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Republika ng Pilipinas

Kagawaran ng Edukasyon

Tanggapan ng Pangalawang Kalihim

OUA MEMO 00-1221-0014

MEMORANDUM

02 December 2021

For: **Regional Directors**
(Regions I, II, III, IV-A, V, VI, VII, VIII, IX, XI, XII, XIII, CAR, NCR)
Schools Division Superintendents
School Heads Concerned

Subject: **DISSEMINATION OF PSYCHOSOCIAL ACTIVITY PACK FOR THE ADDITIONAL 177 SCHOOLS PARTICIPATING IN THE PILOT IMPLEMENTATION OF LIMITED FACE-TO-FACE LEARNING MODALITY**

Pursuant to the Department of Education and Department of Health Joint Memorandum Circular No. 01, s. 2021 entitled "Operational Guidelines on the Implementation of Limited Face-to-Face Learning Modality," all schools participating in the pilot implementation of face-to-face learning modality are enjoined to provide psychosocial support to learners wherein the first hour of the first five days shall be devoted to discussion/facilitation of modules related to mental health.

To guide teaching personnel of the additional 177 schools for pilot implementation of face-to-face learning modality on the conduct of psychosocial support activities during the allotted time, the Disaster Risk Reduction and Management Service (DRRMS), together with MAGIS Creative Spaces Inc., developed a **Psychosocial Support Activity Pack for Teachers (Kinder, Grades 1-3, and Senior High School)**.

Enclosed is the Psychosocial Support Activity Pack for Teachers (Kinder, Grades 1-3, and Senior High School). All teachers from the selected 120 schools for pilot implementation of limited face-to-face learning must have a printed or digital copy of the Psychosocial Support Activity Pack.

In addition, to check the psychosocial adjustment of the learners to face-to-face learning modality and the effectivity of the Psychosocial Support Activity Pack, monitoring tools were developed for Kindergarten, Grades 1 to 3, and Senior High School learners. To access the monitoring tools, please see the annex guide below:

Office of the Undersecretary for Administration (OUA)

[Administrative Service (AS), Information and Communications Technology Service (ICTS), Disaster Risk Reduction and Management Service (DRRMS), Bureau of Learner Support Services (BLSS), Baguio Teachers Camp (BTC), Central Security & Safety Office (CSSO)]

Department of Education, Central Office, Meralco Avenue, Pasig City
Rm 519, Mabini Bldg; Mobile: +639260320762; Tel: (+632) 86337203, (+632) 86376207
Email: usec.admin@deped.gov.ph; Facebook/Twitter @depedayo



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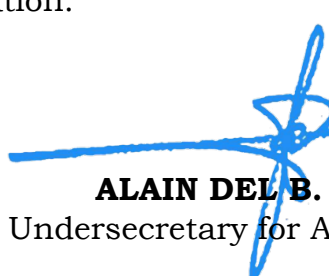



Annex	Title	Usage
A	Psychosocial Support Evaluation Guide	General evaluation guide for teachers; can be printed or digitally distributed
B	Monitoring Tool for Kindergarten Learners	For Kindergarten Teachers to answer for each student; to be printed for each learner
C	Kindergarten Teacher's Guide for Points and Interpretation	For Teachers' reference; can be printed or digitally distributed
D	Monitoring Tool for Grades 1 to 3 Learners	For Grades 1 to 3 learners to answer; to be printed for each learner
E	Teacher's Guide for Scoring (Grades 1 to 3)	For Teachers' reference; can be printed or digitally distributed
F	Monitoring Tool for Grades 11 to 12 Learners	For Grades 11 to 12 learners to answer; to be printed for each learner
G	Grades 11 to 12 Teacher's Guide for Scoring and Interpretation	For Teachers' reference; can be printed or digitally distributed
H	References	For reference; may or may not be distributed

In accordance with the schedule for the administration of the monitoring tools, the tool must be given prior to the first 1-hour Psychosocial Support Activity; ideally on the first day of classes before the teacher starts with the first PSS activity.

For questions, clarifications, and more information, contact DRRMS through email at drmo+mhpss@deped.gov.ph.

For immediate action and dissemination.



ALAIN DEL B. PASCUA
 Undersecretary for Administration



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Annex A. Psychosocial Support Evaluation Guide

Psychosocial Support Evaluation Guide

Introduction

The transition to face-to-face classes presents learners with new stressors and challenges. Their arrival may come with an adjustment to the school environment, learning modality, and additional safety protocols, as well as a mix of pleasant and difficult feelings. Hence, the provision of psychosocial support (PSS) is imperative in protecting the learners' socioemotional well-being and developing their coping skills for this transition.

Alongside the provision of psychosocial support activities in the classroom, an evaluation tool is provided here in order to 1) assess how learners are responding to these activities and 2) gauge their overall adjustment to the present transition. The structure of the evaluation tool directly aligns with the skills identified in the Psychosocial Support Activity Packet (PSAP). In this manner, the learners' responses to specific items can inform teachers in determining which skills to focus on and repeatedly conduct activities for. (A detailed guide on how to interpret responses is also provided per grade level.)

Both the PSAP and the evaluation tool adopt the Three Sources of Resilience model of the Department of Education and Department of Health. These three sources include the learner's internal, personal strengths ("I am"), social and interpersonal skills ("I can"), supports and external resources ("I have"). Moreover, each of the three sources of resilience correspond to key psychosocial skills which are summarized in the table below. These concepts are further defined in the succeeding section.

Sources of Resilience	Psychosocial Well-Being Skill
I AM able to acknowledge and express my feelings.	Emotional safety
	Self-awareness
	Self-expression
I HAVE the capacity to regulate my emotions and find solutions to challenges.	Self-regulation
	Problem-solving
I CAN do my best in school, develop healthy relationships with my peers, and imagine a bright future for myself.	Self-confidence
	Empathy

Definition of Terms

A. **Psychosocial Well-being** pertains to an individual's mental, emotional, and social functioning that influences his or her ability to manage the demands of daily life, cope with stressors, and achieve his or her full potential. In the PSAP and evaluation tool, psychosocial well-being encompasses seven (7) key skills:

1. **Emotional Safety** pertains to the feeling of security and freedom from apprehension. In the classroom, this builds trust and creates an environment where self-reflection and self-expression become possible.



2. **Self-awareness** refers to self-focused attention or knowledge. In psychosocial support, the ability to recognize different emotions felt in a single experience serves as a building block for gaining more complex skills.
 3. **Self-expression** is the process of identifying feelings and sharing these both verbally and non-verbally, in the presence of caring others who are attentive to the learner.
 4. **Self-regulation** is the ability to manage one's emotions. Since the mind and body are interconnected, this skill is key to achieving a sense of equilibrium mentally, physically, and emotionally.
 5. **Problem-solving** refers to the process by which individuals attempt to overcome challenges or move towards a desired goal. For learners, developing this skill can begin with resolving the simple dilemma between choosing blue or green to color, or deciding how to complete a task when working with a group. Problem-solving can involve help-seeking behavior or self-reliant behavior in which the learner tries to devise plans independently.
 6. **Self-confidence** pertains to a strong sense of self-esteem, as well as trust in one's abilities. This is essential to experiencing success in school and finding one's way through adversity.
 7. **Empathy** is the ability to feel or understand what another person is feeling or experiencing. In psychosocial support, empathy is demonstrated by adults who show genuine concern for the learner and is facilitated by listening to others' stories.
- B. **Adjustment** is defined by the American Psychological Association as a change in behavior and/or attitude resulting from a recognized need or desire to adapt to particular environmental conditions.
- C. **Psychosocial Adjustment to the Face-to-Face Learning Modality** refers to learners' general attitude about returning to face-to-face classes. This encompasses affect and motivation, as well as perceived physical safety with regard to COVID-19. The learner's attitude towards going back to school influences their overall psychosocial well-being—and vice versa.
1. **Affect** pertains to the experience of emotion or feeling. Depending on the learner's developmental level, they may express a single or multiple feelings about school reopening. As children get older, they become more capable in recognizing mixed emotions and develop a deeper vocabulary for feelings.
 2. **Motivation** is a force that gives purpose to, directs and sustains behavior.
 3. **Self-agency** refers to the individual capability to influence one's functioning and events in the environment through action. When learners feel that they have self-agency over their physical safety, they experience a sense of control about keeping themselves healthy and free from sickness as they attend school and spend time with people outside the home.



Administration of the Psychosocial Support Evaluation Form

Schedule of Administration

The evaluation tool is administered at three (3) time points, described in the table below. It is the teacher's discretion at what specific time within or after the class hours shall be the administration of the form as long as it aligns with the schedule below.

Administration Time Points	Schedule
Pre-evaluation	Prior to the first 1-hour Psychosocial Support Activity; ideally on the first day of classes before the teacher starts with the first PSS activity.
Mid-evaluation	Two weeks after the first 1-hour Psychosocial Support Activity was facilitated.
Post-evaluation	On the week prior to Christmas break.

Form Administration

I. For Kindergarten Teachers

- A. The kindergarten evaluation form is to be completed by the teacher for each learner through observations.
- B. Kindergarten teachers complete the evaluation tool for each learner in class based on their behavioral observations of the child. These observations include the child's affect and demeanor in the classroom, as well as interactions with peers, teachers, and other adults. Because the data is gathered through observations, it is necessary to uphold honesty in answering the form for each child and to ensure that the teacher clearly understands the goals, objectives, and expectations of the facilitation of the psychosocial support activities.
- C. Do consider each statement based on the child's development rather than comparing among learners or each child to older peers.
- D. For items that provide specific examples of behaviors (i.e. items 4 and 9 on the questionnaire), note that the list is NOT exhaustive. For example, in item 4, the emphasis is on the child's ability to use words to solve problems rather than resort to counterproductive behaviors. On the other hand, there are other ways in which children may indicate when they have done something well in item 9. Apart from actions like clapping or cheering, their facial expressions and verbal exclamations may also be considered.

II. For Grades 1 to 3 Teachers

- A. The Grades 1 to 3 evaluation forms shall be completed by the learners with assistance and guidance of the teacher as needed.
- B. Before giving out the questionnaires, establish rapport with the class. Particularly for the pre-evaluation (which is to be administered on the first day of classes), it is important to first welcome the learners warmly. The teacher may choose to do



an icebreaker or introductory activity. This ensures that the learners can engage with the task and respond genuinely.

- C. Distribute the questionnaires. The teacher actively goes through the questionnaire together with the class, beginning with reading the instructions aloud. Teachers may dramatize the emoticons to illustrate how happy faces represent agreement (“Oo”) while sad faces represent disagreement (“*Hindi*”) in response to the items. For example, the teacher smiles widely and gives a thumbs up to indicate “Oo.”
- D. Invite questions from the class to ensure that learners understand how to respond using the emoticons.
- E. The teacher reads each item aloud so the class can answer at the same pace. Explain the following concepts as indicated when they appear on an item:
 1. **Damdamin** - *Ito ay ang mga nararamdaman natin sa loob ng ating mga sarili na maaaring dulot ng mga sitwasyong ating nararanasan.*
 2. **Suliranin o pagsubok** - *Ito ang mga bagay na mahirap magawa at kinakailangang malutas.*
 3. **Kalakasan** - *Ito ang mga bagay na nagagawa mo nang mabuti o ang iyong mga magagandang katangian.*
 4. **Gana** - *Ito ang nararamdamang sigla o sigasig para sa pagpasok sa eskwela. Pinapakita nito na gusto mong pumasok sa paaralan.*
- F. Allot at least 20 minutes for the class to complete the entire questionnaire.

III. For Grades 11 and 12 Teachers

- A. The Grades 11 to 12 evaluation forms shall be completed by the learners.
- B. Before giving out the questionnaires, establish rapport with the class. Particularly for the pre-evaluation (which is to be administered on the first day of classes), it is important to first welcome the learners warmly. This ensures that they can engage with the task and respond genuinely.
- C. Distribute the questionnaires. Then, the teacher reads the instructions until the rating scale provided (i.e. 1 = *Lubos na hindi sumasang-ayon*, 2 = *Hindi sumasang-ayon*, and so on). It is important to emphasize here that there are no correct answers. The questionnaire is simply meant to check in on how the learners are doing.
- D. Invite and address questions or clarifications from the class, if any.
- E. Instruct the learners to answer the questionnaire. Allot at least 15 minutes to complete the task.



ANNEX B. Monitoring Tool for Kindergarten Learners

PAGSUSURI SA SIKOSOSYAL PARA SA BALIK ESKWELA
Kindergarten

Nais masuri ng talatanungan na ito ang pag-uugali at pakikitungo ng mga mag-aaral sa kanilang pagbabalik eskwela. Bago mag-umpisa, unawain ang nakalakip na gabay para sa pag-observa ng mga bata.

PANUTO: Ilagay ang katumbas na puntos na naglalarawan kung **gaano kadalas** naipapamalas ng mag-aaral ang kilos o ugali sa bawat pahayag. Magbase sa gabay na ito para sa pagpupuntos:

Dalas	Puntos
Madalas	4
Minsan	3
Bihira	2
Hindi kailanman	1

Pahayag	Dalas	Puntos
1. Sinasabi ang mga nararamdamang damdamin sa guro o ibang nakatatanda (hal. masaya, malungkot, pagod, takot, atbp.)		
2. Natutukoy ang mga payak na emosyon tulad ng saya, lungkot, galit, at takot		
3. Madaling napapakalma kapag nainis o napikon		
4. Nasasabi ang mga gusto imbis na mang-agaw o makasakit sa kamag-aral		
5. Humihingi ng tulong tuwing may pangangailangan		
6. Nakikilahok sa mga larong pangkatan o sa mga gawain kasama ang ilang kamag-aral		
7. Nagpapakita ng pag-intindi sa mga kamag-aral na umiiyak o nasasaktan		
8. Nakikipaglaro sa mga kamag-aral		
9. Nagpapakita ng galak kapag may nagawang mabuti (hal. pumapalakpak, tumitsir, atbp)		
10. Nagpapakita ng interes sa pagkilala at pakikisalamuha sa mga bagong kamag-aral, guro, at ibang nakatatanda		
11. Kusang pumapasok sa silid-aralan lalo na sa simula ng araw		
12. Nagpapakita ng sigla sa buong araw ng pasok		



ANNEX C. Kindergarten Teacher's Guide for Points & Interpretation

TEACHER'S GUIDE FOR POINTS AND INTERPRETATION *Kindergarten*

The first seven items on the questionnaire correspond to the key psychosocial skills outlined and targeted on the Psychosocial Support Activity Pack. These items comprise the learner's **psychosocial well-being**. The remaining five items, on the other hand, cover the different aspects of their **psychosocial adjustment to the face-to-face learning modality**.

These domains are summarized in the table below. Definitions for each are provided in the Psychosocial Support Evaluation Guide (see Annex A).

Psychosocial Well-Being		
<i>Skill</i>	<i>Item</i>	
Emotional safety and Self-expression	No. 1	Sinasabi ang mga nararamdamang damdamin sa guro o ibang nakatatanda (hal. masaya, malungkot, pagod, takot, atbp)
Self-awareness	No. 2	Natutukoy ang mga payak na emosyon tulad ng saya, lungkot, galit, at takot
Self-regulation	No. 3	Madaling napapakalma kapag nainis o napikon
Problem-solving (self-reliant)	No. 4	Nasasabi ang mga gusto imbis na mang-agaw o makasakit sa kamag-aral
Problem-solving (help-seeking)	No. 5	Humihingi ng tulong tuwing may pangangailangan
Self-confidence	No. 6	Nakikilahok sa mga larong pangkatan o sa mga gawain kasama ang ilang kamag-aral
Empathy	No. 7	Nagpapakita ng pag-intindi sa mga kamag-aral na umiiyak o nasasaktan
Psychosocial Adjustment to Face-to-Face Learning Modality		
	<i>Item</i>	
NOTE. Adjustment for learners in kindergarten can be observed through their general affect and demeanor in the classroom as well as their interactions with peers. It is normal to	No. 8	Nakikipaglaro sa mga kamag-aral
	No. 9	Nagpapakita ng galak kapag may nagawang mabuti (hal. pumapalampak, tumitsir, atbp)
	No. 10	Nagpapakita ng interes sa pagkilala at pakikisalamuha sa mga bagong kamag-aral, guro, at ibang nakatatanda



observe clinginess, crying, or tantrums as parents or caregivers drop off their children on the first week of classes.	No. 11	Kusang pumapasok sa silid-aralan lalo na sa simula ng araw
	No. 12	Nagpapakita ng sigla sa buong araw ng pasok

Interpretation of Learner Ratings and Recommendations

In general, the higher the rating for an item, the better the learner is able to enact the relevant psychosocial skill.

For items 1-7 under Psychosocial Well-being:

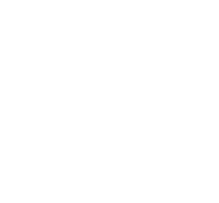
- Review which items have ratings of 1 or 2. These are the skill areas in which the individual may need further support and practice. Consider corroborating these observations with information from the child’s parents or caregivers. This will help establish whether the child is presenting difficulty in the specific skill across settings, or exclusively in school.
- For the class, notice the skills in which the learners scored ratings of 2 or lower. Consider repeating or facilitating additional psychosocial support activities under these skills, even after the first week of classes.
 - For example, for learners who have a rating of 2 or lower on item 3, the teacher will then incorporate more psychosocial support activities for self-regulation (e.g. Let’s Use Our Voices, Body Mirror, Tense and Relax, etc.) during classes in the second week of school.
 - Similarly, for young learners, the teacher can regularly check in on the class’ energy levels. When the students lack energy, facilitating energizers from the PSAP (e.g. Sagul-sagul, Tao Po, etc.) may be helpful. Alternatively, breathing exercises, playing slow music and having “quiet time,” wherein children simply lie down on the floor, may aid the class in calming down. Mindfully conducting such transitional activities models for the students’ various ways to manage their emotions and levels of alertness.

For items 8-12 under Psychosocial Adjustment to Face-to-Face Learning Modality:

- Pay attention to the items in which learners have ratings of 2 or lower. Low scores for these items may indicate that the learners are still adjusting to the classroom setting, new teachers and peers, and school reopening in general.
- Consider corroborating these observations with information from the child’s parents or caregivers as well. This will help establish whether the child is experiencing difficulty only at school or across multiple settings.
- Focus on establishing rapport with the learners in the first weeks of classes.
 - Listen to the learners express how they feel about returning to school or attending school for the first time. Validate their feelings (e.g. “*I understand that it’s hard to be away from mama and papa for the day.*”) and allow the children to warm up slowly. Being comfortable playing with classmates again may likewise take time.
 - For learners who are returning to school, explain the changes they are encountering, such as the new safety measures. Reassure them that the changes help keep everyone safe and healthy.



- Build consistent routines for the school day. Have a simple schedule of the day's activities posted in the classroom and from time to time, verbalize to the learners where the class is at and what to expect next.
- Young children tend to mirror emotional cues from adults. Your sense of calm and safety as a teacher is just as important as the learners, so take time to prepare for the school day. Have your own routines which include self-care activities that help you unwind, destress, and recharge.



Annex D. Monitoring Tool for Grades 1 to 3 Learners

PAGSUSURI SA SIKOSOSYAL PARA SA BALIK ESKWELA
Grades 1 to 3

Nais malaman ng talatanungan na ito ang iyong mga iniisip at nararamdaman sa pagbabalik eskwela at sa iba't-ibang *psychosocial support activities* na inyong ginawa para sa pagbabalik eskwela. Tandaan na walang tama o maling sagot.

Para sa bawat pahayag, isipin kung ito ay *totoo para sa iyo*. **Kulayan ang mukha** na tumutukoy sa iyong sagot.



1. Kapag gusto kong ibahagi ang aking mga damdamin, mayroon akong mga guro at kamag-aral na makikinig.					
2. Natutukoy ko ang aking mga nararamdaman tulad ng saya, lungkot, pagod, at iba pa.					
3. Naibabahagi ko ang aking nararamdaman sa aking mga kamag-aral, kaibigan, guro, magulang o tagapangalaga.					
4. Kaya kong pakalmahin ang aking sarili o pagaanin ang aking pakiramdam kapag ako'y takot, galit, at malungkot.					
5. Kapag nahihirapan ako sa pag-aaral, humihingi ako ng tulong sa aking mga kamag-aral o guro.					
6. Kapag mayroon akong suliranin o pagsubok, tumutukoy ako ng mga paraan para lutasin ito.					
7. Naipapakita ko ang aking mga kalakasan at kakayahan sa paaralan.					
8. Natutukoy ko ang mga damdamin ng aking mga kamag-aral.					
9. Masaya akong makabalik sa <i>face-to-face</i> na klase.					
10. May gana akong pumasok muli sa paaralan.					
11. Nakatutulong sa aking pag-aaral ang <i>face-to-face</i> na klase.					
12. Napapanatiling ligtas mula sa COVID-19 ang aming paaralan sa pamamagitan ng mga ginagawang pag-iingat.					
13. Napropektahan ko ang aking sarili mula sa sakit.					



Annex E. Grades 1 to 3 Teacher’s Guide for Scoring & Interpretation

TEACHER’S GUIDE FOR SCORING AND INTERPREATION
Grades 1 to 3

The first eight items on the questionnaire correspond to the key psychosocial skills outlined and targeted on the Psychosocial Support Activity Pack. These items comprise the learner’s **psychosocial well-being**. The remaining five items, on the other hand, cover the different aspects of their **psychosocial adjustment to the face-to-face learning modality**.

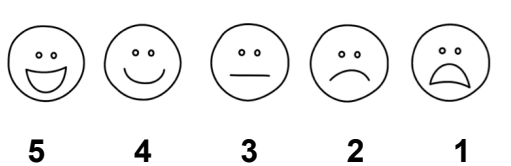
These skills and domains are summarized in the table below. Definitions for each are provided in the Psychosocial Support Evaluation Guide (see Annex A).

Psychosocial Well-Being		
Skill	Item	
Emotional safety	1	Kapag gusto kong ibahagi ang aking mga damdamin, mayroon akong mga guro at kamag-aral na makikinig.
Self-awareness	2	Natutukoy ko ang aking mga nararamdaman tulad ng saya, lungkot, pagod, at iba pa.
Self-expression	3	Naibabahagi ko ang aking nararamdaman sa aking mga kamag-aral, kaibigan, guro, magulang o tagapangalaga.
Self-regulation	4	Kaya kong pakalmahin ang aking sarili o pagaanin ang aking pakiramdam kapag ako’y takot, galit, at malungkot.
Problem-solving (help-seeking)	5	Kapag nahihirapan ako sa pag-aaral, humihingi ako ng tulong sa aking mga kamag-aral o guro.
Problem-solving (self-reliant)	6	Kapag mayroon akong suliranin o pagsubok, tumutukoy ako ng mga paraan para lutasin ito.
Self-confidence	7	Naipapakita ko ang aking mga kalakasan at kakayahan sa paaralan.
Empathy	8	Natutukoy ko ang mga damdamin ng aking mga kamag-aral.
Psychosocial Adjustment to Face-to-Face Learning Modality		
Domain	Item	
Affect	9	Masaya akong makabalik sa <i>face-to-face</i> na klase.
Motivation	10	May gana akong pumasok muli sa paaralan.
Perception of face-to-face	11	Nakatutulong sa aking pag-aaral ang <i>face-to-face</i>



modality vis-à-vis academic learning		na klase.
Perceived physical safety	12	Napapanatiling ligtas mula sa COVID-19 ang aming paaralan sa pamamagitan ng mga ginagawang pag-iingat.
Self-agency towards physical safety	13	Naprotektahan ko ang aking sarili mula sa pagkakasakit.

Use the following scoring guide to convert the learner's responses to ratings:



On the questionnaire, indicate the corresponding rating for each item.

Interpretation of Learner Ratings and Recommendations

In general, the higher the rating that the learner gives for an item, then the better they recognize themselves as possessing the relevant psychosocial skill.

For items 1-8 under Psychosocial Well-being:

- Consider the items to which the learner responds with ratings of 1 or 2. These are the skill areas in which the individual may need further support and practice.
- For the class, notice the skills in which learners tend to respond with ratings of 3 or lower. Consider repeating or facilitating additional psychosocial support activities under these skills, even after the first week of classes.
 - For example, for learners in a class gave item 4 on self-regulation a rating of 3 or lower, the teacher will then incorporate more psychosocial support activities for this skill (e.g. Let's Use Our Voices, Body Mirror, Tense and Relax, etc.) during periods between classes in the second week of school.
 - Similarly, for young learners, the teacher can concentrate on the class' energy levels throughout the day. When the students lack energy, facilitating energizers from the PSAP (e.g. Sagul-sagul, Tao Po, etc.) may be helpful. Alternatively, breathing exercises and slow songs aid the class in calming down. Mindfully conducting such transitional activities models for the students various ways to manage their emotions and levels of alertness.

For items 9-13 under Psychosocial Adjustment to Face-to-Face Learning Modality:

- Pay attention to the items in which learners respond with ratings of 3 or lower. The following recommendations are endorsed for low ratings in each of the domains:
 - Affect (item 9), motivation (item 10), and perception of face-to-face modality vis-à-vis academic learning (item 11) - Low ratings for these items may indicate some doubt, hesitation, or difficult feelings about face-to-face classes. Approach such an attitude towards school reopening with curiosity. Try to understand the learners' perceptions about the following:



- How did they feel about distance learning? What was it like learning from home?
- Who helped them study and accomplish modules at home? What was a typical day like?
- What did they like about the distance learning setup? What did they not like?

Learners can answer these prompts by drawing their experiences and allowing them to talk about their artwork. For learners who can write, they may add captions to their drawings. Gathering this information may provide perspective about how the different learning modalities impact the learners. It provides an opportunity to integrate and continue helpful practices that the learners were able to gain during distance learning.

- Perceived physical safety (item 12) and self-agency (item 13) - Have a class discussion on effective COVID-19 preventive measures. Allow the learners to brainstorm on any other safety measures that they can practice within the classroom. Through a poster, the class can create a set of guidelines or reminders to be posted in their classroom. This activity highlights the learners' sense of control over their own physical safety.



Annex F. Monitoring Tool for Grade 11 to 12 Learners

PAGSUSURI SA SIKOSOSYAL PARA SA BALIK ESKWELA
Grades 11 to 12

Nais malaman ng talatanungan na ito ang iyong mga pananaw at damdamin sa pagbabalik eskwela at sa iba't-ibang *psychosocial support activities* na inyong ginawa para sa pagbabalik eskwela. Tandaan na walang tama o maling sagot.

Para sa bawat pahayag, **bilugan ang rating** na tumutukoy sa iyong pagsang-ayon. Gamitin ang gabay na ito sa pagtugon:

1 = Lubos na hindi sumasang-ayon

2 = Hindi sumasang-ayon

3 = Walang kinikilingan

4 = Sumasang-ayon

5 = Lubos na sumasang-ayon

1. Kapag gusto kong ibahagi ang aking mga damdamin, mayroon akong mga guro at kamag-aral na pinagkakatiwalaan.	1	2	3	4	5
2. Kinikilala ko ang iba't ibang damdaming aking nadarama tulad ng saya, lungkot, takot, at galit.	1	2	3	4	5
3. Naibabahagi ko ang aking nararamdaman sa aking mga kamag-aral, kaibigan, guro, magulang o tagapangalaga nang walang alinlangan.	1	2	3	4	5
4. Kaya kong pakalmahin ang aking sarili o pagaanin ang aking pakiramdam kapag ako'y nakararanas ng sama ng loob.	1	2	3	4	5
5. Kapag nahihirapan ako sa pag-aaral, humihingi ako ng tulong sa aking mga kamag-aral o guro.	1	2	3	4	5
6. Kapag may hinaharap akong suliranin o pagsubok, tumutukoy ako ng mga paraan para lutasin ito.	1	2	3	4	5
7. Naipapakita ko ang aking mga kalakasan at kakayahan sa paaralan.	1	2	3	4	5
8. Inuunawa ko ang damdamin ng aking mga kamag-aral.	1	2	3	4	5
9. Masaya akong makabalik sa <i>face-to-face</i> na klase.	1	2	3	4	5
10. May gana akong pumasok muli sa paaralan.	1	2	3	4	5
11. Nakaiinam sa aking pag-aaral ang <i>face-to-face</i> na klase.	1	2	3	4	5
12. Napapanatiling ligtas mula sa COVID-19 ang aming paaralan sa pamamagitan ng mga ginagawang pag-iingat.	1	2	3	4	5
13. Napropektahan ko ang aking sarili mula sa pagkakasakit.	1	2	3	4	5



TEACHER’S GUIDE FOR SCORING AND INTERPREATION **Grades 11 to 12**

The first eight items on the questionnaire correspond to the key psychosocial skills outlined and targeted on the Psychosocial Support Activity Pack. These items comprise the learner’s **psychosocial well-being**. The remaining five items, on the other hand, cover the different aspects of their **psychosocial adjustment to the face-to-face learning modality**.

These skills and domains are summarized in the table below. Definitions for each are provided in the Psychosocial Support Evaluation Guide (see Annex A).

Psychosocial Well-Being		
Skill	Item	
Emotional safety	1	Kapag gusto kong ibahagi ang aking mga damdamin, mayroon akong mga guro at kamag-aral na pinagkakatiwalaan.
Self-awareness	2	Kinikilala ko ang iba’t ibang damdaming aking nadarama tulad ng saya, lungkot, takot, at galit.
Self-expression	3	Naibabahagi ko ang aking nararamdaman sa aking mga kamag-aral, kaibigan, guro, magulang o tagapangalaga nang walang alinlangan.
Self-regulation	4	Kaya kong pakalmahin ang aking sarili o pagaanin ang aking pakiramdam kapag ako’y nakararanas ng sama ng loob.
Problem-solving (help-seeking)	5	Kapag nahihirapan ako sa pag-aaral, humihingi ako ng tulong sa aking mga kamag-aral o guro.
Problem-solving (self-reliant)	6	Kapag may hinaharap akong suliranin o pagsubok, tumutukoy ako ng mga paraan para lutasin ito.
Self-confidence	7	Naipapakita ko ang aking mga kalakasan at kakayahan sa paaralan.
Empathy	8	Inuunawa ko ang damdamin ng aking mga kamag-aral.
Psychosocial Adjustment to Face-to-Face Learning Modality		
Domain	Item	
Affect	9	Masaya akong makabalik sa <i>face-to-face</i> na klase.
Motivation	10	May gana akong pumasok muli sa paaralan.
Perception of face-to-face modality vis-à-vis	11	Nakaiinam sa aking pag-aaral ang <i>face-to-face</i> na klase.



academic learning		
Perceived physical safety	12	Napapanatiling ligtas mula sa COVID-19 ang aming paaralan sa pamamagitan ng mga ginagawang pag-iingat.
Self-agency towards physical safety	13	Naprotektahan ko ang aking sarili mula sa pagkakasakit.

Interpretation of Learner Ratings and Recommendations

In general, the higher the rating that the learner gives for an item, then the better they recognize themselves as possessing the relevant psychosocial skill.

For items 1-8 under Psychosocial Well-being:

- Consider the items to which the learner responds with ratings of 1 or 2. These are the skill areas in which the individual may need further support and practice.
- For the class, notice the skills in which learners tend to respond with ratings of 3 or lower. Consider repeating or facilitating additional psychosocial support activities under these skills, even after the first week of classes.
 - For example, for learners who gave item 4 on self-regulation a rating of 3 or lower, the teacher will then incorporate more psychosocial support activities for this skill (e.g. Body Mirror, Tense and Relax, etc.) during periods between classes in the second week of school. The teacher will also continue to facilitate breathing exercises whenever the class gets too rowdy, or when they need to focus on a long task.

For items 9-13 under Psychosocial Adjustment to Face-to-Face Learning Modality:

- Similarly, pay attention to the items in which learners respond with ratings of 3 or lower. The following recommendations are endorsed for low ratings in each of the domains:
 - Affect (item 9), motivation (item 10), and perception of face-to-face modality vis-à-vis academic learning (item 11) - Low ratings for these items may indicate some doubt, hesitation, or difficult feelings about face-to-face classes. Approach such an attitude with curiosity. Try to understand the learners' perceptions, either through class discussion or a free writing activity, about the following:
 - How did they feel about distance learning? What was it like learning remotely?
 - What did they like about the distance learning setup? What did they not like?
 - How was distance learning helpful in the last school year? How was it not helpful? Who helped them make the transition to studying from home?
 - How do they feel about face-to-face classes? How is their experience so far?
 - Gathering these pieces of information may provide perspective about how the different learning modalities impact the learners. It provides an opportunity to integrate and continue helpful practices that the learners were able to gain during distance learning.
 - Perceived physical safety (item 12) and self-agency (item 13) - Have a class discussion on effective COVID-19 preventive measures. Allow the learners to brainstorm on any other safety measures that they can practice within the classroom. Through a poster, the class can create a set of guidelines or reminders unique to their classroom. This activity highlights the learners' sense of control over their own physical safety.



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NOT FOR SALE

PSYCHOSOCIAL SUPPORT ACTIVITY PACK

For Teachers

(Kinder, Grades 1-3, and
Senior High School)



BOOK USAGE RECORD

School: _____

District: _____

Branch: _____

Region: _____

Date received by school: _____

Name of Borrower	Borrowed on:	Condition	Returned on:	Condition

To the Teachers:

Write the learner's name under the column "Name of Borrower." Use the following letters to indicate the book's condition

- A** New
- B** Used but without damages
- C** With a few damages
- D** With numerous damages

**Psychosocial Support Activity Pack for Teachers
(Kinder, Grades 1-3, Senior Highschool)
First Edition, 2021**

The Psychosocial Support Activity Pack for Teachers (Kinder, Grades 1-3, and Senior High School) provides guidance for teachers to conduct psychosocial support activities for learners, in line with the pilot implementation of limited face-to-face learning modality. This packet is designed to bridge healthy socio-emotional wellbeing (achieved through offering psychosocial support) to academic performance, and hence can be used beyond the timeline for pilot implementation of limited face-to-face learning modality.

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Disaster Risk Reduction and Management Service

Office Address: 2nd Floor, Rm 201, Mabini Building, Department of Education, DepEd Complex, Meralco Ave., Pasig City, Philippines

Telefax: +632-8635-3764; +632-8637-4933

E-mail Address: drmo+mhpss@deped.gov.ph



PROJECT TEAM

PROJECT SUPERVISION AND MANAGEMENT

Ronilda R. Co

Director IV

Disaster Risk Reduction and Management Service (DRRMS), DepEd

Leandra Yu

Project Development Officer II

Disaster Risk Reduction and Management Service (DRRMS), DepEd

Maria Regina A. Alfonso, Ph.D., ATR-BC, LCPAT

Founder and Clinical Director

MAGIS Creative Spaces, Inc.

PROJECT ASSISTANTS

Joan Grace Llamado

Senior Technical Assistant II

Disaster Risk Reduction and Management Service (DRRMS), DepEd

Amina Aisa Boncales

Technical Assistant II

Disaster Risk Reduction and Management Service (DRRMS), DepEd

Raymand Roy Sardido

Technical Assistant II

Disaster Risk Reduction and Management Service (DRRMS), DepEd

Shanaia Kylie Pillois

Technical Assistant II

Disaster Risk Reduction and Management Service (DRRMS), DepEd





MAGIS CREATIVE SPACES

Psychosocial Support Activity Pack authors:

Maria Regina A. Alfonso, Ph.D., ATR-BC, LCPAT

Founder and Clinical Director

Katherina V. Ponce, MBA

Co-Founder and Managing Director

Josefa Angelica L. Atayde, MSc., R-DMT

Isobel Ranulfa "Rainey" S. Dolatre

John Vincent R. Felix, MA, RPm, RPsy

Ma. Therese S. Jose, MA

Gia Michaela V. Umil, RPm

Ma. Regina Coeli L. San Luis

Ma Imelda Matilde S. Lukban

Adrienne Mari Santos

Anna Miah Tanchoco



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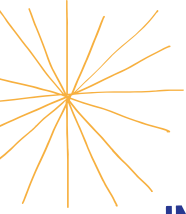
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INTRODUCTION

The Coronavirus Disease 2019 (COVID-19) pandemic crisis' effects are not limited to physical health-related concerns but are also significantly affecting the mental health and wellbeing of both adults and children worldwide. One of the sectors severely affected by the COVID-19 pandemic is the education sector, due to the inevitable closure of schools. For almost a year, education was implemented through distance learning modality and throughout this period, learners and personnel did not have physical interactions with friends and teachers.

In the return to face-to-face classes, teachers and school personnel will be welcoming back children with diverse experiences of the effects of the pandemic. For some, prolonged isolation and interruption of social life may have caused high stress and psychological consequences. Others may have experienced violence and neglect. Children coming from low-income families became most vulnerable to the economic consequences of the pandemic. Dealing with the diverse effects of the pandemic, teachers and school personnel must meet the children where they are, and support their health and wellbeing as they return to in-person classroom learning. An experience of crisis can put an individual temporarily out of balance.¹ Therefore, restoration of normalcy through the return to school after a crisis is a phase that can play a crucial role in a child's mental wellbeing.²

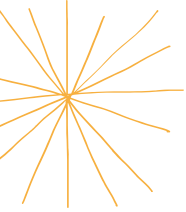
In times of crises, the education community must come together to ensure learning continuity and protect the right of every child to education. The provision of mental health and psychosocial support services is essential to ensure that children can access opportunities for healing, and recovery.³ Hence, the Department of Education, through the Disaster Risk Reduction and Management Service (DRRMS) together with MAGIS Creative Spaces, Inc., developed a Psychosocial Support Activity Pack for Teachers (Kinder, Grades 1-3, and Senior High School) to use as a guide in conducting psychosocial support activities in the classroom. Through the conduct of psychosocial activities in the classroom, teachers and school personnel can build a nurturing school environment that supports both the learning and the healing of the child.

In this guide, you will find a handful of play and arts-based psychosocial support (PSS) activities that have been thoughtfully designed to help students confidently say, I AM, I HAVE, and I CAN even as we consistently have to adjust to changing circumstances and take extra care to remain safe. These activities are meant to enrich the students' wellbeing, and socio-emotional and cognitive/academic development.

¹ Jonathan Sandoval, *Crisis Counseling, Intervention and Prevention in Schools*, 3rd Edition. (New York: Routledge, 2013), p. 3, <https://doi.org/10.4324/9780203145852>

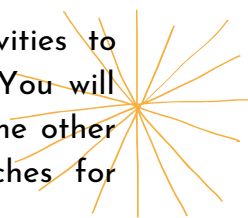
² Michele Capurso, et al. "Empowering Children Through School Re-Entry Activities After the COVID-19 Pandemic." *Continuity in Education*, pp. 64-82. DOI: <https://doi.org/10.5334/cie.17>

³ Anya Cowley & Leslie Snider, "Healing and Recovery through Education in Emergencies." Relief Web. https://reliefweb.int/sites/reliefweb.int/files/resources/MHPSS_briefing.pdf



HOW TO USE THIS PSS PACKET

- This packet is designed to bridge healthy socio-emotional wellbeing (achieved through offering psychosocial support) to academic performance. When students feel supported in school by compassionate adults/teachers and their peers, they can perform well even in difficult times. This school year students are adjusting back to face to face classes. Their arrival may come with excitement to be back in school, an adjustment to face to face learning and safety protocols; but it can also come with difficult feelings: anxiety, fear, anger, worry, sadness. Your role as a teacher is crucial in creating an atmosphere among your students of safety, calm, empathy and confidence. When conducting psychosocial support activities, your role is not to teach, but to be a companion to your students by being present and attuned to what emotions they are bringing back from home during this time of the pandemic. Through these activities, we are hoping you can create a classroom where both healing and learning thrive.
- The packet is divided into three parts: I Am, I Can, and I Have, in order to develop specific psychosocial support skills. They are meant to be used in that order - to build on safety, self-awareness and self-regulation first, and then move on to a deeper exploration of the self, community, and community resources.
- An annex is also provided with additional energizers and transitional activities to support your students' socio-emotional wellbeing and academic performance. You will also find other templates to use for creating your own activities as well as some other frequently asked questions (FAQ's) in using play and arts-based approaches for psychosocial support.



CONSIDERATIONS IN THE TIME OF COVID

Remember to maintain a healthy distance from each other during activity making, as well as observe minimum safety protocols such as wearing of masks and constant washing of hands or use of alcohol.

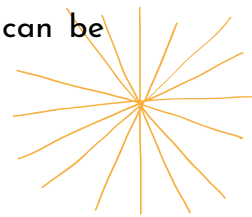


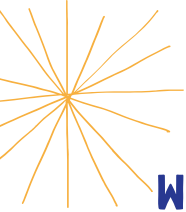


WHAT TO DO



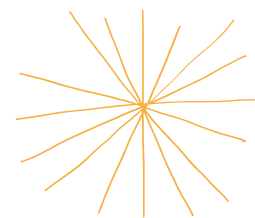
- Since this packet is designed to offer you activities to support the wellbeing of your learners, the first step would be to create an environment that welcomes all the emotions that they bring with them from their time at home during this pandemic. Assess (see *The Guide to Learning the Emotional Language of Your Learners*, p.xii) whether they might be receptive to the activities identified, and then choose the activity that would be helpful to hold a space to either ground or calm your class, or energize them.
- There is a list of grounding exercises and energizers in the Annex to help you get started. Basic exercise activities such as running in place, jumping jacks, arm rolls are all good starters to get the stress out. End with three breaths to ground everyone back to their seats.
- After you've used the activities, know that it's okay to repeat them. Repetition and consistency over time builds up a child's socio-emotional strength and creates a culture of caring and acceptance in the classroom.
- It's best to continue doing psychosocial support activities throughout the year as this will boost your learners' academic performance as well.
- Feel free to modify activities to adapt it to your specific culture and dialect.
- Accommodations for children with special needs: if you have learners with special needs in your class, individual work can be done in pairs so that a regular learner can be paired with a special needs learner
- Create safety and classroom guidelines. Remind them every session.
- Focus on your learner's strengths and inner resources.
- Use whatever materials are available to you
- Appreciate whatever is made by the learner. Thank them for their creativity and engagement (whatever way they engaged in -- as an observer, as a creator, as a sharer)
- Think outside the box. Materials from the natural environment may be used for art and other psychosocial support activities.





WHAT NOT TO DO

- When learners do not want to do a psychosocial support activity, encourage them, but don't force them. If you have a "quiet" or "peace" corner in your room with books and coloring supplies, they can stay there and try other activities until they're ready to join.
- Do not teach the learners how to create, since this is not an art class, but a psychosocial support activity
 - Instead:
 - Provide them with a space to let their creativity flow
 - Encourage them if they are having difficulty (i.e., start with a line, simple tapping of the toes or nodding of the head)
- Do not force learners to create
 - Instead, meet them where they are at.
 - Take note of these learners and check in with them individually from a curious, compassionate standpoint
- Do not judge artworks as good or bad
 - Instead, be curious about their work and what they want to communicate through it
- Do not analyze or interpret their work
 - Instead, allow them to be the masters of their creations





BASIC PSYCHOSOCIAL SUPPORT MODULE FLOW

This is a suggested guide to help you plan your time to integrate the following psychosocial support activities.

GREETING

Warm greeting for the learners

CHECK IN

How is everyone today?

USE THE EMOTICON CHART.

1. Point to each emoticon. Ask who is feeling each emotion in class.
2. Learners are not required to answer.
3. All emotions are welcome.

ENERGY CHECK

If the teacher notices the group lacks energy: do an energizer activity [See example in annex.] e.g. Tao Po! (for all ages)

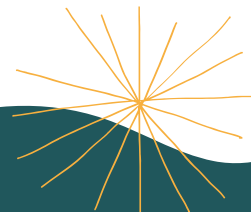
One activity that is easy and that learners enjoy is the "room walk".

- In silence, walk around the room first, different paces, fast, slow, sideways, etc. greet each one with their eyes, and keep walking, fast-slow, high low then medium, then go back to their desks. Then do the flower-candle breathing. (See Annex).

SET GUIDELINES

Set guidelines for the first session, and review before every succeeding session. *(This is critical for classroom management.)*

1. Invite them to add more guidelines to encourage ownership of the rules.
2. Review the guidelines together





MAIN ACTIVITY

Introduce the main activity.

SYNTHESIS

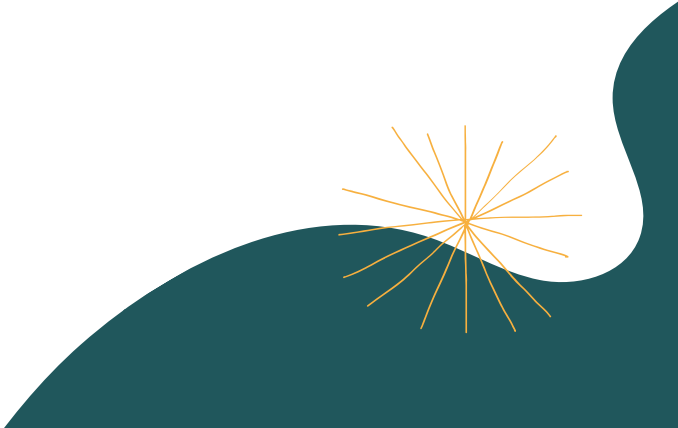
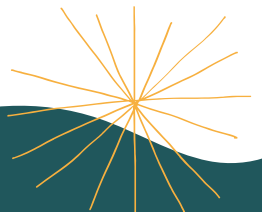
Synthesize learnings and re-emphasize important points about the theme [e.g. safety]

CLOSING

It is very important to close with an uplifting or grounding activity (e.g., a song, dance, energizer, breathing). This is a good place to use your own energizer, dance or activity that reflects your specific culture.

NOTE RED FLAGS

If you notice any red flags and that someone needs extra care, follow the agreed on protocols for reporting in your school for psychosocial support.





THE 7 S' OF PSYCHOSOCIAL SUPPORT

1. Safety

Emotional and physical safety are essential for healing to take place; this builds trust and creates an environment where self-reflection and self-expression become possible.

2. Self-awareness

In school, at various age groups, there is a growing self-awareness of one's body, separateness from others, and ability to express needs and preferences. Through specific activities, this growing knowledge of self serves as a building block for gaining more complex developmental skills such as problem-solving and self-regulation, which can then lead to health, stability, resilience and confidence.

3. Self-expression

The process of identifying feelings and sharing this both verbally and non-verbally, in the presence of a caring adult who is attentive to both the learner and the creative process, is fundamentally what psychosocial support work in the classroom is about.

4. Self-regulation

Self-regulation is key to achieving a sense of equilibrium mentally, physical and emotionally. Since the mind and body are intricately connected, one's ability to manage strong emotions are key to healthy daily functioning.




5. Problem Solving

This critical life skill can be learned through any process that involves art making. It can begin with resolving the simple dilemma between choosing blue or green to color, or deciding what colors to mix to make a new color, or deciding on one's own specific rhythm or beat in a song or a dance sequence.

6. Self-confidence

A strong sense of self-esteem and self-confidence is essential to experiencing success in school, and in finding one's way through adversity, and art-based activities can help encourage children to reflect on, identify, express their strengths and values. As a stabilizing factor, the school or child friendly space that builds on children's strengths become healing spaces particularly for children who do not receive affirmation in other aspects of their lives.

7. Self-compassion



When children receive empathy in times of distress, they learn how to demonstrate this towards themselves and others as well. Caring adults who model compassion and empathy indirectly teach children how to show this to others in times of difficulty. These activities that involve the facilitation of a trustworthy adult as well as interactions with others promote the development of empathy and appreciation for differences and unique abilities, talents and ways of coping.

ACTIVITY GUIDE

Please note that while these activities are divided into respective psychosocial concepts, many of the activities address overlapping psychosocial concepts. E.g. An activity that is focused on safety, can also address self-expression, etc. including other learning skills. You will find a guide for this in the © SMART-Play Table in the Annex.

Section	What we want our learners to be able to feel and say	What we want our learners to learn, discover, and feel	Psychosocial Concepts	Corresponding Activities
I AM	I AM able to acknowledge and express my feelings.	<p>When learners feel they are safe to feel their feelings, they will feel emotionally safe in school.</p> <p>We want learners to gain self-awareness about what keeps them safe, and what emotions they are feeling. We want them to be able to express these in order to feel supported in school.</p>	Safety	<ul style="list-style-type: none"> • Safe Animal • Desert Island • There's an Emergency! • Cloud Relaxation
			Self-awareness and Self-expression	<ul style="list-style-type: none"> • How are you today? • Feelings Circle • Feelings Charades
I HAVE	I HAVE the capacity to regulate my emotions and find solutions to challenges.	Learners learn to regulate their emotions when their teachers and peers also are able to regulate. We want to help learners learn that they can manage (not control or repress) their emotions in different ways that work for them, and also find solutions to problems.	Self-regulation	<ul style="list-style-type: none"> • Let's use our voices! • Tense and Relax • Body Map • Body Mirror • Bag of Feelings
			Problem Solving	<ul style="list-style-type: none"> • Storytelling • We can work it out!
I CAN	I CAN do my best in school, develop healthy relationships with my peers, and imagine a bright future for myself.	When learners' strengths are affirmed and accepted, and that their emotions are understood, learners develop a positive sense of self-esteem. They gain the confidence to deal with hard feelings, relate to others and have dreams for the future.	Self-confidence	<ul style="list-style-type: none"> • Fitness Trail • Confidence Drawings • Scribble Drawing Storyline • Build Our Neighborhood
			Empathy and Self-compassion	<ul style="list-style-type: none"> • Comfort from Home • A book about my life in the time of Covid • If I could change the world

PREPARING THE EMOTIONAL AND PHYSICAL SPACE

Creating a routine where you are checking in with your learners about how they feel and how they are doing helps to build a culture of safety in the classroom. You may find the following useful to prepare any of the following:

Emotions Chart

- Create a poster that you can point to, or create a section on your blackboard where you can draw the emoticons
- Ask learners to put their name under their most dominant feeling at any particular time.

To take the activity further: ask each one to mimic each feeling, or to show the feeling they're feeling in the moment by making that specific facial reaction at the same time. You can count: one, two, three - then have each one show their emotion through their facial expression



You may or may not decide to do this depending on whether it aligns with the specific activity.



You may want to use this as a way to check on how everyone is doing anytime during the day.

Example of an Emotions Chart





PREPARING THE EMOTIONAL AND PHYSICAL SPACE




“Let it all out” Center (for all ages)

- This could be a big poster, section of your bulletin board or blackboard where learners can scribble their feelings.
- This could also be a designated area in the room where you have a mat, pillow, some books, stress knots (old cloth knotted), scrap paper, a box with crayons or coloring material.
- To manage the propriety of their language and images, refer to the guidelines chart.

Guidelines Chart

- Create a poster where you have special guidelines for the play and art-based activities you will do with your learners. Here is a sample:



Guidelines Chart

for a safe and friendly time

Know that all art is good art!

Use whatever materials we have, and remember to share it with others who may want to use it.

When someone is speaking, we do our best to listen to them.

Treat each other with respect.

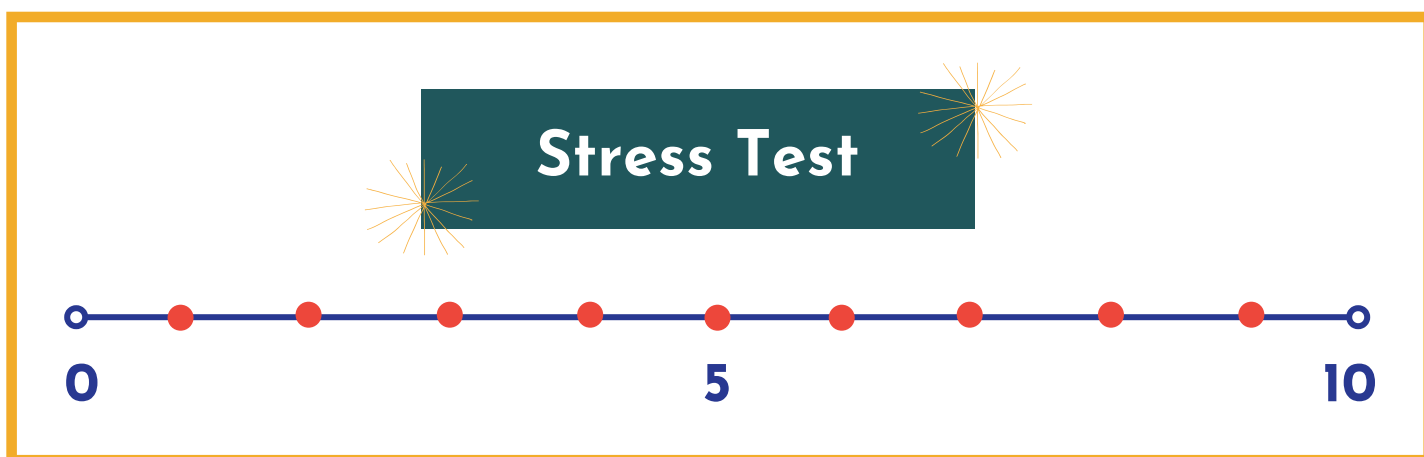


PREPARING THE EMOTIONAL AND PHYSICAL SPACE

Finally, the most important preparation to make for the session is:

Yourself

- Before every session, it's important to pay attention to how you are feeling to ensure your sense of calm, centeredness and compassion can help create an accepting environment for your learners. Many times we naturally carry some feelings from work or home into our classrooms.
- So as not to project your feelings to your learners which will affect the safety in the classroom, you may want to do the following:



- Check-in with yourself to do a brief stress test measuring your stress level from 0-10.
- If your stress level is above 5, then you may want to:
 - Take some deep breaths and center yourself.
 - Pay attention to tension in your body, and breathe into the tension to relax your muscles, especially your facial muscles.
 - Notice if you are thinking thoughts that will distract you from being the compassionate presence your learners need, and set them aside in an imaginary shelf or box that you can come back to later.
 - Be conscious of your voice modulation so as to offer both positive energy and love to your learners.

A GUIDE TO LEARNING THE EMOTIONAL LANGUAGE OF YOUR LEARNERS

Facial expression	What does your learner show on his or her face? This may include tense expressions, but may include a lack of expressiveness.
Tone of voice	Does your learner's voice become louder, softer, higher pitched?
Extent of speech	Does your learner have more to say than usual? Does he or she become quiet? How pressured (in a rush) is her speech?
Quality of speech	Do your learner's words become disorganized? Is he rambling or having a hard time getting words out? Do his words seem more babyish or regressed than usual?
Posturing/muscular expression	What does your learner's body look like? Is she curled up? Are her fists clenched? Are her muscles tense or loose? Is her posture closed or open?
Approach vs. avoidance	Does your learner become withdrawn or retreat? Does he or she become overly clingy? Does he or she seem to want to do both at the same time?
Affect modulation capacity	Does your learner have a harder time than usual being soothed, and/or self-soothing? Does he or she start to need more comforting from you or someone else? How receptive is he or she to comfort - does this change in the face of stress?
Mood	Does your learner's mood overtly change? Is he normally even-tempered but becomes more reactive in the face of intense emotion? If so, pay attention to signs of moodiness - it can serve as a warning sign that something is wrong.
Psychosocial support concepts	<p>Rate your learner 0-10 for the following:</p> <ul style="list-style-type: none"> • Awareness of safety • Self-awareness (body and mood) • Self-expression • Self-regulation • Problem solving • Self-confidence • Self-compassion and empathy



I AM

ABLE TO ACKNOWLEDGE AND EXPRESS MY FEELINGS.

Psychosocial Support Concepts:

SAFETY

SELF-AWARENESS

SELF-EXPRESSION

SAFE ANIMAL ACTIVITY

2

*I AM able to acknowledge and express my feelings.
(Safety, Self-awareness, Self-expression)*

LEVEL

★ K-Grade 3

TIME

★ 60 minutes for a class of 30 learners

YOU WILL NEED

- ★ Paper
- ★ Coloring materials
- ★ Other available materials that can be used for the animal's habitat (i.e. natural materials, sticks, stones, leaves, string, scrap wood, etc.)
- ★ Scissors
- ★ Glue (if using other materials)

WHERE TO DO THE ACTIVITY

- ★ on the floor around a big circle or spread out individually. This may be done outside

GROUPINGS

- ★ individually but within a bigger group circle inside or outside the classroom (e.g. an open space, garden) or in their seats in class

DESCRIPTION

Learners will be asked to reflect on an animal that makes them feel safe to reflect on the concept of safety.

HEALING COMPONENT

Establishing safety, self-awareness, problem solving, self-regulation

LEARNING COMPONENT

Self-awareness, problem solving
Fine motor skills, self-expression, spatial relations

DIRECTIONS

Review the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

You may want to introduce the activity by saying: "Today we are going to draw. Imagine you're [teacher can choose the appropriate contexts to offer learners] (e.g. in your home, in the city or in the mountains, a garden, or forest), and you come upon an animal that makes you feel comfort and safety. What would that animal be?"

- 1 Ask the learners to take a sheet of paper, either loose paper you provide or their notebooks.
- 2 Ask the learners to draw the animal that makes them feel safe, and give it a name.

Note:

We want to avoid saying "we are going to talk about safety today" so as not to pre-empt the use of their imagination as they draw. We want to encourage spontaneity and honesty in their expression

- 3 Give them about 5 to 7 minutes to draw and create.
- 4 Then ask the learners to draw a habitat for their safe animal -- where will the animal live? They can be as creative as they'd like (i.e. a fish living in a house, a horse living in the ocean, etc)
- 5 Once everyone has finished, ask if anyone would like to share their artwork with the class.
- 6 Let them tell their story. Depending on the size of your class, give each learner about 2-3 minutes for their story.
 - Prompt: Tell us the story of your animal.
 - Prompt: What is his/her name and where does he or she live?
 - Ask the learner what the animal is, the contents of the safe place, and what makes this place safe. Add additional questions as appropriate. Thank the learner for sharing.

Note:

Ensure that everyone in the class was given a chance to share. If there are some learners that would rather not share, do not force the learner.

WRAP UP DISCUSSION

- *Talk about the importance of safety and what steps they can take when they don't feel safe in their bodies or in their environment. (You can do this in the big circle after pretending to be an animal in the forest.)*
- *Stress that the most important thing they need to know to help them feel safe is they need to run to safety (in case of physical safety) and find an adult. In case of unsafety emotionally or in their bodies, they need to tell an adult they can trust (at home or in school) when they do not feel safe in their bodies.*

FOLLOW-UP ACTIVITY WITH MOVEMENT AND SOUND

- Now we are going to pretend we are in a forest, and we are "your" animals.
- Stand in a circle, then begin to walk (like a train formation) and then ask one learner to begin making the sound of his / her animal, and as everyone walks, they copy this sound (e.g. barking like a dog, and acting like one - with one on two paws up), and after the whole class has done this for about 10 - 15 seconds, the next learner can lead the class in the sound of his or her animal with a corresponding action.

Note: This is to expand the activity with other play modalities.

FOR FOLLOW-UP AT HOME

1. You've discussed safety with their child.
2. Ask them to reinforce the message that their learner must ask for help from an adult they can trust, when they feel unsafe in their bodies or in their environment.
3. Help them identify names of people they feel they trust.
4. With their child, ask them to list these names down and post them and their contact information on the wall somewhere in the home where the learner can see it.

DESERT ISLAND

4

*I AM able to acknowledge and express my feelings.
(Safety, Self-awareness, Self-expression)*

LEVEL

★ Grade 1 - HS

TIME

★ 60 minutes

YOU WILL NEED

- ★ Indoor/Classroom:
masking tape
- ★ Outdoor:
masking tape or soil
- ★ Paper and any drawing material
- ★ Natural materials :
twigs, rocks, stones,
other found objects
- ★ Recycled materials :
paper, cardboard,
boxes, water bottles
and caps, string

WHERE TO DO THE ACTIVITY

- ★ Learners can work in the classroom or another space on the floor around a big circle or spread out individually. This may also be done outside where learners can draw on the soil

GROUPINGS

- ★ Divide the class into groups of 4 (ideal)

DESCRIPTION

Learners will be asked to reflect on what they need for safety and survival.

HEALING COMPONENT

Establishing safety, problem solving, self-regulation

LEARNING COMPONENT

Self-awareness, problem solving
Fine and large, motor skills, self-expression, spatial relations

DIRECTIONS

Review the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

You may want to introduce the activity by saying: "Today we are going to create a group sculpture using natural materials or recycled materials."

Note:

We do not want to say we are going to talk about safety today so as not to pre-empt the use of their imagination while they create their sculptures. We want to encourage spontaneity and honesty in their expression

- 1 Divide learners into groups of four. They will be working in a circle.
- 2 As they are standing in their groups of four, say: "Imagine you are on a deserted island, and there is water all around you. What will you need to be safe there? What would you need to survive?"
- 3 Instruct the learners to use masking tape (or string) [if learners are outside they can draw on the ground to mark their pretend island] to create an imaginary island at the center of their circle.

- 4 When their islands are ready, give learners fifteen minutes to scout the room or school for “found” objects they can use for their group sculpture.
- 5 When they return, allow the groups to create their islands with everything they need to feel safe and to survive, using recycled or natural objects to represent these.
- 6 They can also use paper and pens to draw some items or people they are unable to represent through their natural or found objects.
- 7 When learners are finished, let them give their island sculpture a title and put this at the base of their sculpture.
- 8 When everyone has finished, let the class roam around (in silence) looking at the various sculptures. Remind learners to respect and hold judgment, and instead be curious and appreciative.

Note:

Observing created art work in silence allows for an atmosphere that encourages reflection and appreciation of each other’s work.

- 9 Let them know they can share their work with the class if they would like to. Groups can assign a leader to speak or have each member tell the story of their sculpture.

DISCUSSION GUIDE

- “What is the title of your piece?”
- “Tell us about each item in your desert island and how each one helps you to survive and/or feel safe.”

REMINDER FOR THE TEACHER/INSTRUCTOR:
You may want to take notes here as you will gain insights about your learners’ sense of safety and self as they share what they’ve considered important for their safety and survival.

WRAP UP DISCUSSION

- Talk about the importance of safety and what steps they can take when they don’t feel safe in their bodies or in their environment. Stress that the most important thing is to tell another adult they can trust (at home or in school) when they do not feel safe. For older learners, you may want to discuss the referral system or protocol for reporting any unsafe incidents.
- To close, you may ask the learners how it was working with their classmates to keep their island safe

FOR FOLLOW-UP AT HOME

Communicate to parents:

1. You’ve discussed safety with their son/daughter.
2. Ask them to reinforce the message that their learner must ask for help from an adult they can trust or report to the proper authority when they feel unsafe emotionally or in their bodies.
3. Share with parents the protocols for referral at your school in case they do not feel safe.
4. Make this contact information accessible at home, e.g. phone numbers, places e.g. the Barangay office

REMINDER FOR THE TEACHER/INSTRUCTOR:
It will be helpful to walk around the room as your learners create these sculptures. Observing the process of creating, and the interactions among learners is as important as the final output. You may want to take notes as you observe your learners make each piece, and then follow up with your observations after they share the story of each sculpture.

THERE'S AN EMERGENCY!

6

*I AM able to acknowledge and express my feelings.
(Safety, Self-awareness, Self-expression)*

LEVEL

★ All levels

TIME

★ 30-40 minutes

YOU WILL NEED

★ A pretend telephone, a can with string, or a small cardboard box (if you do role plays)

PRE-ACTIVITY:

Think of several emergency situations that you can present to your learners. Be careful not to touch on a situation that may be very triggering for a learner. While this can sometimes be hard to avoid, be prepared with water and an exercise to help ground anyone who might be triggered. If possible, have the guidance counselor or another teacher join you as you do this activity.

WHERE TO DO THE ACTIVITY

★ In the classroom or outside

GROUPINGS

★ Big group

DESCRIPTION

This role play for emergency situations can be a dry run for an actual situation. Teacher needs to watch out for learners who may get triggered.

HEALING COMPONENT

Self-awareness, self-confidence, self-regulation

LEARNING COMPONENT

Listening, memory skills

DIRECTIONS

Review the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

- 1 Let the learners know that they are safe with you.
- 2 Do a grounding/breathing exercise.
- 3 Let them know you are going to practice handling emergency situations to prepare them in case something happens.
- 4 On the blackboard, write down the names and numbers of people to contact in case of an emergency situation. Explain that an emergency is one where there is a life threatening circumstance, or when you are being constantly emotionally hurt (e.g. bullying)

- 5 Ask learners to write these in their notebooks.
- 6 Share with them a specific example: e.g. in case of an earthquake, or if someone in school is physically hurt and needs to go to the hospital, what should they do?
- 7 You may brainstorm and role play if there is time.

DISCUSSION GUIDE

Emphasize:

- *Keeping safe in school and at home is important.*
- *Physical safety means getting to a safe place, or helping someone feel safe in their bodies. (e.g. someone out of breath, or in a state of panic, or someone who needs to get to a hospital.*
- *Emotional safety means feeling free to be yourself in school and at home without someone putting you down. Discipline is necessary at school and at home but bullying is not.*

WRAP UP DISCUSSION / ACTIVITY

- *What did you learn today?*
- *What would you do to call for help?*
- *In school, if a classmate or someone is in trouble, who would you contact or call?*

FOR FOLLOW-UP AT HOME

Let parents know about the emergency protocol in school so that they can reinforce this information at home.

CLOUD RELAXATION

8

*I AM able to acknowledge and express my feelings.
(Safety, Self-awareness, Self-expression)*

LEVEL

★ All levels

TIME

★ 10- 15 minutes

YOU WILL NEED

★ Relaxing music

WHERE TO DO THE ACTIVITY

★ This best done seated, indoors or outdoors in a large group

GROUPINGS

★ Big group

DESCRIPTION

Relaxation activity for a feeling of calm in the body.

HEALING COMPONENT

Safety, self-awareness, self-expression

DIRECTIONS

Review the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

- 1** Teacher invites learners to be in a comfortable seated position.
- 2** The teacher invites learners to breathe gently, relaxing their chest and shoulders as they do so, and noticing how their stomachs expand when they inhale, and contract as they exhale; they may even want their learners to check if they are breathing correctly by putting their hands on their bellies to check (and then reminding them they can let go of their bellies when the script begins).
- 3** Teacher reads the script in a soothing, soft tone, giving instructions gently and slowly, to encourage relaxation. Teacher needs to keep her eyes open

SCRIPT

- 1** Take three breaths, and then if you feel ready, either close your eyes or lower them to the ground. Take three more breaths, then notice the sounds around you or the thoughts in your mind.
- 2** Keep breathing, then begin to let those sounds and thoughts go, passing by like passing clouds. Then come back to your breathing. Take another three breaths remembering that if other thoughts come to your mind, you can let them go, like you let the clouds pass by.
- 3** Now imagine a gentle, soft, beautiful cloud in your favorite color, forming at your feet.
- 4** Imagine it relaxing your feet, your toes, the soles of your feet, your heels, your ankles, feeling good and feeling soft and relaxed.
- 5** Then imagine the cloud rising towards your calves, and relaxing your calves, then your knees, and then all the way to your thighs, and then your waist (wait a few seconds before moving from calves, to knees, thighs and waist.)
- 6** Now your lower body feels very relaxed, and you can see the beautiful cloud wrapped around your waist, helping you feel more and more relaxed.
- 7** Then the cloud is rising up your hands, elbow, and arms, and your chest and your shoulders. (Move slowly from each part)
- 8** Keep breathing.
- 9** You are now very, very relaxed.
- 10** Then you feel the cloud rising up to touch your chin, and then the tips of your ears and relaxing your whole face all the way to the top of your head. And now you are very very relaxed. From the tips of your toes, and the tips of your fingers, all the way to the top of your head.
- 11** Now you are surrounded by this beautiful cloud in your favorite color, and it's soft and gentle and you are feeling very relaxed.
- 12** As you continue to breathe, now let your cloud fly and float around with you in it, until you come back to the room. And in three breaths, slowly open your eyes.

DISCUSSION GUIDE

Sometimes no discussion is needed here, if the main objective is to calm your class down.

Notes for discussion:

- *How do you feel?*
- *How does your body feel?*
- *What did you notice about your breath?*
- *What do you think about breathing?*
- *How important is it?*

Say: sometimes when we are stressed our bodies feel tight, and our breath is short; it comes only to our chest. One way to relax is to breathe. It helps all our organs function well, and helps us to be healthy, when we breathe properly, all the way to our stomachs.

We may also want to talk about other emotions and how this affects our breathing patterns (i.e. when we feel angry or scared, our breathing pattern is short and fast). Breathing deeply is a way for us to regulate our emotions. Shortness of breath can lead to impulsive actions such as shouting or throwing so breathing can help us preempt this. You may also want to integrate this into check in activities -- if they're feeling 8 to 10 in the stress spectrum, they can do deep breathing as a way to regulate.

WRAP UP DISCUSSION / ACTIVITY

Talk about the importance of breathing to stay calm and healthy.

FOR FOLLOW-UP AT HOME

Share the script with parents and let them know your learners learned the importance of breathing, and how to relax through this exercise. They may want to repeat it at home, or even do it together as a family.

HOW ARE YOU TODAY?

11

*I AM able to acknowledge and express my feelings.
(Safety, Self-awareness, Self-expression)*

LEVEL

★ K-Grade 3

TIME

★ 60 minutes

YOU WILL NEED

- ★ Emotions pre-pasted on the blackboard, far apart. (prepared by the teacher)
- ★ Emotion cards (big size: 1 bond paper per emoticon, choose 4 emoticons from the emoticon chart)
- ★ Emotion flash cards (small/1/4 size, 1 emotion per child)

WHERE TO DO THE ACTIVITY

- ★ Open space in the classroom and/or outside.

GROUPINGS

- ★ Individual and then random grouping

DESCRIPTION

This activity with two parts teaches learners about feelings.

HEALING COMPONENT

Learners learn to identify their own feelings, discover new feelings, and explore how they are expressed or visible in others.

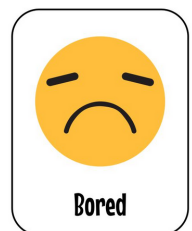
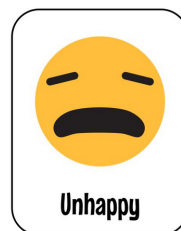
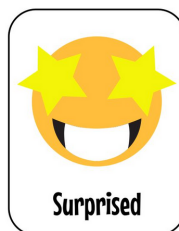
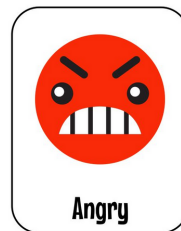
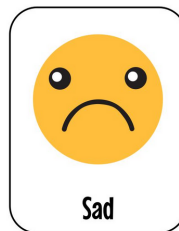
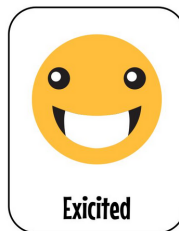
LEARNING COMPONENT

Learners engage in language, and gross motor movement, listening and collaboration.

PRE-ACTIVITY PREPARATION BY THE TEACHER

20 minutes

1. Draw the following emoticons on the blackboard side by side, or cut out emoticons and tape them on the board.



2. Choose four or all of the above emotions, draw one each on a piece of short bond paper.

3. Then photocopy your emotions of choice in the size of a flashcard or $\frac{1}{4}$ bond paper each. Make enough copies for each of your learners to have one out of the four emotions.

E.g. If you choose four emotions: happy, sad, angry, excited. For 20 learners, make 5 copies per emotion. Or you can draw these also in $\frac{1}{4}$ sheet paper instead of photocopying.

DIRECTIONS

Review the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

Teacher tells the class we are exploring feelings today. She can express that we may feel many feelings all at once. And to feel any feeling is normal, and part of being human. It's what we do with our feelings and how our feelings affect others that we need to pay attention to.

E.g. When we are happy, we can sometimes help others feel better too because our joy can be infectious. When we are angry, we may hurt others if our behaviors come out in a way that attacks others e.g. hitting, or shouting.

It is important to emphasize that all feelings are valid --it's okay to be sad or angry or scared. Create a culture in your classroom where these feelings are welcome and there is a sense of confidence in how to deal with hard feelings.

PART I

- 1** Ask each learner to stand up row by row (if you want there to be order in the classroom) or randomly, to write their names underneath the emoticon that represents how they are feeling in the moment.
- 2** When everyone is done, ask them what they noticed about the class, and how the class in general is feeling today. (They may say, some of us are sad, some are happy, etc.)
- 3** You can have a brief discussion on how to support each other as classmates, especially those who are not feeling so good. Ask for examples on how to help others feel better. List these on the blackboard too.

PART 2

- 4** Continue the exercise and ask for 4 volunteers. Give each one one of the emoji drawings you prepared on the short bond paper or any large sheet of paper.
- 5** Ask them to spread out and stand wherever they like within visible range of their classmates in the activity space.
- 6** Gather the rest of your learners to the center of the area and then distribute one small card to each learner.
- 7** Tell them not to look at their emoji yet, and that when you say ready, set, go - they must run to the volunteer holding up the same emotion on their flash card. The first group that completes their group wins.
- 8** Teacher stands at the center and gives instructions.
- 9** Teacher will point to a group, and all learners in the group together show the emotion they were assigned to with action and sound. What does the emotion look like in your body? What sound would you make?
- 10** Teacher acts like a music conductor and points to the various emotions making it fun by pointing to one group after another randomly.
- 11** After everyone has a round of acting out their emotion, teacher collects their flashcards and shuffles them, and then re-distributes one card per learner. And the game repeats.

Note:

The volunteers holding up the large emotion cards may want to join the game so the teacher can ask for new volunteers.

If you are outside, come back into the classroom. Or if you are in the classroom, come back to your seats. Do the flower candle exercise, or quick three breaths exercise with a butterfly hug to ground everyone from the running.

See page 62 for the Flower Candle exercise.

DISCUSSION GUIDE

- *What different emotions did you learn about today?*
- *Tell a story about when you felt that emotion.*
- *What does that emotion feel like in your body?*
- *How do you feel when you are moving?*
- *How do you feel when you are breathing?*

WRAP UP DISCUSSION / ACTIVITY

- *How do you feel now?*
- *What did you learn about emotions today?*

Remember: It's okay to feel different feelings, what's most important is that you don't hurt yourself or anyone or destroy anything.

End with the song: "Kung Ikaw ay masaya tumawa ka."

FOR FOLLOW-UP AT HOME

Ask parents to create, with their learners, a list of "Ways to respond" to their hard feelings.

If the emotion they are exploring is sadness they can say to their child: "It's okay to express your anger as long as you don't hurt anyone, or yourself or destroy anything."

Let's think of ways you can deal with your sadness. Make a list.

E.g.

1. Talk to a friend or family member
2. Listen to music
3. Exercise, walk, jump rope
4. Take a nap
5. Make a list of things to be grateful for in your diary

Parent and child can put this list on the wall of their home. When their child is sad, they can both look at the list together to help him/her choose an activity that will help him or her feel better.

FEELINGS CIRCLE

15

*I AM able to acknowledge and express my feelings.
(Safety, Self-awareness, Self-expression)*

LEVEL

★ Grade 2 - High School

TIME

★ 60 minutes

YOU WILL NEED

★ Paper, crayons and/or pencil pen

WHERE TO DO THE ACTIVITY

★ Space for everyone to sit in a circle and work with paper on the ground or on a desk

GROUPINGS

★ Individual work within a larger group

DESCRIPTION

Learners are invited to reflect on how feelings can exist simultaneously and deepen their self-awareness.

HEALING COMPONENT

Self-awareness, self-expression, self-understanding, empathy

LEARNING COMPONENT

Math and language skills, fine motor skills, visual spatial skills

DIRECTIONS

Review the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

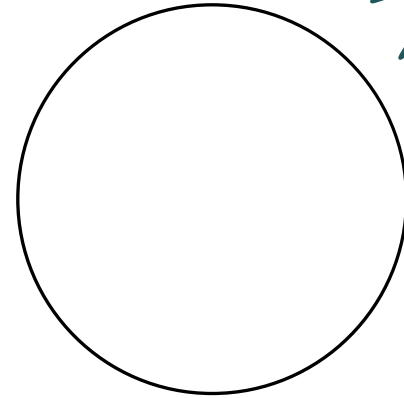
Ask learners if they have ever felt more than one feeling at once. Share with them that this is normal, especially in the time of COVID-19.

To deal with hard feelings, tell them that it's helpful to stop from time to time, and try to understand which are the different feelings they are experiencing

1 On a sheet of paper, ask learners to think of the different feelings they have at this moment.

Ask them to take a sheet of paper and divide it in half. On the left side, ask them to write down all the feelings they feel in the moment and assign a color for each.

- 2 On the right sheet of the same paper ask learners to create a circle. If learners have not been introduced to circular charts, you can introduce the activity by saying “Now we are making a feelings wheel and we will divide the wheel according to how much you feel each feeling you’ve written down today.”



- 3 Ask learners to divide the wheel according to “percentages” or to the size of each feeling they are experiencing at the moment.

When the learners are done, the teacher can invite them to sit in a circle in groups of 4, or to share their Feelings Wheel in the larger group. The teacher can invite volunteers to start.



DISCUSSION GUIDE

- Who would like to share their Feelings Wheel?
- What would you like to say about your Feelings Wheel?
- What did you discover about yourself as you were making it or as you look at the chart now?
- What did you learn about yourself?

Note:

Share with your learners that they can use this at different points in their week, or month as a check-in, and that it will most likely change and look a little different each time.

WRAP UP DISCUSSION

- What did you learn about yourself, and about feelings today?
- What did you learn from your classmates?
- What resources do you have to deal with your feelings?

Discuss how it's important to identify their feelings in order to deal with them.

Sharing their story with a trusted friend or adult, singing a song, taking a walk, taking a nap, exercising, are among many different ways to help them feel better about difficult feelings. It is important to share the more uplifting feelings as well; it's one way to support others and build friendships.

FOR FOLLOW-UP AT HOME

Let your learners' parents or guardians know that you're exploring feelings this week. Remind them, as they do the following activity, to set guidelines that they will listen to each one and respect each one's feelings; it is important to offer affirmation to each one after they share, for opening up about their feelings. If others don't want to share, it's ok.

Activity at home: Mom or dad leads the activity and does a stress/emotion check with each family member during a meal using the 0-10 range. When the sharing is finished, pray for each one saying thank you for the sharing and thank you for the food.

If the family does not pray, go around the table before eating as a check-in on their feelings (0-10) and listen to what each one needs for support. Say thank you to everyone and then start the meal.

FEELINGS CHARADES

18

*I AM able to acknowledge and express my feelings.
(Safety, Self-awareness, Self-expression)*

LEVEL

★ All ages

TIME

★ 30-40 minutes

YOU WILL NEED

★ A box or basket with the charades prompts above.

WHERE TO DO THE ACTIVITY

★ K-Gr. 3:
In the classroom

★ High School :
Outside where there's space for dramatizing

GROUPINGS

★ K-Gr. 3:
Individual

★ High School :
2-4 teams depending on the size of the class

DESCRIPTION

Learners are invited to reflect on how we can act differently or similarly to different life situations.

HEALING COMPONENT

Self-awareness, self-expression, self-understanding, empathy

LEARNING COMPONENT

Language skills, reading, listening, problem solving, imagination, creativity

PRE-ACTIVITY PREPARATION BY TEACHER

Preparation time: 20-30 minutes.

1. Copy each of these on a small piece of paper or photocopy the list in the annex (p. 77)
 - You are lost.
 - Your best friend moves away.
 - It's your birthday and you have a party.
 - You lose your homework.
 - Your mother yells at you for not helping with house chores.
 - It's the day before you and your family are going on an outing.
 - You find out someone you love is sick.
 - You're in a play in school and you forget your lines.
 - You smell your favorite food being cooked when you arrive home from school.
 - You make the winning point in a game.
 - You fall down and hurt your knee.

PRE-ACTIVITY PREPARATION BY TEACHER

- Someone calls you a name and hurts your feelings.
- You win a prize in a contest.
- Your dog runs away.
- You receive a special award at school.
- You get sick and miss an activity at school.
- Everyone is invited to an outing and you aren't.
- Someone takes your pencil without asking.
- You get "100" on a test.
- No one chooses you to be on their team at P.E.
- You drop your lunch on the floor by accident.
- You notice a smoke and a fire in a place not too far from your home.

2. Place them folded in a box or basket.

DIRECTIONS

Review the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

K-Grade 3

- 1** Explain to your learners that in the game of charades you cannot use your voice but must communicate with your face and body motions. You may pantomime and give some examples, e.g. eating a meal, or putting on your shoes.
- 2** Remind learners of the guidelines and that you are learning together, and that engaging in the game without judgment and with acceptance and openness encourages everyone's growth.
- 3** Let one learner at a time pick a sheet from the basket. Ask that learner to act out what it says as classmates try to guess.
- 4** Encourage those who guess to identify how they would feel if they were in a similar situation. Ask them what they learned about themselves as they react to each situation.
- 5** If younger learners have a difficult time acting out from the word prompts, use pictures of the scenarios instead.

High School

- 1 Divide the learners into teams; you may have 2 or more teams depending on the size of your class.
- 2 Ask for a volunteer timer to keep the time to 2 minutes per round of pantomime acting.
- 3 Each member of each team gets to pick and act out a situation for the other team. The other team guesses.

DISCUSSION GUIDE

- *What was it like to act out various feelings?*
- *What did you learn about yourself as you reacted to different situations?*
- *What did you learn about your peers' feelings in different situations?*
- *How can we support each other especially during difficult times?*

WRAP UP DISCUSSION / ACTIVITY

We all have our own responses to different things depending on our experiences growing up. It's important for us to respect other people's feelings and show empathy and support especially when they are experiencing difficulty. Support can come in the form of mere presence, or letting them know you are there for them as a friend.

FOR FOLLOW-UP AT HOME

Tell your learners' parents you are exploring feelings. Encourage them to complement what you're doing in school by encouraging them to "make space" for their son or daughter's feelings. One way is to make two jars or boxes at home:

1. A feelings jar
2. A gratitude jar.

Encourage each family member to write their feelings or things they are grateful for in a small piece of paper and drop them in the jar/box. Optional: make this an offering during family prayer time.



I HAVE

**THE CAPACITY TO REGULATE MY EMOTIONS AND FIND
SOLUTIONS TO CHALLENGES.**



Psychosocial Support Concepts:



**SELF REGULATION
PROBLEM SOLVING**



LET'S USE OUR VOICES!

22

*I HAVE the capacity to regulate my emotions and find solutions to challenges.
(Self-Regulation, Problem Solving)*

LEVEL

★ All ages

TIME

★ 15-20 minutes

YOU WILL NEED

★ Your voice and presence

WHERE TO DO THE ACTIVITY

★ Indoors or outdoors

GROUPINGS

★ One big group, or break up into groups

DESCRIPTION

A listening and vocal activity that teaches regulation

HEALING COMPONENT

Self awareness, self-regulation, self-confidence

LEARNING COMPONENT

Listening, following instructions, concepts: high, middle, low, loud, soft

DIRECTIONS

Review the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

- 1** Learners stand in a circle around the teacher. The teacher holds his/her hand at his/her waist (middle) and learners begin to sing a note at medium (normal) volume. The provides the example for the medium tone.
- 2** The teacher then raises her hand high above her head and the learners increase the volume to very loud (they can also clap hands, stomp feet, or yell to make as much noise as possible).
- 3** Then the teacher drops her hand down to her knees to signal very quiet sound and the learners drop their voices to a very low whisper.
- 4** The teacher moves back and forth between the 3 volume levels, eventually stopping back in the middle at normal volume to regulate the learners back to normal.

MODIFICATION

Animal Orchestra

- 1 The learners are divided into groups.
- 2 Each group uses the sound of an animal to make their sound. E.g. oink, oink arf, arf.
- 3 The teacher as the conductor at the center of all the groups, gestures high, middle or low for each group.

DISCUSSION GUIDE

- *What did you notice about your voice and ability to make it louder or softer?*
- *Do you ever feel like you want to shout very loudly but try not to, or whisper, but cannot?*
- *What does that feel like for you?*
- *Which voice feels most relaxed for you?*

WRAP UP DISCUSSION / ACTIVITY

Voice modulation is also a way of regulating our energy. Notice your voice and the tension in your face and neck. How loudly or softly do you speak? The tone of your voice is one way to help others feel your support and compassion.

FOR FOLLOW-UP AT HOME

Ask learners to teach this activity to their parents and to practice it at home just for fun!

TENSE AND RELAX

24

*I HAVE the capacity to regulate my emotions and find solutions to challenges.
(Self-Regulation, Problem Solving)*

LEVEL

★ All ages

TIME

★ 15-20 minutes

YOU WILL NEED

★ No materials required

WHERE TO DO THE ACTIVITY

★ Indoors or outdoors

GROUPINGS

★ One big group

DESCRIPTION

This is a simple relaxation technique to relieve stress in school or at home.

HEALING COMPONENT

Self-awareness, self-regulation

LEARNING COMPONENT

Listening, following instructions

DIRECTIONS

Review the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

- 1** Gather the learners and ask them if they ever feel like they're going to explode. Do they ever feel nervous or upset? Let the learners share what they do when they get nervous.
- 2** Demonstrate how to do the following exercises to shake off difficult feelings.

TENSE AND RELAX

Tell the learners to stand up and then bend over from the waist like a rag doll. Show them how to wiggle their arms and relax. When you say "tense" they should stand up straight and make their body as stiff as they can. Have them tense up and be tight for 10-15 seconds; then say "relax" as they bend over and relax again. Continue saying "tense and relax" every 15 seconds.

BALLOONS

Ask the learners to get in a very small ball shape on the floor. Tell them to pretend that they are a balloon and to slowly fill themselves with air...bigger and bigger until they are standing with arms outstretched, feet apart, and cheeks full of air. Now have them slowly let all the air out as they exhale and return to a small ball on the floor. Continue inhaling and blowing up like a balloon then slowly exhaling.

DISCUSSION GUIDE

- *What did you notice about your body as you tensed up and relaxed, or stretched out and turned into a ball?*
- *Which feels more natural to you?*

WRAP UP DISCUSSION / ACTIVITY

Our bodies carry stress and anxiety everyday. There is such a thing as good stress. This type of stress gives us energy. Then there's not so good stress that stays in our bodies. When we are carrying a lot of stress or anxiety, our bodies tend to be tight. It's important to pay attention to our bodies so we can help our bodies relax.

FOR FOLLOW-UP AT HOME

Ask learners to teach this activity to their parents and to practice it at home just for fun!

BODY MAP

26

*I HAVE the capacity to regulate my emotions and find solutions to challenges.
(Self-Regulation, Problem Solving)*

LEVEL

- ★ High School

TIME

- ★ 60-90 minutes

YOU WILL NEED

- ★ **VERSION 1:** Any paper available, markers, crayons, paints, other assorted materials (decision on specific materials that are age appropriate are chosen by the teacher)
- ★ **VERSION 2:** If possible, 1-2 sheets of large sized paper or cardboard enough for a life-sized drawing (pre-taped together with tape) depending on the size of the learner, markers, crayons, paints, other assorted materials (decision on specific materials that are age appropriate are chosen by the teacher).

GROUPINGS

- ★ **VERSION 1:** Individual
- ★ **VERSION 2:** Pairs

DESCRIPTION

Learners create a body map and identify where in their bodies they feel various emotions and learn body awareness and regulation.

HEALING COMPONENT

Body awareness, self-expression, self-regulation, problem solving

LEARNING COMPONENT

Fine and gross motor skills, visual spatial skills, pre-math and language skills

WHERE TO DO THE ACTIVITY

- ★ **VERSION 1:** Learners can work on their desks, on the floor around a big circle or spread out individually
- ★ **VERSION 2:** This activity requires a large amount of space, enough for each participant to lay on the floor to create the body map and work on it

DIRECTIONS

Review the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

Note:

This activity may be broken up into two sessions if there's not enough time. You may end with the drawing of emotions on the body map. The next day you may continue with the sharing of the body maps in pairs, groups or as a class.

VERSION 1:

- 1 Ask the learner to create a body outline on their sheet of paper - 1 outline for the front part of the body, another outline for the back part of the body (depending on the size of the paper, you may place the two outlines side-by-side or back-to-back)
- 2 Ask the learners to map out in their body map with coloring materials where in their bodies they feel the following emotions:
 - Where do you feel HAPPINESS or JOY in your body?
 - Where do you feel SADNESS in your body?
 - Where do you feel ANGER in your body?
 - Where do you feel FEAR in your body?
 - Where do you feel COURAGE in your body?
 - Where do you feel LOVE in your body?
- 3 Ask the learners to add other feelings that are coming up for them that haven't been mentioned. They may also decorate their body maps any way they want

Note:

They can indicate more than one body part for each feeling if they'd like

VERSION 2:

Learners work in same-sex pairs.

- 1 Tape together 2 large size pieces of paper or cardboard for each child. Put learners into pairs (8 years or older). One learner lies on the paper while the other traces him/her. Then they switch. Each learner now has a tracing of his/her body.
- 2 Ask the learner to map out in their body map with coloring supplies where in their bodies they feel the following emotions:
 - Where do you feel HAPPINESS or JOY in your body?
 - Where do you feel SADNESS in your body?
 - Where do you feel ANGER in your body?
 - Where do you feel FEAR in your body?
 - Where do you feel COURAGE in your body?
 - Where do you feel LOVE in your body?
- 3 Ask the learners to add other feelings that are coming up for them that haven't been mentioned.
- 4 Then have the learner finish decorating their drawings any way they like (using the rest of the available arts materials).
- 5 When the learners have finished, have them lay out their drawings in a large group square or circle or taped to a wall. Let the learners walk around and see each other's work in silence.
- 6 Ask the learners to share something about the activity and their work. How does it feel to think about how we physically experience the different emotions? What does this tell us about how our bodies react to our feelings?

DISCUSSION GUIDE

Note:

Sharing can be done in pairs, small groups or one by one in a big group.

- *What do you think about your body map? How would you describe it?*
- *When you feel sad, angry or fearful, (etc.) what happens to your body? What does your body feel like doing? (even if you don't do it)?*
 - *It can be empowering for learners to understand that there is a difference between what they might feel like doing when they are angry (etc.) and what they actually choose to do; it shows that they are able to self-regulate. (Teach them the word - it's an important one!)*
- *How do you feel inside when you are angry (etc.)? Are there other feelings beneath your anger (etc.)?*
 - *What feelings do you find underneath? (After they share their feelings, suggest others: you might feel hurt, helpless, tense, left out, put down, unheard, insulted, ashamed, rejected, sad, inadequate, vulnerable, disappointed, ignored, neglected, unfairly treated, controlled.)*
 - *The feelings that hide underneath our anger (etc.) can help us to understand what is really upsetting us and, thus, help us to communicate our needs more clearly.*
- *Ask them to point out in their body maps and where they feel the different feelings they identified.*
- *How can we express our feelings, needs, and wishes in ways that will feel better and safer?*

ADDITIONAL GUIDELINES/NOTES

- Emphasize that all feelings are valid -- everyone gets angry, sad and fearful. How we express them is something we can learn more about.
- Sometimes, if we take a break from a difficult feeling for a while, we can come back to it and make a better decision about what we want to do.
- Ask learners what else can we do to help us take a break, cool down, and think?

Some suggestions:

- Tell someone you trust what happened and how you feel;
- Think of something peaceful (looking up at the sky, smelling a flower, sing a song, eating some fruit) or something you like to do;
- Squeeze or punch a pillow;

- Drink water
 - Tear up some old newspapers;
 - Count backwards from 10;
 - Scribble on a big piece of paper; draw what happened;
 - Sing; hum a song;
 - Play a game;
 - Do the turtle (pull in your head, arms, and legs and take a snooze in your shell);
 - Think about something funny;
 - Take a walk;
 - Squeeze a stress ball (we'll be making these another time);
 - Talk to a friend;
 - Write about what happened and seal it in an envelope;
 - Exercise (go for a walk, play a game, etc.)
-
- Which one will you try next time you feel angry or any other difficult feeling?
 - If that one doesn't work, what else will you try?

WRAP UP DISCUSSION / ACTIVITY

Note:

This is a big group discussion. So as learners sit individually, or in pairs or groups, they can respond to the larger group.

- *Ask learners what they learned about their feelings and about how their bodies carry these different feelings.*
- *Review the word self-regulate; managing emotions takes time to learn. Being curious about our difficult emotions and trusting that they will pass is a healthy way to deal with difficult emotions.*
- *Making a list of what to do when emotions are difficult is one way to help oneself.*
- *Ask learners if they would be willing to show their art with their parents and tell them about it.*

FOR FOLLOW-UP AT HOME

Encourage the parents to listen to their son or daughter's story about self-portraits which reflect their emotions with acceptance and full attention.

BODY MIRROR

30

*I HAVE the capacity to regulate my emotions and find solutions to challenges.
(Self-Regulation, Problem Solving)*

LEVEL

★ All ages

TIME

★ 30 minutes

WHERE TO DO THE ACTIVITY

★ Indoors or outdoors with enough space for participants to spread out in pairs

GROUPINGS

★ Pairs (groups of 2)

DESCRIPTION

An interactive that involves movement and imagination, helps with stress release and regulation.

HEALING COMPONENT

Regulation, stress release, self and body awareness, empathy

LEARNING COMPONENT

Gross motor development, following instructions, creative expression

DIRECTIONS

Remind your learners of the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

1 Ask learners to get into pairs (groups of 2) and stand anywhere in the room (or have them line up in parallel lines with the partners facing each other and a few feet of space between each neighboring person). The pairs should face each other so that one person is A and the other is B. They can also walk or run around the space.

2 A begins as the leader by making movements (in silence) and the B follows (mirrors back) the movements. The teacher can provide instructions during this process (such as do fast movements or do slow movements). The process goes on for about 2 minutes.

- 3 The learners switch roles (A & B) and the process repeats.
- 4 The teacher may invite the learners to move without assigning who the leader and the follower is -- the learners are encouraged to attune to each other
- 5 The teacher invites the learners to share how they felt doing this activity.

NOTE:
MODIFICATION FOR LEARNERS WHO ARE NOT AMBULATORY - THEY CAN DO MIRRORING SEATED, WITH ONLY THE USE OF THE UPPER BODY, ARMS AND HANDS.

DISCUSSION GUIDE

- *How did you feel while doing the activity?*
- *What did you learn about yourself during this activity?*
- *What did you learn about your body and ability to be the mirror of your partner?*
- *What did you like about the activity?*

For younger learners:

- *How was it for you to share actions and take turns?*
- *How did that feel for you?*
- *How do you feel now?*

MODIFICATIONS

The teacher can make variations such as a voice mirror (instead of body mirroring, the follower mirrors the sounds made by the leader).

WRAP UP DISCUSSION / ACTIVITY

Our energy and how we regulate our bodies affects others. Our stress can become their stress. It's important for us to pay attention to how our bodies feel. When we pay attention to ourselves and our bodies, we are able to be present to others in an honest and supportive way.

FOR FOLLOW-UP AT HOME

Share this activity with parents and ask them to replicate the "game" at home. They can do this also via exercise. If the parent exercises, they can ask their learners/sons to join them and do the same. All of this helps with regulation and body awareness.

BAG OF FEELINGS

32

*I HAVE the capacity to regulate my emotions and find solutions to challenges.
(Self-Regulation, Problem Solving)*

LEVEL

★ Grade 3 to High School

TIME

★ 40-60 minutes

YOU WILL NEED

★ A sheet of paper for each of your learners

WHERE TO DO THE ACTIVITY

★ In the classroom

GROUPINGS

★ Individual

PRE-ACTIVITY PREPARATION BY TEACHER

Preparation time: 10 minutes.

Bring 1-2 large bags (plastic or cloth) that can hold crumpled paper that you can hang on the door of your classroom.

A box or container (e.g. a recycled cardboard box) that can hold crumpled paper from each learner.

DESCRIPTION

Learners are invited to share their feelings and to listen to their classmates' feelings

HEALING COMPONENT

Self-awareness, self-expression, self-understanding, empathy, problem solving

LEARNING COMPONENT

Language skills, reading, listening, problem solving, imagination, creativity

DIRECTIONS

Remind your learners of the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

- 1** Ask learners to write on a sheet of paper a problem they are carrying with them from the time of Covid. Ask them not to put their names on their sheet.
- 2** Ask them to crumple the sheet of paper and throw their paper to the front of the room or shoot it in the box you prepared. Create a pile or use the box.

NOTE:
PLEASE DO THIS ACTIVITY ONLY ON THE 3RD OR 4TH DAY, AFTER THE SAFETY AND OTHER FEELINGS ACTIVITIES.

DISCUSSION GUIDE

- What was it like to hear about your classmates' problems?
- What can you do to support each other now that you know what your classmates are going through?
- How do you feel knowing what your classmates are going through?
- If you were to create a slogan for the class after what you've heard, what would it be?
- Gather suggestions then decide on one.

WRAP UP DISCUSSION / ACTIVITY

Stand in a large circle. Have each learner touch his or her elbow to their classmate on the right and the left. Then do the butterfly hug and guide the class to thank themselves for being brave enough to share their problem. End with each learner giving the feelings clap (waving to each classmate in the circle with their wiggly fingers).

- 3 Ask each learner to come to the front and read one problem of their classmate by picking a random crumpled paper from the box.
- 4 Remind classmates to listen attentively to their peers' concerns.
- 5 Then collect all the papers and put them in the plastic / cloth bags. Hang them on the classroom door.
- 6 Tell learners that every time they enter class from here on, they can leave their problems at the door.
- 7 Empty the bags after class and then keep the bag at the door for the next day.

FOR FOLLOW-UP AT HOME

Let the parents' learners know that you have a bag that you hang on your classroom door where learners can drop crumpled paper containing their problems. It may be helpful for all family members to do something similar at home.

LEVEL

- ★ All ages

TIME

- ★ 20-30 minutes

YOU WILL NEED

- ★ A playlist for a dance party. Make sure that the music is child-friendly and wholesome (i.e. no profanity, etc.)
- ★ Option: you may want to use scarves. Sometimes holding something and dancing with something helps learners to be less shy.
- ★ Suggestion:
 - Start with a slower music for warm-up (ex. *Count on Me* by Bruno Mars, *Here Comes the Sun* by the Beatles, *Dandansoy*, *Atin Cu Pung SingSing*)
 - A little bit more upbeat (ex. *Better when I'm Dancing* by Megan Trainor, *Happy*, *Magtanim Ay 'Di Biro*, *Leron Leron Sinta*)
 - Dancing songs like *Shake It Off*, *Can't Stop the Feeling*, *Paa, Tuhod, Balikat, Ulo; Tong, Tong, Tong; Kumukutikutitap*
 - Closing songs can be calmer and slower (ex. *You are my Sunshine*, *Somewhere Over the Rainbow*, *Ugoy ng Duyan*, *Oyayi sa Mundo*)

WHERE TO DO THE ACTIVITY

- ★ Indoors or outdoors with enough space for participants to move and dance

GROUPINGS

- ★ You may explore moving individually, moving in pairs, moving in triads, moving as a group.

Take note that no one is left alone.

LET'S DANCE

I HAVE the capacity to regulate my emotions and find solutions to challenges.
(Self-Regulation, Problem Solving)

DESCRIPTION

An interactive activity that involves movement and the body to help deal with stress, regulation and to strengthen social interaction.

HEALING COMPONENT

Regulation, stress release, self and body awareness, empathy

LEARNING COMPONENT

Gross motor development, following instructions, creative expression

DIRECTIONS

Remind your learners of the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

Ask the class to start in a circle. Circle is helpful in letting everyone be seen - there is no leader. It also helps with providing a "dance space"

1

Start with a warm-up - explore different parts of the body (feet to knees, to hips, to back, to shoulders, to arms, to head, to the whole body)

- You may ask each person in the class to give a warm up exercise, any body part that they want to wake up and the rest of the class follows

Note:

Might be best not to ask for song requests as this might disrupt the flow of the group. This might also bring about learners feeling left out.

DISCUSSION GUIDE

- *How did you feel while doing the activity?*
- *What did you learn about yourself during this activity?*
- *What did you learn about your body and ability to be the mirror of your partner?*
- *What did you like about the activity?*

For younger learners:

- *How was it for you to share actions and take turns?*
- *How did that feel for you?*
- *How do you feel now?*

WRAP UP DISCUSSION / ACTIVITY

Our energy and how we regulate our bodies affects others. Our stress can become their stress. It's important for us to pay attention to how our bodies feel. When we pay attention to ourselves and our bodies, we are able to be present to others in an honest and supportive way.

Moving as a group and respecting each others space and movement

- 2 Ask the learner to walk around in a circle -- taking turns leading the class
 - *Do not force learners to lead if they are shy. You might want to lead with them or pick up any small movement they give (i.e. marching, walking, any movement of the arms)*
- 3 Ask two learners to go to the center of the circle and move (you can call them randomly, maybe even do triad or groups of four) - learners outside the circle can mirror those in the center or they can move any way they want
- 4 Explore big movement, small movements, fast or slow.
- 5 Ask the learners to move and then freeze when the music stops. Change your pose when I say "change". You can have a theme (i.e. animals, feelings, shapes, letters etc).
 - *Ex: "When the music stops, freeze. When I say 'change,' pose like you're a lion. Change!" -- learners show their lion pose*
- 6 Close with the theme that the class has, going back into a circle. Slowing down movements, acknowledging each person in the circle.
- 7 Close with the theme that the class has, going back into a circle. Slowing down movements, acknowledging each person in the circle.

FOR FOLLOW-UP AT HOME

Moving and dancing together as a family

STORYTELLING FOR PROBLEM SOLVING ACTIVITY

36

*I HAVE the capacity to regulate my emotions and find solutions to challenges.
(Self-Regulation, Problem Solving)*

LEVEL

★ For K to Grade 3

YOU WILL NEED

★ Paper, crayons
Pencils (for older children)

WHERE TO DO THE ACTIVITY

★ Enough space to sit in a big group, and then for smaller groups to break out into other areas

GROUPINGS

★ Small group, depending on the size of the group, break up into groups of four or five

DESCRIPTION

Children are given the opportunity to use visual art or dramatization as a way to individually and collaboratively find creative solutions to a problem

HEALING COMPONENT

Problem-solving, self-determination and self-mastery, use and demonstration of coping skills

LEARNING COMPONENT

Expanding the imagination, collaboration, storytelling, performing

DIRECTIONS

Remind your learners of the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

For K - Grade 3

- 1 The teacher creates a story with a lead character (usually an animal) that has a problem. The teacher tells the first half of the story to the children (enough of the story to introduce all the characters and the problem of the main character).
- 2 The teacher asks the children to draw a picture of what the ending of the story should be (to solve the problem of the animal).
- 3 The teachers asks the children to share their drawings (problem solutions and story ending) with the class.
- 4 After the children share their story ending drawings, the teacher facilitates a discussion with the children during which they collectively decide on the ending of the story) and the solution to the problem.

- 5 The teacher retells the story from start to finish while the children act out the story (the children act silently while the teacher speaks). The teacher can either assign story characters to the children for the acting or can let the children volunteer for whichever character they want to play. If the class is too large to have all the children participate in the acting, the teacher can do it twice or can split the class in two and let half act the activity on one day and the other half gets to act the activity (with a different story) on another day.

For Highschool

- 1 Put the learners into groups of 5-8 and give them a theme for problem solving (a type of problem such as a problem they see in their school or in their neighborhood). Let each group decide on a problem they want to address.
- 2 Each group writes a story about the problem. The story should present both the problem and a possible solution to the problem.
- 3 Each group acts out their story for the class.
- 4 Continue the discussion until time is up and thank the children for their hard work.

The dramatic performances can be done with speaking roles, in silence, or with one narrator (teacher or child) telling the story while it is silently dramatized by the other children.

DISCUSSION GUIDE

Additional open-ended questions:

- What was that (the activity) like for you?
- What did you learn?
- What did you like about the activity?
- How did it feel working with your classmates?
- Did you discover anything about your groupmates or classmates?

WRAP UP DISCUSSION / ACTIVITY

- How was your experience of finding a solution to a problem?
- How did role playing the solution make you feel?
- How did collaborating make you feel?

Emphasize: You all have the capacity to find creative solutions to things in your life. It is very helpful when you have friends, classmates, family you can count on to help you find solutions. Who are the people in your life you can count on?

FOR FOLLOW-UP AT HOME

Let the parents know about the activity and help them to brainstorm with their children who they might be able to count on in good times and in challenging times.

NOTE THAT CHILDREN CAN CREATE COSTUMES FOR THEIR PERFORMANCES FROM ART SUPPLIES OR CAN MAKE MASKS OR PUPPETS THROUGH WHICH TO PERFORM THE DRAMA.

HELPING HANDS

38

*I HAVE the capacity to regulate my emotions and find solutions to challenges.
(Self-Regulation, Problem Solving)*

LEVEL

★ All Ages

TIME

★ 30-40 minutes

YOU WILL NEED

★ Bond or construction paper or recycled cardboard, pentel pen, crayons or any available writing materials, popsicle sticks or twigs, tape, wire or scissors

WHERE TO DO THE ACTIVITY

★ Indoors or outdoors

GROUPINGS

★ Individual within the big group

DESCRIPTION

This activity encourages your learners to reflect on the resources they have in their support circle. They are asked to reflect on who they can consider a special circle of people they can count on when things are challenging

HEALING COMPONENT

Self-regulation, problem solving, self-compassion and empathy

LEARNING COMPONENT

Reflection, focusing, creativity, problem solving and fine motor skills

DIRECTIONS

Remind your learners of the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

- 1** Explain to your learners that it's important, especially in difficult times, to remember who they can count on and trust.
- 2** Ask learners to trace around their hands on either paper (bond or construction paper) or recycled cardboard. Then ask them to cut this out. Remind your learners that they can work with a friend if they need help with this.
- 3** Ask them to make at least 2-3 sets of hands, or a total of at least 6 hand cut-outs.

- 4 Then ask them to draw (or create a symbol representing the person) the person and write the name of the persons they trust the most. One name per hand. If learners are unable to find someone they trust in their home, encourage them to look around the classroom in case they would like to write the names of their classmates or teachers.
- 5 Ask them to attach their hand cut-outs to a popsicle stick, or twig.
 - If they are using paper, they can use tape to bind the popsicle stick or twig to their hand.
 - If they are using cardboard, they could also use tape. For twigs and cardboard, one may use wire or tape, or a combination.
- 6 Be consistent. (This takes time and patience but it will be worth the effort.)
- 7 Let each group present their role play and then ask the larger group for comments, or other ideas on how to solve the issue.

DISCUSSION GUIDE

Ask your learners:

- When you look at your "helping hands" what do you think about the people in your life?
- When you turn to these persons, how do they make you feel?

WRAP UP DISCUSSION

Emphasize the importance of having a support system of people they can trust, who have their best interests at heart in order to work through difficult times.

FOR FOLLOW-UP AT HOME

Let parents know you did the activity to help your students identify people they can trust in their social system. Invite them to do the same at home. They can trace one hand and put one name of a trusted person on each finger. Ask them to post this somewhere visible. For older learners, encourage parents to ask their children what are the ways in which they can be more present and supportive parents. Remind parents it's a good exercise in listening to their children, and an opportunity to reassure them that they can be counted on for support.

WE CAN WORK IT OUT

40

*I HAVE the capacity to regulate my emotions and find solutions to challenges.
(Self-Regulation, Problem Solving)*

LEVEL

★ High School

TIME

★ 60 minutes

WHERE TO DO THE ACTIVITY

★ Classroom or outside in a large space where learners can sit together and brainstorm, and then do role playing

GROUPINGS

★ Divide the class into groups of 6 or 7 for the role plays

DIRECTIONS

Review the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

- 1 As a class, ask learners about the various conflicts they encounter in the classroom. Let them share how they work out their problems.
- 2 Divide into groups. Choose a problem they want to solve.

DESCRIPTION

A problem solving guide for learners to become empowered to work out their own conflicts; they will learn that words are better than violence; by negotiating everyone will feel good.

HEALING COMPONENT

Problem solving, empathy

LEARNING COMPONENT

Collaboration, teamwork, creativity, perseverance

YOU WILL NEED

★ Poster paper with this:

WORKING IT OUT

1. Stay calm.
2. Let everyone tell his or her side of the story
3. What is the problem?
4. Think of ways to solve the problem. Let everyone share their ideas.
5. Decide on the best solution. The best solution is what's good for all involved, and that does not cause any harm (violence, conflict or destruction)
6. Do it!

Or use a blackboard to write this on.

- 3 Review the steps for problem solving or conflict resolution on the poster or blackboard.
- 4 Role play their situation using the steps on the poster or blackboard.
- 5 As the need arises, teacher acts as a mediator to help learners work through the process. Model this for the other learners and then let others play the role of mediator.
- 6 Be consistent. (This takes time and patience but it will be worth the effort.)
- 7 Let each group present their role play and then ask the larger group for comments, or other ideas on how to solve the issue.

DISCUSSION GUIDE

- *What was it like to role play the problem and find solutions?*
- *How was it to experience communicating with your peers and trying to manage conflict?*
- *What do you think about the problem solving steps?*
- *How would these help you in your daily life?*

WRAP UP DISCUSSION

Offer learners feedback on your observations about how they addressed the issues that each group had. Stress the importance of listening, taking turns, cooperation, determination and patience in problem solving.

FOR FOLLOW-UP AT HOME

Ask learners to create a poster they can bring home and share this with their family.



ICAN

**DO MY BEST IN SCHOOL, DEVELOP HEALTHY RELATIONSHIPS
WITH MY PEERS, AND IMAGINE A BRIGHT FUTURE FOR MYSELF.**

Psychosocial Support Concepts:

**SELF-CONFIDENCE,
SELF-COMPASSION AND
EMPATHY**

FITNESS TRAIL

43

I CAN do my best in school, develop healthy relationships with my peers, and imagine a bright future for myself.

(Self-confidence, Self-compassion and Empathy)

LEVEL

★ All levels

TIME

★ 60 minutes

YOU WILL NEED

★ Recycled cardboard, pentel pen, tape

WHERE TO DO THE ACTIVITY

★ Outdoors, around the school

GROUPINGS

★ 3-5 per group

DESCRIPTION

There is a positive relationship between self-esteem and how learners look and feel. By discussing the importance of fitness and making an exercise trail, learners develop self-confidence, self-compassion and strength in their bodies. Doing this together with peers develops empathy.

HEALING COMPONENT

Self-confidence, empathy, perseverance, connection, self and body awareness

LEARNING COMPONENT

Social skills, language and math skills

DIRECTIONS

Remind your learners of the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

- 1 Have a discussion with your learners about the importance of exercise. Ask them:
 - How does exercise help you and your body?
 - How do you feel when you exercise?
 - What happens to you if you don't exercise?
- 2 Brainstorm about the different ways people exercise.

- 3 Ask learners if they have ever seen a fitness trail. Describe how a fitness trail is like a walk with different exercises. E.g. An outdoor trail or pathway at any location (like one you would go on for a hike; but a trail either created or existing in school, other parts of the neighborhood or area).
- 4 Ask learners to demonstrate the various exercises a person could do outside using just their bodies and what they might find outside, e.g. a bench, a tree.
- 5 Divide learners into groups and give them a piece of cardboard. Let each group make a sign for the trail by drawing an exercise and suggesting the number of times it can be done. (Closer teacher guidance and supervision is needed here for K-Gr. 2)
- 6 Let learners hang the signs in various parts around the garden, playground, outdoor area of the school to create their fitness trail.
- 7 Encourage the learners to follow the trail and do the exercises. You may want to have them exercise in their original groups or in pairs to ensure that learners with special needs are accommodated.

Alternatives:

Use wood and paints to make the signs more permanent.

DISCUSSION GUIDE

- *How do you feel about the trail we as a class created?*
- *What was it like to create the trail with your classmates?*
- *What was it like to exercise together?*
- *How do you feel after doing the exercises?*

WRAP UP DISCUSSION

- *Offer affirmation to learners for working together and accomplishing such an important activity for their health, and that the rest of the school community can enjoy.*
- *Ask learners what they learned about themselves.*
- *Reiterate how exercise helps to produce what our bodies need to keep our bodies AND brains healthy.*
- *Exercising not only helps us to stay fit, it helps relieve stress and also helps us focus in school.*

FOR FOLLOW-UP AT HOME

Ask learners to create a fitness trail near their home with their family members, then commit to a schedule for exercising as a bonding activity.

CONFIDENCE DRAWINGS

45

I CAN do my best in school, develop healthy relationships with my peers, and imagine a bright future for myself.

(Self-confidence, Self-compassion and Empathy)

LEVEL

★ All levels

TIME

★ 40 minutes

YOU WILL NEED

★ Paper, crayons, oil pastels or pentel pen

WHERE TO DO THE ACTIVITY

★ Learners can work on their desk

GROUPINGS

★ Large group or smaller groups depending on the size of the class and the time available.

DESCRIPTION

Learners are asked to think of a time they were proud of themselves to take time to honor their strengths, reinforcing their growth in confidence.

HEALING COMPONENT

Self-awareness, self-confidence

LEARNING COMPONENT

Fine motor skills, visual thinking, use of symbols, language skills, storytelling skills

OBJECTIVE

To help learners grow in confidence as they reflect on one of the following: something I'm good at, something I love, someone who loves me, my favorite things.

DIRECTIONS

Remind your learners of the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

- 1 Give your learners paper and crayons.
- 2 Ask your learners to draw something about themselves (the teacher should choose one theme so all the learners stick to the same drawing concept). Choose among:
 - something I'm good at
 - something I love
 - someone who loves me
 - my favorite thing, etc.

- 3 Ask your learners to share their drawings with the group.
- 4 Remind learners that they may offer affirmations to each one who shares in their group.

DISCUSSION GUIDE

- Ask the learners how often they think about their positive qualities (things they are good at, people who love them, etc.).
- Ask them how they felt drawing about themselves and their positive qualities.
- You may also ask them how their positive qualities/strengths help them overcome challenges in life or in school.
- Thank the learners for their hard work.

Note:

Depending on the amount of time available, learners can be given more materials, and more time to complete their images.

WRAP UP DISCUSSION

Ask the learners how they felt about the activity and hearing from their classmates. Remind them that while we make space for hard feelings in our lives, it's good to also remember that there are many things to be proud of in our lives as well.

FOR FOLLOW-UP AT HOME

Let parents know you did this activity and invite learners to take their work home and share it with their parents.

COMFORT FROM HOME

(IN THE TIME OF COVID-19)

47

I CAN do my best in school, develop healthy relationships with my peers, and imagine a bright future for myself.

(Self-confidence, Self-compassion and Empathy)

LEVEL

★ K-Grade 3

TIME

★ 40-60 minutes

YOU WILL NEED

★ Pre-activity: ask learners to bring an item from home that gave them comfort as they were doing classes at home during the time of Covid. Anything is okay as long as it's not a computer, phone or tablet.

WHERE TO DO THE ACTIVITY

★ In the classroom

GROUPINGS

★ Individual

DESCRIPTION

Storytelling about their experience at home in the time of Covid to encourage language development, self-expression and self-confidence.

HEALING COMPONENT

Self-expression, self-confidence, self-regulation

LEARNING COMPONENT

Language development, imagination

DIRECTIONS

Remind your learners of the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

- 1** Let them know that since they were learning from home, it was a new experience for everyone, even for the teachers!
- 2** Ask them how they felt about learning at home and who helped them?
- 3** Ask them to think about what they want to share about the object that helped them feel better while they were studying in a new way from home.
- 4** Invite volunteers to come to the front and share. Remind classmates to listen to their classmates' story.

- 5 Thank everyone in the class for sharing.
- 6 Ask everyone to place their favorite thing on top of their desk to prepare for the discussion.

DISCUSSION GUIDE

- Ask the class to look around at all the things their classmates brought that helped them.
- What did they learn about their classmates?
- What did they learn about how everyone coped with school during the time of Covid?

WRAP UP DISCUSSION

Remind the class that there are different ways of coping during different times. People can bring us comfort, e.g. their parents or guardians, but sometimes we can also find comfort in small things, and most of all in each other as they share stories.

FOR FOLLOW-UP AT HOME

Ask your learner to share his / her story with her mom and dad and the rest of the family.

SCRIBBLE DRAWING STORYLINE

49

I CAN do my best in school, develop healthy relationships with my peers, and imagine a bright future for myself.

(Self-confidence, Self-compassion and Empathy)

LEVEL

★ Grade 3 to High School

TIME

★ 60 minutes

YOU WILL NEED

★ Paper and crayons or pastels

WHERE TO DO THE ACTIVITY

★ A make-shift stage (or performance space) with space for the audience to watch

GROUPINGS

★ Groups of 5-6 learners

DESCRIPTION

A drawing activity that gives learners the opportunity to practice collaboration, storytelling, develop self-expression and confidence.

HEALING COMPONENT

Self-confidence, courage and trust, empathy and self-compassion, the experience of having a voice and being heard, self-regulation / relaxation / anxiety management for those who have performance anxiety

LEARNING COMPONENT

Language skills, storytelling skills, comprehension, listening skills, concentration, performance and presentation skills

DIRECTIONS

Review the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

- 1 Give each learner paper and crayons or pastels.
- 2 Ask them to take one pastel or crayon and scribble on the paper until you tell them to stop. This can take 1.5 minutes or so. You can prompt them to draw fast or slow, etc. Then ask them to find an image in their drawing and color it in.

- 3 After they finish drawings, put them into groups of 5 or 6.
- 4 Have them share their drawings in the group and create a story that can be told through their drawings. Ask them to give their story a title.
- 5 Prepare (and practice) telling the story in a line.
- 6 Each group performs their story: the learners stand next to each other in a line (facing the audience) and each learner holds his/her drawing so it is visible to the audience.
- 7 They tell the story one by one, going down the line, with each learner speaking his/her part of the story while holding the drawing that represents that part.
- 8 Now ask the class to pretend you're in an imaginary theater and they are about to listen to several stories.
- 9 Write the names of the groups in strips of paper, mix them in your hands and pick one group to present. Act as the emcee and present each one one by one encouraging the audience to listen attentively and offer applause.
- 10 When all groups have presented, ask everyone to give a round of applause for the whole class.

Note:

For learners age 7 and under, the teacher can facilitate the story creation in a small group and lead the learners through the storytelling process (the teacher can act as the moderating narrator and give each learner time to tell his/her part of the story).

DISCUSSION GUIDE

- *What was that experience like for you?*
- *What did you like about the activity?*
- *What was challenging about it?*
- *Share your experience of both listening and performing.*
- *How did it feel working with your classmates? Did you discover anything new about them?*

WRAP UP DISCUSSION

- *Ask your class if they learned anything new about themselves*
- *Emphasize that they can take pride in telling their stories (self-compassion), and should always learn to listen when they hear other people's stories (empathy).*
- *For those who were shy about performing, let them know you affirm them for their courage and that practice makes perfect. For those who were confident during the performance, congratulate them for doing well; remind them they can continue to learn.*
- *In the end let them know it's most important that everyone had fun being in the "imaginary theater!"*

FOR FOLLOW-UP AT HOME

Tell parents about the activity and encourage them to do storytelling at mealtime and practice good listening and affirming their sons and daughters. This is one way to establish healthy relationships at home and foster open communication among family members.

BUILD OUR NEIGHBORHOOD ACTIVITY

52

I CAN do my best in school, develop healthy relationships with my peers, and imagine a bright future for myself.

(Self-confidence, Self-compassion and Empathy)

LEVEL

★ Grade 3 to High School

TIME

★ 60 minutes

YOU WILL NEED

★ A large piece of cardboard to serve as a stable base for their community, or a sheet of flip chart paper; recycled materials such as empty boxes, natural materials (e.g. leaves, seeds, etc.) and other assorted supplies, ribbons, old newspapers, glue, tape, scissors, paint crayons, modeling clay, etc

WHERE TO DO THE ACTIVITY

★ Enough for groups of 4 or 5 learners to work on the floor around their easel paper

GROUPINGS

★ Groups of 4 or 5 learners**

DESCRIPTION

Learners are invited to create an actual representation of their community or neighborhood, or their vision for their ideal community. This promotes collaboration, and forward thinking, experiencing how they might make a difference in their community.

HEALING COMPONENT

Listening skills, problem solving

LEARNING COMPONENT

Visual spatial skills, imagination, conceptual skills, fine motor skills, collaboration and cooperation, language and math skills

***Avoid making groupings too big to ensure that all learners are involved in the making of the community; with larger groupings, one or two learners tend to feel there's not enough to do or do not engage due to the lack of space around the flip chart paper, etc.*

DIRECTIONS

Review the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

- 1 Assign the learners into groups of 4 or 5 and give them poster-board or cardboard (large hard textured paper), paper of different colors, textures, and shapes, crayons, paints, glue, cotton balls, and other art supplies.
- 2 Ask the learners what a neighborhood is. Have a conversation about all the things that exist in a neighborhood (places where people live, go to school, buy groceries, park cars, walk and play, have fun, etc.).
- 3 Ask the learners to create their neighborhood (if the learners live in different areas they can combine elements from their different areas).
- 4 After the learners are finished constructing their neighborhoods. Have the entire class walk around to each neighborhood and ask that group to show the class their construction and explain the various elements of their neighborhood. During this process, the teacher can ask questions to expand the conversation such as:
 - What is the story of your neighborhood?
 - What is your favorite part of the neighborhood and why?
 - Who lives in your neighborhood?
 - What can you do to improve your neighborhood?
 - What can you contribute to your neighborhood?
- 5 Concluding discussion and thank the learners for their hard work.

Alternative modifications of this activity:

- Have learners build their dream community of the future
- Have learners build their school or town and then discuss an emergency plan, what they should do if there is an emergency (point out the different emergency response scenarios depending on where in the school/town you are when the emergency takes place, who in the school/town can help you, etc.)
- Design a lesson through a building process - this can be a history lesson, science lesson, or other academic subject area.

NOTE: LEARNERS CAN YOU USE PAPER OR RECYCLED CARDBOARD AND CREATE A MURAL INSTEAD.

Alternative Theme:

"Build your school community after COVID19" focusing on specifically what they believe the best learning environment would be for them.

DISCUSSION GUIDE & WRAP UP DISCUSSION

Ask learners:

- *What was it like to actually construct a new neighborhood?*

Emphasize:

- *The importance in knowing they have the capacity to create change and contribute to their neighborhood and community, even with the smallest changes.*
- *Ask them for examples for contributions they can make e.g. throwing trash in the garbage, recycling, planting trees, helping to water gardens so flowers will grow, being a kind and responsible citizen.*

FOR FOLLOW-UP AT HOME

Ask learners to imagine what they might be able to do at home to help their parents or their guardians. Encourage them to share this with their parents/guardians. Inform the parents and encourage them to listen openly as we are trying to strengthen the sense of agency/capacity in their learners.

A BOOK ABOUT MY LIFE IN THE TIME OF COVID-19

55

*I CAN do my best in school, develop healthy relationships with my peers, and imagine a bright future for myself.
(Self-confidence, Self-compassion and Empathy)*

LEVEL

★ All ages

TIME

★ 60 minutes (this may take two sessions)

YOU WILL NEED

★ Paper, crayons, markers, hole puncher, string, ribbon, glue, scissors, old magazines and other decorating materials

WHERE TO DO THE ACTIVITY

★ In the classroom or outside; enough space for learners to work individually or in groups, on the floor

GROUPINGS

★ Groupings can be varied, some learners may want to do a book on their own, some may want to do it in pairs or groups.

DESCRIPTION

Learners create a book of their life in the time of the COVID-19 pandemic

HEALING COMPONENT

Self-confidence, self-mastery, self-expression, sharing and collaborative work

LEARNING COMPONENT

Fine motor skills, eye-hand coordination, conceptual thinking, storytelling, visual spatial skills, comprehension, language development, math development

Younger learners will need closer guidance by the teacher. Teachers may instruct each learner to create one page of their favorite color, for example, and help them write the letter that the color begins with on the page. So that each one comes up with a page with their favorite color and the corresponding first letter of that color, e.g., R on a page shaded in red. When the teacher puts all the pages together, the result is one book made by all the learners.

DIRECTIONS

Review the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

PART 1

- 1 Provide the learners with paper of different sizes, colors, textures, etc. as well as crayons, paints, glue, and other decorations. Also provide a hole punch (if learners are very young, the teacher should assist them with its use) and string for binding the books.
- 2 Introduce the theme of the book - their lives during the pandemic. They may talk about one circumstance or the event as a whole.
- 3 Have the learners make their own books (with or without help from the teacher depending on their age and abilities).
- 4 Have the learners sit in a circle and ask if anyone would like to share his/her book. Let each learner (who shares) present the book, share its title, and explain it (either by summarizing it or reading through it and showing each page).
- 5 Thank the learners for their hard work and let them take the books home to share with their family.

PART 2

The class can create a book with the guidance of their teacher. For older learners, the teacher may assign someone to combine the stories of the class.. Each learner can contribute their story to create a book for the class with the theme -- "Our Life During the Time of COVID" (feel free to have your own title)

DISCUSSION GUIDE

- *What did you like about this activity?*
- *What did you learn?*
- *How do you feel about completing this project?*
- *How did it feel sharing your story to the class?*
- *How did it feel hearing other people's stories?*

WRAP UP DISCUSSION

Remind the class that the pandemic may have brought about feelings of sadness, fear or even anger - these are all valid. You may also emphasize how we all have different experiences from each other and that we all deal with situations differently. Emphasize that they can take pride in telling their stories (self-compassion), and should always learn to listen when they hear other people's stories (empathy).

FOR FOLLOW-UP AT HOME

Share your story to family members if they're open to it as this may inform their parents on what they felt during the quarantine

IF I COULD CHANGE THE WORLD

58

I CAN do my best in school, develop healthy relationships with my peers, and imagine a bright future for myself.

(Self-confidence, Self-compassion and Empathy)

LEVEL

★ All ages

TIME

★ Pre-prepared classroom poster: 20-30 minutes

DESCRIPTION

Given how things have been in the time of Covid, learners may still feel overwhelmed. This activity will allow them to fantasize their feelings and empower them to make changes in the future.

YOU WILL NEED

★ One pre prepared large poster paper or recycled cardboard you can put on your classroom wall with "If I Could Change the World" at the top of the poster.

★ Several pre prepared posters for each group

HEALING COMPONENT

Self-awareness, self-expression, self-confidence, problem solving

LEARNING COMPONENT

Language and writing skills, imagination, problem solving

WHERE TO DO THE ACTIVITY

★ Inside the classroom

★ If you get permission to put this outside the classroom for others learners to contribute to, then that would be great!

GROUPINGS

★ Individual or groups (5-6 learners each)

DIRECTIONS

Review the guidelines for your PSS session: be curious, be respectful, listen, take turns, avoid judgment, everything shared is confidential.

- 1 Tell learners to pretend they are a magician who can do anything he or she wants.
- 2 Ask the magicians the question: What would you do to change the world and make it a better place? (This can be one, two or however many things. But even one will suffice.)

- 3 Write down their names and responses on the board.

- 4 Once everyone has shared, ask the learners how they would go about making the changes they wish to see.

(In groups, have each one share with each other.)

NOTE: ALTERNATIVE THEMES COULD BE "IF I COULD CHANGE MYSELF", "IF I COULD CHANGE MY FAMILY"

DISCUSSION GUIDE

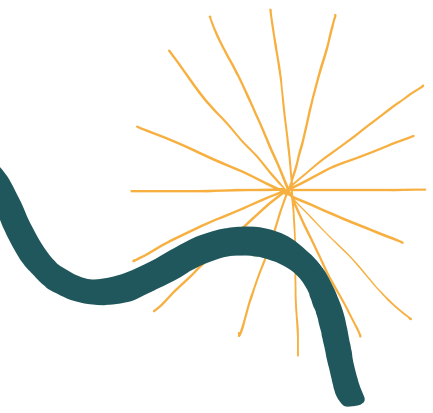
- *Thank learners for sharing and having dreams about a better world.*
- *Let them know you will keep the poster up for them to remember.*
- *Sing a song together to capture the uplifting energy.*

FOR FOLLOW-UP AT HOME

Ask learners to teach this activity to their parents and to practice it at home just for fun!



ANNEX



RELAXATION & SELF-REGULATION ACTIVITIES

Learners learn body awareness through simple muscle tension and relaxation exercises.

Objective	To teach the learners self-regulation, and their body's stress response vs. their body's relaxed state	Healing Component	Self-awareness, self-regulation, self-compassion
Groupings	One large group	Learning Component	Imagination, gross motor movement, voice modulation

TENSE & RELAX

Note: Remember to wear your masks!

DALANDAN

Pretend you have a dalandan fruit in each hand and squeeze the dalandans hard to get out all the juice - squeeze, squeeze, squeeze (learners experience muscle tension), and then relax. (Do this 2x)

LAZY CAT

Pretend you are a lazy cat that just woke up from a nap. You yawn (meow), stretch your arms and legs, and relax.

TURTLE

Pretend you are a turtle going for a walk on a nice day and all is fine until suddenly danger appears so you have to ball up into your shell (muscle tension) to be safe from the danger (relax). Once the danger passes, you can come out of your shell and continue walking.

FEATHER/ROCK

Pretend you are a feather floating through the air (relax), suddenly you turn into a rock and must fall into a ball (tense), then suddenly you are transformed back into a feather and you float through the air again (relax).

DISCUSSION QUESTIONS:

- What did you notice about your body when you were squeezing the dalandan, or hiding in your shell as a turtle?
- When else does your body feel this way?

BREATHING

FLOWER AND CANDLE

- Pretend you have a nice smelling flower in one hand and a slow burning candle in the other.
- Smell the flower and then blow out the candle.
- Repeat a few times to demonstrate deep breathing for relaxation.

MOUNTAIN BREATHING

- Stand tall like a mountain with your legs hip with a part.
- Take a breath in and let your breath go all the way to your belly, then breathe out.
- Do this gently three times, keeping your shoulders and face relaxed. Then on the fourth breath, lift your arms and hands from your sides upward as you breathe in, and then lower them as you breathe out. Do this three times.
- To end, take one last deep breath and hug yourself for taking a break and taking a breath.

SONGS AND ENERGIZERS

SENDING ENERGY

When you need an energy pick-me-up during PSS sessions or in between your subject classes, use this easy "send energy" exercise.

- Rub your hands together, and say, "It feels like we need some energy, so let's blow some love or positive vibes into our hands to create some good energy."
- Model blowing into your hands those good vibes so that others do the same and mimic you.
- Then clap your hands outward sending the good vibes or love out to each one in the room, encouraging everyone to do the same.
- Remember to invite everyone to catch the good vibes.
- They can put that energy in their heart, head or all over their bodies to feel alive and energetic again.

SHAKE SHAKE SHAKE

For another pick-me-up.

- Invite your learners to stand.
- Move their heads from side to side, up and down
- Then shake their bodies out: arms and hands, legs, and the whole body.
- Then do the butterfly hug and pat oneself for shaking and releasing tense energy.

WHEN YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it, clap your hands
If you're happy and you know it, clap your hands
If you're happy and you know it, then your face
will surely show it

If you're happy and you know it, clap your hands
If you're happy and you know it, stomp your feet
If you're happy and you know it, stomp your feet
If you're happy and you know it, then your face
will surely show it

If you're happy and you know it, stomp your feet
If you're happy and you know it, shout "Hurray!"
(Hurray!)

If you're happy and you know it, shout "Hurray!"
(Hurray!)

If you're happy and you know it, then your face
will surely show it

If you're happy and you know it, shout "Hurray!"
(Hurray!)

If you're happy and you know it, do all three
(hurray!)

If you're happy and you know it, do all three
(hurray!)

If you're happy and you know it, then your face
will surely show it

If you're happy and you know it, do all three
(hurray!)

Youtube link: <https://www.youtube.com/watch?v=71hqRT9UOwg>

IDANA

ALL: Idana, idana, idana, idana, idana, idana

LEADER:

Ayaw mo'g kaulaw

Nga kamo nga naga sayaw

Sayaw sa Manobo*

ALL: Idana, idana, idana, idana, idana, idana

LEADER:

Huwag kayong mahiya

Na kayou'y sumasayaw

Sayaw ng Manobo*

ALL: Idana, idana, idana, idana, idana, idana

*"Manobo" may be changed to another name of an indigenous group or places of origin of the learners or the individual names of the learners themselves.

When singing this, all learners gather in a big circle dancing to the beat in one direction. It begins with everyone singing the chorus all together. In the verses, the leader calls out the first name. Whoever is called, whether an individual or a group, will lead any dance action. All the rest are to follow, as they again sing another round of chorus. This cycle goes on until ideally, all individuals or representative groups have been called. In the last round of chorus, all learners are invited to dance freely and as they wish, remaining in the circle.

YouTube link: <https://www.youtube.com/watch?v=71hqRT9UOwg>

SAGUL-SAGUL

- To add some excitement, or to review some concepts, invite learners to walk around the room using both hands to create “mixing” actions and then sing, “sagul-sagul”, “sagul-sagul”. Create any tune to fit the movement and walk around the room. The idea is for classmates to mix and walk around each other (with the proper distance) and pretend they’re in a pot being mixed together.
- Then the teacher stays, now form yourselves into groups of 4! Learners then rush to make groups of four. Those who don’t make it have to sit it out for the next session but can join in again the round after. (There’s no scoring. The point is just to have fun moving together.) Do this several times until you’ve got the group energy up. Do a short breathing exercise after, e.g. Mountain breathing.
- If you’re using this as a review of concepts you can ask the question after each group forms according to the number you called. Once all groups have replied, start over.

TAO PO!

All Ages

20-30 minutes

No materials required

WHERE YOU CAN DO THE ACTIVITY

- ★ Outdoors where there is enough space for participants to move around

GROUPINGS

- ★ Big group

DESCRIPTION

An energizer that involves body movement and the imagination. This fun game addresses stress and trauma stored in the body.

DISCUSSION GUIDE

- How does it feel to be moving in the group?
- What did you notice about yourself during the activity?
- What did you notice about your classmates?

HEALING COMPONENT

Developing courage (to speak up and lead), creative movement helps address stress and trauma stored in the body

LEARNING COMPONENT

Association of words and actions, language development, focus and concentration to follow instructions, performance skills, using one’s imagination

DIRECTIONS

- Ask participants to walk around the room
- To demonstrate, do a sample round
 - Explain to participants that as they walk around the room, anyone can volunteer and say “Tao Po!” (with energy)
 - That becomes everyone’s cue to then freeze and say “Ano ‘Yon?” back
 - The one who initiates “Tao Po!” then goes on to say “Let’s pretend _____ (example: to be umbrellas!)”
 - And then everyone walks around the room mimicking an umbrella until the next person volunteers and says “Tao Po!”
 - Then the facilitator can start over and ask for a volunteer to begin...until enough participants have initiated a movement; give enough time for participants, especially the more reserved ones, to try to have a chance at it (without forcing them)
 - The facilitator then ends by saying “Tao Po!!”.... “Let’s go back to our seats!” to signal that the activity is over

VARIATION

Process variation for managing the group:

- The teacher can lead the process by selecting learners to lead the next “Tao Po” (rather than letting them jump in as sometime everyone wants to participate at once) - this can be done with a shoulder tap or silent pointing so as to not interrupt the flow of the game
- The learners can select the next leader by passing a ball to the person they choose to lead the next “Tao Po”. Whoever holds the ball is the “Tao Po” leader for that turn.

TIPS YOU CAN SHARE WITH PARENTS WHEN A LEARNER IS IN DISTRESS:

WHAT TO DO

Attend to learners

- Listen to them
- Accept/do not argue about their feelings
- Help them cope with the reality of their experiences

Monitor healing

- It takes time
- Do not ignore severe reactions (we consider reactions severe when they become consistently disruptive to daily living).
- Attend to sudden changes in behaviors, language use, or in emotional/feeling states

Reduce the effects of other stressors like

- Frequent moving or changes in place of residence
- Long periods away from family and friends
- Pressures at school
- Issues with walking or transportation
- Fighting within the family
- Being hungry

Remind learners that adults

- Love them
- Support them
- Will be with them when possible

WHAT NOT TO DO

- Expect learners to be brave or tough
- Make learners discuss the event before they are ready
- Get angry if learners show strong emotions
- Get upset if they begin:
 - Bed-wetting
 - Acting out
 - Thumb-sucking
- If learners have trouble sleeping
 - Give them extra attention
 - Let them sleep with the light on
 - Let them sleep near you
- Try to keep normal routines (such routines may not be normal for learners)
 - Bedtime stories
 - Eating dinner together
 - Watching TV together
 - Reading books, exercising, playing games
- If you can't keep normal routines, make new ones together
- Help learners feel in control:
 - Let them make choices when possible

RED FLAGS

LEARNERS AGE 6-11

- Isolate themselves
- Become quiet around friends, family, and teachers
- Have nightmares or other sleep problems
- Become irritable or disruptive
- Have outbursts of anger
- Start fights
- Be unable to concentrate
- Refuse to go to school
- Complain of physical problems
- Develop unfounded fears
- Become depressed
- Become filled with guilt
- Feel numb emotionally
- Do poorly with school and homework

LEARNERS AGE 12-17

Learners between 12 and 17 have various reactions:

- Flashbacks to the traumatic event (flashbacks are the mind reliving the event)
- Avoiding reminders of the event
- Drug, alcohol, tobacco use and abuse
- Antisocial behavior, i.e. disruptive, disrespectful, or destructive behavior
- Physical complaints
- Nightmares or other sleep problems
- Isolation or confusion
- Depression
- Suicidal thoughts

Adolescents may feel guilty. They may feel guilt for not preventing injury or deaths. They may also have thoughts of revenge.

Learners who have prolonged problems after a traumatic event may show a range of symptoms (it's good to be aware of these in case you observe them in in your classroom.)

- Re-experiencing the event
 - Through play
 - Through trauma-specific nightmares/dreams in flashbacks and unwanted memories
 - By distress over events that remind them of the trauma
- Avoidance of reminders of the event
- Lack of responsiveness
- Lack of interest in things that used to interest them
- A Sense of having "no future"
- Increased sleep disturbances
- Irritability
- Poor concentration
- Be easily startled
- Behavior from earlier life stages

MAKE YOUR OWN ACTIVITIES

A Guide for designing activities and using the arts for teaching other subjects.

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DRAWING

HEALING

- Helps with focusing, centering, control
- Excites the internal visual processing system to recall reality or create a fantasy
- Helps make feelings visible, especially when speech is difficult
- Helps develop/recognize one's internal ability to change/manage/shape things, as one can do so in a picture

LEARNING

- Helps with concentration, focus
- Facilitates the development of mental representations of what is observed or imagined
- Develops fine and gross motor skills
- Helps with pre-math and pre-writing skills
- Helps with communication and self-expression; externalizing what might otherwise not be easily expressed

BRAIN

Frontal, Parietal, Occipital Lobes;
Right hemisphere of the brain

IMPLICATIONS

- Non-verbal medium for externalizing the trauma particularly when the frontal lobe has shut down
- Creates distance between what is expressed and the actual experience it represents
- The medium can be nonthreatening (if person can enjoy drawing/painting) particularly when the pre - frontal cortex is temporarily off line and speech is unavailable
- Promotes right-hemisphere dominance by engaging nonverbal communication

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PAINTING

HEALING

- excites curiosity, creativity
- texture gives one the experience of 'going with the flow'
- promotes relaxation, a feeling of freedom
- allows for the discovery of new colors
- promotes experimentation and problem-solving
- lack of complete control; promotes fluidity

LEARNING

- encourages experimentation and curiosity
- helps develop spatial intelligence
- helps develop the ability for symbolic representation
- helps with fine and gross motor skills
- helps with pre-math
- helps with communication

BRAIN

Frontal, Parietal, Occipital Lobes;
Right hemisphere of the brain

IMPLICATIONS

- Non-verbal medium for externalizing the trauma particularly when the frontal lobe has shut down
- Creates distance between what is expressed and the actual experience it represents
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DANCE / MOVEMENT

HEALING

- promotes body awareness
- helps ground self in the here and now/time and space
- promotes creativity, invention, problem solving
- self-regulation
- relaxation
- release of endorphins (physiological effect)

LEARNING

- increases brain function and learning
- increases blood transport which causes an increase in oxygen in the blood and therefore increase in cognitive performance (physiological effects)
- promotes and develops balance
- develops fine and gross motor skills
- enhances math skills: numbers, counting, rhythm
- develops kinesthetic and spatial intelligence

BRAIN

Impacts on the Frontal lobe and Cerebellum

IMPLICATIONS

- kinesthetic movements/expressions allow students exposed to traumatic events to re-experience the fight, flight and freeze sensations in ways that can feel different; safer, particularly in the presence of a compassionate adult; this may give them a new insight into their experience
- helps them modulate feelings of emotional arousal
- body is able to release tension



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DRAMA, THEATER, STORYTELLING

HEALING

- promotes self-expression through acting and speech
- promotes self-confidence
- develops problem-solving skills
- empowers storyteller/actors to decide/choose the plot or ending to the story
- heals through the embodiment and movement of scenes, the re-telling of one's scary or traumatic story, and being heard which has somatosensory benefits
- develops the imagination
- promotes spontaneity
- encourages initiation and social interaction

BRAIN

Impacts on all lobes: Frontal, Parietal, Temporal, Occipital and the Cerebellum

LEARNING

- increases brain function and learning
- increases blood transport which causes an increase in oxygen in the blood and therefore increase in cognitive performance (physiological effects)
- promotes and develops balance
- develops fine and gross motor skills
- enhances math skills: numbers, counting, rhythm
- develops kinesthetic and spatial intelligence

IMPLICATIONS

- Heightened emotions are modulated through the mastery of feelings at a neurological level, restoring executive brain functions, building competence and reducing any feelings of shame
- one of the most effective therapeutic approaches for healing trauma; helps body learn/re-learn a different way of responding to stress or specific situations
- develops a sense of self-agency and mastery

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POETRY

HEALING

- promotes self-confidence
- promotes self-expression
- identification of feelings

BRAIN

Impacts on: Occipital, Parietal and Frontal Lobes

LEARNING

- expands vocabulary
- enhances language and speech development
- enhances writing skills
- promotes memory development
- teaches various poetic forms, rhythms, rhymes

IMPLICATIONS

- calms and centers the self
- externalizes the experience
- coordinates left and right hemispheres of the brain
- awakens executive functions
- stimulates memory

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SCULPTURE

HEALING

- encourages shaping and reshaping, which can translate into reshaping ones life
- encourages multiple perspectives
- helps with sensitivity and control over various material, e.g. clay vs. stone, paper vs. glass etc.
- experiencing a range of materials with varying levels of pliability and flexibility
- creates an opportunity to discover the joy of making something out of “nothing” or out of junk/found irrelevant objects

BRAIN

Impacts on: Frontal, Parietal, Temporal, Occipital Lobes

LEARNING

- helps with math skills: dimensions/ measurement
- helps with pre-math skills, shapes, color
- helps with pre-science and through the experience of making playdough, mixing and measuring, pliability and adhesion (without cognitive understanding at the ECD level)
- lessons around recycling can be encouraged and developed through making sculptures of found objects/junk

IMPLICATIONS

- molding and shaping wakes up the executive functions of the brain where decisions about form need to be made; the experience of shaping and creating into being evokes memories of experiencing mastery over something
- tactile experience may evoke memories in a way that is safe and held with a compassionate adult

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MUSIC

HEALING

- helps de-stress/promotes relaxation
- captures/expresses unexpressed emotions
- enhances self-esteem
- helps one find his/her voice
- helps with listening
- helps with experiencing/creating harmony
- helps with self-regulation

There are certain areas in the brain that respond only to music and provoke emotional responses

LEARNING

- develops pre-math skills; beats, counting, sound, volume, rhythm, patterns
- geometry/ratios
- promotes language development
- teaches basic ECE concepts: loud, soft, high, low
- helps with pattern development and recognition

BRAIN

Impacts on: Frontal, Parietal, Temporal, Occipital Lobes

IMPLICATIONS

- helps put person come in touch with self-energy, a centered place within through sound; helping gain mastery of feelings at a neurobiological level by being given the opportunity to make choices
- helps wake up long-term memories and restore executive brain functions
- soothes and reduces stress reactions

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RELAXATION AND BREATHING EXERCISES

HEALING

- centers the self
- promotes relaxation, calm, a sense of balance

LEARNING

- promotes creativity and imagination
- promotes self-awareness and knowledge

BRAIN

Brain Stem and the body's meridian system breathing, heart rate, blood pressure and alertness

IMPLICATIONS

- creates emotional safety within
- emotional regulation skills are developed to manage hypersensitivity or hyperarousal
- centers person back into the present moment

POSITIVE VISUALIZATION ACTIVITIES

HEALING

- allows for a positive sense of the future and the courage, ability to achieve one's hopes and dream
- awakens the idea of what is possible

LEARNING

- promotes creativity and imagination

BRAIN

Impacts on the Occipital lobe

IMPLICATIONS

- awakens the imagination towards a positive future creating new neural pathways towards a positive disposition towards the future

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PLAY/GAMES

HEALING

- promotes social interaction and enjoyment
- allows for cultural exchange, problem solving, creativity and imagination
- physical activity promotes a healthy body

BRAIN

Impacts on: Frontal, Parietal, Temporal lobes, Cerebellum

LEARNING

- promotes language skills, collaboration and teamwork, a
- sense of healthy competition and self-confidence, boosts social skills

IMPLICATIONS

- helps release endorphins creating positive sensations in the mind and body
- helps with affect regulation and confidence building

CONNECTING WITH OTHERS AND SAFETY IN COMMUNITY

HEALING

- promotes social skills and interactions, identity and trust

BRAIN

Impacts on: Frontal and Parietal lobes, the Smart Vagus, enhancement of the right hemisphere through nonverbal communication

LEARNING

- promotes independence and collaboration; inclusion and a sense of belonging

IMPLICATIONS

- emotionally competent adults guiding others can promote neural rewiring through multiple repeated interactional experiences

ACTIVITY SHEET

This is a sample template for activities. Teachers can write the activities they design here. This page can also be photocopied and used as reference by teachers.

Title: _____ Level: _____

Time: _____

Description and Objective:	
Healing component	
Learning component	
You will need	
Where to do the activity	
Groupings	
Directions	
Discussion Questions	
Wrap Up Discussion	
For follow-up at home	

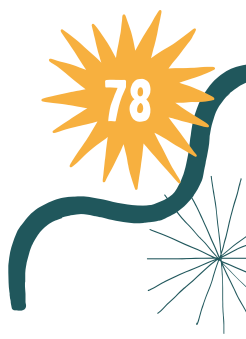
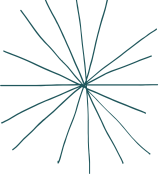
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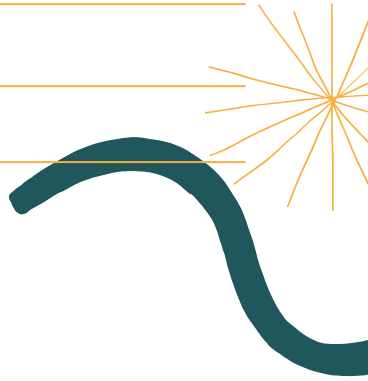
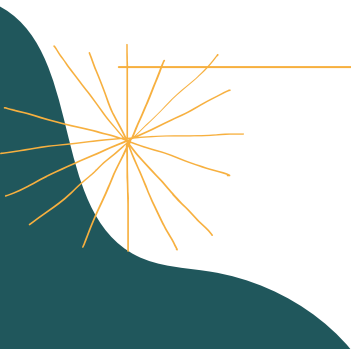
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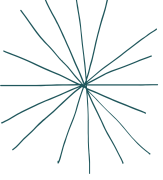
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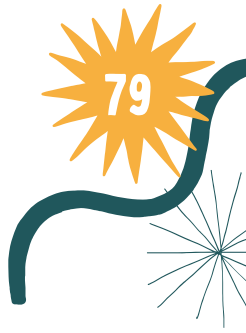
NOTES

Lined area for notes, consisting of 20 horizontal orange lines.

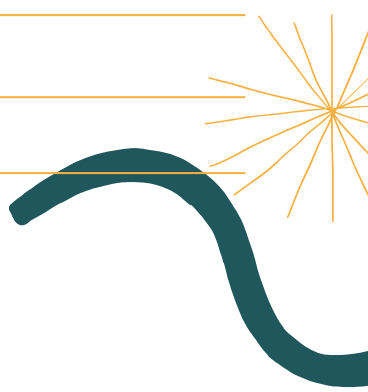
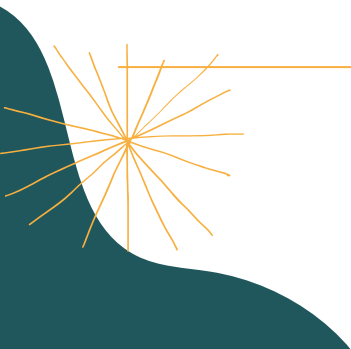


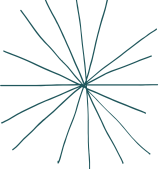


NOTES

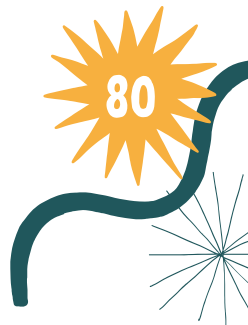


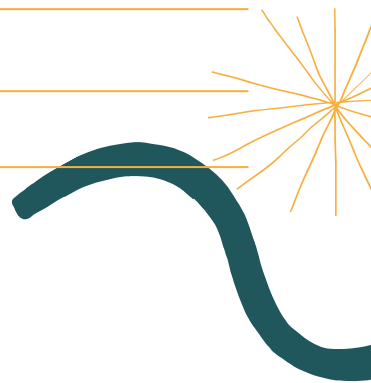
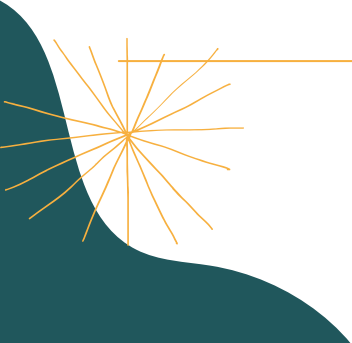
Lined writing area with 20 horizontal orange lines.





NOTES





PRINTABLE SHEET FOR FEELINGS CHARADES

You are lost in your neighborhood

Someone calls you a name and hurts your feelings

It's a nice day but there's no one to play with

You make a winning point in a game

Your best friend moves away

You win a new toy in a contest

Someone takes your pencil without asking

Your food falls to the ground in school

It's your birthday and you have a party

Your dog runs away

You're in a play in school and you forget your lines

You fall down and hurt your knee

You lose your homework

You receive a special award at school

You get "100" on a test

You can see smoke and fire down the road

Your mother is upset with you for not doing your chores

You get sick and miss an event at school

You smell your favorite food cooking when you get home

It's the day before you're going on an outing with the family

Everyone gets invited to an outing except you

No one chooses you to be on their team at P.E.

FREQUENTLY ASKED QUESTIONS

What if a learner becomes upset when sharing something difficult and starts to cry?

If a learner starts to cry, allow him/her to cry. Crying (and expressing other emotions) is normal and it is ok. Use your instincts to guide you in how you support the child. One gentle way to show the learner you are there is to simply sit down next to the learner when he/she is upset and offer him/her the opportunity to share his feelings with you. When you sit down next to the child, the learner will likely move toward you or away from you (some people want to be left alone when they are upset and others like to be near others). Either reaction is ok. If the learner does not want to share her feelings or art with you, just sit in silence with the child. Shared silence can create a sense of emotional understanding and safety that will help the learner to feel supported.

Should learners be encouraged to talk about what they have made?

- Sharing artwork is a very personal experience. Within a safe group setting, the act of sharing one's art, ideas, and feelings can have many beneficial results. It can relieve the burden of holding painful feelings inside and the feeling that you are the only one who has had bad experiences. Learners can also develop empathy when they understand that they are not alone, and that many others have had similar experiences.
- Show appreciation and enthusiasm for the effort or investment that the learner has made in creating the piece, rather than for the "quality" of the product he or she has produced. Instead of saying "That is beautiful" or "I like that," you might say "You really worked hard on that" or "That was good team work!" Unless a learner indicates that he or she is "stuck" (and might need your encouragement), it is advisable to wait until after he or she is finished creating before encouraging the learner to talk about his or her art work.
- After they finish making their artwork, invite the learners to share whatever words they might wish to share. If they want to talk about their work, you can ask them to "Tell me about your drawing." If they tell you a story about their drawing, you can ask them to "Tell me more" or ask "And then what happened?" If a learner does not want to share, that is ok.

QUESTIONS OR COMMENTS THAT CAN ENCOURAGE SHARING:

- It looks like you worked really hard on this. (Comment upon the effort the learner made, rather than on the “quality” of the result.)
- You have really used your imagination!
- What was it like working on this? (Encourage openness about what was difficult, enjoyable, and so on.)
- I see that you mixed some new colors. How did you do that?
- It looks like you used a few different brushes for your painting. What did the small brush help you to do? The large brush?
- You really shared the art materials with your classmates!
- I see that you have finished your drawing. Sometimes learners like to tell a story about their drawings. Would you like to do that?
- Maybe there is a story about this sculpture. Would you like to share it with me? Would you like me to write it down?
- I wonder if there is a story about this painting. (Turning questions into comments by adding “I wonder” gives the learner a choice about engaging in the conversation or not, as—although interest in the picture is being shown--no answer is “required.”)
- I wonder what your favorite part of the picture is.
- I wonder who might be in this painting.
- If you were in that picture, I wonder where you would be and what you might be doing.
- I wonder what happened before (the action depicted). . . and what will happen next.

This is all accomplished in a very gentle manner and if the learner indicates that he or she does not want to talk about the picture, you may say, “That’s fine. If you change your mind, I will come back later.” No one should be forced to talk about the art that he or she has made. The very process of creating it can be healing, in itself.

Everything that they create, no matter how small is already an accomplishment and should be acknowledged. Encouraging the learners gently might help them expand on whatever it is that they created (i.e. a simple line, a subtle nod of the head or tapping of the toes). All art is good art!

QUESTIONS AND COMMENTS THAT DISCOURAGE SHARING AND FREEDOM OF EXPRESSION, AND MAKE A LEARNER FEEL SELF-CONSCIOUS:

- What is that? Is that a house? (This can make them feel that they drew it wrong.)
- I don't know what you have drawn.
- You don't know how to draw a person (or a house, or a tree)? Here, let me show you how to do it.
- Why did you draw that? What does your drawing mean?
- Your drawing is very beautiful. (learners should decide for themselves what is beautiful, ugly, and so on about their art work.)
- I like that. (Commenting on what you like about learner's art can result in learners trying to make other art that will please you—instead of themselves.)
- Your painting would look even better if only you would (change something, add something). (This means that the present art work is not good enough.)
- Look at Mary's drawing! You should all try to do yours like that!
- You used the wrong color on that tree. Trees are supposed to be brown and green.
- I can see you made a mistake. See, right here? Let me show you how to correct it.

What if there is no time for every learner to talk about his or her drawing?

Sometimes, there is no time for the teacher to ask every learner about his or her drawing. If the learners have been working as members of a large class, the teacher might ask who would like to talk about his or her art work (making sure that different learners have the opportunity to speak each time so that everyone will be included). The teacher might also decide to have the learners create art in small groups or even pairs, and then share their stories with the members of their group or their partners, with the teacher going from group to group to "check in." To encourage different learners to work together, the teacher could go around the room, asking each learner in the circle to call out a number from 1 to 4. Then, all the "1s" could form a small group, the "2s" could form a small group, and so on.

What if a learner seems to need extra help?

We encourage everyone to try; to do what he or she can. At times, though, some learners might feel overwhelmed, seem shy or nervous, or be inattentive or too excited to listen. In these instances, try to provide a bit more attention, assistance, and support by standing near them, talking them through the exercise, or allowing them a bit of space to calm down.

Although every learner is different and there is no one answer or solution to every situation, for a learner who is shy, you might supply a small sheet of paper and readily controllable media, such as crayons or pencils. You might suggest that the learner begin by just picking a color and, then, moving it any way he or she wants on the paper. Reassure the learner that there is no right or wrong way to do it.

Exercises such as “Tense and Relax” or a chance just to scribble on a sheet of paper might calm a learner who is overly active or overwhelmed. “Confidence Builders” such as drawing “Things I Can Do” or doing the “Butterfly Hug” might help learners who are feeling anxious. A learner who is inattentive might benefit from being part of a group of dancers, singers, or play-actors.

What about learners who judge other learners’ work, or take up a lot of time during discussions?

This can be avoided if the guidelines set at the beginning of this program are set, and posted in the classroom. This will make it easy for the teacher to call attention to the class to remind learners to avoid judgment. Rewards for kind behavior are one way to reinforce “no judgment.”

Learners taking too much “air time” can also be avoided if teachers are specific about how much time each one can share, especially if you want to finish activities within the allotted period. Having a timekeeper can help too, and learners take turns. This will help learners to respect each classmate by being aware that every minute one takes beyond the allotted time is time taken away from a classmate who may wish to share.

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MESSAGE FOR TEACHERS

We value your feedback. Share with us your experiences, thoughts, and evaluation of the Psychosocial Support Activity Pack through this link:

<https://bit.ly/PSAPTeachersFeedback>


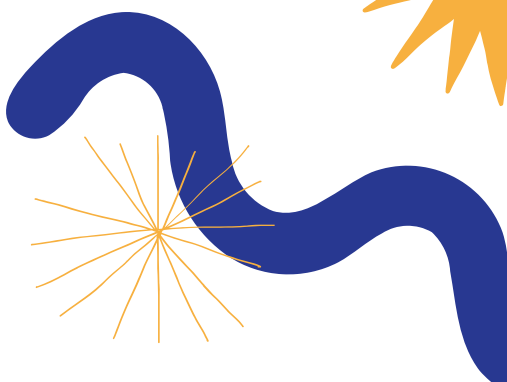



TAKE CARE OF YOUR PSYCHOSOCIAL SUPPORT ACTIVITY PACK

WHAT TO DO:

1. Cover your PSAP using plastic or manila paper. You may also use old newspapers or magazines.
2. Ensure that your hands are clean when you use the book.
3. On the first use of the book, lay it down and flip through its pages one by one. Gently press down the binding as you go through the pages.
4. Use bookmarks to mark pages instead of folding or marking.
5. Repair any damaged or torn pages in the book.
6. Take good care of the book when using or lending it to avoid damages.
7. Store the book in a clean and dry place.
8. Inform your teachers if the book is lost.

WHAT NOT TO DO:

1. Do not fold the pages.
 2. Do not write on its pages and cover.
 3. Do not cut out images from the book.
 4. Do not tear its pages.
 5. Do not allow the book to remain open when it isn't used.
 6. Do not use a pen, pencil, or any thick item in between the pages of the book.
 7. Do not stuff the book inside a tight or full bag.
 8. Do not use the book as an umbrella when it's raining.
 9. Do not sit on the book.
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- 
- 



For more information,

please contact the
Disaster Risk Reduction and
Management Service (DRRMS).



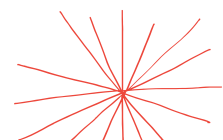
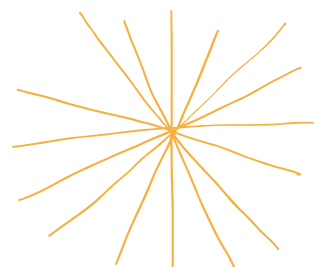
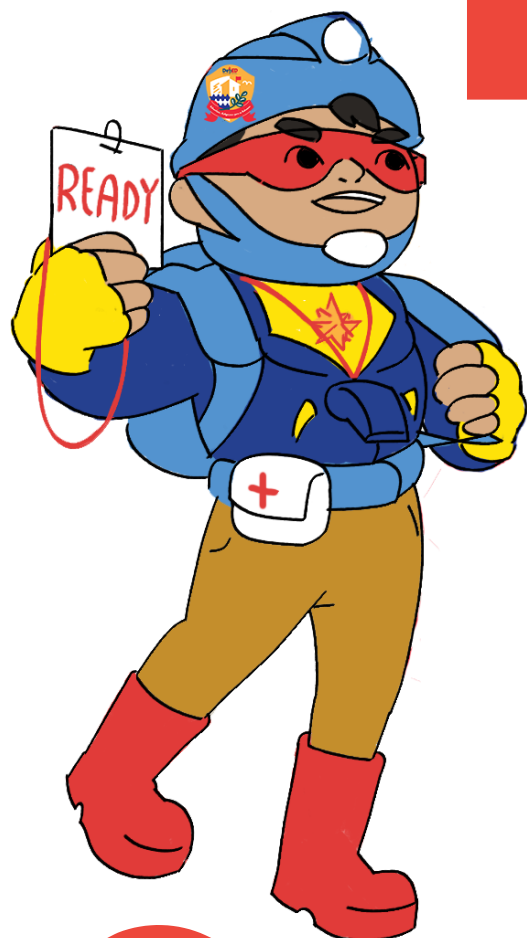
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02 637 4933
02 635 3764



Psychosocial Support Evaluation Guide

Introduction

The transition to face-to-face classes presents learners with new stressors and challenges. Their arrival may come with an adjustment to the school environment, learning modality, and additional safety protocols, as well as a mix of pleasant and difficult feelings. Hence, the provision of psychosocial support (PSS) is imperative in protecting the learners' socioemotional well-being and developing their coping skills for this transition.

Alongside the provision of psychosocial support activities in the classroom, an evaluation tool is provided here in order to 1) assess how learners are responding to these activities and 2) gauge their overall adjustment to the present transition. The structure of the evaluation tool directly aligns with the skills identified in the Psychosocial Support Activity Packet (PSAP). In this manner, the learners' responses to specific items can inform teachers in determining which skills to focus on and repeatedly conduct activities for. (A detailed guide on how to interpret responses is also provided per grade level.)

Both the PSAP and the evaluation tool adopt the Three Sources of Resilience model of the Department of Education and Department of Health. These three sources include the learner's internal, personal strengths ("I am"), social and interpersonal skills ("I can"), supports and external resources ("I have"). Moreover, each of the three sources of resilience correspond to key psychosocial skills which are summarized in the table below. These concepts are further defined in the succeeding section.

Sources of Resilience	Psychosocial Well-Being Skill
I AM able to acknowledge and express my feelings.	Emotional safety
	Self-awareness
	Self-expression
I HAVE the capacity to regulate my emotions and find solutions to challenges.	Self-regulation
	Problem-solving
I CAN do my best in school, develop healthy relationships with my peers, and imagine a bright future for myself.	Self-confidence
	Empathy

Definition of Terms

- A. **Psychosocial Well-being** pertains to an individual's mental, emotional, and social functioning that influences his or her ability to manage the demands of daily life, cope with stressors, and achieve his or her full potential. In the PSAP and evaluation tool, psychosocial well-being encompasses seven (7) key skills:
1. **Emotional Safety** pertains to the feeling of security and freedom from apprehension. In the classroom, this builds trust and creates an environment where self-reflection and self-expression become possible.

2. **Self-awareness** refers to self-focused attention or knowledge. In psychosocial support, the ability to recognize different emotions felt in a single experience serves as a building block for gaining more complex skills.
 3. **Self-expression** is the process of identifying feelings and sharing these both verbally and non-verbally, in the presence of caring others who are attentive to the learner.
 4. **Self-regulation** is the ability to manage one's emotions. Since the mind and body are interconnected, this skill is key to achieving a sense of equilibrium mentally, physically, and emotionally.
 5. **Problem-solving** refers to the process by which individuals attempt to overcome challenges or move towards a desired goal. For learners, developing this skill can begin with resolving the simple dilemma between choosing blue or green to color, or deciding how to complete a task when working with a group. Problem-solving can involve help-seeking behavior or self-reliant behavior in which the learner tries to devise plans independently.
 6. **Self-confidence** pertains to a strong sense of self-esteem, as well as trust in one's abilities. This is essential to experiencing success in school and finding one's way through adversity.
 7. **Empathy** is the ability to feel or understand what another person is feeling or experiencing. In psychosocial support, empathy is demonstrated by adults who show genuine concern for the learner and is facilitated by listening to others' stories.
- B. **Adjustment** is defined by the American Psychological Association as a change in behavior and/or attitude resulting from a recognized need or desire to adapt to particular environmental conditions.
- C. **Psychosocial Adjustment to the Face-to-Face Learning Modality** refers to learners' general attitude about returning to face-to-face classes. This encompasses affect and motivation, as well as perceived physical safety with regard to COVID-19. The learner's attitude towards going back to school influences their overall psychosocial well-being—and vice versa.
1. **Affect** pertains to the experience of emotion or feeling. Depending on the learner's developmental level, they may express a single or multiple feelings about school reopening. As children get older, they become more capable in recognizing mixed emotions and develop a deeper vocabulary for feelings.
 2. **Motivation** is a force that gives purpose to, directs and sustains behavior.
 3. **Self-agency** refers to the individual capability to influence one's functioning and events in the environment through action. When learners feel that they have self-agency over their physical safety, they experience a sense of control about keeping themselves healthy and free from sickness as they attend school and spend time with people outside the home.

Administration of the Psychosocial Support Evaluation Form

Schedule of Administration

The evaluation tool is administered at three (3) time points, described in the table below. It is the teacher's discretion at what specific time within or after the class hours shall be the administration of the form as long as it aligns with the schedule below.

Administration Time Points	Schedule
Pre-evaluation	Prior to the first 1-hour Psychosocial Support Activity; ideally on the first day of classes before the teacher starts with the first PSS activity.
Mid-evaluation	Two weeks after the first 1-hour Psychosocial Support Activity was facilitated.
Post-evaluation	On the week prior to Christmas break.

Form Administration

I. For Kindergarten Teachers

- A. The kindergarten evaluation form is to be completed by the teacher for each learner through observations.
- B. Kindergarten teachers complete the evaluation tool for each learner in class based on their behavioral observations of the child. These observations include the child's affect and demeanor in the classroom, as well as interactions with peers, teachers, and other adults. Because the data is gathered through observations, it is necessary to uphold honesty in answering the form for each child and to ensure that the teacher clearly understands the goals, objectives, and expectations of the facilitation of the psychosocial support activities.
- C. Do consider each statement based on the child's development rather than comparing among learners or each child to older peers.
- D. For items that provide specific examples of behaviors (i.e. items 4 and 9 on the questionnaire), note that the list is NOT exhaustive. For example, in item 4, the emphasis is on the child's ability to use words to solve problems rather than resort to counterproductive behaviors. On the other hand, there are other ways in which children may indicate when they have done something well in item 9. Apart from actions like clapping or cheering, their facial expressions and verbal exclamations may also be considered.

II. For Grades 1 to 3 Teachers

- A. The Grades 1 to 3 evaluation forms shall be completed by the learners with assistance and guidance of the teacher as needed.
- B. Before giving out the questionnaires, establish rapport with the class. Particularly for the pre-evaluation (which is to be administered on the first day of classes), it is important to first welcome the learners warmly. The teacher may choose to do

an icebreaker or introductory activity. This ensures that the learners can engage with the task and respond genuinely.

- C. Distribute the questionnaires. The teacher actively goes through the questionnaire together with the class, beginning with reading the instructions aloud. Teachers may dramatize the emoticons to illustrate how happy faces represent agreement (“Oo”) while sad faces represent disagreement (“*Hindi*”) in response to the items. For example, the teacher smiles widely and gives a thumbs up to indicate “Oo.”
- D. Invite questions from the class to ensure that learners understand how to respond using the emoticons.
- E. The teacher reads each item aloud so the class can answer at the same pace. Explain the following concepts as indicated when they appear on an item:
 - 1. **Damdamin** - *Ito ay ang mga nararamdaman natin sa loob ng ating mga sarili na maaaring dulot ng mga sitwasyong ating nararanasan.*
 - 2. **Suliranin o pagsubok** - *Ito ang mga bagay na mahirap magawa at kinakailangang malutas.*
 - 3. **Kalakasan** - *Ito ang mga bagay na nagagawa mo nang mabuti o ang iyong mga magagandang katangian.*
 - 4. **Gana** - *Ito ang nararamdamang sigla o sigasig para sa pagpasok sa eskwela. Pinapakita nito na gusto mong pumasok sa paaralan.*
- F. Allot at least 20 minutes for the class to complete the entire questionnaire.

III. For Grades 11 and 12 Teachers

- A. The Grades 11 to 12 evaluation forms shall be completed by the learners.
- B. Before giving out the questionnaires, establish rapport with the class. Particularly for the pre-evaluation (which is to be administered on the first day of classes), it is important to first welcome the learners warmly. This ensures that they can engage with the task and respond genuinely.
- C. Distribute the questionnaires. Then, the teacher reads the instructions until the rating scale provided (i.e. 1 = *Lubos na hindi sumasang-ayon*, 2 = *Hindi sumasang-ayon*, and so on). It is important to emphasize here that there are no correct answers. The questionnaire is simply meant to check in on how the learners are doing.
- D. Invite and address questions or clarifications from the class, if any.
- E. Instruct the learners to answer the questionnaire. Allot at least 15 minutes to complete the task.

PAGSUSURI SA SIKOSOSYAL PARA SA BALIK ESKWELA *Kindergarten*

Nais masuri ng talatanungan na ito ang pag-uugali at pakikitungo ng mga mag-aaral sa kanilang pagbabalik eskwela. Bago mag-umpisa, unawain ang nakalalip na gabay para sa pag-observa ng mga bata.

PANUTO: Ilagay ang katumbas na puntos na naglalarawan kung **gaano kadalas** naipapamalas ng mag-aaral ang kilos o ugali sa bawat pahayag. Magbase sa gabay na ito para sa pagpupuntos:

Dalas	Puntos
Madalas	4
Minsan	3
Bihira	2
Hindi kailanman	1

Pahayag	Dalas	Puntos
1. Sinasabi ang mga nararamdamang damdamin sa guro o ibang nakatatanda (hal. masaya, malungkot, pagod, takot, atbp.)		
2. Natutukoy ang mga payak na emosyon tulad ng saya, lungkot, galit, at takot		
3. Madaling napapakalma kapag nainis o napikon		
4. Nasasabi ang mga gusto imbis na mang-agaw o makasakit sa kamag-aral		
5. Humihingi ng tulong tuwing may pangangailangan		
6. Nakikilahok sa mga larong pangkatan o sa mga gawain kasama ang ilang kamag-aral		
7. Nagpapakita ng pag-intindi sa mga kamag-aral na umiiyak o nasasaktan		
8. Nakikipaglaro sa mga kamag-aral		
9. Nagpapakita ng galak kapag may nagawang mabuti (hal. pumapalakpak, tumitsir, atbp)		
10. Nagpapakita ng interes sa pagkilala at pakikisalamuha sa mga bagong kamag-aral, guro, at ibang nakatatanda		
11. Kusang pumapasok sa silid-aralan lalo na sa simula ng araw		
12. Nagpapakita ng sigla sa buong araw ng pasok		

TEACHER'S GUIDE FOR POINTS AND INTERPRETATION

Kindergarten

The first seven items on the questionnaire correspond to the key psychosocial skills outlined and targeted on the Psychosocial Support Activity Pack. These items comprise the learner's **psychosocial well-being**. The remaining five items, on the other hand, cover the different aspects of their **psychosocial adjustment to the face-to-face learning modality**.

These domains are summarized in the table below. Definitions for each are provided in the Psychosocial Support Evaluation Guide (see Annex A).

Psychosocial Well-Being		
<i>Skill</i>	<i>Item</i>	
Emotional safety and Self-expression	No. 1	Sinasabi ang mga nararamdamang damdamin sa guro o ibang nakatatanda (hal. masaya, malungkot, pagod, takot, atbp)
Self-awareness	No. 2	Natutukoy ang mga payak na emosyon tulad ng saya, lungkot, galit, at takot
Self-regulation	No. 3	Madaling napapakalma kapag nainis o napikon
Problem-solving (self-reliant)	No. 4	Nasasabi ang mga gusto imbis na mang-agaw o makasakit sa kamag-aral
Problem-solving (help-seeking)	No. 5	Humihingi ng tulong tuwing may pangangailangan
Self-confidence	No. 6	Nakikilahok sa mga larong pangkatan o sa mga gawain kasama ang ilang kamag-aral
Empathy	No. 7	Nagpapakita ng pag-intindi sa mga kamag-aral na umiiyak o nasasaktan
Psychosocial Adjustment to Face-to-Face Learning Modality		
	<i>Item</i>	
NOTE. Adjustment for learners in kindergarten can be observed through their general affect and demeanor in the classroom as well as their interactions with peers. It is normal to observe clinginess, crying, or tantrums as parents or caregivers	No. 8	Nakikipaglaro sa mga kamag-aral
	No. 9	Nagpapakita ng galak kapag may nagawang mabuti (hal. pumapalakpak, tumitsir, atbp)
	No. 10	Nagpapakita ng interes sa pagkilala at pakikisalamuha sa mga bagong kamag-aral, guro, at ibang nakatatanda
	No. 11	Kusang pumapasok sa silid-aralan lalo na sa simula ng araw

drop off their children on the first week of classes.	No. 12	Nagpapakita ng sigla sa buong araw ng pasok
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Interpretation of Learner Ratings and Recommendations

In general, the higher the rating for an item, then the learner is able to enact the relevant psychosocial skill.

For items 1-7 under Psychosocial Well-being:

- Review which items have ratings of 1 or 2. These are the skill areas in which the individual may need further support and practice. Consider corroborating these observations with information from the child's parents or caregivers. This will help establish whether the child is presenting difficulty in the specific skill across settings, or exclusively in school.
- For the class, notice the skills in which the learners scored ratings of 2 or lower. Consider repeating or facilitating additional psychosocial support activities under these skills, even after the first week of classes.
 - For example, for learners who have a rating of 2 or lower on item 3, the teacher will then incorporate more psychosocial support activities for self-regulation (e.g. Let's Use Our Voices, Body Mirror, Tense and Relax, etc.) during classes in the second week of school.
 - Similarly, for young learners, the teacher can regularly check in on the class' energy levels. When the students lack energy, facilitating energizers from the PSAP (e.g. Sagul-sagul, Tao Po, etc.) may be helpful. Alternatively, breathing exercises, playing slow music and having "quiet time," wherein children simply lie down on the floor, may aid the class in calming down. Mindfully conducting such transitional activities models for the students various ways to manage their emotions and levels of alertness.

For items 8-12 under Psychosocial Adjustment to Face-to-Face Learning Modality:


































































- Pay attention to the items in which learners have ratings of 2 or lower. Low scores for these items may indicate that the learners are still adjusting to the classroom setting, new teachers and peers, and school reopening in general.
- Consider corroborating these observations with information from the child's parents or caregivers as well. This will help establish whether the child is experiencing difficulty only at school or across multiple settings.
- Focus on establishing rapport with the learners in the first weeks of classes.
 - Listen to the learners express how they feel about returning to school or attending school for the first time. Validate their feelings (e.g. "*I understand that it's hard to be away from mama and papa for the day.*") and allow the children to warm up slowly. Being comfortable playing with classmates again may likewise take time.
 - For learners who are returning to school, explain the changes they are encountering, such as the new safety measures. Reassure them that the changes help keep everyone safe and healthy.
- Build consistent routines for the school day. Have a simple schedule of the day's activities posted in the classroom and from time to time, verbalize to the learners where the class is at and what to expect next.
- Young children tend to mirror emotional cues from adults. Your sense of calm and safety as a teacher is just as important as the learners, so take time to prepare for the school day. Have your own routines which include self-care activities that help you unwind, destress, and recharge.

PAGSUSURI SA SIKOSOSYAL PARA SA BALIK ESKWELA Grades 1 to 3

Nais malaman ng talatanungan na ito ang iyong mga iniisip at nararamdaman sa pagbabalik eskwela at sa iba't-ibang *psychosocial support activities* na inyong ginawa para sa pagbabalik eskwela. Tandaan na walang tama o maling sagot.

Para sa bawat pahayag, isipin kung ito ay *totoo para sa iyo*. **Kulayan ang mukha** na tumutukoy sa iyong sagot.



1. Kapag gusto kong ibahagi ang aking mga damdamin, mayroon akong mga guro at kamag-aral na makikinig.	    
2. Natutukoy ko ang aking mga nararamdaman tulad ng saya, lungkot, pagod, at iba pa.	    
3. Naibabahagi ko ang aking nararamdaman sa aking mga kamag-aral, kaibigan, guro, magulang o tagapangalaga.	    
4. Kaya kong pakalmahin ang aking sarili o pagaanin ang aking pakiramdam kapag ako'y takot, galit, at malungkot.	    
5. Kapag nahihirapan ako sa pag-aaral, humihingi ako ng tulong sa aking mga kamag-aral o guro.	    
6. Kapag mayroon akong suliranin o pagsubok, tumutukoy ako ng mga paraan para lutasin ito.	    
7. Naipapakita ko ang aking mga kalakasan at kakayahan sa paaralan.	    
8. Natutukoy ko ang mga damdamin ng aking mga kamag-aral.	    
9. Masaya akong makabalik sa <i>face-to-face</i> na klase.	    
10. May gana akong pumasok muli sa paaralan.	    
11. Nakatutulong sa aking pag-aaral ang <i>face-to-face</i> na klase.	    
12. Napapanatiling ligtas mula sa COVID-19 ang aming paaralan sa pamamagitan ng mga ginagawang pag-iingat.	    
13. Napropektahan ko ang aking sarili mula sa sakit.	    

TEACHER'S GUIDE FOR SCORING AND INTERPREATION

Grades 1 to 3

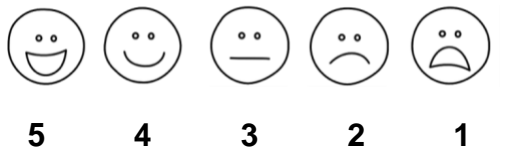
The first eight items on the questionnaire correspond to the key psychosocial skills outlined and targeted on the Psychosocial Support Activity Pack. These items comprise the learner's **psychosocial well-being**. The remaining five items, on the other hand, cover the different aspects of their **psychosocial adjustment to the face-to-face learning modality**.

These skills and domains are summarized in the table below. Definitions for each are provided in the Psychosocial Support Evaluation Guide (see Annex A).

Psychosocial Well-Being		
<i>Skill</i>	<i>Item</i>	
Emotional safety	1	Kapag gusto kong ibahagi ang aking mga damdamin, mayroon akong mga guro at kamag-aral na makikinig.
Self-awareness	2	Natutukoy ko ang aking mga nararamdaman tulad ng saya, lungkot, pagod, at iba pa.
Self-expression	3	Naibabahagi ko ang aking nararamdaman sa aking mga kamag-aral, kaibigan, guro, magulang o tagapangalaga.
Self-regulation	4	Kaya kong pakalmahin ang aking sarili o pagaanin ang aking pakiramdam kapag ako'y takot, galit, at malungkot.
Problem-solving (help-seeking)	5	Kapag nahihirapan ako sa pag-aaral, humihingi ako ng tulong sa aking mga kamag-aral o guro.
Problem-solving (self-reliant)	6	Kapag mayroon akong suliranin o pagsubok, tumutukoy ako ng mga paraan para lutasin ito.
Self-confidence	7	Naipapakita ko ang aking mga kalakasan at kakayahan sa paaralan.
Empathy	8	Natutukoy ko ang mga damdamin ng aking mga kamag-aral.
Psychosocial Adjustment to Face-to-Face Learning Modality		
<i>Domain</i>	<i>Item</i>	
Affect	9	Masaya akong makabalik sa <i>face-to-face</i> na klase.
Motivation	10	May gana akong pumasok muli sa paaralan.
Perception of face-to-face modality vis-à-vis academic learning	11	Nakatutulong sa aking pag-aaral ang <i>face-to-face</i> na klase.

Perceived physical safety	12	Napapanatiling ligtas mula sa COVID-19 ang aming paaralan sa pamamagitan ng mga ginagawang pag-iingat.
Self-agency towards physical safety	13	Naprotektahan ko ang aking sarili mula sa pagkakasakit.

Use the following scoring guide to convert the learner's responses to ratings:



On the questionnaire, indicate the corresponding rating for each item.

Interpretation of Learner Ratings and Recommendations

In general, the higher the rating that the learner gives for an item, then they recognize themselves as possessing the relevant psychosocial skill.

For items 1-8 under Psychosocial Well-being:

- Consider the items to which the learner responds with ratings of 1 or 2. These are the skill areas in which the individual may need further support and practice.
- For the class, notice the skills in which learners tend to respond with ratings of 3 or lower. Consider repeating or facilitating additional psychosocial support activities under these skills, even after the first week of classes.
 - For example, for learners in a class gave item 4 on self-regulation a rating of 3 or lower, the teacher will then incorporate more psychosocial support activities for this skill (e.g. Let's Use Our Voices, Body Mirror, Tense and Relax, etc.) during periods between classes in the second week of school.
 - Similarly, for young learners, the teacher can concentrate on the class' energy levels throughout the day. When the students lack energy, facilitating energizers from the PSAP (e.g. Sagul-sagul, Tao Po, etc.) may be helpful. Alternatively, breathing exercises and slow songs aid the class in calming down. Mindfully conducting such transitional activities models for the students various ways to manage their emotions and levels of alertness.

For items 9-13 under Psychosocial Adjustment to Face-to-Face Learning Modality:

- Pay attention to the items in which learners respond with ratings of 3 or lower. The following recommendations are endorsed for low ratings in each of the domains:
 - Affect (item 9), motivation (item 10), and perception of face-to-face modality vis-à-vis academic learning (item 11) - Low ratings for these items may indicate some doubt, hesitation, or difficult feelings about face-to-face classes. Approach such an attitude towards school reopening with curiosity. Try to understand the learners' perceptions about the following:
 - How did they feel about distance learning? What was it like learning from home?

- Who helped them study and accomplish modules at home? What was a typical day like?
- What did they like about the distance learning setup? What did they not like?

Learners can answer these prompts by drawing their experiences and allowing them to talk about their artwork. For learners who can write, they may add captions to their drawings. Gathering this information may provide perspective about how the different learning modalities impact the learners. It provides an opportunity to integrate and continue helpful practices that the learners were able to gain during distance learning.

- Perceived physical safety (item 12) and self-agency (item 13) - Have a class discussion on effective COVID-19 preventive measures. Allow the learners to brainstorm on any other safety measures that they can practice within the classroom. Through a poster, the class can create a set of guidelines or reminders to be posted in their classroom. This activity highlights the learners' sense of control over their own physical safety.

PAGSUSURI SA SIKOSOSYAL PARA SA BALIK ESKWELA Grades 11 to 12

Nais malaman ng talatanungan na ito ang iyong mga pananaw at damdamin sa pagbabalik eskwela at sa iba't-ibang *psychosocial support activities* na inyong ginawa para sa pagbabalik eskwela. Tandaan na walang tama o maling sagot.

Para sa bawat pahayag, ***bilugan ang rating*** na tumutukoy sa iyong pagsang-ayon. Gamitin ang gabay na ito sa pagtugon:

1 = Lubos na hindi sumasang-ayon

2 = Hindi sumasang-ayon

3 = Walang kinikilingan

4 = Sumasang-ayon

5 = Lubos na sumasang-ayon

1. Kapag gusto kong ibahagi ang aking mga damdamin, mayroon akong mga guro at kamag-aral na pinagkakatiwalaan.	1	2	3	4	5
2. Kinikilala ko ang iba't ibang damdaming aking nadarama tulad ng saya, lungkot, takot, at galit.	1	2	3	4	5
3. Naibabahagi ko ang aking nararamdaman sa aking mga kamag-aral, kaibigan, guro, magulang o tagapangalaga nang walang alinlangan.	1	2	3	4	5
4. Kaya kong pakalmahin ang aking sarili o pagaanin ang aking pakiramdam kapag ako'y nakararanas ng sama ng loob.	1	2	3	4	5
5. Kapag nahihirapan ako sa pag-aaral, humihingi ako ng tulong sa aking mga kamag-aral o guro.	1	2	3	4	5
6. Kapag may hinaharap akong suliranin o pagsubok, tumutukoy ako ng mga paraan para lutasin ito.	1	2	3	4	5
7. Naipapakita ko ang aking mga kalakasan at kakayahan sa paaralan.	1	2	3	4	5
8. Inuunawa ko ang damdamin ng aking mga kamag-aral.	1	2	3	4	5
9. Masaya akong makabalik sa <i>face-to-face</i> na klase.	1	2	3	4	5
10. May gana akong pumasok muli sa paaralan.	1	2	3	4	5
11. Nakaiinam sa aking pag-aaral ang <i>face-to-face</i> na klase.	1	2	3	4	5
12. Napapanatiling ligtas mula sa COVID-19 ang aming paaralan sa pamamagitan ng mga ginagawang pag-iingat.	1	2	3	4	5
13. Napropektahan ko ang aking sarili mula sa pagkakasakit.	1	2	3	4	5

TEACHER'S GUIDE FOR SCORING AND INTERPREATION

Grades 11 to 12

The first eight items on the questionnaire correspond to the key psychosocial skills outlined and targeted on the Psychosocial Support Activity Pack. These items comprise the learner's **psychosocial well-being**. The remaining five items, on the other hand, cover the different aspects of their **psychosocial adjustment to the face-to-face learning modality**.

These skills and domains are summarized in the table below. Definitions for each are provided in the Psychosocial Support Evaluation Guide (see Annex A).

Psychosocial Well-Being		
<i>Skill</i>	<i>Item</i>	
Emotional safety	1	Kapag gusto kong ibahagi ang aking mga damdamin, mayroon akong mga guro at kamag-aral na pinagkakatiwalaan.
Self-awareness	2	Kinikilala ko ang iba't ibang damdaming aking nadarama tulad ng saya, lungkot, takot, at galit.
Self-expression	3	Naibabahagi ko ang aking nararamdaman sa aking mga kamag-aral, kaibigan, guro, magulang o tagapangalaga nang walang alinlangan.
Self-regulation	4	Kaya kong pakalmahin ang aking sarili o pagaanin ang aking pakiramdam kapag ako'y nakararanas ng sama ng loob.
Problem-solving (help-seeking)	5	Kapag nahihirapan ako sa pag-aaral, humihingi ako ng tulong sa aking mga kamag-aral o guro.
Problem-solving (self-reliant)	6	Kapag may hinaharap akong suliranin o pagsubok, tumutukoy ako ng mga paraan para lutasin ito.
Self-confidence	7	Naipapakita ko ang aking mga kalakasan at kakayahan sa paaralan.
Empathy	8	Inuunawa ko ang damdamin ng aking mga kamag-aral.
Psychosocial Adjustment to Face-to-Face Learning Modality		
<i>Domain</i>	<i>Item</i>	
Affect	9	Masaya akong makabalik sa <i>face-to-face</i> na klase.
Motivation	10	May gana akong pumasok muli sa paaralan.
Perception of face-to-face modality vis-à-vis academic learning	11	Nakaiinam sa aking pag-aaral ang <i>face-to-face</i> na klase.

Perceived physical safety	12	Napapanatiling ligtas mula sa COVID-19 ang aming paaralan sa pamamagitan ng mga ginagawang pag-iingat.
Self-agency towards physical safety	13	Naprotektahan ko ang aking sarili mula sa pagkakasakit.

Interpretation of Learner Ratings and Recommendations

In general, the higher the rating that the learner gives for an item, then they recognize themselves as possessing the relevant psychosocial skill.

For items 1-8 under Psychosocial Well-being:

- Consider the items to which the learner responds with ratings of 1 or 2. These are the skill areas in which the individual may need further support and practice.
- For the class, notice the skills in which learners tend to respond with ratings of 3 or lower. Consider repeating or facilitating additional psychosocial support activities under these skills, even after the first week of classes.
 - For example, for learners who gave item 4 on self-regulation a rating of 3 or lower, the teacher will then incorporate more psychosocial support activities for this skill (e.g. Body Mirror, Tense and Relax, etc.) during periods between classes in the second week of school. The teacher will also continue to facilitate breathing exercises whenever the class gets too rowdy, or when they need to focus on a long task.

For items 9-13 under Psychosocial Adjustment to Face-to-Face Learning Modality:

- Similarly, pay attention to the items in which learners respond with ratings of 3 or lower. The following recommendations are endorsed for low ratings in each of the domains:
 - Affect (item 9), motivation (item 10), and perception of face-to-face modality vis-à-vis academic learning (item 11) - Low ratings for these items may indicate some doubt, hesitation, or difficult feelings about face-to-face classes. Approach such an attitude with curiosity. Try to understand the learners' perceptions, either through class discussion or a free writing activity, about the following:
 - How did they feel about distance learning? What was it like learning remotely?
 - What did they like about the distance learning setup? What did they not like?
 - How was distance learning helpful in the last school year? How was it not helpful? Who helped them make the transition to studying from home?
 - How do they feel about face-to-face classes? How is their experience so far?
 - Gathering these pieces of information may provide perspective about how the different learning modalities impact the learners. It provides an opportunity to integrate and continue helpful practices that the learners were able to gain during distance learning.
 - Perceived physical safety (item 12) and self-agency (item 13) - Have a class discussion on effective COVID-19 preventive measures. Allow the learners to brainstorm on any other safety measures that they can practice within the classroom. Through a poster, the class can create a set of guidelines or reminders unique to their classroom. This activity highlights the learners' sense of control over their own physical safety.