Republic of the Philippines

Department of Education

REGION VIII - EASTERN VISAYAS

January 11, 2024

REGIONAL MEMORANDUM
No. _____ 41 _____ s. 2024

IMPLEMENTATION OF THE CATCH-UP FRIDAYS

To: Schools Division Superintendents
        All Others Concerned

1.   In compliance with the issued DepEd Memorandum No. 001, s. 2024 dated January 10, 2024, this Office directs all the Schools Division Offices (SDOs) to implement the Catch-Up Fridays beginning January 12, 2024, in all elementary and secondary schools and community learning centers (CLCs).

2.   All Fridays of January 2024 shall be dedicated to the "Drop Everything and Read" (DEAR) activity and orientation for field officials. It shall also be used as a venue to gather feedback from field implementers on the guidelines of Catch-up Fridays per attachment.

3.   Immediate dissemination of and compliance with this Memorandum are desired.

EVELYN R. FETALVERO CESO IV
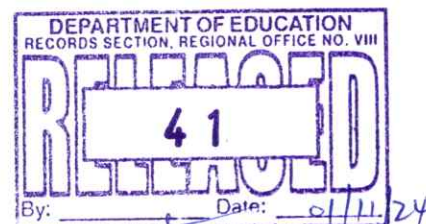Regional Director

Enclosure: None
Reference: None
To be indicated in the Perpetual Index under the following subjects:
            CATCH-UP PLANS   GUIDELINES   OFFICIALS   READING PROGRAM

CLMD-NPJ

DEPARTMENT OF EDUCATION
RECORDS SECTION, REGIONAL OFFICE NO. VIII
RELEASED
41
By: _____ Date: 01/11/24

JAN 1 0 2024

DepEd MEMORANDUM
No. **001** , s. 2024

IMPLEMENTATION OF CATCH-UP FRIDAYS

To: Undersecretaries
        Assistant Secretaries
        Bureau and Service Directors
        Minister, Basic, Higher, and Technical Education, BARMM
        Regional Directors
        Schools Division Superintendents
        Public and Private Elementary and Secondary Schools Heads
        All Others Concerned

1.   The Department of Education (DepEd) remains steadfast in its commitment to delivering quality, relevant, inclusive, and responsive basic education. This commitment is further strengthened by the present administration's Eight-Point Socioeconomic Agenda and the MATATAG Education Agenda to produce competent, job-ready, active, and responsible citizens, equipped with essential competencies and skills for lifelong learning.

2.   The Department's current initiatives provide opportunities to enhance learners' academic performance, particularly the low proficiency levels in reading based on national and international large-scale assessments. These assessment results necessitate prompt attention to address learning gaps and strengthen the reading proficiency of every learner.

3.   Similarly, to bolster the basic education priorities articulated in the MATATAG Agenda and accelerate the achievement of education targets as stipulated in DepEd Order (DO) No. 013, s. 2023 titled **Adoption of the National Learning Recovery Program (NLRP)**, there is a need to intensify Values, Health, and Peace Education. Values Education remains a priority in compliance with Republic Act (RA) No. 11476, **Good Manners and Right Conduct (GMRC) and Values Education Act**, which recognizes the vital role of the youth in nation-building. The urgency for Peace Education is a prompt response to the 2022 Program for International Student Assessment (PISA) results which reveal that bullying remains a pervasive problem in public schools and the need for Filipino learners as global citizens to acquire and strengthen peace competencies allowing them to become peace builders and advocates in their respective communities, while Health Education demands stronger advocacy to ensure the overall health and well-being of learners.

4.   In light of these considerations, DepEd shall implement **Catch-up Fridays** beginning **January 12, 2024**, across elementary and secondary schools and community learning centers (CLCs) nationwide. All Fridays of January 2024 shall be dedicated to the "Drop Everything and Read" (DEAR) activity and orientation for field officials. It shall also be used as a venue to gather feedback from field implementers on the guidelines of Catch-up Fridays.

5.   Catch-up Fridays is a learning mechanism intended to strengthen the foundational, social, and other relevant skills necessary to actualize the intent of the basic education curriculum. This initiative is integral in the National Reading and Mathematics Programs which are critical subprograms of the NLRP stipulated in DO 013, s. 2023.

6.   All Fridays throughout the school year shall be designated as Catch-up Fridays, with a focus on operationalizing the National Reading Program (NRP) during the first half of the day's schedule and on fostering Values, Health, and Peace Education for the second half. Additionally, the Homeroom Guidance Program (HGP) shall also be included in the Catch-up Fridays.

7.   The time allotment for each learning area on a Friday shall be used to enhance learners' knowledge and skills in and appreciation of reading, values, health, and peace education. A Sample Class Program for Grade 1 Learners in the Current K to 12 Curriculum with Catch-up Friday for Single Shift is provided as **Enclosure No. 1**.

8.   Values, Health, and Peace Education shall revolve around monthly themes/subthemes based on the basic education curricular framework and standards. While teachers shall be given the prerogative to narrow down or devise additional subthemes, alignment with the quarterly themes is essential.

9.   Teachers shall employ an integrative approach to teaching. For example, the content of any learning area can be used as a springboard for developing the reading skills of learners. Health themes can be integrated into Science to foster a deeper understanding of health-related concepts. Peace Education themes can be integrated into Technology and Livelihood Education (TLE) to allow learners to explore how technology can be used for conflict resolution, communication, and community building. **Enclosure No. 3** provides the quarterly themes and subthemes while **Enclosure Nos. 4, 5,** and **6** indicate the suggested strategies for Values, Health, and Peace Education, respectively.

10.   **Catch-up Fridays shall not be graded.** Since its main objective is to reinforce learning, individual progress shall be monitored through the learner's Reflection Journal, compiling reading experiences, learnings, and appreciation of Values, Health, and Peace Education. Learners may also articulate their thoughts through various forms of writing, such as stories, journals, personal essays, and other forms of creative expression that reflect their unique learning experiences.

11.   The time allotment for the NRP shall give learners opportunities for reading intervention and reading enhancement through developmentally appropriate reading materials. **Enclosure No. 2** provides the Suggested Strategies for Reading.

12.   Various strategies shall be employed by schools to implement Catch-up Fridays, including Drop Everything and Read (DEAR), Read-A-Thon, fora, and invitation of resource persons.

13.   Teachers shall engage in collaborative expertise sessions through Learning Action Cells (LAC) and other professional development activities to share effective practices and prepare materials together for the effective implementation of Catch-up Fridays.

14.   Schools are highly encouraged to forge and strengthen stakeholder engagement to gather support and ensure the sustainability of Catch-up Fridays.

15.   School heads shall be primarily responsible for supervising the implementation of Catch-up Fridays. The Curriculum and Learning Management Division (CLMD) and Curriculum Implementation Division (CID) shall collaborate to ensure compliance.

16.   Quarterly reports from the regional offices shall be submitted to the DepEd Central Office, Curriculum and Teaching (CT) Strand, through the Bureau of Learning Delivery (BLD) for assessment and evaluation of the program.

17.   For inquiries and other concerns, please contact the **Office of the Director of the Bureau of Learning Delivery**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bld.od@deped.gov.ph or at telephone numbers (02) 8637-4346 or 8637-4347.

18.   Immediate dissemination of and strict compliance with this Order is directed.

By Authority of the Secretary:

GINA O. GONONG
Undersecretary

Encls.:
    As stated

Reference:
    DepEd Order (No. 013, s. 2023)

To be indicated in the Perpetual Index
    under the following subjects:

        BASIC EDUCATION
        BUREAUS AND OFFICES
        LEARNERS
        PEACE EDUCATION
        PROGRAMS
        PROJECTS
        READING EDUCATION
        VALUES EDUCATION

SAMPLE CLASS PROGRAM FOR GRADE 1 LEARNERS IN THE CURRENT K TO 12 CURRICULUM WITH CATCH-UP FRIDAYS

SINGLE SHIFT

Time	No. of Minutes	Friday	
		Original Time Schedule for Monday to Thursday	Catch-up Fridays
7:10 – 7:20	10	Daily Routine	
7:20 – 7:50	30	EsP	*First half of Fridays (140 minutes or 2 hours and 20 minutes)*
7:50 – 8:20	30	Filipino	
8:20 – 8:50	30	English	
8:50 – 9:10	20	Recess	
9:10 – 10:00	50	Mathematics	- National Reading Program
10:0 – 10:40	40	Araling Panlipunan	*Second half of Fridays (140 minutes or 2 hours and 20 minutes)*
10:40 – 11:20	40	MAPEH	
11:20 – 11:50	30	NRP	
11:50 – 12:50	60	Lunch	
12:50 – 1:20	30	NMP	- Values Education
1:20 – 2:00	40	HGP	- Health Education - Peace Education - Homeroom Guidance Program
Total		**280 minutes (4 hours and 40 minutes)**	

SUGGESTED STRATEGIES FOR READING

The National Reading Program caters to the different reading needs of learners through its two-pronged approach: (1) Reading Intervention and (2) Reading Enhancement.

Table 1 presents the suggested activities for Reading Intervention during Catch-up Fridays.

Table 1.
Sample Class Program Flow with Suggested Activities for Reading Intervention

SUGGESTED TIME ALLOTMENT	DESCRIPTION	SUGGESTED ACTIVITIES
30 minutes	Activate learners' prior knowledge to spark their interest and motivate them to read. This first part of the session is for goal setting as the learners prepare for the reading process which shall help in improving comprehension and retention of the text.	**Pre-reading activities** Singing songs or chants related to the story or poem to be used in the actual reading, predicting the text, playing games, using flash cards to highlight words or syllables, segmenting onset, and rimes, picture-word association, word classification game, repeating after me, picture reading, talking pictures, listening to an audio recording, or watching a video about the story or poem. Before actual reading, the teacher chooses an appropriate excerpt from the chosen storybook or poem and then raises motivation questions to elicit responses.
120 minutes	Develop learners' various reading skills to improve their vocabulary, learn new words and expressions, and enhance their creativity and imagination. During this part, both the teacher and learners engage in meaningful and active use of the language. *Note: The teacher uses appropriate and targeted activities that vary according to the learners reading ability*	**During reading** Specific activities may include role play as learners visualize scenes, characters, and situations; previewing the text; predicting what shall happen next; identifying the main idea and supporting details; making connections, and asking questions. These activities may be alternately combined with games such as sounding out

	and capacity. In addition, activities must vary to avoid monotony.	words, picture association, reading aloud, talking pictures, choral reading, readers' theater, chamber theater; take turns story reading, extending the story, and independent reading.
30 minutes	Provide the learners the chance to reflect, develop a deeper understanding of the text, and promote the use of language or newly learned words creatively.	**Post-reading activities** Solving puzzles, molding clay to recreate characters or scenes from the text, crafting artworks, writing a diary or journal, identifying the favorite part in the story, discussions, think-pair/group-share

Table 2 below presents a suggested teacher guide for facilitating the Reading Enhancement activities during the NRP.

Table 2
Suggested Routine for Reading Enhancement

Components	Objectives	Activities
Preparation and Settling In	To prepare the environment and learners for the reading session.	• Learners gather their chosen reading materials and find a comfortable spot. • Teachers create a quiet and conducive reading atmosphere. • Brief relaxation exercises for a reading mindset.
Dedicated Reading Time	To engage in uninterrupted reading.	• Learners read independently or with a partner. • Teachers and staff also set a positive example by engaging in reading. • Minimal movement or distractions; learners stay focused on their books. • Encourage writing or drawing if a learner finishes early.
Progress Monitoring through Reflection and Sharing	To assess progress, address reading issues, build relationships, and reflect on experiences	• Voluntary sharing of interesting parts, themes, or book recommendations. • Teachers facilitate a brief discussion on the importance of reading. • Learners relate stories to personal experiences during sharing.

		• Learners read their reading log to the group.
Wrap Up	To consolidate information gained from reading	• Reinforce key points or main takeaways from the material/s read. • Teachers ask questions about the reading experience. • Encourage general feedback. • Learners set the next reading goal.

Additionally, teachers may facilitate pleasure reading through any of the following strategies:

a. *Drop Everything and Read (DEAR)*. Provide learners with an opportunity to read a book of their choice. This should be done independently and silently for a relatively short period, i.e., a maximum of 30 minutes with no interruptions or quizzes on what has been read.

b. *Teacher Read-Aloud*. Choice of books for enjoyment shall be accorded to the learners. Teachers may recommend books that align with learners' existing interests, preferences, and contexts, or introduce learners to new topics or genres that they enjoy.

c. *Book Talk*. Learners shall be given opportunities to share, recommend, or discuss books that they have read with teachers and classmates. Teachers shall provide encouraging and safe space for learners to hold intimate and personalized book-talk and recommend books that their classmates might also find interesting.

d. *Choral Reading*. Teachers shall carefully select a book or story suitable for group reading, ensuring it is patterned or predictable, especially for beginners. The chosen text should be of moderate length and align with the independent reading level of most students. Each learner receives a copy of the text to follow along as they read. During the activity, the teacher guides a collective reading experience by rereading the story. All learners participate by reading the story aloud together in unison.

e. *Partner Reading*. Teachers may pair learners in different ways, either based on similar reading abilities or by matching high-level readers with low-level readers. It is crucial to be mindful of learners with special needs, adjusting pairings as necessary. To establish a clear routine for paired reading, teachers need to communicate how learners should engage with each other. This includes deciding whether they will read aloud together, take turns reading by paragraph or page, or have one person read, asking questions, and providing feedback and praise for correct reading.

f. *Read-a-thon*. Teachers may include 10 to 15-minute segments into their language class periods where volunteer learners either retell stories or offer oral reading interpretations of texts preferably written by Filipino authors. They may assess performance using rubrics centered on storytelling accuracy, organization, expression, and other relevant criteria.

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Table 3 presents the suggested activities that are appropriate to learners' key stage and can be used in combination or alternately to prevent monotony and create an enjoyable reading class.

Table 3
Suggested Activities for Reading Enhancement

FIRST KEY STAGE	**SECOND KEY STAGE**	**THIRD KEY STAGE**
Sounding out words Segmenting onset and rimes Picture-Word Association Word Classification Game Asking questions- who, what, where Making Predictions Reading Aloud Repeat after Me Picture Reading Talking Pictures	Choral Reading Partner Reading Find the Synonym Dialogic Reading Take Turns Reading Summarize the Text Book reports Review the Book Extend the Story Reading Aloud Silent Sustained Reading	Book Club Reading Journals Author Study Reading Response Project Silent Sustained Reading Reading Challenges Literature Circles Reading Aloud Genre Exploration Independent Reading Projects

QUARTERLY THEMES AND SUBTHEMES
FOR VALUES, HEALTH, AND PEACE EDUCATION

I. Peace and Values Education

Grade Levels	Quarterly Themes, Topics, and Issues			
	Quarter 1 Theme: *"Personal Awareness"*	**Quarter 2** Theme: *"Relational Awareness"*	**Quarter 3** Theme: *"Community Awareness"*	**Quarter 4** Theme: *"National and Global Awareness"*
Grade 1	***Self-confidence*** • Positive traits and behavior • Enhancing one's weaknesses • Accepting Oneself • Responsibilities for oneself	***Helpfulness*** • Relating with family members • Relating with classmates and friends	***Respect*** • Knowing the neighbors • Relating with neighbors • Knowing the members of the community • Relating with the members of the community	***Good citizenship*** • Relating with people outside the community (e.g. family and friends living abroad)
Grade 2	***Valuing Oneself*** • Peace Concepts • Positive traits and behavior • Enhancing one's weaknesses • Peace within oneself	***Accountability*** • Peace Concepts • Responsibilities towards others	***Compassion*** • Peace Concepts • Simple responsibilities in the community	***Cooperation*** • Peace Concepts • Simple responsibilities to nature
Grade 3	***Discipline*** • Peace concepts (Positive and Negative Peace) • Principles of Peace	***Initiative*** • Peace Concepts (Positive and Negative Peace) • Principle of Peace	***Prudence*** • Peace Concepts (Positive and Negative Peace) • Principles of Peace	***Responsible*** • Peace Concepts (Positive and Negative Peace) • Principles of Peace • Environmental Stewardship
Grade 4	***Accountability*** • Peace concepts (Positive and Negative Peace)	***Perseverance*** • Peace Concepts (Positive and Negative Peace)	***Respect*** • Peace Concepts (Positive and Negative Peace)	***Gratitude*** • Peace Concepts (Positive and Negative Peace)

	• Principles of Peace	• Principle of Peace • Cultural sensitivity	• Principles of Peace • Cultural sensitivity • Intercultural understanding • Social Justice and Human Rights	• Principles of Peace • Environmental Stewardship • Intercultural understanding • Social Justice and Human Rights
Grade 5	***Respect for Life*** • Peace concepts (Positive and Negative Peace) • Principles of Peace	***Obedience*** • Peace concepts (Positive and Negative Peace) • Principles of Peace • Cultural sensitivity • Public Order and Safety	***Hope*** • Peace concepts (Positive and Negative Peace) • Principles of Peace • Cultural sensitivity • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety	***Optimism*** • Peace concepts (Positive and Negative Peace) • Principles of Peace • Cultural sensitivity • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety
Grade 6	***Compassion*** • Peace concepts (Positive and Negative Peace) • Principles of Peace	***Cooperation*** • Peace concepts (Positive and Negative Peace) • Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security	***Justice*** • Peace concepts (Positive and Negative Peace) • Principles of Peace • Cultural sensitivity • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety	***Nationalism*** • Peace concepts (Positive and Negative Peace) • Principles of Peace • Cultural sensitivity • Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security
Grade 7	***Resilience*** • Peace concepts (Positive and Negative Peace)	***Nationalism*** • Peace concepts (Positive and Negative Peace)	***Compassion*** • Peace concepts (Positive and Negative Peace)	***Good Stewardship*** • Peace concepts (Positive and Negative Peace)

		• Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security	• Promoting Sustainable Development • Community Resilience	• Cultural sensitivity • Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security
Grade 8	***Respect for Life*** • Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security • Peace between and among States, humans, and the natural environment	***Resilience*** • Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security • Peace between and among States, humans, and the natural environment	***Servitude*** • Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security • Peace between and among States, humans, and the natural environment	***Cooperation*** • Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security • Peace between and among States, humans, and the natural environment
Grade 9	***Integrity*** • Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security • Peace between and among States, humans, and the natural environment	***Critical Thinking*** • Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security • Peace between and among States, humans, and the natural environment	***Gratitude*** • Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security • Peace between and among States, humans, and the natural environment	***Justice*** • Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security • Peace between and among States, humans, and the natural environment
Grade 10	***Accountability***	***Wisdom***	***Cooperation***	***International Understanding***

				and Solidarity
	• Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security • Peace between and among States, humans, and the natural environment • Global Peace and Security	• Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security • Peace between and among States, humans, and the natural environment • Global Peace and Security	• Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security • Peace between and among States, humans, and the natural environment • Global Peace and Security	• Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human security • Peace between and among States, humans, and the natural environment • Global Peace and Security
Grade 11	• Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human Security • Peace between and among States, humans, and the natural environment • Global Peace and Security	• Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human Security • Peace between and among States, humans, and the natural environment • Global Peace and Security	• Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human Security • Peace between and among States, humans, and the natural environment • Global Peace and Security	• Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human Security • Peace between and among States, humans, and the natural environment • Global Peace and Security
Grade 12	• Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human Security • Peace between and among States, humans, and the natural	• Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human Security • Peace between and among States, humans, and the natural	• Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human Security • Peace between and among States, humans, and the natural	• Intercultural relations • Intercultural understanding • Social Justice and Human Rights • Public Order and Safety • Human Security • Peace between and among States, humans, and the natural

	environment • Global Peace and Security	environment • Global Peace and Security	environment • Global Peace and Security	environment • Global Peace and Security

II. Health Education

GRADE LEVEL	DISEASE PREVENTION AND CONTROL	MENTAL HEALTH	SEXUAL AND REPRODUCTIVE HEALTH	DRUG EDUCATION
	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
Grade 1	• Personal Hygiene - Handwashing - Dental care - Bathing - Clothing - Cleanliness - Nail care - Hair care - Restroom etiquette	• Managing Emotions - Identifying basic emotions (happiness, sadness, anger, fear) - Healthy expression of feelings - Self-care (getting enough sleep, eating healthy, engaging in physical activities)	• Body parts including private sexual parts • Body differences and growth • Taking care of body parts • Loving & unloving, safe & unsafe touches of the body parts	• Common food products and their health effects • Non-food products and their harmful effects when taken into the body (Toilet paper, batteries, soap, toys, medicines, poison, etc.) • Safety practices in choosing items to be taken into the body
Grade 2	• Health habits and hygiene - Care of the eyes, ears, nose, mouth/teeth, hair, skin, etc. - preventing pediculosis, scabies, sore eyes, excessive or hardened ear wax, dental caries) - Tooth brushing and flossing (going to the dentist twice a	• Situations that cause feelings of stress • Discussing intense emotions (frustration, disappointment, and excitement • Managing intense emotions (deep breaths • Personal interests, hobbies, and values	• Different types of family • Characteristics of a healthy/ unhealthy family • Roles and responsibilities of family members in promoting family health	• Uses of medicine • The role of family members and health professionals in the correct use of medicines • Practices in the proper use of medicines

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	year for dental check-ups) • Development of self-management skills			
Grade 3	• Safe & healthy eating • Food groups/ nutritious foods • Eating an appropriate amount • Importance of drinking water • Healthy snacking • Role of nutrients • Mealtime Etiquette Developing healthy habits • Regular physical activity • Rest and sleep • Importance of breakfast • Balancing screen time • Food choices • -sun protection	• Stress Management • Problem-solving: Asking for help	• Functional and loving relationship • Ways friends express feelings for each other • Peer pressure and its negative effects • Characteristics of good friends • Having fun with friends • Accepting differences among friends	• Using medicines correctly and safely 1. Right attitude towards medicine use 2. Improper use of medicine and its harmful effects (self-medication, under/ overdosage or excessive use, not following doctor's prescription, etc.) 3. Guidelines for Using Medicines Safely (For advocacy
Grade 4	• Germs and illness • Diseases and their effects on • Growth and development • Immunization • Prevention and control of • Common childhood diseases • Common misconceptions and myths about diseases.	• Bullying, harassment, discrimination and violence • Basic rights on child safety • Assertive behaviors • Where and whom to report bullies/ abuse	• Sexual and reproductive system (structure and functions) • Puberty or sexual maturation – an effect on the body, emotions, thinking, and social relationships, including the body's preparation for reproduction • Adolescence and the	• Say NO to gateway drugs • Nature of a gateway drug • Examples of gateway substances (caffeine, cigarette, and alcohol) • Common products with gateway substances • Effects of using gateway substances on the body • Impact of gateway substance use

				changes in thinking, emotions, and social relationships that characterize it apart from childhood and adulthood.	on the individual, family, and community • How to resist the use of gateway drugs • Developing assertive skills for a healthy and drug-free life
Grade 5	• Prevention and control of • Diseases due to contaminated food or water • Prevention and control of • Diseases due to parasites	• Body image (emotional attitude, beliefs, and perceptions) and self-worth and their impact on mental health and wellbeing	• Ways of expressing love • Discussion on menstruation and circumcision	• Making wise decisions about substances • Definition of substance use • How psychoactive substances affect the brain • How substance use affects the individual and society in general • How to make informed decisions to be drug-free	
Grade 6	• Prevention and control of some communicable diseases - Common colds - Covid 19 - Influenza - Dengue fever - Malaria - Rabies (Republic *Act 9482 Anti Rabies Act of 2007)	• Strategies for developing and maintaining mental health and emotional (with emphasis on help-seeking and social support)	• Gender equality and gender stereotyping • Difference between sexual orientation and gender identity	• Factors that influence substance use and ways to counter them • Micro-level factors (family, school, peers) • Macro-level factors (physical environment, socio-economic condition, culture) • Ways to counter substance-promoting factors • Advocacy campaign for a drug-free school and community • Refusal strategies	

Grade 7	• Non-communicable diseases • Common non-communicable diseases • Prevention and control of common non-communicable diseases • Development of self-monitoring skills to prevent non-communicable diseases	• Common mental health issues among adolescents and how these do to adolescents • Eustress and distress	• Difference between friendship, romantic and sexual relationships • Long-term commitment and marriage • Key responsibilities in different relationships romantic, long-term relationships, marriage, and parenting.	• Protecting oneself from gateway Substances • Nature of gateway substances (general information about tobacco and alcohol, e-cigarettes) • Reasons for using and not using cigarettes and alcohol • How cigarettes and alcohol harm the Body (Short-term and Long-term effects) • Ways to protect oneself from cigarette and alcohol

Grade 8	• Ecology of health and disease
	• Common beliefs about the cause of diseases
	• General factors that influence the health equilibrium (host, agent, and environment)
	• Factors that influence disease transmission
	• The chain of infection
	• The stages of infection
	• General methods of disease prevention and control
	• Skin diseases nature, prevention, and control
	  - Acne
		• Common mental health issues and their prevention
		  1. Depression
		  2. Anxiety
		  3. Eating Disorders
		  4. Self-harm
			• Prevention of early pregnancy
			• Impact of early pregnancy (physical, emotional, mental, and social consequences)
			• Importance of informed choices and responsible sexual behaviors
			
			• Risks of early/teen marriage and unplanned parenting
			• Prevention (Abstinence, contraceptive methods)
				• Analyzing factors that influence substances use
				
				• Classifications of psychoactive substances based on effects
				  a. stimulants
				  b. depressants
				  c. narcotics
				  d. hallucinogen
				  e. inhalants
				• Harmful effects of substance use on the body
				• Substance use, misuse, abuse and dependence
				• Harmful effects of substances on the family
				• Prevention and control of substance use

	- Warts - Tinea (ringworm, jock itch, athlete's foot) • Development of self-monitoring skills		• Access to contraception and reproductive healthcare services	• Healthy alternatives to substance use
Grade 9	• Nature, prevention, and control of common communicable and infectious diseases - Leptospirosis - Severe Acute Respiratory Syndrome (SARS), - Meningococcemia - Foot and Mouth Disease - Avian influenza, Influenza AH1N1 (Covid) • Nature, prevention, and control of • Emerging and re-emerging diseases • Programs and policies on diseases • development of self-monitoring skill • Agencies and referral procedures for communicable and chronic disease • Prevention and control	• Self-harm and suicidality and its warning signs • Helping a friend who is thinking of suicide • Informing parents/guardians of suicidality (Remember that confidentiality is breached in the event of suicide) • Making the environment safe	• Prevention from sexually transmitted infections • Common types of STIs • Modes of transmission • Prevention strategies (Safe sex practices, correct and consistent use of condoms, • Vaccination for STIs • How to access local STI and HIV testing and treatment • Common myths about STIs	• Substance use in the context of the Philippines • Substance use in the Philippines • Harmful effects of substance use on the individual, family, school, and community • Prevention and control of substance use • Current policies and laws governing substance use
Grade 10	• Role of communities and	• Mental health promotion	• Cultural norms and sources of	• Substance use in the Philippines:

	governments in disease prevention. • Government health initiatives and programs aimed at controlling the spread of diseases.	• Breaking stigma for mental disorders • Difference between mental health issues and having a diagnosed mental health condition • Reaching out to classmates, friends, and family members who have mental health issues • Positive mental health advocacy	messages relating to sexuality • Relevant laws concerning abusive relationships • Laws and policies on sexual and reproductive health services	Implication and prevention • Data on substance use in the Philippines • Implications of substance use (medical, social, political, and legal) • Institutions and resources for drug prevention and control
Grade 11	• Awareness of emerging and re-emerging diseases • Global interconnectedne ss can impact the spread of diseases. • One Health Principle • WHO's whole child, whole school, and whole community approach	• Mental health and well-being in middle and late adolescence • Conflict resolution strategies • Understanding root causes • Fostering reconciliation • Breaking free from abusive relationships • Enhancing protective and risk factors for better mental health	• Understanding the impact of media on perceptions of body image and sexuality • Promoting positive self-esteem and body image	• I as a human being (positive behaviors) • Risk and protective factors • My life skills and I (Sustained life skills – decision-making skills, problem-solving skills, resistance/refusal skills, critical thinking skills, communication skills, assertiveness skills, leadership skills)
Grade 12	• Differentiate between quarantine and isolation • Basics of epidemiology and its role in disease control	• Grit • (Emotional and adversity intelligence) • Navigating interpersonal effectiveness skills	• Understanding the political, cultural, social, and religious factors that influence attitudes toward sexuality	• I as a functional advocate of change • I as a transformational leader for a substance-free society

• Public awareness campaigns	• Adult life and responsibilities in college and adulthood • Maintaining positive connections	• Making decision about sexuality • Advocating for comprehensive and inclusive sexuality education	

*The **suggested themes/subthemes/topics/issues** provided are aligned with the curriculum standards and content. All these **should only serve as a guide for field implementers**. As such, schools and teachers are encouraged to contextualize based on the varying needs of learners and communities.

SUGGESTED STRATEGIES FOR GMRC AND VALUES EDUCATION

"Nurturing Heart, Cultivating Values" is the foundational goal of Catch-up Fridays, a dedicated time for Good Manners and Right Conduct (GMRC) and Values Education (VE). This initiative commits to developing individuals who are not only academically accomplished but also exhibit strong character traits like compassion, empathy, responsibility, and moral integrity. This philosophy aligns with the educational perspective that academic and character development are intricately connected, a concept supported by Gardner's theory of multiple intelligences which includes interpersonal and intrapersonal intelligences as crucial for a well-rounded education (Gardner, 1983).

Catch-up Fridays go beyond traditional instruction, emphasizing the integration of values into everyday life. Through reflective thinking—a concept advocated by Dewey (1933) as essential for deep learning—students engage in analyzing their thoughts, experiences, and actions. This introspective process helps them gain insights and learn from past experiences, shaping their future decision-making (Dewey, 1933). The emphasis on self-exploration and personal growth is in line with Vygotsky's social development theory, which suggests that social interaction and personal reflection are key to cognitive development (Vygotsky, 1978).

To support this transformative learning experience, a suggested matrix of activities is designed to reinforce fundamental values. This approach, inspired by Kolb's theory of experiential learning (Kolb, 1984), creates a learning environment conducive to active participation. It positions Catch-up Fridays as an essential tool in fostering responsible, compassionate citizens for the future.

The table below presents a suggested teacher guide for facilitating the GMRC and Values Education activity:

Components	Objectives	Teaching Strategies	Suggested Activities
Introduction (5 minutes)	To set the overarching goal and tone for Catch-up Fridays, emphasizing the holistic development of individuals.	• Start with a warm welcome and set a positive tone.	❖ Greet learners with a personalized welcome message. ❖ Share a brief, uplifting story, or anecdote to set a positive tone.
		• Emphasize the overarching goal of Catch-up Fridays.	❖ Use a visual representation (e.g., infographic or poster) to illustrate the overarching goal. ❖ Share success stories of individuals who exemplify the values discussed.

		• Highlight the interconnectedness of academic achievement with character development and essential values.	❖ Facilitate a brief discussion on how academic achievement and character development are interconnected. ❖ Use engaging springboards such as a metaphorical image (e.g., a tree with roots and branches), videos, and other visual materials, to guide learners to the lesson or topic.
Reflective Thinking Activities (15 minutes)	To engage learners in reflective activities that promote self-discovery and informed decision-making.	• Engage learners in reflective activities.	❖ Provide reflective prompts for journaling.
		• Encourage deep reflection on thoughts, experiences, and actions.	❖ Encourage learners to write about a personal experience related to a specific value.
		• Explore various issues and scenarios to gain insights.	❖ Share or discuss scenarios related to everyday situations. ❖ Have learners discuss and reflect on the values demonstrated in each scenario.
		• Promote a transformative journey of self-discovery and growth through exploring beliefs, assumptions, and perspectives.	❖ Provide magazines, images, and art supplies. ❖ In small groups, have learners create a visual collage representing their personal values. ❖ Facilitate a collaborative activity, allowing learners to express their thoughts visually.
Structured Values Activities	To provide a structured platform for	• Lead or facilitate activities reinforcing	❖ Values Sorting and Categorization:

(15 minutes)	reinforcing fundamental values through interactive activities.	fundamental values.	✓ Provide cards with values written on them.
		• Use a structured approach to create a conducive environment for learning and active participation.	✓ Ask students to categorize values into personal, societal, and academic domains.
		• Emphasize and strengthen values through engaging activities.	❖ Role-Playing Real-Life Scenarios: ✓ Assign roles and scenarios that challenge learners to apply values in practical situations. ✓ Encourage improvisation and critical thinking. ❖ Values Reflection Stations: ✓ Set up stations with different activities related to specific values (e.g., a station for teamwork, and another for empathy). ✓ Allow learners to rotate through stations, reflecting on each value.
Group Sharing and Reflection (10 minutes)	To foster a collective environment for reflection and open communication.	• Foster an environment for collective reflection.	❖ Roundtable Reflection: ✓ Have learners form a circle and provide a prompt for quick reflections.
		• Provide an opportunity for learners to share insights gained during the Catch-up Fridays session.	✓ Allow each learner to share one insight or
		• Encourage open communication	

		and the sharing of personal reflections on the values explored and discussed.	takeaway from the day.
			❖ Pair-Share Reflection: ✓ Pair learners and provide discussion prompts. ✓ Encourage partners to share their reflections.
		• Foster an environment for collective reflection.	❖ Values Reflection Gallery Walk: ✓ Display student-created reflections around the room. ✓ Allow learners to walk and read each other's reflections.
Feedback and Reinforcement (10 minutes)	To gather feedback, reinforce discussed values, and motivate learners for continued application.	• Gather feedback from learners on the session.	❖ Quick Polls and Reflection: ✓ Use technology and other creative strategies for quick polls on the effectiveness of the session. ✓ Ask a reflective question and collect responses through a quick survey tool.
		• Reinforce the importance of the values discussed and their application in daily life.	
		• Conclude with a positive reinforcement message, motivating learners to carry the values forward beyond Catch-up Fridays.	❖ Values Commitment Cards: ✓ Distribute small cards for learners to write down one commitment. ✓ Encourage commitments related to applying the

			lessons in their daily lives.
			❖ Positive Affirmation Circle:
			  ✓ Form a circle and lead a positive affirmation exercise.
			  ✓ Each learner affirms a positive value or quality with their peers.
			❖ Reinforcements:
			  ✓ Recognize and celebrate learners' participation with positive reinforcements.

Additional Notes:

- Emphasize the importance of active participation and respect for different perspectives during discussions and activities.

- Allow learners to express themselves freely and guide them in understanding the relevance of the values discussed.

- Tailor the language and complexity of activities according to the grade level for better comprehension.

- Offer positive reinforcement and appreciation for their contributions throughout the session.

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SUGGESTED STRATEGIES FOR HEALTH EDUCATION

Over the years, significant shifts in learning landscapes have been observed, impacting not only academic development but also health awareness among learners. Recognizing the crucial role of Health Education in fostering young minds and bodies, the following Catch-up Fridays activities that go beyond the traditional classroom setting for Health Education will empower learners to catch up, reinforce, and deepen their understanding of vital health concepts, particularly on themes like disease prevention and control, mental health, sexual and reproductive health, and drug education which will eventually lead to a healthy, fulfilling life. The activities for this Catch-up Fridays shall also focus on helping the learners to be aware, build confidence, and promote healthy and active living. They shall be exposed to activities like doing exercises, playing games, dancing, and engaging in mindfulness activities that will improve their physical, social, and mental health while having fun.

The table below presents a suggested teacher guide for facilitating the health education activity:

Components	Objectives	Activities
Friday routine exercise/Dynamic stimulator (5 minutes)	To prepare the learner's physical state to prevent injuries and improve blood flow	• Friday routine exercise
Current Health News Sharing (5 minutes)	To keep the learners abreast or updated to significant local and international health news	• Class sharing/ Pair Sharing/ Group Sharing/ News Analysis

Health sessions (30 minutes)	To engage learners in physical and mindfulness activities to improve wellness	1. Playing games
		  - Teachers introduce a game, steps on how to play it, and some preventive measures to avoid injuries.
		
		2. Sample activities per theme
		
		For Disease Prevention and Control
		
		  a. Role-playing and simulations on disease prevention and control
		  b. Hands-on activities especially on hygiene
		  c. Creative activities like poster making, slogan making, jingle writing and singing, among others

		For Mental Health

For Mental Health

a. Sitting meditation – it focuses on breathing, body sensations, or a mantra.
b. Walking meditation – paying attention to the feeling of the body while walking.
c. Guided meditation – following a guided audio or video to visualize or focus on specific themes.

For Sexual and Reproductive Health

a. Body mapping – Gently tracing the body contours, noticing physical sensations and emotions.
b. Guided body scan meditation – Paying attention to internal sensations in muscles and breath appreciating the interconnectedness of the body.
c. Active listening exercises – practicing focused listening with a partner.

For Drug Education

a. Role playing
b. Film showing
c. Case analysis/studies

Teachers may also use the following:
• Interactive activities
• group discussions
• Invite healthcare professionals, nutritionists, fitness trainers
• watch/analyze movie clips, documentaries, podcasts
• Debate on health issues
• Problem-based activities
• Peer teaching

		• Class surveys and data analysis
Reflection and Sharing (10 mins)	Give reflection on the learning experience	• Teachers ask the learners to share about their experience on the activities. • Teachers ask reflective questions. • Teachers may also ask learners to write journals
Wrap Up (10 mins)	To consolidate information gained from the given activity	• Reinforce key points or main takeaways from the activity • Encourage general feedback • Provide opportunities to apply the learnings at home or in other relevant situations

Mindfulness activities may be used to facilitate the Catch-up Fridays session in Health Education. Teachers may opt to do activities like scavenger hunts, dancing, games, breathing exercises, music appreciation, puzzles, art activities, and physical activities among others. Moreover, learners may be engaged in interactive workshops about disease prevention and control, mental health, sexual and reproductive health, and drug education. They can also explore the different initiatives in the community for the given themes and sub-themes through engagement in community-based advocacies and programs and connect with healthcare practitioners in the community by inviting them to a panel discussion or symposium.

SUGGESTED STRATEGIES FOR PEACE EDUCATION

Peace Education is crucial for fostering a more compassionate, just, and sustainable world by equipping individuals with the knowledge and skills needed to contribute positively to their communities and the global society.

The table below presents a suggested teacher guide for facilitating the peace education activity:

Components	Objectives	Activities
Preparation and Settling In	To prepare the environment and learners for the peace education learning session.	• Learners look for a comfortable spot. • Teachers create a quiet and conducive learning atmosphere.
Peace Education Learning Session	To equip learners with the appropriate knowledge, skills, and values in Peace Education	**Introduction (5 minutes)** Objective Reinforcement: Clearly state the objective of the session. Class Discussion: Initiate a brief discussion on what peace education means to the learners and why it is important. **Icebreaker Activity: "Peaceful World Collage" (10 minutes)** Materials: Magazines, scissors, glue, large poster paper. Activity: Ask learners to cut out images and phrases from magazines that represent their vision of a peaceful world. In small groups, they create a collage on the poster paper. Discussion: Each group shares their collage and explains the elements they chose, connecting them to the key themes. **Multimedia Exploration (8 minutes)** Materials: Videos, articles, images. Activity: Show short videos or share multimedia resources that exemplify each key theme. Pause

		for brief discussions after each presentation. Whiteboard Notes: Record key insights and examples on the whiteboard. **Small Group Discussions (8 minutes)** Materials: Small group discussion handouts. Activity: Divide learners into small groups, providing each with discussion handouts containing questions related to the key themes. Instruct them to discuss and note down their insights. Group Roles: Assign roles like facilitator, timekeeper, and note-taker within each group. **Group Presentation (5 minutes per group)** Activity: Ask each group to present a summary of their discussions. Encourage them to use the whiteboard or flipchart to illustrate key points. Class Interaction: Allow other groups to ask questions and engage in a brief cross-group discussion.
Progress Monitoring through Reflection and Sharing	To reflect on learning experiences in Peace Education	**Class Reflection (2 minutes)** Facilitation: Lead a brief whole-class reflection. Ask learners to share one thing they learned or found interesting during the group presentations.
Wrap Up	To consolidate information gained from the learning session in Peace Education	**Conclusion and Homework Assignment (2 minutes)** Summary: Summarize the key themes discussed during the activity. Homework: Assign a reflective task, such as writing a short paragraph about how they can

		contribute to peace education in their daily lives.

1. Small Group Discussion

This strategy facilitates individual participant engagement, ensuring each voice is heard. To be effective, discussions should rely on factual information and well-considered ideas.

2. Think- Pair- Share

It is a discussion technique where partner groups are formed. The facilitator poses a question or topic for discussion. Person A responds to the question uninterrupted while B listens. After a given time, partners reverse roles. Later, A relates to the class the points B expressed and vice-versa. It is a good exercise to improve listening skills.

3. Visualization/Imagination Exercise

In this learning strategy, learners utilize their imagination, envisioning alternatives in various scenarios, such as conflict situations.

4. Perspective-taking

Learners are encouraged to understand and value another person's standpoint, a crucial skill in problem-solving that fosters empathy and tolerance.

5. Role-playing

This classic technique allows participants to emotionally engage with situations, fostering empathy and understanding different perspectives, benefiting both cognitive and emotional learning.

6. Simulation Games

Simulating scenarios like violence aids learners in comprehending such situations and encourages creative thinking for resolving injustices, for example, in activities like "Sharing the Earth's Resources."

7. Problem-solving

A valuable learning approach that employs cognitive skills such as analysis and evaluation to generate and assess options.

8. Considering positions/Issues Poll/ Debates

This activity highlights diverse viewpoints on controversial statements, prompting participants to take stances—agree, neutral, or disagree—encouraging debate.

9. Encouraging action

Learners are prompted to commit to specific actions as part of applying their learning.

10. Reading or Writing a Quotation

Sharing peace-related quotes prompts learners to reflect on and appreciate the session's concepts.

11. Web-Charting/ Advance Organizing

Using a word like "war" or "peace" to elicit associations stimulates thinking and initiates discussions on peace-related concepts.

12. Use of Films, Documentaries, News clips, or Photographs

Presenting visual media aids in creating vivid mental images, followed by discussions on conveyed messages and learner reactions is an effective and engaging learning experience regardless of grade levels.

13. Telling Stories including Personal Stories

Sharing anecdotes helps learners remember and connect with the concepts being taught, fostering a more personal connection.

14. Song/Poem Analysis

Analyzing peace-related songs or poems allows for creative interpretation and a deeper understanding of imparted values.

15. Sentence Completion

Completing sentences helps gauge learners' thoughts, feelings, and action ideas on specific topics.

16. Journal Writing/Individual Reflection

Learners reflect on session topics through guided questions, encouraging personal introspection.

17. Go-Round

A strategy where the teacher-facilitator briefly solicits the opinion of each participant to gain diverse perspectives.

18. Teachable Moments

Seizing opportunities to discuss current, relevant issues within or beyond the classroom setting is considered an effective pedagogical practice.

19. Interviews/Research

Engaging learners in interviewing peace advocates fosters appreciation for peace-building efforts.

20. Expert Resources

Exposing learners to the ideas of justice and peace advocates, especially for contentious topics.

21. Reciprocal Teaching

Learners take turns teaching, enhancing their understanding of concepts and values.

22. Twinning Projects

Learners may partner with another person from a different locality via e-mail or regular mail to discuss topics related to peace.

23. Dialogues

Encouraging conversations rather than debates to find common ground on problematic issues.

24. Exposure Trips

Allowing learners to interact with victims of injustice, fostering empathy, and motivating action.

25. Educational Tours

Visiting historical places, museums, and cultural heritage cement a basic understanding of peaceful co-existence.

26. Muddiest Point

Learners are allowed to share their questions and vague understanding of a given topic so that teachers can clarify and explain further some concepts and ideas.

27. Use of globes and maps

Continuously displaying these devices to remind learners of global interconnectedness and

28. Brainstorming

Encouraging creative thinking by allowing ideas to flow freely before evaluating and selecting solutions.

29. Panel Discussion of Experts

Occasionally, inviting academicians, experts, and resource persons will provide learners with fresh perspectives and insights on a given topic or content.

30. Reading quotations

Reflecting on wise words from various influential figures related to peace.

31. Use of Charts and Graphs

Utilizing statistics to demonstrate societal issues, complements empathetic understanding.

32. Case Studies

Exploring real-life scenarios of injustice or violence, prompting analysis and problem-solving.

33. Collage-making

A collage is a collection of photos from various sources that are put together to make a whole. Asking learners to make a collage on issues that relate to peace will help them understand those issues better.

34. Show and Tell

Explaining concepts to peers with visual aids to reinforce understanding.

35. Advocacy-Building

Learners as advocates of peace are encouraged to translate their deep understanding of peaceful co-existence through various community-based advocacies.

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