



Republic of the Philippines  
Department of Education  
Cordillera Administrative Region  
DIVISION OF BAGUIO CITY  
#82 Military Cut-off Road, Baguio City



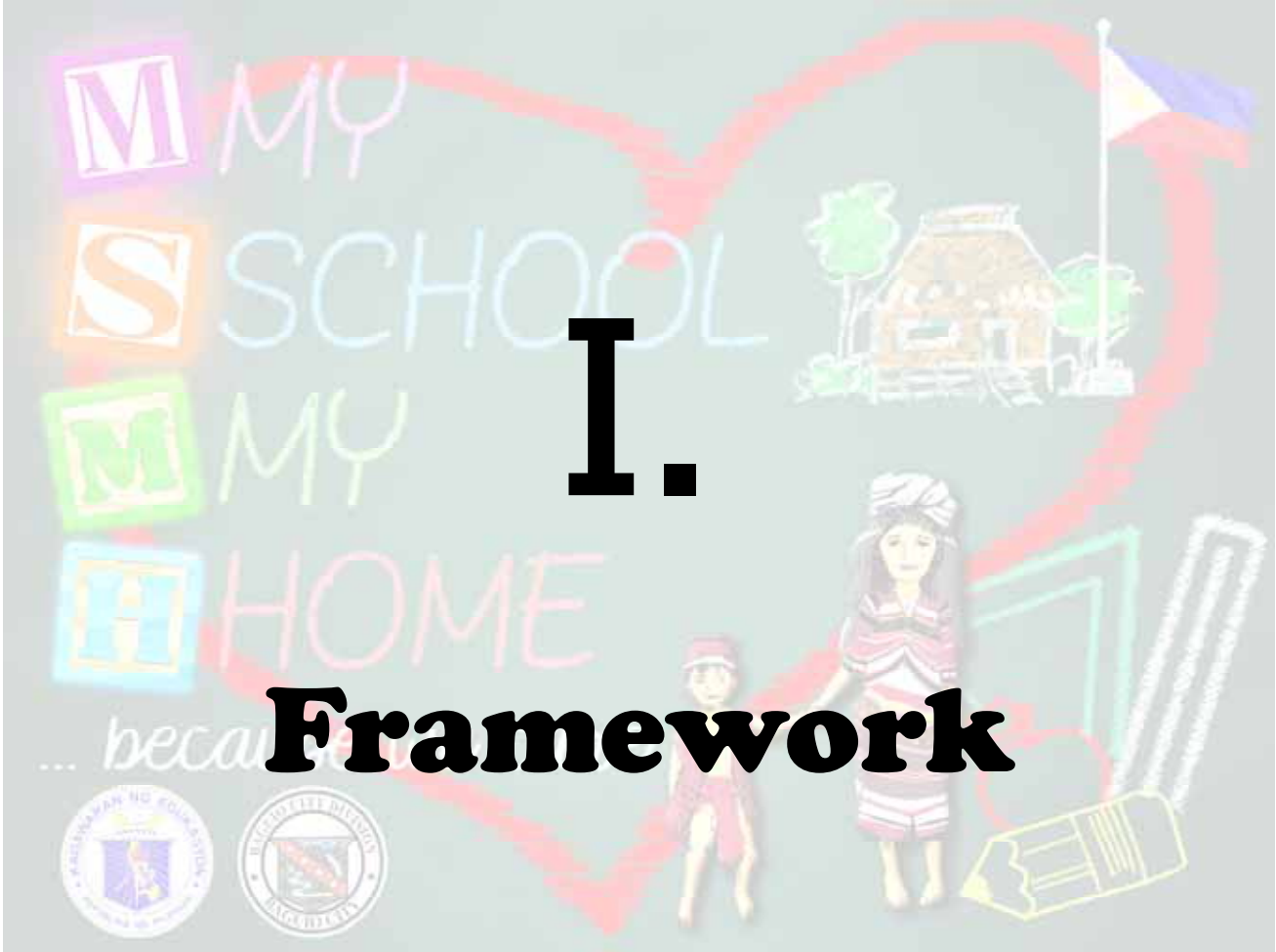
# My School My Home



A Program Proposal by the  
Department of Education  
Division of Baguio City

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The framework illustrates a visual representation of the “*My School, My Home*” Program.

The house-shaped background represents the core idea of the program that lets the learners say “*My School, My Home*” and makes the learner feel at home in school.

The blue border of the house represents the Baguio City Division. The different shades of yellow, starting from the outer border going to the lighter shade in the middle of the framework symbolizes the levels of accreditation.

The *traits* found in the middle have its own distinct color (*Love*-> *Red*, *Resilience*-> *Green*, *Care* -> *Pink*, *Humility*-> *Blue*). Each color represents the **Core Traits** that are to be instilled in the minds of the learners.

The entities found around the circle (*starting from the top-left, clockwise, Administrator, Learner, Family, and Learner*) represent the major stakeholders involved in this program. The entities parallel to each major stakeholder represents the core concepts (*namely, starting from the top-left, clockwise, School-Based Management, Child-Protection / Anti-Bullying, DepED Core Values, SDRRM/ CCA*) that would be key players in achieving the goal of this program.

The parallel arrangement of the major stakeholders and the core concepts, the inter-relationship of the core concepts, and core traits in the middle and the gradient of colors surrounding the framework symbolize each entity involved must work together harmoniously in order to inculcate the core traits of the program to the learners.

The learner is represented by a silhouette figure of a person in the middle of the framework.

Overall, the framework displays what the Division envisions learners of Baguio to be **loving, resilient, caring and humble** citizens.



# II.

# Concept Paper



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## **“MY SCHOOL, MY HOME” PROGRAM**

### **I. INTRODUCTION**

The future of our beloved country greatly depends on our leaders. These are leaders who would shape and mold its citizens to become productive and responsible individuals, thus, making our country developed and progressive.

Our students of today are the future leaders of our motherland. As Dr. Jose P. Rizal said “The Youth is the Hope of the Nation.” A very meaningful phrase that nobody can refute. But how will this be transformed into reality? What factors can really attribute to the attainment of this vision? Who are responsible in molding and preparing the youth to be our future leaders?

Education plays a vital role in molding the youth of today. It is only through this means that we can truly attain reality in preparing them as future leaders. One of the avenues where education can take place are in schools. These are schools that provide learning experiences to individuals through the teachers who play a very essential role in delivering education to learners, schools that truly educate, protect, care and mold learners to become productive and responsible leaders, schools that make learners “feel at home” thus, leads to making a school as their home.

*DepEd Order No. 40, S. 2012*, otherwise known as ***DepEd Child Protection Policy***, stipulates the Policy and Guidelines on Protecting Children in school from abuse, violence, exploitation, discrimination, bullying, and other forms of abuse. A public and private elementary and secondary schools should build the capacities of school personnel, pupils, students, and parents to understand and deal with child abuse, exploitation, violence and discrimination cases, bullying and peer violence. Furthermore, in December 23, 2013, *DepEd Order No. 55, S. 2013* was released, an act requiring all elementary and secondary schools to adopt policies to prevent and



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address the acts of bullying in their institutions. This is also known as the ***Anti-Bullying Act of 2013***.

*DepED Order No. 8, S. 2015 – “Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program”* particularly on the sixth section of the guidelines, the goal of the K to 12 curriculum is to holistically develop Filipinos with 21<sup>st</sup> century skills. The development of learner’s cognitive competencies and skills must be complemented by the formation of their values and attitudes anchored on the ***Vision, Mission and Core Values of DepEd (DepEd Order No. 36 S. 2013)***.

Today's children will become the leaders of tomorrow. Hence, the development of children into healthy, responsible, and productive adults is important to social and economic investment. Along with this, the City Council also passed *Administrative Order No. 93, Series of 2013*, amending the *City Resolution No. 93, S. 2003*, committing Baguio City as a Character City and for other purposes. Baguio City Character mission states ***“To create an environment conducive to education, family unity and growth, industry and business that is orderly & progressive and that the streets are safe for all people to walk through and people are free to make choices as to family, education, profession, vocation and religion.”***

DepEd has adopted the policy to provide special protection to children who are gravely threatened or endangered by circumstances which affect their normal development and over which they have no control, and to assist the concerned agencies in their rehabilitation. Thus, the department aims to ensure such protection from all forms of abuse and exploitation and care as necessary for the child's well-being, taking into account the primary rights and duties of parents, legal guardians, or other individuals who are legally responsible and who exercise custody over the child.



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DepEd recognizes the participatory rights of the child in the formulation and implementation of policies, and in all proceedings affecting them, whether they may be victims or aggressors, either directly or through a representative.

DepEd Order 55, S. 2007 – ***“Prioritizing the Mainstreaming Of Disaster Risk Reduction Management in the School System and Implementation of Programs and Projects”*** along with Republic Act No. 101211 entitled ***“Philippine Disaster Risk Reduction and Management Act of 2010”*** and Republic Act 9512 mandates the teaching of Environment Education to all levels and RA 9729 or ***“The Climate Change Act of 2009”*** are off shoots of the Hyogo Framework of Action.

Hyogo Framework for Action (HFA) 2005-2015 is the legal backbone on the concept pertaining to Philippine Disaster Risk Reduction Management and Climate Change Advocacy which is the priority policy adopted by DepEd in Disaster Risk Reduction Management (DRRM) and Climate Change Adaptation and Mitigation (CCA).

***DepEd Order No. 83 S. 2012 – “Implementing Guidelines On The Revised School-Based Management (SBM) Framework, Assessment Process And Tool (APAT)”*** aims to further strengthen the School-Based Management (SBM) practice and re-emphasize the centrality of the learners and the involvement of relevant community basic education service delivery. The Department of Education (DepEd) embarked on revisiting the SBM framework, assessment process and tool to improve recognized successful SBM practices across the regions.





## **II. BACKGROUND AND RATIONALE**

DepEd Baguio City Division is committed in making all schools a home. A place where learners are safe , protected, cared and find comfort. A place for all learners to spend their time in school everyday so they can say, "**MY SCHOOL , MY HOME.**"

All stakeholders have definite roles to play in order to create a school environment which is supportive and conducive to teaching and learning.

The “My School, My Home” program provides the creation of loving, resilient, humble and a caring atmosphere which allows all stakeholders to be meaningful and productive citizens.

### **A. Child Protection Policy and Anti-Bullying Act**

Department of Social Welfare and Development (DSWD) Secretary Corazon Juliano-Soliman said in her message during the Sunset Walk for the Prevention of Child Sexual Abuse and Commercial Sexual Exploitation in February 2015 at the Quezon Memorial Circle. She is looking forward for zero numbers in statistics of child abuse.

*“I am looking forward to the day that we will no longer have activities like this because there will be no more victims of child sexual abuse. So my plea to everyone is that we should all be vigilant and united against the fight against child-sexual-abuse and commercial child exploitation.”*

In Baguio City Division, there are sixteen (16) incident cases of child abuse and one hundred ten (110) bullying cases for School Year 2014-2015 from one hundred fifty eight (158) private and public elementary and secondary schools.



According to Padsuyan (January 2015) in her dissertation entitled, “The Inclusive Education Practices in the Intermediate Grades” highlights the study constructed themes on inclusive learning practices. She found out that learners are not learning as evidenced by the following responses: ***“Sumasali po sa mga gang.”; “Binubully po ako.”; “Hindi pinapaupo hanggat hindi kami nakakasagot o natuto at hindi nakikinig.”***

She concluded that, the school should cultivate more deeply the "hidden curriculum" by sensitively processing the lived experiences of each learner. In so doing, children will be able to assimilate the essence of discipline and mutual respect which are unfolded in the course of their learning.

## **B. DepED Core Values / Spirituality**

One of the observations of teachers and parents today is the decline of manners and values among children.

There is a great difference between the behavior of children of today and children of yesterday. The decline of manners and values usually results to behavioral problems that arise not only in homes but also often in schools. What possibly caused these misbehaviors? Has it something to do with the lack of proper rearing and instilling discipline?

In an **interview on DZMM, Bro. Clem Guillermo**, a professional counselor, believes that the problem lies with how children and the youth are trained. He stated, *“The problem is, who are to train? Right now maraming pamilya ang wala ang mga magulang, so hard to train. Pangalawa, maraming nagteterain at maraming nagtuturo na sinasabi ng lips, hindi ginagawa ng buhay, so walang credibility.”*



This lack of proper training leads to misunderstanding of values, making children and the youth believe certain truths and facts based on their experiences. (ABS-CBNnews.com)

As quoted in **Proverb 22:6 (English Standard Version)**, "*Train up a child in the way that he should go and even when he is old he will not depart from it.*"

Schools must then offer relevant experiences and curricula to their learners so that they would be able to face the challenges and realities of life. Schools must focus on providing not only the best education but also the best training and formation for their learners. A school should not only center on giving head knowledge to their learners but, also, should emphasize the value formation of the learners. (**Published by: teacher Edna G. Renosa – Essay in Education**)

Training is an important facet in molding the learners and developing the values of the children of today.

In School Year 2014-2015, the Division of Baguio City reported an average of one hundred (100) cases of disputes involving teachers, parents and administrators, which affect the working environment and ultimately, the delivery of services especially to learners.

The main reason for conflicts usually arises from disagreement in school goals, objectives and policies. To resolve this, there is a need to stress the relevance of the DepEd Core Values. Harmonious relationships could be harnessed through spiritual enhancing activities.



### **C. Disaster Risk Reduction Management and Climate Change Adaptation**

The safety and protection of our children from the disasters in schools are major concerns for teachers.

Children are very fragile. They can be easily distressed during typhoons, earthquakes, fire outbreaks, threats and violence and other health-related disasters.

In view of this, schools should be resilient in order to safeguard learners in schools.

*Philippines, Sta. Paz Sur: In the barangays (villages) of San Francisco municipality, school children learned in 2006 that their high school was located in a landslide risk area. Students debated whether and how to relocate the school. The headmaster opened the decision to a community-wide referendum. The students were in favor of relocation, through parents were concerned about the extra travel time and local businesses worried about loss of lunch trade. Student organizations in the high school developed an education campaign and their proposal won the vote by 101 to 49 (Plan International, 2007). They dug ditches around their temporary school site and put up tents with their parents. Students now bicycle to their new permanent school that incorporates earthquake mitigation measures and preparation for use of an emergency shelter. [Source: Disaster Prevention for Schools Guidance for Education Sector Decision-Makers(2008)]*



The Division of Baguio City has collected data on identified high risk areas in the elementary and secondary level assisted by students led mapping of high risk areas in schools. This resulted in the following partial list: ***Risk of landslide due to absence of ripraps; Narrow pathways to evacuation areas; Blocked or no exit openings; Absence of exit doors in the classroom; Unbolted book cabinets; Unpruned trees; Open wirings; Broken chairs, desk and tables.***

#### **D. School-Based Management**

The School-Based Management is the vehicle to institute reforms at the school level. The school being the smallest unit in the Department serves as the focal target of the reform and venue of education for learning. As a product, it will be one of the outcomes of the school in working together to protect the right of every child for quality education.

The accreditation of schools by SBM-PASBE, would mean more resources to be generated by the school from its community stakeholders.

A school that is child-focused and with a child-friendly environment will allow learners to increase their cognitive development.



### ***III. GOALS AND OBJECTIVES***

- to develop loving, resilient, caring and humble learners in the Division
- to establish caring schools
- to eliminate incidence/act of child abuse, exploitation, discrimination, bullying and other forms of abuse in every school
- to develop virtuous learners as role models in the society
- to attain zero grievance incidents and drop out rate
- to increase National Achievement Test (NAT) performance
- to strengthen awareness of stakeholders and zero high risk areas in schools and importance of safety, resilience, adaptation and mitigation
- to adopt, to sustain, to increase level of practice and to attain quality standard schools through the School-based Management
- to develop learning resources

### ***IV. PROGRAM DESCRIPTION AND IMPLEMENTATION***

**“My School, My Home”** is the title of the program.

The School-based Management, Child Protection Policy, Anti-Bullying Act, DepEd Core Values / Spirituality, Disaster Risk Reduction Management and Climate Change Adaptation will be the bases as core concepts. It will be treated as a separate subject in the curriculum. Two hours per week shall be allotted for this purpose.

The Homeroom Guidance Program Period and the Independent and Cooperative Learning (ICL) shall be utilized for the teaching of the four components.



Grade 1 to 6		Junior High School (Grade 7 to 10)	
Period	Time Alloted	Period	Time Alloted
CPP and Anti-Bullying Spiritual/Core Values	1 hour per week	CPP and Anti-Bullying Spiritual/Core Values	1 hour per week
SDRRM-CCA	1 hour per week	SDRRM-CCA	1 hour per week

The overall design of the Four Core Concepts is a spiral approach across subjects by building on the same concepts developed in increasing complexity and sophistication starting from grade 1 to 10. Also, the modular approach shall be utilized.

To reach the children and the youth with the core concept information, the use of formal and informal channels, varied techniques in teaching are applied. The additional two hours in the teaching of the core components are not limited to lectures discussions, demonstrations, web-based learnings, film-showings, simulations and role-plays, reflection papers and fora.

Schools' performance will be evaluated based on their level of compliance. A checklist as an assessment tool will be used in the evaluation.

A school "My School, My Home" committee will be organized composed of the school head as Chairperson, Co-chaired by a CPP Coordinator, Guidance Counselor/ Guidance Designate, Faculty President, SDRRM Coordinator and the PTA President as members.

## ***VII. PROGRAM SUPPORT SERVICES***



There are requirements needed to deliver quality education, life enhancement and, skill development program for learners. One requirement is provision of funds for the program. A request funding shall be asked from the Local Government Unit.

The list below will further enhance the delivery and efficiency of the Core Concepts:

1. Learning Resource Management and Development System (LRMDS)
  - A. Available Learning Materials
    - i. “Be A Friend Not A Bully” (Elementary)
    - ii. “Bullying and Gender Issues Among Teenagers” (Secondary)
    - iii. “Adaptation to Climate Change”
  - B. Development of Additional Instructional Materials
  - C. Contextualization of Available Learning Materials
2. ICT Requirements
  - A. Equipment
    - i. Projectors (LCD, DLP or LED)
    - ii. Computers (Desktops or Laptops)
    - iii. 3-in-1 (Printer / Scanner / Copier)
    - iv. External Hard Drive (1 Terabyte)
    - v. Internet Connection
  - B. ICT Integration
3. Monitoring and Evaluation





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**M** MY  
**S** SCHOOL  
**M** MY  
**H** HOME

# III.

# Learning Content





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**“MY SCHOOL, MY HOME PROGRAM”  
LEARNING CONTENT MATRIX FOR  
DEPED CORE VALUES/SPIRITUALITY  
CHILD PROTECTION POLICY/ ANTI BULLYING**



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**“MY SCHOOL, MY HOME”  
 DEPED CORE VALUES/ SPIRITUALITY  
 CHILD PROTECTION POLICY/ANTI-BULLYING  
 LEARNING CONTENT MATRIX**

YEAR LEVEL	FIRST QUARTER MAKA-DIYOS	SECOND QUARTER MAKA-TAO	THIRD QUARTER MAKA-KALIKASAN	FOURTH QUARTER MAKA-BANSA
<b>Grade 1</b>	Prayer and the Family  What prayer is  Kinds of prayer  Characteristics of a prayerful family	Primary Human Virtues and the Family  Respect and obedience to parents and other elders in the family	Environment and the Family  Taking care of nature at home <ul style="list-style-type: none"> <li>• proper garbage disposal</li> <li>• water and electricity conservation</li> <li>• care for pets and plants at home</li> </ul>	Filipino Identity and the Family  Filipino values taught at home  Close knit family ties

YEAR LEVEL	FIRST QUARTER MAKA-DIYOS	SECOND QUARTER MAKA-TAO	THIRD QUARTER MAKA-KALIKASAN	FOURTH QUARTER MAKA-BANSA
<b>Grade 2</b>	<b>Prayer and the Family</b>  What prayer is  Kinds of prayer  Characteristics of a prayerful family	<b>Primary Human Virtues and the Family</b>  Respect and obedience to parents and other elders in the family	<b>Environment and the Family</b>  Taking care of nature at home <ul style="list-style-type: none"> <li>• proper garbage disposal</li> <li>• water and electricity conservation</li> <li>• care for pets and plants at home</li> </ul>	<b>Filipino Identity and the Family</b>  Filipino values taught at home  Close knit family ties

YEAR LEVEL	FIRST QUARTER MAKA-DIYOS	SECOND QUARTER MAKA-TAO	THIRD QUARTER MAKA-KALIKASAN	FOURTH QUARTER MAKA-BANSA
<b>Grade 3</b>	<p>Prayer and the School</p> <p>Characteristics of a prayerful school</p>	<p>Primary Human Virtues and the School</p> <p>Respect and obedience to school authorities</p> <p>Initiative to do certain tasks</p> <p>Ability to get along and work well with classmates</p>	<p>Environment and the School</p> <p>Taking care of nature in school</p> <ul style="list-style-type: none"> <li>• Proper garbage disposal; introduction to the 3r 's (Recycle, reuse, reduce)</li> <li>• Water and electricity conservation</li> <li>• Care for school gardens and facilities</li> </ul>	<p>Filipino Identity and the School</p> <p>Love for the country</p> <ul style="list-style-type: none"> <li>• the Philippine flag</li> <li>• the Philippine National anthem</li> <li>• the Filipino symbols</li> </ul>
	<p>Definition of Bullying</p> <p>Types of Bullying Behaviours</p> <p>Understanding that bullying in any form is against the law</p>	<p>Types of Bullies</p> <p>Bullies and their Environment</p> <p>Bullying have negative consequences</p>	<p>Bullying Vs. Pro-Psychosocial Behaviours</p> <p>Taking responsibility to help stop bullying</p> <p>Promoting Psychosocial behaviours</p>	<p>Peers role in Bullying</p> <p>Shaping a Culture in the Environment</p> <p>Creating a safe school climate</p>

YEAR LEVEL	FIRST QUARTER MAKA-DIYOS	SECOND QUARTER MAKA-TAO	THIRD QUARTER MAKA-KALIKASAN	FOURTH QUARTER MAKA-BANSA
<b>Grade 4</b>	<p><b>Prayer and the School</b></p> <p>Characteristics of a prayerful school</p>	<p><b>Primary Human Virtues and the School</b></p> <p>Respect and obedience to school authorities</p> <p>Initiative to do certain tasks</p> <p>Ability to get along and work well with classmates</p>	<p><b>Environment and the School</b></p> <p>Taking care of nature in school</p> <ul style="list-style-type: none"> <li>• Proper garbage disposal; introduction to the 3r 's (Recycle, reuse, reduce)</li> <li>• Water and electricity conservation</li> <li>• Care for school gardens and facilities</li> </ul>	<p><b>Filipino Identity and the School</b></p> <p>Love for the country</p> <ul style="list-style-type: none"> <li>• the Philippine flag</li> <li>• the Philippine National anthem</li> <li>• the Filipino symbols</li> </ul>
	<p>Preventing Bullying</p> <p>Resolving a Bullying Experience</p> <p>Ways to avoid being bullied</p> <p>Ways to protect oneself from cyber-bullying</p> <p>Ways on how to deal with verbal bullies</p>	<p>Witnessing Bullying</p> <p>Ways to stop bullying when witnessing and standing up for others</p> <p>Warning signs that one is being bullied</p>	<p>Gender Equality and Development</p> <p>Understanding Adolescent Growth and Development</p> <p>Understanding Adolescent and Sexuality</p> <p>Gender Equality</p> <ul style="list-style-type: none"> <li>• Gender Discrimination</li> <li>• Gender-based Violence</li> </ul>	<p>Making Friends and Building Relationships</p> <p>Making Healthy Relationships</p> <p>The four Antidotes to Bullying</p> <p>Understanding yourself and others</p> <p>Personality Traits critical to the four antidotes to bullying</p>

YEAR LEVEL	FIRST QUARTER MAKA-DIYOS	SECOND QUARTER MAKA-TAO	THIRD QUARTER MAKA-KALIKASAN	FOURTH QUARTER MAKA-BANSA
<b>Grade 5</b>	<p><b>Prayer and the Community</b></p> <p>Varied religious beliefs</p> <p>Characteristics of a prayerful community</p>	<p><b>Primary Human Virtues and the Community</b></p> <p>Openness to , respect of, and tolerance of others’ religious beliefs in particular, and other cultures</p> <p>Working with and in solidarity with others in the community in the attainment of the common welfare</p>	<p><b>Environment and the Community</b></p> <p>Taking care of nature in the community</p> <ul style="list-style-type: none"> <li>• Proper garbage disposal; introduction to the Material Recovery Facility(MRF)</li> <li>• Water and electricity conservation</li> <li>• Maintenance of the of cleanliness of drainages, parks, water sheds, forest reserves and the like</li> </ul>	<p><b>Filipino Identity and the Community</b></p> <p>Responsible citizenry</p> <p>-Barangay affairs</p> <p>Bayanihan spirit in the achievement of community goals</p>
	<ul style="list-style-type: none"> <li>• Child Protection Policy (school level)</li> <li>• Child Protection (meaning/definition</li> <li>• Provisions, Policy, and guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Composition and Functions of the Child Protection Committee (CPC)</li> <li>• Rules and procedures in handling child abuse, exploitation, violence and discrimination cases</li> </ul>	<ul style="list-style-type: none"> <li>• Rights of the Child</li> <li>• The right to grow up as a free individual.</li> <li>• Code of conduct of learners inside and outside the school</li> </ul>	<ul style="list-style-type: none"> <li>• Respect another person’s rights regardless of opinion, status, gender, ethnicity, religion, as well as everyone’s moral and physical integrity.</li> <li>• Preventive Measures</li> <li>• Protective Measures</li> </ul>



YEAR LEVEL	FIRST QUARTER MAKA-DIYOS	SECOND QUARTER MAKA-TAO	THIRD QUARTER MAKA-KALIKASAN	FOURTH QUARTER MAKA-BANSA
<b>Grade 6</b>	<p><b>Prayer and the Community</b></p> <p>Varied religious beliefs</p> <p>Characteristics of a prayerful community</p>	<p><b>Primary Human Virtues and the Community</b></p> <p>Openness to , respect of, and tolerance of others’ religious beliefs in particular, and other cultures</p> <p>Working with and in solidarity with others in the community in the attainment of the common welfare</p>	<p><b>Environment and the Community</b></p> <p>Taking care of nature in the community</p> <ul style="list-style-type: none"> <li>• Proper garbage disposal; introduction to the Material Recovery Facility(MRF)</li> <li>• Water and electricity conservation</li> <li>• Maintenance of the of cleanliness of drainages, parks, water sheds, forest reserves and the like</li> </ul>	<p><b>Filipino Identity and the Community</b></p> <p>Responsible citizenry -Barangay affairs</p> <p>Bayanihan spirit in the achievement of community goals</p>
	<p>1. Child abuse and discrimination</p>	<p>1. Violence against children committed in schools</p> <p>1.1 Physical Violence</p> <p>1.2 Sexual Violence</p>	<p>Violence against children committed in schools</p> <ul style="list-style-type: none"> <li>• Psychology Violence</li> <li>• Other acts of Violence</li> </ul>	<p>1. Peer Abuse</p> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Cyber Bullying</li> </ul>

YEAR LEVEL	FIRST QUARTER MAKA-DIYOS	SECOND QUARTER MAKA-TAO	THIRD QUARTER MAKA-KALIKASAN	FOURTH QUARTER MAKA-BANSA
<b>Grade 7</b>	<p>Religious Faith as Inherited from the Family, the School and the Community (second-hand religious faith)</p> <p>Religiosity/Religious experience</p> <ul style="list-style-type: none"> <li>• going to mass</li> <li>• fellowship practices</li> </ul> <p>Religious beliefs as traditions</p> <ul style="list-style-type: none"> <li>• Christian Denominations</li> <li>• Islam</li> </ul>	<p>Human virtues as:</p> <p>Mere adherence to imposition of authority/unquestioning conformity (not one's own) to avoid punishments</p> <p>Virtue as external law, reward versus punishment</p> <p>Respect and obedience to authorities</p> <p>Initiative to do certain tasks</p> <p>Ability to get along and work well with classmates</p> <p>Openness to , respect of, and tolerance of others' religious beliefs in particular, and other cultures</p> <p>Working with and in solidarity with others in the community in the attainment of the common welfare</p>	<p>Environmental issues and policies</p> <ul style="list-style-type: none"> <li>• Clean air act</li> <li>• Regreening movement</li> <li>• Clean and green</li> </ul>	<p>Filipino Identity as manifested by the major ethno-linguistic cultures and traditions</p> <p>Uniqueness and distinction</p>

	<p><b>Child Protection Policy</b></p> <ul style="list-style-type: none"> <li>• Overview of DepED Order No. 40, s. 2012</li> <li>• Legal Bases of Child Protection Policy</li> <li>• Child Protection Policy Defined</li> <li>• Purposes of CPP</li> <li>• CPP Terminologies             <ol style="list-style-type: none"> <li>1. Neglect</li> <li>2. Abuse</li> <li>3. Cruelty</li> <li>4. Exploitation</li> <li>5. Violence</li> <li>6. Discrimination</li> <li>7. Corporal Punishment</li> </ol> </li> <li>• Reporting Abuse</li> </ul>	<p><b>Child Abuse</b></p> <ul style="list-style-type: none"> <li>• Definition of Child Abuse</li> <li>• Types of Child Abuse</li> <li>• Emotional Abuse</li> <li>• Neglect</li> <li>• Physical Abuse</li> <li>• Family Violence</li> <li>• Sexual Abuse</li> </ul> <p>Organized Sexual Abuse</p>	<p><b>Verbal Abuse</b></p> <ul style="list-style-type: none"> <li>• Verbal Abuse Defined</li> <li>• Forms of Verbal Abuse</li> </ul>	<p><b>Discrimination Against Children</b></p> <p>Corporal Punishment</p> <ul style="list-style-type: none"> <li>• Definition of Corporal Punishment</li> <li>• Forms of Corporal Punishment</li> </ul>
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YEAR LEVEL	FIRST QUARTER MAKA-DIYOS	SECOND QUARTER MAKA-TAO	THIRD QUARTER MAKA-KALIKASAN	FOURTH QUARTER MAKA-BANSA
<b>Grade 8</b>	<p>Religious Faith as Inherited from the Family, the School and the Community (second-hand religious faith)</p> <p>Religiosity/Religious experience</p> <ul style="list-style-type: none"> <li>• going to mass</li> <li>• fellowship practices</li> </ul> <p>Religious beliefs as traditions</p> <ul style="list-style-type: none"> <li>• Christian Denominations</li> <li>• Islam</li> </ul>	<p>Human virtues as:</p> <p>Mere adherence to imposition of authority/unquestioning conformity (not one's own) to avoid punishments</p> <p>Virtue as external law, reward versus punishment</p> <p>Respect and obedience to authorities</p> <p>Initiative to do certain tasks</p> <p>Ability to get along and work well with classmates</p> <p>Openness to , respect of, and tolerance of others' religious beliefs in particular, and other cultures</p> <p>Working with and in solidarity with others in the community in the attainment of the common welfare</p>	<p>Environmental issues and policies</p> <ul style="list-style-type: none"> <li>• Clean air act</li> <li>• Regreening movement</li> <li>• Clean and green</li> </ul>	<p>Filipino Identity as manifested by the major ethno-linguistic cultures and traditions</p> <p>Uniqueness and distinction</p>

	<p>DepED Order No. 40, s. 2012</p> <p>Review of CPP</p> <p>Meaning of Child Abuse</p> <p>Types of Child Abuse</p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Signs</li> <li>• Symptoms</li> <li>• Examples</li> <li>• Effects</li> </ul>	<p>Discrimination Against Children</p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Signs</li> <li>• Symptoms</li> <li>• Examples</li> <li>• Effects</li> </ul>	<p>Verbal Abuse</p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Signs</li> <li>• Symptoms</li> <li>• Examples</li> <li>• Effects</li> </ul> <ul style="list-style-type: none"> <li>• Impact to Learners</li> </ul>	<p>Child Exploitation</p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Forms</li> <li>• Effects</li> <li>• Impact to Learners</li> </ul> <p>Violence Against Children Committed in School</p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Forms</li> <li>• Effects</li> <li>• Impact to Learners</li> </ul>
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YEAR LEVEL	FIRST QUARTER MAKA-DIYOS	SECOND QUARTER MAKA-TAO	THIRD QUARTER MAKA-KALIKASAN	FOURTH QUARTER MAKA-BANSA
<b>Grade 9</b>	<p>Religious Faith as an inner conviction and personal relationship with a Spirit (first hand religious faith)</p> <p>Spirituality as a lifestyle/way of life</p>	<p>Human virtues as:</p> <p>Making one's own responsible decision</p> <p>Carrying out one's personal, noble convictions into action</p> <p>Self-direction in life towards maturity, genuine freedom, and independence</p> <p>Virtue as inner conviction (one does good because it is good)</p> <p>Respect and obedience to authorities</p> <p>Initiative to do certain tasks</p> <p>Ability to get along and work well with classmates</p> <p>Openness to , respect of, and tolerance of others' religious beliefs in particular, and other cultures</p> <p>Working with and in solidarity with others in the community in the attainment of the common welfare</p>	<p>Personal responsibility toward the environment</p> <p>One's relatedness with nature</p> <p>Human being as steward of creation (partnership approach instead of the domination approach to nature)</p>	<p>Filipino Identity as manifested by the major ethno- linguistic cultures and traditions</p> <p>Unity in diversity</p>

	<p>DepED Order No. 40, s. 2012</p> <ul style="list-style-type: none"> <li>• Review of CPP</li> </ul> <p>Duties and Responsibilities</p> <ul style="list-style-type: none"> <li>• Central Office</li> <li>• Regional Office</li> <li>• Schools</li> </ul> <p>Child Protection Committee</p> <ul style="list-style-type: none"> <li>• Members</li> <li>• Functions</li> </ul>	<p>Rules and Proceedings in handling Child Abuse, Exploitation, Violence and Discrimination Cases</p> <p>Fact Finding Committee</p> <ul style="list-style-type: none"> <li>• Members</li> <li>• Functions</li> </ul>	<p>Learners' Involvement in Formulating Child Protection Policy of the School</p> <ul style="list-style-type: none"> <li>• Framework of Principles</li> <li>• Standards</li> <li>• Guidelines</li> </ul>	<p>Continuation ...</p> <p>Learners' Involvement in Formulating Child Protection Policy of the School</p> <ul style="list-style-type: none"> <li>• Framework of Principles</li> <li>• Standards</li> <li>• Guidelines</li> </ul>
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YEAR LEVEL	FIRST QUARTER MAKA-DIYOS	SECOND QUARTER MAKA-TAO	THIRD QUARTER MAKA-KALIKASAN	FOURTH QUARTER MAKA-BANSA
Grade 10	<p>Religious Faith as an inner conviction and personal relationship with a Spirit (first hand religious faith)</p> <p>Spirituality as a lifestyle/way of life</p>	<p>Human virtues as:</p> <p>Making one's own responsible decision</p> <p>Carrying out one's personal, noble convictions into action</p> <p>Self-direction in life towards maturity, genuine freedom, and independence</p> <p>Virtue as inner conviction(one does good because it is good)</p> <p>Respect and obedience to authorities</p> <p>Initiative to do certain tasks</p> <p>Ability to get along and work well with classmates</p>	<p>Personal responsibility toward the environment</p> <p>One's relatedness with to nature</p> <p>Human being as steward of creation (partnership approach instead of the domination approach to nature)</p>	<p>Filipino Identity as manifested by the major ethno- linguistic cultures and traditions</p> <p>Unity in diversity</p>



		<p>Openness to , respect of, and tolerance of others' religious beliefs in particular, and other cultures</p> <p>Working with and in solidarity with others in the community in the attainment of the common welfare</p>		
	<p>Procedures for Responding and Reporting Child Abuse</p> <ul style="list-style-type: none"> <li>• Respond</li> <li>• Record</li> <li>• Consult</li> <li>• Report</li> </ul> <p>Confidentiality and Information Sharing</p>	<p>Student Research on Child Abuse</p> <p>Advocacy on Preventing Child Abuse</p>	<p>Student Research on Child Abuse</p> <p>Advocacy on Preventing Child Abuse</p>	<p>Student Research on Child Abuse</p> <p>Advocacy on Preventing Child Abuse</p>



Republic of the Philippines  
Department of Education  
Cordillera Administrative Region  
DIVISION OF BAGUIO CITY  
#82 Military Cut-off Road, Baguio City



**“MY SCHOOL, MY HOME PROGRAM”  
LEARNING CONTENT MATRIX FOR  
CLIMATE CHANGE ADAPTATION (CCA)  
DISASTER RISK REDUCTION MANAGEMENT (DRRM)**



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 Department of Education  
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**“MY SCHOOL, MY HOME”  
 CLIMATE CHANGE ADAPDATION (CCA)  
 DISASTER RISK REDUCTION MANAGEMENT (DRRM)  
 LEARNING CONTENT MATRIX**

YEAR LEVEL	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<b>Grade 1</b>	Health habits –Care of the Body <ul style="list-style-type: none"> <li>• Knowing personal information and ways to ask for help</li> <li>• Numbers of Family members</li> <li>• Local Emergency Numbers</li> </ul>	Simple ways of keeping the home safe – Cleanliness / Orderliness <ol style="list-style-type: none"> <li>I. Washing the feet when dirty and after wading in flood waters</li> <li>II. Knowing My Home               <ul style="list-style-type: none"> <li>• Structures and objects found in my home</li> <li>• Home Map</li> </ul> </li> </ol>	Simple ways of helping the school maintain a safe and healthy environment <ol style="list-style-type: none"> <li>I. Knowing My School               <ul style="list-style-type: none"> <li>• Structures and objects found in my School</li> <li>• Harmful Things found inside and outside the school</li> <li>• School Map</li> </ul> </li> </ol>	Simple ways of helping the community maintain a clean and healthy environment

YEAR LEVEL	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
Grade 2	I. Safety hazards <ul style="list-style-type: none"> <li>· Harmful things found inside and outside the home</li> <li>· Harmful things found inside and outside the school</li> </ul>	Precautions during Calamities <ul style="list-style-type: none"> <li>· Typhoons</li> <li>· Earthquakes</li> <li>· Fires</li> <li>· Landslides</li> </ul>	Community Helpers in Disaster Reduction Prevention	Role of Community Helpers in Disaster Reduction Prevention

YEAR LEVEL	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<b>Grade 3</b>	Safety I. Hazards a. Environmental hazards <ul style="list-style-type: none"> <li>· Landslide</li> <li>· Earthquake</li> <li>· Typhoon</li> <li>· Lightning</li> </ul>	b. Human-caused hazard <ul style="list-style-type: none"> <li>· Crime</li> <li>· Violent acts</li> <li>· Terrorism</li> </ul>	Safety I. Road safety <ul style="list-style-type: none"> <li>· Road sign</li> <li>· Pedestrians</li> <li>· Traffic light</li> <li>· Overpass</li> <li>· Loading / unloading zones</li> </ul>	II. Safety Precautions <ul style="list-style-type: none"> <li>· Home</li> <li>· School</li> <li>· Community</li> </ul>

YEAR LEVEL	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>Grade 4</b></p>	<ul style="list-style-type: none"> <li>• Components of Weather               <ul style="list-style-type: none"> <li>a. Temperature</li> <li>b. wind/ wind speed</li> <li>c. Rainfall</li> <li>d. Humidity ( amount of moisture)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Different Weather conditions and their Effects to People</li> <li>• Benefits and dangers in weather condition</li> </ul>	<ul style="list-style-type: none"> <li>• Weather proofing My Self</li> </ul>	<p>Environmental Awareness</p> <ul style="list-style-type: none"> <li>• Sources of reliable environment-related information</li> </ul> <ol style="list-style-type: none"> <li>1. Internet</li> <li>2. News papers</li> <li>3. Television</li> <li>4. Radio Programs</li> </ol>

YEAR LEVEL	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>Grade 5</b></p>	<ul style="list-style-type: none"> <li>• Interaction of Weather and Climate to environment               <ul style="list-style-type: none"> <li>a. Forest fire</li> <li>b. Flood</li> <li>c. Drought</li> <li>d. Erosion</li> </ul> </li> <li>• Natural Phenomenon La Nina vs El Nino</li> </ul>	<ul style="list-style-type: none"> <li>• Forms of Calamities               <ul style="list-style-type: none"> <li>a. Typhoons</li> <li>b. Landslides</li> <li>c. Floods</li> <li>d. Earthquake</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mitigation activities on the effects of calamities               <ul style="list-style-type: none"> <li>a. Typhoons</li> <li>b. Earthquake</li> <li>c. Landslide</li> <li>d. Fire</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Weather disturbances               <ul style="list-style-type: none"> <li>a. Types of weather disturbances (typhoon)</li> <li>b. Effects of weather disturbances</li> <li>c. Precautionary measures to do before, during, and after a typhoon.</li> </ul> </li> </ul>

YEAR LEVEL	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<b>Grade 6</b>	Causes and Effects of calamities to environment ,economy and humanity	Pollution and its threats Solid Waste Management a. Types of Waste b. Sorting at Source c. Recycling activities	<ul style="list-style-type: none"> <li>· Emergency and Preparedness plan</li> <li>· Importance of emergency preparedness plan and kit</li> <li>· Precautionary measures to do before, during, and after calamities</li> </ul>	<ul style="list-style-type: none"> <li>· Nature and objectives of First Aid</li> <li>· First Aid principles</li> <li>· Basic First Aid for common injuries and conditions</li> </ul>



YEAR LEVEL	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>Grade 7</b></p>	<p>Overview of Climate Change Adaptation and Disaster Risk Reduction and Management</p> <ul style="list-style-type: none"> <li>· Philippine Scenario and the World</li> <li>· Interrelationship</li> <li>· Purpose and objectives</li> </ul>	<p>Orientation on DRRM (RA 10121)</p> <ul style="list-style-type: none"> <li>· scope and coverage</li> <li>· Site Assessment: School Structure and its Location to the Community</li> <li>· Risk mapping and Earthquake Evacuation Route and Hazard map</li> <li>· SDRRM Council</li> <li>· roles and functions</li> <li>· School Tour/School Drill / Rehearsals</li> </ul>	<p>Climate Change Adaptation</p> <ul style="list-style-type: none"> <li>· Cause and Effect of Climate Change</li> <li>· Definition of Weather and Climate</li> <li>· Views on Weather and Climate</li> <li>· Factors/ variables used to describe weather in locality</li> <li>· Interpret weather – study weather disturbances</li> </ul>	<p>Evidences and Factors that affect Climate Change</p> <ul style="list-style-type: none"> <li>· Milankovitch Theory</li> <li>· Obliquity / Axial Tilt</li> <li>· Precession</li> </ul>

YEAR LEVEL	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>Grade 8</b></p>	<p>Early Warning Systems / Public Awareness and Environmental Management</p> <ul style="list-style-type: none"> <li>• Early Warning interpretation of Weather factors like humidity, temperature, precipitation, wind speed</li> <li>• Measures to reduce specific hazards as important components of a safe school facility <b>CCA</b></li> </ul>	<p>Social Media and Disaster Risk Reduction and Management Mobile Applications</p> <ul style="list-style-type: none"> <li>• FACEBOOK</li> <li>• Tweeter</li> <li>• Project NOaH</li> <li>• Batingaw</li> </ul>	<p>The use of statistical Data in Damage Assessment and Needs Analysis</p> <ul style="list-style-type: none"> <li>• Typhoon and Effects</li> <li>• Resource Mapping</li> </ul>	<p>Restoration of human-centered services and infrastructure including physical and ecological systems (Rehabilitation and Recovery)</p> <ul style="list-style-type: none"> <li>• Livelihood integration from debris after the disaster</li> </ul>

YEAR LEVEL	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<b>Grade 9</b>	<b>CCA</b> Effects of Global Warming <ul style="list-style-type: none"> <li>Storm Surge ( Samples e.g. Yolanda</li> <li>Flooding</li> <li>Landslide</li> <li>Carbon Footprint</li> </ul>	<b>Public Awareness and Environmental Management (Preparedness)</b> <ul style="list-style-type: none"> <li>Understand the basics on how to measure and describe weather with local and indigenous materials</li> <li>Amount of rainfall</li> <li>Public storm warning signals</li> </ul>	<b>Damage Assessment and Needs Analysis (Response)</b> <ul style="list-style-type: none"> <li>First Aid Training</li> <li>Fire fighting</li> <li>Psychological Response</li> </ul>	<b>Restoration of human-centred services and infrastructure including physical and ecological systems (Rehabilitation and Recovery)</b> <ul style="list-style-type: none"> <li>Short Term Recovery: Search and rescue, relief to managing donations, clearing debris</li> </ul>

YEAR LEVEL	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>Grade 10</b></p>	<p><b>Disaster Risk Reduction and Management and Climate Change Adaptation</b></p> <ul style="list-style-type: none"> <li>• Legal Framework</li> <li>• DRRM/CCA in School and community</li> <li>• Damage Assessment and needs Analysis</li> <li>• Resiliency in my Home</li> </ul>	<p><b>Public Awareness and Environmental Management</b></p> <ul style="list-style-type: none"> <li>• Eco-Friendly Environment</li> <li>• Integration of the Earth Manual Project</li> </ul> <p><b>Vulnerability</b></p> <ul style="list-style-type: none"> <li>*Potential Impact (Sensitivity &amp; Exposure) -&gt; Adaptive Cap</li> <li>*Introduction of the VA-LEAP Methodology</li> </ul>	<p><b>Preparedness</b></p> <ul style="list-style-type: none"> <li>• Integrating Climate Change Adaptation</li> <li>• Gradual effects of Climate Change,</li> <li>• Resource Mapping</li> <li>• Base Risk Inventory</li> </ul> <p><b>Public Awareness and Community commitment on long term adjustment to changing average climate conditions (including benefits)</b></p> <p>Land Use / Site Development Plan</p> <ul style="list-style-type: none"> <li>• Structural (technological)</li> <li>• Early Warning Systems</li> <li>• Vetiver system</li> <li>• Non-Structural ( policies, behavior, knowledge)</li> <li>• Vulnerability Assessment/</li> <li>• Capacity Analysis of Building</li> </ul>	<p><b>Restoration of human-centered services and infrastructure including physical and ecological systems (Rehabilitation and Recovery)</b></p> <ul style="list-style-type: none"> <li>• Long Term: Building Community Risk Reduction Capacity</li> </ul>