



Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

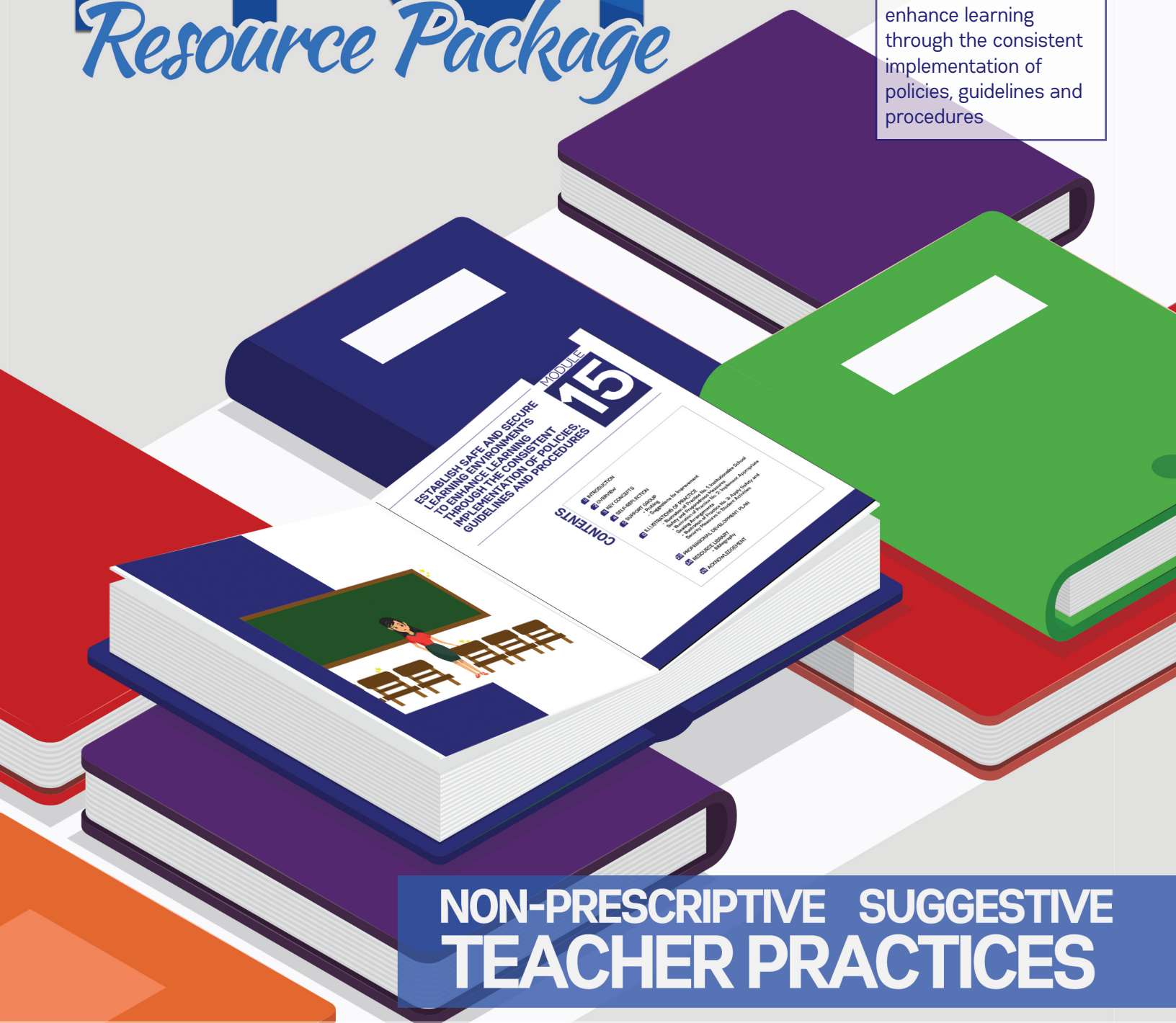
PPST

Resource Package

MODULE

15

2.1.2 Establish safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedures



NON-PRESCRIPTIVE SUGGESTIVE
TEACHER PRACTICES



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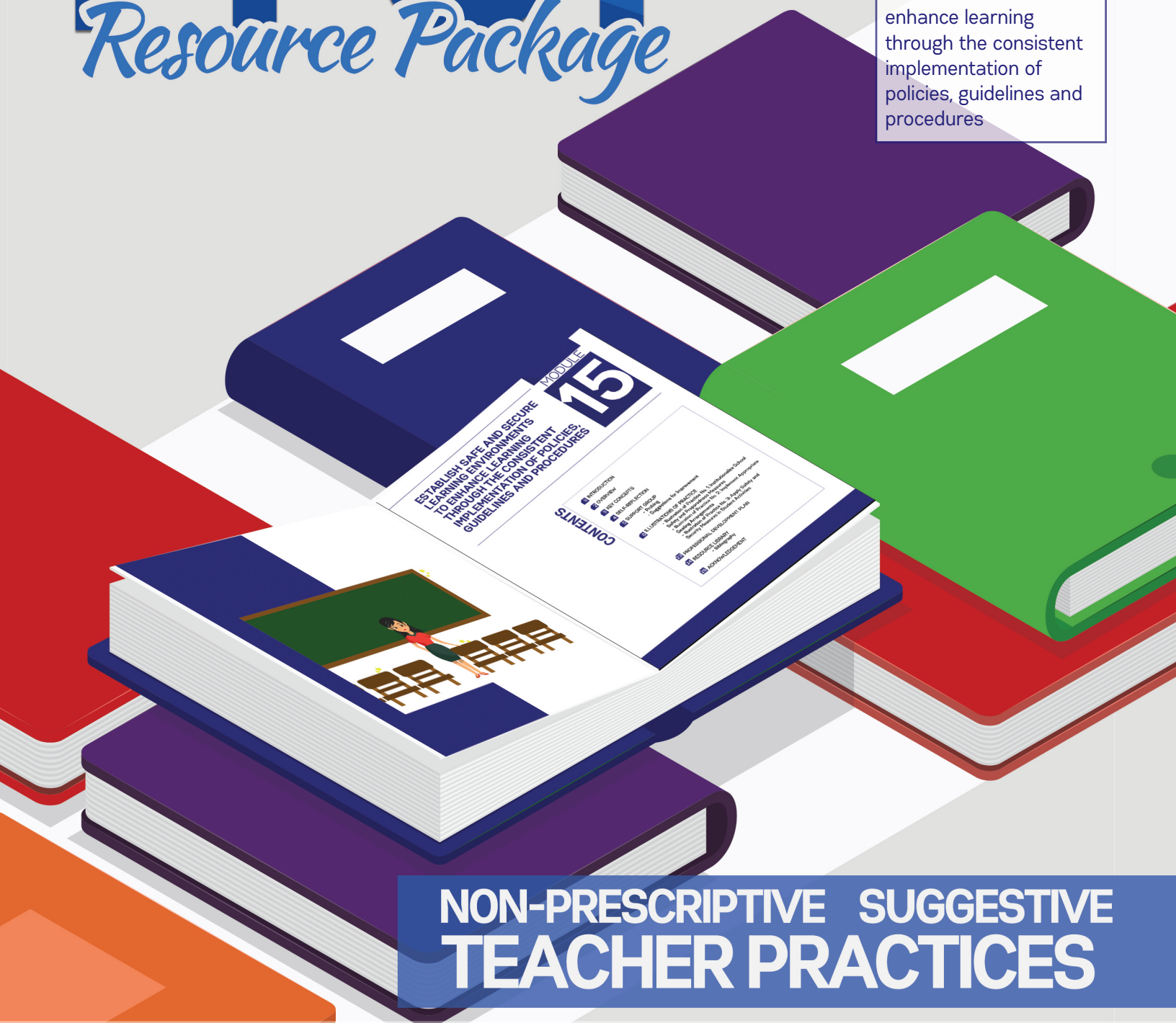
PPST

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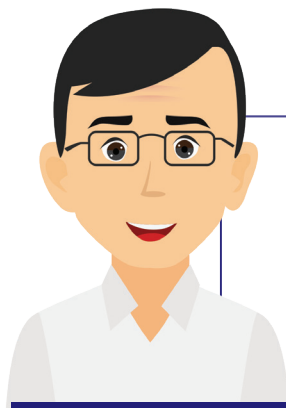
2.1.2 Establish safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedures



NON-PRESCRIPTIVE SUGGESTIVE
TEACHER PRACTICES

INTRODUCTION TO TEACHERS' RESOURCE PACKAGE

Hello, dear Teacher!
Welcome to this Resource Package.



I am Teacher Rey!

And I am Teacher Dulce!

We are members of your support group in the Department of Education (DepED). Together with your Principal, Master Teachers, and colleagues, we are pleased to be your mentors and companions as you use this resource package.

Are you ready?



We begin by letting you know the journey of how we put together this resource package.

In August of 2017, the Department of Education Secretary Leonor Briones signed the Philippine Professional Standards for Teachers (PPST) into policy through DepEd Order No. 42, S. 2017. The policy states, among other things, that the PPST “shall be used as a basis for all learning and development programs for teachers.”

The Department of Education is committed to supporting your continuing professional development. This resource package hopes to contribute to this commitment.

As a teacher, understanding the PPST is crucial in order for you to grow and flourish in your profession. The PPST identifies what you are expected to know, be able to do, and value in your profession.

How can this resource package help you?

This resource package can help you as it:

- serves as your guidebook towards becoming better acquainted with the PPST;
- provides you with another 12 modules for Proficient Teachers based on 12 indicators aligned with the Results-based Performance Management System (RPMS); and
- contains illustrative and instructive information that you will find realistic, sensible and workable, and can help you achieve the target indicators across the curriculum teaching areas and key stages of learners' education.

We are happy to say that this resource package has been developed and compiled by teachers in support of other teachers.

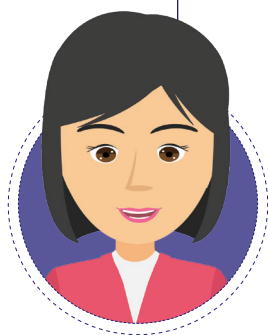
Why do you need this resource package?

You will find the materials here useful if you:

- reflect on your own classroom practices and ensure that your teaching practices are aligned with the next 12 indicators for Proficient Teachers;
- are part of a group of teachers who need materials for your school-based Learning Action Cell (LAC) sessions in order to (i) learn more about the PPST, and (ii) innovate with practices using the samples in the resource package material as guide; and
- want to develop or expand the current work by (i) providing more examples of practices, or (ii) working on other career stages or indicators other than the 12 presented in this resource package.

If learning is your passion, this resource package is for you.





You will discover that each module discusses a specific indicator on becoming a Proficient Teacher. There are key concepts that will be unpacked as you read the next few parts of these modules. Most importantly, they will show you relevant illustrations of practices that may help you understand and attain the indicators.

The modules explore the following indicators.

MODULE 13

1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process

MODULE 14

1.6.2. Display proficient use of Mother tongue, Filipino and English to facilitate teaching and learning

MODULE 15

2.1.2 Establish safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedures

MODULE 16

2.4.2. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning

MODULE 17

3.2.2. Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds

MODULE 18

4.2.2. Set achievable and appropriate learning outcomes that aligned with learning competencies

MODULE 19

4.3.2 Adapt and Implement learning programs that ensure relevance and responsiveness to the needs of all learners

MODULE 20

5.3.2 Use strategies for providing timely, accurate and constructive feedback to improve learner performance

MODULE 21

5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs

MODULE 22

6.2.2. Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process

MODULE 23

7.3.2 Participate in professional networks to share knowledge and enhance practice

MODULE 24

7.4.2 Develop personal professional improvement plan based on reflection of one's practice and ongoing professional learning



Each module contains the following parts:



OVERVIEW introduces you to the indicator for the Proficient career stage and why you need to achieve it;



SELF-REFLECTION allows you to reflect on your knowledge, skills and attitude related to the indicator;



KEY CONCEPTS defines operationally the concepts used pertinent to the indicator;



SUPPORT GROUP allows you to consult and collaborate with your teacher-friends who will provide suggestions on how to improve your current practice;



ILLUSTRATIONS OF PRACTICE walks you through sample illustrations of specific teaching practices that show how the standards are put into action;



PROFESSIONAL DEVELOPMENT PLAN helps you identify your strengths, development needs and plans for specific action for professional development;

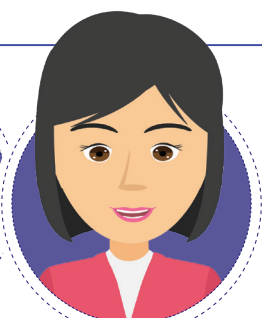


RESOURCE LIBRARY provides resources with annotations that can help you further understand the indicator.

Each module takes you through a journey of exploration and discovery, while you learn more about the indicator and apply it to your teaching context.

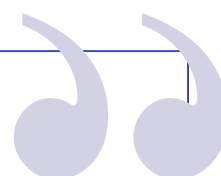
We encourage you to actively engage with the texts as you read through the module.

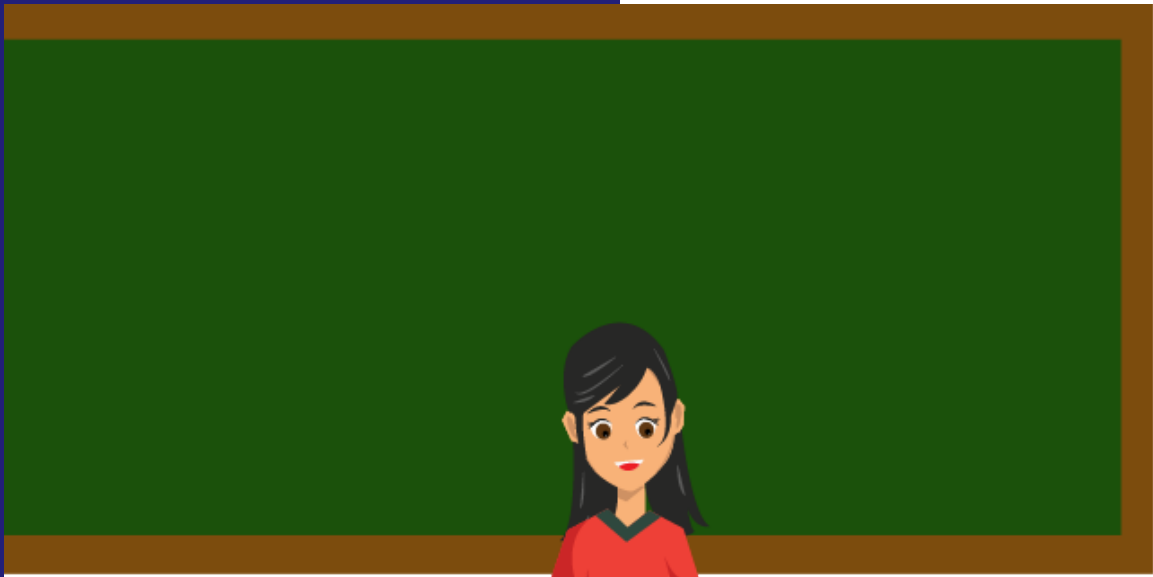
We hope that you find the information, materials and resources in this package helpful as you use the Philippine Professional Standards for Teachers as your guide towards professional development.



We will be with you every step of the way.

Have a happy journey!





ESTABLISH SAFE AND SECURE LEARNING ENVIRONMENTS TO ENHANCE LEARNING THROUGH THE CONSISTENT IMPLEMENTATION OF POLICIES, GUIDELINES AND PROCEDURES

MODULE

15

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OVERVIEW



Hello! Welcome to Module 15. My name is Teacher Rey.

Teacher Dulce and I invite you to look at this picture and imagine yourself in it.



The picture shown above is the common set-up in DepEd classrooms. The presence of an orderly arrangement of chairs, spaces for student activities and well-ventilated classroom are just a few of the indications of safe learning environments.

If needed and available, signages such as “Wet Floor”, “Fire Extinguisher” or “Fire Exit” can be posted in strategic spots in the classroom. The teacher can also teach the learners the important use of these signages for warning them of any possible accident and for emergency purposes. In this way, learners would feel that their school is a safe and secure place for learning.

In this module, you will be taught the responsive strategies in establishing safe and secure learning environments. As part of a two-way process, we encourage you to think and reflect ways to enhance the practices that are contained in this module.

Are you ready? Let's go!

In this module, we will focus on:



STRAND: Learner safety and security



INDICATOR: 2.1.2 Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures

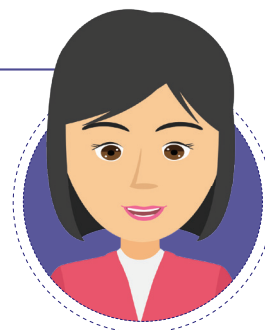
Establish safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedures.



KEY CONCEPTS



Hi there! This is Teacher Dulce. For you to further understand this module, let us first define the key concepts in learner safety and security. Developing a deeper understanding of these concepts will serve as a guide in the performance of your roles in the indicator 2.1.2 Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.



LEARNING ENVIRONMENT. This refers to the diverse physical locations, contexts, and cultures in which students learn. (The Glossary of Educational Reform, 2013)

SECURE LEARNING ENVIRONMENT. This refers to school spaces and activities that free learners from physical harm or risks to promote their well-being and support their learning. (National Center on Safe Supportive Learning Environments, 2013)

SAFE LEARNING ENVIRONMENT. This involves every aspect of creating a positive experience for students. The physical space is one important element, but equally important are the relationships between students, teachers, and the learning community as a whole. (UNHCR and IRC, 2010)

CONSISTENT IMPLEMENTATION. This refers to the accurate and logically ordered execution of policies, guidelines and procedures to keep and maintain a safe and secure learning environment in DepEd schools.



SELF-REFLECTION



Let us now reflect on our current practice regarding establishing safe and secure learning environments.

Considering the key concepts, I have written down my own reflection on this.



KNOWLEDGE

As a Proficient Teacher, I know...

...the policies, guidelines and procedures relevant in establishing safe and secure learning environments to enhance learning.

SKILLS

As a Proficient Teacher, I do...

...use variety of strategies that are responsive to maintain a learning environment that is safe and secure.

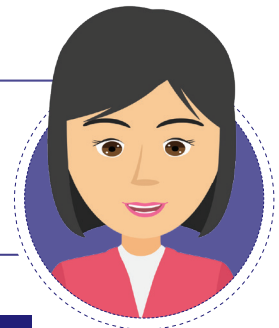
ATTITUDES

As a Proficient Teacher, I feel...

...accountable for ensuring that my learners are able to optimize their learning by keeping their learning environment safe and secure.



Good reflection, Teacher Dulce! Now it is your turn to reflect on your own knowledge, skills, and attitudes in relation to the indicator. You may write it in the boxes below.



KNOWLEDGE

As a Proficient Teacher, I know...

SKILLS

As a Proficient Teacher, I do...

ATTITUDES

As a Proficient Teacher, I feel...



SUPPORT GROUP



Welcome to our support group! It is very important to establish a support group to help teachers improve in their practice and grow in their chosen craft. You, your colleagues, including Master Teachers, Head Teachers and School Heads are encouraged to share their experiences and practices to help other teachers grow in the profession. LAC and INSET activities can be avenues where everyone can undertake this mutual exchange of ideas and expertise.



Teacher Ann, a Grade 12 Earth and Life Science teacher, taught a lesson on How Animals Survive where one of the learning competencies is for the learners to describe the general and unique characteristics of the different organ systems in representative animals (S11/12LT-IIIaj-21). To enrich their discussion, Teacher Ann facilitated a frog dissection activity for her learners to have a better appreciation of the different organ systems of the animal.

As part of the preparation, Teacher Ann ensured that the activity is conducted in a clean and organized manner. She grouped her students into five and asked each group to clear their working area. Since the learners will be working with sharp dissection tools, they were required to wear aprons, powder-free latex gloves and protective eyewear at all times. Teacher Ann also prepared substitute gloves in the event they are needed. She also readied a first aid kit should a student cut themselves.

During the activity, Teacher Ann's observer took note of the following:

The teacher put up a good effort in preparing her learners for such a delicate activity like frog dissection. However, I would recommend that further preparatory measures must have been made before the activity. For example, she should have asked her learners to inform her ahead of time of a latex allergy since they were required to wear latex gloves. Issues like squeamishness about dealing with animal specimens must have been addressed as well prior to the activity. She could have also conducted a safety quiz to familiarize the students with the safety precautions on such an activity. Nevertheless, I commend the teacher for preparing such interesting activity.

Now, let us look at this situation and see if we can suggest ways Teacher Ann can improve her strategy in ensuring a safe and secure learning environment for her learners.

Probing



Using the given example of practice, please try to reflect and provide your understanding based on the questions below.

- 1** Was Teacher Ann able to effectively manage a safe and secure learning environment during the frog dissection activity? Why do you say so? Are her strategies consistent with classroom policies, guidelines and procedures? Why or why not?

- 2** Aside from the suggestions provided by the observer, can you think of other ways in which Teacher Ann could have improved her preparation for the dissection activity?

- 3** If you were given a chance to conduct the same activity, how would you deliver it to show your competence in establishing safe and secure learning environment to enhance learning? What are the things that you would do differently? Why?

Suggestions for Improvement



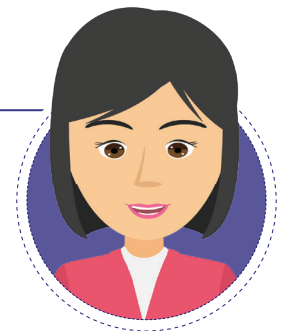
We commend Teacher Ann for engaging her class in a frog dissection activity. For us to realize the lesson set for the day, we may consider the following recommendations on how to establish a safe and secure learning environment.

- **State the objectives of the lesson or activity.** It is imperative that before starting your lesson, objectives have to be explicitly stated and explained in order to guide the learners on what they are expected to accomplish at the end of the day by a given time. This will help them manage the activities to be done and this will promote discipline and goal-setting.
- **Consider the resources to be used.** Different activities require different specifications of resources needed such as physical space or area required for the activity. Materials must also be prepared in advance and everything should be in its proper place for easy access.
- **Be clear with the classroom policies, procedures and guidelines.** It is important to note that while every learner would want to enjoy and take part in every aspect of the learning process, their adherence to classroom agreed policies, procedures and guidelines is also of equal importance. They will not be able to accomplish the objectives set if they do not cooperate with and obey their teachers. Teachers have to note that consistency in terms of implementation of these is observed and undertaken. This will teach the students the value of respect for others.
- **Remind students about safety precautions.** In performing any activity, safety precautions should always be considered, and every learner should be reminded about these. Accident happens anytime and when it occurs, one cannot undo anything that has already happened. Instead, accident can be mitigated by reminding the learners of the safety precautions before, during, and after the activity.



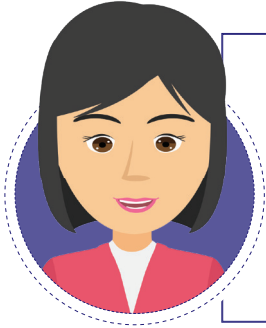
Superb ideas! We hope that these can be of great help to you and also to other teachers.

Several teaching practices are provided in the following sections to give you more ideas about establishing safe and secure learning environments to enhance learning.





ILLUSTRATIONS OF PRACTICE



We will now show you the different illustrations of practice that show ways to establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.

But before that, here are some additional notes about establishing safe and secure learning environments.

To easily remember how to establish a safe and secure learning environment to enhance learning, here is the SAFE acronym which can be applied in your respective classrooms.

- **Secure** that the classroom is clean and orderly. For easy movement and interaction inside the classroom, organize it well to make your teaching more engaging. Make it a place that encourages students to do their best and make sure that there is no other source of distraction.
- **Arrange** your classroom where all the resources (books, calculators and other materials) that you need are within your reach so that you can closely monitor the activities of your students.
- **Facilitate** students' activity by reminding them about the safety precautions before performing any activity, as well as the need to adhere to the policies, procedures and guidelines inside the classroom. Monitor closely the flow of the activity and reward positive behaviors.
- **Encourage** students to ask questions and participate actively in class. Always model respect to your students. Set a good example for them to show respect to others even in school properties.

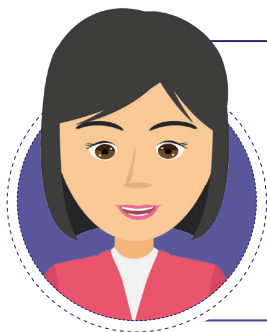
(Adapted from Dusenbury, 2012)

Students learn when they feel safe, engaged, connected, and supported in their classrooms and schools. These "conditions for learning" contribute to students' academic achievement and success and are associated with improved grades and test scores, strong attendance, positive relationships between students, adults, and their peers, and minimal engagement in risky behaviors.

ILLUSTRATION OF PRACTICE NO. 1

Promoting safety and security in the classroom

1. Classroom Safety and Security Checklist



As the main administrator in the classroom, teachers play an important role in establishing a safe and secure classroom environment. In this illustration of practice, we will show you how some of our teacher friends make sure that the physical environment of their classrooms remains to be safe and secure and, thereby, a conducive place for learning.

Teacher Mary has made it her routine to check on her classroom early in the morning before class to make sure that it is safe and secure for her learners. To keep herself reminded of the important measures and guidelines to preserve classroom safety and security, she maintains a checklist of safety precautions that she has to complete each morning to ensure that safety of her classroom. She also periodically reviews the checklist to keep it up-to-date. Below is her checklist:

Teacher Mary's Safety and Security Checklist	
GENERAL CLEANLINESS	✓ Ensured that the floor is free from clutter, dirt, dust, wax or water. ✓ Ensured that the trash can is empty. ✓ Ensured the room is free of pests. ✓ Eliminated sources of odor. ✓ Checked ceiling tiles and walls for leaks.
THERMAL COMFORT	✓ Moderated the temperature at an acceptable level. ✓ Opened windows to regulate the temperature. ✓ Ensured that learners are not seated in direct sunlight. ✓ Ensured that the fans operate.
VENTILATION	✓ Ensured the operability of the windows. ✓ Ensured that air supply is not obstructed. ✓ Notified maintenance for air quality concerns. ✓ Checked signs for mold which could trigger asthma.
CHAIRS, TABLES AND OTHER CLASSROOM EQUIPMENT	✓ Ensured that the chairs are well-aligned and organized. ✓ Checked for unstable chairs, tables and/or shelves. ✓ Notified maintenance of unstable furniture. ✓ Checked the furniture for protruding nails or other sharp items.



With the use of this checklist, Teacher Mary, as the “operator” and “person-in-charge” of the classroom, is able to ensure that the space is generally safe and secure for meaningful learning and exploration.





While Teacher Mary's illustration of practice may be applied on the typical classroom, there are more specialized classrooms, such as science laboratories, which require special guidelines and measures to ensure that they are safe and secure.



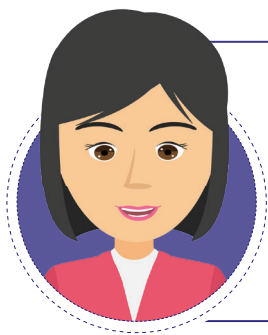
2. Safety Measures in Science Laboratories

As a Grade 12 Science Teacher, Teacher Rinoa understands that science classrooms and laboratories need special attention, especially to keep them safe and secure. This is because these rooms usually have lab equipment such as burners, chemicals and sharp tools which can pose potential hazards to learners when used improperly.

To promote safety and security in the science lab, Teacher Rinoa always makes sure to adhere to the Safety Guidelines for Laboratories attached to the DepEd Order No. 48, s. 2006, "Observance of Safety Measures in Science Laboratories". The guidelines include:

- a. 40 Steps to a Safer Laboratory
- b. Laboratory Tools and Techniques
- c. Teacher's Guide in:
 - 1. Handling/ Hazards of Some Chemicals
 - 2. Laboratory Safety Rules
 - 3. Chemical Storage
 - 4. Disposal of Chemicals
 - 5. NTPA Recommendations for Labelling Chemicals
- d. DepEd Steps and Orders to Minimize Occurrence of Science Laboratory Accidents

The entire document may be accessed through this link: <http://www.deped.gov.ph/2006/11/30/do-48-s-2006-observance-of-safety-measures-in-science-laboratories/>.



These are great illustrations of practices! However, the safety and security of classrooms is not limited to its physical environment. As teachers, we are also tasked to improve the safety and security of our learning environments by promoting a safe and secure classroom culture. In the next scenario, we will demonstrate to you how to do just that!



3. A Safe and Secure Classroom Culture



Everyone needs to feel like they belong, and that goes for our learners as well. Developing a sense of belongingness will not only make them feel connected with their fellow learners, such feeling can also foster a climate of respect and open communication among them. This will make our classrooms not just physically safe and secure, but emotionally and culturally, too.



Teacher Marian values the importance of building a community in her classroom. In order to accomplish this important undertaking, she routinely includes strategies and activities that allow her learners to express themselves – including their thoughts and ideas, foster amiable relationship among their fellow learners, and practice collaboration. One of these strategies is “Save The Last Word For Me” which requires learners to become active speakers and learners in the class.

HOW TO DO IT

“Save The Last Word For Me” can be a great strategy to promote building relationships among your learners. Not only does it facilitate activity participation, it also encourages reserved learners to express themselves and share their ideas while ensuring that frequent speakers are also able to practice being good listeners. It can be a great strategy to use when reviewing a story or a film in the class.

1. Group your class. The ideal grouping is three members for each group, but if your class is composed of a large population, 5 to 6 members per group will also work.
2. Identify a story, a text or a video excerpt or whatever media that may be applied to this activity. It will serve as the catalyst for the sharing activity.
3. Before viewing the media, have your learners prepare a piece of paper or an index card. If you are viewing a video, ask them to highlight three themes, lines or scenes in the video that stood out for them. They must write the three items on the front of their paper sheet.
4. On the back, they should write a few sentences on why they chose these items – what it means to them or what it reminds them of, etc. These things have to be connected to their personal experiences.
5. In each group, label the students, A, B, C and so on. Invite A learners to read one of their chosen items to their group and then the remaining learners must discuss it. Some guide questions include:
 - a. What do they think it means?
 - b. Why do they think this certain part of the viewed video clip or story is important?
6. After the sharing, ask the A learners to read the back of their paper or to explain why they picked that part, thus having the “last word” in the process.
7. Continue the entire process for all the remaining students

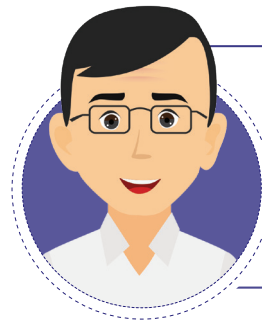


This is a wonderful activity for learners to share their ideas and experiences with their classmates and build connection with them! I am also sure that you, as an innovative teacher, can find ways in integrating such a strategy in your classroom and in various subject areas!



ILLUSTRATION OF PRACTICE NO. 2

Institutionalizing School Safety and Preparedness Measures



In the previous illustration of practice, we learned how to promote safety and security in the four corners of our classroom. In the next practices, we will demonstrate how you can promote safety and security for your learners beyond the premises of the classroom and within the larger school community.

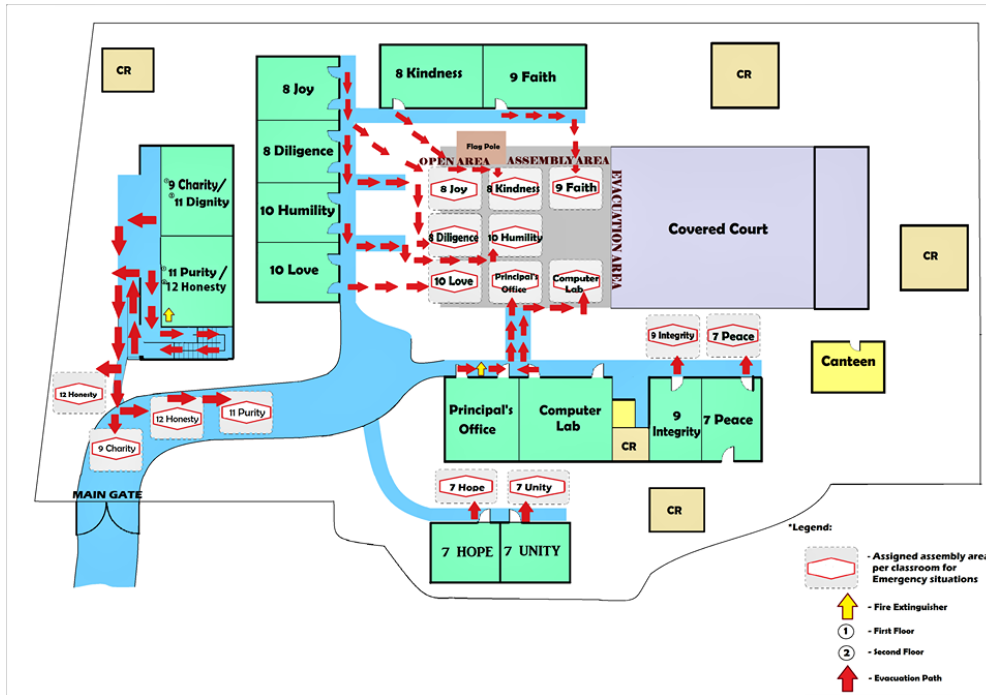


1. Evacuation Plans and Precautionary Signages

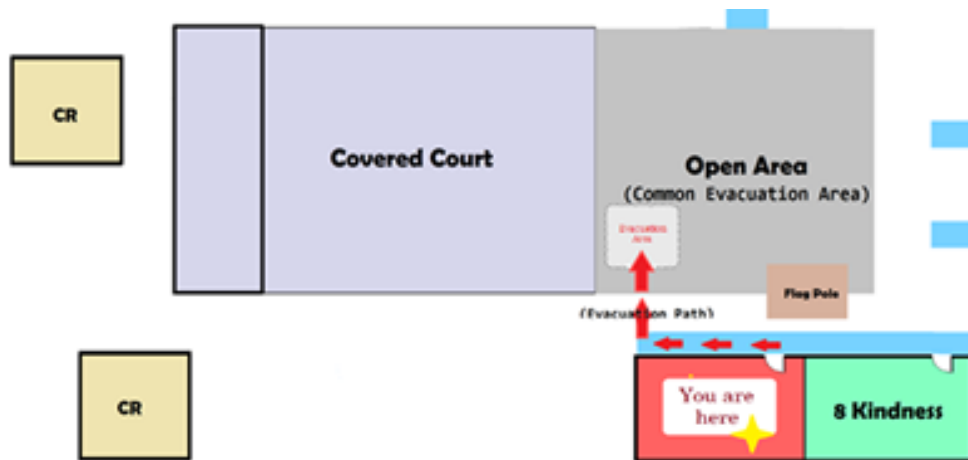
In Cura High School, the conduct of the annual Brigada Eskwela is participated by all school stakeholders- students, teachers, school administrators and staff, and the community. This is usually done one or two weeks before the opening of classes. Teacher Lito, a Grade 9-Faith adviser, always sees to it that before the class opens in June, he has prepared the physical environment of the classroom by assessing the conditions of furniture and school facilities. To make sure that students are safe when they use them, he coordinates with their school Brigada Eskwela Coordinator, Sir Tony, to help him out undertake the activities needed.

As a disaster preparedness measure, Teacher Lito also requested from Sir Tony posters of the Cura High School Emergency Plan and the Classroom Evacuation Map for Grade 9-Faith which he, then, posted near the entrance of the classroom for easy view of his students.

Establish safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedures.

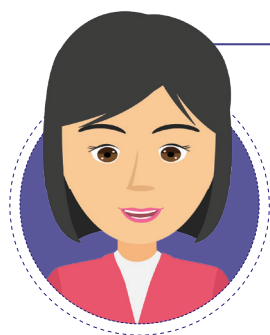
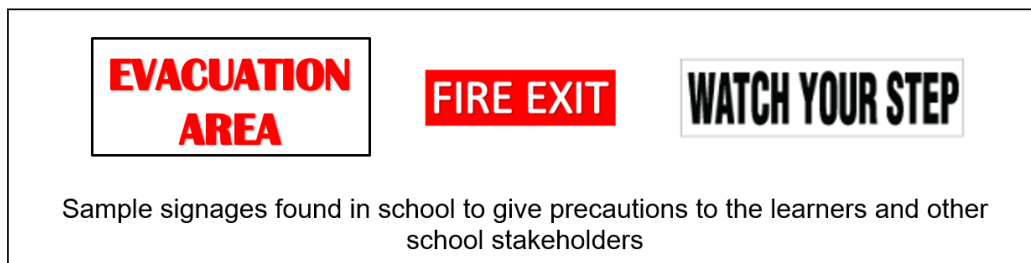


Cura High School Evacuation Plan
Illustrated by: Fejovi Joy B. Inalvez



Classroom Evacuation Plan
Grade 9-Faith
Illustrated by: Fejovi Joy B. Inalvez

Aside from the school evacuation plan, Sir Tony showed samples of their school's signages. These are crucial in school safety because they warn the reader of the potential danger he or she might meet.



Careful risk assessment, planning and preparation of the classroom needs before the start of the school year are necessary considerations that all school personnel, especially the teachers, has to do because they are the first and foremost liable to the safety and welfare of their students. This does not only promote a safe learning environment but more so, on the accomplishment of the day to day activities in school and interaction with other learners.

2. Preparation of Safety Materials

First Aid and Emergency Kits

Students and teachers of Mataga Integrated School have individual first aid kit to be used in case of accidents. First Aid Kit contains basic materials necessary in administering first aid in injuries such as cuts, punctures, scratches, minor burns, and others. It is large enough to contain all the items needed; the container protects the contents from moisture and contamination. Its back portion contains the list of the contents of the kit where the contents should be in good working order and within the expiry dates (Safe Work Australia, 2012).

Aside from the first aid kit, each classroom is provided with emergency kit to be used in case of emergencies or calamities.

Listed below are sample materials that first aid and emergency kit should have (Kit's Menu-Annex C of Enclosure No. 1 DepEd Memo No. 66. S. 2018)

1. Burn Ointment
2. Providone-iodine (e.g. Betadine)
3. Adhesive Bondage (e.g. Band-Aid)
4. Bandage
5. Gauze
6. Plaster Tape
7. Alcohol
8. Hydrogen Peroxide/ Agua Oxigenada
9. Bottled Water
10. Gloves
11. Cotton



1. First Aid Kit
2. Contact Numbers for Emergencies
3. Stretcher
4. Flashlight/Batteries
5. Radio/Batteries
6. Bell/Warning device
7. Whistle
8. Transistor Radio
9. Electrical Tape
10. Rope



GRIM CORNER

Kathleen's Progression

1. Kathleen's Progression	2. Kathleen's Progression	3. Kathleen's Progression
4. Kathleen's Progression	5. Kathleen's Progression	6. Kathleen's Progression
7. Kathleen's Progression	8. Kathleen's Progression	9. Kathleen's Progression
10. Kathleen's Progression	11. Kathleen's Progression	12. Kathleen's Progression

Towel

- 1. Towel
- 2. Towel
- 3. Towel
- 4. Towel
- 5. Towel
- 6. Towel
- 7. Towel
- 8. Towel
- 9. Towel
- 10. Towel
- 11. Towel
- 12. Towel

Disasters

Q P 3

FIRST AID KIT

Photo credit: Fatima Lasco

Republic of the Philippines
Department of Education
Region III – Central Luzon
SCHOOLS DIVISION OF LAGUNA
MATAGA INTEGRATED SCHOOL
City of Laguna

EMERGENCY CONTACT NUMBERS

AGENCY/ FOCAL PERSON	CONTACT NUMBER
Mataga Municipal Disaster Risk Reduction and Management Office	0998-659-9682
Mataga Bureau of Fire Protection (SFO2 Alex Mino - Mataga Fire Marshall)	958-9982/0913 – 042 – 1105
5 th Mechanized Infantry Battalion (24/7)	0920 – 301 – 9125
Mataga Radio Frequency	152.500
Mataga Police Station	0908-320-7076/0908 – 220 – 7076
Mataga Lying in and RHU	0999-742-5096/0910-280-6264
Mataga Municipal Health Office-Dr. Leo Co	0917-500-2024
Philippine Red Cross – Laguna Chapter	0998-984-4771
Provincial Disaster Risk Reduction and Management Office – Laguna	0917-806-9276/0908-887-2339/911
Laguna Emergency Medical Services (TEMS)	0931-868-9283/982 – 1683
DepEd Laguna City DRRM	0917-522-7800 / 982-0474
Hon. Jose Lino-Brgy. Chairman, Mataga, Laguna City	0919-473-7813
Grace Pineda-Principal I, Mataga Integrated School	0949-992-3208
Mataga Integrated School General Parents-Teacher Association (Bin Aquino- GPTA President)	0919-767-2761

3. Emergency and Safety Drills, Disaster Preparedness Drills

Earthquake Drills

Iba High School is conducting quarterly emergency and safety drills, disaster preparedness drills, and fire drills to prepare the learners, teachers, school head and staff, and parents in case of disasters and calamity. The School DRRM Coordinator, Teacher Fatima, gave her co-teachers the Teacher Checklist to guide them on the essential things to consider like personal, student and parent preparation. (Appendix 1: Teacher Checklist)

As part of the National Simultaneous Earthquake Drill, Iba High School is conducting quarterly earthquake and fire drills in order to prepare all school clientele on what to do in times of disaster.



Iba High School students as they perform the Drop, Cover and Hold before evacuating the area after the ring of the bell



It is important to keep in mind the Six Components of Earthquake Drill, the signal and the thing to do to prepare all school personnel in case of earthquake.



COMPONENTS OF EARTHQUAKE DRILL	SIGNAL	WHAT WE DO
1. Alarm Stage	loud warning device such as bell or buzzer for 30 seconds	Be attentive
2. Response Stage	Continued bell or buzzer sound	Drop, Cover and Hold (drop to the floor, cover your head and hold on to a solid object)
3. Evacuation Stage	bell or buzzer stops (when shaking stops)	Persons evacuate the building calmly
4. Assembly Stage		Evacuees proceed to the designated evacuation area as per evacuation plan
5. Roll Call		Designated personnel will determine if everyone is present (search and rescue)
6. Evaluation		Identify problem areas, or potential problem areas

Part of the drill is the accomplishment of Student-Family Reunification Protocol. This form is used as a guide in releasing the students to their families during emergencies. This can be modified depending on the information that schools wanted to collect before students can be turned-over to their respective parents or guardian (School Disaster Risk Reduction and Management Manual Booklet 1).

STUDENT-FAMILY REUNIFICATION PROTOCOL

2017-2018

Student's Name	Class	Name of Approved Emergency Contact picking up Student	Contact Number and Destination	Signature	Verified by Class Adviser
Anna Mae Dizon	8-Joy	Angie Dizon	0942 345 1221 Iba, San Jose, Tarlac		

Prepared by:

Reviewed by:

Approved by:

Adviser

Contact No: _____

GENE C. MARIN
SDRRM Coordinator
0923-348-8854

GRACE O. PINEDA
Principal II
0938-992-4208

HAZARD MAPPING

Before the school year ends in March, Teacher Ron, the Supreme Student Government (SSG) Adviser and a trained DRRM school personnel of Lexon High School, was designated by the principal to be the moderator of the conduct of the Student-led School Watching and Hazard Mapping Activity. Together with the Supreme Student Government Officers, he formed the School Watching Team (SWT) composed of a minimum of 10 members all coming from different student organizations in the school such as Boy Scout of the Philippines, Red Cross, Girl Scouts of the Philippines, other school clubs and representatives from various grade levels. He scheduled the activity after class so as not to disrupt regular classes. He also prepared the route for the activity including the stops and provided the members with the School Watching Checklist from DepEd Order No. 23. s. 2015 (Appendix 2).

During the activity, all members brought pen and notebook. They started identifying risk areas or hazards in school found in their 3 to 5-minute stop in each building, office, laboratory, garden and other areas in the school. Members are encouraged to add other risk not found in the School Watching Checklist which are based on their observation and appreciation of the school environment or facilities.

After the activity, Teacher Ron consolidated the findings of the members. He distributed Manila paper, pens and crayons to the members and they prepared a hazard map to plot the hazards or risk areas in the school. The members discussed the plotted hazard areas in the map. Teacher Ron presented the result of the activity to the School-Community Planning Team (SPT).

Since safety is everybody's concern, schools can empower the learners to check also for their safety and become responsible in helping the school become a safe place not only for them but also to other learners. This activity will also serve as a springboard for the learners to assess the hazards in their own houses for their safety.

ILLUSTRATION OF PRACTICE NO. 3

Safety and Security Measures During Student Activities

Grade 10 students of Lenon High School visited the nearby farm as part of their laboratory in Agriculture class (TLE_AFAC10IW-IIIa-e-1). They observed the farm owner in demonstrating correct manual handling and the techniques used when loading and unloading irrigation materials to minimize damage to the materials, tools and equipment.

During the demonstration, the buddies, Chris and Pio, went home because Chris' stomach ache. Even though Teacher Leo reminded them to ask for permission whenever they are going somewhere, they both agreed not to do so because Chris was shy to tell his condition to his teacher. They just planned to come back right away because his house is just one (1) kilometer away from the laboratory farm.

After the demonstration, Teacher Leo asked the students to prepare in going back to school. Before they left, he counted the students and found out that Chris and Pio are missing. He asked who among their classmates saw them, but no one did. One of the students, Noel, told Sir Leo that Chris house is just (one) 1 kilometer away from their current location. So, Sir Leo assumed that they might go to the house of Chris. So he checked the class directory where the cell phone number of Chris' parents is be found. The directory of contacts is shown below:

DIRECTORY OF CONTACTS Grade 10 – Lumen				
Name of Student	Address	Contact Number	Person to be Notified in Case of Emergency, Relationship	Contact Number
Chris Nool	Purok Asin, Lenon, Masbate	09213345627	Maricris Nool, Mother	09223456798

It is imperative that all teachers have a copy of the contact numbers of their students including their parents/guardian to be used in case of emergency. This will provide the teachers a way to access their students in case of emergency.

Aside from having directory of contacts, the following are safety and security measures (DepEd Order No. 66. S. 2017 Implementing Guidelines on the Conduct of Off-Campus Activities) which has to be observed by both public and private schools when undertaking off campus activities.

1. **BUDDY SYSTEM**- Assign learners to their buddies to ensure that someone is looking after one another and that no one gets left behind.
2. **MEDICAL KIT**- Ensure that there is a medical kit throughout the duration of the off-campus activity which is known by all learners.
3. **EMERGENCY and EVACUATION PROCEDURES**- Conduct the pre-departure briefing to all participants of the off-campus activity as per school DRRM Manual.
4. **FOOD**- Make sure that all personnel involved in an off-campus activity have a supply of healthy food and beverages during the entire trip.
5. **LEARNERS MEDICAL CONDITION**- Teachers should be aware of their learner's medical condition. Require medical clearance from them especially if the off-campus activity program involves physical activities.
6. **LEARNERS EMERGENCY CONTACT DETAILS**- Teachers shall secure the emergency contact details of every learner joining an off-campus activity. Teachers shall also give their contact details to the parents/ guardians of learners
7. **LEARNERS SAFETY and EMERGENCY CARD**- School ID should be worn by the learners together with their safety and emergency card (given as free), which contains the following details:
 - a. Learner emergency contact details
 - b. Contact number of concerned teacher/s
 - c. Allergies and other pertinent health information like medical conditions, dietary restrictions, prescription medications)
 - d. Blood type
8. **TRAFFIC RULES and CONVOY**- Traffic rules and related regulations shall be strictly followed by the vehicles and there shall be no multiple vehicles are used during an off-campus activity or else the planned trip shall immediately be canceled.
9. **WEATHER CONDITION**- If inclement weather is expected 2-3 days before and on the day of the scheduled off-campus activity, the school head shall immediately cancel the planned trip.

Other Illustration of practice



While terrorist activities and school shootings may be relatively rare, we, as teachers, must always be prepared for them. Being prepared for these potential risks does not make one feel safer, it also promotes safety and security for our learners. Listed below are some of the basic ways to increase safety and security in our classrooms and schools by preparing for these untoward incidents.

Step 1: Teachers must familiarize themselves with the layout of their school and the nearest exit to their classrooms. In times of a violent intruder in the school, this information will be beneficial to the teacher, particularly in making survival decisions for them and their students.

Step 2: Have a plan prepared on how you will barricade your classroom in case of a violent intruder. Assess the overall set up of the classroom and find out ways you can barricade it. You may want to arrange furniture inside in ways that allow for quick barricading.

Step 3: Learn how to use the classroom windows. Windows may be used as an alternative way of evacuation. Some questions that you need to ask yourself when considering so include: How do your windows open? Can people fit in them? What floor are you on? Will it be safe for you and your learners to drop from your windows? Also, prepare yourself for breaking the window when the need arises.

Step 4: Consider locking your door at all times. Although schools may have different policies for this, and it may be inconvenient to keep the door locked all the time, this may act as an immediate barrier in case an attack begins outside your classroom. It may also buy you precious time to strategize on how to evacuate them room.



PROFESSIONAL DEVELOPMENT PLAN

After exploring the different key concepts on establishing safe and secure learning environments to enhance learning, you now have gained better understanding of the indicator. Based on what you have learned in this module, think of what you can do for your professional development.



STRENGTHS

What are the skills you are good at?

DEVELOPMENT NEEDS

What are the skills you need to improve?

ACTION PLAN

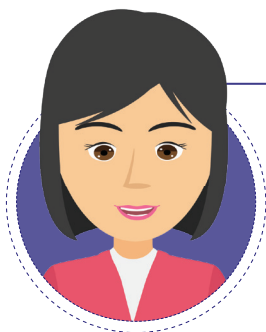
What can you recommend for your development intervention?

TIMELINE

When will you implement your plan?

RESOURCE NEEDED

What assistance/resources do you need to implement the plan?



Enjoy planning!



RESOURCE LIBRARY



This section provides you resources that can help you further understand the indicator.

Bibliography

Department of Education. (2015). Establishment of a Policy Development Process at the Department of Education. No. 13. s. 2015.

This policy was published by the Department of Education to provide a systematic mechanisms and procedures in the formulation of policies of DepEd. This contains the definition of the word policies used in this module.

Department of Education. (2015). Student-Led School Watching and Hazard Mapping. No. 23. s. 2015.

This policy provides an increase awareness among learners on the potential hazards and risks within and around the school premises. This will promote culture of safety in the day-to-day activities of the learners in school.

Department of Education. (2017). Guidelines for Work Immersion. DepEd Order No. 30. s. 2017.

This policy was published by the Department of Education to guide the school, work immersion partners, institutions, school heads, teachers and students on certain areas during Work Immersion.

Department of Education. (2018). 2018 Brigada Eskwela Implementing Guidelines. DepED Memo No. 66, s. 2018.

This policy contains the checklist on School Safety and Preparedness Guide which will serve as a guide in planning repairs and damages of school furniture and other facilities. Furthermore, it contains other information to make the school and its stakeholders disaster-prepared.

Department of Education. (2012). DepEd Child Protection Policy. DepEd Order No. 42 s. 2012.

This is the Department of Education's policy and guidelines on protecting children in school from abuse, violence, exploitation, discrimination, bullying and other forms of abuse.

Department of Education. School Disaster Risk Reduction and Management Manual Booklet 1 and 2.

These materials have been developed by the Department of Education to serve as a reference and template in the localization, contextualization and adaptation from the national level.

Department of Education. (2010). DepEd Educational Facilities Manual.

This manual contains the policies and guidelines to guide the DepEd officials and personnel on the implementation of risk reduction measures in schools for the welfare of our learners.

Department of Education. (2008). Disaster Risk Reduction Resource Manual (Safer Schools Resource Manual).

This manual was published by the Department of Education in partnership and with the support of the United Nations Children's Fund (UNICEF) Philippines. This resource manual will help in mitigating, if not totally eliminate, the loss of lives and properties as a result of natural or man-made disaster.

Dusenbury, Linda Ph.D. (2012). Best Practices in Classroom Management. Education World.

The author is a nationally recognized expert in evidence-based prevention strategies designed to promote student competencies and motivation, and to create safe and nurturing classrooms and schools. This reference provides the teacher the importance of an organized classroom that is characterized by mutual respect to promote learning.

Michaelson, Alane. "The Advantages of a U-Shaped Classroom Desk." Synonym, <https://classroom.synonym.com/advantages-ushaped-classroom-desk-12001606.html>. Accessed 10 January 2019

This online material gives the teachers the advantages of U-shaped seating arrangement in a classroom. This emphasizes that this arrangement facilitates in group discussion, behavior management, hands-on demonstrations and managing student traffic.

Safe Work Australia. (2012). First Aid in the Workplace Code of Practice. file:///C:/Users/DEPED/Downloads/mcop-first-aid-in-workplace-v1.pdf

This material provides practical guidance to craft the first aid arrangements needed in your workplace.

Watanabe-Crockett, Lee. (2018, July 3). 4 Ways of Building Safe Learning Environments for Your Students. Retrieved from <https://globaldigitalcitizen.org/create-safe-learning-environments>

The author emphasizes that safe learning environments transform into comfortable learning environments that is why a safe learning environment checklist was provided here.

http://www.odpem.org.jm/Portals/O/PDFs/steps_gs.pdf. Six Components of Earthquake Drill.

This online resource provides the six components or stages of earthquakedrill. This gives the teacher knowledge on what to do in the entire earthquake drill process to guide the learners on what to do in case of earthquake.

Appendices

Appendix 1: Teacher Checklist

TEACHER CHECK LIST

Teachers: Prepare yourselves.....

- ☐ School Evaluation Plan is posted in your room. On it mark your room clearly with contrasting colors. If you do not have one, please obtain it from the school DRRM Team.
- ☐ Necessary learning/teacher/school kits should be available
- ☐ All supplies should be in place and are easily transportable for evaluation or field trips.
- ☐ Confirm whether you will have any special duties. Get to know your buddies among the nearby classes. If your name does not appear on our emergency organization matrix or if you do not have classes, please be prepared to report to the SDRRM Team.
- ☐ Make sure that you know the location of your fire extinguisher (if there is any) and recall the acronym to remind you how to use it: P.A.S.S. (Pull the pin, aim at the base of the fire, squeeze the nozzle and sweep at the base of the fire). Otherwise, review other ways to suppress fire.
- ☐ It is highly recommended that you complete your own family preparedness plan at home and your plan with your own childcare providers. Please prepare yourself at home and at work in the event you are needed to stay longer than your scheduled day. The principal or designee will release staff members as the needs change. If you have very extenuating circumstances discuss these with your principal NOW, not during an emergency.
- ☐ Plan a quiet activity that students can do in the assembly area in the event of a real emergency or a drill.
- ☐ In case of disaster before or soon after the end of the school day, please be prepared to return to school to provide assistance to students.

Teachers: Prepare your students.....

- ☐ Encourage your students to take all drill very seriously.
- ☐ Practice building evacuation in your classroom. Do it as well with your neighboring class. Make sure that your students know the four rules for building evacuation: Don't Talk! Don't Push! Don't Run! Don't Turn Back! Students know that if there is an earthquake and they are outside of a classroom (during break or lunch or if they are somewhere), they should exit with the nearest class and should NOT go back inside. If they are between classes, they should assemble in the outdoor emergency assembly area with their next period class.
- ☐ Review the school evacuation plan. For older students. Prepare four monitors who will work as buddies and lead the way, carefully checking to make sure that the route is clear. (This is of utmost importance for classes, on second floor or without easy access to open spaces.).
- ☐ If you face earthquake risks, practice "Drop, Cover, and Hold" drill, having students hold their position for 45 seconds. You may count together: one-one hundred, two one-hundred etc.
- ☐ Teacher in science labs should demonstrate to students how to extinguish any flames and isolate hazardous materials in use.
- ☐ Make sure that students understand the student-family reunification protocol. Inform students that only their parent(s), or guardians(s), or other adult(s) listed on their Emergency Contacts Card will be allowed to pick them up from school in a real emergency. Explain the "Request Gate"/ "Reunion Gate" idea and reasons.

Teachers and Students: Prepare your parents.....

- ☐ Teachers are to inform parent through letters.
- ☐ SDRRM inform parents that their Emergency Contact Form should be updated, and explain the importance of the reunification procedures.
- ☐ Reassure parents that their children will be safe at school until they come for them

Establish safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedures.

Appendix 2: School Watching Checklist
from DepEd Order No. 23. s. 2015

School Watching Checklist

- | | |
|---|---|
| ☐ Broken window | ☐ Broken/dilapidated ceiling |
| ☐ Slippery pathway | ☐ Open/incomplete perimeter fence |
| ☐ Blocked corridor | ☐ Presence of stray animals inside the school campus |
| ☐ Heavy objects mounted on top of cabinets/shelves | ☐ Presence of electrical post/transformer near or within the school perimeter |
| ☐ Flooded area | ☐ No system of release to parents during emergencies |
| ☐ Busted plugs/light bulbs/electrical facilities | ☐ No posted emergency hotlines around the school |
| ☐ Exposed electrical wires | ☐ Garbage area (segregation of biodegradable and non-biodegradable) |
| ☐ Protruding nails in chairs and tables | ☐ Detached or peeled off GI sheet |
| ☐ Broken door knobs | ☐ Broken toilet bowl and/or sinks |
| ☐ Warning sign: Slippery pathways/corridors | ☐ Broken chairs/desks/tables |
| ☐ Plants mounted on the building railings | ☐ Blocked/no emergency exits |
| ☐ Flooding | ☐ Unmounted cabinets/shelves |
| ☐ Exposed chemicals and liquids | ☐ Medical kits in every classrooms |
| ☐ Lack/absence of storage for equipment | ☐ Bells/alarms |
| ☐ Unlabeled chemicals | ☐ Condemnable building (i.e. very old structure, collapsing building and/or prominent cracks on classroom walls) |
| ☐ Dripping ceiling | ☐ Others (<i>List as many as possible</i>) |
| ☐ Open pit | |
| ☐ Stagnant water | |
| ☐ Unpruned trees/bushes/shrubs | |
| ☐ Open/clogged canals | |
| ☐ No ramps for elevated school buildings or other facilities | |
| ☐ Swing-in doors | |

<https://www.edglossary.org/learning-environment/>

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