

SHS Remediation Program Session Guide Week 1

Session 1

SAFE SPACE 101: PROMOTING SAFE AND INCLUSIVE ENVIRONMENT

I. OBJECTIVES

At the end of the session, the learners are expected to:

1. describe one's personal understanding of a safe space, including mindset, attitudes, and actions;
2. relate safe space experiences that fosters self-esteem, empathy, conflict resolution, and trust-building;
3. demonstrate ways on making oneself and others feel comfortable, respected, and included

II. **MATERIALS NEEDED:** Blank flash cards, marker, manila paper, wool, pen and paper, laptop (if available)

III. BRIDGE

SESSION PROPER PART 1. ESTABLISHING RAPPORT THROUGH CLASSROOM RULES
A. Welcome and Norm Setting Conduct a welcome and norm-setting activity by introducing yourself and explaining the classroom rules. • Instruct learners to rearrange the seats in a circular formation. • Set clear class rules for everyone to follow: 1. Safe gestures and active listening – ensure a non-judgmental conversation by paying attention and being mindful. 2. Safe words and actions – speak or use kind words towards self and classmates when giving and receiving feedback. Always act respectfully. 3. Safe collaboration and value interactive learning session – encourage everyone to refrain from using any gadgets to stay engaged and actively participate in all activities.
B. Check-in Activity Ask the learners to complete the sentences below. Invite a few volunteers to share their answers and briefly explain them. Encourage thoughtful and respectful listening during sharing. 1. I feel comfortable alone if _____. 2. I feel comfortable with others if _____.
SESSION PROPER PART 2: UNDERSTANDING SAFE SPACE
Conduct a mini-Input and discussion activity by asking the learners to be open in sharing their perspective of a “safe space.” • Distribute flash cards and markers and instruct the learners to write one word that describes their personal meaning of “SAFE SPACE.”

- Give the learners five minutes to write down their ideas. Allow responses in English or Tagalog.
- After writing, guide the learners to organize their answers by explaining that the class will group ideas based on mindset, attitude, and actions.
- Present the Manila Paper on the board with the following categories:

<i>Sa Isip (Mindset)</i>	<i>Sa Pag-uugali (Attitude)</i>	<i>Sa Gawa (Action)</i>

- Ask the learners to place their responses under the appropriate category. Then, invite a few learners to explain their answers in class. Remind them that all responses are valid, and there are no right or wrong answers. Encourage respectful listening while others are sharing.
- Conclude the activity by acknowledging learners' participation and emphasizing the importance of listening to and learning from one another.

SESSION PROPER PART 3: ENHANCING SELF-ESTEEM, EMPATHY, CONFLICT RESOLUTION, and TRUST-BUILDING SKILLS

Lecturette and Discussion

Discuss the following statements to the learners. Provide contextualized examples or allow the learners to share similar experiences. You may put your lecture in a Power Point Presentation or Visual Aids available in your area. References to the lecture are provided, however you are still allowed to find other related literatures and add lecturette/studies relevant to the topic. After the lecturette/discussion, proceed to guide questions.

PROMOTING SAFE SPACE TOWARDS:

- **SELF-ESTEEM**

- Promoting a safe space enhances respect for oneself. It is often said that change in behavior should start from within. Our way of respecting ourselves is positively influenced by how we view ourselves as individuals. These become habits that can affect the way we socialize with others.
- In the study of Booth, Ainscow, & Kingston (2006, as cited in Mental Health Ph, 2021) mentioned that inclusion means reducing all forms of exclusion. We should not put barriers from anyone despite our differences. These similarities and differences are all recognized and valued. We focus on the wholeness of that person and not just one aspect of their life. This simple act may seem like an attempt on a mission to fix the world. Sometimes we tend to look at its effect as a drop in the vastness of the ocean of what is needed and required. The ripples create profound, and most times than not, a lasting impact on the lives of others.

- **EMPATHY**

- Putting oneself in another's shoes is an outlook in life that an individual must always possess. This concept is also value-to-developed if a person wants to enhance interpersonal relationship skills.
- By being empathic, you create "empathic spaces". Empathic spaces aim to not simply feel "safe," but to foster genuine understanding of each other's perspectives and ideas. It encourages listening with the intention to understand rather than to respond, and speaking with the awareness that differing viewpoints may challenge you, but without fear of ridicule or dismissal, as mutual respect is always maintained (Ghouse, 2021)

- **CONFLICT RESOLUTION**

- Creating safe spaces helps develop problem-solving skills. Conflict may appear to lessen, and it promotes proper communication whenever misunderstandings arise.
- Because of diversity, some group of learners are underrepresented which can result in lower graduate rates. However, by creating a culture of diversity, inclusion, and belonging in the classroom, you help each other achieve their own goals (Pace, 2022).

- **TRUST-BUILDING**

- Trust-building is one of the skills that can be developed for creating safe space. Imagine an environment where there is a mutual respect and harmony, the greater the chance for each member to flourish and achieve better performance in any situation.
- A safe learning environment fosters trust, respect, and empathy, allowing 1 to express themselves, take academic risks, and ask for help without fear of judgment. In such spaces, they can also build social skills, form healthy relationships, and better understand and manage their emotions (Graduate Program for Educators, n.d).

Guide Questions:

1. What insights did you gain from the lecturette/discussion?
2. Which of these skills do you think you still need to enhance? Explain your answer.

SESSION PROPER PART 4: PROMOTING SAFE SPACES

A. Experiential Learning

Have the learners present a 2-minute short skit about safe space experience that promotes a skill based on the lecturette.

- Divide the class into four groups and assign their topic to present:
 - Group 1 Self-Esteem
 - Group 2 Empathy
 - Group 3 Conflict-Resolution
 - Group 4 Trust-Building
- Allow the learners to create their own skits and let them practice for 5 minutes.

- Instruct them to begin their presentation based on their number sequence.
- Create a rubric for their group presentation.

B. Peer Sharing

Instruct the learners to find a partner and discuss the lessons they have learned from the short skits. Provide affirmative remarks after doing the activity.

SESSION PROPER PART 5: CLOSURE AND COMMITMENT

A. Safe Space Commitment

Conduct a reflection activity by asking learners to write their personal commitment on a clean sheet of paper. Instruct them to include their insights, their commitment, and ways they can promote a safe space as a learner and member of the community. Give learners 5-10 minutes to complete the task. Assess their output using a simple rubric.

B. Closing Circle or Exit Question

Have learners play Yarn Connection Game.

- Ask learners to form a circle. Pass a ball of yarn to one learner, who will hold the string and say one word they will remember from the session.
- Have them toss the yarn to another learner while keeping hold of the string.
- Continue until everyone is connected.

After the activity, synthesize the key lessons learned and thank the learners for their participation and sharing.

AFTER THE SESSION

1. Reflection of the facilitator on the skills developed by the learners
2. Possible referral if there will be other help or assistance needed from the School Counselor
3. Reaching out to parents or guardians for possible help or assistance from home

References

- MentalHealthPH. (2021, November 30). The art of holding “safe space”: Why and where it matters most. <https://mentalhealthph.org/11-30-21/>
- Ghouse, U. (2021). From safe spaces to empathic spaces. <https://umarghouse.medium.com/from-safe-spaces-to-empathic-spaces-1b53b8e022e>
- Pace, K. (2022, February 22). 15 tips for creating a safe learning environment. Western Governors University. <https://www.wgu.edu/blog/15-tips-creating-safe-learning-environment2202.html>
- Graduate Programs for Educators. (n.d.). Creating a safe space in K–12: A school guide. <https://www.graduateprogram.org/blog/creating-a-safe-space-in-k-12-a-school-guide/>

Session 2
KAYA KO 'TO!
BUILDING SELF-EFFICACY FOR LIFE AND LEARNING

I. OBJECTIVES

At the end of the session, the learners are expected to:

1. define self-efficacy and identify its four sources (mastery experience, vicarious experience, social persuasion, emotional state)
2. identify three (3) personal strengths and past successes and explain how these contribute to building self-efficacy;
3. analyze how thoughts influence feelings and actions by completing a Thought-Feeling-Action framework, and;
4. develop high self-efficacy responses in challenging situations through role play

II. MATERIALS NEEDED: Bond papers, pens, case scenario sheets, Thoughts-Feelings-Actions Table, Metacards (2 pieces per learner), Cartolina (AHA Board), Masking tape/double sided tape

III. BRIDGE

SESSION PROPER PART 1: "KAYA MO BA?"
A. Welcome and Norm-Setting Greet the learners in the room and introduce the objectives of the session. B. Check-in Activity Say: "Everyone, please stand. I will be reading statements and you will step forward if you agree, and stay where you are if you do not agree. Remember that there is no right or wrong answer, this is just for reflection." 1. I believe I can achieve my goals in life. <i>Naniniwala ako na kaya kong maabot ang mga goals ko sa buhay.</i> 2. Even when a task is difficult, I still try to finish it. <i>Kahit mahirap ang task, sinusubukan ko pa rin tapusin.</i> 3. When I make mistakes, I see them as opportunities to learn. <i>Kapag nagkakamali ako, iniisip ko na may matututunan ako dito.</i> 4. I feel comfortable participating or speaking in front of others. <i>Komportable akong mag-participate o magsalita sa harap ng iba.</i> 5. When I don't immediately understand something, I make an effort to figure it out. <i>Kapag hindi ko agad nakuha ang sagot, nagsisikap pa akong intindihin.</i> 6. I ask for help when I am struggling. <i>Humihingi ako ng tulong kapag nahihirapan ako.</i>

7. Sometimes I think I can't do something even before trying.
Minsan iniisip ko na hindi ko kaya kahit hindi ko pa nasusubukan.

8. When things get hard, I feel like giving up right away.
Kapag nahihirapan ako, gusto ko nang sumuko agad.

9. I am afraid of making mistakes, so I avoid answering.
Natatakot akong magkamali kaya minsan hindi ako sumasagot.

10. I compare myself to others and feel less capable.
Kinukumpara ko ang sarili ko sa iba at pakiramdam ko ay kulang ang kakayahan ko.

Processing Questions:

1. What did you notice about your confidence as you moved through each statement? Did anything surprise you?

2. Were there instances when you hesitated to step forward? If so, what was the story you were telling yourself in that moment?

SESSION PROPER PART 2: UNDERSTANDING SELF-EFFICACY

A. Lecture/Input

Self-efficacy is the belief in one's ability to succeed in a specific task.

Self-efficacy is not simply general confidence; rather, it is the specific belief in one's ability to succeed at a particular task. It spells the difference between saying 'I am smart' and 'I have what it takes to figure this out.'

We often see high-achieving students give up when faced with a new challenge because they lack this belief. On the other hand, many 'average' students show remarkable persistence; they succeed not because they are gifted, but because they believe their skills can be improved. Ultimately, it is our belief in our capacity to act that determines how long we persevere in the face of obstacles.

Four (4) sources of self-efficacy:

1. Mastery Experience – past successes

Example: Kapag may nagawa ka nang bahirap before, like passing a tough subject, you start thinking, "kaya ko ulit."

2. Vicarious Experience – seeing others succeed

Example: "Kapag nakita mo ang kaibigan mo na nagtagumpay, iniisip mo, "Kung kaya niya, kaya ko rin."

3. Social Persuasion – encouragement from others

Example: Kapag may nagsabi sa iyo - teacher, parent, or friend, "Kaya mo 'yan," it influences your belief.

4. Emotional State – how you feel affects confidence

Example: If you feel anxious, you doubt yourself. If you feel calm, you perform better.

Facilitator's Note:

Allow 2 – 3 learners to answer the question, "Which of these affects you the most?"

PART 3: "MY SUCCESS TIMELINE"

A. Individual Activity

Say:

"I want you to remember that we should not only give importance to big achievements. Even small wins matter. Draw a timeline of five (5) moments in your life where you succeeded in something challenging."

Facilitator's Note:

Walk around, encourage hesitant learners by saying "kahit simple lang, like learning a new skill, helping your younger sibling sa assignment niya, or overcoming a fear."

Allow 5 learners to share their output in class. Then, encourage all others to share their output with their seatmates.

B. Processing Questions:

1. What is the common factor with your successes?
2. Did you give up immediately? Or did you try again to succeed?
3. How did these experiences shape your confidence?

Highlight: You already have proof of your ability to succeed. However, not everyone recalls this when confronted with new challenges. This is why some individuals say "Hindi ko kaya" - not because it's true, but because they've forgotten their previous achievements. These accomplishments should serve as a foundation for confidence. Confidence, in turn, leads to future successes.

SESSION PROPER PART 4: "I CAN HANDLE THIS"

A. Group Activity (Role Playing)

Facilitator's Note:

1. Divide the class into groups of 4
2. Give each group a case scenario sheet:
 - Group 1: Failing an important exam
 - Group 2: Fear of class reporting
 - Group 3: Conflict with a friend
 - Group 4: Pressure in choosing a career
3. Instruct the class that each group will act out two versions of their case scenario:
 - Low self-efficacy response
 - High self-efficacy response
4. Give each group a definite time to prepare and present.

Say:

"Show us the difference between "I can't do this," and "I will try and improve." This is not about acting skills. It is about showing thinking patterns."

Processing Questions (after each presentation):

1. What is the difference of the two responses?

2. Which one leads to better outcomes? Why?

Say:

“Same situation, but different mindset, different outcome. Your success is not only about the situation – it is about how you respond to it.”

SESSION PROPER PART 5: THOUGHTS→ FEELINGS→ ACTIONS

A. Class Activity

Facilitator’s Note:

1. Place the table representation of Thought-Feelings-Actions in the board (you may also use a Power Point Presentation)
2. Ask the learners to identify situation and determine the thoughts, feelings, and action about the event.
3. Guide the learners in answering the activity

Instructions:

- A. Complete the table.

Situation	Thought	Feeling	Action
Example: Recitation	“Mapapahiya ako”	Takot	Hindi sasagot
1.			
2.			
3.			

B. Challenge: Reframe Thought

Choose one negative thought and change it into a positive one:

Old Thought: _____

New Thought: _____

C. Reflection

What do you think will change in your behavior?

Say:

“You cannot always control situations, but you can train your thoughts.”

SESSION PROPER PART 6: LETTER TO MY FUTURE SELF

Individual Activity

Say:

“This time, I want you to talk to yourself, not the version of you today, but the version of you who is facing challenges in the future.

On a piece of metacard which I will be giving you, write about:

- A challenge you are facing of might face
- A strength you already have
- A message of encouragement to yourself”

SESSION PROPER PART 7: EXIT SLIP AND ONE WORD CHECK-OUT	
A. Exit Slip Say: “On your metacard, write one key insight you gained today, and one question you still have. Post your metacard on the designated AHA Board.” B. One Word Check-Out Say: “Let us end with one word. Just one word to describe how you feel after this session.” <i>Facilitator’s Note:</i> <i>Call learners one by one or by row.</i> Say: “Today, you learned that self-efficacy is not something you are born with--it is something you build. Every time you try again, every time you change your thinking, every time you remember your past success--you strengthen that belief. So, the next time you face something difficult, instead of saying “Hindi ko kaya,” try saying...” <i>Facilitator’s Note:</i> <i>Let learners respond</i> <i>“Kaya ko ‘to!’</i>	
AFTER THE SESSION	
1. Reflection of the facilitator on the skills developed by the learners 2. Addressing questions which learners posted during the Part 7 of the session 3. Possible referral if there will be other help or assistance needed from the School Counselor 4. Reaching out to parents or guardians for possible help or assistance from home	

References

- Bandura, A. (1997). Self-Efficacy: The Exercise of Control. W.H. Freeman.
- CASEL (Collaborative for Academic, Social, and Emotional Learning). (2020). SEL Framework.
- DepEd. (2020). Most Essential Learning Competencies (MELCs)
- Pajares, F. (2002). Overview of Social Cognitive Theory and Self-Efficacy.
- Schunk, D. H. (2012). Learning Theories: An Educational Perspective.
- OECD (2015). Skills for Social Progress: The Power of Social and Emotional Skills