



Republic of the Philippines
Department of Education
BUREAU OF LEARNING DELIVERY

LESSON EXEMPLAR

Learning Area	FCS/Events Management Services	Grade Level	11/12
Semester	First/Second	Quarter	

I. OBJECTIVES

Content Standard	The learners demonstrate an understanding of the foundational concepts, processes, and roles within the event management industry.
Performance Standard	The learners conceptualize event plans by preparing proposals and budgets.
Learning Competencies	Discuss the history and evolution of event management

**II. REFERENCES
and MATERIALS**

International Event Management Standards Organization. (2021). Event management guidelines for best practices. IEMSO.

Goldblatt, J. (2019). Special events: Creating and sustaining a new world for celebration. Wiley.

Shone, A., & Parry, B. (2019). Successful event management: A practical handbook. Cengage Learning.

Matthews, D. (2007). Special event production: The process. Routledge.

Preston, C. (2012). Event marketing: Successfully promoting events, festivals, conventions, and expositions. Wiley.

Hoyle, L. H. (2002). Event marketing: The secret to successful events. Wiley.

III. CONTENT

Lesson 1: History and Evolution of Events Management

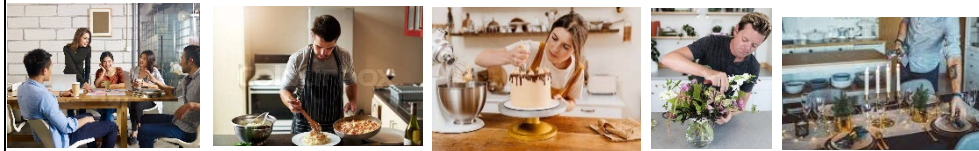


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	A. History of Event Management B. Evolution of Events <ul style="list-style-type: none"> • Types of events • MICE (Meetings, Incentives, Conventions and Exhibitions) 	
IV. OBJECTIVES	1. Explain the history and evolution of event management and its influence on contemporary practices. 2. Describe the evolution of events through its types (e.g., personal, social, cultural, sporting, virtual, and hybrid) based on their purpose and characteristics. 3. Differentiate MICE (Meetings, Incentives, Conventions, and Exhibitions) based on its components. 4. Appreciate various events' cultural, historical, and social significance by reflecting on their evolution and role in society.	
IV. PROCEDURES		ANNOTATION
A. Activating Prior Knowledge	Day 1 1. Activating Prior Knowledge Begin the lesson by showing selected pictures or video clips that depict real-life scenarios related to event management. Ask learners to observe and identify the skills needed to perform the tasks shown in the images or videos. This activity helps connect past learning with new concepts, encouraging students to recall and apply previously acquired skills in a meaningful context.	This activity is designed to refresh and reinforce the fundamental skills students have recently acquired in their TLE subject, which are essential for understanding event management services, particularly in grasping the history and evolution of the field. To support this activity, the teacher may implement one or more of the following instructional strategies."



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https://www.youtube.com/watch?v=f9E-cOXp_2U

(Bartending video clips in Thailand)

<https://www.youtube.com/watch?v=3G0Bqp0Epn4>

(Filipino bartender)

2. Establishing the Purpose of the Lesson

Activity: Watching Videos

Learners will explore the **history and evolution of event management**. This lesson aims to help them understand how events have developed over time and why specific skills are essential for success in the industry. The knowledge they gain will support both academic learning and future careers in event planning or hospitality.

Instruction to teachers:

Have relevant video clips ready to support and enrich the discussion. *(Play the video first to provide context, then follow with a guided discussion.)*

Set the Objective: Begin by stating:
“Before we dive into the history of event management, let’s take a moment to revisit some key skills that are essential in this field. These skills will help us better understand the structure and content of the course, as well as the practical applications of event management.”

Clearly communicate the learning goals, the relevance of the topic, and its practical applications. Help learners understand *why* the lesson matters and how it connects to real-world experiences, especially within the field of event management. This step sets expectations, builds curiosity, and motivates learners to engage with the content.



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	<p>They will watch the following short video clips:</p> <ol style="list-style-type: none"> 1. <i>History of Event Management:</i> https://www.youtube.com/watch?v=SrkaT-rtM08 2. <i>Evolving Event Management: Then vs Now:</i> https://www.youtube.com/watch?v=WzuGEs0-LS8 <p>After watching, students are expected to:</p> <ul style="list-style-type: none"> • Identify key changes in how events are managed over time. • Reflect on the skills needed in modern event planning. • Participate in a short discussion to share insights and takeaways. 	
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p>Activity 1: Timeline Exploration and Impact Mapping</p> <p>Instructions to learners :</p> <ol style="list-style-type: none"> 1. Join your group and receive a time period assigned by your teacher (e.g., Ancient Times, Medieval Era, Industrial Age, 20th Century, or 21st Century). 2. Search for answers. Use books, videos, or the internet to explore how events were managed during your assigned era. 3. Ask: What kinds of events happened? How were they organized? Who was involved? 	<p>Instructions to teachers:</p> <ul style="list-style-type: none"> • Prepare the needed materials. Printed timeline templates or digital presentation tools, markers, internet access • Begin by dividing students into small groups. • Assign each group a specific time period or era (e.g., Ancient times, Medieval, Industrial Revolution, 20th century, 21st century) • Groups present to the class and discuss cross-era connections.



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4. Build your timeline. Add the most important facts and examples from your research to the class timeline-this could be a printed poster or a digital presentation.
5. Connect the past to the present. Create an Impact Map showing which practices or traditions from your time period are still being used in today's event planning (like rituals, processions, or sponsorships).
6. Share your discoveries. Present your group's timeline entry and Impact Map to the class. Listen to others and make connections across time periods.

2. Discussing the New Concept

History and Evolution of Event Management

Event management has evolved from simple, informal gatherings to complex, large-scale productions. In ancient times, events were community-based, such as festivals, religious ceremonies, and tribal rituals. Over time, as societies became more organized and economically developed, events began to serve various purposes—celebration, business, education, and marketing.

In the 20th century, with the rise of international businesses and advancements in technology, event planning became a **recognized profession**. Today, event management is a **multi-billion-dollar industry** that includes specialized services like logistics, entertainment, marketing, risk management, and virtual engagement.

This phase focuses on explicit instruction and guided exploration of key concepts. Break down the lesson into understandable components by defining important terms, explaining relationships, using analogies, and presenting visual aids or models. Encourage learner participation through questioning, group discussions, or interactive presentations.

Purpose: To deepen understanding through clear explanation and active engagement with the new content.

Strategies may include:

- Concept mapping



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	<p>Types of Events</p> <p>Events come in various forms and serve different audiences and purposes. Common types include:</p> <ul style="list-style-type: none"> • Personal Events – Weddings, birthdays, anniversaries, and reunions • Social Events – Fundraisers, award nights, pageants, and community gatherings • Cultural Events – Religious festivals, heritage days, and traditional performances • Sporting Events – Competitions, tournaments, marathons, and league games • Virtual and Hybrid Events – Online webinars, virtual concerts, hybrid conferences (with both live and virtual audiences) <p>MICE: Meetings, Incentives, Conventions, and Exhibitions</p> <p>The MICE industry is a core sector of event management and tourism. These events usually involve professionals, organizations, and businesses coming together for common objectives.</p> <p>Conference Management</p> <p>Conferences are formal gatherings that require precise planning and coordination to ensure a smooth flow of activities.</p>	<ul style="list-style-type: none"> • Q&A sessions • Think-aloud or teacher modeling
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	<p>Key tasks include:</p> <ul style="list-style-type: none">• Managing speaker schedules and presentations – Preparing programs, coordinating with keynote speakers, and avoiding schedule conflicts.• Facilitating Q&A sessions and panel discussions – Appointing moderators, organizing question submissions, and keeping the discussions focused.• Coordinating audio-visual equipment and technical support – Ensuring microphones, projectors, online platforms, and backup tech support are in places <p>Incentive Travel</p> <p>These are reward-based trips offered by companies to employees or partners for performance or loyalty.</p> <p>Essential responsibilities:</p> <ul style="list-style-type: none">• Organizing group activities and excursions – Guided tours, cultural shows, and team-building exercises.• Managing transportation and accommodation – Booking flights, transfers, and hotels tailored to group needs.• Providing excellent customer service – Attending to special requests and creating memorable experiences. <p>Meetings and Conventions</p>	
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	<p>These involve structured business gatherings often hosted by associations or corporations.</p> <p>Key responsibilities include:</p> <ul style="list-style-type: none">• Managing meeting rooms and breakout sessions – Assigning rooms based on session types and audience size.• Coordinating catering and coffee breaks – Ensuring meals and refreshments match the schedule and dietary preferences.• Providing necessary amenities and supplies – Notepads, name tags, translation devices, and Wi-Fi access. <p>Exhibitions and Trade Shows</p> <p>These events provide companies a platform to showcase products and services to potential buyers or partners.</p> <p>Core tasks include:</p> <ul style="list-style-type: none">• Booth setup and dismantling – Supervising construction and layout in coordination with exhibitors.• Managing exhibitor relations – Supporting vendors with logistics, updates, and queries. <p>Coordinating lead generation and sales activities – Using registration systems, apps, or QR codes to track visitor interest and sales.</p>	
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	<p>3. Developing Mastery (Formative Assessment)</p> <p>Activity 1: Event Sorting and Gallery Walk</p> <p>Materials Needed: Printed event cards (with event name, short description, and images), chart papers or digital slides</p> <p>Instructions to learners:</p> <ol style="list-style-type: none">1. You will work in pairs or small groups. Each group will receive an event card (e.g., a wedding, Olympics, music festival, Zoom graduation, cultural parade, or hybrid business forum).2. As a group, discuss and classify your assigned event based on the following:<ul style="list-style-type: none">• Type (personal, social, cultural, sporting, virtual, hybrid, etc.)• Purpose (celebration, competition, tradition, education, business, etc.)• Key Characteristics (size, audience, setting, format, use of technology)3. Summarize your findings by making a simple visual poster or digital slide. Include the event name, type, purpose, characteristics, and a few images or symbols that represent it.4. Your work will be displayed around the room for a gallery walk. Walk around, view each group's work, and answer guided reflection questions provided by your teacher.	<p>Activity 1: Event Sorting and Gallery Walk</p> <p>Instructions to teachers</p> <ol style="list-style-type: none">1. Prepare the materials needed. Printed event cards (with event name, short description, and images), chart papers or digital slides2. Distribute event cards to pairs or small groups (e.g., a wedding, Olympics, music festival, Zoom graduation, cultural parade, hybrid business forum).3. Ask groups to classify each event based on type, purpose, and key characteristics.4. Each group then creates a simple visual poster or slide summarizing their assigned event.5. Organize a gallery walk, where students view and provide feedback on each other's work using guided reflection questions.6. End with a class discussion highlighting how events have evolved and diversified over time.
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5. After the gallery walk, join the class discussion. We will talk about how different types of events have changed or grown over time and what this tells us about society and technology.

Activity 2: MICE Role-Play Planning Workshop

Instructions to learners:

1. First, you will watch short videos or review real-life examples that explain the four components of MICE: Meetings, Incentives, Conventions, Exhibitions
2. You will be divided into four groups. Each group will be assigned one MICE component.
3. Your group will plan a sample event that represents your assigned MICE component. For example:
 - Meeting → Corporate board meeting
 - Incentive → Company reward trip
 - Convention → Academic conference
 - Exhibition → Trade show or product expo
4. Use the Planning Template: Complete the event planning template provided. Be sure to include:
 - Event objective
 - Target audience
 - Venue
 - Logistics (setup, materials, schedule)
 - Promotional strategies
5. Present your planned event to the class. Explain how your MICE component is different from the others and what makes it unique.

Activity 2: MICE Role-Play Planning Workshop

Instructions to teachers

1. Prepare the materials needed: Role description handouts, event planning templates
2. Introduce each component of MICE through short videos or real-life case studies.
3. Divide the class into four groups. Assign each group one MICE component.
4. Each group is tasked to **plan a sample event** that represents their assigned component (e.g., a corporate meeting, incentive trip, academic convention, trade exhibition).
5. Students complete a planning template that includes the event's objective, target audience, venue, logistics, and promotional strategies.
6. Groups present their plans and explain how their MICE component is distinct from the others.



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	6. As a class, we will fill in a comparison matrix that shows the differences and similarities among Meetings, Incentives, Conventions, and Exhibitions. Be ready to contribute your insights!	7. Wrap up with a matrix comparison of all four components.
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**C.
Demonstrating
Knowledge and
Skills**

1. Practical Application of Learning

Activity 1: Event Management Through the Ages: A Role-Play Presentation

Instructions:

1. Form small groups (3–5 members).
2. Each group chooses or is assigned a specific historical period (e.g., Ancient Egypt, Medieval Europe, 19th-century fairs, modern-day virtual events).
3. Create a **3–5 minute role-play** showing:
 - The type of event during that time
 - How it was planned, organized, and celebrated
 - Tools, practices, or people involved
4. After the performance, share a quick **reflection**: how the practices of that time influence modern event management.

Optional: Use simple props or costumes for creativity!

2. Drawing Generalizations

In this phase, learners consolidate their learning by identifying key insights, patterns, and overarching concepts from the lesson or unit. This can be facilitated through reflective questioning, guided discussions, journaling, or the use of visual tools such as concept maps. Drawing generalizations enables students to make sense of their experiences, form connections, and articulate their understanding in broader terms.

Task Overview:

In groups, students will bring history to life by performing a short skit or role-play that showcases how events were managed in different historical periods.



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Drawing Generalizations is the phase where students step back from the specific content they've learned and begin to recognize broader patterns, principles, or insights. This helps them connect what they've studied to larger concepts or real-world applications. It often involves activities like:

- **Reflective questioning** (e.g., *What did I learn? How does it apply to other situations?*)
- **Guided group discussions** to explore common themes
- **Journaling** to synthesize personal takeaways
- **Visual tools** like concept maps to organize and link ideas

3. Assessing Learning Outcomes

This step involves evaluating the extent to which learners have achieved the desired competencies and learning objectives. Assessment methods may include written outputs, performance-based tasks, peer assessments, or formative quizzes. These assessments should be directly aligned with the unit's summative goals and performance criteria, ensuring validity and coherence. This stage provides essential feedback for both learners and instructors on progress and areas for improvement.

Assessing Learning Outcomes is the process of measuring how well students have met the intended learning objectives. This can be done through various methods such as:

- **Written tasks** (e.g., essays, reports, reflections)
- **Performance-based assessments** (e.g., presentations, projects, demonstrations)



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- **Peer and self-assessments**
- **Formative quizzes or check-ins**

These assessments must be aligned with the unit's goals and clearly defined performance criteria to ensure they are meaningful and fair. The results provide valuable feedback:

- For **students**, it helps identify strengths and areas for growth.
- For **instructors**, it guides adjustments in teaching and future lesson planning.

Ultimately, this step ensures that learning is on track and supports continuous improvement.

3. Enrichment and Support Activities

Activity: From Rituals to Virtual: A Journey Through Event Management History

Task Options (Choose One):

1. **Infographic Timeline Poster**
 - Create a visual timeline showing major developments in event management (e.g., ancient festivals, royal ceremonies, industrial exhibitions, modern conferences, virtual events).
 - Include descriptions, images, and how each stage influenced modern practices.
2. **Short Skit or Role-Play Presentation**

Task Descriptions:

Students will research, design, and present a creative project that illustrates the key stages in the history and evolution of event management—from early human gatherings to today's digital and hybrid events. This performance task will help learners demonstrate their understanding by transforming historical information into a visual or dramatic presentation.



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- Act out the evolution of event management in scenes (e.g., a tribal celebration, a medieval fair, a 19th-century expo, a present-day virtual summit).
 - Use simple props and narration to explain each period's planning style and purpose.
3. **Digital Slide Show or Video Documentary**
- Prepare a short digital presentation (5–7 slides or minutes) narrating the key changes in event management over time.
 - Include visuals, music, voiceovers, or captions to enhance storytelling.

Required Content:

- At least **four historical stages** of event management (Ancient, Medieval, Industrial, Modern/Digital)
- Examples of events from each period
- **Key features and innovations** of each stage
- A brief explanation of how past practices influence today's events

Presentation:

Students will present their output to the class in groups or individually, with a brief Q&A session afterward.

Assessment Criteria:

- **Historical Accuracy and Depth** (Clear and accurate information per period)



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	<ul style="list-style-type: none">• Creativity and Engagement (Visual appeal, effort, originality)• Organization and Clarity (Logical flow, easy to understand)• Connection to Modern Practice (Clear link between past and present event practices) <p>Presentation Skills (Confidence, clarity, and audience engagement)</p>	
V. ASSESSMENT	<ol style="list-style-type: none">1. In ancient times, what was the primary purpose of events? A. Business marketing B. Community gatherings and rituals C. Tourism development D. Trade exhibitions2. Which development helped event management become a recognized profession in the 20th century? A. Invention of paper invites B. Growth of tribal societies C. Rise of international businesses and technology D. Popularity of birthday parties3. Which of the following is an example of a <i>personal event</i>? A. Trade fair B. Sports tournament C. Wedding D. Religious festival4. Fundraisers, award nights, and pageants are examples of what type of event? A. Cultural events B. Personal events	



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- C. Virtual events
- D. Social events

5. Which of the following best defines a hybrid event?

- A. A live event with no audience
- B. An event combining in-person and virtual participation
- C. A traditional religious ceremony
- D. An incentive travel program

6. What does the "M" in MICE stand for?

- A. Marketing
- B. Meeting
- C. Management
- D. Media

7. What is a key responsibility when managing a *conference*?

- A. Organizing cultural dances
- B. Arranging wedding receptions
- C. Managing speaker schedules and presentations
- D. Coordinating food stalls

8. What is the main goal of *incentive travel*?

- A. To launch new products
- B. To reward employee performance and loyalty
- C. To showcase artworks
- D. To hold large business meetings

9. Which task is most associated with managing a *convention*?

- A. Organizing virtual concerts
- B. Setting up trade booths



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	<p>C. Assigning meeting rooms and providing supplies D. Guiding tourists on excursions</p> <p>10. What is one of the primary purposes of <i>exhibitions and trade shows</i>?</p> <p>A. Celebrating personal milestones B. Hosting webinars C. Showcasing products to potential buyers D. Conducting religious rituals</p> <p>Answer Key:</p> <ol style="list-style-type: none">1. B. Community gatherings and rituals2. C. Rise of international businesses and technology3. C. Wedding4. D. Social events5. B. An event combining in-person and virtual participation6. B. Meeting7. C. Managing speaker schedules and presentations8. B. To reward employee performance and loyalty9. C. Assigning meeting rooms and providing supplies10. C. Showcasing products to potential buyers
VI. REFLECTION	<p>To support continuous improvement in teaching practice, consider reflecting on the following questions:</p> <ol style="list-style-type: none">1. What aspects of your teaching went well?<ul style="list-style-type: none">o <i>Identify the strategies, methods, or moments in your lesson delivery that effectively engaged learners, clarified key concepts, or supported student participation.</i>2. What challenges did you encounter during the lesson?



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| | <ul style="list-style-type: none">◦ <i>Reflect on any difficulties faced, such as student engagement, time management, resource limitations, or understanding of the material.</i> <p>3. How did you manage or address these challenges?</p> <ul style="list-style-type: none">◦ <i>Describe the adjustments, strategies, or interventions you used to overcome the challenges, and consider how they impacted the lesson's outcome.</i> |
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