

Republika ng Pilipina

Kagawaran ng Edukasyon

REHIYON V - BICOL

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES
SAN ROQUE, VIRAC, CATANDUANES

March 25, 2025

DIVISION MEMORANDUM


No. 906 s.2025

**PARTICIPATION IN THE 1ST AHS SUMMIT FOR NATIONAL FINALISTS OF THE
AIA HEALTHIEST SCHOOLS IN PARTNERSHIP WITH CORAZON SANCHEZ
ATAYDE MEMORIAL FOUNDATION (CSAMF)**

To: OIC-Assistant Schools Division Superintendent
Chief Education Supervisors
San Andres East Public Schools District Supervisor
Comagaycay ES and Lictin IS School Heads
SGOD SocMobNet SEPS
All Others Concerned

- The Schools Division of Catanduanes is pleased to announce that two (2) entries/ projects from our division have been shortlisted as top 6 finalists in their respective grade school categories. These projects are:
 - “Healthy Eating, Healthy Living: Nutritional Wellness Project” from Comagaycay ES.
 - “Move to Wellness: Energizing Schools through Dance Programs” from Lictin IS.
- In line with this, Corazon Sanchez Atayde Memorial Foundation (CSAMF) and AIA Philippines have invited the OIC-Schools Division Superintendent, to be represented by the Senior Education Program Specialist of Social Mobilization and Networking Unit, to attend the **1st AHS Summit on March 29, 2025** at the **33rd Flr. AIA Tower, 8767 Ayala cor. Paseo de Roxas, Makati City**.
- Attached herewith is the official invitation for reference.
- For information and compliance of all concerned.

By Authority of the OIC-Schools Division Superintendent:


EVA S. TOLENTINO
Administrative Officer V
Officer-in-Charge



San Roque, Virac, Catanduanes

052-8114063

catanduanes@deped.gov.ph

www.depedrovcatanduanes.com / www.catanduanes.deped.gov.ph



CORAZON S. ATAYDE
MEMORIAL FOUNDATION

March 24, 2025

CECILE C. FERRO, CESO VI

Assistant Schools Division Superintendent
OIC, Office of the Schools Division Superintendent
Department of Education – Division of Catanduanes

Dear Ma'am Ferro,

Greetings!

We are thrilled to share some exciting news! Out of 54 project entries submitted by 8 public schools across the country, two projects from the Division of Catanduanes have been shortlisted as top 6 finalists in their respective grade school categories. These projects are:

- "Healthy Eating, Healthy Living: Nutritional Wellness Project" from Comagaycay Elementary School.
- "Move to Wellness: Energizing Schools through Dance Programs" from Lictin Integrated School.

While these projects did not advance to the top 3 finalists, we would like to recognize the incredible effort and dedication of all participants from Lictin Integrated School and Comagaycay Elementary School. Their entries showcased the creativity, ingenuity, and commitment of Filipino youth in promoting sustainable health solutions. Through their initiatives, they have demonstrated a strong desire to create healthier communities and a more sustainable future for generations to come.

In partnership with AIA, we warmly invite you to attend the AHS Summit on March 29. Your support and collaboration have been instrumental in making this pilot year of the AIA Healthiest Schools Program a success, and we would love the opportunity to honor and celebrate this during the summit.

Attached are the summit schedule and the list of competition judges for your reference.





CORAZON S. ATAYDE
MEMORIAL FOUNDATION

Should you have any questions or concerns, please feel free to contact us at 0917-855-2341 or csamfoundationph@gmail.com.

Thank you for your unwavering commitment to the AIA Healthiest Schools Program. We are deeply grateful for your partnership and look forward to continuing our work together in empowering the youth to lead healthier, happier, and more sustainable lives.

Sincerely,


Margarita Romero-Atayde
Executive Director

AIA
healthiest
schools

CHANGEMAKER SUMMIT

MARCH 29, 2025
33RD FLOOR, AIA TOWER, MAKATI CITY

PROGRAMME AGENDA

TIME	PROGRAM
07:00-08:00	Registration of Participants
08:15-08:20	National Anthem Invocation
08:20-08:30	Opening Remarks MS. MELITA TEO Chief Executive Officer, AIA Philippines
08:30-08:45	Presentation of Judges
08:45-09:00	Presentation of Finalists
09:00-12:00NN	Finalists Impact Project Exhibition Grade School Happy Hallow Elementary School: Banana Fertilizer San Diego Elementary School: Snack Attack San Juan Central School: Project Papel High School Commonwealth High School: Ecochalk Happy Hallow High School: Project ORGANIC Polopina High School: Fostering Peer Support
12:00-01:30	Lunch Deliberation of Judges
01:30-02:00	Announcement of Winners
02:00-02:10	Closing Remarks MS. MELISSA HENSON Chief Marketing Officer, AIA Philippines



GRADE SCHOOL FINALISTS



Happy Hallow Elementary School
Created organic fertilizer with banana stalks, used in their Gulayan program and shared with nearby farmers



San Diego Elementary School
SNEI students created a recipe book composed of healthy nutritious meals using produce from their urban garden



San Juan Central School
Students engaged whole community on a recycling program partnering with local government units.

HIGH SCHOOL FINALISTS



Commonwealth National High School
Created chalks out of eggshells collected from school canteen and household of students



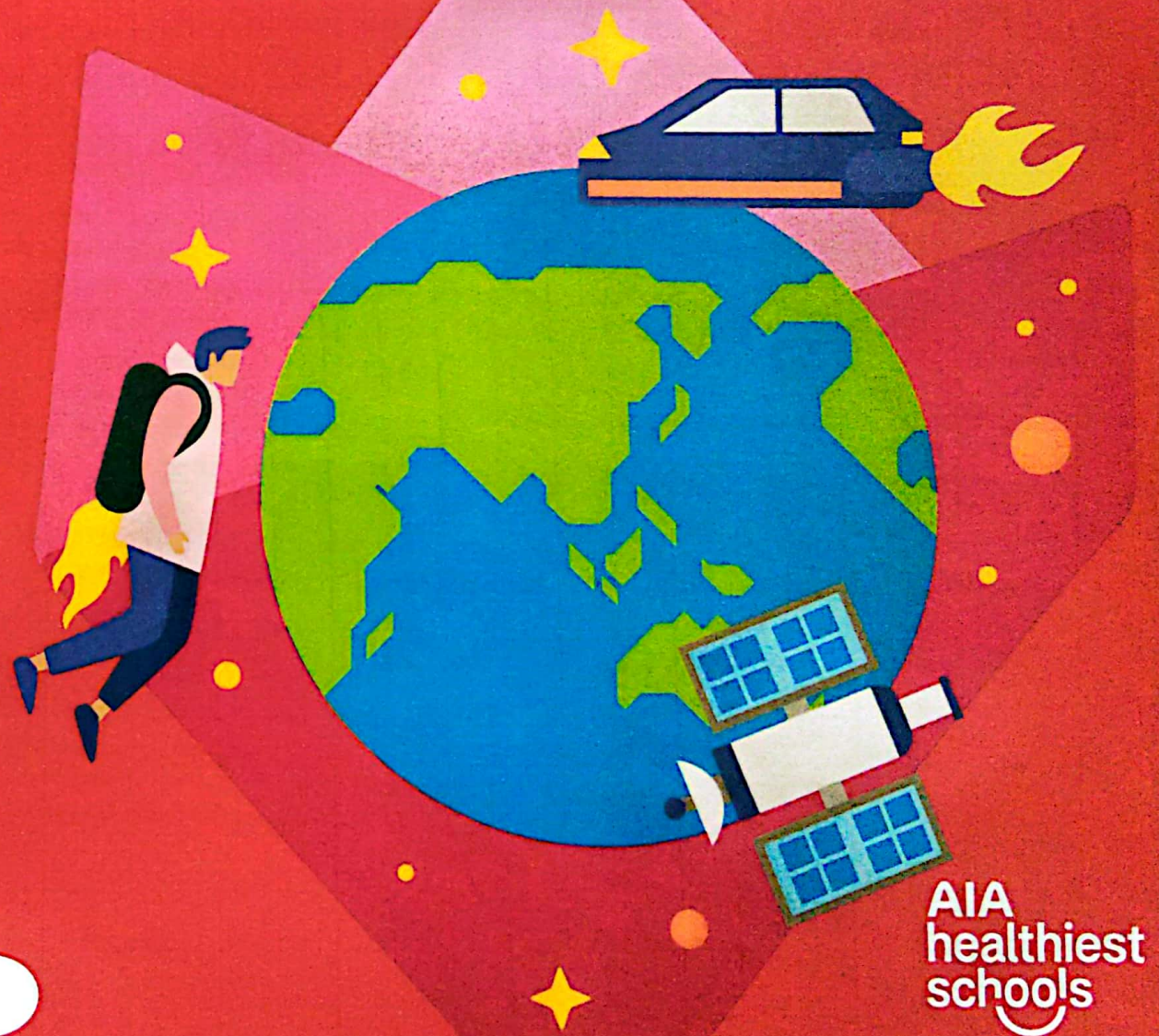
Happy Hallow National High School
Skills Development on Organic Agriculture Production adopted in their Gulayan Program. BMI and Nutrition data of students are tracked thru QR codes.



Pelopina National High School
Creation of a peer network to support mental health hygiene of students

AIA HEALTHIEST SCHOOLS PHILIPPINES

Road to Final 6



AIA
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AIA Philippines | Mar 20, 2025

CRITERIA



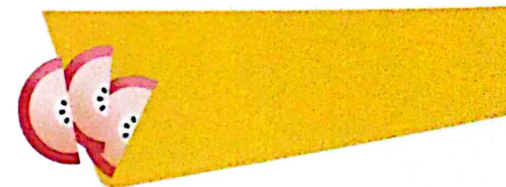
Section	Details
1. Background information 0 points (Helps the judges to understand your entry.)	<ul style="list-style-type: none">• Give basic details about your school (size, type, location).• Describe your challenges and priorities.• Describe any existing healthy initiatives at your school before you got involved in this competition – establish starting point of the health and wellbeing journey.
2. What is your health and wellbeing project? 10 points	<ul style="list-style-type: none">• Describe the project that you implemented in detail.• Explain how your project can inspire others• Outline your objectives and goals and how your project achieved them• Explain how you will continue building on your project in the future to benefit more people.
3. How did you make it happen? 10 points	<ul style="list-style-type: none">• Outline the steps you took to make this project a reality at your school – from initial idea to implementation.• Describe how people from across your school and wider community were involved.
4. What difference has the health and wellbeing project made to your school community? 10 points	<ul style="list-style-type: none">• Describe who (and how many) students, teachers, parents) benefited.• Outline how they benefited.• Show how far you have come from your starting point (demonstrate 'distance travelled')• Provide evidence showing the difference this project has made.

CRITERIA MATRIX



Section	Strong entry	Moderate entry	Weak entry
<p>Question 1: Background information</p> <p>0 points</p>	<p>Points are not awarded for this section, but information given here about specific aims and priorities and/or existing activities will help you to assess the 'distance travelled' by the school undertaking the project – how far they have come from their starting point, and the difference their idea is making.</p> <p>If two entries are scoring the same, the strength of this section could influence your decision on ranking.</p>		
Basic details	Gives details like school size, type and location.	Gives details like school size, type and location.	Little or no information is provided.
Challenges and priorities	Describes any local challenges or conditions that affect pupils' health and wellbeing, or the school's health and wellbeing priorities, with reasons.	As for a strong entry, but with less detail.	Little or no information is provided.
Starting point	<p>Describes prior healthy lifestyles activities before starting the project, or their absence.</p> <p>(It does not matter how active or inactive the school was before starting the programme.)</p>	It is unclear how active the school was in these areas before taking part.	Little or no information is provided.

CRITERIA MATRIX



Section	Strong entry 7-10 points	Moderate entry 4-6 points	Weak entry 0-3 points
Question 2: What is your idea? 10 points	<ul style="list-style-type: none"> Describe the project that you implemented in detail. Explain how your project can inspire others Outline your objectives and goals and how your project achieved them Explain how you will continue building on your project in the future to benefit more people. 		
Your idea	Describes the idea implemented in detail.	Describes the idea implemented.	Difficult to understand exactly what the idea was.
Exciting and inspiring	A strong implementation of a unique, creative idea with the clear capacity to inspire other schools to do similar.	A strong implementation of an idea with the clear capacity to inspire other schools to do similar.	An implementation of an idea that is already commonly implemented in schools.
Aims	Aims clearly specified, perhaps tied back to school information in the Background section.	As for strong entry, but with less detail.	The school's aims or priorities are not clear.

CRITERIA MATRIX



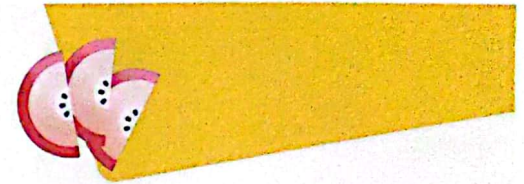
Section	Strong entry 7-10 points	Moderate entry 4-6 points	Weak entry 0-3 points
<p>Question 3: How did you make it happen?</p> <p>10 points</p>	<ul style="list-style-type: none"> Outline the steps you took to make this project a reality at your school – from initial idea to implementation. Describe how people from across your school and wider community were involved. 		
Process	Followed a clear process (e.g. using the Ideas Generator), with plans for measuring success built in.	Followed a clear process (e.g. using the Ideas Generator).	Process followed not specified or clear, or very limited.
People involved	Specific detail about how students <i>and</i> at least one other group (e.g. teachers, parents, wider community) was involved in planning and implementing the idea. Includes how many people were involved.	Specific detail about how at least one group (e.g. students, teachers, parents, wider community) was involved in planning and implementing the idea. Includes how many people were involved.	It is not clear how many people were involved or their roles. The entry does not describe how pupils were involved.

CRITERIA MATRIX



Section	Strong entry 7-10 points	Moderate entry 4-6 points	Weak entry 0-3 points
<p>Question 4: What difference did you make?</p> <p>10 points</p>	<ul style="list-style-type: none"> Describe who (and how many) students, teachers, parents) benefited. Outline how they benefited. Show how far you have come from your starting point (demonstrate 'distance travelled') Provide evidence showing the difference this project has made. 		
Who benefited	<p>The entry can quantify how many people were helped by each activity in more than one group (e.g. students, teachers, parents, the wider community).</p> <p>The number reflects the size of the school community, if known.</p>	The entry can list the groups of people each activity helped and may estimate the numbers involved.	<p>Missing or basic details about who benefited, and how many.</p> <p>This may only be pupils, with no reference to the wider school community.</p>
How they benefited	<p>Describes specific positive impacts for each group of people.</p> <p>Shows the 'distance travelled' by the school undertaking the project – how far they have come from their starting point, and the difference their idea is making.</p>	Describes some general impacts from the activities and shows 'distance travelled' but not in detail.	<p>The entry describes some positive outcomes but it is not clear what progress has been made.</p> <p>It is unclear what impacts the activities have made.</p> <p>The entry may mention research but no detail or evidence has been provided.</p> <p>It is hard to gauge what the 'distance travelled' is.</p>
Evidence	Entry includes evidence showing specific progress, e.g. survey results and/or quotations from people who benefited.	The entry includes some research evidence but this may be limited or may not show specific progress.	No or limited evidence.

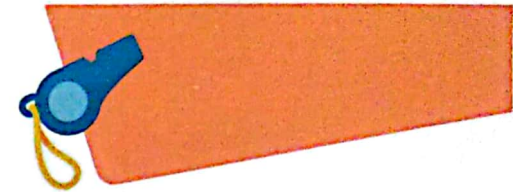
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Runner Ups

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[AIA - INTERNAL]



School: Comagaycay ES

Project Name: Healthy Eating, Healthy Living: Nutritional Wellness Project

Age Group: The school currently has a staff of 12 personnel, led by the School Principal, and caters to 193 students.

Description: What? The "Healthy Eating, Healthy Living: A Nutritional Wellness Project" included a cooking contest and a poster competition to highlight the importance of healthy eating. Additionally, students kept a food diary for 8 weeks to track and document their eating habits and food choices. The Cook Fest Challenge for Grade VI pupils sparked excitement and creativity, motivating them to create dishes with locally sourced ingredients. The poster-making contest provided a fun way to express creativity while promoting nutrition. Additionally, the food diaries helped students track their eating habits, reflect on their meals, and adopt a more mindful, healthy lifestyle. Our project sought to increase understanding of healthy eating and promote positive habits through education and interactive activities, while reducing the number of wasted pupils. It empowered students to make informed food choices, maintain a balanced diet, and take responsibility for their health and well-being, while also encouraging them to adopt an active lifestyle for overall wellness. Observations and feedback showed that students became more mindful of their food choices, adopted healthier habits, and embraced an active lifestyle, with increased enthusiasm for learning about balanced diets and healthy living. The activities from our project will continue into the next school year and be integrated into the Home Economics lessons. We will also collaborate with local farmers through the "Farm Fresh Learning" project to teach students how to grow local products, understand the benefits of locally sourced food, and develop income-generating opportunities. Furthermore, other schools can adopt and implement our project as well.

How? We implemented the project for 8 weeks, from December 9, 2024, to February 9, 2025:
 Week 1: School launching of Healthy Eating, Healthy Living: A Nutritional Wellness Project
 Week 2: The team leaders planned/organized the groups that joined the Cook Fest Challenge.
 Week 3: Each group planned the menu they were going to cook in the contest.
 Week 4 and 5: Cook Fest Challenge Elimination Round
 Week 6: Final Competition of the Cook Fest Challenge
 Week 7: Poster Making Contest
 Week 8: For the school's culminating activities, we organized a poster exhibition and displayed the posters in key locations to spark discussion during the final week's event. Additionally, the Barangay Nutrition Scholar was invited to share valuable insights on the importance of healthy eating for overall wellness and served as one of the judges for the poster contest. The post-survey results showed that our project was successfully executed and positively improved the health and wellness of our pupils.

Impact? As proof of the project's effectiveness, the students learned to eat a variety of fruits and vegetables and became more selective with what they ate. Additionally, the endline nutritional status report shows that 52.38% (11 students) have improved their nutritional status, compared to 21 wasted students prior to the implementation.



[AIA - INTERNAL]

School:

Lictin IS

Project Name:

Move to Wellness: Energizing Schools through School Dance Programs

Age Group:

Highschool

Description:
What?

The Move to Wellness project shows that promoting health and fitness does not require expensive equipment or facilities—just creativity and commitment. By using fitness dance sessions, we make exercise fun, engaging, and accessible for students. This project encourages other schools to prioritize student wellness through simple and enjoyable activities. It also highlights the importance of community involvement, as parents and local health workers can play a role in promoting fitness. Objectives and Goals & How We Achieved Them

1. Encourage physical activity – Weekly dance fitness sessions were held during Health classes to get students moving.
2. Promote an active lifestyle – A social media and poster campaign spread awareness about the benefits of exercise.
3. Include the community – Parents and younger students were invited to join, making the project more inclusive.
4. Monitor student progress – Teachers tracked attendance and participation, ensuring students stayed engaged.
5. Make fitness enjoyable – By using dance-based workouts, students saw exercise as something fun rather than a chore.

How We Will Build on Our Project in the Future

To sustain and expand the project, we plan to:

- a. Make Zumba a regular school activity beyond Health classes.
- b. Introduce wellness challenges to encourage students to stay active.
- c. Expand participation to include more grade levels.
- e. Partner with local fitness experts for special sessions.

Through these efforts, we aim to create a long-term culture of health and wellness in our school and community.

How?

An information drive will be launched to promote the project, emphasizing the importance of an active lifestyle. Posters, announcements, and social media platforms will be used to reach both students and the wider community. Implementation. Daily dance sessions will be conducted during the 4th quarter PE and Health classes every 3:15-4:00 PM, led by the teacher/s and MAPEH Club Officers. Parents, community members, and grade 9 levels will be invited to participate to foster inclusivity. Monitoring and Feedback. Teachers will monitor attendance, participation, and progress in students' physical activity levels. Feedback from students and parents will be gathered to improve future sessions. Evaluation and Sustainability. The project will culminate with a school-wide showcase event to celebrate students' achievements. Recommendations will be documented to ensure the program's sustainability, with the goal of making Zumba a regular school activity. By involving students, teachers, parents, and community, this project aims to create a lasting impact on the health and wellness culture of the school.

Impact
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Pre- and post-project BMI records will highlight improvements in student health. Attendance and participation rates during sessions will demonstrate the level of engagement. Additionally, surveys and feedback forms distributed to students, teachers, and parents will provide insights into how the program has influenced their attitudes toward health and fitness. Ultimately, this project will foster a culture of wellness in the school community, encouraging lifelong healthy habits while creating a more energetic and united learning environment.

