

# SUPPORTING ENABLING and EMPOWERING STUDENTS

Manual on Psychosocial Interventions  
for Secondary School-aged Students  
During Disasters and Emergency Situations

## Teachers' Manual

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Official Development Assistance

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This edition of Teachers’ Manual is intended for use by the participating teachers of the “Emergency Psychosocial Support for Secondary School-aged Students Affected by Typhoon Yolanda in the Philippines” project-related capacity building.

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# FOREWORD

Teachers are the second parents of our students and schools, naturally, are their second homes. As the Philippines continues to deal with calamities and disasters that now happen year-round, there is a greater need to capacitate our teachers with skills that allow them to enhance the role they play in our student's lives.

Children in disaster, though often seen as the most resilient, are actually the most vulnerable. They may have the capacity to absorb anxiety, fear, and pain but they lack avenues to articulate these emotions that could, in the long run, prove detrimental.

This psychosocial manual will be our strategy to facilitate the recovery of our students and at the same time take care of our teachers by allowing them a better understanding of themselves through self-care. Our teachers need to be self-aware, acquire a work-life balance and continue to build connections with their peers, family, friends and community.

The development of this manual contributes to the three core principles of DRRM implementation in DepEd. First, psychosocial support is a complementary intervention to education as we are looking at both the academic and psychological well-being of our learners. Second, we recognize that while our teachers are non-experts, they can be trained, as frontline responders, to address psychosocial issues. Furthermore, in consideration of our teachers' limitation on handling specialized issues on mental health, this manual provides guidance on linking with experts available in their respective localities. Third, building the resilience of students will, in the long run, enable them to become more productive in their respective communities even during disasters and emergencies. After going through all the modules in this manual, students will build a role after better understanding their traumatic experiences. With this, they can give back to their respective peers, family and community.

My sincerest thanks to the United Nations Educational, Scientific and Cultural Organization (UNESCO) Jakarta and the Government of Japan for initiating the development of this manual to help the agency in responding to the psychosocial needs of our secondary school learners after emergencies. I wish also to extend my congratulations to the Psychological Association of the Philippines (PAP) and the dedicated Project Management Committee, led by Assistant Secretary Reynaldo Laguda, from the Department of Education (DepEd) Regional Operations, Disaster Risk Reduction and Management Office (DRRMO), Health and Nutrition Center (HNC), Bureau of Secondary Education (BSE), and DepEd field offices in Regions VI, VII, and VIII.

With this manual, we hope to support and encourage our teachers. May this achievement also inspire more initiatives in the Department's continuous efforts in delivering responsive services to our stakeholders.



**Br. Armin A. Luistro, FSC**  
Secretary  
Philippines Department of Education

# FOREWORD

With the effects of Typhoon Yolanda still being felt throughout the Philippines, the country and the international community are working together to rehabilitate and reconstruct the devastated areas in a disaster resilient way. Japan is one of the countries that responded to the Philippines in its moment of need, dispatching disaster relief medical, expert teams, and Self-Defense Force units. To date, Japan has contributed financial and humanitarian assistance amounting to 62 billion yen (approximately 580 million US dollars\*).

Hand in hand with the reconstruction process and disaster preparedness trainings that will reduce damage from future disasters and make recovery works easier, psychosocial support for all disaster victims is equally critical to achieve overall recovery.

After Typhoon Yolanda struck in November 2013, some Japanese university students visited the Philippines. They are graduates of high schools located in severely devastated areas of the Great East Japan Earthquake and tsunami in 2011. Most of them lost their families, friends and houses in that big disaster. The purpose of their visit was to find what they can do with their experience for the reconstruction of the devastated area by typhoon Yolanda and building resilient society in Asian countries. Their deep grief from the earthquake and tsunami is now their strong motivation to realize the resilient society.

This training manual is designed to enhance national and local capabilities in responding to the immediate needs of secondary school-aged students affected by typhoon Yolanda. With the joint efforts of UNESCO, the well-experienced world top leader of this area, and the Filipino people, I am sure that the youth who will benefit from this project will be a strong force for the Philippines in building disaster-resilient society.

In the 3rd UN conference on DRRM hosted by Japan in Sendai city, Japanese Prime Minister Abe announced the “Sendai Cooperation Initiative for Disaster Risk Reduction”. With this initiative, Japan will implement cooperation for DRR special to Japan that effectively combines three approaches: (i) non-material assistance, such as human resource development and institutional development, (ii) material assistance centering on the development of quality infrastructure, and (iii) the promotion of global and region-wide cooperation. For this purpose, in the coming four years, Japan will provide cooperation amounting to four (4) billion US dollars and Japan will train 40,000 government and local officials to play a lead role in national efforts for disaster risk reduction and post-disaster “Build Back Better.”

In closing, allow me to take this opportunity to reaffirm our commitment to continue our cooperation based on this Initiative in achieving sustainable development and disaster-resilient society in the Philippines.



**His Excellency Mr. Kazuhide Ishikawa**  
Ambassador Extraordinary and Plenipotentiary  
Embassy of Japan in the Philippines

\*USD-JPY Exchange Rate = 106.85 (2014 Average)

A handwritten signature in black ink, consisting of stylized initials and a surname, likely reading 'K. Ishikawa'.

# FOREWORD

On 8 November 2013 Philippines was ravaged by typhoon Yolanda (Haiyan) – considered to be one of the worst recorded on the planet. It brought extremely powerful winds with sustained speed of 315 kph and gusts as strong as 380 kph. It greatly affected the Visayas areas with Samar and Leyte provinces as the most affected. Its impact resulted in an estimated death toll of over 6,300 people with over 28,689 reported injured and 1,061 still unaccounted. An estimated 2 billion US Dollars of damages was reported and millions of lives and livelihood were affected. The wind speed was extreme but the major cause of devastation was with storm surge.

In response to this emergency, UNESCO established its presence in the Philippines. Initially with two professional experts in water and environmental management, warning systems, resilient infrastructure and disaster risk reduction from the Regional Science Bureau for Asia and the Pacific based in Jakarta, Indonesia. This team grew to 12 experts with representation of all core competencies of the organization.

The organization's offices in Paris, Jakarta, Beijing and Bangkok joined together in sending its experts in education, culture, media development, hydrology, early warning systems, resilient infrastructure and disaster risk reduction. In coordination with UNESCO National Commission of the Philippines and relevant authorities a project antenna office was set up in Manila.

After a thorough needs assessment, evaluation and in close coordination with relevant agencies in the Philippines and UN system, priority areas which require urgent action were identified. One of those priority area is the psychosocial and education in emergencies support for secondary school system.

The project "Emergency Psychosocial Support for Secondary School-aged Students Affected by Typhoon Yolanda in the Philippines" was developed through the financial support by the Government of Japan. The overall purpose of the project is to support the Government of Philippines' education system through the enhancement of national and local capacities in response to immediate needs of secondary school children affected by emergency situations such as typhoons, earthquakes and/or floods.

One of the major accomplishment of this project is this psychosocial support teachers' manual. This manual has 7 learning packs that presents understanding disasters and other terminologies, understanding mental health and psychosocial services, understanding students aged 12-17 years old, guides to facilitators, psychological first aid and resilience, grief and self care. It has 9 modules presented in an easy to follow lesson plan sequence. The first 4 modules are intended for emergency phase (first 6 months after a disaster) psychological first aid while the next 5 modules are for recovery phase (6 months to 3 years after a disaster) for building resilience of communities.

I am certain that this teachers' manual will contribute in building teachers' capacity in reducing disaster risk in the education sector and in building a more resilient secondary school students.



**Dr. Shahbaz Khan**

Director and Representative  
UNESCO Regional Science Bureau  
for Asia and the Pacific  
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Malaysia, the Philippines and Timor-Leste

*Shahbaz Khan*



# Introduction

## Supporting, Enabling, and Empowering (SEE) Students

### Why develop a manual on disaster and emergency situations for Secondary school-aged students?

The Philippines is highly vulnerable to the threat and impact of disasters. Its position along the Pacific Ring of Fire makes it susceptible to the threat of volcanic eruption and earthquakes. As the country faces the Pacific Ocean, it is hit by typhoon and heavy downpour which result to flooding and landslides. According to a Philippine Commission on Audit Assessment (COA) on Disaster Risk Reduction and Management (DRRM), there have been 565 occurrences of natural disasters from 1900 until 2014. Storm (314) tops this number of occurrences, flooding (136) comes second, mass movement wet (30), earthquake (28), and volcanic eruption (25) and epidemic (18), respectively. Drought, wildfire, infestations, mass movement dry completes the list (COA, 2014). Likewise, as an archipelagic state, with various languages, cultures, belief systems, ideologies, and history of internal struggles, armed

conflict is inevitable due to these confounding factors. Given the occurrences of natural and human-induced disaster, there is a need to develop programs for all types and groups of vulnerable individuals.

One such group needing support would be students aged 12 to 17. Although children who are aged 12 are considered as still part of the middle childhood stage of development, most children within this age group are placed under the adolescent stage of development. They are individuals discovering who and what they are. During this time, identity development takes place as students navigate through various systems such as their family, school and community environments. These, coupled with the influences of media, the larger society, and culture, may bring challenges to their process of identity development.

Students in this age group may be vulnerable to the impacts of disaster. Thus, they need just as much care and support after a calamity, disaster, or any other emergency situation as what would be received by children who are much younger. Often

tasked with taking care of younger siblings or to taking on more responsibilities in households, the psychosocial needs of secondary students are often neglected or overlooked.

During stakeholders meetings held in Metro Manila, Iloilo, and Cebu from November to December of 2014 and in Tacloban on January 2015, Philippine public school teachers revealed that secondary students are particularly vulnerable after disasters and emergencies for two reasons:

1. Immediately after a disaster, students from this age group are requested by their parents to stop schooling in order to take care of their younger siblings or to help out in augmenting the family income.
2. Their parents may also be suffering from high stress levels brought about by the disaster and may subsequently pass this to their secondary school-aged children.

There is thus a need to support, enable, and empower students aged 12 to 17 in order to equip them with the necessary skills, attitudes, values, and knowledge regarding disaster resilience, preparedness, and management. This manual is especially created with them in mind.

This manual is to be used by teachers handling students within grades 7 to 12 in the Philippines.

## Reducing vulnerability of students aged 12-17 after an emergency or disaster

It is essential to remember that disasters and emergencies affect students aged 12-17 in more

ways than one. Although most adolescents will bounce back from a stressful event without any help, some will show signs of distress, trauma, and anxiety, and will need assistance. Thus, preparing teachers to properly address the needs of these adolescents is crucial for effective response. Having a guide for appropriate psychosocial intervention models is essential for developing a safe school environment and for resuming school routines and activities (Brymer et al., 2012).

This manual takes into account the Sendai Framework, which *aims to adopt a concise, focused, forward-looking and action-oriented post-2015 framework for disaster risk reduction* (Sendai Framework, 2015, p. 3). The framework states that when planning actions for disaster risk reduction, the approach to be used should be integrated, multi-hazard, multi-sectoral based, inclusive for all, accessible to many, and should take into account gender and cultural differences. This manual aims to adopt the approach listed above and to support two out of the seven global targets outlined in the Sendai framework. These targets are:

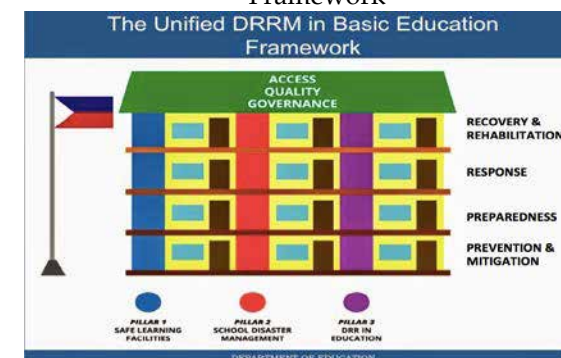
1. *To substantially reduce the number of affected people globally by 2030, aiming to lower the average global figure per 100,000 between 2020-2030 compared to 2005-2015; and*
2. *To substantially reduce disaster damage to critical infrastructure and disruption of basic services, among them health and educational facilities, including through developing their resilience by 2030.* (Sendai Framework, 2015, p. 7).

This manual, most importantly, addresses two of the four priorities for action listed in the Sendai Framework. It addresses the need for:

1. Investing in disaster risk reduction for resilience; and the need for,
2. Enhancing disaster preparedness for effective response and to “Build Back Better” in recovery, rehabilitation and reconstruction (Sendai Framework, 2015, p. 9).

This manual likewise takes into account the current aim of the Philippines’ Department of Education (DepEd) to implement a unified disaster risk and reduction management (DRRM) in education framework through three pillars: safe learning facilities, school disaster management, and DRR in the education curriculum (National Disaster Risk Reduction and Management Council [NDRRMC], 2011; United Nations Educational, Scientific, and Cultural Organization [UNESCO], 2013).

Figure 1. The Unified DRRM in Basic Education Framework



The modules in this manual will be used as curriculum support materials that will facilitate

the recovery of secondary students and prepare them for regular academic sessions. It is of vital importance that teacher-advisers and all teachers handling students in the secondary level be trained regarding the appropriate psychosocial interventions that they can deliver because the Philippines is one of the most disaster-prone countries in Asia. Based on the school-level hazard data collected through the Enhanced Basic Education Information System (EBEIS) from SY 2009/10 - 2013/14, it has been found that almost 55,000 natural/man-made hazards have hit the 46,603 public schools all throughout the country at least once in the past five years. Of the 55,000, almost 34,000 were typhoons, about 12,000 were floods, almost 6,000 were brought about by earthquakes, and more than 1,500 were brought about by armed conflict (Laguda, 2014).

This manual has a total of nine modules designed to be implemented in a classroom setting. The first four modules are to be used during the emergency phase – 2 weeks to 6 months after a disaster. The first four modules are patterned after the basic processes/steps used in the psychosocial intervention known as Psychological First Aid or PFA (World Health Organization [WHO], War Trauma Center, & World Vision, 2011). The last five modules are to be used during the recovery phase of a disaster – 6 months to about 3 years. They are lifted from or patterned after the Katatagan, the Resilience Program for Filipino Survivors by the Psychological Association of the Philippines (PAP, 2014), which has been found to be effective in alleviating distress and improve coping of Filipino survivors.

## How is this manual different from the 2007 DepEd-DOH Training Manual?

The main objective of this project is to review and enhance the 2007 Training Manual on Psychosocial Interventions published by DepEd, the Department of Health (DOH), and the National Center for Mental Health (NCMH), which used Critical Incident Stress Debriefing (CISD) as its psychosocial intervention. CISD uses *a story-telling process combined with practical information to normalize group member reactions to a critical incident and facilitate their recovery* (Mitchell & Everly, 1993). However, current research reveals that CISD is ineffective in preventing the psychological effects of a disaster and could actually worsen stress and anxiety in some individuals (Kantor & Beckert, 2011).

In order to align its contents with recent developments in responding to disasters, this manual uses Psychological First Aid (PFA), an alternative to CISD that has been designed to *promote recovery from adversity and stress by instilling hope and promoting a sense of safety, calm, connectedness, and self- and community efficacy – the five essential elements that are consistently related to recovery after adversity and traumatic stress* (WHO et al., 2011).

Another crucial addition is the inclusion of nine modules adapted to the classroom setting, which provides teachers with specific lesson plan exemplars targeting the delivery of PFA in groups and strengthens or develops resilience among secondary students.

The following information were retained and updated from the previous 2007 DepEd-DOH manual:

- Dealing with Grief
- Resilience
- When and How to Refer to Mental Health Professionals

## Why conduct these sessions for student survivors?

Teachers are tasked to ensure the formation of students. Although learning sessions typically seeks to develop psychomotor, affective, and cognitive skills, students are unable to learn and perform if they have psycho-emotional problems. Hence, your role is to be the partner of school heads, parents, medical doctors, and nurses and other teachers in ensuring that student survivors are given the psychosocial support they need in order for them to become resilient. This will enable students to better bounce back into their role as a student and make your job as a teacher easier and more meaningful.

In addition, those who have undergone these modules as part of their training have reported greater confidence in their own ability to cope as well as in their ability to help others (PAP, 2015). In the facilitators' training, you will learn how to detect signs of stress within yourself, manage your stress through deep breathing exercises, reframe your own thoughts in order to see things more positively, focus on positive activities, and plan for the future. All of these are coping skills that can be used individually as

well as taught to students, family members, friends, colleagues, and community members.

## Delivering Psychological First Aid (PFA) in a school setting during the Emergency Phase

Since PFA was originally created to serve as an emergency response intervention for adults, this manual for secondary students draws heavily from the Psychological First Aid for Schools or the PFA-S (Brymer et al., 2012). The processes in PFA-S are designed to *reduce the initial distress caused by distressing emergencies, and to foster short- and long-term adaptive functioning and coping. The principles and techniques of PFA-S meet five basic standards. They are:*

1. *Consistent with research evidence on risk and resilience following trauma;*
2. *Respectful of and consistent with the school administration of the academic setting, school culture, and the behavior (code of conduct) of students;*
3. *Applicable and practical in field settings;*
4. *Appropriate for developmental levels across the lifespan; and*
5. *Delivered in a culturally-informed and flexible manner.*

According to the PFA-S, PFA must be provided in the school setting for a variety of reasons. Firstly, teachers are usually the first and last responders for students during a disaster or emergency. Secondly, knowledge on disaster preparedness is crucial for each and every member of the school environment. The more

knowledge on disaster the members of the staff have, the higher the chance to mitigate the effects of the disastrous event on the students' academic and social life. Likewise, *trauma-related distresses can have long-term impacts when left untreated* (Brymer et al., 2012) but brief interventions such as the ones presented in this manual or in the PFA-S may produce lasting results and effects.

There are 8 steps in the PFA-S: (1) *Ensure Safety*, (2) *Contact and Engagement*, (3) *Stabilize*, (4) *Gather Information: Current Needs and Concerns*, (5) *Support Efforts to Coping*, (6) *Practical Assistance*, (7) *Connect to Social Support*, and (8) *Link With Services* (Brymer et al., 2012). Having those in mind, the objectives of the initial four modules are to help survivors:

- Validate their feelings and normalize their reactions
- Calm down and control one's emotions
- Identify people and agencies whom they can approach for help
- Identify their sources of strength

For more information regarding PFA, please refer to Learning Pack V.

## Developing Resilience Post-disaster/during the Recovery Phase

While most students who are helped and supported during the Emergency Phase recover quickly, some may need more assistance even after 6 months. The last five modules are meant to serve as a follow-up program for students who

continue to find it difficult to cope due to trauma, stress, or anxiety brought about by the disaster or the stressful event. The main objective of the last five modules is to develop resilience in students. Resilience is defined as the *ability of an individual to recover from a traumatic event or to remain psychologically robust when faced with an adverse event* (deTerte, Stephens, & Huddleston, 2014). Factors that enable resilience include maintaining a positive self-concept and obtaining support from family and friends (Werner, 1995). The American Psychological Association presents 10 ways to build resilience: (a) make connections, (b) reframe thoughts, (c) accept change, (d) identify goals and work towards them, (e) take action, (f) discover oneself, (g) maintain a positive self-concept, (h) remain practical, (i) be hopeful, and (j) care for oneself. With these in mind, the objectives of the last five modules are to help student survivors to:

- Manage their physical reactions,
- Manage their thoughts and emotions,
- Seek solutions and social support,
- Resume positive activities, and
- Move forward.

Might I have a quick look on what the modules have to offer?

## The Emergency Phase

1 Day – 6 Months After a Disaster

| PFA   | Module No.   | Take Home Message  | Page No. |
|---|--------------|--|----------|
| Ensure Safety; Contact and Engagement         | Introduction | Formal introductions to be done by Principal/Teacher               | 10       |
| Validating Feelings and Normalizing Reactions | Module I     | My reactions to the disaster are valid and normal                  | 37       |
| Calming Down and Controlling One's Emotions   | Module II    | I can calm down and control my emotions                            | 42       |
| Linking: Identifying and Addressing Needs     | Module III   | I know who to approach to address my needs and that of my family's | 45       |
| Identifying Sources of Strength               | Module IV*   | I have multiple sources of strength                                | 50       |

## The Recovery Phase

6 Months – 3 Years After a Disaster

| Building Resilience                  | Module No.  | Take Home Message  | Page No. |
|--------------------------------------|-------------|--|----------|
| Managing Physical Reactions          | Module V    | I can manage my own physical reactions                           | 53       |
| Managing Thoughts and Emotions       | Module VI   | I can turn my thoughts and feelings into something more positive | 58       |
| Seeking Solutions and Social Support | Module VII  | I can turn to family and friends for support                     | 62       |
| Focusing on Positive Activities      | Module VIII | I can be more productive   | 67       |
| Moving Forward                       | Module IX   | I am resilient   | 70       |

*Supporting, Enabling,  
and Empowering (SEE)  
Students through  
appropriate psychosocial  
interventions*

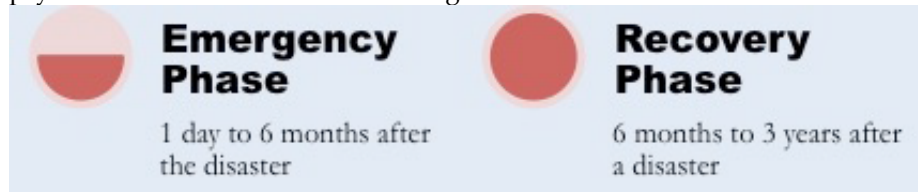
**Overall  
Theme**

\*Module 4 serves as the transition material to the modules on building resilience.



# Program Design

This program is intended to be used by teachers in order to address the psychosocial needs of students during the:



It consists of:

- A **Framework** that will serve as a guide for all teachers in their goal of supporting, enabling, and empowering students.
- **Learning Packs** for teachers to read through in order to refresh their knowledge on topics/concepts related to disasters, the target group, facilitation skills, PFA, Resilience, Grief, and self-care.
- Nine easy-to-follow-and-implement **Module Guides**. These guides include “Say” and “Do” portions in order to serve as a step-by-step guide for you, the teacher.
  - **4 Modules** patterned after the main objectives of Psychological First Aid (Modules I-IV) and should thus be delivered during the Emergency Phase. These modules shall be run in-class, immediately after the students are sent back to school. The modules may be delivered once or twice a week. (Please note that module IV may likewise be used as the starting point of the modules to be used during the Recovery Phase.)
  - **5-6 Modules** on Resilience and Recovery (Modules IV-IX or V-IX), which should be delivered in-class during the Recovery Phase.
- **Additional Information Packs**, labeled with an open book icon that can be found right before specific modules. These contain relevant information related to the module that is about to be delivered.

# Program Framework

Figure 2. The SEE Students Framework



## Target Audience

The modules contained herein serve to address the vulnerable group of children aged 12-17 either in schools.

## Methods to be Used

This program takes an experiential approach to learning. All the sessions are inductive – they begin with a game or an activity that is followed by processing or analysis in order to encourage students to contribute to the discussion. Presentations by the teacher or facilitator are then delivered in order to provide more input or knowledge in relation to the objectives of each module. **It would be ideal if the modules are conducted in the students' local language.**

The suggested methods to be used are the following:

- Small group sessions
- Brainstorming
- Seeking for solutions
- Drawing from experience
- Role playing
- Games
- Chant/Rap-making
- Designing
- Icebreakers
- Singing
- Drawing
- Coming up with “hashtags”

## Materials

A copy of the materials to be used for each session is provided in each of the module guides.

## Time Requirement

One hour is the usual time allotment for each session. Sessions may be extended for another half an hour if needed. If implemented during the Emergency Phase (first 6 months after a disaster), 9 sessions are needed in order to conduct all modules. A minimum of 9 hours will be needed. If implemented during the Recovery Phase (6 months to 3 years after a disaster), only 6 sessions are needed and these sessions will begin with Module IV. A total of 6 hours will be needed for all the sessions. Modules I to III are not designed to be used during the Recovery Phase. Ideally, one or two modules should be delivered in class per week.

## Learning Pack I

# Understanding Disasters and Other Terminologies

The Philippines is not a stranger to disasters, especially those of a hydrological kind. In fact, every year, an average of 20 tropical cyclones enter the Philippine area of responsibility (Philippine Atmospheric, Geophysical, and Astronomical Services Administration [PAGASA], 2009). About five become storms, six become tropical depressions, and the rest turn into typhoons. Beyond natural disaster such as storms, earthquakes and the like, human-induced disasters would include sieges, mine and oil spills, or individuals caught in a crossfire.

Whether natural or human-induced, disasters impact individuals in a number of ways. This manual on psychosocial interventions aims to contribute to the process of recovery of students. It aims to give importance to the well-being of students by allowing them to normalize their reactions, grieve (if necessary), and to come up with better support in dealing with stress and anxiety. The manual also aims to lessen risk vulnerability through its modules on PFA and resilience. As students become more supported, enabled, and empowered through the

activities, it is hoped that institutional and community capacity is developed as well.

Teachers must understand what disasters are, the types of disasters, and other terminologies associated with it such as risk reduction, risk management, and capacity development. The website of the United Nations International Strategy for Disaster Reduction (UNISDR) provides clear and concise definitions on the next page.



## **CAPACITY DEVELOPMENT**

The process by which people, organizations and society systematically stimulate and develop their capacities over time to achieve social and economic goals, including through improvement of knowledge, skills, systems, and institutions.

## **DISASTER**

A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

## **DISASTER RISK**

The potential disaster losses, in lives, health status, livelihoods, assets and services, which could occur to a particular community or a society over some specified future time period.

## **DISASTER RISK MANAGEMENT**

The systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster.

## **DISASTER RISK REDUCTION**

The concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

## **DISASTER RISK REDUCTION PLAN (DRR Plan)**

A document prepared by an authority, sector, organization or enterprise that sets out goals and specific objectives for reducing disaster risks together with related actions to accomplish these objectives. (The Hyogo and Sendai frameworks are examples of a DRR Plan).

## **HAZARD**

A dangerous phenomenon, substance, human activity or condition that may

cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption or environmental damage.

## **PREPAREDNESS**

The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions.

## **PREVENTION**

The outright avoidance of adverse impacts of hazards and related disasters.

## **RECOVERY**

The restoration, and improvement where appropriate, of facilities, livelihoods and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors.

## **RESILIENCE**

The ability of a system, community or society exposed to hazards to resist, absorb, accommodate, and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

## **RESPONSE**

The provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts ensure public safety and meet the basic subsistence needs of the people affected.

## **RISK**

The combination of the probability of an event and its negative consequences.

## **VULNERABILITY**

The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.

Source: UNISDR, 2009

## Learning Pack II

# Understanding Mental Health and Psychosocial Support Services

According to the Inter-Agency Standing Committee (IASC) Guidelines for Mental Health and Psychosocial Support in Emergency Settings (IASC, 2007), mental health and psychosocial support refers to the myriad of external support provided by individuals to groups or persons in order to promote their well-being or to prevent or treat mental disorders (p. 16). The committee identified various groups that would be potentially considered “at risk” after emergency situations, including women, the elderly, indigenous peoples, persons with disabilities, and children (those below the age of 18).

The guidelines set forth by the IASC on mental health and psychosocial support services (MHPSS) include 6 basic principles: (a) *Equity in terms of providing MHPSS services*, (b) *Participation of all groups affected*, (c) *Ensuring that one would do no further harm to those who were already affected*, (d) *Building on available resources and capacities*, (e) *Less-fragmented and more integrated availability of services*, and (f) *Multi-layering of support services*. The application of these services is thus not limited to professionals in the

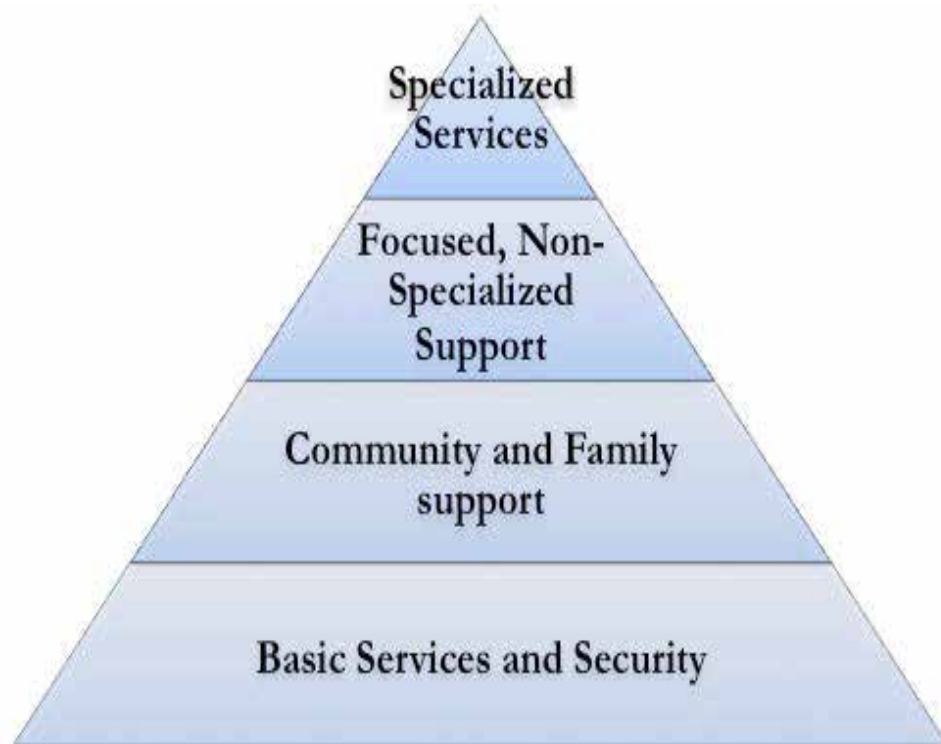
field but instead requires coordinated efforts of various institutions and systems.

Figure 3 presents how different individuals, groups, and organizations may work together in order to provide a myriad of services. After a disaster, the concern is ensuring the basic needs and security of survivors. This is where Psychological First Aid would be important. After ensuring the basic and security needs of survivors, the second level of MHPSS interventions would include providing families and individuals with access to greater community or family support through family reunification programs, community wellness activities, and information on more adaptive coping strategies run by social workers, trained individuals, volunteers, teachers, and counselors.

For survivors who continue to experience mild to moderate distress, the third layer of MHPSS includes focused individual, family, or group interventions delivered by trained facilitators. The last layer refers to services provided by psychiatrists and psychologists to individuals with severe psychological disorders and would need more specialized, specific, and focused mental health interventions such as counseling, medications, home visits, psychotherapy, etc.

Figure 3.

IASC intervention pyramid for mental health and psychosocial support in emergencies

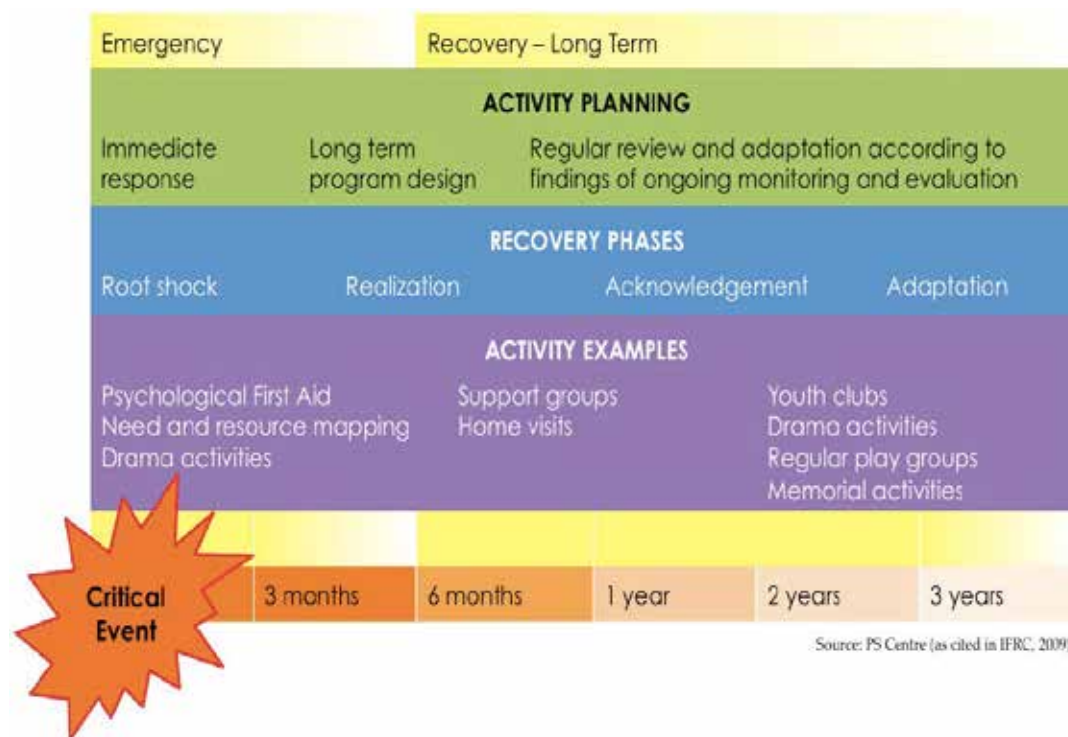


Source: Inter-Agency Standing Committee. (2007).

There are two periods for responses. The first period is called the Emergency Response period. This refers to the first 6 months after a disaster/emergency. The second period is called the Recovery period, referring to 6 months up to 36 months after a disaster. The figure below enumerates the types of activities that may be done during the two periods.

Figure 4.

Phased approach to psychosocial support



Source: PS Centre (cited in IFRC, 2009)

# Learning Pack III

## Understanding Students Aged 12-17 Years Old

Students between the ages of 12-17 may be as vulnerable as younger children when it comes to how disasters affect them. Disasters may revive old fears depending on the degree of disruption experienced by the student (WHO, 2005). As seen in the following table, the adolescent years are characterized by physical and physiological changes, peer pressure, identity exploration, increased risk-taking behavior and the need for emotional and psychological independence from parents. Adolescence is also a period of heightened emotions intensified by a personal fable type of thinking – they think that what they are going through is unique and that no one can understand them. All of these, when coupled by the external stress brought about by a disaster, may severely test adolescents' ability to cope.

Table 1: Physical, Cognitive and Socioemotional Changes in the Adolescent Stage of Development

| PHYSICAL   | COGNITIVE   | SOCIOEMOTIONAL   |
|--|---|--|
| Rapid growth spurt – about 3 inches per year for males and 4 inches per year for females   | Imaginary audience type of thinking – this is when they think that people are always looking at them or watching their every move   | They are at the adolescent stage, a stage wherein they are trying to find out more about who they truly are. The crisis point, according to Erik Erikson is that of identity versus identity confusion.  |
| Changes in appearance – more facial and body hair for males and development of breasts for females                                   | Personal fable type of thinking – a belief that what they experience is unique to them and them alone and that no one can understand how they feel or react to these situations and experiences | They experience drops in their levels of self-esteem brought about by the physical and emotional changes that are taking place<br><br>Their relationship with their parents may change as they choose to be with friends more than with family |
| Brain maturation – the prefrontal cortex, which is responsible for higher-order decision making processes, becomes more well-defined | There is an increased need for achievement that is met through experiencing success at different tasks  | At times, there is an increase in conflict and rivalry with siblings due to emerging differences in their personalities  |

Source: Steinberg, Bornstein, Vandell, & Rook, 2011.

## How Students Aged 12-17 Learn

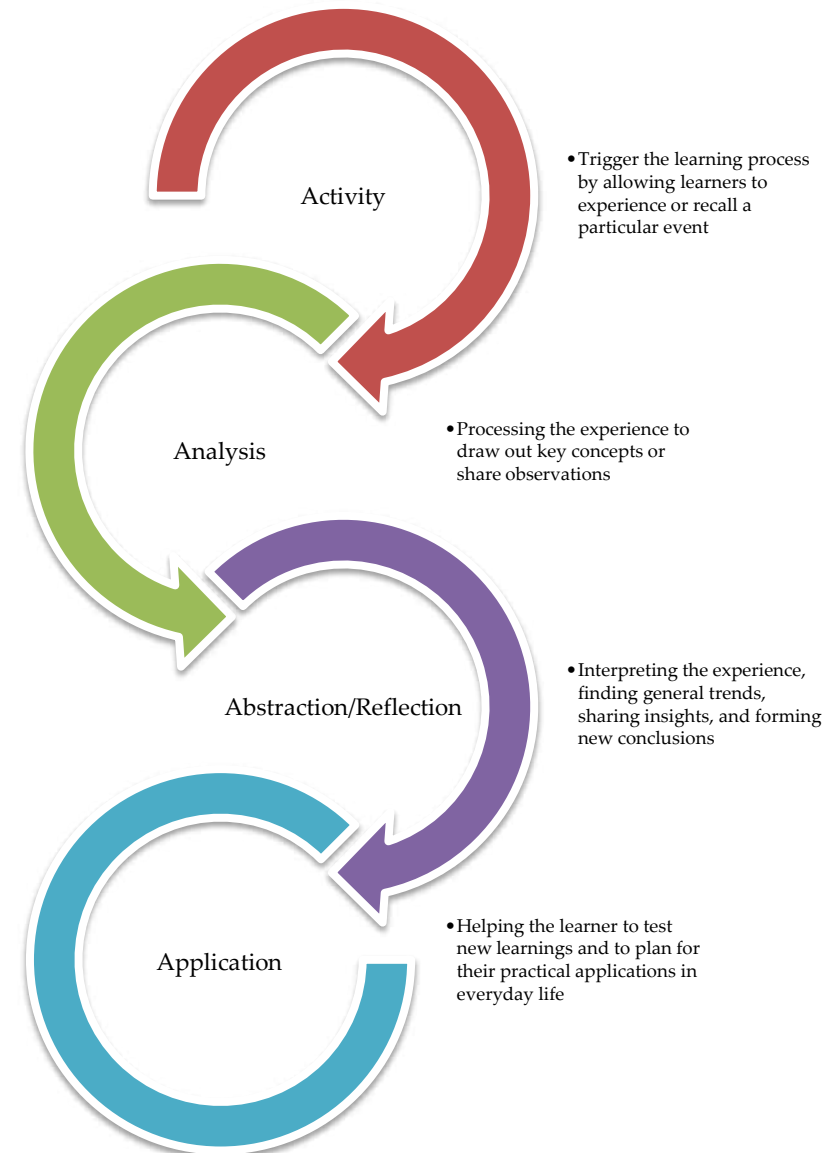
The modules in this manual aim to hone adolescents' ability to cope with disasters. These modules were designed keeping in mind that between the ages of 12-17, students learn best when:

- They are able to connect what they are trying to learn with what they already know or have experienced
- The subject matter is personally meaningful for them and thus motivates them to spend time and effort on it
- Various methodologies are used that are enjoyable and interesting
- Tasks are challenging, novel and relevant to their lives
- Allowed to discuss and work with others
- Given multiple opportunities to demonstrate understanding and apply knowledge
- They are provided the opportunity to develop their critical thinking and problem-solving skills
- They are given guidance and feedback
- They are in an environment where it is safe for them to share their thoughts and negative emotions without fear of being punished or embarrassed (Beamon, 2001).

Students aged 12-17 learn best through experiential learning (Haynes, 2007), which is a cycle that consists of five stages: experience, processing, analyzing, generalizing, and application. In this cycle, they go through an experience and/or process a past experience by sharing their reactions, observations, and the results of that experience. However, meaningful learning occurs when they begin to analyze and reflect on what the experience is telling them. Even better learning happens when learners are able to apply their insights to other experiences and or generalize them to find common truths and principles. Learning is reinforced and is more significant when students are able to find applications to their current or future situations.

This cycle is widely used in the field of education in the Philippines through what is known as the 4A's – Activity, Analysis, Abstraction, and Application. Figure 5 shows a description of each.

Figure 5. The 4A's of the Learning Cycle



Source: United Nations Environment Programme (UNEP), n.d.

# Learning Pack IV

## Guides for Facilitators

### Who can facilitate the psychosocial interventions in this manual?

The interventions in this manual may be delivered by teachers or guidance counselors who are trained to facilitate these programs and who have the following competencies:

- Facilitation skills
  - Basic attending skills
  - Empathic listening
  - Communication skills
- Process observation skills
- Proficiency with the local language or dialect
- Interpersonal skills

Beyond the abovementioned knowledge and skills, the orientation or attitude of the facilitator is important. The facilitator-survivor relationship is a partnership. The role of the facilitator is to provide the opportunity and guide the process of

self-reflection and learning. Although there is a psycho-educational dimension to the modules, facilitators are not necessarily experts or teachers and should not position themselves as such. Rather, they should respond to student survivors in an empowering manner that:

- Shows unconditional positive regard and a belief in the ability of survivors to cope
- Encourages survivors to help themselves and make their own decisions rather than imposing solutions
- Fosters survivors' self-awareness and perseverance in honing coping skills
- Beyond these, it is important for facilitators to have the disposition to volunteer and a passion and commitment to help survivors

Teachers who are themselves survivors may facilitate these modules. However, it is suggested that they themselves undergo these interventions so they are psychologically equipped to process the experience of their students.

The modules in this manual were created using the experiential learning approach. It consists of activities, experiences, and questions to allow the learner to share, analyze, generalize, and apply their insights. Experiential learning requires not an expert or someone who knows the answers but rather who can help learners find their own answers. Thus, facilitators are expected to have the following competencies:

- Mastery of program design,
- Active listening,
- Integrating,
- Process observation and analysis, and
- Creating an atmosphere of unconditional acceptance and support.

### Mastery of Program Design

Mastery of program design means the ability to implement and process activities and adjust design when necessary. Adjustments may be necessary depending on the environment, available resources, and nature of learners. In



order to achieve mastery of program design, you should:

- Read the manual and understand the overall program framework;
- Familiarize yourself with module objectives, activities and talking points or presentations;
- Practice delivering the lectures/presentations and if necessary, translate the terms to the local dialect or lingo; and
- If necessary adjust the activities to suit the resources and nature of learners.

### Active Listening

Active listening is the ability to grasp both content and feeling or a speaker's total meaning. There are many levels of active listening:

- **Listening for content.** This involves reflecting back what the speaker said either by repeating or paraphrasing their message in your own words (e.g., everything happened so fast)
- **Clarifying.** This involves checking your understanding by asking questions about the content (e.g., So you mean to say that....? What did you mean by...?)
- **Reflecting feelings.** This is said to be the deepest type of listening. This involves the ability to interpret what a person might be feeling even when he/she did not specifically identify their emotions (e.g., "Wow, that must have been really scary.")

### Integrating

In the context of groups, integrating means summarizing people's ideas or responses by highlighting the common themes of the

discussion (e.g., "many of you felt fear during the event") as well as unique responses (e.g., Tricia also shared how she felt numb). It is also important in integration especially at the end of each module to focus on significant learnings of the participants.

### Process Observation and Analysis (as cited in Ortigas, 2003)

Process observation and analysis (POA) refers to the ability to observe not just one person at a time but also the interactions and atmosphere within a group. POA is also the ability not just to listen to content (what people are saying) but also process (what is happening in the group). Specifically, the facilitator/teacher may look at:

- **Participation.** Is everyone participating? If not, you might want to encourage the silent ones by asking them what they think or if they have something to say (e.g., "how about you Ben, would you like to share your experience").
- **Pattern of communication.** Are there some participants dominating the discussion? If so, it may be useful to encourage those who are more silent to speak out (e.g., "let's hear from the others") or use strategies to get everyone to participate such as passing a ball, or let the speaker point to someone else. At times, the facilitator may remain quiet in order to encourage others to participate.
- **Group atmosphere.** Is the atmosphere friendly or tense? If the atmosphere is tense, you may need to do an icebreaker or use humor. Do people seem interested or bored? If people seem sleepy, bored or tired it might be time for a change in activity or to end the

session.

- **Membership.** Are there subgroups among participants? If so, you can try and change seating arrangements or make sure people have different partners.

### Creating an Atmosphere of Unconditional Acceptance and Support

In experiential learning, there is no one right answer. Rather, the best answer is that which makes most sense for the learner. It is important to affirm that each person's contribution is valuable. The facilitator can do this by:

- Telling learners that there is no wrong or right opinion
- Showing encouragement using non-verbal communication (e.g., eye contact, nodding, facial expressions that mirror what a speaker is saying)
- Encouraging everyone to participate
- Showing respect for each student by not ridiculing them
- Setting ground rules within the group including respect for each other
- Stepping in the group interaction when you feel that a learner is being embarrassed or shamed

**Managing group interactions can be sometimes challenging. Here is a summary of common situations and what facilitators can do to manage them.**

| SITUATION  | POSSIBLE STRATEGIES  |
|--|--|
| <b>Tense atmosphere</b>                              | <ul style="list-style-type: none"> <li>• Use icebreakers or humor to break the tension</li> <li>• Remind people that there are no right or wrong answers, all answers are acceptable</li> </ul>  |
| <b>Non-participation</b>                             | <ul style="list-style-type: none"> <li>• Silence is also an effective way to get people to talk. After you ask a question, just stay silent and someone might speak out</li> <li>• Paraphrase the question you asked</li> <li>• Encourage the silent participants by asking them directly what they think or if they have something to say</li> </ul>  |
| <b>Monopolizer</b>                                   | <ul style="list-style-type: none"> <li>• When you ask a question, direct your attention to or call other people</li> <li>• Encourage those who are more silent to speak out (e.g., “let’s hear from the others”)</li> <li>• Use strategies to get everyone to participate such as passing a ball, or let the speaker will point to someone else</li> <li>• If necessary, talk to the person outside the session</li> </ul> |
| <b>Sleepy, bored or tired</b>                        | <ul style="list-style-type: none"> <li>• Change the activity</li> <li>• Shorten/end the activity/module</li> </ul>   |
| <b>Sub-groups</b>                                    | <ul style="list-style-type: none"> <li>• Change seating arrangements or make sure people have different partners</li> </ul>  |
| <b>Private conversations</b>                         | <ul style="list-style-type: none"> <li>• Sit people in a close circle</li> <li>• Ask those having private conversation if they want to share</li> </ul>  |
| <b>Conflict or arguments</b>                         | <ul style="list-style-type: none"> <li>• Don’t side with any one participant</li> <li>• Acknowledge perspective</li> <li>• Remind participants that there are no right or wrong answers, and they can agree to disagree</li> </ul>   |
| <b>Participant doing other things (texting etc.)</b> | <ul style="list-style-type: none"> <li>• Set rules at the beginning of the module and remind the participants of the norms</li> <li>• Call the person to participate</li> <li>• If behavior is repetitive, talk to the person outside of the session to see if he/she has concerns and is really interested to be part of the group</li> </ul>   |
| <b>A participant breaks down</b>                     | <ul style="list-style-type: none"> <li>• Allow the person to cry, give tissue, and comfort if appropriate</li> <li>• If crying is prolonged, suggest a break so you can talk to the person in private. If you have a co-facilitator, that person can be with the individual in another location while you resume group activities. The person can rejoin the group when he/she is ready</li> </ul>                         |



## How many can you check?

You are ready to facilitate the modules if you:

- ☐ Have attended the training program given either by the Psychological Association of the Philippines, Philippines' Department of Education or other similar institutions duly recognized by the government
- ☐ Understand terminologies associated with the word "disaster"
- ☐ Understand the MHPSS framework and the pyramid of psychosocial responses
- ☐ Understand how the 3 aspects of development are affected by disasters and calamities
- ☐ Have developed basic but effective facilitation skills like
  - Active listening skills (such as empathy and unconditional positive regard)
  - Process observation skills
- ☐ Are knowledgeable about Psychological First Aid (PFA) and Resilience
- ☐ Can validate students' feelings and normalize their reactions
- ☐ Can teach students ways to calm down and control their emotions
- ☐ Can help students identify and address their needs
- ☐ Can identify students who need professional help
- ☐ Can allow students enumerate their strengths
- ☐ Can help students manage their physical reactions
- ☐ Can help students manage their thoughts and emotions
- ☐ Can help students focus on solutions and seek sources of social support
- ☐ Can help them focus more on positive activities
- ☐ Can help them move forward
- ☐ Know the stages and processes of grief
- ☐ Are able to care for oneself especially after providing psychosocial interventions to students or after undergoing stressful events in one's life
- ☐ Have undergone PFA and Psychological Processing (note: it is essential for would-be facilitators to process their own feelings, thoughts, reactions and behaviors related to disasters before they are requested to facilitate)
- ☐ Are adaptable and flexible
- ☐ Are both patient and understanding
- ☐ Are both compassionate and empathic
- ☐ Are sensitive to the needs of students especially if assigned to classes where there are students with disabilities

# Learning Pack V

## Psychological First Aid and Resilience

### What is Psychological First Aid (PFA)? (WHO et al., 2011)

The IASC defines Psychological First Aid (PFA) as a humane and non-intrusive way of treating another individual who may be suffering and who may be needing support. It consists of a series of systematic steps of helping actions which aim to reduce post-traumatic stress symptoms and aid recipients into developing more adaptive ways of coping with the stressful event (Ruzer, Brymer, Jacobs, Layne, Vernberg & Watson, 2007). It involves:

- Asking about what the individual needs at the moment,
- Making the individual feel safe and calm,
- Addressing his/her basic needs,
- Connecting them with services and social support, and
- Protecting them from harm.

It is best to remember that PFA is about helping

people feel SAFE, CALM, CONNECTED, SUPPORTED, and HOPEFUL. It is also about helping people realize that they can once more help themselves and others and move forward despite the event.

### PFA is NOT

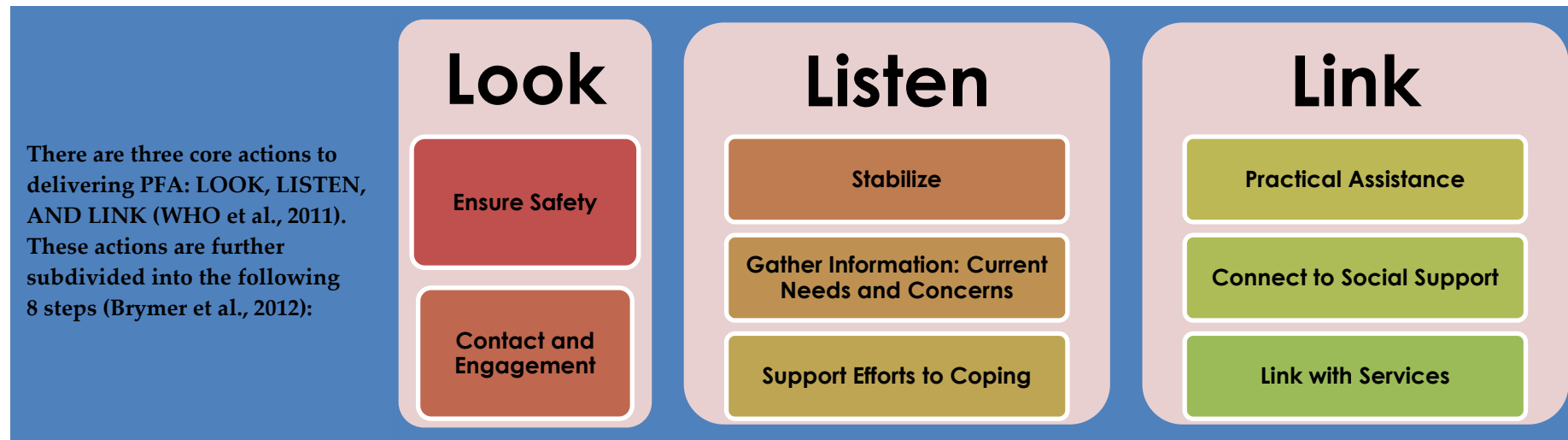
- Counseling.
- A practice that is limited to professionals. In fact, lay people are encouraged to practice PFA.
- Psychological debriefing. Individuals are not asked to discuss details of the event that caused the distress.
- A session where individuals are asked to analyze what had happened to them.
- About pressuring people to tell you about how they are feeling and reacting to the event.
- Critical Incident Stress Debriefing or CISD. Research shows that CISD has been proven ineffective to the point that it exacerbates the

stress and anxieties that individuals are already experiencing.

The main differences between the steps in Critical Incident Stress Debriefing (CISD) and Psychological First Aid (PFA) are:

| CISD                   | PFA                   |
|------------------------|-----------------------|
| Introduction           | Contact               |
| Fact details of events | Safety and Comfort    |
| Thoughts               | Information Gathering |
| Reactions              | Stabilize             |
| Symptoms               | Practical Assistance  |
| Teaching               | Coping                |
| Re-entry               | Linking with Services |

Figure 6. Core Actions in PFA



### How to “Look” or Ensure Safety Through Proper Contact and Engagement Within The Classroom

Once the students are back in school, it would be good to gather everyone at an area such as the gym. The Principal/School Head says a few words to welcome the students back and adds some words of encouragement. It is important for the Principal/School Head to remind the students that the school is a place of Safety, Security, and Support (3S's). The Principal/School Head likewise informs the students of the various programs available in order to help them cope with the recent event. He/she should briefly talk about and introduce this program that will be used inside the classroom in order to support and further develop the 3S's.

Once the students are back in the classroom, the teacher-in-charge of delivering the sessions shall observe each and every individual very well and **look** for signs of distress and anxiety. The following are risk signs and common reactions:

#### Common Reactions of Adolescents to Stressful Events (Normal Reactions to Disasters):

- They feel a strong responsibility to the family.
- They may feel guilt and shame that they were unable to help those who were hurt.
- They may feel intense grief.
- They may become self-absorbed and feel self-pity.
- They may experience changes in their relationships with other people.
- They may also start taking risks, engage in self-destructive behavior, have avoidant behavior, and become aggressive.
- They may experience major shifts in their view of the world accompanied by a sense of hopelessness about the present and the future.
- They may become defiant of authorities and parents, while they start relying on peers for socializing.

Source: DepEd & Save the Children, 2014

## How to Listen and Link

Through the first four modules, you will be able to work on the core actions of LISTENING and LINKING. The modules aim to help the students talk briefly about their feelings, become more stable, cope better, and identify their strengths and sources of support. It will likewise arm students with better problem-solving skills.

### Referral System

#### When to refer to mental health professionals?

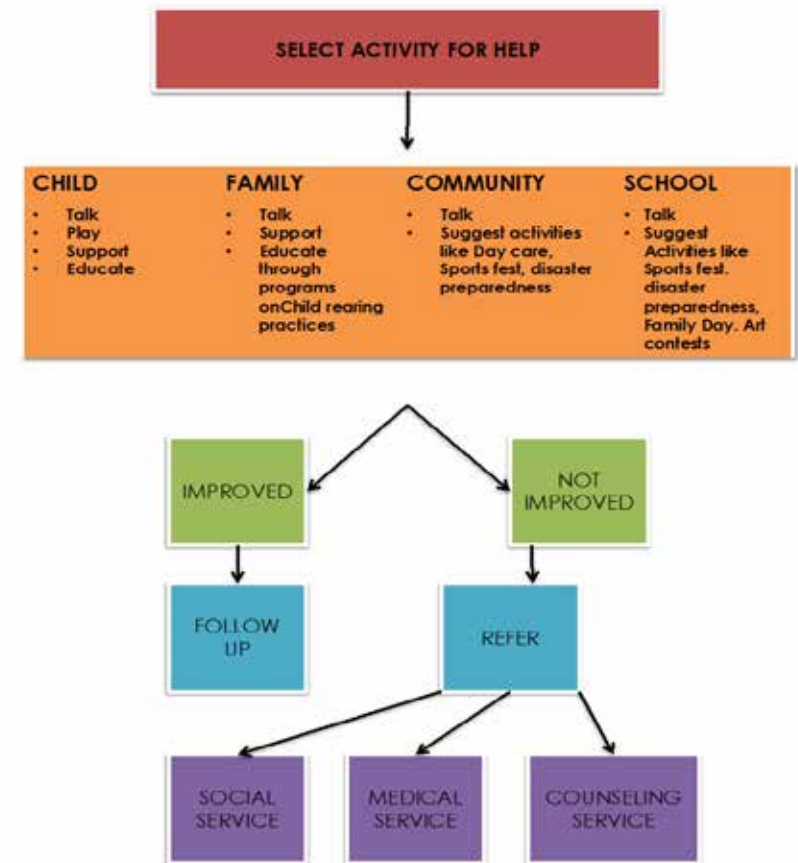
It has been emphasized that there is a wide range of normal reactions following a traumatic event. These reactions can usually be dealt with by support at home and at school. This is not always the case, and you may need to recommend professional help. In making such a referral, it is important to point out that it is not a sign of failure for teachers if they find they are not able to help their students by themselves. It is also important to note that early action will help the student return to normal and avoid more severe problems later.

Students who have lost family members or friends, were physically injured, or felt that they were in extreme danger are at special risk. Individuals who have been in previous disasters or who are involved in individual or family crisis in addition to the disaster may have more difficulty dealing with the additional stress. Counseling may be recommended as a preventive measure in cases when these circumstances are known to exist.

If symptoms that are considered normal reactions following a traumatic event persist for several months and/or are disruptive of the student's social, mental, or physical functioning, referral is recommended. Consider referring if he/she:

- Is unable to give his/her own name, town and the date
- Complains of significant memory gaps
- Is despondent and shows agitation, restlessness and pacing
- Is severely depressed and withdrawn
- Mutilates self/uses drugs or alcohol excessively
- Is unable to care for self
- Repeats ritualistic acts
- States his/her body feels unreal and expresses fears that he/she is going crazy
- Is excessively preoccupied with one idea or thought
- Believes that someone or something is out to get him/her and his/her family
- Is afraid he/she will kill self or another
- Is unable to make simple decisions or carry out everyday functions
- Shows extreme pressure of speech – talk overflows

Figure 7  
Referral Flowchart



Source: Social Work in Health, an Ecological Perspective: The Free Press, NY 1984

## More on Resilience...

As mentioned in previous pages, the American Psychological Association lists ten ways of nurturing resilience. These are through 1) making connections, 2) reframing the crisis as a solvable problem, 3) accepting inevitable changes, 4) moving towards goals, 5) taking decisive action, 6) seeking opportunities of self-discovery, 7) nurturing a positive view of self, 8) maintaining a realistic perspective, 9) maintaining a hopeful outlook, and 10) taking care of one's self.

Guided by these ways, the Psychological Association of the Philippines developed a program following Typhoon Yolanda/Haiyan that can be used in the communities during the Recovery Phase. Dubbed as Katatagan (PAP, 2014), the Filipino translation for resilience, the program has six focal points:

1. Identifying strengths
2. Seeking social support
3. Managing physical reactions
4. Managing thoughts and emotions
5. Resuming positive activities
6. Moving forward

The program was pilot-tested and run in several communities and with several groups of people – college students, adults, and people affected by a disaster. In all instances, pre- and post-test data revealed that the modules used in the program were significant in providing participants with knowledge on all 6 of the focal points.

Components of the Katatagan program have been integrated into Modules IV through IX of this manual. Whether or not students have gone

through a stressful event, these modules may serve to strengthen the students' physical, cognitive, and socio-emotional capacities in order to withstand the psychosocial effects of upcoming disasters and emergencies. The activities and scripts from the Katatagan were revised in order to fit a younger audience.

### Three Sources of Resilience

(Department of Education [DepEd] & Department of Health (DOH), 2007)

To overcome adversities, students draw resilience from these three factors:

- I HAVE
- I AM
- I CAN

The I HAVE factor refers to the external supports and resources that promote resilience, the student says, I HAVE...

- Trusting relationships
- Structures and rules at home
- Role models
- Encouragements to be autonomous
- Access to health, education, and other services

The I AM factor refers to the student's internal, personal strengths. These are feelings, attitudes, and beliefs within the child. The student says I AM...

- Lovable and my temperament is appealing
- Loving, empathic, and altruistic
- Proud of myself
- Autonomous and responsible
- Filled with hope, faith, and trust

The I CAN factor refers to the student's social and interpersonal skills. They learn these skills by interacting with others and from those who teach them. The child says, I CAN...

- Communicate
- Solve problems
- Manage my feelings and impulse
- Gauge my own and others' temperaments
- Seek trusting relationship

At different stages, students rely more or less on their I HAVE, I AM, and I CAN resources. As they grow, they increasingly shift their reliance from outside support (I HAVE) to their own skills (I CAN), while continually building and strengthening their personal attitudes and feelings.

Resilience:

- Gives us realistic hope – focus on strength rather than limitations
- Reminds us about the importance of LOVE (loving relationships)
- Reminds us of the importance of looking at the potential of informal network systems (family, friends, community)
- Reminds us that care-giving is a shared responsibility. Students are not only objects of intervention but they have a responsibility for their own healing

### Believe in the capacity of students

Help students in difficult circumstances find constructive ways to live a normal life by focusing on their:

- Inner strength and abilities
- Support and resources
- Social interpersonal skills

# Learning Pack VI

## Grief

(DepEd & DOH, 2007)

Apart from learning more about PFA and Resilience, it is also essential for teachers to have a background knowledge on grief as a natural process. This is because grief, death, and loss can affect anyone. Young people, in particular, need support in coping with grief. Reactions vary depending on the circumstances of death. Students who have lost a relative or someone close to them will need particular attention and support. It is important for teachers to understand the reaction they may observe and to identify those who require support. Teachers must also understand how their own grief responses and reactions to loss may impact the experiences of a grieving student.

### Understanding the Grief Process among Adolescents

Death and loss can affect anyone, particularly children and adolescents. Young people need support in coping with grief. Reactions vary depending on the circumstances of death. Students

who have lost a relative or someone close to them will need particular attention and support (Raphael, 2010). It is important for adults to understand the reaction they may observe and to identify those who require support. Teachers and other caregivers should also understand how their own grief responses and reactions to loss may impact the experiences of a grieving adolescent.

Just in case there are students who are still grieving in class, it is best to schedule a one-on-one session with the student. A guidance counselor would be the best person to handle this. In the absence of a counselor, you, as the class adviser and/or teacher, should read through this in order to maximize the manner by which you can help the student.

### The General Stages of the Grief Process (Kubler-Ross, 1969) are:

- Denial - Unwillingness to discuss the loss
- Anger - Blaming others for the loss
- Bargaining - Attempts to regain control through making promises or changes in one's life
- Depression - Loss of energy, appetite, or interest in activities
- Acceptance - Acceptance that loss is final, real, significant, and painful

### Risk Factors for Increased Reactions

Some students (and adults) may be at greater risk for grief reactions that require professional intervention. This includes individuals who:

- Were very close to the person(s) who died
- Were present when the person died
- Have suffered a recent loss
- Have experienced a traumatic event
- Are isolated or lack a personal support network
- Suffer from depression, post-traumatic stress disorder, or other mental illness

### How to Provide Support to Grieving Adolescents

1. Talk about the loss. This gives students permission to talk about it, too.
2. Ask questions to determine how students understand the loss, and gauge their physical and emotional reactions.
3. Listen patiently. Remember that each person is unique and will grieve in his or her own way.
4. Be prepared to discuss the loss repeatedly. Students should be encouraged to talk about, act out, or express through writing or art the details of the loss as well as their feelings about it, about the deceased person, and about other changes that have occurred in their lives as a result of the loss.

5. Help students understand the death and intervene to correct false perceptions about the cause of the event, ensuring that they do not blame themselves or others for the situation.
6. Provide a model of healthy mourning by being open about your own feelings of sadness and grief.
7. Take care of yourself so you can assist the adolescents in your care.
8. Acknowledge that it will take time to mourn and that bereavement is a process that occurs over months and years. Be aware that normal grief reactions often last longer than six months, depending on the type of loss and proximity to the student.
9. Take advantage of school and community resources such as counseling, especially if students do not seem to be coping well with grief and loss.



# Learning Pack VII

## Self-Care

(Brymer et al., 2012)

### PFA-S Provider Care

Providing support in the immediate aftermath of crisis can be an enriching professional and personal experience that enhances satisfaction through helping others. It can also be physically and emotionally exhausting. The following provides information to consider when responding to an emergency at a school.

### Common Stress Reactions

You may experience a number of stress responses, which are considered common when working with survivors:

- Increase or decrease in activity level
- Difficulties sleeping
- Substance use
- Disconnection and numbing
- Irritability, anger, and frustration
- Vicarious traumatization in the form of shock, fearfulness, horror, helplessness
- Confusion, lack of attention, and difficulty making decisions

- Physical reactions (headaches, stomachaches, easily startled)
- Depressive or anxiety reactions
- Decreased social activities
- Diminished self-care

### Extreme Stress Reactions

You may experience more serious stress responses that warrant seeking professional support or monitoring by a supervisor. These include:

- Sense of helplessness
- Preoccupation or compulsive re-experiencing of trauma experienced either directly or indirectly
- Attempts to over-control in professional or personal situations, or act out a “rescuer complex”
- Social withdrawal and isolation
- Chronic exhaustion
- Survival coping strategies like relying on substances, overly preoccupied by work, or drastic changes in sleeping or eating patterns



- Serious difficulties in interpersonal relationships, including domestic violence
- Depression accompanied by hopelessness
- Suicidal ideation or attempts
- Unnecessary risk-taking
- Illness or an increase in levels of pain
- Changes in memory and perception
- Disruption in your perceptions of safety, trust, and independence

School administration and leadership can help support providers by reducing the risk of extreme stress through implementing procedures and policies.

Consider:

- Encouraging work breaks
- Rotating of providers from the most highly exposed assignments to lesser levels of exposure
- Identifying enough support to meet the needs of administration, staff, students, and families
- Encouraging peer partners and peer consultation
- Monitoring providers who meet certain high risk criteria, such as those who have been directly exposed to the event, those having regular exposure to severely affected individuals or families, or those with multiple stresses (e.g., family changes, health problems)
- Ensuring regular supervision, case conferencing, and staff appreciation events
- Conducting trainings on stress management practices and encourage the use of such practices
- Supporting open communication

## Self-Care

Self-care is the ability to engage in helping others without sacrificing other important parts of one's life. It's taking responsibility for job functions you have control over, the ability to maintain a positive attitude towards the work despite challenges, and your right to be well, safe, and fulfilled. It's important to remember that self-care is not an emergency response plan to be activated when stress becomes overwhelming or that having a good self-care plan means you are acting selfishly. Healthy self-care can renew our spirits and

help us become more resilient. Think of self-care as having three basic aspects:

### Awareness

The first step is to seek awareness. This requires you to slow down and focus inwardly to determine how you are feeling, what your stress level is, what types of thoughts are going through your head, and whether your behaviors and actions are consistent with the who you want to be.

### Balance

The second step is to seek balance in all areas of your life including work, personal and family life, rest, and leisure. You will be more productive when you've had opportunities to rest and relax. Becoming aware of when you are losing balance in your life gives you an opportunity to change.

### Connection

The final step is connection. It involves building connections and supportive relationships with your co-workers, friends, family, and community. One of the most powerful stress reducers is social connection.

## Self-Care Checklist

There are several ways you can find balance, be aware of your needs, and make connections. Use this list to help you decide which self-care strategies will work for you. Make every effort to:

- ☐ Seek out and give social support
- ☐ Check in with other colleagues to discuss the response to the emergency
- ☐ Schedule time for a vacation or gradual reintegration into your normal life
- ☐ Prepare for worldview changes that may not be mirrored by others in your life
- ☐ Participate in formal help if extreme stress persists for greater than two to three weeks
- ☐ Increase leisure activities, stress management, and exercise
- ☐ Pay extra attention to health and nutrition
- ☐ Self-monitor and pace your efforts
- ☐ Maintain boundaries: delegate, say “no,” and avoid getting overloaded with work
- ☐ Pay extra attention to rekindling close interpersonal relationships
- ☐ Practice good sleep routines
- ☐ Make time for self-reflection
- ☐ Find things that you enjoy or make you laugh
- ☐ Try at times not to be in charge or the “expert”
- ☐ Increase experiences that have spiritual or philosophical meaning to you
- ☐ Access supervision routinely to share concerns, identify difficult experiences, and strategize to solve problems
- ☐ Anticipate that you will experience recurring thoughts or dreams, and that they will decrease over time
- ☐ Keep a journal to get worries off your mind
- ☐ Ask for help in parenting, if you feel irritable or are having difficulties adjusting back to your routine
- ☐ Plan for family/home safety, including making child care and pet care plans
- ☐ Practice brief relaxation techniques during the workday
- ☐ Use a buddy system to share upsetting emotional responses
- ☐ Stay aware of limitations and needs
- ☐ Recognize when one is Hungry, Angry, Lonely, or Tired (HALT), and take the appropriate self-care measures
- ☐ Increase activities that are positive
- ☐ Practice religious faith, philosophy, spirituality
- ☐ Spend time with family and friends
- ☐ Learn how to “put stress away”
- ☐ Write, draw, paint
- ☐ Limit caffeine, cigarettes, and substance use

Be careful of engaging in activities that can hinder your attempts at good self-care. Avoid:

- Extended periods of solo work without colleagues or working “round the clock” with few breaks
- Negative self-talk that reinforces feelings of inadequacy or incompetency
- Common attitudinal obstacles to self-care (e.g., “It would be selfish to take time to rest.”)
- Negatively assessing your contribution
- Use of excessive use of alcohol, illicit drugs, or excessive amounts of prescription drugs

# Introduction to the Modules

Welcome to the module guide for secondary school teachers. In the next few pages, you will find a total of nine modules which you can use either immediately after (Modules I-IV) or 6 months to 3 years after a disaster (Modules IV-IX). For every module, you will find a list of objectives. The objectives are focused on skills (or behaviors) that we wish the students to develop or on knowledge that we want students to learn about. They are thus the equivalent of the three domains of learning (cognitive, affective, and psychomotor) typically used in preparing a lesson plan.

The modules follow the 4A's of lesson planning. Under each process, a Say-Do pattern is adopted in order to provide you with a simplified guide in conducting the sessions. You may make minor tweaks to the activities but please ensure that your revisions still address the main objectives of every module. Avoid spending too much time on inappropriate or unrelated icebreakers and be sure that icebreakers are related to the module that you are about to deliver. After every module, you will find all the sample sheets needed for you to run the sessions effectively.








As a final note, please ensure that you have gone through training and that you have read and understood all the learning packs included in this manual.

We wish you good luck in your conduct of the sessions! We are certain that you will deliver each and every module in the most effective way possible.

The Authors  
Psychological Association of the Philippines

## Icons & Symbols Guide

You will need to familiarize yourself with icons that you shall be seeing all throughout the manual. These icons shall serve as visible guides for you in order to help you remember the proper flow and sequencing of the module portions:

|   |  |
|---|--|
|    | As a means of preparation for this module, please read and understand this part.   |
|    | This is a group activity.  |
|    | This is an individual activity.  |
|    | Processing and Psychoeducation portion: This is done after every activity. The teacher-facilitator asks questions in order for the group to ask about their experiences, the knowledge that they gained or the realizations that they made during the activity. This is followed by a psychoeducation portion. |
|  | This is a handout to be given out to all students. It is understood that the teacher should have read the handouts before these are distributed. At times, these handouts are read aloud to give it additional emphasis.   |
|  | These are the materials that you need. These should be prepared way ahead of the session time.   |
|  | These are sample "scripts" that the teacher-facilitator may say during the actual conduct of the sessions.   |

# Module I on PFA

## Validating and Normalizing Feelings

### Objectives

By the end of the session, students should be able to:



#### Knowledge/Values

- Identify their feelings/reactions related to the disaster
- Accept that all feelings and reactions are normal and valid



#### Behaviors

- Express one's feelings through art and body movements



### Materials/Handouts

- ☐ Blackboard and Chalk
- ☐ Handout: When Terrible Things Happen

### Duration

1 session, 1 hour

### Introduction



#### Say

Hi. How are you all feeling today? Beginning today, for about 1-2 session/s per week or so, we will meet to discuss about what had happened in the past related to the disaster/s. We will be doing a lot of activities but we will also learn through presentations as well. Will that be fine? Hopefully, after all the sessions are over, you'll feel better and you will have better ways of dealing with what had happened. Is it okay if we do this regularly? I hope so.

Do you want to express your feelings and reactions about the recent disaster but we'll do it in a more acceptable manner? Would that be fine? For those who don't want to express their feelings, is it okay for the rest of us to do this while you watch? Please feel free to join in anytime you want to.



## ACTIVITY: SHOW ME via Dance or Acting

### Do

Ask all the students to stand up and place their chairs and tables on the side. Divide the group into 2. Ask all those who wish to dance to stay on the right side of the room. Call them Group A. Ask all those who wish to act to stay on the left side of the room. Call them Group B. Ask each group to form a circle.

### Say

I will give you a situation. After I give the situation, each student in Group A will have to create a dance move/step while all those in Group B will or do an action to represent your reaction to that situation. You may also choose to create the move as small groups if you wish. We will only use our bodies and facial expressions but we will not speak. Is that clear? For instance, I got 20/20 in my math long test yesterday. Can you show me your dance move or your action that would best represent your reaction to that type of news? Very good! Now you know what to do. Let's begin.

#### Situations:

- Somebody asks you, "How are you" or "*Kumusta ka*" right after a storm/typhoon hit.
- Somebody helps organize the things from your room that you were able to save during the storm.
- You see your mother crying over what happened during and after the storm.
- You are given a full sack of relief goods containing food, medicines, water, and new clothes.
- You are able to go back to school two weeks after the storm had passed.
- You are able to submit a project despite the experience of a disaster.



### Do

Give them time to show each other their dance move or action and then shout "freeze". Go around and ask people what reaction they are depicting. Write down these reactions on the board.

## ANALYSIS

### Say

What feelings or emotions were you trying to represent with your dance move or action? (Be sure to write down all answers)

What did you notice about your reactions to the different situations? (point to the list on the board). Are these normal reactions to stressful events? I want you to realize that these are normal reactions as of this time.

### Do

Show the table on the following page.

### Common Reactions of Students to Stressful Events

- They feel a strong responsibility to the family.
- They may feel guilt and shame that they were unable to help those who were hurt.
- They may feel intense grief.
- They may become self-absorbed and feel self-pity.
- They may experience changes in their relationships with other people.
- They may also start taking risks, engage in self-destructive behavior, have avoidant behavior, and become aggressive.
- They may experience major shifts in their view of the world accompanied by a sense of hopelessness about the present and the future.
- They may become defiant of authorities and parents while they start relying on peers for socializing.



#### Say

Here is a list of common reactions to stressful events. Did any of you feel this way? Do you agree that these are all normal and valid feelings?

### ABSTRACTION/REFLECTION



#### Say

Now that you know that what you were feeling or how you were reacting was similar to the ones on the list, how do you feel now? Always remember that your reactions to the stressful event were normal at that moment or until about 3 months. Most students would react in the same manner. You are not being crazy when you feel those feelings.

Also, the next time you feel that way, try to take ten deep breaths and try to do slow dance movements or actions while breathing. This will help you calm down. Can we try to do that together? (Count 1-10 as they breathe in and out).

#### Do

As a teacher, your major role now is to look for risk signs in the students (see Learning Pack V). Do not show the list of risk factors but be very observant when identifying potential students who need further referrals. Give out handout on “When Terrible Things Happen” from the National Child Traumatic Stress Network (NCTSN).

### APPLICATION

#### Say

Today we learned that our reactions to the stressful event/disaster were normal and valid. Who can share with the class how they will apply this new learning that my reactions and feelings towards the disaster were normal after all? How can you apply this learning to your life especially after experiencing such a disaster?

#### Say

Do you want to end with an action or a dance move? Who wants to lead? Leader, can you create an action or a dance move for the phrase: “*Normal lang pala ang mga reaksiyon ko sa sakuna*” (My reactions to the disaster were normal after all).

#### Do

Allow one student to lead and let others follow.

# Module I Handout

## When Terrible Things Happen

### *What you may experience*

#### **Immediate Reactions**

There are a wide variety of positive and negative reactions that survivors can experience during and immediately after a disaster. These Include:

| Domain        | Negative Responses   | Positive Responses                                       |
|---------------|--|--|
| Cognitive     | Confusion, worry, self-blame   | Determination courage, optimism, faith                   |
| Emotional     | Shock, sorry, grief, sadness, fear, anger, numb, irritability, guilt, and shame    | Feeling involved, challenged, mobilized                  |
| Social        | Fights with others or does not speak with others                                   | Seeks out others who can help them, helps others in need |
| Physiological | Tired, headache, muscle tension, stomachache, difficulty sleeping, fast heart beat | Alertness, readiness to respond, increased energy        |

#### **Common negative reactions that may continue include:**

##### **Intrusive reactions**

- Distressing thoughts or images of the event while awake or dreaming
- Upsetting emotional or physical reactions to reminders of the experience
- Feeling like the experience is happening all over again (“flashback”)

##### **Avoidance and withdrawal reactions**

- Avoid talking, thinking, and having feelings about the traumatic event
- Avoid reminders of the event (places and people connected to what happened)
- Restricted emotions; feeling numb
- Feelings of detachment and estrangement from others; social withdrawal
- Loss of interest in usually pleasurable activities

##### **Physical arousal reactions**

- Constantly being “on the lookout” for danger, startling easily, or being jumpy
- Irritability or outbursts of anger, feeling “on edge”
- Difficulty falling or staying asleep, problems concentrating or paying attention

### Reactions to trauma and loss reminders

- Reactions to places, people, sights, sounds, smells, and feelings that are reminders of the disaster
- Reminders can bring on distressing mental images, thoughts, and emotional/physical reactions
- Common examples include: sudden loud noises, sirens, locations where the disaster occurred, seeing people with disabilities, funerals, anniversaries of the disaster, and television/radio news about the disaster

### Positive changes in priorities, worldview, and expectations

- Enhanced appreciation that family and friends are precious and important
- Meeting the challenge of addressing difficulties (by taking positive action steps, changing the focus of thoughts, using humor, acceptance)
- Shifting expectations about what to expect from day to day and about what is considered a “good day”
- Shifting priorities to focus more on quality time with family or friends
- Increased commitment to self, family, friends, and spiritual/religious faith

### When a Loved One Dies, Common Reactions Include:

- Feeling confused, numb, disbelief, bewildered, or lost
- Feeling angry at the person who died or at people considered responsible for the death
- Strong physical reactions such as nausea, fatigue, shakiness, and muscle weakness
- Feeling guilty for still being alive
- Intense emotions such as extreme sadness, anger, or fear
- Increased risk for physical illness and injury
- Decreased productivity or difficulties making decisions
- Having thoughts about the person who died even when you don’t want to
- Longing, missing, and wanting to search for the person who died
- Children and adolescents are particularly likely to worry that they or a parent might die
- Children and adolescents may become anxious when separated from caregivers or other loved ones

### What Helps

- Talking to another person for support or spending time with others
- Engaging in positive distracting activities (sports, hobbies, reading)
- Getting adequate rest and eating healthy meals
- Trying to maintain a normal schedule
- Scheduling pleasant activities
- Taking breaks
- Reminiscing about a loved one who has died
- Focusing on something practical that you can do right now to manage the situation better
- Using relaxation methods (breathing exercises, meditation, calming self-talk, soothing music)
- Participating in a support group
- Exercising in moderation
- Keeping a journal
- Seeking counseling

### What Doesn’t Help

- Using alcohol or drugs to cope
- Extreme withdrawal from family or friends
- Overeating or failing to eat
- Withdrawing from pleasant activities
- Working too much
- Violence or conflict
- Doing risky things (driving recklessly, substance abuse, not taking adequate precautions)
- Extreme avoidance of thinking or talking about the event or a death of a loved one
- Not taking care of yourself
- Excessive TV or computer games
- Blaming others



# Module II on PFA

## Calming Down and Controlling One's Emotions

### Objectives

By the end of the session, students should be able to:



#### Knowledge/Values

- Identify positive ways to manage one's emotions



#### Behaviors

- Practice calming down using a relaxation exercise



### Materials/Handouts

- ☐ Manila Papers
- ☐ Permanent Markers
- ☐ Metacards or strips of paper
- ☐ Masking tape

### Duration

1 session, 1 hour

### INTRODUCTION



#### Say

So far, we've talked about your reactions to the disaster. Today, we will talk about how to manage your feelings.

### ACTIVITY # 1Say

Remember when I asked you to identify your different reactions and feelings right after the disaster? Can you recall what those feelings were? Today, let's talk about some ways to help you manage your feelings.

#### Do

Post manila papers on 3 sides of the room. Distribute 3 metacards or paper strips to each student.

#### Say

On each metacard, write down one way that you make yourself feel better or calm down. What do you do in order to forget about your negative feelings or thoughts?

**Do**

After they are done, ask them to stick their metacards on the manila paper. Ask 6 students to put together common responses and to identify the top 3-5 ways that students use to feel better.

**Say**

You have identified many positive ways of dealing with your reactions either to the disasters or to the other stressful situations 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?

**ACTIVITY # 2****Do**

Ask each student to find a partner (others can be in groups of 3). Tell them that one member should be Student A and the other should be Student B (and C). Tell them that this is a serious activity so as much as possible, they should not laugh at one another.

**Say**

Let us begin. Let us start off by counting from 1-10. I will count out loud while you silently. While I count, start breathing in and out. 1, 2, 3...10. (using a slow and soft voice) Today, you are in a safe place. You are also with a good friend and with someone whom you can rely on.

**Breathing:** Together, let us all make huge circles with our arms. Raise your arms over your head, breathe in and carefully breathe out and make a circle as your hands meet in front of your legs. Let's do this 2 more times, arms up, breathe in, breathe out as you form a circle. All throughout the other movements, make sure that you focus on your breathing. Keep breathing in and out, in and out.

**Arm movements:** Now, Student B, take a look at Student A. Student A, slowly move your arms in any manner for as long as the movement is slow and easy to follow. Student B, follow what Student A is doing. Student A, do the motion 2 more times. Now let's do our first action once more, breathe in, arms up. Breathe out, arms circle outwards and down. Now Student A, look at and follow Student B's arm movements. Student B, do the movement 2 more times so that Student A can follow you.

**Hip movements:** Students A and B, focus and concentrate. Now place your hands on your waist and do hip rotations clockwise. Do 8 counts. Keep breathing as you rotate and as I count from 1 to 8. 1, 2...8. Now do the same movement using the counterclockwise direction. Keep breathing as you rotate and as I count from 1 to 8. 1, 2, 3...8.

**Leg movements:** Student A, do a slow left leg movement that Student B can follow. Do it 3 more times with you partner. Student B, do a slow right leg movement that Student A can follow. Do it 3 more times with your partner. Remember to focus on your breathing.

**Combined movements:** Student B (or C), Do a movement now that involves the use of both arms and legs. It may be a slow dance step. Do it slowly and remember to breathe. Student A, follow the movement. Let's do it 3 more times. Student A, now do a movement with both arms and legs and allow Student B to follow you. Do it three more times.

**Breathing:** Together, let us all make huge circles with our arms once more. Raise your arms over your head, breathe in and carefully breathe out and make a circle as your hands meet in front of your legs. Let's do this 3 more times, arms up, breathe in, breathe out as you form a circle.

Bow to your partner and slowly sit on the floor together with your partner.

### Alternative Activities

Other breathing exercises, yoga poses, tai-chi with humor injected into it, engaging in sports but in a non-competitive manner, or dance moves using both slow and fast beats.



## ANALYSIS

### Say

What do you feel? What do you think was the point of this activity?

## ABSTRACTION

Can you compare how you feel right now with 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

### Say

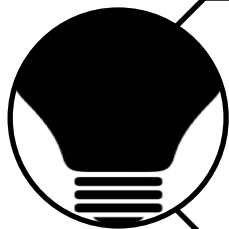
As a way to close this session, do you know that people who do yoga close the sessions by saying "Namaste." Namaste is a word which means "bow to you". People in India use it to say hello or to bid each other goodbye. Can you think of a short phrase that you can say to your partner while you bow? For 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 A, bow to Student B and say your phrase. Now, Student B, bow to Student A and say your own phrase. Bow to each other once more and return to your seats.

# Module III on PFA

## Linking: Identifying and Addressing Needs

### Objectives

By the end of the session, students should be able to:



#### Knowledge/Values

- To identify one's current needs and those of one's family
- Become aware of the various institutions, departments and centers present within the school environment or the immediate community



#### Behaviors

- Take note of the important numbers and information regarding who to approach for their needs



### Materials/Handouts

- ☐ List of Emergency Contact Numbers and Information
- ☐ Pens or Pencils
- ☐ Handout: Needs Forms

### Duration

1 session, 1 hour



### Additional Information on Psychological First Aid (PFA)

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 are back in school that all their basic needs have been met. It is essential to have a venue where students can express their needs and see how the school can help them access these.

As a teacher, you will need the important contact numbers beforehand in order to know where to link students who need help. List this information down on the table provided in the following page. Please note that this is just a sample. You may change the items as needed.

## List of Emergency Contact Numbers and Information

| ORGANIZATION             | PURPOSE | CONTACT PERSON | CONTACT NUMBER | ADDRESS |
|--------------------------|---------|----------------|----------------|---------|
| Barangay Health Office   |         |                |                |         |
| DSWD Within the Barangay |         |                |                |         |
| Hospital                 |         |                |                |         |
| Water Provider           |         |                |                |         |
| Electricity Provider     |         |                |                |         |
| Psychologist             |         |                |                |         |
| Psychiatrist             |         |                |                |         |
| Barangay Health Center   |         |                |                |         |
|                          |         |                |                |         |
|                          |         |                |                |         |
|                          |         |                |                |         |
|                          |         |                |                |         |
|                          |         |                |                |         |



### ACTIVITY

#### Do

Show the sheet called List of Emergency Contact Numbers and Information. Ensure that the sheet is properly filled out by the DepEd Regional/ Division Office/Principal/ School Head and that a copy of the sheet is distributed to all class advisers/teachers within your school. A copy of this sheet should be posted on the board of every classroom.



#### Say

I have posted here a copy of the numbers, names, and addresses of certain government and non-governmental offices that we may all approach in order to have our family's needs addressed. This list was provided to us by the DepEd Regional/ Division Office/Principal/ School Head here in our area. Let us all discuss first what these offices do.

#### Do

Show this list of common needs of survivors after a disaster and discuss with the class.

### List of Common Needs of Survivors after a Disaster

|                |  |
|----------------|--|
| General        | To find missing family members, to provide medical assistance to those who were hurt, to gain access to list of casualties, to know how many were affected, to provide proper burial facilities for those who have passed on |
| Food and Water | To provide waterline to homes, to gain access to source of water for multiple purposes, food for x number of days  |
| Family Goods   | Blankets, clothes, beddings, tarp, flashlight, storage boxes, underwater, dignity kits   |
| Fuel           | For vehicle, gas for cooking, for kerosene lamps   |
| Sanitation     | Public toilet, private toilet, feminine supplies, personal hygiene items   |
| Shelter        | Temporary shelter, building materials to be used for repairs   |



### 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. For instance, if the need is food, you can write down Tito Ed Reyes if he is a brother of your father from Manila who constantly supplies you with food.

In the box that says REFER TO, write down the name of a person or organization whom you know can help that person in your family get what he/she needs. If you do not know anyone who can help that person, just leave it blank first. How many of you know who to refer your loved ones to for their needs? May I know what these needs are and who you are going to refer your loved ones to?

### Do

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



## ANALYSIS

### 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?

### 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

Ask students 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.



## Module III Handout

# Needs Form

Name of Student (Pangalan ng estudyante):

Address (Kasulukuyang lugar na tinitirahan):

| Family/Relatives/Yourself | Needs | Refer To |
|---------------------------|-------|----------|
|                           |       |          |

# Module IV on PFA

## Sources of Strength\*

\* This module serves as the end module for the PFA sessions but it may also serve as the initial module for the Developing Resilience sessions.

### Rationale

The aim of this module is to encourage students to revisit their strengths in order to support their self-efficacy to deal with their situation. In order to encourage a hopeful outlook, the module serves to reinforce students' sources of support and internal and external resources.



### Materials

- ☐ Drawing of a kite (or of a *vinta*, windmill, a train with several carriages, a caterpillar with several body segments, a tree, spider web, fingers, etc.)
- ☐ Blank sheets of paper
- ☐ Coloring materials

### Duration

1 hour, 1 session

### REVIEW

#### Say

Does anyone remember what the two previous sessions were about? (*Give clues if they cannot remember. Commend them for recalling.*)



### 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.

#### Do



Place the students into small groups of 6. Distribute the drawing of a kite and tell them to take a look at it.



#### Knowledge/Values

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



#### Behaviors

- Identify their internal and external sources of strength

**Say**

Here is a kite or what we call a *saranggola*. Can you tell me what makes it go up in the air? You are right, it needs the wind, it needs to be made of good material, it needs a line or a long string, it needs a strong brace, etc. This is our way of reminding you that you have resources within yourselves or with others that have allowed you to begin your process of recovery. Just like a kite, you too have what it takes to fly. Can you draw a kite with a diamond with 4 parts? On each part of the kite's diamond, please write down what you think are your sources of strength. What makes you strong despite what you have gone through? Can you also identify what or who acts like the wind for you? Who or what helps you soar?

**Do**

Give them time to draw, answer and color their drawings. After, give them time to share their drawings and answers with their small groups.

**ANALYSIS****Say**

What have you realized about each other after that group sharing? What have you realized about yourself?

**ABSTRACTION****Say**

How are you similar to the kite? Can you think of other objects that can be a symbol for your many sources of strength?

**APPLICATION****Say**

The next time you feel weak, what can you focus on in order to remind yourself that you have a number of sources of strength?

**CLOSING****Say**

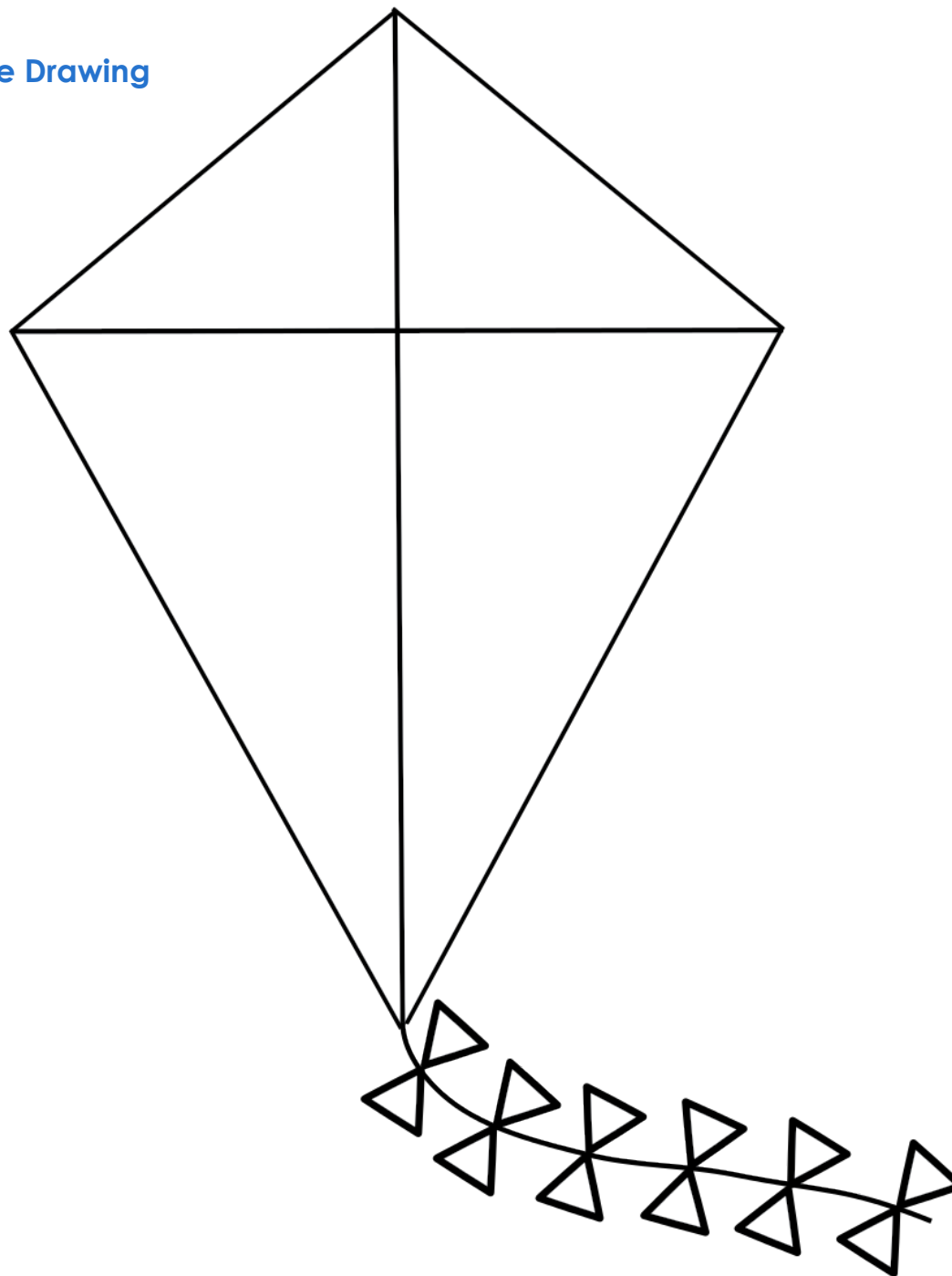
Discuss among yourselves a common strength that you all have within the group. When you are all ready, each group will be given a chance to say out loud, "KAMI AY \_\_\_\_" or WE ARE \_\_\_\_\_. (Examples: strong, resilient, happy, loved or *malakas, matatag, masayahin, minamahal*).

**Do**

Allow each group to present.

# Module IV Handout

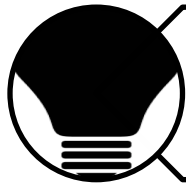
Sample Kite Drawing



# Module V on Resilience

## Objectives

By the end of the session, students should be able to:



### Knowledge/Values

- Describe their physical stress reactions



### Behaviors

- Acknowledge that stress reactions are normal
- Apply relaxation techniques when feeling stressed



## Materials/Handouts

- ☐ Handout: Human body drawings (Male/Female)
- ☐ 6 Manila papers
- ☐ Permanent markers

## Duration

1 session, 1 hour



## Coping Behaviors to Encourage Among Students

- **Being active** - The student is active with usual activities, e.g. helping in rehabilitation or rebuilding efforts, schoolwork, household work, and leisure time activities.
- **Emotion regulation** - When upset, the student has some strategies for calming him/herself down, e.g. distancing self from the upsetting situation, expressing the emotions instead of acting them out, writing, or applying relaxation techniques.
- **Bodily control** - Breathing deeply and calmly when being emotionally overwhelmed, releasing tensions in the body, and awareness of senses in the body.
- **Healthy lifestyle** - Having regular and healthy food, good sleep routines and awareness of the importance of healthy sleep patterns despite sleep disturbances, and trying to uphold normal routines.
- **Participating in social life** - Socializing with classmates even though it may feel difficult.
- **Spiritual/Belief System needs** - Finding peace and comfort in praying or visiting religious places or other belief practices.
- **Feeling needed** - Engaging in helping others.
- **Keeping informed** - Reducing anxiety and regaining a feeling of control by keeping informed about what is happening. (However, children must be informed in a suitable way: they have to know the truth, but they should not be overloaded with bad information, and they do not necessarily need all details.)
- **Seeking support** - Students know whom they can go to whenever they feel a need to talk or when they feel distressed.

Source: DepEd & Save the Children, 2014

## REVIEW



### Say

At one point in our lives, we like or dislike what we feel. At other times, there are unpleasant and negative feelings that can lead to a more stressful situation and distressing reaction.



### Do

Distribute copies of the human body drawing.

### Say

In this module, we will try to identify those feelings that affect or bring pain to our bodies. In the next activities, we will try to be quiet by creating silence within ourselves and silence in our environment. I will count off from 1-3, then, slowly, I want you to close your eyes. (Note: it is important that the teacher-facilitator says or reads these instructions for the activities below slowly and calmly.)



## ACTIVITY # 1: Marking your body parts

### Say

One, let us all be quiet and have silence within ourselves. Two, let us notice the diminishing noise around us. Three, slowly close.....your eyes. I want you to be aware of and focus on your breathing. Take three deep breaths. One, inhale...then exhale. Two, inhale, then slowly exhale. Three, another deep inhale then, slowly exhale. Let's do it three more times.

Now you feel relaxed and more comfortable. I want you to be mindful of your body. What part of your body is painful or aching? Identify three parts of your body that experiences pain or hurt when you are stressed or tense. Is it your head? Is it your stomach? Is it your shoulder? Or, is it your legs? If you can identify even less than three parts of your body that hurt or ache when you feel stressed or tensed, it is but alright. After having identified at least three parts of your body that feels hurt, at the count of three, you can slowly open your eyes. One, two, three.

Now look at the outline of the human body in front of you. Using a pen or a crayon, place a DOT or a small circle on the three body parts that you identified while your eyes were closed. While drawing the dots or circles, focus on your breathing and try to inhale and exhale deeply.



## ACTIVITY # 2: Identifying areas of physical pain

### Say

Look at the image in front of you. Focus on the 3 body parts that you have marked. Still, in the quiet atmosphere of silence and peace and relaxation, stay focused on your breathing. I want you now, to focus on the three body parts that you have marked. What body part hurts the most, or hurts ALL the time? Now, using your right hand, rub that body part softly three times or more (give them time to do the rubbing of the most hurt body part). Now, with the two body parts left, which one hurts more? Compare the two. Then, rub that body part two times, as if you are expressing care to that hurt body part. Now, with the last body part that is less painful, rub it once.



### ACTIVITY # 3: Symbolic relaxation

#### Say

Let us focus on our breathing once more. Inhale and exhale six times. Again, close your eyes slowly (give them time to close their eyes). Now, use one finger, place this finger on the part that hurts the least among the 3 and imagine your breath slowly going to that body part. Do silent breathing and massage that part, and feel the pain slowly disappear or lessen.

Now, using two fingers, hold the second part identified as more painful. Touch that body part that is more painful. Imagine that the warmth of your breath brings more healing. Let us do this as you take five deep breaths. And with every breath, massage that body part with your two hands, release .....then feel the pain slowly disappearing or lessening.

Using both hands, touch the body part you have identified as the most painful. As you breathe, massage that part and feel the pain slowly disappearing. Let's do this for 6 breaths – 1, 2, 3, 4, 5, 6.



#### Analysis

#### Say

What were the 3 activities that we did? Why do you think I asked you to identify these areas of pain? How did you manage the pain? How did you feel before the start of the activity? How do you feel now that we are done with the 3 activities? Why do you think you feel better? What did you learn about managing physical reactions?

#### Abstraction

#### Do

Show the chart on common physical reactions to stress:

| Common Physical Reactions to Stress |                      |
|-------------------------------------|----------------------|
| • Nervousness and tension           | • Headaches          |
| • Stomach pain                      | • Feeling very tired |
| • Dizziness                         | • Back and neck pain |
| • Increased heart rate              | • Sleep problems     |
| • Being frightened easily           |                      |

#### Say

Here is a list of common physical reactions to stress. Who among you have felt the first? Second? Third? ...and so on.



## Application

### Say

How else can you relax when you are feeling stressed?



### Do

Divide the class into small groups and tell them to think of ways to address one of the physical reactions listed. Each group can choose one or two reactions from the list. They must come up with an interpretative dance with each student making a movement showing how to address the physical reaction.

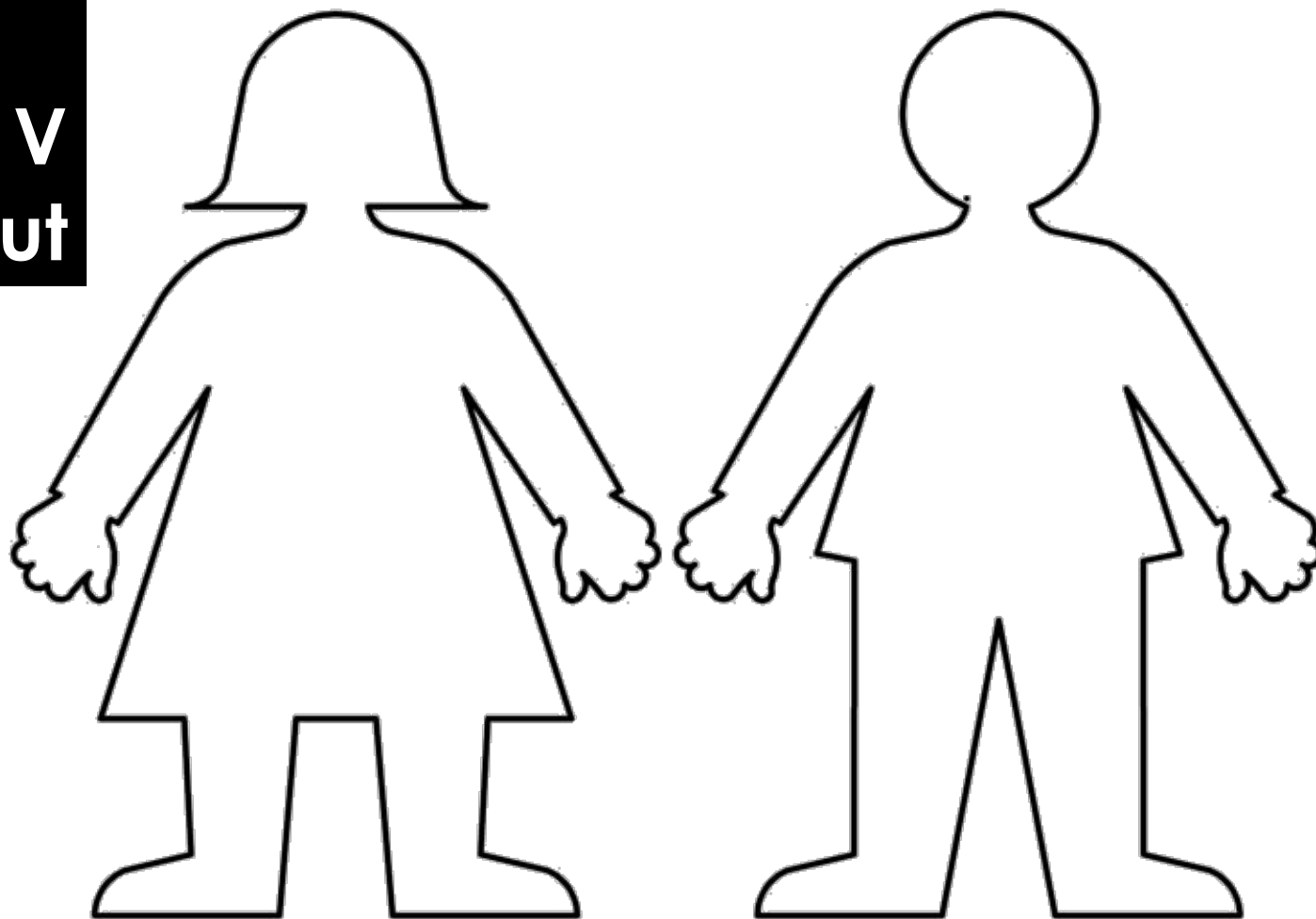
### Do

Give them time to prepare and then allow them to present.

## CLOSING

Which movement do you all want to do as a big group? Let's all stand up and end with that.

# Module V Handout



# Module VI on Resilience

## Objectives

By the end of the session, students should be able to:



Knowledge/Values

- Describe the link between thoughts, emotions and actions



Behaviors

- Reframe negative thoughts

# Managing Thoughts and Emotions

## Materials/Handouts



- ☐ Blackboard and Chalk
- ☐ Thoughts, Feelings and Behaviors Worksheet
- ☐ Pen or Pencils

## Duration

1 session, 1 hour

*Note to facilitator: Sometimes, negative thoughts and feelings still produce positive behaviors. Remember to highlight the positive behaviors if this occurs.*

## REVIEW

### Say

Last time we learned to recognize our feelings and we learned to manage our physical reactions to stress. Today, let's focus on how our thoughts affect our feelings and our behaviors.

### Do:



Unlock the following terms:



Thoughts

- What we think about



Feelings

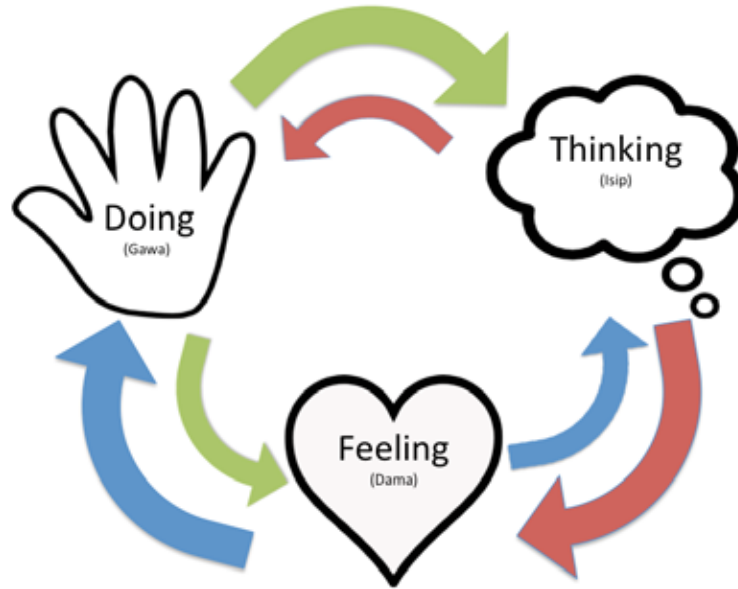
- What we feel



Behaviors

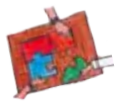
- What we do

Show this picture:



### Say

Did you know that our thoughts affect our feelings and behaviors? For instance, if my thought is, it will flood again tomorrow, what will be my feeling? Correct, I might get scared. And because I am scared, how does this affect my behavior? Well, it is possible that I will not get to sleep at all. Can you give your own example?



### ACTIVITY: Portrait

#### Do

Group the students into 4 smaller groups.

#### Say

You will work together as one group. Using your body, you will paint a picture of an event familiar to you. Each one must have a role to play. You will be given time to plan/brainstorm how to depict and who will portray the scenario or event familiar to you. In other words, you will re-enact the event.

### Say

Each group will re-enact one scenario. A group representative will pick one scenario to portray one at a time.

The scenarios are:

- A scene during the disaster
- A scene right after the disaster
- A scene on the first day of school after a disaster
- A scene at a government office two weeks after a disaster

You have 5 minutes for group planning and brainstorming. You have 30 seconds for your presentation and then I shall say “freeze”. Once I say “freeze,” you should all freeze in that position (you may take a photo).

#### Do

After 5 minutes, the first group will be called to present their depiction of an event. Then, another group will choose an event, plan how to portray and present to the big group. The sequence is followed until the last group has made their presentation.

## ANALYSIS

#### Do

Draw 3 columns on the board and label them as feelings, thoughts and behaviors.

#### Say

What were the feelings, thoughts, and behaviors that you saw in the first scenario? Second? Third and fourth? To guide you, start your sentences with: They felt \_\_\_\_\_. They thought that \_\_\_\_\_. They were doing \_\_\_\_ or they were \_\_\_\_\_.

#### Do

Write down their answers on the correct columns.

**Say**

Look at the items on the board. Is there a relationship between what people think, feel and do during or after a disaster?

**Do**

Process the responses and try to connect the thoughts or feelings to their behaviors.

**ABSTRACTION****Say**

Any disaster brings about negative thoughts, feelings, and behaviors. In the past modules, we have learned to better manage our physical reactions and emotions by relaxing and breathing. But sometimes it is hard to change our emotions. We cannot just tell someone, “do not be afraid” or “do not feel angry.” But as you can see, there is a strong link between thoughts, feelings and behaviors. If our feeling is negative, the behavior becomes negative as well. Let’s stop and think, what if we change the unhelpful thought to something helpful? Can the behavior be changed?

Today we will learn about a technique called reframing. By changing your thought, you can change your feelings and your reaction or behavior towards it.

**Do**

Draw 2 small frames on the board. Stand on the left frame as you say,

**Say**

For example: I am thinking to myself that my life no longer has meaning. How would this thought affect my emotions and behavior?

**Do**

Stand on the right frame and say,

**Say**

Now let us reframe the thought. How can you change the thought, “my life has no meaning” to something more positive.

**Do**

Wait for someone to say “My life still has meaning.”

**Say**

Good. Now how can this new frame change my feelings and behavior?

**APPLICATION****Say**

Think of a time when you had a negative thought. Let’s give more examples for reframing the negative thoughts or feelings that you’ve experienced.

**Do**

Distribute the Thoughts, Feelings and Behaviors worksheet and ask each student to come up with a negative thought that he or she thinks about. Allow the student to fill out all portions and then tell him/her to move to the positive reframing part of the worksheet.

**Say**

Let’s apply the strategy of reframing to ourselves. On the top of the page, write down an unhelpful thought that brings about a negative emotion. On the bottom of the page, reframe the thought and describe the emotion and behavior that it may lead to.

**Do**

Allow participants to share.

**CLOSING****Say**

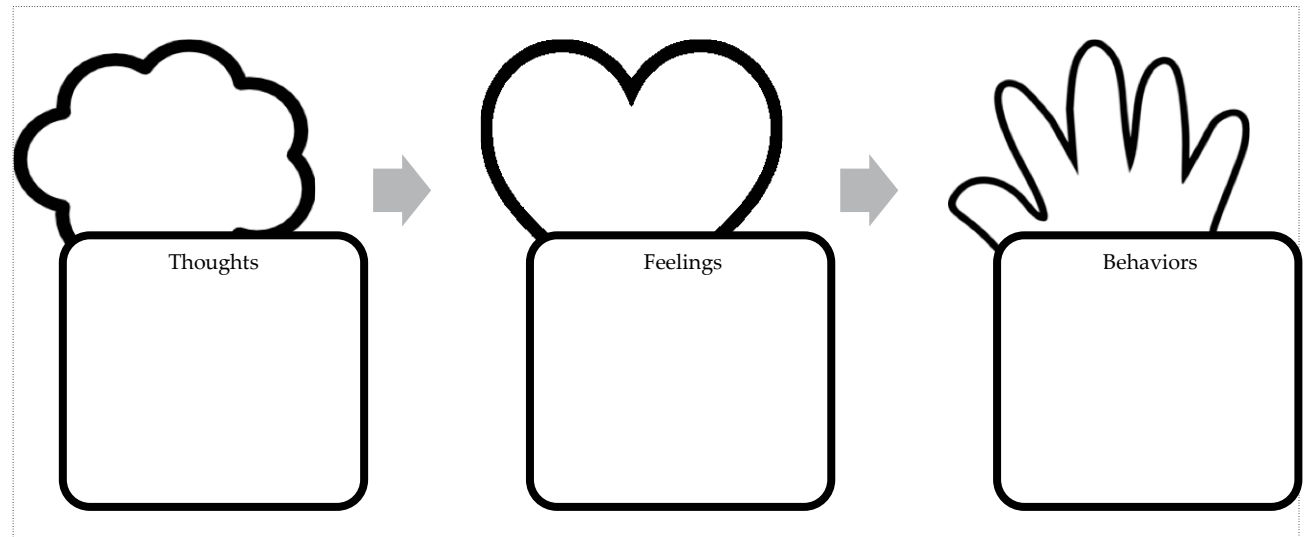
Thank you for all your answers. You are now more capable of reframing your thoughts, feelings, and behaviors. Can we come up with hashtags or a simple cheer that would help us remember today’s session? In your thinking, is the process of changing your perspective (what you think and what you feel) helpful in your day to day life? How?

# Module VI Handout

## Thoughts, Feelings, and Behaviors Worksheet

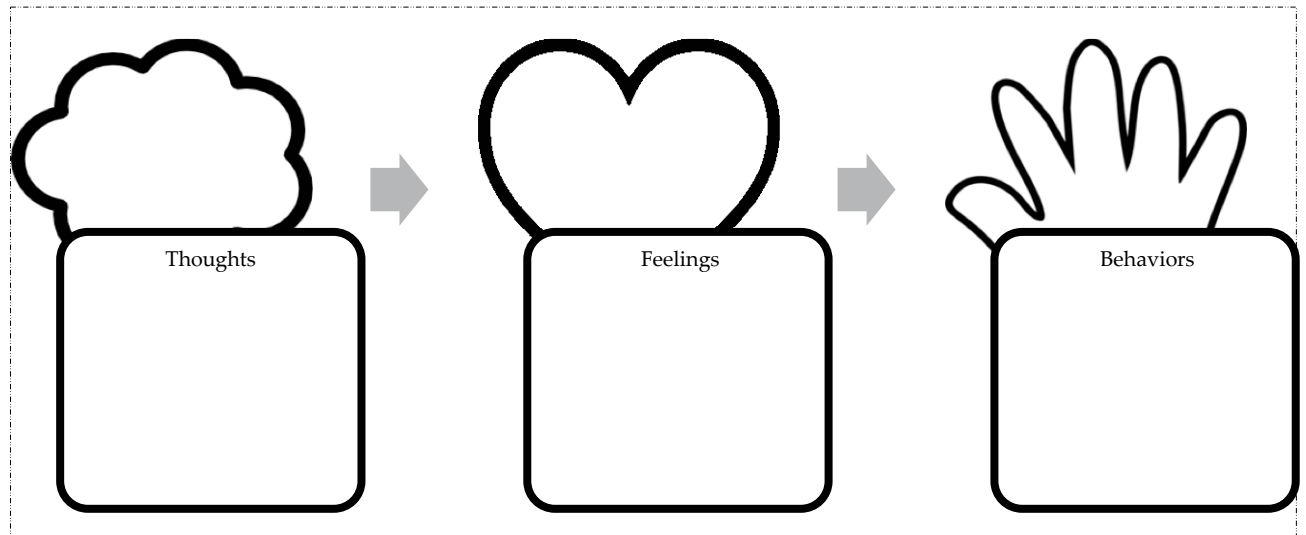
61

### Negative



### Positive

## REFRAME

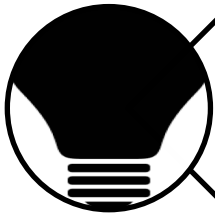


# Module VII on Resilience

## Seeking Solutions and Social Support

### Objectives

By the end of the session, students should be able to:



#### Knowledge/Values

- Describe the process of problem solving



#### Behaviors

- Identify and analyze solutions to their most pressing problems
- Identify sources of support for their problem



### Materials/Handouts

- ☐ Handout: Systems Problem Solving Chart
- ☐ Handout: Social Maps
- ☐ 3 metacards or strips of paper per student
- ☐ Permanent markers
- ☐ Empty box

### Duration

### REVIEW



#### Say

What did we do last time? Do you remember what you have learned? Another important skill is problem-solving. Before we move to that, let's do a simple movement activity to help release our stress. Who wants to volunteer to lead the class?

#### Do

Choose someone to lead using his/her own activity.



### ACTIVITY: Identifying Problems

#### Do

Distribute 3 metacards to each student and ask them to get their pens. Ask them to place all the chairs/tables on the side. (Better yet, conduct this activity outside the classroom).

#### Say

Please hold on to your metacards and pens. Now



form one huge circle. Once you have found your place in the circle, sit down on the floor. Think of 3 problems that you have that you wish you could find a solution for. Please write down one problem for each metacard.

### Do

Place an empty box in the middle of the circle.

### Say

Look at your list of problems. There are some which are not within your control. I want you to throw away the problems that you have no control over. Which ones can you do something about so that it may change? Which ones are your responsibility? Let us differentiate them with problems that you have no control over. These are problems which are not controllable. Drop them in this box right here.

### Do

Wait for everyone to drop at least one card.

### Say

Among those left with you, choose one that you want to work on for today. Which one is the more important one? For the problems that you dropped in this box, we will set them aside first and let go of these problems first okay?



## ANALYSIS

### Say

How did you feel about the activity? What are the two types of problems that a person can have? How did you figure out which problem to prioritize for the second part of the activity?

## ABSTRACTION

### Say

Now let us focus on the problem that you are left with. Part of problem solving is brainstorming solutions.



### Do

Show the Systems Problem Solving Chart. You may copy the handout on a sheet of manila paper. Discuss the steps with the students.

### Say

Can you think of 2 solutions and the pros and cons of each solution? Can you think of people to go to in order to address your problem?

## APPLICATION



### Do

Distribute copies of the social map.

**Say**

You have with you a social map. Can you write down your name on the center circle? Next, can you think of 5 people whom you can run to for support? Also, can you identify one name in that map that can help you with your current problem?

**Do**

Give them time to fill out their maps.

**Say**

Do you now know whom to approach in order to find a solution to your problem? How do you feel now?

**CLOSING****Say**

Let us all stand and sing a song that shows that we have people who can always help us out.

**Do**

Ask the students for a song that they want to sing. The song should be related to what was discussed.

# Module VII Handout

## Systems Problem Solving Chart

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Tukuyin ang mga alalahanin o problem/ Identify problems

Hatiin sa malilit na bahagi ang problema at mag-isip ng mga solusyon/Break the problem into smaller chunks and think of solutions for each chunk

Suriin ang mga solusyon/Analyze the solutions

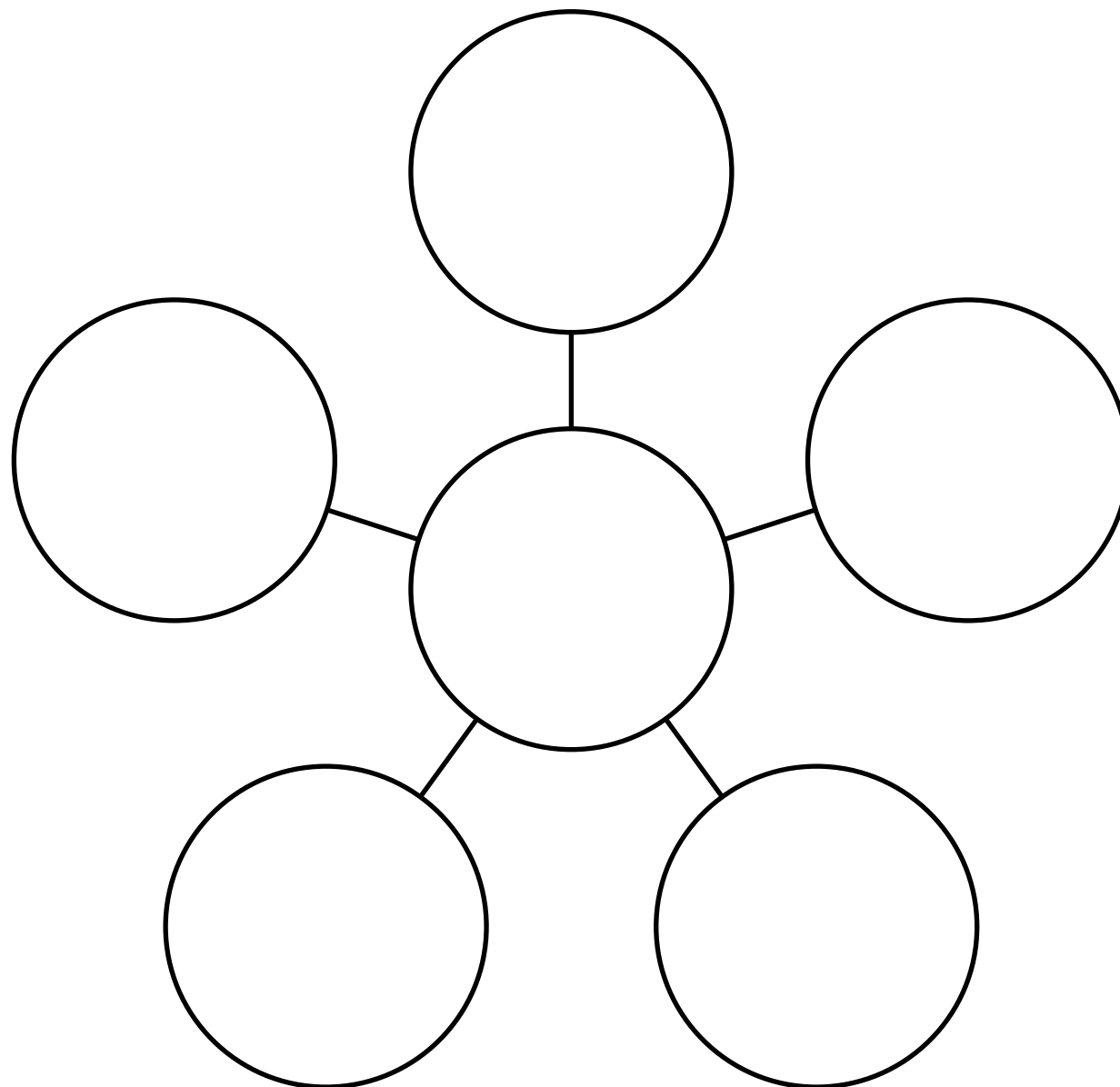
Tukuyin ang mga maaaring pagkunan ng suporta (tao o organisasyon)/Identify sources of social supports

Humingi ng tulong sa pagbibigay-lunas sa iyong problema/ Ask for help in order to solve the problem

# Module VII Handout

## Social Map

66

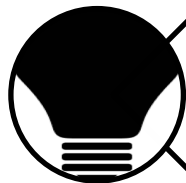


# Module VIII on Resilience

## Focusing on Positive Activities

### Objectives

By the end of the session, students should be able to:



#### Knowledge/Values

- Identify a positive activity
- Identify a goal



#### Behaviors

- Identify 3 actions they need to do to reach their goal



### Materials/Handouts

- ☐ Pens
- ☐ Crayons
- ☐ Blank sheets of paper
- ☐ Hard Work Sample

### Duration

1 session, 1 hour

### INTRODUCTION



#### Say

One useful part of our body is our hands. We reach out to others with our hands. We shake hands with people we meet. We perform our day-to-day routines using our hands. Thus, our hands say something about who we are – our personal history and experiences.

*Note: Be mindful of students with disabilities. Use another drawing or body part if necessary.*



### ACTIVITY: Hand Work

#### Say

Take a look at your right and left hand. Choose that hand which you prefer to use more often. Look at the color, texture, and the lines of your preferred hand. Trace your hand on a piece of paper (show a sample worksheet). After you are done tracing, write your name or nickname on the wrist area.

**Do**

Form small groups with 5-6 students in each group. Ask participants to hold their drawings with their thumb facing upward like a “thumbs up” sign. Ask what thumbs up may mean. Next, have them write or draw the following:

- Thumb area: Something that inspires you
- Index finger: A symbol for your goal or dream that you would really like to happen in the next 5 years.
- Remaining fingers: the three steps that you need to do in order to reach your goal or dream.

Have them share their answers with the small group.

**Alternative activity**

Draw three shirts on a bond paper with the words “I AM,” “I CAN,” and “I WILL” and photocopy the sheet. Distribute the sheets to the students. On the first shirt, write down a positive quality to complete the “I am” statement. On the “I can” shirt, write down what goal or dream they wish to achieve in 5 years. On the “I will” shirt, write down 3 things that they will do in order to reach their dream or goal.

**ANALYSIS**

Process the activity by asking the following questions:

- How did you feel about the activity?
- What are your insights about what you just did?
- Describe the activities identified.
- What were common among your dreams and the ways in which you can achieve your dreams or goals?

**ABSTRACTION****Say**

Why is goal setting important? What are you think are the characteristics of a good goal? Do you feel more hopeful now? Did you notice that as we focus on positive activities, we become more resilient or *matatag*? By focusing on positive activities, we are also able to build stronger support systems.

**Alternative activity**

Instead of tracing the hand, you can use a coat-of-arms, a banner, or coming up with a mission statement).

**APPLICATION and CLOSING****Say**

Make a chant about having HOPE or *pagkakaroon ng pag-asa*.

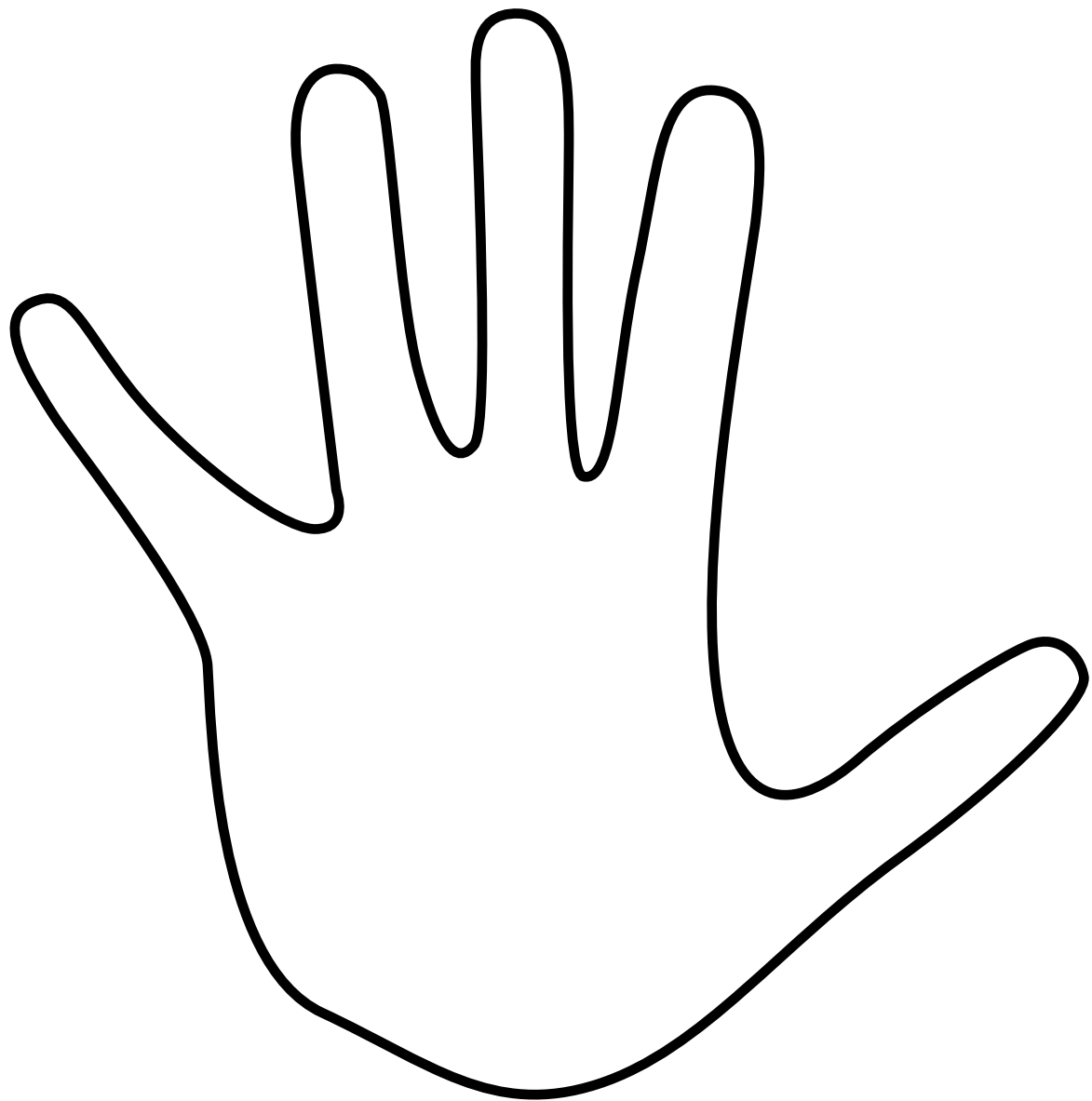
**Alternative activity**

Sing a song about hope.

# Module VIII Handout

Hand Work Sample

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# Module IX on Resilience

## Objectives

By the end of the session, students should be able to:



Knowledge/Values

- Identify lessons and skills learned from all the previous modules



Behaviors

- Be empowered to participate in Disaster Risk Reduction

# Moving Forward



## Materials/Handouts

- Manila Paper and Permanent Markers or Blackboard and Chalk

## Duration

1 session, 1 hour

## REVIEW

### Say

Can you recall for me what we did last time? Do you remember the chant? Can we all stand up and do the chant once more?



### Say

After the disaster, your other teachers taught you about the many ways on how to be better prepared for other disasters like earthquake, fire, or even human-induced disasters such as armed conflict. What are the ways that they taught you? (Sample answers include: prepare a GO bag, flashlight, water, etc.).

### Say

Also, through these sessions that we have had with you, we have also talked about how to prepare even your hearts, bodies and minds. What were the things that you learned in our sessions that would help you prepare better for disasters? (Sample answers include: breathe when stressed, don't panic, manage your feelings, change your thoughts, etc.).



## ACTIVITY

### Do

Divide the class into 3 or 6 groups. Give each group a manila paper. (You can also just use the board)

### Say

Based on what you have learned so far, can you write down ways on how our homes, schools and communities can be better prepared for disasters? Group 1 (and 4) will write about homes. Group 2 (and 5) will write about schools. Group 3 (and 6) will write about communities.

### Alternative activity

Group students by 5. In a manila paper, write down the following and ask the students to build and finish the story:

One day, there was a storm warning in the province of \_\_\_\_\_. Classmates Mario and Tina heard about it and they decided to ask their classmates to help them prepare for it. This is what they all decide to do.... )

### Do

Allow the groups to share their answers.

## ANALYSIS

### Say

How did you feel about the activity? Which items were similar for all? Which items were not mentioned in all but were also very important?



## ABSTRACTION

### Do

Show the SEE Students framework.



### Say

Part of helping all of you to be better prepared for disasters is helping you to build more resilience or strength within yourself. In Filipino, we have guided you into being even more MATATAG or resilient. Take a look at the framework we used for the module sessions.

### Do

Discuss the key messages of modules 1-9 if you ran all the 9 modules. Discuss the key messages of modules 4-9 if you ran just the 6 modules. Explain how the modules aim to SUPPORT, ENABLE and EMPOWER students. Introduce the term “SEE”.

### Say

These are the key messages of the modules. By teaching you about these, we have supported, enabled and empowered you.

## APPLICATION

How have the sessions changed or helped you? How can you use what you have learned to help others?

## CLOSING

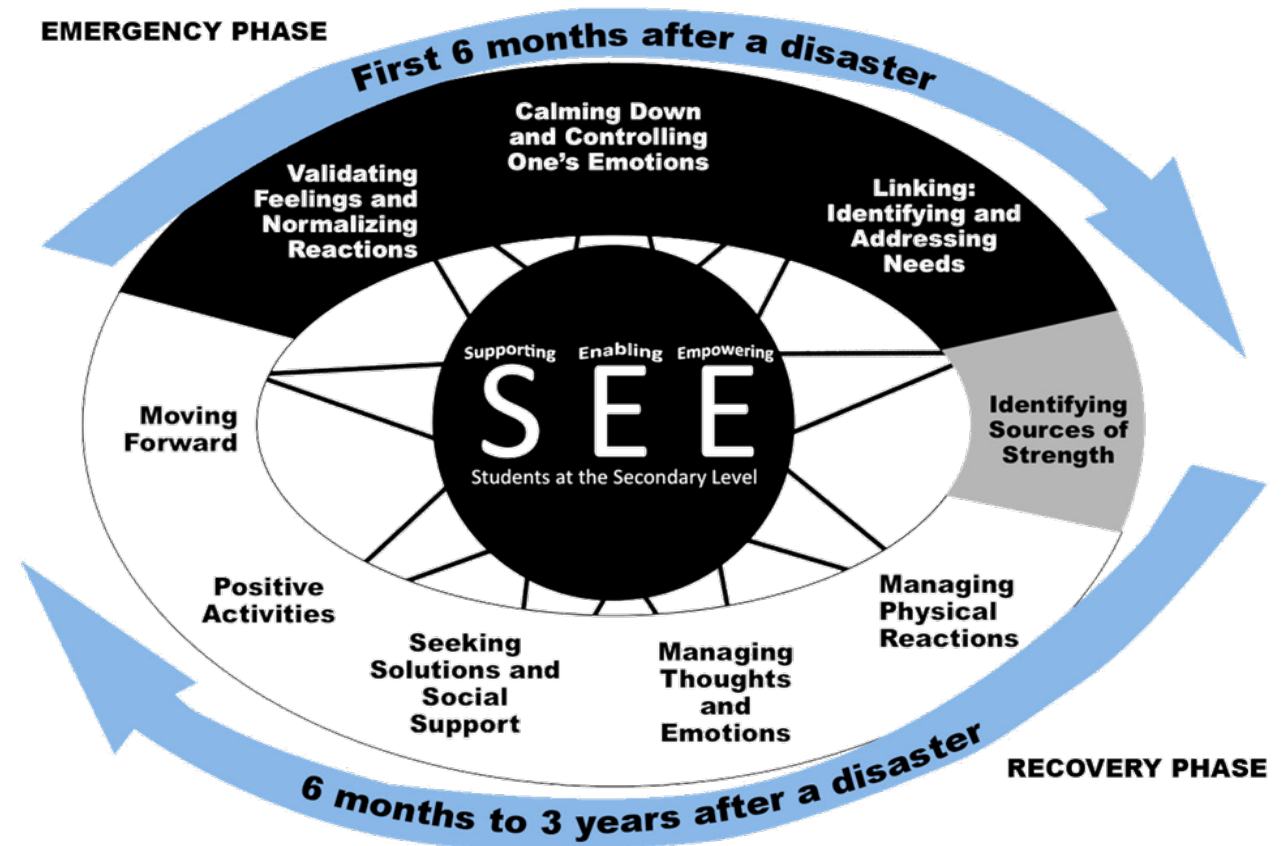
### Say

Can we end with a song to show how thankful we all are for feeling this empowered and resilient? Let's all hold hands as we sing. (Ask the students what they want to sing, or if they want to pray or do a chant).

# Module IX Handout

## The SEE Students Framework

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