



Republic of the Philippines

Department of Education

REGION IV- A CALABARZON

CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

08 June 2026

DIVISION MEMORANDUM

No. 380 s. 2026

IMPLEMENTATION OF THE SOCIAL-EMOTIONAL LEARNING (SEL) DURING THE OBSERVANCE OF THE OPENING BLOCK 2026

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

1. In reference to **DepEd Order No. 009, s. 2026** titled “**Guidelines on the Implementation of the Three-Term School Calendar in Basic Education**” and the Homeroom Guidance Program, this Office directs all public elementary and secondary schools to implement the **Social-Emotional Learning (SEL)** during the observance of the Opening Block of SY 2026-2027 with the theme “**Handa, Ligtas, at Inspiradong Mag-aaral para sa Bagong Taong Panuruan**” from **June 8 to 11, 2026**.
2. The Social-Emotional Learning (SEL) shall be conducted for approximately 10–15 minutes before the start of classroom instruction to help learners transition effectively into the new school year and establish positive classroom relationships.
3. Specifically, the SEL aims to:
 - a. welcome learners and foster a sense of belonging;
 - b. establish positive relationships among learners and teachers;
 - c. promote self-awareness, empathy, and respect for others;
 - d. develop a positive and supportive classroom climate; and
 - e. prepare learners emotionally, socially, and mentally for the school year.
4. Schools are encouraged to utilize the suggested activities contained in Enclosure 1. Additional resources may be accessed through this link: <https://tinyurl.com/Social-EmotionalLearning>.
5. School Heads shall ensure the conduct of the activities and provide the necessary support to teachers for effective implementation.
6. For more information and clarification/queries, please contact **Joseph Jay U. Aureada**, Education Program Supervisor through email at josephjay.aureada@deped.gov.ph.
7. Immediate dissemination of this Memorandum is desired.

CELEDONIO B. BALDERAS JR.
Schools Division Superintendent



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Encl.: As stated

Reference: DO No. 009, s. 2026

To be indicated in the Perpetual Index
under the following subjects:

SOCIAL-EMOTIONAL LEARNING

CID- implementation of the social-emotional learning (sel) during the observance of the opening block 2026
CIDJ7JDC-003175/June 08, 2026

Enclosure 1

SOCIAL-EMOTIONAL LEARNING (SEL) OPENING BLOCK

First Week of Classes

June 08 – 11, 2026

Theme: *"Building Connections, Belongingness, and Readiness for Learning"*

I. RATIONALE

The opening days of the school year are crucial in establishing a positive learning environment where learners feel welcomed, safe, valued, and connected. Through the Social-Emotional Learning (SEL) Opening Block, learners are provided opportunities to build relationships, develop self-awareness, express emotions appropriately, and prepare themselves for academic success.

The SEL Opening Block supports learner well-being by fostering a sense of belonging, strengthening peer relationships, and creating a supportive classroom culture that promotes engagement and positive behavior.

II. IMPLEMENTATION GUIDELINES

1. The SEL Opening Block shall be conducted daily from June 8–11, 2026.
2. The activity shall be facilitated for approximately 10–15 minutes before the start of regular classroom instruction.
3. Teachers shall create a welcoming, respectful, and inclusive environment where all learners feel comfortable participating.
4. Participation shall focus on meaningful conversations, reflection, collaboration, and relationship-building rather than academic instruction.
5. Teachers may contextualize activities according to the developmental level and needs of learners.

III. DAILY SEL OPENING BLOCK MATRIX

DAY 1 – JUNE 08, 2026

Theme: "Getting to Know Myself"

SEL Competency: Self-Awareness

Objective:

At the end of the activity, learners shall be able to:

1. Identify their strengths, interests, and aspirations;
2. Express positive qualities about themselves; and
3. Build confidence in sharing personal information appropriately.

Suggested Activity: "All About Me"

Procedure:

1. Learners introduce themselves.
2. Each learner shares:
 - Name
 - Favorite activity
 - One strength or talent
 - One dream or aspiration
3. Teacher affirms each learner's response.
4. Conduct a brief sharing session.

Processing Questions:

- a. What did you discover about yourself today?
- b. What are you proud of?
- c. What strengths can help you succeed this school year?

Output:

"My Strength Card" or "All About Me" sheet.

Closing Affirmation:

"I am unique, capable, and ready to learn."

DAY 2 – JUNE 09, 2026

Theme: "Getting to Know Others"

SEL Competency: Social Awareness

Objective:

At the end of the activity, learners shall be able to:

1. Recognize similarities and differences among classmates;
2. Demonstrate respect for others; and
3. Appreciate diversity within the classroom.

Suggested Activity: "Find Someone Who..."

Procedure:

1. Learners mingle and look for classmates who:
 - a. Have the same favorite food;
 - b. Enjoy similar hobbies;
 - c. Have visited another place;
 - d. Have a unique talent.
2. Learners introduce their new classmates.
3. Teacher facilitates sharing.

Processing Questions:

1. What did you learn about your classmates?
2. How are we similar?
3. How are we different?

Output:
Friendship Connections Chart.

Closing Affirmation:
"I respect and appreciate the uniqueness of others."

DAY 3 – JUNE 10, 2026

Theme: "Building a Caring Classroom"

SEL Competency: Relationship Skills

Objective:

At the end of the activity, learners shall be able to:

1. Identify behaviors that promote a positive classroom environment;
2. Demonstrate empathy and respect; and
3. Contribute to creating classroom norms.

Suggested Activity: "Classroom Community Circle"

Procedure:

1. Learners sit in a circle.
2. Discuss:
 - a. What makes a classroom safe?
 - b. What helps learners feel respected?
 - c. What behaviors should be encouraged?
3. Record learner responses.
4. Create a Classroom Commitment Poster.

Processing Questions:

1. How do you want to be treated?
2. How can we help one another?
3. What kind of classroom do we want this year?

Output:
Classroom Agreements or Community Commitments.

Closing Affirmation:
"I can help make our classroom safe, respectful, and welcoming."

DAY 4 – JUNE 11, 2026

Theme: "My Goals for the School Year"

SEL Competency: Self-Management

Objective:

At the end of the activity, learners shall be able to:

1. Set realistic personal and academic goals;
2. Identify actions needed to achieve their goals; and
3. Develop a positive mindset toward learning.

Suggested Activity: "My Hopes and Goals"

Procedure:

1. Learners reflect on what they want to achieve this school year.
2. Learners write:
 - a. One academic goal
 - b. One personal goal
 - c. One action they will take
3. Teacher facilitates sharing.

Processing Questions:

1. What do you want to accomplish this year?
2. What challenges might you encounter?
3. What can help you achieve your goals?

Output:

Goal Card or Goal Tree.

Closing Affirmation:

"I can achieve my goals through effort, perseverance, and a positive attitude."

IV. ROLE OF TEACHERS

Teachers shall:

1. Facilitate activities using positive and inclusive language;
2. Encourage active participation;
3. Model empathy, respect, and active listening;
4. Validate learners' feelings and experiences; and
5. Foster a safe environment where learners feel heard and valued.

V. EXPECTED OUTCOMES

By the end of the first week of classes, learners are expected to:

1. Develop a stronger sense of belonging in school;
2. Build positive relationships with teachers and classmates;
3. Demonstrate greater self-awareness and social awareness;
4. Establish classroom norms that promote respect and inclusion;
5. Set personal and academic goals for the school year; and
6. Show increased readiness and motivation for learning.

VI. MONITORING

School Heads shall monitor the conduct of the SEL Opening Block through classroom observations, learning walkthroughs, and feedback from teachers and learners.

Schools are encouraged to document good practices and share photos, outputs, and success stories for continuous improvement and future implementation.