



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

August 6, 2024

DIVISION MEMORANDUM

No. 333 s. 2024

**DIVISION GAWAD TEODORA ALONZO 2024
(6TH DIVISION COMPETITION ON STORYBOOK WRITING)**

To: Assistant Schools Division Superintendents
Division Chiefs
Public Schools District Supervisors
Elementary and Secondary Public School Heads
Elementary and Secondary Private School Heads
All Others Concerned

1. Pursuant to DepEd Memorandum No. 43, s. 2024, The Curriculum and Implementation Division (CID) through Learning Resource Management and Development System (LRMDS) announces the 6th Gawad Teodora Alonzo 2024 (Division Competition on Storybook Writing) on the Timeline of Activities stipulated in the enclosure no. 1.
2. The competition aims to:
 - a. appreciate the role of stories and illustrated storybooks as a tool in the development of reading and 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 competition is open to all public elementary, high school, senior high school teachers, non-teaching personnel with permanent status and full-time teachers in the private school.
4. Any entry found to have been copied or plagiarized shall be automatically disqualified. In cases where such was only proven after the awarding of 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, City of Malolos at telephone no. 816-6165.
8. Immediate dissemination of this Memorandum is desired.


NORMA P. ESTEBAN, EdD, CESO V
Schools Division Superintendent



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**GENERAL GUIDELINES AND STANDARDS OF THE GAWAD TEODORA ALONSO
2024 (6TH 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.



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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 17th 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 wordless storybooks:
 - 13.1 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;
 - 13.2 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;
 - 13.3 The Back Cover Page shall contain a synopsis or a teaser of the story in illustration, with no text; and



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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.



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V. TIMELINE OF ACTIVITIES

DATE	ACTIVITY
August 14, 2024	Submission to the Division (Top 3 Manuscript per District) Category 1 (Manuscript for Grades 4, 5, 6) Category 2 (Wordless Storybook for Kindergarten) Category 4 (Recorded)
August 14, 2024	Category 3 (Manuscript for Grades 1,2,3) Registration w/ plot summary bit.ly/GTA2024C3Registration Category 6: (Manuscript for Grades 4,5,6) Registration w/ plot summary bit.ly/GTA2024C6Registration
August 19, 2024	Intensive Training
August 20, 2024	Category 1 Category 2 Category 4 Judging of Entries
August 23, 2024	Submission of Entries to the RO



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MECHANICS AND QUALIFICATION FOR CATEGORY 1

Gawad Teodora Alonso 2024
(6th 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 districtlevel 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.



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MECHANICS AND QUALIFICATIONS FOR CATEGORY 2

Gawad Teodora Alonso 2024
(6th 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.



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MECHANICS AND QUALIFICATIONS FOR CATEGORY 3

Gawad Teodora Alonso 2024
(6th 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 **bit.ly/GTA2024C3Registration**
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.



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MECHANICS AND QUALIFICATIONS FOR CATEGORY 4

Gawad Teodora Alonso 2024
(6th 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. Top 3 District entries shall be uploaded to <https://forms.gle/6SRfMFapBWemsoEUA>



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MECHANICS AND QUALIFICATIONS FOR CATEGORY 6

Gawad Teodora Alonso 2024
(6th 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 **bit.ly/GTA2024C6Registration**
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.



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CRITERIA FOR JUDGING

Gawad Teodora Alonso 2024
 (6th National Competition on Storybook Writing)

CRITERIA FOR JUDGING

MANUSCRIPT SCREENING

Criteria	Factors	Percentage
Concept	Originality and local flavor	20%
Storytelling Style <ul style="list-style-type: none"> 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%

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%

RECORDED STORYTELLING VIDEO

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



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GUIDELINES ON THE TREATMENT OF SOCIAL CONTENT

Gawad Teodora Alonso 2024
(6th 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 LRs 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:



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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, LRs 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:



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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 LRs are needed for effective and efficient use.

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

Therefore, the LRs 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



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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's 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 LR's 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 LR's. This makes learners aware of the need to secure all elements that, given conditions, may be at risk,



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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.

OFFICIAL ENTRY FORM FOR CATEGORY 1



Date of Receipt: _____
Received by: _____

GAWAD TEODORA ALONSO 2024
(6th 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 Alonso 2024 (6th 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: _____

STORY 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: _____

OFFICIAL ENTRY FORM FOR CATEGORY 2



Date of Receipt:
Received by:

GAWAD TEODORA ALONSO 2024
(6th 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 (6th 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 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.

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Signed this ____ day of _____, 2024.

Printed Name and Signature of Writer
Date Signed: _____

Printed Name and Signature of Immediate Head
Date Signed: _____