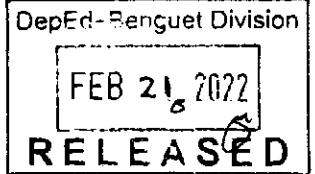




Republic of the Philippines
Department of Education
Schools Division of Benguet



18 February 2022

DIVISION MEMORANDUM

No. 052, s. 2022

**GUIDELINES AND MONITORING ON THE CONDUCT OF PSYCHOSOCIAL SUPPORT
ACTIVITIES TO LEARNERS DURING THE LIMITED FACE-TO-FACE CLASSES**

TO: Public Schools District Supervisors/Coordinating Principals/District Guardians
Elementary and Secondary School Heads
Elementary and Secondary Teachers
Public and Private Schools

1. 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 affected by the COVID-19 pandemic is the education sector, due to the inevitable closure of schools. For more than 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.
2. With the approval of President Rodrigo Roa Duterte for a limited face-to-face class to address some of the growing concerns and challenges of distance learning, DepEd, through OUA Memo 00-1121-0150, requires the conduct of mental health and psychosocial support activities in the classroom as one of the initial activities to be done during the start of face-to-face class. The provision of psychosocial support (PSS) is imperative in protecting the learners' socio-emotional well-being and developing their coping skills for this transition.
3. In line with this, a localized policy in conducting the PSS activities is hereby provided to guide the teachers. Further, all school heads from schools conducting limited face-to-face classes, are required to submit the **Post-Psychosocial Support Evaluation Tool** required by DepEd central office. Please refer to ANNEX A for instructions.
4. For immediate dissemination and compliance.


GLORIA B. BUYA-AO
Schools Division Superintendent

Enclosure: Psychosocial Support Evaluation Guide

References: DepEd OUA Memo 00-1221-0104
DepEd OUA Memo 00-1121-0150



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GUIDELINES IN CONDUCTING PSYCHOSOCIAL SUPPORT ACTIVITIES TO LEARNERS DURING THE LIMITED FACE-TO-FACE CLASS

I. RATIONALE

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 affected by the COVID-19 pandemic is the education sector, due to the inevitable closure of schools. For more than 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 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 become 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 (Sandoval, 2013). 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.

To facilitate and provide guidance to our teachers in conducting psychosocial support activities as a preliminary activity in the start of their face-to-face classes, this localized policy is hereby released. All materials provided for and used as reference/s are from credible sources and intended for Department of Education.

II. OBJECTIVE

This policy aims to provide guidance to teachers and school personnel when facilitating psychosocial support (PSS) activities to learners as they transition back to face-to-face class, and as an initial PSS response intervention after a traumatic event/experience to a learner or learners.

III. MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT FACILITATION GUIDELINES

A. Building Rapport

- Introduce your name
- Welcome them back to the school (Let transfer-ins introduce themselves to the class)
- Inform the learners that you will have kamustahan session first before going over their modules
- Informed them of the reason for the activity (*we care about you that is why we dedicated this hour just for you. We would just like to meet with you and see how you are doing during this new normal situation*)

B. Informed Consent/Confidentiality Clause

- Informed them of Informed consent and Confidentiality clause (*Results of our sharing will only be shared within the group unless given permission by the concerned individual*)

C. Setting Structure

- Time frame for the session: 30-45 mins
- Day: Recommended to conduct this on the first week-first day of the limited face to face class.
- Who will conduct: First Hour Subject Teachers/Advisers



- You may use language/dialect you are comfortable using as long as all members of the group can understand
- Please give chance for others to share
- If someone is sharing, exercise respect by listening
- Bullying is not allowed in any form

D. **Guide questions:** Please remember that learners were given PFA through modules before, so this will only be a follow-up. As much as possible, avoid questions (**why?**) which may open traumatic events (for example). Make it a light sharing of experiences through various activities which they can learn from. Let the learners express themselves and just facilitate their sharing.

[IMPORTANT REMINDER] Take note of WHAT TO DO and WHAT NOT TO DO as you facilitate the PSS activities. Refer to Page iii of the Psychosocial Support Activity Pack for Teachers)

I. Activities to be conducted may target the following areas:

Personal	Social	Career
<ul style="list-style-type: none"> • Self-Awareness • Strengths • Resiliency 	<ul style="list-style-type: none"> • Interpersonal Relationship • Seeking Help 	<ul style="list-style-type: none"> • Goal Setting • Career Planning

Suggested Activities	Guidelines	Recommendation
HIGH SCHOOL		
1. Focus Group Discussion/Small Group Discussion	Sharing on the following Questions: <ul style="list-style-type: none"> • How are you feeling today compared last year? • What positive things were you able to discover about yourself during the distance modular learning? • How did you cope with these challenges? • How do you feel now that we are back to limited face to face classes? • What help would you like to ask from others? • What would you like to continue doing as a learner? 	<ul style="list-style-type: none"> • For High School Learners who were given PFA via the SEES modules/ Regional PFA Modules/National Psychosocial Support Activity Pack • For High School Learners who were not given PFA via the SEES modules/Regional PFA Modules/ National Psychosocial Support Activity Pack • For Small number of classes
2. Number/Letter Game	<ul style="list-style-type: none"> • The Teacher will ask the student her favorite letter/number • The Letter/Number corresponds to a student name • The student with that letter/number will be answering one of the questions given above 	<ul style="list-style-type: none"> • For High School Learners who were given PFA via the SEES modules • For High School Learners who were not given PFA via the SEES modules • Those students who were not able to pick a question to answer may give insights/learning at the end of the activity.
3. SEES Module <ul style="list-style-type: none"> • Module 1: VALIDATING & NORMALIZING REACTIONS 	<ul style="list-style-type: none"> • Module 1: VALIDATING & NORMALIZING REACTIONS <ul style="list-style-type: none"> ➢ Suggested Activity: Drawing emojis of their feelings 	<ul style="list-style-type: none"> • For High School Learners who were done with the Modules: <ul style="list-style-type: none"> ➢ Review of the salient lessons can be done



<ul style="list-style-type: none"> • Module 2: Calming Down and Controlling One's Emotions • Module 3: Linking: Identifying and Addressing Needs • Module 4: Sources of Strength 	<ul style="list-style-type: none"> • Module 2: Calming Down and Controlling One's Emotions <ul style="list-style-type: none"> ➢ Identification of normal reactions to abnormal situations through pictures or games • Module 3: Linking: Identifying and Addressing Needs <ul style="list-style-type: none"> ➢ Showing of pictures and identification what agency/organization they belong • Module 4: Sources of Strength <ul style="list-style-type: none"> ➢ Drawing or Sharing Activity 	<ul style="list-style-type: none"> ➢ Or you may focus on Module 4: Sources of Strength • For High School Learners who were not given with the Modules: <ul style="list-style-type: none"> ➢ Print out the SEES module for them or ➢ Review of the salient lessons can be done with the help of the learners who were done with the module.
4. Psychosocial Support Activity Pack	<ul style="list-style-type: none"> • Teacher may select appropriate activities from the module <ul style="list-style-type: none"> ➢ Relaxation and Self-Regulation Activities ➢ Songs and Energizers 	<ul style="list-style-type: none"> • For SHS (G11 and 12)
ELEMENTARY LEARNERS		
1. Use of Psychosocial Support Activity Pack (This is similar to the Remote Psychosocial Support through Play)	<ul style="list-style-type: none"> • Teacher may select appropriate activities from the module <ul style="list-style-type: none"> ➢ Relaxation and Self-Regulation Activities ➢ Songs and Energizers 	<ul style="list-style-type: none"> • For Kinder/Grades 1-3
2. Use of the Regional Guided Home – Psychosocial Support Activities for Elementary Learners	<ul style="list-style-type: none"> • Teacher may select appropriate activities from the module <ul style="list-style-type: none"> ➢ I can color the world ➢ I am Mindful ➢ My Beloved Ones ➢ I am safe ➢ Self Care 	<ul style="list-style-type: none"> • This was used for SY 2020-2021
<p>NOTE:</p> <ul style="list-style-type: none"> • Teachers are encouraged to select/modify activities appropriate and needed for their class. These activities may be distributed in different days as energizers or activities prior to the lesson proper. • During the conduct of the activities, teachers should observe and note students with red flag. • Refer the student/s to the Guidance Counselor/Designate if needed • Please remember as well that not all students need PFA but it is good to provide such activities as a means of support to all students who are still adjusting or already adjusted to the new set-up of education • Teachers should not force student/s to share orally if they are not ready. • Teachers can use the Assessments attached from the Regional or National Modules 		
<p>Other Suggested Activities: refer to attached materials and in the google drive through this link: https://bit.ly/34Zp8SW</p>		
<p>E. Closing:</p> <ul style="list-style-type: none"> • Process their sharing by summarizing common themes • Remind learners that they can talk to a trusted adult at school or at home if they want to share more of their experiences. • Expression of Gratitude 		



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<ul style="list-style-type: none"> • Make sure to close with an uplifting or grounding activity (e.g. song, dance, energizer, breathing) <p>References:</p> <ul style="list-style-type: none"> ➢ Supporting Empowering and Enabling Students (SEES) Module for Secondary Students (DepEd) ➢ Regional PFA Modules (depEd-CAR) ➢ Psychosocial Support Activity Pack for Teachers (DepEd)
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References:

- Supporting Empowering and Enabling Students (SEES) Module for Secondary Students (DepEd)
- Regional PFA Modules (depEd-CAR)
- Psychosocial Support Activity Pack for Teachers (DepEd)

IV. PROCESS FLOW FOR REFERRAL AND LINKING

During the conduct of psychosocial support activities, the teacher-facilitator may observe 'red flags' based on the response or outputs of the learners and need to be further assessed by knowledgeable or experts such as Guidance Counselors. In such cases, refer to the **Guidelines on referral and linking as indicated in SDO Division Memo 181, s. 2020 and SDO Division Memo 048, s. 2021.**

V. MONITORING AND EVALUATION**GUIDELINES IN THE SUBMISSION OF POST-PSYCHOSOCIAL SUPPORT EVALUATION FOR THE IMPLEMENTATION OF LIMITED FACE-TO-FACE LEARNING MODALITY**

As per DepEd OUA Memo 00-1221-0104 entitled, Submission of Post-Psychosocial Support Evaluation for the Pilot Implementation of Limited Face-to-face Learning Modality, all school heads are instructed to submit the **Consolidated Post-Psychosocial Support Evaluation** at <https://bit.ly/PSSEvaluation2021> upon completion of the conduct of PSS. The required google sheet that will be included/uploaded in the above-mentioned link can be accessed through <https://bit.ly/PSSEvalResTemp>. Make sure to follow the instructions stated in the links provided.

Attached ANNEXES A to G contains the guidelines and sample of the Post-Psychosocial Support Evaluation.

VI. OTHER REFERENCES AND CONTEXTUALIZED PSS ACTIVITY MATERIALS

DepEd-produced PSS activity materials can be readily accessed through this google drive link: <https://bit.ly/34Zp8SW>

The SDO Benguet Guidance Counselors, thru the Division PFA Team, have contextualized PSS activity materials for ready use of our teachers. See attached Enclosure 1.



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