



Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**



20 November 2025

**DIVISION MEMORANDUM**

No. **750-2025**

**IMPLEMENTATION OF THE 4-PHASE GUIDED TEACHER ACTIVITIES FOR  
THE CULTIVATING 'COMPASSION BULLYING' PREVENTION PROGRAM**

To: Chief Education Supervisors  
All Public Schools District Supervisors  
Education Program Supervisors  
Public Elementary and Secondary School Heads  
Others Concerned

1. Relative to Division Memorandum No. 712, S. 2025 entitled "*Launching of Bullying Prevention – Cultivating Compassion: A Weekly Empathy Session Initiative to Prevent Bullying in Schools Orientation for School Heads*", this memorandum is issued to further integrate the Four (4) Phases of Guided Activities for Teachers to ensure systematic implementation, facilitation, and monitoring of weekly empathy sessions across all schools.
2. The Four (4) Phases shall serve as a structured framework to deepen understanding, encourage active participation, promote reflective practice, and reinforce sustained behavioral change among learners. These phases include:
  - Phase I – Self-Discovery
  - Phase II – Others-Centered
  - Phase III – Connection & Collaboration
  - Phase IV – Empathy in Action
3. All School Heads, Guidance Advocates, and teachers are expected to ensure the incorporation of these phases in the implementation of the Weekly Empathy Session activities under the "Cultivating Compassion" initiative.
4. An overview of the presentation and activities can be viewed by scanning the QR Code:



5. Schools are likewise encouraged to implement creative and context-based activities aligned with the phases while ensuring alignment with Child Protection Policy and existing DepEd directives on bullying prevention.
6. Immediate and wide dissemination of this memorandum to all concerned is desired.

**SORAYA T. FACULO PhD, CESO V**  
Schools Division Superintendent

For the Schools Division Superintendent:

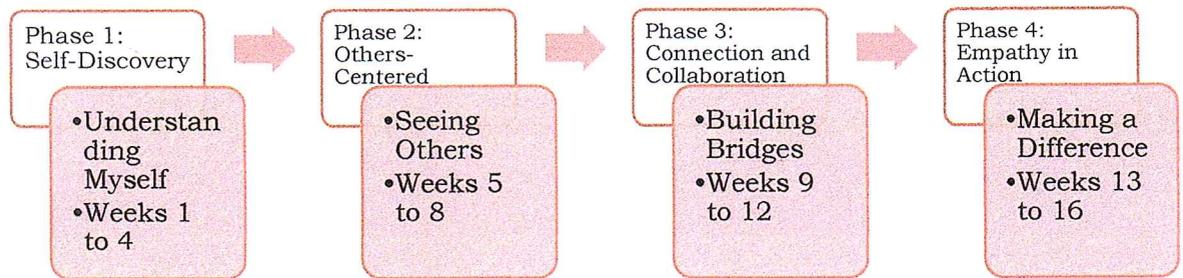
  
**CARMEL F. MERIS**  
OIC-Assistant Schools Division Superintendent



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**III. PROGRAM FRAMEWORK:**

**A. Blueprint**



**B. Scheme**

OBJECTIVE	STRATEGY	PROGRAM/ ACTIVITY CONTENT	TIMELINE	RESOURCES
<b>Phase 1: Self-Discovery (Understanding Myself)</b>				
For learners to be able to better understand themselves in order to understand others too, as they identify and express their own emotions, strengths, and personal values	Weeks 1 to 2: Identifying and Labeling Feelings	K to Grade 3: ▪ Activities: Use a daily “Feelings Chart” with emojis to help learners identify their emotions. Read books about different feelings and discuss how the characters feel. Play “Emotion Charades”  Grades 4 to 6: ▪ Introduce a “Mood Journal” where learners write down their emotions and the situations that caused them. Discuss healthy coping mechanisms for difficult feelings. You can also use “Emoji Stories” where learners create a short story using a series of emojis to convey a range of emotions.  Grades 7 to 9:	Weeks 1 to 4, Third Quarter, SY 2025-2026  (Weekly, November 3 to 28)	Human: Teacher-Adviser  Financial: budget for supplies  Material: photocopied references



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		<ul style="list-style-type: none"> <li>▪ Introduce the “Feelings Bingo” where learners mark off emotions on a bingo card as they experience or witness them. This helps them recognize the nuance of emotions</li> </ul> <p>Grades 10 to 12:</p> <ul style="list-style-type: none"> <li>▪ Use contemplative writing to explore topics like stress, anxiety, and purpose. Introduce mindfulness and meditation techniques to help learners manage their emotions in a healthy way</li> </ul>		
	<p>Weeks 3 to 4:          Understanding Personal Strengths</p>	<p>K to Grade 3:</p> <ul style="list-style-type: none"> <li>▪ “All About Me” Collage where learners cut out pictures from magazines or draw things that represent what they like and what makes them unique</li> </ul> <p>Grades 4 to 6:</p> <ul style="list-style-type: none"> <li>▪ “Hobby Bingo” where learners find classmates who share various hobbies. This helps them find commonalities and appreciate differences.</li> </ul> <p>Grades 7 to 9:</p> <ul style="list-style-type: none"> <li>▪ Introduce “two truths and a lie” where learners share two true and one false feeling about a recent event, and the class guesses the lie. This builds trust and encourages vulnerability.</li> </ul>		



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		<p>Grades 10 to 12:</p> <ul style="list-style-type: none"> <li>• “Goal Setting Activity” where learners set a personal goal and create a plan to achieve it. This promotes a sense of purpose and self-efficacy.</li> </ul>		
<b>Phase 2: Others-Centered (Seeing Others)</b>				
<b>OBJECTIVE</b>	<b>STRATEGY</b>	<b>PROGRAM/ ACTIVITY CONTENT</b>	<b>TIMELINE</b>	<b>RESOURCES</b>
<p>For learners to practice taking on different perspectives while learning about and understanding the experiences and cultures of others</p>	<p>Weeks 5 to 6: Perspective-Taking</p>	<p>K to Grade 3:</p> <ul style="list-style-type: none"> <li>▪ “Walk in their Shoes” where learners act out scenarios from a book or story from a different character’s perspective.</li> </ul> <p>Grades 4 to 6:</p> <ul style="list-style-type: none"> <li>▪ “Perspective Swap” where learners are given a scenario (e.g. disagreement at lunch) and role play it from each person’s point of view.</li> </ul> <p>Grades 7 to 9:</p> <ul style="list-style-type: none"> <li>▪ “Current Events Discussion” where learners discuss a news story and explore the emotions and perspectives of the people involved.</li> </ul> <p>Grades 10 to 12:</p> <ul style="list-style-type: none"> <li>• “Interview a Stranger” where learners interview a staff member, community member, or someone they don’t know well. They ask about their dreams,</li> </ul>	<p>Weeks 5 to 8, Third Quarter, SY 2025-2026</p> <p>(Weekly, December 1 to 19)</p>	<p>Human: Teacher-Adviser</p> <p>Financial: budget for supplies</p> <p>Material: photocopied references</p>



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		<p>challenges, and what they enjoy about in their job. This activity is likened to the Danish practice of <i>Klassens Tid</i> (The Class' Hour) where learners discuss problems and find solutions based on real listening.</p>		
	<p>Weeks 7 to 8: Cultural Appreciation</p>	<p>All Grades:</p> <ul style="list-style-type: none"> <li>• “Same and Different” where learners stand if a prompt applies to them (e.g. “I have a sibling,” “I speak another language”). This highlights shared experiences and celebrates diversity.</li> <li>• “Show and Tell” – learners bring in an object that represents their family’s culture or a personal tradition and share its significance.</li> </ul>		
<b>Phase 3: Connection and Collaboration (Building Bridges)</b>				
<b>OBJECTIVE</b>	<b>STRATEGY</b>	<b>PROGRAM/ ACTIVITY CONTENT</b>	<b>TIMELINE</b>	<b>RESOURCES</b>
<p>For learners to build and maintain healthy relationships as they also improve their skills in communication, teamwork, and in resolving conflicts peacefully</p>	<p>Weeks 9 to 10: Communication and Active Listening</p>	<p>K to Grade 3:</p> <ul style="list-style-type: none"> <li>▪ “Compliment Circles” where learners take turns giving genuine compliments to a classmate.</li> </ul> <p>Grades 4 to 6:</p> <ul style="list-style-type: none"> <li>▪ “Human Knot” where learners hold hands to form a knot and must work together to untangle themselves.</li> </ul> <p>Grades 7 to 9:</p> <ul style="list-style-type: none"> <li>▪ “Listening Pairs” where learners sit in pairs and one person shares an experience for a set period of time</li> </ul>	<p>Weeks 9 to 12, Third Quarter, SY 2025-2026</p> <p>(Weekly, January 5 to 30, 2026)</p>	<p>Human: Teacher-Adviser</p> <p>Financial: budget for supplies</p> <p>Material: photocopied references</p>



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		<p>without interruption. The other person then summarizes what he or she heard. The other person is given the chance to share his or her own experience after.</p> <p>Grades 10 to 12:</p> <ul style="list-style-type: none"> <li>• “Debating” – a structured debate on a relevant topic to practice respectful disagreement, active listening, and articulating an argument.</li> </ul>		
	<p>Weeks 11 to 12: Collaboration and Conflict Resolution</p>	<p>K to Grade 3:</p> <ul style="list-style-type: none"> <li>▪ “Collaborative Drawing” where a small group of learners work on a single drawing, passing it around to add their own contribution to the drawing.</li> </ul> <p>Grades 4 to 6:</p> <ul style="list-style-type: none"> <li>▪ “Problem Solving Scenarios” where the teacher presents a common classroom conflict and the class brainstorms solutions together.</li> </ul> <p>Grades 7 to 9:</p> <ul style="list-style-type: none"> <li>▪ “Conflict Resolution Board Game” where learners navigate a board game by resolving conflicts and practicing effective communication skills.</li> </ul> <p>Grades 10 to 12:</p> <ul style="list-style-type: none"> <li>• “Learner-led Class Party” where learners work together to plan a class celebration, managing budget and delegating tasks. This teaches them about</li> </ul>		



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		teamwork and compromise.		
<b>Phase 4: Empathy in Action (Making a Difference)</b>				
OBJECTIVE	STRATEGY	PROGRAM/ ACTIVITY CONTENT	TIMELINE	RESOURCES
For learners to be empowered in applying empathy for prosocial behavior and responsible decision-making as they impact their school and wider community	Weeks 13 to 14: Kindness and Prosocial Behavior	All Grades: <ul style="list-style-type: none"> <li>• “Kindness Challenges” where learners are challenges to perform small acts of kindness each week, such as writing a “thank you” note to teacher or helping a classmate with homework. Then they each share their experiences to class.</li> <li>• “Pay It Forward”—a class-wide project where learners choose a cause they care about (e.g. helping school mates or classmates with reading difficulties) and work together to help</li> <li>• “Gratitude Journals” where learners list things they are grateful for and focus on how others have contributed to their happiness.</li> </ul>	Weeks 13 to 16, Fourth, SY 2025-2026  (Weekly, February 2 to 27, 2026)	Human: Teacher-Adviser  Financial: budget for supplies  Material: photocopied references
	Weeks 15 to 16: Review and Reflection	All Grades: <ul style="list-style-type: none"> <li>• “The Magic Wand” where learners describe their ideal world and how they could contribute to creating it.</li> <li>• “End of Year Reflection”—a final circle session where learners reflect on the program, what they’ve learned about themselves, and how they will continue to practice empathy in the future.</li> </ul>		