



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

June 26, 2025

To: MINERVA M. SIKAT, PhD
Public School Principal
FVR National High School
Norzagaray, Bulacan

Dear Dr. Sikat,

Attached herewith is a letter from Ms. Malaikah C. Cipriano, Project Lead of *KlimatE-Scape*, regarding their upcoming initiative to conduct an orientation and awareness-raising session on the **Youth-Led Climate Change Awareness Project**, scheduled during the first week of September 2025.

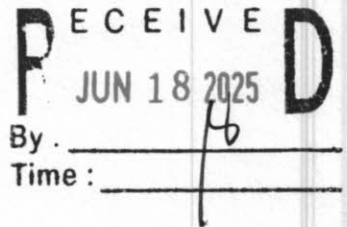
In line with this, participating learners are expected to secure parental consent as a prerequisite for joining the said activity.

For your information and appropriate action.

Very truly yours,


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

Division Letter
No. 43 s. 2025



June 17, 2025

DR. NORMA P. ESTEBAN

Schools Division Superintendent
Department of Education – Schools Division Office
Province of Bulacan

Dear Dr. Esteban,

Warmest greetings!

I am writing to respectfully seek your endorsement and approval for a youth-led climate education initiative titled **“KlimatE-scape: A Youth-Led Climate Change Awareness Project,”** which is planned to be conducted at **FVR National High School** during the **first week of September 2025.**

KlimatE-scape is an interactive escape room-inspired learning experience designed to engage **junior high school students aged 12 to 16.** Through a discussion, a series of themed stations, and reflection activity, students will explore topics about environment and climate change, all in a fun and educational format that promotes critical thinking, teamwork, and environmental responsibility.

This project is organized in partnership with the **Sangguniang Kabataan** of barangay FVR and is funded by **Save Philippine Seas (SPS)** through its **Generation of Sea and Earth Advocates (Gen SEA)**, a project of SPS and the **Embassy of France to the Philippines and Micronesia.** This project aims to promote environmental literacy and youth leadership by creating accessible and creative platforms for climate action.

To give a clearer picture of what the participants will experience, below is an overview of the program objectives, flow, and the key activities included in the project:

Objectives:

- To promote climate and environmental literacy through interactive, youth-friendly learning experiences that connect science with real-world issues.
- To empower students as environmental stewards by fostering critical thinking, teamwork, and leadership in responding to climate challenges.
- To inspire action at the school and community level by encouraging sustainable habits and awareness-driven initiatives led by the youth.

Activities and Program Components:

1. Climate Talk

- A brief talk by a guest speaker or youth advocate on the importance of climate awareness, youth action, and sustainability.

2. Escape Room:

- **Marine Ecosystem** – This station tackles coral bleaching and marine pollution, exploring problems such as ocean warming, microplastics, and marine species extinction. Participants are encouraged to reduce plastic use, protect marine ecosystems, and support ocean-friendly policies.
- **Urban/City Ecosystem** – Focused on urban heat and fossil fuel use, this station highlights the effects of heatwaves, increased energy consumption, poor air quality, and high carbon footprints. Solutions include promoting energy conservation, expanding green spaces, and using public transportation.
- **Forest Ecosystem** – Addressing endangered species and deforestation, this station brings attention to biodiversity loss, habitat destruction, and illegal logging. Students will learn the importance of tree planting, supporting wildlife organizations, and protecting forest habitats.
- **Freshwater and River Ecosystems** – This station explores flooding and river-related issues such as changes in rainfall patterns and disruptions in the water cycle. Actions encouraged include cleaning waterways, planting mangroves, and supporting green infrastructure.
- **Earth's Atmosphere** – Focused on the atmosphere and global warming, this station explains the greenhouse effect and the role of carbon emissions. Participants are guided to reduce their carbon footprint, advocate for sustainability, and promote climate literacy.
- **Agricultural Ecosystem** – Covering food insecurity and agriculture, this station highlights problems caused by drought, flooding, and unequal food distribution. Students are encouraged to eat locally, reduce meat consumption, and minimize food waste.

3. Reflection and Synthesis Session

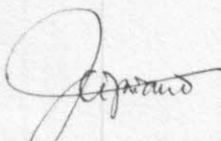
- A guided group activity where students share what they've learned, express their thoughts, and connect the experience to real-life actions and community needs.

I look forward to coordinating closely with the school's administration to ensure that the project aligns with the school's calendar and guidelines. Your approval and endorsement will greatly help in formalizing this partnership and in communicating institutional support for the initiative.

Should you need further documents or information about the project, I would be more than happy to provide them. You may reach me at malaikeycipriano@gmail.com or **09504553702** at your convenience.

Thank you very much for considering this request. This initiative aspires to contribute to the growing movement of youth-led environmental action in Bulacan, and I sincerely hope for your support in making this vision a reality.

Respectfully,

A handwritten signature in black ink, appearing to read 'Malaikah C. Cipriano', written in a cursive style.

MALAIKAH C. CIPRIANO

Project Lead, KlimatE-scape

Sub-grantee, Generation of Sea and Earth Advocates