



Republic of the Philippines
Department of Education
Region VII – CENTRAL VISAYAS
SCHOOLS DIVISION OF BOHOL

Office of the Schools Division
Superintendent

December 10, 2021

DIVISION MEMORANDUM

No. 1193, s. 2021

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

TO: Public Schools District Supervisors
Public/Private Elementary/Secondary School Heads
All Other Concerned

1. Attached is the copy of Regional Memorandum Number 1129, s. 2021 entitled "Dissemination of Psychosocial Activity Pack for the Additional 177 Schools Participating in the Pilot Implementation of Limited Face-to-Face Learning Modality" for dissemination and appropriate action.
2. Widest dissemination of this memorandum is desired.

BIANITO A. DAGATAN EdD, CESO V
Schools Division Superintendent



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Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

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Office of the Regional Director

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REGIONAL MEMORANDUM

No. 1129, s. 2021

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

To: Schools Division Superintendents
Region and Division DRRM Coordinators
Public Elementary and Secondary School Heads
School DRRM Coordinators
All Others Concerned

1. Enclosed is a copy of OUA Memo No. 00-1221-0014 entitled "**Dissemination of Psychosocial Activity Pack for the Additional 177 Schools Participating in the Pilot Implementation of Limited Face-to-Face Learning Modality**" for dissemination and appropriate action.
2. For questions and clarifications, you may contact Mr. Ranilo L. Edar through his mobile phone no. 09171566073.
3. Immediate dissemination of this Memorandum is desired.

SALUSTIANO T. JIMENEZ JD, EDD, CESO V
Director IV
Regional Director

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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





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. pumapalampak, 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		
Skill	Item	
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		
	Item	
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. pumapalakpak, tumitsir, atbp)
	No. 10	Nagpapakita ng interes sa pagkilala at pakikisalamuha sa mga bagong kamag-aral, guro, at ibang nakatatanda



- 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.



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.




































































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**.

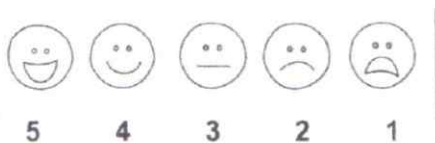
These skills and domains are summarized in the table below. Definitions for each are provided in the Psychosocial Support Evaluation Guide (see Annex A).

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 G. Grade 11 to 12 Teacher's Guide for Scoring & Interpretation

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.

