



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

OCT 02 2023

MEMORANDUM

No. 234, s. 2023

**UTILIZATION GUIDELINES FOR THE 2023 DELIVERED LEARNING
RESOURCES TO THE FIELD OFFICES**

TO: OIC – Assistant Schools Division Superintendent/
Chief Education Supervisor, SGOD
Chief Education Supervisor, CID
Public Elementary and Secondary School Heads/ OICs
All Concerned

1. Attached is Regional Memorandum No. 955, s. 2023, dated September 25, 2023, on the above - captioned activity, contents of which are self-explanatory, for the information and guidance of all concerned.
2. Immediate and wide dissemination of this Memorandum is desired.


EVANGELINE P. LADINES CESO V
Schools Division Superintendent

Encl.: As stated
Reference: None
To be indicated in the Perpetual Index
under the following subjects:

LEARNING RESOURCES TEACHERS

GUU/NM - UTILIZATION GUIDELINES FOR THE 2023 DELIVERED LEARNING RESOURCES TO THE FIELD OFFICES
234 /September 29, 2023

NUM-2023-234

234



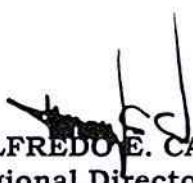
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Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

REGIONAL MEMORANDUM
ORD-2023- 955

TO : SCHOOLS DIVISION SUPERINTENDENTS

FROM :  WILFREDO E. CABRAL, CESO III
Regional Director

SUBJECT : UTILIZATION GUIDELINES FOR THE 2023 DELIVERED
LEARNING RESOURCES TO THE FIELD OFFICES

DATE : September 25, 2023

1. This is in reference to the attached Joint Memorandum from Undersecretary Gina O. Gonong, Curriculum and Teaching, and Undersecretary Atty. Revsee A. Escobedo, Operations, on the above-captioned subject, for information and appropriate action.
2. Particular attention of the Division Supply Officers is invited to paragraph no. 2 of the said Memorandum.
3. The Curriculum and Learning Management Division-Learning Resource Management Section (CLMD-LRMS) and Asset Management Section will be engaged in the periodic monitoring of the utilization and storage of the said learning resources.
4. Immediate and wide dissemination of this Memorandum is desired.



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Republic of the Philippines
Department of Education

JOINT MEMORANDUM

TO : **REGIONAL DIRECTORS**
SCHOOLS DIVISION SUPERINTENDENTS
SCHOOLS DIVISION SUPPLY OFFICERS

FROM : 
GINA O. GONONG
Undersecretary for Curriculum and Teaching


ATTY. REVSEE A. ESCOBEDO
Undersecretary for Operations

SUBJECT : **UTILIZATION GUIDELINES FOR THE 2023 DELIVERED
LEARNING RESOURCES TO THE FIELD OFFICES**

DATE : **September 4, 2023**

The Department of Education has procured services for freight, handling, and delivery of the following learning resources (LRs). This Memorandum is issued to provide information and guidelines to the target recipients for effective utilization of the LR:

Learning Resources	Delivery Site	Utilization
Preventive Drug Education Resource Material	Schools Division Offices (SDOs)	In support of the National Drug Program as provided in Section 43, Article IV of Republic Act No. 9165 or Comprehensive Dangerous Drugs Act of 2002, this resource material is developed under the 10-Point Agenda of the past administration. This is a general reference for teachers to be utilized using the Preventive Education Program Curricula stated in DepEd Memorandum No. 25, s. 2021 as a guide.
CCP Encyclopedias of Philippine Art	Last Mile Schools	These are supplementary reading resources to substantiate and complement teaching and learning Philippine Art.
Senior High School Textbooks and Teacher's Manuals:	Senior High Schools	These SHS LR are valuable teaching and learning materials while the MATATAG SHS Curriculum in ongoing review.



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Grade 9 Learning Resource (Noli Me Tangere) and Grade 10 Learning Resource (El Filibusterismo)	Junior High Schools	By Republic Act 1425 also known as the “Rizal Law” or “An Act to include in the curricula of all public and private schools, colleges, and universities courses on the life, works, and writings of Jose P. Rizal particularly his novels Noli Me Tangere, and El Filibusterismo”, these learning resources are modernized by the Department but maintained their original contexts. These novels promote patriotism and civic consciousness which must be imbued to all Filipino learners during their formative and transition years. Noli Me Tangere and El Filibusterismo shall be considered required reading resources in Filipino for Grades 9 and 10 respectively and shall be used in learning delivery modalities in all public junior high schools. The reading resources shall be distributed to all Grade 9 and 10 learners in a one-is- to one ratio at all public junior high schools.
Kindergarten Activity Sheets	District Offices	The KAS shall remain the LRs for learning delivery modalities for Kindergarten learners in all public schools.

		The KAS shall be distributed to learners in one is to one ratio and it is a consumable where learners are expected to write their answers in the activity sheets.
Psychosocial Support Activity Pack (PSAP)	SDOs	The PSAP is a teacher's guide for all grade levels that serves as a reference for teachers in conducting psychosocial support for learners after a disaster event. Recipients may develop or plan schedules for conducting psycho-social support activities at their most conducive time. A detailed description of the program where this material is to be utilized is described in Annex 1.

All recipients are expected to adopt measures about the existing issuances to properly safeguard against loss or wastage and preserve in good condition the LRs received to ensure accountability and future utilization of the same except for the KAS which is consumable.

Attached.: as stated





Republic of the Philippines
Department of Education
OPERATIONS

OUOPS No. 2023-04- 745
MEMORANDUM

TO : **REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
REGIONAL AND DIVISION DRRM COORDINATORS
SCHOOL HEADS
ALL OTHERS CONCERNED**

FROM : **ATTY. REVSEE A. ESCOBEDO**
Undersecretary for Operations 

SUBJECT : **Guidelines on the Continued Use of the Psychosocial
Support Activity Pack (All Grade Levels): A Teacher's Guide**

DATE : August 16, 2023

The Disaster Risk Reduction and Management Service (DRRMS), in its effort to support the mental health of learners during the implementation of in-person classes for the school year 2022-2023, has developed the Psychosocial Support Activity Pack (All Grade Levels): A Teacher's Guide. The activity pack aims to guide teachers in providing classroom-based psychosocial support to learners and considers the significance of learners' well-being in successful learning continuity. Accordingly, a national online learning session was conducted to orient teachers in basic concepts on disasters and emergencies, Mental Health and Psychosocial Support, and the use of the Psychosocial Support Activity Pack.

Beyond the COVID-19 pandemic, the material can be used to supplement continuing psychosocial support efforts in the classroom after an experience of a disaster and/or emergency.

To provide guidelines on the continued use of the Psychosocial Support Activity Pack (All Grade Levels): A Teacher's Guide, please refer to Annex A.

For concerns and more information, please contact the DRRMS through email at drmo@deped.gov.ph or through landline call at 8637-4933.

Thank you.

ANNEX A. GUIDELINES ON THE EXTENDED USE OF THE PSYCHOSOCIAL SUPPORT ACTIVITY PACK (ALL GRADE LEVELS): A TEACHER'S GUIDE

I. Background

When the COVID-19 pandemic hit in 2020, school closures were ordered, causing learners and teachers to apply distance learning. The experience of a disaster, such as the COVID-19 pandemic, put individuals temporarily out of balance, if not severely distressed. For some, prolonged disruption of learning, isolation, and interruption of social life within the school community may cause severe stress and psychological consequences. This includes feeling overwhelmed and anxious, experiencing learning difficulties, and becoming distressed or dysfunctional over changes in routine. Others may have experienced violence and neglect, causing trauma. Additionally, children coming from low-income families become more vulnerable to risks brought by economic losses due to disasters and emergencies.

In August 2022, 2 years after the physical closure of schools, the Department of Education (DepEd) embarked on the full implementation of in-person classes. Schools nationwide reopened to welcome learners back. With the complex impacts of disasters and emergencies, teachers and school personnel must meet the learners where they are as they work towards learning continuity while prioritizing learners' recovery towards enhanced well-being. Accordingly, Psychosocial Support (PSS) will be significant in working on these huge tasks.

Acknowledging the need to provide PSS to learners after prolonged isolation from the pandemic, the Disaster Risk Reduction and Management Service (DRRMS) developed the Psychosocial Support Activity Pack (All Grade Levels): A Teacher's Guide. While the initial premise for developing this material was intended to address the need to provide PSS to learners after their pandemic experience, it was intentionally designed with a framework that addresses the psychosocial needs of children and adolescents after an experience of any disaster, through classroom-based activities.

Hence, the implementing guidelines for the extended use of the Psychosocial Support Activity Pack (All Grade Levels): A Teacher's Guide, beyond the context of return to in-person classes after the pandemic, is provided below.

II. Guidelines on the Continued Use of the Material

When disasters strike, learning and teaching are immediately disrupted. Disasters often cause learner displacement, damage to school infrastructures and resources, class suspension, and use of schools as evacuation centers. To address these impacts, the DRRMS provides standard Disaster Response Interventions to primarily facilitate learning continuity. Recognizing that the extensive damages and losses, along with sudden changes in the lives of learners and education personnel, create crises that have a profound impact on their mental health and overall well-being, one of the key Disaster Response interventions conducted is Mental Health and Psychosocial Support (MHPSS). MHPSS is a composite term used to describe

any type of local or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorders of disaster survivors. Within DepEd, MHPSS is provided to support the learners' and school personnel's return to normalcy.

One of the key services within the range of MHPSS services offered by DepEd to learners and personnel affected by disasters and/or emergencies is Psychological First Aid (PFA). PFA is defined as a humane, supportive, and non-intrusive response to an individual who may need support, especially in humanitarian contexts. It involves providing basic support for those acutely distressed after exposure to extreme stressors. As a general rule, PFA is conducted immediately within the emergency phase of the response period in the occurrence of a disaster and/or emergency. The core actions of PFA characterize the service as both a method of psychosocial support and a method of quick psychosocial assessment. While PFA is brief and considered as an immediate disaster response activity, PSS through school-based activities, may be considered as an intervention for early recovery. PSS encompasses targeted processes and actions aimed at fostering the comprehensive well-being and resilience of individuals. Within the school environment, these processes often involve arts- and play-based activities that serve both healing and learning purposes.

Hence, to further support learners' immediate recovery and in consideration of their overall well-being post-disaster and/or emergency, the facilitation of PSS is recommended after the conduct of PFA to learners and personnel (as needed), and once learners are back in school and their classrooms. Accordingly, schools are free to develop or plan schedules for the facilitation of PSS at the most conducive time for both learners and personnel.

The Psychosocial Support Activity Pack (All Grade Levels): A Teacher's Guide serves as the primary resource for guiding teachers in facilitating these activities. In general, this pack is a reference for teachers in conducting psychosocial support activities for learners after a disaster event.

The psychosocial evaluation included in the pack may be conducted to inform teachers of the quality of support they are providing to learners. While submission of the psychosocial evaluation forms to the Central Office is no longer required, DRRMS recommends the proper documentation and safekeeping of the evaluation results. In addition, results may be used for monitoring purposes and for informing future mental health programs. Accordingly, teachers can be guided on the documentation of results by referring to DRRMS Memo No. DRRMS-09-21-2022-0001 titled "Reiteration on the Monitoring of the Conduct of Mental Health and Psychosocial Support Activities in line with In-Person Classes SY 2022-2023".

To assist teachers in utilizing the pack effectively, a reference list has been included below.

a. Reference Materials

The Psychosocial Support Activity Pack (All Grade Levels): A Teacher's Guide may be accessed through this link:

[DRRMS_ABR/08162023](#)

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<https://tinyurl.com/PSAPAllLevels>. It is pertinent for teachers to go through the entire material, to completely understand how to use and conduct the activities.

To support teachers in understanding the material, a recorded video of the learning sessions and orientation conducted last August 2022 can be accessed here:

For Kinder to Grade 6 Teachers: <https://bit.ly/K6PSSLearnSeshAug>

For Grade 7 to 12 Teachers: <https://bit.ly/7SHSPSSLearnSeshAug>

Should teachers decide to conduct the psychosocial evaluation, the guide on its administration, interpretation, and documentation can be accessed here: https://bit.ly/PSE_Guide_Printable