



DE LA SALLE-COLLEGE OF SAINT BENILDE

DE LA SALLE-COLLEGE OF SAINT BENILDE Department of Student Life Academic Extension Program

COURSE CODE : NSTP-01
COURSE TITLE : National Service Training Program 1 (Literacy Training Service)
COURSE CREDIT : 3
PRE-REQUISITE(S) : None
TYPE OF COURSE : General Education
NAME OF FACULTY : _____
SCHEDULE : _____
CONSULTATION TIME : _____

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COURSE DESCRIPTION:

"Ang lahat ng bagay ay magkaugnay, magkaugnay ang lahat." – Joey Ayala

Why NSTP? You have the abilities necessary to uplift the quality of life of people around you. We believe that young people like you, have the passion to make things happen and can be catalysts of positive change.

This course will help you identify ways to be of service to others and to the country by discussing imperative topics that relate self to the bigger society. Relevant interactive discussions, direct/indirect instructions and various structured learning exercises will help you understand the diverse factors affecting the society nowadays. We believe that by knowing the intricacies of social realities and how it is connected to self, your role in the society as a youth, as a Filipino and as a Benildean will be defined.

COURSE OUTCOMES:

At the end of the course, you will be able to:

1. State good Filipino citizenship values, rights and responsibilities to enhance patriotism and national identity as prescribed in the Flag and Heraldic Code and the Philippine Constitution;
2. Recognize personal knowledge, skills, and values to know what one can contribute to the community and society as a whole conscientiously;
3. Relate Filipino citizenship values with Benildean Expressions (BenEx) of the Lasallian Core Values (LCVs) to recognize that their Filipino identity is integral to their Benildean identity according to the Lasallian Guiding Principles;

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4. Discuss societal occurrences and dynamics to have a better understanding of social reality through submitted outputs, learning activities, and classroom interactions;
5. Apply appropriate tools of analysis in societal occurrences to have deeper understanding of social realities and one's role in social development through class activities; and
6. Develop a particular set of skills to address specific needs of the community through required output.

TOPICS:

Week/ Hours	Topic	Learning Outcomes	Instructional Strategies/Methods	Assessment
Chapter 1: A Filipino Benildean				
1/ 1.5 hour	NSTP Orientation	• Discuss the aim of NSTP and its role in youth formation based on the Philippine Constitution to establish the foundation of the course in relation to being a Filipino and a Benildean; • Differentiate the three program components of NSTP based on the NSTP Act to determine the role of each component in nation building; and • Comprehend the course outline, course policies and requirements, and grading system to have an appreciation of the course based on NSTP-01 course syllabus.	Direct Instruction: • Lecture and Discussion	• Quiz and exam • Class participation
1-2/ 3 hours	Citizenship Training and Civic Engagement	• Explain the legal and historical bases of being a Filipino to better understand their Filipino identity by discussing the pertinent provisions of the Philippine Constitution and the Flag and Heraldic Code; • Identify the rights and duties of Filipino citizens to comprehend what it means to be a Filipino provided by the Philippine Constitution; and • Understand the concept of civic engagement to empower individual efforts by discussing the relationships of the different kinds of civic engagements with various civil society groups.	Direct Instruction: • Scenario engagement Indirect Instruction: • Group activities Independent Study: • Research	• Class participation • Reflection Paper • Quiz and exam

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Week/ Hours	Topic	Learning Outcomes	Instructional Strategies/Methods	Assessment
2/ 1.5 hours	Self-Awareness and Values Clarification	- Identify their strengths, abilities, values, weaknesses, and limitations to increase self-awareness through reflection; - Assess their beliefs, behaviors, and actions to ascertain what is essential by completing a values inventory; and - Discuss the Lasallian Core Values (LCV) and the Benildean Expressions (BenEx) thereof in relation to one's self to appreciate their identity as Benildeans based on the Lasallian Guiding Principles.	Direct Instruction: - Lecture and Discussion Indirect Instruction: - Seatwork	- Class participation - Reflection activities - Values inventory - Quiz and exam
3/ 1.5 hours	Leadership Training	- Discuss one's knowledge, skills, and values in order to discover what one can contribute to the community by relating them to the ideal qualities of a leader; and - Relate the BenEx, LCVs, and Filipino values to internalize what it entails to be a leader that is consistent with the principles of servant leadership.	Direct instruction: - Structured learning experiences (group dynamics, scenario engagement) - Seatwork	- Class participation - Oral presentations - Reflection papers - Quiz and exam
3-4/ 3 hours	Authentic Christian Humanism	- Recognize their essential relations (to self, to others, to the material world, to the society, and to God) to emphasize the inner value, importance, and worth of one's self in nation building as prescribed in the ACH framework; and - Relate the ACH framework and concept to the aims of NSTP to build a deeper commitment to and appreciation for the course through reflection.	Direct Instruction: - Film viewing - Structured workshop activities (group work) Indirect Instruction - Seatwork	- Class participation - Integrative-creative class presentation - Reflection paper - Quiz and exam
Chapter 2: Understanding the Philippine Society				
4-9/ 13.5 hours	Literacy and Numeracy Skills	- Discuss issues and concerns on the situation of education in the Philippines to better understand the purpose of LTS using appropriate tools of analysis; - Identify principles, concepts and nature of learning to recognize uniqueness of learners using sample curriculum and lesson plan as guide; and	Direct Instruction: - Film showing - Lecture and discussion - Group work - Simulation	- Class participation - Creative output - Reflection paper - Seatwork - Teaching demo and visual aides

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		• Demonstrate teaching skills to apply learned concepts, strategies, approaches and methodologies through teaching demonstration.		• Quiz and exam
7/3 hours	<i>Midterm Exam</i>			
10/ 1.5 hours	Drug Education	• Explain the drug problem using the tools of analysis to be able to cite opportunities for civic engagement; and • Define one's role in the alleviation of the drug problem to advance citizenship engagement through a statement of conviction/commitment, and/or identified initiatives and actions.	Direct Instruction: • Lecture and discussion • Audio-visual presentation Indirect Instruction: • Individual/group analysis and reporting	• Class participation • Creative output/paper • Seatwork • Reports • Quiz and exam
10-11/ 3 hours	Disaster Risk Reduction and Management	• Differentiate key terminologies and basic concepts on Disaster Risk Reduction and Management (DRRM) and Climate Change Adaptation (CCA) to enhance knowledge on how to reduce climate and disaster risks aligned with international and Philippine agenda; • Relate the link between disaster and climate vulnerability to poverty and sustainable development in order to analyze the implications of disaster and climate risk to development through preparedness plan; • Identify strategies and practices in efficient climate and disaster risk reduction and management to utilize in the formulation of the preparedness plan based on the local and national development plans; and • Formulate disaster preparedness plan to increase capacity and reduce disaster vulnerability by accomplishing the provided template.	Direct Instruction: • Lecture and discussion • Audio-visual presentation Independent Study: • Disaster preparedness plan	• Class participation • Seatwork • Simulations • Reflection papers • Individual activities • Quiz and exam

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Week/ Hours	Topic	Learning Outcomes	Instructional Strategies/Methods	Assessment
11/ 1.5 hours	Sustainable Development	- Analyze the environmental situation of the country to identify concrete actions and strategies that should be taken according to the sustainable development concept and principles; - Analyze the concept of climate change, global warming and its impacts to appraise their effects to the Filipinos especially the marginalized using the climate justice perspective; and - Identify practical application of environmental protection and management to use as a guide in daily living through commitments made in advocacy pledge/plan.	- Direct Instruction: Lecture and discussion - Audio-video presentation Indirect Instruction: - Reflective discussion/writing - Song reflection - Worksheet Independent Study: - Reporting	- Class participation - Environmental journal - Group reporting - Individual reflection paper - Seatwork - Advocacy pledge/plan - Quiz and exam
11-12/ 3 hours	National Security and Peace Education	- Define concepts of peace, violence, and conflict to promote a culture of peace through peace education; - Identify national security concerns to understand the situation of our country in line with safety and security principles articulated in the National Security Policy of the government; and - Determine ways to address different conflicts in our society to contribute to nation building by using appropriate tools of analysis.	Direct Instruction: - Lecture and discussion - Film documentary - Case studies - Structured learning exercises Independent Study: - Alternative activities	- Reflection paper - Creative projects - Class participation - Quiz and exam
Chapter 3: Building the Filipino Nation				
13/ 3 hours	Agents of Change: The Filipino Youth's Role in Social Transformation	- Examine their personal strengths and capacities to contribute and respond to the call for change through personal assessment and reflection; and - Identify concrete steps and roles for the process of social transformation to deepen appreciation of service mission by	Direct Instruction: - Lecture and discussion - Personal initiative plan Indirect Instruction:	- Class participation - Seatwork - Reflection paper/journal

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Week/ Hours	Topic	Learning Outcomes	Instructional Strategies/Methods	Assessment
		selecting among the various channels manifesting service-learning.	• Seatwork (SWOT matrix, Mission statement) • Reflection paper/journal	• Personal initiative plan • Quiz and exam
14/ 3 hours	Final Exam and Grade Consultation			

COURSE POLICIES AND GUIDELINES:

- A. Student Handbook
 1. Cheating
 2. Guidelines on Academic Honesty
 3. Examinations
 4. Attendance
 5. Dress Code
 - a. Students shall wear appropriate attire and follow program dress code policy.
- B. Teacher-specific Classroom Policies: _____

INCLUSION STATEMENT:

Accommodations are available for learners with documented disability. Should you have a disability and need accommodations to fully participate in this class, please contact the Center for Inclusive Education thru telephone number 230-5100 local 3701 or 3702, or thru email address cie@benilde.edu.ph, or visit the center at the location of Center for Inclusive Education at SDA Room 309.

ASSESSMENT/EVALUATION:

Midterm Grade		Pre-Final Grade		Final Grade	
Class participation	10%	Class participation	10%	Midterm Grade	50%
Individual work	25%	Individual work	25%	Pre-Final Grade	50%
Group work	15%	Group work	15%		
Quizzes	20%	Quizzes	20%		
Exam	30%	Exam	30%		
TOTAL	100%	Total	100%	Total	100%

*Final Grade is numeric.

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