March 20, 2023

DIVISION MEMORANDUM
CID No. **40** s. 2023

CONDUCT OF DIVISION LEVEL STORYBOOK WRITING COMPETITION

TO: **OIC-Assistant Schools Division Superintendent**
Chiefs, SGOD and CID
Education Program Supervisors
Cluster Heads
Elementary and Secondary School Heads
This Division

1. The Department of Education-Schools Division Office of Tacurong City through the Curriculum and Implementation Division-Learning Resource Management Section (CID-LRMS) will conduct a Division Level Storybook Writing Competition from June 2023 to August 2023.

2. The activity aims to develop and select best contextualized stories and illustrated storybooks that shall be used in teaching reading of the K to 12 curriculum.

3. The said competition has four (4) categories, to wit:
    3.1   Category 1 - Wordless Storybook (Kindergarten)
    3.2   Category 2 – Storybook package for Key stage 1 (Grades 1 to 3)
    3.3   Category 3 – Storybook package for Key stage 2 (Grades 4 to 6)
    3.4   Category 4 - Storybook Manuscript for Key stage 3 (Secondary)

4. All categories are open to all teachers and non-teaching personnel, both public and private, with permanent status, and with no membership in any committee of the Competition.

5. Each school shall recommend at least one (1) participant for each category and shall register in this link, ***https://bit.ly/StorybookWritingCompetition2023*** on or before March 30, 2023.

6. Participants shall attend the capacity building activity to be facilitated by the LRMS personnel on May 5-6, 2023 at the Division Conference Hall.

7. The following is the recommended timeline of activities:

	Category 1	Category 2	Category 3	Category 4
Deadline of Submission of manuscript to Division TWC	June 6, 2023	June 6, 2023	June 6, 2023	June 6, 2023
Division Manuscript Screening	June 9-10, 2023	June 9-10, 2023	June 9-10, 2023	June 9-10, 2023
Deadline for Manuscript Illustration	Aug. 3, 2023	Aug. 3, 2023	Aug. 3, 2023	
Judging of Illustrated Storybooks	Aug. 17, 2023	Aug. 17, 2023	Aug. 17, 2023	
Awarding Ceremony	November	November	November	November

8. Attached are the Guidelines and Mechanics of the competition, and the Social Content Guidelines for your reference.

9. For information, guidance, and wide dissemination.

For and in the absence of:

MIGUEL P. FILLALAN, JR., CESO VI
Schools Division Superintendent

MERVIE Y. SEBLOS, CESE
OIC- Asst. Schools Division Superintendent

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GUIDELINES AND MECHANICS

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Category 1. Wordless Storybook for Kinder

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.

1. This Category is open to all teachers and non-teaching personnel, both public and private, with permanent status and with no membership in any committee of the Competition.
2. Interested participants may submit **only one (1) entry** for this category.
3. Only **one creator** is allowed per storybook, serving as both writer and illustrator of the same.
4. All works submitted in the Competition shall be **unpublished** and have not been entered in other competitions.
5. Stories must be **original**. Adaptation of local stories may be done with respect, sensibility, and with consideration of indigenous and local traditions.
6. Stories must be based on one or a combination of most essential learning competencies (MELCs) in any learning area.
7. 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. Stories and illustrations shall adhere to the provisions of the **DepEd Social Content Guidelines** (see Enclosure 2).
9. There shall be no accompanying processing questions and supplementary activities in the storybook.
10. The following are the specifications:
    10.1 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.
    10.2 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.
    10.3 The Back Cover Page shall contain a synopsis or a teaser to the story in illustration, with no text.
    10.4 The presentation of the story shall be by the panel.

11. The Division Screening Committee (DSC) shall select the best three (3) wordless storybooks. In cases of a tie, the head of the DSC shall determine the final list of winners.
12. Non-winning entries may be subjected to quality assurance.
13. Certificate of Recognition shall be issued to the winners, while a Certificate of Participation shall be given to all creators of participating entries compliant with the rules of the Competition.

Category 2. Storybook package for Grades 1, 2, and 3

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

1. This Category is open to all teachers and non-teaching personnel, both public and private, with permanent status, and with no membership in any committee of the Competition.
2. Participants may submit only **one (1) entry** per grade level.
3. All works submitted in the Competition shall be **unpublished** and have not been entered in other competitions.
4. Stories must be **original**. Adaptation of local stories may be done with respect, sensibility, and with consideration of indigenous and local traditions.
5. Stories must be written in **Filipino**.
6. Stories must be based on one or a combination of most essential learning competencies (MELCs) in any learning area.
7. 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. Stories and illustrations shall adhere to the provisions of the **DepEd Social Content Guidelines** (see Enclosure 2).
9. There shall be no accompanying processing questions and supplementary activities in the storybook.
10. 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.
11. The following are the specifications for **manuscript** submission:
    11.1 Number of words must not exceed 2,000.
    11.2 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.
    11.3 There shall be no identification on submitted entries, other than the title and the story itself.

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

12. The following are the specifications for **illustration**:

12.1 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.

12.2 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

12.3 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.

12.4 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.

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

12.6 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.

13. One (1) writer and one (1) illustrator are allowed for each story.

14. 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.

15. There shall be no editor or auxiliary development team at this level of the Competition.
16. The Division Screening Committee (SC) 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.
17. Non-winning entries may be subjected to quality assurance.
18. Certificate of Recognition shall be issued to the winners, while a Certificate of Participation shall be given to all creators of participating entries compliant with the rules of the Competition.

Category 3. Storybook package for Grades 4, 5, and 6

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.

1. This Category is open to all teachers and non-teaching personnel, both public and private, with permanent status and with no membership in any committee of the Competition.
2. Interested participants may submit only **one (1) entry** per grade level.
3. All works submitted in the Competition shall be **unpublished** and have not been entered in other competitions.
4. Stories must be **original**. Adaptation of local stories may be done with respect, sensibility, and with consideration of indigenous and local traditions.
5. Stories must be written in **Filipino**.
6. Stories must be based on one or a combination of most essential learning competencies (MELCs) in any learning area.
7. 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. Stories and illustrations shall adhere to the provisions of the **DepEd Social Content Guidelines** (see Enclosure 2).
9. There shall be no accompanying processing questions and supplementary activities in the storybook.
10. 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.
11. The following are the specifications for **manuscript** submission:
    11.1 Number of words must not exceed 5,000.
    11.2 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.

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

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

12. The following are the specifications for **illustration**:

    12.1 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.

    12.2 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

    12.3 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

    12.4 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.

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

    12.6 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.

13. One (1) writer and one (1) illustrator are allowed for each story.

14. 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.
15. There shall be no editor or auxiliary development team at this level of the Competition.
16. The Division Screening Committee (SC) 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.
17. Non-winning entries may be subjected to quality assurance.
18. Certificate of Recognition shall be issued to the winners, while a Certificate of Participation shall be given to all creators of participating entries compliant with the rules of the Competition.
19. All entries shall be submitted in digital copy through the SDO email, ***tacurong.city@deped.gov.ph***.

Category 4. Storybook Manuscript for Grades 7-12
Description

1. This Category is open to all teachers and non-teaching personnel, both public and private, with permanent status and with no membership in any committee of the Competition.
2. Interested participants may submit only **one (1) entry** per grade level.
3. All works submitted in the Competition shall be **unpublished** and have not been entered in other competitions.
4. Stories must be **original**. Adaptation of local stories may be done with respect, sensibility, and with consideration of indigenous and local traditions.
5. Stories must be written either in **English** or **Filipino**.
6. Stories must be based on one or a combination of most essential learning competencies (MELCs) in any learning area.
7. 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. Stories and illustrations shall adhere to the provisions of the **DepEd Social Content Guidelines** (see Enclosure 2).
9. There shall be no accompanying processing questions and supplementary activities in the storybook.
10. 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.
11. The following are the specifications for **manuscript** submission:
    11.1 Number of words must not exceed 5,000.

11.2 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.

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

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

12. Only one (1) writer is allowed for each story.

13. The DSC shall select the best three (3) stories for children per grade level. In cases of a tie, the head of the DSC shall determine the final list of winners.

14. Non-winning entries may be subjected to quality assurance.

15. Certificate of Recognition shall be issued to the winners, while a Certificate of Participation shall be given to all creators of participating entries compliant with the rules of the Competition.

16. All entries shall be submitted in digital copy through the SDO email, *tacurong.city@deped.gov.ph*.

Prizes

Top 3 entries per grade level shall receive the following prizes:

First Prize:	P3,000.00
Second Prize:	P2,500.00
Third Prize:	P2,000.00

Enclosure No. 2 to Division Memorandum CID No. ____, s. 2023

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 and 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.

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.

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.