



Republic of the Philippines  
**Department of Education**  
DIGOS CITY DIVISION

**Office of the Schools Division Superintendent**

**DIVISION MEMORANDUM**

SGOD-2026- 274

To : Assistant School Division Superintendent  
SGOD and CID Chief  
Public Schools District Supervisors  
Health and Nutrition Personnel  
Division Learner Formation Program Coordinators  
School Heads of Public Elementary Schools  
School Heads of JHS and SHS  
All Others Concerned

Subject : **CONDUCT OF PSYCHOLOGICAL-FIRST-AID ON SCHOOLS  
FOLLOWING THE RECENT 7.8 MAGNITUDE EARTHQUAKE**

Date : June 11, 2026

1. In view of the recent earthquake that affected our community and recognizing its potential impact on the mental and emotional well-being of learners, personnel, and stakeholders, this Office hereby announces the conduct of Psychological-First-Aid (PFA) sessions.
2. The activity aims to provide immediate psychosocial support, promote emotional recovery, reduce distress, and help individuals cope with the effects of the disaster. The sessions will be facilitated by the identified Registered Guidance Counselors, Division Learner Formation Program Coordinators, Division Health and Nutrition Unit personnel, and mental health advocates in coordination with relevant agencies and partners.
3. All concerned are encouraged to actively participate and extend support to ensure the success of this activity. School heads shall facilitate the dissemination of this memorandum and make the necessary arrangements for the participation of their respective personnel and learners.
4. For reference and guidance, attached are the composition of teams assigned to facilitate the conduct of the Psychological First Aid (PFA) activities and SEL Activity Tool for ready reference.
5. Immediate dissemination of and compliance with this Memorandum is desired.

Records Section of Schools Division of Digos City

RECORDS SECTION

**RELEASED**

DATE: 15 JUN 2026 TIME: 11:01 am

BY: [Signature]

MAF-HNU/SGOD

[Signature]  
**MELANIE R. ESTACIO, PhD, CESO VI**  
Schools Division Superintendent





Republic of the Philippines  
**Department of Education**  
DIGOS CITY DIVISION

**Office of the Schools Division Superintendent**

**SCHOOLS DIVISION OFFICE PSYCHOLOGICAL FIRST AID TEAM**

JUNE 11, 2026

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# **GUIDANCE COUNSELOR-LED POST-EARTHQUAKE PSYCHOSOCIAL SUPPORT AND RESILIENCE-BUILDING INTERVENTION MODULES**

## **I. INTRODUCTION AND RATIONALE**

Natural disasters such as earthquakes can significantly affect the emotional well-being, sense of safety, and overall functioning of learners. While many learners gradually recover with the support of family, peers, teachers, and their communities, some may experience persistent feelings of fear, anxiety, worry, sadness, confusion, or difficulty adjusting following the event.

Schools play an important role in supporting learners during the recovery process. Beyond restoring academic routines, schools provide opportunities for learners to feel safe, connected, supported, and hopeful. Guidance Counselors and Guidance Designates are particularly positioned to provide additional psychosocial support to learners who may require more focused assistance following classroom-based interventions and well-being activities.

These intervention modules are grounded in Psychological First Aid (PFA) principles, socio-emotional learning (SEL), resilience-building approaches, and child-centered support practices. The modules are designed to provide developmentally appropriate opportunities for learners to express feelings, identify support systems, strengthen healthy coping strategies, recognize personal strengths, and build resilience following the earthquake.

The activities are not intended to replace professional mental health treatment or counseling services. Rather, they serve as structured psychosocial support interventions that promote recovery, well-being, and readiness to return to learning and daily routines.

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## **II. PURPOSE OF THE INTERVENTION MODULES**

The Guidance Counselor-Led Post-Earthquake Psychosocial Support and Resilience-Building Intervention Modules aim to provide additional support to learners who may need assistance in processing emotions, strengthening coping strategies, restoring a sense of safety, and promoting resilience following the earthquake.

The modules complement classroom-based psychosocial support activities and may be implemented as small-group interventions for learners identified through teacher observations, well-being check-ins, referrals, or voluntary participation.

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### **III. GENERAL OBJECTIVES**

At the end of the intervention sessions, learners are expected to:

1. Express thoughts, feelings, and reactions in a safe and supportive environment;
  2. Recognize that emotional reactions following a stressful event are normal;
  3. Identify personal strengths and available support systems;
  4. Demonstrate healthy coping strategies for managing stress and strong emotions;
  5. Strengthen resilience, hope, and recovery; and
  6. Enhance readiness to return to learning and daily routines.
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### **IV. TARGET PARTICIPANTS**

The intervention sessions may be provided to learners who:

- Require additional psychosocial support following classroom-based activities;
- Manifest signs of emotional distress, anxiety, fear, worry, sadness, or difficulty adjusting following the earthquake;
- Are referred by teachers, parents, school personnel, or peers;
- Are identified through learner well-being monitoring and check-ins; or
- Voluntarily seek additional support.

Participation shall remain voluntary and respectful of learners' comfort levels and individual needs.

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### **V. IMPLEMENTATION GUIDELINES**

The intervention modules are intended to be facilitated by Registered Guidance Counselors, Guidance Counselors, or trained Guidance Designates.

The activities may be conducted through small-group sessions, focused group discussions, guided reflection activities, or other appropriate psychosocial support approaches.

Facilitators are encouraged to:

- Create a safe, welcoming, and supportive environment;
- Encourage voluntary participation;
- Validate learners' feelings and experiences;
- Focus on strengths, coping, resilience, and recovery;
- Avoid requiring learners to recount distressing or traumatic details of the earthquake;
- Respect privacy, confidentiality, and individual differences; and
- Refer learners requiring additional support through established school referral mechanisms.

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## **VI. COUNSELOR INTERVENTION FRAMEWORK**

### **RECOVER TOGETHER:**

#### **A Post-Earthquake Psychosocial Support and Resilience-Building Framework**

The intervention modules follow a developmental recovery pathway that promotes emotional safety, connectedness, coping, resilience, and readiness to move forward.

#### **EXPRESS → PROCESS → STRENGTHEN → MOVE FORWARD**

<b>Component</b>	<b>Description</b>
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Express	Recognizing and expressing feelings, thoughts, and reactions in safe and appropriate ways
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Process	Understanding experiences, identifying support systems, and normalizing emotional responses
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<b>Component</b>	<b>Description</b>
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Strengthen	Building coping skills, self-regulation, resilience, and help-seeking behaviors
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Move Forward	Promoting hope, recovery, positive adjustment, and readiness to continue learning
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## **VII. INTERVENTION MODULES**

### **Annex E – Key Stage 1 (Kindergarten–Grade 3)**

#### **My Feelings, My Helpers, My Strengths**

### **Annex F – Key Stage 2 (Grades 4–6)**

#### **Understanding My Feelings and Finding Support**

### **Annex G – Key Stage 3 (Grades 7–10)**

#### **Managing Stress and Building Resilience**

### **Annex H – Key Stage 4 (Grades 11–12)**

#### **Recovery, Resilience, and Moving Forward**

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## **VIII. IMPORTANT REMINDER**

These intervention modules are intended to provide psychosocial support and promote recovery following the earthquake. Participation in sharing activities should be voluntary. Learners should never be required to recount distressing or traumatic experiences. Facilitators should focus on emotional support, coping, resilience, recovery, and hope.

Learners exhibiting significant emotional, behavioral, or mental health concerns should be referred through appropriate school and community mental health and psychosocial support mechanisms.

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This is the **front matter** I would place before Annex E–H. It provides the rationale, objectives, implementation guidance, and framework that justify the counselor intervention modules and distinguishes them from the teacher-led psychosocial support activities.

PLEASE START WITH ks1 NOW

## **ANNEX E**

### **KEY STAGE 1 (KINDERGARTEN–GRADE 3)**

#### **Module Title**

**My Feelings, My Helpers, My Strengths**

#### **Intervention Focus**

Emotional Expression, Sense of Safety, Help-Seeking, and Resilience

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#### **Learning Objectives**

At the end of the intervention session, learners will be able to:

1. Recognize and express their feelings following the recent earthquake;
  2. Identify trusted adults and support persons who can help them;
  3. Demonstrate simple calming and coping strategies;
  4. Recognize personal strengths and sources of comfort; and
  5. Strengthen feelings of safety, hope, and connectedness.
- 

#### **Target Participants**

Learners who may need additional psychosocial support following classroom-based psychosocial support activities, teacher observations, or learner well-being monitoring.

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#### **Group Size**

10–15 learners

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## **Time Allotment**

45–60 Minutes

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## **Materials Needed**

- Emotion cards or emoji cards
  - Bond paper
  - Crayons, pencils, or coloring materials
  - Manila paper or cartolina
  - Pentel pen or marker
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## **Opening Activity: Feelings Check-In**

### **Time**

10 Minutes

### **Facilitator Guide**

Welcome learners warmly.

Say:

"Good day, learners. Today, we will spend time talking about our feelings, the people who help us, and the things that make us feel safe and strong."

Show emotion cards or emoji cards.

Ask:

"Which picture shows how you are feeling today?"

Allow learners to point, raise a card, or answer verbally.

### **Processing Questions**

Ask:

- How are you feeling today?

- What helped you feel better after the earthquake?
- What helps you feel safe?

### **Possible Learner Responses**

- "I feel happy because I am in school."
- "I feel scared sometimes."
- "My family helped me feel safe."
- "Talking to my parents helped me."

### **Key Message**

"Different feelings are normal after a frightening experience. It is okay to talk about our feelings."

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## **Main Processing Activity: My Safe Place and My Helpers**

### **Time**

20 Minutes

### **Instructions**

Provide each learner with a sheet of paper.

Ask learners to draw:

1. A place where they feel safe;
2. A person who helps them feel safe; and
3. Something that helps them feel brave and strong.

After drawing, invite volunteers to share their work.

### **Processing Questions**

Ask:

- What did you draw?
- Who helps you feel safe?

- What do you do when you feel worried?
- Who can you talk to when you need help?

### **Possible Learner Responses**

- "I drew my home."
- "I drew my parents."
- "I talk to my teacher."
- "I pray when I feel scared."

### **Key Message**

"There are people, places, and things that help us feel safe, supported, and strong."

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### **Guided Coping Activity: Balloon Breathing**

#### **Time**

5 Minutes

#### **Facilitator Guide**

Say:

"Sometimes our bodies feel nervous or worried. We can help ourselves feel calm through breathing."

Instructions:

1. Slowly breathe in through your nose.
2. Imagine your tummy is a balloon filling with air.
3. Hold your breath for a moment.
4. Slowly breathe out.

Repeat three times.

#### **Processing Questions**

Ask:

- How did your body feel after the breathing exercise?
- When can you use balloon breathing?

### **Key Message**

"Slow breathing helps our minds and bodies feel calm."

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### **Reflection and Meaning-Making**

#### **Time**

10 Minutes

#### **Activity: Brave and Strong Circle**

Ask learners to sit in a circle.

Invite learners to complete the statements:

"I feel safe when \_\_\_\_\_."

"One person who helps me is \_\_\_\_\_."

"I am strong because \_\_\_\_\_."

Participation should remain voluntary.

#### **Processing Questions**

Ask:

- What helps you feel brave?
- How can trusted adults help us?
- What can we do when we feel worried?

### **Key Message**

"We are not alone. We have people who care for us and strengths that help us overcome challenges."

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### **Closing Reflection**

**Time**

5 Minutes

Ask:

- What is one thing you learned today?
- Who can help you when you feel worried?
- What is one thing you can do to help yourself feel calm?

**Closing Message**

Say:

"Even after difficult experiences, we can continue to feel safe, supported, and strong. Remember that there are people who care about you and are ready to help whenever you need support."

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**Commitment Statement**

Learners repeat:

"I am safe.

I am supported.

I am strong.

I can ask for help when I need it.

I can keep learning and growing."

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**Facilitator Notes**

- Use a calm, reassuring, and encouraging tone.
- Encourage participation but do not force sharing.
- Validate learners' feelings and experiences.
- Focus on safety, support, strengths, and hope.

- Avoid asking learners to describe frightening details of the earthquake.
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### **Referral Considerations**

Observe learners who:

- Remain extremely fearful or distressed;
- Frequently cry or appear withdrawn;
- Have difficulty participating in activities;
- Show persistent emotional or behavioral concerns.

Learners requiring additional support should be referred through established school support and referral mechanisms.

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### **Documentation**

Guidance Counselors may document:

- Learner participation and engagement;
  - Common feelings expressed;
  - Support persons identified;
  - Coping strategies discussed; and
  - Learners requiring additional monitoring or intervention.
- 

### **Counselor Reminder**

This intervention session is intended to provide psychosocial support and promote recovery following the earthquake. Participation should be voluntary. Learners should never be required to recount distressing experiences. Focus on emotional safety, support, coping, resilience, and hope.

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### **Competencies Developed**

- Emotional Awareness
- Help-Seeking Skills
- Self-Regulation
- Sense of Safety
- Relationship Skills
- Resilience and Recovery Skills

## **ANNEX F**

### **KEY STAGE 2 (GRADES 4–6)**

#### **Module Title**

**Understanding My Feelings and Finding Support**

#### **Intervention Focus**

Emotional Awareness, Support Systems, Healthy Coping, and Resilience

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#### **Learning Objectives**

At the end of the intervention session, learners will be able to:

1. Recognize and express their feelings and reactions following the recent earthquake;
  2. Identify trusted persons and available support systems;
  3. Demonstrate healthy coping strategies for managing stress and worries;
  4. Recognize personal strengths that help them overcome challenges; and
  5. Strengthen resilience, hope, and readiness to continue learning.
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## **Target Participants**

Learners who may need additional psychosocial support following classroom-based psychosocial support activities, teacher observations, referrals, or learner well-being monitoring.

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## **Group Size**

10–20 learners

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## **Time Allotment**

45–60 Minutes

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## **Materials Needed**

- Bond paper or activity sheets
  - Pens or pencils
  - Manila paper or cartolina
  - Markers or chalk
  - Feelings cards (optional)
- 

## **Opening Activity: Feelings Thermometer**

### **Time**

10 Minutes

### **Facilitator Guide**

Say:

"People may experience different feelings after a stressful event. Today, we will talk about our feelings, identify people who support us, and discover ways to stay strong and move forward."

Draw a thermometer on the board numbered 1–5.

## **Level Feeling**

- 5 Very Upset
- 4 Worried
- 3 Unsure
- 2 Calm
- 1 Very Calm

Ask learners:

"Where would you place yourself on the feelings thermometer today?"

Allow volunteers to share.

## **Processing Questions**

Ask:

- Why do people feel differently after stressful events?
- What feelings have you experienced recently?
- Why is it important to recognize our feelings?

## **Possible Learner Responses**

- "Some people get scared while others stay calm."
- "I felt worried after the earthquake."
- "Talking about feelings helps us understand ourselves."

## **Key Message**

"Recognizing our feelings helps us understand ourselves and identify ways to cope."

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## **Main Processing Activity: My Story of Strength**

### **Time**

15 Minutes

## **Instructions**

Provide each learner with a sheet of paper.

Ask learners to complete one of the following:

### **Option A: Drawing**

Draw something that helped you feel safe, calm, or supported after the earthquake.

### **Option B: Writing**

Complete the sentence:

"One thing that helped me after the earthquake was \_\_\_\_\_."

Afterward, invite volunteers to share.

## **Processing Questions**

Ask:

- What helped you during or after the earthquake?
- Who provided support or comfort?
- What made you feel safer?
- What did you learn about yourself from this experience?

## **Possible Learner Responses**

- "My family stayed together."
- "My teacher checked on us."
- "Praying helped me feel calm."
- "I learned that I can stay calm during emergencies."

## **Key Message**

"Even during difficult situations, we can find support, strength, and hope."

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## **Activity: My Circle of Support**

**Time**

10 Minutes

**Instructions**

Ask learners to write:

**ME**

in the center of their paper.

Around it, ask them to write or draw the people they trust and can approach when they need help.

Examples:

- Parents or guardians
- Brothers and sisters
- Teachers
- Guidance Counselor
- Friends
- Relatives
- Community members

**Processing Questions**

Ask:

- Who do you talk to when you feel worried?
- Why is it important to ask for help?
- How can trusted people support us during difficult times?

**Possible Learner Responses**

- "I talk to my parents."
- "My teacher listens to me."
- "My friends encourage me."

## **Key Message**

"We do not have to face challenges alone. Support is available."

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## **Guided Coping Activity: My Coping Toolbox**

### **Time**

10 Minutes

### **Facilitator Guide**

Ask:

"What healthy things can we do when we feel worried, stressed, or overwhelmed?"

List responses on the board.

Examples:

- ✓ Deep breathing
- ✓ Talking to a trusted adult
- ✓ Praying or reflecting
- ✓ Drawing or journaling
- ✓ Playing or exercising
- ✓ Listening to music
- ✓ Spending time with family

Ask learners to identify one coping strategy they will use when needed.

### **Processing Questions**

Ask:

- Which coping strategy works best for you?
- When can you use these strategies?
- Why is it important to have healthy ways to manage stress?

### **Key Message**

"Healthy coping strategies help us manage stress and recover from challenges."

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### **Reflection and Meaning-Making**

#### **Time**

5 Minutes

Ask learners to complete:

"One strength I have is \_\_\_\_\_."

"One person who supports me is \_\_\_\_\_."

"One healthy way I can cope is \_\_\_\_\_."

Invite volunteers to share.

#### **Key Message**

"We all have strengths, support systems, and healthy ways to cope."

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### **Closing Reflection**

#### **Time**

5 Minutes

Ask:

- What is one important thing you learned today?
- Who can you turn to when you need help?
- What is one coping strategy you will continue to use?

#### **Closing Message**

Say:

"Challenges may be difficult, but we are not alone. We have strengths, people who care for us, and healthy ways to cope. Together, we can continue learning, growing, and moving forward."

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### **Commitment Statement**

Learners repeat:

"I will recognize my feelings.

I will ask for help when I need it.

I will use healthy ways to cope.

I will continue learning, growing, and moving forward."

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### **Facilitator Notes**

- Encourage participation but do not require learners to share personal experiences.
  - Validate feelings without judgment.
  - Focus on strengths, coping, and recovery.
  - Use supportive and reassuring language.
  - Avoid asking learners to describe distressing details of the earthquake.
- 

### **Referral Considerations**

Observe learners who:

- Show persistent fear, sadness, or anxiety;
- Have difficulty concentrating or participating;
- Frequently express hopelessness or excessive worry;
- Exhibit significant changes in behavior or mood.

Learners requiring additional support should be referred through established school support and referral mechanisms.

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### **Documentation**

Guidance Counselors may document:

- Learner participation and engagement;
  - Common feelings expressed;
  - Support systems identified;
  - Coping strategies generated; and
  - Learners requiring additional monitoring or intervention.
- 

### **Counselor Reminder**

This intervention is intended to provide psychosocial support and promote resilience following the earthquake. Participation should be voluntary. Learners should never be required to recount distressing experiences. Focus on emotional safety, support, coping, resilience, and hope.

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### **Competencies Developed**

- Self-Awareness
- Self-Management
- Relationship Skills
- Help-Seeking Skills
- Resilience and Recovery Skills
- Positive Coping Skills

## **ANNEX G**

## **KEY STAGE 3 (GRADES 7–10)**

### **Module Title**

### **Managing Stress and Building Resilience**

### **Intervention Focus**

Stress Management, Emotional Processing, Healthy Coping, and Resilience

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### **Learning Objectives**

At the end of the intervention session, learners will be able to:

1. Recognize and understand their emotional reactions following the recent earthquake;
  2. Identify personal strengths and support systems that promote recovery and well-being;
  3. Demonstrate healthy coping strategies for managing stress and uncertainty;
  4. Develop positive ways of responding to challenges; and
  5. Strengthen resilience, hope, and readiness to continue learning and daily activities.
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### **Target Participants**

Learners who may need additional psychosocial support following classroom-based psychosocial support activities, teacher observations, referrals, or learner well-being monitoring.

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### **Group Size**

10–20 learners

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### **Time Allotment**

45–60 Minutes

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### **Materials Needed**

- Bond paper or activity sheets
  - Pens or pencils
  - Manila paper or cartolina
  - Markers or chalk
- 

### **Opening Activity: Stress Thermometer Check-In**

#### **Time**

10 Minutes

#### **Facilitator Guide**

Say:

"Experiencing an earthquake can affect people in different ways. Some may feel worried, stressed, uncertain, or even relieved. Today, we will take time to check in with ourselves, identify our strengths, and discover healthy ways to move forward."

Draw a stress thermometer on the board from 1 to 10.

Ask learners:

"How would you rate your current stress level from 1 to 10?"

Allow learners to write their answers privately or share voluntarily.

#### **Processing Questions**

Ask:

- Why do people react differently to stressful situations?
- What thoughts or feelings have you experienced recently?
- Why is it important to recognize our stress levels?

#### **Possible Learner Responses**

- "People experience situations differently."
- "I felt worried after the earthquake."
- "Knowing how we feel helps us take care of ourselves."

### **Key Message**

"Recognizing our feelings and stress levels helps us respond in healthy and productive ways."

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## **Main Processing Activity: My Sources of Strength**

### **Time**

15 Minutes

### **Instructions**

Provide learners with a sheet of paper divided into four sections.

Label each section:

**People Who Support Me**

**My Personal Strengths**

**Healthy Ways I Cope**

**What Gives Me Hope**

Ask learners to complete each section.

Afterward, invite volunteers to share.

### **Processing Questions**

Ask:

- Which strength helps you most during difficult times?
- Who provides support when you need it?
- What healthy coping strategies work best for you?
- What gives you hope moving forward?

### **Possible Learner Responses**

- "My family supports me."
- "I stay calm during challenges."
- "Talking to trusted people helps."
- "My goals motivate me."

### **Key Message**

"We all have strengths, support systems, and sources of hope that help us overcome challenges."

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### **Activity: Building My Resilience Shield**

#### **Time**

10 Minutes

#### **Instructions**

Ask learners to draw a shield divided into four sections.

Write the following headings:

- A Strength I Have
- A Person I Trust
- A Healthy Coping Strategy
- A Goal I Want to Continue Pursuing

Allow learners to complete their shields and decorate them if desired.

#### **Processing Questions**

Ask:

- Which part of your shield is most important to you?
- How can these strengths help you during difficult times?
- How can you continue building resilience?

## **Key Message**

"Resilience grows when we recognize our strengths, seek support, and continue moving forward."

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## **Guided Coping Activity: Grounding Technique (5-4-3-2-1)**

### **Time**

5 Minutes

### **Facilitator Guide**

Say:

"When we feel overwhelmed, grounding techniques can help us focus on the present moment."

Guide learners through:

- 5 things you can see
- 4 things you can touch
- 3 things you can hear
- 2 things you can smell
- 1 thing you can appreciate

### **Processing Questions**

Ask:

- How did the activity make you feel?
- When can you use this strategy?

### **Key Message**

"Grounding techniques can help us feel calmer and more in control during stressful situations."

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## **Reflection and Meaning-Making**

### **Time**

5 Minutes

Ask learners to complete:

"One strength I discovered about myself is \_\_\_\_\_."

"One person I can rely on is \_\_\_\_\_."

"One healthy action I will continue practicing is \_\_\_\_\_."

Invite volunteers to share.

### **Key Message**

"Challenges can help us discover strengths, deepen relationships, and build resilience."

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## **Closing Reflection**

### **Time**

5 Minutes

Ask:

- What is one important lesson you learned today?
- What strength will help you move forward?
- What support can you rely on when challenges arise?

### **Closing Message**

Say:

"Although difficult experiences can affect us in many ways, we are not alone. We have strengths, support systems, and healthy coping strategies that help us recover, grow, and continue moving forward."

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## **Commitment Statement**

Learners repeat:

"I will recognize my feelings and reactions.

I will use healthy ways to cope with stress.

I will seek support when I need it.

I will use my strengths to overcome challenges.

I will continue moving forward with resilience and hope."

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### **Facilitator Notes**

- Encourage reflection without pressuring learners to share.
  - Validate learners' feelings and experiences.
  - Focus discussions on strengths, coping, support, and recovery.
  - Avoid requiring learners to discuss distressing details of the earthquake.
  - Reinforce help-seeking and resilience-building.
- 

### **Referral Considerations**

Observe learners who:

- Show persistent distress, anxiety, or fear;
- Exhibit significant changes in mood or behavior;
- Have difficulty concentrating or participating in school activities;
- Express hopelessness or excessive worry; or
- Demonstrate signs of ongoing emotional difficulty.

Learners requiring additional support should be referred through established school support and referral mechanisms.

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### **Documentation**

Guidance Counselors may document:

- Learner participation and engagement;
  - Common stressors and coping strategies identified;
  - Sources of support and strengths recognized by learners; and
  - Learners requiring additional monitoring or intervention.
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### **Counselor Reminder**

This intervention session is intended to provide psychosocial support and promote resilience following the earthquake. Participation should remain voluntary. Learners should never be required to recount distressing experiences. Focus on emotional safety, coping, connectedness, strengths, and hope.

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### **Competencies Developed**

- Self-Awareness
- Self-Management
- Relationship Skills
- Help-Seeking Skills
- Healthy Coping Skills
- Resilience and Recovery Skills
- Responsible Decision-Making

## **ANNEX H**

### **KEY STAGE 4 (GRADES 11–12)**

#### **Module Title**

**Recovery, Resilience, and Moving Forward**

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## **Intervention Focus**

Reflection, Recovery, Meaning-Making, and Future Readiness

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## **Learning Objectives**

At the end of the intervention session, learners will be able to:

1. Reflect on their thoughts, feelings, and experiences following the recent earthquake;
  2. Identify personal strengths, coping resources, and support systems that promote well-being and recovery;
  3. Demonstrate healthy coping strategies for managing stress and uncertainty;
  4. Recognize opportunities for growth and resilience following adversity; and
  5. Develop a positive action plan for continued well-being, recovery, and readiness to pursue personal and academic goals.
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## **Target Participants**

Learners who may need additional psychosocial support following classroom-based psychosocial support activities, teacher observations, referrals, or learner well-being monitoring.

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## **Group Size**

10–20 learners

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## **Time Allotment**

45–60 Minutes

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## **Materials Needed**

- Bond paper or reflection worksheets
  - Pens or pencils
  - Manila paper or cartolina
  - Markers
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## **Opening Activity: Personal Reflection Check-In**

### **Time**

10 Minutes

### **Facilitator Guide**

Say:

"Experiencing an earthquake can affect people in different ways. Some may feel worried, uncertain, relieved, or hopeful. Today, we will reflect on our experiences, recognize our strengths, and identify ways to continue moving forward."

Ask learners to complete the statement:

"Right now, I feel \_\_\_\_\_ because \_\_\_\_\_."

Allow learners to write privately before inviting volunteers to share.

### **Processing Questions**

Ask:

- Why do people respond differently to stressful situations?
- What thoughts or emotions have you experienced recently?
- Why is self-awareness important during difficult times?

### **Possible Learner Responses**

- "People have different experiences and coping styles."
- "I felt worried about my family's safety."
- "Understanding my feelings helps me manage them better."

### **Key Message**

"Self-awareness helps us understand our experiences and respond to challenges in healthy ways."

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## **Main Processing Activity: My Recovery Journey**

### **Time**

15 Minutes

### **Instructions**

Ask learners to draw a simple pathway with three checkpoints:

### **Challenge**

### **Support**

### **Growth**

Under each checkpoint, ask learners to reflect on:

#### **Challenge:**

What difficulties or concerns did I experience?

#### **Support:**

Who or what helped me cope?

#### **Growth:**

What did I learn about myself?

Allow time for reflection and voluntary sharing.

### **Processing Questions**

Ask:

- What helped you most during this experience?
- What strengths did you discover about yourself?
- What lessons can you carry forward?

### **Possible Learner Responses**

- "My family helped me stay calm."

- "I learned that I can remain focused during emergencies."
- "I realized the importance of asking for help."

### **Key Message**

"Difficult experiences can reveal strengths, deepen relationships, and help us grow."

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### **Activity: Support Network Reflection**

#### **Time**

10 Minutes

#### **Instructions**

Ask learners to write:

#### **My Support Network**

Identify people, groups, or resources that support their well-being.

Examples:

- Family members
- Friends
- Teachers
- Guidance Counselor
- Community leaders
- Faith-based groups

Ask learners to reflect on:

"How can these people support me when I face future challenges?"

#### **Processing Questions**

Ask:

- Who do you trust when you need support?

- Why is it important to stay connected to supportive people?
- How can you also support others?

### **Key Message**

"Resilience grows when we remain connected to supportive relationships."

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### **Activity: Growth Through Challenges**

#### **Time**

10 Minutes

#### **Instructions**

Ask learners to complete the following statements:

One strength I demonstrated was \_\_\_\_\_.

One healthy coping strategy I used was \_\_\_\_\_.

One lesson I learned is \_\_\_\_\_.

One goal I will continue pursuing is \_\_\_\_\_.

Invite volunteers to share.

#### **Processing Questions**

Ask:

- How can challenges contribute to personal growth?
- What strengths will help you in the future?
- How can you continue caring for your well-being?

### **Key Message**

"Resilience is strengthened when we learn from challenges and continue moving forward."

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### **Reflection and Meaning-Making**

**Time**

5 Minutes

Ask learners to complete:

"One thing I appreciate about myself is \_\_\_\_\_."

"One source of support I value is \_\_\_\_\_."

"One positive step I will take moving forward is \_\_\_\_\_."

**Key Message**

"Recovery is a journey. Small positive actions help us regain confidence, maintain well-being, and move toward our goals."

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**Closing Reflection****Time**

5 Minutes

Ask:

- What is one important insight you gained today?
- What strength will help you move forward?
- What commitment will you make for your well-being?

**Closing Message**

Say:

"Although challenges may affect us in different ways, they do not define us. We have strengths, support systems, and the capacity to recover, grow, and continue pursuing our goals with hope and resilience."

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**Commitment Statement**

Learners repeat:

"I will acknowledge my feelings and experiences.

I will seek support when needed.

I will use healthy ways to cope with challenges.

I will continue learning, growing, and moving forward with resilience and hope."

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### **Facilitator Notes**

- Encourage authentic reflection without pressuring learners to share.
  - Validate feelings and experiences respectfully.
  - Focus on strengths, recovery, coping, and future readiness.
  - Avoid requiring learners to discuss distressing details of the earthquake.
  - Reinforce help-seeking, resilience, and positive coping.
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### **Referral Considerations**

Observe learners who:

- Show persistent distress, anxiety, or hopelessness;
- Demonstrate significant changes in behavior, mood, or functioning;
- Have difficulty concentrating, participating, or engaging in daily activities;
- Express excessive worry, helplessness, or emotional difficulties.

Learners requiring additional support should be referred through established school support and referral mechanisms.

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### **Documentation**

Guidance Counselors may document:

- Learner participation and engagement;
- Common strengths, coping strategies, and support systems identified;

- Themes emerging from learner reflections; and
  - Learners requiring additional monitoring or intervention.
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### **Counselor Reminder**

This intervention session is intended to provide psychosocial support and promote resilience and recovery following the earthquake. Participation should remain voluntary. Learners should never be required to recount distressing or traumatic experiences. Focus on emotional safety, connectedness, coping, resilience, hope, and future readiness.

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### **Competencies Developed**

- Self-Awareness
  - Self-Management
  - Responsible Decision-Making
  - Help-Seeking Skills
  - Healthy Coping Skills
  - Resilience and Recovery Skills
  - Future Readiness and Positive Outlook
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### **Counselor Facilitation Note**

For Senior High School learners, emphasize reflection, meaning-making, and future orientation rather than detailed discussion of the disaster. The goal is to help learners recognize their strengths, access available support systems, maintain healthy coping strategies, and confidently continue their academic and personal development.