



Republic of the Philippines  
**Department of Education**  
 REGION IV-A CALABARZON  
 CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

23 MAR 2022

DIVISION MEMORANDUM

No. 182 s. 2022

**ORIENTATION ON THE FACILITATION OF PSYCHOSOCIAL SUPPORT (PS) TO  
 LEARNERS FOR THE EXPANDED IMPLEMENTATION OF FACE-TO-FACE  
 LEARNING MODALITY**

To: OIC-Assistant Schools Division Superintendent  
 Chief Education Supervisors  
 Heads, Public Elementary and Secondary Schools  
 Heads, Unit/Section  
 All Others Concerned

1. In connection with OUA Memo 00-0322-0145, all teaching and non-teaching personnel in-charge or engage with the delivery of the expanded implementation of Face-to-Face Learning Modality is hereby advised to attend the **Nationwide Orientation on the Conduct of Psychosocial Support Activities for Learners (All Levels)** on **April 7, 2022 (Thursday)** from **1:00pm to 4:30pm** via DepEd Philippines Facebook Page.
2. Please see attached memorandum for specific details and instructions.
3. For information and guidance.

  
**NATIVIDAD P. BAYUBAY, CESO VI**  
 Schools Division Superintendent 

Encl.:  
 As stated



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**OUA MEMO 00-0322-0145**

**MEMORANDUM**

15 March 2022

For: **Regional Directors  
BARM Minister of Basic, Higher and Technical Education  
Schools Division Superintendents  
Regional and Division DRRM Coordinators  
School Heads**

Subject: **ORIENTATION ON THE FACILITATION OF PSYCHOSOCIAL  
SUPPORT (PS) TO LEARNERS FOR THE EXPANDED  
IMPLEMENTATION OF FACE-TO-FACE LEARNING  
MODALITY**

According to the Joint Memorandum Circular No. 1, S. 2021 titled *Operational Guidelines on the Implementation of Limited Face-to-Face Learning Modality*, schools shall devote the first hour of the first five school days to discuss modules related to mental health. This will be facilitated by their classroom advisers or designated teachers.

Psychosocial support activities should be integrated within class activities as needed for at least two weeks or until learners are more adjusted to the classroom setting.

This is in addition to modules on the nature of COVID-19 and preventive measures (WASH, physical distancing, etc.) and other relevant psychosocial topics such as social stigma, prevention of violence against children, etc.

In line with this and the current expansion of the implementation of face-to-face learning modality, the Disaster Risk Reduction and Management Service (DRRMS) will be facilitating a nationwide orientation regarding the conduct of **psychosocial support activities for learners of all levels** on **April 7, 2022 (Thursday)** from **1:00 to 4:30 pm** via DepEd Philippines Facebook Page.

With this, all teachers who will be managing face-to-face classes are enjoined to participate in the orientation on **Conduct and Facilitation of Psychosocial Support Activities (all levels)** by watching the live stream.



Scan this QR Code to view  
Videos and Magazines  
of Major Programs



**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)

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Non-teaching personnel such as Division DRRM Coordinator, Guidance Advocates/Counselors and School Heads, among others, may attend.

The orientation will be helpful in guiding school personnel in conducting classroom-based psychosocial support activities. All participants who will **complete the orientation and accomplish the Post-orientation Test on Psychosocial Support** will be given a Certificate of Attendance.

Moreover, a *Psychosocial Support Activity Pack: A Teacher's Guide* was also developed and released for Kindergarten, Grades 1 to 3, and Senior High School levels through OUA Memo 00-1121-0125 titled *Dissemination Of Psychosocial Activity Pack For Schools Participating In The Pilot Implementation Of Limited Face-To-Face Learning Modality* last November 08, 2021.

Kindergarten, Grade 1 to 3, and Senior High School teachers may refer to Enclosure No. 1 (*Psychosocial Support Activity Pack for Learners*) for their use of the pack in their classrooms. This item will also be part of the main reference guide for the orientation.

The orientation will be given while the Psychosocial Support Activity Pack for Grades 4 to 10 is being developed.

The conduct and facilitation of psychosocial support activities will be subjected to monitoring and evaluation by the DRRMS.

Thus, teachers and school heads are directed to comply with the reporting requirements through the Monitoring and Evaluation Guidelines provided in Annex B and C.

For more information on MHPSS activities for the implementation of face-to-face learning modality, kindly join the Facebook group at <https://bit.ly/MHPSSpilotF2F>. All registration questions in the Facebook group must be answered prior to acceptance in the group.

For further queries, please contact Ms. Amina Aisa Boncales or Ms. Leandra Yu of the DRRMS through email [drmo+mhpss@deped.gov.ph](mailto:drmo+mhpss@deped.gov.ph).

For immediate action.

  
**ALAIN DEL B. PASCUA**  
Undersecretary



## **ANNEX A. Details of Orientations on the Conduct and Facilitation MHPSS Activities for the Expansion of Face-to-face Learning Modality**

### **Orientations' Objectives**

The general purpose of the orientations is to ensure that teaching and non-teaching personnel are equipped in conducting MHPSS activities as well as empowered and capable of leading the facilitation of its conduct in consideration of the mental health and well-being of learners and personnel in their successful transition back in the face-to-face learning modality.

Below are the specific objectives of the orientations.

### **Orientation on the Conduct and Facilitation of Psychosocial Support Activities (all levels)**

- Align knowledge and efforts on MHPSS among field offices and schools in line with the conduct of psychosocial support to learners in the transition to face-to-face learning modality.
- Guide teaching personnel in the end-to-end conduct and facilitation of psychosocial support for learners.
- Provide teaching personnel with references and guides in the conduct of psychosocial support activities in the classroom.
- Inform and instruct teaching and non-teaching personnel in the conduct of monitoring and evaluation activities for the further development of psychosocial support programs and activities.

### **Orientation Platform, Schedules, and Target Participants**

The orientations will be facilitated through the official DepEd Philippines Facebook Page. **Only participants who will complete the evaluation form and pre-and post-test will receive a Certificate of Attendance.**

<b>Orientation</b>	<b>Description</b>	<b>Date</b>	<b>Target Participants</b>
<b>Conducting PSS Activities in the Classrooms</b>	Learning session and orientation on the conduct and facilitation of psychosocial support activities to learners in the classroom	<b>April 7, 2022, 1:00 PM - 4:30 PM</b>	Teaching Personnel (Non-teaching personnel may also attend however their slots will be limited; and School DRI



			Coordinators will be prioritized.)
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### Orientation Program of Activities

Program of Orientation on Conduct of PSS in the Classrooms			
TIME	DURATION	ACTIVITY	FOCAL
1:00 - 1:15 PM	15 mins	Preliminaries	DRRMS
1:15 - 1:35 PM	20 mins	What is Psychosocial Support?	Resource Speaker
1:35 - 1:55 PM	20 mins	7 S' of Psychosocial Support	
1:55 - 2:35 PM	40 mins	Conducting Psychosocial Support Activities in the Classroom	
2:35 - 3:15 PM	40 mins	Creating Your Own Psychosocial Support Activities	
3:15 - 3:30 PM	15 mins	Open Forum	DRRMS and Resource Speaker
3:30 - 4:00 PM	30 mins	Demonstration	Resource Speaker
4:00 - 4:20 PM	20 mins	Monitoring and Evaluation of Psychosocial Support	DRRMS and Resource Speaker
4:20 - 4:30 PM	10 mins	Closing	DRRMS



## **ANNEX B. Monitoring and Evaluation of the MHPSS Activities Psychosocial Support Activities for the Expansion of Face-to-face Learning Modality**

To monitor and evaluate the conduct and facilitation of PSS activities for learners, the following tools or forms for specific purposes will be used:

### **1. Feedback on and Evaluation of the Orientation**

**a. Orientation Feedback Form/s.** This will gather the feedback of participants regarding the quality of the orientation in terms of program, speaker/s or moderators, materials and/or references, and platform. It will inform DRRMS on further needs for program improvement and development.

- i. To be administered by DRRMS
- ii. To be completed by Orientation participants
- iii. To be completed after the orientation
- iv. To be completed and submitted through a Google form to be provided after the orientation

**b. Orientation Post-test.** This will assess the knowledge growth of the teachers on the different psychosocial support information and concepts discussed before and after the orientation. This form will be merged with the feedback form.

- i. To be administered by DRRMS
- ii. To be completed by orientation participants
- iii. To be completed right before and after the orientation
- iv. To be completed and submitted through a Google form to be provided after the orientation

### **2. Monitoring and Evaluation of conduct of Psychosocial Support Activities for Face-to-face Learning Modality (in reference to OUA Memo 00-1121-0150)**

**a. Psychosocial Support Evaluation.** The Psychosocial Support Evaluation Guide is provided in Annex C. This will quickly assess how learners are responding to the activities and gauge their overall adjustment to the transition to face-to-face through specific items aligned with the *Psychosocial Support Activity Pack*. It can inform teachers which psychosocial skills to focus on and consistently conduct activities for in class.

- i. To be administered by teachers or class advisers who attended the orientation on Conducting Psychosocial Support Activities in the Classroom.
- ii. To be completed by learners participating in face-to-face learning modality. More information provided in Annex C.
- iii. To be administered and completed before the facilitation of the first PSS activity and after the facilitation of the last PSS activity



(pre- and post-evaluation design).

- iv. To be collected by teachers and then submitted to their respective School Heads. School Heads will use the response template: <https://bit.ly/PSSEvalResTemp> as reference.
- v. To be submitted by and through School Heads to DRRMS through this reporting link: <https://bit.ly/PSSEvaluation2021>.
- vi. To be submitted after the completed collection and consolidation of all learners' responses and conduct of PSS activities.



## ANNEX C. Psychosocial Support Evaluation Guide

### PSYCHOSOCIAL SUPPORT EVALUATION GUIDE

#### Introduction

The transition from distance learning to face-to-face classes presents learners with new stressors and challenges.

Their arrival and return to classrooms 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' socio-emotional 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 to assess how learners are responding to these activities and 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, determine 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 the Department of Health.

These three sources include the learner's internal and 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 in choosing whether to use blue or green in coloring 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 feeling or multiple feelings about the school reopening.



As children get older, they become more capable of recognizing mixed emotions and develop a deeper vocabulary for feelings.

2. **Motivation** is a force that gives purpose to behavior. It also 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 their homes.

## **Administration of the Psychosocial Support Evaluation Form**

### **Schedule of Administration**

The evaluation form will be administered to learners at two (2) time points (i.e. pre- and post-test) described in the table below.

<b>Administration Time Points</b>	<b>Schedule</b>
<b>Pre-evaluation</b>	Before the facilitation of the 1st psychosocial support activity, within the 1-hour allotted period for psychosocial support.
<b>Post-evaluation</b>	After the facilitation of the last psychosocial support activity, within the 1-hour allotted period for psychosocial support.

According to the JMC No. 01, s.2021, the psychosocial support shall be conducted on the first five (5) days of the face-to-face classes, hence the pre-evaluation should be administered on day 1 of the conduct of the psychosocial support activity. However, psychosocial support activities can be conducted more than five (5) days or up to two (2) weeks or as needed depending on the response of the learners, and the same schedule for pre- and post-evaluation shall still apply - pre-evaluation on the first day of conduct and post-evaluation on the last day of conduct. The important thing to note here is that the administration of the evaluation form should be strictly right before the facilitation of the activity and right after the last facilitation of the activity.

### **Procedure of Administration**

#### **Form Administration**

##### **I. For Kindergarten Teachers**

- A. The kindergarten evaluation form is to be completed by the teacher for each learner after observing the learner.
- B. Kindergarten teachers must complete the evaluation tool for each learner in class based on their behavioral observations of the learner.

These observations include the learner'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 learner. The teacher should clearly understand the goals, objectives and expectations of the Psychosocial Support Activity Pack.



- C. Consider each statement based on the learner's development rather than comparing learners with 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 learner's ability to use words to solve problems rather than resort to counter-productive 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 should 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 should be completed by the learners.



- B. Before giving out the questionnaires, the teacher must 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 is to make them engage in the activity and respond genuinely.

- C. Distribute the questionnaires. Then, read the instructions until the portion on 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 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 buhat sa mga tanong 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-obserba ng mga mag-aaral.

PANUTO: Ilagay ang katumbas na puntos na naglalarawan kung **gaano kadalas** naipamamalas 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

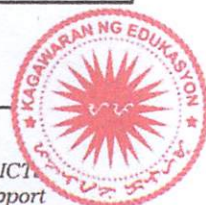
Pahayag	Dalas	Puntos
1. Sinasabi ang mga nararamdamang damdamin sa guro o ibang nakatatanda. (Halimbawa: Masaya, malungkot, pagod, takot at iba pa.)		
2. Natutukoy ang mga payak na emosyon tulad ng saya, lungkot, galit at takot.		
3. Madaling napapakalma kapag nainis o napikon.		
4. Nasasabi ang mga 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. (Halimbawa: Pumapalak, tumitsir at iba pa.)		
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.		



### Office of the Undersecretary for Administration (OUA)

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

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## 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. Please 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. (Halimbawa: Masaya, malungkot, pagod, takot at iba pa.)
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-reliance)	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	No. 8	Nakikipaglaro sa mga kamag-aral.
	No. 9	Nagpapakita ng galak kapag may nagawang mabuti. (Halimbawa: Pumapalampak, tumitsir at iba pa.)



classroom as well as their interactions with peers. It is normal to observe clinginess, crying or tantrums as parents or caregivers drop off their children on the first week of classes.	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.
	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 learner is more able to practice 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 learner 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 incorporate more psychosocial support activities for self-regulation (e.g. Let's Use Our Voices, Body Mirror, Tense and Relax, etc.) during classes on 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 demonstrates 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, 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 during the first week of classes.
  - Listen to the learners as they 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.

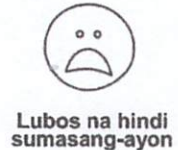
- Young children tend to mirror emotional cues from adults. The teacher's sense of calm and safety is just as important as the learners, so take time to prepare for the school day.

The teacher should have his/her own routines which include self-care activities that help him/her unwind, relax and recharge.



## PAGSUSURI SA SIKOSOSYAL PARA SA BALIK ESKWELA *Grades 1 to 3*

Nais malaman buhat sa mga tanong 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 o 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 mga mag-aaral sa aming paaralan sa pamamagitan ng mga ginagawang pag-iingat.					
13. Naproprotektahan ko ang aking sarili mula sa pagkakasakit.					



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

### TEACHER'S GUIDE FOR SCORING AND INTERPRETATION 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**.

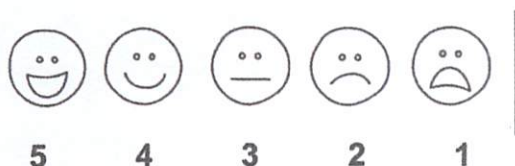
These skills and domains are summarized in the table below. Definitions for each are provided in the Psychosocial Support Evaluation Guide. Please see Annex A.

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-reliance)	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 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 mga mag-aaral sa 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, 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 on the second week of classes.
  - 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 demonstrates 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 doubts, hesitations 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? What did they not like about it?

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 affect 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 buhat sa mga tanong 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

4 = Sumasang-ayon

2 = Hindi sumasang-ayon

5 = Lubos na sumasang-ayon

3 = Walang kinikilingan

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. Nakakabuti 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 mga mag-aaral sa aming paaralan sa pamamagitan ng mga ginagawang pag-iingat.	1	2	3	4	5
13. Naprotektahan ko ang aking sarili mula sa pagkakasakit.	1	2	3	4	5



## TEACHER'S GUIDE FOR SCORING AND INTERPRETATION

### Grades 11 to 12

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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.
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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 academic learning	11	Nakakabuti sa aking pag-aaral ang <i>face-to-face</i> na klase.
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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.

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- 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 incorporate more psychosocial support activities for this skill (e.g. Body Mirror, Tense and Relax, etc.) during periods between classes on 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 doubts, hesitations 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? What did they not like about it?
- How did distance learning help in the last school year? How did it not help? 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 affect the learners.

It provides an opportunity to integrate and continue helpful practices that the learners gained from 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.

