



Republic of the Philippines  
Department of Education  
Cordillera Administrative Region  
SCHOOLS DIVISION OF BENGUET  
Wangal, La Trinidad, Benguet, 2601



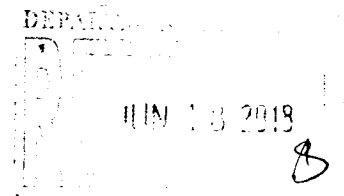
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Division Memorandum  
No. 123, 2018

2018 DIVISION COMPETITION FOR STORYBOOK WRITING FOR  
KINDERGARTEN TO GRADE 3 TEACHERS

To: All Public Schools District Supervisors  
School Heads  
Teachers

*MW*



From: MARIE CAROLYN B. VERANO, CESO VI  
Schools Division Superintendent

1. The Schools Division Office of Benguet through the Learning Resource Management and Development (LRMD) Unit announces the 2018 Division Competition for Storybook Writing for Kindergarten to Grade 3 Teachers.
2. The competition aims to:
  - a. Produce and collect the best storybooks for kindergarten to Grade 3 aligned with the K to 12 curriculum; and
  - b. Recognize the talents and creativity of the teachers on developing storybooks which are aligned to the needs of learners.
3. This Division Competition is open to all kindergarten to Grade 3 teachers of public elementary schools.
4. The storybooks shall be written in Mother Tongue, Filipino and English. Refer to Guideline 3.5, page 1 of Enclosure no. 1 for more details.
5. Any entry found to be copied or plagiarized shall be disqualified.
6. The decision of the Panel of Evaluators is final and irrevocable.
7. The Guidelines of the Competition is contained in Enclosure No.1.
8. For more details and/or queries, contact SONIA D. DUPAGAN, EPS-LR, CID, SDO-Benguet at CP # 09184039083.
9. Immediate dissemination of this Memorandum is desired

CID/RAG/sddd

(Enclosure No. 1 to Division Memorandum No.123, s. 2018)

## GUIDELINES FOR THE 2018 DIVISION COMPETITION FOR STORYBOOK WRITING FOR KINDERGARTEN TO GRADE 3 TEACHERS

### I. Background

Reading is very important in the growth and development of learners. It helps children develop their knowledge, attitudes, values and skills. Once these are developed in learners, their reading confidence level is enhanced. When their reading confidence level is enhanced, their love for reading also increases. All these are developed through stories because stories are useful information and allow the learners to be imaginative, creative and explore new ideas.

### II. Objectives

The competition aims to (a) Produce and collect the best storybooks for kindergarten to Grade 3 aligned with the K to 12 curriculum; and (b) Recognize the talents and creativity of the teachers on developing storybooks which are aligned to the needs of learners.

### III. General Guidelines

- 3.1. The competition is open to all kindergarten, Grade 1, 2, and 3 teachers of public elementary schools in the Schools Division of Benguet.
- 3.2. Stories and illustrations must be original and unpublished, (not yet submitted to the LRMS) and free from copyright infringement.
- 3.3. The competition will be conducted at the division level. However, only entries that won the first place in the district level shall be included in the division evaluation.
- 3.4. The competition will be in print format.
- 3.5. Each district is entitled to submit 10 entries as follows:

	Mother Tongue	Filipino	English	Total
Kindergarten	1	0	0	1
Grade 1	1	1	1	3
Grade 2	1	1	1	3
Grade 3	1	1	1	3
Total	4	3	3	10

- 3.6. Entries must be based on the Kindergarten to Grade 3 learning competencies in the K to 12 Curriculum.
- 3.7. Storybooks should contain the preliminary pages:
  - i. Cover page – include writer and illustrator
  - ii. Copyright Notice- (see Enclosure no. 2)
  - iii. Preface – Date of Development, Resource Location (school/district/division), Learning Area, Grade Level, LR Type (LM/TM/PDM), Quarter/Week, Competency with Code
  - iv. Acknowledgement

- v. Title Page
- vi. Translation in English/Filipino for Mother Tongue storybooks – Last Page

- 3.8. The stories to be submitted should be age appropriate for ages 5 to 9 years old.
- 3.9. Each teacher is allowed to submit only one storybook in each grade level (to make way for other teachers in the same grade level to develop storybooks in the other languages).
- 3.10. District entries will be submitted in two copies: one print copy and a CD containing MS Word or PDF format.
- 3.11. All entries must be endorsed by the Public Schools District Supervisor or District In-charge.
- 3.12. All division entries shall become property of the Schools Division Office of Benguet.
- 3.13. Deadline for submission for Division Evaluation is on September 14, 2018.**

**IV. Specification Requirements**

**4.1. Content Specifications**

- a. The story should address one or more learning competencies in any learning area from K to 3.
- b. The text should be appropriate to the reading and vocabulary level of the learners.
- c. The illustrations and photographs should complement the text.
- d. The storybook should adhere to the DepEd Social Content Guidelines. (See Enclosure No. 3)
- e. The story should showcase experiences, culture, and context that stimulate critical thinking, and promote moral values.
- f. The title of the book should not be too long and should be easy to understand.

**4.2. Technical Specifications**

Description	Kindergarten	Grade 1	Grade 2	Grade 3
<b>Technical Specifications for Illustration</b>				
Color Mode (Full color, CMYK)	(Full color, CMYK)	(Full color, CMYK)	(Full color, CMYK)	(Full color, CMYK)
Resolution	300 DPI or higher on A4 size canvass	300 DPI or higher on A4 size canvass	300 DPI or higher on A4 size canvass	300 DPI or higher on A4 size canvass
Art-to-Text Ratio	75% illustration and 25% text	75% illustration and 25% text	70% illustration and 30% text	70% illustration and 30% text
Medium (park)	Water color, digital, crayons, oil, oil pastel, colored pencil, poster paints and acrylic			
<b>Technical Specifications for Typography</b>				

Typeface	Century Gothic (for “?” use Arial	Century Gothic	Century Gothic	Century Gothic
Drop Cap	At least double size of the body text	At least double size of the body text	At least double size of the body text	At least double size of the body text
<b>Technical Specifications for Document Setup</b>				
Book Size	11 x 17 inches	8.27 x 11.69 inches (A4)	8.27 x 11.69 inches (A4)	8.27 x 11.69 inches (A4)
Cover	Fold Cote, Matte 80 lbs, Coated 2 sides 70	Fold Cote caliper 12	Fold Cote caliper 12	Fold Cote caliper 12
Margins/Gutter	No required gutter and margins	No required gutter and margins	No required gutter and margins	No required gutter and margins
Binding	Saddle Stitch	Saddle Stitch	Saddle Stitch	Saddle Stitch
Pagination	Bottom Center	Bottom Center	Bottom Center	Bottom Center
<b>Technical Specifications for Printing</b>				
Paper Quality	Matte paper Book paper 80 gsm	Matte paper Book paper 80 gsm	Matte paper Book paper 80 gsm	Matte paper Book paper 80 gsm
Number of Pages	32 pages (4 spread) back to back	32 pages (4 spread) back to back	32 pages (4 spread) back to back	32 pages (4 spread) back to back
Color	CMYK 4x4	CMYK 4x4	CMYK 4x4	CMYK 4x4

V. Mechanics of the Competition per Level

5.1 District Level

a. Submission of Entries

1. Participants will submit one (1) printed and digital copy of entries to the district evaluation team.

b. Evaluation of Entries

1. The District shall create a screening committee composed of the District Head as chairman, LR district coordinator as co-chair, Mother Tongue, English and Filipino district coordinators and as members.
2. The District Evaluation Team shall evaluate and select the best entry for each medium per grade level following the criteria set.
3. The winning entries shall be submitted to the Schools Division Office together with the results of the district screening activity.

c. Awarding of Winners

1. The District may give special citations as a consolation to all non-winning entries.
2. The District may conduct an awarding ceremony charged to Local Funds.

5.2. Division Level

a. Submission of Entries

1. The district shall submit to the Division Screening Team one printed copy and a digital copy of the winning entries per medium and per grade level.

b. Evaluation of Entries

1. The Division shall create three screening committees. Each Screening Committee shall be composed of three Education Program Supervisors with the EPS for MT, Filipino and English as chairpersons.
2. The Division Screening Team shall evaluate and select the best three entries for each medium per grade level following the criteria set.

c. Awarding of Winners

1. The Division may give special citations as a consolation to all non-winning entries.
2. The top three entries per medium per grade level will be awarded during the Teachers' Day on September 29, 2018.

VI. Criteria for Judging

The following criteria are the bases for judging:

<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Identification of competency</li> <li>• Accuracy of content</li> <li>• Literary Devices               <ul style="list-style-type: none"> <li>○ Imaginary – visual description</li> <li>○ Diction – choice of words</li> </ul> </li> </ul>	50
<p><b>Expression and Presentation</b></p> <ul style="list-style-type: none"> <li>• Grammar and Spelling</li> <li>• Clarity of expression</li> <li>• Development of Story/plot/pacing</li> <li>• Originality and creativity</li> <li>• Appropriateness of Illustrations</li> </ul>	30
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>• Creativity of Format</li> <li>• Interest and excitement of story and picture</li> <li>• Quality of conclusion</li> <li>• Length of Words</li> </ul>	20
<b>Total</b>	<b>100</b>

VII. Timetable (June to September 2018)

Month	Activity
June 11- 23, 2018	Information dissemination
June 25 – September 4, 2018	Development of Storybooks
September 5, 2018	Submission to District Evaluation Team
September 6 – 12, 2018	District Evaluation of storybooks
September 14, 2018	Submission of winning entries to the SDO
September 17 – 21, 2018	Division Evaluation of storybooks
September 28, 2018	Awarding of Winners



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Section 9 of Presidential Decree No. 49 provides:

“No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency of the office wherein work is created shall be necessary for exploitation of such work profit.”

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Author

\_\_\_\_\_  
Illustrator

\_\_\_\_\_  
Editors:

## **REVISED GUIDELINES ON SOCIAL CONTENT (as of Mar 14, 2017)**

The task of learner-centered education is to help Filipino school children develop their full human potential. Their total development can contribute to the growth of the Filipino nation and build appropriate structures and institutions for the attainment of a just and humane society.

This requires the teaching-learning process to be appropriately contextualized in relation to the Filipino learner's social realities, experiences, and traits while cognizant of the perspectives, values, rights, and sensibilities that are being instilled and promoted.

Learning resources, in support of the teaching-learning process, should thus be guided by the abovementioned considerations. The Department of Education (DepEd) ensures that the text and non-text materials used in the teaching-learning process appropriately integrate social content and the government's educational thrust.

### **Social Content**

*Social content* refers to themes or topics for which the DepEd prescribes certain guidelines when these themes or topics are included or referred to in lessons in the learning resources. Among the themes or topics are those on the Filipino Learner, The Filipino Nation and Philippine Society, Citizenship and Social Responsibility, Individuals and Social Identities, Social Institutions, Gender, Media, Technology, and Communication, Health and Safety, and Environment.

Learning resources that follow these guidelines avoid stereotypes and help develop in learners such desirable values as nationalism, justice, moral uprightness, inclusivity, understanding, and compassion among others. Through the concrete expression of such values, the DepEd's core values are realized.

The following guidelines on social content are recommended for integration in learning resources:

### **The Filipino Learner**

1. Portray the learners as multi-faceted with physical, intellectual, and psycho-emotional, spiritual and socio-cultural traits.
2. Highlight the dignity of learners and communicate respect for their rights.



3. Uphold the learners' unique values and principles that shape their way of thinking and dealing with others.
4. Mirror the diversity of learners' lived experiences, settings, and contexts.
5. Depict learners as capable of constructing and reflecting on their own experiences and the experiences of others.
6. Portray learners as active seekers of knowledge who rely on multiple sources of information and are able to think critically about that knowledge.
7. Depict learners as having 21<sup>st</sup> century skills (information, media, and technology skills, learning and innovation skills, communication skills, life and career skills) who actively develop, take advantage of, and put such skills to good use.
8. Nurture learners' curiosity and creativity so they will develop into life-long learners.

### **The Filipino Nation and Philippine Society**

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 – guided by protocols for culture sensitivity such as DO 51, s. 2014 (Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture).
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**

1. Encourage participative and responsible citizenship (e.g., depicting individual initiative rather than overdependence on organized government, dole-outs, or foreign aid).

2. Promote respect for the rights of children, elderly, persons with disability (PWDs), Indigenous Cultural Community (ICCs)/Indigenous Peoples (IPs), pregnant women, workers, and other vulnerable sectors of the society.
3. Promote the observance of high ethical standards and codes of behavior in all aspects of the society.
4. Foster attitudes of inclusivity, acceptance, understanding, and appreciation for diverse cultures, sectors, and groups in society.
5. Depict contributions of individuals and ethnic, cultural, and religious groups that promote the common good of the community and the larger society.
6. Feature role models who come from different places, historical periods, socio-cultural contexts, genders, abilities, and ages. They must be of exceptional and acknowledged accomplishment or virtue regardless of their ethnic, cultural, or political origin or affiliation.
7. Depict a person's or a group's accomplishments and virtues accurately and avoid sensationalizing or unduly extolling them.
8. Avoid the depiction of physical, sexual, verbal, and mental abuse of adults and children as well as violent sports and entertainment.
9. Avoid featuring or including situations and materials that encourage or rationalize crime, violence, and the maligning of people.

### **Individuals and Social Identities**

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. These may include PWD learners and their learning circumstances and learners in varied cultural and religious contexts among others.
2. Avoid views or opinions that highlight stereotypes and encourage cultural, moral, and social insensitivities against particular social classes, gender groups, political affiliations, cultural or religious groups.
3. Avoid inaccurate, unnecessary, or inappropriate portrayal of or reference to the physical appearance, cultural customs, social classes, symbols, observances, festivals, dress, names, or language of any ethnic group or nationality.
4. Avoid sexist language, bias, prejudice, and stereotyping of various genders in the depiction of behaviors, home and family roles, professions, occupations, and contributions to society.

## **Social Institutions**

### *Family*

1. Show respect for different family patterns (e.g., nuclear, extended, with a single parent, or with two parents, etc.).
2. Promote responsible parenthood which include shared parenting, shared home management, and shared decision-making in various areas of home life (e.g., finances, education of the children, reproductive health, and the like).

### *Religious / Faith groups*

3. Use religious references, symbols, celebrations, and language (in the text, illustrations, or photographs) free of bias and only when it is appropriate in relation to the subject matter.
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.

### *Work institutions*

5. Present and promote a balanced and just relationship between workers and managers in the depiction of their roles and responsibilities.
6. Shows workers of various professions that contribute positively to the development or growth of their communities or of the country.
7. Present public servants such as police officers, soldiers, and government officials as responsible, accountable, trustworthy, and working for the common good of the community.

### *Commercial entities*

9. Avoid mentioning commercial brand names and corporate logos in text or showing them in illustrations or photographs. Instead, writers may invent or fabricate a brand in order to fulfill the purpose of the lesson without promoting real-life brand names and products.
10. Avoid incorporating any form of commercial solicitation and advertising like promotional materials, chain letters, and pyramid schemes.

## **Gender**

1. Avoid differentiating, either explicitly or implicitly between the capability of males and females to contribute to the political, economic, or social well-being of Philippine society of the world.
2. Maintain balance in the treatment of gender roles, occupations, and contributions in both text and non-text material.
3. Depict gender and sexuality as an aspect of one's personhood in positive ways.
4. Portray gender and sexual diversity in a respectful manner using a rights-based approach.

## **Media, Technology, and Communication**

1. Portray ethical media practices.
2. Demonstrate the importance of using different forms of media as a means for communication and expression of ideas.
3. Highlight technological innovations as products of human ingenuity and as part of human development.
4. Depict responsible, safe, and secure use of information and communications technology (ICT).
5. Promote positive and healthy attitudes towards ICT and its use.

## **Health and Safety**

1. Promote the physical and mental well-being of children and adults while applying gender sensitivity with regard to health concerns.
2. Promote proper nutrition and avoid featuring junk food and their enjoyment.
3. Promote healthy and safety standards and precautions.
4. Promote disaster-risk management and preparedness.
5. Discourage the habitual use of tobacco and alcohol and the use of narcotics, restricted drugs, and other addictive substances.

## **Environment**

1. Portray a lifestyle that contributes toward reducing the impact of climate change.
2. Portray efforts to conserve and care for the country's natural resources and protect the well-being of the environment.
3. Promote personal and community involvement in environmental management for sustainable development.
4. Encourage humane treatment of and respect for all life forms.