



Republic of the Philippines  
**Department of Education**  
 REGION VII - CENTRAL VISAYAS  
 DIVISION OF CITY SCHOOLS - TAGBILARAN CITY

Office of the Schools Division  
 Superintendent

May 24, 2021

DIVISION MEMORANDUM  
 No. 186, s. 2021

**PREVENTIVE DRUG EDUCATION PROGRAM CURRICULUM MODEL**

To: Assistant Schools Division Superintendent  
 Chief Education Supervisor  
 Education Program Supervisors  
 Public Elementary and Secondary School Principals  
 Public Elementary and Secondary School MAPEH Coordinators  
 All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Preventive Drug Education Program (PDEP) Curriculum Model** in support of the National Drug Education Program as provided in Section 43, Article IV of Republic Act No. 9165 or the Comprehensive Dangerous Drug Act of 2002.
2. The PDEP Curriculum Model aims to:
  - 2.1. provide a flexible framework for classroom-based prevention efforts from Kindergarten to grade 12;
  - 2.2. complement the existing health education curriculum and identify drug prevention concepts that can be correlated in various learning areas;
  - 2.3. emphasize the development of life skills among the Filipino learners; and
  - 2.4. serve as basis in crafting the curriculum standards of the Preventive Drug Education Program.
3. For more information please refer to the attached enclosure or contact the Bureau of Curriculum Development-Curriculum Standards Development Division, 3<sup>rd</sup> Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone numbers (02) 8632-7746 or (02) 8635-9822.
4. Immediate dissemination of this memorandum is desired.

JOSEPH IRWIN A. LAGURA, PhD  
 Schools Division Superintendent



Mr. Lacang  
for dissemination  
SIR MUEL  
NEXT PERP



Republic of the Philippines  
**Department of Education**



06 MAY 2021

DepEd MEMORANDUM  
No. 025 s. 2021

**PREVENTIVE DRUG EDUCATION PROGRAM CURRICULUM MODEL**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
Public and Private Secondary School Heads  
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Preventive Drug Education Program (PDEP) Curriculum Model** in support of the National Drug Education Program as provided in Section 43, Article IV of Republic Act No. 9165 or the *Comprehensive Dangerous Drugs Act of 2002*.
2. The PDEP Curriculum Model aims to:
  - a. provide a flexible framework for classroom-based prevention efforts from Kindergarten to Grade 12;
  - b. complement the existing health education curriculum and identify drug prevention concepts that can be correlated in various learning areas;
  - c. emphasize the development of life skills among the Filipino learners; and
  - d. serve as basis in crafting the curriculum standards of the Preventive Drug Education Program.
3. For more information, please contact the **Bureau of Curriculum Development-Curriculum Standards Development Division**, 3rd Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone numbers (02) 8632-7746 and (02) 8635-9822.
4. Immediate dissemination of this Memorandum is desired.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary

Encl.:  
As stated

Reference:  
DepEd Order No. 30, s. 2018

To be indicated in the Perpetual Index  
under the following sub-jects:

DepEd Complex, Meralco Avenue, Pasig City 1600 633-7208/633-7228/632-1361 636-4876/637-6209 [www.deped.gov.ph](http://www.deped.gov.ph)



To authenticate this document, please scan the QR code. DEPED-OSEC-442566

CURRICULUM  
DRUG EDUCATION  
HEALTH EDUCATION  
LEARNERS  
PROGRAMS  
SCHOOLS

MCDJ/SMMA/APA/MPC, DM Preventive Drug Education Program Curriculum Model  
0007 - January 8, 2021

(Enclosure to DepEd Memorandum No. 025, s. 2021)



**PREVENTIVE DRUG EDUCATION PROGRAM**

**BUREAU OF CURRICULUM DEVELOPMENT  
CURRICULUM STANDARDS DEVELOPMENT DIVISION**

**WORKING COMMITTEE FOR PREVENTIVE DRUG EDUCATION PROGRAM**

**Atty. Nepomuceno A. Malaluan**  
Undersecretary and Chief of Staff  
Overall In-Charge

*CM*

**Jocelyn DR Andaya**  
Program Director

**Dr. Isabel A. Victorino**  
Program Manager

**Mr. Jerry F. Crausius**  
Program Lead

**MEMBERS:**

**Ms. Glenne Basio**  
**Ms. Karen G. Lay**  
**Ms. Jonah Valdez**  
**Ms. Ma. Teresa Macato**  
**Mr. Emmerson P. Yang**  
**Mr. Alfred B. Reyes**

ASEAN Training Center for Preventive Drug Education (ATCPDE)  
**Prof. Francis Grace H. Duka-Pante**  
Consultant

**Ayette Ferriols**  
Editor

### **The Writers**

Estelito C. Balatan Jr.  
Region II

Librada M. Rubio  
Region III

Leoncio D. Del Corro  
Region III

Erwin John F. Santos  
Region III

John Bryan S. Napo  
Region III

Ma. Lorenia R. Sales  
Region III

Jennifer Y. Santos  
Region III

Marites R. Martinez  
CALABARZON

Judith V. Clemente  
CALABARZON

Rosie M. Rogado  
CALABARZON

Nestor T. Rualo  
MIMAROPA

Annabelle M. Marmol  
MIMAROPA

Dr. Maria Rosalia Vivien P. Maninang  
Region V

Eleanor B. Montaña  
Region V

Francisco B. Bulelacao Jr.  
Region V

Rhiane L. Legario  
Region VI

Luda G. Ahumada  
Region VI

Fevi S. Fanco  
Region VI

Juvelyn P. Otero  
Region VII

Jerome O. Ramirez  
Region VII

Harold E. Padao  
Region VII

Renczar T. Ferrolino  
Region VII

Heide Marie C. Lagunzad  
Region VIII

Noel C. Labaniego  
Region VIII

Joy B. Saldaña  
Region VIII

Fernando F. Salapi  
Region VIII

Eugenio B. Penales  
Region IX

Jay S. Montealto  
Region IX

Melchora B. Lector  
Region X

Juliet S. Timbang  
Region X

Nanette Kay D. Mercado Region X	Jeanie Claire Y. Piggangay CAR
Rolando T. Luna Region X	Angeline F. Calatan CAR
Jeselyn B. Dela Cuesta Region XI	Armida S. Oblinada NCR
Evelyn Grace H. Labasan Region XI	Maria Amparo I. Peralta NCR
Marissa V. Jayoma Region XI	Marivic B. Francisco NCR
Raquel V. Rubia Region XI	Luis M. Anchilo NCR
Linda T. Geraldino CARAGA	Leonila Carla K. Corpuz NCR
Honorato D. Mendoza CARAGA	Joey L. Jader CALABARZON
Elgin M. Libay CARAGA	Edwin M. Tagal Region II
Elizabeth M. Ysulan CARAGA	

### **The Reviewers**

Sheryl S. Villacorta Region I	Justiniano N. Celeste CALABARZON	Felicidad T. Espinosa Region VIII
Lilibeth A. Daus Region I	Ernesto M. Mojica CALABARZON	Generosa C. Genosa Region VIII
Jose Crisostomo A. Ramones Region I	Marilyn D. Eugenio MIMAROPA	Ruby Michelle N. Buot Region IX
Rosemary Ann C. Tabangcura Region II	Kathryn S. Asuncion MIMAROPA	Rosalio B. Conturno Jr. Region IX
Jonard R. Bunao Region II	Eva B. Reduta Region V	Amelinda D. Montero Region IX
Marjorie M. Yasto Region II	Riza B. Macasinag Region V	Regie P. Limsan Region XI
Eleonor A. De Jesus Region III	Annabelle G. Cornelio Region VII	Endera L. Villapaz Region XI
Priscilla D. Sanchez Region III	Richard F. Ruelan Region VII	Nelma Lyn R. Barnija Region XI
Rizaldy S. Aglipay Region III	Elena S. Tac-an Region VII	Doris C. Calunsag CARAGA
Ivan Brian L. Inductivo CALABARZON	Angielyn A. Onerva Region VIII	Isidro M. Biol Jr. CARAGA

Teodoro N. Plaza  
CARAGA

Marina F. Aunzo  
NCR

Lemuel B. Dickson  
CAR

Eugene P. Mapula  
NCR

## PREFACE

The fundamental task of Preventive Drug Education is to inculcate awareness among learners through the promotion of developmentally-appropriate knowledge, values, and skills to be healthy and drug-free. Substance use prevention is a shared responsibility, thus every Filipino has a vital role to play in helping people, especially the young, avoid or delay the use of substances, or, if they have started already, avoid the development of substance use disorders.

One of Secretary Leonor M. Briones' 10-Point Agenda for Education is the enrichment of curricular reforms on anti-illegal drugs. In response to this, the Bureau of Curriculum Development (BCD), through the Curriculum Standards Development Division (CSDD), crafted a Preventive Drug Education Curriculum Model, which presents the outcomes of the yearlong collaborative and consultative efforts of various education stakeholders. This model serves as the basis in crafting the curriculum standards of the Preventive Drug Education Program (PDEP). Primarily, this curriculum model has been designed to provide a flexible framework for classroom-based prevention efforts in Kindergarten through Grade 12. It aims to complement the existing health education curriculum and identify drug prevention concepts that can be correlated in various learning areas. It emphasizes the development of life skills among our Filipino learners, which include, but are not limited to building self-esteem, resistance, problem-solving, critical thinking, communication, and interpersonal skills. In translating this curriculum to classroom instruction, it is crucial that values-based strategies and relevant activities that focus on real life issues and situations be used. Moreover, meaningful opportunities for building self-esteem and positive attitude toward a drug-free lifestyle be provided.

With this curriculum model, it is hoped that the present and future generations of young Filipinos will become responsible and wise in making decisions when faced with undesirable personal issues and risky health behaviors. This curriculum model is only the beginning. It is also hoped that the program will serve as a catalyst to expand and invigorate efforts to achieve the vision of schools without drugs. Acknowledgment and credits are hereby expressed and extended to the crafters, experts, and other institutional partners for their significant contributions that made all these outcomes possible.

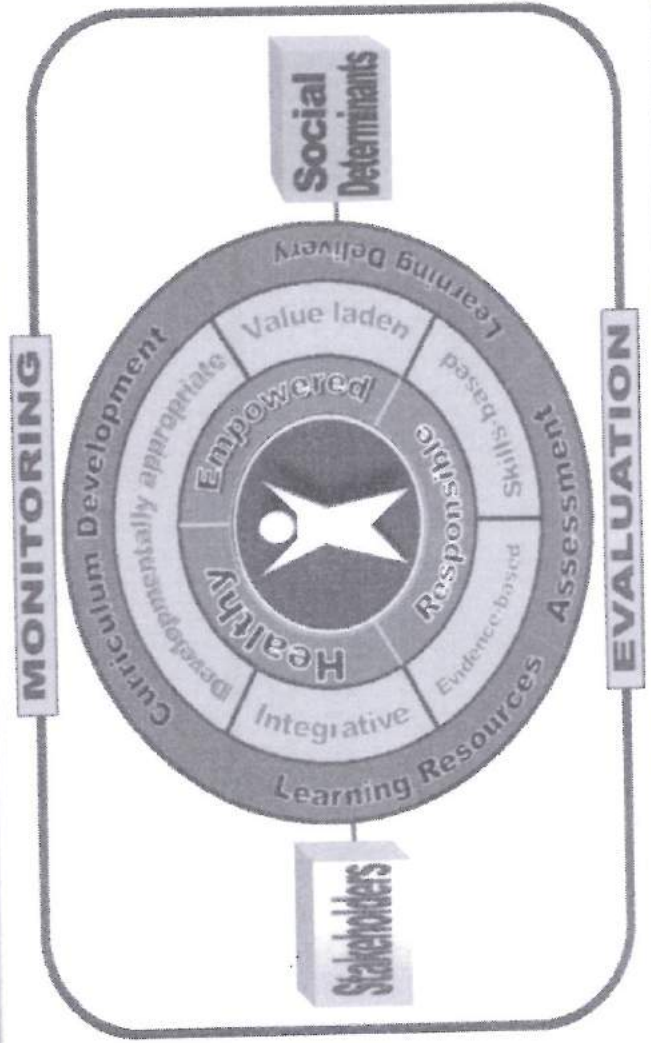
## PREVENTIVE DRUG EDUCATION (PDE) GOAL

*Preventive Drug Education aims to produce healthy, responsible and empowered Filipino learners molded holistically in a drug-free and supportive learning environment that develops life skills for lifelong learning.*

### Conceptual Framework

The Preventive Drug Education (PDE) Program aims to produce healthy, responsible and empowered Filipino learners molded holistically in a drug-free and supportive learning environment that develops life skills for lifelong learning. Preventive Drug Education from Kindergarten to Grade 12 focuses on the learning competencies which are developmentally-appropriate, value-laden, skills-based, evidence-based and integrative. In order to facilitate the development of these learning competencies, the teacher is highly encouraged to use culturally-responsive learning resources, to engage learners in meaningful activities, and to effectively assess teaching-learning outcomes. Recognizing that schools cannot do prevention efforts in isolation, it is imperative to collaborate with relevant stakeholders. Fostering a strong partnership with them will be crucial in addressing social determinants that would impact the PDE delivery. For continuous improvement, a monitoring and evaluation mechanism will be in place in order to gauge whether the curriculum was able to develop accurate knowledge and relevant skills among the Filipino learners for lifelong wellness.

## PREVENTIVE DRUG EDUCATION (PDE) FRAMEWORK ON CURRICULUM AND INSTRUCTION



# KEY STAGE STANDARDS

	<b>GRADES 4-6</b>	<b>GRADES 7-10</b>	<b>GRADES 11-12</b>
<b>K TO 3</b> The learner demonstrates healthy habits and safety practices, particularly in the correct use of medicines, for the development of self-esteem and personal wellness.	The learner demonstrates ways to be healthy and drug-free by understanding the negative consequences of gateway substances on the individual, the family and the community; and by practicing refusal skills in situations that threaten health and safety.	The learner demonstrates understanding of the nature and negative consequences of substance use, as well as the drug control laws, policies, and programs by sustained practice of refusal skills; and practices communication skills to advocate for a drug-free lifestyle.	The learner demonstrates life skills to sustain a healthy and drug-free life and promotes wellness as a way of life.

<b>Grade Level</b>	<b>Standards</b>	<b>Content/Key Ideas</b>	<b>Learning Competencies</b>	<b>Code</b>	<b>Curriculum Area</b>
Kinder	The learner demonstrates good personal hygiene and healthy practices in developing	My Health Habits and I 1.1 I am Unique 1.2 Loving Myself (building self-esteem) 1.3 Good Personal Hygiene Habits and Safe Practices	1. Recognizes that each person is unique and must be accepted and respected as s/he is 2. Identifies ways to love one's self (ex. taking care of one's body, following safety rules, etc.)	PDEK-a-1	EsP
				PDEK-a-2	EsP, Health
				PDEK-a-3	Health Education

	personal wellness.		<p>3. Distinguishes personal belongings which may be shared from those which may not be shared (example: prescribed medicines should not be shared with others)</p> <p>4. Practices good personal hygiene habits and safe practices</p> <p>5. Identify which adults at home, in school, or in the community are responsible persons to whom one may ask question or seek help (emphasize that it is not safe to talk to or entertain strangers)</p>	<p>PDEK-b-4</p> <p>PDEK-b-5</p> <p>PDEK-c-6</p>	<p>Health Education</p>
1	<p>The learner demonstrates understanding of the nature and effects of common foods and non-food products, and observes safety practices in the choice of</p>	<p>1. Food and I</p> <p>1.1 Common Food Products and Their Healthful Effects.</p> <p>1.2 Non-Food Products and Their Harmful Effects when taken into the body</p> <p>1.2.1 Toilet Paper, Batteries, Soap, Toys,</p>	<p>1. Identifies the difference among common food products and non-food products such as medicine, or poison</p> <p>2. States healthful effects of food on growing children and the role of healthful foods in preventing diseases</p> <p>3. Describes the harmful effects of non-food products when taken into the body</p>	<p>PDE1-a-7</p> <p>PDE1-a-8</p> <p>PDE1-b-9</p>	<p>Health Education, Science</p>

	<p>items that would be taken into the body.</p>	<p>medicines, poison, etc.</p> <p>1.3 Safety Practices in Choosing Items to be Taken into the Body</p>	<p>(emphasize the risks of self-medication)</p> <p>4. Observes safety practices in choosing items that would be ingested or taken into the body (example: Always ask parent or a responsible adult if the item is safe to be taken or not)</p>	<p>PDE1-c-10</p>	
<p>2</p> <p>The learner demonstrates understanding of the properties, proper use and storage of medicines, and practices skills in seeking help</p>	<p>1. Medicine and I</p> <p>1.1 Uses of Medicine</p> <p>1.2 The Role of Family Members and Health Professionals in the correct use of medicines</p> <p>1.3 Practices in the Proper Use and Storage of Medicine</p>	<p>1. Explains that medicines can help cure disease when used properly</p> <p>2. Explains the roles of family members and health professionals in the correct use of medicines (emphasize that health professionals such as doctors, nurses and dentists are our friends)</p> <p>3. Seeks help and supervision of parents or a responsible adult in the use of medicine as prescribed by health professionals</p> <p>4. Practices proper use and storage of medicines (examples: Take medicines under the supervision of a responsible adult, Always read labels, Strictly follow</p>	<p>1. Explains that medicines can help cure disease when used properly</p> <p>2. Explains the roles of family members and health professionals in the correct use of medicines (emphasize that health professionals such as doctors, nurses and dentists are our friends)</p> <p>3. Seeks help and supervision of parents or a responsible adult in the use of medicine as prescribed by health professionals</p> <p>4. Practices proper use and storage of medicines (examples: Take medicines under the supervision of a responsible adult, Always read labels, Strictly follow</p>	<p>PDE2-a-11</p> <p>PDE2-a-12</p> <p>PDE2-b-13</p> <p>PDE2-c-d-14</p>	<p>Health Education, Science</p> <p>AP, EsP, Health Education</p> <p>AP, EsP, Health Education</p> <p>Health Education</p>



4	The learner demonstrates an understanding of gateway substances, and practices skills to resist using gateway substances	<p>1. Saying No to Gateway Substances</p> <p>1.1 Nature of a Gateway Substance</p> <p>1.2 Examples of gateway substances (caffeine, cigarette, and alcohol)</p> <p>1.4 Common Products with Gateway Substances</p> <p>1.5 Effects of Using Gateway Substances on the Body</p> <p>1.6 Impact of Gateway Substance Use on the Individual, Family, and Community</p> <p>1.6 How to Resist the Use of Gateway Substances</p>	<p>5. Practices skills in advocating for the correct and safe use of medicines</p> <p>1. Explains what a gateway substance is</p> <p>2. Identifies products with caffeine, nicotine, and alcohol found at home, in school, and in the community</p> <p>3. Discusses how gateway substances affect the different parts of the body and why they are especially dangerous for growing bodies and minds</p> <p>4. Analyzes the negative impact of the use of caffeine, tobacco, and alcohol on the individual, family and community</p> <p>5. Demonstrates ways to resist the use of gateway substances (know how to recognize and respond to peer pressure to use gateway substances)</p>	<p>PDE4-a-19</p> <p>PDE4-a-20</p> <p>PDE4-a-21</p> <p>PDE4-b-22</p> <p>PDE4-c-d-23</p>	<p>Health Education</p> <p>Health Education</p> <p>Health Education, Science</p> <p>Health Education, AP, Esp</p> <p>Health Education, Esp</p>
5	The learner demonstrates understanding	<p>Making Wise Decisions About Substances</p>	<p>1. Defines substance use</p> <p>2. Discusses the effects of substances on body</p>	<p>PDE5-a-24</p>	<p>Health Education</p>

<p>of the nature and consequence of substance use; and practices decision-making skills to protect one's self from substance use</p>	<p>1. Definition of Substance Use (includes the use of psychoactive substances such as tobacco, alcohol, illegal drugs of abuse, inhalants and other nonmedical use of prescription medications)</p> <p>1.1 How Psychoactive Substances Affect the Brain and the Body</p> <p>1.2 The Danger of Using Psychoactive Substances, particularly among Children and Adolescents</p> <p>1.3 How Substance Use Affects the Individual and Society in General</p> <p>1.4 How to Make Informed Decisions in</p>	<p>chemistry, particularly on the brain</p> <p>3. Explains why the use of psychoactive substances is dangerous especially for children and adolescents (i.e. the prefrontal cortex of the brain is not fully developed)</p> <p>4. Enumerates the negative consequences of substance use on the individual and society in general</p> <p>5. Practices making informed and wise decisions to be drug-free (identify the issue, examine the factors that influence decisions, analyze the alternatives and consequences, decide and evaluate)</p>	<p>PDE5-a-26</p> <p>PDE5-b-27</p> <p>PDE5-b-28</p> <p>PDE5-c-d-29</p>	<p>Health Education, Science</p> <p>AP, EsP, English</p> <p>Health Education, EsP</p>
--	---	--	---	---

6	<p>The learner demonstrates understanding of the factors that influence the use of substances and practices critical thinking skills in analyzing drug-promoting social influences and ways of countering them</p>	<p>order to be Drug-Free</p> <p>Factors that Influence Substance use and Ways to Counter Them</p> <ol style="list-style-type: none"> <li>1. Micro-Level Factors (family, school, peers)</li> <li>2. Macro-Level Factors (physical environment, socio-economic condition, culture)</li> <li>3. Ways to Counter Substance-Promoting Factors</li> <li>3. Advocacy Campaign for a Drug-Free School and Community</li> </ol> <p>THEME: #BE IN: Abstain and Be Firm!</p>	<ol style="list-style-type: none"> <li>1. Identifies the factors that influence substance use in both the micro-level and macro-level environments</li> <li>2. Analyzes how social influences such as family influences, peer pressure, the media (particularly social media), and the community, through its norms and traditions, sometimes promote substance use</li> <li>3. Explains that the use of cigarettes, alcohol, and illegal drugs are against school rules and national laws (cigarettes and alcohol are prohibited for minors)</li> <li>4. Recognizes that the non-use of substance is the norm and is the "in" thing to do</li> <li>5. Recommends ways to counter substance-promoting factors or combat the causes of substance use (ex. clear and strict policies, having</li> </ol>	<p>PDE6-a-30</p> <p>PDE6-b-31</p> <p>PDE6-c-32</p> <p>PDE6-c-33</p> <p>PDE6-d-34</p>	<p>Health Education, AP</p> <p>EsP, Health Education, AP</p> <p>Health Education, English, AP</p> <p>Health Education</p> <p>Health Education, AP, EsP</p>
---	--	--	---	--	--

			<p>good role models, engaging in healthful activities)</p> <p>6. Advocates for a drug-free school and community through:</p> <p>5.1 School based-activities: scouting, <i>Barkada Kontra Droga</i>, peer education, anti-drug campaign (slogans, posters, etc.)</p> <p>5.2 Community based-activities: collaboration with parents and the Anti-Drug Abuse Council (ADAC); volunteer work</p>	PDE6-d-e-35	Health Education, EsP, AP
7	<p>The learner demonstrates understanding of factors that influence the use of gateway substances; and improves intra-and interpersonal skills by advocating holistic health</p>	<p>Protecting One's Self from Gateway Substances</p> <ol style="list-style-type: none"> <li>1. Nature of Gateway Substances (general information about tobacco and alcohol, include e-cigarette)</li> <li>2. Reasons for using and not using Cigarettes and Alcohol</li> <li>3. How Cigarettes and Alcohol Harm the</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifies and differentiates gateway substances (H8S-IVa-27)</li> <li>2. Discusses the reasons for using and not using cigarettes and alcohol</li> <li>3. Analyzes the negative health impact of cigarette smoking on the individual, family and community:             <ol style="list-style-type: none"> <li>3.1 Describes the short and long term harmful</li> </ol> </li> </ol>	<p>PDE7-a-35</p> <p>PDE7-a-36</p> <p>PDE7-b-c-37</p>	<p>Health Education</p> <p>EsP, Health</p>

		<p>Body (short- and long-term effects)</p> <p>4. Ways to Protect One's Self from Cigarette and Alcohol Use</p>	<p>effects of cigarette smoking on the body</p> <p>3.2 Discusses the danger of mainstream, second-hand and third-hand smoke</p> <p>4. Analyses the negative health impact of drinking alcoholic beverages</p> <p>4.1 Describes the short and long term harmful effects of drinking alcoholic beverages</p> <p>4.2 Interprets blood alcohol concentration in terms of physiological changes in the body (H8S-IVe-f-31)</p> <p>5. Discusses strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages</p> <p>5.1 Applies resistance skills in situations related to cigarette smoking</p> <p>5.2 Applies resistance skills in situations related to drinking alcoholic beverages</p>	<p>PDE7-d-e-38</p> <p>PDE7-f-g-39</p>	<p>Health, EsP, AP</p> <p>Health, English</p>
--	--	--	---	---------------------------------------	---

8	The learner demonstrates the ability to collaborate with family and peers to understand the causes, effects, and dangers of substance use for effective prevention and control	Analyzing Factors that influence Substance Use 2. Classification of Psychoactive Substances based on Effects 2.1 Stimulants 2.2 Depressants 2.3 Narcotics 2.4 Hallucinogen 2.5 Inhalants 3. Harmful effects of substance use and abuse in the body 3.1 Short-Term 3.2 Long-Term 4. Substance Use, Misuse, Abuse, and Dependence 5. Harmful Effects of Substance Use on the Family 6. Prevention and control of substance use 7. Healthy Alternatives to Substance Use	6. Suggests alternative ways in promoting a healthy and drug-free lifestyle 1. Analyzes the risks and protective factors that influence substance use (emphasize that risk factors must be minimized while protective factors must be enhanced) 2. Classifies psychoactive substances based on their general effects on the brain and the body 3. Explains the concept of substance use, misuse, abuse and dependence (H9S-IIb-16) 4. Corrects myths and misconceptions about substance use (H9S-IIc-19) 6. Discusses the short and long term harmful effects of substance use on the body (H9S-IIc-20) 7. Discusses the harmful effects of substance use on the family (H9S-IIe-f-21) 8. Discusses strategies in the prevention and control of	PDE7-h-40 PDE8-a-41 PDE8-a-42 PDE8-b-43 PDE8-b-44 PDE8-c-45 PDE8-c-46 PDE8-c-47	Health, EsP, AP  Science, Health  Health Education Health Education Health Education, Science Health Education, AP, EsP
---	--	--	--	--	--

			<p>substance use (H9S-Ile-f-23)</p> <p>9. Suggests healthy alternatives to substance use (H9S-IIg-h-25)</p>	<p>PDE8-d-48</p>	<p>Health, AP, EsP</p>
<p>9</p>	<p>The learner demonstrates strong sense of community awareness and social responsibility through understanding laws, programs, policies and activities in connection with substance use prevention</p>	<p>Substance Use in the Philippine Context</p> <ol style="list-style-type: none"> <li>1. Substance use in the Philippines</li> <li>2. Harmful effects of substance use on the individual, family, school, and community</li> <li>3. Prevention and control of substance use</li> <li>4. Current Policies and Laws governing Substance Use</li> <li>5. Substance Use Prevention Programs and Initiatives</li> <li>6. Developing Assertiveness Skills for a Healthy and Drug-Free Life</li> </ol>	<ol style="list-style-type: none"> <li>1. Describes substance use in the Philippines and its impact on Filipinos (H9S-IIa-14)</li> <li>2. Discusses the harmful effects of substance use and abuse on the individual, family, school and community (H9S-Ile-f-21)</li> <li>3. Explains the importance of existing policies and laws related to substance use</li> <li>4. Recognizes that breaking drug laws and policies can have serious consequences</li> <li>5. Discusses strategies in the prevention and control of substance use and abuse (H9S-Ile-f-23)</li> <li>6. Applies life skills, especially assertiveness skills, in managing situations related to substance use</li> </ol>	<p>PDE9-a-49</p> <p>PDE9-a-50</p> <p>PDE9-b-51</p> <p>PDE9-b-52</p> <p>PDE9-c-53</p> <p>PDE9-d-e-54</p>	<p>Health, AP, EsP</p> <p>Health, AP, EsP</p> <p>Health, AP</p> <p>Health Education</p>

10	<p>The learner demonstrates understanding of the importance of prevention and control of substance use through sustained advocacy</p>	<p>Substance Use in the Philippines: Implications and Prevention Interventions</p> <ol style="list-style-type: none"> <li>1. Data on substance use in the Philippines</li> <li>2. Implications of substance use             <ol style="list-style-type: none"> <li>2.1 Medical Implication</li> <li>2.2 Social implications</li> <li>2.3 Economic implications</li> <li>2.4 Political Implications</li> <li>2.5 Legal Implications</li> </ol> </li> <li>3 Institutions and Resources for Drug Prevention and Control</li> </ol>	<ol style="list-style-type: none"> <li>1. Interprets data on substance use in the Philippines</li> <li>2. Analyzes the importance of prevention and control of substance use in various social contexts</li> <li>3. Discusses the medical, social, economic, political, and legal implications of substance use in the Philippines</li> <li>4. Identifies institutions and resources available to help people resist negative influences and to assist those who need help</li> <li>4. Formulates an advocacy program on prevention and control of substance use for self, family, community and society</li> </ol>	<p>PDE10-a-b-55</p> <p>PDE10-c-56</p> <p>PDE10-c-57</p> <p>PDE10-d-58</p> <p>PDE10-e-f-59</p>	<p>Mathematics, Health</p> <p>Health, EsP, AP</p> <p>AP, EsP, Health</p> <p>Health, EsP</p> <p>Health, EsP, AP</p>
11	<p>The learner demonstrates positive behavior in sustaining life skills to transform the self and</p>	<ol style="list-style-type: none"> <li>1. I as a Human Being (Positive Behavior)</li> <li>2. Risk and protective factors</li> </ol>	<ol style="list-style-type: none"> <li>1. Lists desired goals to attain positive behavior</li> <li>2. Demonstrates positive behavior by living a substance-free lifestyle</li> <li>3. Makes a checklist of risks and protective factors on substance use and abuse</li> </ol>	<p>PDE11-a-60</p> <p>PDE11-b-c-61</p>	<p>Health, EsP</p> <p>Health Education</p> <p>Health Education, AP, EsP</p>

	<p>society for optimum well-being based on the goals set</p>	<p>3. My Life Skills and I (Sustained Life Skills)</p> <ul style="list-style-type: none"> <li>3.1. Decision-making Skills</li> <li>3.2. Problem Solving Skills</li> <li>3.3. Resistance/Refusal Skills</li> <li>3.4. Critical Thinking Skills</li> <li>3.5. Communication Skills</li> <li>3.6. Assertiveness Skills</li> <li>3.7. Leadership Skills</li> </ul>	<p>that affect self, family, community and society</p> <p>4. Organizes activities in school and community relevant to the pursuit of a substance-free society</p>	<p>PDE11-d-62</p> <p>PDE11-e-f-63</p> <p>PDE11-g-64</p> <p>PDE11-g-65</p> <p>PDE11-h-i-66</p> <p>PDE11-j-67</p>	<p>Health Education, AP</p> <p>Health Education</p>
12	<p>The learner demonstrates strong commitment as a functional advocate of</p>	<p>1. I as a functional advocate of change</p>	<p>1. Distinguishes one's roles as an advocate of change to family, peers, community and society</p> <p>2. Initiates advocacy campaigns that</p>	<p>PDE12-a-68</p> <p>PDE12-b-69</p>	<p>AP, EsP, Health Education</p> <p>English, Health, EsP</p>

	<p>change in transforming future career opportunities based on the goals set</p>	<p>2. I as transformational leader for a substance- free society</p>	<p>communicate a society free from substance use</p> <p>3. Demonstrates personal commitment to the promotion of a healthy lifestyle in a society free from substance use</p>	<p>PDE12-c- d-70</p>	
<p>2. I as transformational leader for a substance- free society</p>	<p>1. Demonstrates leadership skills in achieving the set goals for a substance-free society</p> <p>2. Organizes activities that promote a substance-free family, school, community and society</p>	<p>PDE12-e- f-71</p> <p>PDE12-g- 72</p>	<p>Health Education AP, EsP</p>		

# GRADE LEVEL LIFE SKILLS AND VALUES

GRADE LEVEL	LIFE SKILLS
Kinder	<ul style="list-style-type: none"> <li>• Personal Skills (building self-esteem and keeping safe)</li> <li>• Communication Skills (e.g. speaking, listening, and visualizing)</li> <li>• Decision Skills</li> <li>• Responsibility skills</li> <li>• Initiative and Self- Direction Skills</li> <li>• Cross Cultural Skills</li> <li>• Productivity</li> <li>• Accountability</li> <li>• Moral and Spiritual Values</li> <li>• Collaboration and Interpersonal Skills</li> <li>• Global Citizenship Skills</li> </ul>
1	<ul style="list-style-type: none"> <li>• Personal Skills (building self-esteem and keeping safe)</li> <li>• Decision-making Skills</li> <li>• Communication Skills</li> <li>• Critical Thinking Skills</li> <li>• Responsibility skills</li> <li>• Initiative and Self- Direction Skills</li> <li>• Cross Cultural Skills</li> <li>• Productivity</li> <li>• Accountability</li> <li>• Moral and Spiritual Values</li> <li>• Collaboration and Interpersonal Skills</li> <li>• Global Citizenship Skills</li> </ul>

<b>GRADE LEVEL</b>	<b>LIFE SKILLS</b>
2	<ul style="list-style-type: none"> <li>• Personal Skills (building self-esteem and keeping safe)</li> <li>• Critical Thinking Skills</li> <li>• Decision Making Skills</li> <li>• Responsibility skills</li> <li>• Initiative and Self- Direction Skills</li> <li>• Cross Cultural Skills</li> <li>• Productivity</li> <li>• Accountability</li> <li>• Moral and Spiritual Values</li> <li>• Collaboration and Interpersonal Skills</li> <li>• Global Citizenship Skills</li> </ul>
3	<ul style="list-style-type: none"> <li>• Personal Skills (building self-esteem and keeping safe)</li> <li>• Problem solving skills</li> <li>• Communication Skills</li> <li>• Responsibility skills</li> <li>• Initiative and Self- Direction Skills</li> <li>• Cross Cultural Skills</li> <li>• Productivity</li> <li>• Accountability</li> <li>• Moral and Spiritual Values</li> <li>• Collaboration and Interpersonal Skills</li> <li>• Global Citizenship Skills</li> </ul>
4	<ul style="list-style-type: none"> <li>• Personal Skills (building self-esteem and keeping safe)</li> <li>• Communication Skills</li> <li>• Social Skills</li> <li>• Resistance/Refusal Skills</li> <li>• Responsibility skills</li> <li>• Initiative and Self- Direction Skills</li> </ul>

GRADE LEVEL	LIFE SKILLS
5	<ul style="list-style-type: none"> <li>• Cross Cultural Skills</li> <li>• Productivity</li> <li>• Accountability</li> <li>• Moral and Spiritual Values</li> <li>• Collaboration and Interpersonal Skills</li> <li>• Global Citizenship Skills</li> <li>• Personal Skills (building self-esteem and keeping safe)</li> <li>• Decision-making skills</li> <li>• Problem solving Skills</li> <li>• Assertive Skills</li> <li>• Social Skills</li> <li>• Critical Thinking Skills, (describe, explain, analyze)</li> <li>• Communication Skills (express ideas through simple debate)</li> <li>• Responsibility skills</li> <li>• Initiative and Self- Direction Skills</li> <li>• Cross Cultural Skills</li> <li>• Productivity</li> <li>• Accountability</li> <li>• Moral and Spiritual Values</li> <li>• Collaboration and Interpersonal Skills</li> <li>• Global Citizenship Skills</li> </ul>
6	<ul style="list-style-type: none"> <li>• Personal Skills (building self-esteem and keeping safe)</li> <li>• Decision making, skills, Problem solving Skills,</li> <li>• Assertive Skills, Social Skills,</li> <li>• Critical Thinking Skills (describe, explain, analyze can discernment)</li> <li>• Communication Skills (express ideas through simple debate)</li> <li>• Responsibility skills</li> <li>• Initiative and Self- Direction Skills</li> </ul>

GRADE LEVEL	LIFE SKILLS
7	<ul style="list-style-type: none"> <li>• Cross Cultural Skills</li> <li>• Productivity</li> <li>• Accountability</li> <li>• Moral and Spiritual Values</li> <li>• Collaboration and Interpersonal Skills</li> <li>• Global Citizenship Skills</li> <li>• Personal Skills (building self-esteem and keeping safe)</li> <li>• Refusal Skills</li> <li>• Interpersonal Skills</li> <li>• Decision-making Skills</li> <li>• Self-Awareness</li> <li>• Responsibility skills</li> <li>• Leadership Skills</li> <li>• Initiative and Self- Direction Skills</li> <li>• Cross Cultural Skills</li> <li>• Productivity</li> <li>• Accountability</li> <li>• Moral and Spiritual Values</li> <li>• Collaboration and Interpersonal Skills</li> <li>• Global Citizenship Skills</li> </ul>
8	<ul style="list-style-type: none"> <li>• Personal Skills (building self-esteem and keeping safe)</li> <li>• Interpersonal Skills</li> <li>• Decision-making Skills</li> <li>• Communication Skills</li> <li>• Responsibility skills</li> <li>• Leadership Skills</li> <li>• Initiative and Self- Direction Skills</li> <li>• Cross Cultural Skills</li> </ul>

GRADE LEVEL	LIFE SKILLS
9	<ul style="list-style-type: none"> <li>• Productivity</li> <li>• Accountability</li> <li>• Moral and Spiritual Values</li> <li>• Collaboration and Interpersonal Skills</li> <li>• Global Citizenship Skills</li> <li>• Personal Skills (building self-esteem and keeping safe)</li> <li>• Social awareness</li> <li>• Critical thinking Skills</li> <li>• Decision-making Skills</li> <li>• Assertiveness Skills</li> <li>• Empathy</li> <li>• Responsibility skills</li> <li>• Leadership Skills</li> <li>• Initiative and Self-Direction Skills</li> <li>• Cross Cultural Skills</li> <li>• Productivity</li> <li>• Accountability</li> <li>• Moral and Spiritual Values</li> <li>• Collaboration and Interpersonal Skills</li> <li>• Global Citizenship Skills</li> </ul>
10	<ul style="list-style-type: none"> <li>• Personal Skills (building self-esteem and keeping safe)</li> <li>• Social awareness</li> <li>• Critical Thinking Skills</li> <li>• Empathy</li> <li>• Decision-making Skills</li> <li>• Responsibility skills</li> <li>• Leadership Skills</li> <li>• Initiative and Self-Direction Skills</li> </ul>

<b>GRADE LEVEL</b>	<b>LIFE SKILLS</b>
	<ul style="list-style-type: none"> <li>• Assertive Skills</li> <li>• Critical thinking skills</li> <li>• Communication skills</li> <li>• Planning Skills</li> <li>• Organizing Skills</li> <li>• Leadership skills</li> <li>• Responsibility skills</li> <li>• Initiative and Self- Direction Skills</li> <li>• Cross Cultural Skills</li> <li>• Productivity</li> <li>• Accountability</li> <li>• Moral and Spiritual Values</li> <li>• Collaboration and Interpersonal Skills</li> <li>• Global Citizenship Skills</li> </ul>