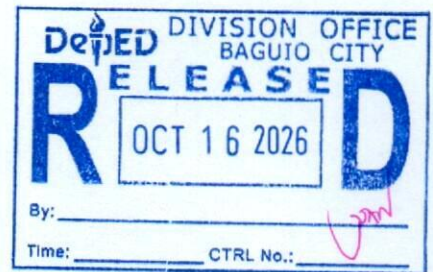




Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**



October 15, 2026

**DIVISION MEMORANDUM**

**713-2026**

**CORRIGENDUM TO DM NO. 611, S. 2026 (YEAR 2 IMPLEMENTATION OF THE CULTIVATING COMPASSION A WEEKLY EMPATHY SESSION INITIATIVE TO PREVENT BULLYING IN SCHOOLS)**

To: Office of the Assistant Schools Division Superintendent  
Chief Education Supervisors  
Public Schools District Supervisors  
Public School Heads  
All Others Concerned

1. Relative to **Division Memorandum No. 611, s. 2026**, titled "*Year 2 Implementation of the Cultivating Compassion: A Weekly Empathy Session Initiative to Prevent Bullying in Schools*," please be informed that the framework attached thereto is hereby replaced with the corrected framework attached to this Corrigendum.
2. The **End Date** of the program is hereby corrected from **January 29, 2027, to February 23, 2027**, to maximize implementation and ensure the completion of the 16-week program.
3. The **Monitoring Link** and **Mode of Verification (MOVs) Link** released through *Division Memorandum No. 697, s. 2026*, shall be accomplished and submitted after every four (4) weeks of implementation, following the schedule below:  
  
Phase 1 (Weeks 1-4): **October 30, 2026**  
Phase 2 (Weeks 5-8): **November 25, 2026**  
Phase 3 (Weeks 9-12): **January 22, 2027**  
Phase 4 (Weeks 13-16): **February 26, 2027**
4. Enclosure: **YEAR 2 PROGRAM FRAMEWORK**
5. For queries and concerns, kindly contact Julie-Abegail Loy C. Martillana or Ron Bixby A. Pedronio, Division Youth Formation Coordinators thru (074) 665-1231 [youthformationbaguiocity@gmail.com](mailto:youthformationbaguiocity@gmail.com).
6. For information, guidance and strict compliance.

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

SGOD/NMT/jalcem

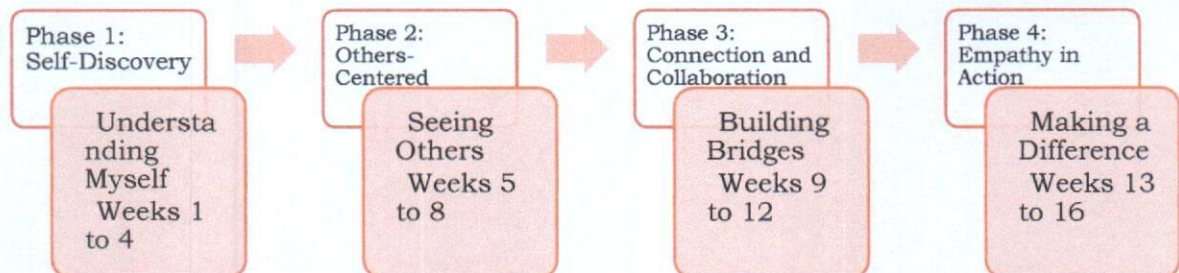




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**I. YEAR 2 PROGRAM FRAMEWORK:**

**A. Blueprint**



**B. Scheme**

| OBJECTIVE                                                                                                                                                                  | STRATEGY                                           | PROGRAM/<br>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:<br>Identifying and Labeling Feelings | <p>K to Grade 3:</p> <ul style="list-style-type: none"> <li>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"</li> </ul> <p>Grades 4 to 6:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Grades 7 to 9:</p> <ul style="list-style-type: none"> <li>Introduce the "Feelings Bingo" where learners mark off emotions on a bingo card as they experience or</li> </ul> | Weeks 1 to 4,<br>Third Quarter, SY 2026-2027<br><br><b>(Weekly, September 16 to October 23)</b> | <p>Human: Teacher-Adviser</p> <p>Financial: budget for supplies</p> <p>Material: photocopied references</p> |



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|--|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |                                                           | <p>witness them. This helps them recognize the nuance of emotions</p> <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:<br/>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> <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> |  |  |



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| <b>Phase 2: Others-Centered (Seeing Others)</b>                                                                                         |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                    |                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>OBJECTIVE</b>                                                                                                                        | <b>STRATEGY</b>                     | <b>PROGRAM/<br/>ACTIVITY CONTENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>TIMELINE</b>                                                                                    | <b>RESOURCES</b>                                                                                                        |
| For learners to practice taking on different perspectives while learning about and understanding the experiences and cultures of others | Weeks 5 to 6:<br>Perspective-Taking | <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, challenges, and what they enjoy about in their job. This activity is likened to the Danish practice of Klassens Tid (The Class’ Hour) where learners discuss problems and find solutions based on real listening.</li> </ul> | <p>Weeks 5 to 8, Third Quarter, SY 2026-2027</p> <p><b>(Weekly, October 26 to November 20)</b></p> | <p>Human:<br/>Teacher-Adviser</p> <p>Financial:<br/>budget for supplies</p> <p>Material:<br/>photocopied references</p> |



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|                                                                                                                                                              | Weeks 7 to 8:<br>Cultural<br>Appreciation            | All Grades:<br><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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                     |                                                                                                               |
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| <b>Phase 3: Connection and Collaboration (Building Bridges)</b>                                                                                              |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                     |                                                                                                               |
| <b>OBJECTIVE</b>                                                                                                                                             | <b>STRATEGY</b>                                      | <b>PROGRAM/<br/>ACTIVITY CONTENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>TIMELINE</b>                                                                                     | <b>RESOURCES</b>                                                                                              |
| For learners to build and maintain healthy relationships as they also improve their skills in communication, teamwork, and in resolving conflicts peacefully | Weeks 9 to 10:<br>Communication and Active Listening | K to Grade 3:<br><ul style="list-style-type: none"> <li>• “Compliment Circles” where learners take turns giving genuine compliments to a classmate.</li> </ul> Grades 4 to 6:<br><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> Grades 7 to 9:<br><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 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.</li> </ul> Grades 10 to 12:<br><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> | Weeks 9 to 12, Third Quarter, SY 2026-2027<br><br><b>(Weekly, November 23 to, January 15, 2027)</b> | Human:<br>Teacher-Adviser<br><br>Financial:<br>budget for supplies<br><br>Material:<br>photocopied references |



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|  | Weeks 11 to 12:<br>Collaboration<br>and Conflict<br>Resolution | <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 teamwork and compromise.</li> </ul> |  |  |
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**Phase 4: Empathy in Action (Making a Difference)**

| OBJECTIVE                                                                                                                                               | STRATEGY                                           | PROGRAM/<br>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:<br>Kindness and Prosocial Behavior | <p>All Grades:</p> <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</li> </ul> | <p>Weeks 13 to 16, Fourth, SY 2026-2027</p> <p><b>(Weekly, January 18 to February 19, 2027)</b></p> | <p>Human:<br/>Teacher-Adviser</p> <p>Financial:<br/>budget for supplies</p> <p>Material:<br/>photocopied references</p> |



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|  |                                          | choose a cause they care about (e.g. helping school mates or classmates with reading difficulties) and work together to help                                                                                                                                                                                                                                                                                                                                                                                              |  |  |
|  | Weeks 15 to 16:<br>Review and Reflection | All Grades: <ul style="list-style-type: none"><li>• "Gratitude Journals" where learners list things they are grateful for and focus on how others have contributed to their happiness.</li><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> |  |  |