras, meaning sexual love) depicts mutual egalitarian, consensual sexual interactions.

Pornography is not the same thing as obscenity, although people often use the terms interchangeably. Obscenity is a legal concept that applies to those forms of pornography that society considers the most harmful to sexual morality, and that it punishes under criminal law.

Obscenity is the act, utterances, or items (primarily publications and films) deemed contrary to public standards of morality. Because public standards vary, any definition of obscenity is relative to the time and place in which it is formulated.

Another definition of pornography is "sexually explicit subordination of women" and views it as a form of discrimination against women, not simply a violation of traditional moral norms, Erotica on the other hand, is sexually explicit material that portrays men and women in postures of equality and mutual respect.

Although little is known about the origins of pornography, it is as old as written records. It was not until 1800s, however that pornography began to become a social problem, primarily because the spread of technology such as printing, photography, and motor vehicles made it more readily available and because of the growth of democracy and individual freedom.



## ***Child Pornography***

Child Pornography is a visual depiction of a child (a person under 18) engaged in actual or simulated sexual conduct.

This sexual conduct includes:

1. A lascivious exhibition of the genitals or pubic area.
2. Nudity or partial nudity for the purpose of sexual arousal.
3. Touching the genitals, pubic hair, buttocks or the breast of female.
4. Explicit representation of defecation or urination.

It is not illegal to possess a picture of a nude child, such as a picture of your baby being bathed. However, if the picture focuses on the child's genitals or the child is posed in a sexual way, giving the impression that the intent of the picture is for sexual arousal, the picture is illegal.

There is no constitutional right to distribute pornographic materials such as:

1. It is illegal to distribute pornographic materials and child pornography.
2. It is illegal to transport pornographic material and child pornography.
3. It is illegal to transmit pornographic material and child pornography.
4. It is illegal to produce child pornography.
5. It is illegal to produce pornographic material with intent to distribute.
6. It is illegal to distribute harmful materials to minors.
7. It is illegal to broadcast pornographic material over radio, television, cable and satellite systems.
8. It is illegal to mail pornographic material.

Distribution means conveying the material to another person. This can be done by giving it, showing it, or selling it. All methods of conveyance are illegal, i.e. handling it to someone, mailing it, e-mailing it, putting it on a website, broadcasting it on television, satellite or radio, over the telephone line, downloading it and any other possible way of transferring information.

## ***Pornography and Culture***

The content of pornography is a function of many things, including culture, history, biology, and technology. Over time, pornography has grown more and more sexually explicit as producers have taken advantage of the freedoms that accompanied the spread of democracy.

Some pornography is an expression of the sexual fantasies of the mainstream social order whereas other types of pornography are more “transgressive” representing unconventional or dissident forms of sexuality. In both cases, the content of pornography is a positive or negative reflection of the culture from which it arises.

Legal definitions of pornography are also a function of culture and politics. Although pornography has grown more explicit and has become more available since the early 20 century, this trend has been punctuated by several episodes of governmental crackdowns on pornography that were due to political movements and reactions to unsettling social change.

For example, the rise of anti-smut societies in the United States, Britain, and Canada between the 1890s and 1920s was partly a response to concerns about the breakdown of moral and social order wrought by economic expansion.

### ***Legal Status of Curbing Pornography***

Since the beginning of the 20th century, court decisions have generally narrowed the range of pornographic material that can be considered obscene or illegal. Each country has its own approach to the law, however, and there is little international coordination despite the fact that pornographic material can be sent instantly anywhere in the world over the Internet.

Child pornography is illegal in nearly all countries, it is the sexually explicit material made with actual minors, usually under 16 to 18 years of age, as subjects.

The Tariff Act of 1842 was the first federal obscenity law of the United States of America, which provided to consider “indecent and obscene prints, paintings, lithographs, engravings, and transparencies.”

America’s leading anti-vice crusader Anthony Comstock had the so-called Comstock Law, an 1873 amendment to the 1865 Postal Act, prohibited sending any obscene material through the domestic mails, including materials dealing with abortion or birth control. US Congress passed 20 obscenity laws between 1842-1956, most of which were variations of or amendments to the original Comstock Law. Later, Congress passed a series of anti-pornography and anti—indecent laws dealing with new forms of technology and with the protection of children.

The widespread availability of pornography on the Internet has led to a number of legislative attempts to prevent children’s access to it. In 1996 Congress passed the Communications Decency Act (CDA), making it a crime to send any obscene or indecent messages over the Internet knowing that the recipient is under 18 of age. In 1997, Congress passed the Child Online Protection Act (known as “son of CDA”), which required commercial Web sites to ensure that children could not access material deemed “harmful to minors”.

The Children’s Internet Protection Act, passed in 2000, required all public schools and libraries that receive federal technology funds to install filtering software designed to block access to pornographic sites.

Legal approaches to pornography and obscenity vary around the world. Approaches to pornography in non-Western societies vary according to societal norms

## ***Prevalence and Availability of Pornography***

Both the availability of pornography and the growth of the pornography industry have exploded since the 1950s. These trends reflect an increased demand for pornography, greater social and legal tolerance, and the emergence of new technologies for distribution. In the 1950s, in the US, pornography went “above ground” with the creation of Playboy. Pornography today is a multi- billion dollar business. In 1996 Americans spent more than \$8billion on hard-core pornographic materials such as videos, adult cable programs, computer pornography, sex magazines and peep shows

Various efforts have been made to control the spread of pornography on television, in movie theaters, and on the Internet. The Internet has posed special problems in two respects: a) it is easily accessible to minors and b) it makes it easy to transfer materials over national boundaries with the mere click of the computer mouse.

## ***Attitudes of the Public Toward Pornography***

Attitudes toward pornography can be classified into one of the four major perspectives: conservative, feminist, postmodern, and liberal.

1. **Conservative Perspective** – is based on the traditional foundation of obscenity law, which focuses on how pornography corrupts moral virtue and social order. It takes position that sexual desire should be restrained by rationality, interpersonal commitment, and responsibility, qualities that are preserved by marriage and commitment to the family. Pornography is a social ill because it encourages impersonal desire and recreational sex, thereby coarsening the relationship between men and women and undermining marriage. In this view, pornography also contributes to sexual violence. The conservative view may be based on religion or on secular moral theory.

2. **Feminist Perspective** – rejects the moral and religious views of the conservative approach, focusing on how pornography contributes to the inequality and subordination of women in society. In this view, pornography is not about sex but about power; pornography reflects and reinforces male power and sexuality by depicting women as sex objects who exist to fulfill the pleasure of men.

3. **Postmodern Perspective** – is skeptical of all- encompassing explanations of complex social phenomena, so its advocates tend to eschew strong positions on either sides of the censorship debate. According to postmodernist perspective, pornography has many meanings and effects, so it is responsible to reduce it to one dominant meaning.

4. **Liberal Perspective** – tolerates any consensual or voluntary form of adult sexual activity, as long as it does not directly harm others. In this view, making or viewing pornography is a legitimate expression of individual preference.

## ***Effects of Pornography to the Human Behavior and Attitudes***

The question of how pornography affects human behaviors and attitudes has been a considerable source of controversy and public concern. Opponents of pornography believe it encourages immorality, sexual violence and negative attitudes toward women, while defenders see pornography for adults as a harmless diversion that may serve to relieve sexual tensions.

Violent pornography is generally considered more harmful than nonviolent materials. However, the findings are inconclusive and sometimes contradictory. Research shows that per cent of all pornography depicts sexual violence whereas others maintain that the proportion is as low as 1 per cent. In 1986, it was found out that violent pornography “bears a causal relationship to antisocial acts of sexual violence” and degrading pornography “bears some causal relationship to violence, sexual aggression, and negative attitudes such as the myth that women enjoy being raped.

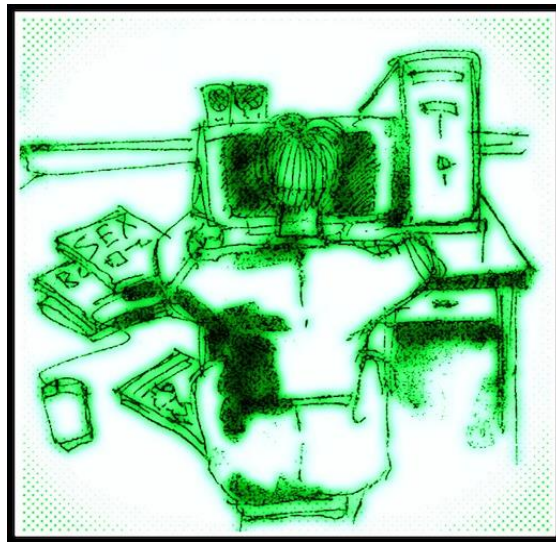
Studies indicated that men who viewed films that were both violent and sexually explicit recorded the highest levels of aggression, followed by those who viewed sexually explicit but violent films. Men record the highest levels of aggression after viewing pornography that portrays women as being sexually aroused by the violence perpetrated against them. However, studies have found little correlation between purely erotic nonviolent films and violence or aggression against women.

## ***Censorship and Control of Pornography***

Censorship is the supervision and control of the information and ideas that are circulated among the people within the society. In modern times, censorship refers to the examination of books, periodicals, plays, films, television and radio programs, news reports and other communication media for the purpose of altering or suppressing parts thought to be objectionable or offensive. The objectionable materials may be considered immoral or obscene, heretical or blasphemous, seditious or treasonable, or injurious to national security. Thus the rationale for censorship is that it is necessary for the protection of three basic social institutions: the family, the church, and the state/nation.

Censorship and the ideology supporting it go back to ancient times. Every society has had customs, taboos, or laws by which speech, play, dress, religious observance, and sexual expression were regulated. The first to apply the principle of censorship were the Greeks, led by Plato. The Romans followed the same practice as demonstrated by Emperor Caligula who ordered an offending writer to be burned alive, and Nero deported his critics and burned their books.

Roman Catholic Censorship was also demonstrated when Pope Gelasius issued the first catalog of forbidden books in 496. For the purpose of punishing all such manifestations, Pope Gregory IX instituted the Inquisition in 1231. For almost 500 years the Inquisition remained very



influential in the course of reading material censorship.

## Lesson 23 – Alternative Medicine

### **Introduction:**

Herbal medicine, the use of natural ingredients to relieve ailments, has been practiced for centuries. According to Concha (1980) the use of plants for medicinal purposes is as old as man himself. Primitive man probably learned their medicinal value from intuition and observation of the animals around him. Through trial and error, he discovered the efficacy of certain plants for certain ailments and he passed his knowledge on to his neighbors. From such beginnings, sprung our present knowledge of the use of plant constituents in the treatment of disease.

Philippine flora abounds with plants of medicinal value. Scientific proof of efficacy, established through the isolation of their active constituents and studies on their pharmacological actions, has been accomplished on some of these plants (Concha, 1980).

In the same vein, de Padua et al (1997) wrote that archaeological evidence tells us of early man's use of herbal cures for his common ailments, and it is from ancient herbals that our pharmacopoeias have developed. He also discussed that is well known here in the Philippines, that it is not only our so-called "*arbularyo*" (or *herbolarios*) but also those who have had scientific schooling make use of plants in the treatment of disease.

There is now fresh interest in nature's powers of healing as people realize how beneficial herbs can be. Our grandparents grew carefully selected herbs in their gardens to use in remedies for common complaints.

There is now an increasing use of medicinal plants. Many people at present is returning to Mother Earth and nature's product. There are lots of people all over the world who rely partly or completely on herbal cures, and the success they achieve, are clear indications of the position these plants occupy in the practice of medicine today. Hence, herbal medicine as the alternative medicine is appropriate, (Gurney, Ed, 2000).

In China, herbs form a major part of home remedies. As early as 5000 BC, the Chinese already had a well-developed set of accepted plant derived drugs. Today, botanical researchers in Beijing have compiled a list of some 2, 300 herbs, their places of production and their effectiveness.

The American passion for health has made the United States a huge market for herbal substances. Billions of dollars worth of health and "sex foods" are purchased annually in the obsession to stay in perfect health.

In Europe, particularly France and West Germany, herbal infusions are popular drinks. They are consumed in the same as coffee or tea and are often used in place of them. The herbal-substance is sold in sachet form like tea bags. It is retailed primarily in general food outlets, and to a lesser extent, in pharmacies.

In the Philippines, long before modern medicine came into these 7,100 islands, "*Karyong Arbularyo*" was already a hallowed institution curing the folk's ills with herbal medicine. The stereotyped image of an *ikmo* (betel nut) chewing country elder brewing a decoction of mysterious herbs for some afflicted one assumes new dimensions in these times of unemployment and high prices.

In lieu of stiffly priced pharmaceuticals, more and more impoverished Filipinos are now turning to the healing properties of herbs for relief from physical afflictions. Though practitioners of modern medicine may condemn such folk remedies as plain quackery, the rural Filipino will swear they do alleviate ills.

The medicinal value of plants and herbs was discovered through the usual trial and error method, with China credited with having the richest reservoir of empirical expertise culled from over a thousand years of herbalism.

Science and technology systematized the study of herbs and plants through the preservation of their important properties to enable the mass production of herb-based pills and capsules. But even after plant-based medicines became the basic cure to many ailments, the use of herbal medicine continues to flourish in some countries including the Philippines.

Herbal medicine in the archipelago has been associated with folk medicine, primarily because of the religious ceremonies or indigenous rituals that usually accompany its application.

According to Dr. De Padua, only plant parts that are healthy-looking, with no insect bites, discoloration or other signs of abnormality should be used. In preparing the drugs, she recommends the use of earthenware, enamel-lined or Pyrex containers, not metallic or plastic based utensils. Reactions of plastic or metal with plant drugs may prove harmful. Cleanliness must be observed at all times.

Rural folk need herbal medicine as a cheap alternative to drugstore medicine, especially since inadequate health and medical care are lacking in these areas. In the pharmaceutical industry, more and more drug companies are having a hard time importing drugs due to foreign exchange restrictions. Thus, prices of drugs have become prohibitive and unaffordable by the average household.

On the other hand, there are many species of medicinal plants that can easily be cultivated in the country. These plants in great demand in the world market. Take the example of the experience of a Filipino who made a fortune from large harvests of a medicinal plant called periwinkle (*apat-apat*), thereby enforcing the belief of many that medicinal plants are a veritable garden of economic opportunity. Today, the foreign drug companies is in need of *Lagundi*, why not plant *Lagundi* in commercial scale for export.

Modern living with its stressful routines, polluted air and lack of time for relaxation makes us all vulnerable to irritating minor ailments, such as an aching head or a sore throat. Usually, there is nothing seriously wrong, and you won't need a doctor. Instead, take a look at the way you live and make what changes you can.

Also, think about using medicinal herbs to treat any problems and to help you to relax. Our grandparents knew all about soothing teas, inhalation, healing baths and compresses, and have passed down recipes that can boost our well being today.

First impressions of a person make a lasting impact, and among the first things we notice about people are their face and skin. Healthy skin is a valuable asset to anyone's appearance, whatever their age. Natural ingredients are gentle on the skin.

Traditional herbal remedies can help you to preserve a clear, youthful complexion. You will also find that these remedies give you the best results if you combine them with nutritionally balanced diet, drink plenty of water and ensure that you take regular physical exercise and get a good night's sleep.

Among the most prevalent skin problems are spots and acne. Teen-agers are the ones most often afflicted with the telltale oily skin, blackheads and pimples. Hormonal changes are probably to blame for these skin blemishes, but medication, cosmetics or even vitamin pills can also cause acne.

Among the most common skin complaints of modern times are minor ailments such as dry, inflamed skin and unsightly rashes, as well as more serious conditions, such as eczema. Allergies are often to blame, but trying to pinpoint the cause of a dermatological complaint can be very difficult and frustrating.

Most skin ailments can be treated using natural remedies. External applications, such as baths, creams, ointments and compresses, can help, as can a range of teas. Such treatments alleviate pain and irritation, while also providing good skin care. Even if you are receiving medical treatment, traditional homemade remedies can be an ideal supplement.

So today, it is but proper to discuss with you the process of making ointments and anti- fungal herbal soap to alleviate skin maladies and dysfunction. I hope that the information, knowledge and skills derived from this training will benefit more people in the field especially the school children that really need our attention and care.

## ***Methods of Administration***

The following are several ways of administering medicinal plants:

1. Cataplasms or poultices – soft, semi-liquid, external applications with either alleviate an inflamed area or stimulate a part of the body by supplying healing or medicating substances, usually in the presence of warm moisture.
2. Decoctions – preparations made by boiling herbal materials in water for a 15 period after the water starts boiling. Hard materials such as seeds, roots, and bark are usually boiled for 30 minutes at about five percent strength, then the solution strained and cooled prior to administration.
3. Elixirs – clear, sweetened hydroalcoholic liquids for oral use. It contains flavoring substances.
4. Infusions – liquid preparations made by steeping the medicinal herb or part of the plant in boiling water for at least 15 minutes also known as teas. Softer materials such as leaves and blossoms are prepared as infusions. Boiling water is poured over the herbs in a container, covered and left for 15 minutes, then strained, flavored with sugar or honey and used immediately.
5. Liniments – liquid preparations applied externally, usually suspensions or emulsions.
6. Lotions – preparations that contain finely powdered insoluble solids in a more or less permanent suspension. This is for external use.
7. Medicated Vinegar – solutions of active principles in dilute acetic acid.
8. Ointments – semi-solid preparations of medicinal substances in water-soluble base. This is



for external use.

9. Syrups – liquid preparations of medicinal or flavoring substances in concentrated aqueous solutions of sugar, usually sucrose.

10. Tablet – small, compressed mass in the form of a flattened solid.

11. Tinctures – alcoholic or hydro-alcoholic preparations 100ml of which contains the activity of 10-20g of the drug.

12. Washes – pleasantly flavored aqueous solutions with some alcoholic or glycerine present to aid in the solubilization of volatile substances, are often colored as in mouthwash.

13. Boiling the plant parts in oil at 50-70 degrees Centigrade for 30 minutes to 2 hours, or until the leaves are crisp does this oil maceration

## **Dosage**

Dosage or how to take in is vitally important. For some plants, it has been found safe to boil a ten-gram leaf in about 4 cups of water. However, plants do not have the same potency. Therefore, until such time when the exact dosage is established by medicinal researchers and the safe dose delineated from the lethal dose for each plant, caution and moderation must always be observed in the use of these plants as medicine.

### *Take Care:*

*Always consult a doctor before trying natural remedies If you think the illness might be serious or if you are undergoing treatment for a medical or psychiatric condition. Tried & trusted use of herbs are the following:*

## **Banishing Dandruff**

Rinsing your hair with 2 tablespoons of lemon juice/kalamansi juice diluted with 500ml (18-fl oz) of water can help to remove dandruff. Sunlight encourages circulation in the scalp and helps to get rid of dandruff.

## **Prevent Hair Loss**

Massage 50ml (2fl oz) beer through your hair after washing. Leave to work for few minutes, then shampoo. Repeat the massage with another 50ml (2-fl oz) of beer, but do not rinse afterwards. Using any kind of shampoo is all right. Be sure to dilute the shampoo with water before using it to your hair.

## **Bronchitis and Stubborn Coughs**

Heavy, dry coughing can be a symptom of the common cold. Although irritating, it benefits the body clearing the respiratory tracts. Natural remedies help this process by loosening the phlegm.

A dry cough accompanied by the need to gasp air and chest pains may be a sign of bronchitis.

This is caused by a virus or by bacteria. If the symptoms do not improve in a day or so you should consult a doctor.

To combat a stubborn cough, turn to the traditional remedies: soak in a hot bath, mix and take natural cough remedies and drink plenty of fluids, ideally herbal teas.

### **Carrot Syrup**

Use organic carrots for this syrup to avoid any pesticides that may exacerbate your illness.

250ml (9fl oz) carrot juice  
2 tablespoons honey  
1 tablespoon water

Place the ingredients in a saucepan and boil the liquid until it forms syrup. Take 3-4 teaspoons of the remedy each day.

### **Headaches**

A headache is generally an indication that we are under par rather than a symptom of a serious illness. It may be a sign of stress, insufficient sleep or even just a few changes in weather. Tension headaches produce a dull, tight feeling in the head and are often due to eyestrain, bad posture or anxiety. Migraines cause severe pain, often coupled with nausea and vomiting.

Combat headaches by natural means, such as an arm bath or an onion compress. Bathing one of your arms in cold water can prevent headache from getting worse. Dip your arm in cold water for a few minutes and then dry it vigorously with towel.

### **Relax Strain Eyes**

Simple soother to strained eyes is very easy. To make instant eye compresses, cool two used tea bags and place them over your closed eyelids. Cucumber cure – the juice of a cucumber (*pipino*) can help to reduce high blood pressure. The vitamins and other substances in fresh vegetables can also boost heart health.

### **Less Painful Periods**

Take a hot *sambong* bath to ease menstrual cramps. Make decoctions of *sambong* leaves and add it to your warm bath water.

### **Herbal Ointment Matting**

An herbal ointment is a mixture of natural ingredients taken from medicinal herbs. One could make an herbal ointment by using the different preparation, procedure, utensils and mixed it with medicinal herbs.

The following are the utensils needed in making an herbal ointment:

Pail, knife, Pounding pot  
Ladle or stirring stick made of bamboo  
Glass or measuring cup  
Muslin cloth as strainer  
*Sangkalan*, Herbs for use  
Earthen pot or stainless cooking utensils  
LPG, paraffin or Esperma #5, coconut oil  
Clean container (empty bottle)

Procedure in making an herbal ointment:

Prepare the ingredients and the utensils needed. Stripped the leaves properly washed. Fry the leaves until crispy. Take it from the container and strain. Slice the 2 pieces of “esperma # 5”. Transfer the strained coconut oil in a pot with 2 pieces of sliced candle. Stir in a slow fire until the candles mixed with the oil thoroughly. Take it out from the fire and transfer it to the prepared container. Let it cool before covering the container. Apply evenly to the affected skin 1 to 2 times a day after washing it with soap and water.

<u>Herbs To be Used</u>	<u>Good for:</u>
<i>Akapulko</i> leaves	Anti-fungal/skin dysfunction
<i>Lagundi</i> Leaves	Scabies
<i>Manunggal/Basiawan</i> vine	Scabies
Guava Leaves	Anti-fungal/scabies
<i>Kakawati</i> leaves	Scabies
<i>Langkawas</i>	Anti-fungal

**Herbal Soap Making**

Herbal soap is a kind of soap where natural ingredients, juice, sap, and vitamin from medicinal herb. Infusing herbs in making soap has two general forms. First, infuse herbal characteristics through the use of herbal decoction. Second, infuse herbal characteristics through the use of herbal juice. Herbal soap is made of natural ingredients by infusing decoction or juice from medicinal fruit or herbs.

The process of making a decoction:

Wash the leaves and strip them in smaller size. Place 1 glass of stripped leaves and 2 glasses of water in a pot or any stainless steel container. Boil it in a slow fire for 15 minutes. After boiling for 15 minutes strain the decoction. Make it cool and strain the liquid ready for use.

Utensils needed in the preparation:

Pail – Stove – knife

Ladle or stick made of bamboo  
Glass or measuring cup  
Pounding Mortar and pestle  
Earthen pot or stainless pot  
Gasul/LPG  
Muslin cloth as strainer or strainer – mould

Measure the ingredients:

1 glass Caustic Soda (NaOH)  
3 glasses decoction  
5 glasses (cooking oil) (preferably coconut oil) Coloring powder (optional/*kung nais*)

Procedure:

Prepare all the ingredients and utensils needed. Measure 1 glass of caustic soda with the glasses of decoction in a plastic container: Mixed thoroughly until the caustic soda is dissolve properly, Put into the mixture 5 glasses of oil and mixed it thoroughly. Continue stirring until the mixture reach consistency like a condense milk. Transfer the mixture in a mould. Let it stay in the mould until it cools and hardens. After 4-5 hours take it from the mould. Let it stay in the table or cabinet for 30 days (aging period) before using it or pack it. Label the soap for reference.

Another way in making, herbal soap made of *Kamias*, *Papaya*, *Kalantansi*, *Pipino*, or *Labanos* using herbal juice.

Procedure:

Prepare all ingredients and tools needed. Measure I glass of caustic soda and 3 glasses of water in the pail, Stir until caustic soda is dissolved in the water. Put in 5 glasses of coconut oil in the pail and continue stirring until it thickens like condensed milk. Slowly add one half glass of herbal juice while continue stirring the solution. Transfer the mixture in the mould (soap mixture). Let it stay until it became cool. Take il out from the mould after 4-5 hours. Store it on the table or cabinet for aging for 30 days (aging period) before using or packaging. Label the soap.

*Be Careful:*

*Your skin may be blistered and burnt once Caustic soda is in contact. Once it happened wash your hand with vinegar or anything that is sour and then rinse it with water. The caustic soda is poisonous so be careful while using it as your vehicle for making herbal soap. Use mask or pair gloves for personal protection.*

## Lesson 24 – The Art of Leadership

**“It is a process of diverting one’s scattered forces into one powerful channel.”**

- James Allen

### ***Introduction***

The success of any organization, business, as well as our personal and family life, depends on one thing: leadership. Because it is easy to recognize a leader, others tend to follow that persons example. But first we must define a true leader. What is a leader? A leader is one who does something instead of someone who is something. They make a habit of doing it no matter what it is. Simply stated, leaders make a habit of doing things that others don’t like to do.

Three approaches to understanding leaders have evolved. These are:

1. The Traits Approach – emphasizes that leaders must possess qualities if they are to function effectively.
2. The Functional Approach – helps identify what the leader should do in a given situation.
3. The Situational Approach – focuses on the two major tasks of the leader – accomplishing the task at hand and ensuring the satisfaction of the members, It also recognizes that the leader’s style must vary on the basis of the specific situation.

<b>APPROACH</b>	<b>DEFINITION</b>	<b>QUALITIES IDENTIFIED</b>
<b>TRAITS APPROACH</b>	A leader is one who possess those characteristics (or traits) that contribute to leadership.	Achievement, popularity, higher status, intelligence
<b>FUNCTIONAL APPROACH</b>	A leader is one who behaves (or functions) as a leader.	Serves task roles, ensures member satisfaction, energizes group members
<b>SITUATIONAL APPROACH</b>	A leader is one who balances task accomplishment and member satisfaction on the basis of the unique situation.	Delegates, participates, sells and tells depending on the members and the situation

According to Castillo (1998), there are Five Key Attributes of a Leader

I – Integrity is at the head of the list for obvious reasons, The individual should first be judged on adherence to commonly accepted legal and ethical principles and standards. Being credible, honest, trustworthy are absolute essentials to effective performance in handling relationships and meeting responsibilities. Charisma and dynamism may initially attract people to a leader, but integrity and

performance maintain commitment and loyalty to that leader.

II – Character is one of the greatest of human traits. It is greater than riches, for riches without character may prove a curse. It is greater than social fabric is, for were it not for character, men would fear to associate with one another. Character is greater than reputation, for reputation may be despoiled and taken from us by an ill-spoken word. Character is ours while life is ours and cannot be lowered by scandal, nor heightened by undeserved praise or compliment. Reputation and character are not synonymous. Reputation is what folk say about us. Character is what we know about ourselves. We make our own character and can mold it at will. Our friends and our enemies make reputation. A scandal may blacken reputation in a moment, but character remains ours to be used in living down the poisoned words of the talebearer. Character is symbolic of our attitude towards laws of God and man. Character is exemplified by our interest in the welfare and comfort of our fellows.

III – Intelligence is the third attribute. It's both attitude and raw I.Q. It's also the ability to plan and act, to innovate, to assume risk, and to tolerate ambiguity and uncertainty. Rationality is important but so is intuitiveness – ability to cut to the core of an issue and to see the possibilities.

IV – interpersonal abilities are the fourth attribute. This enables the leader to get along with others both outsiders and insiders. It means the sensitivity to their feelings as well as their thoughts and ideas. It means the ability to communicate clearly, especially to listen. It's also important that the leader possesses maturity and emotional stability. A sense of humor is particularly important. This is the area in which the famous word chemistry plays an important role.

V – Initiative is the fifth attribute. This is the ability to get things going. It's important that the leader has both self-initiative and the ability to inspire others to take action. This is the essence of leadership; to influence and persuade to achieve mutually agreed upon goals.

VI – Industriousness is the sixth and the last of the core characteristics. An industrious leader is energetic, committed, devoted to making contributions-overall performance and obtaining the desired results. Clearly, a high work ethic is important but effort is more important than results, Results equate to contribution. Contribution equates to success.

In the discussion of Castillo (1998): “a leader has various qualities that mark him to be more effective and a true leader compared with others. His decisiveness leads by example use his ego in action, true to his belief and honest in all his dealings made his standout from the rest. He always renders services to his constituents, have the persistence to do the job at all cost, judges his people by the result of their work and always care for the betterment of his members.

Furthermore, he learn to invest in people they find difficult to work with, give time to think, and always show gratitude for good things clone on his favor. He has the patience, persevering helps solve difficult problems and is nice to people around him.

## General Qualities of the Effective Leader

AN EFFECTIVE LEADER	QUALITIES OF THE EFFECTIVE LEADER
Values People	Acknowledges the importance of and contributions of others.
Listens Actively	Works hard at understanding the wants and concerns of others.
Is Tactful	Criticizes sparingly, constructively, and courteously.
Gives Credit	Praises others and their contributions publicly.
Is Consistent	Controls personal moods, treats other similarly, does not play favorites.
Admits Mistakes	Willingly admits errors.
Has a Sense of Humor	Maintains a pleasant disposition and in an approachable manner.
Sets a Good Example	Does what others are expected to do.

Topics on leadership had been discussed intensively and deliberately. Stephen Covey formulated some principles that become guidelines to be followed by a highly principle centered leader. He considered, spontaneity, flexibility, good relationship, believes in synergy and shared vision as important factors to be followed. Being a continuous student of leadership would direct once mind to learn on every turn. It would help him focused and become service oriented. He further discussed that as a principle-centered leader, he knows his own limit, lead balance lives, confident and secured on his decisions and always walk his talk. They increase their ability in making deeper commitments to others and to themselves.

## What Kind of A Leader Are You?

The following items describe aspects of a group member behavior. Respond to each item according to the way you would be most likely to act if you were in a problem-solving group. Check whether you would likely to behave in the described way:

Legend:      F – Frequently    O – Occasionally      S – Seldom      N – Never

### IF I WERE A MEMBER OF A PROBLEM-SOLVING GROUP:

F	O	S	N	1. I would be very likely to act as spokesperson of the group.
F	O	S	N	2. I would encourage overtime work.
F	O	S	N	3. I would allow members complete freedom in their work.
F	O	S	N	4. I would encourage the use of uniform procedures.
F	O	S	N	5. I would permit the others to use their own judgment in solving problems.
F	O	S	N	6. I would stress being ahead of competitive group.
F	O	S	N	7. I would speak as representative of the group.
F	O	S	N	8. I would encourage members toward greater effort.
F	O	S	N	9. I would try out my ideas in the group.
F	O	S	N	10. I would let others do their work the way they think best.
F	O	S	N	11. I would be working hard for personal recognition.
F	O	S	N	12. I would be able to tolerate postponement and uncertainty.
F	O	S	N	13. I would speak for the group when visitors were present.
F	O	S	N	14. I would keep the work moving at a rapid pace.
F	O	S	N	15. I would help identify the a task and let others do it.
F	O	S	N	16. I would settle conflicts when they occur in the group.
F	O	S	N	17. I would be likely to get swamped by details.
F	O	S	N	18. I would represent the group at outside meetings.
F	O	S	N	19. I would be reluctant to allow the others freedom of action
F	O	S	N	20. I would decide what should be done and how it should be done
F	O	S	N	21. I would push for better results.
F	O	S	N	22. I would let others have some authority.
F	O	S	N	23. Things would usually turn out as I predicted.
F	O	S	N	24. I would allow the others a high degree of initiative.
F	O	S	N	25. I would try to assign group members to particular tasks.
F	O	S	N	26. I would be willing to make changes.
F	O	S	N	27. I would ask the others to work harder.
F	O	S	N	28. I would trust the group members to exercise good judgment.
F	O	S	N	29. I would try to schedule work to be done.
F	O	S	N	30. I would refuse to explain my actions when questioned.
F	O	S	N	31. I would persuade others that my ideas are to their advantage.
F	O	S	N	32. I would permit the group to set its own pace.
F	O	S	N	33. I would urge the group to beat its previous record.
F	O	S	N	34. I would act without consulting the group.
F	O	S	N	35. I would ask that group members follow standard rules and regulations.

**“Any fact facing us is not as important as our altitude toward it, for that determines our success**



**or failure.” ~ by Norman Vincent Peale**

## ***What is Leadership?***

Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals. Ideally, leadership encouraged people to develop not only willingness to work but also willingness to work with zeal and confidence.

According to Andres (1996) leadership can be described as a process of influences on a group in a particular situation, at a given point in time. It is also the influence of the leader in specific sets of circumstances that stimulate people to strive willingly to attain organization's objectives. Leadership is also leading the group to experience in attaining the common objectives of the organization and the feeling of satisfaction with the type of leadership he had provided.

Leadership must be based on the insight into the present realities. Leaders who succeed are those who can get inside their people and motivate them. A leader gets inside people so as to energize them. Leadership on the job can be viewed as the ability to influence the thinking, attitude, and activities of others so that they willingly direct their behavior toward organization objectives.

For these purposes, four sets of variables are important. They are as follows:

1. Personality of the leader.
2. Personality of the people in the organization.
3. Situation in which leadership is exercised.
4. Organizational factors.

Looking into these variables some leaders were considered compassionate, or servant leaders.

Compassionate leadership is empowering leadership. It seeks to give the subordinates total responsibility for results and make critical decisions. Compassionate leadership is participative leadership. It recognizes the dignity of subordinates and their right to self-management. Compassionate leadership is situational leadership. It moves strongly towards the development of the subordinates' full potential and deals with them on the basis of their commitment, motivation, and competence.

Compassionate leadership is about doing things with people rather than doing things to people. Its task is to help people to develop people, their motivation and commitment, their competencies, their values, their trust. Leadership in the new millennium must no longer be looked upon as an authority figure but rather as role models, educators, and facilitators. A new paradigm must evolve a paradigm that shifts authority to the people being led, and responsibility to those who lead.

Servant leadership has the following characteristics. The leader is God-centered, people-oriented, value-driven and goal-directed. He executes and plans his leadership through service. Where do we go after knowing these two kinds of leadership?

These kinds of leaderships will answer the need of the time. It is now that we need a decisive leader to lead our people. Our society is considered now having a crisis in leadership. It is a crisis in leadership

because many divergent factors affect the experience of many people and their leaders.

Today there is a crisis in leadership because many people who have the opportunity or the obligation to lead are confused about what to do. Many who have the opportunity and the obligation to lead are not inventive or adoptive quickly enough to the situation that needs their decision and action. Also, it is sad to note that our educational system is not designed to prepare for this kind of leadership.

Development of leadership potential tends to be elitist and bias toward those who have and the clout in the society where they live. They tend to bias the students toward becoming critics and experts and away from being responsible participants in society. This opens the way for the development of anti-leaders. Our value system as a people has been badly shattered. The values of other lines and social responsibility have lost its appeal. We have become too individualistic and self-centered. Each has to grab for his benefit without thinking of its negative result to the society where they live.

According to John Stuart Mill, “No great improvements in the lot of mankind until a great change takes place in the fundamental constitution of their modes of thought.”

Crises in leadership occur because of the following reasons:

1. Not enough of those who have the opportunity and the responsibility to lead have done his job. This is because of lack of motivation, commitment, social concern and being overwhelmed by the present situation.
2. The basic training for leadership as conducted is not designed to prepare participants for leadership. Leadership development is stunted by an over emphasis on knowledge advancement requirements and skill teaching that is focused in the training of experts. What is essential in leadership training is given lesser prominence and most likely if not all is also overlooked.
3. The forces of righteousness and wrong doing in training operate through thoughts, attitudes and actions of individual trainers.
4. The value system has been shattered. The respect for age and experience is vanished. The ideal service and volunteerism has disappeared and replaced with self-centeredness. And there is failure to adjust to the contemporary.
5. The status of trainers as superior and more knowledgeable than participants is gone. We now need a new principle of training, a principle that postulates the trainer as an educator, a servant to his/her trainees, an enabler to his trainees.

To be a leader is difficult because of the following factors that affect it. They are as follows:

1. Wars and terrorism – of which there seem to be no end – with the rising tide of protest that accompanies them.
2. The issue of nationalism with the forces of communication, transportation, and enlightenment fanning the flame and sharpening the conflicts and differences.
3. The sharpened awareness of an uneasiness about poverty, disease and suffering.
4. Rising divisiveness – age, economic, ethnic.

5. The alienation of youth and their rebellion against the establishment in all its forms that results in the denial of leadership as a role to be aspired to.

These different factors can be overcome if one is meticulous enough and use the different ingredients to be a successful leader. What are the ingredients of leadership? This leadership skill seems to be a compound of at least four major ingredients.

- The foremost ingredient of leadership is power. By having power he pursue justice for his members. A leader has to remember that power without justice is violence inversely, justice without power is empty. Similarly a leader should know the differences between power and authority.
- The second ingredient of leadership is a fundamental understanding of people. A leader who understands people is a leader who at least knows the present state of his people. This is his yardstick in measuring how deeply rooted he is with his constituents. He is a leader who understands the elements of motivation.
- The third is his rare ability to inspire followers to apply their full capacities to a project. The best examples of inspirational leadership come from hopeless and frightening situations; an unprepared nation on the eve of battle, a prison camp with exceptional morale, or a defeated leader not deserted by faithful followers. Some may argue that such devotion is not entirely unselfish, that it is in the interests of those who face catastrophe to follow a person they trust.
- The fourth ingredient of leadership has to do with the style of the leader and the climate he or she develops. This is individual creativity and personality that come in whenever the leader speaks to his people. His personal charisma and personality traits heightened his leadership capacity.

**To focus on the qualities of leadership we have the following guidelines:**

Leaders are coaches appealing to the best in their people. They are problem solvers, advice givers, cheerleaders, and their doors are always open.	Non-leaders are invisible; they give orders to staff and expect them to be carried out.
Leaders are more focused on the organization's goals; they think of ways to make people more productive and how to reward them.	Non-leaders think only of personal rewards, status, and how they look to outsiders.
Leaders are comfortable with people in their workplaces.	Non-leaders are uncomfortable with people.
The best leaders don't have reserved parking places, private washrooms, dining rooms, elevators, or exclusive access to higher-ups.	Non-leaders have all these things.
Leaders manage by wandering around.	Non-leaders don't.
Leaders arrive early and stay late.	Non-leaders get in late and usually leave on time.
Leaders have the common touch	Non-leaders do not; they feel strained when in the company of blue-collar workers or rank-and-file members of the organization.
Leaders are good listeners.	Non-leaders are good talkers.
Leaders are available.	Non-leaders are hard to reach.
Leaders are fair.	Non-leaders are fair to the top brass.
Leaders are decisive.	Non-leaders use committees and consultants.
Leaders are humble.	Non-leaders are arrogant.
Leaders are tough; they confront nasty problems.	Non-leaders are elusive; they're artful dodgers.
Leaders are persistent.	Non-leaders persist only when their goodies are at stake.
Leaders are tolerant of open disagreement.	Non-leaders are not tolerant of such disagreement.
Leaders know the names of people.	Non-leaders don't.
Leaders have strong convictions.	Non-leaders vacillate when a decision is needed.
Leaders do dog-work when necessary.	Non-leaders are above dog work.
Leaders trust people.	Non-leaders trust only words and numbers on paper.
Leaders delegate whole important jobs.	Non-leaders make all final decisions themselves.

## CORE COMPETENCIES OF LEADERS

Core competencies of leaders may be personal, social and professional. Each of these has different attributes that may be develop by persons, as he is expose in the challenge of leadership. To be able to assimilate this competencies need determination and practice.

1. PERSONAL COMPETENCE	
Self-Confidence	Employment/ability to make decisions Vigilance/concern for rights and privileges Awareness of human dignity Assertiveness/Ability to communicate
Self-Discipline	Consciousness and acceptance of standards Sense of order/being systematic Goal-orientedness/sense of purpose Patience/perseverance/high stress tolerance
Self-Motivation	Initiative/courage in starting things Creativity/innovation Dynamism/being daring/being a risk taker
Desire For Self-Improvement	Awareness of past, present and future Willingness to learn from past experiences and new skills Broadmindedness/being up-to-date, wide reader Knowledge ability/being analytical and critical
Openness To Change	Practicality/having common sense Adaptability/flexibility Resourcefulness/innovativeness Willingness to attune to new situations
Maturity	Ability to situate oneself in the scheme of things Soundmindedness/humility/self-acceptance Balanced sense of limitations & capabilities Cheerfulness/wit and humor/being personable
Principle-Centeredness	Being morally upright/knowledge of right & wrong Religiosity, consciousness of the creator Integrity/honesty/sincerity/openness Sense of Justice and fairness Trustworthiness/virtuousness

2. SOCIAL COMPETENCE	
Team Spirit	Respect/concern for co-members Willingness to relate with others around High tolerance for others/harmony Cooperation/interaction/being a team player
Relationship Versatility	Social partnership/share in fruits Sense of fairness and justice Adjusting behavior in order to establish relationship across a broad range of people and group
Role Modeling	Awareness of effects of one's behavior Projection of right example Sense of respectability/dignity
Organization Behavior Understanding	Seeing organization as dynamic, political, economic and social systems which have multiple goals, using this larger perspective its a framework for understanding and influencing events & change tracking/describing behaviors and their effects
Family/Community Orientation	Having sense of family with people around Involvement in the community activities Feeling of oneness with a family Unity for common interests Sense of solidarity
Nationalism	Patriotism/loyalty to country Awareness of nation building progress Orientation toward development/growth Sense of contribution to national identity
Sense of Sustainability	Responsibility over effects of one's actions Securing win-win agreements while successfully representing a special interest in decision situation, influencing groups to both accomplish tasks and fulfill the needs of their members

3. PROFESSIONAL COMPETENCE	
Sense of Purpose	Goal-orientedness Sense of urgency Being a visionary
System of Orientation	Orderliness Being an expert in the work processes Effectiveness/efficiency/productivity
Technical Skill	Presents information such that the intended purpose is achieved (presentation skill). Gathers information from and stimulates insight in individuals and groups (questioning skill). Knows the techniques/methods used in training or understanding their appropriate uses.
Adult Learning Understanding	Knowing how adults acquire and use knowledge, skills and attitudes
Intellectual Versatility	Recognizes/Explores/Uses a broad range of ideas and practices and thinks logically and creatively without undue influence from personal biases.
Quality Consciousness	Responsibility or ownership of work outcome Assign tasks or responsibility or authority to others (delegation skill); Communicate opinions or observations or conclusions such that they are understood.
Love For Work	Being hardworking/diligent Taking enjoyment in work Upholding the sanctity of work Carrying an assigned task Ability to strive harder

***“When Leaders Fail To Plan, They Plan To Fail.”***

According to Lynn Tulip there are seven principles that make a winning leader. They are the following:

1. It is okay to fail.
2. Don't be afraid to start.
3. Dare to dream big.

4. Don't be afraid to try something new.
5. Take things one step at a time.
6. Keep moving forward.
7. The only thing that can stop you is YOU!

She further wrote the “Ten Commandments” for success in leadership and is listed below.

1, Work hard.	It is the best investment a person can make.
2. Study hard.	More knowledge enables us to work more intelligently and effectively.
3. Have Initiative.	Without initiative the person ruts and often deepens into graves.
4. Love your work,	By loving your work, you will find pleasure in mastering it.
5. Be exact.	Slipshod methods bring slipshod results.
6. Have the spirit of conquest.	So that you can successfully handle responsibilities and overcome difficulties.
7. Cultivate Personality.	Personality is to a person what perfume is to a flower.
8. Help and share with others.	The real test of greatness lies in giving opportunity to others.
9. Be democratic.	Unless you feel right toward others, you can never be a successful leader.
10. In all things do your best.	The person who has done less than his best had done nothing.

Enabling one's skills is the leaders' way for progress in this field of endeavor. A leader should know how to focus his attention to a positive outlook to have a vibrant and vigorous leadership. There are three weaknesses that a leader has to watch on all times. These weaknesses have nothing to do with your leadership skills but very important ingredients to be a successful leader. These three weaknesses you have to work on are:

(1) Attitude issues

If you had a bad attitude, fix it because your attitude will disqualify you. I know several people who have great potential, but their attitude is the disqualifier of their life.



(2) Discipline issues.

Work on your discipline issues if you're weak. If you can't get somewhere on time, if you lack initiative, if you're lazy, you won't make it.

(3) Relationship issues.

You'd better work on your relationship issues because if people don't like you, you're not going to be successful with them. Remember people won't go along with you if they can't get along with you.

Let me give you five quick questions to ask your self to determine your leadership abilities:

1. Do you have the experience in your desired area?
2. Do you have any success in your desired area?
3. Do you have any training in your desired area?
4. Do you know what is essential in your desired area?
5. Do you know someone who is success in your desired area'?

I always love this quote: **“Find something you like to do so much that gladly do it for nothing. Then learn to do it so well, that the people are happy to pay you for it.”** That's the way to live.

At the outset, loyalty and integrity are the virtues that a leader has to keep to stay on top.

Trust between bosses and subordinates must be established to make sure the job gets done, and done well. Obviously, respect and trust go hand in hand but there is a difference. Trust is a basic prerequisite for doing the job. Respect on the other hand. is an elevated status that is much more difficult to earn. “Always walk your talk.” Sincerity in your work allows you to earn your superiors and colleagues' trust, With trust, you earn their respects and respect enables you to effectively lead your group. Trust is also essential in maintaining a happy disposition in life.

# Lesson 25 – Training of Radian Leaders Culminating to Camping Experience

## ***Introduction:***

A CWTS instructor does not only teach and guide his students to learn the covered dimensions of the course. He also leads, and as a leader he has to multiply himself among potential students leaders. He has to create and inspire new leaders by instilling faith in their leadership ability and helping them develop and hone leadership skills still they don't know they possess.

A CWTS instructor has to provide ample opportunities for student leaders to demonstrate their potentials during scheduled classes or meetings. Such training exposures are given more emphasis during outdoor education activities as in the mobilization camp for at least three days and two nights which program actualizes the theoretical aspects of the CWTS course. Proverbs and axioms may give guidance and ideal principles in training persons for leadership. They are the following:

1. "Great Leaders share themselves and what they have learned."
2. "Leaders are perpetual Learners."
3. "People need to be trained and developed primarily in their areas of strength."
4. "People acting together as a group can accomplish things which no individual acting alone could ever hope to bring about." By FDR
5. "Place your potential leaders in situations that will stretch them. Create opportunities for your leaders to stretch them."
6. "Give opportunities, resources, and playing time according to player's past performance. The greater the performer, the greater the opportunity."

## ***I – PROGRAM***

Factors to Consider in Selecting Activities Best Suited To the CWTS Campers

1. Include programs or activities contributory to the general welfare and betterment of life for the members of the community or the enhancement of its facilities, especially those devoted to improving health, education, environment, entrepreneurship, safety, recreation, and morals of the citizenry.

A reasonable daily camp schedule should be developed allowing regular hours for meals, rest and time for other individual and cooperative activities.

A camp inspection that covers sanitary condition, sleeping quarters, personal health and cleanliness, equipment, and grounds should be made daily.

The activities should also consider the advancement of rovers in rank by awarding points to accomplished project and granting corresponding Quadrant Award during Rover Rank Progression Ceremonies.

2. The Age of Participants – The activities must be challenging enough and be very carefully chosen to suit their psychological and recreational taste and interest, physical capabilities or needs, and primarily objectives of the camp to ensure enjoyment and success of the program.

3. The Gender of the Participants – Have the possibility to provide alternative activities or option variation best suited to both sexes. Select activities that both sexes could challengingly enjoy participating. Be sure, to have provision to separate use of camp amenities such as comfort rooms and bathrooms, sleeping tent quarter to ensure moral decency and protection of the CWTS program and image of Rover Scouting.

4. The number of people involved – The size of the participants affects both the program content and the nature of the leadership. Large numbers of participants indicate additional activities, extra resources, and more administrative personnel needed to accommodate and keep them busy in the camp.

5. The Facilities Available for Use – Choose recreational facilities that best suited or responds to the needs of the program. Consider also the proximity of the camping area to your institution to reduce foreseeable expenses.

6. The Nature of the Sponsoring Institution – The prevailing policy of the sponsoring institution must be taken into account at all times, not only in outlining the broad nature of the program but even in the selection of specific activities. This is particularly true of religious educational institutions, where camping program is expected to impart a moral or spiritual message. However, patriotic and religious ceremonies should be in harmony with the Principles of Scouting.

7. The Previous Experiences of the Participants The previous experiences of the participants must be carefully considered in selecting camping activities. It is necessary to have mental, emotional and physical conditionings, and at least basic skills training for the participants to fully enjoy the forthcoming camping activities.

8. The Meeting time and Frequency of the Group – CWTS Instructors had regularly met their students and provided them worthwhile, relevant, pertinent and related activities to the camping program, may find satisfaction from the positive responses of the participants, before, during and after the camp.

9. The Homogeneity of the Participants – The degree to which the participants know each other and share similar tastes and interests contributes for them to enter readily into camping activities, where it is important for them to forget their inhibitions and loosen up quickly. Consider this in their radian groupings.

10. The Educational and Socio-economic background of the Family of the Participants - The educational achievements of the parents, their social standings, and economic status influence the decision of CWTS implementers on the selection of materials or equipment for camp activities. The lower the economic income of the majority of the participants, the lesser the amount to collectively shared as expenditures for the camping activities.

11. The Region of the Country involved – The regions of the country oftentimes play an important part in the selection of activities, partly because of climatic conditions, local customs and attitudes, and the social and economic needs.

12. The Physical Condition of the Participants – The health, fitness and physical condition of the participants is a consideration in the preparation of the activities. Alternative assignments for those differently able members must be readied to avoid exemptions from participation. However, prior to Camping schedule require everyone to submit medical certificate indicating his physical fitness to participate in camping activities to identify those that need special activity and or assignment.

## **Sample Activities In Mobilization Camp**

### Major Activities:

#### I – Team Building Activities

(Sub Activities)

- a. Black Hole or Spider Web
- b. Bucket Relay (firemanship concept)
- c. Figure Formation
- d. Uranium Transfer
- e. Rappelling
- f. Stretcher Relay
- g. Sign Language (Dactylology)

#### II - Nationalistic/Patriotic Activities

(Sub-Activities)

- a. Flag Folding
- b. Flag Disposal Ceremony
- c. Flag code
- d. Flag Raising
- e. Flag display
- f. Flag Lowering
- g. Flag History & Evolution

#### III – Nature Appreciation

(Sub Activities)

- a. Song Composition
- b. Poem composition
- c. Bird-Insect-Tree Identification
- d. Nature Sketching
- e. Nature Sound Familiarization
- f. Collection of Artistic Materials
- g. Garbage Collection

#### IV – Swimming and Water Safety

(Sub-Activities)

- a. Aqua Exercise
- b. Orientation to Water
- c. Jellyfish Float
- d. Bubbling for ease and comfort in water
- e. Sack floater
- f. Flutter Kick
- g. Basic Swimming

#### V – Search and Rescue at Land and Sea

(Sub-Activities)

- a. River Crossing
- b. Life Vest Use and Wearing
- c. Direction Orientation for survival
- d. Direction Orientation using the tree and moss
- e. Color for Survival
- f. Sign and Signal in Search & Rescue
- g. The use of Fire and Smoke

#### VI – Emergency Preparedness

(Sub-Activities)

- a. Bandaging
- b. AR/CPR

- c. Victim Transport
- d. Emergency signalling
- e. Emergency Situation Response
- f. Crowd Control
- g. Basic First Aid

#### VII – Alternative Medicine

- a. Herbs for cuts and wounds
- b. Herbs for simple skin maladies
- c. Decoction for medicine and wash for cuts and wounds

#### VIII – Night Activities

- a. Sub Camp *Palabas*
- b. Youth Forum
- c. Constellation Identification
- d. Constellation Mapping
- e. Grand *Palabas*
- f. Night Navigation
- g. Spiritual Talk & Experience

## ***II – LOGISTICS***

### **A – Personal**

#### 1. Personal Equipment for Camping

1 pack sack or haversack,  
Blanket or Sleeping Bag,  
Raincoat or Poncho

#### 2. Clothes Bag Containing

Underwear, sweater, pajamas,  
swimming trunk, handkerchiefs,  
extra pair of stockings, towel,  
t-shirts, uniforms

#### 3. Toilet Kit containing

Toothbrush, hand towel,  
soap for bath and washing of clothes,  
toilet paper, mirror, toothpaste,  
comb, talcum powder

4. Show Bag Containing

1 pair of rubber shoes,  
1 pair of slippers,  
1 pair of sneakers

5. Mess Kit Containing

Knife, fork and spoon,  
plate, bowl, cup

6. Sewing/Repair Kit

Needles, thread,  
safety pins, buttons

7. First Aid Kit

Necessary medicines for cuts and wounds  
and personal medicine

8. Paper, pen, camera & films,

flashlight, match, candle,  
hunting knife, compass,  
watch

## **B – RADIANT CAMP EQUIPMENT**

1. Tenting Group –

Sleeping Tents, Tent Poles, pegs,  
Lantern or candles,  
Spade, Axe, Bolo,  
guard ropes shovel

2. Cooking Group –

2 cooking sets (one 6 quart pot with lids, one 4-quart pot, 1 frying pan per set)  
2 canvas water pails, 2 water basins, axe, spade,  
First Aid Kit, Radian Kitchen box,  
Large plate & Bowls for serving food, matches

3. Cooking Bag Containing –

Ladle, spoon,  
sugar, salt, pepper,

can opener

4. - Repair Kit –

Sharpening Stone,  
Needles & Thread,  
Safety Pins

5. Cleaning Materials –

Soap, paper napkins,  
scouring pads, garbage bags -

### **C – COMMISSARY AND COOKING**

1. Cooking Kit Containing – serving plates, frying pans, pots, cups,
2. Cooking Bag containing – ladle/spoon, salt and pepper, can opener, sugar, bolo or axe
3. Cleaning Materials – scouring pads, soap, plastic bags

### **D – Equipment or Materials Needed for the Major Activities (for 5 Radians).**

List the things needed

#### **Team Building Activities**

1. Sign Language – 10 pcs Illustration Board 8.52414 (2 pcs/radian) (Receivers & senders (With American Sign Language Alphabet and Numbers/drawings)
2. Bucket Relay – 5 pcs Big plastic pails, 5 small water pails
3. Figure Formation – 5 pcs (Thread of 25 meters long)
4. Black Hole – 5 pcs Hula Hoop
5. Rappelling – 5 pcs Rappelling ropes, 5 pcs Carabiners, 5 pcs helmets
6. Uranium Transfer – 5 pcs ( 1 liter empty cans), 5 pcs rubber band, 20 pcs (5 meters long thread)
7. Stretcher Relay - 10 pcs (poles 6.5' in length),5 pcs blankets

#### **Water Safety and Rescue Activities**

1. River crossing – 1 pc (25 meters long rope)
2. Life Vest – 10-20 pcs
3. Kick-boards – 10-20 pcs
4. Plastic bottles – enough numbers to fill sacks, 5 pcs sacks, 1 pc rope (15 meter long)



## **Emergency Preparedness**

1. Bandaging – 25 pcs triangular bandages

## **Nature Appreciation**

1. Song/Poem Composition – Paper and ball point pens
2. Nature Sketching – Pencil and paper

## **Nationalistic/Patriotic Activities**

1. Flag Folding – 5 pcs (Philippine Flag)
2. Flag Ceremony (Indoor & Outdoor) Flag Poles, flags
3. Flag Display – Miniature flags on poles
4. Flag Disposal Ceremony – Replicated Flags for disposal
5. Flag History and Evolution – Replicate flags in the absence of true ones

## **III – Administration**

Tidbits of Information about Cooperative Learning or Radian/Team (Patrol) System

Lord Baden Powell, the founder of the Scouting Movement, attributed the success of his living experiment on Brown Sea Island to the Patrol System. BP also said: “The Patrol system is one essential feature in which Scout training differs from that of all other organizations.” Therefore, the use and application of the Team (Patrol) System in a Rover Circle is not optional. This cannot be switched on or off at the discretion of a Circle Adviser and Rover Leader.

The Team (Patrol) System depends on the Circle Adviser and Rover Leader having:

- a. faith in the Rover and his potentialities
- b. a real understanding of Rover Scouting
- c. regular and frequent meetings of the Circle Council
- d. an unfailing loyalty to his Radian Leader in all things – good or hard times, through “thick and thin.”

### **Remember:**

Train the Radian Leaders for their position, place the responsibility of leadership on them and let them exercise it. The only way to develop leadership in a person is to give him a chance to practice it. A Circle Adviser and Radian Leader’s job is not to run their Circle but to train Radian Leaders to run their

Circle. Radian Leaders are not trained leaders but rovers under training on leadership. Good Radian Leaders are needed in Circle continued existence. Therefore a Circle Adviser and Rover Leader must deliberately build up the status of each of their Radian Leaders. They must also create and maintain an atmosphere in which Rovers can always make a leader pursue the initiative. Follow the rule: “When the Radian is the unit of activity, always give instructions through the Radian Leaders.” Radian Leaders must receive constant help from the Circle Adviser and Rover Leader and his assistants on the following lines:

- a. Special Training Remember this analogy: “The Rover Leader is the Radian Leader of the Radian Leader’s Radian.”
- b. Pre-knowledge of activities The Radian Leaders must be the first to know of forthcoming activities, ahead of the rest of the Circle, However, the Radian Leaders need not necessarily to know every detail.
- c. Regular flow of suggestions and ideas on radian activities and meetings. The usual source is through the planning portion of the circle council. Remember: Activities in a community service or community development must be Rover- planned and Rover-implemented to ensure success.
- d. Special Opportunities and Facilities The Rover Leader and his assistants need to give suitable advice and assistance in organizing Radian activities, camps, outings, meetings, projects, etc.

## **CAMPING POLICIES**

1. Register the participants as rover scouts to the Local Council of the Boy Scouts of the Philippines.
2. Sufficient able leadership and staff to guarantee a program or activities devoted to improving health, education, environment, entrepreneurship, safety, recreation and morals of the citizenry in harmony with the principles of scouting, safety for campers and protection of their property.
3. Provide sufficient training practices with adequate materials for assistants who will handle the activity bases prior to camping period.
4. CWTS scouting camps shall be utilized for the furtherance of conservation projects whenever possible.
5. All CWTS rover scouts going to camp should have prior written permission from their parents or guardians, school administrators, faculty, camping area permit, and camping permit from local council of the Boy Scouts of the Philippines.
6. CWTS camp participants should be certified physically fit by a registered physician for vigorous outdoor activities. Those with physical disability should be provided with alternative camp assignment or activities to avoid exemption from participation.

### **Four Important Features of a Campsite (4 S’s)**

The campsite provides romantic and aesthetic values as well as plants, trees, animal life, and terrain adapted to CWTS Scouting Activities. The site is situated to give the Circle and each the Radian privacy, a sense of independence, and freedom from undue interference from outsiders.

The costs of transportation for each camper to and from a campsite to home should be naturally within the means of the participants and sufficiently low enough to permit maximum participation.

### **SLOPE**

(of the land for natural drainage)

The site should be one that drains naturally or has a well-drained ground. Otherwise, it should be artificially drained. Pick a place where the breeze blows and rain will drain quickly. Pitch your tent on a level knoll high on a gentle slope, best on gravelly soil covered with tough grass turf. Keep away from clay soil that becomes muddy if it rains. Face tent for favorable exposure east or west to get forenoon sun, but aim for shade during a couple of afternoon hours and for protection against strong winds.

### **SAFETY**

(from dead trees and rain-swollen streams)

Always camp in healthy and safe surroundings. In as far as possible, there should be no accident or health hazards. Flood, whirlpools, swift streams, underflow, unprotected mine shafts, cliffs, dangerous reptiles, poison ivy, flies, and mosquitoes may make a campsite very undesirable. Do not camp directly under large trees with dead branches especially when lightning occurs, nor in tall grass or near swamp, or in heavy underbrush or right water's edge or an overhanging cliff. Facilities for water activities such as swimming, boating or canoeing should be under safe conditions.

### **SUPPLY**

(of water and wood)

There should be ample supply of water for drinking, cooking, and washing hands for eating and washing of utensils. There should be a minimum water supply for thirty gallons per camper daily where flush toilets and showers baths are used. If water is unsafe for drinking, bring in water in covered containers. There should be also ample wood supply not just fuel for fires, but also for the construction of camp improvements. If not available, bring in wood, or arrange for other fuel, such as charcoal.

### **SPACE**

(for all tents eating/cooking and activity areas)

Layout of the campsite and all camp improvements should be such as to facilitate Circle and Radian operations and to make camping on an institutional basis attractive. Consider space for games and sports and for evening campfire. Also, of course, water for safe swimming.

### **CAMP RULES**

1. Intoxicating liquors and pornographic materials are strictly ban/prohibited in the camp.
2. Cutting of trees and picking of fruits and flowers are not allowed.
3. Cleanliness and sanitation of the camping ground and its vicinity are everybody's concern.
4. Strictly observe separation of camp locations of males and females.

5. Public display of affection is strictly observed as taboo.
6. Wear appropriate attire suited for the activity.
7. Show good manners and right conduct at all times.
8. Outsider to cook for your radian is a camp rule violation of team system.
9. Respect opposite sex the way you respect your parents, brothers and sisters.
10. The safety of every camper is your concern.
11. Record incidents with your camera and written notes.
12. Move and participate in all activities as a team.
13. Do not leave valuables unattended in your tent.
14. Report to your instructor intruders in the camp.
15. Females should be with a buddy or in company with the same gender in going to Comfort Room.
16. Do not play with your knife, hunting knife, bolo or any sharp pointed objects.
17. Do not bring Gameboy, playing devices, and playing cards.

**THE LAW OF THE CAMP IS THE SCOUT OATH AND LAW!**

Time	First Day	Second Day	Third Day
04:30:00 AM	Assembly, travel prep to campsite area, checking of permits, medical certificates, fees, etc.	<b>Reveille</b>	
4:30 - 5:30		Rise and shine and get ready for physical fitness.	
5:30 - 6:00		<i>Hataw Pinoy Aerobics</i>	
6:00 - 7:00		<b>Camp Calls, Inspection, Breakfast</b>	
7:00 - 7:30		<b>Flag Raising Ceremony/Awarding</b>	
7:30 - 9:30	Travel to Campsite Settling down	<b>Activity 1</b>	<b>Activity 4</b>
9:30 - 9:45		Break	
9:45 - 11:45		<b>Activity 2</b>	<b>Activity 5</b>
<b>11:45 - 1:30</b>	<b>NOON BREAK LUNCH</b>		
1:30 - 3:30	Tent Pitching Camp Gadget Making	<b>Activity 3</b>	<b>Closing Ceremony</b>
3:30 - 3:45		Break	
3:45 - 5:45		<b>Activity 3</b>	Camp Inspection
5:45 - 7:30	Cooks out – DINNER – BREAK		

7:30 - 10:00	Fellowship Campfire	Spiritual Development	<b>Sing Your Way Home</b>
10:00:00 PM	<b>T    A    P    S</b>		

Living together, eating together and doing responsibilities together in a family tradition strengthens a family's 'esprit d corps'. Rover scouts' exposure to such activities develops the radiant spirit of togetherness. These are doing things together "for the common good and looking into things that would benefit the whole instead of being selfish and personal aggrandizement.

**Remember: "The Family that Prays Together, Stays together."**

# Lesson 26 – Managing Community Activities/Project

## ***Introduction***

Activities serve as the lifeline of any community. Each one of us belongs to a community – the local community where he lives, the school community where he seeks knowledge, the cultural community where he traces and identifies his filial and socio- cultural roots, the Filipino community where all Filipinos belong as one people or nation. Hence, he shares commonalities with other people where he exists cooperatively.

Activities from which the community derives benefit fall into two categories. They are a) community service and b) community development. A third kind of activity, related to development education can result in indirect benefit, through changes in the attitudes and behaviors of rover scouts and those whom they influence.

Community Service means simply doing something for a community, which may be one’s own or another. The contribution is designed to meet specific needs usually identified by those who will perform the service. The task is usually short term.

Community development is an educational process of change, based on collective action, taking place within a community and leading to a better quality of life, with the people themselves being the subject of that process.

Community education is the acquisition of ideas, skills and attitudes enabling better understanding of the problems affecting the world today and of mankind’s interdependence. This will lead to effective participation in local, national and international communities

As member of the community, one must play an active role in community projects as our contribution to intended “planned change.” As stakeholder of community development, activities are planned, implemented and evaluated to ensure success. This includes training of leaders, and regular evaluation of the program, including the examination of possible additional dimensions, such as development education. In evaluating the program, including the activities, which form part of it, the same criteria can be use:

First, consider the benefit to the overall development of every individual as responsible citizen and as member of his community. In particular, ask the following questions:

- What does the individual learn?
- What does he learn about his community, locally, nationally and internationally?
- What role will he be able to play in developing his community?

Second, consider the benefit of the community.

Third, make sure all activities are carried out using the Scout Method. In this phase the Radian and Circle activities that have been selected are organized into a calendar. Once the Circle Assembly has approved the calendar, each activity is designed and prepared,

#### The Activities are organized into a Calendar

All the Radian and Circle activities that have been selected are laid out and coordinated in a calendar for the program cycle.

#### The Unit Assembly Approved the Calendar

Once the Calendar is ready, the Circle Council puts it to the consideration of the Circle Assembly, which gives the final approval. It is advisable to present the calendar to the Radians a few days in advance of the Assembly, especially if alterations have been made to the selection or activities have been added.

#### Once the Calendar is approved, the activities are designed

By designing the activity, we mean identifying all the elements involved and analyzing the interaction between them. The Radian activities are designed and prepared by the Radians themselves, with the support of an Adult Leader, when required. The Circle activities are designed and prepared by the Circle Council or by a special team that it designates, with the support of Radians.

#### Defining the Objectives of the activities is the essential part of their design

This definition, which should be put down in writing, is essential for evaluating the activity afterwards, since evaluation consists of establishing whether the proposed objectives were achieved. If no objectives have been defined, there is nothing to base an evaluation on; and if the objectives have simply been assumed to be obvious, the evaluation will be confused and ambiguous.

To become familiar with and learn to make simple musical instrument. To develop artistic and musical skills. To develop team working.	To express his or her point of view in a creative manner. To constructively criticize aspects of the Patrol that could be improve. To learn to make symbolic cardboard figures. To add values to the campfire tradition.
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#### Once the Objectives are defined, the design is completed

By designing an activity we can expect better results and avoid surprises when we come to carry it out. As well as defining the objectives, other design issues include:

1. What kind of place would be best for the activity?
2. How long will it take?
3. If it is a Circle activity, what will the role of the Radians be? And if it is a Radian activity, what role will the young people play?
4. What kind of adult resources and materials do we need and in what numbers?
5. How much did these materials cost and where can they be obtained?
6. Is the activity conducted all at once or does it have several stages?
7. Does it involve any risks that we must guard against?
8. Are there any possible variations?
9. How is it evaluated?
10. What criteria are used for evaluating?

Once the Activity is designed, it is prepared to, be carried out on ascertain date

The preparation tasks vary depending on the type of activity involved: preparing for a one-hour activity is very different from preparing for a seven-day camp.

Carrying Out and Evaluating the Activities

After the Circle has devoted time to taking decisions and getting organized, it moves into central phase of the cycle that accounts for most of the time available.

This phase involves what young people enjoy most; doing things! It involves what most interest the Adult Leaders: helping the Rover Scouts to develop by means of the things they do.

In this phase it is therefore necessary to distinguish between carrying out and evaluating the activities and monitoring personal development.

Radian and Circle Activities are Conducted at The Same Time

In accordance with the calendar established, each Radian carries out its activities independently, under the coordination of the Radian Leader, with the support of Adult Leaders when necessary, and supervised by the Circle/Rover Leader.

The Radian activities are coordinated with the Circle activities which maybe either successive or simultaneous. The Circle coordinates these activities, directly, through a number of Adult Leaders or by designing special Teams formed by Adult Leaders and Radian Leaders. These teams are created for a specific activity and dissolved when it is over.

Coordinating and conducting the Radian and Circle Activities – fixed and variable, long and short – is like putting together a giant jigsaw puzzle. Each piece may appear unimportant on its own, but together they form an image that would not the same if any of t he pieces were missing. The Circle is



responsible for assembling the pieces of the puzzles – the activities – by checking each week that the program of activities is proceeding as scheduled in the calendar.

### It is Always Necessary To Provide Motivation For The Activities

Although the young people themselves selected the activities, it is always necessary to motivate them as their interests can change between the times when the activity is selected and when it is begun. Motivation determines how keen young people are to throw themselves into something, and to commit themselves to aiming for good results.

Motivation starts not moments or days before the beginning of an activity, but long before. It takes different forms and creates expected atmosphere that lasts until the time the activity begins. Motivation must continue during the activity too, to keep up enthusiasm and self-confidence, which tend to wane when difficulties arise and the result looks more uncertain than at the outset.

### Carrying Out the activities Must Generate Excitement

The young people need to experience the activity as a celebration. It must create a buzz in them that will encourage them to leap into the next program with renewed enthusiasm. If they do not see Scout activities as one of their main priorities, then these are unlikely to generate experiences capable of influencing development and helping them to make progress towards their objectives.

In order to make sure that activities are exciting for everyone, a number of points must be borne in mind:

1. All the young people need to have something interesting to do in the activity. An activity has participants, not spectators.
2. The tasks involved in the activity have to be shared out fairly, taking into account the personal abilities of the participants.
3. We must not allow ourselves to be influenced by gen-related cultural stereotypes. We must not, for example, give challenging tasks only to the boys and more passives ones only to the girls.
4. Although the result of an activity is important, the Leaders should encourage the young people to enjoy the activity for its own sake, independently of the result that is obtained. This will help to develop an emotional stability that does not hinge on success or failure.
5. We must ensure that those who do not achieve the results they hoped for are not humiliated, that members who work at a slower pace are not left out and that less popular boys and girls are not ignored.
6. If a young person does not wish to take part in or continue with the activity, that wish must be respected. Circle Leaders should observe his or her behavior more closely, and try to talk to him or her to find out what the problem is and provide whatever support is necessary. This maybe done within the Radian or by the monitoring Adult Leader.

### Those Responsible For An Activity Keep Up Its Momentum

Activities always have a certain momentum. The Circle Leaders who are in charge of the activity or the Radian Leader in case of Radian activities are responsible for keeping up the momentum.

“Experience shows certain situations can upset the momentum of an activity.”

An activity may be a little “cold” to start with, but the enthusiasm and interest will increase gradually as results begin to be obtained and action generates new experiences. If the person responsible for the activity is brimming over with enthusiasm, others will soon find themselves infected by it.

There is no need to create a song and dance or become a star attraction to generate enthusiasm. Quite encouragement, support that disappears and reappears as necessary, is at least effective.

The person in charge of the activities does not solve all the problems that may arise. It is better not to give too many instructions or suggestions, and instead let the participants overcome obstacles, think up alternatives or invent solutions for themselves.

Activity leaders should try to avoid gaps, which are usually a result of poor preparation. When they have been caused by unforeseen circumstances, leaders must make whatever alterations are necessary and use whatever back-up action we can to recover the momentum of the activity. In the case of short activities, it is always useful to have alternative “gap filler” or replacement activity on hand, such as a surprise activity, an evaluation game, a variation on the same activity or simply another activity.

During more passive activities it is a good idea to interpose songs, dances, little games or minor activities that involve movement.

When people from outside the Circle or Radian are involved in the activities, they should be in at a suitable point, thus forming part of the context, and not cause a break in the momentum. This means that people who lend their services must know their role in advance and cannot turn into a separate show of their own.

Those responsible for the activity must be first on the scene and be ready for the activity, especially at the regular meetings. Being there in advance enables us to reduce anxiety levels, ensure that everything is ready and provide motivation for its successful implementation.

### Carrying Out The Activities Helps To Make Us Responsible

A rover scout activity is not a casual or chance meeting in the street, and those in charge must make them aware of this. Activities constitute a special opportunity to develop habits that make us more responsible.

Being punctual, looking after the places that has been lent for use and returning them cleaner than when it was borrowed is a scout like practice. Giving equipment back on date agreed, keeping the Circle and Radians tools in good repair, discharging the tasks entrusted to us and demanding the same in return are attitudes which form habits and social skills that are very important for the development of the personality. People who do not act in this manner will find doors closed to them. Those who display a responsible attitude, however, will earn a good reputation that will be a great asset and their best calling card, in scouting and outside it.

### Activities Must Minimize Potential Risks

There are potential risks in all our activities. It is the duty of those in charge to ensure that rover scout activities do not cause accidents.

Our equipment, our materials and the route we choose for excursion must be secured properly. The means of transport, the type of activity, and the place it is conducted should be properly inspected for safety hazard. The location of the kitchen, handling of the cooking fire and the food we eat must be kept safe and clean. The clothing we wear, the location of the tents – everything we do and everything we use may involve a degree of risk and could potentially cause an illness or an accident, which we handle properly and with utmost care. We must therefore pay as much attention to these things as we do the activities planned to the young people's immediate safety

Below are a number of recommendations, which are applicable to any situation or environment. Adult leaders need to know this recommendation:

1. **Prevent:** take time to imagine and identify all potential hazards that implicit in what we do, work out how to minimize these and set clear limits.
2. **Inform:** everyone has to be informed, clearly and directly, what risks are, in order to avoid dangerous behavior. When appropriate a system of notices and signs may be used.
3. **Be constant with prevention and information:** prevention is an on going requirement. Repeat information about risks or hazards requirement and keep signs in good repair.
4. **Be Prepared to give effective assistance:** despite constant measures of prevention and communication, accidents can happen and hazardous situations can arise. We must be prepared to:
  - Know what to do in each case;
  - Have first aid implements and materials to hand; and
  - Know what measures to take to provide timely assistance and not leave other potentially hazardous areas uncovered in the meantime.

### Activities Are Evaluated By The Levels Of Achievement Of Previously Define Objectives

Evaluating an activity consist of:

1. Observing in the course of the activity, to see whether it is possible to improve the way it is carried out. This means following the action to try to optimize the results.
2. Analyzing the results in order to establish whether the objectives that were set at the beginning have been achieved. This means determining whether the group of participants got from the activity what was intended.

In order to deal with two aspects of activity evaluation, we need to have set objectives in advance and put them down in writing. If there are no objectives, there can be no evaluation. If objectives are not in writing, the evaluation likely to be ambiguous, as each person will have a different understanding of what the activity was expected to achieve.

If the objectives are vague, there will inevitably be temptation to reduce the distance that separates them from actual results, thus exaggerating the achievements and encouraging complacency.

Objectives should always be written down for variable activities. Given their broad range of aims and contents objectives should be stated properly and using the principles of SMART. Exceptions are:

- a. Instantaneous activities, for which there would be no sense in writing down objectives, given their surprise in nature.
- b. Individual back-up activities as these are suggestions made to a young person by monitoring Adult Leader, and there is no need to write down the objectives.
- c. Individual tasks within a group activity, which amount to sharing out responsibilities.
- d. Proficiencies, for which objectives may or may not be written down, which is a matter of the Adult Leader and proficiency monitor to decide, depending on the agreement they have reached with the boy or girl.

By contrast, the fixed activities generally do not need written objectives, as their content is always quite similar and they are conducted in fairly standardized way. This is the case of the regular meetings, games, stories, songs, dances, ceremonies, and so on.

Rover scouts should write down objectives, however for some fixed activities, such as camps and excursions, which have varied contents and encompass a number of variable activities.

### Activities Are Evaluated By Evaluation

Activities are evaluated by observation. Young people, Adult Leaders, parents and other people who have a part to play in evaluating an activity observe in the normal way: by watching, listening, feeling, perceiving, analyzing, comparing and forming options.

The achievement of objectives is assessed in the same way. It is worthwhile to develop the habit of recording your observations in a little notebook, as it is easy to forget them.

Evaluation by measurement – which corresponds to formal education system and enables us to measure relatively accurately through tests what young people have learned about certain knowledge or skills – is not really applicable to rover scout activities, as these have little to do with acquiring formal knowledge. Circle Leaders are interested in the person as a whole and that places them firmly in the domain of attitudes. Exceptionally, however, certain manual skills and specific techniques may be evaluated by measurement.

### Activities Are Evaluated In the Course Of The Activity And At The End With Several Parties Involved

#### **During the Activity**

It is advisable to evaluate in the course of the activity when it is of medium or long duration and has several phases. These will usually be Circle activities, so the evaluation will involve the young people, the Adult Leader and occasionally third parties, when appropriate.

With these activities, evaluation along the way is intended to determine if any corrective or back-up action is needed. If not all the young people are taking part; we have to find a way to get them all involved. If the Activity is becoming unnecessarily prolonged, we have to speed it up. If there is little interest, we must think about motivation. If it is going off tangent, we need to find a way to get it back on course or turn in into two parallel activities. In order to take whatever corrective action is deemed to be required on the basis of this evaluation, those responsible for the activity must be flexible and prepared to reinvent it.

### **At the End of the Activity**

All activities must be evaluated when they come to an end. Even the shortest ones should have an evaluation, albeit as brief as the activity itself. The Radian activities are evaluated by the Radian Leaders and then in the Circle Council. The leaders should be informed of the results. The Circle activities are evaluated first in the Radians and then in the Circle Council. Exceptionally, a Circle Assembly may be called to conclude the evaluation of an activity, if the activity has been very significant for everyone or if it is to establish rules as a result of experiences during the day.

The parents are involved in the evaluation only insofar as they took part or helped with the activity. Also when they have witnessed the impact of the activity, such as:

- (1) when the young people have carried out part of an activity at home: or
- (2) when the parents had the opportunity to see what they do; or
- (3) when they see the way their child has been involved in a long duration activity; or
- (4) upon return from a long camp; or
- (5) at the beginning of a year with respect to the activities of the preceding period.

Evaluation by third parties, like the parents, is possible only when they have played a part in the activity or are in a position to measure its impact. For example, a specialist who took part in an activity, which was directed at learning a certain skills, or teachers when the activity involves the school.

Adult Leaders always evaluate the activities, during the activity and at the end, after all the evaluations. The purpose of their evaluation is to draw conclusions about the way the program is being put into practice and to examine their own part in it to establish whether they discharged the responsibilities that were expected of them in a satisfactory manner.

### **Evaluation of the Activities Provides Input For Assessment of Personal Development**

When we observe an activity in lull flow, we cannot avoid seeing at the same time the way a boy or girl is performing and noticing the changes in him or her. Thus observing an activity also provides us with information on young people's personal development.

At the end of program cycle, when few months have gone by a number of activities have been conducted, this information enables us to arrive at a conclusion on the progress a boy or girl has made towards his or her personal objectives. The monitoring Adult Leader will then share these conclusions with the young person when they are in the process of reaching a consensus.



# Lesson 27 – Practicum I: Community Immersion

## ***Introduction:***

Our young people are a potent force that could greatly contribute to National development. The CWTS-SCOUTING component of NSTP geared towards encouraging youth in improving their skills, knowledge and attitudes on various endeavors that will develop their interest in community service and be more responsive in attaining peace and development.

Development means positive change, scouting is change. It means growing progressively from self-centeredness to a concern for others. Change is a continuous development and growth in an individual's life and community's life. Community development is concerned with all the people in the community rather than just a Segment of the population; total community life and needs rather than just aspect of community life.

Planning for community development involves a systematic procedures in preparing activities to achieve a desired goal taking into consideration available resources, time and efforts needed.

The *barangays* are required by the law to carry out programs that will address some problems and stimulate the development of the community. The Local Government Code lists the following programs as having been delegated to the *barangays*.

1. Peace and Order Programs
2. Disaster Preparedness
3. Youth Development Program
4. *Barangay* Justice System
5. Codification of Ordinance
6. *Barangay* Assembly
7. Leadership Training Programs
8. Zero Waste Management
9. Herbal Medicine: Alternative Medicine

Development plan consists of the following:

- A. Definition and analysis of the problem
- B. Objectives
- C. Programs and Services
- D. Implementation
- E. Monitoring and Evaluation

Suggested Procedures in the conduct of community Service

1. The students should group themselves according to their course.
2. Make a survey of the community where they want to serve.

3. Assess the needs of the community then discuss it with the *barangay* leaders.
4. Plan the activities that will benefit the members of the chosen community.
5. Coordinate with the *barangay* officials and submit the proposal for approval.
6. (If approved), implement the activities with the assistance of the *barangay* leaders.
7. Evaluate the program. Give evaluation forms to the beneficiaries, *barangay* leaders and students to find out the feedback of the activities.
8. Prepare a narrative report supported with pictures.
9. Submit reports before the end of the semester.

## ***Community Service and Development***

In the field of community service and development, 1953 has made significant trends that became evident. These indicated new approaches and new thinking solutions for especially for urban problems like the Zero Waste Management. New trends in solutions to urban problems stemmed from the fact that two-thirds of the country's population is now urban, with about half the people living in places having a population of 50,000 or lower. Growth has been heaviest in suburban areas lying outside boundaries of cities. These fringe areas are mostly residential. Since these are residential areas people living in this community have diverse culture, working among them need a lot of experience and expertise in dealing with different people at the same time.

In community immersion activity, Rover Scouts have to understand the culture of the community and their subcultures. When some people share a distinct set of cultural traits within a larger society, this distinct cultural trait are often referred to as subcultures. Rover scouts have to study first and adapt to the community culture and subcultures to be able to survive the rigors and hard-work of a community worker. One will find out that to be able to understand the culture of the community, he should be able to flexibly and quickly adjust to changes around him. Culture helps human societies survive in changing natural environments. For the community service and development worker to survive community immersion work one has to understand the culture and subculture of the community he or she has to work with.

Community immersion worker should also know that culture is symbolic because it allows the people and the worker to develop complex thoughts and exchange these thoughts with others. The culture of the people is their experiences among the community they are moving in and out. The people living together in a society share this culture because people on the same community share the same thinking therefore they share the same culture. If one or two do not share the same belief and behave against it, he became an outcast of society and this is a very painful process to learn one's lesson.

Self-identity usually depends on culture to such a great extent that immersion in a different culture with which a person does not share common ways or life or beliefs can cause a feeling of confusion and disorientation. On this process, this person will be suffering from "culture shock" in the same way, that today global communication system and the worldwide distribution of mass-produced commodities create a kind of global culture. To be able to understand clearly the culture and subculture of the place,



community immersion students should understand the material, social and ideological culture of the community they are working with.

What is material, social and ideological culture? Material culture is to understand the problems of subsistence, the forms of exchange of greetings and the like, technology and manufacture of things used in the community and the effect of these technologies in the community where the people live.

For example, people in western communities would start his greeting, “Hello, good morning. How’s the weather?” In our country, our greeting starts with, “Good morning, where are you going?” In the urban areas the populace is eating bread with coffee at breakfast while the rural community is eating rice and fish. In urban areas, people enjoy the boon of modern technology like the escalator, elevator, electricity and other amenities while the rural folks do not have them for comfort.

Social culture involve kinship and family, work life, leadership in the family and political power while ideological culture deals with religion and secularism. Differences in social culture are easily discern when one has to compare the social culture of the urban and rural communities. For example, family solidarity together with immediate and extended family members can be felt and is always demonstrated in the rural communities while few if not all of the urban people do give so much important about it. The principle of the ‘survival of the fittest’ strongly exists in urban areas while support and collaborative effort is very tangible in rural communities.

All of these affects the community worker and better understanding of these factors will lead to a better work relationship in the community and the community worker will be able to progress towards the aim of the community immersion project they are planning to work with.

### Suggested Activities for Community Service and Development

The following are the suggested community service and development activities for the different colleges:

Information Dissemination, Lectures on Health and Drug Education, Environmental Sanitation, Clean and Green Projects, Proper care of Facilities and Equipment, Feeding Program for Pre-schoolers, Herbal Medicine, Lecture on Waste Management and Waste Segregation, Sharing Books and Feeding Programs for preschoolers, Drug Abuse Prevention Education, Design of Trash Cans, Lay-out of Sports Facilities, Improvement of Billboards and Display Boards, Beautification Projects, Assist Day Care Learning Center, Anti Rabies Information Dissemination, Solicitation and Donation of relief goods to Unfortunate of the community, Home Safety and First Aid Training Program.

Project proposal should be prepared ahead of time before bringing the students into community for practical community immersion activity. Effective community immersion projects are those projects that were prepared and well thought of by the students for its successful implementation. Below is the mechanics in preparing a project proposal in community immersion.

### ***Preparing a Project Proposal***

A project proposal is a description of how a certain project is to be carried out. It contains such information as rationale or the reason for carrying out the project, target beneficiaries, factors that will

contribute to its success and obstacle that should be overcome to ensure its success. In addition it should also describe the following:

- Situation – a brief description of the existing condition or situation; references/authority to conduct the activity.
- Coordination – entities/agencies, not under your control, where coordination is necessary to carry out the project/activity.
- Objectives – what you aim to accomplish in carrying out the project/activity stated in behavioural terms (specific, measurable, attainable, and result-oriented, time-bounded)
- Utilities – equipment, materials and utilities needed to successfully carry out the project/activity; financial requirement, if any, and how the project will be funded.
- Task-Timetables – an enumeration of task to be undertaken and the deadline for each in order to successfully carry out the project/activity.
- Execution – a more detailed enumeration of the steps to be taken to carry out the project/activity with corresponding personnel (staffing format) who will be responsible for each specific task.
- Review/Report – how the project/activity will be evaluated as an assurance that it has been successfully carried out; how it will be reported (reporting format)

## ***Evaluating a Project Proposal***

While it is the responsibility of the Standards Committee to evaluate the project proposed by a Rover or by a team of Rovers, it should also impose upon itself the obligation of helping a proponent in the choice of the project, and the actual preparation of the proposal. This Committee is preferably composed of those who have had some experience in undertaking projects, and those with experience in planning activities.

The following questions may guide the committee in evaluating community service and development projects or activity proposals and its accomplishment. The successful implementation of this project depend on the well thought of answers -on the different questions ask during the planning sessions.

1. Is the project necessary or desirable?
2. Have all the factors that will directly influence the outcome of the project have been considered?
3. What are the concerned agencies involved?
4. Are the objectives stated clearly?
5. Have the necessary equipment and materials been considered? Can they be made available locally?
6. Is there enough personnel to meet the staff requirement?

7. What are the parameters for measuring the success of the project?
8. Is the project beneficial to the community? To the movement? To the person himself?
9. Will there be enough funds to successfully carry out the project?

The awarding of points to a project will be based on the extent of benefit it would give.

For example:

- The number of beneficiaries
- The number of people involved in undertaking the project
- The originality of the project
- The value it would inculcate in the recipients
- The value it would inculcate in the proponents

Projects should not be awarded more than 50 points. The idea is to encourage the accomplishment of projects in the different fields of concern, namely; community service, livelihood, service to the Movement, personal development and religious and spiritual upliftment.

The awarding of points should not be limited to projects/activities initiated by the Rovers. They may be participants in projects initiated by somebody else. They may also earn points for accomplishment of assigned tasks like serving in district or Council wide activities. The district wide activities are district rallies, district camporals, and district advancement camps. Council wide activities are council-wide summer camps, council jamborettes, and other council wide activities that may be planned by the local council for the benefit of the scouts.

The Radian/Teams should make one Community Development Project per semester for their community immersion. *Gawad Kalinga* volunteerism is also a good avenue for community development projects. Project proposal should be done properly and implemented by the Radians/Teams. Rover Circle Leader should see to it that all the Radians/Teams have undergone at least one community development project per semester.

Points earned are part of the achievement of the Radian/Team in the Circle. Priority projects that need more Radian/Team focus are Solid Waste Management, Drug Abuse Prevention Education and Herbal Medicine: Alternative Medicine. Special attention is given to composting for Zero Waste Management. Material Recovery Facilities should be given enough emphasis if solid waste management is given enough attention and concern.

# Lesson 28 – Practicum II: Testing for Self Reliance

## **Introduction**

The first semester of the National Service Training Program – Civic Welfare Training Service (NSTP-CWTS) theoretically exposed the college students to self-awareness, values development, basic leadership training and the dimension of developments. These dimensions of developments are in terms of health, education, environment, entrepreneurship, safety, recreation, moral of the citizenry and other social concerns. In the second semester these concepts are put into practice through student's *barangay* visits to do community service and community development projects.

Testing for self-reliance is simply an outdoor education activity or camping that encapsulates the practical application of all concepts and theories and community visit experiences in a year of CWTS attendance. It provides leadership opportunities to socially group students as team performing and participating in worthwhile activities that would enhance their knowledge and skills necessary in rendering any civic welfare activity in the future. This is cooperative learning or patrol system in practice, the essence of joint efforts in advancing voluntary Filipino youth involvement in public and civic affairs.

What is the importance of self-reliance?

Self-reliance is intangible until the scouts are into actual experiences and activities that would test his skill and abilities in response to the need of the hour. Scouts that had forgotten a lot of personal things they need in a two or three days camping is demonstrating their inability to prepare and foresee things that they may need for their comfortable stay in the camp. Experienced scouts go to camps with less equipment but had not forgotten the essential things they need for survival and personal comfort.

It has been said, that the more experience the scouts in camp life, the lesser the things they brought and travel with a lighter load to carry. This can only be determined how the scouts behave in certain situations and how the scouts survive with less materials and tools at hand. For example:

How can one cook his food without cooking utensils to be used? Inexperienced campers would cry foul and will find themselves in a very challenging predicament. Some would panic and lose their cool to make a sane, quick and proper decision to survive. Experienced campers will just smile and look for the things needed that may be used to cook their food. They will make a good laugh and do something to solve the problem at hand with a smile. Below are the Good Citizenship Values Cluster, The Camp Program of Activities and The Dimensions of Development.

### **The Good Citizenship Values Cluster** (Based on the 1987 Philippine Constitution)

#### *Pagkamaka-Diyos*

1. Faith in the Almighty
2. Respect for Life

3. Order
4. Worker
5. Concern for the Family and Future Generations

*Pagkamaka-Bayan*

1. Unity
2. Equality
3. Respect for law and government
4. Patriotism
5. Promotion of the Common Good

*Pagkamaka-Tao*

1. Love
2. Freedom
3. Peace
4. Truth
5. Justice

*Pagkamaka-Kalikasan*

1. Concern for the Environment

**OPEN AIR CAMP PROGRAM OF ACTIVITIES**

Theme: “Skills for Self-Reliance towards voluntary Service and Civic Welfare.”

**I – Emergency Preparedness**

1. Basic First Aid
2. AR/CPR
3. Bandaging
4. Crowd Control
5. Transporting Victims
6. Emergency Signalling
7. Emergency Situational Response

**II – Ropeworks and Team Confidence**

1. Lashing
2. Gadgets
3. Knot tying
4. Monkey Bridge Crossing
5. Commando Bridge Crossing

6. Rappelling
7. Improvise Harness

### **III – Nature/Adventure Trail**

1. Job Card Instructions
2. Trail Sign Etiquette
3. Lost in Wilderness
4. Essential Survival Steps
5. Mountain Clean-Up

### **IV – Night Activities**

1. Sub-Camp *Palabas*
2. Grand *Palabas*
3. Cultural Night
4. Night Navigation
5. Sanitation/Lay-out
6. Spiritual Activity

### **V – Water Rescue**

1. Cannibal Rescue
2. River Crossing
3. Pet Bottles in Sack
4. Human Rope
5. Man-to-man Rescue
6. Artificial Buoy

### **VI – Entrepreneurial Activities**

1. Improvise Stove
2. Hammock Making
3. Chocolate Making
4. *Pastillas* Making
5. Wine Appreciation
6. Table Placement Making
7. Turk's Head

Time	First Day	Second Day	Third Day
04:30:00 AM	Assembly, travel prep to campsite area, checking of permits, medical certificates, fees, etc.	<b>Reveille</b>	
4:30 - 5:30		Rise and shine and get ready for physical fitness.	
5:30 - 6:00		<i>Hataw Pinoy Aerobics</i>	
6:00 - 7:00		<b>Camp Calls, Inspection, Breakfast</b>	
7:00 - 7:30		<b>Flag Raising Ceremony/Awarding</b>	
7:30 - 9:30	Travel to Campsite Settling down	<b>Activity 1</b>	<b>Activity 4</b>
9:30 - 9:45		Break	
9:45 - 11:45		<b>Activity 2</b>	<b>Activity 5</b>
<b>11:45 - 1:30</b>	<b>NOON BREAK LUNCH</b>		
1:30 - 3:30	Tent Pitching Camp Gadget Making	<b>Activity 3</b>	<b>Closing Ceremony</b>
3:30 - 3:45		Break	Camp Inspection  <b>Sing Your Way Home</b>
3:45 - 5:45		<b>Activity 3</b>	
5:45 - 7:30	Cooks out – DINNER – BREAK		
7:30 - 10:00	Fellowship Campfire	Spiritual Development	
10:00:00 PM	<b>T A P S</b>		

Activity 1 – Artificial Respiration and Cardio-Pulmonary-Resuscitation

Activity 2 – Knots and How To Tie Them

Activity 3 – Rappelling

Activity 4 – Trail Sign and Trail Sign Etiquette

Activity 5 – Herbal Ointment and Soap Making

Usually, in order for the Rover Scouts to acquire skills for self-reliance the experienced Rover Circle Manager should focus on the individual Rover Scouts advancement activities and quests to do. Activities being presented as part of the Badge System will encourage individual scout to learn and earn his badge of proficiency and excellence. Continue in the next lesson for more information and ideas towards this end.

“Learning to Earn. Earning to Live. Living to Serve.” is one of the adage that the rover scout has to follow all throughout his life. By doing, so, he will be developing his skills. Learn his personal abilities and survive whatever challenges may come his way. While learning about a particular skill he is earning his advancement badge. he is learning to live with the skill he had acquired and by doing it well he can use his skill to serve his fellowmen.

# Lesson 29 – Managing Advancement: The Progressive Self-Education Process

## *Introduction*

Advancement is an integral part of the unit program. The different program of activities can either be done in the indoor or outdoor. The requirement for earning badges suggests hundreds of unit meetings, hikes and camp activities. As Rover Scouts take part in the different circle programs, they learn practical skills and so are helped at the same time by his Rover Leader to advance to the next higher badge. This is not done automatically but through participation to the different circle activities and projects will result to their advancement in rank.

Advancement is recognition of what a rover scout is able to do and not a reward for what he has done. It is a natural outcome of the Rover Scout's participation in activities. All activities conducted by his Rover Circle and participated in by him, help him accomplished his advancement requirements. However, a rover scout does not automatically advance through participation since advancement is a personal and individual effort. A

Rover Scout advances only according to his interest and ability.

The founder, Robert Stephenson Smyth Baden Powell, instituted the advancement scheme in Scouting in acknowledgment of the boy's basic want to explore, due to his curious nature, and his fundamental desire for achievement and need for recognition. This acknowledgment and understanding of the boy nature is availed of as a primary motivation for the boy to accept the Scouting ideals of selfless service on his own personal code of honor and ethics.

The pattern for achieving recognition is geared to the needs, aspiration, interest, and activities that appeal to the individual and to the nature of the group whose opinion is important to him. The system involves a series of recognition for achievement within the framework of the program of each of the five sections. Advancement in rank becomes the stimulus for effective program implementation and the symbol of achievement for participating it.

True advancement highlights the values of scouting and prepares the rover scout for a life of selfless service to God, country, and fellowmen. It enables him to live and actualize the points of the Scout Law. True advancement is not an end to itself. It is only a process used to develop the Rover Scout's character and mold him to become responsible, disciplined. Self reliant, concerned, and committed to service citizen both of this world and of the kingdom of God.

Moreover, advancement is meant to attract the scout to the movement and stimulate his active participation in every scouting endeavor. It is a training ground in developing the rover scout for his intellectual, social, moral, spiritual, and physical growth.

Exposing the rover scouts in a well- rounded scouting experience that are appealing to their natural desire to explore, achieve, and be recognized may give a major push toward the scouts advancement. Advancement activities caters to individual scouts need by providing recognition badges for progressing along the lines suggested by the Scouts particular interests and abilities



Emphasis in the system is given to individual accomplishment or participation in group tasks, or projects, or events. It measures the extent to which the individual rover scout have been helpfully guided and motivated through the successive stages of a healthy scouting experience. It also measures the success of the program in stimulating the rover scout's interest and encouraging progressive participation.

One of the major activities in rover scouting is the pursuit of Rover Scout Advancement. Through the Badge System, the rover scout is challenged to gain knowledge and learn useful skills, which will prepare him for life. The various badges that he earns are incentives and recognition for training in progressive and productive citizenship and useful skills, both of which develop his character.

The challenge badges provide the rover scout with an interesting exploration into fields of knowledge, skill, personal interests or hobbies. These are complimentary to his training in character, citizenship, skills for self-reliance, and service to others and the community.

Rover Scout Advancement, in a nutshell, is done in this manner.

**Prepare** – A Rover Scout prepares himself for an advancement badge.

**Examine** – A Rover Scout demonstrates his qualification to his Patrol Leader/Radian Leader who tests his knowledge and understanding of the requirements. He earns Proficiency Badges with the help of his Counselor.

**Review** – His Rover Circle Leader recommends him for appearance at the Board of Review. At the Board of Reviews the scout is given the opportunity to relate his personal progress before a group of understanding men who assess his qualifications for the badge.

**Award** – Then his efforts are recognized at a Court of Honor with the presentation of the badge and certificate.

The Rover Scout is encouraged to compete, not against somebody else, but against standards he has set for himself – his own record or his own previous knowledge and self-mastery. The Rover Scout's advancement in various badges should happen as a result of his normal experiences in the Radian and in the Rover Circle.

The scout should be given the opportunity to qualify for the requirements rather than to be told about them. The various advancement badges represent the scouts degree of qualification to be self-reliant, helpful to others and to the community and to be good citizen who will be a contributing member of the nation.

Advancement is only a means to an end. Its objective is not to produce scouts who are good campers, cooks or knot-tyers but scouts who, because of these and other skills, become men of sterling character, trained to be self-reliant, and ready to help build a happy community and a strong nation.

### ***The Adults and Their Role in Promoting Advancement***

The promotion of the advancement scheme for Rover Scouts is lead by adults in scouting. Their active

participation enhances achievement of progression in rank of the Rover Scout.

The Rover Circle Leader encourages advancement by promoting interest in mastering the skills of Scouting. He/She promotes active participation in Circle activities to give his/her Rovers the chance to study nature, know their environment, and their skill of outdoor life. These cycle of events when done regularly, provide opportunities for advancement in rank.

### ***Activities Needed for Advancement***

The following are suggested activities:

#### **1. Personal Development Activities/Projects**

- a. Caving/Spelunking
- b. Communicating with other rovers (local and abroad)
- c. Engaging in sports
- d. Mountaineering
- e. making models of real objects
- f. boating expeditions
- g. cycling expeditions
- h. physical fitness activities
- i. social dancing
- j. industry immersion
- k. Rappelling
- l. Researching in local history
- m. Scuba.-diving
- n. Swimming
- o. Traveling/tourism
- p. Visiting museums
- q. Group jogging activities

#### **2. Livelihood Projects**

- a. Auto mechanics
- b. Bamboo craft
- c. Basketry and weaving
- d. Blacksmithing
- e. Bookkeeping
- f. Carpentry/plumbing
- g. Creative craft
- h. Floriculture
- i. Goat raising
- j. Reflexology
- k. Photography
- l. Shell and coconut craft
- m. Silk-screen and sign painting

n. Soap making (herbal)

### 3. Community Service Activities or Community Development Projects

- a. canal dredging
- b. collecting old clothes for charitable institutions
- c. conducting cleanliness campaign
- d. drug abuse prevention education say no to drug campaign
- e. helping during times of emergency (e.g typhoons, floods, earthquakes, volcanic eruption, tidal wave etc.)
- f. “*hatid-sulat*”
- g. “*lubak-tambak*”
- h. adult education or literacy classes
- i. anti-rabies campaign
- j. *barangay* fire brigades
- k. entertainment of the elderly
- l. joining the emergency service-training corps
- m. undertaking community survey
- n. undertaking reforestation project

### 4. Service to Scouting Activities/Projects

- a. As staff member of Scouting Activities
- b. Assisting the BSP specialization course
- c. Attending the BSP Unit Leader Training Course
- d. Assisting the Local Council/District Scouting Activities
- e. Organizing the a scout unit in a barangay
- f. Running a BSP Junior Leader Training Courses
- g. Serving as a *Langkay/Kab/Scout/Outfit* Leader’s Assistant
- h. Serving as Unit Committee Member

### 5. Religious/Spiritually Uplifting Activities/Projects

- a. religious services attendance
- b. scripture reading and sharing
- c. pilgrimage to holy places
- d. qualifying or promoting the earning of religious awards
- e. Serving in masses or any religious activities.

## **Characteristics of Activities**

Activities and/or projects are self- development types, co-educational, outdoor- centered, community service development-oriented, and occupational/career exploratory types.

These are carried out through a Personal Development Plan, which is classified into Five Program

thrust or Areas of Roving.

Outdoor Activities and Service-Oriented Projects/Activities (within the Scouting Movement and in the Community) occupy a big part of the activities of Rovers. Such Activities may be carried out either individually, as radians, or as circle.

After a Rover Scout has earned his Membership Badges, he will progressively earn the following advancement badges through:

### **A – Structured Advancement Plan**

1. Quest 1 – Voyager
2. Quest 2 – Navigator
3. Quest 3 – Advocate
4. Quest 4 – Achiever
5. Quest 5-A – Bronze Thumbstick
6. Quest 5-B – Silver Thumbstick
7. Quest 5-C – Gold Thumbstick

### **B – Unstructured Advancement Plan**

1. 1st Quadrant (Yellow) (earn 100 points out of successful projects)
2. 2nd Quadrant (Green) (earn 100 + 100 points out of successful projects)
3. 3rd Quadrant (Red) (earn 200 + 100 points out of successful projects)
4. 4rd Quadrant (Blue) (earn 300 + 100 points out of successful projects)
5. Chief Scouts Nation-Builder Award (earn another 100 points out of successful projects)
6. Quest 5-A – Bronze Thurnbstick
7. Quest 5-B – Silver Thurnbstick
8. Quest 5-C – Gold Thumbstick

**In earning these advancement badges, a Rover Scout will pass through five areas of training namely:**

#### **A. Values and Virtues**

1. Self-development
2. Spiritual Upliftment
3. Family Life Education
4. Social Development
5. *Filipinism*
6. Ecological Awareness
7. World Brotherhood

#### **B. Vocational and/or Professional Skills**

1. Agricultural

2. Food Production
3. Graphic Arts
4. Managerial
5. Modern Technology
6. Communication
7. Technical
8. Cottage Industry

### **C. Physical Fitness**

1. Sport
2. Physical Fitness
3. Outdoor Adventure
4. Self-defense
5. Aquatics
6. Marksmanship

### **D. Scoutcraft**

1. Campcraft
2. Woodcraft
3. Orienteering
4. Nature Lore
5. Codes and Signal
6. Pioneering
7. Leadership Training

### **E. Service To Others**

1. Community Development
2. Community Service
3. Livelihood Projects
4. Nature Conservation
5. Emergency Service
6. Unit Leadership

## ***Advancement Scheme***

**A.** Advancement in connection with projects to be undertaken by Rover, individually or in cooperation with teammates will be in accordance with the following procedures:

1. A Rover or a Team who wishes to undertake a project and be credited [for advancement] submits a project proposal to the circle through the Standard committee, specifying when he expects to accomplish the project and how many points he/she thinks the project is worth.

2. The Standard Committee evaluates the proposal and advises the proponent as to whether they agree or not to the claimed number of points and monitors the project in its implementation. No project is given a value more than 50 points. The evaluation will be based on the following criteria.

No. Of beneficiaries	10 points max
No. of people involved	10 points max
Originality of the program design	10 points max
Impact on the participants	10 points max
Value to both the benefits and initiators	10 points max

3. The circle reviews the evaluation. When the project is accomplished, the participating Rovers are given a certificate each for project accomplishment with the earned number of points specified. When at least 100 pts. Are accumulated, the Rover is given a special certificate, which entitles his/her to wear a cloth badge or display a primed badge. To accumulate 100 points for the first award (Yellow Quadrant Award), the Rover must undertake projects in at least two (2) areas. Projects in the same area may be undertaken only if a Rover has already undertaken projects/activities in all five areas.

**B.** In consultation with his/her leader a Rover may also earn points for the accomplishments of assigned tasks like serving in Scouting activities and or other activities/projects organized by other institutions or agencies that fall within any of the five areas of concern.

**C.** Undertaking livelihood projects are encouraged because they develop self-confidence and dignity in the individual. Activities that ensure the development of the personality of the candidates must not, however be left out.

**D.** While Rovers are encouraged to render service to the movement, emphasis must be given to community-based services as they are of great value For the improvement of the community and for the goodwill they generate.

## **Lesson 30 – Organizing and Operating a Unit**

**“Don’t do too much of what should be done by the boys themselves; see that they do it. ‘When you want a thing done don’t do it yourself’ is the right motto ”**

~ Baden Powell

### ***Introduction***

Rover Scouts alone do not make a unit. Until a Circle is duly chartered and its leaders commissioned by the Boy Scouts of the Philippines that are subject to its Constitution and by-laws, it is not a Rover Scout Circle. Similarly, a person is not a rover scout until he is registered with the Boy Scouts of the Philippines through the local council in a chartered Rover Circle sponsored by a chartered sponsoring institution. A radian (patrol) is the basic unit of the organization in a circle. A maximum of nine radians composed a circle. It may have a membership of 6-8 members. They may be from the same neighborhood or institution bound together by unity, compatibility, happiness, strength and interest.

### **A Unit Is Organized Through The Following Steps**

1. An institution or a responsible group of citizens expresses a desire to organize a rover scout circle in a letter or a call to the local council.
2. The Scout Executive confers with the head of the institution or group of citizens explaining the responsibilities in sponsoring a rover scout unit.
3. The institution agrees to adopt the Rover Scouting program in accordance to its sectional program.
4. An organizing committee, selected by the institution, meets to plan the organization of the rover circle.
5. The appointment of an Institutional Representative and a Unit Committee composed of a Chairman and its 2 to 3 members that are finalized by the organizing committee.
6. The Committee meets in consultation with the Institutional Head and/or the Institutional Representative to appoint a trained Rover Circle Leader and Assistants. If no trained Rover Circle Leaders are available, training is arranged with the Council Scout Executive.
7. Recruitment of Rover Circle members.
8. The Institutional Representative files the formal application for chartering the Rover Circle, using the BSP Registration Form (AUR).
9. The local council through the District/Municipal. Scouting Committee prepares the Rover Circle Leader for installation. The rover scouts are assisted to meet the requirements prior to investiture ceremony.
10. Upon approval of their application, the Unit Sponsoring Institution receives a charter and the members of the Unit Committee, Institutional Head, Institutional Representative, Rover Circle Leaders

and his assistants and the rover scouts receive their annual membership certificates in an Investiture Ceremony after examination of conscience and rover vigil.

Deciding to have a Rover Circle is a very important decision at the same time the institution has to recruit also his Rover Circle Leader. The following are some points of reference to be considered to be able to select a good and effective Rover Circle Leader.

They are the following:

1. He or She subscribes to the Scout Oath and Law and adheres to the Principles and Policies of the Boy Scouts of the Philippines.
2. He or She is registered with the Boy Scouts of the Philippines
3. He or She must be at least 25 years or age.
4. He or she has been a Circle member of good standing for at least one year.
5. He or she has taken any of the following training, such as:

For women:

BTC for Langkay Leaders, BTC for Kawan Leaders, or BTC for Troop Leaders, Advance Training Course for Kawan Leaders

For men:

BTC for Troop Leaders, or BTC for Outfit Advisers. Advance Training Course for Troop Leaders

6. He or she must be willing to take the Basic Training Course for Rover Circle Leaders immediately upon appointment.
7. He or she possesses the strong commitment, the right attitude, has the willingness, renewed interest and time to serve the movement.

**The job description and responsibilities of the Rover Circle Leader are:**

1. Recruits, organizes and registers Rover circle.
2. Sees to it that the members of the Circle are given the opportunities for growth.
3. Provides Rover Circle Leader opportunities to improve their competencies.
4. Makes certain that community- oriented activities are given impetus.
5. Makes sure that all members of the Circle are given the opportunity to serve Scouting in any leadership capacity.
6. Ensures that all youth members of the circle are provided a counselor on matters related to their development as happy, healthy, and useful citizens.



7. Ensures that parents of the youth are informed of their son's and daughter's progress.
8. Submits a monthly report to the Institutional Scouting Committee.
9. Encourages the holding of social and cultural activities in the community.
10. Provides opportunities for holding challenging, meaningful and interesting activities.
11. Serves as a role model for all Circles members.
12. Presides in circle meetings.
13. Ensures the implementation of programs and policies approved by the Circle or the Institutional Committee.
14. Makes certain that all officers are functional.
15. Makes sure that all Circle activities are properly planned, implemented and evaluated.
16. Maintains liaison and good relationship with the Institution and other sectors of the community.

When a Rover Circle is organized the next thing to be given attention and primary consideration is its operation. Rover Circle scout members stay in the Circle if they enjoy the activities being done and when they find meaning on what they are doing as a circle. Training the Radian leaders as Circle Junior Leaders to manage the activities being implemented is a great challenge to Circle Junior Leaders and the Rover Circle Leader as well.

### ***The Training of Circle Junior Leaders***

As part of the obligation of the Sponsoring Institution, it is important that the Rover Circle Leader and the Circle Junior Leaders shall receive support for their training and leadership in the Rover Circle. The institution shall encouraged and provide support for their training in effective and efficient leadership of the Rover Circle.

Circle leadership emanates from the circle junior leaders. The circle junior leaders are the radian leaders in action. Radian leaders can lead their radians if they have the knowledge of the existing program and if they have the understanding of their duties and responsibilities in the circle. The main responsibility of the circle junior leaders is to act in the absence of the Rover Leader and work with the Assistant Rover Leader in different circle activities, including participation in council-wide as well as circle events and distribution of communications among the circle members.

It is the major responsibility of a Rover Leader, to train, guide and inspire radian leaders to operate the rover circle successfully. To accomplish this, a Rover Circle Leader needs to train his Radian Leaders. He can do this informally through private coaching or counseling sessions with his Radian Leaders before, after or outside the circle meeting. He could also expose his Radian Leaders to formal sessions in a camp or outing exclusively for this.

Finally if these two methods are still not sufficient, the Rover Circle Leader may request the assistance

of the District Commissioner or the Local Council Scout Executive to organize and conduct radian leaders leadership training.

Training Radian Leaders is a never-ending responsibility. The Rover Circle Leader needs to give it his constant attention. If the Radian (Patrol) System is to succeed in a Circle, he has to train Radian Leaders about it. The rewards are amazing and bountiful. The results may be as follows:

- the successful use of the Radian (Patrol) System
- successfully operating Radian Leaders
- responsible and capable Radian Leaders
- rover scouts who advance regularly
- rover scouts who stay and grow in the circle
- pride in accomplishment and satisfaction in your job as a Rover Leader

### **Steps in Setting Up the Radian (Patrol) System:**

1. Guide the rover scouts in forming radians that are close to the scout's natural gang as much as possible. Explain to them what a radian is and that what it can and is supposed to do.
2. Show them what a good radian does by demonstrating a radian meeting with you as the "radian leader."
3. Start with a simple ceremony. Then work on the Membership Badge requirements.

Include a couple of fun games and songs.

4. When you feel that the boys know each other well enough, organize the radian. Ask the scouts to write down the names of those that they would like to have with them in the radian.
5. Before the next meeting, make a list arranging the rover scouts in radians according to their wishes, using the best judgment in case of doubt, or if a rover scout has been left out.
6. Announce the groupings at the next meeting. Six or seven rover scouts in a radian seem to be about the average number. Four or five scout groups may work efficiently, but may be handicapped when it comes to inter-radian activities. Eight should be the maximum.
7. At the next meeting let them organize in accordance with the following jobs:

1. Radian Leader
2. Asst. Radian Leader
3. Radian Scribe
4. Radian Treasurer
5. Radian Quartermaster
6. Radian Grubmaster
7. Radian Hike Leader
8. Radian Cheer Leader

After radians are formed and organized, let them go to work. Pass the responsibilities to selected radian members. The Rover Leader had to help them develop their Radian Spirit. A real radian is a group of rover scouts who enjoy being together, doing the activities together, learning from each other, helping

each other in the spirit of “all for one, one for all.”

Whether in several courses or through informal counseling sessions, some subjects for Radians Leaders training should include the following:

- a. The Concept of a Radian
- b. How the Radian (Patrol) System Works
- c. The Radian Leader’s Job
- d. Developing Radian (Patrol) Spirit
- e. Radian (Patrol) Meetings
- f. Songs and Games: How to Lead (and invent) Them
- g. The Advancement Scheme of Rover Scouting
- h. Planning for Hiking and Camping
- j. Ceremonies in Rover Scouting
- k. The Circle Junior Leaders Council

# Special Activity

Boy Scouts of the Philippines Iloilo Council  
WESTERN VISAYAS COLLEGE OF SCIENCE AND TECHNOLOGY  
Las Paz, Iloilo City  
**ROVER VIGIL AND INVESTITURE**  
**Program of Activities**

## Part I – Assembly and Travel to Camp Armada Locsin, San Lorenzo, Guimaras

7:00 A.M. – Assembly at Fort San Pedro

5:00 P.M.                 Sunset Trek to Camp

6:00                 Review of 5 BSP Sectional Program and Scouting Ideals Teams organization and Selection of Team Leaders

7:30                 PRE-VIGIL PROGRAM

8:30                 OPENING PROGRAM

- Prayer
- *Pambansang Awit ng Pilipinas*
- Words of Welcome
- Educational Objectives
- Features of Rover Scouting Program
- Rover Circle Organization
- Uniforming
- The Rover Song
- Presentation of Vigilists and Guardian Angels

9:30                 VIGIL RENDEVOUZ

- Prelude to the Five Rocks
- HOMILY ON FIVE ROCKS IN MAN’S LIFE
- Introduction of Speakers on the Five Rocks in a man’s life

9:30                 VIGIL TEST

- Pre-Vigil Orientation
- Importance of the Use of the Thumbstick
- The Vigilists with their respective calls and self-examination paper.

3:00                 DAWN ASSEMBLY

### INVESTITURE CEREMONY

- Presentation OF the Candidate to the RCM
- The History of chivalry/ Who is St. George?
- The Charge
- The Explanation and Symbolism of the Sword
- The Laving and Dubbing
- Presentation of the New Rover Scouts
- Election of the Rover Circle Officers
- Sharing of Insights and Experiences
- Final Challenge and Inspirational Message
- \_\_\_\_\_
- Response (Selected Rover/Roverette/rover Peer)
- The Rover Scout Song
- Scout Benediction

# THE ROVER VIGIL AND INVESTITURE

## Ceremonies

The purpose of ceremonies in Scouting in general and Rovering in particular is to uplift the aspirant's spirituality and strengthen his resolve to live clean and righteous, a keen example of a true Rover.

Ceremonies mark milestones in the progress of a member in Rover Scouting and serves to make an impression upon him and those witnessing the ceremony.

The Rover Vigil and Investiture Ceremony are the two most important ceremonies in a Rover's life since they are the formal acceptance of an Aspirant to become a full-fledged Rover.

The vigil is a ceremony held before then Investiture, where Aspirants spend a few hours in self-examination and solitary communion, preparatory to accepting the responsibilities of a full-fledged Rover.

The Investiture is a ceremony where Aspirants who have successfully undergone the Vigil, are formally invested as full-fledged Rovers.

## Tradition of Rovering

As originally conceived by its Founder, Lord Robert Baden-Powell, rovering is a jolly Brotherhood of the Open Air and Service. Adapted to present day Philippine conditions, the proposed New Visions Rovering Program is the final stage in the training for good citizenship among KID Scouts, KSB Scouts, Boy Scouts and Senior Scouts. It has become a co educational and jolly fellowship of the open-air and service.

### Other Traditions of Rovering

1. Scout Sign
2. Scout Handshake
3. Scout Salute
4. BSP Membership Badge
5. World Scout Badge
6. Rover Section Medallion
7. Thumbstick
8. Rover vigil & Investiture Ceremony

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### The Scout Oath

**On my honor, I will do my best, to do my duty to God and my country the Republic of the Philippines and to obey the Scout Law. To help other people at all times To keep myself physically strong, mentally awake and morally straight.**

~~~~~

**Rover Motto: “*Laging Handa*”**

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### The Scout Law

*The Scout is:*

**Trustworthy  
Loyal  
Helpful  
Friendly  
Courteous  
Kind  
Obedient  
Cheerful  
Thrifty  
Brave  
Clean  
Reverent**

~~~~~

**Rover Slogan: “Together We Serve”**

~~~~~

### The Rover Song

I

**Bold rovers are we and happy to be together  
A shake of the hand, a pledge that we stand together  
Wan’ dring out in God’s good air,  
Finding sunshine everywhere  
We’re hitting the trail, through mountain and dale together  
Happy healthy pals are we.**

**Chorus:**

**Though winds may blow across the sea  
What’er maybe our destiny**

**Comrades we'll always be  
Until our life is done  
We'll share our laughters and our tears,  
We'll share each others' hopes and fears  
And like three famous musketeers  
"One for all and all for one"**

**II**

**We steer to the right, with hearts that are light together  
At night by the fire, a song we inspire together.  
Shouting greetings round and round  
Through the world our scouting ground  
Our life we shall spend,  
Wisely to the end together, singing out our Rover song.**

**(Repeat chorus)**

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### **The Reception Ceremony**

The ceremony is used when the candidate is new to the Scouting Movement, a pre-requisite of which are the passing of the Membership (entry) Requirements to the satisfaction of the Rover Leader and registration with the Boy Scouts of the Philippines.

#### The Reception of an Aspirant

After the sunset trek to the camp the Rovers form a semi-circle with the candidates at the rear. The R.L. is at the center. The candidates are presented, one at a time to the R.L. by the sponsors for the formal interview.

Sponsor: Brother Rovers, I present \_\_\_\_\_ for reception as a Rover Aspirant.

R.L.: Are you satisfied that he will try to live up to a Scout's obligation, including the doing of Good Turns, and is likely to become a worthy member of this Circle?

Sponsor: I am.

R.L.: (To Aspirant) Rovering is a Brotherhood of the Open Air and Service. In seeking to join that Brotherhood, are you ready to improve your knowledge of practical Scouting and to pursue the open-air life?

Aspirant: I am.

R.L.: Do you realize that your first duty is to God, then to other people, to your home and to be established in life?

Aspirant: I do

R.L.: Are you willing to train yourself to do selfless Service to the Community?

Aspirant: I am.

R.L.: Do you accept the way of life set forth in the Scout Oath and Law?

Aspirant: I do.

R.L.: Thus assured, I now ask you to make the Scout Oath, as a token of your sincerity and to formalize your reception as a Rover Aspirant.

Aspirant On my honor, I will do my best, to do my duty, to God and my country. and to obey the Scout Law. To help other people are all times, to keep myself physically strong, mentally awake and morally straight.

R.L.: I trust you, on your honor, to do your best to keep that Promise. I now receive you as a member of the Worldwide Brotherhood of Scouts in the Boy Scouts of the Philippines attested to by this Membership Certificate. You will now be treated officially as a Rover Aspirant (giving him the left handshake).

I grant you the use of this Rover Medallion with the colors the Scout Sections of the Brotherhood. This is to remind you that it is now your duty to prepare yourself for full-fledged membership of the Circle; to which end I now entrust you to your sponsors who will assist you in your efforts.

(The Sponsors lead the new aspirants, one at a time, to join the circle at the end of the formation. After all candidates have been received as Aspirant, the R.L. leads the other Rovers in welcoming the new Aspirants while everybody sings the Rover Song.)

The explanation and discussion of educational objectives will be done by one of the Council Field Scout Executive. The features of Rover Scouting Program, the Rover Circle Organization and wearing of proper uniform will also be discussed by another Rover Scouts. After the discussion the Aspirant is ready for the Vigil rendezvous. The Vigil Leader will lead the group and wait for the signal to start the quest.

### **The Rover Vigil and Investiture**

The Vigil and Investiture may vary and depend on the wishes of the Rover Circle and the Aspirants. The central idea of the vigil is to give the Aspirants an opportunity to think quietly of what they are proposing to do with their lives. This is also to determine whether they are prepared to take the Scout Oath and Law from an adult's point of view and be invested as Rover scout.

It should be made clear to every Aspirant that he should not accept Investiture until he is quite sure he can honestly observe the Scout Oath and Law. He 'should think carefully before taking this step and should not commit himself to the Scout Oath and Law if he is not resolved to do his best to keep it. His participation in all Scouting activities is voluntary and this should be made clear.

### **The five Rocks in Man's Life**

*Introduction:*



When Lord Robert Baden Powell, the Founder of Scouting, introduced the Rover Scouting Program, he likened the journey of the young man into life, as similar to a man's traveling a rugged stream by a chance. As he paddles his canoe, he encounters a number of rocks along the way. He either went around these rocks to reach his destination, or crashes into them and falls into the Water. It is therefore, dependent upon his skills and determination, to overcome these rocks, to be successful in life. The Founder identified these rocks as Horses, Wine, Women, cuckoos/Humbugs and Irreligion. In the Philippines, we identified these rocks as Gambling, Self-Indulgence, Lust, Hypocrisy and Irreligion.

(Ladies and Gentlemen The five rocks of man's life...)

### **A. Gambling**

It symbolizes all forms of desire for another's person properly through a get-rich-quick way. How many individuals will gamble everything including their honor and their own souls? How many families will become unhappy because of gambling activities of one among them? How many crimes and sins have been committed in the name of gambling? Gambling is one of the roots of evil. Men squander money in gambling, depriving their families and themselves, the means that could improve their lives. Rich men will become paupers due to gambling. It is therefore, a rock where men stumble.

To avoid this rock, try to develop some form of hobby. You can start by collecting stamps, coins of different countries, empty perfume bottles, etc. or reading wholesome books. You can also go into handicrafts which is also a profitable venture. Sports and Physical Fitness are also good for your health. They need not be expensive, like jogging or ordinary walking. They improve your cardio-vascular strength to keep you physically and mentally fit.

### **B. Self Indulgence**

It symbolizes overindulgence in liquor, smoking, drugs, food-including laziness. It is in the abuse that makes wine a rock or a stumbling block of man. When one is drunk he is prone to create trouble. He loses control of his faculties and behaves ungentlemanly, causing a lot of hardships not only for himself but also to his family and the community as well. Most crimes committed against person and property are results of drunkenness. The money that should go to his family is squandered wantonly in his drinking sprees. Being drunk lowers also his self-esteem as a human being.

Smoking according to researches, cause lung cancer. The amount of nicotine that a person gets, out of smoking tobacco, shortens his life. It also causes the hardening of the arteries and blocks the normal flow of the blood in the body, resulting illnesses of the lungs, heart and kidneys.

Drugs per se are not harmful, they serves mankind. But when misused and abused, they cause mood changes in men. Most of the crimes committed nowadays are drug-related. Drug abusers resort to stealing, robbing and even killing to be able to continue their vices.

Over-eating greatly affects one's health. If person don't follow a regimen of eating a well-balanced diet. he may develop high blood pressure and other related illnesses of his kidneys, heart and lungs. The engine of the body must be fed with the right kind of food to functions effectively.

Develop self-control and strong character as antidotes to this rock. Statistics shows that of these who return to drug abuse rehabilitation centers after treatment, many are weak in character.

“A man who can control himself, his anger, his fear, his temptations everything in fact, except his conscience and his shame, that man is well on the way of being a gentleman.” Said Baden Powell

“If man waste his time by loafing or spending his time in useless endeavors, such as idle gossip, he is wasting valuable human potential and is a liability-» what other people consider as another mouth to feed and not a pair of useful hands.

Indulging in worthwhile preoccupations will help you to overcome this rock. Get involved in livelihood pursuits. Watch for educational program in your neighborhood, like exhibits, trade shows, variety shows, musical concerts etc.

### **C. Lust**

God has placed in us a strong desire for sex, to equalize the big responsibility of raising a family. It is when man succumbs to the desire for women other than his own wife, that he is violating the justification of life – the people of God’s Kingdom. Carnal desire for other women is one stumbling block in a man’s life. A married man who takes another, causes a lot of grief and sadness to his own family, not only due to diminished resources but also due to divided attention. This usually results in broken homes and wayward oft’-springs. Other related crimes are sometimes committed in order to sustain passion.

It is not only a violation of the law of society but clearly a violation of God’s commandment: “Thou shall not covet thy neighbor’s wife.”

In order to avoid the temptation of falling into this rock, try to develop a sincere and deep respect for women. Let us think of them as the images of your own mother, sister, wife or daughter. Let us also develop the habit of chivalry, like offering your seat to women, the weak, and the elderly in public conveyances. Standing when a lady enters or leaves the room or the dining table and seating the ladies first in dining hall before taking your own seat, are acts of chivalry. These acts of chivalry are wanting now in our society. We Rover Scouts must attempt to recover this lost value of chivalry through scouting.

### **D. Hypocrisy**

There is a great danger in men pretending to be what is not. Many men stumble on this rock. They think that by pretending they are being smart, they may be able to fool people around them, momentarily, but sooner or later this pretentiousness will be discovered, to their embarrassment . During gatherings, the hypocrite will try to occupy the center-stage or the “*cabezera*.” Unfortunately for them, when somebody of higher rank come, they are asked to give way to more prominent personalities.

Another form of hypocrisy, which the Lord repudiated is pretending to be guardians of the law but adjusting it to suit their own needs. There are “those who pray in church during Sundays, but prey on their neighbors the rest of the week.”

Try to be what you are and work on own strengths. Cultivate what you have, instead of trying to be what you are not. “In the word of darkness we must all shine, you in your corner, I in mine.”

## **E. Irreligion**

This pertains to man's relationship with his creator. A belief in a Supreme Being is required to those joining the Scouting Movement. Why they is non-belief in God a stumbling block in a man's life? If man' does not believe in God, what then will prevent him from committing transgression of the law when nobody sees him? He will have no qualms in violating the law of God and man.

One's belief in God will make him spiritually conscious, aware that even if he can escape man's law, he will be denied the justice of God. It will be a deterrent factor to violate the law of man for man is a creation of God. Consequently, he will be God-Fearing and law-abiding citizen. You can avoid this rock by having a sincere appreciation of nature. Marvel at the wonder of God's creation, the harmonious movement of the universe, the clock-like function of our internal systems, the reproduction of the genus. Try appreciating the beauty of the morning sunrise and the singing of the birds.

Respect the rights of others and your fellowmen, and consider them as brothers from the same Father. Study your own religion and practice its precepts. You may also join religious organizations in your church. Organizations have a way of encouraging people to religiously practice their faith.

## **The Significance and Meaning of Thumb-stick**

According to BP the scout staff or thumb-stick is a useful addition to the kit of a scout. It is an invaluable assistant when traversing mountains or boulder-strewn country and especially in night work in forest or bush. The carving upon its various signs representing his achievement, the staff becomes gradually a record as a treasured companion to the scout.

The scout staff is a strong stick as high as your nose marked in feet and inches measuring its stretches It could be used as a crowd control, a depth tester of riverbed or brooks, and keeping in touch with your team or patrol at night. It could also be used as bridge in some parts of the valleys one is traversing or as a flagstaff. One can also use it during resting as carrier of one's load. It can protect the person from wild animals that will assault him at night when travelling in darkness.

## **Self-Examination**

As one grows older, time passes more and more quickly, comparatively speaking, life only lasts for a soon time and is won gone.

1. Am I making the best use of the life that God has given me?
2. Am I frittering my life away, doing nothing that counts, that is wasting it?
3. Am I working at things that are not doing good to anybody?
4. Am I seeking too much for my own enjoyment or making money, or self-promotion without trying to help other people?
5. Whom have I injured or hurt in my life? Can I do anything to make amends?
6. Whom have I helped in my life? Is there anyone else I can help?

We get no pay or reward for doing service, but in doing it we become free men. We are not working for an employee, but for God and our own conscience. This means that we are Men.

The Rover Scout Program of the Scout Movement is described as "Brotherhood of Service" so if we

joint it we shall get the opportunity of training for and of doing service in many ways that would not have been open to us otherwise.

Service is not for spare time only. Service should be an attitude of life, which find outlets for its practical expression at all times.

1. Am joining Rover Scout Program only for fun I can get out of it?
2. Am I determined to put real, self-sacrificing service into it?
3. Do I really think of others rather than myself, in my plans or undertakings?
4. What do I mean of service?
5. What kind of service do I fit to do – at home, at work, at school?

A success of our service will depend to a great extent on our personal character, we must discipline ourselves in order that we may be a good influence on others.

1. Am I determined to try and give up bad habits acquired in the past?
2. What are my weak points in my character?
3. Am I absolutely honorable, truthful and trustworthy?
4. Am I loyal to God and my country, my family, those I work with, the scout movement, my friends, and myself?
5. Am I good-tempered, cheerful and kind to others?
6. Am I sober-minded, clean living and clean speaking?
7. Do I have the courage and patience to stick it out when things go against me?
8. Do I have a mind of my own, or do I allow myself to be carried away by the persuasion of others?
9. Am I strong minded enough to keep off temptations – getting drunk, gambling, or indulging in prohibited drugs or harming a girl or a woman?
10. If am weak, in some of these things, do I resolve here and now, with God's help to do my best to correct them and give them up?

Prayer: **“May God give me strength to go forward, henceforth a real man, a true citizen and a credit to my country.”**

(While the examination of conscience is going on, the guardian angels of the participants and sponsors will slowly get them one by one and bring them to a place to be alone. They will be left behind on a place for his personal communion with nature and having a personal retreat for the betterment of his person. This exercise would give the participants to have a deeper introspection about his past work and experiences.

### **Dawn Assembly**

Physical Arrangement: The ceremonial hall must be prepared in such manner that is set differently from that of a room or place used for pre-vigil event. This should be free from distracting decoration, other than maybe a table upon which the Rover Manual, a copy of the ceremony on a book rest, a sacred symbol of the object of the vigilant with religious preference, such as crucifix and the like. Empty basin, a jug of water, pieces of napkin, or towellete the vigilists neckerchief, their rover badges and

membership certificate is also needed. Candles ( 1 big and 3 small) on the ceremonial stand to represent the spirit of Scouting and three major duties and the scout and Law, etc. Philippine flag posted at the right of RCM, the BSP and the Circle Flag posted at the left side. AS the vigilists comes, only the candle representing the Scouting spirit is lighted.

\*As soon as all of the participants arrive in the hall, the R.L. standing behind the table and facing the circle receives them and allow everybody to take seats. The Vigil Master and the Guradian Angels guide them to their places. When everything is ready, the R.L. says:

R.L.: “Welcome to Rovering. We are happy that all of you are back. But before I proceed to your Investiture into the Circle of full-pledge Rovers, I would like to know on your honor, if you are ready to be invested?”

Candidates: We are.

R.L.: “I am glad that you are ready, however, we would like you to give us your final confirmation. A few hours ago, you solemnly communed with God. You recall to your mind you’re past misdeeds and your sins. We ask you to write all of them on a sheet of paper. Conversely, we ask to make your resolution, which you honestly promised, to God, to do henceforth. Please get that sheet of paper. Go over them again. You may light your candles, which you used during the vigil.

Now that you made your final decision, I would like you to affix your signature at the bottom of each sheet. Fold the sheet containing the resolution together with the questionnaire also bearing your signature, and keep them.

With your lighted candles, burn the other sheet containing your misdeeds and sins: “Taking care to save the ashes left. Place the ashes inside the envelope we had given you and keep them together with your resolution and questionnaire and those bits of candles.

The things I have told you to keep, (the ashes and the enveloped) will serve as your mementos in your life when you have turned a leaf in your life with a clean page. You will keep them as your constant reminder, as your solemn promise to ‘Him, to live a clean honorable life. Your signed resolution and questionnaires and those candles shall be your guide and constant reminders of the brighter side of your life. When your human duties and responsibilities will bring you to a breaking point because of temptations all of these will remind you to be strong and as your citadel of strength and peace of mind.

Vigil Master: **The History of Chivalry**

In the old days, the knights were the real scouts, and their rules were very much like to the Scout Law, which, we have now. The knights considered their honor as their most sacred position.

They would not do a dishonorable thing, such as telling a lie, or stealing. They would rather die than do a dishonorable thing or stealing. They were always ready to fight and be killed in upholding their king or their religion or their honor.

Each knight has a small following of squires, some men-at-arms. In the days of old, when knights were bold, it must have been a fine sight to see one of these steel clad horsemen come riding through the dark woods in their shining armor. With shield and lance, and waving plumes, bestriding his gallant war horse, strong to bear its load, and full of fire to charge upon the enemy. And near him rode his squire, a young man, his assistant and companion, who would someday become knight. In peace, they help the needy in distress, so they were called “Knight Errant“. One great point about them were, that everyday they had to do a “good turn” to somebody and that is one of the rules.

When you get up in the morning, remember that you have to do a “good turn” for someone during the day. Tie a knot in your neckerchief or scarf to remind yourself of it. If you ever find that you have forgotten your good turn, you must do it the next day. One has to remember that by your Scout Oath and Law, you are on your honor to do it. But do not think that Scouts need only one good turn a day. They must do one, but if they can do fifty, so much the better.

A good turn needs not to be a very small one or a big one. It is a good turn even if it is only putting a coin into a poor-box, or helping an old woman cross the street, or making a room on a seat for someone, or giving water to a thirsty horse, or removing a bit of banana peeling off a pavement.

But one must be done everyday, and it counts when you do not accept any reward in return.

Rover Leader: **Who is Saint George?**

Saint George is the Patron Saint of the Rover Scouts. He was only one of all saint ho is a horseman. He is the Patron Saint of Cavalry from which the word Chivalry is derived, and the special saint of England. He is also the Patron Saint on the boy scouts everywhere and all over the world. Saint George was born in Cappadocia in the year A.D. 303. He enlisted as a cavalry soldier when he was seventeen, and soon became renewed for his bravery. On one occasion, he came to a City named Selem, near of which lived a dragon that had to be fed daily with one of their citizens drawn by lot.

The day Saint George came there, the lot had fallen upon the King’s daughter, Cleolinda. Saint George resolved that she would not die, and so he went out and attacked the dragon, which lived in the swamp close by and killed the dragon.

Saint George was typical of what a scout should be. When he was faced by the difficulty of danger, however great it appeared – even the shape of a dragon, he did not avoid it, but went at it with all the power he could put into himself and his horse. Although inadequately armed for such an encounter, having merely a spear. Charged it, did his best and finally succeed in overcoming difficulty, which nobody had dared to tackle.

He could do it boldly and confidently, using every power that he can try to overcome it. And the probability is that he will succeed.

Saint George Day is April 23, and on that day, all scouts remind themselves of their Scout Oath and Law. Not that a scout either forget, but on Saint George Day, he makes a special point of thinking about them.

Vigil Master: **The Charge**

It is your duty as a Rover to imitate in your daily life the example of the Knight Errant of old; to seek at all times, to serve your fellowmen in the spirit of HIM who is the Master Rover and had come amongst us, "One who serveth."

You will seek opportunity of giving help and kindness to those in need around you. The Scout Law is the Law of Love. To love is to find happiness not in your own, but in another's gain. Remember the words of Him who made the truly perfect service to others. "In as much as ye have done it to the least of these my brethren, ye have done it unto me."

Vigil Master: **The Explanation and Symbolism of the Sword**

The sword of Saint George will no doubt become for you a for Brother Rovers, a symbol of your ideals of chivalry and unselfish service.

The sword symbolizes those knightly virtues which the rover scouts should strive to possess, and exercise in the spiritual welfare for the establishment of the Kingdom of God on Earth.

The blade within the scabbard, which must always kept shining bright, signifies the soul of the spiritual part of Rover Scout. The scabbard that should be kept continually clean signifies his material part.

The blade and handle, which together are an emblem of the Cross of Christ, represents his faith, and the pommel, by which he is able to control the sword, signifies humility which is necessary to use his faith to the best advantage.

The point of the sword speaks of obedience and its two-edged blade reminds the rover scout of his two-fold duties Duty towards God and duty to Country.

The whole sword represents that spiritual power that the rover scout must possess for the due performance of the Quests of Service. which is not only his duty but his privilege to undertake.

## **The Presentation of the Candidates**

Sponsor: Sir, I proudly present to you, these candidates who come with the desire to be a Rover in our worldwide brotherhood.

R.L.: Are they worthy?

Sponsor: They are worthy for they know their weaknesses, and trust not in their strength, but

seeks the help of the Almighty God and fellowship of the brother Rovers.

R.L.: Despite of the difficulties you have had in the past, are you determined to do your best to lead a clean life, to be honorable, truthful and straight in your dealings, clean in thoughts, words and deeds?

Candidates: We are.

R.L.: “Do you understand that service means you have to do service at all times? You will be good mannered towards all other people, and will do your best to help them, even though it may not be convenient or pleasant or safe to you? And that you will expect no reward for doing so?

Candidates: We do.

R.L.: Do you understand that becoming '4 Rover Scout, you are joining a brotherhood in which we ask you to obey our rules and carry out our motto, of service to others?

Candidates: We do.

*\*(Before the Dubbing & Knighthood)*

### **The Laving**

R.L.: In ancient times, it was the custom of those who want to profess cleanliness to be laved with water, in token of the washing away of past misdeeds and as a sign that they are determine to start afresh with a clean page. Are you willing to give such sign here in the presence of everybody?

Candidates: We are

*(Candidates, one at a time places their hands over the basin, one sponsor takes the ever and pours water over them, the other sponsor takes the napkin or towel and dries the candidate's hand.)*

R.L.: Understanding these things then, I ask you to recite the Scout Oath and Law, bearing in mind that you are expected to interpret it no longer from a boy's point of view, but from that of men.

### **The Dubbing**

The rover scouts who had finish their vigil proper will be dub into knighthood. The candidate will kneel in from of the banner of St. George and put both hands on the top of the table.

R.L.: “I dub you once. I dub you twice, Rise! Sir Rover Knight Scout/Madame Rover Knight Scout\_\_\_\_\_; Go and serve God and Country.

*(After the dubbing the Raver Leader will let all the newly knighted Rover Scouts and Roverettes and present them to the members of the Circle)*

R.L.: I trust in your honor that you keep your oath and give you the drive, which the noble men of old received to remind you as it did to them, that you are one tender point quickly felt, than an accusation against it.

Brother Rovers, I present to you, the new Brother Rovers whom I have received on

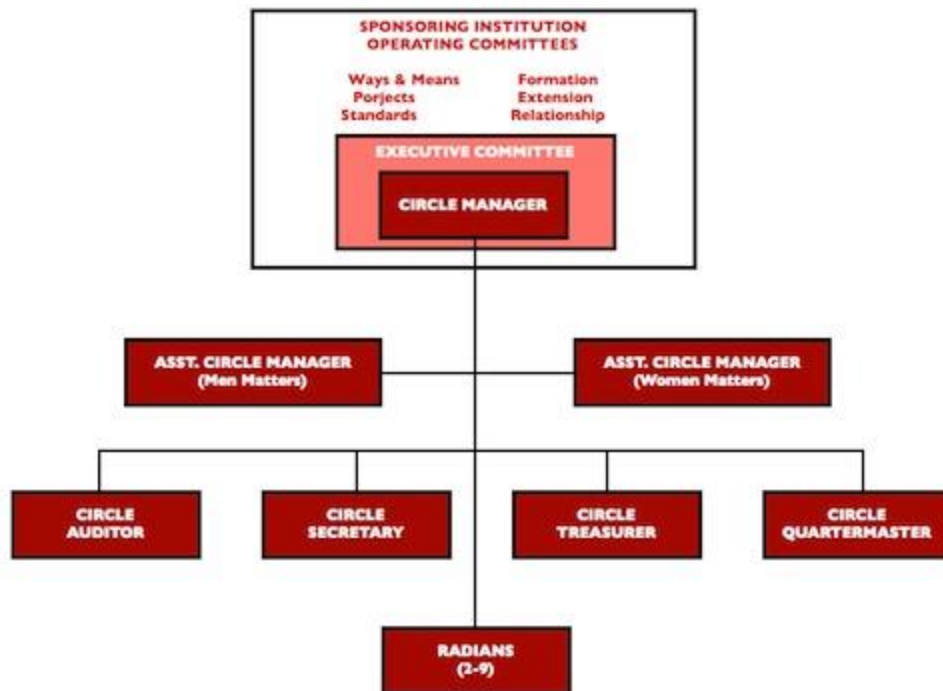


your behalf into our Brotherhood of Rovers. Welcome them in our Fellowship.

*(R.L. executes the Scout Sign and leads the candidates in reciting the Scout Oath and Law phrase by phrase. Rover Leader, Congratulates the new Rover by shaking the left hand and give them a buffet lap. While the staff is doing this, all participants sings led by the Vigil Master on until the buffet tap is completed for all participants.)*

Rover Leader: Now let us close this ceremony with the Scout Benediction. Please raise both hands in scout sign and repeat after me. May the Great Scoutmaster, of all true and loyal scouts, be with us, till we meet again.

# ROVER CIRCLE ORGANIZATION



# PROGRAM OF INSTRUCTION

## FIRST SEMESTER

Lesson	TOPICS	No. Of Hours
1	Orientation on the NSTP Program a. The Civic Welfare Training Service b. Orientation on the NSTP-CWTS c. The R.A. 9163 d. Implementing Rules & Regulation of RIAA 9163 e. Bases for Students Evaluation	2
2	Introduction to Civic Welfare Training Service a. The Role of CWTS-Social Advancement b. The Philippines Social Situation Today c. Scouting- An Alternative Environment d. The Special Program thrust of the BSP	1.5
3	What is Scouting a. What is Scouting Is b. What Scouting Is Not c. The Scout Movement d. Purpose of the Scout Movement  Principle of the Scout Movement	1
4	History of Scouting a. The Start of the Boy Scout Movement b. The Birth of the BSP c. The War Years d. Period of Rehabilitation  The National Jamborees	2
5	The BSP Vision, Mission & The Scout Oath & Law a. Vision of the Boy Scouts of The Philippines b. Mission of the Boy Scout of the Philippines c. The Scout Oath & Law	
6	The Five Sectional Program a. KID Scouting b. KAB Scouting c. Boy Scouting d. Senior Scouting e. Rover Scouting	1.5
7	The Elements of the Scout Method a. Progressive System of Objectives and Activities b. Stimulating Adult Presence c. Learning by Doing d. Adherence to the Scout Oath and Law e. Symbolic Framework f. Membership of Small Groups g. Life in Nature	2

8	Rovering a. The Concept of Rovering b. The Educational Objectives of the Rover Program c. The History of Rovering in the Philippines	2
9	Values Development in Rover Scouting a. Value b. Principles and Guidelines c. Values Development Strategies	2
Special	The Rover Vigil & Investiture Ceremony	12
10	The Areas of Development a. Physical b. Intellectual c. Emotional d. social e. Spiritual f. Moral g. Personality	2
11	The Bill of Rights a. The Preamble of the Philippine Constitution b. Know our Democracy c Rights as a Citizen	1.5
12	Emergency Services and Disaster Preparedness a. What Disaster Is b. Types of Disaster c. Chronology of Disaster d. Geography of Disaster e. Effects of Disaster f. Phases of Disaster Services	3
13	Civic Welfare Services During Disaster a. Immediate Services & Activities b. Rescue and Relief During Disaster/Calamities c. Principles in Giving First Aid d. Principles in Care of Mass Casualties e. Principles of Triage or Sorting of Casualties f. Categories of Priority Treatment g. Psychological Impact of Disasters	3
14	Understanding Nuclear Disaster a. Sources, Effects and Control of Radiation Hazards b. Understanding the Nature of Radiation c. Understanding thermonuclear Explosion d. Factors Contributing to the Degree the Effects of Nuclear Explosion e. Guidelines on Things to do in Case of Radiation Fallout f. Management of Casualties that were Possibly Exposed to Radiation	
15	Understanding Typhoon, Floods, Tsunamis, and Earthquakes a. Meaning of Typhoon Signals b. Names of Typhoons from 2006-2013 c. Safety Precautions During the Approach and Passage of Typhoons d. Precautionary Measures in Floods e. Precautionary Measures Recommended Against Tsunamis and Tidal Waves	2

	f. Precautionary Measures During Major Earthquakes g. Suggested Measures for the Community after the Occurrence of Major Earthquake	
16	<i>Barangay</i> Emergency Disaster Preparedness Management 1. Definition of Terms 2. Type of Hazards 3. The Range of Responsibilities of <i>Barangay</i> Disaster Brigade 4. The Tasks to arise During emergency & Disasters 5. The Philippine Emergency Disaster Management System 6. The <i>Barangay</i> . Disaster Coordinating Council Organization 7. The Duties and Responsibilities of BDCC 8. Duties and Responsibilities of Staff Services	3
17	Environmental Protection and Prevention 1. The Ten Biggest Environmental Challenges a. Greenhouse Gases b. Species Extinction c. Unsafe Drinking Water d. Overpopulation e. Fisheries f. Ozone Hole g. Crop Yields h. Rain Forest Depletion i. Resource Depletion j. Air Quality k. Ecology	3
18	Environmental Protection and Preservation 1. Earth Covenant 2. Principles and Commitment to the Earth Covenant	1.5
19	Community Health, Sanitation 1. The State of Health Situation Today in the Philippines 2. Community Cleanliness 3. Guiding Principle of Solid Waste Management 4. The Mechanics of Solid Waste Management 5. Classification of Solid Waste in a Household 6. Waste Segregation 7. How to make Compost	2
20	Public Safety 1. The Importance of Safety Education 2. The Different Causes of Accidents 3. Checklist for Home Safety 4. Checklist for other Edifices	1
21	The Evil Effect of Drugs and Substance Abuse 1. What is drug? Dangerous Drug 2. Classification of Drugs a. Pharmacological b. Legal c. Additional Classifications of Drugs 3. Substance Abuse and Its Effects on the Individual 4. The Comprehensive Dangerous Drug Act of 2002	2
22	Pornography 1. Pornography 2. Child Pornography	

	<ul style="list-style-type: none"> <li>3. Pornography and Culture</li> <li>4. Pornography and Legal Status</li> <li>5. Prevalence and Availability of Pornography</li> <li>6. Attitudes towards Pornography</li> <li>7. Effects of Pornography</li> <li>8. Censorship</li> </ul>	
23	<p>Alternative Medicine: Herbal Medicine</p> <ul style="list-style-type: none"> <li>1. Introduction to Herbal Medicine</li> <li>2. Methods of Administration</li> <li>3. Herbal Ointment Making</li> <li>4. Herbal Soap Making</li> </ul>	2
24	<p>The Art of Leadership</p> <ul style="list-style-type: none"> <li>1. What is a Leader</li> <li>2. Key Attributes of a Leader</li> <li>3. Various Qualities of a True and Effective Leader</li> <li>4. General Qualities of the Effective Leader</li> <li>5. What Kind of Leader Are You</li> <li>6. What is Leadership</li> <li>7. What is Compassionate Leadership</li> <li>8. Crises in Leadership</li> <li>9. Leadership in Focus it</li> <li>10. Core competencies of Leaders</li> </ul>	4
25	<p>Training of Radian Leaders Culminating to Camp Experience</p> <ul style="list-style-type: none"> <li>1. Program</li> <li>2. Logistics</li> <li>3. Administration</li> <li>4. The F our S's</li> <li>5. Tidbits of Information for Cooperative Learning I</li> <li>6. Camping Policies</li> <li>7. Camp Rules</li> </ul>	3

**SECOND SEMESTER**

Lesson	TOPICS	No. Of Hours
26	Managing Community Activities/Projects 1. Community Activities 2. Community Service 3. Community Development 4. Community Education	2
27	Practicum I – Community Immersion 1. The Ingredients of a Development Plan 2. Procedures in Conducting Community Service 3. Suggested Activities for Community Service 4. Preparing a Project Proposal 5. Evaluating a Project Proposal	2
28	Practicum II – Testing For Self-Reliance 1. Evaluation 2. The Value for Cluster Evaluation 3. Five Major Activities on Daylight 4. Night Time Activities 5. Open Air Program of Activities & Routine	2
29	Managing Advancement 1. The Self-Education Process 2. PERA Explained 3. Activities for Advancement 4. Characteristics of Activities	3
30	Organizing and Operating a Unit 1. Steps in organizing a rover scout unit 2. The Training of Circle Junior Leaders 3. Steps in Setting Up a Radian (Patrol) System	2

**CWTS-SCOUTING**  
**Program of Instruction**

**FIRST SEMESTER**

<u>Module</u>	<u>TOPICS</u>	<u>No. of Hours</u>
1	Class Organization & Orientation	2
2	Introduction to Civic Welfare Training Service	1.5
3	What is Scouting	1
4	History of Scouting	2
5	The BSP Vision, Mission & the Scout Oath & Law	1.5
6	The Five Sectional Program	1.5
7	The Elements of the Scout Method	2
8	Rovering	2
9	Values Development in Rover Scouting	2
	The Rover Vigil and Investiture Ceremony	12
10	The Areas of Development	2
11	The Bill of Rights	1.5
12	Emergency Services and Disaster Preparedness	3
13	Civic Welfare Services During Disaster	3
14	Understanding to Nuclear Disaster	1
15	Understanding Typhoon, Floods, Tsunamis, and Earthquakes	2
16	Barangay Emergency Disaster Preparedness Management	2
17	Environmental Protection and Prevention	3
18	Environmental Protection and Preservation	1.5
19	Community Health, Sanitation and Public Safety	2
20	Public Safety	1
21	The Evil Effect of Drugs and Substance Abuse	2
22	Pornography	1.5
23	Alternative Medicine: Herbal Medicine	2
24	The Art of Leadership	4
25	Training of Radian Leaders Culminating to Camp Experience	3
<b>Total Number of Hours</b>		<b>63</b>

**SECOND SEMESTER**

26	Managing Community Activities/Projects	2+8
27	Practicum I – Community Immersion	2+18*
28	Practicum II – Testing For Self-Reliance	2+18*
29	Managing Advancement (The Progressive Self-Education Process)	2
30	How to Organize a Scout Unit	3
<b>Total Number of Hours</b>		<b>56</b>

\* Activities marked with asterisk are those activities with actual community environment.



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WVCST Vertical file on Herbal Medicines

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### **Awards Received:**

- Diamond Jubilee Awardee for Scoutmaster of Western Visayas, 1996
- 1999 Most Outstanding Scoutmaster of the Philippines
- Finalist – METROBANK 2002 Search for Outstanding Teacher
- Gold Medal Award – Outstanding Oral Presentor, Doctor of Education  
– University of the Visayas, October 2006
- Gold Medal Awardee – First National Rover Congress  
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### **Different Positions held to date:**

- Head – Western Visayas College of Science & Technology,  
Department of Physical Education and Sport 1995-2004
- Coordinator – WVCST Cultural Affairs – 2006 to the present
- Adviser – College Marching Band – SY 1995 to the present
- Adviser/Founder – VWCST Performing Arts Group (Organized 2007)
- Adviser/Founder – WVCST Ilonggo Hugpong Kawayan  
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- Regional Program Commissioner, BSP, Region VI, Western Visayas Region
- National Training Commission for the Visayas, BSP
- Executive Board Member – Confesor (Iloilo) Council
- Consultant – Iloilo Sports Complex, Iloilo Province
- Consultant – Aklan Council, Boy Scouts of the Philippines
- Consultant – Capiz Council, Boy Scouts of the Philippines

### **Author – (College Physical Education Textbooks)**

- Making Fitness Your Own – (1997) PE 001, Rex Publishing House, Inc.
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