



Republic of the Philippines  
**Department of Education**  
REGION V  
**SCHOOLS DIVISION OF SORSOGON**

July 10, 2024

DIVISION MEMORANDUM  
No. 148, s. 2024

**2024 CONDUCT OF THE 6<sup>th</sup> DIVISION COMPETITION ON  
STORYBOOK WRITING**

To: Assistant Schools Division Superintendent  
Chiefs and Education Program Supervisors and Division Coordinators  
Heads, Public and Private Elementary and Secondary High Schools  
All Others Concerned

1. In line with **Memorandum BLR-2024-06** regarding the conduct of the GAWAD TEODORA ALONSO 2024 (NATIONAL COMPETITION ON STORYBOOK WRITING), the Schools Division of Sorsogon Province through the Learning Resource Management and Development Section (LRMDS) announces the conduct a **2024 6<sup>th</sup> Division Competition on Storybook Writing**.
2. The objectives of this activity are:
  - a. appreciate the role of stories and illustrated storybooks as a tool in the development of reading and of learning curricular content standards.
  - b. harvest original stories that demonstrate learning competencies of the MATATAG curriculum.
  - c. recognize the skills and talents of classroom teachers, non-teaching personnel, education leaders, and learners in the production of storybooks for basic education; and
  - d. contribute to the treasury of content materials for utilization as reading resources and transformation to engaging media.
3. The harvesting program is open to classroom teachers and non-teaching personnel, with special categories dedicated to education leaders and learners. The qualifications for each category are outlined in the annexes.
4. The Official Guidelines and Mechanics, required documents, and essential standards, composition of Division Management Committee, Technical Working Committee and Screening Committees are enclosed.
5. Interested teacher-writers may submit their entries to the LRMDS Unit. The deadline of submission of entries for Division Manuscript Screening is **on or before August 14, 2024**. Judging of entries in the Division level is on **August 16, 2024**. Writers are allowed to choose their illustrators for their stories provided they are DepEd personnel within the same division.



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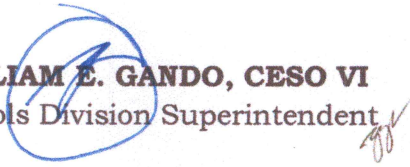


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6. For more information, please contact **Gilbert Z. Apostol**, Education Program Supervisor I- LRMDS and **Salvador B. Belen Jr.**, Project Development Officer II, at [salvador.belen001@deped.gov.ph](mailto:salvador.belen001@deped.gov.ph) or at 0928 268 0777.
9. Immediate dissemination of and strict compliance with this Memorandum is directed.

**WILLIAM E. GANDO, CESO VI**  
Schools Division Superintendent



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Annex 1

**DIVISION SCREENING COMMITTEE**

Chairperson: **WILLIAM E. GANDO, CESO V**  
Schools Division Superintendent

Co-Chairpersons: **WILFREDO J. GAVARRA**  
Asst. Schools Division Superintendent

Members: **Gina Q. Tarog**  
CID Chief

**Gilbert Z. Apostol**  
LRMDS Supervisor

**Sharon Vito**  
Filipino EPS

**Maricel M. Dineros**  
English EPS

**Owen N. Castillo**  
Araling Panlipunan EPS

**Salvador B. Belen**  
LRMDS PDO II



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# GAWAD TEODORA ALONSO 2024



## HARVESTING OF STORYBOOKS AT THE REGIONAL AND DIVISION LEVELS

1. The following is the timeline of activities:

	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
	<b>Storybooks for Young Readers</b>	<b>Storybooks for Emergent Readers</b>	<b>Stories for Beginning Readers</b>	<b>Storytelling (Recorded)</b>	<b>Stories for Young Readers</b>	<b>Stories for Young Readers by Young Writers</b>
Division manuscript Screening	August 14, 2024		Registration with plot summary until July 30, 2024			
Judging at the Division Level	August 16, 2024					
Regional Manuscript Screening						
Judging at the Regional Level	September 13, 2024		Submission of final entries until September 15, 2024	September 13, 2024	Registration with plot summary until July 31, 2024	
Deadline of Submission to the National TWC	September 27, 2024			September 27, 2024	Submission of final entries until September 15, 2024	
Judging at the national Level	October 8 to 11, 2024					
Storybook Recognition Rites and Reading Exhibit	November 19 to 22, 2024					

2. The Regional TWC must convene all respective Division TWCs to prepare a local calendar of activities for their Competition.

3. The deadline for submission to the NTWC, set on September 27, 2024, and all other activities from thereon may not be subjected to rescheduling by the Regional and Division TWCs.



# GAWAD TEODORA ALONSO 2024



## **Division Manuscript Screening**

- Announcement of the Gawad Teodora Alonso 2024 and conduct of campaign drives (preferably online or through similar channels)
- Upskilling, orientation, or immersion to children's literature
- Writing of stories and submission
- Screening of entries (district level or division level) Awarding ceremonies

## **Regional Manuscript Screening**

- Harvesting of winning storybooks and storytelling videos
- Conduct of region-wide orientation or upskilling activities
- Screening of entries

## **Judging at the Regional Level**

- Conduct of region-wide illustration contest or commission for the winning story manuscripts
- Screening of entries
- Awarding ceremonies



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**COMPETITION CATEGORIES**

Category	Sub-categories	Material	Qualifications
Category 1 <b>Storybooks for Young Readers</b>	Storybooks for Grade 4	Original illustrated children's stories based on the MATATAG Curriculum for Grades 4, 5, and 6 with themes of local culture	<ul style="list-style-type: none"> <li>• DepEd teachers</li> <li>• DepEd non-teaching personnel</li> <li>• Non-DepEd teachers of basic education (fulltime)</li> <li>• Private school teachers of basic education (fulltime)</li> </ul>
	Storybooks for Grade 5		
	Storybook for Grade 6		
Category 2 <b>Storybooks for Emergent Readers</b>		Wordless storybooks based on the MATATAG Curriculum for Kindergarten Education	
Category 3 <b>Stories for Beginning Readers</b>	Stories for Grade 1	Original children's story manuscripts based on the MATATAG Curriculum for Grades 1, 2, and 3 with themes of local culture	<ul style="list-style-type: none"> <li>• DepEd teachers</li> <li>• DepEd non-teaching personnel</li> <li>• Personnel of attached agencies</li> </ul>
	Stories for Grade 2		
	Stories for Grade 3		
Category 4 <b>Storytelling Sessions</b>  Note: This category is in partnership with the National Council on Children's Literature (NCCT)	Recorded Storytelling	Recorded storytelling videos or multimedia formats of original stories addressing (1) inclusive education and gender and development, (2) environment and disaster risk management, and (3) family and mental health	<ul style="list-style-type: none"> <li>• DepEd teachers</li> <li>• DepEd non-teaching</li> <li>• Tandems or teams of DepEd teaching and/or non-teaching personnel</li> <li>• Inclusion of learners as actors or participants with consent from legal guardians</li> </ul>
	Live Storytelling	Winning Storybooks (Including ReadEx Picks) in Categories 1 and 2	



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			nominees, and their official LR teams.
<b>Category 5</b>  <b>Storybook for Young Readers</b>  NOTE: This is a non-competitive harvesting category	Values Education	Original children's story manuscripts based on the MATATAG Agenda	<ul style="list-style-type: none"> <li>Basic education leaders occupying third-level positions</li> </ul>
	Peace Education		
	Health Education		
<b>Category 6</b>  <b>Storybook for Young Readers</b>	Maka-Diyos	Original children's stories based on learners' experiences relating to the DepEd Core Values	<ul style="list-style-type: none"> <li>Grade 4 to 12 learners in any DepEd basic education school, with consent from legal guardians</li> <li>DepEd teacher and or non-teaching personnel of the same school as the participant, serving as writing coach.</li> </ul>
	Maka-tao		
	Makakalikasan		
	Makabansa		



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**GENERAL GUIDELINES AND STANDARDS OF THE GAWAD TEODORA ALONSO  
2024 (6<sup>TH</sup> NATIONAL COMPETITION ON STORYBOOK WRITING)**

**I. RATIONALE**

The Department of Education (DepEd) is committed to resolving basic education challenges by promoting the love of reading as a foundation for national literacy, as highlighted in the MATATAG Agenda. This is manifested through the several reading and literacy programs, such as the National Reading Program (NRP) and local reading initiatives, as well as programs with reading and literacy as their key components, such as End-of-School Year Reading Program, National Learning Camp (NLC), and Catch-Up Fridays.

The Gawad Teodora Alonso (GTA), formerly the National Competition on Storybook Writing, is a harvesting program of the BLR that supports the implementation of all reading programs at all governance levels. It is aimed at collecting children's stories and illustrated storybooks as the main resources for reading intervention, remediation, and enrichment.

The stories submitted to the GTA are anchored on the different learning areas of the MATATAG Curriculum and are woven with local and cultural concepts that are designed to let familiarity invite young and emergent readers to develop the habit and hobby of reading.

Now in its sixth edition, the GTA is expected to grow its reading treasury, which now comprises hundreds of storybooks and manuscripts. GTA 2024 is the last edition of the Second Volume that addresses the needs for Grades 4, 5, and 6 storybooks. To complete the children's story experience, the GTA 2024 includes a new category of storytelling. This category is aimed at the harvesting of original stories intended for storytelling in short multimedia clips.

**II. OBJECTIVES**

The GTA 2024 aims to:

1. appreciate the role of stories and illustrated storybooks as a tool in the development of reading and learning curricular content standards;
2. harvest original stories that demonstrate learning competencies of the MATATAG Curriculum;
3. recognize the skills and talents of classroom teachers, non-teaching personnel, education leaders, and learners in the production of storybooks for basic education; and
4. contribute to the treasury of content materials for utilization as reading resources and transformation to engaging media.

**III. STANDARDS AND SPECIFICATIONS**

1. All works submitted in the Competition shall be unpublished and have not been entered in other competitions.

2. All entries shall not reflect the names of the author, illustrator, layout artist, school, or any other identifiers.
3. Stories must be original. Adaptation and unique retelling of local stories may be done with respect and sensibility and with consideration of indigenous and local traditions.
4. Artworks and texts produced through artificial intelligence (AI) or similar system-generated concepts shall not be used in any part of the entries. This provision does not underscore the features of AI; however, the novelty of this art concept needs further discussion in the art community and may be explored in future editions.
5. Internet images, stock photos, and all other non-original art pieces shall not be used.
6. Stories must be written in Filipino. The choice of the Filipino language is limited to logistical considerations (e.g., judging) and shall not reflect any bias toward the said language. Furthermore, all harvested stories will be subjected to post-competition activities, which include, among others, the literary translation of stories and rendering to diglot or bilingual versions of these stories.
7. Stories must be based on one or a combination of learning competencies in any learning area/s of the MATATAG Curriculum.
8. Stories shall contain the themes and motifs of tradition, culture, environment, art, and a basic understanding of local concepts. This set of themes and motifs supports the official tagline of #KuwentoNgBayanKo.
9. Stories and illustrations shall adhere to the provisions of the DepEd Social Content Guidelines (see Mechanics and Templates).
10. There shall be no accompanying processing questions and supplementary activities in the story.
11. For styling and orthographic purposes, it is recommended to follow the latest version of the Ortograpiyang Pambansa published by the Komisyon sa Wikang Filipino. For other styling concerns not addressed by the said publication, it is recommended to follow the Chicago Manual of Style 17<sup>th</sup> Edition.
12. The following are the specifications for manuscript submission:
  - 12.1 The number of words for Grades 1, 2, and 3 must not exceed 2,000;
  - 12.2 The number of words for Grades 4, 5, and 6 must not exceed 5,000;
  - 12.3 All entries must be typed in a word processing service (e.g., MS Word) using any serif typefaces in single space, size 12;
  - 12.4 There shall be no identification on submitted entries other than the title and the story itself; and
  - 12.5 Learning competencies covered shall be placed in the last part of the manuscript, written in italics, flushed right.
13. The following are the specifications for illustration and design:
  - 13.1 Page extent shall be any of the following: 20, 28, 36, or 44 pages. The breakdown of the page extent follows 4 cover pages (front cover, inside front cover, inside back cover, back cover) and a varying number of pages divisible by 8.
  - 13.2 The Front Cover Page shall reflect the following information:
    - Title of the storybook, styled in headline case,
    - Cover art, and

- Provision for the logo of the DepEd (upper right) and the Gawad Teodora Alonso golden seal (lower right).
- 13.3 Front and Back matters include the following:
- Provision for copyright page (inside front cover), which shall be left blank
  - Title page, containing stripped down version of the Cover Page and the list of learning competencies covered, and
  - Provision for author and illustration boxes (inside the back cover), which shall be left blank.
- 13.4 The story's presentation shall be by panel, using either the whole-page style or the two-page-spread style.
- Option 1: For each panel sequence (two-page spread), text may be placed on one page and the illustration on the adjacent page to facilitate picture-aided reading.
  - Option 2: For each panel sequence (two-page spread), text and illustration may be placed together to facilitate a visually comprehensible story reading.
  - Option 3: For each panel (whole page), text and illustrations may be placed together to facilitate a visually comprehensible story reading.
- 13.5 All stories must start on a verso (left) page after the Title Page.
- 13.6 The Back Cover Page shall contain a short synopsis and/or a teaser to the story. The synopsis shall introduce the plot of the story without giving away the whole storyline.
14. The following are the specifications for wordless storybooks:
- 14.1 Page extent shall be any of the following: 20 or 28 pages. The breakdown of the page extent follows 4 cover pages (front cover, inside front cover, inside back cover, back cover) and a varying number of pages divisible by 8;
- 14.2 Only one (1) word is allowed for a wordless storybook, including in the count any label, symbol, grapheme, or fancy fonts placed in conspicuous spaces, items, and objects, and any other text necessary for the development of the story;
- 14.3 The Back Cover Page shall contain a synopsis or a teaser of the story in illustration, with no text; and
- 14.4 All other standards and specifications in the Illustration (Item 13 of these Guidelines) shall be followed in the preparation of wordless storybooks.

#### IV. MECHANICS AND QUALIFICATIONS

1. Writing and illustration of stories shall be done outside of office hours.
2. There will be six categories in the GTA 2024. Each category has its own set of mechanics, qualifications, and templates (See attached Mechanics and Templates for each category).
3. Category 1 is Storybooks for Young Readers, with three levels: Grades 4, 5, and 6.
4. Category 2 is Storybooks for Emergent Readers, dedicated to wordless storybooks for Kindergarten.
5. Category 3 is Stories for Beginning Readers, with three levels: Grades 1, 2, and 3.



6. Category 4 is Storytelling Sessions, with two subcategories: Recorded Storytelling and Live Storytelling.
7. Category 5 is Stories for Habit and Hobby Readers, a category intended to collect manuscripts for Key Stage 2 anchored on the DepEd MATATAG Agenda: Literacy, Values Education, Peace Education, and Health Education. This is a non-competitive category for education leaders and interested non-DepEd civil servants.
8. Category 6 is Stories for Young Readers by Young Writers, a category intended to involve the end-users themselves. This contest collects experiences of the learners in the form of children's short stories.

## V. HONORARY AND SPECIAL AWARDS

1. Gawad Teodora Alonso
  - 1.1 The Gawad Teodora Alonso is awarded to three-time winning writers of the Second Volume in Category 1, the main category of the Competition. Teodora Alonso, the namesake of the award, was the mother and first teacher of Jose Rizal, inculcating in him values and learning through reading stories from the Bible and children's books.
  - 1.2 Winning writers of the Top 5 entries in Category 1, regardless of ranking, shall be given one point per winning storybook.
  - 1.3 The point system is cumulative across the Second Volume. The 4<sup>th</sup> National Competition on Storybook Writing, conducted in 2022, is the reckoning edition of the point system.
  - 1.4 Former winners of the Gawad Teodora Alonso are no longer eligible for this honorary award.
  - 1.5 Only the writers of the winning storybooks are eligible for the Gawad Teodora Alonso.
2. Gawad Fernando Amorsolo
  - 2.1 The Gawad Fernando Amorsolo is awarded to the three-time winning illustrators of the Second Volume in Categories 1 and 2. Fernando Amorsolo, the namesake of the award, was the first Filipino to be conferred as a National Artist of the Philippines for his significant contributions to the development of visual arts in the country.
  - 2.2 Winning illustrators of the Top 5 storybooks in Categories 1 and 2, regardless of ranking, shall be given one point per winning storybook.
  - 2.3 The point system is cumulative across the Second Volume.
  - 2.4 Illustrators who also serve as writers of the winning storybooks will only be credited for their work as illustrators.
3. Readers' Choice
  - 3.1 Readers' Choice Award will be given to three titles per grade level in Categories 1 and 2.
  - 3.2 The mechanics of this special award will be determined by the host region, in coordination with the National Technical Working Committee (NTWC), and as approved by the National Management Committee.
  - 3.3 The writers and illustrators of the winning storybooks in this special category will not gain points for the Honorary Awards.

## V. LOGISTICS

1. A logistical support to the Regional TWC amounting to P200,000 shall be downloaded by the BLR to cover expenses incurred during the various activities related to the Competition, subject to usual accounting and auditing rules and regulations.
2. Additional budget for preparatory and related activities may be augmented by available local funds of the Regional Office and/or the Schools Division Office subject to usual accounting and auditing rules of the government.
3. The National Recognition Rites and Reading Exhibit will be conducted after the Judging at the National Level to recognize the winning writers and illustrators of storybooks.
4. Winners of the Competition will be invited through a formal invitation letter addressed to their respective Regional Offices.
5. Winners will receive Certificates and Plaques of Recognition. Tokens and other incentives will be given subject to existing rules and regulations.

## VI. COPYRIGHT

1. Copyright of the submitted entries shall be with the DepEd. However, the final copy of these storybooks may be shared with the writers (for the text) and illustrators (for the design) upon authorization by DepEd.
2. Utilization of the work in any manner, including, but not limited to, physical and digital reproduction, derivation, and performance, shall reflect attribution to the writer and/or illustrator and the DepEd.

## VII. INCENTIVES

1. Cash prizes and other incentives for recognized stories are reflected in the attached Mechanics and Templates for each Category.
2. Such incentives are subject to the approved mechanics and accounting and auditing rules and regulations of the government.



## Annex A: MECHANICS AND QUALIFICATIONS FOR CATEGORY 1



Gawad Teodora Alonso 2024  
(6<sup>th</sup> National Competition on Storybook Writing)

### STORYBOOK FOR YOUNG READERS

#### I. Description

This category is aimed at the production of storybook packages addressing one or a combination of the learning competencies of the MATATAG Curriculum for Grades 4, 5, and 6.

#### II. Qualifications

This category is open to the following:

1. All DepEd teaching and non-teaching personnel with permanent status and with no membership in any committee of the Competition; and
2. Full-time teachers in private and non-DepEd schools teaching basic education, with no teaching load at the college or undergraduate level, and with no membership in the Division and Regional Screening Committees.

#### III. Mechanics

##### 1. Division Manuscript Screening

- a. Interested participants may submit one entry per grade level.
- b. Entries submitted for one level may not be entered in another grade level.
- c. Only one writer is allowed in each story.
- d. There shall be no editor or auxiliary development team at this level of the Competition.
- e. The Division Technical Working Committee (TWC), as approved by the Division Management Committee, has the autonomy to conduct activities relevant to the conduct of this level of the competition (e.g., campaign drive, training, submission of entries, the conduct of district-level screening, and awarding ceremonies for winners).
- f. The Division Screening Committee (SC), as facilitated by the Division TWC, shall select the best three manuscripts per grade level. In cases of a tie, the head of the Division SC shall determine the final list of winners.
- g. Non-winning entries may be subjected to quality assurance for possible illustration and/or uploading to the DepEd Learning Resource (LR) Portal by the Division LRMS.
- h. Certificate of Recognition shall be issued by the Division TWC to the winners, while a Certificate of Participation shall be given to all writers of participating entries compliant with the rules of the Competition.

2. Regional Manuscript Screening
  - a. The best three (3) stories for each grade level shall be submitted to the Regional TWC for the Regional Manuscript Screening.
  - b. The Regional SC, as facilitated by the Regional TWC, shall select the best three (3) stories per grade level. In cases of a tie, the head of the Regional SC shall determine the final list of winners.
  - c. Non-winning entries may be subjected to quality assurance for possible illustration and/or uploading to the DepEd Learning Resource (LR) Portal by the Regional LRMS.
  - d. Certificate of Recognition shall be issued by the Regional TWC to the winners, while a Certificate of Participation shall be given to all writers of participating entries compliant with the rules of the Competition.
  
3. Regional Storybook Illustration and Designing
  - a. The best three (3) winning stories per grade level shall be illustrated through any of the following options:  
Option 1: Regional Contest on Storybook Illustration and Designing;  
Option 2: Illustration and designing by illustrators within the same region, chosen and managed by winning writers; and  
Option 3: Illustration and designing by illustrators chosen and managed by the Regional TWC.
  - b. Illustrators may submit up to two entries, regardless of grade level.
  - c. There shall only be one illustrator per story.
  - d. Only one layout artist may be added as an auxiliary member of the development team.
  - e. The Regional SC, as facilitated by the Regional TWC, shall select the best three illustrated storybooks per grade level. In cases of a tie, the head of the Regional SC shall determine the final list of winners.
  - f. Certificate of Recognition shall be issued by the Regional TWC to the winners, while a Certificate of Participation shall be given to all writers of participating entries compliant with the rules of the Competition.
  - g. Non-winning storybooks may be subjected to quality assurance for possible uploading to the DepEd LR Portal by the Regional LRMS.
  
4. Transmittal to the National Technical Working Committee
  - a. The final entries for the national level shall be quality-assured and are ready-to-print versions.
  - b. The Regional TWC shall prepare the following for official transmittal:
    - Five printed final copies of the winning storybooks per title,
    - Official Entry Forms of writers and illustrators duly accomplished,
    - One flash drive containing the PDF and editable copies of the storybooks,
    - Duly signed Competition Reports, and
    - Composition on Committees in the Division and Regional Levels.
  - c. Printing through commercial printing presses or professional printers is not recommended. Personal printers or printers readily available at home and in offices may be used.
  - d. Any type of durable binding may be used (e.g., saddle stitch, Smyth sewn, perfect, or glued).
  - e. Transmittal to the National TWC shall be through the fastest courier service available, with a date stamp reflecting the deadline or prior.

- f. An option to transmit by personal submission may be communicated to the National TWC, and may only be accepted from 8:00 a.m. to 5:00 p.m. on the last day of submission.

5. Judging at the National Level

- a. The National TWC shall code all submitted entries to adhere to the blind screening process.
- b. An elimination round shall be conducted by the National TWC. Such shall be limited to checking compliance with competition mechanics and technical standards.
- c. Members of the National SC shall select an indefinite number of entries that will comprise the ReadEx Picks or the final list of quality storybooks that shall be exhibited during the GTA Reading Exhibit. an activity conducted alongside the Storybook Recognition Rites.
- d. The ReadEx Picks entries are considered runners-up and may be utilized for the Live Storytelling Sessions contest (see Category 4 of the Competition).
- e. All ReadEx Picks are considered for the final deliberations for the Best Five storybooks per grade level.
- f. The Best Five storybooks are ranked from 1 to 5.
- g. The National SC shall determine the Best Illustrator among the illustrators of the Best Five regardless of the ranking of their winning storybooks. All the other four winning illustrators shall receive an Illustrator's Prize.

IV. Prizes

The following are the cash prizes for Category 1:

	<b>Writer</b>	<b>Illustrator</b>
<b>Rank 1</b>	P35,000	P35,000
<b>Rank 2</b>	P30,000	
<b>Rank 3</b>	P25,000	
<b>Rank 4</b>	P20,000	
<b>Rank 5</b>	P15,000	
<b>Illustrator's Prize (Rank 2 to 5)</b>		P25,000
<b>ReadEx Picks (Runners-Up)</b>	P5,000	P5,000



Annex B: OFFICIAL ENTRY FORM FOR CATEGORY 1

Date of Receipt:
Received by:



GAWAD TEODORA ALONSO 2024  
(6<sup>th</sup> National Competition on Storybook Writing)

Category 1: Storybooks for Young Readers

I. PERSONAL INFORMATION

By filling out this form, you are hereby authorizing the Department of Education through the Bureau of Learning Resources to collect information as follows, guided by the Data Privacy Act of 2012. This process is required to operate and manage the conduct of the Gawad Teodora Alonzo 2024 (6<sup>th</sup> National Competition on Storybook Writing).

WRITER       ILLUSTRATOR       LAYOUT ARTIST

NAME: \_\_\_\_\_  
Age and Date of Birth: \_\_\_\_\_ Gender: \_\_\_\_\_ Civil Status: \_\_\_\_\_

II. CONTACT DETAILS

Mobile Number: \_\_\_\_\_  
Landline (if applicable): \_\_\_\_\_  
Address: \_\_\_\_\_  
Email: \_\_\_\_\_

Name of School/Office: \_\_\_\_\_  
Address of School/Office: \_\_\_\_\_  
District and Division: \_\_\_\_\_  
Position and/or Assigned Grade Level: \_\_\_\_\_  
Designation (if applicable): \_\_\_\_\_

Name of Immediate Head: \_\_\_\_\_  
Contact Number of School or Immediate Head: \_\_\_\_\_  
Designation of Immediate Head: \_\_\_\_\_

STORIES SUBMITTED	
Title	Grade Level
1. _____	_____
2. _____	_____
3. _____	_____

III. ASSIGNMENT OF RIGHTS

I solemnly swear in my honor that the stories submitted are my original creations and are not copied and plagiarized from any existing learning and reading resources in any government, non-government, private, or commercial entities. I am fully aware of the consequences and penalties that may be imposed upon me should this material be proven plagiarized, copied, imitated, or infringing the copyright of existing authors under existing laws, rules, and regulations. I, therefore, affix my signature and that of my immediate head to attest to the accuracy and truthfulness of this Entry Form.

I declare that I have read and have accepted the rules of this competition. I hereby grant the Department of Education exclusive right to exercise copyright and other intellectual property rights, including storage, derivation, and distribution, provided that I be perpetually listed as the main creator of the Work, subject to concurrent rights upon authorization by DepEd.

Signed this \_\_\_ day of \_\_\_\_\_, 2024.

\_\_\_\_\_  
Printed Name and Signature of Writer  
Date Signed: \_\_\_\_\_

\_\_\_\_\_  
Printed Name and Signature of Immediate Head  
Date Signed: \_\_\_\_\_

## Annex C: MECHANICS AND QUALIFICATIONS FOR CATEGORY 2



Gawad Teodora Alonso 2024  
(6<sup>th</sup> National Competition on Storybook Writing)

### STORYBOOKS FOR EMERGENT READERS I.

#### Description

This category is aimed at the production of wordless storybooks as a Kindergarten learning experience, addressing one or a combination of learning competencies for Kindergarten.

#### II. Qualifications

This category is open to the following:

1. All DepEd teaching and non-teaching personnel with permanent status and with no membership in any committee of the Competition; and
2. Full-time teachers in private and non-DepEd schools teaching basic education, with no teaching load at the college or undergraduate level, and with no membership in the Division and Regional Screening Committees.

#### III. Mechanics

1. Division Level
  - a. Interested participants may submit one entry for this category.
  - b. Only one creator is allowed per storybook, serving as both the writer and illustrator of the same.
  - c. There shall be no editor or auxiliary development team at this level of the Competition.
  - d. The Division Technical Working Committee (TWC), as approved by the Division Management Committee, has the autonomy to conduct activities relevant to the conduct of this level of the competition (e.g., campaign drive, training, submission of entries, the conduct of district-level screening, and awarding ceremonies for winners).
  - e. The Division Screening Committee (SC), as facilitated by the Division TWC, shall select the best three entries. In cases of a tie, the head of the Division SC shall determine the final list of winners.
  - f. Non-winning entries may be subjected to quality assurance for possible uploading to the DepEd Learning Resource Portal by the Division LRMS.
  - g. Certificate of Recognition shall be issued to the winners, while a Certificate of Participation shall be given to all writers of participating entries compliant with the rules of the Competition.
  - h. All wordless storybooks, along with competition reports, shall be transmitted to the Regional TWC for the next phase of the Competition.
2. Judging at the Regional Level
  - a. Only the best three storybooks per grade level officially endorsed by the Division TWCs are considered official entries in this level of the Competition.
  - b. The Regional TWC shall screen the entries in terms of compliance with the standards, specifications, and mechanics of the Competition.

- c. The Regional SC, as facilitated by the Regional TWC, shall select the best three (3) storybooks per grade level. In cases of a tie, the head of the Regional SC shall determine the final list of winners.
  - d. Certificate of Recognition shall be issued to the winners, while a Certificate of Participation shall be given to all writers of participating entries compliant with the rules of the Competition.
  - e. Non-winning storybooks may be subjected to quality assurance for possible uploading to the DepEd LR Portal by the Regional LRMS.
3. Transmittal to the National Technical Working Committee
    - a. The final entries for the national level shall be quality-assured and are ready-to-print versions.
    - b. The Regional TWC shall prepare the following for official transmittal:
      - Five printed final copies of the winning storybooks per title;
      - Official Entry Forms of writer-illustrators duly accomplished;
      - One flash drive containing the PDF and editable copies;
      - Duly signed Competition Reports; and
      - Composition on Committees in the Division and Regional Levels.
    - c. Printing through commercial printing presses or professional printers is not recommended. Personal printers or printers readily available at home and in offices may be used.
    - d. Any type of durable binding may be used (e.g., saddle stitch, Smyth sewn, perfect, or glued).
    - e. Transmittal to the National TWC shall be via the fastest courier service available, with a date stamp reflecting the deadline or prior.
    - f. An option to transmit by personal submission may be communicated to the National TWC, and may only be accepted from 8:00 a.m. to 5:00 p.m. on the last day of submission.
  4. Judging at the National Level
    - a. The National TWC shall code all submitted entries to adhere to blind screening.
    - b. An elimination round shall be conducted by the National TWC. Such shall be limited to checking compliance with competition mechanics and technical standards.
    - c. Members of the National SC shall select an indefinite number of entries that will comprise the ReadEx Picks or the final list of storybooks that shall be exhibited during the GTA Reading Exhibit, an activity conducted alongside the Storybook Recognition Rites.
    - d. The ReadEx Picks entries are considered runners-up and may be utilized for the Live Storytelling Session contest (see Category 4 of the Competition).
    - e. All ReadEx Picks are considered for the final deliberations for the Best Five wordless storybooks, which will be ranked from 1 to 5.

#### IV. Prizes

	Writer
Rank 1	P35,000
Rank 2	P30,000
Rank 3	P25,000
Rank 4	P20,000
Rank 5	P15,000
ReadEx Picks	P10,000



Annex D: OFFICIAL ENTRY FORM FOR CATEGORY 2

Date of Receipt:

Received by:



GAWAD TEODORA ALONSO 2024  
6<sup>th</sup> National Competition on Storybook Writing

Category 2: Storybooks for Emergent Readers

I. PERSONAL INFORMATION

By filling out this form, you are hereby authorizing the Department of Education through the Bureau of Learning Resources to collect information as follows, guided by the Data Privacy Act of 2012. This process is required to operate and manage the conduct of the Gawad Teodora Alonso 2024 (6<sup>th</sup> National Competition on Storybook Writing).

NAME: \_\_\_\_\_  
Age and Date of Birth: \_\_\_\_\_ Gender: \_\_\_\_\_ Civil Status: \_\_\_\_\_

II. CONTACT DETAILS

Mobile Number: \_\_\_\_\_  
Landline (if applicable): \_\_\_\_\_  
Address: \_\_\_\_\_  
Email: \_\_\_\_\_

<b>STORY SUBMITTED</b> Title
---------------------------------

Name of School/Office: \_\_\_\_\_  
Address of School/Office: \_\_\_\_\_  
District and Division: \_\_\_\_\_  
Position and/or Assigned Grade Level: \_\_\_\_\_  
Designation (if applicable): \_\_\_\_\_

Name of Immediate Head: \_\_\_\_\_  
Contact Number of School or Immediate Head: \_\_\_\_\_  
Designation of Immediate Head: \_\_\_\_\_

III. ASSIGNMENT OF RIGHTS

I solemnly swear in my honor that the stories submitted are my original creations and are not copied and plagiarized from any existing learning and reading resources in any government, non-government, private, or commercial entities. I am fully aware of the consequences and penalties that may be imposed upon me should this material be proven plagiarized, copied, imitated, or infringing the copyright of existing authors under existing laws, rules, and regulations. I, therefore, affix my signature and that of my immediate head to attest to the accuracy and truthfulness of this Entry Form.

I declare that I have read and have accepted the rules of this competition. I hereby grant the Department of Education exclusive right to exercise copyright and other intellectual property rights, including storage, derivation, and distribution, provided that I be perpetually listed as the main creator of the Work, subject to concurrent rights upon authorization by DepEd.

Signed this \_\_\_\_ day of \_\_\_\_\_, 2024.

Printed Name and Signature of Writer  
Date Signed: \_\_\_\_\_

Printed Name and Signature of Immediate Head  
Date Signed: \_\_\_\_\_

## Annex E: MECHANICS AND QUALIFICATIONS FOR CATEGORY 3



### Gawad Teodora Alonso 2024 *6<sup>th</sup> National Competition on Storybook Writing*

#### STORIES FOR BEGINNING READERS

##### I. Description

This category is aimed at the production of stories for children addressing one or a combination of competencies in the MATATAG Curriculum for Grades 1, 2, and 3.

##### II. Qualifications

This category is open to all regular teaching and non-teaching personnel of the Department of Education and its attached agencies, except for those who have entered in other categories of GTA 2024.

##### III. Mechanics

1. The National TWC shall create a pre-registration survey form to be filled out by interested and qualified participants.
2. The code generated through pre-registration shall be the only information to be used in the submission of entries. All other identifying marks shall be subject to disqualification of the entry submitted.
3. Interested participants may submit one entry per grade level.
4. Entries submitted for one level may not be submitted for another grade level.
5. Only one writer is allowed in each story. There shall be no editor or auxiliary development team in this category.
6. All submissions shall be through an online survey form (e.g., Google Forms and Microsoft Forms), to be announced by the Bureau of Learning Resources.
7. Members of the National TWC shall serve as members of the National SC but are only limited to conformance with competition mechanics, technical standards, the substantiality of learning competencies reflected and addressed, and overall literary value.
8. The National SC shall select the best five stories per grade level.
9. Only one story is considered the Best Children's Story per grade level, with all the other four as ReadEx Picks.

##### IV. Prizes

The following are the cash prizes for Category 3:

	<b>Writer</b>
<b>Best Story</b>	P15,000
<b>ReadEx Picks</b>	P10,000



## Annex F: MECHANICS AND QUALIFICATIONS FOR CATEGORY 4



### Gawad Teodora Alonso 2024 *6<sup>th</sup> National Competition on Storybook Writing*

#### STORYTELLING SESSIONS

##### I. Description

This category is aimed at the production of storytelling videos as supplementary resources for basic literacy. There are two subcategories of the category: recorded storytelling and live storytelling.

##### II. Qualifications and Mechanics for Recorded Storytelling

1. Storytellers and multimedia creators shall be teaching or non-teaching personnel of the Department of Education. An option to include learners as storytellers or actors/participants may only be considered with permission from their legal guardians.
2. The material to be used shall be an original story intended for the Competition. This includes any entry submitted in other categories of GTA 2024.
3. Stories must address any of the following thematic agenda: (1) Inclusive Education and Gender and Development, (2) Environment and Disaster Risk Management, and (3) Family and Mental Health.
4. Published and unpublished resources and entries submitted to other competitions, including earlier editions of GTA, may not be used as storytelling material.
5. The story shall address one or a combination of learning competencies of the MATATAG Curriculum for Kindergarten to Grade 3.
6. The entry must be 5 to 10 minutes only, including preliminaries and credits.
7. The storytelling video shall be in the form of a recorded storytelling session, animation, acting and reenactment, and other novel forms of multimedia.
8. All sounds and images shall be original or registered as free-to-use with no copyright restrictions.
9. Entries shall be uploaded to a file-hosting service (e.g., Google Drive, One Drive), accessible to [blr.creatives@deped.gov.ph](mailto:blr.creatives@deped.gov.ph).

##### III. Mechanics for Live Storytelling

1. This subcategory is open to storytellers who are official invitees of the Storybook Recognition Rites and Reading Exhibit. This includes the winners and nominees and their official learning resource teams.
2. Storytellers shall utilize the book-based interactive storytelling technique. This technique uses a printed storybook being read in front of an audience who are encouraged by the storyteller to be participants in the story.
3. The material to be used in this subcategory shall be any of the ReadEx Picks entries in Categories 1 and 2 of GTA 2024.
4. There is no required costume, attire, or props in the storytelling proper.
5. The storytelling should not exceed five (5) minutes, including preliminary and supplementary activities.

#### IV. Prizes

The following are the cash prizes for Category 4:

	<b>Writer</b>
<b>Best Recorded Storyteller</b>	P10,000
<b>Runners-Up for Recorded Storyteller (2)</b>	P5,000
<b>Best Live Storyteller</b>	P10,000
<b>Runners-Up for Live Storyteller (2)</b>	P5,000

## Annex G: MECHANICS AND QUALIFICATIONS FOR CATEGORY 5



Gawad Teodora Alonso 2024  
(6<sup>th</sup> National Competition on Storybook Writing)

### STORIES FOR YOUNG READERS

#### I. Description

This non-competitive category is aimed at the collection of engaging stories for young readers aged 9 to 12, intended for compilation, transformation to multimedia, or other creative purposes. Stories created for this category shall be anchored on any component of the DepEd MATATAG Agenda.

#### II. Qualifications

This category is open to basic education leaders occupying third-level position, in active support to the initiatives of a healthy reading community and of the components of DepEd MATATAG Agenda.

#### III. Mechanics

1. Interested participants may submit one entry for the category.
2. Only one writer is allowed in each story. There shall be no editor or auxiliary development team in this category.
3. Stories shall cover the themes of (1) values education, (2) peace education, and (3) health education.
4. All submissions shall be through an online survey form (e.g., Google Forms and Microsoft Forms), to be announced by the Bureau of Learning Resources.
5. The National Screening Committee (SC), composed of decorated children's book writers and literary experts, and academics, shall determine an indefinite number of stories to be included in the final list.
6. All stories included in the final list shall be part of a special edition of the *Kaban ng mga Kuwento Ng Bayan Ko*, a series of children's story compilations.
7. Special citations shall be given to entries, as selected by the National SC. These citations include awards to be given by external partners.



## Annex H: MECHANICS AND QUALIFICATIONS FOR CATEGORY 6



Gawad Teodora Alonso 2024  
(6<sup>th</sup> National Competition on Storybook Writing)

### STORIES FOR YOUNG READERS BY YOUNG WRITERS I.

#### Description

This category is aimed at producing stories for children written by children based on their own learning experiences and perspectives. The short stories are anchored on the four core values of *Maka-Diyos*, *Maka-tao*, *Makakalikasan*, and *Makabansa*.

#### II. Qualifications

This category is open to all learners from Grades 4 to 12 in any DepEd basic education school. Only the participants with consent from parents or legal guardians are allowed to participate.

#### III. Mechanics

1. The National TWC shall create a pre-registration survey form to be filled out by interested and qualified participants, with the assistance of their writing coach.
2. The code generated through pre-registration shall be the only information to be used in the submission of entries. All other identifying marks shall be subject to disqualification of the entry submitted.
3. Interested participants may submit one entry for each of the DepEd core values: *Maka-Diyos*, *Maka-tao*, *Makakalikasan*, and *Makabansa*.
4. Stories shall be appropriate for readers aged 7 to 12 years old.
5. Only one writer is allowed in each story. There shall be no editor or auxiliary development team in this category.
6. All submissions shall be through an online survey form (e.g., Google Forms or Microsoft Forms) to be announced by the BLR.
7. Members of the National TWC shall serve as members of the National SC but are only limited to conformance with competition mechanics, technical standards, the substantiality of learning competencies reflected and addressed, and overall literary value.
8. The National SC shall select the best five stories. An option to include runners-up may be considered, depending on the volume of submissions.

#### IV. Coaching

1. A writing coach is required in this category. Only one permanent teacher or non-teaching personnel within the same school as the learner is permitted.
2. Coaching shall be limited to assistance to technicalities in the participation in the GTA 2024 (e.g., filling out registration forms and entry forms, submission to the secretariat, and compliance with competition rules.)
3. Actions that enhance the story, such as editing, revising, and directing, are not allowed. The participating learner shall have full honor and ownership of the story.

Annex H: CRITERIA FOR JUDGING



Gawad Teodora Alonso 2024  
(6<sup>th</sup> National Competition on Storybook Writing)

**CRITERIA FOR JUDGING**

**MANUSCRIPT SCREENING**

Criteria	Factors	Percentage
Concept	Originality and local flavor	20%
Storytelling Style - Plot and pacing - Characterization - Dialog	Artistic presentation, use of the literary device (idioms, figures of speech, etc.), appropriate tone of the story, story progression (three-act, framing, etc.), unpredictability, conflict presentation and resolution, utilization of character, effective use of dialog (as needed)	40%
Development of the Theme and Learning Competency	Clarity of the theme, effective presentation, and treatment of competency, appropriateness to grade level	25%
Presentation Standards	Spelling, punctuation, grammar, usage, orthographic compliance, styling	15%

**MANUSCRIPT ILLUSTRATION AND WORDLESS STORYBOOK**

Criteria	Factors	Percentage
Appropriateness of the Illustration	Purpose, intent, message	40%
Media/mode of Presentation	Use of appropriate media for the story	15%
Technique and Skill	Expertise, consistency, etc.	25%
Viewer Reception/Overall Design and Artistic Composition	Use of elements and principles of art	20%

**STORYBOOK PACKAGE**

Criteria	Factors	Percentage
Text	Concept/Premise Storytelling Style, Plot and Pacing Characterization and/or Dialog Development of the Theme and Competency Presentation Standards	50%
Art	Appropriateness of the Illustration Media/Mode of Presentation Technique and Skill Viewer Reception/Overall Design and Artistic Composition	50%

**RECORDED STORYTELLING VIDEO**

<b>Criteria</b>	<b>Factors</b>	<b>Percentage</b>
Story	Concept, message, style, plot and pacing, characterization, dialog, presentation and development of theme and agenda Script and dialog	<b>35%</b>
Performance	Narration style, facial expressions, body language, vocal quality, audience engagement	<b>35%</b>
Multimedia Quality	Video quality, audio quality, editing and post-production, appropriateness of sound and graphics	<b>30%</b>



## Annex I: GUIDELINES ON THE TREATMENT OF SOCIAL CONTENT



Gawad Teodora Alonso 2024  
(6<sup>th</sup> National Competition on Storybook Writing)

### GUIDELINES ON THE TREATMENT OF SOCIAL CONTENT

In pursuit of quality learning resources (LRs) that communicate and are reflective of the core values of the Department, the Bureau of Learning Resources has formulated the following standards and guidelines organized according to key themes that develop in learners, national consciousness, ecological and social justice and responsibility, inclusiveness, and lifelong learning among others:

#### The Philippine Nation and Society

Quality LRs should ensure the cultivation, enrichment, and dynamic evolution of the country's cultures that subsequently strengthen national consciousness among learners and fortify their historical and moral fiber of being true Filipinos. LRs should promote among learners the idea that being Filipino is a shared national identity that gives a sense of belongingness and a source of knowledge and pride even as we are citizens of the world.

To achieve its purpose, the LRs must:

1. Depict national symbols and institutions in contexts that promote respect for their meanings;
2. Foster a sense of justice and obedience to and respect for the Constitution and the law;
3. Maximize the use of illustrations and photographs depicting the diversity of Philippine settings and environments (e.g., local communities, local objects, flora, and fauna endemic to the Philippines);
4. Highlight the diversity of Philippine cultural communities, including Indigenous Cultural Communities (ICCs);
5. Depict expression of Philippine cultures – technologies, inventions, games, dances, songs, literature, dress, food, festivals, celebrations, practices, customs, and others;
6. Show community settings that feature a mix of rural, sub-urban, and urban situations without stereotyping any of them;
7. Refrain from giving importance and attention to popularized fads, transitory personages and events, and untested theories or views; and
8. Include foreign products, practices, and values only as needed and appropriate to the competencies being covered. When included, these foreign products must be featured in ways that do not prejudice Philippine products, practices, and values.

## Citizenship and Social Responsibility

The LR should reinforce one's belongingness and being a citizen of the Philippines, vested with rights, privileges, and duties/ responsibilities. As Filipino citizens, the learners must be aware of their duties and responsibilities to be able to contribute to the achievement of national development. These shall:

1. Encourage participative and responsible citizenship;
2. Promote in learners respect and a positive attitude towards persons with disability by highlighting their potential and capabilities, not their limitations;
3. Foster attitudes of inclusivity, acceptance, understanding, and appreciation for diverse cultures, sectors, and groups in society;
4. Depict contributions of individuals and ethnic groups in the country, religious, and sectoral groups that promote the common good of the community and the larger society;
5. Avoid the depiction of physical, sexual, verbal, and mental abuse of adults and children, as well as violent sports and entertainment;
6. Respect for Ownership (in relation to Intellectual Property Rights);
7. Uphold the confidentiality and privacy of all data and information as required under the Data Privacy Act of 2012 (Republic Act No. 10173); and
8. Avoid commercialization, endorsements, and accreditation of goods and services

## Individuals and Social Identity

Individual identity refers to the particular qualities, attributes, principles, and/or beliefs that make a person or group different from others. This may include aspects of our life that an individual has no control over, such as where we grew up or the color of our skin, as well as choices made in life, such as how time is managed and what we believe in.

On the other hand, social identity can provide people with a sense of valuing one's belonging to a certain group and a framework for socializing, which can influence one's behavior. Social identity also refers to how we identify ourselves in relation to others according to what we have in common.

To promote individual and social identity, LR should:

1. Depict the ethnic, physical, mental, religious, cultural, and socio-economic diversity of individuals and their circumstances in society and promote sensitivity to and respect for the dignity and equal treatment of all;
2. Involve all races and ethnicities, religions, economic classes, sexual orientations, and gender identities, including lesbian, gay, bisexual, and transgender, queer, intersex, asexual (LGBTQIA) in all social activities, events, and gatherings;
3. Avoid views or opinions that highlight stereotypes and encourage cultural, moral, and social insensitivities against particular social classes, gender groups, sexual preferences, ethnicities, regions of origin, levels of ability, political affiliations, cultural, and religious groups; and

4. Avoid bias, prejudice, and stereotyping of various genders in the depiction of behaviors, home and family roles, professions, occupations, and contributions to society.

### Social Institutions

The family, religious/faith groups, work institutions, and commercial entities are social institutions that provide structures and mechanisms of order and cooperation that govern the behaviors of their members. It is composed of systems of behavioral and relationship patterns that are densely interwoven and enduring and function across an entire society. They order and structure the behavior of individuals and groups by means of their normative character. Learning resources orient learners to be active members of social institutions when these:

#### *Family*

1. Show respect for different family patterns (nuclear, extended, with a single parent, or with two parents, etc.).
2. Promote responsible parenthood

#### *Religious / Faith Groups*

1. Use religious references, symbols, celebrations, and language free of biases.
2. Ensure that any reference to a religious group is appropriate, accurate, and authentic in relation to the setting and/or period of history in which they are presented.

#### *Work Institutions*

1. Present and promote a balanced and just relationship between workers and managers.
2. Show workers of various professions and public servants and their contribution to the development or growth of their communities or of the country.

#### *Commercial Entities*

1. Avoid using commercial brand names and corporate logos.
2. Avoid incorporating any form of commercial solicitation and advertising.

### Gender

Gender-sensitive LRs also consider the political, economic, social, and cultural factors underlying gender-based discrimination and the socialization of men and women into certain opportunities. To this end, LRs should:

1. Refrain from differentiating, either explicitly or implicitly, the capability of males and females;
2. Depict gender and sexuality as an aspect of one's personhood in positive ways and maintain equal treatment of gender roles regardless of age, ethnic background, economic status, special needs, religious affiliations, sexual preference, occupations, and contributions; and
3. Avoid sexist language; use gender-free or gender-fair language.

## Media, Technology, and Communication

Recent decades have seen major strides in the development of media and communication technologies. The advent of the World Wide Web has had major impacts on everyone's lives. A high percentage of learners are already embracing the world of media and communication technology. Hence, appropriate digital or non-print LR are needed for effective and efficient use.

The MATATAG Curriculum promotes the development of information and media literacy skills among 21<sup>st</sup>-century learners.

Therefore, the LR provided must be learning opportunities that lead them to:

1. Portray Ethical Media Practice;
2. Demonstrate the importance of using different forms of media as a means of communication and expression of ideas;
3. Highlight technological innovations as products of human ingenuity; and
4. Depict responsible, safe, and secure use of Information and Communications Technology (ICT).
5. Promote positive and desirable attitudes towards ICT and its use.

## Health, Nutrition, and Wellness

This theme focuses on the various aspects of health, nutrition, and wellness that would make learning resources responsive to the holistic development of an individual's emotional, mental, moral, physical, social, and spiritual dimensions to achieve a quality life.

Therefore, K to 12 LR must be developed to:

1. Promote and support personal health habits, physical fitness activities, and practices;
2. Promote proper nutrition through healthy diets and positive eating behaviors that provide a healthy eating environment for children and adolescents;
3. Discourage the use of tobacco, e-cigarettes, vape, alcohol, restricted drugs (e.g. narcotics), and other addictive substances;
4. Emphasize health concerns during puberty and adolescence with a focus on personal health and the development of self-management skills in coping with life's changes;
5. Promote the development and adoption of health programs in preventing and controlling diseases and disorders; and
6. Encourage application of consumer knowledge and skills in the effective evaluation, selection, and use of health information, products, and services.

## Environment

The Earth is not simply a warehouse of resources to serve human needs but also an integrated, interdependent functioning system upon which all life forms depend for survival. Failure of one sub-system will affect other sub-systems, the ecology, and other systems and would eventually threaten the subsistence of human beings and

communities. It is necessary for everyone, especially the learners, to treat the natural environment with love and respect through LRs that aim to:

1. Portray lifestyles that contribute towards reducing the impact of climate change through proper segregation and waste management;
2. Portray efforts to conserve and care for the country's natural resources and protect the well-being of the environment;
3. Advocate for the sustainability of aquatic life and resources;
4. Promote lifestyles/ practices that advocate proper land resource management to effectively safeguard the environment and protect the rights of affected communities, including IPs;
5. Portray efforts that regulate, restrict, or prohibit the importation, manufacture, processing, sale, distribution, use, and disposal of chemical substances and mixtures that cause risk and/ or injury to health or the environment; and
6. Present practices on humane treatment of and respect for all life forms.

### Safety and Security

Promoting safety and security consciousness is important in crafting LRs. This makes learners aware of the need to secure all elements that, given conditions, may be at risk, such as humans, animals, and the environment, and to reduce the personal level of risk to hazards or disasters. Rather than being mere recipients of assistance, everyone must be taught to take a proactive role in managing various risks, hazards or disasters to ensure their safety and security. Likewise, the learning materials must then share information that would engage learners to prepare for situations of emergency. These can be cultivated among learners if LRs:

1. Promote disaster-risk management and preparedness before, during, and after a disaster;
2. Promote awareness of hazards and risks that may occur in school and other places;
3. Inculcate values such as concern and care for all in times of emergencies or hazards;
4. Instill the right attitude and appropriate action, such as protection or self-defense, in facing any life-threatening situations;
5. Encourage the use of locally available and affordable resources that could be maximized to the greatest advantage in times of disasters;
6. Show the importance of collaborating and getting information from authorized sources; and
7. Endorse safety programs, procedures, and services to prevent accidents and injuries.