



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

MAY 22 2026

REGIONAL MEMORANDUM
No. 509, s. 2026

**UTILIZATION OF POWERING EMPATHY, ACCEPTANCE, AND CONNECTION
EVERY DAY (PEACE) FILMS DURING THE OPENING BLOCK
OF SCHOOL YEAR 2026-2027**

To: Schools Division Superintendents
All Others Concerned

1. Relative to DepEd Order No. 009, s. 2026 titled Guidelines on the Implementation of the Three-Term School Calendar in Basic Education and Regional Memorandum No. 139, s. 2025 titled Powering Empathy, Acceptance and Connection Every Day (PEACE): A Campaign Nurturing Safe Schools in DepEd Negros Island Region, this Office hereby announces the utilization of the PEACE Films during the Opening Block of School Year 2026-2027.
2. The undertaking aims to:
 - a. provide a structured framework for the conduct of the Three-Term Calendar Opening Block for School Year 2026–2027, particularly for Key Stages 2-4;
 - b. promote safe, inclusive, and bullying-free school environments for the school year; and
 - c. maximize the use of films as engaging learning resources that foster students' appreciation of academic, social, and developmental issues.
3. The official PEACE films may be accessed through the YouTube Channel: **DepEd NIR-LRMDS** (<https://www.youtube.com/@DepEdNIR-LRMDS>).
4. Enclosed are the (1) general guidelines, (2) suggested matrix of activities for the opening block and (3) list of suggested pre and post-viewing questions and activities.
5. The Curriculum Implementation Division (CID) Chiefs shall assign Education Program Supervisors (EPSs) and Public Schools District Supervisors (PSDSs) to monitor the conduct of the activities. (See Enclosure No. 4 for the M&E Tool)
6. The CID Chiefs shall likewise submit a consolidated SDO accomplishment report on or before June 19, 2026 through nir@deped.gov.ph. (See Enclosure No. 5 for the template)



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5. For further queries, contact Mr. Raffy L. Berina, Education Program Supervisor, CLMD at 0921-2086-514.
6. Immediate dissemination of and compliance with this Memorandum are desired.


RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl.: As stated
Reference: As stated
To be indicated in the Perpetual Index
under the following subjects:

ADVOCACY

CURRICULUM

LEARNING RESOURCES

RLB/CLMD- Utilization of the PEACE Films during the Opening Block of School Year 2026-2027
000/May 20, 2026



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Enclosure No. 1 to RM No. 509, s. 2026

GENERAL GUIDELINES

1. The PEACE Films shall be utilized during the Opening Block of School Year 2026–2027 to promote empathy, acceptance, positive relationships, and safe learning environments among learners.
2. The schools shall ensure that the conduct of the film viewing activities is organized, learner-friendly, and developmentally appropriate.
3. The school heads shall oversee the implementation of the activity and ensure the participation of Key Stages 2-4 learners and teachers.
4. To deepen learner engagement and understanding, teachers or facilitators shall administer appropriate pre- and post-viewing questions. Suggested guide questions are provided in Enclosure No. 3.
5. During the viewing proper, learners may be encouraged to identify significant scenes, observe character actions, and note key ideas, values, and messages presented in the films.
6. Additional post-viewing activities shall likewise be conducted to help learners analyze and appreciate the themes and insights conveyed in the films. See Enclosure No. 3 for the list of suggested activities.
7. The teachers shall facilitate discussions in a respectful, inclusive, and non-judgmental manner to encourage meaningful participation and sharing of insights among learners.
8. The schools are encouraged to contextualize the activities according to the learners' age, grade level, needs, and local context. Depending on the most feasible arrangement, film viewing sessions may be conducted per class section or through a larger venue involving multiple sections.
9. Appropriate classroom management and learner safeguarding measures shall be observed throughout the conduct of the activities.
10. The suggested matrix of activities aligned with the recommendations of the Central Office and Regional Office are provided in Enclosure No. 2. The schools may further modify or contextualize the matrix based on their specific needs and circumstances.
11. The schools are encouraged to document notable practices, learner outputs, and implementation highlights for monitoring, reference, and future use.



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Enclosure No. 2 to RM No. 509, s. 2026

**SUGGESTED MATRIX OF ACTIVITIES FOR THE OPENING BLOCK
OF SCHOOL YEAR 2026-2027**

(with reference to DepEd Order No. 9, s. 2026)

Day 1 (June 8, 2026)	Day 2 (June 9, 2026)	Day 3 (June 10, 2026)	Day 4 (June 11, 2026)
<i>AM – Based on CO-suggested activities</i>			
Opening Routine			
<ul style="list-style-type: none"> ● Homeroom Guidance/ Values Formation ● Socio-emotional Learning and Well-Being Check 	<ul style="list-style-type: none"> ● Learning Area Orientation by Learning Area Teachers ● Presentation of Lesson Outline for the Year ● Announcements and Updates 	<ul style="list-style-type: none"> ● Administration of Beginning of School Year Assessments ● Portfolio Building ● Goal Setting Activity ● Community Building 	<ul style="list-style-type: none"> ● Administration of Beginning of School Year Assessments ● Orientation for Parents ● General Assembly (i.e., Anti-Bullying Campaign, etc.)
Reflection and Closing			
<i>PM – RO-suggested activities</i>			
<ul style="list-style-type: none"> ● PEACE Film 1 Viewing with pre and post viewing questions ● Post Film Viewing Activities 	<ul style="list-style-type: none"> ● PEACE Film 2 Viewing with pre and post viewing questions ● Post Film Viewing Activities 	<ul style="list-style-type: none"> ● PEACE Film 3 Viewing with pre and post viewing questions ● Post Film Viewing Activities 	<ul style="list-style-type: none"> ● Recitation of the Bully-Free Pledge ● Orientation on School and Classroom Policies
Reflection and Closing			



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Enclosure No. 3 to RM No. 509, s. 2026

LIST OF PRE AND POST VIEWING QUESTIONS AND ACTIVITIES

Suggested Pre-Viewing Questions:

- What do you think the film will be about based on its title?
- What themes or messages do you expect the film to present?
- What kind of characters do you expect to encounter in the film?
- What values or lessons do you think the film may highlight?
- What are your expectations before watching the film?

Suggested Post-Viewing Questions:

- Which scene or part of the film had the greatest impact on you? Why?
- How did the characters' actions and decisions affect the events in the story?
- What was the main message or lesson of the film? What important realizations or insights did you gain from the film?
- How can the lessons from the film be applied in real-life situations or in school?

Suggested Post-Viewing Activities:

Comprehension and Literary Activities

- a. Plot Mapping / Plot Diagram
Identify the exposition, rising action, climax, falling action, and resolution of the story.
- b. Story Sequencing Activity
Arrange important events from the film in chronological order.
- c. Character Analysis Chart
Describe the characters' traits, motivations, actions, and development throughout the film.
- d. Theme Identification
Determine the central theme or message conveyed by the film and cite supporting scenes.

Graphic Organizer Activities

- e. Semantic Web / Concept Map
Create a web connecting the film's major ideas, values, characters, and themes.
- f. Cause-and-Effect Chart
Show how specific actions or decisions led to certain outcomes in the story.



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g. Problem–Solution Organizer

Identify the challenges encountered by the characters and the solutions presented.

h. Venn Diagram

Compare and contrast characters, situations, or perspectives shown in the film.

Reflective and Values-Oriented Activities

i. Reflection Writing

Learners write personal insights, realizations, or lessons learned from the film.

j. Journal Entry from a Character’s Perspective

Write a diary entry imagining the thoughts and feelings of a character.

k. Personal Connection Activity

Relate situations in the film to real-life experiences or school/community contexts.

Collaborative and Creative Activities

l. Group Discussion / Sharing Circle

Discuss reactions, lessons, and interpretations of the film.

m. Role Play or Tableau

Reenact important scenes or present frozen images showing key moments.

n. Poster or Slogan Making

Design advocacy materials inspired by the film’s message.

o. Dialogue Reconstruction

Rewrite or continue a conversation between characters using learners’ own interpretations.

p. One-Word Reflection / Exit Ticket

Learners share one word or short phrase describing their takeaway from the film.



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SAMPLE PLOT MAPPING WORKSHEET

Directions: Watch the film carefully. Identify the important events in each part of the story structure. Write your answers in the spaces provided.

1. Exposition (Beginning)

Introduce the setting, characters, and situation.

- Who are the main characters?

- Where and when did the story happen?

- What important information was introduced at the beginning?

2. Rising Action

Events that build excitement or develop the problem.

- What events led to the main conflict or problem?

3. Climax

The most exciting or important part of the story.

- What was the turning point or most intense scene in the film?

4. Falling Action

Events after the climax that lead toward the ending.

- What happened after the climax?



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5. Resolution / Ending

How the conflict or story was resolved.

- How did the story end?

- What lesson or message did you learn from the film?

Reflection

Complete the statement below:

“The part of the film that affected me the most was _____ because
_____.”



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SAMPLE CHARACTER ANALYSIS CHART

Directions: Identify the major characters in the film. Analyze their traits, actions, feelings, and contribution to the story.

Character	Traits / Personality	Important Actions	Feelings / Emotions Shown	Contribution to the Story
Example: Ana	Kind, shy, thoughtful	Helped a classmate during a difficult situation	Worried, hopeful, happy	Helped resolve the conflict
1.				
2.				
3.				

Guide Questions

1. Which character did you relate to the most? Why?

2. Which character showed positive values or attitudes?

3. What lesson did you learn from the characters in the film?

4. If you could give advice to one character, who would it be and what would you say?



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SAMPLE THEME IDENTIFICATION WORKSHEET

Directions: Identify the important themes or lessons shown in the film. Check (✓) the themes shown in the film.

Theme	Check
Kindness	
Friendship	
Acceptance	
Bullying Awareness	
Empathy	
Respect	
Forgiveness	
Teamwork	

Supporting Scenes

Write one scene that supports the theme.

Reflection

What lesson should you apply in school?



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SAMPLE CAUSE-AND-EFFECT CHART

Direction: Identify actions in the film and their effects.

Action or Decision	Effect or Result
A learner bullied another student.	
A classmate chose to help.	
Someone apologized.	
Students worked together.	

Reflection

Why is it important to think before acting or speaking?



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SAMPLE PROBLEM-SOLUTION ORGANIZER

Direction: Identify the problems in the film and the solutions used.

Problem	Solution	Was the Solution Effective? Why?

Reflection

What can students do when they witness bullying?



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SAMPLE REFLECTION WRITING WORKSHEET

Name: _____

Grade & Section: _____

Date: _____

Direction: Answer honestly using complete sentences.

1. What scene affected you the most?

2. Why do you think bullying happens?

3. How can you help create a safe school?

4. What lesson from the film will you apply in real life?

Complete the Statement

“After watching the film, I realized that _____.”



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PERSONAL CONNECTION ACTIVITY

Direction: Connect the film to real-life experiences in school or community.

Situation in the Film	Similar Situation in Real Life	Positive Action That Can Be Done

Reflection

What should students do when they see unfair treatment or bullying?



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GROUP DISCUSSION / SHARING CIRCLE

Directions: Participate respectfully in your group discussion. Discuss reactions, lessons, and interpretations of the film.

After the discussion, answer the questions below.

1. What new idea did you learn from your classmates?

2. What lesson did your group agree on?

3. What can your class do to become more respectful and inclusive?

Group Agreement

Write one class commitment:

“We will _____.”



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ROLE PLAY OR TABLEAU

Direction: Create a role play or frozen picture (tableau) showing an important scene or lesson from the film.

Planning Guide

1. What scene will you present?

2. What message does your presentation show?

3. What role will each member perform?

Reflection

How did the activity help you understand the film better?



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POSTER OR SLOGAN MAKING

Name: _____ Grade & Section: _____

Date: _____

Directions:

Create a poster or slogan promoting:

- kindness,
- empathy,
- inclusion,
- anti-bullying, or
- respect.

Planning Questions

My slogan is:

The message of my poster is:

The symbols or drawings I will use are:

Reflection

How can posters or slogans influence other students positively?



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DIALOGUE RECONSTRUCTION

Directions: Choose a scene from the film where conflict happened. Rewrite the conversation using respectful and kind responses.

Original Situation:

Improved Dialogue:

Character 1: _____

Character 2: _____

Character 1: _____

Character 2: _____

Reflection

Why is respectful communication important?



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ONE-WORD REFLECTION / EXIT TICKET

Directions:

Write ONE WORD or SHORT PHRASE that describes your takeaway from the film.

My Word/Phrase:

Explain Your Answer

Why did you choose this word or phrase?



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Enclosure No. 4 to RM No. 509, s. 2026

Utilization of Powering Empathy, Acceptance, and Connection Every Day (PEACE) Films during the Opening Block of School Year 2026–2027

MONITORING & EVALUATION (M&E) TOOL

I. Basic Information

Schools Division: _____ District: _____
 School: _____ School Head: _____
 Monitoring Personnel: _____ Position: _____
 Date of Monitoring: _____
 Mode of Viewing: Per Class Section Large Group Viewing
 Key Stage/s Covered: KS2 KS3 KS4
 No. of Learners Participated: _____ No. of Teachers/Facilitators: _____

II. Monitoring Checklist

Scale Description:

- 4 - Fully Evident / Fully Implemented
- 3 - Evident / Implemented
- 2 - Partially Evident / Partially Implemented
- 1 - Not Evident / Not Implemented

A. Preparation and Organization

Indicators	Rating	MOV	Remarks
1. PEACE Films were accessed and prepared prior to the activity.			
2. Film viewing schedule was aligned with the Opening Block activities.			
3. Viewing venue/classroom was organized and learner-friendly.			
4. Learners and teachers were properly informed about the activity.			
5. Appropriate ICT equipment/materials were available and functional.			
Average Rating			

B. Conduct of Viewing Activities

Indicators	Rating	MOV	Remarks
1. Learners from Key Stages 2–4 participated in the activity.			
2. Pre-viewing questions/activities were facilitated.			



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3. Learners were encouraged to observe key ideas, values, and character actions during viewing.			
4. Teachers facilitated discussions respectfully and inclusively.			
5. Classroom management and learner safeguarding measures were observed.			
6. Activities were developmentally appropriate and contextualized to learners' needs.			
7. Learners actively participated in discussions and sharing of insights.			
Average Rating			

C. Post-Viewing Activities

Indicators	Rating	MOV	Remarks
1. Post-viewing guide questions were administered.			
2. Additional reflective or enrichment activities were conducted.			
3. Learners demonstrated understanding of empathy, acceptance, and positive relationships.			
4. Activities promoted awareness on safe and bullying-free school environments.			
5. Learner outputs and participation were documented.			
Average Rating			

D. Documentation and Reporting

Indicators	Rating	MOV	Remarks
1. Photos and activity documentation were properly compiled.			
2. Notable practices and implementation highlights were recorded.			
3. Attendance records were available.			
4. School accomplishment report was prepared/submitted.			
Average Rating			



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III. Summary of Findings

Strengths Observed:

Areas for Improvement:

Recommendations:

IV. Overall Assessment

Overall Rating Interpretation
3.50-4.00 *Outstanding Implementation*
2.50-3.49 *Satisfactory Implementation*
1.50-2.49 *Needs Improvement*
1.00-1.49 *Poor Implementation*

Computed Overall Rating: _____

Prepared by:

SDO Monitor

Noted by:

School Head



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Enclosure No. 5 to RM No. 509, s. 2026

**Utilization of Powering Empathy, Acceptance, and Connection Every Day
(PEACE) Films during the Opening Block of School Year 2026–2027**

SUMMARY ACCOMPLISHMENT REPORT

I. Basic Information

Schools Division: _____
Name of SDS: _____
Name of CID Chief: _____
Date Submitted: _____

II. Implementation Summary

Indicator	Data
Total Number of Participating Schools	
Total Number of Participating Learners	
Total Number of Participating Teachers/ Facilitators	
Key Stages Covered	___KS2 ___KS3 ___KS4
Mode of Viewing Conducted	___ Per Class/Section ___ Large Group Viewing ___ Combination
Number of Schools Monitored	
Number of Schools with Complete Documentation	

III. Notable Accomplishments and Best Practices

Please provide a narrative summary of notable accomplishments, innovative practices, and successful implementation strategies observed during the conduct of the PEACE Film activities.

IV. Issues, Challenges, and Interventions Provided

Issues/Challenges Encountered	Interventions/Actions Taken



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V. Learner Engagement and Observed Outcomes

Please describe the observed impact of the activities on learner engagement, empathy, acceptance, positive relationships, and awareness of safe and bullying-free school environments.

VI. Summary of Monitoring Results

Area Monitored	General Findings
Preparation and Organization	
Conduct of Viewing Activities	
Post-Viewing Activities	
Documentation and Reporting	

VII. Recommendations

Please provide recommendations for improving the implementation of future PEACE Film activities and related initiatives.

VIII. Photo Documentation

Please attach a three-page photo documentation.

Prepared:

Curriculum Implementation Division (CID) Chief

Noted:

Schools Division Superintendent



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