



Republic of the Philippines
Department of Education
REGION III
Schools Division Office of Bulacan

August 31, 2022

DIVISION MEMORANDUM

No. 304 s. 2022

DIVISION COMPETITION ON STORYBOOK WRITING

To: Division Chiefs
Education Program Supervisors
Elementary and Secondary Public School Heads
Elementary and Secondary Private School Heads
All Others Concerned

1. This Office, through the Curriculum and Instruction Division (CID) and Learning Resource Management and Development System (LRMDS), announces the 4th Division Competition on Storybook Writing on the Timeline of Activities stipulated in enclosure no. 1.
2. The competition aims to:
 - a. select and award the best story originally developed by DepEd teaching and non-teaching permanent employee for K to 6-grade levels as entry to the 4th Regional and National Storybook Writing Competition; and
 - b. recognize the skills and competencies of DepEd employees in writing and illustrating stories for children.
3. The competition is open to all public elementary, high school, senior high school teachers, non-teaching personnel with permanent status, and full-time teachers in private schools (for Category 2 only). Each participant must submit two (2) copies of the manuscript, one with personal information and one without the participant's name.
4. Any entry that has been copied or plagiarized shall be automatically disqualified. In cases where such was only proven after awarding the certificate of recognition, the winning entry shall be revoked.
5. The decision of the Division Screening Committee is final and irrevocable.
6. The Official Guidelines and Mechanics, required documents, and essential standards are enclosed.
7. For more information, contact Dr. Rainelda M. Blanco, Education Program Supervisor, LRMDS, 3rd floor, SDO Bulacan, the City of Malolos, at telephone no. 816-6165.
8. Immediate dissemination of this Memorandum is desired.


ZENIA G. MOSTOLES, EdD, CESO V
Schools Division Superintendent



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ENCLOSURE NO. 1

GUIDELINES FOR THE DIVISION COMPETITION ON STORYBOOK WRITING

I. Background

Reading stories plays a vital role in the growth and development of learners. It helps learners develop and hone their knowledge, attitudes, values and skills, as well as enhances reading confidence level. Stories are useful sources of information and allow the learners to be imaginative and to explore new ideas.

II. Objectives

The Competition aims to:

- 2.1 appreciate the role of stories and illustrated storybooks as a tool in the development of reading and of learning curricular content standards;
- 2.2 harvest original stories that demonstrate learning competencies of the K to 12 basic education curriculum;
- 2.3 recognize the skills and talents of classroom teachers and non-teaching personnel in the production of storybooks for basic education; and
- 2.4 contribute to the treasury of content materials for utilization as reading resources and transformation to engaging media.

III. Mechanics for Category 1: Storybooks for Grades 4, 5, and 6

3.1 Description: This Category is aimed at the production of storybook packages addressing one or a combination of the most essential learning competencies for Grades 4, 5, and 6.

3.2 Qualifications: This Category is open to all DepEd teaching and non-teaching personnel with permanent status and with no membership in any committee of the Competition.

3.3 Mechanics:

3.3.1 Division Manuscript Screening

- a. Interested participants may submit one (1) entry per grade level.
- b. Entries submitted for one level may not be submitted 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 Screening Committee (SC) as facilitated by the Division TWC, shall select the best three (3) manuscripts per grade level. In cases of a tie, the head of the Division SC shall determine the final list of winners.
- f. 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.





Republic of the Philippines
Department of Education
REGION III
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3.3.2 Division Manuscript Illustration

- a. The best three (3) winning stories per grade level shall be illustrated through **Division Contest on Manuscript Illustration**
- b. Illustrators may submit up to two (2) 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. The same qualifications as those of the illustrators are applied to layout artists. Recognition of such is limited to being a member of the development team.
- e. The Division Screening Committee (SC) as facilitated by the Division TWC, shall select the best three (3) illustrated stories for children per grade level. In cases of a tie, the head of the Division SC shall determine the final list of winners.
- f. 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.
- g. All winning storybooks, along with competition reports, shall be transmitted to the Regional TWC for the next phase of the Competition.

IV. Mechanics for Category 2: Manuscripts for Grades 1, 2, and 3

4.1 Description: This Category is aimed at the writing of stories for children, addressing one or a combination of the most essential learning competencies in Grades 1, 2, and 3.

4.2 Qualifications: This Category is open to all full-time teachers in the 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.

4.3 Mechanics:

4.3.1 Division Manuscript Screening

- a. Interested participants may submit one (1) entry per grade level.
- b. Entries submitted for one level may not be submitted for another grade level.
- c. Only one writer is allowed for each story.
- d. There shall be no editor or auxiliary development team at this level of the Competition.
- e. The Division Screening Committee (SC), as facilitated by the Division TWC, shall select the best three (3) stories for children per grade level. In cases of a tie, the head of the Division SC shall determine the final list of winners.
- f. 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.

V. Mechanics for Category 3: Wordless Storybooks for Kindergarten

5.1 Description: This Category is aimed at the production of a wordless storybook addressing one or a combination of the most essential learning competencies for Kindergarten.

5.2 Qualifications: This Category is open to all DepEd teaching and non-teaching personnel with permanent status and with no membership in any committee of the Competition.

5.3 Mechanics:

5.3.1 Judging at the Division Level



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REGION III
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- a. Interested participants may submit only one (1) entry for this category.
- b. Only one (1) 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 Screening Committee (SC) as facilitated by the Division TWC, shall select the best three (3) wordless storybooks. In cases of a tie, the head of the Division SC shall determine the final list of winners.
- e. 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.
- f. All winning wordless storybooks, along with competition reports, shall be transmitted to the Regional TWC for the next phase of the Competition.

VI. Mechanics for Category 4: Manuscripts for Grades 4, 5, and 6

6.1 Description: This Category is aimed at the production of stories for children addressing one or a combination of the most essential learning competencies for Grades 4, 5, and 6.

6.2 Qualifications: This Category is open to all permanent DepEd personnel of the Learning Resource Management Section Division/District (LRMS) with at least one year of experience in the official assignment as indicated in the Entry Form.

6.3 Mechanics:

6.3.1 The National TWC shall create a pre-registration survey form to be filled out by interested and qualified participants.

6.3.2 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.

6.3.3 Interested participants may submit one (1) entry per grade level.

6.3.4 Entries submitted for one level may not be submitted for another grade level.

6.3.5 Only one writer is allowed in each story. There shall be no editor or auxiliary development team in this category.

6.3.6 All submissions shall be through an online survey form (e.g., Google Form), to be announced by the Bureau of Learning Resources.

6.3.7 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.

6.3.8 The National SC shall select the best five (5) stories per grade level.

6.3.9 Only one story is considered the Best Children's Story per category, with all other four as DepEd Originals Prize.



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VII. Timeline of Activities:

September 5, 2022	Meeting of District/School Focal Person
September 16, 2022	Deadline of Submission of manuscripts to the Division TWC (Category 1, 2, 3 & 4)
September 27, 2022	Judging at the Division Level
September 28, 2022	Announcement of Best 3 Winning Stories
September 29, 2022- October 14, 2022	Division Contest on Manuscript Illustration
October 17, 2022	Deadline of Submission of Storybook
October 19, 2022	Judging at the Division Level
October 21, 2022	Submission of the Winning Storybook at Regional TWC

VIII. Standards and Specifications

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

8.2 All entries shall not reflect the names of author, illustrator, layout artist, school, or any other identifiers.

8.3 Stories must be original. Adaptation of local stories may be done with respect, sensibility, and with consideration of indigenous and local traditions.

8.4 Stories must be written in Filipino. The choice of the Filipino language is limited to logistical considerations, and shall not reflect the Competition's bias toward the said language. Judging stories written in languages other than Filipino requires a set of judges who are well-versed in submitted languages. Furthermore, all harvested stories will be subjected to post-competition activities, which include, among others, the contextualization of stories and rendering to diglot or bilingual versions of these stories.

8.5 Stories must be based on one or a combination of most essential learning competencies (MELCs) in any learning area.

8.6 Stories shall contain the themes and motifs of tradition, culture, and art, and a basic understanding of local concepts. This set of themes and motifs supports the official tagline of #KuwentoNgBayanKo.

8.7 Stories and illustrations shall adhere to the provisions of the DepEd Social Content Guidelines

8.8 There shall be no accompanying processing questions and supplementary activities in the storybook.

8.9 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 17th Edition.

8.10 The following are the specifications for manuscript submission:

8.10.1 Number of words for Grades 1, 2, and 3 must not exceed 2,000.

8.10.2 Number of words for Grades 4, 5, and 6 must not exceed 5,000.





Republic of the Philippines
Department of Education
REGION III
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8.10.3 All entries must be typed in a word processing service (e.g., MS Word) using Times New Roman, Garamond, Bookman Old, and other serif typefaces in double space, size 12.

8.10.4 There shall be no identification on submitted entries, other than the title and the story itself.

8.10.5 Learning competencies covered shall be placed in the last part of the manuscript, written in italics, flushed right.

8.11 The following are the specifications for illustration:

8.11.1 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.

8.11.2 The Front Cover Page shall reflect the following information:

- ✓ Title of the storybook, styled in headline case
- ✓ Cover art
- ✓ Provision for the logo of the Department of Education and the National Competition on Storybook Writing

8.11.3 Front matters include the following:

- ✓ Inside front cover (blank)
- ✓ Title page, containing stripped down version of the Cover Page and the list of learning competencies covered
- ✓ Copyright page
- ✓ Story teaser, containing a character, plot device, scene, or other elements that serve as the springboard in reading the story

□ All stories must start on the verso (left) page

8.11.4 The presentation of the story shall be by the panel, utilizing 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.

8.11.5 All stories must start on a verso (left) page and end on a recto (right) page.

8.11.6 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.

8.12 The following are the specifications for wordless storybooks:

8.12.1 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.





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Department of Education
REGION III
Schools Division Office of Bulacan

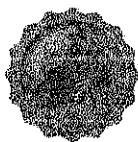
8.12.2 Only one (1) word is allowed for a wordless storybook, including in the count any label, fancy fonts placed in conspicuous spaces, items, and objects, and any other text necessary for the development of the story.

8.12.3 The Back Cover Page shall contain a synopsis or a teaser to the story in illustration, with no text.

8.12.4 The presentation of the story shall be by the panel.

8.12.5 All other standards and specifications in the Illustration shall be followed in the preparation of wordless storybooks.





The 4th National Competition on Storybook Writing
OFFICIAL ENTRY FORM
Category 1 * Storybooks for Grades 4, 5, and 6

Date of Receipt:

Received by:

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 by the Data Privacy Act of 2012. This process is required to operate and manage the conduct of the 4th 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 on 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 the 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.

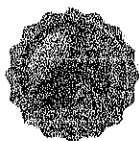
Signed this _____ day of _____, 2022.

Printed Name and Signature of Writer

Date Signed: _____

Printed Name and Signature of Immediate Head

Date Signed: _____



The 4th National Competition on Storybook Writing
OFFICIAL ENTRY FORM
Category 2 * Manuscripts for Grades 1, 2, and 3

Date of Receipt:

Received by:

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 by the Data Privacy Act of 2012. This process is required to operate and manage the conduct of the 4th National Competition on Storybook Writing.

NAME: _____
Age and Date of Birth: _____ Gender: _____ Civil Status: _____

II. CONTACT DETAILS

Mobile Number: _____
Landline (if applicable): _____
Address: _____
Email: _____

Name of School: _____
Address of School: _____
Position and/or Assigned Grade Level: _____
Designation (if applicable): _____

Name of School Administrator: _____
Contact Number of School or School Administrator: _____

STORIES SUBMITTED

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

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I declare that I have read and have accepted the rules of this competition. I hereby grant the Department of Education the 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.

Signed this ____ day of _____, 2022.

Printed Name and Signature of Writer
Date Signed: _____

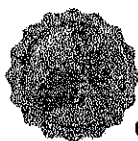
IV. ADMINISTRATOR'S CONFORME

I am affixing my signature herein to attest to the veracity of the following information, in compliance with the Official Guidelines and Mechanics of the 4th National Competition on Storybook Writing:

- (1) The personal information and contact details of the writer reflected in this Entry Form are correct.
- (2) The participating writer is a full-time classroom teacher in this school.
- (3) The participating writer has no teaching load at the undergraduate or graduate levels.

Verification of the above details is based on official records of this institution.

Printed Name and Signature of School Administrator
Date Signed: _____



The 4th National Competition on Storybook Writing
OFFICIAL ENTRY FORM
Category 3 * Wordless Storybooks for Kindergarten

Date of Receipt:

Received by:

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 by the Data Privacy Act of 2012. This process is required to operate and manage the conduct of the 4th National Competition on Storybook Writing.

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: _____

STORY SUBMITTED

Title

III. ASSIGNMENT OF RIGHTS

I solemnly swear on 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 the 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.

Signed this _____ day of _____, 2022.

Printed Name and Signature of Writer
Date Signed: _____

Printed Name and Signature of Immediate Head
Date Signed: _____



The 4th National Competition on Storybook Writing

SOCIAL CONTENT GUIDELINES

In pursuit of quality learning resources which 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 learning resources 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. Learning resources 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 learning resources 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.
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

Learning resources should reinforce one's belongingness and being a citizen of the Philippines, vested with the 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).
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 makes 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 one's 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, learning resources 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 or religious groups.
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 its 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 Examples:

Religious / Faith Groups

3. Use religious references, symbols, celebrations, and language free of biases.
4. 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. Examples:

Work Institutions

5. Present and promote a balanced and just relationship between workers and managers.
6. 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

7. Avoid using commercial brand names and corporate logos
8. Avoid incorporating any form of commercial solicitation and advertising

Gender

Gender sensitive learning resources also consider the political, economic, social, and cultural factors underlying gender-based discrimination and socialization of men and women into certain opportunities. To this end, learning resources 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.
3. Avoid sexist language; use gender-free or gender-fair language.

Media, Technology, and Communication

The recent decades have seen major strides in the development of media and communication technologies. The advent of the worldwide web has had major impacts on the lives of everyone. A high percentage of learners are already embracing the world of media and communication technology. Hence, appropriate digital or non-print learning resources are needed for effective and efficient use.

The K to 12 Curriculum promotes the development of information and media literacy skills among the 21st century learners.

Therefore, the learning resources provided must be learning opportunities that leads 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.
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 individual's emotional, mental, moral, physical, social, and spiritual dimensions to achieve quality life.

Therefore, K to 12 learning resources 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 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 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.
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 learning resources which 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 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 which cause risk and/ or injury to health or the environment.
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 learning resources. This makes learners aware of the need to secure all elements that, given particular 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 the safety and security of all. 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 learning resources:

1. Promote disaster-risk management and preparedness before, during and after a disaster.
2. Promote awareness on 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 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.
7. Endorse safety programs, procedures, and services to prevent accidents and injuries.

