Republic of the Philippines

Department of Education

REGION IV- A CALABARZON

CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

22 August 2025

DIVISION MEMORANDUM
No. 571 s. 2025

2025 SCIENCE MONTH CELEBRATION

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Heads, Public Elementary and Secondary Schools
Heads, Unit/Section
All Others Concerned

1. With reference to **Presidential Proclamation No. 264** dated September 23, 2002 declaring September as Science Month, this Office, through the Curriculum Implementation Division, shall conduct the **2025 Science Month Celebration** with this year's theme **"SPATIALYZE: Surveying Societies, Sensing Solutions"**. Thus, schools are encouraged to conduct their school-based activities integrated in their Science lessons subject to *no-disruption-of-classes* policy.

2. Supporting the theme, the celebration aims to:
   a. promote inquiry-based learning and science process skills;
   b. provide sustained solutions to environmental problems towards creating a 'green' economy; and
   c. develop/sustain the Science, Technology, Engineering, and Mathematics (STEM) skills framework stipulated in the Revised K to 12 Science curricula.

3. Enclosed are the timeline of suggested activities (Enclosure 1), and mechanics of suggested activities (Enclosure 2) for the school-based Science Month activities. School-based accomplishment report shall be uploaded using this link: https://tinyurl.com/2025ScienceMonth **on/before 31 October 2025**.

4. Widest dissemination of this Memorandum is desired.

CELEDONIO B. BALDERAS JR.
Schools Division Superintendent

Encl.: As stated
Reference: Presidential Proclamation No. 264
To be indicated in the Perpetual Index
under the following subjects:

CELEBRATION

CID - 2025 science month celebration
CIDFFGG8-002069/August 22, 2025

Address: Brgy. Potol, Tayabas City
Telephone No.: (042) 785-9615
Email Address: tayabas.city@deped.gov.ph
Website: https://www.sdotayabascity.ph

Enclosure 1

TIMELINE OF SUGGESTED ACTIVITIES

Activity	Target Date of Conduct	Target Participants	Responsible Persons
Quiz Bee	September 5, 12, 19, and 26, 2025	• Key Stage 1: Gr. 3 • Key Stage 2: Gr. 4-6 • Key Stage 3: Gr. 7-10	• School Head • School Science Coordinator • Elementary and Secondary science teachers • KS 1-3 learners
Digital Poster-Slogan	September 13, 2025	• Key Stage 1: Gr. 3 • Key Stage 2: Gr. 4-6	• School Head • School Science Coordinator • Elementary teachers • KS 1-2 learners
Science TeachTalk	any Friday or Saturday of September 2025	• Key Stage 1: Gr. 3 • Key Stage 2: Gr. 4-6 • Key Stage 3: Gr. 7-10 • Key Stage 4: Gr. 11-12	• School Head • School Science Coordinator • Elementary and Secondary science teachers • KS 1-4 learners
Science Garden	Year-round	• Key Stage 1: Gr. 3 • Key Stage 2: Gr. 4-6 • Key Stage 3: Gr. 7-10 • Key Stage 4: Gr. 11-12	• School Head • School Science Coordinator • Elementary and Secondary science teachers • KS 1-4 learners
Science Exhibit	Year-round	• Key Stage 1: Gr. 3 • Key Stage 2: Gr. 4-6 • Key Stage 3: Gr. 7-10 • Key Stage 4: Gr. 11-12	• School Head • School Science Coordinator • Elementary and Secondary science teachers • KS 1-4 learners
AGHAMAZING	September 26, 2025	• Key Stage 3: Gr. 7-10 • Key Stage 4: Gr. 11-12	• School Head • School Science Coordinator • Elementary and Secondary science teachers • KS 3-4 learners
TugSayAwit	September 26, 2025	• Key Stage 1: Gr. 3 • Key Stage 2: Gr. 4-6 • Key Stage 3: Gr. 7-10 • Key Stage 4: Gr.11-12	• School Head • School Science Coordinator • Elementary and Secondary science teachers • KS 1-4 learners
TUKLAS: A Research Project Fair	September 30 & October 01, 2025	• Key Stage 3: Gr. 9-10 • Key Stage 4: Gr. 11-12	• School Head • School Science Coordinator • Elementary and Secondary science teachers • KS 3-4 learners

Enclosure 2

MECHANICS OF SUGGESTED ACTIVITIES

Title of the Activity:	*Quiz Bee*	***Grade Level:***	3-10
Description of the Activity (What is the importance of this activity in developing learners' skills?)	This encapsulates a spectrum of scientific domains, such as Life Science, Earth and Space, Materials Science, and Force, Motion, and Energy. Each question is created to assess the understanding of science concepts. Likewise, results of the quiz bee can serve as data to teachers in providing the necessary remediation/enrichment activities to the learners.		
Final Output (Expected Result)	Formative Assessment Result		
Duration (How long will the learners work on the activity?)	4 Days (every Friday of September during the conduct of Catch-Up Friday)		
Driving Question (What is the scientific purpose of the activity?)	How will the learners develop scientific literacy to become informed and participative citizens who are able to make judgments and decisions regarding applications of scientific knowledge that may have social, health, or environmental impacts?		

Target Learning Competencies (based on the revised Science K to 10 curriculum guide)	***Realization and Learning*** (Learning that took place)
Grade 3 • Identify objects, activities, or natural events observed in their local environment that can be explained by science; • Participate in guided science activities by asking questions and tinkering with materials; • Describe the uses of various science equipment and materials used in simple activities, such as a ruler, hand lens, scissors, balloons, modeling clay, and cardboard; • Describe different science process skills used in performing simple science activities, such as observing, predicting, and measuring using units such as millimeter, centimeter, and meter; • Describe the physical properties of solid materials, such as hard, shiny, or stretchable; • Explain that changes in materials can be harmful to living and non-living things in the environment, such as trash disposal, and burning household materials; • Demonstrate proper handling and disposal of materials according to their properties, such as reusing objects, disposing of excess oil into garbage, and recycling paper, plastic or glass;	Learners demonstrated simple science processes to explore common local materials, their physical properties and uses. They participated in guided science activities including simple measurements using units, such as millimeters, centimeters, and meters. They demonstrated safe handling procedures to use equipment and materials.

• Describe how changes in solid materials make them useful, such as when they are shaped, pressed, hammered, joined, or cut; • Identify the properties and uses of metals used by the local community such as iron, gold, silver, and copper.	
Grade 4 • Use information from secondary sources to identify a famous Filipino and / or foreign scientist and their invention/s. • Use information from a home or the local community to identify a science invention and explain its impact on their everyday life • Describe the chemical properties of materials, such as they can be burnt, react with other materials, or are degradable or biodegradable • Describe changes in properties of materials when exposed to certain changes in temperature, such as changes when wood or coal are burned; • Demonstrate ways to minimize harmful changes in materials, such as restriction of burning of waste materials, and care in handling reactive materials • Identify issues and concerns in the local community and how they could be addressed by science, such as the treatment of waste • Apply science process skills and attitudes in conducting a guided survey about environmental issues and concerns including grouping and classifying, communicating, and open mindedness	Learners were able to describe chemical properties of materials and changes to them. They demonstrated an understanding that science processes can solve everyday problems and use creativity and determination to provide examples. They exhibited objectivity and open-mindedness in gathering information related to environmental issues and concerns in the community.
Grade 5 • Describe matter as anything that has mass and takes up space; • Identify that matter has (exists in) three states called solids, liquids, and gases; • Describe the properties of solids, liquids, and gases in terms of shape and volume: a. solids: definite shape and volume b. liquids: no definite shape; definite volume c. gases: no definite shape or volume; • Identify objects at home and in the classroom as solid, liquid or gas; • Use measuring cylinders or beakers to measure volume using units, such as milliliters (mL), and liters (L); • Describe how changes in temperature cause matter to change in state, such as solid to liquid to gas; • Describe the steps of a simple science	Learners described three states of matter based on properties of shape and volume and identify that heat is involved in changes of state. They planned a simple scientific investigation following appropriate steps and using units such as milliliters, liters, grams, kilograms, and degrees Celsius for measuring.

Address: Brgy. Potol, Tayabas City
Telephone No.: (042) 785-9615
Email Address: tayabas.city@deped.gov.ph
Website: https://www.sdotayabascity.ph

investigation: a. What is the problem? b. What materials do you need? c. What do you need to do? d. What have you found out/learned? • Identify and appropriately use units in simple science activities, such as milligrams (mg,) grams (g), kilograms (kg), and degrees centigrade (°C); and • plan simple scientific investigations in answering questions, such as "Do gases (like air) or liquids (like water) have mass?", using appropriate simple science equipment, such as a balance, and a thermometer, with appropriate units.	
Grade 6 • Describe the appearance and uses of homogenous and heterogenous mixtures • Describe techniques in separating mixtures such as decantation, evaporation, filtering, sieving, and using magnet	Learners could now describe the appearance of mixtures as uniform or non-uniform and classify them as homogeneous or heterogeneous mixtures.
Grade 7 • Recognize that scientists use models to explain phenomena that cannot be easily seen or detected • Describe the Particle Model of Matter as "All matter is made up of tiny particles with each pure substance having its own kind of particles." • Describe that particles are constantly in motion, have spaces between them, attract each other, and move faster as the temperature increases (or with the addition of heat) • Use diagrams and illustrations to describe the arrangement, spacing, and relative motion of the particles in each of the three states (phases) of matter • Explain the changes of state in terms of particle arrangement and energy changes • Follow appropriate steps of a scientific investigation which includes: a. Aim or problem, b. Materials and equipment, c. Method or procedures, d. Results including data, and e. Conclusion • Identify the role of the solute and solvent in a solution • Express quantitatively the amount of solute present in a given volume of solvent • Identify solutions, which can be found at home and in school and that react with litmus indicator, as acids, bases, and salts	Learners could recognize that scientists use models to describe the particle model of matter. They used diagrams and illustrations to explain the motion and arrangement of particles during changes of state. They demonstrated an understanding of the role of solute and solvent in solutions and the factors that affect solubility. Lastly, they demonstrated skills to plan and conduct a scientific investigation making accurate measurements and using standard units.
Grade 8	Learners demonstrated the

• Using a labeled diagram, trace how food travels through the digestive tract and explain how different digestive processes work, including mechanical processing, secretion, digestion, absorption, and elimination; • Use models, flow charts, diagrams, and simulations to explain how body systems work together, such as digestion and excretion; • Describe how plant organs (leaf, stem, roots) work together as the transport system; • Represent patterns of inheritance of a simple dominant/ recessive characteristic through generations of a family; • Predict simple ratios of offspring genotypes and phenotypes in crosses involving dominant/recessive gene pairs; • Describe the importance of the six-kingdom system and the three-domain system of classification of living things; • Explain why humans are classified under Class Mammalia and the Order Primates; • Using flow charts and labeled diagrams explain the role of plants and animals in the cycles of nature, such as the carbon, oxygen, and water cycles; • Describe the process of photosynthesis and respiration, and identify its raw materials needed and products; • Using information from secondary sources identify the different parts of the cell where photosynthesis and respiration occur; • Plan a scientific investigation to verify the raw materials needed for photosynthesis.	use of models, flow charts, and diagrams to illustrate how body systems work together for the growth and survival of an organism. They represented patterns of inheritance and predict simple ratios of offspring. They explained that the classification of living things shows the diversity and unity of living things. They described the processes of respiration and photosynthesis and plan and record a scientific investigation to verify the raw materials needed. They used flow charts and diagrams to explain cycles in nature.
Grade 9 • Explain how the respiratory and circulatory systems work together to transport nutrients, gasses, and other molecules to and from the different parts of the body • Infer how one's lifestyle can affect the functioning of respiratory and circulatory systems • Explain the different patterns of Non-Mendelian inheritance • Relate species extinction to the failure of populations of organisms to adapt to abrupt changes in the environment. • Differentiate the basic features and importance of photosynthesis and respiration	Learners learned about the relationship of respiratory and circulatory systems of the human body. The could also explain the different patterns of Non-Mendelian inheritance and related species extinction to the failure of populations of organisms to adapt to abrupt changes in the environment.
Grade 10 • Describe and relate the distribution of active	Learners discovered that volcanoes, earthquake

volcanoes, earthquake epicenters, and major mountain belts to Plate Tectonic Theory • Describe the different types of plate boundaries • Explain the different processes that occur along the plate boundaries • Describe the possible causes of plate movement • Enumerate the lines of evidence that support plate movement	epicenters, and mountain ranges are not randomly scattered in different places but were located in the same areas. This led to an appreciation of plate tectonics—a theory that binds many geologic processes such as volcanism and earthquakes.

Mechanics (How will you conduct the activity in the school?)

1. The Science Quiz Bee is an individual contest open to all learners in Key Stages 1-4. For Grades 1-2, Science Quiz Bee will be conducted only to schools offering Special Science Elementary School (SSES) program.
2. Each teacher should select a representative from each section to participate in their school-initiated quiz bee. Teachers are encouraged to develop questions based on the 2016 K to 12 Science and/or revised K to 10 Science MATATAG curricula for Quarter 1 only.
3. The quiz bee has three rounds: **BEGINNER (1 point)**, **INTERMEDIATE (3 points)**, and **ADVANCED (5 points)**. Each round is composed of 10 questions only. Questions to be discussed are of objective type. Teachers can use creative ways to allow learners display their answers.
4. All answers must be spelled correctly to be considered correct for those without options. Use of calculators is not allowed.
5. Each participant will start with zero score at the start. The accumulation of points all throughout the quiz bee will be cumulative.
6. In case of a tie, a clincher round, composed of 5 questions, will be given with two points each for each correct answer. The scores will be added to the partial score of the competing contestant to determine the winner.
7. Answers that require units must be complete. No units of measurement will not be considered as a correct answer.
8. For the duration of the quiz bee, each participant should stay in a private (quiet and undisturbed) room. Only the participant can stay in the said room and shouldn't be accompanied by anyone.
9. No one is allowed to go outside of their private rooms once the quiz bee has started unless official breaks are called by the Quiz Master.
10. Non-compliance to the rules would result to automatic disqualification from the quiz bee.
11. Certificates of Recognition and Medal will be given to the 1st, 2nd, and 3rd placers.

Title of the Activity:	*Digital Poster-Slogan*	***Grade Level:***	3-6
Description of the Activity (What is the importance of this activity in developing learners' skills?)	This activity focuses on the 2025 Science Month Celebration with the theme, *"SPATIALYZE: Surveying Societies, Sensing Solutions"*. Target participants to this activity are the Key Stage 1 (Grade 3) and Key Stage 2 (Grades 4-6) learners. For Key Stage 1, the slogan will use Filipino language, while English language for Key Stage 2. The slogan is composed of **4 lines with 5 words per line**.		
Final Output (Expected Result)	Poster-Slogan		
Duration (How long will the learners work on the activity?)	1 Day (September 12, 2025)		
Driving Question/s (What is the scientific purpose of the activity?)	How will the learners provide environmental solution and create opportunity towards *Green Economy*?		

Target Learning Competencies (based on the revised Science K to 10 curriculum guide)	***Realization and Learning*** (Learning that took place)
Grade 3 • Identify objects, activities, or natural events observed in their local environment that can be explained by science; • Participate in guided science activities by asking questions and tinkering with materials; • Describe the uses of various science equipment and materials used in simple activities, such as a ruler, hand lens, scissors, balloons, modeling clay, and cardboard; • Describe different science process skills used in performing simple science activities, such as observing, predicting, and measuring using units such as millimeter, centimeter, and meter; • Describe the physical properties of solid materials, such as hard, shiny, or stretchable; • Explain that changes in materials can be harmful to living and non-living things in the environment, such as trash disposal, and burning household materials; • Demonstrate proper handling and disposal of materials according to their properties, such as reusing objects, disposing of excess oil into garbage, and recycling paper, plastic or glass;	Learners demonstrated simple science processes to explore common local materials, their physical properties and uses. They participated in guided science activities including simple measurements using units, such as millimeters, centimeters, and meters. They demonstrated safe handling procedures to use equipment and materials.

Address: Brgy. Potol, Tayabas City
Telephone No.: (042) 785-9615
Email Address: tayabas.city@deped.gov.ph
Website: https://www.sdotayabascity.ph

• Describe how changes in solid materials make them useful, such as when they are shaped, pressed, hammered, joined, or cut; • Identify the properties and uses of metals used by the local community such as iron, gold, silver, and copper.	
Grade 4 • Use information from secondary sources to identify a famous Filipino and / or foreign scientist and their invention/s. • Use information from a home or the local community to identify a science invention and explain its impact on their everyday life • Describe the chemical properties of materials, such as they can be burnt, react with other materials, or are degradable or biodegradable • Describe changes in properties of materials when exposed to certain changes in temperature, such as changes when wood or coal are burned; • Demonstrate ways to minimize harmful changes in materials, such as restriction of burning of waste materials, and care in handling reactive materials • Identify issues and concerns in the local community and how they could be addressed by science, such as the treatment of waste • Apply science process skills and attitudes in conducting a guided survey about environmental issues and concerns including grouping and classifying, communicating, and open mindedness	Learners were able to describe chemical properties of materials and changes to them. They demonstrated an understanding that science processes can solve everyday problems and use creativity and determination to provide examples. They exhibited objectivity and open-mindedness in gathering information related to environmental issues and concerns in the community.
Grade 5 • Describe matter as anything that has mass and takes up space; • Identify that matter has (exists in) three states called solids, liquids, and gases; • Describe the properties of solids, liquids, and gases in terms of shape and volume: a. solids: definite shape and volume b. liquids: no definite shape; definite volume c. gases: no definite shape or volume; • Identify objects at home and in the classroom as solid, liquid or gas; • Use measuring cylinders or beakers to measure volume using units, such as milliliters (mL), and liters (L); • Describe how changes in temperature cause matter to change in state, such as solid to liquid to gas; • Describe the steps of a simple science investigation: a. What is the problem?	Learners described three states of matter based on properties of shape and volume and identify that heat is involved in changes of state. They planned a simple scientific investigation following appropriate steps and using units such as milliliters, liters, grams, kilograms, and degrees Celsius for measuring.

Address: Brgy. Potol, Tayabas City
Telephone No.: (042) 785-9615
Email Address: tayabas.city@deped.gov.ph
Website: https://www.sdotayabascity.ph

b. What materials do you need? c. What do you need to do? d. What have you found out/learned? • Identify and appropriately use units in simple science activities, such as milligrams (mg,) grams (g), kilograms (kg), and degrees centigrade (°C); and • plan simple scientific investigations in answering questions, such as "Do gases (like air) or liquids (like water) have mass?", using appropriate simple science equipment, such as a balance, and a thermometer, with appropriate units.	
Grade 6 • Describe the appearance and uses of homogenous and heterogenous mixtures • Describe techniques in separating mixtures such as decantation, evaporation, filtering, sieving, and using magnet	Learners could now describe the appearance of mixtures as uniform or non-uniform and classify them as homogeneous or heterogeneous mixtures.

Mechanics (How will you conduct the activity in the school?)

1. This activity focuses on the theme *"SPATIALYZE: Surveying Societies, Sensing Solutions"*.
2. Target participants to this activity are the Key Stage 1 (Grade 3) and Key Stage 2 (Grades 4-6) learners. For Key Stage 1, the slogan should use Filipino language, while English language for Key Stage 2. The slogan is composed of 4 lines with 5 words per line only.
3. Learners are encouraged to use the following materials:
   - Canva® or any other digital editing tools;
   - Laptop
4. The criteria for judging are as follows:

• Creativity	-	30%
• Overall presentation	-	30%
• Relevance to the theme	-	20%
• Originality	-	20%
Total		**100%**

Title of the Activity:	Science TeachTalk	***Grade Level:***	3-12
Description of the Activity (What is the importance of this activity in developing learners' skills?)	This activity is a lively discussion that provides deeper insights on technology news and innovations, along with animated explanations that raise awareness about the latest technology topics and environmental issues such as Robotics Intelligence, Climate Change, Reducing Carbon Footprints, Natural/Manmade Disasters, among others. Likewise, topics to be discussed shall be anchored on the 2025 Science Month Celebration theme and subtheme promoting sustainable and *'green'* economy.		
Final Output (Expected Result)	Seminar Matrix; Pledge of Commitment		
Duration (How long will the learners work on the activity?)	1 day (any Friday or Saturday of September 2025)		
Driving Question/s (What is the scientific purpose of the activity?)	How will the learners develop awareness on the latest trend in technology and solutions to environmental issues and provide possible solutions?		

Target Learning Competencies (based on the revised Science K to 10 curriculum guide)	***Realization and Learning*** (Learning that took place)
Grades 3-12 All Science learning competencies stipulated in the 2016 K to 12 Science and MATATAG curricula	Learners were able to develop awareness on the latest trend in technology and possible solutions to local/international environmental issues.

Mechanics (How will you conduct the activity in the school?)

1. Each school can decide on the possible topic that may serve as the focus of the seminar. Topics such as Robotics Intelligence, Climate Change, Reducing Carbon Footprints, among others, are the latest trends in Science.
2. Seminar can be conducted after class any Friday or Saturday of September 2025 subject to *no-disruption-of-schools* policy (DO 009, s.2005). You may opt to do it on Saturday provided that the parents have given consent to their children.
3. All safety and health protocols should be followed during the conduct of this activity.

Address: Brgy. Potol, Tayabas City
Telephone No.: (042) 785-9615
Email Address: tayabas.city@deped.gov.ph
Website: https://www.sdotayabascity.ph

Title of the Activity:	Science Garden	***Grade Level:***	
Description of the Activity (What is the importance of this activity in developing learners' skills?)	This activity is designed to encourage every school to promote *'green'* economy by understanding the importance of science gardens with medicinal plants. This activity is developed for elementary and secondary learners to seize opportunity to explore and to discover the treasures in their own school yard. Lastly, science garden promotes discovery and experiential learning which cannot be found inside the classroom.		
Final Output (Expected Result)	Science Garden		
Duration (How long will the learners work on the activity?)	Year-round preparation and implementation		
Driving Question/s (What is the scientific purpose of the activity?)	How will the school promote *'Green' Economy* developing learners' environmental awareness and science process skills?		

Target Learning Competencies (based on the revised Science K to 10 curriculum guide)	***Realization and Learning*** (Learning that took place)
Grades 3-12 All Science learning competencies stipulated in the revised K to 12 Science curriculum	Learners were able to appreciate the importance of promoting *'green' economy* in schools and to appreciate Nature's gifts through establishing Science garden.

Mechanics (How will you conduct the activity in the school?)

1. Form a School Garden Committee. A garden committee makes decisions about how a school's garden will look, what it will be used for, and how it will operate. Whatever model you choose, the committee should ideally consist of 5-10 members representing the following areas: school's administration, teaching staff, YES-O officers, parents, and community volunteers.
2. Determine goals for your garden. Once you have your committee in place, determining goals for your garden is an important next step. Schools build gardens for different reasons such as promoting medicinal plants, saving native flora of the community, outsourcing for school income generating projects, among others.
3. Find your ideal school site. Now that you know the main purposes for your garden, review available sites and determine which one is right for your needs.
4. Plan and design your site. Working with a garden or landscape designer is often beyond the reach of schools sticking to a bare bones budget, yet it can also be a way to save costs in the long term. To begin, talk with other schools in the division that already have successful gardens and ask who helped them with their design. If your garden will be small—just a few beds—the main question you'll need to answer is where to locate those beds and how to place them. For larger gardens, there are other important considerations.

Address: Brgy. Potol, Tayabas City
Telephone No.: (042) 785-9615
Email Address: tayabas.city@deped.gov.ph
Website: https://www.sdotayabascity.ph

Title of the Activity:	Science Exhibit	***Grade Level:***	3-12
Description of the Activity (What is the importance of this activity in developing learners' skills?)	This activity showcases learners' outputs, either individually or by group, as part of the performance tasks in Science. This includes poster-slogan, localized Science materials, inventions, investigatory projects, and the like. This enables the school to encourage learners to continuously develop their 21st century competencies including science process skills and Science, Technology, Engineering, and Mathematics (STEM) skills.		
Final Output (Expected Result)	Science learners' portfolio (poster-slogan, inventions, investigatory projects, etc.)		
Duration (How long will the learners work on the activity?)	Year-round		
Driving Question/s (What is the scientific purpose of the activity?)	How will the learners share their Science learner portfolio to promote 21st century skills such as communication and creativity?		

Target Learning Competencies (based on the revised Science K to 10 curriculum guide)	***Realization and Learning*** (Learning that took place)
Grades 3-12 All Science learning competencies stipulated in the 2016 K to 12 Science and MATATAG curricula	Learners were educated and engaged, individually or by group, by showcasing and explaining concepts, discoveries, innovations, and experiments.

Mechanics (How will you conduct the activity in the school?)

1. Facilitate participation. To encourage the involvement of learners, it is best to leave the organization, management, and selection of activities in their hands, always with the guidance of several teachers in charge. Younger students can also be apprentices of the "organizers," students in higher grades, thus promoting social relations in the school.
2. Prepare and decorate the space. It is fundamental that the environment of the fair looks different and it is evident, at first sight, that this is a special event. Put banners on the walls, hang science themed garlands, include posters with portraits of great scientists, etc.
3. Getting the maximum number of participants is key. Involving families and friends will garner greater participation, and will mean that students feel more motivated.
4. Schedule a list of creative and experiential workshops in the most economical way possible. Maximize the available Science and Mathematics equipment or invite school alumni that may give small talks during Science exhibit.

Address: Brgy. Potol, Tayabas City
Telephone No.: (042) 785-9615
Email Address: tayabas.city@deped.gov.ph
Website: https://www.sdotayabascity.ph

Title of the Activity:	AGHAMAZING	***Grade Level:***	7-12
Description of the Activity (What is the importance of this activity in developing learners' skills?)	This activity allows learner-participants to apply science and mathematics thinking skills to solve problems that have local, national, and global impact. It allows them to become problem solvers by addressing social, scientific, and environmental issues through the applications of STEM and 21st century skills.		
Final Output (Expected Result)	Science Research Proposal		
Duration (How long will the learners work on the activity?)	1 day		
Resource Requirements (What you need to bring during the contest proper)	Desktop/Laptop Notebook, Books and Other Printed Resources Pocket WiFi		
Driving Question/s (What is the scientific purpose of the activity?)	How can learners provide possible solutions to local and/or global issues through innovative, cost-effective, and creative solutions applying STEM and 21st century skills?		
Target Learning Competencies (based on the 2016 Science K to 10 and MATATAG Curricula)		***Realization and Learning*** (Learning that took place)	

Mechanics (How will you conduct the activity in the school?)

1. The competition shall consist of proposal writing and 1-minute oral presentation. The teams shall develop and present their research proposal to the panel of judges of their solution about a real-world problem/scenario of local or global importance. The situation containing the problem shall be given on-site during the showcase.
2. The participants are given 3 hours to conceptualize and prepare their written description of the proposed solution for the oral presentation. All entries submitted shall not bear any markings that identify their regions. The participants may use the internet and other printed resources in developing their written solution, however, the teams are not allowed to confer with their coaches while the activity is on – going. Any form of communication between the participants and other parties (coach, parents, classmates, teachers, etc.) shall warrant automatic disqualification.
3. The proposal solution shall have the following components:
   - Title
   - Summary (100-200 words)
   - Background and Problem (200-300 words)
     (*Describe the challenges and how the proposed solution addresses the problem presented. Scientific principles and technology applicable to the resolution of the problem)*
   - Beneficiaries
   - Proposed Solution to the Problem Presented (300-500 words)
   - Methods/Details of the Proposed Solutions including the Cost Analysis as applicable
   - Include Illustrations, figures, and charts
   - References (*May use any format as long as consistency is observed.*)
4. The teams shall encode their proposals in word processing software, double-spaced using Bookman Old style font size eleven set in A4 size paper.

Margins shall be 1 inch on all sides of the paper. Within the 3 hours, the teams shall submit their outputs (electronic copy) to the facilitators.

5. The proposals shall be subjected to a plagiarism check. Any proposals which exceed 15% similarity index (uncited) shall be deducted 2 points from the total score for every percent in excess. However, cited references shall be excluded from the 15% tolerance.
6. The submitted proposals shall be evaluated by the assessors before the oral presentation. A timer board shall be shown to the public as well as to the participants.
7. At the end of one minute, a buzzer shall signal that the time for presentation is up and the participants shall immediately stop presenting.
8. After the presentation, the assessors will ask questions for clarifications.
9. The participants will be ranked based on the combined scores in the written and the oral presentation where the highest scorer will be ranked first and so on.

Title of the Activity:	TugSayAwit	***Grade Level:***	3-12
Description of the Activity (What is the importance of this activity in developing learners' skills?	This activity is a combination of music (tugtog), dance (sayaw), and song (awit) dubbed *TugSayAwit.* Learners used indigenous and/or recyclable materials, and localized instruments to create their original lyrics and tune anchored on the 2025 Science Month Celebration theme and subtheme. This activity hones learners' teamwork, creativity, resourcefulness, and science process skills.		
Final Output (Expected Result)	TugSayAwit original composition (lyrics and tune) TugSayAwit indigenized and localized music instruments		
Duration (How long will the learners work on the activity?)	1 day (September 26, 2025)		
Driving Question/s (What is the scientific purpose of the activity?)	How can learners showcase creativity, ingenuity, resourcefulness, and science process skills in promoting sustainable and green economy?		

Target Learning Competencies (based on the 2016 Science K to 10 and MATATAG Curricula)	***Realization and Learning*** (Learning that took place)
Grades 3-12 All Science learning competencies stipulated in the 2016 K to 12 Science and MATATAG curricula	Learners were able to apply the learned science concepts and developed science process skills and to showcase 21st century skills in promoting sustainable and green economy

Mechanics (How will you conduct the activity in the school?)

1. TugSayAwit competition is suggested to be conducted during the culminating activity of the 2025 Science Month Celebration.
2. Each grade level/section is required to send an entry with a minimum of **15** and maximum of **20** participants.
3. The allotted time for each presentation is **5 to 7 minutes**.
4. TugSayAwit is in consonance with the environmental campaign focusing on the contestant's creative tune and music.
5. Localized costume and props should be coming from scrap objects such as plastics, old newspapers, among others. Props must be only hand props.
6. Selected teachers will serve as tabulators of the result.
7. Three (3) judges/experts will be chosen which can be teachers teaching other subject areas as part of collaborative and integrative approach in Science.
8. The criteria for judging are as follows:

✓ Mastery	-	30%
✓ Coordination	-	25%
✓ Localized Costume/Props	-	15%
✓ Stage Presence	-	10%
✓ Science Implication	-	20%
Total		**100%**

9. All participants will receive certificates. Top three winners for the said contest will receive trophies and certificates.

Title of the Activity:	TUKLAS: A Research Project Fair	***Grade Level:***	9-12
Description of the Activity (What is the importance of this activity in developing learners' skills?)	This activity is a DepEd-recognized national competition showcasing STEM research competitions that provides opportunities for Junior and Senior High School learners to present their research projects based on their field of interest and/or real-world problems, issues, and concerns.		
Final Output (Expected Result)	Science Investigatory Project (SIP) model and IMRAD-type manuscript		
Duration (How long will the learners work on the activity?)	Year-round preparation and implementation		
Driving Question/s (What is the scientific purpose of the activity?)	How will the learners apply inductive reasoning and science process skills in developing possible solutions to real-world problems, issues, and concerns based on their field of interest?		

Target Learning Competencies (based on the 2016 Science K to 10 and MATATAG Curricula)	***Realization and Learning*** (Learning that took place)
Grades 9-12 All Science learning competencies stipulated in the 2016 K to 12 Science and MATATAG curricula	Learners were able to apply the learned science concepts and developed science process skills in providing solutions to real-life problems including environmental issues, and other concerns.

Mechanics (How will you conduct the activity in the school?)

1. The competition is open to Grades 9-12 learners of both public and private high schools in the Philippines who have not reached the age of 20 on or before May 1 of the current school year. Learners may work individually or in teams with 2-3 members from the same school.
2. Each learner is only allowed to submit one (1) research project in one (1) of the four (4) research categories namely: (1) Life Science, (2) Physical Science, (3) Robotics and Intelligent Machines, and (4) Mathematics and Computational Sciences. The project should include no more than 12 months of continuous research and should not include research activities performed before January of the previous school year. (e.g., For school year 2024-2025 with the target opening of classes on June 2025 and ISEF on May 2025, research projects may be accomplished within 1-12 month/s starting from January 2024 to January 2025).
3. The top three (3) winners in each category of TUKLAS will be screened by the division Scientific Review Committee (SRC) and qualifiers will advance to the Division Science and Technology Fair (DSTF). First placers in each category in the Regional Science and Technology Fair (RSTF) will be screened by the national SRC. The qualifiers will advance to the National Science and Technology Fair (NSTF).
4. First and second placers in each category in the Regional Science and Technology Fair (RSTF) will be screened by the national SRC. The qualifiers will advance to the National Science and Technology Fair (NSTF).
5. Attached is the individual score sheet showing the criteria in judging the contests.

INDIVIDUAL SCORE SHEET
(Life and Physical Science, Robotics and Intelligent Machine, and Mathematics and Computational Science)

TUKLAS Category	RESEARCH PROJECT TILE	CRITERIA					TOTAL (100%)
		Creative Ability (30%)	Scientific Thought (30%)	Thoroughness (15%)	Skill (15%)	Clarity (10%)	
Life Science (Individual)							
Life Science (Team)							
Physical Science (Individual)							
Physical Science (Team)							
Robotics and Intelligent Machine (Individual)							
Robotics and Intelligent Machine (Team)							
Mathematics and Computational Science (Individual)							
Mathematics and Computational Science (Team)							

_____

Signature Over Printed Name
JUDGE
Date Signed: _____