



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
Schools Division OF NEGROS ORIENTAL

Office of the Schools Division Superintendent

16 JAN 2024

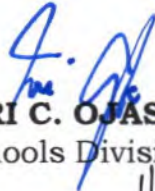
DIVISION MEMORANDUM

No. 0035, s. 2024

**DISSEMINATION OF REGIONAL MEMORANDUM NO. 045, S. 2024 TITLED
“IMPLEMENTATION OF CATCH-UP FRIDAYS”**

To: Assistant Schools Division Superintendents
Chiefs, CID and SGOD
Public Schools District Supervisors/District In-Charge/District Caretaker
Public Elementary & Secondary School Heads
All Others Concerned

1. This office disseminates to the field the **Regional Memorandum No. 045, series of 2024 titled “Implementation of Catch-Up Fridays”**, which is self-explanatory.
2. For more information, please see the attached Regional Memorandum.
3. Immediate and widest dissemination of, and compliance with this Memorandum are directed.


NERI C. OJASTRO EdD, CESO V
Schools Division superintendent

1/16/2024

NCO/JMA-MKP-NLR/CID-NLR/ching



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Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

Office of the Regional Director

REGIONAL MEMORANDUM

No. 045, s. 2024

77 JAN 2024

IMPLEMENTATION OF CATCH-UP FRIDAYS

To: Schools Division Superintendents
Assistant Schools Division Superintendents
All Others Concerned

1. For the information and guidance of all concerned, attached is DepEd Memorandum No. 001 s.2024 entitled "Implementation of Catch-Up Fridays", which is self-explanatory.
2. For immediate dissemination and compliance.

SALUSTIANO T. JIMENEZ JD, EdD, CESO V
Director IV
Regional Director

ST/PA/SLM/MS/D
CLMD 2024



DepED
MATATAG



Doña M. Gaisano St., Sudlon, Lahug, Cebu City
Telephone Number: 639457623193 local 700



DepEd Taya Region VII



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Republic of the Philippines
Department of Education

JAN 10 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 bid.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	<i>First half of Fridays (140 minutes or 2 hours and 20 minutes)</i>
7:50 - 8:20	30	Filipino	
8:20 - 8:50	30	English	
8:50 - 9:10	20	Recess	
9:10 - 10:00	50	Mathematics	
10:0 - 10:40	40	Araling Panlipunan	<i>Second half of Fridays (140 minutes or 2 hours and 20 minutes)</i>
10:40 - 11:20	40	MAPEH	
11:20 - 11:50	30	NRP	
11:50 - 12:50	60	Lunch	
12:50 - 1:20	30	NMP	
1:20 - 2:00	40	HGP	
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. <i>Note: The teacher uses appropriate and targeted activities that vary according to the learners' reading ability.</i>	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

	<i>and capacity. In addition, activities must vary to avoid monotony.</i>	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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> • Learners read their reading log to the group.
Wrap Up	To consolidate information gained from reading	<ul style="list-style-type: none"> • 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.

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



**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	<p>Self-confidence</p> <ul style="list-style-type: none"> Positive traits and behavior Enhancing one's weaknesses Accepting Oneself Responsibilities for oneself 	<p>Helpfulness</p> <ul style="list-style-type: none"> Relating with family members Relating with classmates and friends 	<p>Respect</p> <ul style="list-style-type: none"> Knowing the neighbors Relating with neighbors Knowing the members of the community Relating with the members of the community 	<p>Good citizenship</p> <ul style="list-style-type: none"> Relating with people outside the community (e.g. family and friends living abroad)
Grade 2	<p>Valuing Oneself</p> <ul style="list-style-type: none"> Peace Concepts Positive traits and behavior Enhancing one's weaknesses Peace within oneself 	<p>Accountability</p> <ul style="list-style-type: none"> Peace Concepts Responsibilities towards others 	<p>Compassion</p> <ul style="list-style-type: none"> Peace Concepts Simple responsibilities in the community 	<p>Cooperation</p> <ul style="list-style-type: none"> Peace Concepts Simple responsibilities to nature
Grade 3	<p>Discipline</p> <ul style="list-style-type: none"> Peace concepts (Positive and Negative Peace) Principles of Peace 	<p>Initiative</p> <ul style="list-style-type: none"> Peace Concepts (Positive and Negative Peace) Principle of Peace 	<p>Prudence</p> <ul style="list-style-type: none"> Peace Concepts (Positive and Negative Peace) Principles of Peace 	<p>Responsible</p> <ul style="list-style-type: none"> Peace Concepts (Positive and Negative Peace) Principles of Peace Environmental Stewardship
Grade 4	<p>Accountability</p> <ul style="list-style-type: none"> Peace concepts (Positive and Negative Peace) 	<p>Perseverance</p> <ul style="list-style-type: none"> Peace Concepts (Positive and Negative Peace) 	<p>Respect</p> <ul style="list-style-type: none"> Peace Concepts (Positive and Negative Peace) 	<p>Gratitude</p> <ul style="list-style-type: none"> Peace Concepts (Positive and Negative Peace)

	<ul style="list-style-type: none"> Principles of Peace 	<ul style="list-style-type: none"> Principle of Peace Cultural sensitivity 	<ul style="list-style-type: none"> Principles of Peace Cultural sensitivity Intercultural understanding Social Justice and Human Rights 	<ul style="list-style-type: none"> Principles of Peace Environmental Stewardship Intercultural understanding Social Justice and Human Rights
Grade 5	<p>Respect for Life</p> <ul style="list-style-type: none"> Peace concepts (Positive and Negative Peace) Principles of Peace 	<p>Obedience</p> <ul style="list-style-type: none"> Peace concepts (Positive and Negative Peace) Principles of Peace Cultural sensitivity Public Order and Safety 	<p>Hope</p> <ul style="list-style-type: none"> Peace concepts (Positive and Negative Peace) Principles of Peace Cultural sensitivity Intercultural understanding Social Justice and Human Rights Public Order and Safety 	<p>Optimism</p> <ul style="list-style-type: none"> Peace concepts (Positive and Negative Peace) Principles of Peace Cultural sensitivity Intercultural understanding Social Justice and Human Rights Public Order and Safety
Grade 6	<p>Compassion</p> <ul style="list-style-type: none"> Peace concepts (Positive and Negative Peace) Principles of Peace 	<p>Cooperation</p> <ul style="list-style-type: none"> Peace concepts (Positive and Negative Peace) Intercultural relations Intercultural understanding Social Justice and Human Rights Public Order and Safety Human security 	<p>Justice</p> <ul style="list-style-type: none"> Peace concepts (Positive and Negative Peace) Principles of Peace Cultural sensitivity Intercultural understanding Social Justice and Human Rights Public Order and Safety 	<p>Nationalism</p> <ul style="list-style-type: none"> 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	<p>Resilience</p> <ul style="list-style-type: none"> Peace concepts (Positive and Negative Peace) 	<p>Nationalism</p> <ul style="list-style-type: none"> Peace concepts (Positive and Negative Peace) 	<p>Compassion</p> <ul style="list-style-type: none"> Peace concepts (Positive and Negative Peace) 	<p>Good Stewardship</p> <ul style="list-style-type: none"> Peace concepts (Positive and Negative Peace)

		<ul style="list-style-type: none"> ▪ Intercultural relations ▪ Intercultural understanding ▪ Social Justice and Human Rights ▪ Public Order and Safety ▪ Human security 	<ul style="list-style-type: none"> ▪ Promoting Sustainable Development ▪ Community Resilience 	<ul style="list-style-type: none"> ▪ Cultural sensitivity ▪ Intercultural relations ▪ Intercultural understanding ▪ Social Justice and Human Rights ▪ Public Order and Safety ▪ Human security
Grade 8	Respect for Life <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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



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Republika ng Pilipinas
Kagawaran ng Edukasyon
Tanggapan ng Pangalawang Kalihim

AIDE MEMOIRE*

10 April 2021

**THE PROPER USE OF DEPED RADIO
AS A BLENDED DISTANCE LEARNING DELIVERY MODALITY**

I. Introduction

The Department of Education (DepEd) has made use of radio-based instruction (RBI) mainly as one of the options to reach learners in the Alternative Learning System (ALS) program. Primarily used as a form of distance learning to teach learners who are unable to attend face-to-face lessons or who are in remote areas, radio-based instruction enables them to continue their education despite these challenges. Through the years, radio-based instruction has reached out of school youth (OSY), persons deprived of liberty (PDL), persons with disabilities (PWD), working students, indigenous peoples (IP), farmers, and others who are unable to attend day-to-day classes.

As a response to the disruption of classes brought about by the COVID-19 pandemic, DepEd launched the use of Blended Learning Delivery modalities. This was stipulated in DepEd Order (DO) 12, s. 2020 "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID 19 Public Health Emergency" pages 31-32.

DO 12 defined learning delivery modalities and classified them as (a) face-to-face learning, (b) distance learning and (c) blended learning. Blended Learning is defined as a learning delivery that combines face-to-face with any or a mix of online distance learning (ODL), modular distance learning (MDL), and TV/Radio-based Instruction (TV/RBI). For purposes of this aide memoire, the television and radio will be discussed separately as two different platforms.

The Distance Learning Delivery Modalities (DLDM) framework as discussed in DMCI Memo 162, s. 2020 "Suggested Strategies in Implementing Distance Learning Delivery Modalities" is in support of DO 12, s. 2020 and clarified that blended distance learning is any combination also of ODL, MDL, TVI, and RBI where the appropriate printed or digitized self-learning modules are available for all learners.



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*Administrative Service (AS), Information and Communications Technology Service (ICTS),
Disaster Risk Reduction and Management Service (DRRMS), Bureau of Learner Support
Services (BLSS), Baguio Teachers Camp (BTC), Central Security & Safety Office (CSSO)*

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Email: usec.admin@deped.gov.ph; Facebook/Twitter @depedtayo

Annex B

 Republic of the Philippines NATIONAL TELECOMMUNICATIONS COMMISSION 808 Road, East Triangle, Ortigas Center, Quezon City		Form No. NTC-1-09 Revision No. 01 Revision Date 03-31-2021												
APPLICATION FOR PERMIT TO PURCHASE/POSSESS/SELL/TRANSFER														
INSTRUCTIONS: (1) Accomplish this application form properly, in ALL CAPS, handwritten or computer printed. (2) Attach the complete requirements including supporting documents. For the List of requirements, please refer to the <i>NTC Citizen's Charter 2021 Second Edition</i> at NTC website: www.ntc.gov.ph (3) Check (✓) appropriate box. Indicate "N/A" for items not applicable.														
TYPE OF APPLICATION <input type="checkbox"/> PURCHASE <input type="checkbox"/> POSSESS <input type="checkbox"/> SELL/TRANSFER		TYPE OF RADIO SERVICE <input type="checkbox"/> FIXED AND LAND MOBILE <input type="checkbox"/> PERSONAL USE <input type="checkbox"/> MARITIME <input type="checkbox"/> BROADCAST <input type="checkbox"/> AMATEUR <input type="checkbox"/> OTHERS: specify _____												
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Exact Location: _____		Station Type/Model: _____												
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Authorized Dealer/Buyer: _____		Permit/REG. No. _____												
INTENDED USE OF EQUIPMENT														
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DECLARATION														
I hereby declare that all the above data are true and correct under the Revised Penal Code. I shall be held liable for any willful false information, misrepresentation or falsification made in this application form that may serve as a valid ground for the denial of this application and/or revocation/annulment of the permit issued/ granted. Further, I am hereby giving full consent for the collection and processing of personal information in accordance with Republic Act No. 10173 (Data Privacy Act of 2012).														
_____ Signature (over Printed Name) of Applicant/ duly Authorized/Regulatory Representative _____ Date Accomplished: _____		OR _____ _____ _____ Submitting Office (Date)												
<small>THIS FORM IS NOT FOR SALE AND CAN BE REPRODUCED</small>														

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Annex A

GLOSSARY OF TERMS

1. **Customer Premises Equipment (CPE)** is any equipment located at the customer's premises enabling communication.
2. **Radio Communications Equipment (RCE)** are products not connected to the public network nor under the scope of Type Approval and are subject to mandatory Type Acceptance certification. RCE are devices that emit radio frequency waves, signals, transmissions, and messages (i.e., Wi-Fi and/or Bluetooth communication).
3. **Type Approval Certificate for Customer Premises Equipment (CPE)** is a written authority issued by the National Telecommunications Commission (NTC) certifying that a customer premise equipment complies with the regulatory requirements and grants the use of the equipment in the Philippines.
4. **Type Acceptance Certificate for Radio Communications Equipment (RCE)** is a written authority issued by the National Telecommunications Commission (NTC) certifying that a radio communications equipment complies with regulatory requirements and grants the use of the equipment in the Philippines.



2. **Personal Base Radio Station** – A radio station in the Personal Radio Service installed at a specified fixed location and operated to communicate with personal mobile or personal portable radio stations.
3. **Personal Land Mobile Radio Station** – A radio station in the Personal Radio Service installed on-board vehicles or vessels and intended for use while in motion or during halts at unspecified points.
4. **Personal Portable Radio Station** – A radio station in the Personal Radio Service designed that it may conveniently be moved about from one place to another or personally carried and be operated while in motion or during temporary halts.
5. **Radio Station** – Has one or more transmitters, receivers, or combinations of both, including the accessories/equipment authorized at a location for carrying on a radio communication service.

For radio communications equipment that were not previously type approved and/or accepted but intended for commercial use, the supplier is required to apply for type approval.

For radio communications equipment from a source that is not an accredited radio communications equipment dealer or manufacturer (i.e., online shop), not previously type approved, and not intended for commercial use, **the OUA strongly advises all schools operating radio stations without the necessary permits to cease operations** as the Department is not exempted from complying with the rules and regulations of the NTC.

In this regard, all Regional and Division Offices and schools with unregistered/undocumented type approved radio equipment and are qualified to apply for amnesty are instructed to coordinate and send a filled-up NTC form (attached as **Annex B**) **on or before 30 June 2021** to **Engr. Ofelia L. Algo** Division Chief, Technology Infrastructure Division of the Information and Communications Technology Service (TID-ICTS) at ofelia.algo@deped.gov.ph with subject "Amnesty for Radio Equipment."

For strict compliance.



ALAIN DEL B. PASCUA
Undersecretary



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Institutional Procurement
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Republika ng Pilipinas
Kagawaran ng Edukasyon
Tanggapan ng Pangalawang Kalihim



OUA MEMO 00-0621-0102
MEMORANDUM
10 June 2021

**For: Regional Directors and BARMM Education Minister
Schools Division Superintendents
School Principals/School Heads
All Others Concerned**

**Subject: CLARIFICATION ON THE COMPLIANCE OF EXISTING LAWS
ON THE USE OF DEPED RADIO AS A BLENDED DISTANCE
LEARNING DELIVERY MODALITY**

The Office of the Undersecretary for Administration (OUA) hereby clarifies the provision of the Aide Memoire dated 10 April 2021 entitled *The Proper Use of DepEd Radio as a Blended Distance Learning Delivery Modality*, specifically Section VI - Compliance with Existing Laws which states that "All existing DepEd Radios in school, divisions, and/or regions must seek Temporary Permits to Operate from the National Telecommunications Commission (NTC)."

Under the special provisions of the General Appropriations Act (GAA), for procurement of radio transmitter or transceiver (combination transmitter-receiver) equipment which requires wireless data network connection, one needs to secure clearance from the NTC, such as (1) Permit to Purchase, (2) Permit to Possess, (3) Construction Permit, and (4) Radio Station License.

The DepEd Central Office is planning to apply for **amnesty for the following unregistered/undocumented type approved radio equipment** with specifications allowed by the NTC to be used in the Philippines (refer to **Annex A** for the glossary of terms):

1. **Personal Radio Service** – A land-based mobile radio service intended for short distance, two-way communication for personal and business use authorized for qualified persons and business entities.



Office of the Undersecretary for Administration (OUA)

[Administrative Service (AS), Information and Communications Technology Service (ICTS), Disaster Risk Reduction and Management Service (DRRMS), Bureau of Learner Support Services (BLSS), Baguio Teachers Camp (BTC), Central Security & Safety Office (CSSO)]

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Email: usec.admin@deped.gov.ph; Facebook/Twitter @depedtayo

III. When to Use DepEd Radio in Relation to the Other Platforms

With the definitions and types of blended distance learning discussed in DO 12, s. 2020 and DMCI 162, s. 2020 and the institutionalization of DepEd TV, this aide memoire focuses on the proper use of DepEd Radio, apart from and separate from TV, with the use of printed self learning modules (SLMs) in relation to the other available platforms.

Schools and homes in communities that are off-grid shall use DepEd Radio with the printed SLMs as a blended distance learning delivery modality. Print-based self-learning modules take on a more traditional approach where schools distribute copies of printed learning materials for their students to use at home. Digital copies of these modules are also resorted to for those with computers and mobile phones without connectivity. The digital copies are provided via USB flash drives and dongles.

For online learning, the **DepEd Commons was brought forth for the use of learners and teachers who have internet connectivity**. Essentially, DepEd Commons is used and maximized by those who have access to internet via their desktop computers, laptops, tablets, and mobile phones. Its whitelisting by Smart, PLDT, Globe, and all other mobile phone telecommunications companies made access to the platform free of charge whether or not one has data load in one's mobile phone.

While the number of unique users of DepEd Commons rose to 6-8 million (10,351,884 as of April 7, 2021), it still do not cover all of the more than 26 million learners throughout the country, as only 67% of the entire Philippines has internet and data connectivity.

This is where the television-based modality DepEd TV comes in. **DepEd TV was conceptualized to bring educational content to learners and households who have television sets and watch television programs via antenna for free tv, via cable tv networks, via digital tv boxes, and via satellite dishes direct to home tv**. Data shows that DepEd TV can reach around 16 million learners who have access to television in the confines of their homes.

DepEd TV and DepEd Commons platforms are recommended for areas, households, and learners who have access to internet and data connectivity. If they have cellular connectivity, they can access DepEd Commons freely and download all open educational resources (OERs) and DepEd TV episodes there without cost. If they have television sets and digital tv box subscriptions or cable networks, they can watch DepEd TV via IBC-13. If they are Signal and SatLite subscribers, they can watch DepEd TV even if they do not have load.

Teachers, learners, and parents in urban areas and municipal town centers can easily use DepEd Commons and DepEd TV as these areas have internet and data connectivity. **There is no need for them to access DepEd Radio as DepEd Commons and DepEd TV are the platforms that allow for more teacher-learner interaction.**



Internet and data connectivity can also be used for access to the DepEd Learning Management System (DLMS), DepEd Educational Technology Webinars (ETUlay), DepEd TV YouTube Channel, and DepEd TV Facebook Page, among others.

But even with the combined efforts of DepEd Commons and DepEd TV, there are still areas that have no access to these platforms for their education. Thus, DepEd Radio was conceptualized to address this issue.

Areas which do not have internet and data connectivity would then be served via DepEd Radio which reaches learners through radio stations established either at the region or division offices or in schools, through plug-and-play radios with USB port/s, and the use of handheld two-way radios. SLMs can be used together with DepEd Radio.

IV. The Way Forward for DepEd Radio

A. School-based Radio Stations

DepEd plans to establish **DepEd Radio FM stations by clustering schools in a 25-50 kilometer radius, with one strong FM station at the center school** which will air lessons to those within its coverage who have no internet and data connectivity. **Only one school, usually the high school at the center or highest point, will have an FM station and all the other schools within the 25-50 kilometer radius coverage will be beneficiaries of the school-based FM station.** Teacher-broadcasters from the schools belonging to the same cluster may then be mobilized to broadcast lessons in the host school based on a commonly agreed upon schedule.

The department chooses to make use of FM (Frequency Modulation) stations over AM (Amplitude Modulation) stations for the following reasons:

1. FM stations have the advantage of power and bandwidth efficiency;
2. high noise immunity;
3. less susceptibility to interference;
4. excellent stereo audio quality;
5. easier setup of antenna system (FM stations use free-space propagation compared to AM stations which rely on ground propagation); and
6. cost efficiency in implementing antenna tower (FM antenna can be installed on existing tower facilities or tall buildings with the required antenna height compared to AM antenna which requires at least 10-15 square meter land area with good soil conductivity.)

The Schools Division Office (SDO) through the Curriculum Implementation Division (CID), the School Governance and Operations Division-



School Management Monitoring and Evaluation (SGOD-SMME), and the Office of Student Development and Services-Information Technology Officer (OSDS ITO) will collaborate with one another to finalize the broadcast arrangements. This kind of arrangement would strengthen inter-school collaboration and cooperation, and would make teaching easier, avoiding duplications or reinventions.

Regional and Division Offices and schools that are already using DepEd Radio should submit a status report, which should include the number of episodes aired and the effectiveness of the platform based on their experience. This will be used for inventory and evaluation purposes and will be included in the application of temporary permits to operate from the NTC. Currently, only the CO is authorized to apply through its partnership with the NTC.

Likewise, Regional and Division Offices and schools with existing partnerships with LGUs and/or commercial or private AM/FM stations should submit status reports. The reports should indicate if such established radio stations have existing permits to operate.

All status reports should be submitted to Engr. Ofelia Algo of the Information and Communications Technology Service (ICTS) via email ofelia.algo@deped.gov.ph.

B. Handheld Two-way Radios or Walkie-Talkies

Even if DepEd is able to establish DepEd Radio FM stations in schools, not all areas can still be covered by their broadcast. **Those areas with Last Mile Schools which cannot be reached by the 25-50 kilometer radius coverage area would now be served using handheld two-way radios or “walkie talkies.”** These schools would each be given sets of walkie-talkies to be able to reach learners who are 3-5 kilometers away from the school. Paired with DepEd printed modules, teachers are able to guide their students and answer their questions real-time. The combination of the two modalities, printed modules and hand-held radios, enable the effective delivery of lessons even in the absence of online options, television and radio broadcast services.

The sets of walkie-talkies will have assigned frequencies dedicated to their specific areas. Schools situated near one another in clusters of 5-15 kilometer radius will be provided with unique frequencies in order to avoid confusion over broadcast interference from one school to another. In the same manner that division offices and district supervisors will agree to broadcast arrangements for one FM station to accommodate several teacher-broadcasters from different schools, they will also assign particular frequencies to specific schools in the district or cluster to avoid confusion and interference.

Because of its interactive feature where teachers and learners can communicate real time and where other learners can listen and participate in



such interactions, **walkie-talkies are far more superior to FM stations in schools as these radio broadcasts do not have the same interaction as what walkie-talkies provide.** But why do we still need the FM stations in school if walkie-talkies are better in terms of interactivity? **The FM stations in schools are still needed because of its 25-50 kilometer reach. This feature is needed especially for high school learners** whose homes are usually more than 5 kilometers away from their school. Walkie-talkies have a limited coverage of 3-5 kilometers.

C. Plug-and-Play Radios with USB Port/s

The use of RBI as a distance learning delivery modality can also be implemented via affordable **plug-and-play radios with USB port/s that do not only receive broadcasts but can also play recorded audio files.** With a plug-and-play radio, RBI lessons do not actually require live radio broadcast, though it is capable to receive such. It just needs a copy, saved in a USB flash drive, of the RBI lessons or audio files. With that, **learners can listen to their lessons which they can repeatedly listen to until they fully understand and master them,** without the constraint of possible signal interferences or absence of broadcast. The use of USB flash drives for RBI is no different in the use of the same item to provide digital files for learners with computers and mobile phones but without connectivity.

D. High Frequency Base and Handheld Radios

The Disaster Risk and Reduction Management Service (DRRMS) has already started deploying high frequency two-way handheld radios in regions and divisions for coordination and reporting during calamities and emergencies. The program will be beefed up in order for the regional and division offices to communicate with one another by expanding its coverage to Public School District Coordinators (PSDS) who are stationed in areas without cellular phone signals and outside of the 3-5 kilometer distance effective coverage of walkie-talkies, not just for DRRM concerns but also for RBI.

V. Proper Use of DepEd Radio

The appropriate approach in implementing DepEd Radio as a learning modality is articulated in the Blended Learning Framework and should guide field implementation to ensure effective complementation of modalities and efficient use of resources. **Schools with clear cellular signal and available data connections should prioritize DepEd TV and DepEd Commons modalities** before they explore DepEd Radio. This is to maximize the more dynamic available modes for the benefit of learners. **Only those areas without internet and data connectivity and not reached by television signals should resort to undertaking DepEd Radio** (which includes FM station in schools, plug-and-play radios with USB port/s, or walkie-talkies.) Resources are wasted through duplication if learners who have access to



	<ul style="list-style-type: none"> - Warts - Tinea (ringworm, jock itch, athlete's foot) <ul style="list-style-type: none"> ▪ Development of self-monitoring skills 		<ul style="list-style-type: none"> ▪ Access to contraception and reproductive healthcare services 	<ul style="list-style-type: none"> ▪ Healthy alternatives to substance use
Grade 9	<ul style="list-style-type: none"> ▪ Nature, prevention, and control of common communicable and infectious diseases - Leptospirosis - Severe Acute Respiratory Syndrome (SARS), - Meningococemia - Foot and Mouth Disease - Avian influenza, Influenza AH1N1 (Covid) <ul style="list-style-type: none"> ▪ Nature, prevention, and control of ▪ Emerging and re-emerging diseases <ul style="list-style-type: none"> ▪ Programs and policies on diseases ▪ development of self-monitoring skill <ul style="list-style-type: none"> ▪ Agencies and referral procedures for communicable and chronic disease ▪ Prevention and control 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Role of communities and 	<ul style="list-style-type: none"> ▪ Mental health promotion 	<ul style="list-style-type: none"> ▪ Cultural norms and sources of 	<ul style="list-style-type: none"> ▪ Substance use in the Philippines.

	<p>governments in disease prevention.</p> <ul style="list-style-type: none"> Government health initiatives and programs aimed at controlling the spread of diseases. 	<ul style="list-style-type: none"> 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 	<p>messages relating to sexuality</p> <ul style="list-style-type: none"> Relevant laws concerning abusive relationships Laws and policies on sexual and reproductive health services 	<p>Implication and prevention</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Awareness of emerging and re-emerging diseases Global interconnectedness can impact the spread of diseases. One Health Principle WHO's whole child, whole school, and whole community approach 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Understanding the impact of media on perceptions of body image and sexuality Promoting positive self-esteem and body image 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Differentiate between quarantine and isolation Basics of epidemiology and its role in disease control 	<ul style="list-style-type: none"> Grit (Emotional and adversity intelligence) Navigating interpersonal effectiveness skills 	<ul style="list-style-type: none"> Understanding the political, cultural, social, and religious factors that influence attitudes toward sexuality 	<ul style="list-style-type: none"> I as a functional advocate of change I as a transformational leader for a substance-free society

	<ul style="list-style-type: none"> ▪ Public awareness campaigns 	<ul style="list-style-type: none"> ▪ Adult life and responsibilities in college and adulthood ▪ Maintaining positive connections 	<ul style="list-style-type: none"> ▪ Making decision about sexuality ▪ Advocating for comprehensive and inclusive sexuality education
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*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.

		<ul style="list-style-type: none"> • Highlight the interconnectedness of academic achievement with character development and essential values. 	<ul style="list-style-type: none"> ❖ 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.	<ul style="list-style-type: none"> • Engage learners in reflective activities. 	<ul style="list-style-type: none"> ❖ Provide reflective prompts for journaling.
		<ul style="list-style-type: none"> • Encourage deep reflection on thoughts, experiences, and actions. 	<ul style="list-style-type: none"> ❖ Encourage learners to write about a personal experience related to a specific value.
		<ul style="list-style-type: none"> • Explore various issues and scenarios to gain insights. 	<ul style="list-style-type: none"> ❖ Share or discuss scenarios related to everyday situations. ❖ Have learners discuss and reflect on the values demonstrated in each scenario.
		<ul style="list-style-type: none"> • Promote a transformative journey of self-discovery and growth through exploring beliefs, assumptions, and perspectives. 	<ul style="list-style-type: none"> ❖ 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	<ul style="list-style-type: none"> • Lead or facilitate activities reinforcing 	<ul style="list-style-type: none"> ❖ Values Sorting and Categorization:

(15 minutes)	reinforcing fundamental values through interactive activities.	<p>fundamental values.</p> <ul style="list-style-type: none"> ▪ Use a structured approach to create a conducive environment for learning and active participation. ▪ Emphasize and strengthen values through engaging activities. 	<ul style="list-style-type: none"> ✓ Provide cards with values written on them. ✓ Ask students to categorize values into personal, societal, and academic domains. ❖ Role-Playing Real-Life Scenarios: <ul style="list-style-type: none"> ✓ Assign roles and scenarios that challenge learners to apply values in practical situations. ✓ Encourage improvisation and critical thinking. ❖ Values Reflection Stations: <ul style="list-style-type: none"> ✓ 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.	<ul style="list-style-type: none"> ▪ Foster an environment for collective reflection. ▪ Provide an opportunity for learners to share insights gained during the Catch-up Fridays session. ▪ Encourage open communication 	<ul style="list-style-type: none"> ❖ Roundtable Reflection: <ul style="list-style-type: none"> ✓ Have learners form a circle and provide a prompt for quick reflections. ✓ Allow each learner to share one insight or

		<p>and the sharing of personal reflections on the values explored and discussed.</p> <ul style="list-style-type: none"> • Foster an environment for collective reflection 	<p>takeaway from the day.</p> <ul style="list-style-type: none"> ❖ Pair-Share Reflection: <ul style="list-style-type: none"> ✓ Pair learners and provide discussion prompts. ✓ Encourage partners to share their reflections. ❖ Values Reflection Gallery Walk: <ul style="list-style-type: none"> ✓ Display student-created reflections around the room. ✓ Allow learners to walk and read each other's reflections
<p>Feedback and Reinforcement (10 minutes)</p>	<p>To gather feedback, reinforce discussed values, and motivate learners for continued application.</p>	<ul style="list-style-type: none"> • Gather feedback from learners on the session. • 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. 	<ul style="list-style-type: none"> ❖ Quick Polls and Reflection: <ul style="list-style-type: none"> ✓ 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. ❖ Values Commitment Cards: <ul style="list-style-type: none"> ✓ 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.
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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.

References:

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Kolb, David A. "Experiential Learning: Experience as the Source of Learning and Development." Englewood Cliffs, NJ: Prentice-Hall, 1984.

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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	<ul style="list-style-type: none">• Friday routine exercise
Current Health News Sharing (5 minutes)	To keep the learners abreast or updated to significant local and international health news	<ul style="list-style-type: none">• Class sharing/ Pair Sharing/ Group Sharing/ News Analysis
Health sessions (30 minutes)	To engage learners in physical and mindfulness activities to improve wellness	<ol style="list-style-type: none">1. Playing games<ul style="list-style-type: none">- Teachers introduce a game, steps on how to play it, and some preventive measures to avoid injuries.2. Sample activities per theme<ul style="list-style-type: none">For Disease Prevention and Control<ol style="list-style-type: none">a. Role-playing and simulations on disease prevention and controlb. Hands-on activities especially on hygienec. Creative activities like poster making, slogan making, jingle writing and singing, among others

		<p>For Mental Health</p> <ol style="list-style-type: none"> Sitting meditation – it focuses on breathing, body sensations, or a mantra. Walking meditation – paying attention to the feeling of the body while walking. Guided meditation – following a guided audio or video to visualize or focus on specific themes.
		<p>For Sexual and Reproductive Health</p> <ol style="list-style-type: none"> Body mapping – Gently tracing the body contours, noticing physical sensations and emotions. Guided body scan meditation – Paying attention to internal sensations in muscles and breath appreciating the interconnectedness of the body. Active listening exercises – practicing focused listening with a partner.
		<p>For Drug Education</p> <ol style="list-style-type: none"> Role playing Film showing Case analysis/studies <p>Teachers may also use the following:</p> <ul style="list-style-type: none"> 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

		<ul style="list-style-type: none"> • Class surveys and data analysis
Reflection and Sharing (10 mins)	Give reflection on the learning experience	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none">• 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	<p>Introduction (5 minutes)</p> <p>Objective Reinforcement: Clearly state the objective of the session.</p> <p>Class Discussion: Initiate a brief discussion on what peace education means to the learners and why it is important.</p> <p>Icebreaker Activity: "Peaceful World Collage" (10 minutes)</p> <p>Materials: Magazines, scissors, glue, large poster paper.</p> <p>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.</p> <p>Discussion: Each group shares their collage and explains the elements they chose, connecting them to the key themes.</p> <p>Multimedia Exploration (8 minutes)</p> <p>Materials: Videos, articles, images.</p> <p>Activity: Show short videos or share multimedia resources that exemplify each key theme. Pause</p>

		<p>for brief discussions after each presentation. Whiteboard Notes: Record key insights and examples on the whiteboard.</p> <p>Small Group Discussions (8 minutes)</p> <p>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.</p> <p>Group Presentation (5 minutes per group)</p> <p>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.</p>
Progress Monitoring through Reflection and Sharing	To reflect on learning experiences in Peace Education	<p>Class Reflection (2 minutes)</p> <p>Facilitation: Lead a brief whole-class reflection. Ask learners to share one thing they learned or found interesting during the group presentations.</p>
Wrap Up	To consolidate information gained from the learning session in Peace Education	<p>Conclusion and Homework Assignment (2 minutes)</p> <p>Summary: Summarize the key themes discussed during the activity. Homework: Assign a reflective task, such as writing a short paragraph about how they can</p>

		contribute to peace education in their daily lives.
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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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