



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

DIVISION MEMORANDUM

CID-2026-272

TO : Assistant Schools Division Superintendent
CID and SGOD Chiefs
Education Program Supervisor
Public Schools District Supervisors
All School Heads
All Teachers
All Others Concerned

Subject: **DIVISION-WIDE IMPLEMENTATION AND UTILIZATION OF THE SAFE LEARNERS PROGRAM (SECURING A FUTURE THROUGH EDUCATION) FOR GRADES 1 TO 12**

Date: July 9, 2026

In its continuing commitment to promote safe, inclusive, responsive, and learner-centered schools, the Schools Division Office of Digos City hereby directs the division-wide implementation and utilization of the **SAFE Learners Program (Securing A Future through Education)** in all public elementary and secondary schools from Grades 1 to 12.

The SAFE Learners Program is a prevention-centered educational initiative designed to develop learners' safety awareness, responsible decision-making, values and character, peaceful conflict resolution, mental health and emotional well-being, preparedness, appropriate help-seeking behavior, and responsible citizenship. The Program is not combat-oriented and does not train learners to fight or confront threats; rather, it equips them to recognize risks, make safe and responsible choices, seek appropriate help, and contribute to safe and supportive communities.

All concerned teachers shall utilize the approved SAFE Learners Program Framework, Curriculum Sequence or Budget of Work, Teacher's Manuals, Lesson Guides, and other approved supplementary resources appropriate to their respective grade levels.

The Program shall initially be implemented through structured 30-minute daily sessions following the prescribed grade-level Curriculum Sequence or Budget of Work. Sessions shall be age-appropriate, preventive, learner-centered, and developmentally responsive, using stories, guided discussions, interactive activities, reflection, assessment, and practical application. School Heads shall determine the most appropriate schedule based on school context and existing instructional requirements.



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Teachers shall ensure that lessons are appropriately differentiated across grade levels and shall not use a single generic approach for all learners. Contextualization may be undertaken, provided that activities remain aligned with the prescribed themes, child protection principles, developmental appropriateness, and the Program's prevention-centered philosophy.

School Heads shall ensure the appropriate scheduling, availability, and utilization of approved materials, teacher orientation, quality implementation, and the provision of necessary school-level support. Education Program Supervisors, Public Schools District Supervisors, School Heads, and other instructional leaders shall provide continuing technical assistance and supervisory support.

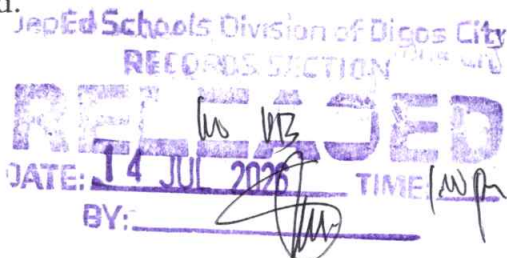
Beyond the initial intensive implementation period, the Program shall be sustained through the integration of appropriate SAFE Learners themes into relevant competencies in GMRC, Values Education, and Araling Panlipunan; supplementation of the Homeroom Guidance Program; continuing learner formation; health, nutrition, and mental health promotion; legal literacy; capacity building; family and community engagement; instructional supervision; and monitoring and continuous improvement.

The CID, SGOD, LRMS, SHNU, Legal Office, Learners' Rights and Protection, HRD, SMME, District Offices, and School Heads shall perform their respective roles as provided in the approved SAFE Learners Program Framework and Sustainability Mechanisms.

Learner disclosures and concerns involving serious safety risks, abuse, threats, significant emotional distress, health emergencies, or other matters requiring specialized intervention shall be referred promptly and confidentially through appropriate school, guidance, child protection, health, administrative, legal, or other competent mechanisms in accordance with existing policies and procedures.

The approved SAFE Learners Program Framework, Curriculum Sequence or Budget of Work, and grade-level instructional materials shall form an integral part of the implementation of this Memorandum.

Immediate dissemination of and strict compliance with this Memorandum is directed.




MELANIE P. ESTACIO, PhD, CESO VI
Schools Division Superintendent



Republic of the Philippines
Department of Education
Schools Division of Digos City



SAFE LEARNERS PROGRAM



Securing A Future through Education



SAFE
LEARNERS



SAFE
VALUES



SAFE
SCHOOLS



SAFE
COMMUNITIES



SAFE
FUTURES

SAFE LEARNERS PROGRAM

(Securing A Future through Education)

I. Rationale

In response to the growing concerns regarding learner safety and security, and in alignment with the Department of Education's mandate to ensure a safe, secure, and nurturing learning environment for all students, the Schools Division of Digos City shall implement the comprehensive **SAFE Learners Program (Securing A Future through Education)**. This program establishes a structured, daily 30-minute session dedicated to in-depth preventive education, values formation, peace education, personal safety, emotional wellness, and responsible citizenship. It is designed to be an integral part of the school day, emphasizing proactive prevention through education. The program aims not only to inform but also to empower learners, fostering the development of responsible, resilient, compassionate, and proactive individuals who can contribute positively to society, understand the importance of safety and security, and act as guardians of their own well-being and that of others.

The urgency of institutionalizing the **SAFE Learners Program** has become increasingly evident as schools face emerging challenges that affect learners' holistic development, including bullying, violence, mental health concerns, unsafe online behaviors, disaster risks, substance abuse, and other social issues that hinder learning and well-being. While schools continue to implement existing child protection, health, and safety policies, there remains a critical need for a structured, curriculum-based preventive education program that intentionally develops learners' knowledge, values, attitudes, and life skills before risks escalate into serious concerns.

As the Department of Education is mandated not only to provide access to quality education but also to ensure the protection, welfare, and holistic formation of every Filipino learner, schools are called upon to cultivate environments where safety, responsibility, respect, resilience, and responsible citizenship are deliberately taught and consistently practiced. The **SAFE Learners Program** responds to this imperative by embedding preventive education into the daily learning experience, thereby reinforcing DepEd's commitment to producing learners who are academically competent, morally grounded, socially responsible, emotionally resilient, and fully prepared to become productive members of their communities.

II. Program Framework



The **SAFE Learners Program (Securing A Future through Education)** is anchored in the belief that education is the most sustainable and effective strategy in promoting learner safety, responsible citizenship, and a culture of peace within schools and communities. The framework adopts a preventive, developmental, and whole-school approach, recognizing that learner safety is a shared responsibility among schools, families, communities, and other stakeholders.

At the foundation of the framework are the program inputs, which include learners, teachers, families, school and community partners, and existing policies and resources. These inputs serve as the enabling mechanisms that provide the necessary support, guidance, and resources for the successful implementation of the program. Teachers act as facilitators and role models; families reinforce positive behaviors at home; and community partners and policies ensure that schools operate in a safe and supportive environment.

Central to the framework is the **30-Minute Daily SAFE Session**, the program's primary instructional platform. Through this dedicated daily learning engagement, learners receive structured, intentional opportunities to acquire knowledge, develop positive attitudes, and practice essential life skills

in safety, responsibility, and citizenship. The daily session embodies the program's core principles of Prevent, Educate, and Empower, emphasizing proactive education rather than reactive intervention.

The instructional component revolves around six interconnected Core Learning Domains. First, **Personal Safety and Protection** equip learners with the knowledge and skills necessary to recognize risks, protect themselves, and seek appropriate assistance when confronted with unsafe situations. Second, **Values and Character Formation** nurtures integrity, self-discipline, respect, empathy, and other positive values essential in becoming responsible citizens. Third, **Peace Education and Conflict Resolution** promote non-violent communication, peaceful coexistence, and constructive problem-solving. Fourth, **Mental Health and Emotional Wellness** develop learners' emotional resilience, self-awareness, and healthy coping mechanisms. Fifth, **Responsible Citizenship and Community Engagement** instill social responsibility, active participation, and concern for the common good. Lastly, **School Safety and Disaster Preparedness** strengthen learners' readiness and responsiveness during emergencies and disasters.

The framework is further reinforced by key enablers, namely policy support, capacity building, partnership and linkages, communication and advocacy, and monitoring and evaluation. These mechanisms ensure that program implementation remains responsive, sustainable, evidence-based, and aligned with the goals and priorities of the Department of Education.

The interaction of these components ultimately leads to the desired learner outcomes. Through sustained participation in the SAFE Learners Program, learners are expected to become safety-conscious, values-driven, peaceful and resilient, responsible citizens, and prepared and empowered individuals capable of making sound decisions and contributing positively to their families, schools, and communities.

Beyond the 30-day implementation period, SAFE Learners shall be sustained through curriculum integration, Homeroom Guidance supplementation, LRMS resource management, school-based reinforcement, capacity building, instructional supervision, learner leadership, parent and community engagement, legal support, health and nutrition support, institutional planning, and annual monitoring and review. Each mechanism shall be lodged within the office whose regular mandate is most closely aligned with the activity, thereby ensuring continuity, accountability, and institutional ownership without creating unnecessary parallel structures.

Curriculum Integration and Homeroom Guidance Supplementation. SAFE themes and topics shall be mapped to appropriate competencies in GMRC, Values Education, and Araling Panlipunan and may also supplement relevant objectives of the Homeroom Guidance Program. This enables the continued reinforcement of safety, responsibility, values, emotional wellness, and citizenship while avoiding additional curriculum congestion or the displacement of mandated content.

Resource Management and School-Based Reinforcement. Through the Learning Resource Management Section and existing school mechanisms, approved SAFE materials shall be quality-assured, organized, updated, and made accessible for continuing use. Schools may reinforce appropriate themes through assemblies, learner activities, child protection initiatives, disaster preparedness, anti-bullying efforts, digital citizenship campaigns, and other context-responsive programs.

Capacity Building, Instructional Supervision, and Learner Leadership. Continuing professional development, coaching, mentoring, and technical assistance shall strengthen the ability of teachers and school leaders to facilitate SAFE themes appropriately and respond to emerging learner needs. Learners shall likewise be provided age-appropriate opportunities to model safe, respectful, inclusive, and responsible behavior without being assigned enforcement, investigation, or other potentially dangerous responsibilities.

Parent and Community Engagement. Families and community partners shall reinforce SAFE principles through parent education, home-connection activities, preventive campaigns, preparedness initiatives, and appropriate partnerships. These engagements shall remain child-centered, educational, non-partisan, and aligned with school and DepEd policies.

Legal Office-Wide Support. The Legal Office or Legal Unit shall support legal literacy, rights-and-responsibilities education, policy review, confidentiality, due process, lawful reporting, and appropriate referral or escalation pathways. It shall also periodically review SAFE materials and implementation guidance to ensure consistency with applicable laws, jurisprudence, DepEd issuances, and other regulations.

Health and Nutrition Unit Support. The School Health and Nutrition Unit, in coordination with guidance and other relevant personnel, shall sustain age-appropriate initiatives on mental health, emotional well-being, health safety, hygiene, nutrition, disease prevention, healthy routines, responsible help-seeking, and referral pathways. This mechanism ensures that health-related

concerns are addressed through preventive education and appropriate professional support rather than ordinary classroom intervention alone.

Institutional Planning and Annual Monitoring. SAFE priorities shall be appropriately considered in existing Division and school planning, technical assistance, resource allocation, and improvement mechanisms. Periodic monitoring and annual review shall use implementation data, stakeholder feedback, learner needs, emerging risks, and identified gaps to refine resources, strategies, referral mechanisms, and succeeding implementation cycles.

Governance and Accountability Foundation. The entire framework is supported by leadership commitment, clear roles and responsibilities, transparency, ethical stewardship, data privacy, child protection compliance, and cross-functional coordination among the OSDS/ASDS, CID, SGOD, District Offices, School Heads, and relevant partner units. This foundation ensures that implementation remains coherent, accountable, responsive, and sustainable.

Continuous Feedback and Improvement Cycle. Information from classroom implementation, curriculum integration, monitoring, learner outputs, stakeholder feedback, health concerns, legal review, and school experiences shall continuously inform program refinement. Through this cycle of learning, reflection, adaptation, strengthening, and sustainability, SAFE Learners remains responsive to emerging needs and changing implementation realities.

Overall, the framework positions the SAFE Learners Program not merely as a 30-day initiative but as a continuing preventive education framework embedded within curriculum delivery, learner support, legal and health mechanisms, school governance, community participation, and continuous improvement. Through this integrated structure, safe, responsible, respectful, resilient, and empowered behavior is continuously taught, modeled, practiced, reinforced, and sustained throughout the learner's school experience.

III. Objectives

To cultivate among learners the knowledge, values, attitudes, and life skills necessary to promote personal safety, uphold peace, exercise responsible citizenship, and contribute to a secure and caring school community. Specifically, this program aims to achieve the following goals:

1. Strengthen learners' awareness of personal and school safety.
2. Promote positive values, empathy, and respect
3. Develop learners' conflict resolution and peace-building skills.
4. Enhance emotional wellness and resilience.
5. Promote responsible digital citizenship and community engagement.
6. Foster a culture of shared responsibility for school safety.

IV. Coverage and Schedule

The SAFE Learners Program shall be implemented in all public schools within the Schools Division, covering learners from Grades 1 to 12. The program shall be conducted daily from Monday to Friday throughout the entire month of July, serving as the Division's opening learner development initiative at the beginning of every school year. Instructional content shall be developmentally appropriate and contextualized according to the learners' grade level and key stage while maintaining a unified Division curriculum framework. The medium of instruction for Grades 1 and 2 shall be in Filipino, while Grades 3 to 12 shall be in English.

To ensure consistency in implementation, the 30-minute SAFE Learners session shall be conducted during the First Period in the Morning as part of the ARAL Program. The implementation of the SAFE Learners Program shall complement and strengthen the objectives of the ARAL Program and shall not replace or diminish its intended literacy interventions. Rather, the program shall maximize the allotted instructional time by integrating foundational literacy, values formation, learner safety, and responsible citizenship within a single, coherent learning experience.

As a distinctive instructional feature, every daily lesson from Grade 1 to Grade 12 shall incorporate an original story entitled "The Adventures of Captain SAFE". The stories shall be carefully developed to align with learners' developmental levels and reading abilities, progressively increasing in complexity across grade levels. Through guided reading, shared reading, oral language activities, comprehension exercises, vocabulary development, critical thinking tasks, and reflective discussions, learners shall simultaneously strengthen their literacy skills while internalizing essential concepts on learner safety, peace education, character formation, emotional wellness, disaster preparedness, digital citizenship, and responsible community participation.

For Grades 1 to 3, the stories shall emphasize beginning reading, vocabulary development, listening comprehension, and simple moral lessons.

For Grades 4 to 6, the narratives shall promote higher-order comprehension, problem-solving, collaboration, and civic responsibility. For Grades 7 to 10, the lessons shall deepen learners' understanding of leadership, conflict resolution, cyber safety, mental health, legal responsibility, and community engagement through age-appropriate scenarios. For Grades 11 and 12, the stories and accompanying learning activities shall encourage critical reflection, ethical decision-making, leadership, disaster resilience, social responsibility, career readiness, and active citizenship as learners prepare for higher education, employment, entrepreneurship, and community leadership.

School Heads shall ensure that the implementation schedule is incorporated into the official daily class program and that all teachers strictly adhere to the prescribed curriculum sequence (Budget of Work), lesson guides, and implementation standards contained in this program. While schools may contextualize examples, illustrations, and learning activities to address local needs and realities, such contextualization shall not alter the prescribed learning competencies, lesson sequence, or intended outcomes established by the Schools Division Office.

V. Implementation Strategies

Interactive discussions

Interactive discussions will serve as the primary instructional strategy during the thirty-minute SAFE Learners session, providing learners with meaningful opportunities to actively participate in the learning process rather than passively receive information. Teachers will facilitate guided conversations that encourage learners to express their ideas, ask questions, analyze real-life situations, and reflect on appropriate courses of action related to safety, responsible behavior, values formation, emotional wellness, and responsible citizenship. Through age-appropriate questioning techniques, collaborative dialogue, and learner-centered facilitation, discussions will promote critical thinking, communication skills, and informed decision-making. This strategy also enables teachers to immediately clarify misconceptions, assess learners' understanding, and foster a safe and inclusive classroom environment where every learner feels respected, heard, and valued.

Storytelling and role-playing

Storytelling and role-playing will be used as experiential learning methods to help learners grasp safety concepts and positive values through engaging, age-appropriate activities. Each lesson will include the story of Captain SAFE, serving as the main narrative to build literacy and reinforce

key themes. Through guided reading, dramatization, simulations, and role-playing, learners will practice realistic scenarios involving safety, conflict resolution, disaster prep, digital responsibility, and community involvement. This helps turn abstract ideas into practical behaviors, enhancing understanding and emotional growth.

Reflection and journaling

Reflection and journaling offer learners structured opportunities to examine their thoughts, emotions, experiences, and personal growth after each SAFE Learners session. Teachers facilitate activities that help learners connect lessons to daily life, assess their decisions and behaviors, identify areas for improvement, and commit to becoming responsible, safety-conscious individuals. Depending on their developmental level, reflection may be expressed through writing, drawing, sentence completion, guided questions, logs, or oral sharing. This approach fosters self-awareness, emotional regulation, moral reasoning, and lifelong reflection, helping learners internalize lessons beyond classroom discussions.

Group activities and peer sharing

Collaborative learning through group activities and peer sharing aims to develop learners' interpersonal, communication, leadership, and teamwork skills while fostering mutual respect and shared responsibility. Learners will participate in cooperative tasks, problem-solving, case analyses, collaborative games, peer discussions, and group presentations that require active engagement and collective decision-making. These experiences enhance appreciation of diverse perspectives, promote empathy and inclusivity, and emphasize that learner safety and responsible citizenship are collective responsibilities. Teachers will ensure group activities offer equitable participation opportunities and support positive peer interactions in a safe, supportive environment.

School-wide campaigns and advocacy activities

School-wide campaigns and advocacy activities extend classroom learning into the broader school community by giving learners authentic opportunities to practice and promote the values emphasized in the SAFE Learners Program. Schools are encouraged to organize initiatives like Safety Awareness Week, Anti-Bullying Campaigns, Kindness Drives, Disaster Preparedness, Digital Citizenship, Mental Health Awareness, Green Initiatives, and Peace Education. These activities foster leadership, enhance stakeholder engagement, and build a shared culture of safety, respect, responsibility, and citizenship. They also emphasize that learner development is a collective effort involving learners, teachers, parents, community partners, and local government.

Integration of contextualized learning materials

The SAFE Learners Program encourages the use of culturally relevant, locally grounded learning materials aligned with the Division curriculum. Teachers are urged to incorporate stories, examples, community situations, current events, indigenous knowledge, and school experiences to make lessons meaningful and relatable. These contextualized materials complement standard lessons, including Captain SAFE stories, without changing core competencies or curriculum flow. This approach helps learners see the real-world application of safety, values, and responsible citizenship, boosting engagement, understanding, and retention of essential life skills.

VI. Curriculum Sequence (Budget of Work)

The SAFE Learners Program Curriculum Sequence, or Budget of Work, provides a structured instructional roadmap for the systematic delivery of safety, security, responsibility, values formation, preparedness, and citizenship education across grade levels. It translates the Program's overall goals and framework into a coherent sequence of age-appropriate themes and topics to be delivered through a 30-minute daily session during the initial 30-day intensive implementation period. The sequence is designed to ensure that preventive education is not delivered through isolated, reactive, or incident-driven discussions, but through planned learning experiences that progressively develop learners' awareness, attitudes, judgment, habits, decision-making skills, help-seeking behaviors, and sense of responsibility toward themselves and others.

The Curriculum Sequence (Budget of Work) is anchored in the fundamental principle that safety and security education must be developmental, preventive, educational, and learner-centered. Accordingly, the content does not train learners to fight, confront, pursue, investigate, or physically respond to threats. Rather, it develops the knowledge and practical judgment necessary to recognize potentially unsafe situations, make responsible choices, follow established procedures, seek assistance from trusted adults, report concerns through appropriate channels, respect personal and social boundaries, care for others, and contribute positively to safe and supportive school communities. In this manner, the Program remains consistent with the educational mandate of schools by treating safety not merely as a matter of physical protection, but as a lifelong competency that can be taught, practiced, reinforced, and internalized.

The Budget of Work follows a spiral and developmental progression across grade levels. In the early grades, learners are introduced to concrete, familiar, and observable concepts such as knowing trusted adults, following simple safety routines, caring for the classroom, recognizing safe and unsafe behaviors, expressing feelings, asking for help, showing kindness, and respecting others. As learners progress through the grade levels, the content gradually advances toward more complex competencies involving personal responsibility, risk awareness, boundaries and consent, peer relationships, bullying prevention, conflict resolution, digital citizenship, ethical decision-making, disaster preparedness, community responsibility, leadership, and responsible civic participation. This progression ensures that similar core values can be revisited at increasing depth and complexity without merely repeating the same lesson content.

The Curriculum Sequence is likewise organized to establish a logical progression within each implementation cycle. Foundational lessons first build learner identity, belonging, responsibility, and awareness of the school community. These are followed by lessons that strengthen personal safety, risk recognition, help-seeking, reporting, and preparedness. Subsequent learning experiences develop kindness, empathy, inclusivity, peaceful conflict management, anti-bullying behaviors, and respect for differences. The sequence then extends toward digital responsibility, community participation, ethical conduct, leadership, reflection, and personal commitment. Through this progression, learners move from knowing to recognizing to practicing and eventually to applying and advocating age-appropriate SAFE behaviors.

Implementation of the Curriculum Sequence shall remain sufficiently flexible to respond to legitimate local contexts and emerging learner needs. Schools may contextualize examples and reinforce particular themes based on their risk environment, learner profile, community conditions, and observed concerns. However, any contextual adjustment shall remain age-appropriate, educational, preventive, non-discriminatory, non-stigmatizing, and consistent with child protection principles. Sensitive or emerging concerns that require specialized intervention shall not be reduced to ordinary classroom activities but shall be referred through appropriate school, health, guidance, child protection, administrative, or legal mechanisms.

Beyond the initial 30-day implementation period, the Curriculum Sequence shall continue to function as a reference framework for sustainability and reinforcement. Its themes and topics may be revisited through curriculum integration, Homeroom Guidance supplementation, learner formation initiatives, school health and mental health promotion, child protection activities, disaster preparedness, digital citizenship efforts,

parent engagement, instructional supervision, and other existing school and SDO mechanisms. Thus, the Budget of Work is not merely a calendar of topics to be completed; it is the organizing framework through which the SAFE Learners Program establishes continuity between intensive implementation and long-term institutionalization.

Week	Theme	Key Topics (Grades 1–12)
Week 1	Knowing Myself and My School Community	SAFE Orientation; School Rules; Respect; Responsibility; Leadership
Week 2	Personal Safety and Protection	Safe and Unsafe Situations; Personal Boundaries; Reporting Concerns; Emergency Awareness
Week 3	Peace, Kindness, and Anti-Bullying	Kindness; Friendship; Anti-Bullying; Empathy; Conflict Resolution
Week 4	Digital Safety and Responsible Citizenship	Safe Technology Use; Cyber Safety; Responsible Citizenship; Community Engagement

VII. Expected Outputs

The SAFE Learners Program aims to produce learner outputs that show their acquisition of knowledge, values, attitudes, and life skills from daily 30-minute sessions. These outputs serve as evidence of learning and tools for monitoring personal growth and behavior. Learners will keep a Safety Journal to record key learnings, insights, and safety applications and complete Weekly Reflection Sheets to foster critical thinking and internalize lessons. They will also create and review a Safety Pledge to promote responsibility, maintain a Kindness Log to track acts of kindness and citizenship, and commit to responsible digital behavior through a Digital Citizenship Commitment. All outputs will be compiled into an individual Learner Portfolio, documenting progress, reflections, and achievements, providing valuable information for teachers, parents, and school leaders to assess development and program effectiveness.

X. Roles and Responsibilities

The successful implementation of the SAFE Learners Program shall be a shared responsibility among the Schools Division Office, district offices, schools, families, and community stakeholders. The following stakeholders shall perform their respective roles:

Schools Division Superintendent (SDS): Provide overall policy direction, approve program implementation, mobilize resources, and ensure division-wide monitoring and sustainability.

Assistant Schools Division Superintendent (ASDS): Assist in overseeing program implementation and coordinate inter-office support and monitoring.

Curriculum Implementation Division (CID): Develop, enhance, and validate curriculum materials; provide technical assistance and capacity-building activities.

School Governance and Operations Division (SGOD): Coordinate learner support services, stakeholder partnerships, advocacy initiatives, and program monitoring.

Education Program Supervisors (EPSs): Provide technical supervision, instructional coaching, and quality assurance within their respective program areas.

Public Schools District Supervisors (PSDs): Monitor school implementation, provide technical assistance, validate reports, and recommend program improvements.

School Heads: Ensure faithful implementation, supervise program delivery, monitor compliance, and provide instructional leadership.

Master Teachers: Coach and mentor teachers, support instructional delivery, and assist in classroom monitoring.

Teachers: Facilitate the daily SAFE Learners sessions, assess learner progress, maintain required documentation, and foster a safe and inclusive learning environment.

Learners: Actively participate in all learning activities, complete required outputs, and demonstrate responsible, respectful, and safety-conscious behavior.

Parents and Guardians: Reinforce program values and safety practices at home and support learners' participation and development.

Community Stakeholders and Partner Agencies: Collaborate with schools by providing technical expertise, resources, advocacy, and community-based support for learner safety and well-being.

XI. Monitoring and Evaluation

The implementation of the SAFE Learners Program shall be continuously monitored and evaluated to ensure fidelity, effectiveness, and alignment with the program's objectives. Monitoring shall be conducted at the school, district, and division levels through classroom observations, learner performance and portfolio assessments, review of school implementation reports, validation of learner outputs, and periodic technical assistance and monitoring visits. The Schools Division Office, through the Curriculum Implementation Division (CID), the School Governance and Operations Division (SGOD), the Education Program Supervisors (EPSs), and the Public Schools District Supervisors (PSDSs), shall collaboratively oversee program implementation and provide appropriate interventions and technical support as needed.

Schools shall maintain complete implementation records and submit monthly progress reports through the prescribed reporting system. Monitoring results shall be utilized to recognize best practices, identify implementation gaps, recommend evidence-based interventions, and guide continuous program improvement. At the end of the implementation period, a Division Program Evaluation shall be conducted to assess the program's overall effectiveness, learner outcomes, implementation fidelity, stakeholder participation, and recommendations for policy enhancement and future implementation.

XII. Sustainability

The sustainability of the SAFE Learners Program (Securing A Future through Education) shall be anchored on institutionalization rather than on the continuation of a stand-alone 30-day activity. The initial implementation period shall serve as an intensive foundation for developing learners' awareness, judgment, habits, and preventive behaviors related to safety, security, responsibility, respect, preparedness, and citizenship. Beyond this period, the Schools Division Office (SDO) shall sustain the Program by embedding its themes, resources, and preventive education principles within existing curriculum delivery, learner-support mechanisms, instructional supervision, professional development, legal education, school planning, and monitoring systems.

Each sustainability strategy shall be lodged in the office whose regular mandate is most closely aligned with the activity. The responsible office shall perform defined tasks, maintain appropriate evidence of implementation, coordinate with partner units, and use monitoring results to improve succeeding implementation cycles. This avoids unnecessary parallel structures while ensuring that SAFE Learners becomes a continuing component of learner formation.

A. Sustainability Strategies, Responsible Offices, and Specific Tasks

Curriculum Integration and Competency Mapping

Office Where Lodged: Curriculum Implementation Division (CID) – Learning Area Supervisors/Coordinators for GMRC, Values Education, and Araling Panlipunan

Specific Tasks / Deliverables:

1. Map every SAFE Learners theme and topic in the Curriculum Sequence to specific and appropriate competencies or learning standards in GMRC, Values Education, and Araling Panlipunan.
2. Develop and periodically update a SAFE Learners Curriculum Integration Matrix indicating grade level, SAFE theme/topic, learning area, specific competency, suggested point of integration, and recommended SAFE resource.
3. Review lesson exemplars, stories, activities, and assessments for curricular fit, developmental appropriateness, and avoidance of curriculum congestion.
4. Issue technical guidance to schools on using SAFE resources to enrich existing competencies without creating additional competencies or displacing mandated content.
5. Collect teacher feedback and refine the integration matrix and supplementary resources.

Supplementary Support to the Homeroom Guidance Program

Office Where Lodged: CID – Guidance/Designated Homeroom Guidance Focal Personnel

Specific Tasks / Deliverables:

1. Identify SAFE themes that reinforce Homeroom Guidance objectives, including self-awareness, responsible decision-making, interpersonal relationships, help-seeking, peer support, boundaries, digital responsibility, and positive citizenship.

2. Prepare a Homeroom Guidance Supplement Map showing where SAFE stories, reflection prompts, situation cards, role plays, and home-connection tasks may be used.
3. Orient class advisers on the supplementary, not replacement, function of SAFE materials.
4. Provide facilitation notes for sensitive topics and referral guidance when learner disclosures require professional or protective intervention.
5. Review school feedback and recommend additional age-appropriate supplementary resources.

Division-Wide SAFE Learners Resource Package

Office Where Lodged: CID – Learning Resource Management Section (LRMS)

Specific Tasks / Deliverables:

1. Establish and maintain an organized digital and/or physical repository of approved SAFE Learners materials.
2. Develop submission, review, version control, metadata, and retrieval procedures for Teacher's Manuals, learner activity sheets, stories, situation cards, visual aids, rubrics, and parent materials.
3. Coordinate technical and content quality assurance before materials are released for wider use.
4. Archive superseded versions and ensure schools have access to current approved copies.
5. Review contextualized school-developed materials for possible inclusion, subject to quality-assurance and intellectual-property requirements.

School-Based Reinforcement through Existing Programs and Activities

Office Where Lodged: School Governance and Operations Division (SGOD) – Relevant Program Units, in coordination with School Heads

Specific Tasks / Deliverables:

1. Guide schools in reinforcing SAFE themes through existing assemblies, learner leadership activities, child protection initiatives, DRRM activities, anti-bullying efforts, digital citizenship campaigns, and parent engagement.
2. Require schools to identify context-responsive reinforcement activities based on actual learner needs and school risks without creating unnecessary parallel programs.
3. Consolidate implementation highlights, challenges, and emerging needs.
4. Provide technical assistance to School Heads on preventive, educational, age-appropriate, and non-punitive implementation.
5. Elevate systemic concerns requiring division-level intervention.

Continuing Capacity Building and Professional Support

Office Where Lodged: SGOD – Human Resource Development Section (HRDS), in coordination with CID

Specific Tasks / Deliverables:

1. Conduct periodic training needs assessments among teachers, School Heads, guidance personnel, and program implementers.
2. Integrate SAFE facilitation competencies into relevant professional development, INSET, LAC, coaching, and mentoring activities.
3. Develop session guides on handling sensitive safety topics without fearmongering, victim-blaming, stigmatization, or unnecessary exposure to distressing content.
4. Prepare a pool of trained facilitators and technical assistance providers.
5. Evaluate capacity-building activities and use results to improve subsequent support interventions.

Integration into Instructional Supervision and Technical Assistance

Office Where Lodged: CID – Education Program Supervisors and Public Schools District Supervisors, with School Heads and Master Teachers

Specific Tasks / Deliverables:

1. Include SAFE curriculum integration and facilitation needs in appropriate conversations about coaching, mentoring, and technical assistance.
2. Review whether SAFE themes are meaningfully connected to existing competencies rather than mechanically inserted.
3. Observe learner engagement, developmental appropriateness, preventive orientation, and quality of contextualization where SAFE resources are used.
4. Document recurring instructional needs and provide targeted technical assistance.
5. Share effective practices across schools while avoiding compliance-driven monitoring.

Learner Leadership and Peer Reinforcement

Office Where Lodged: SGOD – Youth Formation / Learner Formation Unit

Specific Tasks / Deliverables:

1. Design age-appropriate opportunities for learners to model safe, respectful, inclusive, and responsible behavior.
2. Integrate suitable SAFE themes into existing learner leadership, peer support, citizenship, kindness, environmental, and digital responsibility initiatives.

3. Provide clear protocols for adult supervision so learners are never assigned security, enforcement, investigation, or other responsibilities that expose them to danger.
4. Recognize constructive learner-led projects and document replicable practices.
5. Coordinate with Child Protection and Guidance personnel when peer activities raise concerns that require adult intervention.

Parent and Community Engagement

Office Where Lodged: SGOD – Social Mobilization and Networking Section, in coordination with School Heads

Specific Tasks / Deliverables:

1. Develop parent orientation materials and family conversation guides based on SAFE themes.
2. Mobilize appropriate partners for preventive education, preparedness, responsible technology use, community safety, and learner well-being.
3. Ensure partnership activities remain educational, child-centered, non-partisan, and consistent with school policies.
4. Support schools in conducting Home Connection activities and documenting meaningful family participation.
5. Establish feedback channels for parents and partners to identify emerging concerns and recommend contextualized support.

Legal Literacy, Rights-and-Responsibilities Education, and Legal Implications

Office Where Lodged: Legal Office / Legal Unit

Specific Tasks / Deliverables:

1. Develop an age-appropriate, staff-facing Legal Implications Guide that explains that safety-related acts or omissions may carry consequences under applicable laws, rules, regulations, and DepEd policies, while avoiding individualized legal advice in classroom materials.
2. Review SAFE materials on bullying, child protection, discrimination, harassment, online conduct, privacy, threats, violence, reporting, due process, and accountability to ensure legally sound, rights-respecting messaging.
3. Prepare concise legal literacy notes for teachers, School Heads, parents, and older learners on rights, duties, prohibited conduct, possible administrative, civil, or criminal implications where applicable, and the importance of lawful reporting and evidence preservation.

4. Clarify referral and escalation pathways for incidents requiring action beyond classroom intervention, including coordination with proper school authorities and competent offices or agencies, subject to applicable rules.
5. Orient implementers on confidentiality, privacy, documentation, due process, non-retaliation, and the distinction between preventive education, school disciplinary processes, child-protection responses, and formal legal proceedings.
6. Periodically review the Program against new or amended laws, jurisprudence, DepEd issuances, and other applicable regulations, and recommend revisions to keep the Program legally current.
7. Maintain a legal review record of significant program advisories and recommended updates, while ensuring specific learner cases are handled through proper confidential processes.

Mental Health, Health Safety, and Health-Promoting School Sustainability

Office Where Lodged: School Governance and Operations Division (SGOD) – School Health and Nutrition Unit (SHNU), in coordination with Guidance personnel, School Heads, school health personnel, and other relevant units

Specific Tasks / Deliverables:

1. Develop and implement a SAFE Learners Health and Well-Being Reinforcement Plan that translates age-appropriate themes on mental health, emotional well-being, health safety, hygiene, nutrition, disease prevention, healthy routines, and responsible help-seeking into continuing school-based activities beyond the 30-day implementation period.
2. Integrate age-appropriate mental health literacy into existing school health and learner-support mechanisms by promoting recognition of emotions, healthy coping strategies, stress management, connectedness, help-seeking, and identification of trusted adults, while ensuring that classroom activities do not attempt to diagnose or treat mental health conditions.
3. Establish and periodically disseminate clear school-based referral pathways for learners showing signs of significant distress, persistent behavioral or emotional changes, suspected self-harm risk, abuse-related concerns, or other urgent health and protection needs, with proper coordination among School Heads, guidance personnel, health personnel, parents or guardians, and competent referral services, subject to applicable protocols.
4. Develop health safety learning resources and reinforcement activities on personal hygiene, handwashing, respiratory etiquette, safe food and water practices, communicable disease prevention, heat-related illness prevention, hydration, sleep, physical activity, first-response help-seeking, and other locally relevant health risks.

5. Prepare age-appropriate Health Safety Micro-Lessons, advisories, visual materials, family conversation guides, and teacher facilitation notes that may be used during appropriate classroom, homeroom, parent engagement, and school-wide reinforcement activities.
6. Coordinate periodic mental health and psychosocial well-being promotion activities for learners and personnel, including stress-management education, supportive classroom practices, psychological first aid awareness where appropriate, and referral literacy, while maintaining clear boundaries between general well-being promotion and professional clinical services.
7. Build the capacity of teachers and School Heads to recognize common warning signs requiring referral, respond supportively to learner disclosures, protect confidentiality, avoid stigmatization, and activate appropriate school and external support mechanisms rather than managing serious health or mental health concerns alone.
8. Maintain coordination with appropriate local health offices, licensed health professionals, mental health service providers, hospitals, and other competent partners for technical support, referral, health promotion, and emergency coordination, consistent with applicable policies and data privacy requirements.

Institutionalization through Division and School Planning Mechanisms

Office Where Lodged: Office of the Schools Division Superintendent (OSDS) / Office of the Assistant Schools Division Superintendent, with CID, SGOD, District Offices, and School Heads

Specific Tasks / Deliverables:

1. Provide overall policy direction and ensure cross-functional coordination among responsible offices.
2. Determine appropriate inclusion of SAFE priorities in division, district, and school planning and technical-assistance mechanisms.
3. Review consolidated monitoring findings and direct corrective or improvement actions when needed.
4. Support resource mobilization and alignment with existing programs to reduce duplication.
5. Ensure continuity during leadership transitions through approved program documents, designated focal responsibilities, and periodic management review.

Annual Review, Monitoring, Evaluation, and Continuous Improvement

Office Where Lodged: SGOD – School Management Monitoring and Evaluation Section, in coordination with CID

Specific Tasks / Deliverables:

1. Develop a monitoring and evaluation framework with indicators for reach, implementation quality, curriculum integration, learner engagement, resource utilization, and emerging outcomes.
2. Consolidate school- and district-level implementation data and identify patterns that require adjustment.
3. Convene periodic program reviews with responsible offices and representative implementers.
4. Recommend revisions to the Curriculum Sequence, the integration matrix, the Teacher's Manual, the learner resources, and the implementation guidance.
5. Maintain an improvement log showing decisions, responsible offices, timelines, and status of agreed actions.

B. Sustainability Governance and Accountability

The responsible office for each sustainability activity shall prepare or maintain the specific outputs identified above and coordinate with partner offices whenever an activity crosses functional mandates. The designation of a lead office does not remove the responsibility of other units to provide technical inputs, data, referrals, or implementation support.

At least once during each program review cycle, the SDO shall examine whether SAFE themes remain relevant to learner needs; whether curriculum integration remains aligned with current competencies; whether supplementary use in Homeroom Guidance remains appropriate; whether resources are current and quality-assured; and whether legal and policy implications have been adequately addressed.

The Program shall be sustained through integration, reinforcement, technical assistance, resource management, monitoring, legal review, and continuous improvement, rather than by indefinite repetition of the same 30-day intensive schedule. This approach protects instructional time, avoids unnecessary curriculum congestion, and allows the Program to remain responsive.

C. Intended Long-Term Sustainability Result

Through these mechanisms, the SAFE Learners Program shall transition from a 30-day intensive implementation initiative into a continuing

preventive education framework embedded in curriculum delivery, Homeroom Guidance supplementation, learner formation, instructional supervision, professional development, parent and community engagement, legal literacy, and division governance. The long-term objective is to ensure that safety-conscious, responsible, respectful, prepared, and compassionate behavior is repeatedly taught, modeled, practiced, and reinforced across the learner's school experience.

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Republic of the Philippines
Department of Education
— ♦ —
Schools Division of Digos City



SAFE LEARNERS PROGRAM

TEACHERS' MANUAL

*A Practical Guide to Prevention-Centered
Safety and Security Education*

For Teachers Implementing the 30-Minute SAFE Sessions

— Educate. Empower. Protect. Together. —

ABOUT THIS MANUAL

This Teachers' Manual is a practical guide to implementing the SAFE Learners Program. It helps teachers understand the program, follow the Curriculum Sequence, conduct the 30-minute session, use The Adventure of Captain SAFE stories and characters, and manage sensitive safety and security topics responsibly.

The Manual is intentionally simple and concise. It does not replace the Curriculum Sequence or the Lesson Guides. Instead, it helps teachers use these materials with consistency, professional judgment, age-appropriateness, and a clear prevention-centered approach.

Throughout the program, teachers are reminded of one central principle: SAFE education is not about teaching learners to fight or confront threats. It is about helping them recognize risks, make responsible decisions, seek appropriate help, respect others, and contribute to safer schools, homes, communities, and digital spaces.

PART 1. UNDERSTANDING THE SAFE LEARNERS PROGRAM

The SAFE Learners Program is an education-based, prevention-centered initiative that develops learners' knowledge, values, judgment, and responsible behavior in matters of safety and security. It recognizes that the school's primary role is to teach. Thus, SAFE sessions focus on awareness, prevention, responsible citizenship, help-seeking, respect, accountability, and appropriate action.

What SAFE Means for the Teacher

For the teacher, SAFE is not another subject that requires long lectures or extensive written tests. It is a structured opportunity to help learners think about real-life situations and practice responsible choices. The teacher translates safety principles into age-appropriate learning experiences that learners can understand and apply.

The teacher is not expected to act as a security officer, investigator, lawyer, counselor, or emergency responder. The teacher's role is educational and formative: to guide discussion, clarify misconceptions, model responsible behavior, encourage appropriate help-seeking, and refer concerns when they go beyond the teaching role.

Core Principles of Implementation

- *Prevention before reaction.* Help learners recognize risks and reduce harm before incidents occur.
- *Education, not combat.* Do not teach confrontation, vigilantism, or aggressive responses.
- *Age-appropriateness.* Use language, examples, and activities suited to the learner's developmental level.
- *Participation.* Allow learners to ask, think, discuss, decide, practice, and reflect.
- *Inclusion and respect.* Ensure that every learner is treated with dignity and that differences are respected.
- *Contextualization.* Connect lessons to school, home, community, and digital realities without changing the intended competency.
- *Referral when necessary.* Recognize concerns that require support from proper school or SDO personnel.

The Teacher as SAFE Facilitator

A SAFE facilitator creates a classroom environment where learners can examine situations without fear of ridicule or forced disclosure. The teacher uses calm language, asks meaningful questions, listens to different perspectives, and guides learners toward responsible choices.

A practical facilitation pattern is to present a relatable situation, ask what learners notice, explore possible choices and consequences, identify

appropriate sources of help, and end with a clear action or reflection. The teacher should avoid giving every answer immediately; learners need opportunities to develop judgment.

What Successful SAFE Learning Looks Like

A SAFE session is successful when learners can do more than repeat a rule. Evidence of learning may be seen when they can recognize a concern, explain why a choice is safe or unsafe, identify consequences, demonstrate an appropriate response, name trusted sources of help, show respect for others, and apply the lesson to a new situation.

Quick Reminder to the Teacher

Teach for prevention, not fear. Facilitate, do not merely lecture. Guide, do not investigate. Contextualize, but preserve the competency. Develop judgment, not simple compliance. Connect learning to life.

PART 2. THE CURRICULUM: SEQUENCE AND PROGRESSION

The SAFE Curriculum Sequence or Budget of Work is the program's teaching map. It identifies the topics and competencies to be developed across grade levels, weeks, and lessons. Its purpose is to ensure that learning is systematic, age-appropriate, connected, and progressively more complex.

How to Use the Curriculum Sequence

Before teaching, identify the correct grade level, week, lesson, topic, and competency. Then review the corresponding Lesson Guide. The Curriculum Sequence tells the teacher what learning is expected and when it occurs; the Lesson Guide shows how that learning may be facilitated.

- Follow the prescribed grade-level sequence whenever possible.
- Connect the current lesson with previous SAFE learning.
- Keep the intended competency at the center of the session.
- Resume interrupted lessons from the appropriate point rather than skipping essential learning.
- Use contextual examples while preserving the prevention-centered intent.

How Learning Progresses

SAFE learning develops from simple recognition and guided choices toward deeper judgment, leadership, participation, and responsible citizenship. Topics may recur across grade levels, but the expected depth changes as learners mature.

Learner Level	General Progression
Key Stage 1	Recognition of safe and unsafe situations, simple rules, trusted adults, basic respect, and help-seeking.
Key Stage 2	Responsibility, consequences, peer relationships, problem-solving, accountability, and participation.
Key Stage 3	Critical judgment, leadership, inclusivity, ethical decision-making, digital responsibility, and social awareness.
Key Stage 4	Complex risk analysis, civic responsibility, leadership, accountability, community participation, and responsible citizenship.

Contextualization Without Losing Direction

Teachers may adapt language, examples, names, grouping arrangements, and available materials in non-essential scenarios. However, the intended competency, central SAFE message, age-appropriateness, learner protection, and prevention-centered orientation must remain unchanged. A simple rule is: Adapt the example; preserve the competency. Adjust the activity; preserve the learning intention. Use local context; preserve learner protection.

Connections with the Wider Curriculum

SAFE learning may reinforce competencies and themes in GMRC, Values Education, Araling Panlipunan, and the Homeroom Guidance Program. Natural connections include respect, dignity, accountability, citizenship, inclusivity, ethical decision-making, digital responsibility, health and well-being, and community participation. These connections should strengthen learning without unnecessarily duplicating content.

Teacher's Planning Check

- What is the intended competency?
- What should learners understand or demonstrate?
- How does this connect to previous learning?
- What part of the Lesson Guide requires preparation?
- What examples will make the lesson meaningful?
- How will I know that learners understood?

PART 3. THE 30-MINUTE SAFE SESSION

The 30-minute session is the core classroom implementation of the SAFE Learners Program. Each session is guided by the corresponding Lesson Guide. Teachers are not expected to compress a full traditional lesson into thirty minutes. The goal is one focused, meaningful learning experience that allows learners to understand, participate, reflect, and apply.

Before the Session

- Confirm the correct Lesson Guide based on the Curriculum Sequence.
- Read the competency, story or scenario, activity, processing questions, and assessment.
- Prepare only the materials needed.
- Identify the one key message learners should remember.
- Anticipate sensitive questions or concerns that may arise.

Suggested 30-Minute Flow

Time	Lesson Guide Focus	Teacher's Action
3–5 minutes	Opening / Motivation	Connect the topic to prior learning, a question, picture, situation, or story prompt.
7–10 minutes	Story, Scenario, or Concept Exploration	Present the key situation and guide learners in noticing risks, choices, values, and consequences.
8–10 minutes	Learning Activity	Let learners practice through role-play, pair work, scenario analysis, decision tasks, or other guided activity.
3–5 minutes	Processing, Reflection, and Closing	Draw out the lesson, check understanding, and identify real-life application.

Using the Lesson Guide Properly

The Lesson Guide is a facilitation tool, not a script that must be read word-for-word. Teachers may rephrase questions, simplify language, adjust groupings, or use available materials, provided that the competency and central SAFE message are preserved.

Stories and scenarios should be used to stimulate thinking. Pause at decision points and ask: *What is happening? What is the concern? What choices are available? What could happen next? Who can help? Which response is safer or more responsible, and why?*

Activities and Processing

Activities should be simple, purposeful, and directly connected to the competency. Before an activity, explain what learners will do, how much time

they have, and what output is expected. Afterward, always process the experience. A short activity becomes meaningful when learners can explain what they noticed, why a choice matters, and how the lesson applies to real life.

Reflection and Assessment

Reflection may be oral, written, drawn, or demonstrated, depending on age and lesson requirements. Assessment is primarily formative and may include learner responses, scenario decisions, role-play, outputs, exit statements, or application to a new situation. Avoid excessive testing when a simpler task can show understanding.

When Time Runs Short

Safeguard the core competency by streamlining activities when needed, ensuring meaningful processing and a clear conclusion. Avoid rushing through pages just to finish the Lesson Guide. Focus on learning rather than just completing it mechanically.

Quick Session Check

- Did learners understand the main idea?
- Did they participate?
- Did the activity support the competency?
- Was the session respectful and age-appropriate?
- Can learners connect the lesson to real life?
- Is there any concern that requires follow-up or referral?

PART 4. THE ADVENTURE OF CAPTAIN SAFE: STORIES AND CHARACTERS

The Adventure of Captain SAFE is the recurring story component of the program. It gives continuity to SAFE learning and helps learners examine risks, choices, consequences, values, relationships, and responsible action through familiar characters. The stories are learning tools, not merely entertainment.

How Teachers Should Use the Stories

- *Read or tell the story with expression appropriate to the grade level.*
- *Pause at important decision points and ask learners what may happen next.*
- *Let learners examine choices before revealing the lesson.*
- *Connect character decisions to the session competency.*
- *Use the story for discussion, role-play, reflection, or application.*
- *Avoid forcing learners to compare a sensitive story directly with their own personal experience.*

The Core Characters

The Adventures of Captain SAFE features a consistent group of characters who guide learners through age-appropriate stories on safety, security, peace, kindness, responsible citizenship, digital responsibility, leadership, and help-seeking. From the early grades to the higher grade levels, each character retains a stable core identity and recurring narrative function. What changes is the complexity of the situations, language, decision-making, and level of learner responsibility. Together, the characters embody the prevention-oriented philosophy of the SAFE Learners Program by helping learners care for others, think critically, act responsibly, solve problems constructively, speak with courage, and seek appropriate support.

Captain SAFE - The Wise Guide and Mentor. Captain SAFE is the central mentor and steady moral compass of every story. He is calm, approachable, observant, fair, and deeply committed to prevention, responsibility, and learner empowerment. He does not teach learners to fight danger or act as rescuers. Instead, he helps them recognize risks, think before acting, respect boundaries, protect dignity, use appropriate channels, and seek support from a trusted adult when needed. In every grade level, he introduces or clarifies the central challenge, asks reflective questions, guides learners toward sound decisions, and synthesizes the lesson. His guidance becomes more complex as learners mature, but he consistently protects the program's prevention-oriented philosophy.

Luna - The Thoughtful Observer and Voice of Empathy. She is thoughtful, compassionate, perceptive, and attentive to how situations affect other people. She often notices feelings, discomfort, exclusion, unfairness,

privacy concerns, or unspoken needs that others may overlook. In every story, she helps the group consider dignity, kindness, consent, boundaries, belonging, and inclusion. In the early grades, she recognizes simple emotions and caring actions; in higher grades, she examines power differences, social exclusion, ethical consequences, and the effects of decisions on vulnerable or less-heard groups. Her recurring role is to ensure that safety decisions remain humane, respectful, and sensitive to others.

Miguel – The Energetic Doer Who Learns to Pause and Think.

Miguel is energetic, confident, curious, expressive, and action-oriented. He often wants to respond quickly, solve the problem immediately, defend a friend, share exciting information, or take charge. His intentions are generally positive, but his eagerness may cause him to overlook context, consent, consequences, risks, or learner-role limits. In every story, Miguel creates a natural opportunity to examine why pausing and assessing matter. He is never a permanently wrong character; he listens, reflects, apologizes when necessary, and improves. Across grade levels, his growth demonstrates that responsible action combines courage and initiative with judgment, self-control, and accountability.

Ben – The Careful Thinker and Evidence Checker. Ben is analytical, patient, practical, and attentive to facts. He prefers to understand what happened before reaching a conclusion. In every story, he checks details, notices inconsistencies, distinguishes facts from assumptions, asks for evidence, examines procedures, and helps organize information. In younger grades, he checks simple signs, rules, sequences, and observable facts. In higher grades, he evaluates sources, misinformation, digital content, competing claims, risks, and consequences. His recurring role is to remind the group that popularity is not proof, rumors are not facts, screenshots may lack context, and responsible decisions should be grounded in reliable information.

Aira – The Creative Problem-Solver and Inclusive Planner. Aira is imaginative, resourceful, organized, and solution-focused. She is skilled at turning ideas into practical, age-appropriate, and inclusive actions. In every story, once the group understands a concern, Aira helps answer what can realistically be done, whether another safe option exists, and how more learners can participate meaningfully. In younger grades, she suggests simple alternatives, routines, visual reminders, and cooperative activities. In higher grades, she helps design advocacy activities, participation mechanisms, preparedness plans, communication strategies, and realistic solutions. Her recurring role is to transform learning into constructive action without confusing creativity with unsafe improvisation.

Tala – The Courageous Voice of Responsibility and Help-Seeking.

Tala is brave, principled, alert, and willing to speak when something is wrong. Her courage is not based on fighting, confrontation, or taking dangerous risks. Instead, she demonstrates the courage to say no, report concerns, safely defend dignity, admit uncertainty, recognize role boundaries, and seek appropriate help. In younger grades, she reminds others to follow safety rules and tell a trusted adult. In higher grades, she recognizes bullying, coercion, threats, manipulation, unsafe power differences, digital risks, emergencies, and situations beyond peer intervention. Her recurring role is to show that responsible help-seeking is a form of courage and that serious concerns should be connected to the right support.

Consistency Across Grade Levels

The characters should retain their core identities across the program. Their language, situations, and depth of reflection may mature as grade levels progress, but their fundamental roles should remain recognizable. This consistency allows learners to build familiarity and see the characters grow alongside increasingly complex SAFE themes.

For younger learners, stories should be concrete, brief, and supported by clear choices. For middle grades, characters may face peer, school, community, and digital situations. For older learners, stories may involve ethical dilemmas, leadership, accountability, civic participation, and more complex consequences.

Important Storytelling Boundaries

- *Do not use graphic, sensational, or unnecessarily frightening details.*
- *Do not portray confrontation or aggression as the preferred solution.*
- *Do not make Captain SAFE an all-powerful rescuer.*
- *Do not stereotype characters or communities.*
- *Do not use stories to pressure learners into personal disclosure.*
- *Always connect the story back to prevention, responsibility, appropriate help, and the intended competency.*

Teacher's Key Reminder

The characters help learners think; they do not think for them. The strongest story discussion allows learners to notice, question, decide, explain, and reflect.

PART 5. MANAGING SENSITIVE SAFETY AND SECURITY TOPICS

Some SAFE lessons may involve bullying, abuse, threats, discrimination, online harm, violence, neglect, unsafe environments, self-harm concerns, or other sensitive matters. These topics require calm, careful, and professional facilitation. The teacher's responsibility is to educate and protect—not to investigate.

Teach Awareness Without Creating Fear

- *Use calm, neutral, and age-appropriate language.*
- *Avoid graphic descriptions, sensational examples, and unnecessary details.*
- *Emphasize prevention, responsible choices, and available support.*
- *Reinforce that seeking help is a responsible action.*
- *End difficult discussions with a clear sense of appropriate action and support.*

Protect Learner Dignity and Privacy

Never require learners to disclose personal experiences in front of the class. Avoid questions such as “Who here has experienced this?” when the topic may expose private or harmful experiences. Use fictional scenarios, characters, and general situations instead.

If a learner appears distressed, allow appropriate space and follow school procedures. Do not shame, dismiss, blame, or publicly identify the learner.

When a Learner Discloses a Sensitive Concern

A disclosure may occur during or after a session. The teacher should remain calm and respond in a way that protects the learner while following established protocols.

- *Listen without showing shock or disbelief.*
- *Do not interrogate or repeatedly ask for details.*
- *Do not promise absolute secrecy.*
- *Acknowledge the concern respectfully.*
- *Do not blame, judge, or confront the alleged person involved.*
- *Record and report only as required by applicable school procedures.*
- *Refer the concern promptly to the proper school or SDO personnel.*

Know the Limits of the Teaching Role

The SAFE session is not an investigative proceeding, counseling session, legal consultation, or emergency operation. When a concern exceeds ordinary classroom facilitation, the teacher should activate the appropriate school mechanism. Depending on the concern, this may involve the School Head, Child Protection Committee, guidance personnel, designated safeguarding personnel, health personnel, or other authorized offices under existing procedures.

Responding to Immediate Risk

When a situation suggests immediate danger to a learner or another person, the teacher should prioritize safety and promptly follow the school's emergency, child protection, health, and referral procedures. The teacher should not attempt to manage serious risk alone or delay action while trying to complete the SAFE session.

Sensitive Discussion Do's and Don'ts

DO	DO NOT
Use calm and respectful language.	Use graphic or fear-inducing descriptions.
Use fictional or general scenarios.	Force learners to share personal experiences.
Emphasize prevention and help-seeking.	Encourage confrontation or vigilantism.
Follow referral and reporting procedures.	Investigate the concern in front of the class.
Protect dignity and appropriate privacy.	Promise absolute secrecy.
Stay within professional boundaries.	Attempt to handle serious concerns alone.

Closing Reminder to the Teacher

Sensitive topics must leave learners better informed and appropriately supported, not frightened, exposed, or burdened. When in doubt, return to the program's central approach: prevent harm, protect dignity, encourage responsible help-seeking, follow established protocols, and recognize the limits of the teaching role.

FINAL NOTE TO THE TEACHER

The SAFE Learners Program becomes meaningful through daily, consistent, and thoughtful facilitation. Teachers do not need to have every answer. They need to understand the competency, use the Lesson Guide purposefully, know their learners, create respectful learning spaces, and seek proper support when concerns go beyond the classroom.

In every session, keep the purpose clear: help learners become more aware, more responsible, more respectful, and better prepared to make safe choices. Thirty minutes, when used well, can strengthen habits and decisions that learners carry beyond the classroom.

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SAFE LEARNERS PROGRAM
(Securing **A** Future through **E**ducation)
Scope and Sequence (Budget of Work)

Week 1: Knowing Myself and My School Community

[illegible]

[illegible]

Week 3: Peace, Kindness, and Anti-Bullying

Day	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Monday	Acts of Kindness	Making Friends	Friendship Skills	Positive Peer Relationships	Digital Etiquette	Building Healthy Relationships
Tuesday	What is Bullying?	Saying No to Bullying	Recognizing Bullying	Cyberbullying Awareness	Responding to Bullying	Peer Mediation
Wednesday	Understanding Feelings	Showing Empathy	Respecting Feelings	Perspective Taking	Emotional Intelligence	Compassionate Leadership
Thursday	Peace Begins with Me	Solving Small Conflicts	Managing Anger	Positive Communication	Non-Violent Communication	Peacebuilding Skills
Friday	Reflection	Reflection	Reflection	Reflection	Reflection	Reflection

Day	Grade 7	Grade 8	Grade 9	Grade 10	Grade11	Grade 12
Monday	Building Healthy Friendships	Positive Peer Influence	Healthy Relationships	Responsible Social Interaction	Collaborative Leadership	Professional Relationships
Tuesday	Bullying and Cyberbullying	Conflict Prevention	Conflict Resolution	Restorative Practices	Peer Mediation	Peacebuilding Leadership
Wednesday	Understanding Emotions	Emotional Intelligence	Stress Management	Mental Wellness	Building Resilience	Supporting Others' Well-being
Thursday	Positive Communication	Active Listening	Assertive Communication	Non-Violent Communication	Negotiation Skills	Conflict Transformation
Friday	Reflection	Reflection	Reflection	Reflection	Reflection	Reflection

Week 4: Digital Safety and Responsible Citizenship

[illegible]

Day	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Monday	Responsible Digital Citizenship	Digital Footprint	Online Ethics	Responsible Social Media Engagement	Digital Leadership	Digital Professionalism
Tuesday	Cyber Safety	Online Privacy	Media and Information Literacy	Detecting Fake News	Ethical AI and Technology Use	Digital Responsibility in the Workplace
Wednesday	Volunteerism	Community Participation	Youth Engagement	Civic Responsibility	Community Leadership	Nation Building
Thursday	Becoming a SAFE Learner Ambassador	School-Based Advocacy	Youth Leadership	Community Service	Leading Community Initiatives	Creating Positive Social Impact
Friday	Recognition and Commitment Ceremony	Recognition and Commitment Ceremony	Recognition and Commitment Ceremony	Recognition and Commitment Ceremony	Recognition and Commitment Ceremony	Recognition and Commitment Ceremony

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