

School

DONTOGAN ELEMENTARY SCHOOL

Innovation Name

REBUILD. REAFFIRM. REVITALIZE.

Explain your innovation briefly

It is a comprehensive initiative at Dontogan Elementary designed to uplift the well-being of our entire school community—learners, teachers, and parents—through a phased approach.

- **Phase I(REBUILD)** focuses on our learners, providing workshops and activities designed to support their emotional healing and foster resilience, helping them to rebuild their confidence and strengthen their capacity to thrive both in and out of the classroom.
- **Phase II (REAFFIRM)** provides teachers with training in social-emotional learning to create nurturing classrooms and effectively address early signs of emotional distress, reaffirming their role in student well-being.
- **Phase III(REVITALIZE)** engages parents with guidance and resources to strengthen their bond with their children, revitalizing relationships to better support emotional well-being and active participation in school.

Problem Statement – What problem does the innovation seek to address

This innovation seeks to address the high levels of distress among learners at DES, as identified by the CTSC (Contextualized Trauma Syndrome Checklist). The solution focuses on providing emotional healing and resilience-building workshops for learners, training teachers in social-emotional learning, and involving parents in their children's well-being, with the goal of creating a more supportive and nurturing school environment.

How does the project demonstrate a clear understanding of the needs of your school community?

The project demonstrates a clear understanding of the needs of the school community by addressing specific challenges faced by learners, teachers, and parents through a tailored approach.

It targets learners' emotional distress with healing and resilience workshops, supports teachers with training in social-emotional learning to enhance their classroom environment and early intervention skills, and engages parents by providing resources to strengthen their relationships and support their children's well-being.

This phased and comprehensive strategy ensures that the unique needs of each group are met, fostering a supportive and positive school environment.

What makes the project unique, different, and worthy of emulation?

The project's uniqueness lies in its comprehensive, phased approach that addresses the well-being of the entire school community—learners, teachers, and parents. It stands out by integrating targeted support through three distinct phases: **Rebuild** for learners to build emotional resilience, **Reaffirm** for teachers to enhance their skills in social-emotional learning and early intervention, and **Revitalize** for parents to strengthen their involvement in supporting their children's well-being. This holistic strategy combines workshops, practical training, and resources, creating a unified effort to tackle issues such as emotional distress and lack of coping skills. By focusing on both immediate support and long-term impact, the project provides a model for creating a thriving, resilient school environment, making it a standout approach that other schools can emulate.

What are your key challenges and how do you plan to overcome them?

Limited Budget and Resources: To address financial constraints, we will seek external funding through partnerships with local organizations. In exchange, we will offer performances and products for these partners at no cost, creating a mutually beneficial arrangement. Fundraising events, such as UKAY will invite the community to donate pre-loved items, generating additional revenue. Furthermore, activities like bead-making, painting, and ukulele playing will produce sellable items and music available through the project's Facebook page and Spotify.

Sustainability: By making the program a part of the school's best practices and cultural initiatives (SIP), we will solidify its impact and ensure it remains a central element of Dontogan Elementary School's commitment to well-being.

What resources would you need? How would you source them?

Human Resources:

-We will partner with local mental health organizations and universities with counseling programs. We will also connect with health services and community groups to find experienced professionals who are willing to support our program.

-By encouraging teachers and staff to lead healing activities like music, arts, and other creative workshops, we aim to foster their enthusiasm and commitment to the initiative.

Financial Resources:

-We will focus on securing external funding through partnerships with local organizations. In return, we will offer products and performances at minimal prices, ensuring a mutually beneficial arrangement.



Rebuild.Reaffirm.Revitalize.

Jacqueline L. Fianza



The Problem

1 in 32 learners is grappling with severe emotional problems due to harmful behavior they've experienced, which is deeply affecting their well-being and ability to succeed both in and out of the classroom.



The Context

Despite immediate short-term interventions, 1 in 32 learners continue to suffer from severe emotional distress due to past abuse. Teachers lack the training to recognize and address these issues, and parents lack the resources to help effectively.





Stakeholders Pain Points

Learner A: “Di ako naiintindihan ng lahat, sa school, sa bahay, basta lahat, akala nila nag-iinarte ako, pero hindi po, pagod na ako, kung minsan gusto ko na lang na hindi mag-exist, ganun.”



Teacher A: “Sa dami nila sa klase, mahirap din kasing i-identify kung sino ang mga may pinagdadaanang ganitong sitwasyon...”



Parent A: “Paiba-iba ang mood nya, kaya pinapagalitan ko, tapos magmumukmok na sa kwarto ‘yan, iiyak tapos magdra-drawing ng mga kung ano ano, madalas nakakatakot.”



Barangay Official A: “Kahit alam na namin ang tunay na sitwasyon ng mga batang ito, hindi namin alam kung paano ito lubos na matutugunan-lalo yung kanilang paghilom...”



Letters in the mood box, Illustrations by learners, Street Survey Results

The Solution

In today's schools, the traditional **3 Rs** (Reading, Writing, aRithmetic) are just the starting point. To truly support learner success, we must also focus on emotional well-being. That's where our **three** new **Rs** come in:

REBUILD Phase aims to help learners through workshops and activities that foster emotional healing and resilience.

REAFFIRM Phase seeks to equip teachers with the skills to create supportive classrooms and address emotional distress.

REVITALIZE Phase intends to support parents with resources to strengthen family relationships and enhance school involvement.



A Differentiated Approach

*Severe
Emotional
Distress*



Rebuild



- Art Therapy Sessions
- Music Therapy Workshops
- Coping Strategies Workshops
- Trauma-Focused Cognitive Behavioral Therapy
- Self-care Practices
- Motivational Biblical Stories & Activities



Reaffirm



- Training Workshops on Socio-Emotional Learning
- Detecting and Addressing Learner Distress
- Empathy and Communication Skills Sessions
- Crisis Intervention Training



Revitalize



- Trauma Care Workshops
- Soul Care Sessions
- Parenting Strategies for Emotional Support
- Safety and Coping Skills Training



*Restored
Self*

A background image showing a community activity. In the foreground, several purple and red sheets of paper are pinned to a tree trunk. Each sheet features a handprint outline with handwritten text in Filipino. The text includes phrases like 'I am a student of the school', 'I am a member of the school', and 'I am a member of the school'. In the background, a group of people, including students and adults, are gathered in an outdoor area with a building and a green structure in the distance.

Challenges

Engaging more stakeholders in resource sharing and ensuring long-term sustainability is a key challenge.

Needed Resources

Musical instruments, art supplies, art therapy guides, and a conducive space for sessions. Beads, string, tools for bead-making and instructional materials. Activity Sheets for Values Instruction Mondays, Canteen Stubs for rewards. Motivational speakers, self-care kits, and printed guides.

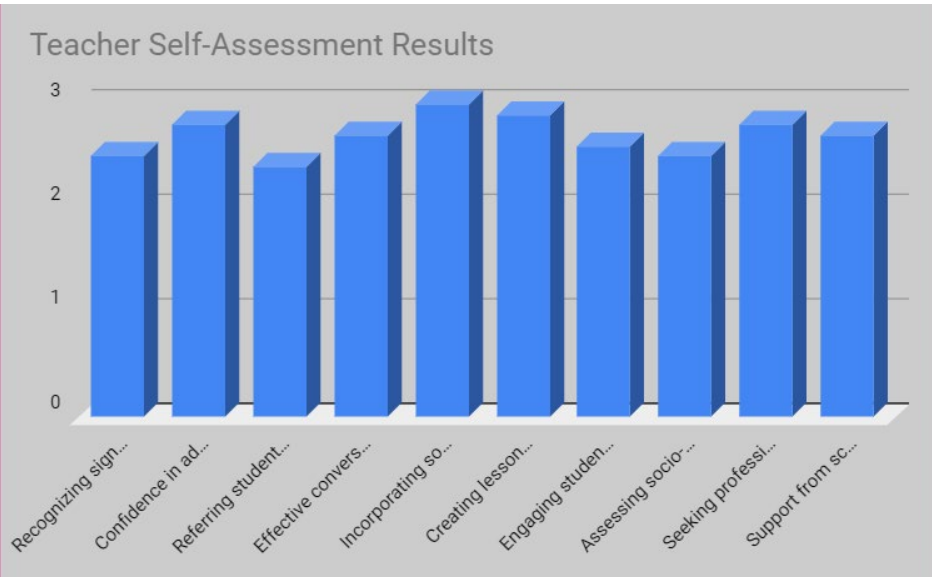
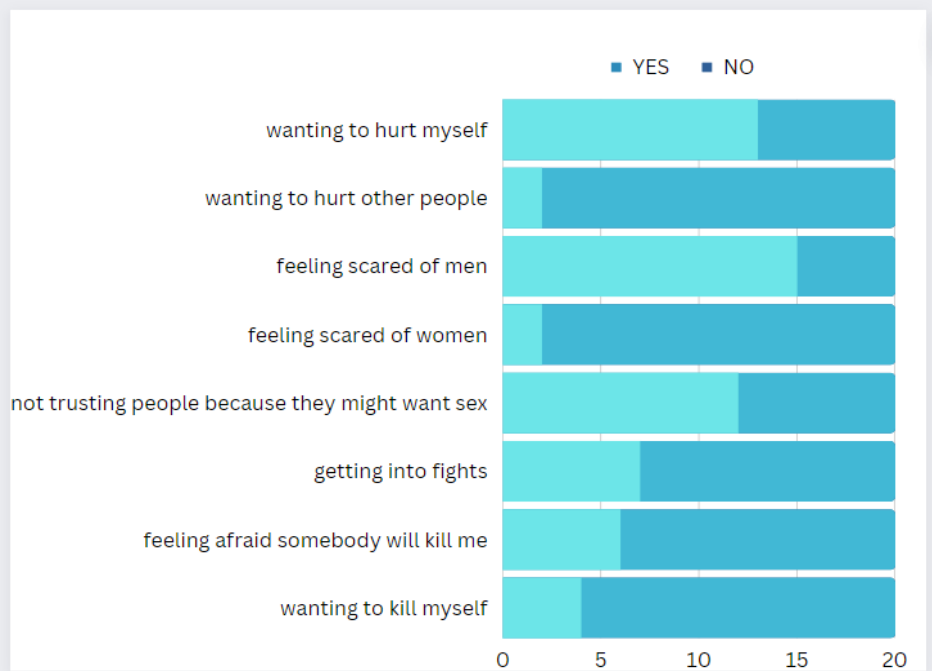


Source

Local businesses, community partnerships, educational and wellness organizations, nonprofits, fundraising events and support from local government.



Monitoring & Evaluation



Progress will be tracked through pre- and post-assessments, along with testimonials from learners and feedback from teachers.

Increase teachers' confidence in addressing emotional distress, raising their scores from 20-29 to 40-50 within six months.

Equip 95% of learners with coping skills, enhancing self-esteem and reducing self-harm and suicidal thoughts within six months.

Critical Visual Narrative



1 in 32 DES learners is battling severe distress from past trauma.

This is an urgent crisis.

Our youth are crying out for help—be the lifeline they desperately need. Take action today!