




Republic of the Philippines  
**Department of Education**

**DIVISION OF MISAMIS ORIENTAL**

**DIVISION MEMORANDUM**

No. 582, s, 2019

**To :** Public School District Supervisors  
School and Division Nurses  
Guidance Counsellors

**From:**   
**RANDOLPH B. TORTOLA**  
Schools Division Superintendent

**Subject:** **2019 DIVISION TRAINING ON PSYCHOLOGICAL FIRST AID**

**Date:** **SEPTEMBER 30, 2019**

1. In light of the need to strengthen the mental health and psychological services provided by the division and school nurses and guidance counsellors, DepEd - Division of Misamis Oriental shall conduct a Three-day Division Training on Psychological First Aid on **October 28-30, 2019**. Venue is to be set.
2. The participants for this training are the following nurses and guidance counselors listed in Annex 1.
3. Board and lodging, meals and venue shall be charged to DRRM funds while traveling and other incidental expenses of the participants shall be charged against School MOOE funds subject to the usual accounting and auditing procedures, rules and regulations.
4. Immediate dissemination of this Memorandum is required

## 2019 DIVISION TRAINING ON PSYCHOLOGICAL FIRST AID

# LIST OF PARTICIPANTS

## - Guidance Counselors -

No.	Names	School/District
1	<b>Cheryl L. Pernia</b>	Jasaan NHS, Jasaan
2	<b>Melwida J. Padon</b>	Bobontugan NHS, Jasaan
3	<b>Dulce P. Enanoria</b>	Sugbongcogon NHS, Sugbongcogon
4	<b>Emily Quider</b>	Consuelo NHS (Junior High), Magsaysay
5	<b>Christine Faith Tablando</b>	Consuelo NHS (Senior High), Magsaysay
6	<b>Maricar Bana</b>	Salay NHS (Junior), Salay
7	<b>Ellen Pagupat</b>	Salay Senior HS, Salay
8	<b>Melchie D. Milaor</b>	Dampas A.O. Rañises NHS, Sugbongcogon
9	<b>Joana Marie Heruela</b>	Looc NHS, Salay
10	<b>Marjorie Tongol</b>	Dampil NHS, Lagonglong
11	<b>Susana S. Calino</b>	Binuangan NHS, Binuangan
12	<b>Beverly D. Acenas</b>	KNAHS/SHS, Kinoguitan
13	<b>Emma I. Dugang</b>	Esperanza NHS/SHS, Kinoguitan
14	<b>Rolando S. Padregana</b>	Calubo IS, Kinoguitan
15	<b>Vivien D. Barros</b>	Lumbo NHS, Lagonglong
16	<b>Haydee R. Pelaez</b>	Kinoguitan SHS, Kinoguitan
17	<b>Vivia P. Namata</b>	Mantangale NHS, Balingoan
18	<b>Katherine T. Saraus</b>	Kabulakan IS, Balingoan
19	<b>Roselyn E. Lazalita</b>	Mantangale SHS, Balingoan
20	<b>Mark Anthony E. Afable</b>	Talisayan NHS, Talisayan
21	<b>Stephen Jose S. Kionesala</b>	Talisayan SHS, Talisayan
22	<b>Maria M. Odtohan</b>	Artadi IS, Magsaysay
23	<b>Jovita H. Cahulogan</b>	Abunda IS, Magsaysay
24	<b>Myla A. Umbal</b>	Tama IS, Magsaysay
25	<b>Crestina C. Villafuerte</b>	Inobulan Honga Gue NHS, Salay
26	<b>Teodora N. Paget</b>	Kandiis IS, Magsaysay

**2019 DIVISION TRAINING ON PSYCHOLOGICAL FIRST AID**  
**LIST OF PARTICIPANTS**  
**- Guidance Counselors -**

No.	Names	School/District
27	<b>Freddie B. Tabanag</b>	Sta. Ines NHS, Talisayan
28	<b>Grashiela E. De La Cerna</b>	Mandahilag NHS, Talisayan
29	<b>Susan M. Zaluaga</b>	Medina NCHS (Junior), Medina
30	<b>Arlyn N. Serifa</b>	Medina NCSHS (Senior), Medina
31	<b>Jane Olario</b>	Portulin NHS, Medina
32	<b>Rosemie M. Taghap</b>	Alipuaton IS, Salay
33	<b>Justine P. Villasencio</b>	Lagonglong SHS, Lagonglong
34	<b>Cyril T. Galoa</b>	Kidampas IS, Sugbongcogon
35	<b>Mary Joy C. Dagoc</b>	Gunabon NHS, Magsaysay
36	<b>Euleen Pastor</b>	Danao NHS (Junior), Jasaan
37	<b>Sheryl Ompoc</b>	Danao SHS, Jasaan
38	<b>Bernadette B. Mariano</b>	Kibungsod NHS, Magsaysay
39	<b>January Ann M. Dacar</b>	Cabalawan IS, Magsaysay
40	<b>Jeonalyn A. Simacon</b>	Damayuhan NHS, Magsaysay
41	<b>Karen O. Galimba</b>	Baliwagan NHS, Balingasag
42	<b>Marivic Valmores</b>	Misamis Oriental NHS, Balingasag
43	<b>Ananell N. Cabanday</b>	San Juan NHS, Balinagasag
44	<b>Rowin I. Labadan</b>	San Isidro NHS, Balingasag
45	<b>Maria Jolly O. De La Cera</b>	Rosario NHS, Balingasag
46	<b>Anna Marie G. Aguiman</b>	Mambayaan SHS, Balingasag
47	<b>Frenil Mia C. Hallazgo</b>	ONST, Opol
48	<b>Jasper C. Cañete</b>	MOGCHS
49	<b>Susan M. Acera</b>	Initao NCHS, Initao
50	<b>Marilou Florendo</b>	ANCHS, Alubijid
51	<b>Pamela Marban</b>	ANCHS (SHS), Alubijid
52	<b>Laura L. Omas-as</b>	Lugait NHS, Lugait

## 2019 DIVISION TRAINING ON PSYCHOLOGICAL FIRST AID

**LIST OF PARTICIPANTS****- Guidance Counselors -**

No.	Names	School/District
53	<b>Janeth Usman</b>	Lugait SHS, Lugait
54	<b>Crisbe Yañez</b>	Naawan NHS, Naawan
55	<b>Tessa Ann D. Bayron</b>	Maputi SHS, Naawan
56	<b>Denny Grace C. Mutia</b>	Laguindingan NHS, Laguindingan
57	<b>Mary Ann Arangcon</b>	Libertad NHS, Libertad
58	<b>Joycelyn Fabricante</b>	Matangad NHS, Libertad
59	<b>Mirasol Lynne Q. Obsioma</b>	Sta. Ana NHS, Tagoloan
60	<b>Eva E, Rosal</b>	Casinglot NHS, Tagoloan
61	<b>Melissa D. Nacawili</b>	Rosario NHST, Tagoloan
62	<b>Marevette Joy M. Benedicto</b>	Tagoloan SHS, Tagoloan
63	<b>Veronica Sogo-an</b>	DG Sabal MNHS, Claveria
64	<b>Joel C. Flores</b>	Manticao NHS, Manticao
65	<b>Lilian G. Piquinto</b>	Cabalantian NHS, Manticao
66	<b>Amor E. Embone</b>	Mat-I Naawan NHS, Naawan
67	<b>Evelyn Daanoy</b>	Bagochoc NHS, Opol
68	<b>Celena J. Cabato</b>	San Martin SHS, Villanueva
69	<b>Ann Aurea Fabela</b>	Kalingagan NHS, Villanueva
70	<b>Roger G. Pajente Jr.</b>	Tambobong-Balacanas, Villanueva
71	<b>Roxan T. Labadan</b>	DGPNHS, Medina
72	<b>Nehemia Regina Emano</b>	Villanueva NHS, Villanueva
73	<b>Evelyn Escalera</b>	Tagoloan NHS, Tagoloan
74	<b>Anamarie Sabellina</b>	Lourdes NHS, Alubijid

**2019 DIVISION TRAINING ON PSYCHOLOGICAL FIRST AID**  
**LIST OF PARTICIPANTS**  
**- NURSES -**

No.	Names	School/District
1	<b>Riz S. Acenas</b>	Kinoguitan District
2	<b>Lorelie F. Arot</b>	Medina District
3	<b>Ruby Ann P. Cabrezos</b>	Sugbongcogon District
4	<b>Maristella M. Cantere</b>	Jasaan District
5	<b>Maria Theresa C. Hurtado</b>	Balingoan (Kinoguitan District)
6	<b>Nimfa B. Juguilon</b>	Tagoloan District
7	<b>Marizza E. Pongase</b>	Villanueva District
8	<b>Misty Gerarda L. Arellano</b>	Alubijid District
9	<b>Ma. Cecilia C. Bachinela</b>	Talisayan District
10	<b>Shiela S. Corvera</b>	Magsaysay II District
11	<b>Arlene P. Diez</b>	Salay District
12	<b>Amabel D. Huguete</b>	Initao District
13	<b>Avegail J. Israel</b>	Laguindingan District
14	<b>Nazarene D. Lloren</b>	Manticao District
15	<b>Ma. Lyra Macabodbod</b>	Lagonglong District
16	<b>Consuelo P. Pabellan</b>	Balingasag South
17	<b>Jan Michael Gemorañon</b>	Claveria II District
18	<b>Corazon B. Zayas</b>	Opol District
19	<b>Emmanuel Rodric B. Mugot</b>	Libertad District / Gitagum District
20	<b>Charish Diana B. Damian</b>	Villanueva NHS
21	<b>Maria Corazon T. Homicillada</b>	Bobontugan NHS
22	<b>Maria Lorna A. Siao</b>	Jasaan NHS
23	<b>Myla G. Gaston</b>	Looc NHS
24	<b>Agnes T. Zamarro</b>	Tagoloan NHS
25	<b>Love Joy M. Montecillo</b>	Baliwagan NHS
26	<b>Richard Dragon Jr.</b>	MOGCHS

## 2019 DIVISION TRAINING ON PSYCHOLOGICAL FIRST AID

# LIST OF PARTICIPANTS

## - NURSES -

No.	Names	School/District
27	<b>Anna Mae Montecillo</b>	Balingasag North District
28	<b>Riche Jane Adlaon</b>	Salay NHS
29	<b>Francisco Cornelio Jr.</b>	Claveria I District
30	<b>Rodgelyn Amante</b>	Lugait NHS
31	<b>Nenita R. Bacol</b>	MOGCHS
32	<b>Grace Dragon</b>	Libertad NHS
33	<b>Rafaelita Maglangit</b>	Laguindingan NHS
34	<b>Alelyn Jan W. Tautho</b>	Initao NCHS
35	<b>Khezia Ann L. Pacuribot</b>	Alubijid NCHS
36	<b>Riza S. Cahucom</b>	Sugbongcogon NHS
37	<b>Pastor V. Daroy</b>	Opol NTS
38	<b>Camille Caharian</b>	Medina NCHS

## 2019 DIVISION TRAINING ON PSYCHOLOGICAL FIRST AID

# LIST OF PARTICIPANTS

## - DIVISION PERSONNEL -

No.	Names	School/District
1	<b>CIRILO K. RUBIATO II</b>	DIVISION OFFICE
2	<b>FELY R. QUEZON</b>	DIVISION OFFICE
3	<b>MICHELLE L. MIGABON</b>	DIVISION OFFICE



REPUBLIC OF THE PHILIPPINES  
**DEPARTMENT OF EDUCATION**  
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Program: **Psychological First Aid (PFA) Training for SDRRM Coordinators\***

<b>Day 1</b>	
Time	Activity
8:00 – 8:30 AM	<ul style="list-style-type: none"> <li>• Preliminaries:                             <ul style="list-style-type: none"> <li>- National Anthem</li> <li>- Prayer</li> <li>- Welcome and Opening Remarks</li> <li>- Expectation Setting and Heart Contract and Flow of Activities</li> <li>- Introduction of Facilitators/Training Team and Participants</li> </ul> </li> </ul>
8:30 – 9:45	<ul style="list-style-type: none"> <li>• Mental Health and Psychosocial Support Services</li> <li>• What is Psychological First Aid?</li> </ul>
9:45 – 10:00	<b>Health Break</b>
10:00 – 12:00	<ul style="list-style-type: none"> <li>• What is Psychological First Aid? (Continuation)</li> </ul>
12:00 – 1:00 PM	<b>Lunch</b>
1:00 – 1:15	Grounding Exercise
1:15 – 1:30	<ul style="list-style-type: none"> <li>• Warming-up and Unfreezing Activities                             <ul style="list-style-type: none"> <li>- E.g. Magsama-sama</li> </ul> </li> <li>• Groupings, Group Name and Cheer</li> </ul>
1:30 – 3:00	<ul style="list-style-type: none"> <li>• Module 1: Validating and Normalizing Feelings                             <ul style="list-style-type: none"> <li>- Tableau</li> <li>- Mirroring</li> <li>- Music Art</li> </ul> </li> </ul>
3:00-3:15	<b>Health Break</b>
3:15 – 5:00	<ul style="list-style-type: none"> <li>• Continuation of Module 1                             <ul style="list-style-type: none"> <li>- Group Sharing</li> <li>- Summary of Module 1</li> </ul> </li> </ul>
5:00 – 5:10	Community Singing
6:30 – 8:00	<b>Dinner</b>
<b>Day 2</b>	
Time	Activity
8:00 – 8:30 AM	<ul style="list-style-type: none"> <li>• Stretching and Breathing Exercises</li> <li>• Recap</li> <li>• Unfreezing Activities</li> </ul>
8:30 – 10:15	Module 2: Calming Down and Controlling One's Emotions <ul style="list-style-type: none"> <li>- What I Usually Do?</li> <li>- Every Breath You Take</li> </ul>
10:00 – 10:15	<b>Health Break</b>
10:15 – 11:00	Module 2: Calming Down and Controlling One's Emotions <ul style="list-style-type: none"> <li>- My Playlist</li> <li>- Summary of Module 2</li> </ul>
11:00 – 12:00	Module 3: Linking: Identifying and Addressing Needs
12:00 – 1:00PM	<b>Lunch</b>
1:00 – 1:15	<ul style="list-style-type: none"> <li>• Warming-up/ unfreezing activities:                             <ul style="list-style-type: none"> <li>- Song-Dance-Advertisement</li> </ul> </li> </ul>
1:15 – 3:00	<ul style="list-style-type: none"> <li>• Module 4: Sources of Strength                             <ul style="list-style-type: none"> <li>- Storytelling</li> <li>- T-Shirt Art</li> <li>- Lifeline</li> <li>- Crossing the Hurdle</li> <li>- Group Sharing</li> </ul> </li> </ul>

Attachment 2.1. PFA Training Program of Activities

	- Summary of Module 4
3:00 – 3:15	<b>Health Break</b>
3:15 – 4:00	- Reframing Activity
4:00 – 5:00	- Planning for Simulation
6:30 – 8:00	<b>Dinner</b>
<b>Day 3</b>	
Time	Activity
8:00 – 8:40 AM	<ul style="list-style-type: none"> <li>• Stretching and Breathing Exercises</li> <li>• Recap</li> </ul> Unfreezing Activities
8:40 – 12:00	<b>PFA Simulation</b> <ul style="list-style-type: none"> <li>- Group Simulation</li> <li>- Feedbacking</li> </ul>
12:00 – 1:00 PM	<b>Lunch</b>
1:00 – 1:30	<ul style="list-style-type: none"> <li>• Warming-up/ unfreezing activities</li> </ul>
1:30 – 2:30	<ul style="list-style-type: none"> <li>• PFA Synthesis</li> </ul>
2:30 – 4:00	<b>Ritual</b>
4:00 – 5:00	<b>Closing Program</b>
6:00 – 8:00	<b>Dinner</b>

\*This is only an indicative program for the Psychological First Aid (PFA) Training). DRRM Coordinators may opt to device new activities, as long as appropriate and in line with the four Modules on PFA of the SEES Manual, and or change the schedule depending on the arrangement of the training.



## MODULE: PSYCHOLOGICAL FIRST AID (PFA)

### I. OBJECTIVES

At the end of this module, the participants should be able to:

- Understand the Mental Health and Psychosocial Support Services (MHPSS);
- Understand the steps involve in Psychological First Aid (PFA); and,
- Acquire the skills needed in conducting PFA.

### II. MATERIALS

The list of materials is reflected in each session.

### III. TIME ALLOTTED

3 Days

### IV. FACILITATION STEPS

#### A. OVERVIEW OF PSYCHOLOGICAL FIRST AID (PFA)

##### 1. Objectives:

At the end of this module, the participants should be able to:

- Identify the different Mental Health and Psychosocial Support Services (MHPSS) in emergencies;
- Differentiate Psychological First Aid (PFA) and Critical Incident Stress Debriefing (CISD);
- Demonstrate the core actions of PFA and skills of PFA facilitators; and,
- Practice self-care.

##### 2. Materials:

- Powerpoint Presentation
- Projector and LCD screen

##### 3. Duration: 4 hours

##### 4. Handouts

For the lecture/content of powerpoint, see the following pages in the Support Enabling and Empowering Students (SEES) Manual on Psychosocial Interventions for Secondary School-aged Students during Disasters and Emergency Situations:

TOPIC	PAGE
Mental Health and Psychosocial Support Services (MHPSS)	19-20
Understanding Students Aged 12-17 Years Old (Physical, Cognitive, and Socio-emotional Changes in the Adolescent Stage of Development)	21-22
Psychological First Aid (PFA) and Critical Incident Stress Debriefing	27-29
Grief Process	31-32
Self-Care	33-36
Guides for Facilitators	23-26

## **B. UNFREEZING / WARM-UP ACTIVITIES**

### **1. Objectives:**

At the end of this module, the participants should be able to:

- Familiarize the participants with one another;
- Build rapport among the participants and facilitators; and,
- Become comfortable with one another.

### **2. Materials**

- Sound system
- Microphone

### **3. Duration: 30minutes**

### **Activities to Choose From: Magsama-sama or Bring Me**

#### **a. Magsama-sama**

##### ***Do***

This is a grouping exercise. Whatever is the category, have the participants form a group based on similarities. For example, "Magsama- sama ang nakakulayberde." (Those who are wearing green, stay together.) Some lecturers and co facilitators could help lead the group; others should participate.

#### **b. Bring Me**

##### ***Do***

The participants are divided into groups with 5-7 members (can be smaller or larger depending on the number of participants). The facilitator asks for objects to be found and be brought forward. For example, "Bring me 2 shoes that are tied together."

### **Transition to the Next Activity:**

#### ***SAY***

I hope you now know each other better. Let's settle down and talk about what we will be doing for these two days.

We will be meeting to discuss what had happened in the past as it relates to the disaster/s. We will be doing activities to express your feelings/ reactions and to process these together. For those who don't want to express their feelings, that is okay. Feel free to join whenever you want to.

## **C. PSYCHOLOGICAL FIRST AID (PFA) PROPER**

### **1. MODULE I: VALIDATING AND NORMALIZING FEELINGS**

*Key Idea: Their reactions to the stressful event/disaster are normal and valid.  
(NOTE: Refer to the handout for reactions that warrant referral)*

#### **a. Objectives:**

At the end of this module, the participants should be able to:

- Express one's feelings through art and body movements;
- Identify feelings/reactions related to the disaster; and,
- Accept that all feelings and reactions are normal and valid.

**b. Duration:** 2 Hours and 30 minutes (150 minutes)

#### **c. Materials:**

- Music Art: Bond papers, crayons, scissors, playlist of various songs – happy, sad, inspiring, funny,
- Tableau: List of themes/ scenes for the tableau depending on the disaster/cause of stress

#### **d. Facilitation Steps:**

##### **Plenary/Small Group Activities to Choose From (30 minutes): Music Art or Tableau**

*Any of these activities can be used for both students and personnel.*

##### **Music Art**

###### **DO**

The participants will be given bond paper and crayons, they may select two of their favorite colors – one for each hand. The facilitator will instruct the participants to secure the paper by taping its corners on the table to prevent it from moving. They will write their name on any part of the bond paper (*For younger students/participants, one color may be used*). Facilitator plays a variety of songs (about 4-5) in the radio/laptop. For each song, the participants are to respond by drawing what they feel on the bond papers given to them. When each song stops, they are to pass the colors they are holding to the person to their right. After the activity, they will go around and look at the work of the other participants. After which, the participants get their artwork and go to their pre-decided small groups. The facilitator of the small group asks the participants to show their artwork & explain briefly what it is about & how s/he feels while doing the activity.

A variation of this activity is to choose 6 of their favorite colors (*The number of colors depends on the number of songs that will be played*). For each song, they are to use one color to draw what they feel. Here, there will be no passing of colors to the next person.

## **Tableau**

### **DO**

Given a set of themes, depending on the event experienced by the participants, the facilitator mentions a situation. Each group presents their situation with beginning, middle/conflict, &end/resolution. The facilitator may ask some of the participants to explain their role or describe what they are trying to depict.

### **Group Sharing (1 hour):**

*(NOTE: The role of facilitator or the ones working closely to the survivors is to look for risk signs).*

### **SAY**

What feelings or emotions were you trying to depict in your tableau/music art output? *(Be sure to write down all the answers)* What did you notice about your reactions before, during, and after the earthquake? *(Be sure to write down all the answers)* Are these normal reactions to stressful events?

### **DO**

Inform the participants to refer to Module 1 Handout: When Terrible Things Happen of the SEES Manual (pp. 40-41).

### **Abstraction/Reflection (30 min):**

Now that you know that what you were or how you were feeling was similar to the ones on the list, how do you feel now? *(List down their reactions)* Always remember that your reactions to the stressful event were normal at that moment or until about 3 months. Also, the next time you feel that way, try to take 10 deep breaths. This will help you calm down. Can we try that together? *(Count 1-10 as they breathe in and out).*

### **Application (30 min): Yarn Activity**

*(This is a great way to provide visual representation of how each person in a group has an effect on everyone else in the group.)*

### **DO**

Take a ball of string or yarn, large enough that it can be tossed from person to person to create a web. Have everyone stand in a circle and give one person the yarn. Tell the person to hold on to one end of the yarn and offer up something about what they learned in the group or from a particular group member or a message for the group.

### **SAY**

Today we learned that our reactions to the disaster were normal and valid. Each one will give a short statement on what your learned and/or how you will apply your new learning to your life, especially after experiencing such a disaster.

Once you have made your statement, hold on to the one end of the yarn and toss the ball to a fellow group member across from you so that they are creating a line between yourselves and the person whom you threw the yarn. Each member makes a statement and tosses the ball to a fellow participant, all the while holding on to the piece of yarn that comes from the person who went before you.

*(Once everyone has spoken)* You will see that a huge web has been created that symbolizes how everyone is connected, affects one another, and how the things that each member brought to the experience have sustained the group.

**DO**

After the activity, the facilitator thanks everyone in the group and asks for everyone to go back to the plenary session.

**Transition to the Next Activity**

**SAY**

Earlier, we talked about your reactions to the event (e.g. earthquake). We also experienced that breathing deeply can help you calm down. Let's talk about some ways to help you manage your feelings.

**2. MODULE 2: CALMING DOWN AND CONTROLLING ONE'S EMOTION**

*There are certain ways one can do to calm down and control emotions.*

**a. Objectives:**

At the end of this module, the participants should be able to:

- Identify positive ways to manage one's emotions; and,
- Practice calming down using a relaxation exercise.

**b. Materials:**

- Metacards per table
- 3 manila papers
- Breathing exercise: Meditative music for the breathing exercise
- Playlist: Pens and papers

**c. Duration:** 1 hour (60 minutes)

**d. Facilitation Steps:**

**Plenary: Warming Up**

**DO**

Post manila papers on three sides of the room.

Distribute three metacards to each person.

**SAY**

On each metacard, write down 1-3 ways you do to make you feel better or so you can calm down. What do you do in order to forget about your negative feelings or thoughts? You have 10 minutes to write down your ways of calming down.

**DO**

When they are finished, ask them to post their metacards on the manila paper. Have them look for commonalities. List these down.

**SAY**

You have identified positive ways of dealing with your reactions to the disaster or any stressful situation in your life. Can we try to categorize the answers further? Which ways are considered as positive ways of dealing with stressful situations? Which are considered as negative? A lot of those mentioned were fruitful ways of dealing with stress. However, there are some methods that need to be replaced with better ways of dealing with stress. Do you want to learn another new way of feeling calm?

We will do breathing and stretching exercise (OR We will make our very own playlist, just like the ones in the radio.)

Are you ready? Let's do it.

**Plenary Activities to Choose from: Breathing and Stretching Exercise and Playlist**

**Breathing and Stretching Exercises**

**SAY**

Everyone, stand up and follow my lead.

**DO**

The facilitator leads the group in breathing and stretching exercises. This is done with meditative music in the background. *(The video is in the attached file.)*

**Playlist**

**DO**

The facilitator asks the participants to create their personalized playlist. They will be given the following categories and they will be asked to fill it with 1-2 song choices of their own. For example,

1. Hugot songs – sad, filled with memories, makes them think
2. Happy songs – laughter, happy thoughts
3. Uplifting/Inspiring
4. Upbeat/hyper
5. In love

Each participant will be asked to share their playlist to the group. S/He will briefly describes explains why s/he chose those particular songs.

### **Processing**

#### **SAY**

How do you feel now? Does anyone want to share?

### **Abstraction**

Can you compare how you feel right now to how you felt before we started with the relaxation activity? On a scale of 1-5, 5 being the highest, rate your level of stress before and after we started with the exercise. Did the levels change?

### **Application**

How can you apply your newfound knowledge to your daily life?

### **Closing**

As a way to close this session, do you know that people who do yoga close the sessions by saying "Namaste." Namaste is a word which means "bow to you". People in India use it to say hello or to bid each other goodbye. Can you think of a short phrase that you can say to your partner while you bow? For instance, we can bow to each other and say "Thank you." Think of a phrase that will show your friend how grateful you are about his/her presence. Are you ready? Student/ Participant A, bow to Student B and say your phrase. Now, Student/Participant B, bow to Student/ Participant A and say your own phrase. Bow to each other once more and return to your seats.

### **Transition to the Next Activity**

We have discussed your reactions to the disaster/event and ways of calming down and controlling your feelings when faced with these stressor/s. Now let us identify and try to address your needs and those of your family members as pertaining to the event.

## **3. MODULE 3: LINKING: IDENTIFYING AND ADDRESSING NEEDS**

*(For facilitators of teachers and others who know and have access to external support, skip this part first and go to #4: Sources of Strength. This part will be given through lecture after #4, but when giving PFA to students follow the usual sequence.)*

The main purpose of this part of the module is to know whom to approach for support in addressing their needs.

### **NOTE**

Regardless of the type of disaster, people who are affected often need help in the following:

Frequent Needs (WHO et al., 2011)

- Basic needs: food, shelter, water, clean toilets
- Health services for those who are ill and injured (and for those who seem to be suffering from anxiety, trauma and depression)
- Simple and correct information about the event, loved ones and services available for them
- Access to cell phones, internet, email in order to contact loved ones and other sources of social support
- Being consulted about major decisions that will directly affect their lives (e.g., being transported to another province, moving to a bunk house, etc.)

It cannot be assumed that just because students/participants are back in school that all their basic needs have been met. It is essential to have a venue where students/participants can express their needs and see how school can help them access these.

**a. Objectives:**

At the end of this module, the participants should be able to:

- Identify one's current needs and those of one's family;
- Be aware of the various institutions, departments and centers present within the school environment or the immediate community and to take note of the important numbers and information regarding who to approach for their needs; and,
- Take note of the important numbers and information regarding who to approach for their needs

**b. Materials:**

- Paper
- Pen
- list of emergency numbers
- template for list of emergency contact numbers and information

**c. Duration:** 30 min.

**d. Facilitation Steps:**

**Plenary/Small Group Activities:**

**DO**

Show the sheet called List of Emergency Contact Number and Information. Ensure that the sheet is properly filled out by the proper authorities and that a copy of the sheet is distributed to all concerned.

**SAY**

I will distribute a copy of the numbers, names, and addresses of certain government and non-government offices that you may approach in order to have your family's needs addressed. Let us all discuss first what these offices do.



**SAY**

Take a look at the common needs of survivors after a disaster. Do you want to add other needs to the list? I will distribute a needs form with three columns. On the first column, write down the names of all the members of your family/relatives. On the second column, can you identify what their needs are? You may base your answers on the needs listed on the table. If the needs are not listed, please feel free to add your own set of needs. For instance, you can add to talk to a psychiatrist or psychologist. You may also write down names of friends, relatives and other people who can serve as people who can help your family members in addressing their needs.

**DO**

Commend them for knowing whom they could approach in times of need.

**Processing****SAY**

Can we talk about what you think your own needs are? Who can you approach in order to address your own need? Why do you think it is important for all of you to learn about whom you can go to for your own needs and the needs of your family? Who among you realize that there are some needs that are difficult to address? Why are they difficult to address? Do you want me to help you give the names of these people with difficult needs to DSWD or to the right agencies?

**DO**

Acknowledge them for having good support systems and for knowing who to link themselves or their family members to.

**Abstraction****SAY**

Can some of you share with us stories that show how at times, even these linkages cannot do their responsibilities efficiently? Why do you think these groups had a hard time? Can you also tell me some great or good stories about how other groups were able to help you very well?

**SAY**

Who among you realize that there are some needs that are difficult to address? Why are they difficult to address? Do you want me to help you give the names of these people with difficult needs to DSWD or to the right agencies? Encircle the names of these people using a red pen and then pass those sheets to the front.

DO NOT make promises but tell them that you will try your best to provide help.

**Application****SAY**

Now that you know how to LINK, can you tell me how you will apply this new knowledge to your life right now?

**DO**

Listen to their answers and acknowledge them.

**Closing**

**DO**

Ask students/participants to come up with a chant or cheer after that activity. It should be a chant that will remind them to find people/organizations to help them/their loved ones address their most pressing needs.

**Transition to the Next Activity**

**SAY**

Last meeting, we talked about our needs and how to address them. We also talked about how to control our reactions and emotions. Now, let us reflect on what has allowed us to move on.

**4. MODULE 4: SOURCES OF STRENGTH**

The aim of this part of the module is to encourage the survivors to revisit their strengths in order to support their self-efficacy to deal with the situation. This is to reiterate that they are not alone in the struggle and they have multiple sources of strength.

**a. Objectives:**

At the end of this module, the participants should be able to:

- Identify personal, social, and emotional sources of strengths during and in the aftermath of the disaster/stressful situation

**b. Materials:**

Crossing the Hurdle: Floor mats (quantity depends on the groupings), sturdy table, chairs and other obstacles

T-Shirt Art: Bond paper, crayons/pastel color, scissors, pencil

**c. Duration:** 2 hours and 30 minutes (150 minutes)

**d. Facilitation Steps:**

**Plenary/Small Group Activities: Crossing the Hurdle and T-Shirt Art**

**Crossing the Hurdle**

**DO**

Set up the hurdle (obstacle course) beforehand – mats on the floor, table and chairs as obstacles. Divide the participants into groups of 4 or 5, depending on the number. Each group will be asked to stay connected to each other as they cross the hurdle. In addition, they are only allowed to step on the mats.

**SAY**

Are you ready to do something challenging? As a group, you will move across the room, going through the hurdles, and then come back to the starting point. While crossing the floor, you are only allowed to step on the mats.

**Processing****SAY**

How did you feel while doing the activity? What do the hurdles represent? What were your realizations?

**Application****SAY**

This activity illustrated the power of staying together, of remaining connected, of helping each other. Having people around whom you know you can count on can be a very powerful source of strength. The next time you feel weak, remind yourself that you have a number of sources of strength.

Now the next activity showcases you as a person. It shows your unique, individual qualities. Are you ready? Let's do it.

**T-shirt Art (I, ME, MYSELF)****DO**

Have the participants cut the bond papers to make their own "me" T-shirt that best answers who they are, what they want. For each corner of their T-shirt they will answer the following using illustrations:

Upper Center: Write name or nickname

Upper right: 3 favorite things/activities

Upper Left: 3 traits/qualities/characteristics

Lower center: 3 things they value

Lower right: 3 talents

Lower left: 3 learnings or 3 dreams

**Processing by Small Groups:****SAY**

You may now go to your small groups and share with your groupmates your T-shirt art.

**Processing****SAY**

What have you realized about each other after the group sharing? What have you realized about yourself? How are you similar to the t-shirt? Can you think of other objects that can be a symbol for your many sources of strength?

This t-shirt shows your positive qualities, the dreams you have, and your learnings in life. No matter how dark the situation may seem or how down we may feel, we can still overcome these situations because of who we are as a person.

### **Closing**

#### **SAY**

Discuss among yourselves a common strength that you all have within the group. When you are all ready, each group will be given a chance to say out loud, "KAMI AY \_\_\_\_\_" or WE ARE \_\_\_\_\_. (Examples: strong, resilient, happy, loved or malakas, matatag, masayahin, minamahal).

#### **DO**

Allow each group to present.

#### **SAY**

Look at the following key sentences. Raise your hands if you think they are true for you:

*My reactions to the disaster are valid and normal.*

*I can calm down and control my emotions.*

*I know whom to approach for support in addressing my needs.*

*I have multiple sources of strength.*

#### **SAY**

Tap yourself on the shoulder, and say, "All is well." Now look at the person beside you, tap her/him on the shoulder and say, "All is well."

Thank you everyone, and remember that all is well and all is going to be well.

### **REFERENCES:**

- Supporting Enabling and Empowering Students: Manual on Psychosocial Interventions for Secondary School-Aged Students during Disasters and Emergency Situations (2015). UNESCO.
- CCP Module as conducted during the PSS sessions for Rizal DepEd personnel and PSS trainings for DepEd Central Office personnel, along with DepEd partners (May – June 2016)