Integration of Values and Peace Education in Catch-up Fridays: Challenges and Strategies

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ABSTRACT: This research examines the relevance, challenges, and strategies in the integration of values and peace education during Catch-Up Fridays, a program of the Department of Education to address gaps in learning brought about by the COVID-19 pandemic. This study employs a descriptive qualitative design, and data were gathered from 115 public school teachers from the City Schools Division of Dasmariñas that served as the respondents of this study. An open-ended questionnaire was validated by three public school district supervisors and floated online using Microsoft Forms to gather data from the target participants. Through thematic analysis, integrating values and peace education is found to be vital in raising morally sound, socially conscious, and well-rounded individuals, particularly in addressing issues related to learners' behaviors; similarly, it is beneficial for both students and teachers in fostering empathy, cooperation, and conflict resolution skills. However, there are challenges faced by teachers: lack of materials, time constraints, inadequate training, and students' behavior. Strategies used to ensure student engagement are interactive activities, storytelling/reading, group work, and multimedia. In conclusion, the study finds that while the integration is beneficial, it is equally important to address the challenges identified, such as inadequate resources, professional development, and community support. Recommendations include the provision of sufficient resources, enhancement of teachers' competence, effective time management, and fostering a supportive community to ensure not only the integration of values and peace education but also the successful overall implementation of Catch-Up Fridays.

Keywords: values education; peace education; Catch-Up Fridays

Introduction

Catch-Up Fridays (CUF) is a program launched by the Department of Education (DepEd) in the Philippines that aims to improve students' academic performance and holistic development. This started in January 2024, in which every Friday will be set aside for the target educational activities in all elementary and secondary schools (Department of Education, 2024). The program's goal is to give students more time and resources to fill in learning gaps and strengthen their comprehension of a variety of subjects. The disruptions to the normal classroom teaching and learning structure brought on by the COVID-19 outbreak have resulted in substantial

learning gaps. Education is among the key institutions that have been most negatively affected by the global health crisis (Relleve, 2022). This resulted in extended school closures and a shift to remote learning, which presented challenges for many students, especially those with limited access to digital resources. DepEd intends to guarantee that students can make up for lost knowledge and abilities by setting aside a particular day for intensive learning and review (Department of Education, 2024). This initiative demonstrates DepEd's commitment to ensuring that no student is left behind and offering equal educational opportunities.

Catch-Up Fridays cover a range of topics, with an emphasis on reading comprehension through activities such as "Drop Everything and Read" (DEAR) sessions. The DEAR sessions challenge students to spend time reading exclusively, thus enhancing their literacy skills and developing a love for reading (*DepEd Reading Program*, 2024).

Values education and peace education are also included in Catch-Up Fridays. These are essential for encouraging students' moral growth, critical thinking, and social cohesion. The goal of values education is to inculcate moral values and admirable qualities like honesty, respect, and accountability. It seeks to strengthen students' capacity for moral thinking and judgment so they can handle challenging societal circumstances with justice and empathy (Dela Rosa, 2024). Peace education, conversely, tries to mold children into cooperating, sympathetic, and conflict-resolvers. It points out how important it is to get at the roots of why there is a conflict; to open avenues for communicating; and to bring about friendship. With peace education in school curricula, DepEd hopes to arm students with knowledge and attitudes that are necessary in the pursuit of a more just and peaceful society (Dela Rosa, 2024).

The Values Education and Peace Education components of the Catch-Up Fridays program reflect the holistic approach of DepEd in education. This recognizes that academic success cannot be ascertained by mere cognitive skills but also by social and emotional competencies. Interestingly, in the Implementation of Catch-Up Fridays (Department of Education, 2024), themes and subthemes are the same for Peace Education and Values Education across quarters and grade levels.

A vital part of the curriculum, values and peace education work to build students; moral character, social responsibility, and capacity for peaceful coexistence in the time of rapid globalization, cultural difficulties, and social difficulties. Examining the challenges and strategies involved in teaching values education and peace education is vital because it could give insights to education policy makers, administrators and teachers on the practical implementation of the program. Knowing these issues makes it possible to create focused plans to go past them, guaranteeing that the teaching of morals and peace has a lasting effect. A more inclusive and compassionate learning environment may result from this research, eventually producing a generation of students who are not only capable of achieving academic success but also social responsibility and the ability to contribute to a peaceful society.

Literature Review

Values and Peace education are essential components of holistic education which intend to develop moral, ethical and social knowledge. This section will cover various studies and views about the impact and relevance of values and peace education. Thus, these educational approaches could be understood much better if their significance in developing the well-roundedness of individuals who not only are academically capable but also are socially responsible and capable of contributing to a harmonious society was considered.

Teaching Values Education in the 21st Century

Belarmino et al. (2024) investigated the appropriateness of teaching values education in the 21st century. The researchers conducted one-to-one interviews in which they interviewed students about whether values education matters or not. According to findings, values education significantly impacts a student's personality, behavior, and attitude. It assists in improving the ability of students regarding interpersonal skills as well as making better choices about ethical judgment. It is all crucial for the betterment of the society and overall personality of a human being (Belarmino et al., 2024).

According to Saravanakumar (2018), in the modern world, value education is highly essential, and therefore, education should focus on enhancing human life by developing social, moral, and spiritual aspects in addition to economic development of the individual. He further stated in his research that value-education workshops conducted for the students helped them realize the importance of moral integrity and discipline. Apart from building their confidence and focus skills, they have also developed interpersonal interaction skills and created a better team sense.

Peace Education in the 21st Century

Jenkins (2024) emphasizes how important peace education is in tackling world issues and promoting enduring peace. It addresses the significance of incorporating peace education into different tactics as well as the potential and difficulties in putting such a program into action. The role of peace education as a transformative step to lasting peace has been recognized by UNESCO, emphasizing peace education as crucial to both direct and structural violence. UNESCO's report sets out challenges and opportunities to advance peace education in the global world, demanding an all-round approach that takes in human rights education, conflict resolution, and international education, likewise, it speaks of the role that non-state actors play in achieving peace through education and the necessity of including peace education in national and local strategies (UNESCO, 2024).

Peace education promotes emotional, spiritual, and cultural well-being, dignified living, and amicable conflict resolution by fostering a mindset, attitude, and capacity for a highly civilized life (Kartadinata et al., 2015, as cited in Purwanto et al., 2023). The inclusion of global issues in the curriculum to inculcate a sense of global responsibility in students, the importance of understanding interrelated global issues such as justice, inequality, the environment, and conflict, likewise, learners' concerns and perspective on issues related to diversity, human rights, sustainable development, social justice, interdependence, conflict resolution, and global citizenship should be part of the learning engagement (Hicks & Holden, 2007)

Integration and Contextualization of Values and Peace Education

The two types of contextualization are discussed by Perin (2011) contextualized instruction, which blends fundamental skills with particular subject matter, and integrated instruction which blends fundamental skills with occupational content. Perin argues that contextualization can greatly improve learning results and student engagement by making the content more applicable to real-world circumstances. Further, contextualization has the ability to improve student motivation, retention, and accomplishment by showing how their learning is applied in real-world situations.

Kilag et al. (2023) discussed integration and contextualization to optimize the teaching of values education. The researchers have identified four main themes that included the value of integration, an interdisciplinary approach, authentic learning experiences, and cultural contextualization. The authors argue that integration across subjects helps learners connect the applicability of values in both academics and real-life contexts. They

also emphasized the need to take an interdisciplinary approach where it fosters cooperation from teachers with diverse disciplines in order to foster the holistic learning of values. To have authentic learning experiences such as real-life situations and societal problems emerged to be essential in order to enrich the understanding and application of students towards values. In addition, contextualizing values within the Filipino cultural context by including local narratives and examples was found to resonate well with students.

In teaching Values Education or Good Moral and Right Conduct it is important to actualize values in real life, there must be a curriculum alignment, and teachers should serve as role model to the students (Relleve, 2023), likewise, barriers were identified such as negative impacts of the sociocultural and societal environment, subject limitations and learner dispositions, while there are also facilitating factors: support from family or environment, strong commitment and competent teachers, importance of the subject.

Cooperative learning, which is founded on the social interdependence theory (Johnson & Johnson, 2009), is an effective way to incorporate peace education into the curriculum. Through fostering positive interdependence, cooperative learning helps students improve their relationships, academic performance, and social skills—all of which are critical for peaceful coexistence and solving conflicts. Teachers have a crucial role in planning and leading these group activities because they make sure that the tasks demand interdependence and offer feedback to encourage productive teamwork.

Instead of addressing peace education as a distinct subject, highlights the value of integrating it throughout variety of courses, students can better understand the value of peace in a variety of subjects, including social studies, literature, and history, with this method: several facets of peace, such as social, environmental, and interpersonal issues, must be addressed in order for peace education to be integrated; with this all-encompassing approach, students are guaranteed to comprehend peace as a comprehensive and interrelated notion supports experiential learning activities that allow students to apply their academic knowledge in real-world scenarios, such as role-plays, simulations (Harris, 2004), and service-learning projects. Their dedication to peace and understanding are strengthened by this practical approach.

Research Questions

How relevant is the integration of values and peace education in Catch-up Fridays?

What challenges do the teachers experience in implementing values and peace education?

What strategies do the teachers use to ensure that the students are engaged in values and peace education during Catch- Up Fridays?

Scope and Limitation

The purpose of this study is to examine the perceived relevance, challenges experienced, and strategies used by the teachers in the integration of values and peace education during the implementation of Catch-Up Fridays. It is implemented weekly to close learning gaps; the day is split into two parts: the morning session is dedicated to the National Reading Program, while the afternoon focuses on health, values, and peace education (Department of Education, 2024).

There were 115 public school teachers from the City Schools Division of Dasmariñas participated in this study who are teaching during the academic year of 2024-2025. Purposive sampling was used to deliberately select the participants and share their experiences and perspectives in the integration of values and peace education, similarly challenges and strategies utilized to ensure students engagement, which is aligned with the

description of (Stratton, 2024) of purposive sampling which the participants are being selected based on their experiences, traits and membership of population of interest.

Methodology

This research employed a descriptive qualitative design (Doyle et al., 2020) to examine the importance, challenges and strategies involved in integrating values and peace education during Catch-Up Fridays. The conduct of research is inherently embedded in the system and anchored with the the Key Results Area (KRA), specifically under Domain 3: Fostering Culture of improvement, strands 3.3 Culture of Research of the Philippine Professional Standards for Supervisors (PPSS), as such is not an option activity but it could be a mechanisim for generating evidence-based insights in giving technical assistance, support curriculum implementation and instructional leadership (Department of Education, 2020).

Questions were validated by three Public Schools District Supervisors. The validators ensure that the open-ended questions are contextually appropriate and capable of eliciting insightful answers; thorough review and inter-validator agreement were exercised to ensure validity and reliability. An instrument for qualitative research that guarantees credibility through rigorous design and implementation is considered valid and reliable (Hossan et al., 2025). The validated research questionnaire was floated online using Microsoft Forms. Consent and Data Privacy Act were stated in the questionnaire in consideration of participant rights-to-inform concerning the purpose, voluntarism of participation and to withdraw freely at any juncture without further obligation of consequence. Data was held confidential, secured and solely for the intended purpose of the study. Data gathered were categorized for thematic analyses to established description and interpretation of themes and patterns (Majumdar, 2022), using Taguette, a qualitative data analysis tool which is free and open-source (Rampin & Rampin, 2021). Likewise, Microsoft Copilot (Spataro, 2023) was used in polishing the themes generated. Data were analyzed following the principle of Braun and Clarke (2006): familiarization of data, generating initital codes, searching for themes, reviewing of themes, naming the themes, and present the themes.

Results and Discussions

Integration of Values and Peace Education in Catch-up Fridays

The following are the themes that emerge based on the response of the participants:

Very Relevant

This captures the strong belief of the respondents that integration of values and peace education is essential. In fact, it is highlighted as a necessary tool for raising the well-rounded, morally grounded, and socially responsible individual.

Sample Responses:

> *"Very important to integrate values and peace." (Respondent 1)*

> *"It is relevant especially nowadays children lack in values and right conduct." (Respondent 3)*

> *"It is very relevant in integrating values and peace during catch-up Fridays in order to instill good values and peaceful life and community to learners' minds." (Respondent 6)*

"It is very relevant to integrate values and peace education to instill in children's minds the importance of peace and good values." (Respondent 7)

"Values and Peace Education should be integrated in Catch-up Fridays as it is very relevant because children who are educated with values and patriotism will be good and productive citizens." (Respondent 9)

"It is very relevant because we use it as feedback or we can monitor the progress of students through sharing, reflections, and other activities that show students' participation." (Respondent 24)

"Values and peace education integration is very relevant in catch-up fridays wherein after we taught basic knowledge, catch up fridays give as avenue on the implications, connections and reselliency on the life of every pupil." (Respondent 54)

"Very important becauseI believe values and peace education must be taught so that we can develop not only academically inclined student but also student with good values ang student who love peace." (Respondent 114)

Teachers believe that it is vital to integrate values and peace education. They contend how vital raising morally sound, socially conscious, and well rounded individuals particulary in addressing issues related to learners' behaviors. This viewpoint emphasizes how important it is to include these components in the curriculum in order to promote moral and social growth.

Beneficial and Helpful

This theme covers the positive outcomes that respondents believe will be brought about by the integration of values and peace education.

Sample Responses:

"I believe integrating values and peace education into Catch-up Fridays could be really beneficial." (Respondent 23)

"It will enlighten the students about peace education and the importance of it." (Respondent 38)

"By emphasizing values like kindness, cooperation, and conflict resolution, Catch-up Fridays can encourage positive social interaction among students." (Respondent 58)

"Values and peace education in Catch-up Fridays helps us learn how to be kind, respectful, and work well with others, which is important for everyone." (Respondent 28)

"When values like kindness, respect, and tolerance are taught and practiced, it can make 'Catch-up Fridays' a positive space where people feel safe and supported in their learning or interaction." (Respondent 53)

"It helps students develop a deeper understanding of how values and peace are important in their lives and the world around them." (Respondent 73)

"It help to the learners develop o enhance knowledge that certain pesson." (Respondent 87)

"Values education promotes empathy, respect and understanding, which are essential for creating a positive supportive learning environment. Peace education encourages conflict resolution,

communication skills , and the ability to work together peacefully, all of which are vital for a suce=cessful and inclusive school community." (Respondent 94)

The integration is perceived by the respondents to be beneficial for both students and teachers in fostering empathy, cooperation, and conflict resolution skills. They believe that these benefits are not only in terms of academic achievement but also personal growth, social skills, and a supportive and harmonious learning environment.

Not Relevant

This theme includes some statements from respondents who do not see relevance in the integration of values and peace education.

Sample Responses:

> "For me, values and peace are not so relevant in the integration of Catch-up Fridays; for me, Catch-up Friday must focus on enrichment activities that can enhance pupils' reading skills. And other things can increase the pupils' recreational activities." (Respondent 32)

> "As a Grade I teacher, Values and Peace education integration is not really relevant in Catch Up Friday." (Respondent 48)

> "Irrelevant…it has already been taught in our subject area, making it boring for the students already." (Respondent 80)

Some respondents doubt the relevance of the integration, recommending that academic-skill-focused enrichment activities should take precedence. They contend that the integration might be unnecessary or inapplicable to their particular teaching situations, pointing to the necessity for a more customized strategy that takes into account a range of educational aims.

Difficult and Teachers are Uncertain How to Integrate

This theme emphasizes the difficulties and uncertainties teachers face in integrating values and peace education into their teaching.

Sample Responses:

> "Honestly, we are having problems because the theme and subtheme are broad, and we teachers are having problems thinking how we can integrate peace and values into our lessons." (Respondent 2)

> "We do not know how to start or do the integration." (Respondent 4)

> "Medyo mahirap siya dahil sa kakulangan sa guide and materials (It's somewhat difficult due to the lack of guides and materials)." (Respondent 8)

> "We find it hard to integrate." (Respondent 61)

> "It is sometimes difficult to relate with the topic." (Respondent 84)

Due to broad content, insufficient guidelines and materials, teachers are uncertain how to do the integration of values and peace education which causes ambiguity that led to disappointment which may underscore the importance of precise guidelines and materials to facilitate successful implementation.

Redundant and a Duplication

This pertains to how the redundancy of efforts and duplicated work is manifest in integrating values and peace education.

Sample Responses:

> *"…even on regular days, we do integration in all of our subjects." (Respondent 10)*

> *"I see it as a duplication of what has to be taught." (Respondent 16)*

> *"Nothing special about it since all lessons in Values Ed are all about values; there is redundancy of lessons." (Respondent 77)*

> *"For me, values and peace can integrate into our daily lesson but not during catch-up Fridays." (Respondent 31)*

> *"I think integration of values and peace during catch-up Fridays is automatically in there as the students are teaching discipline and respect while reading and doing the activity." (Respondent 44)*

> *"…with the new curriculum for Grade 7, I think it's no longer advisable since we meet the learners every day." (Respondent 78)*

For some respondents any further discussion is unnecessary, they believe that these topics may already be covered in other curricular sections. Lesson could probably be duplicated which cause "overload" to students, and with this circumstance, lesson probably impair the teacing and learning delivery.

Challenges Teachers Experience in Implementing Values and Peace Education

1. Lack of Materials/Resources and Additional Workload

This theme encompasses the issues of availability, adequacy, and appropriateness of teaching materials and resources as well as extra workload and preparation for teachers.

Sample Responses:

> *"Lack of Resource Materials such as story books that can be used in the integration of these subjects in reading." (Respondent 25)*

> *"The materials and other resources." (Respondent 7)*

> *"No materials provided." (Respondent 31)*

> *"An additional task to us, since we have to secure materials relative to the targeted themes since there are no materials available." (Respondent 16)*

> *"More preparations on the part of the teacher." (Respondent 21)*

Teachers are confronted with the issue of not having enough instructional materials, guides to lessons, and other resources to perform their jobs in addition to those they already do. It becomes more difficult for them to successfully incorporate values and peace education into their lesson.

Time Constraints

This theme discusses concerns the time set for instruction and lesson planning. It states that time allotment is one of the challenges teachers have.

Sample Responses:

> *"…time allotted to teach it." (Respondent 6)*
>
> *"Challenges are schedule…" (Respondent 19)*
>
> *"Lack of time , budget of works…"(Respondent 29)*
>
> *"Time allotment planned activities." (Respondent 30)*
>
> *"Limited time." (Respondent 33)*
>
> *"Having short time." (Respondent 34)*
>
> *"Time constraint." (Respondent 43)*
>
> *"There is no enough time to implement it." (Respondent 68)*

Teachers find it challenging to find enough time to prepare and conduct lessons on values and peace education because of time restrictions. This has an effect on their capacity to deliver thorough and effective integration of Values and Peace Education.

Content Delivery, Competence and Adequate Training

The challenges in developing lesson plans, matching of themes and subthemes of values and peace education topics, and ensuring that teachers are properly trained and competent are all are the content of this theme.

Sample Responses:

> *"I am personally having problem making objectives that will suit my lesson…" (Respondent 2)*
>
> *"The challenges of using the themes given but no specific titles or lessons, MELC …" (Respondent 4)*
>
> *"I found it hard to smoothly integrate the theme of Catch up friday to the competencies of MELC and Matatag." (Respondent 8)*
>
> *"Sometimes, it's difficult to apply some competencies on Values & Peace Education because some of these competencies are not applicable to the assigned topics & main idea of the subject itself." (Respondent 15)*
>
> *"Lack of Training & resources." (Respondent 45)*
>
> *"Teachers or facilitators may not have sufficient training or resources to effectively teach values and peace education." (Respondent 53)*

Developing lesson plans that complement the values and peace education themes and subthemes is a challenge for teachers. The necessity to incorporate these themes with the current competencies of the Matatag curriculum and the Most Essential Learning Competencies (MELC) makes this task even more difficult. In order to effectively teach values and peace education, training and capacity building are necessary. Most

teachers feel they are not adequately equipped with skills and knowledge to handle such teaching, which affects their delivery.

Student Capabilities, Behavior, and Home/Cultural Influences

This theme centers on students' capabilities, attitudes towards learning and environmental influences.

Sample Responses:

> "Reading capabilities problem of the pupils." (Respondent 12)

> "My learners do not totally understand it because they are not familiar with this topic." (Respondent 50)

> "One of the challenges in implementing values and peace education during Catch Up Fridays is the ability of the student to integrate and analyze situations in relation to this." (Respondent 95)

> "…lack of interest among pupils." (Respondent 39)

> "…the behavior and attitude of the learners nowadays because of the influence of social media..." (Respondent 42)

> "Friday sickness." (Respondent 51)

> "Because of lacking of discipline of the students it's really hard to teach them even if it is simple lesson." (Respondent 47)

> "Values and peace are sometimes not imposed at home." (Respondent 14)

> "It is hard in the first place it should start at home." Respondent 66)

> "The cultural and social challenges such as diverse perspectives , cultural sensitivity and community engagement." (Respondent 100)

> "The difference in child's cultural background." (Respondent 112)

Several aspects pertaining to student abilities, conduct, and home/cultural influences impact the implementation of values and peace education, according to the teachers. Problems include the reading skills and comprehension of the learners, their lack of engagement and interest, behavioral and disciplinary problems, and the impact of their cultural and familial backgrounds.

Strategies Teachers used to Ensure Students Engagement

Engaging and Interactive Activities

This theme contains activities that actually involve students in the learning process and make lessons interactive.

Sample Responses:

> "I sometimes use gamification and I make sure it is relevant to my topic." (Respondent 2)

> "Interactive games." (Respondent 11)

"Role-playing, sharing inspiring video stories about peacebuilders and everyday heroes." (Respondent 72)

"To engage students in values and peace education during Catch-Up Fridays, I use interactive discussions, role-playing scenarios, and group activities that encourage reflection on real-life situations and promote empathy and conflict resolution." (Respondent 81)

"Although there were significant challenges in implementing values and oeace education I always try to make my lesson strategies fun and engaging so that it can easily be delivered and be integrated into the lesson. Sometimes I give an initial activity first that will soon be connected to the lesson. In that way students can easily find the connection and the relevance of it to our topic." (Respondent 96)

"Interactive strategies such as group discussions, role-playing, value-based games and puzzles." (Respondent 100)

"Engage students in values and peace education through interactive activities, real-life applications, storytelling, collaborative projects, and reflection sessions." (Respondent 109)

Teachers use a range of interactive activities to keep students engaged and learning more fun. Learning is made more interesting and effective through the use of gamification, interactive games, and role-playing techniques. Students find learning enjoyable and engaging through these activities. Teachers utilize practical situations and encourage reflection to enhance learning by fostering empathy and conflict resolution.

Storytelling and Reading

This theme emphasizes the application of storytelling and reading activities as a means of teaching values, peace education, and other subjects. It entails reading aloud, the use of short stories, and incorporating storytelling as part of lessons. Storytelling is used to instill moral lessons, to stimulate the imagination of students, and improve their comprehension skills.

Sample Responses:

"Storytelling." (Respondent 3)

"I use children's short stories and games to engage my pupils." (Respondent 7)

"Reading aloud, music and movement strategies... Integrating to lessons." (Respondent 18)

"I use stories and role-playing to explore different values and scenarios. For example, I read a story about conflict resolution or peacemaking. Then, have students role-play different characters in the story or create their own scenarios based on the story's themes." (Respondent 23)

"Reading stories wherein pupils can get moral lessons." (Respondent 32)

"Short story reading strategies regarding values and peace ed." (Respondent 40)

"During catch up Friday I focused on reading, I asked my pupils to by group, by partner and by group. I tried my best to look for a reading material that it may tackle about values and Peace education like short stories." (Respondent 48)

Through storytelling and reading, teachers can engage students and convey important values and lessons. Teachers can make complex concepts more understandable by reading short stories aloud and using them to

capture students' imaginations. Through the exploration of different scenarios and moral dilemmas, storytelling enables students to develop their critical thinking and empathy. These activities enhance comprehension skills and contribute to a more interactive learning experience.

Group Activities and Collaboration

This theme comprises cooperative learning strategies where students can work in groups to discuss, analyze, and finish a task. It includes group discussions, peer reading, and collaborative projects.

Sample Responses:

"More on discussion and group activity specially in Edukasyon sa Pagpapakatao (Values Education) and Araling Panlipunan (Social Studies) time." (Respondent 4)

"During catch up Friday we use different strategies like inquiry-based, ice breaker, and also group activities." (Respondent 24)

"Collaborative learning." (Respondent 64)

"Individual and group activities with audio visual." (Respondent 42)

"Strategies I used was regrouping the pupils to give them a chance to interact with their classmates, group work and collaboration." (Respondent 105)

Teachers view that students develop a sense of community by participating in tasks and projects that encourage collaboration among themselves. Active participation and engagement are promoted in these activities, as students are more likely to be involved when they are working alongside their peers. The development of teamwork and communication skills in group activities is a crucial aspect of academic success.

Use of Multimedia (Videos/Film)

This theme contains the use of multimedia resources to improve learning, such as videos and film materials. Involves showing video clips, documentaries, and the use of audiovisual aids in order to support teaching.

Sample Responses:

"Using television." (Respondent 13)

"I show them videoclips." (Respondent 14)

"Video watching and discussion..." (Respondent 19)

"…short video clip." (Respondent 20)

"We could use videos for new stories…to apply what is being learned." (Respondent 26)

"Audio video…" (Respondent 27)

"…film viewing." (Respondent 46)

"Connecting it with the lesson..giving some video clips…and the likes, along with follow-up questions regarding the topic or the activity being given." (Respondent 80)

"Video or documentary showing to better see the relevant issues of concern." (Respondent 101)

The used of multi-media by teachers, including videos or films, can enhance learning and make lessons more engaging. It can enhance students' focus and make them understand more complex concepts. Real-life problems can be communicated through videos and documentaries, providing context and depth to the content being covered. Teaching with multimedia can help teachers create a more interactive and dynamic learning environment that caters to different learners.

Real-Life Application and Reflection

This theme focuses on connecting lessons to real-life scenarios and encouraging students to reflect on their experiences. It includes using students' backgrounds, life experiences, and reflective journaling to make learning more relevant and meaningful.

Sample Responses:

> *"I use their Background or Experience to trigger their attention or interest." (Respondent 8)*
>
> *"…real world situation." (Respondent 33)*
>
> *"True to life experiences play a vital role in teaching the students about values and peace." (Respondent 85)*
>
> *"Using reflective journaling." (Respondent 39)*
>
> *"…group activities that encourage reflection on real-life situations and promote empathy and conflict resolution." (Respondent 81)*
>
> *"Real life scenario." (Respondent 88)*
>
> *"Let them realize the values they obtain and how to integrate in the real situations." (Respondent 92)*
>
> *"Reflective Approach." (Respondent 97)*

Teachers ensure students could used experiences and background to help them understand the value of what they are learning, by connecting lessons to real-life situations and encouraging reflection, learning can be made more meaningful. The use of reflection journals and discussions about real-life situations can lead to the development of critical thinking and empathy, which enable students at home or in groups to apply their knowledge effectively.

Conclusion

The integration of values and peace education is deemed essential by teachers. It is emphasized as a means of cultivating individuals who are well-rounded, ethical, and socially responsible. Education should promote cooperation, empathy, and tolerance , and these peaceful attitudes and values should be incorporated in lesson planning, classroom settings, and assessment procedures (Khatun, 2024). Further, Sheikh & Akhter (2023) emphasize that peace education gives people the values, information, and abilities needed to avoid and end conflicts and encourage peaceful coexistence: it highlights qualities that are also essential to values education, such as empathy, tolerance, respect for diversity, and critical thinking.

The integration is regarded as a vital means of addressing contemporary social issues, such as the absence of values and appropriate behavior among children. Integration is essential in the teaching and learning delivery (Relleve, 2023). Designed to educate on values and education about the environment, Catch-Up Fridays aim

to teach people new ideas that promote unity and encourage positive thinking by teaching values. Even so, some participants contend that integration is being done in teaching their own subjects, thus, it may not be essential or applicable. This is also pointed out by Kreijkes & Greatorex (2024) that if integration will not be well considered on when or how it will be applied it may bring confusion to learners.

Despite the apparent relevance and benefits of the integration, teachers are confronted with several challenges. The lack of available learning materials and resources exacerbate teachers workload and preparation time. This is also emphasize in the study of Balderas-Solís et al.(2022) that learning resources video recordings, instructional materials and online demonstrations are important in teaching and learning. Another issue is the time allotment which make it difficult for teachers to carry out integration of values and peace education. Insufficient time can influence the teaching and learning quality (Zydziunaite et al., 2020). An finally in order for teachers to effectively integrate Values and Peace Education, they need to properly trained to ensure competence in the integration. Teachers are confronted with significant challenges in curriculum integration that is why training is necessary (Constantin & Goga, 2021).

In order to surmount these challenges, and encourage students participation, teachers utilize a range of approaches. Engaging and interactive activities—such as games, role-playing and group activities render the learning process, thus it make it more appealing to students. Through storytelling and reading activities, students can enhance their comprehension skills and stimulate their creative thinking. The use of group activities and collaboration fosters teamwork and communication, while multimedia resources enhance lessons. Connecting to real-life situations make the lessons more meaningful for the students.

Recommendations

1. Provision of adequate resources and materials: it is recommended to ensure the sufficiency of teaching materials, that there are enough storybooks, manuals, and multimedia resources available to promote the integration of Peace Education and Values Education.

2. Teachers Professional Development: to augment teachers competence in the integration of Peace Education and Values Education particularly those who are not teachers of Values and Social Studies the provision of adequate training and seminars, at the very least the the conduct Learning Action Cell (LAC) in the schools could be done.

3. Time Management Strategies: create plan and strategies to effectively use the time allotment for Catch-up Fridays. This can be entailed by employing multidisciplinary approach or community of practice among other teachers.

4. Interactive and Engaging Activities: encourage the continues utilization of interactive and engaging teaching strategies, such role-playing, storytelling, and group projects, which can help students learn more effectively and enjoyably.

5. Supportive Community: encourage parents and the community to become more involved in the educational process whenever possible. Students can benefit from a supportive setting and a reinforcement of the principles taught in the classroom.

6. Monitoring and Supervision: consistent monitoring and instructional supervision should be carried out to evaluate and improve the teaching and learning delivery in order to guarantee the successful integration of values and peace education, and overall implementation of the Catch-Up Fridays or any other remedial program.

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