




Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

REGIONAL MEMORANDUM
ORD-2024-1158

TO : **SCHOOLS DIVISION SUPERINTENDENTS**

FROM : **JOCELYN DR ANDAYA** 
Director IV

SUBJECT : **REGIONAL CLIMATE CHANGE CARAVAN**

DATE : October 30, 2024

The DepEd-National Capital Region will conduct the 2024 Regional Climate Change Caravan on November 22, 2024 at Muntinlupa National High School, Muntinlupa City with the theme: **“From Knowledge to Action: Youth-Led Climate Adaptation Strategies”** to be hosted by the Schools Division of Muntinlupa City. This is a one day activity to be participated by the Sixteen (16) Schools Divisions.

The following are the activities to be conducted:

1. Poster Making Contest
2. Quiz Bee
3. Project Pitch Presentation
4. Eco Friendly Costume Contest

Meals for AM/PM Snacks and Lunch will be shouldered by SDO Muntinlupa City. While expenses of the participants relative to this activity can be charged to Local/School/DRRM DPRP Funds, subject to the usual accounting and auditing rules and regulations.

Attached is the concept note/mechanics of the contest for your information.

For any query, please contact Mr. Perlito G. Manalad, Project Development Officer II, Education Support Services Division at mobile no. 0919-6262308.

Immediate dissemination of this Memorandum is desired.

essd/lito/24



Address: 6 Misamis St., Bago Bantay, Quezon City

Email address: ncr@deped.gov.ph

Website: depedncr.com.ph

Doc. Ref. Code	RO-ORD-F005	Rev	00
Effectivity	01.26.23	Page	1 of 1





Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

CONCEPT NOTE

REGIONAL CLIMATE CHANGE CARAVAN:

**"From Knowledge to Action: Youth-Led Climate Adaptation Strategies"
November 2024**

I. INTRODUCTION

Climate change remains one of the most important global issues of our time, with far-reaching consequences for ecosystems, the economy, and society. In light of this, establishing a Regional Climate Change Caravan provides a unique opportunity to raise awareness, encourage collaboration, and drive action toward a more sustainable future.

II. OBJECTIVES

- a. To promote awareness among the schools about the causes and consequences of climate change, emphasizing the significance of individual and community action.
- b. To facilitate conversations and collaborations among stakeholders such as local communities, government agencies, non-governmental organizations (NGOs), and companies on climate change resilience
- c. To develop concrete actions and projects to mitigate the effects of climate change and adapt to its consequences at the regional level.

III. EXPECTED OUTPUTS

- a. Participation of the larger community to gain a better understanding of climate change challenges and solutions
- b. Formation of new collaborations and partnerships among stakeholders to coordinate climate action
- c. Creation of concrete strategies and programs to address climate change issues at the regional, division, and school levels
- d. Engagement of school communities in climate action, leading to enhanced resilience and sustainability

IV. KEY PARTICIPANTS

- Central Office (DRRMS)
- Regional Office
- Schools Division Superintendent
- Assistant Schools Division Superintendent
- Chief, SGOD
- Education Program Supervisor in Science
- Division DRRM Coordinators
- Youth Formation Development, PDO I
- CCAM Quiz Bee Contestants (Grades 7 or 8)
- Poster Making Contestants (Grades 9 or 10)
- Pitch Project Presentation Contestants (Senior HS)
- Eco-Friendly Costume Contestants
- YES-O Club Advisers

V. EXTERNAL PARTNERS

- City Mayor
- City Environmental Cluster
- Museo ng Muntinlupa

VI. DETAILED MECHANICS OF THE ACTIVITY

A. Mechanics for the Poster-Making Contest (Grades 7 or 8)

I. Overview

The Regional Climate Change Caravan Poster-Making Contest aims to raise awareness about climate change and its impact on Mother Earth. The creative poster will be a powerful tool to inspire and educate others about the urgency of addressing this global issue.

Each SDO is allowed to select one (1) participant from Grades 7 or 8 for the Poster-Making Contest.

The contest theme is “**Regional Climate Change Caravan 2024: From Knowledge to Action: Youth-Led Climate Adaptation Strategies.**” The poster should reflect the collective effort to combat climate change and promote sustainable practices.

II. Venue: Muntinlupa National High School

III. Poster-Making Contest Guidelines

1. Each SDO will have one participant, either from Grade 7 or Grade 8.
2. Poster specifications:
 - **Size:** 20 x 30 illustration board (provided by the host Division).
 - **Orientation:** Portrait only.
 - **Medium:** Participants should bring their own drawing and coloring materials (e.g., crayons, pastels, coloring pencils, watercolor, poster paints, and markers).
3. Content Guidelines:
 - The poster should creatively express the theme.

- Focus on the impacts of climate change and the importance of sustainable practices and youth-led initiatives.
 - Use imagery, symbols, and colors that convey a sense of urgency, hope, and need for action.
 - Avoid any content that may be offensive, discriminatory, or inappropriate.
4. After the announcement of the theme, participants will have 5 minutes to consult with their coaches. Participants will then have 2 ½ hours to work on their entries. Coaches must leave the room during this period.
5. Judging Criteria:
- | | |
|--------------------------------------|-----|
| ○ Creativity and Originality: | 30% |
| ○ Visual Impact: | 20% |
| ○ Relevance to the Theme: | 15% |
| ○ Message Clarity: | 25% |
| ○ Overall ExecuBtion: | 10% |
- Total:** 100%
6. After the contest, all entries will be submitted to the host division in charge.
7. The Panel of Judges shall be composed of the following:
- Chairperson
 - Vice Chairperson
 - Members
 - Tabulator
8. The Panel of Judges shall announce and award the winners. The decision of the Panel of Judges is final.
9. Prizes:
- The top three (3) winners will receive medals and certificates of achievement.
 - All participants will receive a certificate of participation.

B. Mechanics for the Quiz Bee Contest (Grade 9 or 10)

I. Overview

The Regional Climate Change Caravan Quiz Bee aims to assess the learners' knowledge and understanding of climate change and its impact on the environment. The contest will provide a platform for participants to showcase their understanding of climate change issues and solutions, fostering a sense of environmental responsibility.

II. Eligibility

Participants must be Grade 9 or Grade 10 students. Each SDO can select one participant for the quiz bee to represent their Division.

III. Registration

Participants must register at the venue before the contest starts. The Division DRRM Coordinator is the designated official contact person for registration and communication purposes.

IV. Format

1. The quiz bee will consist of three (3) rounds: preliminary (easy), semifinal (average), and final (difficult).

Preliminary:

2. The preliminary round will be a written test with multiple-choice or short-answer questions on climate change-related topics. The top eight (8) participants with the highest scores will advance to the semifinal round.

Semifinals:

3. Questions will be a mix of multiple-choice, fill-in-the-blanks, and true/false. The top five (5) participants with the highest scores will advance to the final round.

Final Round:

4. Finalists will face a series of challenging questions, including multiple-choice, true/false, short-answer, and visual identification. The participant with the highest score at the end of the final round will be declared the winner.

V. Question Bank

Questions will cover various aspects of climate change, including

- Causes of climate change (e.g., greenhouse gas emissions, deforestation)
- Impact of climate change on ecosystems (e.g., biodiversity loss, sea-level rise)
- Renewable energy sources and sustainable practices
- Climate change adaptation policies
- Climate change adaptation and mitigation strategies
- International agreements and initiatives (e.g., Paris Agreement, Kyoto Protocol)
- The role of individuals, communities, and governments in addressing and combating climate change

VI. Time Management

Each round will have a predetermined time limit to ensure the smooth progress of the contest. Participants must complete answering the questions within the given time frame.

VII. Moderation and Scoring

A quizmaster will moderate the contest, ensuring fairness and adherence to the rules. Scores will be awarded based on correct answers. In case of a tie, a tiebreaker round will be conducted to determine the winner.

- | | |
|---|------------------|
| ○ Preliminary Round Scoring: 10 Questions | 5 points |
| ○ Semifinal Round Scoring: 5 Questions | 10 points |
| ○ Final Round Scoring: 5 Questions | 15 points |

VIII. Awards and Recognition

The overall winner will be awarded a trophy and certificate. Certificates of participation will be provided to all participants. The contest results and the overall winner will be announced during the closing ceremony.

IX. The Panel of Judges and TWG

Chairperson:

Judge 1:

Judge 2:

Judge 3:

TWG

Tabulator / Scorer:

Quiz Master:

C. Mechanics for the Project Pitch Presentation (Senior HS)

I. Overview

The Regional Climate Change Caravan Project Pitching is open to Grades 11 and 12 Senior High students. Each SDO can select one (1) participant to represent their Division.

The Project Pitching aims to design, formulate, and pitch youth-led innovative projects that effectively address climate change mitigation within the school environment. These projects aim to empower students and staff by fostering a culture of sustainability and proactive environmental stewardship. By leveraging education, community involvement, and practical solutions, the projects will reduce the carbon footprint of schools, enhance climate literacy, and build resilience among the youth to drive meaningful change.

II. Project Pitching Guidelines on the Theme "From Knowledge to Action: Youth-Led Climate Adaptation Strategies"

1. Begin with a Strong Opening:

Start your pitch by presenting a compelling story or fact that highlights the urgency of climate change, and the unique role youth can play in addressing it.

Example: "Imagine a future where our school's green initiatives are not just theoretical but are actively reducing our carbon footprint, improving biodiversity, and inspiring the community. This is the vision behind our youth-led climate adaptation strategy."

2. Define the Problem:

Clearly outline the specific climate challenges the school or local community faces, such as increased heat waves, flooding, or reduced biodiversity. Explain why these issues are important and need immediate attention.

3. Present the Solution:

Introduce your project by explaining how it addresses the identified problem through youth-led initiatives. For example, propose the creation of a student-led climate action committee that implements and monitors sustainability projects such as rain gardens, energy audits, or waste reduction programs.

4. Detail the Implementation Plan:

Outline the steps for executing the project. This should include:

- Research and Education - Training students on climate science and adaptation strategies.
- Action Plan Development - Collaborating with teachers and experts to design feasible projects.

- Implementation - Mobilizing resources, assigning roles, and setting timelines.
- Monitoring and Evaluation - Establishing metrics for success and methods for tracking progress.

5. Highlight the Role of Youth:

Emphasize the importance of youth leadership in driving the project. Explain how empowering students will not only foster a sense of ownership but also build their skills in leadership, project management, and advocacy.

6. Showcase the Impact:

Demonstrate the potential benefits of the project, both immediate and long-term. Discuss the expected outcomes, such as reduced greenhouse gas emissions, increased student and community awareness, or enhanced resilience to local climate impacts. Use data or examples from similar successful projects to strengthen your case.

7. Engage with Stakeholders:

Mention how the project will involve various stakeholders, including teachers, local environmental groups, parents, and the broader community. Explain how this inclusive approach will enhance the project's sustainability and impact.

8. Call to Action:

Conclude your pitch with a call to action, inviting decision-makers and potential supporters to join in making the project a reality. Express enthusiasm and confidence in the student's ability to lead the initiative and make a difference.

9. Prepare for Q&A:

Anticipate potential questions or concerns and be prepared to address them with clear, concise answers. Be ready to discuss the budget, feasibility, and specific technical details if asked.

10. Use Visual Aids:

Utilize engaging visuals such as infographics, videos, or prototype models to make your pitch more compelling and easier to understand.

III. Criteria for Judging:

- a. **Relevance to Climate Change Adaptation (20 points)**
 - Does the project address a specific challenge related to climate change adaptation?
 - Is the solution focused on making the school or local community more resilient to the impacts of climate change (e.g., flooding, heatwaves, droughts, biodiversity loss)?
- b. **Innovation and Creativity (15 points)**
 - Does the project offer a novel approach or idea that differentiates it from traditional methods?
 - How creatively does the project integrate scientific knowledge, technology, or community engagement?
- c. **Feasibility and Practicality (20 points)**

- Is the project realistic and implementable within the school's resources and timeframe?
 - Does the pitch outline a clear and achievable action plan, including steps for execution, required materials, and budget considerations?
- d. Impact and sustainability (20 points)**
- What is the project's potential impact on the school's ability to adapt to climate change?
 - Does the project have a long-term sustainability plan, ensuring that benefits continue after initial implementation?
 - Does it include strategies for monitoring and evaluation to measure its effectiveness over time?
- e. Engagement and Collaboration (15 points)**
- Does the project promote participation from various stakeholders, including students, teachers, parents, and the local community?
 - How well does the project foster a sense of ownership and collaboration among these groups?
- f. Presentation and Communication (10 points)**
- Was the project pitch well-organized, clear, and effectively communicated?
 - Did the presenters use engaging visuals, data, or demonstrations to enhance their presentation?
 - How well did the team respond to questions and feedback from the judges?
- g. Alignment with Educational Goals (10 points)**
- Does the project align with the educational goals of the school, enhancing learning opportunities for students about climate change adaptation?
 - Does it encourage critical thinking, problem-solving, and hands-on learning?

Total: 100 points

D. Guidelines for Climate Change Eco-Friendly Costume Contest

I. Overview

The Eco-Friendly Costume Contest is a creative and educational event designed to raise awareness about environmental sustainability and promote the use of recycled and eco-friendly materials in fashion. Participants are challenged to design and create costumes using sustainable materials, such as recycled fabrics, biodegradable substances, and repurposed items, showcasing their creativity while highlighting the importance of environmental conservation. The contest shall inspire innovative and artistic expressions through the use of eco-friendly materials, demonstrating that sustainable fashion can be both stylish and environmentally responsible.

II. **Target Participants:** Open to students from senior high schools, and participants should be passionate about climate change and environmental sustainability

III. **Eco-Friendly Attire:** Participants will design, and wear outfits made from sustainable, recycled, or upcycled materials. The attire should creatively represent an aspect of climate change or environmental conservation.

IV. **Criteria for Judging**

- a. **Creativity:** Costumes should showcase original and innovative ideas and artistic expressions that stand out from conventional designs. (50%)
- b. **Sustainability:** Costumes should predominantly feature materials that are environmentally friendly, recycled, or upcycled. (30%)
- c. **Relevance:** Costumes should convey a clear and impactful message about climate change and the importance of sustainable practices. (20%)

V. **Awards and Recognition**

Title Winner:

Awarded to the contestant with the highest overall score, recognized as a "Climate Change Ambassador"

Special Awards: Most Creative Eco-Friendly Attire

VII. The Panel of Judges and TWGs shall be composed of the following:

Chairperson:

Judge 1:

Judge 2:

Judge 3:

TWG

Tabulator / Scorer:

VII. PROGRAM OF ACTIVITIES

REGIONAL CLIMATE CHANGE CARAVAN (RCCC)

"From Knowledge to Action: Youth-Led Climate Adaptation Strategies"

Date: **November 2024**

Venue: **MUNTINLUPA NATIONAL HIGH SCHOOL**

7:00 – 8:00 AM	REGISTRATION / Check-In (Attendance per Division)
8:00 AM – 12:00 NN	OPENING PARADE OPENING CEREMONY AVP <ul style="list-style-type: none">○ PHILIPPINE NATIONAL ANTHEM○ PRAYER○ NCR HYMN OPENING REMARKS RATIONALE PRESENTATION OF PARTICIPANTS MESSAGE KEYNOTE SPEECH
12:00 NN – 1:00 PM	LUNCH
1:15 – 4:00 PM	SIMULTANEOUS ACTIVITIES <ul style="list-style-type: none">• QUIZ BEE CONTEST Venue: • POSTER MAKING CONTEST Venue: • PROJECT PITCH PRESENTATION Venue
4:15 – 5:30 PM	AWARDING OF MEDALS AND CERTIFICATES CLOSING REMARKS NCR

REGIONAL CLIMATE CHANGE CARAVAN (RCCC)

"TARA USAP TAYO – PARA SA KALIKASAN"

Date: **November 2024**
Venue: **MUSEO MUNTINLUPA**

1:00 – 4:00 PM
Caravan

All Guest Attendees of the Regional Climate Change
(16 Division)

Message RD

Keynote Speaker No. 1 LGU

QA

Keynote Speaker No. 2 LGU


QA

Closing

VIII. BUDGET: TWO HUNDRED THOUSAND PESOS ONLY
(Php 200,000.00) – NCR-24-09-1084

Prepared by:


EDUARDO L. KONDO
Project Development Officer II, DRRM

Reviewed by: 
MA. REGAELE A. OLARTE
OIC-Chief / Education Program Supervisor
Schools Governance and Operations Division

Approved by: 
VIOLETA M. GONZALES
Asst. Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent