

- a) Part I - Information about the School;
- 1) School name and contact details:

CENTRAL LUZON STATE UNIVERSITY

Science City of Munoz, Nueva Ecija,

3120 Philippines

www.clsu.edu.ph

(044) 456-7210

- 2) Brief information about the school:

The Central Luzon State University is a renowned and prestigious institution of higher learning in the Philippines with a century of service to the country and people. It has persistently produced well-trained people and provided services with marked excellence. The school has eight colleges, one science high school, one agricultural high school, and three laboratory high schools. The teaching force is composed of more or less 400 competent full time and part time faculty members that which cater to the needs of more or less 11,000 students. CLSU campus is a sprawling 658-hectare area in the Science City of Munoz, 150km north of Manila.

- 3) Details of the team members

All members of the group are senior students taking up Bachelor in Secondary Education Major in Values Education at College of Education, Central Luzon State University. A group of adolescents that pursue to encounter and to experience a program that would help the pupils of Barangay Villa Floresta, San Jose City to learn more about the importance of formation of values in their education. The group is composed of four males and ten females which are divided into four groups that would facilitate each grade level every lesson.

- b) Part II - Information about the School's Values Education Activity/Programme;

Title: Values Formation Program for Villa Floresta Elementary School Pupils

Summary:

The students enrolled in the subject VED 295 (Values Formation through Community Service) are tasked to form a program that would inculcate values not only into a child's mind but also into his heart. They made this possible by constructing worthwhile lessons and activities that would hone the pupils' value system. Activities include drawing, talent showcasing, film showing, sharing, storytelling, and structured learning experiences (SLEs). The values formation program is composed of nine (9) topics namely: *Who am I?* , *Developing your Inner Self*, *My Values*, *My Family and I*, *My Friends and I*, *My Teacher and I*, *Developing Relationship with God*, *Communication with*

God, and, Self, Others and God. The pupils were divided into groups according to grade and the teacher-facilitators administers the activities designated to them. During the entire program snacks were provided by the facilitators.

The major concern of the Values Formation Program is to inculcate values among the pupils of the Villa Floresta Elementary School in San Jose City, Nueva Ecija through administration of different activities that are related to the lessons. Each activity was done every Saturdays of July, August, and September of the year 2013. The teacher-facilitators took the risk of passing along high cliffs for the location of the area rests on top of the mountain. The road they have travelled on is paved with good intentions; all the hardships they have been through were altered into smile when they saw how the children appreciated the things the teacher-facilitators did for them during the graduation day.

2. Background information or reasons why the school created this programme

The **Values Formation Program for Villa Floresta Elementary School Pupils** is anchored on the school's mission to provide relevant services not only for its constituents but also for the community. The program is made as a form of community service which the school took part for countryside development.

4. School Vision, Mission, Core Values

School Vision:

The Central Luzon State University as a world class knowledge- based people's university, pro- active, relevant and committed to service and excellence.

School Mission:

The Central Luzon State University shall develop socially responsible and empowered human resources and knowledge for poverty alleviation, environmental protection and global competitiveness towards sustainable development.

Core Values:

C – Competence
L – Leader
S – Self-discipline
U – Unity in diversity

CLSU - CLICS

C – Concern for the Environment
L – Love for Learning
I – Integrity
C - Commitment
S – Service to others

5. Objectives/goals of the program

At the end of the program, the pupils of Villa Floresta Elementary School are expected to:

- a. Internalize the value of
 - a. 1. Cleanliness (proper hygiene)
 - a. 2. Health
 - a. 3. Family
 - a. 4. Teachers
 - a. 5. Friendship
 - a. 6. Environment
 - a. 6. Spirituality (Faith)
- b. Stir awareness of their strengths and weaknesses
- c. Discover and appreciate their individual talents
- d. Learn how to pray

6. Values that the school aims for within the program and/or definitions

Intrapersonal Values – these values include cleanliness, health, love for the environment, and self-awareness.

Interpersonal Values – these values compose the value of family, teachers, classmates, friends, and other members of the community.

Spiritual Values – the value of faith and relationship with the Creator.

7. Period of the time when the program was or has been implemented.

The **Values Formation Program for Villa Floresta Elementary School Pupils** was carried out every Saturdays of July, August, and September of the year 2013.

8. Activities (Actions and strategies of implementation).

Teaching module per lesson are provided for this part, to wit:

LESSON 1: WHO AM I?

OBJECTIVES: After the activity the students should be able to:

- 1. To know themselves better
- 2. To recognize their likes and dislikes
- 3. Understand own self

STRATEGIES:

1. The pupils will draw their own “face” using crayons.
2. The pupils will be divided into small groups.
3. The facilitator will lead the group assigned to them.
4. The pupils will share their likes and dislikes.

MATERIALS:

Crayons and bond papers.

EVALUATION:

The facilitator will request one (1) representative to each group to share their experience/feelings about the activity.

LESSON 2: DEVELOPING YOUR INNER SELF**OBJECTIVES:**

1. Identify their skills, interest, talents and abilities
2. Improve their skills, interest, talents and abilities
3. Discover their hidden talents

STREATEGIES:

1. Asked the pupils of what or where they are good at (singing, dancing, acting)
2. The pupils will be divided into three (3) groups.
3. The facilitator will guide the pupils for their performance.
4. After ten minutes of practice, each group will present their performance.

MATERIALS:

Improvise microphone and props.

EVALUATION:

Talent showcase

LESSON 3: MY VALUES**OBJECTIVES:**

1. Identify their own values
2. To know different Filipino values
3. Differentiate good values and bad values.

STRATEGIES:

1. The facilitator will illustrate what the film is all about.
2. The pupils will watch a short film.

EVALUATION:

After watching the short film the pupils will ask to share their reaction about the film.

LESSON 4: MY FAMILY AND I**OBJECTIVES:**

1. Define the meaning of family correctly
2. Identify the role of the member of the family
3. The importance of the family

STRATEGIES

1. The facilitator will discuss what is family tree and how to make it.
2. The pupils will create their own family tree

EVALUATION

The pupils will share their experience/feelings in making their own family tree

LESSON 5: MY FRIENDS AND I

OBJECTIVES:

1. Identify the true meaning of a friend
2. Tell the different characteristics of a good friend
3. Analyze relationship with their friends

STRATEGIES:

1. Pupils will be asked if they have friends
2. Discuss the meaning and importance of friendship
3. The facilitator will tell a story about friendship

EVALUATION:

They will make a simple letter for their best friend.

LESSON 6: MY TEACHER AND I

OBJECTIVES:

1. Describe their teacher
2. Find out the role of teacher on their lives
3. Analyze their relationship with their teacher

STRATEGIES:

1. Ask them what the good teacher is.
2. Discuss the role of teacher in their lives.
3. Pupils will make a letter for their teacher.

EVALUATION

The facilitator will ask few pupils to read their own letter in front of their classmate.

LESSON 7: DEVELOPING RELATIONSHIP WITH GOD

OBJECTIVES:

1. Define God
2. Explain the importance of having a relationship with God
3. Enumerate some characteristics of God

STRATEGIES:

1. Ask pupils who is God for them
2. Ask how their relationship with God is
3. The facilitator will share a short bible story "Prodigal Son"

EVALUATION:

The facilitator will ask the pupils what they have learned from the story.

LESSON 8: COMMUNICATION WITH GOD

OBJECTIVES:

1. Define prayer
2. Explain the importance of communicating with God
3. The pupils are expected how to pray

STRATEGIES:

1. Introduce the lesson by defining what is prayer
2. Discuss the uses of prayer
3. Discuss what the importance of the prayer are

4. Teach them the patterns on how to pray “A-C-T-S”

EVALUATION:

The facilitator and the pupils will have a prayer time.

LESSON 9: SELF, OTHERS AND GOD

OBJECTIVES:

1. Recognize their own strengths and weaknesses
2. Establish good relationship with others
3. Have a stable relationship with God

STRATEGIES:

1. The pupils will be divided into three groups(3)
2. The first group will present a short play about individual strengths and weaknesses
3. The second group will present a short play about having a good relationship with others
4. The third group will present a short play about having a good relationship and good communication with God

EVALUATION:

Talent showcase

9. Teaching Strategies or pedagogies used for teaching values in the school.

Most of the lessons were carried out through the conduct of Structured Learning Experiences (SLEs) wherein each lesson starts with a game/activity that serves as a venue for value-inculcation. The activity is then followed by processing questions for value-internalization. A mini lecture is given afterwards then last to be given is evaluation in different forms depending on the lesson.

10. Programme monitoring and evaluation mechanisms:

The program is monitored through a work plan/sheet which is handled by the assigned teacher-facilitator per grade level. Observation was crucial with regards to evaluation. The pupils had their recital to showcase their talents. Question and answer activities every lesson were also administered. Worksheets were also provided for pupils' output.

11. Resources used for programme implementation

The funds were solicited from their college professors, some local government officials, and private individuals.

12. List of partners, local government bodies, companies or development agencies who have participation in the planning and implementation, including their roles in the activity/programme.

Name of Partners	Roles or contribution
a.) Villa Floresta Elementary School faculty and members	Support and supervision
b.) Barangay Officials Of Villa Floresta, San Jose City, Nueva Ecija	Support and supervision
c.) Local Government of San Jose City	Support

13. Benefits/ impacts/ positive outcomes of the activity/ programme to teachers, students, parents and the community.

The teacher-facilitators have improved their ability in handling/ managing children's behavior. They have learned more how to interact and socialize with different kinds of people.

The students have internalized the different values that the programme has offered. After the programme, they became better members not only of the school but also of the community.

The parents are happy that their children have gained and internalized more values.

In community, as saying goes “ don't ask your community what it can give for you, instead ask yourself what you can give to your community.” It only implies that educating the children through this program could help them in up lifting not only their status but also their community where they belong.

14. Proof of achievements from students, teachers and the community.



15. Plan for sustainability and plan for the future.

Plan for sustainability:

After going through the program, we can only do so much, we've seen their lifestyle and somehow their mindset on how they view life. Our concern doesn't end because we've got to assure that the children have really internalized the values and put it into practice through everyday living. That is why we can't just leave them behind. So, with the help of the school, particularly the school teachers. It's the school teachers who would do the honor of maintaining the values learned by monitoring the pupils.

Plan for the future:

The fire of service and volunteerism among the teacher-facilitators should be kept burning. Keep helping those who are in need without expecting anything in return. This kind of activity shall not end in the faraway place of Villa Floresta Elementary School. Instead, it must be initiated again in different schools and communities with special needs as regards to values formation.

16. List of attachments such as a copy of the school plan, learning/ teaching materials, samples of student worksheet, manual, etc. attached materials are in the language, please provide a brief description in English Language.

17. Photos related to the activity/ programme(Maximum of 10 photos with caption in English)



The Teacher-facilitator assists her pupils in their drawing activity



Teacher Risella while making nametags for her pupils



The pupils while having an outdoor activity



One of the pupils with his “family tree”



The Teacher engages the pupils in a lively discussion



Teacher Dhariel while leading the pupils in a prayer

Photo 6



“Ayang” while listening to her Teacher-facilitator



The Teacher-facilitators before the start of the Graduation Program



The pupils in their dance number during the Graduation Program



The pupils together with their proud teacher-facilitators pose as the Values Formation Program culminates.

We hereby authorized the SEAMEO-Japan ESD Award to use this submission for publication purposes.

Sgd. **BSED 4_6 – VALUES EDUCATION MAJORS**

Teacher-facilitators