



Republic of the Philippines  
**Department of Education**  
Schools Division of Calbayog City

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**DIVISION MEMORANDUM**

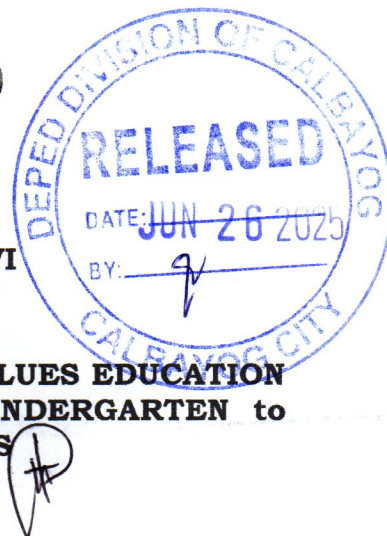
No. 287 s. 2025

To : Assistant Schools Division Superintendent  
CID/SGOD Chiefs  
EPSs & PSDSs  
Secondary/Elem School Heads (Public & Private)  
Guidance/EsP Coordinators/Teachers  
All Other Concerned

FROM : *for: [Signature]*  
**MARGARITO A. CADAYONA, JR. PhD, CESO VI**  
OIC - Schools Division Superintendent  
*S.O. # 045 s. 2025*

SUBJECT: **REITERATION ON THE INTEGRATION OF VALUES EDUCATION  
ACROSS ALL LEARNING AREAS FROM KINDERGARTEN to  
GRADE 12 FOR SY 2025-2026 AND ONWARDS**

DATE : **June 23, 2025**



1. Pursuant to **Republic Act No. 11476**, an Act Institutionalizing Good Manners and Right Conduct and Values Education in the K To 12 Curriculum, this to hereby advise all schools (Elem, JHS, SHS) reiterating the **“INTEGRATION OF VALUES EDUCATION ACROSS ALL LEARNING AREAS FROM KINDERGARTEN to GRADE 12 FOR SY 2025-2026 AND ONWARDS”**.
2. This Memorandum is issued for the following reasons:
  - a) To effectively reinforce the role of every teacher as “values education teacher” thus strengthening the Department’s collective efforts in developing desirable values among learners.
  - b) To ensure that values education is purposely planned as regular lessons integrated across all learning areas, and not taken as incidental lesson in the process.
  - c) To properly evaluate the result of intervention conducted both inside and outside the classroom.
3. **The following shall be observed in the integration of Values Education in the classroom:**
  - a) The value focus may sometimes arise out of teacher’s observation of the daily behavior of students in their classes which may not necessarily be related to the lesson on hand. The subject area teacher should address this.
  - b) The revised Values Education Framework (*herewith attached*) is still the basic resource material for the core values that need to be developed. The approved textbook can still be used as reference.
4. Immediate dissemination of and strict compliance with this Memorandum are desired.

## Enclosure No. 1

### SAMPLE SEMI-DETAILED DAILY LESSON PLAN (Using 4A's Methodology) With Values Integration

School:	Subject: English 10
Teacher:	Grade & Section: Grade 10 - Apple
Quarter: Q1	Date and Time: June 16, 2025; 8:00 – 8:45 AM

#### I. OBJECTIVES

At the end of the lesson the students are expected to:

1. analyse the questions of the play review given in the worksheet;
2. reflect on the play through composing the play review;
3. organize the steps/tips in composing the play review;
4. compose a play review individually.

#### II. SUBJECT MATTER

5. Topic: Composing the play review. (Romeo and Juliet)

1. Reference:

- a. A Journey through Anglo-American Literature Lerner's Material pp 498-499
- b. <https://www.theatrefolk.com/blog/write-play-review/>
- c. [https://youtu.be/Slkajj\\_dFZQ](https://youtu.be/Slkajj_dFZQ)
- d. <https://www.youtube.com/watch?v=uIvYHEMfkmQ>

2. Materials: Photo Copies and Visual Aid.

3. Competency: Writing and Composition; Literature; Grammar Awareness

4. **Values Integration:** Truth: Love of truth

5. Methodology: 4A's and Cooperative Learning

#### III. PROCEDURE

##### I. Pre-Lesson Activities

- a. Prayer
- b. Greetings
- c. Checking of the Attendance

##### II. Lesson Proper

###### A. Review

Review the students of composing the play review- the 5 parts of making a play review.

###### B. Activity (Individual)

- a) Prepare the materials needed for the play viewing: Laptop and Speaker
- b) Instruct the students of what are they going to do.

The activity to be given is an individual activity. First, they will be watching top 10 notes about the author's background and play or clip (Romeo and Juliet) retrieved from the YouTube – watchmojo.com, (7 minutes). Instruct the students to take down note those top 10 facts about the play and the author. Second, they will watch a one act play taken from the scenes of Romeo and Juliet (2013), the final scene (9 minutes).

### **C. Analysis**

Have the students explain the top 10 facts and how they understand the ending scene of the play or clip.

Discuss with the students for some important facts about the play or clip viewed if needed.

Have the students share ideas of what they have learned in the material viewed.

### **D. Abstraction**

Using the worksheet photocopied by the students, let them answer the 5 parts of the play review individually.

### **E. Application**

Based on the material viewed, Romeo and Juliet, each student will compose a play review in a photocopied worksheet, let them collaborate their answers if needed for them to get ideas.

c) Give the students time to finish their play review for about 30 minutes.

### **G. Generalization**

Ask the following Question:

- a. What are the parts of composing a play review?
- b. What is the importance of composing a play review?

## **IV. EVALUATION** (Based on the previous evaluation undone plan)

In  $\frac{1}{4}$  sheet of paper, let the students answer this question:

What are the 5 parts of making a play review? Describe each part of the play review in one sentence only.

## **V. ASSIGNMENT**

What is Modal/s? give at least five example of modals and compose a sentence each.

**Prepared by:**

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Teacher

**Checked and Approved:**

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School Head / MT

# Topics for Integration

## **VALUES EDUCATION** **FOR THE FILIPINO** **LEARNERS**

# **VALUES EDUCATION**

**Values Education as a part of the school curriculum is the process by which values are formed in the learner under the guidance of the teacher and as he interacts with his environment. But it involves not just any kind of teaching-learning process.**

**The following have to be considered by anyone who is involved in values education.**

- 1. The subject matter itself – VALUES – has direct and immediate relevance to the personal life of the learner.**
- 2. The process is not just cognitive but involves all the faculties of the learner.**
- 3. One learns values the way children learn many things from their parents. Hence, the teacher's personal values play an important role in values learning.**

# **Values Education Program**

**Values have a social function: commonly held values unite the families, tribes, societies, and nations. They are essential to the democratic way of life, which puts a high premium of freedom and the rule of law.**

# **GOAL**

**“To provide and promote values education at all levels of the educational system for the development of the human person committed to the building of a just and humane society and an independent and democratic nation.”**



## **Objectives of the Program**

**Proper implementation of the program will develop Filipinos who:**

- 1. Are self- actualized, integrally developed human beings imbued with a sense of human dignity;**
- 2. Are social beings with a sense of responsibility for their community and environment**

- 3. Are productive persons who contribute to the economic security and development of the family and the nation;**
- 4. As citizens, have a deep sense of nationalism, and committed to the progress of the nation as well as of the entire world community through global solidarity; and**
- 5. Manifest in actual life an abiding faith in God as a reflection of his spiritual being.**

# **Principles and Guidelines**

**It should be guided by the following general principles:**

- 1. It must be oriented toward the total person of the learner – mind, heart, and entire being.**
- 2. It must take into consideration the unique role of the family in one's personal development and integration into society and nation.**
- 3. In the school context, more important than lesson plan and any list of values are the teachers themselves who have the proper sense of values, awareness of their inner worth, and outmost respect for the person of the other.**

# **Values Conceptual Framework**

**The Values Conceptual Framework, herein described, is intended as a guide and form of teaching aid in the implementation of the Values Education Program.**

## **WHAT IT IS:**

- **It is *descriptive***: it is an attempt at an orderly description of a desirable value system on the basis of an understanding of the human person.
- **It is *conceptual***: it lists ideals which have to be internalized in the educational process.
- **It is *intended to be applicable*** in varying degrees to all three levels of the educational system.
- **It is *broad and flexible*** enough for adaptation to specific contexts.

## **WHAT IT USES:**

- ***It is desirable* that regions, localities, and institutions construct their own values map, with clearly defined priorities, suited to their peculiar context and needs.**

**Several Filipino cultural values such as *pakikisama, utang na loob, hiya, bayanihan*, productivity, national solidarity, justice truth, freedom, honesty, etc. Must be considered in the values education program.**

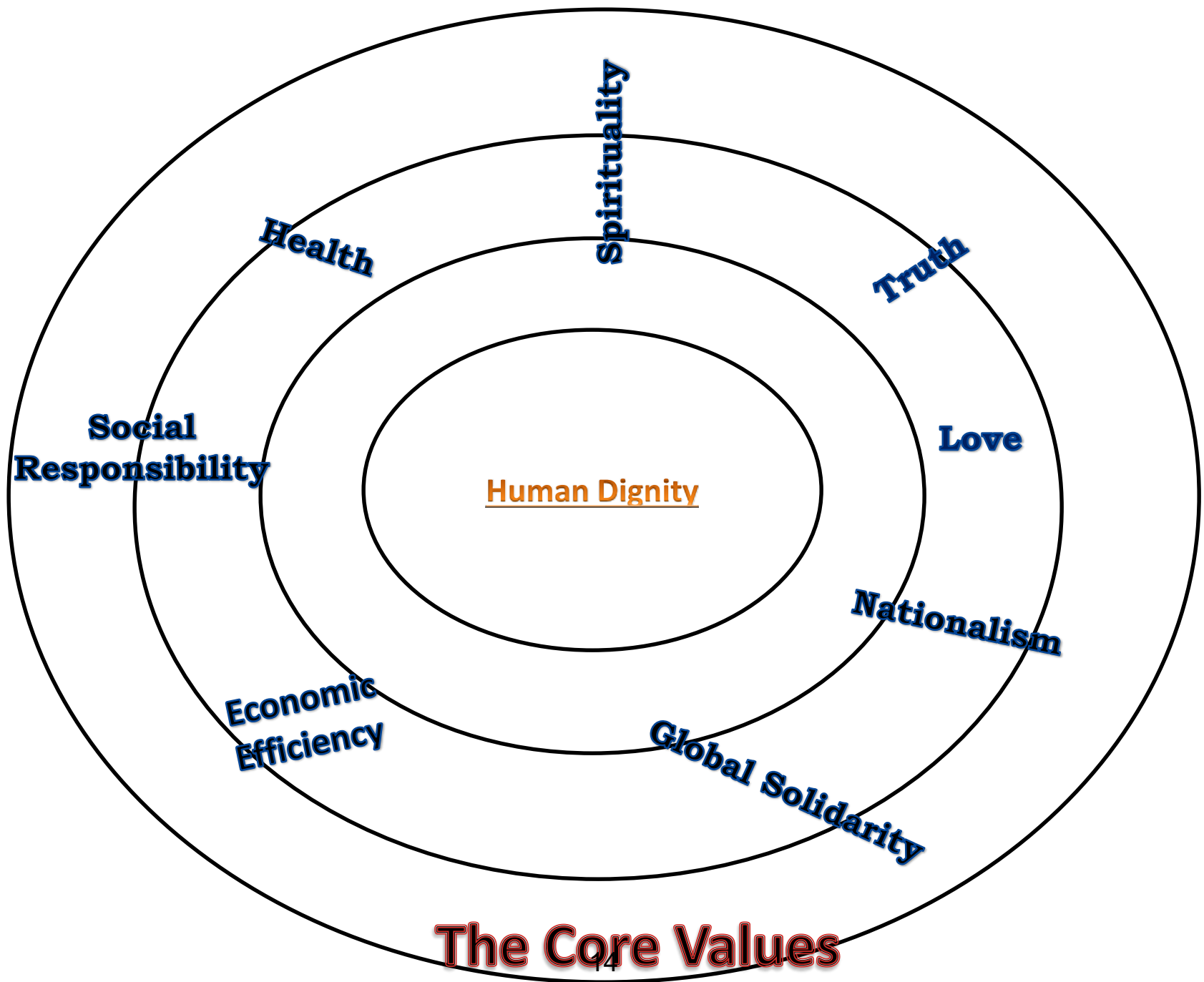
# **PHILOSOPHY OF THE PROGRAM**

## **The Human Person**

**The values education program is based on the philosophy of the human person. It is grounded on a rational understanding of the Filipino in his historical and cultural context, which undergirds the Philippine Constitution of 1987.**

**The human person is the subject of education: he is a human person learning and being taught. The human person is also the object: the human person is at the centre of the curriculum and the entire program. It is for the attainment of “*Just and Humane Society*.”**







# Core Values and Related Values in the DepEd Framework of Values Education



# 1. HEALTH

## **Health**

- Health refers to a holistic concept of physical, mental and social well-being, with reverence and respect for life as a fundamental concern, including care for the environment

## **Core & Related Values**

- Health and harmony with nature
- Holistic health
- Cleanliness
- Physical fitness
- Reverence for life
- Environmental care



## 2. TRUTH

### **Truth**

- Truth requires critical thinking as well as creativity and a future and scientific orientation. Tolerance calls for the eradication of prejudices, an open mind and respect for diversity.

### **Core & Related Values**

- Love of truth
- Critical thinking
- Creativity
- Openness and respect for others
- Future orientation
- Scientific orientation



# 3. LOVE

## Love

- Love includes the need of self-worth and reaching out of others. The ability to love begins with an appreciation of one's own power and goodness. Honesty, integrity, personal discipline, courage, compassion and trust enable one to care for others.

## Core & Related Values

- Love and goodness
- Self-worth/self-esteem
- Goodness
- Honesty/integrity
- Personal discipline
- Courage
- Trust
- Compassion (caring and sharing)





# 4. Global Spirituality

## **Global Spirituality**

- Global spirituality enables one to develop an inner relationship with God, the sacred source of life. It allows one to grow in relationships with the human community and the whole earth, stressing the unity of life. It includes inner peace and religious tolerance.

## **Core & Related Values**

- Faith in god
- Inner peace
- Religious tolerance
- Unity of all



# 5. Peace and Justice

## **Peace and Justice**

- Peace and justice are founded on respect for human rights and love, concern for the common good, cooperation, fairness and social responsibility, accountability, and active non-violence.

## **Core & Related Values**

- Respect and love for one's family
- Family solidarity
- Responsible parenthood
- Respect for human rights
- Concern for the common good
- Cooperation
- Social responsibility and accountability
- Creative goodwill



# 6. Sustainable Human Development

## **Sustainable Human Development**

- Sustainable human development means a balance between the economic and the social, protection of the environment, wise use of resources, and responsible consumerism, productivity and equity.

## **Core & Related Values**

- Balance between economic and social development
- Protection of the environment
- Wise use of resources
- Responsible consumerism
- Productivity and quality
- Economic equity
- Work ethic
- Entrepreneurial spirit





# 7. Nationalism

## Nationalism

- Nationalism is, above all, love of country, appreciation of its history and its heroes, and appreciation of its cultural heritage. Democracy upholds the principles of freedom and responsibility, active participation by all citizens, civic consciousness, and committed leadership. Globalism emphasises global solidarity, cooperation, interdependence, international understanding, appreciation of the world's heritage and global peace.

## Core & Related Values

- Love of country
- Heroism and appreciation of heroes
- Appreciation of culture heritage
- Democracy
- Freedom and responsibility
- Civic consciousness and active participation
- Committed leadership
- National unity
- International understanding and solidarity
- Interdependence
- Appreciation of world heritage
- Cultural freedom
- Global peace